

## **SAT (Student Assistance Team)/RTI (Response to Intervention) Process**

The Student Assistance Team (SAT) process will begin the RTI system. This includes collecting data on various interventions implemented through Tier 1 and Tier 2 services. It is essential that frequent progress monitoring happens during the RTI process so that necessary changes can be made based on how the student responds to the interventions. In Tier 2, interventions will increase in how often they occur and how long they occur in the form of a small group or with a specialist (if available). The 504 processes (Section 504 of the Rehabilitation Act of 1973) may also utilize the RTI process to develop a 504 plan for students who may not have qualified for special education services but still need assistance due to a diagnosed or undiagnosed disability that affects a student in the classroom. Before being considered for Tier 2 services, it is vital that our teachers have exhausted interventions and differentiation in Tier 1 instruction in response to a student's identified learning needs. Teachers will be provided professional development on how to provide Tier 1 interventions in the classroom during the summer by the SPED teacher.

Our goal is for all students to be successful in the classroom. Biliteracy in all its forms will include students with special needs. A student's ELL status will not be solely used as a basis for entering the SAT process until all other factors are considered. English Language Learners and Spanish Language Learners are first and foremost considered as gifts to create a bilingual/biliterate community. Some students may need more support in order to access the curriculum and daily activities in the classroom. These students will then enter the SAT process as follows:

1. Teacher/s will gather documentation on the observed student that supports the need for the SAT process. We will start making these determinations after the first short-cycle assessment at the beginning of the year. From there, staff members involved with the identified student will complete the following forms: Student Profile Form, Hearing Screen Form, Vision and Referral Form, Teacher Form and the Teacher Input for Addressing Behavior Form (if the behavior is a concern). All forms and documentation will be sent for review by our school principal. If a student requires physical or mental accommodations to function in the classroom, the team will also be prepared to fill out forms for the 504 processes.
2. All relevant staff and the school principal will meet to complete the SAT Form, Teacher and Head Administrator Conference Form, and review all documentation in order to determine the next steps. The initial SAT packet will include research-based interventions and tools that will be used. Examples of interventions include small group or individualized guided instruction in math, reading, and writing targeted foundational literacy interventions, modified instructional delivery, conference with literacy and language specialists, and daily data collection to identify successful and ineffective interventions. The initial packet will

also include measurable goals to set for the student during the intervention process. Parents are invited to attend this meeting and sign off on the packet. This meeting will initiate the Academic Improvement Plan (AIP) for the student, which will be utilized to track the academic successes and struggles of the student with documented interventions, other observations by the teacher, and monitoring of the student's progress in the general education setting.

3. Teachers and SAT team will then track data based on student responses to the interventions and observe whether or not they are meeting their goals using the PED recommended tracking form. This would be a 6-8-week process. The team will meet regularly to discuss all students on AIPs and support those who are providing the interventions.
4. If after 6-8 weeks the student is showing minimal response to the first set of interventions, the SAT team along with the parents can discuss a change in intervention methods, monitor progress for an additional 6-8 weeks before referral to a diagnostician. If at this point, the team agrees that data sufficiently support that multiple interventions were given, and the student was not making academic progress then the SAT packet will be submitted to special education to request evaluations for the student. Parents are required to sign off on this packet. After the special education department receives the packet and once the parent has signed off on the assessment plan, the school and contracted diagnostician have 60 days to assess the student and to write a report.
5. The evaluation will then determine if the student meets criteria for one or more of the 13 categories of disabilities under IDEA: Autism Spectrum Disorders, Deafness and Hearing Loss, Deaf-Blindness, Developmental Delay, Emotional Disturbance, Intellectual Disabilities, Learning Disabilities, Multiple Disabilities, Orthopedic Impairments, Other Health Impairment, Speech and Language Impairments, Traumatic Brain Injury, Visual Impairment. The exceptionality of Gifted is also included under special education services in the state of New Mexico. The Eligibility Determination Team (EDT) which consists of a school administrator, a contracted diagnostician and other needed contracted specialists (such as a Speech Language Pathologist, Physical Therapist, Occupational Therapist, etc), parents or guardians, a special education teacher, a general education teacher and an Local Education Agency (LEA) representative from the school and any others who have specific knowledge of the student's academic progress will then make a decision based on the three possible options:
  - a) The student is ineligible for special education services and then is referred back to the SAT team which analyzes new information and determines a new plan to help the student.

