

**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                      |
|--|--------------------------|--------------------------|-------------|--------------------------|
| a. The district has clearly stated goals and outcome-based, measurable, objectives for the program that reflect the intent (purpose) of the program and address the major aspects of the program's purpose and expenditures. | <input type="checkbox"/> | <input type="checkbox"/> | X           | <input type="checkbox"/> |
| b. The district uses appropriate performance and cost-efficiency measures and interpretive benchmarks to evaluate the school safety and security program and uses these in management decision making. <sup>1,2</sup>        | <input type="checkbox"/> | <input type="checkbox"/> | X           | <input type="checkbox"/> |
| c. The district regularly conducts an assessment of performance and cost of the safety program and analyzes the potential cost savings of alternatives, such as outside contracting and privatization. <sup>3</sup>          | <input type="checkbox"/> | <input type="checkbox"/> | X           | <input type="checkbox"/> |

**Related Statutes and Rules**

| Does the District Meet the Best Practice? (Please provide explanation)   | Yes                      | No                       | In Progress | N/A                      |
|--|--------------------------|--------------------------|-------------|--------------------------|
| <b>Taylor County's District Strategic Plan includes a goal for safe and secure schools. To Achieve this goal data is monitored that includes: the SESIR report, information provided by school resource officers, accident data on staff and students, Florida's "Be Brave" hotline, and school safety audits based on CPTED concepts.</b><br><b>The safety and security coordinator analyzes accident and injury reports and makes recommendations for corrective action to the Risk Management Director and Superintendent of Schools.</b> | <input type="checkbox"/> | <input type="checkbox"/> | X           | <input type="checkbox"/> |

**Strategies and Actions to Be Taken**

**During 04/05, a Director of Safety and Security position will be established. This individual will be responsible for revising goals and objectives of the safety and security program.**

**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> | X   | <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.   | X   | <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.                                       | X   | <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                      |
|--|-----|--------------------------|--------------------------|--------------------------|
| All schools follow State guidelines in reporting SESIR incidents. District staff, along with individual schools, review the SESIR report and make recommendations for corrective actions where needed. | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Strategies and Actions to Be Taken**

To ensure the reliability of the SESIR report, a process will be put in place to in-service Deans, in the proper reporting of SESIR incidents. In order to ensure the accuracy of the disciplined data, individual SESIR incidents for a particular school will be kept on file in the Dean's office. This will provide a mechanism by which to cross check the data entry of SESIR incidents as well as the proper reporting and the identification of a SESIR type incident. The individual schools will be able revise, update and ensure the accuracy of the discipline data.

**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.   | X                        | <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. | X                        | <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.   | X                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. In conducting its staffing review, the district obtains broad stakeholder input.  | X                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. The district reports organizational structure and administrative staffing review findings in writing and distributes these findings to School Board members.  | <input type="checkbox"/> | <input type="checkbox"/> | X                        | <input type="checkbox"/> |

**Related Statutes and Rules**

| Does the District Meet the Best Practice? (Please provide explanation)  | Yes | No                       | In Progress              | N/A                      |
|---|-----|--------------------------|--------------------------|--------------------------|
| The Taylor County District works closely with EOC, local law enforcement, local fire rescue to determine the estimated needs in a crisis response. Incident Command System Training is employed to ensure there is no unnecessary layers and processes, and that reasonable lines of authority are established. | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Strategies and Actions to Be Taken**

The District Director of Safety and Security in 04-05 will be responsible for reporting information to the School Board in reference to the safety and security program.

