Student Assistance Core Team Responsibilities and Roles

The SAP Team should:

1. Ensure that each team member has been sufficiently trained in both Student Assistance theory and practice in order to implement services according to best practices.

2. Be knowledgeable about and adhere as closely as possible to Student Assistance best practices.

3. Manage the day-to-day SAP services being provided including:
   a. Identifying students needing services;

   b. Gathering sufficient screening data from staff, the identified student, and parents/guardian when appropriate.

   c. Identifying what foundational needs exist that could be feasibly addressed.

   d. Developing and applying intervention strategies with sufficient intensity and dosage to generate the desired outcome.

   e. Monitor each intervention's impact to determine effectiveness as well as any unintended residual effects.

   f. Providing checks and balances in follow through with interventions (motivation, intensity, duration, alternative, progress).

4. Take a balanced approach in addressing all demographic populations in the school.

5. Actively participate in meetings, discussions and decisions.

6. Work collaboratively with other school programs to ensure the best interest of the student is supported.

7. Maintain appropriate communication with those who need to know status updates with student cases.

8. Actively maintain confidential student and family information following both federal confidentiality guidelines as well as sound professional practice.

9. Support the Student Assistance team leader/coordinator.

10. Support the mission, functions, and decisions and activities of the Student Assistance Program.

11. Fulfill responsibilities and tasks assumed and assigned.

12. Conduct an assessment process that includes categorizing environmental stressors common to the school's population,

13. Assess the resources within and outside the school to meet needs of students and families, and identifying gaps where needs exist without available resources.

14. Provide sufficient staff development to facilitate effective identification of students who may need Student Assistance help.

15. Provide sufficient program awareness to students, parents, and staff to facilitate effective use of available Student Assistance services. Program Awareness efforts should include at minimum the purpose, functions, referral process, and staff involvement.

16. Be a supportive bridge to families in understanding and connecting with resources.

17. Be culturally sensitive in working with students and families.

18. Conduct periodic maintenance meetings and an annual program evaluation process to ensure effective SAP services are being provided.

19. Share composite data with key stakeholders on a predetermined schedule.

The School Administrator:

1. Understands the mission, functions, and practices of the Student Assistance Program.

2. Promotes the Student Assistance Program as an integral service to the school, the district administrators, the school board, and the community.

3. Serves as a liaison between the Student Assistance Program, central administration and the local board of education, and advocates for the needs of the core team.

4. Includes the Student Assistance Program in the school's improvement process.

5. Provides opportunities for Student Assistance core team members to be sufficiently trained to implement Student Assistance best practices.

6. Attends core team meetings regularly.

7. Ensures that all Student Assistance practices are aligned with mandates and legal requirements.

8. Identifies needs and provides resources (time, space, materials) to the core team to manage the day to day services provided to students and staff.

9. Provides staff development opportunities to ensure staff members are knowledgeable of the purpose, functions, and referral process for Student Assistance services.

10. Provides staff development opportunities to ensure staff members are knowledgeable of indicators of need for Student Assistance screening.

11. Makes referrals to the SAP as part of policy considerations or when concerns arise.

The SAP Team Leader / Coordinator:

1. Arranges the meeting schedule and meeting space for the school year based on advice from administration and team members.

2. Serves as the communication liaison between the team and administrators when necessary.

3. Debriefs meetings with a designated administrator when administration is not in meeting attendance.

4. Serves as an official representative of the Student Assistance Program as needed.

5. Coordinates with internal and external programs as needed.

6. May serve as meeting facilitator.

7. Coordinates special events and tasks as needed. (Presentations, staff development, team member professional development, program awareness efforts, resource assessment, program evaluation, etc.)

Meeting Facilitator:

1. Guides the team through the designated functions of the meeting including screenings, problem-solving, monitoring, program evaluation, team maintenance, etc

2. Maintains a sense of professionalism in all meetings.

3. Provides transitions and summaries to maintain an efficient flow in the meeting.

4. Maintains meeting productivity through guiding balanced participation and promoting effective group process standards.

Recorder:

1. Maintains official documented minutes of the meeting including attendance, length of meeting, decisions made during the meeting.

2. Participates in all discussions and decisions.

Maintenance Observer:

1. Observe the processes used during team meetings (decision-making, group norms, participation, staying on task, over-talking the problem, etc.)

2. Identifies processes that are not serving the team well.

3. Debriefs observations at designated periods (end of each meeting, every other meeting, scheduled maintenance meetings).

Case Facilitator / Manager:

1. Facilitate the data collection process for assigned cases.

2. Maintains the file for the assigned case.

3. Keeps file records organized.

4. Coordinates with non-team staff involved with a student's interventions when appropriate.

5. Not responsible for carrying out all interventions identified in the problem-solving process.