

PENNSYLVANIA COMMISSION ON CRIME & DELINQUENCY (PCCD)  
 SCHOOL SAFETY & SECURITY COMMITTEE (SSSC)  
**Revised Behavioral Health Baseline Criteria (2023)**

LEVEL 1	LEVEL 2	LEVEL 3
<b>A. Student Assistance &amp; Behavioral Health Support Assessment</b>		
<p><b>NOTE:</b> For the purposes of grant funding use, school entities may address gaps identified as part of a recent Student Assistance and Behavioral Health Assessment conducted by an individual recognized to perform such assessments on the <a href="#">PCCD School Safety and Security Assessor Registry</a>.</p>		
<p>Student Assistance and Behavioral Health Support Assessment (aligned with <a href="#">standards and guidance</a> adopted by the School Safety and Security Committee (SSSC)) has been conducted that is representative of the school entity.</p>	<p>Student Assistance and Behavioral Health Support Assessment (aligned with <a href="#">standards and guidance</a> adopted by the SSSC) has been conducted at each educational level (elementary, middle, and high).</p>	<p>Student Assistance and Behavioral Health Support Assessment (aligned with <a href="#">standards and guidance</a> adopted by the SSSC) has been conducted school-entity wide.</p> <p>Conduct ongoing/follow-up assessments at regular intervals or when new programs, services, or initiatives are implemented.</p>
<b>B. Student Assistance Program (SAP)</b>		
<p>School entity has a process in place for coordination of services and referrals as part of a Student Assistance Program.</p>	<p>School entity’s Student Assistance Program (SAP) teams work closely with their SAP liaison agency* and/or coordinates with community providers of behavioral health services and other child-serving agencies to assist students in removing barriers to their education.</p> <p>SAP team members are trained to coordinate with other school-based processes, procedures, and/or policies (threat assessment, Safe2Say, Act 71 suicide prevention, etc.).</p>	<p>SAP teams include representative liaisons from county/community provider drug &amp; alcohol and behavior/mental health services as standing members.</p> <p>School entity regularly evaluates its SAP process in consultation with key internal and external stakeholders (including parents/families, students, etc.) to identify any gaps or areas for improvement.</p>

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	<p><i>*Note: SAP liaison agencies can include Single County Authorities (SCAs), behavioral health agencies, and other designated providers.</i></p>	
<b>C. Mental/Behavioral Health Personnel &amp; Services/Supports</b>		
<p>School entity has met statutory requirements related to the provision of certified school nursing services.<sup>1</sup></p>	<p>School entity has school nursing services provided by a qualified individual consistently available for all students.</p> <p><i>*Note: As an example, a school nurse is present in school buildings on a regular basis to address health needs of students in that building.</i></p>	<p>Each school building has a full-time school nurse.<sup>2,3</sup></p> <p>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.</p>
<p>School entity has a school counseling program* in place to ensure all students have access to qualified services, when needed.</p> <p><i>*Note: As defined in Chapter 4, Chapter 12 (Student Services Plan 12.41), Chapter 339</i></p>	<p>Dedicated school counseling services are placed in each school building to address and support students' developmental needs and growth.</p>	<p>School entity has a school counselor for every 250 students.<sup>4</sup></p>
<p>School entity has a student services plan in place that includes access to a qualified school psychologist.</p>	<p>School entity has at least one full-time/dedicated school psychologist employed/contracted to provide academic, behavioral and mental health support.</p>	<p>School entity has a full-time/dedicated school psychologist assigned for every 500 students.<sup>5</sup></p>
<p>School entity has a student services plan that includes access to qualified social work services.</p>	<p>School entity has at least one full-time/dedicated licensed social worker, licensed clinical social worker, and/or certified school social worker employed/contracted to provide both macro-level support and direct services to students.</p>	<p>School entity has a full-time, certified school social worker for every 250 students (or less for students with more intensive needs).<sup>6</sup></p>
<b>D. School Climate</b>		
<p>School entity conducts a survey that includes or addresses school climate-related questions at least every two years.</p>	<p>School entity has a team in place to review climate-related data and develop an</p>	<p>School entity implements specific recommendations from school climate-related data to address student conduct, build skills,</p>

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	improvement plan that addresses training, systems, and practices.	and foster positive relationships among students.
<p>School entity has policies and/or procedures in place that comply with state and federal civil rights requirements to respond to discrimination and promote a safe and supportive learning environment for all.*</p> <p><i>*Note: This criterion applies for students, staff, and others supported by the school environment.</i></p>	<p>School entity has policies and/or procedures in place that promote respect for differences (e.g., race, ethnicity, religion, gender, sexual orientation, personality, skills &amp; abilities, etc.), support civil rights, and respond to discrimination.</p>	<p>School entity provides training and professional development on respecting differences (e.g., race, ethnicity, religion, gender, sexual orientation, personality, skills &amp; abilities, etc.), supporting civil rights, and responding to discrimination.</p> <p>School entity actively encourages students to respect differences by allowing and supporting clubs and organizations in schools that promote diversity.</p>
<p>School entity has policies and/or procedures in place that address the appropriate student use of technology and social media.</p>	<p>School entity is responsive to changes in technology and/or the environment and amends its policies and procedures accordingly.</p>	<p>School entity solicits input from teachers, administrators, students, and parents/families who review and recommend modifications to the technology and social media policies and procedures based on technological developments and/or the current environment.</p>
<p>School entity provides age-appropriate prevention education for students aligned with state and federal requirements (e.g., youth suicide awareness and prevention, opioid misuse prevention, threat assessment, etc.).</p>	<p>School entity provides prevention education at all school levels (e.g., character education, resiliency building, equity), aligned with school climate work.</p> <p>All teachers and administrators receive training in social emotional learning (SEL).</p>	<p>Prevention education in the classroom, curriculum infusion, and evidence-based/informed programs.</p> <p>All para-educators/support staff<sup>7</sup> and students receive instruction in the concept of SEL, and training/information is also offered to parents/families.</p> <p>School entity has mechanisms to track impact of SEL and other prevention programs (<i>example: reductions in school discipline</i>)</p>

