MODULE FOR STANDARD 2
K-12 SAP BRIDGE TRAINING

The Student Assistance Team and Process

Standard 2 Core Competencies addressed in this power point:

- 2a. Define the Pennsylvania SAP as a school-based referral and support model consisting of four phases: referral, team planning, intervention and recommendations, and follow-up and support

➢ **Training Components:** 2.a.1 and 2.a.4

- 2b. Describe an effective SAP Team structure.

➢ **Training components:** 2.b.1

- 2c. Define the components and qualities of an effective SAP Team approach.

➢ **Training components:** 2.c.1, 2.c.4, and 2.c.5.

- 2d.Describe the coordination of school & community initiatives and resources that form a school-based continuum of care for students and families referred to SAP, and SAP's collaborative role with these resources.

➢**Training components:** 2.d.1, 2.d.2, and 2.d.3

Review of the Four Phases of SAP

- **Referral-**to the SAP team.

- **Team Planning-**to gather and review facts, needs, resources and options.

- **Intervention and Recommendations-** to formulate most effective strategies for each student's needs and implement the plan.

- **Follow-up and Support-** to review plan and provide needed support to student and family.

2a.1

SAP Best Practice Process Sample Flow Chart

- Concerns observed by referral source
- Referral to SAP Team
- Assignment to a case manager
- Parents contacted to obtain written parent guardian consent and interview parents
- Sent and gathered Behavior Checklists(Academics, Behavior, Health, Attendance)
- Student interviewed

SAP Best Practice Process Sample Flow Chart (cont.)

- Develop a tentative intervention plan(pending approval of parents)

  School-based support:

  - Educational support groups, mentoring, check-in and check out, and check and connect, etc.

  - If necessary, referral to SAP Liaison or other appropriate community service

- Implement, monitor, support, and evaluate

What are the Responsibilities of the SAP Team ?

- To identify the observable behaviors impeding student success and any trends in behavior
- To determine if the concern is within the scope of the school and SAP Team
- To partner with parent(s)/guardian
    - Obtain written consent
    - Develop an intervention plan
- To provide in-school supports, for example: educational support groups, mentoring tutoring, check-in and check-out, and check and connect

SAP Team Responsibilities (Cont.)

- Help parents and students find resources when the concern lies beyond the scope of the school (referral to liaison for screening/ assessment).

- Collaborate with parents during and after treatment, if community based services are warranted.

- If community based services are warranted, the SAP Team should collaborate with the parents and agencies during and after services.

2.d.3

Does your school have School-Wide Positive Behavioral Interventions and Support? If so, you should:

- Review the Practical Guidance for SAP Implementing SWPBIS Document 2011: http://www.sap.state.pa.us/uploadedfiles/SAP-SWPBScoreteamcoordination-8-1-11.pdf

- Find out how SWPBIS operates in your building.

- Determine how it does or could coordinate with the SAP program.

Coordination with SAP and School-Wide Positive Behavioral Interventions and Supports

- **Referral phase**: If Tier 1 intervention through SWPBIS is not sufficient to aid a student, then a referral to SAP may be an appropriate Tier 2 intervention.

- **Team planning phase:** It is helpful to have a common team member on both the SWPBIS and SAP teams.

- **Implementation phase:** In school resources such as "check-in, check-out" and "check and connect" can be positive in-school supports for students involved in SAP (see www.PAPBS.org for more information).

2d1

Act 211 of 1990 states that SAP must be made available to all students.

- Also, consider the Individuals with Disabilities Education Improvement Act (IDEIA) which entitles children to an Individualized Education Plan (IEP).
  - Parents have rights to **due process** in IDEIA; meaning they have a right to very specific timelines for their child to be evaluated and to have input into the process.
- Students with an IEP can be referred to SAP as long as it does not interfere with or contradict the IEP. SAP teams may need to refer some students or concerns back to the IEP Team. There should be a common team member on both SAP and IEP Teams. 2d1

Other Considerations
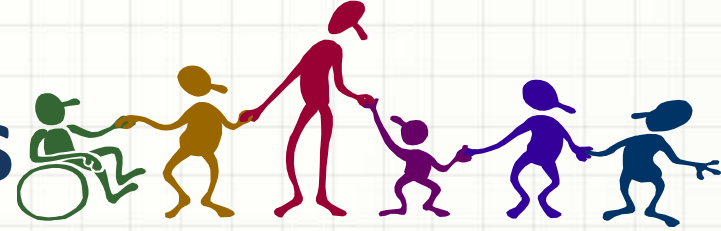
Rehabilitation Act of 1973 – Section 504

- Federal Civil Rights Statute provides "reasonable accommodations" for "handicapped" persons.

