



# NEW HAMPSHIRE STUDENT ASSISTANCE PROGRAM IMPLEMENTATION MANUAL

June 2025



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# BACKGROUND

## Introduction

The New Hampshire (NH) Department of Health and Human Services [Bureau of Drug and Alcohol Services](#) (BDAS) and the [NH Student Assistance Network](#) (The Network) are dedicated to promoting the health, safety, and well-being of all NH residents by developing prevention policies and programs for communities and schools. Their priority is to prevent and reduce the use and misuse of alcohol, tobacco, and other drugs across people’s lifespan.

The purpose of this manual is to provide a mini “Prevention 101” for Student Assistance Program Coordinators (SAP-Cs), an overview of NH Student Assistance Programs (NH SAPs), and steps for implementing an SAP. It summarizes key concepts, approaches, and strategies essential to prevention practice, including:

- Prevention theories and strategies
- Overview of the Strategic Prevention Framework
- Introduction to the SAP Network
- Concrete guidance for starting, implementing, and sustaining an NH SAP

## Program Overview

### What is an NH SAP?

An NH SAP is a school-based, evidence-informed program to prevent and reduce alcohol and other drug misuse among NH youth ages 12 to 18. The program requires highly trained professionals (SAP-Cs) to implement and coordinate a full range of prevention and early intervention activities for students, parents, and the school community.

NH SAPs are adapted from the evidence-based [Project SUCCESS model](#) and consider practical and cultural fit for NH schools, while also including core components to implement the programs with fidelity. NH SAPs use a combination of interventions that address the unique needs of the school population.

An NH SAP is grounded in prevention science and is a component of broader prevention initiatives in the state. To understand the core components of an SAP, an explanation of prevention science is provided in the section below.

### Prevention 101

Prevention focuses on interventions that happen before the onset of a disorder and aim to prevent the disorder from happening or to lower the disorder’s risk. Prevention activities educate and support individuals and communities to prevent the use and misuse of drugs and the development of substance use disorders.

Prevention work integrates a variety of strategies that target populations with different levels of risk. These strategies can be classified using the Institute of Medicine Model of Universal, Selective, and Indicated, which classifies preventive interventions by targeted population. There are three main types of prevention interventions (Rhode Island Orientation Guide for Regional Prevention Task Forces, 2024; Greater Williamsburg Network of Care):

- 1. Universal preventive interventions** focus on the “general public or a population subgroup that have not been identified on the basis of risk.”  
*Examples: school-based policies that promote access to early childhood education, implementation or enforcement of anti-bullying policies in schools, and social skills education for youth in schools*
- 2. Selective preventive interventions** focus on individuals or subgroups of the population “whose risk of developing behavioral health disorders is significantly higher than average.”  
*Examples: prevention education for new families living in poverty with young children, and peer support groups for youth with a history of family mental illness and/or substance use*
- 3. Indicated preventive interventions** focus on “high-risk individuals who are identified as having minimal but detectable signs or symptoms that foreshadow behavioral health disorders but who do not meet diagnostic levels at the current time.”  
*Examples: information and referral for high school students who violate school policies on alcohol and drugs and screening, consultation, and referral for students who experience a mental health challenge*

Environmental strategies focus on making changes to community norms and access/availability of substances. These strategies are a subset of universal strategies that can be implemented in schools and across NH; they aim to improve the health and wellness of everyone by changing the environment that they live in.

### **Risk and Protective Factors**

Many factors influence the likelihood that an individual will develop a substance use disorder or related behavioral health problem. Effective prevention theory focuses on reducing the factors that put people at risk of behavioral health disorders and strengthening those factors that protect people from these disorders.

- **Individual-level risk factors** may include genetic predisposition to addiction, prenatal alcohol exposure, low self-esteem, and poverty ([SAMHSA](#)).
- **Individual-level protective factors** might include positive self-image, self-control, or social competence ([SAMHSA](#)).
- **Family and friend level protective factors** include social support ([NBHC 2020](#)).
- **Community-level protective factors** include school connectedness ([NBHC 2020](#)).

According to the [Substance Abuse and Mental Health Services Administration \(SAMHSA\)](#), the socio-ecological model is a multi-level framework that allows practitioners to consider the different contexts in which risk and protective factors exist. They can also refer to the model to see how contexts interact and to choose prevention strategies that operate at multiple levels in order to achieve the greatest impact.



Source: SAMHSA 2019

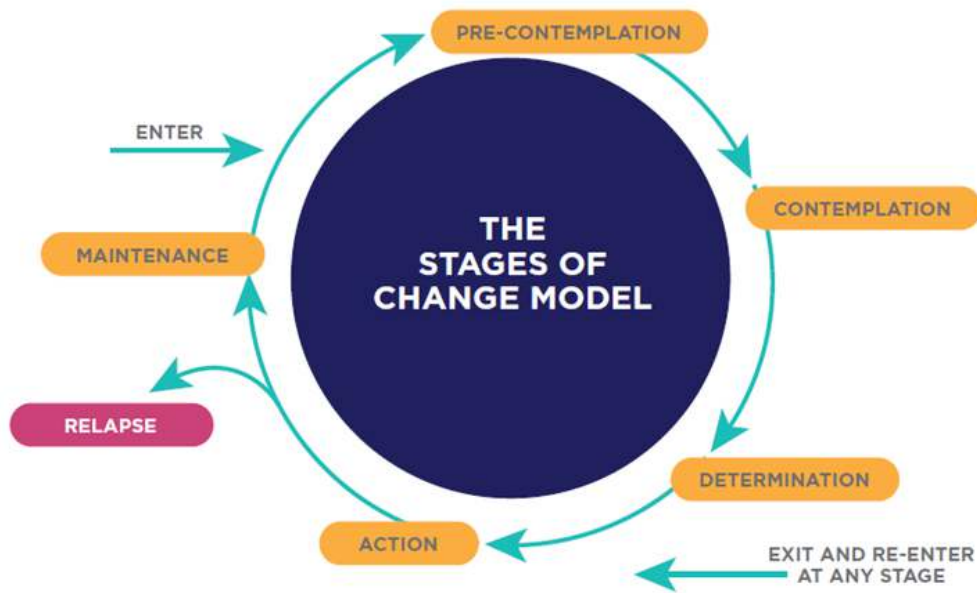
### Stages of Change

The Stages of Change Model developed by Prochaska and DiClemente in the early 1980s describes the process people go through in modifying a problem behavior. This model is also known as the Transtheoretical Model (TTM).

The model was developed with and for people with substance use disorders, but is applicable to all kinds of behavior change, especially health behavior change.

The five stages of change are:

- **Pre-contemplation:** The person does not see the behavior as a problem/does not see a need for change/has no intention to change.
- **Contemplation:** The person has some awareness of the need/desire to change behavior and is actively weighing the pros and cons of the behavior.
- **Preparation/Determination:** The person believes that the behavior can be changed and that they can manage the change and is taking steps to make the change.
- **Action:** The person has begun to make the behavior change and has developed plans to maintain the change.
- **Maintenance:** The person has maintained the new behavior consistently for more than six months and has made the new behavior habitual.
- **Relapse/Reoccurrence:** The person has a “slip,” meaning they revert back to a previous pattern of behavior. The person may become discouraged, but should recognize that most people making a behavior change have some degree of reoccurrence (sometimes referred to as “recurrence”).



Source: Rhode Island Orientation Guide for Regional Prevention Task Forces, 2024

### Strategic Prevention Framework Basics

A strategic planning process is needed in order to systematically define the behavioral health problems in a given community. This will also help determine what interventions will be most effective for addressing those problems.

In the United States, prevention professionals use SAMHSA's [Strategic Prevention Framework \(SPF\)](#) to plan prevention initiatives. SPF is a five-step planning process that guides the selection, implementation, and evaluation of evidence-based, culturally appropriate, sustainable prevention activities. SPF begins with a clear understanding of community needs and depends on the involvement of community members in all stages of the planning process (SAMHSA 2019).



Source: SAMHSA 2019

The five steps of SPF include:

1. **Assessment:** Collect data to define behavioral health problems and needs within a geographic area.
2. **Capacity:** Mobilize and/or build capacity within a geographic area to address identified needs.
3. **Planning:** Develop a comprehensive, data-driven plan to address problems and needs identified in the assessment phase.
4. **Implementation:** Implement evidence-based prevention programs, policies, and practices.
5. **Evaluation:** Measure the impact of implemented programs, policies, and practices.

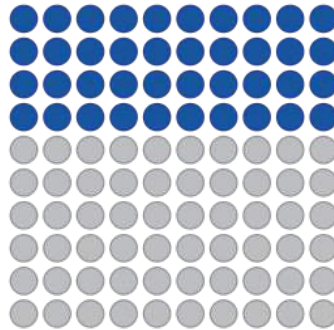
Sustainability and cultural humility should be integrated into all steps of SPF implementation. Sustainability in SPF prevention focuses on ensuring that prevention efforts are ongoing and effective over time, rather than being dependent on short-term funding or projects. In addition, it ensures long-term impact by building lasting prevention infrastructure, while cultural humility involves understanding and respecting diverse cultural perspectives to engage communities.

## Why is an NH SAP Important?

An SAP is integral to taking on the challenges that young people face across the Granite State. With adolescence being a time of many transitions and changes, the program plays a critical role in building mindfulness and resiliency skills. With challenges around substance use, mental health, friendships, and family, the program gives students opportunities to explore their own unique experiences within a confidential and structured framework. An NH SAP serves as a resource for helping students make healthier decisions and to gain access to the services they need to ensure their well-being.

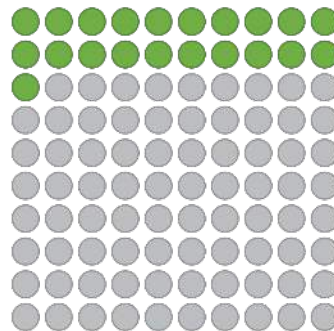
Data from the 2023 New Hampshire Youth Risk Behavior Survey (YRBS) highlight the need for an NH SAP. The program's presence is essential in reducing student risk factors and building protective factors in youth to help mitigate the challenges they may face.

Evidence has shown that youth are experiencing higher levels of mental health challenges. When NH high school students were asked if they felt sad or hopeless almost every day for greater or equal to two weeks in a row so that they stopped doing some usual activities, 40% responded yes. The number represents 4 out of every 10 students (YRBS).



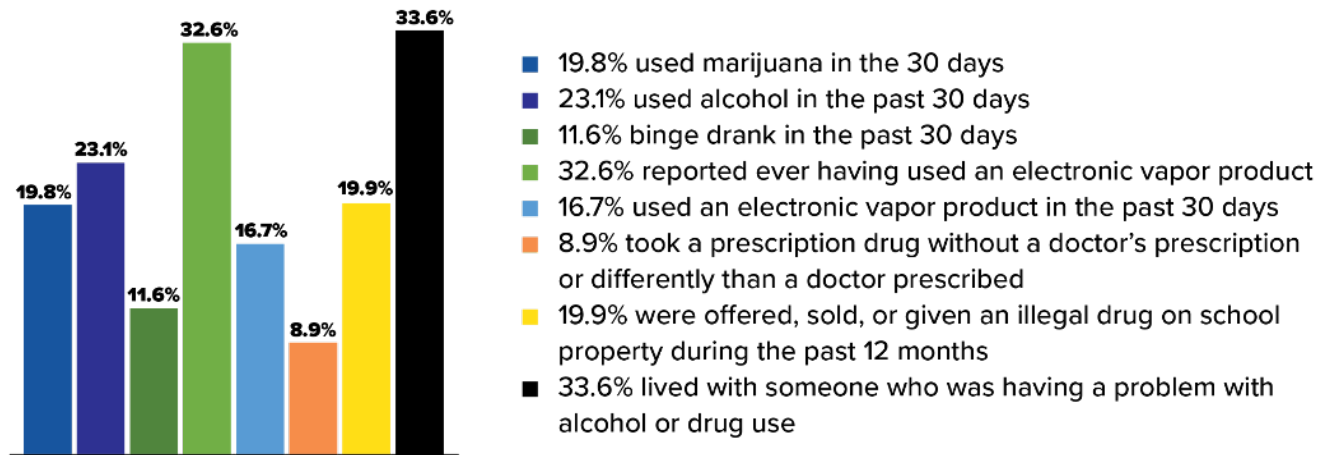
**40% of students said they felt sad or hopeless almost every day**

Feelings of depression were especially experienced by members of the lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ+) community and women. In addition, more than 1 in 5 of all students (21.3%) seriously considered attempting suicide (YRBS).

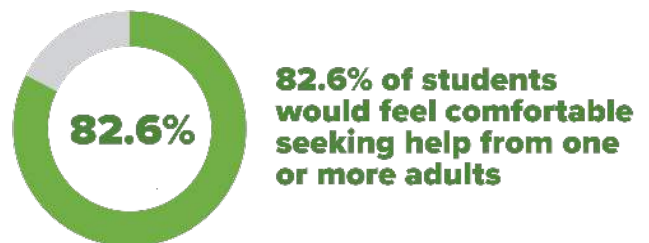
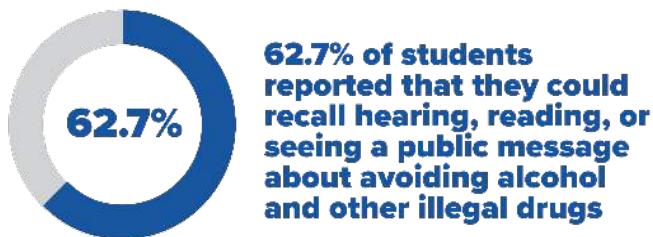


**21.3% of students seriously considered attempting suicide**

In terms of teen substance use, nearly 1 in 5 students (19.8%) used marijuana in the 30 days before the survey. More than 1 in 5 students (23.1%) used alcohol in the past 30 days, and 1 in 10 students (11.6%) said that they binge drank. With regard to nicotine, nearly 1 in 3 students (32.6%) reported ever having used an electronic vapor product, and approximately 1 in 6 students (16.7%) indicated they had engaged in this behavior during the past 30 days. Approximately 1 in 11 students (8.9%) reported that they had taken a prescription drug without a doctor's prescription or differently than how a doctor told them to use it. An astounding 19.9% (1 in 5) of NH high school students admitted they were offered, sold, or given an illegal drug on school property during the past 12 months. In addition to their own use of substances, one third (33.6%) of NH students reported that they had lived with someone who was having a problem with alcohol or drug use (YRBS).



Promotion of an NH SAP would not be complete without considering students' insights into efforts to support them. YRBS results showed that 82.6% of students would feel comfortable seeking help from one or more adults besides their parents if they had an important question affecting their life. Since an SAP is part of the very fabric of many schools, ongoing support is readily available to these teens. In addition, nearly two-thirds (62.7%) of students reported that they could recall hearing, reading, or seeing a public message about avoiding alcohol and other illegal drugs during the past 12 months. In schools where an SAP is well established, prevention education and messaging is commonplace, encouraging students to make healthier decisions and to seek support when needed (YRBS).



SAPs provides NH schools a structured system through which students can make informed decisions, learn critical coping skills, and form and strengthen relationships. To this end, young people become better prepared to manage life tasks and adapt to the demands of today's society. This, in turn, leads to greater participation in pro-social school (academic and non-academic) and peer activities; decrease in alcohol, tobacco, and other drug (ATOD) use; a decrease in disruptive behaviors in the classroom; and the development of a better learning environment for everyone.

## What Are the Goals of an NH SAP?

An NH SAP is built on the following proven prevention strategies:

- Increasing perception of risk of harm among kids and teens
- Changing adolescents' norms and expectations about substance use
- Building and enhancing social and resistance skills among kids and teens
- Changing community norms and values regarding substance use
- Fostering and enhancing resilience and protective factors, especially in high-risk youth

## What is an SAP-C's role?

An SAP focuses on using interventions to effectively reduce risk factors (i.e., low perception of risk of harm; early ATOD use; family conflict; and school behavior problems) and enhance protective factors (i.e., self efficacy/sense of mastery; social competence; family communication; and school bonding). This is accomplished by a team led by an SAP-C, in partnership with school staff, students, families, and the community.

As an SAP-C, you will **implement schoolwide educational initiatives** to raise awareness of risks associated with substance use and other high-risk behaviors, so that students can make healthy, informed decisions and seek help when needed.

These schoolwide educational initiatives include:

- **Classroom instruction:** SAP-Cs teach a six- to eight-session ATOD prevention program in the seventh and ninth grades.
- **Schoolwide awareness activities:** SAP-Cs organize monthly activities with student participation to influence attitudes about substances, substance misuse, and mental health.
- **Environmental strategies:** SAP-Cs meet and work with parents, students, and community groups to develop policies and activities aimed at preventing and reducing adolescent alcohol and other substance misuse (and ultimately changing the environment they live and learn in).
- **Parent education and engagement programs:** An SAP includes parents as key partners in prevention through parent education and engagement programs and services.

