

Self-Assessment Survey
A Guide for Evaluation and Action Planning
DRAFT – Possible Data Sources & Scoring Definitions

Introduction and Purpose

The purpose of the Self-Assessment Survey (SAS) is to examine the status and need for improvement of four behavior support systems: (a) school-wide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallway, playground), (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors.

The Self-Assessment Survey is intended to be used by school staff for initial and annual assessment of effective behavior support systems.

The SAS 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, SAS content, and reports. The SAS may also be downloaded from www.pbis.org.

Cost

There is no cost to use the SAS or its online scoring and reporting features. The SAS 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 SAS is intended to be completed by the entire school staff.

Schedule of Administration

School Teams are encouraged to self-assess using the SAS for initial action planning followed by an annual evaluation in the Spring of every year.

Preparation for Administration/Completion Time

All staff will complete the SAS individually. It should take approximately 20-30 minutes for completion.

Outcomes

Criteria for scoring each item of the SAS reflect degrees of implementation (Not in Place, Partial in Place, In Place).

The results from the SAS are used to (a) determine the status of SW-PBIS in a school and (b) guide the development of an action plan for improving SW-PBIS. The resulting action plan can be developed to focus on any one or combination of the four system areas.

Three basic phases are involved: (a) summarize the results, (b) analyze and prioritize the results, and (c) develop the action plan.

Subscale: School-wide Systems

School-wide is defined as involving all students, all staff, & all settings.

| Feature | Possible Data Sources | Scoring Criteria |
|---|---|--|
| <p>1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.</p> | <ul style="list-style-type: none"> • Matrix • Student handbook • Staff handbook | <p>Not in Place – Behavioral expectations have not been identified, are not all positively stated, or are more than 5 in number.</p> <p>Partially in Place – Behavioral expectations identified but may not be positively stated or included in the matrix.</p> <p>In Place – Five or fewer behavioral expectations exist that are positive and identified for specific settings.</p> |
| <p>2. Expected student behaviors are taught directly.</p> | <ul style="list-style-type: none"> • Lesson plans • Teaching schedule | <p>Not in Place – Expected behaviors are not taught.</p> <p>Partially in Place – Expected behaviors are taught informally or inconsistently.</p> <p>In Place – Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings.</p> |
| <p>3. Expected student behaviors are rewarded regularly.</p> | <ul style="list-style-type: none"> • School-wide recognition system | <p>Not in Place – There is no school-wide system for regularly rewarding or reinforcing student behavior.</p> <p>Partially in Place – There is a school-wide system for regularly rewarding or reinforcing student behavior but it is not consistently utilized.</p> <p>In Place – A school-wide system for regularly rewarding or reinforcing students is in place and consistently utilized.</p> |
| <p>4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.</p> | <ul style="list-style-type: none"> • Problem behavior definitions • Staff handbook • Student handbook • School policy | <p>Not in Place – No clear definitions exist.</p> <p>Partially in Place – Definitions exist but are not clear.</p> <p>In Place – Definitions for problem behaviors are clearly defined.</p> |
| <p>5. Consequences for problem behaviors are defined clearly.</p> | <ul style="list-style-type: none"> • Discipline flowchart • Problem behavior definitions • Code of conduct • Student handbook | <p>Not in Place – School-wide consequences for problem behaviors are not defined.</p> |

