

Progress Monitoring: Safe & Welcoming Schools Guardrail 1

- **Guardrails:** Each Guardrail and its indicators is monitored once per year
- **Cycle:** The full process of monitoring a single Board Goal or Guardrail, culminating in the development of a Progress Monitoring Report for the Board's review

November 2021:
Safe & Welcoming Schools
Guardrail 1

September 2022
Safe & Welcoming Schools
Guardrail 1

Progress Monitoring: Safe, Welcoming, and Healthy Schools - Guardrail 1

Guardrail 1: Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day. This means that our schools will be:

- Environmentally safe and clean; and
- Spaces with inclusive climates that provide students with access to robust social, emotional and mental health supports.

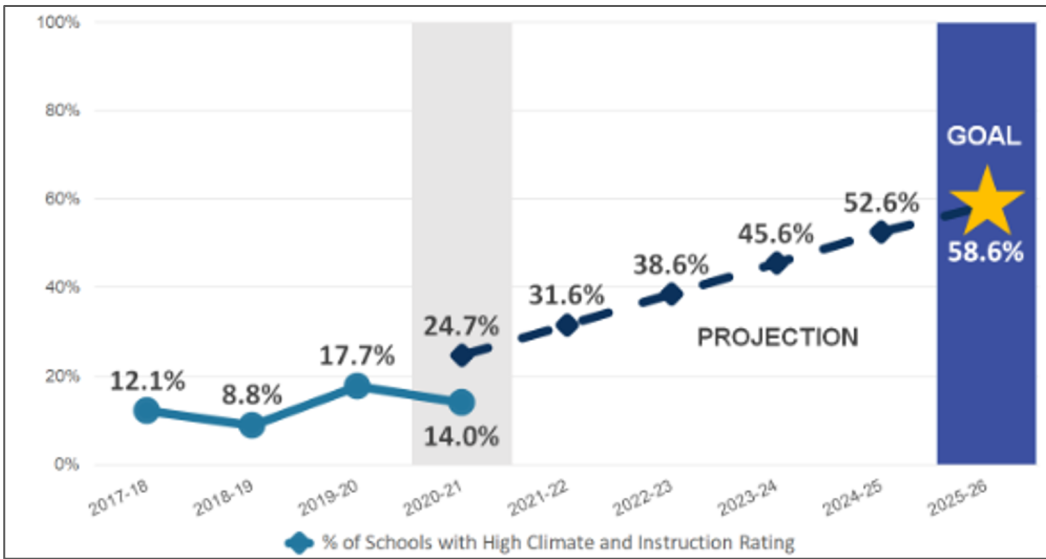
Our indicators will measure progress towards ensuring our schools are safe, welcoming, and healthy places:

1. The percentage of schools with a high District-wide Survey Climate and Instruction Rating.
2. The percentage of schools Lead-Free or certified as Lead-Safe and the total linear feet of asbestos containing material removed from schools. (Proposed for reassessment based on tonight's presentation)
3. The percentage of schools with at least two full-time equivalent positions, per 500 students, to support student mental and behavioral needs.

Guardrail Indicator 1.1: Climate and Instruction Scores

**Leading Indicator:
Overall Progress**

Off-Track



- Overall, the District is **Off Track** towards meeting its 2025-26 Guardrail Indicator 1.1 Goal.
- Just under 30% of schools are meeting either the Instruction or Climate Topic Score Targets, but not meeting both.
- Disruptions from COVID-19 negatively impacted District Wide Survey response rates for Students, Teachers, and Parents/Guardians.

	2018-19				2019-20				2020-21 ¹			
	Topic Scores		Schools		Topic Scores		Schools		Topic Scores		Schools	
	Climate	Instruction	#	%	Climate	Instruction	#	%	Climate	Instruction	#	%
Schools Meeting Both Climate and Instruction Target Scores (Meeting Guardrail Indicator 1.1)	7.6	8.2	19	8.8%	7.6	8.1	38	17.7%	7.8	8.1	30	14.0%
Schools Meeting Only Climate OR Instruction Target Scores (Not Meeting Guardrail Indicator 1.1)	7.2	7.8	45	20.9%	7.3	7.8	46	21.4%	7.4	7.7	61	28.4%

Guardrail Indicator 1.1: Climate and Instruction Scores

- Half of schools that are On Track on all their Eligible Leading Indicators are meeting the Guardrail Indicator in each of the past three years.
- Only one school that is Off Track on all their Eligible Leading Indicators met both the Climate and Instruction Target Scores in 2020-21.

