SAP COUNTY COORDINATION UPDATE
October, 2016

Prepared by: PA Network for Student Assistance Services (PNSAS)
www.pnsas.org

PENNSYLVANIA NETWORK FOR STUDENT ASSISTANCE SERVICES INTERAGENCY UPDATE

2016-17 Student Assistance Program
The 2016-17 SAP reporting form, PDE-4092, is available for download by clicking here. Please review as the form has been updated this year. The due date for submission of your SY 2016-17 SAP data is June 30, 2017. If you have any questions, please contact your SAP Regional Coordinator.

2016-17 PDE funded SAP Training Opportunity
PDE sent the application and announcement letters to all public school Superintendents and Charter School CEO's on September 21, 2016. Applications are due to your regional coordinator by 4:00 on October 19th. If this funding information has not been forwarded to you from the school administrator, contact that person. If your districts needs a copy of the application and announcement, then contact your SAP Regional Coordinator.

SAP Liaison Webinar on November 10, 2016: Strategies for Improving SAP Team Maintenance
The Pennsylvania Network for Student Assistance Services is pleased to announce a free on-line professional development opportunity for SAP liaisons to be held on Thursday, November 10, 2016 from 2-4 p.m. It is our pleasure to have Dr. Susan Tarasevich, as our speaker on "Strategies for Improving SAP Team Maintenance". Dr. Tarasevich is a clinical trainer for Addiction Medicine – Prevention Education Services of Western Psychiatric Institute and Clinic, University of Pittsburgh Medical Center. She is a coordinator, trainer and coach for a number of prevention initiatives, including Lead Trainer for the Commonwealth of Pennsylvania Approved K-12 SAP Training, Pennsylvania Positive Behavioral Intervention and Support Network Approved Facilitator, and Youth Mental Health First Aid Approved Trainer. This webinar will be held via the Zoom platform and registration will be required due to limited capacity. Watch for registration information that will be released early in October, 2016.

SAP BACK TO BASICS

SAP Shouldn't Be the Best Kept Secret
Remember the old AFLAC commercial? The camera zooms in on two men sitting on a park bench. One complains that his recent medical crisis has now caused a mountain of other bills. His companion is trying desperately to recall the name of "that company" that provides supplemental help. Meanwhile this harried looking duck is pacing back and forth, flapping his wings in exasperation at the oblivious twosome, quacking "AFLAC!. . . AFFFLLLAACC!!!"
Does this sound like your SAP program? You hear a teacher complaining in the faculty lounge that "nobody" helps "these kids with problems". You ask your students what they know about SAP and you're met with blank stares. You mention Student Assistance to a parent when she tells you she is worried about her son and her response is, "I thought

that was about financial aid for college!" And you and your teammates are flapping your wings, yelling "SAP!... SAAAAPPPP!!!"

As a SAP team member you know all about confidentiality, referral forms, and the four phases of SAP, but do you know how to market your SAP team?   You may be thinking, "That's not important—helping kids…that's what's important!" But the two go hand in hand. Did you know that research conducted on Student Assistance in Pennsylvania shows that communicating about SAP is an integral part of an effective program? (Fertman et al., 2000) *Components and Indicators of Effective Student Assistance Programs: Final Report.* Harrisburg, PA: Pennsylvania Commission on Crime and Delinquency.

"But I don't have a clue how to do that! I'm a teacher! Not an advertising agency!"   Don't panic. Before you get *your* feathers ruffled, we've compiled some ideas to get you started.

First you'll need to answer the following questions:

- Who needs to know about your Student Assistance Program in order to access services?
- What decision makers need to know about your program to make it viable and effective?
- What do they need to know? How do they need to be told?

Who needs to know about your Student Assistance Program in order to access services?

Your Student Assistance Program has a wide range of people who come in contact with students and observe their behaviors. Your team needs to brainstorm a list of stakeholders who need to know about SAP and how to access it. Obvious stakeholders are parents/guardians, students, all faculty and staff members (including support staff), and building/central office administrators. Remember to list individuals who are not paid by the district, but work in your school. These may include probation officers, school resource officers, and community-based agency staff.

What decision makers need to know about your program to make it viable and effective?

