

# Broward County Public Schools Behavior Intervention Program



*All Students, All Families and All Communities Supported Every Day!*

Website: <https://www.browardschools.com/domain/13539>

Email: [BehaviorInterventionPacket@browardschools.com](mailto:BehaviorInterventionPacket@browardschools.com)

Department Number: 754-321-1655

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## BEHAVIOR INTERVENTION COMMITTEE

The Division of Student Support Initiatives & Recovery leads the district-wide Behavior Intervention Committee (BIC). BIC was established to ensure the safety and well-being of all students. Florida Statutes 1006.08(1), 1003.53 & 1006.13(5) authorizes school districts to assign students to alternative sites for their educational services when a student has a pattern of disruptive behavior, commits an offensive act that warrants out-of-school suspension or expulsion and/or poses a threat to school safety. Broward County Public Schools perform this function through the Behavior Intervention Committee. BIC evaluates student's behavioral concerns and/or incidents and ensures students are in the appropriate educational setting.

This handbook is designed to provide an understanding of the behavior intervention program options and processes. It serves as a resource guide for properly submitting requests to the Behavior Intervention Committee (BIC). All requests are considered by the District's multi-disciplinary Behavior Intervention Committee. The BIC determines and makes final recommendations for all submitted requests.

For additional information visit [BIC – Behavior Intervention Program Teams](#) or contact Adrienne T. Dixon-Paul at 754-321-1655.

## BEHAVIOR INTERVENTION PROGRAM

The Behavior Intervention Program (BIP) is a structured assignment to ensure student safety and wellness by providing opportunities and options to students who demonstrate increasingly disruptive and unresponsive behavior or who encounter extenuating behavioral circumstances. The program is dedicated to ensuring students are learning and growing academically, behaviorally and socially in the most appropriate learning environment. Our belief is that all students can and will learn if given the proper tools, resources, interventions and support in an appropriate educational setting.

Participation in the BIP assignment process is significant and essential to identifying students who may benefit from program options. BIP opportunities and options assigned to students help them acquire the necessary skills to enable them to function optimally in the traditional school setting. Students are usually assigned to a behavior intervention site for ninety (90) days to one hundred eighty (180) days, with assignments generally not to exceed two (2) school years. Transition from a behavior intervention location to a traditional school setting is based upon successful completion of a program option. Student Support Initiatives & Recovery staff will provide technical assistance and support to schools to identify interventions, supports and make request for BIP program options.

## BIP PROGRAM REFERRAL TYPES

The Behavior Intervention Committee has identified six referral types for behavior intervention assignment consideration. The following table outlines the referral types with accompanying descriptions that would be appropriate for behavior intervention referrals and consideration.

Referral Types	Behavior Descriptions	Referral Requirements	Committee Outcomes
BIC Traditional	Student has a history of disruptive behavior, habitually exhibits disruptive behavior in violation of the code of student conduct and severely threatens the general welfare of students or others.	Complete all required action steps listed on the <a href="#">BIC Traditional and Transitional Request for Consideration Form K - 12.</a>	<ol style="list-style-type: none"> <li>1. Administratively Assign (BIP site)</li> <li>2. Pending</li> <li>3. Denied</li> </ol>
BIC Traditional Transitional	Student demonstrates disruptive behavior, habitually exhibits disruptive behavior in violation of the code of student conduct and severely threatens the general welfare of students or others within thirty (30) days after transitioning from a Behavior Intervention Site.	Complete all required action steps listed on the <a href="#">BIC Traditional and Transitional Request for Consideration Form K - 12.</a>	<ol style="list-style-type: none"> <li>1. Administratively Assign to BIP site</li> <li>2. Administratively Assign to traditional school</li> <li>3. Pending</li> <li>4. Denied</li> </ol>
Off-Campus Offenders (District office)	Student commits an expellable act off campus that may pose a threat to school safety and requires an administrative review to determine the appropriate educational setting.	Complete all required action steps listed on the <a href="#">BIC Special Circumstances/Expulsion Request for Consideration Form K-12.</a>	<ol style="list-style-type: none"> <li>1. Administratively Assign to BIP site</li> <li>2. Administratively Assign to traditional school</li> <li>3. Return to Boundary</li> <li>4. Pending</li> </ol>
Juvenile Justice Programs (District office)	Student transitioned and/or completed a juvenile justice residential program, not including the detention center and requires an administrative review to determine the appropriate educational setting.	Complete all required action steps listed on the <a href="#">BIC Special Circumstances/Expulsion Request for Consideration Form K-12.</a>	<ol style="list-style-type: none"> <li>1. Administratively Assign to BIP site</li> <li>2. Administratively Assign to traditional school</li> <li>3. Return to Boundary</li> <li>4. Pending</li> </ol>

