

# School Safety and Security

LEADERSHIP SUMMIT  
AUGUST 9, 2022

# How Safe are Our Schools?

## A Potentially Uncomfortable Self–assessment

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In June 2013, the U.S. Department of Education and FEMA released updated guidelines for best practices in schools that incorporate rapid evacuation and barricading as response capabilities. **In many schools, a lack of awareness and training has resulted in staff and students who do not know how to use these options.**

Another problem area is **the lack of threat assessment procedures in many schools.** According to the U.S. Department of Education, one of the most useful tools a school can develop is a multidisciplinary threat assessment team.



# Where to Begin?

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Become proactive rather than reactive - Engage in a self assessment of current school procedures. In June 2013, the U.S. Department of Education and FEMA released updated guidelines for best practices in schools.

Build awareness and provide the required and necessary trainings so that staff and students know what to do in an emergency.

Develop a functional multidisciplinary threat assessment team.

Build a positive, welcoming School Culture – One solution is “the proven effectiveness of a positive school culture in increasing safety, reducing social isolation, and improving academic achievement. Within every educator’s grasp is the ability to improve the quality of life in the school for every stakeholder through a strategic, focused emphasis on building a positive culture”.

*NSBA, Returning to School Safely, 2021*

Engage your stakeholders in the planning. School safety is a collaborative responsibility of all key vested partners- administration, educators, support staff, students, parents, and the great school community.

# What Does Act 55 Include for School Safety?

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New requirements for School Safety and Security Coordinators;

Training and professional development requirements for current and future school personnel;

Threat assessment training, education, and awareness requirements;

New, formula-based grant programs for School Safety and Security and School Mental Health; and

Survey of school mental health services.

# School Safety and Security Coordinator

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School Entities must ensure that a school administrator is appointed as School Safety and Security Coordinator within thirty (30) days of the effective date of the bill (if a Coordinator is already in place, the district does not need to reappoint the Coordinator).

Must submit the name/contact information of the coordinator to the Pennsylvania Commission on Crime and Delinquency (PCCD) within 30 days of appointment (if the district has already submitted the contact information, the district does not need to resubmit this information).

A School Safety and Security Coordinator must be appointed within thirty (30) days of a vacancy.

All appointed coordinators must complete mandated training (to be developed by the PCCD and the state-wide School Safety and Security Committee (SSSC) by September 30, 2022), within one (1) year from the time the initial training is offered (or one year from their appointment after that date).

# School Employee Safety/Security Training

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- PCCD and SSSC will develop standards by **September 30, 2022**, make training available to schools at no cost, and certify 3<sup>rd</sup> party providers to perform training.
- All school employees must receive at least **one (1) hour of annual training** in-person on emergency training, fire, natural disaster, active shooter, hostage situation and bomb threats, and threat assessment.
- All school employees to receive **two (2) hours of annual training** in-person or virtual on:
  - Situational awareness
  - Trauma-informed approaches
  - Behavioral health awareness
  - Suicide and bullying awareness
  - Substance use awareness

# Threat Assessment Team

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- Districts must facilitate training opportunities for threat assessment team members **annually**.
- Districts must annually ensure that students, employees, and parents are informed of the existence/purpose of the team.

# School Safety Grants – 2022-2023

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Physical Security - facilities

School Culture – mental health

# School Safety and Security Grants - 2022-2023

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- Every district is eligible to receive \$100,000 as a base grant.
- Intermediate units, career and technical centers, and all types of charter schools are eligible to receive \$70,000.
- Grants must first be used by school entities to meet tier 1 baseline criteria for physical security established by the state-wide School Safety and Security Committee (SSSC) before they can be used for other purposes.
- **Districts must complete and submit the application within PCCD's Egrants System between August 1, 2022 – August 31, 2022.**

# Tier 1 – Baseline Criteria for Physical Safety

<b>Area</b>	<b>Tier 1</b>
<b>Busses</b>	<b>Emergency Management Training for Bus Drivers Situational Awareness Training</b>
<b>Crossing Guards</b>	<b>Emergency Management Training for Bus Drivers Situational Awareness Training</b>
<b>Assessments</b>	<b>Physical Assessment conducted of school buildings</b>
<b>Outside Barriers</b>	<b>Vehicle Barriers and Fencing around Play Areas</b>
<b>Lighting and Back-up Power</b>	<b>Exterior Lighting of all Entrances and Critical Areas</b>
<b>Entrance to Schools</b>	<b>Protective Doors with Viewing Pane Door Handles that Cannot be Barred Working Locks Single Entry In and Out of School</b>

