

BASELINE CRITERIA - PCCD SCHOOL SAFETY AND SECURITY COMMITTEE
Physical Security (February 2021)

*NOTE: These criteria are intended to be used to inform school entities as to the state of a school’s safety and security preparedness. The criteria are not meant to direct school entities to have all of these best practices in place, but rather to guide school officials with respect to what they may need to do to create a safer, more secure learning environment.

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, trainings, policies and procedures 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 safety and security of buildings and grounds; policy/procedure and trainings, and the student assistance and behavioral health support of the school entity.

Area	Tier 1	Tier 2 <i>(in addition to Tier 1)</i>	Tier 3 <i>(in addition to Tiers 1 & 2)</i>
Busses	Emergency Management Training for bus drivers Situational awareness training – to be able to recognize what to look for and how to address an issue	Communication system with school	Audio/video cameras on busses GPS tracking units
Crossing Guards	Emergency Management Training Situational awareness training – to be able to recognize what to look for and how to address an issue	Communication system with school or law enforcement	Local law enforcement patrolling community/routes during peak hours Flashing lights in school zones (crosswalks)
Assessments	Physical assessment conducted of school buildings representative of the school entity	Physical assessment conducted of all school buildings and large gathering spaces	Physical assessment conducted of the community/surrounding/ancillary areas to the school facility Develop internal capacity to do ongoing/follow-up assessments
Outside Barriers	Vehicle barriers and fencing around play areas	Vehicle barrier/speed controls to protect entrance way of schools	Tampering and vehicle protection barrier around vulnerable utilities
Lighting and Back-Up Power	Exterior lighting of all entrances and critical areas (as defined in a site assessment) for each school facility	Inside lighting throughout each school building OR Back-up generator to power emergency lighting within each school	Limited back-up power support for all lighting in school buildings OR Back-up generator to power emergency lighting and critical infrastructure (including network, pa system, door locks, etc.)
Entrance to Schools	Protective doors with viewing pane Door handles that cannot be barred	Buffer area/holding area/vestibule	Screening devices (e.g. metal detectors)

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Area	Tier 1	Tier 2 <i>(in addition to Tier 1)</i>	Tier 3 <i>(in addition to Tiers 1 & 2)</i>
	Working locks Single entry in and out of school building		OR Video monitoring and recording of all entrances and exits Implementation of visitor management systems Restricted, secured access from "mousetrap" style holding areas to administrative areas only No direct access to the main body of the school without escort during school hours
Visitor Management	Visitor buzz-in entry system Written log of visitors and packages Policies and procedures for handling visitors and packages Training for front desk/secretarial staff	Electronic visitor management system (ID management)	Training on software and procedures for substitute administrative assistants Time stamped, self-expiring visitor management badges, Visitor escorts
Specialized Staff	School security personnel stationed at school entity	School security personnel stationed at each school level (elementary, middle, high)	School security personnel stationed at each school building full-time
Indoor Access	Doors capable of being locked from within each room	Window coverings for interior doors	Impact-resistant doors and glass Secondary door locking devices
Surveillance	Cameras in blind spot areas	Cameras throughout hallways and large group areas	CCTV Offsite and/or law enforcement monitoring capability

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			Active monitoring of cameras during school hours and during large group events
Alarms/Sensors	Alarm when exterior doors are propped or left open	Intrusion detection device that responds to physical stimulus (heat, light, sound, pressure, etc.)	Panic alarms that can be activated from the office and/or within other areas of the building in case of emergency and training for their use
Communications	Interior and exterior PA System audible throughout the facility	Communications system that enables rooms and office to communicate with one another Communication system/devices that can address those with hearing impairment and/or overcome high-noise environments	Secured communications system that enables all buildings to communicate with administration building and law enforcement School entity has a mass communication platform capable of messaging all stakeholders or stakeholder groups in the event of an emergency.
EOPs/All Hazards Plans	School entity plan development to include MOU and all-hazards plans with area law enforcement and other first responders/emergency response stakeholders Ongoing professional development on the plans School entity shares their updated EOP with the county Emergency Management Agency per 35 Pa.C.S. § 7701(g)	Development of EOPs and All-Hazards Plans for each school building in conjunction with building level team, district team, schools safety coordinator and first responders. Emergency Management/Emergency Response Teams are established in each building and organized utilizing the NIMS/ICS structure.	Education to provide allowable information to students, staff and parents School entity utilizes software that digitizes the EOP and allows for real time updates and communication with first responders and school staff.

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Reunification Plan	School entity develops a reunification plan	School entity communicates and implements the reunification plan	School entity holds practice drills with students and parents/guardians
Staff Training	<p>Continual and ongoing training for all administrators, security staff, and school nurse to deal with emergency situations</p> <p>OR</p> <p>All staff are trained on standard district emergency procedures, and can explain lock down, shelter in place, weather emergency, medical emergency and evacuation procedures.</p> <p>Staff can identify members of the SAP and Threat Assessment Teams, the School Safety Coordinator and security personnel.</p> <p>School entity offers minimal annual training beyond mandated drills.</p> <p>Only some school staff are trained in specific skills, i.e. CPR/AED, Stop the Bleed, etc.</p>	<p>Continual and ongoing training for all teaching and other professional staff, including substitutes and support staff, to deal with emergency situations</p> <p>OR</p> <p>All leadership team members are trained to NIMS standards (100, 200 and 700), and administrators participate in at least on table top exercise per year.</p> <p>School safety is addressed in the induction process for new employees.</p> <p>All school staffs participate annually in at least two professional development sessions related to school safety, and community first responders are invited to participate.</p> <p>Training for CPR/AED, Stop the Bleed available to large segments of school staff but only mandated to specific individuals (nurses, para-educators, P.E. teachers, school safety personnel, etc.).</p>	<p>Specialized training i.e., Stop the Bleed, ALICE, CPR, AED...</p> <p>OR</p> <p>A specific robust training calendar exists with identified dates and topics for ongoing school safety training.</p> <p>The district conducts a full scale drill with community first responders at least once every other year and conducts smaller functional exercises and/or table top exercises in off years.</p> <p>Documentation of staff certifications and training is available upon request.</p> <p>All school staff are trained in CPR/AED, Stop the Bleed, etc.</p>