Students can be referred to an NH SAP in a variety of ways, whether it be through a referral from school staff, student self-referral, programs, or individuals outside of school, or from parents who have concerns about their children. An SAP-C **works with students individually and/or in small groups**, providing the opportunity to reinforce and gain skills outside of the classroom setting. Skills-building may include executive functioning, social skills, self-regulation, problem-solving, self-advocacy, or managing stress.

This skills-building develops through:

- **Individual and group sessions:** SAP-Cs conduct time-limited, individual, and group sessions for students who are using ATOD, students with family members who have a substance use disorder, and students at high risk of substance misuse.
- **Referral to school-based and community services:** SAP-Cs refer students who require further assessment for ATOD misuse and other academic and behavioral health issues to appropriate intervention and treatment programs following the policy of the school district.

## How Does an SAP Influence Risk and Protective Factors?

An NH SAP promotes students' protective factors by increasing their skills and connectedness with others and focusing on risk factors. As an SAP-C, you will identify students who are at risk and provide appropriate guidance that focuses on prevention and early intervention strategies.

NH SAP focuses on the risk and protective factors used by Project SUCCESS, which were identified through a series of separate focus groups conducted with students, parents of students, and school staff in selected alternative and regular secondary schools. In addition, a review of the literature was conducted to determine the state-of-the-art strategies in drug misuse prevention (Project SUCCESS Implementation Manual, 2024). Below are the eight risk factors and seven protective factors that were identified and are targeted by NH SAP.



### Risk Factors

- Pro-drug attitudes
- Early ATOD use
- Parent pro-drug attitudes
- Multiple family stressors
- School behavior problems
- Peer group substance use
- Peer pro-drug attitudes
- Peer pressure to use drugs



### Protective Factors

- Self-efficacy/sense of mastery
- Social competence
- Inter-generational family communication
- Positive parent-school relationships
- School bonding
- Network of non-drug using peers
- Positive peer relationships

Watch a short video on risk and protective factors addressing substance use using Project SUCCESS.

## What is the NH Student Assistance Network?

In collaboration with the NH DHHS Bureau of Drug and Alcohol Services, the NH Student Assistance Network (The Network) develops, aligns, and promotes all NH SAPs. The Network offers training, technical assistance, and support on an ongoing and as-needed basis for you as an SAP-C, school administrators, and others on the behavioral health team. The Network also oversees the contracting process for schools to receive funding support for their SAPs.

## What Does a School Need to Start an SAP?

To start an SAP in a New Hampshire school, the first step is to reach out to The Network to discuss your interest and assess your school's readiness for implementing a program. (See Scope of Work.) This will involve a preliminary evaluation of your school's current needs and capacity to support such an initiative. The Network will conduct a readiness survey to understand your school's current situation, including potential student issues, staff awareness, and existing support systems.

For any questions about the position or how to apply, please email: [nhsapnetwork@jsi.com](mailto:nhsapnetwork@jsi.com).

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# ONBOARDING: LET'S GET STARTED

In this section, you'll learn how to:

- Connect with the NH Student Assistance Network
- Understand Your Role and Contract Requirements as an SAP-C
- Understand the Role of Screening and the GAIN-SS
- Register and Attend Initial Training on the Prevention Model
  - Register for REDCap Account and Do REDCap Training
- Understand the Administrator's Role

## Connect with the NH Student Assistance Network

Start by connecting with The Network so that you understand what resources are available to support your transition into your SAP-C role. The Network provides training and technical assistance to SAPs across the state to support SAPs with:

- **Program implementation with fidelity.** Ensuring that SAP-Cs understand each component of an SAP and have the knowledge, skills, and support to effectively deliver each part of the program.
- **Evaluation and sustainability planning.** This is to monitor the quality of an SAP and ensure continuation of services.
- **REDCap data reporting.** Understanding and using the data collection system to collect implementation data to demonstrate implementation with fidelity to the school district, DHHS, and other partners.
- **GAIN-SS implementation.** Understanding and implementing the primary screening tool SAP-Cs use.

### Training and TA may include:

- **One-on-one mentoring.** Newly hired SAP-Cs receive professional support and development along with additional technical assistance as needed.
- **Site visits.** The Network meets with SAP-Cs and the SAP team—including administrators—in-person and/or virtually. These check-in meetings allow you to share all the work you're doing as an SAP-C, highlight the spaces you work in every day, as well as get support as needed. The Network often initiates these visits, but SAP-Cs or administrators may request them.
- **Meetings and/or office hours for:**
  - SAP Administrators
  - SAP Coordinators
  - Regional Learning Collaboratives
  - SAP Network Meetings (Communities of Practice)
- **Newsletters:**
  - Monthly SAP Coordinator Newsletters

- Quarterly SAP Administrator Newsletters
- **Website resources and communication:**
  - NH Center for Excellence on Addiction, Student Assistance Network webpage, and SAP-C Resource webpage
    - NH SAP listserv

**Tips:**

- The Network will provide an annual supplement to indicate specific technical assistance and trainings being offered and an updated annual calendar.
- When staffing changes occur (i.e., business administrator, school administrator, SAP-C), please notify The Network.
- Have a question? Contact The Network first for assistance. If unable to give you the information you want, they can link you to other resources.

**Resources:**

- [Student Assistance Network webpage](#)
- [SAP-C Resource webpage](#) (password: **nhsap**)
- [Contact The Network](#)

## Understand Your Role and Contract Requirements as an SAP-C

SAP-Cs are highly trained, supervised, and experienced staff members with expertise in working with youth, communicating with other professionals, and engaging parents. The connection between an SAP-C and the greater network of behavioral health and wellness resources can make a difference in the lives of students and their families.

**As an SAP-C, these are minimal contract requirements:**

- Attend the SAP orientation** to review all required components of SAP implementation and contract deliverables.
- Attend all monthly SAP Network meetings.** Learn from local organizations about their prevention and early intervention strategies and/or discuss and share ways to engage the community in prevention.
- Implement NH SAP with fidelity** to ensure that the program is being implemented as intended—maximizing its effectiveness in addressing student needs and leading to better outcomes for students and reliable data to assess the program’s impact. Please see the [NH SAP Scope of Work](#) for more detailed information.
- Complete monthly data entry into the REDCap data system.** REDCap is the system that an NH SAP uses to record program data and you will need to enter your data monthly. To get started, you will need to:
  - **Take REDCap 101.** Provides step-by-step instructions on how to navigate the REDCap reporting system. A REDCap manual is also available to provide navigation support.

- **Request and submit a REDCap user’s registration form.** Request the form from The Network or Arkansas Foundation for Medical Care (AFMC). Complete and submit to AFMC at [redcap@afmc.org](mailto:redcap@afmc.org). You will receive a confirmation email first, followed by a separate email with the login credentials. Once you log on the first time, you must inform AFMC at [recap@afmc.org](mailto:recap@afmc.org). You will then be assigned the NH SAP project and have full access to enter your data into REDCap.
- **Input monthly data into the REDCap system.** After taking the training and registering for a REDCap account, SAP-Cs are expected to manually input data into the system on a monthly basis. This ensures that the work being done is recorded to help inform the SAP-C, The Network, and the district, what the data says about the students they’re working with, and how it can be used for their prevention planning.
- Become a Certified Prevention Specialist (CPS) within one year** of being hired. Download the CPS application and manual. Contact the Prevention Certification Board of NH (PCBNH) with any questions regarding the application process. (Contingent upon funding, The Network may be able to cover the CPS application fee.)

**Resources:**

- [REDCap Training 101 Webinar](#) (password: .pqA2D3=)
- [REDCap User Manual](#)
- [CPS application](#)

## Understand the Role of Screening and the GAIN-SS

Part of implementing an NH SAP with fidelity is to screen students first. BDAS has identified the Global Appraisal of Individual Needs—Short Screener (GAIN-SS) as the screener for state-funded SAPs.

The GAIN-SS is a five-minute, evidence-based tool designed to screen students for substance use and other behavioral health concerns, providing SAP-Cs with additional information for connecting students to the referral services they may need.

The [Guidelines for Using the Global Appraisal of Individual Needs—Short Screener \(GAIN-SS\) in New Hampshire Schools](#) provide a comprehensive, yet easily understood, background to the legal and practical aspects of implementing the GAIN-SS. In addition, there is an online training module available through the NH Technical Assistance Center. SAP-Cs learn the fundamentals of the screener and its relevant legal requirements and considerations to then implement it with their students.

### **Incorporating GAIN-SS into SAP Services**

Because of New Hampshire’s law RSA 186:11 regarding the administration of non-academic surveys or questionnaires to students, schools must receive active consent from a parent/ guardian before a student participates in any non-academic survey/screener. Administration of

the YRBS is currently the only exception to this law and is being challenged at the legislative level at this June 2025 publication date.

The Network, with the support of BDAS, works with school administrators to acquire active consent from families for their children to participate in the GAIN-SS as part of SAP services.

Student screening, in this case the GAIN-SS, requires buy-in and approval from several different stakeholders before it can be implemented. With help from the Network, a district will need to ensure that those who make decisions for their school(s) are on board, which could include any of the following: school board, superintendent, principal, wellness coordinator, wellness committee. It's vital to have buy-in and approval before implementing. Each school is unique and in its own stage of adopting GAIN-SS.

With a school on board, issuing parent opt-in letters at the beginning of the year is an important step. Having these sent at the beginning of the year with parent approval forms is one of the best ways to do this. An example of this parent approval form can be found in the [Technical Advisory for GAIN-SS Implementation—School Level Checklist](#). When students are referred to an SAP-C during a school year, they will be screened with the GAIN-SS, if their parents have signed and returned the form.

To fully understand the role of screening, the GAIN-SS, and the intricacies involved for screening in NH schools, you will need to:

- Complete the online training.
- Follow along with the guidance document.
- Attend The Network offered GAIN-SS trainings.

## Resources

- [About the GAIN-SS Screening Tool and Online Training Module, NHTAC](#)
- [Guidelines for Using the Global Appraisal of Individual Needs—Short Screener \(GAIN-SS\) in New Hampshire Schools](#)
- [Technical Advisory for GAIN-SS Implementation - School Level Checklist](#)

## Register and Attend Initial Training on the Prevention Model

As an SAP-C, you should strive to build a professional community and stay current with developing trends impacting student mental health and substance use, as well as best practices for prevention and early intervention activities.

- Complete training on:
  - Core SAP trainings**
    - **NH SAP Training.** This initial training has been developed by the NH Student Assistance Network to introduce the theory, foundation, and core components of SAP, as well as environmental factors and resources unique to NH. This training equips school staff with the knowledge and skills to effectively identify, assess, and provide support to students exhibiting potential risk factors for substance

misuse—enabling early intervention and prevention strategies within the school environment, while also promoting positive student well-being and academic achievement through comprehensive education and community collaboration. This is a multi-day training conducted in person at the beginning of the school year.

- **[GAIN-SS](#)**. The GAIN-SS is the identified screening tool for NH SAP-Cs to use when working with youth to identify their risks and strengths in order to develop the best path of support for the future. There must be parental permission for a student to participate in the screening. An online training module is available through the NH Technical Assistance Center. The Network will provide login credentials. See more information in the GAIN-SS section above.
  - **Families & Addiction**. This introductory workshop explores how an individual’s addiction affects an entire family system. Special attention is paid to the effects on children in the family. This training is offered multiple times a year through [NHADACA](#).
  - **Group sessions training**. Continue to develop knowledge for implementing effective group skills-building sessions by participating in Network trainings focused on different types of groups.
- Core CPS trainings**
- **[Prevention Core Competencies](#)**. This covers the foundations of substance use prevention science for early and mid-career prevention professionals. The curriculum builds upon and complements existing workforce training curricula and resources (e.g., Substance Abuse Prevention Specialist Training [SAPST], Foundations of Prevention Science and Practice Curriculum, and Universal Prevention Curriculum).
  - **[SPF Application for Prevention Success Training \(SAPST\)](#)**. Provides foundational knowledge and skills necessary to implement effective, data-driven prevention interventions that improve substance-related outcomes, reduce behavioral health disparities, and improve wellness.
  - **[Prevention Ethics](#)**. Prepares prevention professionals with the knowledge and skills to promote ethical conduct in the field of prevention work by teaching how to apply ethical principles to real-world situations. Make sure to:
- Attend Regional Learning Collaboratives (optional)**. The Network offers regular opportunities for SAP-Cs to meet for program consultation with peers and Network implementation consultants.
- Ensure regular supervision**. Improve your ability to provide valuable services, and receive self-care support. Supervision may be provided by a clinician, CPS, or through regional peer supervision groups. The different types of supervision you should be aware of include:

- **Clinical supervision:** Requires someone who has equal or higher credentials than you to provide supervision. This supervision focuses on maintaining your credentialing license. The Network **does not** provide this type of supervision but can assist you in finding a clinical supervisor.
- **Implementation support:** The Network provides implementation support through opportunities to participate in regional collaboratives, Network meetings, office hours, and one-on-one mentoring.
- **School-based supervision (direct report):** This should be a contact person at the school, like a principal or other school administrator who understands school-based policies and could support you onsite.

#### Tips:

- SAP-Cs' duties align with the hours applicable toward CPS certification.
- Network meeting participation contributes to contact hours for CPS certification.
- Training opportunities can be found on the [NH Training Institute on Addictive Disorders website](#) and the New England Prevention Technology Transfer Center ([NE PTTC](#)).
- The SAP-C monthly newsletter provides information on upcoming training, regional collaboratives, and Network meetings.
- The listserv for NH SAPs provides more frequent communication on upcoming opportunities, events, and new resources.

#### Resources:

- [The Prevention Certification Board of New Hampshire website](#)
- [REDCap User Manual](#)
- [REDCap Training 101 Webinar](#) (password: .pqA2D3=)
- [User's Registration Form](#)
- [REDCap Reporting System website](#)
- [Past Issues of NH SAP-C newsletters](#) (password: nhsap)
- NH Alcohol & Drug Abuse Counselors Association ([NHTIAD website](#))
- [NE Prevention Technology Transfer Center](#)

## Understand the Administrator's Role

NH SAPs funded by BDAS need to meet specific deliverables. The school administration will monitor progress toward completion of these requirements, which may vary depending on available funding.

#### Administrator's Contract Requirements

- Sign the contract and all required forms.
- Ensure the scope of work is completed.
- Submit monthly invoices (likely assigned to the Business Administrator or Grants Manager).
- Meet with JSI to review contract requirements, reporting, invoicing, and TA within the first 30 days of receiving the contract.

- Attend virtual check-in meetings with JSI for contract compliance monitoring, coaching, and quality assurance as necessary.
- Attend biannual contract management meetings with JSI to review contract requirements, data reported, and invoicing to identify successes and challenges.

**Administrator’s Sustainability Requirements**

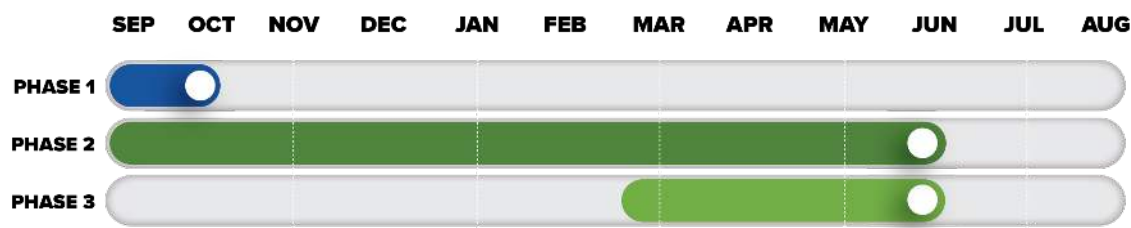
- Identify sustainability team. The team must consist of an administrator, parent, teacher/guidance counselor, regional substance misuse prevention professional, local coalition, or ATOD service-providing organization.
- Develop a sustainability plan.
- Act on the sustainability plan.
- Agree to administer the YRBS, developed by the U.S. Centers for Disease Control and Prevention (CDC), which must be administered biannually.
- Facilitate an NH SAP’s use of school data. Data informs prevention activities and evaluation efforts.
- Promote an NH SAP. Promotion of the program and services increases sustainability, with the assistance of The Network, and increases the percentage of cost share by minimum of 25 percent each consecutive year of funding.

