



FOSTERING SCHOOL CONNECTEDNESS

Improving Student Health and Academic

Achievement - Students feel more connected to their school when they believe that the adults and other students at school not only care about how well they are learning, but also care about them as **individuals**. All school staff can have a positive influence on students' lives.

Students who feel connected to their school are:

- More likely to attend school regularly, stay in school longer, and have higher grades and test scores.
- Less likely to smoke cigarettes, drink alcohol, or have sexual intercourse.
- Less likely to carry weapons, become involved in violence, or be injured from dangerous activities such as drinking and driving or not wearing seat belts.
- Less likely to have emotional problems, suffer from eating disorders, or experience suicidal thoughts or attempts.

Strategies and Actions Schools Can Take:

1. Create processes that engage students, families, and communities.
2. Provide opportunities for families to be actively involved in their children's academic and school life.
3. Provide students with academic, emotional, and social skills they need.
4. Use effective classroom management and teaching methods to foster a positive learning environment.
5. Participate in professional development opportunities to enhance your abilities to meet the diverse needs of your students.
6. Promote open communication, trust, and caring among school staff, families, and community partners.

(Centers for Disease Control & Prevention)

Universal Precautions

The **Georgia Board of Education Rule #160-1-3-.03** requires all schools to adopt routine procedures consistent with the Centers for Disease Control and Prevention's Universal Precautions for handling blood and bodily fluids. The **Georgia BOE rule #160-1-3-.03** on communicable diseases requires that, based on reasonable medical judgment, the school system shall allow an infected student or employee to remain in his or her educational or employment setting unless he/she currently presents a significant health risk of contagion.

PLEASE SEE YOUR LOCAL SYSTEM'S POLICY THAT ADDRESSES COMMUNICABLE DISEASES.

BLOODBORNE PATHOGENS

The three most common **bloodborne pathogens (BBPs)** are **Human Immunodeficiency Virus (HIV)**, **Hepatitis B Virus (HBV)**, and **Hepatitis C (HCV)**. Following standard precautions can help prevent the spread of bloodborne pathogens and other diseases whenever there is a risk of exposure to blood or other body fluids. These "universal precautions" require that all blood and other body fluids be treated as if they are infectious. Precautions include maintaining personal hygiene and using protective equipment, workplace practice controls and proper equipment, cleaning and spill clean-up procedures.

First District Regional Educational Service Agency

Safe, Healthy, and Supportive Schools Program

www.fдреса.wixsite.com/shss

912-842-5000

STRESS REDUCTION CHECKLIST

See how many you can check off in the next 30 days on your way to a better life.

- Set priorities. Focus on what's important. Let the other stuff go.
- Identify tasks that you can share or delegate. Then ask for help, if needed.
- Get organized. Disorder can make things confusing and hard to remember.
- Set short-term goals you can reach. Reward yourself for meeting them!
- Say no -- gracefully -- to taking on more obligations.
- Focus on the positive. Choose to look for the good in others and yourself.
- Laugh! Look for humor everyday.
- Listen to music. Choose tunes that relax or revive you.
- Remember, things don't have to be perfect. Sometimes "good enough" is just fine.
- Get regular exercise. Find something you like doing that you can work into your schedule.

(WebMD)



TAKE PRECAUTIONS

Whenever blood and body fluids are present:

- ♦ Use a barrier (latex/rubber gloves, a thick layer of paper towels or cloth).
- ♦ Soiled clothes of the injured person must be bagged to be sent home.
- ♦ Place waste in plastic bag for disposal.
- ♦ Thoroughly wash hands with soap and water!



Safe, Healthy, and Supportive Schools Program

Drug Free Workplace Employee Awareness Educational Update

2019-2020

Substance abusers are in virtually every workforce. Most people who abuse alcohol or illicit drugs are employed. Seventy-three percent of illicit drug users are employed either full or part-time. Studies reveal that employees who abuse drugs have a tremendously harmful effect on the workplace. **The Safe and Drug Free Schools & Communities Act (SDFSCA), 20 U.S.3171** requires all school systems to adopt and implement a program to "prevent the use of illicit drugs and alcohol by students/employees." The federal **Drug Free Workplace Act, 41 U.S.C. Section 702**, requires employees to notify their employer within five days of a conviction of any criminal drug statute for a violation occurring in the workplace. However the **Georgia Drug Free Public Work Force Act, O.C.G.A. 45-23-1**, requires public employers to suspend an employee for a second offense. This applies to any drug offense regardless of where it occurs. **It is unlawful to manufacture, distribute, dispense, possess, or use a controlled substance or alcohol in the workplace. This prohibition also includes, but is not limited to, an employee being under the influence of alcohol or controlled substances while on duty. It is the responsibility of each staff member to become familiar with the contents of and to read and abide by his/her system Drug Free Workplace policies and procedures.**



OPIOIDS

48.5 million Americans have used illicit drugs or misused Rx drugs. On average, 130 Americans die everyday from an opioid overdose.

