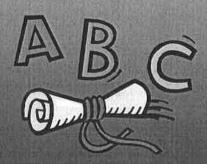
STUDENT SSISTANCE PROGRAM TRAINING



ALCOHOL AND DRUG ABUSE SERVICES, INC.







Student Assistance Resource List

Student Assistance Program - www.pnsas.org

Safe Schools - SAP Online Reporting Site - www.safeschools.state.pa.us

Pennsylvania Department of Education – www.pde.state.pa.us

Pennsylvania Department of Drug and Alcohol Programs - www.ddap.pa.gov

Pennsylvania Department of Welfare -www.dpw.state.pa.us

Pennsylvania Positive Behavior Support - www.papbs.org

Respond to Intervention – http://state.rti4success.org/

Pennsylvania Liquor Control Board - www.lcb.state.pa.us

Parents -The Antidrug - www.theantidrug.com

Search Institute - www.search-institute.org

Pennsylvania Youth Suicide Prevention Initiative - www.paypsi.org

STAR Center – www.starcenter.org

Adverse Childhood Study (ACE) – www.acestudy.org

Network of Care – www.networkofcare.org

Pennsylvania Code website (Chapter 12)- www.pacode.com

Substance Abuse and Mental Health Agency (SAMHS) - www.samhsa.gov

Frequently Asked Questions and Best Practice Responses http://www.pnsas.org

The Make a Difference Movie (The Teddy Stallard Story) - www.makeadifferencemovie.com

Table of Contents

Section 1: History and Overview

Section 2: Student Development

Section 3: Cultural Diversity

Section 4: Issues Impeding School Success

Section 5: Resilience

Section 6: Legal Foundation

Section 7: SAP Process

Section 8: Parents as Partners

Section 9: Community Linkages

Section 10: SAP Maintenance

SECTION 1: HISTORY

History of Student Assistance in Pennsylvania

Date:	Event				
1984	The Pennsylvania Department of Health's Office of Drug and Alcohol Programs provided a grant to pilot Student Assistance Programs throughout the School Districts in the Commonwealth and in collaboration with the Pennsylvania Department of Education. The focus of the SAP Program at this time was interventions for students at risk for use of alcohol, tobacco and other drugs.				
1986	The Pennsylvania Department of Public Welfare, Office of Mental Health and Substance Abuse Services provided funding for the expansion of SAP to include intervention strategies for students at risk for suicide.				
1988	The Pennsylvania Departments of Education, Public Welfare, and Health formed the Commonwealth SAP Interagency Committee. The purpose of this committee is to provide guidance to help meet the programming needs in Pennsylvania. The SAP Training system was instituted. (Commonwealth Approved Trainers)				
1988	Elementary Student Assistance Program pilots began.				
1990	Act 211 (P.S.§ 15-1547 of the PA School Code) was enacted which required each school district to establish and maintain a program to pro appropriate counseling and support services to students who experience problems related to the use of drugs, alcohol, and dangerous controlled substances. On April 19, 1991, the Secretary of Education named the Commonwealth Student Assistance Program (K-12) to fulfill the required to "identify high risk students who are having problems due to alcohold drug use, depression, or other mental health problems; and intervene a refer these students to appropriate community services."				
1997-98	A Basic Education Circular (BEC) was issued by the Department of Education to address Act 211 of 1990 (P.S. § 15-1547 of the PA School Code). The BEC clarifies the mandates that every student K-12 receive instruction in alcohol, tobacco and other drug prevention every year; in-services for all those whose responsibilities include teaching alcohol, tobacco and other drug prevention curriculum; and drug and alcohol counseling and support services (SAP). There was a paradigm shift in the Pennsylvania Student Assistance Program Model that included partnering with parents (parental involvement); strength-based approach (resiliency) when working with students and their families; a focus on barriers to learning and school success; and referring students for assessment instead of treatment.				
2006	Chapter 12 (PA School Code § 12.42) was amended to include the planning and provision of Student Assistance Programs for all public school entities.				
2007	The Pennsylvania Network for Student Assistance Services began collaboration with the Pennsylvania Positive Behavioral Support Network				

	around School Wide Positive Behavioral Supports and Interventions (SWPBIS).
2012	Pennsylvania Student Assistance Program Standards were revised and SAP certification became K-12.
2014	PA K-12 SAP Bridge Training was developed and offered to SAP team members with secondary or elementary SAP certificates (for a limited time) and approved for K-12 SAP training homework component.
2016	PA K-12 SAP Bridge training was made available to SAP team members with secondary or elementary SAP certificates through an online web tool.

Revised 7.27.2017

Pennsylvania Network for Student Assistance Services (PNSAS)

MISSION

The mission of the Pennsylvania Network for Student Assistance Services is to provide leadership for developing a safe and drug-free environment and mental health wellness in schools and communities across the Commonwealth. Barriers to learning will be removed and student academic achievement will be enhanced through collaborative prevention, intervention, and post-intervention services.

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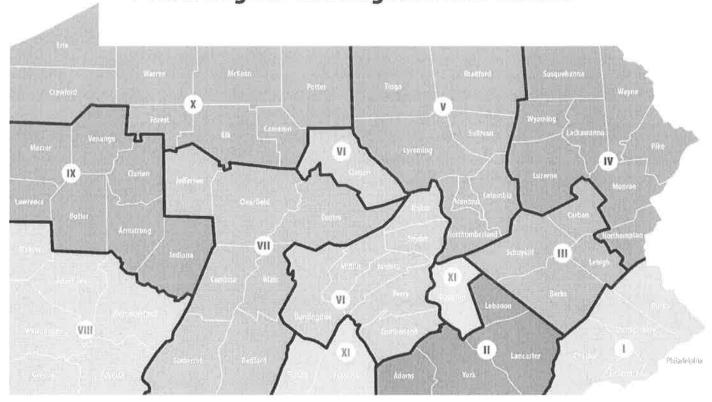
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STUDENT ASSISTANCE PROGRAM OVERVIEW

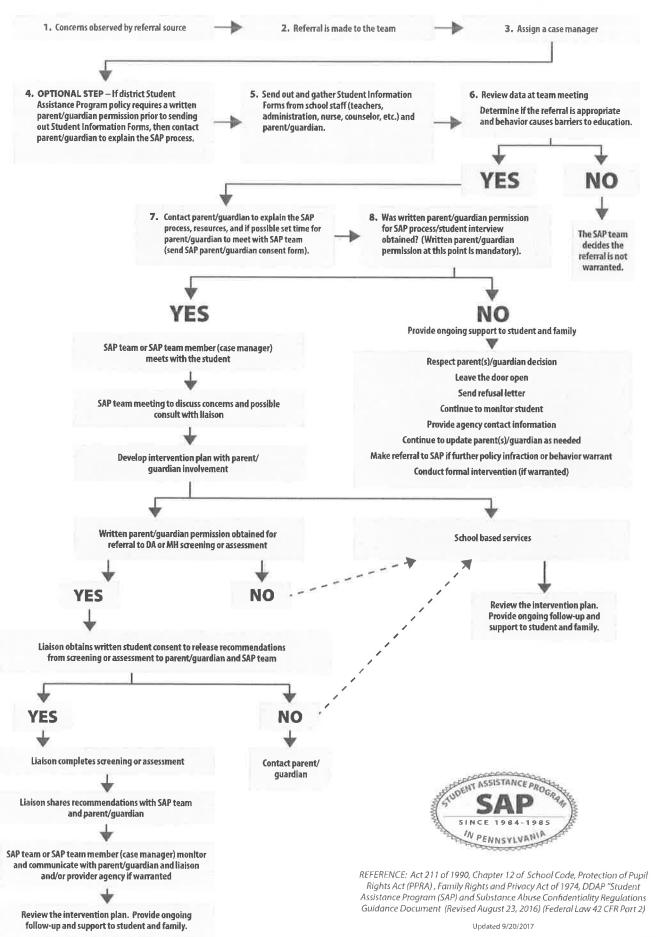
The purpose of the Student Assistance Program (SAP) is to ensure educational success through successful interventions.

What is Student Assistance?

- FOUR PHASE PROCESS
 - > REFERRAL
 - > TEAM PLANNING
 - > INTERVENTION and RECOMMENDATIONS
 - > SUPPORT and FOLLOW-UP
- Commonwealth of PA model
 - ➤ Systematic Process/Approach
 - ➤ Identification (Observable Behaviors)
 - > Intervention & Support
 - > Referral Assistance
 - > Follow up
 - > Assist to Remove Barriers to Learning
 - > Focused on Student Success
 - > Strengths Based

STUDENT ASSISTANCE DOESN'T DIAGNOSE, TREAT, OR DISCIPLINE.

Student Assistance Process in Pennsylvania





What is the Student Assistance Program?

The Pennsylvania Student Assistance Program (SAP) is a team process used to mobilize school resources to remove barriers to learning. SAP is designed to assist in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success. The primary goal of the Student Assistance Program is to help students overcome these barriers so that they may achieve, advance, and remain in school. 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 students.

The core of the Student Assistance Program is a professionally trained team, including school staff and liaisons from community drug and alcohol and mental health agencies. SAP team members are trained to identify issues, determine whether or not the presenting issue lies within the responsibility of the school, and to make recommendations to assist the student and the parent. When the issue lies beyond the scope of the school, the SAP team will assist the parent and student so they may access services within the community. SAP team members do not diagnose, treat or refer to treatment; but they may refer a student to a liaison who may screen or assess for further community based services and support.

There are four phases to the student assistance process:

Referral - Anyone can refer a student to SAP when they are concerned about someone's behavior -- any school staff, a student's friend, a family member or community member. The students themselves can even go directly to the SAP team to ask for help. The SAP team contacts the parent for permission to proceed with the SAP process.

Team Planning – The SAP team gathers objective information about the student's performance in school from all school personnel who have contact with the student. Information is also collected from the parent. The team meets with the parent to discuss the data collected and also meets with the student. Together, a plan is developed that includes strategies for removing the learning barriers and promoting the student's academic and personal success to include in-school and/or community-based services and activities.

Intervention and Recommendations – The plan is put into action. The team assists in linking the student to in-school and/or community-based services and activities. The team might recommend a drug and alcohol or mental health screening or assessment.

Support and Follow-Up – The SAP team continues to work with and support the student and their family. Follow-up includes monitoring, mentoring, and motivating for academic success.

It is the parent's right to be involved in the process and to have full access to all school records under the 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 child's education and is key to the successful resolution of barriers.

For students receiving treatment through a community agency, the student assistance team, in collaboration with parents and the agency, can assist in helping plan 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 the individual team members, maintenance of the student assistance team and process, level of administrative commitment and board support, active parent and student involvement and the available resources both in school and the community.

SAP in Pennsylvania is overseen by the PA Network for Student Assistance Services (PNSAS) Interagency and Regional Coordinators' team; comprised of representation from the PA Departments of Education (Office for Safe Schools), Drug and Alcohol Programs (Division of Prevention and Intervention) and Human Services (Office of Mental Health and Substance Abuse Services). SAP is based upon state guidelines, professional standards, and policies and procedures adopted by the local school board of directors. Professional training conducted by a Pennsylvania Approved SAP Training Provider is required for team members 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.

Guidelines for the SAP K-12 training system in Pennsylvania contain training standards and competencies to ensure SAP team professionals receive up-to-date professional training consistent with PNSAS approved procedures.

SECTION 2: CULTURAL DIVERSITY

Diversity Quiz

1.	Name the two most ethnically diverse states in the U.S.A.
2.	What tends to be the most important organization within the African-American communities?
3.	What is the fastest growing minority in Pennsylvania?
4.	What is the largest subgroup of Latinos in the U.S.A.?
5.	Talk circles and sweat lodges are examples of culturally relevant intervention techniques within what broad ethnic group?
6.	Shame or loss of "face" tends to be a strong motivational factor for which cultural group?
7.	The largest concentration of Native Americans east of the Mississippi is located in which state?

DIVERSITY Self Assessment

The purpose of this cultural self-assessment is to give you an opportunity to begin the process of knowing yourself and some of your own cultural values. It is the first step in being able to make the most effective use of your personal conflict-resolution style.

For each pair of statements below, circle either A or B as most representative of your experience.

1.	A. B.	I have always worked with people like myself. My work has required me to deal with diverse groups of people.
2.	A.	I only know English and believe it is up to limited-English speakers to learn this Language.
	В.	I'm interested in other languages and communicate easily with limited-English speakers.
2		

- I feel uncomfortable around people with disabilities. 3. Α.
 - I reach out to people with disabilities because I an interested in others. В.
- 4. A. I go with my first impressions of people.
 - I realize that first impressions are not enough to make a judgment. B.
- If someone's name is very unfamiliar to me, I suggest that I call that person 5. A. by a nickname.
 - В. When someone's name is unfamiliar, I try to pronounce it correctly.
- 6. A. I see nothing wrong with using words like "girl," "boy," or "honey" when referring to my coworkers.
 - I'm aware that "girl," "boy," or "honey" may be offensive to some people. В.
- 7. A. I believe that people from backgrounds different from my own must learn "our Way" quickly.
 - В. I realize that different perspectives can contribute greatly to good decision making.
- I believe differences make it harder for people to work together. 8. A.
 - I'm willing to consider differences as a positive contribution. В.
- 9. A. I do not enjoy trying food or drinks that are unfamiliar.

	В.	I am open to all kinds of	new food experiences.	
10. A. I am not comfortable being the "only" in a group.B. I am aware that it is difficult to be the "only" in a group, yet f			oup, yet find it challenging	
Coun	it the nu	umber of A's and B's	A's	B's

Diversity Self Assessment

You have just identified your general worldview. Obviously this view affects how you will deal with different cultures.

If most of your answers were A's, you probably have an outlook that is ethnocentric, and believe that your culture is not only best for you but also for most other people. This makes interacting with other cultures difficult. Our goal is not to change your values but to give you some new insights and information about communication that may help you deal with individuals from other cultures.

If most of your answers were B's, your outlook is likely to be one that is flexible and accepting of different cultures. We hope you will gain some additional understanding and new skills about dealing with other cultures.

