

# SAT Process

## Pre SAT meeting:

### Step 1: MLSS layered Intervention and Data Collection

Interventions and data collection documented by teachers in PLC meetings as students move through the layers.

- Notify SAT that a student will be receiving layered interventions. SAT will create a folder in Google Drive to collect all information. This can be done in a Shared Drive.

Documentation forms will be available in folder:

- [Academic Intervention Log](#) (Track Interventions from MLSS Layers)
- [Behavior Intervention Log](#)
- Document any Data (iStation, NWEA, Cognia...) results on [Data Sheet](#) (Edit the sheet to fit the school's data.)

**Step 2:** Referrals to SAT must meet one or more of the following designations:

- **Obvious or suspected disability**
- **Has been or is in danger of being retained (Develop AIP)**
  - Student's parents were notified by the end of the second grading period that the student was not attaining the level of proficiency required by state content standards at grade level. The SAT team developed an **Academic Intervention Plan** (Action Plan on Meeting Summary may be utilized) that contained timelines, academic expectations and measurements to be used to verify progress.
  - The student is being retained and SAT will develop an **Academic Improvement Plan** for the student to become academically proficient.
  - Parent(s) refuse retention and the SAT team will develop an **Academic Improvement Plan** to outline timelines and monitoring activities to ensure progress toward overcoming academic deficiencies.
- **Exited from SPED**
- **Restrained two or more times in a 30-day period NMAC 6.11.2.10(E)**
  - Review Strategies to determine the students needs a functional behavior assessment, behavioral intervention plan (If on an IEP refer to IEP team.)
  - SAT must meet within two weeks of each subsequent use to provide recommendations for avoiding future incidents requiring the use of restraint or seclusion.
- **Parent request**
- *Schools may use the SAT for gifted referrals if they do not have a separate team. (See following process.)*

If moving forward with a referral to SAT, start gathering the following information prior to the SAT meeting. A SAT team member will drop relevant forms into the student's folder.

- [Case History Form](#) (parent with teacher)
- [Consent to Exchange/Release Information](#) (if relevant)
- [Student Profile & Teacher Input Form](#) (To be completed by referring teacher(s))
- [Hearing](#) and [Vision](#) screening (Nurse)
- [Nurse Information Form](#) (Nurse)

**Step 3:** If behavior is a concern, [Input for Addressing Behavior if needed](#). (Resource to support gathering of information. Use if referring for testing, developing a BIP, or needing more details.)

**Step 4:** [Student Observation if needed](#). (To be done by relevant personnel such as teacher, counselor, or principal.)

## **SAT Meeting (initial meeting)**

**Step 1:** Schedule the meeting and invite parents/guardians. [Notice of Invitation](#)

**Step 2:** Review data and make sure most recent testing has been added (see Data Form)

**Step 3:** Example Forms

- [SAT Academic Improvement Plan](#) (AIP) If a student is being retained or
- [Behavior Intervention Plan](#) (BIP)
- Action Plan is on the SAT Meeting Summary

While conducting the meeting, keep record of pertinent information in the SAT Meeting Summary Form:

- [SAT Meeting Summary](#) (Includes Action Plan)
- [Meeting Attendance Sheet](#) (can be signed electronically or signed and scanned in)

## **Referral for Testing**

**\*If a student is referred for special education, the teacher should continue interventions and progress monitoring pending outcome of evaluation.**

[SAT Checklist for Referral for Evaluation](#)

**Organization suggestions:**

- **Create a Shared Drive- Only SAT members have access.**
- **Create a folder for each student. Share only the documents with teachers and not the Drive.**
- **Make a copy and drop needed forms into each student's folder. Rename documents once the copy has been made. Share with those that need access.**

**Other resources:**

[SAT Case Spreadsheet](#)- An example is included. You can make a copy and use or make one of your own to meet your school's needs. This is helpful for keeping track of student's on SAT.

Link to MLSS site. They have example forms that may be utilized as well.

<https://webnew.ped.state.nm.us/bureaus/multi-layered-system-of-supports-mlss/student-assistance-team-sat/>

# Gifted Process

## Pre SAT meeting:

### Step 1: MLSS layered Intervention and Data Collection

Interventions and data collection documented by teachers in PLC meetings.

Notify SAT that a student is receiving interventions. SAT will create a folder in Google Drive to collect all information. This can be done in a Shared Drive. Documentation forms will be available in folder:

- [Academic Intervention Log](#) (Track Interventions from MLSS Layers)
- Document any Data (iStation, NWEA, Cognia...) results on [Data Sheet](#) (Edit the sheet to fit the school's data.)

### Step 2: Refer to SAT

If moving forward with a referral to SAT, start gathering the following information prior to the SAT meeting. A SAT team member will drop relevant forms into the student's folder.

- [Case History Form](#) (parent with teacher)
- [Student Profile & Teacher Input Form](#) (To be completed by referring teacher(s))
- [Hearing](#) and [Vision](#) screening (Nurse)

## SAT Meeting (initial meeting)

**Step 1:** Schedule the meeting and invite parents/guardians. [Notice of Invitation](#)

**Step 2:** Review data and make sure most recent testing has been added (see Data Form)

**Step 3:** Meeting

While conducting the meeting, keep record of pertinent information in the SAT Meeting Summary Form:

- [SAT Meeting Summary](#) (Includes Action Plan.)
- [Meeting Attendance Sheet](#) (can be signed electronically or signed and scanned in)

## Referral for Testing

[SAT Checklist for Referral for Evaluation](#)