

**PENNSYLVANIA COMMISSION ON CRIME AND DELINQUENCY
OFFICE OF SAFE SCHOOLS ADVOCATE**

**ANNUAL REPORT FOR SCHOOL YEARS
2018-2020**

**Prepared by the Office of Safe Schools Advocate
Pennsylvania Commission on Crime and Delinquency**

December 1, 2021

Mr. Michael Pennington
Executive Director
Pennsylvania Commission on Crime and Delinquency
3101 North Front Street
Harrisburg, Pennsylvania 17110

Dear Mr. Pennington:

Enclosed please find the Annual Report of the Office of Safe Schools Advocate for the 2018-19 and 2019-20 school years. By statute, the report is to be submitted to the Superintendent for the School District of Philadelphia, the Secretary of Education for the Commonwealth of Pennsylvania and the chairpersons of the House and Senate Education Committees.

The report reflects the activities of the Office of Safe Schools Advocate (OSSA) for the prior fiscal years and any recommendations for remedial legislation, regulations, or District administrative reforms based upon the reported data provided by the School District of Philadelphia to the Pennsylvania Department of Education, the analysis of the reported data provided by the School District of Philadelphia and the observations of the OSSA from August 1, 2018 through June 30, 2020.

I am available to discuss the findings and recommendations contained in this report at your convenience.

Respectfully submitted,

Carol Kuntz
School Safety and Security
Office of Safe Schools Advocate
Pennsylvania Commission on Crime and Delinquency

Executive Summary

The Office of Safe Schools Advocate (OSSA) located within the Pennsylvania Commission on Crime and Delinquency (PCCD) continues to oversee the work set forth in Section 1310-A of the Pennsylvania Public School Code of 1949.¹ This effort includes working with the School District of Philadelphia (District) to review incident reporting regarding acts of violence and associated procedures according to statute. OSSA's focus is to support student victims of violent acts and their families through consultation, provision of information regarding resources, and act as an advocate during disciplinary proceedings.

The 2018-2020 school years brought significant changes to the OSSA. Starting in the 2018-2019 school year, the District shifted its incident reporting and data collection to a new system, which involved a change to procedures within OSSA to track incidents occurring within the District. Further, at the end of the 2019 calendar year, the current Advocate left the Office, which created a need to shift administrative personnel to continue OSSA service delivery. Finally, a few months later, the world was struck by COVID-19, and the District and offices moved to off-site education and work. All of this has accounted for the delay in this report.

PCCD maintained the operations of the OSSA by assigning an acting director to work with the staff to support the needs of the District. Although incident reporting temporarily ceased because students were schooling at home due to COVID-19, OSSA continued to work through incident reporting procedures, information awareness, resource development, developing communications with the District, and developing community organizational support throughout this time period. Phone systems were redirected through Skype so that all OSSA staff would have access to incoming calls through VOIP and cell phones. Although calls were scarce during the pandemic, parents/caregivers were able to connect with someone, when needed.

The following report includes the statutorily required information regarding the incident data compiled by the District's information systems as reported to the Pennsylvania Department of Education (PDE)'s Pennsylvania Information Management System (PIMS) and compares that data to the incident reporting that is provided by the District for OSSA. This report also contains supplemental information from two surveys that the District issues that are based on student, parent/caregiver and teacher reporting. The first is a climate survey, which is conducted on an annual basis, and the second is the biennially issued Youth Risk Behavior Surveillance survey developed by the Centers for Disease Control (CDC). The information, although not required in this report, provides a layer of data that can be used to provide additional information portraying the District environment and student perceptions.

Lastly, this report includes information about the initiatives and programs that the District is conducting to decrease the incidents of violence and suggestions for how the work with the OSSA can continue to develop accurate incident reporting.

¹ 24 P.S. Article XIII-A, [Section 1310-A](#)– Safe Schools

Introduction

Background

The PA Public School Code was amended in 2000 to establish an Office of Safe Schools Advocate (OSSA) within Districts of the First Class. In 2001, the first Advocate was appointed to work with the School District of Philadelphia (District). The responsibilities of the work that is to be done by the OSSA, the District and associated agencies are stipulated in Article XIII-A (24 P.S. §1310-A).

Responsibilities of the OSSA

The main goals of this initiative are to provide assistance to students who are victims of acts of violence² on school property and provide information to parents/caregivers regarding the disciplinary process. Also, the OSSA is to review and analyze weekly incident reporting from the District directly to the OSSA and monitor annual incident reporting submitted through the Pennsylvania Information Management System (PIMS) at the PA Department of Education (PDE).

The following information outlines the duties of the OSSA and the District as mandated in 24 P.S. §1310-A:

1. To receive inquiries from school staff and parents or guardians of students who are victims of acts of violence on school property.
2. To provide assistance and advice, including information on support services provided by victim assistance offices of the appropriate district attorney and through local community-based victim service agencies;
3. To provide information to the parent or guardian of the student victim regarding the disciplinary process and any action ultimately taken against the student accused of committing the act of violence;
4. In cases where the advocate has received a request by the parent or guardian of the victim, to attend formal disciplinary proceedings;
5. The school district's reporting to the office of incidents involving acts of violence, possession of a weapon or possession, use or sale of controlled substances.
6. Obtaining copies of the school district's reports to the office and reviewing and analyzing them.
7. The school district's compliance with the procedures set forth in the memorandum of understanding with the appropriate police department regarding incidents involving acts of violence and possession of weapons.
8. Obtaining documentation, on a weekly basis during those times when school is in session, of all written or verbal contacts by school district personnel with the appropriate police department consistent with the requirements of the memorandum of understanding.
9. To establish a program to assure extensive and continuing public awareness of information regarding the role of the advocate on behalf of victims of acts of violence on school property, which may include the mailing of information to the parents or guardians of students in the school district or other forms of communication.

