

## INTRODUCTION

Florida's System of School Improvement and Accountability recognizes that school improvement is best accomplished by those who are most familiar with a school's needs—the members of the school community itself. School Advisory Councils (SACs), composed of members of this community, are responsible for developing and implementing school improvement plans, which show evidence that the school is achieving the State's eight education goals. Fundamental to the system's approach is the idea that school improvement is not a matter of meeting basic requirements but of continuing to assess and address the needs of a changing school.

This *Planning Guide: Achieving Safe, Equitable, Healthy, and Drug-Free Schools* is designed to help schools and districts achieve healthy and drug-free schools, and safe school environments, protect civil rights, and assure equitable treatment for all students. These three target areas, like all the goals, are interrelated.

Expert practitioners in school health, safety, and civil rights believe that

- a healthy and drug-free school promotes student access to services and instruction that ensure the opportunity for total well-being, including success in school. A healthy, drug-free school has a comprehensive school health program and an alcohol, tobacco, and other drug use prevention program that encourage healthy lifestyles, strengthen protective factors, and reduce risk behaviors and their consequences.
- safe and drug-free schools are free of physical or psychological harm and provide disciplined environments where students and staff can effectively learn, work, teach, and grow. Safe and drug-free schools can best be created and maintained through the involvement of all stakeholders within the community.
- the ideal school will reflect equity in education when students' school achievement and participation are not identifiable by the subpopulation (race, gender, etc.) to which they belong.

Only then can all students achieve their full potential.

The Planning Guide revises the original guide, *Achieving Goal Five: Assessment and Planning Guide for Goal Five of Blueprint 2000*, to more closely align with the Florida Department of Education's Strategic Plan objectives. The assessment tools were developed according to the principal working assumptions, standards, and outcomes, as set out in Florida's System of School Improvement and Accountability. This guide has been reorganized into sections based on steps in the planning process and includes new examples and worksheets, and updated checklists. Although the guide offers suggestions, each School Advisory Council (SAC) is encouraged to use it in the way that works best for them to identify their school's needs and devise approaches to address those needs.

## ABOUT THIS GUIDE

The *Planning Guide: Achieving Safe, Equitable, Healthy, and Drug-Free Schools* is designed to help schools assess their status in achieving safe, healthy, and equitable schools and create a plan for improvement. A needs assessment, conducted prior to developing your school improvement plan, will help you to decide which areas need improvement. Although each of the three major areas may require special focus, they are closely related to one another. For example, safety problems may be caused or aggravated by policies that prevent equitable access to programs or by the presence of drugs. You are encouraged to look for links among these three areas in putting together your recommendations for improvement. Remember that this guide helps you do a comprehensive assessment, which doesn't have to be done at one time or by one group. You are encouraged to be creative and flexible in your use of this document.

The Planning Guide takes you through the following steps, using the example of a hypothetical high school as its SAC identifies and addresses a problem. Each step includes a worksheet.

### **Step 1: Examining School Data**

What are our school's strengths and weaknesses in the areas of health, safety, and civil rights?

This section helps your SAC determine what to improve. To assess their current situation, SACs will rely on the data collected by the school and district, as well as on their perceptions and experiences. The Assessment Checklists on pages 22 - 56 can also provide useful direction and information.

### **Step 2: Narrowing Your Focus**

What are our school's major problems in the areas of health, safety, and civil rights?

### **Assessment Checklists**

The major assessment tool provided in this guide consists of checklists that will help you organize your needs assessment. The checklists can be used in a variety of ways: to begin discussion, to help clarify issues and focus on a particular area, and to assist in assigning priorities to the desired improvements. The checklists are divided into three categories: safe schools; equitable schools; and healthy, drug-free schools. Each item on the checklists is keyed to sources of data available in your school or district, including the relevant accountability indicators, where appropriate. It is not necessary to fill out every part of every checklist; your SAC can use the checklists and modify them in whatever way works best for you. For example, you may decide to assign different parts of checklists to different groups and concentrate on different categories on the checklists each school year. The checklists can be duplicated as needed.

### **Step 3: Setting Goals**

What goals do we want to set for our school in the areas of health, safety, and civil rights?

An important part of developing and enacting your plan for school improvement is determining what you want your school to look like. In this step, you set your goals, which provide a direction for your plan of action.

## Step 4: Developing an Action Plan

How do we reach our school's goals in the areas of health, safety, and civil rights?

Once you have determined where you are and where you want to be, the next step is deciding how to get there. In this step, you identify the causes of the problems; write measurable objectives for reaching your goals; devise strategies, activities, and a timeline for meeting those objectives; and identify the necessary resources and personnel.

## Step 5: Developing an Evaluation Plan

How do we measure progress toward our school's goals in the areas of health, safety, and civil rights?

It is important to have measurable indicators of your progress, including the indicators that initially helped you identify the problem. Again, your experience, observations, and perceptions will also provide information about your plan's progress.

## Sample Assessments and Action Plans

Examples of assessments and action plans for healthy, drug-free, equitable, and safe schools are provided.

In your deliberations, you may choose to go back and forth between steps as you develop your plans. You may find that priority areas you initially identified need revision as you learn more about where you are now. Your SAC should feel free to follow the process that works best for the group.

## Appendices

### ■ Appendix A: Goals of the Florida System for School Improvement and Accountability

Goal statements are given for each of the eight goals included in Florida's System of School Improvement and Accountability.

### ■ Appendix B: School Environmental Safety Incident Reporting System

This appendix details elements collected for Indicator 5.1 of Florida's System of School Improvement and Accountability, the accountability indicator required for Goal Five. A sample state summary report is included.

### ■ Appendix C: Accountability Indicators

The chart in Appendix C provides information about the accountability indicators that schools are required to report for all state education goals.

### ■ Appendix D: Glossary of Acronyms and Terms

The glossary includes definitions for acronyms used in the document and terms commonly used in school assessment.

### ■ Appendix E: Sunshine State Standards for Health Education and Physical Education

Strands and standards for health education and physical education are summarized.



**Step 1: Examining School Data**

Step 2: Narrowing Your Focus

Step 3: Setting Goals

Step 4: Developing an Action Plan

Step 5: Developing an Evaluation Plan

STEP 1

# Achieving Safe, Equitable, Healthy & Drug-Free Schools

## STEP 1: EXAMINING SCHOOL DATA

What are our school's strengths and weaknesses in the areas of health, safety, and civil rights?

There are numerous ways for the SAC to begin its discussion of the school's status in achieving safe, equitable, healthy, and drug-free schools. Consider the steps outlined below:

First, review the School Advisory Council Report (see Florida Department of Education: School Advisory Council Report, page 8, and Sample 1: School Environmental Safety: Reported Incidents, page 9.)

Second, examine additional data that have been collected by the school, the district, and other groups who may be working on the different goals of the Florida System of School Improvement and Accountability (see Sample 2: School Environmental Safety: Incident Details, page 10, Sample 5: Indicator 4.1: School Learning Environment Survey of Students, page 73, and Appendix C, "Accountability Indicators", pages 105-106).

Third, review the summaries of the laws and regulations pertaining to Goal Five to ensure that your school is in compliance. (See *Planning Guide: Supplemental Resources*.)

Fourth, preview the assessment checklists (see Step 2, pages 19-54) for ideas about areas to discuss and sources of relevant data.

Finally, discuss the perceptions, observations, and experiences of the members of the SAC.

To help with this step, fill out the Worksheet for Step 1: Examining School Data on page 11, following the above steps.

**Florida Department of Education  
School Advisory Council Report  
School Environmental Safety Incident Report - Data Section**

**School Environmental Safety:** Reported Incidents (see Sample 1: School Environmental Safety: Reported Incidents on page 9 for types of incidents included)

**Program Review**

Two tables are given for each program or course listed below:  
(1) the number and percent of students enrolled by race and gender;  
and (2) the racial/ethnic composition of students in the program.

- Program enrollment for gifted students
- Students with mild disabilities
- Students with moderate or severe disabilities
- Students in federal compensatory education programs
- Students in English for Speakers of Other Languages (ESOL) programs
- Dual enrollment courses
- Advanced placement courses

**Number of Suspensions and Expulsions**

- (a) Two tables are given for each action listed below:
- (1) the number and percent of students receiving action by race and gender
  - (2) the racial/ethnic composition of students receiving action
    - In-school suspensions
    - Out-of-school suspensions
    - Expulsions
- (b) Number/percent of students in each of five dropout prevention programs

Note: This page is a description of the content available at the district level for every school.



# SAMPLE 1

## Oceanside High School Environmental Safety: Reported Incidents

Type of Incident	Number of Incidents		
	School Total	District Total	State Total
<b>Alcohol</b>	16	88	1,367
<b>Arson</b>	2	11	334
<b>Battery</b>	26	184	14,935
<b>Breaking and Entering/Burglary</b>	0	105	2,223
<b>Disorderly Conduct</b>	93	557	97,873
<b>Drugs except Alcohol</b>	39	416	5,004
<b>Fighting</b>	206	6,783	74,130
<b>Homicide</b>	0	0	1
<b>Kidnapping</b>	0	0	23
<b>Larceny/Theft</b>	24	402	9,626
<b>Motor Vehicle Theft</b>	0	1	341
<b>Robbery</b>	0	14	611
<b>Sexual Battery</b>	0	6	173
<b>Sexual Harassment</b>	5	21	2,442
<b>Sex Offenses</b>	4	92	1,491
<b>Tobacco</b>	51	695	21,508
<b>Threat/Intimidation</b>	115	429	9,891
<b>Trespassing</b>	4	133	1,635
<b>Vandalism</b>	32	311	8,165
<b>Weapons Possession</b>	7	204	4,520
<b>Other Major Offenses</b>	38	159	8,604
<b>TOTAL</b>	<b>662</b>	<b>10,611</b>	<b>264,897</b>

Source: Florida School Advisory Council Report, Indicator 5.1

## SAMPLE 2

### Oceanside High School Environmental Safety: Incident Details

	Incident Type			
	Battery	Drugs except Alcohol	Fighting	Threat/Intimidation
Total Incidents	26	39	206	115
# Reported to Law Enforcement	26	39	4	55
# Gang Related	3	0	2	2
# Alcohol Related	1	0	3	0
# Drug Related	1	NA	3	0
# Hate Crime Related	4	0	2	13
# Firearms Involved	0	1	0	1
# Other Weapons Involved	2	0	3	8

Source: District information systems office, Indicator 5.1  
 (Note: This office may go by different names in various districts; e.g., MIS)

# WORKSHEET FOR STEP 1

## Examining School Data

page 1 of 3 pages

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### Our School's Strengths and Weaknesses

**(1) Examine existing data sources**

A. Data from School Advisory Council Report: main trends in data

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B. Safe learning environment survey (Indicator 4.1): main trends in data

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C. Data source:  
Main trends in data

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D. Data source:  
Main trends in data

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# WORKSHEET FOR STEP 1

## Examining School Data

page 2 of 3 pages

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**(2) Review law and regulation summaries**

A. Laws/regulations needing further review

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B. Laws/regulations requiring action

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**(3) Gather perceptions and observations of SAC members**

A. Perceptions and observations on major problem areas

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B. Additional areas/issues to review further

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Step 1: Examining School Data

**Step 2: Narrowing Your Focus**

Step 3: Setting Goals

Step 4: Developing an Action Plan

Step 5: Developing an Evaluation Plan

STEP 2

# Achieving Safe, Equitable, Healthy & Drug-Free Schools

## STEP 2: NARROWING YOUR FOCUS

What are our school's major problems in the areas of health, safety, and civil rights?