## PROGRAM IMPLEMENTATION: LET’S GET TO WORK

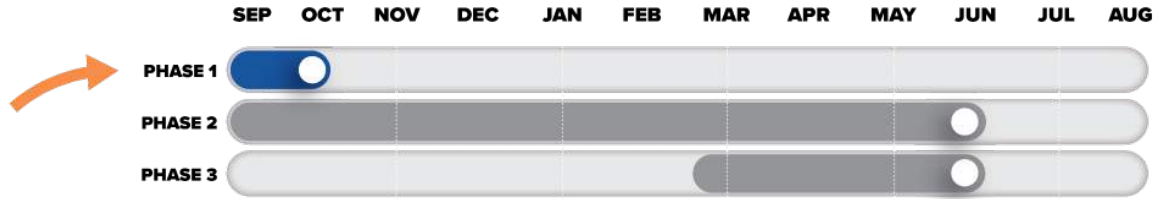
The purpose of this section is to provide a step-by-step process for successfully implementing an NH SAP. It is organized by a standard school year timeline (September through June), incorporating the essential program components noted below.

**Implementation Timeline**

Use the following timeline to implement the program components throughout the school year. Within each phase, there are resources and helpful tips to support your work as an SAP-C.



# Phase 1: Beginning of School Year



## (September–October; four to six weeks)

- Integrate with Your School Community
- Integrate with Your Greater Community
- Develop a Prevention Plan
- Plan and Schedule Classroom Instruction (CI)
- Schedule and/or Facilitate Individual Sessions
- Plan Group Sessions
- Participate in School Crisis Response Team
- Start REDCap Data Collection and Reporting

## Integrate with Your School Community

An SAP-C will be most effective when fully integrated within the school community. It is critical that staff, students, and families know about your SAP, what resources are available, and how to make a referral to the program. School integration happens every year—even for SAP-Cs who have been at a school for many years—because there are always new staff, students, and families. Successful integration into the school builds buy-in from school administration, faculty, staff, students, and families, and increases:

- Awareness of the NH SAP
- Referrals to the program
- Consultations with parents and staff
- Inclusion of the SAP with other student services
- Influence on school district funding of the SAP-C position

Successful integration of an NH SAP into a school community begins with educating students, parents, and staff on what an SAP is; how an SAP-C can support their child/student; and how to make a referral to the SAP.

You should plan to:

- Meet with the principal and/or direct support supervisor.** As an SAP-C, you may have already met with the principal during the hiring process. Depending on the school, an SAP-C may have meetings scheduled with the principal on a regular basis or will see them at other meetings and correspond via email or other communication. Ideally,

whenever there is a need, an SAP-C will be able to meet with their direct report supervisor, building mutual support and respect between one another.

As an SAP-C, you must gain administrative support by working together when reviewing the goals of the program, determining referral procedures, and scheduling sessions. You will meet with the student support team to learn how your school makes referrals. Not all school referral processes are the same. Understanding how, where, and who can make referrals is tremendously important. It also highlights where an SAP-C can offer insight into what is missing as part of this process. For example, if a school doesn't allow teaching staff to refer, perhaps they can share the benefits of direct staff referrals with their administration.

- Review all school policies and protocols around mandated reporting, duty to warn, violations of school rules, etc. It is critical that you understand what you are expected and required to do when you become aware of a situation in which the student and/ or school community is not safe.
- Send a welcome letter to parents.** Introduce yourself to parents, describing the SAP's purpose and how it works to support students' success. Ensure that parents know how to reach you. Check out the [sample letter](#).
- Meet with faculty and staff.** Join the staff orientation process during the beginning of the school year. Ask school administrators to be scheduled on the staff meeting agenda to present about NH SAP services. Stay connected and informed by consulting regularly with teaching staff regarding students' needs. Provide your referral document to school staff and include risk factors to look for (i.e., academic decline, increased absenteeism, behavioral changes, mental health concerns, and peer problems). Check out the sample [staff presentation](#) and [referral form](#).
- Take note of and become acquainted with school ATOD policy.** As issues around school ATOD policy come up, take note and learn more about the policy and reasoning behind it. As appropriate, take the opportunity to provide insight on the policy if it is not best practice. For example: a five-day school suspension for ATOD infraction, which isolates the student, damages their connection to school, impairs academic success, and does not increase knowledge or skills around substance use. Addressing school ATOD policy will be important as you build relationships.
- Participate on student support teams: school crisis response team, MTSS-B teams, and student support team.** Each school has different student support structures. SAP-Cs should be on as many student support teams as appropriate.
- Be a familiar face to students.** Embed yourself in daily school routines and school events, so that students get to know you and you get to know students. For example, start the day on the crosswalk welcoming students and interacting with parents, grandparents, and guardians. Attend parent/teacher conferences and/or a welcome night, visit classrooms, spend time in halls between classes, participate in lunch duty,

and show your school spirit—conveying to students that you are someone they can count on and trust.

**Tips:**

- Attend summer professional development days with new colleagues.
- Use advisory time to introduce yourself to students.
- Attend open houses and pass out informational brochures with outreach information.
- Post your daily schedule on your office door, so staff and students know where to find you throughout the day.
- Post your information on bulletin boards around the school.
- Use the school’s social media and newsletters to promote your SAP.

**Resources:**

- [Letter to parents](#)
- [SAP presentation to staff](#)
- [Sample referral document](#)

## Integrate with Your Greater Community

Integration with the broader community is essential to the success of an NH SAP. Alignment with community coalitions and other agencies working toward similar goals will only strengthen the program at your school. Having thorough knowledge about what is happening throughout the state, region, and local community will increase awareness and understanding of emerging trends, bring prevention opportunities and resources to your local community, and help you advocate for your students’ well-being.

**You should plan to:**

- Establish a working partnership with your local Regional Public Health Network (RPHN)** as it is best practice and a **contract requirement** to collaborate in regional prevention efforts. Across the state of New Hampshire, 13 RPHNs extend across a range of public health interests to improve outcomes and spread awareness. Each RPHN has a Substance Misuse Prevention Coordinator who develops and implements substance use prevention strategies. Engaging with your local RPHN will be a helpful way to stay on top of new and current trends in public health. Also, RPHNs can be tremendous partners for prevention messaging and activities that address relevant issues in the community.
- Attend local coalition meetings and events** to stay current on ATOD and behavioral health trends and prevention activities. Representing your school and SAP at these meetings will help with community buy-in; give you a seat at the table to learn what’s going on in the community; and allow you to share what is going on within your program and school. Your insights will be valuable to other participants, providing a more complete picture of youth and the community experience in general. If unable to

attend, identify community partners who can tell you what was discussed during these meetings.

- Support, promote, and coordinate with prevention efforts** in the community where your school is located. Becoming a visible resource within the community you serve will help to instill trust with your prevention partners and with the parents and caregivers of the students you work with. Being involved—and getting your students involved—in events put on by your local substance use prevention coalition, health department, or RPHN (such as Drug Take Back Day, Red Ribbon Week, and Suicide Prevention Month activities) is an important part of SAP prevention activities. In addition, it is another way an SAP-C can be seen as part of a valuable network that works together for the community.
- Research ATOD interventions and treatment and other resources** in the local community (i.e., mental health, food pantries, and fuel assistance) in coordination with your school’s student support team. Ask about the agency referral process and wait times for assistance. Ensure that your colleagues have access to the most up-to-date information. Use online resources such as Partnership @DrugfreeNH, Doorway NH, 211 NH, and others. You will be better able to serve youth in both individual and group meetings if you know which community resources are available. Keeping up-to-date on local organizational trends in prevention may lead you to apply new and innovative programs (and processes) to your work.
- Create a list of resources and share it** with school staff—and update it each year. This list of resources—including agencies, prevention messaging, community organizations, RPHNs/coalitions, and more—will help school staff know what is available to youth. It will likely increase buy-in for your SAP overall, as well as for your role.

**Tips:**

- Attend your school’s fall open house and provide parents with information and services available in the local community. Coordinate with administration to invite community partners to join you.
- Your RPHN will be a great resource for understanding local resources. Ask if they have a list of substance use and mental health resources in your area.
- Take a tour of the local mental health center and other programs within your community to build relationships and understand their services and referral processes.

**Resources:**

- [RPHN](#)
- [Partnership @drugfreeNH](#)
- [Stronger Than You Think](#)
- [211 NH](#)
- [Doorway](#)

## Develop a Prevention Plan

An important part of the SAP-C role is to develop and implement a meaningful prevention plan with accompanying activities each school year. By using a data-driven process, NH SAP teams identify top issues impacting students in their schools and make plans to address those issues. Existing SAPs should start this process each year in the spring in order to plan for the following school year. Schools with a new SAP will conduct this process at the beginning of the school year or whenever the program is officially launched.

### To develop a prevention plan, you should:

- Use data to understand the issues.** Use your school's YRBS, school discipline, attendance, and other data to learn about what issues are impacting student success.
- Research risk and protective factors** that influence the identified problem behaviors and contribute to these issues. Work with your RPHN to understand community risk and protective factors.
  - Want to know more about the reasons behind the data? Start the [Getting to 'Y'](#) program at your school!
- Develop your goals, objectives, and strategies** for implementation of your prevention program.
- Identify evidence-based practices** to impact the risk and protective factors that are contributing to the issues.
- Make a plan** to implement these practices throughout the year.
  - Think about who should be involved in this planning. Involve other school staff, students, parents, and community partners.
  - Think about multiple audiences—students, parents, staff—you want to reach.
  - Plan to promote awareness of the content topic on school communication channels, social media, community events, presentations, newsletters, bulletin boards, and more.
  - Customize the information and activities to the audience, including grade level of the students.
  - Consider diverse populations and cultural sensitivity. Provide outreach that resonates better with a diverse population—building trust and increasing the likelihood of behavior change by addressing cultural beliefs that influence decisions. This will lead to more effective prevention strategies.
- Evaluate your program** to identify what went well and what areas need improvement. This should include examining your program's process and outcomes.
  - Solicit feedback from participants and referral sources.
  - Analyze the data and identify areas for improvements.

**Tips:**

- A prevention plan addresses risk and protective factors in the different contexts that the young person exists—at the individual, family, school/peer, and greater community levels.
- When developing a prevention plan, creating a safe and supportive learning environment is very important. In the school system, balancing academic goals with the well-being of students is a daily challenge, especially when it comes to addressing issues like substance use and mental health.
- Risk and protective factors will vary, depending on compounding factors such as age, gender, and disability. The better you understand the context, the more prepared you will be to implement a meaningful and informative NH SAP.

**Resources:**

- [Partnership @drugfreeNH website](#)
- [SAMHSA's Strategic Prevention Framework](#)

## Plan and Schedule Classroom Instruction (CI)

As part of your role as SAP-C, CI is the direct prevention education you provide in the classroom using an evidence-based curriculum. **CI is a required part of the Prevention Plan.** It should be planned and implemented for sixth or seventh grade in middle schools (depending on what age the middle school serves) and ninth grade in high schools. CI is usually conducted as a “push in” to a health class, physical education class, advisory, or other class.

CI combines both didactic and experiential approaches to achieve the following goals:

- Introduce yourself in your role as an SAP-C to students
- Normalize talking about difficult topics
- Provide scientific information about alcohol, nicotine, cannabis and other substances, how substance use impacts adolescent development, and how substance use disorders develop in order to:
  - Increase students’ knowledge of the negative effects of substance use
  - Decrease favorable attitudes about ATOD
  - Correct inaccurate perceptions about the prevalence and acceptability of substance use
  - Decrease unhealthy ATOD behaviors
- Increase students’ knowledge of and comfort with resistance skills and other social skills

CI helps students to see you as an approachable, knowledgeable person and as a resource. It provides an opportunity to clear up student misperceptions around the topics of substance use and mental health, and helps to make difficult topics speakable. CI gives students the sense that adults care about them beyond their academic performance, as well as increases the chance that students will reach out for help.

## Planning Considerations

When planning and scheduling CI, it is important to do your research first. Find an evidence-based curriculum compatible with your school's needs and values, while also considering cultural sensitivity.

You must consider:

- Students' different levels of age, maturity, grades, environments/where they live, etc.
- Length and number of lessons
- Budget
- Potential impact, which can be far reaching across different levels. A well-planned CI can have a positive impact on the image of not just your program and its coordinator, but on the school as a whole. The ability to share that CI is positively affecting students can increase buy-in and inclination to see the relevance of the work—contributing to students, families, and staff seeing the positive role that an NH SAP can play within the infrastructure of a school.
- Who and how CI will be implemented—by you, alongside or solely by a health teacher, or possibly another faculty member. Regardless of who implements the CI, you should be involved, so that students meet you, understand the services, and how to refer to the program.

Regardless of which curriculum you choose, it is important that these four required topics for CI are included:

1. Being an Adolescent
2. Alcohol, Tobacco, Nicotine, and other Drugs
3. Relationships: Friends and Family
4. Skills for Coping

Some examples of evidence-based curricula include:

- [Project SUCCESS Prevention Education Series](#)
  - The Network has updated the lessons from the original Project SUCCESS training and manual to be more comprehensive, to include updated information and resources, and to be accessible to NH SAPs via our resource page.
- [Prime for Life](#)
  - Prime for Life is an evidence-based program designed to help individuals understand the risks associated with alcohol and drug use, and focuses on making informed decisions to reduce the risk of future problems.
- [Stanford Toolkit](#)
  - The Stanford REACH Lab developed toolkits to address several prevention topics. They feature a number of curricula, lessons, programs, and resources and include topics ranging from tobacco prevention, vaping prevention,

alternatives to suspension, as well as ways to address nicotine, tobacco, and marijuana use.

- [Project ALERT](#)
  - Project ALERT, or Adolescent Learning Experiences in Resistance Training, is a seventh and eighth grade substance use prevention curriculum. The training presents a series of lessons that use practice and repetition to give students the skills and resources to resist peer pressure and misleading messaging to use substances.
- [L.E.A.D.](#)
  - L.E.A.D., or Law Enforcement Against Drugs & Violence, offers youth drug prevention programs and training on substance use, school bullying, and violence education initiatives.

#### Tips:

- CI is a powerful way to get to know students, teach them about SAP, and the services they can access.
- What students share during CI is not subject to 42 CFR Part 2 (confidentiality of substance use disorder treatment records). This is because the class teacher may be present, or because participation in the series is scheduled the way their academic classes are (and isn't truly voluntary). It is important to tell students at the beginning of CI that what they share isn't confidential—but what they share during individual or group sessions is.

## Schedule and Facilitate Individual Sessions

A crucial part of your role will be holding individual sessions with students who have been referred to you because of concerns—such as change in academic performance, difficulty getting along with peers and adults, poor affect, lack of appropriate boundaries—regarding their behavior and/or well-being. These concerns are often risk factors for substance use and mental health challenges. You will screen students to identify where they may need support through continuation in an NH SAP, appropriate referrals to other school-based services, and/or the need of referral to further assessment for treatment.

At the beginning of the school year, you should:

- Understand the NH SAP referral process at your school.** Students need to be referred to participate either by self-referral or by someone else.
  - If another SAP-C had worked at your school prior to your hire**, there could be a preexisting caseload and a system for referral and intake you will inherit.
    - Make sure you check in with the school administrator or the designated school staff to learn the process for the existing caseload and review any documentation that the previous SAP-C maintained.
  - If you are the first SAP-C working at your school**, you will have already met with the school administrator and staff to determine the referral process and how referrals are best received.

- Communicate the referral process to school staff, students, and families.**
  - Share the referral process with teachers in staff meeting presentations, through emails, or classroom visits.
  - Ask teachers if you can visit during class time so you can make sure students are aware of what an NH SAP is, and how they can participate in individual and group sessions.
  - Include the referral process in your letter home to families (see Appendix C for a sample letter to parents).
- Understand the school's protocol for reporting violations of school policies.** Before meeting with students, ensure you know what you are expected to do if you learn about a student who is in violation of school policy. **This is an exception to confidentiality. Before listening to students, make sure they understand this exception.**
- Understand the school's protocol for reporting clear and immediate threats to self or others.** Before meeting with students, ensure you know what you are expected to do if you learn of a situation and you have a duty to warn. **This is an exception to confidentiality. Before listening to students make sure they understand this exception.**
- Understand the school's protocol for reporting abuse or neglect.** Before meeting with students, ensure you know what you are expected to do if a student is experiencing abuse or neglect. **This is an exception to confidentiality. Before listening to students make sure they understand this exception.** You are a mandated reporter. This means that you have to ensure that the report is submitted, not that you have to be the one to do it. Every school has a protocol for such reporting, and it is crucial that you know and follow your school's protocol. This will include who is responsible for calling NH Child Protection Services (1-800-894-5533) and who will communicate with the student about the report.
- Reach out to students who are referred to an SAP.** Contact referred students to set up their initial session by sending them an email (or the decided-upon method), introducing yourself if you haven't already met, and explaining that they've been referred to an SAP (if they didn't self-refer). Give them a brief description of the program and explain how intake and individual sessions work. Then give them a few dates and times to schedule their first session. Let them know where sessions will be held (whether in your office or another room at school).
- Intake and screen new students.** During the early sessions, you should discuss the nature of the referral with the student and gauge their willingness to participate in the intake process. Once the student commits and some trust is established, introduce the GAIN-SS screening tool (for students with parental permission only). Inform the student that participation in the screening is voluntary. If the student refuses the screening (or does not have permission to participate), they may still access SAP services.

