

NOTICE

Please Read Before Reviewing School Employee Training Standards

Per the requirements of [Section 1310-B of the PA Public School Code](#) as amended by [Act 55 of 2022](#), the following training standards for School Safety and Security Training for all school employees were developed and adopted by the School Safety and Security Committee (SSSC) on September 28, 2022. These standards are available for your reference.

These standards are NOT trainings. They are to be used as guidance to assist school entities in fulfilling their school employee training requirements. Per Section 1310-B, school entities are responsible for providing their employees with the mandatory training on school safety and security subjects based on the needs of the school entity. Prior to the passage of Act 55, training was limited to three hours of instruction every five years. Act 55 amended this requirement to three hours of instruction annually and requires that the training provided meet these standards. Please see the enclosed standards for more information on training topics and the training process.

NOTE: Per Section 1310-B, PCCD and the SSSC have the additional responsibility of providing training that meets these standards in a geographically disbursed manner and free of charge to school entities. THESE TRAININGS HAVE NOT YET BEEN DEVELOPED. PCCD and the SSSC intend to develop these trainings over the next few months. More information about the trainings and other guidance related to trainings will be forthcoming and posted on this **NOTICE** page, [PCCD's School Safety webpage](#), or via email to school administrators when they become available.

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

ACT 55 OF 2022

SCHOOL SAFETY AND SECURITY TRAINING STANDARDS

SCHOOL EMPLOYEES

Act 55 of 2022 requires all school employees to complete two hours of training annually on one or more of the following school safety and security topics: situational awareness, trauma-informed approaches, behavioral health awareness, suicide and bullying awareness, and substance use awareness. In addition, one hour of annual training is required for all school employees on the topics of emergency training drills (including fire, natural disaster, active shooter, hostage situation and bomb threat), and the identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, school employees, other individuals, school facilities, or the community.

In accordance with Act 55, the School Safety and Security Committee (SSSC) has developed the standards below as a baseline for what ***must be*** included in each of the required topical trainings. Trainings undertaken to meet the directives of Act 55 must meet all standards outlined below. The standards are designed to ensure a baseline understanding of each topic and each topic includes an “activity or discussion” that requires attendees to familiarize themselves with their own school’s policies and procedures specific to that topic. The modality of the “activity” is left to the discretion of the trainer/provider (e.g., discussion, role play, etc.); however, in order to comply with these standards, attendees must be able to identify their own school entity’s policies and procedures related to each topic. Where available and appropriate, the standards include the provision of resources to assist school employees in further deepening their understanding of each topic as well as resources for trainers/providers to utilize when developing curriculum.

Act 55 requires that training must be provided by school entities based on the needs of that entity. These needs may vary dependent upon the size of the entity or school district and its location. Before determining which course(s) may be appropriate in a given year, school entities should consider their employee’s level of familiarity with a particular topic, the employee’s past participation in topical trainings that duplicate or correspond with the training topics below, and the employee’s role within the school entity. While the standards focus on basic education and awareness training that all school employees can benefit from, school entities should consider whether employees are better suited for more advanced trainings that also incorporate the baseline standards below along with more specialized information and concepts.

As with all aspects of building a positive and inclusive school environment, it is critical that each topic below be presented with a high level of cultural competence. For example, training should ensure school employees recognize that a student’s background (e.g., cultural, trauma history, disability, etc.) may impact the way an issue with a student presents, and that the employee’s method for approaching a student or referring a student to particular resources should be responsive to that student’s unique needs. Courses should also encourage attendees to consider how their own culture, assumptions, or biases may impact their perception of student behavior.

COURSES THAT REQUIRE TWO HOURS OF INSTRUCTION ANNUALLY

All school employees must be provided two hours of training annually on any combination of one or more of the following topics. This training may be provided in person or virtually. Below each topic is a series of standards that must be incorporated into the course for it to meet the requirements of Act 55.

SITUATIONAL AWARENESS

Situational awareness is an essential skill for all school employees to understand and practice. Course attendees should leave the course with an introductory understanding of the following:

- Definition of situational awareness.
- Importance of the recognition of things and persons that seem out of the ordinary.
- Importance of the assessment of a situation to determine appropriate response.
- Things to consider generally to determine an appropriate response to a given situation, including how to identify and implement action steps.
- Description of how situational awareness may connect to a school entity's emergency preparedness plan,¹ incident command structure, and/or threat assessment process.
- Activity or discussion that requires the attendees to review their own school entity's policies and procedures related to situational awareness. For example:
 - Identify the process for staff to report maintenance issues that impact safety (e.g., dim lighting).
 - Identify the process for reporting policy violations (e.g., door propping, letting unidentified individuals in the building).
 - Identify specific action steps that are available to the employee that align with existing school policies and procedures.

