



## **MASONIC MODEL STUDENT ASSISTANCE PROGRAM**

### **OVERVIEW**

The Masonic Model Student Assistance Program (MMSAP) has grown to now operate in 21 States since its inception in 1986. During this time, over 47,000 teachers have been trained and as a result of this training, hundreds of thousands of children's lives have been placed on a healthier track.

The Masonic Model program trains educators in setting up in-school Core Teams to observe and take action early to provide help to at-risk children.

During MMSAP training, a team of professional trainers works with educators to provide:

- Information on factors that contribute to crisis for children; at-risk behaviors that signal crisis; and the value of early intervention and prevention.
- Information on Developmental Assets and the importance of their role in a child's life
- Information and guidelines on how to set up and function as an in-school Core Team; how a team assesses behavior, academics, health and attendance -- signs that may indicate a problem, and what kind of actions to take.
- School administrators are requested to attend a special part of the training directed at understanding their role in the successful functioning of Core Teams.
- Handbooks, prepared forms and materials are provided for the Core Teams to use in student assessment and assistance.

The local Masonic community pays for the costs of the teacher training sessions and the follow-up support for in-school Core Teams. A team of professional trainers with experience within the educational community conducts the MMSAP sessions. Schools are given criteria to select the teachers to send to the training sessions.

## **PROGRAM CRITERIA**

### ***Student Assistance Program Training Will:***

- Assist students with physical, emotional, social, or substance abuse problems.
- Improve the quality of education in schools and the school environment.
- Use existing human resources rather than require new professional staff.
- Enlist the support and involvement of all professional staff members.
- Focus on education rather than on resolving major social problems.

### ***Desirable Components of Student Assistance Training:***

- Time Line for Implementation
- Administrative Support
- Board of Education Support
- Central Office Coordinator
- Policy Review and Revision
- Core Team Selection and Training
- Common Planning Time for Team Members
- Faculty In-Service
- Establishment of Student Groups
- Relationship with Service Providers

### ***Potential Team Members:\****

- Central Office Administrator (ad hoc member)
- Building Level Administrator
- School Guidance Counselor
- School Nurse
- Classroom Teachers, including Special Education
- School Social Worker

### ***Criteria for Team Selection:***

- Balance of male and female members (where possible).
- Someone with seniority within a school or school district.
- Someone respected by peers and students.
- Someone who respects students.

\* Your District can enroll one or several persons, but a team is most desirable!

### *Keys to Success*

We know that preparation and commitment are the keys to successful program implementation.

Participating school buildings are encouraged to:

- ✓ identify Core Team members
- ✓ provide time for weekly one hour team meetings
- ✓ provide 3-7 hours of faculty in-service within the first year of program implementation
- ✓ Support from school superintendents and local providers of mental health, drug & alcohol, and other community services is essential for the program to be fully successful.
- ✓ Participants need to make a total commitment of their time for the duration of the seminar.