

School Police and District Security  
Gerald Kitchell, Acting Chief of Police

**SUBJECT: REQUEST THAT THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA, RECEIVE THE STATE-MANDATED ANNUAL "SAFETY AND SECURITY BEST PRACTICES" SELF-ASSESSMENT, AND AUTHORIZE THE SUPERINTENDENT TO REPORT THE SELF-ASSESSMENT RESULTS AND SCHOOL BOARD ACTION TO THE COMMISSIONER OF EDUCATION BY JULY 1, 2012**

**COMMITTEE: SCHOOL SUPPORT ACCOUNTABILITY**

**LINK TO STRATEGIC FRAMEWORK: STUDENT, PARENT, AND COMMUNITY ENGAGEMENT**

The Safe Passage Legislation requires school districts to use the Office of Program Policy Analysis and Government Accountability (OPPAGA) "Safety and Security Best Practices" to conduct a self-assessment of their current safety and security practices.

Specifically, Section 40 of this legislation states:

1. The "Safety and Security Best Practices" developed by OPPAGA and approved by the Commissioner of Education shall be reviewed annually by OPPAGA and the Partnership for School Safety and Security established in s. 1006.07(6), Florida Statutes, and each entity shall make recommendations to the Commissioner of Education for the addition, revision, or deletion of best practices.
2. Each school district shall use the "Safety and Security Best Practices" to conduct a self-assessment of the school district's current safety and security practices. Based on these self-assessment findings, the superintendent of each school district shall provide recommendations to the school board, which identifies strategies, and activities that the school district should implement in order to improve school safety and security. By July 1, 2012, and annually thereafter, each school board must receive the self-assessment

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results at a publicly noticed school board meeting to provide the public with an opportunity to hear the school board members discuss and take action on the report findings. Each superintendent shall report the self-assessment results and school board action to the Commissioner of Education within 30 days following the school board meeting.

The self assessment considered safety in the broadest sense. The "Safety and Security Best Practices" includes physical security and facilities, fire and casualty safety, regulations associated with safety or risk management departments, violence prevention and other activities linked to law enforcement and security departments and the all-hazard approach to critical incidents that is the basis of emergency management.

Copies of the "Safety and Security Best Practices" self-assessment report are available for inspection by the public in the Office of the Recording Secretary, Room 924, and the Citizen Information Center, Room 158, 1450 NE Second Avenue, Miami, 33132.

**RECOMMENDED:**

That The School Board of Miami-Dade County, Florida, authorize the Superintendent to:

1. receive the "Safety and Security Best Practices assessment results; and
2. authorize the Superintendent of Schools to report the self-assessment results and School Board action to the Commissioner of Education by July 1, 2012.

*School Safety & Security Best Practices With Their Associated Indicators*  
 2011-2012 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district uses appropriate performance and cost-efficiency measures and interpretive benchmarks to evaluate the school safety and security program and uses these in management decision making. <sup>1, 2</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district regularly conducts an assessment of performance and cost of the safety program and analyzes the potential cost savings of alternatives, such as outside contracting and privatization. <sup>3</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Related Statutes and Rules**

Miami-Dade Schools Police Department complies with all State statutes and School Board rules to provide safety and security for the District, including evaluation and monitoring of performance weekly, monthly, quarterly, and annually with continuous improvement where required.

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

**Strategies and Actions to Be Taken**

Review performance indicators monitored with outcome assessment, develop measurable objectives and goals.

**Fiscal Impact and Timeline**

Purchases over \$25,000 require Superintendent's Cabinet and Board approval, along with purchase orders paid within 30 days, and zero based budgeting for the District to ensure accountability and forecasting.

<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>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district and its schools have a process in place to collect, revise, update and ensure the accuracy of the discipline data.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district has established and implemented strategies to ensure the reliability of SESIR, discipline, and other safety and security program data.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Related Statutes and Rules**

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

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
Document and report criminal and non-criminal activity through SPAR, FDLE, FBI or DOE.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategies and Actions to Be Taken**

Critical Incident Reports are transmitted daily, along with law enforcement incident reports processed within 24 hours and reconciled bi-monthly.

**Fiscal Impact and Timeline**

Suspensions and expulsions are processed in a timely manner to ensure student and staff safety by reducing on-going threats thus reducing liability.