After reviewing the relevant laws and the data that have been compiled by the school, the SAC will need to narrow its focus to specific problem and success areas. To do this, additional information may need to be collected. The checklists included in this section have been designed to assist with gathering this type of information. They contain factors that practitioners identified as contributing to safe schools, equitable schools, and healthy, drug-free schools. Completing some or all of the sections of these checklists will assist SACs in identifying specific problems to improve and successes to enhance.

To narrow your focus:

- Identify those areas that members of the SAC agree are working well and those needing improvement.
- Collect and review data that are relevant to the areas needing improvement.
- Identify specific problems and look for the causes of these problems.
- Decide which problems should receive priority.
- Decide which successes should be enhanced, built on, or replicated.

To help with this step, fill out the Worksheet for Step 2: Narrowing Your Focus, on page 57.

## THE ASSESSMENT CHECKLISTS

The following three checklists reflect what practitioners believe are contributing factors to safe schools, equitable schools, and healthy, drug-free schools. They are not required components of a school improvement plan. Each checklist is divided into several components. The checklists are extensive, giving you a wide range of possibilities to consider. Choose those sections that will be the most helpful to you.

### Checklist Components



#### Safe Schools

- |  |                  |
|--|------------------|
| ■ School Climate                       | ■ Communications |
| ■ Discipline                           | ■ Facilities     |
| ■ Policies and Planning                | ■ Transportation |
| ■ Prevention and Intervention Programs | ■ Partnerships   |
| ■ Leadership and Staff Development     |                  |



#### Equitable Schools

- |                            |                               |
|----------------------------|-------------------------------|
| ■ Civil Rights Policy      | ■ School Environment          |
| ■ Curriculum               | ■ Staff and Student Attitudes |
| ■ Organizational Framework | ■ School Events and Symbols   |



#### Healthy, Drug-Free Schools

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|---|---|
| ■ Instruction                                   | ■ Student Assistance Programs               |
| ■ Safe, Health-Promoting,<br>Drug-Free Worksite | ■ School and Community                      |
| ■ Health Services                               | ■ Physical Activity                         |
| ■ Food Service                                  | ■ Policies                                  |
| ■ School Environment                            | ■ Assessment, Monitoring, and<br>Evaluation |

## USING THE ASSESSMENT CHECKLISTS

The Assessment Checklists beginning on the following page provide a way to initiate discussion of the various areas that contribute to achieving safe, equitable, and healthy schools. The checklists can be used most effectively as ongoing worksheets, to be completed and referred to throughout the assessment process. They are not designed to be completed at one sitting, nor are they designed as perception surveys to be used with the SAC, staff, teachers, or parents. They are designed, however, to help you:

- organize your approach to assessing what your school needs to improve in these areas
- identify sources of data that you can review and use in determining what to improve
- identify the areas in most need of improvement and determine priorities
- keep track of the areas you have examined

The Assessment Checklists are organized in the following manner:

Policy	Sample Sources of Information	Implement or Improve	Priority	Progress
1	2	3	4	5

### Column 1

The items in this column were contributed by expert practitioners in the areas of safety, civil rights, and health. You may choose not to address all of the items at one time. The more items you can address, however, the more complete your assessment will be.

### Column 2

This column identifies the data that may be used in determining whether your school needs to implement or improve the item and indicates where the data can be found. A reference to an accountability indicator means that these data are among those required by the State Board of Education as you assess your school's progress.

### Column 3

Place a check mark in this column if you believe that, based on the data, the item is one your school should either implement or improve.

### Column 4

In this column, you can either indicate that the item is a priority, or assign it a numerical priority. You may discover that you have listed more priorities than you can address, but this designation will allow you to review those priorities and refine your list.

### Column 5

In this column, indicate the progress that you have made toward completion of this item.

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Note: For further review of specific areas such as school climate or equity, see the additional checklists and surveys in the *Planning Guide: Supplemental Resources*, available in your district office.

## Achieving Safe, Equitable, Healthy & Drug-Free Schools

### Safe, Disciplined Schools Checklist

Place a check mark in column three, next to those items you believe your school needs either to implement or improve. The second column provides possible sources of information (data) about this area. In the fourth column, indicate the priority you think this item should receive. In the fifth column, indicate the progress you have made on this item. See Appendix C for Accountability Indicators. Checklists may be duplicated as needed.

School Climate	Sample Sources of Information	Implement or Improve	Priority	Progress
School spirit and pride are high among all stakeholders.	Indicator 4.1			
School's administration listens to the views and opinions of teachers.	Surveys of teachers, School Safety Personnel Survey <sup>1</sup>			
There is high parent involvement in the school.	Records of parent-teacher meetings, PTA membership, records of parent volunteer hours			
Cultural diversity is respected and forms the framework for programs, policies, curriculum and activities.	Existence of multicultural opportunities/ activities, Indicator 4.1			
Teachers, staff, and administrators listen to the views and opinions of students.	Student survey, Student School Safety Survey <sup>1</sup>			
School meets civil rights and equity program requirements.	FEEA <sup>2</sup> annual update, district equity coordinator			
Students, teachers, staff, and administrators feel safe on school campus, at school-sponsored events, and on school transportation.	Student, parent, teacher surveys, school personnel, Student and Teacher School Safety Surveys <sup>1</sup>			

<sup>1</sup> Available in the *Planning Guide: Supplemental Resources*.

<sup>2</sup> Florida Educational Equity Act

## Achieving Safe, Equitable, Healthy & Drug-Free Schools

<b>School Climate</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
Teachers and administrators express high expectations for all students. <sup>4</sup>	School mission statement, Indicator 4.1			
Teachers, administrators, and students treat each other respectfully and students are not subject to verbal or physical abuse by other students. <sup>5</sup>	Indicator 4.1, Indicator 5.1			
School has a caring and supportive climate for students and staff. <sup>6</sup>	School Advisory Council Report, Indicator 4.1			
Students have various opportunities for meaningful participation and leadership at school. <sup>6</sup>	Record of student activities, Indicator 4.1			
School frequently acknowledges/rewards academic achievement, positive behavior, and student contributions. <sup>6</sup>	Principal, record of school activities, Indicator 4.1			

<sup>4</sup> From CHEF (1990); see *Planning Guide: Supplemental Resources*.

<sup>5</sup> Adapted from the Successful Schools Survey; see *Planning Guide: Supplemental Resources*.

<sup>6</sup> Adapted from Benard (1991); see *Planning Guide: Supplemental Resources*.

## Achieving Safe, Equitable, Healthy & Drug-Free Schools

<b>Discipline</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
Teachers, students, and parents are involved in the review and development of the student code of conduct.	Principal or PTA president			
Behavioral expectations and consequences for violations are clearly outlined in the student code of conduct and are clearly communicated to students, staff, and parents.	Student code of conduct, Checklist for Student Code of Conduct, <sup>1</sup> Incident Reporting Checklist, <sup>1</sup> Weapons Checklist <sup>1</sup>			
Disciplinary actions on the school campus, at school-sponsored events, and on school transportation are fairly and consistently enforced.	Student, parent, teacher surveys, Behavioral Expectation and Discipline Enforcement Surveys for Teachers and Students <sup>1</sup>			
The student code of conduct and enforcement of expectations are reviewed annually for fairness and effectiveness.	Review by SAC, PTA, or school committee			
Administrators and staff use various means to reinforce positive self-images, behaviors, and attitudes of students. <sup>2</sup>	Student surveys			
Parents are an integral part of student discipline procedures and actions.	PTA president/SAC, Parent School Safety Survey <sup>1</sup>			
School is effectively dealing with gangs and gang-related activities.	Principal or dean, examples of gang intervention, School Resource Officer, Youth Gangs Checklist <sup>1</sup>			

<sup>1</sup> Available in the *Planning Guide: Supplemental Resources*.

<sup>2</sup> From *South Carolina School Safety Checklist*, South Carolina Department of Education, December 1990.



## Achieving Safe, Equitable, Healthy & Drug-Free Schools

Discipline	Sample Sources of Information	Implement or Improve	Priority	Progress
Students and parents are made aware of and acknowledge behavioral expectations and school discipline procedures. <sup>2</sup>	Behavioral Expectation and Discipline Enforcement Surveys for teachers and students, <sup>1</sup> PTA meeting minutes, school newsletter, signed copies of the student code of conduct			
A school discipline study committee identifies and resolves problems related to discipline.	Principal, committee reports			
Duty personnel have been given monitoring assignments for critical areas of the school throughout the school day.	School duty monitoring plan for faculty, Duty Personnel Assignment Checklist <sup>1</sup>			
Alternatives to referrals, class exclusion, suspension, and expulsion are built into the discipline policy and are widely used. <sup>3</sup>	Student code of conduct, programs are in place, Behavioral Expectation and Discipline Enforcement Surveys for teachers and students <sup>1</sup>			
School has a comprehensive schoolwide discipline plan.	Discipline plan, Behavioral Expectation and Discipline Enforcement Surveys for teachers and students <sup>1</sup>			

<sup>1</sup> Available in the *Planning Guide: Supplemental Resources*.

<sup>2</sup> From *South Carolina School Safety Checklist*, South Carolina Department of Education, December 1990.

<sup>3</sup> From *School Safety Checkbook*, National Safety Center, August 1990.

## Achieving Safe, Equitable, Healthy & Drug-Free Schools

<b>Discipline</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
Expectations of teachers and administrators for discipline of students are clearly spelled out and communicated.	Discipline plan, Behavioral Expectation and Discipline Enforcement Surveys for teachers and students <sup>1</sup>			
All teachers are competent in behavior and classroom management techniques.	Principal, Behavioral Expectation and Discipline Enforcement Surveys for teachers and students <sup>1</sup>			
Teachers and administrators have developed proactive and reactive strategies to deal with inappropriate behavior.	Discipline plan, Behavioral Expectation and Discipline Enforcement Surveys for teachers and students <sup>1</sup>			
The student code of conduct provides for the most severe consequences and notification of law enforcement for firearm, drug, and other serious criminal and/or violent offenses. <sup>7</sup>	Student code of conduct, Indicator 5.1			
The student code of conduct provides notice that any student who brings a firearm to school, any school function, or on any school-sponsored transportation will be expelled from the student's regular school for a period of not less than one full year and referred for criminal prosecution (230.23 (6)(d) 10., Florida Statutes).	Student code of conduct, Indicator 5.1			

<sup>1</sup> Available in the *Planning Guide: Supplemental Resources*.

<sup>7</sup> See Zero Tolerance Rule in *Planning Guide: Supplemental Resources*.

## Achieving Safe, Equitable, Healthy & Drug-Free Schools

<b>Policies and Planning</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
Policies and procedures covering all safety area components are reviewed and updated at least every two years.	School Safety Plan			
There is an ongoing review process of school safety procedures for school administrators with the school district's attorney involving timely updates on pertinent legal information. <sup>2</sup>	Principal			
The visitor policy is reviewed, updated when needed, and posted.	Principal, PTA president, SAC chairman			
All stakeholders are involved in assessing, developing, and implementing programs and policies on school safety.	Principal, PTA president, SAC chairman, School Resource Officer			
School has a plan for crisis/emergency situations that is assessed and updated regularly; all staff are trained in the plan.	Principal, PTA president, SAC chairman, Emergency Preparedness Policy and Planning Checklist <sup>1</sup>			
A safety review team, which includes representatives of students, staff, administration, teachers, law enforcement, parents, community leaders, School Advisory Council, and civil defense, is in place at the school to oversee safety policy and programs.	Principal, SAC chairman			

<sup>1</sup> Available in the *Planning Guide: Supplemental Resources*.

