

## SAP COUNTY COORDINATION UPDATE

June, 2015



[www.sap.state.pa.us](http://www.sap.state.pa.us)

### **PENNSYLVANIA NETWORK FOR STUDENT ASSISTANCE SERVICES INTERAGENCY UPDATE**

#### **PA Department of Education: School Climate Survey Webinar Now on You Tube**

The Office for Safe Schools of the Pennsylvania Department of Education announced the release of school climate surveys to all school entities in the Commonwealth. The surveys are intended to provide schools with formative and summative climate data for use with needs assessments, program development and short and long-term planning.

The domains measured by the surveys include: Social Emotional Learning, Student Support, High Expectations and Academic Rigor/Challenge, and Safe and Respectful School Climate. Surveys are available for grades 3-5, 6-8, 9-12, as well as for staff, faculty, parents, and community members.

The surveys and their results are located on a secure website and are completely confidential. Survey data will be the sole property of the school district. No results will be reviewed by the PA Department of Education for any reason. The surveys are completely free to all participating school entities in the Commonwealth of Pennsylvania. You can now view the recorded webinar on the school climate surveys [here](#) on You Tube.

#### **Department of Drug and Alcohol Programs (DDAP): 2015 Pennsylvania Youth Survey (PAYS)**

Please help encourage the school districts you serve to participate in the 2015 administration of the Pennsylvania Youth Survey. The PAYS is a great way to gain insight on what is happening in all areas of the lives of students. It identifies specific risk and protective factors across four areas (“domains”) that impact students’ behaviors. The PAYS is anonymous and confidential. Data from the survey is aggregated to show grade level responses and includes school district specific results, in addition to county and statewide reports.

Student Assistance Teams are key stakeholders within schools that can help address the findings of the PAYS. Data can be used to better identify common barriers to learning and school success as well as assist in the planning and coordinating of supports both in school and in coordination with out of school providers. A special fact sheet on Student Assistance and PAYS can be downloaded [here](#).

## PAYS Timeline

Date	Action
<b>April 2015</b>	Survey preview made available at <a href="http://www.pays.state.pa.us">www.pays.state.pa.us</a> Superintendents receive notice of fall 2015 PAYS administration
<b>May/June 2015</b>	Bach Harrison outreach to schools included in state sample
<b>Summer 2015</b>	Recruitment outreach to schools from community, prevention, & education supporters of PAYS
<b>September to November 2015</b>	PAYS administered in participating schools
<b>December 20, 2015</b>	Survey Return Deadline
<b>April 2016</b>	PAYS Reports released to schools and counties

## SAP BACK TO BASICS



**It's time...**

**Time for what you ask?**

**To report...**

**Report what?**

**So glad you asked. . .**

**~2014-2015 Student Assistance Program (PDE 4092) Data**

**~Due June 30, 2015**

[www.safeschools.state.pa.us](http://www.safeschools.state.pa.us)

School SAP teams submit data on the PDE 4092 (due June 30, 2015). You have assisted many students in making great strides and progress throughout this school year by overcoming barriers impeding school success. As the year comes to a close, shift some time and energy to ensure your records and data are up-to-date and reported. As noted in the SAP Guidelines, each year K-12 Student Assistance teams are required to submit anonymous online referral data through the online reporting system (PDE 4092) at [www.safeschools.state.pa.us](http://www.safeschools.state.pa.us). This reporting system is available early in the school year so teams can routinely enter referral data, and now it's time to complete this and submit this information. If your team has not entered data thus far be sure to locate your user name and password to start the process or contact your school entity's zone administrator for assistance.

For all users, remember to review the PDE 4092 instructions located on the reporting site for your use. These instructions will aid in teams reporting consistently across the commonwealth. Once data entry is complete, "Release" forms to PDE by selecting "Release" located in the lower left panel bar area. If your account does not have release access, you will need to contact the zone administrator to adjust your account or inform the team member with the release access to complete the process.

SAP (MH & D/A) Liaisons enter data on the joint quarterly reporting system (JQRS). This data is submitted by agencies/counties utilizing the JQRS. This information is reported four times throughout the calendar year at [www.sap.state.pa.us](http://www.sap.state.pa.us). The fourth quarter, April to June, is due July 31, 2015. To ensure accurate and consistent reporting, review the online SAP MH/D&A Data Collection Questions and Answers.

If you are in need of technical support for either the PDE-4092 or JQRS reporting sites, please contact the Help Desk at (814) 262-9695. For reporting questions/clarification, your [PNSAS Regional Coordinator](#), is always available to assist.



