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NEW HAMPSHIRE
STUDENT ASSISTANCE
PROGRAM IMPLEMENTATION
GUIDANCE

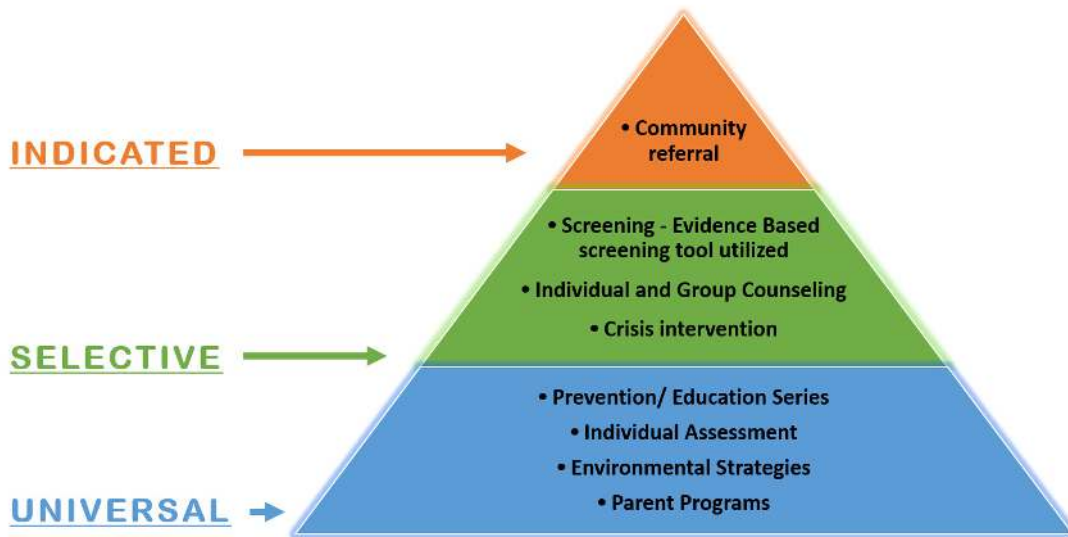


Introduction

New Hampshire (NH) Student Assistance Programs (SAPs) are school-based, evidence-informed programs designed to prevent and reduce alcohol and other drug misuse among students. SAPs require highly trained professionals, referred to as SAP Counselors that are capable of providing a full range of prevention and early intervention activities for students, parents and the school community. The SAP Counselors provide support to the students needing SAP services.

SAP services include both classroom and school-wide initiatives that challenge social norms around potential substance use as well as more intensive services such as individual and group sessions that enable students to have support in making healthy decisions in response to stress. The NH SAP Program is modeled after Project SUCCESS.^[1]

Components of NH's Student Assistance Program include: Professional SAP Counselor, Supervision and Training, Integration with School Community, Integration with Greater Community, Universal Strategies, Prevention Education, Community Crisis Response, Individual Sessions, Group Services, Consultation Services, Advocacy, Data Collection and Reporting.



^[1] For more information about Project SUCCESS see <http://www.sascorp.org/success.html>

NH's Student Assistance Program Components

PROFESSIONAL SAP COUNSELOR, SUPERVISION AND TRAINING

PURPOSE: To ensure evidence-informed implementation of this multi-faceted program and effective interaction with students, parents, faculty/staff and the community.

DESCRIPTION: This level of professional responsibility requires highly trained, supervised, and experienced staff members with expertise in working with youth, communicating with other professional and engaging parents. The SAP Counselor may be employed by the school district or contracted through an outside agency. It is strongly recommended that SAP Counselors have a Master's degree in counseling, psychology, or social work, at least two years' experience working with adolescents and knowledge of substance misuse prevention. A Bachelor's degree with experience working with high risk adolescents is the minimum requirement. All NH SAP Counselors receiving state funds must become a Certified Prevention Specialist (CPS) within one year of being hired. Information regarding NH's CPS can be found here: <http://nhpreventcert.org/>. Supervision may be provided by a clinician, Certified Prevention Specialist or through regional peer supervision groups.

