

SAP CONNECTION

October, 2019



Prepared by: PA Network for Student Assistance Services (PNSAS)

www.pnsas.org

PNSAS INTERAGENCY UPDATE

2019-20 Student Assistance Program PDE-4092

The 2019-20 SAP reporting website will be opening at the beginning of October to accept your data! The PDE-4092 form has been updated based on input from schools. Please review the form, particularly to the changes that have been made to questions: 8, 9, 10, 16, 20, 21, and 22. The due date for submission of your 2019-20 SAP data is June 30, 2020. If you have any questions, please contact your [SAP Regional Coordinator](#).

Coming Up! SAP Liaison Online Networking Opportunity November 21, 2019

The Pennsylvania Network for Student Assistance Services is pleased to announce an online networking opportunity for SAP liaisons to be held on Thursday, November 21, 2019 from 2:30-4:00 p.m. The format of this live networking session will allow liaisons to ask questions and exchange ideas that focus on their role as SAP liaisons. This will be held via the Zoom platform and can be accessed via computer or phone. Registration will be required due to limited capacity. Watch for upcoming announcements for more information.

2020 PSA Contest for Youth Suicide Prevention

Prevent Suicide PA is once again hosting the annual PSA contest. This is a great opportunity to engage students in a dialogue around suicide prevention, the importance of positive messaging, and communicating effectively. Staff who have participated in the past have seen this as a way to teach students on many levels (academically, socially, and emotionally), and students have been empowered to use their voice to reach out to their peers.

This year's contest will be announced during National Suicide Prevention week, starting **Monday, September 9, 2019** and all submissions are due by **Friday, November 15, 2019**. Please be on the lookout for additional information in early September.

All of the winning and honorable mention PSAs from previous years are available for free public use and can be accessed by visiting <http://psa.preventsuicidepa.org>. Any questions about the contest or the PSAs can be emailed to rose.milani@jefferson.edu.

SAP FACTS

We continue our series on the Pennsylvania Student Assistance Program Components and Indicators which focus on SAP best practices. This month highlights the second essential component of SAP practice which is "Communications".

The original handbook can be located on the SAP website at <http://pnsas.org/Portals/1/Uploaded%20Files/componentsandindicators.pdf>

COMPONENT 2: COMMUNICATIONS

"The single biggest problem with communication is the illusion that it has taken place."—George Bernard Shaw

We may chuckle at Shaw's tongue-in-cheek remark, however it certainly wouldn't be a laughing matter if his observation describes your efforts to tell the people that most need to know about the Student Assistance Program in your school. The *Pennsylvania Student Assistance Program Components and Indicators Handbook* identifies four research-based indicators that should be present in order to effectively communicate about SAP. These indicators are:

- Description of SAP services for faculty, students, and others including handbooks, brochures, etc.
- In-services for teachers, pupil personnel, support staff, and administrators provide time and support for SAP informational updates
- Specific student communication strategy
- Specific parent communication strategy

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

Description of SAP services. . .

Can you describe what the Student Assistance Program is? Is that information accurate? The "[What is the Student Assistance Program?](#)" on the SAP website can assist you in developing a description. Another resource is the Parent-Guardian brochure "[Are You Worried About Your Child?](#)" which is also located on the SAP website and can be customized for your school.

. . . for faculty, students, and others . . .

Imparting information is not enough as George Bernard Shaw pointed out. To communicate effectively, you have to know your target audience(s). Who needs to know about SAP? What is the most important information to provide each group? Is your message clear so that each audience's understanding is what you intended to convey? You might start by surveying different groups—what do they know about SAP? How did they obtain that information? Would they know how to contact a SAP team member or make a referral if they had concerns about a student? How do they think you could improve in terms of communicating about the program?

. . . including handbooks, brochures, etc.

So you've developed what you want to say and identified who needs to hear it. What are the best ways to get your message across? This can flow naturally from the target audiences you've identified. Where are you most likely to interact with each group and when would you have their greatest attention? What means of communicating is most likely to capture each group's interest? Would it be possible to disseminate it in multiple formats and locations? How often should you provide the information?

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

You might be wondering why this is necessary if you've already developed ways of communicating with staff about SAP. Two major reasons are a) to keep SAP fresh in the minds of your faculty and b) to provide updates on the SAP team's activities. You don't want SAP to be known as the "secret society" in your building. You can update staff on the number of referrals you've had so far this school year. Inform them about activities you've done to promote the program. You can provide a refresher on confidentiality or on how to make referrals. In-service the staff again on observable behaviors that might indicate the need for a SAP referral. Or be brave and ask staff to complete the [SAP Staff Satisfaction Survey](#) and discuss the results with them at a faculty meeting.