<sup>2</sup> From *South Carolina School Safety Checklist*, South Carolina Department of Education, December 1990.

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<b>Policies and Planning</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
An individual is designated to be responsible for coordinating overall school security procedures. <sup>2</sup>	Principal			
A chain-of-command has been established for the school when the principal and/or other administrators are away from campus. <sup>2</sup>	Principal			
School has proactive security procedures on campus, at school-sponsored events, and on school transportation.	Principal, School Resource Officer			
School or district has an incident reporting system in place to track incidents of weapons, drugs, crime, physical and psychological threats and harm to meet state and federal reporting requirements. <sup>9</sup>	Principal or dean, office staff, Incident Reporting Checklist, <sup>1</sup> Weapons Checklist, <sup>1</sup> Indicator 5.1			
School office is clearly marked and someone is assigned to greet/screen school visitors.	Principal, observation, procedure in place			
School activities, services, and curriculum take into account the characteristics of the students and community.	Principal, PTA president			
School safety measures take into account conditions in the neighborhood and surrounding community, including crime and hazardous conditions.	Principal, School Resource Officer, PTA president			

<sup>1</sup> Available in the *Planning Guide: Supplemental Resources*.

<sup>2</sup> From *South Carolina School Safety Checklist*, South Carolina Department of Education, December 1990.

<sup>9</sup> See Appendix B

## Achieving Safe, Equitable, Healthy & Drug-Free Schools

<b>Prevention &amp; Intervention Programs</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
Assistance programs are in place and readily available to identify, counsel, and provide services and referrals for students.	Principal			
Students are trained in conflict resolution methods.	Principal, Behavioral Expectation and Discipline Enforcement Surveys for teachers and students <sup>1</sup>			
Programs are available for students in need of extra help with academic work.	Principal, student and parent surveys			
Students have opportunities to participate in community service projects and activities.	Principal, student survey			
Relevant job placement, apprenticeship, and/or job training programs are in place.	Principal			

<sup>1</sup> Available in the *Planning Guide: Supplemental Resources*.

## Achieving Safe, Equitable, Healthy & Drug-Free Schools

<b>Leadership and Staff Development</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
The principal and administrative staff maintain a highly visible profile. <sup>2</sup>	Surveys			
Teachers, administrators, and staff members are trained by law enforcement or other knowledgeable persons to respond to intruders, violent or potentially violent students, and to prevent crimes, such as assault and burglaries. <sup>2</sup>	Training documented, School Resource Officer			
Teachers, administrators, and staff are regularly trained in emergency/crisis intervention and follow-up plans. <sup>2</sup>	Training documented			
Teachers, administrators, and staff are trained in conflict resolution methods.	Training documented, Behavioral Expectation and Discipline Enforcement Surveys for Teachers <sup>1</sup>			
Teachers receive adequate training to carry out their teaching and other school responsibilities.	Training documented, Behavioral Expectation and Discipline Enforcement Surveys for Teachers, <sup>1</sup> School Personnel Safety Survey <sup>1</sup>			
Substitutes, school volunteers, and school security monitors receive adequate training for classroom and other responsibilities, including emergency and crisis situations.	Training documented, survey			

<sup>1</sup> Available in the *Planning Guide: Supplemental Resources*.

<sup>2</sup> From *South Carolina School Safety Checklist*, South Carolina Department of Education, December 1990.

## Achieving Safe, Equitable, Healthy & Drug-Free Schools

<b>Leadership and Staff Development</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
Teachers, administrators, and staff are made aware of their legal responsibilities for the enforcement of safety rules, regulations, policies, and laws.	Training documented, survey			
A regular assessment of training needs of teachers, staff, and administrators is conducted.	Survey/analysis of data			

<b>Communications</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
All rules, regulations, and policies related to safety and discipline are regularly reviewed and updated with all relevant stakeholders.	Documentation, surveys			
A system is in place for students, staff, and teachers to report problems or incidents anonymously.	Documentation, surveys			
Communication systems are in place for teachers, staff, and bus drivers to immediately reach administrators in case of emergency or need for back-up.	Documentation, surveys			
A written policy or procedure is in place to respond to media or other legitimate requests for information during an emergency. <sup>2</sup>	Principal, documentation			
There is a process in place to control rumors in crisis/emergency situations. <sup>2</sup>	Principal, documentation			

<sup>2</sup> From *South Carolina School Safety Checklist*, South Carolina Department of Education, December 1990.

## Achieving Safe, Equitable, Healthy & Drug-Free Schools

<b>Communications</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
School has a positive media campaign in place to enhance the school image.	Principal, documentation			
Information-sharing agreements have been developed with the Department of Children and Families, law enforcement, the Department of Juvenile Justice, and other related agencies.	Principal, documentation			

<b>Facilities</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
School facility and campus are well-maintained, attractive, and clean.	Observation			
School has a biennial facility review for safety and hazardous conditions.	Principal, report on file			
Findings and problems identified from biennial facility review have been appropriately resolved within a specified timeframe.	Principal, report on file			
School facilities are used by community groups during non-school hours.	Principal, documented examples			
Graffiti is either photographed for police review or viewed by police officer on the scene and then promptly removed by assigned staff or students.	Observation, School Resource Officer, maintenance staff			
A procedure is in place for rapid action to fix broken or damaged equipment, facilities, etc.	Principal, documentation, maintenance staff			



## Achieving Safe, Equitable, Healthy & Drug-Free Schools

<b>Facilities</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
School facility has been examined by expert in Crime Prevention through Environmental Design and recommended modifications made to facility where feasible. <sup>8</sup>	Report from examination, modifications to facility			

<b>Transportation</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
Student code of conduct clearly communicates that behavioral expectations apply to school transportation, including bus stops, and will be enforced.	Principal, documentation, Checklist for Student Code of Conduct, <sup>1</sup> bus driver survey			
Transportation plans are reviewed and updated annually.	Principal, documentation, Transportation Safety Checklist <sup>1</sup>			
Incident reports include acts committed on school transportation.	Discipline referral file, Indicator 5.1			
School bus safety rules have been developed and distributed to all students and parents. <sup>2</sup>	Student code of conduct			
School bus stops and routes are reviewed yearly for hazardous conditions. <sup>2</sup>	Principal, documentation, district school transportation coordinator			
Safety training, including training for emergency and crisis situations, is provided for all school bus drivers. <sup>2</sup>	Training documented, bus driver survey			

<sup>1</sup> Available in the *Planning Guide: Supplemental Resources*.

<sup>2</sup> From *South Carolina School Safety Checklist*, South Carolina Department of Education, December 1990.

<sup>8</sup> See Appendix G in the *Planning Guide: Supplemental Resources*.

## Achieving Safe, Equitable, Healthy & Drug-Free Schools

<b>Transportation</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
The school has developed procedures to reduce hazards in areas that students travel through to get to and from school.	Principal, PTA president			

<b>Partnerships</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
Agreements, consistent with Florida Statutes, have been developed between school administration and local law enforcement, Juvenile Justice, and School Resource or security officers, for sharing information and reporting criminal and violent incidents.	Principal, agreements on file, School Resource Officer, Incident Reporting Checklist <sup>1</sup>			
School representatives meet regularly with local law enforcement to discuss and address school safety issues.	Principal, School Resource Officer			
Parents are an integral part of policymaking and program development and implementation.	PTA president, Parent School Safety Survey <sup>1</sup>			
Local residents are encouraged to report suspicious activities on or around the school campus to the school administration or to law enforcement officials if after hours. <sup>2</sup>	Principal			

<sup>1</sup> Available in the *Planning Guide: Supplemental Resources*.

<sup>2</sup> From *South Carolina School Safety Checklist*, South Carolina Department of Education, December 1990.

<sup>8</sup> See the *Planning Guide: Supplemental Resources*.

## Achieving Safe, Equitable, Healthy & Drug-Free Schools

<b>Partnerships</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
Partnerships are developed with local social and human services agencies and the Department of Juvenile Justice to provide services for students and assistance in emergency situations.	Principal, guidance office			
Local businesses and residents are involved in program development and implementation.	Principal			

# Achieving Safe, Equitable, Healthy & Drug-Free Schools

## Equitable Schools Checklist

Place a check mark in column three, next to those items you believe your school needs either to implement or improve. The second column provides possible sources of information (data) about this area. In the fourth column, indicate the priority you think this item should receive. In the fifth column, indicate the progress you have made on this item. See Appendix C for Accountability Indicators. Checklists may be duplicated as needed.

<b>Civil Rights Policy</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
At all levels, school and district personnel reflect at a minimum the ethnic, racial, and gender mix of the district general population.	Florida Educational Equity Act (FEEA) annual updates, district MIS database			
The school board has adopted formal policies stating that all courses, services, and activities are to be made available to students regardless of race, national origin, sex, marital status, disability or socio-economic level, and data reflect success of the district in implementing these policies.	School Board District Policy, FEEA annual update, district MIS database			
All students have the same opportunity to take courses leading to postsecondary education and employment regardless of which school they are in, and are expected to participate in coursework that challenges their ability to the maximum.	School's mission statement, school curriculum guide, student surveys, FEEA annual update, course enrollment data			
The school has reasonable rules of conduct that are fair and consistent. The disciplinarians are sensitive to the cultural assumptions, values, and communication expectations of the total school community.	Student surveys, discipline referral reports, school discipline plan, student handbook, student code of conduct			
The school and district implement and comply with all civil rights laws of state and federal enforcement agencies.	FEEA annual update, superintendent, equity coordinator, building principal, state EEOP			

## Achieving Safe, Equitable, Healthy & Drug-Free Schools

<b>Civil Rights Policy</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
Persons with disabilities have equal access with necessary accommodations to full participation in educational services, programs, and activities.	ADA coordinator, building principal, student surveys			
All students have equal access to and opportunity to participate in and benefit from extracurricular activities, awards, grants, and all support given to schools and districts.	FEEA annual updates, school guidance reports of awards, grants, and scholarships			
The level of instruction is not disproportionately identifiable by race, national origin, or gender mix of the school, and schools use non-tracking methods to expand students' opportunities to pursue the highest quality of instruction.	FEEA annual updates, district MIS database, curriculum guide			
The school has a policy that explicitly condemns harassment on the basis of race, gender or national origin. The policy has clear complaint reporting, fact finding, and appeal procedures; has stated consequences; and is consistently enforced.	Existence of school policy regarding harassment, Indicator 5.1			

<b>Curriculum</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
The content and presentation of instructional materials is representative of cultural, racial and gender diversity.	Instructional material selection procedures and textbook review			