Audience	Activities	Goal/Objective
SAP COUNSELOR	Become a Certified Prevention Specialist (minimum training recommendations include Project SUCCESS and Prevention Ethics).	Implement Student Assistance Program with fidelity. Promote best practices in prevention and intervention activities. Apply Prevention Ethics to all components of SAP.
	Attend NH SAP Counselor Orientation.	Understand contract requirements. Build professional community. Learn of resources for continued professional development.
	Ensure an appropriate mechanism for regular supervision.	Improve ability to provide valuable services. Receive support and help cope well.
	Attend Advanced Group Counseling training.	Continue to develop counseling skills.
	Participate in on-going professional development as needed.	Stay current with developing trends impacting student mental health and substance use. Stay current with best practices for prevention and early intervention activities. Improve and promote oneself in the prevention field.

Strategy

School administration or lead agency hires professional SAP Counselor and qualified supervisor and provides resources for training as needed.

Short-Term

SAP counselor implements program with fidelity.
SAP counselor receives support.

Intermediate

SAP is effective and achieves goals of the program.
SAP counselor develops his/her practice and maintains personal wellness. (Doesn't burn out)

Long-Term

SAP is an integrated part of holistic school system and receives adequate funding from the school district.

INTEGRATION WITH SCHOOL COMMUNITY

PURPOSE: To achieve maximum buy-in from school administration, faculty, staff and students, and to avoid duplication of services.

SUMMARY/DESCRIPTION: The NH SAP is most comprehensive and achieves the greatest results when program activities are infused into the existing day-to-day structure/schedule and Alcohol and Other Drug policies of the school. Integrating an SAP program into the fabric of any school begins with relationship building. Initially, it is more important to listen than it is to speak. Before students, parents and staff will believe in your program, they must believe and trust that you take a keen interest in who they are, what needs they might have, and how you and the services you provide might help to lessen their personal and professional burdens. Students, parents, and staff also need to feel that you are committed and dependable.

Audience	Activities	Goal/Objective
ADMINISTRATION	Gain administrative support for SAP scheduling of groups and individual sessions, particularly during class time, by meeting with the administrative team and reviewing goals of the program and working together to come to an agreement about referral procedures and scheduling sessions.	Ingrains a whole child approach to learning Administrative team has clear understanding of SAP program Administrative support for setting up meeting times with students during school hours
	Review the school's AOD policy and discuss the Top 5 actions schools can take yearly with administration to ensure that the school's policies align with the recommendations. http://1viuw040k2mx3a7mwz1lwva5.wpengine.netdna-cdn.com/wp-content/uploads/2016/06/top5.10_7_Final-1.pdf	School Administration adopts health vs punishment perspective
	Set at least one policy change goal and develop a strategy for implementation if necessary. Adopt and incorporate restorative justice principles into SAP.	
PARENTS	Send a letter to parents introducing yourself and the SAP program.	Parents understand SAP and the SAP Counselor's role
	Promote SAP as a program which supports all students' social and emotional learning.	Increase the likelihood parents will engage with the SAP program
	Actively engage in "step-up" nights for incoming students, open house, parent/teacher conference nights and other events focused on parents-school connection. Have an information table, greet and engage parents and staff, and provide takeaway materials.	Parents learn about SAP and recognize SAP as a resource
STAFF	Invite staff to an SAP open house to learn about the program.	Staff understand SAP and its role in assisting staff, students, and families
	Ask to get on a Staff Meeting agenda to present about SAP services.	

	Send an email to staff and include your SAP referral document. Include risk factors for them to look for.	Streamline referral process
	Eat lunch with staff Participate in staff meetings Participate in school activities such as Homecoming, Winter Carnival, staff payday breakfasts.	Team bonding
	Consult regularly with teaching staff regarding students' learning and need for social-emotional support.	Staff learn that you appreciate them and support their goals for students
	Participate in a student support team (crisis team, etc.) or encourage administration to start one.	Staff begin to regard you as a vital resource/increased referrals.
STUDENTS	Be visible and approachable in the school environment. Chaperone dances Cruise the lunch room and help out Attend sporting events	SAP Counselor becomes approachable Students freely come up and talk with SAP Counselor Increase connection with students Shows school spirit
	Serve as co-adviser to a club, especially one which serves at risk youth (Example Gay-Straight Alliance).	Students begin to seek you out and bring friends
	Volunteer as a guest speaker in classes	Convey the spectrum of SAP services
	Visit in-school suspension students	Reach students while in crisis
	Post your daily schedule on your office door so people know where to find you throughout the day.	Students begin to see you as dependable, predictable, and trustworthy
SCHOOL BOARD	At the beginning of year 2 make a presentation about SAP services and outcomes the program experienced.	School Board values SAP services and works to increase district contributions to the program

