

**School Safety & Security Best Practices With Their Associated Indicators**  
**2003-2004 School Safety and Security Self-Assessment Form**

**Efficiency and Effectiveness**

**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
<p>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.</p> <p><b>District Strategic Plan contains goals and measurable objectives, including strategies. Organizational chart. Specific job descriptions for safety and security officers. Safety and security officers have specific geographic area and know their function and duties. Policy statement. Security Operating Procedures Manual. Security Department designs, selects equipment to be used, bids equipment, bids labor contract, oversees installation, maintains and services security burglar alarm systems, access controls systems and camera surveillance systems. Officers assigned to geographic zones are responsible for response to burglar alarms and maintenance and use of camera systems in assigned zones. This ensures the integrity of systems.</b></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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></p> <p><b>School safety committees. Safe School Assessment. Annual SESIR Report. Quarterly SESIR Assessment. Security Department Effectiveness Assessment Survey. Administrative Evaluation of officers. District Administrative evaluation of Security Director.</b></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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></p> <p><b>Data has been collected in regard to salaries and benefits of law enforcement officers under other jurisdictions as compared to SLCSB Security Department. District officers make approximately seven thousand on the average less than L.E. counterparts at starting salary level and at experience levels this difference increases.</b></p> <p><b>Data has also been collected comparing the cost of services provided by private security agencies, which is not financially beneficial to the district and does not provide the same level of service to the district.</b></p>	<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**

**Fiscal Impact and Timeline**

<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.

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**Efficiency and Effectiveness**

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

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
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 (SESIR) system. <sup>4</sup> <b>The data is reported by the district to DOE in a timely manner. The appropriate form is used to capture the data and transmit it to DOE. Annual SESIR Report.</b>	<input checked="" type="checkbox"/>	<input 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. <b>Discipline data is coded, entered by school site and collected by District MIS. This data is checked for accuracy and upon final entry can identify discipline data by school, by teacher or by student. The district is currently using data to track behavior of students and make referrals on need assessment of students to counselor, psychologist or other student services personnel.</b>	<input checked="" type="checkbox"/>	<input 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. <b>Administrative Evaluation of officers. District Administrative evaluation of Security Director. Activity reports. Security Department Effectiveness Assessment Survey. Districts annual budget review process. School Board Meeting / Workshop</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Related Statutes and Rules**  
 ss. 1006.09(8) and 1006.13(3), 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"/>

**Strategies and Actions to Be Taken**

**Fiscal Impact and Timeline**

<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.

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**Efficiency and Effectiveness**

**3. The district regularly reviews the organizational structure and staffing levels of the safety and security program and minimizes unnecessary 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. <b>Security Director has submitted an annual budget request documented by an analysis of need. Due to budget considerations, additional security officers have not been approved.</b>	<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. <b>On an annual bases the district reviews the organizational structure and staffing levels. The district personnel department has been in the process of recommending organizational changes for several years including revised position descriptions. A Senior Security Officer position was formally created within the last two years to provide for the necessary supervision of officers over a work day spanning a sixteen hour period.</b>	<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. <b>Security Department span of authority has been maintained at a reasonable level with lead officers coordinating no more than 3 officers and supervisors providing direct supervision of no more than 12 employees. District enters contracts for S.R.O. services with PSLPD and SLSO. The district coordination and authority are in the S.R.O. contracts and memorandum of understanding.</b>	<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. <b>Use other Districts to compare benchmarks. Dec. 13<sup>th</sup>, 2002, Goals and objectives meeting with schools, law enforcement agencies, board members, administrators and community citizens participating.</b>	<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. <b>The district has an approved organizational chart and the Board approves recommendations for change.</b>	<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**

**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
<p>a. The district has written school improvement plan(s) that includes districtwide school safety goals and procedures to ensure that students are in orderly, disciplined classrooms conducive to learning.</p> <p><b>Each school implemented a school safety and improvement plan that also incorporates the district-wide emergency safety procedures. Plans will identify the persons responsible for each procedure in the event of an emergency. The district has a Comprehensive Emergency Management Plan. School and facilities department develops site Improvement Plans, Student Code of Conduct Manual.</b></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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> <p><b>The district established an Emergency Management Plan. Employee Handbook incorporates this plan and adds a specific site development plan. Portions of the specific site plan is added to the Student Handbook</b></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>5</sup></li> </ul> <p><b>Reflected on Principal’s Evaluation under School Operations Management. School Operations Management</b></p> <ul style="list-style-type: none"> <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;</li> </ul> <p><b>District Emergency Management Plan addresses the role of school principal and other administrators, teachers and school personnel.</b></p> <p><b>Administrators Job Description and other Employees Job Description.</b></p> <ul style="list-style-type: none"> <li>• the roles and responsibilities of the transportation staff for restoring, if necessary, and maintaining a safe, secure, disciplined, and orderly bus environment;</li> </ul> <p><b>Drivers provided annual training. Protocol for serious incident or accident Florida state statute authority of a bus driver.</b></p> <ul style="list-style-type: none"> <li>• the goals and objectives of the school resource officers, if any;</li> </ul> <p><b>Included in SO Response to School Violence Manual. SRO Contract. SRO Job Description. SRO Annual Self Assessment. SOP for SRO. Training for Principals. Memo of Understanding.</b></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> </ul> <p><b>Included in “Intervention Strategies for Improving Student Behavior” and “Transportation Proactive Strategies”.</b></p> <ul style="list-style-type: none"> <li>• arrangements to work with local emergency officials;<sup>6</sup></li> </ul> <p><b>Incorporated in school emergency manual and county-wide emergency plans, fire dept and law enforcement</b></p> <ul style="list-style-type: none"> <li>• safety issues and policies at school-sponsored events;<sup>7</sup> and</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

<sup>6</sup> Including, but not limited to, law enforcement, fire department, emergency management, hospital, mental health, health and social services agencies, court officials and the media.