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<p>Professional training provided to school entity employees pursuant to state and federal requirements* on topics related to student safety and well-being.</p> <p><i>*Note: See 24 P.S. §§ 1310-B, 1517, 1518 (school safety and security training); 24 P.S. §1205.6 (child abuse recognition and reporting); 24 P.S. §§ 102, 1205.7 (trauma-informed approaches); 24. P.S. §1526 (suicide awareness and prevention training); 34 CFR 106.45 (Title IX sexual harassment training); 24 P.S. §1303-D (Safe2Say Something training); 24 P.S. §§1205.4, 1410, 1424 (CPR/AED training).</i></p>	<p>School entity provides ongoing professional development and training opportunities for all employees on topics related to student safety and well-being that are responsive to school- and/or community-specific needs.</p>	<p><i>incidents, attendance improvement, PAYS data, etc.).</i></p> <p>School entity provides ongoing professional development and training opportunities for all employees and other individuals who work with students* on age-appropriate and role-specific topics responsive to needs identified through school climate-related data and other relevant metrics.</p> <p><i>*Note: "Other individuals" include, but are not limited to, coaches, SROs / SPOs, volunteers, contracted staff, other community-based partners</i></p>
<p>School entity has policies and strategies in place to address incidents of bullying and has made that information available as required.*</p> <p><i>*Note: 24.P.S. § 1303.1-A</i></p>	<p>School entity has implemented a bullying prevention program at one or more school levels.</p>	<p>Bullying prevention programs have been implemented school entity-wide and are integrated with other prevention and wellness efforts.</p> <p>School entity has mechanisms to track impact of bullying prevention programs.</p>
<b>E. Staff Training</b>		
<p>Where required by state or federal law, school entity has specialized staff training programs in place in the use of de-escalation techniques, and appropriate responses to student behavior that may require immediate intervention (e.g., training aligned with 22 Pa. Code Chapter 10 (Safe Schools), Chapter 14 (Special Education Services and Programs), Chapter 711 (Charter School and Cyber</p>	<p>School entity has 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.</p> <p><i>*Note: This training could be made available to all school entity staff who work with students, not just those that are required to undergo training as part of statutory mandates.</i></p>	<p>All school professional staff, para-educators/support staff and other individuals working with students receive training in the use of positive behavior supports, de-escalation techniques, and appropriate responses to student behavior that may require immediate intervention.</p>

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Charter School Services and Programs for Children with Disabilities); 24 P.S. § 1310-B (school safety and security training), etc.).		<p>Training for support staff and other individuals addresses working with youth for appropriate developmental stages.</p> <p>Implementation fidelity is regularly assessed/monitored.</p>
<b>F. Trauma-Informed Approach Plan</b>		
School entity develops a <a href="#">trauma-informed approach plan</a> .	Trauma-informed approach plan developed for each school level (elementary, middle, high), including training and implementation procedures of the plan.	<p>Trauma-informed approach plan developed and adopted school entity-wide that addresses each school level.</p> <p>Trauma-informed approaches responsive to adopted plan have been implemented and monitored for impact, ongoing needs, etc.</p>
<b>G. Threat Assessment &amp; Management<sup>8</sup></b>		
School entity has established at least one threat assessment team and developed policies and/or procedures for assessing and intervening with students whose behavior may indicate a threat.	<p>Threat assessment team members are trained to coordinate with other school-based processes, procedures, and/or policies (SAP, IEP/Section 504, Safe2Say, Act 71 suicide prevention, etc.).</p> <p>Threat assessment team(s) work closely with community-based partners (e.g., law enforcement, mental/behavioral health, juvenile justice, etc.) as part of their established threat assessment process.</p> <p>School entity has provided awareness education for students, parents/families, and community members related to threat assessment.</p>	<p>School entity's threat assessment team(s) is/are integrated within a comprehensive multi-tiered system of supports (MTSS).</p> <p>School entity has a consistent mechanism in place for documentation and/or case management.</p> <p>School entity's threat assessment team(s) have standing members representing community-based partners (e.g., law enforcement, mental/behavioral health, juvenile justice, etc.).</p> <p>School entity's threat assessment team(s) have conducted collaborative tabletop exercises and/or scenario-based training.</p>

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<sup>1</sup> PA Public School Code of 1949, §1402(a.1) requires that every child of school age shall be provided with school nurse services and establishes that the number of students under the care of each school nurse shall not exceed 1,500. Further, Department of Health regulations contained in Chapter 23 of Title 28 of the Pennsylvania Code, list required school health services and required school health personnel.

<sup>2</sup> The Role of the 21st Century School Nurse, NASN Position Statement, rev. 2018

<sup>3</sup> AAP Policy Statement Recommends Full Time Nurse in Every School, 5/23/16

<sup>4</sup> American School Counselor Association recommendation; see also PA School Counselors Association legislative update

<sup>5</sup> National Association of School Psychologists, Policy Platform, Section I; Association of School Psychologists of Pennsylvania, Student-to-School Psychologist Ratios Press Release.

<sup>6</sup> School Social Work Association of America, Resolution Statement

<sup>7</sup> Definitions provided in 2021 Standards: **Auxiliary staff:** *Non-professional school personnel who provide 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.*

<sup>8</sup> PA Public School Code of 1949, Article XIII-E, §1301-E et seq.