- Inform students about confidentiality** (Title 42 of the Code of Federal Regulations Part 2 [42 CFR Part 2]). This statute protects students' confidentiality when sharing information around alcohol- and drug-related behaviors. The law helps to ensure that discrimination and fear of prosecution don't deter students from speaking out and getting support with substance use-related issues. **Students should be informed that 42 CFR Part 2 has limitations, including threat to self, threat to others, cases involving child abuse or neglect, medical emergencies, court order from a judge, and violation of the school's alcohol and drug policy.**
- Meet with students who commit to participating in NH SAP services.**
  - Set up a schedule.** Have dedicated time slots each week where students can schedule meetings to discuss concerns, access support, or simply check in without an appointment. Offer options like early morning, after-school, or lunchtime appointments to accommodate students' schedules.
  - Develop a progress note form for students.** If you are new to this role, create a form for capturing a student's progress throughout the year that may include:
    - Risk factors
    - Reason for visit
    - Attendance
    - Course grades
    - Discipline
    - Drug and alcohol use, if any
    - Coping skills scale
    - Communication skills scale
    - Self-advocacy skills scale

**Tips:**

- Ensuring that administration and the student services team has approved the referral process to an SAP can reduce misunderstandings during the school year.

**Resources:**

- [Text of 42 CFR Part 2](#)
- [Fact Sheet 42 CFR Part 2 Final Rule](#)
- [GAIN-SS guidance document and online training modules](#)

## Plan Group Sessions

In conjunction with individual student sessions, you should facilitate group sessions with students throughout the year. Group sessions should help youth:

- Learn and practice skills to address problem behaviors and emotional dysregulation
- Practice communication
- Develop self-advocacy skills
- Understand the consequences of alcohol and drug use
- Build and/or expand a support network

It is important to recognize that not all students will be ready for group sessions right away. Some will need to work on specific skills before joining a group—whether that’s social skills or building trust with adults or their peers. Some students may also have trauma that prevents them from being able to participate meaningfully in groups right away.

It’s also not feasible to refer students to mental health services outside of school given the often long wait times and availability—so it’s a good idea to use strategies in individual sessions to prepare students for group sessions. Check out the tips at the end of this section for more information.

### **During the beginning of the school year, you should:**

- Learn more about existing groups.** If another SAP-C ran your school’s SAP before you, get a sense of the groups they were running. Ask students who participated about what they discussed, and whether they’d like to continue to be in a group.
- Understand students’ needs and create new groups.** Ask students about groups that would be helpful to them. Check with students already participating about what new groups would be beneficial. You might also plan groups centered around referrals received from your Multi-Tiered System of Support for Behavioral Health and Wellness or other team.
- Build your confidence around launching and facilitating groups.** The Network will provide initial training for facilitating the regular groups listed below. In addition, you can reach out to The Network for additional support. Regional Collaboratives and one-on-one mentoring also provide support for facilitating groups.
- Screen students to refer them to the group that will fit their needs.** During students’ initial consultation meetings, screen them for risk and protective factors and group them with other students with similar challenges and strengths. For example, students with family members who use substances could benefit from being in a group together; students who are referred for conflicts/emotional dysregulation could benefit from a group on emotional regulation. When students are in groups with others who share characteristics and experiences, they will be more engaged in the sessions, feel less isolated, and gain coping strategies more quickly.

### **Required Groups**

- Newcomers
- Seniors/Eighth Grade Transition
- Education and Assessment
- Children with Addiction in the Family

See Appendix D for details on goals and activities for groups.

**Tips:**

- It's important to establish teacher and administrative support for group sessions. That way, you'll ensure that time will be set aside in students' schedules for group sessions—and that their teachers will be invested in their progress.

**Resources:**

- [Building Effective Groups](#)
- [Why Groups Are Important](#)
- [Groups](#)

## Participate in Your School Crisis Response Team

During your time as an SAP-C, your school will need to respond to crises within the school community. These crises might involve traumatic events such as a student or staff member dying unexpectedly, an active shooter, or suicidal event. As an SAP-C, you will play a role on the team that responds to school crises like these. At the beginning of the school year, it's important to take steps that prepare you for these situations, so that you can help your school respond appropriately.

**At the beginning of the school year, you should:**

- Ensure understanding of school policy** on crisis identification and response.
- Learn how to identify and handle crises.** Whether you're new to the role or returning to it, it's helpful to take professional training on what to do in crisis situations (and how to recognize them in the first place). This can be an annual refresher if you're already an established SAP-C at your school. If it's your first school year, ask an administrator about any crisis training that the school recommends or requires.
- Ask to be included in the school crisis response team.** If it's your first year as an SAP-C, ask an administrator at your school about whether a crisis response team already exists and whether you can be included. If your school does not already have such a team, see Phase 2 (below) for more information about starting a crisis response team.
- Get involved with crisis response planning.** An important first step to getting involved is understanding what your role will be in crisis response at your school. If an SAP-C was at your school before you, what was their role? Were they well integrated into the crisis response planning process, or is there an opportunity for greater participation? If you're the school's first SAP-C, you may need to advocate for your involvement with other staff. It's crucial that your perspective as an SAP-C is represented in this planning process, so that your school is best prepared to respond to crises and to safeguard students.

## Tips

- If you receive questions or pushback in response to your request to join the crisis response team, emphasize the importance of your role in responding to student crises. Your previous work with students may be a helpful tool in deescalation.

## Resources:

- Sample crisis trainings:
  - [Youth Mental Health First Aid](#)
  - [Psychological First Aid \(PFA\)](#)
  - [NH Rapid Response Crisis Training](#)
  - [Children's Behavioral Health—Acute Crisis Care](#)
  - [Crisis Prevention Institute—CPI Training for Schools](#)
  - [NAMI New Hampshire Trainings](#)
    - Connect Suicide Postvention Training

## Start REDCap Data Collection and Reporting

Monthly reporting into NH's data collection system is a contract requirement. Keeping track of and reporting on the scope and impact of your school's SAP is also crucial for buy-in from your community—and the program's sustainability in the long run.

Data reporting includes things like the number of referrals received to the program or the variety of groups offered. It's important to learn about the REDCap system that an NH SAP uses for recording program data. It's also important to learn about the type of data you will need to submit every month.

### As an SAP-C, you should:

- Get oriented to the REDCap system.** To get oriented to REDCap, check out the tips in the **Understand Your Role and Contract Requirements as an SAP-C** section, or use the resources listed at the bottom of this section. These include a manual, training webinar, user registration form, and the REDCap website. These will help you get registered in REDCap, enter monthly data, learn how to enter data for your SAP activities, find existing records, generate monthly reports, and more.
- Create your own system for recording daily data.** It's important to create a system to record what you do every day in your role as an SAP-C. This will help with entering your monthly data into REDCap, as well as recalling what services you provided and when. It is recommended that if you record notes on services rendered that you keep it in a physical (locked) or electronic file not shared with anyone.
- Submit REDCap data monthly.** All monthly activity data needs to be entered into REDCap. The Network will share the reporting schedule at the beginning of the school year.

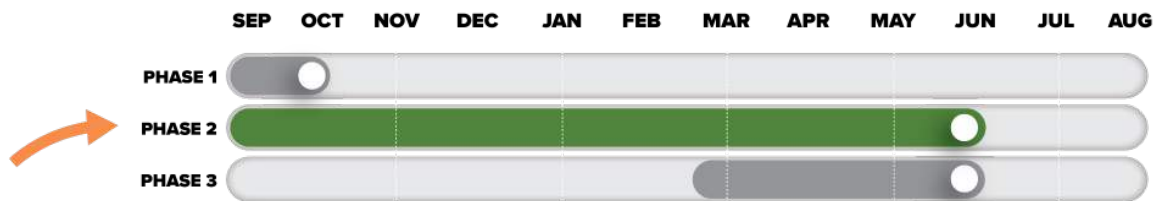
**Tips:**

- It is often helpful to complete the first month(s) entries with a Student Assistance Network Implementation Consultant.
- Record services you are providing throughout each day.

**Resources:**

- [REDCap Manual](#)
  - [REDCap Training 101 Webinar](#) (password: .pqA2D3=)
  - [User Registration Form](#)
  - [REDCap Reporting System website](#)
- 

## Phase 2: Throughout School Year

**(October–June)**

- Implement Your Prevention Plan
  - Environmental Strategies
  - Schoolwide Awareness Activities
  - Prevention Messaging
  - Parent Education and Engagement Activities
  - Student Club
- Implement Classroom Instruction
- Conduct Intakes and Individual Sessions
- Conduct Group Sessions
- Provide Consultation Services to Staff and Parents
- Manage School Crisis Response
- Maintain Participation in Network-Required Meetings
- Perform REDCap Data Collection and Reporting

## Implement Your Prevention Plan

### Environmental Strategies

SAP-Cs work with school administrators, parents, and community groups on environmental strategies to change attitudes and behaviors. Environmental strategies focus on making changes to the community norms and access/availability of substances. As mentioned in the Prevention 101 section, environmental strategies are a subset of universal strategies that can be implemented in schools across NH.

Environmental strategies address long-term approaches that focus on changing conditions in the shared social environment that contribute to, or protect against, problems and consequences. Environmental strategies effect change on the large scale—impacting community **norms, regulations, and access/availability** of substances; ATOD school policies and procedures; mandatory referral policy; and staff and parent training on social hosting law. The Council on Alcohol and Drugs further states that effective environmental prevention strategies require a number of supportive activities from other strategy classifications, such as education, information dissemination, and community-based processes. Environmental strategies are prevention strategies that focus on changing conditions in the environment. They are an essential part of any comprehensive prevention plan, as a number of conditions in the legal, physical, social, and economic environments may make it easier for youth to use substances.

Strategies focused on changing the community environmental contexts that influence individual behavior include those that:

- **Enhance access/reduce barriers** for improving systems and processes to increase the ease, ability, as well as the opportunity for using systems and services (e.g., access to treatment, child care, transportation, housing, education, cultural and language sensitivity). In prevention efforts, this strategy can also be “turned around” to reduce access/enhance barriers, for example, and to reduce access and enhance barriers to purchasing alcohol, tobacco products, or marijuana for people under 21.
- **Change consequences (incentives/disincentives)** for increasing or decreasing the probability of a specific behavior that reduces risk or enhances protection. Do this by altering the consequences for performing that behavior (e.g., increasing public recognition for desired behavior, individual and business rewards, taxes, citations, fines, revocations/loss of privileges).
- **Change the physical design** or structure of the environment to reduce risk or enhance protection (e.g., parks, landscapes, signage, lighting, outlet density).
- **Modify/change policies** in written procedures by-laws, proclamations, rules or laws with written documentation, and/or voting procedures (e.g., workplace initiatives, law enforcement procedures and practices, public policy actions, systems change within government, communities and organizations).

NH SAP focuses on impacting norms and access/ availability of substances by implementing the following environmental strategies:

- ATOD school policies and procedures
- Community coalition participation
- School-wide awareness activities and multi-media messaging campaigns
- Training to faculty and parents/speaking engagements

### **ATOD School Policy Changes**

The school's ATOD policy promotes the health and well-being of children and adolescents when establishing guidelines to keep students and staff safe at school.

- Review the school's ATOD policy and discuss actions schools can take annually to ensure that the school's policies align with best practices.
  - For example: A five-day school suspension for an ATOD infraction, which isolates the student, damages their connection to school, impairs academic success, and does not increase knowledge or skills around substance use does not reduce the likelihood of another ATOD infraction. ATOD policy should always include a referral to SAP for infractions.

### **Community Coalition Participation**

Many NH communities have coalitions focused on substance use prevention. In addition, there are 13 RPHNs in NH, each of which has a Substance Misuse Prevention Coordinator who leads environmental prevention strategies.

- Participate in development and implementation of the prevention plan for the community with the RPHN and local prevention coalition.
  - For example, one strategy in changing community norms is organizing and incentivizing students to engage with local businesses regarding reducing their alcohol, tobacco, and nicotine exterior signage.

### **Resources:**

- [The Advancement Project Model School Discipline Policy](#)
- [New Hampshire Tobacco Prevention and Cessation Program Community Vaping Prevention Toolkit](#)

### **Schoolwide Awareness Activities**

Schoolwide awareness activities are universal interventions that need to be aligned with the goals outlined in the SAP-C's Prevention Plan. Activities should address specific risk and protective factors identified. Sample activities for consideration are listed below (extracted from a Project SUCCESS suggested list):

- [Red Ribbon Week](#) is an annual drug prevention awareness campaign that includes drug prevention, multiple sclerosis, and HIV/AIDS; it's observed from October 23–31 annually.

- **Substance Misuse Awareness Month** aims to raise awareness about the dangers of substance misuse, promote prevention efforts, and support individuals and families affected by substance use disorders; observed in October.
- **Great American Smokeout** is an annual event, typically held on the third Thursday of November, that encourages smokers to quit or take steps towards quitting.
- **Drunk/Drugged Driving Prevention Month** aims to raise awareness about the dangers of impaired driving and to encourage safe driving practices, especially during the holiday season when there is an increase in travel and gatherings; observed in December.
- **National COA Awareness Week**'s mission is to eliminate the adverse impact of alcohol and drug use on children and families.
- **Alcohol Awareness Month** is a time to raise awareness and understanding of alcohol use and misuse; observed in April.
- **Kick Butts Day** is the Campaign for Tobacco-Free Kids' signature platform for empowering young people to fight Big Tobacco; observed on April 1 annually.
- **Safe Prom Activities** aim to make prom night and after-prom events safe and enjoyable, focused on alcohol-free, supervised activities such as dancing, games, movie nights, and post-prom gatherings with friends and family. In addition, they help to ensure responsible transportation, communicating with parents, and prioritizing student safety and well-being.

## Prevention Messaging

Effective messaging is a powerful tool for promoting prevention efforts and driving positive change. NH SAP prevention messaging and activities should focus on health promotion that focuses on positive behaviors, raising awareness about potential risks such as substance use (drugs and alcohol), mental health issues, and behavioral difficulties, in addition to learning and recovering from difficult life experiences. Promoting healthy messages and activities should also provide students with coping mechanisms that include stress management skills and healthy choices while reinforcing the importance of academic achievement to help prevent issues from arising.

**When designing NH SAP prevention messaging, the following are important factors to remember:**

- Identify your focus audiences and the grade levels** to begin coordinating and scheduling your prevention program. This is to ensure your program reaches your focus population.
- Consider language and communication methods** as they may be different depending on the student's developmental levels.
- Collaborate with school staff** as they can help promote an event in classrooms and through other school lines of communication (newsletter, posters, school social media, and emails).

- Be realistic and use real-life examples** rather than emphasizing what could happen. Providing real-life examples/stories will have a significant effect with the focus audience.
- Coordinate prevention messaging and activities planning** with your school administrator and staff, including obtaining approval from school administrators for all prevention messaging initiatives.
- Understand your audience.** Develop messaging that reaches a diverse population, is culturally sensitive, and age-appropriate.
- Highlight the benefits** of having a positive and healthy lifestyle.
- Engage students in the process.** Having students involved helps with the success of the campaign/messaging.
- Promote prevention efforts.** Think about tools (i.e., bulletin boards, social media channels, school newsletters, school and community events) you have to promote positive individual and environmental changes.

**Prevention messaging should:**

- Be clear and consistent.** This is key to behavior change. Make sure the messaging captures your audience’s attention, conveys meaning, and, most importantly, inspires action.
- Reduce stigma.** Choose your words carefully—they matter! Focus on the positive and support people.
- Increase knowledge.** Educate students, teachers, and administrators about substance misuse and mental health issues by sharing facts and experiences.
- Strengthen individual protective factors.** Examples include promoting abstinence from alcohol and other drugs, positive family relationships, and good coping skills.
- Make school a more welcoming place.** Create the foundation for making students and families feel comfortable within their school community. Examples could be providing opportunities for students to work together, which can help build a sense of community, or using language that helps children feel valued and included.
- Have an editorial calendar.** When planning your prevention messaging, having an editorial calendar will help you plan, organize, and schedule all your upcoming events in one location. In addition, it helps teams collaborate on content creation and makes it easy to see who is responsible for each content piece—it’s a nice tool for project management.
- Use data.** Using data to implement your program will help make data-driven decisions to have a successful program and identify gaps where education is needed. The data will reveal where students are struggling and what you should focus on during your CI planning. The YRBS is a great place to start, as it collects information about the health and behaviors of the students.

**Tips:**

- Helpful factsheets, blog posts, and social media toolkits are available on the Partnership @DrugfreeNH website.
- Don't reinvent the wheel—seek and share ideas with other SAP-Cs through the listserv and regional collaborative meetings.

