



Pennsylvania
**Commission on Crime
and Delinquency**

SCHOOL SAFETY
& SECURITY COMMITTEE

Physical Assessment Criteria - Leveled Approach

Revised 2025

Introduction

The [School Safety and Security Committee](#) within the [Pennsylvania Commission on Crime and Delinquency \(PCCD\)](#) is responsible for developing and regularly reviewing school safety and behavioral health-related assessment criteria, including physical assessment criteria. These physical assessment criteria are broken into sections including: 1) a review of existing physical security documentation; 2) an evaluation and assessment of the vulnerabilities of a physical school building and/or the areas surrounding the school; and 3) a review of the policies/procedures and training provided by a school entity that impact physical safety and security.

Note: [Section 1303-B](#) of the Pennsylvania Public School Code (PA Public School Code) requires the development of assessment criteria in the areas of policy and training to evaluate a school entity's policies/procedures and practices and their impact on the school entity's safety and security. The assessment criteria for policies/procedures and training **related to physical safety and security** have been incorporated into these Physical Assessment Criteria to meet the requirements of the law and to streamline the assessment process. The section addressing relevant Policy and Training Assessment Criteria can be found toward the end of this document.

A **vulnerability** is any aspect that should be considered for improvement that could be exploited by an aggressor.

Per [Section 1303-B](#) of the PA Public School Code, in assessing the vulnerabilities of a school or school entity, an assessor **must include** discussions with law enforcement agencies that are primarily responsible for protecting and securing the school, and discussions with the school entity's employees, in their assessment.

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

These physical assessment criteria have been aligned with the [Physical Security Baseline Criteria](#) established by the state School Safety and Security Committee under [Section 1302.1-B](#) of the PA Public School Code and in accordance with the School Safety and Security grant program.

Levels have been applied to each of the statements to align with the School Safety and Security Committee's adopted Physical Security Baseline Criteria. These levels, Level 1, 2, and 3 (L1, L2, L3), organize information on the types of security equipment, practices, services, and programs that are in place in each school. Level 1 represents the baseline, what would be considered the most basic elements to be met, with Levels 2 and 3 being considered additional elements that build upon and strengthen the foundations of the physical security of the school entity.

Physical Assessment Criteria

Throughout the document, helpful notes and links to additional information have been added. Assessors should review these notes and links as part of the assessment process. Each of the criteria items have been numbered consecutively throughout the entire document for reference purposes. These reference numbers do not indicate an order of priority; they are provided solely for ease of reference by staff or assessors completing an assessment.

For the purposes of School Safety and Security grant funding, school entities may address physical security gaps identified as part a recent Physical Security Assessment conducted by a [Pennsylvania State Police Risk and Vulnerability Assessment Team \(RVAT\)](#) or an individual assessor approved to perform physical security assessments on the PA Commission on Crime and Delinquency (PCCD) approved [assessor registry](#) as a Level 1 Baseline Criteria item for the purposes of their grant funding application.

The following criteria can be used by assessors to complete the assessment. This document is designed for use by internal school staff assessors, and there is a checkbox provided that can be marked to designate criteria fulfillment. External, approved assessors should use and modify these criteria as part of their official assessment but should include specific notes, instructions, and considerations for the school entity as part of their comprehensive assessment.

School Entity Name: _____

Building Being Assessed: _____

Date of Assessment: _____

Review Of Existing Physical Security Documentation

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

Emergency Preparedness or Emergency Operations Plan

By law, each school entity must have a comprehensive disaster response and emergency preparedness plan (35 Pa. C.S.A. §7701). This plan, also sometimes referred to as an “all-hazards plan,” must be developed in cooperation with the local emergency management agency (EMA) and the Pennsylvania Emergency Management Agency (PEMA). For many schools, this plan will contain the entirety of their school safety and security plan, as well as crisis response and mitigation plan elements; however, some schools may have additional safety and security plan documents that must be reviewed and analyzed by an assessor.

The following must be reviewed with respect to the statutorily required comprehensive disaster response and emergency preparedness plans.

Emergency Preparedness/Emergency Operations Plan General Guidelines		
✓	Level	Statement
<input type="checkbox"/>	L1	1. The school entity has adopted an emergency preparedness or emergency operations plan consistent with 35 Pa. C.S.A. §7701 . <i>Note: Assessors should review the actual plan in electronic or hard copy format and note whether each of the following elements is included in the plan and any school-level specific plans.</i>
<input type="checkbox"/>	L1	a. The plan addresses hazard analysis.
<input type="checkbox"/>	L1	b. The plan addresses coordination with emergency first responders.
<input type="checkbox"/>	L1	c. The plan addresses organization and assignment of responsibilities.
<input type="checkbox"/>	L1	d. The plan contains a communications plan.
<input type="checkbox"/>	L1	e. The plan contains a reunification plan.

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<input type="checkbox"/>	L2	2. The plan is dated and reviewed annually by the School Safety and Security Coordinator and/or school administrator and, if necessary, updated and refined, with any changes noted and sent to the county EMA.
<input type="checkbox"/>	L2	3. The plan specifically addresses the needs of students and staff with special needs.
<input type="checkbox"/>	L2	4. A copy of the plan is maintained in a designated location and accessible to administrators and alternate personnel at all times. <i>Note: Assessors should ensure that front office staff of the building(s) being assessed know how to access the emergency preparedness/emergency operations plan.</i>
<input type="checkbox"/>	L3	5. Representatives of the school entity and local EMA meet at least annually to discuss the plan and coordination of emergency preparedness activities.

Coordination

<input checked="" type="checkbox"/>	Level	Statement
<input type="checkbox"/>	L1	6. The plan is submitted to each law enforcement agency that has jurisdiction over the school, county communications, or emergency dispatch and each local fire department having jurisdiction over the geographic territory of which the school entity is a part (22 Pa. Code §10.24). <i>Note: Many school entities request assurances of confidentiality to be signed by each agency/department that receives a copy of the plan; reviewing those communications or signed assurances may be helpful in determining fulfillment of this criteria.</i>
<input type="checkbox"/>	L1	7. The school entity has coordinated with and shared their updated emergency preparedness or emergency operations plan with the county EMA, in accordance with 35 Pa. C.S.A. §7701 .
<input type="checkbox"/>	L2	8. The school entity has prepared, for immediate deployment to the Incident Command Post, all required information for the purpose of assisting law enforcement and fire departments in responding to an emergency, as required by 22 Pa. Code 10.24(g) . <i>Note: Assessors should request to see the "go kit," envelope, folder or electronic copy of this information from the front office staff of the building(s) being assessed.</i>

School Community Involvement

<input checked="" type="checkbox"/>	Level	Statement
<input type="checkbox"/>	L3	9. The school entity informs parents/guardians and the broader school community about the emergency preparedness or emergency operations plan, including communications that they may receive in an emergency and what they should and should not do in the event of an emergency situation. <i>Note: Assessors may request to see copies of emails, newsletters, website pages, or student handbooks communicating this information.</i>

Training		
✓	Level	Statement
<input type="checkbox"/>	L3	10. Training for all staff on the plan, including their part in it, occurs at least annually. <i>Note: This would be specialized training in addition to the Emergency Training Drills component of the Act 55 of 2022 School Safety and Security Training for all school employees.</i>
<input type="checkbox"/>	L3	11. The school entity provides age-appropriate information for students about the plan and what to do in the event of an emergency situation.
<input type="checkbox"/>	L3	12. The school entity regularly, but no less than once every two years, conducts tabletop exercises and/or similar drills in collaboration with local first responders, focused on areas of the plan, such as prevention, protection, mitigation, response and recovery.

