BASELINE CRITERIA - PCCD SCHOOL SAFETY AND SECURITY COMMITTEE
Behavioral Health and School Climate (February 2021)

NOTE: These criteria are intended to be used to inform school entities as to the state of a school's safety and security preparedness. The criteria are not meant to direct school entities to have all of these best practices in place, but rather to guide school officials with respect to what they may need to do to create a safer, more secure learning environment.

Tiers have been applied to the statements to indicate the uniqueness of each school entity. These tiers, tier 1, 2, and 3 (T1, T2, T3), provide information on the types of security equipment, services and programs, trainings, policies and procedures that are in place in each school. Tier 1 could be considered the baseline of services to be met, with tiers 2 and 3 being considered additional elements that build upon and strengthen the foundations of the physical safety and security of buildings and grounds; policy/procedure and trainings, and the student assistance and behavioral health support of the school entity.

Area	Tier 1	Tier 2	Tier 3
SAP* *(Act 211 of 1990)* [1]	School entity has at least one SAP team.	School entity has at least one SAP team for each educational level (elementary, middle, high school).	School entity has at least one SAP team at each school building.
	SAP teams have points of contact for county/community provider drug & alcohol and behavior/mental health services.	SAP teams include representatives from county/community provider drug & alcohol and behavior/mental health services when needed.	SAP teams include representative liaisons from county/community provider drug & alcohol and behavior/mental health services as standing members.
	SAP teams include a building administrator. **OR** Building administrators who are SAP team members are trained in SAP.	Building administrators who are SAP team members are trained in SAP. **OR** The school entity has a central administration staff who is trained in SAP and participates as an ad hoc member of the SAP teams.	The school entity has a central administration staff who is trained in SAP and participates as an ad hoc member of the SAP teams. **AND/OR** The School Safety and Security Coordinator is trained in SAP.
	Training for SAP team members on current/best practices	Training for non-SAP team/school staff members on SAP awareness and referral process.	Training for students and parents/guardians on SAP awareness and referral process.

*It is mandated for all school districts, K-12 to provide support services for students through a student assistance program. School districts should provide evidence of the level at which they meet this mandate. Tier 3 is reflective of the best practices as outlined in PNSAS[2].

Area	Tier 1	Tier 2	Tier 3
Behavioral Health	School entity has at least one full-time school nurse. School nurse to pupil ratio does not exceed 1:1500[3]	School entity has at least one school nurse assigned to each school building.	Each school building has a full-time school nurse.[4],[5] School nurse to student ratio does not exceed 1:750 for regular education population, 1:225 for mixed regular and special education population, and 1:125 for students with severe or profound disabilities.[6]

Area	Tier 1	Tier 2	Tier 3
	School entity has at least one full-time school counselor for each level (elementary, middle, high).	School entity has at least one school counselor assigned to each school building.	School entity has a school counselor for every 250 students. [7], [8]
	School entity has at least one full-time school psychologist who provides academic support.	School entity has at least one school psychologist assigned to provide academic, behavioral and mental health support for each school building.	School entity has a school psychologist assigned for every 500-700 students. [9], [10], [11]
	School entity has at least one full-time school social worker who provides macro-level or targeted (e.g. only special education) support.	School entity has at least one school social worker assigned to each school building to provide both macro-level support and direct services to students.	School entity has a school social worker for every 250 students (or less for students with intensive needs).[12], [13]
School Climate	School entity regularly conducts a school climate survey.	School entity has a team that reviews and analyzes data from the regularly conducted school climate survey and makes recommendations.	School entity utilizes data and recommendations from school climate survey to help guide policy and procedures and to drive practice as they relate to school health and mental health services.
	School entity implements specific recommendations from school climate survey to prevent discipline problems, build skills, and foster positive relationships among students.	School entity utilizes one or more universal strategies (e.g., restorative practices, PBIS, character education, SEL programs, etc.) to prevent discipline problems, build skills, and foster positive relationships among students.	School entity implements or is working toward implementing trauma-informed approaches to education and integrates efforts with existing universal strategies.
	School entity has policies and procedures in place that promote respect for differences (e.g. race, ethnicity, religion, gender, sexual orientation, personality, skills & abilities, etc.), support civil rights and respond to discrimination.	School entity provides training and professional development on respecting differences (e.g. race, ethnicity, religion, gender, sexual orientation, personality, skills & abilities, etc.), supporting civil rights and responding to discrimination.	School entity actively encourages students to respect differences by allowing and supporting clubs and organizations in schools that promote diversity (e.g. Gay-Straight Alliance, Circle of Friends, Aevidum, ASL Club, Key Club, Multicultural Club, etc.).
	School entity has policies and procedures in place that address the use of technology and social media.	The school entity is responsive to changes in technology and/or the environment and amends its policies and procedures accordingly.	School entity has an advisory group that includes teachers, administrators, students and parents who review and recommend modifications to the technology and social media policies