**Fiscal Impact and Timeline**

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**Safety Planning**

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

| Indicators of Meeting the Best Practice  | Yes | No                       | In Progress              | N/A                      |
|--|-----|--------------------------|--------------------------|--------------------------|
| a. The district has written school improvement plan(s) that includes districtwide school safety goals and procedures to ensure that students are in orderly, disciplined classrooms conducive to learning.   | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The district has implemented a comprehensive school safety plan that establishes emergency and safety procedures for school and district employees and students to follow. At a minimum, the plan addresses   | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <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> <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> <li>• the roles and responsibilities of the transportation staff for restoring, if necessary, and maintaining a safe, secure, disciplined, and orderly bus environment;</li> <li>• the goals and objectives of the school resource officers, if any;</li> <li>• the mechanisms for identifying and serving the needs of students most at risk for engaging in disruptive and disorderly behavior;</li> <li>• arrangements to work with local emergency officials;<sup>6</sup></li> <li>• safety issues and policies at school-sponsored events;<sup>7</sup> and</li> <li>• processes by which the district will instruct parents and the local community as to how to respond to an emergency situation.<sup>8</sup></li> </ul> |     |                          |                          |                          |

**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)   | Yes | No                       | In Progress              | N/A                      |
|--|-----|--------------------------|--------------------------|--------------------------|
| <b>Each school has a Crisis Intervention Plan that establishes emergency and safety procedures for employees and students to follow. The Crisis Intervention Plan is a flip chart with easily identifiable procedures. The flip chart was printed on standard sized paper to easily fit in a grade book which will be carried by the teacher during an emergency. In addition to the Crisis Plan, the School Safety and Security Coordinator is a part of, and works with, the EOC in the event of a County wide crisis and assists in the development of Taylor County's Comprehensive Emergency Plan. Additionally, Taylor County Schools work closely with local law enforcement in planning for specific types of emergency responses.</b> | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Strategies and Actions to Be Taken**

**Fiscal Impact and Timeline**

<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.

<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. | X   | <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>   | X   | <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>   | X   | <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.  | X   | <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                      |
|---|-----|--------------------------|--------------------------|--------------------------|
| <b>Taylor County's Crisis Intervention Plan was developed through a cooperative effort by local law enforcement agencies, EMS, Fire Rescue and the Taylor County EOC. Each employee of the Taylor County Schools maintains a copy of the CIP in their respective work area and are required to have a working knowledge of the plan. Furthermore copies of Taylor County CIP have been shared with the appropriate emergency response agencies.</b> | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Strategies and Actions to Be Taken**

**June 30, 2004 the thirteen districts of Region I will meet to collectively review, discuss and update as needed the Crisis Intervention Plans prior to the 04-05 school year.**

**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>**

| <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 ensures that each educational facility conducts an assessment of the safety hazards faced at that facility. <sup>12</sup>   | X          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. A certified fire safety inspector conducts an annual fire safety review of all educational and ancillary plants to ensure compliance with Florida law.   | X          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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> | X          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. An annual review is conducted to determine whether educational facilities comply with the Florida Building Code.   | X          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Related Statutes and Rules**

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

| <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>               |
|---|------------|--------------------------|--------------------------|--------------------------|
| <b>The Fire Marshall and other appropriate agencies inspect all facilities and report potential safety hazards. Taylor County's School District Director of Facilities is responsible for responding to the individual safety audits. The Director of Facilities also conducts an annual review to ensure that all facilities comply with the Florida Building Code. At the close of 03-04 CPDED(Crime Prevention through Environmental Design) security audits were conducted and recommendations made to the individual principals and the Superintendent of Schools.</b> | X          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Strategies and Actions to Be Taken**

**It is the intent of the Safety and Security program to provide principals and administrators with the necessary training to conduct site specific safety inspections.**

**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 type="checkbox"/> | <input type="checkbox"/>                             | X                        | <input type="checkbox"/> |
| b. The district has procedures for contacting all schools simultaneously in the event of a districtwide emergency.  | X                        | <input type="checkbox"/><br><input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. The district has an emergency crisis team available to each school that provides counseling and other support to aid in dealing with people's reactions, making the adjustment after the emergency, and re-entering the school environment.  | X                        |  |                          |                          |
| d. The district has developed a media response plan and distributed it to each educational facility and each support service administrator. At a minimum, the plan addresses <ul style="list-style-type: none"> <li>• communicating necessary information to the media and parents;<sup>14</sup></li> <li>• identifying established separate staging areas (e.g., specified locations) for media and parents; and</li> <li>• providing guidelines on how to respond to media questions and interviews.</li> </ul> | X                        |  |                          |                          |
| e. The district ensures that all appropriate district personnel are familiar with the Statewide Policy for Strengthening Domestic Security in Florida Public Schools.   | X                        |  |                          |                          |

