Commonwealth of Pennsylvania
Departments of Education, Health, and Public Welfare
Network for Student Assistance Services

Student Assistance Program
Training System

HANDBOOK

GUIDELINES,
MONITORING PROCEDURES,
STANDARDS AND CORE COMPETENCIES,
AND RELATED INFORMATION

Revised July 25, 2006
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Preface

The Commonwealth Student Assistance Program, which is administered by the Department of Education in collaboration with the Departments of Health and Public Welfare, is designed to assist school personnel in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's learning and school success. The primary goal of SAP is to help students overcome these barriers in order that they may achieve, remain in school, and advance. While Student Assistance Programs exist in other areas of the country, the structure and operation of the program in Pennsylvania is a unique expression of an integrated model serving the needs of Pennsylvania families and their students since 1984.

Student assistance is not a treatment program; rather, it is a systematic process using effective and accountable professional techniques to mobilize school resources to remove the barriers to learning, and, when the problem is beyond the scope of the school, to assist the parent and the student with information so they may access services within the community. The student assistance team members do not diagnose, treat or refer for treatment; but they may refer for an assessment for treatment. It is the parent's right to be involved in the process and to have full access to all school records under applicable state and federal laws and regulations. Involvement of parents in all phases of the student assistance program underscores the parents' role and responsibility in the decision-making process affecting their children's education and is the key to the successful resolution of problems.

The core of the program is a professionally trained team, including school staff and liaisons from community agencies, who deals with issues based upon state guidelines, professional standards, and policies and procedures adopted by the local board of school directors. Professional training conducted by Commonwealth Approved SAP Training Providers, consistent with state guidelines, is required to ensure the appropriateness of the recommended services, effective interagency collaboration, and compliance with state and federal laws protecting the privacy rights of parents and students. The rigorous training for team members, which results in a certificate from the approved training provider, ensures the local board of school directors, school administrators, parents, students, and the public that team members have received up-to-date professional training consistent with accountable standards and appropriate professional procedures.
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Section I:

INTRODUCTION
Introduction

The Commonwealth SAP Interagency Committee (hereby known as Interagency) established a system of Commonwealth Training Providers in 1986 for the purpose of providing consistent and quality training to Student Assistance Program team members. At that time, applications were accepted for agencies to become Commonwealth Approved SAP Training Providers. The system was reopened in 1999 to accept applications and several new training providers were approved. The system was again reopened in 2004 and remains open with an annual application process.

The Commonwealth Student Assistance Program Training System was established to:

1. Ensure training is local, readily accessible, responsive to school needs, and reasonably priced;
2. Develop standards which training providers are required to meet in order to maintain certification; and
3. Develop a quality assurance process, including measurement of the competencies, and routine monitoring of trainings to ensure that each training addresses standards and competencies.

The training system is responsive to the need for localized, effective SAP training while accomplishing the Commonwealth's goal of maintaining a high quality training system through strong professional training providers.

It is the responsibility of Interagency to ensure that training services to the schools meet the following:

<table>
<thead>
<tr>
<th>Criteria:</th>
<th>Defined:</th>
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<tbody>
<tr>
<td>1. Quality Training</td>
<td>Adherence to standards and core competencies and the implementation of effective training strategies.</td>
</tr>
<tr>
<td>2. Delivery of Services</td>
<td>Sufficient flexibility in training design to offer scheduled trainings at locations and times amenable to school schedules.</td>
</tr>
<tr>
<td>3. Range of Services</td>
<td>Team training, revitalization training, team maintenance, technical assistance, educationally-based support group training, and other related services to promote improvement of the Student Assistance Program.</td>
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</tbody>
</table>

The Pennsylvania Network for Student Assistance Services (hereby known as PNSAS) monitors the implementation of the above criteria through on-site monitoring of trainings and feedback evaluation from trainees regarding the services of the Commonwealth Approved Training Providers.
Section II:

TRAINING SYSTEM GUIDELINES
Guidelines for the Commonwealth Student Assistance Program Training System

Requirements for Commonwealth Approved Training Providers

In order to maintain certification, a Commonwealth Approved Training Provider must meet the following requirements:

1. Establish and/or maintain ongoing linkages, working relationships, and communication with the related educational and child-serving systems in any area in which training occurs. These systems, which include schools, agencies providing services for drug and alcohol, mental health and mental retardation, juvenile probation, and children, youth, and families, are to be used as resources for the design and/or provision of SAP training and technical assistance.

2. Demonstrate commitment to the service area including an understanding of the service needs of the general cultures of the population residing in the service area and a history of continuing SAP-related service delivery or an active and on-going consultative affiliation with a systems services provider (noted in # 1 above). If a Training Provider had experience in a school setting but is not currently providing elementary and/or secondary education, then a consultative relationship with agency personnel would meet this standard. In like manner, if a SAP Training Provider had previous experience in an agency setting but is not now providing services, then an active consultative relationship with personnel employed in the schools would meet this standard.

3. Utilize qualified personnel, either by employment or contract, to carry out with consistency the required training and technical assistance and ensure their ongoing professional development. Provide vitas of training team members. These vitas should reflect background in SAP-related activities and sufficient representation of the child-serving systems. Additionally, vitas must reflect training and expertise in the areas in which they are providing training, the required qualifications for SAP training providers, the diversity of the child-serving system(s), ongoing professional development, and cultural competency training.

1 Statutory authority for these Guidelines is found in 24 P.S. §15-1547 which reads: "On or before June 1, 1991, the Secretary of Education shall recommend to the General Assembly a plan to require and assist each school district to establish and maintain a program to provide appropriate counseling and support services to students who experience problems related to the use of drugs, alcohol and dangerous controlled substances." The Secretary's plan which was submitted to the General Assembly on April 19, 1991, designates the Student Assistance Program as the vehicle for providing counseling and support services to students. On December 3, 2005, The State Board of Education amended Chapter 12 regulations that address student rights and responsibilities and student services to incorporate the requirement for student support services plan and Student Assistance Programs. In order to meet the needs of local schools for professionally trained staff to implement and maintain the student assistance program, the Commonwealth Student Assistance Program Training System has been established. It is the responsibility of the Department of Education to maintain this training system.
4. Possess knowledge and expertise in the use of effective tools and strategies to measure the achievement of competencies by trainees and provide coaching and technical assistance for the achievement of competencies on-site.

5. Demonstrate the capacity and willingness to provide required SAP trainings, action-planning assistance for new teams, team revitalization training, technical assistance for the day-to-day operations of SAP in the school and at the policy level, and educationally-based support group training as reasonably requested by schools in the service area. This also includes regular and on-going consultation with local schools to meet their needs and incorporate their recommendations in designing, presenting, and improving the trainings.

6. Cooperate with the Commonwealth SAP Training System for the purpose of training design and agenda approval, record keeping, and monitoring of the Training Provider's processes and procedures.

7. Provide competency-based trainings and other services to local schools consistent with the laws, regulations, and guidelines of the Departments of Education, Public Welfare, and Health.

8. Designate a lead trainer who meets the Qualifications for Lead Trainers. The Commonwealth Approved Training Provider may not contract this lead trainer responsibility out to another agency, organization, or individual.

9. Ensure that all training team members are representing the position of the Commonwealth SAP Interagency Committee (Departments of Education, Public Welfare, and Health) when presenting laws, regulations, guidelines, and the SAP process.

10. Notify the Pennsylvania Network for Student Assistance Services’ Communications Coordinator and appropriate regional coordinator at least forty-five (45) days in advance of all scheduled SAP trainings.

11. Attend mandatory Executive Board Meetings and Training of Trainers Sessions.

12. Participate in meetings for the purpose of improving training practices and reviewing updated policy changes affecting student assistance programs in the schools.


14. Actively participate in Training System workgroups and committees for the purpose of systems improvement on both statewide and local levels.

Requirements for Lead Trainers

The Lead Trainer will:

1. Adhere to the Guidelines and Requirements for the Commonwealth SAP Training System.

2. Adhere to directives from the Commonwealth regarding scheduling, notification, data collection, and submission and maintenance of SAP training records.
3. Ensure that all training team members are aware that they are representing the position of the Commonwealth SAP Interagency Committee (Departments of Education, Public Welfare, and Health) when presenting laws, regulations, guidelines, and the SAP process.

4. Participate in mandatory trainings as deemed necessary by the Commonwealth.

5. Play a significant role in the preparation, delivery, and evaluation of all SAP trainings.

6. Ensure that the design and training agenda, the background and expertise of the presenters, and the content and materials distributed at the trainings are consistent with the laws, regulations, and guidelines that govern the Commonwealth Student Assistance Program.

7. Adhere to Executive Board Protocol.

**Qualifications for Lead Trainers:**

1. Must be employed by the applicant. The agency may not contract lead trainer responsibilities out to another agency, organization, or individual.

2. Must have completed SAP Training conducted by a Commonwealth Approved SAP Training Provider within the last two years.

3. Must have knowledge/direct experience in:
   - Child/adolescent development
   - Training design and delivery/adult learning theory
   - Working with schools and/or agencies in the SAP process
   - Family, child, and adolescent serving systems
   - Application of laws, regulations, and guidelines that govern the Commonwealth Student Assistance Program
   - Basic crisis response and school safety issues (i.e. PEMA, NOVA, CISM, etc.)
   - Cultural competency training
   - Use of effective tools and strategies to measure the achievement of core competencies by trainees and provide coaching and technical assistance for the achievement of on-site competencies.
   - Practicing effective conflict management.
   - Interfacing with local educational agencies and community agencies and adapt training to local needs.

4. **Must possess the ability to:**
   - Design and deliver effective training in the Pennsylvania SAP core team model.
   - Develop training programs that enhance the practice of the Pennsylvania SAP core team model.
   - Coordinate and manage all training details (registration process, budgets, information sharing, evaluation and performance improvement, Act 48, etc.).
   - Provide leadership to training team on changes and improvements to the training design.
   - Differentiate between educational skill development groups and therapy groups.
• Utilize a variety of presentation skills for adult learners.
• Network with county agencies and advocate for SAP-related issues on the county and state levels.
• Collaborate with school, agency, and governmental professionals on issues that impact SAP.

Process for Appointing New Lead Trainers

This process applies when there is a vacancy in the lead trainer position or when a training provider wishes to designate an additional lead trainer. The agency must submit an application (refer to pages 104-108) that is to be completed by the potential lead trainer and signed by the agency director and potential lead trainer at least 90 days in advance of the agency’s next scheduled SAP Training. PNSAS staff will evaluate the application. The applicant can be granted a six-month grace period if they do not fully meet the requirements at time of application. Applicants can request an additional six-month extension. The grace period will not exceed one year. A personalized action plan will be developed for applicants, if needed.

Requirements for Training Team Members

1. Must have attended SAP Training conducted by a Commonwealth Approved SAP Training Provider within the last two years.

2. Training team members must demonstrate training and expertise in the areas of:
   • training content
   • ongoing professional development
   • cultural competency training

3. The training team must represent diversity in child-serving systems.

Process for Requesting Approval for Changes in Training Team Members and/or Training Design

All changes that occur in training team members, modules, agendas, competency assignments, manual content, etc. must be submitted for approval to the appropriate PNSAS Regional Coordinator at least 45 days prior to the next training. Trainings incorporating the changes should not occur until written approval is issued by the PNSAS Regional Coordinator.

Competency-Based Training

Professional training to serve as a core team member in all phases of the student assistance process is required. The training offered by a Commonwealth Approved Training Provider must be consistent with standards and core competencies as outlined in these Guidelines. Training conducted by an approved Training Provider ensures the appropriateness of the recommended services, effective local interagency collaboration, and compliance with state and federal laws protecting the privacy rights of parents and students. The completion of training for team members will result in the issuance of a certificate of completion from the Training Provider. This certificate ensures the local board of school directors, school administrators, parents, students, and the community that team members have received up-to-date professional training consistent with accountable standards and appropriate professional procedures.
Training Standards and Core Competencies help ensure total quality of the training for prospective members of Student Assistance Program (SAP) teams in schools. The standards and core competencies provide a common framework for the Student Assistance Program training that affords the consistent delivery of information among all of the Commonwealth Approved Training Providers, while allowing for local flexibility. The purpose of establishing Training Standards and Core Competencies was to develop mastery of skills and knowledge among the participants - not just classroom time. Training providers utilize a two-part process in providing SAP training. The first part consists of classroom-based activities covering all of the standards and core competencies required for all Commonwealth SAP trainings. During the second phase, participants display skills and the ability to take the information they learned in the training and apply it to practical SAP situations. The training provider selects the individual participant’s on-site assignment(s) based on areas that need to be strengthened and/or enhanced.

A Commonwealth Approved Training Provider must design its training on the basis of standards and core competencies outlined in these guidelines and reflective of local needs. In addition, Training Providers must design and incorporate appropriate measurement criteria to ensure attainment of core competencies by the trainees. These measurement tools might include:

- **Written Exercises** - Written situations to ascertain the trainee's understanding of information presented during training sessions;
- **Case Studies** - Anonymous student profile and behavioral information typically handled within the student assistance process whereby participants apply knowledge and skills gained to a resolution of the case;
- **Situational Design** - Contrived situations involving interpersonal dynamics encountered as team members work together using the SAP process whereby participants employ team maintenance strategies learned during the training;
- **Role Play** - An opportunity during the training for trainees to practice and experience diverse roles presented in a variety of situations typically encountered in the SAP process;

Other measurements may be developed and included by the Training Provider as deemed necessary to assure attainment of core competencies by the trainees.

**On-Site Competency Assignments**

Prior to issuing Act 48 Continuing Education Credit Hours to a trainee, the Training Provider must be assured through on-site competency completion that a trainee is prepared to function as an integral part of the student assistance program core team. Each Training Provider must assign several competencies to each training participant, based on areas of need, that the trainee must achieve at their home site. In assigning competencies, the Training Provider is expected to take into account the position of the prospective member of the SAP program, his or her role in the process, and level of attainment of competencies obtained during the training.
**Award of Act 48 Continuing Education Credit Hours**

The PA Network for Student Assistance Services has received approval to offer thirty (30) Act 48 continuing education credit hours for SAP Training conducted by Commonwealth Approved SAP Training Providers. The Network will issue credit hours to training participants only after the participant completes all on-site competency assignments. Training Providers must establish a process for monitoring trainee’s submission and approval of on-site competency assignments.

The Commonwealth Approved Training Provider must submit participant rosters to the Network’s Communications Coordinator within thirty (30) days of the date the individual completes their competency assignments. Act 48 CEC hours for SAP Training conducted by a Commonwealth Approved Training Provider must be processed through the PA Network for Student Assistance Services. The Training Provider reserves the right to refuse the issuance of certificates and Act 48 continuing education credit hours to training participants. Refer to page 89 for the Act 48 submission process.

On January 1, 2004, a six-month time limit for submitting on-site competency assignments was implemented by Interagency. Trainees not submitting on-site competency assignments within six months after the last date of training will not be eligible to receive Act 48 credits, nor will they receive a certificate of completion. This six-month time limit is in effect for all trainings that occur after January 1, 2004.

**Ethical Guidelines**

A. Training Quality

1. The Commonwealth Approved Training Provider professionals will uphold Interagency’s commitment to quality student assistance trainings that include experiences designed to prepare teams to:
   a. Recommend appropriate services for students and schools.
   b. Collaborate effectively with local agencies.
   c. Follow federal, state, and local confidentiality regulations and laws.

2. Commonwealth Approved Training Provider professionals will design trainings which include an accurate measurement of trainee’s attainment of the “Commonwealth’s Training Standards and Core Competencies.”

3. Commonwealth Approved Training Provider professionals will use a variety of effective instructional designs that ensure high quality trainings and the attainment of the necessary competencies of all successful trainees.

B. Training Availability

Commonwealth Approved Training Provider professionals will support Interagency’s commitment to the availability of student assistance training to all professional staff that are involved with the student assistance process. The trainers are committed to reducing any barriers to training for participants including those associated with cost, distance, scheduling, and range of services.
C. Standards for Commonwealth Approved Trainers

Commonwealth Approved Training Provider professionals will strive to cooperate in the spirit of goodwill with other Training Providers in adhering to the Requirements for Commonwealth Approved Training Providers.

D. Professional Responsibility (Adapted from the work of the Office of Student Services, Indiana Department of Education)

Commonwealth Approved Training System professionals will:
1. Monitor one’s own physical, mental, emotional health, and professional effectiveness.
2. Refrain from any destructive activity leading to inadequate services or harm to self or a training participant.
3. Take personal initiative to maintain professional competence and keep abreast of innovations, trends, and legal issues related to the field of Student Assistance Programs and the training system.
4. Understand and act upon their commitment and responsibilities to the Student Assistance Program and the training system.

FAILURE TO ADHERE TO GUIDELINES

In order to maintain status as a member of the Commonwealth Training System, each Commonwealth Approved Training Provider is expected to comply with provisions outlined in this document. PA Network for Student Assistance Services staff will routinely conduct on-site visitation at trainings to ensure compliance with all training standards and competencies as part of the recertification process for training providers (refer to Section 4. Monitoring Process).

Failure to comply with these Standards will result in a written response from the Network citing the area(s) of concern and recommendations for resolving the matter. An action plan outlining measures necessary to ensure compliance and a timeline for resolution will be jointly developed by the Network and the Commonwealth Approved Training Provider. If a Commonwealth Approved Training Provider fails to implement recommendations to maintain the standards and core competencies and other provisions as outlined in these Guidelines, Interagency may, after full notice to the Commonwealth Approved Training Provider including an opportunity for a hearing, suspend or revoke approval status.
COMMONWEALTH OF PENNSYLVANIA
STUDENT ASSISTANCE PROGRAM

TRAINING STANDARDS AND CORE COMPETENCIES

Adopted December 17, 2003

Commonwealth SAP Interagency Committee
Departments of Education, Public Welfare, and Health
## Standard 1 - History and Research Base

The training program will provide activities and information that will promote participants’ knowledge and skill in understanding the history, evolution, and research base of the Commonwealth of Pennsylvania’s Student Assistance Program model.