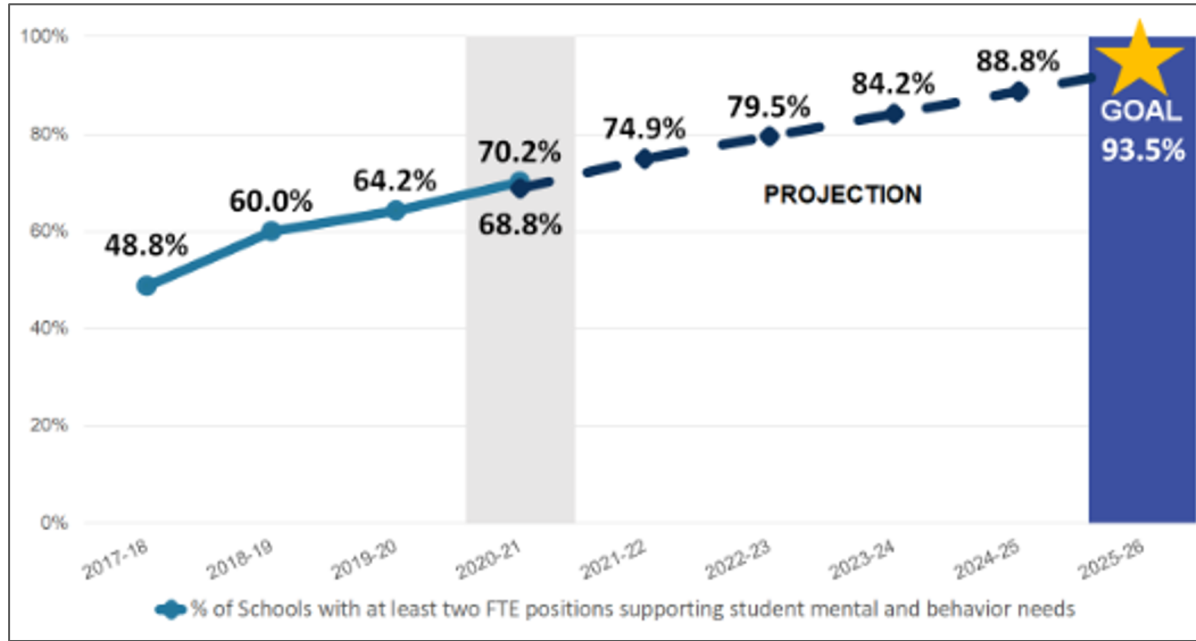
School Group (Based on School Leading Indicator Performance)	2018-19				2019-20				2020-21 ¹			
	Topic Scores		Schools in this Group that are Meeting Guardrail Indicator 1.1		Topic Scores		Schools in this Group that are Meeting Guardrail Indicator 1.1		Topic Scores		Schools in this Group that are Meeting Guardrail Indicator 1.1	
	Climate	Instruction	#	%	Climate	Instruction	#	%	Climate	Instruction	#	%
Schools Off Track on all Eligible Leading Indicators ² (Goals 1-4, 83 Schools)	6.1	7.3	0	0.0%	6.2	7.3	4	4.8%	6.6	7.4	1	1.2%
Schools Off, Near, or On Track on different Eligible Leading Indicators ² (Goals 1-4, 115 Schools)	6.7	7.6	10	8.6%	6.9	7.7	24	20.7%	7.2	7.7	20	17.2%
Schools On Track on all Eligible Leading Indicators ² (Goals 1-4, 17 Schools)	7.7	7.9	9	52.9%	7.8	8.0	10	58.8%	7.9	7.9	9	52.9%

Climate Topic Score Color Legend		
Less than 6.0	Between 6.0 and 6.9	Greater than 7.0

