**ACT 55 OF 2022**

**SCHOOL SAFETY AND SECURITY TRAINING STANDARDS**

**SCHOOL EMPLOYEES**

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

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

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

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

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

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

* Brief overview of the components of an Emergency Preparedness Plan3 and how it impacts employees.
* Brief overview of the components of a communications plan and how it impacts employees.
* Brief overview of the components of incident command structure and how it impacts employees.
* Table-top exercise demonstration.
* **Brief** overview of law and policy related to Emergency Training Drills, as they relate to drilling requirements for school employees. For example: [35 Pa. C.S. §7701](https://www.legis.state.pa.us/cfdocs/legis/LI/consCheck.cfm?txtType=HTM&ttl=35&div=0&chpt=77&sctn=1&subsctn=0); [22 Pa. Code §10.24](https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter10/s10.24.html&d=reduce); [24 P.S. §15-1517](https://www.legis.state.pa.us/cfdocs/legis/LI/uconsCheck.cfm?txtType=HTM&yr=1949&sessInd=0&smthLwInd=0&act=14&chpt=15&sctn=17&subsctn=0) and [§15-1518](https://www.legis.state.pa.us/cfdocs/legis/LI/uconsCheck.cfm?txtType=HTM&yr=1949&sessInd=0&smthLwInd=0&act=14&chpt=15&sctn=18&subsctn=0); [24 P.S. §13-1310-B](https://www.legis.state.pa.us/cfdocs/legis/LI/uconsCheck.cfm?txtType=HTM&yr=1949&sessInd=0&smthLwInd=0&act=14&chpt=13B&sctn=10&subsctn=0); [75 Pa. C.S. §4552](https://www.legis.state.pa.us/cfdocs/legis/LI/consCheck.cfm?txtType=HTM&ttl=75&div=0&chpt=45&sctn=52&subsctn=0); [20 U.S.C. §7118](https://www.law.cornell.edu/uscode/text/20/7118); See Policy 805 for most school entities.
  1. Activity or discussion that requires attendees to:
* Identify the individuals responsible for their school emergency preparedness plan and the elements of the plan that impact their role.
* Identify and review their communications plan and how it impacts their role.
* Identify the individuals responsible (primaries and backups) for their school’s incident command structure and the elements that impact their role.
* Identify and review their role and responsibilities during drills, including role of employees in assisting substitute teachers, short-term staff and other volunteers.
* Review considerations for how students with disabilities are addressed in their school plans.

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

* [PEMA School and Child Care Safety](https://www.pema.pa.gov/Preparedness/Planning/Community-Planning/School-Safety/Pages/default.aspx)
* FEMA: [Incident Command Structure for Schools](https://training.fema.gov/emiweb/is/is100c/english/handouts/ics_for_schools.pdf)
* FEMA Course: [IS-100](https://emilms.fema.gov/is_0100c/curriculum/1.html) – Introduction to the Incident Command System
* FEMA Course: [IS-700](https://emilms.fema.gov/is_0700b/curriculum/1.html) – Introduction to the National Incident Management System
* [Readiness and Emergency Management for Schools – Technical Assistance Center](https://rems.ed.gov/trainings/CoursesHome.aspx?AspxAutoDetectCookieSupport=1)
* [STOP THE BLEED – Save a Life | Stop the Bleed](https://www.stopthebleed.org/)

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

* FEMA: [Guide for Developing High-Quality School Emergency Operations Plans](https://www.fema.gov/sites/default/files/2020-07/guide-developing-school-emergency-operations-plans.pdf)
* FEMA Course: [IS-362A](https://training.fema.gov/is/courseoverview.aspx?code=IS-362.a&lang=en) Multi-Hazard Emergency Planning for Schools – Independent Study Course