

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

<b><i>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/ Documentation</i></b>	<b><i>Corrective Action</i></b>	<b><i>Fiscal Impact and Timeline</i></b>
<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><i>1. The district has established and implemented accountability mechanisms to ensure the performance, efficiency, and effectiveness of the safety and security program.</i></b>						
<b><i>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.</i></b>	X			<p>Goals and outcomes are delineated in the document Safety Program of Miami-Dade County Public Schools.</p> <p>An annual Safety to Life Report identifies deficiencies related to fire safety, sanitation, and casualty.</p> <p>The District has established the Miami-Dade Schools Police Department (MDSPD), which operates in accordance with Chapter 943 of the Florida State Statutes.</p> <p>Maintaining a safe leaning environment through the School Police Automated System (SPAR) shows the effectiveness of the School Resource Officer Program.</p> <p>MDSPD focuses on specific crimes and case closures: i.e., year-to-year comparisons to identify</p>		

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				and analyze trends.		
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>	X			Where school safety and security needs are identified, appropriate resources are provided by Maintenance/Operations, Capital Construction, district bids and contracts.  Monthly, quarterly and annual statistical reports are monitored on a regular basis to achieve optimum deployment efficiency.		
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>	X			Critical incident reports gathered by School Operations and the MDSPD for daily and weekly review.		
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>	X			Data is collected and published through the annual Safety-to-Life Report.  The school police monitors existing outside contracted security firms for quality and service.		
e. The district has established and implemented strategies to continually assess the reliability of program performance and cost data.	X			Data is collected and published through the annual Safety-to-Life Report.		
f. The district receives an independent review of the safety and security program on at least an annual basis. <sup>5</sup>	X			Through on-going assessment of police services such as High Tech/High Risk plans.		

<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.

<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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<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>						
a. The district has a process in place to determine the staffing levels necessary to ensure that staff can respond to safety crises.	X			Staffing for emergency shelters is addressed in the M-DCPS Emergency Management Procedures Manual.  The Chief of Police reviews the District staffing needs, including School Resource Officers in every secondary school.  Currently working with local law enforcement in developing a uniform response to Critical Incidents and Emergency Mobilization Plans.		
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			Staffing is reviewed district wide in all departments as part of the annual budget cycle.		
c. In conducting this review, the district uses feedback from teachers, staff, and the community.	X			The Chief of Police conducts weekly command staff meetings to advise and discuss the issues and needs that arise throughout District with supervisory staff.		
d. The district can demonstrate the program has an appropriate structure and staffing levels based on applicable comparisons and/or benchmarks.	X			Decisions are based on information accumulated through the School Police Automated Reporting System (SPAR) as it relates to crime reporting at each school site and the response and tracking of those needs.		
e. The program structure includes reasonable lines of authority and spans of control given the responsibilities of each organizational unit.	X			Organizational Chart		

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f. The district reports organizational structure and administrative staffing review findings in writing and distributes these findings to school board members.	X			Through the Superintendent of Schools.		
<b><i>Goal B: The school district has comprehensive plans and procedures to ensure the safety and security of students and employees.</i></b>						
<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>	X			<p>The Safety Program of Miami-Dade County Public Schools.</p> <p>M-DCPS Emergency Management Procedures Manual</p> <p>M-DCPS Emergency Communication Plan.</p> <p>M-DCPS Critical Incident Response Manual.</p> <p>School Performance Excellence Plan</p> <p>Faculty Handbook</p> <p>Procedures for Promoting and Maintaining a Safe Learning Environment</p> <p>M-DCPS Code of Student Conduct, Elementary and Secondary</p> <p>Website: <a href="http://dadeschools.net">dadeschools.net</a></p> <p>Mandatory monthly fire drills</p> <p>Schools have developed School Performance Excellence Plans (SPEPs) and progress toward all objectives has been reviewed by Region staff.</p>		

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

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				Emergency Mobilization Plan Personnel Procedures Manual		
<p>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</p> <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</li> </ul>	X			<p>As stated above, there are multiple documents that address safety and security for MDCPS. The District ensures input from a broad cross-section of stakeholders.</p> <p>The Safety Program of Miami-Dade County Public Schools and Emergency Management Procedures Manual are provided to each school site, along with an officer allocation assigned to every secondary school who actively works with the students and staff.</p> <p>Emergency Mobilization Plan</p> <p>Miami-Dade County Office of Emergency Management and the American Red Cross reviewed the MDCPS Emergency Management Procedures manual. Various MDCPS departments had input during the development of this manual and work closely during all emergency operations.</p> <p>Principal evaluations include competencies for the implementation of procedures for safety; performance assessment plans and progress on evaluation (targets have been reviewed by Region</p>		

<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.

<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.