<p>Expulsion Transitions (District office)</p>	<p>Student is transitioning from a Behavior Intervention Site subsequent to an Expulsion Abeyance Program assignment and requires an administrative review to determine the appropriate educational setting.</p>	<p>Complete all required action steps listed on the <a href="#">BIC Special Circumstances/Expulsion Request for Consideration Form K-12.</a></p>	<ol style="list-style-type: none"> <li>1. Administratively Assign to BIP site</li> <li>2. Administratively Assign to traditional school</li> <li>3. Return to Boundary</li> <li>4. Pending</li> </ol>
<p>Special Circumstances</p>	<p>Superintendent or Designee request, case-by-case consideration.</p>	<p>Complete all required action steps listed on the <a href="#">BIC Special Circumstances/Expulsion Request for Consideration Form K-12.</a></p>	<ol style="list-style-type: none"> <li>1. Administratively Assign to BIP site</li> <li>2. Administratively Assign to traditional school</li> <li>3. Return to Boundary</li> <li>4. Pending</li> </ol>

## REQUIREMENTS FOR INITIATING A REQUEST FOR BEHAVIOR INTERVENTION PROGRAM CONSIDERATION

- Collaborative Problem-Solving Team (CPS Team) identifies a student with behavioral concerns.
  - If the student is in **foster care**, contact the Foster Care program at 754-321-1565
  - If the student is **homeless**, contact the HEART program at 754-321-1566
- CPS Team follows the MTSS/RtI process:
  - Implements behavioral strategies, interventions and supports for a minimum of **six (6) weeks**, records in Tier 1 Strategies and BASIS RtI.
  - Response to Intervention (RtI) forms must be recorded in BASIS RtI: CPS Behavioral Referral, Initial Meeting Note, Behavior Intervention Records Tier 2 and/or Tier 3 - Functional Behavioral Support (FBA)/Positive Behavior Intervention Plans (PBIP) and progress monitoring form(s).
  - Uploads data collection e.g. frequency charts, ABC logs and other relevant behavior forms in BASIS RtI supporting documentation tab.
  - Inform and engage parent or guardian throughout the process.
- CPS Team must conduct a Functional Behavioral Assessment (FBA) and develop a Positive Behavior Intervention Plan (PBIP).
  - Students with a current FBA/PBIP documented in EDPlan, PBIP must be implemented for a minimum of **six (6) weeks**
  - Students without a current FBA/PBIP documented in Ed Plan, must have an FBA/PBIP documented in BASIS RtI and PBIP implemented for a minimum of **six (6) weeks**
  - PBIP progress monitoring data must be collected for a minimum of **six (6) weeks** and uploaded in BASIS RtI supporting documentation tab or EDPlan.
- CPS Team informs **principal** of the BIC referral for consideration.
- CPS Team informs **parent and/or guardian** of the BIC referral for consideration, and documents notification in Tier 1 Strategies.
- CPS Team must consult with District MTSS Instructional Facilitator to assist with interventions, supports and prior to submitting a request to BIC for consideration.
- CPS Team must consult with District Positive Behavior Intervention Specialists to review the packet prior to submitting the request to BIC for consideration. The PBIS Administrator will review packet to ensure the packet is complete as outlined by the BIC process. The review does not guarantee that the student will be assigned to a BIP program.
- CPS Team completes all BIC required components on the Traditional and Transitional Request for Consideration Form K – 12.

