



# **CVSD School Safety and Security Presentation**

What Parents/Families want and need to know about emergency operations and threat assessments

## CVSD Mission Statement

***The mission of the Chartiers Valley School District, a community dedicated to shared leadership, is to graduate students who achieve personal success by providing an exceptional academic foundation in a safe, nurturing environment that inspires creativity and innovation while embracing diversity.***



# Presentation Overview

By the end of this presentation, you will have:

- An overview of Chartiers Valley's safety practices
  - Policy and Training
  - Physical Safety
  - Behavioral Health
  - Threat Assessments
- An understanding of Parents'/Families' role in school safety before, during, and after an event





# Safety Policy and Training

Emergency Teams

Emergency Operations Plan

Staff Training

# Emergency Teams

- Emergency Operations Team
  - Conducts site visits each year with a team of district administrators, building administrators, School Resource Officers, and first responders.
- Safety and Security Team
  - Meets quarterly to discuss, develop, and implement relevant school safety and security procedures throughout the district.
- Crisis Response Teams
  - Building level teams that respond to traumatic events and crisis situations in the school.



# Basic Emergency Operations Plan

- Annually reviewed
- Basic Emergency Operations Plan
  - Contains:
    - Overview of information
    - Hazard Analysis
    - Concept of Operations
    - Incident Command System Usage
    - Roles and Responsibilities
    - Direction, Control, and Coordination



# Functional and Threat Annexes (Confidential)

- Related directly to protective actions
  - Hold, Secure, Lockdown, Evacuate, Shelter
  - Standards Response Protocol
- Roles and Responsibilities
- Time: Before, during, and after an incident
- Checklists:
  - Checklists that use protective actions tied to district threat hazards
  - Common threat hazard checklists include, but not limited to, armed intruder/trespasser, bomb threat, hazardous materials, death of a student/staff, utility failure, etc.



# Reunification Annexes (Confidential)

- Relates directly to reunification following an incident
- Time: After an incident
- The safe, orderly reunion of parents/guardians with their children because the school has been evacuated or closed.



# Staff Training

[PCCD School Safety](#) which explains what we need to do by Act 44. Now [Act 55](#) made the following requirements for every employee:

**Two (2) hours of required training addressing any combination of one (1) or more of the following areas shall be completed each year, in person or virtually:**

- 1.Situational awareness.
- 2.Trauma-informed approaches.
- 3.Behavioral health awareness.
- 4.Suicide and bullying awareness.
- 5.Substance use awareness.

**One (1) hour of training in the following areas shall be completed each year:**

- a.Emergency training drills, including fire, natural disaster, active shooter, hostage situation and bomb threat. **This training must be conducted in person.**
- b.Identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, employees, **other individuals**, facilities, **or** the community. **This training may be conducted in person or virtually.**



# Staff Training

In addition to the trainings on the previous slide, employees have the opportunity to be trained in other areas (dependent on district role), such as:

- Threat Assessment Training
- Suicide Awareness and Prevention
- Restorative Practices
- CPR/First Aid
- Student Assistant Programming





# Physical Safety and Security

Site Assessments

Building Access

Security Cameras

Communications

Cybersecurity

# Site Assessments

- Select School Resource Officers are certified to complete Security Site Assessments
- A full-scale site assessment was completed by the Allegheny Intermediate Unit in the spring of 2025 for the HS and MS. Elementary will follow in 2026.
- Site assessment information has been and will be used to address safety concerns and needs in each building
- Site assessments were used to determine materials and supplies needed in each building
- PCCD Grants have been used to purchase the following:
  - Cameras for internal and external installation
  - Door Access Controls
  - Visitor Intercom Controls
  - Visitor Management Software
  - Mental Health Supports through the Chill Project



# Building Access

- **Intercom Systems** are utilized in all Chartiers Valley school buildings. Intercom systems include a camera at all visitor entrances. These cameras allow individuals monitoring inside the school to view and speak with the visitor before allowing access to the building.
- **Visitor Management Systems (VMS)** are also used by all school buildings. The VMS requires visitors to sign-in with their driver's license or valid identification. The VMS automatically cross references the visitor's name with the Pennsylvania Sex Offenders Registry.
- Visitors may only enter through the main entrance and the purpose of the visit is questioned.
- Visitor stickers are provided and staff is trained to question visitors.
- All exterior doors remain locked and monitored throughout the day.
- Staff are on duty for arrival and dismissal of students
- Staff members have ID badges that allow for entrance into the building via specific access controlled doors.



