

***School Safety and Security Best Practices With Their Associated Indicators  
Goals (A, B, C . . .), Best Practices (1, 2, 3 . . .), and Indicators (a, b, c . . .)***

***SCHOOL SAFETY AND SECURITY***

| <i>Goals, Best Practices, Indicators</i>   | <i>Yes</i> | <i>No</i> | <i>N/A</i> | <i>Explanation/<br/>Documentation</i>   | <i>Corrective Action</i>  | <i>Fiscal Impact<br/>and Timeline</i> |
|--|------------|-----------|------------|---|---|---------------------------------------|
| <b><i>Goal A: The school district ensures that its safety and security program has clear direction and is effective at meeting its intended purpose in a cost-efficient manner.</i></b>                                      | ✓          |           |            |   |   |                                       |
| <b>1. The district has established and implemented accountability mechanisms to ensure the performance, efficiency, and effectiveness of the safety and security program.</b>  | ✓          |           |            |   |   |                                       |
| a. The district has clearly stated goals and outcome-based, measurable, objectives for the program that reflect the intent (purpose) of the program and address the major aspects of the program's purpose and expenditures. | ✓          |           |            | Our <i>Facilities Master Plan</i> (PECO funding) outlines capital expenditure needs related to safety issues.<br><br>Within the past 8 years, statutory changes have allowed FSDB to convert security positions to law enforcement.<br><br>Measurable objectives/ outcomes are incorporated in the school's five year <i>Strategic Plan</i> .   | ⇒ Continue work on our <i>Strategic Plan</i> to further clarify objectives/ measures. | 5 years/ on-going                     |
| b. The district uses appropriate performance and cost-efficiency measures and interpretive benchmarks to evaluate the school safety and security program and uses these in management decision making. <sup>1,2</sup>        | ✓          |           |            | SESIR ( <i>School Environmental Safety Incident Report</i> ) and UCR ( <i>Uniform Crime Report</i> ) data are tracked / reviewed regularly for historical trends and used for safe school planning/ prevention.<br><br>QA/ risk management data is reported/ reviewed monthly by campus staff and our Board of Trustees.<br><br>Benchmarking is typically not done due to no true "peer" district data availability (re: handicapping conditions of students, and residential component). | ⇒ Investigate/evaluate appropriate cost-efficiency measures and/or benchmarks.        | 5 years/ on-going                     |

<sup>1</sup> This means that in budgeting and shifting resources the district considers several factors including goals, objectives, critical safety needs, and past performance of safety initiatives.

<sup>2</sup> Performance measures should include appropriate comparisons with peer districts in areas such as safety and discipline incidents, etc.

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| <b><i>SCHOOL SAFETY AND SECURITY</i></b>  |                   |                  |                   |  |  |  |
|---|-------------------|------------------|-------------------|--|--|--|
| <b><i>Goals, Best Practices, Indicators</i></b>   | <b><i>Yes</i></b> | <b><i>No</i></b> | <b><i>N/A</i></b> | <b><i>Explanation/<br/>Documentation</i></b>   | <b><i>Corrective Action</i></b>  | <b><i>Fiscal Impact<br/>and Timeline</i></b> |
| c. The district regularly conducts an assessment of performance and cost of the safety program and analyzes the potential cost savings of alternatives, such as outside contracting and privatization. <sup>3</sup> | ✓                 |                  |                   | Due to our specialized student population, the communication/ specialized training components required by Campus Police/ other staff negates the option for privatization of services. However, FSDB continues to review this option annually.   | ⇒ Continue to evaluate the cost efficiency of these services.  | 5 years/ on-going                            |
| d. The district has a process in place to collect, revise, and update the appropriate data for the School Environmental Safety Incident Report. <sup>4</sup>  | ✓                 |                  |                   | SESIR and other student behavior data is tracked regularly and reviewed at a monthly meeting with action planning conducted, as needed. Key “behavior” personnel have been trained to appropriately code SESIR events.   |  |  |
| e. The district has established and implemented strategies to continually assess the reliability of program performance and cost data.  | ✓                 |                  |                   | Overall performance/ progress is reviewed at least monthly by our Safe School Committee and Behavior Occurrence Review Team.   | ⇒ Develop strategies to more closely analyze the cost efficiencies related to the overall safe school effort and/or associated programs. | 5 years/ on-going                            |
| f. The district receives an independent review of the safety and security program on at least an annual basis. <sup>5</sup>   | ✓                 |                  |                   | Facilities are reviewed by the Division of Management Services (every three years), by an external group (every five years) and on an on-going basis by the FSDB Safety Office (separate from our Facilities department) for safety-related issues.<br><br>FDLE and FBI track UCR ( <i>Uniform Crime Report</i> ) data every six months.<br><br>Additionally, a formal audit of our safety/security program was conducted by outside agency in 1994. |  |  |
| <b>2. The district regularly reviews the organizational structure and staffing levels of the safety and security program and minimizes administrative layers and processes.</b>                                     | ✓                 |                  |                   |  |  |  |

<sup>3</sup> This assessment would include examining whether the overall safety program and individual safety initiatives (such as DARE or Crime Watch) are achieving the outcomes they are expected to achieve.

<sup>4</sup> The district uses the state approved reporting form if available. If the state form is not available, the district develops its own form based on some standardized criteria such as the Uniform Crime Reports.

<sup>5</sup> Independent means that the review should be conducted by someone outside the safety program such as a member of the district’s leadership team.

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| a. The district has a process in place to determine the staffing levels necessary to ensure that staff can respond to safety crises.                             | ✓                 |                  |                   | FSDB adheres to established staffing standards that were developed as a result of a formal role and scope study.<br><br>Also, FSDB maintains two response teams in the event of a crisis:<br>- <i>Emergency Task Force (ETF)</i> - primary planning/response team<br>- <i>Emergency Response Team (ERT)</i> - additional staff used to manage an emergency situation. |                                 |  |
| b. On at least an annual basis, the district reviews the program’s organizational structure and staffing levels to minimize administrative layers and processes. | ✓                 |                  |                   | Organizational review is done through our budgetary process and the continual alignment of resources to programs, based on student population and placement needs.  |                                 |  |
| c. In conducting this review, the district uses feedback from teachers, staff, and the community.  | ✓                 |                  |                   | Feedback from satisfaction surveys and various meetings with instructional/other staff, students, and/or parents is used in this review, in addition to student enrollment and ratio report data.   |                                 |  |
| d. The district can demonstrate the program has an appropriate structure and staffing levels based on applicable comparisons and/or benchmarks.                  |                   |                  | ✓                 | FSDB has a specialized population of students; our staffing levels are the established benchmark for other similar specialized residential schools, as documented in our Role/Scope.  |                                 |  |
| e. The program structure includes reasonable lines of authority and spans of control given the responsibilities of each organizational unit.                     | ✓                 |                  |                   | Authority/spans of control are defined in our established staffing standards for all departments.<br><br>Responsibilities related to safety-related crisis response are outlined in our <i>Emergency Preparedness Plan</i> , which is reviewed on an annual basis.  |                                 |  |
| f. The district reports organizational structure and administrative staffing review findings in writing and distributes these findings to school board members.  | ✓                 |                  |                   | Board of Trustees workshops have been conducted within the past two years on our recent staffing study/ review, survey results and the plans/outcomes of safe school efforts.   |                                 |  |

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| <b><i>Goal B: The school district has comprehensive plans and procedures to ensure the safety and security of students and employees.</i></b>   | ✓          |           |            | FSDB Critical Incidents Quick Reference Guide  |                          | Evaluated yearly                      |
| <b>1. The district has implemented a school safety plan that includes district-wide emergency and safety procedures and identifies those responsible for them.</b>  | ✓          |           |            |  |                          |                                       |
| a. The district has written school improvement plan(s) that includes district-wide school safety goals and procedures. <sup>6</sup> ( <i>Basic indicator</i> )  | ✓          |           |            | The <i>School Improvement Plan</i> incorporates some safety-related goals; our overall <i>Strategic Plan</i> includes both these and additional safe school goals/ objectives.                                     |                          |                                       |
| b. The district has implemented a comprehensive school safety plan that establishes emergency and safety procedures for school and district employees and students to follow. At a minimum, the plan addresses <ul style="list-style-type: none"> <li>• the evaluation of the principal’s performance regarding school safety, monitoring and evaluating the implementation of the plan at the school level, and coordinating with local law enforcement and the Department of Juvenile Justice; <sup>7</sup></li> <li>• the roles and responsibilities of the school principal and other administrators, teachers, and other school personnel for restoring, if necessary, and maintaining a safe, secure, and orderly school environment; <sup>8</sup></li> <li>• the roles and responsibilities of the transportation staff for restoring, if necessary, and maintaining a safe, secure, and orderly bus environment;</li> <li>• the goals and objectives of the school resource officers, if any;</li> <li>• the mechanisms for identifying and serving the needs of students most at risk for engaging in</li> </ul> | ✓          |           |            | Safety-related plan information is documented within the <i>Critical Incident Response Guide, Emergency Preparedness Plan, Campus Police Policies/Procedures Manual</i> and other related “safe school” pamphlets. |                          |                                       |

<sup>6</sup> Refer to s. 230.23 (16)(a), *F.S.*

<sup>7</sup> Principals may be evaluated on criteria such as the school climate report and school incident reports.