² "Acts of violence" in Article XIII-A of the PA Public School Code refers to the possession of a weapon on school property or the following offenses: criminal homicide, aggravated assault, rape, statutory sexual assault, involuntary deviate sexual intercourse, sexual assault, aggravated indecent assault, indecent assault, arson and related offenses, robbery, and robbery of a motor vehicle.

Responsibilities of the District:

1. Upon discovery of the commission of an act of violence against a student, the District shall immediately notify the victim's parent or guardian of the Safe Schools Advocate.
2. The principal of each school shall post a notice entitled "Safe Schools Advocate" at a prominent location within each school building. The notice shall be developed by the Advocate.
3. Each school administrator must cooperate with OSSA to implement these terms and provide the Advocate, upon request, all available information authorized by state law.

A full listing of responsibilities of OSSA as well as the District prescribed in statute is available in Appendix A of this report.

District Enrollment Overview

In the span of time from 2018 to 2020, the District was comprised of 225 district-run schools. The student population was 126,994 in the 2018-2019 School Year (SY) and 124,184 in the 2019-2020 SY, resulting in a 2% drop in student enrollment.³ The District is among the most diverse in the state, serving students from a wide range of racial/ethnic, socioeconomic, linguistic, and cultural backgrounds. There are approximately 120 languages and dialects spoken throughout the District.⁴

Student Enrollment by Group, School District of Philadelphia vs. Statewide (2018-2020)

Student Group	District 2018-2019	Statewide 2018-2019*	District 2019-2020	Statewide 2019-2020*
District Student Enrollment	126,994	1,722,461	124,184	1,724,454
% English Learner (EL)	12.13	4	13.8	4.2
% Special Education	15.15	17.3**	15.31	17.8**
% American Indian/Alaskan Native	<1	<1	<1	<1
% Asian	8.92	4.1	9.32	4.2
% Black	48.49	14.8	47.49	14.7
% Native Hawaiian or other Pacific Islander	<1	<1	<1	<1
% Hispanic	21.71	12.1	22.83	12.7
% White	14.30	64.6	14.53	63.7
% 2 or More Races	6.31	4.2	5.52	4.4

* Pennsylvania Department of Education, [Enrollment Public Schools](#), Accessed 6/21

** Pennsylvania Department of Education, [Special Education Data Report](#), Accessed 6/21

³ School District of Philadelphia, School Information, [School Enrollment and Demographics](#), Accessed 6/21

⁴ Pennsylvania Department of Education, [English Learners Counts by School](#), Accessed 6/21

Initiatives, Findings, and Recommendations

Climate and Culture – Youth Behavioral Risk Survey Findings

The District has conducted school climate surveys to capture perceptions of students, caregivers and staff about the school community, as well as administering the CDC’s Youth Behavioral Risk Survey (YRBS) to high school students. Findings from these surveys, as well as school specific incident data and academic achievement, have provided the District with the groundwork in determining cluster area priorities.

The data provides the District with the ability to work with the OSSA, PCCD, contributing agencies, and community-based organizations to determine grant opportunities for SEL trainings for staff, best practice programs and initiatives for the students.

The mental health of youth is a growing concern, especially with the impact of the pandemic and the increase in contemplated, attempted and completed suicides, as well as the overall outlook of being sad or hopeless. “The COVID-19 pandemic is having profound impacts on human society. The pandemic is exposing, with terrible clarity, the disparities in human society—racism, poverty, domestic violence, and child maltreatment and neglect—and tragically will likely amplify the negative impacts that each has on child development and mental health.”⁵

In 2019, the YRBS was administered to over 1,217 high school students in the District. Similar data was collected through the Pennsylvania Youth Survey (PAYS) for 1144 schools across Pennsylvania, totaling 280,944 students in 6th, 8th, 10th and 12th grades.⁶ The following table provides information on Philadelphia students in grades 9-12 and PAYS comparison data of 130,877 students in PA, grades 10 and 12.

Survey Questions	2019 District YRBS Results	2019 PAYS Results
Have you felt sad or hopeless for almost every day for two or more weeks in a row, so that you stopped doing some usual activities, during the 12 months before the survey?	40.3%	30%
Have you seriously considered attempting suicide? (*during the 12 months before the survey)	22.0%	19.4%
Have you made a plan about how you would attempt suicide? (*during the 12 months before the survey)	17.3%	15.6%
Have you attempted suicide? (one or more times in the previous 12 months)	14.6%	11.3%

⁵ Journal of American Academy of Child and Adolescent Psychiatry. 2020 Jun; 59(6): 686–688. Published online 2020 May 8. doi: 10.1016/j.jaac.2020.05.001; [JAACAP’s Role in Advancing the Science of Pediatric Mental Health and Promoting the Care of Youth and Families During the COVID-19 Pandemic.](#)

⁶ The Pennsylvania Youth Survey (PAYS) is conducted biennially and provides information on the perceptions of youth in grades 6, 8, 10 and 12, throughout Pennsylvania. These surveys include information on alcohol and other drug use, mental wellness, perceptions of risk, fighting, bullying, involvement in acts of violence, protective and risk factors across school, family, peer and individual, and community domains. The latest surveys were taken in 2019, just before the pandemic outbreak occurred. The next survey administration is to take place in the fall of 2021. Although the District did not administrate PAYS, we are able to provide some comparisons between state outcomes and the District’s survey data.

