

THE STUDENT ASSISTANCE PROCESS:  
A PROBLEM-SOLVING APPROACH

**STUDENT ASSISTANCE PROCESS**  
**Flow chart**

**PRE-REFERRAL STEPS 1-4**

STEP 1

Teacher makes academic/behavioral adjustments in the classroom.  
Teacher documentation of adjustments and results.

STEP 2

Teacher writes description of academic/behavioral performance.  
Documentation gathered from cumulative folder.  
Health form to be completed by Health Technician

STEP 3

Parent notified and possible plan developed.  
Parent notification documented on Documentation Log.

STEP 4

Teacher contacts appropriate building resource people for consultation.  
Teacher designs and implements plan, documenting on Plan of Action.  
Teacher evaluates whether plan works.

**STUDENT ASSISTANCE REFERRAL**

STEP 5

Teacher completes referral to SAT. Documentation of Steps 1-4 should be included.

SAT Coordinator:

Sends parent notice.

Assembles necessary members of team.

Documents planning and progress on Problem Solving Plan.

Team develops plan(s) and/or identifies accommodations and evaluates.  
Team reviews OPTIONS for further consideration.

This 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.

**The Student Assistance Process 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 504 may be necessary outside the SAT process.

Parents: Defined as both natural and adoptive parents and legal guardians and/or surrogate parents.

There are four basic assumptions underlying the Student Assistance Process:

1. Students assisted by this process are currently in a school program
2. The regular classroom and curricula are the frame of reference for this process.
3. A staff member is designated at each building to coordinate the process.
4. There may be behavioral situations involving a student which may necessitate omitting the earlier steps of this process. Behavior serious enough to warrant short-term suspension maybe sufficient reason for omitting the first few steps of this process. If a student is suspended out of school, due process procedures must be followed.

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 SAT process be followed. There are no shortcuts or quick fixes in meeting students' needs. Each step in the SAT process is set forth in a format which includes:

1. a step title
2. a description of procedures to be taken in the step
3. documentation procedures for the step

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 must consider these effects as they assist students**

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 can be generated by teachers, administrators, parents, and counselors. Student Assistance documentation should be included in the student's cumulative files.

Note: Steps 1-5 meet the requirements for the Student Assistant Team as outlined by Rule 51, Nebraska Department of Education.

Note: Students that do not qualify for special education programs after initial assessments and previously verified school-age children who no longer qualify for special education services after evaluation must be referred to an appropriate student assistance team by the multidisciplinary team to facilitate that student's movement from special education to general education (NDE, Rule 51). Staff should review Integrated Assessment Report recommendations that are to be implemented in the regular classroom. The members of the Student Assistance Team are to be regular classroom teachers and support staff members and would not necessarily be the same members as the Multidisciplinary Assessment Team. The SAT members are to operate in the best interest of the student.

Note: The Student Assistance Process also provides the framework under which the Lincoln Public Schools will comply with the Rehabilitation Act of 1973, Section 504. Section 504 protects persons from discrimination based on their disability status. A person is disabled under Section 504 if he or she: 1. has a mental or physical impairment which substantially limits one or more of such person's major life activities; 2. has a record of such impairment; or is regarded as having such impairment. Major life activities include functions such as caring for self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. When a condition does not substantially limit a major life activity or does not negatively impact educational activities, the individual does not qualify under Section 504. Section 504 services are the responsibility of the regular education program.

## **STEP 1**

### **Teacher Adjustment**

Teacher observes student's academic/behavioral differences in the classroom and makes teaching adjustments.

The classroom teacher notices that a student is having difficulty adjusting academically and/or behaviorally. The teacher notes the concern(s) and makes adjustments in the day to day teaching activities. Examples of accommodations available for consideration are found on pages 8 and 9. The forms on pages 6 and 7 may be used to document results of the adjustments.

