

Handbook for

Student Assistance Team Process



Schuyler Community Schools

Schuyler, NE

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Student Assistance Team – Purpose of Handbook

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Purpose of Handbook: This handbook is to be used for the Student Assistance Team process. It helps outline the framework for assisting a student's individualized needs who experiences difficulty in educational performance and/or behavior that interferes with their academic progress. The handbook also contains the necessary forms for the staff members to use during this teaming approach of problem solving for the student.

Purpose: This special education regulation provides that if, through general screening, a child is suspected of having a disability, further assessment should be considered in order to rule out other possible causes for the child's educational difficulty. Prior to referral, interventions are to be considered, documented, and implemented, if appropriate. If pre-referral interventions are not effective within a reasonable time, the SAT may refer the child for a full multidisciplinary evaluation.

- Rule 51 Section 006.01C Student Assistance Team (SAT) or Comparable Problem Solving Team
 - 006.01C1 For a school age student, a general education Student Assistance Team or a comparable problem solving team shall be used prior to referral for multidisciplinary team evaluation
 - 006.01C2 The SAT or comparable problem solving team shall utilize and document problem solving and intervention strategies to assist the teacher in the provision of general education
 - 006.01C3 If the Student Assistance Team or comparable problem solving team feels that all viable alternatives have been explored; a referral for multidisciplinary evaluation shall be completed. A referral shall include information from the SAT or comparable problem solving team, meeting the requirements of 92 NAC 51-006.01C and a listing of the members of the SAT or comparable problem solving team
- SAT's are school-based teams whose function is to identify, intervene with and refer students who are not making satisfactory academic progress.
- SAT Teams provides teachers, parents, and students with a prevention intervention process.

Student Assistance Team Philosophy

SAT Definition

SAT (Student Assistance Team) is a school-based cadre whose function is to identify, intervene with and refer students who are not making satisfactory academic progress. Cadres provide teachers, parents, and students with a prevention intervention process.

SAT Implementation

A SAT meeting may be initiated by teachers, parents, administrators, or members of the SAT for the purpose of discussing a student with a learning or behavioral problem. SAT intervenes with high risk students in pre-kindergarten through twelfth grade. As a prevention process, SAT works with students before they experience social, emotional, and academic failure, and to promote team problem solving at all grade levels.

Advantages of well-designed pre-referral interventions

Well-designed pre-referral interventions improve school performance, result in fewer grade retentions and better academic test scores, and reduce the number of school dropouts. They enhance developmental progress, as compared with children who do not receive appropriate interventions. They reduce the total number of years of special education is required, resulting in a significant cost savings. They enhance community adjustment, as reflected by a higher proportion of graduates obtaining post-secondary education, fewer arrests, and higher lifetime earnings. Well-designed pre-referral interventions assist teachers with various instructional strategies to promote student competence in basic skills. They provide a structured method of addressing the learning needs of individual children. There is an improved transition of students from one level to the next (Elementary School ⇒ Middle School ⇒ High School). Fewer inappropriate referrals for assessment occur, leaving more time to process appropriate referrals more expediently. A final advantage of well-designed pre-referral interventions is an opportunity to involve parents in the development and implementation of intervention strategies for addressing their child's specific needs.