## Achieving Safe, Equitable, Healthy & Drug-Free Schools

<b>Curriculum</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
The curriculum includes the contributions of all Americans and reflects a sensitivity to and appreciation of cultural differences.	Student and teacher surveys, instructional materials and textbook review, principal			
A variety of instructional strategies are used that reflect differences in learning styles. Teaching methods, strategies, and assessment procedures reflect sensitivity, positive attitudes, and high expectations.	FEEA annual updates, district MIS database			
Schools within a district are not identifiable by the test scores; course or program enrollments; or discipline, dropout, promotion and retention rates of any particular demographic student group.	FEEA annual updates, district MIS database			
The adequacy of curricula, prerequisites, physical plants, materials, and resources are not identifiable by which school a child attends or in which neighborhood the school is located.	District budget, plant survey reports and data, curriculum guide, FEEA annual updates			
Students are academically, culturally, and linguistically prepared for successful participation in a global society.	Student follow-up surveys, college feedback reports, existence of multicultural opportunities/activities, Indicator 2.4			
The school has provided culturally sensitive and inclusively planned staff development about diverse cultural norms, communications, and learning styles.	Staff development records			

## Achieving Safe, Equitable, Healthy & Drug-Free Schools

<b>Curriculum</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
The curriculum includes specific objectives on cultural diversity, crosscultural communication, and conflict resolution at all grades in all types of programs.	Student and teacher surveys, instructional materials and textbook review, principal			

<b>Organizational Framework</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
The School Advisory Council represents the diversity of the entire community, and there is evidence that members share equally in dialogue, decisions, and development and implementation of remedial plans, school programs and activities.	School Advisory Council records, policies and procedures for selection of SAC members, SAC minutes, surveys, Indicator 8.1			
Student tracking and in-class homogeneous grouping have been replaced with heterogeneous placement and instruction.	School policy, curriculum guides, MIS data reports, FEEA annual updates			
All extracurricular activities include active participation of students from all race, gender, and ethnic groups.	Activities by-laws, school publications, data reports, school climate surveys			
All students and staff can identify key elements of the school culture.	School climate survey			

## Achieving Safe, Equitable, Healthy & Drug-Free Schools

<b>School Environment</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
All students demonstrate a desire to excel.	School climate survey, FEEA annual updates, Indicator 4.1			
Students learn to appreciate differences through cooperative interaction.	School climate survey, existence of multicultural opportunities/activities, Indicator 4.1			
One hundred percent of family representatives attend scheduled family conferences.	Parent conference attendance logs			

<b>Staff and Student Attitudes</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
Staff members use language that is free from bias and stereotyping at all times.	Reported incidents of harassment, school climate survey, Indicators 4.1 and 5.1			
It is acceptable for staff to talk about the history and contributions of all cultures in the classroom.	School climate survey, Indicator 4.1			
The diversity of society is recognized and valued.	School climate survey, Indicator 4.1			
Staff members communicate frequently with colleagues and community members who are of different genders and racial and ethnic backgrounds.	Existence of multicultural opportunities/activities, school climate survey, Indicator 4.1			
Staff can identify the major demographic groups in the school and modes of learning valued within each of these groups.	FEEA annual updates, staff development logs			



## Achieving Safe, Equitable, Healthy & Drug-Free Schools

<b>School Events and Symbols</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
<p>The planning, participation, and attendance for all school events, awards, and programs reflect the diversity of people in the school by race, gender, and ethnicity.</p>	<p>School climate survey, school publications, programs, yearbook, recruitment literature, displays, Indicator 4.1</p>			
<p>Mascots, emblems, team names, and trophies are free from racial, gender, and ethnic bias.</p>	<p>School policy, school climate survey, Indicator 4.1</p>			
<p>There are important events in the school that emphasize human unity and diversity and the heritage and contributions of all cultural groups, (e.g., Earth Day, World Peace Day, United Nations Day, Martin Luther King Day, Women’s History Month, Hispanic Heritage Month, Asian Pacific Heritage Month, and Indian Law Day).</p>	<p>School records, displays</p>			

## Achieving Safe, Equitable, Healthy & Drug-Free Schools

### Healthy, Drug-Free Schools Checklist

Place a check mark in column three, next to those items you believe your school needs either to implement or improve. The second column provides possible sources of information (data) about this area. In the fourth column, indicate the priority you think this item should receive. In the fifth column, indicate the progress you have made on this item. See Appendix C for Accountability Indicators. Checklists may be duplicated as needed.

Instruction	Sample Sources of Information	Implement or Improve	Priority	Progress
School provides for all students in all grades sequential comprehensive health instruction PreK-12 in the 10 content areas -community health, consumer health, environmental health, family life, growth and development, nutritional health, personal health, prevention and control of diseases (including HIV/AIDS and sexually transmitted diseases) safety and accident prevention, and substance use and abuse).	District Comprehensive School Health Education (CSHE) Coordinators, physical education, Safe and Drug-Free Schools (SDFS) Coordinators, Youth Risk Behavior Survey, department of health-school health plan			
The curriculum makes it clear to students that the use of alcohol, tobacco, or other drugs is wrong and harmful.	District CSHE and SDFS Coordinators, school administration, curriculum review			
School provides training and resources to address health and safe and drug-free schools education needs of special student populations.	School administration, district physical education, CSHE, and SDFS Coordinators, Area Health Education Center (AHEC)			
School has adequate funding for comprehensive school health education (CSHE) programs and safe and drug-free schools (SDFS) education programs.	School administration, District CSHE and SDFS Coordinators			

## Achieving Safe, Equitable, Healthy & Drug-Free Schools

Instruction	Sample Sources of Information	Implement or Improve	Priority	Progress
School utilizes community, peers, and parents to support comprehensive school health education and safe and drug-free schools program activities.	School administration, district/school volunteer coordinator, District CSHE and SDFS Coordinators, district/school wellness teams			
School makes use of varied, creative, and culturally sensitive instructional CSHE and SDFS strategies.	School administration, District CSHE and SDFS Coordinators, local voluntary health agencies			
School promotes CSHE and SDFS programs to the community.	School administration, school newsletters, District CSHE and SDFS Coordinators, local American Cancer Society			
School has adequately trained personnel in health and substance abuse content areas.	School administration, CSHE and SDFS Coordinators			
School provides alcohol, tobacco, and other drug prevention education and comprehensive health education programs for students who have been suspended or expelled from the regular classroom.	School administration, District CSHE and SDFS Coordinators			

## Achieving Safe, Equitable, Healthy & Drug-Free Schools

<b>Safe, Health-Promoting Drug-Free Worksite</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
School provides fitness facilities, equipment, and/or health-related fitness activities for all staff.	District Employee Assistance Program, district and school wellness team			
School promotes employee safety and injury prevention.	School administration			
School has health promotion for staff.	District Employee Assistance Program, district and school wellness team			
School provides evaluation of health promotion for staff.	District Employee Assistance Program, survey of school facility, teachers, wellness team, risk manager			
School has community partnerships to promote a safe, healthy, drug-free worksite.	School administration, District CSHE and SDFS Coordinators			
School employees are committed to school's comprehensive health and safe and drug-free schools programs.	School health survey			
School has an employee assistance program.	School administration, district office			
School provides individual health assessment for all employees.	School administration, wellness team, school nurse			
School has a drug-free workplace program.	School administration, district administration, District CSHE and SDFS Coordinators			

## Achieving Safe, Equitable, Healthy & Drug-Free Schools

<b>Health Services</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
School complies with Safe and Drug-Free Schools Employee Program guidelines (including policies for drug-free schools for all employees).	District CSHE and SDFS Coordinators			
School provides a comprehensive range of preventive, early intervention, and primary care services.	School administration, District CSHE and SDFS Coordinators, school nurse			
School provides first-aid emergency care.	School administration, school nurse			
School provides services to high-risk groups.	School administration, District CSHE and SDFS Coordinators, district dropout prevention plan			
School provides targeted services such as family planning, counseling, support groups, referrals and follow-up.	School administration, District CSHE and SDFS Coordinators, school nurses			
School has community partnerships and collaborations to include local Department of Children and Families and county health department.	School administration, County Juvenile Justice Council, District CSHE and SDFS Coordinators, District SDFS Project Application			
School has expanded school health service funding initiatives.	County Public Health Unit			
School has an ongoing prevention and health education training program for all administrators, teachers, and support staff.	School administration, District CSHE and SDFS Coordinators, Area Health Education Center (AHEC)			

## Achieving Safe, Equitable, Healthy & Drug-Free Schools

<b>Food Service</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
School provides nutritious, appealing meals for all students and staff (universal vision doing away with eligibility and providing breakfast and lunch).	School Food Service Manager, school curriculum coordinator, wellness team coordinator			
Food service coordinates with health/nutrition education in classroom.	School Food Service Manager, school's curriculum coordinator			
School has adequate staff/ personnel to deliver services and provides nutrition training/ inservice for food service personnel.	School Food Service Manager			
School has adequate space/facility setting to provide ambiance for dining for youth and adequate time for serving and consuming breakfast and lunch.	School administration, School Food Service Manager, wellness team coordinator			
School's food service follows U.S. dietary guidelines in preparation of a variety of meal menus.	School Food Service Manager			
School has student and teacher/ parent/community involvement in food service program (e.g., parent visitation, ethnic food days, business partnerships, local restaurant involvement).	School administration, School Food Service Manager, wellness team			
School provides meals adapted for special needs children (e.g., exceptional education students, infants in teen parent programs) with recognition of ethnic/cultural differences in foods.	School Food Service Manager, ESE personnel			
All foods served or sold on campus (e.g., vending machines, fund raising ) support healthy food choices.	School Administration, PTO, wellness team			

## Achieving Safe, Equitable, Healthy & Drug-Free Schools

<b>School Environment</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
School provides safe physical plant (buildings, parking, playgrounds, grounds, surrounding environment, temperature, lighting, noise control, ventilation, clean air).	District OSHA Reports, school maintenance records, school administration			
School provides access for persons with disabilities.	School administration, ESE lead teacher			
School provides environment conducive to positive student-teacher-administration relationships.	School administration, school records, district Employee Assistance Program, district/school wellness team			
School provides prevention programs to assist all students (e.g., tutoring, mentoring, counseling, support groups, vocational programs, social and other drug-free activities, community service opportunities).	School administration, District Employee Assistance Program, district/school wellness team			
School provides environment conducive to parental involvement in educational process (e.g., school volunteers, parenting skills training).	School administration, school records, district/school wellness team			
School provides community use of campus: community education, recreational, environmental.	School administration, school calendar, Area Health Education Center			
School fosters resiliency in students by providing a caring and supportive environment with high expectations, opportunities for involvement for all students, and recognition of student efforts in contributing to a safe, healthy, alcohol-, tobacco-, and drug-free school environment.	School administration, District CSHE and SDFS Coordinators, district/school wellness team			

## Achieving Safe, Equitable, Healthy & Drug-Free Schools

<b>Student Assistance Programs (Intervention and Referral Services)</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
School promotes physical and emotional health of students.	School guidance office, survey staff and students, district/school wellness team			
School provides adequate staff to identify, intervene with, and refer students for services.	School guidance office, survey administrators and staff			
School provides crisis intervention and counseling.	School administration/guidance office, school records, District CSHE and SDFS Coordinators, District SDFS Project Application			
School networks with and makes referrals to appropriate community-based agencies through student assistance program (SAP).	School administration/guidance office, school records, District CSHE and SDFS Coordinators, District SDFS Project Application			
School provides intervention and referral services for families.	School administration/guidance office, school records, District CSHE and SDFS Coordinators, District SDFS Project Application			
School addresses needs and coordinates activities and services for suspended and expelled court-identified juveniles, status offenders, and habitual truants.	School administration/guidance office, school records, District CSHE and SDFS Coordinators, District SDFS Project Application			



