SCHOOL SAFETY AND SECURITY COMMITTEE SAFETY AND SECURITY ASSESSMENT CRITERIA

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COMMISSION ON CRIME
AND DELINQUENCY

PENNSYLVANIA COMMISSION ON CRIME AND DELINQUENCY
SCHOOL SAFETY AND SECURITY COMMITTEE
SAFETY AND SECURITY ASSESSMENT CRITERIA

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INTRODUCTION AND FOREWORD

Signed into law on June 22, 2018, Act 44 of 2018 established a School Safety and Security Committee (Committee) within the Pennsylvania Commission on Crime and Delinquency (PCCD). Of the many statutory requirements of the Committee, the first task under the Act was to develop criteria for school entities and security assessors to utilize to assess the safety and security of school buildings throughout this Commonwealth.

The School Safety and Security Assessment Criteria (Criteria) was adopted at the September 26, 2018 meeting of the Committee. This initial set of criteria was developed by the experts on the Committee and several Workgroups (see Appendix A for membership lists) to meet the statutory requirements of the Act, which require the criteria to include a physical assessment of buildings and grounds; a policy and training assessment; and a student assistance and behavioral health support assessment.

In using these criteria, 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. Each school will need to balance the choice to implement or upgrade security measures against possible disruption to the learning environment and prioritize any projects based on their own unique needs. Schools represent a range of local and regional environmental, historical, and cultural influences. A facility's particular characteristics merit the thoughtful use of these assessment criteria in tailoring the school's plan to make its facility a safer environment for children to learn.

If you have any questions regarding the content of this report, please contact Derin Myers, PCCD's Acting Executive Director, at (717) 265-8077.

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On June 22, 2018, the School Safety and Security Grant Program was established within the Pennsylvania Commission on Crime and Delinquency (PCCD) by Act 44 of 2018. Amending the Public School Code of 1949, the Act contained multiple provisions for school safety and security preparedness, including:

- Mandating the appointment of School Safety and Security Coordinators by school entities;
- Expanding the PA State Police's Risk and Vulnerability Assessment Team (RVAT) unit;
- Establishing mandatory school safety training for school entity employees;
- Establishing standards for school police, school resource officers, and school security guards;
- Establishing the *Safe2Say* Program within the PA Attorney General's Office; and
- Creating a School Safety and Security Committee (Committee) within PCCD, which was tasked with:
  - Developing criteria to be used to assess school safety and security;
  - Establishing a registry for vendors who may conduct school safety assessments;
  - Issuing a survey to school entities to review school security preparedness; and
  - Administering $60 million in funding via grants.

This guide specifically addresses the Committee's statutory requirement to develop criteria to be used to assess school safety and security:

Section 1303-B. School safety and security assessment criteria.

(a) **Duty to establish.** -- No later than September 30, 2018, the committee shall establish criteria to be used when conducting school safety and security assessments that include the following:

(1) **A physical assessment.** 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:
(i) A review of the school entity's existing school safety and security plan.
(ii) A review of the school entity's existing plans for crisis response and mitigation.
(iii) An analysis of the school entity's crime prevention policy or practices, including environmental design.
(iv) Discussions with the local law enforcement agencies that are primarily responsible for protecting and securing the school.
(v) 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.
(vi) Discussions with the school entity's employees.

(2) **A policy and training assessment.** The policy and training assessment shall consist of an evaluation of the school entity's policies and practices, including:
(i) An analysis of the school entity's policies related to student safety, security and management issues.
(ii) Discussions with the school entity's employees.

(iii) A review of the school entity's student code of conduct.
(iv) A review of the school entity's safety and security training practices.
(v) Recommendations for effective school safety and security training and practices for all school entity employees.
(vi) An analysis of the school entity's communications practices and available technology and tools.

(3) **A student assistance and behavioral health support assessment.** The student assistance and behavioral health support assessment shall consist of an analysis of the school entity's climate, including:
(i) The availability of student assistance programs and behavioral health professionals to provide assistance to the school entity.
(ii) A review of recommendations by behavioral and physical health professionals and consideration of their recommendations.

(b) **Periodic review of criteria.** -- The committee shall review the criteria established in subsection (a) at a minimum every three years and may make revisions as needed.

In addition to the criteria requirement, Section 1304-B of Act 44 also requires that the Committee to establish criteria for the registration of an individual or vendor with knowledge and experience in matters of school safety and security that qualifies the person to conduct school safety and security assessment based upon the criteria established herein. The statute requires the Committee to establish this registry beginning October 31, 2018.

More information on Act 44 and Committee actions can be found on PCCD's website at: https://www.pccd.pa.gov/schoolsafety/Pages/default.aspx. Please refer to the glossary on page 31 if you have any questions regarding terms used within this guide.

USE OF THE ASSESSMENT CRITERIA

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. Under Act 44, 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.

Utilizing pre-existing, established school safety assessment materials, and relying on the expertise of the Committee and related Workgroups, this assessment criterion is a compilation of best practices as initially determined and adopted by the Committee on September 26, 2018. Every three years the Committee shall review this criterion and make revisions as needed.

This guide is intended to be used to inform both school entities and assessors 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.*

USE OF THE ASSESSMENT CRITERIA BY SCHOOL ENTITIES

Act 44 of 2018 required all school entities to appoint a *school safety and security coordinator* (coordinator) by August 31, 2018. Specifically, the coordinator is tasked with the following statutory duties:

> **Section 1309-B. School safety and security coordinator.**
>
> (a) **Appointment.** -- The chief school administrator of a school entity shall appoint a school administrator as the school safety and security coordinator for the school entity. The appointment shall be made not later than August 31, 2018.
>
> (b) **General duties.** -- The school safety and security coordinator shall 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. As used in this subsection, the terms "school police officer," "school resource officer" and "school security guard" shall have the meanings given to them in section 1301-C.
>
> (c) **Specific duties.** -- The school safety and security coordinator shall:
> (1) Review the school entity's policies and procedures relative to school safety and security and compliance with Federal and State laws regarding school safety and security.
> (2) Coordinate training and resources for students and school entity staff in matters relating to situational awareness, trauma-informed education awareness, 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.
> (3) Coordinate school safety and security assessments as necessary.
> (4) Serve as the school entity liaison with the committee, the department, law enforcement and other organizations on matters of school safety and security.
> (5) Make a report no later than June 30, 2019, and each June 30 thereafter, to the school entity's board of directors on the school entity's current safety and security practices that identify strategies to improve school safety and security. The report shall be presented to the school entity's board of directors at an executive session of the school entity's board of directors. The report shall be submitted to the committee and shall not be subject to the act of February 14, 2008 (P.L.6, No.3), known as the Right-to-Know Law.
> (6) Coordinate a tour of the school entity'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 entity to discuss and coordinate school safety and security matters.

As the administrator responsible for coordinating school safety and security assessments as necessary, coordinators should review these criteria, and review the school entity's policies and procedures relative to school safety and security to ensure compliance with Federal and State laws regarding school safety and security. The coordinator should work with his or her chief school administrator and governing board to determine what type of assessment may be beneficial to the school entity.

If a school entity decides to undergo a school safety and security assessment with an external assessor, school entities should consider whether or not the proposed assessor is registered with the Committee

pursuant to Section 1304-B of Act 44. The coordinator should also act as the point of contact for any assessment conducted by an external assessor (e.g., Pennsylvania State Police, registered assessor, etc.).

Please note that this criterion is written so that a school entity with limited resources could opt to perform a self-assessment of their safety and security. However, the Committee and Workgroups recommend that external assessors or qualified professionals employed outside of the school entity (e.g., professionals from a neighboring school entity or intermediate unit) should be utilized to assist in the assessment. A registry of these qualified individuals will be established by October 31, 2018 by the Committee, and will be available online at www.pccd.pa.gov.

