

## PHYSICAL ASSESSMENT CRITERIA – TIERED APPROACH

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

Per [Section 1303-B](#) of the [Pennsylvania Public School Code of 1949](#) (PA School Code), in assessing the vulnerabilities of a school or school entity, an assessor **must include** discussions with local law enforcement agencies that are primarily responsible for protecting and securing the school, and discussions with the school entity's employees, in their assessment.

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

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

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

## REVIEW OF EXISTING PHYSICAL SECURITY DOCUMENTS

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

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### ALL-HAZARDS OR MULTI-HAZARDS PLAN

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

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

*Physical Assessment Criteria*

<b>General Guidelines</b>		
✓	Tier	Statement
<input type="checkbox"/>	T1	1. The school entity must have a comprehensive disaster response and emergency preparedness plan as required by <a href="#">35 Pa. C.S.A. §7701</a> .
<input type="checkbox"/>	T1	a. The plan <b>must</b> be developed in cooperation with the local EMA and PEMA.
<input type="checkbox"/>	T1	b. The plan <b>must</b> be reviewed annually by the school safety and security coordinator and/or school administrator and filed with or submitted to the local EMA.
<input type="checkbox"/>	T1	2. The plan must address the needs of students and staff with special needs.
<input type="checkbox"/>	T2	a. Plans should provide school entities, families, and communities with information about the responsibilities, and being well-prepared for prompt, safe, and individualized care, in the event of an incident on their campus.
<input type="checkbox"/>	T1	3. A copy of the plan should be maintained in a designated location and accessible to administrators and alternate personnel at all times.
<input type="checkbox"/>	T3	4. The plan should include a comprehensive reunification plan that is updated annually.
<b>Community Coordination</b>		
<input type="checkbox"/>	T1	5. The plan <b>must</b> be submitted to each police department that has jurisdiction over the school, county communications or dispatch and each local fire department having jurisdiction over the geographic territory of which the school entity is a part ( <a href="#">22 Pa. Code §10.24</a> ).
<input type="checkbox"/>	T2	6. The plan should be submitted with notes of changes to the local EMA annually.
<b>Parent/Guardian Involvement</b>		
<input type="checkbox"/>	T3	7. The all-hazards plan includes a family reunification component that addresses how students are to be reunified with their parents/guardians in the event of an evacuation.
<input type="checkbox"/>	T3	8. Parents/guardians should be generally informed about the all-hazards plan, including their responsibilities and what they should and should not do in the event of an emergency situation.
<b>Training</b>		
<input type="checkbox"/>	T1	9. Training for all staff on the plan, including their part in it, should occur at least annually.
<input type="checkbox"/>	T2	a. The school entity should ensure that their staff and students are familiar with the plan.

**COOPERATIVE AGREEMENTS WITH LAW ENFORCEMENT**

[Section 1303-A](#) of the PA School Code 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:

✓	Tier	Statement
<input type="checkbox"/>	T1	1. The MOU must be signed by the chief school administrator, the chief officer of the school police (if a department exists), the chief of police of the municipal police department(s) with jurisdiction over the school entity, and the principals of each relevant school building, and must include:
<input type="checkbox"/>	T1	a. Protocol for the notification of the police department for enumerated offenses under <a href="#">§1303-A(b)(4.1)</a> (relating to mandatory notification) and (4.2) (relating to discretionary notification) of the PA School Code.
<input type="checkbox"/>	T1	b. Protocol for emergency and nonemergency response by law enforcement, including a requirement that the school entity supply the police department with a copy of the comprehensive “all-hazards” plan.
<input type="checkbox"/>	T1	c. Procedures and protocols for the response and handling of students with special needs and/or a disability, including procedures related to student behavior as required by <a href="#">22 Pa. Code §14.104</a> and <a href="#">§14.133</a> .
<input type="checkbox"/>	T1	2. The MOU was filed with the Office for Safe Schools (PDE).
<input type="checkbox"/>	T1	3. The MOU was reviewed by school administration within the past two years.

