

NOTICE

Please Read Before Reviewing Coordinator Training Criteria

Per the requirements of [Section 1309-B](#) and [1316-B](#) of the PA Public School Code as amended by [Act 55 of 2022](#), the training criteria for School Safety and Security Coordinators (Coordinators) was developed and adopted by the School Safety and Security Committee (SSSC) on September 28, 2022. **These criteria are being posted ONLY for your reference; they are NOT the training as required under Section 1316-B.**

PCCD and the SSSC have developed training that meets these criteria, and registration for these courses is available at: <https://pak12ssstp.org/training/>. **The one-year time frame for coordinators to comply with the new training requirements begins on February 2, 2024. Coordinators who were appointed prior to February 2, 2024 must complete the training by February 2, 2025. Coordinators appointed after February 2, 2024 will have one year from the date of appointment to complete the training.**

If you have any questions, please email RA-CD-SSSC@pa.gov. Thank you!

ACT 55 OF 2022 TRAINING CRITERIA SCHOOL SAFETY AND SECURITY COORDINATORS

Act 55 of 2022 requires all School Safety and Security Coordinators (hereinafter “Coordinator”) to complete up to seven hours of training within one year of their appointment as the Coordinator.¹ The training must include the following topics:

- Situational awareness
- Physical assessments and Physical security
- Emergency preparedness
- Coordination and communication with law enforcement and emergency personnel
- Emergency procedures and training drills, including, fire, natural disaster, active shooter, hostage situation and bomb threats
- Trauma-informed approaches
- Behavioral health awareness
- Suicide and bullying awareness
- Substance use awareness
- Leadership
- Appropriate staffing

In accordance with Act 55, the School Safety and Security Committee (SSSC) has developed the criteria below to identify the information that ***must be*** included for each of the required topics and the time spent on each topic in order to meet the Act 55 training requirements.² Coordinators statewide include a wide variety of administrators with varying backgrounds and experience levels. The curriculum should be designed in such a way that allows instructors/providers to take the background and experience of each attendee into consideration when delivering the training.

Many of the topics below are interrelated, and while the SSSC has determined the appropriate amount of time to be spent on each topic, where appropriate, providers should factor in the connections between topics when developing curriculum. Where available and appropriate, the criteria include the provision of resources to assist Coordinators in deepening their understanding of each topic. The resources are meant to supplement the criteria and offer additional training and support opportunities for Coordinators.

¹ Coordinators who were appointed prior to February 2, 2024 must complete the training by February 2, 2025. Coordinators appointed after February 2, 2024 will have one year from the date of appointment to complete the training. Training dates and locations may be found at <https://pak12ssstp.org/training/>.

² As stated in [Section 1316-B of the PA Public School Code](#), the training outlined in Act 55 is in addition to other training requirements for school administrators.

SITUATIONAL AWARENESS (30 MINUTES)

In order to comply with Act 55 of 2022, situational awareness training for Coordinators must include the elements below. Whenever applicable, course attendees should be required to bring and discuss their own school entity's policies and procedures related to situational awareness.

- Brief overview of [Safe2SayPA](#) program including structure, processes and importance of promoting the use of the program within the school entity.
- Constructs of Situational Awareness³ and how it pertains to school officials both on and off-site, including:
 - Perception of elements in the current environment, including:
 - Description of the situational elements that may be most relevant in a school environment.
 - Importance of keeping up with issues that may impact the environment, including maintenance, monitoring physical condition of buildings, etc.
 - Comprehension of current situation, including:
 - The importance of identifying and monitoring relevant sources of information regarding a potential or actual incident and developing hazards.
 - The importance of identifying and becoming familiar with reporting procedures within the school environment related to maintenance issues and violations of policy (i.e., the need for each Coordinator to identify and understand the processes in place for all school employees to report issues that impact safety).
 - The importance of identifying and preparing for the impact of a given situation on students and staff with special (or specific) needs (e.g., students with disabilities, students who are English Language Learners, students or staff with specific health conditions or mobility issues, etc.).
 - Projection of Future Status/Threat Anticipation, including:
 - Importance of monitoring the local community and school for issues that may lead to future situations.
 - Importance of identifying social media sources that are appropriate for “social listening” (i.e., identifying community and school related social media sites that should be regularly reviewed in order to identify potential community concerns).
 - Importance of monitoring and following up on Safe2Say reports and other reports of concerning behavior.
- The importance of situational awareness as a component of the school entity's Strategic Plan or Emergency Preparedness Plan.⁴

