



October 15, 2018

Dear Chief School Administrator:

As a follow-up to our correspondence of August 3, 2018 regarding [Act 44 of 2018](#) (Act 44), we are writing to provide you with the survey instrument which school entities are to complete to measure school safety and security preparedness throughout the Commonwealth.

As you may know, Act 44 mandated that the School Safety and Security Committee (SSSC) develop and distribute this instrument to school entities no later than October 31, 2018, and that each school entity shall complete the survey no later than November 30, 2018. In addition, Act 44 included among the survey requirements that each school entity indicate whether it possesses a pre-existing school safety and security assessment that was completed within the previous three years and, if so, that the school entity provide a copy of any such assessment to the SSSC.

It is our strong recommendation that you complete your survey utilizing a team comprised of your School Safety and Security Coordinator and other personnel having requisite knowledge and experience regarding the matters addressed in the survey. To aid you in formulating your team, a copy of the survey questions and a glossary of terms is included with this letter.

Please use the online SurveyMonkey tool to submit your survey responses to the SSSC. It is highly recommended that your team review the written copy of the survey first; compile your answers; and then complete the online survey without interruption. **The online survey is available here:** <https://www.surveymonkey.com/r/PA-SS2018>.


Please note that all survey responses, any pre-existing school safety and security assessment submitted as part of the survey, and any findings rendered by the SSSC are confidential and not subject to the Commonwealth's Right-to-Know Law.

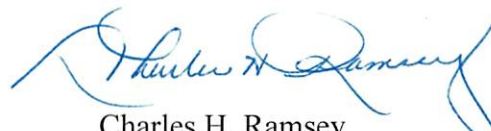
The SSSC will review the online school entity survey responses and pre-existing school safety and security assessments and will notify each school entity of its findings. Findings may be used to revise or modify applications for Part B: Competitive Application funding under PCCD's School Safety and Security Grant Program solicitation.

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

Thank you very much for your assistance with this critically important aspect of Act 44, and for your ongoing commitment to working together to ensure the safety and security of our schools.

Sincerely,


Pedro A. Rivera
Secretary, PA Department of
Education


Charles H. Ramsey
Chairman, Pennsylvania Commission
on Crime and Delinquency

Survey of School Safety and Security Preparedness October 2018

As you may know, [Act 44 of 2018](#) mandated that the School Safety and Security Committee (SSSC) at the Pennsylvania Commission on Crime and Delinquency (PCCD) develop and distribute this instrument to school entities to measure school safety and security preparedness throughout this Commonwealth.

Per Act 44, school entities shall complete the survey no later than November 30, 2018.

It is our strong recommendation that you complete your survey utilizing a team comprised of your School Safety and Security Coordinator and other personnel having requisite knowledge and experience regarding the matters addressed in the survey. This written copy of the survey questions and glossary of terms are designed to aid you in formulating your team and to prepare you to complete the survey.

Please use the [online SurveyMonkey tool](#) to submit your survey responses to the SSSC. It is highly recommended that your team review this written copy of the survey first; compile your answers; and then complete the online survey without interruption.

The SSSC will review the online school entity survey responses and pre-existing school safety and security assessments and will notify each school entity of its findings.

Please note that all survey responses, any pre-existing school safety and security assessment submitted as part of the survey, and any findings rendered by the SSSC are confidential and not subject to the Commonwealth's Right-to-Know Law.

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

General Information

Please select the type of school entity:

- School District
- Intermediate Unit
- Area Vocational Technical School
- Charter School
- Private Residential Rehabilitative Institution

Name of School Entity (Select name from drop down of entities with AUN)

Name of Individual Completing Survey: (text box)

Position Title: (text box)

Address: (text box)

Address 2: (text box)

City/Town: (text box)

ZIP Code: (text box)

Email Address: (text box)

Phone Number: (text box)

School Safety and Security Assessments

1. Has the school entity conducted one or more school safety and security assessments within the last three years (i.e., 2015 or later)? Y. N.
 - a. If Yes:
 - How many assessments were conducted? (drop down box)
 - How many buildings were assessed? (drop down box)
 - Please provide the following:
 - The name of the entity(ies) that conducted the assessment and the name/grade level(s) of the building(s) assessed. (text box)
 - The month/year the assessment was completed. (text box)
 - What actions were taken by the school entity in response to the assessment(s)? _____ (text box)
 - Use this link to attach a copy of the assessment. If there have been multiple assessments, please provide the assessment that you found to be most useful/valuable to your school entity. (Choose File and upload)¹
2. How many buildings are associated with your school entity? (drop down box)

All-Hazards Planning and Partnerships

1. Has the school entity created a comprehensive disaster response and emergency preparedness plan (“All-Hazards School Safety Plan”) consistent with the guidelines developed by the Pennsylvania Emergency Management Agency and other pertinent State requirements? Y. N.
 - a. If Yes, when was the All-Hazards Plan last updated? (mm/dd/yyyy)
 - b. If Yes, please indicate whether the All-Hazards Plan includes the following annexes/appendices and, if so, when each annex/appendix was last updated: (Check all that apply)

¹ **NOTE:** If the assessment document is too large to upload as a single document/file, please break the document apart and scan and attach those sections in the remaining additional document link fields included in the survey. Please use the additional document link ONLY if the single assessment document is too large to upload in a single file. If you have problems uploading your assessment, please contact RA-CD-SSSC@pa.gov.