USE OF THE ASSESSMENT CRITERIA BY ASSESSORS

Under Act 44, members of the Pennsylvania State Police Risk and Vulnerability Assessment Team (PSP RVAT) are qualified to engage in school safety and security assessments. Each PSP RVAT team shall conduct school safety and security assessments based upon the Committee's criteria when school is in session at school entities on a systematic basis free of charge. Schools or school entities wishing to utilize the PSP RVAT team to conduct an assessment should contact ra-pspoffdomesticsecurity@pa.gov or the PSP Domestic Security Section at 717-346-4085.[1]

Private individuals or entities who engage in the business of school safety and security assessments should meet certain criteria that have been established by the Committee. Those who meet that criteria can become registered school safety and security assessors via the registration system that will be launched by October 31, 2018. Please visit www.pccd.pa.gov for more information on registered school safety assessment vendors.

Committee-registered assessors must evaluate school entities utilizing this criterion. Schools wishing to utilize a private assessment can visit www.pccd.pa.gov to view registered school safety and security assessors.

Again, these criteria are meant to give guidance regarding best practices in establishing a safe and secure school. *It is the duty and responsibility of assessors to undertake an assessment of a school building in light of the criteria and produce a report indicating how the school might strive to meet the best practices.* Any assessment should be done in collaboration with a school entity's school safety and security coordinator.

Assessors may consider developing and/or utilizing a rubric or scale based on the criteria to determine a school's current level of safety and security. Additionally, assessors should provide meaningful feedback to schools based on the assessment that assists the school in advancing its safety initiatives and prioritizing safety projects.

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[1] NOTE: Demand for PSP RVAT services is extremely high. For more immediate assessment services, school entities may want to consider a registered assessor.

PHYSICAL ASSESSMENT CRITERIA

The physical assessment criteria are broken into two main sections: 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 curtilage or surrounding areas of the school. A vulnerability is any area that should be considered for improvement that can be exploited by an aggressor.

Per Section 1303-B of Act 44, 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), and consist of an evaluation 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.

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 district must have a comprehensive disaster response and emergency preparedness plan (35 Pa. C.S.A. § 7701). This plan, commonly referred to as an "all-hazards plan," must be developed in cooperation with the local emergency management agency 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 plan:

1. The school district must have a comprehensive disaster response and emergency preparedness plan as required by 35 Pa. C.S.A. § 7701.
    a. The plan **must** be developed in cooperation with the local emergency management agency and PEMA.
    b. 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 emergency management agency.
    c. 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 district is a part (22 Pa. Code §10.24).

2. The plan must address the needs of students and staff with special needs. School entities and schools, families, and communities have the responsibility to be well prepared for prompt, safe, and individualized care in the event of an incident on their campus.
3. A copy of the plan should be maintained in a designated location and accessible to administrators and alternate personnel at all times.
4. The plan should be submitted with notes of changes to EMA annually.
5. The plan should include a comprehensive reunification plan that is updated annually.

COOPERATIVE AGREEMENTS WITH LAW ENFORCEMENT

Section 1303-A of the Public School Code of 1949 requires that school 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).

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

1. The MOU must be signed by the chief school administrator, the chief of police of the police department with jurisdiction over the school, and the principals of each relevant school building, and must include:
   a. Protocol for the notification of the police department for enumerated offenses under section 1303-A (b) (4.1) (relating to mandatory notification) and (4.2) (relating to discretionary notification) of the Public School Code of 1949.
   b. Protocol for emergency and nonemergency response by the police department, including a requirement that the school district supply the police department with a copy of the comprehensive "all-hazards" plan noted above.
   c. Procedures and protocols for the response and handling of students with a disability, including procedures related to student behavior as required by 22 Pa. Code § § 14.104 and 14.133.

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.

As stated earlier in this guide, 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 on page 24 of this guide.

GENERAL EXTERIOR SPACES

GENERAL CONSIDERATIONS

1. Emergency vehicles should have adequate access to school buildings and facilities.
2. All exterior doorways which provide ingress and/or egress to the school building should be numbered sequentially on the exterior in a clockwise manner beginning with the main entrance.
    a. The numbers are clearly visible from the street or closest point of entry, contrast with the door's background, and be composed of a reflective material.
    b. Placement and size should be in accordance with PA Center for Safe Schools recommendations or similar accepted standards.
    c. Entrances should have corresponding numbers on the interior portion of the door.
    d. Door numbers should be annotated on floor plans provided to first responders.
3. Portable or Modular Classrooms should be secured - entry doors should be locked and PA and communication systems from main office or school should be connected.
4. Exterior lighting fixtures should be operating properly and maintained in good physical and operational condition.
    a. Lighting must provide proper level of illumination in accordance with illuminating, engineering society of North America or similarly recognized standards.
5. 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.
6. Trash receptacles and dumpsters should be positioned a safe distance from the building (a minimum of 30 feet).
7. Exterior trash receptacles in areas where students congregate should be eliminated or moved inside the building.
8. Vehicle bollards or aesthetically pleasing vehicle barriers should be installed to protect the main entrances and areas where pedestrians congregate.
9. Where feasible, closed circuit cameras should be positioned to monitor all exterior doorways that provide ingress and/or egress to the school building.
    a. If cameras are available, priority consideration should be given to the main entrance.
10. Shatter resistant/reinforced glass should be installed in all exterior doors and first floor windows lower than 4 feet and/or sidelights to prevent immediate access.
    a. Alternatively, school entities should apply impact resistant film

BUILDING ACCESS

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.**
2. 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.
3. All exterior doors should be closed, latched and locked and checked at the beginning of the active school day to insure all doors are properly secured.
   a. Doors should remain locked throughout the school day.
   b. Ideally, doors can be locked remotely from the office.
4. 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.
5. All exterior doors should be equipped with a peephole/secure window.
6. 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.
   a. Dated interior lever-style push-bar door releases should be replaced with flush push-bar door releases.

PLAYGROUND/RECREATION AREA

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.
2. Trained staff should monitor playground areas while students are using those areas.
   a. Staff outside should be equipped with the capability to communicate with internal staff.

BUSES, PARKING AND OUTSIDE SPACES

1. Bus loading and unloading zones should be restricted from general vehicle traffic and not combined with parental student drop-off area(s).
2. 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. Similar barriers should be utilized in areas where large groups of students congregate.
3. Parking areas should be separated and designated for staff, students and visitors. Access should be restricted with posted signage. 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.
4. Parking lots should be monitored by surveillance camera, school staff, and/or school resource officer or security personnel.

DELIVERIES

1. There should be a designated delivery area and deliveries should only be accepted in the designated delivery area.
2. There should be a system for inspecting and approving items delivered to the building.
3. There should be a procedure in place for dealing with suspicious and/or unauthorized deliveries.
4. Delivery and vending personnel access should be actively controlled and monitored by school personnel.
5. Delivery and vending personnel should never be issued a key or electronic access to the school building for deliveries.
6. If you have a separate delivery entrance:
   a. The delivery entrance should be secured at all times to prevent someone from surreptitiously entering the building.
   b. If the delivery door is propped open for a delivery, it should be continually monitored by staff until the conclusion of the delivery.

UTILITIES

1. Electrical panels and emergency generators should be closed and secured and within a secured enclosure. Regular electrical service and emergency power generator(s) should be located in separate locations as far apart as possible.
2. The school should be equipped with an emergency power/generation system capable of supporting all life safety systems.
   a. 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.
3. Electrical utilities, etc., should be protected from accidental or intentional vehicle impact (e.g., fences or bollards).

