

# SAP CONNECTION

May, 2021



Prepared by: PA Network for Student Assistance Services (PNSAS)

[www.pnsas.org](http://www.pnsas.org)

## PNSAS INTERAGENCY UPDATE

### **Newly Revised SAP Frequently Asked Questions and Best Practice Responses Now Available!**

PNSAS is pleased to announce the newly revised "Student Assistance Program Frequently Asked Questions and Best Practice Responses", updated February, 2021. This resource addresses common issues that surface related to the Commonwealth's Student Assistance Program. Whether you are new to SAP or a veteran team member, this tool is a "must read" for all! Areas highlighted are related to: training, policy, records, laws, and parent involvement, to name a few. This is an excellent resource to utilize when questions surface and answers differ, as well as regularly review to ensure team practices are aligned to the Pennsylvania SAP model. Go [here](#) - give it a read, talk to your team, and as needed connect with your SAP regional coordinator.

### **Youth MOVE PA Needs Your Help!**

Youth MOVE PA is asking how youth and their parents feel COVID-19 has affected them throughout many aspects of life. They have created a survey and they need your help getting responses so please feel free to send this [survey link](#) to anyone you feel appropriate. Thank you! If you have any questions, please contact:

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Call for Change & Youth Coordinator

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## SAP BACK TO BASICS

### **The Tool Every Student Assistance Program Needs**

Feel like going on a scavenger hunt? Ready? Bring back the information below about SAP in Pennsylvania during the 2019-2020 school year. And...Go!

- a) The total number of referrals to SAP teams \_\_\_\_\_
- b) The percentage of SAP referred students aged 14-17 who received either a screening or an assessment \_\_\_\_\_
- c) How many parents or guardians referred a student to a SAP team? \_\_\_\_\_
- d) What month in the school year had the highest number of SAP referrals? \_\_\_\_\_
- e) How many 10–13-year-olds who were assessed, received a recommendation for Drug and Alcohol outpatient services? \_\_\_\_\_

Puzzled as to where to find all of this? Does the PDE 4092 sound familiar? How about the JQRS? Those initials represent important information that need to be part of your SAP toolbox. But don't feel discouraged if you're not sure what they mean, where to access the information, or what to do with it. Here is a brief guide to the "nuts and bolts" of each.

### **PDE 4092**

- ✓ It's the reporting form that is used by SAP teams to report on each student that's referred to them.
- ✓ Instructions for completing the form, along with a copy of the current year's blank printable form and contact numbers for assistance can be accessed through the PNSAS [website](#) or at the Pennsylvania Safe Schools Online Application website [here](#).
- ✓ The form is filled out electronically each time a student is referred, even if that student has been referred before during the year.
- ✓ The completed information must be submitted and released online at <https://www.safeschools.pa.gov> to the Pennsylvania Department of Education (PDE) and is due by June 30<sup>th</sup> of each year.
- ✓ These forms do not include any information that would allow PDE to identify a student.
- ✓ Historical data reports, including county level ones, that are available to the public can be found [here](#). (Additional password protected reports that can be accessed for your specific school districts are also available.) Contact your [SAP Regional Coordinator](#) for assistance.
- ✓ An infographic highlighting some of the data from the 2019-2020 statewide PDE report can be accessed [here](#) on the PNSAS website.

### **JQRS**

- ✓ JQRS stands for Joint Quarterly Reporting System. The Pennsylvania Department of Human Services and Department of Drug and Alcohol Programs collaborate to provide the Joint Quarterly Reporting System (JQRS) to collect data from agencies who provide SAP liaison services.
- ✓ The JQRS is used by the SAP liaison provider agencies to report electronically on the students that were referred to them via the SAP process. It includes information on every student that was screened or assessed by the SAP liaisons during a calendar quarter i.e. Jan-March, etc. This information includes the school district where the student attends.
- ✓ These reports do not include personally identifiable information on a student i.e. name, address, contact information.
- ✓ Instructions on completing the JQRS, including contact information for technical assistance, is available for the SAP liaison provider agencies and the county authorities [here](#).
- ✓ The liaison provider agencies are required to submit this data to the appropriate county authority or authorities who then release it to the Pennsylvania Department of Drug and Alcohol Programs (DDAP) and to the Pennsylvania Department of Human Services (DHS), Office of Mental Health and Substance Abuse Services (OMHSAS) each quarter.
- ✓ Annual data from previous years' JQRS reporting can be accessed [here](#). (County administrators can access additional password protected information on their counties. Contact your SAP Regional Coordinator for assistance. Contact information is located [here](#).)
- ✓ An infographic highlighting some of the data from the 2019-2020 JQRS can be accessed [here](#) on the PNSAS website.