## Achieving Safe, Equitable, Healthy & Drug-Free Schools

<b>Student Assistance Programs (Intervention and Referral Services)</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
School provides staff development in areas relating to identification, intervention, and referral for services.	School administration/ guidance office, school records, District CSHE and SDFS Coordinators, District SDFS Project Application			
School staff provides support programs and activities for the promotion of safe, healthy, alcohol-, tobacco-, and other drug-free lifestyles (e.g., Alateen, aftercare groups, peer facilitating).	School administration/ guidance office, school records, District CSHE and SDFS Coordinators, District SDFS Project Application			
School provides extracurricular activities (e.g., Red Ribbon Week, SADD, Project Graduation, Smoke-Free Class of 2000).	School administration/ guidance office, school records, District CSHE and SDFS Coordinators, District SDFS Project Application			

<b>School and Community</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
School and community work collaboratively on established priorities relating to CSHE and SDFS programs.	School administration, school records, District CSHE and SDFS Coordinators, District SDFS Project Application and Annual Report, wellness team, SDFS Advisory Council			
School actively seeks parental and community volunteer involvement in programs (e.g., as decision makers, teachers, learners, resources, supporters, and advocates).	School administration, District CSHE and SDFS Coordinators			

## Achieving Safe, Equitable, Healthy & Drug-Free Schools

<b>School and Community</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
School uses community resources that contribute to programs (e.g., public health, Department of Children and Families, law enforcement, community-based ATOD prevention/treatment programs, local domestic violence center).	School administration, District CSHE and SDFS Coordinators			
Community groups view school as a family-centered resource.	School administration, District CSHE and SDFS Coordinators			
School provides opportunities for student involvement in community service learning projects.	School administration, District CSHE and SDFS Coordinators			
School promotes use of facilities for community activities/education (e.g., life-long learning, before- and after-school programs).	School administration, District CSHE and SDFS Coordinators			
School involved in provision of teacher training with community resources and agencies.	School administration, District CSHE and SDFS Coordinators, District SDFS Advisory Council			
School provides information on alcohol, tobacco, and other drugs, safety, and health to parents and the community.	School administration, District CSHE and SDFS Coordinators, District SDFS Advisory Council			

## Achieving Safe, Equitable, Healthy & Drug-Free Schools

<b>Physical Activity</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
School provides adequate and safe facilities and equipment for physical activity.	Physical education teacher, K-12 classroom teachers, physical education supervisor			
School provides developmentally appropriate physical education for students K-12.	Physical education teacher, K-12 classroom teachers, physical education supervisor			
School provides adequate training to staff regarding health/wellness factors and their relationship with personal health/fitness programming.	Physical education teacher, K-12 classroom teachers, physical education supervisor			
School staff provides activities that promote the optimal development for social competence and sportsmanship in all physical activity.	Physical education teacher, K-12 classroom teachers, physical education supervisor			
School promotes both physical activity and wellness (health- and skill-related) for all students regardless of ability.	Physical education teacher, K-12 classroom teachers, wellness team			
School fosters commitment to lifelong physical activity for all students regardless of ability.	Physical education teacher, K-12 classroom teachers, physical education supervisor, wellness team			

## Achieving Safe, Equitable, Healthy & Drug-Free Schools

<b>Policies</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
School has established and implemented a policy that clearly states that the unlawful possession, use, distribution, or sale of alcohol, tobacco, and other drugs is wrong and harmful and will not be tolerated.	District policy manual, school administration, District CSHE and SDFS Coordinators, student code of conduct			
Policies related to the prohibition of alcohol, tobacco, and other drug use apply to students, faculty, staff and other adults at any school-sponsored activity.	District policy manual, school administration, District CSHE and SDFS Coordinators, student code of conduct			
Responses to alcohol, tobacco, and other drug policy violations by students and staff reflect a range of appropriate consequences and rehabilitative measures.	District policy manual, school administration, District CSHE and SDFS Coordinators			
School has clear policies regarding the reporting of behavior problems and infractions of the law.	Student code of conduct, district policy manual, administration, School Resource Officer			
School maintains records on all infractions of school policy.	School administration			
Students and parents participate in the development of school policies.	School administration			
School has written policies and procedures for students and staff that reflect clear discipline and health and safety standards that are fairly and consistently enforced.	Student code of conduct, district policy manual, district administration, school administration, school records			

## Achieving Safe, Equitable, Healthy & Drug-Free Schools

Policies	Sample Sources of Information	Implement or Improve	Priority	Progress
School provides all students, parents, and staff with written documents that clearly explain school policy and procedures.	Student code of conduct, district policy manual, district administration, school administration, school records			
School has clear procedures for problem identification, intervention, and referral.	Student code of conduct, district policy manual, administration			
All school policies ensure the opportunity for students to participate and express themselves without fear of recrimination because of race, national origin, gender, religion, or disability.	Student code of conduct, district policy, manual, administration			
School ensures that the entire staff has been trained regarding its roles and responsibilities in implementing policies.	School and district training records, staff meeting minutes			
Parents are actively involved in the development and implementation of the school's comprehensive school health, drug-free schools, and safety policies.	School administration, District CSHE and SDFS Coordinators			
School develops a plan to provide first aid, CPR, crisis management, and disaster preparedness.	School disaster plan, school administration, school improvement plan, local law enforcement, district administration			

## Achieving Safe, Equitable, Healthy & Drug-Free Schools

<b>Assessment, Monitoring and Evaluation</b>	<b>Sample Sources of Information</b>	<b>Implement or Improve</b>	<b>Priority</b>	<b>Progress</b>
School conducts regular, ongoing needs assessment relative to health and ATOD prevention programs (e.g., risk/protective factor-focused needs assessment, Youth Risk Behavior Survey, community surveys, informal school surveys, health survey).	School guidance office, administration, District CSHE and SDFS Coordinators			
Needs assessment process will include significant roles for students, parents, and community representatives.	School guidance office, administration, past school improvement plans			
School develops objectives related to changes in student knowledge, attitudes, and behavior based on priorities identified through needs assessment.	School guidance office, administration, past school improvement plans			
School uses assessment data to change and improve its policies, procedures, and programs.	School guidance office, administration, Advisory Council Report			
School informs staff, students, families, and the local community of assessment, monitoring, and program progress.	School guidance office, administration, SIP report cards, District CSHE and SDFS Coordinators			
School conducts ongoing program evaluation and monitoring activities for comprehensive school health program and safe and drug-free schools program strategies.	School guidance office, administration, SIP report cards, District CSHE and SDFS Coordinators			
School's alcohol, tobacco, and other drug prevention education program and comprehensive school health program are based upon the results of a needs assessment.	School guidance office, administration, SIP report cards, District CSHE and SDFS Coordinators			

## Additional Assessment Surveys, Checklists, and Resources

After going through these checklists, the SAC may still feel that further information is needed to determine causes of problems. Each community has agencies and other resources related to health, substance abuse prevention, safety and civil rights that may be able to help in determining causes. Additional surveys and checklists for SACs to conduct more comprehensive assessments of causes on their own, can be found in the *Planning Guide: Supplemental Resources*. This document also contains other resources for helping develop plans to address identified problem areas. Resources cover each of the areas of health, safety and civil rights. The *Planning Guide: Supplemental Resources* is available from the following personnel in your district office:

- superintendent
- school improvement contact
- safe and drug-free schools coordinator
- comprehensive school health education coordinator

Or contact the Safe and Drug-Free Schools Project at (850) 414-9976 or SC 994-9976.

For additional assessment in the area of SAFE, DISCIPLINED SCHOOLS, the *Planning Guide: Supplemental Resources* includes:

- Behavioral Expectation and Discipline Enforcement Teacher Survey
- Behavioral Expectation and Discipline Enforcement Student Survey
- Bus Discipline Driver Survey
- Bus Driver's Behavior Management Checklist
- Duty Personnel Assignment Checklist
- Emergency Preparedness Policy and Planning Checklist
- Incident Reporting Checklist
- Quality Management in the Classroom Checklist: Teacher Self-Assessment
- School Discipline Parent Survey
- School Discipline Student Survey
- School Discipline Teacher Survey
- School Safety Parent Survey
- School Safety Personnel Survey
- School Safety Student Survey
- Security Maintenance Checklist
- Student Code of Conduct Checklist
- Successful Schools Survey
- Teacher Discipline and Classroom Management Self-Assessment
- Transportation Safety Checklist
- Weapons Checklist
- Youth Gangs Checklist

Or visit the Safe and Drug-Free Schools Project Website: [www.unf.edu/dept/fie/sdfs](http://www.unf.edu/dept/fie/sdfs)

## Achieving Safe, Equitable, Healthy & Drug-Free Schools

For additional assessment in the area of EQUITABLE SCHOOLS, the ***Planning Guide: Supplemental Resources*** includes:

- Checklist for Equity in Mathematics and Science
- Diversity Assessment for Restructuring: District Data Analysis
- Sample Assessment Plan and Equity Report
- Valuing Diversity in Schools: Climate Survey/Audit

Or visit the Florida Department of Education Office of Equal Educational Opportunity Website:  
[www.firn.edu/doe/eeop/eeop.html](http://www.firn.edu/doe/eeop/eeop.html)

For additional assessment in the area of HEALTHY/DRUG-FREE SCHOOLS, the ***Planning Guide: Supplemental Resources*** includes:

- The Florida Curricula Criteria: A Tool for Developing or Selecting Prevention Curricula
- Sunshine State Standards for Health Education and Physical Education
- Youth Risk Behavior Survey

Or visit the Florida Department of Education Comprehensive School Health Education Website:  
[www.firn.edu/doe/bin00014/comphome.htm](http://www.firn.edu/doe/bin00014/comphome.htm)

or the Florida Department of Education Safe and Drug-Free Schools Website:  
[www.firn.edu/doe/bin00014/safehome.htm](http://www.firn.edu/doe/bin00014/safehome.htm)



# WORKSHEET FOR STEP 2

## Narrowing Your Focus

page 1 of 2 pages

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### Finding More Information

**(1) Review of assessment checklists**

A. Which checklists reviewed

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B. Areas needing review

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C. Possible data sources

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### Narrowing the Focus

**(1) Areas of strength**

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**(2) Areas needing improvement**

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# WORKSHEET FOR STEP 2

## Narrowing Your Focus

page 2 of 2 pages

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**(3) Specific problem areas and causes/contributing factors of these problems**

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**(4) Rank order of major problem areas**

1st problem area:

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2nd problem area:

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3rd problem area:

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**(5) Rank order of major success areas**

1st success area:

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2nd success area:

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3rd success area:

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Step 1: Examining School Data

Step 2: Narrowing Your Focus

**Step 3: Setting Goals**

Step 4: Developing an Action Plan

Step 5: Developing an Evaluation Plan

STEP 3



## STEP 3: SETTING GOALS

What goals do we want to set for our school in the areas of health, safety, and civil rights?

Part of the process of identifying the problems—determining what you want to improve—is comparing what is happening in your school now with what you want to happen.

- Discuss where you want your school to be and what your school will look like when you have accomplished your improvements (your vision).
- Set your goal(s). Your goals address the major problems that you have identified and are specific statements of what you want to achieve.

