

School Safety and Security Best Practices
School District of Hillsborough County
Superintendent Earl Lennard



Goals, Best Practices, Indicators	Y e s	N o	Explanation/Documentation	Corrective Action	Fiscal Impact and Timeline
<u>Goal A:</u> 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.					
1. The district has established and implemented accountability mechanisms to ensure the performance, efficiency, and effectiveness of the safety and security program.					
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.	X		1. Transportation Annual Report (Website) 2. Transportation Site Improvement Plan 3. Regular Mgt. Reports: Computerized Transmission; Incident/Accident; Preventive Maintenance Schedule; Daily Fuel Report; Accountability Sheets; Radio Room Bus Log; Pre-Trip Inspection; Compliance and Road Closure Email. 4. Organizational Chart 5. Policy Statement, Safety Manual (Website) 6. Project Report Supporting Strategic Plan 2000-2005 Goal 5.0 7. Security Service Dept. Security Success Plan 8. Security Operating Procedures (SOP) Book		
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. ^{1,2}	X		Transportation 1. Running In The Black Report 2. Fuel Master, Computerized Fueling System 3. Five-Year Data Sheet 4. FTE Spreadsheet Comparison 5. Accidents Spreadsheet 6. Transportation Site Improvement Plan 7. Expenditure Review 8. ESE Board Agenda Item		

¹ 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.

² Performance measures should include appropriate comparisons with peer Districts in areas such as safety and discipline incidents, etc.

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			9. Purchasing Arrangements 10. Computerized Mgt. Information System Safety 11. Introductions, School Safety Manual (Website) 12. School Safety Committees, Safety Manual (Website) 13. School Safety Assessment Security 14. Annual SESIR Report 15. Weekly SESIR Analysis 16. School Security Safety Assessment 17. Communication Technician Assessment Guide 18. Security Officer Assessment Guide 19. Administrative Feedback Forms for Officers 20. Administrative Feedback Forms for Supervisors District Level 21. Project Report Supporting Strategic Plan 2000-2005 Goal 5.0 22. Whole School Effectiveness Training		
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. ³	X		Transportation 1. Key Unit Cost Comparison Information 2. School Bus Driver Survey 3. Hartline Ryder Student Transportation System 4. State Tire Bids 5. State Bus Bids 6. 15-Year Bus Replacement Plan 7. Annual Report (Website) 8. Operation Cost Per Mile Data 9. Access Vehicle Replacement System 10. Outsourcing Spreadsheets 11. APESE 2000-2001 Spreadsheet 12. N. Tampa Alt. Ed. Spreadsheet 13. SNAP For Tools 14. Magnet/Alt.Ed. Spreadsheet 15. Cost Comparison/Peer Districts 16. Edulog		

³ 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.

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			17. Q-Links 18. Cost Center Report 19. Benchmark Document 20. Buses removed from services sold and/or used for parts. 21. Warranty Information Database Security 22. Informal Bids for Security Positions 23. Salary Cost Comparisons for Local Security and Law Enforcement Agencies 24. ATOSS (Alternative to Out of School Suspension) sites located on campus of contracted agencies. Safety Office 25. Outsourced Fire Alarm Certification Inspection, Fire Extinguisher Inspections, Fire Sprinkler Inspections 26. Outsourced Environmental Engineering Services and Hazardous Waste Disposal District Level 27. Program Report Notebook Supporting Strategic Plan 2000-2005		
d. The district has a process in place to collect, revise, and update the appropriate data for the School Environmental Safety Incident Report. ⁴	X		Information Services 1. Annual SESIR Report Security Department 2. Weekly SESIR Analysis District Level 3. Division of Administration annually reviews SESIR forms for updates and changes.		

⁴ 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.

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e. The district has established and implemented strategies to continually assess the reliability of program performance and cost data.	X		<p>Transportation</p> <ol style="list-style-type: none"> 1. Edulog (Automated routing system) 2. Q-Links 3. Cost Center Report 4. Annual Report (Website) 5. Site Improvement Plan 6. Statistics Spreadsheets 7. Systematic Assessment of Student Transportation Needs 8. Solicit regular bids and take advantage of cooperative bid arrangements on a continuing basis for cost comparison. 9. Quote sheets generated weekly for items not on pre-approved bid list. 10. Participation in state or local pool purchasing arrangements (SNAP for tools, Goodyear Tires, state bus bid) 11. Benchmarks <p>Safety Office</p> <ol style="list-style-type: none"> 12. Safety Committees, Safety Manual (Website) 13. School Safety Assessment <p>Security</p> <ol style="list-style-type: none"> 14. Activity Report Summary 15. Metal Detectors Composite Statistics 16. Administrative Feedback Forms for Officers 17. Administrative Feedback Forms for Supervisors <p>District Level</p> <ol style="list-style-type: none"> 18. Program Report Supporting Strategic Plan/Goal 5.0 19. School Board Meeting / Workshops 		

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f. The district receives an independent review of the safety and security program on at least an annual basis. ⁵	X		1. Transportation Annual Report (Website) 2. Transportation Safety Committee 3. Transportation Monthly Safety Inspections 4. Transportation Annual Report 5. Staff and School Board Review 6. Transportation Annual Report Card 7. Transportation Site Improvement Plan 8. School Safety Security Assessment		
2. The district regularly reviews the organizational structure and staffing levels of the safety and security program and minimizes administrative layers and processes.	X		1. School Board Workshops 2. Reorganization Plans		
a. The district has a process in place to determine the staffing levels necessary to ensure that staff can respond to safety crises.	X		District Level 1. Reorganization Plan 2001-2002 2. National Assessment Staffing Formula Worksheet 3. HR Staffing Formulas Safety Office 4. Management, Safety Manual (Website) 5. School Safety Assessment 6. Annual Inspection Report 7. Annual Fire Department Inspections 8. Annual Environmental Inspections Security 9. SESIR Report 10. Dept. Staffing Worksheet Organizational Comparisons Transportation 11. Emergency School Evacuation Survey 12. Accident Report Procedure 13. Railroad Schedule 14. Emergency Communication List 15. Staffing Level Review 16. Level of Vehicle Performance Staff Evaluation 17. Florida Dept. of Environmental Protection Incident Notification Form		

