



## Student Assistance Team (SAT) Process Checklist

### 1. Pre-SAT Meeting Preparation

- \_\_\_ Classroom teacher contacts Facilitator to sign up for SAT meeting date
  
- \_\_\_ Facilitator sends a SAT packet to teacher, including:
  - Parent Information Form
  - SAT Teacher Request Form
  
- \_\_\_ Teacher gathers baseline data related to the specific area of concerns
  - Data from assessments (i.e., last math unit test, most recent reading assessment, PALS, standardized scores)
  - Behavioral data - if behavior is a concern (i.e., SWIS, out-of-room slips, fix-it sheets, behavioral logs, anecdotal data)
  - Work Samples (i.e., Writers Notebook)
  
- \_\_\_ Contact parent/guardian to discuss the concerns and complete the information form prior to the meeting
  - Note the date the parent/guardian was contacted
  - Note the key information the parent/guardian shares
  - Parent/guardian is invited to the SAT meeting to discuss the student
  
- \_\_\_ Information/data of what you have already tried to target areas of concern
  
- \_\_\_ Determine what other information is needed that SAT members can help provide, such as:
  - Cold Read Running Record (words/minute, words correct/minute)
  - Classroom Observation (especially for behavior issues)
  - Cumulative File Review
  - Formal writing sample (five minute free write)
  - Attendance Information
  
- \_\_\_ Nurse provides Health Records (if necessary)
  
- \_\_\_ Student data and information is ready to be shared prior to the meeting

### 2. SAT Meeting

- \_\_\_ The basis of the SAT process is the problem-solving process. The facilitator ensures that the systematic 4-Step problem solving is followed. (Note: Adapt to the 6-Step process if schools are using this.)
  
- \_\_\_ Classroom teacher(s) and administrator attend the SAT and participate in problem-solving.
  
- \_\_\_ Time keeper is chosen for the meeting to ensure that the material is covered.
  
- \_\_\_ Note-taker is assigned to take notes on the components of the discussion.
  
- \_\_\_ Patterns and trends are considered by analyzing cross category data (e.g., academic, behavior, attendance). SAT members with expertise in data help build the capacity of the team to work with

cross-category data.

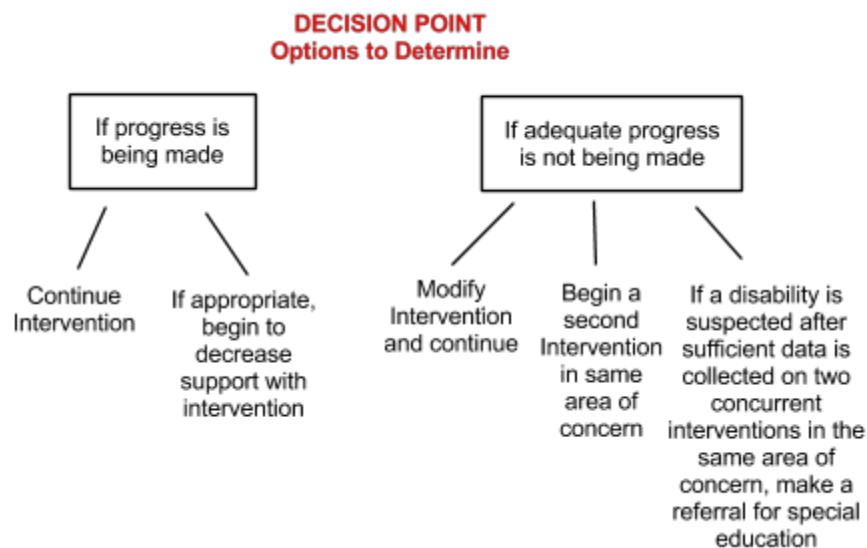
- \_\_\_ Team analysis applies the ICEL framework (Factors affecting outcomes: instruction, curriculum, environment and learner) so external and internal factors affecting student learning are considered.
- \_\_\_ An equity lens is used when considering student challenges, ie. What does race have to do with the concerns? Possible intervention strategies?
- \_\_\_ The interventions that are chosen are research-based and match the student's specific need(s). Team members with expertise in research-based strategies help build the capacity of the team in choosing Tier 3 effective, targeted strategies.
- \_\_\_ SAT liaison assigned to the case.
- \_\_\_ The classroom teacher leaves with a definitive plan or next steps, as well as a follow-up meeting date.
- \_\_\_ The classroom teacher communicates with parents regarding outcome of the meeting.

### 3. Post- SAT Meeting Implementation and Follow-up

- \_\_\_ SAT facilitator, or designated person, provides the teacher with intervention(s) details and tracking form(s) to gather information (i.e., baseline data, observation, and interview).
- \_\_\_ Job-embedded PD is provided, as needed, to the classroom teacher and/or person implementing the intervention to assure effective implementation of the strategy.
- \_\_\_ SAT liaison check-ins with referring teacher to assure implementation and discuss any plan modifications.

### 4. Follow-up SAT to Review Intervention Data

- \_\_\_ Determine effectiveness of intervention "Did student meet the goal?"
- \_\_\_ Use the Decision Point graphic to consider options for next steps



- \_\_\_ Classroom teacher communicate with parents/guardian regarding outcome of the meeting