# SAP CONNECTION
**November, 2021**



**Prepared by: PA Network for Student Assistance Services (PNSAS)**
**www.pnsas.org**

## PNSAS INTERAGENCY UPDATE

**PDE 4092**
The site is now open and schools can enter the 21-22 school year cases as well as download a copy of this year's 2021-2022 SAP PDE 4092 Blank Printable Form. The statewide and county data for last year is also posted and can be accessed through the Safe Schools Online Website. Click to view the 2020 - 2021 Infographic.

**Joint Quarterly Report System (JQRS)**
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. Click here to view the 2020-2021 Infographic.

**SAP Team and SAP Liaison Information Request**
The PA Network for Student Assistance Services (PNSAS) emailed out two annual surveys in October. One survey went to SAP teams and one person from each team should submit the survey on behalf of the team. The other survey went to SAP liaison agencies and is to be completed by one individual from each agency per county/joinder. If the agency provides services in more than one county, they need to complete a separate survey for each county/joinder served. The surveys are helpful for PNSAS regional coordinators to have accurate contacts, assist with understanding local training needs, and provide the best possible technical assistance. Both surveys are due by November 22, 2021. If your team/agency has not received a letter with a link to the appropriate survey, contact your PNSAS regional coordinator. For a list of regional coordinators click here. We appreciate your time and assistance in completing the surveys.

**Prevent Suicide PSA Contest for Youth Suicide Prevention**
Prevent Suicide PA is once again hosting the annual PSA contest for high school students. This is a great opportunity to engage students in a dialogue around suicide prevention, the importance of positive messaging, and communicating effectively. Staff who have participated in the past have seen this as a way to teach students on many levels (academically, socially, and emotionally), and students have been empowered to use their voice to reach out to their peers. Contest submissions are due by **Wednesday, December 15, 2021**. Full contest information, including rules and submission guidelines can be found here.

All of the winning and honorable mention PSAs from previous years are available for free public use and can be accessed by visiting the website here. These are great resources to use throughout the year.

**Attitudes Regarding Trauma Informed Care (ARTIC) Survey**:
The Pennsylvania Department of Education (PDE), The Office of Mental Health and Substance Abuse Services (OMHSAS), and Office of Child Development and Early Learning (OCDEL) is seeking individuals to participate in a cross collaboration early childhood mental health study. The ARTIC Survey is a three-year project that will help guide statewide decision making around workforce development and early childhood mental health resources on trauma-informed care.

Twice a year, participants will take a 15-35 minute online ARTIC Survey and provide confidential input about how they view and experience the availability of knowledge, support, and other resources for the practice of trauma-informed care as it is integrated into the early childhood system. Each participant will receive confidential individual reports with their personal survey results updated each time they complete a survey. This report will help to recognize strengths and opportunities for growth in several areas of trauma-informed care. Participants will also access optional free trainings and resources and may receive brief reports of the cross sector efforts and progress.

Participation is voluntary and space is limited. Although participants are encouraged to commit to completing the full series of six brief surveys over the course of three years, individuals may discontinue participation at any time.

If you are interested in participating in the ARTIC Survey, applications for each agency lead can be found below.

| Lead Agency | Participants Requirements | Application Link |
|---|---|---|
| OCDEL | Prospective participants are Administrators or Supervisors who provide supervision to early childhood professionals, working with or supporting children ages 0 through 8 and their families. | [OCDEL ARTIC Application](#) |
| OMHSAS | Prospective participants are individuals who provide clinical direction or clinical supervision to staff who occasionally provide behavioral or mental health services to children ages 0 through 8 and their families. | [OMHSAS ARTIC Application](#) |
| PDE | Prospective participants are Local Education Association (LEA) Administrators who provide Supervision for programming and staff, working with or supporting children ages 5 through 8 and their families. | [PDE ARTIC Application](#) |

