

SAT and The Gifted Referral

Students often feel that they have let their family and/or teachers down if they do not qualify for services. The purpose of the SAT committee should be to provide assurances that the child is a strong candidate. If there are not strong indicators, it is recommended that the child be monitored but not referred for formal testing. Continued Response to Intervention (opportunities for engagement in differentiated instruction that challenges and supports the child's unique strengths) over an extended period of time may be warranted prior to a formal evaluation. Please note that children do not have to be in the gifted program in order to be eligible for accelerated curriculum. In order to determine if a student should be accelerated, please refer to the LCPS Policies and Regulations IKE-R: Placement, Promotion, Acceleration and Retention.



Gifted Referral Process (SAT From GRP)

Student Name: _____ Teacher: _____ Grade: _____
 DOB: _____ Pupil ID: _____ Parent Name/Number: _____

	Person Responsible	Actions
STEP 1:	Referring Party	Request Gifted packet from SAT Chair
STEP 2:	Teacher	<p>Teacher will facilitate completion of the following form with parents:</p> <ul style="list-style-type: none"> • <u>Case History for Gifted Referral (SAT FORM CHG)</u> <p>Teacher will help student complete a <u>Student Survey (SAT Form SSUR)</u></p> <p>In addition to the above documents, teacher will provide the following to SAT Lead:</p> <ul style="list-style-type: none"> • <u>Vision and Hearing (SAT Form LCPS VHS)</u> • Completed <u>Bright vs. Gifted Survey</u> (diag can help with scoring this) • History of grades, test scores, acceleration plan, etc. • <u>SAT Referral Packet (SAT Form RP)</u> To include specific details regarding Documentation of Differentiation – (What has been done differently than grade level peers to meet the needs of this student?) • <u>Home Language Survey (Cum File)</u>
STEP 3:	SAT Chair	<p><u>Before Meeting:</u></p> <ul style="list-style-type: none"> • When all documents are received from teacher, SAT lead will schedule a SAT meeting. • Print COGNOS report (Student Detail) and/or any relevant Synergy reports • Ask diagnostician to look for any previous testing for this student and provide a copy of the report for the packet if applicable. <p>Send an <u>Invitation to Parents (SAT Form ITM)</u></p>

STEP 4:	SAT Team	<p><u>During the First Meeting:</u></p> <ol style="list-style-type: none"> 1. Reviews all documentation and data. 2. Completes Consideration of Student Background Checklist 3. Determines if the student's demonstration of abilities is affected by at least one (1) of the following: <ul style="list-style-type: none"> • Cultural Background (Caucasian and Hispanic are NOT a different culture) • Linguistic Background (ACCESS Scores, Home Language Survey) • Socioeconomic status • Disability Conditions 3. Determine the best route for differentiation and document on the Intervention/Differentiation Tracking Form (SAT Form DTF) (Completed/updated EACH time interventions or differentiation is modified or SAT meets to monitor progress) 4. Schedule next SAT Meeting
STEP 5:	SAT Chair	<p><u>Prior to Second Meeting:</u></p> <p>Send an Invitation to Meeting (SAT Form ITM) Invite AES/Teacher of Gifted, teacher, and diagnostician.</p>
STEP 6:	SAT Team	<p><u>During the Second Meeting:</u></p> <ol style="list-style-type: none"> 1. Reviews progress of differentiation activities and cycle data 2. Determines if student is a strong candidate for referral for formal evaluation by considering the following criteria: <i>(*Note: Documented data should reveal a preponderance of evidence supporting student's referral for formal testing. A single piece of data does not take priority over any other pieces of data. All information is considered as pieces of the puzzle.)</i> <ul style="list-style-type: none"> • Scores of proficient or advanced on state and district testing in one or more areas • Positive response to differentiation/challenging curriculum (i.e., What has the student received that is different from their peers in terms of instruction or curriculum and what was the response? Are they accelerated in a specific subject area? Have they been provided higher level assignments to demonstrate their understanding of the material?)

		<ul style="list-style-type: none"> • High intrinsic motivation (i.e., Is the student a self-starter? Do they look for ways to challenge themselves?) • Creative characteristics (Is the student especially good at drawing, painting, writing or other creative area. Have they produced exceptional pieces of art? Do they seek out opportunities to develop and perfect their skills?) • Problem solving skills (Does the student exhibit critical thinking, intuitive skills, out-of-the-box ideas, etc.) • Advanced skills in at least one academic area – provide specific documentation and data to support this • High potential to excel (may be an “underachiever” but demonstrates high potential) (Is the student able to convey high levels of knowledge orally, but fails to produce written work? Does the student display a focused interest a very specific topic or skill?) <p>3. If additional information is needed, adjust differentiation activities for another cycle of intervention and schedule 3rd SAT meeting. Repeat items 1-2 during 3rd meeting to determine next step.</p> <p>4. If data indicates a strong candidate for referral, proceed to Step 7.</p> <p>5. If data indicates student is not a strong candidate, continue SAT process to monitor progress.</p>
STEP 7:	SAT Chair	Notifies Diagnostician of need for IQ testing.
STEP 8:	Diagnostician	<ol style="list-style-type: none"> 1. Pulls student into Synergy SE . 2. Invite parent to a meeting to discuss evaluation process. Generates and obtains parent signature on permission to test. 3. Finalize Permission to Test in Synergy SE and send to SpEd Records Clerk for scanning. 4. Administers full IQ test. 5. Reports results back to SAT and parent. If IQ test reveals the student should be tested, the diagnostician becomes the “point of contact”. The SAT Chair is NO longer the “point of contact”. <p>The diagnostician will then complete the following:</p> <ul style="list-style-type: none"> • Complete academic, creativity and critical thinking components of testing within district timeline for Gifted

		<p>evaluations.</p> <ul style="list-style-type: none"> • When testing is complete, organize an Eligibility Determination Team (including parents) and conduct MET meeting to review evaluation results and determine eligibility, including generating and printing all necessary signature pages. • Provide results of testing back to the SAT Chair using <u>SAT Follow-up Form</u>.
STEP 9:	SAT Chair	File the <u>SAT Follow-up Form</u> into the student's SAT file.
STEP 10:	SAT Chair	If student DOES NOT qualify for services, the SAT Chair resumes the role of "point of contact".
	AES/Teacher of Gifted	<p>If student DOES qualify for services, the AES/Teacher of Gifted becomes the "point of contact".</p> <p>Conduct an Individual Education Plan (IEP) within 30 days of the MET meeting to initiate student services.</p>

Packet is Complete: Yes No (Please list missing information)

SAT Chair Signature: _____

Diagnostician Signature: _____