| | | |
|---|--|---|
| | <ul style="list-style-type: none"> Board policy | <p>Partially in Place – School-wide consequences for problem behaviors are defined, but are not clear.</p> <p>In Place – School-wide consequences for problem behaviors are defined and are clear.</p> |
| 6. Distinctions between office v. classroom managed problem behaviors are clear. | <ul style="list-style-type: none"> Discipline flowchart | <p>Not in Place – Distinctions between office v. classroom managed behaviors are not defined.</p> <p>Partially in Place – Office v. classroom managed behaviors are defined, but are not clear.</p> <p>In Place – Distinctions between office v. classroom managed behaviors are defined and are clear.</p> |
| 7. Options exist to allow classroom instruction to continue when problem behavior occurs. | <ul style="list-style-type: none"> Discipline flowchart | <p>Not in Place – No options exist when problem behavior occurs, leading to the cessation of classroom instruction.</p> <p>Partially in Place – Some options exist but still result in loss of classroom instruction.</p> <p>In Place – Options exist and seamlessly allow classroom instruction to continue when problem behavior occurs.</p> |
| 8. Procedures are in place to address emergency/dangerous situations. | <ul style="list-style-type: none"> School safety plan Emergency Guidebook Crisis Response Plan | <p>Not in Place – Procedures are not in place for addressing emergency/dangerous situations.</p> <p>Partially in Place – Procedures are in place but faculty, staff, and students do not practice procedures regularly.</p> <p>In Place – All faculty, staff, and students know and regularly practice procedures for emergency/dangerous situations.</p> |
| 9. A team exists for behavior support planning & problem solving. | <ul style="list-style-type: none"> Tier I PBIS Team meeting minutes Tier I meeting roles and responsibilities list Tier I action plan | <p>Not in Place – A team for behavior support planning and problem solving is not developed.</p> <p>Partially in Place – A team is developed but does not meet regularly.</p> <p>In Place – A team is developed and meets regularly to discuss school-wide data and monitor/revise team action plan.</p> |

| | | |
|---|--|--|
| <p>10. School administrator is an active participant on the behavior support team.</p> | <ul style="list-style-type: none"> • Tier 1 PBIS Team roles and responsibilities list • Tier 1 PBIS Team meeting minutes | <p>Not in Place – Administrator does not attend team meetings.</p> <p>Partially in Place – Administrator attends team meetings, but not regularly.</p> <p>In Place – Administrator regularly attends team meetings.</p> |
| <p>11. Data on problem behavior patterns are collected and summarized within an on-going system.</p> | <ul style="list-style-type: none"> • Data management system • Data Team/Manager • Big 5 Report | <p>Not in Place – Data is not collected.</p> <p>Partially in Place – Data is collected but is not summarized regularly.</p> <p>In Place – Data is collected and summarized regularly by a team.</p> |
| <p>12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).</p> | <ul style="list-style-type: none"> • Big 5 Report • Tier 1 PBIS Team meeting minutes • Faculty meeting minutes | <p>Not in Place – A procedure for informing teams/faculty of student behavior is not in place.</p> <p>Partially in Place – Teams and/or faculty inconsistently receive reports of student behavior and/or procedures for reporting are not formalized and used consistently.</p> <p>In Place – Procedures for reporting and student behavior are formalized, in place, and used.</p> |
| <p>13. School has formal strategies for informing families about expected student behaviors at school.</p> | <ul style="list-style-type: none"> • Student Code of Conduct • School website | <p>Not in Place – Behavioral expectations are not communicated to families.</p> <p>Partially in Place – Families are inconsistently informed of expected student behaviors.</p> <p>In Place – Formalized procedures for informing families of expected student behaviors are in place and used.</p> |
| <p>14. Booster training activities for students are developed, modified, & conducted based on school data.</p> | <ul style="list-style-type: none"> • Teaching schedule • Regular item on the monthly Tier 1 PBIS Team meeting agenda | <p>Not in Place – Booster training activities are not conducted.</p> <p>Partially in Place – Booster training activities are developed but not modified or implemented.</p> <p>In Place – Booster training activities that provide supplemental instruction on school-wide expectations are developed, modified, and conducted based on school data.</p> |