Definition Of Terms

1. **Accommodations or Modifications** - methods used to help students gain an understanding of the curriculum when they need methods beyond those of standard teaching practices
2. **Access** - A student's ability to access or be able to use and understand the curriculum
3. **ADHD** - (Attention Deficit Hyperactivity Disorder) (ADD)
student exhibits poor attention, distractibility, impulsivity, and hyperactivity
4. **Advocate** - A person hired to support and educate a family or individual on the laws and details of special education
5. **Annual goals** - These are a required component of an IEP. Goals are written for the individual student and can be for a maximum of one year
6. **Assessment** - Using data derived from standardized testing, observation, educational history as well as formative and curriculum based assessments to evaluate a child's academic standing
7. **Assessment team** - A team of professionals such as the psychologist, speech pathologist, teacher, etc. who test the child at a 3 year evaluation
8. **Assessment testing and evaluation** - Used to decide if a person qualifies for special education services (may include social, psychological and education evaluations)
9. **Assistive technology** - Computer access devices that assist students in learning
10. **Audiogram** - The written results in a graph form of a hearing test measured in decibels (loudness) for each frequency (pitch)
11. **Audiologist** - A specialist that tests and remediates hearing problems
12. **Behavior Analysis** - One tool is ABA - Applied Behavioral Analysis
13. **Chronological age** - The level of intellectual functioning based on the average for children of the same chronological age
14. **Cognitive disability** - Difficulty in learning in the areas of reasoning, comprehension and judgment.
15. **Contact person** - Used to describe the liaison or person a parent can call for information or guidance; found at the top of each page of the IEP
16. **Curriculum-based assessment** - Method by which a child's progress in the curriculum is measured at frequent intervals
17. **Developmentally delayed** - A learning disability that impairs the child's ability to learn and develop at an age appropriate rate
18. **Developmental disability** - A condition that prevents a child from developing normally
19. **Dyslexia** - Learning disability which impairs the child's reading ability
20. **DIBELS** - Assessment used to assess early reading skills. The acronym stands for Dynamic Indicators of Basic Early Literary Skills
21. **DRA** - Developmental Reading Assessment; used at the elementary level to note reading progress
22. **Extended school year** - (ESY) A provision for a special education student to receive instruction for a period longer than the standard school day. This sometimes includes "double" kindergarten, later afternoons, earlier starting times, summer programming
23. **Fine motor** - Hand and finger small muscle movement
24. **Gross motor** - Coordinated movements of all body parts
25. **Hyperactivity** - Excessive motor activity or restlessness
26. **IDEA** - Individual with Disabilities Education Act. Forms the basis for special education in all 50 states.
27. **Inclusion** - Children who receive services in their community school and are placed in the same classroom with non-disabled children with appropriate support

28. **Individualized Education Program (IEP)** - A yearly education plan written by teachers, therapists, psychologists, etc. and the child's parents for school age children with disabilities
29. **Individualized Family Service Plan (IFSP)** - An education plan written by teachers, therapists, psychologists, etc. and the child's parents for a child birth through 2 years old with disabilities
30. **Instructional Support Process** - The process followed when a student experiences school difficulties. The steps involve gathering information, identifying student's strengths and needs, identifying and implementing strategies to address these needs. After 4-6 weeks the student's progress and strategies are evaluated.
31. **Interdisciplinary team** - Various individuals from different disciplines that assess children's needs (speech therapist, occupational therapist, nurse, psychologist, etc.)
32. **Language impairment** - Difficulty understanding and/or using language
33. **LD-Learning disability** - A child with average or above average potential has difficulty learning in one or more areas (such as reading or math) and exhibits a severe discrepancy between their ability and achievement.
34. **Least Restrictive Environment (LRE)** - an educational setting which gives students with disabilities a place to learn to the best of their ability and also have contact with children without disabilities
- **Full inclusion** - Services are provided outside the general education classroom less than 21% of the time (80% inclusion)
 - **Partial inclusion** - services are provided outside the general education classroom as least 21% of the time but no more than 60% of the time
 - **Substantially separate classroom** - services are provided outside the general classroom for more than 60% of the time
 - **Day school** - All services should be provided outside the general ed. classroom and in a separate school that only serves students of disabilities
 - **Residential school** - Services require a 24-hour education program
 - **Home-based early childhood program** - home-based IEP services for a student who is 3-5 years of age
 - **Center-based early childhood program** - services provided in a program outside of the home for a student who is 3-5 years of age
 - **Other** - a mix of IEP services that are not provided in primarily school-based settings.
35. **Liaison** - same as the contact person found on the first page on the IEP. Used to describe the person a parent can call for information or guidance
36. **Modifications** - A modification is different from an accommodation in that it usually involves changing how the curriculum is presented, the majority of the time, or how much the student is expected to learn
37. **Occupational therapist** - A therapist that focuses on daily living skills, sensory integration, and fine motor skills
38. **Orientation and mobility specialist** - A certified teacher specializing in teaching the visually impaired to travel safely and efficiently
39. **OT-Occupational therapy** - A special education related service which is usually focused upon the development of a student's fine motor skills and/or the identification of adapted ways of accomplishing activities of daily living when a student's disabilities preclude doing those tasks in typical ways (e.g. modifying clothing so a person without arms can dress himself/herself)
40. **Physical Therapist** - If your child has been injured or has any sort of movement problems resulting from an illness, disease, or disability, a doctor may recommend that your child go through physical therapy