Decision makers need to know about your program as well. While they may or may not be in a position to refer students, they are in a position to make decisions that can affect your SAP program in terms of time allocation, resource availability or other administrative decisions. Does your SAP team ever make a presentation to the school board about the work you are doing? You could highlight information from the PDE 4092 such as: total number of students referred, most common referral sources, and the numbers of referrals received for each grade. Include how many students were referred for screenings or assessments and provide information on the most common in-school and out-of- school services that were recommended as a result. Be sure to report outcomes as well i.e. improvements in attendance, improvements in academics, and advancing to the next grade. Brag a little! Tell your school board about any additional activities of the SAP team. Did you provide an information table at parent-teacher night? Maybe you made a video to inform new students about your program. Did your SAP team collaborate with another group to sponsor an after-school prevention activity?

What Do They Need to Know? How Do They Need to Be Told?

Think about presenting to community service groups or faith-based organizations as well. Often these groups can be a resource for school programs—but they need to know you exist! Once you identified your target audience, the next question is "What does each specific group need to know? " This will be influenced by your goals in communicating with each group. What do people who make referrals need to know? What do decision makers need to know? You will need to target each group with the appropriate information.   After identifying both the group and the information needed, your next step is to ask, "How do we convey the information?" Here is a list of ways to promote your Student Assistance Program.* What other ways can you add?

- Develop and mail SAP parent/guardian brochure to all parents/guardians at the beginning of each semester. Use the "Are You Worried About Your Child?" Parent/Guardian brochure template. It is located on the SAP website at www.pnsas.org.
- Webpages, blogs, texts, screen savers, Facebook, Twitter and email
- School newsletter articles
- Announcements/article in the local newspaper

- Parent/teacher organization meetings
- Community service group presentations
- School board presentations
- Morning announcements
- Open house nights
- Booth at school health fairs
- SAP signs on doors of SAP team members
- School magnets
- Reading an anonymous success story just prior to a faculty meeting
- Grade level or classroom presentations
- Student public service announcement and/or poster contest
- Hosting a tailgating party prior to home football game or sporting event
- SAP Day at School with giveaways or prizes, team members wearing SAP t-shirts, etc.

This fall make plans to develop a marketing campaign to promote SAP so won't it be the best kept secret in your school building or district! Remember you need to have ongoing marketing efforts to have an effective Student Assistance Program. In order to help students achieve success, the Student Assistance team needs to keep people "in the know" about the program.

Already marketing your Student Assistance Program and would like to share it with other SAP teams?   Please email Trish Johnson (Region VI) c-pjohnson@pa.gov or Beth Sprentz (Region X) c-bsprentz@pa.gov.
*Many of the promotional ideas listed are from Student Assistance Center at Prevention First, Springfield, IL (2011). *Student Assistance Program Guidebook: A Resource for Schools*. Click here for more information.

RESOURCES

 Let's Do Lunch! Teen Creates Lunch-Buddy App
What happens when you're a lonely lunch eater who's also tech-savvy? You create an app for kids to find lunch buddies. That's why sixteen year-old junior, Natalie Hampton, who was bullied during 7th and 8th grade, came up with a "Sit With Us" app. It allows students a judgment-free way to find lunch mates without the fear of being rejected. Students can sign up as 'ambassadors' and post open seats at their lunch table. Students with nowhere to sit can use the app to find a table that is welcoming. To learn more and to access the app go to http://tinyurl.com/z89hpr3.

Preventing Youth Marijuana Use: Changing Perception of Risk.
As part of the National Prevention Week 2016 in May, SAMHSA's Center for the Application of Prevention Technologies (CAPT) aired a webinar: Preventing Youth Marijuana Use: Changing Perception of Risk. This presentation explored how attitudes, beliefs, and norms about marijuana influence its use, highlighting examples of how states have increased perception of risk among young people. The discussion also highlighted strategies for preventing youth marijuana use and new CAPT tools to support prevention efforts. To access the archived webinar as well as related resources including:
"Risk and Protective Factors Associated with Youth Marijuana Use", "Strategies and Interventions to Prevent Youth Marijuana Use", and "Youth Marijuana Use" PowerPoint presentation, click here.

TRAINING OPPORTUNITIES

PASAP Webinar
"School Assemblies: Intended Message vs. Message Received"
Wednesday, October 19, 2016
2:30 - 3:30 PM
Presenter: Ryan Klingensmith, Prevention Specialist at Addiction Medicine Services at WPIC, UPMC.
Participants will learn how to determine what topics are best suited for the classroom lectures and what topics can be covered in a school assembly. This webinar will help you learn what types of assemblies should be avoided and how to plan for well-constructed and successful school assemblies. Click here to register.

Research into Action Webinar Series - Marijuana
CADCA's National Coalition Institute is pleased to announce the next edition in its webinar series: "Conversations: Putting Research into Action." CADCA had a conversation with Dr. Ty Brumback from the University of California, San Diego. Dr. Brumback presented his findings regarding the effects of marijuana use on brain structure and function.   Access the webinar here.