**Related Statutes and Rules**

| Does the District Meet the Best Practice? (Please provide explanation)  | Yes | No                           | In Progress              | N/A                      |
|---|-----|------------------------------|--------------------------|--------------------------|
| Taylor County's CIP provides a sequence of procedures that are to be followed in response to an emergency. Simultaneous communication is accomplished through email and fax. During 03-04 private non-listed phone lines were established in each facility to allow the principal or the Director to receive emergency communication from the district, or to contact the district. Drills are conducted to assess the effectiveness of the simultaneous communication (phones and emails). | X   | <input type="checkbox"/><br> | <input type="checkbox"/> | <input type="checkbox"/> |

**Strategies and Actions to Be Taken**

04-05 all district cell phones will be under contract with one provider that has the capability of walkie-talkie communication. With grant funds from Domestic Homeland Security, VHF radios will be established to further enhance communication capabilities. This radio system will provide communication not only among school facilities, but will include local law enforcement agencies and Fire Rescue. June 30,2004 at the district safety meeting, procedures will be developed to address potential terrorist attacks against school sites. These procedures will be added to the existing CIP.

**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> | X   |    |             |     |
| b. The emergency checklist includes emergency contact numbers and provisions for backup communication with faculty, support service administrators, and emergency agencies.   | X   |    |             |     |
| 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>  | X   |    |             |     |

**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                      |
|--|-----|--------------------------|--------------------------|--------------------------|
| <b>All Taylor County employees are required to have the CIP posted in an easily accessible location. Furthermore, during pre-planning all employees participate in an in-service that reviews and discusses the CIP, and identifies the specific roles and responsibilities of individuals at their work location. June 30, 2004, best practice procedures for terrorists' acts and shelter-in-place will be developed and added to the current CIP.</b> | X   | <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.   | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The district uses its annual self-assessment to identify the potential hazards for each educational facility and has developed and implemented procedures for practicing responses to identified hazards. <sup>17</sup> | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. The district has implemented procedures for verifying the required and planned emergency drills have been conducted.  | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Related Statutes and Rules**

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

| Does the District Meet the Best Practice? (Please provide explanation)  | Yes | No                       | In Progress              | N/A                      |
|---|-----|--------------------------|--------------------------|--------------------------|
| The school district has developed and implemented emergency procedures in accordance with the law. Each school is required to conduct 10 fire drills per year, with 2 drills occurring within the first 10 days of school. Additionally, each school is required to conduct 4 Code Red/lockdown drills, and 2 tornado drills. Code Red drills are conducted once each 9 weeks to assess each school's ability to completely lockdown. Tornado drills are conducted once at the beginning of the school year in August, and again in January when student's return from Christmas vacation. Documentation of all drills are maintained in the district office with the Director of Facilities. | X   | <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. | X   |                          |                          |                          |
| b. The district has blueprints of each educational facility readily available for review during an emergency.             | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**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                      |
|---|-----|--------------------------|--------------------------|--------------------------|
| <b>Floor plans of all Taylor County School District facilities have been provided to local law enforcement agencies and Fire Rescue. Furthermore, the Director of Facilities maintains blueprints of all facilities for review during an emergency.</b> | X   | <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                      |
|---|-----|--------------------------|--------------------------|--------------------------|
| 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. | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The district's required training in school-wide discipline, classroom management, conflict resolution, and other safety training components are included in the district's Master Plan for In-service Training.  | X   |                          |                          |                          |
| c. The district reviews and uses the relevant training opportunities provided by the Department of Education and other appropriate organizations.   | X   |                          |                          |                          |
| 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>  | X   |                          |                          |                          |
| e. The district supplies trained personnel with the appropriate safety equipment. <sup>21</sup>   | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Teachers at each grade level are provided in-service training to teach students positive social skills and violence prevention, conflict resolution, and communication/decision making skills.   | X   | <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.*