| | | |
|--|--|---|
| <p>15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.</p> | <ul style="list-style-type: none"> • School PBIS budget (independent of school budget) • Funds are available through general school budget to assist with SW-PBS | <p>Not in Place – Behavior support team does not have a budget for PBIS.</p> <p>Partially in Place – Behavior support team has funds for PBIS but a line-item in the school budget is not in place.</p> <p>In Place – Behavior support team has a budget or a line-item for PBIS included in the school budget.</p> |
| <p>16. All staff are involved directly and/or indirectly in school-wide interventions.</p> | <ul style="list-style-type: none"> • Staff are on various teams (e.g., data, expectations, reinforcement, etc.) | <p>Not in Place – Few staff (e.g., only leadership team members.) are involved in school-wide interventions (i.e., teaching, recognition, & response to problems).</p> <p>Partially in Place – Some staff (e.g., leadership team and some teachers) are involved in school-wide interventions.</p> <p>In Place – All staff are involved in school-wide interventions.</p> |
| <p>17. The school team has access to on-going training and support from district personnel.</p> | <ul style="list-style-type: none"> • PBIS Trainings | <p>Not in Place – No access to on-going training or support from district personnel.</p> <p>Partially in Place – District personnel offer infrequent trainings and inconsistent support.</p> <p>In Place – School teams are encouraged to attend the regularly offered district trainings and support.</p> |
| <p>18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.</p> | <ul style="list-style-type: none"> • School Action Plan • District Report | <p>Not in Place – District does not require schools to report on the social climate, discipline level, or student behavior.</p> <p>Partially in Place – District inconsistently requires reporting on social climate, discipline level, or student behavior.</p> <p>In Place – District consistently requires reporting at least annually.</p> |

Subscale: Non-Classroom Setting

Non-classroom settings are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus).

| Feature | Possible Data Sources | Scoring Criteria |
|---|---|--|
| <p>1. School-wide expected student behaviors apply to non-classroom settings.</p> | <ul style="list-style-type: none"> • Matrix • School-wide expected behavior signage in non-classroom settings • Student handbook • Staff handbook | <p>Not in Place – Non-classroom behavioral expectations are identified but do not align with school-wide expectations.</p> <p>Partially in Place – Non-classroom behavioral expectations are identified but may not be included on matrix or be posted in non-classroom settings</p> <p>In Place – Non-classroom behavioral expectations are positively stated, posted, and aligned with school-wide expectations.</p> |
| <p>2. School-wide expected student behaviors are taught in non-classroom settings.</p> | <ul style="list-style-type: none"> • Lesson plans • Teaching schedule includes non-classroom settings | <p>Not in Place – Expected behaviors are not taught</p> <p>Partially in Place – Expected behaviors are taught informally or inconsistently</p> <p>In Place – Formal system is used to teach expected behaviors directly to students in non-classroom settings AND the majority of staff can list the school-wide expectations.</p> |
| <p>3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.</p> | <ul style="list-style-type: none"> • Procedures/expectations provided in staff handbook • Informal walkthroughs | <p>Not in Place – No staff are present in non-classroom settings or are present but not supervising.</p> <p>Partially in Place – Non-classroom settings are supervised but not actively or consistently.</p> <p>In Place – Staff actively supervise (move, scan, and interact) in non-classroom settings consistently.</p> |
| <p>4. Rewards exist for meeting expected student behaviors in non-classroom settings.</p> | <ul style="list-style-type: none"> • Recognition System | <p>Not in Place – No formal system for acknowledging students</p> <p>Partially in Place – Formal system is in place but is used infrequently.</p> <p>In Place – Formal system for acknowledging student behavior is used consistently by all staff.</p> |