Specific student communication strategy

Students are one of two populations that are singled out in the Components and Indicators as requiring specific communication strategies developed just for them. In addition to the suggestions already discussed, now is the time to add that “something extra”. Your school’s Student Assistance program will be more effective not only when students are well-informed about SAP in an age-appropriate way, but also when the SAP team has made a concerted effort to communicate a positive message about the program. Could your team sponsor a SAP poster contest? Provide coverage in the concession stand during a sports event wearing t-shirts or buttons that identify you as SAP team members? Brainstorm with your team ways to promote a positive message about SAP. Then ask for feedback from students in terms of their general knowledge and perception of SAP after you have implemented a few of them.

Specific parent communication strategy

Parents are the second group identified in the Components and Indicators as an audience that is deserving of a specific communication strategy. While SAP teams often report that parent engagement in SAP is one of their biggest challenges, it’s no secret that they are also one of the most important stakeholders for SAP. Just as with students, when SAP teams intentionally communicate a positive culture for parents in addition to providing information about SAP, it increases the likelihood that parents will view the program favorably. Especially when the all of this preparatory work happens long *before* a referral is indicated. Just as with students, brainstorm parent communication strategies your team could implement. For example, can the SAP team provide refreshments at parent-teacher conferences? Provide bottles of water at an event with hang tags promoting SAP? Review your materials to see how parent-friendly they are. Or even better, ask parents to review your SAP materials and get their feedback.

As SAP teams you play a critical role in being there when students are confronting challenges that interfere with their ability to be successful in school. It’s vital that your communication efforts are not just an illusion, but that they actually *have* taken place and they have taken place effectively.

RESOURCES

Red Ribbon Week Planning Guide

The Drug Enforcement Administration (DEA) is currently planning its activities for this year’s Red Ribbon Week, which is a cornerstone of DEA’s community outreach and prevention support efforts. Red Ribbon Week, which is observed annually on October 23-31, highlights the importance of preventing drug abuse in our nation’s schools and communities and committing to living a healthy, drug-free lifestyle. This year, while October 23-31 will still be highlighted as Red Ribbon Week, DEA’s acting Administrator, Uttam Dhillon, has asked that Red Ribbon be commemorated throughout the month of October. The Red Ribbon Planning Guide has great information about this year’s campaign message, ideas for celebrating Red Ribbon in your community, media templates and more. Download the 2019 Red Ribbon Planning Guide [here](#).

New Resource for Pennsylvania Schools to Address Tobacco Products

On September 17, the American Lung Association will officially launching a new program to support teen nicotine dependence. Intervention for Nicotine Dependence, Education, Prevention, Tobacco and Health (INDEPTH) is an alternative to suspension or citation program for teens who violate school, athletic or extra-curricular code or policies. There are many great features to the INDEPTH program, such as:

- It is a convenient “turnkey” program where facilitators are certified through an online training and then able to download the curriculum and start the program
- It is customizable, as it can be conducted in a small group or one-on-one setting, held daily or weekly, done in one or multiple settings.
- It utilizes four facilitator-led, interactive 50-minute sessions which include:
 - Understanding behavior related to tobacco and e-cigarette product use
 - The role of nicotine in addiction
 - Coping with cravings
 - Considering a tobacco free future and making the change to overcome addiction.

The American Lung Association is proud to be able to provide the online facilitator training, downloadable curriculum and access to the INDEPTH Online Facilitator Resource Center (which is hosted on the ALA website) at no charge. At the conclusion of the pilot, evaluation results show that after completing INDEPTH, 60% of student participants reported that they were willing to quit using tobacco products after completing the program. Schools may sign up to be trained and certified to implement INDEPTH and/or N-O-T at Lung.org/in depth.

To see more information from the American Lung Association click [here](#).

TRAINING OPPORTUNITIES

Cultural and Linguistic Webinar Series

The Pennsylvania Care Partnership held a Cultural and Linguistic Webinar Series for 2019 focusing on the following topics:

- Understanding Social Media Bullying, Bias and Microaggressions
- Culturally Responsive Systems of Care Often Engage The Family First
- Addressing Unconscious Bias to Create an Inclusive System of Care Webinar

Webinars are recorded and PowerPoint slides are available [here](#)

PASAP Member Webinars:

"Getting SAP Ready for Another Busy Year: A District Wide Perspective"

Presenters: Alycia Lenart and Terrie Taylor

Wednesday, October 16, 2019 2:30-3:30 PM

Webinar Description: How to prepare SAP teams for the start of the school year. Tips including reaching out to staff and admin, updating forms used and providing information to all stakeholders will be shared. The different needs of secondary and ESAP teams will be discussed, as well as how teams can work together district wide to ensure family/student needs are met across the school life span.