# Tier 1 – Baseline Criteria for Physical Safety

<b>Area</b>	<b>Tier 1</b>
<b>Visitor Management</b>	<b>Visitor Buzz-in Entry System Written Log of Visitors and Packages Policies &amp; Procedures for Handling Visitors and Packages Training for Front Desk/Secretarial Staff</b>
<b>Specialized Staff</b>	<b>School Security Personnel Stationed at School Entity</b>
<b>Indoor Access</b>	<b>Doors Capable of Being Locked from Within Each Room</b>
<b>Surveillance</b>	<b>Cameras in Blind Spot Areas</b>
<b>Alarms/Sensors</b>	<b>Alarm when Exterior Doors are Propped or Left Open</b>
<b>Communications</b>	<b>Interior and Exterior PA System Audible throughout the Facility</b>

# Tier 1 – Baseline Criteria for Physical Safety

Area	Tier 1
<b>Emergency Operations Plan/All Hazards Plan</b>	<b>School Entity Plan Development – includes MOU, all-hazards plans</b> <b>Ongoing Professional Development on the Plans</b> <b>Share Updated Plans with County Emergency Management Agency</b>
<b>Reunification Plan</b>	<b>School Entity Develops a Reunification Plan</b>
<b>Staff Training</b>	<b>Continual and Ongoing Training for all Administrators, Security Staff, and School Nurse to deal with Emergency Situations OR</b> <b>All staff are trained on standard District Emergency Procedures, and can explain lock down, shelter in place, weather emergency, medical emergency and evacuation procedures.</b> <b>Staff can identify members of SAP and Threat Assessment Teams, the School Safety Coordinator and security personnel.</b> <b>School offers minimal annual training beyond mandated drills.</b> <b>Only some school staff are trained in specific skills i.e. CPR/AED, etc.</b>

## Guiding Questions: School Safety & Security Grants

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What programs and services are currently in place in your school/district?

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Are there new programs and services needed in your school/district?

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Do you buy something new, or do you expand upon what you are already doing?

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How do you effectively use these new dollars to improve safety in your school/district?

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How does it coordinate with the use of other grants and funds?



# 5 Things you need to know and **DO** to open school!

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MIKE HURLEY – SCHOOL SAFETY AND SECURITY ADVISOR

**MG TACTICAL ADVANTAGE LLC**

RETIRED – CARLISLE AREA SCHOOL DISTRICT – 30 YRS.' – DIRECTOR OF SAFETY AND SECURITY

CUMBERLAND COUNTY DEPARTMENT OF PUBLIC SAFETY – SCHOOL SERVICES OFFICER – CURRENT

PCCD – SCHOOL SAFETY AND SECURITY COMMITTEE – PASBO REPRESENTATIVE

## *School Safety Initiative #1*

Verify that all exterior doors close, latch and securely lock at all times.



**Door is closed, but not latched**

Act Funding Qualification - YES

### **Baseline Tier 1 Criteria**

Entrance to  
Schools

- Door handles that cannot be barred
- Working locks

#### **Rationale:**

**Parkland – Majorie Stoneman Douglas**

**Uvalde - Robb Elementary School**

**Exterior doors were not secured allowing un-obstructed entry into schools**

## School Safety Initiative #2

Develop policy and prohibit exterior doors from being propped open at **any time**.

Act Funding Qualification - YES

### Baseline Tier 1 Criteria

**Alarms/Sensors**

**Alarm when exterior doors are propped or left open**



We are good at finding ways!

#### Rationale:

**Parkland – Majorie Stoneman Douglas**

**Uvalde - Robb Elementary School**

**Exterior doors were not secured allowing un-obstructed entry into schools**

### *School Safety Initiative #3*

Ensure that PA systems are in place and working to announce alerts in all areas inside and outside of the school and **ALL** staff is empowered and knows how to activate. **CHECK VOLUME**



**CAN YOU HEAR ME NOW !!!**

Act Funding Qualification - YES

### **Baseline Tier 1 Criteria**

**Communications**

**Interior and exterior PA System audible throughout the facility**

#### **Rationale:**

**Parkland – Marjorie Stoneman Douglas**

**Delay in announcement – staff unaware**

**Uvalde - Robb Elementary School**

**System was not working in all areas of the school**

## *School Safety Initiative #4*

Confirm that all interior doors close, latch and lock.  
Require staff to keep doors locked at all times.  
Keep large group area doors locked at all times.  
Door Window coverings installed.

