

## GENERAL SCREENING and STUDENT ASSISTANCE TEAM (SAT) REVIEW

Q: Who should be screened?

A: **ALL** students are required to be screened, including transfer students.

Q: Whose legal responsibility is it to provide General Screening?

A: It is the responsibility of each public school district.

Q: When does General Screening happen?

A: It is ongoing and much of it takes place over the first two months in the first two years of school. For transfer students it takes place upon the student's entry into school.

Q: Who serves on the General Screening Committee?

A: School nurse, teacher(s), counselor(s) and other relevant school staff.

Q: What kinds of screening are included in General Screening?

A: (1) Home Language Survey and related language skills assessment, (2) physical and mental health assessment, (3) readiness or academic achievement assessment.

Q: What is the purpose of a Home Language Survey?

A: It is to determine if a different language is commonly spoken in the student's home environment and in what language testing should occur for the student's benefit.

Q: How does a student become classified as "LEP" and what does this acronym mean?

A: It means "Limited English Proficiency." A student may be classified LEP after English language skills (listening, speaking, reading, writing) have been formally assessed.

Q: What should be provided for students who are determined (by testing) to be LEP?

A: Additional assistance in learning English should be provided that may include referral to courses in bilingual education, English as second language or with English as second language content, or structured immersion and bilingual education programs.

Q: When should students be referred to the following?

|                                     |                  |                           |
|-------------------------------------|------------------|---------------------------|
| Bilingual education services        | Title 1 services | Indian education          |
| Special education services          | 504 plan         | Community agency services |
| Other local school support programs |                  |                           |

A: As a result of General Screening and upon SAT recommendation when a problem arises after the General Screening assessment has occurred.

Q: How do "appropriateness, fairness and accuracy" relate to General Screening?

A: Whether assessment of the student is done with standardized tests or with locally-produced tests or other forms of assessment, it should be "appropriate, fair and accurate" in measuring the student's true abilities. For example, assessment of a student should occur in his/her dominant language.

Q: Where should the documentation of General Screening be kept?

A: These records should be kept in a location with convenient access for teachers and staff working with the student and where confidentiality is maintained. Thus, health records might be located separate from academic achievement/assessment records.

- Q: Who should have access to the information from a student's General Screening?  
A: Teachers and staff working with the student should have access that is monitored by using sign-out/in sheets kept in the record.
- Q: How can a district show that General Screening has been done and still preserve confidentiality of the student's file?  
A: A checklist verifying that screening has been accomplished may be kept in public files.
- Q: What is the function of a Student Assistance Team (SAT)?  
A: It provides an additional screening/intervention structure for students who encounter learning difficulties after General Screening.
- Q: Who serves on a SAT?  
A: Similar to a General Screening Committee, it may include school administrator, counselor(s), school nurse, referring teacher or parent, and other relevant school staff.
- Q: Who may recommend a student to the SAT?  
A: Anyone who observes the student's difficulty, but usually a parent or teacher.
- Q: How much time should be allowed for interventions suggested by a SAT?  
A: There is no standard time requirement; instead, the time needed depends on the nature of the intervention and the judgment of SAT.
- Q: How often should the same student's problems be brought to a SAT?  
A: This depends on the judgment of SAT. Interventions for an individual student may be reconsidered by SAT repeatedly.
- Q: What are the types of interventions that the SAT may recommend?  
A: Interventions may include: change of group or class, tutoring or other teaching or behavioral strategies, counseling, referral to a particular program such as Title1, to community agencies, etc.