As depicted in the chart above, a greater percentage of Philadelphia high school students in comparison to the state representation are reporting feelings of distress.

The CDC published reports suggest that the COVID-19 pandemic has had a negative effect on children's mental health.⁷ Emergency departments (EDs) are often the first point of care for children experiencing mental health emergencies, particularly when other services are inaccessible or unavailable.⁹ Beginning in April 2020, the proportion of children's mental health–related ED visits among all pediatric ED visits increased and remained elevated through October. Compared with 2019, the proportion of mental health–related visits for children aged 5–11 and 12–17 years increased approximately 24% and 31%, respectively.¹⁰

Like all school entities in the Commonwealth, the District is just beginning to see the effects of COVID-19 on its students. The District has taken steps over the course of the year, through program development and implementation, to gear up for this time period. In the future, we intend to track the effect of COVID-19 on Philadelphia's students by comparing SY18-19 and SY19-20 data from the District's School Climate Survey and YRBS to the SY20-21 and SY21-22.

Climate and Culture – School Climate and Culture Surveys

School Climate and Culture surveys are administrated each year for students in grades 3-12 through the District. Questions of the survey focus on student perceptions of school safety, academic involvement and rigor, overall bullying and harassment, belonging and career readiness. The District uses a Likert Scale¹¹ of 0-3 (Strongly Disagree to Strongly Agree) to determine outcomes. The following charts provide a brief overview of student perceptions.

⁷ Division of Human Development and Disability, National Center on Birth Defects and Developmental Disabilities, CDC;

⁸Innovation, Technology, and Analytics Task Force, CDC COVID-19 Response Team

⁹Dolan MA, Fein JA; Committee on Pediatric Emergency Medicine. Pediatric and adolescent mental health emergencies in the emergency medical services system. *Pediatrics* 2011;127:e1356–66.

¹⁰Leeb RT, Bitsko RH, Radhakrishnan L, Martinez P, Njai R, Holland KM. Mental Health–Related Emergency Department Visits Among Children Aged <18 Years During the COVID-19 Pandemic — United States, January 1–October 17, 2020. *MMWR Morb Mortal Wkly Rep* 2020;69:1675–1680. DOI: <http://dx.doi.org/10.15585/mmwr.mm6945a3external icon>

¹¹McLeod, S. A. (2019, August 03). *Likert scale*. Simply Psychology. <https://www.simplypsychology.org/likert-scale.html>

District School Climate Domains	Average Score			
	2018-2019		2019-2020	
	Score	%	Score	%
School Belonging:				
I feel welcome in my school.	2.19	73	2.3	77
I enjoy being in school.	1.79	60	2.0	67
Other students treat me with respect	2.1	69	2.19	73
I have good friends at my school.	2.44	81	2.49	83
When I am in school, I feel like I belong.	1.98	66	2.13	71
Bullying:				
I am bullied at school.	2.43	81	2.46	82
Students are bullied at my school	1.5	50	1.55	52
Are students treated badly in school?	1.7	57	1.86	62
Safety:				
I feel safe in the neighborhood surrounding my school.	2.0	68	2.18	73
I feel safe going to and from school.	2.28	76	2.35	78
I feel safe in the hallways.	2.39	80	2.48	83
I feel safe in my classes.	2.53	84	2.6	87
The school building is in good condition.	1.84	61	2.1	68
My school is clean.	1.6	53	1.9	62
I feel safe in the bathrooms.	2.1	69	2.26	75
I trust the school police officer.	1.6	53	*	*
I feel respected by the school police officer.	1.67	56	*	*
The school police officer helps students calm down when they are having trouble.	1.6	53	*	*
The school grounds (playground and sidewalks around the school) are clean.	*	*	1.97	66
I feel safe in the stairways in my school.	*	*	2.39	80
I feel safe in the cafeteria in my school.	*	*	2.41	80

*Question was not included in survey.

Protective and risk factors of the school community are represented in the outcomes of the survey. Protective factors exert a positive influence and buffer against the negative influence of risk, thus reducing the likelihood that youth will engage in problem behaviors. Risk factors are characteristics of school, community, and family environments, as well as characteristics of students and their peer groups that are known to predict increased likelihood of drug use, delinquency, school dropout, teen pregnancy, and violent behavior among youth.¹²

In reviewing the District's data, each of the domains presented an increase between the two years. School belonging and safety provide information regarding the protective factors of the schools. In the School Belonging Domain there was a 4% increase in the category, with the greatest increase under, "I enjoy being in school," although it had the lowest percentage rate in the domain. Overall, 84% of students reported feelings of being safe. The lowest scores are in regard to the cleanliness and conditions of the school. New questions posed in SY19-20 were about areas of the school that are not as closely watched, including stairways, cafeteria and playground or outdoors, which are key areas where incidents may occur. 2019 provides a baseline for future data regarding these areas. It is promising, however, that students report feeling safe in the District's schools.

