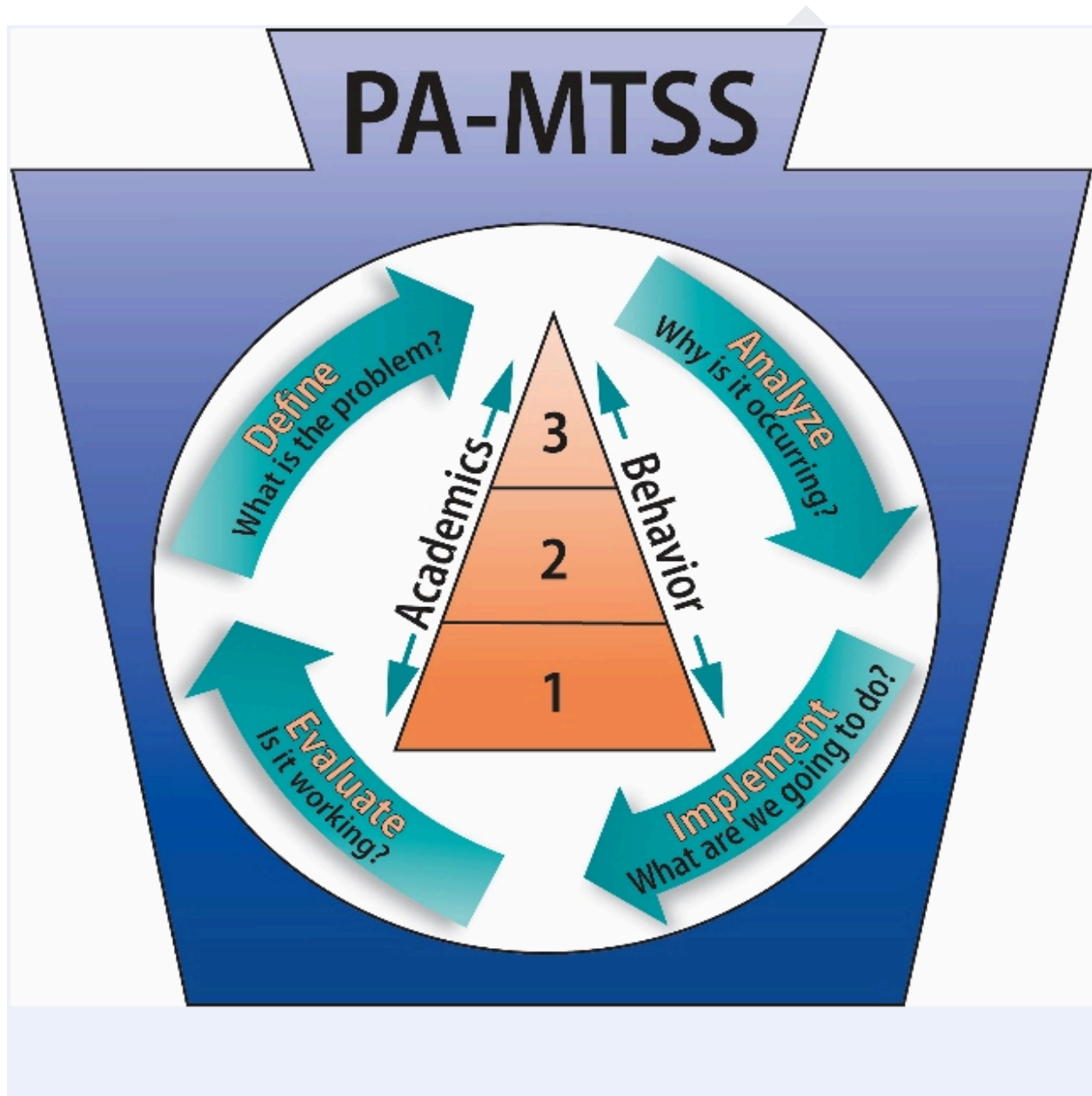# Upper Darby School District K-12
MTSS Manual
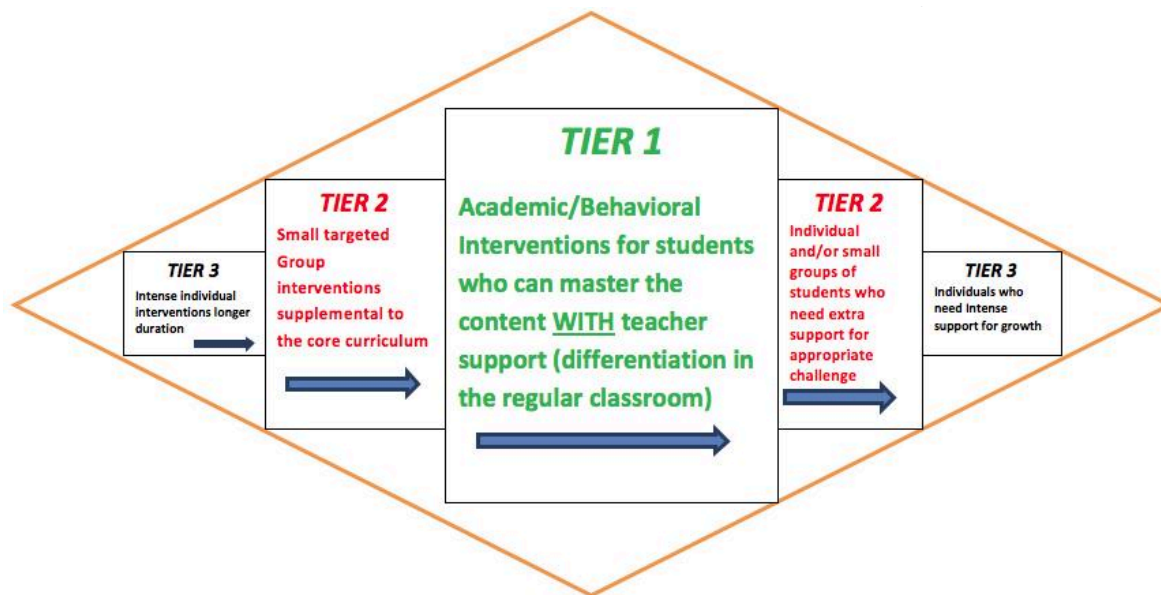
Upper Darby School District
MTSS - Multi-Tiered System of Supports
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Section 1: Overview of Multi-Tiered System of Support (MTSS)

TIER 1
Academic/Behavioral Interventions for students who can master the content WITH teacher support (differentiation in the regular classroom)

TIER 2
Small targeted Group interventions supplemental to the core curriculum

TIER 2
Individual and/or small groups of students who need extra support for appropriate challenge

TIER 3
Intense individual interventions longer duration

TIER 3
Individuals who need intense support for growth

According to the Pennsylvania Department of Education (PDE) and PaTTAN, Pennsylvania's Multi-Tiered System of Support (MTSS) is a standards-aligned, comprehensive school improvement framework for enhancing students' academic, behavioral, and social-emotional outcomes using evidence-based programs. The framework is divided into three tiers, which allow students to move among tiers as their needs are identified using multiple data points.

Sources:
[Academic Equity | Department of Education | Commonwealth of Pennsylvania](#)

[PaTTAN - Multi-Tiered System of Support](#)

Tier 1 - Core Instruction

Tier 1 is the basis for all instruction in the general classroom/setting for all academic and functional areas. Students are exposed to and have access to grade-level curriculum with proper instruction, progress monitoring, and interventions to support all students. Teachers and staff utilize differentiated instruction and differentiated strategies to meet the needs of all learners in a systematic approach using research-based and best practices in instruction with proper accommodations and access points for all students. Students are screened using benchmarking assessments to assess progress throughout the year and comparison to grade-level peers. Curricular assessments are also used to assess mastery of standards in each grade level. This level of support should reach 75-90% of all students and be delivered five days per week across all settings.

Tier 2 - Targeted Instruction

Tier 2 is based on strategically targeting skills in a small group setting of no more than 15 students. Evidence-based programs to target skill deficits or enhance knowledge are addressed in 6-8 weeks and assessed to determine proper placement. This should be a fast-paced approach to intervening with frequent monitoring of progress at least every two weeks. Tier 2 is in addition to Tier 1 instruction and is never to replace the core curriculum. This type of support may be required for 10-20% of the student population and should be provided with highly trained and qualified personnel.