PHYSICAL ASSESSMENTS AND PHYSICAL SECURITY (45 MINUTES)

In order to comply with Act 55 of 2022, physical assessment and physical security training for Coordinators must include the elements below. Whenever applicable, course attendees should be required to bring and discuss their own school entity's policies and procedures related to physical assessments and physical security.

Coordinators may also find it useful to identify and discuss any recent findings from a school safety and security assessment.

³ Toward a Theory of Situation Awareness in Dynamic Systems, Mica R. Endsley, Texas Tech University, Lubbock Texas © 1995, Human Factors and Ergonomics Society

⁴ Sometimes called an “all-hazards plan” or “emergency operations plan.”

- Basics of, and PA specific resources for, the assessment of internal and external building and surroundings, including:
 - [Assessment Criteria \(pa.gov\)](#)
 - [Pennsylvania State Police Risk and Vulnerability Assessment Team](#)
- Concepts of Crime Prevention Through Environmental Design (CPTED)
 - Natural Surveillance
 - Territorial Reinforcement
 - Natural Access Control
 - Management and Maintenance
- The importance of developing and maintaining school security design documents as part of a strategic plan.
- The importance of frequent coordination with administrators and educators regarding physical security within the school.
- The importance of considering the balance between appropriate safety measures and effective educational principles (i.e., taking educational goals, principles and needs into consideration when establishing physical security requirements).
- Overview of laws relevant to Physical Assessments and Physical Security that impact the Coordinator, including:
 - [Section 1309-B](#) of the Public School Code

EMERGENCY PREPAREDNESS (60 MINUTES)

In order to comply with Act 55 of 2022, emergency preparedness training for Coordinators must include the elements below. Whenever applicable, course attendees should be required to bring and discuss their own school entity's policies and procedures related to emergency preparedness and management.

- Overview of available resources (listed below) to assist Coordinators in effectively executing their duties.
- The fundamentals of emergency management, which should describe and discuss each of the following:
 - Foundational principles of emergency management
 - The importance of partner organizations and their contribution to emergency management in your community
 - The roles of each partner in emergency management
 - How core capabilities support the mission areas to ensure preparedness
 - The steps and resources necessary for developing a comprehensive emergency preparedness plan⁵
 - The functions of emergency management in emergency and day-to-day situations
- Overview of laws relevant to emergency preparedness, including:
 - [Chapter 10 \(Safe Schools\)](#) – Regulations issued under section 1306.2-B of the Public School Code of 1949 ([24 P. S. §13-1306.2-B](#)) (including requirements for assembling materials to be deployed to an Incident Command Post)
 - [35 Pa.C.S. §7701\(g\)](#) (relating to duties concerning disaster prevention)

The following links/resources are to be provided to Coordinators, who can utilize these resources at any time to assist them with effectively executing their duties:

- [School and Child Care Safety – Pennsylvania Emergency Management Agency \(pa.gov\)](#)

⁵ Sometimes called an “all-hazards plan” or an “emergency operations plan.”