<sup>8</sup> Refer to s. 232.27, *F.S.*

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| <p>disruptive and disorderly behavior;</p> <ul style="list-style-type: none"> <li>• arrangements to work with local emergency officials;<sup>9</sup></li> <li>• safety issues and policies at school sponsored events; and</li> <li>• process by which the district will instruct parents and the local community as to how to respond to an emergency situation.<sup>10</sup></li> </ul>  |                   |                  |                   |  |                                 |  |
| <b>2. The district has developed a checklist for each educational facility that provides step-by-step emergency procedures.</b>  | ✓                 |                  |                   | <b><u>FSDB Critical Incidents Quick Reference Guide</u></b>  |                                 | Evaluated Yearly                             |
| <p>a. A checklist that explains step-by-step emergency procedures is readily available in every classroom. The emergency situations include, at a minimum,<sup>11, 12</sup> (<i>Basic Indicator</i>)</p> <ul style="list-style-type: none"> <li>• weapons-use and hostage situations;</li> <li>• hazardous materials or toxic chemical spills;</li> <li>• weather emergencies including hurricanes, tornadoes, and severe storms; and</li> <li>• exposure as a result of a manmade emergency.</li> </ul> | ✓                 |                  |                   | <p>Our <i>Critical Incident Response Guide</i>, a quick reference tool listing step-by-step crisis procedures, is available in every classroom, dorm and office location. A critical response phone sticker, listing general steps to follow, was provided for every campus phone.</p> <p>Copies of the more detailed <i>Emergency Preparedness Manual</i> are located in every building and were provided to all members of the Emergency Task Force and the Emergency Response Team.</p> |                                 | On-going                                     |
| <p>b. The district has developed a district-wide plan for potential attacks against school sites or students and incorporates the appropriate school responses in the emergency procedures checklist.</p>  | ✓                 |                  |                   | <p>Our district/campus-wide plan is included in the <i>Critical Incident Response Guide</i> and the <i>Emergency Preparedness Plan</i>.</p> <p>These documents and related ETF plans/support information include: contact procedures/information, media response, evacuation guidelines/agreements, etc.</p>   |                                 | On-going                                     |

<sup>9</sup> Including, but not limited to, law enforcement, fire department, emergency management, hospital, mental health, health and social agency, court officials and the media.

<sup>10</sup> Parents and the community should be provided this information prior to an emergency through such mechanisms as newsletters, the district's website, and the student code of conduct.

<sup>11</sup> Refer to s. 230.23(6)(f)2, *F.S.*

<sup>12</sup> Schools cannot have lists for every possible emergency. However, to be comprehensive, the plan should address other issues such as suicide threats/acts; bomb threats; out-of-control person/student; fighting; sexual assault; health emergency, serious injury, homicide of student; child abuse; trespassing; exposure to blood-borne pathogens; armed robbery; removal/attempted removal of a student; and utility emergency.

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| c. The district has procedures for contacting all schools simultaneously in the event of a district-wide emergency.   | ✓                 |                  |                   | See 2b.   |                                 | On-going                                     |
| d. The district has developed a media response plan and distributed it to each educational facility and each support service administrator. At a minimum, the plan addresses <ul style="list-style-type: none"> <li>• communicating necessary information to the media and parents;<sup>13</sup></li> <li>• identifying established separate staging areas (e.g., specified locations) for media and parents; and</li> <li>• providing guidelines on how to respond to media questions and interviews.</li> </ul> | ✓                 |                  |                   | See 2b.<br>Additionally, our Public Information Officer has specific guidelines for responding to media questions and/or conducting interviews.               |                                 | On-going                                     |
| e. The emergency checklist includes emergency contact numbers and provisions for backup communication with faculty, support service administrators, and emergency agencies.   | ✓                 |                  |                   | See 2b.<br>Emergency communications are coordinated through our 24 hour manned Communications Center, in conjunction with the Emergency Task Force.           |                                 | Up-dated yearly                              |
| f. The emergency checklist includes evacuation procedures developed with school transportation personnel, the fire marshal, and law enforcement agencies. <sup>14</sup>   | ✓                 |                  |                   | See 2b.<br>Collaborative agreements have been established with appropriate outside agencies for response/ evacuation.   |                                 | On-going                                     |
| g. The district has an emergency crisis team available to each school that provides counseling and other support to aid in dealing with people's reactions, making the adjustment after the emergency, and re-entering the school environment.  | ✓                 |                  |                   | Emergency Task Force, Emergency Response Team and other staff (i.e. Mental Health Counselors) are available/ trained to respond in the event of an emergency. |                                 | On-going                                     |

<sup>13</sup> Necessary information should include where parents should go or whom they should contact to find out about their children and where to get further information.

<sup>14</sup> In the event of an evacuation, schools should have separate areas for student assembly, parent request/release, and media operations.

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| <b>3. The district develops and maintains its school safety plan and emergency response procedures with stakeholder input.</b>  | ✓                 |                  |                   |   |   |  |
| a. A broad cross-section of stakeholders including parents, community representatives, local emergency agencies, teachers, staff and students were involved in developing the comprehensive school safety plan and emergency procedures. <sup>15</sup>                            | ✓                 |                  |                   | The Safe School Committee has involved many stakeholders (including parents, various staff representatives and local agencies) in the planning, implementing and monitoring of our emergency procedures, safe facilities and prevention efforts.<br><br>Safe school input was also gathered from staff, student and parent surveys. |   |  |
| b. The comprehensive school safety plan and emergency procedures have been provided to each school advisory council, school principal, teacher, and each support service administrator, are available electronically, and are available upon request to the public. <sup>16</sup> | ✓                 |                  |                   | Safety-related plan documents ( <i>Critical Incident Response Guide</i> , <i>Emergency Preparedness Plan</i> and/or related “safe school” pamphlets) have been shared with our Board members, administrators, staff and parents, as appropriate.<br><br>Also see 2a.  | ⇒ Make appropriate information available on the FSDB website and ensure provision to School Advisory Council members. | August 2002                                  |
| c. The comprehensive school safety plan and emergency procedures are reviewed and revised as needed.  | ✓                 |                  |                   | An annual review is conducted.  |   |  |
| <b>4. The district provides emergency response agencies with floor plans and blueprints as appropriate.</b>   | ✓                 |                  |                   |   |   |  |
| a. The district provides floor plans of each educational facility to local law enforcement agencies and fire departments. <sup>17</sup> ( <i>Basic Indicator</i> )  | ✓                 |                  |                   | Campus maps have been provided to city/county law enforcement agencies and local fire department.   |   |  |
| b. The district has blueprints of each educational facility readily available for review during an emergency.   | ✓                 |                  |                   | Campus maps and building floor plans are available at the Police Services building (at main campus entry); detailed blueprints of buildings are available through our Facilities/ Maintenance Department.   |   | Upgraded as changes occur.                   |

<sup>15</sup> Staff should include both instructional and non-instructional personnel and emergency agencies may include the fire department, police department, hospitals, social service and health agencies.

<sup>16</sup> Teachers, advisory councils, and the public should be provided with descriptive information regarding the safety and security plans. However, the district must still protect sensitive security information so as not to compromise the district’s safety efforts.

<sup>17</sup> Refer to s. 235.192, F.S.

