THE GENERAL ASSEMBLY OF PENNSYLVANIA

HOUSE BILL No. 2873 ^{Session of} 2020

INTRODUCED BY BOBACK, HILL-EVANS, KULIK, FREEMAN, HOWARD, ROZZI, MURT, HELM, DeLUCA, MIZGORSKI, POLINCHOCK AND SCHLOSSBERG, SEPTEMBER 17, 2020

REFERRED TO COMMITTEE ON EDUCATION, SEPTEMBER 17, 2020

AN ACT

1 2 3 4 5 6 7	Amending the act of March 10, 1949 (P.L.30, No.14), entitled "An act relating to the public school system, including certain provisions applicable as well to private and parochial schools; amending, revising, consolidating and changing the laws relating thereto," in terms and courses of study, further providing for youth suicide awareness and prevention and providing for violence prevention and social inclusion.
8	This act may be referred to as the Safety and Violence
9	Education for Students (SAVE Students) Act.
10	The General Assembly of the Commonwealth of Pennsylvania
11	hereby enacts as follows:
12	Section 1. Section 1526 of the act of March 10, 1949
13	(P.L.30, No.14), known as the Public School Code of 1949, is
14	amended by adding a subsection to read:
15	Section 1526. Youth Suicide Awareness and Prevention* * *
16	(c.1) The following shall apply to school personnel and
17	student suicide awareness and prevention training:
18	(1) The department shall require a school entity serving
19	students in grades six through twelve to provide students at
20	least one (1) hour, or one (1) standard class period, of