Strategy
Integration with School Community

Short-Term
 ↑ Awareness of SAP and SAP Counselor by students, parents, and staff
 ↑ Staff referrals to SAP increase

Intermediate
 ↑ Level and depth of consultations with parents and school staff
 ↑ SAP inclusion with teams/events
 ↑ Self referrals and referral of peers

Long-Term
 ↑ Recognition of and school district funding for SAP services considered essential

INTEGRATION WITH GREATER COMMUNITY

PURPOSE: To ensure the SAP Counselor gains familiarity with community resources and referral sources and that the SAP is aligned with community activities and supported by key community stakeholders.

DESCRIPTION: The SAP Counselor can strengthen the SAP at the school by aligning with existing community efforts such as community coalitions and other agencies working towards similar goals. The SAP Counselor must be familiar with community services and resources in order to make referrals. Having thorough knowledge of the programs and providers available in their region or local community helps the SAP counselor to provide students and families with appropriate referrals. In addition, being knowledgeable about happenings in the state, region, and local community enables an SAP counselor to be aware of emerging trends, to bring prevention opportunities and resources to their local community, and to advocate for legislation which promotes health amongst their population.

Audience	Activities	Goal/Objective
PREVENTION FIELD INVOLVEMENT	Establish a working partnership with the local Regional Public Health Network where the school is located. A listing of the Regional Public Health Networks can be found here: https://nhphn.org/	SAP is a collaborator in regional prevention efforts
	Attend local coalition meetings and events to learn about current ATOD and behavioral health trends. If you cannot attend, identify community partner who can relay information from meetings.	Stay current with local trends in order to provide timely prevention activities
	Support and promote prevention initiatives such as Drug Take Back Day, Red Ribbon Week, Suicide Prevention Month activities in the community where the school is located.	Integrated school/ community approach to prevention
REFERRAL RESOURCES	Research AOD and other (Examples: mental health, food pantries, fuel assistance, etc.) resources in the local community. Inquire about agency referral process and wait times for assistance. Create a list of resources and share it with school staff. Update it each year.	Increase knowledge of resources available in the community where the school resides
	Make referrals to community resources as needed.	Increase student and family stability and level of functioning

Strategy

Integration with Greater Community

Short-Term

↑ Knowledge of area resources by SAP Counselor, students, parents, and staff

 ↑ Collaboration between SAP Counselor and other community organizations

Intermediate

↑ Problem solving on behalf of school, youth and families

 ↑ Referrals to area resources

Long-Term

↓ Mental health and substance misuse issues

 ↑ Family cohesion youth stability

 ↑ Attendance and grades

UNIVERSAL STRATEGIES

PURPOSE: To provide prevention messaging to the entire school population.

DESCRIPTION: Universal strategies increase knowledge, reduce stigma, strengthen individual protective factors, and improve school climate. They impact the entire student body and reinforce goals of SAP individual and group sessions. Universal strategies are key to confronting behavioral health issues within your region and those unique to the community in which your school resides. Universal strategies should align with and support the goals outlined by your RPHN and address problem areas identified by the school and local community. Consistent messaging is key to changing problem areas over time.

Activities		Goal/Objective
IDENTIFY PRIORITY AREAS	Familiarize yourself with substance misuse and mental health trends within your region through involvement in the RPHN.	Environmental strategy addresses a current need Messaging is consistent throughout school and community and becomes more meaningful, thus producing real change.
	Use data such as Youth Risk Behavior Survey, school discipline data, and other local data to determine priority areas for universal strategies.	Environmental initiatives will impact area of greatest need Increased buy-in from staff, students, community members
	Utilize the expertise of both the RPHN and the Center for Excellence in identifying and presenting data in the community in which your school resides.	Partnerships strengthen prevention messaging in the school and community
	Involve staff, students, and community members in identifying areas of concern through presentation of and engagement in the data and the development of a logic model.	Increased buy-in when launching environmental initiatives
LAUNCH INITIATIVES	<p>Launch a minimum of 2 initiatives the first year, 3 or more in consecutive years.</p> <ul style="list-style-type: none"> • Initiatives can be delivered by SAP or by others with guidance from SAP. Initiatives should be targeted to students, staff, and parents. • Initiatives should challenge misperceptions by normalizing the percentage of students who do not engage in a risky behavior. • Initiatives should be delivered in various formats from informal contests, flyers, bulletin boards, emails, school website, school newsletter, brochures, health fairs, and guest speakers, etc. 	<p>Messaging that is consistent and directed toward all has a greater chance of bringing about positive change in risky behaviors.</p> <p>Students who perceive that less of their peers are engaging in risky behaviors are less likely to engage in the behaviors themselves.</p> <p>Targeted audiences are more likely to see messaging when it is delivered in different formats.</p>