| Does the District Meet the Best Practice? (Please provide explanation)   | Yes | No                       | In Progress              | N/A                      |
|--|-----|--------------------------|--------------------------|--------------------------|
| <b>The district provides safety in-service training for employees. Examples include, but are not limited to, First Aid, CPR, Blood Born Pathogens, Bus Safety, Food Handling, Hazardous Chemicals etc. The District's Master Plan for in-service is developed in coordination with State mandates and the Needs Assessment Survey of the Professional Development Plan. All in-service documentation is maintained on-line through PAEC. Examples of district level in-service include, Too Good for Drugs, Tough to Teach, CPI for ESE personnel and bus drivers, Positive Behavior Support, PATH, Beginning Teacher Program, DARE, Diversity Training and Character Education.</b> | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Strategies and Actions to Be Taken**

**04-05 it is the intent of the Safety and Security program to provide additional training in Hand Held Metal Detectors, Identifying Potentially Threatening Students, Concealed Weapons Identification, Suicide Intervention ect.**

**Fiscal Impact and Timeline**

<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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**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>                    | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The district School Board and school administrators annually review discipline policies and revise those policies with input from teachers, staff, parents, and students.      | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. The code of student conduct is clearly written and avoids the use of technical terminology.  | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Parents are an integral part of the student discipline procedures and actions. They are made aware of expectations of students and are informed of changes in a timely manner. | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Each year the discipline policies are clearly and thoroughly communicated to students, parents, and other stakeholders. <sup>23</sup>  | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**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                      |
|---|-----|--------------------------|--------------------------|--------------------------|
| <b>Each school utilizes an age appropriate School Board approved discipline matrix. The discipline matrix is discussed and approved in a public forum. At the close of 03-04 a revised Standard of Dress policy was adopted and a Random Drug Testing Policy of extracurricular participants was approved and will implemented at the onset of the 04-05 school year.</b> | X   | <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                      |
|--|-----|--------------------------|--------------------------|--------------------------|
| 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. | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Alternatives to suspension and expulsion have been built into the disciplinary policy and are appropriately and consistently used.  | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. The district has a process in place to relocate students who are regularly dismissed from their classroom.  | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Disciplinary policies include statements regarding anti-harassment, anti-bullying, and anti-violence policies and due process rights in accordance with state and federal laws.   | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Disciplinary policies include procedures regarding interviewing students by law enforcement agencies and the Department of Children and Families.   | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Disciplinary policies include procedures governing locker searches.   | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. The district's discipline policies are consistent with the state and federal requirements for students with disabilities.   | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**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                      |
|--|-----|--------------------------|--------------------------|--------------------------|
| Each school utilizes a School Board discipline matrix that includes consequences for discipline infractions. At mid year of 03-04 Taylor County High School in association with the Technical Learning Center developed an alternative placement program to decrease the number of expulsions. With 04-05, a middle school alternative placement program will also be in place at the Technical Learning Center. | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Strategies and Actions to Be Taken**

**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>  | X   | <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.  | X   | <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>   | X   | <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>   | X   | <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.   | X   | <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> | X   | <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 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>   | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Related Statutes and Rules**

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

| Does the District Meet the Best Practice? (Please provide explanation)  | Yes | No                       | In Progress              | N/A                      |
|---|-----|--------------------------|--------------------------|--------------------------|
| <b>School Administrators access criminal information on the FDLE web site. In addition the Sheriff's Department notices the Director of Personnel of criminal activities conducted by students, employees ,or sexual offenders. The Director of Personnel then notifies the individual schools. The school district's employee handbook, covers Reasonable Force, Removal of Disruptive Students, and other pertinent information. An alternative educational setting for middle and high school students has been established.</b> | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Strategies and Actions to Be Taken**

<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.

<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.