**ASSESSMENT CRITERIA FOR PHYSICAL VULNERABILITIES**

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

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

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

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

**GENERAL EXTERIOR SPACES**

**GENERAL CONSIDERATIONS**

✓	Tier	Statement
<input type="checkbox"/>	T1	1. Emergency vehicles should have adequate access to school buildings and facilities.
<input type="checkbox"/>	T1	2. All exterior doorways which provide ingress and/or egress to the school building should be numbered sequentially.
<input type="checkbox"/>	T1	a. The numbering sequence should be consistent with the <a href="#">International Fire Code, Section 505.1</a> , National Fire Protection Association (NFPA), or other standards and coordinated with first responders.
<input type="checkbox"/>	T1	b. The numbers should be clearly visible from the street or closest point of entry, contrast with the door's background, and composed of a reflective material.
<input type="checkbox"/>	T2	c. Placement and size should be in accordance with <a href="#">PA Center for Safe Schools</a> recommendations or similar accepted standards.
<input type="checkbox"/>	T2	d. Entrances should have corresponding numbers on the interior portion of the door.
<input type="checkbox"/>	T2	e. Door numbers should be annotated on floor plans provided to first responders.
<input type="checkbox"/>	T1	3. Portable or Modular Classrooms should be secured.
<input type="checkbox"/>	T1	a. Entry doors should be locked.
<input type="checkbox"/>	T1	b. Main office or school PA/communication systems should be connected.
<input type="checkbox"/>	T1	4. Exterior lighting fixtures should be operating properly and maintained in good physical and operational condition.
<input type="checkbox"/>	T2	a. Lighting must provide proper level of illumination in accordance with <a href="#">Illuminating Engineering Society</a> or similarly recognized standards.
<input type="checkbox"/>	T1	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.
<input type="checkbox"/>	T1	6. Dumpsters should be positioned at a safe location away from student areas, such as a secluded and/or structurally reinforced loading dock area or secured a distance from the building (a minimum of 30 feet from areas where students congregate).
<input type="checkbox"/>	T1	a. Dumpsters should be secured with fencing and/or locked at times when school is not in session (e.g. nights, weekends, breaks, etc.).
<input type="checkbox"/>	T1	7. Exterior trash receptacles in areas where students congregate should be eliminated or moved inside the building.
<input type="checkbox"/>	T1	8. Vehicle bollards or aesthetically pleasing vehicle barriers should be installed to protect the main entrances and areas where pedestrians congregate.
<input type="checkbox"/>	T2	9. Intruder resistant or reinforced glass should be installed in all exterior doors and first floor windows lower than 4 feet and/or sidelights to prevent immediate access.
<input type="checkbox"/>	T2	a. Alternatively, school entities should apply impact resistant film.

**BUILDING ACCESS**

✓	Tier	Statement
<input type="checkbox"/>	T1	1. Doors should not be propped open. Areas around entrances and exits should be kept free of objects that can be used to prop the door open.
<input type="checkbox"/>	T1	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.
<input type="checkbox"/>	T1	3. All exterior doors should be closed, latched and locked and checked at the beginning of the active school day to ensure all doors are properly secured.
<input type="checkbox"/>	T1	a. Doors should remain locked throughout the school day.
<input type="checkbox"/>	T2	b. Ideally, doors should be able to be locked remotely from the office.
<input type="checkbox"/>	T2	c. All exterior doors should be equipped with a peephole/secure window.
<input type="checkbox"/>	T1	4. 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.
<input type="checkbox"/>	T2	a. Dated interior lever-style push-bar door releases should be replaced with flush push-bar door releases.
<input type="checkbox"/>	T1	5. Signs (in multiple languages when appropriate) should direct visitors to the main entrance and "restricted area/no trespass" warnings should be posted at entrances to restricted areas that are not open to general access.