PARENT PRESENTATIONS

Provide parents with information throughout the year on a variety of topics centered on the prevention of risky behaviors in youth, mental health, and community resources that support youth and families.

Inform parents of the risks to youth and the resources that can help to strengthen families

Provide parent presentations which focus on promoting student wellness, success, and parent/child bonding. Information on the danger and prevention of substance misuse can be woven in.

Parents are more receptive to events about student wellness, success, and communicating with youth.

Helps eliminate "Not my kid" thinking

Piggyback on other events such as Open House, Parent/Teacher Conferences, and Step Up Night for those transitioning to the school.

Strategy

Universal Strategies

Short-Term

↑ Increased knowledge around substance misuse and mental health related issues

Intermediate

↓ Stigma around substance misuse and mental health related issues

Long-Term

↓ Mental health issues
↓ Substance misuse issues
↓ Self Harm

PREVENTION EDUCATION

PURPOSE: To introduce the SAP services and provide students with evidence-informed prevention information/activities at key developmental intervals

DESCRIPTION: Evidence-informed prevention education (Example: Project SUCCESS Prevention Education Series, Project ALERT, co-teaching a health module, etc.) is provided at minimum to youth at the critical developmental stages of 7th and 9th grades. Prevention Education provides evidence-informed information and activities around the dangers of substance misuse and other risky behaviors. It gives students direct exposure to the SAP Counselor and the services he or she provides. Prevention Education also helps to reduce the stigma associated with reaching out for support. Prevention Education can be delivered through the SAP or in collaboration with other school staff members.

The informative presentations and talks during Family Consumer Science class, I believe have been very helpful. The role playing in a smaller group setting has been very beneficial for them, especially for those students who do not seek out the help.

Activities		Goal/Objective
PLANNING PREVENTION EDUCATION	Initiate contact with classroom teachers, coaches, and administration to determine where Prevention Education can be implemented (Examples: health and wellness classes, family and consumer science classes, athletic leadership council, advisory periods, student government, peer outreach groups, etc.).	<ul style="list-style-type: none"> Further integrates SAP into the fabric of the school
IMPLEMENTING PREVENTION EDUCATION	<p>The number of sessions of Prevention Education allotted for the SAP Counselor will vary from school to school and will also vary based on the audience to which it is delivered. Project Success promotes 6 - 8 sessions. A minimum of 4 sessions to cover the below topic areas is critical:</p> <ul style="list-style-type: none"> Adolescence-It's okay to be who you are. AOD-Youth develop addiction more easily, greatly impacting health and performance and the course of one's life. Relationships-Identifying unhealthy relationship patterns; Living with substance misuse in the family Coping Skills-Discussing mental health, eliminating stigma, and encouraging treatment 	<p>Introduces SAP counselor to students</p> <p>SAP Counselor becomes more approachable</p> <p>Shows that students are not alone in their personal struggles</p> <p>Provides students with evidence- informed information to encourage healthy decision making</p> <p>Helps students identify healthy relationships and family dynamics</p> <p>Instills in students that it is normal to struggle and to seek support</p>
COMPLETING PREVENTION EDUCATION	SAP Counselor should distribute forms to all students for them to indicate whether they would like a follow-up appointment with the SAP program.	Results in a strong SAP self-referral system

PARENT EDUCATION Provide parents with information throughout the year on a variety of topics centered on the prevention of risky behaviors in youth, mental health, and community resources that support youth and families.