Tier 3 - Intensive Instruction

Tier 3 is highly individualized and has a longer duration and frequency to build on the first two tiers. This type of support can be an extension of a tier 2 intervention in a smaller group for an additional time each day and targeting a specific skill deficit with proper time to practice. Progress should be monitored weekly and reviewed by properly trained and certified staff.

Section 2: Definition of Data Sources

Data Source	Subject Area(s)	Grade Level(s)	Description
Fundations Unit Assessments	Reading	K	Fundations unit assessments, also known as unit tests, are summative assessments that measure a student's knowledge of concepts taught in a specific Fundations unit.
Aimsweb Universal Screener	Reading	K-5	Aimsweb universal screeners are tests that quickly and efficiently assess how well students in grades K-5 are doing with their critical reading skills.
Really Great Reading Diagnostic Assessments	Reading	K-5	Diagnostic assessments are given to students who score in the lowest 25th percentile on the AimswebPlus benchmark assessment. They are completed one-on-one and provide teachers with information about students' areas of strength and weakness. This allows teachers to intervene with the appropriate resources and target specific deficits.
Program-specific Progress Monitoring	Reading, Math	K-5	Each Tier 2 intervention has a progress monitoring component that is program-specific and designed to show whether students are making adequate progress in the specific intervention they are receiving.
NWEA MAP	Reading, Math	K-9	NWEA MAP Growth is a nationally normed, standardized achievement test that measures what students know and informs what they're ready to learn next. It uses a computer adaptive test that adjusts to the student's ability and knowledge.
WIDA ACCESS	ELL	K-12	Educators use this information to make

Data Source	Subject Area(s)	Grade Level(s)	Description
2.0			decisions about students' education. ACCESS for ELLs 2.0 measures what students know and can do in English in the domains of Listening, Speaking, Reading, and Writing. Students do not need to study for the test but rather focus on demonstrating their language abilities.
PSSA	Reading, Math, Science	3-8 (Reading, Math) 5 & 8 (Science)	The annual Pennsylvania System School Assessment is a standards-based, criterion-referenced assessment that provides students, parents, educators, and citizens with an understanding of student and school performance related to the attainment of proficiency of the academic standards.
PVAAS	Reading, Math	4-8	PVAAS measures student growth from one year to the next based on state assessment performance. In this sense, growth for one student compares a student's performance on an assessment to their performance on earlier assessments.
Keystone Exams	Algebra 1, Literature, Biology	HS	The Keystone Exams in Pennsylvania are standardized end-of-course assessments designed to evaluate proficiency in core subjects like Algebra I, Literature, and Biology, serving as a graduation requirement for high school students

Section 3: ELA/Reading K-12

Elementary (K-5)

Tier 1 - Core Instruction

Time Allocation	Kindergarten 60 minutes, 5 days a week. Grades 1-5: 90 minutes, 5 days a week.
Student Placement	All students

Tier 1 Programs

Core Program	Grade Level	Description
Fundations	K-1	A research-based reading program that is multisensory and systematic in teaching phonics, spelling, and handwriting.
Heggerty	K-1	Explicit, systematic instruction covering all eight phonological and phonemic awareness skills. It includes early literacy skills and phoneme-grapheme connections.
HMH Into Reading	K-5	Into Reading is an English language arts (ELA) curriculum published by Houghton Mifflin Harcourt (HMH). It's designed to help students become strong readers, writers, and lifelong learners. Based on research and recommendations from the International Literacy Association, the program aims to create a welcoming classroom environment and meaningful content that reflects the world's diversity.
Online	Grade	Description

Platforms	Level	
Waggle	K-2	Waggle is a continuous adaptive learning system offering personalized practice and instruction to meet each student's needs. It includes explicit, systematic phonics and phonemic awareness lessons that build fluency. The goal is for each student to practice using Waggle for 30 minutes a week in the classroom for first and second grade students.
Amira	K-3 (all) 4-5 (<10th percentile)	Amira is a personalized tutor that assists students at school or home. Students working with Amira experience significant improvements in their reading fluency. The goal is for each student to practice with Amira for 30 minutes a week in the classroom for first, second, and third grade students.
IXL ELA	3-5	IXL is a personalized learning tool that provides individualized guidance and real-time analytics. The goal is to develop two proficient skills per week.

Tier 2 - Targeted Instruction

Time Allocation	30 minutes, 4 days a week.
Student Placement	[Student Placement Rubric](#)

Tier 2 Programs

Intervention Program	Area(s) of Need	Grade Level	Description
Fundations	Phonemic Awareness, Phonics, Fluency	K-5	A research-based reading program that is multisensory and systematic in teaching phonics, spelling, and handwriting. Schoology Course Code: 7798-RJ9Q-ZJ9N3
Wilson	Phonemic Awareness, Phonics, Fluency	5	This structured literacy program is based on phonological coding research and Orton-Gillingham principles. It addresses high-frequency words, vocabulary, oral expressive vocabulary development, and comprehension. (special education)

Intervention Program	Area(s) of Need	Grade Level	Description
PALS 1	Phonics, Fluency	1	A phonics program that uses a strategy in which students work in pairs to strengthen their reading skills. Schoology Course Code: RGTM-Q9TN-QNSK6
Word Study Studio	Phonemic Awareness, Phonics, Fluency	1-5	Targeted intervention for students who need practice in phonemic awareness, phonics and decoding, word recognition, and fluency. Schoology Course Code:236J-G52H-FX43K
Read Naturally	Fluency	1-5	A fluency-focused program with basic comprehension elements. Schoology Course Code: FQXR-NG7K-BHW49
Comprehension Intervention	Comprehension	1-5	Comprehension Intervention focuses on building your child's vocabulary, building reading routines, and applying comprehension strategies to text. Schoology Course Code: 7S68-5KWP-S5WSD

On Level Program	Focus	Grade Level	Description
Project-based Inquiry	Comprehension	1-5	Students can investigate, ask questions, and problem-solve. (IntoReading) Schoology Code Course: K542-8DXP-GRXDP
Novel Study	Comprehension	1-5	Students use novels to improve reading comprehension, critical thinking, and analytical skills. Schoology Code Course: K542-8DXP-GRXDP
Youth Court	Comprehension	5	Students will learn about the American Judicial System. They will then participate in a peer-led restorative justice system.

Tier 3 - Intensive Instruction

Time Allocation	30-60 minutes per week in addition to a student's Tier 2
Student Placement	SST Team decision or Data meeting decision

Intervention Programs: A continuation of one of the programs listed in Tier 2

Middle (6-8)

Tier 1 - Core Instruction

Time Allocation	48 minutes, 5 days a week
Student Placement	All students

Tier 1 Programs

Core Program	Grade Level	Description
HMH Into Literature	6-8	Into Literature is an English language arts (ELA) curriculum published by Houghton Mifflin Harcourt (HMH). It's designed to help students become strong readers, writers, speakers, and lifelong learners. Based on research and recommendations from the International Literacy Association, the program aims to create a welcoming classroom environment and meaningful content that reflects the world's diversity.
Online Platforms	**Grade Level**	**Description**
IXL ELA	6-8	IXL is a personalized learning tool that provides targeted guidance in reading and writing with real-time analytics.

Tier 2 - Targeted Instruction

Time Allocation	Reading Intervention 2a: 48 minutes, every other day
	Reading Intervention 2b: 48 minutes, 5 days a week
	Reading Intervention 2c: 48 minutes, 5 days a week
	ELD: 48 minutes, 5 days a week
Student Placement	Student Placement Rubric

Tier 2 Programs

Intervention Program	Area(s) of Need	Grade Level	Description
IXL	Core English Skills	6-8	A program reinforces core ELA skills using the IXL Weekly Boost Skill Plan with a goal of two proficient skills per week.
Read 180	Comprehension	6-8	A program that provides instruction in diagnostic skills that aid in improving comprehension, including but not limited to the main idea, compare and contrast, the author's point of view, the author's purpose, and making predictions.
Code (formerly System 44)	Fluency/Decoding	6-8	A program that provides instruction in foundational skills, including, but not limited to, speed and accuracy in letter recognition, decoding, high-frequency word recognition, and morphology.
Inside the U.S.A. Inside Phonics	Language Acquisition	6-8	A program that works on foundational reading and spelling skills with a focus on ELD Standards, alongside speaking and listening skills, to help newcomers build essential language acquisition abilities. This program introduces critical language and survival vocabulary, along with the basics of literacy, to support newly arrived and preliterate students.