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<p>resource officers, if any;</p> <ul style="list-style-type: none"> <li>• the mechanisms for identifying and serving the needs of students most at risk for engaging in disruptive and disorderly behavior;</li> <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>				<p>staff).</p> <p>School-site staff handbooks contain rules, policies, and directives for maintaining a safe learning environment.</p> <p>The Child Study Team (CST) is available to address the needs of students; Special Center for Student Instruction (SCSI) is also utilized.</p> <p>Conducted through Department of Safety and School Police.</p> <p>Emergencies addressed within Board rules. Crisis Management Critical Incident Response Plan Manual developed and training delivered by principals and district personnel.</p> <p>A comprehensive Critical Incident Response Plan was developed to aid school administrators in managing crisis. This plan looks at all possible emergencies, which could occur at schools and provides a detailed step-by-step response action to be followed. Every school has identified a Critical Incident Response team and every team member has been assigned roles and responsibilities to help in restoring or maintaining a safe and secure learning environment.</p>	<p>This plan was presented to all school administrators at the start of the 2001-2002 school year. Further training for school site Critical Incident Response Teams members is pending. This may be implemented in the Fall of 2002-2003 school year.</p>	<p>Developed – September</p> <p>Reviewed – January</p> <p>Evaluated – May</p> <p>Updated and reviewed August - September</p>
<p><b>2. The district has developed a checklist for</b></p>						

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<b>each educational facility that provides step-by-step emergency procedures.</b>						
<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>	X			<p>The Safety Program of Miami-Dade County Public Schools.</p> <p>M-DCPS Emergency Management Procedures Manual</p> <p>M-DCPS Emergency Communication Plan.</p> <p>M-DCPS Critical Incident Response Manual.</p> <p>These plans are provided to each principal, they are not located in each classroom.</p> <p>Documents that address safety and security:</p> <ul style="list-style-type: none"> <li>• Promoting and Maintaining a Safe Learning Environment</li> <li>• Critical Incident Response Plan</li> <li>• Emergency Mobilization Plan</li> </ul> <p>Board Rule 6Gx13-<u>5D-1.08</u>, Maintenance of Appropriate Student Behavior, incorporates the Procedures for Promoting and Maintaining a Safe Learning Environment, and Codes of Student Conduct for Elementary, Secondary, and Adult Students.</p> <p>Each school has the district's manual on Student Code of Conduct, Creating a Safe Learning Environment, and Emergency Procedures Manual. Additionally, each school has a Critical Incident Response Plan manual.</p>	Principals will ensure each classroom teacher is provided an emergency checklist.	September 2002

<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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		X		In collaboration with other departments, a checklist is in the process of being developed to be placed in every classroom. This checklist would spell out the step-by-step procedures that an instructor should follow in the event of any emergencies.	Using the Critical Incident Response Plan as a guideline, a checklist is in the process of being developed.	June 2002
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.	X			The Safety Program of Miami-Dade County Public Schools. M-DCPS Emergency Management Procedures Manual M-DCPS Emergency Communication Plan. M-DCPS Critical Incident Response Manual.  As stated above, there are multiple documents that address safety and security for MDCPS. The District ensures input from a broad cross-section of stakeholders.  Each school has individualized the District's Critical Incident Response Plan.		
c. The district has procedures for contacting all schools simultaneously in the event of a district-wide emergency.	X			Broadcast faxing, CICS, Channel 17  On-line emergency E-mail, weather radios, and region office radios are utilized.  District Energy, Communication and Fiscal		

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				Management		
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>	X			Critical Incident Response Plan manual and training has been given to each administrator and provided at each site identify all areas of concern.  The District has developed a media response plan, which has been distributed to all educational facilities. This plan is included in a sub-section of the Critical Incident Response Plan. The plan gives guidelines for communicating with the M-DCPS Public Information Officer, as well as communicating with the media and parents.		
e. The emergency checklist includes emergency contact numbers and provisions for backup communication with faculty, support service administrators, and emergency agencies.	X			District provides an Emergency Communications Manual with said information.		
f. The emergency checklist includes evacuation procedures developed with school transportation personnel, the fire marshal, and law enforcement agencies. <sup>14</sup>	X			M-DCPS Emergency Management Procedures Manual.  M-DCPS Critical Incident Response Plan.  Several manuals address this need, training sessions conducted yearly by District staff.		
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	X			Both, the Interpersonal Crisis Management Team and the local crisis team housed at the Region Offices address emergencies and provide support.		

<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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the adjustment after the emergency, and re-entering the school environment.				<p>The District has a District Crisis Team available to provide the following services to schools:</p> <p>Provide crisis management training to school-based Critical Incident Response Teams</p> <p>Respond to schools facing crisis as a result of traumatic events, including loss of life.</p> <p>Provide crisis and bereavement counseling individually and in small groups with the help of Region school psychologists and school social workers and counselors from other schools in the area.</p> <p>Provide consultative services to school-site and Region administrators on prevention and intervention strategies for managing crisis.</p>		
<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>	X			<p>The Miami-Dade County Office of Emergency Management and the American Red Cross have reviewed the M-DCPS Emergency Management Procedures manual. Various MDCPS departments had input during the development of this manual.</p> <p>As stated above, documents addressing safety and security for MDCPS ensures input and updates</p>		

<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.

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				from a broad cross-section of stakeholders.		
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>	X			The Safety Program of Miami-Dade County Public Schools, M-DCPS Emergency Management Procedures manual and M-DCPS Critical Incident Response Plan are provided to each school site. The M-DCPS Emergency Management Procedures manual is located on the district's website. <a href="http://www.dadeschools.net">www.dadeschools.net</a>		
c. The comprehensive school safety plan and emergency procedures are reviewed and revised as needed.	X			The M-DCPS Emergency Management Procedures manual is a Board Rule 6Gx13-6A-1.06. The Safety manual was revised June 2001 and M-DCPS Emergency Management Procedures manual was revised June 1999.  As stated above, these documents address safety and security for MDCPS. The district ensures input and updates from a broad cross-section of stakeholders.		
<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> )	X			School floor plans were provided to the local police and fire departments.  Has provided by statute floor plans of all MDCPS floor plans and continue to supply updates of those floor plans.		
b. The district has blueprints of each educational facility readily available for review during an emergency.	X			School floor plans have been transferred to compact disc (CD) and have been provided to local law enforcement and fire departments.		

