

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.