On Level Program	Area(s) of Need	Grade Level	Description
Electives	Comprehension	6-8	The UDSD Middle School Elective guide lists and describes electives. Courses are offered based on student interest and academic eligibility.

High School (9-12)

Tier 1 - Core Instruction

Time Allocation	81 minutes, 5 days a week
Student Placement	All students

Tier 1 Programs

The first four English courses completed count towards Chapter 4 Graduation Requirements as described in the UDHS Course Selection Guide. English courses taken beyond the four required courses will count as electives.

Tier 2 - Targeted Instruction

Time Allocation	81 minutes, 5 days a week

Tier 2 Programs

Intervention Program	Area(s) of Need	Grade Level	Description
Read 180	Comprehension	9-10	A program that provides instruction in diagnostic skills that aid in improving comprehension, including but not limited to the main idea, compare and contrast, the author's point of view, the author's purpose, and making predictions.
Code (formerly System 44)	Fluency/Decoding	9-10	A program to provide instruction in foundational skills, including, but not

			limited to, speed and accuracy in letter recognition, decoding, high-frequency word recognition, and morphology.

Section 4: Math K-12

Elementary (K-5)

Tier 1 - Core Instruction

Time Allocation	Kindergarten: 30 minutes, 5 days a week Grades 1-5: 60 minutes, 5 days a week
Student Placement	All students

Tier 1 Programs

Core Program	Grade Level	Description
enVision Math	K-5	The K-5 enVision Math program by Savvas Learning provides a comprehensive, standards-based math curriculum designed to engage young learners through interactive lessons, visual models, and problem-solving activities. It emphasizes conceptual understanding, procedural skills, and real-world application and supports teachers with digital tools and resources for differentiated instruction.
Online Platforms	**Grade Level**	**Description**
IXL Math	K-5	IXL is a personalized learning tool that provides individualized guidance and real-time analytics. The goal is to develop two proficient skills per week.

Tier 2 - Targeted Instruction

Time Allocation	Grades 1-5: 30 minutes, 5 days a week
Student Placement	[Student Placement Rubric](#)

Tier 2 Programs

Intervention Program	Grade Level	Description
IXL Math	1-5	IXL Math is used to target individual skill deficits identified by NWEA MAP with a goal of gaining proficiency in two skills per week
enVision Math Diagnosis and Intervention System	1-5	The enVision MDIS program offers supplemental math lesson plans on specific skills in Numbers and Operations, Algebraic Thinking, Fractions, Data, and Geometry

Middle School (6-8)

Tier 1 - Core Instruction

Time Allocation	48 minutes, 5 days a week
Student Placement	All students [Student Placement Rubric](#)

Tier 1 Programs

Core Program	Grade Level	Description
enVisions Math	6-8	The 6-8 enVision Math program by Savvas Learning provides a comprehensive, standards-based math curriculum designed to engage young learners through interactive lessons, visual models, and problem-solving activities. It emphasizes conceptual understanding, procedural skills, and real-world

Online Platforms	Grade Level	Description
		application and supports teachers with digital tools and resources for differentiated instruction.
IXL Math	6-8	IXL is a personalized learning tool that provides individualized guidance and real-time analytics. The goal is to develop two proficient skills per week.

Tier 2 - Targeted Instruction

Time Allocation	Math Intervention 2a: 48 minutes, every other day
	Math Intervention 2b: 48 minutes, every other day
	Math Intervention 2c: 48 minutes, every other day
Student Placement	[Student Placement Rubric](#)

Tier 2 Programs

Intervention Program	Area(s) of Need	Grade Level	Description
IXL Math	As identified by NWEA MAP Learning Continuum	6-8	The program is used to target skill deficits using the IXL Weekly Boost or NWEA MAP Skill Plans, with a goal of two proficient skills per week. (Tier 2a and Tier 2b)
enVision Math Diagnosis and Intervention System	As identified by NWEA MAP Learning Continuum	6-8	The enVision MDIS program offers supplemental math lesson plans on specific skills in Numbers and Operations, Algebraic Thinking, Fractions, Data, and Geometry (Tier 2c)
SOAR	As identified by NWEA MAP Learning Continuum	6-8	The SOAR Math program supports students by providing them with engaging, rigorous math content that builds their problem-solving skills and confidence in math. It fosters a supportive learning environment where all students can access challenging material, benefiting from

On Level Program	Area(s) of Need	Grade Level	Description
			instructional practices focused on equitable participation and success. (Tier 2c)
Electives		6-8	The UDSD Middle School Elective guide lists and describes electives. Courses are offered based on student interest and academic eligibility.

High School (9-12)

Tier 1 - Core Instruction

Time Allocation	81 minutes, 5 days per week (Semester Block)
Student Placement	All Students

Tier 1 Programs

The first three math courses completed count towards Chapter 4 Graduation Requirements as described in the UDHS Course Selection Guide. Math courses taken beyond the four required courses will count as electives.

Data Meetings

Grade	Purpose	Description
K-5	MTSS Reading Movement	Building principals lead grade-level meetings every 4-6 weeks. Teachers and specialists will analyze benchmark and progress monitoring data to assess students' responses to current interventions and make decisions about student movement.
K-5	Planning for Core Reading and Math Instruction	Building principals lead school-wide grade-level data meetings twice yearly: in November and February. Teachers and specialists analyze building, grade level, and classroom-specific data. They use this information to plan to meet the needs of Tier 1 students.
6-8	MTSS Reading and Math movement	District leaders and building principals lead school-wide data team discussions every six to eight weeks to analyze intervention and MAP data.
9-10	MTSS Reading Movement	Building-level administrator(s) and reading specialists adjust student placement at the semester break based on progress in the reading program and MAP data.

Student Support Team Meetings

This procedure is initiated by an administrator when a teacher, social worker, or other staff member has concerns regarding a student's academic progress. A referral for special education may result from this meeting, in which case all pre-referral information should be provided to the Multidisciplinary Evaluation Team (MDET). This form must be kept in the student's cumulative folder. Please refer to District Policy 215 and corresponding Administrative Regulations.

UDSD Policy 215

MDET-Multidisciplinary Evaluation Team Meetings
 Please refer to the District Policy for Special Education. The standard operating procedures can be found at the building level, along with the special education team and building administration. This document provides a framework for the structure of the MDET meetings held at each school building.
UDSD Policy 113

Gifted Support Services and Referral Process
The Upper Darby School District follows the guidelines according to Chapter 16 to identify Gifted students within the school district. Mentally gifted is defined as outstanding intellectual and creative ability, the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program." (22 Pa. Code §16.1)

The Pennsylvania Department of Education states that the local school district is primarily responsible for identifying all "children with exceptionalities," meaning "children of school age who have a disability or who are gifted and who, by reason thereof, need specially designed instruction exceptional children and developing educational programs to meet their needs" (24 P.S. 13-1371(1)). If a parent or teacher requests an evaluation for an exceptionally high-achieving student prior to the 1st grade or at any grade level and there is supporting evidence/data, the district will move forward with an evaluation. This process is determined through a matrix of assessments based on grade-level appropriate benchmarks and state-level testing. Student data is assigned a point value along with parent/teacher rating scales and masking traits to calculate movement through the three levels of the gifted matrix. If appropriate, these data points will be used as part of the evaluation process as the source of multiple criteria as required by Chapter 16 of the PA School Code. Otherwise, an initial general screening of all first graders shall occur. The first-grade teachers in the regular classroom setting administer the Otis-Lennon School Ability Test (OLSAT) Eighth Edition. Children scoring in the 90th percentile or higher will qualify to move through a district-created matrix to determine the need for a complete evaluation. The school psychologist will then administer a test of cognitive ability. Please consult with the School Psychologist or Gifted Support Teacher for further information.
UDSD Policy 114

Student Assistance Program (SAP)

Please refer to District Policy 236 and Administrative Regulation 236-AR-0, which describe the Student Assistance Program and its support to District students.
UDSD Policy 236

Child Guidance Resource Center Satellite Campus

School-Based Outpatient Therapy is a community-based behavioral health service offering individual and family therapy in a child's school. Sessions are offered during school hours in authorized schools across Delaware, Montgomery, Chester, and Berks counties. Therapy is provided by a Master-level therapist who may use a variety of clinically based interventions such as talk, play, art, family meetings, and other strategies to support you and your child in reaching the agreed-upon goals. School staff and parents/guardians can make a referral for services by speaking with their guidance counselor and completing a referral form. After the insurance has been verified, CGRC will contact the family to inform them if there is a co-pay and confirm interest in moving forward with the therapist assignment. A clinician will then contact the school to schedule an initial intake session. Some of the many benefits of school-based Outpatient therapy services include eliminating the challenge of transportation and consistent collaboration with school and teachers. Your child will be a client of CGRC, offering them access to all services.