We hope that this self-assessment has given you some insight into your personal preferences and personal comfort zone in dealing with people from cultures different from your own. This self-knowledge will probably influence how you will behave or respond to situations dealing with individuals from other cultures.

MULTICULTURAL COMPETENCY QUIZ

ANSWER THE FOLLOWING QUESTIONS TRUE OR FALSE:

1.	To be culturally competent means to ignore differences. (I sometimes forget you are gay)
2.	Appreciation of differences means pressuring those that are different to conform to the dominant way. (If you dressed this way you wouldn't get teased.)
3.	Being tolerant means treating others as unique or "freakish". (Please show us how you people dance.)
4.	To be culturally competent means to avoid dealing with those who are different.
5.	To be culturally competent means to foster true relationships with those who are different based on understanding and acceptance.
6.	To be culturally competent means being willing to change my beliefs and behaviors in order to create relationships with those who are different.

SECTION 3: STUDENT DEVELOPMENT

Elementary Years

This article describes the normal physical, emotional, and mental abilities of children ages 6 to 12 years old.

Information:

PHYSICAL DEVELOPMENT

School-age children typically exhibit fairly smooth and strong motor skills. However, they vary widely in coordination (especially eye-hand), endurance, balance, and physical tolerance.

Fine motor skills may also vary widely and influence a child's ability to write neatly, dress appropriately, and perform certain chores, such as making beds or doing dishes.

There will be significant differences in height, weight, and build among children of this age range. It is important to remember that genetic background, as well as nutrition and exercise, may influence growth.

A great deal of variance also occurs with the age at which children begin to develop secondary sexual characteristics (girls -- breast development, underarm and pubic hair growth; boys -- growth of underarm, chest, and pubic hair; and growth of testicles and penis).

LANGUAGE DEVELOPMENT

Early school-age children should be able to consistently use simple, but structurally complete, sentences that average 5 to 7 words. As the child progresses through the elementary years, syntax and pronunciation becomes normal. Children use more complex sentences as they grow.

Language delays may be due to hearing problems or intelligence deficits. In addition, children who are unable to express themselves adequately may be more prone to exhibiting aggressive behavior or temper tantrums.

A 6-year-old normally can follow a series of 3 commands in a row.

By about 10 years old, most children can follow 5 commands in a row. Children with a deficit in this area may try to cover it up with backtalk or clowning around and will rarely expose themselves to potential ridicule by asking for clarification.

BEHAVIOR

Frequent physical complaints (such as sore throats, tummy aches, and arm/leg pain) may simply be due to a child's enhanced body awareness. Although frequently no physical evidence for such complaints can be found, the complaints need to be investigated, both to rule out substantial conditions and to assure the child that the parent is concerned about his or her well-being (maintaining trust).

Peer acceptance becomes increasingly important during the school-age years. Behaviors that are important to being part of the group need to be negotiated with parents to allow the child to have some conformity and group standing without crossing the boundaries of acceptable behavior within the family's standards.

Friendships at this age tend to be primarily with members of the same sex. In fact, early school-age children typically denounce or talk about how "strange" or "awful" members of the opposite sex are. This lack of appreciation of the opposite sex steadily diminishes as the child approaches adolescence.

Lying, cheating, or stealing are all examples of behaviors that school-age children may "try on" in learning how to negotiate the many expectations and rules placed upon them by family, friends, the school, and society in general. Such behaviors challenge parents to deal with the misdeed privately (avoiding peer ridicule), applying a punishment that is meaningfully related to the behavior, and modeling reparation and forgiveness.

An ability to maintain attention is important for success both at school and at home. 6-year-olds should be able to focus upon an appropriate task for at least 15 minutes. By the age of 9, a child should be able to focus attention for about an hour.

It is important for the child to learn how to deal with failure or frustration without decreasing self-esteem or developing a sense of inferiority.

SAFETY

Safety is important for school-age children.

- School-age children are highly active and have a need for strenuous physical activity, peer approval, and increased daring and adventurous behaviors.
- Children should be taught to play sports in appropriate, safe, supervised areas, with proper equipment and rules. Bicycles, skateboards, in-line skates, and other types of recreational sports equipment should fit the child appropriately. They should be used only in accordance with generally recognized traffic and pedestrian rules, and with accompanying safety equipment (such as a bicycle helmet, knee, elbow, wrist pads/braces, and helmets for skating). Sports equipment should not be used in darkness or in extreme weather conditions.
- Swimming and water safety lessons can prevent drowning. Safety instruction regarding matches, fires, lighters, barbecues, camp fires, and cooking on stoves or open fires can prevent major burns.
- Wearing seat belts remains the most important way of preventing major injury or death due to a motor vehicle accident.

PARENTING TIPS

- If physical development appears to be outside the norm, consult your child's pediatric health care provider.
- If language skills appear to be lagging, request a speech and language evaluation.
- Maintain close communication with teachers, other school personnel, and parents of friends to be aware of potential problems as they arise.
- Encourage children to express themselves openly and talk about concerns without fear of reprisal.
- While encouraging children to participate in a variety of social and physical experiences, parents should be careful not to over schedule their children's free time. Free play or simple, quiet time is important for the child not to feel constantly pushed to perform.
- Children today are exposed through the media and their peers to a vast array of issues dealing with violence, sexuality, and substance abuse. Parents are encouraged to discuss these issues openly with their children to share concerns or correct misconceptions. Setting limits may be necessary to allow children to be exposed to such issues only when they are developmentally ready to do so.

Middle School Years

Parents are often worried or confused by changes in their teenagers. The following information should help parents understand this phase of development. Each teenager is an individual with a unique personality and special interests likes and dislikes. However, there are also numerous developmental issues that everyone faces during the adolescent years. The normal feelings and behaviors of the middle school and early high school adolescent are described below.

Movement Towards Independence

- Struggle with sense of identity
- Feeling awkward or strange about one's self and one's body
- Focus on self, alternating between high expectations and poor self- concept
- Interests and clothing style influenced by peer group
- Moodiness
- Improved ability to use speech to express one's self
- Realization that parents are not perfect; identification of their faults
- Less overt affection shown to parents, with occasional rudeness
- Complaints that parents interfere with independence
- · Tendency to return to childish behavior, particularly when stressed

Future Interests and Cognitive Changes

- Mostly interested in present, limited thoughts of future
- · Intellectual interests expand and gain in importance
- Greater ability to do work (physical, mental, emotional)

Sexuality

- Display shyness, blushing, and modesty
- Girls develop physically sooner than boys
- Increased interest in the opposite sex
- Movement toward heterosexuality with fears of homosexuality
- Concerns regarding physical and sexual attractiveness to others
- Frequently changing relationships
- · Worries about being normal

Morals, Values, and Self-Direction

- Rule and limit testing
- Capacity for abstract thought
- Development of ideals and selection of role models
- · More consistent evidence of conscience
- Experimentation with sex and drugs (cigarettes, alcohol, and marijuana)

Teenagers do vary slightly from the above descriptions, but the feelings and behaviors are considered normal for each stage of adolescence.

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HIGH SCHOOL YEARS AND BEYOND

Parents are often worried or confused by changes in their teenagers. The following information should help parents understand this phase of development. Each teenager is an individual with a unique personality and special interests likes and dislikes. However, there are also numerous developmental issues that everyone faces during the adolescent years. The normal feelings and behaviors of the late high school adolescent are described below.

Movement towards Independence

- Increased independent functioning
- · Firmer and more cohesive sense of identity
- Examination of inner experiences
- Ability to think ideas through
- Conflict with parents begins to decrease
- · Increased ability for delayed gratification and compromise
- Increased emotional stability
- Increased concern for others
- Increased self-reliance
- Peer relationships remain important and take an appropriate place among other interests

Future Interests and Cognitive Changes

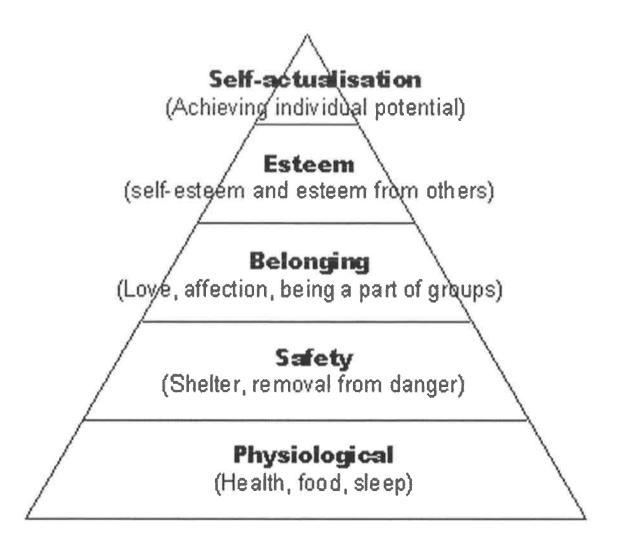
- Work habits become more defined
- Increased concern for the future
- · More importance is placed on one's role in life

Sexuality

- Feelings of love and passion
- · Development of more serious relationships
- Firmer sense of sexual identity
- Increased capacity for tender and sensual love

Morals, Values, and Self-Direction

- Greater capacity for setting goals
- Interest in moral reasoning
- Capacity to use insight
- Increased emphasis on personal dignity and self-esteem
- Social and cultural traditions regain some of their previous importance Teenagers do vary slightly from the above descriptions, but the feelings and behaviors are, in general, considered normal for each stage of adolescence.



Maslow's Hierarchy of Needs

Responding to Trauma and Violence

Help for Parents, Teachers & the Community

While everyone is disturbed by sudden and terrible events, some may feel and react to the news more intensely than others. Reactions may be exacerbated as stories emerge about the horrific attacks and we learn more about the details of the violence and the personal stories of victims and their families. As memorials occur, we are exposed to the grief and raw reactions of survivors and grieving families. Events become more personal. Some of the people for whom this might trigger a heightened level of grief, stress, or anxiety include:

People who were involved in the event – Students, teachers, school staff, parents and relatives of those directly involved. That would, of course, encompass those who suffered the death of a loved one in the event. Children and classmates are also of particular concern.

People with a direct connection to the events – This would encompass townspeople and neighbors, and could also extend to any who have some personal association with the traumatic event.

People who have been a victim of violence themselves - This might encompass people who were prior victims of violence or assault, people who were held hostage, people who have been part of random shootings, or people who lost loved ones to random violence. The events might rekindle memories, grief, loss, fear and heightened anxiety.

People who suffer from Post - Traumatic Stress Disorder - This might include victims of 9/11, survivors of other shootings, veterans, or many others who experienced trauma and are not able to get beyond it. The events might trigger heightened memories, fear, anxiety, anger, stress, or disruption of eating or sleeping habits, among other things.

Children and young people- Violent events can be particularly frightening to children, and this event even more so because it included the specific targeting of children. The sudden and random nature of events may be terribly upsetting and threatening to a child's sense of security. Some children may be intensely fearful of their own safety or the safety of loved ones.

Responding to events

Be sensitive to others and how they experience events. People handle stress and grief differently, and we don't always know what experiences others have had that might intensify a reaction. While some may hear such news and move on, others need time to process and react. Don't assume everyone feels things the same way that you do - be sensitive to those around you and let them express their feelings.

Limit exposure to gruesome details in the news. The 24-hour nature of the Internet and cable news means that we can be bombarded with nonstop news and images of a disastrous event. This continual exposure can exacerbate anxiety and fear, particularly for children.

Take positive action. When violent events occur, it can shake our faith and trust in our fellow man. Counter these feeling by spending time with family and friends. It can also help to do something to reduce the feelings of helplessness that many experience in the face of such events: Help others. Give blood. Organize of take part in a memorial activity. Write letters. Make a donation. Volunteer.

Consider counseling. If you or somebody else is having a particularly hard time coping with these events, counseling with a professional may be in order. Signs that you or a loved one may need help getting past this might include sleeplessness, heightened anxiety or phobias, and preoccupation with details of events.

Dealing with Children's Grief and Fear

In addition to the children who were directly affected by events, news of this frightening tragedy will be difficult for all kids to understand. The following resources offer some guidance.

- Guide for Parents and Educators: Tips for Talking to Children and Youth After Traumatic Events
- Explaining Death in a Child's Terms
- Children's Age-Related Reactions to a Traumatic Event (PDF)
- How to Help: Children's Grief Responses
- Children and Violence
- Children Now Talking with Kids About TV News
- National Child Traumatic Stress Network
- Kids' Health: Anxiety, Fears & Phobias

Helping kids deal with the aftermath of difficult events

- Limit your child's exposure to the news. Make sure that news about violent events is not playing over and over in the background on radios or TV. Watch news with your kids and discuss events and their feelings about things.
- When frightening events occur, watch your own reaction when children are nearby. When adults react dramatically, emotionally or fearfully, it can be very unsettling for children, who take cues from adults. While you should be truthful in your feelings, be careful not to let your behavior shatter their sense of safety and security.
- Give comfort and reassurance. Allow children to express fear and sadness, don't dismiss bad feelings. Encourage questions so you can understand their fears. They may be feeling vulnerable themselves, or they may fear losing parents or siblings that they depend on and love.
- Emphasize safety. Let children know that while sad and bad things do indeed happen, they are rare events. Most people are good. Reassure them that you will take care of them and keep them safe, and that police and teachers will help to look out for their safety, too. Use this as a time to reinforce safety rules.
- Channel things in a positive direction whenever possible. Point out good things, such as the heroism and bravery of police and doctors and the kindness of the people in the community. Use bad events as a springboard to reinforce gratitude and appreciation for life; the importance of kindness and empathy, the importance of helping others.
- Take positive action. We all feel helpless in the face of terrible events, children even more so. Encourage your child to take an action, such as making a donation, writing a letter, going to a church service, or leaving flowers or mementos at a memorial.
- Ensure that your communications are age appropriate. Young children don't have a clear understanding of death, even if they say the words, so events may not affect them much; teens might

suppress reaction entirely in a misguided attempt to appear cool or jaded. See links below for more on age-related reactions and communications.

