# **Physical Assessment Criteria – Tiered approach**

The physical assessment criteria are broken into sections including: 1) a review of existing physical security documentation; and 2) an evaluation and assessment of the vulnerabilities of a physical school building and/or the areas surrounding the school. A vulnerability is any aspect that should be considered for improvement that could be exploited by an aggressor.

Per [Section 1303-B](https://www.legis.state.pa.us/cfdocs/legis/LI/uconsCheck.cfm?txtType=HTM&yr=1949&sessInd=0&smthLwInd=0&act=14&chpt=13B&sctn=3&subsctn=0) of the [Pennsylvania Public School Code of 1949](https://www.legis.state.pa.us/WU01/LI/LI/US/HTM/1949/0/0014..HTM) (PA School Code), in assessing the vulnerabilities of a school or school entity, an assessor **must include** discussions with local law enforcement agencies that are primarily responsible for protecting and securing the school, and discussions with the school entity’s employees, in their assessment.

Section 1303-B also requires **that the physical assessment be conducted during calendar months when school is in session** (summer months are not eligible). An evaluation must consist of the school entity’s structural facilities and surrounding property. This evaluation **must include** a review of the school entity’s existing school safety and security plan and a review of the school entity’s existing plans for crisis response and mitigation.

Tiers have been applied to the statements to indicate the uniqueness of each school entity. These tiers, tier 1, 2, and 3 (T1, T2, T3), provide information on the types of security equipment, services and programs that are in place in each school. Tier 1 could be considered the baseline of services to be met with tiers 2 and 3 being considered additional elements that build upon and strengthen the foundations of the physical security of the school entity.

The following criteria can be downloaded, printed and used by assessors to complete the assessment. There is a checkbox provided that can be marked to designate criteria fulfillment.

## **Review of Existing Physical Security Documents**

School entities and assessors should review the following existing physical security documents as part of the physical assessment portion of their overall school safety and security assessment.

### **All-Hazards or Multi-Hazards Plan**

By law, each school entity must have a comprehensive disaster response and emergency preparedness plan ([35 Pa. C.S.A. §7701](https://www.legis.state.pa.us/cfdocs/legis/LI/consCheck.cfm?txtType=HTM&ttl=35&div=0&chpt=77&sctn=1&subsctn=0)). This plan, commonly referred to as an “all-hazards plan,” must be developed in cooperation with the local emergency management agency (EMA) and the Pennsylvania Emergency Management Agency (PEMA). For many schools, this all-hazards plan will contain the entirety of their school safety and security plan, as well as their crisis response and mitigation plan; however, some schools may have additional safety and security plans that must be reviewed and analyzed by an assessor.

The following must be reviewed with respect to the statutorily required All-Hazards Comprehensive Disaster and Emergency Preparedness Plans:

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| **General Guidelines** | | | | |
| **✓** | **Tier** | | **Statement** | | |
|  | T1 | 1. The school entity must have a comprehensive disaster response and emergency preparedness plan as required by [35 Pa. C.S.A. §7701](https://www.legis.state.pa.us/cfdocs/legis/LI/consCheck.cfm?txtType=HTM&ttl=35&div=0&chpt=77&sctn=1&subsctn=0). | | |
|  | T1 | * 1. The plan **must** be developed in cooperation with the local EMA and PEMA. | | |
|  | T1 | * 1. The plan **must** be reviewed annually by the school safety and security coordinator and/or school administrator and filed with or submitted to the local EMA. | | |
|  | T1 | 1. The plan must address the needs of students and staff with special needs. | | |
|  | T2 | * 1. Plans should provide school entities, families, and communities with information about the responsibilities, and being well-prepared for prompt, safe, and individualized care, in the event of an incident on their campus. | | |
|  | T1 | 1. A copy of the plan should be maintained in a designated location and accessible to administrators and alternate personnel at all times. | | |
|  | T3 | 1. The plan should include a comprehensive reunification plan that is updated annually. | | |
| **Community Coordination** | | | | |
|  | T1 | 1. The plan **must** be submitted to each police department that has jurisdiction over the school, county communications or dispatch and each local fire department having jurisdiction over the geographic territory of which the school entity is a part ([22 Pa. Code §10.24](https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter10/s10.24.html&d=reduce)). | | |
|  | T2 | 1. The plan should be submitted with notes of changes to the local EMA annually. | | |
| **Parent/Guardian Involvement** | | | | |
|  | T3 | 1. The all-hazards plan includes a family reunification component that addresses how students are to by reunified with their parents/guardians in the event of an evacuation. | |
|  | T3 | 1. Parents/guardians should be generally informed about the all-hazards plan, including their responsibilities and what they should and should not do in the event of an emergency situation. | |
| **Training** | | | | |
|  | T1 | 1. Training for all staff on the plan, including their part in it, should occur at least annually. | |
|  | T2 | * 1. The school entity should ensure that their staff and students are familiar with the plan. | |

