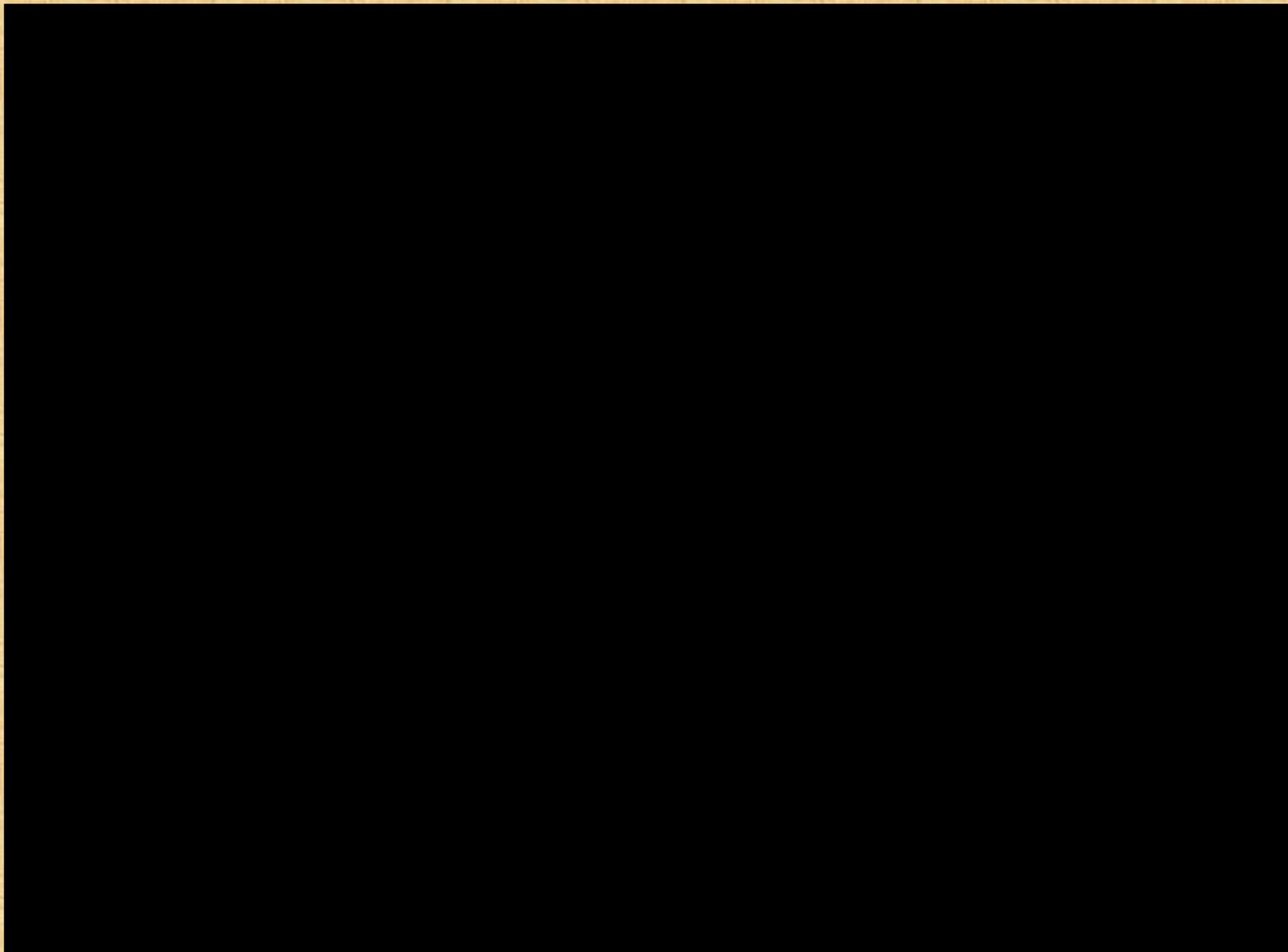


# **Student Assistance Teams**

## **Talking Points**

- **Empowerment**
- **TAT vs SAT**
- **Student Assistance Team  
Structures**
- **Partnerships**