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| <b>5. The district and each school regularly practice emergency responses based on potential hazards at each site.</b>  | ✓                 |                  |                   |   |                                 |  |
| a. The district school board has developed and implemented procedures for emergency drills in accordance with state law. <sup>18</sup> ( <i>Basic Indicator</i> )   | ✓                 |                  |                   | Procedures for emergency drills are included in our <i>Emergency Preparedness Plan</i> .  |                                 | On-going                                     |
| b. The district uses its annual self-assessment to identify the potential hazards for each educational facility and has developed and implemented procedures for practicing responses to identified hazards. <sup>19</sup>  | ✓                 |                  |                   | The annual self-assessment review includes representatives from Facilities, Safety, Campus Police, Transportation, Food Service and Behavioral Support to identify/address needs. |                                 | On-going                                     |
| c. The district has implemented procedures for verifying the required and planned emergency drills have been conducted.   | ✓                 |                  |                   | Emergency drills are conducted and reported in FSDB Board Reports, per the <i>QA/Risk Management Plan</i> .   |                                 | On-going                                     |
| <b>6. The district's Master Plan for In-Service Training identifies district and school personnel who need safety training and provides an appropriate level of safety training for all personnel.</b>  |                   |                  |                   |   |                                 |  |
| a. The district has a process in place and has identified the minimum training required for all school staff as well as the staff that require specialized safety training and incorporates those needs in its Master Plan for In-Service Training. <sup>20, 21</sup> |                   |                  |                   | Information has been provided to a central point for collection and documentation.  |                                 |  |
| b. School principals can demonstrate that staff have received training based on the needs identified in the Master Plan for In-Service Training, the school's hazards analysis, and the staff member's roles and responsibilities. <sup>22</sup>                      |                   |                  |                   | Curriculum Coordinator keeps those records in a database available to all certified staff.  |                                 |  |

<sup>18</sup> Refer to s. 230.23(6)(f), *F.S.*

<sup>19</sup> This will include fire drills, but should also include responses to any other hazards identified in Goal D.3.

<sup>20</sup> Including both instructional and non-instructional staff as well as substitute teachers.

<sup>21</sup> Specialized training may include suicide prevention and responses for specific emergency situations as outlined in the emergency checklist in indicator 2.

<sup>22</sup> Depending on their duties, staff training can include emergency planning and intervention, class management, conflict resolution, CPR and first aid, the use of life-saving equipment, and the early warning signs of violence to the personnel identified in indicator "a."

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| c. The district supplies trained personnel with the appropriate safety equipment. <sup>23</sup>  |                   |                  |                   | Safety equipment is provided when needed.  |  |  |
| d. The district reviews and uses the relevant training opportunities provided by the Department of Education, the Partnership for School Safety and Security, and other appropriate organizations. <sup>24</sup> |                   |                  |                   | Yes, this includes CPR and CPI   |  |  |
| e. The district's required safety training components are included in the district's Master Plan for In-service Training. <sup>25</sup>  |                   |                  |                   | Yes, also kept in the training database  |  |  |
| <b><i>Goal C: The school district has developed a clearly written code of student conduct and communicated with students and parents.</i></b>  | ✓                 |                  |                   |  |  |  |
| <b>1. The district and each school have established disciplinary policies and a code of student conduct that are well-defined.</b>   | ✓                 |                  |                   |  |  |  |
| a. The school district is in compliance with relevant laws and regulations regarding discipline policies including the code of student conduct. <sup>26, 27</sup> ( <i>Basic Indicator</i> )                     | ✓                 |                  |                   | Our student code of conduct, outlined in the <i>Parent/Student Handbook</i> , is reviewed/updated annually to ensure compliance with the appropriate laws and regulations.<br><br>Discussion has occurred regarding possible revision of this portion of the handbook to be more age specific. | ⇒ Review/ refine our student code of conduct, if applicable. Any revisions would require a statutory change. |  |

<sup>23</sup> This includes equipment such as first aid kits, fire extinguishers, or portable defibrillators.

<sup>24</sup> Refer to s. 229.8347, *F.S.*

<sup>25</sup> Refer to s. 231.600(4)(b)3., *F.S.*

<sup>26</sup> Refer to s. 230.23(6)(d), *F.S.*

<sup>27</sup> Laws and regulations such as respect for authority, respect for school property, respect for others, daily attendance, use of obscenities, harming or demeaning others. Refer to s. 230.23, *F.S.*

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| b. The district requires each student to disclose at registration legally required information regarding the student's prior disciplinary history of expulsions, arrest resulting in a charge, and juvenile justice actions.   | ✓                 |                  |                   | This information is requested on the FSDB application for enrollment, as well as during the Intake process, with parent/guardian sign-off. However, sometimes this information may be unknown or is not disclosed by the "sending" party.  | All information possible is collected at intake with parent contact.  |  |
| c. The district, in cooperation with local law enforcement agencies, promotes and enforces a zero tolerance policy for crime, substance abuse, and victimization that requires the district to report all violations subject to Florida law to a local law enforcement agency. <sup>28</sup> | ✓                 |                  |                   | Zero tolerance guidelines are incorporated in our <i>Parent/Student Handbook</i> within the student code of conduct section. Any violations are reported to our Campus Police and tracked appropriately.   | ⇒ Clarification is required on the zero tolerance policy related to substance abuse, as listed in the <i>Parent/Student Handbook</i> . However, all incidents are reported to and addressed by Campus Police. | August 2002                                  |
| d. The district school board outlines the standards for use of reasonable force by school personnel that complies with relevant state laws in order to maintain an orderly environment. <sup>29</sup>  | ✓                 |                  |                   | For most situations requiring reasonable force, Campus Police are called to assist and guidelines for use of force are included in their policy manual.<br><br>Some situations are handled by school personnel using approved <i>Crisis Prevention Intervention (CPI)</i> techniques.<br><br>Student contact staff participate in CPI review process annually. | ⇒ Review current physical force and CPI usage policies and update if needed.  | on-going                                     |
| e. The district has in a process in place to relocate students who are regularly dismissed from their classroom.   | ✓                 |                  |                   | Alternative Behavior Classroom (ABC) or in-school suspension processes are utilized as needed.   |   |  |

<sup>28</sup> Refer to s. 230.235, F.S.

<sup>29</sup> Refer to s. 232.273, F.S.

***School Safety and Security Best Practices With Their Associated Indicators  
Goals (A, B, C . . .), Best Practices (1, 2, 3 . . .), and Indicators (a, b, c . . .)***

***SCHOOL SAFETY AND SECURITY***

| <b><i>Goals, Best Practices, Indicators</i></b>  | <b><i>Yes</i></b> | <b><i>No</i></b> | <b><i>N/A</i></b> | <b><i>Explanation/<br/>Documentation</i></b>  | <b><i>Corrective Action</i></b>   | <b><i>Fiscal Impact<br/>and Timeline</i></b> |
|--|-------------------|------------------|-------------------|---|---|--|
| f. Disciplinary policies include statements regarding anti-harassment and anti-violence policies and due process rights in accordance with state and federal laws.           | ✓                 |                  |                   | Disciplinary policies regarding sexual and race/national origin harassment and anti-violence policies, including due process, are contained within the <i>Parent/Student Handbook</i> .<br><br>Also, general school policies outline disciplinary procedures for student to student harassment and staff to student harassment. | Police/ Security are available for documentation and possible corrective action.                        |  |
| g. Disciplinary policies include procedures regarding interviewing students by law enforcement agencies and the Department of Children and Family Services.                  | ✓                 |                  |                   | General school policies outline our school personnel's responsibilities related to the interviewing of students by law enforcement or DCFS.<br><br>The <i>Campus Police Policies/ Procedures Manual</i> further defines their role in and guidelines for conducting student interviews.   |   | 2002 policy manual revised and approved.     |
| h. Disciplinary policies include procedures governing locker searches. <sup>30</sup>   | ✓                 |                  |                   | Policies regarding locker searches are included in the <i>Parent/Student Handbook</i> for school personnel and in the <i>Campus Police Policies/ Procedures Manual</i> for law enforcement if probable cause exists.  |   |  |
| i. The district's policies are consistent with the state and federal requirements for students with disabilities.  | ✓                 |                  |                   | Policies are consistent with the state and federal guidelines, since these requirements apply to our entire student population.   |   |  |
| <b>2. The district revises its code of student conduct and informs all stakeholders as to the final product.</b>   | ✓                 |                  |                   |   |   |  |
| a. The district school board and school administrators annually review discipline policies and revise those policies with input from teachers, staff, parents, and students. | ✓                 |                  |                   | The <i>Parent/Student Handbook</i> is reviewed/revised annually.  | ⇒ Broaden the scope for input/involvement in the annual review process.<br><br>New members added on '02 | '02 Behavior Specialist were added           |

<sup>30</sup> Refer to s. 232.256, F.S.

