

Student Assistance Team Flow Chart

***All students begin at the top of the flow chart. Those that follow to the left are not appropriate for special education referral. Those that follow the middle path are appropriate for special education referral. Those that follow the right are already eligible for special education but may require additional services and/or different placement.**

Student experiencing difficulty (with or without sped eligibility). Preschool designee obtains permission for SAT process.



Preschool staff (teacher, family service worker, etc) begin SAT worksheet and set up meeting. Parent is invited to attend.



SAT meeting conducted; SAT worksheet completed; intervention/strategies/accommodations recommended; data collection system developed.



Implementation of plan is done for 3-4 weeks; progress monitoring completed at a recommended frequency.



Follow-up SAT meeting held; plan and data reviewed; changes made if necessary. Plan trialed for another 3-4 weeks.



Follow-up SAT meeting held; plan and data reviewed. Determination is made according to the following:



Follow-up SAT meeting held; plan and data reviewed; student improves and SAT process available if needed



Follow-up SAT meeting held; plan and data reviewed. Sufficient data supports need for special education testing. Special education provider is contacted.



Follow-up SAT meeting held; plan and data reviewed; student continues to show difficulty.



Special education provider schedules a REED – invites the parent and education/disabilities supervisor or appropriate personnel from the preschool.



IEP team meeting is scheduled by the special education provider, the parent is invited; and discussion is completed on educational placement.



Special education testing is completed and recommendations made based upon the assessment completed.