Please provide the following resources/links to all attendees. The resources may be used by attendees who wish to deepen their understanding of Situational Awareness:

- [Safe2Say Something Program within the PA Office of Attorney General](#)
- [U.S. Department of Homeland Security, If You See Something, Say Something](#)

TRAUMA-INFORMED APPROACHES

At the most basic level, trauma-informed approaches are ways of supporting individuals that take into consideration specific needs they may have as a result of past or ongoing trauma. Course attendees should leave this course with an introductory understanding of the following:

- Definition of trauma, types of trauma and trauma-informed approaches (see [24 P.S. §1-102](#)).
- Signs and symptoms of youth and adults who have experienced or are currently experiencing trauma, potential negative health outcomes related to trauma, and protective factors and strategies to mitigate those impacts.
- Review of what it means generally to be trauma-informed in your communications and interactions with others and description of trauma-informed educational practices.
- Impact of trauma and secondary or vicarious trauma on school employees and strategies that may help mitigate those impacts (e.g., self-care strategies).

¹ Sometimes called "all-hazards plan" or "emergency operations plan."

- Things to consider when responding to a student or employee who appears to be experiencing signs and symptoms of trauma (e.g., concrete examples of language that may be useful when responding).
- Activity or discussion that requires attendees to:
 - Review and identify school policies and procedures that should be (or have been) updated to include trauma-informed practices (e.g., student attendance policies and practices, threat assessment policies and practices, etc.). See PSBA Trauma-Informed Approach Policy Checklist below.
 - Review and identify local school and community resources for students and staff who are experiencing the adverse effects of stress, anxiety, or trauma (e.g. which school staff and/or teams are trained and in place to address concerns, how referrals are made to school and/or community resources).

Please provide the following resources/links to all attendees. The resources may be used by attendees who wish to deepen their understanding of Trauma-Informed Approaches:

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

The following resources should be utilized by curriculum developers in preparation for this course:

- [PCCD Model Trauma-Informed Approach Plan](#)
- [PSBA Trauma-Informed Approach Policy Checklist](#)
- PA Department of Education: [Empowerment through Common Language in Pennsylvania: A Dictionary of Terms Related to Trauma-Informed Approaches in Schools](#)
- [PA Department of Education: Standards Aligned System](#) (this resource includes training focused on trauma-informed approaches)
- [The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma](#), Bessel Van Der Kolk, M.D.

BEHAVIORAL HEALTH AWARENESS

Behavioral and mental health awareness is an important issue for all school employees who may be the first line of intervention for their students. Course attendees should leave this course with an introductory understanding of the following:

- Signs and symptoms of individuals displaying behavioral or mental health concerns.
- Things to consider when responding to a student or other individual who is displaying signs and symptoms of behavioral or mental health concerns. (e.g. Concrete examples of language that may be useful when responding)
- Strategies for self-care and improving one’s own mental health and overall well-being.
- **Brief** overview/identification of laws regarding student and caregiver rights and how they may impact the employee. 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](#); [22 Pa. Code §12.12](#); [42 Pa. C.S. §5945](#); [42 Pa. C.S. §8337](#) and [§8337.1](#); [42 CFR Part 2](#).
- PDE [Basic Education Circular \(BEC\) that provides for Student Assistance, 24 P.S. §15-1547](#).
- Activity or discussion that requires attendees to:
 - Identify current school processes and procedures in place to assist students (e.g., Student Assistance Program (SAP) teams, crisis response teams, multi-tiered systems of support (MTSS) teams, etc.).

- 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).