***School Safety and Security Best Practices With Their Associated Indicators  
Goals (A, B, C . . . ), Best Practices (1, 2, 3 . . . ), and Indicators (a, b, c . . . )***

***SCHOOL SAFETY AND SECURITY***

| <b><i>Goals, Best Practices, Indicators</i></b>   | <b><i>Yes</i></b> | <b><i>No</i></b> | <b><i>N/A</i></b> | <b><i>Explanation/<br/>Documentation</i></b>  | <b><i>Corrective Action</i></b>   | <b><i>Fiscal Impact<br/>and Timeline</i></b> |
|---|-------------------|------------------|-------------------|---|---|--|
| b. The student code of conduct is clearly written and avoids the use of technical terminology.  |                   | ✓                |                   | The current student code of conduct, as listed in the <i>Parent/Student Handbook</i> , does include technical language.                                 | ⇒ Develop simplified primary/secondary summary versions of this information to better meet the language and specialized needs of our students and parents.  | Process to be instituted on summer of '02    |
| c. Each year the discipline policies are clearly and thoroughly communicated to students, parents, and other stakeholders. <sup>31</sup>  | ✓                 |                  |                   | An updated <i>Parent/Student Handbook</i> is printed and provided to all parents/ students and staff annually.  | ⇒ Establish process to effectively communicate the summary versions of the student code of conduct and publish the <i>Handbook</i> updates on our web site. |  |
| <b><u>Goal D:</u> The school district identifies, minimizes, and protects others from disruptive and/or violent student behavior.</b>   |                   |                  |                   |   |   |  |
| <b>1. Each school has a system in place to identify the early warning signs of student violence.</b>  | ✓                 |                  |                   |   |   |  |
| a. The district teaches instructional and non-instructional staff, and students the primary early warning signs of violence, how to recognize them, and what to do once they are suspected. <sup>32, 33</sup> | ✓                 |                  |                   | The <i>Crisis Prevention Intervention</i> (CPI) training, conducted annually for student contact staff, includes identification of early warning signs. |   | annually                                     |
| b. The district facilitates and encourages requests for assistance with students who exhibit early warning signs of violence. <sup>34, 35</sup>   | ✓                 |                  |                   | Interdisciplinary Department Teams meet weekly to address individual student needs. students discussed can be referred to "Team" by staff.              |   |  |

<sup>31</sup> This is accomplished by sending student handbooks to parents and posting to the school and district websites.

<sup>32</sup> Part of this training should explain that the warning signs are indicators that a student may need help and that it is imperative that they avoid jumping to conclusions.

<sup>33</sup> Schools may not be able to explain ALL of the early warning signs. But they should design a program to help parents, students, and staff understand some of the major signs.

<sup>34</sup> This could range from guidance on what to do to help with actual intervention.

<sup>35</sup> The district ensures that it is in compliance with s. 230.23(21) *F.S.*, which requires that school boards address the availability of qualified and experienced support personnel who are trained in substance abuse or mental health to support teachers who identify student with potential problems.

***School Safety and Security Best Practices With Their Associated Indicators  
Goals (A, B, C . . .), Best Practices (1, 2, 3 . . .), and Indicators (a, b, c . . .)***

***SCHOOL SAFETY AND SECURITY***

| <b><i>Goals, Best Practices, Indicators</i></b>   | <b><i>Yes</i></b> | <b><i>No</i></b> | <b><i>N/A</i></b> | <b><i>Explanation/<br/>Documentation</i></b>   | <b><i>Corrective Action</i></b>   | <b><i>Fiscal Impact<br/>and Timeline</i></b> |
|---|-------------------|------------------|-------------------|--|---|--|
| c. The district provides timely access to a team of specialists trained in evaluating behavioral and academic concerns and provides school staff training regarding such support. | ✓                 |                  |                   | See 2b.<br>Department Teams are comprised of a variety of staff, including academic, residential, behavioral, mental health, medical, and/or diagnostic representatives. | Most staff training occurs at the beginning of each school year. However, periodic workshop/ in-service are provided for staff in appropriate or identified needed areas. |  |
| d. The district makes available appropriate psychological counseling for students exhibiting early warning signs of violence.   | ✓                 |                  |                   | School-based psychologists and on-call clinical psychologist/psychiatrist supports each department, in addition to social workers and behavioral specialists.            |   |  |
| e. The district has procedures in place to maintain legal confidentiality of information regarding students exhibiting early warning signs of violence. <sup>36, 37</sup>         | ✓                 |                  |                   | Student mental health records, clinical evaluations and other behavioral/ counseling notes are kept confidential by appropriate personnel.                               |   |  |
| <b>2. The district identifies and implements parent and community outreach strategies to promote safety in the home and community.</b>  | ✓                 |                  |                   |  |   |  |
| a. The district has developed, in accordance with state law, a cooperative agreement with the Department of Juvenile Justice. <sup>38</sup> ( <i>Basic Indicator</i> )            | ✓                 |                  |                   | FSDB meets monthly with Department of Juvenile Justice.  |   | On-going                                     |
| b. The district works proactively with students, parents, law enforcement, the community and the media to address safety and security issues.                                     | ✓                 |                  |                   | SAC Meeting, classes for staff and students.   |   | On-going                                     |
| c. The district works with local community agencies and businesses to identify ways to increase support in keeping schools safe. <sup>39</sup>                                    | ✓                 |                  |                   | FSDB works with the St. Augustine Chamber of Commerce for partnering with the community and local businesses.  |   |  |

<sup>36</sup> Refer to s. 228.093, F.S.

<sup>37</sup> This may not be something the district can prove directly, but could be measured by the absence of confidentiality breaches.

<sup>38</sup> Refer to s. 230.235, F.S.

<sup>39</sup> This is accomplished through activities such as through public-private partnerships.

***School Safety and Security Best Practices With Their Associated Indicators  
Goals (A, B, C . . . ), Best Practices (1, 2, 3 . . . ), and Indicators (a, b, c . . . )***

***SCHOOL SAFETY AND SECURITY***

| <b><i>Goals, Best Practices, Indicators</i></b>   | <b><i>Yes</i></b> | <b><i>No</i></b> | <b><i>N/A</i></b> | <b><i>Explanation/<br/>Documentation</i></b>  | <b><i>Corrective Action</i></b>   | <b><i>Fiscal Impact<br/>and Timeline</i></b> |
|---|-------------------|------------------|-------------------|---|---|--|
| d. The district provides information to parents regarding the necessary school-entry health examinations and immunizations for all students. <sup>40, 41</sup>  | ✓                 |                  |                   | Information and/or examinations occur as part of the intake process for new students, and information is shared via annual communication with parents prior to a new school year for returning students.  |   |  |
| <b>3. The district conducts a hazards analysis to determine the potential safety and security issues facing each school.</b>  | ✓                 |                  |                   |   |   |  |
| a. The district ensures that each educational facility conducts an assessment of the safety hazards faced at that facility. <sup>42</sup>   | ✓                 |                  |                   | Fire/safety assessments are conducted annually by the Safety Office, per the <i>QA/Risk Management Plan</i> .<br><br>The Facilities department conducts quarterly reviews of electrical, plumbing and overall facilities compliance through its preventative maintenance program. |   |  |
| b. In accordance with Florida law, the school board has identified schools that will not be considered “small schools” and has developed plans to subdivide those schools into “schools-within-a-school” in order to comply with Florida law. <sup>43</sup> |                   |                  | ✓                 |   |   |  |
| c. The district reviews the potential applicability of successful school safety programs and/or services identified by the Partnership for School Safety and Security and the Department of Education.  | ✓                 |                  |                   |   | ⇒ Implement a more consistent, campus-wide process for review and planning of appropriate, safety-related programs/ services. |  |
| d. Each school has appropriate programs in place to respond to early warning signs and reduce the number of violence risk factors. <sup>44</sup>  | ✓                 |                  |                   | FSDB has a BORT (Behavior Occurrence Team) Team that meets monthly  |   |  |

<sup>40</sup> Except as exempted by law.

<sup>41</sup> Refer to ss. 232.0315 and 232.032, *F.S.*

<sup>42</sup> In reviewing potential hazards, the district should consider those listed in Goal B.2.a. and B.2.b.

<sup>43</sup> Refer to ss. 235.192 and 230.23, *F.S.*

<sup>44</sup> These include programs such as closed-campus lunches in high schools, structured playground activities, behavioral monitoring, behavioral counseling, student empowerment programs, extended day programs and school reorganizations, tutoring, mentors, and Saturday classes.