- Prevention and Mitigation
last updated: (mm/dd/yyyy)
- Preparedness
last updated: (mm/dd/yyyy)
- Response (i.e. Evacuation, Lock-Down, Shelter in Place)
last updated: (mm/dd/yyyy)
- Recovery including Parent/Student Re-unification
last updated: (mm/dd/yyyy)

c. If Yes, what template was used? (drop down box)

- Federal (REMS-TA)
- State (PEMA/PDE)
- Unknown
- Other, please describe: (text box)

d. If Yes, please indicate whether you have provided a copy of your All-Hazards Plan to the following entities. (Check all that apply)

- Local Police
- Local Fire Department
- Local Emergency Management Agency
- County Emergency Management
- Other (please describe): (text box)

2. Does each school building have a site-based emergency plan? Y. N.

a. If Yes, who has been trained on the site-based emergency plans? (Check all that apply)

- All school entity personnel and contracted personnel (e.g., food service, bus drivers, etc.)
- Students
- External Partners (Police, Fire Department(s), Emergency Management)

3. Does the school entity have assembled and ready for immediate deployment to the Incident Command Post (established to manage an emergency incident or disaster) the following information for assisting local police and fire departments in responding to an emergency, as required by 22 Pa. Code § 10.24 (g)? (Check all that apply)

- 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.
- 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. (please describe) (text box)
4. Does the school entity have a comprehensive Safety and Security Committee that includes community partners, and which provides guidance regarding all aspects of school safety, emergency planning and management? Y. N.
 5. Does each school entity building have a School Building Safety Committee? Y. N.
 6. Does the school entity have a threat assessment team to respond to behavior that raises safety concerns? Y. N.
 - a. If Yes, does the threat assessment team meet regularly? Y. N.
 - b. If Yes, has the threat assessment team received training on the threat assessment process? Y. N.
 - c. If Yes, does the threat assessment team include community partners? Y. N.
 7. Does the school entity participate in any external security or emergency preparedness working groups? Y. N.
 8. Please indicate which of the following have been implemented with respect to emergency notification policies and procedures. (Check all that apply)
 - Each school building is equipped with a public-address system that is accessible from all classrooms, offices, and common areas.
 - Each phone is equipped with quick reference cards for activating the public-address system.
 - All school staff are empowered to, and have been trained regarding how to, make a lockdown announcement in the event of an armed intruder or other applicable emergency.
 - Teachers can make a lockdown announcement from the classroom.

External/Internal Security

1. What security enhancement measures does your school entity have? (Check all that apply)
 - All exterior doorways which provide ingress and/or egress to the school building are numbered sequentially on the exterior in a clockwise manner beginning with the main entrance.

- Trained and properly equipped staff are assigned to monitor all exterior doors at student arrival and dismissal time.
- Vehicle bollards or aesthetically pleasing vehicle barriers are installed to protect the main entrances and areas where pedestrians congregate.
- Main entrances to each school building are equipped with a secure vestibule area consisting of both interior and exterior doors that are lockable and controllable from a remote location.
- All exterior doors are equipped with a peephole/secure window.
- All exterior doors are monitored via closed circuit cameras that can be monitored in real time by office staff.
- The main office of each school building is equipped with a silent panic/alert button that notifies law enforcement or emergency response agencies to a critical emergency.
- Double looped handles (which have handles that can be tied or chained together) have been removed from exterior and common area interior doors (or one handle on each such door has been removed).
- All interior rooms are assigned room numbers that are coordinated in a uniform numbering system format, the numbering system has been placed on a floorplan with a number schematic that is available for first responders, and all room number signage is to be visible from a distance.
- All classroom doors are equipped or have been retrofitted with locking devices, consistent with local life safety codes, that can be secured from within the room to minimize exposure to a potential threat.
- All classroom exterior and hallway windows are equipped with blinds or coverings capable of being closed in the event of a lockdown emergency.
- All rooms have room-specific emergency procedures, evacuation routes and severe weather plans posted.
- All staff (including temporary and contract employees) are required to wear a photo identification card at all times when on school property.
- All visitors are issued identification that is required to be openly displayed during the visit.
- Other (please describe): (text box)