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Core Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 SAP as a collaborative statewide initiative of the Departments of Education, Public Welfare, and Health.</td>
<td>1.a. Identify the agencies involved in the Commonwealth SAP Interagency Committee.</td>
</tr>
<tr>
<td>1.2 History/timeline of SAP development in Pennsylvania.</td>
<td>1.b. Describe the key events in the evolution of Pennsylvania’s SAP model.</td>
</tr>
<tr>
<td>1.3 Basic Education Circular 24 P.S. §15-1547.</td>
<td>1.c. Review the purpose of SAP in Pennsylvania as a systematic mechanism of identification, intervention, referral assistance, and support/follow-up, including continuing care supports.</td>
</tr>
<tr>
<td>1.4 Role and function of SAP in the educational process.</td>
<td>1.d. Describe the role of the SAP professional in addressing barriers to learning for all students.</td>
</tr>
<tr>
<td>1.5 Pennsylvania’s four-phase SAP process.</td>
<td>1.e. Discuss the essential role of parents/caregivers as decision makers/partners in SAP.</td>
</tr>
<tr>
<td>1.6 Pennsylvania’s nine components and indicators of effective student assistance programs.</td>
<td>1.f. Identify SAP as one program in a continuum of services offered in a comprehensive safe and drug-free schools plan.</td>
</tr>
<tr>
<td>1.7 Use of performance reporting process in planning and improvement of SAP at the local and district levels.</td>
<td>1.g. Identify the four phases of the Pennsylvania SAP process: referral, team planning, intervention and recommendations, follow-up and support.</td>
</tr>
<tr>
<td></td>
<td>1.h. Identify the components and quality indicators for a school’s SAP team.</td>
</tr>
<tr>
<td></td>
<td>1.i. Generate and utilize on-line performance reports, and parent/caregiver and student satisfaction forms.</td>
</tr>
<tr>
<td></td>
<td>1.j. Incorporate the results of SAP performance reports in program planning and improvement.</td>
</tr>
</tbody>
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### Standard 2 - The Student Assistance Core Team and the SAP Process

The training program will provide activities and information integral to the development of the core team and team process, and skills needed to implement the program.

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Core Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Core team essentials: team composition, roles and function of members, and linkages with administration and school policies.</td>
<td>2.a. Define appropriate roles and responsibilities for team members within the team and in relation to others in the school community.</td>
</tr>
<tr>
<td>2.2 The steps and tasks of the SAP team process (referral through follow-up) and the importance of each to an effective continuum of SAP care.</td>
<td>2.b. Describe and outline a flow chart that highlights the Commonwealth SAP core team process from receipt of referral through intervention to follow-up and support.</td>
</tr>
<tr>
<td>2.3 Boundaries of SAP as a behaviorally based identification model: not diagnosis and treatment.</td>
<td>2.c. Demonstrate the ability to participate effectively in the core team meeting process.</td>
</tr>
<tr>
<td>2.4 Information and skills for identifying behaviors that impact school success and impede the learning process.</td>
<td>2.d. Articulate the boundaries of SAP as a behaviorally-based identification model and not an approach to diagnosis or treatment.</td>
</tr>
<tr>
<td>2.5 Student information gathering from multiple sources.</td>
<td>2.e. Describe observable student behaviors appropriate for SAP referral.</td>
</tr>
<tr>
<td>2.6 Communication, collaboration, and relationship building skills and their implications to internal and external team relations.</td>
<td>2.f. List methods to gather information regarding student behaviors from various sources.</td>
</tr>
<tr>
<td>2.7 Levels of SAP intervention processes including implementation of a continuum of school-based services as well as family and community resources.</td>
<td>2.g. Explain the components of effective teamwork and the advantages of utilizing staff from various disciplines within the educational setting.</td>
</tr>
<tr>
<td>2.8 Recommended record keeping practices.</td>
<td>2.h. Identify school-based and community-based resources and describe the importance of providing a continuum of care.</td>
</tr>
<tr>
<td>2.9 Team maintenance, new member integration, ongoing professional development, and self-care for team members.</td>
<td>2.i. Describe the need for ongoing follow-up and the potential need for consecutive and sequential intervention.</td>
</tr>
<tr>
<td>2.10 Strategies to inform the school and community of the SAP team process.</td>
<td>2.j. Demonstrate various intervention methods and differentiate when each is appropriate.</td>
</tr>
</tbody>
</table>
2.k. Articulate the importance of good record keeping and ways that SAP teams can utilize this information for team planning and decision-making.
2.l. Describe the importance of effective strategies for ongoing team maintenance and self-care for team members.
2.m. List strategies for selecting, integrating, retaining, and rotating team members.
2.n. Identify strategies to inform the school, students, parents, and community of the SAP team process.

### Standard 3 - Engaging Parents/Caregivers in the SAP Process

The training components will provide activities and information on the importance of involving parents/caregivers in the SAP process and the SAP team’s role in assisting parents/caregivers and students in identifying and accessing appropriate school and community resources.

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Core Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 The essential role of parents/caregivers as decision-makers and partners in the student assistance process.</td>
<td>3.a. Describe the role of parents/caregivers in the SAP process.</td>
</tr>
<tr>
<td>3.2 Strategies for engaging parents/caregivers early in the process.</td>
<td>3.b. Outline models of stages of change as they relate to student’s and parent’s/caregiver’s motivation.</td>
</tr>
<tr>
<td>3.3 Skills for interviewing and motivating parents/caregivers and students.</td>
<td>3.c. Develop intervention strategies based on the identification of the student’s and parent’s/caregiver’s level of motivation and the level of concern regarding the student’s observable behaviors.</td>
</tr>
<tr>
<td>3.4 Stages of change as they relate to students and parents/caregivers motivation.</td>
<td>3.d. Identify strategies for establishing and maintaining working relationships with parents/caregivers.</td>
</tr>
<tr>
<td>3.5 The role of culture and language proficiency in effective parents/caregivers communication.</td>
<td>3.e. Develop action plan for follow-through with students and parents/caregivers.</td>
</tr>
<tr>
<td>3.6 Importance of follow-through with parents/caregivers.</td>
<td>3.f. Describe adaptations and considerations needed for culturally effective/competent communication with parents/caregivers.</td>
</tr>
</tbody>
</table>
## Standard 4 - Professionalism and Related Laws and Regulations

The training program will provide activities and information on legal issues pertaining to the implementation of SAP in the school.

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Core Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Relevant laws affecting professional relationships between schools and parents/caregivers.</td>
<td>4. a. Discuss practical implications of federal and state legislation that impacts SAP.</td>
</tr>
<tr>
<td>4.2 Parent/caregiver and student rights.</td>
<td>4.b. Identify the legal rights of parents/caregivers and students in the SAP process.</td>
</tr>
<tr>
<td>4.3 Local school policies and procedures for ATOD, mental health, suicide, crisis, safety, and violence-related issues.</td>
<td>4.c. Discuss the importance of regularly reviewing and updating local school policies that involve SAP, such as ATOD, mental health, etc.</td>
</tr>
<tr>
<td>4.4 Delineation between SAP and discipline.</td>
<td>4.d. Outline the role of SAP in relationship to the disciplinary process.</td>
</tr>
<tr>
<td>4.5 Role of the SAP liaison and other community agencies in schools.</td>
<td>4.e. Outline the role of SAP liaisons and other community agency service providers in the SAP process.</td>
</tr>
<tr>
<td>4.6 Relevant laws affecting professional relationships between the agencies and parents/caregivers and students.</td>
<td>4.f. Summarize the difference in the legal and professional responsibilities of school professionals and agency personnel with particular attention to the application of confidentiality laws.</td>
</tr>
<tr>
<td>4.7 Letters of agreement and other contractual arrangements between schools and agencies.</td>
<td>4.g. Identify the types of contractual agreements that support SAP in the school, including letters of agreement.</td>
</tr>
<tr>
<td>4.8 Professional ethics, boundaries, responsibilities, and accountability.</td>
<td>4.h. Identify the possible consequences of working outside of the Commonwealth SAP model.</td>
</tr>
</tbody>
</table>
**Standard 5 – Understanding Risk and Resiliency Factors in Child and Adolescent Development**

The training program will provide activities and information on typical and atypical child and adolescent development and behaviors that are observed at school with an emphasis on a strengths-based approach that recognizes risk and resiliency factors that may impact school success.

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Core Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Appropriate strategies for working with students at their developmental level considering culture, language proficiency, age, gender, and other relevant characteristics.</td>
<td>5.a. Identify appropriate strategies for working with students at their developmental level considering culture, language proficiency, age, gender, and other relevant characteristics.</td>
</tr>
<tr>
<td>5.2 Information and research on developmental behaviors, including management strategies for all stages of child and adolescent development.</td>
<td>5.b. Demonstrate understanding of age-appropriate developmental milestones that children and adolescents must accomplish in order to develop into healthy adults.</td>
</tr>
<tr>
<td>5.3 Risk and resiliency factors related to current identified issues impacting students.</td>
<td>5.c. Differentiate risk and resiliency factors impacting student behavior.</td>
</tr>
<tr>
<td>5.4 Effective strategies for promoting resiliency in students, including information on current research-based resiliency models.</td>
<td>5.d. Identify and discuss strategies that SAP teams and other adults can use to influence and build resiliency factors in students in the school setting.</td>
</tr>
<tr>
<td>5.5 School-based methods for supporting students through school transitions and periods of vulnerability.</td>
<td>5.e. Identify strategies for facilitating support for students experiencing school transitions and periods of vulnerability.</td>
</tr>
</tbody>
</table>
**Standard 6 – Alcohol, Tobacco, And Other Drugs (ATOD) Issues that Impede School Success**

The training program will provide a basic understanding of ATOD issues that may present barriers to the success of children and adolescents in school.

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Core Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Current substances of use and abuse.</td>
<td>6.a. Identify common drugs of abuse, street names, and methods of use.</td>
</tr>
<tr>
<td>6.2 Impact of ATOD issues on families.</td>
<td>6.b. Describe common signs and symptoms of substance abuse.</td>
</tr>
<tr>
<td>6.3 Physiological, psychological, and sociological components of child and adolescent substance use.</td>
<td>6.c. Discuss the possible impact of addiction on the family system.</td>
</tr>
<tr>
<td>6.4 Implications of current research on child and adolescent ATOD use.</td>
<td>6.d. Describe the impact of substance abuse on the physical, physiological, psychological, and sociological development of students.</td>
</tr>
<tr>
<td>6.5 Consequences of enabling on school, families, and communities.</td>
<td>6.e. Identify behaviors observed in the school setting that may indicate substance use.</td>
</tr>
<tr>
<td>6.6 ATOD continuum of care</td>
<td>6.f. Describe the school’s role, responsibility, and boundaries in addressing substance abuse issues that present barriers to school success.</td>
</tr>
<tr>
<td>6.7 Identification of local resources for prevention and treatment of ATOD.</td>
<td>6.g. Utilize current research on ATOD issues in developing school programming.</td>
</tr>
<tr>
<td>6.8 Access issues (such as Managed Care) impacting availability of local resources to address ATOD issues.</td>
<td>6.h. Describe the influence of enabling on school, family, and community.</td>
</tr>
<tr>
<td></td>
<td>6.i. List the stage-appropriate interventions from initial usage through relapse.</td>
</tr>
<tr>
<td></td>
<td>6.j. Outline the ATOD continuum of care.</td>
</tr>
<tr>
<td></td>
<td>6.k. Summarize possible aftercare (continuing care) plans that could be utilized in the school setting for students returning from treatment.</td>
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<tr>
<td></td>
<td>6.l. List the local resources that are available in the community.</td>
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<td></td>
<td>6.m. Describe the access issues around availability of local ATOD resources.</td>
</tr>
<tr>
<td></td>
<td>6.n. Describe the key features of the addictive process, including the progression from misuse to dependency.</td>
</tr>
</tbody>
</table>
## Standard 7: Mental Health and Behavioral Health Issues that Impede School Success

The training program will provide a basic understanding of mental health and behavioral concerns that may present barriers to the success of children and adolescents in school.

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Core Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Common observable child and adolescent behaviors that may be signs/symptoms of behavioral problems and common mental health issues for students and their families.</td>
<td>7.a. Identify behaviors observed in the school setting that may be signs of behavioral and/or mental health concerns.</td>
</tr>
<tr>
<td>7.2 Current research on risk factors that can lead to suicide and other mental health concerns in youth.</td>
<td>7.b. Identify risk factors that can lead to suicide and other mental health concerns in youth.</td>
</tr>
<tr>
<td>7.3 Issues of grief and loss that impact school performance.</td>
<td>7.c. Describe how grief and loss impact school performance.</td>
</tr>
<tr>
<td>7.4 Best practice methods for schools that remove barriers to learning for students seeking assistance for mental health, behavioral, and related issues.</td>
<td>7.d. Describe the school’s role, responsibility, and boundaries in identifying and addressing mental health and behavioral concerns that present barriers to school success.</td>
</tr>
<tr>
<td>7.5 School procedures that address suicide, postvention, and crisis response.</td>
<td>7.e. Locate and identify the school’s procedures for addressing suicide, postvention, and crisis response.</td>
</tr>
<tr>
<td>7.6 Nature of appropriate postvention and crisis response in a comprehensive safe school plan.</td>
<td>7.f. Describe the role of SAP in a comprehensive safe school plan.</td>
</tr>
<tr>
<td>7.7 Patterns of enabling that occur among educators, parents/caregivers, and in the community, in relationship to mental health issues.</td>
<td>7.g. Describe the influence of enabling on school, family, and community.</td>
</tr>
<tr>
<td>7.8 Mental health continuum of care for children and adolescents.</td>
<td>7.h. Discuss the components of an effective continuing care plan for students returning from care utilizing the mental health continuum of care and in-school supports.</td>
</tr>
<tr>
<td>7.9 Local resources for prevention and treatment.</td>
<td>7.i. Identify local resources that can be of assistance to students identified through SAP teams.</td>
</tr>
<tr>
<td>7.10 Limits of local resources including parent/caregiver and student rights in a managed care environment and insurance issues.</td>
<td>7.j. Describe the access issues around availability of local mental health resources.</td>
</tr>
</tbody>
</table>
Standard 8 – Culturally Appropriate SAP Practices

The training program will provide an understanding of the impact of socioeconomic, ethnic, personal belief systems, lifestyles, developmental levels, and other cultural factors that are inherent in all interactions during the SAP process.

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Core Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Impact of local community cultural issues on school climate.</td>
<td>8.a. Identify local community cultural features and issues and how they impact school climate.</td>
</tr>
<tr>
<td>8.2 Unique cultural strengths and needs of students and families.</td>
<td>8.b. List and discuss the factors that help to define the culture of each individual student and family.</td>
</tr>
<tr>
<td>8.3 Factors that help to define the culture of each student and family.</td>
<td>8.c. Identify and use professional practices that encourage SAP professionals to respect the diversity of each student and family.</td>
</tr>
<tr>
<td>8.4 Influence of the culture on each student and family on his or her response to the SAP process.</td>
<td>8.d. Assess his or her own strengths, needs, and boundaries when working with each student and family.</td>
</tr>
<tr>
<td>8.5 Culturally appropriate skills and professional practices</td>
<td>8.e. Demonstrate culturally competent interviewing and communication skills with students and families.</td>
</tr>
<tr>
<td>for SAP team members to employ during all stages of the SAP process including identifying culturally appropriate community resources.</td>
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</tr>
<tr>
<td>8.6 Individual participant's strengths, needs, and boundaries when working with each student and family representing diverse cultures and lifestyles.</td>
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<tr>
<td>8.7 Strategies for increasing the cultural competence of SAP team members.</td>
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</table>
Section III:

MONITORING
COMMONWEALTH APPROVED SAP TRAINING SYSTEM

Monitoring Plan

I. Purpose of the Monitoring Review Process

A. To insure that the Standards and Core Competencies for Student Assistance Program training are being met and measured effectively.

B. To provide technical assistance to Commonwealth Approved Training Providers to enhance the quality of Student Assistance Program training.

II. The Scope of the Monitoring Process Will:

A. Focus on the Training Provider's demonstrated adherence to the Guidelines for the Commonwealth Student Assistance Program Training System.

B. Apply to both SAP team training and add-on people training.

C. Focus on adherence to the standards and core competencies while providing suggestions for improvement.

D. Evaluate the effective implementation of Competency-Based Training.

III. Monitoring Process

A. Pennsylvania Network for Student Assistance Services staff will monitor Student Assistance Program training of each Commonwealth Approved Training Provider at least once every two (2) years. Additional site visits may occur to observe implementation of new procedures.

B. The Commonwealth reserves the right to conduct a monitoring visit at any time. Network staff reserves the right to visit any scheduled SAP training without prior notification.

C. Each Commonwealth Approved Training Provider will receive a written report of their monitoring visit.

D. Commonwealth Approved Training Providers failing to comply with the Training Standards and Competencies will be required to formulate a plan of action with appropriate timelines for corrections and implementation. Interagency reserves the right to suspend or revoke the certification of the Commonwealth Approved Training Provider pending correction. Pending approval of the correction plan, no further Student Assistance Program training should occur.
E. The Commonwealth Approved Training Provider will have an opportunity to use the Process for Resolving Compliance Issues.

IV. Personnel Involved in the Monitoring Review

A. Network staff will conduct the monitoring review for each Commonwealth Approved Training Provider. Interagency reserves the right to appoint other qualified professionals to assist as part of the monitoring team.
COMMONWEALTH APPROVED SAP TRAINING SYSTEM

Site Visits Procedures

A. Prior to Site Visit:
   1. Network staff will send written notification of the upcoming site visit to the lead trainer.
   2. The Commonwealth Approved Training Provider will provide the following items to the monitor(s):
      a. Copy of training modules/components, listing standard(s) and competency(ies) to be covered and what measurement method will be utilized
      b. Copy of the training agenda with names of presenters
      c. Training announcement, confirmation letter and/or agreement between training entity and school district/agency
      d. Sample participant certificate
      e. Copies of all competency measurements/assignments

B. During the Site Visit:
   1. The Commonwealth Approved Training Provider will provide the following items to the monitor during the visit:
      a. List of participants
      b. Copy of participant manual
      c. Additional materials used and/or distributed during training
   2. The monitor(s) will share information and discuss observations with the lead trainer throughout the monitoring visit.