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**Safety Planning**

Safety issues and policies are defined as the same as a school day; school personnel and administration are responsible for all school-related activity. All Athletic events, dances, concerts and other school sponsored student activities have SRO and/or Safety Officers or Both.

Student Handbook, Parent Newsletters, Code of Conduct (on the web site).

- processes by which the district will instruct parents and the local community as to how to respond to an emergency situation. <sup>8</sup>

In a critical incident the SLSO Critical Incident Response Plan will be enacted. This plan is preprogrammed in all L.E. Officers laptop computer countywide. This plan pre-specifies the L.E. response, the staging areas for parents and students. It also addresses the media information dissemination. There is an annual letter to each parent regarding nuclear disaster. The county's emergency plan calls for media distribution of information.

**Related Statutes and Rules**

ss. 1001.42(16)a, 1006.10, and 1002.20(22), *F.S.*

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

**Strategies and Actions to Be Taken**

**Fiscal Impact and Timeline**

<sup>7</sup> Such as when students are off campus at official school events.

<sup>8</sup> 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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**Safety Planning**

**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. <b>All stakeholders were included and minutes of meetings along with identity of stakeholders are kept on file.</b>	<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. <sup>9</sup> <b>All Law Enforcement Agencies have a copy of emergency procedure plan on CD or loaded into LE Officers laptop. This is used to establish command post, student gathering, evacuation, medical areas, helicopter landing etc.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The comprehensive school safety plan and emergency procedures have been distributed to designated administrators and staff. <sup>10</sup> <b>All school Principals and Assistant Principals have a copy of the school board approved emergency procedures plan. Each Administrator and staff have meet and determined site specific information and forwarded back to their zone Executive Director. Portions of the plan are reproduced for each classroom and appear in the student code of conduct manual which parents also have to sign that they have read. Administrative staff of each school has a review meeting annual with Law Enforcement and to review the comprehensive plan.</b>	<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. <b>The School District has an annual review. However, if a situation or short coming identifies a need for change or addition to the plan, it will be done immediately. Review and revision of the plan is ongoing involving stakeholders specific to emergency situation.</b>	<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)	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**

**Fiscal Impact and Timeline**

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

<sup>10</sup> 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.<sup>11</sup>**

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. <sup>12</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The school board facility inspector does annual safety inspections of each facility.</b>				
b. A certified fire safety inspector conducts an annual fire safety review of all educational and ancillary plants to ensure compliance with Florida law.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>St. Lucie County School Board has a certified fire safety inspector certify each fire alarm system annually. The St. Lucie County Fire District performs annual fire inspections of all School board fire systems in accordance with state law.</b>				
c. An annual casualty safety review of all educational and ancillary plants is conducted to ensure compliance with Florida law and all deficiencies are corrected within a reasonable period. <sup>13</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The SLC Health Dept conducts semi annual inspections of all school facilities.</b>				
d. An annual review is conducted to determine whether educational facilities comply with the Florida Building Code.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SLC Building Code Department does a annual review to determine that facilities are in compliance with the Florida Building Codes.</b>				

**Related Statutes and Rules**  
 ss. 1006.07(6), 1013.12(1)(b), 1013.12(2)(b), and 1013.12(2)(c), *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"/>

**Strategies and Actions to Be Taken**

**Fiscal Impact and Timeline**

<sup>11</sup> Conducting this self-assessment does not meet the requirements of this practice.

<sup>12</sup> 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.

<sup>13</sup> Note that life-threatening deficiencies must be corrected immediately or the facility is 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"/>

**An Emergency Mgt. Plan has been adopted and distributed to each school site. Each school site has adapted specific plans for their site.**

b. The district has procedures for contacting all schools simultaneously in the event of a districtwide emergency.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**800 Mhz radio is available in each school. A group e-mail broadcast is available.**

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"/>
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**Student Services has identified a counseling team for emergencies. This is included in the SLC District Counseling Procedures Manual.**

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**The media has been fully incorporated into the emergency plan and training has been provided to all administrators. Administrators training staff.**

- communicating necessary information to the media and parents;<sup>14</sup>
- 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.

**SLSO emergency response plan pre-establishes all designated staging areas to include media, student and parent. Included in the SLC Media Response Plan for Crisis and Non-Crisis Situations.**

e. The district ensures that all appropriate district personnel are familiar with the Statewide Policy for Strengthening Domestic Security in Florida Public Schools.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Informational pamphlets and updates are provided to staff.**

**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**

**Fiscal Impact and Timeline**

<sup>14</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.

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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, <sup>15</sup> <ul style="list-style-type: none"> <li>• weapons-use and hostage situations;</li> <li>• terrorist acts;</li> <li>• bomb threats;</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> <b>A one-page Code of Emergency Procedures is posted in each classroom. All listed items are included in the District Emergency Plan.</b>	<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. <b>Authorized persons have direct number dial-up lists. Each school has a 900 Mhz radio and all sites have walkie-talkie radios. School Administrators also have Nextel phones or cell phones.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The emergency checklist includes evacuation, lockdown, and shelter-in-place procedures developed with school transportation personnel, the fire marshal, law enforcement agencies, and other local agencies as appropriate. <sup>16</sup> <b>Included in the SLSO Critical Incident Response Plan.</b>	<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
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategies and Actions to Be Taken**

**Fiscal Impact and Timeline**

<sup>15</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.