Instruction Topic Score Color Legend		
Less than 7.0	Between 7.0 and 7.9	Greater than 8.0

Guardrail Indicator 1.3: Student Behavioral and Mental Health Support

Leading Indicator: Overall Progress On Track

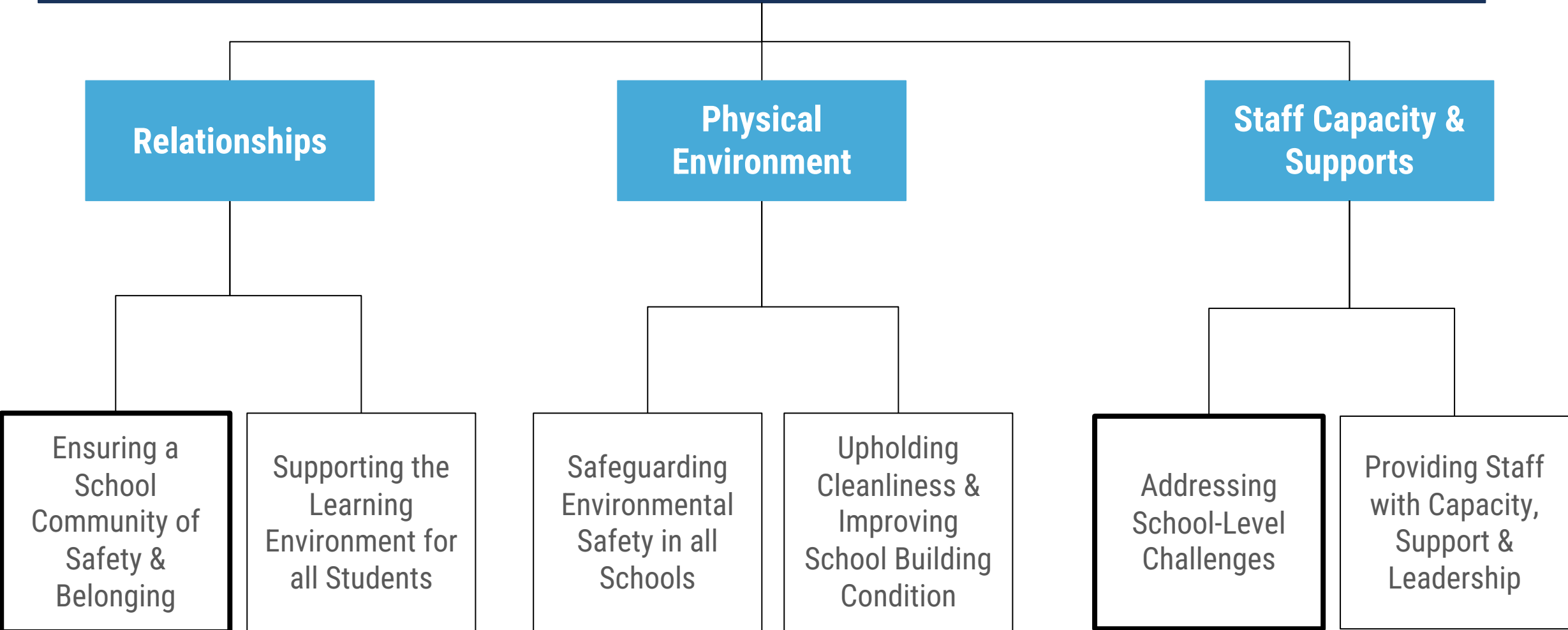


- Overall, the District is **On Track** towards meeting its 2025-26 Guardrail Indicator 1.3 Goal.
- In 2020-21, 70% of schools met the goal of having at least two staff members, for every 500 students, supporting behavioral and mental health needs for their students.
- The percentage of schools meeting this goal has increased steadily over the past three years.

All Schools	2018-19	2019-20	2020-21	2020-21 Annual Target	Distance to 2020-21 Target	Distance to 2021-22 Target	2025-26 Final Target
All District Schools	60.0%	64.2%	70.2%	68.8%	+1.4	-4.7	93.5%

Guardrail 1

Every school will be a safe, welcoming, and healthy place where our students, staff, and community want to be and learn each day.