¹²Pennsylvania Commission on Crime and Delinquency, the Pennsylvania Department of Drug and Alcohol Programs, and the Pennsylvania Department of Education working with The Pennsylvania State University and Bach Harrison, L.L.C. [Pennsylvania Youth Survey State Report 2019](#)

Bullying

Section 1303.1-A (e) of the PA Public School Code defines bullying as *an intentional electronic, written, verbal or physical act, or a series of acts:*

- (1) directed at another student or students;*
 - (2) which occurs in a school setting;*
 - (3) that is severe, persistent or pervasive; and*
 - (4) that has the effect of doing any of the following:*
 - (i) substantially interfering with a student's education;*
 - (ii) creating a threatening environment; or*
 - (iii) substantially disrupting the orderly operation of the school; and*
- "school setting" shall mean in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.*

Data from the District's Safe Schools Incident Report submitted to PDE provides information on the number of bullying incidents that occurred. In SY18-19, nineteen bullying incidents were logged in the District, and in SY19-20, 134 bullying incidents were logged. Please note that, for the District, bullying may not be reported to PDE as bullying. It may fall under other definitions as in harassment, fighting, assault, etc.

Incident data alone, however, does not paint the full picture of bullying in the District. When you factor in school climate surveys, overall in 2019, 82% of students in the District felt that they have been bullied. Perceptions of students regarding the bullying of others and see others being treated badly rose in greater percentage points.

A one to one comparison between bullying questions asked in the YRBS cannot be drawn to PAYS questions, but in review, it is possible to provide a correlation to similar outcomes for students in grades 6, 8 10 and 12 throughout PA. According to 2019 PAYS results:

- 68.7% of respondents stated that they enjoy being in school;
- 80% of students stated that they feel safe; and
- 25% of students reported that they have been bullied in the past year.

Recommendations:

- 1) The definition of bullying is very similar to the definition of harassment in [18 Pa. C.S. §2709](#). Many schools interchange the two when entering code into PDE. OSSA recommends that PDE provides a clear-cut definition of bullying for schools to use so that there is no need for interpretation by staff.
- 2) Provide trainings for staff members who enter the code into the District's reporting system and into PDE.

OSSA Operations

General Operations. In SY18-19 and SY19-20, OSSA continued to work with key partners to fulfill requirements under state law. OSSA reviewed approximately 30 to 50 individual incidents that occurred daily while in-school learning was taking place.

Cases are opened by OSSA through phone calls, emails, and personal in-office contact. Most case files are opened based on a named victim being identified in the incident report. As a result, in these instances, the staff would make direct contact with the school principal or with an executive team administrator to notify them of the factual circumstances and the need for their response or attention.

OSSA staff provide direct support to students, families, SDP staff and the community. The following information indicates some of the activities:

2018-19 Summary of OSSA Activities

- 4,725 Incidents reviewed;
- 130 Direct contacts through the office;
- 36 School disciplinary hearings;
- 11 Juvenile Court hearings;
- 28 Community events; and
- 100+ Hours regional conference calls

2019-20 Summary of OSSA Activities

- 3,454 Incidents reviewed;
- 88 Direct contacts through the office;
- 7 School disciplinary hearings;
- 2 Juvenile Court hearings;
- 1 Community Event; and
- 70+ Hours regional conference calls

Incident Reporting. The OSSA receives incident reports from the District on a weekly basis. The process for submitting an incident that is reported to the OSSA is as follows:

- 1) The school reports a Code of Conduct Violation (applying one or more of the District's Code of Conduct violations);
- 2) The school refers the incident to the Incident Control Unit (ICU);
- 3) The ICU assigns a single Serious Incident Code to the incident, corresponding to the most egregious violation being reported; and
- 4) A subset of Serious Incidents is shared with the OSSA.

Note: *In the 2018-2019 school year, the District shifted its incident reporting and data collection to a new system. This change allows for individual schools to work within their support system and framework to prevent and intervene in issues before rising to the level of District reporting. Once an item is reported into Information Systems, it is disseminated to OSSA and PDE on scheduled intervals. Further, throughout the school year, incidents are shared three days after they are initially reported by ICU. This allows ICU to complete the documentation of information related to the incident in the system before it is sent to the OSSA.*

Since the creation of the OSSA, it has been the finding of every Advocate to note that there are major discrepancies in the total number of incidents reported from schools to the District, from the District to OSSA, and ultimately, from the District to PDE. For the past year, the Acting Advocate has been working with the District to determine why these discrepancies occur, and has determined that it is a product of a multitude of factors that no doubt all school entities that report school safety statistics to PDE wrestle with – i.e., lack of knowledge about statutory procedures, coding issues with the incident reporting systems, personnel turnover and lack of training and resources, etc.

To address this with the District, the OSSA has been working with the District's ICU staff to provide the association between District's coding of incidents and PDE's coding of incidents. Staff members of PCCD's Office of Research, Evaluation and Strategic Policy Development (ORESPD), which oversees the School Safety and Security Program at PCCD, are working to create a program that can filter information received from the District and align it with annual information reported to PDE. By controlling for this, the OSSA hopes to marry the data in a format that allows a better apples-to-apples comparison between the data received by the OSSA from the District to what is reported to PDE.

Further compounding trending efforts is a change that PDE made in SY18-19 to their Annual Reporting requirements. Beginning with that school year, PDE required the reporting of incidents involving lesser infractions (i.e., A (academic infractions) that result in in-school, suspension, out-of-school suspension, or expulsion and C (code of conduct infractions) that result in in-school, suspension, out-of-school suspension, or expulsion). These infractions were previously submitted in aggregate to PDE and were not included in any incident totals. Due to this change, the total number of incidents reported to PDE showed a substantial increase as compared to previous years. This has thus skewed any opportunities to compare data sets prior to SY18-19 to sets after SY18-19.

With all of that said, please refer to Appendix B for the District's School Safety Incident Report for SY18-19 and SY19-20 to PDE through PIMS. Please note that the overall number of incidents reported by the District decreased between the two school years by 28%. This decrease may be attributed to school closure. There is no trend data to use as comparison from previous years due to the change in reporting procedures.