# Security Cameras

- **Over 515 cameras** provide interior and exterior digital surveillance across the district
- **All of our school buses** are equipped with cameras to monitor student activity. Numerous buses also include external cameras for Stop Arm monitoring.



# Communications

- Alerting the school community of an emergency is central to our emergency plan.
- If there is a credible, imminent threat to school safety, a message will be sent to families to provide information and any instructions for parent action.
- Schools may communicate with families regarding a non-credible threat that has become a distraction to instruction.
- Please do not rely on social media posts from non-CVSD accounts for information during an emergency.



## Communications (continued)

CVSD has over 100 2-way radios. SRO radios have direct access to 911 and other strategic personnel. School and district administration have access to an emergency channel accessible to all school buildings.



## Communications (continued)

- Recess/Playground Aides are stationed at various points on the playground and carry 2-way radios with them at all times.
- Asking students to report all suspicious activity or concerns to a staff member.
- Reminding students to never open the door for anyone, including people they know.



# Cybersecurity

- Improved district's cybersecurity stance based on insurance requirements and recent K-12 focused cybercrimes.
- Multi-Factor Authentication (MFA) for employee access has been deployed for multiple online platforms.
- Antivirus/XDR - Deployed centrally managed antivirus software on all district workstations and servers.
- Security Improvements - Implemented security information and event management software for centralized logging. Performed significant device and service hardening, including, but not limited to: data loss prevention, board policies, access management, device encryption, updates to legacy software or hardware, etc.





# Behavioral Health

People

Programs and Supports

Curriculum

# People

Elementary Counselors  
Middle School Counselors  
High School Counselors  
School Psychologists  
MTSS Interventionalists  
Mental Health Clinicians  
Certified School Nurses  
Special Education Teachers  
ESL Teachers  
MTSS Interventionists  
PBIS Teams  
SAP Teams

School Resource Officers  
Campus Staff  
Director of Equity and Inclusion  
Federal Programs Coordinator  
Director of Pupil Services  
Director of Technology  
Special Education  
Paraprofessionals  
Recess Aides (PS and IS)  
Lunch Aides (PS and IS)  
Threat Assessment Teams



# Working with Outside Agencies

- School Resource Officers
  - The SRO is a uniformed police officer that works directly with school staff to ensure a safe environment by building relationships with students, assisting with emergency preparedness, and enforcement of criminal laws.
  - CVSD has a Memorandum of Understanding with law enforcement agencies within the district that clearly define roles and responsibilities of the SROs.
- Kellington Security
- AHN Chill Project



# Programs and Supports

School-Based PBIS Programs

Multi Tiered System of Support System

Restorative Practices

Peer Mentoring

Act 44 and 55 Mandatory Safety Training

Threat Assessments

K-12 Counseling Plan

Health Services

School-Based Crisis Team

504's

Special Education

Gifted

Student Assistance Program

Peer Helpers

School Attendance Improvement Plans

MOU with Collier and Scott Police Depts.

School Based Mental Health Contracts

Security Cameras

Visitor System

Pennsylvania Youth Survey Data

CVSD Student/Family Handbook

Code of Conduct

Suicide Prevention and Awareness

Transition Services

Safe2Say

AHN Chill Project



# Curriculum and Instructional Programming

- Health Education (Kindergarten-High School)
- Health Literacy Skills
  - Analyzing influences
  - Accessing information
  - Interpersonal communication
  - Decision-making
  - Goal setting
  - Self-management skills
  - Advocacy
- Second Step and Character Strong Lessons
  - Contains lessons that help students manage emotions, develop situational awareness, and increase their learning.