### **Cooperative agreements with law enforcement**

[Section 1303-A](https://www.legis.state.pa.us/cfdocs/legis/LI/uconsCheck.cfm?txtType=HTM&yr=1949&sessInd=0&smthLwInd=0&act=14&chpt=13A&sctn=3&subsctn=0) of the PA School Code requires thatschool entities must biannually execute a Memorandum of Understanding (MOU) with each police department that has jurisdiction over school property and report specified incidents in accordance with law and regulations ([22 Pa. Code §10.11](http://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter10/s10.11.html&d=reduce)).

The following criteria must be reviewed with respect to the statutorily required MOU:

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| **✓** | **Tier** | **Statement** |
|  | T1 | 1. The MOU must be signed by the chief school administrator, the chief officer of the school police (if a department exists), the chief of police of the municipal police department(s) with jurisdiction over the school entity, and the principals of each relevant school building, and must include: |
|  | T1 | * 1. Protocol for the notification of the police department for enumerated offenses under [§1303-A](https://www.legis.state.pa.us/cfdocs/legis/LI/uconsCheck.cfm?txtType=HTM&yr=1949&sessInd=0&smthLwInd=0&act=14&chpt=13A&sctn=3&subsctn=0)(b)(4.1) (relating to mandatory notification) and (4.2) (relating to discretionary notification) of the PA School Code. |
|  | T1 | * 1. Protocol for emergency and nonemergency response by law enforcement, including a requirement that the school entity supply the police department with a copy of the comprehensive “all-hazards” plan. |
|  | T1 | * 1. Procedures and protocols for the response and handling of students with special needs and/or a disability, including procedures related to student behavior as required by [22 Pa. Code §14.104](http://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter14/s14.104.html&d=reduce) and [§14.133](http://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter14/s14.133.html&d=reduce). |
|  | T1 | 1. The MOU was filed with the Office for Safe Schools (PDE). |
|  | T1 | 1. The MOU was reviewed by school administration within the past two years. |

## **Assessment Criteria for Physical Vulnerabilities**

This section represents the best practice standards for safeguarding against physical vulnerabilities for exterior and interior spaces, as well as environmental design. The best practices have been developed utilizing existing, proven, federal and state resources. This section is divided into three: 1) General Exterior Spaces; 2) General Interior Spaces; and 3) Other Physical Considerations.

The Committee recognizes that every school is unique. Each school entity will have its own set of priorities, resources, and building characteristics that will determine which, if any, of these options for consideration may be applicable. Thus, this criterion is written as a series of “should” statements – rather than mandates – to act as a road map and help guide school entities toward improvements in safety and security.

With that said, any assessor **must consider** each of the below best-practices when conducting an assessment for physical security. Any school safety and security assessment should yield an analysis provided to the school or school entity based on the criteria below that can be used to assist the school in prioritizing projects and decision making regarding physical safety and security.