**PLAYGROUND/RECREATION AREA**

✓	Tier	Statement
<input type="checkbox"/>	T1	1. Exterior playground and athletic areas should be separated from streets, driveways, and parking areas. Any of these areas situated adjacent to driveways and/or parking areas should be protected by fencing, vehicle impact bollards, or other substantial protective barriers capable of preventing a vehicle from striking students.
<input type="checkbox"/>	T1	2. Trained staff should monitor playground areas while students are using those areas.
<input type="checkbox"/>	T1	a. Staff outside should be equipped with the capability to communicate with internal staff.

**BUSES, PARKING AND OUTSIDE SPACES**

✓	Tier	Statement
<input type="checkbox"/>	T1	1. Bus loading and unloading zones should be restricted from general vehicle traffic.
<input type="checkbox"/>	T2	a. Bus loading and unloading zones should be separate from parental student drop-off area(s).

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✓	Tier	Statement
<input type="checkbox"/>	T1	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.
<input type="checkbox"/>	T2	a. Similar barriers should be utilized in areas where large groups of students congregate, both outside and where they can be seen inside.
<input type="checkbox"/>	T1	3. Where practical, parking areas for staff, students and visitors should be separated, designated, and readily identifiable.
<input type="checkbox"/>	T1	a. Access should be restricted with posted signage.
<input type="checkbox"/>	T1	b. 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.
<input type="checkbox"/>	T1	4. Student parking areas should be monitored by:
<input type="checkbox"/>	T1	a. School staff;
<input type="checkbox"/>	T2	b. School resource officer or security personnel; and/or
<input type="checkbox"/>	T3	c. Closed circuit camera.

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**DELIVERIES**

✓	Tier	Statement
<input type="checkbox"/>	T1	1. There should be a designated delivery area.
<input type="checkbox"/>	T1	a. Deliveries should only be accepted in the designated delivery area.
<input type="checkbox"/>	T2	b. Where possible, there should be internal doors between the delivery receiving area and the school's interior.
<input type="checkbox"/>	T1	2. There should be a system for inspecting and approving items delivered to the building.
<input type="checkbox"/>	T1	3. There should be a procedure in place for dealing with suspicious and/or unauthorized deliveries.
<input type="checkbox"/>	T1	4. Delivery and vending personnel access should be actively controlled and monitored by school personnel.
<input type="checkbox"/>	T2	a. Delivery and vending personnel should be identified and verified through a window, peephole, or intercom system.
<input type="checkbox"/>	T1	b. Delivery and vending personnel should never be issued a key or electronic access to the school building for deliveries.
<input type="checkbox"/>	T1	5. If there is a separate delivery entrance:
<input type="checkbox"/>	T1	a. The delivery entrance should be secured at all times to prevent someone from surreptitiously entering the building.
<input type="checkbox"/>	T1	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**

✓	Tier	Statement
<input type="checkbox"/>	T1	1. Electrical panels and emergency generators should be closed and safeguarded within a secure enclosure.
<input type="checkbox"/>	T1	a. Regular electrical service and emergency power generator(s) should be located in separate locations as far apart as possible.
<input type="checkbox"/>	T3	b. Electrical service, emergency power generator(s) and other utility service access should be protected from accidental or intentional vehicle impact (e.g., fences or bollards).
<input type="checkbox"/>	T2	2. The school should be equipped with an emergency power/generation system capable of supporting all life safety systems.
<input type="checkbox"/>	T3	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.