• Keep an eye on things to ensure that they adjust. Watch for regression, clinging, hyperactivity in young children; at any age, kids who are anxious could exhibit sleep or eating disturbances. Teens or young adults may be obsessed with details of events, Watch how your kids play, how they talk about things to peers. If signs of disturbance persist, they may need the help of a professional so they don't stay "stuck" in anxieties or fear.

Dealing with Trauma

- CT-Alive: Connecticut Alliance for Victims of Violence & Their Families
- Survivors of Homicide
- Coping With Stress
- Post Traumatic Stress Disorder
- National Center for PTSD

Grief in the workplace: Tips for supervisors

As an EAP, one of the most common situations we deal with is grief and loss. Everyone suffers death and loss at some point and everyone deals with grief differently. Grief can be all-consuming, an issue that spills over into the workplace long after the precipitating event has passed, particularly if the loss was of a child or a spouse. Supervisors and managers are often uncomfortable in dealing with an employee's grief and finding the right balance between being compassionate and maintaining work productivity.

Managers can play a key role in helping a person to heal. Resuming the normal routine of work is part of the healthy recovery process. Knowing something about the various stages or behaviors that are common in the grief process can be helpful in understanding how to support grieving workers. Here are some supervisor tips for dealing with grief in the workplace:

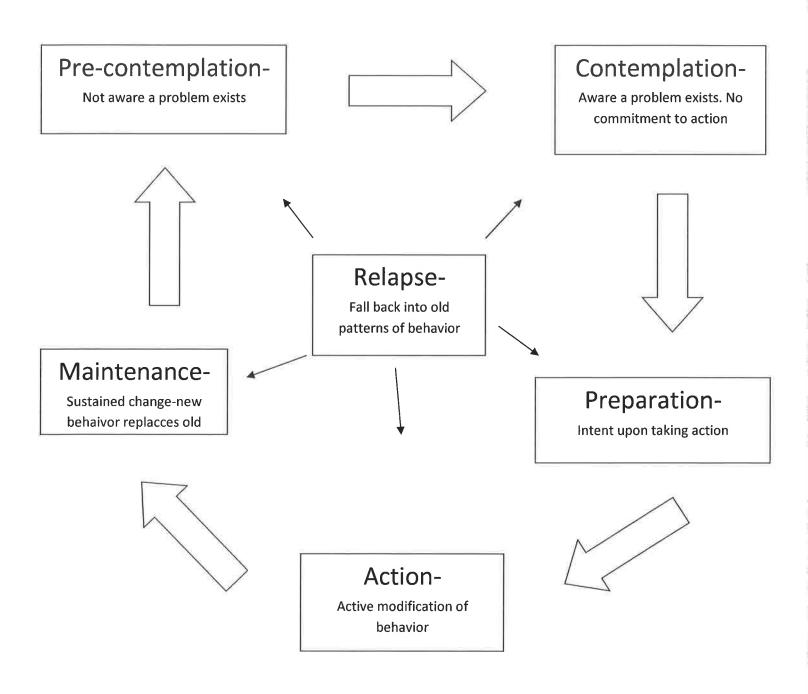
- Make contact with your bereaved employee as soon as possible after you learn of their loss. Offer your condolences. Listen and respect confidentiality. Expect sadness and tears.
- Be prepared. Know your organization's policy on bereavement and personal time and be ready to explain the policy to the employee.
- Be as flexible and negotiable as possible in allowing your employee to have the time and space to deal with their loss.
- Arrange for back-ups and replacements necessary to cover the person's work during their absence. Ensure that phone calls and e-mail messages are re-directed.
- Get information on services, funerals and memorials to the person's colleagues in a timely fashion
- If appropriate, help to organize some form of group acknowledgment to support the employee, such as issuing a card or flowers, or planning group attendance at a memorial ceremony.
- Ensure that support continues when the person returns to work. The first few days may be particularly difficult adjustment.
- Have back-ups or a buddy system in place when the employee returns to work to provide support and check in with the employee periodically to see how he or she is doing.
- Consider adjusting the workload. Expect productivity, but be patient and reasonable in your expectations.
- Be sensitive to the cycle of upcoming holidays or trigger points that might be difficult for the employee.
- Recognize that other cultures may have customs, rituals or ways of dealing with loss that differ from those to which we are accustomed.

- Watch for warning signs of prolonged grief and ongoing performance issues, such as poor grooming, severe withdrawal, substance abuse, or other uncharacteristic behaviors might be warning signs.
- Offer resources for professional help. As a manager, you are in a unique position to observe a need for help and to recommend assistance through a referral to your EAP or appropriate community resources.

24/7 confidential member counseling, information and help is available at 1-800-252-4555 or 1-800-225-2527



STAGES OF CHANGE



SECTION 4: ISSUES IMPEDING SCHOOL SUCCESS

BEHAVIOR SIGNS OF STUDENTS HAVING PROBLEMS

ACADEMIC PERFORMANCE

DROP IN GRADES
NOT COMPLETING ASSIGNMENTS
DECREASED CLASS PARTICIPATION
SHORT ATTENTION SPAN

DISRUPTIVE BEHAVIOR

DEFIANCE OF RULES EMOTIONAL HIGHS & LOWS VERBAL ABUSE BLAMING AND DENYING

SCHOOL ATTENDANCE

ABSENTEEISM CONSTANTLY LATE FOR CLASS FREQUENT VISITS TO NURSE

ATYPICAL BEHAVIOR

CHANGE IN FRIENDS
ERRATIC BEHAVIOR
ISOLATING SELF
TALKS FREELY ABOUT DRUG USE
OLDER OR YOUNGER SOCIAL GROUP

PHYSICAL SYMPTOMS

DETERIORATING APPEARANCE SLEEPING IN CLASS SMELL OF ALCOHOL OR POT

ILLICIT ACTIVITIES

VANDALISM INVOLVEMENT IN THEFT SEXUAL BEHAVIOR IN PUBLIC



CHARACTERISTICS OF A YOUTH AT RISK

A Student Who Requires Some Degree Of Intervention Often:

Is a victim of domestic	violence,	child	abuse,
rape, or other assault.			

Has previously attempted suicide.

Is extremely perfectionistic.

Has developed a phobia of school.

Has an inability to develop significant and empathetic relationships.

Demonstrates <u>any</u> change in behavior or attitude.

Exhibits dare-devil or self-abusive behaviors.

Has visited a physician within the past three to four months.

Withdraws socially from family, relative, friends, and teachers.

Is experiencing underachievement in school.

Drops out of school or changes classes.

Expresses a desire to die.

Has known a family member, relative, or friend who committed suicide.

Suddenly appears peaceful during a crisis.

Becomes accident-prone or preoccupied with personal health.

Has diminished interest in usual pursuits.

Leaves poems, diaries, drawings, or letters to be found.

Expresses hopelessness, helplessness, worthlessness, and confusion.

Arranges to give away prized possessions.

Develops eating, sleeping, or grooming changes.

Has experienced a broken or difficult relationship.

Dealing with a personal / family illness or hospitalization.

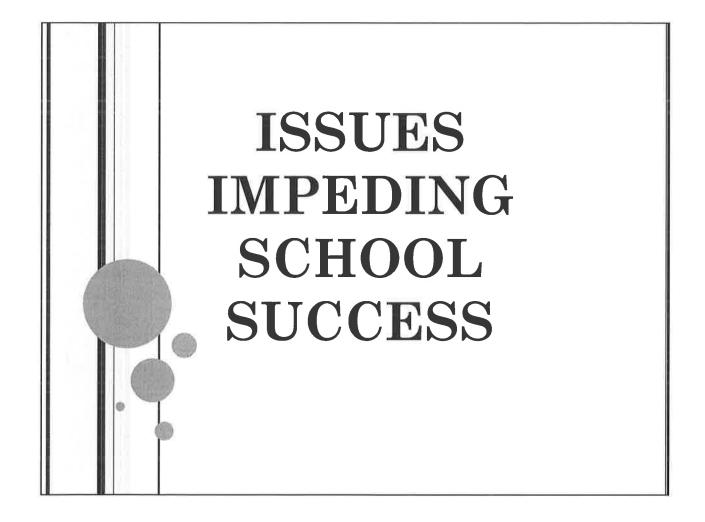
Dealing with unrealistic personal or parental expectations.

Has disintegrating family relationships.

Is without a meaning and purpose in life.

Dealing with financial and other economic changes.

Moves just after establishing meaningful relationships.



BEHAVIOR Classroom Management Function Behavior Assessment Behavior Management ACADEMIC ·Reading, Math, and Writing ·Curriculum Based Assessment -plans can involve, -Individual plans -Student contracts, ·Classroom Intervention Strategies -should include: -Contingency management • Reinforcement ·Curricular Goals oSelf-monitoring plans ·Learning Styles Improvement or Referral •Attention Improvement or Referral CARING or AT RISK Substance Abuse Issues •Mental Health Issues ·Children who Live with Addiction ·Grief and Loss Bullying Issues Improvement or Referral

MAKING A REFERRAL TO THE SAP TEAM

- o <u>Frequency</u> How many times have you observed this action or issue?
 - 1x 3x every day
- o <u>Intensity</u> How much / how intense is the issue?
 - 1 hit at a party 1 joint with some friends 3 joints per day
- <u>Duration</u> How long have you been observing or noting this action or issue?
 - Over a period of one week; one month, or 1 nine weeks/semester

FREQUENCY INTENSITY DURATION

Is there a time or situation when you would not wait to collect information about an action or issue before notifying someone else of your concerns?

SECTION 5: RESILIENCE

PROTECTIVE FACTORS

COMMUNITY

- community life
- Supportive relationships outside the home
- Pro-social peer group
- Child's Involvement in Religious Activities
- Child's Involvement in Pro social Activities
- Child Is Close to an Adult Outside the Family
- A reasonably safe, stable environment
- •

SCHOOL

- Active involvement in school
- access to high quality early years education
 - Commitment to School
- Attachment to Teachers
- Aspirations to Go to College
- Parent's Expectation for Child to Go to College
 - Parent's Values About School

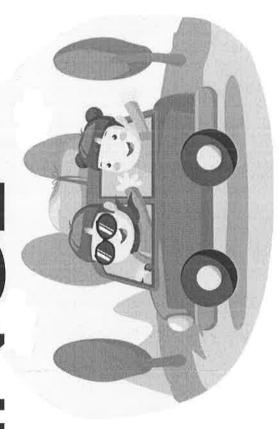
FAMILY

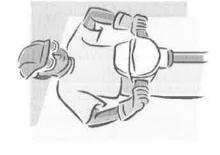
- Strong and affectionate relationships with both parents
- Strong and affectionate relationships with family members
- Strong and affectionate relationships with other significant adults
 - Recognition and praise
- parental interest
- involvement in education
- Stability and security in family life
 - Parental Supervision
- Child's Attachment to Parent
- Parent's Attachment to Child
- Parent's Involvement in Child's Activities

PEER GROUP AND INDIVIDUAL

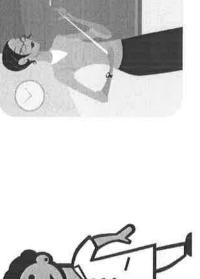
- Resilient temperament
- Autonomy
- comprising a sense of identity
- achievement
- self awareness
 - independence
- Self-motivation
- Peers Have Conventional Values
- Parent's Positive Evaluation of Peers
- Child's Self Esteem
- Child Is Close to an Adult Outside the Family
- Good impulse control
- Strong sense of self-worth
- Sense of personal control

U 5









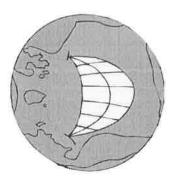
Resilience

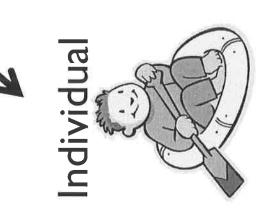
significant adversity become Some people despite so much.

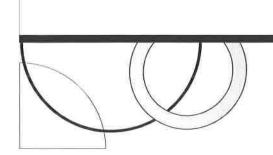
RESILIENCE IS PART



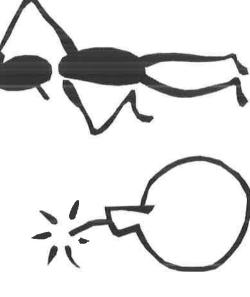
Environmental







WHAT IS A.... RISK FACTOR



adolescent problem behaviors. Factors that can lead to

RISK Factors on Resiliency

in four domains.

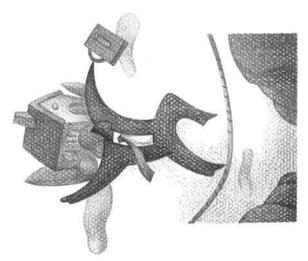
· COMMUNITY

· FAMILY

-SCHOOL

·INDIVIDUAL/PEER

https://preventionplatform.samhsa.gov/Macro/CSAP/dss_portal/Templates_redesign/sta



EXAMPLES OF RISK FACTORS

Extreme social and economic deprivation

• Family conflict

Lack of commitment to school

Alienation

Family behaviors and beliefs related to alcohol, tobacco, and other drug use

Enabling

How is enabling a risk factor in all four domains?

How we enable

- Passive enabling turn away/avoid confronting the situation, pretend it didn't happen
- Protect and Rescue Serve as a buffer. Don't want the person hurt
- Accepting excuses "may or may not believe them"
- Not setting clear limits and sticking to them- allowing "just one more change"
- rather than the logical consequences (burning a child to Punishment vs. Discipline- crude punishments given teach them not to play with match)

Why we Enable:

- Lack of awareness (don't realize the harm)
- Lack of confidence (afraid to confront)
- Over confident ("Just let me handle everything")
- Desire to be accepted (want everyone to like (sn
- Fear consequences for the person (want to protect)

Emphasis on Competition

Comparing Students to their Peers

-ack of Motivation which is a Risk Factor

PROTECTIVE FACTOR WHAT IS A....

adolescent problem behaviors. Factors that prevent or reduce

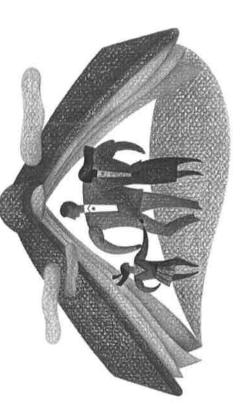
Protective Factors on Resilience

in four domains:

COMMUNITY

· FAMILY

-SCHOOL



•INDIVIDUAL/PEER

https://preventionplatform.samhsa.gov/Macro/CSAP/dss_portal/Templates_redesign/start.c fm

EXAMPLES OF PROTECTIVE FACTORS

- Positive adult role model
- Connection to community
- Connection to school
- Connection to family
- Positive commitment to school
- Community resources and availability

Recognizing potential

+

Holding to high expectations

+

Focusing on strengths

Increases Motivation which is a Protective Factor

Six Strategies for Promoting Resiliency Henderson & Milstein's

Opportunities for meaningful participation.