**If, after making the appropriate adjustments, the student's academic or behavioral performance continues to interfere with academic progress, proceed to STEP 2.**

**STEP 1**  
**Student Assistance Process**  
**Teaching Adjustments Documentation**

Student \_\_\_\_\_ ID# \_\_\_\_\_ Teacher \_\_\_\_\_

Statement of concern:

Teaching adjustments attempted:

1. Date \_\_\_\_\_ Adjustment \_\_\_\_\_

\_\_\_\_\_

Result \_\_\_\_\_

\_\_\_\_\_

2. Date \_\_\_\_\_ Adjustment \_\_\_\_\_

\_\_\_\_\_

Result \_\_\_\_\_

\_\_\_\_\_

3. Date \_\_\_\_\_ Adjustment \_\_\_\_\_

\_\_\_\_\_

Result \_\_\_\_\_

\_\_\_\_\_

4. Date \_\_\_\_\_ Adjustment \_\_\_\_\_

\_\_\_\_\_

Result \_\_\_\_\_

\_\_\_\_\_

(over)

5. Date \_\_\_\_\_ Adjustment \_\_\_\_\_

Result \_\_\_\_\_

6. Date \_\_\_\_\_ Adjustment \_\_\_\_\_

Result \_\_\_\_\_

7. Date \_\_\_\_\_ Adjustment \_\_\_\_\_

Result \_\_\_\_\_

8. Date \_\_\_\_\_ Adjustment \_\_\_\_\_

Result \_\_\_\_\_

9. Date \_\_\_\_\_ Adjustment \_\_\_\_\_

Result \_\_\_\_\_

## CLASSROOM ACCOMMODATIONS

### Physical Arrangement of Room:

- Seat near teacher
- Avoid distracting stimuli
- Allow preferential seating
- Stand near student when giving directions or presenting lessons
- Seat near positive role model

### Lesson Presentation

- Write key points on board
- Provide visual aides
- Provide peer note taker
- Make certain directions are understood
- Break longer presentations into shorter segments
- Enlarge assignments/printed materials
- Highlight material for emphasis
- Peer tutor
- Re-explain directions individually
- Exempt from reading aloud
- Provide sample product
- Use auditory presentation of materials
- Use visual presentation of materials
- Provide written outline
- Pre-teach vocabulary, portions of lesson
- Have student review key points orally
- Give copy of lecture/overhead notes
- Assign alternate learning activities
- Allow student to tape lecture
- Condense instructions to 1 or 2 steps
- Check frequently for understanding
- Relate new learning to previously learned material
- Allow compensatory strategies (computer, calculator, proofing assistance)

**(List is not all inclusive)**

### Assignment/Worksheets

- Give extra time to complete tasks
- Simplify complex directions
- Reduce reading level/modify curriculum
- Allow student to tape work
- Provide structured routine in writing
- Hi-light text/written material
- Allow student to paraphrase material
- Modify length/number of assignments
- Tape record required readings
- Allow opportunity to respond orally
- Use consistent format for papers and assignments
- Use self-monitoring devices
- Reduce homework assignments
- Not down grade because of handwriting/spelling
- Provide study skills/learning strategies instruction
- Shorten assignments/break into smaller segments
- Provide written material/tests on tape
- Allow before/after school work sessions
- Use daily assignment/progress sheets
- Assign note taker in class
- Allow option to rework assignments to improve grades



### Organization

- Provide peer assistance with organizational skills
- Send weekly progress reports home
- Provide student with assignment notebook
- Reward system for in-school and homework completion

### Behaviors

- Praise specific behaviors
- Use self-monitoring
- Give extra privileges and rewards
- Simple and clear classroom rules
- Minimal use of negative consequences
- Cue student to stay on task
- Social skills instruction
- Allow in-class movement
- Behavior contract
- Implement time-out procedures
- Allow short breaks between assignments
- Ignore inappropriate behaviors

### Alternate Evaluation Methods

- Allow oral exams
- Adjust level of questions
- Allow alternate test location
- Allow extra time for tests
- Weigh grade more on individual performance and participation
- Read test items to student
- Allow student to dictate answers
- Provide study guides before test or quiz

## **STEP 2**

## Teacher Reflection

The teacher writes a description of the student's academic or behavioral performance as it appears to be interfering with academic progress. The description should be written in objective/measurable terms. The form on page 11 may be used to document this step. The health form on page 12 should be completed by the school health technician.

The description of the student's educational performance could be in one or more of the following areas:

1. If the concern is behavior that is interfering with academic performance, the description should be stated in objective/measurable terms and include:
  - A. Who is performing the behavior?
  - B. What is the student doing? What occurs before and follows the behavior?
  - C. Where is the behavior(s) taking place?
  - D. When is the student exhibiting the behavior(s) including the frequency of occurrence and duration of time?
2. If the concern is in an academic skill area the teacher should write a description of the concern specific to the academic area in question. Academic skills can be documented by work samples collected over an appropriate amount of time and by documenting information from the cumulative file.