C. After the Site Visit:
   1. The Commonwealth Approved Training Provider will submit copies of individual participant evaluations or a summary including written comments.
   2. The monitor will send a written monitoring report to the Commonwealth Approved Training Provider within ten (10) working days of the monitoring visit.
   3. The Commonwealth Approved Training Provider will review and return a signed copy of the written report to the monitor(s) within ten (10) working days of receipt of the report.
   4. If a required Plan of Correction is not submitted by the date indicated on the monitoring report, the Commonwealth Approved Training Provider will be placed on suspension by Interagency until such time the plan is submitted and approved.
   5. The monitor will send a copy of the final report to the Network’s Communications Coordinator upon completion of the monitoring process.
   6. Interagency will issue a recertification letter to the Commonwealth Approved Training Provider when all requirements of the monitoring visit are met.
**MONITORING SUMMARY:**

<table>
<thead>
<tr>
<th>Name of Provider:</th>
<th>Address:</th>
<th>Telephone:</th>
</tr>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Lead Trainer:</th>
<th>Monitoring Date(s):</th>
<th>Name of Monitor:</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Check all that apply:</th>
<th># Of training participants</th>
<th>Year Next Scheduled Visit is Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Biennial Visit</td>
<td></td>
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<tr>
<td>□ Unannounced Visit</td>
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<tr>
<td>□ Follow-Up Visit</td>
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</tbody>
</table>

**I. Standards and Core Competencies**  
Correction Plan Required?  ___YES  ___NO  
If yes, indicate specific Standards and Core Competencies out of compliance: ________________________________________________

**II. Training Delivery**  
Correction Plan Required?  ___YES  ___NO  
If yes, indicate specific items out of compliance: ________________________________________________

**III. Agency Requirements**  
Correction Plan Required?  ___YES  ___NO  
If yes, indicate specific items out of compliance: ________________________________________________

PNSAS Regional Coordinator Signature: ___________________________________________ Date: ____________________

Lead Trainer Signature: ___________________________________________ Date: ____________________
# I. STANDARDS AND CORE COMPETENCIES

## STANDARD #1 History and Research Base

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
<th>CORRECTION NEEDED Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a. Identify the agencies involved in the Commonwealth SAP Interagency Committee.</td>
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<tr>
<td>1.b. Describe the key events in the evolution of Pennsylvania's SAP model.</td>
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<tr>
<td>1.c. Review the purpose of SAP in Pennsylvania as a systematic mechanism of identification, intervention, referral assistance, and support/follow-up, including continuing care supports.</td>
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<tr>
<td>1.d. Describe the role of the SAP professional in addressing barriers to learning for all students.</td>
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<tr>
<td>1.e. Discuss the essential role of parents/caregivers as decision-makers/partners in SAP.</td>
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<tr>
<td>1.f. Identify SAP as one program in a continuum of services offered in a comprehensive safe and drug-free schools plan.</td>
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<tr>
<td>1.g. Identify the four phases of the Pennsylvania SAP process: referral, team planning, intervention and recommendations, follow-up and support.</td>
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<tr>
<td>1.h. Identify the components and quality indicators for a school's SAP team.</td>
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<tr>
<td>1.i. Generate and utilize on-line performance reports, and parent/caregiver and student satisfaction forms.</td>
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<tr>
<td>1.j. Incorporate the results of SAP performance reports in program planning and improvement.</td>
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</tr>
</tbody>
</table>
# STANDARD #2 The Student Assistance Core Team and the SAP Process

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
<th>CORRECTION NEEDED Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.a. Define appropriate roles and responsibilities for team members within the team and in relation to others in the school community.</td>
<td></td>
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<tr>
<td>2.b. Describe and outline a flow chart that highlights the Commonwealth SAP core team process from receipt of referral through intervention to follow-up and support.</td>
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<tr>
<td>2.c. Demonstrate the ability to participate effectively in the core team meeting process.</td>
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<tr>
<td>2.d. Articulate the boundaries of SAP as a behaviorally-based identification model and not an approach to diagnosis or treatment.</td>
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<tr>
<td>2.e. Describe observable student behaviors appropriate for SAP referral.</td>
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<tr>
<td>2.f. List methods to gather information regarding student behaviors from various sources.</td>
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<tr>
<td>2.g. Explain the components of effective teamwork and the advantages of utilizing staff from various disciplines within the educational setting.</td>
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<tr>
<td>2.h. Identify school-based and community-based resources and describe the importance of providing a continuum of care.</td>
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<tr>
<td>2.i. Describe the need for ongoing follow-up and the potential need for consecutive and sequential intervention.</td>
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<tr>
<td>2.j. Demonstrate various intervention methods and differentiate when each is appropriate.</td>
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<tr>
<td>2.k. Articulate the importance of good record keeping and ways that SAP teams can utilize this information for team planning and decision-making.</td>
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</tr>
</tbody>
</table>
2.1. Describe the importance of effective strategies for ongoing team maintenance and self-care for team members.

2.m. List strategies for selecting, integrating, retaining, and rotating team members.

2.n. Identify strategies to inform the school, students, parents, and community of the SAP team process.

STANDARD #3 Engaging Parents/Caregivers in the SAP Process

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
<th>CORRECTION NEEDED Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.a. Describe the role of parents/caregivers in the SAP process.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.b. Outline models of stages of change as they relate to student’s and parent’s/caregiver’s motivation.</td>
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</tr>
<tr>
<td>3.c. Develop intervention strategies based on the identification of the student’s and parent’s/caregivers’ level of motivation and the level of concern regarding the student’s observable behaviors.</td>
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<tr>
<td>3.d. Identify strategies for establishing and maintaining working relationships with parents/caregivers.</td>
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</tr>
<tr>
<td>3.e. Develop action plan for follow-through with students and parents/caregivers.</td>
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</tr>
<tr>
<td>3.f. Describe adaptations and considerations needed for culturally effective/competent communication with parents/caregivers.</td>
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</tr>
</tbody>
</table>
## STANDARD #4 Professionalism and Related Laws and Regulations

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
<th>CORRECTION NEEDED Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. a. Discuss practical implications of federal and state legislation that impacts SAP.</td>
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</tr>
<tr>
<td>4.b. Identify the legal rights of parents/caregivers and students in the SAP process.</td>
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<td>4.c. Discuss the importance of regularly reviewing and updating local school policies that involve SAP, such as ATOD, mental health, etc.</td>
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<td>4.d. Outline the role of SAP in relationship to the disciplinary process.</td>
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<td>4.e. Outline the role of SAP liaisons and other community agency service providers in the SAP process.</td>
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<tr>
<td>4.f. Summarize the difference in the legal and professional responsibilities of school professionals and agency personnel with particular attention to the application of confidentiality laws.</td>
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<td>4.g. Identify the types of contractual agreements that support SAP in the school, including letters of agreement.</td>
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<td>4.h. Identify the possible consequences of working outside of the Commonwealth SAP model.</td>
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## STANDARD #5 Understanding Risk and Resiliency Factors in Child and Adolescent Development

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
<th>CORRECTION NEEDED Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.a. Identify appropriate strategies for working with students at their developmental level considering culture, language proficiency, age, gender, and other relevant characteristics.</td>
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<td>5.b. Demonstrate understanding of age-appropriate developmental milestones that children and adolescents must accomplish in order to develop into healthy adults.</td>
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<tr>
<td>5.c. Differentiate risk and resiliency factors impacting student behavior.</td>
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<tr>
<td>5.d. Identify and discuss strategies that SAP teams and other adults can use to influence and build resiliency factors in students in the school setting.</td>
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<tr>
<td>5.e. Identify strategies for facilitating support for students experiencing school transitions and periods of vulnerability.</td>
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</table>

## STANDARD #6 Alcohol, Tobacco, and Other Drugs (ATOD) Issues that Impede School Success

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<thead>
<tr>
<th>COMPETENCIES</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
<th>CORRECTION NEEDED Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.a. Identify common drugs of abuse, street names, and methods of use.</td>
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<td>6.b. Describe common signs and symptoms of substance abuse.</td>
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<td>6.c. Discuss the possible impact of addiction on the family system.</td>
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<td>6.d. Describe the impact of substance abuse on the physical, physiological, psychological, and sociological development of students.</td>
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</table>
6.e. Identify behaviors observed in the school setting that may indicate substance use.

6.f. Describe the school’s role, responsibility, and boundaries in addressing substance abuse issues that present barriers to school success.

6.g. Utilize current research on ATOD issues in developing school programming.

6.h. Describe the influence of enabling on school, family, and community.

6.i. List the stage-appropriate interventions from initial usage through relapse.

6.j. Outline the ATOD continuum of care.

6.k. Summarize possible aftercare (continuing care) plans that could be utilized in the school setting for students returning from treatment.

6.l. List the local resources that are available in the community.

6.m. Describe the access issues around availability of local ATOD resources.

6.n. Describe the key features of the addictive process, including the progression from misuse to dependency.

| STANDARD #7 Mental and Behavioral Health Issues that Impede School Success |
|-----------------------------|--------|--------|---------------|--------|
| **COMPETENCIES**            | **YES**| **NO** | **COMMENTS**  | **CORRECTION NEEDED Y/N** |
| 7.a. Identify behaviors observed in the school setting that may be signs of behavioral and/or mental health concerns. | | | | |
| 7.b. Identify risk factors that can lead to suicide and other mental health concerns in youth. | | | | |

-27-
| 7.c. | Describe how grief and loss impact school performance. |
| 7.d. | Describe the school’s role, responsibility, and boundaries in identifying and addressing mental health and behavioral concerns that present barriers to school success. |
| 7.e. | Locate and identify the school’s procedures for addressing suicide, postvention, and crisis response. |
| 7.f. | Describe the role of SAP in a comprehensive safe school plan (including crisis response, post·crises, etc.). |
| 7.g. | Describe the influence of enabling on school, family, and community. |
| 7.h. | Discuss the components of an effective continuing care plan for students returning from care utilizing the mental health continuum of care and in-school supports. |
| 7.i. | Identify local resources that can be of assistance to students identified through SAP teams. |
| 7.j. | Describe the access issues around availability of local mental health resources. |
### STANDARD #8 Culturally Appropriate SAP Practices

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
<th>CORRECTION NEEDED Y/N</th>
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<tbody>
<tr>
<td>8.a. Identify local community cultural features and issues and how they impact school climate.</td>
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<td>8.b. List and discuss the factors that help to define the culture of each individual student and family.</td>
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<td>8.c. Identify and use professional practices that encourage SAP professionals to respect the diversity of each student and family.</td>
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<td>8.d. Assess his or her own strengths, needs, and boundaries when working with each student and family.</td>
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<tr>
<td>8.e. Demonstrate culturally competent interviewing and communication skills with students and families.</td>
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## II. TRAINING DELIVERY

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<th>REQUIREMENTS</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
<th>CORRECTION NEEDED Y/N</th>
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<tbody>
<tr>
<td>1. Was training delivered utilizing a variety of effective training techniques (i.e, lecture, case studies, small group exercises, cooperative learning, role-plays, situational design, guided discussion, practice, etc.)?</td>
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<td>2. Were case studies consistent with the Commonwealth’s SAP Core Team model?</td>
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<td>3. Were onsite competencies designed to:</td>
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<td>a) prepare the trainees to serve as team members?</td>
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<td>b) prepare the trainees to understand the team process?</td>
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<td>4. Did the trainers demonstrate professional ethics?</td>
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<td>5. Did all training team member represent the position of the Commonwealth SAP Interagency Committee (Departments of Education, Public Welfare, and Health) when presenting laws, regulations, guidelines, and the SAP process?</td>
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<td>6. Did the training flow smoothly between modules and days?</td>
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<td>7. Did the training team members’ training styles and presentations complement each other?</td>
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<td>8. Did the training team present information pertinent to all counties represented?</td>
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<td>9. Was the lead trainer in attendance throughout the delivery of the training?</td>
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<td>10. Did the lead trainer ensure that all training content was effectively covered?</td>
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<td>11. Was a participant list submitted to the monitor prior to the training?</td>
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<td>12. Were training evaluations completed and a summary submitted to the monitor?</td>
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</table>
### III. AGENCY REQUIREMENTS

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<tr>
<th>REQUIREMENT</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
<th>CORRECTION NEEDED</th>
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<tbody>
<tr>
<td>*1. Were training dates submitted to the PNSAS Communications Coordinator and Regional Coordinator 45 days prior to the delivery of the training?</td>
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<td>2. Does the lead trainer play a significant role in the preparation, delivery, and evaluation of all SAP trainings?</td>
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<tr>
<td>3. Does the lead trainer ensure that the design and training agenda, the background and expertise of the presenters, and the content and materials distributed at the trainings are consistent with the laws, regulations, and guidelines that govern the Commonwealth Student Assistance Program?</td>
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<td>4. Do the vitae of training members reflect:</td>
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<tr>
<td>a) Training and expertise in the areas in which they are providing training?</td>
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<td>b) Sufficient diversity of the child-serving systems such as schools, alcohol and other drugs, mental health and others?</td>
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<td>*5. Does the training provider participate in all board meetings, training of trainer sessions, training system workgroups and committees, and other information sharing meetings conducted by the Commonwealth?</td>
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<td>*6. Are changes in Executive Board members submitted to PNSAS Communications Coordinator in a timely manner?</td>
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</table>
7. Are changes in training design and/or training team members reported to the regional coordinator?

8. Does the training provider adhere to the established Act 48 reporting process?
   a) Are on-site competency assignments completed within sixth months of training?
   b) Are training rosters submitted within 30 days of competency completion assignment?

9. Does the training provider have a system in place that monitors how trainees follow through and complete their onsite core competency assignments?

10. Does the training provider have a plan in place to provide make-up training for participants who missed portions of the training?

11. Are the on-site competencies appropriately selected to evaluate the trainee’s ability in relation to SAP and their position?

12. Is the Lead Trainer accurately reflected in PDE’s records?

13. Does the training provider establish communication with the child-serving systems in any local area in which training occurs?

14. Does the training provider provide:
   a) A minimum of one SAP add-on core team training per program year?
   b) Action-planning assistance for new teams?
   c) Team revitalization training and technical assistance for the day-to-day operations of SAP in school and at the policy level?
15. Does the training provider consult with local schools on an on-going basis to meet their needs and incorporate their recommendations in designing, presenting and improving training?  
Cite examples:

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*16. Does the training provider submit requested information to the PNSAS Communications Coordinator necessary to maintain up-to-date agency and training information on the Commonwealth SAP Website?

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*The monitor will consult with the PNSAS Communications Coordinator to determine adherence to #1, #5, #6, #8, #12, and #16.
GENERAL COMMENTS:
STUDENT ASSISTANCE PROGRAM
COMMONWEALTH APPROVED TRAINING SYSTEM
CORRECTIVE ACTION PLAN

Agency Name: _______________________________________________________

<table>
<thead>
<tr>
<th>Indicate specific area of non-compliance; i.e., Standard and Competency, Training Delivery, Agency Requirements</th>
<th>Required Correction Date</th>
<th>Provider's Plan of Correction or Response</th>
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</table>

*The Lead Trainer must complete the Corrective Action Plan, sign below, and date all pages of any attachments.*

______________________________________________       ___________________ Signature of Lead Trainer            Date

Signature of Lead Trainer ___________________________ Date ___________________________
## STANDARD #1 History and Research Base

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
<th>MINIMUM CRITERIA (WAS THIS INFORMATION PRESENTED?)</th>
<th>NOTES</th>
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</thead>
<tbody>
<tr>
<td>1.a.</td>
<td>Identify the agencies involved in the Commonwealth SAP Interagency Committee.</td>
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<td></td>
<td>• Identify the member agencies (Education, Public Welfare, Health) and explain the role of each as well as the role of Interagency.</td>
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<td>1.b.</td>
<td>Describe the key events in the evolution of Pennsylvania’s SAP model.</td>
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<td>• Presentation of dates and explanations of key events including: when SAP started in PA in the first four districts, when all of the secondary schools in PA were trained, when the mental health component was added, when the Commonwealth Approved Training System began, when retraining for parent involvement occurred, when the standards and competency model was developed, and when the core competencies were revised.</td>
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<tr>
<td>1.c.</td>
<td>Review the purpose of SAP in Pennsylvania as a systematic mechanism of identification, intervention, referral assistance, and support/follow-up, including continuing care supports</td>
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<td></td>
<td>• SAP teams identify, refer, conduct team planning and provide support. SAP is not treatment or referral for treatment. It is a systematic process by a highly trained team to assist students with at-risk behaviors succeed in school.</td>
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<td>• Is the concept that SAP is not treatment woven throughout the entire training?</td>
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<td>1.d.</td>
<td>Describe the role of the SAP professional in addressing barriers to learning for all students.</td>
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<td></td>
<td>• The role of core team members is explained.</td>
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<td></td>
<td>• Information is provided on the role of core team members, professionalism, and confidentiality.</td>
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</table>
| 1.e. Discuss the essential role of parents/caregivers as decision-makers/partners in SAP. | • The parent has the right to decide if they want their child to participate.  
• The importance of parental involvement is stressed.  
• Parents are vital members of the team. |
|---|---|
| 1.f. Identify SAP as one program in a continuum of services offered in a comprehensive safe and drug-free schools plan. | • SAP can refer to many in-school supports such as tutoring, groups, mentor, and lunch buddies, etc. The CAT should give and or elicit as many examples of this as possible.  
• The continuum of services (D&A and MH) which shows where SAP fits in the comprehensive safe and drug free schools plan is provided. There are a variety of in-school services of which SAP is only one. |
| 1.g. Identify the four phases of the Pennsylvania SAP process: referral, team planning, intervention and recommendations, follow-up and support. | • Explanation of the SAP process and definition of the four phases.  
• Continuing care and school supports are emphasized. |
| 1.h. Identify the components and quality indicators for a school’s SAP team. | • The Benchmarks and Indicators research study by University of Pittsburgh, St. Francis Institute for Psychiatric and Addiction Services and KIT Solutions, Inc. should be presented and thoroughly reviewed. The elements should include: policy and procedure, communications, referral mechanisms, parent participation, team planning, intervention and recommendations, follow-up and support, training, and outcome indicators and evaluation. |
| 1.i. Generate and utilize on-line performance reports, and parent/caregiver and student satisfaction forms. | • An overview of the SAP online reporting system should be provided.  
• Explain basic elements of the reporting form in that it is non-identifiable and team members need to have passwords to enter data.  
• Provide participants an example of a parent and student satisfaction survey. |
1.j. Incorporate the results of SAP performance reports in program planning and improvement.

- Discuss the use of the report for evaluating the effectiveness of their team and for the training/maintenance needs that it might highlight.
- Discuss the need to continually evaluate ways they could better work with families and students to make their team more effective.
- Examples should be provided.
- Using reports in in-servicing and marketing the team in school and in the community.

STANDARD #2 The Student Assistance Core Team and the SAP Process

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<tr>
<th>COMPETENCIES</th>
<th>MINIMUM CRITERIA</th>
<th>NOTES</th>
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</table>
| 2.a. Define appropriate roles and responsibilities for team members within the team and in relation to others in the school community. | Define team roles, duties, and how the team works with the community. The following essential team components must be covered:  
  - Team members (school and agency)  
  - Team roles and duties (chairperson, recorder, case manager, etc.)  
  - Linkage with administration (central office and building)  
  - SAP policy and procedures  
  - Knowledge of MH/Suicide and Drug/Alcohol policies, primarily the role/function of SAP  
  - Staff, student, and community in-servicing  
  - SAP guidelines (PDE) |       |
2.b. Describe and outline a flow chart that highlights the Commonwealth SAP core team process from receipt of referral through intervention to follow-up and support.