GENERAL INTERIOR SPACES

GENERAL CONSIDERATIONS

1. All interior rooms should be assigned room numbers that are coordinated in a uniform numbering system format. Numbering system should be placed on a floorplan with a number schematic and the floorplan should be provided to first responders.
   a. Interior room number signage should be flag-mounted so to be visible to first responders from a distance.
   b. Hallways should also be identified (i.e., number, color or label).
2. All interior rooms should have room-specific emergency procedures, evacuation routes and severe weather plans posted in each room.
3. All doors to non-student areas (e.g., maintenance closets/offices, faculty rooms, boiler rooms, kitchen, and school offices) should be closed latched and locked at all times.
4. 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.

a. Dated interior lever-style push-bar door releases should be replaced with flush push-bar door releases.
5. Assigned and unassigned student lockers should be secured at all times.
6. Lockers should be secured to the walls. Locker areas and height should allow for clear sightlines.
7. 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.
8. Where available, hallways should be monitored by cameras.
9. Access to AED and first aid equipment should be unobstructed.

INTERIOR ACCESS AND SECURITY

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.
2. The main entrance should be equipped with a secure vestibule/lobby consisting of both interior and exterior doors that are lockable.
3. The vestibule design should force visitors to pass through a screening area prior to entering and leaving the school. Interior doors providing access to the school's interior should be secured and equipped with electronic keyless access.
    a. Consideration should be given, when possible, to the use of a transaction window to prevent unnecessary visitors from entering the secure school building.
    b. Ideally, doors in this entry area should be controllable from a remote location.
    c. If possible, the student and visitor entrance should not be co-located.
4. Silent panic alarms should be installed in the main office or where public access is permitted.
    a. The alarm(s) should be monitored by the county communications center (911), primary law enforcement agency, or a contracted alarm service.
    b. Ideally, the alarms should be monitored by at least two separate locations to ensure notification and response. If possible, the panic alarms could also be remotely activated by key administrators.

CLASSROOMS

1. Classroom numbers should be annotated on the floor plan provided to emergency services.
2. Exterior classroom windows should be numbered in accordance with the interior number.
3. All classroom doors should be equipped with, or retrofitted with locking devices that follow local life safety codes that can be secured from within the room.
4. 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.
5. All unoccupied classroom doors should be closed, locked and latched at all times.
6. Classroom interior and exterior windows and door windows and/or sidelights should be equipped with window coverings capable of being closed in the event of a lockdown emergency.
7. All classrooms should have room-specific emergency procedures, evacuation routes and severe weather plans posted in each room.
8. Shatter resistant/reinforced glass should be installed in classroom doors and first floor windows and/or sidelights to prevent immediate access.

a. Alternatively, school entities should apply impact resistant film to classroom door windows and side lights.
b. If the building has shatter 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

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.
2. Any open, high occupancy, student space should have a separate secure space, (i.e. a nearby lockable classroom) assigned to it in case of a lockdown.
3. 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).
4. 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.
5. Two-way communication should be accessible in all high occupancy spaces.

OTHER PHYSICAL SECURITY CONSIDERATIONS

KEYS AND IDENTIFICATION

1. All staff (including temporary and contract employees) should be required to wear a photo identification card at all times when on school property.
    a. Identification should be visible at all times.
    b. Those not displaying identification should be immediately approached and escorted to the office for evaluation.
    c. If the school has electronic access control, then consideration should be given to having the photo ID also serve as a key card.
2. When possible, schools should transition from physical hard keys to electronic access control. The key system should allow for specified and limited entry to specific doors/areas of the school.
    a. Key system should be able to identify the user of a fob or access card in real-time and the identification system should be monitored.
3. There should be limited distribution of master and grand master keys. Great grand-master keying should not be utilized.
4. When possible, a lock box or knox box should be placed in the main entrance with a number code given to the dispatch center for a master key and map of the school. This should be used by police, EMS and Fire if an emergency should arise.
5. When a lock box or knox box is not possible, the school should consult with police/local first responders to allow for 24/7 access for first responders.

VISITOR PROCEDURES

1. Visitor access to the school should be controlled through the main office or secured lobby area. Visitors access to school office or student area must be granted by an authorized staff member (i.e., screened or 'buzzed-in').
2. All visitors should present an official photo identification card (e.g., driver's license, state ID card, passport, etc.) that is retained for the duration of the visit. Visitors without identification should be directed to a building administrator prior to entry.
3. A visitor log should be utilized and retained behind the main office desk. All entries should be logged by the main office receptionist to ensure accuracy, as inaccurate or falsified entries could incur liability for the school. The visitor log should include the address and phone number of the visitor(s).
4. All visitors should be issued temporary identification that is required to be openly displayed during the visit. The visitor identification should be dated with the date of entry, and collected at the visit's conclusion.
5. Visitors should be escorted by staff at all times.
6. If expense permits, an electronic visitor management system should be considered.
7. All maintenance and contracted services personnel should sign in at the office as a visitor.

COMMUNICATIONS PLAN

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

1. Meetings with parent organizations should occur annually so that parents are aware of certain school protocols in the event of an emergency.
2. Schools should brief parents on safety and security at back to school nights.
3. The district should have method for students and the public to report bullying and safety concerns to the administration with documented follow up by the administration.
4. The district should host an annual meeting with the public on school safety and concerns.

AFTER HOURS EVENTS AND LARGE GATHERINGS

1. Access to the main school facility should be as limited as possible within health and safety guidelines during afterhours events and large gatherings.
2. Schools are encouraged to reschedule or cancel events when safety concerns warrant.
3. There should be security present at after-hours events and large gatherings and a policy should be in place regarding the need for security.

MONITORING AND SURVEILLANCE

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

1. The campus should be equipped with a comprehensive digital CCTV system that captures unobstructed interior and exterior views. The main entrance should be considered a priority when cameras are installed.
2. Local law enforcement and first responders should have access to security cameras in the event of an emergency.
3. School buses should be equipped with security cameras.
4. A CCTV system should be web-based to allow for off-site monitoring.
5. Monitoring should be conducted regularly by assigned, specific staff members.
    a. Monitoring should include regular checks that the time and date stamp are correct.
    b. Monitoring should include verification that recordings are kept for at least 15 days.
6. Efforts should be made for real-time monitoring when surveillance systems permit.

TECHNOLOGY

1. Computer servers should be located in a secure area.
2. Computer systems, networks and cameras should be equipped with virtual perimeter security such as a Firewall or Intrusion Protection.
3. School faculty, staff and students should receive regular instruction on cyber threats facing schools, including malware/scareware, spoofing/phishing, spear phishing, and ransomware.
4. Teachers and students should be required to log off of computers and systems containing student information systems when not present at computer or other electronic access devices.
5. 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.

STUDENT ASSISTANCE AND BEHAVIORAL HEALTH SUPPORT ASSESSMENT CRITERIA

Section 1303-B of Act 44 requires that a school safety and security assessment include a student assistance and behavioral health support assessment. This assessment must include 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 entities. Additionally, the Public School Code requires a review of recommendations by behavioral and physical health professionals and consideration of their recommendations.

For purposes of this guide, the student assistance and behavioral health criteria are meant to be utilized by assessors to evaluate and make recommendations regarding behavioral health support and school climate. The qualifications of a person with the expertise to conduct school safety and security assessments with respect to this criterion differ greatly from the qualifications of a person who can assess the physical safety of a school. As such, it is recommended that school entities visit PCCD's webpage to review the behavioral health assessor registration criteria.

As stated earlier in this guide, 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 school climate, safety and security.

With that being said, any assessor conducting a school safety and security assessment **must consider** each of the below best-practices when conducting an assessment for student assistance and behavioral health support. 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 student assistance and behavioral health support.

