



# Homeland Security

## K-12 School Security Checklist April 2013



## Appendix 1

This baseline security practices checklist is intended only as a guide; it is not a requirement under any regulation or legislation. *Please note: the below checklists may or may not directly correspond to sections specifically discussed in the “K-12 Schools Security Practices Guide;” those items without specific reference to the document do not have a corresponding section number listed in the left-most column..*

<b>ACCESS CONTROL</b>			
2.2.1	The facility perimeter and areas within the facility that require access control are well defined.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2.2.1	The facility limits building access points.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2.2.1	Designated access points are monitored to control facility access.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2.2.1	Positive entry control systems are established (e.g., telephone entry control, biometric access control).	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2.2.1	Signs direct visitors to designated building entrances and exits.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2.2.1	Exterior doors to gyms, maintenance areas, kitchen, and delivery areas are secured when not in use.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2.2.1	Visitors are required to check in with the front office upon arrival and departure.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2.2.1	Visitors are provided with school issued identification badges when on school grounds.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2.2.1	Policies are in place for those with and without appointments or official school business.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2.2.1	Vendors and contractor personnel are escorted throughout the facility.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2.2.1	Background checks are conducted on all school employees, vendors, and contractors.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2.2.3	A key control program is established that monitors keys, entry cards, and duplicates.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2.2.3	Key control program is audited annually.	YES <input type="checkbox"/>	NO <input type="checkbox"/>

<b>BUILDING EXTERIOR</b>			
2.2.1	Policies are in place that restrict access to bus-loading zones.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2.2.1	Bus-loading, unloading, drop off zones and fire zones are clearly marked.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2.2.1	School designates areas for use of parking lots (e.g., staff lot, student lot, visitor spaces).	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2.2.1	Parking system incorporates an identification system (e.g., placards in windshields).	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2.2.1	Appropriate perimeter barriers or gates are installed and secured when not in use.	YES <input type="checkbox"/>	NO <input type="checkbox"/>

2.2.1	Perimeter barriers are clear to enable continuous monitoring and to inhibit concealment of people or packages.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Windows are locked securely.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Window hardware and frames are regularly inspected for security weaknesses.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Facility has visual surveillance capability (e.g., designated surveillance points, cleared lines of sight).	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Clear zones adjacent to buildings are free of vegetation and other obstructions.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Barriers are installed to protect doors and windows from small arms fire and explosive blast effects.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	School grounds are adequately lit.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Vandalism and graffiti is documented and removed.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2.2.1	Mechanical, electrical, and other equipment are surrounded by protective enclosures to prevent unauthorized access.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Access to the roof is restricted.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Speed limits are posted.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Covered walkways are adequately lit to ensure visual surveillance.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Fire hydrants are clearly visible.	YES <input type="checkbox"/>	NO <input type="checkbox"/>

<b>BUILDING INTERIOR</b>			
	School front office is clearly marked.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	First aid/school nurse office location is clearly marked.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2.2.1	Critical utility systems and equipment are secured and locked.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Employees are familiar and trained with how to shut off utility services.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	A positive inventory is kept on chemicals in use or used in science classes or laboratory areas.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Roof access doors are secured and locked	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Custodial and storage closets are secured and locked.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	The number of containers and trashcans in hallways, atriums, and lobby areas are minimized.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Unassigned lockers are secured.	YES <input type="checkbox"/>	NO <input type="checkbox"/>

	Doors and stairwells are numbered.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Stairwells, hallways, and restrooms are adequately lit.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Enclosed stairwells are monitored, either electronically or by security personnel,	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Smoke detectors have vandal-resistant features (e.g., tamper alarms or protective cages).	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Doors and locks are in good condition.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Easy access to fire extinguishers.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Adequate access to first aid supplies (e.g., automated external defibrillators (AEDs)).	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Class III type fire doors with crash bar capabilities and automatic activation are installed.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Blast fragment retention film is on windows.	YES <input type="checkbox"/>	NO <input type="checkbox"/>

<b>CLASSROOM SECURITY</b>			
4.2.3	Classroom safe zones or protection areas are established.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4.2.2	Classroom has access to two-way communication system.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	All areas of the classroom are visible from the classroom door.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Classroom doors can be locked from the inside.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4.2.3	Classroom doors with windows can be covered.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Classrooms have adequate aisle space for quick exits.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4.2.7	Class rosters are reviewed and updated on a regular basis.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Faculty and staff are assigned to check that all classrooms and bathrooms are locked after the school day.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Valuable items are secured (e.g., instruments, computers, video equipment).	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Chemicals, poisons, and flammable materials are properly secured and stored.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Fire extinguishers are inspected on an annual basis.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Personnel working with hazardous materials have received appropriate training.	YES <input type="checkbox"/>	NO <input type="checkbox"/>