⁵ 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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			18. Florida Dept. of Environmental Regulation Discharge Reporting Form 19. Environmental Inspections of Fueling Stations Records 20. Monthly Tank Monitor Reports 21. Waste Oil Memo/Safety Health and Environmental Program 22. Safety Kleen Waste Disposal		
b. On at least an annual basis, the district reviews the program's organizational structure and staffing levels to minimize administrative layers and processes.	X		Transportation 1. Weekly Leadership Meeting 2. Transfer of Personnel from Transportation Maintenance Department to Vehicle Maintenance Department 3. Annual Report (Website) 4. Benchmarks 5. Accident Reporting Procedure 6. Radio Room Schedule 7. Emergency Contact List 8. Restructuring Report 9. Department Review of Program's Organization Structure District Level 10. Reorganization Plan 2001-2002 11. School Board Workshops 12. Program Report Notebook Supporting Strategic Plan 2000-2005 Security 13. Security Department Restructuring Proposals Safety 14. Safety Department Restructuring Proposals		
c. In conducting this review, the district uses feedback from teachers, staff, and the community.	X		Transportation 1. Parent/Community Files by Area 2. Site Visits 3. Website 4. Principal Meetings 5. FAPT Conferences 6. Trade Magazines 7. E-Mails to other districts, to parents and community 8. Annual Report (Website) 9. Site Improvement Plan (Website)		

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			10. Weekly Leadership Meetings 11. Transportation Survey District Level 12. Whole School Effectiveness Training 13. Administrative Feedback Forms 14. Violence Prevention Committee 15. Diversity Roundtable Security 16. School Site Visits 17. PTA Meetings 18. Staff Training		
d. The district can demonstrate the program has an appropriate structure and staffing levels based on applicable comparisons and/or benchmarks.	X		Transportation 1. Transportation compares organizational chart with peer districts. 2. Transportation Annual Report (Website) 3. Other district organizational charts 4. Quality Link Reports Security 5. Security Response to MGT 1995 Review 6. National School Security Questionnaire (Currently used by DOE) 7. SOP #22 District Level 8. School Board Workshops 9. Reorganization Plans		
e. The program structure includes reasonable lines of authority and spans of control given the responsibilities of each organizational unit.	X		Transportation 1. Organizational Chart 2. Job Descriptions Safety Office 3. Management, Safety Committees, Safety Manual (Website) Security 4. Department Organizational Chart 5. SOP #22		

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<p>enforcement and the Department of Juvenile Justice;⁷</p> <ul style="list-style-type: none"> 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;⁸ the roles and responsibilities of the transportation staff for restoring, if necessary, and maintaining a safe, secure, and orderly bus environment; 	X		<p>5. CEMP 6. Principals Packet 7. Strategic Plan Goal 5.0 8. Safety Committees, Safety Manual (Website) 9. Administrator’s Job descriptions</p>		
	X		<p>10. Breakdown Procedures/Drivers Handbook 11. Transportation Radio Room Log 12. Transportation Annual Report (Website) 13. Harry Wong, Discipline Adapted for Bus Drivers – Drivers Handbook 14. Code “O” Procedures (Possible Weapon Present) 15. Student Management Training for Bus Drivers 16. Transportation Code of Student Conduct to Parents Annually 17. Parent and Student Section On Transportation Web Site 18. Principals Packet/Transportation Section 19. Transportation School Safety Procedures 20. Transportation Safety Video 21. Signal “O” Procedures (Possible Weapon Present) 22. Exchanging Buses/Driver’s Handbook 23. Accident Procedures and Checklist/Driver’s Handbook 24. Parent Notification of Bus Accidents 25. Magnet Bus Notification 26. Email Notification To Schools 27. Observation Form/Principals Packet 28. School Bus Accidents Memo 29. Radio Room Log 30. Transportation Website</p>		

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

⁸ Refer to s. 232.27, F.S.

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

¹⁰ 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.

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<ul style="list-style-type: none"> • the goals and objectives of the school resource officers, if any; • the mechanisms for identifying and serving the needs of students most at risk for engaging in disruptive and disorderly behavior; • arrangements to work with local emergency officials;⁹ • safety issues and policies at school sponsored events; and • process by which the district will instruct parents and the local community as to how to respond to an emergency situation.¹⁰ 	X		31. Memorandum of Agreement (CEMP)		
	X		32. Project Report Supporting Strategic Plan 2000-2005 Goal 5.0		
	X		33. CEMP 34. Emergency Operations Center 35. Public Safety Coordinating Council		
	X		36. CEMP		
	X		37. CEMP 38. PTA Meetings 39. School Improvement Plans 40. Media		
2. The district has developed a checklist for each educational facility that provides step-by-step emergency procedures.					

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<p>a. A checklist that explains step-by-step emergency procedures is readily available in every classroom. The emergency situations include, at a minimum, ^{11, 12} (<i>Basic Indicator</i>)</p> <ul style="list-style-type: none"> • weapons-use and hostage situations; • hazardous materials or toxic chemical spills; • weather emergencies including hurricanes, tornadoes, and severe storms; and • exposure as a result of a manmade emergency. 	X		<p>Safety Office</p> <ol style="list-style-type: none"> 1. Appendix A and Flipchart, Safety Manual (Website) 2. School Safety Assessment 3. Tornado Posters 4. Lightning Posters 5. Shelter In Place Training 6. Hazardous Materials Posters <p>Transportation</p> <ol style="list-style-type: none"> 7. Code “O” Procedures (Possible Weapon Present) <p>Security</p> <ol style="list-style-type: none"> 8. CEMP 		
<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>	X		<ol style="list-style-type: none"> 1. CEMP 2. School Safety Assessment 3. School Security Safety Assessment 		

¹¹ Refer to s. 230.23(6)(f)2, *F.S.*

¹² 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.	X		1. Email Alert 2. Emergency Alert Beepers 3. Faxes/Phone Calls 4. CEMP		
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"> • communicating necessary information to the media and parents;¹³ • identifying established separate staging areas (e.g., specified locations) for media and parents; and • providing guidelines on how to respond to media questions and interviews. 	X		1. CEMP 2. Preparing New Principal's (PNP) Training 3. Presentations to internal audiences as needed/upon request	Continue/expand media training by Public Affairs	2002-2003 Identify and train new principals No fiscal impact
e. The emergency checklist includes emergency contact numbers and provisions for backup communication with faculty, support service administrators, and emergency agencies.	X		CEMP		
f. The emergency checklist includes evacuation procedures developed with school transportation personnel, the fire marshal, and law enforcement agencies. ¹⁴	X		1. School Bus Evacuation Drills / Driver's Handbook 2. Semi-Annual Bus Evacuation Drills 3. Transportation Annual Report (Website) 4. Transportation Evacuation Guide 5. CEMP		
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.	X		1. Crisis Response Team 2. CEMP		

¹³ 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.