**GENERAL INTERIOR SPACES**

**GENERAL CONSIDERATIONS**

✓	Tier	Statement
<input type="checkbox"/>	T1	1. All interior rooms, including classrooms, should be assigned room numbers that are coordinated in a uniform numbering system format.
<input type="checkbox"/>	T1	a. Numbering system schematics should be placed on a floorplan.
<input type="checkbox"/>	T1	b. Updated floorplans should be provided annually to first responders.
<input type="checkbox"/>	T2	c. Interior room number signage should be flag-mounted so to be visible to first responders from a distance.
<input type="checkbox"/>	T1	2. Hallways should also be identified (i.e., number, color or label).
<input type="checkbox"/>	T1	3. All interior rooms should have room-specific emergency procedures, evacuation routes and severe weather plans posted.
<input type="checkbox"/>	T1	4. All internal doors, including classroom doors, should be closed, latched and locked at all times.
<input type="checkbox"/>	T1	5. 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.
<input type="checkbox"/>	T2	a. Dated interior lever-style push-bar door releases should be replaced with flush push-bar door releases.
<input type="checkbox"/>	T1	6. Access to AED and first aid equipment should be unobstructed.
<input type="checkbox"/>	T1	7. Assigned and unassigned student lockers should be secured at all times.
<input type="checkbox"/>	T1	8. Lockers should be secured to the walls. Locker areas and height should allow for clear sightlines.
<input type="checkbox"/>	T2	9. 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.
<input type="checkbox"/>	T2	10. Where available, hallways should be monitored by cameras.

**INTERIOR ACCESS AND SECURITY**

✓	Tier	Statement
<input type="checkbox"/>	T1	1. The main office should have clear sightlines to the main entrance and surrounding area to allow staff members to observe individuals approaching the school.
<input type="checkbox"/>	T1	a. If that is physically not possible, cameras should be utilized so that the main entrance and surrounding area can be readily monitored within the main office.
<input type="checkbox"/>	T1	2. The main entrance should be equipped with a secure vestibule/lobby consisting of both interior and exterior doors that are lockable.
<input type="checkbox"/>	T1	3. The vestibule design should force visitors to pass through a screening area prior to entering and leaving the school.
<input type="checkbox"/>	T1	4. Interior doors providing access to the school's interior should be secured and equipped with electronic keyless access.
<input type="checkbox"/>	T2	a. Consideration should be given, when possible, to the use of a transaction window to prevent unnecessary visitors from entering the secure school building.
<input type="checkbox"/>	T2	b. If possible, the student and visitor entrance should not be co-located.
<input type="checkbox"/>	T3	c. Ideally, doors in this entry area should be controllable from a remote location.
<input type="checkbox"/>	T2	5. Silent panic alarms should be installed in the main office or where public access is permitted.
<input type="checkbox"/>	T2	a. The alarm(s) should be monitored by the county communications center (911), primary law enforcement agency, or a contracted alarm service.
<input type="checkbox"/>	T3	b. Ideally, the alarms should be monitored in at least two separate locations to ensure that both the notification and the response to the alarm are working.
<input type="checkbox"/>	T3	c. If possible, the panic alarms should be remotely activated by key administrators.

**CLASSROOMS**

✓	Tier	Statement
<input type="checkbox"/>	T1	1. Exterior classroom windows should be numbered in accordance with the interior number.
<input type="checkbox"/>	T1	2. All classroom doors should be equipped or retrofitted with locking devices that follow local life safety codes and can be secured from within the room.
<input type="checkbox"/>	T1	3. If keys are the only method of locking classroom doors, substitute teachers and similar instructors should have the means to lock their assigned classroom door from the interior.



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✓	Tier	Statement
<input type="checkbox"/>	T2	4. Classroom interior and exterior windows, door windows and/or sidelights should be equipped with window coverings capable of being closed in the event of a lockdown emergency.
<input type="checkbox"/>	T1	5. All classrooms should have room-specific emergency procedures, evacuation routes and severe weather plans posted in each room.
<input type="checkbox"/>	T3	6. Intruder resistant or reinforced glass should be installed in classroom doors and first floor windows and/or sidelights to prevent immediate access.
<input type="checkbox"/>	T2	a. Alternatively, school entities should apply impact resistant film to classroom door windows and side lights.
<input type="checkbox"/>	T3	b. If the building has intruder resistant/reinforced glass on exterior classroom windows, there should be a tool accessible to those in the classroom to break through the glass from the inside.

