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SUPERINTENDENT'S OFFICE
QUAKERTOWN COMMUNITY SCHOOL DISTRICT

The Council of Southeast Pennsylvania, Inc.
Prevention, Training & Education Department
4459 W. Swamp Road, Doylestown, PA 18902
Phone 215-230-8218 Fax: 215-230-8205 www.councilsepa.org
Information/Intervention Line: 1-800-221-6333

July 22, 2019

Quakertown School District
Dr. William Harner, Superintendent
100 Commerce Drive
Quakertown, PA 18951-1588

Dear Dr. Harner,

Enclosed you will find the 2018-2019 Year End Report completed by the Student Assistance Counselor assigned to your school. The report reflects strengths, goals, and areas in need of improvement or assistance within each school.

I have enclosed highlights of our SAP services to Bucks County schools for the 2018-2019 school year for your review. Across the county we saw a significant increase in vaping policy violators which led to a 12% increase in assessments by our SAP Counselors. As an agency we are dedicated to supporting our school communities and would welcome any opportunities to explore your needs. Listed below you will find services we are funded to provide to local schools at no cost. I will also be scheduling 3 SAP trainings this year at no cost to the schools, with potential sub reimbursements. Contracted schools will receive priority for registration and coordination of services.

Services Available to Bucks County Schools in 2019-2020:

- *Vaping Presentations to Faculty, Students and Parents*
- *Youth Cessation & Education*
- *School Based Groups (Interrupted & Catch My Breath)*
- *SAP Trainings (3 to be scheduled this year)*
- *ATOD presentations*

I would welcome the opportunity to discuss this information with you in further detail. If you would like to meet with me, please contact me at 215-230-8218 ext. 3808. Thank you very much for your time, and I look forward to another productive year working with Quakertown School District.

Sincerely,

Melissa L. Groden

Melissa L. Groden, MS, HS-BCP
Director of Prevention, Training & Education

Enclosures (4):

End of Year Report

SAP 2018-2019 Highlights

Prevention, Training & Education Team Directory

2018-2019 School Services Rates

SCHOOL SERVICES PROGRAM YEAR END REPORT

2018 – 2019 OVERVIEW

Quakertown Community School District

	<i># of Referrals</i>	<i># of Assessments</i>	<i># of Groups</i>	<i># of Students in Group</i>	<i># 1:1</i>
<i>Neidig</i>	28	7	2	11	7
<i>Pfaff</i>	47	12	5	23	14
<i>Quakertown</i>	67	27	4	35	7
<i>Richland</i>	29	6	2	10	11
<i>Trumbauersville</i>	37	8	7	35	16
<i>6th Grade Center</i>	28	2	3	33	6
<i>Strayer MS</i>	89	9	2	16	39
<i>High School</i>	150	13	10	62	117
<i>The Academy</i>	10	2	0	0	0
<i>Total</i>	485	86	35	225	217

Elementary Schools Summary

SAP Counselor:

Amy Bocklet, MA

Contract Status:

Elementary- 5 day contract/6.5 hours per day

of Group Facilitated

of Students

Trumbauersville

Emotion regulation group

4

Boys impulse control group

4

Girls impulse control group

4

5th grade girls friendship group

7

2/3rd grade girls friendship group

6

Boys coping skills group

7

Grief group

3

Pfaff

4th grade social skills group

4

2nd grade social skills group

3

4/5th grade social skills group

5

1/2 nd grade stress management group	7
Changing families group	4

Richland

3/4 th Mindfulness group	6
4/5 th grade girls communication group	4

Neidig

2 nd grade changing families group	5
5 th grade girls group	6

QE

K-2 grade mindfulness group	10
3-5 th grade changing families group	12
Friendship group	5
Changing families group	8

Short-Term Problem Solving:

School counselors seems to like this new option of having 3-5 short term problem solving sessions with students. We have used this service as a way to support students that will not be moving towards an assessment for several different reasons. This may include, families uninterested in full assessment, students waiting to be connected to outside counseling, helping students adjust when returning from outside placements to support students who have been suspended for poor decision making or as an extra support to students.

I did receive a note from one family that read...."Thank you so much for helping our daughter learn to manage her worries. She has made a lot of progress and we owe so much of it to you. You are a gift to us."