Cooperative Agreements & Coordination with Law Enforcement

Section [1319-B](#) of the PA Public School Code requires that school entities must biannually execute a [Memorandum of Understanding \(MOU\)](#) with each law enforcement agency that has jurisdiction over school property and report specified incidents in accordance with law and regulations ([22 Pa. Code §10.11](#)).

MOU And Law Enforcement Coordination		
✓	Level	Statement
<input type="checkbox"/>	L1	13. The school entity has an active MOU with each law enforcement agency with jurisdiction over school property and associated policies and/or procedures. <i>Note: Assessors should request to see a copy of each MOU.</i>
<input type="checkbox"/>	L1	a. Each MOU is signed by the chief school administrator, the chief of police of the law enforcement agency with jurisdiction over the relevant school property, and the principals of each relevant school building.
<input type="checkbox"/>	L1	b. The school entity has policy or procedures for the notification of the applicable law enforcement agency for enumerated offenses under PA Public School Code Section 1319-B relating to mandatory notification and discretionary notification.
<input type="checkbox"/>	L1	c. The school entity has a procedure for reviewing and resolving data on reported incidents with law enforcement agencies, in accordance with the MOU and Section 1319-B of the PA Public School Code.
<input type="checkbox"/>	L1	14. The MOU has been filed with the PA Department of Education (PDE).
<input type="checkbox"/>	L1	15. The MOU has been reviewed, updated, as necessary, and re-executed within the past two years.
<input type="checkbox"/>	L2	16. At least annually, the school entity coordinates with law enforcement agency(ies) with jurisdiction over school property around planning, incident response time, and additional matters pertaining to crime prevention.

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<input type="checkbox"/>	L2	17. The school entity regularly communicates with law enforcement agencies and exchanges contact information when staffing changes occur.
<input type="checkbox"/>	L2	18. The school entity coordinates with law enforcement for the response and handling of students with special needs and/or a disability, including procedures and invitations to training related to student behavior and de-escalation techniques, as required by 22 Pa. Code §10.23 , §14.104 , §14.133 and §711.46 . <i>Note: Assessors may request to see copies of communications regarding updates to procedures or invitations to attend training.</i>
<input type="checkbox"/>	L3	19. The school entity conducts regular training in coordination with law enforcement as part of coordination activities.
School Security Personnel		
<input checked="" type="checkbox"/>	Level	Statement
<input type="checkbox"/>	L1	<i>Note: For School Districts Only</i> 20. The school district has at least one, full-time school security personnel (school police, School Resource Officer, or school security guard as defined in Article XIII-C of the PA Public School Code), who has completed the required training, on duty during the school day, or has been granted a waiver from the School Safety and Security Committee for the current year. (See Section 1316-C of the PA Public School Code.)
<input type="checkbox"/>	L1	21. If school security personnel have been employed and/or contracted by the school entity, they have been trained in accordance with Section 1305-C (school police), 1313-C (School Resource Officer), or 1314-C (school security guard) of the PA Public School Code, as applicable. <i>Note: Assessors should request to see copies of training certificates maintained by the school entity.</i>
<input type="checkbox"/>	L1	22. The school entity has completed required annual reports regarding school security personnel to the board of directors, School Safety and Security Committee, PCCD, and PDE as required by law. (See Sections 1309-B and 1303-C of the PA Public School Code.) <i>Note: Assessors should request to see copies of board minutes or responses to the annual Coordinator survey from PCCD to demonstrate compliance.</i>
<input type="checkbox"/>	L2	23. The school entity has school security personnel stationed at each school level (elementary, middle, high).
<input type="checkbox"/>	L3	24. The school entity has school security personnel stationed at each school building full-time.

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.

The School Safety and Security 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 road map to document a school entity’s current status and help guide school entities toward improvements in safety and security. As with the sections above, the Levels in this section are also aligned with the Committee’s adopted Physical Security Baseline Criteria.

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/procedures and training, which will be more specifically addressed in the Policy and Training Assessment Criteria Section below.

General Exterior Spaces

General Considerations		
✓	Level	Statement
<input type="checkbox"/>	L1	25. Emergency vehicles have adequate access to school buildings, external playgrounds/fields, and facilities.
<input type="checkbox"/>	L1	26. All exterior doorways which provide ingress and/or egress to the school building are numbered sequentially, in a clockwise manner beginning with the main entrance.
<input type="checkbox"/>	L1	a. The numbering sequence is consistent with the International Fire Code, Section 505.1 , National Fire Protection Association (NFPA), or other standards and coordinated with first responders.
<input type="checkbox"/>	L1	b. The numbers are large enough and clearly visible from the street or closest point of entry, contrast with the door’s background, and composed of a reflective material.
<input type="checkbox"/>	L2	c. Entrances have corresponding numbers on the interior portion of the door.
<input type="checkbox"/>	L2	d. Door numbers are annotated on floor plans provided to first responders
<input type="checkbox"/>	L1	27. Portable or modular classrooms are secured (if applicable).
<input type="checkbox"/>	L1	a. Entry doors are locked.
<input type="checkbox"/>	L2	b. Main office or school PA/communication systems are connected.

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<input type="checkbox"/>	L1	<p>28. Exterior lighting of all entrances and critical areas are operating properly and maintained in good physical and operational condition.</p> <p>Identify critical areas for this school building:</p> <div style="border: 1px solid black; height: 150px; width: 100%; margin-top: 10px;"></div>
<input type="checkbox"/>	L1	29. Tall landscaping is kept away from the area directly around the school building and trimmed in order to avoid obstructing windows.
<input type="checkbox"/>	L1	30. Dumpsters/trash receptacles are positioned at a safe location away from student areas, such as a secluded and/or structurally reinforced loading dock area or secured a distance from the building (a minimum of 30 feet from areas where students congregate).
<input type="checkbox"/>	L1	a. Dumpsters/trash receptacles are secured with fencing and/or locked at times when school is not in session (e.g. nights, weekends, breaks, etc.).
<input type="checkbox"/>	L1	31. Exterior trash receptacles in areas where students congregate have been eliminated or moved inside the building.
<input type="checkbox"/>	L1	<p>32. Vehicle bollards, barriers, and/or fencing of entrances and/or critical areas have been installed to protect the main entrances and areas where people regularly congregate.</p> <p>Identify critical areas for this school building:</p> <div style="border: 1px solid black; height: 150px; width: 100%; margin-top: 10px;"></div>
<input type="checkbox"/>	L2	33. Pedestrian crosswalk areas are clearly designated and marked.
<input type="checkbox"/>	L2	34. School entity has speed controls to protect entrances and other critical areas.
<input type="checkbox"/>	L2	35. Lighting provides proper level of illumination in accordance with Illuminating Engineering Society or similarly recognized standards.