Setting/Communicating high expectations.

Caring and supportive relationships.

Promoting pro-social bonding

Setting clear/consistent boundaries.

. Teaching "life skills."



influenced who we are, but we are responsible for who we become. círcumstances may have Our backgrounds and

Gateway Vision, Gateway Rehabilitation, Pittsburgh Pa Reference

RISK FACTORS

COMMUNITY

- availability of drugs and firearms
- absence of community norms against drug use
- firearms and crime
- media portrayals of violence
- high rates of mobility
- low neighborhood attachment
- extreme economic deprivation
- Inadequate housing
- Disadvantaged neighborhood
- indicated by a significant proportion of Minority ethnic families
 - Families with four or more children
- Families where mothers are 16-24
- Lone parent families
- Workless households
- Low income families
- Transient families

SCHOOL

- early and persistent anti-social behavior
- early academic failure; absence of commitment to school
 - engaging in problem behavior
- favorable attitude towards problem behavior
- early initiation of the problem behavior
- Constitutional factors (for example, an impulsive nature).

FAMILY

- family history of problem behavior
- family management problems (such as excessively harsh or inconsistent punishment)
- family conflict (such as physical abuse)
- favorable parental attitudes toward problem behavior
- Lax parental supervision
- Parental (or other family member) abuse and/or neglect of child(ren)
- inconsistent and violent discipline
- Domestic violence, family conflict
 - Paternal criminal convictions
- Children have poor or no relationship with one or both parents
 - Having refugee status
- Being socially isolated

PEER GROUP AND INDIVIDUAL

- Rebelliousness
- influence of peers who engage in problem behavior
- early initiation of the problem behavior
- Constitutional factors (for example, an impulsive nature).
 - Troublesome behavior in school/home
- difficult behavior
- Friends condoning or involved in risky behavior
- Low educational achievement
- Truancy/exclusion
- Bullying

Homelessness

- High rates of attendance in accident and emergency units
- Alcohol and drug use
- Poor nutrition
- Smoking
- Depression
- Low self-esteem
- Specific developmental delays
- Learning difficulty and/or disability
- Speech/communication problems
- Physical illness especially chronic and/or neurological

SECTION 6: LEGAL FOUNDATION

4 STEP PROCESS

- 1. ARE YOU AWARE
- 2. DID YOU **INVESTIGATE**
- 3. DID YOU COME TO A **CONCLUSION**
- 4. DID YOU TAKE **APPROPRIATE ACTION**



SCHOOL DISTRICT POLICY AND PROCEDURE

Are the policies and procedures related?

(A September 1999 court ruling states, "any action or non-action you take must be supported by written policy, procedure, guidelines, or contracts)



Is it written in a clear and specific manner which sets expectations for behavior and outlines consequences?



Is it followed consistently?



Is it published and distributed to students, parents, and faculty?



Summary of Federal and State Legislation/Regulations that Impact SAP

(The summary below is for informational purposes only and should not be construed as legal advice.)

Act 211 of 1990 (P.S.§ 15-1547 of the PA School Code) was enacted which required each school district to establish and maintain a program to provide appropriate drug and alcohol education as well as counseling and support services to students who experience problems related to the use of drugs, alcohol, and dangerous controlled substances. On April 19, 1991, the Pennsylvania Secretary of Education named the Commonwealth Student Assistance Program (K-12) to fulfill the requirement to "...identify high risk students who are having problems due to alcohol or drug use, depression, or other mental health problems; and intervene and refer these students to appropriate community services."

Drug and Alcohol Education, Counseling and Support Services Basic Education Circular (BEC) (P.S. § 15-1547 of the PA School Code) was issued by the Pennsylvania Department of Education to clarify the mandate from Act 211 that every student K-12 receive instruction in alcohol, tobacco and other drug prevention every year; in-services for all those whose responsibilities include teaching alcohol, tobacco and other drug prevention curriculum; and drug and alcohol counseling and support services (SAP).

<u>Chapter 12 (22 PA School Code § 12.42)</u> was amended to include the planning and provision of Student Assistance Programs for all school entities.

FERPA -Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which
 they believe to be inaccurate or misleading. If the school decides not to amend the
 record, the parent or eligible student then has the right to a formal hearing. After the
 hearing, if the school still decides not to amend the record, the parent or eligible student
 has the right to place a statement with the record setting forth his or her view about the
 contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest
 - Other schools to which a student is transferring
 - Specified officials for audit or evaluation purposes
 - Appropriate parties in connection with financial aid to a student
 - Organizations conducting certain studies for or on behalf of the school
 - Accrediting organizations

- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific state law.
- Schools may disclose, without consent, "directory" information such as a student's
 name, address, telephone number, date and place of birth, honors and awards, and
 dates of attendance. However, schools must tell parents and eligible students about
 directory information and allow parents and eligible students a reasonable amount of
 time to request that the school not disclose directory information about them. Schools
 must notify parents and eligible students annually of their rights under FERPA. The
 actual means of notification (special letter, inclusion in a PTA bulletin, student handbook,
 or newspaper article) is left to the discretion of each school.

PPRA -Protection of Pupil Rights Amendment (20 U.S.C. § 1232h; 34 CFR Part 98) applies to programs that receive funding from the U.S. Department of Education (ED).

PPRA is intended to protect the rights of parents and students in two ways:

- It seeks to ensure that schools and contractors make instructional materials available for inspection by parents if those materials will be used in connection with an ED-funded survey, analysis, or evaluation in which their children participate; and
- It seeks to ensure that schools and contractors obtain written parental consent before minor students are required to participate in any ED-funded survey, analysis, or evaluation that reveals information concerning:
 - Political affiliations:
 - Mental and psychological problems potentially embarrassing to the student and his/her family;
 - Sex behavior and attitudes;
 - Illegal, anti-social, self-incriminating and demeaning behavior;
 - Critical appraisals of other individuals with whom respondents have close family relationships;
 - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 - Religious practices, affiliations or beliefs of the student or student's parents; or
 - Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents or students who believe their rights under PPRA may have been violated may file a complaint with ED by writing the Family Policy Compliance Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred.

ACT 145 of 1997 (Use of Tobacco in School) A pupil who possesses or uses tobacco in a school building, a school bus, or on school property owned by, leased by or under the control of a school district commits a summary offense. A pupil who commits an offense under this section shall be subject to prosecution initiated by the local school district and shall, upon conviction, be sentenced to pay a fine of not more than \$50 for the benefit of the school district in which such offending pupil resides, and to pay court costs. When a pupil is charged with violating subsection (A), the court may admit the offender to an adjudication alternative as authorized under 24 Pa. C.S. Section 1520 (relating to adjudication alternative program) in lieu of imposing the fine. A summary offense under this section shall not be a criminal offense of record; shall not be reportable as a criminal offense of record; shall not be placed on the criminal record of the offending school-age person if any such record exists.

Definitions:

Pupil- A person between the ages of 6 and 21 years who is enrolled in school.

School- A school operated by a joint board, board of directors or school board where pupils are enrolled in compliance with Article XIII the Act of March 10, 1949 (P.L. 30, No. 14), known as the Public School Code of 1949, including area vocational-technical schools and intermediate units.

Tobacco - A lighted or unlighted cigarette, cigar, pipe or other lighted smoking product and smokeless tobacco in any form.

42 Pa. CSA 8337: Civil Immunity Law

Any officer or employee of a school who, in the scope of official duty, reports drug or alcohol abuse involving a student to another officer or employee of the school, to a parent, legal guardian or spouse of the student or who refers a student for treatment or counseling or for disciplinary action by school authorities relating to drug or alcohol abuse shall not be liable to the student or the parents, legal guardian or spouse of the student for civil damages as a result of any negligent statements, acts or omissions undertaken in good faith for the purposes set forth in this section. This subsection shall also apply to school authorities who have been designated to handle disciplinary cases for negligent statements, acts or omissions undertaken in good faith in reporting a student for drug or alcohol abuse to a law enforcement officer in accordance with school policy or procedures and based upon a reasonable belief that a crime has been, is being or will be committed. This subsection does not apply to any statement, acts or omissions which are intentionally designed to harm or which are grossly negligent and result in harm to the student.

Child Protective Services Laws

The Pennsylvania Child Protective Services laws state that school administrators, school teachers and nurses are mandated to report suspected child abuse. Other sections of this law deal with such issues as the definitions of abuse, reporting procedures, good faith immunity from liability, and penalties for failing to report. It also includes specific procedures when abuse of a student is suspected by a school employee. Please see the most current version of these laws at the Pennsylvania Child Welfare Resource Center website at http://tinyurl.com/6pd968r.

Maintenance of Records

Student Assistance Program (SAP) records should be kept in a secure location, such as in a filing cabinet in a records room at a school or on a permanent secure database by a single central custodian, such as a registrar. Generally, a school shall not disclose information of SAP records without a prior signed written consent from a parent or an eligible student. The written consent must include the statement of SAP records that may be disclosed, the purpose of the disclosure, identification of the parties to whom the disclosure may be made. A school may only disclose SAP records in accordance with the scope of the written consent. Under limited circumstances, a school may release SAP records without a prior written consent

from a parent or an eligible student. The following are the permitted disclosures without the prior consent (a complete list of exceptions can be found at 34 CFR 99.31):

- 1. When the disclosure is made to other school officials, including teachers, within the same educational agency or institution if the agency or institution determines that the official has a legitimate education interest in possessing knowledge of the records of the student.
- 2. When the disclosure is made to school officials of another school, school system, or institution where student intends to enrol.

- 3. When disclosing information is "directory" information, but only when the parent or eligible student is given a reasonable time to oppose the disclosure after his/her receipt of notice for the school.
- 4. When the disclosure is to appropriate officials in case of health and safety emergencies.

Federal Drug and Alcohol Abuse Confidentiality Regulations 42 CFR Part 2

The regulations prohibit disclosure of any information written or oral that may identify a person/student as either an alcohol and/or drug abuser or user, or if the person/student has received a screening, referral to treatment, diagnosis, and or treatment from a program unless the person/student has given his/her consent.

Pennsylvania Drug and Alcohol Abuse Control Act 63

All records shall remain confidential and only disclosed with consent of the person receiving treatment. The consent of parents or legal guardian is not necessary for a minor to seek or receive treatment. A minor may give consent to authorize his/her own medical care, assessment or treatment.

Involuntary Commitment of Minors Act 53 of 1997

A parent or legal guardian may petition the Court of Common Pleas for the commitment of a minor to involuntary drug and alcohol treatment services, if the minor is incapable of accepting or willing to accept voluntary treatment. Parents or legal guardians are financially responsible for the court costs, attorney's fees, and the cost of the treatment services unless the court finds the parents or legal guardian is without financial resources.

Mental Health Procedures Act 55 PA Code

The regulations protect the records of persons receiving treatment. The regulations prohibit disclosure of the record without written consent. If a minor under age of fourteen is receiving treatment, the minor's parents or guardian controls the release of the record. If a minor fourteen to eighteen year old seeks treatment, the regulations provide for notice of this treatment be given to the parent or guardian. Parents have a right to challenge this treatment. When a minor, age fourteen or older is receiving treatment, he/she controls the release of the record.

Amendment to the Pennsylvania Mental Health Procedures Act – Act 147 of 2004

A juvenile age fourteen to eighteen can consent to outpatient mental health examination and treatment or inpatient for himself/herself without parental consent. Control over the release of records resides with the person who has provided the consent to treatment.

Mental Health Procedures Act - 302 Involuntary Commitment

An involuntary commitment is an application for emergency evaluation and treatment for persons who are "dangerous" to themselves or others due to a mental illness. Dangerousness is determined based on the following criteria:

- Danger to self shall be shown by establishing that within the previous 30 days:
 - the person would be unable without the care, supervision and assistance of others to satisfy his/her need for nourishment, personal or medical care, shelter or self-protection or safety and that death or serious physical debilitation would occur within 30 days unless treatment was provided;
 - the person has attempted suicide or the person has made threats to commit suicide and committed acts in furtherance of the threats; or
 - the person has mutilated himself/herself or the person has made threats to mutilate and committed acts in furtherance of the threats.

Danger to others shall be shown by establishing that within the previous 30 days the
person has inflicted or attempted to inflict serious bodily harm on another or has
threatened serious bodily harm and has committed acts in furtherance of the threat to
commit harm to another.

Because this commitment is involuntary it may require the assistance of family, crisis professionals, police, ambulance and any other person involved in the crisis. In every 302, a petitioner is required to sign the 302 and appear at a hearing, if necessary. A petitioner must have first-hand knowledge of the dangerous conduct and be willing to go to an emergency room. The petitioner may be required to testify at a hearing regarding the dangerous conduct that he or she witnessed. Once a 302 is authorized, the individual will be taken to an emergency room by the police or ambulance for an evaluation by a physician to determine if they need to be admitted for involuntary psychiatric inpatient treatment. If the individual is admitted they may be kept no longer than 120 hours.