Staff Trainings:

- Sept. 19th- Provided Trauma Informed Care presentation to all staff in support services, (psychologists, counselors, special education department teachers, social worker)
- Feb. 28th- Provided Trauma Informed Care presentation to entire Pfaff faculty.

Evaluation:

Trumbauersville- (Monday)

Our team met every week from approximately 10:00-11:00. Our meetings included the principal, school counselor, district social worker and ESAP counselor. We discussed and processed many students. The nurse would attend intervention meetings with the families if available.

Pfaff- (Tuesday)

Our team met every week from approximately 10:00-11:00. Our meetings included both school counselors, district social worker and ESAP counselor. With Pfaff being a bigger school with many student needs, we had many referrals to triage.

Richland- (Wednesday)

Our team met every week from approximately 10:00-11:00. Our meetings included the principal, school counselor, district social worker and ESAP counselor. During several of the team interventions with the families, teachers were able to be present to share their concerns with the family and student.

Neidig- (Thursday)

Our team met every week from approximately 10:00-11:00. Our meetings included the school counselor, district social worker and ESAP counselor. During all team interventions, the principal participated as well as IST and learning support teacher. If the classroom teacher was available to attend, they would also join us.

QE- (Friday)

Our team met every Friday from approximately 10:00-11:30. Our meetings included the principal, school counselor, district social worker, nurse and ESAP counselor. The learning support teacher was not available to attend our meetings but often scheduled and facilitated several team interventions with the family and student. This team supported a large number of students and families this year.

Overall-

All of the schools had to adjust and transition to the new schedule of having an ESAP counselor in their building one day per week. All the schools were extremely accommodating with having an office space available for me to use or they shared their office/conference room. As the year went on, the schools were also very flexible and understanding if I needed to go to a different school for part of the day for an assessment. At times, due to parent work schedules they needed to meet on certain days they were off from work. When this situation arose, in order to support the family and student my schedule was altered. ESAP looks very different now than it did several years ago. The district is utilizing the ESAP counselor in many ways to support the students and families. When students are referred to ESAP now, there are many different levels of support besides just a behavioral assessment. We now have the ability to refer to the district social worker, facilitate many different types of psychosocial groups, provide 1:1 problem solving sessions, or consult with parents that are struggling to get connected to outside resources.

The district purchased a new software program called ASAP that the schools were trained on in September and began using to track their cases throughout the year. The program had a large learning curve as well as some glitches in the system that made it difficult to use and navigate this year. As the year progressed, most of the schools started to use it more and more and also completed their state reporting on the system. I would suggest having another training on ASAP

at the beginning of next year to work out the kinks and helps everyone feel more comfortable using it at the start of school.

The Council will be developing new guidelines for ESAP next year to ensure that all the schools ESAP programs look and function the same. This would include all forms being uniform through ASAP software program, collecting data for all interventions with the families and specify how to determine what is an appropriate ESAP referral. The guidelines will also outline how ESAP can be utilized in crisis situations, suspensions, and threats. It has been wonderful this year having the district social worker present at all the meeting at the elementary level. I feel it has improved communication between all of us especially since so many of the families are utilizing many different school supports at one time. Since the schools have seen the importance of ESAP in helping to support their families, this year was extremely busy. With the increase in number of students dealing with family issues and emotional/behavioral needs the district would benefit from having two ESAP counselors. Quakertown school district is fortunate to have amazing and dedicated school counselors. They go above and beyond in supporting students and families that are struggling and develop trusting relationships with all the students. I enjoy working with them every day and look forward to continuing next school year.

Student Observations:

Here are some of the trends I was seeing this year at the elementary level.

- Families with broken homes (divorce/addiction/incarceration)
- Grandparents as guardians
- Physical aggression/disrespect/extreme defiance
- No follow thru from parents
- Increase in anxiety/worries

With this being the first year that I was exclusively 5 days in the elementary schools, it was an adjustment for myself as well as the school faculty. This meant that each day I was at a different school. Each school utilized my services in many different ways. Some of these I would encourage to continue and others I would encourage us to revisit next year. Besides, the assessments, 1:1 sessions and groups, my services were utilized in other situations. I assisted in crisis situations, I was included to participate in meetings with the families of students I had worked with in 1:1 sessions, I met in person with many families to help them follow up and call the resources I had given them weeks before in an assessment. I was asked to speak at several faculty meetings about ESAP, and consulted with many families that we struggling to get connected or had questions about resources for their son or daughter. This was a year of learning and growing for all of us. I look forward to continuing to improve ESAP and support all our students and families in need next year.

