



SCHOOL SAFETY AND SECURITY COORDINATOR TRAINING



TODAY'S TRAINING AGENDA

Part I: Overview, Frameworks, & Health Related Topics

8:00 - 9:05 am

- Welcome and Purpose Setting
- Intro to Case Study
- Intro to Universal Supports
- Leadership & Appropriate Staffing

9:05 - 9:15 am (Break)

9:15 - 10:15 am

- Trauma Informed Approaches
- Behavioral Health Awareness

10:15 - 10:25 am (Break)

10:25 - 11:30 am

- Bullying and Suicide Awareness
- Substance Use Awareness

11:30 - 12:30 Lunch

Part II: Physical Safety & Emergency Preparedness

12:30 - 12:45 pm

- Welcome Back and Purpose Setting

12:45 - 1:45 pm

- Situational Awareness
- Physical Security/Assessments

1:45 - 1:55 pm (Break)

1:55 - 2:55 pm

- Emergency Prep
- Coordination with Law Enforcement

2:55 - 3:05 pm (Break)

3:05 - 4:00 pm

- Emergency Procedures
- Wrap up

PRELIMINARIES

ADMINISTRATION

- Alarms, Exits, Restrooms
- Cell Phones
- Lunch

SESSION EXPECTATIONS

- Courteous, safe environment
- Questions are encouraged
- Collaborative
- End of session evaluations (Feedback for iterative improvement)

PRELIMINARIES

Training Website:

<https://pak12ssstp.org/training/>



PARTICIPANT TOOLS

Participant Manual:

- Print/Webpage
- Appendix I: Pre-work Checklist
- Appendix II: Legal
- Appendix III: Resources
- Appendix IV: Case Study

REASON AND SCOPE FOR SSSC TRAINING

In 2018, Article XIII-B (School Safety and Security) of the Pennsylvania Public School Code of 1949 created the School Safety and Security Committee (SSSC) within the Pennsylvania Commission of Crime and Delinquency (PCCD). The SSSC was tasked with developing the criteria that schools use to perform school safety and security assessments, measure school safety and security preparedness, and administering grants.

Later amendments to Article XIII-B, including Act 18 of 2019, Act 67 of 2019, Act 30 of 2020, and Act 55 of 2022 created additional responsibilities for the SSSC. Some of these responsibilities include:

- The development of a model **trauma-informed approach** plan.
- The development of model trainings for threat assessment teams.
- The development of training requirements for school resource officers (SROs), school police officers (SPOs) and school security guards.
- **The development of school safety and security training standards for school employees and School Safety and Security Coordinators.**

School Safety and Security Coordinator Duties

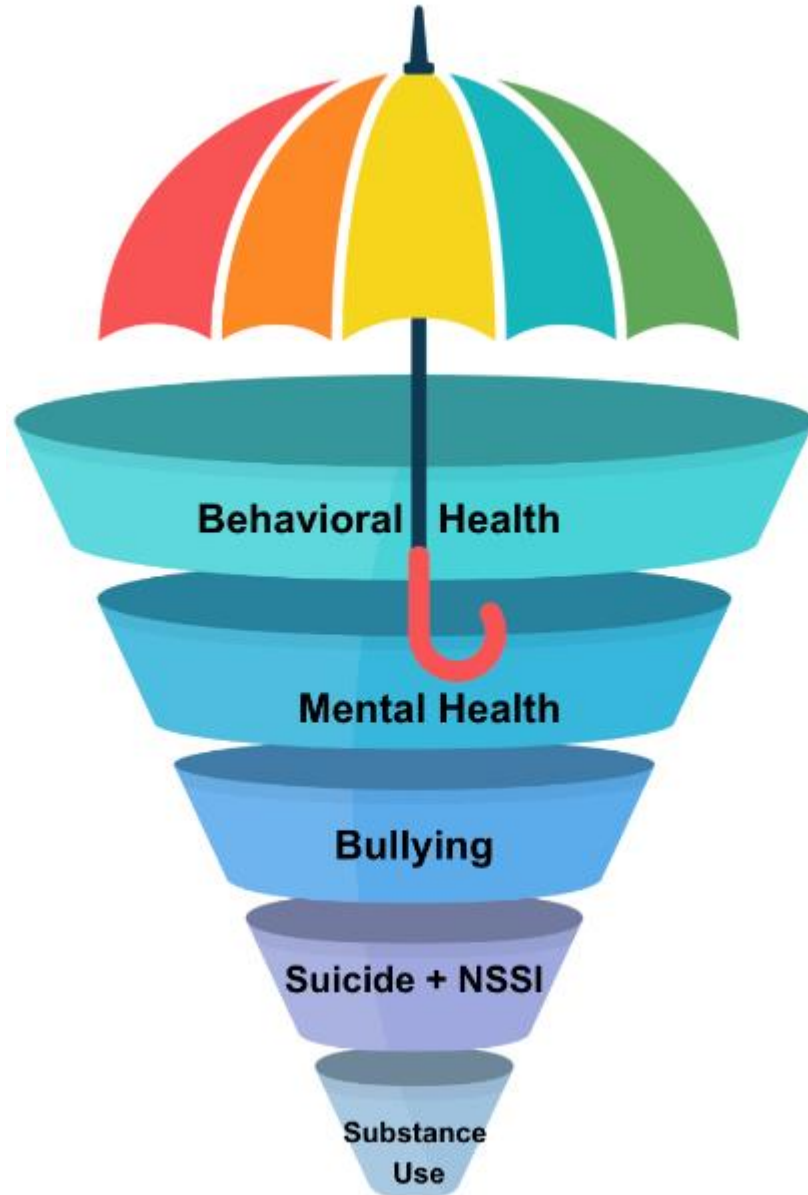
Per Section 1309-B of the PA Public School Code of 1949, coordinators are required to **oversee** all school police officers, school resource officers, school security guards and policies and procedures in the school entity and report directly to the chief school administrator.

In addition, coordinators have the following specific duties:

- Review the school's policies / procedures relative to school safety and security and **compliance** with Federal and State laws
- **Coordinate training /resources** for students and school staff in matters relating to **situational awareness, trauma-informed approaches, behavioral health awareness, suicide and bullying awareness, substance abuse awareness and emergency procedures and training drills, including fire, natural disaster, active shooter, hostage situation and bomb threat.**
- **Coordinate** school safety and security assessments, as necessary.
- Serve as the **school liaison** with the committee, the department, law enforcement and other organizations on matters of school safety and security.
- Make a **report** no later than June 30, 2019, and **each June 30 thereafter**, to the school's board of directors on the school's current safety and security practices.
- **Coordinate** a tour of the school's buildings and grounds biennially or when a building is first occupied or reconfigured with the law enforcement agencies and first responders that are primarily responsible for protecting and securing the school.

Pursuant to Article XIII-E (Threat Assessment) of the PA Public School Code, individuals appointed to serve as School Safety and Security Coordinators must also be a member of their school entity's established **Threat Assessment Team(s)**.

TRAUMA-INFORMED UMBRELLA



Everything done in schools emanates from a **trauma informed approach** to academics, behavior and climate. It is the umbrella that supports and protects everyone in the school community

Behavioral health

Mental health

Bullying

Suicide

Substance use

**INTRODUCTION TO
CASE BASED LEARNING:
ALEX**



**CASE STUDY: MEET ALEX
CHAPTER 1 + 2**



ALEX CHAPTER 1: INTRODUCTION

Consider key developmental periods in Alex's life.

Alex's story is organized below by the following chapters:

1. Prenatal through 1-2 Years Old: Intergenerational Trauma
2. 2-3 Years Old: Early Childhood Trauma
3. K- 2nd Grade: Academic, Emotional, & Social Challenges
4. 5-6th Grade: Emerging Behavioral & Academic Challenges
5. 8-9th Grade: Intensifying of Mental Health Challenges
6. 11-12th Grade: Increased Substance Use



ALEX CHAPTER 1: INTERGENERATIONAL TRAUMA (PRENATAL THROUGH YEAR 1-2)

Learn more about **Alex's mom**, Jackie:

- Sexual abuse age 7
- Early bouts of depression and anxiety
- Cannabis use initiation age 13
- Involvement with heroin, drug dealing age 18; pregnancy with Alex
- Poverty, job, food and housing insecurity as well as struggling to care for Alex led to relapse
- Convicted of possession with intent to deliver opiates; subsequent incarceration
- Grandmother awarded custody of Alex

*"Unfit mother" or
survivor?*

ALEX CHAPTER 2: EARLY CHILDHOOD TRAUMA (2-3 YEARS OLD)

Alex's **key developmental challenges** related to trauma

- Tumultuous early life with housing and food insecurity; mother battled behavioral and mental health challenges.
- Early separation from primary caregiver (living with extended family) leading to disrupted attachment and increased anxiety.
- Teachers in Head Start Preschool observe Alex as:
 - Fussy
 - Clinging
 - Difficulty with pick-up/drop-off
 - Trouble with self-soothing and receiving comfort

Challenging behaviors observed in pre-school setting.

ALEX CHAPTER 2: HEAD START CLASSROOM (2-3 YEARS OLD)

The following **educational issues can be linked to trauma exposure**. Alex's teachers at Head Start preschool were frustrated by his behaviors, which included:

- Throwing toys and destroying things in the classroom.
- Fighting with peers.
- Frequent meltdown's, inattention, distractibility viewed as willful.
- Frequently sent to office for discipline; questioned expulsion.
- Judgements about poor parenting causing Alex's behavior issues.

***Root causes:
What is the unmet
need and/or lagging
skill?***

What to Do?

- **PD in trauma informed approaches** over 3-5 years
- Recognition that **punitive measures were not only ineffective but potentially harmful for children exposed to trauma.**
- Focus on **understanding the root causes**

ALEX CHAPTER 2: THE IMPACT (2-3 YEARS OLD)

Behaviors that Alex's educators observed above the surface:

- Clinginess
- Difficulty engaging in peer activities
- Trouble managing feelings
- Reported difficulty sleeping, nightmares
- Tantrums, crying
- Property destruction when angry

What's going on **beneath the surface**?

- Attachment disruption leads to increased anxiety
- Repeated episodes of loss sow seeds of distrust in caregivers
- Perception of change in routine or other loss is threatening and activates stress response
- Difficulties with social interactions with peers may stem from experience that relationships are transitory and potentially painful



PARTICIPANT REFLECTION

- What are some of the protective factors that you notice in Alex's life?
- What do you notice may be the early stressors that Alex is experiencing?





UNIVERSAL SUPPORTS AND STRATEGIES



UNIVERSAL STRATEGIES AND SUPPORTS

SSSCs are called to be **leaders and partners** (administration, school employees, students, and families) to:

- Cultivate a positive, connected school environment
- Support wellness of students and staff
- Focus on each student having a **positive relationship** with a caring school adult
- Strengthen student protective factors

BIG IDEA: Students who have a **strong connection with one person** (non-family member) have higher levels of positive support, engage in less risky behavior, and have increased levels of overall well-being.

UNIVERSAL STRATEGIES AND SUPPORTS

Protective factors support wellness and reduce both the likelihood of mental and behavioral health concerns as well as the intensity and progression of diagnosed mental health disorders.

- **Positive, connected relationships**
- Opportunities for pro-social involvement such as clubs and sports
- Connection to school and the ability to contribute
- Positive peer relationships
- Social skills development
- Supporting emotional regulation of adults and students
- Good decision-making skills
- Planning and goal setting skills

***Schools, families
and communities
work together to
strengthen these.***

UNIVERSAL STRATEGIES AND SUPPORTS

BIG IDEA: When children feel safe at school, they are more likely to develop trust in the teachers and staff who support them, when they trust in their teachers and other staff, they are more likely to act in a cooperative manner.

Positive, connected **School Climate:**

- Combats bullying and harassment
- Creates conditions for students to feel safe and to trust school adults
- Increases engagement and cooperativeness

OVERVIEW OF THE STRATEGIES AND SUPPORTS FOR INTERVENTIONS



The Pennsylvania Student Assistance Program (SAP) is a systematic team process focused on identifying and addressing barriers to a student's learning



Multi-tiered Systems of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS)

INTERVENING AND SUPPORTING STUDENTS

Opportunities for **Connection**

When a child shares sensitive information:

- Stay calm
- Acknowledge that you hear them and care about their well-being
- Let them know they can receive help and support
- Tell them you will share their concern with other supportive adults in the school

What do you do if children share that someone is hurting them, they are thinking of hurting or killing themselves or others, or that they are struggling with substance use?

Follow Mandated Reporting Laws ([Act 126](#))

Concerns can be reported to:

- A school counselor, school social worker, or school psychologist
- An administrator
- A supervisor

METHODS FOR INTERVENTION AND SUPPORT FOR STUDENTS WITH IDENTIFIED CONCERNS

Student Assistance Program (SAP) is:

- Mandated by state law
- All schools are required to have SAP services available for any student in grades K-12.

The SAP process includes **four phases**:

- Referral
- Data collection
- Action planning
- Follow-up

SAP **Team Members**





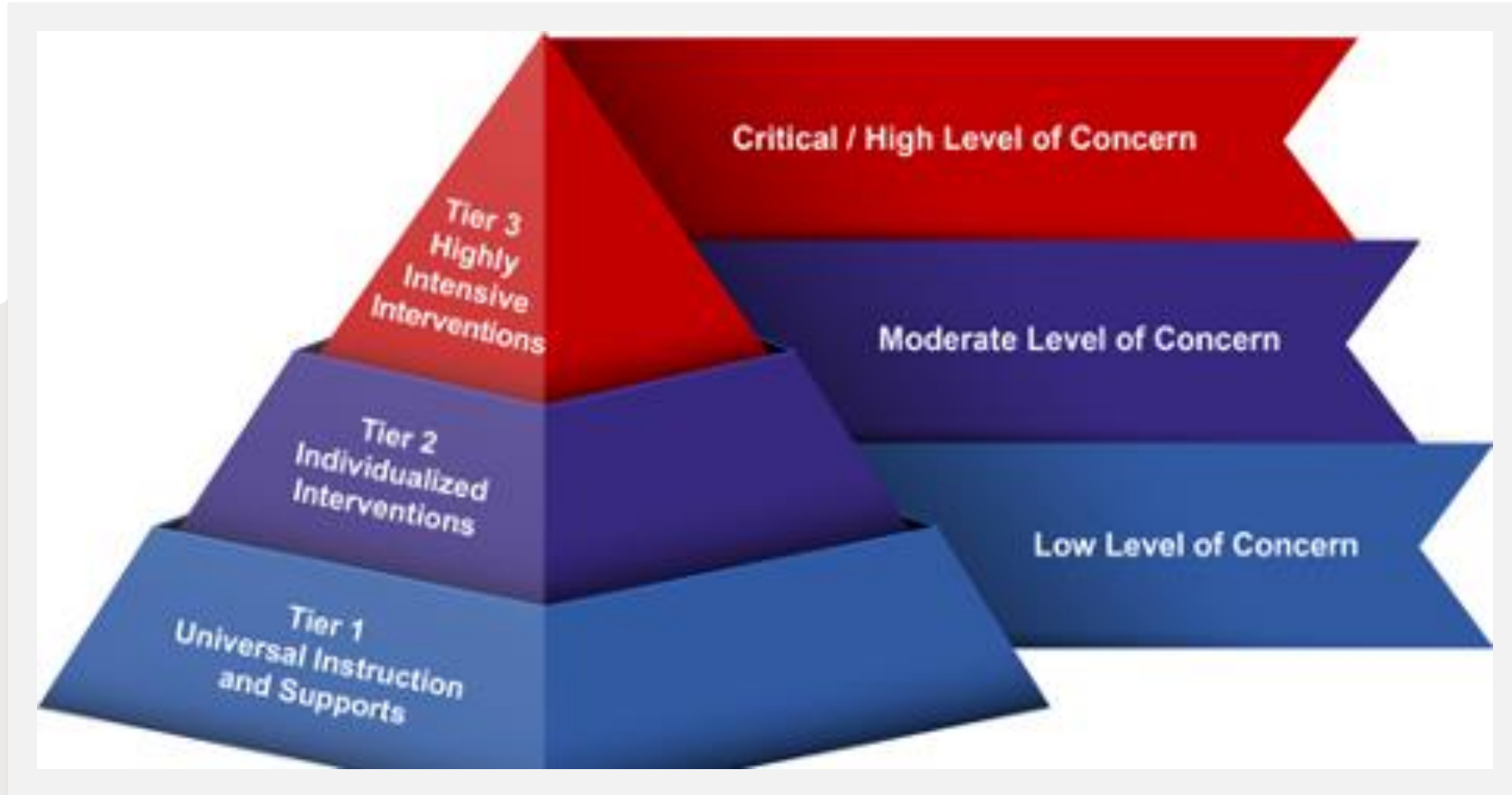
INTERVENING AND SUPPORTING STUDENTS

Pennsylvania's Multi-Tiered Systems of Support (MTSS) is

Standards-aligned
Framework for enhancing academic,
behavioral and social-emotional outcomes
for **all** students.

Multi-Tiered Systems of Support MTSS **must**
be **implemented with:**

- Attention to equity
- With a trauma-informed lens
- Increasingly intensive interventions



Pennsylvania's Multi-Tiered Systems of Support (MTSS)

TIER 1: INTERVENING AND SUPPORTING STUDENTS

Tier 1 of MTSS includes universal interventions provided to **all** students in the school population.

At Tier 1, **interventions** are **focused on**:

- **Connection and relationships** that all students receive
- Teaching Practices that all students receive
- Schoolwide Programs to Support School Climate

TIER 2: INTERVENING AND SUPPORTING STUDENTS

- At **Tier 2**, targeted interventions address a specific, identified population of students in need of additional services on top of Tier 1 approaches.
- **Tier 2 examples could include:**
 - Small group counseling
 - Intervention Team
- **Additional Tier 2 Interventions:**
 - Daily check in /check out
 - Use of behavior contracts to monitor daily behaviors and celebrate even small successes in behavioral change.
 - Restorative practices
 - The assignment of a mentor

TIER 3: INTERVENING AND SUPPORTING STUDENTS

- At **Tier 3**, individual-intensive support is provided to a small number of students.
 - School-based special education services
 - Positive Behavior Support Plan
 - Safety Plan
 - Ongoing in school counseling
 - Consideration of change in educational placement
 - Referral to community supports
- **Wrap-around approach** reflecting multi-agency involvement may be required at Tier 3. These services may include:
 - Referral for mental health assessment.
 - Assessment for short-term placement
 - Wrap-around services for student and family members.

CRISIS SITUATIONS THAT WARRANT AN IMMEDIATE RESPONSE

BIG IDEA: There are specific situations which warrant **immediate referral**

- Thoughts or behaviors to **harm self**
- Thoughts or behaviors to **harm others**

School Re-entry Plans

- Should be collaboratively created
- Helps students feel safe and supported when they return to school



LEADERSHIP AND APPROPRIATE STAFFING



LEADERSHIP AND APPROPRIATE STAFFING

Name of Relevant Sections:	<u>Section 1309-B</u> “School Safety and Security Coordinator”	<u>Section 1310-B of Public School Code</u> “School Safety and Security Training”	<u>Sections 1301-C – 1315-C</u> “Article XIII-C - School Security”
Applies to (Relevant to):	School Safety and Security Coordinators (SSSC or coordinator) and School Administrators. It is the chief school administrator (i.e. superintendent in public school or career / technical school, executive director of IU, or CEO of charter school) who appoints the SSSC.	This section applies to school employees and the school safety and security coordinator and/or administrator who oversees training of employees.	This Article applies to the same chief school administrator (responsible for managing school safety) and provides important guidelines, powers and duties for school security personnel (i.e. school police officer, school resource officers, school security guards, etc.).
Purpose (What it does):	This section outlines the requirements for appointing a SSSC within a school entity and describes the duties that the SSSC is legally responsible for.	This section mandates training on school safety and security for employees of school entities. It aims to ensure that school employees are well-equipped and regularly trained in various aspects of school safety and security, adapting to the specific needs and circumstances of their school entity.	This section provides key definitions for the various terms related to school safety and security personnel. This section is integral in setting the framework for understanding roles and responsibilities of school security personnel within Pennsylvania's educational institutions.
Permits (or Requires):	Requires that the SSSC oversees school police officers, resource officers, security guards, and safety policies , reporting directly to the chief school administrator. Also requires that SSSC review safety policies, coordinate training for safety and emergency procedures, oversee security assessments, liaise with various agencies on safety matters, report annually to the school board, and coordinate tours of the school for law enforcement and first responders. Also notes their training requirements.	School entities must provide two hours of training annually for their employees on a range of subjects based on the needs of the school entity. The topics include: situational awareness, trauma-informed approaches, behavioral health, suicide and bullying awareness, and substance use awareness. School entities must provide one hour of training annually specifically on emergency training drills (e.g., for fire, natural disasters, active shooters, hostage situations, and bomb threats) and the identification of student behaviors indicating potential threats are required annually.	It provides multiple definitions, but some of the most salient of these are: <ul style="list-style-type: none"> • <u>School Police Officer:</u> • <u>School Resource Officer:</u> • <u>School Security Guard:</u>



LEADERSHIP

Per Section 1309-B of the PA Public School Code of 1949, coordinators are required to **oversee** all school police officers, school resource officers, school security guards and policies and procedures in the school entity and report directly to the chief school administrator.

LEADERSHIP

IMPORTANT PRACTICES:

Working with **key stakeholders** to establish policy and procedures:

- Who are the key stakeholders?
- Why is having a broad range of stakeholders important?

Establishing and maintaining **clear goals** when **planning**:

- Alignment of goals
- Setting clear goals





LEADERSHIP

Role of **communication** when planning:

- Ensure school staff are **aware** of the most current theories and practices regarding school safety.
- Ensure that discussion of **school safety** theories, practices and policies are a **regular aspect of the school's culture.**

LEADERSHIP

- **Monitoring** the effectiveness of school practices and their impact on school culture/environments:
 - Engagement with key stakeholders
- **Modeling** appropriate behaviors including strict adherence to school safety policies and procedures:
 - Model what you want to see
- **Oversight** of School Security Personnel:
 - Know the associated laws and regulations

APPROPRIATE STAFFING

Ensuring Appropriate School Safety & Security **Training** for Staff

These are the mandatory trainings required for **various** school employees **that address some aspect** school safety and security:

- [Child abuse recognition and reporting](#)
- Act 18 of 2019 - [Threat assessment team training](#)
- [Trauma-informed approach for certificated staff and board of directors](#)
- Act 71 of 2014 - [Suicide awareness and prevention for educators in grades 6-12](#)
- [CPR/AED](#) – at least 1 certified staff member in each school
- [Positive behavior support](#) and de-escalation for staff working with students with disabilities - must invite local law enforcement
- Act 67 of 2019 - [Training requirements for school security personnel](#)
- [Act 55 of 2022 training for Coordinators](#)
- [Act 55 of 2022 training for all School Employees](#)

APPROPRIATE STAFFING

Interviewing and Hiring Practices:

- Working with school administration to establish **interviewing and hiring practices** that assess an individual's ability to interact well with and build appropriate **relationships** with children

Identify and review:

- Communications channels
- Induction
- Onboarding
- Reviewing Safety and Security Training

APPROPRIATE STAFFING

Focus on Students:

- Provide youth at a school with **developmentally appropriate** exposure to emergency/security personnel

Student age, grade, specific learning, and emotional needs must all be taken into consideration when planning programs and activities.

CASE STUDY: ALEX
CHAPTER 3



ALEX CHAPTER 3: ACADEMIC, EMOTIONAL, AND SOCIAL CHALLENGES (KINDERGARTEN – GRADE 2)

Fight – Flight – Freeze Reactions Are Automatic & Unconscious

Difficulty with unstructured time, transitions, fire drills:

- Run and Hide (Flight)
- Cry and Kick (Fight)
- Disengage/Shut Down
 - Appearing Inattentive (Freeze)

These reactions are automatic and unconscious.

What to Do?

- Recognize that these brain states help the brain decrease, end or escape threat and return to peaceful state
- Teach Alex about the brain and increase feeling recognition
- Educate school staff
 - View behaviors as adaptations to toxic stress
 - Develop universal focused attention practices for all students

ALEX CHAPTER 3: ACADEMIC, EMOTIONAL, AND SOCIAL CHALLENGES (KINDERGARTEN – GRADE 2)

The following areas are linked to trauma exposure:

Peer Relationship:

- Trouble engaging in group activities
- Difficulty reading social cues
- Issues with regulating emotions in interpersonal conflict

Struggles which may be related to early attachment disruption.

