

PENNSYLVANIA COMMISSION ON CRIME AND DELINQUENCY

School Safety and Security Committee Meeting

Wednesday, June 3, 2026

1:00 PM

AGENDA

- **Call to Order and Adoption of Minutes**
- **FY25-26 Targeted School Safety for Nonpublic Schools Grant Program Recommendations**
 - Action Item: Approve Recommended Targeted School Safety Grants
- **School Security Personnel Training Standards (Act 67 Training)**
 - Action Item: Approval of Revised School Security Personnel Training Standards
- **Baseline Criteria for Physical Security and Behavioral Health**
 - Action Item: Approval of Baseline Criteria
- **VIP Program Technical Assistance (TA)**
 - Action Item: Augmentation of Current TA Funding
- **Pennsylvania School Safety & Security Resource Center Funding Proposal**
 - Informational item for review prior to future action
- **Executive Committee Update**
- **General Updates**
- **Member Updates**
- **Public Comment**
- **Adjournment**
 - Next Meeting Date: To Be Determined

PENNSYLVANIA COMMISSION ON CRIME AND DELINQUENCY
SCHOOL SAFETY AND SECURITY COMMITTEE – DRAFT

SCHOOL SECURITY PERSONNEL TRAINING STANDARDS

Background:

Pennsylvania Public School Code Sections [1305-C](#), [1313-C](#), [1314-C](#), and [1315-C](#), under Act 67 of 2019 and Act 47 of 2025, require all school police officers, school resource officers, and school security guards to complete training for school security personnel in accordance with the standards approved by the PA Commission on Crime and Delinquency (PCCD) and with a provider approved by PCCD, prior to working in a school setting.

The Commission adopted standards for instruction of school security personnel (SSP) on December 11, 2019, and the School Code also authorized the Basic School Resource Officer Course offered by the National Association of School Resource Officers (NASRO) as a qualified training at that time. Further, the Commission delegated authority to PCCD staff to evaluate and approve vendors to offer the course of instruction, in addition to the NASRO Basic School Resource Officer Course. The SSP training standards were subsequently reviewed, updated and reapproved by the Commission in January 2022.

[Section 1315-C](#) of the PA Public School Code was revised under Act 47 of 2025 and provides for PCCD, the PA Department of Education (PDE), and the PA State Police (PSP) to adopt minimum standards for training of school security personnel who will provide school security services in school entities and nonpublic schools. The standards must incorporate the subjects included in the Basic School Resource Officer Course offered by NASRO and subjects specific to Pennsylvania law. PCCD, PDE, and PSP must periodically reassess the training requirements for all school security personnel.

In March 2026, PCCD, in collaboration with PDE and PSP, formed a workgroup consisting of staff members from each agency, staff from the Municipal Police Officers' Education and Training Commission, members of the Juvenile Court Judges' Commission, school administrators, school security personnel, and individuals from entities that are currently authorized to provide school security personnel training. This workgroup reviewed the School Security Personnel Standards that were approved in 2019, and 2022, and made suggested revisions and updates, based on the requirements of Act 47 of 2025 to add Pennsylvania specific components, as well as elements based on current school environments and the school safety and security landscape.

****Updated information on the School Safety and Security Committee review, the PA Commission on Crime and Delinquency Review, and the requirement for providers to submit updated materials will be entered here.**

SCHOOL SECURITY PERSONNEL TRAINING STANDARDS

Article XIII-C of the Pennsylvania Public School Code defines and delineates training requirements for school security personnel, which is comprised of School Resource Officers (SROs)¹, School Police Officers (SPOs)², and school security guards³. The law mandates that prior to entering upon the duties of their office, all school security personnel “*shall successfully complete training for school security personnel in accordance with the standards approved by the commission and with a provider approved in accordance with section 1315-C.*”⁴

The following standards outline the elements that must be included in the school security personnel training in order to comply with the provisions of 1315-C and meet approval by the Commission. For the purposes of this document, the term School Security Personnel (SSP) will be used to refer to SROs, SPOs, and school security guards unless specified otherwise.

¹ [PA Public School Code of 1949, Section 1301-C \(Definitions\)](#)

² [PA Public School Code of 1949, Section 1301-C \(Definitions\)](#)

³ [PA Public School Code of 1949, Section 1301-C \(Definitions\)](#)

⁴ [PA Public School Code of 1949, Section 1313-C \(a.1\)\(1\)](#)

An SSP Basic Course must include instruction in the following areas:

- School Security Personnel
 - Differences in language and thought process between 'regular' law enforcement and SSP
 - ~~◦ History of early SRO/SPO programs and their successes and failures~~
 - Elements of the SSP role in the context of school environments, including goals of SSP among the student body and in the community
 - Differences between SRO, SPO, and school security guards regarding roles and authority
 - Explanation of which documents outline authority for each type of SSP (e.g., School Code definitions, MOU for SROs, court order for SPOs, job description/administrative directive for school security guards)
 - Local school entity policy/procedures and administrative directives impacting role and authority
 - Role of the School Safety and Security Coordinator
 - School Code 1309-B
 - PCCD resources
 - ~~◦ The goals of SSP in the school, among the student body, and in the community~~
 - The importance and key elements of the school entity's Memorandum of Understanding (MOU) with law enforcement with jurisdiction over the entity, including the parameters for mandatory and discretionary reporting of incidents on school property and collaboration with threat assessment team(s)⁵
 - Statutory responsibility, based on the SSP's role, for taking a student into custody on school grounds
- Ethics and the SSP
 - The importance and need for the SSP's high standard of ethics
 - Components of ethical behavior for SSP
 - Definition of the Family Educational Rights and Privacy Act (FERPA)
 - The importance of maintaining confidentiality and abiding by the law
 - Ethical considerations unique to the role of SSP
 - Cultural awareness
 - Relationships with students
 - Maintenance of appropriate adult/student boundaries and communications (including reference to applicable board policies)⁶~~boundaries~~
 - Communication and social media, including personal use of social media
 - Making appropriate referrals for students in need
 - The importance and need for discretion, foreseeability and flexibility in guiding ethical behavior
- The SSP in the School Setting
 - Law-Related Education (LRE) as it pertains to the SSP
 - Aspects of LRE
 - Connection with administration and other school personnel, including subject area teachers
 - Delineation between which SSP roles typically engage in LRE
 - Stages of youth development
 - Working with students throughout the developmental stages
 - The learning process, stages of development and different kinds of learning styles
 - Effective presentation skills
 - Class management methods
 - Engaging students in learning
 - Assessing student understanding
 - De-escalation techniques for dealing with students/parents/families
 - Use of force and alternative methods, including delineation between different types of SSP and local policies/procedures
 - Coordination with Safe2Say Something, including disposition of reports
 - Addressing student misconduct

⁵ See PA Public School Code of 1949, Section 1319-B and 22 Pa. Code Chapter 10 (under review Apr. 2026)

⁶ For many school entities, Policy 824 Maintaining Appropriate Adult/Student Boundaries is applicable

- [Role of SSP and role of school administration, including delineation between different types of SSP](#)
 - [School-based diversion programs, including examples⁷](#)
 - [Other juvenile diversion programs, including examples \(e.g., youth aid panel, pre-adjudication diversion, consent decree, community-based diversion programs\)](#)
- [Understanding Students with Special Needs](#)
 - The Individuals with Disabilities Education Act (IDEA) [and Section 504 of the Rehabilitation Act](#)
 - [Overview – Definitions](#)
 - [Examples of different types of disabilities, including “hidden disabilities” such as autism spectrum disorder and emotional disturbance, and those impacting the ability to process and respond to questions or directions](#)
 - The role of SSP when working with students with disabilities
 - The Family Educational Rights and Privacy Act (FERPA)
 - State law regarding FERPA, [IDEA](#) and Individualized Educational Program (IEP) records
 - School policy regarding student educational records and IEP records
 - Requirements for educating individuals with disabilities
 - IEP components
 - SSP legal access to IEP information, check school policy
 - Parental involvement
 - Communication considerations
 - 504 plans
 - [State regulations and requirements related to restraints, de-escalation training, and positive behavior support plans⁸](#)
 - The Health Insurance Portability and Accountability Act (HIPAA) and ~~other legal restrictions~~ [state law related to mental health information confidentiality](#)
 - ~~Mental Health records~~
 - Disciplinary considerations, [in coordination with school administration](#)
 - Behavioral expectations and challenges
 - [Alternative methods of discipline](#)
 - [Restrictions on disciplinary placements for students with disabilities⁹](#)
- [The SSP as a Role Model/Mentor](#)
 - Communication and interactions strategies to foster relationships with students and families
 - ~~Finding overlapping spaces for schools and community~~
 - ~~Using community as an informative space from which to develop positive understandings of students and families~~
 - [Establishing professional relationships with staff and students, and coordinating with school administration to identify appropriate strategies and roles](#)
 - Identifying implicit biases of students and families
 - Demonstrate how role model/mentor apply FERPA
 - Reference definition from Ethics section
 - Examples of how FERPA will come into play with each SSP role
 - How to balance the role of law enforcement with student confidentiality and student rights, [including First Amendment rights](#)
 - Exceptions
 - Implications for the SSP
 - Identifying student behavior that merits referral to community or professional services
 - Utilizing the [Student Assistant Program \(SAP\)](#) and other school-based programs
 - [Positive Behavioral Interventions and Supports \(PBIS\)](#)
 - [Multi-Tiered System of Supports \(MTSS\)](#)
 - Community and professional resources
 - [Creating and maintaining a safe, positive, pro-social learning environment as a prevention strategy](#)