Section 6: Behavioral and Social Interventions

Grades K - 5

Each school building designed its process for intervening and moving through the tiers based on the building norms and recommendations from the PBIS consultants through the Delaware County Intermediate Unit. However, each process is built on the hybridized approach to a three-tiered support system with evidence-based interventions provided to children and the problem-solving approach to student support. Each building maintains the proper documentation of movement through the tiers of support with interventions and data tracking. Please contact each school directly for this information. Listed below are examples of interventions provided.   More detailed descriptions are listed in the appendix.

Tier 1

- Positive Teacher Language/Morning Meeting
- PBIS - School-Wide Behavior Lessons - School Defined
- Social Emotional Learning (SEL) Lessons - Uniform lessons across the district
- Second Step lessons taught by the school counselor
- Delaware County Victim Assistance provides lessons on boundaries and healthy relationships
- Classroom regulation plans
- Safe2Say Something
- Access to counselor
- Student of the Month
- School Wide Assemblies
- School-Wide Booster Activities
- PBIS Behavior Incentive Programs
- Bullying Prevention - Quarterly Review
- Review of District Elementary Code of Character
- School Wide regulation plans

Tier 2

- Problem-Solving Meeting with Parent
- Social Work Referral
- Social Skills / Lunch Bunch Groups
- Second Step
- Faculty Mentoring Assignment
- Teacher-Student Conferencing/Reflections
- Check-in / Check Out
- Individual Student Behavior Chart
- Conflict Resolution
- Elementary Student Assistance Program (ESAP)
- Communication plan between home and school
- Youth Court
- Student Attendance Improvement Conferences
- After School Reflection

Tier 3

- Elementary Student Assistance Program (ESAP)
- SST Referral
- Individualized Program
- Referral to outside resource/agency
- Referral for school-based outpatient services through Child Guidance Resource Centers
- Individual Safety Plan
- Children and Youth Services Referral
- Suicide/Risk Assessment
- Threat Assessment

Note: More intensive tier 2 group interventions become tier 3 interventions (increase in frequency and/or duration and/or reduction in the number of participants of what is offered at the tier 2 level)

Grades 6 - 8

Tier 1

- PBIS - School-Wide Behavior Lessons - School Defined
- PBIS Behavior Incentive Programs
- Safe2Say Something

- Access to counselor
- Classroom regulation plans
- School-Wide Booster Activities
- Student of the Month Awards and School-Wide/Grade-Level Assemblies
- Review of District Middle School Code of Character
- Bullying Prevention - Quarterly Review
- Social Emotional Learning (SEL) Lessons
- Health lessons on suicide and mental health
- Delaware County District Attorney's presentation on Internet safety and bullying
- School regulation plan

Tier 2

- Conference with Parent
- SAP referral
- Youth Court
- Student/Teacher Conferencing
- Social Work Referral
- Targeted groups focused on grief, anger management, emotional regulation, etc.
- Second Step
- Faculty Mentoring Assignment
- Check-in/Check-out
- Tier 2 Citizenship class
- Student Attendance Improvement Conferences
- After School Reflection
- Individual Student Behavior Chart
- Communication Plan between Home and School

Tier 3

- SAP referral
- Referral to the Student Support Team
- Referral for school-based outpatient services through Child Guidance Resource Centers
- Alternative Education for Disruptive Youth Program
- Individual safety plan
- Referral to outside resource/agency
- Suicide/Risk Assessment
- Threat Assessment

- Children and Youth Services Referral

Note: More intensive tier 2 group interventions (increase in frequency and/or duration and/or reduction in the number of participants of what is offered at the tier 2 level)

Behavior/Social Interventions 9-12

Tier 1

- PBIS - School-Wide Behavior Lessons - School Defined
- PBIS Behavior Incentive Programs
- Classroom regulation plans
- Operation Royal Pride
- Bullying Prevention-Quarterly Reviews
- Review of Upper Darby High School Code of Character
- Grade Level Assemblies (2x per year review of expectations and PBIS systems)
- Safe2Say Something
- Access to counselor
- Social Emotional Learning (SEL) Lessons
- Health lessons on healthy relationships, suicide, and mental health
- Delaware County District Attorney's presentation on Internet safety and bullying
- School regulation plans

Tier 2

- Conference with Parent
- SAP referral
- Youth Court
- Student/Teacher Conferencing
- Social Work Referral
- Faculty Mentoring Assignment
- Check-in/Check-out
- Royal Points System
- Targeted groups focused on grief, anger management, emotional regulation, etc.
- After school reflection
- Saturday school reflection
- Cessation lessons for specific infractions
- Tier 2 Flex
- WIN (What I Need)

- Student Attendance Improvement Conferences
- Communication Plan between Home and School

Tier 3

- SAP referral
- Referral to the Grade Level Student Support Team
- Referral for school-based outpatient services through Child Guidance Resource Centers
- Alternative Education for Disruptive Youth Program
- Individual safety plan
- Referral to outside resource/agency
- Suicide/Risk Assessment
- Threat Assessment
- Children and Youth Services Referral

Note: More intensive tier 2 group interventions (increase in frequency and/or duration and/or reduction in the number of participants of what is offered at the tier 2 level)

Section 7: Definition of Terms
Behavioral/Social Interventions

Grades K-5
TIER 1

Positive Teacher Language/Morning Meeting:
- This is a widely used, research-based approach to elementary education that increases academic achievement, decreases problem behaviors, improves social skills and leads to higher quality instruction through the establishment of a normative culture and a positive climate. Which include; Morning meeting, closing circle, positive teacher language and guided practice.

PBIS - School-Wide Behavior Lessons - School Defined
- The behavior matrix delineates expectations for student behavior across all school settings. It emphasizes our three "B's": Be Respectful, Be Responsible, and Be Safe.

Social Emotional Learning (SEL) Lessons

- SEL lessons are structured activities designed to promote the development of key social and emotional skills in individuals. These lessons aim to help students acquire and apply skills that contribute to their emotional well-being, positive relationships, and effective social interactions.

Second Step Lessons
- A program where students will develop their social-emotional skills—including making friends, managing emotions, and solving problems—to set them on the path for social success and academic readiness.

Delaware County Victim Assistance (DCVM) Lessons
- DCVM will provide our students with lessons on boundaries and healthy relationships.

Classroom Regulation Plans
- A classroom regulation plan involves proactive strategies to address students' neurological needs, including sensory tools, movement breaks, consistent routines, and teaching self-regulation skills to create a stable and supportive learning environment.

Safe2Say Something
- Safe2Say Something is a youth violence prevention program at the Pennsylvania Office of the Attorney General. It allows students to provide anonymous tips concerning individuals who may be a threat to themselves or others. The information is then provided to the appropriate personnel, i.e., police, school, Department of Human Services, families, etc.

Access to Counselor
- All students can talk with their school counselor at their request, at the request of a parent, or at the request of UDSD staff.

Student of the Month & School-Wide Assemblies
- The Student of the Month assembly takes place monthly in some schools. Students will be recognized each month for following the 3 B's and being a model of a specific character trait each month.
- Assemblies will occur throughout the year, where staff and students will be honored for various accomplishments and review expectations.

School-Wide Booster Activities
- Weekly PBIS lessons are designed to re-teach students the targeted/expected behaviors within identified areas within the school. A booster assembly may also follow a break from school to revisit expectations.

PBIS Behavior Incentive Program
- A token economy for delivering positive reinforcement to children for engaging in desired behaviors or completing tasks. The tokens (identified by each school) are exchanged for back-up reinforcers at a later time.

Bullying Prevention - Quarterly Review
- *Each quarter, our staff will teach our students a lesson about our bullying policy.*

Review of District Elementary Code of Character

- *Our staff will review the code of character with our students.*

School-Wide Regulation Plans
- A schoolwide regulation plan encompasses training staff on neurological principles, consistently implementing regulation strategies across all areas, supporting staff and student wellness, engaging families, and continuously monitoring and improving the plan's effectiveness.

Tier 2

Problem-Solving Meeting with Parent
- Parents will be invited to meet with any combination of the classroom teacher, social worker, counselor, or administrator to create a more individualized plan to assist the student in achieving and maintaining positive behaviors.