Bullying Related to Social Struggles:

- Becoming an easy target due to excessive emotional reactions
- Internal reactions to bullying increases withdrawal, avoidance and declining self-esteem
- Attempts to fit and avoid confrontation in by acquiescing to peer demands

What to Do?

- Implement school policy; provide social skill development at Tier 1 & 2

ALEX CHAPTER 3: CHALLENGES IN MUSIC CLASS (KINDERGARTEN – GRADE 2)

The following areas are linked to trauma exposure:

What the **Teacher Perceives** as 'Willful'

- Covers his ears with loud 'noise'
- Refuses to answer questions
- Runs out of class

What to Do?

Reframe Discipline to Consequences that Teach

- Implement universal trauma-informed education for all staff
- Establish predictable routines
- Music teacher focuses on relationship building
- Music-specific self-regulation activities in music with appropriate acknowledgement of positive behaviors
- Collaborative problem solving – choice voice and empowerment

*Teacher Uses "Three Strikes Rule" to Punish Alex:
Helping or Hurting?*

PARTICIPANT REFLECTION

- Describe Alex's academic challenges.
- What struggles did he have with peer relationships?
- What made Alex a target for bullying?
- How did his experiences with toxic stress influence these challenges?





BREAK: 10 MINUTES





TRAUMA INFORMED APPROACHES

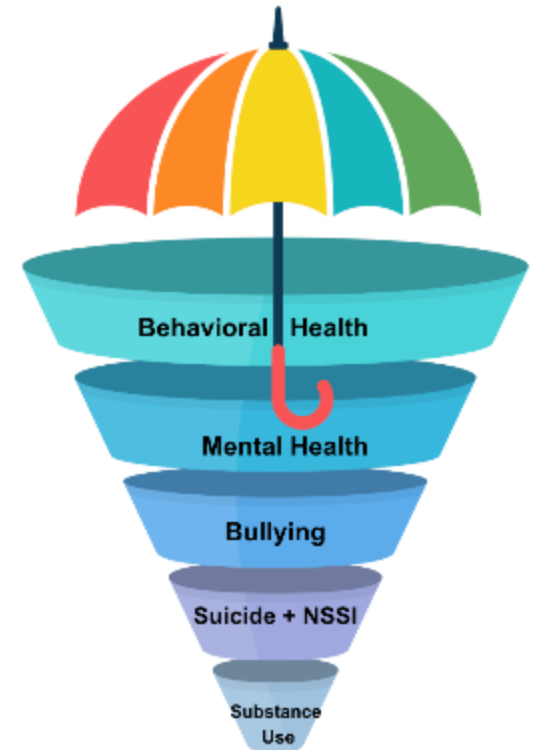


INTRODUCTION: TRAUMA-INFORMED APPROACHES

BIG IDEA: Trauma impacts everything, and we need to understand it to help students.

A trauma-informed perspective serves as the **umbrella, mindset, and culture** for our work in schools.

Toxic stress impacts brains and bodies.



CASE STUDY: ALEX
CHAPTER 4 + 5



ALEX CHAPTER 4: EMERGING BEHAVIORAL ISSUES AND ACADEMIC CHALLENGES (5 – 6TH GRADES)



Middle school increases **academic demands** and Alex is struggling with these things:

- Problem solving
- Fluid reasoning
- Integration of concepts
- Working memory

Teachers observe Alex's **attentional challenges:**

- Absent minded and forgetful
- Inattentive
- Disorganized

Falling behind peers in classes makes Alex feel overwhelmed and discouraged.

ALEX CHAPTER 4: EMERGING BEHAVIORAL ISSUES AND ACADEMIC CHALLENGES (5 – 6TH GRADES)



Alex experiences **memory challenges**

- Short term memory gaps – forgets directions as soon as given, viewed as carelessness
- Long term memory gaps – unable to retain and retrieve previously taught concepts

Alex experiences **concentration difficulties**

- Constant mental chatter – self-doubt, flashbacks, social anxiety
- Easily distracted, flight, freeze response

Alex also has trouble with task initiation and persistence leading to incomplete

Participant Reflection

- How does this awareness of Alex's memory, concentration, and problem-solving difficulties link to early childhood trauma?
- How does connecting these issues to early and ongoing toxic stressors help educators better support him?



LAWS FOR ALL MENTAL HEALTH TOPICS

	FERPA	IDEA	HIPAA
Overarching Law or Statute:	The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records . The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.	The Individuals with Disabilities Education Act (IDEA) is a federal law that ensures students with disabilities are provided with Free Appropriate Public Education (FAPE) through specially designed instruction and related services tailored to their individual needs.	The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a federal law that requires the creation of national standards to protect sensitive patient health information from being disclosed without the patient's consent or knowledge.
Name of Relevant Sections:	§ 20 U.S.C. 1232g (FERPA) and 34 CFR Part 99	§ 20 U.S.C. 1400 et seq. (IDEA) and 34 CFR Part 300	§ Health Insurance Portability and Accountability Act of 1996 (HIPAA)
Applies to (Relevant to)	Part 99 of FERPA regulations applies to educational agencies or institutions receiving federal funds (i.e. programs administered by the U.S. Secretary of Education) including those providing educational services or instruction to students, and those authorized to control educational institutions (i.e. public schools).	Part 300 of IDEA regulations establishes the framework for states to provide appropriate educational services to children with disabilities, ensuring their rights and the involvement of their parents/guardians in their education.	"In most cases, the HIPAA Privacy Rule does not apply to an elementary or secondary school because the school either: (1) is not a <i>HIPAA</i> covered entity or (2) is a <i>HIPAA</i> covered entity but maintains health information only on students in records that are by definition "education records" under <i>FERPA</i> and, therefore, is not subject to the <i>HIPAA</i> Privacy Rule." Schools and staff should be aware that HIPAA privacy rules do apply to community partners who provide behavioral health services and support to students.

LAWS FOR ALL MENTAL HEALTH TOPICS (CONTINUE)

	FERPA	IDEA	HIPAA
Purpose (What it does):	It sets out regulations for the protection of privacy of parents/guardians and students in educational settings.	The main objectives of IDEA and its regulations are to ensure that all children with disabilities receive a free appropriate public education (FAPE) suited to their unique needs, to protect the rights of these children and their parents/guardians, to assist states and localities in educating children with disabilities, and to assess the effectiveness of these educational efforts.	Limits the disclosure of protected health information.
Permits (or Requires):	Essentially, it requires us to balance maintaining privacy and parent/guardian or student control over educational records, while also providing exceptions for things such as safety emergencies or educational needs. Particularly relevant to this training is that it allows for the disclosure of information from educational records in health and safety emergencies and provides parameters for acquiring parental consent when records need to be shared with partners who are providing behavioral health and other support services to students.	Essentially, it requires that children with disabilities are entitled to a Free and Appropriate Public Education through provision of specially designed instruction and related services. It also provides parameters for sharing of records and information in an emergency and with parental consent when records need to be shared with partners who are providing educational or support services.	Most relevant to this training, is the potential intersection of FERPA and HIPAA. This is most relevant for “educational records” and information that may be shared about a student (for example, with community-based providers).

DEFINING TRAUMA AND TYPES OF TRAUMA

BIG IDEA: Trauma can look different, to different people

There are many **different types** of traumatic events that humans may experience.

In their document *“Empowerment Through a Common Language”*, the PA Department of Education described various terms that are used to describe exposure to events that may or may not be perceived as traumatic:

- Community violence
- Family trauma
- Grief and Loss
- Human-caused disasters

TYPES OF TRAUMATIC EVENTS CONTINUED



BIG IDEA: Trauma can look different to different people

- Medical trauma
- Natural disasters
- Poverty
- Refugee and Immigrant trauma
- School violence
- Toxic stress

TRAUMA AND TYPES OF TRAUMA: HOW PREVALENT IS IT?

BIG IDEA: More people have experienced trauma than you might think.

By age 17, **two out of three** children have experienced a traumatic event or toxic stressor that has influenced their development³

- 1 in 7 children have experienced child abuse and/or neglect
- 1 in 5 high school students reported being bullied
- Each day, about 14 youths die from homicide
- The COVID-19 pandemic created major collective trauma events with significant impact noted among vulnerable groups

[The Pennsylvania Youth Survey](#), conducted in 2021, revealed that 1 out of every 5 (18.6%) of 6th, 8th, 10th, and 12th graders who participated in the study *reported seriously considering suicide*.

³Perfect, M. M., Turley, M. R., Carlson, J. S., Yohanna, J., & Saint Gilles, M. P. (2016). School-Related Outcomes of Traumatic Event Exposure and Traumatic Stress Symptoms in Students: A Systematic Review of Research from 1990 to 2015. *School Mental Health*, 8(1), 7-43. <https://doi.org/10.1007/s12310-016-9175-2>

WHY IS UNDERSTANDING TRAUMA IMPORTANT?

FOUR KEY REASONS

BIG IDEA: Knowing about trauma helps us better understand students and what they need to succeed

1. Supportive Learning Environment School Climate
2. Awareness and Recognition
3. Empathy and Sensitivity
4. Academic and Social Success is impacted by trauma

ADVERSE CHILDHOOD EXPERIENCES (ACEs)

BIG IDEA: ACEs are potentially traumatic events that happen during childhood and can have lasting adverse effects on a person.

ACEs do not define an individual's destiny, and with appropriate support, resilience, and protective factors, individuals can build resilience to overcome adversity and achieve positive outcomes

TEN CATEGORIES OF ADVERSE CHILDHOOD EXPERIENCES

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently



Substance Abuse



Divorce



Must watch video!

UNDERSTANDING BEHAVIOR: WHEN TO BE CONCERNED

BIG IDEA: Pay attention when things change.

Childhood and adolescence are critical periods for growth.

A change in a young person's behavior should alert adults and increase our awareness. **It is our job to notice and respond.**

Pay attention to:

- Frequency
- Duration
- Intensity
- Impact

UNDERSTANDING BEHAVIOR & EARLY WARNING SIGNS

BIG IDEA: Early **warning signs**, or "red flags," for emotional distress are indicators that can lead to mental health challenges.

- Mood
- Academic performance
- Appetite, weight loss/gain
- Sleep, too much/not enough
- Social connection - isolation, withdrawal
- Health - somatic complaints
- Activities - loss of interest in activities they once found pleasurable

As an **SSSC**, if you notice early warning signs or have concerns about a young person's mental health, reach out to your colleagues in the school who are directly involved in supporting mental health. Refer to the **Student Assistant Program (SAP) Team**.

TRAUMA REACTIONS: FIGHT-FLIGHT- FREEZE

BIG IDEA: Using trauma-sensitive responses means we must **understand** how the brain's stress response system works.

The fight-flight-freeze reactions are **brain states** that are self-protective responses to events that may threaten safety.

The brain may react to a stressor as if the original traumatic event were happening again.

These are called **activators**, because they activate one of the following:

- **Fight**
- **Flight**
- **Freeze**

VIEWING BEHAVIOR THROUGH TRAUMA LENSES

BIG IDEA: Use your knowledge of trauma to interpret behavior.

Have you ever heard a student described as:

- Lazy
- Defiant
- Withdrawn
- Disorganized
- Zoned-out

Instead, ask what are the child's:

- **Unmet needs**
- **Lagging skills**

A trauma-informed approach urges school staff to view challenging behavior as a complex tapestry of responses influenced by various factors that help the youth address their own unmet needs.

TRAUMA REACTIONS: WHAT IS UNDERNEATH THAT BEHAVIOR

BIG IDEA: To understand and support children, we must dive beneath the surface and explore the **root causes** of their behavior.

All behavior is a form of communication

Challenging behaviors are a way for the child to express their feelings, needs, and experiences

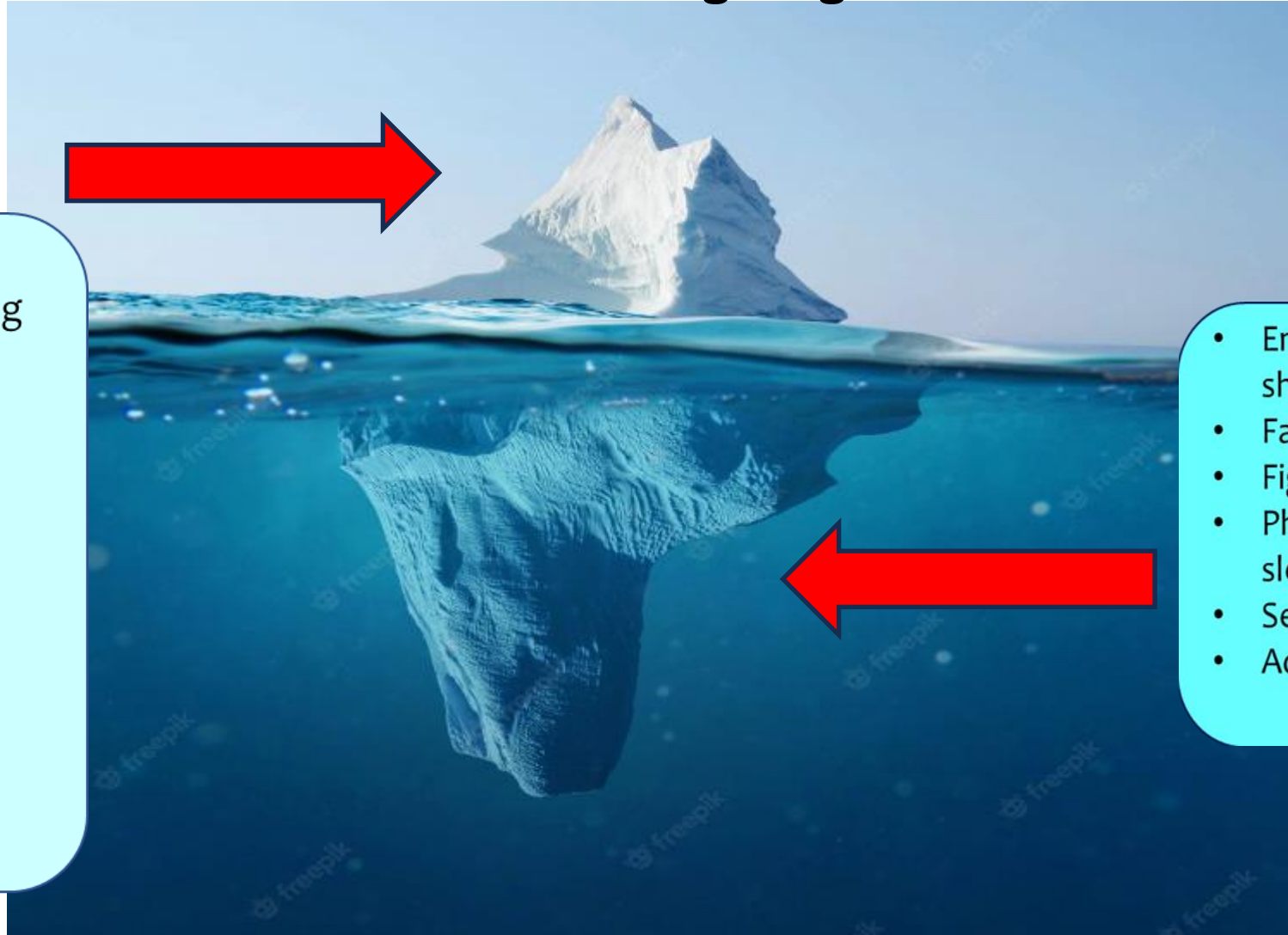
*“What’s Happened to This Child?”
(instead of “What is wrong with this child?”)*

CHALLENGING BEHAVIORS: THE TIP OF THE ICEBERG

BIG IDEA: We need to look at what is going on under the surface.

What
we see

- Apathetic
- Attention-seeking
- Clingy, needy
- Daydreams
- Defiant
- Disorganized
- Disrespectful
- Forgetful
- Risk-taking behavior
- Willful misbehavior
- Withdrawn



What is
going on
inside

- Emotional responses such as shame, embarrassment
- Faulty **NEUROCEPTION**
- Fight-Flight-Freeze
- Physical need – hungry, sleepy, pain, discomfort
- Sensory processing issues
- Adaptations to toxic stress

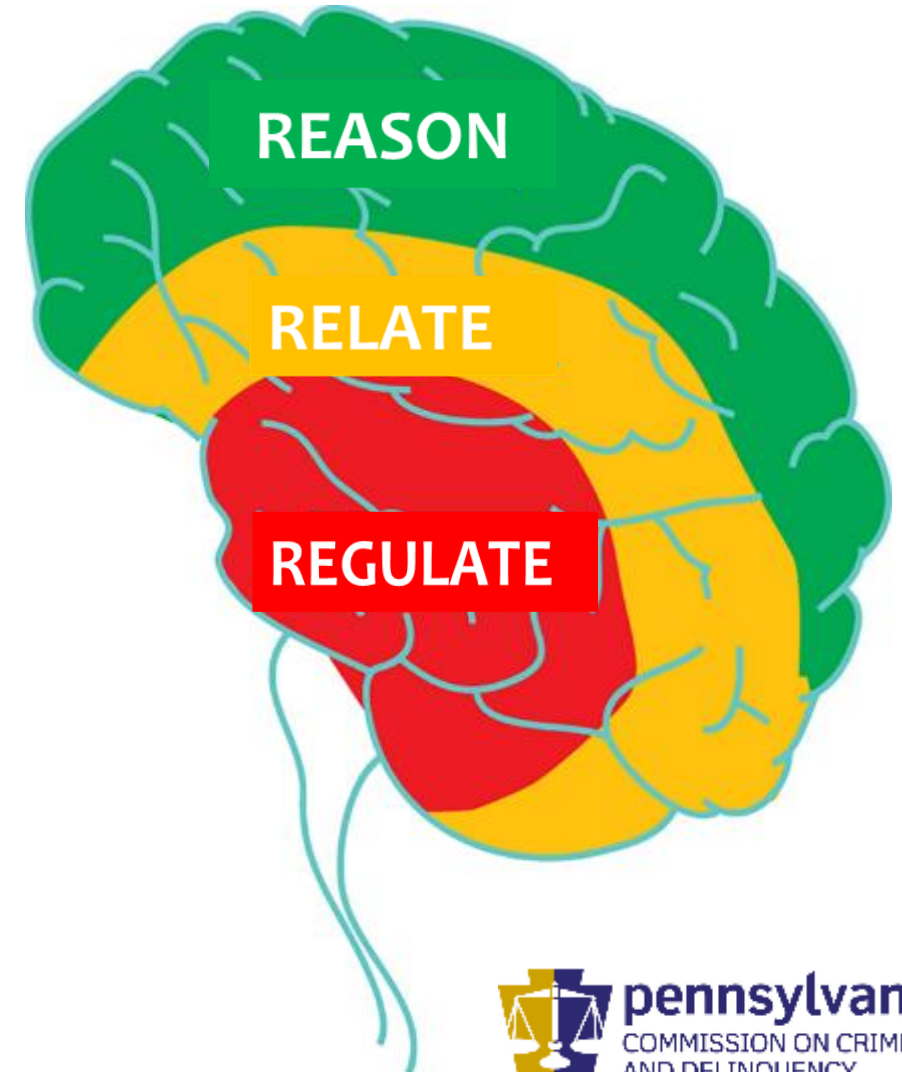
REGULATION AND RELATIONSHIPS: UNDERSTANDING THE BRAIN & EMOTIONAL REGULATION

BIG IDEA: Help students **REGULATE** first

Dr. Bruce Perry helps educators recognize how stimuli enter the brain and are processed

Perry's [Neurosequential Model](#) reveals that the brain develops from the bottom up:

REGULATE FIRST
RELATE NEXT
REASON LAST



UNDERSTANDING THE BRAIN & EMOTIONAL REGULATION

BIG IDEA: Trauma can profoundly impact the brain's development and functioning, leading to various emotional and behavioral responses.

A basic understanding of how the brain works can help us understand trauma's signs and symptoms in young people.



Must watch video!

OVERVIEW OF SCHOOL & COMMUNITY SUPPORTS

BIG IDEA: **Knowing** about school and community supports, and being able to **connect** young people to those supports, allows us to better **support** students.

Activity: In **small groups**, discuss the following two questions.

(5 minutes)

1. What policies/ procedures has your school entity implemented to create trauma-informed approaches?
2. What school and community resources can you provide to students, families, staff, and community members who may be struggling with the effects of trauma and toxic stress?



TRAUMA INFORMED RESPONSES TO BEHAVIOR

BIG IDEA: Trauma-informed behavior support systems work at multiple levels to promote positive behavior and intervene early when challenging conduct emerges.

Trauma-informed behavior support systems recognize the relationships between trauma exposure, student behavior, and staff responses. This approach teaches expectations which help to minimize the likelihood of behavior problems.

Examples of evidence-based prevention initiatives within the MTSS/PBIS framework:

- [Restorative practices](#)
- K-12 Substance Use Prevention Programs
 - [Blueprint Programs: Positive Youth Development](#)
 - [Office of Juvenile Justice and Delinquency Prevention](#)
 - [SAMHSA's National Registry of Evidence-based Programs / Programs](#)
 - [SAMHSA's Evidence-Based Practices Resource Center](#)

WRAPPING-UP TRAUMA INFORMED CARE

BIG IDEA: A "trauma-informed approach" emphasizes understanding and responding to the effects of trauma

Given that trauma and persistent stress are prevalent, a trauma-informed approach can help alleviate its impact and pave the way for healing and hope.

Remember that you are part of a supportive community. *You are not alone.* Ensure you're familiar with and adhere to the policies and procedures in place at your school when expressing concerns about a student.

Every single staff member that interacts with students in a school community plays an important role in fostering a school culture that feels safe and supportive for all



BEHAVIORAL HEALTH AWARENESS



BEHAVIORAL HEALTH AWARENESS

WHAT IS BEHAVIORAL HEALTH?

Promotion

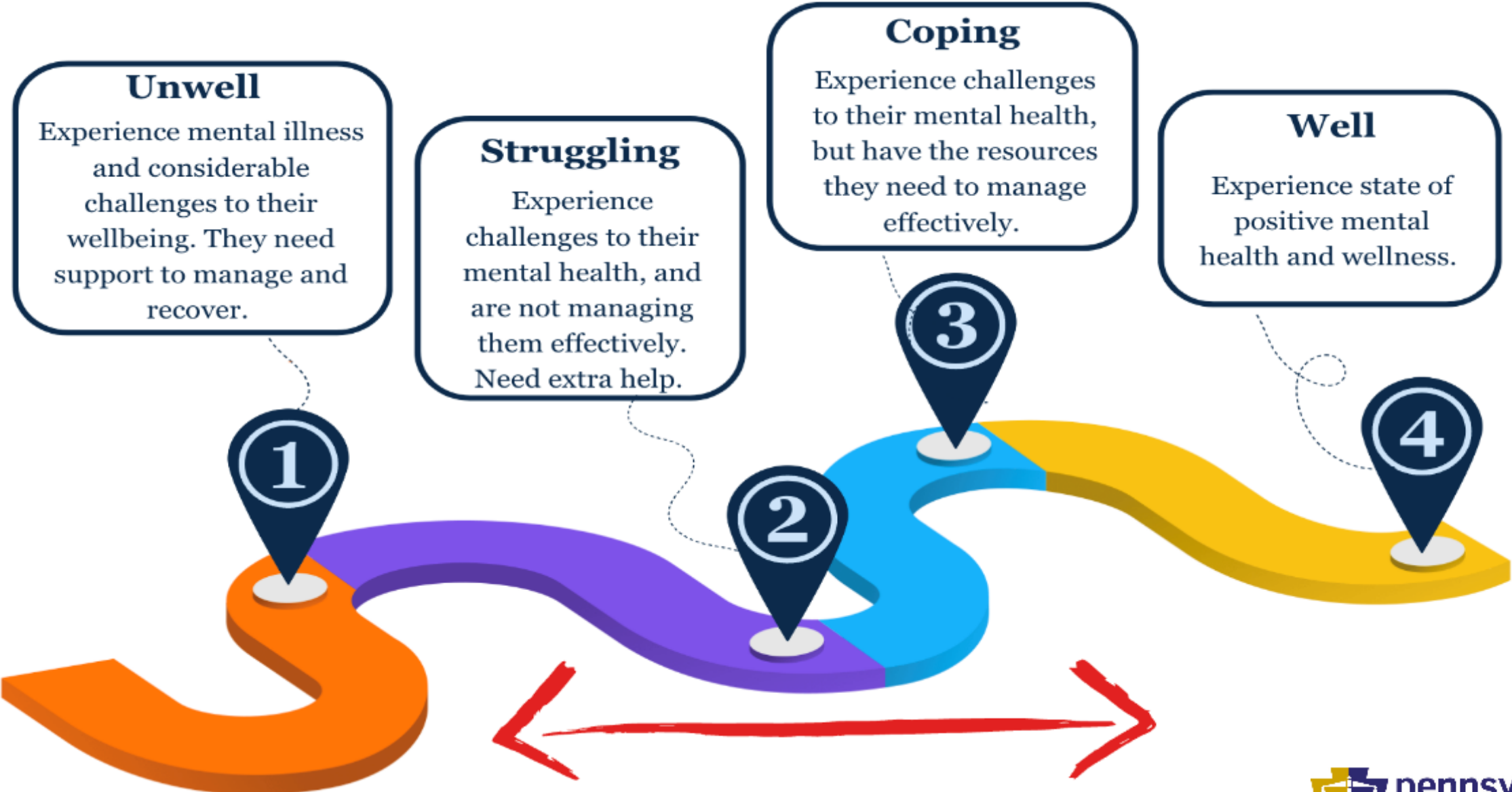
Support

MENTAL HEALTH DISORDERS AND MENTAL AND BEHAVIORAL HEALTH

BIG IDEA: A mental health disorder is characterized by **serious changes** in how we think, feel, and act

- **Cognition** – how we **think**
- **Emotions**– how we **feel** or
- **Behavior** – how we **act...**

MENTAL HEALTH – A CONTINUUM



Adapted from *The National Children's Mental Health and Wellbeing Strategy* (Australian Government, 2021)

PREVALENCE OF CHILD AND ADOLESCENT MENTAL HEALTH DISORDERS

According to the Center for Disease Control (CDC, 2023), the **most common** mental health disorders in children aged 3-17 are:

- ADHD 9.8%
- Anxiety 9.4%
- Behavior problems 9.8%
- Depression 4.4%

Rates of diagnosis are increasing, and many students suffer from more than one mental health condition.

