Making Connections…. To Increase Student Achievement

Volume 5, Issue 2 February 2010

Promoting School Wellness and Student Success

Action for Healthy Kids (AFHK) supports schools with improving nutrition and increasing physical activity in order to help children learn to eat healthy, be active and be ready to learn. They provide expertise, volunteers, programs and resources nationwide through a collaboration of more than 11,000 members that include professionals, parents, educators, community volunteers, business leaders and students. Created in 2002, AFHK was a response to then U.S. Surgeon General Dr. David Satcher’s public call to action to work with schools to fight the national epidemic of childhood obesity. AFHK has teams of volunteers in every state and the District of Columbia working to enhance school and student health.

The NYS Action for Healthy Kids Team works collaboratively with the National AHFK to improve children’s nutrition, physical education and physical activity through a best practice Coordinated School Health approach. This statewide group consists of over four hundred collaborating stakeholders dedicated to educating, promoting, sharing, advocating and implementing state, regional, and local initiatives to enhance the school health environment in order for children to learn about and participate in positive lifestyle behaviors. Kim McLaughlin, Executive Director of the New York State Student Support Services Center serves as the Chair of the NYS AFHK. Visit the AFHK website at www.ActionforHealthyKids.org to join the NYS Team. For questions or more information about the NYS AFHK please contact Kim McLaughlin at kmclaughlin@gvboces.org.

In addition to a variety of resources, AFHK provides school programs that are free or low-cost, and can be tailored to meet the particular needs of schools and their students. Students Taking Charge! How Healthy is Your School and What Can You Do About It? (STC) toolkit engages high school students as advocates through modules that allow them to investigate, plan and take action for nutrition and physical activity policy changes. STC helps develop young leaders, provides community service opportunities and encourages students to be true partners in the creation of a healthy school.

“A growing body of evidence indicates that poor nutrition, physical inactivity, and obesity are associated with lower student achievement and poorer health.”

-Action for Healthy Kids

Progress or Promises? What’s Working For Against Healthy Schools

(Continued on Page 4)
School Climate: Five Strategies for Urban School Success

Based on many years of data and research in the Chicago public schools, the authors of Organizing Schools for Improvement: Lessons From Chicago, have identified five strategies that when combined, lead to student success in urban schools. The five strategies are:

♦ A student-centered learning environment that is safe, welcoming, stimulating, and nurturing to all students;  
♦ A welcoming attitude towards and strong connections with parents, families and the community;  
♦ Strong leadership that is strategic, focused on instruction, and inclusive of others;  
♦ Effective professional development and collaborative work based on continuous improvement; and  
♦ Strong instructional guidance and materials.

Researchers found that although each of the strategies for success could be linked to improvement on its own, they were more effective in tandem with other essential supports. Schools that were rated strong in all five areas were at least ten times more likely than schools with strengths in just one or two areas to achieve substantial gains in reading and math. Likewise, a weakness in one area exacerbated other weaknesses. For instance, 33% of schools with weak teacher educational backgrounds and 30% of schools with weak professional communities stagnated, compared with 47% of the schools lacking on both measures. “A material weakness in any one ingredient means that a school is very unlikely to improve,” said Mr. Anthony S. Bryk, lead author of the book.

This book is a cumulative effort for the Consortium on Chicago School Research, which was founded 20 years ago at the University of Chicago by Mr. Bryk and others to undertake independent research on Chicago’s 409,000-student school system.


Surgeon General Regina Benjamin Shares Vision for a Healthy and Fit Nation

The Surgeon General’s Vision for a Healthy and Fit Nation 2010 outlines the ways Americans must work together to reverse the obesity epidemic. It identifies changes and improvements needed within homes, communities, schools, child-care centers, work sites and medical communities.

Currently, two-thirds of adults and nearly one in three children are overweight or obese. Many racial and ethnic groups and geographic regions of the United States are disproportionately affected. For instance, African American girls and Hispanic boys are more likely to be obese compared to non-Hispanic whites.

“Americans will be more likely to change their behavior if they have a meaningful reward - something more than just reaching a certain weight or dress size,” said Dr. Benjamin. “The real reward is invigorating, energizing, joyous health. It is a level of health that allows people to embrace each day and live their lives to the fullest without disease or disability.”

To view The Surgeon General’s Vision for a Healthy and Fit Nation, visit www.surgeongeneral.gov.
Practices to *Foster* and *Avoid* in Out-of-School Time Programs

To improve outcomes for youth in out-of-school time programs, two new Child Trends briefs highlight ten practices to foster and ten practices to avoid.