⁷ See PA Public School Code of 1949, Section 1301-A for definition and examples

⁸ See 22 Pa. Code 10.23 (under review), 14.133, 711.46

⁹ See PA Dept. of Education Basic Education Circular on Disciplinary Exclusions of Students Who are Eligible for Special Education

- [Engaging other community stakeholders in student support \(e.g., juvenile probation, county mental health services, county drug and alcohol services, children and youth services, community providers and organizations\)](#)
- Social Media and Cyber Safety
 - Various forms of social media and Internet outlets
 - Impact of social media and the Internet on students and the school environment
 - Malicious use of social media, [artificial intelligence](#) and the Internet
 - [Cyberbullying, threats, catfishing](#) and abuse
 - [Online violent extremism networks](#)
 - Online sexual crimes, including sexting
 - Reporting to law enforcement
 - Cyber safety strategies
 - Communication and social media
 - Making appropriate and ethical referrals for students in need
 - The importance and need for discretion, foreseeability and flexibility in guiding ethical behavior
- Recognizing Developmental Stages of the K-12 Student
 - K-12 developmental stages
 - Educational platform for developmental stages
 - The SSPs' role in working/dealing with each developmental stage
 - Aspects and values of youth culture
 - De-escalation based on child's ability to process
 - Mental and behavioral health
 - Risk factors and warning signs
 - School policy and action plans to support students
 - Student social and emotional well-being
 - How is this secured by the SSP?
- Violence and Victimization
 - The different types of stress and impact on the body
 - Signs and symptoms
 - Available resources in the school/community
 - How the SSP should address/assist with observed behavior
 - Working with parents/families
 - Providing information on victimization and other LRE
 - De-escalation
 - Types and signs of bullying [and cyberbullying](#) behavior in the school environment and the virtual world, including the role of social media [and artificial intelligence](#)
 - Signs, risk factors and pro-social interventions regarding anti-social behavior
 - Resources and Reporting
 - [School policy/statute](#)
 - [Incident reporting under law and regulations](#)¹⁰
 - [PCCD Office of Victims' Services](#)
- Trauma-Informed Education
 - Understanding Trauma
 - [Acute and complex trauma](#)
 - [Signs and symptoms, potential negative outcomes, protective factors](#)
 - Awareness of school policies and procedures
 - Mandated reporting [and mandated reporter requirements](#)
 - Understanding the widespread impact of trauma and pathways to recovery
 - Adverse Childhood Experiences (ACE) and how it might impact the work of the SSP
 - Youth behavior
 - Communication

¹⁰ See PA Public School Code of 1949, Section 1319-B and 22 Pa. Code Chapter 10 (under review 2026)

- Resources for strategies for working with traumatized and victimized youth
 - [PCCD Model Trauma-Informed Approach Plan](#)
 - [PDE Trauma Resources](#)
 - [National Child Traumatic Stress Network](#)
 - [SAMHSA's Trauma-Informed Care](#)
- Child Abuse, Sex Trafficking, and Human Trafficking of Youth
 - Overview of child abuse, mandated reporter requirements
 - [Recognizing indicators of abuse and neglect](#)
 - [Recognizing grooming behaviors and identifying inappropriate boundaries between adults and children¹¹](#)
 - Commercial Sexual Exploitation of Children (CSEC)
 - Vulnerable populations
 - Recruitment and control process of victims
 - Management mechanisms and identifiers
 - Cultural differences
 - Examples of terms that have different meanings in different cultures [related to sex trafficking and human trafficking](#)
 - Gang Recognition
 - The importance of knowing which gangs are prevalent in the area
 - Resources and Reporting
 - [PA Department of Human Services, Keep Kids Safe](#)
 - [PA Human Trafficking Resource & Coordination Project](#)
 - [National Human Trafficking Hotline](#)
 - [Innocence Lost National Initiative](#)
 - [Commercial Sexual Exploitation of Children \(CSEC\)](#)
 - [U. S. Department of State, 20 Ways You Can Help Fight Human Trafficking](#)
 - [Office of Justice Programs, Victim-Centered Approach](#)
 - School policy¹²
 - Strategies and practices to approach and engage victims
 - Need for a victim-centered approach
- Youth ~~Drug~~ Substance Use Trends in the School Environment
 - Impact of youth trends, including [substance ~~drug~~ use](#), on the school environment
 - Strategies and tools for staying current on youth trends and drugs affecting the school environment
 - Categories of drugs popular among adolescents
 - Examples of popular drugs varied throughout PA
 - [School policies, procedures, Student Code of Conduct](#)
 - [Vaping and tobacco products¹³](#)
 - Information from someone in the County or PA Drug Taskforce or Single County Authority (SCA) on how to stay updated on current drug trends
 - [Pennsylvania Youth Survey \(PAYS\) and how to identify local data](#)
 - Responding to drug overdose
 - [Student Assistance Programs and School-based diversion programs](#)
- School Law
 - Topics and fundamental points of federal and state case law pertinent to juvenile rights and offending
 - Balancing an understanding of juvenile law with the potential for liability
 - Awareness of ongoing updates in PA laws regarding school safety
 - [School Safety and Security Coordinator Legal Guide](#)
 - Inclusion of school policy

¹¹ For many school entities, Policy 824 Maintaining Appropriate Adult/Student Boundaries is applicable

¹² For many school entities, Policy 806 Child Abuse is applicable

¹³ Tobacco products incorporate a number of products, as defined in 18 Pa. C.S. 6305

- Developing Cultural Awareness and Diversity Sensitivity
 - The impact of culture and diversity on law enforcement and community relations
 - Cultural sensitivity
 - Implicit and explicit biases
 - How biases effect school culture
 - Self-awareness exercise
 - Overcoming participant obstacles/fear
 - Awareness of potential biases and how it can affect the work of the SSP
 - Creating empowered learning environments~~Defining Equity and Inclusion in schools~~
 - Building Empowered Learning Environments: A Playbook for Wellness and Inclusion
 - Understanding the importance of wellness equity and inclusion in the school setting
 - Creating an inclusive environment for underrepresented student groups in schools
 - How school systems impact underrepresented students
 - Laws that the SSP should be aware of regarding underrepresented students
 - Strategies to counter identified barriers and build/strengthen individual and community relationships
 - Cultural responsiveness

- Threat Response: Preventing Violence in School Settings
 - The threat assessment process at the school¹⁴
 - Referral and collaboration with the school's Threat Assessment Team(s)
 - Consideration of when SSP should serve on or support a threat assessment team
 - Considerations for when student behavior should be addressed by Act 71 suicide awareness and prevention team (see Threat Assessment/Act 71 flowchart)
 - Responsibilities of the threat assessment team(s)
 - Collaboration with county or local threat assessment teams or partners
 - ~~New curriculum for threat assessment team (not required for participants)~~
 - PCCD Behavioral Threat Assessment Resources
 - Addressing anonymous threats, potential hoax threats, and concerning communications

- School Safety and Emergency Operations Plans
 - Effective proactive school safety measures
 - School Emergency Operations Plan (EOP)/Emergency Preparedness Plan
 - Basics of Incident Command System (FEMA Incident Command System Resources)
 - Factors and elements, including communication and reunification plans
 - Protocols and responsibilities
 - Scenario responses
 - Conducting developmentally-appropriate drills in accordance with law and recommended practices
 - Annual review and communication/collaboration with first responders

- Risk/Vulnerability Identification and Mitigation
 - Crime Prevention Through Environmental Design (CPTED)
 - Discussion of design process
 - Campus safety and security
 - Assessment of the building and surrounds
 - State Police Risk and Vulnerability Assessment Team (RVAT)
 - PCCD Assessment Provider Registry
 - Identifying soft targets in the environment of the school
 - Interior
 - Exterior
 - Online – cybersecurity considerations
 - Working with administrative staff to target hardening methods in areas of vulnerability
 - School Safety and Security Assessment Criteria
 - Physical
 - Behavioral Health/Student Assistance
 - Explanation of School Code requirements and Baseline Criteria

¹⁴ Requirements for threat assessment teams and procedures can be found in PA Public School Code Article XIII-E

- **Policy and training**
- Practicum in the Study of Case Scenarios
 - Conclusion Activities (Capstone)
 - Authority and responsibilities delineated in statute
 - Presentations
 - Tabletop exercises
 - Case scenarios – essay to demonstrate action in school

Additional Resources *New Section*

- [PREPaRE training](#)
- [School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act](#)
- [SchoolSafety.gov](#)
- [I Love U Guys Foundation](#)
- [Stop the Bleed](#)
- [PEMA County Coordinators and 911 Coordinators](#)
- [PA Department of Drug and Alcohol Programs \(DDAP\) Prevention Resources](#)
- [PA Department of Education \(PDE\) Trauma Resources](#)
- [National Child Traumatic Stress Network](#)
- [SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach](#)
- [Act 55 School Safety and Security Employee Training](#)

¹ See Chapter 14 and 711 of the State Board of Education Regulations – 14.133, 711.46 and School Safety Regulations (currently Chapter 10).