**Parent Education and Engagement Activities**

Parents are the number one influence on their children—so parent education and engagement activities are an important component of NH SAPs. They are incorporated into the program to offer education and resources, which help improve student outcomes, including healthy decision making. In addition, parent programs create a safe and supportive environment with each other and build a network of support.

Effective family engagement goes far beyond contacting parents or other caregivers when a problem arises at school. Family engagement is built on trust and is made meaningful through sharing responsibility for the academic, physical, social, emotional and behavioral growth of youth. Family/parent engagement is more successful when policies and practices support and facilitate it. This includes policies that prioritize communication, provide resources, and create inclusive environments for parents. Decades of research show that when parents are involved, students have a positive outcome such as:

- Higher grades, test scores, and graduation rates
- Better school attendance
- Increased motivation and better self-esteem
- Lower rates of suspension
- Decreased use of drugs and alcohol
- Fewer instances of violent behavior
- Lower dropout rates

An SAP offers opportunities for family engagement and should establish set protocols for when and how parents are to be involved.

Universal strategies families should be involved in:

- The student assistance planning process
- A community coalition when one exists
- Planning and implementing NH SAP prevention activities
- Policy review and recommendations
- Selection of evidence-based programs
- Skills, attitude, and recognition programs
- Planning and implementing parent prevention days

Here are ways to communicate parent education and engagement activities that address risky behaviors:

- School website
- Social media or other media channels
- Parent-specific brochure/newsletter or other materials (if possible, make available in different languages to represent culture majorities of the student population)
- School and community services (also offers volunteer opportunities for parents)
  - Schools, clubs, faith-based organizations
- Parent/family trainings (these reinforce what students are learning about the harmful effects of drugs and create opportunities for parent/family discussions about the use of drugs and other substances)

Programs geared toward parents provide an important opportunity for showing children positive interactions between school staff and their parents. They also help parents feel more engaged with their children's schools and, potentially, with SAP. Parent-oriented programs help parents feel more positively connected with the school and support staff efforts to help their children.

## **Student Clubs**

Prevention research shows us that when young people are connected to school and their greater community, they are less likely to engage in substance misuse. As SAP-Cs, part of our role is to help students increase their protective factors through community prevention efforts. Community engagement gives students the opportunity to build leadership skills, find their voices, and help initiate potential change where change is needed.

Implementation of an NH SAP with fidelity encourages an SAP-C to advise a school club, enabling students to build and showcase their talents while also influencing their school community positively. The type and group you start and choose to advise will likely be different from another school's. Most important is that the club empowers youth. Here is a list of potential clubs you could start and advise:

- Getting To Y
- Leaders in Prevention (LIP) Middle School
- Youth Leadership Through Adventure (YLTA)
- Students Against Destructive Decisions (SADD)
- Wellness Club
- School Climate Club
- LGBTQ+/Diversity Club (Support and community education)
- Interact (Community climate and service)
- Make a Difference Club (MAD)
- Art Club

## Special Considerations

- When recruiting for members of a club it is important to include students from varying backgrounds. This way, the club will represent the perspectives, voices, race, and culture of the entire student population.
- You will find that students who live with addiction are especially empowered by participating in a club that focuses on substance use prevention. They may not be able to stop their loved ones from drinking, but they can launch prevention initiatives that warn peers of the dangers of using substances during their teen years. This will strengthen club-involved students' ability to turn their attention to things they can control.
- At first glimpse, serving as an advisor to a group such as an art club might seem unrelated to the work of an SAP-C. The appropriateness of your involvement, however, depends on the circumstances under which you become involved. It is not unusual for students who struggle with their mental health problems, live with addiction, or who are socially reserved to use art as an outlet to express themselves. Students who create art are able to empower themselves through their creativity. Working with you and the art teacher to help organize an arts night for families, for example, gives these students an opportunity to shine.

## Implement Classroom Instruction

To successfully implement CI, it's crucial to start with a well-defined plan and tailor the curriculum to your students' specific needs that you identified in Phase 1. Tips for choosing a curriculum are included in Phase 1. Some tips for effective implementation include:

- **Provide diverse teaching methods.** Use interactive activities, role-playing, multimedia, and real-life scenarios to engage students and facilitate understanding.
- **Create a positive and supportive learning environment.** Foster trust and respect between educators and students.
- **Address risk and protective factors.** Help students understand the factors that contribute to both risk and resilience.
- **Promote healthy decision-making.** Equip students with the skills to resist peer pressure, manage stress, and make informed choices.
- **Ensure curriculum fidelity.** Follow the guidelines and structure of the chosen evidence-based program.

**As mentioned above, CI consists of the following four topics, with each topic covered in two class periods:**

1. **Being an Adolescent:** Students will learn the normal changes that occur during adolescence.
2. **Alcohol, Tobacco, and Other Drugs:** Students will develop an understanding of the causes and effects of substance use and substance use disorder.

3. **Relationships: Friends and Family:** Students will develop an awareness of the relationships they have with family and friends and how alcohol and other drug use can affect these relationships.
4. **Skills for Coping:** Students will develop skills for coping with pressure and problems.

**It's also a good idea to consider the following logistics when implementing CI:**

- **Meet with the school's health educator** to plan and coordinate CI information and to avoid duplicating material taught in the existing health program.
- **Start CI at the beginning of the school year.** Additional cycles should occur as new students enter the school, which is typically at the end of an academic quarter or the beginning of the second semester. In regular schools, the series should start at the beginning of a semester or marking period.
- **Conduct CI in a meeting room or classroom.** For seventh and ninth graders in regular schools, the CI will usually be conducted in regular classrooms with up to 30 students. In schools with very small classes, the series can be conducted in your SAP-C office.
- **Form groups of up to eight to ten adolescents in an alternative school,** allowing participants to experience the benefits of small group discussion and role playing.
- **Address all four topics within the series together,** because they address the spectrum of information and skills helpful for effective prevention and early intervention. Cumulatively, they encourage discussions with—and referrals to—you as an SAP-C.
- **Introduce yourself during the first topic and describe an SAP,** if this has not already been done in classroom presentations. At this time, confidentiality and boundaries can be addressed. It may be helpful for the counselor to set up ground rules for attendance, behavior, and respecting other students.
- **Use a minimum of four class periods (approximately 45 minutes each) to cover the four topics.** However, the number of adolescents in the group and their characteristics will influence the time it takes to cover the four topics. A general allocation of 45 minutes for each of the four topics will provide ample time for discussion, for students to develop a comfort level with you, and for you to identify students who need additional services.
- **Promote school-wide awareness activities that coincide with the various substance abuse national/state awareness weeks/months.** Activities may include contests, assemblies, special dances, bulletin boards, and announcements over the public address systems.

**Resources:**

- [The Network](#) has four lessons designed specifically for CI. Other evidence-based curricula can also be used. See more about planning CI in Phase 1 of this manual.

## Conduct Intakes and Individual Sessions

Earlier in the school year, you will get a sense of the existing individual session structure at your school (if any); have started reaching out to and performing intakes for students who are referred to an NH SAP; and set up a regular schedule for individual sessions.

Conducting individual sessions should happen throughout the course of the school year, and your caseload will increase over time. You should plan to:

- Screen and intake students into an SAP using GAIN-SS.** Continue doing intakes so that referred students can be part of the program. As mentioned in Phase 1, NH SAPs use the GAIN-SS screening tool during intakes. This screening will allow you to identify potential risk factors for substance misuse as well as each student's strengths. Only those students with parental permission can participate in the GAIN-SS.
- Conduct sessions with referred students.** Once you've conducted intakes with students, you will have an idea about some of their needs as well as their strengths. From there, work with students during individual sessions to identify both their needs and resources to use. Once you've identified their needs, help students build skills around emotional regulation, communication, and advocating for themselves. Work with them to build and nurture relationships with other students, staff, family, and friends. For example, if they're having a hard time academically in a certain class, encourage them to approach their teachers and ask for more support on assignments.
- Support students who are in crisis.** During individual sessions, students may be actively experiencing a crisis (like a trauma trigger or a dating violence disclosure). It's critical that you support these students in the moment and help to stabilize them emotionally. From there, you can refer them to outside support services and treatment, as needed. Additionally, your role in the school's crisis management response should inform how you support students experiencing acute crises. That experience should, in turn, inform your work with the crisis management team.
- Make referrals to appropriate supportive services, assessment, and treatment.** For students who need evaluation and care beyond what you and the school can provide, referrals to services in the larger community will be an important outcome of the individual sessions you had with them.
- Make referrals** to community resources, as needed, to increase student and family stability, along with level of functioning.

### Tips:

- Individual sessions are key to building skills and, in turn, preparing students to join a group.
- Ensure that you know and follow your school's protocol for mandated reporting of child abuse or neglect.

## Resources:

- [New Hampshire Technical Assistance Center's Guidelines for Using the Global Appraisal of Individual Needs—Short Screener \(GAIN-SS\) in New Hampshire Schools](#)

## Conduct Group Sessions

Facilitating group sessions is one of the most important parts of your role as an SAP-C. In Phase 1, you can find information about the goals of group sessions, setting up a schedule, and planning which type of groups to conduct. In this section, you'll learn more about conducting groups once you have a structure in place.

The type of groups you'll conduct will depend on students' needs and whatever groups you or a previous SAP-C were already conducting—but remember there are certain groups that you're required to conduct as well: Newcomers, Seniors/ 8th grade transition, Education and Assessment, and Children with Addiction in the Family.

After you've made your plan for the groups that are needed for your students, which will evolve throughout the year, you should:

- Start scheduling sessions.** Groups should not exceed 12 sessions, and most typically will run six to eight sessions. Participants may re-contract to extend or may be placed in another group based on what other skills are needed. Plan to rotate the times of group sessions, so that they don't interfere with students' academic progress. Depending on a school's schedule, each session should last anywhere between 30–45 minutes.
- Create a plan for each group session.** This means having discussion topics and questions written out to refer to, as well as activity prompts and notes for yourself when conducting the group. It's also helpful to add timestamps to your notes, so that you can keep the group running according to schedule. It's also a good idea to have a plan B for each group session—meaning you have ideas for other discussion topics and/or activities. This could be because students aren't engaging with your original topic, or maybe something has happened recently in the community that would be better to focus on.
- Support group participants to set goals.** This will help guide progress for group members individually and for the group as a whole. It will also inform group discussion topics and activities that you prepare ahead of sessions. And importantly, it will increase buy-in from group members and make them more invested in attending and participating.
- Help facilitate group ownership.** Setting collective and individual goals is the first step in facilitating this, but students' ownership of the group can be fostered every time a group meets. Encourage them to give input on future topics and to participate to the best of their ability during each session.

- **Manage issues that crop up.** It's important to address any problems that come up during group sessions—such as friction between members or problem behaviors that keep happening, like talking about other members. For problem behaviors, address them early by speaking to each member of the group individually, and monitor their behavior after that. Another issue could be one or two group members talking a lot more than others—in which case it's important to reinforce group expectations around equal participation as much as possible. Encourage quieter members to contribute more, and call them in if you think they might have something to say but haven't spoken up.

**Tips:**

- Individual sessions can be very helpful for students who need to work on certain skills before joining a group. It's also okay for their group experience to start off slowly—maybe by working in a dyad at first and then moving on to larger groups.
- Create a sign-up for students to join groups that are upcoming.
- Referrals may be for a variety of issues, and the underlying problems will take time to uncover. A student may not initially disclose that their real issue is parental substance use, mental illness, or something else. Groups are sometimes formed by student behaviors “bubbling up” and being referred because of those behaviors, like:
  - Outbursts and aggression
  - Poor boundaries/unhealthy relationships with peers
  - Mental health challenges
- Several groups may start as Education and Assessment groups as you explore what risk and protective factors students really have.
- When facilitating a group for students who use substances, avoid placing daily users and occasional users in the same group.
- Send email reminders to students the day before group sessions are scheduled. If the location of a group changes, let group members know as soon as you can.
- Keep an attendance sheet, and in case anyone (such as a teacher or member of your school's administration) asks to see who came to the sessions.
- Consult with students' teachers over the weeks of the group sessions. It's important to stay updated on your students' progress inside the classroom, as you work with them to build skills outside of it.

**Resources:**

- [Building Effective Groups](#)
- [Why Groups Are Important](#)
- [Groups](#)

## Provide Consultation Services to Staff and Parents

A significant part of your role as an SAP-C is being available to school staff and parents to answer any questions or speak to concerns they have about supporting students who are

having difficulties. Plan to provide consultation sessions to parents and staff throughout the year, making a point to start at the beginning of the school year. Many consultations will be one-on-one, but could also involve a small group of staff or parents.

**You should plan to:**

- **Be a resource for staff and parents.**
  - **For staff:** You can be a resource for school staff in a number of different ways. Whether it's for faculty who are teaching about alcohol and other drugs, staff who interact with parents who may use substances (like guidance counselors), administrators meeting with parents in distress over their children experiencing difficulties, or parent groups and community organizations that discuss substance use-related issues. You can also help staff understand how to respond to at-risk students with emotional triggers.
  - **For parents:** You will want to serve as an ongoing resource for parents to explain the goals of an NH SAP and discuss questions or concerns they may have when it comes to addressing substance use with their children or other barriers to learning, such as stress, absenteeism, and difficult peer relationships.
- **Respond to staff and parent requests for feedback on students' involvement in an NH SAP.** In New Hampshire, youth ages 12 and older can access substance use services without parental consent. Simultaneously, collaborating with staff and parents is essential to the programs' and the students' success.
  - **Requests from staff:** SAP-Cs working in schools must communicate with other staff members as part of the team. A colleague may check in with you about a student they referred to your program. You can then share general information about how you connected with the student. The SAP-C can also encourage the staff member to refer a student again, if problems persist. Personal information about the student's participation in an SAP cannot be shared with a staff member without the student's written permission.
  - **Requests from parents:** Parents may seek information regarding their child's participation in an SAP, their GAIN-SS screening results, their progress in the program, and advice on how to navigate situations they run into with their teen or other teens in their community. SAP-Cs can always have conversations with parents with their students' permission. Without the students express permission, inquiries from parents are an opportunity to build rapport without revealing confidential information.

**Tips:**

- Refer to [GAIN-SS training](#) for more detailed information around confidentiality.

## Manage School Crisis Response

Seek to understand your school's existing crisis response protocol at the beginning of the school year, start getting more involved in your school's crisis response team, or build one if it

doesn't exist. At this point in the school year, you will have a better understanding of your role and how you fit into the larger community, particularly as someone who will be involved in the handling of crises.

#### **In the middle of the school year, plan to:**

- Work with an administrator to start a crisis response team if your school does not already have one.** The first step is recommending that your school administration starts one. If you decide to lead this effort, make sure to involve other interested staff members, ensuring that you have the support you need. Other staff who have responded to student crises will have valuable insights to contribute. Once you have established your crisis response team, set up a regular meeting schedule in order to start writing a crisis response plan. This plan will be crucial for establishing your school's protocol on a range of crises that will affect the student body and wider community.
- Work with staff in responding to school crises.** It's important to work not only with the designated crisis response team, but with other staff—guidance counselors, teachers, or sports coaches—who are or have been involved with students or other staff affected by, or involved in, a crisis.
- Check in regularly with staff about working with students who have trauma-related triggers.** Students' safety is the most important thing both during and after a crisis. For students with certain traumas, a crisis (like another student or a school staff member dying) can be very triggering and make it difficult for those students to cope. This could lead to them making decisions—like using unsafe drugs or alcohol—that they wouldn't normally make. It's essential that you discuss the protocol for reaching out to and supporting these students with the crisis team as well as other administrators.
- Be a voice for students.** When getting involved with your school's crisis response, remember that your participation is a way to advocate for students. Keep their needs and interests at the forefront of your participation in the school's crisis team—whether that means being involved in starting that team; joining regular meetings for an existing team; or participating in planning and review of the school's preexisting crisis response. Remind your colleagues that all crisis response activities should keep students' needs at the forefront. Being part of the school's crisis team will provide an opportunity to review and advise the school's crisis response.

#### **Tips**

- If you're starting (or reenergizing) your school's crisis response team, get administrator and teacher buy-in first.

## Maintain Participation in Network-Required Meetings

Throughout the school year, you will be required to attend a handful of meetings; there are also optional meetings you may choose to attend for the content that will help you in your role.

Make sure to:

- Participate in required network meetings.** These generally include:
  - SAP Network meetings.** These regularly scheduled meetings are an opportunity for SAP-Cs to share best practices and resources; build community and relationships with other SAP-Cs; share ideas and learn from one another; and increase collaboration and feedback. These meetings are typically eligible for continuing education units for CPS certification.
  - Site visits.** These visits are with the NH SAP team to support a shared understanding of contract requirements and NH SAP implementation fidelity. For example, an in-person site visit may be scheduled by The Network for newly contracted schools, schools with new administrators, or at the request of an SAP-C.
- Participate in optional meetings.** These may include regional learning collaboratives, group mentoring sessions, and one-on-one mentoring sessions. Regional collaboratives allow you and other SAP-Cs to share ideas for new strategies, discuss obstacles, trouble-shoot tricky situations with program stakeholders, and give emotional support to each other. Group mentoring sessions are an opportunity for you to discuss different topics in detail, share ideas, discuss challenges and offer advice; one-on-one mentoring provides you with a subject matter expert who can help you grow into your role. This type of mentoring is usually for new SAP-Cs.