EXAMINING YOUR CURRENT POLICIES AND PRACTICES REGARDING SAP AND PARENTAL INVOLVEMENT

- Are parents involved in all phases of the SAP process, including the data gathering process prior to interviewing and providing services to the student?
- Do we have written procedures for parental involvement, including permission for services and/or consent forms?
- Do we inform students and parents about their rights regarding access to records, privacy, and confidentiality under state and federal regulations? (Student Handbooks)
- What are our procedures regarding confidentiality and sharing information with parents, staff, and agency providers?
- What procedures do we have for maintaining and storing SAP files and documents?
- Do all documents pertaining to SAP clearly state to parents and students that participation is voluntary?
- Does our drug and alcohol policy include an uncooperative category which would not require participation in SAP, but would have disciplinary options?
- Are we consistent in our SAP procedures (i.e. procedures for data gathering and SAP case management; behavior checklists are distributed on all students referred to SAP; drug and alcohol policies are enforced consistently and according to written policies; procedures for contacting parents are established according to federal and state laws and school district policies; training for all SAP team members; etc)?
- Has the SAP team reviewed SAP documents such as behavior checklist and assessment forms to incorporate strengths and resiliency factors for students, and remove item(s) which ask personal information about families?
- Does our school have written suicide/mental health, drug and alcohol, crisis, and postvention policies and procedures? What is the role of SAP?
- Do we have updates letters of agreement with SAP and other agency providers, and updated Memorandums of Understanding (MOU) with state and local law enforcement?

SECTION 7: SAP PROCESS

Sample Student Assistance Program Referral Form

1.	Referred by		Phone #		
2.	Student's Name		Grade		
3.	Date of referral	- ,25			
4,	Please check the behavior(s) you have witnessed.				
	Decreased or low class participation Easily distracted or trouble concentrating Decrease in the quality of work Poor short-term or long-term memory Low frustration tolerance Change in attendance/tardiness Frequent requests to leave the room Frequent request to visit the nurse		Changes in extracurricular activities Increased irritability Argues with other students Cheating Change in friends Does not follow teacher instructions Drastic changes in appearance Observed talking about drinking alcohol or using controlled substances		
5.	Strength(s) and resiliency factor(s)				
	Is creative Considerate of others Strives to achieve his/her best Able to work independently Exhibits leadership Can accept re-direction	= =	Good communication skills Appears to like and be connected to school Demonstrates good social skills Other		
Additional observable behaviors					
6. What has been done to resolve this problem? Please explain and provide dates.					

Sample SAP Team Meeting Agenda/Team Minutes

Team members can build structures into the SAP process that promote follow-up and support. For example, one district uses this SAP Agenda in all schools. Note the following strengths:

1. Roles defined during the meeting: facilitator, recorder, time keeper. It's essential that the team empower the time-keeper to help them use the time allotted effectively (and avoid gossip and ventilation sessions).

Agenda items grouped by:

- 2. New referrals (presenting issue, assignment of case manager and target date for data summary)
- 3. Existing referrals with built-in follow-up mechanisms
- 4. Liaison updates
- 5. Other business

SAP Team Meeting Agenda - CONFIDENTIAL

Date:	_		
1. FacilitatorRec		corder	Time Keeper
Persons present ((sign-in):		
Review Agenda. [Determine whether	changes are need	led (2 minutes)
2. New student	referrals: (10 m	inutes)	
Student's name/referral source	Problem area(s)identified	Case manager	Target date for parent contact, data gathering, referral acknowledgement
	<u></u>		

3. Update on prior referrals/status of tasks: (15 minutes)

Student's name	Case manager	Progress/parent contact made? Issues, decisions goals and target dates	Is student meeting goal(s)? Yes/No	If not, determine problem and next steps

Current total participating	Issues with any referrals?	New referrals awaiting care & date o service projected
participating		service projected
Alcohol liaison	update: (5 minutes)	
	•	
Other business,	, information to share, activities to	o plan:
Other business,	, information to share, activities to	o plan:
Other business,	, information to share, activities to	plan:
Other business,	, information to share, activities to	o plan:
Other business,	, information to share, activities to	plan:
Other business,	, information to share, activities to	o plan:
Other business,	, information to share, activities to	plan:
Other business,	, information to share, activities to	plan:
		plan:
		plan:
Other business,		plan:

4. Me ntal He alth

Dru

Recorder:

Time Keeper:

Sample Student Assistance Program Behavior Checklist

Please con	nplete and return this form to	no later than	Thank you.
		FIDENTIAL* * * art of the student's permanent file.	
Student:		Date:	
Grade:		School Year:	
Referred by:		Teacher Name/Class:	
Check approp	riate response pertaining to observable be	havior:	
A.	Academic Performance Drop in grades, lower achievement Decrease in class participation Failure to complete assignments Short attention span, easily distract Poor short-term memory Does not follow directions Other:		
B.	Disruptive Behavior Defiance of rules Denies responsibility for actions; blothers Fighting Cheating Sudden outbursts of anger; verball abusive to others Obscene language or gestures Crying Hyperactivity, nervousness Attention-seeking behavior Other:	y	
C.	Class Attendance Tardiness to class (how many) Absent from school (how many) Cutting class (how many) Frequent gym excuse Frequent visits to the health room Frequent visits to the guidance office Frequent visits to the bathroom Other:		
D.	Atypical Behavior Change in friends Erratic behavior Sudden popularity Older or significantly younger socia Unrealistic goals (retirement) Inappropriate responses	ıl group	

	Appears sad or depressedSeeking adult advice without a specific problemDefensiveWithdrawn, difficulty in relating to othersPreoccupation with food and/or weightTalks about problems at homeTalks freely about drug abuse, alcohol abuse and/or sexual activitiesMentions or threatens suicideMentions or threatens violence of any kindOther:
E.	Physical Symptoms Deteriorating personal appearance Sleeping in class Frequent cold-like symptoms Headaches Unsteady on feet Frequent complaints of nausea or vomiting Odor of alcohol or marijuana Glassy, bloodshot eyes Slurred speech Unexplained frequent physical injuries Other:
F.	Nicotine Admits to using tobacco products
G.	Strengths and Resiliency Factors Is creative Considerate of others Strives to achieve his/her best Able to work independently Exhibits leadership Can accept re-direction Good communication skills Appears to like and be connected to school Demonstrates good social skills Other:
H.	Extracurricular Activities Loss of eligibility Dropped out of (name of activity)Other:
I.	Illicit Activities Vandalism Involvement in thefts and assaults Possession of drugs, tobacco or alcohol Possession of drug paraphernalia Has been cited for using tobacco products Selling drugs Carrying a weapon Runaway

Elementary Student Assistance Program (ESAP) Sample Student Information/Behavior Observation Form

Concern for the following student has been brought to the attention of the ESAP team. We are gathering information regarding this referral and are requesting your help. Please note your observations on this form. It will be part of his/her student assistance file and as such will be open to review by the parent/guardian. It will be used to help the student and his/her family to clarify the concern and determine appropriate action. Please contact a member of the ESAP team if you have any questions. Thank you for your assistance.

Student	_Teacher completing	form	Date
Have you had contact with parent/ Describe nature of contact		_No Dates of	contact
Number of absences this year	Number of days ain starred items in mation y level ability tion (often) (often) tra assistance ht information	ore depth bel Strength Ability Partice Works Demo comm Displa & dece Exhib Can a Coope Displa (e.g. I Strive Respe	s and Resiliency Factors to work independently sipates in extracurricular activities well in a group enstrates desire/ nitment to learn ays good logic/reasoning sision-making its leadership skills accept redirection/criticism iderate of others communication skills
DaydreamsEasily distractedShort attention span*Other			e ected other students & staff alizes interest in school
*Further explanation			s

Disruptive Behavior or Illicit Activities	Atypical Behavior
Verbally abusive	Associates with younger/older social
Fighting	group
Sudden outbursts of anger	Openly expresses alcohol or other drug
	use
Obscene language and/or gestures	
Hitting or pushing others	Expresses desire to punish or gain
Disturbing other students	revenge by harmful or deadly means
Denying responsibility/blaming others	Wears drug/alcohol-related clothing
Easily influenced by others	Inappropriate sexual talk
Repeated violation of school/class rules	Expresses involvement in the occult
Carrying weapon	Expresses involvement in hate groups
Involvement in theft (self-reported)	Trouble getting along with peers
Vandalism (self-reported)	Withdraws from others
Carrying large amounts of money	Difficulty making decisions
Selling drugs (self-reported)	Expresses hopelessness, worthlessnes
Misuse of cell phone	helplessness
	Expresses fear or anxiety*
Physical Attributes	Expresses anger toward parent or
	authority figure
Noticeable change in weight	Lies
Sleeping in class	
Unsteady on feet	Criticizes others or self
Complaining of nausea/stomach ache	Seeks constant reassurance
Glassy/bloodshot eyes	Threatens or harasses others
Unexplained physical injuries	Cries
Poor motor skills	Sleeps in class
Frequent cold-like symptoms	Ethnic intimidation
Odor of alcohol/marijuana	Dramatic/sudden change in behavior*
Slurred speech	Dresses inappropriately *
Poor hygiene	
Frequently expressed concerns	Home Issues
about personal health	Runaway
Fatigue	Recent divorce or separation
r angue Disoriented	Absence of caregiver *
	(e.g. deployed, deceased, etc.)
Self-injury/self-harm	
Headaches	Job loss of family member
Food issues *(e.g. refusal to eat lunch)	Refusal to go home
	Displaced* (homeless, living in shelter,
	living with relatives/friends)
	Living in foster care
	Awaiting foster care placement
	Living with an adult other than natural
	parent*
	Other stressors*
	\
Further explanation	

Student Assistance Program

Sample Release of Information

Date:	
Student NameD	O.B
I hereby authorize	(agency/individual) to
(check one): □ Obtain from □ Release to □ Obtain from & Release to	(agency/individual).
Address	
Method of Release (check one): □ Written □ Written/Verbal	
The information is to be shared for the purpose of facilitating the studer The information to be released and/or obtained is (check all that apply) Educational Records (Including Special Education documents) Behavior Records Counseling Records Psychiatric Evaluation Psychological Evaluation Intake/Discharge Summary Drug and Alcohol Treatment Summary Other (please specify):	;
Please note: (Any information received by the "XYZ School District" will be parents have access and the capacity to release to a third independent agency the "XYZ School District" monitors this access. Information will be handled acceptable District Policy.	y. The professional staff of
I may revoke this release at any time except to the extent that the personal disclosure has already acted on it. Except as noted above, this release now unless revoked earlier in writing. All information released or obtain confidentially in compliance with the Family Educational Rights and Pri	will expire one year from ed will be handled
Parent/Guardian SignatureDate	9
Student Signature	drug and alcohol
Age Date	
Witness Signature	Date

Sample Student Assistance Program Case Manager Checklist

Student's Name:	 Grade:	
Date Referred:	 Assigned Case Manager:	

After the initial SAP referral, the following steps need to be taken:

TASK DATE Call parent and send questionnaire and Student Assistance Program Parent/Guardian consent home. Arrange time with parent/guardian to discuss or invite to team meeting Student Assistance Program Parent/Guardian consent obtained. If not, what strategies can be used to obtain? Date attempts were made and outcome: Request student's teachers to complete the Student Behavior Checklist/Student Information/Behavior Observation form no later than (Compare previous report card with current grades Examine cumulative folder – grades, test scores Look at attendance for patterns of absenteeism Examine discipline folder and note consequences received by the student Consult with nurse for pertinent information (if he or she has contact with student) Consult with counselor for pertinent information (if he or she has contact with student) Consult with administrator for pertinent information (if he or she has contact with student) Conference with the student (only after parental consent obtained) Present the information at the next SAP meeting DATE Team planning meeting held Action plan developed Action plan implemented Action plan reviewed/adjusted Date of SAP team review Date of SAP team review Complete end-of- school year tasks: - continue SAP services for this student next year? - complete PDE 4092

Sample Student Interview Checklist

Student Assistance Program My Ideas to Help Teachers Help Me

Name:			_Grade:
Date:			
Good things in my life:	Often	Sometimes	Never
I have friends at school			
I have friends at home			
I feel like I fit in			
Things I like in school			
1.			
Z _e			
Things I like to do at home			
1.			
2,-			
I ask for help when I need it			
When I grow up I want to:			
I like art			
I like to listen to music			
I like to play sports (which ones?)			
I like gymnastics			
I like to dance			
Other things I am good at and/or enjoy:			
		9	

Concerns in my life:	Often	Sometimes	Never
My grades are low			
I have trouble reading			
I have trouble remembering stuff like homework			
I have trouble discussing my ideas in class			
I have trouble listening for a long time			
I have trouble taking tests			
I have trouble working by myself			
I have trouble working with other students in a group			
I don't get along with my teacher(s)			
I get in trouble in class			
I get into trouble in the hallways			
I get into trouble in the cafeteria			
I get into trouble on the bus			
I have troubles at home			
I get into trouble at home			
I don't have many friends at school			
I don't have many friends at home			
I fight with my friends			

I make poor decisions		
I feel sad		
I feel angry		
I feel nervous		
I feel scared		
Kids pick on me		
I don't fit in here at school		
Other:		

Things I want to accomplish (check all that apply):	
I want to get along better with my teacher	
I want to improve my grades	
I want to remember my homework	
I want to do better on tests	
I want to get along better with other students	
I want to get along better with my friends	
I want to make better decisions	
I want to have more friends	
I want to feel better about school	
I want to feel better about myself	
Other:	

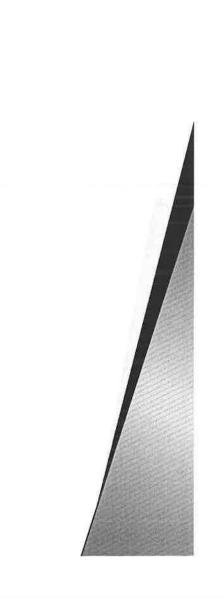
Anything else that could help your school and family help you be more successful?	
	č

Adapted from: Student Self-Advocacy Booklet. www.sbbh.pitt.edu
Adapted from "Ideas for Improving Follow-Up & Support", p. 11-12, CAT Data Committee document

ROLE OF THE STUDENT ASSISTANCE PROGRAM CORE TEAM

- 1. Review referral made to the Team
- 2. Cooperative work with students and families as required and appropriate.
- 3. Gather data on referred students: Follow Policy and Procedures
 - Student information forms (behavior checklists) completed by faculty.
 - Other relevant school data (attendance, counselor report, discipline, nurse report, grades, etc.)
 - Conference with parents (Informal or Formal)
 - Conference with students
- 4. Make decisions based on student behaviors related to:
 - Frequency
 - Intensity
 - Duration
- 5. Locate appropriate referral sources.
 - In-school support services
 - Out of school support services
 - o Consultation with SAP agency liaisons
 - o Community agencies
- 6. Provide follow-up
 - Monitor student performance and progress
 - Facilitate support and aftercare groups
 - Maintain ongoing contact with the parent(s) or guardian
 - Maintain ongoing contact with the student

S S S



TEAM COMPOSITION

TEAM MAY INCLUDE:

- ▶ Administrators
- Teachers
- Guidance Counselors
- Nurses
- School Based probation officers
- Liaisons from:
- Mental Health
- Drug and Alcohol
- (Psychologists, other counselors, etc.) School Contracted Service Personnel

ROLE OF THE SAP CORE TEAM

- IDENTIFY AND REFER STUDENTS
- **WORK WITH STUDENTS AND FAMILIES** COOPERATIVELY
- GATHERING DATA ON REFERRED STUDENT
- MAKE APPROPRIATE DECISIONS
- **LOCATE APPROPRIATE REFERRAL SERVICES**
- 6. PROVIDE FOLLOW-UP

EAM MEETING RESPONSIBIL AND OLES X

TEAM MEETING

FORMS

- REFERRAL FORM
- ▶ BEHAVIORAL OBSERVATION FORM
- CONSENT FORMS
- ◆ ADDITIONAL FORMS
- CASE MANAGEMENT LOGS
- STUDENT TRACKING FORM
- STUDENT PROGRESS FORM

SZOI. ERVENT SAP

ZO TERVENT NFORMA

INFORMAL INTERVENTION

EXAMPLES OF:

- Providing information.
- Contacting and involving parents.
- Talking with the students.
- Consultation with other school staff.
- Detention/in school suspension.
- Participation in a student support group.
 - Referral for agency services.
- Monitoring the student to determine the need for further action.