Please provide the following resources/links to all attendees. The resources may be used by attendees who wish to deepen their understanding of Behavioral Health Awareness:

- [Pennsylvania Network for Student Assistance Services \(PNSAS\)](#)
- [Office for Safe Schools](#), PDE

Crisis Resources

- 988 Suicide & Crisis Lifeline: **Call 988** or visit <https://988lifeline.org/>
- Crisis Text Line: **TEXT 741-741** or visit <http://www.crisistextline.org/>
- [The Trevor Project Lifeline](#) for LGBTQ+ Youth: call 1-866-488-7386 or text 678-678

The following resources should be utilized by curriculum developers in preparation for this course:

- National Center for School Mental Health: <https://www.schoolmentalhealth.org/>
- Child Mind Institute: <https://childmind.org/>
- National Alliance on Mental Illness (NAMI): <https://www.nami.org/home>

SUICIDE AND BULLYING AWARENESS

While suicide awareness and bullying awareness are two unique topics, research has found that bullying is a significant risk factor for suicide. While these two topics are associated in this training module, it is important to underscore that suicide is a complex behavior that is rarely attributed to one cause. All course attendees should leave this course with an introductory understanding of the following:

Part A – Bullying Awareness

- Definition of bullying (see [24 P.S. §13-1303.1-A](#)).
- Description of the differences between cyber bullying and physical/in-person bullying.
- Warning signs of a student who is engaged in bullying.
- Warning signs of a student who is being bullied.
- Discussion regarding how bullying ties into the threat assessment process and when bullying may implicate nondiscrimination/harassment requirements.
- Overview of bullying and its impact on student mental health and school related outcomes. (See PA Youth Survey linked below).
- **Brief** overview/identification of laws and policies related to bullying that may impact the employee. For example: [24 P.S. §13-1303.1-A](#) (see also Policy 249 for most school entities)²; [20 U.S.C. §7118](#); policies prohibiting discrimination and harassment under [Title IX](#) (103, 104 for most school entities); [34 CFR 106.30](#).

² 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.

- Activity or discussion that requires attendees to:
 - 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 local school resources to assist students who are being bullied and students who are engaging in bullying.

Part B – Suicide Awareness

- Overview addressing myths, misperceptions and stigma related to suicide.
- How to identify students at risk of suicide, including information on suicide risk factors, protective factors and warning signs.
- Things to consider when responding to a student who may be at risk of suicide.
- How to appropriately refer a student who may be at risk of suicide.
- Discussion regarding how suicide and/or risk of suicide ties into the threat assessment process.
- **Brief** overview/identification of laws and policies related to suicide awareness that may impact the employee. For example: [Act 71 of 2014](#) (See also Policy 819 for many school entities); [24 P.S. §15-1526](#); [22 Pa. Code §12.12](#)
- Activity or discussion that requires attendees to:
 - 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.
 - Identify local school resources to assist students who may be at risk of suicide.
 - Identify national, state and local crisis resources (see below).

Please provide the following resources/links to all attendees. The resources may be used by attendees who wish to deepen their understanding of Bullying and Suicide Awareness:

Bullying Awareness Resources for Attendees

- [Safe2Say Something Program within the PA Office of Attorney General](#)
- [A Multi-Tiered Approach to Bullying Prevention](#)
- [StopBullying.gov](#)

Suicide Awareness Resources for Attendees

National Resources:

- Youth Suicide Warning Signs: <https://www.youthsuicidewarningsigns.org/>

Crisis Resources:

- 988 Suicide & Crisis Lifeline: **Call 988** or visit <https://988lifeline.org/>
- Crisis Text Line: **TEXT 741-741** or visit <http://www.crisistextline.org/>
- [The Trevor Project Lifeline](#) for LGBTQ+ Youth: call 1-866-488-7386 or text 678-678

Pennsylvania Resources:

- [Safe2Say Something Program within the PA Office of Attorney General](#)

The following resources should be utilized by curriculum developers in preparation for this course:

Suicide Awareness Resources for Curriculum Developers

National Organizations/Resources:

- American Association of Suicidology (AAS): <http://www.suicidology.org/>
- American Foundation for Suicide Prevention (AFSP): <https://www.afsp.org/>
- Suicide Prevention Resource Center (SPRC): <http://www.sprc.org/>
- Substance Abuse and Mental Health Services Administration (SAMHSA) Preventing Suicide: A Toolkit for High Schools
<https://store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669>

Pennsylvania Organizations/Resources:

- Prevent Suicide PA: <http://www.preventsuicidepa.org/>
- Jana Marie Foundation: <http://www.janamariFOUNDATION.org/>
- Aavidum: <http://aavidum.com/cms/>
- Services for Teens at Risk (STAR-Center)
<https://www.starcenter.pitt.edu/STAR-Center-Home/1/Default.aspx>
- Pennsylvania Department of Education www.education.state.pa.us
- **County Task Force Resources:** By county, available contact information is provided for crisis, the Suicide Prevention Task Force, local chapter of AFSP, and other local mental health/suicide prevention resources
- [PA Youth Survey - State Report](#) (See “Bullying and Depression/Suicide”)
- PA Department of Human Services: Suicide Prevention:
<https://www.dhs.pa.gov/Services/Assistance/Pages/Suicide-Prevention.aspx>
- PA Statewide Suicide Prevention Plan: <https://www.dhs.pa.gov/Services/Mental-Health-In-PA/Documents/PA%20Statewide%20Suicide%20Prevention%20Plan.pdf>
- [List of County CASSP and Children’s Behavioral Health Contact Persons](#)
- [Suicide Prevention Training Priority Topics Guidelines](#)

SUBSTANCE USE AWARENESS

Alcohol and other drug-related problems are serious health issues affecting almost every Pennsylvania community and family in some way, and the effect on adolescents can be particularly serious. All course attendees should leave this course with an introductory understanding of the following:

- Current substance use trends in Pennsylvania.
- Signs and symptoms of students under the influence of alcohol or other drugs.
- 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.
- **Brief** overview/identification of student and caregiver rights related to substance use that may impact the employee. For example: [42 Pa. C.S. §8337](#) and [§8337.1](#); [24 P.S. §13-1302.1-A](#); [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. §7114](#); [20 U.S.C. §7118](#)
- Activity or discussion that requires attendees to:
 - Identify their school policies and procedures regarding alcohol and drug use.
 - Identify and understand the specific referral process for students with substance use concerns.

- Identify and review their school's Student Assistance Program/Team and school and community resources to assist students with substance use concerns (e.g., which school staff are trained to address concerns, how referrals to community resources are made).

Please provide the following resources/links to all attendees. The resources may be used by attendees who wish to deepen their understanding of Substance Use Awareness:

- [Pennsylvania Network for Student Assistance Services \(PNSAS\)](#)
- [Office for Safe Schools](#), PDE
- [Department of Drug and Alcohol Programs](#)

The following resources should be utilized by curriculum developers in preparation for this course:

- PCCD Pennsylvania Youth Survey (PAYS) information: [https://www.pccd.pa.gov/Juvenile-Justice/Pages/Pennsylvania-Youth-Survey-\(PAYS\)-2021.aspx](https://www.pccd.pa.gov/Juvenile-Justice/Pages/Pennsylvania-Youth-Survey-(PAYS)-2021.aspx)

COURSES THAT REQUIRE ONE HOUR OF INSTRUCTION ANNUALLY

All school employees must be provided a minimum of one hour of training annually that includes the following topics. Below each topic is a series of standards that must be incorporated into the course for it to meet the requirements of Act 55.

EMERGENCY TRAINING DRILLS (INCLUDING FIRE, NATURAL DISASTER, ACTIVE SHOOTER, HOSTAGE SITUATION AND BOMB THREAT)

This Act 55 training requirement is ***in addition to*** other training or drilling required by law and this course **MUST** be offered in person. Nothing in these standards precludes a school entity from offering this course on the same date as other scheduled drilling requirements and school entities may find it beneficial to conduct the course adjacent to other security drills. All course attendees should leave this course with an introductory understanding of the following:

- Brief overview of the components of an Emergency Preparedness Plan³ and how it impacts employees.
- Brief overview of the components of a communications plan and how it impacts employees.
- Brief overview of the components of incident command structure and how it impacts employees.
- Table-top exercise demonstration.
- **Brief** overview of law and policy related to Emergency Training Drills, as they relate to drilling requirements for school employees. For example: [35 Pa. C.S. §7701](#); [22 Pa. Code §10.24](#); [24 P.S. §15-1517](#) and [§15-1518](#); [24 P.S. §13-1310-B](#); [75 Pa. C.S. §4552](#); [20 U.S.C. §7118](#); See Policy 805 for most school entities.
- Activity or discussion that requires attendees to:
 - Identify the individuals responsible for their school emergency preparedness plan and the elements of the plan that impact their role.
 - Identify and review their communications plan and how it impacts their role.
 - Identify the individuals responsible (primaries and backups) for their school's incident command structure and the elements that impact their role.
 - Identify and review their role and responsibilities during drills, including role of employees in assisting substitute teachers, short-term staff and other volunteers.
 - Review considerations for how students with disabilities are addressed in their school plans.

