

# SAP COUNTY COORDINATION UPDATE

May, 2019



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

[www.pnsas.org](http://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](http://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.



### **SAP BACK TO THE BASICS**

#### **SCHOOL'S OUT FOR THE SUMMER!**

YAY.....well.....almost! Although, we know some students are approaching summer mode about now. We always hear how children lose some of the skills and knowledge they gained during the school year over the summer months. For this reason, schools encourage and provide a variety of summer time assignments, ideas, or activities to pursue so academic achievement does not decline and impact the upcoming

school year. What about the students your SAP team has supported, mentored, and/or connected to community agencies during this school year? What can be done to assist them this summer so academic, social, and emotional strides do not suffer? How can we help parents help their children?

All of these can be tough questions as most SAP team services are not available throughout the summer. Of course, your team and school administration have an established protocol to handle crises that occur, but the ongoing support for youth involved with SAP is typically not available.

Let's explore a few ideas for your consideration, some of which you may already utilize.

1. Case manager connections: Between now and end of the school year, team members meet with each of the students that were on their caseload this year. Review how things are going, reinforce all the progress he/she made, discuss ways to continue momentum over the summer, and most importantly, how and where the student can seek assistance if needed. Come prepared with written resources to give to the student. For those overwhelmed by the sheer numbers this would entail, think of others who might be able to assist (within the realm of confidentiality, such as people already SAP trained but schedules didn't allow for them to attend team meetings). Another option, if the number of students prohibits individual face-to-face meetings, reach out to them using approved use of school technology. The connection will start summer off in the right direction.

2. Treatment providers: If your school is lucky enough to have school based treatment services. Schedule a meeting with the provider(s) to discuss what services they can provide to your students throughout the summer. It may be they can continue to provide counseling services, but need to arrange for the school to be accessible to in order to have a location to provide their services. It may be that arrangements to get students into their agencies be discussed and planned for. In addition to discussion with the agency provider, it is also important to schedule time prior to the end of the school year with the student and their parent(s) to discuss their summer plans and the importance of continuing with treatment.

3. Consulting with your SAP liaisons: Schedule time outside of a team meeting to discuss the students involved in SAP and ask for their support in preparing individual students with resources to help in their summer planning. Perhaps their agencies provide summer events to which students can be connected.

4. Parent/guardian connections: If students have been open and active on your SAP caseload the past three months, call the parent/guardian to discuss what the student is currently working on, summer support plans and ideas to sustain progress made this year. Send a thank you for participating in the Student Assistance Program to all students and families that your team reached out to this school year. Include a listing of school and community summer programs and events you feel may be of interest to them while providing summer support for their child.

5. Resource connections: In the age of the internet, there are a variety of ways to look for resources that can be compiled in a list and sent to families. It can be a project for your SAP team members to research local communities and gather information for your resource list. To get you started check out these resources.

Here are a few other websites to check out:

- County websites: the website below links you to your county website. Each county is different but all list providers and interesting events that occur in the county.  
<https://www.pacounties.org/PAsCounties/Pages/County-Websites.aspx>
- Students who have been involved in behavioral health services during the school year may need additional supports during the summer. Besides talking with their providers, check out the counties website listed in the Network for Behavioral Health at <http://mh.networkofcare.org/>. Once on the site, click on "Select a Site" and choose your state and county.

- Teachers can also help prepare students by sending home tips to parents for helping with the end of the school year. Here are 10 summer break tips to help parents at year end. <https://www.teachhub.com/10-summer-break-tips-help-parents-year-end>

Once you get started planning how to help your students through the summer months, more ideas will come and next year you will be able to add to this list. Remember, planning for students is vital and helpful and so is planning for yourself. See you all in September!

## **RESOURCES**

### **SAMHSA National Children’s Mental Health Awareness Day**

Monday, May 6, 2019

The purpose of Awareness Day is to increase public awareness about the needs of children with serious mental illness and severe emotional disturbance and their families, provide information on evidence-based practices, and encourage those who need help to seek treatment.