**NOTE:**  **Many of the physical assessment criteria will require school entities to have accompanying policies and training, which can be found in the Policy and Training Assessment Criteria Section on the webpage.**

## **General Exterior spaces**

### **General Considerations**

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| **✓** | **Tier** | **Statement** |
|  | T1 | 1. Emergency vehicles should have adequate access to school buildings and facilities. | |
|  | T1 | 1. All exterior doorways which provide ingress and/or egress to the school building should be numbered sequentially. | |
|  | T1 | * 1. The numbering sequence should be consistent with the [International Fire Code, Section 505.1](https://codes.iccsafe.org/content/IFC2018/CHAPTER-5-FIRE-SERVICE-FEATURES), National Fire Protection Association (NFPA), or other standards and coordinated with first responders. | |
|  | T1 | * 1. The numbers should be clearly visible from the street or closest point of entry, contrast with the door’s background, and composed of a reflective material. | |
|  | T2 | * 1. Placement and size should be in accordance with [PA Center for Safe Schools](https://www.state.nj.us/education/schools/security/resources/DoorNumbering.pdf) recommendations or similar accepted standards. | |
|  | T2 | * 1. Entrances should have corresponding numbers on the interior portion of the door. | |
|  | T2 | * 1. Door numbers should be annotated on floor plans provided to first responders. | |
|  | T1 | 1. Portable or Modular Classrooms should be secured. | |
|  | T1 | * 1. Entry doors should be locked. | |
|  | T1 | * 1. Main office or school PA/communication systems should be connected. | |
|  | T1 | 1. Exterior lighting fixtures should be operating properly and maintained in good physical and operational condition. | |
|  | T2 | * 1. Lighting must provide proper level of illumination in accordance with [Illuminating Engineering Society](https://www.ies.org/) or similarly recognized standards. | |
|  | T1 | 1. Tall landscaping should be kept away from the area directly around the school building and should be trimmed regularly in order to avoid obstructing windows. | |
|  | T1 | 1. Dumpsters should be positioned at a safe location away from student areas, such as a secluded and/or structurally reinforced loading dock area or secured a distance from the building (a minimum of 30 feet from areas where students congregate). | |
|  | T1 | * 1. Dumpsters should be secured with fencing and/or locked at times when school is not in session (e.g. nights, weekends, breaks, etc.). | |
|  | T1 | 1. Exterior trash receptacles in areas where students congregate should be eliminated or moved inside the building. | |
|  | T1 | 1. Vehicle bollards or aesthetically pleasing vehicle barriers should be installed to protect the main entrances and areas where pedestrians congregate. | |
|  | T2 | 1. Intruder resistant or reinforced glass should be installed in all exterior doors and first floor windows lower than 4 feet and/or sidelights to prevent immediate access. | |
|  | T2 | * 1. Alternatively, school entities should apply impact resistant film. | |

### **Building Access**

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| **✓** | **Tier** | | **Statement** |
|  | T1 | 1. Doors should not be propped open. Areas around entrances and exits should be kept free of objects that can be used to prop the door open. | |
|  | T1 | 1. Staff should be assigned to monitor entry and exit points at student arrival and departure. Door access should be controlled, and the number of student entrance areas should be limited. | |
|  | T1 | 1. All exterior doors should be closed, latched and locked and checked at the beginning of the active school day to ensure all doors are properly secured. | |
|  | T1 | * 1. Doors should remain locked throughout the school day. | |
|  | T2 | * 1. Ideally, doors should be able to be locked remotely from the office. | |
|  | T2 | * 1. All exterior doors should be equipped with a peephole/secure window. | |
|  | T1 | 1. Double looped handles on exterior and common area doors should be removed, replaced, or one handle should be removed to preclude the chaining of the doors to prevent emergency egress and/or ingress. | |
|  | T2 | * 1. Dated interior lever-style push-bar door releases should be replaced with flush push-bar door releases. | |
|  | T1 | 1. Signs (in multiple languages when appropriate) should direct visitors to the main entrance and “restricted area/no trespass” warnings should be posted at entrances to restricted areas that are not open to general access. | |

### **Playground/Recreation Area**

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| **✓** | **Tier** | | **Statement** |
|  | T1 | 1. Exterior playground and athletic areas should be separated from streets, driveways, and parking areas. Any of these areas situated adjacent to driveways and/or parking areas should be protected by fencing, vehicle impact bollards, or other substantial protective barriers capable of preventing a vehicle from striking students. | |
|  | T1 | 1. Trained staff should monitor playground areas while students are using those areas. | |
|  | T1 | * 1. Staff outside should be equipped with the capability to communicate with internal staff. | |