STUDENT ASSISTANCE PROGRAMS (SAP)

As per the Pennsylvania Network for Student Assistance Services' (PNSAS) website, Pennsylvania's Student Assistance Program (SAP) is designed to assist school personnel in identifying issues including alcohol, tobacco, other drugs and mental health issues which pose a barrier to a student's success. Pennsylvania requires all school entities to have SAP programs.

This criterion represents best practice guidelines for teams to consider, and aligns with existing information provided in key SAP documents (i.e., SAP Best Practice Guidelines for Fidelity, SAP Best Practice Guidelines for New Teams, and SAP FAQ and Best Practice Responses) all school entities should be familiar with. While SAP team composition, roles, and functions vary across schools throughout the Commonwealth, these existing SAP documents were developed by PNSAS to highlight minimum expectations and best practices for teams to work toward. The fidelity document, in particular, provides schools with a "ready-made" assessment tool for SAP teams to self-assess their strengths and needs.

PNSAS Regional Coordinators are available to assist SAP teams with these assessments and provide technical assistance to support schools in meeting the criteria outlined below. Additional resources and information about SAP in Pennsylvania are available at www.pnsas.org.

SAP CONSIDERATIONS

1. All K-12 students, including students in special education, should have access to the services of the SAP team.
2. SAP team members should be representatives from any or all of the following groups: administrator, teacher, counselor, psychologist, school social worker, nurse, or other related professional staff. It is recommended that each SAP team consist of at least four members, but the size of the team should be sufficient to effectively handle the caseload.
3. SAP should be coordinated with community providers of MH and ATOD services and other child-serving agencies that assist the student in removing barriers to their education. Representatives from the county behavioral health and drug and alcohol systems should be appointed as liaisons to SAP teams.
4. Each school building should have a building level administrator who is properly trained and who serves as an essential member of the SAP team. Additionally, each school entity should have a central office administrator who is properly trained and who serves as an ad-hoc member to the SAP team(s) within the school entity in order to ensure that the SAP teams are operational.
5. Parents should be an integral part of the SAP process and must provide informed written consent for the SAP process to commence once a referral is made.
6. There should be ongoing training and training of new team members, either from the district or through grants.
7. The SAP team should meet at least once per week/cycle. The minimum meeting time should be 40 minutes, with an additional 40 minutes allocated to case management and intervention activities.
8. The process for accessing SAP services and the steps utilizing the SAP team when a referral is received should be published and distributed to school staff, board members, students, parents, and the community. A sample SAP Process Flow Chart is available at www.pnsas.org.

9. The School Board should be updated on SAP activities at least annually. Teams may consider using aggregate PDE 4092 and/or JQRS data, along with other data sources (e.g., PAYS data) to summarize building and district-level needs and/or outcomes.
10. SAP should be coordinated with other school initiatives to address the needs of students (e.g., Multi-Tiered Systems of Support (MTSS), Response to Instruction and Intervention (RTII), Positive Behavioral Interventions and Supports (PBIS), Olweus Bullying Prevention, etc.).
    a. NOTE: The assessor should identify which of these initiatives are present in the school.
11. If the parent provides written permission, supports should be provided by the SAP team for students who receive services from any child-serving agency.
12. The SAP team should work with the SAP liaison agency to provide updates to school staff on trends in ATOD use, signs and symptoms, and prevention education.
    a. SAP should be coordinated with community providers of MH and ATOD services and other child-serving agencies that assist the student in removing barriers to their education.
13. The school should have written cooperative agreements or letters of agreement with the agency service provider system, County MH-IDD, and County Drug and Alcohol that outline their respective roles, responsibilities, and expectations. NOTE: The assessor should review these documents.
14. There should be a process for resolving conflicts between the school and service providers' agencies outlined in the letter of agreement. The PNSAS Regional Coordinator may also assist with conflict resolution.
15. SAP teams should assist students who have been placed in alternative education, alternative education for disruptive youth, residential treatment facilities, youth detention centers, etc. in the transition of returning to general education classes.
16. Confidentiality guidelines for the SAP process should be clearly stated.
17. Each school within the District should submit their referral data to the PDE Online Reporting System (PDE 4092).
    a. NOTE: The assessor should identify who is responsible for this submitting the referral data and how often is it performed.
    b. Reported data should be able to be disaggregated to allow for the review for possible disproportionality (to the extent that individual student level data cannot be identified).
18. The effectiveness or success of the SAP team process should be measured, whether through anonymous student surveys or parental feedback. The "SAP Satisfaction Survey" is a sample tool available on the PNSAS website that may be completed by staff, parents, and students. Additional tools for SAP team members to monitor and assess their functioning are also available on the website.
19. Team Maintenance Meeting(s) should be held during the school year based on identified training and professional development needs.
20. The SAP team should work to provide a safe, respectful, and inclusive school environment; one that is culturally responsive to the students and their families.
21. Schools should identify potential barriers to a student accessing services (lack of insurance, cost for services, travel, etc.) and look to develop professional relationships in the community to address them.
22. When the SAP team has been unable to obtain parental consent for the referred student to begin the SAP process, schools should take additional steps to engage families in order to identify and address potential barriers (e.g., logistical concerns, lack of information, distrust).
    a. For students whose parents decline consent for the SAP process and/or for students with repeat referrals, schools should be able to identify and implement appropriate

school-based interventions and/or supports. These interventions and/or supports may also be implemented during the SAP process for students whose parents have consented.

SAP SPECIFIC TRAINING

1. All members of the team should have successfully completed Pennsylvania Student Assistance Program K-12 training provided by a PA Approved SAP Training Provider.
2. The School Safety and Security Coordinator should understand the SAP process in the District and attend SAP meeting when necessary. Ideally, the Coordinator would be SAP trained.
3. SAP members should receive periodic training updates, informational sessions, and other related in-service trainings in order to stay current on issues pertaining to SAP.

BEHAVIORAL HEALTH SERVICES

This criterion represents best practice standards for assessing the availability of behavioral health services in the school. These best practices are drawn from research and established guidelines from national organizations focused on school-based behavioral health, and they are aligned with existing state and federal law. Within this guide, the term behavioral health encompasses mental health and wellness, as well as substance use.

Approximately half of all mental illnesses have an onset during or prior to adolescence, and there is a well-established relationship between students' behavioral health and their academic, social, and emotional outcomes. Schools have an essential role in the prevention, early identification, and intervention of student behavioral health concerns.

School-based behavioral health approaches should incorporate prevention strategies to reduce risk factors and increase protective factors among all students, provide mechanisms by which to identify at-risk students, and support those students with known behavioral health concerns. While Multi-Tiered Systems of Support (MTSS) is mentioned where applicable, it is recognized that not all schools may be fully utilizing this framework for all of their students. Regardless of specific programming, school-based behavioral health efforts should be both comprehensive and multifaceted, and must be integrated with other aligning school-based initiatives (e.g., SAP, school climate improvement).

BEHAVIORAL HEALTH (BH) CONSIDERATIONS

1. The school entity should have a system in place for assessing the services that are needed, and what is not currently available (i.e., a needs assessment).
2. Assessments should be conducted at different levels – schoolwide, classroom level, individual student levels, etc.
3. The school should work to effectively integrate each of the components of the PA Quality Indicators of Emotional Support Services and Programs.