<sup>16</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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**Safety Planning**

**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>Yes. All schools conduct fire, weather, bus evaluation and emergency management drills in accordance with law. Drills are monitored and documented on designated form.</b>				
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>17</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Facilities Inspector handles the safety hazard. Hazards unique to certain schools are identified and responses are practiced. For ex. . Floresta is near city filtration and conducted a chlorine leak drill)</b>				
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"/>

**The security department receives documentation of conducted drill notices.**

**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
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategies and Actions to Be Taken**

**Fiscal Impact and Timeline**

<sup>17</sup> 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"/>

**The district provided to the SLSO basic floor plans and these are incorporated in the computerized program, including blueprints, pictures and video available to all law enforcement and fire departments.**

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"/>
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**Each school facility has a plan on site and the district facilities department has designated a location for all district plans.**

**Related Statutes and Rules**

ss. 1013.01 and 1013.13, *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"/>

**Strategies and Actions to Be Taken**

**Fiscal Impact and Timeline**

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**Safety Planning**

**11. The district's Master Plan for In-Service Training identifies district and school personnel training needs and provides for appropriate levels of safety training, including classroom management and violence and alcohol, tobacco, and other drugs training, for all appropriate personnel.**

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
<p>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.<sup>18, 19</sup> This training should include classroom management and violence and alcohol, tobacco, and other drugs training for appropriate personnel.</p> <p><b>District has process in place that identifies training offered by e-mail and postings. Attendance and course completion or certification is kept on file. HIV/Aids Ed; Conflict Resolution, CPR, Crisis Intervention, Behavior Mgt. are some examples of training offered. New Employee Orientation for all employees including substitutes provides an overview training which includes bloodborne pathogens, drug free workplace, Aids / hepatitis, right-to-know, suicide prevention training for all employees. Manuals are provided. Safety inspector provides specific training for identified personnel.</b></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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.</p> <p><b>Since inception all administrators have had annual training. School site training provided by Administrators. Safety – Security Department annually trains Administrators and New Staff.</b></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>c. The district reviews and uses the relevant training opportunities provided by the Department of Education and other appropriate organizations.</p> <p><b>The district uses DOE training materials whenever possible. Training and attendance is documented.</b></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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.<sup>20</sup></p> <p><b>Principals are responsible for determining and providing appropriate training and documenting attendance.</b></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>e. The district supplies trained personnel with the appropriate safety equipment.<sup>21</sup></p> <p><b>Each School Resource Officer Supervisor is issued a portable defibrillator (AED). Each facility is equipped with first aid kits, body fluid kits and fire extinguishers. Each vehicle in the transportation and security fleet is equipped with fire extinguishers, first aid kits and body fluid kits.</b></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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.</p> <p><b>Second step inservice training for teachers is being offered at elementary, K-5 and secondary 6-8 levels. In addition school programs such as Peer Mediation/Conflict Resolution, Peer Counseling, Life Management skills and Second Step (pilot 03-04 SY) are being offered in secondary schools.</b></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Related Statutes and Rules**

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

<sup>18</sup> 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.

<sup>19</sup> Specialized training may include suicide prevention and responses for specific emergency situations as outlined in the emergency checklist in Best Practice 8.

<sup>20</sup> Depending on their duties, staff training can include emergency planning and intervention, classroom 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.

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

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**Safety Planning**

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**

**Fiscal Impact and Timeline**

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**Discipline Policies and Code of Student Conduct**

**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. <sup>22</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Annual committee review, District Executive staff, review by Attorney and Board approved.</b>				
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"/>
<b>Discipline policies undergo a stringent review by school staff at all levels and the community at large. Law Enforcement is a stakeholder in revisions.</b>				
c. The code of student conduct is clearly written and avoids the use of technical terminology.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The student code of conduct is clearly written.</b>				
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"/>
<b>Provided on annual bases, signature page for parent to sign and return is kept on file. St. Lucie Co. School District translates to other languages.</b>				
e. Each year the discipline policies are clearly and thoroughly communicated to students, parents, and other stakeholders. <sup>23</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Discipline policies are communicated in writing and through newsletters, PTO meetings, and individually to parents. Code of Conduct is revised annually for content and clarity.</b>				

**Related Statutes and Rules**

ss. 1006.07(2) and 1006.07(2)(c), *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"/>

**Strategies and Actions to Be Taken**

**Fiscal Impact and Timeline**

<sup>22</sup> This includes laws and regulations such as respect for authority, respect for school property, respect for others, daily attendance, use of obscenities, and harming or demeaning others.

<sup>23</sup> 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
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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.  Yes  No  In Progress  N/A

**All violators are reported to the appropriate law enforcement agency by the district.**

**Law related education examples**

1. Teasing and bullying
2. Date Rape
3. Sexual abuse
4. DARE
5. GREAT

b. Alternatives to suspension and expulsion have been built into the disciplinary policy and are appropriately and consistently used.  Yes  No  In Progress  N/A

**Code of Conduct for each level of discipline describes the options to suspend or expel student. Discipline data is used to check options are appropriately and consistently used.**

c. The district has a process in place to relocate students who are regularly dismissed from their classroom.  Yes  No  In Progress  N/A

**The district has a process to review and recommend a variety of actions and placements such as:**

1. Student Study Teams
2. ISS
3. Alternative Placement.

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.  Yes  No  In Progress  N/A

**In the Code of Conduct.**

e. Disciplinary policies include procedures regarding interviewing students by law enforcement agencies and the Department of Children and Families.  Yes  No  In Progress  N/A

**Procedures for DCF interviews are in School Board Policy and each school is provided a summary guide.**

**When any possibility of violation of law exists L.E. interviews are conducted in accordance with policy and / or state statute**

f. Disciplinary policies include procedures governing locker searches.  Yes  No  In Progress  N/A

**Policies for locker searches are found in the student code of conduct and the student handbook from the specific school.**

**Schools that have lockers available for student use also post signs lockers are subject to search in accordance with Florida state statute.**

g. The district's discipline policies are consistent with the state and federal requirements for students with disabilities.  Yes  No  In Progress  N/A

**Both the Executive Director of Student Services and the School Board Attorney review the policies for compliance with IDEA.**

**Related Statutes and Rules**

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

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
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Yes  No  In Progress  N/A

**Strategies and Actions to Be Taken**

*School Safety & Security Best Practices With Their Associated Indicators*  
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**Discipline Policies and Code of Student Conduct**