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

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3. The district develops and maintains its school safety plan and emergency response procedures with stakeholder input.	X		Local Fire Departments Review Evacuation Plans (on CD-Roms)		
a. A broad cross-section of stakeholders including parents, representatives, local emergency agencies, teachers, staff and students were involved in developing the comprehensive school safety plan and emergency procedures. ¹⁵	X		1. School Violence Prevention Committee 2. CEMP 3. Parent and Student Service Satisfaction Survey 4. Citizens Advisory Committee 5. Diversity Roundtable		
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. ¹⁶	X		1. CEMP 2. Safety Manual 3. Principals Packet		
c. The comprehensive school safety plan and emergency procedures are reviewed and revised as needed.	X		1. Inspections and Audits, Safety Manual 2. CEMP 1, 2, 3		
4. The district provides emergency response agencies with floor plans and blueprints as appropriate.	X		Blueprints at each site and at Safety Office		
a. The district provides floor plans of each educational facility to local law enforcement agencies and fire departments. ¹⁷ (<i>Basic Indicator</i>)	X		1. CEMP 2. Security Dept. Memo for Records 3. Safety Office provides floor plans to Emergency Management Committee 4. Security provides floor plans to all local Law Enforcement and Fire Departments		
b. The district has blueprints of each educational facility readily available for review during an emergency.	X		1. Appendix A, Safety Manual (Website) 2. Security CD-Rom		
5. The district and each school regularly practice emergency responses based on potential hazards at each site.					

¹⁵ 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.

¹⁶ 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.

¹⁷ Refer to s. 235.192, F.S.

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a. The district school board has developed and implemented procedures for emergency drills in accordance with state law. ¹⁸ (<i>Basic Indicator</i>)	X		Transportation 1. School Bus Evacuation Drills/Driver Handbook 2. Monthly Evacuation Drills at Schools 3. Principals Packet/ Transportation Section Safety Office 4. School Safety Assessment Plan Security 5. CEMP		
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. ¹⁹	X		1. Transportation Monthly Safety Checks 2. Transportation Monthly Safety Meetings 3. Transportation Monthly Emergency Drills Breakdown Log - five service trucks in the morning and five service trucks in the afternoon 4. CEMP		
c. The district has implemented procedures for verifying the required and planned emergency drills have been conducted.	X		Safety Office 1. Inspections and Audits, Safety Committees, Safety Manual (Website) 2. School Safety Assessment Plan Security 3. CEMP Transportation 4. Monthly Safety Drills 5. Monthly Safety Checks		

¹⁸ Refer to s. 230.23(6)(f), F.S.

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

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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.					
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. ^{20, 21}	X		<p>Transportation</p> <ol style="list-style-type: none"> 1. On-line in-service modules for Transportation employees. 2. CPR Training for bus attendants through a partnership with Health Department. 3. ESE Rider Training 4. Staff Development Training 5. ESE Training Videos 6. Bus Training (56 Hours) 7. Video Series (13) 8. Transcript Articles 9. Local technical class schedules posted on bulletin board 10. Regular In-Service Training Opportunities 11. Code "O" - Weapons <p>Safety Office</p> <ol style="list-style-type: none"> 12. Safety and Health Training, First Aid Training, Safety Manual (Website) 13. Site Safety Monitor Training 14. New Employee Safety Training 15. OSHA Ladder Training 16. First Aid/CPR Training-adult 17. Hazardous Material Training 18. Safety Procedures as Requested <p>Security</p> <ol style="list-style-type: none"> 19. Firearms Training 20. Improved Explosion Detection Training <p>District Level</p> <ol style="list-style-type: none"> 21. Program Report Supporting Strategic Plan 2000-2005/Goal 5.2 		

²⁰ Including both instructional and non-instructional staff as well as substitute teachers.

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

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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. ²²	X		<ol style="list-style-type: none"> 1. Safety and Health Training, First Aid, Safety Manual (Website) 2. Principals Packet 3. Security Dept. Training 4. Bloodborne Pathogens Training 5. Fire Extinguisher Training 6. Evacuation Training 7. Hazard Communication Training 		
c. The district supplies trained personnel with the appropriate safety equipment. ²³	X		<p>Safety Office</p> <ol style="list-style-type: none"> 1. Safety and Health Training, First Aid, Safety Manual (Website) 2. Warehouse Orders for Biohazard Spill Kits, gloves, Personal Protections Kits, and safety glasses <p>Security</p> <ol style="list-style-type: none"> 3. Security/ Individual Training Record 4. Stair-truc, handguns, handcuffs, ASP <p>Transportation</p> <ol style="list-style-type: none"> 5. First Aid Kit on all buses and county vehicles 6. Fire extinguisher on all buses 7. Two-way radios on all buses 8. Video cameras on new buses from 2001; 25% of fleet before 2001 9. Breakdown Log 10. Radio Room Schedule 	Pursue funding for Automatic External Defibrillators for all worksites	\$2,300 per Defibrillator 2002-2003
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. ²⁴	X		<ol style="list-style-type: none"> 1. State Conference Certification Programs for Security Officers 2. Training Centers and Courses in Security Book 		

²² 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."

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

²⁴ Refer to s. 229.8347, F.S.

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e. The district's required safety training components are included in the District's Master Plan for In-service Training. ²⁵	X		1. Security Training Section 2. SOP #25 3. Department Comprehensive Training Program		
<u>Goal C:</u> The school district has developed a clearly written code of student conduct and communicated with students and parents.					
1. The district and each school have established disciplinary policies and a code of student conduct that are well-defined.					
a. The school district is in compliance with relevant laws and regulations regarding discipline policies including the code of student conduct. ^{26, 27} (Basic Indicator)	X		District level 1. Student Code of Conduct 2. ATOSS Manual 3. School Board Policy Manual Security 4. CEMP 5. Violence Prevention Committee Transportation 6. Transportation Code of Conduct 7. Website for Parents and Students 8. Student Handbook 9. Student Referral/Incident Report (SB26201) 10. Review of Student Behavior 11. Transportation Pupil Management Inservice 12. ESE Consultation		

²⁵ Refer to s. 231.600(4)(b)3., F.S.

²⁶ Refer to s. 230.23(6)(d), F.S.