Middle School Summary

SAP Counselor: Sarah Szybowski, MS, LPC, RPT
Contract Status: 5 day contract/6.5 hours per day

Groups Facilitated

Two groups were run at Strayer Middle School. Sarah Szybowski ran a girl's social skills group, and a boy's social skills group. Sarah also ran the same two groups at the 6th grade center. At the end of the year 1 Children of Addiction group was held for

In total, 39 students participated in all 4 groups.

of 1:1 sessions provided per school:

Much of my time at the middle school level is spent meeting with students to process through how they can be more successful and happier throughout their day at school. I spend a lot of time problem-solving, and teaching coping strategies and techniques. I also spend a lot of time helping students learn how to make positive choices and engage in healthy relationships with their peers and parents. There were 117 total referrals at the middle school level this year. Six students received 1:1 services at the 6th grade center, and I served 39 students on a weekly basis at Strayer Middle School.

Staff Trainings:

- I did a 1-day presentation in the 7th grade health classes about the dangers of vaping and drinking alcohol. Sarah visited 15 classes over a 2-week period before the winter break. Sarah also explained the purpose of SAP to the 7th graders, and how to make a SAP referral at school. The students were generally very receptive to the presentation and led to a lot of positive conversation.
- Dave Fialko also came to Strayer and presented on vaping, and the risks associated with vaping. He presented to both the 7th and 8th grade classes in two separate assemblies.

Evaluation:

Strayer:

Formal SAP meetings were held at 8:30am on Wednesday mornings for at least two hours in length. These meetings were prioritized over other tasks by the whole of the SAP team at Strayer, which demonstrates how dedicated the school staff, administration and teachers continue to be to the students they serve. These meetings were utilized appropriately and efficiently. The team made appropriate SAP referrals and followed the necessary steps of the SAP process to ensure that each student received the best possible interventions based on their individual needs. The team also appropriately utilized the assessment process by only moving toward intervention and assessment when all other interventions had been exhausted. The SAP team and the SAP consultant worked well together to communicate how each student was being served and would meet on an almost daily basis to discuss specific needs of individual students.

This team also spends a lot of time, on an almost daily basis, diffusing crisis situations that arise without warning. The school counselors, administration, school nurses and SAP consultant collaborated very

often to help students manage emotional, social and physical challenges each day this school year. Mobile crisis was called multiple times this year, and it was often necessary for the SAP team to intervene in appropriate ways to keep students safe while waiting for extended amounts of time for mobile crisis to arrive. This team poured all their energy into serving Strayer students daily.

6th Grade Center:

This team met weekly on Thursdays at noon. This team was able to effectively collaborate and develop individualized SAP interventions for each of the students referred to the SAP team. Like the team at Strayer, this team utilized the intervention and assessment process very appropriately, only utilizing this service if necessary. This team was engaged with the students throughout the year and poured their efforts into serving each student's individual need. This team has the unique challenge of "starting from scratch" with the students, as they are coming for only a year before moving to Strayer. This staff works remarkably hard to support the students coming into the building by helping them to transition into middle school.

Student Observations:

- Vaping continues to be a very significant concern in both buildings. Students have been choosing, in some cases, to bring vapes to school and use those vapes on school property. Vaping is the most common method of substance use at the middle school level. There have also been several students who are admittedly using marijuana and who are drinking as well. There have been 2 other occasions where other substances have also been a concern.
- Emotional and Mental health concerns are also significant at this level, particularly at Strayer Middle School. One of the most telling trends has been that of the behavior and responses that teachers, staff and other students experience from a small minority of students with significant trauma and need.
- Certain students, all of whom are struggling emotionally and are being supported accordingly, continue to monopolize the resources in the building, making it very challenging and sometimes impossible for other students to be supported. All of the support staff and teachers work diligently every day to support the students and parents in their communities and do an incredible job with meeting those needs.