PREVALENCE OF CHILD AND ADOLESCENT MENTAL HEALTH DISORDERS

Mental health trends among youth aged 12-17 in the United States (PA disaggregated) conducted from 2011-2021 indicate the following (CDC, 2023).

The Percentage of High School Students Who:*	2011 Total	2013 Total	2015 Total	2017 Total	2019 Total	2021 Total
Experienced persistent feelings of sadness or hopelessness	28	30	30	31	37	42
Experienced poor mental health†	–	–	–	–	–	29
Seriously considered attempting suicide	16	17	18	17	19	22
Made a suicide plan	13	14	15	14	16	18
Attempted suicide	8	8	9	7	9	10
Were injured in a suicide attempt that had to be treated by a doctor or nurse	2	3	3	2	3	3

HOW DO MENTAL HEALTH CONCERNS SHOW UP IN SCHOOL?

BIG IDEA: Depending on a child's age, cognitive, social, emotional, and physical abilities, signs of mental health distress can manifest in schools in many ways:

- **Academically**
 - Avoiding specific tasks or avoiding specific classes
 - Truancy
 - Poor grades, declining from a previous level
 - Missing assignments
 - Difficulty with group work
 - Displaying signs of “perfectionism” that interfere with a student's ability to complete work

HOW DO MENTAL HEALTH CONCERNS SHOW UP IN SCHOOL?

Socially

- Little to no interaction with other students or staff.
- Isolating during times of typical opportunities for engagement (i.e. lunch, recess)
- Quitting clubs or teams they once enjoyed.
- Refusing to join clubs or teams or engage in other age-appropriate activities
- “Hanging out” with people who are using drugs, alcohol, or tobacco.

Emotionally

- Increased irritability.
- Intense, uncontrolled anger.
- Verbally threatening others.
- Talking, writing, drawing, or acting out, about feelings of distress.
- Shutting down.
- Sharing thoughts of harming self or others.
- Poor self-esteem or self-image.

HOW DO MENTAL HEALTH CONCERNS SHOW UP IN SCHOOL?

Behaviorally

- Physical aggression, including fighting, hitting walls, kicking chairs or desks.
- Argumentative, or otherwise confrontational.
- Sleeping in class.
- Asking to go to the nurse's office often.
- Complaining of stomach aches or headaches.
- Eating little or no food during lunch, including avoiding the lunchroom.
- Wearing clothing not appropriate to the climate, which could be an indication of self-harming behavior such as cutting.
- Asking to go to the restroom more than typical.

CASE STUDY ACTIVITY

Using the Alex case study, work in groups to:

- Identify current system processes in place to assist Alex at their school entity.
- Review the referral process for Alex specific to their school entity, including **Child Find** practices for students who may have a disability.
- Identify school and community programs and resources that are available to support Alex (e.g., which school staff are trained to address concerns and how referrals to community resources are made).





BREAK: 10 MINUTES





BULLYING AND SUICIDE AWARENESS

ALEX CHAPTER 5: INTENSIFYING OF MENTAL HEALTH CHALLENGES (8-9TH GRADES)

BIG IDEA: Adolescent development may precipitate more serious mental health challenges

- Intensifying episodes of depression and anxiety
- Ongoing difficulties with concentration and memory with accommodations and specially designed instruction through his IEP
- Emerging self-injurious behavior – severe nail-biting with visits to school nurse to manage infection
- Relationship between self-injury and suicide, the nurse asked Alex if he ever thought about suicide. He told her he thinks about it frequently

The nurse activated the **in-school suicide screening protocol** with the school counselor who recommended safety plan, in-school academic and behavioral supports through SAP and other community resources

- Admits to school counselor that he uses alcohol and cannabis to quiet anxiety that drove his thoughts of dying
- SAP Liaison provided full screening and linked Alex with school-based mental health treatment

Despite Alex's challenges, the **trauma-informed educational practices helped him** Alex's early work with educators helped him **develop a love for basketball and theatre** that he continued with throughout the adolescent challenges that emerged. The **basketball coach and theatre moderator** supported him throughout his high school career

PARTICIPANT REFLECTION

- What do your school suicide procedures instruct educators to do when a student talks about dying or witnesses self-injury?
- Who in your building conducts suicide risk screens and/or assessments?



BULLYING AND SUICIDE AWARENESS

BIG IDEA: Provide SSSC's with knowledge and understanding of suicide and bullying and the systems of support available in Pennsylvania to enable stakeholders to identify students who:

- may be at risk for suicide
- and/or may be displaying signs that they are engaging in, or the recipient of bullying

WHAT IS BULLYING?

Bullying is: An *intentional* electronic, written, verbal or physical act, or a series of acts

Bullying can be:

- Physical
- Verbal
- Relational
- Cyberbullying



WHAT IS CYBERBULLYING?

Cyberbullying is bullying that takes place over digital devices. It can:

- Occur through text messages, apps, in social media, or online gaming
- Include sending, posting, or sharing negative, false, or harmful content about someone else
- Include sharing personal or private information about someone else causing embarrassment or humiliation



LGBTQIA+ STUDENTS

- Members of the LGBTQIA+ community are **more likely** to experience bullying both in person and online
- 40% of students who identify as LGBTQIA+ reported experiencing bullying
- [The Trevor Project's 2021 National Survey on LGBTQ Youth Mental Health](#) found that bullying of LGBTQIA+ youth remains a major area of concern
- Bullying has been found to be a **risk factor for youth suicide** and LGBTQIA+ youth experience bullying at higher rates than their heterosexual or cisgender peers

BULLYING = POWER IMBALANCE

- The power imbalance may be **physical, social, or developmental**.
- Bullying tends to **persist over time**, but a single event of violence, discrimination or harassment can qualify as bullying behavior.
- The purpose of bullying behavior is to **hurt the target** of the bullying, physically or psychologically.



IMPACT OF BULLYING ON STUDENT MENTAL HEALTH



Children with **diagnosed mental health condition:**

- more likely to be bullied
- experience negative effects of bullying behavior

Children who **bully others,** and **who have also been bullied themselves,** are at the greatest risk

- negative mental and physical health consequences
- increased risk for aggression, serious mental health concerns, and suicide ideation and attempts.

Children who **bully others, are bullied, or both bully and are bullied:**

- more likely to think about or attempt suicide than those who are not involved in bullying

IMPACT OF BULLYING ON STUDENT MENTAL HEALTH

Targets	Perpetrators	Bystanders
<p>Negative physical, social, emotional, academic and mental health concerns</p> <ul style="list-style-type: none">● increased risk of depression and anxiety● health complaints● decline in grades● attendance concerns● higher risk for dropout● potential to respond with violence	<p>More likely to engage in high risk behaviors such as</p> <ul style="list-style-type: none">● substance abuse● early sexual activity● violence, including domestic violence● vandalism● truancy, higher risk of dropping out	<p>Kids who witness bullying are more likely to</p> <ul style="list-style-type: none">● use and abuse drugs and alcohol● have mental health concerns such as anxiety & depression● miss or skip school



Targets are not the only ones impacted!

WARNING SIGNS A STUDENT **MAY BE BULLYING** OTHERS

- Engagement in physical or verbal fights
- Quick to anger
- Lack of empathy
- Hostile/defiant attitude
- Blame others/deny behaviors
- Engage in risky behaviors
- Be highly competitive and/or focused on status/popularity
- Referring to others negatively, mean ways, name calling
- Need to be in charge and/or have power and control over others



WARNING SIGNS A STUDENT ***MAY BE GETTING BULLIED (THE TARGET)***

- Unexplained injuries
- Lost or destroyed clothing, books, electronics
- Frequent headaches, stomach aches, feeling sick, faking illness
- Changes in eating habits
- Difficulty sleeping, nightmares
- Changes in/loss of interest in schoolwork
- School avoidance/refusal
- Self-destructive behaviors
 - Running away from home
 - Self-harm
 - Talking about suicide
- Change in friends, avoids social situations
- Feelings of hopelessness, helplessness, decreased self-esteem



HOW BULLYING TIES INTO THE **THREAT ASSESSMENT PROCESS.**

THREAT ASSESSMENT PROCESS

- Bullying can also move individuals further down the **pathway to violence**. A positive school climate helps keep all students and staff safe at school
- **Preventing** targeted violence relies primarily on developing **positive school climates** that are built on foundations of safety, respect, trust, and social and emotional support
- Schools can build **safe, positive school climates** by supporting diversity, open communication, conflict resolution, and addressing issues like bullying and harassment

Create and Promote a Safe, Positive School Climate.

SUICIDE AWARENESS

WARNING SIGNS OF SUICIDE:

The behaviors listed below may be some of the signs that someone is thinking about suicide.

TALKING ABOUT:



- ▷ Wanting to die
- ▷ Great guilt or shame
- ▷ Being a burden to others

FEELING:



- ▷ Empty, hopeless, trapped, or having no reason to live
- ▷ Extremely sad, more anxious, agitated, or full of rage
- ▷ Unbearable emotional or physical pain

CHANGING BEHAVIOR, SUCH AS:



- ▷ Making a plan or researching ways to die
- ▷ Withdrawing from friends, saying goodbye, giving away important items, or making a will
- ▷ Taking dangerous risks such as driving extremely fast
- ▷ Displaying extreme mood swings
- ▷ Eating or sleeping more or less
- ▷ Using drugs or alcohol more often

If these warning signs apply to you or someone you know, get help as soon as possible, particularly if the behavior is new or has increased recently.

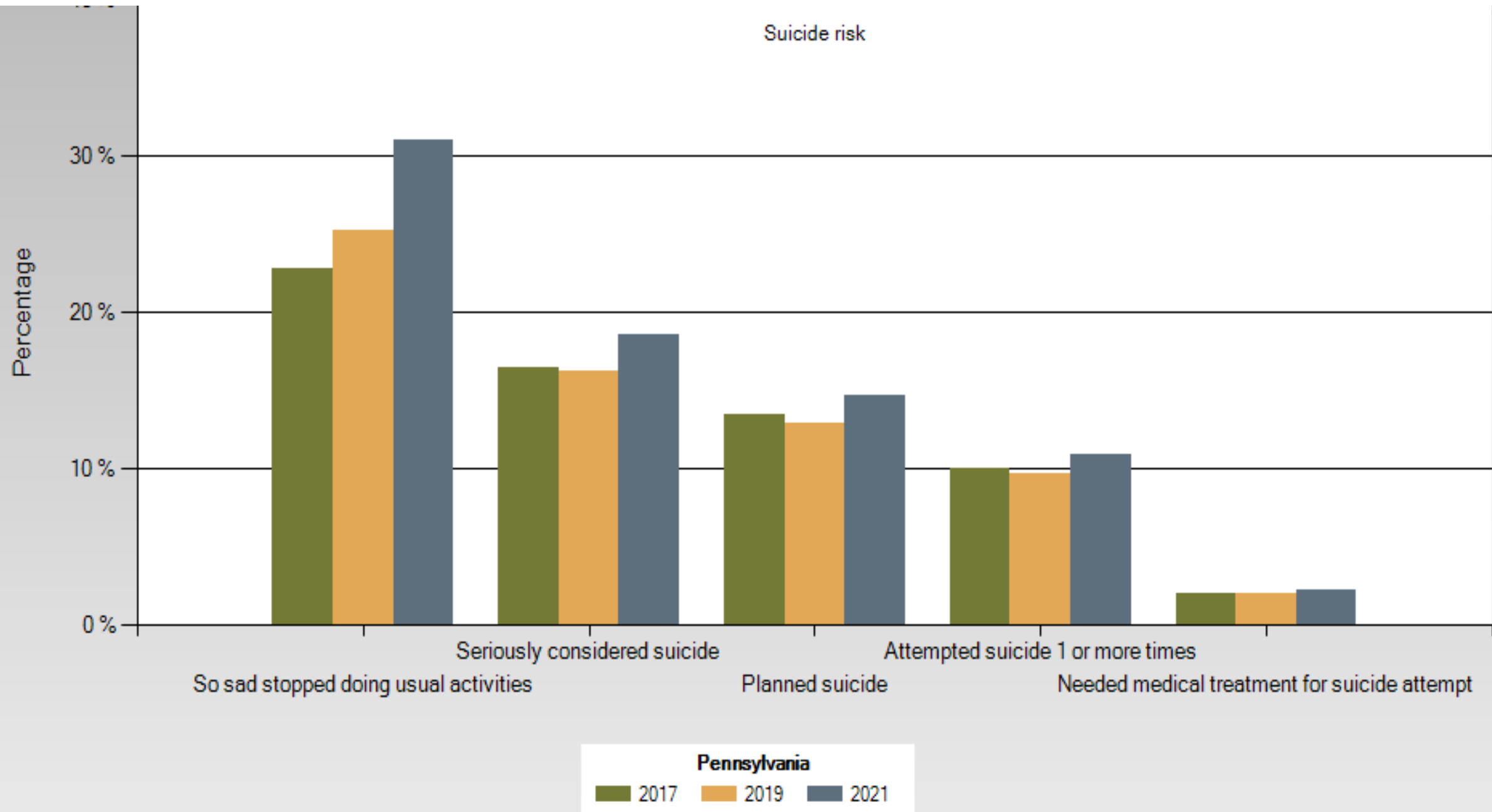
988 Suicide & Crisis Lifeline
Call or text 988
Chat at [988lifeline.org](https://www.988lifeline.org)

Crisis Text Line
Text "HELLO" to 741741



National Institute
of Mental Health

nimh.nih.gov/suicideprevention



IDENTIFYING STUDENTS AT RISK OF SUICIDE

BIG IDEA: [Section 1526 of the PA Public School Code](#), known as Act 71, Youth Suicide Awareness & Prevention, provides for school entities to incorporate curriculum related to youth suicide awareness and prevention polices.

- State law ([22 Pa. Code 12.12](#)), requires that information received from a student may be shared with the student's parent/guardian or other appropriate authority when the health, welfare or safety of the student or others is clearly in jeopardy.
- Students may demonstrate suicide risk in a number of ways

SUICIDE IN SCHOOL-AGED CHILDREN AND ADOLESCENTS

BIG IDEA: Connection matters!

Establishing trusting, supportive, caring relationships with each child you encounter in your schools, can create the relationship that saves a child's life

Suicide is:

- eighth leading cause of death in children ages 5–11
- second leading cause of death in children ages 10-14
- third leading cause of death for ages 15-24

INDIVIDUAL RISK FACTORS

BIG IDEA: It is critical to understand **risk factors** which increase the likelihood of risk for suicide, and **warning signs**, which are evidence-based indicators that someone may be in danger of suicide now or in the near future.

Personal factors may contribute to risk:

- Previous suicide attempt
- History of depression and other mental illnesses
- Serious illness such as chronic pain
- Criminal/legal problems
- Job/financial problems or loss
- Impulsive or aggressive tendencies
- Substance use
- Presence of adverse childhood experiences
- Sense of hopelessness
- Violence victimization and/or perpetration

RELATIONSHIP RISK FACTORS

These harmful experiences within relationships **contribute to risk:**

- Bullying
- Family/loved one's history of suicide
- Loss of relationships
- High conflict or violent relationships
- Social isolation



COMMUNITY & SOCIETAL RISK FACTORS

Community Risk Factors

- Lack of access to healthcare
- Suicide cluster in the community
- Stress of acculturation
- Community violence
- Historical trauma
- Discrimination

Societal & Cultural Risk Factors

- Stigma associated with help-seeking and mental illness
- Easy access to lethal means of suicide among people at risk
- Unsafe media portrayals of suicide



INDIVIDUAL & RELATIONAL PROTECTIVE FACTORS

BIG IDEA: There are specific things that can help!



Individual Protective Factors

- Effective coping and problem-solving skills
- Reasons for living (for example, family, friends, pets, ability to identify reason for living, etc.)
- Strong sense of cultural identity

Relationship Protective Factors

- Support from parents, friends, and family
- Feeling connected to others; trusted adults at school can meet this need

COMMUNITY & SOCIETAL PROTECTIVE FACTORS

Community Protective Factors

- Feeling connected to school, community, and other social institutions
- Availability of safe and adequate housing and nutrition, and consistent and high quality physical and behavioral healthcare

Societal Protective Factors

- Reduced access to lethal means of suicide among people at risk
- Cultural, religious, or moral objections to suicide



HOW TO RESPOND TO A STUDENT WHO MAY BE AT RISK OF SUICIDE

BIG IDEA: Do not dismiss or minimize the seriousness of the information you get about a student who is at risk for suicide

- Call 911 if the risk for suicide is imminent or completed
- Follow established district policies/procedures/protocols regarding suicidal students
- Listen. Affirm and support their need for help. Thank the child for talking with you
- Immediately contact the appropriate school-based mental health professional (such as the school counselor, school psychologist or school social worker), the school nurse, an administrator, or your direct supervisor, as defined in your suicide prevention policy.
- **Do not leave the child alone**, ensure a trusted adult remains with the child while you speak with a member of your school entity's crisis team, a school-based behavioral health professional, the appropriate administrator, or your direct supervisor
- If you learn about this information outside of school hours:
 - In the case of imminent risk: Call 911
 - Follow your school's policies, procedures, and protocols
 - Report your concern to Safe2Say Something

SUICIDE IS PREVENTABLE: Asking a child if they are thinking about suicide does not increase their risk.

SMALL GROUP ACTIVITY FOR BULLYING AND SUICIDE



- Discuss the policies and procedures around bullying and suicide prevention that are currently being used at your school.
- What is working well?
- What can be improved?
- Is there anyone else who should be around the table when these policies and procedures are being reviewed?



SUBSTANCE USE AWARENESS



SUBSTANCE USE AWARENESS

BIG IDEA:

Adolescent substance use is a major problem that often creates **barriers to learning** and threads to other underlying **mental health issues**

“The majority of adults who meet the criteria for having a substance use disorder started using substances during their teen and young adult years”



- **‘Substance use’** is a term used to include alcohol, tobacco and other drugs

It is essential that schools offer **not only consequences but also interventions** that provide access to treatment

Addiction is a chronic but treatable medical condition

Using **person-centered language**, reduces the harmful stigma and negativity around substance use disorders

SUBSTANCE USE AWARENESS



BIG IDEA: The legal issues that impact schools' responses to substance use overlap with other laws in all other areas.

Substance Use Awareness

- [42 Pa. C.S. §8337](#) and [§8337.1](#) (Civil immunity of school officers/ employees related to emergency care)
- [24 P.S. §13-1302.1-A](#) (Model memorandum of understanding between schools and local police depts)
- [24 P.S. §15-1547](#) (Mandatory drug and alcohol use prevention and intervention programming)
- [35 P.S. §807.1 et seq.](#) (Schools enforce rules that prohibit the use of steroids)
- 22 Pa. Code [§10.21](#), [§10.22](#), [§10.23](#), [§10.25](#) (Response and handling of a student with a disability)
- 22 Pa. Code [§12.16](#), [§12.42](#) (Student rights and student services)
- [20 U.S.C. 1232g](#) (FERPA) (Family Educational and Privacy Rights)
- [34 CFR Part 99](#) (FERPA related, parents / students right to inspect and review educational records)
- [20 U.S.C. §7114](#) (Use of state funds)
- [20 U.S.C. §7118](#) - (Activities to support safe and healthy students)
- [Health Insurance Portability and Accountability Act of 1996](#) (HIPAA)
- [24 P.S. §15-1547](#) (PDE Basic Education Circular (BEC) that provides for Student Assistance)

PENNSYLVANIA YOUTH SURVEY

SELECTED RESULTS FROM 2021

- Overall, lifetime use of alcohol and use of alcohol in the last thirty days *decreased* among Pennsylvania youth surveyed from 2019 to 2021.
- Pennsylvania youth reported higher rates of lifetime alcohol use (35%) and 30-day past use (28%) than those reported nationally 28% and 22% respectively.
- PA students reported using less marijuana than in 2019, although 17% of HS Seniors reported use in the past 30 days.
- Nicotine was the most common substance youth reported vaping
- PA students reported 30-day e-cigarette use at the same rates as the national average (both about 17%).



SUBSTANCE USE AWARENESS: *MONITORING THE FUTURE STUDY*

BIG IDEA: Increased use of prescription painkillers and opiates, including heroin, has contributed to an increase in adolescent overdose deaths.

- The Monitoring of the Future Study emphasizes the increased use of prescription painkillers and look-alike street drugs is a major issue for schools and communities

- Deaths due to drug overdose among adolescents nearly doubled from 2019 to 2020
- The most significant increases in these deaths were among adolescent males as well as Black and Hispanic teens

RISK FACTORS INCLUDE



- Early, developmental trauma
- Disrupted attachment with primary caregiver
- Parental mental illness and addiction
- Mother's incarceration
- Intergenerational trauma
- Housing and food insecurity
- Lack of consistent, predictable physical and emotional safety and availability

- Difficulty with social interactions and reading social cues
- Emotional dysregulation
- Significant academic challenges
- Target for bullying
- Intensifying mental health issues
- Suicidal ideation and self-injurious behavior

PROTECTIVE FACTORS INCLUDE

- Extended family support
- Faith community involvement
- Involvement in early intervention (i.e. Head Start)
- Lead pre-school teacher understands trauma
- Early identification of attention, memory and emotional regulation needs
- MTSS framework and SAP
- Educators receiving training in trauma and building trauma informed culture

- Multidisciplinary team evaluation and eventual IEP
- Early identification of intensifying mental health concerns
- Connection to appropriate interventions
- SAP team and liaison before, during and after treatment that was occurring outside of school
- In-home support for Alex, mother and family
- Graduation from high school and vocational training
- Policy violation / behavioral infraction led to intervention (discuss on next slide)

RECOGNIZING SUBSTANCE USE CONCERNS IN SCHOOLS

BIG IDEA: Adolescent behaviors can stem from multiple sources. It's important to know when to be concerned.

- Adolescent academic and behavior changes may signal issues with substance use...
- But can also be considered normal behaviors associated with maturation.

To differentiate typical adolescent behaviors from those that might indicate deeper issues include:

- **Clusters of signs** happening at the same time
- **Suddenly** occurring
- **Continue** despite negative consequences
- **Extreme and intense** behaviors that have a significant impact on those around them.

RECOGNIZING SUBSTANCE USE CONCERNS IN SCHOOLS

Warning signs include:

- Mood changes
- Academic problems
- Changing friends and a reluctance to have family get to know the new friends
- A "nothing matters" attitude
- Finding substances in youth's room
- Physical or mental changes

If you suspect that a youth is using substances, **first talk with them** to get a better understanding of the situation. Then **connect them** to the appropriate staff within your school.

