

**School Safety & Security Best Practices
With Their Associated Indicators
2002-2003 School Safety and Security Self-Assessment Form**

1. The district has established and implemented accountability mechanisms to ensure the performance, efficiency, and effectiveness of the safety and security program.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
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.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
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}	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
While Bay District Schools have a comprehensive safety and security plan (update completed April, 2003), the district is continuing to develop clearly stated goals and measurable outcomes, performance and cost-efficiency benchmarks, and an assessment plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strategies and Actions to Be Taken

A district-level committee of key stakeholders will develop goals, measurable objectives, cost-efficiency measures, and performance assessment.

Fiscal Impact and Timeline

Unknown fiscal impact. Timeline: August, 2003 through April, 2004.

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.

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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2. The district ensures the accuracy of its safety and security related data and reports accurate data to the Department of Education.

Indicators of Meeting the Best Practice	Yes	No	In Progress
a. The district and its schools have a process in place to collect, revise, and update the appropriate data for the School Environmental Safety Incident Report. ⁴	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district and its schools have a process in place to collect, revise, update and ensure the accuracy of the discipline data.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district has established and implemented strategies to ensure the reliability of SESIR, discipline, and other safety and security program data.	X		

Related Statutes and Rules

ss. 1006.09(8), 1006.13(3) *F.S.*

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress
The district Management Information Systems (MIS) department together with the district Safe and Drug-Free Schools Coordinator oversee SESIR data. Regular meetings and trainings with administrators and data entry clerks help to ensure the accuracy and reliability of the data. In an effort to further ensure accuracy, misconduct report forms were revised during 2002-2003 to prompt users regarding SESIR/non-SESIR categories.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strategies and Actions to Be Taken

Continue to update trainings regularly.

Fiscal Impact and Timeline

Unknown fiscal impact. On-going timeline.

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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3. The district regularly reviews the organizational structure and staffing levels of the safety and security program and minimizes administrative layers and processes.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district has a process in place to determine the staffing levels necessary to ensure that staff can respond to safety crises.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. On at least an annual basis, the district uses applicable comparisons and/or benchmarks and reviews the program's organizational structure and staffing levels to minimize administrative layers and processes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The program structure includes reasonable lines of authority and spans of control given the responsibilities of each organizational unit.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. In conducting its staffing review, the district obtains broad stakeholder input.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The district reports organizational structure and administrative staffing review findings in writing and distributes these findings to school board members.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
Annually, budget review committees evaluate staffing levels. The committees consider needs, the coordination of efforts and possible elimination of duplication of tasks. This review, conducted with stakeholder input, assures sufficient staffing to monitor and implement the district's comprehensive safety plan. The Deputy Superintendent then recommends staffing allocations. The School Board gives final approval for staff structure and allocations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strategies and Actions to Be Taken

Fiscal Impact and Timeline

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Safety Planning

4. The district has implemented a school safety plan that includes districtwide emergency and safety procedures and identifies those responsible for them.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district has written school improvement plan(s) that includes districtwide school safety goals and procedures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district has implemented a comprehensive school safety plan that establishes emergency and safety procedures for school and district employees and students to follow. At a minimum, the plan addresses <ul style="list-style-type: none"> • 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;⁵ • 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; • the roles and responsibilities of the transportation staff for restoring, if necessary, and maintaining a safe, secure, and orderly bus environment; 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;⁶ • safety issues and policies at school sponsored events;⁷ and • processes by which the district will instruct parents and the local community as to how to respond to an emergency situation.⁸ 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

ss. 1001.42(16)a, 1006.10, *F.S.*

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
The district has a comprehensive school safety plan that was updated April, 2003 with the participation of the Director of Emergency Management, EOC, local law enforcement, representatives from Tyndall Air Force Base, school and district administrators, the district school and community relations specialist, parents and local community members. The updated addendum to the safety flipchart plan has been sent to each school to be in an appropriate location in each classroom and office. Principals have been trained on the update. Each school principal will train staff members on the updated district plan during pre-school planning days in August, 2003. In the Fall of 2003, a variety of mock scenarios will be used as training and assessment exercises. Additionally, each school principal with the school's advisory council annually develop a school improvement plan that includes Florida Goal 5 School Safety and Environment. Objectives and strategies address site-based needs. Roles and responsibilities are addressed in the School Board Policy Manual, contracts, staff handbooks, and each site's crisis plan. Transportation roles and responsibilities are part of the school incident and evacuation plans. Debriefing and evaluation of leadership performance occur	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁵ Principals may be evaluated on criteria such as the school climate report and school incident reports.

⁶ Including, but not limited to, law enforcement, fire department, emergency management, hospital, mental health, health and social agency, court officials and the media.

⁷ Such as when students are off campus at official school events.

⁸ Parents and the community should be provided this information prior to an emergency through such mechanisms as newsletters and the district's website.

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after incidents. The district crisis shelter plan, with arrangements to work with local emergency officials, was updated April, 2003. SROs and local law enforcement are instrumental in assisting schools with security at school-sponsored events. Students most at risk for engaging in disruptive and disorderly behavior are monitored and served by teachers, counselors, SROs, administrators, psychologists, social workers and child study teams. The District Community and Public Relations Specialist manages all public information. She has a good working relationship with local media. She is prepared to be on-site to assist principals, staff, students and parents at any school emergency.