District Observations and Recommendations:

It is recommended that these buildings continue to utilize SAP services in the ways that they were used this past year. The SAP consultant was able to serve students appropriately and efficiently. The teams seemed to have benefitted from having a full-time SAP counselor in the building as well, making it much easier to collaborate and serve students and families. It is recommended that each building utilize some of the other services provided by the Council. It would be exceedingly beneficial for the students and staff to have ongoing education regarding substance use, the dangers of vaping, etc. The students at this level seem to be receptive to hearing information regarding substance use, and that information is likely to have a positive effect on decision making.

High School Summary

SAP Counselor: Helen (Betsy) Leatherman, MS, CAADC
Contract Status: 5 day contract/6.5 hours per day

<u>Group Facilitated</u>	<u># of Students Served</u>
<i>Anger Management FALL</i>	4
<i>Anger Management SPRING</i>	5
<i>Children of Addiction</i>	10
<i>Learning to Breathe (Mindfulness)</i>	8
<i>Meaningful Connections (Relationship Building)</i>	6
<i>Decision Making Q3</i>	5
<i>Decision Making Q4</i>	6
<i>Grief and Loss</i>	4
<i>Social Skills</i>	6
<i>Anxiety and Coping Skills</i>	8

Short-Term Problem Solving

117 students were referred and 114 (96.84 %) accepted services for 1:1 short term problem solving at QCHS. SAP counselor provided weekly, often daily consult with admins, counselors, case managers and classroom teachers for continuity of care and to follow up on areas of additional support. SAP Team has completed year-end review and concluded that services added this school year greatly aided the guidance department and allowed for better care and greater awareness of student needs. Families of those assessed appeared grateful for the follow up monitoring of student needs and the increased communication between stakeholders. Generally, re-entry went smoothly as we had discussed follow up and timeframes at the intervention stage.

Staff Trainings:

The 3 SAP Counselors provided a Trauma Informed Schools workshop at the beginning of the year in service to K- 12 guidance, nurse, school psychologist and special education departments. The Council's Prevention Specialist, in conjunction with the School Resource officer also presented a Vaping training to the HS staff at a second in service.

Evaluation:

- The High School SAP team met Tuesday mornings at 8AM.
- The Academy SAP team met Monday afternoons at 2PM.

Both teams are made up of invested members who go above and beyond to identify students in need and create a plan to meet those needs internally if possible and through outside referral if needs are beyond the scope of the school setting. The overwhelming majority of students identified to the SAP team were able to be linked with appropriate services within a

short time. The presence of SAP counselor in the building daily also supported continuity of care and allowed for seamless assessment of needs and delivery of service.

The teams are eager to seek out information, follow up on feedback, discuss intervention and create student specific plans. Time constraints are the greatest stressor faced by team members. When we work together, we often find useful resources and develop the most student focused and beneficial support plans. Teachers and administrators have demonstrated greater awareness in their observations of student behavior and interactions. They are actively engaging with counselor to identify and refer as they become aware of needs. Parents appreciated the attentiveness to student needs and report feeling more supported as they face and meet challenges with their children. The ability to make meaningful connections with students and continuity of care are most often noted as positives that have come out of the SAP counselor role this year.

Student Observations:

Of the 15 students assessed, nearly all reported responses that tied in with mental health (anxiety, depression, PTSD, etc). We are seeing unresolved trauma in many cases. Heightened awareness by staff of what trauma may present as is advised as we move forward. Much of the behavior that manifests in hallways and classrooms has roots in unmet needs. Marijuana continues to be a substance of abuse, made easier than ever through dab and vape pens. Ongoing education has helped with identifying the paraphernalia, but the continuation of abuse is concerning and very few students that I interacted with this year have stated that they find vaping to be worrisome or harmful. As the school year wound down, I heard directly and indirectly that prescription drug abuse was re-emerging. This is something to be both aware of and also vigilant in addressing next year.

District Observations and Recommendations:

Both teams have tremendous strengths. One area of note for improvement is the inclusion of additional stakeholders, specifically teachers so that we can work in harmony to address student needs. SAP Counselor had the opportunity to pursue support options for nearly all students referred to the SAP team. While not all students required individual or group sessions, strong presence of support helped to alleviate struggles and allow most students to seek help when needed. On average, in addition to attending meetings, collaborating with teachers, guidance counselors and administrators and running groups, counselor met with between 35-40 students each week to address many concerns including: short term problem solving, re-entry from alternative settings or return from suspension, as well as on going follow up on each student assessed in district.