2016 Annual Safe Schools Conference
Keeping Our Children Safe: Strategies for Schools and Communities
October 31 – November 2, 2016
Hilton Harrisburg
Harrisburg, PA
Additional information and online registration is available here.

SAVE THE DATE

PASAP-PAMLE Conference
February 26-28, 2017
Penn Stater Conference Center Hotel
State College, PA
Information available at www.pasap.org

FUNDING OPPORTUNITIES

2016-2017 Special Education Performance Grants: School-Based Behavioral Health
The Pennsylvania Department of Education, Bureau of Special Education is pleased to announce the availability of the following special education performance grants for the 2016-2017 school year.

1. Establishment of School Wide Positive Behavior Interventions and Supports (SWPBIS)
- The purpose of the competitive grant is to: Support the establishment of a continuum of School Wide Positive Behavioral Behavior Interventions and Supports (SWPBIS) that focus on universal prevention, strategic intervention (secondary intervention), and/or intensive service delivery or crisis management needs of school-aged students (tertiary intervention).
- Award amount: $10,000.
- Click on the links below to access the Request for Application (RFA) and Application Package:
- Request for Application: Establishment – SWPBIS
- Proposals are due 3:00 PM, Friday, October 14, 2016. Directions for submission are found in both the RFA and Application Package.
- For more information contact Tina Lawson at tlawson@pattan.net

2. Expansion of School Wide Positive Behavior Interventions and Supports (SWPBIS)

- The purpose of the competitive grant is to: Support the expansion of a continuum of School Wide Positive Behavioral Interventions and Supports (SWPBIS) that focus on universal prevention, strategic intervention (secondary intervention), and/or intensive service delivery or crisis management needs of school-aged students (tertiary intervention). Competitive preference will be given to applications that focus on one (1) of the following areas for expansion: Installation of Universal Screeners; Integration of the Student Assistance Program and the SWPBIS tier two core team; Installation of Youth Mental Health First Aid; Expansion of SWPBIS into secondary school settings; or Interconnecting School Mental Health and SWPBIS.
- Award amount: $10,000.
- Click on the links below to access the Request for Application (RFA) and Application Package:
- Request for Application: Expansion – SWPBIS
- Proposals are due 3:00 PM, Friday, October 14, 2016. Directions for submission are found in both the RFA and Application Package.
- For more information contact Tina Lawson at tlawson@pattan.net

3. Rehabilitation for Empowerment, Natural Supports, Education and Work (RENEW)

- The purpose of the competitive grant is to: Support the establishment of RENEW is secondary school sites. RENEW is a structured school-to-career transition planning and individualized wraparound process for youth with emotional and behavioral challenges. The 2016-17 grants are competitive and will be awarded to applications that frame one of the following three priorities: 1)First time establishment of a RENEW program in a school-based setting; 2) Expansion of an existing RENEW program; 3) Establish in inter-agency agreement with any one of the following regional agencies as to serve as an adjunct member of the school-based RENEW Tertiary –level Team: Office of Vocational Rehabilitation, County-Based Office of Mental Health, County-Based Office of Intellectual Disabilities, County-Based Office of Drug and Alcohol Programs.
- Award amount: $4,500.
- Click on the links below to access the Request for Application (RFA) and Application Package:
- Request for Application: RENEW
- Application: RENEW
- Proposals are due 3:00 PM, Monday, October 10, 2016. Directions for submission are found in both the RFA and Application Package.
- For more information contact Mike Minor at mminor@pattan.net, Lisa Brunschwyler at lbrunschwyler@pattan.net, Sielke Caparelli at scaparelli@pattan.net, or Karen Grammas at kgrammas@pattan.net

4. PBIS Model Sites

- The purpose of the grant is to: Acknowledge schools that are successfully implementing a continuum of interventions and supports that focus on universal prevention, strategic intervention (secondary intervention), and/or intensive service delivery or crisis management needs of school-aged students (tertiary intervention).
- Establish model PBIS schools willing to host up to five (5) site visits during the 2015-2016 school year for individuals and/or teams of individuals interested in learning more about the installation and scale-up of PBIS from local practitioners who are evidencing success. (All site visits will be coordinated through PAPBS Network coordinators or facilitators and the grantee's primary contact person.)
- Award amount: $1,500
- Click on the link below to access the combined Request for Application (RFA) and Application Package:
- Combined Request of Application (RFA) and Application Package
- Proposals are due 3:00 PM, Monday, October 10, 2016. Directions for submission are found in both the RFA and Application Package.
- For more information contact Tina Lawson at tlawson@pattan.net

For more information on these grants and to access the RFA and Application Package click here.