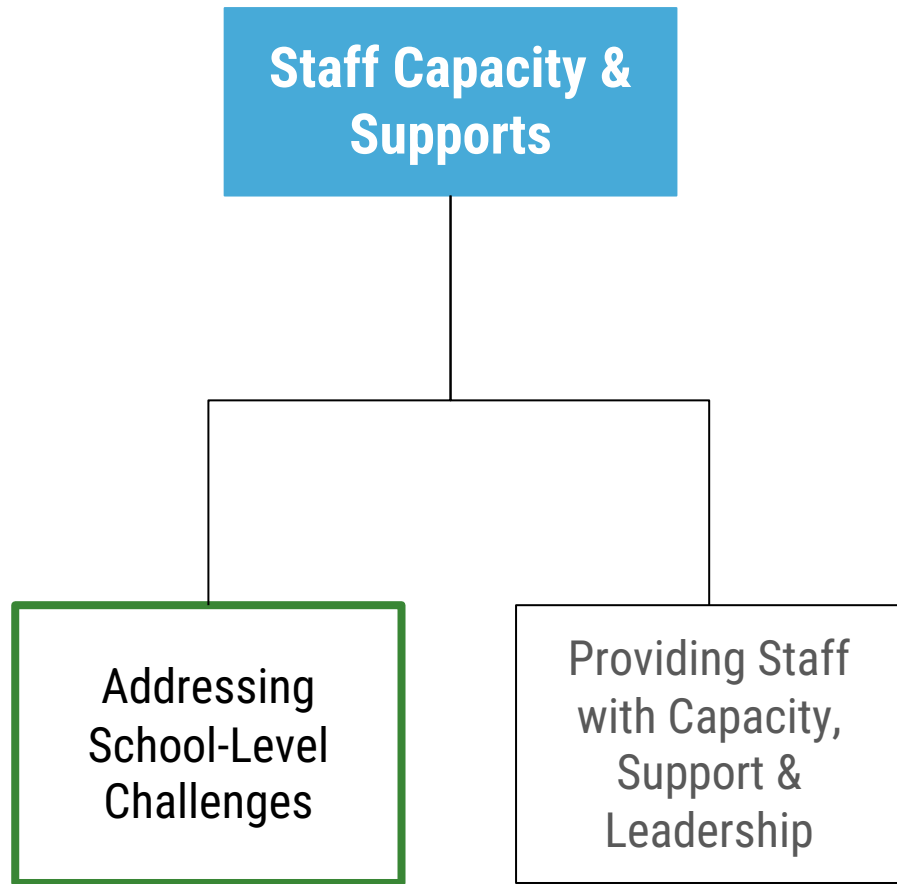




THE SCHOOL DISTRICT OF
PHILADELPHIA

Office of Prevention & Intervention: Behavioral & Mental Health Staff

Staffing and School Climate



- School-level challenges to student learning are connected to teacher perceptions of school climate as well as teacher retention.
- Having enough staff to support students is important, and schools have different staffing needs.
- Across schools, **teachers identified shortages of non-instructional staff to support students as a key challenge in their schools.**

Behavioral & Mental Health Staff

Guardrail 1.3 Positions		
Title Family	Positions	Allocated Staff 2021-22
Counselors	School Counselor Behavioral Health Counselor	390
Climate	Climate Manager Climate Liaison Climate Support Specialist	236
STEP Team	Coordinator School Behavioral Consultant Case Manager Family Peer	153
School Psychologist	Psychologist Social Worker	126
Contracted Staff	Counselors Therapists Social Workers	Not Allocated

Other Behavioral Health Positions

Prevention & Intervention Liaisons

- Central office positions
- Network-based
- Support school-based mental/behavioral health and trauma programming

Intensive Behavioral Health Services

- Allocated based on authorizations at each school
- Staff may be assigned to several schools depending on program census and authorization levels at schools

How are Counselors Allocated?

All schools are provided with at least 1 School Counselor/Behavioral Health Counselor. Additional Counselors are added to budgets at the following intervals:

Principals may purchase additional counselors in their budgets.