RESPONDING TO SUBSTANCE USE CONCERNS IN SCHOOLS

BIG IDEA: Talk to the student you are concerned about. Know how to refer to the Student Assistance Program.

If you have a **reasonable suspicion** that a student is under the influence, **escort the student** to the school nurse or, in their absence, the administrator. Follow the school's policy and guidelines

- Share the behaviors you have observed
- Offer to connect them with the SAP team (or school counselor, or school psychologist)
- Even if the student declines help, you can still refer them to SAP
- Persistence and consistency are antidotes to denial.

CONSIDERATIONS WHEN REFERRING A STUDENT FOR A SUBSTANCE USE CONCERN

BIG IDEA:

Schools play a powerful role in intervening early with student substance use.



Follow your school's-controlled substances policy.

SAP referral process may occur with or without a policy violation. Schools are required to offer SAPs, but student and parent or guardian participation is voluntary.

Regardless of other potential consequences, students, SAP referral should be made

CASE STUDY: ALEX
CHAPTER 6



**SUBSTANCE
USE
AWARENESS:
RISK &
PROTECTIVE
FACTORS**

BIG IDEA: Person-centered language reduces stigma. Let's focus on Alex's journey through behavioral health challenges and evolution of his substance use disorder, with attention to **person-centered language**.

Alex began using cannabis and alcohol as a **regular coping mechanism** in an attempt to manage underlying anxiety, ADHD and depression. Recently, Alex has been **frequently absent**, and his **grades have declined**. He has demonstrated **decreased motivation** as seen by not handing in his assignments.

Eventually, Alex's underlying mental health and substance use resulted in a policy violation for vaping.

Characterizing cannabis and alcohol use as **substance use rather than abuse** reduces stigma and shame for his best attempt to manage the underlying mental health issues.

ALEX CHAPTER 6: INCREASED SUBSTANCE USE (11TH-12TH GRADES)

At school:

- **SAP referral** for one-on-one counseling and support with counselor and SAP team member to increase connection
- Continue mental health treatment with school-based provider
- Academic and social supports
- Step-down plan after discharge from IOP using person-centered planning for short- and long-term goal setting
 - Passing classes
 - Regular school attendance
 - Avoid negative peer group, and
 - Investigate career and technical education for culinary arts

Comprehensive **multidisciplinary** treatment for co-occurring disorders:

- Substance use, underlying trauma, anxiety, depression and ADHD
- Medication management
- Full psychiatric evaluation
- Individual, group, family therapy, and recovery education

**CASE STUDY
DISCUSSION + SUMMARY**



CASE STUDY SUMMARY



- Parental struggles
- Parental separation
- Incarceration



- Poverty
- Housing instability
- Uncertainty
- Instability



- World is unsafe
- Flight-Fight-Freeze
- Learning impacted
- Dysregulation



- Early identification
- School-based services
- Community support
- Tiered interventions

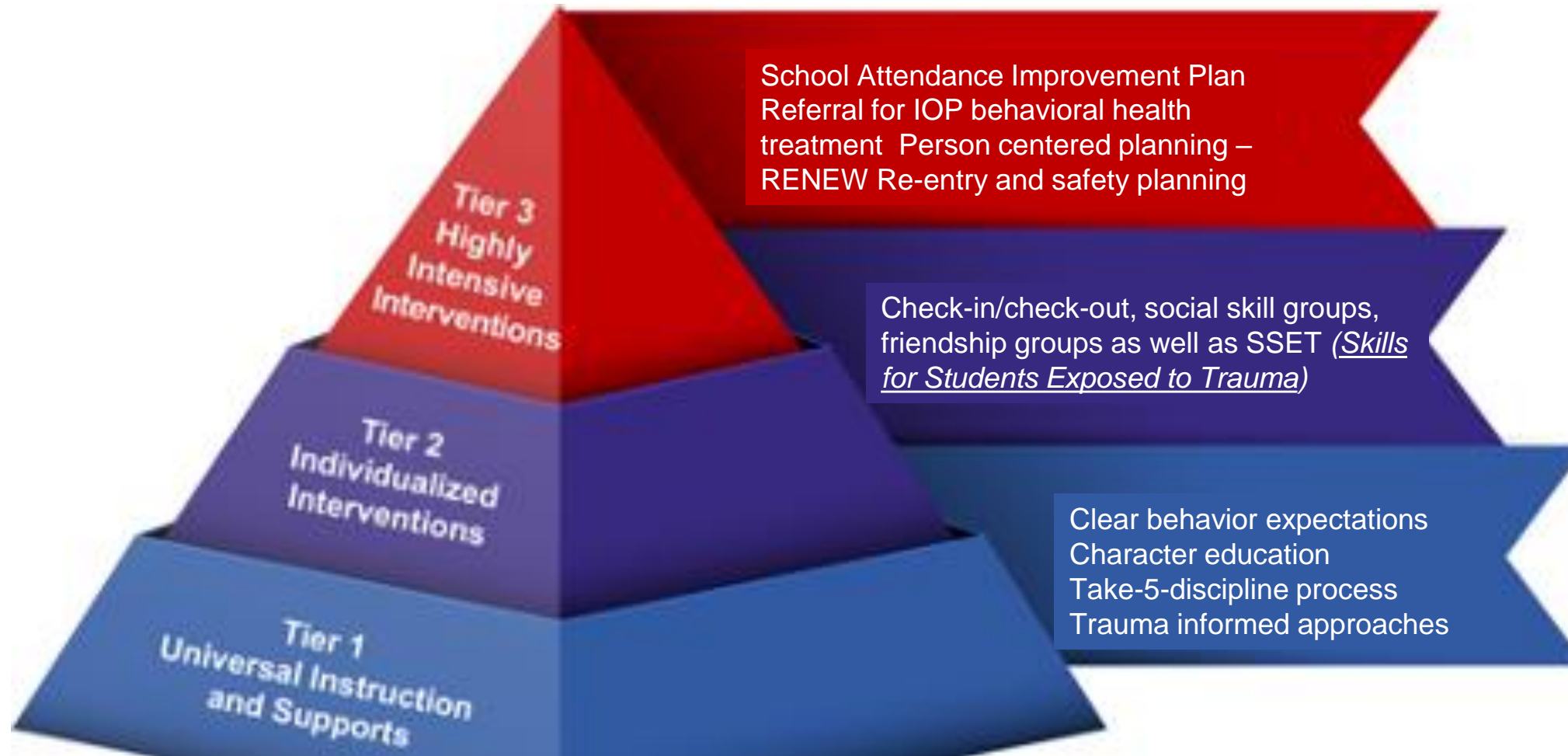
**Intergenerational
Trauma and
Adversity**

**Early Childhood
Trauma**

**Insecure
Attachment**

**Mental Health
and Substance
Use Challenges**

SUMMARY OF WHAT WAS PUT IN PLACE FOR ALEX



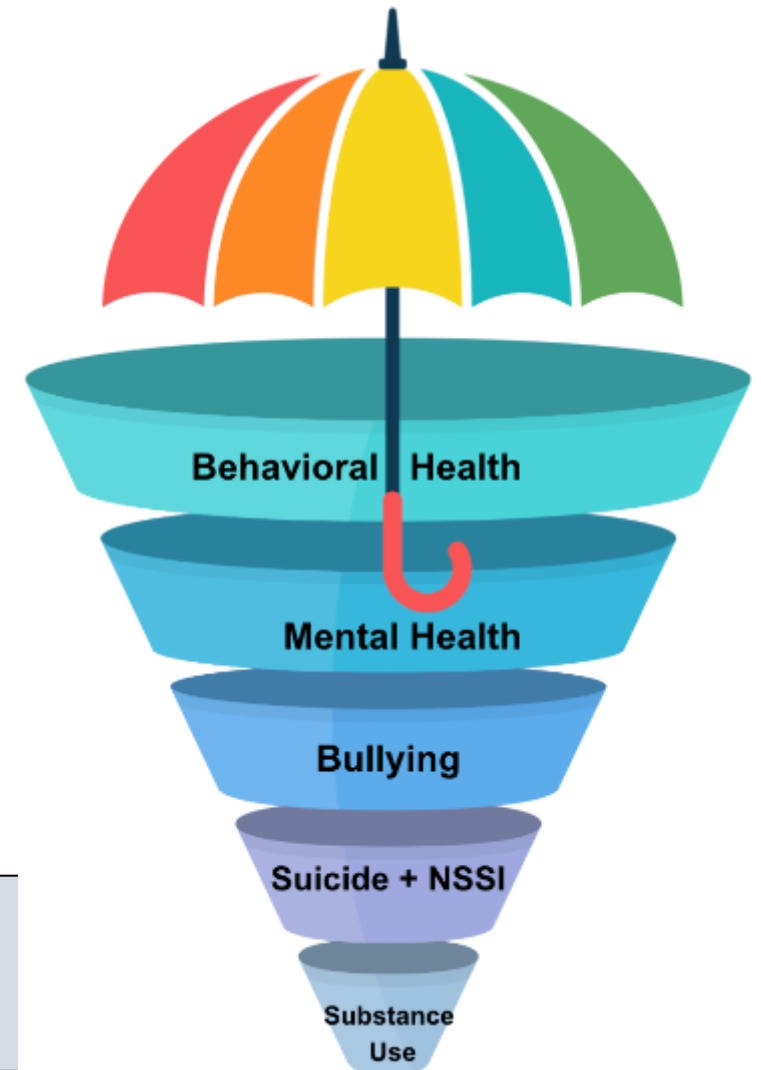
Multi-Tiered Systems of Support (MTSS) is the framework that guided and supported the various interventions that were put in place for Alex.

THE UMBRELLA OF TRAUMA-INFORMED CARE

Trauma informed schools promote safe and supportive environments by :

- Recognizing the pervasive prevalence of trauma and deep impact on youth learning and relationships
- Prioritizing understanding over judgement
- Committing to ongoing professional development for all staff and promoting skill transfer to daily practice
- Aligning trauma-sensitivity embedded withing MTSS, SAP. policies and procedures
- Linking with community-based resources

These shifts in perspective and practices, not only benefit students with histories of chronic traumatic stress and adversity but also foster a more compassionate and adaptive learning community for all students.

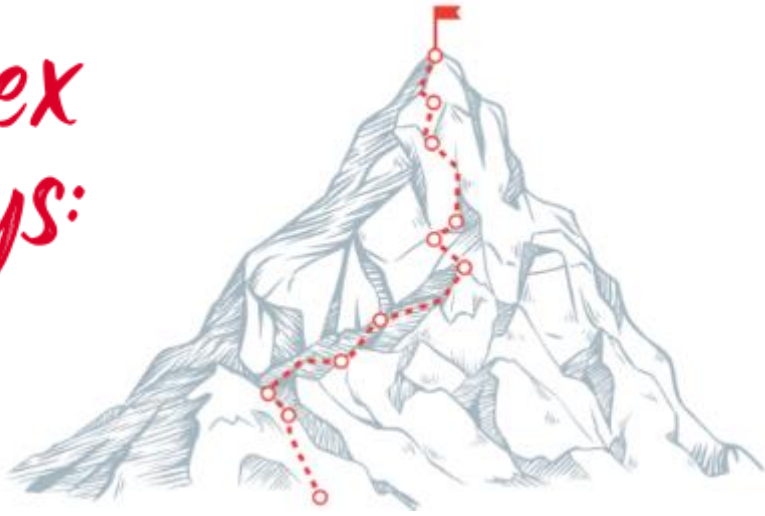


ALEX UPDATE: WHERE IS HE NOW?



HOW DID ALEX'S JOURNEY UNFOLD?

*Alex
says:*



"With the mental clarity that I've achieved in recovery, I've realized that my challenges came long before I even picked up a drug. It's hard to be kind to myself after the years struggling, and I certainly feel guilty. This journey has helped me realize that healing, forgiveness, and redemption are all possible. It's a process. I see people who struggle with trauma, depression, anxiety and substance use as very strong and resilient folks. I know that I am, too."

- Alex excelled in culinary school and now works as a sous chef in a local restaurant.
- He is in treatment and sees a psychiatrist for medication management. He recently began EMDR to address his early trauma.
- In therapy, he has been working on healthy relationships. He has a girlfriend and they have been together for over a year.
- Alex's mom continues to struggle at times and their relationship can be challenging.
- He has friends that he made through his recovery process and is practicing health coping skills.
- He earns enough money to afford rent and uses public transportation to get to work. His employer provides him with health insurance.



LUNCH: 1 HOUR





SITUATIONAL AWARENESS



The Importance of

SITUATIONAL AWARENESS



Defining Situational Awareness

What is Situational Awareness?

How does Situational Awareness relate to an educational environment?

PCCD's Definition of Situational Awareness: *A mindset of being aware of one's surroundings and identifying potential threats and dangerous situations.*

Situational Awareness: *Hollywood*

Version One: 33 seconds

Version Two: 1 minute & 36 seconds

Version Three: 1 minute & 26 seconds

Situational Awareness Errors



Failure to perceive relevant information



Failure to comprehend the meaning of available information

Failure to project, anticipate or plan



Building Situational Awareness

- Understanding the body's stress response
- Incorporating Cooper's Color Codes
- Being familiar with the O.O.D.A. Loop
- Practicing The 5 W's

Flight, Flight or Freeze: *The Brain*

Moments of immediate and elongated stress (threats to location, life or bodily harm) can change one's ability to make rational decisions. Intense stress impacts the brain and body in such a way that **we can quickly go into fight, flight or freeze without being aware we have a choice.**

Prefrontal connections to other brain areas are diminished

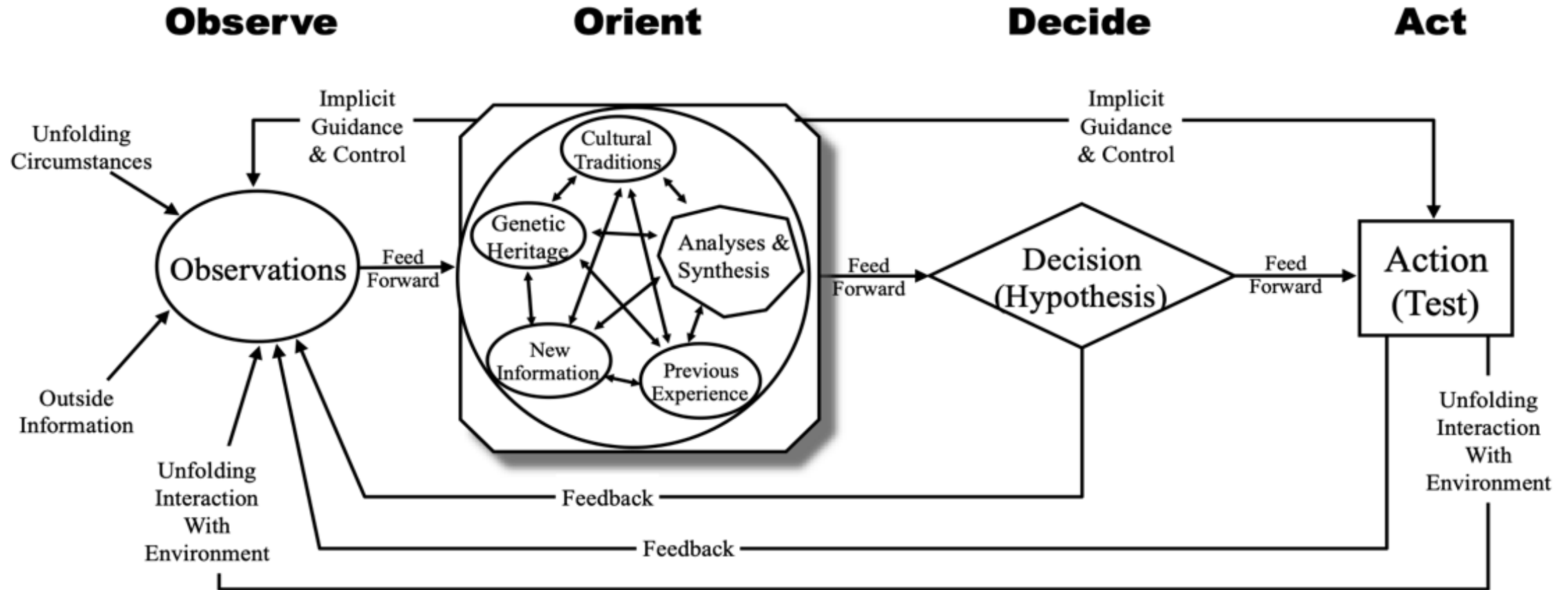
Fight, Flight or Freeze: *The Body*

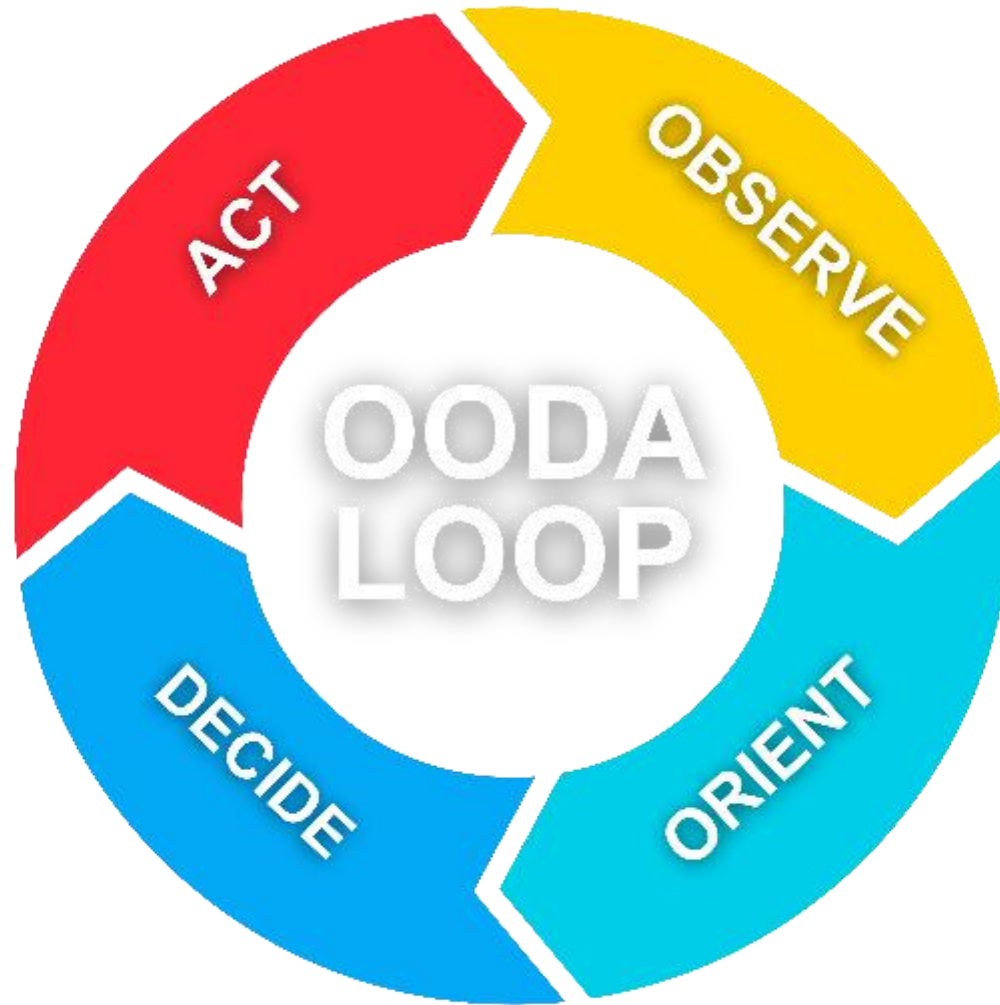
This combination of reactions to stress is also known as the "fight-or-flight" because it evolved as a survival mechanism, **enabling people and other mammals to react quickly to life-threatening situations.**



A short [video](#) describing Cooper's color codes for more context

Boyd's OODA "Loop" Sketch





The most common and simplified representation of the OODA loop theory: the OODA Loop in action: [VIDEO](#)

THE O.O.D.A. LOOP: *CO-OPTED*



The OODA loop can create a natural and trainable advantage for the practitioner of it.

The 5 W's

- What is happening?
- Who is doing it?
- Where is it taking place?
- When did you observe it?
- Why is this activity suspicious?



pennsylvania
GOVERNOR'S OFFICE OF
HOMELAND SECURITY

Safety Planning

1. Do you have problems with people using door props?
2. Are there areas of the building or times in the day when students are unattended when they could use supervision?
3. What happens when a door isn't working or a lock stops locking?
4. Do staff and employees know where and how to report issues of safety and security concern?

A short video demonstrating quality situational awareness and safety planning within an educational setting: [VIDEO](#)

Special Needs: SECTION 504

VISUALLY IMPAIRED

WHEEL CHAIR BOUND

SOCIAL DISORDERS

SENSORY ISSUES

PHYSICAL DISABILITIES

SPEECH & LANGUAGE DISABILITIES

HARD OF HEARING

DEAF

NOT READILY APPARENT

BEHAVIORAL DISORDERS

BLIND

BROKEN LEG

TEMPORARY CONDITION

MILD TO SEVERE

DEVELOPMENTAL DISABILITIES

EMOTIONAL DISORDERS

COGNITIVE DISABILITIES

The [REMS Training Package](#) is a resource that schools can use to plan for students and Faculty with Disabilities.

Future Threats

[Schools: Social Media Surveillance](#) (Brennan Center for Justice)

[Social Media Surveillance in Schools: Rethinking Public Health Interventions in the Digital Age](#) (National Institute of Health)

[Why Expensive Social Media Monitoring Has Failed to Protect Schools](#) (Slate Magazine)

[How schools search students' social media for threats, and why some experts warn against it](#) (IndyStar)

[School Climate](#) Resources (Pennsylvania Department of education)

[School Health Index](#) (Centers for Disease Control and Prevention)

Safe2SayPA: *Brief Overview*

What is Safe2Say Something?

Safe2Say Something is a youth violence prevention program run by the Pennsylvania Office of Attorney General. The program teaches youth and adults how to recognize warning signs and signals, especially within social media, from individuals who may be a threat to themselves or others and to “say something” BEFORE it is too late. With Safe2Say Something, it’s easy and confidential to report safety concerns to help prevent violence and tragedies.

Here’s how it works:

- Submit an anonymous tip report through the Safe2SaySomething system
- Crisis center reviews, assesses and processes all submissions
- Crisis center sends all submissions to school administration and/or law enforcement for intervention
- If needed, crisis center may contact tipster anonymously through the app

Safe2SayPA: Valuable Data

GET THE FACTS:

1,000,000 **80%**

students reported being harrassed, threatened or subject to other forms of cyberbullying

of school shooters told someone of their violent plans. 59% told more than one person.

70%

of people who died by suicide told someone of their plans and gave some other warning sign.

in partnership with



School Resources | 2022-2023 Annual Report

© 2023 Safe2Say Something. All Rights Reserved.