The SAP teams are working hard to utilize interventions effectively to meet student needs and bring awareness to areas of concern so that additional resources can be accessed quickly and effectively. As we grow and learn more about situational needs, we are aware that dedicated time available by team members remains our greatest stumbling block. The decision to meet weekly was a vast improvement over years past. With the knowledge that this is still not enough, we are hopeful that we can schedule 1.5 hours for the QCHS team each week to do

both individual work on caseloads as well as whole group discussion. Because administration, staff, parents and students are largely on board with services; we were able to have a wonderful year at QCHS. The school climate has vastly improved throughout the year and the increased connectivity supports the vision of the SAP team. We look forward to growing and improving services and supports as our school community continues to prioritize the emotional well-being of our students.

Student Assistance Program 2018-2019 Highlights

The Council of Southeast Pennsylvania, Inc.

www.councilsepa.org

Supported 2,173 student
referrals to SAP



Facilitated 75 SAP Groups
to 437 Students

Assessed
278
students

85% accessed at least
one recommended
service

338

Students participated
in short-term problem
solving sessions

*"Thank you so much for helping
our child learn to manage their
worries. (Student) has made a lot
of progress and we owe so much of
it to you. You are a gift to us" -
Family Feedback*

Did You Know?

79% of secondary students assessed
agreed the questions asked were a
good idea!

Did You Know?

91% SAP Counselor satisfaction
rating from SAP Team Members

For more information, contact Melissa Groden at mgroden@councilsepa.org



Student Assistance Program 2018-2019 Highlights

The Council of Southeast Pennsylvania, Inc.

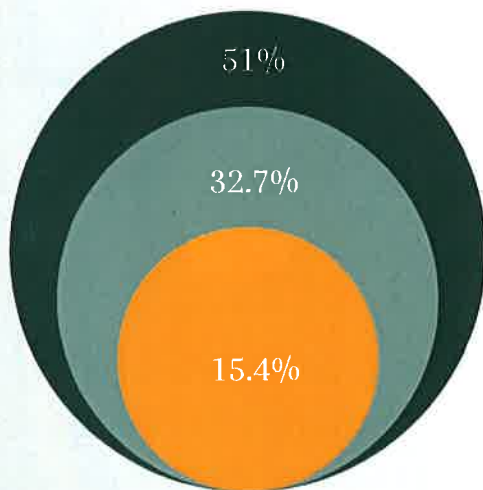
www.councilsepa.org



3 in 5 students assessed
reported use of alcohol and/or
marijuana at least once in
their lifetime

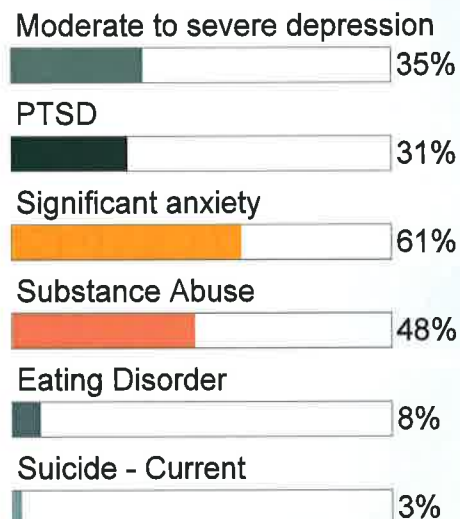
75% of students felt
their parents were
critical of them

Assessment Type



■ Substance Use ■ Mental Health ■ Co-Occurring

% of assessed students at risk of:



*"I loved the SAP Counselor who was
very helpful on making me
understand this whole process!" -
Student Feedback*

Did You Know?

91% of students and family members
felt their assessor was professional

Did You Know?

98% overall satisfaction reported with
the assessment process

For more information, contact Melissa Groden at mgroden@councilsepa.org



The Council of Southeast Pennsylvania, Inc.

