

SAP COUNTY COORDINATION UPDATE

April, 2019



Prepared by: PA Network for Student Assistance Services (PNSAS)

www.pnsas.org

PENNSYLVANIA NETWORK FOR STUDENT ASSISTANCE SERVICES INTERAGENCY UPDATE

PDE 4092 SAP Reporting

The 2018-19 SAP PDE 4092 report submission due date is June 30, 2019. Each year the reporting form can undergo improvements that ultimately aids the SAP Teams as they look back at past years' data and make comparisons within their own district or compare to data of other counties or the entire state. The current PDE 4092 form reflects a significant change as it is now "referral-based", one form is completed each time a referral is made. It is no longer student-based, where one PDE 4092 could be utilized throughout the year on the same student who could have been referred to SAP more than once. To date, this shift has been working smoothly with schools, who may also have chosen to keep their own building SAP records "by student", which is an option.

When your team has entered all the SAP data on the reporting site located at www.safeschools.state.pa.us, you will "release" it to complete the data submission by the June 30 deadline.

The form is currently under review for the 2019-20 school year. One change will be related to #20 - was your SAP process effective for the incoming referral based on the primary referral reason (yes or no)? Teams will be given the option to select "yes" and "no", and indicate applicable reason(s) why, not only one or the other as a response. As always, input from school SAP Team members regarding the usability of the PDE 4092 is welcome and all are encouraged to relay their suggestions for a more usable and insightful way to collect SAP data to their respective SAP Regional Coordinators. Click [here](#) for your regional coordinator's contact information.

RESOURCES

March 25, 2019 Prevention News Digest, U.S. Department of Education, Office of Safe and Healthy Students

The next National Prescription Drug Take Back Day is scheduled for Saturday, April 27, 10:00 am – 2:00 pm. The toolbox of promotional materials to help publicize this event and encourage people to dispose of unwanted or expired medications is now live. Please help in promoting this toolkit as well as using its contents through the various outreach methods you and your organization use. Each year we have more and more Americans disposing of more and more prescription drugs. This is an easy and concrete step that all of us can take to help end the opioid crisis in America and save lives by reducing the amount of prescription drugs that are available for misuse and diversion.

Click [here](#) for the Partner Toolbox Direct.

Guidance on Strategies to Promote Best Practice in Antipsychotic Prescribing for Children and Adolescents

The safe and effective use of antipsychotic medications for children and adolescents in the United States is a critical issue in mental and substance use treatment. To address this issue, SAMHSA partnered with national experts to develop a guidance document. The document provides a “bird’s eye view” of systems-level strategies to inform public and private sector decision-makers, prescribing clinicians, and other key stakeholders in designing and implementing antipsychotic monitoring programs to improve outcomes for youth with mental disorders across the nation. Click [here](#) for more information.

TRAINING OPPORTUNITIES

PASAP Webinar

Professional development opportunity for PASAP members

Hazing and Youth: Rights, Responsibilities & Tim's Law with Deborah McCoy, Compass Mark

Wednesday, April 10, 2019 at 2:30 PM

To register, log into your account at www.pasap.org.

2019 Pennsylvania Suicide Prevention Conference

May 1-2, 2019

Best Western Premier

800 E Park Drive

Harrisburg, PA 17111

Click [here](#) for more information.

2019 STAR-Center Conference

"Students, Sleep and Safety: Evidence-Based Approaches to Reducing Teen Suicide Risk"

Friday, May 10, 2019

The William Pitt Union

(University of Pittsburgh Campus)

3959 Fifth Avenue

Pittsburgh, PA 15260

Go [here](#) to register and for more information.

Mental Health Awareness Day

May 8, 2019

9:00 a.m. to 1:00 p.m.

Harrisburg, PA

PAPBS Implementer’s Forum

May 14- 15, 2019

Hershey Lodge and Convention Center

Hershey, PA

Click [here](#) to register

2019 Social and Emotional Learning Conference, Building Skills for Lifelong Success

Renaissance Baltimore Harborplace Hotel

Baltimore, MD

May 20-22, 2019

The conference is organized by the Center for the Promotion of Social and Emotional Learning, as part of the Center for Schools and Communities. Three days of high-quality sessions presented by some of the top SEL thought-leaders in the nation, keynote presentations, an immersive skill-building session, workshops, and of course networking with colleagues. Click [here](#) for more information and to register.