TIP TOTALS 07/01/2022 - 06/30/2023

Event Types	Total
Bullying / Cyber Bullying	5100
Smoking (Tobacco, E-Cig, Vape) in School	2911
Suicide / Suicide Ideation	2499
Drug Distribution / Possession	2464
Cutting / Self-Harm	2304
Inappropriate Language/Behavior/Gesture	1472
Harassment / Intimidation	1447
Threat Against School	1216
Hate Crime / Hate Speech / Discrimination	848
Threat Against Person	838



PHYSICAL ASSESSMENTS & PHYSICAL SECURITY







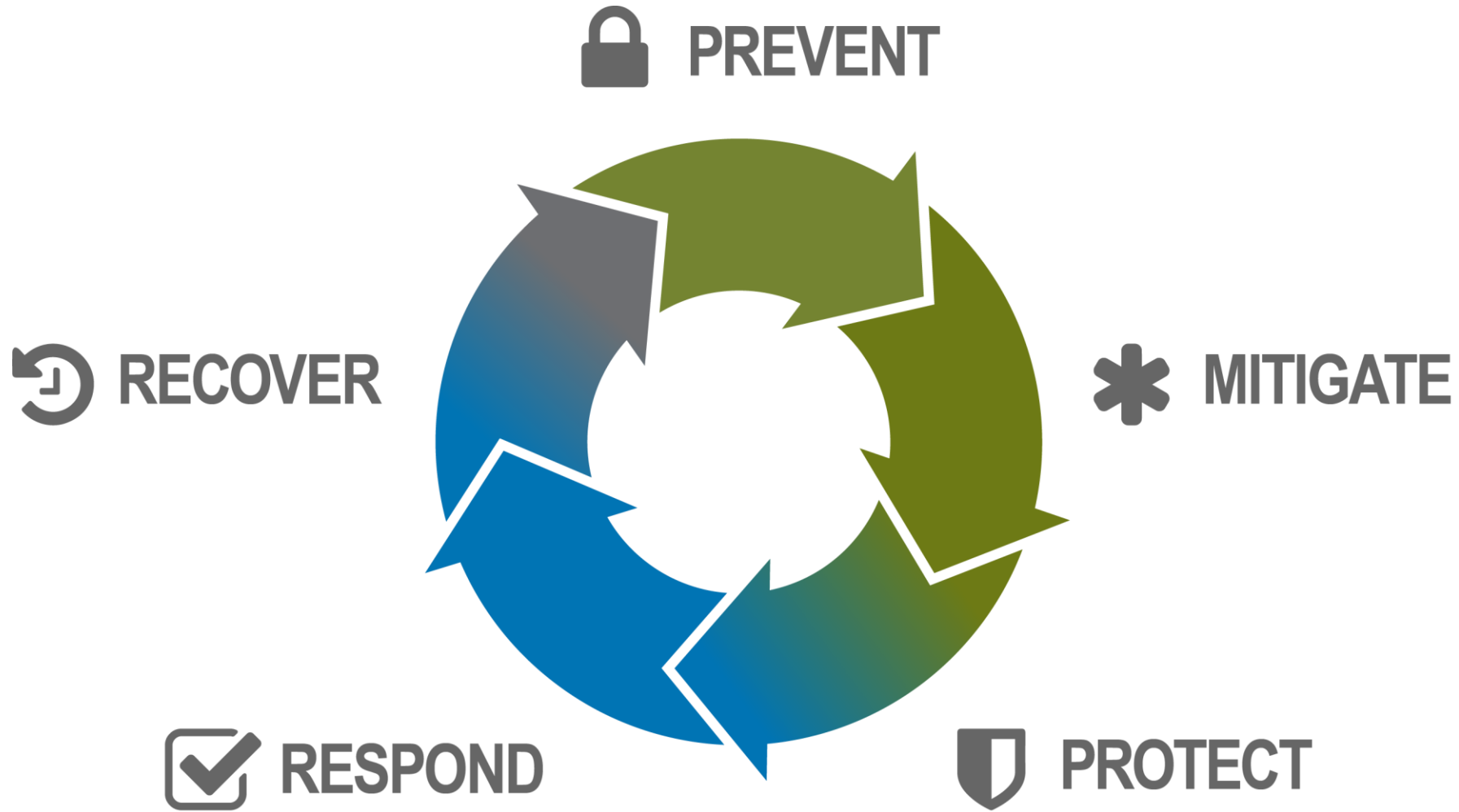
School Physical Security is a system of interrelated elements that must work together.



Local education agencies that take a layered approach to school physical security will be better able to detect, delay and respond to threats.



Physical security is a component of the broader school safety system, which also includes activities to prevent threats, and activities to respond to and recover from the consequences of a diverse set of safety incidents.



PREVENTION

OBJECTIVE

Reduce number of threats & increase probability of detecting threats

RELEVANT SCHOOL SAFETY TOPICS

- Bullying & Cyberbullying
- Mental Health
- School Climate
- Threat Assessment & Reporting

PROTECTION & MITIGATION

OBJECTIVE

- Detect and delay incidents
- Limit consequences of incidents that do occur as much as possible

RELEVANT SCHOOL SAFETY TOPICS

- Physical Security Equipment & Technology
- Site & Building Design
- School Security Personnel
- Security Policies & Procedures
- Training, Exercises & Drills

RESPONSE & RECOVERY

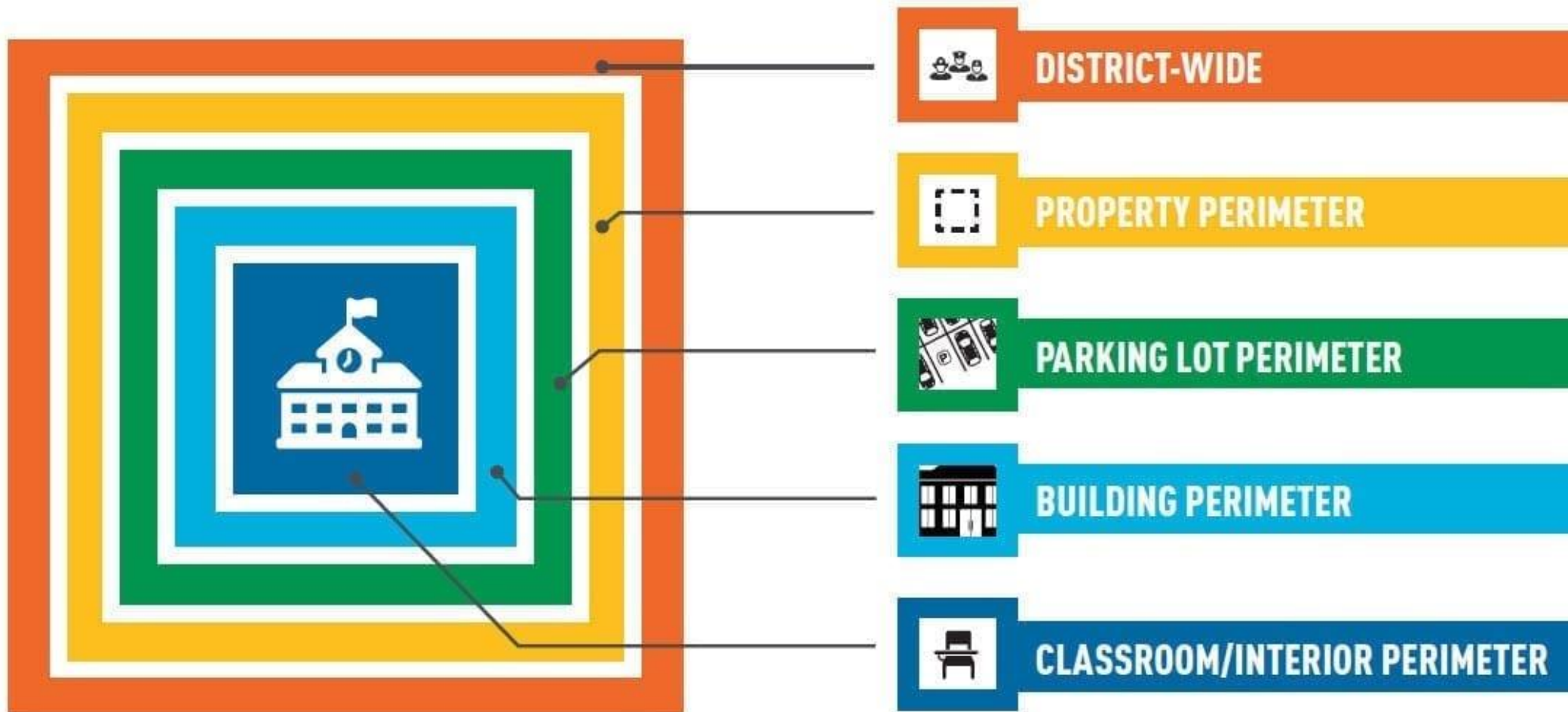
OBJECTIVE

- Remedy incident consequences
- Return to normal

RELEVANT SCHOOL SAFETY TOPICS

- School Security Personnel
- Training, Exercises & Drills

LAYERS OF PROTECTION



©2021 Partner Alliance for Safer Schools

School Perimeter Layers

District Wide Perimeter



Property Perimeter

Parking Lot Perimeter

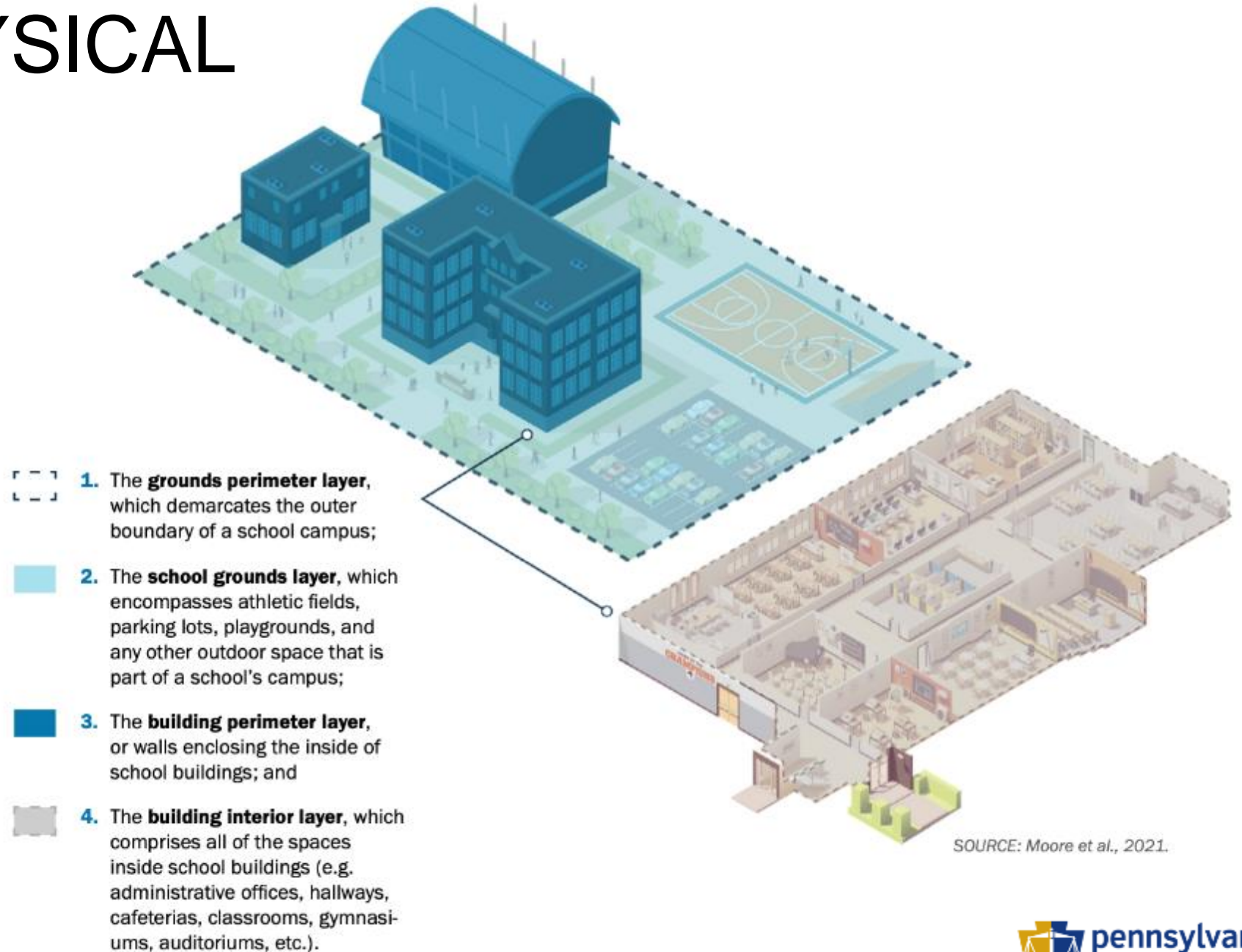
Building Perimeter

Classroom/Interior Perimeter



**PAGE 13
OF THE
GUIDELINES**

SCHOOL PHYSICAL SECURITY LAYERS



SOURCE: Moore et al., 2021.

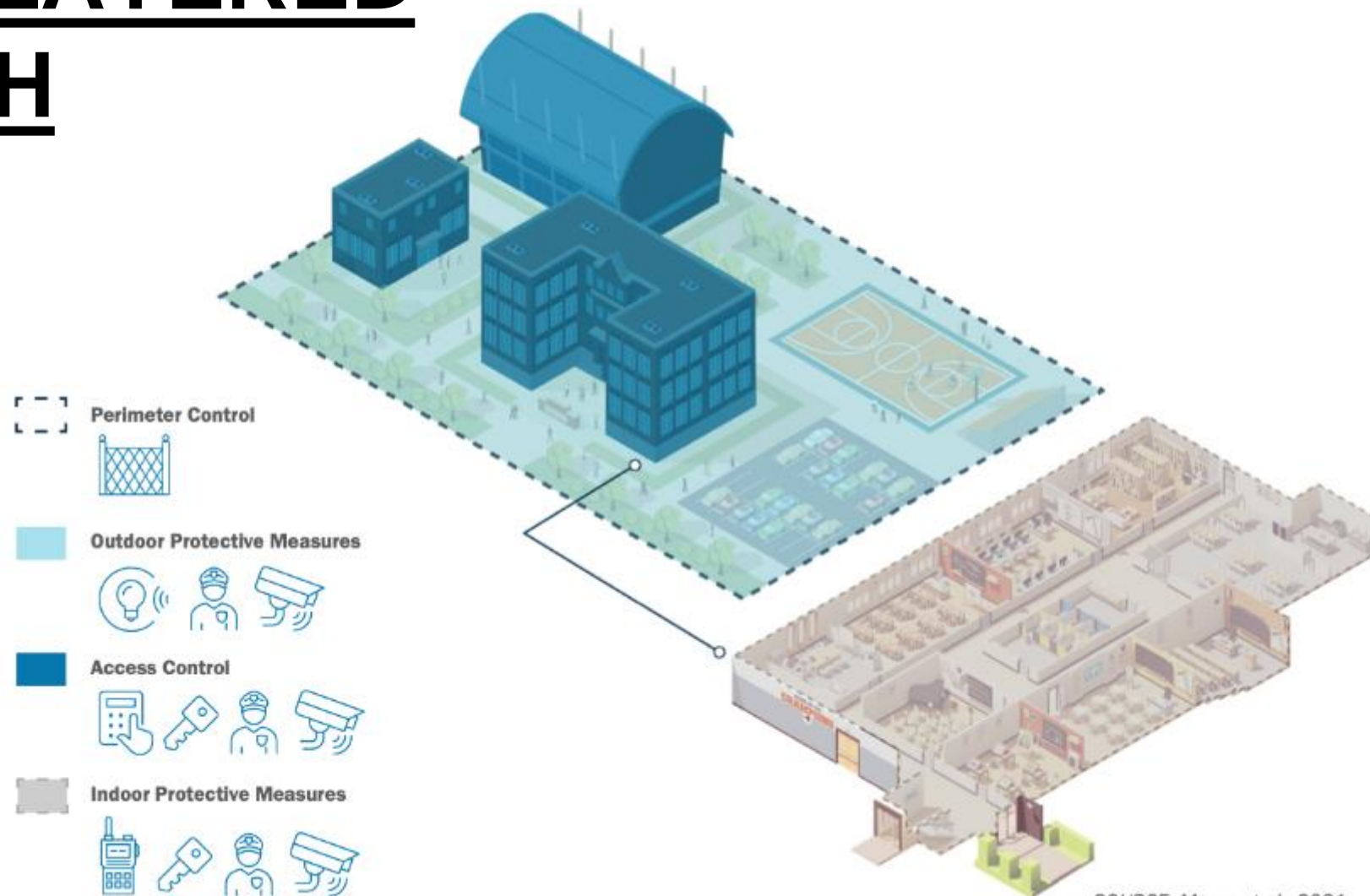
Integrated Safe Schools - Solutions Complexity



Key Questions for Addressing Physical Security:

1. What threats are likely to enter my school environment, and where are these threats likely to enter?
2. If a threat were to enter my campus, when would security measures already in place detect the presence of the threat?
3. How would existing policies and measures already in place across campus delay the threat, and for how long?
4. What policies and measures already in place across campus would allow enough time for responding to an incident?
 - The answers to these questions define the starting point for considering ways to strengthen security.

TAKING A LAYERED APPROACH



SOURCE: Moore et al., 2021.

STEP 1.

FORM A PHYSICAL SECURITY PLANNING TEAM

Identify and include relevant school staff and stakeholders, such as community organizations, local law enforcement, and families.

STEP 2.

GATHER RELEVANT LOCAL DATA

Gather local data about safety incidents at schools and the consequences of such events.

STEP 3.

THREAT ANALYSIS

What types of safety incidents are a concern for a school, and how likely are they to occur?

STEP 4.

VULNERABILITY ANALYSIS

What safety and security measures are already in place at the school?

STEP 5.

RISK ANALYSIS

What are the potential consequences of each of the identified safety incidents based on the security measures in place at the school? How do security measures reduce risk? What risk remains?

STEP 6.

CREATE A SECURITY PLAN

Which of those remaining risks are a concern, and what are the most practical and effective additional safety and security measures to address them?

PCCD Assessment Criteria

[Overview: Section 1303-B of the PA Public School Code of 1949](#)

[Use of Assessment Criteria By School Entities](#)

[Use of Assessment Criteria By Assessors](#)

[Physical Assessment Criteria](#)

[Student Assistance and Behavioral Health Support Assessment Criteria](#)

[Policy and Training Assessment Criteria](#)

[Glossary](#)

[Appendix A: Workgroup Membership](#)

[Appendix B: Additional Resources](#)

A school safety and security assessment is a **strategic evaluation** of a school entity's facilities and programs used to identify potential safety and security threats - Assessments are to include consideration of the safety and security of a school entity's **physical environment**, the school entity's **climate and behavioral health environment**, and all **related policies and training**.

School Safety & Security Assessment: 3 Parts

1. A PHYSICAL ASSESSMENT (PHYSICAL SAFETY & SECURITY)

- [Physical Assessment Criteria \(Downloadable Document from Toolkit\)](#)

2. A POLICY AND TRAINING ASSESSMENT (WRITTEN DOCUMENTATION / EOP)

- [Policy and Training Assessment Criteria \(Downloadable Document from Toolkit\)](#)

3. A STUDENT ASSISTANCE AND BEHAVIORAL HEALTH SUPPORT ASSESSMENT (CLIMATE & CULTURE)

- [Student Assistance and Behavioral Health Support Assessment Criteria \(Downloadable Document from Toolkit\)](#)

A PHYSICAL ASSESSMENT (PHYSICAL SAFETY & SECURITY) – *The physical assessment shall be conducted during calendar months when school is in session and shall consist of an evaluation of the school entity's structural facilities and surrounding property that includes:*

- An evaluation of the school entity's structural facilities and surrounding property that includes
- A review of the school entity's existing school safety and security plan.
- A review of the school entity's existing plans for crisis response and mitigation.
- An analysis of the school entity's crime prevention policy or practices, including environmental design.
- Discussions with the local law enforcement agencies that are primarily responsible for protecting and securing the school.
- An analysis of the school entity's cooperative agreements with the local law enforcement agencies that are primarily responsible for protecting and securing the school.
- Discussions with the school entity's employees.

A POLICY AND TRAINING ASSESSMENT (WRITTEN DOCUMENTATION / EOP) -- *The policy and training assessment shall consist of an evaluation of the school entity's policies and practices, including:*

- An analysis of the school entity's policies related to student safety, security and management issues.
- Discussions with the school entity's employees.
- A review of the school entity's student code of conduct.
- Recommendations for effective school safety and security training and practices for all school entity employees.
- An analysis of the school entity's communications practices and available technology and tools.
- A review of the school entity's safety and security training practices.
- A general review of:
 1. Statutory policies related to school safety and security
 2. Criteria-based policies relating to school safety and security
 3. Statutory training
 4. Criteria-based training

A STUDENT ASSISTANCE AND BEHAVIORAL HEALTH SUPPORT ASSESSMENT (CLIMATE & CULTURE) -- The student assistance and behavioral health support assessment shall consist of an analysis of the school entity's climate, including:

- ✓ The availability of student assistance programs and behavioral health professionals to provide assistance to the school entity.
- ✓ A review of recommendations by behavioral and physical health professionals and consideration of their recommendations.

Toolkit Links: *Printable & Usable*

- [Overview of Section 1303-B of Act 44](#)
- [Use of Assessment Criteria by School Entities](#)
- [Use of Assessment Criteria by Assessors](#)
- [Physical Assessment Criteria](#)
- [Student Assistance and Behavioral Health Support Assessment Criteria](#)
- [Policy and Training Assessment Criteria](#)
- [**Additional Resources**](#)

CPTED: *A Lens for Aspects of Assessments*

REMS [CPTED Fact Sheet PDF](#)



Crime Prevention Through
Environmental Design: Enhancing
the Security of Your K-12 School
Using an All-Hazards Approach

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS TECHNICAL ASSISTANCE CENTER


REMS CPTED [Training Module](#)

REMS [Trainings & Overviews](#)

CPTED: *Rooted in Psychology & Criminology*

Theory

The
BROKEN WINDOWS THEORY
holds that in environments
where small problems go
unaddressed, crime and
disorder will follow.



CRIMINAL JUSTICE
KNOW NOW



Like Attracts Like [Video](#)

Broken Windows Theory [Video](#)

CPTED: 1st Generation Principles



Crime Prevention Through Environmental Design: First Generation Principles



Natural
Surveillance

Territorial
Reinforcement



Management
and
Maintenance

Natural Access
Control



Training Module: [Understanding CPTED](#)

CPTED: 2nd Generation Principles

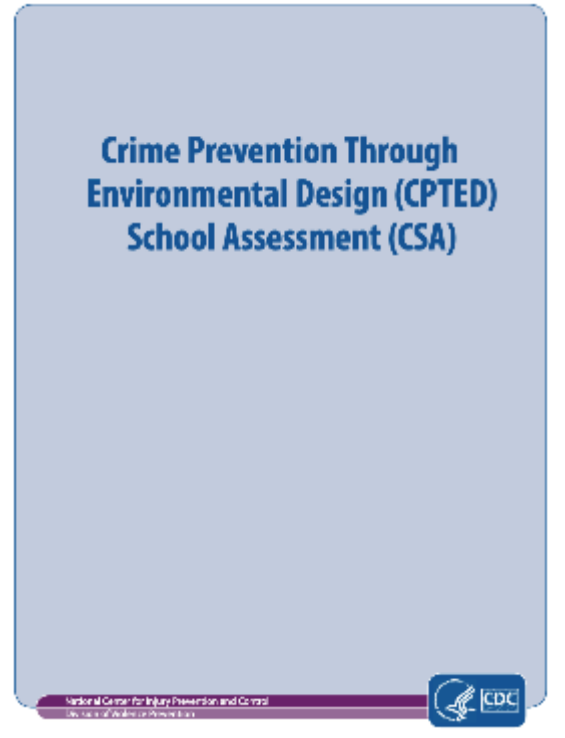


Crime Prevention Through Environmental Design: Second Generation Principles



Training Module: Understanding CPTED


CPTED: *Usable Assessment*





Broken into 9 sections: **INITIAL IMPRESSIONS; THE GROUNDS; THE BUILDINGS; THE INTERIORS; GLOBAL IMPRESSIONS; ADDITIONAL OBSERVATIONS; SURROUNDING LAND USE; SURROUNDING LAND USE CONDITION.**

CPTED
School Assessment

School Safety Assessment Interactive PDF through the NIJ (National Institute of Justice)



SCHOOL SAFETY ASSESSMENT



NIJ National Institute of Justice
STRENGTHEN SCIENCE. ADVANCE JUSTICE.

JTIC
Justice Technology Information Center

DISCLAIMER
This report and document was developed by the National Law Enforcement and Corrections Technology Center (NLECTC) National and the School Safety Advisory Council, with the help of the New Jersey Office of Homeland Security and Preparedness, Critical Infrastructure Protection Bureau, the New Jersey Department of Education, the Maryland Association of School Resource Officers (MASRO) and the Risk Mitigator Program from the County Prosecutor's Offices of Bergen and Morris Counties in New Jersey. NLECTC National is funded through a grant from the National Institute of Justice, Office of Justice Programs, U.S. Department of Justice. Neither the U.S. Department of Justice nor any of its components control, are responsible for, or necessarily endorse, this document. Use of this document by itself to do school assessments will not replace a full risk/security assessment done by personnel trained in doing risk/security assessments specifically for schools.

Privacy Statement: This document must be kept secure at all times in order to ensure that unauthorized parties do not gain access to the information you have stored. No data entered into this document is collected by the app developers, the National Institute of Justice, or the Justice Technology Information Center.