Documentation includes a review of the student's cumulative file. The teacher reviews and documents pertinent information such as:

1. Student grades
2. Achievement test results
3. Attendance history
4. Behavior records

Documentation is included on the form on page 11.

## Step 2

**Performance/Review**

Student \_\_\_\_\_ ID# \_\_\_\_\_ DATE \_\_\_\_\_

**Description of academic or behavioral performance:**

Student response to performance concerns:

**Cumulative File Information:**

Previous grades:

Achievement information:

Attendance information:

Other information:

**Health Services Department  
Lincoln Public Schools  
Lincoln, Nebraska**

Please use in conjunction with the Student Assistance Process Step 2.

Student name \_\_\_\_\_ ID# \_\_\_\_\_ Date \_\_\_\_\_

Grade \_\_\_\_\_ Birth date \_\_\_\_\_

Screen results as recorded on Student Health Record

Vision                      Date \_\_\_\_\_                      Results \_\_\_\_\_

Near vision                      Date \_\_\_\_\_                      Results \_\_\_\_\_  
(If available)

Hearing                      Date \_\_\_\_\_                      Results \_\_\_\_\_

Last physical exam                      Date \_\_\_\_\_                      Results \_\_\_\_\_

Medication(s) \_\_\_\_\_  
\_\_\_\_\_

Additional information \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Prepared by \_\_\_\_\_ Date \_\_\_\_\_  
                    Health Technician

Reviewed by \_\_\_\_\_ Date \_\_\_\_\_  
                    School Nurse's Initials

Note: Return this form to the classroom teacher/student services staff only after the nurse has reviewed it.

Return to: \_\_\_\_\_

**Step 3  
Parent Contact**

The teacher who has described the student's educational performance is the person who contacts the student's parent/guardian. Contact is to be by phone, personal conference, or letter.

The purpose of the parent contact is:

1. To share the teacher's concerns about the student's academic or behavioral progress.
2. To give the parent(s) the opportunity to respond and for the teacher to ask for their assistance.
3. To inform parent(s) that the teacher may be consulting with other staff in the building for additional help.
4. To collaboratively develop a plan for student improvement.

The teacher writes a summary of the parent/teacher conference on the Documentation Log, page 14.

If, after a reasonable effort, the teacher is unable to contact the student's parent(s), the teacher should document attempts and dates on the Documentation Log. A written notice is sent to the student's parent(s) stating the teacher's observation and what the teacher is doing to help the student.

**The teacher now proceeds to Step 4.**

### **Documentation Log**

The SAT process requires at least one documented communication with parent(s).

Student \_\_\_\_\_ ID# \_\_\_\_\_ Teacher \_\_\_\_\_

1. Date \_\_\_\_\_ Phone \_\_ Conference \_\_ Letter \_\_ With \_\_\_\_\_  
Concern \_\_\_\_\_

Result \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 Date \_\_\_\_\_ Phone \_\_ Conference \_\_ Letter \_\_ With \_\_\_\_\_  
Concern \_\_\_\_\_

Result \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Date \_\_\_\_\_ Phone \_\_ Conference \_\_ Letter \_\_ With \_\_\_\_\_  
Concern \_\_\_\_\_

Result \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Date \_\_\_\_\_ Phone \_\_ Conference \_\_ Letter \_\_ With \_\_\_\_\_  
Concern \_\_\_\_\_

Result \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Step 4**

## Teacher contacts building resources

The teacher contacts building resource people in order to develop, implement, and evaluate a plan to improve student academic/behavioral problems. **These contacts are to be consultative in nature in order to generate strategies for student success in the classroom.**

After consultation with appropriate staff, the teacher develops a plan for student improvement. The plan is implemented long enough to allow the student to demonstrate desired changes. The teacher evaluates the student's progress as the plan is carried out. Documentation may be written on or attached to the form on page 16.