4. The ratio of school psychologists to students; school counselors to students; school nurses to students; and social workers to students (if these practitioners are present) should be determined and compared to the recommended National standards.
    a. Assessor should look at the scope of activities in which these professionals are engaged, as well as how time is allocated, to meet the needs of the school community.
    b. Assessor should review whether the numbers of those specific staff positions are adequate to meet the needs of the school community.
5. The school should adopt universal programs or strategies (Tier 1 Multi-Tiered Systems of Support {MTSS}) to educate students on BH issues and support general mental wellness. All students should be educated about behavioral health and mental health as part of the formal curriculum (e.g., in health, guidance classes, etc.).
    a. Mental wellness and SEL programs, lessons or strategies should be evidence-based and/or in alignment with established best practices.
    b. Teachers and staff should be educated on how to identify and refer students that may be at risk for BH concerns in accordance with existing procedures and available resources (e.g., SAP team, MTSS team, crisis response team, school-mental health professionals, etc.).
    c. Schools should consider the use of multiple sources of data to identify the needs of the school (e.g., universal screening, analysis of attendance, office disciplinary referrals, school climate, school nurse visits, PAYS data, etc.).
6. Group counseling or group interventions (Tier 2 MTSS) should be available for students at-risk for behavioral health concerns or with identified areas of need. Assessor should identify what is available including supports for students affected by trauma.
7. Individualized (Intensive/Tier 3 MTSS) interventions should be available to support students with identified behavioral health needs, including mechanisms for linkages with community-based resources.
8. School mental health professionals, administrators, and/or SAP team members should be provided with opportunities for targeted training to support students at risk or with identified behavioral health concerns through school-based interventions and supports, as well as on crisis response and on being trauma informed.
9. A formal agreement should be in place between providers and schools to provide students with access to needed MH/BH services that are available in the community. Assessor should review this agreement.
10. Resources (funding) should be available to provide BH services. Assessor should review what funding is available for this purpose.
11. School staff should utilize a referral flowchart to guide where a student can be referred based on their needs or situation.
12. There should be a guide to available services, both in the school and in the community, that is accessible by parents and school personnel. Schools may undergo a "resource mapping" process to determine what services, supports and interventions are available and what may be needed.
13. Schools should identify potential barriers to a student accessing services (lack of insurance, cost for services, travel, etc.) and look to develop professional relationships in the community to address them.
    a. Students 14 years and older seeking community mental/behavioral health services whose parents are not in agreement should be provided with information related to applicable laws and community services.

14. The school should utilize the proper releases and referral forms to enable students to access agency services and should act in accordance with confidentiality guidelines. Assessor should review these materials.

SCHOOL CLIMATE

This criterion represents best practice standards in school climate, documented in research, and reflected in federal resources and the PDE Office for Safe Schools school climate improvement process.

School climate is a multi-faceted phenomenon that reflects the school community's norms, goals, and values and is based on students', parents', and school staff's perceptions of school life. Research has found that a negative school climate is associated with higher rates of school violence and disorder. A positive school climate is recognized as a protective factor supporting positive youth development.

School climate improvement strategies should be led by building level teams empowered to engage the broader school community in identifying needs and implementing improvement strategies. Climate assessments should involve multiple data sources and include, at minimum surveys, of stakeholder perception of the school climate. Quality climate assessments are psychometrically sound and include multiple domains informed by research, such as: safety, school connectedness, positive relationships, engagement, social-emotional learning, and student supports.

SCHOOL CLIMATE CONSIDERATIONS

1. There should be a team structure in the school to review climate-related data and develop an improvement plan that addresses training, systems, and practices.
    a. Ideally, this team should be representative of stakeholders in the school community including administrators, teachers, counselors, parents, students, etc.
    b. Data should be able to be disaggregated (i.e., to the extent that individual student level data cannot be identified) to look at different sub-populations of students, including disproportionality and the issue of equity.
2. The survey instrument used to measure climate should be a validated survey.
    a. The selected survey should be age appropriate.
    b. The selected survey should be psychometrically sound.
3. The survey should collect data by grade level, race, gender, ethnicity, disability status, special needs students, English as a Second Language (ESL) learners, etc., and the data should be able to be disaggregated (i.e., to the extent that individual student level data cannot be identified).
    a. Schools should also review this type of information available from existing reports (e.g., Pennsylvania Youth Survey {PAYS}, US Department of Education Civil Rights Data Collection, etc.).
4. The survey should collect data from multiple sources and should be a comprehensive survey of stakeholders (i.e., student, teacher, parent) of their perceptions of school climate measured over time.
5. The survey should collect information on stakeholder's perceptions of the school climate across multiple domains including the quality of students' relationships/social emotional learning, student supports, teaching practices, and safety.

6. The survey may collect information about the shared values, unwritten norms, traditions, and expectations in the school. If this is not addressed in the climate survey, it should be addressed in another way (e.g., building-wide audit, focus group or open-ended survey questions).
7. The survey should be conducted at regular intervals (e.g., yearly, multiple times a year, etc.).
8. The assessor should determine if the school participate in the Pennsylvania Youth Survey (PAYS) and/or the PDE School Climate Survey and if so how that data is used.
9. The survey should include questions about how youth/families perceive accessing services and the potential barriers they face around perceived stigma, confidentiality, accessibility (e.g., schedules), etc.
10. There should be adequate opportunities in the school for pro-social involvement (e.g., clubs, sports, activities, music/arts, etc.).
    a. There should be evidence that students are proportionally engaged.
11. The school should make use of universal strategies to prevent discipline problems, build skills and foster positive relationships among students (e.g., restorative practices, PBIS, character education, Social-Emotional Learning programs, etc.). The assessor should identify what is available in the school and be prepared to offer recommendations on strategies.
12. The schools should assess the potential impact of threats or school crisis events on the school climate after they occur and the protocols, procedures, and communication plans that are in place to assist students and other members of the school community.
13. Staff and faculty should be trained on classroom management, de-escalation techniques, and on being trauma-informed.
14. School wide expectations should be clearly defined, taught and reinforced to students.
15. Reports of bullying should be evaluated.
    a. The assessor should review the school entity's procedures and protocols for how bullying reports are handled.
16. The school should ensure that classroom environments and disciplinary practices are preventative and responsive. Consider how the school and classroom environments systemically and intentionally prevent behavior problems, and support diverse students and students affected by trauma (e.g., trauma-informed and culturally responsive practices).
17. The school entity should review SAP survey data and its relationship to other behavioral and climate-related data in planning MTSS supports, as well as the school community's perceptions of SAP.
18. School administrators should ensure that all appropriate first responders have their direct contact information to facilitate communication about possible student needs and that this is documented in the school emergency preparedness plan, MOU with local police and emergency responders, etc.
19. If a school employs School Resource Officers, Police Officers or Security, the school should have a written policy on their roles and responsibilities.
20. If the school employs School Resource Officers, Police Officers or Security, the school should collect information about the staff, students', and parents'/community perceptions of that presence.
    a. This analysis should be able to be disaggregated to look at different sub-populations of students, including disproportionality and the issue of equity (i.e., to the extent that individual student level data cannot be identified).

POLICY AND TRAINING ASSESSMENT CRITERIA

In this section, the policy and training assessment criteria are split into four sections: 1) statutory policies related to school safety and security; 2) criteria-based policies relating to school safety and security; 3) statutory training; and 4) criteria-based training. Together, these sections are designed to be used by assessors to ensure that schools and school entities are compliant with relevant statutory requirements relating to safety and security policies, as well as ensure that schools have relevant criteria-related polices in place regarding the physical safety criteria and behavioral health criteria mentioned in this guide.

Section 1303-B of Act 44 requires that the policy and training assessment consist of an evaluation of the school entity's policies and practices and requires discussions with the school entities employees in order to conduct the assessment. A school safety assessor is required to review and analyze policies and make recommendations for effective school safety and security training and practices for all school entity employees (See Section 1303-B(a)(2)(v) of Act 44).

