# ACT 44 Checklist

## School Safety and Security Assessments Criteria
## For The Pennsylvania Act 44 of 2018

**Physical Security Considerations: Visitor Management**

☐ Visitor access to the school should be controlled through the main office or secured lobby area. Visitors access to school office or student area must be granted by an authorized staff member (i.e., screened or 'buzzed-in').

☐ All visitors should present an official photo identification card (e.g., driver's license, state ID card, passport, etc.) that is retained for the duration of the visit. Visitors without identification should be directed to a building administrator prior to entry.

☐ A visitor log should be utilized and retained behind the main office desk. All entries should be logged by the main office personnel to ensure accuracy, as inaccurate or falsified entries could incur liability for the school. The visitor log should include the address and phone number of the visitor(s).

☐ All visitors should be issued temporary identification that is required to be openly displayed during the visit. The visitor identification should be dated with the date of entry, and collected at the visit's conclusion.

☐ Visitors should be escorted by staff at all times.

☐ If expense permits, an electronic visitor management system should be considered.

☐ All maintenance and contracted services personnel should sign in at the office as a visitor.

## ACT 44 Next Steps - How ScholarChip Can Help Your School Qualify

School safety is an increasingly complex and multi-faceted issue. To meet today's safety challenges, schools must commit to creating a culture of safety and accountability that combines multiple layers of physical security with programs that reinforce visitor procedures.

ScholarChip can suggest specific school safety and visitor management services that will get your school qualified for ACT 44 funding.  Reach out: **community@scholarchip.com**

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**Student and Staff Accountability (Identification)**

- [ ] All staff (including temporary and contract employees) should be required to wear a photo identification card at all times when on school property.

- [ ] Identification should be visible at all times.

- [ ] Those not displaying identification should be immediately approached and escorted to the office for evaluation.

- [ ] If the school has electronic access control, then consideration should be given to having the photo ID also serve as a key card.

- [ ] Schools should transition from physical hard keys to electronic access control. The key system should allow for specified and limited entry to specific doors/areas of the school.

- [ ] Key system should be able to identify the user of a fob or access card in real-time and the identification system should be monitored.

- [ ] There should be limited distribution of master and grand master keys. Great grand-master keying should not be utilized.

- [ ] A lock box should be placed in the main entrance with a number code given to the dispatch center for a master access and map of the school. This should be used by police, EMS and Fire if an emergency should arise. When a lock box is not possible, the school should consult with police/local first responders to allow for 24/7 access for first responders.

## ACT 44 Next Steps - How ScholarChip Can Help Your School Qualify

School safety is an increasingly complex and multi-faceted issue. To meet today's safety challenges, schools must commit to creating a culture of safety and accountability that combines multiple layers of physical security with programs that reinforce identity and access procedures.

ScholarChip can suggest specific school safety and student accountability services that will get your school qualified for ACT 44 funding.   Reach out: **community@scholarchip.com**

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### STUDENT ASSISTANCE AND BEHAVIORAL HEALTH SUPPORT ASSESSMENT CRITERIA

Act 44 requires that a school safety and security assessment include a student assistance and behavioral health support assessment. This assessment must include an analysis of the school's climate including the availability of Student Assistance Programs and behavioral health professionals to provide assistance to the school. Additionally, the Public School Code requires a review of recommendations by behavioral and physical health professionals and consideration of their recommendations.

School-based behavioral health approaches should incorporate prevention strategies to reduce risk factors and increase protective factors among all students, provide mechanisms by which to identify at-risk students, and support those students with known behavioral health concerns. While Multi-Tiered Systems of Support (MTSS) is mentioned where applicable, it is recognized that not all schools may be fully utilizing this framework for all of their students. School-based behavioral health efforts should be both comprehensive and multifaceted, and must be integrated with other aligning school-based initiatives (e.g. school climate improvement).

### All Schools Are Required to Have Student Assistance Programs:

☐ Assist personnel in identifying behavior issues including use of alcohol, tobacco and other drugs.

☐ Assist personnel in identifying mental health issues which pose a barrier to student success.

Students that qualify: All K-12 students including special education.
Representatives groups: Administrators, teachers, counselors, psychologist, school social workers, nurses and other related professional staff.

☐ Student Assistance Programs should address the needs of students through a Multi-tier System of Support (MTSS), Response to Intervention and Instruction, (RTII), Positive Behavior Interventions and Supports (PBIS), etc.

### Behavioral Health  Services

Approximately half of all mental illnesses have an onset during or prior to adolescence, and there is a well established relationship between student's behavioral health and their academic, social and emotional outcomes.

☐ Schools play an essential role in prevention, early identification, and intervention of student Behavioral health concerns.

☐ Behavioral Health Considerations Assessments should be conducted at different levels (schoolwide, classroom level, individual student levels).

☐ The school should adopt a universal program or strategies to educate students on Behavioral Health issues and support general mental wellness.

☐ All students should be educated on behavioral health and mental health as part of the formal curriculum (e.g. health class, guidance, etc.).

☐ Mental wellness and SEL programs, lessons or strategies should be evidence-based and or/ in alignment with established best practices.

☐ Teachers and staff should be educated on how to identify and refer students that may be at risk for BH concerns in accordance with existing procedures and available resources.

☐ The school should consider how the school and classroom environments systemically and intentionally prevent behavior problems, while supporting diverse students and students affected by trauma.

☐ Group counseling or group interventions should be available for students at-risk for behavioral health concerns or with identified areas of need. (Tier 2 MTSS)

**Assessor should identify what is available including students affected by trauma.**

☐ Individualized interventions should be available to support students with identified behavioral health needs, including ways to connect with community-based resources. (Intensive/Tier 3 MTSS)

☐ School staff should utilize referral data to guide where a student can be referred based on their needs or situation.

### School  Climate Considerations

☐ Data should be able to be disaggregated (individual student level data cannot be identified) to look at different sub-populations of students, including dis proportionality and the issue of equity.

☐ The school should make use of universal strategies to prevent discipline problems, build skills and foster positive relationships among students (e.g., restorative practices, PBIS, character education, Social-Emotional Learning programs).

**Reports of Bullying Should be Evaluated.**

ACT 44 Assessor will review the school's procedures and protocols for how bullying reports are handled.

☐ The school should ensure that classroom environments and disciplinary practices are preventative and responsive.

☐ Will consider how the school and classroom environments systemically and intentionally prevent behavior problems, and support diverse students and students affected by trauma.

## ACT 44 Next Steps - How ScholarChip Can Help Your School Qualify

School safety is an increasingly complex and multi-faceted issue. To meet today's safety challenges, schools must commit to creating a culture of safety and accountability that combines multiple layers of physical security along with behavior management procedures.

ScholarChip can suggest specific social/emotional behavior management services that will get your school qualified for ACT 44 funding.  Reach out: community@scholarchip.com