1	evidence-based suicide awareness and prevention training each
2	school year. The following shall apply:
3	(i) The training may be delivered in-person or digitally.
4	(ii) The training shall begin within two (2) years of the
5	development of the list required under paragraph (2).
6	(iii) Training programs that combine the training
7	requirements under this subsection and section 1526.1(a) may be
8	used to fulfill the requirements of this subsection.
9	(2) Within one (1) year of the effective date of this
10	paragraph, the department shall develop a list of evidence-based
11	trainings and materials, including no-cost programming, if any,
12	to fulfill the requirements of this subsection. At a minimum,
13	the trainings shall:
14	(i) Teach school personnel how to identify the signs and
15	signals of depression, suicide and self-injury in students and
16	when and how to refer youth and their families to appropriate
17	mental health services for assessment within the school entity
18	and the community.
19	(ii) Teach students how to identify the signs and signals of
20	depression, suicide and self-injury in themselves and their
21	peers, the importance of seeking help for themselves and their
22	peers and the process for seeking help.
23	(3) The department shall make the list under paragraph (2)
24	available on the department's publicly accessible Internet
25	website.
26	(4) For purposes of this subsection, "evidence-based" is
27	<u>defined as in section 1526.1(e).</u>
28	* * *
29	Section 2. The act is amended by adding a section to read:
30	Section 1526.1. Violence Prevention and Social Inclusion
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1	(a) The following shall apply to student safety and violence
2	prevention training:
3	(1) The department shall require a school entity serving
4	students in grades six through twelve to provide students at
5	least one (1) hour, or one (1) standard class period, of
6	evidence-based youth violence prevention training each school
7	year. The following shall apply:
8	(i) The training may be delivered in-person or digitally.
9	(ii) The training shall begin within two (2) years of the
10	development of the list required under paragraph (2).
11	(iii) Training programs that combine the training
12	requirements under this subsection and section 1526(c.1) may be
13	used to fulfill the training requirements of this subsection.
14	(2) Within one (1) year of the effective date of this
15	paragraph, the department shall develop a list of evidence-based
16	trainings and materials, including no-cost programming, if any,
17	to fulfill the requirements of this subsection. At a minimum,
18	the trainings shall teach students the following:
19	(i) How to identify observable warning signs and signals of
20	an individual who may be a threat to the individual or others.
21	(ii) The importance of taking threats seriously and seeking
22	help.
23	(iii) The steps that can be taken to report dangerous,
24	violent, threatening, harmful or potentially harmful activity.
25	(3) The department shall make the list under paragraph (2)
26	available on the department's publicly accessible Internet
27	website.
28	(b) The following shall apply to student social inclusion
29	training:
30	(1) The department shall require a school entity serving
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3 period, of evidence-based social inclusion training each year. The following shall apply: 5 (i) The training may be delivered in-person or digit (ii) The training shall begin within two (2) years development of the list required under paragraph (2). 8 (2) Within one (1) year of the effective date of th paragraph, the department shall develop a list of evide trainings and materials, including no-cost programming, 1 to fulfill the requirements of this subsection. At a mi the trainings shall teach students the following: (i) What social isolation is and how to identify so isolation in others. (ii) The importance of taking social isolation series seeking help for peers. (i) (i) The department shall make the list under paragraph available on the department's publicly accessible Inter website. (c) The following shall apply to student-led violer prevention clubs: (1) Within one (1) year of the effective date of the paragraph, the department shall apply to student-led violer prevention clubs: (2) The following shall apply to student a school entity students in kindergarten through grade twelve to design student-led violence prevention club that:	1	<u>students in kindergarten through grade twelve to provide</u>
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 club. (2) At a minimum, a student-led violence prevention club shall do the following: (1) Sustain awareness activities related to suicide prevention, violence prevention and social inclusion trainings. (ii) Foster opportunities for student leadership. development. (d) To offset any costs associated with the implementation of the requirements of subsections (a), (b) and (c), the department shall, to the extent practicable, apply for any. Federal or State funding made available to the department for. the purposes of improving school safety. (a) As used in this section, the following words and phrases shall have the meanings given to them in this subsection unless the context clearly indicates otherwise: "Department." The Department of Education of the. Commonwealth. "Evidence-based." A program or practice that demonstrates any of the following: (i) Strong evidence from not fewer than one (1) well- designed and well-implemented guasi-experimental study. (ii) Promising evidence from not fewer than one (1) well- designed and well-implemented correlational study with statistical controls for selection bias. (2) A rationale based on hich-guality research findings or 	1	(ii) has at least one (1) identified adult advisor of the
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12 Federal or State funding made available to the department for 13 the purposes of improving school safety. 14 (e) As used in this section, the following words and phrases 15 shall have the meanings given to them in this subsection unless 16 the context clearly indicates otherwise: 17 "Department." The Department of Education of the 18 <u>Commonwealth.</u> 19 "Evidence-based." A program or practice that demonstrates 20 any of the following: 21 (1) A statistically significant effect on relevant outcomes 22 based on any of the following: 23 (i) Strong evidence from not fewer than one (1) well- 24 designed and well-implemented experimental study. 25 (ii) Moderate evidence from not fewer than one (1) well- 26 designed and well-implemented guasi-experimental study. 27 (iii) Promising evidence from not fewer than one (1) well- 28 designed and well-implemented correlational study with 29 statistical controls for selection bias.	10	of the requirements of subsections (a), (b) and (c), the
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25 (ii) Moderate evidence from not fewer than one (1) well- 26 designed and well-implemented quasi-experimental study. 27 (iii) Promising evidence from not fewer than one (1) well- 28 designed and well-implemented correlational study with 29 statistical controls for selection bias.	23	(i) Strong evidence from not fewer than one (1) well-
26 <u>designed and well-implemented quasi-experimental study.</u> 27 <u>(iii) Promising evidence from not fewer than one (1) well-</u> 28 <u>designed and well-implemented correlational study with</u> 29 <u>statistical controls for selection bias.</u>	24	designed and well-implemented experimental study.
27 <u>(iii) Promising evidence from not fewer than one (1) well-</u> 28 <u>designed and well-implemented correlational study with</u> 29 <u>statistical controls for selection bias.</u>	25	(ii) Moderate evidence from not fewer than one (1) well-
28 <u>designed and well-implemented correlational study with</u> 29 <u>statistical controls for selection bias.</u>	26	designed and well-implemented quasi-experimental study.
29 <u>statistical controls for selection bias.</u>	27	(iii) Promising evidence from not fewer than one (1) well-
	28	designed and well-implemented correlational study with
30 (2) A rationale based on high-quality research findings or	29	statistical controls for selection bias.
	30	(2) A rationale based on high-quality research findings or

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1	positive evaluation that the program or practice is likely to
2	improve relevant outcomes, which shall also include the ongoing
3	efforts to examine the effects of the program or practice.
4	"School entity." A school district, joint school district,
5	charter school, regional charter school, cyber charter school,
6	intermediate unit or area career and technical school.
7	Section 3. This act shall take effect immediately.