

Las Cruces Public Schools

SAT Procedural Guidance



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Thank you to these departments for their expertise and assistance.

Special Education Department

Dual Language Enrichment and Migrant Department

Federal Programs Department

Health Services Department

The SAT Team

A Properly Constituted SAT

The SAT is comprised of a core group that anchors the team. Core members must have good communication skills and a solid working knowledge about a variety of supports. Each SAT team will vary by school but should include at minimum:

- An administrator as the SAT Chairperson
- Teachers (at least one general education teacher and one dual language teacher)
- Specialists (such as the Diagnostician and Speech and Language Pathologist)
- Bilingual Lead (All ELLs will bypass LAT, as interventions will be prescribed by the SAT Team for all students)
- Parents (as necessary)

Special care should be taken when selecting the SAT Chairperson. The SAT chairperson will be responsible for ensuring that the SAT Intervention Plan, BIP or Section 504 Plan is implemented with proper documentation. In addition, the SAT chairperson maintains all data and insures that a timely follow up occurs.

Responsibilities of the SAT Team

- Understands and observe confidentiality
- Meet as scheduled with sufficient time for the number of referrals and or follow up meetings.
- Select research-based interventions and support teachers on the refinement of instruction at levels I and II.
- Report data to Leadership Team to analyze data on SAT caseloads.
- Review and analyze data to hypothesize a possible cause for the problem and design an individualized SAT Intervention Plan or Behavioral Intervention Plan.
- Progress monitor at intervals between short-cycle assessments.
- Refer students for a Section 504 evaluation, as necessary.
- Develop a 504 plan as necessary.
- Develop a BIP as necessary
- Assist in developing an AIP for retained students or students being considered for retention.
- Participate in a SAT self-assessment
- Consider the six elements of impact on student instruction. A description of each element can be found on pages 51-60 of the NMPED SAT Manual.
 - Culture and Acculturation
 - English Language Proficiency
 - Socioeconomic Status
 - Mental/Behavioral health
 - Possible Lack of Instruction
 - Learning Style, Teaching Methods, Teaching Style
- Establishes a close ended implementation time line
- Progress monitor using reported data and then follow up with next steps.

Responsibilities of the SAT Chairperson

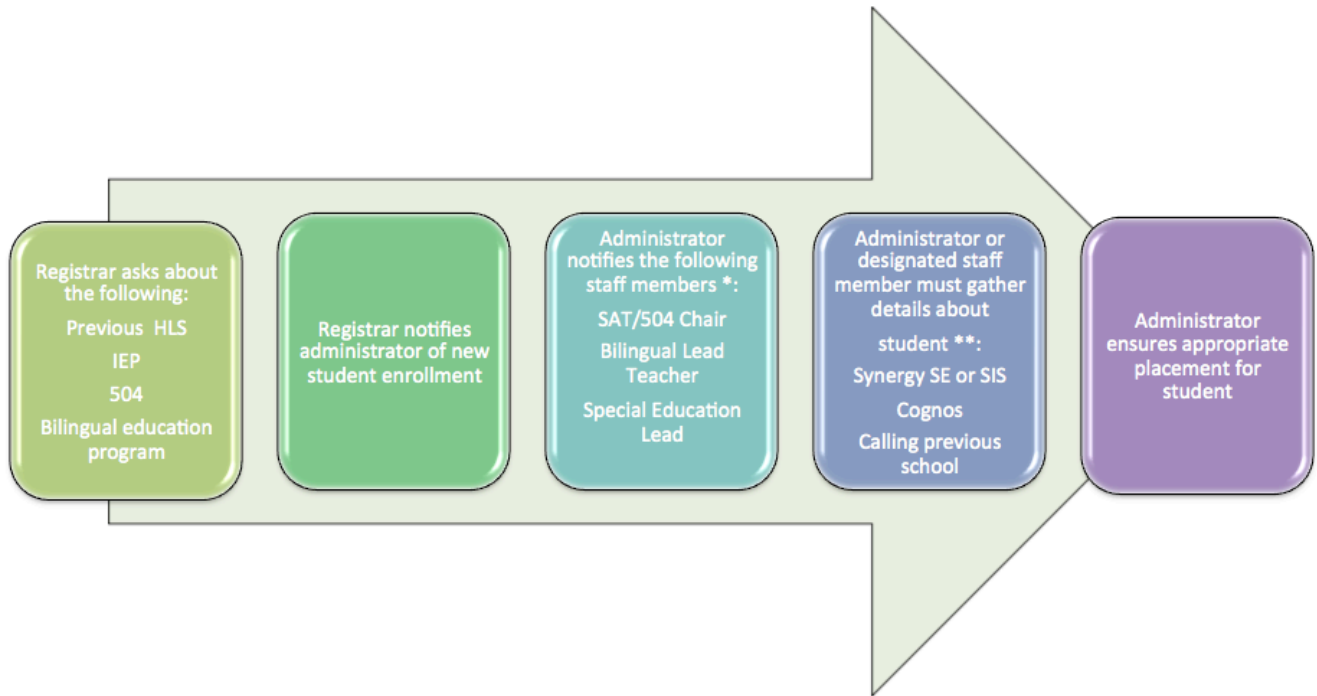
- Directs the activities of the team.
- Receives referrals to the SAT
- Determines the relevant persons who need to participate in the SAT meeting (parent, SLP, interventionist, etc.).
- Sends out invitations
- Data management
- Case management
- Ensure the RTI framework
- Document all SAT communications with parents, teachers and meetings
- Conduct a SAT self-assessment
- Collets all relevant information about the student
- Reviews all grade or class level student performance data and compares it to the referred student.
- Participate as an active member of the SAT team

