

Orleans Parish School Board



Student Assistance Team (SATeam) Handbook

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Student Assistance Team

The Student Assistance Team (SATeam) is a general education, data-driven, decision making committee that meets on a scheduled basis to receive referrals from teachers, parents, or other professionals on individual students who are experiencing difficulty in school due to academic and/or behavioral problems. Students displaying advanced cognitive/academic skills or exceptional talented abilities are also referred to the SATEam.

Participants in a Student Assistance Team Meeting

The SATEam must consist of at least three core members. The SATEam must include the principal/designee, a classroom teacher, and the referring teacher. In discussing an individual student's difficulties, the student's parent or guardian is an invited participant. The SATEam may also include the following persons as deemed appropriate:

- parent (must be invited to every meeting related to his/her child)
- speech/ language pathologist
- school counselor
- teachers
- Student Evaluation and Support Services (SESS) representative (must be present when the decision is to conduct a special education evaluation)
- master teacher
- reading specialist
- nurse
- social worker
- literacy/numeracy facilitator/coach
- interventionist (reading, math, behavior)

Every effort must be made to include the parent at all meetings in which decisions will be made regarding his/her child. The school must have written documentation that the parent was invited to the SATEam meeting (refer to sample SAT invitation letter). ***If there is no written parental invitation to the SATEam meeting, then the student shall not be discussed.***

SAT Chairperson Responsibilities

The SATeam Chairperson is the principal or principal's designee. The SATeam Chairperson's responsibilities include:

- providing the referring teacher with the 300R
- obtaining parent permission for screenings
- providing the teacher with the appropriate screening forms, and requesting sensory screenings for students with possible disabling conditions
- providing the teacher with the Modified Renzulli-Hartman and Gifted screening form for students considered for **Gifted** eligibility
- providing the teacher with the screening form(s) for students considered for **Talented** eligibility
- collecting the 300R, screenings and progress monitoring data from the RTI process
- reviewing the above information for accuracy and completeness and returning the documents to the appropriate personnel for corrections and additions before scheduling a SATeam meeting
- scheduling the SATeam meeting
- scheduling a SATeam meeting within 10 days of a parental request
- developing an agenda for the meeting
- sending a letter of invitation to the parent at least 10 school days prior to the SAT meeting date
- inviting other relevant personnel to the SATeam meeting within 10 school days of the meeting
- notifying **all** invited members whenever the meeting has been cancelled
- documenting or appointing someone to take minutes of the discussion
- documenting or appointing someone to write the Summary of Findings, check off the SAT decision box, and obtain signatures on the 300 R
- scheduling a follow-up SAT meeting inviting the parents and all appropriate SATeam members to review the status of the interventions at least once each grading period
- referring students to the Section 504 committee if it is a different team at the school
- creating a file of all 300R's, agendas, letters to parents, and notes taken from the meeting

- keeping the team focused, making sure that everyone has opportunities to contribute, eliciting responses and comments and ensuring that the tone of the meeting remains positive, productive and on topic
- providing sufficient time to discuss each student and watching the timeframe

Because the SATeam is a general education function and responsibility, the selection of the SATeam Chairperson should be a person who is consistently at the school and works mainly with the general education population of students.

Referring a Student to the SATeam

A student's teacher typically refers a student to the SATeam for consideration, but a parent or other appropriate personnel also may initiate the referral. A request for SATeam consideration is submitted in writing to the SATeam chairperson using the Request for SBLC/SATEam Consideration form (ECS 300R).

Areas Reviewed by the SATeam

The SATeam will review records, test scores, screenings, medical evaluations, private assessments, etc. in an effort to determine a course of action for the referred student.

At the SATeam meeting, areas to be reviewed include:

- educational screening (educational history, developmental screening, state/district wide assessments, social performance, academic history, etc.)
- documented general education interventions, progress monitoring data through the RTI process
- sensory screening (hearing and vision)
- health screening
- speech/language screening (auditory processing, articulation, language, voice, fluency, etc.)
- motor screening (strength, endurance, balance, control, etc.)
- sensory processing screening
- assistive technology screening
- screening for gifted and/or talented services, if this is the referral concern

Screenings (Refer to screening forms in Appendix.) have been expanded to emphasize that the SAT process is not a funnel to a special education evaluation. If an area screened is found to be at risk, it does not mean an automatic referral for evaluation but it does mean the student will need intervention services in that area. The SATeam conducts/monitors interventions or refers to the appropriate specialist when an area is at risk but the student is not suspected of having a disability as defined by Bulletin 1508. If Exceptional Children's Services (ECS) personnel are to conduct/monitor the interventions, then the SAT committee may decide that support services would be the appropriate option. The SATeam conducts/monitors interventions and the SESS Evaluation Coordinator ensures that all at risk areas are addressed in the evaluation if an area(s) is at risk **and** the student is suspected of a disability as defined by Bulletin 1508.