### SAMPLE 3

#### Oceanside High School Vision and Goal

The SAC of Oceanside High School sets the following:

##### **Vision**

Oceanside High School will be free of substance use, violence, and harassment.

##### **Five-year goal**

Oceanside High School will significantly reduce incidents of substance use, violence, and harassment.

For help with Step 3, fill out the Worksheet for Step 3: Setting Goals on page 65, following the above steps.





# WORKSHEET FOR STEP 3

## Setting Goals page 1 of 2 pages

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### Goals for Problem/Success Areas

(1) 1st problem/success area:

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A. Goal One:

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B. Goal Two:

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C. Goal Three:

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(1) 2nd problem/success area:

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A. Goal One:

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B. Goal Two:

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C. Goal Three:

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# WORKSHEET FOR STEP 3

**Setting Goals**  
page 2 of 2 pages

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## Goals for Problem/Success Areas

(1) 3rd problem/success area:

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A. Goal One:

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B. Goal Two:

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C. Goal Three:

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Step 1: Examining School Data

Step 2: Narrowing Your Focus

Step 3: Setting Goals

**Step 4: Developing an Action Plan**

Step 5: Developing an Evaluation Plan

STEP 4

# Achieving Safe, Equitable, Healthy & Drug-Free Schools

## STEP 4: DEVELOPING AN ACTION PLAN

How do we reach our school's goals in the areas of health, safety, and civil rights?

You know where you are; you know where you want to be. What steps can you take to reach your goals?

- ✓ Determine what is causing or contributing to the problem(s) so that you can select objectives, strategies, and activities that will help you meet your objectives. To learn what is causing or contributing to problems, the SAC will want to review data previously collected. One good source may be a school learning environment survey (Indicator 4.1). For an example of findings from this type of survey, see Sample 5 on page 73.

The SAC may also decide that further assessment of causes and contributing factors is necessary. If so, additional surveys and checklists are available in the *Planning Guide: Supplemental Resources*. Other community agencies, such as those for public health and law enforcement, may be able to provide the SAC additional data or information on identified problem areas.

- ✓ Write measurable objectives that directly address causes or contributing factors. Describe how you will reach your goal and how you will know when you have reached it.

A well-stated objective is attainable and realistic. It clearly and concisely describes:

- what will be accomplished
- how the accomplishment will be measured
- when it will be accomplished

## SAMPLE 4

### Oceanside High School Objectives

The School Advisory Council of Oceanside High School writes three measurable objectives for reaching their five-year goal of significantly reduced incidents of substance use, violence, and harassment.

**Objective One:**

Reduce incidents of substance use by 10% in the next school year.

**Objective Two:**

Reduce incidents of fighting by 10% in the next school year.

**Objective Three:**

Reduce incidents of sexual harassment and hate-related incidents by 10% in the next school year.



Develop strategies and activities to achieve your objectives, and specify a timeline and people responsible for completing these. See the sample action plan on page 74.

To help with Step 4, fill out the Worksheet for Step 4: Developing an Action Plan on page 75, following the above steps.



## SAMPLE 5

### Oceanside High School Learning Environment Survey of Students

1. 73% responding agreed or strongly agreed that “I know of some teachers at my school who single out certain students for punishment more than others.”
2. 23% responding agreed or strongly agreed that “When students break rules they are treated the same, no matter who they are.”
3. 33% responding agreed or strongly agreed that “I think that students of all racial groups at my school get along with each other and work out problems.”
4. 61% responding agreed or strongly agreed that “I feel safe at my school.”
5. 62% responding agreed or strongly agreed that “Violent incidents among students often happen because students don’t know how to peacefully resolve conflicts.”
6. 29% responding agreed or strongly agreed that “Students treat each other respectfully.”
7. 76% responding agreed or strongly agreed that “Students are often subjected to verbal or physical abuse by other students.”
8. 34% of students responding reported witnessing, during this school year, zero to two fights at the school or on the school bus and 23% reported witnessing 3 or more.
9. When given a list of possible problems and asked to report how serious they were at the school, students were most likely to report violent incidents among students (66%), theft (61%), racial conflict (57%), vandalism (53%) and selling drugs (44%) as moderate to major problems at school. Problems most likely reported as no problem or minor problems at the school included gangs (85%) and students carrying firearms (81%) or weapons (73%).

*Source: Annual School Report to Parents, Indicator 4.1.*

# SAMPLE 6

## Oceanside High School Action Plan

The SAC of Oceanside High School chooses to conduct additional surveys of parents, school personnel, and students, using materials from the *Planning Guide: Supplemental Resources*. They are again assessing “where they are,” but at a deeper level. They are now identifying the causes of the problems they have chosen to target. Part of the strategy may be to further investigate causes and solutions. The SAC of Oceanside High School develops the following action plan based on additional assessments of causes:

Strategy	People Responsible	Timeline
Communicate to parents and students clear policies on student substance abuse, fighting, and harassment.	School administration PTA President and Student Council	September
Assess patterns in substance use, fighting, and harassment.	Subcommittee and school administration	October
Work with student leaders of different races to develop strategies for reducing racial tension.	Student government sponsor, school resource officer, PTA president, and deans	December
Conduct conflict resolution training for all ninth-grade students, and all teachers, staff, and administrators.	Subcommittee, school administration, and relevant school staff	Completed by June
Hire four hall monitors (two men and two women) to be assigned to problem areas at problem times.	School administration	October
Implement a student assistance program to provide services to students identified with substance abuse problems.	Subcommittee, school administration, and relevant school staff	June

# WORKSHEET FOR STEP 4

## Developing an Action Plan

page 1 of 3 pages

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### Determining Causes of Problems

Problem/success area:

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Goal # \_\_\_\_\_

Factors contributing to problem/success area:

Factor One:

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Factor Two:

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Factor Three:

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# WORKSHEET FOR STEP 4

## Developing an Action Plan

page 2 of 3 pages

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### Reaching Goals with Measurable Objectives

Problem/success area:

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Goal # \_\_\_\_\_

Contributing Factor: \_\_\_\_\_

Measurable Objective # \_\_\_\_\_ : (Change desired) \_\_\_\_\_

in (what/behavior, attitude, etc.) \_\_\_\_\_

in (who/target population) \_\_\_\_\_

by (how much) \_\_\_\_\_

by (when) \_\_\_\_\_

Contributing Factor: \_\_\_\_\_

Measurable Objective # \_\_\_\_\_ : (Change desired) \_\_\_\_\_

in (what/behavior, attitude, etc.) \_\_\_\_\_

in (who/target population) \_\_\_\_\_

by (how much) \_\_\_\_\_

by (when) \_\_\_\_\_



# WORKSHEET FOR STEP 4

## Developing an Action Plan

page 3 of 3 pages

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### Determining Strategies and Timeline

<b>Strategy</b>	<b>People Responsible</b>	<b>Timeline</b>





Step 1: Examining School Data

Step 2: Narrowing Your Focus

Step 3: Setting Goals

Step 4: Developing an Action Plan

**Step 5: Developing an Evaluation Plan**

STEP 5

# Achieving Safe, Equitable, Healthy & Drug-Free Schools

## STEP 5: DEVELOPING AN EVALUATION PLAN

How do we measure progress toward our school's goals in the areas of health, safety, and civil rights?



Develop criteria and a process for evaluating whether your objectives have been met, goals are being achieved, and improvements have been made. The evaluation should answer these basic questions:

1. Did you implement the strategies proposed?
2. Did you implement the strategies as planned?
3. Were these appropriate strategies for the identified problem areas?
4. Did you target the right problem areas to reach your objectives?
5. What kind of impact did you have on your objective?

To track your school's progress in addressing problems, use the sources of information or data (e.g., surveys, interviews, incident reports) that highlighted them. To help tracking, fill out the Worksheet for Step 5: Developing an Evaluation Plan on page 85, following the above steps.

### SAMPLE 7

#### Oceanside High School Measures of Progress

The School Advisory Council of Oceanside High School chooses the following indicators to evaluate their progress:

**Objective 1:** Total incidents of substance use will decrease by 10% as evidenced in the School Environmental Safety Incident Report (SESIR).

**Objective 2:** Total incidents of fighting will decrease by 10% as evidenced in the School Environmental Safety Incident Report (SESIR).

**Objective 3:** Total incidents of sexual harassment and hate crime-related events will decrease by 10% as evidenced in the School Environmental Safety Incident Report (SESIR).

Note: Additional sample assessments and action plans (Samples 8-11) for healthy, drug-free schools, equitable schools, or safe schools can be found on pages 93-98.



# WORKSHEET FOR STEP 5

## Developing an Evaluation Plan

page 1 of 4 pages

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### Determining Evaluation Activities and Timeline

<b>Objective</b>	<b>How to Measure Change</b>	<b>Data Source</b>	<b>Who Will Collect/ Analyze Data</b>	<b>When to Collect Data</b>



# WORKSHEET FOR STEP 5

## Developing an Evaluation Plan

page 2 of 4 pages

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### Evaluating Program Outcomes

Objective # \_\_\_\_\_

**(1) Did you implement the strategies proposed?**

- majority of strategies implemented
- some strategies implemented
- no strategies implemented
- other; please comment:

Strategies needing implementation/other comments:

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**(2) Did you implement the strategies as planned?**

- majority of strategies implemented as planned
- some strategies implemented as planned; others modified
- no strategies implemented as planned; modifications made
- other; please comment:

List any modified strategies, how they were modified, and reasons for modifications:

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# WORKSHEET FOR STEP 5

## Developing an Evaluation Plan

page 3 of 4 pages

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(3) Were these appropriate strategies for the identified problem areas?

- majority of the strategies were appropriate for the problem
- some strategies were appropriate for the problem
- none of the strategies were appropriate for the problem
- other, please comment:

Inappropriate strategies/other comments:

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(4) Did you target the right problem areas to reach your objectives?

- appropriate problem areas targeted
- some appropriate problem areas targeted
- no appropriate problem areas targeted
- other, please comment:

Inappropriate problem areas:

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More appropriate problem areas to target next year:

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# Achieving Safe, Equitable, Healthy & Drug-Free Schools

## SAMPLE 8

### Equitable Schools Assessment and Action Plan

#### Identified Problem

Disproportionate representation of minority students in college-bound and noncollege-bound classes, racially identifiable teams and extracurricular activities, and disproportionate representation of minority students in disciplinary actions and programs.

#### Data Sources

School Reports and MIS data base

#### Examples of Data

Enrollment by race and gender in level III math  
Enrollment by race and gender in level III science  
Enrollment in level I math and science by race and gender  
Enrollment in AP classes and dual enrollment by race and gender  
Varsity team rosters by race and gender  
Discipline referrals by race and gender  
Enrollments in disciplinary programs by race and gender

#### Sample Goal

Student representation in college-bound classes will be representative of the student population of the school.

#### Measurable Objective

- Increase enrollment of minority and other underrepresented students in level III math and science by 30% over the next year.