Additional counselors have been allocated to identified schools utilizing grant funding (i.e. CSI Funded positions)

Note: Allocations are different from actual numbers of positions. The average district ratio of counselors to students is closer to 1:460, however this does not reflect the ratio in all schools.

0-799 Students:	One counselor
800-1,499 Students:	Two counselors
1,500-2,199 Students:	Three counselors
2,200-2,899 Students:	Four counselors
Over 2,899 Students:	Five counselors

How are STEP Team Members Allocated?

- Initial cohort of 21 schools were identified in partnership with City of Philadelphia, Community Behavioral Health (CBH), DHS, and Drexel's Promise Neighborhood Initiative.
- Additional STEP positions have been allocated to schools utilizing grant funding (i.e. CSI Funded positions) or Principals have allocated funding from their budgets.
- For the 2021-22 school year, STEP is in 62 schools. All schools do not have the full 4 person team.
- STEP Positions: Clinical Coordinator*, School Behavioral Consultant, Case Manager, and Family Peer

of schools with 4 person STEP team: 24

of schools with 3 person STEP team: 2

of schools with 2 person STEP team: 16

of schools with 1 STEP team member: 20

* Schools that have STEP teams must have this position

Guardrail 1

Every school will be a safe, welcoming, and healthy place where our students, staff, and community want to be and learn each day.

Relationships

Ensuring a School Community of Safety & Belonging

Supporting the Learning Environment for all Students

Physical Environment

Safeguarding Environmental Safety in all Schools

Upholding Cleanliness & Improving School Building Condition

Staff Capacity & Supports

Addressing School-Level Challenges

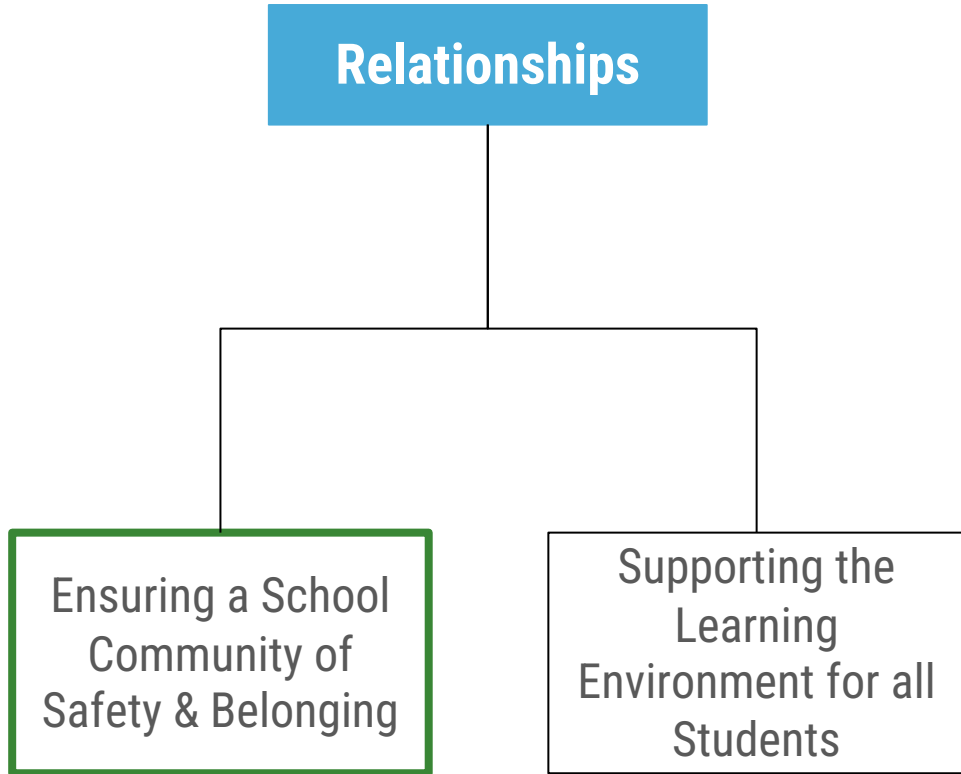
Providing Staff with Capacity, Support & Leadership



THE SCHOOL DISTRICT OF
PHILADELPHIA

Office of School Safety

School Safety



- Relationships between students and staff influence school climate and whether students feel like their schools are safe, supportive, and inclusive.
- Across schools, students reported that they don't feel like they belong in school, and that they don't always feel safe in their schools.
- The Office of School Safety supports building relationships with students and the school community.