<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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. On at least an annual basis, the district uses applicable comparisons and/or benchmarks and reviews the program's organizational structure and staffing levels to minimize administrative layers and processes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The program structure includes reasonable lines of authority and spans of control given the responsibilities of each organizational unit.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. In conducting its staffing review, the district obtains broad stakeholder input.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The district reports organizational structure and administrative staffing review findings in writing and distributes these findings to school board members.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Related Statutes and Rules**

Board rules require the District to provide a safe learning environment for students and staff.

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
District to provide a safe learning environment for students and staff through its own School Board Police Department, school site security monitors as well as security guards at selected sites.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategies and Actions to Be Taken**

District Communications dispatch calls for service throughout the District to ensure quick School Police response and 911 calls to local law enforcement.

**Fiscal Impact and Timeline**

Immediate service to reduce liability and increase safety to the school community and District resources.

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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 a school safety plan that includes goals and procedures to ensure that students are in orderly, disciplined classrooms conducive to learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district has implemented a comprehensive school safety plan that establishes emergency and safety procedures for school and district employees and students to follow. At a minimum, the plan addresses: <ul style="list-style-type: none"> <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>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Related Statutes and Rules**

ss. 1006.10 and 1002.20(22), F.S.

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
Documented procedures are enforced for the “District Critical Incident Response Team (DCIRT)” and a manual for “Providing a Safe Learning Environment” guidelines are available on-line for all employees.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategies and Actions to Be Taken**

All administrators are trained to adhere to the DCIRT plan in the event of an emergency and to call District Communications, who then notify affected staff for additional support along with responding School Police and/or local law enforcement.

**Fiscal Impact and Timeline**

Reduces liability and ensures timely response to emergency operations through District Communications and police interaction.

<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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The comprehensive school safety plan and emergency procedures have been shared with appropriate emergency response agencies. <sup>9</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The comprehensive school safety plan and emergency procedures have been distributed to designated administrators and staff. <sup>10</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The comprehensive school safety plan and emergency procedures are reviewed and revised annually or more often if events warrant.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The district seeks input from local law enforcement on the level of local youth gang activity and incorporates relevant recommendations from the Florida Gang Reduction Strategy 2008 – 2012 into its safety plan. <sup>11</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Related Statutes and Rules**

s. 119.071, F.S.

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
All stakeholders are included in the review, implementation and revisions of all District plans.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategies and Actions to Be Taken**

DCIRT, Code of Student Conduct, Emergency Operations Plan (hurricanes, natural disasters, and domestic terrorism), and Providing a Safe Learning Environment are available on-line for authorized personnel.

**Fiscal Impact and Timeline**

Reduce liability and timely uniformed response based on need.

<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.

<sup>11</sup> Please see <http://www.floridagangreduction.com/flgangs.nsf/pages/Strategy>, pages 34-35.

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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>12</sup>

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district ensures that each educational facility conducts an assessment of the safety hazards faced at that facility by a qualified person. <sup>13</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. A certified fire safety inspector conducts an annual fire safety inspection of all educational and ancillary plants to ensure compliance with Florida law.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district ensures that they report to the State Fire Marshall that the fire safety inspection has been completed. <sup>14</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. An annual inspection is conducted to determine whether educational facilities comply with the State Requirements for Educational Facilities (SREF) Chapter 5 and State Fire Marshall's Rule Chapter 69A-58, Florida Administrative Code.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The board submits annual fire safety reports to the State Fire Marshal's Office by June 30 of each year.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Related Statutes and Rules**

ss. 1006.07(6), 1013.12(1)(b), 1013.12(2)(b), 1013.12(2)(c), *F.S.*, and Rule 69A-58.004(6), *F.A.C.*

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
Fire drills are conducted throughout the year at all school sites, which include fire safety drills for students and staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategies and Actions to Be Taken**

One evacuation drill per month. An additional drill is performed in the first 30 days, two lockdown drills per year, one in October and the other in February. Schools also participate in the Statewide tornado drill in February.

**Fiscal Impact and Timeline**

Increase safety and adhere to local, state and federal laws to avoid penalties or site closures for failure to comply.

<sup>12</sup> Conducting this self-assessment does not meet the requirements of this practice.

<sup>13</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>14</sup> Please see <http://www.fldoe.org/edfacil/sref.asp>. Note that life-threatening deficiencies must be corrected immediately or the facility is withdrawn from use.