# Threat Assessment

Definition

Process

Reporting

Team

# What is Threat Assessment?

What it is:

- Fact-based process for the assessment of and intervention with students who behaviors may indicate a threat
- A strategy for preventing violence through early identification and evaluation of:
  - Behavioral indicators (i.e. drastic changes in moods, self-isolation, interest in weapons)
  - Environmental cues (i.e. parental conflicts, victim of bullying, recent relationship break-up)
  - Gathering information on potential “at-risk” individuals
- Efforts are focused on behavioral modification through timely support interventions
- Services build connections with others and reduce potential future risks
- Monitoring and engaging for long-term safety and well-being



# What Threat Assessment is Not?

## Crisis Response

- The managing of an already existing emergency

## Profiling

- A practice of prediction by targeting those likely to engage in certain crimes
- Grouping common crime scene characteristics (i.e. race, ethnicity, religion, origin, living habits, etc.) to describe the type of person likely to commit that particular crime based on those characteristics
- Brings with it negative connotations around detention and treatment of individuals based on those characteristics



# What is a Threat?

A communication or behavior that indicates an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that would cause harm to self or others. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means. These actions can be considered a threat regardless of whether it is observed by or communicated directly to the target of the threat or observed by a third party, and regardless of whether the target of the threat is aware of the threat.



# The Pathway to Violence

Violence is a dynamic process. It involves changes of one's circumstances that might act as a catalyst to push someone to do harm.

Offenders may plan their attacks over years while moving through ***stages of violence:***

- Ideation:** the person has been fantasizing, entertaining possibilities or expressing concerning statements about violence.
- Planning:** the person has initiated a strategy or plan for violence.
- Acquisition:** the person has taken specific steps to acquire resources needed to carry out violence.
- Implementation:** the person initiates actions of violence.



# Articulate Threat Levels

- **No Threat:** Threat Assessment team deems there was no original threat
- **Low Risk Threat:** Low level of concern (Transient Threat)
  - Individual does not appear to pose a threat of violence or harm to self/others. Any exhibited issues/concerns can easily be resolved.
  - Suggested response may warrant some intervention and referral or monitoring to ensure that appropriate support has been provided.
- **Moderate Risk Threat:** Moderate level of concern (Substantive Threat)
  - Individual does not appear to pose a threat of violence or harm to self/others but exhibits behaviors that indicate a continuing intent and potential for future violence or harm.
  - Suggested response requires the development and implementation of an intentional intervention, referral and/or care monitoring plan.



# Articulate Threat Levels

- **High Risk Threat:** High level of concern (Substantive Threat)
  - Individual does appear to pose a threat of violence or harm to self/others and exhibits concerning behaviors and efforts to acquire the capacity to carry out the plan.
  - Suggested response requires intervention and the development and implementation of specific management and monitoring. Notification of local law enforcement.
- **Imminent Threat:** Very high level of concern (Substantive Threat)
  - Individual appears to pose a clear, imminent, or immediate risk of violence or harm.
  - Suggested response includes immediate notification of law enforcement, specific actions to protect target(s), and once emergency action has been taken, a specific management and monitoring plan to respond to the person's release from containment and/or removal or return to campus should be implemented.



# Reporting Requirements

- Students, staff, volunteers, and agency personnel in the school community have the responsibility to report immediately all threats of violence or harm
- Upon receiving information that a person is threatening, individuals shall assume the *threat* is serious and immediately report the threat to a school administrator or SRO.
- If the threat appears to represent an immediate threat of harm, the building principal will immediately contact the SRO and the Superintendent



# Reporting Requirements

- All students, staff, and parents shall be provided information about the protocols and procedures to report a threat. This includes the use of the Safe2Say Something system for 24/7 reporting via telephone, computer, or phone application or reporting to an SRO or building administrator.
- Safe2Say Something - 1-844-SAF2SAY



# Roles and Responsibilities

- Any building administrator who becomes aware of a threat shall determine whether the information warrants convening appropriate members of the Threat Assessment Team or referring for immediate law enforcement intervention.
- If it is determined that the Team should not be convened and law enforcement intervention is not necessary, the incident will be documented for future reference.
- If it is deemed that the Team should be convened and law enforcement intervention is necessary, the Team should meet post law enforcement involvement to analyze the threat.