| | | |
|--|---|---|
| <p>5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.</p> | <ul style="list-style-type: none"> • Map of school • Safety/Security procedures • Directional signs | <p>Not in Place – Physical/architectural features cause or allow for unsupervised settings, unclear traffic patterns and inappropriate access to & exit from school grounds.</p> <p>Partially in Place – Some physical/architectural features are modified to limit unsupervised settings, unclear traffic patterns and inappropriate access to & exit from school grounds.</p> <p>In Place – Physical/architectural features are modified to permit supervision, safe traffic patterns, and movement to and from school grounds.</p> |
| <p>6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.</p> | <ul style="list-style-type: none"> • Daily schedule • Dismissal procedures | <p>Not in Place – Dismissal and transitions are not staggered; all students move throughout the building at the same time.</p> <p>Partially in Place – Dismissal and some transitions are staggered but are not effective.</p> <p>In Place – Dismissal and transitions are staggered, effective, and ensure students move throughout non-classroom spaces efficiently.</p> |
| <p>7. Staff receives regular opportunities for developing and improving active supervision skills.</p> | <ul style="list-style-type: none"> • Professional development/training calendar • Staff handbook • Professional development/training lessons | <p>Not in Place – No process for teaching staff active supervision skills is in place and/or opportunities are not provided.</p> <p>Partially in Place – Process is informal/unwritten, not part of professional development calendar, and/or does not include all staff.</p> <p>In Place – Formal process for teaching all staff active supervision skills exists and all staff have opportunities to develop skills.</p> |
| <p>8. Status of student behavior and management practices are evaluated quarterly from data.</p> | <ul style="list-style-type: none"> • Big 5 Report • Tier 1 PBIS Team meeting minutes • School policy | <p>Not in Place – Data is not collected or data is reviewed but not used.</p> <p>Partially in Place – Data is collected informally or data is reviewed and used for decision-making, but less than quarterly.</p> <p>In Place – Discipline data system graphs frequency of problem behavior, events by behavior, location, time of day, and</p> |

| | | |
|--|---|--|
| | | <p>student; the team reviews discipline data and uses data for decision-making at least quarterly.</p> |
| <p>9. All staff are involved directly or indirectly in management of non-classroom settings.</p> | <ul style="list-style-type: none"> • Informal surveys • Staff meeting minutes • Team meeting minutes • Staff handbook | <p>Not in Place – Faculty and staff are not shown data at least yearly and do not provide input on non-classroom practices.</p> <p>Partially in Place – Faculty and staff have been shown data more than yearly OR have provided feedback on Tier 1 non-classroom practices within the past 12 months but not both.</p> <p>In Place – Faculty and staff are shown data at least 4 times per year AND have provided feedback on Tier 1 non-classroom practices within the past 12 months.</p> |

Subscale: Classroom Setting

Classroom settings are defined as instructional settings in which teacher(s) supervise & teach groups of students.

| Feature | Possible Data Sources | Scoring Criteria |
|--|--|---|
| <p>1. Expected student behavior & routines in classrooms are stated positively & defined clearly.</p> | <ul style="list-style-type: none"> • Lesson plans • Teaching schedule • Matrix • Procedures list • Signage in classrooms • Informal observations | <p>Not in Place – Classroom behaviors and routines have not been identified, are not defined clearly, or are not stated positively.</p> <p>Partially in Place – Classroom behaviors and/or routines have been identified but are not defined clearly or stated positively.</p> <p>In Place – Classroom behaviors and routines have been identified and are defined clearly and stated positively.</p> |
| <p>2. Problem behaviors are defined clearly.</p> | <ul style="list-style-type: none"> • Problem behavior definitions • Staff handbook • Student handbook • School policy • Discipline flowchart | <p>Not in place – Problem behaviors have not been defined.</p> <p>Partially in Place – Problem behaviors have been identified but are not defined clearly (e.g., may not be observable or measureable).</p> <p>In Place – Problem behaviors have been identified and are clearly defined (e.g., are BOTH observable and measureable).</p> |
| <p>3. Expected student behavior & routines in classrooms are taught directly.</p> | <ul style="list-style-type: none"> • Lesson plans • Teaching schedule | <p>Not in Place – Expected student behaviors and routines are not taught.</p> <p>Partially in Place – Expected student behaviors and routines are taught indirectly, informally or inconsistently.</p> <p>In Place – Expected student behaviors and routines are explicitly taught (e.g., using direct instructional methods.)</p> |
| <p>4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).</p> | <ul style="list-style-type: none"> • Recognition system • Informal walk-through • Informal administrator interview • Self-assessment | <p>Not in Place – Expected student behaviors are not acknowledged (0 positives to greater than/more than 1 negative).</p> <p>Partially in Place – Expected student behaviors are inconsistently acknowledged (1:1 correspondence of positives to negatives); feedback by staff is not specific.</p> <p>In Place – Expected student behaviors are consistently acknowledged and at 4</p> |