**Contact for questions:  OCDEL: Brandy Fox: ARTICproject@pakeys.org    OMHSAS: RA-PWCBARTICSURVEY@pa.gov
PDE: Dana Milakovic: damilakovi@pa.gov**

**SAP BACK TO BASICS**

**What in the World is Compassion Resilience and Why Does It Matter?**
School leaders, educators, liaisons, and trainers are all faced with questions around how to support mental wellness of students and staff. Schools can use the SAP process to address the mental wellness of students and obtain additional support for students who struggle, but what about adults? Data shows that educators are experiencing increased rates of burnout, stress, and mental/emotional fatigue. As we continue to see more educational leaders and educators leaving the field, it is important to think about how we can understand compassion fatigue and move toward a place of compassion resilience.

Compassion, at the core, is a focus on the feelings and well-being of others. But we know that being compassionate to others is not sufficient – we must also be compassionate to ourselves. By being aware of our desire to "fix" another person's pain we experience conflicting feelings that can increase our own feelings of emotional and mental fatigue. This is why development of compassion resilience is so important.

Compassion resilience is an approach to building resilience in both an individual and organization. This includes acknowledging and supporting concerns of others in their well-being while recognizing the roles that a compassionate approach can take[1]. Building compassion resilience is important for all educators, but for SAP teams- this becomes a vital aspect of functioning. SAP teams and liaisons are exposed to higher rates of emotional experiences which can lead to higher rates of burnout and secondary traumatic stress.

**So What Can We Do?**
Organizational Wellness
School systems can focus on engaging in organizational wellness and the building of safe, supportive learning environments to enhance educator functioning and build resilience in staff and students. What we want to avoid is using the term resilience as a badge of honor. It is important to understand that internalizing stress and giving until we are at a place of emotional fatigue is harmful to our physical health, as well as negatively impacts our relationships, and occupational success. It is important as educational systems that we do not focus solely on individual self-care and understand that staff wellness occurs in the context of safe, supportive environments where organizational wellness is a priority.
Resources:
>    Accelerated Learning Through an Integrated System of Support
>    Compassion Resilience Toolkit for School Leaders and Staff
>    Back to School after COVID-19: Supporting Student and Staff Mental Health
>    VISUAL: Compassion Fatigue: Managing During Troubling Times
>    Equitable Practices Hub

Staff Wellness
Staff wellness is a key part of development of a functional system. Staff wellness involves individual self-care, and community self-care. Self-care has become a "buzz word" but it is important to realize that self-care involves any intentional action done to take care of oneself (self-care) or one's community. This includes boundary setting, compassionate actions, relationship building and advocacy.

Self-care requires that we not only look at the need for self-care, but we also engage in planning to make it a priority in our own lives, and in our educational systems.

Definitions for planning[2]:
Self-care planning (individual): Identify and incorporate specific self-care strategies for promoting resilience and maintaining a healthy work–life balance (e.g., exercise, good nutrition, supportive networks). Individual self-care plans involve scheduling restorative activities, recognizing personal triggers and planning an action response that supports well-being.

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[1] Compassion resilience toolkit for school leaders and staff. Wisconsin Department of Public Instruction.
[2] Empowerment Through Common Language in PA: A Dictionary of Terms Related to Trauma-Informed Approaches in Schools. PA Department of Education

Self-Care Planning (school community): Create a culture that fosters staff resilience that includes fair leave policies, adequate benefits, a physically safe and secure working environment, sufficient supervision, support and resources to do the work, and processes for shared decision making. School self-care plans offer a process similar to an individual self-care plan but for the whole school.

Resources:
Provider Well-Being Resources
Compassion Resilience Blogs and Webinars
Leading Your Team Through Overwhelm: Prevention and Recovery
PDE: Self-Care Resources

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[2] Empowerment Through Common Language in PA: A Dictionary of Terms Related to Trauma-Informed Approaches in  Schools

**RESOURCES and NEWS**

**SAMHSA continues to Expands its Talk. They Hear You**.
The Substance Abuse and Mental Health Services Administration (SAMHSA) has released 15 new print Public Service Announcements (PSAs). Each PSA encourages parents and educators to talk to their children and students about alcohol and other substances. See the new PSAs here.