Each school principal will train staff members on the updated district plan. In the Fall of 2003, a variety of mock scenarios will be used as training and assessment exercises.

Fiscal Impact and Timeline

Unknown fiscal impact, on-going timeline.

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5. The district develops and maintains its school safety plan and emergency response procedures with stakeholder input.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The comprehensive school safety plan and emergency procedures have been shared with appropriate emergency response agencies. ⁹	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The comprehensive school safety plan and emergency procedures have distributed to designated administrators and staff. ¹⁰	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The comprehensive school safety plan and emergency procedures are reviewed and revised annually or more often if events warrant.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

s. 119.071, *F.S.*

Does the District Meet the Best Practice? (Please provide explanation)

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
The district has a comprehensive school safety plan that was updated April, 2003 with the participation of the Director of Emergency Management , EOC, local law enforcement, representatives from Tyndall Air Force Base, school and district administrators, the district school and community relations specialist, parents and local community members. The updated addendum to the safety flipchart plan has been sent to each school to be in each classroom and office. Each room has a crisis flipchart that gives step-by-step directions for responding to a variety of crisis situations. Principals have been trained on the most recent update. Each school principal will train staff members on the updated district plan during pre-school planning days in August, 2003. In the Fall of 2003, a variety of mock scenarios will be used as training and assessment exercises. The district crisis shelter plan, with arrangements to work with local emergency response officials, was updated April, 2003 also.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Regular, on-going training updates are needed. In the Fall of 2003, a variety of mock scenarios will be used as training and assessment exercises.

Fiscal Impact and Timeline

Unknown fiscal impact, on-going timeline

⁹ Emergency response agencies may include the fire department, police department, hospitals, social service, and health agencies.

¹⁰ In accordance with s. 119.071 *F.S.*, the district should take steps to ensure the confidentiality of security related information. The district should identify those administrators and staff directly responsible for emergency response procedures, such as principals and school resource officers, and ensure that they have received copies of the safety plans. Districts may chose to disclose descriptive information regarding the safety and security plans to teachers, advisory councils, and the public. However, the district must still protect sensitive security information so as not to compromise the district's safety efforts.

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Safety Planning

6. The district conducts an annual review of all relevant health and safety issues for each educational facility.¹¹

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district ensures that each educational facility conducts an assessment of the safety hazards faced at that facility. ¹²	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. A certified fire safety inspector conducts an annual fire safety review of all education and ancillary plants to ensure compliance with Florida law.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. An annual casualty safety review of all education and ancillary plants is conducted to ensure compliance with Florida law and all deficiencies are corrected within a reasonable period. ¹³	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. An annual review is conducted to determine whether educational facilities comply with the Florida Building Code.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Middle and secondary students participate in scheduled administrations of standardized surveys of risk behaviors and situations such as the Communities That Care, the Florida Youth Tobacco Survey, and the Youth Risk Behavior Survey and the results are used in assessing prevention needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

ss. 1006.07(6), 1013.12(1)(b), 1013.12(2)(b), 1013.12(2)(c), *F.S.*

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
Annual Comprehensive Safety Inspections are conducted. Any deficiencies are corrected in a timely manner. Bay District facilities are in compliance with Building Codes and Florida law. Bay District middle and high schools willingly participate in the Florida Youth Survey effort. The district Safe and Drug-Free Schools Coordinator coordinates the effort. The resulting data are analyzed annually for the SDFS project and are instrumental in assessing district prevention needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strategies and Actions to Be Taken

Fiscal Impact and Timeline

Unknown fiscal impact. On-going timeline.

¹¹ Conducting this self-assessment does not meet the requirements of this practice.

¹² The safety assessment should include a review of the unique safety considerations at a given school site. In reviewing potential hazards, the district should consider those listed in Best Practice 8 along with any others appropriate to that school.

¹³ Note that life-threatening deficiencies must be corrected immediately or the facility withdrawn from use.

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Safety Planning

7. The district has developed emergency response procedures.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district has developed a districtwide plan for potential attacks against school sites or students and incorporates the appropriate school responses in the emergency procedures checklist.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district has procedures for contacting all schools simultaneously in the event of a district-wide emergency.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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;¹⁴ • 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. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
The district has a comprehensive school safety plan that was updated April, 2003 to include potential attacks and acts of terrorism. The Director of Emergency Management , EOC, local law enforcement, representatives from Tyndall Air Force Base, school and district administrators, the district school and community relations specialist, parents and local community members participated in the update effort. The updated addendum to the safety flipchart plan has been sent to each school to be in each classroom and office. Each room has a crisis flipchart that gives step-by-step directions for responding to a variety of crisis situations. Each school principal will train staff members on the updated district plan. The district crisis shelter plan was updated April, 2003 also. All administrators have a district radio. There is an administrative channel on the radios for simultaneous broadcast to all locations as well as the capability of having each location report in to the Superintendent. Additionally, there is a procedure in place whereby the district could notify the local EOC, which would in turn broadcast an emergency message via the Plectron Civil Defense System. The District Community and Public Relations Specialist coordinates all public information and the media response plan. She has a good working relationship with local media who know they will get complete, accurate, and up-to-date information from her. She is prepared to be on-site to assist principals, staff, students and parents at any school emergency. School guidance counselors, school psychologists, (ESE) social workers, and other district personnel are put on-call to assist in response, mitigation, and recovery when an incident occurs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During Fall, 2003, a variety of mock scenarios will be used as training and assessment exercises. Regular updates and on-going training are needed.