| | | |
|---|--|--|
| | | positives to 1 negative rate; feedback by staff is specific. |
| 5. Problem behaviors receive consistent consequences. | <ul style="list-style-type: none"> • Informal walk-through • Informal administrator interview • Menu of consequences | <p>Not in Place – Problem behaviors receive no consequences.</p> <p>Partially in Place – Problem behaviors receive inconsistent consequences.</p> <p>In Place – Problem behaviors receive consistent consequences.</p> |
| 6. Procedures for expected & problem behaviors are consistent with school-wide procedures. | <ul style="list-style-type: none"> • Matrix • Recognition system • Problem behavior definitions • Discipline flowchart | <p>Not in Place – Procedures for expected and problem behaviors do not exist or do not match school-wide procedures.</p> <p>Partially in Place – Procedures for expected and problem behaviors exist but are not consistent with school-wide procedures.</p> <p>In Place – Procedures for expected and problem behaviors are consistent (e.g., align) with school-wide procedures.</p> |
| 7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs. | <ul style="list-style-type: none"> • Discipline flowchart • Menu of options/consequences • Lesson plans • Teachers are trained in evidence based classroom practices | <p>Not in Place – Classroom-based options do not exist; classroom instruction is stopped when problem behaviors occur.</p> <p>Partially in Place – Classroom-based options exist but are not consistently implemented when problem behaviors occur.</p> <p>In Place – Classroom-based options exist and are consistently and seamlessly employed when problem behaviors occur.</p> |
| 8. Instruction & curriculum materials are matched to student ability (math, reading, language). | <ul style="list-style-type: none"> • Lesson plans • Informal walkthroughs • Teachers are trained in evidence based classroom practices | <p>Not in Place – Instruction and curriculum materials are NOT matched to student ability (e.g., instruction/ curriculum too easy or too difficult for students).</p> <p>Partially in Place – Instruction and curriculum materials are inconsistently and only occasionally matched to student level.</p> <p>In Place – Instruction and curriculum materials are consistently aligned with students’ individual abilities.</p> |

| | | |
|---|---|--|
| <p>9. Students experience high rates of academic success ($\geq 75\%$ correct).</p> | <ul style="list-style-type: none"> • Student work samples • Assessment data • Informal walk-through • Improvement in academics compared to discipline data is shared with the staff • Multi year comparisons • Informal student surveys | <p>Not in Place – Students experience low rates of academic success ($\leq 50\%$ correct).</p> <p>Partially in Place – Students experience some academic success, but quite limited ($> 50\%$ but $< 75\%$ correct).</p> <p>In Place – Students consistently and repeatedly experience high rates of academic success ($\geq 75\%$ correct).</p> |
| <p>10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).</p> | <ul style="list-style-type: none"> • Observation data • Professional development • Informal walk-throughs • Self-assessments | <p>Not in Place – Teachers have no opportunities to access feedback.</p> <p>Partially in Place – Teachers have limited opportunities to access feedback.</p> <p>In Place – Teachers regularly have opportunities to access feedback.</p> |
| <p>11. Transitions between instructional & non-instructional activities are efficient & orderly.</p> | <ul style="list-style-type: none"> • Procedures posted in classroom • Informal walk-throughs | <p>Not in Place – Routines and procedures for transitions do not exist.</p> <p>Partially in Place – Routines and procedures for transitions exist but are not posted, and/or are not taught and/or are not regularly adhered to.</p> <p>In Place – Routines and procedures are posted, taught, implemented efficiently and orderly, and followed by students.</p> |