41. **Placement** - The program that the team of specialists and parent(s) decide is the most appropriate for the student
42. **Range of motion** - The amount a person is able to move their joints and limbs
43. **Receptive language** - The understanding of spoken and written communication as well as gestures
44. **Referral** - Notice to a school district that a child may be in need of special education. Although good practice suggests making referrals in writing, an oral referral may be valid. A referral sets certain timelines in place
45. **Regression/recoupment** - The amount of loss of skills a child experiences over an instructional break (primarily summer vacation) and the amount of time it takes him/her to recover the lost skills. Standards for when regression and recoupment concerns require summer school are developed in case law and in state and federal policy letters
46. **SAT** - Student Assistance Team Process-is to help teachers provide support for student experiencing difficulties within the general education setting. A teacher usually will initiate a SAT. Guidance, Special Ed teachers, language pathologists, occupational therapist etc. will generally attend. Follow-up meetings are usually scheduled for 4-8 weeks following the initial meeting. The purpose of the follow up meeting is to assess the outcome of established interventions. If the student is not making progress a referral for testing may be made
47. **Sensory Integration** - Sensory integration is the critical function of the brain that is responsible for producing this composite picture of sensory information. It is the organization of sensory information for on-going use
48. **Special needs** - a child who has disabilities that impact his/her access of the curriculum
49. **Speech/language pathologist** - A qualified person who improves and/or corrects communication problems and deficits
50. **Tactile defensiveness** - Child overreacts or avoids any kind of touch
51. **Team Meeting Participants** - Teachers, specialist, support staff and family
52. **Transition planning** - Transition services are intended to prepare students to make the transition from the world of school to the world of adulthood
53. **Vision specialist** - A certified teacher who specializes in meeting the needs of children with visual impairment
54. **Visual discrimination** - Ability to detect differences in objects, forms, letters or words
55. **Visual memory** - The ability to remember visual stimuli by significant features on a short and long term basis
56. **504** - It is a plan designed to accommodate the unique needs of an individual with a disability, as required by the Americans with Disabilities Act (ADA). Children who have disabilities, but whose disabilities do not interfere with their ability to progress in general education are not eligible for special education services, may be entitled to a 504 Accommodation Plan.

Student Assistance Team Process

Tier 1

Step 1 Teacher identifies concern and collects information for at least four weeks on district Tier 1 Teacher Documentation form. Identifying teacher contacts parents to report concern and discuss interventions that will be tried with the student. At that time the Parent Input Form is completed. The child will be assigned a Site Coordinator or a Case Manager. The Site Coordinator/Case Manager will begin completing job responsibilities. Site Coordinator will be notified by email.

For Speech/Articulation Referral Only

Teacher fills out Tier 1 Teacher Speech/Artic Pre-Referral form. Contact Speech Pathologist for an observation. Recommendations from Speech Pathologist will be given to determine if SAT process should begin. Any interventions suggested should be tried for at least four weeks. Notify SAT Site Coordinator if Speech Pathologist recommends beginning SAT process. Teacher documents on the Tier 1 Teacher Documentation form.

Tier 2

Step 2 Teacher Referral to SAT form is completed by identifying teacher and is submitted to Site Coordinator. Portfolio (including but not limited to: examples of daily work, DEBELS scores, NIFDI forms, Math Assessments, and all SAT forms) should be completed and brought to meeting. Students with Language/Artic concerns should also have a portfolio that includes forms and interventions tried. If the student is artic only and concerns are still there, testing will be done. Language concerns will need to be observed again by Speech Pathologist before SAT meeting. Findings and suggestions will be shared at the meeting. Identifying teacher completes SAT Meeting Checklist to be sure all materials are prepared for SAT meeting.