Parents must grant written permission before the school can conduct screenings on an individual student. If the parents refuse the screenings, the SAT chairperson should invite the parents to a Student Assistance Team meeting in an effort to provide the parents with more information about the process and to address their concerns.

SATEam Options

After reviewing the screening data, the SATeam will determine the most beneficial options for the student. The parent or guardian is invited to be a part of this process, and if referral for a special education evaluation becomes the most beneficial option, the parent must be invited to participate in this decision. The parent must give formal approval for the individual evaluation before one can be conducted.

SATEam options may include the following:

- conduct no further action at this time
- additional and/or continuation of classroom interventions and progress monitoring through the RTI process
- referral to the Section 504 committee for an evaluation to determine student eligibility under Section 504 of the Rehabilitation Act of 1973
- support services conducted by ECS/SESS staff
- multidisciplinary evaluation by ECS/SESS staff to determine student eligibility for special education under state mandates in *Louisiana Department of Education, Bulletin 1508, Pupil Appraisal Handbook*

- school or district intervention program(s), school social work services, crisis intervention, etc.
- Student Study Educational Plan (Grades K-8) and Documentation of Promotion/Retention, as mandated by the Orleans Parish School Board Pupil Progression Plan
- other, as determined by the SATeam

If the parent disagrees with the SATeam decision, the parent must be provided a copy of the Rights Booklet and this should be documented on the 300R.

Conduct No Further Action

This option is often utilized when screening(s) is conducted but the student did not meet the screening criteria (as related to gifted and/or talented referrals) or when screening(s) information is found to be ‘not at risk’. The committee may provide suggestions to the teacher(s) and/or parent(s), make adjustments to a student’s schedule, or provide other recommendations that would not warrant further involvement from the SATeam.

Continue Response to Intervention Process

Response to Intervention (RTI) is a three-tiered approach to providing services and interventions at increasing levels of intensity. These services and interventions are provided to students in direct proportion to their individual needs. The three-tiers of scientifically evidence-based instruction and intervention are implemented with fidelity and make use of standard protocols and/or problem solving methods. The three tiers are:

- Tier 1: Core Class Instruction – Universal screening of all students and in-class supports.
- Tier 2: Small group intervention in addition to the time allotted for core instruction. Includes programs, strategies and procedures designed and employed to supplement, enhance and support Tier 1.
- Tier 3: Specifically designed and customized small-group or individualized instruction that is extended beyond the time allocated for Tier 1 and Tier 2.

There is a data collection/assessment system to make informed decisions at each tier. Progress monitoring data on a referred student can be reviewed by the SATeam in order to make decisions that may involve additional interventions or the continuation of interventions that the student is presently receiving. Progress monitoring data from interventions conducted with fidelity must be analyzed by the SATeam; otherwise the SATeam cannot suspect a student has a disability without data from the RTI process.

Section 504

The SATeam should consider making a referral for a Section 504 screening or evaluation when the following situations occur:

- When a student is referred for an IDEA evaluation, but the team makes the decision not to evaluate for special education services
- When a student who has not been responsive to intervention is suspected of having any disability but is not expected to meet qualifying criteria under IDEA guidelines
- When a student has been evaluated for IDEA services and does not qualify but a disability that is substantially limiting is nonetheless evident
- When a student who may have formerly received Special Education services and has now been declassified to No Exceptionality
- When a student shows a pattern of not benefiting from instruction (repeated retentions)
- When a student exhibits recurrent behavior problems, has been expelled, or has a pattern of suspensions for disruptive behavior
- When a student is considered to be socially maladjusted
- When a student has a chronic health condition
- When a student has a history of substance abuse
- When a student returns to school after a serious injury or illness or while the student is being served by homebound instruction services
- When a student becomes pregnant
- When a student has a short term illness or injury that may be substantially limiting and may require accommodations in the educational setting for a period over 6 months
- When a parent or teacher requests consideration for Section 504 services because of a suspected disability

Note:

There are more opportunities for students to become eligible for Section 504 services than for services through the IDEA because IDEA guidelines are more defined and more quantitative. (Refer to *Louisiana Department of Education, Bulletin 1508, Pupil Appraisal Handbook.*)

Limited English Proficiency (LEP) is **not** considered a disability under Section 504. If, for example, a student who exhibits Limited English Proficiency presents with another disability such as ADHD or diabetes that can be supported and documented as “substantially limiting”, then the substantially limiting disability could justify the student receiving Section 504 services.