<b>Action Plan for Meeting Objectives</b>		
<b>Strategy</b>	<b>People Responsible</b>	<b>Completion</b>
Articulate with feeder schools on a curriculum to prepare all middle school students for high level math and science in high school.	curriculum coordinator, math and science teachers, counselors	April and ongoing
Inservice on eliminating race/gender bias in the instructional environment.	school administrators	April and ongoing
Inservice for guidance counselors and curriculum chairs (gatekeepers) on opportunities for all students to take courses that lead to postsecondary education and employment.	school administrators, department chairs	April and ongoing
Incorporate technology (computers, CD ROM, Internet) as instructional tools for high level performance.	administrators, teachers, support personnel	June and ongoing
Research and implement strategies and programs for furthering the academic performance and persistence rate of underrepresented students.	school administrators, guidance, curriculum coordinators, and teachers	April and ongoing

**Performance Indicator**

By the year 2000 all ninth grade students will successfully complete Algebra I and Biology I or higher.

## SAMPLE 9

### Healthy, Drug-Free Schools Assessment and Action Plan Alcohol, Tobacco, and Other Drug Use Prevention

#### Identified Problem

Use of alcohol, tobacco, or other drugs.

#### Data Element

Number of alcohol, tobacco, or other drug-related incidents.

#### Data Sources

Disciplinary action records: detentions, in-school and out-of-school suspensions, counseling referrals, referrals to special behavior management programs, and teacher surveys, School Environmental Safety Incident Reporting System (SESIR).

#### Examples of Data

- 55 students received at least five discipline referrals during the last school year.
- The number of in-school suspensions has increased by 75% this year over last year.
- The number of out-of-school suspensions related to alcohol, tobacco, or other drug use has increased by 127% over last year.
- According to a school time management survey, teachers report spending an average of 15 hours per week on student discipline problems and related paperwork.
- The number of incident reports filed for delinquent acts so far this year is 37% greater than the incident reports filed for all of last year for delinquent acts.

#### Objectives

- The school will reduce the number of students with five or more disciplinary referrals per year by 25% by the end of the next school year.
- By the end of the next school year, the school will reduce the number of delinquent incidents by 25% from the current school year.
- By the end of the next school year, the school will reduce the number of alcohol, tobacco, or other drug use related out-of-school suspensions by 25% from the current school year.
- By the end of the next school year, the school teachers will report spending 50% less time addressing student behavior problems and related paperwork.

#### Action Plan for Meeting Objective

The action plan on the next page focuses on the following Objective:

By the end of the next school year, the school will reduce the number of alcohol, tobacco, or other drug use-related out-of-school suspensions by 25% from the current school year.

## Action Plan for Meeting Objectives

<b>Strategy</b>	<b>People Responsible</b>	<b>Completion</b>
Appoint a subcommittee made up of school stakeholders—students, parents, teachers, administrators, business and community agency partners—to develop a plan for meeting the objective	school advisory committee	by February 1
Conduct a survey of all students, teachers, and administrators to determine the causes of student drug use at this school.	subcommittee and school administration	by February 21
Review results of the survey.	subcommittee and school administration	Hold a meeting by March 1
Report results of the survey to school's stakeholders.	subcommittee and school administration	by March 15
Develop a school response based on survey results by holding a series of meetings with stakeholders for input.	subcommittee, stakeholders, and school administration	March 15 through March 31
Submit plan to School Advisory Council by June 30 for final approval.	subcommittee	by April 7
Publish the plan to the school's stakeholders and include in the School Improvement Plan.	subcommittee	by April 15
Orient students, parents, and school staff at appropriate meetings.	subcommittee and school administration	by August 31
Implement plan and collect data.	students, school staff, and school administration	beginning of school through end of school
Monitor progress at end of each grading period and report to school advisory committee. Meetings held and reports made at first school advisory committee meeting after each grading period.	subcommittee	Final report and recommendations due to school advisory committee on June 30
Report on results of the program to all stakeholders.	subcommittee	by July 31

### **Performance Indicator**

Reduction in number of reported incidents by 25% by the end of the school year, as reported in SESIR.



## SAMPLE 10

### Safe, Disciplined Schools Assessment and Action Plan

#### Identified Problem

The large volume of discipline referrals from classroom teachers.

#### Data Sources

Number and types of discipline referrals to school administrators from teachers during class periods as entered into the school's discipline database; type by purpose of misbehavior as entered into the school's discipline database; self-reports of number of referrals by teachers from the school climate survey; the reports of classroom disruption by students and teachers from the school climate survey.

#### Examples of Data

Based on records of discipline referrals:

- 566 discipline referrals from teachers to school administrators in the last school year for various types of misbehavior
- major type of misbehavior: 60% of referrals were for rebellious behavior
- purposes of rebellious behavior for students: avoidance of failure (60%), power struggle (30%), or attention-seeking (10%)

Based on teacher responses from the school's climate survey:

- In a typical week, 43% of teachers said they made no referrals to the office, 22% made from 1 to 4 referrals, 19% made from 5 to 10 referrals, and 16% made 11 to 15 referrals.
- When asked about the amount of class time, on a typical day, that is spent dealing with disruptive behavior, 41% of teachers reported spending less than 10% of class time, 34% reported 10 to 25%, 17% reported 26 to 50%, and 8% reported spending 51 to 75% of class time on disruptive behavior.
- 54% of teachers said that they agreed or strongly agreed with the statement, "Most teachers at my school are in control of the behavior of the students in their classrooms."

#### Measurable Objective

*One-Year Objective:* To reduce the number of referrals to the office by 25% by the end of the next school year.

*Five-Year Objective:* To reduce the number of referrals to the office by 50% by the end of five years.

## Action Plan for Meeting Objective

The following action plan is designed to achieve the objective of reducing the number of referrals by implementing the following:

<b>Strategy</b>	<b>People Responsible</b>	<b>Timeline</b>
Develop a schoolwide discipline team.	School administration	June
Assess discipline problems by completing a functional description of behavior, including level/duration of behavior and consequences.	Discipline team	June
Develop a comprehensive schoolwide discipline plan.	Discipline team	August
Identify an array of services to be provided to students.	Discipline team	August
Present discipline plan to faculty.	Discipline team	August
Send letters to parents/guardians explaining discipline plan.	School administration	August
Develop lesson plans to teach discipline plan to students.	Discipline team	August
Implement lesson plans.	Teachers	August
Implement teacher training in behavior interventions.	School administration	September-November
Monitor referrals by teacher, type, and purpose.	Guidance, school administration	Ongoing
Develop a mechanism for updating and clarifying the discipline plan.	Discipline team	September

### **Performance Indicator**

*One-Year Objective:* The number of referrals to the office will be reduced by 25% as entered into the school’s discipline database.

*Five-Year Objective:* The number of referrals to the office will be reduced by 50% as entered into the school’s discipline database.

## APPENDIX A

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### Goals of the Florida System of School Improvement and Accountability

Florida's System of School Improvement and Accountability includes eight state goals. These goals are statements of intent expressed in general terms and are designed to provide a direction or focus for achievement in Florida's schools.

**Goal 1: Readiness to Start School**

Communities and schools collaborate to prepare children and families for children's success in school.

**Goal 2: Graduation Rate and Readiness for Postsecondary Education and Employment**

Students graduate and are prepared to enter the workforce and postsecondary education.

**Goal 3: Student Performance**

Students successfully compete at the highest levels nationally and internationally and are prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.

**Goal 4: Learning Environment**

School boards provide a learning environment conducive to teaching and learning.

**Goal 5: School Safety and Environment**

Communities provide an environment that is drug-free and protects students' health, safety, and civil rights.

**Goal 6: Teachers and Staff**

The schools, districts, colleges of education, postsecondary institutions, and state ensure professional teachers and staff.

**Goal 7: Adult Literacy**

Adult Floridians are literate and have the knowledge and skills needed to compete in a global economy and exercise the rights and responsibilities of citizenship.

**Goal 8: Parental Involvement**

Communities, school boards, and schools provide opportunities for involving parents and guardians as active partners in achieving school improvement and education accountability.

# Achieving Safe, Equitable, Healthy & Drug-Free Schools

# APPENDIX B

## School Environmental Safety Incident Report (SESIR) Sample School Year State Summary

Type of Incident	Total Incidents	# Reported to Law Enforcement	# Gang Related	# Alcohol Related	# Drug Related	# Hate Crime Related	# Firearms Involved	# Other Weapons Involved*
Alcohol	1,367	285	1	NA	19	0	0	3
Arson	334	153	0	1	0	0	0	6
Battery	14,935	4,999	60	16	11	35	8	608
Breaking and Entering/Burglary	2,223	1,964	2	3	2	1	1	13
Disorderly Conduct	97,873	1,404	55	17	15	26	5	176
Drugs except Alcohol	5,004	2,387	6	165	NA	8	4	92
Fighting	74,130	1,721	56	29	22	35	18	395
Homicide	1	1	0	0	0	0	1	0
Kidnapping	23	13	0	0	0	0	0	0
Larceny/Theft	9,626	4,198	2	4	7	1	5	50
Motor Vehicle Theft	341	292	3	1	2	2	0	5
Robbery	611	455	2	1	1	1	8	19
Sexual Battery	173	62	0	0	0	0	0	2
Sexual Harassment	2,442	188	2	1	1	3	0	3
Sex Offenses	1,491	326	0	3	1	0	1	11
Tobacco	21,508	448	5	6	95	4	0	27
Threat/Intimidation	9,891	1,737	30	7	8	203	23	157
Trespassing	1,635	804	3	1	5	1	2	11
Vandalism	8,165	3,753	90	8	10	13	10	40
Weapons Possession	4,520	1,495	14	11	13	11	380	4,112
Other Major Offenses	8,604	958	26	9	31	19	7	33
<b>STATE TOTALS</b>	<b>264,897</b>	<b>27,643</b>	<b>357</b>	<b>283</b>	<b>243</b>	<b>363</b>	<b>473</b>	<b>5,763</b>

\*includes all other types of weapons

## School Environmental Safety Incident Reporting System

### Overview of the System

A *School Environmental Safety Incident Reporting System (SESIR)* was put into place in the 1995-96 school year as part of the accountability system for the state's education goals. It serves as the indicator (Indicator 5.1) for the goal of achieving a safe school environment. The system collects uniform data in every school in Florida on serious incidents of school crime and violence that occur on the school campus, on school transportation, and at school-sponsored events. Although the system was initiated to meet statewide reporting needs, it has been designed to give districts as much flexibility as possible to develop systems that meet local reporting needs.

Offenses to be tracked and reported to the Florida Department of Education through this system are those that are against the law or represent serious breaches of the student code of conduct, including those considered severe enough to require the involvement of a school resource or security officer, or to be reported to local law enforcement. Examples include possession of a firearm or drugs on campus or vandalism to school property, such as graffiti.

The SESIR System incorporates tracking of elements related to incidents such as location, number of students involved, and whether a weapon was involved. This allows schools to analyze patterns in incidents over time and connect student information to these incidents.

Technical assistance is available to districts, including a technical assistance document called the *School Environmental Safety Incident Reporting System Handbook*.

The SESIR System was designed to meet the following long-term goals:

- Establish a reliable system for reporting on school safety
- Establish a link between student and incident data
- Provide quality data for needs assessment and program evaluation
- Provide quality data for policy development and resource allocation

### SESIR System Data Elements

In order to track both aspects of an incident—the offense involved and the students committing offenses — the system uses two reporting formats. One format has been developed for reporting the elements of an incident, such as the type of offense, its location, and whether it was reported to law enforcement. This format is called the School Environmental Safety Incident Reporting Format.