Personnel

1. Please indicate which of the following issues are governed by written policies that have been adopted by the school entity's governing authority relative to school police officers or, in the case of school resource officers, by the law enforcement agency employing the officers: (Check all that apply)
 - The carrying of weapons
 - Use of force
 - Searches of persons and property
 - Interviews/student engagement
 - Other (please describe) (text box)

2. Do your current professional to student staffing ratios meet recommended national standards for the following positions?
 - a. School psychologists? Y. N. (The National Association of School Psychologists recommends a ratio of no more than 1,000 students per school psychologist, and not more than 500 to 700 students for each staff member when comprehensive services are being provided.)
 - b. School counselors? Y. N. (The American School Counselor Association recommends a ratio of 250 students to one school counselor.)
 - c. School nurses? Y. N. (The National Association of School Nurses recommends a ratio of 750 students to one school nurse.)
 - d. Social workers? Y. N. (The School Social Work Association of America recommends a maximum ratio of one Master of Social Work (MSW) level school social worker to 250 general education students or one school social worker per building serving 250 students or fewer.)

3. How many additional Full-Time Equivalent positions (FTEs) would you need to add to meet the national standard for each of the following positions?
 - a. School psychologists (text box)
 - b. School counselors (text box)
 - c. School nurses (text box)
 - d. Social workers (text box)

School Climate/Student Assistance Program (SAP)

1. Does the school entity conduct an annual climate survey? Y. N.
 - a. If Yes, which climate survey instrument do you use? (text box)
 - b. If Yes, how does your district/school make use of the results of the climate survey? (text box)

2. If your school entity participates in the Pennsylvania Youth Survey, how does your district/school make use of the results once they are provided to you? (text box)
3. Please indicate which grade levels have a SAP team (or equivalent consistent with PDE guidance):
 - Checkbox all grade levels
4. Please indicate which grade levels have a SAP team at every building that includes at least 4 professionally trained members and a building administrator: (Check all that apply)
 - Checkbox all grade levels
5. Do you offer Multi-Tiered Systems of Support (MTSS) programming in your schools? Y. N.
 - a. If Yes, what universal Tier 1 programs are used? (text box)
 - b. If yes, what Tier 2 programs are used and who provides the services? (text box)
 - c. If Yes, what Tier 3 programs are used and who provides the services? (text box)

Training

1. Please indicate which categories of personnel have received the following training within the past two years: (Check all that apply)
 - Situational awareness
 - Trauma-informed education awareness
 - Behavioral health awareness
 - Suicide awareness
 - Bullying awareness
 - Substance use awareness
 - Emergency training drills, including fire, natural disaster, active shooter, hostage situation and bomb threat.
 - Other (please describe): (text box)

Personnel categories:

Administrators

Administrative support staff (e.g., office aides, secretarial staff)

Facility support staff (e.g., cafeteria, custodial staff)

All Teachers

Professional support staff (e.g., counselors, psychologists, school nurses, etc.)

Substitute teachers

Bus drivers

School Resource Officers/School Police Officers

Contracted Employees²

2. If you have School Resource Officers (SROs) and/or School Police Officers (SPOs), have they received training through the National Association of School Resource Officers (NASRO)?
Y. N. n/a

3. Please indicate which grades of students have been provided the following training/programming within the past two years:

- SAP process and procedures
- Mental Health First Aid
- Suicide prevention
- Bullying prevention
- Drugs and alcohol
- Dating violence
- Social media
- Internet safety
- Social/emotional learning
- Emergency procedures
- Warning signs of potential violence
- Situational awareness
- Reporting of potential threats (See Something, Say Something)
- Active assailant/intruder
- First Aid/CPR
- Bleeding control (e.g., Stop the Bleed)
- Parent/student reunification
- Other (text box)

NOTE: In the SurveyMonkey survey, all grades will be listed in 2 separate questions (i.e, Pre-K through 5th grade; 6th grade through 12th grade).

² Please note a contracted employee is anyone working at a school that is not a school entity employee, and excluding any other enumerated category.

Survey Glossary

All-Hazards School Safety Plan: A comprehensive disaster response and emergency preparedness plan that is required by 35 Pa. C.S.A. § 7701. Other names for these plans could include: School emergency plans, School Safety Plans or School Emergency Operations Plan (EOP). The all-hazards plan must address all phases of emergency management (Prevention/Mitigation, Preparedness, Response and Recovery).

Bollard: A sturdy, short, vertical post meant to stop vehicular traffic from entering a specific area.

