

PENNSYLVANIA COMMISSION ON CRIME & DELINQUENCY (PCCD)
 SCHOOL SAFETY & SECURITY COMMITTEE (SSSC)
Revised Physical Security Baseline Criteria (2023)

LEVEL 1	LEVEL 2	LEVEL 3
A. Physical Security Assessments		
<p>NOTE: For the purposes of grant funding use, school entities may address physical security gaps identified as part of a recent physical security assessment conducted by a PSP RVAT unit or an individual recognized to perform such physical security assessments on the PCCD School Safety and Security Assessor Registry.</p>		
<p>A physical security assessment (aligned with standards and guidance adopted by the School Safety and Security Committee (SSSC)) has been conducted of a school building representative of the school entity.</p> <p><i>*Note: The SSSC’s Assessment Criteria are written so that a school entity with limited resources could perform a self-assessment. The SSSC recommends using a qualified external assessor (e.g., PA State Police’s RVAT unit, or an individual included on the SSSC Provider Registry) to conduct the assessment.</i></p>	<p>A physical security assessment (aligned with standards and guidance adopted by the SSSC) has been conducted of all school buildings and large gathering spaces.</p>	<p>A physical security assessment (aligned with standards and guidance adopted by the SSSC) has been conducted of the community/surrounding/ancillary areas to the school facilities.</p> <p>Conduct ongoing/follow-up assessments at regular intervals or when facilities are modified.</p>
B. School Campus, Building, and Classroom Security		
<p>Level 1 Criterion: School entity has policies and/or procedures in place to ensure that reports of physical safety concerns are received by the designated recipient and addressed in a timely manner.</p>		
<p>School entity has vehicle barriers and/or fencing of entrances and/or critical areas (as identified in a physical security assessment conducted in alignment with guidance and standards adopted by the School Safety and Security Committee (SSSC)) for each school facility.</p>	<p>School entity has speed controls to protect entrances and other critical areas (as defined in a physical security assessment conducted in alignment with guidance and standards adopted by the SSSC) of schools.</p>	<p>School entity has tampering and vehicle protection barriers around vulnerable utilities.</p>

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School entity has exterior lighting of all entrances and critical areas (as identified in a physical security assessment conducted in alignment with guidance and standards adopted by the School Safety and Security Committee) for each school facility.	School entity has an ability to power emergency lighting within each school, if needed (e.g., back-up generator).	School entity has back-up power support for all lighting in school buildings and/or critical infrastructure (including network, PA System, door locks, etc.).
School entity has external, protective doors with viewing pane.	School entity has buffer areas/holding areas/ vestibules for most main entry points of school buildings. <i>Note: Definition of “main entry points” is intended to cover entry points used by students, staff, and school visitors.</i>	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.
School entity has door handles that cannot be barred.	School entity’s exterior door handles routinely checked to ensure they are working properly. School entity has a process in place for students, employees, and others to report issues with handles and have those issues addressed in a timely fashion.	School entity has doors that can be locked and/or sealed remotely.
School entity has a school visitor buzz-in entry system that allows for visual observation*, including a documented log of school visitors and packages. <i>*Note: “visual observation” can include direct personal observation (e.g., through a window) or through technology mechanisms (e.g., camera).</i>	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 that system.	School entity has provided training on school visitor management procedures for staff, including any related software or systems, if applicable. School visitor escorts (e.g., school visitors are supervised at all times). Time stamped, self-expiring visitor management badges
School entity’s interior doors are capable of being locked from within each room.	Window coverings for interior doors.	Impact-resistant doors and glass.
All exterior doors have working locks.	School entity’s exterior door locks routinely checked to ensure they are working and	School entity has doors that can be locked and/or sealed remotely.

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	secured properly. School entity has a process in place for students, employees, and others to report issues with locks and have those issues addressed in a timely fashion.	
School entity has policies and/or procedures for handling school visitors and packages and designated staff are trained on this. This should include procedures related to flagging immediate security concerns/risks/persons of concern to prevent entry/building access.	School entity has policies and/or procedures for handling school visitors and packages and all building staff are trained on this.	School entity has policies and/or procedures for handling building entry, school visitors, and packages and all staff, students, parents/families, and any other individual authorized to be in the school facility are made aware of this.
School entity has cameras in blind spot areas.	School entity has cameras throughout hallways, stairwells, and large group areas.	<p>School entity has closed-circuit television (CCTV).</p> <p>Offsite and/or law enforcement monitoring capability.</p> <p>Active monitoring of cameras during school hours and during large group events.</p>
School entity has policies, procedures, and/or communications in place to educate students, staff, school visitors, and any other individual authorized to be in the facility on the importance of keeping exterior doors closed and secured.	School entity has an alarm (or alarms) when exterior doors are propped or left open.	<p>Intrusion detection device that responds to physical stimulus (heat, light, sound, pressure, vaping, potential weapons, etc.).</p> <p>Panic alarms that can be activated from the office and/or within other areas of the building in case of emergency and training for their use.</p>
There is a single entry in and out of each school building during school hours.	<p align="center">Combined Level 2 / 3 Criteria:</p> <p>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.</p>	