PENNSYLVANIA COMMISSION ON CRIME & DELINQUENCY (PCCD)
 SCHOOL SAFETY & SECURITY COMMITTEE (SSSC)
Physical Security Baseline Criteria (2026~~3~~)

LEVEL 1	LEVEL 2	LEVEL 3
A. Physical Security Assessments		
<p>NOTE: For the purposes of grant funding use, school entities may address physical security gaps identified as part of a recent physical security assessment conducted by a PSP RVAT unit or an individual recognized to perform such physical security assessments on the PCCD School Safety and Security Assessor Registry.</p>		
<p>A physical security assessment (aligned with standards and guidance adopted by the School Safety and Security Committee (SSSC)) has been conducted of all school buildings housing educational programs. a school building representative of the school entity.</p> <p><i>*Note: The SSSC's Assessment Criteria are written so that a school entity with limited resources could perform a self-assessment. The SSSC recommends using a qualified external assessor (e.g., PA State Police's RVAT unit, or an individual included on the SSSC Provider Registry) to conduct the assessment.</i></p>	<p>A physical security assessment (aligned with standards and guidance adopted by the SSSC) has been conducted of all school buildings and school buildings that do not house educational programs, large gathering spaces and community/surrounding/ancillary areas to the school facilities.</p>	<p>A physical security assessment (aligned with standards and guidance adopted by the SSSC) has been conducted of each school building housing educational programs once every 3 years, the community/surrounding/ancillary areas to the school facilities.</p> <p>Conduct ongoing/follow-up assessments at regular intervals or when facilities are modified.</p>
B. School Campus, Building, and Classroom Security		
<p>Level 1 Criterion: School entity has policies and/or procedures in place to ensure that reports of physical safety concerns are received by the designated recipient and addressed in a timely manner.</p>		
<p>School entity has vehicle barriers and/or fencing of entrances and/or critical areas (as identified in a physical security assessment conducted in alignment with guidance and standards adopted by the School Safety and</p>	<p>School entity has speed controls to protect entrances and other critical areas (as defined in a physical security assessment conducted in alignment with guidance and standards adopted by the SSSC) of schools.</p>	<p>School entity has tampering and vehicle protection barriers around vulnerable utilities.</p>

LEVEL 1	LEVEL 2	LEVEL 3
Security Committee (SSSC) for each school facility.		
School entity has exterior lighting of all entrances and critical areas (as identified in a physical security assessment conducted in alignment with guidance and standards adopted by the School Safety and Security Committee) for each school facility.	School entity has an ability to power emergency lighting within each school, if needed (e.g., back-up generator).	School entity has back-up power support for all lighting in school buildings and/or critical infrastructure (including network, PA System, door locks, etc.).
School entity has external, protective doors with viewing pane.	School entity has buffer areas/holding areas/ vestibules for most main entry points of school buildings. <i>Note: Definition of “main entry points” is intended to cover entry points used by students, staff, and school visitors.</i>	School entity has buffer areas/holding areas/ vestibules for all main entry points of school buildings, as well as screening devices (e.g., metal or weapons detectors), detection systems, or other recommended best practices for securing entry points.
Tall landscaping is kept away from the area directly around a school building and trimmed in order to avoid obstructing windows.	Intruder resistant or reinforced glass has been installed in all exterior doors and first floor windows lower than 4 feet and/or sidelights to prevent immediate access. Alternatively, impact resistant film has been applied to exterior door windows and first floor windows lower than 4 feet and/or sidelights.	Impact resistant glass is installed in classroom doors and windows or sidelights to prevent immediate access. Alternatively, impact resistant film has been applied to classroom door windows and windows or sidelights.
School entity has door handles that cannot be barred. All exterior doors have working locks.	School entity’s exterior door handles and locks routinely checked to ensure they are working properly. School entity has a process in place for students, employees, and others to report issues with handles and have those issues addressed in a timely fashion.	School entity has doors that can be locked and/or sealed remotely. School entity has policy/procedures addressing keys and door access, and regularly conducts audits of physical keys and remote access devices, including a process for ensuring keys and access are

LEVEL 1	LEVEL 2	LEVEL 3
<p>School entity has a school visitor buzz-in entry system that allows for visual observation*, including a documented log of school visitors and packages.</p> <p><i>*Note: "visual observation" can include direct personal observation (e.g., through a window) or through technology mechanisms (e.g., camera).</i></p>	<p>School entity has an electronic school visitor management system (ID management, electronic log of school visitors and packages, etc.), with critical, designated staff trained on that system.</p>	<p><u>addressed upon an individual's separation from the school entity.</u></p> <p>School entity has provided training on school visitor management procedures for staff, including any related software or systems, if applicable.</p> <p>School visitor escorts (e.g., school visitors are supervised at all times).</p> <p>Time stamped, self-expiring visitor management badges</p>
<p>School entity's interior doors are capable of being locked from within each room.</p>	<p>Window coverings for interior doors.</p>	<p>Impact-resistant doors and glass. <u>Interior doors are controllable from a remote location.</u></p>
<p>School entity has policies and/or procedures for handling school visitors and packages and designated staff are trained on this. This should include procedures related to flagging immediate security concerns/risks/persons of concern to prevent entry/building access.</p>	<p>School entity has policies and/or procedures for handling school visitors and packages and all building staff are trained on this.</p>	<p>School entity has policies and/or procedures for handling building entry, school visitors, and packages and all staff, students, parents/families, and any other individual authorized to be in the school facility are made aware of this.</p>
<p>School entity has <u>functioning</u> cameras in <u>critical areas</u>/blind spot areas <u>as identified in a physical security assessment conducted in alignment with guidance and standards adopted by the School Safety and Security Committee (SSSC).</u></p>	<p>School entity has cameras throughout hallways, stairwells, and large group areas.</p> <p><u>School entity has cameras to monitor all exterior doorways.</u></p>	<p>School entity has <u>a video surveillance system that allows monitoring of areas beyond individual camera coverage.</u> closed-circuit television (CCTV).</p> <p>Offsite and/or law enforcement monitoring capability.</p> <p>Active monitoring of cameras during school hours and during large group events.</p>

LEVEL 1	LEVEL 2	LEVEL 3
<p>School entity has policies, procedures, and/or communications in place to educate students, staff, school visitors, and any other individual authorized to be in the facility on the importance of keeping exterior doors closed and secured.</p>	<p>School entity has an alarm (or alarms) when exterior doors are propped or left open.</p> <p><u>Silent panic alarms are installed in the main office or where public entry is permitted.</u></p>	<p>Intrusion detection device that responds to physical stimulus (heat, light, sound, pressure, vaping, potential weapons, etc.).</p> <p>Panic alarms that can <u>may</u> be <u>remotely</u> activated from the office <u>by trained staff</u> and/or within <u>any</u> other areas of the building in case of emergency, and training for their use.</p>
<p>There is a single entry in and out of each school building during school hours.</p>	<p style="text-align: center;">Combined Level 2 / 3 Criteria:</p> <p>School entity has policies and/or procedures guiding security and access to school property during events or activities occurring after school hours (games, concerts, etc.), including ensuring the presence and protocol of school security personnel, as needed.</p> <p><u>Directional signage is posted to address access.</u></p>	
<p>C. School Security Personnel & Law Enforcement</p>		
<p>School entity has an active memorandum of understanding (MOU) with each law enforcement agency with jurisdiction, <u>in accordance with law and regulations</u>, and associated policies and/or procedures in place.</p>	<p>School entity has coordinated* with law enforcement agency(ies) with jurisdiction around planning, incident response time, etc.</p> <p><u>School entity coordinates with law enforcement for the response and handling of students with special needs and/or a disability.**</u></p> <p><i>*Note: School Safety and Security Coordinator is tasked with serving as a primary liaison with law enforcement and first responders.</i></p> <p><u>**Note: This includes procedures and invitations to training related to student behavior and de-escalation techniques, as required by state regulations (22 Pa. Code Chp. 14, 711)</u></p>	<p>School entity conducts regular training in coordination with law enforcement.</p>

