



# Proctor Public Schools Behavior Support Process

## Multi-Tiered System of Support

Who	Action	Outcome
<b>Tier I - 80% - Universal Instruction</b>		
<b>PBIS Team</b>	Developing school wide expectations and supports.	Monitor fidelity of school wide implementation
<b>Classroom Teacher</b>	Provide explicit instruction, practice and feedback on behavior expectations. Establish classroom and school routines.	Support students towards behavior expectations
<b>Classroom Teacher</b>	Collect student data on a specific behavior concern	Identify students who need a strategic interventions.

<b>Tier II - 15% - Strategic Instruction</b>		
<b>BAT Team</b>	Review identified students for strategic interventions.	Identify the strategic intervention resource, instructor and goal.
<b>Classroom Teacher</b>	Conduct intervention determined with BAT team support and progress monitor.	Support students towards behavior expectations.
<b>Classroom Teacher &amp; BAT Team</b>	Meet to review student intervention data.	Team will determine continuation of intervention, change of intervention or refer to CST.

### AFTER DOCUMENTED INTERVENTION

<b>Tier II - 15%</b>			
	<b>Continue Intervention</b> intervention was successful, student is not yet at goal achievement level	<b>Change Intervention</b> intervention was not successful based on student data	<b>Exit Intervention</b> intervention was successful, student data shows student will meet goal achievement level.
<b>Who</b>	<b>Classroom Teacher</b>	<b>Classroom Teacher</b>	<b>Classroom Teacher</b>
<b>Process</b>	Continue second intervention and progress monitor.	Conduct different intervention and progress monitor.	Progress monitor regularly
<b>Outcome</b>	Support students towards expectations.	Support students towards expectations.	Support students towards expectations.

### AFTER 2ND FAILED INTERVENTION

<b>Qualifying for Tier III - 5%</b>	
	Refer to CST (Child Study Team)

**BAT Team Members**

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<b>Who</b>	CST Team
<b>Process</b>	Review past interventions and collect all student data to review and determine next steps
<b>Outcome</b>	Student will be tested for further specialized support, or referral made back to BAT for further interventions.

## TIER III

	<b>Pre-Assessment Meeting</b> Referral for Special Education Testing Received
<b>Who</b>	Case Manager, School Psychologist, Teacher, & Parents/Guardians
<b>Process</b>	To explain the evaluation process & assessments to parents; To gather information to create assessment plan
<b>Outcome</b>	Evaluation plan is completed & given to parents to sign for consent

	<b>Evaluation Process</b> Signed parental consent of evaluation plan received
<b>Who</b>	Case Manager, School Psychologist, SLP when required, Teacher input, Parent Input
<b>Process</b>	Determination of special ed eligibility through evaluation. Review evaluation results with families and determine special ed eligibility. Parents sign form to agree or disagree.
<b>Timeline</b>	Evaluation must be completed within <b>30 school days</b> from receiving signed consent of evaluation plan.

	<b>If Student Qualifies</b>
<b>Who</b>	Case Manager, Teacher, Parent, SLP when required, Administrator
<b>Process</b>	Draft the IEP based on evaluation results & team input
<b>Timeline</b>	IEP meeting must be held within <b>30 calendar days</b> of eligibility determination & may be conducted at the same time eligibility is determined*

	<b>If Student DOES NOT Qualify</b>
<b>Who</b>	MTSS Team
<b>Process</b>	Determine intervention/accommodation to support student in the general education classroom. Possible 504 plan created and implemented.
<b>Timeline</b>	Student continues in Tier II interventions



	<b>IEP</b>
<b>Who</b>	Case Manager
<b>Process</b>	Case Manager writes IEP &

### CST Team Members

- Administration
- SpEd Team
- School Psychologist
- Related Services (OT, PT, SLP)

	distributes to parents
<b>Timeline</b>	Parents have 14 <b><i>calendar</i></b> days to review the IEP Services begin after signed consent is received

***\*Every effort is made to hold the Eligibility Determination meeting and the IEP meeting at the same time; however, it is not always possible.***