***School Safety and Security Best Practices With Their Associated Indicators  
Goals (A, B, C . . . ), Best Practices (1, 2, 3 . . . ), and Indicators (a, b, c . . . )***

***SCHOOL SAFETY AND SECURITY***

| <b><i>Goals, Best Practices, Indicators</i></b>  | <b><i>Yes</i></b> | <b><i>No</i></b> | <b><i>N/A</i></b> | <b><i>Explanation/<br/>Documentation</i></b>  | <b><i>Corrective Action</i></b>                              | <b><i>Fiscal Impact<br/>and Timeline</i></b> |
|--|-------------------|------------------|-------------------|---|--|--|
| <b>4. Based on the needs identified in the school hazards analysis, the district implements appropriate violence and drug prevention programs for each school.</b>   |                   |                  |                   |   |  |  |
| a. The district has developed an approved Safe and Drug-Free School plan and regularly reviews and updates the plan.   | ✓                 |                  |                   | The Safe and Drug Free School plan is reviewed/updated on an annual basis.  |  |  |
| b. The district works in conjunction with and uses available information to track charges and convictions of students and employees from within the district as well as other school districts. <sup>45, 46</sup>  | ✓                 |                  |                   | SDFS grant data/ UCR data   |  | UCR Data completed every six months          |
| c. In developing, implementing, and maintaining its safety programs, the district collaborates with other governmental and private agencies as needed. <sup>47</sup>   |                   |                  |                   | FSDB maintains collaborative agreements with other agencies, including our local Sheriff's Office and Department of Juvenile Justice.   |  | On-going                                     |
| d. The district regularly <ul style="list-style-type: none"> <li>• reviews the performance of its intervention programs and revises, eliminates, or adds programs accordingly and</li> <li>• publishes a performance review of the programs supported by safe and drug free schools funds.<sup>48</sup></li> </ul> |                   | ✓                |                   | FSDB reviews the overall performance of intervention programs; however, evaluation is not program-specific due to our small number of students and related incidents. As in the education component these plans are established on an individual, as needed, basis. | Much performance review is also done on an individual basis. |  |
| <b>5. The district has crime watch and school safety hotlines available in all schools.</b>  | ✓                 |                  |                   |   |  |  |
| a. The district has crime watch programs and school safety hotline(s) in place and available in all schools. <sup>49</sup>   | ✓                 |                  |                   | FSDB has received approval to use the St. John's County safety hotline.   |  |  |
| b. The district has procedures in place to inform students, parents, and other community partners its crime watch programs and school safety hotline(s).   | ✓                 |                  |                   | FSDB is waiting on promotional materials from St. John's County.<br><br>We plan to distribute the procedures and hotline information upon receipt.  |  |  |

<sup>45</sup> Charges and convictions tracked should be limited to felonies, abuse of a minor, and sale or possession of a controlled substance. Refer to ss. 39.037, 39.045, 232.26, and 230.335, *F.S.*

<sup>46</sup> Agencies that should be consulted include the Department of Juvenile Justice, the Florida Department of Law Enforcement, other appropriate law enforcement agencies, state attorneys, the courts, and the Department of Education.

<sup>47</sup> The Partnership for School Safety and Security, the Department of Juvenile Justice, and the Department of Education are examples of such agencies.

<sup>48</sup> As part of this review, the district should have performance related data for each of these programs.

<sup>49</sup> Refer to s. 230.23(6)(e), *F.S.*

***School Safety and Security Best Practices With Their Associated Indicators  
Goals (A, B, C . . .), Best Practices (1, 2, 3 . . .), and Indicators (a, b, c . . .)***

| <b><i>SCHOOL SAFETY AND SECURITY</i></b>  |                   |                  |                   |  |  |  |
|---|-------------------|------------------|-------------------|--|--|--|
| <b><i>Goals, Best Practices, Indicators</i></b>   | <b><i>Yes</i></b> | <b><i>No</i></b> | <b><i>N/A</i></b> | <b><i>Explanation/<br/>Documentation</i></b>   | <b><i>Corrective Action</i></b>                              | <b><i>Fiscal Impact<br/>and Timeline</i></b> |
| <b>6. The school board adopts curricula and programs aimed at protecting students, teachers, bus operators, administrators, and school personnel.</b> <sup>50, 51</sup>     |                   |                  |                   |  |  |  |
| a. The district reviews and makes available to its schools sources of violence prevention and safety-related programs and curricula. <sup>52</sup>                          | ✓                 |                  |                   | Campus wide needs assessment<br>In-service Training addresses safety student programs are implemented throughout the school program.   |  |  |
| b. The school board and each school adopt safety and health curricula and programs designed to reduce violence and increase safety. <sup>53</sup>                           | ✓                 |                  |                   | Safety and health curricula are handled through our Physical Education program, instructional offerings by Campus Police (during both school and dorm time) and programs provided by various counselors. |  |  |
| c. The district and schools involve students in the planning and implementation of violence prevention programs and other student efforts that contribute to school safety. | ✓                 |                  |                   | Student councils operate in several school departments. Star program in the Residential Department contributes to group spirit and cooperation.  | ⇒ Involve students and/or gather input to incorporate in 6a. |  |
| d. The district has considered a dress code or school uniform policy. <sup>54, 55</sup>   | ✓                 |                  |                   | Response to a June 1999 survey indicated that parents did NOT want a uniform policy at FSDB; however, a dress code policy is currently in place.   |  |  |
| <b><u>Goal E: Educational facilities and equipment are safe and in good working condition.</u></b>  |                   |                  |                   |  |  |  |
| <b>1. The district conducts an annual review of all relevant health and safety issues for each educational facility.</b> <sup>56</sup>                                      | ✓                 |                  |                   |  |  |  |

<sup>50</sup> These programs should be designed to improve overall student performance, reduce risk factors and warning signs, prevent bullying or harassment, and improve student behavior.

<sup>51</sup> This includes programs such as “Blueprints” from the Center for the Study and Prevention of Violence, the Safe and Drug Free Schools Resource Center. NOTE: There are many sites for these kinds of programs, so the district may use something else.

<sup>52</sup> Such sources would include the Partnership for School Safety and Security’s electronic clearinghouse and the Department of Education’s Program Inventory.

<sup>53</sup> These programs should be designed to ensure the safety of students, teachers, and administrators.

<sup>54</sup> Schools do not have to have a dress code, but they should be able to describe their reasoning if they have not adopted one.

<sup>55</sup> Dress code examples include prohibiting baggy pants, untucked shirts, overcoats and long jackets, and gang colors or symbols.

<sup>56</sup> Conducting this self-assessment as required in s. 985.401, F.S., does not meet the requirements of this practice.

***School Safety and Security Best Practices With Their Associated Indicators  
Goals (A, B, C . . .), Best Practices (1, 2, 3 . . .), and Indicators (a, b, c . . .)***

| <b><i>SCHOOL SAFETY AND SECURITY</i></b>   |                   |                  |                   |  |  |  |
|--|-------------------|------------------|-------------------|--|--|--|
| <b><i>Goals, Best Practices, Indicators</i></b>  | <b><i>Yes</i></b> | <b><i>No</i></b> | <b><i>N/A</i></b> | <b><i>Explanation/<br/>Documentation</i></b>   | <b><i>Corrective Action</i></b>  | <b><i>Fiscal Impact<br/>and Timeline</i></b> |
| a. In accordance with applicable Florida law and regulations, school principals have procedures in place to ensure the accuracy of safety and discipline data and report that data using DOE-approved standardized forms. <sup>57</sup> ( <i>Basic Indicator</i> ) | ✓                 |                  |                   | FSDB consistently documents/reports safety and discipline data on a regular basis; however, we have not received DOE-approved standardized forms.  | ⇒ Contact DOE for forms.   |  |
| b. A certified fire safety inspector conducts an annual fire safety review of all education and ancillary plants to ensure compliance with Florida law. <sup>58</sup>  | ✓                 |                  |                   | The state Fire Marshall inspects all buildings annually, and corrective action is taken within 30 days if any deficiencies are identified.   |  |  |
| c. An annual casualty safety review of all education and ancillary plants is conducted to ensure compliance with Florida law. <sup>59</sup>  | ✓                 |                  |                   | Our insurance carrier inspects the physical plant annually to ensure compliance with state requirements.   |  |  |
| d. An annual review is conducted to determine whether educational facilities comply with State Requirements for Educational Facilities (SREF), Chapter 5, Existing Facilities Requirements. <sup>60</sup>  |                   |                  | ✓                 | FSDB currently falls under Life Safety Code requirements (due to classification as a state agency).  |  |  |
| e. The district utilizes the results of the safety self-assessment to develop specific goals and objectives for improving deficiencies noted in the annual reviews.  | ✓                 |                  |                   | If any life-safety issues are identified through these inspections, they are immediately addressed.  |  |  |
| f. The district corrects all deficiencies noted in the annual reviews within a reasonable time period. <sup>61</sup>   | ✓                 |                  |                   | Response/corrective action for any deficiencies is done immediately through 30 days, depending upon level of severity/risk.  |  |  |
| g. The district provides safety-related information, such as the safety and security self-assessment results, in an annual report to the public and other stakeholders. <sup>62, 63</sup>  | ✓                 |                  |                   | SESIR information is currently shared in the Annual School Report to our parents, Board and other stakeholders.<br><br>Safe school-related survey results are shared with the Board at public workshops or meetings. | ⇒ Review current report formats and update as appropriate.<br><br>⇒ Initiate provision of safety self-assessment results to our Board at a public meeting, per state guidelines. | Annual; On-going                             |

<sup>57</sup> Refer to s. 231.0851, *F.S.*

<sup>58</sup> Refer to s. 235.06, *F.S.*

<sup>59</sup> Refer to s. 235.06, *F.S.*

<sup>60</sup> Effective January 1, 2002, this will be the Florida Building Code.