LEVEL 1	LEVEL 2	LEVEL 3
<p>If school security personnel* are present, they have been hired/contracted and trained according to requirements** in Pennsylvania state law.</p> <p><u>For school districts, there is at least one full-time school security personnel on duty during the school day, in accordance with Section 1316-C of the PA Public School Code.</u></p> <p><i>*Note: "School security personnel" are defined as school police officers, school resource officers, and school security guards. See PA Public School Code, Article XIII-C (School Security).</i></p> <p><i>**More information about these requirements is available in Article XIII-C of the PA Public School Code and on PCCD's School Safety and Security webpage.</i></p>	<p>School security personnel stationed at each school level (elementary, middle, high) <u>during the school day.</u>*</p> <p><i>*Note: If no school security personnel are present, school entity should coordinate with local law enforcement agency(ies) with jurisdiction around planning, incident response time, etc. These discussions should also include planning around response from other first responders (e.g., EMS) given that many critical incidents in schools can occur quickly. See "Protecting America's Schools: A U.S. Secret Service Analysis of Targeted School Violence" (National Threat Assessment Center, 2019) for additional information on this issue.</i></p>	<p>School security personnel stationed at each school building full-time <u>during the school day.</u></p>
D. Communications		
<p>School entity has working mechanisms in place to communicate quickly to potentially affected individuals within and outside buildings when necessary.</p>	<p>School entity has a system that enables two-way communication between the main office and classrooms <u>and student spaces, portable or modular classrooms and buildings, athletic fields, health services,</u> school-based security staff<u>personnel,</u> playground staff, <u>custodial staff, transportation dispatchers, portable or modular classrooms and buildings, athletic fields, health services and other student services personnel,</u> custodial staff, transportation dispatchers, and other student services personnel.</p>	<p>Secured communications system that enables all buildings to communicate with administration building and law enforcement.</p> <p>School entity has a backup plan for building announcements and communication in the event the primary system/mechanism is compromised, <u>including communication with buses and other school vehicles.</u></p> <p>School entity has a mass communication platform capable of messaging all stakeholders or stakeholder groups in the</p>

LEVEL 1	LEVEL 2	LEVEL 3
	<p><u>School entity personnel have been trained on appropriate use of communication devices/systems, including procedures for use in an emergency.</u></p> <p>School entity has communication system/devices that can address those with hearing impairment and/or overcome high-noise environments.</p> <p>*Note: Schools should not rely entirely on cell phones to provide this two-way communication. In addition, lockdowns should be communicated in plain language using established mechanisms.</p>	<p>event of an emergency (including parents/guardians).</p> <p>*Note: Recommended that school entities work with local law enforcement to test their mass communication systems and mechanisms.</p>
E. Coordination with First Responders & Emergency Operations Plans (EOPs)		
<p>School entity has adopted an emergency preparedness or emergency operations plan (EOP) (consistent with Title 35 Pa.C.S. Chapter 77, Subchapter B § 7701), including a communication and reunification plan, <u>and specifically addresses the needs of students and staff with disabilities.</u></p> <p><u>School entity has adopted a policy/procedure requiring schools to be made available to local, county, and state officials for emergency planning and exercise purposes, and service as mass-care facilities in the event of an emergency, in accordance with 35 Pa.C.S. Chapter 77.</u></p>	<p>The plan specifically addresses needs of students and staff with additional special needs, and a copy of the plan is maintained in a designated location and accessible to administrators and alternate personnel at all times.</p>	<p>School entity conducts training for all staff on the plan, including their part in it, occurs at least annually, and the school entity ensures informs staff, students, parents/families, and others about re-familiar-with the plan, <u>including communications they may receive in an emergency</u> and what they should and should not to do in the event of an emergency situation.</p>

LEVEL 1	LEVEL 2	LEVEL 3
<p>School entity has coordinated with and shared their updated emergency preparedness plan or EOP with the county Emergency Management Agency per 35 Pa.C.S. § 7701(g) <u>and with each law enforcement agency and fire company with jurisdiction, in accordance with state regulations.</u></p>	<p>The plan is <u>dated and</u> reviewed annually and, if necessary, updated and refined, with any changes noted and sent to the <u>county local Emergency Management Agency (EMA) and law enforcement agencies and fire companies with jurisdiction, in accordance with state regulations.</u></p> <p>School entity has prepared for immediate deployment to the Incident Command Post all required information for the purpose of assisting local police <u>law enforcement agencies</u> and fire departments in responding to an emergency, as prescribed by 22 Pa. Code 10.24 (g) <u>state regulations.</u></p>	<p>School entity <u>regularly, but no less than once every two years,</u> conducts tabletop exercises and/or similar drills in collaboration with local first responders, on a regular basis, focused on areas of prevention, protection, mitigation, response, and recovery.</p>
F. School Safety and Security Training/Drills		
<p><u>There is unobstructed access to at least one Automated External Defibrillator (AED) in each facility housing educational programs.</u></p> <p><u>Training for CPR/AED is made available for all staff.</u></p>	<p><u>There is unobstructed access to at least one Automated External Defibrillator (AED) in each facility.</u></p> <p><u>Training for first aid and Stop the Bleed is made available to large segments of school staff but only mandated for designated individuals.</u></p>	<p><u>All school staff are trained in first aid, Stop the Bleed, etc.</u></p>
<p>All school entity employees have received annual training on school safety related topics as required by Act 55 of 2022, PA Public School Code <u>Section 1310-B.</u></p>	<p>Continual and ongoing training for all teaching and other professional staff, including substitutes and support staff, to deal with emergency situations.</p> <p>OR</p> <p>All leadership team members are trained to NIMS standards (100, 200 and 700), and administrators participate in at least one table top exercise per year. School safety is</p>	<p>Specialized training i.e., Stop the Bleed, ALICE, CPR, AED...</p> <p>OR</p> <p>A specific robust training calendar exists with identified dates and topics for ongoing school safety training.</p> <p>School entity conducts a full-scale drill with community first responders at least once</p>

LEVEL 1	LEVEL 2	LEVEL 3
	<p>addressed in the induction process for new employees.</p> <p><u>School safety is addressed in the induction process for new employees.</u></p> <p>Community first responders are invited to participate in school safety-related professional development activities.</p> <p>Training for CPR/AED, Stop the Bleed available to large segments of school staff but only mandated to specific individuals (nurses, para-educators, P.E. teachers, school safety personnel, etc.).</p>	<p>every other year and conducts smaller functional exercises and/or table top exercises in off years.</p> <p>Documentation of staff certifications and training is available upon request. All school staff are trained in CPR/AED, Stop the Bleed, etc.</p>
G. Cybersecurity		
<p><u>School entity has created a cybersecurity breach reaction policy/procedure/plan in accordance with federal, state, and local cybersecurity and data security guidelines. (73 P.S. 2301 et seq.)</u></p>	<p><u>School employees and students receive instruction on cyber threats facing schools and maintaining cybersecurity practices at least annually.</u></p> <p><u>School entity has established cybersecurity protocols, including protocols associated with the use of third-party software providers.</u></p>	<p><u>School entity collaborates regularly, but no less than once every two years, with qualified outside entities and/or approved third-party vendors in conducting cybersecurity protection, internal and external penetration testing and vulnerability assessment.</u></p>

Resources:

- [PEMA Resources for School Emergency Preparedness/Emergency Operations Plans](#)
- [SchoolSafety.gov](#)
- [I Love U Guys Foundation](#)
- [Stop the Bleed](#)
- [County EMA Coordinators and 911 Coordinators](#)
- [PCCD Assessment Criteria](#)
- [PCCD Assessor Registry](#)
- [PCCD Act 55 School Safety and Security Training Resources](#)
- [CISA Cybersecurity Resources for K-12 Education](#)

PENNSYLVANIA COMMISSION ON CRIME & DELINQUENCY (PCCD)
 SCHOOL SAFETY & SECURITY COMMITTEE (SSSC)
Revised Behavioral Health Baseline Criteria (2026~~3~~)

