



SAT At Risk Academic 2 Intervention Process (SAT Form ARA 2)

Student Name: _____ Teacher: _____

Grade: _____ DOB: _____ Student ID: _____

Person Responsible	Action
	All SAT Academic 1 paperwork completed?
Teacher	Provide any new student work/PDSA cycle work/assessments When these forms are complete, give to the SAT Chair
SAT Chair	Schedule SAT meeting Notice of Invitation (SAT Form ITM) to parent, teacher, support staff and SAT team.
SAT Team, Teacher, Parents, and Support Staff	At Meeting: <ul style="list-style-type: none"> • Review prior student progress and next steps • Complete and Sign Intervention Tracking Form (SAT Form ITF) • Decide if student should be referred to Tier III testing or continue with interventions / additional steps.
SAT Chair	If SAT team recommends Tier III testing, SAT Chair copies the entire packet and gives to lead evaluator** for an in-depth review. A copy of student packet will remain in school's SAT files. ** The lead evaluator may be the diagnostician, the psychologist or the speech/language pathologist.
Lead Evaluator	If lead evaluator's review reveals the student should be tested, the lead evaluator becomes the "point of contact". The SAT Chair is NO longer the "point of contact" . The lead evaluator will complete the following: <ul style="list-style-type: none"> • Pull student into Synergy SE (SAT Form Testing Entry) and assign evaluators. • Invite parent to a meeting to discuss evaluation process. • Generate Permission to Test when parent is present and obtain parent signature. • Finalize Permission to Test in Synergy SE • Scan Permission to Test in Synergy SE or send to SpEd Records Clerk. • Email the evaluators and the SAT Chair informing them that student is ready for evaluation • Inform all evaluators involved with testing and forward SAT packets to them.

Lead Evaluator	<p>The lead evaluator will complete the following:</p> <ul style="list-style-type: none"> • Proceed to testing and complete evaluations within 60 days of the date parent signed Permission to Test. • Organize an Eligibility Determination Team (including parents) and conduct MET meeting to review evaluation results and determine eligibility, including generating and printing all necessary signature pages. • Provide results of testing back to the SAT Chair using <u>SAT Follow-up Form</u>.
SAT Chair	File the <u>SAT Follow-up Form</u> into the student’s SAT file.
SAT Chair	<p>If student DOES NOT qualify for special education services, SAT Chair resumes role of “point of contact” and will continue with SAT intervention tracking.</p> <p>Depending on student’s needs, a 504 may be considered in the case of a DNQ – i.e. a student may not qualify as learning disabled, but does meet criteria as dyslexia; this student would not be eligible for sped, but is eligible for a 504. Continued SAT tracking may also be appropriate even if student is on a 504.</p> <p>If student DOES qualify for special education services AND the student is on a 504, SAT Chair must ensure that SAT Team exits the student from the 504 plan.</p> <p>Complete <u>504 Plan Review Form</u></p> <ul style="list-style-type: none"> • Check “Exit” and write explanation for exit • Give one copy to parents • File one copy in student cum folder • Keep one copy for SAT Chair records • Send one copy to District SAT Coordinator
Special Education Case Manager	<p>If student DOES qualify for special education services, Special Education case manager becomes the “point of contact”.</p> <ul style="list-style-type: none"> • Conduct an Individual Education Plan (IEP) within 30 days of the MET meeting to initiate student services.

Packet is Complete: ___ Yes ___ No (Please list missing information)

SAT Chair Signature: _____

Lead Evaluator Signature: _____