Fiscal Impact and Timeline

Unknown fiscal impact. On-going timeline.

¹⁴Necessary information should include where parents should go or whom they should contact to find out about their children and where to get further information.

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Safety Planning

8. The district has provided each school with an emergency checklist.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. A checklist that explains step-by-step emergency procedures is readily available in every classroom. The emergency situations include, at a minimum, ¹⁵ <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. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The emergency checklist includes emergency contact numbers and provisions for backup communication with faculty, support service administrators, and emergency agencies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The emergency checklist includes evacuation procedures developed with school transportation personnel, the fire marshal, law enforcement agencies, and other local agencies as appropriate. ¹⁶	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

s. 1006.07(4), *F.S.*

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
The district has a comprehensive school safety plan that was updated April, 2003 to include potential chemical and biological attacks, hostage situations, weapons, explosions and acts of terrorism. The comprehensive school safety plan was updated with the participation of the Director of Emergency Management , EOC, local law enforcement, representatives from Tyndall Air Force Base, school and district administrators, the district school and community public relations specialist, parents and local community members. While communication provisions are continually being updated as technology advancements become available, in addition to phones, all administrators have a district radio. There is an administrative channel on the radios for simultaneous broadcast to all locations as well as the capability of having each location report in to the Superintendent. Additionally, there is a procedure in place whereby the district could notify the local EOC, which would in turn broadcast an emergency message via the Plectron Civil Defense System. Transportation roles and responsibilities are part of the school incident and evacuation plans.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Each school principal will train staff members on the updated district plan. In the Fall of 2003, a variety of mock scenarios will be used as training and assessment exercises. On-going training is needed.

Fiscal Impact and Timeline

Unknown fiscal impact. On-going timeline.

¹⁵ 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.

¹⁶ In the event of an evacuation, schools should have separate areas for student assembly, parent request/release, and media operations.

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9. The district and each school regularly practice emergency responses based on potential safety concerns at each site.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district school board has developed and implemented procedures for emergency drills in accordance with state law.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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. ¹⁷	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district has implemented procedures for verifying the required and planned emergency drills have been conducted.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

s. 1006.7(4)(a), *F.S.*

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
Each school reports emergency evacuation and crisis drills to the District Safety Officer as documentation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strategies and Actions to Be Taken

In the Fall of 2003, a variety of mock scenarios will be used as training and assessment exercises.

Fiscal Impact and Timeline

Unknown fiscal impact. On-going timeline.

¹⁷ This will include fire drills, but should also include responses to any other hazards identified in Best Practice 6.

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Safety Planning

10. The district provides emergency response agencies with floor plans and blueprints as appropriate.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district provides floor plans of each educational facility to local law enforcement agencies and fire departments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district has blueprints of each educational facility readily available for review during an emergency.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

ss. 1013.01, 1013.13, *F.S.*

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
Bay District has provided blueprints for all schools to the Emergency Operations Center and the Bay County Sheriff's Office, and has additional copies readily available.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strategies and Actions to Be Taken

Fiscal Impact and Timeline

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11. The district's Master Plan for In-Service Training identifies district and school personnel training needs and provides for appropriate level of safety training for all personnel.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district has a process in place and has identified the training required for all types of school staff as well as the staff that require specialized safety training and incorporates those needs in its Master Plan for In-Service Training. ^{18, 19}	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district's required training in school-wide discipline, classroom management, conflict resolution, and other safety training components are included in the district's Master Plan for In-service Training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district reviews and uses the relevant training opportunities provided by the Department of Education and other appropriate organizations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. School principals can demonstrate that staff has received training based on the needs identified in the Master Plan for In-Service Training, the school's safety assessment, and the staff members' roles and responsibilities. ²⁰	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The district supplies trained personnel with the appropriate safety equipment. ²¹	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teachers at each grade level are provided in-service training to teach students positive social skills and violence prevention, conflict resolution, and communication/decision making skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

ss. 1012.98 (4)(b)4, 1012.98(4)(b)5, *F.S.*

Does the District Meet the Best Practice? (Please provide explanation)

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
The District Master Plan for In-Service Training contains components related to safety and violence prevention. Each school's school improvement plan contains safety goals and corresponding strategies. Strategies identify specific training needs for the implementation of the strategy. The District also provides specialized safety training (e.g. CPR/First Aid, Crisis Prevention Intervention) to personnel in need, based on their higher-risk job responsibilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strategies and Actions to Be Taken

On-going training.

Fiscal Impact and Timeline

Unknown fiscal impact. On-going timeline.

¹⁸ Training should include both instructional and non-instructional staff as well as substitute teachers and bus drivers. Districts may want to establish the minimum number working days a substitute must have before being provided with training.

¹⁹ Specialized training may include suicide prevention and responses for specific emergency situations as outlined in the emergency checklist in best practice 8.