"Five Things Educators Need to Know About Trauma & PBIS (and most don't)"

Presenters: Susan Tarasevich & Carrie Frohnapple

November 13, 2019 2:30-3:30 PM

Webinar Description: Two of every three children by age 17 may experience or witness a traumatic event that disrupts thinking, memory, and regulation. Skilled educators can mitigate the effects trauma in students. Come and explore research-informed principles underpinning a five-step framework for creating a trauma-responsive, school environment that aligns with PBIS. Using lessons learned from current initiatives in area schools, review a model for integrating awareness of trauma into existing PBIS

To register, log in at <http://pasap.org/>

SAVE THE DATE

2020 PASAP Conference

February 23-25, 2020

Penn Stater Conference Center Hotel

215 Innovation Blvd.

State College, PA 16803

Information will be available at: <http://pasap.org/>

2020 STAR-Center Conference

Friday, May 15, 2020

Pittsburgh, PA

Information will be available at: <https://www.starcenter.pitt.edu/>

GRANTS

School Safety and Security Grant Program—Meritorious Application

The Pennsylvania Commission on Crime and Delinquency (PCCD) is now accepting applications for funding under the School Safety and Security Program Grant Fund. The primary purpose of the 2019/20 School Safety and Security – Meritorious Application is to provide grants to school districts for programs that address safety and security. NOTE: This Meritorious Application is for school districts only per 24 P.S. §13- 1306-B(f). School entities, including school districts, are eligible to apply for “2019/20 School Safety and Security – Competitive” solicitation, which is a separate PCCD funding announcement released on September 9, 2019. The goals and objectives of the School Safety and Security Grant Program are to make school entities within this Commonwealth safer places. The anticipated long-term impacts resulting from this solicitation include the following:

- An increase in the number of safety and security assessments of school buildings throughout Pennsylvania;
- An increase in training opportunities for administrators, teachers, staff and students;
- An increase in the use of school-wide positive behavioral supports and other evidence-based programs related to school safety and security;
- Improvements to districtwide school safety, violence prevention, emergency preparedness and all-hazard plans;
- An increase in security planning efforts and the purchase of security-related technology and equipment;
- An increase in the provision of counseling services for students;
- An increase in the use of school resource officers and school police officers; and
- An increase in the use of trauma-informed approaches to education.

Funding Availability: A total of \$18.72 million in state dollars is being used to support this initiative. PCCD expects to fund 500 grants for school districts over the 2019-2020 project period. Per 24 P.S. §13-1306-B(f), each school district that makes a meritorious application as prescribed by SSSC shall receive a minimum grant allocation based on their 2017-2018 Average Daily Membership (ADM).

To view detailed documentation regarding this funding announcement, click [here](#).

The application period opened on September 9, 2019 and will close on November 4, 2019 at 11:59 PM.

School Safety and Security Grant Program—Competitive Application

This funding announcement is specifically for the competitive portion of the School Safety and Security Grant Program. Funding under this category is limited to eligible school entities (i.e., a school district, intermediate unit, area career and technical school, charter school, cyber charter school, regional charter school, approved private school, chartered school for the education of the deaf or the blind, or private residential rehabilitative institution) supporting the eligible activities listed under 24 P.S. §13- 1306-B (j)(1-21; 23). The goal of the School Safety and Security Grant Program solicitation is to make school entities within this Commonwealth safer places. The anticipated impacts resulting from this solicitation include:

- An increase in the number of safety and security assessments of school buildings throughout Pennsylvania;
- An increase in training opportunities for administrators, teachers, staff and students;
- An increase in the use of school-wide positive behavioral supports and other evidence-based programs related to school safety and security;
- Improvements to districtwide school safety, violence prevention, emergency preparedness and all-hazard plans;

- An increase in security planning efforts and the purchase of security-related technology and equipment;
- An increase in the provision of counseling services for students;
- An increase in the use of school resource officers and school police officers; and
- An increase in the use of trauma-informed approaches to education.

A total of \$33.78 million in state School Safety and Security funds is being announced to support this initiative. PCCD anticipates that 843 applicants are eligible to apply for up to \$450,000, with the exception of the School District of Philadelphia, which is eligible for up to \$4.155 million, and Pittsburgh Public Schools, which is eligible for up to \$1.755 million.

School entities are strongly encouraged to utilize funding to complete a physical or behavioral health assessment, if one has never been conducted; request expenses related to meeting statutory requirements (e.g., creation of SAP teams, completing an All-Hazards Plan, etc.); or support National Association of School Resource Officers (NASRO) training for School Police Officers, School Resource Officers, and School Security Guards. Consideration for funding may be given to applicants who have not received an award under the FY18-19 or FY19-20 PA Department of Education Office for Safe School Targeted Grants or Part B of the FY18-19 School Safety and Security Grant Program.