Supporting Displaced Students and Families During and After Emergency Events (Archived Webinar)

Presenters: Madeline Sullivan, U.S. Department of Education's (ED) Office of Safe and Supportive Schools (OSSS); Christina Dukes, National Center on Homeless Education; and Janelle W. Hughes, Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center.

On Wednesday, February 27, 2019, from 2:00 p.m. to 3:00 p.m. ET, ED's OSSS and its REMS TA Center hosted a Webinar on supports for homeless and displaced students and families during and after emergencies that impact school districts, schools and campus communities. The Webinar provided a basic overview of why this topic is important and insight that can help state and local education and emergency management agencies understand how they can support students and families displaced from homes, communities, and school settings as a result of natural disasters or other emergencies. This one-hour Webinar included a PowerPoint presentation as well as a Question and Answer session following the presentation, and a web chat. Click [here](#) to access the presentation power point.

FUNDING OPPORTUNITIES

Linking Actions for Unmet Needs in Children's Health Grant Program-Project LAUNCH

Application Due Date: Friday, April 19, 2019

Description:

The Substance Abuse and Mental Health Services Administration (SAMHSA), Center for Mental Health Services (CMHS), is accepting applications for fiscal year (FY) 2019 Linking Actions for Unmet Needs in Children's Health Grant Program (Short Title: Project LAUNCH). The purpose of this program is to promote the wellness of young children, from birth to 8 years of age, by addressing the social, emotional, cognitive, physical and behavioral aspects of their development. It is expected that this program will provide local communities or tribes the opportunity to disseminate effective and innovative early childhood mental health practices and services, ultimately leading to better outcomes for young children and their families.

The overall goal of Project LAUNCH is to foster the healthy development and wellness of all young children (birth through age 8), preparing them to thrive in school and beyond. Project LAUNCH grants are designed to build the capacities of adult caregivers of young children to promote healthy social and emotional development; to prevent mental, emotional and behavioral disorders; and to identify and address behavioral concerns before they develop into serious emotional disturbances (SED).

Eligibility:

Eligible applicants are domestic public and private nonprofit entities.

Project LAUNCH recipients funded under SM-17-004 (Indigenous Project LAUNCH) are not eligible to apply for funding under this FOA.

Anticipated Total Available Funding: \$12,347,121

Anticipated Number of Awards: 15 (At least 3 awards will be made to tribes/tribal organizations pending sufficient application volume from these groups.)

Anticipated Award Amount: Up to \$800,000

Length of Project: Up to 5 years

No cost Sharing/Match Required.

Proposed budgets cannot exceed \$800,000 in total costs (direct and indirect) in any year of the proposed project.

Annual continuation awards will depend on the availability of funds, recipient progress in meeting project goals and objectives, timely submission of required data and reports, and compliance with all terms and conditions of award.

For more information on this grant opportunity click [here](#).

Program Issues contact Jennifer Oppenheim at Jennifer.oppenheim@samhsa.hhs.gov (240) 276-1862

Grants Management and Budget Issues contact Eileen Bermudez at FOACMHS@samhsa.hhs.gov or 240-276-1412

Pennsylvania Commission on Crime and Delinquency's (PCCD) Egrants System Funding:

Project Safe Neighborhoods (PSN)-Western District

Due Date: 4/15/2019

Concept Papers Required: No

Competitive/Noncompetitive: Competitive

Amount Announced: \$301,839.00

Project Safe Neighborhoods (PSN)-Middle District

Due Date: 4/15/2019

Concept Papers Required: No

Competitive/Noncompetitive: Competitive

Amount Announced: \$247,060.00

To view the details regarding this solicitation and others, please click on the Funding Announcement Title listed above. You can view detailed documentation regarding these Funding Announcements by clicking on the Funding Announcement Title on the screen.

You must be registered with PCCD to access the Egrants System. If you are not registered, go to the website www.pccdegrants.state.pa.us and select "Register". Once your registration is accepted, select the "Login" button. Enter the User ID and Password established when you registered, and Login to the system through the Egrants Production link. Then you will see the "User Management Profile Details" page. You must save this information in order to access the system. Click [here](#) for more information.