Please provide the following resources/links to all attendees. The resources may be used by attendees who wish to deepen their understanding of Emergency Training Drills:

- [PEMA School and Child Care Safety](#)
- FEMA: [Incident Command Structure for Schools](#)
- FEMA Course: [IS-100](#) – Introduction to the Incident Command System
- FEMA Course: [IS-700](#) – Introduction to the National Incident Management System
- [Readiness and Emergency Management for Schools – Technical Assistance Center](#)
- [STOP THE BLEED – Save a Life | Stop The Bleed](#)

The following resources should be utilized by curriculum developers in preparation for this course:

- FEMA: [Guide for Developing High-Quality School Emergency Operations Plans](#)

³ Sometimes called an all-hazards plan or an emergency operations plan

- FEMA Course: [IS-362A](#) Multi-Hazard Emergency Planning for Schools – Independent Study Course

IDENTIFICATION OR RECOGNITION OF STUDENT BEHAVIOR THAT MAY INDICATE A THREAT TO THE SAFETY OF THE STUDENT, OTHER STUDENTS, SCHOOL EMPLOYEES, OTHER INDIVIDUALS, SCHOOL FACILITIES OR THE COMMUNITY (THREAT ASSESSMENT)

Pursuant to the PA Public School Code,⁴ all public school entities in the Commonwealth must establish Threat Assessment Teams and related procedures, including ensuring awareness of these practices among students, staff, and parents/guardians. Threat assessment is a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student, other students, school employees, other individuals, school facilities, or the community. This course may be offered in person or online. All course attendees should leave this course with an introductory understanding of the following:

- Overview of the history and principles of threat assessment in school-based settings.
- Definition of Threat (See: [PCCD Model Threat Assessment Procedures and Guidelines](#) for Definitions and Key Terms).
- How to identify/recognize observable behaviors that may indicate that a student poses a threat, such as:
 - Physical violence toward a person or property.
 - Direct or indirect threats of violence.
 - Bullying that continues after interventions to stop the behavior.
 - Possession of weapons on school grounds or school events.
 - Any statements or behaviors indicating suicidal thoughts or behaviors.
 - Any behaviors or communications that suggest the individual has engaged in research/planning related to carrying out a targeted attack; efforts to acquire means to engage in an attack; and/or end-of-life planning.
 - Any act, gesture or statement that would be interpreted by a reasonable person as threatening or intimidating (e.g., overt physical/verbal intimidation, throwing objects, making contextually inappropriate statements about harming others).
 - Unusual or bizarre behavior that would cause a reasonable person to fear injury or harm due to its nature and severity (e.g., stalking, erratic/bizarre behavior suggestive of mental health concerns or substance use, fixation with mass murder/weapons/violence, fixation with hate groups, terrorists, extremist material).
- Role of the threat assessment team(s) and how it relates to school employees.
 - Ensure school employees are aware of who is appointed to their school entity's threat assessment team(s).
 - How to report threatening or at-risk behavior, including through the Safe2Say Program.
- **Brief** overview of law and policy relating to threat assessment and how they relate to the employee, including a brief overview of state and federal laws related to confidentiality and information sharing (e.g., Family Educational Rights and Privacy Act (FERPA), Individuals with Disabilities Education Act (IDEA), etc.). Additional relevant laws include: [Article XIII-E \(Threat Assessment\)](#); See Policy 236.1 for most school entities and Safe2Say Something Procedures, as well as related policies that may prompt a report: 103 (nondiscrimination/sexual harassment), 218 (student discipline), 218.1 (weapons), 218.2 (terroristic threats), 247 (hazing), 249 (bullying), 252 (dating violence); [24 P.S. §13-1301-E](#); [24 P.S. §13-1302-E](#); and [24 P.S. §13-1310-B](#).

⁴ PA Public School Code, [Article XIII-E](#). Threat Assessment

- Activity or discussion that requires attendees to:
 - Identify policies and procedures related to their threat assessment team.
 - Identify the process for engaging/reporting concerns to the threat assessment team.

Please provide the following resources/links to all attendees. The resources should be used by attendees who wish to deepen their understanding of Threat Assessment:

- [Safe2Say Something Program within the PA Office of Attorney General](#)
- [PCCD Threat Assessment Information and Resources](#)

The following resources should be utilized by curriculum developers in preparation for this course:

- [PCCD Threat Assessment Information and Resources](#)
- [PowerPoint Presentation \(pak12threatassessment.org\)](#)
- [PCCD Model Threat Assessment Procedures and Guidelines](#)
- [PCCD Guidance for School Entities: Q&A on K-12 Threat Assessment Procedures and School-Based Intervention Teams](#)