

SAP – Student Assistance Program

A student referral would be indicated if there are specific behaviors observed or noted in a student's performance. A student referred to the SAP team may be experiencing behavioral changes such as: attendance concerns, changes in affect, emotional swings, sudden change in work ethic, attention, or participation in school activities; family stressors, potential substance abuse.

The process for SAP is very similar to the Instructional Support Team program in that team members collect data and conduct observations. Parents are invited to attend the meeting to help address the behavior concerns.

Interventions may include a Functional Behavior Analysis (FBA), behavior plan, counseling support, social skills groups, or family seeking medical assistance (medical doctor, dentist, vision).

Team members include the parent, school nurse, administrator, guidance counselor, school psychologist, drug and alcohol counselor, and other community resource team members. Classroom teachers may participate in the team.

Multi-Disciplinary Team (MDT) & Formal Evaluation

Multi-disciplinary teams are convened for a variety of reasons. These teams meet to discuss if a more formal evaluation process is necessary to define the level of need for a particular student. These teams are comprised of the parents/guardians of the child, a school administrator, school psychologist, teacher and other specialized professionals as appropriate. These teams meet usually after the IST, RTI, and SAP process have been implemented for a period of time if the team believes that little progress has been gleaned. MD teams may be called to provide further diagnosis or supports for academic, behavioral, emotional, speech/language, or physical needs of students. Some evaluations may require assistance from parents for thorough data collection. Checklists, developmental reports and or medical reports are very helpful to the team.

If the team deems it appropriate to move forward with a more in depth evaluation, a parent/guardian permission is required for this more formal evaluation (Permission to Evaluate). This process can take up to 60 days. Throughout this time period team members continue to collect data and implement strategies and the School Psychologist conducts a series of assessments and records reviews. All parent, medical, psychological, educational and team member reports are incorporated into this evaluation process. Upon completion of the evaluation process the MD team reconvenes to review all data and make recommendations for student programming.

Student Outcomes/Recommendations include:

Child continue in the regular education program with RTI supports
Child requires a Chapter 15/504 Plan for accommodations
Child needs and Individualized Education Plan

Delaware Valley School District Continuum of Student Services



Instructional Support Team (IST)

Pre-IST Teacher Referral – Teachers are required to provide a completed Pre-IST Teacher Referral Form to the building designee (guidance counselor) prior to a meeting being scheduled. The school-based team representative will review the data and determine if additional information is needed, prior to scheduling an initial IST meeting.

Initial IST Meeting – The IST team will consist of the school psychologist, guidance counselor, classroom teacher, reading specialist, speech therapist (if applicable), and building principal. Student concerns are discussed in greater detail in this meeting.

Action Plan Meeting—After collecting additional data if applicable, the child’s parent is contacted and invited to join the IST team to make them aware of the child’s current progress and to help the team brainstorm strategies and interventions we can try together for a period of up to 30 school days. School and Home strategies are discussed as part of our Action Plan. Partnering with the family is an essential element to the success of the program.

Progress Monitoring – Strategy data charts are provided to team members during the action plan meeting. It is important to track student progress throughout the implementation period to determine if these strategies are helping the child become more successful. This tracking and progress monitoring takes place throughout the 30 days.

30 Day Outcome Meeting – A follow up meeting will be held in approximately 30 days with the IST team and the parent to discuss the student progress toward the goal. Three options will be considered:

- **Continue with Strategies** – student has met with success.
- **Brainstorm additional Strategies** on a new goal – student was successful, however additional concerns need to be addressed.
- **Further Evaluation** – the team feels that Educational or Psychological assessment is in order they will seek parent permission for conducting the additional evaluation.

For additional information—Contact your school guidance office.

DVES	Dr. Purzinski	(570)296-1824
DDES	Mrs. Van Wie	(570)296-3126
DDPS	Mrs. Batista	(570)296-3136
SES	Mrs. Kim	(570)296-3604
DVMS	Mrs. Palko / Mr. Chhickette	(570)296-1833
DDMS	Mrs. Comunale. / Mr. Chickette	(570)296-3152
DVHS	9/10 Guidance	(570)296--2005
DVHS	11/12 Guidance	(570)296-1861

Response to Intervention Tiers

Our school utilizes many aspects of a Response to Intervention (RtI) Model, which is a tiered system of interventions to meet all student needs. This system is utilized in determining the presence of a learning disability. The tiered system is as follows:

Tier I – All students receive instruction at this level. This includes all core instruction. There is a universal screening for all students at this level, which assesses the instructional need of each child. All students are assessed three times per year by the building reading team to monitor student progress.

Tier II – Students who have been identified as struggling in a particular area begin receiving Tier II Instruction. These students have been identified as working below grade level. Tier II Interventions include activities that involve reteaching strategies, scaffolds/supports, and small group instruction. Frequently Tier II services are delivered by the classroom teacher and/or the Reading Specialist within the student’s classroom during classroom centers. Student progress is monitored monthly at this level.

Tier III – Instruction at this level is intensive and targeted toward the individual needs of each child. Tier III students receive reading instruction through a research-based intervention. Students are pulled into small instructional groups and receive intensive research-based reading interventions 4-5 days per week for 30 – 45 minutes per day. Student progress is monitored bi-weekly.