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**Safety Planning**

**7. The District has developed emergency response procedures.**

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The District has developed a districtwide plan for potential attacks against school sites or students and incorporates the appropriate school responses in the emergency procedures checklist.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The District has procedures for contacting all schools simultaneously in the event of a districtwide emergency.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The District has an emergency crisis team available to each school that provides counseling and other support to aid in dealing with people's reactions, making the adjustment after the emergency, and re-entering the school environment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The District has developed a media response plan and distributed it to each educational facility and each support service administrator. At a minimum, the plan addresses <ul style="list-style-type: none"> <li>• communicating necessary information to the media and parents;<sup>15</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>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The district ensures that all appropriate district personnel are familiar with the Statewide Policy for Strengthening Domestic Security in Florida Public Schools to ensure schools are NIMS compliant. The policy requirements include 6 major elements: <ul style="list-style-type: none"> <li>• Access Control</li> <li>• Emergency Equipment</li> <li>• Training</li> <li>• Communication &amp; Notification Procedures</li> <li>• Coordination with Partners</li> <li>• Vulnerability Assessment</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Related Statutes and Rules**

**Emergency Operation Plan, DCIRT plan, Providing a Safe Learning Environment, Site Survey and Mental Health and Crisis Management Services for counseling and dealing with students and staff's physical and emotional well-being.**

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
Training is provided to staff annually and updated as new administrators are acquired or as policies and procedures change.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategies and Actions to Be Taken**

Each site has an Emergency Operation Plan that outlines how to deal with the media and parents needs. PIO from School Police, along with the District are updated by e-mail or mobile contact to ensure public awareness and safety is provided.

**Fiscal Impact and Timeline**

Reduce physical or emotional trauma brought on by a critical incident through Direct Ed (call to home, work or mobile phones) to parents of affected sites, along with instant media announcements with WLRN television to each classroom or community with timely updates.

<sup>15</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>16</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• weapons 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, severe storms, and flooding; and</li> <li>• exposure as a result of a manmade emergency.</li> </ul>				
b. The emergency checklist includes emergency contact numbers and provisions for backup communication with faculty, support service administrators, and emergency agencies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The emergency checklist includes evacuation, lockdown, and shelter-in-place procedures developed with school transportation personnel, the local fire authority, law enforcement agencies, and other local agencies as appropriate, and includes procedures for evacuating students with disabilities. <sup>17</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Related Statutes and Rules**

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

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

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
Each school and classroom is provided with a guide in the event of an emergency situation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategies and Actions to Be Taken**

Each school and District site trains to ensure proper response occurs, along with the activation of the DCIRT through communications, email, and handheld radio (provided at each site) in order to communicate directly with identified support staff and School Police.

**Fiscal Impact and Timeline**

Reduce liability, and increase awareness and response time to affected site. Based on site needs police services, food, transportation or other identified resources are provided.

<sup>16</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>17</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 and develops an improvement plan based on the event/drill.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The District School Board has developed and implemented procedures for emergency drills in accordance with state law.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The District uses its annual self-assessment to identify the potential hazards for each educational facility and has developed and implemented procedures for practicing responses to identified hazards. <sup>18</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The District has implemented procedures for verifying that required and planned emergency drills have been conducted.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Each school varies the conditions under which required emergency drills are performed such as time of day, location of hazard, etc. to ensure that students and staff are prepared for a range of scenarios.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Related Statutes and Rules**

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

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
Each school site adheres to District procedures for all District procedures for all sites, along with interactive drills, and review of drills for continuous improvement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategies and Actions to Be Taken**

Review District and site specific plans with staff to include, all areas such as law enforcement, teachers, maintenance, cameras (CCTV or IP based), custodial staff.

**Fiscal Impact and Timeline**

Proper preparation to ensure safety and security of school community and infrastructure is provided.

<sup>18</sup> This will include fire drills, but should also include responses to any other hazards identified in Best Practice 6.

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**Safety Planning**

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

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The District provides floor plans of each educational facility to local law enforcement agencies and fire departments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The District has construction documents (plans and specifications) of each educational facility readily available for review during an emergency.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. A back-up set of construction documents is stored in at least one other remote, secure location off-site.	<input checked="" type="checkbox"/>	<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
The District, along with School Police, provides all local law enforcement and fire departments and other required agencies site blueprints on CD annually. District determined pertinent data is systematically backed-up with off-site storage, which is part of Business Continuity Planning and Disaster Recovery.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategies and Actions to Be Taken**

Review, update and revise floor plans for authorized distribution, along with selected personnel access to site blueprints on-line (Magellan through Facilities Management and supported by ITS for on-line access).