²⁰ 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, sexual harassment and abuse, and the early warning signs of violence to the personnel identified in 11a.

²¹ This includes equipment such as first aid kits, fire extinguishers, or portable defibrillators.

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12. The district and each school have a code of student conduct based on stakeholder input and revised on an annual basis.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The school district is in compliance with relevant laws and regulations regarding discipline policies including the code of student conduct. ²²	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district school board and school administrators annually review discipline policies and revise those policies with input from teachers, staff, parents, and students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The student code of conduct is clearly written and avoids the use of technical terminology.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Parents are an integral part of the student discipline procedures and actions. They are made aware of expectations of students and are informed of changes in a timely manner.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Each year the discipline policies are clearly and thoroughly communicated to students, parents, and other stakeholders. ²³	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

ss. 1006.07(2), 1006.07(2)(c), *F.S.*

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
The District Code of Student Conduct is clear, comprehensive, and in compliance with relevant laws. Discipline policies, reviewed regularly, are in compliance with laws and regulations. The Code is distributed annually to students, parents and legal guardians. The Code is discussed in classes, school advisory meetings, parent/teacher association meetings, and School Board Meetings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strategies and Actions to Be Taken

Annual review, printing, and distribution.

Fiscal Impact and Timeline

Unknown fiscal impact. On-going timeline.

²² Laws and regulations such as respect for authority, respect for school property, respect for others, daily attendance, use of obscenities, harming or demeaning others.
²³ This can be done by sending student handbooks to parents and posting to the school and district websites.

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Discipline Policies and Code of Student Conduct

13. The district's code of student conduct and other policies provide clear procedures for handling disciplinary actions.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Alternatives to suspension and expulsion have been built into the discipline policy and are appropriately and consistently used.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district has in a process in place to relocate students who are regularly dismissed from their classroom.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Disciplinary policies include statements regarding anti-harassment, anti-bullying, and anti-violence policies and due process rights in accordance with state and federal laws.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Disciplinary policies include procedures regarding interviewing students by law enforcement agencies and the Department of Children and Family Services.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Disciplinary policies include procedures governing locker searches.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The district's discipline policies are consistent with the state and federal requirements for students with disabilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

ss. 1006.09(9), 1006.13(3), *F.S.*

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
The District's zero tolerance policy for crime, substance abuse, and victimization is widely publicized and strictly enforced. As required, violations are reported to law enforcement. Alternatives to suspension and expulsion are used when prudent, based on the totality of circumstances and to the extent fiscally possible. Hearing and due process procedures are in place. The process for relocating students dismissed from their classroom for disciplinary reasons is in accordance with F.S. 232.271 and addressed in School Board Policy 7. 201. The district's discipline policies are consistent with the state and federal requirements for students with disabilities. School Board Policy 7. 203 lists harassment, physical or verbal abuse, bullying, assault, intimidation, battery and other violent acts as examples of serious misconduct which may require Formal Disciplinary Measures as deemed appropriate by administration. School Board Policy 7. 206 details procedures regarding interviewing students by law enforcement agencies and the Department of Children and Family Services. School Board Policy 7. 204 details student detention, search and seizure, including procedures governing locker searches. Student locker cards and informational signs regarding locker searches are posted at each school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strategies and Actions to Be Taken

Continue to explore additional alternatives to suspension and expulsion without educational services.

Fiscal Impact and Timeline

Unknown fiscal impact. On-going timeline.

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14. The district has a process in place to minimize danger to students from community members, staff, or other students.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. The district requires all school personnel to report to the principal or the principal's designee any suspected unlawful use, possession, or sale by a student of any controlled substance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district works uses available information to track charges and convictions of students and employees from within the district as well as other school districts. ^{24, 25}	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The district has a policy to encourage and facilitate principals, or their designees, regularly monitoring websites that identify registered sex offenders who reside in the vicinity of their school community. ²⁶	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. 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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

ss. 1006.07(1)(a), 1006.08(2), 1006.09(8), 1006.11, 1006.13, 1012.799, *F.S.*

Does the District Meet the Best Practice? (Please provide explanation)

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
According to School Board Policy 7.103, the district requires each student at registration to disclose information regarding the student's prior disciplinary history of expulsions, arrest resulting in a charge, and juvenile justice actions. However, current enrollment procedures do not facilitate such disclosure. District School Board Policy does not define standards for use of reasonable force. The district does require all school personnel to report to the principal or the principal's designee any suspected unlawful use, possession, or sale by a student of any controlled substance. The district does use available information to track charges and convictions of students and employees. The district does encourage school leaders to monitor information identifying registered sex offenders who live in the vicinity of their school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Develop a form to be given to students, parents or legal guardians at registration which advises them of the disclosure policy and provides a confidential means, if applicable, for them to comply. Develop and add reasonable force definition and standards to the School Board Policy.

Fiscal Impact and Timeline

Unknown fiscal impact. July- October, 2003.

²⁴ Charges and convictions tracked should be limited to felonies, abuse of a minor, and sale or possession of a controlled substance.

²⁵ Agencies that should be consulted for this information 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.

²⁶ The information regarding sexual offenders, such as photographs, should be shared with bus drivers, teachers, front office staff, custodial staff, and cafeteria staff.