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<input type="checkbox"/>	L2	36. Intruder resistant or reinforced glass has been installed in all exterior doors and first floor windows lower than 4 feet and/or sidelights to prevent immediate access.
<input type="checkbox"/>	L2	a. Alternatively, impact resistant film has been applied.
<input type="checkbox"/>	L2	37. School entity has the ability to power emergency lighting within the school building, if needed (e.g., back-up generator).
<input type="checkbox"/>	L3	38. School entity has back-up power support for all lighting in school buildings and/or critical infrastructure (including networks, PA system, door locks, etc.).
<input type="checkbox"/>	L3	39. School entity has tampering and vehicle protection barriers around vulnerable utilities.
Building Access		
<input checked="" type="checkbox"/>	Level	Statement
<input type="checkbox"/>	L1	40. School entity has external, protective doors with viewing pane.
<input type="checkbox"/>	L1	41. School entity has door handles that cannot be barred.
<input type="checkbox"/>	L1	42. All exterior doors have working locks.
<input type="checkbox"/>	L1	43. School entity has policies, procedures, and/or communications in place to educate students, staff, visitors, and other authorized individuals of the importance of keeping exterior doors closed and secure and not propping them open.
<input type="checkbox"/>	L1	44. Areas around entrances and exits are kept free of objects that can be used to prop the door open.
<input type="checkbox"/>	L1	45. There is a single entry in and out of each school building during school hours.
<input type="checkbox"/>	L1	46. Staff are assigned to monitor entry and exit points at student arrival and departure.
<input type="checkbox"/>	L1	47. Rooftop access points are secured to deter unauthorized entry or exit.
<input type="checkbox"/>	L2	48. School entity has buffer areas/holding areas/vestibules for most main entry points (e.g., entry points used by students, staff and visitors) of school buildings.
<input type="checkbox"/>	L2	49. School entity's exterior door handles and exterior door locks are routinely checked to ensure they are working properly, and school has a process in place for students, employees, and others to report issues with door handles and locks to be addressed in a timely fashion.
<input type="checkbox"/>	L2	50. School entity has an alarm(s) when exterior doors are propped or left open.
<input type="checkbox"/>	L2	51. Interior lever-style push-bar door releases have been replaced with flush push-bar door releases.
<input type="checkbox"/>	L2	52. School entity has policies and/or procedures guiding security and access to school property during events or activities occurring after school hours (games, concerts, etc.), including ensuring the presence and protocol of school security personnel, as needed. <i>Note: Under PA Public School Code Section 1316-C, school districts are authorized, but not required, to provide school security personnel for events and activities occurring after the school day.</i>

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<input type="checkbox"/>	L2	53. Signs (in multiple languages when appropriate) direct visitors to appropriate parking, to the main entrance, and state visitor prohibitions and procedures; "restricted area/no trespass" warnings are posted at entrances to restricted areas that are not open to general access.
<input type="checkbox"/>	L2	a. Signs inform visitors regarding video surveillance, when applicable.
<input type="checkbox"/>	L3	54. School entity has intrusion detection that responds to physical stimulus (such as heat, light, sound, pressure, vaping, potential weapons, etc.).
<input type="checkbox"/>	L3	55. School entity has panic alarms that can be activated from the office and/or within other areas of the building in case of emergency. Staff are trained in their use, and they are tested periodically.
<input type="checkbox"/>	L3	56. School entity has buffer areas/holding areas/vestibules for all main entry points of school buildings, as well as screening devices, detection systems, or other recommended best practices for securing entry points.
<input type="checkbox"/>	L3	57. School entity has doors that can be locked and/or sealed remotely.
Playground/Recreation Area		
<input checked="" type="checkbox"/>	Level	Statement
<input type="checkbox"/>	L1	58. Assigned staff, who have received required school safety and security training, monitor playground areas while students are using those areas.
<input type="checkbox"/>	L1	59. Staff outside are equipped with the capability to communicate with internal staff.
<input type="checkbox"/>	L2	60. Exterior playground and athletic areas are separated from streets, driveways, and parking areas.
<input type="checkbox"/>	L2	a. Any of these areas situated adjacent to streets, driveways, and/or parking areas are protected by fencing, vehicle impact bollards, or other protective barriers capable of preventing a vehicle from striking students.
Buses, Parking, & Outside Spaces		
<input checked="" type="checkbox"/>	Level	Statement
<input type="checkbox"/>	L1	61. Bus loading and unloading zones are restricted from general vehicle traffic.
<input type="checkbox"/>	L1	62. School buses are secured when not in use (parked in a secure area and keys are not accessible).
<input type="checkbox"/>	L1	63. Student parking areas are monitored during student arrival/departure times by:
<input type="checkbox"/>	L1	a. School staff;
<input type="checkbox"/>	L2	b. School security personnel;
<input type="checkbox"/>	L3	c. Video surveillance system.
<input type="checkbox"/>	L2	64. Bus loading and unloading zones are separate from parental student drop-off/pick-up area(s).
<input type="checkbox"/>	L2	65. Bus and student drop-off/pick-up areas are protected by vehicle impact bollards or other substantial protective barriers capable of preventing a vehicle from striking students.
<input type="checkbox"/>	L2	66. Where practical, parking areas for staff, students, and visitors are separated, designated, and readily identifiable.

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<input type="checkbox"/>	L2	a. Access is restricted with posted signage (in multiple languages when appropriate).
<input type="checkbox"/>	L2	b. Parking areas are located as far away from the buildings as practicable to provide the maximum protection from a vehicle-borne explosive/hazardous device.
<input type="checkbox"/>	L3	67. School buses are equipped with monitoring systems (e.g., GPS, crash notification).
Deliveries		
<input checked="" type="checkbox"/>	Level	Statement
<input type="checkbox"/>	L1	68. School building has a designated delivery area.
<input type="checkbox"/>	L1	a. Deliveries are only accepted in the designated delivery area.
<input type="checkbox"/>	L1	b. Delivery and vending personnel access is actively controlled and monitored by school personnel.
<input type="checkbox"/>	L1	c. Delivery and vending personnel are never issued a key or electronic access to the school building for deliveries.
<input type="checkbox"/>	L1	d. The delivery entrance is secured at all times to prevent someone from surreptitiously entering the building.
<input type="checkbox"/>	L1	e. If the delivery door is propped open for a delivery, it is continually monitored by staff until the conclusion of the delivery.
<input type="checkbox"/>	L2	69. There are internal doors between the delivery receiving area and the school's interior.
<input type="checkbox"/>	L2	a. Delivery and vending personnel can be identified and verified through a window, peephole, or intercom system.
Utilities		
<input checked="" type="checkbox"/>	Level	Statement
<input type="checkbox"/>	L1	70. Electrical panels, fuse boxes, breaker boxes, and emergency generators (if applicable) are closed and safeguarded within a secure enclosure.
<input type="checkbox"/>	L1	a. Regular electrical service and emergency power generator(s) (if applicable) are located in separate locations as far apart as possible.
<input type="checkbox"/>	L3	b. Electrical service, emergency power generator(s) (if applicable), and other utility service access is protected from accidental or intentional vehicle impact (e.g., fences or bollards).
<input type="checkbox"/>	L1	71. Fire department connections have appropriate signage and are clear of debris or obstruction.
<input type="checkbox"/>	L2	72. The school is equipped with an emergency power/generation system capable of supporting all life safety systems.
<input type="checkbox"/>	L3	73. Circuits such as communications, electronic access controls, video surveillance systems, intrusion detection, and other utilities are powered with emergency/generation systems, in addition to emergency lighting and fire protection systems.