Inform parents of the risks to youth and the resources that can help to strengthen families

Strategy

Prevention Education

Short-Term

- ↑ Awareness of SAP services
- ↑ # students engaged in prevention activities
- ↑ knowledge of the impact of alcohol and other drugs
- ↑ Awareness of mental health and substance use issues
- ↑ conversations about substance use among students

Intermediate

- ↑ # referrals made to SAP Counselor by peers
- ↑ Self referrals
- ↓ Stigma around substance use and mental health issues

Long-Term

- ↓ Substance misuse
 - ↑ Focus on wellness
 - ↑ Self-advocacy
-

COMMUNITY CRISIS RESPONSE

PURPOSE: To ensure best practices are used when school responds to crisis.

DESCRIPTION: SAP Counselor provides crisis intervention services as needed when situations arise such as a student death, suicide or accident. Schools will be called upon to respond to crises within the school and larger community such as a suicide, a student, staff or parent death, or an accident. The SAP takes a vital role in helping the school to address potential crises before they occur and to assist the school in a crisis situation once it has taken place.

The SAP has helped during school crisis (death of a student by suicide, death of a student in car accident) and has also been supportive of staff for both personal and professional issues.

Audience	Activities	Goal/Objective
SAP COUNSELOR	Immerse in professional trainings in how to identify and handle crisis situations.	Increase SAP Counselor's knowledge base and preparedness to respond to crisis
ADMINISTRATION AND SCHOOL STAFF	Ask to be included in the school crisis team. If one does not exist, recommend the school implement one. Ensure there is a crisis response plan developed.	Integrate SAP into the school community Promotes SAP as a valuable resource Increases referrals to the SAP program
	Consult with administrative, school counseling, and teaching staff in response to a community crisis.	Increases program integration and community stabilization
	Consult regularly with teaching, guidance, and administrative staff on how to respond to students who have trauma-related triggers.	Ensure safety of students after a community crisis

Students are able to get the help they need when they need it instead of having to wait and get transportation for an appointment at a different location.

For the "pop-in" ability. For instance--when a student has a family member overdose and may not need long-term support, but can head up to chat and work through their feelings on the issue and get additional support if needed.

Strategy

Community Crisis Response

Short-Term

↑ Collaboration between SAP Counselor and school community / community organizations

Intermediate

↑ supports provided after a crisis to all students and staff
↑ identification of students struggling

Long-Term

↓ negative consequences of crisis exposure

INDIVIDUAL SESSIONS

PURPOSE: To identify students who need treatment and/or mental health services or those students with risk factors making them vulnerable to drug use and make referrals to community providers.

DESCRIPTION: Individual sessions are first conducted in response to a referral to SAP, whether it is a self-referral or a referral from another party. Students are screened for potential risk factors for substance misuse as well as the personal strengths that have helped to sustain them. In collaboration with the student, his or her needs are identified and potential resources are discussed to address them. Individual sessions are also utilized when students are in an acute crisis and when they are working on skills to prepare them to take part in SAP group services.

There are many students who have parents that use and abuse alcohol and drugs and this program provides a place for those students to talk about what they see at home. Honestly, we need more counseling and the parents need it too.

Having a SAP has helped to fortify our resources for our students, and provides the level of expertise required to impact students with substance abuse and other difficulties.

Been very helpful with the at-risk population. Works well with mitigating student issues and de-escalating students.

We are living in a very difficult time, and having our SAP available to help our students navigate substance abuse issues within their families has been vital. Many students would not be nearly as successful without the services from our SAP.

	Activities	Goal/Objective
SCREENING	Intake new students into SAP using an evidence-based screening tool.	Students will be offered or referred to services unique to their needs
	Inform students of 42 CFR Part 2 and exceptions.	Students will understand their rights to confidentiality and limitations of 42 CFR Part 2
CRISIS INTERVENTION	Provide support to students in crisis (Examples: domestic and dating violence, triggers from trauma, reports of abuse/neglect, episodes of excessive substance misuse, etc.).	Enable students to easily access support through SAP and other resources Help emotionally stabilize student
	Partner with school counseling staff and parents in assessing students who present with suicidality.	More thorough assessment of a student's wellbeing
BUILDING SKILLS	Assist students with self-awareness and in building skills around emotional regulation, communication, and self-advocacy.	Increase students' level of functioning and improve relationships
BUILDING RELATIONSHIPS	Help students to build relationships with other adults in the building (Example: With the math teacher where a student is failing the class).	Expanding students' support network Help students to practice self-advocacy skills Students discover additional advocates
REFERRAL	Refer students to in house and community resources.	Connect students with appropriate level of care Help broaden students' system of support