Items for Consideration

High Rate of SAT Referrals

A high rate of SAT referrals and/or retention recommendations suggests that the school or district leadership needs to evaluate Tier 1 core program practices (especially in math and literacy skills) to ensure that students are not failing due to systems and/or instructional inadequacies.

Verification of Program Needs for New Students



* Administrator can allow registrar to notify appropriate staff members.

** If information from Synergy, Cognos or previous school is unavailable or inaccessible, please contact Department of Instruction:

Elementary Schools: Jennifer Haan
Secondary Schools: Cari Aguilera

Student Assistance Team Self Assessment from the

NMPED RTI Framework Guidance and Resource Manual Student Assistance Team (SAT) Self-Assessment

Rating Scale: 1= Not Yet or Emerging 2=Progressing 3=Excelling

Indicator 1—Effective Leadership

Data and sources of evidence:

- Copies of school documents that provide awareness of the SAT and its mission
- Copies of district policies /documents relevant to the SAT
- Records of SAT professional development plans or schedules
- Records of SAT recognition
- Copies of school’s EPSS

1.1 The administration has ensured that the school has a SAT.	1	2	3
1.2 The administration oversees the SAT and ensures that its procedures align with state rules and guidance, as well as district policy.	1	2	3
1.3 The administration participates in the SAT.	1	2	3
1.4 The administration supports a focus on all students participating in the SAT process as necessary.	1	2	3
1.5 The administration is committed to the SAT as a process to improve outcomes for students, rather than compliance.	1	2	3
1.6 The administration provides and supports professional development for the SAT.	1	2	3
1.7 The administration provides the SAT with needed resources (time, space, materials, etc.).	1	2	3
1.8 The administration recognizes accomplishments of the SAT and individuals that contribute to high SAT performance.	1	2	3
1.9 The administration ensures that the SAT process and its practices are included and assessed in its continuous improvement process.	1	2	3
1.10 The administration holds the SAT accountable for its work.	1	2	3

Indicator 2—Core Team Quality and Effective Process

Data and sources of evidence:

- SAT tracking records
- SAT intervention plans
- SAT meeting schedules
- SAT resources and guides
- SAT training records
- Section 504 Plans
- Academic improvement plans

2.1 The SAT understands the three-tier model of student intervention and their role in it.	1	2	3
2.2 The SAT understands and observes confidentiality as required.	1	2	3
2.3 The SAT core team is fully staffed with defined roles.	1	2	3
2.4 The SAT has a regular meeting schedule.	1	2	3
2.5 The SAT meets as scheduled with sufficient time for the number of referrals and/or follow-up meetings.	1	2	3
2.6 The SAT has identified all resources available for team interventions.	1	2	3

2.7 The SAT notifies in writing referring teachers about upcoming meetings in a timely manner.	1	2	3
2.8 The SAT notifies in writing parents of referred students about upcoming meetings in a timely manner.	1	2	3
2.9 The SAT follows state guidance for conducting the child study process and the further referral process.	1	2	3
2.10 The SAT meeting has an atmosphere where referring teachers and parents feel welcomed and supported with a problem-solving process.	1	2	3
2.11 SAT Intervention Plans are thorough and clear, addressing the student's identified or hypothesized needs, as well as plan evaluation and specific follow up.	1	2	3
2.12 Selected interventions are research-based.	1	2	3
2.13 A case manager from the core team is assigned to each SAT Intervention Plan	1	2	3
2.14 The case manager oversees the implementation of the SAT Intervention Plan and works with the student's teachers and parents as necessary.	1	2	3
2.15 The SAT core team is cross trained in its roles as necessary.	1	2	3
2.16 New members of the SAT core team receive mentoring.	1	2	3
2.17 The SAT understands Section 504 and can wear the hat of the 504 Team as required.	1	2	3
2.18 The SAT understands state statutes regarding truancy, retention and promotion and their role in the process.	1	2	3
2.19 The SAT demonstrates personal accountability for their role in the school.	1	2	3
2.20 The SAT participates in projects for school and family awareness of the SAT process.	1	2	3

Indicator 3—Parent Relationships

Data and sources of evidence:

- Records of documents publicizing and orienting the SAT process to parents
- Invitations to SAT meetings sent to parents
- Documents from PTA and/or parent advisory group meetings

