

Academic		
	SAT Referral Packet & Data Gathering	
Step 1	Teacher identifies a student who is struggling academically.	<input type="checkbox"/>
	Teacher obtains Parent Consent for Vision Screening and Hearing Screening and submits a request for a Vision and Hearing Screening to the health office.	<input type="checkbox"/>
	Teacher begins progress monitoring (Tier I) within the classroom (i.e., use Istation PM, IXL, running records, CFAs, etc. to assist, or other formative data to show growth, no growth, or regression)	<input type="checkbox"/>
	Give Packet to SAT Chair. Packet Includes:	<input type="checkbox"/>
	Completed Student Profile & Teacher Form	<input type="checkbox"/>
	Completed Academic Improvement Plan (AIP)	<input type="checkbox"/>
	Completed Student Case History from Parent	<input type="checkbox"/>
	Student work samples	<input type="checkbox"/>
	Progress Reports/Report Cards	<input type="checkbox"/>
	Documentation of parent contacts	<input type="checkbox"/>
	Results of vision and hearing screenings	<input type="checkbox"/>
	Student attendance data	<input type="checkbox"/>
	Discipline records	<input type="checkbox"/>
	Assessment Data/Reports	<input type="checkbox"/>
SAT Chair completes Certification and gives to SAT Coordinator- Determines if the data meets the criteria for SAT referral.		<input type="checkbox"/>
SAT Referral- MEETS CRITERIA		<input type="checkbox"/>
Step 2	Initial SAT Meeting	
Before Meeting	SAT Chair schedules a SAT meeting AND:	
	Sends Parent a ZOOM Notice of Invitation to SAT Meeting	<input type="checkbox"/>
	Ensures that the student's parents, teachers, and other SAT members are notified of the meeting in advance AND under the ABA SAT Calendar.	<input type="checkbox"/>
	SAT Chair introduces SAT members and reviews agenda	<input type="checkbox"/>
	Referring teacher shares the reason(s) for the student's referral to the SAT and shares interventions implemented and progress monitoring data.	<input type="checkbox"/>
	SAT reviews and discusses all relevant data about the student	<input type="checkbox"/>

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At Meeting	SAT develops one or more hypotheses about why the student is not making expected progress	<input type="checkbox"/>
	SAT makes one of the following decisions:	
	The existing data are insufficient for complete determination. The referring teacher must provide additional information. Return to Step 1	<input type="checkbox"/>
	Interventions are Effective: The student appears to need no new interventions, and no SAT intervention plan is necessary. Interventions remain in place, discontinued, or phased out with a follow-up planned. The student remains in general education and continues in MLSS with the appropriate layer(s) of support.	<input type="checkbox"/>
	Interventions are Not Effective: The student's challenges suggest an SAT Intervention Plan . The SAT gathers more information as needed.	<input type="checkbox"/>
	SAT Chair completes an Initial SAT Meeting Summary .	<input type="checkbox"/>
Implement & Monitor Interventions		
Step 3	Student's progress be monitored and graphed every two weeks to determine if the student is meeting goals. *SAT Chair is responsible for following up on the SAT intervention plan	<input type="checkbox"/>
	SAT Chair requests Student Observation- Student Observation Form from Y.Barnwell	<input type="checkbox"/>
Follow-Up SAT Meeting (after 6 weeks of interventions)- Determine the effectiveness of the intervention plan		
Step 4	SAT Chair schedules a SAT meeting AND:	
	Before Meeting	Sends Parent a ZOOM Notice of Invitation to SAT Meeting
	Ensures that the student's parents, teachers, and other SAT members are notified of the meeting in advance AND under the ABA SAT Calendar.	<input type="checkbox"/>
	SAT Chair introduces SAT members and reviews agenda.	<input type="checkbox"/>
	Referring teacher shares progress from interventions implemented as well as progress monitoring data.	<input type="checkbox"/>
	SAT makes one of the following decisions:	
	Interventions are Effective: The student appears to need no new interventions, and no SAT intervention plan is necessary. Interventions remain in place, discontinued, or phased out with a follow-up planned. The student remains in general education and continues in MLSS with the appropriate layer(s) of support.	<input type="checkbox"/>

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At Meeting	Interventions are Effective: Continue interventions using Progress Monitoring Forms for a minimum of 4-6 weeks until next SAT meeting as determined at the meeting. *SAT Chair is responsible for following up on the SAT intervention plan.	<input type="checkbox"/>
	Interventions are Not Effective: Adjust interventions using the Progress Monitoring Forms for a minimum of 4-6 weeks until the next SAT meeting as determined at the meeting. *SAT Chair is responsible for following up on the SAT intervention plan.	<input type="checkbox"/>
	Interventions are Not Effective: Refer for special education or gifted evaluation.	<input type="checkbox"/>
	Complete for Referral:	
	Referring Teacher completes Fidelity Assurances for SAT	<input type="checkbox"/>
	SAT Chairperson completes Refer for special education or gifted evaluation	<input type="checkbox"/>
	Wait for Initial Evaluation from Diagnostician	<input type="checkbox"/>
Eligibility Determination:		
Step 5	Eligible and Shows Need: Send Evaluation Report to SpEd Coordinator to Develop IEP.	<input type="checkbox"/>
	Ineligible but Shows Need: The student remains in general education is referred back to SAT.	<input type="checkbox"/>