<b>SCHOOL CULTURE</b>			
3	Faculty, students, and staff are all provided with security information and training.	YES <input type="checkbox"/>	NO <input type="checkbox"/>

	Security information and training includes information on how first responders operate to avoid hindering operations.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
3	Security information and training includes training on how to identify suspicious packages.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Faculty and staff have been trained to appropriately respond to and report threatening/suspicious phone calls.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
3	Faculty and staff monitor hallways, stairwells, and restrooms during school hours.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Students do not have access to the school without direct staff supervision.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
3.5	Curricula and programs aimed at preventing harmful behaviors are implemented (e.g., social problem-solving, life skills, anti-bullying, mentoring programs, character education).	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	School maintains, reviews, and updates a code of conduct/school handbook.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Code of conduct/school handbook contains standard definitions and procedures that identify school crime.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
3.5	School has a well-developed network of service providers that students can be referred to (e.g., mental health services)	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Photo identification badges are issued to all faculty, students, and staff.	YES <input type="checkbox"/>	NO <input type="checkbox"/>

#### COMMUNICATION SYSTEM

4.2.2	Systems are installed that provide two- way communication between faculty, staff, administrators, and security personnel.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4.2.2	Communication system is installed that provides communication with all people at the school, including faculty, students, staff, emergency response teams, and visitors.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4	Regular communication with local law enforcement and emergency responders is established.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4	Procedures are developed for communicating with public and the media regarding security issues.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4	A notification protocol is developed that outlines who should be contacted in emergencies and how.	YES <input type="checkbox"/>	NO <input type="checkbox"/>

#### REPORTING PROCEDURES

3.4	School has a single point of contact for reporting threats, threatening behavior, or concerning behavior.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
3.4	The identified point of contact for reporting potential threats is available 24/7.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
3.4	There are multiple ways someone can reach the point of contact for reporting potential threats (e.g., email, telephone, online, in-person).	YES <input type="checkbox"/>	NO <input type="checkbox"/>

3.4	Reporting can be anonymous.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
3.4	There are clear policies in place for collecting and acting on information about a threatening or potentially threatening situation.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
3.4	Policies explain how information will be handled confidentially and appropriately.	YES <input type="checkbox"/>	NO <input type="checkbox"/>

### SECURITY EQUIPMENT

	Facility has security system installed (e.g., CCTV, IP cameras, digital camera integration and intrusion detection and alarm system).	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Video security systems are connected to the building's emergency power supply.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Alarm system is connected to local law enforcement.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Security camera tapes or recordings are retained for an allotted time period.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	All emergency response equipment and supplies are checked on a regular basis.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	School has adequate utility service capability to meet normal and emergency needs.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Magnetometers (metal detectors) and x-ray equipment are installed.	YES <input type="checkbox"/>	NO <input type="checkbox"/>

### SECURITY PERSONNEL

	A school security director is designated to develop, implement, and coordinate all security-related activities.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	School security personnel include an armed trained police officer or school resource officer.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	School security personnel are stationed at a single school.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	School security personnel are a visible and regular presence during school hours of operation.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	School security personnel are deployed during normal school hours of operation and special events.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2.2.1	Security personnel check for unauthorized vehicles in parking lots or on school grounds.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Halls, common areas, and gyms are monitored for suspicious items (e.g., backpacks, briefcases, boxes).	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Security personnel are deployed to assigned areas to regularly inspect sensitive or critical areas (e.g., auditoriums or under stages where items such as weapons or explosive materials can be hidden).	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Faculty and staff monitor hallways, stairwells, and restrooms during school hours.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Security personnel regularly inspect and secure doors.	YES <input type="checkbox"/>	NO <input type="checkbox"/>

	If the building is used after school hours, security personnel are present.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	School safety audits are conducted on a regular or continuing basis.	YES <input type="checkbox"/>	NO <input type="checkbox"/>

### CYBERSECURITY

	School maintains a well-trained computer security staff.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	School faculty and staff are required to use passwords and unique login information to access electronic files.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Students are required to use passwords and unique login information to access electronic files.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Security plans for computer and information systems are established.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	These computer and information system security systems include both hardware and software.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Faculty and staff are trained in safe and secure computer use.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Students are trained in safe and secure computer use.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Cybersafety and cyberbullying programs are provided for students.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Computers include filters to monitor internet activity on school computers.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Video security system is adequately protected against hackers.	YES <input type="checkbox"/>	NO <input type="checkbox"/>