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School Climate and Community Outreach

15. Each school has a system in place to identify students that exhibit early warning signs of, or pose a threat of future violent behavior.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district teaches instructional and non-instructional staff, and students the early warning signs associated with students who pose a threat of future violent behavior, how to recognize them, and what to do once they are suspected. ^{27, 28}	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district facilitates and encourages requests for assistance with students who exhibit early warning signs, or pose a threat of future violent behavior. ²⁹	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Schools in the district have a Student Assistance Program/Team that provides assistance for students experiencing learning and/or behavioral difficulties.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The district makes available appropriate psychological counseling for students exhibiting early warning signs, or posing a threat of future violent behavior.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The district has procedures in place to maintain legal confidentiality of information regarding students exhibiting early warning signs, or posing a threat of future violent behavior. ³⁰	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The district reviews and revises, as needed, the process to identify the warning signs of student violence.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

s. 1002.22(3)(d), *F.S.*

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
An addendum that outlines the warning signs of potential violence has been added to the District Emergency Procedures Quick Reference Guide Flipchart. Principals and school guidance counselors have been trained on the early warning signs of violence, and have each received copies of the US DOE and Secret Service Publications: <i>Threat Assessment in Schools: A Guide To Managing Threatening Situations and To Creating Safe School Climates</i> and <i>The Final Report and Findings of the Safe School Initiative: Implications For the Prevention of School Attacks in the United States</i>. They will train their staff on the warning signs during the site-based updates on the district comprehensive safety and security plan in August, 2003. School guidance counselors, school psychologists, (ESE) social workers, and other district personnel are available to assist with students who exhibit early warning signs or pose a threat of future violent behavior put on-call to assist in response, mitigation, and recovery when an incident occurs. Additionally, community specialists volunteer when extra or specialized services are needed. Support needs are determined and appropriate personnel are called in to assist. School Board policies, memos, and standardized reporting procedures define the processes for maintaining confidentiality.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strategies and Actions to Be Taken

Fiscal Impact and Timeline

Unknown fiscal impact. On-going timeline.

²⁷ Part of this training should explain that the warning signs are indicators that a student may need help and that it is imperative to avoid jumping to conclusions.

²⁸ Districts 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 the major signs.

²⁹ This could range from guidance on what to do to help with actual intervention.

³⁰ This may not be something the district can prove directly, but could be measured by the absence of confidentiality breaches.

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16. The district identifies and implements parent and community outreach strategies to promote safety in the home and community.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district has developed, in accordance with state law, a cooperative agreement with the Department of Juvenile Justice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district works proactively with students, parents, law enforcement, the community and the media to address safety and security issues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district works with local community agencies and businesses to identify ways to increase support in keeping schools safe. ³¹	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The district provides information to parents regarding the necessary school-entry health examinations and immunizations for all students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The district has crime watch programs and school safety hotline(s) in place and available in all schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
f. The district has procedures in place to inform students, parents, and other community partners about its crime watch programs and school safety hotline(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. 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. ³²	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

ss. 1003.22(1), 1003.22(4), 1006.13(3), 1006.141, *F.S.*

Does the District Meet the Best Practice? (Please provide explanation)

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
The district has a cooperative agreement with the Department of Juvenile Justice, which manages three educational sites. The District works with local agencies through collaborative efforts and membership in advisory councils such as: the Juvenile Justice Council, the Bay County Gang Task Force, the Big Bend Health Council, the Bay County Tobacco-Free Partnership, Chemical Addictions Recovery Effort (CARE), the Serious Habitual Offender Comprehensive Action Program (SHOCAP), and the Drug Court Oversight Committee. Public Service announcements, publications, newspaper articles, school newsletters, and locally televised School Board Meetings keep students, parents and the community informed about school-entry health exams, immunizations, and other safety and security issues. The district does have school safety hotlines in all middle and high schools, but does not have such hotlines in the elementary schools. The district does not have formal crime watch programs in place at all schools.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strategies and Actions to Be Taken

Form a committee to determine resources needed to establish a school safety hotline in elementary schools and a Youth Crime Watch program throughout the district.

Fiscal Impact and Timeline

Unknown fiscal impact. August, 2003 – April, 2004.

³¹ This is accomplished through activities such as through public-private partnerships.

³² 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.

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17. The district fosters a positive learning climate and culture by assessing the school climate and implementing relevant scientifically based curricula and programs at each school.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. School climate surveys include questions relating to discipline, bullying, threats perceived by students, and other safety or security related issues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Curricula and programs for improving the school culture and climate are incorporated into the classroom. The curricula and programs should address such issues as <ul style="list-style-type: none"> • pro-social skills; • character education; • conflict resolution; and • peer mediation. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Curricula and special programs on violence and drug prevention, health, safety, and security are available to students, school staff, and parents.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The district regularly reviews the school climate at each school and revises, eliminates, or adds programs accordingly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
Climate is assessed at each school annually using the School Effectiveness Questionnaire instruments with students, parents, faculty and staff. Discipline, response to perceived threats, and other safety and security issues are included. Leaders at each school review the survey results with the School Advisory Council and determine site-based needs, goals and strategies for improvement, if necessary. Training for parents, teachers and staff as well as curricula for students addressing character education, conflict resolution and pro-social skills are provided through the ESE & Student Services Department. The Safe and Drug-Free Schools Grant provides funding for science-based alcohol, tobacco, drug and violence prevention programs, including Dr. Gilbert Botvin's Life Skills Training program at the upper elementary and middle school levels.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strategies and Actions to Be Taken

Fiscal Impact and Timeline

Unknown Fiscal impact. On-going timeline.