**Tips:**

- Keep an eye on The Network newsletter for reminders about upcoming meetings.

## Perform REDCap Data Collection and Reporting

At the beginning of the school year, you familiarized yourself with the REDCap system and started putting your data collection processes in place. Throughout the school year, it's important to keep recording data daily and to pay attention to what the data might be telling you.

**Remember to:**

- Keep submitting REDCap data monthly.** All monthly activity data needs to be entered into REDCap. The Network will share the reporting schedule at the beginning of the school year.
- Think about any data trends or implications.** What are you noticing, both about the process and outcome data you're collecting? What does it tell you about SAP implementation so far, and what does it suggest about where to focus your efforts for the rest of the year? Think critically about what it reveals in terms of where students need more programming—and use that information to inform your implementation of CI, for example. This will also be important for putting together your end-of-year report.

- ❑ **Start thinking about your end-of-year report.** When the school year finishes, you should create a report highlighting the SAP services you provided to the school community. This is important for illustrating the impact of your SAP, so that your school will want to continue investing in the program. Your daily recordkeeping and monthly REDCap submissions will be very helpful when writing this report. Make sure you're doing both consistently!

**Tips:**

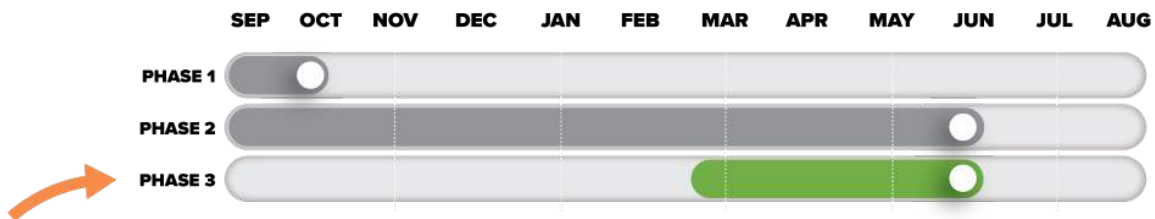
- It's a good idea to keep relevant YRBS data in mind, particularly when brainstorming the end-of-year report and demonstrating impact. Knowing about the knowledge gaps and health needs in your school and larger community will be crucial to show how an SAP is addressing those issues and improving students' well-being.

**Resources:**

- [Youth Risk Behavior Surveillance System \(YRBSS\)](#)

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## Phase 3: End of School Year



**(March/April–June)**

- Update Prevention Plan for Next School Year
- Plan for New Student Events
- Develop Student/Family Summer Supports
- Provide an End-Of-Year SAP Overview

### Update Prevention Plan for Next School Year

In conjunction with your school's NH SAP team, it will be important to conduct a yearly review (every spring) of the services rendered. This review will help identify the programming that resulted in positive intended outcomes, as well as reveal areas where your SAP should grow or change course to better meet the needs of its school community. Throughout, your SAP team should use data sources such as REDCap, YRBS, and crisis, grade, and discipline records. For example, if your SAP team worked the past two years to provide programming to

increase students' sense of belonging and attachment to the school environment, what does the related data tell you? Your team will then use the information and apply lessons learned from the year to create an SAP programming plan for the upcoming school year.

## Plan for New Student Events

In the spring, most schools plan a “step-up” event for students who will be entering middle or high school in the fall. Schools also plan a fall orientation day/night for students and their parents. You should consult with the school's counseling department to be part of the planning process for these events. It is critical that both students and parents be informed of the services available through an NH SAP and how they can access them.

Additionally, if you work with middle school students, it is imperative that you coordinate with the high school SAP-C, so that students already participating in an NH SAP can continue at the high school level if they want.

## Provide Linkage to Student/Family Summer Supports

Students and families alike come to depend on the support and resources they receive through an SAP during the school year. With summer as a hiatus, you will need to provide students and families with resources in June to help carry them through. Examples of resources that might be helpful include:

- A list of community resources such as mental health services, alcohol and drug treatment, food pantries, etc.
- Event links for activities that families can attend together. Be sure to include events and activities that are no or low cost.
- Provide and help students create remembrances for the summer months. These will remind students of the progress they have made through an SAP and to honor the goals they have set for themselves. See the resource section below for examples.

## Provide an End-Of-Year SAP Overview

A big part of an NH SAP's sustainability is creating a story for school leaders, so that they witness the many benefits of having and keeping these services. The story can be told in the end-of-year report or through infographics.

### **Consider providing the following information:**

- **Include an overview of the school community risk factors** the SAP sought to confront and how these risk factors were identified. Resources could include YRBS data, concerns voiced by your school's Getting 2Y group, conversations with members of the TIER II/Student Support Team/NH SAP team, conversations with parents and NH SAP student participants, and more.

- **Show the services rendered** in relation to intakes, GAIN-SS screenings, crisis interventions, individual sessions, groups offered and the number of student participants, school staff and parent consultations, CI, universal strategies, and more.
- **Provide quotes** from staff, students, and parents on how they feel they benefited from the program or how the program benefited their student/child.
- **Include your insights into the progress made by students** as a result of their involvement in your NH SAP.

**Resources:**

- [Ideas for Transitioning Students for Summer Break](#)
- 

## CONCLUSION

SAP-Cs play a critical role in the health and well-being of NH youth. The data tells us that youth are experiencing higher levels of mental health challenges, and we know that many are also facing difficulties around substance use—so SAP-Cs are an important resource for strengthening relationship-building and resiliency skills. As an SAP-C, students and parents will look to you for guidance and advice when it comes to making healthier decisions and gaining access to needed resources. School staff will also come to depend on you to help support and motivate students who are struggling and who resist efforts from those who are trying to help them. Our hope is that this manual will help you make your school and community a more supportive and uplifting place.

This manual and any related professional trainings are intended to help prepare you to successfully take on the SAP-C role and construct an impactful program. As an SAP encompasses various components, you should expect that it will take between one and two years for your program to become fully embedded into the culture of your school community. This is a process which begins by forming relationships and trust with administrators, teachers and school staff, parents, students, and community resources. Remember, an SAP is more than the individual who leads it, but rather it is the SAP-C and community stakeholders who work together to confront individual and community risk factors, strengthening protective factors in order to meet the needs of youth.

Given that you have a unique role at your school, it can feel a bit isolating at times. While you are building your program, if you ever find yourself stuck and in need of guidance, don't hesitate to contact The Network and reach out directly to other SAP-Cs in your region and across the state. Your colleagues carry with them knowledge and creativity to help you launch that special group, engage a hard-to-reach student, navigate a difficult conversation with a parent, or launch a successful community initiative. Collaborating with others who understand prevention in schools means never being alone.

Our very best wishes on your prevention journey.

# GLOSSARY

Term	Definition
<b>Administrator</b>	<ul style="list-style-type: none"> <li>● School Principal/Administrator</li> <li>● Sets up an NH SAP team using best practices</li> <li>● Recruits SAP-C</li> <li>● Meets with The Network to review contract requirements, implementation guidance, etc.</li> </ul>
<b>Buy-in/Integration Activities</b>	<ul style="list-style-type: none"> <li>● Conducted by an SAP-C</li> <li>● Includes engaging with staff, providing training and consultation for school staff, participating in a school student support team, visiting in-school suspension students, volunteering as a guest speaker in classes.</li> <li>● Schools will introduce parents to an SAP-C through outreach at the beginning of the school year (introductory letters sent home, table at open house/sporting events).</li> </ul>
<b>Certified Prevention Specialist (CPS)</b>	<ul style="list-style-type: none"> <li>● Basic and advanced certification is offered through the NH Prevention Certification Board</li> <li>● The goal is ensuring that prevention services are provided in an appropriate, ethical manner using the latest evidence-based practices.</li> <li>● Requires prevention specialists to demonstrate competence through a credentialing and examination process that promotes personal and professional growth, increased recognition, and professionalism in the field.</li> </ul>
<b>Clinical Supervision</b>	<ul style="list-style-type: none"> <li>● Requires someone who has equal or higher credentials than you in your role as an SAP-C to provide supervision. This supervision focuses on maintaining your credentialing license. The Network does not provide this type of supervision but can assist you in finding a clinical supervisor.</li> </ul>
<b>Consultations</b>	<ul style="list-style-type: none"> <li>● Parent, staff, and administrator consultations are implemented when SAP-Cs provide input, support and resources for students experiencing challenges.</li> </ul>
<b>Coordinator/School Profiles</b>	<ul style="list-style-type: none"> <li>● Completed annually (September)</li> <li>● Demographic and background information about an SAP-C and each school and their Student Assistance Program</li> <li>● Information used for quality improvement, fidelity, and measuring retention/satisfaction metrics</li> </ul>

Term	Definition
<b>Fidelity</b>	<ul style="list-style-type: none"> <li>● SAP programs must be implemented with fidelity</li> <li>● Core components include: integration activities, universal activities including Classroom Instruction, Environmental strategies, parent education, prevention messaging; individual and group sessions, crisis interventions, referrals, consultations (including facilitation between school, parents, student).</li> </ul>
<b>GAIN-SS</b>	<ul style="list-style-type: none"> <li>● BDAS-approved screening tool to identify students that may need further assessment or treatment for substance use/mental health concerns</li> <li>● SAP-Cs can provide brief intervention to students who score low.</li> <li>● SAP-Cs must complete training through the <a href="#">NH Technical Assistance Center</a>.</li> <li>● For more information, visit: <a href="https://gaincc.org/instruments/">https://gaincc.org/instruments/</a>.</li> </ul>
<b>Implementation Support</b>	<ul style="list-style-type: none"> <li>● The Network provides implementation support through opportunities to participate in regional collaboratives, network meetings, office hours, consultation and one-on-one mentoring.</li> </ul>
<b>Intakes</b>	<ul style="list-style-type: none"> <li>● Initial individual sessions done with students for the purposes of determining if continuing in SAP</li> </ul>
<b>Needs Assessment/End-of-Year Satisfaction Survey</b>	<ul style="list-style-type: none"> <li>● Needs assessment tool reviewed annually by JSI</li> <li>● Sent to schools that complete and results reviewed by project team.</li> </ul>
<b>Network Meetings (Communities of Practice)</b>	<ul style="list-style-type: none"> <li>● Monthly meetings with NH SAP service providers</li> <li>● Participation is contract requirement for NH SAP funding.</li> <li>● Content of meeting supports CPS credentialing and increases staff capacity.</li> </ul>
<b>Network Meeting Evaluations</b>	<ul style="list-style-type: none"> <li>● Completed monthly (within a week of each meeting)</li> <li>● Required for CPS CEU credentialing</li> <li>● Information used for improvement of Network meetings, CPS credentialing</li> </ul>

Term	Definition
<b>New Hampshire Student Assistance Program (NH SAP)</b>	<ul style="list-style-type: none"> <li>• An NH SAP is a school-based, evidence-informed program to prevent and reduce alcohol and other drug misuse among NH youth ages 12 to 18.</li> <li>• NH SAPs require highly trained professionals, referred to as SAP-Cs, to implement and coordinate a full range of prevention and early intervention activities for students, parents, and the school community.</li> </ul>
<b>Project SUCCESS</b>	<ul style="list-style-type: none"> <li>• Research/evidence-based program (SAMHSA model)</li> <li>• Components include: prevention education, individual and group counseling, parent programs, referral.</li> </ul>
<b>Protective Factors</b>	<ul style="list-style-type: none"> <li>• Protective factors influence and decrease the likelihood that an individual will develop a substance use disorder or related behavioral health problem. Effective prevention focuses on increasing the factors that decrease the risk of behavioral health disorders and strengthening those factors that protect people from these disorders.</li> </ul>
<b>REDCap</b>	<ul style="list-style-type: none"> <li>• BDAS-required data collection system</li> <li>• Schools enter data monthly (due on the 10th) including: demographics of individuals served, participation in individual and group sessions, aggregate GAIN-SS screening results, number of referrals, number of universal activities.</li> <li>• Information used for monthly reporting to BDAS, guiding technical assistance activities, creating presentations for SAP-Cs, Data Bytes, etc.</li> <li>• Data is reviewed first by contracted Program Implementation Consultants then sent to JSI.</li> </ul>
<b>Referrals</b>	<ul style="list-style-type: none"> <li>• SAP-Cs may refer students to internal or external behavioral health resources.</li> <li>• Number of referrals is captured in REDCap</li> </ul>
<b>Regional Peer Collaboratives</b>	<ul style="list-style-type: none"> <li>• Regional meetings are an opportunity for SAP-Cs to interact regularly with others who are doing the same work in their area of New Hampshire. The goals are to: <ul style="list-style-type: none"> <li>○ share ideas for environmental initiatives</li> <li>○ engage in case consultations regarding individual students, groups, and unique family situations</li> <li>○ discuss obstacles to program implementation</li> <li>○ troubleshoot difficult interactions with program stakeholders</li> </ul> </li> </ul>

Term	Definition
	<ul style="list-style-type: none"> <li>○ garner emotional support from their peers during times of stress</li> </ul>
<b>Risk Factors</b>	<ul style="list-style-type: none"> <li>● Risk factors influence and increase the likelihood that an individual will develop a substance use disorder or related behavioral health problem. Effective prevention theory focuses on reducing the factors that put people at risk of behavioral health disorders and strengthening those factors that protect people from these disorders.</li> </ul>
<b>RPHN</b>	<ul style="list-style-type: none"> <li>● RPHNs, or Regional Public Health Networks, form a group of 13 agencies overseen by the New Hampshire Bureau of Drug and Alcohol Services (BDAS) and Division of Public Health Services (DPHS) established to align multiple regional and local public health partnerships into one integrated system. Each agency oversees a region across the state to identify public health priorities for executing different initiatives and services.</li> </ul>
<b>School-based Supervision (Direct Report)</b>	<ul style="list-style-type: none"> <li>● This should be a contact person at the school, such as a school principal or another school administrator, who understands school-based policies and can provide support to you onsite.</li> </ul>
<b>Student Assistance Program Coordinator (SAP-C)</b>	<ul style="list-style-type: none"> <li>● Engages with and provides SAP training for staff</li> <li>● Participates in school student support team(s)</li> <li>● Guest speaker in classrooms</li> <li>● Visits in-school suspension students</li> <li>● Establishes/assists with student club that addresses substance use prevention/mental health promotion</li> <li>● Introduces the SAP to parents at the beginning of the year</li> <li>● Establishes a partnership with the local RPHN and attends coalition meetings</li> <li>● Participates in SAP Network trainings</li> <li>● Must become a CPS</li> </ul>
<b>SAP-C Office Hours</b>	<ul style="list-style-type: none"> <li>● The Network may hold designated office hours throughout the school year for SAP-Cs to join as needed to address emergent concerns, ask questions, and discuss any other programmatic matters. They are hosted by a Network implementation consultant and are optional for SAP-Cs.</li> </ul>

Term	Definition
<b>SAP Administrative Office Hours</b>	<ul style="list-style-type: none"> <li>The Network may hold designated administrative office hours through the school year for administrative staff working with SAP-Cs. Within these hours, administrators can ask questions related to SAP contracting, staffing, programming, and any other Network-related issues. They are intended for administrators and a direct Network representative.</li> </ul>
<b>The Network</b>	<ul style="list-style-type: none"> <li>Refers to the New Hampshire Student Assistance Network. This phrasing has been shortened for reference purposes.</li> </ul>

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## REFERENCES

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6. “Youth Risk Behavior Survey,” 2024.  
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7. “Project SUCCESS Implementation Manual.” Student Assistance Services Corporation, 2024.
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# APPENDICES

## Appendix A: NH SAP Presentation to School Staff



# Student Assistance Program (SAP)

*Students Achieving (their) Potential*

## What is SAP?

The Student Assistance Program (SAP) is NOT a person but rather a network of people:



We all work together to help a student confront the obstacles to their success and provide information, support, and resources that will help them make healthier decisions, learn critical coping skills, and form and strengthen relationships.