<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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				Additionally, the MDSPD has CD-equipped laptop computers for use during an emergency.		
<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>	X			<p>Evacuation procedures for schools can be found in the M-DCPS Emergency Management Procedures manual.</p> <p>Each site has available to them an officer to participate in their emergency drills.</p> <p>The District has developed and implemented procedures for emergency drills that are included within the Critical Incident Response Plan for: Lock Down Procedures; Evacuation From Campus; and Holding/Dismissing Students During Emergencies.</p> <p>Procedures include: Fire alarms, fire drills, tornado, and severe weather alerts monitored by District Dept. of Safety, Environment and Hazards Management.</p>		

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

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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>	X			Schools are inspected annually for deficiencies related to casualty, sanitation and fire safety.  Miami-Dade County Office of Emergency Management and local law enforcement practice emergency operations, involving students, school sites, administration and transportation.  Reports are filed electronically and verified by staff for corrections and improvement.		
c. The district has implemented procedures for verifying the required and planned emergency drills have been conducted.	X			Emergency evacuation drills are tracked centrally utilizing an on-line system.  On-line reporting of fire and emergency drills conducted at each site with follow-up by Region staff.		
<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>	X			Officers are required by Florida Department of Law Enforcement to have minimum training that along with in-service training ensures the highest level of trained officers available.  School Health Resource personnel, security monitors and ESE staff as well as, other staff in PE, etc, all provided annual training in safe, physical restraint, CPR and other programs.		

<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.

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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. <sup>22</sup>	X			Principals keep a record of personnel trained in the above categories. Professional Development Office in Human Resources maintains records of courses taken and Master Plan Points awarded.		
c. The district supplies trained personnel with the appropriate safety equipment. <sup>23</sup>	X			School site and non-school site administrators are responsible to ensure safety equipment is supplied and utilized.  Officers are required by Florida Department of Law Enforcement to have minimum training, as it relates to all police standards.  Instructional and non-instructional personnel are provided masks, latex gloves, and other safety equipment as appropriate.		
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>	X			Through the Office of the Attorney General, Florida Crime Prevention Institute, Bureau of Criminal Justice, training has been utilized for the officers and administration.		
e. The district’s required safety training components are included in the district’s Master Plan for In-service Training. <sup>25</sup>	X			Master Plan of In-service training revised for approval by the Board and submission to DOE annually.		

<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.”

<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.*

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

<b><i>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/ Documentation</i></b>	<b><i>Corrective Action</i></b>	<b><i>Fiscal Impact and Timeline</i></b>
<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><i>1. The district and each school have established disciplinary policies and a code of student conduct that are well-defined.</i></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>	X			The District has recently revised the Elementary and Secondary Codes of Student Conduct and the Procedures for Promoting and Maintaining a Safe Learning Environment, a handbook that contains guidelines and appropriate sanctions for students' behavior.		
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			The Department of Attendance in compliance with Section 232.0205 of the Florida Statutes requires that any student seeking admission to public school in the State of Florida will be required to provide information regarding expulsion, arrest or any involvement in the Juvenile Justice System. A form for collecting this information is included in the registration materials that are completed when a student enrolls.		
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>	X			Within the District, school police handle all such crimes and are documented through SPAR and Uniform Crime Reporting (UCR).  The District has a zero tolerance policy as it applies to substance abuse. This policy is explained and made available to students and parents in the Codes of Student Conduct.		
d. The district school board outlines the	X			Those non-law enforcement personnel who are		

<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.*

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

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

<b><i>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/ Documentation</i></b>	<b><i>Corrective Action</i></b>	<b><i>Fiscal Impact and Timeline</i></b>
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>				involved in a restraint method where a complaint is filed an investigation is conducted through the General Investigative Unit. If an officer is involved in such complaint the Internal Affairs Unit will investigate those cases.		
e. The district has in a process in place to relocate students who are regularly dismissed from their classroom.	X			The District has recently revised the Procedures Maintaining a Safe Learning Environment. This policy is addressed within Guideline #39 – Removal of Student from Class and Possible Exclusion of a Student by the Teacher.		
f. Disciplinary policies include statements regarding anti-harassment and anti-violence policies and due process rights in accordance with state and federal laws.	X			Included within the Procedures for Maintaining a Safe Learning Environment manual and the Critical Incident Response Plan manual are procedures to aid administrators in dealing with harassment and violence. The Code of Student Conduct also spells out the disciplinary actions to be followed in the event that harassment or violent behavior occurs at the school site.		
g. Disciplinary policies include procedures regarding interviewing students by law enforcement agencies and the Department of Children and Family Services.	X			Law enforcement officers will make all reasonable efforts to contact the parents of students involved and the protection of that child's rights.  The District has recently revised the Procedures for Promoting and Maintaining a Safe Learning Environment. Within this document there are 40 guidelines that address many policies. This policy is addressed within Guideline #3 – Law Enforcement Officers on Campus and Guideline #4 – Child Abuse Reporting.		