### **Buses, Parking and outside spaces**

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| **✓** | **Tier** | **Statement** |
|  | T1 | 1. Bus loading and unloading zones should be restricted from general vehicle traffic. |
|  | T2 | * 1. Bus loading and unloading zones should be separate from parental student drop-off area(s). |
| **✓** | **Tier** | **Statement** |
|  | T1 | 1. Bus and student drop-off/pickup areas should be protected by vehicle impact bollards or other substantial protective barriers capable of preventing a vehicle from striking students. |
|  | T2 | * 1. Similar barriers should be utilized in areas where large groups of students congregate, both outside and where they can be seen inside. |
|  | T1 | 1. Where practical, parking areas for staff, students and visitors should be separated, designated, and readily identifiable. |
|  | T1 | * 1. Access should be restricted with posted signage. |
|  | T1 | * 1. Parking areas should be located as far away from the buildings as practicable to provide the maximum protection from a vehicle-borne explosive/hazardous device. |
|  | T1 | 1. Student parking areas should be monitored by: |
|  | T1 | * 1. School staff; |
|  | T2 | * 1. School resource officer or security personnel; and/or |
|  | T3 | * 1. Closed circuit camera. |

### **Deliveries**

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| **✓** | **Tier** | **Statement** |
|  | T1 | 1. There should be a designated delivery area. | |
|  | T1 | * 1. Deliveries should only be accepted in the designated delivery area. | |
|  | T2 | * 1. Where possible, there should be internal doors between the delivery receiving area and the school’s interior. | |
|  | T1 | 1. There should be a system for inspecting and approving items delivered to the building. | |
|  | T1 | 1. There should be a procedure in place for dealing with suspicious and/or unauthorized deliveries. | |
|  | T1 | 1. Delivery and vending personnel access should be actively controlled and monitored by school personnel. | |
|  | T2 | * 1. Delivery and vending personnel should be identified and verified through a window, peephole, or intercom system. | |
|  | T1 | * 1. Delivery and vending personnel should never be issued a key or electronic access to the school building for deliveries. | |
|  | T1 | 1. If there is a separate delivery entrance: | |
|  | T1 | * 1. The delivery entrance should be secured at all times to prevent someone from surreptitiously entering the building. | |
|  | T1 | * 1. If the delivery door is propped open for a delivery, it should be continually monitored by staff until the conclusion of the delivery. | |

### **Utilities**

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| **✓** | **Tier** | **Statement** |
|  | T1 | 1. Electrical panels and emergency generators should be closed and safeguarded within a secure enclosure. | |
|  | T1 | * 1. Regular electrical service and emergency power generator(s) should be located in separate locations as far apart as possible. | |
|  | T3 | * 1. Electrical service, emergency power generator(s) and other utility service access should be protected from accidental or intentional vehicle impact (e.g., fences or bollards). | |
|  | T2 | 1. The school should be equipped with an emergency power/generation system capable of supporting all life safety systems. | |
|  | T3 | * 1. Circuits such as communications, electronic access controls, closed-circuit television, intrusion detection, and other utilities should be powered in addition to emergency lighting and fire protection systems. | |