# Project SUCCESS Prevention Model

(SCHOOLS USING COORDINATED COMMUNITY EFFORTS TO STRENGTHEN STUDENTS)

- Increase perception of risk of harm of substance use
- Change/Challenge adolescents’ and community norms about substance use
- Build and enhance social resistance skills
- Foster and enhance protective factors (*positive attitudes, success in school, strong social supports, etc.*)
- Provide consistent messaging about mental health and high-risk behavior
- Prevent and reduce adolescent substance misuse



# SAP Components



Universal Strategies	Selective & Indicated Strategies
Environmental Initiatives	Screening
School Alcohol and Other Drug policy	Individual & Group Sessions
Prevention Education Series	Referral Services for Students/Families
Education For Staff, Students & Families	Crisis Intervention Parent & Staff Consultation



## Universal Strategies

Universal Strategies increase knowledge, reduce stigma, strengthen individual protective factors and improve school climate. Examples of strategies could include environmental initiatives, prevention education, and information dissemination to educators, students, families, and the community.



## Universal Strategy: Environmental Initiatives

Environmental prevention strategies focus on community-level impact instead of solely on individuals. Environmental strategies include substance use policy and regulation, access/availability, social norms marketing, school climate.



## Implementation of Environmental Strategies

Environmental strategies involve strengthening prevention messaging in the school and community. Messaging that is consistent and directed toward all has a greater chance of reducing high risk behavior. Offering alternative activities for students and positive school climate.



Drunk driving is **different** than driving high. Driving after marijuana use is **dangerous**.

**TWO TRUTHS**

Alcohol and marijuana impact the body differently and therefore impact driving differently. The bottom line is if you feel different, you drive differently. And in the case of marijuana, sometimes people drive differently even when they don't feel high.

Reasons why it's illegal to drive after marijuana use:

- Marijuana use decreases peripheral vision & impairs judgment of distance.
- Effects on drivers include increased lane weaving & slowed reaction time.
- After alcohol, marijuana to the drug use most often by drivers in crashes.

To stay safe, pledge never to ride with someone who used marijuana.  
**You determine your future.**



## Implementation of Environmental Strategies

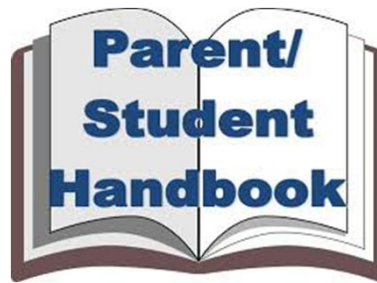


### SCHOOL POLICY

School policies are important environmental strategies that promote the health and well-being of children and adolescents in school. They establish guidelines to keep students and staff safe. When school health policies and practices are put in place, students can grow to be healthy and successful adults.

# Implementation of Environmental Strategies

School Alcohol and Other Drug Policy Review and Update



## Universal Strategy: Prevention Education Series

Prevention Education introduces the Student Assistance Program services and provides students with evidence-informed prevention information & activities at key developmental intervals.

**How Do Drugs Impact the Teenage Brain**

- Planning
- Judgement
- Trouble performing easy tasks
- Slowed thinking and reaction time
- Memory loss or impairment
- Lower IQ

**Common Parts of the Brain Impacted**

- Neurotransmitters
- Dopamine and serotonin production
- Prefrontal cortex

**Long Term Effects & Consequences**

- Dangerous behaviors
- Difficulty in school
- Addiction and dependency
- Co-occurring mental health disorders

**TEENS ARE AT RISK!**

- Teens who use cannabis regularly have, on average, **one grade point lower** than their peers.
- Kids who begin drinking before age 15 are **4x more likely** to become addicted than people who start at age 21.
- Teens who use cannabis may **lose up to 8 IQ points** between childhood and adulthood.

**PRACT...**



# Implementation of Prevention Education

6 - 8 Sessions in Duration

Prevention Education is implemented in coordination with classroom teachers. The classroom environment serves as a non-threatening way to make difficult topics speakable and for students to get to know the SAP Coordinator.

Session topics include:

1. Being an Adolescent
2. Alcohol, Tobacco and Other Drugs (ATOD)
3. Relationships: Friends & Family (Stressors)
4. Skills for Coping



# Education for Students, Staff and Families

- Information about mental health and wellness, substances
- Resources for supporting students and families
- Newsletters, fliers, presentations



## Selective / Indicated Strategies

- **Selective Strategies** focus on students with increased risk factors.
- **Indicated Strategies** focus on students who are already using or engaged in other high-risk behaviors to prevent heavy or chronic use. These students may be identified through a variety of strategies and receive one-to-one support to deal with the barriers to becoming more successful in school.



## Screening

Students are referred and screened using individual sessions 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.

**(insert bit about GAIN-SS if using that model)**



## Selective/Indicated Strategy: Screening

Student involvement in individual and/or group sessions are predetermined by a screening. The SAP Coordinator (SAP-C) screens for risk factors that include, but are not limited to:

Poor attachment to school or community	Early substance misuse
Low or inconsistent academic achievement	Low parental monitoring
Difficulty in peer or family relationships	Mental health-related issues
Family history of substance misuse	History of trauma

The SAP-C also screens for protective factors - **things that help to sustain students.**



## Selective/Indicated Strategy: Individual & Group Sessions

- **Individual Sessions** are for students who have been identified as needing additional support to be successful during the school day. For example, students who are experiencing chronic stress, students who have experienced a traumatic event and need to develop and practice coping strategies.
- **Group Sessions** provide students the opportunity to talk openly with others regarding the risk factors which weigh 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.



## SAP Referrals to School and Community Resources

- Special education
- Tutoring and bridges to educators
- School- and community-based clubs, teams, activities
- Housing, clothing, food pantries, state health insurance
- Family resource centers
- Courts and law enforcement
- Mental health services
- Substance use treatment



## Crisis Intervention

### Individual-Level Crisis Intervention

SAP-Cs enable students to easily access support and other resources in times of individual crisis. They are there to help emotionally stabilize the student, as well as provide a more thorough assessment of a student's well-being.

### Community-Level Crisis Intervention

SAP-Cs provide services as needed when situations arise such as a student death, suicide or accident. They take on 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.



## Crisis Intervention

Crisis intervention provides support to students who may be in crises (*i.e. domestic and dating violence, triggers from trauma, reports of abuse/neglect, episodes of excessive substance misuse, etc.*).

These sessions help students to emotionally regulate so that they are in the mental framework needed to learn.



## Parent & Staff Consultation

If a student is having a difficult time academically, emotionally, and/or behaviorally, the SAP-C can:

- Offer suggestions on how to approach, motivate, and interact with at-risk students.
- Provide regular check-ins regarding a student's progress and activity.

Collaboration helps build a safety need of support for the student and may open more doors to students feeling comfortable in seeking help.



## How SAP Supports Schools

The Student Assistance Program (SAP) provides screening, prevention, early intervention, referral and support for students with needs that may prevent them from fully benefiting from their educational experience by providing:

- Environmental strategies
- Referral Services
- Crisis Intervention
- Individual & Group Sessions
- Support & Connections to Community Resources



## Referring Students to SAP

Insert your school's referral process



## What Has SAP Done For You? Student Responses

“Most of the time I pretend I’m okay. With my friends, parents, whatever. I put on my fake smile and everyone thinks I’m fine but here I can be honest. Both of my parents drink way too much and I am in charge of my brother all the time and no one knows that and it sucks trying to act like I’m okay all the time. Coming here is like having a journal who’s a person to get everything out to.”

“Having an SAP Coordinator has benefited me by talking out things before I go and make an unsafe decision such as abusing drugs/alcohol. I always know I have someone to come to for my good days and my bad ones.”

“I didn’t know I had a better chance of getting addicted to alcohol or drugs or whatever because my mom is a heroin addict. That kind of scared me, to be honest.”



## How Educators Can Help At-Risk Students

- Understand that trauma is more common than you might think.
- Before confronting problem behaviors ask, “What has happened to this child to make them act this way?”\*
- Don’t take behavior personally.
- Build a relationship. It is the #1 way to reach challenging students.
- Offer prompts and give students time to respond.
- Provide consistency and prepare students for change.
- Flexibility is a must in relation to seating, assignments, reminders, options, and unpreparedness.
- Speak to students privately regarding performance or behavior concerns.
- Refer students with signs of trauma to SAP and be supportive of their attendance in sessions.



## Adverse Childhood Experiences (ACES)

Traumatic events during childhood can have a lasting impact on the physical and mental health of individuals and interfere with their functioning due to chronic stress.

Emotional abuse  
Physical Abuse  
Sexual Abuse  
Emotional neglect  
Physical neglect  
Mother violently treated  
Household substance misuse  
Household mental illness  
Parental separation / divorce  
Incarcerated household member



## Signs of Trauma

- Anxiety/Panic
- Hypervigilance
- Externalized trauma - Aggression; Power struggles
- Internalized trauma - Shut down; Withdraw
- Distrust of adults
- Reluctance to process issues
- Poor eye contact
- Poor memory
- Perfectionism
- Difficulty with change
- Frequent physical illness/ailments



## Learning Requires:

- Safety
- Trust
- Connection
- Equity
- Belonging
- Adaptability
- Collaboration



## How Trauma Impacts Academic Health

- Underdeveloped Broca brain region - difficulty with verbal and written expression
- Compromised ability to focus on, organize, and comprehend material
- Reduced memory - works in the here and now, poor recall ability
- Nonexistent sequencing ability - doesn't have working template for first, second, third...
- Underdeveloped abstract reasoning
- Compromised ability to trust, ask for help, accept assistance when offered, and to show up when scheduled
- Diminished empathy - difficulty seeing the perspective of another, the cause and effect of their behavior; impacts relationship development
- Reduced self-confidence
- Diminished capacity to regulate and express their emotional experience



## Trauma Resources

[Understanding Child Trauma - What is Childhood Trauma? | SAMHSA](#)

[Childhood Trauma Shows Up in Brain Scans | Psychology Today](#)

[Creating Learning Environments That Are Safe Havens - Trauma Sensitive Schools](#)

[The Impact of Trauma on Education - Khiron Clinics](#)

[21 Common Reactions to Trauma | Psychology Today](#)

[How Does Childhood Trauma Affect Learning and Education?](#)

[Adverse Childhood Experiences \(ACEs\)](#)

[How to Help a Traumatized Child in the Classroom](#)



## Questions?



# Appendix B: Sample NH SAP Referral Form

# Student Assistance Program Referral Form

Student's Name \_\_\_\_\_ Today's Date \_\_\_\_\_

Student's Grade \_\_\_\_\_

## Section A: Strengths

Please provide the information below so that we can find the most effective means to enhance this student's performance. Put an X by the following strengths you have observed or have knowledge of.

1. \_\_\_ **Insight** (sensing when something is wrong; knowing that something is wrong; understanding that something is wrong)
2. \_\_\_ **Independence** (straying from negative situations; disengaging from negative situations; separating from negative situations)
3. \_\_\_ **Relationships** (connecting to others; recruiting others; attaching to others; relationships with others)
4. \_\_\_ **Initiative** (exploring; working; generating; taking initiative)
5. \_\_\_ **Humor** (playing; laughing; a sense of humor, especially around difficult situations)
6. \_\_\_ **Creativity** (playing; shaping; composing; creating)
7. \_\_\_ **Morality** (judging right from wrong; expressing values of right from wrong; serving others; altruism)

## Section B: Other Assets

Please describe other positive behaviors, talents, and capabilities you have observed in this student (such as desire to improve, leadership skills, willingness to own a mistake; helpfulness, positive attitude, athletic ability, artistic talent, musical or dramatic ability, listening skills, etc.):

\_\_\_\_\_  
\_\_\_\_\_

Please remark on any positive bonds in this student's life that you are aware of:

People \_\_\_\_\_

Interest/Activities \_\_\_\_\_

Your connection to this student? \_\_\_\_\_

Individuals/organizations/settings that provide this student with caring support:

---

---

This student is involved in helping others/making positive contributions in the following ways:

---

---

**Section C: Areas of Concern**

Please indicate which of the following may be areas of concern by marking the item with an X and adding a comment.

\_\_\_ **Academic performance** (change in the quality of work; change in grade earned; work is incomplete, lost, or inconsistent; work is completed at school but rarely at home; homework is not done; perfectionism)

Comment:

---

---

\_\_\_ **Attendance** (frequently tardy, leaves early, or absent; difficulty with attending to early or late classes; often sick; frequent dismissals; skipping classes; missing scheduled make-up sessions, truancy)

Comment:

---

---

\_\_\_ **School Discipline** (difficulty following rules; disrespect for peers and/or adults; emotional outbursts; detentions; suspensions; violation of alcohol and drug policy)

Comment:

---

---

\_\_\_ **Extracurricular** (No interest shown in getting involved; sudden lack of interest in activities; loss of privileges; dramatic change in performance; over committed to activities)

Comment:

---

---

\_\_\_\_ **Outside of School** (disrespect shown in the family or community; family mental health or substance misuse struggles; suspected abuse or neglect; financial hardships; existence of money that can't be explained; fired from a job; frequent moving; substance using behaviors; arrest or legal issues)

Comment:

\_\_\_\_\_

\_\_\_\_\_

#### **Section D: Permissions**

Please indicate the level of confidentiality you want in regard to this referral. Please mark your choice with an X.

\_\_\_\_ I give permission for the SAP Coordinator to show the student this form.

\_\_\_\_ The student may know I made a referral but may not see the form.

\_\_\_\_ I wish to remain anonymous as the person making the referral.

#### **Section E: Follow-up**

Please identify yourself and the best way to reach you.

Your name \_\_\_\_\_

Best way to contact \_\_\_\_\_

Thank you for your concern! It is people like you that help provide the support students' need to be successful.

# Appendix C: Sample Letter to Parents Template

[DATE]

Hello XXXX Families,

Welcome back to school! Our goal, as always, is to help all our students succeed academically and socially. To do this we offer our Student Assistance Program (SAP), which is not a person but rather a network of people working together to help students overcome barriers to learning and provide them with information, support and resources that will help them make healthier decisions, learn critical coping skills, and form and strengthen relationships.

The SAP program is led by a Student Assistance Program Coordinator (SAP-C) in partnership with school staff, students, families and the community. The SAP-C provides information on mental health and high-risk behavior, so that students can positively influence peers, make more informed decisions and seek help when needed.

The SAP-C works with students individually and/or in small groups, providing the opportunity to reinforce and gain skills outside of the classroom setting. Skill building may include executive functioning, social skills, self-regulation, problem-solving, or managing stress. Referrals to SAP are received in a variety of ways including from school staff, students self-referring, or from parents who have any concerns or who are having difficulty working with their child. The SAP-C also supports, guides and connects parents and students to needed resources.

All students begin at different stages of these developmental skills. Our job is to monitor their growth, and teach and support them along their developmental journey. Should you have any questions about this program, please do not hesitate to reach out to any member of our SAP team.

NAME

PRINCIPAL/email address

NAME

SAP COORDINATOR/email address

NAME

SAP TEAM TITLE/EMAIL

NAME

SAP TEAM TITLE/EMAIL

## Appendix D: NH SAP Required Groups—Goals and Activities

### **Newcomers**

**Focus:** Students new to the school district.

**Description:** Newcomers groups enable students to form connections and settle into their new schools. Each group meets for three sessions in late September or early October. The group may also run at other times during the year, should an influx of new students enter the district. Depending on the number of new students, the groups can be organized by grade, gender, or one group for all new students.

#### **Group Objectives:**

- To make early contact with students who may have changed districts due to ATOD-related family issues
- To help students identify the similarities and differences between their former community and their new community
- To assess students' adaptation to their new community (orientation to school, family, peers, involvement in school and community activities such as clubs, sports teams, volunteering, etc.)
- To discuss school and community resources, helping establish connections for students
- To assess students' perception of harm and attitudes around ATOD use

### **Senior Group**

**Focus:** Senior students who feel ambivalent about leaving school and home and/or who might be sabotaging this process

**Description:** These groups enable students to discuss any reservations they may be having about their impending transition out of high school and to ensure that they are coping with related stress in healthy ways. Senior groups usually start in the beginning of the second semester and meet for up to eight sessions.

#### **Group Objectives:**

- Explore uncertainties and ambivalence about leaving school and home
- Identify possible peer and family issues, such as family ATOD use, that could contribute to their stress
- Explore strategies for coping with stress
- Discuss potential expectations around their chosen plans after graduation and where they might access support, should problems arise
- Assess students' attitudes and behaviors around substance use and how this may play out in their chosen post-graduation plan
- Discuss potential safety concerns which could arise post-graduation

### **Children with Addiction in the Family**

**Focus:** Students impacted by family ATOD-related issues

**Description:** Children with addiction in the family groups seek to increase students' resiliency around the impact of substance use disorders (SUDs) on the family. This group can meet for up to 12 sessions and can be recontracted to extend its duration. Before the group begins, screen students thoroughly to avoid pairing students who do not use substances with those who are alcohol and drug involved.

#### **Group Objectives:**

- Validate students' stories of how they feel they have been impacted by SUDs in their family; this will reduce isolation
- Increase students' understanding of the signs and symptoms of SUDs and their progression
- Discuss how SUDs impact the family system
- Identify stressors associated with having SUDs in the family
- Explore strategies for coping with SUDs in the family
- Guide students to divert their attention away from things they cannot control (substance use in family) to things they can control (working toward personal goals)

### **Assessment and Education Group**

**Focus:** Students who exhibit high-risk behaviors and have limited or no awareness of the destructive nature of these behaviors and the impact they could have on their future well-being.