Step 3 SAT meeting is scheduled and Site Coordinator notifies participants.

- Staff Notified by e-mail.
- Teachers send notification to parents.

Step 4 Initial SAT

- Fill out Initial SAT Meeting form
- Make decision based on teacher concerns, data from Tier 1, and rules and guidelines
- Decide if screener is needed and/or possible retention
- Set follow-up meeting in four to six weeks
- A SAT member (SAT Director, Site Coordinator or Case Manager) will check on the student each week to monitor progress and assist with interventions

Step 5 Follow-up meeting

- review intervention results
- team decision on:
 - Intervention was successful - return to Tier 1
 - Intervention was not successful – Intervention Plan Two.

Tier 3

Step 6 SPED referral.

Tier 1

This section contains materials to begin the SAT process

Tier 1 Teacher Documentation

Referring Teacher:

Student:

Attendance Center:

Target Issue:	
Date started	Intervention and Outcome (Data collected from benchmarks, progress monitoring, classroom assignments, etc. can also be here)

Space for additional notes on back

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Parent Input Form

Student's Name:	Age:	Student's Grade:
Parent/Guardian:	Student's Date of Birth:	

- 1) Where does your child go after school?

- 2) When and where does your child do homework?

- 3) Does anyone other than your child speak English at home?

- 4) Who works with your child on homework?

- 5) Is your child willing to sit down and complete homework?

- 6) Is your child involved in any activities that happen after school or on weekends?

- 7) Does your child have jobs/chores at home? Does he/she complete them?

- 8) Does your child have a set bedtime? If so, what time?

- 9) Does your child eat breakfast every morning?

Signature of Parent/Guardian

Date

Tier 1 Speech/Artic Pre-Referral Form

Date:

Name of Referring Teacher:

Name of Student:

Grade:

Date of Birth:

Parent(s):

Address:

Phone Number:

Please list concerns in the areas of fluency, voice, and/or language:

Any health issues related to speech: (tubes in ears, ear infections, injuries to the head etc.)

Developmental History

- When did the child speak their first words?
- When did the child speak in sentences?
- What language is used at home?
- Is the child hard to understand in their first language?
- Were there problems in the first language before learning English?
- How long has the child been exposed to English?

Did the child go to preschool/Headstart?

What is the primary language of the caregiver?

Observations from the Speech/Language Pathologist

Interventions

Articulation

- Ask student to repeat what he/she said.
- Ask student to slow down.
- Ask student to use different words to express what he/she is saying.
- Model sound and give specific directions about how to say it.
- Draw attention to sound production as you teach phonics.
- Encourage student to watch speaker's mouth.

Fluency

- Allow extra time to finish own sentences.
- Keep eye contact while student is speaking.
- Don't allow others to interrupt student.
- Model a slow relaxed manner of speech.
- Continue to call on student and include in discussion.
- Give student advance notice of when he/she will be called on to speak.

Language

- Repeat directions using other words.
- Break multiple directions into smaller steps.
- Give visual supports for verbal instructions.
- Preteach vocab terms.
- Ask student to put information in own words.
- Allow wait time for student to form response.
- Provide choices to cue student to expand. (so, because, when, ect.)
- Model correct grammar and word order.
- Model/emphasize time words and word endings.
- Make sure student responds correctly following adult model.

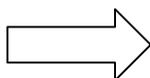
Teacher Interventions/Tools

This section holds the material to be used before and after the referral of a student is made to the SAT.

Causes of Confusion in Assessing Students with Language Differences and/or Language Learning Disabilities

Language Differences

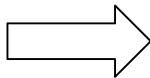
Language performance is similar to other students who have had comparable cultural and linguistic experiences.



Language Learning Disabilities

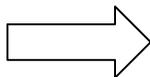
Language patterns are unique to the student and unlike others in the student's cultural community.