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The Effects of Switching from Whole to Low-Fat/Fat-Free Milk in Public Schools

In 2005, the New York City Department of Education (NYC DOE) began reviewing their school food policies to determine options for addressing the prevalence of childhood obesity in NYC. They determined that reducing the consumption of whole milk and increasing the consumption of fat-free or low-fat milk could help decrease students’ fat and caloric intake while maintaining calcium consumption. To assess the effects of the switch on milk consumption, the NYC Department of Health and Mental Hygiene analyzed system-wide school milk purchasing data. As a result of the switch in milk, each milk-drinking student was served an estimated 5,960 fewer calories and 619 fewer grams of fat per school year after the policy change. Additionally, school milk purchases per student per year increased 1.3% in fiscal year 2009 compared to 2004 data. Other school systems can use these results to guide changes to school food policies and procedures. To read the full report, visit http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5903a2.htm.
Promoting School Wellness and Student Success (Con’t)

AFHK funded the NYS AFHK to implement STC in five high schools to engage their student members in work to improve the nutritional and physical activity policies and environments at their schools. Lisa Calabresi, Coordinator at the NYSSSSC, serves at the NYS STC Project Coordinator and recently provided training and technical assistance to three New York City schools (E.R. Murrow High School and New York Harbor School in Brooklyn and Validus Preparatory Academy School in the Bronx). Two Rochester area schools (Churchville-Chili High School and Wilson Magnet High School, Rochester City School District) will receive training later this month. As part of this initiative, one or more students from each of these high schools will become a part of the Statewide Students Taking Charge Team. These young people will share their learnings and successes and provide valuable input to the NYS AFHK Team.

AFHK offers additional school programs as well. Game On! The Ultimate Wellness Challenge supports schools in working with youth and their families to learn about healthy eating and being active. The goal of the program is to increase awareness and facilitate behavior changes that positively impact health and achievement. ReCharge! Energizing After-School provides an opportunity for students in grades 2 to 6 to learn about and practice good nutrition and physical activity habits through team-based after-school strategies. Although specially designed for after-school programs, ReCharge! has successfully been used in classrooms, in summer/day camps and by in-home daycare providers. Additionally, the Parents Advocating for School Wellness toolkit is available to engage parents and families as partners in support of healthier schools for their children.

To learn more about Action for Healthy Kids, visit www.ActionForHealthyKids.org. Visit the NYSSSSC website at www.nysssscenter.org to access a variety of school wellness related information and resources. The NYSSSSC supports schools with a wide array of technical assistance, resources and research-based continuous improvement approaches in many specialty areas including health-related school policies and practices.

Family Involvement Programs That Work, Do Not Work or Have Mixed Results

Child Trends has published two new fact sheets that analyze what types of family involvement programs and social intervention strategies work, do not work, or have mixed results for children and adolescents. Programs were considered successful if they achieved one or more of the following outcomes for the 12-17 year old age group: academic achievement; a reduction in internalizing behaviors such as depression and anxiety, or in disruptive or delinquent behaviors; a reduction or avoidance of substance use; avoidance of sexual risk-taking; and achieving/maintaining health and fitness. Visit http://www.childtrends.org/Files//Child_Trends-2009_12_09_FS_WWParentInvolveAdol.pdf to learn more.
First Lady Launches Let’s Move Campaign

Earlier this month, First Lady Michelle Obama unveiled the national Let’s Move campaign to address childhood obesity. To achieve the national goal, the campaign will engage every sector in order to provide schools, families and communities with simple tools to help kids be more active, eat better, and get healthy.

To support Let’s Move and facilitate and coordinate partnerships with States, communities, and the non-profit and for-profit private sectors, leading children’s health foundations have come together to create a new independent foundation called the Partnership for a Healthier America. The purpose of the foundation is to accelerate existing efforts addressing childhood obesity and facilitate new commitments towards the national goal of solving childhood obesity within a generation. To learn more about the Let’s Move campaign, visit www.letsmove.gov/.