Recommendations:

- PDE should consider offering regular, statewide trainings to administrative staff on the PIMS school safety reporting process with an eye towards improving data collection efforts in general.
- PDE should consider developing a How To Guide or Webinar to coincide with the PIMS Manual that provides information on report completion.
- The District should consider offering regular, district-wide trainings to administrative staff on data entry into the Information Systems and work in partnership with PDE to devise a software solution that allows the information contained in the District's system to be easily entered into PDE's PIMS system.

School Initiatives

The integration of Social-Emotional Learning (SEL) programs, Positive Behavior Interventions Support (PBIS), restorative justice and trauma-informed practices are tools for the District's building safe and supportive learning environments in their schools. The District has used state grant dollars to implement initiatives to effect change which have been broad-scale across geographically clustered schools in the District with particular address given to more at-risk areas.

The District's Office of Climate and Culture collaborated with the Office of Teaching and Learning to develop a district wide framework for Social-Emotional Learning with a focus on the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies (see <https://casel.org/>), social emotional awareness and relationship building. The offices will continue to develop this work and align with the office's vision, mission, and state-wide school plans. The following vision and mission of the Office of Climate and Culture support the initiatives set forth by the Office.

The Vision: Each and every community member develops agency, empathy and curiosity in schools that equitably support their individual skills, beliefs, and connectedness.¹³

The Mission: The Office of School Climate & Culture supports positive, equitable learning environments in which all students can experience belonging and fully engage with academic and social-emotional learning.¹³

There are many initiatives throughout the District that support the development of positive school climate. The following is a sample of the types of initiatives within the District:

- Climate and Culture Specialists work with school leaders to effectively implement school plans aligned with PDE Essential Practices and school-wide PBIS as well as Multi-Tiered Systems of Supports (MTSS). Please see Appendix C for PDE's Essential Practices.
- The District has trained their security staff and some administrators in school security personnel training through the National Association of School Resource Officers (NASRO).
- Check-In/Check-Out (CICO), a research-based, targeted intervention that is used in Tier II of the PBIS framework. These programs are used to provide secondary interventions for students in need of behavioral support but who don't need individualized interventions. (See Appendix D)
- Restorative Justice Programs. Relationships First is a restorative justice-practices philosophy that emphasizes the importance of positive, authentic human connection and its link to both academic success and social-emotional learning.¹⁴
- Youth Court is a student run program that creates a restorative environment that provides students a second chance while teaching strategies to make better decisions in the future. Youth court wants to help students that make poor choices, not punish students.¹⁵

¹³Philadelphia School District School Climate and Culture, 440 N. Broad St., Philadelphia, PA 19130, [School Climate and Culture – The School District of Philadelphia \(philasd.org\)](#)

¹⁴The School District of Philadelphia, School Climate Programs, Relationships First, 440 N. Broad Street, Philadelphia, PA 19130, [Relationships First \(Restorative Justice Practices\) – School Climate and Culture \(philasd.org\)](#)

¹⁵The School District of Philadelphia, School Climate Programs, Youth Court, 440 N. Broad Street, Philadelphia, PA 19130, [Youth Court – School Climate and Culture \(philasd.org\)](#)

Recommendations:

- It would be beneficial for the District to review current Board policies and make appropriate updates, including updating hyperlinks and other reference items, if needed. For example, the District's Youth Suicide Awareness and Prevention policy was based on PDE's model policy but has not been revised since 2016. PDE's Model Youth Suicide Awareness and Prevention Policy was updated in the 2018-2019 school year.
- The District should continue to sustain new positions that utilized state grant funding to create an overarching improvement on climate and culture within the schools. Continuation of these roles post grant funding is crucial to the positive movement in student behaviors.
- The District should be commended for providing staff training or train-the-trainer opportunities in-house, rather than relying on consultants to provide those services. This maintains the knowledge and use of programs within the District and supports long-term program/initiative sustainability.
- The District continues to reach out to community partners to work in collaboration so that there is a holistic approach to support youth, no matter which system they enter. It would be beneficial to keep OSSA in the loop of these initiatives, particularly those that impact student victims, so that the Office can be a part of the solution and continued effort.

Appendix A
Office of Safe Schools Advocate
Section 1310-A PA Public School Code

Overview: The Executive Director of the Pennsylvania Commission on Crime and Delinquency shall establish, within the commission, a safe schools advocate for school districts of the first class. The advocate will establish and maintain an office within the district. The safe schools advocate shall have the power to monitor the school district's compliance with items in this article.

Duties of the Advocate

Reporting

1. The school district's reporting to the office of incidents involving acts of violence, possession of a weapon or possession, use or sale of controlled substances.
2. Obtaining copies of the school district's reports to the office and reviewing and analyzing them.
3. To prepare an annual report regarding the activities of the advocate during the prior fiscal year and any recommendations for remedial legislation, regulations or school district administrative reforms, which shall be submitted to the school district superintendent, the secretary, the Executive Director of the Pennsylvania Commission on Crime and Delinquency, the chairperson of the Education Committee of the Senate and the chairperson of the Education Committee of the House of Representatives by August 15 of each year.
4. To establish a protocol, in consultation with the Juvenile Court Judges' Commission, to assure timely receipt by the school district of information regarding students who have been adjudicated delinquent pursuant to 42 Pa.C.S. § 6341(b.1) (relating to adjudication).