**After all data is submitted. . .  
Smile, jump dance, sing, AND  
have a fantastic summer!**

## **RESOURCES**

### **PACER'S New National Parent Center on Transition and Employment Website Offers Resources for Families, Youth, Educators, and Employers**

For families of youth with disabilities, the transition from high school to employment, postsecondary education, and life in the community presents a variety of challenges. PACER's innovative National Parent Center on Transition and Employment has launched its ground-breaking new website to provide important information and resources to support families, youth, educators and employers as they help teens and young adults with disabilities reach their goals in adulthood. Discover the practical tools, reliable research, and interactive training at [PACER.org/transition](http://PACER.org/transition).

### **New Information on Teen Sexual Assault**

Two new multi-page factsheets on Teen Sexual Assault, originally created for the webinar [When "NO" is Not Enough: Information on Teen Sexual Assault](#) are available. *Teen Sexual Assault: Information for Teens* (1) explains the difference between consent and coercion; (2) defines and answers common questions about sexual assault and teen dating violence; (3) delineates how drugs and alcohol interfere with safety; (4) details how teens can protect themselves; (5) describes the steps to take if assaulted sexually and where to go for more information; and (6) explores the common misconceptions teens may have about sexual assault. *Teen Sexual Assault: Information for Parents* covers the same information, in addition to ways parents can help to protect their teenager. Download [Fact Sheet for Teens](#) or [Fact Sheet for Parents](#).

### **The Science of Resilience**

The Center on the Developing Child recently published a new paper in its InBrief Series, entitled "The Science of Resilience". The paper is accompanied by three videos that provide an overview of why resilience matters, how it develops, and how to strengthen it in children. Click on <http://tiny.cc/c8tlxx> to access the paper and videos.

### **Childhood Adversity Resource**

The Childhood Adversity Narratives (CAN) is a resource to inform policymakers and the public about the costs and consequences of child maltreatment and adversity. Given national discussion about many aspects of child trauma—including related Adverse Childhood Experiences (ACE) Study and other educational and policy activities—authors Frank Putnam, MD, William Harris, PhD, Alicia Lieberman, PhD, Karen Putnam, PhD, and Lisa Amaya-Jackson, MD have created a useful resource to (1) address the different approaches and terms used regarding these issues, (2) highlight the findings of the original ACE study and its replicated research, and (3) provide related information and resources. The authors hope to set the stage for enhanced discussion of national and state solutions, including those that are available through the [National Child Traumatic Stress Network](#). The CAN authors invite others to use these materials in ways that benefit children and families who have experienced any childhood adversities. Click [here](#) to access to a PDF of the information, while related slides and additional information are available at [www.CANarratives.org](http://www.CANarratives.org).

## **FUNDING OPPORTUNITIES**

### **HHS Announces Funding Opportunities to Support At-Risk Youth and Young Fathers**

The U.S. Department of Health and Human Services, Administration for Children and Families (HHS), Office of Family Assistance has announced two funding opportunities that will support at-risk youth and young at-risk fathers. Grant awards for both programs will range from \$350,000 to \$2 million per year:

- [New Pathways for Fathers and Families](#). This grant will help at-risk young fathers strengthen their relationship skills and their employability as they transition to adulthood. Applications are due by July 7, 2015.
- [Healthy Marriage and Relationship Education](#). Grants awarded under this solicitation will support programs that provide marriage and relationship skills training to help individuals and families change their behavior as they move toward economic self-sufficiency. Applications are due by July 7, 2015.

Visit OJJDP's [funding](#) page for current funding opportunities

### **LifeSkills Training Program Grant**

Pennsylvania school districts are invited to apply to receive three years of FREE LifeSkills Training. Thanks to the Center for the Study and Prevention of Violence at the University of Colorado, all costs are being covered. A letter was sent last week to all Pennsylvania school district superintendents and administrators, urging them to apply and providing further details about the LifeSkills Training program, the overall project, and other benefits of participating in this effort. The final deadline for districts to submit applications is October 31, 2015.

The Center for the Study and Prevention of Violence at the University of Colorado (CSPV) is offering this program to school districts in Pennsylvania. The LST program normally costs approximately \$34 per student to implement but is available at no cost to Pennsylvania school districts through CSPV. The LST program is an evidence-based substance abuse and violence prevention program designed to be implemented in middle and junior high school classrooms. In high-quality, multi-year research studies LST has been extraordinarily effective in preventing youth onset and escalation of substance use, including: 75 percent less marijuana use; 68 percent less methamphetamine use; 66 percent less polydrug use; 60 percent less alcohol use; and 87 percent less tobacco use compared to youth who did not participate in LST. LST also effectively helps to reduce violence and other high-risk behaviors. LST includes age-appropriate and culturally relevant information, facilitated discussions, and structured activities in 30 class sessions over three years.

