

SAT Guidelines

The purpose of SAT (Student Assistance Team) is ensure that all students are receiving appropriate instruction and that every opportunity to succeed is being given to students.

Tier IA

All students fall into this level. Teachers are expected to provide instruction to all using best practices. At this time the only documentation noted is information in the lesson plans of the teacher. It is highly recommended that everything is documented. Teachers are monitoring student progress and making note of students not making adequate progress.

Tier IB

Teachers have recognized some students are not making the type of progress desired. The use of differentiated instruction allows the teacher to try a different method to get the instruction done. At this time, the teacher should begin to keep specific notes on student progress and

complete the *Classroom Improvement Plan (a copy is available in the SAT packet)*. Weekly progress monitoring must be done and recorded in a graph format. If after four weeks on one intervention without significant improvement, begin a second intervention of four weeks. Again graph student progress and document on the Classroom Improvement Plan form. If progress is limited, the teacher should consider a SAT referral.

Parents should have been advised during this time period that the student was not making sufficient progress. Help from the parents should have been solicited as well.

Nothing formal has been done to this point. Everything that has been done is under the guidelines of good teaching.

- (1) Go to the SAT chairperson and get a SAT referral packet.
- (2) Arrange a possible SAT meeting time so that the parents are be invited to attend.
- (3) Teacher sends the letter of invitation, parent survey, and parent permission form. Copy is kept in student folder.

- (4) Teacher sends the following requests:
- a. Health Record Review form to school nurse
(note 10 working day turn around)
 - b. School Max Document Request to school secretary. Responses are to be stapled to the request sheet and inserted in the folder.
 - c. Complete the Tier IB classroom intervention plan form.
 - d. Gather pertinent samples of student work (those that exemplify the area in which the student is having problems.
 - e. Fill out the Classroom Instructional Profile.

Return the gathered information and pertinent samples of student work to the SAT Chairperson.

Tier II

Before the meeting convenes the SAT Chairperson will designate a SAT member or referring teacher to begin the completion of the SAT Meeting Summary Part I. This is a check list of information. For any terms you are not familiar with, please refer to the SAT manual given to the schools in September, 2008.

- (1) At the SAT meeting, complete the remainder of the SAT Meeting Summary Part I.
- (2) SAT Chairperson conducts the meeting and completes the remaining portions of SAT Meeting Summary Parts II-VI.
- (3) If further interventions are needed the SAT Chairperson will assign someone to complete the Student Observation form and return it in a timely fashion.
- (4) The SAT will determine if a Language Usage Data form needs to be completed. It will be filled out by the SAT Chairperson's designee and then forwarded to the appropriate offices.

- (5) The SAT along with the parent will design the next level of intervention to be done.
- (6) A follow-up meeting will be set in four weeks to determine next steps. At the follow-up meeting, the referring teacher will provide updated School Max forms.
- (7) Should additional intervention be needed, repeat steps 1, 2, 4, and 6.

Getting Ready for TIER III

Two SAT meetings have been held and if it is determined that more needs to be done, the collected information will be gathered along with other forms designated by the educational diagnostician, and submitted to the educational diagnostician.

Be sure to have a copy of the most current School Max forms in the packet submitted to the educational diagnostician.

The educational diagnostician will review the packet and decide whether or not the documentation supports a referral for a special education.

The referral packet is returned to the SAT Chairperson. The remaining documents necessary for a Special Education referral are gathered and the packet is assembled by the Referral Assembly Team (a subsidiary unit of the SAT). Once more, obtain a copy of the most updated School Max forms. The packet is then sent to Special Education.

If the documentation does not support a referral for Special Education, he will remain in Tier II and additional interventions will be designed.