Office of Safe and Drug Free Schools (OSDFS) Prevention Update

In a recent memo, Assistant Deputy Secretary Kevin Jennings provided information about the implications of the President’s 2011 budget on OSDFS programming. The OSDFS is being recommended for a 6% increase in 2011. The department is moving to consolidate programs into a smaller number of funding streams as a way to provide more comprehensive programs and to make it easier for state and local partners to access funds. The Administration has requested a 12.5% budget increase of $45 million to $410 million for OSDFS programs in 2011, with a consolidation of work into 4 major streams:

♦ The Successful, Safe, and Healthy Students program will expand the department’s school climate work to put in place measurements for schools that will enable States, districts, individual schools, and their partners to assess the need for and improve student mental and physical health and well-being, reduce violence and substance abuse, and promote social and emotional learning so that school climates can better contribute to student academic achievement and overall well-being.

♦ Emergency Preparedness Programs will remain in light of the impact of events such as Columbine, Virginia Tech, 9/11, Hurricane Katrina, and the H1N1 virus on schools’ ability to continue the learning process in the face of disaster.

♦ Safe Schools/Healthy Students supports the development of communitywide approaches to creating safe and drug free schools and promoting healthy childhood development.

♦ Substance Abuse and Violence Prevention in Higher Education identifies and disseminates information about exemplary and effective alcohol or other drug (AOD) abuse prevention programs implemented on college campuses.

“I think this offers an exciting new direction for our prevention work in light of the 2009 elimination of the state formula grants. The Successful, Safe, and Healthy Students program will enable states to once again access federal dollars to both systemically measure and develop & implement programs to improve school climates.”

−Kevin Jennings, Assistant Deputy Secretary, U.S. Department of Education, Office of Safe and Drug Free Schools

Visit the OSDFS website for information updates: http://www2.ed.gov/about/offices/list/osdfs/news.html.
Dropout Prevention News

♦ New Child Trends research finds that one in three (34%) young women who had been teen mothers did not earn a high school diploma or a GED by the time they were 22 years old, compared with only 6% of young women who had not had a teen birth. To learn more, read the Child Trends Fact Sheet titled, Diploma Attainment Among Teen Mothers at http://www.childtrends.org/Files//Child_Trends-2010_01_22_FS_DiplomaAttainment.pdf.

♦ The National Dropout Prevention Center has partnered with Microsoft in their Partners In Learning Network (PILN) to host webcasts and a moderated community discussion around key issues and solutions to dropout prevention. More details and dates will be forthcoming.

♦ Visit http://www.clemson.edu/curp/ssss.html to attend an online dropout prevention workshop. Students Serving Students encourages engagement of students in solving the dropout crisis through service-learning.

♦ College-And-Career-Ready: Using Outcomes Data to Hold High Schools Accountable for Student Success reports how states are building data systems to track student progress after high school into the workforce and college. Communications are improved as vital information flows between K–12, higher education, and workforce information systems. Learn more at http://www.educationsector.org/usr_doc/College-Ready.pdf.

National Teen Dating Violence Awareness and Prevention Month

On January 28, 2010, Associate Attorney General Tom Perrelli joined Senators Mike Crapo (ID), Sheldon Whitehouse (RI), and Joseph Lieberman (CT) to announce the United States Senate’s unanimous passage of Senate Resolution 373, which designates February 2010 as “National Teen Dating Violence Awareness and Prevention Month.”

The Department of Justice will use the month of February to raise awareness regarding teen dating violence and to provide opportunities for schools and communities to protect young people. For Associate Attorney General Perrelli’s complete remarks, visit www.justice.gov/asg/speeches/2010/asg-speech-100128.html.

March is National Nutrition Month®

Created by the American Dietetic Association, National Nutrition Month® focuses attention on the importance of making informed and positive food choices and developing physical activity habits. This year’s theme is “Nutrition from the Ground Up.” For resources, ideas on how to celebrate and more information, visit http://www.eatright.org/nnm/.

March 24th is Kick Butts Day

Sponsored by the Campaign for Tobacco-Free Kids, Kick Butts Day is an opportunity for youth to advocate against tobacco use and take action against the tobacco industry. Visit www.kickbuttsday.org for more information and to download a Kick Butts Day Guide with event ideas and planning tips for students of all ages.
Using Children’s Storybooks to Engage Families in Their Children’s Education

Harvard Family Research Project has a new link on their website dedicated to using children’s storybooks with family involvement themes to engage families in their children’s education and to encourage family, school and community partnerships.

The Storybook Corner offers resources to help educators, families, and those who work with families to promote the awareness, discussion, and practice of family involvement in children’s education in a wide range of settings. Storybook Corner provides a list of storybooks with family involvement themes and tools for using the storybooks, as well as bilingual online storybooks. Storybook Corner resources are designed to help build critical complementary learning linkages among families, schools, and community organizations all while supporting literacy. Visit http://www.hfrp.org/family-involvement/storybook-corner for more information.