**Fiscal Impact and Timeline**

Reduce liabilities in case of emergencies by ensuring all responding agencies have a CD or access to on-line site information.

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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, violence, 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>19, 20</sup> This training should include classroom management, violence, alcohol, tobacco, and other drugs training for appropriate personnel.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The District's required training in school-wide discipline, classroom management, conflict resolution, and other safety training components are included in the district's Master Plan for In-service Training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district reviews and uses the relevant training opportunities provided by the Department of Education and other appropriate organizations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. School principals can demonstrate that staff has received training based on the needs identified in the Master Plan for In-Service Training, the school's safety assessment, and the staff members' roles and responsibilities. <sup>21</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The district supplies trained personnel with the appropriate safety equipment. <sup>22</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teachers at each grade level are provided in-service training to teach students positive social skills and violence prevention, conflict resolution, and communication/decision making skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The district has a procedure for providing instruction to parents, teachers, school administrators, counseling staff, bus operators, and school volunteers on identifying, preventing, and responding to bullying or harassment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. In counties where local law enforcement has identified youth gang activity, the District provides teachers and school personnel with appropriate training such as gang awareness, conflict resolution, de-escalating methods for verbal conflicts, diversity training, self-defense training, and safe techniques to intervene in a fight.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Related Statutes and Rules**

ss. 1006.147(4)(l), 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
Annual training on the Code of Student Conduct and Promoting and Maintaining a Safe Learning Environment. Mandated training modules for instructional and support staff were distributed to each school designed to address bullying and violence prevention. Mental Health and Crisis Management Services provides professional development in the area of suicide prevention in the area of emergency responses. Technical assistance to all Mental Health and Crisis Management staff in the area of violence and substance abuse prevention. Trained staff members are responsible to train on-site at their schools.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategies and Actions to Be Taken**

Mental Health and Crisis Management Services developed a professional delivery method to include web cast, pod cast and internet support training in the area of all the above mentioned.

**Fiscal Impact and Timeline**

No fiscal impact. Annual and on-going. Safe and Drug Free Schools funds will be utilized through June 2012.

<sup>19</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 of working days a substitute must have before being provided with training.

<sup>20</sup> Specialized training may include suicide prevention and responses for specific emergency situations as outlined in the emergency checklist in Best Practice 8.

<sup>21</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>22</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>23</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The District School Board and school administrators annually review discipline policies and revise those policies with input from teachers, staff, parents, and students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The Code of Student Conduct is clearly written and avoids the use of technical terminology.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Parents are an integral part of the student discipline procedures and actions. They are made aware of expectations of students and are informed of changes in a timely manner.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Each year the discipline policies are clearly and thoroughly communicated to students, parents, and other stakeholders. <sup>24</sup>	<input checked="" type="checkbox"/>	<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
Code of Student Conduct is reviewed and trained annually by all stakeholders and is made available to all employees, parents and students, along with the District's policy against bullying and harassment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategies and Actions to Be Taken**

All employees were required to complete training regarding the policy against bullying and harassment by April 2011.

**Fiscal Impact and Timeline**

No fiscal impact. Safe and Drug Free Schools funds will be utilized through June 2012.

<sup>23</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>24</sup> This can be done by sending student handbooks to parents and posting to the school and district websites.

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**Safety Planning**

**13. The District's Code of Student Conduct and other policies provide clear procedures for handling disciplinary actions.**

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The District, in cooperation with local law enforcement agencies, promotes and enforces a zero tolerance policy for crime, substance abuse, and victimization that requires the District to report all violations subject to Florida law to a local law enforcement agency.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Alternatives to suspension and expulsion have been built into the disciplinary policy and are appropriately and consistently used.	<input checked="" type="checkbox"/>	<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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Disciplinary policies include statements regarding anti-harassment, anti-bullying, and anti-violence policies and due process rights in accordance with state and federal laws.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Disciplinary policies include procedures regarding interviewing students by law enforcement agencies and the Department of Children and Families.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Disciplinary policies include procedures governing locker searches.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The District's discipline policies are consistent with the State and Federal requirements for students with disabilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Related Statutes and Rules**

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

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
All indicators are addressed in the Code of Student Conduct in the procedures for Promoting and Maintaining a Safe Learning Environment, and Bullying and Harassment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategies and Actions to Be Taken**

Continue to review and update as needed. All principals have an alternative to the suspension program. TRUST counselors in secondary schools have the responsibilities of delivering the Bullying and Harassment program, while elementary schools level are done through the guidance counselors.