Limited vocabulary in the native language is due to lack of opportunity to use and hear the native language.



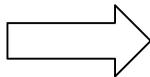
Student demonstrates limited vocabulary even when there are rich language usage opportunities in the native language.

Student shifts from one language to another within an utterance.



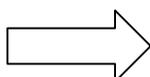
Word finding problems are evident and student substitutes with another language.

Communication may be impeded by an accent or dialect.



Student exhibits deficits in expressive and receptive language, which impede communication.

Pragmatic skills such as interpreting facial expressions, appropriate physical proximity, and use and interpretation of gestures are age appropriate.



Student demonstrates difficulty using and interpreting nonverbal language, often leading to social problems.

Documentation Checklist

Student Name _____ Student ID _____

_____ is able to:
(student)

	Yes	No
1. Follow directions.	<input type="checkbox"/>	<input type="checkbox"/>
2. Follow more than one direction at a time.	<input type="checkbox"/>	<input type="checkbox"/>
3. Use correct word order in written/oral language.	<input type="checkbox"/>	<input type="checkbox"/>
4. Copy items from the board/books.	<input type="checkbox"/>	<input type="checkbox"/>
5. Complete written tasks.	<input type="checkbox"/>	<input type="checkbox"/>
6. Maintain on-task behavior.	<input type="checkbox"/>	<input type="checkbox"/>
7. Bring materials/assignments to class.	<input type="checkbox"/>	<input type="checkbox"/>
8. Use appropriate language.	<input type="checkbox"/>	<input type="checkbox"/>
9. Keep hands/feet to self.	<input type="checkbox"/>	<input type="checkbox"/>
10. Work independently.	<input type="checkbox"/>	<input type="checkbox"/>
11. Respect the rights of others.	<input type="checkbox"/>	<input type="checkbox"/>
12. Respect personal/school property.	<input type="checkbox"/>	<input type="checkbox"/>
13. Follow conversation content and flow.	<input type="checkbox"/>	<input type="checkbox"/>
14. Understand written/oral directions.	<input type="checkbox"/>	<input type="checkbox"/>
15. Work with other students.	<input type="checkbox"/>	<input type="checkbox"/>
16. Produce legible work products.	<input type="checkbox"/>	<input type="checkbox"/>
17. Accept personal responsibility for behavior.	<input type="checkbox"/>	<input type="checkbox"/>
18. Other behaviors (please list)	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Signature _____ **Date** _____

Intervention Resource List

Student's Name _____ ID Number _____

PHYSICAL ENVIRONMENT

- | | |
|--|--|
| <p>_____ Preferential seating</p> <p>_____ Provide a study carrel</p> <p>_____ Allow for movement breaks</p> | <p>_____ Give both oral and visual instructions for assignments</p> <p>_____ Provide for oral testing</p> <p>_____ Vary the method of lesson presentation (visual, auditory, tactile, kinesthetic)</p> |
|--|--|

ORGANIZATIONAL STRATEGIES

- | | |
|---|--|
| <p>_____ Set time limits using timer</p> <p>_____ Alter time allotted to complete assignment</p> <p>_____ Establish student systems extra for recording assignments and grades</p> <p>_____ Tape assignment notepad on corner of desk for ideas for when work is completed</p> <p>_____ Highlight main facts in assignments</p> <p>_____ Provide outlines/guides for text, videos</p> <p>_____ Organize a notebook or provide a folder for papers to help organize work</p> <p>_____ Ask student to repeat directions/ assignments to insure understanding</p> <p>_____ Ask questions at end of each sentence or paragraph to help focus on important information</p> <p>_____ Change instructional setting from large group to small group instruction</p> | <p>_____ Have student read lesson aloud to parent, aide, volunteer, peer tutor or teacher</p> <p>_____ Allow student to have sample or practice test</p> <p>_____ Provide opportunities for drill (computer, flash cards, homework)</p> <p>_____ Use special supplementary material for a short period of time</p> <p>_____ Have parents read social studies and science material to the student</p> <p>_____ Tape lessons or instructions</p> <p>_____ Simplify vocabulary of test items, practice sheets</p> <p>_____ Provide written work in segments</p> <p>_____ Provide visual or memory aids (i.e., number lines, charts)</p> <p>_____ Provide individual instruction with a peer tutor and adult volunteer</p> |
|---|--|