- [Comprehensive Emergency Management Planner – Pennsylvania Emergency Management Agency \(pa.gov\)](#)
- [Readiness and Emergency Management for Schools - Technical Assistance Center](#)
- [FEMA – Multihazard Emergency Planning for Schools Toolkit](#)
- [FEMA Emergency Management Institute](#)
 - [IS-100.C: Introduction to the Incident Command System, ICS 100](#)
 - [IS-200.C: Basic Incident Command System for Initial Response, ICS 200](#)
 - [IS-362A Multi-Hazard Emergency Planning for Schools – Independent Study Course](#)
 - [IS-360: Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education and Houses of Worship](#)
 - [IS-700.B An Introduction to the National Incident Management System](#)
 - [IS-800.D National Response Framework, An Introduction](#)
- [Department of Homeland Security – Ready.gov](#)
- [Partner Alliance for Safer Schools \(PASS\) - School Safety and Security Guidelines and Checklist](#)

COORDINATION AND COMMUNICATION WITH LAW ENFORCEMENT AND EMERGENCY PERSONNEL (60 MINUTES)

In order to comply with Act 55 of 2022, coordination and communication with law enforcement and emergency personnel training for Coordinators must include the elements below. Whenever applicable, course attendees should be required to bring and discuss their own school entity’s policies and procedures related to coordination and communication with law enforcement and emergency personnel.

- The importance of the school entity’s Memorandum of Understanding (MOU) with local law enforcement, including the description and discussion of the following topics:
 - The need for inclusion of procedures related to responding to school-based incidents and incidents involving a student with a disability. (See Chapter 10 below in relevant laws section).
 - The inclusion of all necessary parties to the MOU
 - The need for regular review and update with all local emergency personnel partners
 - The impact of turnover (both at the school entity and at the local law enforcement agency) on the MOU
 - Biennial review of school entity’s existing MOU as required by law. (See Chapter 10 below in relevant laws section).
- Discuss the need for continual relationship building, maintenance and repair with key players in the community, including:
 - Local law enforcement agency
 - State police who cover the jurisdiction
 - District Attorney
 - Non-law enforcement first responders (e.g., firefighters, EMS, etc.)
- Discuss best practices for regular and frequent building walkthroughs with law enforcement and other first responders including fire and rescue.
 - Coordinator responsibilities and duties under the law (See Section 1309-B below)
 - Parties to include
 - Opportunities for engagement (e.g., “back to school” events)

- Include identification of specific school entity policies and procedures related to communication with emergency personnel including:
 - Incident command structure
 - Referral processes
- Brief overview of laws relevant to communication and coordination with law enforcement that impact the Coordinator, including:
 - [Article XIII-A \(Student Supports\)](#) Section 1306.2-Bof the Public School Code
 - [Chapter 10 \(Safe Schools\)](#)– Regulations issued under section 1306.2-Bof the Public School Code of 1949 ([24 P. S. §13-1306.2-B](#))
 - [Section 1309-B](#) of the Public School Code
 - [Section 1303-D](#) of the Public School Code (Safe2Say Something coordination)
 - [Section 1302-E](#) of the Public School Code (threat assessment coordination)

The following resources/links must be provided to Coordinators as part of this training. Coordinators can utilize these resources at any time to assist them with effectively executing their duties:

- [PA Department of Education Model MOU](#)

EMERGENCY PROCEDURES AND TRAINING DRILLS, INCLUDING, FIRE, NATURAL DISASTER, ACTIVE SHOOTER, HOSTAGE SITUATION AND BOMB THREATS (60 MINUTES)

[Section 1517](#) of the Public School Code addresses drills to be performed annually. This training is separate and apart from those drills. In order to comply with Act 55 of 2022, emergency procedures training for Coordinators must include the elements below. Whenever applicable, course attendees should be required to bring and discuss their own school entity’s policies and procedures related to emergency procedures.

- Comprehensive overview of the necessary components of an Emergency Preparedness Plan.⁶
 - Include review of the school entity’s Emergency Preparedness Plan
- Review the necessary components of an Emergency Communications plan (i.e., communications plan utilized during an emergency).
 - The role of social media as part of the Emergency Communications plan
 - Description of the family reunification plan
 - Include review of the specific school entity’s Emergency Communications plan
- Review the necessary components of the incident command structure
 - Include review of the school entity’s incident command structure
- Discuss the impact that stress may have on individuals during an emergency situation
- Discuss the benefits of different levels of testing for emergency preparedness. Discussion should include multiple options such as:
 - Orientation
 - Tabletop Exercises
 - Critical thinking exercises
 - Drills
 - Functional exercises
 - Full-scale exercises

⁶ Sometimes called an “all-hazards plan” or “emergency operations plan.”