PREVENTION, TRAINING & EDUCATION DIVISION

Meet our Prevention, Training and Education Services Team



Alyson Washington



Amy Bocklet, MA



Betsy Leatherman,
MS, CAADC



Bob Wilson, MS, MA



Cade Feeney, M.Ed



David Fialko, BS,
CTTS, ICPS



Deb Kleeman, MA



Diane Catherwood, BA



Fred Shue, CRS



Hank Owens,
MSW



Jennifer Udis, MA,
NCC



Jesse Marks, MA



Jessica Shinton,
MS, MFT, NCC



Laura Taylor, MA



Lee Hellinger, MPH



Melanie Swanson,
MEd, CTTS, ICPS



Melissa Groden,
MS, HS-BCP



Pam Dillon, CRS



Sarah Szybowski,
NCC, LPC

Together we represent over 300 years in the behavioral health field!



215-230-8218 ext. 5
4459 W. Swamp Road, Doylestown, PA 18902
www.councilsepa.org

Prevention, Intervention & Addiction Recovery Solutions!



Ambassadors for Recovery

Educational and Professional Background

Alyson Washington, Student Support Specialist – Currently pursuing a degree in Human Services, Alyson maintains a strong background in customer service and organizational skills.

Amy Bocklet, MA, SAP Counselor – Bachelor's degree in Psychology and Music from Moravian College. Master's degree in Community Counseling from Arcadia University.

Betsy Leatherman, MS, SAP Counselor – BA in Criminal Justice from Temple University and a MS in School Counseling from Gwynedd-Mercy College. Licensed as a Behavior Specialist and K-12 School Guidance Counselor.

Bob Wilson, MA, SAP Legal Consultant & Trainer – Teacher; Administrator, Neshaminy SD; PA Dept. of Ed SAP development committee; Elementary SAP development committee; consultant with PDE; various committee assignments with Office of the AG, PDE, Dept. of Health, Dept. of Welfare, Governor's commission on Children, PA State Police, local municipalities & school districts

Cade Feeney, MEd, SAP Counselor – B.A in Cultural Anthropology- Temple U; M.Ed. - Holy Family University.

David Fialko, BS, CTTS, ICPS, Prevention Specialist – Veteran of USAF, BS in Human Development and Family Studies from Colorado State University.

Deb Kleeman, MS, SAP Counselor – BA in English and MA in Counseling from Rider University. Deb has 35 years' experience as a certified school counselor previously working in the Central Bucks School District.

Diane Catherwood, BA, Administrative Assistant – BA Fine Art; Administrative Assistant/Support for over 30 years

Fred Shue, CRS, Lead Trainer – A former Telecommunications Manager with the United States Air Force, Fred identifies as a person in long-term recovery. Has the Certified Recovery Specialist certification, certified December 2012.

Hank Owens, MSW, Early Intervention Supervisor – BSW from West Chester University, MSW from Rutgers University.

Jennifer Udis, MS, NCC, SAP Counselor – A Nationally Certified Counselor since 2017, Jenn has a BA in Psychological and Social Science from Penn State University and a MA in School Counseling and SAC Certification from The College of New Jersey.

Jesse Marks, MA, SAP Counselor – BS in Human Development and Family Studies from Penn State University, received a MA in Counseling services, School Counseling track from Rider University.

Jessica Shinton, NCC, MFT, SAP Counselor – BA in Sociology and MS in Counseling Psychology Marriage and Family Therapy from Holy Family University.

Laura Taylor, MA, SAP Counselor – Undergrad in Psychology from Kutztown University, Master's in School Counseling from Capella University.

Lee Hellinger, MPH, Prevention Specialist – West Chester University for undergrad with a concentration in the field of Public Health and Health Promotion and received his MPH with a core focus in Community Health

Melanie Swanson, MEd, CTTS, ICPS, Prevention Specialist, Tobacco Control Project Supervisor – Master's Degree in Education from Arcadia University and her B.A. in Psychology and Romance Languages from Bryn Mawr College. 2017 recipient of the Maggie Marcopul Award for notable contributions to the prevention field through service, leadership, political advocacy and education.

Melissa Groden, MS, HS – BCP, Director of Prevention, Training & Education – B.S. in Psychology with a minor in Criminal Justice from Temple University. M.S. in Human Service Administration from Chestnut Hill College. Nationally Certified Youth Mental Health First Aid trainer, a Commonwealth Approved Trainer for the Student Assistance Program and Adjunct Faculty at Chestnut Hill College.