**Fiscal Impact and Timeline**

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**School Climate and Community Outreach**

**14. The district has a process in place to minimize danger to students from community members, staff, or other students, and minimize danger to teachers from 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. <sup>24</sup> <b>Student Assignment office has a disclosure form which is presented at time when a student requests assignment to a school site. This form request the information legally required about students prior disciplinary history of expulsions, arrest resulting in a charge and juvenile justice actions.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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. <b>Zero Tolerance Policy. All school personnel shall report to principal or designee any suspicious use of control substances. All cases are referred to Law Enforcement for review.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district uses available information to track charges and convictions of students and employees from within the district as well as other school districts. <sup>25, 26</sup> <b>District receives copy of charging document from State Attorney's Office on all students. District had policy that employees must report all arrests within 48 hours. Law Enforcement agencies have interlocal agreement to report all arrests of juveniles or employees to the School Board Safety &amp; Security Department. Above documents are used to track the outcome of charges and convictions of students or employees.</b>	<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, to regularly monitor websites that identify registered sex offenders who reside in the vicinity of their school community. <sup>27</sup> <b>The FDLE sex offender website address is made available to principals. In addition the Safety &amp; Security office prints sex offender lists and sends to schools quarterly.</b>	<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. <b>Outlined in new employee training program and employee handbook and board policy manual.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The district school board, superintendent, and principal fully support the authority of each teacher and school bus driver to remove disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive students from the classroom and the school bus and the school board, superintendent, and principal have the authority to place such students in an alternative educational setting, when appropriate and available. <sup>28</sup> <b>Process fully described in Code of Conduct.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Each school has established a process to determine placement of a student when a teacher withholds consent to the return of a student to the teacher's class. Each school principal has	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>24</sup> The student should be given the opportunity to provide his/her account of the incident(s) and this should be included in the student's file. All such information should be kept confidential and disclosed only to those individuals specifically required by law.

<sup>25</sup> Charges and convictions tracked should be limited to felonies, abuse of a minor, and sale or possession of a controlled substance.

<sup>26</sup> 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.

<sup>27</sup> The information regarding sexual offenders, such as photographs, should be shared with bus drivers, teachers, front office staff, custodial staff, and cafeteria staff.

<sup>28</sup> The policy should allow a teacher to send a student to the principal's office to maintain effective discipline in the classroom and to recommend an appropriate consequence consistent with the district code of student conduct. In the event that the principal does not employ the teacher's recommended consequence (or a more serious disciplinary action if the student's history of disruptive behavior warrants it), the principal should consult with the teacher prior to taking a lesser disciplinary action.

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**School Climate and Community Outreach**

notified each teacher in that school about the availability, the procedures, and the criteria for the placement review committee as outlined in s. 1003.32, *F.S.*<sup>29</sup>

**Found in Teacher's contract book and policy old 3.77 now 5.33.**

**Related Statutes and Rules**

ss. 1006.07(1)(a), 1006.08(2), 1006.09(8), 1006.11, 1006.13, 1012.799, 1003.31, and 1003.32, *F.S.*

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

**Strategies and Actions to Be Taken**

**Fiscal Impact and Timeline**

<sup>29</sup> As part of this process, the principal reports on a quarterly basis to the district school superintendent and district school board each incidence of a teacher's withholding consent for a removed student to return to the teacher's class and the disposition of the incident, and the superintendent annually reports these data to the Florida Department of Education.

**School Safety & Security Best Practices With Their Associated Indicators**  
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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. <sup>30, 31</sup> <b>TEC and Student Services have offered video and staff training</b> <b>The Student Services Department and H.R.D. provide training and support through staff identified to support students, parents, and school staff.</b> <b>Copies of LE reports furnished to principals or designee.</b>	<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. <sup>32</sup> <b>There is district wide school psychologists that supports schools in this area. In addition, there is a mental health collaborative, which provides a source of support to students exhibiting such warning signs and also provides training to staff to recognize potential problems.</b> <b>Harmful threat reports are maintained.</b>	<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. <b>Such staff includes a violence coordinator, the St. Lucie County Mental Health Collaborative, a clinical psychologist (performs threat assessments), certified behavior analysts, school psychologists and school social workers.</b> <b>Qualified and experienced personnel provide training for all staff.</b>	<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. Found in the manual for Admissions and Placement.	<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. <b>The district is able to provide psychological counseling as well as mental health services through the Mental Health Collaborative.</b>	<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. <sup>33</sup> <b>District honors the Students Right to Privacy Act found in law and all other federal, state and local laws, rules and regulations. Information regarding potentially violent students is shared under inter-local agency cooperative agreement with the appropriate agencies; for example, law enforcement judicial agencies, HRS, and, juvenile justice.</b>	<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. <b>Student Services / Crisis Team continually involved in staff development.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Related Statutes and Rules</b>				
s. 1002.22(3)(d), F.S.				

<sup>30</sup> 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.

<sup>31</sup> 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.

<sup>32</sup> This could range from guidance on what to do to help with actual intervention.

<sup>33</sup> This may not be something the district can prove directly, but could be measured by the absence of confidentiality breaches.