Strategy

Individual Sessions

Short-Term

↑ Awareness of SAP support

↑ Trust in SAP Counselor

↑ # students engaged in prevention activities

Intermediate

↑ resilience and protective factors among students participating in program:

- ↑ (+) Communication skills
- Can identify trusted adult
- Are in a healthy relationship with an adult
- ↑ accountability to self and others
- ↑ intention to reduce use
- ↑ choices
- ↑ Self-Advocacy skills
- ↑ personal wellness and balance
- ↑ feeling connected to school

Long-Term

Among students participating in the program:

- ↑ Coping skills
- ↑ Use of harm reduction strategies
- ↓ Negative impact of home stress/ addiction
- ↓ office referrals and discipline issues
- ↓ school suspension
- ↑ Attendance
- ↓ Self harm and suicidal ideation
- ↓ mental health issues
- Improved grades

GROUP SERVICES

PURPOSE: To support youth in understanding the prevalence and consequences of alcohol and drug use and to provide opportunities to learn and practice coping skills.

DESCRIPTION: After the screening, youth are referred to the appropriate group based on shared risk and protective factors (CoA, CoSAP, Using, Newcomers, Seniors), providing a common base from which to work. Group services, approximately 12 sessions, provide students with the opportunity to talk openly with others regarding the risk factors which weigh heavily on them, thus decreasing their sense of isolation. Students explore the consequences of substance misuse, learn coping skills, practice communication and self-advocacy skills, and expand their support base.

Activities		Goal/Objective
PLANNING GROUPS	Initiate administrative support for group services, particularly during class time.	SAP group services are integrated into the normal school schedule
	Plan to rotate the time for group sessions so as to not interfere with students' academic progress. Consult with teaching staff about prospective group members' academic progress.	Staff will feel respected by you in their role, increasing the likelihood they will hold SAP in positive regard and allow students to attend
	Group students according to stated needs, risk factors, and strengths.	Students will engage more in the process and experience growth
LAUNCHING GROUPS	Create a schedule for each group prior to its start date.	Students can plan ahead Creates emotional safety
	Have group members name the group and develop rules.	Creates group ownership
CONDUCTING GROUPS	Create structure for the group by offering a time for engaging activities which teach skills as well as a time when students can share their recent struggles with others.	Sessions are both meaningful and productive

Strategy

Group Services

Short-Term

- ↓ Students' sense of isolation
- ↑ Connection to school/peers
- ↑ # students engaged in prevention activities
- ↑ knowledge of the impact of AOD among students
- ↑ awareness of MH and SA issues among students
- ↑ conversations about substance use among students

Intermediate

- ↑ Harm reduction
- ↑ Coping skills
- ↑ Self-advocacy
- ↑ Student empowerment
- ↑ Communication skills

Long-Term

- ↓ Mental health issues
- ↓ Substance misuse issues
- ↓ Self harm and suicidal ideation
- ↓ Negative impact of home stress/addiction

CONSULTATION SERVICES

PURPOSE: To provide expert advice to administration and staff related to substance misuse and behavioral health.

DESCRIPTION: SAP Counselor consults with administration and staff as needed. Communication is key in building relationships with school staff members. SAP Counselors who are forthcoming and responsive to the needs and concerns of others create champions for the SAP program overall. These actions also open the door to others seeking the SAP Counselor's expertise around issues which impede students learning and functioning such as substance misuse, trauma, and behavioral health issues.

Our SAP provides faculty and staff with information and resources to help students be more successful. Our SAP provides staff with a specific reliable and consistent source of counseling and resources for students.

It's nice to have someone I can go directly to when I recognize a student is having trouble but I don't know the exact nature. Our SAP is valuable because she can help screen kids to find out if they are in need of her counseling, and if they are not we can direct them toward someone that is better able to help. She is a valuable resource.