- The steps of the SAP process from referral to follow-up are illustrated through a flow chart.
- Each stage of a SAP referral is explained including the following information:
  - When parents are involved in the process.
  - The continuum of services in the SAP process highlighting the ongoing need for support from receipt of referral through treatment and beyond.
  - In-school support must be provided once child is referred and/or receiving treatment as well as after returning from an out-of-school placement.

2.c. Demonstrate the ability to participate effectively in the core team meeting process.

- Define what contributes to team effectiveness (shared leadership, common goals, open/honest communication, sharing of information, task/maintenance roles, roles/responsibilities, etc.).
- Trainer could include on-site competency assignments requiring the participants to attend a SAP team meeting.

2.d. Articulate the boundaries of SAP as a behaviorally-based identification model and not an approach to diagnosis or treatment.

- SAP-related guidelines, laws, policies, and procedures that govern SAP.
- SAP is a behaviorally based school process.
- Define what SAP is and is not (not diagnosis or treatment).
- SAP as a prevention/intervention process.

2.e. Describe observable student behaviors appropriate for SAP referral.

- Examples of behaviors that could be observed in the classroom that are appropriate referrals: i.e., decline in grades, change in friends, attendance problems, change in appearance, loss of extracurricular eligibility and/or loss of interest in previously engaged clubs/groups, etc.
- Student Information Forms/Behavior Checklist Templates
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<tr>
<td>2.f. List methods to gather information regarding student behaviors from various sources.</td>
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<td></td>
<td>Explanation of paperwork involved in the SAP process such as record keeping, data collection, and forms uses.</td>
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<td>Examples of forms used include:</td>
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<td></td>
<td>▪ Student Information Forms (teacher, administrator, counselor, nurse, parent, etc.)</td>
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<td>▪ Parent permission</td>
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<td>▪ Release of information</td>
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<td>▪ Referral form</td>
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<td>▪ Attendance/academic/disciplinary records</td>
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<td>Mechanism to obtain information on the child from the parent.</td>
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<td>Mechanism to obtain information if child in involved in outside agencies.</td>
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<td>Mechanism to obtain information if child is attending AVTS/CTC.</td>
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<td>2.g. Explain the components of effective teamwork and the advantages of utilizing staff from various disciplines within the educational setting.</td>
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<td>Outline components of an effective team.</td>
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<td>Outline advantages of using collaborative approach – use staff from various disciplines within and outside of school setting.</td>
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<td>Explain theories of team development.</td>
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<td>2.h. Identify school-based and community-based resources and describe the importance of providing a continuum of care.</td>
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<td>Explain types/levels of in-school and out-of-school interventions. Teams need to first identify in-school resources available then look to out-of-school resources. Once identified, both may need to occur simultaneously. It’s not one or the other.</td>
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<td>2.i. Describe the need for ongoing follow-up and the potential need for consecutive and sequential intervention.</td>
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<td>Outline the importance of follow up and how referrals may need to go through the SAP process a number of times.</td>
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<td>Provide definition of intervention (formal and informal).</td>
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<td>2.j. Demonstrate various intervention methods and differentiate when each is appropriate.</td>
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<td>Case studies are presented.</td>
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<td>Engage participants in practicing various intervention methods; e.g., parent conferences, student interview.</td>
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</table>
| 2.k. Articulate the importance of good record keeping and ways that SAP teams can utilize this information for team planning and decision-making. | • What is maintained in a SAP file.  
• SAP records are educational records.  
• FERPA laws governing maintenance and dissemination of records.  
• Importance of knowing your school’s records policy and where SAP records fit into that policy.  
• SAP online reporting system (need to file, begin record when referral is received, update record regularly, and how to utilize annual data for program improvement). |
|---|---|
| 2.l. Describe the importance of effective strategies for on-going team maintenance and self-care for team members. | • What is team maintenance.  
• How often team maintenance should be completed.  
• Self-care – signs of burnout and how to avoid (team rotation, sabbaticals, etc.).  
• Staff development plans for team members. |
| 2.m. List strategies for selecting, integrating, retaining, and rotating team members. | • Shared leadership/roles.  
• How new team members are integrated into team. |
| 2.n. Identify strategies to inform the school, students, parents, and community of the SAP team process. | • Identify strategies to inform the school and community of SAP (i.e. newsletters, website, brochures, student/parent handbook, etc.).  
• Inform the school and community of issues facing today’s youth.  
• In-servicing. |
## STANDARD #3 Engaging Parents/Caregivers in the SAP Process

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<tr>
<th>COMPETENCIES</th>
<th>MINIMUM CRITERIA</th>
<th>NOTES</th>
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<tbody>
<tr>
<td>3.a. Describe the role of parents/caregivers in the SAP process.</td>
<td>• Define parents/caregivers.  • Define parents'/caregivers’ rights (PPRA &amp; FERPA).  • Importance of parents in SAP process.</td>
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<tr>
<td>3.b. Outline models of stages of change as they relate to student’s and parent’s/caregiver’s motivation.</td>
<td>• List and define stages of change (also provide examples).</td>
<td></td>
</tr>
<tr>
<td>3.c. Develop intervention strategies based on the identification of the student’s and parent’s/caregivers’ level of motivation and the level of concern regarding the student’s observable behaviors.</td>
<td>• Provide list of intervention strategies for different levels of motivation.</td>
<td></td>
</tr>
<tr>
<td>3.d. Identify strategies for establishing and maintaining working relationships with parents/caregivers.</td>
<td>• Demonstrate ways to engage parents/caregivers.  • Successful styles and approaches to engage parents/caregivers including:  • Parent-friendly forms  • Speaking in positive terms  • Parent-friendly climate</td>
<td></td>
</tr>
<tr>
<td>3.e. Develop action plan for follow-through with students and parents/caregivers.</td>
<td>• List in-school supports and community supports or resources  • Materials should include examples of the SAP brochure for parents/families, handouts, and brochures on community resources</td>
<td></td>
</tr>
<tr>
<td>3.f. Describe adaptations and considerations needed for culturally effective/competent communication with parents/caregivers.</td>
<td>• Identify good communication skills and describe adaptations and considerations that may be needed to communicate effectively with all parents and caregivers.</td>
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</tr>
</tbody>
</table>
STANDARD #4 Professionalism and Related Laws and Regulations

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
<th>MINIMUM CRITERIA</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. a. Discuss practical implications of federal and state legislation that</td>
<td>• The following laws must be addressed. An explanation must be provided on how each influences what the SAP team does:</td>
<td></td>
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<tr>
<td>impacts SAP.</td>
<td><strong>REQUIRED:</strong></td>
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<td></td>
<td><strong>Act 211</strong> - Authorized SAP and is clarified in the Secretary’s Plan to the General Assembly. Sections of 211 about counseling and support and the drug and alcohol education k-12 should be presented.</td>
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<td></td>
<td><strong>Chapter 12</strong> - December 3, 2005 - The State Board of Education amended Chapter 12 regulations that address student rights and responsibilities and student services to incorporate the requirement for student support services plan and Student Assistance Programs.</td>
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<tr>
<td></td>
<td><strong>FERPA</strong> – Gives the parents the right to review SAP files on their child. Parent involvement and rights under the law. This law is why school SAP checklists must be observable behaviors with no opinions/judgments.</td>
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<td><strong>Acts 26/30/36 – Safe Schools Act</strong></td>
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<td></td>
<td><strong>Individuals with Disabilities Education Act Amendments of 1997 (IDEA) and Reauthorization of 2004</strong></td>
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<td><strong>Act 145 - Use of Tobacco in School</strong></td>
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<td>Law</td>
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<tr>
<td><strong>Federal Drug and Alcohol Confidentiality Law</strong> - Governs drug and alcohol agencies stipulating that anyone at any age may seek drug and alcohol treatment and that the client, no matter how old, is the one who can authorize the release of their own records. Agency staff is bound by confidentiality to not divulge any information to anyone (including parents) unless the child gives written permission for them to do so. Pre-screening done by liaisons in schools is not bound by this regulation.</td>
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<tr>
<td><strong>PPRA</strong> - Stipulates that the parents must give permission for a child to be in student assistance as the questions we ask might be potentially embarrassing to the student and family. This permission must take place prior to interviewing the child.</td>
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<tr>
<td><strong>Civil Immunity Law</strong> - Protects school staff from being successfully sued for referring a child to SAP even if they were wrong as long as they were not arbitrary and capricious. Health, Safety, and Welfare are reasons to protect students and not be bound by confidentiality. The school has the “duty to care, warn and protect all students and staff.</td>
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<tr>
<td><strong>Mental Health Procedures Act</strong> - Governs mental health agencies. Anyone over the age of 14 can seek treatment without the consent of their parents. The client over 14 holds the confidentiality and the right to decide to seek treatment. The agency must have the clients written permission to share information with the school or parents on any assessment and treatment records.</td>
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<tr>
<td><strong>302 procedures for mental health and Act 53 court appointed inpatient commitments for drug and alcohol.</strong></td>
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<tr>
<td><strong>BEC 24 P.S. 15-1547 Drug and Alcohol Education, Counseling and Support Services</strong></td>
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<td><strong>HIPAA of 2003</strong></td>
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</table>
Act 63 - PA Drug and Alcohol Abuse Control Act

Act 53 of 1997 - Commitment of minors to involuntary D&A treatment relationship to providing SAP services.

Discuss case law on “deliberate indifference” and “exhausting administrative remedies” and their relationship to providing SAP services.

Act 147 of 2004 Minor’s Consent for Mental Health Treatment
- Allows for minors aged 14-17 to voluntarily consent to inpatient or outpatient mental health treatment, without the consent of their parent or guardian; and allows for parents or legal guardians to consent for inpatient or outpatient mental health treatment for minors under age 18, without the consent of the minor. Also details provisions for the legal rights of minors to object to inpatient treatment by taking court action.

- The following laws are optional:

Child Find: 24 P.S. 13-1357, 300.125
Section 504 of the Rehabilitation Act of 1973
No Child Left Behind Act of 2001 (PL 107-110)
Act 106: Insurance payment for inpatient treatment

- Participants should be made aware of the SAP Desk Reference Manual.
| 4.b. Identify the legal rights of parents/caregivers and students in the SAP process. | • Parent/caregiver rights to review any information collected through the SAP process (relate to appropriate legislation).  
• In the SAP process, PPRA states you must get written parent permission prior to interviewing a child.  
• A separate permission must be obtained if you feel that the child might benefit from an agency assessment or pre-screening. The permission should specify the agency completing the assessment in school. |
|---|---|
| 4.c. Discuss the importance of regularly reviewing and updating local school policies that involve SAP, such as ATOD, mental health, etc. | • Policy and procedures development.  
• Participants should be provided with samples in the manual or as handouts.  
• Importance of getting policy approved by the board.  
• Update school policies as laws change or at least on a yearly basis. |
| 4.d. Outline the role of SAP in relationship to the disciplinary process. | • SAP is not a disciplinary initiative, it is designed to assist student who need help with at-risk issues. Some schools will often give students less disciplinary action if the child and parents agree to participate in SAP and follow all recommendations such as in the case of policy violations.  
• SAP is voluntary. |
4.e. Outline the role of SAP liaisons and other community agency service providers in the SAP process.

- Other community agencies that might be involved with the SAP process; i.e. security officer, probation officers, prevention staff.
- Liaisons dual role as core team member and agency personnel.
- Differences between the systems of school and agency.
- Discuss different confidentiality requirements for outside agencies.
- Discuss the limitations on release of information from agency to school and what they can and can't report back to the team.
- Liaisons are members of the team that represent the mental health and or drug and alcohol systems.
- Review the Mental Health Guidelines for Liaisons highlighting the following:
  - Liaisons should attend at least 2 or more meetings a month.
  - They can do assessments or pre-screenings to help the team to make appropriate recommendations.
  - They can help the team identify at-risk issues and help families navigate the agency systems.
  - The team members can do a student interview but they cannot do an agency screening.
  - Team members need to know when the issues are beyond the scope of school so that they refer families and children to agencies for assessment.
- Outline D&A Guidelines (when issued).
### 4.f. Summarize the difference in the legal and professional responsibilities of school professionals and agency personnel with particular attention to the application of confidentiality laws.

- Provide overview of confidentiality regulations
- Explain that outside agencies have different confidentiality requirements to abide by. Explain why some information cannot be shared with the team.
- The boundaries of the SAP process:
  - Legal backing of following SAP process.
  - Agency personnel can do pre-screenings and some do assessments. They can share recommendations from the assessment with the team/school with a release of information.
  - Agency personnel should only function under items listed in a letter of agreement that is signed by the school and agency administrator. This agreement authorizes their activities in the school.
  - Agencies must follow school laws while working in districts.
  - School personnel can share information based on “Legitimate Educational Interest.” They must share all contents of the child’s SAP files with parents if they request it.

### 4.g. Identify the types of contractual agreements that support SAP in the school, including letters of agreement

- The manual includes a sample of a letter of agreement.
- Discuss the importance of the letter of agreement.
- Discuss other contractual agreements outside of the liaisons agreement, such as contracting for support groups/prevention programs.
- The letter of agreement should include:
  - The minimum of what the liaison will do and who their school contact will be.
  - How often they will attend meetings and if they will provide educational groups etc.
  - Stipulate other duties that might be done if time permits.
  - List any services the school will need to provide.
4.h. Identify the possible consequences of working outside of the Commonwealth SAP model.

- If the school does not address the issue, the school/district is in jeopardy because they have not exhausted administrative remedies, nor have they offered a program that meets the needs of the student. Thus, they are putting the student and themselves in jeopardy.
- Legal consequences if SAP teams diagnose or treat.

---

**STANDARD #5 Understanding Risk and Resiliency Factors in Child and Adolescent Development**

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<thead>
<tr>
<th>COMPETENCIES</th>
<th>MINIMUM CRITERIA</th>
<th>NOTES</th>
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<tbody>
<tr>
<td>5.a. Identify appropriate strategies for working with students at their developmental level considering culture, language proficiency, age, gender, and other relevant characteristics.</td>
<td>• Provide strategies for dealing with early/middle/late adolescence.</td>
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<td>• Provide examples of cultural and gender differences.</td>
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<td>5.b. Demonstrate understanding of age-appropriate developmental milestones that children and adolescents must accomplish in order to develop into healthy adults.</td>
<td>• Outline basic child and adolescent development.</td>
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<td></td>
<td>• Outline the milestones that children and adolescents must accomplish to develop into healthy adults.</td>
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<td>• Provide examples.</td>
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<tr>
<td>5.c. Differentiate risk and resiliency factors impacting student behavior.</td>
<td>• Define resiliency.</td>
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<td></td>
<td>• Define risk and protective factors.</td>
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<td></td>
<td>• Reference resiliency research, i.e. forty assets, CTC model, etc.</td>
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<tr>
<td>5.d. Identify and discuss strategies that SAP teams and other adults can use to influence and build resiliency factors in students in the school setting.</td>
<td>• Provide examples or list of how schools, SAP teams, community agencies, and adults build resiliency factors.</td>
<td></td>
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</table>
5.e. Identify strategies for facilitating support for students experiencing school transitions and periods of vulnerability.

- List and give examples of in-school supports and define continuing care (aftercare).
- List strategies for ways students can be supported when experiencing school transitions and periods of vulnerability.
- Explain the role of the SAP team in supporting students.

### STANDARD #6 Alcohol, Tobacco, and Other Drugs (ATOD) Issues that Impede School Success

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
<th>MINIMUM CRITERIA</th>
<th>NOTES</th>
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</table>
| 6.a. Identify common drugs of abuse, street names, and methods of use. | • A list of common drugs, street names, and description of how they are used.  
• Up to date information shared pertinent to specific counties where training is occurring as to what drug trends are occurring in their area.  
• Information provided on methods of use, what the school might look for, i.e. drug paraphernalia, etc. | |
| 6.b. Describe common signs and symptoms of substance abuse. | • Discuss and/or include in the manual information on signs and symptoms  
• Relate these signs and symptoms that might be observed in the classroom. | |
| 6.c. Discuss the possible impact of addiction on the family system. | • Discussion of family addiction.  
• How drugs affect the individual.  
• The effects of addiction on relationships.  
• Practical information on helping students in regards to family addiction. | |
<p>| 6.d. Describe the impact of substance abuse on the physical, physiological, psychological, and sociological development of students. | • How cognitive and academic development can be effected by substance abuse. | |
| 6.e. Identify behaviors observed in the school setting that may indicate substance use. | • Behavior checklists and the types of observable behaviors that may indicate substance abuse. | |</p>
<table>
<thead>
<tr>
<th>6.f.</th>
<th>Describe the school’s role, responsibility, and boundaries in addressing substance abuse issues that present barriers to school success.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Act 211</td>
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<tr>
<td>• BEC §24 P.S. 15-1547</td>
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<tr>
<td>• Discuss SAP process in cases when a student has been caught on school property with illegal substances.</td>
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<tr>
<td>• K-12, ATOD education in every grade.</td>
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<tr>
<td>• Prevention programs for ATOD issues.</td>
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<td>• Written resources should be provided in the manual.</td>
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</table>

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<tr>
<th>6.g.</th>
<th>Utilize current research on ATOD issues in developing school programming.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Current research on need for continued support and follow-up included in the manual.</td>
<td></td>
</tr>
<tr>
<td>• Role of team in continuing supporting student.</td>
<td></td>
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<tr>
<td>• Provide information on where to locate research (websites, etc.).</td>
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<tr>
<th>6.h.</th>
<th>Describe the influence of enabling on school, family, and community.</th>
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</thead>
<tbody>
<tr>
<td>• Description of how enabling occurs between staff and students: between parents and students, etc.</td>
<td></td>
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<tr>
<td>• Description of how enabling can interfere with getting the student help.</td>
<td></td>
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<tr>
<td>• Exercise or role-play about enabling.</td>
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<thead>
<tr>
<th>6.i.</th>
<th>List the stage-appropriate interventions from initial usage through relapse.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How the progression of addiction can occur.</td>
<td></td>
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<tr>
<td>• The recovery process.</td>
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<tr>
<td>• Relapse.</td>
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<thead>
<tr>
<th>6.j.</th>
<th>Outline the ATOD continuum of care.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Treatment of ATOD.</td>
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<tr>
<td>• Discuss different modes of treatment: outpatient, intensive outpatient, partial hospitalization, rehabilitation, detoxification, halfway house, long-term residential treatment.</td>
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<tr>
<th>6.k.</th>
<th>Summarize possible aftercare (continuing care) plans that could be utilized in the school setting for students returning from treatment.</th>
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<tbody>
<tr>
<td>• Aftercare efforts for student returning from treatment.</td>
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<tr>
<td>• The importance of follow up.</td>
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<tr>
<td>• Ways to support students returning from treatment.</td>
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<tr>
<th>6.l.</th>
<th>List the local resources that are available in the community.</th>
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<tbody>
<tr>
<td>• Identify local resources where a student or family can go to for assistance.</td>
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<tr>
<td>• Written material and or agency people as a part of the training to discuss resources.</td>
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</tbody>
</table>
6.m. Describe the access issues around availability of local ATOD resources.