In the school year 2013-14, a total of 93 schools across 51 school districts participated in this opportunity. Thirty-four of those districts participated in outcomes data collection on almost 5,000 students in the 6th (66 percent) and 7th grade (34 percent). These students reported significant increases in their knowledge of the harmful consequences of substances, and in knowledge of important life skills, such as good decision making, anxiety reduction, and effective communication. They also reported significant increases in their confidence to use skills to resist peer pressure and be assertive. CSPV is offering to provide training, all curriculum materials for teachers and students, and to cover all other costs surrounding the two-day trainings, including the school district's cost of providing substitute teachers if the training occurs during school days. If the training occurs during the summer or other non-school days, a per diem will be available to be offered to teachers. The school district is only required to identify a district employee to serve as the coordinator. Both CSPV and the EPISCenter (a technical assistance center funded by PCCD and DHS) will be available to provide technical assistance to Pennsylvania schools that participate in this program.

We urge you to take advantage of this opportunity. If you are interested in pursuing this initiative or have any questions, please contact, Joan Bryant, Ph.D. at [joan.bryant@colorado.edu](mailto:joan.bryant@colorado.edu) or via phone at 303.735.0455. For more details about this initiative, including a fact sheet and the application form, click [here](#). Please note that while the deadline for Pennsylvania School Districts to submit applications is not until October 31, 2015, we encourage you to apply as soon as possible.

## **TRAINING OPPORTUNITIES**

### **Child Bipolar Disorder and Other Difficult to Treat Disorders Video Conference**

June 10, 2015

Sponsored by the Western Psychiatric Institute and Clinic, Office of Education and Regional Programming.

More information at <http://www.wpic.pitt.edu/oerp/video/>.

### **Youth Suicide and Other At-Risk Behaviors: The Impact of the Media**

June 15, 2015

Pressley Ridge

Pittsburgh, PA 15237

Sponsored by the Western Psychiatric Institute and Clinic, Office of Education and Regional Programming.

More information [here](#).

### **National Center for Homeless Education Webinars Open for Registration**

The National Center for Homeless Education (NCHE) invites you to join them for one of their webinars in June or July. Click [here](#) to view complete webinar information or to register. Some of the upcoming webinars are listed below.

#### **Supporting the Education of Unaccompanied Homeless Students**

Wednesday, June 10, 2015 | 1:00 PM - 2:15 PM ET

Register: <https://attendee.gotowebinar.com/register/3225163738438872578>

Description: In this interactive webinar, NCHE staff will review the main points of the McKinney-Vento Act referring to the education of unaccompanied students experiencing homelessness. Presenters also will highlight important provisions of other federal laws dealing with the education of unaccompanied students, including the Individuals with Disabilities Education Act and the College Cost Reduction and Access Act. Attendees will have the opportunity to interact with presenters and fellow attendees through interactive polls and discussion periods.

#### **McKinney-Vento 102: Support for School Success and Special Populations**

Tuesday, June 23, 2015 | 1:00 PM - 2:00 PM EST

Description: In this NCHE webinar, which serves as Part 1 in a two-part webinar series, NCHE staff members provide an overview of important foundational concepts outlined in the McKinney-Vento Act. Specifically, the webinar will explore:

- The role of the local homeless education liaison.
- Determining eligibility for McKinney-Vento rights and services.
- A homeless student's right to school selection.
- The immediate school enrollment of homeless students.
- The provision of school of origin and comparable transportation.
- The resolution of disputes.

Attendees will have the opportunity to interact with presenters and fellow attendees through interactive polls and discussion periods.

#### **NCHE Coffee Break: Understanding Doubled-Up**

Friday, July 17, 2015 | 1:00 PM - 1:45 PM ET

Register: <https://attendee.gotowebinar.com/register/6935110584840639489>

Description: In this 45-minute coffee break, participants will join presenters from the National Center for Homeless Education (NCHE) in an exploration of the issue of doubling-up. Doubled-up is the informal wording used to describe a concept included in the McKinney-Vento Act's definition of homeless. It refers to shared living arrangements, some of which may be considered homeless, while others may not be, depending on various factors. In this session, designed to provide professional development in a convenient and interactive online format, participants will explore some of these factors in greater detail and have the opportunity to ask questions about concepts covered throughout the session.

Click [here](#) for the PDF of the power point presentation.

## **SAVE THE DATE**

PASAP-PAMLE Conference 2016  
February 28, 2016-March 1, 2016  
Penn Stater Conference Center  
State College, PA

## **NEWS**

### **Effects of Viewing Violent News Events via Social Media**

Viewing violent news events via social media can cause people to experience symptoms similar to post-traumatic stress disorder (PTSD). This is one of the findings by Dr. Pam Ramsden from the Faculty of Social Sciences, University of Bradford that was presented last month at the Annual Conference of the British Psychology Society held in Liverpool.

Dr. Ramsden explained "Social media has enabled violent stories and graphic images to be watched by the public in unedited horrific detail. Watching these events and feeling the anguish of those directly experiencing them may impact on our daily lives. In this study we wanted to see if people would experience longer lasting effects such as stress and anxiety, and in some cases post-traumatic stress disorders from viewing these images."