## **General Interior spaces**

### **General Considerations**

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| **✓** | **Tier** | **Statement** |
|  | T1 | 1. All interior rooms, including classrooms, should be assigned room numbers that are coordinated in a uniform numbering system format. |
|  | T1 | * 1. Numbering system schematics should be placed on a floorplan. |
|  | T1 | * 1. Updated floorplans should be provided annually to first responders. |
|  | T2 | * 1. Interior room number signage should be flag-mounted so to be visible to first responders from a distance. |
|  | T1 | 1. Hallways should also be identified (i.e., number, color or label). |
|  | T1 | 1. All interior rooms should have room-specific emergency procedures, evacuation routes and severe weather plans posted. |
|  | T1 | 1. All internal doors, including classroom doors, should be closed, latched and locked at all times. |
|  | T1 | 1. All double looped door handles should be removed, replaced, or one handle should be removed to preclude the chaining of the doors to prevent emergency egress and/or ingress. |
|  | T2 | * 1. Dated interior lever-style push-bar door releases should be replaced with flush push-bar door releases. |
|  | T1 | 1. Access to AED and first aid equipment should be unobstructed. |
|  | T1 | 1. Assigned and unassigned student lockers should be secured at all times. |
|  | T1 | 1. Lockers should be secured to the walls. Locker areas and height should allow for clear sightlines. |
|  | T2 | 1. Interior lighting should be adequate and supported by emergency power systems or equipped with battery backup units that allow for safe navigation and/or evacuation. |
|  | T2 | 1. Where available, hallways should be monitored by cameras. |

### **Interior Access and Security**

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| **✓** | **Tier** | **Statement** |
|  | T1 | 1. The main office should have clear sightlines to the main entrance and surrounding area to allow staff members to observe individuals approaching the school. | |
|  | T1 | * 1. If that is physically not possible, cameras should be utilized so that the main entrance and surrounding area can be readily monitored within the main office. | |
|  | T1 | 1. The main entrance should be equipped with a secure vestibule/lobby consisting of both interior and exterior doors that are lockable. | |
|  | T1 | 1. The vestibule design should force visitors to pass through a screening area prior to entering and leaving the school. | |
|  | T1 | 1. Interior doors providing access to the school’s interior should be secured and equipped with electronic keyless access. | |
|  | T2 | * 1. Consideration should be given, when possible, to the use of a transaction window to prevent unnecessary visitors from entering the secure school building. | |
|  | T2 | * 1. If possible, the student and visitor entrance should not be co-located. | |
|  | T3 | * 1. Ideally, doors in this entry area should be controllable from a remote location. | |
|  | T2 | 1. Silent panic alarms should be installed in the main office or where public access is permitted. | |
|  | T2 | * 1. The alarm(s) should be monitored by the county communications center (911), primary law enforcement agency, or a contracted alarm service. | |
|  | T3 | * 1. Ideally, the alarms should be monitored in at least two separate locations to ensure that both the notification and the response to the alarm are working. | |
|  | T3 | * 1. If possible, the panic alarms should be remotely activated by key administrators. | |

### **Classrooms**

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| **✓** | **Tier** | **Statement** |
|  | T1 | 1. Exterior classroom windows should be numbered in accordance with the interior number. | |
|  | T1 | 1. All classroom doors should be equipped or retrofitted with locking devices that follow local life safety codes and can be secured from within the room. | |
|  | T1 | 1. If keys are the only method of locking classroom doors, substitute teachers and similar instructors should have the means to lock their assigned classroom door from the interior. | |

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| **✓** | **Tier** | **Statement** |
|  | T2 | 1. Classroom interior and exterior windows, door windows and/or sidelights should be equipped with window coverings capable of being closed in the event of a lockdown emergency. | |
|  | T1 | 1. All classrooms should have room-specific emergency procedures, evacuation routes and severe weather plans posted in each room. | |
|  | T3 | 1. Intruder resistant or reinforced glass should be installed in classroom doors and first floor windows and/or sidelights to prevent immediate access. | |
|  | T2 | * 1. Alternatively, school entities should apply impact resistant film to classroom door windows and side lights. | |
|  | T3 | * 1. If the building has intruder resistant/reinforced glass on exterior classroom windows, there should be a tool accessible to those in the classroom to break through the glass from the inside. | |

### **High Occupancy Spaces**

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| **✓** | **Tier** | **Statement** |
|  | T1 | 1. High occupancy spaces (e.g., cafeteria, gym or auditorium) should be locked until use. They should also be checked before and after they are occupied for an event. | |
|  | T1 | 1. Any open, high occupancy student space should have a separate secure space (i.e. a nearby lockable classroom) assigned to it, when feasible, in case of a lockdown. | |
|  | T1 | 1. Buildings should have the ability to restrict access to the rest of the building from high occupancy spaces during non-school day activities (e.g., gym and auditorium for evening activities). | |
|  | T2 | 1. Large windows in the interior of the common areas that provide an open view of the area and do not offer alternate securable evacuation locations should be equipped with window coverings, such as blinds for use during a lockdown emergency. | |
|  | T2 | 1. Two-way communication should be accessible in all high occupancy spaces. | |