General Interior Spaces

General Considerations		
✓	Level	Statement
<input type="checkbox"/>	L1	74. School entity's doors are all capable of being locked from within each room.
<input type="checkbox"/>	L1	75. All interior rooms, including classrooms, are assigned room numbers that are coordinated in a uniform numbering system format.
<input type="checkbox"/>	L1	a. Numbering system schematics are included on a floorplan.
<input type="checkbox"/>	L2	b. Interior room number signage is flag-mounted to be visible to first responders from a distance (i.e., perpendicular to and extending from the wall).
<input type="checkbox"/>	L1	76. Hallways and stairways are identified (i.e., number, color or label).
<input type="checkbox"/>	L1	77. All interior rooms have room-specific emergency procedures, evacuation routes, and severe weather plans posted.
<input type="checkbox"/>	L1	78. All interior doors to non-student areas (e.g., maintenance closets/offices, faculty rooms, boiler rooms, kitchen) are closed, latched, and locked.
<input type="checkbox"/>	L1	79. School entity has handles on interior doors that cannot be barred.
<input type="checkbox"/>	L1	80. Access to Automated External Defibrillator (AED) and/or first aid equipment is unobstructed.
<input type="checkbox"/>	L1	81. Access to fire extinguishers is unobstructed and fire extinguishers are properly mounted.
<input type="checkbox"/>	L1	a. Fire extinguisher testing is up-to-date.
<input type="checkbox"/>	L1	82. Assigned and unassigned student lockers are secured at all times.
<input type="checkbox"/>	L1	83. Lockers are secured to the walls. Locker areas and height allow for clear sightlines.
<input type="checkbox"/>	L1	84. Interior lighting is adequate.
<input type="checkbox"/>	L2	85. Interior lever-style push-bar door releases have been replaced with flush push-bar door releases.
<input type="checkbox"/>	L2	86. School entity has the ability to power emergency interior lighting, if needed (e.g., back-up generator) to allow for safe navigation and/or evacuation.
<input type="checkbox"/>	L2	87. Hallways are monitored by cameras.
<input type="checkbox"/>	L2	88. School entity has window coverings for all interior doors.
<input type="checkbox"/>	L3	89. School entity has impact-resistant doors and glass on all interior doors.
Interior Access & Security		
✓	Level	Statement
<input type="checkbox"/>	L1	90. The main office has clear sightlines to the main entrance and surrounding area to allow staff members to observe individuals approaching the school.
<input type="checkbox"/>	L1	a. If that is physically not possible, cameras are utilized so that the main entrance and surrounding area can be readily monitored from within the main office.
<input type="checkbox"/>	L1	91. Interior doors providing access to the school's interior are secured.

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<input type="checkbox"/>	L1	92. Interior stairwell doors are kept closed.
<input type="checkbox"/>	L2	93. Interior doors are equipped with electronic keyless access.
<input type="checkbox"/>	L2	94. Interior stairwell doors are held with fire system magnetic locks and auto release.
<input type="checkbox"/>	L2	95. If areas of refuge exist, they are indicated by signage.
<input type="checkbox"/>	L2	96. School entity uses a transaction window to prevent unnecessary visitors from entering the secure school building.
<input type="checkbox"/>	L2	97. The student and visitor entrances are separate.
<input type="checkbox"/>	L2	98. Silent panic alarms are installed in the main office or where public access is permitted.
<input type="checkbox"/>	L2	a. The panic alarm(s) are monitored by the county communications center (911), law enforcement agency, or a contracted alarm service.
<input type="checkbox"/>	L3	b. The panic alarms are monitored in at least two separate locations to ensure that both the notification and the response to the alarm are working.
<input type="checkbox"/>	L3	c. The panic alarms may be remotely activated by designated staff or administrators.
<input type="checkbox"/>	L3	d. Panic alarms may be activated by trained staff from within any other areas of the building in case of emergency.
<input type="checkbox"/>	L3	99. Interior doors are controllable from a remote location.
<input type="checkbox"/>	L3	100. Rescue chairs are available in stairwells.
Classrooms		
✓	Level	Statement
<input type="checkbox"/>	L1	101. Exterior classroom windows are numbered in accordance with the interior number.
<input type="checkbox"/>	L1	102. All classroom doors are capable of being locked from within the room.
<input type="checkbox"/>	L1	a. Substitute teachers and similar instructors are capable of securing classroom doors from the interior.
<input type="checkbox"/>	L1	103. All unoccupied classroom doors are closed, latched, and locked.
<input type="checkbox"/>	L2	104. Classroom interior and exterior windows, door windows, and/or sidelights are equipped with window coverings capable of being closed in the event of a lockdown emergency.
<input type="checkbox"/>	L2	105. All classrooms have room-specific emergency procedures, in alignment with the emergency preparedness or emergency operations plan, posted in each room.
<input type="checkbox"/>	L3	106. Impact resistant glass is installed in classroom doors and first floor windows and/or sidelights to prevent immediate access.
<input type="checkbox"/>	L3	a. Alternatively, school entities have applied impact resistant film to classroom door windows and side lights.
<input type="checkbox"/>	L3	b. If the building has impact resistant glass on exterior classroom windows, there is a tool accessible to those in the classroom to break through the glass from the inside.

High Occupancy Spaces		
✓	Level	Statement
<input type="checkbox"/>	L1	107. High occupancy spaces (e.g., cafeteria, gym, auditorium), when able to be locked, are locked when not in use. They are also checked before and after they are occupied for an event.
<input type="checkbox"/>	L1	108. Building access is restricted to the rest of the building from high occupancy spaces if used for non-school day activities (e.g., gym and auditorium for evening activities).
<input type="checkbox"/>	L2	109. Any open, high occupancy student space has a separate secure space (i.e., a nearby lockable classroom) assigned to it, when feasible, in case of a lockdown.
<input type="checkbox"/>	L2	110. Large windows in the interior of the common areas that provide an open view of the area are equipped with window coverings, such as blinds, for use during a lockdown emergency, when the common area does not have an alternate, securable evacuation location.
<input type="checkbox"/>	L2	111. Two-way communication with the main office is accessible in all high occupancy spaces.

Other Physical Security Considerations

Keys & Identification		
✓	Level	Statement
<input type="checkbox"/>	L1	112. All staff (including substitute, temporary, and contracted employees) are required to wear a photo identification card at all times when on school property.
<input type="checkbox"/>	L1	a. Identification cards are visible at all times.
<input type="checkbox"/>	L1	b. Individuals not displaying identification are immediately approached and escorted to the office to verify the legitimacy of their presence.
<input type="checkbox"/>	L2	c. If the school has electronic door access control, the photo ID may also serve as a key card.
<input type="checkbox"/>	L1	113. Distribution of master and grand master keys is limited and monitored.
<input type="checkbox"/>	L1	114. The school entity's emergency preparedness or emergency operations plan addresses facilitating entry to the school building for law enforcement or emergency responders in an emergency (e.g., staff are designated to meet responders and provide entry).
<input type="checkbox"/>	L2	115. The school entity has transitioned to electronic access control.
<input type="checkbox"/>	L2	a. The electronic access system allows for specified and limited entry to specific doors/areas of the school.
<input type="checkbox"/>	L2	b. The electronic access system is able to identify the user of a fob or access card in real-time.
<input type="checkbox"/>	L3	c. The school entity is able to monitor the identification system access in real time.

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<input type="checkbox"/>	L2	116. The school entity has established a method for designated law enforcement or first responders to have their own emergency access to the school building.
<input type="checkbox"/>	L2	a. If the school entity uses a lock box or "Knox Box," the number code is given to the local dispatch center to facilitate entry by first responders should an emergency arise.

Visitor Procedures

✓	Level	Statement
<input type="checkbox"/>	L1	117. Visitor access to the school is controlled through the main office.
<input type="checkbox"/>	L1	118. All visitors are issued temporary identification that is required to be openly displayed during the visit.
<input type="checkbox"/>	L1	a. The visitor identification includes the date of entry.
<input type="checkbox"/>	L1	b. The visitor identification is collected at the visit's conclusion, or is self-expiring.
<input type="checkbox"/>	L1	119. School entity has a school visitor buzz-in entry system that allows for visual observation (either direct or through a window or camera), including a documented log of school visitors and packages.
<input type="checkbox"/>	L1	120. All maintenance and contracted services personnel sign in at the office.
<input type="checkbox"/>	L1	121. Each school building utilizes a log or system to track visitors.
<input type="checkbox"/>	L1	a. A written visitor log is retained by designated staff in a secure location.
<input type="checkbox"/>	L2	b. All written visitor log entries are reviewed and verified by the receptionist to ensure accuracy.
<input type="checkbox"/>	L2	122. School entity has a secured lobby area to control visitor access.
<input type="checkbox"/>	L2	123. School entity has an electronic school visitor management system (ID management, electronic log of school visitors and packages, etc.), with critical, designated staff trained on the system.
<input type="checkbox"/>	L3	124. The school entity provides visitor escorts (e.g., school visitors are supervised at all times).
<input type="checkbox"/>	L3	125. The school entity uses time-stamped, self-expiring visitor management badges.