The other aspect of the incident—the students committing offenses — is tracked through modifications to the existing reporting format for student discipline/referral actions. This format is called the Student Discipline/Referral Action Reporting Format. Students disciplined for an incident with any of the six state-defined disciplinary actions would have a report filed that included the incident’s unique “incident identifier,” to tie all of the students back to the one incident and the action taken.

The SESIR System requires schools to report incidents of any of **21 major types of serious safety violations** that occur:

- during the school year on **school grounds, 365 days of the year and 24 hours a day**, even if a student is not involved or the offender is unknown;
- on all **school transportation**; and
- at **off-campus school-sponsored events** when a student is involved.

If, during a single incident, several actions, occur, like threats and battery, schools are to **report the most serious action**, defined by a specific rank-ordered list.

The SESIR system contains the following elements:

1. Uniform definitions of incidents across schools and districts
2. Uniform information on incidents, including all of the following:
  - incident date
  - school where incident occurred
  - incident location: school grounds, off-campus school-sponsored activity, or school transportation
  - whether the incident occurred during or outside school hours and at a school-sponsored or nonschool-sponsored activity
  - whether the offender or offenders were students, nonstudents, both, or unknown
  - type of incident:

*alcohol*

*arson*

*battery*

*breaking and entering/burglary*

*disorderly conduct*

*drugs, except alcohol*

*fighting*

*homicide*

*kidnapping*

*larceny/theft*

*motor vehicle theft*

*robbery*

*sexual battery*

*sexual harassment*

*sex offenses*

*threat/intimidation*

*tobacco*

*trespassing*

*vandalism*

*weapon possession*

*other major offenses*

- whether the incident was reported to law enforcement
  - whether the incident was gang-related
  - whether the incident involved some type of weapon
  - type of weapon: firearm, firearm component or attachment, explosive, incendiary or poison gas, knife, other weapon, unknown weapon
  - whether the incident was alcohol-related
  - whether the incident was drug-related
  - whether the incident was hate crime-related
3. Consequences for individuals involved in incident, including any of the following:
- corporal punishment
  - in-school suspension
  - out-of-school suspension
  - alternative placement (in lieu of expulsion)
  - expulsion
  - court or juvenile referral



## APPENDIX C

### ACCOUNTABILITY INDICATORS

An essential part of Florida's System of School Improvement and Accountability is accountability to parents and the community for school and student performance. Sixteen indicators are used to report information on how well each school is doing on Goals 1-8. The indicators are designed to provide data for individual school improvement, not for comparisons between schools. Schools will report data on each of the indicators in the School Public Accountability Report. This is a unique report prepared annually by each school. The data will be reported at the district and state level when available.

The School Advisory Council Report is a more detailed report describing subpopulations, and where appropriate, gender and race/ethnic groupings. This report is used by the school advisory council for school improvement planning. This report is not intended for direct distribution to parents, but they are informed that a copy is available to the public.

#### **Goal 1: Readiness to Start School**

Indicator 1.1 The number and percentage of students meeting the expectations of the state for school readiness as determined by a formal observation of each kindergarten student using an instrument that meets guidelines developed by the Department of Education.

#### **Goal 2: Graduation Rate and Readiness for Postsecondary Education and Employment**

Indicator 2.1 The number and percentage of students who graduate from high school as defined in Section 232.2468, Florida Statutes.

Indicator 2.2 The number and percentage of students 16 years or older who were reported as dropouts at the end of each school year.

Indicator 2.3 The number and percentage of students who meet the state levels in reading, writing, and mathematics for placement into college-level courses

Indicator 2.4 The number and percentage of graduates who are employed, enrolled in postsecondary programs, or enlisted in the military using the most recently available data.

#### **Goal 3: Student Performance**

Indicator 3.1 Student performance results on state-designated external student assessments at various grade levels, including Florida Writes!, the High School Competency Test (HSCT), and locally administered norm-referenced tests at grades four and eight.

## **Goal 4: Learning Environment**

Indicator 4.1 Results of an annual locally administered school learning environment survey.

Indicator 4.2 The number and percentage of teachers and staff who are new to the school at the beginning of each school year.

Indicator 4.3 The number and percentage of students absent 11 to 20 days and 21 or more days each year.

Indicator 4.4 The average number of days teachers and administrators were not in attendance at the school for reasons classified as personal leave, sick leave, and temporary duty elsewhere.

## **Goal 5: School Safety and Environment**

Indicator 5.1 The number of incidents of violence, weapons violations, vandalism, substance abuse, and harassment on the bus, on campus, and at school-sponsored activities.

## **Goal 6: Teachers and Staff**

Indicator 6.1 The number and percentage of classes taught by out-of-field teachers.

Indicator 6.2 The number and percentage of teachers, administrators, and staff who receive satisfactory annual evaluations based on the district assessment system.

Indicator 6.3 The number and percentage of teachers in the schools who have earned degrees beyond the bachelor's level.

## **Goal 7: Adult Literacy**

Indicator 7.1 The number of adult students served by the district earning a State of Florida High School diploma either by earning credits and taking the High School Competency Test (HSCT) or taking and passing the General Education Development (GED) tests.

## **Goal 8: Parental Involvement**

Indicator 8.1 Number, percentage and attendance of School Advisory Council members by membership type and racial/ethnic category.

# APPENDIX D

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## GLOSSARY OF ACRONYMS AND TERMS

### ACRONYMS —

ADA: Americans with Disabilities Act

AHEC: Area Health Education Center

ALATEEN: Alcoholics Anonymous for Teens

ATOD: Alcohol, Tobacco, and Other Drugs

CD ROM: Compact Disk Read Only Memory

CHEF: Comprehensive Health Education Foundation

CPR: Cardiopulmonary Resuscitation

CSHE: Comprehensive School Health Education

EEOP: Equal Educational Opportunity Program

ESE: Exceptional Student Education

ESOL: English for Speakers of Other Languages

FEEA: Florida Educational Equity Act

GED: General Educational Development

HIV/AIDS: Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome

HSCT: High School Competency Test

MIS: Management Information Systems

OSHA: Occupational Safety and Health Administration

PTA: Parent Teacher Association

PTO: Parent Teacher Organization

SAC: School Advisory Council

SADD: Students Against Destructive Decisions

SDFS: Safe & Drug-Free Schools

SESIR: School Environmental Safety Incident Report

SIP: School Improvement Plan

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## SCHOOL IMPROVEMENT TERMS —

### **ACCOUNTABILITY**

The responsibility that falls to schools to report the progress of students and schools toward meeting the goals, standards, and outcomes of Florida's System of School Improvement and Accountability. While the responsibility to report rests with the school, responsibility for achieving the goals, standards, and outcomes is shared among the legislature, school board, school advisory council, principal, staff, students, etc.

### **ACCOUNTABILITY INDICATOR**

A criterion to measure a specific area of performance related to a goal. The indicator may apply to students, schools, districts, or state levels.

### **ASSESSMENT**

A process or strategy at the classroom, school, district, or state level designed and implemented to evaluate progress toward meeting a performance standard.

### **CIVIL RIGHTS**

Those rights protected by federal and state constitutions and laws. Currently, rights are protected on the basis of race, color, national origin, gender, marital and parental status, age, religion, and disability.

### **COMMUNITY**

Those people, agencies, and institutions sharing a common interest (e.g., school community, economic community).

### **COMPREHENSIVE SCHOOL HEALTH EDUCATION**

The development, delivery, and evaluation of a planned instructional program and other activities for students preschool through grade 12, for parents, and for school staff designed to positively influence the health, knowledge, attitudes, and skills of individuals.

### **DRUG**

Any substance, other than most foods, that alters the structure or function of the body and/or mind.

### **EXTERNAL REVIEW**

An examination by a team of persons outside the school into the causes and conditions that contribute to a school's performing inadequately. The external review is a form of assistance that provides objective recommendations for improving school performance on state and local goals.

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## MINORITY

Any individual belonging to one of the following race/ethnic categories:

*Black:* Not of Hispanic origin, all persons having origin in any of the Black racial groups of Africa.

*Hispanic:* All persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

*Asian or Pacific Islander:* All persons having origins in any of the original people of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands.

*American Indian or Alaska Native:* All persons having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.

## MULTICULTURAL EDUCATION

Education that prepares students to live, learn, communicate, and work to achieve common goals in a culturally diverse world by fostering understanding, appreciation, and respect for people of the other gender or other ethnic, socioeconomic, language, and cultural backgrounds.

## OUTCOME

A measurable skill, knowledge, value, process, or event that helps to demonstrate that a standard has been achieved.

## PERFORMANCE STANDARD

A measurable objective that specifies an outcome at a school level that fulfills or partially fulfills a goal. (May apply to students, schools, districts, the state or nation.)

## SCHOOL ADVISORY COUNCIL

A group composed of the principal, teachers, education support employees, students, parents, and other business and community representatives.

## SCHOOL IMPROVEMENT PLAN (SIP)

An annual comprehensive school-level plan of action based on an assessment against the goals, standards, and outcomes of Florida's System of School Improvement and Accountability. The improvement plan should include at least the following elements:

- Goals
- Needs Assessment
- School Progress
- Indicators of Student Progress
- Strategies and Activities for Improvement
- Evaluation Procedures

**SCHOOL IMPROVEMENT NEEDS ASSESSMENT**

A process that identifies needs (gaps between “what is” and “what should be” for results), places them in priority order, and selects the needs to be reduced or eliminated based upon state and locally developed performance standards.

**STAFF**

Employees other than certified instructional personnel.

**STAKEHOLDER**

Students, parents, administrators, teachers, staff, and all other concerned citizens.

**STANDARD**

See “performance standard.”

**STATE GOAL**

One of eight goal statements in Florida’s School Reform and Accountability legislation. These goals are statements of intent expressed in global terms and designed to provide a direction or focus for achievement in Florida’s educational program.

**SUBSTANCE ABUSE**

The use of a substance (drug, alcohol, etc.) in a way that has the potential for harm to the user and society.

**TEACHERS**

Certified instructional personnel.

*Adapted from Florida’s System of School Improvement and Accountability, 1996.*

## APPENDIX E

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### Sunshine State Standards for Health Education and Physical Education\*

#### Summary of Strands and Standards for Health Education

##### A. Health Literacy

1. The student comprehends concepts related to health promotion and disease prevention.
2. The student knows how to access valid health information and health-promoting products and services.

##### B. Responsible Health Behavior

1. The student knows health-enhancing behaviors and how to reduce health risks.
2. The student analyzes the influence of culture, media, technology, and other factors on health.
3. The student knows how to use effective interpersonal communication skills that enhance health.

##### C. Advocate and Promote Healthy Living

1. The student knows how to use goal-setting and decision-making skills that enhance health.
2. The student knows how to advocate for personal, family, and community health.

\*For the benchmarks for these standards, see the *Planning Guide: Supplemental Resources*.

## Summary of Strands and Standards for Physical Education

### A. Physical Education Literacy

1. The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity.
2. The student applies concepts and principles of human movement to the development of motor skills and the learning of new skills.
3. The student analyzes the benefits of regular participation in physical activity.

### B. Responsible Physical Activity Behaviors

1. The student achieves and maintains a health-enhancing level of physical fitness.
2. The student demonstrates responsible personal and social behavior in physical activity.

### C. Advocate and Promote Physically Active Lifestyles

1. The student understands how participating in physical activity promotes inclusion and an understanding of the abilities and cultural diversity of people.
2. The student understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.