Support Services

In addition to formal evaluation services, ECS personnel also provide support services to general education students who are not suspected of having a disability, but who are experiencing difficulty in their educational performance. The purpose of support services is to investigate a student’s instructional/behavioral needs based on classroom curricula demands. These services may include:

- direct support services to the student such as the development and monitoring of individualized academic, behavioral, and/or communication interventions in Tier III, task analysis, etc.;
- indirect support services to the classroom teacher, a parent or the whole class in the development and implementation of class-wide behavioral and/or instructional interventions through the RTI process, positive behavior supports, discipline techniques, teaching strategies, behavior modification strategies, consultation, etc.

The purpose of these services is to enable students to benefit from instruction in the general education curriculum thus eliminating the need for referral for an individual evaluation.

When the decision of the SATeam is for a student to receive direct support services by ECS personnel, then that decision is documented on the 300R and the referring teacher completes the two page referral (ECS 300A & 300B). Permission must be obtained from the parent for support services prior to the implementation of the intervention (ECS 301).

The service provider may work directly or indirectly with individual students. Examples include SESS personnel conducting a Functional Behavior Assessment and developing a Behavior Intervention Plan with the classroom teacher who will implement and collect the behavioral data.

Another example includes the school-based Speech/Language Pathologist (SLP) who would work closely with the teacher to ensure targeted area with an appropriate intervention is implemented and progress data is monitored. If the teacher or other appropriate personnel are implementing the interventions, ongoing collaboration between the SLP and the individual implementing the interventions should occur. In the case of suspected voice impairment, there must also be a medical assessment conducted by an appropriate medical specialist **prior** to implementing the intervention.

While the teacher may have a role in providing interventions, the support service provider should be careful to avoid the appearance of making the teacher solely responsible for the intervention.

The parent must be provided with a report or summary on the status of the student's response to scientifically evidence-based interventions which would include graphed progress monitoring data. The report or summary must be reviewed by the SAT committee and provided to parents at least once each grading period until a decision is reached. Interventions should be conducted with fidelity and for the length of time necessary to obtain sufficient data to determine their effectiveness.

Any formal standardized testing completed during support services by the support service provider cannot be used as documentation for a determination of a disability if a later decision is to place the student in the evaluation process.

By the end of the school year, each support case should be reviewed at a SATeam meeting to determine if:

Support services will be continued (case is still open but not in timelines).

Support services will be discontinued (case is closed).

An initial evaluation will be conducted (evaluation timelines are in effect).

The second page of the referral form (300B) is used to document the SATeam's determination of the case.

A support report must be written and disseminated at the end of the school year for the first two options (support is continued or discontinued). The report should include a detailed description of the intervention, graphed progress monitoring data, and specific recommendations for the student for next school year.

If the determination of the SATeam was to continue support services but the student changes schools, the case folder (with all relevant data, report, etc.) is transferred to the appropriate School Site representative/service provider at the new school. Therefore, it is important that the support services report provide enough detail about the intervention for the next support services provider at the student's new school to continue the student's intervention services.

A separate report is not written if the decision from the SATeam is to conduct an initial evaluation since the intervention, data, graphic representation of progress, etc. will be part of the initial multidisciplinary report.

The support services report is disseminated by the SESS representative. Copies are made for the school and the parent.

If support services are discontinued, the original report as well as the referral forms and other data/forms etc. are sent to the SESS Team Facilitator.

If the support case is to be continued next school year, only a copy of the report is sent to the SESS Team Facilitator with a copy of the ECS 300B and the case folder with all relevant paperwork and data remains with the School Site Handbook (SESS in-office document).

Support case disposition is tracked by the SESS Team Facilitator on the SESS database.

Multidisciplinary Evaluation for Special Education Services

This option is used when a referred student meets the screening criteria on the gifted and/or talented screening(s) forms. Please refer to the specific section providing additional details about the referral process for these assessments.