Act Funding Qualification - YES  
Baseline Tier 1 Criteria

**Indoor Access**

**Doors capable of  
being locked from  
within each room**



**Interior locking capability**

### **Rationale**

**Uvalde - Robb Elementary School**

**Lock on door was not working, reported numerous times. Principal suspended for Failure to Act**



Kristina Anderson  
April 16, 2007  
Virginia Tech Shooting

“He walks in shooting! There was absolutely no time!”



**Take the time  
NOW !!**

# School Mental Health Grants - 2022-2023

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- Every district is eligible to receive \$100,000 as a base grant.
- Intermediate units, career and technical centers, and all types of charter schools are eligible to receive \$70,000.
- Grants must first be used by school entities to meet tier 1 baseline criteria for behavioral health and school climate established by the state-wide School Safety and Security Committee (SSSC) before they can be used for other purposes.
- **Districts must complete and submit the application within PCCD's Egrants System between August 1, 2022 – August 31, 2022.**

# Survey of School Mental Health Services

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- The state-wide School Safety and Security Committee (SSSC) to develop and distribute to school entities a survey to measure mental health services and education programs no later than August 1, 2022.
- The Mental Health Survey will be included as part of the School Mental Health Grant application.

# Tier 1 – Baseline Criteria for Behavioral Health and School Climate

Area	Tier 1
<b>Student Assistance Program (SAP)</b>	<p>School Entity has at least one SAP team.</p> <p>SAP team have points of contact for county/community provider drug &amp; alcohol and behavior/mental health services.</p> <p>SAP teams include a building administrator and are trained in SAP.</p> <p>SAP team members are provided training on current/best practices</p>
<b>Behavioral Health</b>	<p>School Entity has at least one full-time</p> <ul style="list-style-type: none"><li>• Nurse (ratio does not exceed 1500 students/nurse)</li><li>• School counselor for each school level</li><li>• School psychologist who provides academic support</li><li>• School social worker who provides macro-level or targeted support.</li></ul>

# Tier 1 – Baseline Criteria for Behavioral Health and School Climate

Area	Tier 1
School Climate	<p data-bbox="930 528 1184 571"><b>School Entity</b></p> <ul data-bbox="930 585 2344 1085" style="list-style-type: none"><li data-bbox="930 585 1834 628">• Regularly conducts a school climate survey.</li><li data-bbox="930 642 2344 799">• Implements specific recommendations from school climate survey to prevent discipline problems, build skills, and foster positive relationships among students.</li><li data-bbox="930 813 2344 971">• Has policies and procedures in place that promote respect for differences (e.g. race, religion, etc.) support civil rights and respond to discrimination.</li><li data-bbox="930 985 2165 1085">• Has policies and procedures in place that address the use of technology and social media.</li></ul>
Assessment	<p data-bbox="930 1120 2318 1220"><b>Behavioral Health and School Climate Assessment conducted in school buildings representative of the school entity.</b></p>

# Tier 1 – Baseline Criteria for Behavioral Health and School Climate

Area	Tier 1
<b>Social-Emotional Learning (SEL)</b>	<p><b>School Entity</b></p> <ul style="list-style-type: none"> <li>• provides prevention education at all school levels.</li> <li>• Has policies and strategies in place to address incidents of bullying.</li> </ul> <p><b>All teachers and administrators receive training in SEL.</b></p> <p><b>Professional staff training provided on the following topics:</b></p> <ul style="list-style-type: none"> <li>• Trauma</li> <li>• Suicide Prevention</li> <li>• Mental Health and AOD (D&amp;A) Awareness</li> <li>• Mandates Reporting</li> <li>• Threat Assessment</li> </ul> <p><b>SEL Materials promote respect for individual differences.</b></p> <p><b>SEL Materials include social media.</b></p>
<b>School – Community Involvement</b>	<p><b>School Entity has agreement with area MH and/or OAD providers for student, outside referral for counseling</b></p>

# Tier 1 – Baseline Criteria for Behavioral Health and School Climate

Area	Tier 1
<b>Staff Training</b>	<b>Specialized staff training programs in the use of positive behavioral supports, de-escalation techniques, and appropriate responses to student behavior that may require immediate intervention.</b>
<b>Trauma-Informed Approach Plan</b>	<b>School Entity develops a trauma-informed approach plan.</b>
<b>Threat Assessment</b>	<b>School Entity has developed a threat assessment plan.</b> <b>School Entity has enacted its threat assessment plan.</b>

# ARP ESSER State Set-aside Funds

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Act 24 of 2021 appropriated approximately \$250 million in American Rescue Plan (ARP) Act Elementary and Secondary School Education Relief (ESSER) State Reserve funds to school districts and charter schools to address gaps in students' learning.