MOU with Police Department

1. The school district's compliance with the procedures set forth in the memorandum of understanding with the appropriate police department regarding incidents involving acts of violence and possession of weapons.
2. Obtaining documentation, on a weekly basis during those times when school is in session, of all written or verbal contacts by school district personnel with the appropriate police department consistent with the requirements of the memorandum of understanding.
3. OSSA will report the act of violence to the appropriate police department as required by the memorandum of understanding to report acts of violence directly, in cases where the district has failed to report them. (re: students who have committed 2+ infractions)

Victims Advocate

1. To receive inquiries from school staff and parents or guardians of students who are victims of acts of violence on school property.
2. To monitor the school district's use of information from JCJC regarding students who have been adjudicated delinquent to ensure that victims of acts of violence by a student are protected.
3. To provide assistance and advice, including information on support services provided by victim assistance offices of the appropriate district attorney and through local community-based victim service agencies;
4. To provide information to the parent or guardian of the student victim regarding the disciplinary process and any action ultimately taken against the student accused of committing the act of violence;
5. In cases involving the possession or use of a weapon, advise the parent or guardian of the victim whether the school district properly exercised its duty under section 1317.2;
6. In cases where the advocate has received a request by the parent or guardian of the victim, to attend formal disciplinary proceedings;

7. Presentation: with the consent of the parent or guardian of the victim, present information in the disciplinary proceeding, which may include oral or written presentations, including testimony by the victim or the parent or guardian of the victim, regarding the impact on the victim and the victim's family and the appropriate disciplinary action and which may include direct or cross-examination of witnesses;

8. Where the perpetrator of an act of violence is returning to school after placement under a consent decree, adjudication of delinquency or conviction of a criminal offense, assist the parent or guardian of the victim in providing input to the school district and the appropriate juvenile or criminal justice authority to ensure the victim's safety on school property.

9. Provide information and make recommendations to the office of the district attorney regarding the impact of the act of violence on the victim and the victim's family.

Monitoring

1. To monitor the school district's compliance with the mandatory expulsion requirements of section 1317.2 (Weapons in school).

2. To review and analyze Federal and State statutes which may be an impediment to school safety and the imposition of discipline for the commission of acts of violence on school property and to prepare, by April 30, 2001, and as necessary from time to time thereafter, reports making recommendations for changes to the statutes which would promote school safety and facilitate effective and expedient disciplinary action. The reports shall be submitted to the secretary and the Executive Director of the Pennsylvania Commission on Crime and Delinquency. ((6) amended June 30, 2011, P.L.112, No.24)

3. To review and analyze court decisions applicable to the school district's disciplinary process and procedures, to make recommendations to the school district regarding any negative impact these decisions have upon the effective maintenance of school safety and to make recommendations relating to the existing provisions of consent decrees.

4. To monitor infractions of the school district's code of conduct to identify students whose conduct would constitute an offense under 18 Pa.C.S. § 2701 (relating to simple assault).

Outreach

1. To establish a program to assure extensive and continuing public awareness of information regarding the role of the advocate on behalf of victims of acts of violence on school property, which may include the mailing of information to the parents or guardians of students in the school district or other forms of communication.

2. The school district of the first class shall immediately notify the victim's parent or guardian of the safe schools advocate. The form of this notice shall be developed by the advocate and provided to the school district. This form shall include the address and telephone number of the advocate and a brief description of the purposes and functions of the safe schools advocate. The principal of each school within the school district shall post a notice not less than 8 1/2 by 11 inches entitled "Safe Schools Advocate" at a prominent location within each school building, where such notices are usually posted. The form of this notice shall also be developed by the advocate and provided to the school district.

School District

1. It shall be the duty of each school administrator in a school district of the first class to cooperate with the safe schools advocate to implement this section and to provide the advocate, upon request, with all available information authorized by State law. In regard to individual cases of acts of violence, only information permitted to be shared.

Incident Reporting

All new incidents involving acts of violence, possession of a weapon or possession, use or sale of controlled substances as defined in the act of April 14, 1972 (P.L.233, No.64), known as "The Controlled Substance, Drug, Device and Cosmetic Act," or possession, use or sale of alcohol or tobacco by any

person on school property. The incidents to be reported to the office shall include all incidents involving conduct that constitutes a criminal offense listed under paragraphs (4.1) and (4.2). Reports on a form to be developed and provided by the office shall include:

- (1) Age or grade of student.
- (2) Name and address of school.
- (3) Circumstances surrounding the incident, including, but not limited to, type of weapon, controlled substance, alcohol or tobacco, the date, time and location of the incident, if a person other than a student is involved in the incident and any relationship to the school entity.
 - (3.1) Race of student.
 - (3.2) Whether the student has an Individualized Education Plan under the Individuals with Disabilities Education Act (Public Law 91-230, 20 U.S.C. § 1400 et seq.), and if so, the type of disability.
- (4) Sanction imposed by the school.
 - (4.1) A list of criminal offenses which shall, at a minimum, include:
 - (i) The following offenses under 18 Pa.C.S. (relating to crimes and offenses):
 - Section 908 (relating to prohibited offensive weapons).
 - Section 912 (relating to possession of weapon on school property).
 - Chapter 25 (relating to criminal homicide).
 - Section 2702 (relating to aggravated assault).
 - Section 2709.1 (relating to stalking).
 - Section 2901 (relating to kidnapping).
 - Section 2902 (relating to unlawful restraint).
 - Section 3121 (relating to rape).
 - Section 3122.1 (relating to statutory sexual assault).
 - Section 3123 (relating to involuntary deviate sexual intercourse).
 - Section 3124.1 (relating to sexual assault).
 - Section 3124.2 (relating to institutional sexual assault).
 - Section 3125 (relating to aggravated indecent assault).
 - Section 3126 (relating to indecent assault).
 - Section 3301 (relating to arson and related offenses).
 - Section 3307 (relating to institutional vandalism) when the penalty is a felony of the third degree.
 - Section 3502 (relating to burglary).
 - Section 3503(a) and (b)(1)(v) (relating to criminal trespass).
 - Section 5501 (relating to riot).
 - Section 6110.1 (relating to possession of firearm by minor).
 - (ii) The possession, use or sale of a controlled substance or drug paraphernalia as defined in "The Controlled Substance, Drug, Device and Cosmetic Act."
 - (iii) Attempts, solicitation or conspiracy to commit any of the offenses listed in subclauses (i) and (ii).
 - (iv) An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).
 - (4.2) The following offenses under 18 Pa.C.S., and any attempt, solicitation or conspiracy to commit any of these offenses:
 - Section 2701 (relating to simple assault).
 - Section 2705 (relating to recklessly endangering another person).
 - Section 2706 (relating to terroristic threats).
 - Section 2709 (relating to harassment).
 - Section 3127 (relating to indecent exposure).
 - Section 3307 (relating to institutional vandalism) when the penalty is a misdemeanor of the second degree.
 - Section 3503(b)(1)(i), (ii), (iii) and (iv), (b.1) and (b.2) (relating to criminal trespass).
 - Chapter 39 (relating to theft and related offenses).

Section 5502 (relating to failure of disorderly persons to disperse upon official order).

Section 5503 (relating to disorderly conduct).

Section 6305 (relating to sale of tobacco).

Section 6306.1 (relating to use of tobacco in schools prohibited).

Section 6308 (relating to purchase, consumption, possession or transportation of liquor or malt or brewed beverages).

(5) Notification of law enforcement.

(6) Remedial programs involved.

(7) Parental involvement required.