Louisiana State Department of Education, Bulletin 1508, Pupil Appraisal Handbook specifies the required information for determining if a student has an eligible IDEA disability. Please refer to this document. Additional considerations are noted below.

Educational and Social Emotional Screening(s) At Risk

When the student is experiencing academic or behavioral difficulties, it is essential that the SATeam have information concerning the student's response to evidenced based interventions. The SATeam cannot suspect that a student has a disability without data from the RTI process. The RTI data team (if it is a different team from the SAT committee) can provide that information for review. (Refer to Appendix.)

Educational screening is accomplished by conducting a review of the

- Educational history
- Academic performance including
 - Developmental screening for preschoolers
 - Dyslexia screening results
 - Results of state and district-wide tests
 - Summary of teacher/parent communication
 - Results of the universal screenings

Graphical representation of the Tier 3 progress monitoring data should be available to the SATeam for the specific academic weaknesses. The SATeam will review the intervention(s) to verify that it was evidence based and conducted with fidelity when making a determination for a multidisciplinary assessment.

When there are social emotional behavioral problems, at a minimum, the following information should be reviewed:

- Incident reports/discipline records
- Teacher report
- Parent reports and information provided by the parents
- Developmental profiles
- Previous behavior intervention plans
- Anecdotal records
- Completion of Psycho-Social checklist

Tier 3 intervention data for the behavioral concerns must also be available for review. Often this includes the Functional Behavior Assessment (FBA) along with the Behavior Intervention Plan (BIP). A review of this information by the SATeam will help to develop an appropriate course of action.

If there is substantial documentation that a student is likely to injure self and/or others, then the screening activities are completed during the evaluation. The school must also submit documentation of interventions. Even when it is decided that the severity of the student's behavior warrants an immediate referral for evaluation, intervention(s) would still need to be conducted during the evaluation process to determine what strategies will be effective in supporting the student if she or he is found to have a disability.

The SATeam must provide **data-based documentation** to determine that the lack of educational progress is not primarily due to:

- Lack of appropriate, explicit and systematic instruction in reading
- Lack of appropriate instruction in math
- Limited English proficiency
- Environmental or economic disadvantage
- Cultural factors

Please note that RTI data is not required for the following suspected low incidence impairments:

- Hearing Impairment, Visual Impairment,
- Deaf-Blindness, Traumatic Brain Injury
- Mental Disability (Moderate & Severe)
- Severe Autism, Severe Orthopedic Impairments

Sensory Screening(s), Health Screening(s) At Risk

When there are medical concerns, the parent is encouraged to bring any medical records/reports to the committee and the school nurse can assist in determining appropriate options, e.g., individual health plan (IHP), Section 504 assessment, or IDEA evaluation. Also, the school nurse could meet with the parent prior to the SAT meeting to assist in obtaining and sending an authorization of release of medical records. (Refer to the Appendix for forms to request health records.) This will increase the likelihood that the records will be available for review by the SATeam meeting date.

Schools should not require parents to take their children to receive medical evaluations or medical care unless the school is prepared to pay the cost of those services. Students may not be refused an assessment or services because of the parent's refusal/delay to take the student to visit a doctor for the problematic condition. In addition, parents cannot be told that their child must take prescribed medication before the committee can make a decision.

Communication Screenings At Risk

The referring teacher completes the Communication Skills Teacher checklist (see Appendix). If the Communication Skills Teacher checklist is at risk, the SAT chairperson provides a copy of that checklist and 300R to the school speech pathologist for further screening(s). The speech pathologist then provides the results of the screening to the SAT chairperson so the chairperson can then invite the parent to the SAT meeting. Speech interventions are required when communication skills are found to be at risk. Permission must be obtained from the parent for the speech pathologist to develop and conduct speech interventions for the student. This is usually conducted through support services. Graphical representation of the student's progress should be available for review when the results of intervention data are appropriate to the decision making process for special education assessment.

Sensory Processing, Fine or Gross Motor Screening(s) At Risk

If the sensory processing screening is at risk, the SATeam will develop an intervention (see example interventions in the Appendix) for the student. If the student is suspected of having a disability, a second Sensory Processing Screening Checklist is completed after the intervention to determine if further assessment is warranted. (Please refer to Bulletin 1508 for additional information.)

