

Student Assistance Process

The teacher determines if a student is at risk of not making standards due to lack of academic progress, behavior, attendance, speech and language, health issues or other concerns.

Yes, student is at risk.

Step 1

- Teacher gathers information from student records and consults/collaborates with previous teachers.
- Teacher expresses initial concerns to parent/guardian.
- Based on information gathered, teacher implements *universal interventions* (see grid).
- Teacher begins documentation on *Student Assistance Process (SAP) Plan*
- Teacher implements Tier 1 interventions with fidelity and consistency for 4-6 weeks.

Instruction proceeds throughout the year with ongoing assessments.

Tier I Universal Interventions successful.

Tier I Universal Interventions attempted
Student still having difficulty

Step 2

- Teacher collaborates with parent and appropriate staff as soon as practical.
- Teacher adjusts intervention plan based on parent contact and staff collaboration.
- Tier 1 Interventions are continued.
- Tier 2 Interventions may be introduced.
- Teacher implements interventions with fidelity and consistency for 6-8 weeks.
- Principal is involved and signs *SAP* plan.

Instruction proceeds throughout the year with ongoing assessments.

Tier I/ II Universal Interventions successful.

Tier I/ II Universal Interventions attempted
Student still having difficulty.

Step 3

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

Instruction proceeds throughout the year with ongoing assessments.

Tier I/ II/ III Universal Interventions successful.

Tier I/ II/ III Universal Interventions attempted
Student still having difficulty.

Step 4

Request for Formal Consultation

- **Site team and parent conduct formal Student Study Team Meeting (SST)**
- Site team determines outcomes for next steps

Site team determines student did not qualify for special education, DCOST, or retention. Interventions will be modified and continued

Site Team recommends student be retained and starts retention process.

Site Team recommends student be referred for DCOST process (High School Only)

Site team recommends assessment for possible special education placement.

All SAP documentation should be placed in the student's Yellow folder. Students with Active SAP plans should be recorded in AERIES.

Student is assessed and does not qualify for special education placement. Site team reviews SAP plan and interventions.

Student is assessed and qualifies for special education placement. Student is placed on an active IEP.



It is not the practice of the District to retain students who are English Language Learners



It is not the practice of the District to retain students who are on an active I.E.P.