Subscale: Individual Student Systems

Individual student systems are defined as specific supports for students who engage in chronic problem behaviors (1%-7% of enrollment)

| Feature | Possible Data Sources | Scoring Criteria |
|--|--|---|
| <p>1. Assessments are conducted regularly to identify students with chronic problem behaviors.</p> | <ul style="list-style-type: none"> • Multiple data sources used (e.g. ODRs, time out of instruction, attendance, academic performance) • Team decision rubric • Team meeting minutes • School policy | <p>Not in Place – No formal assessments or reviews of data are used to identify students with chronic problem behaviors.</p> <p>Partially in Place – Formal assessments or reviews of data are used to identify students with chronic problem behaviors, but not regularly or consistently.</p> <p>In Place – Formal assessments and consistent review of data are used to identify students with chronic problem behaviors (e.g. students with 2 or more ODRs are brought to the attention of the behavior support team).</p> |
| <p>2. A simple process exists for teachers to request assistance.</p> | <ul style="list-style-type: none"> • Request for assistance form • Staff handbook | <p>Not in Place – No formal or simple process exists for requesting assistance.</p> <p>Partially in Place – A process exists for teachers to request assistance with students with chronic problem behaviors, but it is lengthy (e.g., process takes more than 10 minutes to complete).</p> <p>In Place – A simple process (e.g., less than 10 minutes) is available for teachers to request assistance.</p> |
| <p>3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.</p> | <ul style="list-style-type: none"> • Tier 1 PBIS Team meeting minutes • Behavior support team meeting calendar | <p>Not in Place – There is not a behavior support team or the behavior support team does not respond to students who present chronic problem behaviors.</p> <p>Partially in Place – The behavior support team responds to students who present chronic problem behaviors, but not promptly (i.e., within 2 working days).</p> <p>In Place – Within 2 working days of a student being identified as having chronic problem behaviors the behavior support team responds (e.g. collects additional data, places in intervention, recommends environmental manipulations).</p> |

| | | |
|--|--|---|
| <p>4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.</p> | <ul style="list-style-type: none"> • Team meeting roles & responsibilities descriptions | <p>Not in Place – No members of the behavioral support team are trained/skilled at conducting functional behavioral assessment.</p> <p>Partially in Place – At least 1 member of the behavioral support team has some understanding of how to conduct a functional behavioral assessment, but has not been trained.</p> <p>In Place – At least 1 member of the behavioral support team is trained/skilled at conducting functional behavioral assessment.</p> |
| <p>5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).</p> | <ul style="list-style-type: none"> • Appropriate district level personnel assigned to buildings (e.g., school psychologist, behavior interventionist) • Community agencies and resources | <p>Not in Place – No local resources have been identified or are available.</p> <p>Partially in Place – Some local resources have been identified but are not used consistently.</p> <p>In Place – Local resources are identified and used regularly.</p> |
| <p>6. Significant family &/or community members are involved when appropriate & possible.</p> | <ul style="list-style-type: none"> • Team meeting minutes • Family communication | <p>Not in Place – Significant family and community members are not involved in behavior support planning.</p> <p>Partially in Place – Significant family and community members are occasionally involved in behavior support planning for students when appropriate and possible.</p> <p>In Place – Significant family and community members are consistently involved in behavior support planning for students when appropriate and possible.</p> |
| <p>7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.</p> | <ul style="list-style-type: none"> • Lesson plans for family trainings • School calendar • Survey data | <p>Not in Place – School does not provide opportunities for families to receive training on behavioral support/positive parenting strategies.</p> <p>Partially in Place – Informal opportunities exist for families to receiving training on behavioral support/positive parenting strategies.</p> <p>In Place – Formal opportunities exist for families to receive training on behavioral support/positive parenting strategies.</p> |

| | | |
|--|--|---|
| <p>8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.</p> | <ul style="list-style-type: none">• Student progress data• Reports to staff• Staff meeting minutes• Staff report• Team meeting minutes | <p>Not in Place – Data is not collected on behavior.</p> <p>Partially in Place – Data are collected on student outcomes but are not reported to the behavior support team and/or relevant staff at least monthly.</p> <p>In Place – Data are collected on student outcomes AND are reported to the behavior support team and relevant staff at least monthly.</p> |
|--|--|---|