Learn how communities around the country commemorate the day, and find resources to support your own observance by clicking [here](#).

### **National Alliance on Mental Illness (NAMI)**

NAMI is the nation’s largest grassroots mental health organization dedicated to building better lives for the millions of Americans affected by mental illness.

What started as a small group of families gathered around a kitchen table in 1979 has blossomed into the nation's leading voice on mental health. Today, we are an association of more than 500 local affiliates who work in your community to raise awareness and provide support and education that was not previously available to those in need.

#### **What They Do:**

**They educate.** Offered in thousands of communities across the United States through NAMI State Organizations and NAMI Affiliates, our [education programs](#) ensure hundreds of thousands of families, individuals and educators get the support and information they need.

**They advocate.** NAMI shapes national [public policy](#) for people with mental illness and their families and provides volunteer leaders with the tools, resources and skills necessary to save mental health in all states.

**They listen.** Our toll-free [NAMI HelpLine](#) allows us to respond personally to hundreds of thousands of requests each year, providing free information and support—a much-needed lifeline for many.

**They lead.** Public awareness events and activities, including [Mental Illness Awareness Week](#) and [NAMIWalks](#), successfully fight stigma and encourage understanding. NAMI works with reporters on a daily basis to make sure our country understands how important mental health is.

To find out more about NAMI click [here](#).

Each year millions of Americans face the reality of living with a mental illness. During May, National Alliance for Mentally Ill (NAMI) and the rest of the country are raising awareness of mental health. Each year they fight stigma, provide support, educate the public and advocate for policies that support people with mental illness and their families. For more information about NAMI’s support of Mental Health Awareness month click [here](#).

## **After a School Tragedy...Readiness, Response, Recovery, & Resources**

Developed By: Mental Health Technology Transfer Center Network Coordinating Office

The After a School Tragedy resource is designed to help schools better support students and families in the aftermath of violence and trauma. It provides strategies to assist schools with readiness, response, and recovery to help a school community support resilience in the event of a tragedy. It offers places to turn for more resources and discusses terminology and concepts related to suicide and grief. Finally, it highlights the importance of providing culturally responsive services, with example cultural considerations for schools to help Hispanic/Latino students struggling with grief and trauma. For more information click [here](#).

## **National School Safety Resource**

U.S. Department of Education provides a School Safety Report Recommendation Resource Guide that will help school leaders and teachers foster positive learning environments

Acting on the recommendations of the Federal Commission on School Safety, U.S. Secretary of Education Betsy DeVos announced the release of the “Parent and Educator Guide to School Climate Resources”. This guide, produced jointly by the Department’s Office of Elementary and Secondary Education and Office for Special Education and Rehabilitative Services, provides best practices and includes resources school leaders and teachers can utilize as they work to achieve a positive school climate, lower disciplinary issues and enhance school safety.

The Q&A document, which is available on the Department of Education's website, provides parents and educators with useful decision-making frameworks and implementation tools, as well as best practices that school leaders can consider as they work to foster positive and inclusive learning environments.

Additionally, the Parent and Educator Guide to School Climate Resources provides information to teachers and school leaders on how they can receive support from the Department's two technical assistance centers dedicated to promoting safe and supportive schools, including the National Center of Safe and Supportive Learning Environments (<https://safesupportivelearning.ed.gov>), and the Technical Assistance Center on Positive Behavioral Interventions and Supports (<https://www.pbis.org/>). The guide includes an appendix of additional resources spanning the work of government agencies and private organizations, equipping parents and educators to create positive learning environments for all students.

To view the Parent and Educator Guide to School Climate Resources, click [here](#).