Keep Gym in School: Physical Education Program Grants

The NFL Network will award ten $1,000 grants to middle schools across the country. Applications are due by March 30th. Visit http://keepgyminschool.com/nominate-school.aspx for more information and to complete the nomination form.

HIV/AIDS Online Course

The NYS Student Support Services Center is offering an HIV/AIDS prevention and education online course from March 1st – March 31st, 2010. HIV/AIDS: The Basics is a 4 hour course that reviews the basics of HIV/AIDS prevention, transmission, and testing; the relationship of STD and unintended pregnancy prevention efforts; abstinence; and the effects of alcohol and other drug use in HIV/AIDS prevention.

This course is an independent, self-study professional development opportunity that is offered completely online and free of charge. This course is available through the collaborative efforts of the NYSSSSC, the Centers for Disease Control, NYS Education Department and the NYS Department of Health-AIDS Institute.

Course registration is accepted at www.nysssscenter.org. Click on “Professional Development” and follow the directions for online registrations. For more information contact us at nysssscenter@gvboces.org.

Promoting Alternative THinking Strategies Elementary Curriculum (PATHS®) Training

March 31 & April 1, 2010
Rochester, New York

This two-day interactive training will prepare participants to implement the PATHS® curriculum in their elementary school. Participants will learn about and experience key components of the K-6 curriculum.

The PATHS® elementary curriculum is designed to positively impact children’s motivation, ethical development, and academic achievement through social and emotional learning. PATHS® has been shown to significantly improve children’s social, emotional and cognitive skills. This curriculum facilitates the development of self-control, positive self esteem, emotional awareness and interpersonal problem-solving techniques—all skills that work to reduce classroom disruptions caused by bullying and other hostile behavior.

Access the training brochure and register online at www.nysssscenter.org and click on “Professional Development.”
Safe Dates Adolescent Dating Abuse Prevention Curriculum Trainings
The NYS and Regional Student Support Services Centers are offering three trainings for school and community educators focused on implementing the Safe Dates dating abuse prevention curriculum with fidelity. Safe Dates helps middle and high school teens to recognize the difference between caring and supportive relationships and controlling, manipulative or abusive relationships. Research on this program has demonstrated that adolescents who received the Safe Dates curriculum reported from 56% to 92% less dating violence, victimization and perpetration than those in a study control group with results lasting four years after exposure to the curriculum.

April 26, 2010 – Syracuse, NY
Visit www.nysssscenter.org for a training brochure and registration information.

May 6, 2010 – Gouverneur, NY
Contact Tina Cobb at tcobb@ncppc.org for more information.

To Be Determined - Western, NY location and date

CSEE 13th Annual Summer Institute — Creating the Foundation for Comprehensive School Climate Reform
July 6-8, 2010
Fordham University
New York, NY

This three-day event features engaging workshops, expert keynotes and valuable networking sessions that provide practical strategies and up-to-date knowledge needed to create a safe and supportive environment for learning.

Kevin Jennings, Assistant Deputy Secretary, U.S. Department of Education, Office of Safe and Drug-Free Schools will provide a special keynote address. The NYS Student Support Services Center is collaboratively supporting and presenting at this summer’s institute.

Visit www.schoolclimate.org for more detailed conference and registration information.

21st Century Skills for the Future Conference
July 13-15, 2010
Driver’s Village Conference Center
Syracuse, NY

This three-day conference will host international leaders in the effort to prepare kids for the century in which they live (and the future). Featured keynote speakers include:

- Ken Kay, Partnership for 21st Century Skills
- Yong Zhao, Michigan State University
- Bernie Trilling, Oracle Education Foundation
- Chris Corallo, Henrico County Public Schools
- David Warlick, Landmark for Schools

Visit c21.ocmboces.org to learn more about the conference including information for conference registration. This conference is sponsored by the OCM BOCES and CNYRIC.

21st Century Skills include specific content knowledge and skills, expertise and literacies blended with academic core subjects that students need in order to succeed in work, life and in the 21st century. To learn more about the 21st Century Skills, visit c21.ocmboces.org.
Supportive Learning Environment Resources
This section highlights several available resources that may be of interest to school communities focusing on enhancing a supportive learning environment.