- Detailed instruction on how to prepare for a live, full-scale emergency exercise⁷ that includes first responders:
 - Include description of the process for planning this type of an event
 - Orientation
 - Tabletop exercises as part of planning
 - Include discussion regarding the necessary participants on the following:
 - How to determine which first responders are required
 - Other possible participants to the drill or exercise
 - Proper notification to community when conducting exercises of this type
 - Discuss the frequency with which this type of exercise should occur
 - Discuss the benefit of “after-action” review of this type of exercise
- Discussion regarding alternatives to live, full-scale exercise that are similarly effective.
- Brief overview of laws and policies relevant to emergency procedures and training drills relevant to the Coordinator, including:
 - [35 Pa. C.S. §7701\(g\)](#) (relating to duties concerning disaster prevention)
 - [35 Pa. C.S. 7701\(f\)](#) (relating to requirement for conducting an annual emergency preparedness or disaster response drill)
 - [Chapter 10 \(Safe Schools\)](#) – Regulations issued under section 1306.2-B of the Public School Code of 1949 ([24 P. S. §13-1306.2-B](#))
 - [Section 1517 of the Public School Code](#)

The following resources/links must be provided to Coordinators as part of this training. Coordinators can utilize these resources at any time to assist them with effectively executing their duties:

- [National Association of School Psychologists and National Association of School Resource Officers – Best Practices in Armed Assailant Drills in Schools](#)

TRAUMA-INFORMED APPROACHES (30 MINUTES)

In order to comply with Act 55 of 2022, trauma-informed approaches training for Coordinators must include the elements below. Whenever applicable, course attendees should be required to bring and discuss their own school entity’s policies and procedures related to trauma-informed approaches.

- Discussion on the signs and symptoms of individuals who have experienced past trauma or are currently experiencing trauma.
- The importance of building relationships with school mental health professionals (e.g., school psychologists/counselors) and outside agencies to support trauma-informed approaches.
- Discussion of Adverse Childhood Experiences (ACEs) and their impact.
- Discussion on the availability of school and community programs and resources to support students and staff experiencing the adverse effects of stress, anxiety, and trauma.
 - Include review and discussion of school entity’s own referral policies and procedures.

The following resources/links must be provided to Coordinators attending the course. Coordinators can utilize the resources below at any time to deepen their understanding of trauma-informed approaches:

- [PCCD Model Trauma-Informed Approach Plan](#)

⁷ [Section 1517](#) of the Public School Code addresses drills to be performed annually, including fire drills, bus evacuation drills and school security drills. Full-scale emergency drills that include first responders are separate and distinct from the drills required under Section 1517.

- [PDE Trauma Resources](#)
- [National Child Traumatic Stress Network](#)
- [SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach](#)

BEHAVIORAL HEALTH AWARENESS (30 MINUTES)

In order to comply with Act 55 of 2022, behavioral health awareness training for Coordinators must include the elements below. Whenever applicable, course attendees should be required to bring and discuss their own school entity's policies and procedures related to behavioral health awareness.