### EMERGENCY OPERATIONS PLAN

4.2	A comprehensive school emergency operations plan has been developed.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4	Plan has been developed in coordination with community partners (e.g., local law enforcement, emergency medical personnel, and fire department personnel)	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4.2.3	Plan takes into consideration numerous circumstances and criteria for response (e.g., lockdown, evacuation, shelter-in-place).	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4.2	Plan contains an updated map of the school's floor plan that includes room numbers, evacuation routes, and utility shut offs.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4.2.1	Plan defines roles and responsibilities—that is, creates an organizational system (e.g., school security commander, public information officer, etc.) <i>*Consider following Incident Command System (ICS) structure<sup>1</sup></i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4.2.2	Plan contains a method for reporting incidents internally to faculty, students, and staff (e.g., mass notification system).	YES <input type="checkbox"/>	NO <input type="checkbox"/>

<sup>1</sup> <http://www.fema.gov/incident-command-system>



4.2.8	Plan contains a method for reporting incidents externally to media, families, neighbors, and the community.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4.2.4	Plan contains directions that provide for the needs of students, staff, and visitors with disabilities and other functional and access needs.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4.2.5	Plan considers necessary equipment and supplies to respond to a crisis.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4.2.6	Plan contains common vocabulary.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4.2.7	Plan includes an accountability system that accounts for all faculty, students, staff, and visitors.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4.2.7	Plan contains a parent reunification system that ensures students are only released to authorized individuals after an incident.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
5	Plan contains action checklists for teachers, administrative staff, and other staff located throughout the school to follow during incident response.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
6	Plan includes components for post-incident response/recovery (e.g., stress management, mental health services, infrastructure restoration, post-incident evaluation, business continuity plans etc.)	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4.2	Plan is reviewed and updated on an annual basis.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4.2.9	School conducts regular exercises/drills of emergency plans.	YES <input type="checkbox"/>	NO <input type="checkbox"/>

<b>THREAT ASSESSMENT TEAM</b>		
1. Does your school have a threat assessment team? <i>(If no, please skip the questions in this section)</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2. Who is on the threat assessment team? <b>(Check all that apply)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Member(s) of the faculty</li> <li><input type="checkbox"/> Member(s) of the staff</li> <li><input type="checkbox"/> Member(s) of the administration</li> <li><input type="checkbox"/> Investigator(s) (e.g., school resource officer, other police officer assigned to the school)</li> <li><input type="checkbox"/> Mental health professional(s) (e.g., school psychologist, clinical psychologist, forensic psychologist)</li> <li><input type="checkbox"/> Guidance counselor(s)</li> <li><input type="checkbox"/> Teachers</li> <li><input type="checkbox"/> Coaches</li> <li><input type="checkbox"/> Ad hoc members selected to sit on the team on a case-by-case basis because they knew the student in question</li> <li><input type="checkbox"/> Other(s) (please specify)</li> </ul>	



3. Do members of the threat assessment team rotate?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
3a. If yes, how often do they rotate? ( <b>Check all that apply</b> )	<input type="radio"/> Weekly <input type="radio"/> Monthly <input type="radio"/> Quarterly <input type="radio"/> Yearly <input type="radio"/> Other (please specify)	
4. Does the threat assessment team receive training?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4a. If yes, how often do they receive training? ( <b>Check one</b> )	<input type="radio"/> Weekly <input type="radio"/> Monthly <input type="radio"/> Quarterly <input type="radio"/> Yearly <input type="radio"/> Other (please specify)	
4b. What topics are covered in threat assessment team trainings ( <b>Check all that apply</b> )	<input type="radio"/> Public Awareness <input type="radio"/> Threat Management <input type="radio"/> Threat Investigations <input type="radio"/> Prevention <input type="radio"/> Mental Health Concerns <input type="radio"/> Legal/Policy Concerns <input type="radio"/> Privacy Concerns <input type="radio"/> Other (please specify)	
4c. How are threat assessment trainings conducted? ( <b>Check all that apply</b> )	<input type="radio"/> Presentations <input type="radio"/> Hands on experience/role playing/scenarios <input type="radio"/> Other (please specify)	
5. Does your school have a single point of contact (phone number, email address, etc.) for reporting threats, threatening behavior, or concerning behavior?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
5a. If yes, is this point of contact for reporting potential threats available 24/7?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
5b. What are the ways someone can reach the point of contact for reporting potential threats? ( <b>Check all that apply</b> )	<input type="radio"/> Email <input type="radio"/> Telephone <input type="radio"/> In person <input type="radio"/> Online <input type="radio"/> Other (please specify)	