Social Work Referral
- A referral will be made to the Social Worker so that additional services can be made available to the student.

Social Skills / Lunch Bunch Groups
- Specifically designed groups guided by the student support professional to meet the students' varying academic, social, emotional, or behavioral needs. After obtaining parental consent, the groups run as needed on an individual basis.

Teacher-Student Conferencing/Reflections:
- Classroom teachers and other faculty members utilize conferencing with the students and lunchtime reflections as an opportunity to address expectations for behavior. Restorative practice questions are used to focus the conferencing.

Second Step
- A program where students will develop their social-emotional skills—including making friends, managing emotions, and solving problems—to set them on the path to social success and academic readiness.

Faculty Mentoring Assignment
- Faculty members can volunteer to mentor students who have been identified as needing a more individualized program. The faculty member will check in with the student frequently at first and then maintain a relationship with that student, building a positive and trusting relationship.

Check-in / Check Out
- A student with a behavior book will check in/check out with the Mentor Teacher and/or Social Worker daily to monitor and track expected behaviors.

Individual Student Behavior Chart
- Chart that can be created for an individual student.   Will be made to address specific student behaviors/needs. Designed to collect data and monitor progression toward meeting goals. This chart should be temporary and reviewed after a determined amount of time.

Conflict Resolution
- Classroom teachers can facilitate and model conflict resolution discussions between and/or among students.

Elementary Student Assistance Program (ESAP)
- Extensive documentation is gathered as to the student's academic and behavioral performance. The family is offered an opportunity to meet with an independent evaluator for the purposes of identifying gaps in services/learning and to determine appropriate services.

Communication Plan between Home and School
- A plan is developed between anyone of the following: teacher, social worker, counselor, or administrator and the parent/guardian to keep a consistent line of communication concerning a student's social, emotional, or behavioral development.

Youth Court
- A student-run restorative justice program that helps students to problem-solve and mediate conflicts instead of relying on traditional forms of punishment. The goal of Youth Court is to support a student in repairing the harm that their actions have caused.

Student Attendance Improvement Conferences
- A meeting between school staff, parent/guardian, and the student to develop a Student Attendance Improvement Plan (SAIP).

After School Reflection
- A staff lead, student-centered after-school meeting to help students accept accountability for their actions, reflect on the impact they have on others, and, when needed, take steps to repair relationships and build new skills.

Tier 3

Elementary Student Assistance Program (ESAP)
- Extensive documentation is gathered as to the student's academic and behavioral performance. The family is offered an opportunity to meet with an independent evaluator for the purposes of identifying gaps in services/learning and to determine appropriate services.

SST Referral
- Students who do not respond to strategic tiered interventions will be brought to the attention of the Student Support Team. The team will analyze the student's behaviors and academic progress.

Individualized Program
- The student will participate in 3-week interventions delivered by the social worker or another member of the behavior team.

Referral to outside resource/agency

- A school-based staff member, typically a social worker, will refer a student to a resource/agency outside of the school setting that will assist the student in developing socially, emotionally, and/or behaviorally.

Referral for School-Based Outpatient Services through Child Guidance Resource Centers
- A school-based staff member, typically a social worker, will refer a student to the Child Guidance Resource Centers school-based outpatient services that operate inside an Upper Darby School District building. These referrals will be made to assist students in developing socially, emotionally, and/or behaviorally.

Individual Safety Plan
- *A school-based staff member will work with the family and the student to create a plan to help keep the student safe.*

Children and Youth Services Referral
- *When a staff member has reason to believe that a child may be experiencing any form of abuse or neglect by an adult, the staff member will submit a referral to Children and Youth Services.*

Suicide/Risk Assessment
- *When a student displays a sign that they may be a danger to themselves a suicide screener and potentially a suicide risk assessment will be administered to determine what is needed to support the student.*

Threat Assessment
- *When a student makes a threat, at least two members of the threat assessment team will complete a threat assessment. Threat assessment is intended to prevent violence and involves both assessment and intervention. Threat assessment involves determining whether a student poses a threat of violence.*

More Intensive Tier 2 Group Interventions
- *These interventions are designed to provide a more individualized and/or more frequent intervention to support students in the development of their social, emotional, and/or behavioral abilities.*

Grades 6-8

TIER 1

PBIS - School-Wide Behavior Lessons - School Defined
- Delineates expectations for student behavior across all school settings. The behavior matrix emphasizes our three "B's": Be Respectful, Be Responsible, Be Safe.

Social Emotional Learning (SEL) Lessons
- SEL lessons are structured activities designed to promote the development of key social and emotional skills in individuals. These lessons aim to help students acquire and apply skills that contribute to their emotional well-being, positive relationships, and effective social interactions.

Safe2Say Something
- Safe2Say Something is a youth violence prevention program run by the Pennsylvania Office of the Attorney General. It gives students an opportunity to provide anonymous tips concerning individuals who may be a threat to themselves or to others. This information is then provided to the appropriate personnel, i.e. police, school, Department of Human Services, families, etc.

Access to Counselor
- All students have access to talk with their school counselor at their request, at the request of a parent, or the request of UDSD staff.

Student of the Month & School-Wide/Grade-Level Assemblies
- The Student of the Month assembly takes place monthly. Students will be recognized each month for following the 3 B's and also for being a model of a specific character trait each month.
- Assemblies will take place throughout the year where staff and students will be honored for various accomplishments and to review expectations

Review of District Middle School Code of Character
- *Our staff will review the code of character with our students.*

Classroom Regulation Plans
- A classroom regulation plan involves proactive strategies to address the neurological needs of students, including sensory tools, movement breaks, consistent routines, and teaching self-regulation skills to create a stable and supportive learning environment.

School-Wide Booster Activities
- Weekly PBIS lessons are designed to re-teach students the targeted/expected behaviors within identified areas within the school. A booster assembly may also follow a break from school to revisit expectations.

PBIS Behavior Incentive Program
- A token economy for delivering positive reinforcement to children for engaging in desired behaviors or completing tasks. The tokens (identified by each school) are exchanged for back-up reinforcers at a later time.

Bullying Prevention - Quarterly Review
- *Each quarter our staff will teach our students a lesson that pertains to our bullying policy.*

Health Lessons on Suicide and Mental Health
- *In 7th grade Health, students have a unit on Healthy Relationships covering Peer Relationships and Dating Violence. The first unit of 8th grade Health is Mental and Emotional Health, focusing on the changes that come in adolescence and ways to reduce stress appropriately.*

Delaware County District Attorney's presentation on internet safety and bullying
- *The District Attorney's Office will make an annual presentation to our students on internet safety and bullying.*

School Wide Regulation Plans

- A schoolwide regulation plan encompasses training staff on neurological principles, consistent implementation of regulation strategies across all areas, supporting staff and student wellness, engaging families, and continuously monitoring and improving the plan's effectiveness.

Tier 2

Conference with Parent
- Parents will be invited to meet with any combination of the classroom teacher, social worker, counselor, or administrator to create a more individualized plan to assist the student in achieving and maintaining positive behaviors.

Student Assistance Program (SAP)
- Extensive documentation is gathered as to the student's academic and behavioral performance. The family is offered an opportunity to meet with an independent evaluator for the purposes of identifying gaps in services/learning and to determine appropriate services.

Youth Court
- A student-run restorative justice program that helps students to problem-solve and mediate conflicts instead of relying on traditional forms of punishment. The goal of Youth Court is to support a student in repairing the harm that their actions have caused.

Student/Teacher Conferencing
- Classroom teachers and other faculty members utilize conferencing with the students as an opportunity to address expectations for behavior. Restorative practice questions are used to focus the conferencing.

Social Work Referral
- A referral will be made to the Social Worker to allow for additional services to be made available to the student.

Targeted Groups focused on grief, anger management, emotional regulation, etc.
- Specifically designed groups guided by staff to meet the varying social, emotional, or behavioral needs of the students. After obtaining parental consent, the groups run as needed on an individual basis.

Second Step
- A program where students will develop their social-emotional skills—including making friends, managing emotions, and solving problems—to set them on the path to social success and academic readiness.

Faculty Mentoring Assignment
- Faculty members can volunteer to mentor students that have been identified as needing a more individualized program. The faculty member will check in with the student frequently at first and then maintain a relationship with that student, building a positive and trusting relationship.

Check in / Check Out

- A student will check in/check out with the tier 2 staff member on a set schedule to monitor and track expected behaviors.