- Handicapped is defined as:

  ➢ "Any impairment of a life function that substantially limits or prohibits participation in or access to an aspect of the student's school program".

Section 504 (Cont.)

- Section 504 is enacted through an accommodation plan mutually agreed upon by school district and parent.

- Students with a 504 agreement can be referred to SAP, as long as it does not conflict or interfere with its implementation.

- Collaboration is the key!

Other Considerations

- SAP referrals and interventions should be made by the disciplinarian if the infraction involves tobacco, alcohol and other drugs. (Keep in mind that SAP is voluntary and can be offered as an alternative to other consequences but cannot be mandated.)

- Referral to SAP should occur prior to referral to alternative education and allow ample time for remediation. (SAP is not a pass-through for Alternative-Education.). 2d1.

Limits of Confidentiality

- Written information can be shared with outside agencies only with *written* parent consent.

  or

- A letter of agreement with the school district outlining SAP liaison services.

- Only valid for information where they have legitimate educational interest.

PA SAP Components and Indicators Handbook

- The handbook highlights the results of the PA Student Assistance Evaluation Project.
- There are nine implementation indicators that have been researched as being essential elements of an effective SAP Team.
- Teams with more indicators are more effective.
- There is a checklist that teams can utilize to evaluate effectiveness.
- There is a worksheet to assist with areas of remediation. 2c5

Nine Implementation Indicators:
Component 1. Policy and Procedures

- Building administrators are involved and support SAP

- Drug and Alcohol and Mental Health SAP liaison works with team

- SAP Coordinator for the building

Nine Implementation Indicators: Component 1. Policy and Procedures (Cont.)

- Policy violations and consequences for alcohol, drugs, involving weapons, tobacco

- SAP structure and organization (including members and title, clear delineation of roles and responsibilities, meeting times, membership selection criteria, etc.

Nine Implementation Indicators: Component 2. Communications

- Description of SAP services for faculty, students, and others including handbooks, brochures, etc.

- In-services for teachers, pupil personnel, support staff, and administrators provide time and support for SAP information updates

- Specific student communication strategy

- Specific parent communication strategy

Nine Implementation Indicators: Component 2. Communications (Cont.)

- SAP is accessible to all students

- Formal referral procedures and decision-making process

- Screening process includes clear and consistent student data collection and review procedures

Nine Implementation Indicators: Component 3. Referral Mechanism

- Confidentiality guidelines for teams are well delineated with members demonstrating respect for and understanding of parents' and students' privacy rights

- Cases are continuously monitored

- Screening process includes clear and consistent student data collection and review procedures

Nine Implementation Indicators: Component 3. Referral Mechanism (Cont.)

- Confidentiality guidelines for teams are well delineated with members demonstrating respect for and understanding of parents' and students' privacy rights

- Cases are continuously monitored

Nine Implementation Indicators: Component 4. Parent Participation

- Formal parent involvement procedures
- Policy statement defining parents/guardians as decision makers who provide active consent and includes a formal parent involvement and satisfaction procedure
- Confidentiality guidelines known and respected

Nine Implementation Indicators: Component 4 Parent Participation (Cont.)

- Demonstration of respect for parent and family privacy rights

- Clear and consistent parent consent process and procedures

- Information release form, process, and procedures for consent to exchange confidential student information

Nine Implementation Indicators: Component 5. Team Planning

- Regular meeting time sufficient to complete SAP work

- Members' role assignments and responsibilities articulated (e.g. leaders, secretary, case manager)

Nine Implementation Indicators: Component 5. Team Planning (Cont.)

- Case assignment and management procedures

- Regular meeting space with access to telephone

- Inter-team communication system

Component 6. Intervention and Recommendations

- Support and provide linkages for students and parents to access school and community services

- Team monitors and receives feedback on school and community assessments

- Continuous monitoring of student progress, parent involvement and recommendations

Nine Implementation Indicators: Component 6. Intervention and Recommendations (Cont.)