- b) The student is eligible for special education services but does not show a need for the services. They may have a disability, but it does not impact their academic performance and therefore the student does not require specially designed instruction.
  
- c) The student is eligible for special education services and needs the services. The SAT team no longer works with the student and an IEP is then developed by the IEP Team for the student. The team has 30 days from the date of the EDT meeting to complete the IEP and hold the Initial IEP meeting. The IEP Team consists of a school administrator, parents or guardians, a special education teacher, a general education teacher, an LEA representative, and any other necessary ancillary staff or people who work with the student. The IEP will address needed modifications, accommodations, goals, present levels, current and past test scores, student, teacher and parent input, the amount of service time needed and the appropriate setting to provide the services. The IEP Team will meet at least once a year to revise and review the plan and every three years the team will request a reevaluation unless the team agrees that it is not necessary at the time.

### **Special Education Request for Independent Evaluation:**

Raíces del Saber Community School adheres to federal and state laws and regulations as they pertain to the parent's right to obtain an independent educational evaluation. Independent evaluations will be considered in any decision made with respect to a free and appropriate public education to the student.

Whenever an independent evaluation is obtained at the school's expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria used by the district when it initiates an evaluation.

### **A Properly Constituted SAT:**

The SAT is comprised of a core group that anchors the team. Core members must have good communication skills and solid working knowledge about a variety of supports. A SAT team 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)
- 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 ensures that a timely follow up occurs. See the process spelled out in the table on the next page.

General Education Responsibility					
SAT/RtI Process: Tier 1 and Tier 2					
Overall time line will vary with the nature, type, and extent of interventions implemented.					
<b>Tier 1:</b> Universal Interventions -All Students	If academic and/or behavioral problems unresolved in Tier 1, go to <b>Tier 2: Student Assistance Team (SAT)</b>	<b>Tier 2:</b> First SAT Meeting	<b>Implement Individualized Interventions</b> <i>A reasonable</i> time must be allotted to determine the effectiveness of each intervention	Second, Third... <b>SAT Meeting(s)</b> Options: Continue/revise SAT interventions; discontinue SAT; refer for evaluation for special education services	If Disability Suspected: <b>Complete Referral Packet</b> In a "timely" manner



**Referral Packet Submitted to Special Education**  
Incomplete referral packets returned to the campus



Special Education Responsibility			
SAT/RtI Process: Tier 3			
The IEP team makes all educational decisions for students in Tier 3			
<b>Referral Packet Accepted</b>	<b>Informed Parent Consent</b>	<b>Initial Evaluation* &amp; Written Report</b>	<b>Initial IEP Meeting</b>
No more than <b>10 school days</b> from acceptance date to educational diagnostician obtaining parent consent	SPP Indicator 11 - No more than <b>60 calendar days</b> between the date of parent consent and the date the evaluation is conducted.		<b>**Must be held within 30 calendar days</b> of the determination that the child is eligible for special education (34 CFR 300.323[c])

**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 timeline
- 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
- Train teachers in the SAT processes

### High Rate of SAT Referrals:

A high rate of SAT referrals and/or retention recommendations suggests that the school 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.

### Training for Teachers on SAT and Interventions:

Teachers will be trained during the summer training days before the beginning of the school year in the SAT process and in ways to potentially implement interventions. The SAT Chairperson/Administrator will be responsible for this training.

The training will include the following topics:

1. Required documentation of interventions and student data/work samples
2. Interventions in Tier 1 and Tier 2

### Record Keeping:

SAT files often contain confidential information so should be kept together in a locked file cabinet or closet. See table below for an example of how to keep organized records of which students are going through each process.

**Academic At-Risk (SAT)**

Entered in Synergy ?	Student Name	ELL	Grade	Teacher	Reason	2019-2020 Notes	2020-2021 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.	4/12/12 SLP screened Sponge and she developed teacher interventions for difficulties with memory. Monitor for continued difficulties. No packet was completed.

						<p>Medina will contact parents to check on ADHD medication. (Called 11/8/12 at 3:40 and left message with male on form)</p> <p>12/5/12 Nurse checked his vision and he failed. Note sent home for needed vision check.</p> <p>2/13/13 Glasses received.</p> <p>2/27/13 2nd SAT packet given to teacher.</p>	
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**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, original files will be sent to the student's next school.