

SAT PROCESS WITHIN A THREE TIER FRAMEWORK

TIER ONE

STEP ONE: IDENTIFY STUDENT

- Identify students performing below 25th percentile compared to grade level peers on district short-cycle assessments; and/or identify students in with behavior indicators; determine need for further support
- Identify student(s) in need of assistance; begin classroom accommodations
- Communicate concerns with parent(s)/guardian(s)
- If concern continues, Teacher proceeds to step two

STEP TWO: DATA COLLECTION AND DOCUMENTATION

- Teacher completes **Student Profile Form**
- Teacher completes **Hearing Screening and Referral Form** and **Vision Screening and Referral Form**
 - Vision and/or hearing needs reviewed with corrective action taken, if necessary
 - SAT process does not proceed to evaluation unless vision/hearing within normal limits
- Teacher completes **Teacher Form**
- IF behavior is a concern, Teacher completes **Teacher Input for Addressing Behavior**
- Attach documents available for review

STEP THREE: TEACHER AND PRINCIPAL CONFERENCE

- Teacher and Principal complete **Teacher and Principal Conference Form**
 - Attach documents reviewed
 - Communication of concerns with parent(s)/guardian(s) is documented
 - Determine Next Steps
 - If determined next step, Principal or Designee completes **Student Observation Form**
- IF a referral to SAT is determined the next step:
 - Principal notifies SAT Chairperson and Student is entered on SAT Building Log
 - Proceed to Step Four

STEP FOUR: STUDENT ASSISTANCE TEAM DATA COLLECTION

- Student Assistance Team designates individual to complete **Student Case History** with Parent/ Guardian
- Teacher completes new **Teacher Form** and/or **Teacher Input for Addressing Behavior** to document response to Tier One interventions
- IF Student is being referred for Gifted, Teacher completes **Characteristics of Gifted Students with Factors** (If Student meets factors, student is referred for possible alternative assessment)
- IF not all ready completed, Principal or Designee Complete **Student Observation Form**
 - Observation occurs in classroom environment in which area(s) of concern(s) have been identified

STEP FIVE: STUDENT ASSISTANCE TEAM MEETING(S)

- SAT Building Chairperson meets with teacher to assure all data has been collected
- SAT Building Chairperson schedules meeting and sends parent/guardian **Notice of and Invitation to Student Assistance Team Meeting**
- SAT team meets to review data
- For EACH area of academic concern, SAT completes **SAT Intervention Plan for Academics**
- IF Student is being considered for Retention, SAT completes an **Academic Improvement Plan**
- IF Behavior is a concern, SAT completes **SAT Intervention Plan for Behavior**
 - Develop and implement Behavior Intervention Plan
- Student Assistance Team completes **SAT Meeting Summary Form**
- SAT team schedules follow up meeting to review response to intervention strategies/modify interventions/update SAT Intervention Plan for Academics or Behavior
- IF Student has a physical or mental impairment and is being considered for Section 504 proceed with Section 504 Process and Forms

FOLLOW-UP SAT MEETING(S)

- Review plan of action as identified on Academic and/or Behavior Support Plan and Student Assistance Team completes **SAT Meeting Summary Form**
 - Continue modifications;
 - Modify written plan and make additional recommendations;
 - Discontinue: demonstration of appropriate response to intervention
- Schedule follow-up SAT meeting OR initiate appropriate Tier Three Referral
- Complete **SAT Meeting Summary Form**:
- If Referral to Tier III is initiated, complete **Fidelity Assurances for SAT Referral for Evaluation**
- Complete **Referral Checklist**

TIER TWO

TIER THREE: Provision of intensive, specialized instruction through a) Individualized Education Plan (IEP)