Tier 2 Citizenship Class
- A student will be assigned to a tier 2 citizenship class. There the student will receive their PBIS lessons and receive daily check-ins with this teacher to support the student in areas where the student needs support.

Student Attendance Improvement Conferences
- A meeting between school staff, parent/guardian, and the student to develop a Student Attendance Improvement Plan (SAIP).

After School Reflection
- A staff lead, student-centered after-school meeting to help students accept accountability for their actions, reflect on the impact they have on others, and, when needed, take steps to repair relationships and build new skills.

Individual Student Behavior Chart
- Chart that can be created for an individual student.   Will be made to address specific student behaviors/needs. Designed to collect data and monitor progression toward meeting goals. This chart should be temporary and reviewed after a determined amount of time.

Communication Plan between Home and School
- A plan is developed between anyone of the following: teacher, social worker, counselor, or administrator and the parent/guardian to keep a consistent line of communication concerning a student's social, emotional, or behavioral development.

Tier 3

Student Assistance Program (SAP)
- Extensive documentation is gathered as to the student's academic and behavioral performance. The family is offered an opportunity to meet with an independent evaluator for the purposes of identifying gaps in services/learning and to determine appropriate services.

Referral to the Student Support Team
- Students who do not respond to strategic tiered interventions will be brought to the attention of the Student Support Team. The team will analyze the student's behaviors and academic progress.

Referral for School-Based Outpatient Services through Child Guidance Resource Centers
- A school-based staff member, typically a social worker, will refer a student to the Child Guidance Resource Centers school-based outpatient services that operate inside an Upper Darby School District building. These referrals will be made to assist students in developing socially, emotionally, and/or behaviorally.

Alternative Education for Disruptive Youth Program
- A program approved by the Pennsylvania Department of Education (PDE) that is designed to provide a temporary placement for disruptive students in grades 6 through 12. Students placed in

an AEDY Program continue to make academic progress towards graduation and work to remedy disruptive behavior through counseling and other behavioral interventions. AEDY placements are used only as a last resort, after all other behavioral interventions have failed to remedy the student's disruptive behavior(s).

Individual Safety Plan
- *A school-based staff member will work with the family and the student to create a plan to help keep the student safe.*

Referral to outside resource/agency
- A school-based staff member, typically a social worker, will refer a student to a resource/agency outside of the school setting that will assist the student in developing socially, emotionally, and/or behaviorally.

Suicide/Risk Assessment
- *When a student displays a sign that they may be a danger to themselves, a suicide screener and potentially a suicide risk assessment will be administered to determine what is needed to support the student.*

Threat Assessment
- *When a student makes a threat, at least two threat assessment team members will complete a threat assessment. Threat assessment is intended to prevent violence and involves both assessment and intervention. Threat assessment involves determining whether a student poses a threat of violence.*

Children and Youth Services Referral
- *When a staff member has reason to believe that a child may be experiencing any form of abuse or neglect by an adult, the staff member will submit a referral to Children and Youth Services.*

More Intensive Tier 2 Group Interventions
- *These interventions are designed to provide a more individualized and/or more frequent intervention to support students in the development of their social, emotional, and/or behavioral abilities.*

Grades 9-12

TIER 1

PBIS - School-Wide Behavior Lessons - School Defined
- The behavior matrix delineates expectations for student behavior across all school settings. It emphasizes our three "B's": Be Respectful, Be Responsible, and Be Safe.

PBIS Behavior Incentive Program

- A token economy for delivering positive reinforcement to children for engaging in desired behaviors or completing tasks. The tokens (identified by each school) are exchanged for back-up reinforcers at a later time.

Classroom Regulation Plans
- A classroom regulation plan involves proactive strategies to address students' neurological needs, including sensory tools, movement breaks, consistent routines, and teaching self-regulation skills to create a stable and supportive learning environment.

Operation Royal Pride
- An initiative at Upper Darby High School designed to promote a positive school culture and recognize student role models in our secondary schools. It is a recognition program to ensure that the negative actions of a small percentage of our students do not overshadow the positive contributions of the majority. They distribute t-shirts to exemplary students who demonstrate leadership and pride in Upper Darby High School. The t-shirts feature the motto: "I Get It…I'm In. UD Royal Pride." They host Operation Royal Pride Recognition Ceremonies once each month, and on those days new honorees will join those already selected in wearing their t-shirts throughout the day. Students are nominated by their teachers for reflecting pillars of character such as respectfulness, responsibility, and safety.

Bullying Prevention - Quarterly Review
- *Each quarter, our staff will teach our students a lesson that pertains to our bullying policy.*

Review of Upper Darby High School School Code of Character
- *Our staff will review the code of character with our students.*

Grade Level Assemblies
- Assemblies will take place throughout the year where staff and students will be honored for various accomplishments and to review expectations and PBIS systems.

Safe2Say Something
- Safe2Say Something is a youth violence prevention program run by the Pennsylvania Office of the Attorney General. It gives students an opportunity to provide anonymous tips concerning individuals who may be a threat to themselves or to others. This information is then provided to the appropriate personnel, i.e. police, school, Department of Human Services, families, etc.

Access to Counselor
- All students have access to talk with their school counselor at their request, the request of a parent, or at the request of UDSD staff.

Social Emotional Learning (SEL) Lessons
- SEL lessons are structured activities designed to promote the development of key social and emotional skills in individuals. These lessons aim to help students acquire and apply skills that contribute to their emotional well-being, positive relationships, and effective social interactions.

Health Lessons on Healthy Relationships, Suicide, and Mental Health

- *The UDHS curriculum for Health addresses Building Healthy Peer Relationships and Managing Stress. This includes building support networks, mental health resources, and awareness and prevention of various types of violence, including suicide.*

Delaware County District Attorney's presentation on internet safety and bullying
- *The District Attorney's Office will make an annual presentation to our students on internet safety and bullying.*

School Wide Regulation Plans
- A schoolwide regulation plan encompasses training staff on neurological principles, consistent implementation of regulation strategies across all areas, supporting staff and student wellness, engaging families, and continuously monitoring and improving the plan's effectiveness.

Royal Points System
- At the start of the school year, each student is awarded 100 Royal Points. Royal Points are rolled over with students from week to week. The expectation is that all students maintain their given 100 Royal Points throughout the school year. Points are deducted based on behaviors of concern and any school based discipline that is assigned as outlined in the Code of Character. If a student has a Royal Point count that drops below 85, the student is ineligible to participate in school-based activities, both curricular and extracurricular. All students have the opportunity to recoup Royal Points through Royal Recovery. Royal Point counts are accessible through the Home Access Center on a daily basis.

- **Daily Royal Recovery**
Any student looking to recoup Royal Points has the opportunity to do so by completing a Royal Recovery Sheet. Royal Recovery keeps you accountable on a daily basis. You need to <u>come to school and to each class ON TIME.</u> Each of your teacher's will sign off on each block for the school week. If you are able to do this for 5 school days you will earn 5 points back to your total. There is also an option for school service in which you can earn an additional 5 Royal Points back.

Tier 2

Conference with Parent
- Parents will be invited to meet with any combination of the classroom teacher, social worker, counselor, or administrator to create a more individualized plan to assist the student in achieving and maintaining positive behaviors.

Student Assistance Program (SAP)
- Extensive documentation is gathered as to the student's academic and behavioral performance. The family is offered an opportunity to meet with an independent evaluator for the purposes of identifying gaps in services/learning and to determine appropriate services.

Youth Court
- A student-run restorative justice program that helps students to problem-solve and mediate conflicts instead of relying on traditional forms of punishment. The goal of Youth Court is to support a student in repairing the harm that their actions have caused.

Student/Teacher Conferencing

- Classroom teachers and other faculty members utilize conferencing with the students as an opportunity to address expectations for behavior. Restorative practice questions are used to focus the conferencing.

Social Work Referral
- A referral will be made to the Social Worker to allow for additional services to be made available to the student.

Faculty Mentoring Assignment
- Faculty members can volunteer to mentor students that have been identified as needing a more individualized program. The faculty member will check in with the student frequently at first and then maintain a relationship with that student, building a positive and trusting relationship.

Check in / Check Out
- A student will check in/check out with the tier 2 staff member on a set schedule to monitor and track expected behaviors.

Targeted Groups focused on grief, anger management, emotional regulation, etc.
- Specifically designed groups guided by staff to meet the varying social, emotional, or behavioral needs of the students. After obtaining parental consent, the groups run as needed on an individual basis.