**CAUTION**

**EMPOWERMENT  
ZONE  
AHEAD!**



# TAT VS SAT



# Student Assessment Team

- **Purpose/Function/Team Members**
- **What types of student should be on the SAT?**
- **How often should the SAT meet?**
- **What information can we share and to how should it be shared?**



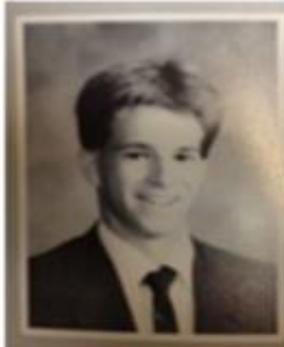
# **SROs & Student Assistance Teams**

- 1. Threat/Risk Assessment**
- 2. Information Sharing**
- 3. Resources & Supports**



# Example

Student Name	Student X	Grade	9
Nature of concern	<ul style="list-style-type: none"> <li>8/17/16 Scouting report from ..he is on a suicide ideology plan. Anxiety and depression. missed a lot of school last year. Labeled as High Ability and 504 plan. 504 plan from had him being escorted to class – student was allowed to go to passing periods on his own, but was not allowed out of the classroom alone during class.</li> <li>X was recommended for testing for potential emotional disability</li> <li>8/18/16 Meeting with Mr. <u>Schooley</u>, Miss Anderson, and X's parents – discussed plan if X continues to have poor attendance. Miss Anderson emailed all teachers to let them know about diagnosis of social anxiety and depression.</li> <li>8/18/16 Anderson met with X to review missed work, discuss depression and social anxiety, and attendance. expresses that he does not like school, he wants to drop out, and he will likely not complete his school work. Anderson contacts X's parents to relay information.</li> </ul>	Special Services (Y/N)	Y 504
Supports In Place	Medicated; sees a psychiatrist;	Counselor	Andi
Action Plan	Weekly check-ins with counselor and parents; “hot pass” ; notify teachers	Rating (1-5)	3
SAT Date/Status	8/17/16		



# Example

Student Name	Student X	Grade	12
Nature of concern	<p><b>-10-28-15 Immediate Detention</b></p>  <p>X stated he is depressed and wanted to end his life. X and his girlfriend recently broke up and he is having a tough time dealing with it. X was transported to the St. Vincent Stress Center.</p> <p>11/15/15 Depression is centered around girl issues; grades are doing down; occasionally uses the clinic as a reason to avoid class;</p> <p>January 2015 X switched to general diploma. Needs to get 10 credits this semester to graduate. Plans to leave mid-July for Army. Working with Y 2 periods of day to stay motivated in Plato.</p> <p>Changed to General Diploma</p> <p>1/18/16 X was ID'd today by FPD because he sent his ex-girlfriend a text stating that he was done with life and also sent a pic of a gun.</p> <p>1/19/16 X held in inpatient care for one day. X texted his ex-girlfriend a picture of a gun and said that he wanted to kill himself.</p> <p>1/25/16 - X is having some issues at home with his mom and stepdad. X told Anderson and Stokes that he did not want to be in school that day. He worked in Y's room.</p> <p>3/3/16 - Cheating incident on Plato</p> <p>4/13/16 Added English 12 S2 to Plato. Conversation with X about working hard and getting credits done. If he does not make progress soon, Ms. Stokes will have him work on Plato all day</p>	Special Services (Y/N)	N
Supports In Place	X is meeting with Y to assist in Plato; PBS working with him too	Counselor	Anderson
Action Plan	Weekly counselor check-in; "hot pass"	Rating (1-5)	
SAT Date/Status	10/28/15		3

# Take Action!



# Supports/Action Items

What do you do after you have identified a student for the SAT?



# Forging Strong Relationships/Partnerships

- Students
- Parents
- Staff
- Community



# Preparing for the Unknown...



# The Task Ahead...