To view detailed documentation regarding this funding announcement, click [here](#).

The application period opened on September 9, 2019 and will close on November 4, 2019 at 11:59 PM.

NEWS

Outbreak of Lung Injury Associated with E-Cigarette Use, or Vaping

Centers for Disease Control CDC, the U.S. Food and Drug Administration (FDA), state and local health departments, and other clinical and public health partners are investigating a multistate outbreak of lung injury associated with e-cigarette product use, or vaping.

Key Facts about E-Cigarette Use, or Vaping

Electronic cigarettes – or e-cigarettes — are also called vapes, e-hookahs, vape pens, tank systems, mods, and electronic nicotine delivery systems (ENDS).

Using an e-cigarette product is commonly called vaping.

E-cigarettes work by heating a liquid to produce an aerosol that users inhale into their lungs.

The liquid can contain: nicotine, tetrahydrocannabinol (THC) and cannabinoid (CBD) oils, and other substances and additives. THC is the psychoactive mind-altering compound of marijuana that produces the “high”.

What we know

There are 805 lung injury cases reported from 46 states and 1 U.S. territory. Twelve deaths have been confirmed in 10 states.

CDC has received sex and age data on 771 patients. All reported patients have a history of e-cigarette product use or vaping.

About 69% of patients are male.

Nearly two thirds (62%) of patients are 18 to 34 years old; with 22% of patients between ages 18-21.

16% of patients are under 18 years.

The latest findings from the investigation into lung injuries associated with e-cigarette use, or vaping, suggest products containing THC play a role in the outbreak.

CDC has received data on substances used in e-cigarettes or vaping products in the 30 days prior to symptom onset among 514 patients.

About 77% reported using THC-containing products; 36% reported exclusive use of THC-containing products.

About 57% reported using nicotine-containing products; 16% reported exclusive use of nicotine-containing products.

What we don't know

The specific chemical exposure(s) causing lung injuries associated with e-cigarette product use, or vaping, remains unknown at this time.

No single product or substance has been linked to all lung injury cases.

More information is needed to know whether one or more e-cigarette or vaping products, substances, or brand is responsible for the outbreak.

Cigarette or Vaping

Twelve deaths have been confirmed in California (2), Florida, Georgia, Illinois, Indiana, Kansas (2), Minnesota, Mississippi, Missouri, and Oregon.

The latest findings from the investigation into lung injuries associated with e-cigarette use, or vaping, suggest products containing THC play a role in the outbreak.

Most of the patients reported using THC-containing products or both THC-containing products and nicotine-containing products. Some of the patients reported using only nicotine-containing products.

All patients have a reported history of e-cigarette product use, or vaping, and no consistent evidence of an infectious cause has been discovered. Therefore, the suspected cause is a chemical exposure.

Click [here](#) for more information on this article.

Health Capsule: Vaping Rises Among Teens

NIH News in Health (A monthly newsletter from the National Institutes of Health, part of the U.S. Department of Health and Human Services)

February, 2019

A new survey found an alarming rise in the number of American teens who tried vaping last year. The study suggests that vaping may be driving an increase in nicotine use for teens.

In vaping, a battery powered device called an e-cigarette heats a liquid into a vapor that can be inhaled. The vapor may contain nicotine (the addictive drug in tobacco), flavoring, and other chemicals. E-cigarettes can also be used with marijuana, hash oil, or other substances.

Vaping may pose serious and avoidable health risks. Exposure to nicotine during youth can lead to addiction and cause long-term harm to brain development. The vapor can also contain toxins (including ones that cause cancer) and tiny particles that are harmful when breathed in.

More than 44,000 students took part in the 2018 annual survey of drug, alcohol, and cigarette use in 8th, 10th, and 12th graders. About 37% of 12th graders reported vaping in 2018, compared with 28% in 2017. Vaping of each substance that was asked about increased. This includes nicotine, flavored liquids, marijuana, and hash oil.

“Vaping is reversing hard-fought declines in the number of adolescents who use nicotine,” says Dr. Richard Miech, who led the study at the University of Michigan. “These results suggest that vaping is leading youth into nicotine use and nicotine addiction, not away from it.”

“Teens are clearly attracted to the marketable technology and flavorings seen in vaping devices,” explains Dr. Nora D. Volkow, director of NIH’s National Institute on Drug Abuse. “However, it is urgent that teens understand the possible effects of vaping on overall health, the development of the teen brain, and the potential for addiction.”

For more information go to the NIH website: <https://newsinhealth.nih.gov/2019/02/vaping-rises-among-teens>