## **TRAINING OPPORTUNITIES**

### **Mental Health Awareness Days**

“Better Together: Strength in Numbers Make Connections”

Monday, May 6<sup>th</sup> from 2:30 to 3:30 in the Pennsylvania State Capitol Rotunda

Speakers include:

- Teresa Miller, Secretary of the Pennsylvania Department of Human Services
- Lynn Kovich, Deputy Secretary for Mental Health/Substance Abuse Services
- Ruth Fox, CEO of Allegheny Family Network
- Kaitlyn Arrow, a 17-year-old experienced speaker.

Secretary Teresa Miller has served as Secretary of the Department of Human Services (DHS) since August 2017. In her time at DHS, Miller has focused on collaborating across agencies to advance Governor Wolf’s health innovation and workforce development agendas, overseeing the successful launch of managed care for long term care services, and supporting efforts to address social determinants of health such as food security and housing.

Prior to leading DHS, Miller served as Pennsylvania's Insurance Commissioner beginning in January 2015. As Insurance Commissioner, Miller prioritized increasing the Insurance Department's consumer protection, outreach, and education efforts. Before coming to Pennsylvania, Miller held positions at the federal Centers for Medicare and Medicaid Services, where she worked on implementation of the Affordable Care Act. Miller also previously served as the administrator of the Oregon Insurance Division. Miller received her J.D. from Willamette University College of Law, and her B.A., magna cum laude, from Pacific Lutheran University.

### **Mental Health Awareness Days**

May 8th, 9 a.m. to 1 p.m.

Strawberry Square in downtown Harrisburg

There will be over 40 different vendors who will be available to talk about services that are available to young people (youth through the age of 26), their families, professionals and service professionals.

### **Mental Illness 101: A Practical Primer Series for Faith Communities-Part II Anxiety Disorders**

Thursday, May 9, 2019 12:00 p.m. ET

With one in five people experiencing some form of mental illness each year, it comes as no surprise that faith communities are contending with this reality in their congregations and neighborhoods. The Health and Human Services Partnership Center for Faith and Opportunity Initiatives is hosting a series of webinars aimed at educating, equipping, and engaging communities. Through this webinar, faith and community leaders will learn how to recognize the signs and types of anxiety—including generalized anxiety disorder, panic disorder, and various phobia-related disorders—and then guide individuals to the proper level of care. Register for the webinar [here](#).

### **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.

### **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.

## **FUNDING OPPORTUNITIES**

### **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

### **Rural Opioid Technical Assistance Grants**

SAMHSA is accepting applications for Rural Opioid Technical Assistance Grants (ROTA). The purpose of this program is to develop and disseminate training and technical assistance for rural communities on addressing opioid issues affecting these communities.

SAMHSA plans to issue 11 grants of up to \$550,000 per year for up to 2 years.

Application due: Friday, June 7, 2019

Click [here](#) for more information.

### **Second Chance Act Youth Offender Reentry Program**

Department of Justice, Office of Juvenile Justice Delinquency Prevention (OJJDP)

Application due: June 24, 2019

Eligible applicants:

- County governments
- City or township governments
- State governments

The Second Chance Act (SCA) Youth Offender Reentry Program will help juvenile participants released from residential confinement to successfully transition back into society. This solicitation will support the delivery of a variety of evidence-based services while the offender is still confined and during his or her reentry into the community to ensure that the juveniles' transition is safe and successful. Sites funded under this program will provide juvenile offenders in confinement and following their release to the community with services, including: educational, vocational, and job placement services; substance abuse treatment; coordinated supervision and services upon release from confinement, including transitional/permanent housing and mental and physical health care; and victim appropriate services.

For more information click [here](#).