STATUTORY POLICIES RELATING TO SCHOOL SAFETY AND SECURITY

There are several policies and written guidelines that are mandated by law. **School entities should be prepared to provide documentation of compliance with all mandated policies and procedures to assessors.** At a minimum, each of the following statutory policies should be reviewed by the assessor and evaluated:

1. Section 1303.1-A of the Public School Code of 1949 requires that each school entity incorporate into their code of conduct a policy relating to bullying.
    a. The policy must delineate disciplinary consequences for bullying and may provide for prevention, intervention and education programs.
    b. The policy must be available on the school entity's website and in every classroom (24 P.S. § 13-1303.1-A(b)). **NOTE:** The policy must only be available, not necessarily displayed.
    c. Bullying policy should be publicly posted at a prominent location within the school building pursuant to 24 P.S. § 13-1303.1-A(b).
2. Section 1301-D (d) of the Public School Code of 1949 requires that each school entity develop procedures for assessing and responding to reports received from the newly developed *Safe2Say* program which will be established by January 14, 2019 within the PA Attorney General's Office.
3. 22 PA Code §12.41 and §12.42 requires that school entities must prepare written plans for implementing comprehensive K-12 program of student services in the areas of guidance counseling, psychological services, health services, social work services and other student support services; schools must also provide a Student Assistance Program in accordance with Section 1547 of the Public School Code of 1949.
4. Act 71, which added section 1526 to the Public School Code (see 24 P.S. §15-1526), specifically requires school entities to adopt a youth suicide awareness and prevention policy that must be publicly posted on the entities' website. The policy must include protocols for administering youth suicide awareness and prevention education to staff and students.

School safety and security assessments should include recommendations regarding existing policies that will help a school entity prioritize needs and make decisions about how to improve the safety and security of their school.

CRITERIA-BASED POLICIES RELATING TO SCHOOL SAFETY AND SECURITY

The following policies correspond to the physical assessment criteria as included on page 8 of this guide. School entities following the best practices recommended for the physical assessment criteria should adopt written policies to document actions that correspond with that criteria (e.g., if a school entity decides to install a panic button, the entity should have a corresponding written policy directing the training of any staff who may use the panic button, how it should be used, and the responders summoned upon it's activation).

A school safety and security assessment should include a review of all policies relating to school safety and security, and recommendations should be made where policies relating to safety are lacking.

CRITERIA-BASED POLICIES RELATING TO EXTERIOR SECURITY OF A SCHOOL BUILDING

Based on the criteria relating to the exterior security of a school building (i.e., where schools already have in existence or have made corresponding physical security changes), it is best practice to have the following written policies in place:

1. Development of a maintenance schedule and process for reporting lighting deficiencies.
2. A prohibition on door propping.
3. A prohibition on allowing students to visit their vehicles unescorted during the school day.
4. Procedures on required staff action if someone enters the building without authorization or through an unsecure door or is seen in the building without visitor, faculty/staff or student identification.
5. Procedures for a parking permit system, which should be established, recorded, and enforced for all faculty, staff, and authorized student vehicles.
6. Procedures regarding the location of the delivery area and the process for monitoring deliveries.
7. Procedures regarding training key administrators to shutdown critical building systems in the event of an emergency.
    a. NOTE: A critical building system shutdown quick reference guide should be available. The guide should be available to key administrators, alternative personnel, and first responders.

CRITERIA-BASED POLICIES RELATING TO INTERIOR SECURITY OF A SCHOOL BUILDING

Based on the criteria relating to the interior security of a school building (i.e., where schools already have in existence or have made corresponding physical security changes), it is best practice to have the following written policies in place:

1. Procedures regarding the parameters for students to carry bags throughout the school building during the school day.
2. Procedures regarding regular training of staff as to how to utilize remote locking systems and the details of the silent panic alarms.
   a. NOTE: The policy should include information to staff as to whom is contacted or notified when a panic button is engaged.
3. Key controls, including:
   a. Personnel authorized for access to individual keys.
   b. Scheduled inventory of all keys.
      i. Records of the number of keys/cards/fobs in circulation.
      ii. Records of to whom the keys are assigned.
   c. Key possession and return.
   d. Lost or stolen key reporting.
   e. Requirement to re-key locks of stolen or lost keys.
   f. Security of master keys and master key access.
   g. Five-year interval of exterior door re- keying.
   h. Key access for local first responders.
4. Record keeping regarding school identification, including:
   a. Intervals at which identification system should be updated.
   b. Length of time student identification information kept beyond graduation.
   c. Length of time faculty/staff identification information kept beyond separation.
5. Visitor procedures:
   a. Policy should stress that the procedures are to be followed for ALL visitors, including personal visitors of staff.
   b. Policy should address routine training of students and staff on visitor polices.
6. A requirement that teachers keep classroom doors locked at all times when doors cannot be retrofitted with locking devices that follow life safety codes.
7. A requirement that office staff always be notified if a teacher is holding an outside activity on the grounds.
8. Procedures regarding the mass notification of parents in the event of an emergency or drill/test.
9. A requirement that electronic records (i.e., recordings from video cameras) be maintained for a minimum of 15 days.
10. Procedures, developed in consultation with local first responders, regarding first responder access to cameras/keys during emergency situations.

CRITERIA-BASED POLICIES RELATING TO BEHAVIORAL HEALTH AND SCHOOL CLIMATE

Based on the criteria relating to behavioral health, it is best practice to have the following written policies in place:

1. Policies around drug/alcohol use and suicide/behavioral health issues that incorporate SAP as a resource for student assistance.
2. Policies and procedures for suicide prevention, intervention, and postvention.
3. Policies and procedures in place to respond to the aftermath of traumatic events, including presence of a crisis response team.
4. Policies and procedures for bullying prevention, intervention and follow-up.

5. Where age appropriate policies in place for dating violence prevention, intervention and follow-up.
6. Policies and procedures defining the scope and processes of the threat assessment process, including:
   a. The membership of the threat assessment team;
   b. The range of activities the team is permitted to engage in; and
   c. Guidelines on how and when students and parents are notified of safety concerns.

OTHER CRITERIA-BASED POLICIES REQUIRING REVIEW

1. The school should develop and review annually policies related to:
   a. School climate, including the use of school climate surveys.
   b. Appropriate use of the Internet.
   c. Crime prevention policy.
2. A comprehensive reunification plan should be created and updated annually.
3. Student Code of Conduct.
   a. The code of conduct should include behavioral expectations and consequences for violations clearly outlined, including sanctions for bomb threats, weapons and drug offenses.
   b. Student codes of conduct shall be reviewed annually by administration.
   c. Student codes of conduct should be easily accessible to students and parents.
4. School disciplinary policies.
   a. The assessor should review data on the rates of referrals to police, arrests, citations issued, expulsions, Out of School Suspensions, In-School Suspensions, detention, etc. and if these have changed over time.
5. Personnel policies related to School Resource Officers (SRO), School Police Officers (SPO) and School Security.
   a. As permitted, the school should consider having SRO, SPO or school security assigned on a regular basis.
   b. Policies and procedures should be established by school administration for the school SRO program and security personnel. These should be developed in coordination with the applicable police department as well as the school safety and security coordinator. Weapons, use of force, interview/interrogation, etc. should be included in the policy.
   c. SROs, SPOs and school security should be provided training specific to appropriate interaction with school children (e.g., training per the National Association of School Resource Officers). If they are employed by a law enforcement agency, they should be trained in accordance with police training standards.
   d. Where there is a SRO, the school should have a memorandum of understanding related to the roles and responsibilities of the SRO.
   e. Schools should have clearly defined written policy that outlines the responsibilities and duties of the SRO, SPO or school security. Weapons, use of force, interview/interrogation, etc. should be included in the policy. With respect to an SRO the use of force policy shall be governed by the municipal or state police policy.
6. Policies and procedures regarding random unannounced searches to identify weapons, drugs, and other contraband that may be conducted throughout the school year.

