SIT REQUEST FOR ASSISTANCE FORM

Requests must be based upon behaviors or academic performance that you have actually observed.
As a rule, isolated instances of poor/unsatisfactory or outstanding performance will not be grounds for referring a student to the Student Improvement Team. However, when there is a pattern of behavior or academic failure, a request for assistance is appropriate. In addition, requests for assistance may be made for those students who demonstrate outstanding academic performance and may need enrichment.

Student: ___________________________ Grade: ___________________________

Date of Request: ___________________________ Requested by: ___________________________

Request is being made because: (Please check, if applicable)

☐ Inappropriate behavior in classroom
☐ Medical/health concerns
☐ Tardiness/absenteeism
☐ Possible alcohol/drug use
☐ Disrespectful to teacher/students
☐ Failure to achieve grade level outcomes
☐ Missing assignments
☐ Angry outbursts in school setting
☐ Other

☐ Withdrawn and/or isolated
☐ Possible illegal activities
☐ Fighting
☐ High academic performance
☐ Exceeds grade level outcomes
☐ Other

Please provide specific concerns regarding this request: (use back if necessary)

Please identify student strengths:

Based on what you have already done:

<table>
<thead>
<tr>
<th>What has worked with this student?</th>
<th>What hasn’t worked with this student?</th>
</tr>
</thead>
</table>

Please return this form to ___________________________.

☐ Check if request is urgent.
REQUEST FOR INFORMATION
CHECKLIST
CONFIDENTIAL

Student Name: ____________________________ Grade: ______ Date: ______
Completed by: ____________________________ Return By: ____________________________
Relationship to Student: ____________________________

The SIT has received a Request for Assistance on the above named student. To assist us in assessing the nature of assistance needed, please indicate on the form below any concerns you may have about the student and the student’s assets. Please feel free to make comments where appropriate. You are not being asked to accuse, label or diagnose. This document may become part of the student’s permanent record.

PLEASE CHECK RELEVANT ITEMS AND MAKE COMMENTS.

I. ACADEMIC PERFORMANCE:

ASSETS

___ Responds to classroom instruction
___ Works well in teams
___ Motivated to do well in school
___ Reports spending time on homework each day
___ Reads for pleasure
___ Has the skills to plan ahead and make choices
___ Seeks additional assistance
___ Has “B” average or better
___ Is goal oriented
___ Works well one-on-one
___ Other ______________________________________

CONCERNS

___ Decline in academic performance (Current Grade_____
___ Not responding to the school improvement/ classroom strategies
___ Decline in quality of work
___ Work not handed in
___ Change in classroom participation
___ Inconsistent daily work
___ Deterioration of rapport with teachers
___ In-school absenteeism (skipping)
___ Tardiness in class
___ Withdrawal: separates from others/loner
___ Daydreaming in class
___ Preoccupied with school success: compulsive overachievement
___ Difficulty in accepting mistakes
___ Suspension from school
___ Incomplete work
___ Cheating
___ Sleeping in class
___ Transition difficulties
___ Other ______________________________________

II. INDIVIDUAL / PEER RELATIONSHIPS:

ASSETS

___ Understands rules and consequences
___ Peers model responsible behavior
___ Demonstrates empathy, sensitivity, and friendship skills
___ Initiates access to resources as needed
___ Has knowledge of/is comfortable with students of different racial backgrounds
___ Can resist negative peer pressure
___ Optimistic about his/her future

CONCERNS

___ Disruptive in class
___ Lack of concentration
___ Lack of motivation
___ Extreme negativism
___ Defiance: breaking rules
___ Destruction of school property
___ Frequently needs discipline
___ Impaired memory
___ Inattentiveness
___ Other ______________________________________
### II. INDIVIDUAL/PEER RELATIONSHIPS (CONTINUED):

**ASSETS**

- Seeks to resolve conflict in non-violent manner
- Involved in music, theater or other arts
- Involved in sports, clubs or organizations at school
- Places a high value on helping others
- Acts on pro-social convictions, stands up on his/her belief
- Tells the truth even when it is not easy
- Accepts and takes personal responsibility
- Receives support from 3 or more non-parent adults
- Has friends

**CONCERNS**

- Fighting
- Defiance of authority
- Verbally abusive
- Obscene language, gestures
- Sudden outbursts of temper
- Frequent visits to (nurse/counselor) circle one
- Hyperactivity, nervousness
- Change in friends and/or peer group
- Inappropriate emotional response
- Other students express concern about a possible problem
- Talks freely about alcohol/drug use, bragging
- Associates with suspected drug users
- Frequent trips to the restroom
- Odd/inappropriate behaviors
- Throwing objects
- Mood swings
- Low affect

### III. FAMILY ISSUES:

**ASSETS**

- Positive family communication
- Parental involvement in school
- Family supports rules and consequences
- Family monitors whereabouts of student
- Parents support student to achieve

**CONCERNS**

- Non-participation in parent/teacher conferences
- Low parental involvement in the school
- Running away from home
- Caretakers other than parent(s)
- Isolating self at home

### IV. COMMUNITY ASSETS:

- Caring neighborhood
- Involved in community service
- Feels safe in school and neighborhood
- Given useful roles in community
- Perceives that adults value him/her

### COMMUNITY RISK INDICATORS

- Vandalism (outside of school)
- Possession of alcohol and/or other drugs
- Any known arrests/convictions
- Any known involvement with juvenile officers
- Decreased interest in job performance and attendance
- Frequent moves (indicated by frequent change in school attendance areas)

### ADDITIONAL COMMENTS:

* PLEASE RETURN THIS FORM TO __________________________
*Complete relevant areas based on the needs and strengths of the student.

Student Cumulative File Summary (grades, retention, discipline, Title I, SPED):

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Medical Summary (vision/hearing, diagnosis, medication):

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

District/State Test Results (CRT, State Assessments, CAT):

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Attendance Summary (absences, tardies, previous schools attended):

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Other Information:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________