LEVEL 1	LEVEL 2	LEVEL 3
A. Student Assistance & Behavioral Health Support Assessment		
<p>NOTE: For the purposes of grant funding use, school entities may address gaps identified as part of a recent Student Assistance and Behavioral Health Assessment conducted by an individual recognized to perform such assessments on the PCCD School Safety and Security Assessor Registry.</p>		
<p>Student Assistance and Behavioral Health Support Assessment (aligned with standards and guidance adopted by the School Safety and Security Committee (SSSC)) has been conducted school-entity wide that is representative of the school entity.</p> <p><i><u>*Note: The SSSC's Assessment Criteria are written so that a school entity could perform a self-assessment. The SSSC recommends using a qualified external assessor (e.g., an individual included on the SSSC Provider Registry) to conduct the assessment.</u></i></p>	<p>Student Assistance and Behavioral Health Support Assessment (aligned with standards and guidance adopted by the SSSC) has been conducted at each educational level (elementary, middle, and high). by an individual recognized to perform such assessments on the PCCD School Safety and Security Assessor Registry.</p>	<p>Student Assistance and Behavioral Health Support Assessment (aligned with standards and guidance adopted by the SSSC) has been conducted school-entity wide once every 3 years or when major restructuring to educational programs occurs, by an individual recognized to perform such assessments on the PCCD School Safety and Security Assessor Registry.</p> <p>Conduct ongoing/follow-up assessments at regular intervals or when new programs, services, or initiatives are implemented.</p>
B. Student Assistance Program (SAP)		
<p>School entity has a process in place for coordination of services and referrals as part of a Student Assistance Program.</p>	<p>School entity's Student Assistance Program (SAP) teams work closely with their SAP liaison agency* and/or coordinates throughout the SAP process with community providers of behavioral health services and other child-serving agencies to assist students in removing barriers to their education.</p>	<p>SAP teams include representative liaisons from county/community provider drug & alcohol and behavior/mental health services as standing members.</p> <p>School entity regularly evaluates its SAP process in consultation with key internal and external stakeholders (including</p>

LEVEL 1	LEVEL 2	LEVEL 3
	<p>SAP team members are trained to coordinate with other school-based processes, procedures, and/or policies (threat assessment, Safe2Say, Act 71 suicide prevention, etc.).</p> <p><i>*Note: SAP liaison agencies can include Single County Authorities (SCAs), behavioral health agencies, and other designated providers.</i></p>	<p>parents/families, students, etc.) to identify any gaps or areas for improvement.</p> <p><u>School entity has a process in place to identify potential barriers to a student accessing services (lack of insurance, cost for services, transportation, etc.) and develop professional relationships in the community to address them.</u></p>
C. Mental/Behavioral Health Personnel & Services/Supports		
<p>School entity has met statutory requirements related to <u>providing access to</u> the provision of certified school nursing services.¹</p>	<p>School entity has school nursing services provided by a qualified individual consistently available for all students.</p> <p><i>*Note: As an example, a school nurse is present in school buildings on a regular basis to address health needs of students in that building.</i></p>	<p>Each school building has a full-time school nurse.^{2,3}</p> <p>School nurse to student ratio does not exceed 1:750 for regular education population, 1:225 for mixed regular and special education population, and 1:125 for students with severe or profound disabilities.</p>
<p>School entity has a school counseling program* in place to ensure all students have access to qualified services, when needed.</p> <p><i>*Note: As defined in Chapter 4, Chapter 12 (Student Services Plan 12.41), Chapter 339.</i></p>	<p>Dedicated school counseling services are placed in each school building to address and support students' developmental needs and growth.</p>	<p>School entity has a school counselor for every 250 students.⁴</p>
<p>School entity has a student services plan in place that includes access to a qualified school psychologist.</p>	<p>School entity has at least one full-time/dedicated school psychologist employed/contracted to provide academic, behavioral and mental health support.</p>	<p>School entity has a full-time/dedicated school psychologist assigned for every 500 students.⁵</p>
<p>School entity has a student services plan that includes access to qualified social work services.</p>	<p>School entity has at least one full-time/dedicated licensed social worker, licensed clinical social worker, and/or certified school social worker employed/contracted to</p>	<p>School entity has a full-time, certified school social worker for every 250 students (or less for students with more intensive needs).⁶</p>

LEVEL 1	LEVEL 2	LEVEL 3
	provide both macro-level support and direct services to students.	
<p><u>School entity has a written plan for implementation of a comprehensive and integrated K-12 program of student services, based on the needs of its students, which may include a formal Multi-Tiered Systems of Support (MTSS) framework.</u></p>	<p><u>Group or individual interventions (e.g., strategic and intensive, Tier 2/Tier 3 MTSS) are available for students identified as at-risk for behavioral health concerns or with identified areas of need. This includes mechanisms for linkages with community-based resources.</u></p>	<p><u>Schools have conducted a “resource mapping” process to determine what services, supports, and interventions are available and what may be needed.</u></p> <p><u>Schools have developed professional relationships with providers and other resources in the community to mitigate barriers to a student accessing services.</u></p>
D. School Climate		
<p>School entity conducts a survey that includes or addresses school climate-related questions at least every two years.</p>	<p>School entity has a team in place to review climate-related data and develop an improvement plan that addresses training, systems, and practices.</p>	<p>School entity implements specific recommendations from school climate-related data to address student conduct, build skills, and foster positive relationships among students.</p>
<p>School entity has policies and/or procedures in place that comply with state and federal civil rights requirements to respond to discrimination and harassment, and promote a safe and supportive learning environment for all.*</p> <p><i>*Note: This criterion applies for students, staff, and others supported by the school environment.</i></p>	<p>School entity has policies and/or procedures in place that promote respect for differences (e.g., race, ethnicity, religion, gender, sexual orientation, personality, skills & abilities, etc.), support civil rights, and respond to discrimination.</p>	<p>School entity provides training and professional development on respecting differences (e.g., race, ethnicity, religion, gender, sexual orientation, personality, skills & abilities, etc.), supporting civil rights, and responding to discrimination and harassment.</p> <p>School entity actively encourages students to respect differences by allowing and supporting clubs and organizations in schools that promote diversity.</p>
<p>School entity has policies and/or procedures in place that address the appropriate student use of technology and social media.</p>	<p>School entity is responsive to changes in technology and/or the environment, provides age-appropriate education to develop digital literacy, including generative Artificial</p>	<p>School entity solicits input from teachers, administrators, students, and parents/families who review and recommend modifications to the technology and social media policies and procedures based on technological</p>

LEVEL 1	LEVEL 2	LEVEL 3
	<p><u>Intelligence (AI)</u>, and amends its policies and procedures accordingly.</p>	<p>developments and/or the current environment.</p>
<p><u>School entity has a policy and/or procedure in place that addresses student use of cell phones and electronic devices during the school day.</u>⁷</p>	<p><u>School entity provides age-appropriate education to students on healthy use and limits of cell phones and electronic devices.</u></p>	<p><u>School entity has established a protocol, which may include lockable cell phone bags or other methods, to address prohibited use of cell phones and electronic devices by students during the school day.</u></p>
<p>School entity provides age-appropriate prevention education for students aligned with state and federal requirements (e.g., youth suicide awareness and prevention, opioid misuse prevention, threat assessment, etc.).</p> <p><u>School entity has adopted an age-appropriate youth suicide awareness and prevention policy, in accordance with the requirements of law.*</u></p> <p><i>*Note: see PA Public School Code section 1526.</i></p>	<p>School entity provides prevention education at all school levels (e.g., <u>social-emotional learning (SEL) and regulation</u>, character education, resiliency building, equity), aligned with school climate work.</p> <p><u>School entity uses universal strategies to prevent discipline problems, build skills, and foster positive relationships among students (e.g., restorative practices, Positive Behavioral Intervention and Support (PBIS), character education, SEL programs, etc.).</u></p> <p>All teachers and administrators receive training in social emotional learning (SEL).</p>	<p>Prevention education <u>is implemented</u> in the classroom, <u>including</u> curriculum infusion⁷, and evidence-based/-informed programs.</p> <p>All para-educators/support staff⁸ and students receive instruction in the concept of SEL, and training/information is also offered to parents/families.</p> <p>School entity has mechanisms to track impact of SEL and other prevention programs (example: reductions in school discipline incidents, attendance improvement, PAYS data, etc.).</p>
<p>School entity has policies and strategies in place to address incidents of bullying <u>and cyberbullying</u>, and has made that information available as required.*</p> <p><i>*Note: 24.P.S. PA Public School Code section <u>1303.1-A</u>.</i></p>	<p>School entity has implemented a bullying <u>and cyberbullying</u> prevention program <u>and curriculum</u> at one or more school levels.</p>	<p>Bullying <u>and cyberbullying</u> prevention programs <u>and curriculum</u> have been implemented school entity-wide and are integrated with other prevention and wellness efforts.</p> <p>School entity has mechanisms to track impact of bullying <u>and cyberbullying</u> prevention programs.</p>