²⁷ 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.	X		<ol style="list-style-type: none"> 1. Enrollment Forms 2. District follows state laws for juvenile records. 3. Local law enforcement reports felonies and misdemeanors to Security who alert principals. 4. Principals Packet 5. Student Handbook 6. Superintendent's Zero Tolerance on the Bus Letter 7. ATOSS Manual 		
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. ²⁸	X		<ol style="list-style-type: none"> 1. Student Code of Conduct 2. CEMP 3. Crimestopper Program 4. Harassment Brochure Proposal 5. School Board Policy Manual 6. Sexual Abuse Intervention Network (SAIN) 	Continue to seek funding for an harassment brochure	\$20,000 2002-2003
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. ²⁹	X		<ol style="list-style-type: none"> 1. CEMP 2. School Board Policy Manual 3. Student Handbook 4. Principals Packet 5. District Crisis Response Team 6. Staff Development Training 		
e. The district has in a process in place to relocate students who are regularly dismissed from their classroom.	X		<ol style="list-style-type: none"> 1. Strategic Plan Goal 5.1/Alternative Education Program and ATOSS 2. Expulsion/Change of Placement Committee 		
f. Disciplinary policies include statements regarding anti-harassment and anti-violence policies and due process rights in accordance with state and federal laws.	X		<ol style="list-style-type: none"> 1. CEMP 2. School Board Policy Manual 3. Student Handbook 4. Principals Packet 		

²⁸ Refer to s. 230.235, F.S.

²⁹ Refer to s. 232.273, F.S.

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g. Disciplinary policies include procedures regarding interviewing students by law enforcement agencies and the Department of Children and Family Services.	X		1. CEMP 2. School Board Policy Manual 3. Student Handbook 4. Principals Packet		
h. Disciplinary policies include procedures governing locker searches. ³⁰	X		1. CEMP 2. School Board Policy Manual 3. Student Handbook 4. Principals Packet		
i. The District's policies are consistent with the state and federal requirements for students with disabilities.	X		1. CEMP 2. School Board Policy Manual 3. Student Handbook 4. Principals Packet		
2. The district revises its code of student conduct and informs all stakeholders as to the final product.					
a. The district school board and school administrators annually review discipline policies and revise those policies with input from teachers, staff, parents, and students.	X		1. Board Agenda Item/Student Code of Conduct/Dress Code 2. District Website 3. ATOSS Manual 4. School Violence Prevention Committee		
b. The student code of conduct is clearly written and avoids the use of technical terminology.	X		1. Student Code of Conduct 2. Transportation Student Code of Conduct 3. Parent and Student Section on Transportation Website 4. Student Handbook/ Transportation Section 5. School Bus Rules 6. Superintendent Memo/Student/Parent Conduct		

³⁰ Refer to s. 232.256, F.S.

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c. Each year the discipline policies are clearly and thoroughly communicated to students, parents, and other stakeholders. ³¹	X		<ol style="list-style-type: none"> 1. Board Agenda Items 2. District Website 3. Student Handbook 4. Student Code of Conduct 5. Transportation Website 6. Bus Rules 7. Bus Driver Handbook 8. Pupil Management In-Service 9. ATOSS Manual 10. CEMP 11. Citizens Advisory Committee 		
<u>Goal D:</u> The school district identifies, minimizes, and protects others from disruptive and/or violent student behavior.					
1. Each school has a system in place to identify the early warning signs of student violence.					
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. ^{32, 33}	X		<ol style="list-style-type: none"> 1. Project Report Supporting Strategic Plan 2000-2005 Goal 5.1 2. CEMP 3. Non-Violent Crisis Intervention Training 4. ESE Bus Rider Training 5. National, State, and Local Presentations and Conferences 6. Neighborhood United Meetings 7. Prekindergarden Early Intervention Program 		

³¹ This is accomplished by sending student handbooks to parents and posting to the school and District websites.

³² 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.

³³ 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.

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Goals, Best Practices, Indicators	Y e s	N o	Explanation/Documentation	Corrective Action	Fiscal Impact and Timeline
b. The district facilitates and encourages requests for assistance with students who exhibit early warning signs of violence. ^{34, 35}	X		<ol style="list-style-type: none"> 1. Project Report Supporting Strategic Plan 2000-2005 Goal 5.1 2. CEMP 3. Student Bus Referrals 4. Driver/Parent/Student Conferences 5. Urban League Crime Prevention 6. Advisory Committee 7. ATOSS Wrap-Around Contract 8. ATOSS Partnership With Wilderness Park 9. Prekindergarden Early Intervention Program 10. SEDNET, FDLRS/Department of Student Services (Website) 		
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.	X		<ol style="list-style-type: none"> 1. Project Report Supporting Strategic Plan 2000-2005 Goal 5.1 2. CEMP 3. Transportation Office of Related Services 4. Separate Reviews for Chronic Problems 5. Peer Training 6. Character Education 7. Student Services District Crisis Team 8. School Psychological/Diagnostic Service, SEDNET, FDLRS/Department of Student Services (Website) 9. School Guidance Counselors and District Staff 		
d. The district makes available appropriate psychological counseling for students exhibiting early warning signs of violence.	X		<ol style="list-style-type: none"> 1. CEMP 2. Program-Wrap Around Services 3. Prekindergarden Early Intervention Program 4. School Psychological/Diagnostic Service, SEDNET, FDLRS/Department of Student Services (Website) 		

³⁴ This could range from guidance on what to do to help with actual intervention.

³⁵ 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.

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Goals, Best Practices, Indicators	Y e s	N o	Explanation/Documentation	Corrective Action	Fiscal Impact and Timeline
e. The district has procedures in place to maintain legal confidentiality of information regarding students exhibiting early warning signs of violence. ^{36, 37}	X		1. School Board Policy Manual 2. CEMP 3. Confidentiality Law 4. Contract Agreement with Agencies 5. Prekindergarten Early Intervention Program 6. School Psychological/Diagnostic Service, SEDNET, FDLRS/Department of Student Services (Website)		
2. The district identifies and implements parent and community outreach strategies to promote safety in the home and community.					
a. The district has developed, in accordance with state law, a cooperative agreement with the Department of Juvenile Justice. ³⁸ (<i>Basic Indicator</i>)	X		1. Cooperative Agreement with Dept. of Juvenile Justice 2. CEMP		

³⁶ Refer to s. 228.093, F.S.

³⁷ This may not be something the District can prove directly, but could be measured by the absence of confidentiality breaches.

³⁸ Refer to s. 230.235, F.S.