STATUTORY TRAINING REGARDING SCHOOL SAFETY AND SECURITY

There are numerous trainings that are mandated by law. **School entities should be prepared to provide documentation of compliance with all mandated trainings to assessors.** At a minimum, each of the following statutory policies should be reviewed by the assessor and evaluated:

1. Section 1310-B of the Public School Code of 1949 requires school entities to provide school employees with mandatory training on school safety and security and requires a minimum of 3 hours every 5 years.
   a. Training is to include situational awareness, trauma informed education awareness, behavioral health awareness, suicide and bullying awareness, substance use awareness and emergency training drills including natural disaster, active shooter, hostage situation and bomb threat.
   b. The Department of Education is in the process of developing this training and more information will be forthcoming in the 2018-19 school year.
2. Section 1517 of the Public School Code of 1949 requires schools to conduct fire drills once a month in each school building, with new provision requiring that schools must replace one fire drill with a School Security Drill within the first 90 days of school, and may replace two additional fire drills with a School Security Drill after the first 90 days of school. Also includes requirements for school bus evacuation drills.
   a. Local law enforcement and the local emergency management agency must be notified and included in the required school security drill and should be included in the planning and preparation.
   b. All students and staff must participate in security drills and practices of emergency situations (i.e., fire, active shooter and intruder, other violent threat) and drills should be conducted regularly.
3. Section 1518 of the Public School Code of 1949 requires the provision of instruction and training regarding fire both by means of written materials and of drills, so that students may, in sudden emergencies be able to leave the school buildings in the shortest possible time without confusion or panic.
4. Section 1205.4 of the Public School Code of 1949 requires school entities to offer a cardiopulmonary resuscitation training (CPR) class on school premises at least once every three years. Training shall be conducted by the American Red Cross; the American Heart Association; any other certifying agency approved by the Department of Health.
5. Section 1205.6 of the Public School Code of 1949 requires child abuse recognition and reporting training. Training shall address, but not be limited to, recognition of the signs of abuse and sexual misconduct; mandatory reporting requirements for suspected abuse and sexual misconduct in this Commonwealth; and the school entity's policies related to reporting of suspected abuse and sexual misconduct.
6. Section 1526 of the Public School Code of 1949 was amended in 2014 by Act 71 and requires schools to provide four hours of professional development in youth suicide awareness and prevention for professional educators in buildings serving students in grades 6-12, every five years.

School safety and security assessments should include recommendations regarding existing trainings that will help a school entity prioritize needs and make decisions about how to improve the safety and security of their school.

CRITERIA-BASED TRAINING RELATING TO SCHOOL SAFETY AND SECURITY

While the training below is not mandated by law, it is imperative that students, staff and first responders are trained in certain areas as it relates to school safety. Below are best practices regarding the level of training necessary to increase school safety and security. With respect to the training of staff and students, consideration should always be given for the inclusion of local law enforcement and first responders who are qualified to participate in training.

TRAINING FOR ALL STAFF, FACULTY AND STUDENTS

1. Everyone should be regularly and repetitively trained NOT to open exterior doors for anyone. Unknown persons should be directed to the school's main office.
2. Everyone should be regularly and repetitively trained NOT to PROP exterior doors open at any time.
3. Everyone should be trained to immediately report doors that are not closing or locking correctly.
4. Everyone should be trained to report safety concerns and periodically trained in how to do so. (e.g., *Safe2Say*, online portal, texting, telephone, box for written notes, in person meetings, etc.).

ADDITIONAL STAFF TRAINING

1. All faculty and staff should be trained regarding the security and operations plans of the school.
   a. Training should be done at initial employment, should include refreshers at the beginning of each school year and recur throughout the year.
   b. Safety and security training is recommended to occur annually.
2. Staff should be prepared and empowered to make a school wide emergency announcement in the event that they are first to encounter an emergency event or become aware of a potential critical event (e.g., a teacher sees an individual exiting a car with a rifle and approaching the school, the teacher can call a schoolwide lockdown immediately instead of reporting to the principal first).
   a. Faculty and staff should be directed to activate the fire alarm only in the event of a fire. It should not be used for lockdown or intruder notifications.
3. All staff should be trained regarding the warning signs of potential violence, including an initial training and subsequent refresher courses.
4. Staff should be trained on early warning indicators of violent behavior or suicidal tendencies. Relationships built on trust should be established between staff and student body.
5. Staff should be trained in reverse evacuation drills from playgrounds and athletic areas in the event of an external threat.
6. Periodic staff training should be conducted which focuses on an active shooter event. Training could include viewing videos such as "Run, Hide, Fight" or similar accepted training; how to report suspicious activity; and tabletop drills.
7. All personnel should be trained in the Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPPA) and should be trained in how to balance safety concerns with student privacy.
8. Bleeding control training should be offered to all staff through "Stop the Bleed" or a similar program.

9. If the school entity's "All-Hazards Plan" calls for assigning classroom teachers to Incident Command System positions, school entities should establish and train faculty and staff on the "Buddy System," as recommended by PEMA in the "All-Hazards Toolkit".

ADDITIONAL STUDENT TRAINING

NOTE: Student training should be basic and not specific, as sharing specific actions and plans would jeopardize the operation security of emergency plans and could result in unintended consequences. Furthermore, student training must be tailored for the specific age of the child.

1. Students should be given training and an age-appropriate explanation on what they have to do for each drill.
2. Students should be trained to recognize and report warning signs of potential violence. The training should also address barriers to reporting (e.g., not wanting to be seen as a snitch), the possible consequences of not reporting, and the methods by which reports can be made. There should be an ongoing emphasis on safety as an aspect of school culture and reminders of the mechanisms for reporting safety concerns.
3. Students should be trained in reverse evacuation drills from playgrounds and athletic areas in the event of an external threat.

FIRST RESPONDER TRAINING

1. At a minimum, first responders should visit school buildings every other year and be familiar with its design, exits/entrances, hazards, etc. Annotated floor plans that include hallways, stairwells, room numbers, etc. should be provided to first responders.
2. Emergency plans should be reviewed with first responders annually.
3. Table top drills should be conducted including first responders (i.e., law enforcement, EMS, Fire, etc.), staff and administrators regularly.

Term	Definition
AED	Automated External Defibrillator.
All-Hazards 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).
Assessor (or Registered Assessor)	An individual or vendor with knowledge and experience in matters of school safety and security that qualifies the person to conduct school safety and security assessments based upon the criteria established by the Committee. The term also includes members of the Pennsylvania State Police Risk and Vulnerability Assessment Team.
ATOD	Alcohol, tobacco and other drugs.
Behavioral Health (BH)	A term encompassing mental health and wellness, as well as substance abuse.
Bollard	A bollard is a sturdy, short, vertical post meant to stop vehicular traffic from entering a specific area.
Character Education	Character education includes and complements a broad range of educational approaches such as whole child education, service learning, social-emotional learning, and civic education. All share a commitment to helping young people become responsible, caring, and contributing citizens.
Committee	The School Safety and Security Committee established by Act 44 of 2018.
Common Area	Any area in a school that accommodates large groups of students in open space. For example, commons, cafeterias, gyms, etc.
Computer System	Any computer-based, electronic system (i.e. intelligent HVAC system, camera system, door locking system, etc.).
Crisis Response Team	A team of individuals, including mental health professionals, who respond to a traumatic event and provides information, support, and referrals for services to individuals who suffered trauma.
Critical building systems	The critical systems of your facility, such as the Electrical, HVAC, Security, Life Safety, Lighting, Utilities, Telecom, and Energy Management.
DHS	Pennsylvania Department of Human Services.
EMA	Emergency Management Agency. This includes PEMA, county and local emergency management agencies.
Family Educational Rights and Privacy Act (FERPA)	A federal law that protects the privacy of student education records.
Firewall	A part of a computer system or network that is designed to block unauthorized access while permitting outward communication.
Flag-mounted	Signage mounted perpendicular to and extending from the wall.

