

Student Assistance Team (SAT) Overview and Reminders

HOW SAT CAN ASSIST TEACHERS

- Identifying a student's difficulty will match appropriate services/interventions. Other personnel will assist in the plan. This could include "check-in" staff for behavior management, extra supervision, and reading/math intervention.
- Keeping track of progress, or lack thereof, if SAT shows the need for additional SAT evaluation or comprehensive testing.
- Involve other MCS professional staff. This could include Attendance, Safe and Supportive Schools, Psychology, counseling partnerships.
- SAT Coordinator will notify teachers of incoming SAT students every year.

HOW TEACHERS CAN ASSIST SAT

- Bring documentation to all SAT meetings. This includes work samples, test scores, missing assignments, and observation/behavior (Ed Handbook) data. Do not rely on progress monitoring (LLI/ODMS/iReady) scores only and do not come empty-handed.
- Keep track of your students in SAT; have their modifications readily available to assist in lesson planning.
- Request meetings when you feel changes are needed
- If you feel an intervention is not being fulfilled-for whatever reason- notify your SAT Coordinator.
- Notify parents prior to making an Initial SAT referral. Complete necessary paperwork and return to the SAT Coordinator ASAP.
- If a parent gives you an outside report, give copies to the SAT Coordinator and School Psychologist.
- Keep documentation of how you modify. If you are shortening tests in length, note this in plan books or keep sample tests as evidence.

KEEP IN MIND.....

- If a student is a member of the SAT, **WV Policy 2510 and 2419** oversee the procedure, including timelines and responsibilities for teachers, coordinators/administrators, and parent. A team must consist of **3 or more persons**, meeting every **45** school days, with parent invitation in order to design and implement appropriate interventions for a variety of referral reasons (i.e., learning problems, interfering behavior, attendance, and/or health)
- A SAT is a **legal note**, assigning persons responsible, interventions documented, and modifications to the general curriculum necessitated by the student's data, progress monitoring, and teacher observations. **It must be adhered.** If a modification or intervention is unneeded in the future due to improvement, a SAT should document so that the teacher or professional staff is not obligated to continue such intervention.
- SATs are based on the problem-solving process. It is not a gateway to special education. Students must participate in and be sensitized to appropriate intensive interventions (Intensive), both behaviorally and/or academically, and continue to show resistance or little improvement prior to a referral for special education.
- For academics, if a child moves from Targeted reading to Intensive reading, a SAT should be initiated. Progress monitoring will occur more often (weekly) and reading programs change for a minimum of 9 weeks. Keep in mind children with a reading disorder must perform at or below the **8th percentile**, as per Policy 2419.
- For behavior, Intensive supports could include a multitude of interventions, including counseling and behavior/crisis intervention plans. Typically, a Functional Behavior Assessment is requested at SAT in order to gain student information and reasons for poor behavior. The plan is to make a behavior change, not refer for special ed. Student with Emotional Behavior Disorders display catastrophic reactions to minor instances in the environment.