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Goals, Best Practices, Indicators	Y e s	N o	Explanation/Documentation	Corrective Action	Fiscal Impact and Timeline
b. The district works proactively with students, parents, law enforcement, the community and the media to address safety and security issues.	X		<ol style="list-style-type: none"> 1. Violence Prevention Committee 2. Crime Prevention Committee/Urban League 3. Time Warner Public Service Announcement / “Let’s Keep Guns Out of Our Schools,” “School Safety,” and “Student Code of Conduct” 4. Community Letters on Website 5. PTA Meetings 6. Crimestopper Letter / Memo to Principals 7. Transportation Website 8. School Bus Safety Week 9. National School Bus Safety Poster Contest 10. Sheriff’s Office - Stop Arm Violations 11. Amtrack Crossings 12. Sexual Predator Program 13. FL Highway Patrol Car Camera Video Program 14. MADD 15. County Traffic Safety Team 16. Transportation Accident Review Board 17. Observation Report 18. Driving Complaint Form 19. Email Referrals 20. Drug Court Committee 21. School Safety Committee 22. Faulkenburg Transition Committee 23. Restorative Justice 13th Circuit Court Grant Application 24. Peer Mediation/Conflict Resolution Programs and Training/Strategic Plan Goal 5.1 25. Parent Education Center/Department of Student Services (Website) 26. Tampa Educational Cable Consortium Shows 27. School Violence Prevention section on website 28. “Breaking Code of Silence” Video 29. Diversity Roundtable 	Develop a School Security Website	2002-2003 Develop and construct the site. No fiscal impact

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c. The district works with local community agencies and businesses to identify ways to increase support in keeping schools safe. ³⁹	X		<ol style="list-style-type: none"> 1. Violence Prevention Committee 2. Crime Prevention Committee/Urban League 3. Strategic Plan Goal 5.2 4. Triple AAA Safety Committee 5. Citizens Advisory Committee 6. Public Safety Coordinating Council 7. Diversity Roundtable 		
d. The district provides information to parents regarding the necessary school-entry health examinations and immunizations for all students. ^{40, 41}	X		<ol style="list-style-type: none"> 1. Enrollment Forms 2. Student Handbook 3. School Health Services/Department of Student Services (Website) 		
3. The district conducts a hazards analysis to determine the potential safety and security issues facing each school.					
a. The district ensures that each educational facility conducts an assessment of the safety hazards faced at that facility. ⁴²	X		<ol style="list-style-type: none"> 1. Hazard Identification and Control, Safety Manual (Website) 2. School Security Assessment 3. Annual Fire Safety, Casualty and Sanitation Inspection. 4. Monthly Inspections by Site Staff 5. Annual Fire Department Inspections 6. School Safety Assessment 		

³⁹ This is accomplished through activities such as through public-private partnerships.

⁴⁰ Except as exempted by law.

⁴¹ Refer to ss. 232.0315 and 232.032, F.S.

⁴² In reviewing potential hazards, the District should consider those listed in Goal B.2.a. and B.2.b.

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Goals, Best Practices, Indicators	Y e s	N o	Explanation/Documentation	Corrective Action	Fiscal Impact and Timeline
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. ⁴³	X		Small Schools Committee Programs and sites <ul style="list-style-type: none"> • International Baccalaureate Program/King and Hillsborough • Center for International Studies/Jefferson • Academy of Health Professions/ Tampa Bay Tech • Academy of Engineering Technology/Tampa Bay Tech • School of Math/Science/Technology/Middleton • Accelerated Curriculum Program/Blake • School of Visual/Performing/Communication Arts/Blake High School • Health Professions Program/Sligh • Environmental Studies/Dowdell • Middle School Teams • Attractor programs in choice plan 	Expand Committee	2002-2003 Committee will meet more frequently. No fiscal impact.
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.	X		<ol style="list-style-type: none"> 1. Crime Prevention Committee/Urban League 2. Attendance Symposium Conferences 3. Prevention Conferences 4. Attendance Mendez Partnership 5. Attendance Mediation Program (Partner: Circuit Court Administration Office) 6. Neighborhood Justice Medication Center 7. Department of County Parks and Recreation Wilderness Camp 		
d. Each school has appropriate programs in place to respond to early warning signs and reduce the number of violence risk factors. ⁴⁴	X		<ol style="list-style-type: none"> 1. Project Report Supporting Strategic Plan 2000-2005 Goal 5.0 2. CEMP 3. ATOSS 		

⁴³ Refer to ss. 235.192 and 230.23, *F.S.*

⁴⁴ 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.

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Goals, Best Practices, Indicators	Y e s	N o	Explanation/Documentation	Corrective Action	Fiscal Impact and Timeline
4. Based on the needs identified in the school hazards analysis, the district implements appropriate violence and drug prevention programs for each school.					
a. The district has developed an approved Safe and Drug-Free School plan and regularly reviews and updates the plan.	X		<ol style="list-style-type: none"> 1. Too Good for Drugs/Mendez Program 2. Safe and Drug Free Schools Review (Alice Loeb) 		
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. ^{45, 46}	X		<ol style="list-style-type: none"> 1. CEMP 2. Safety Committees 3. Safe Driver Plan, Accident Review Board 4. Routine Request, Automatic Weekly Notices of State's Traffic Violation Database 5. School Board Policy Manual/Substance Abuse/ Consistent with OTETA Book 6. Non-OTETA Reasonable Suspicion, Drug/Alcohol Screening Donor Notification 7. Bradman/Unipsych Companies, Employee Handbook for Employee Assistance Program 8. District Health Plan 9. Fingerprinting 10. DMV License Review for all School Bus Drivers 11. Random Drug Testing for all OTETA Drivers 12. Arrested Juvenile Program 13. Cooperative Agreement with Dept. of Juvenile Justice 14. Neighborhood Accountability Boards Diversionary Program (13th Circuit Court) 15. Juvenile Assessment Center 16. Hillsborough County Truancy 		

⁴⁵ 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.*

⁴⁶ 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.

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Goals, Best Practices, Indicators	Y e s	N o	Explanation/Documentation	Corrective Action	Fiscal Impact and Timeline
c. In developing, implementing, and maintaining its safety programs, the district collaborates with other governmental and private agencies as needed. ⁴⁷	X		<ol style="list-style-type: none"> 1. Safety Manual 2. SRO/SRD Monthly Meetings 3. Florida Association of Police Chiefs and School Administrators 4. American Society for Industrial Security Committee 5. Off Duty Deputies in ATOSS Programs 6. Emergency Operations Center 7. Public Safety Coordinating Council 		
d. The district regularly <ul style="list-style-type: none"> • reviews the performance of its intervention programs and revises, eliminates, or adds programs accordingly and • publishes a performance review of the programs supported by safe and drug free schools funds.⁴⁸ 	X		Program Report for Strategic Plan 2000-2005		
		X	Safe and Drug Free Schools Review (Alice Loeb)		
5. The district has crime watch and school safety hotlines available in all schools.					
a. The district has crime watch programs and school safety hotline(s) in place and available in all schools. ⁴⁹	X		<ol style="list-style-type: none"> 1. Crimestoppers Program 2. Student Handbook (Website) 3. Billboards (Cease Fire/Lightning Partnership) 		
b. The district has procedures in place to inform students, parents, and other community partners its crime watch programs and school safety hotline(s).	X		<ol style="list-style-type: none"> 1. Crimestoppers (Website) 2. Student Handbook (Website) 3. School Violence Prevention section on website 4. School Posters 5. Billboards (Cease Fire/Lightning Partnership) 6. PTA Meetings 7. Staff Training 8. Media 9. Citizens Advisory Committee 10. School Newsletters 		

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

⁴⁸ As part of this review, the District should have performance related data for each of these programs.

