

Student Assistance Process (SAP)

The **mission** of Twin Rivers Unified School District is to inspire each student to extraordinary achievement every day.

Our **vision** is an unwavering focus on powerful and engaging learning experiences that prepare students for college, career, and life success.

The **purpose** of the Student Assistance Process is to ensure success for struggling students in a general education setting. Student success is promoted by the development of an individualized intervention/support plan and the implementation of research-based instructional and behavioral practices/procedures.

The Student Assistance Process is based on a tiered intervention system model with increasing levels of support.

- **STEP 1: Gather Information/Implement Tier I Universal Interventions** The teacher determines if a student is at risk of not making standards due to lack of academic progress, behavior, attendance, speech and language, health issues or other concerns. This will take place within four weeks of the beginning of the school year or student enrollment.

Actions:

- Teacher gathers information from student records and consults/collaborates with previous teachers.
- Teacher expresses initial concerns to parent/guardian.
- Teacher begins documentation on Student Assistance Process (SAP) Plan
- Teacher implements Tier 1 interventions with fidelity and consistency for 4-6 weeks
- Teacher continues interventions if successful
- Teacher moves to Step 2 if determining that additional support is needed

- **STEP 2: Collaborate with Parent and Staff: New/Revised Interventions**

Actions:

- Teacher collaborates with parent and appropriate staff as soon as practical
- Teacher adjusts intervention plan based on parent contact and staff collaboration
- Tier 1 Interventions are continued
- Tier 2 Interventions may be introduced
- Teacher implements interventions with fidelity and consistency for 6-8 weeks
- Principal/vice Principal is involved and signs SAP plan
- Teacher continues interventions if successful
- Teacher moves to Step 3 if determining that additional support is needed

- **STEP 3: Collaborate with Staff/Parent Conference**

Actions:

- Teacher collaborates with other staff members and schedules parent conference.
- Additional Tier 1 interventions may be considered
- **Tier II Interventions are implemented.**
- **Tier 3 Interventions may be introduced.**
- Teacher documents new interventions on SAP.
- Teacher implements interventions with fidelity and consistency for 6-8 weeks.
- Parent signs SAP.
- STEP 3: (Follow-up Meeting)

- **STEP 4: Request for Formal Consultation (SST) with Site Team and Parent**

Actions:

- Additional Interventions may be implemented. Site team may determine to continue monitoring student's progress.
- Assessment for Special Education placement may be requested
- Site Team recommends student be referred for DCOST process (High School Only)
- Site Team recommends student be retained and starts retention process