**Description:** These groups are for students engaged in high-risk behaviors (alienating others through problem behaviors, exhibiting poor boundaries, engaging in dangerous activities, substance use, etc.) who will benefit from self reflection and education on potential consequences. Assessment and Education groups are often used as a tool to help flush out the nature and extent of students' risk factors and to identify protective factors for further SAP programming and/or outside referral. These groups meet for up to eight sessions.

#### **Group Objectives:**

- Identify high-risk feelings, attitudes, and behaviors
- Increase perception of harm associated with high-risk behaviors, including substance use
- Confront favorable attitudes towards substance use and other risk-taking behaviors
- Explore benefits of reducing/eliminating high-risk behaviors for personal well-being
- Identify additional needs for further programming

# Appendix E: NH SAP Contact List

# NH SAP Coordinator Contact List

Below is the list of current student assistance program (SAP) coordinators in New Hampshire that are funded by the NH Bureau of Drug and Alcohol Services. *This list may not be comprehensive.*

School	SAP Coordinator	Email
Andover Elementary Middle School 20 School St, Andover, NH 03216 Phone: (603) 735-5494	Megan Hanrahan	mhanrahan@aemseagles.org
Berlin Middle High School 550 Willard St, Berlin, NH 03570 Phone: (603) 752-4122	<i>Vacant</i>	
Brian McCarthy Middle School 41 DiAntonio Drive, Nashua, NH 03062 Phone: (603) 966-3900	Meagan Aloise	Aloisem@nashua.edu
Campton Elementary School 1110 NH Rte.175, Campton, NH 03223 Phone: (603) 726-3931	Mariah McConnell	mmcconnell@pemibaker.org
Claremont Middle School 107 South St, Claremont, NH 03743 Phone: (603) 543-4250	Mackenzie Dion	mdion@sau6.org
Concord High School 170 Warren St., Concord NH 03301 Phone: (603) 225-0800	Aimee Tucker	atucker@sau8.org
Crosby Kennett Middle School 176 Main St, Conway, NH 03818 Phone: (603) 447-6364	<i>Vacant</i>	
Daisy Bronson Middle School 159 Oak Hill Ave, Littleton, NH 03561 Phone: (603) 444-3361	Megan Landry	mlandry@littletonschools.org
Fairgrounds Middle School 27 Cleveland Street, Nashua, NH 03060 Phone: (603) 966-3990	Brittney Decelle	decelleb@nashua.edu
Franklin Middle School 200 Sanborn St, Franklin, NH 03235 Phone: (603) 934-5828	Jamie Bryant	jbryant@gm.sau18.org
Franklin High School 115 Central St, Franklin, NH 03235 Phone: (603) 934-5441	Jamie Bryant	jbryant@gm.sau18.org
Gorham Middle School 120 Main St, Gorham, NH 03581 Phone: (603) 466-2776	Philip Rousseau	philip.rousseau@sau20.org
Groveton Middle High School 65 State St, Groveton, NH 03582 Phone: (603) 636-1619	Amanda Aspinall	a_aspinall@sau58.org

School	SAP Coordinator	Email
Iber Holmes Gove Middle School 1 Stephen K. Batchelder Pkwy, Raymond, NH 03077 Phone: (603) 895-3394	Abigael Cosgriff x4304	a.cosgriff@sau33.org
Keene Middle School 167 Maple Ave, Keene, NH 03431 Phone: (603) 357-9020	Juliana Gabriel x5012	jpgabriel@mfs.org
Laconia Middle School 150 McGrath St, Laconia, NH 03246 Phone: (603) 524-4632	Jessica Conrad x2150	jconrad@laconiaschools.org
Laconia High School 345 Union Ave, Laconia, NH 03246 Phone: (603) 524-3350	Jessica Conrad x2150	jconrad@laconiaschools.org
Lisbon Middle School 25 Highland Avenue, Lisbon, NH 03585 Phone: (603) 838-6672	Alexis Blowey	alblow@lisbon.k12.nh.us
Lisbon High School 25 Highland Avenue, Lisbon, NH 03585 Phone: (603) 838-6672	Alexis Blowey	alblow@lisbon.k12.nh.us
Littleton High School 159 Oak Hill Ave, Littleton, NH 03561 Phone: (603) 444-5601	Megan Landry	mlandry@littletonschools.org
Merrimack Valley Middle School 14 Allen St, Penacook, NH 03303 Phone: (603) 753-6336	Megan Hanrahan	mhanrahan@mvsdpride.org
Merrimack Valley High School 106 Village St, Penacook, NH 03303 Phone: (603) 753-4311	Barbara Crouse	bcrouse@mvsdpride.org
Newport Middle School 245 N Main St, Newport, NH 03773 Phone: (603) 863-2414	<i>Vacant</i>	
Newport High School 245 N Main St, Newport, NH 03773 Phone: (603) 863-2414	Alyssa Corcoran	acorcoran@sau43.org
Nashua North High School 8 Titan Way, Nashua, NH 03063 Phone: (603) 966-2500	Olivia Van Alst	ovanalst@tycnh.org

School	SAP Coordinator	Email
Nashua South High School 36 Riverside St, Nashua, NH 03062 Phone: (603) 966-1100	Paul Kandarian	pkandarian@tycnh.org
North Country Charter Academy 4 Mayberry Lane, Lancaster, NH 03584 Phone: (603) 788-2805	Brandy Beaulieu	bbeaulieu@nccharteracademy.org
Nute Middle/High School & Library 22 Elm St, Milton, NH 03851 Phone: (603) 652-4591	Misty Riley	Misty.riley@sau64.org
Parkside Middle School 75 Park Side Ave, Manchester, NH 03102 Phone: (603) 624-6356	Heather Martineau	hmartineau@mansd.org
Pennichuck Middle School 207 Manchester St, Nashua, NH 03064 Phone: (603) 966-4140	Raymond Brown	BrownR@nashua.edu
Plymouth Elementary School 43 Old Ward Bridge Road, Plymouth, NH 03264 Phone: (603) 536-1152	Julia Letourneau	jletourneau@pemibaker.org
Portsmouth High School 50 Andrew Jarvis Dr, Portsmouth, NH 03801 Phone: (603) 436-7100	Mary Calhoun	mcalhoun@sau52.org
Raymond High School 45 Harriman Hill Rd, Raymond, NH 03077 Phone: (603) 895-6616	Nataly Medrano	n.medrano@sau33.com
Rundlett Middle School 144 South Street, Concord, NH 03301 Phone: (603) 225-0862	Brian Daniels	bdaniels@sau8.org
Rochester Middle School 47 Brock St, Rochester, NH 03867 Phone: (603) 332-4090	Nicole Dale-Hogan	dalehogan.n@sau54.org
Sanborn Regional Middle School 17 Danville Rd, Kingston, NH 03848 Phone: (603) 382-6226	Lynn Anderson	landerson@sau17.net
Sanborn Regional High School 17 Danville Rd, Kingston, NH 03848 Phone: (603) 642-3341	Lynn Anderson	landerson@sau17.net
Seabrook Middle School 256 Walton Rd, Seabrook, NH 03874 Phone: (603) 474-9221	Megan Poirier	megan@sys-nh.org

School	SAP Coordinator	Email
Second Start Alternative High School 450 N State St, Concord, NH 03301 Phone: (603) 225-3318	Shayla Masciarelli	smasciarelli@ssahs.org
Southside Middle School 300 S Jewett St, Manchester, NH 03103 Phone: (603) 624-6359	Hector Urrea (603) 396-8772	hurrea@mansd.org
Stevens High School 175 Broad St, Claremont, NH 03743 Phone: (603) 543-4220	Sandra Pais	spais@sau6.org
White Mountain Regional High School 127 Regional Rd, Whitefield, NH 03598 Phone: (603) 837-2528	Kattie McKinnon	kmckinnon@sau36.org
White Mountain Community College 2020 Riverside Dr, Berlin, NH 03570 Phone: (603) 752-1113	Jeff Swayze (603) 342-3058	jswayze@ccsnh.edu
Winnisquam Middle School 76 Winter Street, Tilton, NH 03276 Phone: (603) 286-7143	Cheryl Maynes	cmaynes@wrsdsau59.org
Winnisquam High School 435 West Main Street, Tilton, NH 03276 Phone: (603) 286-4531	Kathryn O'Connor	kcoconnor@wrsdsau59.org
Woodsville High School 9 High St, Woodsville, NH 03785 Phone: (603) 747-2781	<i>Vacant</i>	

# Appendix F: NH SAP Scope of Work

# NH SAP Subcontract: SFY2025-2026 School Year

## SCOPE OF WORK

The following Scope of Work for the NH Student Assistance Programs (SAPs) aligns with implementing NH SAP with fidelity. Components of NH SAP are based on the evidence-based Project SUCCESS model and adapted to meet the cultural and practical fit for NH SAPs.

1. **Program Initiation and Setup:** The selected applicant must set up the NH Student Assistance Program (SAP) according to best practices and fidelity to the NH SAP model, which is based on the evidence-based Project SUCCESS. The selected applicant must:
  - a. Within 30 days of contracting:
    - i. Meet with the Student Assistance Network (The Network) team to review contract requirements, NH SAP components, and the NH SAP Implementation Guidance.
  - b. Within 30 days of contracting:
    - i. Share information regarding the school and the NH SAP which at a minimum includes:
      1. List of staff on each school's NH SAP Team
      2. Staffing plan at location of NH SAP including direct reporting delineations and name of Superintendent
        - a. School location and grade levels
        - b. NH SAP service hours
        - c. Total number of students per school
        - d. Annual itemized budget
        - e. Funding sources or contracts other than this awarded contract
        - f. Status of an organizational sustainability plan
        - g. Percentage of staff & volunteers trained in Project SUCCESS
  - c. Recruit and retain a qualified and skilled NH Student Assistance Program Coordinator (SAP-C):
    - i. With a Master's degree in counseling, psychology, or social work, at least two years' experience working with adolescents and knowledge of substance misuse prevention or a minimum requirement of a Bachelor's degree with experience working with high-risk adolescents
    - ii. SAP-C must become a Certified Prevention Specialist (CPS). The Network will regularly monitor progress towards certification and provide TA to SAP-Cs. Information regarding NH CPS can be found at: <http://nhpreventcert.org/>
    - iii. SAP-C must participate in on-going professional development
    - iv. SAP-C must participate in monthly Network meetings
  - d. Ensure SAP-C will have access to:
    - i. A private physical space within the school to conduct screening, individual and group sessions
    - ii. At a minimum, laptop, desk, chair, telephone, and seating for students/ parents
    - iii. Student data, such as class schedule, parent/guardian contact information

# NH SAP Subcontract: SFY2025-2026 School Year

- e. Ensure access to training for the SAP-C, SAP Team and Sustainability Team members
  - f. Ensure the provision of supervision of the SAP-C
2. **School and Community Integration:** The SAP-C must be an integral part of the school and community to provide SAP services successfully:
- a. SAP-C will participate in outreach and integration activities, such as:
    - i. Engaging with staff
    - ii. provide training and consultation for school staff,
    - iii. participate in a school student support team,
    - iv. visit in-school suspension students,
    - v. volunteer as a guest speaker in classes;
    - vi. attend one school sponsored event each month such as a sporting event, band concert, art show, etc.
  - b. SAP-C will have a direct report at the the school - a staff member within the school district and a communication plan to handle issues of concern or grievances
  - c. The selected applicant must establish or assist with a student club that addresses substance use prevention, mental health promotion, or school climate concerns such as Students Against Destructive Decisions
  - d. Introduce NH SAP to parents through outreach at the beginning of the school year such as sending introductory letters home, having a table at open house nights and/or sporting events
  - e. Establish a working partnership with the local Regional Public Health Network (RPHN) and attend coalition meetings as appropriate
3. **Implementation:** The selected applicant must implement SAP with fidelity to the NH SAP model, through Project SUCCESS training and materials and utilization of the NH SAP Implementation Guidance. These Best Practices include:
- a. Utilize data to define program goals and objectives. The school administrator, SAP Team/ Student Services Team, contracted community organization, if applicable, and SAP-C must collaborate to define goals and objectives and define the target population using school and community-level data
  - b. Conduct a minimum of three school-wide awareness activities targeted toward students and focused on mental health promotion and ATOD prevention following best practices for education and awareness
  - c. Provide Prevention Education Series (Classroom Instruction) using an evidence-based curriculum in at least one grade per school, two grades for middle/high schools. The prevention education series should be a minimum of four sessions, but ideally six to eight.
  - d. Screen individuals who are referred to the program for substance use and mental health concerns
    - i. Use the GAIN-SS screening tool as required by the Bureau of Drug and Alcohol Services, Department of Health and Human Services
    - ii. Provide brief intervention to students who score low on the screening

# NH SAP Subcontract: SFY2025-2026 School Year

- iii. Refer students whose screening indicates the need for further assessment or treatment to the appropriate school-based or community-based providers as necessary
  - iv. Refer students to and conduct group sessions modeled after the Project SUCCESS groups and as adapted by The Network for cultural fit
  - v. Follow up with students to continue to provide care and connection and ensure that they have received the services they need
  - vi. Assist students in identifying and building upon their protective factors to increase school and community connections.
- e. Provide ongoing consultation services to school staff and administration as needed.
- f. Provide parent education opportunities related to mental health and ATOD topics
- i. Utilize school and local data to determine needed prevention education topics
  - ii. Collaborate with parent groups, community coalitions, the RPHN, and other community-based organizations to determine educational needs, develop resources and reach target audience
  - iii. Attend events where parents will be in attendance to promote SAP services, explain the referral process, and share community resources.
- g. Evaluation:
- i. SAP staff must collect and enter the required data in the Department-approved database on a monthly basis. This will include, but is not limited to:
    - 1. Demographics of individuals served by strategy
    - 2. Dosage and frequency of individual participation in individual and group sessions
    - 3. Aggregate GAIN-SS screening results
    - 4. Number and type of referral to internal or external behavioral health resources or programs
    - 5. Number and type of universal activities, parent education and consultation, and school staff and administration education and consultation
  - ii. SAP staff must provide details of SAP activities in order to highlight and promote SAP to the Department, The Network, and across the state.

# Appendix G: Online Resources

## NH SAP Resources

- [NH SAP Resources](#) (password: **nhsap**)
- [Bureau of Drug and Alcohol Services \(BDAS\)](#)
- [NH Student Assistance Network](#)
- [REDCap Manual](#)
- [REDCap Training 101 Webinar](#) (password: **.pqA2D3=**)
- [User's Registration Form](#)
- [REDCap Reporting System website](#)
- [Past Issues of NH SAP-C newsletters](#) (password: **nhsap**)
- [Building Effective Groups](#)
- [Why Groups Are Important](#)
- [Groups](#)
- [Ideas for Transitioning Students for Summer Break](#)

## External Resources

- [Project SUCCESS](#)
- [Partnership @drugfreeNH](#)
- [211 NH](#)
- [Strong As Granite](#)
- [Rhode Island Orientation Guide for Regional Prevention Task Forces](#)
- [Greater Williamsburg Network of Care — Continuum of Care](#)
- [A Guide to SAMHSA's Strategic Prevention Framework](#)
- [Youth Risk Behavior Surveillance System \(YRBSS\)](#)
- [NH DHHS YBRS data](#)
- [Risk & Protective Factors](#)
- [GAIN-SS](#)
- [Core Competencies for Prevention Professionals](#)
- [PTTC Network Support for the SPF Application for Prevention Success Training \(SAPST\)](#)
- [Prevention Ethics](#)
- [New England PTTC](#)
- [PCBNH website](#)
- [NHTIAD website](#)
- [Stronger Than You Think](#)
- [Doorway](#)
- [SAMHSA's Strategic Prevention Framework](#)
- [Project SUCCESS Prevention Education Series](#)
- [Prime for Life](#)
- [Stanford Toolkit](#)
- [Project ALERT](#)

- [L.E.A.D.](#)
- [Text of 42 CFR Part 2](#)
- [Fact Sheet 42 CFR Part 2 Final Rule](#)
- [GAIN-SS guidance document and online training modules](#)
- [Youth Mental Health First Aid](#)
- [Psychological First Aid \(PFA\)](#)
- [NH Rapid Response Crisis Training](#)
- [Children's Behavioral Health - Acute Crisis Care](#)
- [Red Ribbon Week](#)
- [Great American Smokeout](#)
- [National COA Awareness Week](#)
- [Kick Butts Day](#)
- [Guidelines for Using the Global Appraisal of Individual Needs–Short Screener \(GAIN-SS\) in New Hampshire Schools](#)