- Written guidelines for dealing with problems that are beyond the scope of the school's responsibility (e.g. provision of treatment, suicide assessments)

- Written information available on school and community resources, services, and options

Nine Implementation Indicators: Component 7. Follow-up and Support

- Procedures promote student access to and compliance with school and community services and treatment recommendations

- School resources are available and accessible

- Student follow-up procedures and process promotes student contact and support

Nine Implementation Indicators: Component 7. Follow-up and Support Continued

- Community resources are available and accessible

- Continuous monitoring of student progress, parent involvement and compliance of treatment recommendations

Nine Implementation Indicators: Component 8. Training

- Team members participate in all Commonwealth Approved Trainings
- Team members participate in a maintenance and development training program
- Team has adequate training schedule and budget

Nine Implementation Indicators: Component 8. Training (Cont.)

- Team members have the opportunity and support for advanced SAP training

- School and community agency staff participate in ongoing SAP training

Nine Implementation Indicators: Component 9. Outcome Indicators and Evaluation

- SAP monitoring and improvement mechanisms are in place

- SAP team maintains a student data management system to track student attendance, GPA, failed courses, grade retention, and school leaving

- Student SAP service participation and utilization system provides accurate and timely information

Nine Implementation Indicators: Component 9. Outcome Indicators and Evaluation (Cont.)

- Student interventions, recommendations, and outcomes are regularly assessed for quality and goal attainment

- Stakeholder input and suggestions are solicited and tallied

- SAP satisfaction information is solicited and utilized

- *PA Student Assistance Program Components and Indicators Handbook www.sap.state.pa.us*

To Aid in the Effective Team Planning Phase of SAP Process:

A Case Manager Should:

- Call parent(s) and send home a SAP Parent/Guardian consent form.

- Set up a time to meet with the parent/guardian.

- Send out and compile behavior checklists.

*Adapted from "Sample Student Assistance Program Case Manager Checklist" www.sap.state.pa.us

Case Manager Responsibilities (Cont.):

- Review report cards and previous relevant educational records (attendance, testing, current class schedule, discipline records, guidance records, nurse records etc.).

2c4

Case Manger Role (Cont.)

- Interview the student after written parent/guardian consent is received.
- Present information at SAP meeting.
- Keep appropriate SAP case file notes current.
- Collaborate with SAP liaison and other community resources as needed.
- Continue to keep lines of communication open with parent/guardian.

2c4

What is the Role of the SAP Liaisons?

- The role of the SAP liaisons is defined in the "Minimum Guidelines for County Mental Health Programs and Liaison Providers" and the "Best Practice Guidelines for Single County Authorities" and then outlined in the Letter of Agreement.

- The liaisons can assist in all phases of the SAP process especially the implementation, follow-up, and support phases.

What is the Role of Mental Health and Drug and Alcohol SAP Liaisons?

- Schools should have letters of agreement with county designated drug and alcohol and mental health liaison provider agencies which should include the following:
  - At minimum twice monthly SAP Team meeting attendance which is a requirement for MH Liaisons. (D&A Liaison-as time and funding permits).
  - Screening/assessment of students
  - Community referral services
  - Any additional services such as: postvention services or treatment services. 2d2

What is the Role of D&A and/or MH Liaisons?

- As time or funding permits, provide connections between SAP teams and community-based services

- Participation in SAP K-12 team meetings is currently available when time and funding permit

- Provide intake and/or assessment services to referred families and students to help connect them to community based MH and/or D&A services

- *See a sample Letter of Agreement at* *www.sap.state.pa.us*

2d2

SAP School-Based Follow-Up and Support

- The SAP Team should plan for supports needed and monitor the student's progress.

- The SAP case manager should assist in coordinating the back to school transition with the student, family, and treatment agency if applicable.

- They should identify the types of supports in place that will assist the student in transitioning back into the school environment after out of home/school placement or treatment.

2.c.4 and 2.d.3

SAP School-Based Follow-Up and Support (Cont.)

- Aftercare (Continuing Care)Planning needs to occur prior to re-entry into school.

- SAP Team should obtain the recommendations from the treatment facility and discuss how those needs will be met.

- The appropriate liaison(s) may provide assistance in supporting a student's continuing care plan in the school.   2d3.

What is the Role of the SAP Team in Follow-up & Support?

- The SAP team continues to work with and **support** the student.

- The SAP team maintains **communication with the parent/guardian** to keep the lines of communication open.

- **Follow-up includes**: monitoring, mentoring, and motivating the student for academic success.

What is the Role of the SAP Team in Follow-up & Support? (Cont.)

- The SAP team can plan in-school support services **during and after** treatment for students receiving community agency services.

- The SAP team continues to monitor the student's progress.

- **Revisit** the success of the plan and the student's needs.

- **Modifications** to the plan should be made, if necessary. 2a4