(8) Arrests, convictions and adjudications, if known

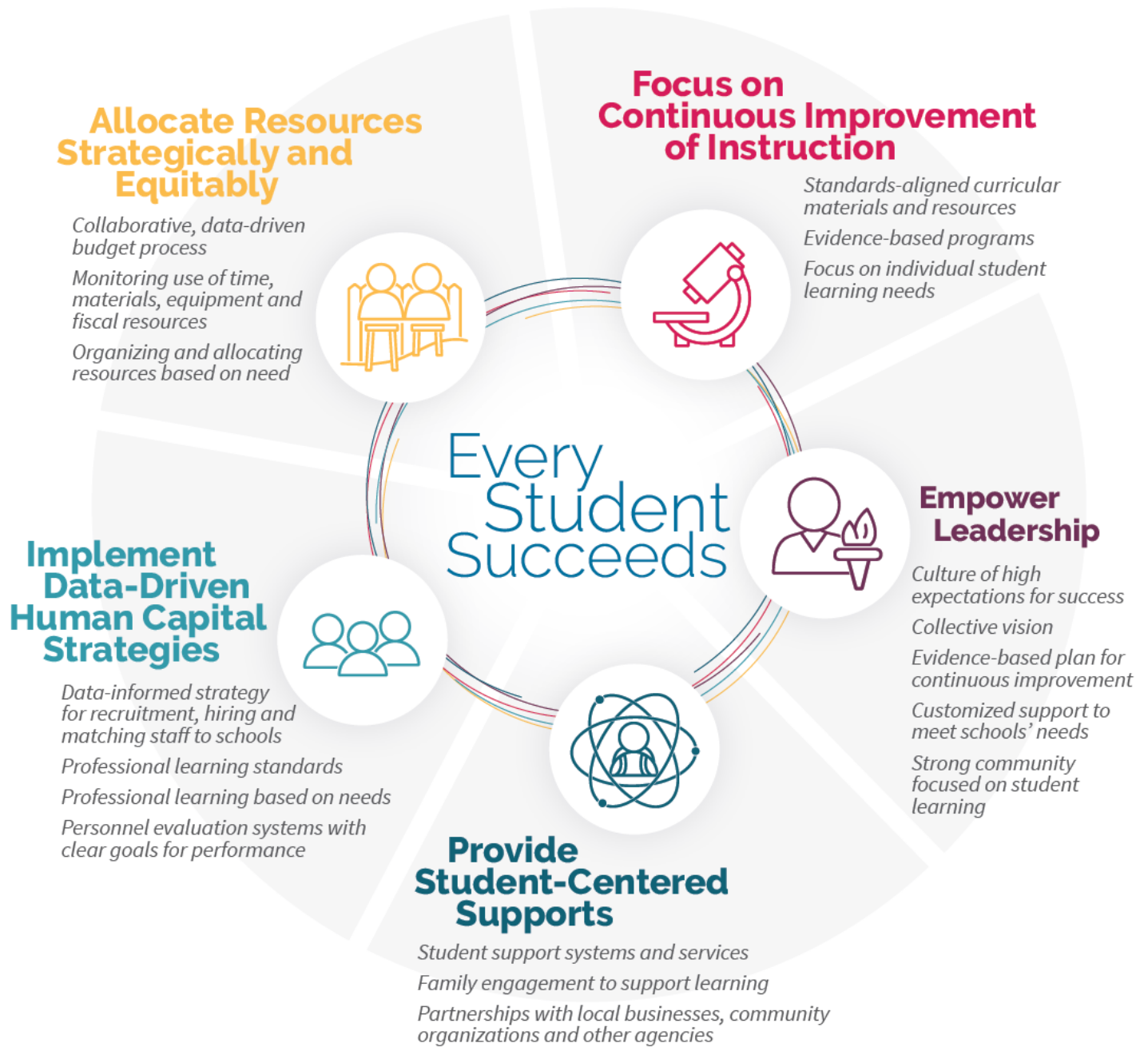
Appendix B

School Safety in Pennsylvania's Schools Comparative Report	Philadelphia Philadelphia City SD 2019 Report	Philadelphia Philadelphia City SD 2020 Report
Year	2019	2020
Enrollment	132,520	130,617
Incidents	13,547	9,011
Offenders	11,420	8,171
No. of Incidents Involving Local Law Enforcement	1,741	1,530
Total Arrests	187	201
Assignments to Alternative Education	1,003	705
Against a Person		
Assaults on Students		
Student Simple	514	1,590
Student Aggravated	297	50
Assaults on Staff		
Staff Simple	1,634	42
Staff Aggravated	142	107
Racial/Ethnic Intimidation	0	0
Other Harassment/Intimidation	1,345	1,039
Minor Altercation	652	485
Fighting	2,530	1,627
Sexual Offenses		
Sexual Harassment	0	78
Rape	4	1
Involuntary Sexual Deviate Intercourse	7	4
Sexual Assault	18	9
Aggravated Indecent Assault	0	0
Indecent Assault	45	48
Statutory Sexual Assault	0	0
Indecent Exposure	19	5
Open Lewdness	0	0
Obscene and other sexual materials and performances	238	109
Stalking	0	0
Kidnapping/Interference With Custody of Child	8	3
Unlawful Restraint	0	0
Threatening a School Official/Student	1,054	370
Reckless Endangering	1,663	1,040
Robbery	45	47
Theft	145	188
Attempt or Commission of Murder/Manslaughter	0	0
Bullying	19	134
Suicide		
Ideation		
Attempted	67	27
Committed	0	0
Against Property		
Burglary	9	29
Arson	70	62

School Safety in Pennsylvania's Schools Comparative Report	Philadelphia Philadelphia City SD 2019 Report	Philadelphia Philadelphia City SD 2020 Report
Vandalism	368	494
Criminal Trespass	166	103
Against Society		
Rioting	0	0
Bomb Threats	16	18
Terroristic Threats	0	0
Disorderly Conduct	505	296
Other Misconduct		
Illegal Possession of a Weapon		
Possession of Weapon		408
Possession of a Firearm		
Handgun	4	
Rifle/Shotgun	1	
Other Firearm	16	
Possession of a Knife	100	
Possession of Other Weapon		
Cutting Instrument	97	
Explosive	63	
BB/Pellet Gun	2	
Other	132	
Illegal Possession(Other)		
Possession/Use of a Controlled Substance	294	126
Sale/Distribution of a Controlled Substance	24	17
Sale, Possession, Use, or Under the Influence of Alcohol	0	8
Possession/Use or Sale of Tobacco	50	25
Possession, Use, or Sale of Vaping Materials		3
Cyber Harassment of a Child	8	5
Institutional Sexual Assault	0	0
Academic Code of Conduct	0	0
Student Code of Conduct	1,176	414
Truancy, Out-of-School Suspensions, and Expulsion		
Truancy Rate	44.18%	25.95%
Academic OSS	0	0
Conduct OSS	3,037	1,276
Drug and Alcohol OSS	320	136
Tobacco OSS	43	25
Violence OSS	11,764	7,670
Weapon OSS	335	281
Academic Expulsion	0	0
Conduct Expulsion	0	1
Drug and Alcohol Expulsion	0	0
Tobacco Expulsion	0	0
Violence Expulsion	0	0
Weapon Expulsion	0	0

PENNSYLVANIA'S Essential Practices for Districts

Evidence-based practices that create the conditions for school improvement



Check-In, Check-Out



Training
CICO within SDP encompasses a one day comprehensive action oriented training.



Want more information?
Contact Steven Rufe, Director of Positive Behavior Interventions and Supports at srufe@philasd.org

What is Check-In, Check-Out (CICO)?

Check-In, Check-Out is a secondary prevention, which is a targeted intervention (Tier II) for students needing additional support beyond the Universal Tier 1 System.

CICO is a research based intervention that has been shown to increase academic engagement and decrease problem behavior.

Check-In, Check-Out is comprised of the following elements:

1

MORNING CHECK-IN

2

REGULAR TEACHER FEEDBACK

3

AFTERNOON CHECK OUT

4

PARENT/ GUARDIAN FEEDBACK

Why Does CICO Work?

1. Students are **setup for success**

- CICO provides a **positive first contact** each morning
- “Blow-out” days are **pre-empted**
- First contact each period (or activity period) is **positive**



2. Students are given **increased feedback**

- Feedback occurs **more often**
- Feedback is specifically tied to **student behavior**
- Inappropriate behavior is **less likely** to be ignored or rewarded

3. Program can be applied to **all school locations**

4. Program is organized to develop into a **self-management** system

- Increase options for **making choices**
- Increased ability to **self-monitor** performance and progress

IMPLEMENTATION AND ROLE OF A TIER II TEAM

A Tier II team should be developed (or incorporated into another already existing team) in order to:

- Screen
 - Office discipline referrals, suspensions, requests for assistance, etc.
- Progress Monitor
 - Student and systems level
- Share Data
- Train
 - Initial, re-training, and orientation for new students
- Ensure Tier II features are in place
 - CICO, daily progress reports, feedback, etc.