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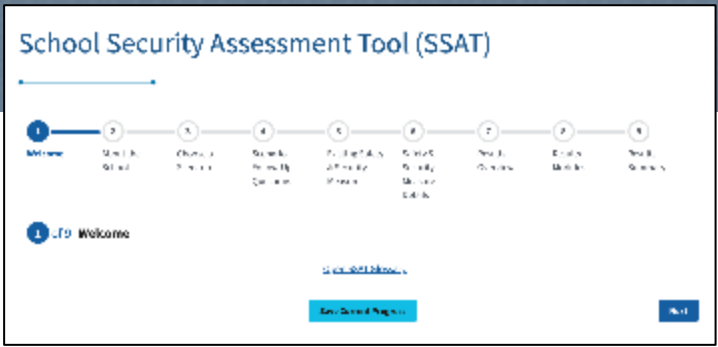
PASS: Guidelines & Usable Checklist

The Partner Alliance for Safer Schools (**PASS**)



*Vetted security practices
specific to **K-12**
environments*

CISA: k-12 Security Guide





Several popular programs and resources offered at no cost by PSP:

- **Classroom-based presentation** that prepares individuals for an active shooter situation: different mental strategies and response tactics; active shooter statistics, trends, and real incidents; the basics of the federally-suggested actions of “Run, Hide, Fight.”
- Community Services Officers offer **no-cost training**, such as: Cyberbullying; Internet/social media safety; Drug and alcohol awareness; Driver education



- The **RVAT program provides**: In-depth security vulnerability assessments; Options for consideration to improve the security posture of PA public or private facilities, excluding residences
- RVAT personnel are **State Troopers trained on assessment procedures** related to: Physical security; Explosive effects on structural design; Threat analysis; Practical target hardening techniques.
- For more information or to **schedule a Risk and Vulnerability Assessment** contact the [PSP RVAT](#) by email or call the PSP Domestic Security Section at 717-346-4085.

BALANCING SAFETY & EDUCATION

1. FULLY INTEGRATE LEARNING SUPPORTS
2. IMPLEMENT MULTITIERED SYSTEMS OF SUPPORT
3. IMPROVE ACCESS TO SCHOOL-BASED MENTAL HEALTH SUPPORTS
4. INTEGRATE ONGOING POSITIVE CLIMATE AND SAFETY EFFORTS
5. BALANCE PHYSICAL AND PSYCHOLOGICAL SAFETY
6. EMPLOY EFFECTIVE, POSITIVE SCHOOL DISCIPLINE
7. CONSIDER THE CONTEXT OF EACH SCHOOL AND DISTRICT
8. ACKNOWLEDGE THAT SUSTAINABLE AND EFFECTIVE CHANGE TAKES TIME