- Referrals for consideration are submitted electronically to [behaviorInterventionPacket@browardschools.com](mailto:behaviorInterventionPacket@browardschools.com)
  - Submit request using the following name format:  
student's first name initial, last name and school name  
**A. Baker Washington High School**
- Organize documentation in the order that it appears on the consideration form, scan into one (1) PDF.
- Submit request on or before the scheduled due date and time.

**BEHAVIOR INTERVENTION COMMITTEE**  
**Traditional and Transitional Request for Consideration Form K – 12**

BIC Traditional and Transitional Referral Criteria Form				
Request Date:	Current School:	Principal:	Request Submitted by:	
Student Name:	Number:	D/O/B:	Grade:	Race:
Parent Name:	Parent Number:	Parent Email:		
Special Programs:	Other Programs:	Gender:		
	<ul style="list-style-type: none"> <li>▪ Traditional and Transitional Request for Consideration Form K – 12 (Principal signature required)</li> </ul>			
	<ul style="list-style-type: none"> <li>▪ Signed Principal letter – outlining the reasons for the request</li> </ul>			
	<ul style="list-style-type: none"> <li>▪ Student's contact information verified (update in system if needed)</li> </ul>			
	<ul style="list-style-type: none"> <li>▪ Parent Notification of BIC request for review (parent signature is not required for submission)                             <ul style="list-style-type: none"> <li>○ If parent did not sign BIC request form, explanation must be documented in the comment section of BASIS Tier 1 Strategies and on the form</li> </ul> </li> </ul>			
	<ul style="list-style-type: none"> <li>▪ District MTSS/RtI Instructional Facilitator Consultation                             <ul style="list-style-type: none"> <li>○ Documented in BASIS Tier 1 Strategies</li> </ul> </li> </ul>			
	<ul style="list-style-type: none"> <li>▪ Psychosocial evaluation <b>K – 12</b> Addendum may be added if psychosocial was completed within the past 18 months</li> </ul>			
	<ul style="list-style-type: none"> <li>▪ Psychological evaluation <b>K- 12</b> <ul style="list-style-type: none"> <li>○ A <u>psychological evaluation must be conducted</u> to consider whether the student does/does not meet eligibility criteria for Emotional/Behavioral Disability, as well as any other areas of suspected disability. If determined eligible, the team must consider the full spectrum of ESE services available to the student. A psychological evaluation completed within three years may be utilized if the findings are consistent with the student's current functioning. Otherwise, the student should be recommended for reevaluation to identify any additional areas of concern.</li> </ul> </li> </ul>			
	<ul style="list-style-type: none"> <li>▪ District PBIS Administrator Consultation                             <ul style="list-style-type: none"> <li>○ Documented in BASIS Tier 1 Strategies</li> </ul> </li> </ul>			
	<ul style="list-style-type: none"> <li>▪ Conduct a Functional Behavioral Assessment (FBA) and create Positive Behavior Intervention Plans (PBIP) in BASIS RtI or ED Plan K – 12                             <ul style="list-style-type: none"> <li>○ Existing FBA/PBIP must be reviewed within 6 weeks of the request</li> <li>○ PBIP must be implemented a minimum of 6 weeks prior to the request</li> </ul> </li> </ul>			
	<ul style="list-style-type: none"> <li>▪ ESE Approval Letter and Processes, if applicable                             <ul style="list-style-type: none"> <li>○ ESLS Director or Designee signed approval letter (excluding gifted)</li> <li>○ All pending psychological evaluations and eligibility determinations must be finalized in EDPlan prior to submission</li> </ul> </li> </ul>			
	<ul style="list-style-type: none"> <li>▪ Individualized Education Plan (IEP), if applicable                             <ul style="list-style-type: none"> <li>○ IEP must be reviewed and updated to include services and accommodations to address the areas of concern (behavior goals, counseling, and social skills)</li> <li>○ IEP services and accommodations must be implemented for a minimum of 6 weeks</li> </ul> </li> </ul>			
	<ul style="list-style-type: none"> <li>▪ Mental Health Concerns, if applicable                             <ul style="list-style-type: none"> <li>○ Refer for mental health services and/or administer a mental health screener</li> </ul> </li> </ul>			
	<ul style="list-style-type: none"> <li>▪ Review TERMS data and include in summary (A03, A06, A07, A10, A13, A15, A21, A23, A24, L27) <b>DO NOT PRINT</b></li> </ul>			
	<ul style="list-style-type: none"> <li>▪ Behavioral Threat Assessment, if applicable</li> </ul>			