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

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

<b><i>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/ Documentation</i></b>	<b><i>Corrective Action</i></b>	<b><i>Fiscal Impact and Timeline</i></b>
h. Disciplinary policies include procedures governing locker searches. <sup>30</sup>	X			Officers employed by MDCPS need reasonable suspicion through the State of Florida, Appellant vs. D.S. Probable cause is still the defining factor of an arrest.  The District has recently revised the Procedures for Promoting and Maintaining a Safe Learning Environment. This policy is addressed within Guideline #7 – Search and Seizure.		
i. The district’s policies are consistent with the state and federal requirements for students with disabilities.	X			The District has disciplinary procedures that are in compliance with the IDEA (Individuals with Disabilities Education Act). This procedure is included in Guideline #19 in the Procedures for Promoting and Maintaining a Safe Learning Environment.		
<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.	X			The District has recently revised its Code of Student Conduct for elementary school students and secondary school students. This Code of Student Conduct is reviewed annually. A committee is established to review this document. Representation from district staff, school site administration, teachers, Parent/Teacher Association (PTSA), students, Miami-Dade Schools Police Department, community advisory committees, and the United Teachers of Dade bargaining unit.  Codes of Student Conduct are developed and provided to school sites in appropriate languages for dissemination annually to staff, students, and		

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

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

<b><i>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/ Documentation</i></b>	<b><i>Corrective Action</i></b>	<b><i>Fiscal Impact and Timeline</i></b>
				parents.		
b. The student code of conduct is clearly written and avoids the use of technical terminology.	X			The Code of Student Conduct is clearly written, so that students, parents, administrators, teachers, and school staff will understand the purpose, and how to use the document within schools. All violations are clearly described and a glossary of terms is included as a part of the document.  Each student receives the Code and receives instruction in specific stipulations.		
c. Each year the discipline policies are clearly and thoroughly communicated to students, parents, and other stakeholders. <sup>31</sup>	X			The Code of Student Conduct is distributed to all schools, so that it can be placed in each school's student handbook and appropriate handbooks for parents and teachers. It is available on the Miami-Dade County Public Schools' website and is translated in Spanish and Haitian-Creole for schools to use where appropriate. Additionally, the Code of Student Conduct is distributed to all juvenile justice agencies, including the circuit court. Training sessions have been made available to stakeholders, and all schools as requested. Staff assigned to the Juvenile Justice Center is available Monday through Friday, 8:00 a.m. - 4:30 p.m. to assist any juvenile justice agency with any interpretations of the document.  Communications are delivered through parent newsletters, principal letters, student notices, etc.		

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

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

<b><i>SAFETY AND SECURITY</i></b>						
<i>Goals, Best Practices, Indicators</i>	<i>Yes</i>	<i>No</i>	<i>N/A</i>	<i>Explanation/ Documentation</i>	<i>Corrective Action</i>	<i>Fiscal Impact and Timeline</i>
<b><i>Goal D: The school district identifies, minimizes, and protects others from disruptive and/or violent student behavior.</i></b>						
<b><i>1. Each school has a system in place to identify the early warning signs of student violence.</i></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>	X			Students that are identified due to an arrest are evaluated by the Juvenile Assessment Center.		
b. The district facilitates and encourages requests for assistance with students who exhibit early warning signs of violence. <sup>34, 35</sup>	X			When officers are made aware of any student who is need that particular need is forwarded to the appropriate agency.  Copies of A Early Warning Timely Response: A Guide to Safe Schools were distributed to schools. Training was provided to school based counseling professionals and other school site personnel.  A Student Intervention Profile which compares student's academic progress, attendance, and conduct from one grading period to the next is sent to schools every nine weeks. School site student services staff members have received training on assistance to and intervention with potentially violent students. District Crisis Team members as well as Region school psychologists and school		

<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.

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

<b><i>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/ Documentation</i></b>	<b><i>Corrective Action</i></b>	<b><i>Fiscal Impact and Timeline</i></b>
				social workers are available to consult or respond to request, for assistance with students who exhibit warning signs of violence.		
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			Staff members of the Office of Exceptional Student Education and Student Services assist in addressing behavioral and academic concerns and providing school staff training regarding such support. Region based school psychologists and school workers are also available to respond to specific concerns.		
d. The district makes available appropriate psychological counseling for students exhibiting early warning signs of violence.	X			Counseling is available at all school sites through credentialed school counselors and social workers.		
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>	X			Florida State Statute 119.07(1) requires that all records shall be open to the public. Juvenile's identity is protected unless a serious offense, regardless of age, has occurred.  Within the Procedures for Promoting and Maintaining a Safe Learning Environment, the Confidentiality Guideline, provides direction regarding the legal confidentiality of information regarding students exhibiting potential or actual violent behavior.		

<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.