After School Reflection
- A staff lead, student-centered after-school meeting to help students accept accountability for their actions, reflect on the impact they have on others, and, when needed, take steps to repair relationships and build new skills.

Saturday Reflection
- A staff lead, student-centered meeting to help students accept accountability for their actions, reflect on the impact they have on others, and, when needed, take steps to repair relationships and build new skills.

Cessation lessons for specific infractions
- Students participate in a Cessation Course through an online platform, Vaping: Understanding and Prevention, to reflect on the impact of vaping and tobacco use.

Tier 2 Flex
- A student will be assigned to a tier 2 citizenship class. There the student will receive their PBIS lessons and receive daily check-ins with this teacher to support the student in areas where the student needs support.

What I Need (WIN)
- WIN is an intervention program designed to support students who are behind in earning credits toward graduation. It targets students exiting their freshman year with only 3-5 earned credits, with at least 2 credits coming from a combination of math and/or English courses.

The intervention occurs during a designated flex period in a classroom-based setting close to the grade level center.

The key components of WIN include:

1. Mentoring with teachers: WIN teachers run weekly attendance and grade reports to share with teacher/mentors. Students meet daily with their assigned mentor during the graderoom period for conferences, goal-setting, and support communicating with classroom teachers.
2. Weekly progress monitoring: The coordinator meets weekly with the grade-level center to discuss student progress and address any concerns.
3. Duration: Students remain in the WIN program for the entire academic year unless exited due to non-compliance following the school's procedures.
4. Transition planning: At the end of the year, students may be referred for continued support or fully exit the intervention based on their progress and credit accumulation.

The WIN intervention provides targeted academic mentoring, progress monitoring, and credit recovery support to help underclassmen get back on track towards meeting graduation requirements.

Student Attendance Improvement Conferences
- A meeting between school staff, parent/guardian, and the student to develop a Student Attendance Improvement Plan (SAIP).

Communication Plan between Home and School
- A plan is developed between anyone of the following: teacher, social worker, counselor, or administrator and the parent/guardian to keep a consistent line of communication concerning a student's social, emotional, or behavioral development.

Tier 3

Student Assistance Program (SAP)
- Extensive documentation is gathered as to the student's academic and behavioral performance. The family is offered an opportunity to meet with an independent evaluator for the purposes of identifying gaps in services/learning and to determine appropriate services.

Referral to the Grade Level Student Support Team
- Students who do not respond to strategic tiered interventions will be brought to the attention of the Student Support Team. The team will analyze the student's behaviors and academic progress.

Referral for School-Based Outpatient Services through Child Guidance Resource Centers
- A school-based staff member, typically a social worker, will refer a student to the Child Guidance Resource Centers school-based outpatient services that operate inside an Upper Darby School District building. These referrals will be made to assist students in developing socially, emotionally, and/or behaviorally.

Alternative Education for Disruptive Youth Program
- A program approved by the Pennsylvania Department of Education (PDE) that is designed to provide a temporary placement for disruptive students in grades 6 through 12. Students placed in

an AEDY Program continue to make academic progress towards graduation and work to remedy disruptive behavior through counseling and other behavioral interventions. AEDY placements are used only as a last resort, after all other behavioral interventions have failed to remedy the student's disruptive behavior(s).

Individual Safety Plan
- *A school-based staff member will work with the family and the student to create a plan to help keep the student safe.*

Referral to outside resource/agency
- A school-based staff member, typically a social worker, will refer a student to a resource/agency outside of the school setting that will assist the student in developing socially, emotionally, and/or behaviorally.

Suicide/Risk Assessment
- *When a student displays a sign that they may be a danger to themselves a suicide screener and potentially a suicide risk assessment will be administered to determine what is needed to support the student.*

Threat Assessment
- *When a student makes a threat, at least two members of the threat assessment team will complete a threat assessment. Threat assessment is intended to prevent violence and involves both assessment and intervention. Threat assessment involves determining whether a student poses a threat of violence.*

Children and Youth Services Referral
- *When a staff member has reason to believe that a child may be experiencing any form of abuse or neglect by an adult, the staff member will submit a referral to Children and Youth Services.*

More Intensive Tier 2 Group Interventions
- *These interventions are designed to provide a more individualized and/or more frequent intervention to support students in the development of their social, emotional, and/or behavioral abilities.*

APPENDICES

[Teacher Referral for Speech and Language Screening](#)

[Pre and Post Referral Information for Students with Behavioral Challenges](#)

Teacher Referral for Speech and Language Screening

Directions: If you are concerned about your student's speech-language skills, complete this form by checking all that apply, and put it in the speech/language mailbox. Please fill out SST paperwork and schedule an SST meeting. Your student will be screened, and results will be presented at the SST meeting.

Student Name: _____ Grade: _____

D.O.B.: _____ Age: _____Today's Date: _____

Name of Parent/Guardian: _____

Address: _____

Contact Phone #: _____

Name of Person Completing This Form: _____

Teacher: _____ Room Number: _____

SPEECH PRODUCTION/ARTICULATION

- □ Speech is easily understood by others.
- □ Speech is understood but some sounds are mispronounced.
- □ Speech is difficult to understand by the unfamiliar listener or when the context is unknown.
- □ Student regularly mispronounces the following developmental speech sounds:
  __m, __h, __w, __p, __b, __n, __d, __k, __t, __g, __y, __f, __v, __l, __l-blends (e.g., pl, gl, bl), __Other: _____
  COMMENTS: _____

STUTTERING/FLUENCY

- □ Speech is smooth and fluent.
- □ Student frequently repeats words or parts of words.
- □ Student struggles to say words, shows frustration, and/or has blocks when speaking.
  COMMENTS: _____

EXPRESSIVE LANGUAGE

- □ Student appears to express his/herself adequately and can communicate verbally.
- □ Student has significant difficulty verbally expressing thoughts and ideas.
- □ Student uses immature or unusual syntax that does not appear to be dialectical in nature.

RECEPTIVE LANGUAGE

- □ Student generally understands what is said to him/her.
- □ Student has significant difficulty understanding, remembering, or and/or attending to what is said to him/her.
- □ Student does not ask for clarification of information.
  COMMENTS: _____

ACADEMIC/SCHOOL PERFORMANCE:

- □ Student is functioning __below, __on, __above grade level in math.
- □ Student is functioning __below, __on, __above grade level in reading.
- □ Student exhibits __no, __minor, __major behavioral difficulties.
- □ Student exhibits __strong, __satisfactory, __poor relationships with peers.
- □ Student exhibits __strong, __satisfactory, __poor relationships with adults.

Other Areas of Concern: __OT, __PT, __Social Skills, __Reading,
        Other: _____

RTI Information (Current Program): __Intensive, __Strategic, __Benchmark
        PLEASE PROVIDE ADDITIONAL INFORMATION ON THE BACK OF THIS FORM.

Pre and Post Referral Information for Students with Behavioral Challenges

Pre-Referral

Planning Process for Students with Emotional and Behavioral Needs

¨ Summary and Progress of RtII /MTSS interventions used

¨ Response to School-Based Counseling (identified counselor and dates)

¨ Response to School-Wide Positive Behavior Supports

¨ Classroom-Wide Positive Behavior Supports Used (description of plan with outcomes noted in file)

¨ Dates and results of Interagency Meetings Held and Outcomes Reported

o Reviewed and Implemented Strategies in the General Education Classroom outlined in the Students Bio-psychosocial Evaluation and Treatment Plan

¨ Results of the Current Behavior Plan/Contract Put in Place to Initially Support Behavioral Needs (copy maintained in file for review)

¨ Specific Training Provided from school-based staff (ie Psychologist, Teachers, Administrators) to Support Behaviors in the LRE

¨ Considerations in Education Plan for the following areas?

o Completion of a Preference Assessment

o Development of an Individualized Schedule (weekly planner, awareness of changes in schedule, supporting transition from one activity to the next)

o Identification of specific Types of Reinforcers Used (activity, edible, sensory, social, tangible)

o Changes in Frequency/Duration with which a student has access to Reinforcers

o Consideration of the Classroom Set-up that impacts behaviors (access to materials, location within the class, how/transition cues and times)

o Discrete Teaching and explicit Demonstration of Learned Behaviors (Setting/Manner/Supports in Place)

o Increase Access to Choice-Making

o Implementation of Student-Self Monitoring Techniques for the Behavior

o Curricular Modifications

o Parental Involvement to Support Plan similarly in the home

o Observations conducted by teachers in settings where the student demonstrates inappropriate and appropriate behaviors