### **So now what?**

"That's great" you may be thinking, "but why is this so important?" The data from the PDE 4092 and the JQRS is like a Swiss Army knife. It not only provides information to the Departments of Education, Drug and Alcohol Programs and Human Services on how SAP is functioning in Pennsylvania, but it's also a tool for your SAP team, your school district, as well as your SAP County Coordination team. Here are just a few ways you can use the data the PDE 4092 and the JQRS provide.

### ✓ **Planning**

Examining the data allows you to do more targeted planning. What strategies are you using to ensure that parents are engaged in the SAP process? Are they effective? What does the number of parental permissions on the PDE 4092 tell you? Do you continue with your current strategies or do you need new ones?

### ✓ **Problem Solving**

Suppose the JQRS shows that students are not accessing recommended services after an assessment and you learn at a SAP County Coordination Team meeting that there is a long waiting list for outpatient mental health services for adolescents. How would you approach this? Or the drug and alcohol assessment data shows a rise in the number of students who report vaping. How could that be addressed to turn that trend around? If you don't look at the data, you may not even know you have a problem!

### ✓ **Prevention**

Do you see a larger number of students who transitioned from middle school to the high school this year being referred? Perhaps some additional resources are needed for that age-group, not just this year, but each year for those new high school students as part of their orientation to high school. Could your data help you know what those resources need to be?

So...to "hammer" home the point-- planning, problem solving and prevention—the data the PDE 4092 and JQRS provides is definitely a must-have tool. Be sure to reach out to your [SAP Regional Coordinator](#) if you need help in learning how to use all of its features and make a spot in your toolbox for the Swiss Army knife of SAP!

## **RESOURCES and NEWS**

### **Introducing: "What Our Kids Want Us to Know"; an Inside Look at What It's Like to Be a Student Now**

PA Parent and Family Alliance wanted to reach out to the youth and young adults of Pennsylvania and learn how this year has been for them. Not just a quick "How are you doing?" but real and honest conversations about how distance learning has been, how their mental health is, whether or not they feel comfortable sharing their feelings with the adults and friends in their lives, and how they feel about everything opening up again in the future.

Middle school is a time that a lot of children feel awkward about making friends, interacting with their teachers and peers, and trying to "fit in." Distance learning is not only difficult for children to learn and understand but it has been hard for them to connect with the friends they do have, and even harder for them to make more. The children we heard from in the middle school age group were really struggling this past year with friendship and feeling connected to their classmates. One 7th grade student shared; "My friends aren't really texting me anymore. I'm a lot sadder. But I try not to think about it. School takes me away from that, sort of. My teachers support me a lot which helps too. I haven't done anything really productive this whole quarantine which is kind of funny actually. I hope to just, be better in general by the end of the year." This is just a little of the insight PA Parent and Family Alliance gained from launching this project. Check back in with them from now until the end of the summer to continue to hear and learn from students across the state. Want their blogs delivered to your inbox every Friday morning? Become a FREE member [here](#).

### **Tips for Providers: Things to Keep in Mind When Working with Grandfamilies**

Families come in all shapes and sizes. Grandparents or even Great-Grandparents, raising their grandchildren (Grandfamilies) are becoming more and more prevalent and these families have a unique set of needs. To aid you in being an effective service provider for your grandfamilies, PA Parent and Family Alliance has developed this Tip Sheet which comes directly from individuals who have raised or are currently raising their grandchildren. Download the Tip Sheet [here](#).

### **Helping Students Transition to In-Person Learning**

After a year of virtual and hybrid schooling, many children are returning to in-person learning. With the return to classrooms there are many changes which may make students feel nervous or anxious: mask-requirements, physical distancing, changes

to classrooms and school layouts, reduced in-person interactions with friends, and fears about contracting COVID-19. It may take some time for students (and staff) to get back into the rhythm of being in the classroom. Some students may need extra support to help them navigate the changes and cope.