The Pennsylvania Department of Education (PDE), Office for Safe Schools, Bullying Prevention:

- **PA Bullying Prevention Consultation Line.** The Bullying Prevention Consultation Line is a toll free number that will allow individuals experiencing chronic and unresolved bullying to discuss effective strategies and available resources to deal with school-based bullying. This supportive resource has been developed in collaboration with the Center for Health Promotion and Disease Prevention (CHPDP), and is available, at no cost, to students, parents/guardians and school districts across the state of Pennsylvania. Messages can be left 24 hour a day, seven days a week, and will be returned Monday-Friday during normal business hours. The Consultation Line number is 1-866-716-0424.

- **School climate surveys are available 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. For more information, please visit the PDE, Office for Safe Schools website here.

- **In 2008, the Public School Code of 1949 was amended (24 PS 13-1303.1-A) and requires schools to develop a policy relating to bullying.** Schools must incorporate the policy into the code of student conduct. The policy shall delineate disciplinary consequences for bullying. Identify the appropriate school staff person to receive reports of incidents of alleged bullying. "Bullying" shall mean an intentional electronic, written, verbal or physical act, or a series of acts that: Occurs in a school setting and that "School setting" shall mean in the school, on school setting grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervise or sanctioned by the school. Bullying that is severe, persistent, or pervasive and is directed at another student or students and has the effect of doing any of the following:
  o Substantially interferes with a student's education.
  o Creates a threatening environment or substantially disrupts the orderly operation of the school.
  o Substantially disrupts the orderly operation of the school.

  A school entity is not prohibited from defining bullying in such a way as to encompass acts that occur outside a school setting, if certain criteria is met. The policy must be available and be reviewed every three (3) years. The policy may provide for research-based prevention, intervention and education programs.

- **On July 10, 2015 Governor Wolf signed PA House Bill 229 into law.** HB 229 is now Act 26 of 2015. Act 26 amends Title 18 (Crimes and Offenses) of the Pennsylvania Consolidated Statutes, in assault, further providing for the offense of harassment. Act 26:
  o Defines cyber harassment of a child and makes it a crime.
  o Explains what occurs if a juvenile is charged with this offense.
  o Defines the following: emotional distress, repeatedly communicates and seriously disparaging statement.
  o Becomes effective September 8, 2015. To read the law click here.

- **Bullying Prevention Toolkit and Guides- Center for Safe Schools and Highmark Foundation**
  The Bullying Prevention Toolkit and related guides are resources for parents, educators, and professionals serving youth in school and out-of-school settings. They include specific information about how to differentiate between bullying and conflict, how to respond to cyberbullying, and potential legal implications of bullying-type behaviors. These resources were supported with funding from the Highmark Foundation and developed by the Center for Safe Schools with input from an interdisciplinary group of stakeholders focused on identifying strategies for improving the availability of resources and supports for children affected by bullying. A coordinated effort that integrates school, public health, political, and social levers to address bullying is critical to identifying positive and sustainable outcomes. The Center for Safe Schools, the Highmark

Foundation other partners will continue to assist schools, teachers, parents and communities in addressing this important issue through multi-tiered interventions such as youth violence prevention, parental engagement, afterschool programs and addressing the needs of at-risk youth.

The Bullying Prevention Toolkit is especially valuable to schools that do not have bullying prevention programs in place and to agencies typically called upon in crisis situations. For families, it ensures that they and various agencies have a fast track to assessing and meeting needs when a bullying situation occurs. Along with tips for parents whose children are bullied and tips for parents whose children bully others, it includes helpful hints from kids who have been bulled themselves. It also has a special section on cyberbullying. The toolkit aims to put more adults in a position to help children so they can intervene appropriately in bullying situations.

Go to PA Department of Education Bullying Prevention Resources by clicking here.