Building resource people who are contacted for consultation may include:

1. Other teachers
2. School counselor
3. School nurse
4. School psychologist
5. School social worker
6. ELL staff and or liaisons
7. SCIP coordinator
8. Building level coordinators
9. Designated student assistance coordinator
10. Principal/assistant principal

If the plan does not resolve concerns about the student's academic/behavioral performance the teacher should contact the Student Assistance Team coordinator to initiate a referral to the Student Assistance Team. The documentation collected in Steps 1-4 should be attached to the referral form found on pages 18 and 19 of the Step 5 documents. The Student Assistance Team referral initiates Step 5 of the Student Assistance Process.

**Step 4**  
**Plan of action**

Student name \_\_\_\_\_ ID# \_\_\_\_\_ Grade \_\_\_\_\_  
Teacher \_\_\_\_\_ Date \_\_\_\_\_

Desired behavior:

Plan of Action:

Success of Plan:



## **Step 5**

### **Student Assistance Team**

Teacher refers student to Student Assistance Team for team consideration and planning. The referring teacher should forward the documentation collected in the pre-referral Steps (1-4) along with the completed referral form, pages 18 and 19. The student assistance team coordinator will send a referral notice, page 20, to the student's parent(s). The teacher and Student Assistance Team will develop a plan which is shared with the student's parent(s) and student when appropriate.

The Student Assistance Team should:

1. Provide support for the student who has been experiencing academic/behavior problems and for the staff member(s) who have attempted to intervene unsuccessfully with the student.
2. Ensure that the students with needs that are not being met are not left out of the problem-solving/intervention process.
3. Provide an opportunity for staff members to obtain assistance for and with students.
4. Provide an opportunity for problem-solving dialogue to occur. This is not a process to be short-circuited nor circumvented.
5. Provide an opportunity for collaborative consultation so that staff members may address student needs in a positive, collegial environment.

The composition and format of Student Assistance Teams may vary according to unique building characteristics and needs. Principals have the option of having several Student Assistance Teams operating throughout the building. These teams can be staffed by team leaders and would need to address student needs on a flexible and open basis. Other buildings may have one standing team that addresses student needs.

Regardless of its composition, a Student Assistance Team needs to address student needs and generate options for intervention. Team members need to be knowledgeable regarding particular student needs, previous interventions that have been attempted and the outcomes of those interventions and should be prepared to brainstorm and discuss strategies to help students achieve academic/behavioral success. **An intervention plan, timeline for implementation and plan for evaluating improvement should be outcomes of the Student Assistance Team meetings.**

**Teacher Referral to Student Assistance Team**

Student's name \_\_\_\_\_ Date of birth \_\_\_\_\_ Age \_\_\_\_\_  
Student's ID# \_\_\_\_\_ Grade or subject \_\_\_\_\_  
School \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

**ATTENDANCE**

Is this student enrolled in school? \_\_\_\_\_

If no, please explain: \_\_\_\_\_

\_\_\_\_\_

The student has been absent \_\_\_ days out of \_\_\_ school days this year to date.

Reason: \_\_\_\_\_

\_\_\_\_\_

Compared to last year, this student has been absent \_\_\_ more \_\_\_ less \_\_\_ about the same.

List schools previously attended: \_\_\_\_\_

1. State reason for referral (to be completed by teacher)

2. Teacher summary of student's ability/performance

A. Identify student's strengths (academic, behavioral).

B. Identify student's weaknesses (academic, behavioral)

(Over)

Actions that have been taken by teacher and/or staff:

- Developed and implemented specific interventions (Attach documentation).
- Collected work samples (Attach).
- Parent contact (Attach documentation).
- Administrative action (Detail actions and dates).
- Other interventions (Attach documentation)
- Health form completed (Attach page 12)

**Attach other documentation pertinent to the student to this Teacher Referral form.**

**Return completed form and documentation to SAT Coordinator.**

## Lincoln Public Schools

Date: \_\_\_\_\_

To the Parent/Guardian of: \_\_\_\_\_.

As part of our efforts to help improve \_\_\_\_\_'s classroom performance, I have asked members of our Student Assistance Team to collect and review information on \_\_\_\_\_'s learning and behavior. The teacher(s), guidance counselor, school psychologist, school social worker and other staff members may be involved in observations, interviews, administration of behavior checklists and other data collection activities.

Once the information has been reviewed, we will be meeting with you discuss plans to meet your son or daughter's needs. Please contact \_\_\_\_\_ at \_\_\_\_\_ if you have any questions.