LEVEL 1	LEVEL 2	LEVEL 3
E. Staff Training		
<p>Professional training provided to school entity employees pursuant to state and federal requirements* on topics related to student safety and well-being.</p> <p><i>*Note: See PA Public School Code sections 1310-B, 1517, 1518 (school safety and security training); 1205.6 (child abuse recognition and reporting); 102, 1205.7 (trauma-informed approaches); 1526 (suicide awareness and prevention training); 20 U.S.C. Sec. 1681 (Title IX sexual harassment training); PA Public School Code section 1303-D (Safe2Say Something training).</i></p>	<p>School entity provides ongoing professional development and training opportunities for all employees on topics related to student safety and well-being that are responsive to school- and/or community-specific needs.</p>	<p>School entity provides ongoing professional development and training opportunities for all employees and other individuals who work with students* on age-appropriate and role-specific topics responsive to needs identified through school climate-related data and other relevant metrics.</p> <p><i>*Note: "Other individuals" include, but are not limited to, coaches, school security personnel, volunteers, contracted staff, other community-based partners.</i></p>
<p>Where required by state or federal law, school entity has specialized staff training programs in place in the use of de-escalation techniques, and appropriate responses to student behavior that may require immediate intervention (e.g., training aligned with safe schools regulations, 22 Pa. Code Chapter 10 (Safe Schools), Chapter 14 (Special Education Services and Programs), Chapter 711 (Charter School and Cyber Charter School Services and Programs for Children with Disabilities); 24 P.S. § PA Public School Code section 1310-B (school safety and security training), etc.).</p>	<p>School entity has specialized staff training programs* in the use of positive behavior supports, de-escalation techniques, and appropriate responses to student behavior that may require immediate intervention.</p> <p><i>*Note: This training could be made available to all school entity staff who work with students, not just those that are required to undergo training as part of statutory mandates.</i></p>	<p>All school professional staff, para-educators/support staff, school security personnel, and other individuals working with students receive training in the use of positive behavior supports, de-escalation techniques, and appropriate responses to student behavior that may require immediate intervention. Law enforcement officers with whom the school entity has a Memorandum of Understanding (MOU) are invited to participate in this training at the school entity.</p> <p>Training for support staff and other individuals addresses working with youth for appropriate developmental stages.</p> <p>Implementation fidelity is regularly assessed/monitored.</p>

LEVEL 1	LEVEL 2	LEVEL 3
F. Trauma-Informed Approach Plan		
<p>School entity develops a trauma-informed approach plan.</p>	<p>Trauma-informed approach plan developed for each school level (elementary, middle, high), including training and implementation procedures of the plan.</p>	<p>Trauma-informed approach plan developed and adopted school entity-wide that addresses each school level.</p> <p>Trauma-informed approaches responsive to adopted plan have been implemented and monitored for impact, ongoing needs, etc.</p>
G. Threat Assessment & Management⁹		
<p>School entity has established at least one threat assessment team and developed policies and/or procedures for assessing and intervening with students whose behavior may indicate a threat.</p> <p>Threat assessment team has received initial and annual training in accordance with PA Public School Code section 1302-E.</p> <p>School entity provides awareness education for staff, students, parents/families, and community members related to threat assessment.</p>	<p>Threat assessment team members are trained to coordinate with other school-based processes, procedures, and/or policies (SAP, IEP/Section 504, Safe2Say, Act 71 suicide prevention, etc.).</p> <p>Threat assessment team(s) work closely with community-based partners (e.g., law enforcement, mental/behavioral health, juvenile justice, etc.) as part of their established threat assessment process.</p> <p>Threat assessment team documentation is reviewed annually by the designated team lead.</p> <p>School entity has provided awareness education for students, parents/families, and community members related to threat assessment.</p>	<p>School entity's threat assessment team(s) is/are integrated within a comprehensive multi-tiered system of supports (MTSS).</p> <p>School entity has a consistent mechanism in place for documentation and/or case management that is reviewed annually.</p> <p>Threat assessment team documentation is reviewed annually by a qualified external reviewer.</p> <p>School entity's threat assessment team(s) have standing members representing community-based partners (e.g., law enforcement, mental/behavioral health, juvenile justice, etc.).</p> <p>School entity's threat assessment team(s) have conducted collaborative tabletop exercises and/or scenario-based training.</p>

LEVEL 1	LEVEL 2	LEVEL 3
<u>H. Safe2Say Something</u>		
<p><u>School entity has procedures in place for assessing, responding to, and disposing of reports received from the Safe2Say Something Program.</u></p> <p><u>School entity has an established Safe2Say Something team/designee to respond to reports received from the Safe2Say Something Program.</u></p>	<p><u>School entity provides age-appropriate information to students, staff, and parents/guardians about the Safe2Say Something or similar reporting program, including how to report, what to report, and overcoming potential barriers to reporting.</u></p>	<p><u>School entity reviews Safe2Say Something data annually to inform additional prevention education and school climate needs.</u></p>

Resources

- [PCCD Assessment Provider Registry](#)
- [Pennsylvania Network for Student Assistance Services – SAP Resources](#)
- [PaTTAN – Multi-Tiered Systems of Support](#)
- [PA Department of Education - School Climate Resources](#)
- [PA Department of Education – AI and Digital Literacy Resources](#)
- [PA Department of Education - Building Empowered Learning Environments: A Playbook for Wellness and Inclusion](#)
- [PA Department of Education – Suicide Awareness and Prevention Resources](#)
- [PA Department of Education - A Multi-Tiered Approach to Bullying Prevention](#)
- [StopBullying.gov](#)
- [PCCD Act 55 School Safety and Security Employee Training](#)
- [PCCD Threat Assessment Information and Resources](#)
- [United States Secret Service: National Threat Assessment Center](#)
- [PA Office of Attorney General – Safe2Say Something Resources for Schools](#)

¹ PA Public School Code of 1949, §1402(a.1) requires that every child of school age shall be provided with school nurse services and establishes that the number of students under the care of each school nurse shall not exceed 1,500. Further, Department of Health regulations contained in Chapter 23 of Title 28 of the Pennsylvania Code, list required school health services and required school health personnel.

² [American Academy of Pediatrics Policy Statement on the Role of the School Nurse in Providing School Health Services, July 2023](#)~~The Role of the 21st Century School Nurse, NASN Position Statement, rev. 2018~~

³ ~~AAP Policy Statement Recommends Full Time Nurse in Every School, 5/23/16~~

⁴ [American School Counselor Association – School Counselor Roles and Ratios](#)~~American School Counselor Association recommendation; see also PA School Counselors Association legislative update~~

⁵ [National Association of School Psychologists – 2020 Professional Standards Adopted](#)~~National Association of School Psychologists, Policy Platform, Section I; Association of School Psychologists of Pennsylvania, Student to School Psychologist Ratios Press Release.~~

⁶ [School Social Work Association of America – National School Social Work Model](#)~~School Social Work Association of America, Resolution Statement~~

⁷ Note: policies and procedures may address cell phone use directly, or more broadly address use of all electronic devices, but should include “cell phones” in a definition or provisions within the policy/procedure, in order to meet the requirements of School Code Section 1306-B(j)(31) for funding purposes.

⁸ Definitions provided in 2021 Standards: **Auxiliary staff:** *Non-professional school personnel who provide direct and/or supportive infrastructure services, e.g. food service, custodial, secretarial, and information technology personnel; may be a school employee or a contracted worker.* **Para-Professional Staff:** *Supportive personnel who assist professional staff in working with students, e.g. education aide, nurse aide, therapeutic staff support, etc.; may be a school employee, contracted worker, or external provider agency staff.*

⁹ PA Public School Code of 1949, Article XIII-E, §1301-E et seq.

PENNSYLVANIA COMMISSION ON CRIME AND DELINQUENCY
SCHOOL SAFETY AND SECURITY COMMITTEE

Violence Intervention & Prevention (VIP) Technical Assistance (TA) Initiative

Project Title: FY 2025 VIP TA Initiative - Augmentation

Project Period: June 1, 2026 - December 31, 2026

Augmentation Request and Recommendation:

On December 10, 2025, the School Safety and Security Committee (SSSC) competitively awarded \$800,000 in state funding over an initial one-year project period to WestEd's Justice and Prevention Research Center (WestEd JPRC) to support the implementation of the FY 2025 VIP TA Initiative.