- Insurance/managed care.
- The role of the liaison in assisting.
- A list of services provided, and/or discussion of the types of service available to students, such as outpatient counseling and inpatient.
- Act 106

6.n. Describe the key features of the addictive process, including the progression from misuse to dependency.

- The stages of addiction from experimentation, social use, through abuse and dependence.

### STANDARD #7 Mental and Behavioral Health Issues that Impede School Success

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
<th>MINIMUM CRITERIA</th>
<th>NOTES</th>
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</thead>
<tbody>
<tr>
<td>7.a. Identify behaviors observed in the school setting that may be signs of behavioral and/or mental health concerns.</td>
<td>Signs and symptoms of common child/adolescent behavioral and/or mental health issues and how they present in the educational setting.</td>
<td></td>
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</tbody>
</table>
| 7.b. Identify risk factors that can lead to suicide and other mental health concerns in youth. | Suicidal risk factors and what process to follow for assessing suicidal risk.  
- Current national and PA suicide statistics  
- Facts and myths about suicide  
- Warning signs of suicide  
- PA Youth Suicide Prevention Plan  
- What to do and not do if a child is suicidal.  
- Interview techniques for dealing with a suicidal child to determine suicidal risk. |       |
| 7.c. Describe how grief and loss impact school performance. | Stages of grief/loss and how it might manifest in the classroom/school setting. |       |
| 7.d. Describe the school’s role, responsibility, and boundaries in identifying and addressing mental health and behavioral concerns that present barriers to school success. | • How the SAP process can assist students in dealing with MH concerns.  
• How to reduce stigma associated with MH concerns.  
• Emphasize agency/school confidentiality. |
|---|---|
| 7.e. Locate and identify the school’s procedures for addressing suicide, postvention, and crisis response. | • Framework for a suicide policy that address prevention, intervention and postvention. The importance of said policy and staff inservicing.  
- Current research on memorials (STAR Center, School Psychological Association, etc.)  
- Importance of inservicing staff on policy  
- Policies should be reviewed every two years |
| 7.f. Describe the role of SAP in a comprehensive safe school plan (including crisis response, post-cri ses, etc.). | • A Comprehensive Safe Schools Plan should include:  
- procedures for SAP team and crisis team coordination.  
- intervention due to any type of event, such as: fire, flood, bomb threat, terrorist threat, firearms threat, suicide, death, evacuation, etc..  
- possible SAP team roles. |
| 7.g. Describe the influence of enabling on school, family, and community. | • Strategies to offer support to students dealing with MH concerns without enabling the child/adolescent.  
• What does enabling look like, especially when dealing with mental health issues.  
• How to avoid enabling behavior. |
| 7.h. Discuss the components of an effective continuing care plan for students returning from care utilizing the mental health continuum of care and in-school supports. | • MH continuing care from least restrictive to most restrictive.  
- Overview of MH treatment services  
- MH laws related to confidentiality/treatment and what that means in the school setting.  
- 302 involuntary commitment process  
- Recovery and aftercare issues for adolescents with MH/Behavioral Health concerns.  
- How to provide the needed support in the school setting. |
7.i. Identify local resources that can be of assistance to students identified through SAP teams.

- Identify local resources for prevention, intervention, and treatment
- Identify local resources where a student or family can go to for assistance.
- Written material and or agency people as a part of the training to discuss resources.

7.j. Describe the access issues around availability of local mental health resources.

- How managed care and insurance issues impacts the SAP process and treatment options.

### STANDARD #8 Culturally Appropriate SAP Practices

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<tr>
<th>COMPETENCIES</th>
<th>MINIMUM CRITERIA</th>
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<tr>
<td>8.a. Identify local community cultural features and issues and how they impact school climate.</td>
<td>- Identify appropriate strategies for working with students at their developmental level considering culture, language proficiency, age, gender, and other relevant characteristics.</td>
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<tr>
<td>8.b. List and discuss the factors that help to define the culture of each individual student and family.</td>
<td>- Identify the impact of local community cultural issues on school climate.</td>
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<tr>
<td>8.c. Identify and use professional practices that encourage SAP professionals to respect the diversity of each student and family.</td>
<td>- Identify culturally appropriate skills and professional practices for SAP team members to employ during all stages of the SAP process including identifying culturally appropriate community resources.</td>
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<tr>
<td>8.d. Assess his or her own strengths, needs, and boundaries when working with each student and family.</td>
<td>- List and discuss the factors that help to define the culture of each individual student and family.</td>
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<tr>
<td>8.e. Demonstrate culturally competent interviewing and communication skills with students and families.</td>
<td>• Demonstrate culturally competent interviewing and communication skills with students and families such as posturing, non-threatening touch, maintaining eye contact, observing and listening, facial expression, voice inflections, rate of speech, loudness of speech, diction, and active listening, paraphrasing, silence, open-ended questions, and empathy help.</td>
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Section IV: COMPLIANCE
Compliance

Commonwealth Approved Training Providers must comply with all requirements cited in this handbook. Doing so will result in the provision of high quality trainings, cost-effective practices, and maximized statewide technical assistance. Training Providers that meet the requirements and standards presented in this handbook will be designated as being on “Active Status.” Those that fail to meet those requirements and standards will be subject to a formal evaluation and sanction process which may result in removal from Active Status and placement into one of the following categories: Inactive Status, Suspension Status, or Revocation of Certification.

The formal sanction process is most often initiated for, but not limited to, the following reasons:

• Failure to offer or deliver a minimum of one SAP training per program year (July 1 to June 30)
• Failure to attend board meetings or training of trainers’ sessions.
• Failure to deliver quality training and services in accordance with the Training System Guidelines and Standards.

INACTIVE STATUS

A Training Provider may be placed on “Inactive Status” for the following reasons:

• Failure to offer or deliver at least one SAP training within a twelve-month period
• Not having a designated lead trainer

1. A Training Provider placed on Inactive Status because of failure to offer and deliver training must submit a plan of action to Interagency detailing the reason(s) it was unable to deliver the training.

2. A Training Provider may request an extension of Inactive Status for a second year. This will require an updated plan of action.

3. A Training Provider can spend a maximum of two years on Inactive Status. A Training Provider that remains inactive for two years and that has not submitted a Plan of Action to offer training within the next six (6) months will have their certification permanently revoked.

4. A Training Provider on Inactive Status maintains all voting privileges and must continue to meet attendance requirements for board meetings and training of trainers’ sessions.

Note: A Training Provider may voluntarily request Inactive Status at any time. This will require the submission of a Plan of Action subject to approval and monitoring by the Network.

SUSPENSION STATUS

A Training Provider may be suspended for reasons including: results of the monitoring process; unexcused absences from board meetings or training of trainers’ sessions; practices deemed unprofessional; or failure to adhere to Commonwealth SAP Training System Guidelines.

1. The Training Provider must submit and comply with a Plan of Action addressing the issues that have resulted in suspension.
2. A Training Provider whose status has been suspended is prohibited from conducting SAP training for a minimum of six (6) months from the date of the suspension and loses voting privileges at Executive Board Meetings that occur within the suspension period. Interagency reserves the right to determine the length of suspension that will be imposed.

3. This period may be extended if conditions of the suspension have not been met.

**REVOCATION OF CERTIFICATION**

Revocation of certification is imposed by Interagency when issues resulting in suspension are not resolved within the established timeframe. An agency whose certification has been revoked is not eligible to re-apply for admittance to the Commonwealth SAP Training System.

**Attendance Requirements and Infractions**

**I. Executive Board Meetings**

**Procedure for Requesting Excused Absence:** Attendance at the board meetings by the designated board representative or alternate is mandatory. An Excused Absence will be granted on a case-by-case basis, only in the case of extreme and unforeseeable circumstances, as determined by the Commonwealth SAP Training System Board Officers.

a) The board representative informs the Officers of the Board of the situation prior to the meeting.

b) The Officers of the Board must notify the Network Communications Coordinator of the absence prior to the meeting.

c) Absent board representatives are expected to update themselves on the outcomes of the board meeting through communication with fellow training providers and their PNSAS Regional Coordinator.

**Unexcused Absence:** Any board representative absent from any part or all of a regularly scheduled board meeting, without having been granted an Excused Absence by the Officers of the Board, is considered to be Unexcused. The Training Provider must pay any costs incurred, based on assessment of charges to the Department of Education by the hotel, in cases where the Training Provider had confirmed attendance but was not present.

- First unexcused absence: Interagency will issue a written warning to the Training Provider’s executive director.

- Second unexcused absence: The Training Provider will be placed on suspension for a minimum of six months (reference Suspension Status).

Any subsequent unexcused absences shall be considered cause for revocation of certification.
II. Training of Trainers’ Sessions

Each Training Provider must be represented by a minimum of one (1) training team member at Training of Trainers’ sessions.

**Excused absence:** The same attendance conditions and process apply to request an Excused Absence as Board Meetings (see page 57).

**Unexcused absence:** Any Training Provider not represented at any part or all of a Training of Trainers’ session, without having been granted an Excused Absence by the Officers of the Board, is considered to be Unexcused.

The Training Provider must pay any costs incurred, based on assessment of charges to the Department of Education by the hotel, in cases where the Training Provider had confirmed attendance but was not present.

The Training Provider must submit a plan of action outlining how they will acquire the skills/knowledge that were delivered during the Training of Trainers’ session. Any costs incurred in acquiring the missed skills/knowledge will be at the Training Provider’s expense.

• **First unexcused absence:** Interagency will issue a written warning to the Training Provider’s executive director.

• **Second unexcused absence:** The Training Provider will be placed on suspension for a minimum of six months (reference Suspension Status).

Any subsequent unexcused absences shall be considered cause for revocation of certification.
Resolving Compliance Issues

1) When a Commonwealth Approved Training Provider has been notified of area(s) of non-compliance (i.e. development of on-site competencies, non-attendance at mandatory board meetings, notification of training dates, etc.) they have thirty (30) calendar days to provide information to the Network to demonstrate that the compliance issues were indeed addressed.

2) Network staff will respond within ten (10) working days. If the Network determines that the area(s) of non-compliance were indeed addressed, the Commonwealth Approved Training Provider will be notified this in writing.

3) If the Network determines that the information submitted does not demonstrate that the area(s) of non-compliance was sufficiently addressed, the Commonwealth Approved Training Provider will be notified of this in writing within ten (10) working days. The Training Provider must develop an action plan for submission to the Network to address the resolution of the cited area(s) of non-compliance.
Process For Appealing Suspension/Revocation Of Certification

In the event certification is suspended or revoked for any reason, the following appeal process is available:

1) The Commonwealth Approved Training Provider may petition Interagency for a review meeting within 30 calendar days of receipt of the notice of suspension or revocation.

2) The Commonwealth Approved Training Provider must state, in writing, their disagreement with the suspension and/or revocation and must provide substantial documentation for appeal.

3) Interagency will be required to respond within a reasonable period of time, not to exceed ten (10) working days, to the Commonwealth Approved Training Provider’s documentation.

4) Interagency may schedule a review meeting in Harrisburg at which time the Commonwealth Approved Training Provider will be afforded the opportunity to present evidence in support of its’ defense.

5) Interagency will render its’ decision based upon affected section(s) of the Guidelines for the Commonwealth Student Assistance Program Training System.
Section V:

MISCELLANEOUS
Basic Education Circular

SUBJECT: Drug and Alcohol Education, Counseling and Support Services
24 P.S. §15-1547

DATE OF ISSUE: July 1, 2002  DATE OF EXPIRATION: June 30, 2007

REPLACES: Drug and Alcohol Education, Counseling and Support Services, BEC 24
P.S. §15-1547, issued September 1, 1997

The use and abuse of tobacco, alcohol and other drugs by youth in our Commonwealth continues to pose one of the most serious problems facing educators, parents and communities. Section 1547 of the PA School Code, enacted as Act 211 of 1990, requires school districts to implement a comprehensive tobacco, alcohol and other drugs program including instruction in the classroom. In addition, Section 1547 required the Secretary of Education to recommend to the General Assembly a plan to require and assist each school district to establish and maintain a program to provide appropriate counseling and support services for students experiencing problems with drugs, alcohol and dangerous substances. The Secretary's plan, which was submitted to the General Assembly on April 19, 1991, is available upon request.

Classroom Instruction

Section 1547 requires each public school student to receive instruction in alcohol, chemical and tobacco abuse in every year in every grade from kindergarten to grade 12. While the law requires universal instruction for all students, it does not prescribe the curriculum, methodology or content of the courses of study. The law requires that the instruction be age appropriate, sequential, discourage use of tobacco, alcohol and other drugs, and communicate that the use of illicit drugs and the improper use of legally obtained drugs is wrong. The law does not require local schools to set up an independent course of study but rather to integrate the instruction in health or other appropriate courses of study.

In-service

As part of its in-service training program, local schools are required to provide programs on alcohol, other drugs, tobacco and controlled substances for all instructors whose teaching responsibilities include the course of study on tobacco, alcohol and other drug prevention.
Counseling and Support Services

In response to the Secretary of Education's plan to the General Assembly, the Department of Education, in collaboration with the Departments of Health and Public Welfare, designated the student assistance program as the vehicle to require and assist each school district to establish and maintain a program to provide appropriate counseling and support services for students who experience problems related to the use of drugs, alcohol and dangerous controlled substances.

The Commonwealth's student assistance program is designed to assist school personnel to identify issues, including alcohol, drugs and others, which pose a barrier to a student's learning and school success. Student assistance is not a treatment program; rather, it is a systematic process using effective and accountable professional techniques to mobilize school resources to remove the barriers to learning, and, where the problem is beyond the scope of the school, to assist the parent and the student with information so they may access services within the community. The student assistance team members do not diagnose, treat or refer for treatment; but they may refer for an assessment for treatment. It is the parent's right to be involved in the process and to have full access to all school records under applicable state and federal laws and regulations. Involvement of parents in all phases of the student assistance program underscores the parent's role and responsibility in the decision-making process affecting their children's education and is the key to the successful resolution of problems.

The core of the program is a professionally trained team, including school staff and liaisons from community agencies, who process issues based upon state guidelines, professional standards and policies and procedures adopted by the local board of directors. Professional training for team members in all phases of the student assistance process, which is consistent with state guidelines and conducted by a training provider approved by the Departments of Education, Health and Public Welfare, is required to ensure the appropriateness of the recommended services, effective interagency collaboration and compliance with state and federal laws protecting the privacy rights of parents and students. The rigorous training for team members, which results in a certificate from the approved training provider, ensures the board of school directors, school administrators, parents, students and the public that team members have received up-to-date professional training consistent with accountable standards and appropriate professional procedures. The State Guidelines for Student Assistance Program Implementation, the State Guidelines for the Student Assistance Program Training System and a list of Approved Training Providers are available upon request.

Schools' Responsibilities

The use and abuse of alcohol and other drugs and other related issues do impact upon a child's performance in school; however, it is neither the mission of the school nor its responsibility to resolve all problems which impact upon school performance. Student assistance team members are trained to identify problems, determine whether or not the presenting problem lies within the responsibility of the school and makes recommendations to
assist the student and the parent. In cases where the problem lies beyond the scope of the school's responsibility, it is the team's responsibility to inform the parent of the problem affecting the child's performance in school, provide information on community resources and the options to deal with the problem, and, where necessary, set up linkages with resources to help resolve the problem. For those youngsters receiving treatment through a community agency, the team, in collaboration with the parent and the agency, plans in-school support services during and after treatment. The team's effectiveness in helping the student and the parent remove the barriers to learning and improve student performance depends on the training of individual team members, maintenance of the student assistance process, level of administrative commitment and board support, active parent and student involvement and the available resources both in the school and the community. Sufficient time for the team members to carry out their responsibilities is essential. It is imperative that the team educates school staff, board members, parents, students and the community about its role, responsibilities and limitations in dealing with problems that affect children's performance in school. All segments of the community should be made aware that the team does not provide diagnosis or treatment services nor does it replace the parents' decision-making responsibility relative to the resolution of their children's problems.

Data in a statewide survey conducted in the spring of 1995 shows that the use and abuse of tobacco, alcohol and other drugs is a serious problem for youth in our Commonwealth. Effective education is the most cost efficient method since preventing the problem will save valuable resources. However, where problems involving alcohol and other drugs do occur, it is important that the school, parents, students and communities are prepared to deal with them. The Commonwealth's student assistance program can both prevent and offer help in dealing with these problems. Section 1547 calls upon the schools to reach out to parents and the community to help prevent and deal with the problems which arise from the use and abuse of tobacco, alcohol and other drugs. It is incumbent upon all in the school and community to work together to combat this threat to our children -- nothing less than our children's future depends upon our success.

REFERENCES:

Purdon's

24 P.S. §15-1547

State Board of Education Regulations

22 Pa. Code §12.31-12.33

Federal Statute

20 U.S.C. §1232g, FERPA
20 U.S.C. §1232h

Federal Regulation

34 C.F.R. Part 98
34 C.F.R. Part 99
Other
Secretary's Plan to the General Assembly, April 19, 1991
State Guidelines for Student Assistance Program Implementation
State Guidelines for the Student Assistance Program Training System

CONTACT BUREAU/OFFICE:

Division of Student and Safe School Services
Bureau of Community and Student Services
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA  17126-0333
Phone: (717) 783-6777
INTRODUCTION

The Commonwealth Student Assistance Program (SAP) utilizes a systematic process involving a team composed of professionals from various disciplines within the school and liaisons from community agencies. These selected professionals are trained to identify non-academic barriers to learning, and, in collaboration with families, to strategize for and/or refer identified students for assistance that will enhance their school success. As representatives of the community mental health system, professionally trained liaisons provide consultation to teams and families regarding the need for referral to community-based assessment for mental health problems.

The Guidelines for County Mental Health Programs and Liaison Services were originally developed in 1990 and revised in 1997 and 2002. The guidelines identify roles and responsibilities for schools and the local mental health system involved in the operation of a successful Student Assistance Program to promote effective practices at the local level.

Technical assistance for the implementation of these guidelines is available to individual counties/county-joinders and liaison service providers through PA Network for Student Assistance Program (PNSAS) regional coordinators and the Office of Mental Health and Substance Abuse Services (OMHSAS) field offices listed in the attachment to these guidelines.