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18. The district has an approved Safe and Drug-Free School Plan that has been developed with appropriate stakeholder input.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district has a district Safe and Drug-Free School (SDFS) advisory council or committee that participates in the development of the SDFS plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district has an approved Safe and Drug-Free School (SDFS) plan and regularly reviews and updates the plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Coaches and athletes adhere to established policies prohibiting tobacco and drug, including alcohol, use.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The district regularly reviews and revises, as needed, the safe and drug-free programs and publishes a performance review of the programs supported by safe and drug free schools funds. ³³	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

Does the District Meet the Best Practice? (Please provide explanation)

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
The Safe and Drug-Free Schools (SDFS) advisory council is made up of representatives of the school district, county health department, Panama City Police Dept., Bay County Sheriff's Office, Chemical Addictions Recovery Effort (CARE), Tyndall Air Force Base, Gulf Coast Women's Club, parents, faith-based leaders, Florida State University/ Panama City Campus and other members of the community. The Advisory Council meets monthly throughout the school year to assist in developing, reviewing and updating the SDFS plan. The Council regularly reviews local data to monitor results of the Bay District SDFS program. The SDFS Annual Progress Report, SESIR data, and Florida Youth Substance Abuse Survey results are released to the public in meetings and through the School and Community Relations office. Athletes, coaches and other participants in extracurricular or school-sponsored activities adhere to policies prohibiting substance use.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strategies and Actions to Be Taken

Fiscal Impact and Timeline

Unknown fiscal impact. On-going timeline.

³³ As part of this review, the district should have performance-related data for each of these programs.

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Safety Programs and Curricula

19. Based on the district's safety assessment process (see Best Practice 6) the district implements scientifically based violence and drug prevention programs and curricula for each school. ³⁴

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district reviews and makes available to its schools sources of violence prevention and other safety-related programs and curricula. ^{35,36}	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The school board and each school adopt safety and health curricula and programs designed to reduce violence, increase safety, and reduce the number of violence risk factors. ^{37, 38}	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The district has considered a dress code or school uniform policy. ³⁹	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Students at each grade level are taught violence prevention, conflict resolution, and communication/decision making skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. In developing, implementing, and maintaining its safety programs, the district collaborates with other governmental and private agencies as needed. ⁴⁰	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The district regularly reviews the performance of its intervention programs and revises, eliminates, or adds programs accordingly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
In addition to resources in the District Media Center, the Safe and Drug-Free Schools program maintains an extensive library of print, audio and video resources to assist schools in their prevention efforts. The SDFS Coordinator is available to make recommendations. Programs funded through SDFS meet the DOE/SDFS "Proven Programs" or "Promising Programs" criteria. For example, Life Skills Training, a science-based proven program, is used in district middle schools and upper elementary grades. The Safe and Drug-Free Schools (SDFS) advisory council is made up of representatives of the school district, county health department, Panama City Police Dept., Bay County Sheriff's Office, Chemical Addictions Recovery Effort (CARE), Tyndall Air Force Base, and other agencies. The Advisory Council meets monthly throughout the school year to assist in developing, reviewing and updating the SDFS plan. The Council regularly reviews local risk and protective factors, SESIR and Florida Youth Substance Abuse Survey data to monitor results of the Bay District SDFS program and to revise strategies as needed. Student input weighs significantly in program planning and implementation. School Board Policy 7.303 outlines the specific district dress code.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strategies and Actions to Be Taken

³⁴ These programs should be designed to improve overall student performance, reduce risk factors and warning signs, prevent bullying or harassment, and improve student behavior.

³⁵ 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.

³⁶ Such sources would include the Partnership for School Safety and Security's electronic clearinghouse and the Department of Education's Program Inventory.

³⁷ These programs should be designed to ensure the safety of students, teachers, and administrators.

³⁸ 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.

³⁹ Schools do not have to have a dress code, but they should be able to describe their reasoning if they have not adopted one. Dress code examples include prohibiting baggy pants, untucked shirts, overcoats and long jackets, and gang colors or symbols.

⁴⁰ The Department of Juvenile Justice and the Department of Education are examples of such agencies.

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Fiscal Impact and Timeline

Unknown fiscal impact. On-going timeline.

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Safety Programs and Curricula

20. Each school has a system in place to identify, assess and minimize the risk for students indicating a threat of, or exhibiting suicidal behavior.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district teaches instructional and non-instructional staff warning signs associated with students who pose a risk for suicidal behavior.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district facilitates and encourages requests for assistance with students who pose a risk for suicidal behavior.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district provides timely access to professional staff trained to evaluate student risk for suicidal behavior and provides training and consultation for appropriate staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The district will provide procedures indicating the appropriate management of students determined to be at risk for suicidal behavior, including supervision, duty to warn and community-based referrals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The district will provide procedures guiding the support of students re-entering the school environment following hospitalization, suicide attempt, or those surviving the suicide attempt of a peer.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
Warning signs for potential suicidal behavior and district procedures are included in the district comprehensive safety plan. <i>Student Suicide: Know the Facts. Signs, Assessment and Intervention</i> , a district publication adopted August, 1999, provides a plan of action. District staff receives updates on the warning signs and district procedures. School guidance counselors, school psychologists, (ESE) social workers, and other district personnel are available to assist with students who exhibit warning signs for suicidal behavior.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strategies and Actions to Be Taken

On-going training.