⁴⁹ Refer to s. 230.23(6)(e), F.S.

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			11. CEMP 12. Diversity Roundtable		
7. The school board adopts curricula and Programs aimed at protecting students, teachers, bus operators, administrators, and school personnel. ^{50, 51}	X		1. Transportation 15-Year Replacement Plan. 2. Bus Replacement Comparison Spreadsheet. 3. Transportation Website 4. Transportation Annual Report (Website) 5. Project Report Supporting Strategic Plan 2000-2005 Goal 5.0		
a. The district reviews and makes available to its schools sources of violence prevention and safety-related programs and curricula. ⁵²	X		1. Transportation Annual Report (Website) 2. Principals Packet 3. Violence In The Workplace Training for SNS Mgrs 4. Secret Service Training for School Administrators and Law Enforcement 5. Peaceworks Program 6. Conflict Resolution/Peer Mediation Programs Report 7. Anti-Harassment/ Bullying Training 8. CEMP 9. Crisis Plan Training		
b. The school board and each school adopt safety and health curricula and programs designed to reduce violence and increase safety. ⁵³	X		1. Project Report Supporting Strategic Plan 2000-2005 Goal 5.0 2. School Improvement Plans 3. Conflict Resolution/Peer Mediation Programs Report 4. Peer Mediation Training 5. Crisis Plan Training		
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.	X		1. Violence Prevention Committee/Roster and Agendas 2. H.O.S.T. Report 3. Silence Hurts Campaign Report 4. Project Achieve 5. Camp Anytime 6. Unity Days 7. Students Against Destructive Decisions (SADD)		

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

⁵¹ 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.

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

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

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Goals, Best Practices, Indicators	Y e s	N o	Explanation/Documentation	Corrective Action	Fiscal Impact and Timeline
d. The district has considered a dress code or school uniform policy. ^{54, 55}	X		1. Student Handbook 2. School Board Agenda Item		
<u>Goal E:</u> Educational facilities and equipment are safe and in good working condition.					
1. The district conducts an annual review of all relevant health and safety issues for each educational facility. ⁵⁶					
a. In accordance with applicable Florida law and regulations, school principals have procedures in place to ensure the accuracy of discipline data and report that data using DOE-approved standardized forms. ⁵⁷ (<i>Basic Indicator</i>)	X		1. Principals Packet 2. CEMP 3. SESIR		
b. A certified fire safety inspector conducts an annual fire safety review of all education and ancillary plants to ensure compliance with Florida law. ⁵⁸	X		1. Principals Packet 2. District certified Fire Inspector 3. Local Fire Department Inspector		
c. An annual casualty safety review of all education and ancillary plants is conducted to ensure compliance with Florida law. ⁵⁹	X		1. Comprehensive Fire Safety Casualty and Sanitation Report 2. School Safety Assessment		
d. An annual review is conducted to determine whether educational facilities comply with State Requirements for Educational Facilities (SREF), Chapter 5, and Existing Facilities Requirements. ⁶⁰	X		Annual Inspection by District Safety Staff		

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

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

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

⁵⁷ Refer to s. 231.0851, *F.S.*

⁵⁸ Refer to s. 235.06, *F.S.*

⁵⁹ Refer to s. 235.06, *F.S.*

⁶⁰ Effective January 1, 2002, this will be the Florida Building Code.

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Goals, Best Practices, Indicators	Y e s	N o	Explanation/Documentation	Corrective Action	Fiscal Impact and Timeline
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.	X		Project Report Supporting Strategic Plan 2000-2005		
f. The district corrects all deficiencies noted in the annual reviews within a reasonable time period. ⁶¹	X		Comprehensive Fire Safety Casualty and Sanitation Report (As funding allows)		
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. ^{62, 63}	X		1. AHERA Notice Published in School Newsletter. 2. Inspection Reports Sent to Principals 3. SESIR		2002-2003 Work with Adult Education and annual report committee to include school safety as well as weather related safety issues. No fiscal impact.
2. The district designs educational facilities and sites to enhance security and reduce vandalism through the use of “safe school design” principles.					
a. The district incorporates Crime Prevention Through Environmental Design (CPTED) principles in the maintenance, renovation, and construction of district educational facilities. CPTED principles include	X		CEMP		
<ul style="list-style-type: none"> • natural access and control of schools and campuses; 	X		<ul style="list-style-type: none"> • Security participates in planning and construction meeting 		

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

⁶² 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.

⁶³ 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.*

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<ul style="list-style-type: none"> 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 areas to prevent unauthorized access. Install locks on roof hatches and apply slippery finishes to exterior pipes. 	X		<ul style="list-style-type: none"> No handrails or footholds for access to the second floor Tamper resistant door hardware Code required non-breakable glass Avoid planting high growing trees Separate public entrances to allow after-hours use 		
<p>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.^{64, 65}</p>	X		Security review construction plans.		

⁶⁴ 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.

⁶⁵ Training in Crime Prevention Through Environmental Design is available from the state's Department of Education.

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Goals, Best Practices, Indicators	Y e s	N o	Explanation/Documentation	Corrective Action	Fiscal Impact and Timeline
c. The district can demonstrate that whenever facilities are renovated, safety needs are assessed and safety designs are revised or added to the facility. ⁶⁶	X		1. New school plans include the following: <ul style="list-style-type: none"> • bus drives cannot encircle schools • bus loading/unloading areas are separate • pick-up areas are separate • buses are not required to back up • minimum bus drive width is 14' • student sidewalks leading from right-of-way to bike storage areas and separated from driveway by a grass area 2. Security review construction plans.		
d. The district can demonstrate that facility maintenance incorporates principles of Crime Prevention Through Environmental Design. ⁶⁷	X		Security review construction plans.		
3. The district has procedures that govern access to each educational facility and its students and access is limited to authorized students and visitors.					
a. Entrance to the educational facility is as limited as the physical setting will allow.	X		School Safety and Security Assessment Survey		
b. Each educational facility has a clearly marked central point for receiving all visitors. ⁶⁸		X		Improve signage and staff training. Include plan in renovations and construction	2002-2003 Survey all sites to determine need and research cost, then seek funding.
c. Each educational facility has a procedure regarding the release of students to parents, guardians, or other persons. ⁶⁹	X		1. Student Handbook 2. Principals Packet		

⁶⁶ 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?