Communications Plan

✓	Level	Statement
<input type="checkbox"/>	L1	126. School entity has working mechanisms in place to communicate quickly to potentially affected individuals within and outside the building when necessary (e.g., public address system, mobile communication devices).
<input type="checkbox"/>	L1	127. Each phone is equipped with quick reference information for activating emergency notification.
<input type="checkbox"/>	L1	128. All school personnel are permitted to make school-wide emergency notifications in the event of an armed intruder or other applicable emergency situation.
<input type="checkbox"/>	L2	129. School entity has a system that enables two-way communication between the main office and:
<input type="checkbox"/>	L2	a. Classrooms and high-occupancy student spaces.
<input type="checkbox"/>	L2	b. School security personnel.

Physical Assessment Criteria

<input type="checkbox"/>	L2	c. Playground staff.
<input type="checkbox"/>	L2	d. Portable or modular classrooms and/or buildings (if applicable).
<input type="checkbox"/>	L2	e. Athletic fields.
<input type="checkbox"/>	L2	f. Health services and other student services personnel.
<input type="checkbox"/>	L2	g. Custodial staff.
<input type="checkbox"/>	L2	h. Transportation dispatchers (if applicable).
<input type="checkbox"/>	L2	130. School entity does not rely entirely on cell phones to provide two-way communication regarding emergencies.
<input type="checkbox"/>	L2	131. All staff engaging in activities outside of the school building have the ability to communicate emergencies back into the school building.
<input type="checkbox"/>	L2	132. School entity has a communications system/devices that can address those with hearing impairment and/or overcome high-noise environments.
<input type="checkbox"/>	L2	133. Lockdowns or other emergency instructions are communicated in plain language using established mechanisms.
<input type="checkbox"/>	L3	134. School entity has a secured communications system that enables all buildings to communicate with the administration building and law enforcement.
<input type="checkbox"/>	L3	135. School entity has a backup plan for building announcements and communication in the event the primary system is compromised.
<input type="checkbox"/>	L3	136. School entity has a backup plan of communication with buses and other school vehicles.
<input type="checkbox"/>	L3	137. School entity has a mass communication platform capable of messaging all stakeholders or stakeholder groups in the event of an emergency (including parents/guardians).
<input type="checkbox"/>	L3	a. School entity works with law enforcement to test the mass communication systems and mechanisms.

Community Engagement

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

✓	Level	Statement
<input type="checkbox"/>	L1	138. Each school meets annually with parent organizations so that parents/guardians are aware of school protocols in the event of an emergency.
<input type="checkbox"/>	L1	139. Schools provide information to parents/guardians on safety and security at back-to-school nights or in back-to-school materials.
<input type="checkbox"/>	L1	140. The school entity has a procedure and designated method for both students and the public to report bullying, threats, and safety concerns.
<input type="checkbox"/>	L1	a. The school entity provides age-appropriate informational materials to students, staff and parents/guardians about student behavior that may indicate a threat and how to report concerns to the threat assessment team, including information on the Safe2Say Something program
<input type="checkbox"/>	L3	b. The school administration tracks reports and documents follow-up.

Physical Assessment Criteria

<input type="checkbox"/>	L2	141. The school entity hosts an annual meeting with the public on school safety and related concerns.
After Hours Events & Large Gatherings		
<input checked="" type="checkbox"/>	Level	Statement
<input type="checkbox"/>	L1	142. Access to the main school facility is as limited as possible within health and safety guidelines during after-hours events and large gatherings.
<input type="checkbox"/>	L1	143. The school entity has procedures in place to reschedule or cancel after-hours events and/or large gatherings when safety concerns warrant.
Monitoring & Surveillance		
<i>General note: There are other sections of this criteria that contain specific considerations with respect to the installation of video surveillance systems and camera systems in certain areas of the school. It is understood that cameras may be cost prohibitive and may not be the top priority for school entities, depending upon their current school safety and security planning.</i>		
<input checked="" type="checkbox"/>	Level	Statement
<input type="checkbox"/>	L1	<p>144. **School entity has functioning cameras in critical areas/blind spot areas as defined by assessor.</p> <p>Identify critical areas for this school building:</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>
<input type="checkbox"/>	L1	145. All cameras have been cleared of viewing obstructions (e.g., trees, vegetation, construction, flyers, etc.).
<input type="checkbox"/>	L2	146. School entity has cameras throughout hallways, stairwells, and large group areas
<input type="checkbox"/>	L2	147. The main entrance has cameras, even when there is a clear sightline from the main office.
<input type="checkbox"/>	L2	148. School entity has cameras to monitor all exterior doorways that provide ingress and/or egress to the school building.
<input type="checkbox"/>	L3	149. School entity has a video surveillance system that allows monitoring of areas beyond individual camera coverage.
<input type="checkbox"/>	L3	150. Video surveillance system is web-based to allow for off-site monitoring.
<input type="checkbox"/>	L3	151. Off-site and/or law enforcement monitoring capability of cameras or video surveillance system.
<input type="checkbox"/>	L3	152. School buses and/or school vehicles are equipped with security cameras.

<input type="checkbox"/>	L3	153. Active monitoring of cameras during school hours and during large group events.
<input type="checkbox"/>	L3	a. Monitoring includes regular checks to ensure that the time and date stamp are correct.
<input type="checkbox"/>	L3	b. Monitoring includes verifying that recordings are kept for at least 15 days.
Technology		
<input checked="" type="checkbox"/>	Level	Statement
<input type="checkbox"/>	L1	154. Computer servers are located in a secure area.
<input type="checkbox"/>	L1	155. Computer systems, networks, and cameras are equipped with virtual perimeter security such as a firewall or intrusion protection.
<input type="checkbox"/>	L1	156. All school websites and social media platforms are free of sensitive security information that could be used for detrimental purposes or are considered confidential or protected by state or federal law, such as floor plans, staff and student photos/information, or emergency plans.
<input type="checkbox"/>	L1	157. All users are required to log off or lock computers when not in use.
<input type="checkbox"/>	L2	158. Staff and students are provided with information or instruction regarding cyber threats.

Policy & Training Assessment Criteria

This section covers four areas of policy and training assessment criteria related to physical safety and security: 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 components are designed to be used by assessors to ensure both that schools and school entities are compliant with relevant statutory requirements, and that they have relevant policies in place regarding the physical safety identified in this guide.

Note: The term "*policy/procedure*" in these criteria is used as a general term denoting written documentation and could include a board-approved policy, internal procedure or administrative regulation, or plan, based on requirements of law and regulations and the advice of legal counsel.

Section [1303-B](#) of the PA Public School Code requires that the policy and training assessment elements consist of an [evaluation of the school entity's policies/procedures](#) and practices and [requires discussions with the school entity's employees](#) in order to conduct the assessment. A school safety assessor is required to review and analyze policies/procedures and make considerations for effective school safety and security training and practices for all school entity employees (see [Section 1303-B \(a\)\(2\)](#) of the PA Public School Code).