BREAK: 10 MINUTES





Emergency Preparedness





PART 1 OF 2





PREVENTION

MITIGATION

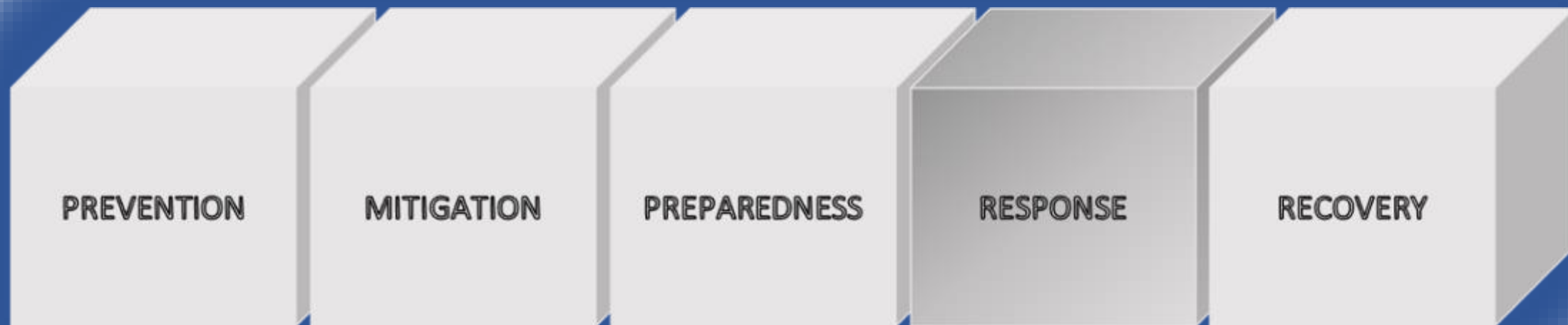
PREPAREDNESS

RESPONSE

RECOVERY









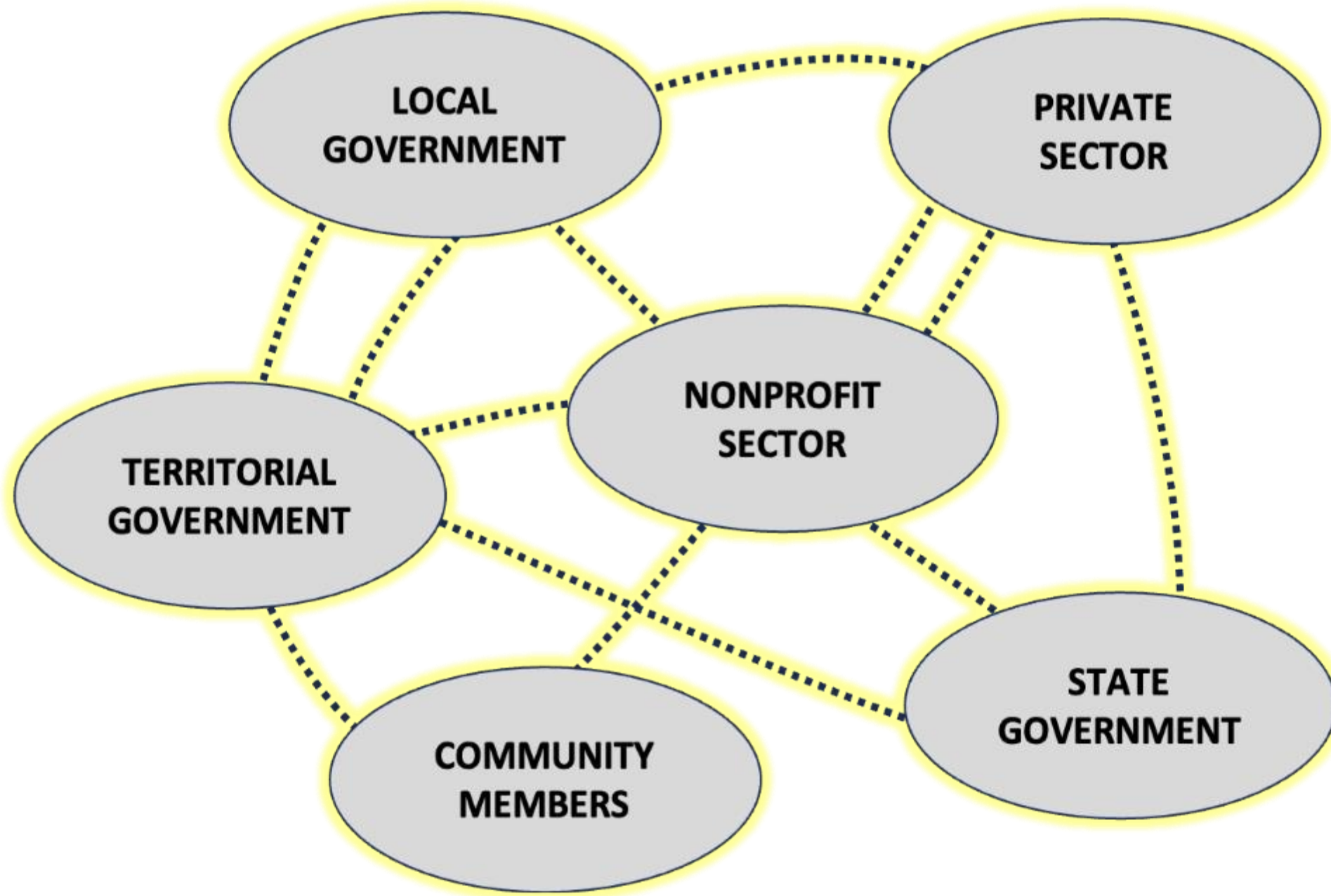
PREVENTION

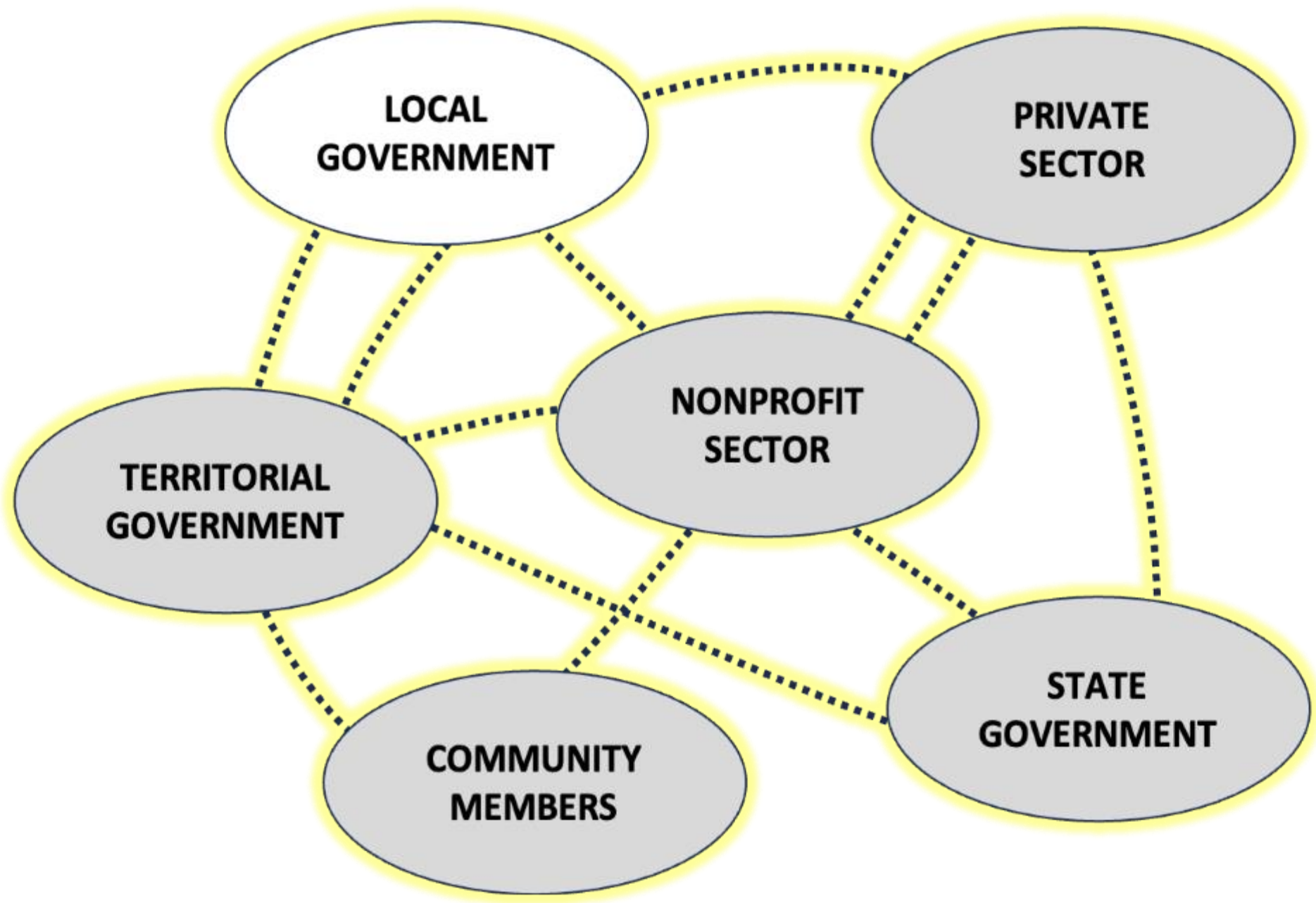
MITIGATION

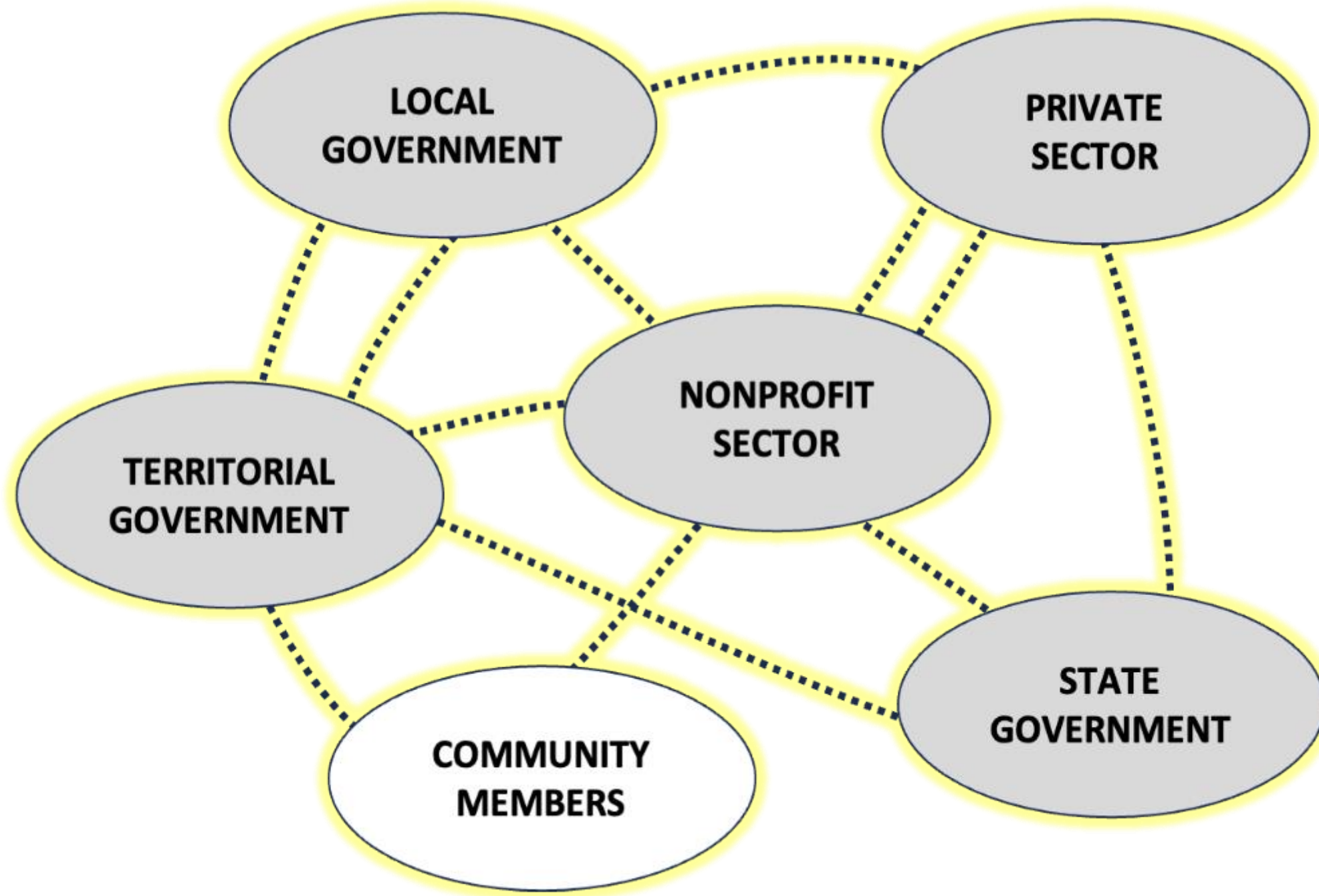
PREPAREDNESS

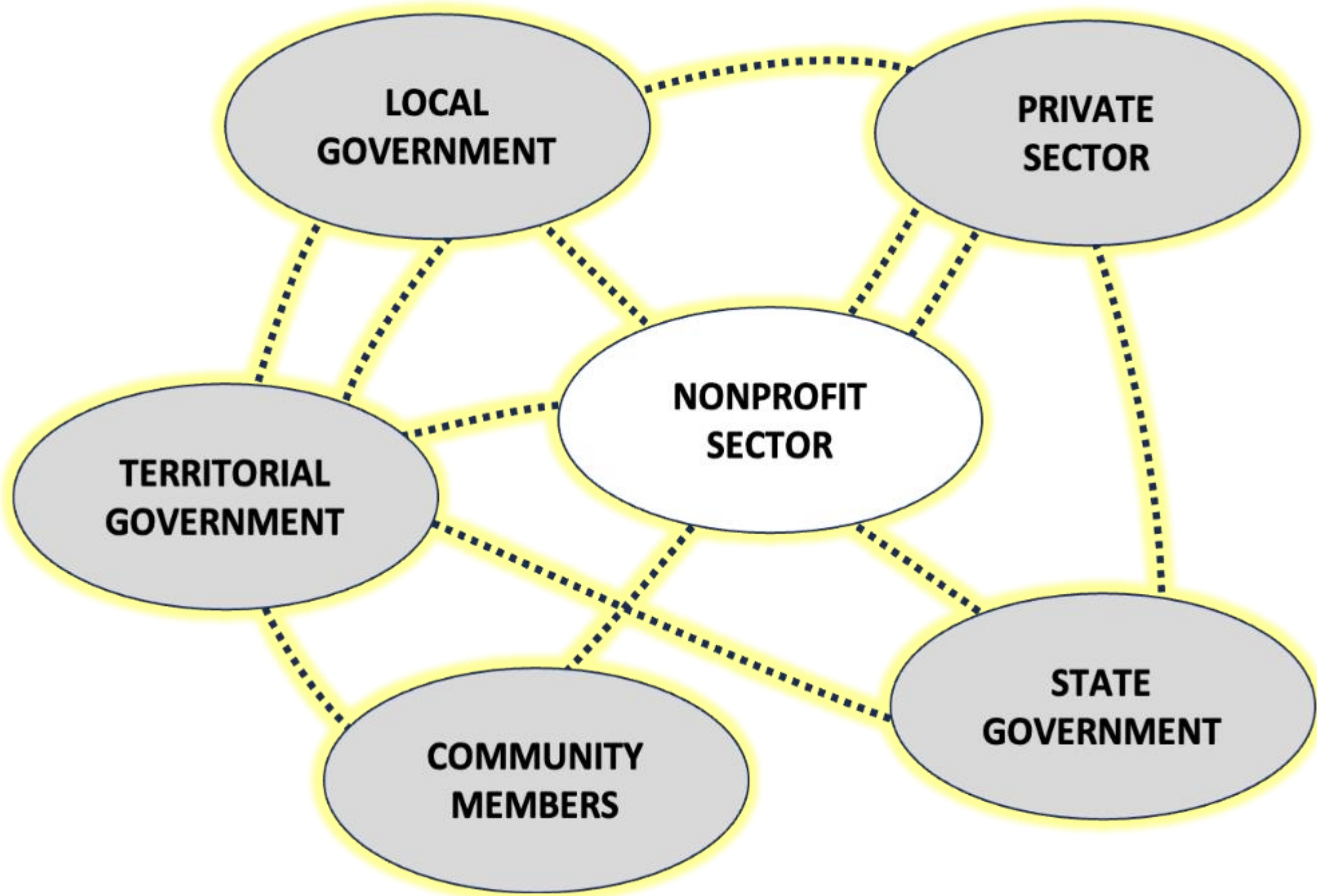
RESPONSE

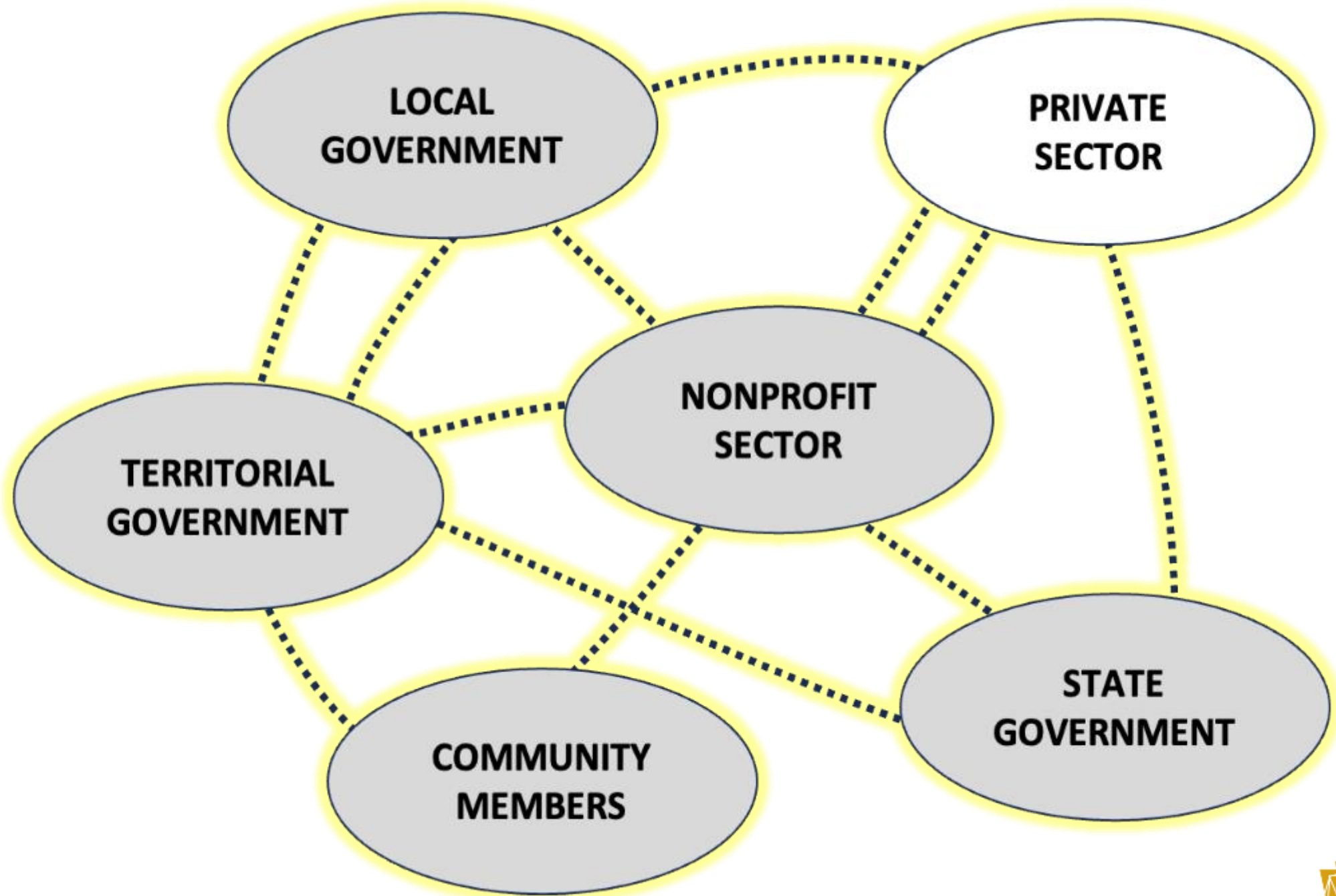
RECOVERY

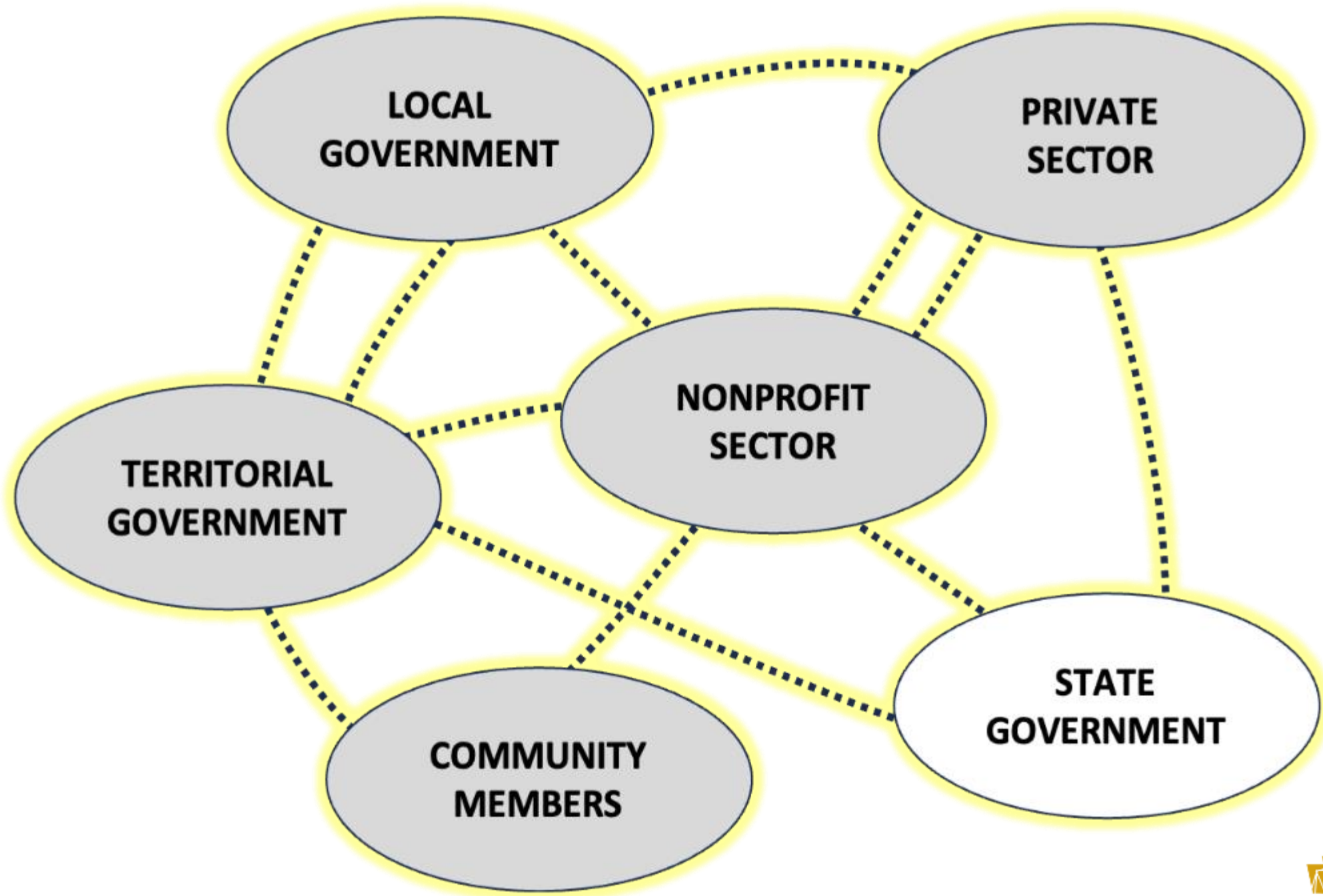


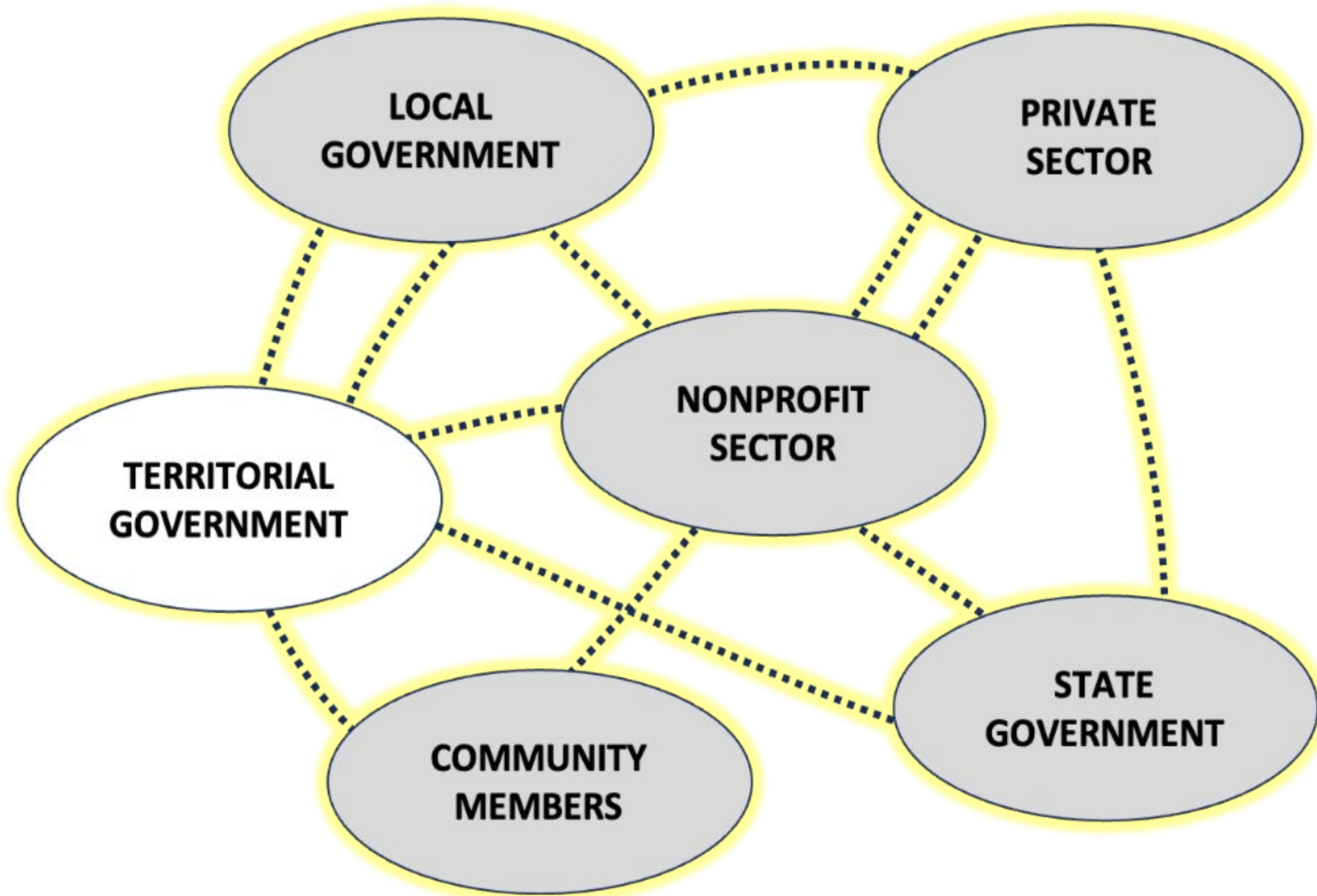












FEDERAL
REMEMS &
STATE
PENMA

AND OTHER HIGH QUALITY RESOURCES FOR SSSC'S



SCHOOL AND CHILD CARE SAFETY

REMS SERVES:

- Schools and school districts
- IHEs Local education agencies (LEAs)
Regional education agencies (REAs)
State education agencies (SEAs)
Community partners agencies)
- Current or former **grantees**
- **Other stakeholders in K-12 or IHE emergency management**



MEPS (Multihazard Emergency Planning for Schools) Toolkit is an incredibly robust and useful online, user-friendly, federal resource for educational environments nationwide - allowing communities to prepare for and create their own emergency procedures and corresponding documents related to multihazard preparedness.

FEMA

Glossary Index Help

Multihazard Emergency Planning for Schools Toolkit

- Course Materials
- Comprehensive Preparedness Guide 101
- Prevention & Preparedness Resources
- Mitigation Resources
- Response & Recovery Resources
- Sample Forms, Checklists & Exercises
- Video Library
- Analyzing Hazards
- Developing Procedures/Protocols
- Addressing Special Needs
- Managing Public Information
- Conducting Exercises & Drills
- Training & Developing Staff
- Additional Web Resources

[Home](#) [Contact Us](#) [Privacy Policy](#) [Important Notices](#) [Accessibility](#)

[Download Plug-ins](#) [FOIA](#) [No FEAR Act Data](#) [USA.gov](#) [DHS](#)

Disasters and Emergencies

English [Español](#)

Know what disasters and hazards could affect your area, how to get [emergency alerts](#), and where you would go if you and your family need to evacuate. Make sure your family has a plan and practices it often.

Download the [FEMA App](#) to get preparedness strategies, real-time weather and emergency alerts.

Order Free Preparedness Materials

Order free preparedness materials from [FEMA's online ordering platform](#). These materials can be shipped directly to you at no cost.

Hazard Information Sheets

Use these two-sided information sheets to learn more about how to prepare for, keep safe during, and respond to hazards. Learn more about the research behind these information sheets on FEMA's [Protective Actions Research site](#).

Hazard Information Sheets: [Download the Full Suite](#) or download individual sheets for [Active Shooter](#), [Avalanche](#), [Cyberattack](#), [Earthquake](#), [Extreme Heat](#), [Financial Emergency](#), [Flood](#), [Hurricane](#), [Landslide](#), [Novel Pandemic](#), [Nuclear Explosion](#), [Power Outage](#), [Thunderstorm](#), [Lightning](#), and [Hail](#), [Tornado](#), [Tsunami](#), [Volcano](#), [Wildfire](#), [Winter Storm](#)



*Ready is a National public service campaign designed to **educate** and **empower** the American people to **prepare for, respond to** and **mitigate** emergencies and disasters.*

Commonwealth of Pennsylvania National Incident Management Implementation Strategy

2022-2027



Developing and Maintaining Emergency Operations Plans

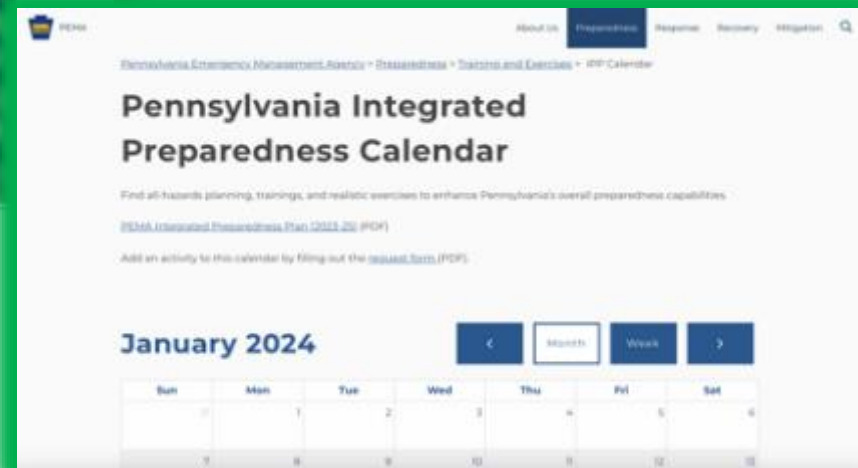
Comprehensive Preparedness Guide (CPG) 101
September 2021, Version 3.0




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[Mitigation](#)

[Pennsylvania Emergency Management Agency](#)
[Disaster](#)
[Trainers and Exercises](#)
[IPP Calendar](#)

Pennsylvania Integrated Preparedness Calendar

Find all hazards planning, trainings, and realistic exercises to enhance Pennsylvania's overall preparedness capabilities.

[PEMA Integrated Preparedness Plan \(2022-2027\) \(PDF\)](#)

Add an activity to this calendar by filling out the [request form \(PDF\)](#).

January 2024
[←](#)
[Months](#)
[Weeks](#)
[→](#)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13

IS-100.C

IS-200.C

IS-362.A

IS-360

IS-700.B

IS-800.D



IS-100.C

This course introduces the Incident Command System (ICS) and provides the foundation for higher level ICS training. This course describes the history, features and principles, and organizational structure of the Incident Command System. It also explains the relationship between ICS and the National Incident Management System (NIMS).

IS-200.C

This course reviews the Incident Command System (ICS), provides the context for ICS within initial response, and supports higher level ICS training. This course provides training on, and resources for, personnel who are likely to assume a supervisory position within ICS.

IS-362A

This course covers basic information about developing, implementing, and maintaining a school emergency operations plan (EOP). The goal of this course is to provide students with an understanding of the importance of schools having an EOP and basic information on how an EOP is developed, exercised, and maintained.

IS-360

This course provides leading practices and resources to assist elementary and secondary schools, institutions of higher education, and houses of worship in developing emergency plans for preparing for, responding to, and recovering from mass casualty incidents.

IS-700.B

This course provides an overview of the National Incident Management System (NIMS). The course provides learners with a basic understanding of NIMS concepts, principles, and components.

IS-800.D

The goal of the course is to provide guidance for the whole community. Within this broad audience, the National Response Framework focuses especially on those who are involved in delivering and applying the response core capabilities.

Laws relevant to Emergency Planning



CHAPTER 10 SAFE SCHOOLS
(24 P. S. §13-1306.2-B)



35 PA.C.S. §7701(G) – DUTIES
CONCERNING DISASTER
PREVENTION



Coordination & Communication with Law Enforcement and Emergency Personnel



*LAWS RELEVANT TO
COORDINATION AND
COMMUNICATION WITH
LAW ENFORCEMENT*

FOR THE SSSC

- 1. ARTICLE XIII-A (STUDENT SUPPORTS)**
Section 1306.2-B of the Public School Code
- 2. CHAPTER 10 (SAFE SCHOOLS)**
Regulations issued under section 1306.2-B of the Public School Code of 1949 (24 P. S. §13-1306.2-B)
- 3. SECTION 1309-B**
Of the Public School Code
- 4. SECTION 1303-D**
of the Public School Code (Safe2Say Something coordination)
- 5. SECTION 1302-E**
of the Public School Code (threat assessment coordination)

- 1. ARTICLE XIII-A (STUDENT SUPPORTS)**
Section 1306.2-B of the Public School Code
- 2. CHAPTER 10 (SAFE SCHOOLS)**
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- 5. SECTION 1302-E**
of the Public School Code (threat assessment coordination)

- 1. ARTICLE XIII-A (STUDENT SUPPORTS)**
Section 1306.2-B of the Public School Code
- 2. CHAPTER 10 (SAFE SCHOOLS)**
Regulations issued under section 1306.2-B of the Public School Code of 1949 (24 P. S. §13-1306.2-B)
- 3. SECTION 1309-B**
Of the Public School Code
- 4. SECTION 1303-D**
of the Public School Code (Safe2Say Something coordination)
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(FERPA): PART 99 OF THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

(IDEA): PART 300 OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

(HIPAA): THE HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT OF 1996

THREAT ASSESSMENT TEAMS

SECTION 1302-E: Public School Code

SCHOOLS SHALL ESTABLISH A THREAT ASSESSMENT TEAM. THESE TEAMS CONFIDENTIALLY REVIEW ANY THREAT THAT IS BROUGHT TO THE ATTENTION OF A SCHOOL EMPLOYEE. ANY PERSON HAVING CONCERN REGARDING A STUDENT SHOULD REFER THE MATTER IMMEDIATELY TO THE DESIGNATED PERSONNEL. THE CONCERN WILL BE REVIEWED BY THE DESIGNATED PERSONNEL, AND AS APPROPRIATE ACTIVATE THE THREAT ASSESSMENT TEAM.

SECTION 1302-E: Public School Code

MOU'S **MEMORANDUM OF** **UNDERSTANDING**

SECTION 1306.2-B: Public School Code

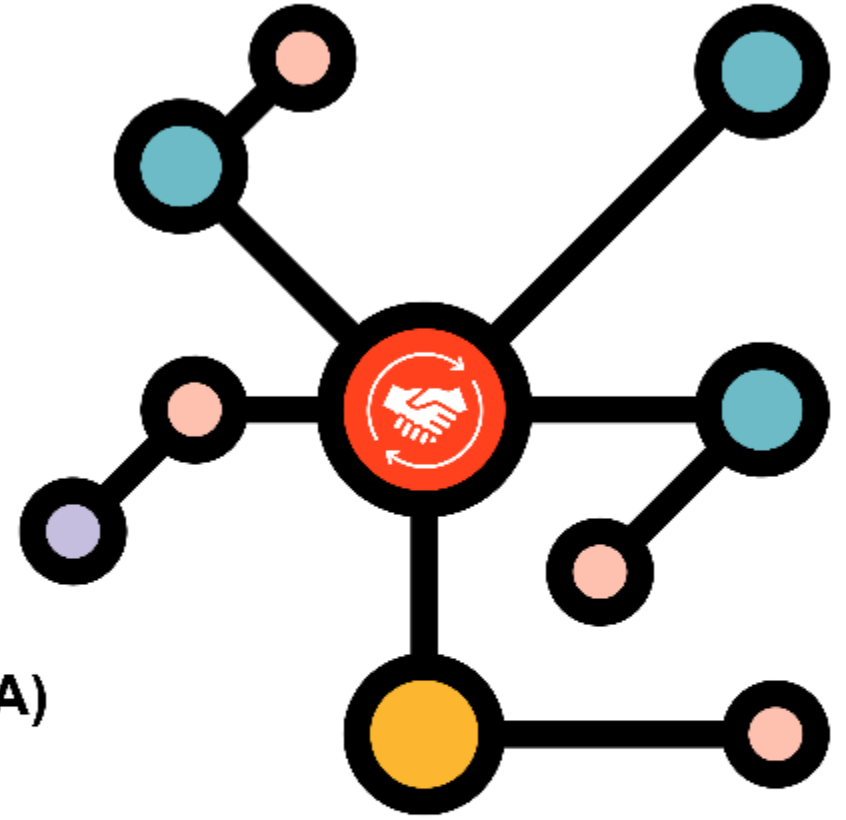


MOU: SCHOOL-POLICE PARTNERSHIP

PDE's Model MOU



- **LOCAL LAW ENFORCEMENT**
- LOCAL/COUNTY "911" DISPATCH
- STATE POLICE
- COUNTY DISTRICT ATTORNEY'S OFFICE:
 - JUVENILE PROSECUTOR AND SPECIAL VICTIMS
 - DETECTIVE DIVISION
 - CHILD ABUSE UNIT/CHILD ADVOCACY CENTER
- COUNTY OR STATE JUVENILE PROBATION
- **FIRE DEPARTMENT**
- **EMERGENCY MEDICAL SERVICES (EMS)**
- **COUNTY EMERGENCY MANAGEMENT AGENCY (EMA)**
- LOCAL MUNICIPALITY LEADERS
 - MAYOR
 - COUNCIL
 - COMMISSIONERS
 - MANAGERS
- SPECIAL AGENTS FROM THE (F.B.I.) WHO ARE ASSIGNED TO YOUR REGION OF PA



BEST PRACTICES FOR REGULAR & FREQUENT BUILDING WALKTHROUGHS

With Law Enforcement & Other First Responders

- 1. CREATE A SCHEDULE FOR PLANNED WALKTHROUGHS**
- 2. LOOK FOR OPPORTUNITIES FOR ADDITIONAL ENGAGEMENT WITH LAW ENFORCEMENT AND FIRST RESPONDERS**
- 3. CREATE AN OPEN-DOOR, CALL-FIRST AND EASY ACCESS POLICY/MENTALITY**

CREATING A COMMAND POST “GO-BAG”

- BLUEPRINTS OR FLOOR PLANS OF THE SCHOOL BUILDINGS.
- AERIAL PHOTO, MAP OR LAYOUT OF THE SCHOOL CAMPUS, ADJACENT PROPERTIES AND SURROUNDING STREETS OR ROADS.
- LOCATIONS OF PREDETERMINED OR PROSPECTIVE COMMAND POSTS.
- CURRENT TEACHER/EMPLOYEE ROSTER.
- CURRENT STUDENT ROSTER.
- MOST RECENT SCHOOL YEARBOOK OR CURRENT PHOTO IN THE SCHOOL ENTITY’S STUDENT INFORMATION SYSTEM, IF ACCESSIBLE.
- SCHOOL FIRE-ALARM SHUTOFF LOCATION AND PROCEDURES.
- SCHOOL SPRINKLER SYSTEM SHUTOFF LOCATION AND PROCEDURES.
- GAS/UTILITY LINE LAYOUTS AND SHUTOFF VALVE LOCATIONS.
- CABLE/SATELLITE TELEVISION SHUTOFF LOCATION AND PROCEDURES.
- OTHER INFORMATION THE SCHOOL ENTITY DEEMS PERTINENT TO ASSIST LOCAL POLICE AND FIRE DEPARTMENTS IN RESPONDING TO AN EMERGENCY.



BREAK: 10 MINUTES





EMERGENCY PROCEDURES & TRAINING DRILLS



1. **EOP**
EMERGENCY OPERATIONS PLAN
2. **AHP**
ALL HAZARDS PLAN
3. **ERP**
EMERGENCY RESPONSE PLAN
4. **EAP**
EMERGENCY ACTION PLAN
5. **EPP**
EMERGENCY PREPAREDNESS PLAN



- 1. THE BASIC PLAN**
THE CORE OF THE EPP
- 2. FUNCTIONAL ANNEXES**
PLANNED GUIDANCE ON ASPECTS OF EMERGENCIES
- 3. THREAT AND HAZARD SPECIFIC ANNEXES**
TACTICAL INSTRUCTIONS FOR SPECIFIC EMERGENCIES

EMERGENCY PREPAREDNESS PLAN STRUCTURE

FEDERAL
STATE

REMS & PEMA

HIGH QUALITY RESOURCES FOR CREATING EPP'S



- 1. ACTIONS**
BEFORE AN INCIDENT
- 2. OVERVIEW INTERNAL**
FOR USE IN AN EMERGENCY
- 3. OVERVIEW EXTERNAL**
CHANNELS AND PROTOCOLS
- 4. RUMOR CONTROL**
SOCIAL MEDIA CONTAGION
- 5. TRANSITION & RECOVERY**
AFTER AN INCIDENT IS OVER



- 1. FUNCTIONAL ANNEX**
LOCATED IN YOUR EPP
- 2. SHOWS HOW TO PASS ACCURATE INFORMATION**
FROM THOSE WHO HAVE IT TO THOSE WHO NEED IT
- 3. DEFINES ROLES, RESPONSIBILITIES AND STRUCTURES**
FOR INFORMATION SHARING IN EMERGENCIES AND NON-EMERGENCIES

COMMUNICATIONS PLAN



- ADVANCE COMMUNICATION REGARDING THE SCHOOL'S FAMILY REUNIFICATION PLAN AND PROCEDURES THAT WILL BE FOLLOWED IN THE EVENT OF EARLY RELEASE AND/OR A CRISIS SITUATION.
- CRISIS PREVENTION INFORMATIONAL FLYERS.
- INFORMATION ABOUT CRISIS DRILLS OR TRAININGS OCCURRING IN YOUR SCHOOL.
- VIDEOS OF DRILL PROCEDURES OR OTHER EXPECTATIONS (E.G., FOR A FIRE DRILL OR EARTHQUAKE).
- NOTICES TO PARENTS/GUARDIANS AND COMMUNITY MEMBERS WITH INSTRUCTIONS ON HOW TO GET INFORMATION FROM THE SCHOOL'S SOCIAL MEDIA SITES.
- SAMPLE MESSAGES TO POST ON SOCIAL MEDIA SITES THAT FOLLOW THE SITE'S GUIDELINES (I.E., A MESSAGE THAT HAS A 120 CHARACTER LIMIT).
- GUIDANCE REGARDING THE SCHOOL'S SOCIAL MEDIA POLICY AND PROCEDURES.
- THE NAME OF THE PERSON WHO WILL BE RESPONSIBLE FOR REVIEWING AND UPDATING THE SOCIAL MEDIA SITES DURING AN EMERGENCY.