	<ul style="list-style-type: none"> <li>▪ Safety Plan, if applicable</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Other relevant information e.g. outside agency support, counseling, mentors/mentoring, tutoring, extracurricular clubs/activities</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Organize documentation based on the order on the form, scan into one (1) PDF, and email the request to <a href="mailto:BehaviorInterventionPacket@browardschools.com">BehaviorInterventionPacket@browardschools.com</a>. Incomplete requests will be returned for completion and may delay scheduling. Contact Adrienne T. Dixon-Paul at 754-321-1655 or email <a href="mailto:adrienne.dixon@browardschools.com">adrienne.dixon@browardschools.com</a> for questions and support.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Submit request on or before packet submission due date and time - <a href="#">BIC Calendar 2021 - 2022</a></li> </ul>

### Collaborative Problem-Solving Team Review (Grades K – 12)

The school-based Collaborative Problem-Solving Team must conduct a comprehensive review of the student's historical and current academic, behavioral, social emotional, mental health and physical records. Summarize findings below.

Meeting Attendees:

Name:	Title:	Initials:	Date:
Name:	Title:	Initials:	Date:
Name:	Title:	Initials:	Date:
Name:	Title:	Initials:	Date:
Name:	Title:	Initials:	Date:
Name:	Title:	Initials:	Date:

**PRINCIPAL ACKNOWLEDGMENT**

As explained in the principal letter, I am requesting a review of the incidents, facts and supporting documentation for the student by the Behavior Intervention Committee for a Behavior Intervention Program assignment.

Principal Signature:	Date:
Print:	
District/School Contact Signature:	Date:
Print Name/Title:	
District/School Contact Signature:	Date:
Print Name/Title:	

**PARENT ACKNOWLEDGMENT**

As the parent/guardian of the above-named student, I am aware that the school is considering my child be assigned to a Behavior Intervention Program or other educational option. My signature indicates that I understand the process, and I am aware that the assignment, if made, is INVOLUNTARY.

Parent/Guardian Signature:	Date:
Print Parent/Guardian Name:	

If parent or guardian did not sign, document communication attempts in BASIS Tier 1 Strategies and include any relevant information in the section below.

Additional comments and/or relevant information:

**BEHAVIOR INTERVENTION COMMITTEE**  
**Special Circumstances/Expulsion Request for Consideration Form K- 12**

BIC Special Circumstances/Expulsion Request Form			
Request Date:	Current School:	Principal:	Request Submitted by:
Student Name: (Last, First)	Number:	D/O/B:	Age: Grade: Race:
Parent/Guardian Name:	Parent/Guardian Number:	Parent/Guardian Email:	Gender:
Date of Incident:	<b>DMS</b> Incident Type/Code:	<b>DJJ</b> Incident Type/Code:	Incident School:
Special Programs:	Other Programs:	Current Boundary School:	Referral Type:
	<ul style="list-style-type: none"> <li>▪ BIC Special Circumstances/Expulsion Request for Consideration Form K – 12 (Administrator signature required)</li> </ul>		
	<ul style="list-style-type: none"> <li>▪ Student's contact information verified (update in system if needed)</li> </ul>		
	<ul style="list-style-type: none"> <li>▪ School-based staff informed <b>30-45</b> days prior to BIC request for review. The following processes applicable processes completed and shared during the BIC meeting as needed.               <ul style="list-style-type: none"> <li>○ Student and Parent/Guardian input, interest, preferences and relevant information gathered</li> <li>○ School's CPS Team conducted a comprehensive review - academic, behavioral and social risk factors, grades and attendance – update as needed</li> <li>○ School's CPS Team reviewed MTSS/RtI records including FBA/PBIP – update as needed</li> <li>○ ESE Specialists reviewed IEP, FBA/PBIP and/or Evaluation – update as needed</li> <li>○ School's CPS Team included District Case Manager in transition planning</li> </ul> </li> <li>▪ <b>School's staff will share during BIC meeting</b></li> </ul>		
	<ul style="list-style-type: none"> <li>▪ Parent Notification of BIC request for review               <ul style="list-style-type: none"> <li>○ If parent was not notified, explanation must be documented in the comment section of BASIS Tier 1 Strategies and on the form</li> </ul> </li> </ul>		
	<ul style="list-style-type: none"> <li>▪ Victimization concerns assessed <b>30-45</b> days prior to BIC request for review and the following determined:               <ul style="list-style-type: none"> <li>○ Individual victim?                   <ul style="list-style-type: none"> <li>○ If yes, provide victim name and student number?</li> </ul> </li> <li>○ If yes, was HOPE offered to the victim at time of incident?</li> <li>○ If yes, was input gathered from the victim and parent?</li> </ul> </li> <li>○ School-wide threat? If yes, identify the name of school impacted. Record additional information in summary/comment box</li> </ul>		
	<ul style="list-style-type: none"> <li>▪ Current school notified of delinquent court filing** (case specific, include Adrienne Dixson-Paul)</li> </ul>		
	<ul style="list-style-type: none"> <li>▪ Face sheet**</li> </ul>		
	<ul style="list-style-type: none"> <li>▪ Disposition Order(s)**</li> </ul>		

	<ul style="list-style-type: none"> <li>▪ Police Report**</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Behavioral Threat Assessment (Include all relevant documents such as interviews conducted, teacher input form, etc.)**</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Functional Behavioral Assessment (FBA) and Positive Behavior Intervention Plans (PBIP)**</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Expulsion Packet Contents</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Completed Psychosocial**</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Completed Psychological Evaluation**</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Individualized Education Plan*</li> </ul>
	<ul style="list-style-type: none"> <li>▪ 504 Plan**</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Safety Plan</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Transportation options identified:               <ul style="list-style-type: none"> <li>○ Previous boundary school:</li> <li>○ Identified potential school locations for administrative assignment with District transportation School Name(s):</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>▪ Other relevant information e.g. outside agency support, counseling, mentors, extra-curricular clubs/activities</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Organize documentation based on the order on the form, scan into one (1) PDF, and email the request to <a href="mailto:BehaviorInterventionPacket@browardschools.com">BehaviorInterventionPacket@browardschools.com</a>. Incomplete request will be returned for completion and may delay scheduling. Contact Adrienne T. Dixon-Paul at 754-321-1655 or email <a href="mailto:adrienne.dixon@browardschools.com">adrienne.dixon@browardschools.com</a> for questions and support.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Submit request on or before packet submission due date and time - <a href="#">BIC Calendar 2021 - 2022</a></li> </ul>

\* ESE Students only    \*\* Only when applicable and/or required by statute or policy

### REQUEST SUMMARY

Describe briefly why the BIC Committee should review the student's case. Include comments and/or other relevant information in the section below. If parent or guardian was not informed, explain why and include any relevant communication in the section below.