ORMA

Formal Intervention

- Assign a chairperson
- Everyone present has a role
- Focus on the process; do not argue CONTENT
- Remain OBJECTIVE in actions and words
- Present information with genuine CONCERN for the student's welfare
- Present ALL data
- Discuss course of action

Transition of Records

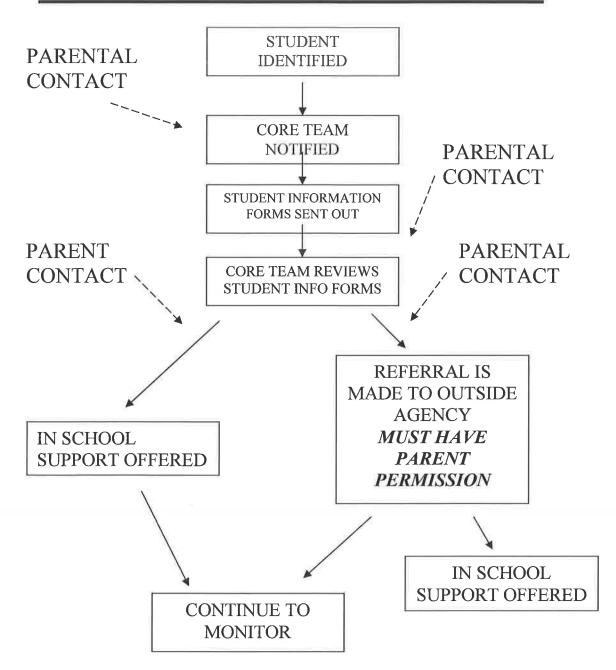
Within School District

▶Outside School District

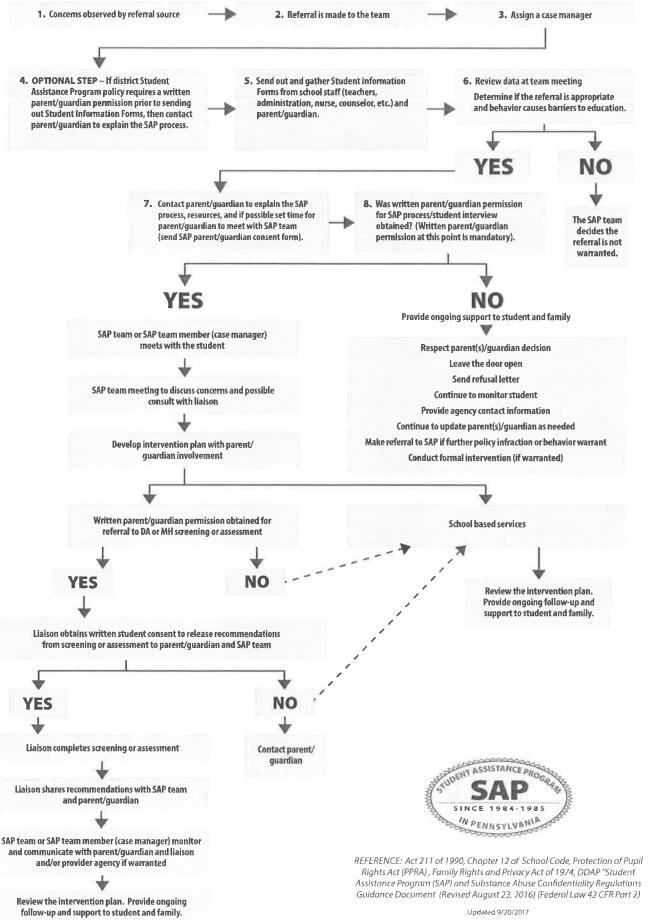
PA STATE REPORTING REQUIREMENTS

https://www.safeschools.state.pa.us

SAP TRACKING FLOWCHART



Student Assistance Process in Pennsylvania



TEAM JOBS

Any member of the Core Team may wear many hats.

To keep consistent and effective meetings, you must keep the following team meeting activities in check.

<u>JOB</u>	<u>PERSON</u> RESPONSIBLE
MEETING RESPONSIBILITIES	
Run the Meeting	
-Keeps Team on Task	
-Set and distribute agenda	
Check SAP mailbox	
Retrieve and open referrals	
Keep meeting attendance	
Keep meeting minutes	
Distribute Student Information Forms	
Collate and summarize Student Information Forms	
Assign case managers	
Keep supplies and forms	
Enter Annual Online Reporting Form Data	
Maintain and transfer of student assistance records	
MAINTENANCE/SCHOOL and COMMUNITY	
<u>EDUCATION</u>	
Update and educate students about SAP process	
Update and educate faculty about SAP process	
Update and educate community about SAP process	
Schedule and organize team maintenance	

SECTION 8: PARENTS AS PARTNERS

Privacy

The SAP team information is completely confidential and the team will respect you and your child's privacy at all times.

If you would like more information on SAP, go to your school website at (insert school district web address).



Optional: Your school district disclaimer can go here,

Are You Worried About Your Child?



(You may want to add age appropriate pictures from Bing or Google for your school.)

The Student Assistance Program (SAP) can help children experiencing barriers to learning.

Note: This parent/guardian brochure intended for teams to choose what to insert or remove, based on local needs.

A Guide for Parents/Guardians

What Is SAP?

A SAP team made up of school and agency staff is available to help you access school and community services for your child.

In Pennsylvania, every school district is required to have a plan for identifying and assisting students who experience barriers to learning. Our school's Student Assistance Program team name is

The _____ (insert your team name here) SAP team will help you find services and assistance within the school, and if needed, in the community. We do not diagnose, treat, or refer your child for treatment. We will provide you with information and you make the choice(s) that best fit your needs and wishes. As the

parent/guardian you are an important part of the team.

Do You See Your Child Showing Any of These Behaviors?

Customize the following list by adding or deleting items:

- Withdrawing from family, friends, and/or activities
- Changing friends
- Unexplained physical injuries
- Feeling sad
- Talking about suicide
- Defying authority, both at home and school
- Acting aggressively
- Hitting
- Lying
- Needing money without a good explanation
- Declining grades
- Experimenting with alcohol or drugs
- Back-talking staff

Are You Concerned about Your Child's Reaction to...?

- Recent death of a loved one
- Divorce of parents
 - Family relocation
- A relationship problem
- Bullying
- Other traumatic event

How Does My Child Become Involved in the SAP Program?

Anyone can refer a child to the _____ team. Some students are referred by teachers or other school personnel. A friend or family

What If Someone Has Referred My Child to SAP?

A _____ team member will contact you regarding your child's referral to the program. Before a SAP team member talks to your child, you will be asked to sign a permission form. The ____ team will work with you and your child throughout the process. As a parent, your knowledge and thoughts about your child will be helpful in developing a plan of action. If you need more information before making a decision about SAP, please feel free to talk to a ____ team member.

How Do I Contact the SAP Team?

If you have any questions about SAP or you feel that your child may need help, call your child's school and ask to speak with any of the following team members:

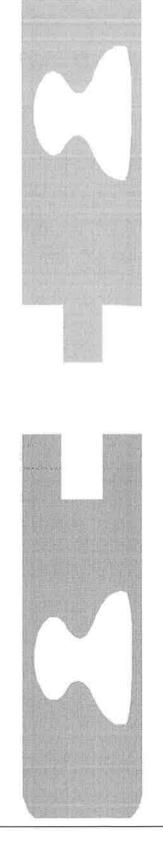
include your SAP team members' names here.



Parents as Partners

INVOLVEMENT IN THE SAP PROCESS THE IMPORTANCE OF PARENT

The #1 KEY to successful intervention is:



• EARLY PARENTAL INVOLVEMENT

PARENTAL INVOLVEMENT

Parental Involvement=Contact, Permission, and **Participation**



 Parent consent is required for community agency involvement through SAP (HATCH)

BE PREPARED



- o Make sure you have 20-30 minutes to really talk
- o Have details of why you are calling
- o Have a piece of paper for your notes
- o Have name(s) of parent/guardian
- o Stay positive and encouraging



• Don't

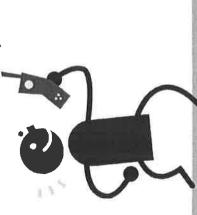
- o Blame
- o Judge
- o Talk about old issues
- o Use other student/teacher names
- o Give any information that is not observable

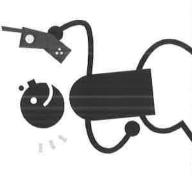


THE CALL



- o Make sure you speak with the parent/guardian
- o Let them know there is NO EMERGENCY or that their child is not in trouble
- Explain who you are and why you are calling
- Explain SAP if they do not know what it is
- What do you need from parent
- o How is the school going to help (even if parent does not want outside services)

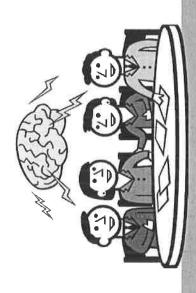




Brainstorm



 How do you educate your parents about these school services?



Parents rights



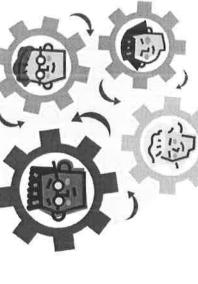
- Parents have the rights to know:
- o About behaviors that affect the education, health, and safety of their child.
- Why school is concerned.
- o Schools expectations of change.

MARTIN LUTHER

- What will happen if the behavior does not change.
- o What options they have as parents:
- × What they can do
- ★ What rights of the student
- × What the school can offer
- * What outside services are available

Follow up

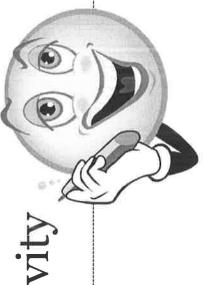
Follow up with the parents and keep them involved!



Remember the Stages of Change!

the student should have academic With everyone working together success!

Phone call activity



- Who will contact the parent(s)?
- How do you introduce yourself?
- How would you explain the SAP process?
- What types of information would you give to the parent?
- Is there anything about the referral you wouldn't share? Why?
- What will you do if the parent refuse the SAP process?

SECTION 9: COMMUNITY LINKAGES

GUIDELINES FOR PROVIDER AGENCY/LIAISONS TO SAP CORE TEAMS

- 1. The county Drug and Alcohol and Mental Health Administrators each will designate a provider agency to render services to SAP School District Teams.
- 2. The person who is designated as the agency liaison(s) to provide services to an individual core team will attend the Student Assistance Program Training with a Commonwealth Approved Trainer.
- 3. The agency liaison(s) will attend at a minimum of two core team meetings per month for the purpose of consultation, referral, and system linkages.
- 4. The agency provider will make provisions for the core team to receive emergency crisis assistance when needed.
- 5. The agency provider and school district will negotiate and implement was written letter of agreement which outlines the following:
 - a. central assessment referral procedures
 - b. consultation/education services to be delivered by the liaisons
 - c. designated liaisons from Drug and Alcohol and Mental Health systems
 - d. assessment services
 - e. emergency crisis assistance
 - f. provisions for treatment, including aftercare
- 6. The provider agency and the agency liaison(s) will utilize the Conflict Resolution Process if problems occur between provider agencies/liaisons and the school district.
- 7. The agency will provide the county Drug and Alcohol and Mental Health administrators with data regarding the Student Assistance Program.

CHECKLIST FOR WRITTEN LETTER OF AGREEMENTS

Designated contact person for school and agency.
Name of liaison assigned to each core team.
Frequency of attendance for liaisons at core team meetings.
Role of the liaison in the school SAP process.
Referral and assessment procedures that are not just for specific agency.
Consultation/education services.
School responsibilities.
Agency responsibilities.
List of services provided and their accompanying cost, if any, to the school.
Emergency crisis assistance/postvention procedures.
Record keeping
Confidentiality procedures and standards.
Conflict resolution procedures.