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C. School Security Personnel & Law Enforcement		
<p>School entity has an active memorandum of understanding (MOU) with each law enforcement agency with jurisdiction and associated policies and/or procedures in place.</p>	<p>School entity has coordinated* with local law enforcement agency/ies with jurisdiction around planning, incident response time, etc.</p> <p><i>*Note: School Safety and Security Coordinator is tasked with serving as a primary liaison with law enforcement and first responders.</i></p>	<p>School entity conducts regular training in coordination with local law enforcement.</p>
<p>If school security personnel* are present, they have been hired/contracted and trained according to requirements** in Pennsylvania state law.</p> <p><i>*Note: "School security personnel" are defined as school police officers, school resource officers, and school security guards. See PA Public School Code, Article XIII-C (School Security).</i></p> <p><i>**More information about these requirements is available in Article XIII-C of the PA Public School Code and on PCCD's School Safety and Security webpage.</i></p>	<p>School security personnel stationed at each school level (elementary, middle, high).*</p> <p><i>*Note: If no school security personnel are present, school entity should coordinate with local law enforcement agency/ies with jurisdiction around planning, incident response time, etc. These discussions should also include planning around response from other first responders (e.g., EMS) given that many critical incidents in schools can occur quickly. See "Protecting America's Schools: A U.S. Secret Service Analysis of Targeted School Violence" (National Threat Assessment Center, 2019) for additional information on this issue.</i></p>	<p>School security personnel stationed at each school building full-time.</p>
D. Communications		
<p>School entity has working mechanisms in place to communicate quickly to potentially affected individuals within and outside the building when necessary.</p>	<p>School entity has a system that enables 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 dispatchers, and other student services personnel.</p>	<p>Secured communications system that enables all buildings to communicate with administration building and law enforcement.</p> <p>School entity has a backup plan for building announcements and communication in the event the primary system/mechanism is compromised.</p>

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	<p>Communication system/devices that can address those with hearing impairment and/or overcome high-noise environments.</p> <p>*Note: Schools should not rely entirely on cell phones to provide this two-way communication. In addition, lockdowns should be communicated in plain language using established mechanisms.</p>	<p>School entity has a mass communication platform capable of messaging all stakeholders or stakeholder groups in the event of an emergency (including parents/guardians).</p> <p>*Note: Recommended that school entities work with local law enforcement to test their mass communication systems and mechanisms.</p>
E. Coordination with First Responders & Emergency Operations Plans (EOPs)		
<p>School entity has adopted an emergency preparedness or emergency operations plan (EOP) (consistent with Title 35 Pa.C.S. Chapter 77, Subchapter B § 7701), including a communication and reunification plan.</p>	<p>The plan specifically addresses needs of students and staff with special needs, and a copy of the plan is maintained in a designated location and accessible to administrators and alternate personnel at all times.</p>	<p>Training for all staff on the plan, including their part in it, occurs at least annually, and the school entity ensures staff, students, parents/families, and others are familiar with the plan and what to do in the event of an emergency situation.</p>
<p>School entity has coordinated with and shared their updated emergency preparedness plan or EOP with the county Emergency Management Agency per 35 Pa.C.S. § 7701(g).</p>	<p>The plan is reviewed annually and, if necessary, updated and refined, with any changes noted and sent to the local Emergency Management Agency (EMA).</p> <p>School entity has prepared for immediate deployment to the Incident Command Post all required information for the purpose of assisting local police and fire departments in responding to an emergency, as prescribed by 22 Pa. Code 10.24 (g).</p>	<p>School entity conducts tabletop exercises and/or similar drills in collaboration with local first responders on a regular basis, focused on areas of prevention, protection, mitigation, response, and recovery.</p>
F. School Safety and Security Training/Drills		
<p>All school entity employees have received annual training on school safety related topics as required by Act 55 of 2022, 24 P.S. §1310-B.</p>	<p>Continual and ongoing training for all teaching and other professional staff, including substitutes and support staff, to deal with emergency situations.</p>	<p>Specialized training i.e., Stop the Bleed, ALICE, CPR, AED... OR</p>

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	<p>OR</p> <p>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. School safety is addressed in the induction process for new employees.</p> <p>Community first responders are invited to participate in school safety-related professional development activities.</p> <p>Training for CPR/AED, Stop the Bleed available to large segments of school staff but only mandated to specific individuals (nurses, para-educators, P.E. teachers, school safety personnel, etc.).</p>	<p>A specific robust training calendar exists with identified dates and topics for ongoing school safety training. The district conducts a full scale drill with community first responders at least once every other year and conducts smaller functional exercises and/or table top exercises in off years. Documentation of staff certifications and training is available upon request. All school staff are trained in CPR/AED, Stop the Bleed, etc.</p>