\_\_\_\_\_  
(Principal or Student Assistance Team Coordinator)

**LINCOLN PUBLIC SCHOOLS**  
**Department of Student Services**  
**STEP 5**  
**STUDENT ASSISTANCE TEAM MEETING LOG**

Student name \_\_\_\_\_

Meeting date \_\_\_\_\_

SAT MEMBERS SIGNATURES

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The following information should come from Steps 1-4 of the Pre-referral Process.

**PARENT CONTACT**

Date: \_\_\_\_\_

(From Step 3)

Describe Plan and Results:

**BUILDING RESOURCE PEOPLE AND CONTACT**

Date: \_\_\_\_\_

(From Step 4)

Describe Plan and Results:

**OTHER RELEVANT INFORMATION FROM DATA COLLECTED:**

(From Steps 1 and 2)

**STUDENT ASSISTANCE TEAM  
PROBLEM SOLVING PLAN**

**Attach documentation relevant to each of the following:**

1. Problem identification (be specific and prioritize).  
Attach behavior and performance checklists, observation(s), and/or baseline of targeted behaviors.
  
2. What is the goal? (Desired outcome) Goal(s) should be reasonable for time frame of intervention.
  
3. Intervention plan.  
Describe what the student and teacher (or other persons responsible) will do including method to determine results of plan.
  
4. Resources.  
What is needed to implement this plan? Are special materials needed? Who will do what?
  
5. Length of plan.  
Begin date: \_\_\_\_\_  
  
Date of follow up: \_\_\_\_\_
  
6. Results of evaluation of intervention (in measurable terms).

**If the intervention was successful, determine accommodations necessary for sustaining progress (pages 23-24). If intervention was not successful consider developing another plan**

for intervention OR refer to **OPTIONS, PART 4** of the Student Assistance Process Manual for further strategies.

**Student Assistance Team Accommodations**

Student \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_

The Student Assistance Team has determined that the following accommodations are necessary in the student’s regular education program. The accommodations are specific to the needs of the student and should be kept at a reasonable number. Each teacher serving the student shall review and implement the instructional accommodations indicated.

**Examples of interventions are on the following pages.**

ACCOMMODATIONS	Persons responsible						
1.							
2.							
3.							
4.							

**Use back of sheet to clarify how plan will be implemented.**





## Accommodation Options:

### Physical Arrangement of Room:

- Seat near teacher
- Avoid distracting stimuli
- Allow preferential seating
- Stand near student when giving directions or presenting lessons
- Seat near positive role model

### Lesson Presentation

- Write key points on board
- Provide visual aides
- Provide peer note taker
- Make certain directions are understood
- Break longer presentations into shorter segments
- Enlarge assignments/printed materials
- Highlight material for emphasis
- Peer tutor
- Re-explain directions individually
- Exempt from reading aloud
- Provide sample product
- Use auditory presentation of materials
- Use visual presentation of materials
- Provide written outline
- Pre-teach vocabulary
- Have student review key points orally
- Give copy of lecture/overhead notes
- Assign alternate learning activities
- Allow student to tape lecture
- Condense instructions to 1 or 2 steps
- Check frequently for understanding
- Relate new learning to previously learned material
- Allow compensatory strategies (computer, calculator, proofing assistance)

## Assignment/Worksheets

- Give extra time to complete tasks
- Simplify complex directions
- Reduce reading level/modify curriculum
- Allow student to tape work
- Provide structured routine in writing
- Hi-light text/written material
- Allow student to paraphrase material
- Modify length/number of assignments
- Tape record required readings
- Allow opportunity to respond orally
- Use consistent format for papers and assignments
- Use self-monitoring devices
- Reduce homework assignments
- Not down grade because of handwriting/spelling
- Provide study skills/learning strategies instruction
- Shorten assignments/break into smaller segments
- Provide written material/tests on tape
- Allow before/after school work sessions
- Allow option to rework assignments to improve grades

### Organization

- Provide peer assistance with organizational skills
- Send weekly progress reports home
- Provide student with assignment notebook
- Reward system for in-school and homework completion

### Alternate Evaluation Methods

- Allow oral exams
- Adjust level of questions
- Allow alternate test location
- Allow extra time for tests
- Weigh grade more on individual performance and participation
- Read test items to student
- Allow student to dictate answers
- Provide study guides before test or quiz