<sup>61</sup> Note that s. 235.06, *F.S.*, requires life-threatening deficiencies be corrected immediately.

***School Safety and Security Best Practices With Their Associated Indicators  
Goals (A, B, C . . .), Best Practices (1, 2, 3 . . .), and Indicators (a, b, c . . .)***

***SCHOOL SAFETY AND SECURITY***

| <b><i>Goals, Best Practices, Indicators</i></b>  | <b><i>Yes</i></b> | <b><i>No</i></b> | <b><i>N/A</i></b> | <b><i>Explanation/<br/>Documentation</i></b>   | <b><i>Corrective Action</i></b>  | <b><i>Fiscal Impact<br/>and Timeline</i></b> |
|--|-------------------|------------------|-------------------|--|--|--|
| <b>2. The district designs educational facilities and sites to enhance security and reduce vandalism through the use of “safe school design” principles.</b>   |                   |                  |                   |  |  |  |
| a. The district incorporates Crime Prevention Through Environmental Design (CPTED) principles in the maintenance, renovation, and construction of district educational facilities. CPTED principles include <ul style="list-style-type: none"> <li>• natural access and control of schools and campuses;</li> <li>• natural surveillance of schools and campuses both from within the facility and from adjacent streets by removing obstructions or trimming shrubbery;</li> <li>• school and campus territorial integrity; securing courtyards, site lighting, building lighting;</li> <li>• audio and motion detection systems covering ground floor doors, stairwells, offices and areas where expensive equipment is stored;</li> <li>• exterior stairs, balconies, ramps, and upper level corridors around the perimeter of buildings should have open-type handrails or other architectural features to allow surveillance;</li> <li>• open areas, such as plazas, the building's main entrance, parking lots, and bicycle compounds should be designed so they are visible by workers at work stations inside the buildings; and</li> <li>• designs which will promote the prevention of school crime and violence. Exterior architectural features without footholds or handholds on exterior walls, tamper-proof doors and locks, non-breakable glass or shelter window protection system; also landscaping and tree placement should be designed so they do not provide access to roofs by unauthorized persons. Sections of schools commonly used after hours should be separated by doors or other devices from adjacent</li> </ul> | ✓                 |                  |                   | Basic CPTED principles have been incorporated in the architectural design and construction documentation for new buildings and major renovations.<br><br>Police officers who go through SRO Training receive a brief CPTED Course. | ⇒ Have appropriate staff certified in CPTED design principles (in process) |  |

<sup>62</sup> Information must not be sanitized. It should include such information as incidents on crime and misbehavior, trends over time, comparisons to the community, and steps taken to improve safety.

<sup>63</sup> Depending on how it is done, this practice could be met through the superintendent’s report to the school board pursuant to s. 985.401, F.S.

***School Safety and Security Best Practices With Their Associated Indicators  
Goals (A, B, C . . .), Best Practices (1, 2, 3 . . .), and Indicators (a, b, c . . .)***

| <b><i>SCHOOL SAFETY AND SECURITY</i></b>   |                   |                  |                   |  |  |  |
|--|-------------------|------------------|-------------------|--|--|--|
| <b><i>Goals, Best Practices, Indicators</i></b>  | <b><i>Yes</i></b> | <b><i>No</i></b> | <b><i>N/A</i></b> | <b><i>Explanation/<br/>Documentation</i></b>   | <b><i>Corrective Action</i></b>  | <b><i>Fiscal Impact<br/>and Timeline</i></b> |
| areas to prevent unauthorized access. Install locks on roof hatches and apply slippery finishes to exterior pipes.   |                   |                  |                   |  |  |  |
| b. The district can demonstrate that Crime Prevention Through Environmental Design and other appropriate safety features are incorporated into the design of all new construction. <sup>64, 65</sup> | ✓                 |                  |                   | New building construction incorporates CPTED principles in their design.   | ⇒ Increase consideration of CPTED principles, including incorporation of landscape design, in conjunction with overall construction plans. |  |
| c. The district can demonstrate that whenever facilities are renovated, safety needs are assessed and safety designs are revised or added to the facility. <sup>66</sup>                             | ✓                 |                  |                   | Safety reviews are conducted of all renovations project plans and implementation.  |  |  |
| d. The district can demonstrate that facility maintenance incorporates principles of Crime Prevention Through Environmental Design. <sup>67</sup>  | ✓                 |                  |                   | Not documenting as safety issue because maintains facility.  | ⇒ See 2a.  |  |
| <b>3. The district has procedures that govern access to each educational facility and its students and access is limited to authorized students and visitors.</b>                                    | ✓                 |                  |                   |  |  |  |
| a. Entrance to the educational facility is as limited as the physical setting will allow.  | ✓                 |                  |                   | FSDB is a “secure” campus with ID card or bar code access at vehicular or walk-through gates for students and staff.<br><br>Visitors can access campus at the main gate with sign-in at Security/ Campus Police. Appropriate signage and procedures have been implemented to support limiting campus access. |  | On-going                                     |
| b. Each educational facility has a clearly marked central point for receiving all visitors. <sup>68</sup>  | ✓                 |                  |                   | See 3a.  |  | On-going                                     |

<sup>64</sup> CPTED design principles include natural surveillance of school grounds, access control, and territoriality. CPTED design features include, but are not limited to, controlled access entrances, fencing, sufficient entrances and exits, signage, and front desks having views of the entrance.

<sup>65</sup> Training in Crime Prevention Through Environmental Design is available from the state’s Department of Education.

<sup>66</sup> These needs and designs include lighting, break proof doors, security systems, fencing, and window or door bars. Essentially, is safety reviewed and addressed as part of the renovation process?

<sup>67</sup> Such as territoriality and ownership.

<sup>68</sup> This will require signs throughout the school telling visitors where to check in and training staff to ensure that visitors check in at the appropriate location.

***School Safety and Security Best Practices With Their Associated Indicators  
Goals (A, B, C . . .), Best Practices (1, 2, 3 . . .), and Indicators (a, b, c . . .)***

| <b><i>SCHOOL SAFETY AND SECURITY</i></b>   |                   |                  |                   |  |   |  |
|--|-------------------|------------------|-------------------|--|---|--|
| <b><i>Goals, Best Practices, Indicators</i></b>  | <b><i>Yes</i></b> | <b><i>No</i></b> | <b><i>N/A</i></b> | <b><i>Explanation/<br/>Documentation</i></b>   | <b><i>Corrective Action</i></b>                                 | <b><i>Fiscal Impact<br/>and Timeline</i></b> |
| c. Each educational facility has a procedure regarding the release of students to parents, guardians, or other persons. <sup>69</sup>                                      | ✓                 |                  |                   | FSDB has procedure/s in place regarding student release.   | ⇒ Review current procedure/s for interdepartmental consistency. |  |
| d. Buildings are secured when unoccupied, but security devices shall not prevent egress from the building at any time. <sup>70</sup>                                       | ✓                 |                  |                   | All buildings are locked when unoccupied and locking devices do allow easy exit.   |   | In-place                                     |
| e. There is a key control program to account for all keys to all buildings, rooms, and gates.  | ✓                 |                  |                   | Review of current campus key control program and assignments was just completed.<br><br>FSDB is implementing a new control program to enable staff-specific access by designated level (via key and/or ID card). | ⇒ Complete implementation of new “key” control program.         |  |
| <b>4. The district ensures that playgrounds are properly constructed, maintained, and supervised so as to reduce the risk of injury.</b>                                   | ✓                 |                  |                   |  |   |  |
| a. The district follows US Consumer Product Safety Commission guidelines and consults with other authorities, regarding playground construction materials and regulations. | ✓                 |                  |                   | We follow all guidelines for playgrounds.  |   |  |
| b. District personnel conduct regular maintenance checks of playground equipment and documents conditions in need of repair.   | ✓                 |                  |                   | Two certified staff conduct quarterly playground inspections.  |   |  |
| c. The district identifies and corrects playground deficiencies in a timely manner.  | ✓                 |                  |                   | Repairs/maintenance needs are identified, and corrective action is taken immediately.  |   |  |
| d. Playground areas are supervised when children are present and using the areas during school hours.  | ✓                 |                  |                   | Playgrounds are supervised in accordance with our staff to student ratio standards.  |   |  |
| <b>5. Each educational facility has appropriate equipment to protect the safety and security of property and records.</b>  | ✓                 |                  |                   |  |   |  |

<sup>69</sup> This would include procedures such as identification checks.