Office of School Safety

Restorative Practices

- Restorative Circles
- Positive School Safety Program
- Community Relation/Victim Services
- Mentoring and LEAD Program
- School Safety/Police Athletic League
- Student Transition Mentoring Program

Emergency Management

- Emergency Response and Crisis Management
- Emergency Preparedness
- School Safety Plans
- Fire & Emergency Drills

Rapid Response

- Active Shooters
- Lockdowns
- Threat Assessments
- Weapons Detection

Strategies Addressing Violence Around Schools

Police School Safety Zone

- Philadelphia Police Department increased their current school dismissal corridor deployment by adding additional uniformed personnel into safety zones around designated schools.
- Covers 25 safety zones that encompass 38 schools.
- Personnel start prior to school dismissals (2:00pm).
 - Surveil their designated zones and schools.
 - Identify any ongoing and/or emerging activity that potentially put students at risk of gun violence.

Safe Path Program

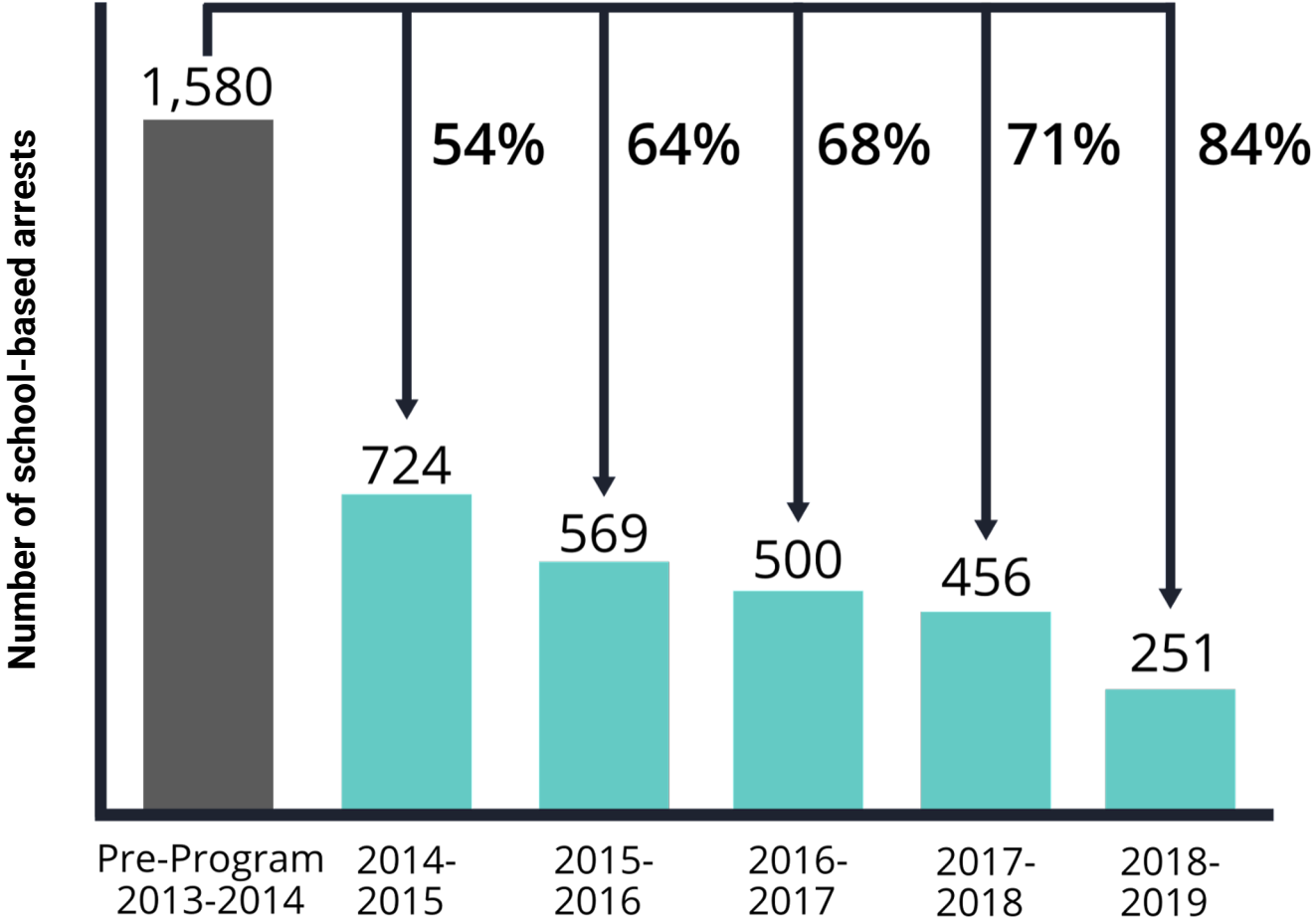
- Collaboration between the District, City, and community stakeholders.
- Provides extra supervision and supports for students traveling from school.
- Community members patrol routes around schools at the end of the school day and observe and report student safety issues along specified routes.