Health Insurance Portability and Accountability Act (HIPPA)	A federal law that protects the privacy of an individual's medical records and restricts who is able to access them.
Impact Resistant Film	Films that are applied (after manufacture or installation) to glass and glazing in order to hold them together if the glass is shattered.
Intrusion Protection System	An intrusion prevention system (IPS) is a system that monitors a network for malicious activities such as security threats or policy violations. The main function of an IPS is to identify suspicious activity, and then log information, attempt to block the activity, and then finally to report it.
Joint Quarterly Reporting System (JQRS)	The system used by SAP liaisons to report data on mental health and drug and alcohol issues to the PA Department of Human Services and the PA Department of Drug and Alcohol Programs.
Knox Box	Known officially as the KNOX-BOX Rapid Entry System, it is a small, wall-mounted safe that holds building keys for fire departments, Emergency Medical Services, and sometimes police to retrieve in emergency situations.
Life Safety Codes (also known as Fire Code)	Developed by the National Fire Protection Association, the Life Safety Code is the most widely used source for strategies to protect people based on building construction, protection, and occupancy features that minimize the effects of fire and related hazards. There may be local codes that take into consideration local needs.
Lock Box	Box mounted on a building that holds building keys for fire departments, EMS and police to retrieve in emergency situations.
Lockdown	All school district/school personnel, students and visitors remain in locked classrooms.
Malware	Software that is intended to damage or disable computers and computer systems.
Mandated Reporter Training	A required training under Act 126 for all school entity employees to recognize and report potential child abuse.
Mental Health	A person's condition with regard to their psychological and emotional well-being and mental state.
Multi-Hazards Plan	A term that is used interchangeably with "all-hazards plan." See definition for "all-hazards plan."
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.
PA Quality Indicators of Emotional Support Services and Programs	A process where local educational agencies examine the programs and supports available to students with emotional support needs.
Panic Button	A button for summoning help in an emergency.
PAYS	Pennsylvania Youth Survey.
PDE	Pennsylvania Department of Education.
PDE 4092	The form used by SAP liaisons to report to the PA Department of Education on SAP referral reasons and results.

PDE School Climate Survey	A free online assessment that can be used by schools to assess students', teachers', parents' and community partners' perceptions of the school climate.
PEMA	Pennsylvania Emergency Management Agency.
Phishing	The fraudulent practice of sending emails purporting to be from reputable companies in order to induce individuals to reveal personal information, such as passwords and credit card numbers.
PNSAS	Pennsylvania Network for Student Assistance Services. In Pennsylvania, SAP is collaboratively overseen by an Interagency Committee and staff representing three departments: PA Department of Education, PA Department of Drug and Alcohol Programs, and PA Department of Human Services through PNSAS.
Police Department	Any municipal police department or Pennsylvania state police barracks having jurisdiction over your school.
Positive Behavioral Interventions and Supports (PBIS)	An implementation framework used by schools in the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students.
Postvention	Support services offered to survivors in the aftermath of a death in order to facilitate recovery and to prevent adverse outcomes as a result of the incident.
PSP	Pennsylvania State Police.
PSP RVAT	Pennsylvania State Police Risk and Vulnerability Assessment Team. A team of Pennsylvania State Police officers who qualify to conduct school safety and security assessments pursuant to this criterion.
Ransomware	A type of malicious software designed to block access to a computer system until a sum of money is paid.
Resource mapping	A process used to identify the resources that can be used to address a specific issue.
Response to Instruction and Intervention (RTII)	A multi-tier approach to the early identification and support of students with learning and behavior needs.
Restorative practices	A philosophy that replaces the use of harsh discipline with an approach to improve and repair relationships between students and repair any harm that was done.
Reverse Evacuation Procedures	Procedures relating to a situation where all school district/school personnel, students and visitors go from an outside space (e.g., due to recess, outdoor events or physical education classes) to a safe space within a building.
Run, Hide, Fight	An approach for students and school personnel to respond to an active shooter in the school.
Safety Committee	Comprehensive school district/school level steering committee responsible for all aspects of school safety, emergency planning, and emergency management. It should not be considered a safety committee concerned only with workers' compensation and injury reduction. Other terms for this committee may be Crisis Management Team, Emergency Management Planning Committee, School Safety Coordinating Team, etc.

SAP	Student Assistance Program. More information can be found at www.pnsas.org.
Scareware	Malicious computer programs designed to trick a user into buying and downloading unnecessary and potentially dangerous software, such as fake antivirus protection.
School Entity	Per Act 44, a school entity is a school district, intermediate unit, area vocational-technical school, charter school or private residential rehabilitative institution.
School Resource Officer	A sworn law enforcement officer who works in the school to provide security and crime prevention services to create a safer school environment.
School Safety and Security Assessment	A strategic evaluation of a school entity's facilities and programs used to identify potential safety and security threats.
School Security Drill	An exercise, other than a fire drill, to practice procedures that respond to an emergency situation including, but not limited to, a non-fire evacuation, lockdown, or active shooter situation and that is similar in duration to a fire drill.
School Security Officer	An individual employed by the local school board for the purpose of maintaining order and discipline, preventing crime, investigating violations of school board policies, and detaining students violating the law or school board policies on school property or at school-sponsored events.
Social-Emotional Learning (SEL)	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.
Shatter Resistant Glass	Glass designed to resist shattering.
Sightline	A hypothetical line from someone's eye to what is seen (used especially with reference to good or bad visibility).
Spear Phishing	The fraudulent practice of sending emails ostensibly from a known or trusted sender in order to induce targeted individuals to reveal confidential information.
Spoofing	A technique used to gain unauthorized access to computers, whereby the intruder sends messages to a computer with an IP address indicating that the message is coming from a trusted host.
Stop the Bleed	A national awareness campaign and call-to-action intended to cultivate grassroots efforts that encourage bystanders to become trained, equipped, and empowered to help in a bleeding emergency before professional help arrives.
Suicide Intervention	Approaches or activities designed to identify those at risk of suicidal thoughts or behaviors through screening and/or assessment, and to effectively manage that risk through intervention, treatment, and/or other type of support.
Suicide Postvention	An organized response in the aftermath of a suicide or other sudden death to facilitate healthy coping and promote healing, and to minimize the risk of contagion (i.e., further suicidal behavior or deaths).

Suicide Prevention	A multifaceted approach to reducing the potential that suicidal thoughts, behaviors, and deaths will occur. Prevention efforts should consist of universal strategies designed for an entire population that include activities to reduce risk factors and increase protective factors; intervention strategies to identify and intervene with individuals at risk of suicidal thoughts and behaviors; and postvention strategies to respond to a suicide loss, minimize risk of contagion, and promote healing.
Tabletop Drill	Simulation activity in which a certain scenario is presented and participants explain what they would do to respond. The scenario for a tabletop exercise can be presented orally, in written text or by audio/video means by an exercise facilitator. Additional information, or injects, can be presented in its entirety at the start of the exercise or as the situation unfolds.
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.
Transaction Window	A window in a wall or door that allows the for communication between the people on either side of the door or wall. The transaction window allows a transaction to occur without having to allow outside visitors into a secure area.
Vestibule	An antechamber, hall, or lobby next to the outer door of a building.
Visitor	Any person who seeks to enter the school who is not faculty, staff or a student of that school. This includes all contractors and maintenance who are not employed by the school.

APPENDIX A: WORKGROUP MEMBERSHIP

The Committee would like to thank and recognize the following volunteers, who met nearly weekly from the end of July 2018 to the end of September 2018, to assist in the development of this criterion:

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