⁶⁷ Such as territoriality and ownership.

⁶⁸ 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.

⁶⁹ This would include procedures such as identification checks.

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d. Buildings are secured when unoccupied, but security devices shall not prevent egress from the building at any time. ⁷⁰	X		School Safety and Security Assessment Survey		
e. There is a key control program to account for all keys to all buildings, rooms, and gates.	X		1. Key Control Form B-14 Principals Packet 2. CEMP 3. School Safety and Security Assessment Survey		
4. The district ensures that playgrounds are properly constructed, maintained, and supervised so as to reduce the risk of injury.					
a. The district follows US Consumer Product Safety Commission guidelines and consults with other authorities, regarding playground construction materials and regulations.	X		General Specifications, Play Equipment Bid (Meets all CPSC, ASTM, and ADA guidelines)		
b. District personnel conduct regular maintenance checks of playground equipment and documents conditions in need of repair.	X		1. Outdoor Safety Inspection Memos 2. Monthly School Inspection Checklists		
c. The district identifies and corrects playground deficiencies in a timely manner.	X		Monthly School Inspection Checklists		
d. Playground areas are supervised when children are present and using the areas during school hours.	X		Principals Packet		
5. Each educational facility has appropriate equipment to protect the safety and security of property and records.					
a. Each educational facility has a security system that was selected or designed with input from security professionals. ^{71, 72}	X		Meeting Memos/New Schools/Operations		

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

⁷¹ 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.

⁷² This would include professionals such as fire marshal, police, and security experts.

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b. The district can demonstrate that current security equipment is inspected and reviewed annually by safety and security professionals. ⁷³	X		1. CEMP 2. Annual School Safety Assessment	Explore the feasibility of having security professionals such as Resource Protection staff conduct the Security Safety Assessment once every five years in addition to the annual assessment.	Oct. 2002 No financial impact
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. ^{74, 75}	X		Recommended in CEMP	Pursue funding for a kit for each site.	2002-2003
6. The district provides appropriate safety equipment and information to prevent injuries to students and others.					
a. Each educational facility is equipped with first aid kits and fire extinguishers.	X		1. Safety Manual, Chapter 7 and 8 (Website) <ul style="list-style-type: none"> • First Aid Kits • Trauma Kits • Fire Extinguishers Provided Per Life Safety Code 		
b. The district has provided appropriate safety equipment in instructional areas with dangerous equipment or chemicals. ^{76, 77}	X		Annual Inspections Report		

⁷³ This would include professionals such as fire marshal, police, and security experts.

⁷⁴ 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.

⁷⁵ 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.

⁷⁶ See s. 232.45, F.S.

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

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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.	X		1. Safety Manual 2. School Posters 3. Security Training/Firearms, ASP, etc. 4. Annual Inspections Report 5. Annual Training In Hazard Communication, Emergency Plan, Bloodborne Pathogens and Equipment. 6. Emergency Posters Provided.		
d. The district supplies all necessary protective equipment to minimize the number of injuries related to athletic activities. ⁷⁸	X		School Board Agenda Item 227h		
7. The district follows environmental and food safety health practices and regulations.					
a. The district follows all appropriate food safety health practices and regulations.	X		1. Mandatory Safety and Sanitation Training for all SNS Employees 2. Sanitation Service Contract Memo Including Chemicals, Training, and Materials to Provide Weekly and Monthly Service to all Schools 3. Safety Inspections 4. Health Inspection Reports Posted 5. Evaluation of Health and Safety Issues to Prioritize Equipment and Facility Maintenance and Repair 6. Annual Safety Awards for Three Accident-Free Years. 7. Maintenance Log-Board of Health Issues		
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. ⁷⁹	X		1. Annual Hazard Communication and Bloodborne Pathogen Training. 2. New Employee Safety Orientation. 3. Safety Posters		
c. The district complies with all appropriate federal and state requirements for facility safety. ⁸⁰	X		Annual Inspections By Certified Inspectors.		

⁷⁸ For example, the District ensures that athletes wear the proper protective equipment and are properly supervised during practices.

⁷⁹ Refer to s. 232.27, F.S.

⁸⁰ 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).

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d. The district maintains a copy of the state and local health regulations. All school sites have a copy of the local health regulations	X		Memo: Safety and Sanitation Regulations/Aug. 30, 2001		
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.			Safety Manual		
<u>Goal F:</u> The district takes steps to ensure the safety and security of students and staff during transportation.					
1. The district has procedures to create safe and orderly process for students arriving at or leaving each school campus.⁸¹					
a. The district has developed a school safety transportation plan. ⁸² (<i>Basic Indicator</i>)	X		<ol style="list-style-type: none"> 1. Transportation Annual Report (Website) 2. School Board Policy 8.09 (Website) 3. Transportation Benchmarks 4. Transportation Site Improvement Plan 5. Transportation Suggested Safety Procedures for Schools 6. Transportation Section of Principals Packet 7. School Bus Driver Handbook 8. Transportation Safety Video 9. Transportation Statistics Spreadsheet 10. Transportation Annual Report (Website) 		

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

⁸² Refer to s. 234.0215, F.S.

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b. School bus service driveways at each school meet the requirements of the State Requirements for Educational Facilities (SREF). ⁸³ (<i>Basic Indicator</i>)	X		<ol style="list-style-type: none"> 1. CTST, USAA, and AAA Meetings 2. Safety Office Meetings 3. Accident Review Board, Walk/Ride/Walk Program 4. Transportation Planning Staff 5. Coordination With District information Systems/Bus Locator Cards, Core Bus Stop List, Student Passenger Rollover Pilot Program 6. Annual Safety Inspections 7. New School Plans include the following: <ul style="list-style-type: none"> • bus drives cannot encircle schools • bus loading/unloading areas are separate • pick-up areas are separate • buses are not required to back up • minimum bus drive width is 14' student sidewalks leading from right-of-way to bike storage areas and separated from driveway by a grass area 		

⁸³ Effective January 1, 2002, this will be the Florida Building Code.