Updates to the Weapons Detection Process

- Revision of Policy 817 to **emphasize a transparent, respectful, and procedurally just scanning process**
- The process was informed by a **participatory approach**, with multiple student focus groups
- **Amnesty boxes launched** at every weapons detection scan to remove weapons from schools while ensuring that students do not become involved in the juvenile justice system
- **New signage** was created with assistance from students in the design and development process.
- All **School Safety Officers have been re-trained** on how to welcome students and administer the scan process
- School Safety and PPD have collectively decided no student will be arrested coming through the metal detector unless they have a gun.

School-based arrests decreased by 84% since 2013-14

The Philadelphia Police School Diversion Program, implemented across all city schools in 2014, was designed to dismantle the school-to-prison pipeline. This pre-arrest diversion program, a collaborative effort by the Philadelphia Police Department, School District of Philadelphia, Philadelphia Department of Human Services, and other City agencies, diverts students who commit low-level, first-time, school-based offenses from arrest into voluntary, community-based prevention services.





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Guardrail 1: Every school will be a safe, welcoming and healthy place where our students, staff, and community want to be and learn each day.

This means that our schools will be: Environmentally safe and clean.

Introduction

1. Discussion of School District's Program and compliance with existing law, compared with undefined "Best Practices," including context of existing federal and city laws
2. The acknowledged issues of funding, staffing, and how that has led to the City and public's distrust
3. Ongoing efforts to correct these issues
4. Reporting on Guardrail 1 and how the leading indicator for environmental issues could be adjusted to better reflect health and safety

District actions governed by federal and city mandates

- Asbestos Hazard and Emergency Response Act (“AHERA”) — Federal law governing identification and management of asbestos **in every U.S. school district**
- Clean Air Act (“CAA”) — Federal law governing identification and handling of asbestos prior to and **during construction, demolition, and renovation**
- Asbestos Control Regulations (“ACR”) — Philadelphia rules governing identification and handling of asbestos
- **The District must comply with federal (AHERA and CAA) and local (ACR) regulations for the management and removal of asbestos**

AHERA is designed to protect health & safety

- AHERA provides **consistent mandates to every U.S. school district** to protect the health and safety of school children and employees from asbestos exposure
- AHERA requires:
 - Inspections to identify damage to asbestos
 - A management plan to address asbestos and response actions
 - Measures to prevent and mitigate risk of airborne asbestos fibers
 - A training program
- Asbestos fibers pose a health and safety risk when they are capable of being released or becoming airborne
- AHERA recognizes removal of asbestos is not always the best or safest option

Effective record keeping is key to AHERA management

- AHERA management plans are a building by building collection of records which provide information and documents regarding the location and condition of asbestos containing material (ACM)
- The AHERA management plan is updated as changes to ACM are identified, as well as during regular inspections
- AHERA requires 3 year inspections and 6 month surveillance, designed to monitor the conditions of ACM and identify changes
- AHERA protects health and safety by:
 - Identifying new damage;
 - Recording the location of ACM which may be impacted during capital projects; and
 - Prioritizing risk-based, targeted removal from areas where damage has occurred or is more likely to occur