Sample Letter of Agreement

General comments for developing Letter of Agreement:

- 1. Letters of Agreement should be specific and concrete in the description of the services/and items to be provided by the liaison provider agency and the school district.
- 2. Where applicable it may be advisable to specify the number of hours per week or day(s) of the week or months services will be available.
- 3. Services provided by the liaison provider agency may vary according to the provider agency's contract with the local County Mental Health/Intellectual Disabilities Office (hereafter referred to as MH/ID) and/or County Drug and Alcohol Single County Authority (hereafter referred to as SCA) and should be reflected in the Letter of Agreement.
- 4. Refer to the "Commonwealth of Pennsylvania Department of Public Welfare Office of Mental Health and Substance Abuse Services "Student Assistance Program Minimum Guidelines for County Mental Health Programs and Liaison Services" and "Student Assistance Program Best Practice Guidelines for Single County Authorities" for further information on agency liaison roles. Refer to "Guidelines for Student Assistance Program Implementation Guidelines for Secondary SAP Teams" for more information on school district core team roles. These can be accessed at www.sap.state.pa.us under the "Additional Resources" tab.
- 5. All Letters of Agreement should be approved by the school district's and provider agency's solicitors prior to signing.
- 6. A well written Letter of Agreement outlines the daily operations of the local SAP program. Therefore all parties involved in the program should receive an in-service about the contents of the document.

Sample Letter of Agreement

This Letter of Agreement is between the <u>"XYZ Provider"</u> and the <u>"ABC School District"</u>. Both parties agree to cooperate in providing services for the Student Assistance Program.

SECTION A: Provider Agency Responsibilities

alcoho	d federal, state and local laws pertaining to to bl rehabilitation services and any other statu nt Assistance Program. Additional responsi	ory or regulatory provisions pertaining to the
1.	The provider agency contact: the provider (name), can be contacted atneed arise.	

- Provider agency agrees to appoint a representative to attend and participate in the previously established SAP County Coordination Team/and or SAP District Council Meetings that will be held periodically throughout the year.
- 3. Provider agency agrees to designate a qualified liaison (bachelor's level minimum) to provide SAP services to the district as outlined in Section A of this Letter of Agreement. The SAP liaison will act as an ad hoc member of the building Student Assistance

	Program core team (hereafter referred to as the SAP team). The SAP liaison for
4.	The SAP liaison will provide: site-based student (screenings/assessments) for MH and/or D&A treatment if recommended by the SAP team and parent/guardian permission is secured. Or the SAP liaison can arrange for an assessment if recommended by the SAP team and parent/guardian permission is secured. The provider agency will secure releases of information from the student/parent/guardian prior to disclosing information to agencies that may be involved in handling a referral. Screenings/assessments completed by the liaison will be completed by (time frame after receiving a referral).

- 5. The SAP liaison will provide referral information for identified students. Referral information should include identification of agencies and/or resources that could serve the needs of identified students and their families. The provider agency liaison may assist the identified student and/or family in linking up with the appropriate services.
- 6. The SAP liaison will provide follow-up with parents and students as permitted through the MH/ID and SCA contracts with the county.
- 7. The SAP liaison will provide postvention assistance to core teams, students, family, and faculty with significant events that would adversely affect the school and community (i.e. student death or other tragic event) as needed/requested by the district.
- 8. The SAP liaison will provide technical assistance to core teams regarding best practices for SAP as per state standards and guidelines.
- 9. The SAP liaison will provide crisis response consultation via phone while not in the building and on site during scheduled times available in district. (Not all liaisons provide this service.)
- 10. The SAP liaison will provide education groups offered to students referred through the core team if permitted via the county MH/ID and SCA contracts. Student participation in these groups shall be provided only with parental permission in accordance with school policies. (Best practice: at least one of the co-facilitators of the team should be school district personnel).
- 11. The SAP liaison will provide aftercare services for identified students that have returned to the school following treatment. This may include assistance in aftercare planning or educational groups.
- 12. The SAP liaison will assist with faculty in-service and student orientation within the limits of staff availability.
- 13. The SAP liaison will provide educational resources to school personnel, students, families, and community as requested and within the limits of staff availability.

- 14. The SAP liaison will facilitate or participate in core team maintenance.
- 15. The SAP liaison will consult with schools around strategies for engaging parents in the SAP process.
- 16. The SAP liaison will provide technical assistance to the school districts for policy development in areas related to his/her field of expertise.

SECTION B: School District Responsibilities

The	School District agrees to comply with all related
rehabi Rights agrees training	I, state, and local laws pertaining to the delivery of mental health and drug and alcohol litation services within school districts, including but not limited to the Family Education and Privacy Act (FERPA) and the Protection of Pupil Rights. The school district also to provide a SAP team that complies with the BEC 24 P.S. 15-1547 for membership, g, common planning times, and ongoing maintenance. Additional responsibilities of the district include:
1.	The school district will designate a contact person between the team and the provider to ensure effective communication. The school district's contact will be(name) and can be reached at(contact information).

- 2. The school district will appropriate a safe and private space in the school where the SAP liaison can provide services; provide for secure storage of student records, and adhere to SAP confidentiality provisions.
- 3. The school district will provide copies of the district's alcohol, tobacco, and other drug policy, suicide/mental health crisis policy, school calendar, a schedule of special activities, and any other school policies, which may affect Student Assistance Program services.
- 4. The school district will provide family and community education on the Student Assistance Program.
- 5. The school district will provide faculty, pupil personnel and student orientation to the Student Assistance Program that includes staff, services, and referral procedures.
- 6. The school district will provide release time as established by the core team for referred students. Release time shall coincide with the normal school day and will be designed so that instructional time is not abused.
- The school district will contact parents or guardians of identified students in order to explain referral, gather information, and obtain permission to involve students in the Student Assistance Program.
- 8. The school will submit data (on-line reporting) regarding the Student Assistance Program as requested to the Departments of Health, Education, and Public Welfare.
- 9. The school district will appoint a representative from Central Office along with the Building Administrator(s) or designee(s) to attend and participate in the established SAP County Coordination Team and/or SAP District Council Meetings that will be held within the school year.

SECTION C: Records

Provider and School District agree to the following regarding records:

All records generated by the school district's Student Assistance Team, with respect to individual students, are records of the district; the retention and disclosure of which shall be governed by the policies of the district and applicable federal laws which include:

FERPA (Family Education Rights and Privacy Act of 1974) and HIPAA (Health Insurance Portability and Accountability Act of 1996) regulations should govern procedures regarding any records developed from agency screenings or assessments.

FERPA, amended in 2002 provides parental rights to inspect, review, amend and control disclosure form a child's school record.

HIPAA is a federal mandate that requires safeguards that protects health information and provides guidelines for disclosing protected information. HIPAA is designed to regulate the exchange of confidential and sensitive information. It requires providers of health care services, including behavioral health providers to keep information secure and available only to authorized personnel by defining standards and methods that will safeguard information

Protection of Pupil Rights Law (HATCH Act) amended in 2002 (BEC 20 USC 1232h) which states that"...No student shall be required, as part of any program, to submit to a survey, analysis, or evaluation that reveals information concerning: ... Mental and/or psychological problems... without the consent of the parent."

When a student has been referred to a liaison designated by the provider agency for screening/or assessment, the records generated become the property of the provider and are regulated by the applicable Mental Health laws (PA Code Title 55) which requires parental consent for release of information when the child is under the age of 14; for Drug and Alcohol (42 CFR Part 2, Chapter 1) which states that it is the minor patient (student) of a Drug and Alcohol facility or program that controls the release of records and that the minor can receive Drug and Alcohol treatment without the consent of his or her parents.

SECTION D: Conflict Resolution Process

Should there be a conflict between the Core Team and the Provider agency (liaison); the conflict resolution process should work through the levels as follows:

- Step 1. Members of the Core Team and Provider Agency Liaison meet to discuss conflict.
- Step 2. School Building Administrator and Administrator of Local Provider Agency meet.
- Step 3. School District Central Office Administrator, County Mental Health and/or Drug and Alcohol Administrator meet.
- Step 4. Chief School Administrator/Superintendent, Office of Mental Health Community Program Manager or Office of Drug and Alcohol Programs Representatives, and

Pennsylvania Network for Student Assistance Services' Regional Coordinator meet.

Step 5. Commonwealth SAP Interagency Committee meets.

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

As a r	ION E: Agreement Terms esult of this agreement, SAP liaisons from the ate educational interest in participating as full	
of this Should made	greement will be in force throughout the agreement are (date through date). Age deither party choose to be released from this within thirty (30) days of termination to all partient. This agreement can be amended by mut	preements will be renewed on a yearly basis, agreement, written notification must be lies whose signatures appear on this
	FOR SCHOOL DISTRICT	FOR PROVIDER
	Superintendent	Executive Director
	Date	Date
	Team	Core Team Representatives
cc:	SAP Liaison Supervisor	

SAP Liaisons

Building Administrators

SAP Core Team Coordinator or SAP Team Representatives

SCA Administrator MH/ID Administrator

SECTION 10: MAINTENANCE

CONTRASTS BETWEEN AN EFFECTIVE GROUP AND AN INEFFECTIVE GROUP

Effective Group

Members trust other members and the leaders, or at least openly express their lack of trust. There is a willingness to take risks by sharing meaningful here-and-now reactions.

Goals are clear and specific and are determined jointly by the members and the leader. There is willingness to direct ingroup behaviors toward realizing these goals.

Most members feel a sense of inclusion, and excluded members are invited to become more active. Communication among most members is open and involves accurate expression f what is being experienced.

There is a focus on the here-and-now, and participants talk directly to one another about what they're experiencing.

The leadership functions are shard by the group; people feel free to initiate activities or suggest exploring particular areas.

There is a willingness to risk disclosing threatening material; people become known. The interactions are honest and spontaneous. Members are willing to risk disclosing their reactions to others.

Cohesion is high; there is a close emotional bond among people abased on sharing of universal human experiences. Members identify with one another. People are willing to risk experimental behavior because of the closeness and support for new ways of being.

Ineffective Group

Mistrust is evidenced by and an undercurrent of unexpressed hostility. Members withhold themselves, refusing to express feelings and thoughts.

Goals are fuzzy, abstract, and general. Members have unclear personal goals or no goals at all.

Many members feel excluded or cannot identify with other members. Cliques are formed that tend to lead to fragmentation. There is fear of expressing feelings of being left out.

There is a there-and-then focus, people tend to focus on others and not on themselves, story-telling is typical, and there is a resistance to dealing with reactions to one another.

Members lean on the leaders for all direction. There are power conflicts among members and between members and the leader.

Participants hold back, and disclosure is at a minimum. Many members remain unknown. Game-playing is more evident than spontaneous interactions.

Fragmentation exists; people feel distant from one another. There is a lace of caring or empathy. Members don't encourage one another to engage in new and risky behavior, so familiar ways of being are rigidly maintained.

Effective Group

Conflict among members or with the leader is recognized, discussed, and often resolved.

Members accept the responsibility for deciding what action they will take to solve their problems.

Feedback is given freely and accepted without defensiveness. There is a willingness to seriously reflect on the accuracy of the feedback.

Members feel hopeful; they feel that constrictive change is possible-that people can become what they want to become.

Confrontation occurs in such a way that the confronted shares his or her reactions to the person being confronted. Confrontation is accepted as a challenge to examine one's behavior and not as an uncaring attack.

Group norms are developed cooperatively by the members and the leader. Norms are clear and designed to help the members attain their goals.

There is an emphasis on combining the feelings and thinking functions. Catharsis and expression of feeling occur but so does thinking about the meaning of various emotional experiences.

Group members use out-of-group time to work on problems raised in the group.

Ineffective Group

Conflict or negative feelings are ignored, denied, or avoided.

Members blame others for their personal difficulties and aren't willing to take action to change.

What little feedback is given is rejected defensively. Feedback is given without care or compassion.

Members feel despairing, trapped, helpless, and victimized.

Confrontation is done in a hostile, attacking way; the confronted one feels judged and rejected. At times the members gang up on a member, using this person as a scapegoat.

Norms are merely imposed by the leader and/or are not clear.

The group relies heavily on cathartic experiences but makes little or no effort to understand them.

Group members think about group activity very little when they're outside of the group.

SAP POLICY REVIEW CHECKLIST

Does our school district's SAP policy include the following?

	YES	NO	Needs Improvement
Intent/Purpose			•
Not a treatment Program			
Persons responsible for			
SAP			
Required Trainings			
Process			
Procedure			
Action			
Parent Involvement			
How we inform parents			
How we inform students			
Letter of Agreement			
Mental Health			
Drug and Alcohol			
Suicide Policy/Procedures			
Drug and Alcohol			
Policy/Procedures			
Postvention			
Policies/Procedures			
Crisis Policy/Procedure			
Storing of documents and			
files			
Confidentiality and			
sharing procedures			
State that SAP is			
voluntary			
Regular review of forms			
Behavior Checklist			
Parent Consents			
Assessment Forms			
Case Management			
Procedure			

Faculty Information Sheet

INDICATIONS FOR A REFERRAL TO THE SAP TEAM

"Who should be referred?"

There are a great number of behaviors which indicate that a referral to the SAP Team might be helpful. Here are eight of the most basic, but please refer students when they display other troubling behaviors which are not listed:

- 1. GRADES: Pay attention to sudden changes in grades for students who have done well previously. Their sudden lack of interest in academic subjects may signal trouble. Also, watch for students who give you clues like, "I cannot get work done at home; everyone's always yelling." They may be asking you to get them some assistance. Sometimes students who are overly concerned about getting good grades are under tremendous pressure.
- 2. <u>Attendance:</u> Students with attendance or tardiness problems may be experiencing real difficulties at home. Pay special attention to students who can not make it to early morning classes or who always cut the classes after lunch.
- 3. <u>Disruptive Behavior in Your Classroom:</u> Think of the two or three students who cause the most trouble in your classroom and jot down a quick referral to the SAP team. Often students who play the class clown, who are disruptive, or who command all of your attention are masking real emotional pain. Make referrals both to the appropriate disciplinarian and to the SAP Team.
- 4. <u>Involvement with the Disciplinary System:</u> Students who keep getting in trouble may, in fact, be trouble. If you have repeatedly thrown a student out of class and it does not seem to be getting you anywhere, try a referral to the SAP team as well.
- 5. <u>Legal Problems:</u> If a student tells you that they cannot make your test on Tuesday because they have to go to court for an assault case, you might choose to make a referral to the SAP team. Many legal difficulties begin or are exacerbated by alcohol and other drug use. Angry students who are troubled often work out their anger by rebelling.
- 6. **Problems with Extracurricular Activities:** If you are an advisor and watched a student's interest and participation dwindle, consider making a referral to the SAP Team. Such declining interest may signal trouble.
- 7. **Problems at Home:** If you know that a student is dealing with a difficult situation at home, make a referral to the SAP team. Often there are other students who are dealing with the same issues, and your student can be reassured by speaking with them.
- 8. Alcohol or Other Drug Specific Behaviors or Indicators: If a student talks freely about his or her alcohol or other drug use, or you overhear that student telling friends about how messed up he or she got on Friday, make a referral to the SAP team. The student may be giving you that information in the hopes that you will respond. If you suspect a student is currently under the influence of alcohol or drugs, a building administrator should be contacted immediately and requested to come to your classroom.