### **Initiation of a Mental Health Family Navigator Model to Promote Early Access, Engagement and Coordination of Needed Mental Health Services for Children and Adolescents (Clinical Trial Required)**

Department of Health and Human Services

National Institutes of Health

Application due: Jan. 21, 2021

### Eligible applicants:

- Small businesses
- For profit organizations other than small businesses
- Nonprofits having a 501(c)(3) status with the IRS, other than institutions of higher education
- Private institutions of higher education
- Nonprofits that do not have a 501(c)(3) status with the IRS, other than institutions of higher education
- Independent school districts
- Public housing authorities/Indian housing authorities
- Public and State controlled institutions of higher education
- City or township governments
- County governments
- State governments
- Special district governments

The purpose of this Funding Opportunity Announcement is to encourage research applications to develop and test the effectiveness and implementation of family navigator models designed to promote early access, engagement and coordination of mental health treatment and services for children and adolescents who are experiencing early symptoms of mental health problems. For the purposes of this FOA, NIMH defines a family navigator model as a health care professional or paraprofessional whose role is to deploy a set of strategies designed to rapidly engage youth and families in needed treatment and services, work closely with the family and other involved treatment and service providers to optimize care and monitor the trajectory of mental health symptoms and outcomes over time. Applicants are encouraged to develop and test the navigator models ability to promote early access, engagement and coordination of mental health treatment and services for children and adolescents as soon as symptoms are detected. Of interest are navigator models that coordinate needed care strategies, determine the personalized match to the level of needed service amount, frequency and intensity, and harness novel technologies to track and monitor the trajectory of clinical, functional and behavioral progress toward achieving intended services outcomes. Click [here](#) for more information.

## **NEWS**

### **Number of Children Going to ER with Suicidal Thoughts, Attempts Doubles, Study Finds**

A recent analysis suggests that suicide-related emergency department visits have risen among U.S. youth. Using national data, researchers found that the number of children and teens visiting the emergency department for suicidal thoughts or suicide attempts doubled between 2007 and 2015. In that period, the average age of youth seen in the emergency department for suicidal ideation or suicide attempts was 13. More than 40 percent of visits were for children between ages 5 and 11. Experts say there are likely multiple factors associated with increased suicide risk among youth, such as academic pressure, cyberbullying, and limited access to mental health care. Read more [here](#).

### **School Bullying's Impact Can Last a Lifetime: Study**

Being bullied as a youngster may lead to lifelong struggles in adulthood. New research warns that victims of teenage bullying face a 40% greater risk for mental health problems by the time they hit their mid-20s. Young adults with a history of adolescent bullying may also see their odds for unemployment spike by 35%, investigators found.

For the study, they tracked bullying among more than 7,000 students between the ages of 14 and 16 in the United Kingdom. The teens were interviewed at regular intervals until age 21 and again at age 25. "Examples of bullying we studied include being called names, being excluded from social groups, having possessions stolen, or being threatened with or experiencing violence," said study author Emma Gorman.

Based on that definition, roughly half the students -- 70% of whom were white -- were bullied between 2004 and 2006. "Girls were more likely to experience psychological forms of bullying, such as name-calling and exclusion from social groups, and boys were more likely to be victims of violent bullying," Gorman said.

By age 25, those who had been bullied as teens were much more likely to have mental health issues such as depression and anxiety, and to struggle with finding a job, the study found. "Among those who were employed," Gorman added, "pupils who experienced bullying had 2% lower income."

The more violent, more persistent and more frequent the bullying, the worse the long-term consequences, she added, though the research only found an association and could not prove bullying was a direct cause. "These findings contradict a common view that bullying can be 'character-forming', or a normal 'rite of passage', in young people's lives," Gorman said. "Rather, we find that bullying can have long-lasting negative effects on young people's lives." Gorman did her research as an associate in the Department of Economics at Lancaster University Management School in England.

So what can be done to curtail bullying *and* limit the long-term fallout when it does occur? Gorman said the findings suggest that a "strategic and targeted approach" is needed to reduce extreme bullying, particularly violent forms. "New research in this area has found that developing positive character skills in young people, such as resilience, grit and self-esteem, can help in reducing the negative long-run consequences of bullying," she said. "However, this type of intervention should also be paired with well-designed anti-bullying interventions led by schools and teachers." Read more [here](#).