Guidelines for County Mental Health/Mental Retardation (MH/MR)
Program Administrators for the Implementation of Student Assistance Program Services

1. Contract with and monitor one or more local providers for effective delivery of SAP services to Student Assistance Program core teams in the county/county-joinder as outlined in the guidelines for SAP liaison services.
2. The contract with the providers includes on-site consultation services to SAP teams within the individual county/county-joinder area. Schools without the essential elements of an effective SAP core team may be omitted from liaison services and reported to your PNSAS Regional Coordinator for possible monitoring. (See the “Student Assistance Program Guidelines for Schools and School Districts”, available on the SAP website www.sap.state.pa.us)

3. The contract will ensure that direction and supervision for the SAP liaison staff is provided by an individual who has training and is knowledgeable of SAP and is capable of providing a local system-wide focus supporting SAP.

4. In addition the contract will ensure that the SAP liaison service provider develops and adheres to the Letters of Agreement they have established between the agency and the school district that they serve.

5. County MH/MR Administrators will ensure a system for regular communication with all stakeholders for Student Assistance Programs at County SAP Coordination Team meetings and/or District Councils. Stakeholders include schools, community child-serving systems, parents, students, and locally based SAP Commonwealth Approved Training Providers (CATS).

6. County MH/MR Administrators will provide information in the areas of local child-serving system resources, how to access resources, and local treatment and continuity of care issues to CAT’s from SAP training occurring for schools in the county/county-joinder area.

7. County MH/MR Administrators will utilize state and county SAP and other relevant data to annually evaluate the efficacy of the local child-serving system with schools, contracted providers, and other stakeholders.

8. County MH/MR Administrators will work collaboratively and participate in a local conflict resolution plan for student assistance services. (See attached Conflict Resolution Process)

9. County MH/MR Administrators will submit reports as required by OMHSAS.

Guidelines for SAP Liaison Services from the County/Jointer
MH/MR System to SAP Core Teams

1. The contracted provider(s) will ensure appropriate agency personnel that supervise SAP liaisons is knowledgeable about SAP has training in the Student Assistance Program and is capable of providing a local system-wide focus and representation supporting SAP.

2. The contracted provider(s) staff whose role is to function as a liaison for more than one community service system, must have knowledge, skills, and appropriate supervision in each system.
3. Letter of Agreement should be negotiated and signed annually by administrators from the SAP Liaison provider and the school building or school district(s). The letter of Agreement to be implemented outlines the provision of services that will be provided to the school building/school district and what the agency can expect from the school building/district. A copy of these letters will be forwarded to the county/county joinder MH/MR Administrator.

Note: Where mandatory Medicaid Behavioral Health Managed Care program exists, Letters of Agreement with school districts will include the MA Managed Care program expectations for the county/county joinder.

4. Letters of Agreement will outline the following as applicable:

- designated contact persons for the school and agency
- the name of the liaison assigned to each core team
- the frequency of attendance for liaisons at core team meetings
- the role of the liaison in the school SAP process
- referral for assessment procedures
- consultation/education services
- school and agency responsibilities and expectations
- a list of services to be provided and their accompanying cost, if any, to the school
- emergency crisis assistance/postvention procedures
- the relationship of all services provided by the agency to the SAP
- record-keeping requirements
- a procedure for conflict resolution
- confidentiality procedures

5. Liaisons will receive and maintain student assistance program certification through training provided by a CAT. When schools develop new or additional teams, the liaisons assigned to the new or additional SAP team are encouraged to attend training with the school personnel as determined by the CAT.

6. Liaisons will have knowledge of:

- the local child-serving systems
- child and adolescent mental health
- procedures for accessing local resources for students and families
- the school culture and the SAP-related school policies and procedures for the teams to which they are assigned
- up-to-date information on Commonwealth school-based student assistance program policies, procedures, and related issues
- their area of expertise for identification of intervention and treatment needs
- crisis intervention/postvention procedures
- suicide prevention and intervention
- assessment procedures
7. Liaisons will have skills in:
   • working with parents, students and school personnel
   • serving as advocates for parents/caregivers and students in the health care system
   • accessing local resources
   • consulting with school and community child-serving professionals

8. Responsibilities for liaisons assigned to SAP core teams include:
   • attending core team meetings at least twice per month per team. (Attendance at additional core team meetings is desirable, as schedules permit.)
   • making provisions for consultation between site visits for teams to which they are assigned
   • serving as a member of the school core team as a consultant from their area of expertise
   • consulting with teams for interventions and assisting parents in accessing the appropriate services for assessment of treatment needs
   • participating in team maintenance and program evaluation activities with core team members
   • providing in-service and program updates to teams on emerging SAP issues
   • facilitating and supporting the school-based aftercare plan for students who are returning to school from treatment
   • facilitating and/or assisting when requested with “postvention” efforts in the event of any tragic death including suicide of a student, teacher, or community member that would adversely affect the school community
   • maintaining appropriate data as determined by the county/joinder to assist schools and county/joinder MH/MR Administrators in completing reports as required by funding sources

9. If resources are available and additional services are requested by schools, other appropriate roles for liaisons could include:
   • liaison services to Elementary Student Assistance Teams
   • assisting the school with stakeholder in-service (i.e., school board, parents, school staff, community members, etc.)
   • facilitating team maintenance for teams for whom they are not members
   • co-facilitating student education and intervention groups in school
   • participating in interventions with students and parents
   • helping to identify appropriate interventions and actions for students and families
   • linking schools and/or families with community services for emergency crisis assistance when needed
   • consulting with schools around strategies for engaging parents in the SAP process
   • providing follow-up with parents and students through assessment and treatment
   • providing technical assistance for policy development in areas related to their field of expertise for providers, the local child-serving systems, and school
   • consulting with elementary school personnel regarding the needs of students and families for community-based services
• providing site-based student assessments for treatment and/or short-term treatment under the following conditions:
  a. if liaison is professionally qualified,
  b. if parental permission has been given,
  c. if provided in the context of any existing requirements for prior authorization.
The Bureau of Drug and Alcohol Programs (BDAP), along with the Student Assistance Program (SAP) Guidelines Committee, which consisted of representatives from Single County Authorities (SCAs), prevention providers and statewide prevention organizations, has developed SAP Best Practice Guidelines for SCAs to adhere to when providing SAP services in their service areas.

The Commonwealth Student Assistance Program (SAP) utilizes a systematic team process composed of professionals from various disciplines within the school and liaisons from community agencies. These selected professionals are trained to identify barriers to learning; and, in collaboration with families, to strategize for and/or refer identified students for assistance to enhance their school success. As representatives of the county drug and alcohol service system, professionally trained liaisons provide consultation to teams and families regarding the need for referral to community-based and school-based assessment for drug and alcohol related problems.

These Best Practice Guidelines identify roles and responsibilities for schools and the local drug and alcohol system involved in the operation of a successful SAP, which promotes effective practices at the local level. As of January 1, 2005, the SCAs should adhere to these Best Practice Guidelines when providing SAP Services.

Assistance for the implementation of these best practice guidelines is available to SAP agencies/providers and Single County Authorities (SCAs) through the BDAP’s Prevention Program Analyst, Lonnie S. Barnes. Mr. Barnes can be reached by email at: lobarnes@state.pa.us, or by phone at (717) 787-2606.

Best Practice Guidelines for Single County Authorities (SCAs)
For the Implementation of Student Assistance Program Services

These guidelines are applicable to SCA direct service staff and to SCA contracted SAP agencies/providers.

1. Provide effective delivery of SAP services to student assistance teams in the county/joinder as outlined in the guidelines for SAP liaison services within this document either through SCA direct service staff and/or by contract with one or more local agency/provider staff.

2. Provide on-site consultation services to each student assistance team within the county/joinder area.
3. Should have the direction and supervision of liaison staff provided by an individual knowledgeable about the Commonwealth Student Assistance Program and capable of providing local system-wide focus and representation.

4. Should have Letters of Agreement pertaining to the provision of SAP services executed and in effect. The letter of agreement will be signed by agency/provider, school district representative and when applicable, the SCA. A copy of this letter should be on file with the SCA.

At a minimum, the letter of agreement should include the following:

- a designated contact person for the school and agency;
- the frequency of attendance for liaisons at SAP core team meetings;
- the role of the liaisons in the school SAP process;
- referral procedures;
- school and agency responsibilities and expectations;
- a list of services to be provided and their accompanying cost, if any, to the school;
- record-keeping requirements;
- a procedure for conflict resolution; and,
- confidentiality requirements.

5. Monitor services provided annually for adherence to best practices.

6. Participate in a system of regular communication with stakeholders for SAP in the county/joinder that encourages an interagency approach to meeting student and family needs.

7. Collaborate with PDE Commonwealth-approved training providers for all SAP training occurring for schools in the county/joinder area.

8. Utilize state and county SAP and other relevant data available for annual planning and program improvement purposes.

9. Participate in the local conflict resolution process for SAP.

10. Submit required reports

Guidelines for SAP Liaison Services from the Drug and Alcohol Service System to SAP Core Teams

1. The agency/provider shall have qualified staff identified to serve as system liaison(s) to student assistance core teams and should have appropriate supervision by staff knowledgeable about SAP in schools and the local system-wide services/access. When one person functions as liaison for both the drug and alcohol and mental health service systems, that person should have knowledge, skills, and appropriate supervision in each discipline.

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2. Liaisons will receive SAP certification through training provided by a Commonwealth Approved SAP Training Provider.

3. Liaisons should have knowledge of:
   - local child-serving systems;
   - relevant Federal and State laws, regulations and policies, including confidentiality provisions;
   - procedures for accessing local resources for students and families;
   - school policies and procedures for the teams to which they are assigned;
   - up-to-date information on PDE Commonwealth school-based SAP, policies, procedures and related issues;
   - school crisis intervention/postvention procedures;
   - suicide prevention and intervention;
   - assessment procedures;
   - group dynamics;
   - continuum of care;
   - addictions;
   - evidence-based prevention programs;
   - ethics;
   - SAP standards and competencies;
   - school-safety issues (e.g., bullying, hazing, harassment, discrimination, violence, morals offenses, etc.);
   - typical/atypical adolescent development and behavior; and,
   - cultural competency.

4. Liaisons should have skills in:
   - team facilitation;
   - family intervention;
   - resource acquisition;
   - conflict resolution and problem solving; and,
   - oral and written communication.

5. Liaison's responsibilities may include:
   - attend core team meetings as time and funding permit;
   - provide consultation services as requested;
   - provide intervention services as needed;
   - facilitate access to the appropriate services;
   - participate in and/or facilitate core team maintenance;
   - participate in program evaluation activities;
   - facilitate and support the school-based aftercare plan for students who are returning to school from treatment;
   - facilitate and/or assist with "postvention" efforts;
   - facilitate or co-facilitate school-based support groups;
   - maintain data for required reporting as determined by the SCA;
   - provide relevant training to students, parents, faculty and staff;
   - collaborate with other agency providers; and,
   - provide community-based and school-based student assessments
Guidelines for Student Assistance Program (SAP) Coordination Teams

MISSION:

The mission of SAP Coordination Teams is to provide the leadership, planning and coordination necessary to implement effective SAP services at the county or county joinder level. Focus will be placed on the Commonwealth of Pennsylvania’s Student Assistance design, which is to assist school personnel to identify issues, including alcohol, drugs and others, which pose a barrier to a student’s learning and school success.

TEAM MEMBERSHIP:

Teams should be comprised of six to eight members who are administrative representatives from the following:

- County Mental Health/Mental Retardation
- Single County Authority (SCA)
- Children and Youth
- CASSP
- Schools and School Districts
- Intermediate Unit
- SAP Regional Coordinator
- Mental Health and Drug and Alcohol Liaisons
- Commonwealth Approved SAP Trainer
- Parents
- Other Pertinent SAP Personnel (i.e. District Council Representatives, School-Based Probation, Elementary Student Assistance personnel)
GOALS:

1. Promote communication, coordination and collaboration of SAP services among schools (public and nonpublic), agencies, community, parents and students.

2. Identify needs and gaps in SAP and SAP-related services in the county/county joinder and develop a plan(s) to address these.

3. Identify effective programs and ongoing training needs in order to develop a county/county joinder response to requests for SAP team development (i.e. additional training, county updates, team maintenance, research-based programs).

4. Promote communication, feedback and conflict resolution among the child serving systems in the county/county joinder.

5. Promote joint planning among child serving systems for resource development and effective service delivery.

Adopted by the Commonwealth SAP Interagency Committee:
August 31, 2000
GUIDELINES FOR STUDENT ASSISTANCE PROGRAM
IMPLEMENTATION

Guidelines for Secondary SAP Teams

Developed by the
Commonwealth Student Assistance Program
Interagency Committee
September 1991

1. The school will develop a core team including a central office representative (i.e. superintendent, assistant superintendent, director of curriculum and instruction, director of pupil services, etc.) and a building administrator (i.e. principal, assistant/vice principal) from the building where the SAP will be instituted. These two team slots are non-negotiable, and the administrators must attend the entire training. Past experience has demonstrated that training and leadership has served to produce more successful teams. Administrators who are lost through attrition must be replaced on the SAP teams. New administrators serving on SAP teams must be SAP trained.

Remaining team members (at least four per building) may be representatives from any or all of the following groups: teacher, counselor, psychologist, nurse, or other related professional staff.

Representatives from the county mental health and drug and alcohol systems will be appointed as liaisons to core teams and will attend training with their teams. Should the school have difficulty in securing this service, the chief school administrator should contact the county drug and alcohol and/or mental health administrator.

2. The school will establish at least two common team meeting times per week/cycle for all trained core team members. The team is expected to meet for a minimum of 80 minutes per week. Common planning time should be used for case management/intervention activities. It is strongly recommended that this meeting time occur during the contract day, and not be assigned during the teacher preparation periods.

3. All team members must attend the entire training. Participants not attending all sessions at the training will not be eligible for SAP certification.

4. The school will allocate at least seven hours of inservice/faculty meeting time throughout the first calendar year of program implementation. The inservice would be to inform faculty/support staff about the components of the Student Assistance Program and explain the procedures for making referrals to the core team. After the first year, topics related to SAP should become a part of yearly inservices. All new faculty/staff should receive, through the school’s orientation program, an overview of SAP and an explanation
of the procedures for making referrals to the core team. Information on SAP should be made available to all students and parents on a yearly basis.

5. The school will orient the school board on SAP prior to training and update them on SAP activities on a regular basis.

6. The school will develop/revise their drug/alcohol and suicide/mental health policies to incorporate SAP. Prior to board approval, policies should be reviewed by the SAP training provider. Both policies should be reviewed by administration at least once every two years and, if necessary, have revisions adopted by the board.

7. The school will develop guidelines on how parents will become involved in the SAP process.

8. The school will establish school-based intervention and aftercare (non-clinical) groups within one calendar year of completion of the initial SAP training. Students returning from inpatient treatment should receive school-based support services at least one period per week. Group facilitators must attend a group facilitator’s training with an emphasis on adolescent issues prior to conducting groups. All groups conducted in the school should be co-facilitated by at least one school person. A plan for coordinating services with drug/alcohol and mental health providers should be developed.

9. The school will provide time for team maintenance activities at least twice a year. Drug/alcohol and mental health agency liaisons should be included in maintenance activities.

10. The agency service provider and school will negotiate a written cooperative agreement with the local drug and alcohol and mental health agency service system that outlines the following: central referral procedures, consultation/education services, designated liaisons from the drug and alcohol and mental health systems, assessment services, emergency crisis assistance, and provisions for treatment, including aftercare. This letter of agreement will be written and signed by agency administrators/directors and school administrators. The agreement and/or any changes will be negotiated at a minimum of once per year. A copy of the letter of agreement must be sent to the school’s County Mental Health Administrator and Single County Authority director.

11. The school will utilize the conflict resolution process if problems occur between service provider agencies and the school.

12. The school will submit annual data through the SAP Online Reporting System (PDE 4092) at www.sap.state.pa.us and other information as requested by the Commonwealth
CONFLICT RESOLUTION PROCESS

Step 1  Core Team and Local Provider Agency

Step 2  School Building Administrator and Administrator of Local Provider Agency

Step 3  Central Office Administrator, County Mental Health and/or Drug and Alcohol Administrator

Step 4  Chief School Administrator, Office of Mental Health Area Office Community Program Manager or Office of Drug and Alcohol Programs Representatives, Pennsylvania Network for Student Assistance Services’ Regional Coordinator.

Step 5  Commonwealth SAP Interagency Committee

NOTE: The personnel indicated at each step do not preclude the inclusion of other individuals involved with the Student Assistance Process.
PROTOCOL

COMMONWEALTH STUDENT ASSISTANCE PROGRAM
TRAINING PROVIDERS

EXECUTIVE BOARD

Article I

Name

The name of this organization shall be the Commonwealth Student Assistance Program (SAP) Training Board and shall be referred to hereafter in this Protocol as the Board.

Article II

Mission Statement

The mission of the Board is to maintain the integrity, consistency and commitment to the Commonwealth SAP Training Standards and Core Competencies through visionary leadership, collaboration and mutual accountability. With the Pennsylvania Department of Education (PDE) and other systems, the Board will actively advocate for current and future best practices to ensure the highest quality of service to SAP professionals and others who impact students, families and the community.

Article III

Membership

The general membership of the Board is composed of representatives from all approved training agencies and PA Network for Student Assistance Services (PNSAS).

Section 1. Voting Membership

a. The voting membership of the Board will be limited to one representative from each Commonwealth Approved Trainer (hereafter referred to as CAT).

b. The voting representative may be either the CAT’s appointed primary designee or their alternate. The alternate shall vote in the absence of the primary designee.

c. The Division Chief or designee shall serve as a voting member of the Board.
Section 2. Non-Voting Membership

The two classes of non-voting members are the CAT alternate delegates and the PNSAS Regional Coordinators.

Article IV

Officers and Elections

Section 1. The officers of the Board shall be two co-chairpersons.

Section 2. Each co-chair position shall be elected by ballot to serve for two years or until his/her successor is elected and the term of office shall begin at the close of the August meeting.

Section 3. The Nominating Committee shall prepare a slate of candidates to be presented at the August meeting.

a. The slate shall be distributed to the membership at least 15 working days in advance of the meeting.

b. Additional nominations by the voting membership shall be permitted from the floor.

Section 4. An alternate shall not hold or perform the duties of an elected officer.

Section 5. A minimum of one year must pass before a member may be re-elected.

Section 6. Vacancies for the co-chair position which occur in the interval between regular elections shall be filled by an interim election to be held within sixty (60) days of the vacancy. The Nominating Committee shall prepare a written ballot with a minimum of two names per vacancy and distribute the ballot to the membership for vote.