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

<b><i>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/ Documentation</i></b>	<b><i>Corrective Action</i></b>	<b><i>Fiscal Impact and Timeline</i></b>
<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>	X			The District has had a long-standing cooperative agreement with the Department of Juvenile Justice, The Department of Children and Family Services, and local law enforcement. The agreement has been revised, to include the areas of compliance as outlined in the Safe Passage Act. M-DCPS has reviewed the agreement and forwarded it to other participants for their review and input.		
b. The district works proactively with students, parents, law enforcement, the community and the media to address safety and security issues.	X			Officers provide classroom, PTA and community presentations on identified safety concerns facing the student and staff school environment.  Staff within the Division of Student Services is available to provide information to students, parents, and community groups on issues pertinent to safety and security issues., Presentations are made at events, such as PTA conferences, parent meetings, faculty meetings. Several staff members participate on advisory and community committees that address school safety concerns.		
c. The district works with local community agencies and businesses to identify ways to increase support in keeping schools safe. <sup>39</sup>	X			Works closely with the Community Activist Counsel in addressing school based concerns (traffic, trespassers, litter etc.).		

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

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

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

***SAFETY AND SECURITY***

<i>Goals, Best Practices, Indicators</i>	<i>Yes</i>	<i>No</i>	<i>N/A</i>	<i>Explanation/ Documentation</i>	<i>Corrective Action</i>	<i>Fiscal Impact and Timeline</i>
d. The district provides information to parents regarding the necessary school-entry health examinations and immunizations for all students. <sup>40, 41</sup>	X			Information to parents is provided through principal letters, newspapers, and other media notices.		
<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>	X			The District’s Safety Inspectors and local Fire Marshall perform annual safety-to-life inspections at each school and support facility to identify and assess safety hazards.		
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>	X			School District has established the Office of School Reform to develop academies which will create small learning environment or schools within schools.		
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			MDSPD meets regularly on all issues of importance through meetings and telephone conferences.		
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>	X			A Standards-Based Student Career Development Program is being established and implemented to ensure that all students receive services and have the opportunity to acquire necessary life skills, which help students recognize early warning signs		

<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.

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

<b><i>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/ Documentation</i></b>	<b><i>Corrective Action</i></b>	<b><i>Fiscal Impact and Timeline</i></b>
				and take responsible actions, which would reduce school violence.		
<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.	X			The Division of Student Services, through its Safe and Drug Free Schools Program implements and monitors a program aimed at recognizing early warning signs of suicide and violent behaviors and arming students with the necessary skills to reduce the occurrence of drug use and violence. The plan is reviewed annually.		
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>	X			Local law enforcement agencies are required by Florida Statute to report all crimes involving employees and all serious crimes involving juveniles.  Students and employees involved in any incidents are tracked through SPAR.  The school District has personnel assigned to the Juvenile Assessment Center and the Juvenile Courts. Part of their responsibilities is to track certain violent offenses. School information is given directly to all agencies involved in these types of cases, so that an appropriate assessment and educational plan can be developed for these students. Additionally, all schools are notified when a juvenile offender is formally charged with a delinquent act that would be a felony if committed by an adult. This procedure is outlined in the Procedures for Promoting and Maintaining a		

<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.

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

<b><i>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/ Documentation</i></b>	<b><i>Corrective Action</i></b>	<b><i>Fiscal Impact and Timeline</i></b>
				Safe Learning Environment, Guideline #12 - Commission of Felonious Act.		
c. In developing, implementing, and maintaining its safety programs, the district collaborates with other governmental and private agencies as needed. <sup>47</sup>	X			The District collaborates with other governmental and private agencies, when developing plans that impact the safe learning environment of schools. The District has also had representatives from these agencies serve directly on committees that develop plans in order to provide feedback.		
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>	X			The Drug Free Program reviews the performance of its intervention and prevention program and modifies the program to meet needs of individual schools.  This program is evaluated bi-annually by an outside consultant. Results of these program evaluations are published and submitted to schools and appropriate community agencies.		
<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>	X			1-877-723-2728, Be Brave – Silence Hurts, is monitored 24 hrs a day, 7 days a week. Youth Crime Watch is coordinated through School Police. Campus Crime Hotline 305-471-TIPS		
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			Banners, posters, pencils and other items have been distributed to schools. Youth Crime Watch logo's, clubs and poster are at school sites.		

<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.*

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

<b><i>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/ Documentation</i></b>	<b><i>Corrective Action</i></b>	<b><i>Fiscal Impact 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>	X			<p>The Safety Program of Miami-Dade County Public Schools.</p> <p>Officers are available upon request to assist schools with their individual prevention and safety related programs.</p> <p>A review of violence prevention and safety related programs and curricula has been conducted twice in the last three years. Several District offices have provided purchased curriculum materials or support to the development of materials. All schools have been provided with both materials and training.</p> <p>Curriculum materials, specific programs e.g., PROUD, DARE; police bulletins/sexual predators internet list are sources available to schools for violence prevention.</p>		

<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.

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

<b><i>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/ Documentation</i></b>	<b><i>Corrective Action</i></b>	<b><i>Fiscal Impact and Timeline</i></b>
b. The school board and each school adopt safety and health curricula and programs designed to reduce violence and increase safety. <sup>53</sup>	X			The Safety Program of Miami-Dade County Public Schools.  Competency-based curriculum.  The TRUST program and curriculum and the PROUD initiative have been adopted to reduce violence and promote safety.		
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			Materials developed by the Division of Student Services are field tested with students.		
d. The district has considered a dress code or school uniform policy. <sup>54, 55</sup>	X			A Board rule establishing dress code guidelines exists.		
<b><i>Goal E: Educational facilities and equipment are safe and in good working condition.</i></b>						
<b>1. The district conducts an annual review of all relevant health and safety issues for each educational facility.<sup>56</sup></b>						

<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.