Pamela Dillon, CRS, Project Coordinator, Supporting Youth Recovery CRS Program – Certified Recovery Support Specialist with experience in recovery residence and treatment provider settings, working at the macro systems level in a variety of roles within inpatient treatment facilities.

Sarah Szybowski, NCC, LPC, SAP Counselor – Bachelor's Degree from Eastern University double major Music/Youth Ministry, MS in Counseling 2011 from Cairn University, Licensed Professional Counselor since 2012.



2019-2020 EDUCATION SERVICES FEE STRUCTURE CLARIFICATION OF CONTRACT SERVICES

SECONDARY SCHOOL OPTIONS

BASIC CONSORTIUM MEMBERSHIP: FEE \$ 2,150.

The basic fee includes:

- Consultation services at 2 team meetings** per month (lasting not more than one hour).
- SAP related updates.
- Emergency services through the School Services Program.
- Assessments services for students referred to SAP Program.
- Team maintenance.

1 DAY OF SERVICE: FEE \$7,300.

With this option, the Council SAP Counselor serves the school building/district one full day per week (39 days, 6.5 hours/day, including 1/2 hour for lunch, 253.50 total hours). In addition to meeting the services in the Basic Consortium Membership contract, the following services may be utilized:

- Participate in SAP interventions.
- Provide classroom presentations as needed.
- Group Counseling Sessions – facilitation of support groups for students, as identified by school teams and counseling staff. Topics include, but are not limited to, the following: Aftercare, Drug and Alcohol Prevention, Conflict Resolution, Children of Divorce, Anger Management, Mindfulness and Bereavement.
- Individual Counseling Sessions – short-term problem-solving support to students returning to school from treatment or identified by SAP team as needing individualized support prior to participation in group or other related school services.
- Parent Education – Sap Counselor will work with school to assist in the education of parents on topics of interest or concern, SAP Counselor will also connect schools with community partners in other fields of interest.
- Crisis Assistance – SAP Counselor will work with schools to identify available crisis services and procedures to support students experiencing crisis in schools.
- Faculty Education on topics as needed.

½ DAY OF SERVICE: FEE \$5,200.

This service covers ½ day, one day per week (39 days, 3.5 hours/day, 136.5 total hours).



ELEMENTARY SCHOOL OPTIONS

1 DAY OF SERVICE: FEE \$8,200

With this option, the Council SAP Counselor is on-site in the school district one full day per week (39 days, 6.5 hours/day, including 1/2 hour for lunch, 253.5 total hours). In addition to being able to work within the IST/RtII/SWPBIS/SAP team structure, the consultant is available to run groups, interview students/parents, or deliver other services as requested by the district coordinator.

½ DAY OF SERVICE: FEE \$5,500

This service covers ½ day, one day per week (39 days, 3.5 hours/day, 136.5 total hours).

Schools contracting with The Council will receive priority notification for all free SAP trainings held, prevention programs and tobacco control programs available.

SCHOOL SERVICES PROGRAM STANDARD RECOMMENDATIONS FOR ALL SAP TEAMS

Strategies to consider or to continue utilizing for improving team efficiency:

- SAP Counselor will continue to attend the team meetings on a consistent basis and provide frequent communication via email, telephone calls, and face-to-face conversations to discuss the teams' needs, cases, interventions, assessments, and follow-ups, in addition to providing consultation support.
- Each team should identify roles for the team members and delegate team members to address specific projects and roles.
- Continue to keep accurate and organized record keeping on an ongoing basis.
- Teams should utilize a mid-year team maintenance meeting to address concerns, review goals, and revise strategies if necessary.
- All teams should encourage consistent attendance by all team members at the meetings. If team members are not able to attend due to coverage issues, the team leader should explore possible options for supporting team member attendance at the meetings.
- Utilize the allotted time for team meetings in an organized fashion. Follow an agenda and a set format agreed upon by each team for their own team meeting time.