Gross motor skills may be screened by using the Adapted Physical Education form located in the Appendix. A review of the Sensory Processing and Assistive Technology screening forms will provide information about a student's fine motor skills. In addition, the SAT committee is provided suggested low tech Assistive Technology strategies or tools to use in the classroom which may be helpful in addressing the referral concern(s).

Reviewing Outside Evaluations

The SESS representative should be present when reviewing the student's record:

- if current documentation indicates that student has received special education in another state
- if documentation indicates that student has a current IEP or evaluation from a public school system within the state of Louisiana
- or if current documentation by a qualified professional indicates that the student has a low incidence impairment such as blindness, deafness, etc.

If the parent brings in a current out of state IEP (within a year) and/or a current out of state evaluation, and/or private vendor evaluation (within 3 years), the paperwork must be submitted with the completed Request for Administrative Review form (Refer to Appendix) to ECS's Administrative Review Consultant.

SATeam and Parent Participation in the Decision Making Process for a Special Education Assessment

Every effort must be made to include the parent at all meetings in which decisions will be made regarding his/her child. The school must have written documentation that the parent was invited to the SATeam meeting. If there is no written invitation for the parent to attend the SATeam meeting, then the student shall not be discussed at that meeting. Participation by the parent can also include a telephone conference held concurrently with the meeting members.

The decision to conduct a multidisciplinary evaluation for special education services can only be made after receipt and review by the SATeam of all required screening results. All screening information must be reviewed at the meeting to determine if additional information or data is needed. Also screening information should be current. The SESS representative must be present to review supporting documentation. Graphical representation of the student's progress must be available for review, whether in the RTI process and/or support services, when the results of intervention data are appropriate to the SATeam decision for special education assessment.

If the SATeam decision is for a special education evaluation, then the SESS representative gives the referring teacher a referral form to complete. Once it is completed, the referring teacher gives it to the SATeam Chairperson who will then schedule the student for the next SATeam meeting. The SATeam Chairperson also alerts the SESS representative that the paperwork has been completed so the SESS representative will have the appropriate paperwork for the meeting (parent permission, Rights booklet, etc.)

The SATeam will document their decision at the meeting by signing the referral packet (ECS 300 A&B) and the SESS representative will request and obtain formal approval for the individual evaluation. Parents must be given a copy of the Rights Booklet at the time of the request for parental consent.

If the parent receives a written invitation to the meeting and indicates in writing that he/she cannot attend the meeting and indicates that the SATeam may discuss his/her child, the SATeam may take any of the previously mentioned SATeam decision options. The parent must receive written documentation of the SATeam decision (300R).

If there is written documentation inviting the parent to the meeting but the parent has not responded and is not in attendance, the SATeam may discuss the student but must not make a decision for evaluation until the parent is invited to another SATeam meeting. If the parent again does not respond and does not attend the second SATeam meeting, the team may then decide on the option for a multidisciplinary evaluation, if appropriate. A 300R should be completed for each SAT meeting; documenting the decision(s) of the team and who was in attendance.

If the SATeam's decision is to seek a special education evaluation, the SESS representative issues a referral form (ECS 300 A&B) to the referring teacher. When the referring agent completes the referral form, it is given to the SATeam Chairperson who will then schedule a SATeam meeting inviting all relevant committee members including the parent. If the parent does not attend this meeting (3rd SATeam meeting), the team signs the referral packet and the SESS Evaluation Coordinator has 10 days to request parent permission for an individual evaluation. The date of the parent request for evaluation is documented on the Letter of Consent for Initial Evaluation (ECS 302). This date must be within 10 days of the date the SATeam signed the referral form (ECS 300B).

The documentation of reasonable efforts to obtain parent permission is kept by the Evaluation Coordinator of the case. Reasonable efforts to obtain parent permission include:

1. detailed records of telephone calls made or attempted and the results of those calls;
2. copies of correspondence sent to the parent including certified mail and any responses received; and
3. detailed records of visits made to the parent's home or place of employment and the results of those visits.

Parents must be given a copy of their Rights at the time of the request for parental consent.

If the SESS representative is unable to obtain parent permission, the case is closed (ECS 376). The school receives copies of the relevant documents for the student's cumulative record. It is essential that the school and ECS office maintain the documentation of all efforts to address the student's educational difficulties.