Fiscal Impact and Timeline

Unknown fiscal impact. On-going timeline.

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21. The district designs educational facilities and sites to enhance security and reduce vandalism through the use of “safe school design” principles.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
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"> • natural access and control of schools and campuses; • natural surveillance of schools and campuses both from within the facility and from adjacent streets by removing obstructions or trimming shrubbery; • school and campus territorial integrity; securing courtyards, site lighting, building lighting; • audio and motion detection systems covering ground floor doors, stairwells, offices and areas where expensive equipment is stored; • 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; • 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 • 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. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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. ^{41, 42}	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district can demonstrate that whenever facilities are renovated, safety needs are assessed and safety designs are revised or added to the facility. ⁴³	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The district can demonstrate that facility maintenance incorporates principles of Crime Prevention Through Environmental Design. ⁴⁴	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
The district utilizes the 1993 Edition of Florida Safe School Design Guidelines and uses those principles in the design, maintenance and renovation of district facilities. Maintenance personnel are familiar with CPTED principles and trained to apply those principles in facility maintenance. All renovation and construction work is completed by contract. Contracts include CPTED principles. New construction plans are reviewed by DOE to verify inclusion of CPTED principles.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁴¹ 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.

⁴² Training in Crime Prevention Through Environmental Design is available from the state’s Department of Education.

⁴³ 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?

⁴⁴ Such as territoriality and ownership.

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Strategies and Actions to Be Taken

Fiscal Impact and Timeline

Unknown fiscal impact. On-going timeline.

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Facilities and Equipment

22. The district has procedures that govern access to each educational facility and its students and access is limited to authorized students and visitors.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. Entrances to educational facilities are as limited as the physical setting will allow.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Each educational facility has a clearly marked central point for receiving all visitors. ⁴⁵	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Each educational facility has a procedure regarding the release of students to parents, guardians, or other persons. ⁴⁶	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Buildings are secured when unoccupied, but security devices shall not prevent egress from the building at any time. ⁴⁷	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. There is a key control program to account for all keys to all buildings, rooms, and gates.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
Entrances to each existing facility are clearly marked and access limited to the extent possible. All new construction is designed to limit access to students, district staff and authorized visitors. Badges are used to identify employees and visitors on campus. Each school maintains a listing of individuals authorized to check out each student. Students are released to parents or guardians on a current check-out list only after they have produced photo identification if they are not personally known to the supervising staff member. Buildings are secured to prevent vandalism and theft, but appropriate egress is not restricted. Each principal is responsible for all keys at his/her site. Keys are issued to teachers and designated staff as part of the annual orientation and collected annually as part of the debriefing process. Keys not issued to staff members are kept locked with the principal or designee controlling the check-out/check-in process. If the key control program at any site is compromised, pods, buildings or the entire campus must be re-keyed as appropriate.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strategies and Actions to Be Taken

Fiscal Impact and Timeline

Unknown fiscal impact. On-going timeline.

⁴⁵ 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.

⁴⁶ This would include procedures such as identification checks.

⁴⁷ This would include times the building is or should be unoccupied such as after being closed for this night.

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23. The district ensures that playgrounds are properly constructed, maintained, and supervised so as to reduce the risk of injury.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district follows US Consumer Product Safety Commission guidelines and consults with other authorities regarding playground construction materials and regulations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. District personnel conduct regular maintenance checks of playground equipment and documents conditions in need of repair.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district identifies and corrects playground deficiencies in a timely manner.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Playground areas are supervised when children are present and using the areas during school hours.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
The district implements US Consumer Product Safety Commission and SREF recommendations regarding playground construction material regulations and equipment purchase. As needed on an on-going basis, work orders are issued for corrective measures and repairs are made in a timely manner. The affected area is restricted until the correction occurs. Annual inspections of playground equipment are conducted. Any deficiencies are corrected in a timely manner. During posted school hours, adult supervision by school employees is always provided when children are present and using the playground areas.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strategies and Actions to Be Taken

Fiscal Impact and Timeline

Unknown fiscal impact. On-going timeline.

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Facilities and Equipment

24. Each educational facility has appropriate equipment to protect the safety and security of property and records.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. Each educational facility has a security system that was selected or designed with input from security professionals. ^{48, 49}	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district can demonstrate that current security equipment is inspected and reviewed annually by safety and security professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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. ^{50, 51}	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strategies and Actions to Be Taken

All schools within the district are designed with a security system that includes motion detectors, wiring for electronic surveillance and fencing as needed. The design is by registered safety professionals with input from licensed fire safety inspector. Additions to schools include motion detectors and fencing. Security equipment is inspected annually by a fire inspector and by security professionals as needed. All high schools and middle schools have a bomb bag/ evacuation kit. All schools maintain evacuation records and sign-out/evacuation procedures.

