

EXAMPLES OF REASONS FOR STUDENT ASSISTANCE PROCESS REFERRALS:

1. Students exhibiting academic concerns.
2. Students exhibiting behavior concerns in the classroom
3. Students exhibiting behavior concerns during unstructured times, i.e., passing time, lunch time, recess, before/after school.
4. Chronic attendance concerns.
5. Students referred for special education evaluation, but found not to qualify.
6. Students dismissed from a special education program.
7. ELL students having problems adjusting to school expectations.
8. Students suspended from school.

Referrals may be generated by teachers, administrators, parents, and counselors.

Building _____

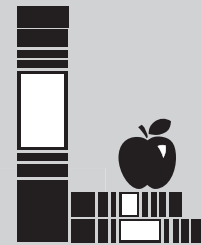
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Student Assistance Process

(SAP)

A Guide for Parents and Students

**Department of Student Services
Lincoln Public Schools
Lincoln, Nebraska**

The Student Assistance Process provides a framework and philosophy for assisting students whose educational performance and/or behavior seem to be interfering with academic progress. This procedure is designed for use by all staff who, after making the normal day-to-day adjustments in the student's learning materials and environment, determines that their efforts have not been successful in helping the student.

STUDENT ASSISTANCE PROCESS

The Student Assistance Process (SAP) is a philosophy as well as a set of guidelines for addressing student concerns and needs. The premise of this process and our work as educators is that we have the responsibility of providing service to ALL students. This process is designed to provide support for students who are experiencing difficulties in the classroom as well as for staff members who are working to assist students to become successful in the regular educational environment.

There will be variations on parts of the process (i.e., formation of student assistance teams) based on educational level (elementary, middle, high school) and unique building needs. **The fact that this process is a problem-solving process needs to be kept in the forefront of our thoughts as we work with students.**



By following the process, the staff member is using a teaming approach to problem-solving. In this team, teachers, parents, administrators and support service personnel work together to design the most appropriate educational program for the student. The district recognizes that in some instances a direct referral to special education or Section 504 may be necessary.

The Student Assistance Process is structured into a sequence of steps which guide staff from the point of concern about the student's educational performance to the consideration of alternatives. Information about the student is collected at each step of the process and used in documenting the student's performance and making program decisions. While this process has been developed to offer flexibility to building staff members, it is imperative that all steps within the process be followed. There are no shortcuts or quick fixes in meeting students' needs.

**THERE ARE TWO POINTS THAT
NEED ATTENTION AS ONE
PROCEEDS THROUGH
THE STEPS OF THE STUDENT
ASSISTANCE PROCESS:**

- 1. Role of parents. It is the responsibility of school staff to communicate progress to parents, solicit their participation and suggestions and take any other steps necessary for parental involvement early and often in the process.**
- 2. Unique characteristics of students. Some students may have unique characteristics (e.g., non-English speaking, non-oral communication, limited hearing/vision, minority group membership, special health concerns) which may necessitate special adjustments in the procedures. The Student Assistance Team (SAT) must consider these effects as they assist students.**