**DIRECTOR/ADMINISTRATOR ACKNOWLEDGMENT**

As explained in the summary, I am requesting a review of the incidents, facts and supporting documentation for the student by the Behavior Intervention Committee for a Behavior Intervention Program assignment.

Director/Administrator Signature:	Date:
Print Name/Title:	
Additional Signature (as needed):	Date:
Print Name/Title:	

Additional comments and/or relevant information:

## BEHAVIOR INTERVENTION COMMITTEE PROCESS

- The Behavior Intervention Committee evaluates student's behavioral concerns and/or incidents and ensures students are assigned to the appropriate educational setting.
- BIC meetings are held twice a month, and interim meetings are scheduled as needed. [BIC Calendar 2021 - 2022](#)
- BIC requests are reviewed to ensure all submission requirements are completed prior to approving the request for review and scheduling a review for consideration.
- Incomplete request will not be considered, the packet will be returned, assistance and support will be provided by SSI&R staff.
- Request submitted after the submission due date and time, will be reviewed and considered for the **next scheduled BIC meeting**, if all requirements are completed.
- BIC staff informs the Principal/Administrator via email and/or phone of the approved request, and provides the date, time and meeting access information.
- Virtual BIC Meeting Procedures:
  - The Principal/Administrator and/or CPS Team members present their case to the Behavior Intervention Committee virtually.
  - Recommended school-based team members, behavior support personnel, ESE Specialist, School Counselor, Social Worker, Psychologist and Classroom Teacher(s); staff may provide written statements if unavailable to attend.
  - BIC asks questions and seeks additional information and/or supporting documentation as needed.
  - Presenting team exits the virtual meeting.
- BIC considers the facts and information presented, engages in collaborative conversations and determines an outcome. BIC decisions are based on the facts presented and in accordance with state statutes, laws and district policies.
- BIC staff notifies the Principal/Administrator of the outcome and next steps via email and/or phone no later than two (2) school days after the meeting.
  - If **approved**, the Principal/Administrator coordinates with BIC staff to complete the transition process and/or BIC recommendations.
  - If **denied or pending**, SSI&R staff provides assistance and support to the Principal/Administrator and/or CPS Team.

- School's CPS Team informs the parent/guardian of **Traditional/Transitional** BIC outcome.
- BIC staff will notify the parent/guardian, principal(s), and other staff of **all non-traditional BIC referral** outcomes.
- BIC provides the student's parent/guardian official written notification of the committee's decision via US mail; and official written notification is sent to the Principal/Administrator, when finalized. (Typically, 1–2 weeks after the committee's decision).
- Principal/Administrator coordinates with receiving school to engage in transition planning for **Traditional/Transitional** BIC outcomes.
- BIC staff will coordinate with receiving school to engage in transition planning for **all non-traditional BIC referral** outcomes.
- Student must remain in the current setting until transition processes are completed and written notification is received from BIC (email and/or official letter).
- Assigned school staff completes registration, notifies the sending school and BIC staff of the student's enrollment (Update TERMS A07).
- Students who **withdraw, do not enroll and/or complete** their BIC administrative assignment, **may not** enroll in any Broward County Public Schools - including Charters and/or other BCPS options.
- Students who **withdraw, do not enroll and/or complete** their BIC administrative assignment **must** complete a minimum of forty-five (45) school days at a Behavior Intervention Program, if the student returns to Broward County Public Schools. (Not limited to - out of state, county, DJJ program and/or non BCPS options)\*
- Students who **withdraw, do not enroll and/or complete** a BIC administrative assignment require a BIC review upon completion of a Behavior Intervention Program and must demonstrate preparedness to reenter the traditional school setting.\*
- Principal/Administrator ensures the BIC recommended services, supports and/or interventions are implemented at the assigned school.

- Principal/Administrator ensures student receives transition support and monitors progress.
- SSI&R staff will monitor student progress and support transition for a minimum of forty-five (45) school days after enrollment to the assigned school.
- BIC continuously engages in integrated data-based problem solving to ensure students' academic, behavior and social-emotional needs are supported in the most appropriate educational setting.