Launched in 2023, the VIP TA Initiative - also known as the "PA Peace Alliance" - offers comprehensive, no-cost individualized and group-based training and TA supports focused on organizational capacity building and implementation success for PCCD's VIP and Building Opportunities through Out-of-School Time (BOOST) grantees as they implement local violence intervention, prevention, and reduction strategies.

The funding awarded by SSSC in December 2025 supported an initial Year 1 award to WestEd to enhance and expand the VIP TA Initiative, with up to \$1.7 million in additional state funding made available for up to two additional one-year continuation awards, subject to availability of funding and successful implementation of activities and deliverables, for a total of not more than \$2.5 million for a three-year project period.

PCCD staff recommend utilizing up to \$400,000 in uncommitted state funding¹ to augment WestEd's grant to meet increased training and TA needs, facilitate more in-person capacity building through on-site grantee visits, and assist PCCD in facilitating multiple local planning meetings across Pennsylvania. The proposed augmentation would cover activities not included in the original project budget for Year 1, that require increased staffing time, travel, materials, and coordination-related costs.

The additional funds will be used to continue support for grantee-focused TA services as well as assist PCCD with facilitating local, regional, and statewide convenings designed to help communities identify local needs and develop strategies to address gun violence:

- Costs associated with nine staff persons' salaries and benefits;
- Travel costs associated with increased site visits and in-person TA and training delivery to high-need jurisdictions within the Commonwealth, including developing and facilitating training content and assisting PCCD with planning, preparation, and execution of local and statewide meetings;
- Supplies and operating expenses, including printed materials, occupancy space, technology and information systems, program and meeting support, and office supplies;
- Subject matter expertise consultant costs; and
- Indirect costs (not to exceed 15%).

This \$400,000 would serve as a short-term seven-month project augmentation through December 31, 2026, with an additional Year 2 continuation award expected to be taken up within the next FY2026-27 VIP/BOOST funding framework for activities from January 1-December 31, 2027.

PCCD staff recommend approval of this augmentation to support the FY 2025 VIP TA Initiative in an amount not to exceed \$400,000 in state funding, pending resolution of any outstanding programmatic and/or fiscal concerns.

¹ PCCD will utilize uncommitted, unexpended general government operating funds to support this proposed augmentation.

Pennsylvania School Safety & Security Resource Center Funding Proposal

As noted at the January and April School Safety and Security Committee meetings, PCCD staff have developed a plan to address ongoing training and technical assistance needs of schools, related to the Committee’s responsibilities under School Code for training school employees, School Safety and Security Coordinators, threat assessment teams, and school security personnel. The Pennsylvania School Safety & Security Resource Center outline listed below includes multiple phases that address training and technical assistance that are *mandated* under law, as well as training and technical assistance identified as a need or requested by the field. It is designed to accommodate additional mandates for training and changes in standards that we anticipate may arise in the future, given the historical growth of school safety and security initiatives/statutes in PA.

This proposal seeks to establish a comprehensive set of training and technical assistance approaches, including online training through a robust Learning Management System that will streamline credentialing and provide more self-service options for users, in-person training options delivered through a regional model, and an annual school safety conference. The proposed model seeks to use available uncommitted, unencumbered school safety and security funding to support costs across a 5-year scope and beyond.

<p>Phase 1 – Mandated Training Areas</p> <ul style="list-style-type: none"> • Act 55 School Employee – online & in-person • Act 55 Coordinator – online & in-person • Threat Assessment Team – online & in-person • Learning Management System (LMS) • School Safety & Security Conference • Staff support <p>Development/Revision Cost (estimated): \$668,000</p>	<p>Annual Cost (estimated): \$1,580,000 (+ 5% increase for LMS)</p> <p>Note: includes development/rev and recurring cost</p>	<p>5-year Cost* (estimated): \$5,051,102</p> <p>Note: includes 1 additional development/revision cost</p>	<p>*Phases may overlap and stretch out across 5 years and beyond as components are implemented and new phases are started</p>
<p>Phase 2 – Additional Training & Collaboration</p> <ul style="list-style-type: none"> • Threat Assessment Team Collaboration – materials and training (school & local teams) • Threat Assessment Collaboration Hub (hosted by Office of Homeland Security) • Threat Assessment Bystander training • Safe Schools Incident Reporting training • Emergency Operations Plans training/resources • Staff support <p>Development/Revision Cost (estimated): \$514,937</p>	<p>Annual Cost (estimated): \$820,937</p> <p>Note: includes development/rev and recurring cost</p>	<p>5-year Cost* (estimated): \$2,044,937</p> <p>Note: includes 1 additional development/revision cost</p>	
<p>Phase 3 – Reporting & Additional Supports</p> <ul style="list-style-type: none"> • Annual School Safety & Security Report and data metrics • School security personnel TA • MOU technical assistance • Trauma-informed approach plan assistance • Staff support <p>Development/Revision Cost (estimated): \$8,000</p>	<p>Annual Cost (estimated): \$239,000</p> <p>Note: includes development/rev and recurring cost</p>	<p>5-year Cost* (estimated): \$1,163,000</p> <p>Note: includes 1 additional development/revision cost</p>	
Total:		\$8,259,039	

School Safety and Security Committee

General Updates

June 3, 2026

School Safety Assessment Providers

The current list of approved assessors can be found on the [School Safety and Security Assessment Provider Registry](#). The total number of approved assessors is currently 242, including 176 physical security assessment providers, 53 behavioral health assessment providers, and 13 dually able to conduct both physical and behavioral health assessments.

As approved by the Committee during the January 29, 2026 meeting, PCCD staff have contacted the first group of approved assessors to request that they submit completed assessment materials for review, in accordance with Act 47 of 2025. PCCD staff have commenced the review process and will provide additional updates later this year as materials are reviewed. Assessors who submit materials that are reviewed and approved will have a "Last Reviewed" date added to their profile in the Assessment Provider Registry.

School Security Personnel Third-Party Vendors

Three new school security personnel vendors have been approved since the April 15, 2026 meeting. A total of 50 approved third-party vendors are listed on the [School Security Third-Party Vendors](#) page of the PCCD website.

Act 55 Training Providers

13 new Act 55 training providers have self-certified and been recognized since the April 15, 2026 meeting. A total of 105 providers are listed on the [Act 55 Training Providers](#) page of the website to provide Act 55 employee training, in addition to the training available through PCCD and Sigma7/RSM.

Act 55 Training for School Employees and Coordinators

Sigma7/RSM, PCCD's training partner in delivering the Act 55 training, currently provides 8 topics via online learning for the Act 55 school employee training, including one new module on Behavioral Health Awareness posted in May 2026:

- Additional online modules are currently in development to provide more options for school employees to complete the annual training requirements. Some modules will provide a different perspective on a current subject area, while other modules will provide a deeper dive within a current subject area, geared more toward professional staff who already have key knowledge and experience.
- Since the launch in October 2023, the Act 55 employee online modules have been accessed **445,727** times.
- For the one session required to be taught in person – emergency training drills – the current total is 70 trainings for **1,028** people – empowering local folks to train their own employees on their own schedule on that topic.
- One additional in-person training session for the Emergency Training Drills, Train the Trainer Sessions took place at the end of May and one is scheduled for July.

School Safety and Security Coordinator training launched on February 2, 2024. All Coordinators appointed after that date have one year from appointment to complete their training.

- **947** Coordinators have taken the training in one of 42 in-person sessions.
- New in-person training sessions for newly appointed Coordinators took place in May and one is scheduled in July.
- The online version of Coordinator training launched in early October 2024, and to date, **327** individuals have completed the entire online training for Coordinators.

Vendors for School Safety and Security Personnel Training (Act 67)

The full listing of approved vendors to provide School Safety and Security Personnel training can be found on PCCD's website [here](#). No additional providers have been approved since the training standards were updated and are being presented to the SSSC and Commission for approval, in accordance with Act 47 of 2025. PCCD will resume the review and approval process for new training providers and re-approval process for existing providers following the approval of the revised Act 67 training standards.

School Security Personnel Waivers

A total of 17 school districts have an active school security personnel waiver in place, in accordance with the criteria outlined in Section 1315-C of the PA Public School Code. More information about the school security personnel waiver requirements and process can be found on this [PCCD webpage](#).