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**School Climate and Community Outreach**

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

**Strategies and Actions to Be Taken**

**Fiscal Impact and Timeline**

*School Safety & Security Best Practices With Their Associated Indicators*  
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**School Climate and Community Outreach**

**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. <b>The agreement is on file.</b>	<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. <b>Public forums, Channel 13 and other local channel talk shows, call-in question/answer shows, demonstrations, mock drills and school practice drills on emergency management procedures and similar events are conducted regularly. The district has also sponsored a district-wide school poster contest to enhance student awareness of safety risks against students. Safe at School program.</b>  <b>Crime Stoppers on campus.</b> <b>Sexual Predator program.</b> <b>Truancy Court.</b> <b>Drug Court.</b> <b>Teen Court.</b> <b>Youth Crime Watch.</b> <b>Gate Keeper.</b> <b>Nationwide Prom Promise.</b> <b>Peer Mediation / Conflict Resolution.</b> <b>“Breaking the Code of Silence”</b>	<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. <sup>34</sup> <b>The district participates in the Shared Services Network Executive Round Table, which has developed and is implemented a community-wide plan to reduce juvenile delinquency in the schools and in the community.</b>  <b>Activities such as the poster contest, co-sponsored by local agencies such as MADD, the St. Lucie Board of Realtors and other community groups in partnership with the district.</b> <b>Partnership with Crime stoppers.</b> <b>Partnership with Grant Program.</b> <b>Safe at School.</b>	<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. <b>District Nurse, school health aide, and school nurse provide this information via a variety of venues including media, written communication, community health department, local physicians, district web page and through personal contact.</b>	<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. <b>Crime watch clubs at all secondary schools. Poster contest. Safe at school hotline.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The district has procedures in place to inform students, parents, and other community partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>34</sup> This is accomplished through activities such as through public-private partnerships.

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**School Climate and Community Outreach**

about its crime watch programs and school safety hotline(s).

**Through crime stoppers the community as a whole is made aware of the program. Public forums, Channel 13 (District TV Station). The Emergency Broadcast Network for emergencies or mass information.**

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>35</sup>

**Annual crime stats report**

**Related Statutes and Rules**

ss. 1003.22(1), 1003.22(4), 1006.13(3), and 1006.141, *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"/>

**Strategies and Actions to Be Taken**

**Fiscal Impact and Timeline**

<sup>35</sup> Information must not be sanitized. It should include such information as incidents of crime and misbehavior, trends over time, comparisons to the community, and steps taken to improve safety.

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**Safety Programs and Curricula**

**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.<sup>36</sup>**

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"/>

**There are questions in the school climate surveys that refer to perception of safety.**

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"> <li>• pro-social skills;</li> <li>• character education;</li> <li>• conflict resolution; and</li> <li>• peer mediation.</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Mendez. Aggressors, bystanders and you. Peers Making Pease. Stop and Think. The Good Behavior Game and Second Step are among curricula used.**

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"/>
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**Mendez. Aggressors, bystanders and you. Peers Making Pease. Stop and Think. The Good Behavior Game and Second Step are among curricula used.**

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"/>
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**SDFS Advisory and SDFS Site Contracts meet to evaluate.**

e. Middle and secondary students participate in scheduled administrations of standardized surveys of risk behaviors and situations such as the Florida Substance Abuse Youth Survey, the Florida Youth Tobacco Survey, and the Florida 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"/>
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**In accordance with the State Dept. of Health.**

**Related Statutes and Rules**

ss. 1004.04 and 1004(b)(2), *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"/>

**Strategies and Actions to Be Taken**

**Fiscal Impact and Timeline**

<sup>36</sup> Article IX, Section 1, Florida Constitution.

**School Safety & Security Best Practices With Their Associated Indicators**  
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**Safety Programs and Curricula**

**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. <b>Both the SDFS Advisory and the SDFS Site Contracts (as well as principals) participate in the plan development.</b>	<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. <b>This has been accomplished and is on -going. Mendez Program, DARE and GREAT also support this goal.</b>	<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. <b>Student Code of Conduct and a student / parent contract for students participating in athletics. School Board Policies.</b>	<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. <sup>37</sup> <b>The districts reviews annually at a minimum and publishes statistics of school related offenses. Safe and Drug Free review.</b>	<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**

**Fiscal Impact and Timeline**

<sup>37</sup> As part of this review, the district should have performance-related data for each of these programs.

**School Safety & Security Best Practices With Their Associated Indicators**  
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**Safety Programs and Curricula**

**19. Based on the district's prevention needs assessment process, the district implements scientifically based violence and drug prevention programs and curricula for each school.** <sup>38</sup>□

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 and drug prevention and other safety-related programs and curricula. <sup>39-40</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Each School has a SDFS Site Contact person. At formal meetings, each person is given updates and lists of proven programs which they may investigate and choose. Pilots are being conducted to determine effectiveness for our students.</b>				
b. The school board and each school adopt violence and drug prevention, safety and health curricula and programs designed to reduce violence, increase safety, and reduce the number of violence risk factors. <sup>41, 42</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See above.</b>				
c. The district and schools involve students in the planning and implementation of violence and drug prevention programs and other student efforts that contribute to school safety.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Student survey and crime stat report break down by school.</b>				
d. The district has considered a dress code or school uniform policy. <sup>43</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Each school makes it own policy. Several have dress codes and uniforms.</b>				
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"/>
<b>Second Step (a violence prevention program) is being piloted at 4 schools (3 elem. And 1 middle) All teachers are being trained. Aggressors, Bystanders and You is being piloted at two middle and one high school. Pilot results will determine future use.</b>				
f. In developing, implementing, and maintaining its safe and drug-free schools programs, the district collaborates with other governmental and private agencies as needed. <sup>44</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SDFS provides a network of state and national agencies for advice and updates. Our SDFS Advisory includes many community agency personnel.</b>				
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"/>
<b>Our SDFS Advisory and Site Contracts review our programs, suggest pilots and assist in planning curriculum.</b>				

**Related Statutes and Rules**

s. 1003.32, 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"/>

**Strategies and Actions to Be Taken**

<sup>38</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>39</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>40</sup> Such sources would include the K-20 Education Safety Partnership's electronic clearinghouse and the Department of Education's Program Inventory.

<sup>41</sup> These programs should be designed to ensure the safety of students, teachers, and administrators.

<sup>42</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.

<sup>43</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. Dress code examples include prohibiting baggy pants, un-tucked shirts, overcoats and long jackets, and gang colors or symbols.

<sup>44</sup> The Department of Juvenile Justice and the Department of Education are examples of such agencies.