Area	Tier 1	Tier 2	Tier 3
			based on technological developments and/or the current environment.
Assessment	Behavioral Health and School Climate Assessment conducted in school buildings representative of the school entity.	Behavioral Health and School Climate Assessment conducted in school buildings at each educational level (elementary, middle, and high).	Behavioral Health and School Climate Assessment conducted in every school building. Develop internal capacity to do ongoing/follow-up assessments
Social-Emotional Learning (SEL)	School entity provides prevention education at all school levels i.e. character education, resiliency building, equity, coincide with school climate work.	Prevention education in the classroom, curriculum infusion and evidence-based/informed programs.	Intervention - working with small groups of students who have been referred via SAP or other school processes.
	All teachers and administrators receive training in SEL.	All para-professional/auxiliary staff and students receive instruction in the concept of SEL.	School entity offers a training for parents in SEL.
	Professional staff training provided for the school entity on the following topics: • Trauma • Suicide prevention • Mental health and AOD (D&A) awareness • Mandated reporting • Threat Assessment	Professional staff training provided at the school level (elementary, middle, high) on: • Trauma • Suicide prevention • Mental health and AOD (D&A) awareness • Mandated reporting • Threat Assessment	Auxiliary staff school building based awareness trainings provided on: • Trauma • Suicide prevention • Mental health and AOD (D&A) awareness • Mandated reporting • Threat Assessment
	School entity has policies and strategies in place to address incidents of bullying.	School entity has implemented a bullying prevention program at one or more school levels.	School entity has implemented a bullying prevention program at all school levels and buildings that is incorporated as part of social emotional learning and integrated with other prevention and wellness efforts.
	SEL materials promote respect for differences (e.g. race, ethnicity, religion, gender, sexual orientation, personality, skills & abilities, etc.).	Every grade level utilizes SEL materials that incorporate respect for differences (e.g. race, ethnicity, religion, gender, sexual orientation, personality, skills & abilities, etc.).	Respect for differences (e.g. race, ethnicity, religion, gender, sexual orientation, personality, skills & abilities, etc.) is fully integrated into

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			SEL materials and other prevention and wellness efforts.
	SEL materials include social media.	SEL program helps students use technology and social media in a positive manner to promote digital citizenship.	SEL program recognizes variations in students' perspectives and use of social media, tailors its response accordingly to help students use social media in a positive manner, and utilizes technology and social media to support social emotional learning.
School-Community Involvement	School entity has agreement with area MH and/or AOD (D&A) providers for student, outside referral for counseling.	School entity has an agreement with area MH and/or AOD (D&A) providers for onsite student counseling.	Each school building has an agreement with area MH and/or AOD (D&A) providers for onsite student counseling.
Staff Training	Specialized staff training programs in the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require immediate intervention.	All professional and para-professional staff training in the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require immediate intervention.	Auxiliary staff training in working with youth for appropriate developmental stages.
Trauma-Informed Approach Plan[14]	School entity develops a trauma informed approach plan.	Trauma plan developed for each school level (elementary, middle, high), including training and implementation procedures of the plan.	Trauma plan developed for each school building.
Threat Assessment[15]	School entity has developed a threat assessment plan.	Each school level (elementary, middle, high) has a threat assessment plan, including training and implementation procedures of the plan.	A threat assessment plan has been developed for each school building.
	School entity has enacted their threat assessment plan.	Each school level (elementary, middle, high) has enacted their threat assessment plan.	Each school building has enacted their threat assessment plan.

Key Terms

Auxiliary Staff – Non-professional school personnel who provides direct and/or supportive infrastructure services, e.g. food service, custodial, secretarial, and information technology personnel; may be a school employee or a contracted worker.

Para-Professional Staff – Supportive personnel who assist professional staff in working with students, e.g. education aide, nurse aide, therapeutic staff support, etc.; may be a school employee, contracted worker, or external provider agency staff.

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[1] PDE Plan for the General Assembly, Student Assistance Program, April 19, 1991
[2] SAP Best Practice Guidelines for Fidelity, PA Network for Student Assistance Services (PNSAS)
[3] Act No. 14 of 1949, Public School Code of 1949, Article XIV, Section 1402 (a.1)
[4] The Role of the 21st Century School Nurse, NASN Position Statement, rev. 2018
[5] AAP Policy Statement Recommends Full Time Nurse in Every School, 5/23/16
[6] SB 749 of 2019, Section 1425 (4)
[7] American School Counselor Association recommendation; see also PA School Counselors Association legislative update
[8] SB 749 of 2019, Section 1425 (1)
[9] National Association of School Psychologists, Policy Platform, Section I
[10] Association of School Psychologists of Pennsylvania, Student-to-School Psychologist Ratios Press Release
[11] SB 749 of 2019, Section 1425 (2)
[12] School Social Work Association of America, Resolution Statement
[13] SB 749 of 2019, Section 1425 (3)
[14] Act 18 of 2019 (SB 144)
[15] PA Public School Code, Article XIII-E