A copy of the 300R is provided to the SESS representative even if the representative is not in attendance. The original copies of the referral form and permissions are kept with the Evaluation Coordinator's folder for the student. The school and parent are also provided copies of these forms. An additional copy of the signed referral form and permission are submitted to the SESS Team Facilitator for tracking.

If the case is opened for a special education assessment (initial or reevaluation) then the referral form/permission copies are submitted by the Team Facilitator to data personnel to enter into SER, the Special Education Reporting data system. If the case is opened for support services, the SESS Team Facilitator tracks and files the paperwork.

It is advised that the School Site Representative complete the SAT data collection form (Excel sheet) after each public school SATeam meeting to maintain documentation of referral concerns and interventions.

Summary:

There is written documentation* inviting parent to Meeting 1.
Parent does not respond.

Meeting 1 - Team may discuss student and make decisions except the team cannot decide on a special education evaluation.

There is written documentation* inviting parent to Meeting 2.
Parent does not respond.

Meeting 2 – Team may discuss student and decide on a special education evaluation, if appropriate.

There is written documentation* inviting parent to obtain parent permission for evaluation at Meeting 3.
Parent does not respond.

Meeting 3 – Team makes final decision documented on referral form and SESS representative must document attempts to obtain permission for the special education evaluation.

**If there is no written documentation that the parent has been invited to the meeting, then the student's case cannot be discussed at the SAT meeting.*

Parents Disagree with SATeam Decision

If the parent requests an evaluation and disagrees with the SATeam decision that a Special Education evaluation would not be the appropriate option, then a letter from ECS office is sent to the parent within 10 days of the parent's request. The letter will document to the parent:

- what information was reviewed by the committee and what is still needed
- why the evaluation was refused and what are the next steps
- future RTI meeting dates to discuss interventions, progress monitoring data, and an analysis of the student's progress

The SESS representative is responsible for providing this information to the SESS Team Facilitator for review. (Refer to sample letter.)

Gifted Procedures

Gifted children and youth are students who demonstrate abilities that give evidence of high performance in academic and intellectual aptitude (Bulletin 1508). A student is identified on the 300R by his or her teacher. The 300R is submitted to the SAT chairperson who will request permission in writing from the parent to conduct the gifted screenings.

The screening for giftedness encompasses more than the student's standardized test scores. The student is rated from a list of learning and motivational characteristics taken from the Modified Renzulli-Hartman scale. The student's report card grades, portfolio of class work, participation in an out of state gifted program as well as educational, cultural, and environmental issues are taken into consideration. These factors are reviewed by the Student Assistance Team to determine if the student is eligible for the gifted evaluation (Gifted Screening Form).

The forms are submitted to the SATeam chairperson and a meeting is scheduled with the SATeam, SESS representative, and parent to review the screening information. If a student is suspected of being gifted and talented, or talented in music and visual arts, etc., then the student is referred for these assessments at the same time. These are not separate referrals.

Once the screening forms are completed by the referring teacher, the case is reviewed by the SATeam (the parent and the SESS representative have been invited). Screening forms must be completely filled out and individualized for each student.

If the student does not pass the screening, the SATeam's decision is documented on the 300R and the Gifted Screening form. The parent is provided a copy of the 300R and the *Louisiana's Educational Rights of Gifted/Talented Children*.

The gifted assessment is conducted by Student Evaluation and Support Services personnel. Criteria for eligibility are determined from the *State Department of Education, Pupil Appraisal Handbook, Bulletin 1508*.

Talented Procedures

A student is identified, on the 300R by his or her regular or special education teacher, as having artistic needs that are not being met in the regular class in which the student is enrolled. The 300R is submitted to the SAT chairperson who will request permission in writing from the parent to conduct the talented screenings.

Talented assessments are scheduled four times a year. Those dates will be determined each school year and provided to the staff to share with their assigned school sites.

Once the screening forms are completed by the referring teacher, the case is reviewed by the SATeam (the parent and the SESS representative have been invited). Screening forms must be completely filled out and individualized for each student. Also required attachments must be available for review (e.g., art samples) at the meeting.

If the student does not pass the screening, the SATeam's decision is documented on the 300R. The parent is provided a copy of the 300R and the *Louisiana's Educational Rights of Gifted/Talented Children*.

If the student passes the screening, a referral form is issued to the referring teacher. Once the referral is completed, the SATeam invites the parent to a meeting to obtain permission for the assessment. The referral form is reviewed with the parent to determine if the address and telephone number(s) are correct. The parent is given the *Louisiana's Educational Rights of Gifted/Talented Children*.