Section 7. The officers shall perform the duties prescribed by this Protocol and by Robert’s Rules of Order. The duties shall include:

a. To preside at all meetings of the Board.

b. To serve as ex-officio members of all committees.

c. To prepare reports and execute motions as directed by the membership.

d. To prepare and distribute materials needed to keep the membership informed and conduct the business of the board.
Article V
Meetings

Section 1. Regular meetings shall be held annually at a centralized location. Each CAT is required to have representation at all regular meetings.

Section 2. Special meetings may be called by the co-chairs:
   a. On call of the co-chairs, with at least a minimum of thirty (30) working days written notice to each member; or,
   b. On written request of at least two-thirds of the membership with at least a minimum of thirty (30) working days written notice to each member.
   c. Only business clearly outlined in the notice of a special meeting shall be transacted.

Section 3. A simple majority of the voting membership shall constitute a quorum.

Section 4. A simple majority of the quorum shall be required to pass a motion.

Section 5. A record of actions taken shall be recorded in the form of Minutes at all Board meetings. Minutes of all Board meetings shall be distributed to the membership within forty-five (45) working days following the meeting.

Section 6. The official attendance record of each voting member shall be reflected in the approved minutes of each board meeting.

Article VI
Committees

Section 1. Nominating Committee:
This Committee, composed of three members, shall be appointed by the co-chairs within thirty days of the August meeting. It shall be the duty of this committee to select and present a slate of board members to fill all vacant and unexpired terms.

Section 2. Program/Professional Development Committee:
This Committee, composed of a minimum of five members, shall be appointed by the co-chairs within thirty days of the August meeting. It will be the duty of this Committee to collaborate with PDE to plan, coordinate and facilitate an annual training for the membership.
Section 3. Legislative Committee:

This Committee, composed of a minimum of three members, shall be appointed by the co-chairs within thirty days following the August meeting. It shall be the duty of this Committee to inform the membership of federal and state legislation directly impacting the Commonwealth Approved Training System, the effectiveness of the SAP, and/or funding issues related to SAP services.

Section 4. Board Membership Committee

This committee, comprised of a minimum of five people, shall be appointed by the co-chairs within thirty days of the August meeting. It shall be the duty of this Committee to establish a process to facilitate the orientation and the mentoring of new CAT’s during their first year on the board.

Section 5. Ad Hoc Committees:

Ad Hoc Committees shall be established by the co-chairs to focus on specific areas of need. Ad Hoc Committees shall function at the direction of the board and shall be dissolved upon completion of the assigned task.

Article VII

Relationship of PDE and CATS

Section 1. The Division Chief or designee shall act as advisor to the co-chairs.

Section 2. Roles and Duties of PDE:

a. Apply sanctions to Commonwealth Approved Trainers who do not meet the attendance requirements of this Protocol.

b. Support the CAT Board through provision of meals, meeting facility, lodging, presenters, consultants and other resources as funding permits.

c. Maintain and disseminate an updated list of Commonwealth Approved Trainers.

d. Appoint a PNSAS representative to serve as a liaison to the Board to facilitate the activities specified in Article VII, Section 2.b.

e. Record and disseminate minutes of Board meetings.

Section 3. Roles and Duties of the Board:

a. Notify PDE of all Board meeting dates.
b. Maintain a record of attendance at all Board and notify PDE of same.

c. Regularly inform PDE of emerging issues that affect the CAT system.

d. Provide input to PDE with respect to updates, revisions and development of standards and core competencies on an ongoing basis.

e. Maintain quality of training and promote best practice through resource sharing and information exchange among the CATS.

Article VIII

Amendment of Protocol

This Protocol may be amended by a two-thirds vote of the voting membership at any regular meeting of the board with a quorum established. The proposed amendment shall be submitted in writing to the voting membership thirty days prior to the meeting.

Effective August 2000/Revised August 2006
COMMONWEALTH OF PENNSYLVANIA
STUDENT ASSISTANCE PROGRAM
APPROVED TRAINING PROVIDERS

Addiction Medicine at WPIC-UPMC
Presbyterian
Contact: Susan L. Tarasevich/Margie Modro
Drake Annex
4117 Liberty Avenue
Pittsburgh, PA 15224
Phone: (412) 586-2575
Fax: (412) 586-2891
Email: tarasevichsl@upmc.edu; modroma@upmc.edu

Alcohol and Drug Abuse Services, Inc.
Contact: Lindie Gnan
106 N Michael Street
St. Marys, PA 15857
Phone: (814) 781-1700
Fax: (814) 781-6134
Email: ada814@alltel.net

Allentown School District
Contact: Gretchen Saul
P.O. Box 328
Allentown, PA 18105-0328
Phone: (484) 765-4061
Fax: (484) 765-4076
Email: saulg@allentownsdo.org

Armstrong/Indiana Drug and Alcohol Commission, Inc.
Contact: Charlene Givens
R.R. #2, Box 67
Shelocta, PA 15774
Phone: (724) 354-2746
Fax: (724) 354-3132
Email: cgivens@aidac.org

Behavioral Health Training and Education Network (BHTEN)
Contact: Stephen Paesani
520 N Delaware Avenue, 7th Floor
Philadelphia, PA 19123
Phone (215) 923-2116, ext. 289
Fax (215) 923-2147
Email: spaesani@pmhcc.org

Bucks Co. Council on Alcoholism & Drug Dependence
Contact: Dan Miringoff
252 West Swamp Road
Bailliwick Office Campus #33
Doylestown, PA 18901-2466
Phone: (215) 230-8218, Ext. 3162
Fax: (215) 230-8205
Email: dmiringoff@bccadd.org

The Caron Foundation
Student Assistance Services Department
Contact: Mylene Krzanowski
845 North Park Road
Wyomissing, PA 19610
Phone (610) 678-2332, ext. 2108
Fax (610) 678-5064
Email: mkrzanowski@caron.org

Clearfield/Jefferson Drug & Alcohol Comm
Contact: Mary Lash/Joseph Zbieg
104 Main Street, P.O. Box 647
Falls Creek, PA 15840
Phone: (814) 371-9002
Fax: (814) 371-9055
Email: cjda@adelphia.net

The COAD Group
Contact: Patricia Price-Wesley
930 East Lancaster Avenue
Exton, PA 19341
Phone: (610) 363-6164
Fax: (610) 594-0278
Email: Pwesley@coadgroup.com

Council on Drug and Alcohol Abuse
Contact: Kathleen J. Herr
630 Janet Avenue
Lancaster, PA 17601
Phone (717) 299-2831, ext. 223
Fax (717) 393-5944
Email: kherr@dahelp.org

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Family Life Services
Contact: Sarah Smith/Joan Evans
435 West Fourth Street
Williamsport, PA 17701
Phone: (570) 322-7873
Fax: (570) 322-8026
Email: smithsd@diakon.org; evansj@diakon.org

Gateway Vision
Contact: deRicci Horwatt
87 East Maiden Street, 2nd Floor
Washington, PA 15301
Phone: (724) 228-0810
Fax: (724) 228-3020
Email: cdh@gatewayrehab.org

Holcomb Behavioral Health Systems
Contact: Carolyn Falcone
126 East Baltimore Pike
Gayley Square
Media, PA 19063
Phone: (484) 444-0412
Fax: (484) 444-0421
Email: cfalcone@holcombbhs.org

Holy Spirit Hospital
Behavioral Health Services
Contact: Laura Snyder
503 North 21st Street
Camp Hill, PA 17011
Phone: (717) 972-4277
Fax: (717) 763-3037
Email: lsnyder@hsh.org

Lackawanna Co Comm on Drug & Alcohol Abuse
Contact: Dolly Michalczyk/
Mary Ellen McDonough
135 Jefferson Avenue
2nd Floor
Scranton, PA 18503
Phone: (570) 963-6820
Fax: (570) 963-6617
Email: prev@worldnet.att.net

Lincoln Intermediate Unit #12
Contact: Terrence Riley
P.O. Box 70
New Oxford, PA 17350
Phone: (717) 624-6436
Fax: (717) 624-6519
Email: tlriley@iu12.org

Mercer County Behavioral Health Commission, Inc.
Contact: Megan Johnson
8406 Sharon Mercer Road
Mercer, PA 16137
Phone: (724) 662-1550
Fax: (724) 662-1557
Email: megan.johnson@mercercountybhc.org

Montgomery County IU
Contact: Linda Kraft
1605 West Main Street
Norristown, PA 19403
Phone: (610) 539-8550 X 217
Fax: (610) 539-5973
Email: llkraft@mciu.org

Northwest Tri-County IU
Contact: Dr. Dennis Valone
252 Waterford Street
Edinboro, PA 16412
Phone: (814) 734-8462
Fax: (814) 734-5806
Email: dennis_valone@iu5.org

Philadelphia School District
Office of Specialized Services
Contact: Amy Maisterra
John F Kennedy Center
734 Schuylkill Avenue
Philadelphia, PA 19146
Phone: (215) 875-3546
Fax: (215) 875-2159
Email: amaisterra@phila.k12.pa.us

The Prevention Network
Contact: Janice Gural
270 Ohio River Boulevard
Baden, PA 15005
Phone: (724) 869-2222, ext. 225
Fax: (724) 869-3155
Email: jmg249@psu.edu

Project CARE
Contact: Lee Rush
P.O. Box 258
Quakertown, PA 18951
Phone: (215) 538-4787
Fax: (215) 536-7854
Email: pcare@justcommunity.com
Saint Vincent College Prevention Projects
Contact: Joseph Moffa
300 Fraser Purchase Road
Latrobe, PA 15650-2960
Phone: (724) 805-2050
Fax: (724) 539-1710
Email: joe.moffa@email.stvincent.edu

Shalom, Inc.
Contact: Sue Yackel
1080 North Delaware Avenue, Suite 602
Philadelphia, PA 19125
Phone: (215) 425-7727, Ext. 307
Fax: (215) 425-7785
Email: shalom602@aol.com

Tuscarora Intermediate Unit
Contact: Linda Dell
2527 U.S. Highway 522 South
McVeytown, PA 17051-9717
Phone: (814) 542-2501, ext 129
Fax:
Email: ldell@tiu11.org
DATE: January 18, 2005

SUBJECT: Letter of Assurance

TO: Commonwealth Approved SAP Training Providers

FROM: _____________________________, Department of Education
Myrna M. Delgado
_____________________________, Department of Public Welfare
Sherry L. Peters
_____________________________. Department of Health
Lonnie Barnes

As you are aware, guidelines are in place to regularly monitor and recertify the Commonwealth Approved Student Assistance Program Training Providers. As part of the certification process, a Letter of Assurance must be submitted annually. Please have your agency director and lead trainer carefully review the attached Letter of Assurance, sign in the spaces provided, and return by February 18.

If you have any questions regarding the Letter of Assurance, please contact your Network for Student Assistance Services’ Regional Coordinator.
The undersigned agency agrees to the following assurances in order to maintain certification as a member of the Commonwealth SAP Training System:

1. Maintain training design and practices in accordance with the Guidelines for the Commonwealth SAP Training System as set forth by the Commonwealth SAP Interagency Committee.

2. Assure information and processes as presented by members of the training team are consistent with training standards and competencies as set forth by the Commonwealth SAP Interagency Committee.

3. Continually update training practices and design to meet local need.

4. Designate a representative and a minimum of one alternate to the Executive Board and ensure attendance of designated representative or designee at all mandatory board meetings.

5. Adhere to Commonwealth SAP Training System Board Protocol.

6. Designate a lead trainer who meets established qualifications.

7. Attend annual Training of Trainers sessions and other information sharing and training sessions as established by the Commonwealth SAP Interagency Committee.


9. Submit training dates to the appropriate Pennsylvania Network for Student Assistance Services’ Regional Coordinator and Communications Coordinator a minimum of 45 days in advance.

10. Maintain a list of participants trained and certified by our agency. In the event that we withdraw from the Commonwealth SAP Training System, we agree to provide to the Network for Student Assistance Services with a complete listing of those who have received SAP training and were certified by us.

11. Process Act 48 Continuing Education Credit hours for SAP Training participants in accordance with procedures set forth by the Commonwealth SAP Interagency Committee.

12. Submit written notification of changes in Executive Board Representatives to the Network’s Communications Coordinator.

13. Actively participate in Training System workgroups and committees for the purpose of systems improvement on both statewide and local levels.
14. We further understand that if, at any time, the Commonwealth SAP Interagency Committee determines that there is a breach of this agreement in regard to our responsibilities as a member of the Commonwealth SAP Training System, the Commonwealth reserves the right to revoke or suspend our certification.

____________________________________ ______________________
Signature of Agency Director   Date

____________________________________  ______________________
Signature of Lead Trainer   Date

Name of Agency: _________________________________________________

Return original signed copy to:

Kim Swarner
Communications Coordinator
Network for Student Assistance Services
PA Department of Education
333 Market Street, 5th Floor
Harrisburg, PA  17126-0333
PROCESS FOR SUBMISSION OF ACT 48 CEC CREDITS

The Division of Student and Safe School Services received approval to award thirty (30) Act 48 continuing education credit hours for Student Assistance Program Training provided by Commonwealth Approved SAP Training Providers. The 30 credit hours are awarded only to training participants who have successfully completed the training and their assigned competencies within six (6) months of the training.

Process for Submitting SAP Training Rosters for Act 48

1. Training rosters must be submitted only on the Excel Spreadsheet provided on the Act 48 website. The Excel Spreadsheet template is available at https://www.perm.ed.state.pa.us/, click on link to “MS Excel Spreadsheet for Roster Submission.”

2. Completed spreadsheets should be emailed to Kim Swarner (kswarner@state.pa.us) as an attachment. Instructions for saving the spreadsheet template to your computer are available on the website.

3. Training rosters should not be submitted to Kim Swarner until the individuals have successfully completed their assigned competencies. Once they have completed their assigned competencies, training rosters must be submitted within 30 calendar days.

4. Information that is required on the roster includes:
   Social Security Number
   First Name (please make sure first name is in Column B)
   Last Name (please make sure last name is in Column C)
   Home Address
   Activity Name: Student Assistance Program Training
   Activity Type: Other
   Total Hours (Not to exceed 30)
   Date From (First date of training)
   Date To (Date competency assignments were completed; not the last date of training)
   Hours Attended/Credits Awarded: 30
   Course ID (leave blank)

5. PDE will send notification letters to the training participant confirming their award of credit hours. The training participant will be responsible for forwarding a copy of the letter to their employer.

6. Act 48 is retroactive to June 1, 2000
Dear:

This is to certify that on 10/27/2002 you satisfactorily completed an activity entitled, "Student Assistance Program Training" that was provided by PDE-Division of Student and Safe School Services. In recognition of your effort, you have been awarded 30 continuing professional education hours.

We will report to the PA Department of Education's Act 48 Continuing Professional Education Record System all courses and/or activities sponsored by PDE-Division of Student and Safe School Services, in accordance with Act 48 of 1999. A copy of this letter will be forwarded to your school entity. **It is important that you retain this letter in your files.** If you plan to use the credits earned from an approved course toward a Level II Certificate or Letter of Master's or Bachelor's Equivalency, you should forward this letter (original) and all other letters (originals) and applicable college transcripts with your application for Level II Certification.

Your school entity will report to the Department of Education all learning activities provided by the entity and completed by professional staff to comply with continuing education requirements. If you are not actively employed by a school entity, the credits/hours earned by the completion of this course/activity will be reported to the Bureau of Curriculum and Academic Services by the Approved Provider on your behalf to meet the Act 48 continuing professional education requirements.

If you have any questions concerning this matter, please feel free to contact PDE-Division of Student and Safe School Services at the number below.

Sincerely,

Ms. Myrna M. Delgado
Division Chief
PDE-Division of Student and Safe School Services
(717) 783-6777
<table>
<thead>
<tr>
<th>Standard(s)</th>
<th>Component(s)</th>
<th>Description of content and delivery modes.</th>
<th>Competency Measurement Method(s)</th>
<th>Guidelines, Laws, and Regulations Addressed</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
The purpose of this training is to provide school staff that will not be serving as members of a SAP core team (i.e. bus drivers, support staff, etc.) with an understanding of the current Commonwealth of Pennsylvania's Student Assistance Program model. The training will focus on student behavioral and performance indicators that warrant a referral to the student assistance core team. Participants will receive information on current best practices in SAP, the role of school staff who are not members of the core team, the referral process, and expected outcomes from a SAP referral.

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Standards/Core Competencies Addressed</th>
<th>Topics</th>
<th>Suggested Manual Content</th>
<th>Activities</th>
</tr>
</thead>
</table>
| **I. Overview of the SAP Model** | 1.1, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4 3.1 | - SAP as a collaborative statewide initiative of the Departments of Education, Public Welfare, and Health.  
- History/timeline of SAP development in Pennsylvania.  
- SAP as a school-wide process  
- Role and function of SAP in the educational process.  
- Pennsylvania’s four-phase SAP process.  
- Core team essentials (team composition, roles and function of members, and linkages with administration and school policies)  
- The steps and tasks of the SAP team process (referral through follow-up) and the importance of each to an effective continuum of SAP care.  
- Boundaries of SAP as a behaviorally based identification model; not diagnosis and treatment.  
- Information and skills for identifying behaviors that impact school success and impede the learning process.  
- The essential role of parents/caregivers as decision-makers and partners in the student assistance process. | Basic Education Circular 24 P.S. §15-1547                                                              | -92-        |
## II. Roles and Rules

<table>
<thead>
<tr>
<th>Section</th>
<th>Standards/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1, 4.8, 6.1*, 7.1*</td>
<td>Relevant laws affecting professional relationships between schools and parents/caregivers.  - Role and function of SAP  - Referral Process  - Continuum of care  - Non-SAP Team members’ role in the SAP Process (not only core team; involves everyone)  - What happens after the referral is made (connections SAP makes to other resources)  - SAP Policy  - Professional ethics, boundaries, responsibilities, and accountability.  - Current substances of use and abuse.  - Common observable child and adolescent behaviors that may be signs/symptoms of behavioral problems and common mental health issues.  - Positive interactions with students.</td>
</tr>
</tbody>
</table>

*You might want your liaisons to present these standards/competencies

<table>
<thead>
<tr>
<th>Resources</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Protection of Pupil Rights Amendment (PPRA)</td>
<td></td>
</tr>
<tr>
<td>Family Education Rights &amp; Privacy Act (FERPA)</td>
<td></td>
</tr>
<tr>
<td>Sample flow chart, referral form</td>
<td></td>
</tr>
</tbody>
</table>

## III. When to Refer

<table>
<thead>
<tr>
<th>Section</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Behavioral indicators  - What is a proper referral  - Case study/success story  - How to respond if you suspect a child is under the influence  - How to respond if you suspect child abuse</td>
<td>List of “red flag” behaviors  Student Information/Behavior Observation Templates  Local referral form  How to access their local team</td>
</tr>
</tbody>
</table>

Case study/success story
# SAP LEADERSHIP TRAINING

The purpose of this training is to provide school and community leaders with an up-to-date understanding of the Commonwealth of Pennsylvania’s Student Assistance Program model and its effective implementation to assist at-risk students in our schools. The training will focus on issues of importance to school district administrators, building principals, assistant principals, school board members and other school staff in leadership roles as well as administrators of SAP-related drug and alcohol and mental health agencies. Participants will receive information on current best practices in SAP, the legal environment in which student assistance operates in Pennsylvania, and strategies for measuring, maintaining, improving, and supporting SAP in their schools.