Prevent Cyberbullying - StopBullying.gov
Parents and kids can prevent cyberbullying. Together, they can explore safe ways to use technology.
- Be aware of what your kids are doing online.
- Establish rules about technology use.
- Establish rules about appropriate use of computers, cell phones, and other technology.
- Understand school rules.
- Be aware of what your kids are doing online.
- Talk with your kids about cyberbullying and other online issues regularly.
- Know the sites your kids visit and their online activities. Ask where they're going, what they're doing, and who they're doing it with.
- Tell your kids that as a responsible parent you may review their online communications if you think there is reason for concern. Installing parental control filtering software or monitoring programs are one option for monitoring your child's online behavior, but do not rely solely on these tools.
- Have a sense of what they do online and in texts. Learn about the sites they like. Try out the devices they use.
- Ask for their passwords, but tell them you'll only use them in case of emergency.
- Ask to "friend" or "follow" your kids on social media sites or ask another trusted adult to do so.
- Encourage your kids to tell you immediately if they, or someone they know, is being cyberbullied. Explain that you will not take away their computers or cell phones if they confide in you about a problem they are having.
- Understand school rules. Some schools have developed policies on uses of technology that may affect the child's online behavior in and out of the classroom.

To view this article on-line click here.

Bullying: Considerations for Specific Groups - StopBullying.gov
Schools and communities that respect diversity can help protect children against bullying behavior. However, when children perceived as different are not in supportive environments, they may be at a higher risk of being bullied. When working with kids from different groups—including lesbian, gay, bisexual, or transgender (LGBT) youth and youth with disabilities or special health care needs—there are specific things you can do to prevent and address bullying.

Lesbian, gay, bisexual, or transgender (LGBT) youth and those perceived as LGBT are at an increased risk of being bullied. Families of and people who work with LGBT youth have important and unique considerations for strategies to prevent and intervene in bullying.

Children with disabilities or other special health needs may be at higher risk of being bullied. There are specific ways you can support these groups.

It is not clear how often kids get bullied because of their race, ethnicity, or national origin. It is also unclear how often kids of the same group bully each other. Research is still growing. We do know, however, that Black and Hispanic youth who are bullied are more likely to suffer academically than their white peers. Although no specialized interventions have yet been developed or identified, some federal partners have developed campaign materials for specific racial and ethnic minority groups. For example, the Indian Health Service within the Department of Health and Human Services has developed a series of materials for American Indian and Alaskan Native youth called "Stand Up, Stand Strong." When bullying based on race or ethnicity is severe, pervasive, or persistent it may be considered harassment, which is covered under federal civil rights laws.

Very little research has explored bullying based on religious differences. Bullying in these situations may have less to do with a person's beliefs and more to do with misinformation or negative perceptions about how someone expresses that belief. For example, Muslim girls who wear hijabs (head scarves), Sikh boys who wear patka or dastaar (turbans), and Jewish boys who wear yarmulkes report being targeted because of these visible symbols of their religions. These items are sometimes used as tools to bully Muslim, Sikh, and Jewish youth when they are forcefully removed by others. Several reports also indicate a rise in anti-Muslim and anti-Sikh bullying over the past decade that may have roots in a perceived association of their religious heritage and terrorism. When bullying based on religion is severe, pervasive, or persistent, the Department of Justice's Civil Rights Division may be able to intervene under Title IV of the Civil Rights Act.

Often religious harassment is not based on the religion itself but on shared ethnic characteristics. When harassment is based on shared ethnic characteristics, the Department of Education's Office for Civil Rights may be able to intervene under Title VI of the Civil Rights Act. To view the full article on-line click here.

Early-life Language Stimulation, Skills May Prevent Childhood Depression
Childhood depression can lead to social, emotional and academic setbacks during childhood and later in life. However, little is known about what contributes to children's developing depressive symptoms. Researchers from University of Missouri have determined that the level of language skills young children possess early in life can predict the likelihood they may experience depression.

Keith Herman, a professor in MU's College of Education, found that children who experience low levels of language learning stimulation beginning at three years of age are more likely to experience language delays by first grade and are three times more likely to develop depression by third grade.

Herman and a team of researchers examined data from 587 children and households in Hawaii. The data included children's language skills and exposure to language stimulation in the home beginning at age three. The children were tested on their language skills in the first grade and then tested for depressive symptoms in the third grade. The children who had higher language exposure and stimulation as three-year-olds were more likely to have adequate to better-than-average language skills in first grade. They also were much less likely to experience depression by the third grade. Children who did not receive adequate language stimulation early in life were much more likely to have poor language skills and ultimately experience depression.

"These findings are important because we have been able to identify key stages of child development that can help determine the mental health of children later in their academic careers," Herman said. "By understanding that the amount of language a child is exposed to early in life is important, we can create interventions and programs that can help parents and childcare providers improve language exposure during this critical development age. Also, we can identify first graders who may lack language skills and give them extra attention to help catch them up academically and socially before they develop depression." Read more about the study here.