COMMONWEALTH OF PENNSYLVANIA
PENNSYLVANIA COMMISSION ON CRIME AND DELINQUENCY

DATE: May 27, 2026

SUBJECT: School Safety and Security Provider Registry
Delegation of Authority

TO: Lt. Gov. Austin A. Davis **THROUGH:** Pamela Joy Bennett *PB*
Chairman Administrative Officer
School Safety and Security Unit

Kirsten Kenyon
Executive Director


FROM: Heather Masshardt *HM*
Deputy Director, School Safety
Office of Research, Evaluation and Strategic Policy Development

At the October 30, 2018 School Safety and Security Committee (SSSC) meeting, the Committee delegated authority to the PCCD staff, with the approval of the PCCD Chairman, to approve the registration of qualified individuals onto the School Safety and Security Provider Registry. The registry of school safety and security assessment providers is for safety and security assessors that meet the SSSC’s provider criteria and who agree to conduct security, safety, and/or behavioral health assessments in school buildings and campuses, per the assessment criteria approved by the SSSC. The registry is intended to serve only as an informational resource for Pennsylvania school entities. The SSSC and PCCD disclaim any responsibility for the accuracy or validity of the information submitted by the registrants.

Please indicate your approval/disapproval of this recommendation:

Approve

Disapprove



Lt. Gov. Austin A. Davis
Chairman

Date 5/28/2026

Approve

Disapprove



Kirsten Kenyon
Executive Director

Date 5/27/2026

SCHOOL SAFETY AND SECURITY COMMITTEE
School Safety and Security Assessment Registry

Recommended Provider

This individual submitted a provider application for Committee review and consideration for approval. Based on the information received, staff recommends Committee approval of this individual to conduct the type of assessment(s) identified below.

Date: May 18, 2026

Name: Cuyler W. Hale

Assessment Type: ___X___ Physical / Security _____ Behavioral Health

Current Position / Employer: Patrol Officer, School Resource Officer, Moon Township Police Department

Applicable Experience: 14 years in law enforcement, including 4+ years as a school resource officer

Years of Experience: 14+ years

Education / Degree: Graduate, Act 120 Certification, Indiana University of Pennsylvania Police Academy; B.S. in Organizational Leadership with a minor in Criminal Justice, Robert Morris University (PA)

Meets the following SSSA Provider Assessment Criteria:

- Certified by an accredited organization that provides physical risk and vulnerability assessments.
 - Examples of providers are: ASIS International, U.S. Department of Homeland Security, International CPTED Association, etc.
 - Applicant must provide a copy of the certificate and/or any associated documentation.
- As a law enforcement officer or security professional, completed private and/or public school risk and vulnerability assessments and issued written reports containing recommendations for improvements.
 - Applicant must provide a list with dates of at least 10 school buildings in which the officer/security professional has completed risk and vulnerability assessments within the past 5 years.

Certifications / Other Special Qualifications:

- NASRO certification:
 - School CPTED Course
 - Basic SRO Course
- Specialized training includes:
 - Defensive Tactics Instructor
 - ALERRT/ALICE Instructor
 - Stop the Bleed Instructor
 - Field Training Officer Certification

Completed By: Pamela Joy Bennett, MSW, LSW, Administrative Officer, PCCD

SCHOOL SAFETY AND SECURITY COMMITTEE
School Safety and Security Assessment Registry

Recommended Provider

This individual submitted a provider application for Committee review and consideration for approval. Based on the information received, staff recommends Committee approval of this individual to conduct the type of assessment(s) identified below.

Date: May 13, 2026

Name: Jason Savenelli

Assessment Type: _____ Physical / Security _____ X Behavioral Health

Current Position / Employer: Behavioral Health Supervisor, Carbon Lehigh Intermediate Unit #21 (CLIU)

Applicable Experience: 27 years of experience in the mental health field in both school-based and provider settings, including providing mental health treatment in schools, work supporting the development and expansion of mental health programming within school systems, and clinical psychotherapy with specialties in trauma treatment and cognitive behavioral therapy

Years of Experience: 27 years

Education / Degree: B.A. in Psychology with a minor in Religion Studies and M.Ed. in School Counseling, Lehigh University; Post-Master classes in counseling, Marywood University

Meets the following SSSA Provider Assessment Criteria:

- PA Department of Education recognized certification in Behavioral Health and the ability to conduct behavioral health assessments that incorporate all the pertinent components identified in the [Student Assistance and Behavioral Health Support Assessment Criteria](#). Example certifications include:
 - School Psychologist
 - School Counselor
 - Licensed Social Worker
 - Licensed Professional Counselor
 - School Administrator with completion of Act 45 PA Inspired Leadership credits in safety and mental health

Certifications / Other Special Qualifications:

- Licensed Professional Counselor (LPC)
- Manager for CLIU's SAMHSA Project AWARE grant
- Certified instructor for:
 - Counseling on Access to Lethal Means (CALM)
 - Question, Persuade, Refer (QPR) suicide prevention
 - NASP PREPaRE Workshop 1 and 2 trainings
- Completed two intensive Dialectical Behavioral Therapy (DBT) trainings
- Trained in Lean Quality Principles

Completed By: Pamela Joy Bennett, MSW, LSW, Administrative Officer, PCCD

SCHOOL SAFETY AND SECURITY COMMITTEE
School Safety and Security Assessment Registry

Recommended Provider

This individual submitted a provider application for Committee review and consideration for approval. Based on the information received, staff recommends Committee approval of this individual to conduct the type of assessment(s) identified below.

Date: May 13, 2026

Name: Nicholas White

Assessment Type: ___X___ Physical / Security _____ Behavioral Health

Current Position / Employer: Safety and Security Coordinator, River Valley School District

Applicable Experience: 20 years of service in security-related roles in the U.S. Air Force

Years of Experience: 20+ years

Education / Degree: A.A.S., Criminal Justice/Police Science and A.A., Instructor of Technology and Military Service, Community College of the Air Force (AKA Air University) (AL); B.S. in Security Management, Bellevue University (NE); M.A in Security Management, American Military University (WV)

Meets the following SSSA Provider Assessment Criteria:

- Certified by an accredited organization that provides physical risk and vulnerability assessments.
 - Examples of providers are: ASIS International, U.S. Department of Homeland Security, International CPTED Association, etc.
 - Applicant must provide a copy of the certificate and/or any associated documentation.

Certifications / Other Special Qualifications:

- Certified Protection Professional (CPP) Certification, ASIS International
- Active Law Enforcement Officers Safety Act (LEOSA) Credentials
- Active Top Secret Security Clearance
- Specialized training includes:
 - Integrated Defense Command & Control Course
 - Homeland Security Exercise and Evaluation Program Training Course
 - Advanced Leadership Course
 - Enlisted Joint Professional Development
 - DoD's Kennel Masters Course
 - Military Working Dog Handlers Course
 - Master Resiliency Instructor
 - Technical Writer Course
 - Instructional Systems Designer

Completed By: Pamela Joy Bennett, MSW, LSW, Administrative Officer, PCCD

SCHOOL SAFETY AND SECURITY COMMITTEE
School Safety and Security Assessment Registry

Recommended Provider

This individual submitted a provider application for Committee review and consideration for approval. Based on the information received, staff recommends Committee approval of this individual to conduct the type of assessment(s) identified below.

Date: May 13, 2026

Name: Amy Wittmaier

Assessment Type: _____ Physical / Security _____ X Behavioral Health

Current Position / Employer: Outpatient Therapist, COBYS Family Services

Applicable Experience: 30 years of experience in the mental health field in both school-based and provider settings, including 20 years as an elementary school counselor and 7 years as adjunct professor in a graduate level school counseling program

Years of Experience: 30 years

Education / Degree: B.A. in Psychology with a minor in Human Development and Family Studies and M.Ed. in Counselor Education, Penn State University

Meets the following SSSA Provider Assessment Criteria:

- PA Department of Education recognized certification in Behavioral Health and the ability to conduct behavioral health assessments that incorporate all the pertinent components identified in the [Student Assistance and Behavioral Health Support Assessment Criteria](#). Example certifications include:
 - School Psychologist
 - School Counselor
 - Licensed Social Worker
 - Licensed Professional Counselor
 - School Administrator with completion of Act 45 PA Inspired Leadership credits in safety and mental health
- Resume and certifications indicating knowledge base and competency to conduct assessments covering each of the following areas, as detailed in the [Student Assistance and Behavioral Health Support Assessment Criteria](#), and a statement confirming review of these criteria and qualification to complete such assessments:
 - Multi-Tiered Systems of Support (MTSS)/Positive Behavioral Interventions & Supports (PBIS)
 - Student Assistance Programs (SAP)
 - Behavioral health considerations
 - School climate considerations
 - Trauma-informed approach
 - Suicide awareness and prevention
 - Behavioral threat assessment
 - Statutory and criteria-based policies/procedures and training relating to behavioral health school safety & security

Certifications / Other Special Qualifications:

- Licensed Professional Counselor (LPC)
- Certified Trauma-Focused Cognitive-Behavioral Therapy (TF-CBT) Therapist
- PA Department of Education Certification: Elementary School Counselor K-6
- Training in EMDR

Completed By: Pamela Joy Bennett, MSW, LSW, Administrative Officer, PCCD