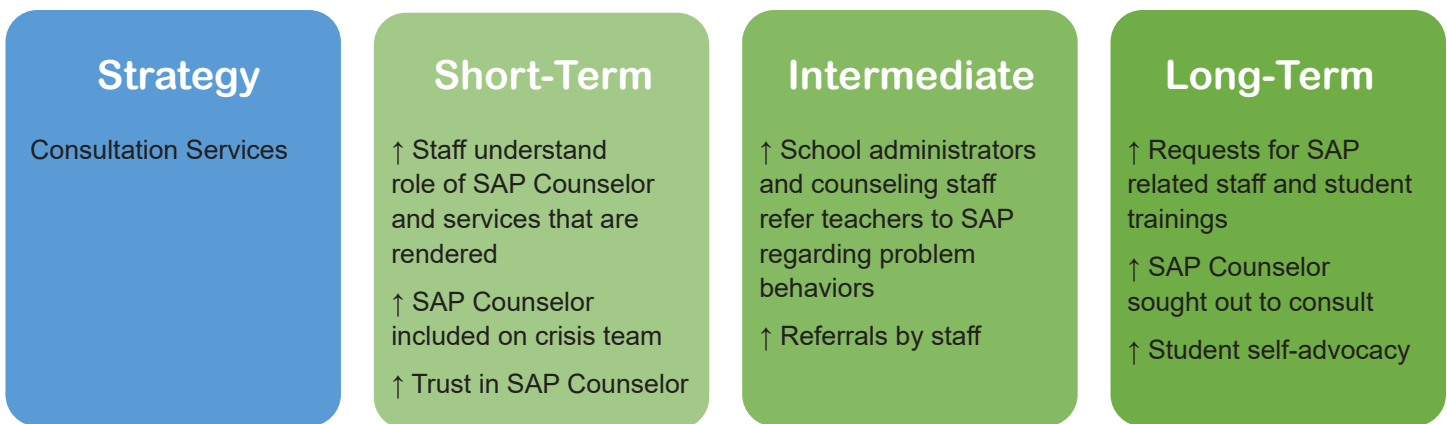
SAP has specialized skills and knowledge that regular staff and teachers may or may not know about, or have, or have time to address issues. Teachers have to teach, para-educators and tutors have to assist/teach/listen/prompt/re-direct, and there are only so many hours in a school day.

Activities

Goal/Objective

SCHOOL FACULTY MEETINGS	Attend faculty meetings regularly	Group cohesion SAP Counselor seen as a team player
STAFF TRAINING	Offer a training on SAP, risk factors for youth, and the referral process. Make informational materials available for any who cannot attend.	Create a link for staff between SAP services and students' ability to learn and function
CASE CONSULTATION	Speak regularly with staff regarding students who are having difficulty academically, emotionally, and behaviorally. Offer suggestions on how to approach, motivate and interact with at risk students.	Success on one case leads to an increase in referrals and requests to consult regarding other students
	Return emails to staff promptly	Dependability increases future referrals and requests to consult
	Acknowledge and provide follow-up to referrals and requests to consult.	Staff members will feel heard and invest time and time again in SAP
	Inform staff of your schedule, how to contact you, and where they might find you throughout the day.	SAP Reliability
PARENT CONSULTATIONS	Return all parent phone calls and emails promptly. Follow up on referrals to SAP.	Builds trust Expands the perception of what SAP is

STUDENT SUPPORT TEAM	<p>Participate in a student support team (crisis team/Tier team) to address concerns for students who are struggling.</p> <p>If your school doesn't have a student support team, encourage administration to start one.</p>	<p>Referral source</p> <p>SAP viewed as a valuable resource</p>
	<p>Consult with the Assistant Administrator regularly. Provide him or her with a list of students involved with SAP and update it regularly.</p>	<p>Strong referral source</p> <p>Receive regular updates on SAP students</p>
42 CFR PART 2	<p>Market your school's SAP as "broad-brushed".</p> <p>(Not all students associated with the program use substances).</p>	<p>Students' involvement in the program does not automatically identify them as substance users</p>
	<p>Read and understand federal confidentiality regulations protecting students' privacy.</p>	<p>Understand the rights of students and the limits of the federal law</p>
	<p>Create and utilize a release of information form to communicate with other adults on student' behalf.</p>	<p>Builds trust with students</p> <p>Adheres to federal law</p>
	<p>Communicate basic information to staff to help advocate for students' needs.(Example: "John is emotionally struggling at this time.")</p>	<p>Staff will see you as a team player and treat you as part of their team</p>