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**School Climate and Community Outreach**

**Fiscal Impact and Timeline**

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**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.**

| <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, 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> | <input type="checkbox"/> | <input type="checkbox"/> | X                        | <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>  | X                        |                          |                          |                          |
| c. The district provides timely access to a team of specialists trained in evaluating behavioral and academic concerns and provides school staff training regarding such support.   | X                        |                          |                          |                          |
| d. Schools in the district have a Student Assistance Program/Team that provides assistance for students experiencing learning and/or behavioral difficulties.   | X                        |                          |                          |                          |
| e. The district makes available appropriate psychological counseling for students exhibiting early warning signs, or posing a threat of future violent behavior.  | X                        |                          |                          |                          |
| 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>  | X                        | <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.  | X                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Related Statutes and Rules**

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

| <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>               |
|--|------------|--------------------------|--------------------------|--------------------------|
| <b>The district's Master In-Service Plan provides for appropriate staff development training. Each school has a child study team that focuses on students with learning or behavioral issues. Psychological counseling is accomplished through a partnership with FSU. The district employee handbook covers confidentiality of information.</b> | X          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Strategies and Actions to Be Taken**

**The district Master In-Service Plan for 04-05 provides for instructional and non-instructional training in the early warning signs of students who pose a threat of future violent behavior.**

**Fiscal Impact and Timeline**

<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**

**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.   | X   | <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.   | X   |                          |                          |                          |
| c. The district works with local community agencies and businesses to identify ways to increase support in keeping schools safe. <sup>34</sup>  | X   |                          |                          |                          |
| d. The district provides information to parents regarding the necessary school-entry health examinations and immunizations for all students.  | X   |                          |                          |                          |
| e. The district has crime watch programs and school safety hotline(s) in place and available in all schools.  | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. The district has procedures in place to inform students, parents, and other community partners about its crime watch programs and school safety hotline(s).                        | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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> | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**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                      |
|--|-----|--------------------------|--------------------------|--------------------------|
| <b>As required by law, the district has developed a cooperative agreement with the Department of Juvenile Justice. The district also works through EOC, local law enforcement agencies, EMS, Fire Rescue and the School Advisory Councils to address the safety and security issues. The Taylor County Sheriff's Department initiated the "Be Brave" Hotline posted at each school. The SPARE report provides information to parents and the community. Furthermore, safety related information is shared with the public through the safety and security self-assessment results, discussed and approved in a public forum.</b> | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Strategies and Actions to Be Taken**

**Fiscal Impact and Timeline**

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

<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.  | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Curricula and programs for improving the school culture and climate are incorporated into the classroom. The curricula and programs should address such issues as <ul style="list-style-type: none"> <li>• pro-social skills;</li> <li>• character education;</li> <li>• conflict resolution; and</li> <li>• peer mediation.</li> </ul> | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Curricula and special programs on violence and drug prevention, health, safety, and security are available to students, school staff, and parents.  | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. The district regularly reviews the school climate at each school and revises, eliminates, or adds programs accordingly.   | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Middle and secondary students participate in scheduled administrations of standardized surveys of risk behaviors and situations such as the 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.                  | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**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                      |
|---|-----|--------------------------|--------------------------|--------------------------|
| <b>Each school is required to conduct a student, parent, faculty, and staff climate survey each year. The climate survey addresses issues such as discipline, curriculum, bullying and threats. The results of the climate surveys are reviewed annually by the School Advisory Council and staff to determine the effectiveness of the current programs and recommend changes for the individual school plans for the following year. Students participate in the Florida Youth Substance Abuse survey and the data is used to develop the Safe and Drug Free Schools program.</b> | X   | <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.