Thirty percent (30%) of each local education agency's (LEA) allocation must be used to address the social, emotional, and mental health needs of students. When planning ARP-ESSER spending, it is important that LEAs adopt a systematic approach to planning social and emotional learning (SEL) and behavioral health supports.

**How did your district/school allocate these dollars?**

**What programs or services did you purchase?**

## Guiding Questions: School Mental Health Grants

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What programs and services are currently in place in your school/district?

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Are there new programs and services needed in your school/district?

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Do you buy something new, or do you expand upon what you are already doing?

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How do you effectively use these new dollars to improve the mental health and culture in your school/district?

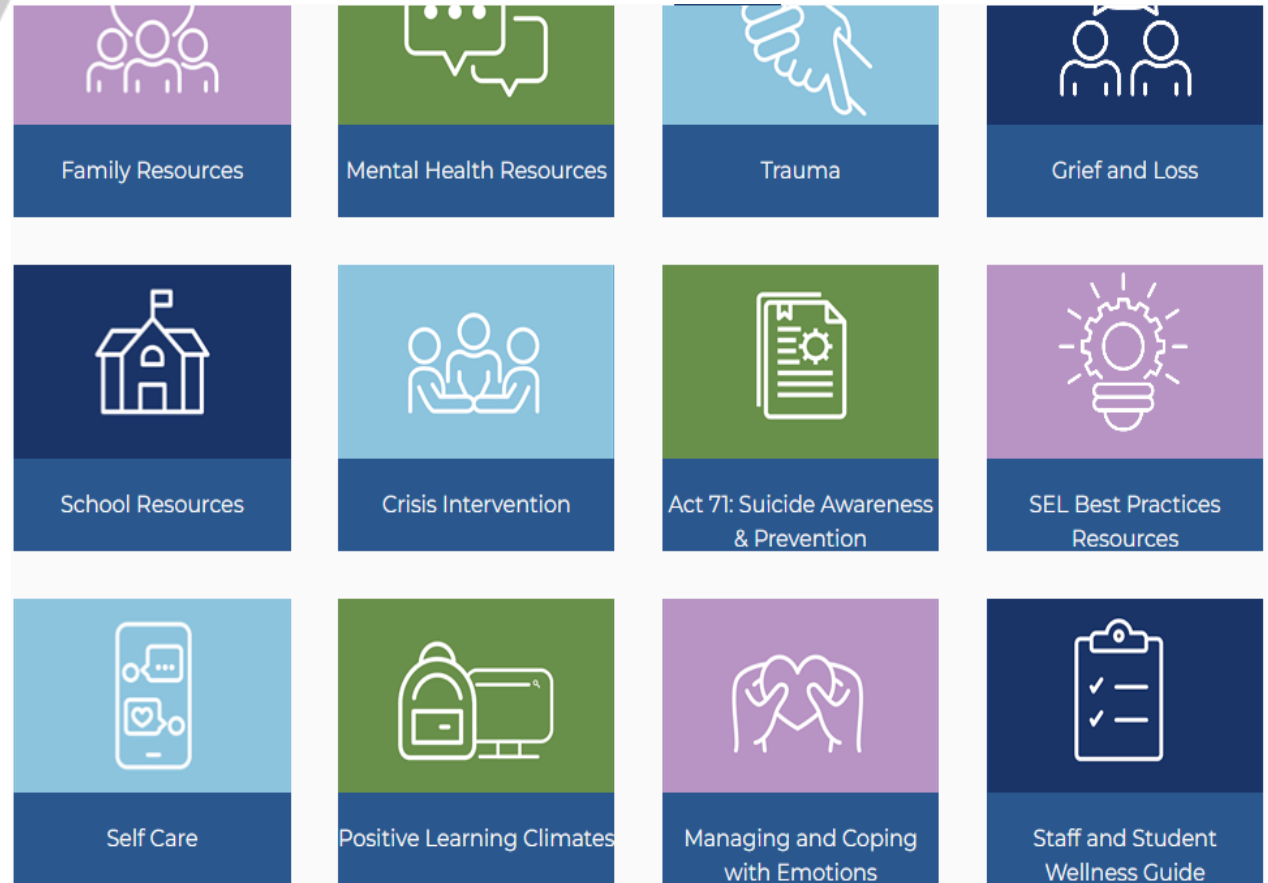
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How does it coordinate with the use of other grants and funds?