Statutory Policies relating to School Safety and Security

There are several policies/procedures 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/procedures should be reviewed by the assessor and evaluated:

Emergency Preparedness/Emergency Operations Plan		
✓	Level	Statement
<input type="checkbox"/>	L1	159. The school entity has a policy/procedure guiding the development, implementation, and annual review of a comprehensive Emergency Preparedness or Emergency Operations Plan as required by 35 Pa. C.S.A. §7701 .
<input type="checkbox"/>	L1	160. The school entity has a policy/procedure regarding their relationships with law enforcement agencies, including development and review of the MOU.
<input type="checkbox"/>	L2	161. The school entity policy/procedure requires assembly of the specified information annually to assist local police/law enforcement and fire departments in responding to an emergency, which shall be deployed immediately to the Incident Command Post in the event of an emergency incident or disaster, as required by 22 Pa. Code 10.24 .
Safe2Say Something		
✓	Level	Statement
<input type="checkbox"/>	L1	162. The school entity has procedures in place for assessing and responding to reports received from the Safe2Say Something program (Section 1303-D (d) of the PA Public School Code).
<input type="checkbox"/>	L1	a. The school entity has an established Safe2Say Something team/designee to respond to reports received from the Safe2Say Something Program. (PA Public School Code Section 1303-D(c)(10)).
Threat Assessment		
✓	Level	Statement
<input type="checkbox"/>	L1	163. In accordance with Section 1302-E of the PA Public School Code, the school entity has policies/procedures defining the scope and operations of the threat assessment process, including:
<input type="checkbox"/>	L1	a. The membership of the threat assessment team and team training requirements.
<input type="checkbox"/>	L1	b. The scope of activities the team is directed to engage in based on statutory requirements.
<input type="checkbox"/>	L1	c. Guidelines on providing age-appropriate information to employees, students, and parents/guardians regarding student behavior that may indicate a threat and reporting of concerns.
Weapons Policy		
✓	Level	Statement
<input type="checkbox"/>	L1	164. In accordance with Section 1317.2(b) of the PA Public School Code, the school entity has a written policy/procedure regarding possession of a weapon by students.
<input type="checkbox"/>	L1	a. School entity employees and the parents/guardians of all enrolled students have been informed of this policy/procedure.
<input type="checkbox"/>	L2	b. The policy/procedure is publicly posted on the school entity's website.

Criteria-Based Policies/Procedures Relating To Exterior Security Of A School Building

The following policies/procedures correspond with the physical assessment criteria listed in this document. School entities following the best practices recommended for the physical assessment criteria should adopt written policies/procedures to document actions that correspond with the criteria (e.g., if a school entity decides to install a panic alarm, the entity should have a corresponding written policy/procedure directing the training of any employee who may use the panic alarm, how it should be used, and the responders summoned upon its activation).

Criteria-Based Policies/Procedures 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/procedures in place:

Exterior Building		
<input checked="" type="checkbox"/>	Level	Statement
<input type="checkbox"/>	L1	165. The school entity has a policy/procedure regarding development of a maintenance schedule to ensure security and a process for reporting lighting or other security-related deficiencies.
<input type="checkbox"/>	L1	166. The school entity has a policy/procedure prohibiting door propping.
<input type="checkbox"/>	L1	167. The school entity has a policy/procedure designating specified entrances for school visitors.
<input type="checkbox"/>	L1	168. The school entity has a policy/procedure for handling school visitors and packages and designated staff have been trained on the policy/procedure.
<input type="checkbox"/>	L1	169. The school entity has a policy/procedure for flagging immediate security concerns/risks/persons of concern to prevent entry/building access.
<input type="checkbox"/>	L2	170. The school entity has a policy/procedure for handling school visitors and packages and <u>all</u> building staff have been trained on the policy/procedure.
<input type="checkbox"/>	L3	171. The school entity has a policy/procedure for handling building entry, school visitors, and packages and <u>all</u> staff, students, parents/families, and any other individual authorized to be in the school are made aware of the policy/procedure.
Vehicle Access		
<input checked="" type="checkbox"/>	Level	Statement
<input type="checkbox"/>	L1	172. The school entity has policies/procedures guiding vehicular access to school property, including:
<input type="checkbox"/>	L1	a. Emergency vehicle access.
<input type="checkbox"/>	L1	b. Student bus and parental vehicle drop-off and pick-up areas.
<input type="checkbox"/>	L1	c. Bus and personal vehicle idling.
<input type="checkbox"/>	L1	d. Parking areas for employees, students, and visitors.

Physical Assessment Criteria

<input type="checkbox"/>	L1	e. A parking permit system for employee and student vehicles.
<input type="checkbox"/>	L1	f. Student access to private vehicles during the school day.
<input type="checkbox"/>	L1	g. Provisions for searching student vehicles when necessary, in accordance with law and regulations.
<input type="checkbox"/>	L1	h. Clear and appropriate signage.
<input type="checkbox"/>	L1	i. Use and placement of devices such as bollards or vehicle barriers to provide safety for pedestrians and building entrance points.

Deliveries

✓	Level	Statement
<input type="checkbox"/>	L1	173. The school entity has policies/procedures and designated staff have been trained on the policies/procedures for handling packages and deliveries to school buildings, including:
<input type="checkbox"/>	L1	a. Location of and access to designated delivery areas to ensure that there is no unauthorized entry.
<input type="checkbox"/>	L1	b. Inspection and approval of delivered items.
<input type="checkbox"/>	L1	c. Protocol for dealing with suspicious and/or unauthorized deliveries, including flagging immediate security concerns.
<input type="checkbox"/>	L1	d. Monitoring of delivery personnel.

After Hours and Large Gatherings

✓	Level	Statement
<input type="checkbox"/>	L2	174. The school entity has policies/procedures guiding security and access to school property during events or activities occurring after school hours (games, concerts, etc.), including ensuring the presence and protocol of school security personnel, as needed. <i>Note: Under PA Public School Code Section 1316-C, school districts are authorized, but not required, to provide school security personnel for events and activities occurring after the school day.</i>

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/procedures in place:

Interior Building		
✓	Level	Statement
<input type="checkbox"/>	L1	175. School entity has policies/procedures regarding the parameters for students carrying bags throughout the school building during the school day.
<input type="checkbox"/>	L1	176. School entity has provisions for searching student possessions when necessary, in accordance with law and regulations.

Physical Assessment Criteria

<input type="checkbox"/>	L1	177. School entity has key control/digital access policies/procedures, including:
<input type="checkbox"/>	L1	a. Personnel authorized for access to individual keys.
<input type="checkbox"/>	L1	b. Scheduled inventory of all keys.
<input type="checkbox"/>	L1	c. Record maintenance of the number of keys/cards/fobs in circulation and to whom they are assigned.
<input type="checkbox"/>	L1	d. Key/Card/Fob possession and return.
<input type="checkbox"/>	L1	e. Lost or stolen key/card/fob reporting.
<input type="checkbox"/>	L1	f. Requirement to re-key locks of stolen or lost keys.
<input type="checkbox"/>	L1	g. Security of master keys and master key access.
<input type="checkbox"/>	L2	h. Five-year interval of exterior door re-keying.
<input type="checkbox"/>	L2	i. Key/Card/Fob access for local first responders.
<input type="checkbox"/>	L1	178. School entity has a visitor policy/procedure (signing in, visible identification, etc.) that stresses its application to ALL visitors, including personal visitors of employees.
<input type="checkbox"/>	L1	a. The visitor policy/procedure includes routine general awareness education for students and employees on visitor procedures.
<input type="checkbox"/>	L2	b. The visitor policy/procedure addresses use of ID scanning software, training, and maintenance of records.
<input type="checkbox"/>	L1	179. School entity has a policy/procedure requiring that all interior doors, including classroom doors, are kept closed, latched, and locked at all times.
<input type="checkbox"/>	L1	180. School entity has a policy/procedure requiring that office employees always be notified if a teacher is holding an outside activity on the grounds.
<input type="checkbox"/>	L2	181. School entity has policies/procedures regarding regularly training employees on how to utilize remote locking systems.
<input type="checkbox"/>	L2	182. School entity has protocols for employees on when and how to use a panic alarm, if applicable, including who to contact or notify when it is used.
<input type="checkbox"/>	L2	183. School entity has a policy/procedure guiding recordkeeping regarding school identification, including:
<input type="checkbox"/>	L2	a. Intervals at which identification system should be updated.
<input type="checkbox"/>	L2	b. Length of time student identification information is kept for security purposes beyond graduation or departure from school (e.g., student moved, changed school, dropped out, etc.), in accordance with the Student Records Plan.
<input type="checkbox"/>	L2	c. Length of time employee identification information is kept for security purposes beyond separation.
Surveillance and Technology		
<input checked="" type="checkbox"/>	Level	Statement
<input type="checkbox"/>	L1	184. School entity has policies/procedures guiding the use, location, and monitoring, as well as the accessibility and storage of information/data, of surveillance equipment, such as cameras, on school property and school transportation vehicles.