If the student is being referred for a theater assessment, the parent is also given a copy of the monologue list for grades 4 through 12 by the SESS representative. The SESS representative will inform the parent that he or she will be contacted by the Evaluation Coordinator within 10 days after the last testing date to staff the results of all assessments.

Completed referral forms must be submitted to the Gifted/Talented Facilitator for scheduling no later than 3 weeks before the week(s) of talented testing. The Gifted/Talented Facilitator notifies the parents of the talented assessment no later than 2 weeks before the testing date. A copy of the approved monologue list is also sent to the parents of students being assessed for theater.

Please note: Evaluation Coordinators must be mindful of the 60 day evaluation timelines.

The SESS Representative who has been assigned to attend the talented assessment should:

- 1) be on time
- 2) remain in the room with the evaluators throughout the talented assessment
- 3) check scoring (re-add and cross check scores with Bulletin 1508 guidelines)
- 4) staff with the evaluators at the site if any results are close/questionable
- 5) make certain both evaluators sign the signature page

Staffing with parents about the results of the talented assessment(s) should occur within 10 days of the last assessment. Evaluation Coordinators are to remind parents when obtaining parent permission for the talented evaluation that **they will be contacted by the Evaluation Coordinator** concerning the results within 10 business days of the last testing date.

Talented evaluations are completed by evaluators who are contracted to provide this service. Criteria for eligibility are determined from the *State Department of Education, Pupil Appraisal Handbook, Bulletin 1508*.

SAT Chairperson To Do List

1. Review 300R for referral concerns
2. Obtain permission for screening(s) if screenings are needed
3. Distribute appropriate screening forms to personnel
4. Receive and review screening forms
5. Send letter inviting parent to SAT meeting
6. Invite appropriate SAT members
7. Set agenda
8. Assign SAT members to take meeting notes and complete 300R
9. Repeat steps 5-8 if future meetings are needed.

Resources

Bulletin 1508

- ▶ <http://bese.louisiana.gov/documents-resources/policies-bulletins>

Doing What Works

- ▶ <http://dww.ed.gov/index.cfm>

What Works Clearinghouse

- ▶ <http://ies.ed.gov/ncee/wwc/>

National Center on Student Progress Monitoring

- ▶ <http://www.studentprogress.org/>

Positive Behavior Support

- ▶ www.pbis.org www.cber.org www.swis.org

Florida Center for Reading Research

- ▶ www.fcrr.org

National Center on Response to Intervention

- ▶ www.rti4success.org

Louisiana Access Guide

- ▶ <http://accessguide.doe.louisiana.gov>

Louisiana Access Guide for Students with Significant Disabilities

- ▶ <http://sda.doe.louisiana.gov>

Intervention Central

- ▶ <http://www.interventioncentral.org>

US Department of Education – IDEA website

- ▶ <http://idea.ed.gov>

Appendix

300R

Sample Permission for Screening Letter to Parent

Sample SAT Invitation Letter to Parent

SAT Meeting Agenda

Medical Release Form

Medical Diagnosis Form

Psycho-Social Checklist

Communication Skills Teacher Checklist

Sensory Processing Screening – Instructions & Checklist

Adapted Physical Education Screening Form

Assistive Technology Screening Form

Cultural Diversity Self-Assessment

Academic Universal Screening Checklist – Tier I

Academic RTI Checklist – Tier II

Academic RTI Checklist – Tier III

Social/Emotional/Behavioral Universal Screening Checklist – Tier I

Social/Emotional/Behavioral RTI Checklist – Tier II

Social/Emotional/Behavioral RTI Checklist – Tier III

Functional Behavior Assessment Checklist

Behavior Intervention Plan Checklist

Sensory Processing Screening Criteria

Sensory Processing Intervention Strategies

Assistive Technology Screening – Recommendations

List of Possible Low Tech Assistive Technology

SAT Screening Packet Checklist

Gifted Screening Form

Modified Renzulli-Hartman Scale

Screening a Student for Talent

Art Screening Instrument

Music Screening Instrument

Theatre Screening Instrument

Request for Administrative Review

Documentation of Contacts

Referral Form

Parent Approval for Support Services

Letter of Consent for Initial Evaluation

Sample Letter when SATeam Refuses Parents' Request for Evaluation

Section 504 Rights and Grievance Procedures