Clean Air Act is designed to protect health & safety

- Federal CAA requires:
 - An inspection of the area to be impacted prior to conducting construction, demolition or renovation to identify any asbestos present
 - Notice to the regulator before performing abatement
 - Abatement to be performed by licensed personnel using appropriate methods
 - Containment measures to mitigate the risk of airborne asbestos fibers
 - Specific waste disposal procedures
 - **The CAA requirements are “intended to minimize the release of asbestos fibers during activities involving the handling of asbestos”**

Philly's asbestos control regulations among most stringent in US

- The City's Asbestos Control Regulations (ACR) require:
 - Inspections by licensed inspector, documented, and submitted to the City
 - Notice to the regulator before performing abatement projects of a certain size
 - Abatement to be performed by licensed personnel using appropriate PPE
 - More stringent containment measures than required under the CAA
 - Oversight of abatement by an independent third party required to report on compliance
 - Air sampling standards before reopening a space
- ACR is even more stringent than federal standards and among the most stringent in the US

New requirements would stymie, not stimulate, compliance efforts

- Existing laws and regulations set forth clear, consistent requirements
- Requirements proposed by outside parties appear to require negotiation (with non-experts) over what constitutes best practices for each individual project
 - Time and resources spent engaged in this process takes resources away from conducting inspections and abatement required by existing laws
- Direction on asbestos management by personnel not licensed under AHERA and the ACR conflicts with the requirements of these existing regulations
- In addition, in the past, best practices proposed by non-District personnel and non-District consultants have directly contradicted existing legal requirements

Historic, persistent underfunding requires District to take a risk-based approach

- Underfunding led to the estimated \$4.5 billion in deferred maintenance across the District
- Underfunding was exacerbated by the state budget cuts in 2011
- Recent additional federal funds will not resolve the chronic underfunding. The funds have been used or committed to support our schools environments, an effort that has also been long underfunded, such as:
 - Placing additional discretionary positions in schools (\$44.3 million)
 - Expanding before and after school EC time for teachers (\$29 million)
 - Avoiding levelling down during the 2021-2022 school year (\$45.6 million)
 - Purchasing IT equipment and staff support roles (\$33.4 million)
 - Providing supplemental learning enhancements (\$50 million)
- UPenn funds of \$100 million over 10 years will be used to focus on AHERA record management, additional staffing, and risk-based removal projects, in addition to other environmental work

Significant steps toward compliance improvement

- To better manage AHERA inspections and the data coming from these inspections:
 - The District has issued an RFP/RFQ for a contractor to manage the process
 - The District has invested in the development of Donesafe to manage inspection data, and the QA/QC of the data before it is entered into Donesafe
- The District has increased staffing in OEMS and seeks to further increase staffing to have additional:
 - Management Planners
 - Field personnel to oversee abatement projects and conduct site visits
 - Personnel dedicated to asbestos management

Guardrail 1 Progress Report

- The District started AHERA 3-Year inspection cycle
 - The current 3-Year cycle started in October
 - The District is using third-party inspectors to perform inspections and they are entering inspection data into Donesafe
 - The District has not been able to keep up with the pace of inspections
 - The District intends to expand the pool of inspectors doing inspections through the RFP/RFQ
- Abatement work was performed in 214 school buildings since Summer 2020
- The A-team performed over 1,300 abatement actions since August 2020
- The District has hired three more staff members for OEMS and is working to bring on more

Available Staff for Q&A

Student Support Services

- **Jayne Banks, Ph.D.**, Deputy Chief of Prevention, Intervention, and Trauma
- **Steven Rufe, M.Ed.**, Director of Positive Behavior Interventions and Supports (PBIS)
- **Tyler Wims, MS**, Director of Student Engagement and Achievement
- **Allaire Wohlgemuth, LCSW**, Director of STEP

School Safety

- **Kevin Bethel**, Chief, Office of School Safety
- **Trish London**, Emergency Management Liaison
- **Craig Johnson**, Deputy Chief, Office of School Safety