**HIGH OCCUPANCY SPACES**

✓	Tier	Statement
<input type="checkbox"/>	T1	1. High occupancy spaces (e.g., cafeteria, gym or auditorium) should be locked until use. They should also be checked before and after they are occupied for an event.
<input type="checkbox"/>	T1	2. Any open, high occupancy student space should have a separate secure space (i.e. a nearby lockable classroom) assigned to it, when feasible, in case of a lockdown.
<input type="checkbox"/>	T1	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).
<input type="checkbox"/>	T2	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.
<input type="checkbox"/>	T2	5. Two-way communication should be accessible in all high occupancy spaces.

**OTHER PHYSICAL SECURITY CONSIDERATIONS**

**KEYS AND IDENTIFICATION**

✓	Tier	Statement
<input type="checkbox"/>	T1	1. All staff (including temporary and contract employees) should be required to wear a photo identification card at all times when on school property.
<input type="checkbox"/>	T1	a. Identification should be visible at all times.
<input type="checkbox"/>	T1	b. Those not displaying identification should be immediately approached and escorted to the office to verify the legitimacy of their presence.

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✓	Tier	Statement
<input type="checkbox"/>	T2	c. If the school has electronic access control, then consideration should be given to having the photo ID also serve as a key card.
<input type="checkbox"/>	T1	2. There should be limited distribution of master and grand master keys.
<input type="checkbox"/>	T1	a. Great grand-master keying should not be utilized.
<input type="checkbox"/>	T2	3. When possible, schools should transition from physical hard keys to electronic access control.
<input type="checkbox"/>	T2	a. The electronic access system should allow for specified and limited entry to specific doors/areas of the school.
<input type="checkbox"/>	T2	b. The electronic access system should be able to identify the user of a fob or access card in real-time.
<input type="checkbox"/>	T2	c. The school should monitor the identification system access in real time.
<input type="checkbox"/>	T2	4. When possible, a lock box or "Knox Box" should be placed in the main entrance containing a master key and map of the school.
<input type="checkbox"/>	T2	a. The lock box or "Knox Box" number code should be given to the local dispatch center so the items can be used by first responders should an emergency arise.
<input type="checkbox"/>	T1	5. When a lock box or "Knox Box" is not possible, the school should consult with police and/or local first responders to allow for 24/7 access for first responders.

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**VISITOR PROCEDURES**

✓	Tier	Statement
<input type="checkbox"/>	T1	1. Visitor access to the school should be controlled through the main office.
<input type="checkbox"/>	T2	a. A secured lobby area is used to control visitor access.
<input type="checkbox"/>	T1	2. Visitor access to the school office or student area must be granted by an authorized staff member (e.g., screened or 'buzzed-in').
<input type="checkbox"/>	T1	3. All visitors should present an official photo identification card (e.g., driver's license, state ID card, passport, etc.).
<input type="checkbox"/>	T1	a. Visitors without identification should be directed to a building administrator prior to entry.
<input type="checkbox"/>	T1	4. Each school building should utilize a log to track visitors.
<input type="checkbox"/>	T1	a. The visitor log should be retained behind the main office desk.
<input type="checkbox"/>	T1	b. The visitor log should include the address and phone number of all visitors.
<input type="checkbox"/>	T1	c. All visitor log entries should be entered by the main office receptionist to ensure accuracy, as inaccurate or falsified entries could incur liability for the school.
<input type="checkbox"/>	T1	5. All maintenance and contracted services personnel should sign in at the office as a visitor.

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✓	Tier	Statement
<input type="checkbox"/>	T1	6. All visitors should be issued temporary identification that is required to be openly displayed during the visit.
<input type="checkbox"/>	T1	a. The visitor identification should include the date of entry.
<input type="checkbox"/>	T1	b. The visitor identification should be collected at the visit's conclusion.
<input type="checkbox"/>	T2	7. If expense permits, an electronic visitor management system should be considered.
<input type="checkbox"/>	T3	8. Visitors should be escorted by staff at all times.

