



# District Behavior Supports

## Year 1:

- Established district and school behavior teams
- Launched teacher referral process.
- Launched admin referral process.
- Yearly behavior health needs assessments to drive future plans.
- Behavior Support Specialists (BSS) roles established and trained.
- Developed and launched behavior website with resources and referrals.
- Began ongoing teacher trainings.
- Began ongoing in-class interventions.
- Began ongoing individual caseload support.

## Year 2:

- Continue work from Year 1.
- Expanded PDs
- More behavior support in MTSS meetings
- More PBIS involvement
- Newsletters monthly
- Classified staff behavior training
- Community outreach events.

## Year 3 (Current):

- Streamlined support request
- More behavior team meetings
- Coaching sessions by BSS.
- Support through small group trainings.
- Home hospital behavior transition support
- Create and build on PBIS district vision and mission.
- Community outreach events.

***Goal: Teachers have clear, consistent ways to request help and receive timely support.***

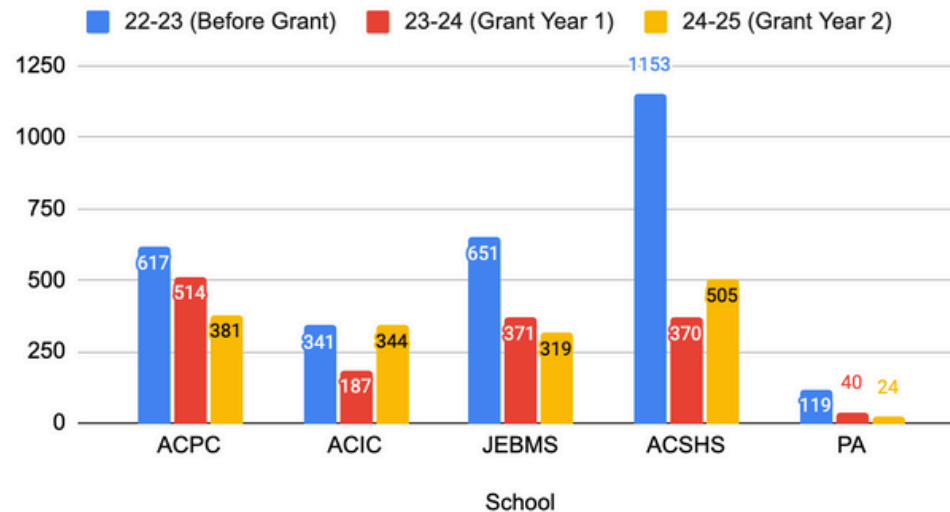
Behavior Specialist Caseloads: Referred by admin of school based on highest needs  
Teacher support request: Support form always available and various team meetings.



# District Behavior Data

**46%**  
Decrease  
in Behavior Referrals

Discipline Referrals (By School)

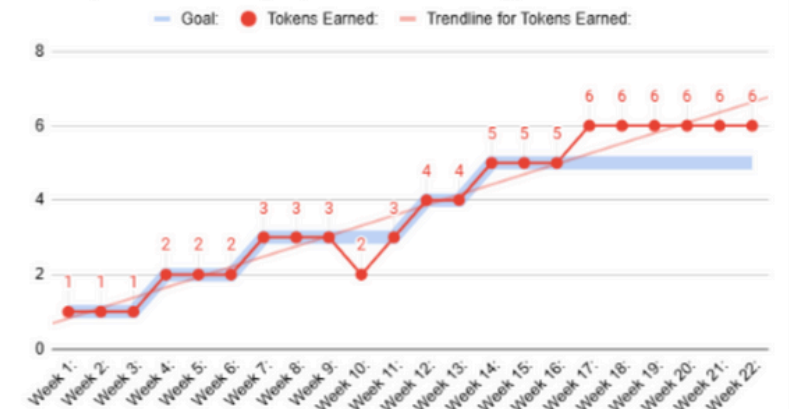


**11**  
Students made  
significant  
progress and no  
longer need  
intensive support

## 1 EXAMPLE

- A student was referred to ACS Cares at the beginning of the 2024-2025 school year. His behaviors were a constant disruption to the learning environment, which included running laps around the classroom during instruction, climbing on & jumping off of furniture, eloping from the classroom, refusal to enter the classroom, non-compliance, making noises, etc.
- FBA/BIP was conducted and created.
- BSS provided interventions one-on-one, in class, and with teachers and support staff and began working student back into general education classroom.
- By the end of last school year and continuing this year, the student is in the general education full time and has graduated from needing the BSS's support.

Weekly Token Average (in Gen Ed Setting):





# What's next: How do we continue to evolve and respond to needs?

Expand training for teachers and assistants.

Refine data systems to track interventions for Tier 2 and 3 supports.

Build district-wide consistency for Tier 2 and 3 supports.

Continue to align with MTSS and PBIS frameworks.

***Goal: Sustainable systems that empower staff and improve student outcomes.***



# Q&A