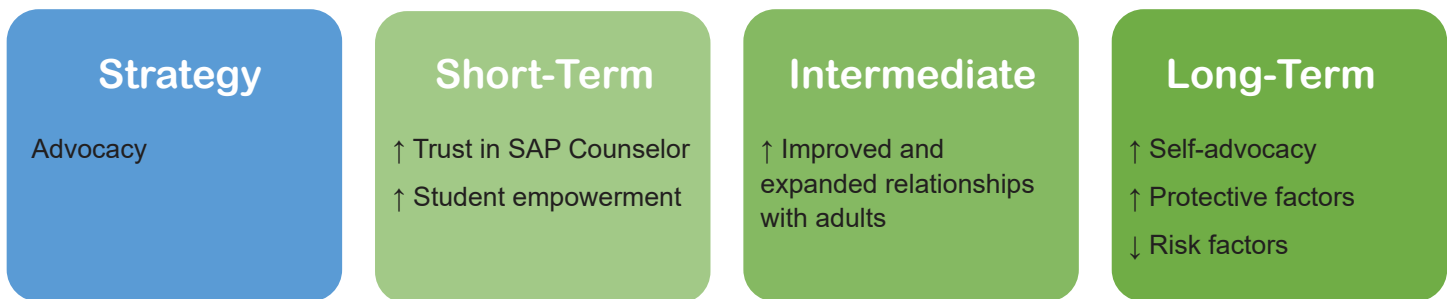


ADVOCACY

PURPOSE: To ensure high-risk students have a voice and that school, community, state and federal policies support prevention/early intervention.

DESCRIPTION: SAP Counselors play a pivotal role in identifying and advocating for the needs and safety of youth in their state, region and local school community. Advocacy may include activities such as attending Individual Education Plan (IEP) meetings in support of a student or to testify on behalf of the prevention field to ensure policies support the mission of the SAP Implement Student Assistance Program with fidelity.

Activities		Goal/Objective
STUDENT ADVOCACY	<p>Support students in their efforts to have a voice.</p> <p>(Examples: IEP meetings, reentry meetings after suspension, court appearances).</p>	Students feel supported
	<p>Help students to build relationships with other adults as they learn to self-advocate.</p>	Students learn to self-advocate
CHILD PROTECTION	<p>Respond to student reports of abuse and neglect by calling NH Protection Services at 1-800-894-5533.</p> <p>Consult with and inform administration and guidance staff of report.</p>	<p>Protect children from potential harm and victimization</p> <p>Empower student voices</p>
POLITICAL ADVOCACY	<p>Participate in the Advocacy Training through New Futures. https://www.new-futures.org/</p>	Understanding the legislative process and advocacy for policies which support youth
	<p>Support State legislation which provides protection for youth from substance misuse.</p> <p>Challenge legislation which does not provide protections for youth.</p>	Legislators recognize the importance of prevention and policies which protect youth



DATA COLLECTION AND REPORTING

PURPOSE: To illustrate the effectiveness of SAP and ensure sustainability.

DESCRIPTION: Keeping track of and reporting on the scope (process data) and impact (outcome data) of the work of the Student Assistance Program is vital for school and community buy-in and sustainability. Education Plan (IEP) meetings in support of a student or to testify on behalf of the prevention field to ensure policies support the mission of the SAP Implement Student Assistance Program with fidelity.

Activities		Goal/Objective
MONTHLY RECORD KEEPING	<p>Develop and utilize a monthly recording system to track services delivered throughout each month.</p> <p>Make entries daily</p> <p>Enter data into NH WITS</p>	<p>All services rendered are recalled and recorded</p> <p>Streamlines data needed for end-of-year report</p>
STUDENT PROGRESS NOTES	<p>Develop and utilize a progress note form for each SAP student, each month.</p> <p>The form should include:</p> <ul style="list-style-type: none"> • Risk factors • Reason for visit • Attendance • Course grades • Discipline • A&D use, if any • Coping skills scale • Communication skills scale • Self-advocacy skills scale 	<p>Track student progress</p> <p>Understand when other interventions might be needed</p>
END-OF-YEAR REPORT	<p>Design and develop an end-of-year report for the school highlighting the SAP services that were delivered.</p> <p>The report should include:</p> <ul style="list-style-type: none"> • An introduction on the prevention model utilized • A brief data overview of the services rendered • YRBS data illustrating identified problems to address • An illustration of each strategy implemented with examples (# new intakes, crisis consultations, individual and group services, environmental initiatives with pictures, etc) • Program Outcomes (culmination of data gathered from progress notes);quotes from students • Conclusion with recommendations for next year 	<p>Clearly illustrates the extent and impact of SAP services delivered to the school</p> <p>Increases school investment in continuing the program</p>