For Students Determined to be in Need of an Evaluation and IEP Development

¨ Full psychological evaluation completed with updated Cognitive, Academic, and Socio-Emotional Assessments Completed. Behavior Scales must include reports from both the school (at least two teachers) and parents.

o Evaluation review must include results of bio-psychosocial evaluation and existing treatment plan as well.

o Evaluation must include a summary of behavioral data collected based on systemic observations with baseline data to determine target goals

¨ An FBA completed for each behavior of concern spanning a minimum of a two-week period with statistical data supporting information related to the Behavior of Concern

§ The FBA must include parental and teacher input, and when appropriate, the student

§ The Function of the behavior has been reviewed using the FAST, MAS, or similar assessment

§ ABC data forms implemented

¨ Analysis of the baseline, target goal, and triggers that influence behaviors (ABC analysis)

¨ IEP development with measurable annual goals and explicit specially designed instruction

o Goals written with explicit targeted behavior identified (remain in seat, state positive alternatives to negative behaviors, will remain in class, will follow initial teacher verbal directions, etc) as compared to will improve behavior. The action of the goal must be VISIBLE.A Positive Behavior Support Plan is written with explicit directions to ensure how frequent behaviors are reinforced; what the teacher's actions are; the types of reinforcement used; when reinforcers are available to the student; the replacement behaviors that are being taught to the student; and both consequences prescribed for when the student engages in the challenging behavior.
¨ Determination then where these services will be delivered (LRE for the student).

Assessment and Eligibility

In order to determine the presence of an emotional disturbance (ED), the evaluation should address each of the following domains. Suggested sources of data are listed under each domain.

☐Emotional/Behavioral
   __ Documentation of tiered interventions and the student's response to those interventions
   __ Direct assessment of student
        Clinical interview with student
        Play-based assessment (as with preschool children)
        Social Emotional assessments (e.g., sentence completion, drawings and projective techniques) Student's self-report
   __ Observable behavior in multiple settings
        Standardized report (e.g., rating scale, inventory, etc.) by teacher, parent, other observer
        Structured direct observation
        Documentation of observable target behavior and its function
        Documentation of specific behavior incidents (e.g., discipline reports)

☐Psychosocial/ Cultural History
   Family background
   Environmental background
   Social background
   Cultural background
   Developmental history
   Educational history
   Special services
   Behavior/Psychosocial functioning
   File review
   In-depth, structured interview(s) with parent(s) or guardian(s)

☐Intellectual/Developmental
   Standardized cognitive/developmental testing
   Documentation of previous cognitive assessment that is valid and still applicable
   Other documented evidence (e.g., group testing) that establishes a level of cognitive functioning
   In-depth, structured interview(s) with parent(s) or guardian(s)

☐ Educational progress

    Documentation of tiered interventions and the student's response to those interventions

    Curriculum-based measures

    Objective data on classroom performance (e.g., grades on assignments, tests) Standardized achievement testing

    Work samples/portfolios of student work

☐ Health Assessment

    Past and current health status reports

    In-depth, structured interview(s) with parent(s) or guardian(s)

☐ Specialized assessments as recommended by the SST, including the following:

    Medical

    Psychiatric

    Psychomotor/Occupational Therapy Speech/Language/Communication

    In-depth, structured interview(s) with parent(s) or guardian(s)

This summary of assessment findings is to be completed by the Multidisciplinary Team (MDT) in accordance with procedures defined in the "ED Definition Criteria" section of the Guidelines for Identifying and Educating Students with Emotional Disturbance. Attach this completed form to the assessment records.

1. Alternative Strategies Prior to Referral

Document practices, strategies, supports and interventions implemented at each level as appropriate:

UNIVERSAL:_____

_____

_____

_____

_____

_____

TARGETED:_____

_____

_____

_____

_____

_____

INTENSIVE:_____

_____

_____

_____

_____

_____

Have alternative strategies been attempted and found inadequate to address the student's areas of need? __ Yes __ No

Sources of Evidence for the characteristic(s) and limiting criteria :

_____
_____
_____
_____
_____

2. Characteristics and Limiting Criteria

Characteristic has been exhibited over a long period of time (duration) __ Yes __ No

Characteristic has been exhibited to a marked degree (i.e., significantly greater frequency and/or intensity than seen in peer group)__ Yes __ No

Characteristic has an adverse effect on educational performance __ Yes __ No

Check all that apply (student must manifest at least one characteristic)

Characteristics	Long Time	Marked Degree	Adverse Effect on Educational Performance
a. Inability to learn, which cannot be explained by intellectual, sensory or other health factors			
b. Inability to build or maintain satisfactory interpersonal relationships with peers and teachers			
c. Inappropriate types of behavior or feelings under normal circumstances			
d. A general pervasive mood of unhappiness or depression			
e. A tendency to develop physical symptoms or fears associated with personal or school problems			

Characteristics

At least one characteristic has been checked.

All three limiting criteria have been checked for at least one characteristic

___ Yes ___No ___ Yes ___No

All three limiting criteria must be checked for at least one characteristic in order to qualify for special education eligibility as a student with ED.
Sources of evidence for the characteristic(s) and limiting criteria:

_____

_____

_____

Social Maladjustment and Emotional Disturbance
If the student exhibits social maladjustment, does he or she also demonstrate the condition of emotional disturbance? ___ Yes ___ No* ___ N/A
*If "No," the student does not meet the requirements for this criterion.

A Note Regarding Students with Social Maladjustment
The definition of ED specifies that students who are socially maladjusted do not qualify for special education unless they are also emotionally disturbed. Certain characteristics (e.g., "inability to build or maintain satisfactory interpersonal relationships with peers and teachers" and "inappropriate types of behavior or feelings under normal circumstances") may be consistent with both social maladjustment and emotional disturbance. In these cases, the qualifying conditions or limiting criteria for ED (long period of time, marked degree and adverse effect on educational performance) must be rigorously applied to prevent the misidentification of students. There is much debate over the existence of discrete categories for social maladjustment and emotional disturbance and research continues to support great overlap in the characteristics associated with both. Therefore, strategies that incorporate best practice regarding the assessment of students' social and emotional functioning will be crucial in defining those categories as distinguished in IDEA, when making appropriate eligibility decisions. The literature provides some guidance in defining characteristics of social maladjustment versus emotional disturbance as presented within the IDEA. The preponderance of the research though fails to provide empirical or technical evidence differentiating the two as distinct categories and contributes to the need for thoughtful reflection when determining eligibility. A child who demonstrates social maladjustment characteristics solely, should not be identified as ED. However, a child with social maladjustment characteristics should not be precluded from being identified as ED if that child meets the ED criteria as well. Best practice suggests that MDTs focus on criteria provided in IDEA when assessing for the characteristics of ED. If the child exhibits one or more of the five characteristics outlined in the definition of ED, plus all three qualifying conditions, then the student can be considered to have an emotional disturbance (assuming other possible explanations have been considered). "Once ED criteria are met any evidence of social maladjustment is irrelevant for purposes of determining eligibility for special education" (McConaughy and Ritter, 2008). However, information and data related to the child's behavioral characteristics and any indication of social maladjustment needs to inform the development of an appropriate IEP.

3. Elimination of Other Possible Causes
Are any of the following considered primary causes of educational and behavioral problems?
   temporary situational stressors ___Yes ___No
   intellectual impairment ___ Yes ___No
   learning disabilities____Yes ____No
   medical problems ____Yes ____No
   environmental stressors ____Yes ____No
If all other possible causes are checked "No," the student meets the requirements for this criterion.
4. Social, Cultural and Linguistic Considerations
Has the team considered the following in the analysis and interpretation of data, and determined that each factor does not have a significant influence on the emotional and behavioral functioning of the student?
- social characteristics and influences ____ Yes ____No
- cultural characteristics and influences ____ Yes ____No

- linguistic characteristics and influences _____ Yes _____No

"Yes" must be checked for each to indicate that the above factors do not significantly influence the student's behavior or emotional status.

Sources of Evidence:

_____
_____
_____
_____
_____
_____

Conclusion

Does the MDT conclude that the student meets the criteria for having an emotional disturbance as defined in Pennsylvania statutes? ___ Yes ___ No

Note: Best practice suggests that dissenting opinions be documented in the IEP, Prior Written Notice and may be indicated in notes or minutes of the MDT meeting.