Physical Assessment Criteria

<input type="checkbox"/>	L1	a. Policy/procedures developed in consultation with local first responders address their access to cameras/building access during emergency situations.
<input type="checkbox"/>	L2	b. The policy/procedure requires that electronic records (such as recordings from video cameras) be maintained for a minimum of 15 days.
<input type="checkbox"/>	L1	185. The school entity has policies/procedures addressing the security of technology (computers, servers, etc.), including access, maintenance, and back-up and disaster recovery procedures.

Communication

<input checked="" type="checkbox"/>	Level	Statement
<input type="checkbox"/>	L1	186. School entity has policies/procedures guiding communication, including:
<input type="checkbox"/>	L1	a. Between the school and teachers, especially when off school grounds.
<input type="checkbox"/>	L1	b. Drill and emergency/crisis communication protocols for employees and with parents/guardians and the public.
<input type="checkbox"/>	L1	c. A reunification plan for students and families following an emergency or crisis situation.
<input type="checkbox"/>	L2	d. Within and between buildings, portable/mobile classrooms (if applicable), and outdoor areas (playgrounds, athletic areas, parking lots, etc.).

Other Criteria-Based Policies/Procedures Requiring Review

School entities should have the following written policies/procedures in place:

General		
<input checked="" type="checkbox"/>	Level	Statement
<input type="checkbox"/>	L1	187. The school entity has policies/procedures regarding transportation and bussing, including:
<input type="checkbox"/>	L1	a. Communication guidance and accident protocols.
<input type="checkbox"/>	L1	b. Planning and execution of required fire, emergency evacuation, and school security drills. (Section 1517 of the PA Public School Code).
<input type="checkbox"/>	L1	c. Communication, protocol, and training for bus drivers regarding observing students and surroundings, including reporting visual cues of concern and all incidents, such as health or safety issues, discipline problems, incidents of violence, bullying or harassment, and violations of Pennsylvania’s School Bus Stopping Law to a designated administrator and/or their supervisor (or Childline or law enforcement, if a mandated reporter situation) as soon as possible.
<input type="checkbox"/>	L1	d. Drug and alcohol testing for covered drivers and personnel in safety sensitive positions.
<input type="checkbox"/>	L1	188. The school entity has policies/procedures guiding the reporting and data analysis of school disciplinary incidents, including incidents reported under the School Safety and Security provisions of the PA Public School Code (Sections 1306.2-B and 1319-B).

<input type="checkbox"/>	L2	189. The assessor has reviewed data on the rates of student referrals to the following:
<input type="checkbox"/>	L2	a. Law enforcement involvement, including arrests and citations issued.
<input type="checkbox"/>	L2	b. In-School Suspension.
<input type="checkbox"/>	L2	c. Out-of-School Suspension.
<input type="checkbox"/>	L2	d. Expulsions.
<input type="checkbox"/>	L3	e. Any significant change(s) in the number of referrals over time.

School Security Personnel

<input checked="" type="checkbox"/>	Level	Statement
<input type="checkbox"/>	L1	190. The school entity has policies/procedures regarding school security personnel that are established by school administration and developed in coordination with the applicable law enforcement agencies as well as the school safety and security coordinator.
<input type="checkbox"/>	L1	191. Policies/Procedures address the following, dependent upon the type of school security personnel contracted or employed by the school entity (i.e., school police, School Resource Officer, or school security guard):
<input type="checkbox"/>	L1	a. Personnel, including job descriptions outlining responsibilities, duties, substitute coverage, and training requirements.
<input type="checkbox"/>	L1	b. Use of force.
<input type="checkbox"/>	L1	c. Interview/Interrogation (if applicable).
<input type="checkbox"/>	L1	d. Use of restraints (if applicable).
<input type="checkbox"/>	L1	e. Conducting random unannounced searches to identify weapons, drugs, and other contraband throughout the school year.
<input type="checkbox"/>	L2	f. Weapons (if applicable).

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 requirements should be reviewed by the assessor and evaluated:

Mandated Trainings		
<input checked="" type="checkbox"/>	Level	Statement
<input type="checkbox"/>	L1	192. In accordance with Section 1310-B of the PA Public School Code, all school entity employees have completed annual training. <i>Note: Assessor should request documentation demonstrating completed training requirements for all school employees.</i>
<input type="checkbox"/>	L1	a. Two hours of training annually in one or more of the following areas (online or in-person): <ul style="list-style-type: none"> i. Situational awareness. ii. Trauma-informed approaches.

Physical Assessment Criteria

		<ul style="list-style-type: none"> iii. Behavioral health awareness. iv. Suicide and bullying awareness. v. Substance use awareness.
<input type="checkbox"/>	L1	<ul style="list-style-type: none"> b. One hour or more of training annually in both: <ul style="list-style-type: none"> i. Emergency training drills, including fire, natural disaster, active shooter, hostage situation, and bomb threat (in-person only). <i>Note: Act 55 of 2024 amended Section 1310-B of the PA Public School Code to allow a cyber charter school to waive or provide an alternative training opportunity to address the in-person training required for Emergency Training Drills for any employee who is not physically located in this Commonwealth and exclusively provides instruction remotely. The cyber charter must report this information in the annual school safety and security coordinator report.</i>
<input type="checkbox"/>	L1	<ul style="list-style-type: none"> ii. Identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, school employees, school facilities, the community, or others (online or in-person).
<input type="checkbox"/>	L1	193. Per Section 1205.4 of the PA Public School Code, the school entity <i>offers</i> a cardiopulmonary resuscitation training (CPR) class on school premises at least once every 3 years to all employees.
<input type="checkbox"/>	L1	<ul style="list-style-type: none"> a. The training is conducted by employees of or an individual certified by the American Red Cross, the American Heart Association, or other certifying agency approved by the Department of Health.
<input type="checkbox"/>	L1	<ul style="list-style-type: none"> b. The school entity ensures that each school location has at least one person certified in CPR during regular school hours when school is in session and students are present, in accordance with Section 1424 of the PA Public School Code.
<input type="checkbox"/>	L2	<ul style="list-style-type: none"> c. The school entity makes available training for CPR/AED and/or Stop the Bleed to large segments of school staff, but it is only required for specific individuals (e.g., nurses, para-educators, P.E. teachers, school security personnel, etc.).
<input type="checkbox"/>	L1	194. In accordance with Section 1302-E of the PA Public School Code, the chief school administrator or a designee, after consultation with the school entity's school safety and security coordinator, has facilitated opportunities annually for members of the threat assessment team to complete training that is consistent with nationally recognized best practices.
<input type="checkbox"/>	L1	195. Threat assessment team members have completed training that addresses the following, as required by Section 1302-E :
<input type="checkbox"/>	L1	<ul style="list-style-type: none"> a. The responsibilities of team members.
<input type="checkbox"/>	L1	<ul style="list-style-type: none"> b. The process of identifying, reporting, assessing, responding to, and intervening with threats, including identifying and avoiding racial, cultural, or disability bias.
<input type="checkbox"/>	L1	<ul style="list-style-type: none"> c. Confidentiality requirements under federal and state law.
<input type="checkbox"/>	L1	196. Educational awareness regarding threat assessment has been provided annually for school employees who are not members of the threat assessment team, in accordance with Section 1302-E(a) .
<input type="checkbox"/>	L1	197. Age-appropriate threat assessment awareness education, including the existence and purpose of the threat assessment team, has been provided annually for all students and parents/guardians.