Climate survey: A survey intended to measure the quality and character of school life, often with a particular focus on the quality of the relationships within the school community between and among students and adults

Community partners: As used in this survey, the term includes first responders, such as law enforcement and fire personnel, emergency medical services, and school resource officers; local emergency managers; mental health professionals; and others who have critical knowledge and experience specific to school safety and emergency planning and management.

Mental Health First Aid: An 8-hour course that gives people the skills to help someone who is developing a mental health problem or experiencing a mental health crisis. The goal is to help support an individual until appropriate professional help arrives. Mental Health First Aiders learn a single 5-step strategy that includes assessing risk, respectfully listening to and supporting the individual in crisis, and identifying appropriate professional help and other supports. Participants are also introduced to risk factors and warning signs for mental health or substance use problems, engage in experiential activities that build understanding of the impact of illness on individuals and families, and learn about evidence-supported treatment and self-help strategies.

Multi-Tiered Systems of Support (MTSS): A decision-making framework that uses a process of systematically documenting the performance of students and identifying the need for additional services for students with learning and behavior problems. MTSS encompasses (a) prevention and wellness promotion; (b) universal screening for academic, behavioral, and emotional barriers to learning; (c) implementation of evidence-based interventions that increase in intensity as needed; (d) monitoring of ongoing student progress in response to implemented interventions; and (e) engagement in systematic data-based decision making about services needed for students based on specific outcomes. In a growing number of schools across the country, response to intervention (RTI) and positive behavior interventions and supports (PBIS) constitute the primary methods for implementing an MTSS framework.

Parent/student reunification: The process for reuniting students with their parent(s) following a school emergency.

Pennsylvania Youth Survey (PAYS): The survey of Pennsylvania school students in the 6th, 8th, 10th and 12th grades that is sponsored and conducted every two years by the Pennsylvania Commission on Crime and Delinquency, Department of Drug and Alcohol Programs and the Department of Education to learn about their behavior, attitudes and knowledge concerning alcohol, tobacco, other drugs and violence. The survey also provides information on the risk factors faced by youth that can lead them to engage in problem behaviors, and the protective factors that can protect them from that risk.

Student Assistance Program (SAP): The Pennsylvania Student Assistance Program (SAP) is a systematic team process used to mobilize school resources to remove barriers to learning. SAP is designed to assist in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success. The primary goal of the Student Assistance Program is to help students overcome these barriers so that they may achieve, advance, and remain in school. More information can be found at www.pnsas.org.

Safety and Security Committee: A comprehensive school district/school level steering committee responsible for all aspects of school safety, emergency planning, and emergency management. Other terms for this committee may be Safety Committee, Crisis Management Team, Emergency Management Planning Committee, School Safety Coordinating Team, etc.

School Building Safety Committee: A steering committee responsible for all aspects of school safety, emergency planning, and emergency management at a particular school building, including all aspects a school entity's All-Hazards School Safety Plan as applicable to that building.

School safety and security assessment: A strategic evaluation of a school entity's facilities and programs used to identify potential safety and security threats.

Silent panic/alert button: A button for summoning help in an emergency that is designed to produce no sound when used.

Site-based emergency plan: An emergency plan that is specific to the building for which it was developed.

Situational awareness: Involves being aware of what is happening in the environment, in order to understand how information, events, and one's own actions will impact both immediate and future outcomes. It is the ability to identify, process, and comprehend the critical elements of information about what is occurring or about to occur. Simply, it's knowing what is going on around you.

Social/emotional learning: A process which helps children cultivate essential life skills including awareness of one's own emotions, fostering respect and care for others, establishing strong relationships, making ethical and responsible decisions, and handling adversity constructively. This can involve the use of a variety of curriculum.

Tier 1 programs: The "Universal" level of intervention or support of the Multi-Tiered Systems of Support (MTSS), which applies to all students in the school.

Tier 2 programs: The "Targeted" level of intervention or support of the Multi-Tiered Systems of Support (MTSS), which applies to some students and includes additional interventions for students who need more help on specific skills.

Tier 3 programs: The "Intensive" level of intervention or support of the Multi-Tiered Systems of Support (MTSS), which applies to few students and includes interventions designed to address the unique needs of an individual student.

Threat assessment team: A team of individuals who proactively assess the conditions, policies, and procedures of the organization in order to prevent or reduce the chances that a potentially violent situation will occur. School-based threat assessment teams meet on a regular basis with the common

purpose of identifying, assessing, and managing students who may pose a threat of targeted violence in schools, and are usually composed of some combination of school administrators, teachers, counselors, sworn law enforcement officers, and mental health professionals.

Trauma-informed educational awareness: To understand the ways in which violence, victimization, and other traumatic experiences may have impacted the lives of students and to apply that understanding to the design of educational programming and practice.

Vestibule: An antechamber, hall, or lobby next to the outer door of a building.