Analysis indicated that 22 per cent of participants were significantly affected by the media events. These individuals scored high on clinical measures of PTSD even though none had previous trauma, were not present at the traumatic events and had only watched them via social media. Those who reported viewing the events more often were most affected.

Dr. Ramsden said: "It is quite worrying that nearly a quarter of those who viewed the images scored high on clinical measures of PTSD. There was also an increased risk for those with outgoing, extroverted personalities. With increased access to social media and the internet via tablets and smartphones, we need to ensure that people are aware of the risks of viewing these images and that appropriate support is available for those who need it." Read more about the study [here](#).

### **Suicide Trends in School-Aged Children Reveal Racial Disparity**

Suicide is a leading cause of death among children younger than 12 years. Suicide rates in this age group have remained steady overall for the past 20 years, but a study published recently in *JAMA Pediatrics* from The Research Institute at Nationwide Children's Hospital is the first national study to observe higher suicide rates among black children compared to white children.

The findings in this study highlight an emerging racial disparity in the epidemiology of childhood suicide, according to Jeff Bridge, PhD, lead researcher of the study and principal investigator at the Center for Innovation in Pediatric Practice at The Research Institute at Nationwide Children's. The reasons why this disparity exists are not well defined. Factors influencing black youth--including increased exposure to violence and traumatic stress; early onset of puberty;

and lower likelihood to seek help for depression, suicidal thoughts and suicide attempts -- may be contributing to the disparity, but the specific impact of each of these risks is unclear, according to the study.

"Parents and health care providers need to be aware that children under the age of 12 can and sometimes do think about suicide," Dr. Bridge said. "It is important to ask children directly about suicide if you are concerned about a child: 'Are you having thoughts about killing yourself?' Research has refuted the notion that asking children directly about suicide may trigger subsequent suicidal thinking or behavior. It does not hurt to ask."

Additionally, parents need to be aware of the warning signs of suicide, Dr. Bridge continued. "If their child is unhappy for an extended period, withdrawing from friends or school activities or increasingly irritable, then parents should be concerned about those behaviors and consider taking the child to see a mental health professional."

Dr. Bridge, who is also associate professor of Pediatrics at Ohio State University, points out that further studies are needed to monitor these emerging trends and identify risk, protective and predictive factors relevant to suicide prevention efforts in children younger than 12 years. Read more about the study [here](#).

### **New Study from AAA Showing Increased Levels of Distracted Driving among Teens**

In a new study from the AAA Foundation for Traffic Safety, distracted driving among teenagers is a much bigger problem than originally thought. The group says it analyzed nearly 1,700 dash-cam videos capturing the actions of teen drivers in the moments before an accident. Alarming, distracted driving was found to be a factor in 58%, or nearly 6 out of 10, moderate to severe crashes. The most common distractions were interacting with other passengers (found in 15% of crashes caused by distracted driving) and cellphone use (12%), AAA said. Read the full AAA report [here](#).

### **Bullying Rates Drop**

Bullying remains a serious issue for students and their families, and efforts to reduce bullying concern policy makers, administrators, and educators. According to U.S. Secretary of Education Arne Duncan, "As schools become safer, students are better able to thrive academically and socially. The Department, along with our federal partners and others, has been deeply involved in the fight against bullying in our nation's schools." This is why we are so pleased to share that, after remaining virtually unchanged for close to a decade, new data indicate that the prevalence of bullying is at a record low.

According to the U.S. Department of Education's National Center for Education Statistics latest [School Crime Supplement \(SCS\) to the National Crime Victimization Survey](#), in 2013, the reported prevalence of bullying among students ages 12 to 18 dropped to 22 percent after remaining stubbornly around 28 percent since 2005.

"The report brings welcome news," U.S. Department of Health and Human Services (HHS) Secretary Sylvia M. Burwell said. "Parents, teachers, health providers, community members and young people are clearly making a difference by taking action and sending the message that bullying is not acceptable. We will continue to do our part at HHS to help ensure every child has the opportunity to live, learn and grow in a community free of bullying."

Bullying can occur anywhere and to any student. There are three types of bullying: physical, relational (or social), and verbal. Research shows that students who are bullied are more likely to struggle in school and skip class. They are more likely to abuse drugs and alcohol, be depressed, and are at higher risk of suicide.

Since 2010, the Department of Education along with the Departments of Health and Human Services and Justice, have acted to combat bullying and cyberbullying through work such as [StopBullying.gov](#). However, it is the work of educators, bus drivers, parents, and students that have taken a stand to put an end to bullying. Your hard work and dedication is making a difference!

To learn about bullying and how to take action to end bullying, please visit [StopBullying.gov](#) and join the conversation on the [StopBullying.gov Facebook page](#)!