Physical Assessment Criteria

<input type="checkbox"/>	L1	198. All school security personnel have successfully completed the Basic School Resource Officer Course offered by NASRO, or equivalent training authorized by PCCD, prior to starting their duties with the school, in accordance with Article XIII-C of the PA Public School Code.
<input type="checkbox"/>	L1	199. School security personnel successfully completed other certification or training as required by Article XIII-C of the PA Public School Code for their designated position.
Mandated School Drills		
<input checked="" type="checkbox"/>	Level	Statement
<input type="checkbox"/>	L1	200. In accordance with Section 1517(a.1)(2) of the PA Public School Code, the chief school administrator or a designee oversees the instruction and training of students and school employees in school security drill procedures.
<input type="checkbox"/>	L1	201. School building administrators ensure that their teachers conduct fire drills, per Section 1517(a) of the PA Public School Code.
<input type="checkbox"/>	L1	202. The school entity conducts at least one school security drill in each school building as required by Section 1517(a.1) of the PA Public School Code.
<input type="checkbox"/>	L1	a. A school security drill was performed within the first 90 days of the school year.
<input type="checkbox"/>	L1	203. Two emergency school bus evacuation drills are conducted each year.
<input type="checkbox"/>	L1	a. School bus evacuation drills include the practice and instruction concerning the location, use, and operation of emergency exit doors and fire extinguishers and the proper evacuation of buses in the event of fires or accidents, per Section 1517(d) of the PA Public School Code.
<input type="checkbox"/>	L1	b. Bus operators are also provided with proper training and instructions.
<input type="checkbox"/>	L1	204. Teachers in all grades of the school entity have received instruction resources regarding the dangers of fire and prevention of fire waste, per Section 1518 of the PA Public School Code.
<input type="checkbox"/>	L1	a. Students receive instruction and training, both written and through monthly drills during the school year, on how to leave the school buildings in the shortest possible time without confusion or panic in the event of a sudden emergency.
<input type="checkbox"/>	L1	205. The school entity conducts a disaster response or emergency preparedness plan/emergency operations plan drill, which may include a natural disaster drill, at least annually, in accordance with 35 Pa. C.S.A. 7701 .
<input type="checkbox"/>	L2	206. The school entity conducts school security, evacuation, armed assailant, and emergency drills involving students in a trauma-informed way, using evidence-based practices, and in alignment with the school's trauma-informed approach plan (e.g., Best Practice Considerations for Armed Assailant Drills in Schools).

School safety and security assessments should include considerations 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, employees, and first responders are trained in certain areas as it relates to school safety. The following are best practices regarding the level of training necessary to increase school safety and security. With respect to the training of employees and students, consideration should be given for the inclusion of law enforcement and first responders who are qualified to participate in training.

Note: Some training and professional development specific to physical criteria is listed in the physical assessment criteria included above.

Training For All School Employees And Students

Best Practices		
✓	Level	Statement
<input type="checkbox"/>	L1	207. School entity repetitively provides training throughout the year to <u>designated staff</u> to NOT open exterior doors for anyone, and to direct any unknown persons to the school building's main office. <i>Note: Assessors may interview staff or request documentation of training or communications regarding door and visitor security.</i>
<input type="checkbox"/>	L1	208. School entity regularly provides training throughout the year to NOT PROP exterior doors open at any time. <i>Note: Assessors may interview staff or request documentation of training or communications regarding door security.</i>
<input type="checkbox"/>	L1	209. School entity provides training to students and staff to immediately report doors that are not closing or locking correctly.
<input type="checkbox"/>	L1	210. School entity provides training and periodically refreshes on how to identify and report safety concerns (e.g., <i>Safe2Say Something</i> , online portal, texting, telephone, box for written notes, in person meetings, etc.).
<input type="checkbox"/>	L2	211. School entity regularly provides training throughout the year to <u>all building staff</u> to NOT open exterior doors for anyone, and to direct any unknown persons to the school building's main office. <i>Note: Assessors may interview staff or request documentation of training or communications regarding door and visitor security.</i>
<input type="checkbox"/>	L2	212. School entity provides training throughout the year for all teaching and other professional staff, including substitutes and support staff, to deal with emergency situations.
<input type="checkbox"/>	L2	213. All leadership team members are trained to NIMS standards (100, 200 and 700) and administrators participate in at least one table-top exercise per year.
<input type="checkbox"/>	L2	214. School safety is addressed in the induction process for new employees.
<input type="checkbox"/>	L2	215. Community first responders are invited to participate in school safety-related professional development activities.
<input type="checkbox"/>	L3	216. School entity regularly provides training throughout the year to <u>all staff, students, parents/families and any other individual authorized to be in the school facility</u> to NOT open exterior doors for anyone, and to direct any unknown persons to the school building's main office. <i>Note: Assessors may interview staff and students or request documentation of training or communications regarding door and visitor security.</i>

Physical Assessment Criteria

<input type="checkbox"/>	L3	217. School entity provides training for all school staff in specialized areas (i.e., Stop the Bleed, ALICE, AED).
<input type="checkbox"/>	L3	218. School entity has a robust training calendar with identified dates and topics for ongoing school safety training.
<input type="checkbox"/>	L3	219. School entity conducts a full-scale drill with community first responders at least once every other year and conducts smaller functional exercises and/or table-top exercises in off years.

Additional Employee Training

✓	Level	Statement
<input type="checkbox"/>	L1	220. Key staff are trained on shutdown procedures for critical building systems in the event of an emergency (e.g., electrical, HVAC, security, lighting, telecom, etc.).
<input type="checkbox"/>	L2	a. A critical building systems shutdown quick reference guide has been made available to key staff, alternative personnel, and first responders.
<input type="checkbox"/>	L1	221. School entity trains employees on when and how to make a school wide emergency announcement, if necessary.
<input type="checkbox"/>	L1	222. School entity trains employees on the appropriate use of fire alarms.
<input type="checkbox"/>	L2	223. School employees and students receive regular instruction on cyber threats facing schools.

Additional Student Training

NOTE: Student training related to emergency plans should be basic and general, as sharing specific actions and plans could jeopardize the security of emergency plans and could result in unintended consequences. Furthermore, student training must be tailored to student age and developmental level, and should consider trauma-informed approaches.

✓	Level	Statement
<input type="checkbox"/>	L1	224. Students receive age-appropriate education awareness regarding the Safe2Say Something or similar reporting program, including how to report, what to report, and overcoming potential barriers to reporting.
<input type="checkbox"/>	L1	225. Students receive age-appropriate education awareness regarding fire and school safety drills and practice what they are to do.
<input type="checkbox"/>	L2	a. School entity uses a trauma-informed approach in debriefing students after a drill.

Additional Resources

- [Readiness & Emergency Management for Schools \(REMS\) Technical Assistance Center](#)
- [SchoolSafety.gov](#)
- [I Love U Guys Foundation](#)
- [Stop the Bleed](#)
- [PEMA County Coordinators and 911 Coordinators](#)
- [PA Commission on Crime and Delinquency Threat Assessment Resources](#)

Assessor Signature: _____ **Date:** _____

Date reported to school administration: _____

**Note: External assessors should include specific notes, instructions, and recommendations for the school entity as part of their comprehensive assessment.*