## **Other Physical security considerations**

### **Keys and Identification**

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| **✓** | **Tier** | **Statement** |
|  | T1 | 1. All staff (including temporary and contract employees) should be required to wear a photo identification card at all times when on school property. |
|  | T1 | * 1. Identification should be visible at all times. |
|  | T1 | * 1. Those not displaying identification should be immediately approached and escorted to the office to verify the legitimacy of their presence. |
| **✓** | **Tier** | **Statement** |
|  | T2 | * 1. If the school has electronic access control, then consideration should be given to having the photo ID also serve as a key card. |
|  | T1 | 1. There should be limited distribution of master and grand master keys. |
|  | T1 | * 1. Great grand-master keying should not be utilized. |
|  | T2 | 1. When possible, schools should transition from physical hard keys to electronic access control. |
|  | T2 | * 1. The electronic access system should allow for specified and limited entry to specific doors/areas of the school. |
|  | T2 | * 1. The electronic access system should be able to identify the user of a fob or access card in real-time. |
|  | T2 | * 1. The school should monitor the identification system access in real time. |
|  | T2 | 1. When possible, a lock box or “Knox Box” should be placed in the main entrance containing a master key and map of the school. |
|  | T2 | * 1. The lock box or “Knox Box” number code should be given to the local dispatch center so the items can be used by first responders should an emergency arise. |
|  | T1 | 1. When a lock box or “Knox Box” is not possible, the school should consult with police and/or local first responders to allow for 24/7 access for first responders. |

### **Visitor Procedures**

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| **✓** | **Tier** | **Statement** |
|  | T1 | 1. Visitor access to the school should be controlled through the main office. |
|  | T2 | * 1. A secured lobby area is used to control visitor access. |
|  | T1 | 1. Visitor access to the school office or student area must be granted by an authorized staff member (e.g., screened or ‘buzzed-in’). |
|  | T1 | 1. All visitors should present an official photo identification card (e.g., driver’s license, state ID card, passport, etc.). |
|  | T1 | * 1. Visitors without identification should be directed to a building administrator prior to entry. |
|  | T1 | 1. Each school building should utilize a log to track visitors. |
|  | T1 | * 1. The visitor log should be retained behind the main office desk. |
|  | T1 | * 1. The visitor log should include the address and phone number of all visitors. |
|  | T1 | * 1. All visitor log entries should be entered by the main office receptionist to ensure accuracy, as inaccurate or falsified entries could incur liability for the school. |
|  | T1 | 1. All maintenance and contracted services personnel should sign in at the office as a visitor. |

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| **✓** | **Tier** | **Statement** |
|  | T1 | 1. All visitors should be issued temporary identification that is required to be openly displayed during the visit. |
|  | T1 | * 1. The visitor identification should include the date of entry. |
|  | T1 | * 1. The visitor identification should be collected at the visit’s conclusion. |
|  | T2 | 1. If expense permits, an electronic visitor management system should be considered. |
|  | T3 | 1. Visitors should be escorted by staff at all times. |