First Responders-Comprehensive Addiction and Recovery Act

SAMHSA is accepting applications for First Responders-Comprehensive Addiction and Recovery Act (FR-CARA) Grants. Recipients will train and provide resources to first responders and members of other key community sectors at the state, tribal, and local governmental levels on carrying and administering a drug or device approved or cleared under the Federal Food, Drug, and Cosmetic Act for emergency treatment of known or suspected opioid overdose. Recipients will also establish processes; protocols; mechanisms for referral to appropriate treatment and recovery communities; and safety around fentanyl, carfentanil, and other dangerous licit and illicit drugs.

SAMHSA plans to issue 45 grants of up to \$800,000 per year for up to 4 years. Click [here](#) for more information.

Application Due: Monday, May 6, 2019

NEWS

More Police on School Campuses?

Allegra Collins, UCLA Center for MH in Schools & Student/Learning Supports (Volume 24) #2, Spring, 2019

In the aftermath of a school shootings in America, school and student safety is propelled to the forefront. Each event leads to new ideas being put forth to make sure that every student who goes to school makes it safely home.

One potential solution that gains a lot of support from anti-gun control advocates is to place more armed police officers at schools. The idea is that the officers would serve to not only neutralize threats and attacks on campus but also to serve as another kind of school administrator to aid with on-campus issues, such as common disciplinary issues.

Advocates believe that the presence of officers would act as a deterrent to crime on campuses. Additionally, advocates of this solution argue that students may feel more comfortable telling a police officer about any threats to the school....

While advocates of placing police officers in schools believe more police will make students will feel safer, not much attention is given to how this solution would make students of color feel. With growth of the Black Lives Matter movement and the recent criminalization of immigrants in this country, the attitudes towards and perceptions of police officers held by black and brown people have changed.

People of color are wary of police officers. Many fear that they may be racially profiled leading to their safety being compromised. This attitude could affect how minority students perceive police presence at their schools. The black students who survived the Marjory Stoneman Douglas High School shooting in Parkland, Florida made a statement saying that "the increase [in] police presence at Stoneman Douglas made the [school] building feel like a prison for students." Some students even felt that their school was not made safer by having police officers at every entrance. This concern shows that what seems like a perfectly plausible solution to curbing gun violence in schools can actually have the effect of causing fear and anxiety among a particular group of students.

Additionally, police officers may be adding to the phenomenon of seeing students being funneled into the criminal justice system at younger ages because of their duty to report crime and uphold the law. Before police officers are placed at the front entrance of every school in America, more time needs to be taken to examine how their presence affects the mental health of minority students.

To see the full article click [here](#).

MTSS: Strengths and Weaknesses

UCLA Center for MH in Schools & Student/Learning Supports (Volume 21), #1, Winter, 2019

ESSA (The Every Student Succeeds Act) stresses a devolution of power to states and districts. How is that power being used to enhance how schools address barriers to learning and teaching?

One trend has been a widespread adoption by states/districts/schools of some form of multi-tiered system of support (usually referred to as MTSS, although some places are using other acronyms). This is not surprising given this framework's emphasis in federal legislation.

In ESSA, for example, a schoolwide tiered model (also referred to as a multitier system of supports) is referenced for preventing and addressing behavior problems. The tiered model is defined as "a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data based instructional decision making."

The tiered model (including use of early intervening services) and specific approaches such as positive behavioral intervention and supports are presented as strategies for enabling children with disabilities and English learners to meet challenging state academic standards and are to be coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act.

Our Center has sent out inquiries about how school districts, state departments of education, and leadership organizations are pursuing the opportunity to transform the way schools address barriers to learning and teaching and re-engage disconnected students. In that context, we also have been seeking and receiving responses about the strengths and weaknesses of MTSS (Multi-Tiered System of Support) as a framework for improving student/learning supports.

Click [here](#) for more information on the UCLA Center for MH in Schools & Student/Learning.

Action Alliance Message from the National Action Alliance for Suicide Prevention, Education Development Center:

“In the wake of recent news about deaths by suicide by a second Marjory Stoneman Douglas High School student and the father of one of the children killed in the 2012 Sandy Hook Elementary School shooting, the National Action Alliance for Suicide Prevention (Action Alliance) reminds its media partners that the way suicide is reported impacts suicidal behavior.

News media plays a key role in suicide prevention. All members of the media (writers, producers, editors, etc.) should carefully consider whether or not coverage is necessary.

Read and share the collective media statement written by the Action Alliance's Media Messaging Work Group which consists of leading private and public sector suicide prevention organizations. Click [here](#) to access the media statement.

In Crisis? Call the National Suicide Prevention Lifeline: 1-800-273-8255 (TALK)