Team Meetings:

- SAP Counselor can attend approximately two team meetings for each team during a month.
 - Team meetings should start on time and the team members should be prompt.
 - Based on scheduling, SAP Counselor will try to conduct the assessments in a timely fashion, be present for the interventions when they occur (if contract allows), and to relay the recommendations (with written authorization from student) to the team members as quickly as possible.
 - It is recommended that the administrators, designated to be part of the teams, be consistently involved in the team meetings, as their involvement is of benefit to the teams and to interpret questions regarding policy.
 - Team members need to attend meetings consistently to discuss their cases, provide updates, and utilize the support and advice that can be offered by the other team members.
 - Better time management during team meetings could improve the efficiency of the meetings. Consideration of a timekeeper and limited discussion of some cases could increase the efficiency of the meetings.
 - Each team should continue to evaluate their efficiency and effectiveness during the team meetings and strategize how to improve certain aspects should that be necessary.
 - All teams should participate at the end of the year in thorough team maintenance.
-

Trainings:

- All the teams should continue to provide in-services to new teachers, all staff, and the student body. The in-services should provide information about SAP, how to make a referral, and how confidentiality is protected. It would be beneficial for reminders to occur regarding the SAP process and how to make a referral throughout the school year.
- All staff members that have contact with students should be made aware of the SAP process and how to make a referral.
- All the teams should continue to further their knowledge regarding resiliency and how to incorporate it into the SAP process.
- The team members who have not been SAP trained during the last three years should consider attending the SAP UP-DATE training in order to become more familiar with the changing laws and principles of SAP and to improve their knowledge about the best practices of SAP.
- Ongoing crisis response training.
- Ongoing training regarding trauma, loss, grief, and recovery.
- Ongoing training regarding drug and alcohol trends.
- All the teams should have an idea of who is SAP trained at their school and try to anticipate their SAP team's needs regarding membership and possible time constraints.
- The middle schools should continue to increase the number of staff members trained in SAP in order to address changes that occur on the teams and to provide added support in order to rotate yearly duties, should that be necessary.

Referrals:

- Schools are encouraged to continue increasing the awareness of SAP for the staff, parents, and students at their schools. Assemblies, posters, websites, and television can be used in addition to formal and informal discussions as ways to promote SAP. Continued effort to increase their visibility and image is recommended.
- The schools should continue to be cognizant of the refusals provided by the parents and/or students and brainstorm how to be supportive and possibly how things could have been done differently.
- The Middle School teams should continue to explore options for identifying students in need of SAP support and continue to expand the school supports available to the students.

Interventions and Assessments:

- The Council strongly recommends that all teams develop a process in which the team members always offer a face-to-face meeting with the parent(s) and student in order to present the information collected and to develop a plan for how to proceed. If the team is recommending that the student and parent(s) participate in an assessment, then it would be beneficial to invite The Council SAP Counselor to participate in the intervention.
- The teams, on an ongoing basis, should consistently be discussing what interventions to pursue and consistently identify school interventions and supports to utilize in addition to the community supports that can be accessed.

- Team members need to provide the students and parents with feedback about the information collected and explain the assessment process. When interventions are consistently conducted and all components of the SAP process are followed, the SAP process is then being utilized to its fullest.
- The teams should consistently conduct student centered interventions that identify positive/resilient qualities that the student possesses as well as at-risk behaviors that are being exhibited.
- All the information obtained by the teams and presented to the student and parent(s) should be specific, descriptive, observable, and factual.
- Parents and students referred for an assessment conducted by The Council SAP Counselor, without a face- to-face intervention, will be redirected back to the team.

Information on SAP Best Practices can be found at www.pnsas.org

PREVENTION, TRAINING & EDUCATION SERVICES

- ✓ Implementation of evidence-based programming
- ✓ Individualized curriculum development
- ✓ Workplace & professional development
- ✓ School-based programming
- ✓ Student Assistance Program trainings & services
- ✓ Speaking engagements, panelist discussions & assemblies
- ✓ Custom designed workshops & trainings
- ✓ Individual counseling & group facilitation
- ✓ Community mobilization for environmental change
- ✓ Technical assistance and program mentoring
- ✓ Community education



- Commonwealth Approved K-12 Student Assistance Training
- Interrupted facilitators and trainer of trainers
- Power of Parents facilitators
- Youth Mental Health First Aid
- Triple P (Positive Parenting Program)
- Strengthening Families Program 10-14

- Internationally Certified Prevention Specialists
- Nationally Certified Counselors
- Masters Level Clinicians
- Certified Tobacco Treatment Specialists
- Certified Recovery Support Specialists
- Licensed Behavioral Specialist
- Licensed Professional Counselor



The Council of Southeast Pennsylvania, Inc.



Ambassadors for Recovery