- Overview of the following:
 - Signs and symptoms of students displaying mental/behavioral health concerns
 - Universal strategies and supports for all relating to behavioral and mental health (to promote wellness, safe and supportive environments, etc.)
 - Methods for identification and referral of students that demonstrate a behavior of concern
 - Methods for intervention and support for students with identified concerns, for example:
 - Student Assistance Program
 - Positive Behavioral Interventions and Supports (PBIS)
 - Resources and opportunities for collaboration and connection with community partners
- Requirement that attendees:
 - Identify current system processes in place to assist students at their school entity
 - Review the referral process for students specific to their school entity, including the Child Find practices for students who may have a disability
 - Identify school and community programs and resources that are available to support students and staff (e.g., which school staff are trained to address concerns, how referrals to community resources are made)
- Brief overview of laws and policies relevant to Behavioral Health Awareness that may impact coordinators, for example:
 - [20 U.S.C. 1232g \(FERPA\)](#) and [34 CFR Part 99](#)
 - [20 U.S.C. 1400 et seq. \(IDEA\)](#) and [34 CFR Part 300](#)
 - [20 U.S.C. 1232h](#) and [34 CFR Part 98](#) – Protection of Pupil Rights Amendment
 - [22 Pa. Code §12.12](#)
 - [42 Pa. C.S. §5945](#)
 - [42 Pa. C.S. §8337](#) and [§8337.1](#)
 - [42 CFR Part 2](#)
 - [Health Insurance Portability and Accountability Act of 1996 \(HIPAA\)](#)
 - PDE [Basic Education Circular \(BEC\) that provides for Student Assistance, 24 P.S. §15-1547](#).

SUICIDE AND BULLYING AWARENESS (30 MINUTES)

In order to comply with Act 55 of 2022, suicide and bullying awareness training for Coordinators must include the elements below. Whenever applicable, course attendees should be required to bring and discuss their own school entity's policies and procedures related to suicide and bullying awareness.

Part A – Bullying Awareness

- Definition of bullying including descriptions of cyber bullying and other types of bullying including physical/in-person bullying.

- Discussion regarding warning signs of students displaying bullying concerns (either signs of being bullied or being a bully).
- Overview of “multi-tiered” systems of support related to bullying prevention, including the following:
 - Universal strategies and supports for all (to promote wellness, safe and supportive environments, etc.)
 - Methods for identification and referral of students that seem at risk or demonstrate a behavior of concern
 - Methods for intervention and support for students with identified concerns
- Discussion regarding how bullying ties into the threat assessment process and when bullying may implicate nondiscrimination/harassment requirements.
- Requirement that attendees:
 - Identify their school bullying policy
 - Identify their protocols for reporting bullying
 - Identify their protocols for referring students who are being bullied and students who are engaging in bullying
 - Identify school and community programs and resources that are available to support students and staff (e.g. which school staff are trained to address concerns, how referrals to community resources are made)
- Brief overview of laws and policies relevant to bullying that may impact Coordinators. For example:
 - [24 P.S. §13-1303.1-A](#) (see also Policy 249 for most school entities)⁸
 - [20 U.S.C. §7118](#)
 - [18 Pa. C.S. §2709](#) (a) Harassment and (a.1) – Cyber harassment of a child
 - [Title IX](#) and [34 CFR 106.30](#)

Part B – Suicide Awareness

- Overview of trends in youth suicide.
- How to identify students at risk of suicide, including information on suicide risk factors, protective factors and warning signs.
- Overview of “multi-tiered” systems of support related to suicide prevention, intervention and postvention, including:
 - Universal strategies and supports for all relating to suicide prevention (to promote wellness, safe and supportive environments, etc.)
 - Methods for identification and referral of students that may be at risk or demonstrate a behavior of concern
 - Methods for intervention and support for students with identified concerns
- Requirement that attendees:
 - Identify their school policies and procedures related to suicide awareness, prevention and postvention
 - Identify and understand the referral process for a student at risk of suicide

⁸ The policy numbers listed in this document are based on the Pennsylvania School Boards Association policy numbering system. This numbering system is commonly used by school entities throughout the Commonwealth in their publicly accessible policy manuals. For more information or explanation of a policy reference, contact policyprograms@psba.org.

- Identify school and community programs and resources that are available to support students and staff (e.g. which school staff are trained to address concerns, how referrals to community resources are made)
- Brief overview of laws and policies relevant to suicide awareness that may impact Coordinators. For example:
 - [Act 71 of 2014](#) (See also Policy 819 for many school entities)
 - [24 P.S. §15-1526](#)
 - [22 Pa. Code §12.12](#)

SUBSTANCE USE AWARENESS (30 MINUTES)

In order to comply with Act 55 of 2022, substance use awareness training for Coordinators must include the elements below. Whenever applicable, course attendees should be required to bring and discuss their own school entity's policies and procedures related to substance use awareness.