MOTIVATIONAL/BEHAVIORAL STRATEGIES

- | | |
|---|--|
| _____ Check papers by showing C's for correct and record positive score | _____ Conference with counselor |
| _____ Provide immediate feedback | _____ Establish a home/school communication system for completion or improvement of assignments or behavior monitoring |
| _____ Discuss problem work/behavior with student | _____ List small steps needed to change the behavior and implement a plan to change one step at a time |
| _____ Conference with student's teachers | _____ Ignore inappropriate other behaviors |
| _____ Write a contract for student behavior | |

General Accommodations for Elementary and Middle School:

- Provide visual and auditory stimuli.
- Provide individualized instruction when possible.
- Use shortened assignments that are at grade level.
- Reduce the difficulty level of material and gradually increase level of difficulty as tasks are met with success.
- Reduce the complexity of vocabulary and concepts found in written material.
- Let student work in pairs and small groups when possible.
- Check proximity of student in the classroom and consider moving.
- Allow various ways to respond to assignments such as tape recording, type written, or dictated responses.

Websites:

These are only a few of the many websites available as a resource for teachers.

- <http://www.camden.rutgers.edu/~wood/edwebsites.htm>. Is a website directory that was formulated by the University of New Jersey and Rutgers.
- www.ascd.org. Have interventions and resources for educators.
- www.colorincolorado.org. Information for educators, students and parents on reading and reading intervention. This is also in Spanish.
- www.ed.gov. Lots of topics including reading and math. Articles available in pdf format-some are available in Spanish for parents.
- www.englishcompanion.com. Books and resources for teaching reading and language arts. Links for teachers for ideas.
- www.interventioncentral.com. Lots of interventions and ideas.
- <http://www.theteacherscorner.net/teacher-resources/websites.htm>. Is the actual site that the teacher corner has made for their users as a resource of ideas.
- <http://teacher.scholastic.com/index.asp>. This website has great ideas for all levels of students and subject areas.

Elementary Intervention List:

Reading:

- Road to the Code
- Sound Partners
- Word Partners
- Reading Mastery
- PALS
- Read Naturally
- Rewards
- QuickReads
- Avenues (ELL)
- Carousel of Ideas (ELL)
- Stepping Stones
- Florida Reading Research Center
- Reading Rods-Sentence & Word Building
- Power Readers
- Six Minute Solution
- Programmed Reading
- Phonics Funnies
- Essential Word Sorts
- Activities for the Big Five Ideas

Math:

- Rocket Math

Writing:

- Six Traits Writing
- Graphic Organizers

Middle School Intervention List:

Reading:

- Rewards
- Read Naturally
- QuickReads

Math:

- Rocket Math

Writing:

- Six Traits Writing

Plan and Document Informal Strategies (Tier 2)

This section contains material used to collect and analyze data to better help the SAT decide upon appropriate interventions.

Teacher Referral to Student Assistance Team

Student Assistance Team (SAT) Information Sheet

Student's name _____ Date of birth _____ Age _____ Sex _____

Student ID number _____ Grade or Subject _____

School _____ Classroom Teacher _____

Referring Teacher _____ Date _____

Background Information

What is the student's dominant language?

- English
 Spanish
 Other (Specify): _____

Is the student in ELL?

- NO
 YES

➤ Date of Entry: _____

Has the student received ELL services in the past?

- NO
 YES

➤ Date of Entry: _____

Results of the Language Assessment Scales (LAS):

- Date: _____
 ➤ Scores: Oral _____ Reading _____ Writing _____

Has a Special Education evaluation previously been completed?

- NO
 YES

➤ Category: _____ Date: _____

➤ Related Services: _____

Attendance

Is this student enrolled in school full time? _____ YES _____ NO

If no, please explain: _____

This student has been absent _____ days out of _____ school days this year to date.