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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.  | X                        | <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.   | X                        | <input type="checkbox"/> |                          |                          |
| c. Coaches and athletes adhere to established policies prohibiting tobacco and drug, including alcohol, use.  | X                        | <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> | <input type="checkbox"/> | <input type="checkbox"/> | X                        | <input type="checkbox"/> |

**Related Statutes and Rules**

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

Taylor County Safe and Drug Free Council is a part of, and works with, the Juvenile Justice Council to develop, review and update Taylor County's Safe and Drug Free Schools Plan. At years end the Safe and Drug Free Schools Plan is evaluated by an independent council. At the close of 03-04 the Random Drug Testing policy was approved by the School Board to randomly drug test all students that participate in extracurricular activities.

| Yes | No                       | In Progress              | N/A                      |
|-----|--------------------------|--------------------------|--------------------------|
| X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Strategies and Actions to Be Taken**

With 04-05, financed through Safe and Drug Free School funds, the independent council will provide a performance review of our Safe and Drug Free Schools program.

**Fiscal Impact and Timeline**

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

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**Safety Programs and Curricula**

**19. Based on the district's 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>   | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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> | X   |                          |                          |                          |
| 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.   | X   |                          |                          |                          |
| d. The district has considered a dress code or school uniform policy. <sup>43</sup>  | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Students at each grade level are taught violence prevention, conflict resolution, and communication/decision making skills.   | X   |                          |                          |                          |
| 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>   | X   |                          |                          |                          |
| g. The district regularly reviews the performance of its intervention programs and revises, eliminates, or adds programs accordingly   | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**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                      |
|--|-----|--------------------------|--------------------------|--------------------------|
| <b>The district successfully implemented a Safe and Drug Free Schools plan. The plan is reviewed and updated annually. The district uses fingerprinting and background checks to screen employees. All students participate in "To Good for Drugs Too" in addition, elementary students participated in "Positive Behavior Support" program, both programs funded through the Safe and Drug Free School grant. At the close of 03-04 a revised dress code was approved that included tucked in shirts, no logos, and no baggy pants.</b> | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Strategies and Actions to Be Taken**

**Fiscal Impact and Timeline**

<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**

**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.   | <input type="checkbox"/> | <input type="checkbox"/> | X                  | <input type="checkbox"/> |
| b. The district facilitates and encourages requests for assistance with students who pose a risk for suicidal behavior.   | X                        |                          |                    |                          |
| 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.                             | X                        |                          |                    |                          |
| 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.       | X                        |                          |                    |                          |
| 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. | X                        |                          |                    |                          |

**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>               |
|--|------------|--------------------------|--------------------------|--------------------------|
| <b>The district has developed policy and procedures which address suicidal behavior. Professionally trained staff is provided by FSU and work closely with school guidance counselors. School guidance counselors provide assistance with students and make referrals to the appropriate community agencies for those students that demonstrate suicidal traits.</b> | X          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Strategies and Actions to Be Taken**

**With 04-05 the district Master In-Service plan includes provisions for training in warning signs associated with students who pose a risk for suicidal behavior.**

**Fiscal Impact and Timeline**

***School Safety & Security Best Practices With Their Associated Indicators***  
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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                      |
|--|-----|--------------------------|--------------------------|--------------------------|
| a. The district incorporates Crime Prevention Through Environmental Design (CPTED) principles in the maintenance, renovation, and construction of district educational facilities. CPTED principles include <ul style="list-style-type: none"> <li>• natural access and control of schools and campuses;</li> <li>• natural surveillance of schools and campuses both from within the facility and from adjacent streets by removing obstructions or trimming shrubbery;</li> <li>• school and campus territorial integrity, such as securing courtyards, site lighting, building lighting;</li> <li>• audio and motion detection systems covering ground floor doors, stairwells, offices and areas where expensive equipment is stored;</li> <li>• exterior stairs, balconies, ramps, and upper level corridors around the perimeter of buildings should have open-type handrails or other architectural features to allow surveillance;</li> <li>• open areas, such as plazas, the building's main entrance, parking lots, and bicycle compounds should be designed so they are visible by workers at work stations inside the buildings; and</li> <li>• designs 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 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.</li> </ul> | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The district can demonstrate that Crime Prevention Through Environmental Design and other appropriate safety features are incorporated into the design of all new construction. <sup>45-46</sup>  | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. The district can demonstrate that whenever facilities are renovated, safety needs are assessed and safety designs are revised or added to the facility. <sup>47</sup>   | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. The district can demonstrate that facility maintenance incorporates principles of Crime Prevention Through Environmental Design. <sup>48</sup>  | X   | <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                      |
|---|-----|--------------------------|--------------------------|--------------------------|
| <b>All Taylor County facilities have under gone a security audit using CPTED concepts. Results and recommendations of these audits were provided to the Superintendent of schools and the School Board.</b> | X   | <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                      |
|---|-----|--------------------------|--------------------------|--------------------------|
| a. Entrances to educational facilities are as limited as the physical setting will allow.   | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Each educational facility has a clearly marked central point for receiving all visitors. <sup>49</sup>                             | X   |                          |                          |                          |
| c. Each educational facility has a procedure regarding the release of students to parents, guardians, or other persons. <sup>50</sup> | X   |                          |                          |                          |
| d. Buildings are secured when unoccupied, but security devices shall not prevent egress from the building at any time. <sup>51</sup>  | X   |                          |                          |                          |
| e. There is a key control program to account for all keys to all buildings, rooms, and gates.   | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Related Statutes and Rules**