<sup>70</sup> This would include times the building is or should be unoccupied such after being closed for this night.

***School Safety and Security Best Practices With Their Associated Indicators  
Goals (A, B, C . . .), Best Practices (1, 2, 3 . . .), and Indicators (a, b, c . . .)***

***SCHOOL SAFETY AND SECURITY***

| <b><i>Goals, Best Practices, Indicators</i></b>  | <b><i>Yes</i></b> | <b><i>No</i></b> | <b><i>N/A</i></b> | <b><i>Explanation/<br/>Documentation</i></b>   | <b><i>Corrective Action</i></b> | <b><i>Fiscal Impact<br/>and Timeline</i></b> |
|--|-------------------|------------------|-------------------|--|---------------------------------|--|
| a. Each educational facility has a security system that was selected or designed with input from security professionals. <sup>71, 72</sup>   | ✓                 |                  |                   | Electronic doors being installed, limited access to campus through electronic gates.   |                                 | On-going                                     |
| b. The district can demonstrate that current security equipment is inspected and reviewed annually by safety and security professionals. <sup>73</sup>   | ✓                 |                  |                   | Door Security monitored through Honeywell system under an annual contract and through the Communications Center  |                                 | On-going                                     |
| c. Each educational facility maintains evacuation and disaster recovery kits that include copies of all necessary records and as well as basic equipment, as required by district emergency response procedures. <sup>74, 75</sup> | ✓                 |                  |                   | One kit located on each floor of each building and reviewed annually. All medical information has been made portable through the use of a laptop computer. |                                 |  |
| <b>6. The district provides appropriate safety equipment and information to prevent injuries to students and others.</b>   |                   |                  |                   |  |                                 |  |
| a. Each educational facility is equipped with first aid kits and fire extinguishers.   | ✓                 |                  |                   | Located in each building and inspected by code.  |                                 | On-going                                     |
| b. The district has provided appropriate safety equipment in instructional areas with dangerous equipment or chemicals. <sup>76, 77</sup>  | ✓                 |                  |                   | Stationed where appropriate.   |                                 |  |
| c. The district can demonstrate that students and school personnel are trained in the appropriate safety procedures for dealing with dangerous tools, equipment, or chemicals.   | ✓                 |                  |                   | Lab Safety Classes are provided to students, Orientation and Mobility works with students around campus. Staff are checked out on proper use of equipment. |                                 | On-going                                     |
| d. The district supplies all necessary protective equipment to minimize the number of injuries related to athletic activities. <sup>78</sup>   | ✓                 |                  |                   | All school related sports are issued proper equipment.   |                                 |  |

<sup>71</sup> May include alarm systems as well as equipment such as fencing. Not all schools will require electronic security so the selection of security systems should be based on hazard analyses with input from security professionals.

<sup>72</sup> This would include professionals such as fire marshal, police, and security experts.

<sup>73</sup> This would include professionals such as fire marshal, police, and security experts.

<sup>74</sup> One kit should be in the main office but another should be kept at the opposite side of the site in case the office is inaccessible or damaged..

<sup>75</sup> This includes records such as of staff and student medical records, student and staff rosters, school floor plan, school safety plan, personnel trained in CPR, cell phone, first aid kit, emergency medicine, weather gear, and bullhorn.

<sup>76</sup> See s. 232.45, F.S.

<sup>77</sup> This means machinery such as saws or drills for shop class; chemicals for chemistry classes, scalpels for biology, and so forth.

***School Safety and Security Best Practices With Their Associated Indicators  
Goals (A, B, C . . .), Best Practices (1, 2, 3 . . .), and Indicators (a, b, c . . .)***

| <b><i>SCHOOL SAFETY AND SECURITY</i></b>   |                   |                  |                   |   |                                 |  |
|--|-------------------|------------------|-------------------|---|---------------------------------|--|
| <b><i>Goals, Best Practices, Indicators</i></b>  | <b><i>Yes</i></b> | <b><i>No</i></b> | <b><i>N/A</i></b> | <b><i>Explanation/<br/>Documentation</i></b>                                    | <b><i>Corrective Action</i></b> | <b><i>Fiscal Impact<br/>and Timeline</i></b> |
| <b>7. The district follows environmental and food safety health practices and regulations.</b>   |                   |                  |                   |   |                                 |  |
| a. The district follows all appropriate food safety health practices and regulations.  | ✓                 |                  |                   | All Food Service operations are licensed and inspected                          |                                 | Ongoing                                      |
| b. The district documents that appropriate personnel have received information and materials pertaining to their safety-related duties, rights, and responsibilities under Florida law, federal law, and OSHA. <sup>79</sup> | ✓                 |                  |                   | MSDS training completed annually and at time of hire.                           |                                 | Ongoing                                      |
| c. The district complies with all appropriate federal and state requirements for facility safety. <sup>80</sup>  | ✓                 |                  |                   | Food Service areas are inspected by the health Department on a quarterly basis. |                                 |  |
| d. The district maintains a copy of the state and local health regulations. All school sites have a copy of the local health regulations   | ✓                 |                  |                   | All Food Service Operations have copy of health regulations.                    |                                 |  |
| e. The district distributes written emergency procedures and plans to each cafeteria site for reporting, investigating, and correcting the cause of incidents and these documents are available to all employees.            | ✓                 |                  |                   | Yes, written into the Policy and Procedures Manual.                             |                                 |  |
| <b><i>Goal F: The district takes steps to ensure the safety and security of students and staff during transportation.</i></b>  |                   |                  |                   |   |                                 |  |
| <b>1. The district has procedures to create safe and orderly process for students arriving at or leaving each school campus.<sup>81</sup></b>  | ✓                 |                  |                   |   |                                 |  |

<sup>78</sup> For example, the district ensures that athletes wear the proper protective equipment and are properly supervised during practices.

<sup>79</sup> Refer to s. 232.27, F.S.

<sup>80</sup> Examples include EPA guidelines, Occupational Safety and Health Administration's Hazardous Communication Standards, federal and state regulations hazardous materials plans, Asbestos Hazardous Emergency Response Act rules, and other mandated environmental and safety issues, (i.e., Refrigerant Use and Disposal, Florida Department of Labor and Employment Security regulations).

<sup>81</sup> Refer to s. 234.0215, F.S., and Rules 6-2.001 and 6-3.017(2)(e)2.b., F.A.C.

***School Safety and Security Best Practices With Their Associated Indicators  
Goals (A, B, C . . .), Best Practices (1, 2, 3 . . .), and Indicators (a, b, c . . .)***

***SCHOOL SAFETY AND SECURITY***

| <b><i>Goals, Best Practices, Indicators</i></b>  | <b><i>Yes</i></b> | <b><i>No</i></b> | <b><i>N/A</i></b> | <b><i>Explanation/<br/>Documentation</i></b>   | <b><i>Corrective Action</i></b> | <b><i>Fiscal Impact<br/>and Timeline</i></b> |
|--|-------------------|------------------|-------------------|--|---------------------------------|--|
| a. The district has developed a school safety transportation plan. <sup>82</sup> <i>(Basic Indicator)</i>  | ✓                 |                  |                   | Transportation safety response guidelines are included in the <i>Bus Driver Handbook, Vehicle Accident Policy, Critical Incident Response Guide</i> and <i>Emergency Preparedness Plan</i> .<br><br>FSDB has chaperones for each bus route to supervisor student pick ups/ drop offs and on the bus behavior/ safety.<br><br>Both chaperones and FSDB drivers receive appropriate training annually, including CPR and emergency procedures. |                                 | On-going/ updated annually                   |
| b. School bus service driveways at each school meet the requirements of the State Requirements for Educational Facilities (SREF). <sup>83</sup> <i>(Basic Indicator)</i>   |                   |                  | ✓                 | FSDB does not have bus service driveways; however, our bus loading/ unloading zones meet these requirements.   |                                 |  |
| c. The district has procedures to ensure the safety of children arriving at each school or leaving each school campus, including those who walk, ride bicycles, ride in buses, or are passengers or drivers in private vehicles. <sup>84</sup> | ✓                 |                  |                   | Students who arrive/leave school via private vehicle pick up must access campus via Security gate and follow established procedures.<br><br>Students are met at loading/unloading zones by staff.  |                                 | On-going                                     |
| d. Whenever feasible existing schools are renovated to provide for separate drop-off and pick-up areas for school buses and parents' and other private passenger vehicles. <sup>85</sup>   | ✓                 |                  |                   | Students on buses are dropped off at bus loading and unloading zones. Private vehicle driven students are also dropped off/ picked up in designated areas. All students are met by staff.  |                                 | On-going                                     |
| e. Whenever feasible existing schools are renovated to provide for separation of vehicular and pedestrian traffic. <sup>86</sup>   | ✓                 |                  |                   | There sidewalks and crosswalks on campus for pedestrian use.   |                                 | On-going                                     |

<sup>82</sup> Refer to s. 234.0215, *F.S.*

<sup>83</sup> Effective January 1, 2002, this will be the Florida Building Code.