PREVENTION

(AVOIDING/DETECTING/STOPPING A CRISIS)

- **INFORMATION ON HEALTH AND NATURAL DISASTER AND OTHER CRISIS EVENT HEALTH ALERTS.**
- **THROUGH GOOGLE ALERTS OR OTHER, SIMILAR APPS, NOTIFICATION REGARDING WHEN INFORMATION IS POSTED ONLINE OR WITHIN SOCIAL MEDIA, SUGGESTING A DANGEROUS OR THREATENING SITUATION.**

PROTECTION

(SECURING A SCHOOL AGAINST MAN-MADE AND NATURAL DISASTERS)

- **CRISIS FACTS (CHECK BACK FREQUENTLY, AS IT CAN TAKE TIME FOR SCHOOL OFFICIALS TO VERIFY THE FACTS ABOUT WHAT HAPPENED).**
- **SHOWS OF SUPPORT, AND POSITIVE, OR ENCOURAGING COMMENTS.**
- **COMMUNICATION REGARDING THE LOCATION AND PROCEDURES FOR REUNIFYING WITH THEIR CHILDREN.**
- **GUIDANCE ON HOW TO MINIMIZE CRISIS EXPOSURE.**

MITIGATION

(MINIMIZING THE IMPACT OF A CRISIS EVENT)

- **CRISIS INTERVENTION INFORMATION.**
- **INFORMATION ABOUT SCHOOL-BASED AND COMMUNITY MENTAL HEALTH RESOURCES.**
- **SPECIFIC DETAILS OF THE SCHOOL'S FAMILY REUNIFICATION PLAN.**
- **SCHOOL CLOSURE INFORMATION.**
- **CRISIS EVENT UPDATES AND INFORMATION.**
- **WHAT THE SCHOOL/DISTRICT IS DOING TO PROVIDE CRISIS INTERVENTION RESOURCES.**

RESPONSE

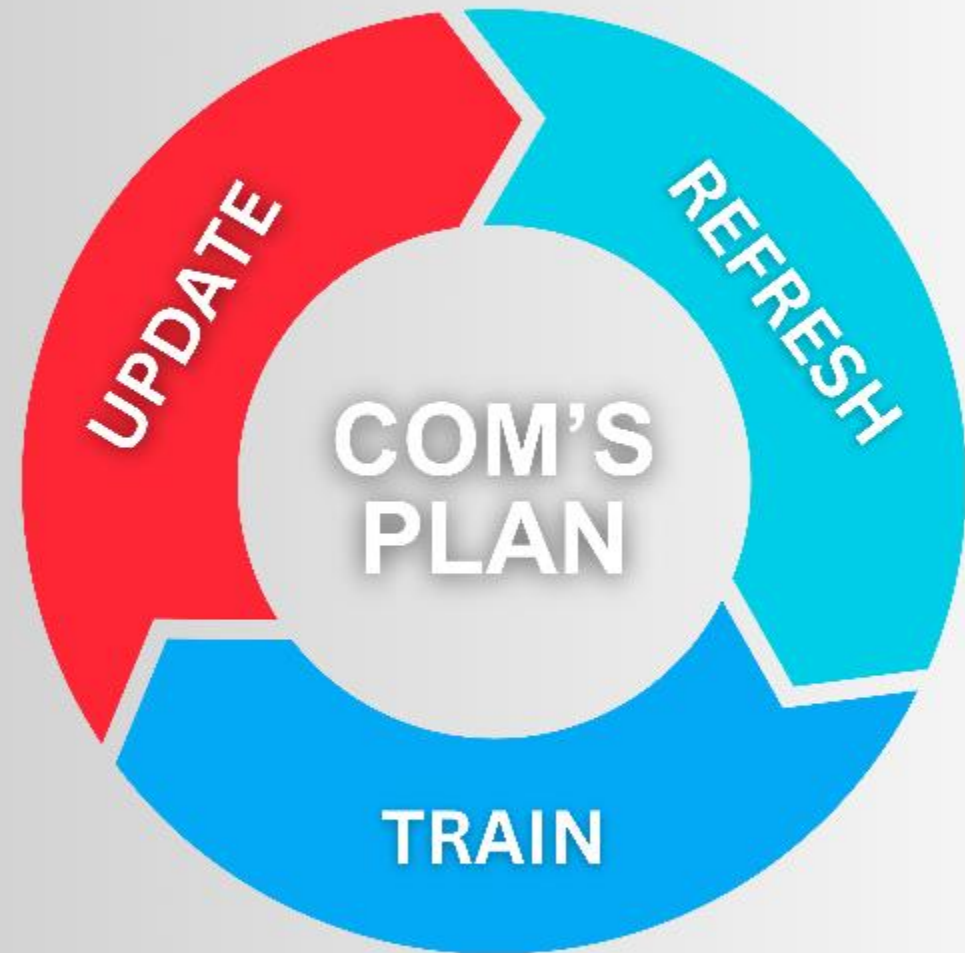
(STABILIZING AN EMERGENCY ONCE IT HAS HAPPENED)

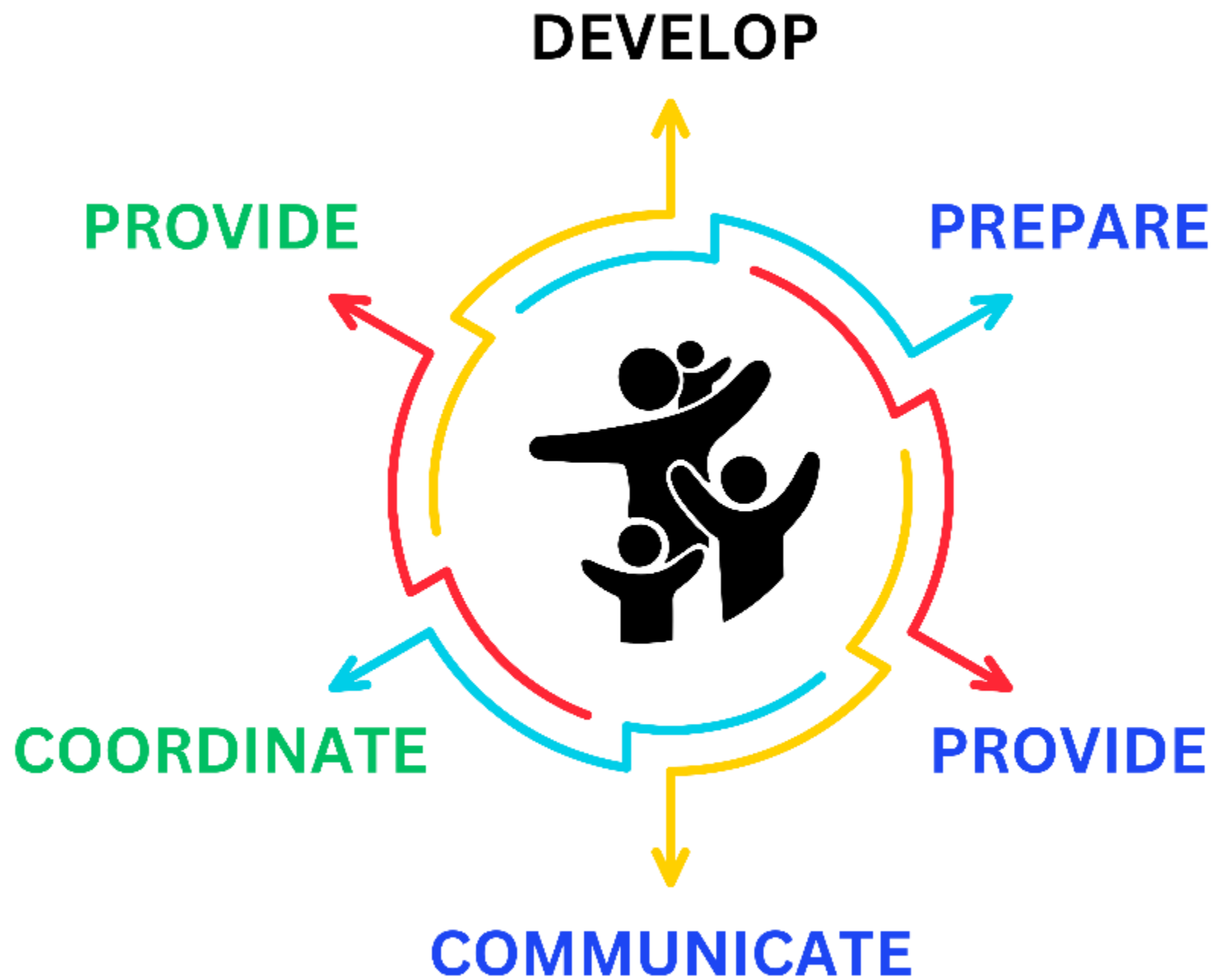
- DATES, TIMES, AND LOCATIONS OF FACE-TO-FACE COMMUNITY INFORMATIONAL GATHERINGS.
- UPDATES ON SCHOOL REOPENING PROCEDURES AND WHERE TO FIND COMMUNITY AND SCHOOL RESOURCES.
- INFORMATION ABOUT MEMORIALS AND OTHER SCHOOL OUTREACH EFFORTS.
- INFORMATION ABOUT THE SCHOOL'S RECOVERY PROGRESS (E.G., NEWS AND PHOTOS).
- STRATEGIES FOR POSITIVE COPING.

RECOVERY

(RESTORING THE LEARNING ENVIRONMENT)

- 1. REFRESH THE PLAN**
REGULAR IMPROVEMENTS
- 2. TRAIN THE PLAN**
*SCHEDULED TRAININGS, DRILLS
AND CHECKS*
- 3. UPDATE THE PLAN**
*HARDWARE, SOFTWARE
AND TECHNOLOGY CHANGES*





DEVELOP

- A PLAN AND DESIGN FOR THE REUNIFICATION SITE, INCLUDING ON-CAMPUS AND OFF-CAMPUS REUNIFICATION LOCATIONS, THE SITE'S COMPONENTS, AND LOGISTICS;
- PROCESSES FOR COMPREHENSIVELY CLOSING THE REUNIFICATION SITE, INCLUDING COURSES OF ACTION FOR CARING FOR CHILDREN WHO ARE STILL WAITING FOR A CAREGIVER TO ARRIVE; AND
- A CHECKLIST TO IDENTIFY, MONITOR, AND REPLENISH, AS APPLICABLE, THE EMERGENCY SUPPLIES, EQUIPMENT (INCLUDING SIGNAGE AND BARRIERS, SUCH AS TEMPORARY FENCING), AND INFORMATION NECESSARY TO CARRY OUT AN ORDERLY REUNIFICATION UNDER POTENTIALLY HIGH-STRESS CONDITIONS.



PREPARE

- FOR THE ARRIVAL OF PARENTS/CAREGIVERS;
- TO ENGAGE THE PERSON RESPONSIBLE FOR MANAGING REUNIFICATION TO INITIATE THE REUNIFICATION; AND
- TO SET UP AND STAFF THE SITE, INCLUDING THE FAMILY REUNIFICATION CENTER.



PROVIDE

- A THOROUGH PROCESS TO CHECK DOCUMENTATION TO RELEASE STUDENTS TO PARENTS/CAREGIVERS;
- SUPPORT TO REUNITE FAMILIES;
- CRITICAL INFORMATION TO FAMILIES REGARDING A MISSING OR INJURED STUDENT OR THE LOSS OF A STUDENT, AND ENSURE APPROPRIATE EMOTIONAL SUPPORT FOR FAMILIES AS THEY PROCESS THE TRAUMATIC INFORMATION; AND
- MENTAL HEALTH AND COUNSELING SUPPORT TO STUDENTS, FAMILIES, TEACHERS, AND OTHER KEY RESPONSE TEAM MEMBERS.



COMMUNICATE

- APPROPRIATE, TIMELY, AND ADEQUATE INFORMATION TO THE MEDIA; AND
- WITH THE RESPONSE TEAM TO ENACT THE REUNIFICATION ANNEX.



COORDINATE

- THE TRANSFER OF OPERATIONAL CONTROL BACK TO THOSE PEOPLE RESPONSIBLE FOR DEVELOPING STRATEGIES AND OVERSEEING THE IMPLEMENTATION OF TACTICS, WHILE PROVIDING FOR THE SAFETY OF THE PUBLIC AND ALL PERSONNEL ASSIGNED TO THE INCIDENT.
- TEMPORARY SUPERVISION FOR THOSE WHOSE PARENTS OR GUARDIANS CANNOT BE CONTACTED;
- NECESSARY PHOTOGRAPHING OR NOTE TAKING OF ANY DAMAGE TO PROPERTY;
AND
- THE RETURN OF THE BUILDING TO PRE-REUNIFICATION CONDITION.



PROVIDE

- ANY NECESSARY TRANSPORTATION TO THOSE WHO MUST RETURN TO SCHOOL FOR VEHICLES OR REQUIRE TRANSPORTATION HOME, SUCH AS SCHOOL STAFF;
- ONGOING MENTAL HEALTH SUPPORT FOR STUDENTS AND STAFF BY THE GUIDANCE DIRECTOR, WITH GUIDANCE STAFF AND COMMUNITY MENTAL HEALTH PARTNERS; AND
- ONGOING PUBLIC INFORMATION UPDATES TO PARENTS AND THE MEDIA.
- CONVENE THE SCHOOL SAFETY TEAM AS SOON AS POSSIBLE, BUT WITHIN 2 WEEKS OF THE EVENT, TO DEBRIEF THE EVENT AND ADJUST THE FAMILY REUNIFICATION ANNEX AS NEEDED, BASED ON LESSONS LEARNED.





NIMS & ICS

NATIONAL INCIDENT MANAGEMENT SYSTEM & INCIDENT COMMAND STRUCTURE



NIMS

NATIONAL INCIDENT MANAGEMENT SYSTEM



ICS

INCIDENT COMMAND STRUCTURE



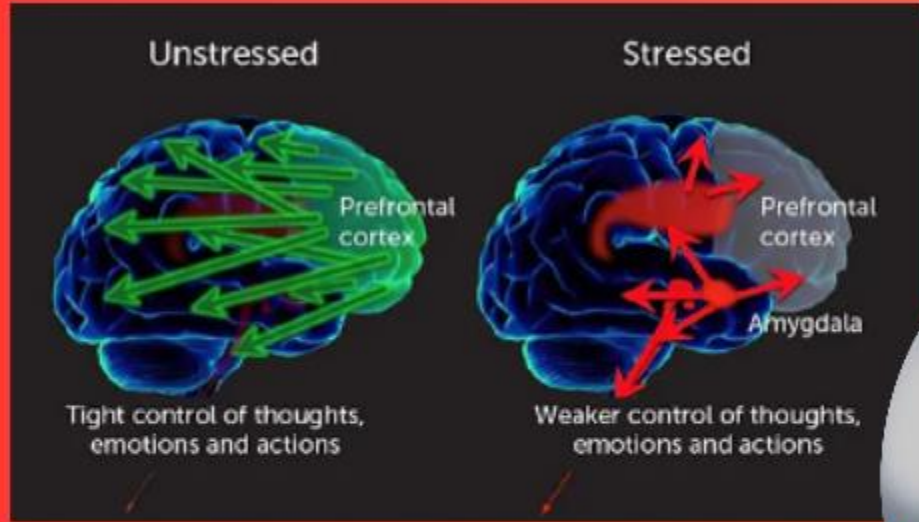
ICS

RELEVANCE TO SCHOOLS



ICS

RELEVANCE TO TRAINING EMPLOYEES



W

UNAWARE

Y

RELAXED AWARENESS

O

FULL ATTENTION

R

ACT, FIGHT, DEFEND



The need to practice emergency preparedness not only helps alleviate overall stress within an educational setting during the best of times, but could be the difference between freezing or acting in the event violence and/or an emergency comes knocking at the doorsteps of your educational setting.

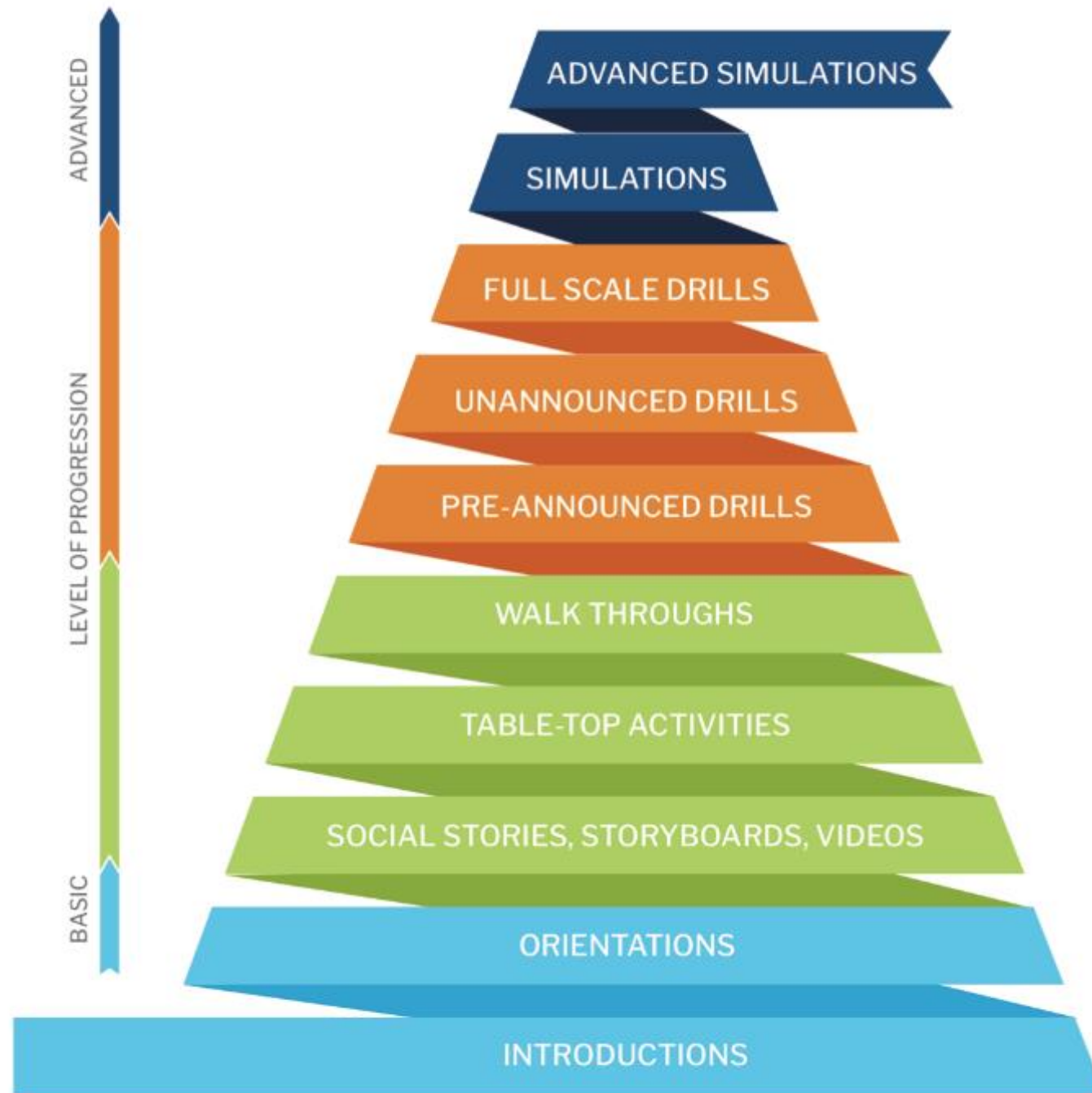
Guidance

BEST PRACTICE CONSIDERATIONS FOR ARMED ASSAILANT DRILLS IN SCHOOLS



ORIGINALLY RELEASED DECEMBER 10, 2014. UPDATED APRIL 2015, APRIL 2020

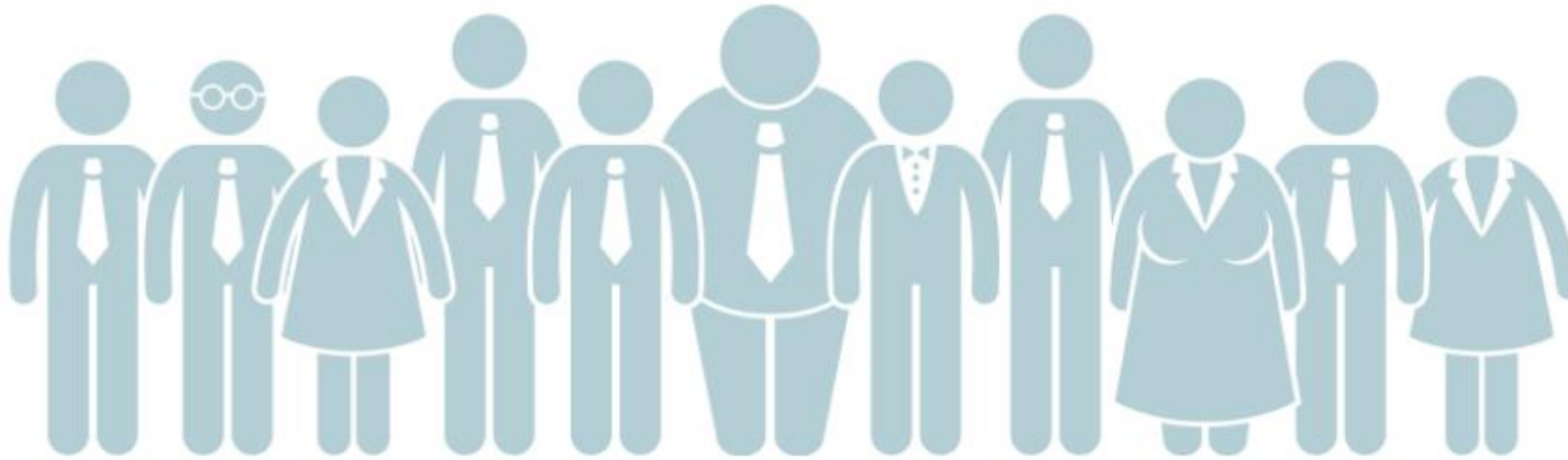
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**PREPARING
FOR
A
LIVE
&
FULL-SCALE
DRILL
TO
INCLUDE
FIRST
RESPONDERS**





PLAN

IDENTIFY
YOUR
PROBLEMS

DO

TEST
POTENTIAL
SOLUTIONS

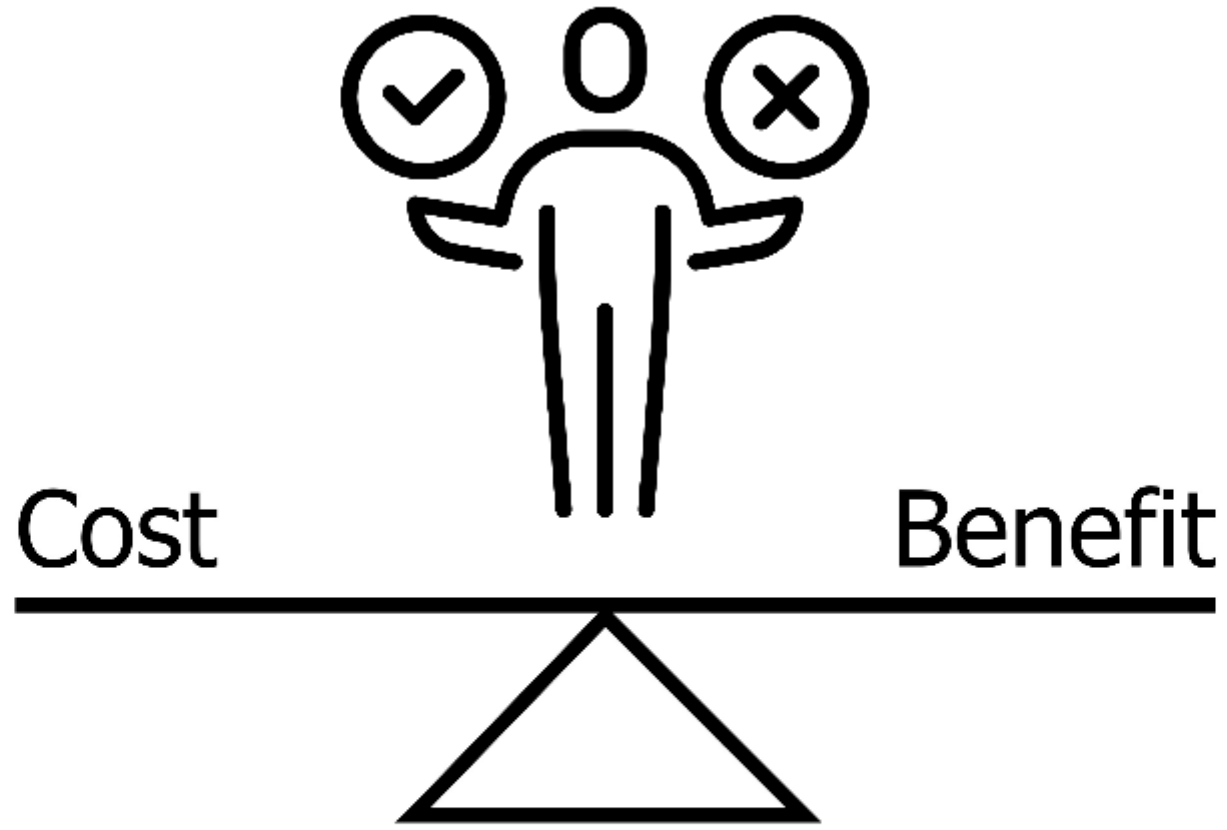
CHECK

STUDY
RESULTS

ACT

IMPLEMENT
THE BEST
SOLUTIONS





ALTERNATIVES

TO LIVE & FULL-SCALE DRILLS



35 Pa. C.S. §7701
(g) and (f))

1306.2-B of the
Public School Code

Section 1517 of the
Public School Code



SCHOOL SAFETY AND SECURITY COORDINATOR TRAINING