**SAMSHA New Publication:**  On October 26, 2021, SAMSHA release a new publication on Preventing Marijuana Use Among Youth. Click here to view publication.

**The emergence of relationship gaps during COVID and how to close them for stronger school communities**
The COVID-19 pandemic has had a profound effect on student learning, and now, the delta variant threatens a potential return to normalcy. With record outbreaks already occurring in schools across the country, the year suddenly looks like it could be more challenging than anticipated. Read more.

**TRAINING OPPORTUNITIES**

**Department of Drug and Alcohol Programs (DDAP) and Department of Labor and Industry (L&I)** announced the availability of a free online training course to enhance education and awareness about substance use disorder (SUD). The tool-called Just Five – is a self-paced program that aims to increase awareness, reduce stigma, and provide education about SUD prevention and treatment. The six short learning modules each take "just five" minutes to complete and can be accessed virtually from anywhere at any time with no registration required. The interactive lessons touch on topics including; The Science of Addiction, Are You at Risk? The Dangers of Opioids, Signs, Symptoms and Treatment, How You Can Help, The Gift of Recovery.

**Center for Safe Schools: Third Thursday Online Learning Series**
The 2021 Third Thursday digital learning series, which runs through November and is free to attend, will educate those new to the bullying prevention field and sharpen the skills of those who are experienced in this vital area. Webinars will cover essential topics including student safety and well-being skills, social-emotional wellness, cyberspace, and more.
Go to Third Thursday Series

**The Pennsylvania Care Partnership**: offers trainings and webinars throughout the year. Check them out for this year's events.

**PA Parent and Family Alliance**: upcoming and archived webinars, tip sheets, and resources are located on their website.

**SAP Trainings:** available both in person and virtually in certain locations throughout the state. These trainings are delivered by PA Approved SAP Training Providers. For a complete listing click here to access the training calendar.

## CONFERENCE

### November 10 to 11, 2021: PaPBS Implementers Forum (virtual)
This event will showcase the implementation and sustaining efforts of PBIS in schools and programs from across the Commonwealth. Additionally, schools and programs who have completed participation requirements during the 2020-2021 school year will be acknowledged for their success. Equity in education suggests ensuring All students are provided with the supports they need to be successful, rather than adopting a one-size-fits-all approach. Throughout the PaPBS Implementers' Forum, sessions will focus on coaching, advanced tiers, mental health supports, and initial implementation at Tier 1. Click here to register.

### November 13 and 15 to 17, 2021: Empower 2021: Pennsylvania's Out-Of-School Time Conference (virtual)



Pennsylvania's only out of school time conference for licensed and non-licensed providers, youth development and Summer leaning staff, community partners, schools, business/industry, and after school advocates. Visit #empowerOST website

### December 7 to 8, 2021: Keeping Our Children Safe: Strategies for Schools and Communities (Virtual)
Hear state and national experts present the latest research and trends in school safety, youth violence prevention, evidence-based program models, and more**. Visit #SafeSchoolsConf2021 website

### February 27th 2022: PA Association of Student Assistance Professionals 2022 Virtual Conference
Information will be available at http://pasap.org/

## FUNDING OPPORTUNTIES

The U.S. Department of Education's Project to Support America's Families and Educators (Project SAFE)

This grant program is intended to improve students' safety and well-being by providing funding to local educational agencies (LEAs) that adopt and implement strategies to prevent the spread of the Novel Coronavirus Disease 2019 (COVID-19) consistent with guidance from the Centers for Disease Control and Prevention (CDC), and that are financially penalized for doing so by their State educational agency (SEA) or other State entity.

Applications for grants under this program must be submitted electronically using the program inbox: ProjectSAFE@ed.gov. For further information on applying for a Project SAFE grant please contact Amy Banks at ProjectSAFE@ed.gov