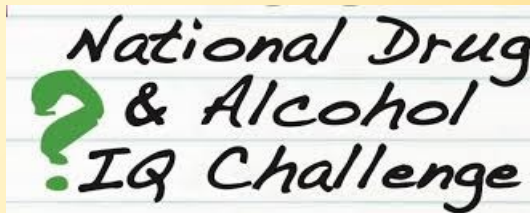
Research shows that some risk factors make people particularly vulnerable to prescription opioid abuse and overdose including:

- Obtaining overlapping prescriptions from multiple providers
- Taking high doses of Rx pain relievers
- Having mental illness or history of alcohol or other substance abuse
- Living in rural areas and having low income

(Centers for Disease Control & Prevention)

Employees with CDL's who drive school buses have additional workplace regulations that must be followed. Bus drivers must adhere to the U.S. Department of Transportation Federal Highway Motor Carrier Safety Administration regulations.

Working in an environment that is alcohol and drug free has many advantages for all employees. Employees benefit from knowing a drug free workplace applies not only to them, but also to all workers. In an effort to encourage employees to get help for drug abuse problems, the **Georgia Drug Free Public Work Force Act** allows an employee to retain employment while receiving drug abuse treatment according to **specific conditions**. **PRIOR** to an arrest for a drug offense, an employee may notify the Board of Education or Superintendent that he/she uses illegal drugs and wants to receive treatment at his/her own expense. The employee is then entitled to maintain employment for up to one year as long as the employee follows the treatment plan prescribed by the treatment provider. **(See your own local policy for additional provisions.)**



Test your knowledge about current trends and issues surrounding alcohol and drugs. Take the 2019 Challenge!

<https://teens.drugabuse.gov/quiz/national-drug-alcohol-facts-week/take-iq-challenge/2019>





Do You Know About Dabbing?

Dabbing is a form of consuming highly concentrated marijuana in a vaporized form. Dabbing has recently been growing in popularity as a different way of using marijuana especially in states where marijuana is legal. “Dabbing allows the user to ingest a high concentration of Tetrahydrocannabinol (THC), the psychoactive ingredient in marijuana.”

Butane Hash Oil (BHO), an oil or wax-like substance extracted from the marijuana plant, is placed on a “nail” attached to a specialized glass bong called a “rig.” A blow torch is used to heat the wax, which produces a vapor that can then be inhaled. This ingestion method means the effects of dabbing can be felt instantaneously. A practice related to dabbing includes, placing hash oil in vaping devices. This extract can be 50-80 percent THC. Comparatively, regular marijuana is typically only about 12-13 percent THC. Because dabbing involves using marijuana with a much higher THC concentration, its physical and psychological effects may be more severe. In addition, because the process of creating BHO involves the flammable chemical butane, it can cause dangerous explosions.

Evidence-Based Practices

1. Maximize structure in your classroom.
2. Post, teach, review, monitor, and reinforce a small number of positively stated expectations.
3. Actively engage students in observable ways.
4. Establish a continuum of strategies to acknowledge appropriate behavior.
5. Establish a continuum of strategies to respond to inappropriate behavior.

(Brandi Simonsen)



Do You Know Your School's School Climate Rating?

Georgia Insights has developed a user-friendly dashboard to display the results of the Georgia School Climate Star Rating. Each school receives a 1- to 5-star rating, with five stars representing an excellent school climate and one star representing a school climate most in need of improvement. This dashboard allows you to search for a school's performance on a number of indicators that are tied to the climate of that school.

<http://www.georgiainsights.com/school-climate-overview.html>

PBIS

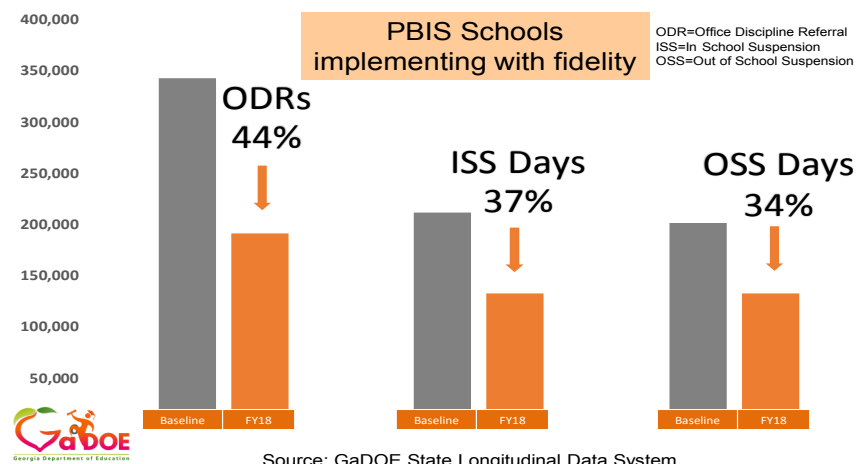
Positive Behavior Intervention & Supports