Fiscal Impact and Timeline

Unknown fiscal impact. On-going timeline.

⁴⁸ This 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.

⁴⁹ This would include professionals such as fire marshal, police, and security experts.

⁵⁰ 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.

⁵¹ 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.

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Facilities and Equipment

25. The district provides appropriate safety equipment and information to prevent injuries to students and others.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. Each educational facility is equipped with first aid kits and fire extinguishers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district has provided appropriate safety equipment in instructional areas with dangerous equipment or chemicals. ⁵²	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The district supplies all necessary protective equipment to minimize the number of injuries related to athletic activities. ⁵³	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

s. 1006.063, *F.S.*

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Each facility maintains first aid kits and fire extinguishers. The fire safety inspector checks for current inspection tags each year. Appropriate safety equipment is provided in areas with chemicals or dangerous equipment. These areas are checked during annual inspections. Protective equipment is provided and measures taken to minimize athletics-related injuries.

Fiscal Impact and Timeline

Unknown fiscal impact. On-going timeline.

⁵² This means machinery such as saws or drills for shop class, chemicals for chemistry classes, scalpels for biology, and so forth.

⁵³ For example, the district ensures that athletes wear the proper protective equipment and are properly supervised during practices.

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Facilities and Equipment

26. The district follows environmental and food safety health practices and regulations.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district follows all appropriate food safety health practices and regulations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district complies with all appropriate federal and state requirements for facility safety. ⁵⁴	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The district maintains a copy of the state and local health regulations. All school sites have a copy of the local health regulations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
The District is in compliance with all food safety health practices and regulations. All food service managers are trained and certified on “Serve Safe” and food service workers are trained in “Safe Staff” practices. Three inspections are conducted during the year to ensure compliance. Food service managers receive a copy of the State Health Department Regulations during pre-school training in August. The Health Department conducts periodic inspections of all food service areas. Daily supervision while meals are being served is provided. All food service employees are trained on procedures for reporting work-related injuries and concerning workers’ compensation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strategies and Actions to Be Taken

Fiscal Impact and Timeline

Unknown fiscal impact. On-going timeline.

⁵⁴ 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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27. The district has procedures to create safe and orderly process for students arriving at or leaving each school campus.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district has developed a school safety transportation plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. School bus service driveways at each school meet the requirements of the Florida Building Code.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Whenever feasible existing schools are renovated to provide for separation of vehicular and pedestrian traffic. ⁵⁵	X			

Related Statutes and Rules

ss. 1006.21, 1006.22, 1006.23, *F.S.* and Rules 6-2.001; 6-3.017(2)(e)2.b, *F.A.C.*

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
A school safety transportation plan is on file with the district Transportation Safety Officer. The Facility Department reviews school bus driveways annually to ensure that requirements are met. As feasible, separate drop-off and pick-up areas for school buses and private vehicles are provided, as well as separate areas for pedestrian and vehicular traffic.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strategies and Actions to Be Taken

Fiscal Impact and Timeline

Unknown fiscal impact. On-going timeline.

⁵⁵ In general, 27d and 27e should be feasible except where prohibited by the physical structure of the school or county regulations.

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Transportation

28. The district has implemented policies, procedures, and practices that ensure the safety of transported students.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district ensures that all new school buses purchased have an appropriate safety restraint system.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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. ⁵⁶	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. All persons transporting students, including school personnel, charter school personnel, and contractors, are properly licensed, trained, and qualified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Each school principal ensures that all transported students receive instruction in safe riding practices and rules of conduct. ⁵⁷	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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. ⁵⁸	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

ss. 316.6145, 1006.22(12)(c), 1012.45, *F.S.* and Rules 6A-3.0141, 6A-3.0151, and 6-3.017, *F.A.C.*

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
All new buses meet DOE specifications for safety restraint systems. Route managers and the safety officer evaluate and ensure the safety of routes and bus stops. All drivers are properly licensed, trained and qualified as evidenced by the MVR and AS400. Annual in-service training is required to stay current. The district has a defensive driver and safety plan. Principals ensure that students receive annual (and more frequent as needed) instruction on the rules of conduct for transportation and safe riding practices. The safety officer and the school and community public relations specialist respond to accidents and emergencies. Risk Management is informed of all emergency situations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strategies and Actions to Be Taken

Fiscal Impact and Timeline

Unknown fiscal impact. On-going timeline.

⁵⁶ 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.

⁵⁷ 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)

⁵⁸ District staff should include both bus drivers as well as other affected staff.

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29. 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.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. School bus operators perform pre-trip inspection of school bus safety items and correct deficiencies before buses are used to transport students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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> . ⁵⁹	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

s. 1006.22 *F.S.*; and Rules 6-3.017(2)(e), 6-3.017(8), *F.A.C.*

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
Pre-trip inspections of buses are conducted with check-off sheets kept on file at the transportation department. Trained and certified inspectors perform school bus inspections every 20 days. If any deficiencies are noted, repairs are made before buses are put back into service. Documentation on each bus is filed with the transportation department. Data input in the AS400 system also documents inspections and repairs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strategies and Actions to Be Taken

Fiscal Impact and Timeline

Unknown fiscal impact. On-going timeline.

⁵⁹ 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