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Standards/Core Competencies Addressed</th>
<th>Topics</th>
<th>Suggested Manual Content</th>
<th>Activities</th>
</tr>
</thead>
</table>
| **1. Overview of SAP model** | Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 3.1, 4.1, 4.2 | - Role and function of SAP in the educational process  
- SAP as one program in a continuum of services offered in a comprehensive safe and drug-free schools plan  
- Continuum of service  
  -- What schools and families need  
  -- How does the SAP team fit in  
  -- Parental involvement  
  -- Support groups  
  -- Spectrum of intervention  
  -- What a formal/informal intervention looks like  
  -- Collaborative process  
  -- Utilizing existing in-school services  
  -- Models of stages of change  
  -- Emphasize strength-based  
  -- Importance of in-service time  
  - Basic components of SAP  
  - Admin support for teams  
    -- Need for SAP  
    -- What needs to happen to support the schools’ SAP  
  - Effective SAP teams  
    -- Nine Components & Indicators  
    -- Four phases of SAP  
    -- School climate  
    - Involvement of different personnel on the SAP process (discipline, SBPOs, SROs, magistrates, district justices, etc.).  
    - What your SAP teams need from you as an administrator.  
    - Cultural diversity in families and students | SAP guidelines; Liaison guidelines; County coordination team guidelines; Flow chart; Components and Indicators; Four phases; BEC; PA suicide prevention plan; History (timeline, PA model, training system, standards and competencies, etc.) | Pre/Post Self-Assessment |
## II. Legal/Ethical Policy Issues

<table>
<thead>
<tr>
<th>Standards:</th>
<th>Key federal/state legislation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3, 4.2, 4.3, 4.7, 4.8</td>
<td>BEC, FERPA, Hatch</td>
</tr>
<tr>
<td>Competencies:</td>
<td>Role of central administrator vs. role of principal</td>
</tr>
<tr>
<td>1.h., 1.i., 1.j</td>
<td>How to engage SAP in the area of discipline through expulsion</td>
</tr>
<tr>
<td>4.a, 4.b, 4.d., 4.e, 4.g., 4.f, 4.h.</td>
<td>District policies and procedures that impact SAP</td>
</tr>
<tr>
<td></td>
<td>(ATOD, extracurricular ATOD, drug testing, mental health, hazing, harassment, bullying weapons, violence, records)</td>
</tr>
<tr>
<td></td>
<td>Parents as decision makers</td>
</tr>
<tr>
<td></td>
<td>Educating school boards about SAP</td>
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<td></td>
<td>Planning techniques (4-P’s: plan, prepare, practice, and pray)</td>
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<tr>
<td></td>
<td>Letters of Agreement/MOUs</td>
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<tr>
<td></td>
<td>Implications of contractual agreements with outside agencies</td>
</tr>
<tr>
<td></td>
<td>SAP as a factor in reducing potential liability</td>
</tr>
<tr>
<td>Resources:</td>
<td>SAP Desk Reference Manual; Templates/resources for policies; Letters of Agreement; MOUs; FERPA guidance</td>
</tr>
</tbody>
</table>

## III. Evaluation and Improving Effectiveness

<table>
<thead>
<tr>
<th>Standards:</th>
<th>Checklist for their school (self-evaluation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.6, 2.6, 2.9, 2.10</td>
<td>Nine Components and Indicators</td>
</tr>
<tr>
<td>Competencies:</td>
<td>What services currently exist in their school</td>
</tr>
<tr>
<td>2.c., 1.h, 1.j, 1.l</td>
<td>Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis</td>
</tr>
<tr>
<td></td>
<td>Characteristics of a healthy program</td>
</tr>
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<td></td>
<td>Team maintenance issues</td>
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<tr>
<td></td>
<td>Utilizing SAP reporting data (performance reports) for program improvement</td>
</tr>
</tbody>
</table>

-95-
The purpose of this training is to offer a menu of topics and resources to assist SAP team coordinators, liaisons, school administrators, counselors or other team members in conducting effective activities with SAP teams. The training should review key competencies and concepts while offering potential methods for addressing these topics in a SAP team maintenance or other setting. This training is designed for individuals who attended SAP Training more than three years ago. A needs assessment should be conducted with training participants prior to designing each training.

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Standards/Core Competencies Addressed</th>
<th>Topics</th>
<th>Suggested Manual Content</th>
<th>Activities</th>
</tr>
</thead>
</table>
| I. How SAP has improved and expanded. | 1.1, 1.4 | -SAP as a collaborative statewide initiative of the Departments of Education, Public Welfare, and Health.  
- Role and function of SAP in the educational process.  
- Highlight important changes in recent years that have affected SAP teams including:  
  - Resiliency  
  - Parental involvement  
  - Legislation (Special Education, etc.)  
  (Indicate that these will be fully addressed later in the training.) | | |
| II. Team Process | 1.5, 2.1, 2.2, 2.5, 2.10, 3.6, 4.4 | - Identify the four phases of the Pennsylvania SAP process: referral, team planning, intervention and recommendations, follow-up and support.  
- Core team essentials: team composition, roles and function of members, and linkages with administration and school policies.  
- The steps and tasks of the SAP team process (referral through follow-up) and the importance of each to an effective continuum of SAP care.  
- Student information gathering from multiple sources (academic, behavioral, attendance, health, etc.).  
- Strategies to inform the school and community of the SAP team process.  
- Importance of follow-through with parents/caregivers.  
- Delineation between SAP and discipline | Components and Indicators Handbook |
| III. Roles and Responsibilities of the Core Team | 1.c, 2.1, 2.7 | - Review the purpose of SAP in Pennsylvania as a systematic mechanism for identification, intervention, referral assistance, and support/follow-up, including continuing care supports (aftercare).

- Core team essentials: team composition, roles and function of members, and linkages with administration and school policies

- Levels of SAP intervention processes including implementation of a continuum of school-based services as well as family and community resources. |
| IV. State and Federal Laws that Impact SAP | 1.3, 2.8, 4.1, 4.2, 4.3, 4.6 | - Basic Education Circular 24 P.S. §15-1547.  
- Recommended record-keeping practices.  
- Relevant laws affecting professional relationships between schools and parents/caregivers.  
- Parent/caregiver and student rights.  
- Local school policies and procedures for ATOD, mental health, suicide, crisis, safety, and violence-related issues.  
- Relevant laws affecting professional relationships between the agencies and parents/caregivers and students. | McKinney-Vento Act 106  
FERPA  
PPRA  
NCLB  
Psychological counseling  
Special Education 101  
HIPPA |
| V. Issues Impeding School Success | 2.3, 2.4 | - Boundaries of SAP as a behaviorally based identification model; not diagnosis and treatment.  
- Information and skills for identifying behaviors that impact school success and impede the learning process. |
| Strategies for working with students | 5.1, 5.2 | - Appropriate strategies for working with students at their developmental level considering culture, language proficiency, age, gender, and other relevant characteristics. |
| Drug and Alcohol | 6.1, 6.8 | - Information and research on developmental behaviors, including management strategies for all stages of child and adolescent development.  
- School policy  
- Role of Liaisons  
- Current substances of use and abuse.  
- Access issues (such as Managed Care) impacting availability of local resources to address ATOD issues.  
- COA and other family issues |
| Mental Health | 7.2, 7.5, 7.6 | - Current research on risk factors that can lead to suicide and other mental health concerns in youth.  
- School procedures and policy that address suicide, postvention, and crisis response.  
- Nature of appropriate postvention and crisis response in a comprehensive safe school plan. |
| VI. Risk and Resiliency | 5.3, 5.4, 5.5 | - Risk and resiliency factors related to current identified issues impacting students  
- Effective strategies for promoting resiliency in students, including information on current research-based resiliency models  
- School-based methods for supporting students through school transitions and periods of vulnerability. |
<table>
<thead>
<tr>
<th>VII. Parent Involvement/Cultural Diversity</th>
<th>Strategies to inform the school and community of the SAP team process.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>The essential role of parents/caregivers as decision-makers and partners in the student assistance process.</td>
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<td></td>
<td>Strategies for engaging parents/caregivers early in the process</td>
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<td>Skills for interviewing and motivating parents/caregivers and students.</td>
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<td>Stages of change as they relate to students/parents/caregivers motivation</td>
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<td>The role of culture and language proficiency in effective parents/caregivers communication.</td>
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<td></td>
<td>Importance of follow-through with parents/caregivers</td>
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<td></td>
<td>Impact of local community cultural issues on school climate.</td>
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<td></td>
<td>Culturally appropriate skills and professional practices for SAP team members to employ during all stages of the SAP process.</td>
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<td></td>
<td>Identify culturally appropriate community resources.</td>
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<td></td>
<td>Strategies for increasing the cultural competence of SAP team members.</td>
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<tr>
<td></td>
<td>Resource material on working with GLBT families</td>
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<td></td>
<td>Resources on culturally appropriate strategies for working with families</td>
</tr>
</tbody>
</table>
| VIII. Team Planning and Maintenance | 1.6, 1.7, 2.6, 2.9 | - Review and action plan for areas teams need to modify or improve.  
- Identify the nine (9) components and quality indicators for a school’s SAP team.  
- Use of performance reporting process in planning and improvement of SAP at the local and district levels.  
- Communication, collaboration, and relationship building skills and their implications to internal and external team relations  
- Team maintenance, new member integration, ongoing professional development, and self-care for team members. | Components and Indicators Handbook |
Commonwealth Student Assistance Program
Training System
Lead Trainer Application

Instructions: The following process applies when there is a vacancy in the lead trainer position or when a training provider wishes to designate an additional lead trainer. The agency must submit this application that is to be completed by the potential lead trainer and signed by the agency director and potential lead trainer at least 90 days in advance of the agency’s next scheduled SAP Training. The application will be evaluated by PNSAS staff.

Mail completed application to:
Kim Swarner
PA Department of Education
Division of Student and Safe School Services
333 Market Street, 5th Floor
Harrisburg, PA 17126-0333

Evaluation Criteria: Applicants successfully demonstrating knowledge/experience in 8 to 12 requirements will receive provisional approval status and will be issued a work plan to be completed within 6 months demonstrating achievement of all insufficiencies. Applicants successfully demonstrating knowledge/experience in 7 or less requirements will be denied and can reapply at such time that they are able to meet the qualifications.

I. CONTACT INFORMATION

Agency: ________________________________________________________
Agency Director’s Name: ___________________________________________
Applicant’s Name: ________________________________________________
Applicant’s Title: _________________________________________________
Telephone: (______)______________________________________________
Fax: (______)___________________________________________________
Email Address: ___________________________________________________
II. EMPLOYMENT AND SAP TRAINING REQUIREMENTS

Are you an employee of the agency?  ____Yes  ____No
If no, you are not eligible to serve as a lead trainer.

List the dates when you attended and completed SAP Training: ________________

Indicate the Commonwealth Approved SAP Training Provider that conducted your SAP Training: ________________________________

III. REQUIRED ATTACHMENTS

Attach the following documents to this application:

1. Applicant’s current vita/resume.
2. Copy of SAP Training Certificate of Completion.
3. Act 48 CEC award letter from the Department of Education or proof of competency assignment completion if applicant is not a school employee.
4. Certificates from additional trainings or courses that support application.

IV. SIGNATURES

Applicant’s Signature: ____________________________      Date:__________

Agency Director’s Signature: _________________________     Date:__________
## V. LEAD TRAINER QUALIFICATIONS

<table>
<thead>
<tr>
<th>REQUIRED KNOWLEDGE/ DIRECT EXPERIENCE</th>
<th>SPECIFICALLY LIST AND DESCRIBE YOUR EXPERIENCE, COURSE WORK, TRAININGS, AND/OR CLASSES THAT HAVE PROVIDED YOU WITH KNOWLEDGE OR DIRECT EXPERIENCE IN EACH REQUIREMENT LISTED. USE ADDITIONAL PAGES IF NECESSARY.</th>
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<tbody>
<tr>
<td>2. Training design and delivery/adult learning theory in SAP or related issues/areas.</td>
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<td>3. Working with agencies in the SAP process.</td>
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<td>4. Working with schools in the SAP process.</td>
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<td>5.</td>
<td>Family, child, and adolescent serving systems.</td>
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<td>6.</td>
<td>Application of laws, regulations, and guidelines that govern the Commonwealth Student Assistance Program.</td>
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<td>7.</td>
<td>Basic crisis response and school safety issues (i.e. PEMA, NOVA, CISM, training, school safety plans, crisis policy development, etc.).</td>
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<td>8.</td>
<td>Cultural competency training.</td>
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<td>10. <strong>Interface with local educational agencies and community agencies and adapt training to local needs.</strong></td>
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<td>11. <strong>Coordination and management of training details including registration process, budgets, information sharing, evaluation and performance improvement, Act 48, etc.</strong></td>
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<tr>
<td>12. <strong>Provide leadership on changes and improvements to training.</strong></td>
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<td>13. <strong>Collaboration with schools and state and local agencies in the SAP process.</strong></td>
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Pennsylvania Act 211 of 1990

Section 1547 of the PA School Code, enacted as Act 211 of 1990, requires school districts to implement a comprehensive tobacco, alcohol and other drugs program including instruction in the classroom. In addition, Section 1547 required the establishment of a program to provide appropriate counseling and support services for students experiencing problems with drugs, alcohol and dangerous substances.

Section 1547. Alcohol, Chemical and Tobacco Abuse Program.

(a) Beginning with school year 1991-1992 and each year thereafter, each public school student shall receive mandatory instruction in alcohol, chemical and tobacco abuse in every year in every grade from kindergarten through grade twelve. The instruction shall be integrated within the health course of study required in accordance with the State Board of Education regulations. In grades where health is offered, instruction may also be integrated into other appropriate courses of study. In grades where health is not offered, instruction shall be integrated into an appropriate curriculum requirement as listed in 22 Pa. Code § 5.4(b).

(1) This instruction:
   (i) Shall be age appropriate.
   (ii) Shall be sequential in method of study.
   (iii) Shall discourage the use of alcohol, tobacco and controlled substances.
   (iv) Shall communicate that the use of illicit drugs and the improper use of legally obtained drugs is wrong.

(2) School districts may utilize any appropriate public or private materials, personnel and other resources in developing and implementing this program of instruction. The Department of Health, Office of Drug and Alcohol Programs, shall make available information about appropriate curriculum materials upon request of a school district. In developing its alcohol, chemical and tobacco abuse instructional program, each school district shall consult with the single county authority designated by the Department of Health to provide drug and alcohol services in the school district's area.

(b) Each school district is hereby authorized to develop and offer programs relating to alcohol, chemical and tobacco abuse for parents of students enrolled in the public schools. If a school district does develop such programs, they shall be developed in consultation with the single county authority designated by the Department of Health to provide drug and alcohol services in the school district's area. Such programs shall be offered at no cost to parents.

(c) The Secretary of Education, in consultation with the Secretary of Health, shall develop curriculum guidelines for instruction on alcohol, chemical and tobacco abuse and the laws governing their use and misuse. These guidelines shall encourage the inclusion of the following elements where appropriate in the instruction:
   (1) Detailed factual information regarding the physiological, psychological, sociological and legal aspects of substance abuse.
   (2) Detailed information regarding the availability of help and assistance for students and their families with alcohol, chemical and tobacco dependency problems.
   (4) Skills needed to evaluate advertisements for and media portrayals of alcohol, chemical and tobacco products.
(5) Detailed instruction on the need for and the role of lawful authority and law-abiding behavior, including interaction with members of the legal and justice community.

(d) Beginning with the 1991-1992 school year and each year thereafter, the Secretary of Education, in consultation with the Secretary of Health, shall make available, to all school districts and intermediate units, in-service training programs based upon the instruction requirements established in subsection (a) and the curriculum guidelines established in subsection (c). The programs shall provide preparation for the teaching of mandated instruction in alcohol, chemical and tobacco abuse. The in-service programs may utilize the single county authorities designated by the Department of Health or such other institutions, agencies or persons as the Secretary of Education deems appropriate.

(e) Beginning with the 1991-1992 school year, each school district shall provide, as part of its in-service training, programs on alcohol, drugs, tobacco and dangerous controlled substances for all instructors whose teaching responsibilities include courses of study in which mandated instruction concerning alcohol, chemical and tobacco abuse is integrated. To comply with this requirement, a school district may utilize the programs made available by the Department of Education or use other alternative programs.

(f) The governing board of each intermediate unit in which a nonpublic school is located shall have the authority and the duty to loan to all students attending nonpublic schools within the intermediate unit all educational materials developed by either the Department of Education or the Department of Health, pursuant to this act for the instruction of public school students on the nature and effects of drugs, alcohol, tobacco and dangerous controlled substances. Local school boards need not expend funds which are not provided by either the Federal or State Government for drug education programs for the use or loan of these materials. A nonpublic school may utilize the in-service training programs made available by the Department of Education through the intermediate unit.

(g) On or before June 1, 1991, the Secretary of Education shall recommend to the General Assembly a plan to require and assist each school district to establish and maintain a program to provide appropriate counseling and support services to students who experience problems related to the use of drugs, alcohol and dangerous controlled substances.

(h) On or before June 1, 1992, the Secretary of Education shall report to the General Assembly concerning the 1991-1992 school year activities of the Department of Education pertaining to the provisions of this section and concerning proposed 1992-1993 school year activities of the Department of Education pertaining to this section.

(i) The State Board of Education shall adopt rules and regulations necessary for the implementation of this section.

(1547 amended Dec. 19, 1990, P.L.1362, No.211)
Chapter 12
Students and Student Services
22 PA School Code §12.1 – 12.42

On December 3, 2005, the State Board of Education amended Chapter 12 regulations that address student rights and responsibilities and student services to incorporate the requirement for student support services plan and Student Assistance Programs. A complete version of Chapter 12 regulations is available at www.pde.state.pa.us/chapter12.

§12.42. Student assistance program.
School entities shall plan and provide for a student assistance program.

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