| **Step** | **Person(s) Responsible** | **Projected Date** | **Completion Date** | **Outcome/Next Steps** |
| --- | --- | --- | --- | --- |
| Review the list of students with dual concerns and with elevated scores |  |  |  |  |
| If in an elementary school:* Meet with teacher to review the concerns the teacher had about the student
 |  |  |  |  |
| If in elem./middle/high, confirm the district’s consent process: * Then review the student’s files for other data that may be suggestive of a concern (academic data, ODRs, attendance data, frequent visits to the nurse, etc.)
* Review current interventions the student is receiving
 |  |  |  |  |
| If in elem./middle/high, confirm the district’s consent process:* Meet briefly with each student to ask about any issues the student is currently experiencing.
* Use the check-in meetings to determine whether the student is experiencing social, emotional, or behavioral concerns
* If the student expresses social, emotional, or behavioral concerns, note the nature of his/her concerns
 |  |  |  |  |
| Meet as a team to review the list of students with confirmed concerns. Determine the supports the students may benefit from  |  |  |  |  |
| Draft your plan for supporting students |  |  |  |  |
| Obtain parental consent for tier 2 or tier 3 supports |  |  |  |  |
| Note your target date to begin implementing tier 2 or tier 3 supports |  |  |  |  |