- Current substance use trends in Pennsylvania.
- Discussion of the signs and symptoms of individuals who may have substance use concerns.
- Things to take into consideration when responding to a student dealing with substance use concerns.
- Things to take into consideration when referring a student with substance use concerns.
- Requirement that attendees:
 - Identify their school policies and procedures regarding alcohol and other drug use
 - Identify and understand the specific referral process for students with substance use concerns
 - Identify existing school and community resources to assist students with substance use concerns
 - Identify and review their school's Student Assistance Program
- Brief overview of laws and policies related to substance use awareness, prevention, and response that may impact Coordinators. For example:
 - [42 Pa. C.S. §8337](#) and [§8337.1](#)
 - [24 P.S. §13--1306.2-B](#)
 - [24 P.S. §15-1547](#)
 - [35 P.S. §807.1 et seq.](#)
 - 22 Pa. Code [§10.21](#), [§10.22](#), [§10.23](#), [§10.25](#)
 - 22 Pa. Code [§12.16](#), [§12.42](#)
 - [20 U.S.C. 1232g \(FERPA\)](#) and [34 CFR Part 99](#)
 - [20 U.S.C. §7114](#)
 - [20 U.S.C. §7118](#)
 - [Health Insurance Portability and Accountability Act of 1996 \(HIPAA\)](#)
 - PDE [Basic Education Circular \(BEC\) that provides for Student Assistance, 24 P.S. §15-1547](#)

LEADERSHIP (30 MINUTES)

In order to comply with Act 55 of 2022, leadership training for Coordinators must include the elements below. Whenever applicable, course attendees should be required to bring and discuss their own school entity's policies and procedures related to the Coordinator's leadership role within the school.

- Instruction regarding the importance of working with key stakeholders to establish policy and procedures for school safety and security.
- Instruction regarding the importance of establishing and maintaining clear goals and strategic planning.

- Instruction regarding the development and implementation of a communications plan to:
 - Ensure school staff are aware of the most current theories and practices regarding school safety
 - Ensure that discussion of school safety theories, practices and policies are a regular aspect of the school's culture
- Instruction regarding the Coordinator's role in monitoring the effectiveness of school practices and their impact on school culture/environment.
- Instruction regarding the importance of modeling appropriate behaviors including strict adherence to school safety policies and procedures.
- Review of specific policies and procedures related to oversight of school security personnel
- Brief overview of laws related to Coordinator leadership, including:
 - [Section 1309-B](#) of the Public School Code (including review of elements to be presented in the annual report to the board on school safety and security)

APPROPRIATE STAFFING (15 MINUTES)

In order to comply with Act 55 of 2022, appropriate staffing training for Coordinators must include the elements below. Whenever applicable, course attendees should be required to bring and discuss their own school entity's policies and procedures related to staffing.

- Instruction regarding the Coordinator's role in ensuring appropriate school safety and security training for staff:
 - Overview of mandatory school safety and security training required for school employees
 - Importance of a process for tracking compliance for new hires
 - Importance of a process for tracking compliance with existing staff
- Discussion regarding hiring practices and the Coordinator's role within the school entity:
 - Importance of creating practices in interviewing and hiring that assess an individual's ability to interact well with and build appropriate relationships with children
 - Importance of Coordinator's role in on-boarding new staff and ensuring familiarity with building security and school safety and security policies and procedures
 - Importance of Coordinator's role in ensuring that substitute teachers and contracted personnel have a familiarity with building security and school safety and security policies and procedures
- Discussion regarding how to provide youth at a school with developmentally appropriate exposure to emergency/security personnel.
- Brief overview of laws related to appropriate staffing for Coordinators, including:
 - [Section 1309-B](#) of the Public School Code
 - [Section 1310-B](#) of the Public School Code
 - [Sections 1301-C – 1315-C](#) of the Public School Code
 - [44 Pa. C.S. 7301 et seq.](#)
 - [37 Pa. Code 241.1 et seq.](#)