Generation M²: Media in the Lives of 8 to 18-Year Olds
Henry J. Kaiser Family Foundation
This is the third in a series of large-scale, nationally representative surveys about young people’s media use. It includes data from all three waves of the study (1999, 2004, and 2009), and is among the largest and most comprehensive publicly available sources of information about media use among American youth. Eight to eighteen year-olds devote an average of 7 hours and 38 minutes to using entertainment media across a typical day (more than 53 hours a week). Visit http://www.kff.org/entmedia/entmedia012010nr.cfm for more information.

Youth Physical Activity Guidelines Toolkit
Centers for Disease Control Division of Adolescent and School Health
This toolkit contains resources, strategies and guidance to inform adults about the importance of regular physical activity among youth, current physical activity guidelines for youth, and ways to encourage physical activity among youth. The toolkit can be used by anyone who promotes youth physical activity in the school and the community. Many of the toolkit components can be adapted and customized for various audiences. The User Guide provides an overview of all toolkit materials, offers suggestions for customizing components, and provides examples of use. Access the toolkit at http://www.cdc.gov/HealthyYouth/physicalactivity/guidelines.htm#1.

Adolescent Sexual Health Resources
ACT for Youth Center of Excellence
Visit http://www.actforyouth.net/default.asp?ID=aSHResource for research-based adolescent sexual health resources, tools and strategies. ACT for Youth has a variety of publications on dating, healthy relationships, transgender identity and healthy decision making. There are also resources on planning for and implementation of evidence-based programming, using the media to promote adolescent sexual health as well as community needs assessments and resources to help communities develop successful adolescent pregnancy, STD and HIV prevention strategies.

Chatting with Kids About Being Online
Net Cetera, OnGuard Online
This guide provides adults with tips for helping young people navigate the online world. This resource encourages dialogue with children about how they communicate, especially online. Aimed at parents and families, this guide can be used at schools, PTA meetings or anywhere parents and families might gather. The materials are in the public domain and are able to be customized to meet specific needs. Visit http://www.onguardonline.gov/topics/net-cetera.aspx to download the guide.

Childhood Obesity and Schools
The National School Boards Association (NSBA) School Health Program has created a webpage with relevant data and research; resources for developing sound policies and practices; and examples of school successes in addressing childhood obesity. In addition, the webpage provides general resources such as links to websites for further research and policy guidance. Visit http://www.nsba.org/MainMenu/SchoolHealth/obesity-and-schools.aspx.

NSBA also has an archived webcast titled, Leadership in Action: Policy Makers Addressing Childhood Obesity Through Collaboration and Policy Change. The webcast addresses issues around childhood obesity, as well as strategies that can be used locally or state-wide. There is no cost for viewing the archive, and it will be available until July 1, 2010. Visit http://www.esgn.tv/.
Making Connections….
With Parents and Families to Increase Student Achievement

Welcome to the parent/family section of our monthly newsletter, Making Connections with Parents and Families to Increase Student Achievement. This section features articles and information on best practices for parents and families for supporting the safe and healthy development of their children; effective practices, strategies, programs and information for parents and families to partner with the school on student health and success; and/or research-proven strategies for schools to most effectively partner with families. We encourage you to “borrow” and share articles for your school’s newsletter, the parent/family section of your website, or any other venue that you have developed to educate and involve parents and families.

How Can Parents and Families Contribute to School Safety?
Keeping a school safe requires a coordinated effort among a variety of people including parents and families. One important thing parents and family members can do to enhance school safety is to talk with their children about school safety.

Ask children if they have any safety concerns at school. Where do they feel most safe and least safe and why? Talk with children about the importance of reporting threats and safety concerns at their school. Explain that doing so is not “telling” or “snitching” but instead could help to prevent injuries, violence or even save someone’s life. Help children identify specific adults at school who they would feel comfortable talking with if they became aware of safety concerns, had been threatened or knew of some other safety matter at the school that needed attention. Also, consider talking with children about how to avoid being drawn into rumors or gossip and inter-personal conflicts that could lead to violence or other unsafe situations.

Source: Parent Teacher Association

Help Keep Your Children Tobacco Free
Some thoughts to keep in mind as you talk with your children about tobacco.…

- Parents/caregivers can be the GREATEST INFLUENCE in a young person’s life despite the impact of media.
- Talk directly to children about the risks of tobacco use.
- Most young people and adults do not use tobacco.
- If you use tobacco, you can still make a difference. Try to quit and meanwhile don’t use tobacco in front of your children, don’t offer it to them and don’t leave it where they can easily get it.
- Start talking to your children about tobacco use at age 5 or 6 and continue through their high school years.
- Know if your children’s friends use tobacco. Talk about ways to refuse tobacco.
- Make sure the events your children attend are smoke-free.
- Talk with children about the false glamorization of tobacco in the media.
- If you have caught your child using tobacco, try to avoid threats and ultimatums. Ask questions to find out why your child is using tobacco.