### **Communications Plan**

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| **✓** | **Tier** | **Statement** |
|  | T1 | 1. School buildings should be equipped with a public-address system accessible from all classrooms, offices, and common areas (e.g., gymnasium, cafeteria, etc.). | |
|  | T1 | * 1. Each phone should be equipped with quick reference cards for activating the system. | |
|  | T1 | * 1. All school personnel should be permitted to make school-wide emergency notifications in the event of an armed intruder or other applicable emergency situation. | |
|  | T1 | * 1. The system should be clearly audible from within the classrooms, common areas, and the exterior of the building. | |
|  | T1 | * 1. A backup plan for building announcements and communication should be developed in the event the primary system is compromised. | |
|  | T2 | * 1. The public-address system should be connected to the emergency power generation system. | |
|  | T1 | 1. Lockdowns should be communicated in plain language utilizing the public-address system. | |
|  | T1 | * 1. Lockdown procedures should be established and practiced regularly for all common areas. | |
|  | T1 | 1. There should be a system for two-way communication between the main office and classrooms, school-based security staff, playground staff, portable or modular classrooms and buildings, athletic fields, health services, custodial staff, transportation dispatcher, and other student services personnel. | |
|  | T2 | * 1. There should be a secondary means of communication with buses and other similar vehicles. | |
|  | T2 | * 1. Schools should not rely entirely on cell phones to notify drivers of emergency events. | |
|  | T2 | * 1. All teachers engaging in activities outside of the school building should have the ability to communicate emergencies back into the school. | |
|  | T1 | 1. There should be a system in place for the mass notification of parents in the event of an emergency. | |

### **Community Engagement**

General note: All training and communication to parents and the community should be basic and not specific, as sharing details on actions and plans would jeopardize the operation security of emergency plans and could result in unintended consequences.

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| **✓** | **Tier** | **Statement** |
|  | T1 | 1. Each school should meet annually with parent organizations so that parents and guardians are aware of certain school protocols in the event of an emergency. | |
|  | T1 | 1. Schools should brief parents and guardians on safety and security at back to school nights. | |
|  | T1 | 1. The school entity should have a protocol for both students and the public to report bullying, threats, and safety concerns to the administration. | |
|  | T1 | * 1. How to make such reports should be clearly and widely communicated (e.g., on the school’s website, in back to school materials, posted in buildings, etc.). | |
|  | T1 | * 1. The school administration should track reports and document follow-up. | |
|  | T1 | 1. The school entity should host an annual meeting with the public on school safety and related concerns. | |

### **After Hours Events and Large gatherings**

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| **✓** | **Tier** | **Statement** |
|  | T1 | 1. Access to the main school facility should be as limited as possible within health and safety guidelines during after-hours events and large gatherings. | |
|  | T1 | 1. The school entity should reschedule or cancel after-hours events and/or large gatherings when safety concerns warrant. | |

### **Monitoring and Surveillance**

**NOTE:** There are other sections of this criteria that contain specific recommendations with respect to the installation of Closed-Circuit TV (CCTV) and camera systems in certain areas of the school. It is understood that cameras may be cost prohibitive and may not be the top priority for school entities, depending upon their current school safety and security plan. The section that follows is intended to provide a more comprehensive guide to monitoring and surveillance, when cameras and CCTV are available.

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| **✓** | **Tier** | **Statement** |
|  | T2 | 1. The main entrance should be considered a priority when cameras are installed, even with a clear sightline from the main office. |
|  | T3 | * 1. Cameras should be positioned to monitor all exterior doorways that provide ingress and/or egress to the school building. |

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| **✓** | **Tier** | **Statement** |
|  | T3 | * 1. The campus should be equipped with a comprehensive digital CCTV system that captures unobstructed interior and exterior views. |
|  | T2 | 1. Local law enforcement and first responders should have access to security cameras in the event of an emergency. |
|  | T3 | 1. School buses should be equipped with security cameras. |
|  | T3 | 1. A CCTV system should be web-based to allow for off-site monitoring. |
|  | T2 | 1. Monitoring should be conducted regularly by assigned, specific staff members. |
|  | T2 | * 1. Monitoring should include regular checks to ensure that the time and date stamp are correct. |
|  | T2 | * 1. Monitoring should include verifying that recordings are kept for at least 15 days. |
|  | T3 | 1. Efforts should be made for real-time monitoring when surveillance systems permit. |

### **Technology**

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| **✓** | **Tier** | **Statement** |
|  | T1 | 1. Computer servers should be located in a secure area. | |
|  | T1 | 1. Computer systems, networks and cameras should be equipped with virtual perimeter security such as a firewall or intrusion protection. | |
|  | T1 | 1. All school websites should be free of sensitive information that could be used for detrimental purposes or subject to “open records,” such as floor plans, staff photos/information or emergency plans. | |