<p>6. If there is a central point of contact for reporting potential threats, does one person manage this point of contact or does a group manage it? <b>(Check one)</b></p>	<ul style="list-style-type: none"> <li>○ One person manages the point of contact</li> <li>○ A group manages the point of contact <b>(If a group manages the point of contact, skip to question 7.)</b></li> <li>○ There is no central point of contact <b>(If there is no central point of contact, skip to question 7.)</b></li> </ul>	
<p>6a. If one person manages the point of contact for reporting potential threats, does this person rotate?</p>	<p style="text-align: center;">YES <input type="checkbox"/></p>	<p style="text-align: center;">NO <input type="checkbox"/></p>
<p>6b. If yes, how often does this person rotate? <b>(Check one)</b></p>	<ul style="list-style-type: none"> <li>○ Weekly</li> <li>○ Monthly</li> <li>○ Quarterly</li> <li>○ Yearly</li> <li>○ Other (please specify)</li> </ul>	
<p>7. Does the threat assessment team have clear policies in place for collecting and acting on information about a threatening or potentially threatening situation <b>(If no, skip to question 10.)</b></p>	<p style="text-align: center;">YES <input type="checkbox"/></p>	<p style="text-align: center;">NO <input type="checkbox"/></p>
<p>8. Does the policy about threat assessment inquiries include information on the following: <b>(Check all that apply)</b></p>	<ul style="list-style-type: none"> <li>○ Purpose and scope of the policy</li> <li>○ Role of educators and threat assessment in relation to the role of law enforcement officials</li> <li>○ Identity of and delegation of authority to school officials concerning determination that a threat assessment inquiry or investigation should be pursued</li> <li>○ Definition of the threshold of concern for initiating inquiry or investigation</li> <li>○ Types of information that can/should be gathered during a threat assessment inquiry or investigation</li> <li>○ Designation of an individual or group responsible for gathering and analyzing information on groups/individuals</li> <li>○ Steps or procedures that should be followed from initiation to completion of the threat assessment inquiry</li> </ul>	
<p>9. Does the policy specify certain behaviors of concern or provide examples of behaviors that would merit a referral to the threat assessment team?</p>	<p style="text-align: center;">YES <input type="checkbox"/></p>	<p style="text-align: center;">NO <input type="checkbox"/></p>

<p>9a. If yes, list those behaviors that would merit a referral to the threat assessment team</p>		
<p>10. What types of information are generally gathered during an inquiry: <b>(Check all that apply)</b></p>	<ul style="list-style-type: none"> <li>○ Facts that drew attention to the student, situation, or target</li> <li>○ Information about the student</li> <li>○ Identifying information</li> <li>○ Background information</li> <li>○ Current life information</li> <li>○ Information about attack related behaviors in which the student has engaged</li> <li>○ The student's motives</li> <li>○ The targets that are in danger of violence</li> <li>○ None of the above</li> <li>○ Other (please specify)</li> </ul>	
<p>11. How does the threat assessment team actively encourage school community members (students, parents, faculty, staff, administrators, etc.) to report knowledge of potential threats? <b>(Check all that apply)</b></p>	<ul style="list-style-type: none"> <li>○ Public awareness campaigns (posters, announcements)</li> <li>○ Student assemblies</li> <li>○ In-class lectures/presentations</li> <li>○ Student-teacher conferences</li> <li>○ Parent-teacher conferences</li> <li>○ Newsletters</li> <li>○ Other (please specify)</li> </ul>	
<p>12. How does the threat assessment team make school community members (students, parents, faculty, staff, administrators, etc.) aware of the general steps and timeline of the inquiry process? <b>(Check all that apply)</b></p>	<ul style="list-style-type: none"> <li>○ Public awareness campaigns (posters, announcements)</li> <li>○ Student assemblies</li> <li>○ In-class lectures/presentations</li> <li>○ Student-teacher conferences</li> <li>○ Parent-teacher conferences</li> <li>○ Newsletters</li> <li>○ Other (please specify)</li> </ul>	
<p>13. Does the threat assessment team explain how information will be handled confidentially and appropriately?</p>	<p>YES <input type="checkbox"/></p>	<p>NO <input type="checkbox"/></p>

## Photo Sources

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Picture 1: Brach, Patricia, FEMA Photographer. Houston, Texas. March, 9, 2009.

<http://www.fema.gov/photodata/original/40283.jpg>.

Picture 2: Risk Management Series: Design Guide for Improving School Safety in Earthquakes, Floods, and High Winds, FEMA P-424 / December 2012, Federal Emergency Management Agency, page 151. <http://www.fema.gov/library/viewRecord.do?id=1986>

Picture 3: Safe Havens International

<http://www.safehavensinternational.org/>

Picture 4: Jun, Elissa, FEMA Photographer. Joplin, Missouri. August 19, 2011.

<http://www.fema.gov/photodata/original/50245.jpg>.

This document was developed by the Office of Infrastructure Protection, DHS, to provide information to K-12 school personnel assigned with the responsibility of assessing school security practices to foster safer and more secure school communities. The information herein is not all inclusive. This guide presents an overview of K-12 school security practices. School administrators and legal counsel should work together to ensure that these practices are employed in a manner consistent with legal requirements.

Note: Information presented here is subject to copyright laws and other terms of use as set forth in the respective references