3.1 Parents are aware of the SAT and its function.	1	2	3
3.2 Parents know how to request a referral for their child to the SAT if needed.	1	2	3
3.3 Parent requests for referral to the SAT are responded to in a caring and timely manner.	1	2	3
3.4 Parents are oriented on what to expect at the SAT meeting.	1	2	3
3.5 Parents feel welcomed at SAT meetings and are encouraged to be part of the problem-solving process.	1	2	3
3.6 Parent input at the SAT meeting is valued.	1	2	3
3.7 Parents are included in the SAT Intervention Plan, as appropriate.	1	2	3
3.8 Parents know when to expect a follow up meeting.	1	2	3
3.9 Parents get a copy of the SAT Intervention Plan and know who to contact if they have questions about its implementation.	1	2	3

3.10 Students are included in the SAT meeting, as appropriate	1	2	3
3.11 The School Advisory Council, which includes parents and community members, understands the SAT process.	1	2	3

Indicator 4—School Leadership Team (or group that oversees development of the school’s EPSS)

Data and sources of evidence:

- School’s EPSS
- Leadership Team documents

4.1 The Leadership Team understands the three-tier model of student invention as the state’s Rtl framework and the role of the SAT.	1	2	3
4.2 The Leadership Team views the SAT as a vital and ongoing process to support student proficiency and school improvement.	1	2	3
4.3 A process is in place for the Leadership Team to receive and analyze data on SAT caseloads.	1	2	3
4.4 The Leadership Team is aware of the process that is in place to assess SAT effectiveness.	1	2	3
4.5 The Leadership Team reviews the SAT self-assessments and other data and makes recommendations to the SAT on action plans to guide improvement.	1	2	3
4.6 The Leadership Team facilitates embedding the SAT Action Plan for improvement into strategies and activities of the school’s EPSS and the SAT Action is revised as necessary or quarterly.	1	2	3

Item in each indicator that shows the greatest need for improvement

Indicator #1: Effective Leadership _____.	Indicator #2: Core Team Quality & Process _____.
Indicator #3: Parent Relationships _____.	Indicator #4: School Leadership Team _____.

Discussion Questions (Discuss prior to developing the Action Plan on page 4.)

- What signs of success has your SAT experienced?
- What does your SAT hope to accomplish in the next year?
- What strategies/activities might you use?
- What will you want to stay mindful of or do well?
- How will you ensure that you maintain your focus on improvement?
- How will you know that you accomplished your goal?
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Record Keeping

SAT files often contain confidential information so should be kept together in a locked file cabinet or closet. Below is an example of how to keep organized records of which students are going through each process. A complete spreadsheet for is available in the LCPS Website.

ACADEMIC AT RISK (SAT 1) School:

Entered in Synergy?	Student Name	ELL	Grade	Teacher	Reason	2013-2014 Notes	2012-2013 Notes
Yes	Bob, Sponge	No	4	Rodriguez	Language	9/16/12 Rodriguez says he is struggling. She will request packet if she feels he needs one. 10/17/12 Email check in. 11/8/12 SAT met, packet given to teacher to complete. Medina will contact parents to check on ADHD medication. (Called 11/8/12 at 3:40 and left message with male on form) 12/5/12 Nurse checked his vision and he failed. Note sent home for needed vision check. 2/13/13 Glasses received. 2/27/13 2nd SAT packet given to teacher.	(3rd-Johnson) 4/12/12 SLP screened Sponge and she gave teacher interventions for difficulties with memory. Monitor for continued difficulties. No packet was completed.
	Simpson, Homer	Yes	3	Guillen	Behavior	10/25/12 Packet requested and given. 4/24/13 Met with teacher, interventions that teacher are doing are working. Complete SAT packet not received.	
Yes	Who, Cindy Lou	No	3	Lucero	Academic	1/30/13 Initial packet requested and given. 2/7/13 Packet received from teacher. Meeting scheduled for 3/11/13 at 2:45. Meeting held on 3/11/13, interventions recommended. 4/18/13 as per long-term sub, interventions are working	
	Doe, John	Yes	3	Krentz	Gifted	2/12/13 Intial packet requested and given. 3/19/13 Packet received. 4/9/13 Parents have case study and have not returned it. 5/10/13 Sent note to family, case study still not returned.	

Dealing with Inactive and Old Files

If a student is no longer being monitored through SAT, moves, or qualifies for SPED, keep a copy of the file and place it with your other “Old Files”. These files sometimes need to be revisited if a question arises later.

If a student moves, send the originals to the student’s next school.

Intervention Assistance

Interventions should be generated by the experience, knowledge and research done by the SAT team. There are several locations and resources for finding them.

Interventions can come from:

- Teacher ideas based on best practices and experiences
- Diagnostician, SLP, Social Worker, Counselor, Administrator, etc.
- Manuals such as “Meeting the Needs of Diverse Learners”, Intervention Flipcharts, etc.

District Support:

- Instruction Office 575-527-6628
- Dual Language Enrichment/Migrant Department (575) 527-5881
- Special Education 575-527-5910