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Goals, Best Practices, Indicators	Y e s	N o	Explanation/Documentation	Corrective Action	Fiscal Impact and Timeline
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. ⁸⁴	X		<ol style="list-style-type: none"> 1. Edulog 2. Exchanging Buses, Driver's Handbook 3. Hazardous Walking Condition Report 4. Exchanging Buses, Driver's Handbook 5. Hazardous Walking Condition Report 6. Transportation Website - Parents and Students 7. School Bus Driver's Handbook 8. Transportation Section of the Student Handbook 9. Transportation Suggested Safety Procedures for Schools 10. Transportation Section of Principals Packet 11. Review of Request for Change of Bus Stop 12. Route Planning Staff Reviews 13. Driver's Handbook/Bus Stop Deviations, Wimauma Video and Workbook 14. Transportation Planning Staff Consultation with Community Planners 15. Annual Inspections by Safety Specialist 16. Committee including local agencies evaluate the need for signs, cross walks and crossing guards, and school zones 		
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. ⁸⁵	X		<ol style="list-style-type: none"> 1. Edulog 2. Exchanging Buses, Driver's Handbook 3. Hazardous Walking Condition Report 		
e. Whenever feasible existing schools are renovated to provide for separation of vehicular and pedestrian traffic. ⁸⁶			Staff Plans Review		
2. The district has implemented policies, procedures, and practices that ensure the safety of transported students.					

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

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

⁸⁶ 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
School District of Hillsborough County
Superintendent Earl Lennard



Goals, Best Practices, Indicators	Y e s	N o	Explanation/Documentation	Corrective Action	Fiscal Impact and Timeline
a. The district ensures that all new school buses purchased have an appropriate safety restraint system. ⁸⁷ (<i>Basic Indicator</i>)	X		After purchase of Dec. 2001 school buses		
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. ^{88, 89}	X		<ol style="list-style-type: none"> 1. Core Bus Stop List 2. Student Passenger Rollover Procedures 3. Transportation Website-Parent Section – How Bus Stops are Located 4. Systematic approach towards bus routes that includes Pupil Membership Summary, Transportation Unitary Status Report, Edulog Pilot Program Started Aug. 2001, Transportation Quarterly Calendars; 20-Day Student Enrollment) 5. Systematic on-the-scene reviews of all proposed new bus routes and new bus stops to ensure they are safe. 6. Request for Change of Bus Stop Form 7. Modification of School Bus Service Form 8. Hazardous Report 9. Master Routes Files in Area Offices 10. Safety Inspection/Hazardous Walking Conditions Report 11. Bus Stop Deviations/Driver’s Handbook 12. Committee Meetings With Local Agencies 		
c. All persons transporting students, including school personnel, charter school personnel, and contractors, are properly licensed, trained, and qualified. ⁹⁰	X		<ol style="list-style-type: none"> 1. Driver Monitoring Handbook 2. Reflex Testing Form 3. Field Observation Report 4. 56-Hours of School Bus Driver Training 5. Harry Wong Discipline Training For Bus Drivers 6. Bus Driver Inservice 7. Field Observation Report Form 8. Review of Referrals By Route Coordinators 		

⁸⁷ Refer to s. 316.6145, *F.S.*

⁸⁸ 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.

⁸⁹ Refer to s. 234.02, *F.S.*

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

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Goals, Best Practices, Indicators	Y e s	N o	Explanation/Documentation	Corrective Action	Fiscal Impact and Timeline
			9. Physical/Reflex Testing Procedures-Driver's Handbook, Section Ii C 10. Approved Charter Bus Companies 11. Safe Driver Plan		
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. ⁹¹	X		1. Safe Driver Plan 2. Accident Review Board 3. OTETA Book 4. Computerized Drivers License System 5. Substance Abuse Testings Database		
e. Each school principal ensures that all transported students receive instruction in safe riding practices and rules of conduct. ^{92, 93}	X		General Procedures Information, F 12-16, Principals Packet		
f. The district clearly communicates, such as through a checklist, what steps district staff will take in response to transportation accidents other transportation emergencies. ⁹⁴	X		1. School Bus Evacuation Drill, Driver's Handbook 2. Transportation Website 3. Accident Report Form 4. Assistant Superintendent of Administration's Memo in Principals Packet 5. Transportation Section of Principals Packet 6. Principals Packet		
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.					

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

⁹² 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)

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

⁹⁴ District staff should include both bus drivers as well as other affected staff.

School Safety and Security Best Practices
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Goals, Best Practices, Indicators	Y e s	N o	Explanation/Documentation	Corrective Action	Fiscal Impact and Timeline
a. School bus operators perform pre-trip inspection of school bus safety items and correct deficiencies before buses are used to transport students. ⁹⁵	X		<ol style="list-style-type: none"> 1. Vehicle Maintenance Master Bus List 2. Pre-Trip Inspection Forms 3. Radio Room Log 4. Mechanic Road Log 5. Pre-Trip Inspection Log 6. Repair Order Reviewed Daily 		
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> . ^{96, 97}	X		<ol style="list-style-type: none"> 1. 20-Day Maintenance Schedule 2. TR-6 Forms 3. Pre-Trip Inspection Forms 4. No adverse comments during the most recent Florida Department of Education Review of the District's 20-day inspection - (The last official report is from 1994; received 1 Feb 96. We do not have the report from May 1999. DOE is not finished with the report.) 5. 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 6. Completed bus repair orders are reviewed and acknowledged on a daily basis by both the section supervisor and maintenance control personnel 7. A preventive maintenance program for buses to provide timely routine servicing that may be on a schedule that differs from the 20-day inspection cycle. 8. Two mechanics are assigned specifically for quick repair. (Any other type of service is rotated into the 20-day inspection) 		

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

⁹⁶ 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

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

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Goals, Best Practices, Indicators	Y e s	N o	Explanation/Documentation	Corrective Action	Fiscal Impact and Timeline
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> . ⁹⁸	X		<ol style="list-style-type: none"> 1. Mechanics and Supervisors sign off on all school bus repairs and maintenance forms 2. 15-year replacement plan for buses. Buses older than 10 years are evaluated on a Limited Technical Inspection Form, (LTI) whenever major repairs are performed to determine if bus disposal is needed 3. Breakdown procedures-driver handbook P31-P35 4. Breakdown log (Radio Room) 5. Memo from assistant superintendent, administration on parent notification of bus accidents 6. Severe school bus accident plan responsibilities / accident forms 7. Bus Inventory, all - bus list, fix asset files. 8. Fix Asset Files 9. Checklist for new buses 10. Three tier bell schedule for drivers so that elementary schools have priority use of seat belts. 11. Shopnet 12. Severe School Bus Accident Plan 		
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.	X		<ol style="list-style-type: none"> 1. Shopnet 2. Overdue 20-day grease day inspection procedures 3. Fleet vital statistics. 4. Checklist for new buses; route coordinator assigns buses, new buses distributed to each route coordinator based upon age, mileage, and condition of existing buses verified by vehicle maintenance master bus list. Buses purchased after December 2001 are required to have DOE approved safety restraint system. 		

⁹⁸ Refer to s. 234.02, F.S., and Rule 6-3.017(8), F.A.C.