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

***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/ Documentation</i></b>	<b><i>Corrective Action</i></b>	<b><i>Fiscal Impact 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>	X			Principals transmit safety and discipline data to OIT via SCAM, SPAR, and incident reports. Principals use of on-line reporting to the District.		
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>	X			The District safety inspectors are certified by the State Fire Marshal as Special Fire Safety Inspectors.  Annual safety reviews are conducted by one inspector from the local fire department and one from the District.		
c. An annual casualty safety review of all education and ancillary plants is conducted to ensure compliance with Florida law. <sup>59</sup>	X			The casualty inspections are performed during the annual safety-to-life inspections.  Accident reports are reviewed annually at each school site.		
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>	X			The District's safety inspectors perform annual inspections to determine compliance with State Requirements for Educational Facilities (SREF), Chapter 5, Existing Facilities.  District notifies each principal following said evaluations.		
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			Results of safety inspections are forwarded to the school site administrator, Maintenance Operations and Capital Construction for correction.  Deficiencies are categorized as the responsibility of		

<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.

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

<b><i>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/ Documentation</i></b>	<b><i>Corrective Action</i></b>	<b><i>Fiscal Impact and Timeline</i></b>
				principal, maintenance or capital construction.		
f. The district corrects all deficiencies noted in the annual reviews within a reasonable time period. <sup>61</sup>	X			Safety deficiencies are corrected throughout the school year. Deficiencies determined to be imminently dangerous are addressed immediately.  Emergency safety issues are addressed first; then long-term funding needs planned.		
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>	X			Principals share the accident review with the school safety committee.		
<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> </ul>	X		A majority of school sites are fenced to limit unauthorized access, trees are separated from building to prevent access to roofs. Shrubbery is planted to discourage use of hiding places; custodial staff maintains hedges at 25 inches or less. Courtyards are enclosed, parking lots are fenced, site lighting is maintained at night.  Motion detection systems and the alarm contacts are used with intrusion detection systems (Audio detection is susceptible to false signals).  Metal railings are provided with vertical pickets as required in Division 5 of the District’s Design Criteria.			

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

<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.*

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

***SAFETY AND SECURITY***

<i>Goals, Best Practices, Indicators</i>	<i>Yes</i>	<i>No</i>	<i>N/A</i>	<i>Explanation/ Documentation</i>	<i>Corrective Action</i>	<i>Fiscal Impact and Timeline</i>
<ul style="list-style-type: none"> <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 areas to prevent unauthorized access. Install locks on</li> </ul>				<p>Open areas such as the main entrance, parking lots and bicycle compounds are specified to be visible either by first hand observation or by electronic camera systems.</p> <p>Designs include precautions such as doorless bathrooms, tamper proof locks, security gates and roof hatches with alarm contacts. Exterior barriers or grilles prevent unauthorized entry and external ladders are avoided. Footholds and handholds are not permitted.</p> <p>All facility design includes a review by safety professionals to ensure that safety needs are equivalent provided for in both new construction and renovations. All design projects include a review by UBCI or safety professionals to ensure that safety needs are provided for in new construction, remodeling, and renovations projects.</p>		

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

***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/ Documentation</i></b>	<b><i>Corrective Action</i></b>	<b><i>Fiscal Impact and Timeline</i></b>
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>	X			Crime prevention is achieved through the building design and other security features which are incorporated into the building via the review process. Through the review of the design, the district avoids areas of concealment, deep recesses, niches and heavy landscaping abutting up to the building that would impede visual control of all areas or create an area that would allow a person to hide.		
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>	X			As part of our pre-programming package for all addition, remodeling and renovation projects, part of the package includes the Department of Safety's report on each facility. The report itemizes all violations at each facility. Part of the scope of work for each of these projects includes this work. Safety-to-Life Violations are prioritized as the first item for all facilities.		
d. The district can demonstrate that facility maintenance incorporates principles of Crime Prevention Through Environmental Design. <sup>67</sup>	X			Crime prevention through environmental design is addressed in the District Design Criteria, which is implemented on all construction projects.		
<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>						

<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.

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

<b><i>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/ Documentation</i></b>	<b><i>Corrective Action</i></b>	<b><i>Fiscal Impact and Timeline</i></b>
a. Entrance to the educational facility is as limited as the physical setting will allow.	X			Principals deploy their security monitors on site; signs direct visitors to the main office.		
b. Each educational facility has a clearly marked central point for receiving all visitors. <sup>68</sup>	X			Signs are posted throughout the facility directing all visitors to the main office.		
c. Each educational facility has a procedure regarding the release of students to parents, guardians, or other persons. <sup>69</sup>	X			Principals include the student release procedure within their site handbook. Logs are maintained.		
d. Buildings are secured when unoccupied, but security devices shall not prevent egress from the building at any time. <sup>70</sup>	X			The Safety Program of Miami-Dade County Public Schools. M-DCPS Emergency Management Procedures Manual  These manuals instruct principals and site supervisors to allow egress while securing unoccupied buildings.  Schools contain burglar alarms and gates are locked by custodian upon leaving premises when building is secured.		
e. There is a key control program to account for all keys to all buildings, rooms, and gates.	X			Principals maintain a record of key distributions to staff.		
<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	X			M-DCPS Design Criteria Book 1, Division 2		

<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.