| Does the District Meet the Best Practice? (Please provide explanation)  | Yes | No                       | In Progress              | N/A                      |
|---|-----|--------------------------|--------------------------|--------------------------|
| Entrances to educational facilities are as limited as physically possible. Each facility has a clearly marked entrance and policies and procedures in place for the release of students to parents, guardians or other persons. | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Strategies and Actions to Be Taken**

**With priorities established by Domestic Homeland Security, it is the intent of the Safety and Security program to establish a single point of entry for educational facilities. Domestic Homeland Security grant funds will be used for access control. Additionally, video surveillance cameras are needed in designated areas where parent sign in and out students to document civility of parents and photograph documentation of who actually signed the student out.**

**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.**

| <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 follows US Consumer Product Safety Commission guidelines and consults with other authorities regarding playground construction materials and regulations. | X          | <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.  | X          |                          |                          |                          |
| c. The district identifies and corrects playground deficiencies in a timely manner.   | X          |                          |                          |                          |
| d. Playground areas are supervised when children are present and using the areas during school hours.   | X          | <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>               |
|--|------------|--------------------------|--------------------------|--------------------------|
| <b>All playground equipment is inspected, repaired or replaced as necessary. School administrators monitor for proper playground supervision by trained personnel.</b> | X          | <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                      |
|--|--------------------------|--|--------------------------|--------------------------|
| a. Each educational facility has a security system that was selected or designed with input from security professionals. <sup>52, 53</sup>   | <input type="checkbox"/> | X  | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The district can demonstrate that current security equipment is inspected and reviewed annually by safety and security professionals.   | <input type="checkbox"/> | X  | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Each educational facility maintains evacuation and disaster recovery kits that include copies of all necessary records and as well as basic equipment, as required by district emergency response procedures. <sup>54, 55</sup> | <input type="checkbox"/> | <input type="checkbox"/>                             | X                        | <input type="checkbox"/> |
| d. The district ensures that school buses and other fleet equipment are adequately secured when not in use. <sup>56</sup>  | X                        | <input type="checkbox"/><br><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 type="checkbox"/> | <input type="checkbox"/> | X           | <input type="checkbox"/> |

**Strategies and Actions to Be Taken**

Security systems are needed at each educational facility. Grant funds are being explored to purchase the necessary equipment. With 04-05 emergency evacuation kits for each administrator will be developed and distributed. The kit will include information such as staff and student medical records, student and staff rosters, school floor plans, copy of the Crisis Intervention Plan, a list of personnel trained in CPR, cell phone, first aid kit, emergency medicine, weather gear and a bull horn.