# School Mental Health Grants

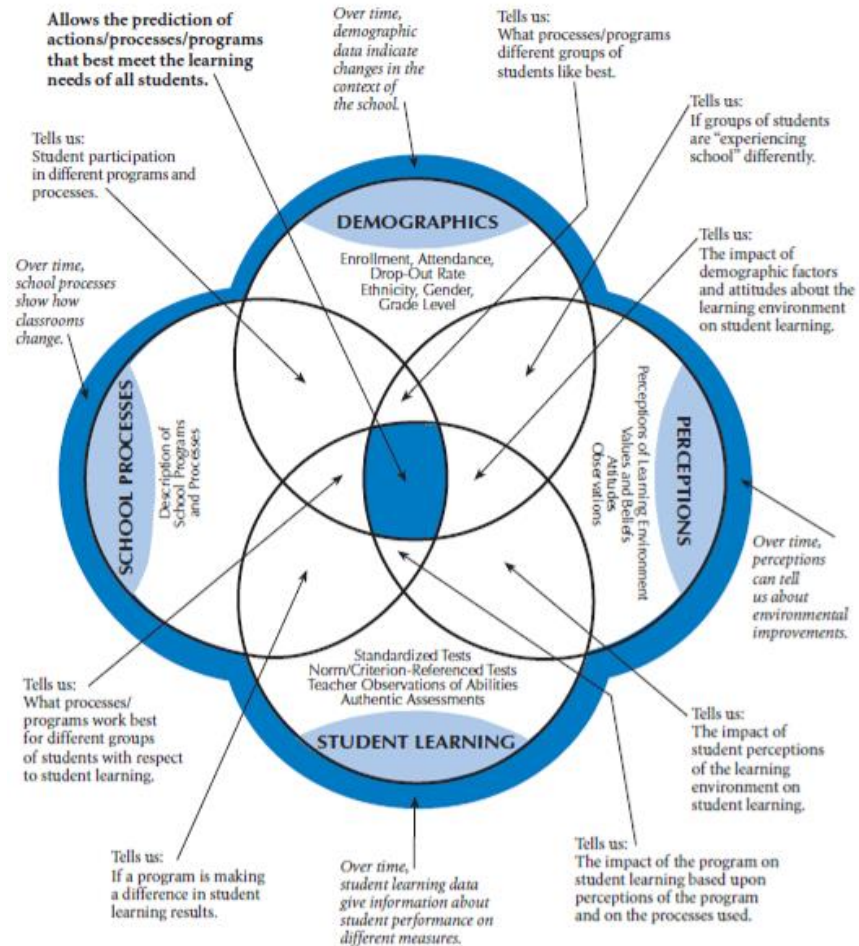
*“Where to begin”*





# Assess the Need

## MULTIPLE MEASURES OF DATA



“Every system is perfectly designed to get the results it gets.”

If we want different results, we must understand what’s working, what’s not, for whom, and why.

# Programs and Training

## Programs

- Focus on continuous improvement
- SEL at all levels (Tier 1)
- Programs that promote EIB (Tier 1)
- Reach beyond the school building
- Strengthen current programs
- Staff wellness/Self-Care

[SEL Best Practices Resource](#)

## Training

- Take a team/committee approach
- Ground the work in a clear purpose
- Build capacity of current teams (SAP Tier 1)
- Focus on sustainability
- Include all staff (Tier 2)

[SEL Decision Tree](#)

# Staff

- Build sustainable capacity (Tier 2 & 3)
- Identify gaps in service and support
- Focus on support staff
- Hire to support your mission
- Think beyond the school day

# Partnerships

- Link to needs assessment

*What did our data tell us?*

*Where are those gaps in service?*

- Create opportunity to build internal capacity
- Grow current Mental Health services (Tier 2 & 3)
- Expand support services beyond students (Tier 2 & 3)
- Identify local resources and supports
- Systemically support partnerships

# Contact/Mission

For more information on [Mental Health Supports](#), please visit PDE's website at [www.education.pa.gov](http://www.education.pa.gov)

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*The mission of the Department of Education is to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens. Further, the Department seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults.*

# The Impact of a Positive School Culture and Climate

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Now, more than ever, our students and staff need a sense of belonging, acceptance, and consistency. With this, taking an intentional approach to developing and sustaining positive, safe, and supportive school cultures and climates may be the most powerful tool we have as we plan for the 2021–22 school year.

Petersen, K. D., & Deal, T. E. (2016). *Shaping school culture* (3rd ed.). San Francisco, CA: Jossey–Bass.

Thapa, A., Cohen, J., Guffey, S., & Higgins–D’Alessandro, A. (2013). A review of school climate research. *Review of Educational Research*, 83, 357–385.