

STUDENT ASSISTANCE TEAM (SAT) INTERVENTION PROCEDURES

1. Teacher, parent, community member has concerns about a student (academic, intellectual, behavioral, attendance, or other area of concern).
 - a. For parent referral, the parent obtains the SAT Referral Parent Form and returns to school office. The SAT coordinator notifies teacher of referral and provides them with a SAT referral packet to be completed.
 - b. For school referral, the teacher obtains the SAT Referral packet which is a folder containing a checklist of needed information and forms to be completed and returned to SAT coordinator.
2. A SAT meeting is scheduled AFTER the SAT referral packet has been completed and returned to the SAT Chair.
 - a. The SAT Chair schedules a SAT meeting to occur within 5 school days and invites all appropriate individuals: **parents, **referring teacher, classroom teacher, **administration, SLP, nurse, ELL teacher, academic support, Title I teachers, special education teachers, etc. (** Required member)
3. A SAT meeting is held within 10 school days of referral. At the meeting, the team examines all the information, data, records, etc., and develops an intervention plan (academic, behavior, attendance, etc) as appropriate. The team completes the SAT meeting minutes answering all questions. A follow-up SAT meeting is scheduled within 45 days of previous meeting to review data and determine if adequate progress toward the goal has occurred or if continued interventions are needed.
4. Interventions are implemented for an appropriate length of time while data is collected on progress toward the goal (For academic concerns, WVDE MTSS policy* suggests and Taylor County MTSS outlines a minimum of 9 weeks of targeted instruction and a minimum of 9 weeks of intensive instructions with sufficient progress monitoring to determine valid rate of learning).
5. At the follow-up SAT meeting, the team reviews progress toward the established goal and decides on the next course of action (for academic goals, WVDE Specific Learning Disability eligibility policy* requires progress monitoring data to determine a student's rate of learning. Taylor County MTSS outlines that progress be assessed every 2-3 weeks for targeted and every 1-2 weeks for intensive for a total of at least 6 data points in order to calculate a valid rate of learning).
 - a. If the intervention is successful, the case may be closed. The team may recommend continuing with the current intervention or discontinuing the intervention, whatever seems appropriate for the student.
 - b. If the rate of progress toward the benchmark goal is not satisfactory, the SAT may change the intervention or may add more interventions, implement the revised interventions for an appropriate length of time, and schedule a follow-up SAT meeting (repeat from step 4).
 - c. The SAT may decide a referral for a special education evaluation is necessary at this point, for example if an intellectual disability is suspected, or if interventions have continued to be unsuccessful after an appropriate length of time (for academic concerns, WVDE MTSS policy* suggests and Taylor County MTSS outlines a minimum of 9 weeks of targeted instruction and a minimum of 9 weeks of intensive instruction with progress monitoring every 2-3 weeks for targeted instruction and every 1-2 weeks for intensive instruction).