

**SEDOMOCHA MIDDLE SCHOOL  
STUDENT ASSISTANCE TEAM  
MISSION STATEMENT AND POLICY**

**MISSION STATEMENT:**

The SeDoMoCha Middle School Student Assistance Team (SAT) attempts to help students and their families who are experiencing social, emotional and/or academic difficulty. The Student Assistance Team is a mechanism for identification, intervention, referral and continuing support for these students and their families.

**POLICY:**

The Student Assistance Team is made up of a core group of school professionals. Trained community members participate by invitation on an as-needed basis. SAT function is to assist and refer students who are exhibiting at-risk behaviors in order to minimize the negative consequences of those behaviors.

At-risk behaviors include but are not limited to: failing grades, absenteeism, truancy, substance abuse, and repeated disciplinary incidents.

Referrals to the S.A.T. will be made only when all other avenues to assist the student, including team level parent conferences, have been utilized to the fullest possible extent in the view of the guidance counselor who will act as referral screener. Referrals will be accepted from parents, grade level teams, administrators, interveners who are not district employees and the students themselves.

Referrals will be processed in accordance with the attached flow chart. Record keeping and case management will be the responsibility of the guidance counselor or the team designee. When processing referrals the guidance counselor will invite parents, in a manner which will allow parents to feel fully involved, to participate as equal members and prevent them from feeling penalized because their child is experiencing difficulty.

The S.A.T. is not a substitute for, or an alternative to, the Pupil Evaluation Team (P.E.T.) process. Students eligible for the P.E.T. process may, however, be referred for matters not having to do with their impairment. The S.A.T. will mesh its work with similar programming at the elementary level and Foxcroft Academy.

First Reading: February 2, 2000

Second Reading and Adoption: April 5, 2000