### Behavior Modifications

- State clearly defined limits
- Give frequent reminder of rules
- Reinforce appropriate behavior
- Peer intervention. Assign peer to work with student
- Behavior contract
- Supervise during unstructured time
- Provide student with a consistent routine
- Remove student from group or activity until he/she can demonstrate appropriate behavior
- Regular communication with parent(s)
- In class time out/cooling off
- Journal of daily behaviors
- Follows regular discipline plan
- Reduce distracting stimuli

## **OPTION 1**

## **BUILDING MULTIDISCIPLINARY ASSESSMENT TEAM MEMBERS CONDUCT A STAFFING AND PREPARE AN ASSESSMENT PLAN**

The purpose of the staffing is for the Student Assistance Team to request further assistance. The team shares concerns with the MDT and the plans the teacher and team have tried.

**NOTE:** The MDT must be organized according to criteria established by the Nebraska Department of Education, Rule 51, for students suspected of having a verified disability.

The MDT:

1. Reviews the teacher's plan(s) and the SAT plan(s) as recorded on the STUDENT ASSISTANCE TEAM MEETING LOG.
2. Refers the student for assessment. The Assessment Team:
  - a. Records the statement of concerns.
  - b. Recommends the members who would make up the Multidisciplinary Team (MDT).
  - c. Develops Assessment Areas to be addressed during the assessment.
  - d. Obtains parent/guardian permission prior to beginning the assessment.
  - e. Compiles and reviews the Integrated Assessment Report.

**NOTE:** Nebraska Department of Education Rule 51 requires review of preschool children more frequently: each quarter for children less than three (3) years of age; each semester for children age three (3) and older.

### **OPTION 2 REFERRAL FOR ASSESSMENT UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973**

Students are assessed to determine whether they would qualify for services under Section 504 of the Rehabilitation Act of 1973. Services are provided in the regular classroom and an accommodation plan would need to be completed for all verified students. Additional information concerning 504 eligibility, evaluation, and planning is found in Section 5 of the Coordinator's Manual.

### **OPTION 3**

## **SCHOOL COMMUNITY INTERVENTION PROGRAM (SCIP)**

The purpose of the SCIP is to provide information, possible drug/alcohol evaluations and post-treatment follow-up activities. If a student exhibits overt behavior that relates to alcohol and other drug use the incident should be documented and a referral should be made to the SCIP team. Parents should be notified of the concern.

### **OPTION 4 SCHOOL SOCIAL WORKERS**

Lincoln Public Schools school social workers provide short-term support services.

School social workers help students:

1. understand themselves
2. like themselves
3. be responsible
4. get along with others
5. like school
6. make the best use of their school program

School social workers help parents:

1. learn more about their child's behavior
2. understand the school's purpose and programs
3. work with the school the student attends
4. use community resources and services

School social workers help teachers:

1. obtain support for working with students and families
2. find new ways to work with and understand students and parents

School social workers also provide short-term student and group counseling. Requests for school social worker services usually come from classroom teacher, counselor, principal, other school staff or parents. School social workers may also be contacted through the Office of Student Services.

### **OPTION 5**

## REFERRAL TO COMMUNITY AGENCIES

The Lincoln community has many agencies that can assist students and family with concerns about student performance. Community resource services lists are available in the blue pages of the Lincoln telephone directory. Community resource services may also be obtained through counselors, family specialists, psychologists and other district resource people.

Lincoln Public Schools' staff members are not authorized to require community services for students and their families because of possible district financial liability for these services. Community services should be suggested to students and parents/guardians.

**NOTE:** Lincoln Public Schools provides/offers a variety of services for students. Building staff should check with the Department of Student Services to find out if suggested services are available within the district. Information about community services can be shared and suggested; however, the Department of Student Services must be involved in any decisions to require independent evaluations.

## OPTION 6 REFERRAL TO THE PRINCIPAL/ASSOCIATE PRINCIPAL FOR CONSIDERATION OF DISCIPLINARY ACTION

Referrals to building administrators for disciplinary action occur when interventions have been attempted to control inappropriate behaviors without success. Students should be referred to building administrators when the behavior represents a clear and present danger to the student, other students, and staff. Behavior that violates the laws of the United States or State of Nebraska must be reported to building administrators immediately.

The Responsibilities of Students serves as the guideline for student behavior. The rules must be posted in each building. **The rules should be reviewed with all students on at least one occasion during the year.**