Source: Centers for Disease Control and Prevention and American Lung Association
Tips for Helping Young People Make Healthier Food Choices

The ideas below are based on strategies used by nutrition and health professionals who work with children and families to help young people make food choices that are in line with the Dietary Guidelines for Americans.

- If you want your kids to drink milk, you have to too. Parents are role models.
- Eat family meals. Kids are more likely to eat healthier foods at the dinner table.
- Set goals for the entire family. Strive to develop one healthy eating habit at a time.
- Encourage children to stop eating when their brain tells their belly that it's full.
- Provide kids with a variety of low-fat or fat-free dairy, fruits, vegetables and whole grains.
- Start teaching kids about healthful foods at infancy.
- Encourage children to taste new foods.
- Help kids think of their stomachs as gas tanks that they don’t want to overflow.
- Help kids learn the connection between healthy eating, energy, and school performance.
- Help kids learn to read food labels.
- Allow no more than 2 hours of screen time (TV and computer) per day.
- Visit a farm or grow a garden to help kids understand where food comes from.
- Let kids help with planning, selecting, preparing and cooking food.
- Show youth what realistic and age-appropriate serving sizes are.
- Show kids how much sugar is in soda and other drinks by measuring it with sugar cubes.
- Explain to children that not eating “junk” food is a change in habits, not a diet.

Source: Action for Healthy Kids

Parents Can Help Prevent Teen Pregnancy, HIV and STD’s

The National Campaign to Prevent Teen Pregnancy

Parent Power: What Parents Need to Know and Do to Help Prevent Teen Pregnancy offers information for parents and those who work with and care for young people. It compiles much of what is known about parental and family influences and offers practical strategies to help children delay sexual activity, avoid teen pregnancy as well as HIV and STD’s. Visit http://www.thenationalcampaign.org/resources/pdf/pubs/ParentPwr.pdf to read this resource.

Technology and Children

Technology and Youth: Protecting Your Child from Electronic Aggression is a tip sheet that explains some of the pros and cons of the use of new technologies among youth and explains the term “electronic aggression.” According to the Centers for Disease Control, 9% to 35% of young people report being victims of electronic aggression and this kind of violence has been used to embarrass, harass or threaten peers. This tip sheet includes examples of electronic aggression and offers tips for parents and caregivers on how to:

1) talk with children about electronic media use;
2) develop electronic media rules;
3) explore the Internet;
4) talk with other parents and caregivers;
5) connect with the school; and
6) educate themselves.

Visit http://www.cdc.gov/ncipc/dvp/Electronic_Aggression_Tip_Sheet.pdf to read this entire resource.
### Regional Student Support Services Centers

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<td>Genesee Valley BOCES</td>
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<tr>
<td>355 Harlem Road</td>
<td>LeRoy, NY 14482</td>
<td>6075 East Molloy Road</td>
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<tr>
<td>Building C</td>
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### Statewide Centers

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<th>NYS 21st CCLC Statewide Technical Assistance Center</th>
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<tr>
<td>Genesee Valley Educational Partnership</td>
<td>175 Route 32 North</td>
<td>NYS Center for School Safety</td>
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<tr>
<td>80 Munson Street</td>
<td>New Paltz, NY 12561</td>
<td>175 Route 32 North</td>
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<tr>
<td>LeRoy, NY 14482</td>
<td>845/255-8989</td>
<td>New Paltz, NY 12561</td>
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<tr>
<td>585/344-7570</td>
<td><a href="mailto:scss@mhric.org">scss@mhric.org</a></td>
<td>845/255-8989</td>
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<td><a href="mailto:nysssscenter@gvboces.org">nysssscenter@gvboces.org</a></td>
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<td><a href="http://nyscenterforschoolsafety.org">http://nyscenterforschoolsafety.org</a></td>
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<td><a href="http://www.nysssscenter.org">www.nysssscenter.org</a></td>
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### Be a part of future issues...

This newsletter is designed to be a resource to you. Please let us know what types of information will assist you with developing or maintaining supportive learning environments in your school. Please contact the New York State Student Support Services Center (nysssscenter@gvboces.org) with ideas for types of articles and resources you would find helpful.

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