There are also children who enjoyed or even thrived during virtual learning because they were separated from children who have bullied them. Returning to in-person school may be stressful for them, fearing that they might experience bullying yet again.

Additionally, educators should be aware that some returning children may have increasingly experienced adverse childhood experiences during this past year, such as violence in the home, financial challenges, food insecurity, and the mental and emotional challenges that the pandemic may have brought along. Additionally, many children – and their families – could have experienced different forms of loss this past year, such as the death of loved ones, changes in their routines, missed significant life events, or breaks in continuity of healthcare. While keeping students, teachers, staff and communities safe from COVID-19 is of top concern for any return to school, there may be other challenges that returning to the classroom brings. Read more on helping students transition to in-person learning at [StopBullying.gov](https://www.stopbullying.gov).

### **Younger Age of First Cannabis Use or Prescription Drug Misuse is Associated with Faster Development of Substance Use Disorders**

A new study shows that in the time after first trying cannabis or first misusing prescription drugs, the percentages of young people who develop the corresponding substance use disorder are higher among adolescents (ages 12-17) than young adults (ages 18-25). In addition, 30% of young adults develop a heroin use disorder and 25% develop a methamphetamine use disorder a year after first using heroin or methamphetamine. These findings, published in JAMA Pediatrics, emphasize the vulnerability of young people to developing substance use disorders. Read more about the study [here](#).

## **TRAINING OPPORTUNITIES**

### **Prevent Suicide PA 2021 Virtual Conference**

May 13-14, 2021

Go [here](#) for more information and to register

### **Black and Brown Mental Health: Historical Impact of Mental Health/Illness on Communities of Color**

May 18, 2021

6 to 8 p.m.

Register [here](#)

### **Center for Safe Schools Third Thursday Webinar**

Being Safe, Kind and Respectful Online: What Educators Need to Know

May 20, 2021

3 to 4:30 p.m.

Register [here](#)

### **EPIS Webinar Opportunity: Addressing Mental Health in Schools by Implementing Evidence-Based Programs**

May 27, 2021

9:00 to 10:00 a.m.

Register [here](#)

**Office of Mental Health and Substance Abuse Services (OMHSAS)/Pennsylvania Care Partnership Webinar Series**

May is Mental Health Awareness Month. Take advantage of the webinar series that was developed as a collaboration between the Office of Mental Health and Substance Abuse Services (OMHSAS) and the Pennsylvania Care Partnership. Check out the PA Care Partnership website [here](#) for more resources and to sign up for their email list.

**Heroes: Engaging Youth and Families Through Pop Culture**

May 11, 2021

2 to 4 p.m.

Jarred Vermillion

Register now: <http://bit.ly/2NfOZwK>

**Improving Outcomes by Recognizing Fetal Alcohol Spectrum Disorders (FASD)**

May 13, 2021

2 to 4 p.m.

Dan Dubovsky

Register now: <http://bit.ly/39cWCNa>

**#DearAdultWorld**

May 25, 2021

2:30 to 4 p.m.

Panelists: Calvin Ryerse, Allison Higgins, Diana Campo, and Patrick Miller

Register now: <http://bit.ly/3peVOwI>

**Improving Outcomes by Modifying Approaches for Those with Fetal Alcohol Spectrum Disorders (FASD)**

May 27, 2021

2 to 4 p.m.

Dan Dubovsky

Register now: <http://bit.ly/39cWCNa>

**Building Trust with Children who have been hurt in Relationships**

June 10, 2021

2 to 4 p.m.

Daniel Hughes, Ph.D.

Register now: <http://bit.ly/3sUdyzO>

**Healing Racial Trauma: Racial Socialization as a Clinical Strategy for Black Youth**

June 24, 2021

2:30 to 4 p.m.

Riana Elyse Anderson, Ph.D., LCP

Register now: <https://bit.ly/2NK9geK>

**West Chester University's 3rd Annual Trauma-Informed Education Workshop**

August 2-6, 2021

Are you interested in becoming a more empathetic teacher and gaining strategies to help students develop coping skills for traumatic exposure? West Chester University invites you to the annual summer Trauma-Informed Education Workshop to be held virtually from August 2-6, 2021. This year we will be offering it through zoom, with optional follow up professional development support from presenters during the school year. Go [here](#) to complete a "Trauma-Informed Education Workshop Interest Form".