\* Only when applicable and/or required by statute or policy

Contact Adrienne T. Dixon-Paul at 754-321-1655 or email [adrienne.dixon@browardschools.com](mailto:adrienne.dixon@browardschools.com) for questions and support.



**BEHAVIOR INTERVENTION COMMITTEE**  
**Recommended Services, Supports and Interventions Form**

Student Information				
Student Name:		Student Number:		Current School:
D/O/B:	Grade:	Gender:	Race:	Assigned School:
BIC Committee Decision:		Decision Date:		Previous School:
Recommendations			Comments/Notes	
Enter enrollment code "B1" in TERMS			TERMS A3 panel - AS – School code field; this information shows on A7 panel	
Update TERMS A07 panel			Contact BIC at 754-321-1655 for non-enrollment	
Complete transportation request			Transportation	
Conduct comprehensive MTSS/RtI review (historical data, risk factors and current performance)			BASIS and BASIS/RtI	
Hold parent or guardian conference			BASIS Tier 1 Strategies	
Hold student conference			BASIS Tier 1 Strategies	
Refer to the Collaborative Problem-Solving Team			CPS Referral in BASIS/RtI	
<div style="display: flex; justify-content: space-around;"> <span>Academic</span> <span>Behavior</span> </div>				
Document Universal Tier 1 strategies, services, supports and interventions			BASIS Tier 1 Strategies	
Consult/Collaborate with District MTSS/RtI Instructional Facilitator for support			<a href="#">District MTSS/RtI Staff Roster</a>	
Consult/Collaborate with District PBIS Specialist			SC&D 754-321-1655	
Consult/Collaborate with ESE Specialist to review Individual Education Plan (IEP)			Ed Plan	
Refer for individual evaluation (Consult with ESE Specialist) and all possible evaluation specialists			MTSS/RtI and ESLs	

Provide School-Based Counseling	Document L27 or BASIS Tier 1 Strategies
Provide Social Skills Instruction	BASIS Tier 1 Strategies
Provide Executive Functioning Skills Instruction (organization, time management and self-regulation)	BASIS Tier 1 Strategies
Refer to Family Counselor	Document L27 or BASIS Tier 1 Strategies
Refer to School Social Worker	BASIS SW Referral
Refer to School Community Liaison	Document L27 or BASIS Tier 1 Strategies
Refer to School Nurse	Follow school processes
Refer to community partner or outside agency	Create a Third-Party Referral in BASIS
Daily check-in and check-out (CICO)	BASIS Tier 1 Strategies and/or MTSS/RtI Intervention Log
Weekly check-in and check-out (CICO)	
Monthly check-in and check-out (CICO)	
Daily backpack, coat and/or other belongings checked in and out	Follow school processes
Assign a staff member to monitor and/or support student	BASIS Tier 1 Strategies and/or MTSS/RtI Observation Log
Assign a mentor and/or enroll in a mentoring program	Equity and Diversity Department
Enroll in tutoring and/or after school activities	<a href="#">MECCA</a> registration, BRIA
Review Functional Behavioral Assessment, (FBA) and/or update Positive Behavior Intervention Plan, (PBIP)	Behavior Tier 3 Plan in BASIS/RtI or EDPlan
Review Behavioral Threat Assessment (BTA) Action Steps*	Follow District processes
Develop a Safety Plan*	Follow District processes
Develop a Behavior Contract	District MTSS/RtI Team members
Develop an Attendance Contract	District MTSS/RtI Team members
Provide parent community-based resources	Follow District processes
Complete Suicide Risk Assessment*	Follow District processes

	Enter enrollment code " <b>05</b> " in TERMS ( <b>District approval required</b> )	TERMS A3 panel - AS – School code field; this information shows on A7 panel
	Other/Notes:	

\*If applicable