<sup>84</sup> Refer to s. 234.0215, *F.S.*, and Rule 6-3.017(2)(e)2.b., *F.A.C.*

<sup>85</sup> In general, this should be feasible except where prohibited by the physical structure of the school or county regulations.

<sup>86</sup> In general, this should be feasible except where prohibited by the physical structure of the school or county regulations.

***School Safety and Security Best Practices With Their Associated Indicators  
Goals (A, B, C . . .), Best Practices (1, 2, 3 . . .), and Indicators (a, b, c . . .)***

***SCHOOL SAFETY AND SECURITY***

| <b><i>Goals, Best Practices, Indicators</i></b>   | <b><i>Yes</i></b> | <b><i>No</i></b> | <b><i>N/A</i></b> | <b><i>Explanation/<br/>Documentation</i></b>  | <b><i>Corrective Action</i></b>                                    | <b><i>Fiscal Impact<br/>and Timeline</i></b> |
|---|-------------------|------------------|-------------------|---|--|--|
| <b>2. The district has implemented policies, procedures, and practices that ensure the safety of transported students.</b>  | ✓                 |                  |                   | Transportation policies/procedures are currently being reviewed/revised.  | ⇒ Complete updates to policy/procedures manual.                    | August 2002                                  |
| a. The district ensures that all new school buses purchased have an appropriate safety restraint system. <sup>87</sup> ( <i>Basic Indicator</i> )   | ✓                 |                  |                   | Safety restraint systems are included in requirements for new bus purchases.  | ⇒ Continue to add seat belts to existing bus fleet.                | On-going                                     |
| b. The district has procedures to ensure the safety of designated school bus routes and to ensure that bus stops are designated in the most reasonably safe locations. <sup>88, 89</sup>  | ✓                 |                  |                   | Each new student rides to stop and designates a safe location.<br><br>Safe stop parent/s are designated for day/weekend route bus stops.  |  | On-going                                     |
| c. All persons transporting students, including school personnel, charter school personnel, and contractors, are properly licensed, trained, and qualified. <sup>90</sup>   | ✓                 |                  |                   | A new policy has been implemented this year to run MVR checks for persons transporting our students or using a state vehicle.<br><br>This is in addition to the background check conducted for all FSDB employees and contractors.<br><br>Training – see Goal F-1a. | ⇒ Implement policies to establish acceptable MVR checks.           | On-going                                     |
| d. The district has adopted a safe driver plan that defines the threshold for unacceptable levels and types of violations by all persons transporting students and specifies consequences for those who exceed the threshold. <sup>91</sup> | ✓                 |                  |                   | Rules are posted in all state vehicles. FSDB has a bus driver handbook of policies/procedures.  | ⇒ Finalize policy for driver qualifications and vehicle accidents. | August 2002                                  |
| e. Each school principal ensures that all transported students receive instruction in safe riding practices and rules of conduct. <sup>92, 93</sup>   | ✓                 |                  |                   | The Transportation Department and Principals work together to provide incident reports for positive and negative behavior.  |  | On-going                                     |

<sup>87</sup> Refer to s. 316.6145, *F.S.*

<sup>88</sup> Procedures should include such requirements as timely reporting and identification of potential hazards by bus operators, reliable intake of reports of potential hazards by parents and other community members, physical reviews of each route and stop location by transportation personnel at least annually, and correction of agreed hazards.

<sup>89</sup> Refer to s. 234.02, *F.S.*

<sup>90</sup> Refer to s. 234.101, *F.S.*, and Rules 6A-3.0141, 6A-3.0151, and 6-3.017, *F.A.C.*

<sup>91</sup> Refer to Rule 6A-3.0141(8), *F.A.C.*

<sup>92</sup> Student training should include at least the following: safe practices while waiting for, boarding, and disembarking from the bus; safe behavior while riding in the bus; school bus; evacuation procedures; safe behavior at railroad crossings; and, use of safety restraints (if applicable)

<sup>93</sup> Refer to Rule 6-3.017(2)(e)2.e., *F.A.C.*

***School Safety and Security Best Practices With Their Associated Indicators  
Goals (A, B, C . . .), Best Practices (1, 2, 3 . . .), and Indicators (a, b, c . . .)***

***SCHOOL SAFETY AND SECURITY***

| <b><i>Goals, Best Practices, Indicators</i></b>  | <b><i>Yes</i></b> | <b><i>No</i></b> | <b><i>N/A</i></b> | <b><i>Explanation/<br/>Documentation</i></b>  | <b><i>Corrective Action</i></b> | <b><i>Fiscal Impact<br/>and Timeline</i></b> |
|--|-------------------|------------------|-------------------|---|---------------------------------|--|
| f. The district clearly communicates, such as through a checklist, what steps district staff will take in response to transportation accidents or other transportation emergencies. <sup>94</sup>  | ✓                 |                  |                   | Guidelines for response are included in: <i>Bus Driver Handbook, Vehicle Accident Policy</i> , and/or <i>Critical Incident Response Guide</i> , depending upon the situation. |                                 | On-going                                     |
| <b>3. School buses, including buses operated by schools, charter schools, and contractors, are inspected and maintained in accordance with states laws and state Department of Education rules.</b>  | ✓                 |                  |                   | FSDB buses and weekend charters undergo DOE school bus certification and re-certification testing, based upon compliance with the <i>Florida Motor Vehicle Rules</i> .        |                                 | On-going                                     |
| a. School bus operators perform pre-trip inspection of school bus safety items and correct deficiencies before buses are used to transport students. <sup>95</sup>   | ✓                 |                  |                   | VIR inspections are conducted pre and post bus trips. Procedures are followed for grounded, out of service buses until repaired.  |                                 | On-going                                     |
| b. School bus inspections are performed every 20 days, and inspectors are trained and certified, consistent with the required procedures and criteria in the <i>Florida School Bus Safety Inspection Manual</i> . <sup>96, 97</sup>  | ✓                 |                  |                   | Appropriate staff have received training and maintain certification to conduct inspections; they conduct bus inspections every 20 days.                                       |                                 | On-going                                     |
| c. District procedures for school bus repair, maintenance, and quality control ensure that buses are only returned to service to transport students when all safety and mechanical systems meet the requirements of the <i>Florida School Bus Safety Inspection Manual</i> . <sup>98</sup> | ✓                 |                  |                   | Maintenance work orders are based on VIR reports from daily, regular (20 days), and annual bus checks/inspections.  |                                 | On-going                                     |
| d. The district uses a quality control process to review, on a selective basis, the routine servicing and repair work done on vehicles in connection with the 20-day inspections and confirm the completeness of the service record.   | ✓                 |                  |                   | Bus Maintenance Supervisor conducts follow-ups on a randomly selected sample of 20 day inspections.   |                                 | On-going                                     |

<sup>94</sup> District staff should include both bus drivers as well as other affected staff.

<sup>95</sup> Refer to Rule 6-3.017(2)(e)3.t., *F.A.C.*

<sup>96</sup> Staff should maintain a secure file, include complete records of these inspections and all work done in connection with the inspections, confirming that all buses are inspected according to the established 20-day inspection schedule

<sup>97</sup> Refer to s. 234.02, *F.S.*, and Rule 6-3.017(8), *F.A.C.*

<sup>98</sup> Refer to s. 234.02, *F.S.*, and Rule 6-3.017(8), *F.A.C.*