Reason: _____

Compared to last year, this year this student has been absent

- More often
 Less often
 About the same

List schools previously attended _____

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

2. Referring teacher summary of student's ability/performance

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

Actions that have been taken by teacher

- Collected work samples, etc.
- Administrative action _____ Date(s)
- Other interventions (Specify) _____

- Teacher should bring student's portfolio to SAT Meeting.

Persons to be invited for SAT Meeting

- School Psychologist
- Counselor
- Parents/Guardians
- Teacher
- ELL
- Reading Teacher
- Family Specialist
- Administrator
- Others _____

SAT Meeting Checklist

To be completed by referring teacher prior to first SAT meeting.

This document will assist the SAT in making sure that all procedures have been completed in Tier 1.

_____ E-mailed SAT Director and Site Coordinator the name of referred student.

_____ Completed Tier 1 Teacher Documentation form.

_____ Completed Parent Input form.

_____ Completed Teacher Referral to SAT.

_____ Collected student samples for portfolio (e.g. daily work, DIBELS scores, NIFDI forms, Math Assessments, all SAT forms)

_____ Completed Speech/Artic Referral form if applicable.

Notification of Student Assistance Team Meeting

Date and time of meeting: _____

Place of meeting: _____

Student: _____

Referring teacher: _____

Dear: _____

Due to concerns about your child's educational progress at school, the Student Assistance Team (SAT) will be meeting to see what interventions/accommodations would help your child be successful. The SAT is composed of teachers and the school psychologist reviewing current programming and brainstorming potential educational supports.

_____ I will be at the SAT meeting.

_____ I am unable to attend or prefer not to attend. (A team member will contact you periodically to let you know your child's progress.)

parent signature

Notificaciòn de la Reuniòn del Grupo de la Ayuda del Estudiante

Fecha y tiempo de la reuniòn: _____

Lugar de la reuniòn: _____

Estudiante: _____

Maestra que hizo la remission: _____

Estimado: _____

Por las preocupaciones sobre el progreso educacional de su hijo/a en la escuela, el Grupo de la Ayuda del Estudiante (SAT) se reunirà para determinar cuales intervenciones/acomodaciones que ayudarán su hijo/a tener èxito. El SAT contiene las maestras y el psicòlogo repasando el programa corriente y poniendo en comùn sus ideas sobre las posibilidades de màs apoyo educacional.

_____Asistirè la reuniòn del SAT.

_____No podrè asistir o prefiero no asistir. (Un miembro del grupo comunicará con usted periòdicamente para avisarle sobre el progreso de su hijo/a.)

firma del padre

Initial SAT Meeting

Student Name _____

Grade _____

Meeting Date _____

Referring Teacher _____

Why was the student brought to the Student Assistance Team (Problem?)

What is our goal?

How will the goal be met? (plan)

What is needed for the plan and who will complete each task?

Length of Plan 1

Begin date:

Follow up date to review plan:

Team members in attendance:

Name

Title

Parent Notice for a Screener

(date)

Schuyler Elementary School

2404 Denver Street

Schuyler, NE 68661

(402) 352-9940

Concerns regarding _____ performance at school have been brought before the Student Assistance Team. By signing below, I agree that the School Psychologist may assess the above student and attempt multiple accommodations to resolve the identified problem. Student assessment may involve a battery of brief achievement tests, learning/memory tests, sensory/perception tests, classroom observations, interviews, intellectual tests, and/or scales. Student accommodations may include putting the student on a plan, using various interventions in the classroom, group problem solving, individual counseling, and/or after school tutoring.