**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.**

| <b>Indicators of Meeting the Best Practice</b>   | <b>Yes</b> | <b>No</b>                | <b>In Progress</b>       | <b>N/A</b>               |
|--|------------|--------------------------|--------------------------|--------------------------|
| a. Each educational facility is equipped with first aid kits and fire extinguishers.   | X          | <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>  | X          |                          |                          |                          |
| c. The district can demonstrate that students and school personnel are trained in the appropriate safety procedures for dealing with dangerous tools, equipment, or chemicals. | X          |                          |                          |                          |
| d. The district supplies all necessary protective equipment to minimize the number of injuries related to athletic activities. <sup>58</sup>                                   | X          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Related Statutes and Rules**

s. 1006.063, *F.S.*

| <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>               |
|--|------------|--------------------------|--------------------------|--------------------------|
| <b>All facilities are quipped with first aid kits and fire extinguishers. Each school has a nurse and other personnel trained in CPR. MSDS sheets are posted where required and all faculty and staff and students are trained in appropriate safety procedures.</b> | X          | <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.   | X   |    |             |     |
| 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.    | X   |    |             |     |
| c. The district complies with all appropriate federal and state requirements for facility safety. <sup>59</sup>   | X   |    |             |     |
| d. The district maintains a copy of the state and local health regulations. All school sites have a copy of the local health regulations.   | X   |    |             |     |
| e. The district distributes written emergency procedures and plans to each cafeteria site for reporting, investigating, and correcting the cause of incidents and these documents are available to all employees. | X   |    |             |     |

**Related Statutes and Rules**

| Does the District Meet the Best Practice? (Please provide explanation)   | Yes | No                       | In Progress              | N/A                      |
|--|-----|--------------------------|--------------------------|--------------------------|
| <b>All food service employees are trained in the proper handling of food. The Taylor County Health Department inspects all kitchens on a regular basis. Furthermore, all kitchens are inspected by the Fire Marshall. All food service personnel have a copy of the Crisis Intervention Plan, as well as procedures specific to their area of operation.</b> | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Strategies and Actions to Be Taken**

**Fiscal Impact and Timeline**

<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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**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                      |
|--|-----|--------------------------|--------------------------|--------------------------|
| a. School bus service driveways at each school meet the requirements of the Florida Building Code.   | X   |                          |                          |                          |
| 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. | X   |                          |                          |                          |
| 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.   | X   |                          |                          |                          |
| d. Whenever feasible existing schools are renovated to provide for separation of vehicular and pedestrian traffic. <sup>60</sup>   | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**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                      |
|--|-----|--------------------------|--------------------------|--------------------------|
| <b>All bus drivers participate annually in safety training. All school have procedures in their student handbook for the safety of children arriving and departing schools. Teachers monitor the pick up and drop area, as well as the bus loading and unloading area. The Perry police department provides law enforcement in critical areas. In keeping with CPTED concepts, schools are designed to have a separate parent drop off, pick up area away from the bus area.</b> | X   | <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.

***School Safety & Security Best Practices With Their Associated Indicators***  
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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.  | X   | <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>  | X   | <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.   | X   | <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. | X   | <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>   | X   | <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>                             | X   | <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                      |
|---|-----|--------------------------|--------------------------|--------------------------|
| <b>All school buses purchased by the school district have the appropriate safety restraint system. The Director of Transportation designates bus routes and identifies potential hazards by conducting reviews of maps and individual routes. All bus drivers are properly licensed, trained and qualified. The student code of conduct, approved by the School Board, governs student conduct on the bus. Policies and Procedures are in place to respond to accidents and other transportation emergencies.</b> | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Strategies and Actions to Be Taken**

**Fiscal Impact and Timeline**

<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.

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**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                      |
|--|-----|--------------------------|--------------------------|--------------------------|
| a. School bus operators perform pre-trip inspection of school bus safety items and correct deficiencies before buses are used to transport students.   | X   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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>                               | X   |                          |                          |                          |
| 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> . | X   |                          |                          |                          |
| 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.   | X   | <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                      |
|---|-----|--------------------------|--------------------------|--------------------------|
| <b>All bus drivers are required to perform pre trip inspections of the school buses. Inspection forms are on file with the Director of Transportation. Policies and procedures are in place to govern bus inspections and adhere to the Florida School Bus Inspection manual.xz</b> | X   | <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.