PBIS can be an organizing framework for schools to determine how they want to operate as a community ~ what type of learning environment they want to create and what that means in terms of student behavior. Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety, and support improved academic outcomes. More than 22,000 U.S. schools are implementing PBIS and saving countless instructional hours otherwise lost to discipline. The premise of PBIS is that continual teaching, combined with acknowledgment or feedback of positive student behavior, will reduce unnecessary discipline and promote a climate of greater productivity, safety, and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted, and individualized interventions and supports to improve school climate for all students. (OSEP Technical Assistance Center on Positive Behavior Interventions & Supports, 2009)

Teaching Social-Emotional Competencies

Increasingly, researchers have recommended teaching social-emotional competencies within a prevention-focused, multi-tiered public health model, because simply adopting a curriculum does not lead to adequate implementation or improved outcomes (Greenberg, Domitrovich, Weissberg, & Durlak, 2017; Merrell & Gueldner, 2010). Positive behavioral interventions and supports (PBIS) provides an ideal framework for promoting social-emotional competencies to improve outcomes for the whole child. (www.pbis.org) As school teams adopt social-emotional competency programs to target the needs of their students, a PBIS framework can provide the necessary structures to teach social-emotional competencies effectively, including the use of teams examining data to identify needs, monitor fidelity of implementation, and measure effects. (GaDOE PBIS Strategic Plan)

Return on Investment: Since 2014



Child Abuse Mandated Reporting

A report of alleged child abuse is made in Georgia every 14 minutes. **Section 19-7-5 of the Official Code of Georgia Annotated**, relating to reporting of child abuse, designated several categories of individuals as mandated reporters. These individuals, “having reasonable cause to believe that a child has been abused, shall report or cause reports of that abuse to be made.” Mandated child abuse reporting under **OCGA 19-7-5** also includes endangering a child. All child service organization personnel are mandated reporters. Child service organization personnel means persons employed by or volunteering at a business or an organization, **whether public, private, for profit, not for profit, or voluntary, that provides care, treatment, education, training, supervision, coaching, counseling, recreational programs or shelter to children (O.C.G.A. 19-7-5(c)(1))**. There are five types of child abuse: Neglect, Endangerment, Emotional/Psychological, Physical Abuse, and Sexual Abuse or Sexual Exploitation. Mandated reporters only need “reasonable suspicion,” not direct evidence to report. When you suspect a child is being maltreated, report your concerns to the designated reporter in your school or to your school administrator. To ensure the matter has been timely reported, you may follow-up in writing with your designated reporter and/or administrator. Remember, to make a report or cause a report to be made, mandated reporters only need to have “reasonable suspicion,” not direct evidence to report. Reports must be made as soon as possible but at least within 24 hours (“real time”). **Any person or official required by Georgia law to report suspected cases of child maltreatment and who knowingly and willfully fails to do so shall be guilty of a misdemeanor. Please also check with your school system for any additional requirements.**



KnowBullying is a free mobile app that puts the power to prevent bullying in your hands. Find simple conversation starters to prevent bullying and help your child build resilience.

<https://store.samhsa.gov/apps/knowbullying>

REPORT a THREAT

To report suspicious activity, please contact your local law enforcement or download the **"See Something, Send Something"** app on your smartphone. If it's an emergency, dial 911.

Go to: <https://gema.georgia.gov/report-threat> to get the digital app.



The following organizations and resources provide free, confidential assistance.

SAMHSA's NATIONAL TREATMENT HELPLINE
1-800-662-HELP (4357)

www.samhsa.gov/find-help/national-helpline

SUICIDE PREVENTION LIFELINE

1-800-273-TALK (8255)

www.suicidepreventionlifeline.org

DISASTER DISTRESS HELPLINE

1-800-985-5990

www.samhsa.gov/find-help/disaster-distress-helpline

GEORGIA CRISIS & ACCESS LINE

1-800-715-4225

ALCOHOLICS ANONYMOUS

1-212-870-3400

www.aa.org/

GEORGIA TOBACCO QUIT LINE

1-877-270-7867

NAR-ANON

1-800-477-6291

www.nar-anon.org



EDUCATIONAL PREVENTION VIDEOS

“Dose of Reality” ~ <http://www.ndwa.org/>

“It's Not What the Doctor Ordered” ~

www.fdrs.org

PRESCRIPTION DRUG ABUSE PREVENTION

<https://stoprxabuseing.org>

GEORGIA SCHOOL SAFETY HOTLINE

1-877-SAY-STOP

SUICIDE PREVENTION RESOURCE CENTER

www.sprc.org

HUMAN TRAFFICKING HOTLINE INFORMATION

1-888-373-7888

GEORGIA NATIONAL ALLIANCE MENTAL ILLNESS

1-770-234-0855

<https://namiga.org>

NATIONAL TRAUMATIC STRESS NETWORK

<https://www.nctsn.org>

GEORGIA DRUG DETOX

1-678-331-7430