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**Safety Programs and Curricula**

**Fiscal Impact and 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.**

<b>Indicators of Meeting the Best Practice</b>	<b>Yes</b>	<b>No</b>	<b>In Progress</b>	<b>N/A</b>
a. The district teaches instructional and non-instructional staff warning signs associated with students who pose a risk for suicidal behavior. <b>The above instruction provided by guidance counselors and psychology services.</b>	<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. <b>Baker Act, Mental Health Referrals, Student Assistant Program, District Counseling Team &amp; Law Enforcement.</b>	<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. <b>Psychology &amp; Clinical Psychology and Law Enforcement</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The district has developed procedures for the appropriate management of students determined to be at risk for suicidal behavior, including supervision, duty to warn, and community-based referrals. <b>Law Enforcement referral and District Counseling Team.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The district has developed procedures for guiding the support of students re-entering the school environment following hospitalization, suicide attempt, or those surviving the suicide attempt of a peer. <b>The school district has in place procedures and a process for revitalizing procedures for re-entering students.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Related Statutes and Rules**

<b>Does the District Meet the Best Practice? (Please provide explanation)</b>	<b>Yes</b>	<b>No</b>	<b>In Progress</b>	<b>N/A</b>
	<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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**Facilities and Equipment**

**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
<p>a. The district incorporates Crime Prevention Through Environmental Design (CPTED) principles in the maintenance, renovation, and construction of district educational facilities. CPTED principles include</p> <p><b>In 1999 the Security Director requested Crime Prevention analysis be conducted by Sheriff’s Crime Prevention unit to assist the district with compliance with the CPTED principles. 22 of the district schools have been inspected and the reports were given to the SRO Supervisor and each SRO delivered and analyzed the deficiencies with the school principals and the director of security.</b></p> <ul style="list-style-type: none"> <li>natural access and control of schools and campuses;</li> </ul> <p><b>Security participates in planning and construction meetings.</b></p> <ul style="list-style-type: none"> <li>natural surveillance of schools and campuses both from within the facility and from adjacent streets by removing obstructions or trimming shrubbery;</li> </ul> <p><b>Grounds keeping, removing obstructions and trimming shrubbery maintain natural lines of sight.</b></p> <p><b>Schools that have camera systems installed the system monitors and displays surveillance of the perimeter of the school.</b></p> <p><b>Use of parking lots, sidewalks, etc. to route visitors to office area.</b></p> <p><b>Security reviews plans of landscaping which may obscure external lines of sight of windows and doors.</b></p> <ul style="list-style-type: none"> <li>school and campus territorial integrity, such as securing courtyards, site lighting, building lighting;</li> </ul> <p><b>Fences and gates are used on most campuses to protect territorial integrity and to secure courtyards. Camera systems also monitor and record these areas.</b></p> <p><b>Site lighting is by code. Camera systems are designed to work in available light.</b></p> <p><b>Exterior building lighting is used to illuminate area of entry into the school. Interior lighting is used minimally and only in specified areas. The District does not adopt the lights out policy.</b></p> <ul style="list-style-type: none"> <li>audio and motion detection systems covering ground floor doors, stairwells, offices and areas where expensive equipment is stored;</li> </ul> <p><b>All District facilities except one school and two small office areas have zoned security systems, which identify the specific area of alarm. Systems are monitor and security and/or the L.E. agency is notified have and alarm. All intruder alarms are silent</b></p> <ul style="list-style-type: none"> <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> </ul> <p><b>Handrails are used accordance with or exceed code.</b></p> <p><b>All such areas where hand rails where used were designed by architects and incorporate a design not to obstruct surveillance.</b></p> <ul style="list-style-type: none"> <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> </ul> <p><b>Security reviews plans for new schools in planning meeting.</b></p> <p><b>Camera systems are designed to incorporate areas into monitoring and recording events in these areas.</b></p> <ul style="list-style-type: none"> <li>designs that will promote the prevention of school crime and violence, such as exterior architectural features without footholds or handholds on exterior walls, tamper-proof doors and locks, and non-breakable glass or shelter window protection systems. Landscaping and tree placement should be designed so they do not provide access to roofs by unauthorized</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Facilities and Equipment**

persons. Sections of schools commonly used after hours should be separated by doors or other devices from adjacent areas to prevent unauthorized access. Locks should be installed on roof hatches and slippery finishes should be applied to exterior pipes.

**Recent school designs have incorporated exterior architectural features that would prevent school crime and violence.**

**No handholds or footholds that would provide access to the second floor.**

**Code required non-breaking glass. Shutters have also been installed as added protection to keep out intruders.**

**Schools have gates to separate areas, areas of after school activity is the only area open to the public.**

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>45-46</sup>

**Security has been included on new construction plans.**

**Recommendations submitted and followed as budget allows, factors consider are CPTED, access control, signage, and perimeter monitoring and monitoring within the facility (CCTV).**

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>47</sup>

**Safety is reviewed as part of the renovation process.**

d. The district can demonstrate that facility maintenance incorporates principles of Crime Prevention Through Environmental Design. <sup>48</sup>

**Security reviews construction plans and incorporates CPTED in design.**

**Related Statutes and Rules**

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

**Strategies and Actions to Be Taken**

**Fiscal Impact and Timeline**

<sup>45</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>46</sup> Training in Crime Prevention Through Environmental Design is available from the state's Department of Education.

<sup>47</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>48</sup> Such as territoriality and ownership.