<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.

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

***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/ Documentation</i></b>	<b><i>Corrective Action</i></b>	<b><i>Fiscal Impact and Timeline</i></b>
consults with other authorities, regarding playground construction materials and regulations.				Ongoing reviews are conducted to ensure playground construction materials meet guidelines such as ADA and ASTM with regard to product safety.		
b. District personnel conduct regular maintenance checks of playground equipment and documents conditions in need of repair.	X			Playgrounds are inspected during annual safety-to-life inspections.		
c. The district identifies and corrects playground deficiencies in a timely manner.	X			Playground deficiencies are identified by safety inspectors, Maintenance Operations personnel and school staff. Deficiencies are corrected by Maintenance Operations.		
d. Playground areas are supervised when children are present and using the areas during school hours.	X			Principals direct this policy to all staff in writing. Supervision of students is a prime directive of all licensed instructional personnel as stipulated in the Florida Code of Ethics and Principles of the Education Profession.		
<b>5. Each educational facility has appropriate equipment to protect the safety and security of property and records.</b>						
a. Each educational facility has a security system that was selected or designed with input from security professionals. <sup>71, 72</sup>	X			Security systems are selected or designed with input from in-house security professionals at the inception as well as during design review.		

<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.

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

<b><i>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/ Documentation</i></b>	<b><i>Corrective Action</i></b>	<b><i>Fiscal Impact and Timeline</i></b>
b. The district can demonstrate that current security equipment is inspected and reviewed annually by safety and security professionals. <sup>73</sup>	X			Daily security system trouble/activity reports are generated by the District's Alarm Center and forwarded to the appropriate Maintenance Satellite for resolution. Additionally, the District's Safety Inspectors perform annual safety to life inspections at each school and support facility.		
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>	X			Teachers are instructed on Pg 3 of the M-DCPS Emergency Management Procedures manual to bring class roll books during emergency evacuations.		
<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.	X			Fire extinguishers are provided as required by the State Requirements for Educational Facilities. School site administrators maintain first aid kits.		
b. The district has provided appropriate safety equipment in instructional areas with dangerous equipment or chemicals. <sup>76, 77</sup>	X			School Site administrator's are responsible to ensure safety equipment is supplied and utilized.		

<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.

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

<b><i>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/ Documentation</i></b>	<b><i>Corrective Action</i></b>	<b><i>Fiscal Impact and Timeline</i></b>
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			Custodians and Maintenance personnel are trained annually on topics such as, “First Aid”, “Fire Safety”, “Introduction to Safety”, “Lifting Safety”, “Right to Know”, “Asbestos Awareness” and “Bloodborne Pathogens”  Specialized training on topics such as forklift driving, respirator use, fire extinguishers, and lock out/tag out is also available.		
d. The district supplies all necessary protective equipment to minimize the number of injuries related to athletic activities. <sup>78</sup>	X			Principals utilize school and athletic funds for replacement items thus updating protective equipment at all times.		
<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.	X			Kitchens and cafeterias are inspected annually by the District’s safety-to-life inspectors and the Florida Department of Health.  The Department of Food and Nutrition follows the Department of Health Food Hygiene Program Chapter 64E-11, Florida Administrative Code. An annual State of Florida Department of Health Operating Permit is obtained for all school sites. In addition, county health inspectors conduct routine inspections at all school locations. The Department of Food and Nutrition has developed health and sanitation procedures along with ongoing training for all food service employees. Food and Nutrition Procedures H-1, Food Handling Procedures; H2, Food Protection; H-3, Personal Sanitation; H-5, Sanitary Facilities and Control; H-6, Sanitizing Equipment, Utensils and Facilities; H-8, Access to School Food Service		

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

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

***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/ Documentation</i></b>	<b><i>Corrective Action</i></b>	<b><i>Fiscal Impact and Timeline</i></b>
				Areas; H-9, Daily Sanitation Facilities Checklist.		
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>	X			The Safety Program for Miami-Dade County Public Schools.		
c. The district complies with all appropriate federal and state requirements for facility safety. <sup>80</sup>	X			Kitchens and cafeterias are inspected annually by the District's safety-to-life inspectors and the Florida Department of Health.		
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			The Department of Food and Nutrition maintains a copy of the state and local health regulations to ensure food and nutrition health and sanitation procedures are in compliance with state and local health regulations. Food and Nutrition procedures are distributed to all school sites and are updated as necessary.		

<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).