TEAM REVITALIZATION MAINTENANCE AND SAP

DEFINITION OF MAINTENANCE

cooperation and respectful working relationships between core team Activities designed to promote members.

GOALS OF MAINTENANCE

- To provide understanding of your team's dynamics/interactions.
- To identify specific behaviors that enhance and hinder effective team dynamics.
- To learn and practice specific skills that enhance your team's effectiveness.
- To provide time to action plan and refocus your team's direction.

MAINTENANCE

DOES NOT

Get everyone to become friends.

Get everyone to see things from the same point of view.

Do individual or group therapy.

Act as a "quick fix".

MAINTENANCE?? WHO NEEDS

Every team needs maintenance.

IF YOU NOTICE:

- Decreased attendance at team meetings and functions.
- Members not following through on responsibilities.
- One person assuming all the responsibility.
- Unresolved conflicts between group members.
- Tension and cliques within the group.
- High levels of burnout (where people feel discouraged and overwhelmed).
- People quitting the team.

Your Team May Need Maintenance

WHERE DO YOU GO FROM HERE?

- JOIN A TEAM WHEN YOU GET BACK
- -JOIN A TEAM LATER
- ¿¿¿¿¿¿¿¿ -

SAP Student Participation Satisfaction Survey

Read each statement in the list below, and circle a number to indicate how much you agree or disagree.

1	2	3	4	5
Strong Disagree	Disagree Somewhat	Neutral	Agrees Somewhat	Strongly Agree

				_	
	1	2	3	4	5
The SAP activities I participated in were interesting.		ļ.,			
	1	2	3	4	5
2. The information I shared in the program was kept confidential by staff.		1	2	1	-
3. The information that I shared with other student was kept confidential.	1	2	3	4	5
3. The information that I shared with other student was kept confidential.	1	2	3	4	5
4. The SAP Core Team was available for me.	1	2	3	1]
4. The SAT Core Team was available for the.	1	2	3	4	5
5. The SAP staff is good at what they do.					
,	1	2	3	4	5
6. The SAP staff showed they care about me personally.					
	1	2	3	4	5
7. I felt the reason I was in the SAP was clearly explained to me.					
	1	2	3	4	5
8. I feel I've made positive changes from being in the program.	-	10	2	-	-
O. The CAD helped was sahinus may say as said	1	2	3	4	5
9. The SAP helped me achieve my own goals.	1	2	3	4	5
10. I benefited from the SAP.	1	-	3	•]
10. I deficited from the 574 .	1	2	3	4	5
11. Overall, I'm glad I participated in the SAP.	1	-		l .	
	1	2	3	4	5
12. If I had friend with a problem, I'd recommend the SAP as a place to get help.					
	1	2	3	4	5
13. The SAP has a positive influence on the school.					
	1	2	3	4	5
14. Overall, my contacts with the SAP have been positive.			1		

SAP Staff Satisfaction Survey

Read each statement in the list below, and circle a number to indicate how much you agree or disagree.

1 2 3 4 5
Strong Disagree Omewhat Neutral Agrees Somewhat Strongly Agree

The SAP Seems to helping students.	1	2	3	4	5
The information that students share is kept confidential by staff.	1	2	3	4	5
The information that students share is kept confidential by other students.	1	2	3	4	5
 When a student is referred to the SAP, he or she gets help in a timely fashion. 	1	2	3	4	5
5. SAP Core Team is highly skilled and effective.	1	2	3	4	5
SAP Core Team is knowledgeable.	1	2	3	4	5
SAP Core Team is interested in my perspective and concerns.	1	2	3	4	5
8. I clearly understand the purpose of the SAP.	1	2	3	4	5
9. I clearly understand the purpose of the SAP.	1	2	3	4	5
10. I clearly understand the nature of the services provided by the SAP.	1	2	3	4	5
	1	2	3	4	5
11. SAP Core Team does well at job training and educating the rest of the staff.	1	2	3	4	5
12. SAP Core Team does well at working with other resources available in school.	1	2	3	4	5
13. SAP Core Team does well at working with community resources.	1	2	3	4	5
14. Overall, my contacts with the SAP has been positive.	1	2	3	4	5
15. If a student has a problem, I would recommend the SAP as a place to get help.	1	2	3	4	5
16. The SAP is a positive influence on this school.					

SAP TEAM EFFECTIVENESS CHECKLIST

Instructions: Please rate each SAP component indicator for your SAP by using	the follow	ing scale	:
	3=Present		
Component 1: Policy and Procedures			
Building administrator are involved and support SAP.	1	2	3
Drug and Alcohol and Mental Health SAP Liaison works with team.	1	2	3
SAP Coordination for the building	1	2	3
Policy Violation and consequences for alcohol, drug, involving weapons, tobacco, etc.	1	2	3
SAP structure and organization (including members and titles, clear delineation of roles and responsibilities, meeting times, membership selection criteria, etc.)		2	3
Component 2: Communication			·
Description of SAP Services for faculty, students, parents, and others including	g 1	2	3
handbooks, brochures, etc.		_	
In-service for teachers, pupil personnel, support staff, students, parents, and	1	2	3
administration, providing time and support for SAP informational updates.			
Specific student communication strategy	1	2	3
Specific parent communication strategy	1	2	3
DF			
Component 3: Referral Mechanisms			
SAP is accessible to all targeted students.	1	2	3
Formal referral procedures and decision-making process.	1	2	3
Screening process includes clean and consistent student data collection and review procedures.	1	2	3
Confidentiality guidelines for team are well delineated with members	1	2	3
demonstrating respect for and understanding of parents' and students' privacy			
rights.			
Cases are continuously monitored.	1	2	3
Component 4: Parent Participation			
Formal parent involvement procedures.	1	2	3
Policy statement defining parents/guardians as decision makers who provide	1	2	3
active consent and includes a formal parent involvement and satisfaction			
procedures Confidentiality guidelines known and respected.	1	2	3
Demonstration of respect for parent and family privacy rights.	1	2	3
Clear and consistent parent consent process and procedures.	1	2	3
Information release form process and procedures for consent to exchange	1	2	3
confidential student information.	1		
VOIMAGAIGA JAMOIN III OLAMAIOA			1
Component 5: Team Planning			
Regular meeting time sufficient to complete SAP work.	1	2	3
Member's roles and responsibilities are articulated (e.g. leaders, secretary, case		2	3
manager, etc.)			
Case assignment and management procedures.	1	2	3
Inter-team communication system.	1	2	3
Regular meeting space with access to telephone.	1	2	3

Component 6: Intervention and Recommendation

Support and provide linkages for students and parents to access school and	1	2	3
community services.			
Team monitors and receives feedback on school and community assessments.	1	2	3
Continuous monitoring of students progress, parent involvement, and	1	2	3
recommendations.			
Written guidelines for dealing with problems that are beyond the scope of the	1	2	3
school's responsibility (e.g. provision of treatment, suicidal assessment)			
Written information available on community resources, services, and other	1	2	3
options.			

Component 7: Follow-up and Support

Procedures promote student access to and compliance with school and	1	2	3
community services and treatment recommendations.			
School resources are available and accessible	_ 1	2	3
Student follow-up procedures and process promotes student contact and	1	2	3
support.			
Community resources are available and accessible.	1	2	3
Continuous monitoring of student progress, parent involvement and treatment	1	2	3
recommendations compliance.			

Component 8: Training

Team members participate in a Commonwealth Approved Training	1	2	3
Team member participate in a maintenance and development training program.	1	2	3
Team has adequate training schedule and budget	1	2	3
Team members have opportunity and support for advanced SAP training.	1	2	3
School and community agency staff participate in ongoing SAP training	1	2	3

Component 9: Outcome Indicators and Evaluation

SAP monitoring and improvement mechanisms are in place.	1	2	3
SAP team maintains student data management system to track student	1	2	3
attendance, GPA, failed courses, grade retention, and school leaving.			
Student interventions, recommendations, and outcomes are regularly assessed	1	2	3
for quality and goal attainment.			
Student SAP service participation and utilization system provides accurate and	1	2	3
timely information.			
SAP satisfaction information is solicited and utilized.			
Stakeholder input and suggestions are solicited and utilized.	1	2	3

SECTION 11: SAMPLE STORIES

Starfish Story

Once upon a time, there was a wise man who used to go to the ocean to do his writing. He had a habit of walking on the beach before he began his work.

One day, as he was walking along the shore, he looked down the beach and saw a human figure moving like a dancer. He smiled to himself at the thought of someone who would dance to the day, and so, he walked faster to catch up.

As he got closer, he noticed that the figure was that of a young man, and that what he was doing was not dancing at all. The young man was reaching down to the shore, picking up small objects, and throwing them into the ocean.

He came closer still and called out "Good morning! May I ask what it is that you are doing"?

The young man paused, looked up, and replied "throwing starfish into the ocean".

"I must ask, then, why are you throwing starfish into the ocean?" asked the somewhat startled wise man.

To this, the young man replied, "The sun is up and the tide is going out. If I don't throw them in, they'll die".

Upon hearing this, the wise man commented, "But, young man, do you not realize that there are miles and miles of beach and there are starfish all along every mile? You can't possibly make a difference!"

At this, the young man bent down, picked up yet another starfish, and threw it into the ocean. As it met the water, he said, "It made a difference for that one".

Teddy's Story

Jean Thompson stood in front of her fifth-grade class on the very first day of school in the fall and told the children a lie. Like most teachers, she looked at her pupils and said that she loved them all the same, that she would treat them all alike. And that was impossible because there in front of her, slumped in his seat on the third row, was a little boy named Teddy Stoddard.

Mrs. Thompson had watched Teddy the year before and noticed he didn't play well with the other children, that his clothes were unkempt, and that he constantly needed a bath. And Teddy was unpleasant. It got to the point during the first few months that she would actually take delight in marking his papers with a broad red pen, making bold X's and then marking the F at the top of the paper biggest of all.

Because Teddy was a sullen little boy, no one else seemed to enjoy him either. At the school where Mrs. Thompson taught, she was required to review each child's records, and put Teddy's off until last. When she opened his file, she was in for a surprise.

His first-grade teacher wrote, "Teddy is a bright, inquisitive child with a ready laugh. He does his work neatly and has good manners... he is a joy to be around."

His second-grade teacher wrote, "Teddy is an excellent student well-liked by his classmates, but he is troubled because his mother has a terminal illness and life at home must be a struggle."

His third-grade teacher wrote, "Teddy continues to work hard, but his mother's death has been hard on him. He tries to do his best, but his father doesn't show much interest in him and his home life will soon affect him if some steps aren't taken." Teddy's fourth grade teacher wrote, "Teddy is withdrawn and doesn't show much interest in school. He doesn't have many friends and sometimes sleeps in class. He is tardy and could become a problem."

By now Mrs. Thompson realized the problem, but Christmas was coming fast. It was all she could do, with the school play and all, until the day before the holidays began and she was suddenly forced to focus on Teddy Stoddard. Her children brought her presents, all in beautiful ribbon and bright paper, except for Teddy's, which was clumsily wrapped in the heavy, brown paper of a scissored grocery bag.

Mrs. Thompson took pains to open it in the middle of the other presents. Some of the children started to laugh when she found a rhinestone bracelet with some of the stones missing, and a bottle that was one-quarter full of cologne. She stifled the children's laughter when she exclaimed how pretty the bracelet was, putting it on, and dabbing some of the perfume behind the other wrist.

Teddy Stoddard stayed behind just long enough to say, "Mrs. Thompson, today you smelled just like my mom used to." After the children left, she cried for at least an hour.

On that very day, she quit teaching reading, writing, and speaking. Instead, she began to teach children. Jean Thompson paid particular attention to the one they all called "Teddy." As she worked with him, his mind seemed to come alive. The more she encouraged him, the faster he responded. On days there would be an important test, Mrs. Thompson would remember that cologne. By the end of the year, he had become one of the smartest children in the class and... well, he had also become the "pet" of the teacher who had once vowed to love all of her children exactly the same.

A year later she found a note under her door, from Teddy, telling her that of all the teachers he had in elementary school, she was his favorite. Six years went by before she got another note from Teddy. He then wrote that he had finished high school, third in his class, and she was still his favorite teacher of all time. Four years after that, she got another letter, saying that while things had been tough at times, he'd stayed in school, had stuck with it, and would graduate from college with highest of honors. He assured Mrs. Thompson that she was still his favorite teacher. Then, four more years passed and yet another letter came. This time he explained that after he got his bachelor's degree, he decided to go a little further. The letter explained that she was still his favorite teacher, but now his name was a little longer. The letter was signed, Theodore F. Stoddard, MD.

The story doesn't end there. You see there was yet another letter that spring. Teddy said he'd met this girl and was to be married. He explained that his father had died a couple of years ago and he was wondering... well, if Mrs. Thompson might agree to sit in the pew usually reserved for the mother of the groom. And guess what, she wore that bracelet, the one with several rhinestones missing. And I bet on that special day, Jean Thompson smelled just like... well, just like Teddy remembered his mother smelling on their last Christmas together.