Thank-you,

Tracey Kracl/Kristy Andel

SAT Site Coordinators

parent signature

Noticia Para Los Padres Sobre Las Preocupaciones Del Estudiante

(fecha)

Schuyler Elementary School

2404 Denver Street

Schuyler, NE 68661

(402) 352-9940

Estimadas Padres, En este tiempo El Equipo de Asistencia de la escuela Schuyler Elementary tiene preocupaciones en los niveles academicos de_____. El Equipo De Asistencia es un equipo que le dara varios exámenes a su hijo/a para poder determinar los problemas academicos de su hijo/a. Si usted firma esta nota, usted nos esta dando permiso para que el Psicologo de la escuela pueda tomarie varios exámenes a su hijo/a para determinar el problema. Algunos de los exámenes seran exámenes de aprendizaje, exámenes de memoria, observaciones en el salon, entrevistas, exámenes intelectuales y muchas mas exámenes y metodos.

Gracias,

Tracey Kracl/Kristy Andel

Cordinaroras Del Equipo De Asistencia

padre firma

Follow-up SAT Meeting

Student Name _____

Grade _____

Meeting Date _____

Referring Teacher _____

Initial Goal:

Was the initial plan carried out as written?

Yes

No

If no, please explain _____

According to your data and documentation, is the initial plan working?

Yes

No

If yes, continue with plan.

If no, complete the following.

What part of the initial plan didn't work?

What will change in the plan to meet our goal?

What is needed for the plan and who will complete each task?

Length of Plan 2

Begin date:

Follow up date to review plan:

Team members in attendance:

Name

Title

Final SAT Meeting

Student Name _____

Grade _____

Meeting Date _____

Referring Teacher _____

Initial Goal:

Has the goal been met?

Yes

No

If yes, continue with the plan.

If no, move to Tier 3.

Team members in attendance:

Name

Title

Tier 3

The Multidisciplinary Evaluation Process

When a student is referred to the SAT because a concern is raised, the team members are responsible for collecting information about the student and forming a hypothesis about the possible factors contributing to the student's difficulties. The SAT first considers specific factors in three broad categories: general health and well-being, language proficiency, and academic achievement. These factors are assessed for all students through the general screening process at Tier I. Based on its hypothesis, the SAT then determines how the student's needs may best be met through Tier II interventions, which are designed to remove obstacles that may be in the way of the child's path to learning. If, after implementing carefully designed interventions used within the regular education setting, the SAT determines that the student has not demonstrated a significant and positive response to intervention or that the student's needs fall outside the range of general education, the SAT has several avenues of further referral. When considering referring a student for a Multidisciplinary Evaluation, the SAT must keep in mind that **the purpose of a Multidisciplinary Evaluation is to determine eligibility and possible need for special education and related services. A referral for this type of evaluation should only be made in cases where there is a crisis, obvious evidence of an exceptionality*, or when interventions have not yielded a significant positive response from the student. The Multidisciplinary Evaluation Process is NOT a substitute for careful analysis and effort by the SAT to address the concerns and the student's needs.**

**To receive special education or related services, the child must meet the eligibility requirements as having a disability as defined by the Nebraska Rule 51 and the Technical Assistance Document. (NOTE: Eligibility cannot be based solely on the determination that the student has limited English proficiency or has had lack of instruction in math or reading.)*

When a student is referred for a Multidisciplinary Evaluation, the first step is formal assessment and evaluation. (NOTE: Assessments given outside the scope of general screening require prior parent notice and consent.) The Multidisciplinary Team (MDT), which is a qualified group of professionals, including the parent, uses this information to determine the student's eligibility for special education and related services under the criteria of the one or more of the 13 categories of disabilities as defined by the individuals with Disabilities Education Act (IDEA).

Based on all information gathered, the team makes its determination of eligibility. The two possible options are as follows:

1. The student is ineligible for special education or related services, but shows need. In this case, the student is referred back to the SAT, which takes into consideration new information and readdresses the student's needs. The SAT may need to revise its hypothesis, redesign interventions that are more appropriate and / or pursue avenues of further referral such as Title I.
2. The student is eligible and shows need for special education and related services. In this case, the student's needs are addressed by an Individualized Education Program (IEP). The IEP Team (administrator, teachers, specialists, parents) convenes and designs a master plan for the student to provide what he or she needs to benefit from instruction. The IEP is implemented. An IEP may be reviewed as needed, but must be reviewed at least annually. A reevaluation must be done at least every three years to determine continued eligibility.