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

***SAFETY AND SECURITY***

<b>Goals, Best Practices, Indicators</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Explanation/ Documentation</b>	<b>Corrective Action</b>	<b>Fiscal Impact and Timeline</b>
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.	X			Procedures for reporting and investigating food-borne illnesses can be found in the M-DCPS Emergency Management Procedures Manual and the M-DCPS Critical Incident Response manual.  The Department of Food and Nutrition, as well as school site staff, follows all procedures prepared by the Department of Safety, Environment and Hazards Management. This procedures manual is distributed to the administration at each school site. The Department of Food and Nutrition has emergency procedures along with ongoing training for all food service employees. Food and Nutrition Procedures H-4, Examination and Follow-up of Suspected Food Borne Illness HRS 10D-13.35; J-6, Disaster Plans, Non-Emergency Shelter Events.		
<b><u>Goal F:</u> The district takes steps to ensure the safety and security of students and staff during transportation.</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>						
a. The district has developed a school safety transportation plan. <sup>82</sup> ( <i>Basic Indicator</i> )	X			The District has developed, completed and submitted the School Safety Plan as required by 234.215, F.S.		
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> )	X			New bus service driveways are inspected for code compliance prior to project close-out.		

<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.

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

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

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

***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/ Documentation</i></b>	<b><i>Corrective Action</i></b>	<b><i>Fiscal Impact and Timeline</i></b>
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>	X			The District is in the process of jointly developing a countywide Safe Paths to Schools Program in cooperation with the Miami-Dade County Public Works Department, Miami-Dade County Metropolitan Planning Organization and the Florida Department of Transportation.		
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>	X			Whenever feasible the district provides safe and designated areas for parents as well as bus drop off areas as long as it is identified in the project budget.		
e. Whenever feasible existing schools are renovated to provide for separation of vehicular and pedestrian traffic. <sup>86</sup>	X			Vehicular and pedestrian traffic is always provided via sidewalks, fences, and curbs to control egress patterns and maintain the safety of the user.		
<b>2. The district has implemented policies, procedures, and practices that ensure the safety of transported students.</b>						
a. The district ensures that all new school buses purchased have an appropriate safety restraint system. <sup>87</sup> ( <i>Basic Indicator</i> )	X			The District is in compliance with 316.6145, F.S., as it has not yet received any schools buses purchased after Dec. 31, 2000. The District will ensure that all future school bus purchases will have an appropriate safety restraint system.		

<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.

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

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

<b><i>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/ Documentation</i></b>	<b><i>Corrective Action</i></b>	<b><i>Fiscal Impact and Timeline</i></b>
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>	X			The District complies procedurally through School Board Rule 6Gx13-3E-1.10. Each year, drivers inspect bus stops prior to the opening of school through practice runs. They receive training and written directives, for which they must sign receipt of, with regard to identifying and reporting hazards on their routes. Transportation supervisors inspect all reported hazards. A complaint form, which is incorporated in School Board Rule, is utilized and logged for hazardous reports.		
c. All persons transporting students, including school personnel, charter school personnel, and contractors, are properly licensed, trained, and qualified. <sup>90</sup>	X			The District complies with 234.101, F.S, and Rules 6A-3.0141, 3.0151, and 3.017, FAC. The District maintains up-to-date records of all mandatory training, physical examinations, medical examiners certificates, OTETA testing, and ensures all drivers licenses are valid and acceptable, for all School Board, charter school and contracted bus operators.		
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>	X			The District has adopted a Safe Driver Plan in School Board Rule 6Gx13-3E-1.10, detailed in both the “School Bus Transportation Rules and Policies Manual” and the “Handbook for School Bus Drivers, Aides and Operations Staff.”		
e. Each school principal ensures that all transported students receive instruction in safe riding practices and rules of conduct.	X			The District has directives to principals to ensure this is completed as per Rule 6A-3.017(2)(e) 2.e., FAC, in the District ‘s “School Bus Transportation Rules and Procedures Manual” and the “Handbook		

<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)

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

<b><i>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/ Documentation</i></b>	<b><i>Corrective Action</i></b>	<b><i>Fiscal Impact and Timeline</i></b>
<small><sup>92, 93</sup></small>				for School Bus Drivers, Aides, and Operations Staff,” School Board Rule 6Gx13- <u>3E-1.10</u> .		
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>	X			The District has clear policies referenced in School Board Rule 6Gx13- <u>3E-1.10</u> and detailed in both the “School Bus Transportation Rules and Procedures Manual” and the “Handbook for School Bus Drivers, Aides and Operations Staff.” Furthermore, the District has a Critical Incident Response Manual. An internal checklist has been developed and distributed to transportation staff to utilize in transportation accidents and other transportation emergencies.		
<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>						
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>	X			School bus operators perform pre-trip inspections prior to the start of each route (twice daily). The District maintains monthly inspection forms signed by the operator verifying inspections. Operators are trained annually regarding this and sign a receipt for these directives. Staff performs random checks of operator’s pre-trip inspections.		
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</i>	X			The District inspects all buses every twenty (20) school days. Inspectors are trained and state certified as School Bus Inspectors in accordance with the “State of Florida School Bus Safety Inspection Manual.”		

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

<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

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

<b><i>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/ Documentation</i></b>	<b><i>Corrective Action</i></b>	<b><i>Fiscal Impact and Timeline</i></b>
<i>School Bus Safety Inspection Manual.</i> <sup>96, 97</sup>						
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>	X			The District complies with all safety and mechanical requirements of the “State of Florida School Bus Safety Inspection Manual”. To ensure compliance, in addition to the mechanic certifying this, a foreman co-signs inspection paperwork, and a manager conducts a final review.		
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			The District utilizes a quality control process on a selective basis to review and ensure the completeness of 20 day inspections and service records. This selective review is maintained at specified shop locations.		

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

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