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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
<p>a. Entrances to educational facilities are as limited as the physical setting will allow.</p> <p><b>The District has a visitor policy for education facilities.</b></p> <p><b>Signs are posted directing visitors to office area.</b></p> <p><b>High schools have gatekeepers who monitor the entering and exiting of the campus.</b></p> <p><b>Sign in and name badges or visitor passes are also used.</b></p> <p><b>The district has implementing limited access control systems at some schools and is developing a multi-year plan to address access control systems at all schools limited by budget constraints.</b></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>b. Each educational facility has a clearly marked central point for receiving all visitors. <sup>49</sup></p> <p><b>The administrative offices at each school are clearly indicated by design and signs. There is a district policy that all visitors on campus must check in at the administrative office.</b></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>c. Each educational facility has a procedure regarding the release of students to parents, guardians, or other persons. <sup>50</sup></p> <p><b>All schools have procedures for allowing students to be released to adults, including I.D. checks.</b></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>d. Buildings are secured when unoccupied, but security devices shall not prevent egress from the building at any time. <sup>51</sup></p> <p><b>This procedure has been implemented at all schools.</b></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>e. There is a key control program to account for all keys to all buildings, rooms, and gates.</p> <p><b>The district has always had key control procedures for accountability.</b></p> <p><b>The district has established a “key” committee that has piloted a controlled key system that uses patented keys, which are not available for duplication. Also if a key is lost the tumblers can be changed not to allow access. The system is complete at one elementary school, one middle school and one high school at this time and will be expanded to other schools as budget allows.</b></p> <p><b>The Board has approved a strengthened Key Policy pertaining to duplicating, lost keys, unauthorized use or possession of keys. New key system is patented and blank keys are not available to the public for duplication.</b></p>	<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**

**Fiscal Impact and Timeline**

<sup>49</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>50</sup> This would include procedures such as identification checks.

<sup>51</sup> This would include times the building is or should be unoccupied such after being closed for the night.

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**Facilities and Equipment**

**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. <b>The district follows national playground guidelines as incorporated in SREF</b>	<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. <b>The school physical education staff inspects the playground daily.</b> <b>Site maintenance staff performs a formal monthly inspection with a checklist that highlights the specifications set in ASTM-F 1487.</b> <b>An in depth annual playground inspection is conducted by a Certified Playground Safety Inspector provided by the district.</b>	<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. <b>Any safety deficiency is corrected or the equipment is removed from use immediately.</b>	<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. <b>Schools provide constant supervision of students while on the playground.</b>	<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**

**Fiscal Impact and 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
<p>a. Each educational facility has a security system that was selected or designed with input from security professionals.<sup>52, 53</sup></p> <p><b>The district is 97% compliance. The district needs to finish one and one-half schools and two small office facilities remaining to be totally in compliance with security systems in all schools and administrative buildings.</b></p> <p><b>Systems were designed and installed under supervision of security department and installed by professionals.</b></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>b. The district can demonstrate that current security equipment is inspected and reviewed annually by safety and security professionals.</p> <p><b>The security department performs daily review of automated security systems. The district has contracted with a vendor to provide security system monitoring services, which would also, report any problems on a daily basis.</b></p> <p><b>Fire systems are inspected and certified annually. Unless major repairs are done and the system will be re-inspected, inspections and certifications records are keep on file.</b></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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>54, 55</sup></p> <p><b>Ongoing, memo, sent to principals concerning disaster recovery kit.</b></p> <p><b>Update training was conducted during leadership-training seminar in June 2002.</b></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>d. The district ensures that school buses and other fleet equipment are adequately secured when not in use.<sup>56</sup></p> <p><b>Two bus compounds have electric access control gates for off hours, and compounds have surveillance camera systems.</b></p>	<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**

**Fiscal Impact and Timeline**

<sup>52</sup> 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.

<sup>53</sup> This would include professionals such as fire marshal, police, and security experts.

<sup>54</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>55</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>56</sup> Bus compounds should have adequate fencing, lighting, or other security measures to ensure adequate access control.

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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. <b>All facilities maintain appropriate first aid equipment and supplies. Fire extinguishers are required and provided as per SREF</b>	<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. <sup>57</sup> <b>Equipment such as emergency showers, personal safety gear and eye washes including gloves, goggles, aprons, boots etc. is maintained at each site and inspected annually. Msda book on file for reference and guidelines in case of emergency.</b>	<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. <b>In science labs, instructors provide appropriate training of students. All district staff are trained by the Facilities Inspector /Hazardous Material Program Manager in safety procedures.</b>	<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. <sup>58</sup> <b>The district ensures that students wear the proper athletic equipment and are supervised while practicing or playing. Coaches and athletic directors inspect equipment, and either recondition or discard and replace.</b>	<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"/>

**Strategies and Actions to Be Taken**

**Fiscal Impact and Timeline**

<sup>57</sup> Dangerous equipment or chemicals includes machinery such as saws or drills for shop class, chemicals for chemistry classes, scalpels for biology, and so forth.

<sup>58</sup> 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. <b>The annual inspection by the district and quarterly inspection by the local health department employees monitors food service areas, disposal areas, sanitation, air curtain, kitchen appliances, food storage areas, freezer and refrigerator and eating area facility.</b> <b>City or County inspectors do annual inspections of all grease traps.</b>	<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. <b>Florida, Federal and OSHA regulations are taught upon initial employment with an annual refresher by the district OSHA trainer.</b>	<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. <sup>59</sup> <b>The district inspector certifies this.</b>	<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. <b>Copies of the Safety and Sanitation regulations are maintained at each school site in the cafeteria manager's office.</b> <b>The Risk Manager maintains a master copy and each school site has a copy of the local health regulations.</b>	<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. <b>Written procedures are from in the Safety Manual and are at every site.</b>	<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
a. <b>Procedures and regulations are made available to all cafeteria managers in the Cafeteria Managers' Handbook updated annually, as well as the Food Service Employees' handbook also updated annually and distributed in August of each school year.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. <b>All employees receive an employee handbook that outlines safety information and procedures. Employees also attend annual 10 hour safety training including information on MSD sheets.</b>				
d. <b>Copies have been distributed and are available in the Cafeteria Managers' Handbook.</b>				
e. <b>Distribution and reporting is consistent with the District emergency procedures for reporting accidents through the Risk Management Office.</b>				

**Strategies and Actions to Be Taken**

<sup>59</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).