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**COMMUNICATIONS PLAN**

✓	Tier	Statement
<input type="checkbox"/>	T1	1. School buildings should be equipped with a public-address system accessible from all classrooms, offices, and common areas (e.g., gymnasium, cafeteria, etc.).
<input type="checkbox"/>	T1	a. Each phone should be equipped with quick reference cards for activating the system.
<input type="checkbox"/>	T1	b. All school personnel should be permitted to make school-wide emergency notifications in the event of an armed intruder or other applicable emergency situation.
<input type="checkbox"/>	T1	c. The system should be clearly audible from within the classrooms, common areas, and the exterior of the building.
<input type="checkbox"/>	T1	d. A backup plan for building announcements and communication should be developed in the event the primary system is compromised.
<input type="checkbox"/>	T2	e. The public-address system should be connected to the emergency power generation system.
<input type="checkbox"/>	T1	2. Lockdowns should be communicated in plain language utilizing the public-address system.
<input type="checkbox"/>	T1	a. Lockdown procedures should be established and practiced regularly for all common areas.
<input type="checkbox"/>	T1	3. There should be a system for two-way communication between the main office and classrooms, school-based security staff, playground staff, portable or modular classrooms and buildings, athletic fields, health services, custodial staff, transportation dispatcher, and other student services personnel.
<input type="checkbox"/>	T2	a. There should be a secondary means of communication with buses and other similar vehicles.
<input type="checkbox"/>	T2	b. Schools should not rely entirely on cell phones to notify drivers of emergency events.
<input type="checkbox"/>	T2	c. All teachers engaging in activities outside of the school building should have the ability to communicate emergencies back into the school.
<input type="checkbox"/>	T1	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 details on actions and plans would jeopardize the operation security of emergency plans and could result in unintended consequences.

✓	Tier	Statement
<input type="checkbox"/>	T1	1. Each school should meet annually with parent organizations so that parents and guardians are aware of certain school protocols in the event of an emergency.
<input type="checkbox"/>	T1	2. Schools should brief parents and guardians on safety and security at back to school nights.
<input type="checkbox"/>	T1	3. The school entity should have a protocol for both students and the public to report bullying, threats, and safety concerns to the administration.
<input type="checkbox"/>	T1	a. How to make such reports should be clearly and widely communicated (e.g., on the school’s website, in back to school materials, posted in buildings, etc.).
<input type="checkbox"/>	T1	b. The school administration should track reports and document follow-up.
<input type="checkbox"/>	T1	4. The school entity should host an annual meeting with the public on school safety and related concerns.

**AFTER HOURS EVENTS AND LARGE GATHERINGS**

✓	Tier	Statement
<input type="checkbox"/>	T1	1. Access to the main school facility should be as limited as possible within health and safety guidelines during after-hours events and large gatherings.
<input type="checkbox"/>	T1	2. The school entity should reschedule or cancel after-hours events and/or large gatherings when safety concerns warrant.

**MONITORING AND SURVEILLANCE**

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

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

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✓	Tier	Statement
<input type="checkbox"/>	T3	b. The campus should be equipped with a comprehensive digital CCTV system that captures unobstructed interior and exterior views.
<input type="checkbox"/>	T2	2. Local law enforcement and first responders should have access to security cameras in the event of an emergency.
<input type="checkbox"/>	T3	3. School buses should be equipped with security cameras.
<input type="checkbox"/>	T3	4. A CCTV system should be web-based to allow for off-site monitoring.
<input type="checkbox"/>	T2	5. Monitoring should be conducted regularly by assigned, specific staff members.
<input type="checkbox"/>	T2	a. Monitoring should include regular checks to ensure that the time and date stamp are correct.
<input type="checkbox"/>	T2	b. Monitoring should include verifying that recordings are kept for at least 15 days.
<input type="checkbox"/>	T3	6. Efforts should be made for real-time monitoring when surveillance systems permit.

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**TECHNOLOGY**

✓	Tier	Statement
<input type="checkbox"/>	T1	1. Computer servers should be located in a secure area.
<input type="checkbox"/>	T1	2. Computer systems, networks and cameras should be equipped with virtual perimeter security such as a firewall or intrusion protection.
<input type="checkbox"/>	T1	3. 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.