# Threat Assessment Team

Threat Assessment Teams are comprised of school administrators, SROs, school counselors, school psychologists, school nurses, special education director, and the Safety and Security Coordinator. Additional members may be added based upon specific scenarios.



# Case Management

- 1.**Examine reports:** Clarify reported information; utilize safe methods for identifying person(s) of interest, victims and provide support.
- 2.**Gather additional information:** Determine who investigates which information; utilize various sources (i.e. staff records,witnesses, social media, etc.), identify missing information (look for gaps).
- 3.**Assess Relevance of Information:** Weigh credibility of reported behaviors and review information within the context of incidents.
- 4.**Manage the situation:** Develop an initial and fluid plan that is responsive to the specifics of the situation; interview person of interest; Decide which individuals are best positioned to administer certain efforts; recognize circumstances may change; set up a monitoring plan.



# Strategies Schools Have in Place

Some of the strategies/supports that CV has in place when a report is made are:

|                                   |                               |
|-----------------------------------|-------------------------------|
| Student Assistant Team (SAP)      | Mental Health Services        |
| PBIS/MTSS Teams                   | IEP Team                      |
| Support Groups                    | Mentoring                     |
| Addressing Inappropriate Behavior | Setting Reasonable Boundaries |
| Suspension                        | Law Enforcement               |
| Other, based on need              |                               |





# Parent/Family Role in School Safety

Before an Event

During an Event

After an Event

# Before an Event

- Update your child's medical and emergency contact information as soon as there are changes (e.g., medical information, change in phone numbers, persons authorized to pick your child up from school, etc.)
- Provide information on custody orders or other relevant court documents
- Know your child's daily and after school activity schedule
- Have a plan so that your child(ren) know(s) what to do and where to go in the event of an unscheduled early dismissal
- Talk to your child(ren) and emphasize how important it is for them to follow instructions from their teachers and school officials during practice drills and during actual emergencies.



# Before an Event



In the event of an emergency at your child's school, it is important to know these terms:

- Hold: Hold is used quickly secure all students and staff in classrooms or specific locations. This is often used for medical emergencies or general health/safety issues.
- Secure: Secure is used when the building secures access to the building. During this time, no individuals are allowed in or out of the building. This is utilized when there is an issue outside of the school building.
- Lockdown: Lockdown is used when there is an internal threat in the building. All school doors are locked and students are confined to classrooms. No entry into or exit from the school will be allowed.
- Evacuate: Evacuate will take place when it is determined that it is safer outside than inside the building. This is often used for various building emergencies or through the ALICE procedures. If Evacuate is utilized, reunification information will be shared with with families. Students will only be released with picture ID of parent/guardian and permission for a district official.
- Shelter: Shelter is used during natural disasters or weather emergencies, including tornadoes. Students and staff assume positions in the building away from windows, doors, etc.



# During an Event

Although your first reaction would be to call or rush to your child's school, please follow the tips below:

DO tune into local TV/Radio stations for official school news alerts.

DO rely only on official communication from school or public safety officials.

DO listen for official information regarding reunification with your child.

DO NOT call or rush to your child's school. Your presence could interfere with emergency responders.

DO NOT phone your child or school. Staff and students are discouraged from using cell phone communication for safety reasons.



# After an Event

Following an emergency, the goal of the school is to return to a normal schedule as quickly as possible. Trained personnel will be available to assist students and staff in coping with the emotional aftermath of an emergency. Parents can help at home, too.

1. Be a calming influence. Remember, your reaction in a crisis will affect your child's reaction.
2. Speak to your child about the crisis and provide accurate information in language that is appropriate for their age.
3. Talk to your child about their concerns and feelings. There are some children who may experience problems several months after the event. Please ask for help from your child's school.
4. Acknowledge your child's feelings and be a good listener.
5. Monitor what your child sees on the news or other programs. Watching violence or other traumatic events on television can lead to nightmares or increase fears in children.



Questions?





# Thank You!

Have a wonderful evening  
and safe travels home

*It's a Great Day to be a Colt!*