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**Facilities and Equipment**

**Fiscal Impact and Timeline**

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**Transportation**

**27. The district has procedures to create a 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
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a. 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"/>
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**Facilities staff has inspected the driveways and loading zones of all schools for the DOE Monitoring visit and determined that they meet the SREF Standards. The DOE School Transportation monitors reported no adverse findings.**

b. 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"/>
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**School administrators provide supervision during specified times before and after school. Students are provided training by bus drivers, school staff, SROs, law enforcement officers and others related to walking, bus and bicycle safety. Local law enforcement agencies distribute car seats, bicycle helmets and other equipment as a part of their training.**

c. 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"/>
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**100% of the district's schools have separate drop zones for parents and buses.**

**Facilities staff are meeting with several schools who are experiencing problems with traffic backup etc. Traffic planners and others are involved in these meetings.**

d. Whenever feasible existing schools are renovated to provide for separation of vehicular and pedestrian traffic. <sup>60</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Gates, fencing, chains, curbs, schools to separate pedestrian and vehicular traffic use cones and other methods. On-site staff are often used to monitor and direct traffic and pedestrians.**

**Related Statutes and Rules**

ss. 1006.21, 1006.22, 1006.23, *F.S.*; Rules 6A-2.001 and 6A-3.0171(2)(e)2.b., *F.A.C.*

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**

**Fiscal Impact and Timeline**

<sup>60</sup> In general, 27c and 27d 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. <b>All ESE buses and all buses manufactured after January 1, 2001 are fitted with appropriate safety restraint systems.</b>	<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. <sup>61</sup> <b>Route staff or safety/security officers physically inspect new roads and/or proposed stop locations in order to upgrade map on regular basis. Drivers may also submit requests for route/stop changes in writing based in safety and efficiency and these are investigated before changes are made. District School Board has adopted Routing Guidelines that contain specific instructions on route and stop locating process and procedure for parents and others to request changes after review of hazardous conditions. Route staff reviews all requests and appropriate changes are made.</b>	<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. <b>The transportation department maintains all documentation of the licensure and training of district staff who are approved to transport students. A weekly review of the DHSMV record is made by the safety officer to ensure the validity of their license. The district has also adopted a Safe Driver Plan that addresses problems with drivers. Privately operated bus systems that schools may utilize to transport students on field trips are regulated by appropriate authorities and law enforcement agencies.</b>	<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. <b>The School Board has adopted a Safe Driver Plan that defines driving infractions and consequences.</b>	<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. <sup>62</sup> <b>At least two times a year all students receive instructions in safe riding during the regular bus evacuation drills. In addition, many schools invite a team of bus drivers to provide class by class instructions and have programs that include Lucy the Talking Bus. This Safety Team also visits day cares, Pre-K sites and Head Start classes on request.</b>	<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. <sup>63</sup> <b>A written accident protocol has been developed and distributed to the appropriate persons. Bus drivers are instructed in procedures to be followed in the Driver Handbook, pre-training and all in-service training. All buses are equipped with 800Mhz radios to communicate with transportation dispatch, security officers, or 911.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Related Statutes and Rules**

ss. 316.6145, 1006.22(12)(c), and 1012.45, *F.S.*; Rules 6A-3.0141, 6A-3.0151, and 6A-3.0171, *F.A.C.*

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
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<sup>61</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>62</sup> Student training should include at least the following: safe practices while waiting for, boarding, and disembarking from the bus; safe behavior while riding in the bus; school bus evacuation procedures; safe behavior at railroad crossings; and use of safety restraints (if applicable)

<sup>63</sup> District staff should include both bus drivers as well as other affected staff.

*School Safety & Security Best Practices With Their Associated Indicators*  
*2003-2004 School Safety and Security Self-Assessment Form*

**Transportation**

**Strategies and Actions to Be Taken**

**Fiscal Impact and Timeline**

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***School Safety & Security Best Practices With Their Associated Indicators***  
***2003-2004 School Safety and Security Self-Assessment Form***

**Transportation**

**29. School buses, including buses operated by schools, charter schools, and contractors, are inspected and maintained in accordance with state laws and state Department of Education rules.**

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
<p>a. School bus operators perform pre-trip inspection of school bus safety items and correct deficiencies before buses are used to transport students.</p> <p><b>School bus drivers perform daily pre-trip inspections that are documented on weekly forms and turned in to supervisors. Any deficiency affecting the safety of the bus is reported via a Driver Request for Repair (DRR) form turned in at the Dispatch window and picked up by fleet maintenance. An immediate problem is reported via the Garage radio channel to a mechanic on duty for action.</b></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>b. School bus inspections are performed at least each 30 school days, and inspectors are trained and certified, consistent with the required procedures and criteria in the <i>Florida School Bus Safety Inspection Manual</i>.<sup>64</sup></p> <p><b>DOE Certified Technicians inspect school buses every 20 days in service as required by law. Inspections are performed in accordance with the Safety Inspection Manual. DOE monitors reviewing the safety inspection process and performing live inspections of a sample of district school buses reported no adverse findings during their last monitoring visit.</b></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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>.</p> <p><b>Shop foremen perform inspections of the 20-day inspection and needed repairs to ensure they have been made properly before buses are returned to service. The service manager spot-checks the quality of inspections on a regular basis.</b></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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 30-day inspections and confirm the completeness of the service record.</p> <p><b>Shop foremen perform inspections of repairs to ensure they have been made properly and the service manager spot-checks the quality of inspections on a regular basis.</b></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Related Statutes and Rules**

s. 1006.22, *F.S.*, and Rules 6A-3.0171(2)(e) and 6A-3.0171(8), *F.A.C.*

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**

**Fiscal Impact and Timeline**

<sup>64</sup> Staff should maintain a secure file that includes complete records of these inspections and all work done in connection with the inspections, confirming that all buses are inspected according to the established 30-day inspection schedule.