**Fiscal Impact and Timeline**

None- Safe and Drug Free Schools funds will be utilized through June 2012.

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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>25</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district requires all school personnel to report to the principal or the principal's designee any suspected unlawful use, possession, or sale by a student of any controlled substance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district uses available information to track charges and convictions of students and employees from within the district as well as other school districts. <sup>26, 27</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The district has a policy to encourage and facilitate principals, or their designees, to regularly monitor websites that identify registered sex offenders who reside in the vicinity of their school community. <sup>28</sup> The district has a policy to share information on sexual predators and offenders who reside in close proximity of the school with school crossing guards, custodians and other persons who work or volunteer in student drop-off and pick-up areas or have a responsibility in access control. Additionally, the information is also made available to after school programs and other youth events that occur on the school's campus.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The district school board outlines the standards for use of reasonable force by school personnel that complies with relevant state laws in order to maintain an orderly environment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The district school board, superintendent, and principal fully support the authority of each teacher and school bus driver to remove disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive students from the classroom and the school bus, and the school board, superintendent, and principal have the authority to place such students in an alternative educational setting, when appropriate and available. <sup>29</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Each school has established a process to determine placement of a student when a teacher withholds consent to the return of a student to the teacher's class. Each school principal has 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>30</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The school district has a procedure to ensure that, prior to any decision to appoint or employ any person to volunteer at any place where children regularly congregate, a search of that person's name or information is made against the FDLE sexual offender/predator database.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. The district promotes the use of state and national criminal history record background checks on volunteers who have unsupervised access to students on a one-on-one basis such as mentors.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. The school district shall explore ways to infuse Internet safety into the curriculum. Specifically the curriculum should address crimes against children facilitated through the Internet, computer, or other technologies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. The district has a DOE certified policy prohibiting bullying and harassment of students and staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>25</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>26</sup> Charges and convictions tracked should be limited to felonies, abuse of a minor, and sale or possession of a controlled substance.

<sup>27</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>28</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>29</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>30</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**

on school grounds, on school transportation, at school sponsored events, and through school computer networks.

**Related Statutes and Rules**

ss. 775.21, 943.0435, 943.04351, 944.607, 1006.07(1)(a), 1006.08(2), 1006.09(8), 1006.11, 1006.13, 1006.147(4), 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

All indicators are addressed in the Code of Student Conduct and in the procedures for Promoting and Maintaining a Safe Learning Environment. In addition, internet safety is infused into the Educational and TRUST program curriculum. DOE has certified M-DCPS policies as being in compliance.

          

**Strategies and Actions to Be Taken**

Continue to review and update as needed. District Sexting Plan of Action has been developed and approved by the Board.

**Fiscal Impact and Timeline**

None- Safe and Drug Free School funds will be utilized through June 2012.

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**School Climate and Community Outreach**

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

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district teaches instructional and non-instructional staff and students the early warning signs associated with students who pose a threat of future violent behavior, how to recognize them, and what to do once they are suspected. <sup>31-32</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district facilitates and encourages requests for assistance with students who exhibit early warning signs, or pose a threat of future violent behavior. <sup>33</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district provides timely access to a team of specialists trained in evaluating behavioral and academic concerns and provides school staff training regarding such support.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Schools in the district have a Student Assistance Program/Team that provides assistance for students experiencing learning and/or behavioral difficulties.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The district makes available appropriate psychological counseling for students exhibiting early warning signs or posing a threat of future violent behavior.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The district has procedures in place to maintain legal confidentiality of information regarding students exhibiting early warning signs or posing a threat of future violent behavior. <sup>34</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The district reviews and revises, as needed, the process to identify the warning signs of student violence.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Related Statutes and Rules**

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

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
The Trust Program is a comprehensive student assistance program designed to provide prevention, intervention, referral, and follow-up support services to students and their families.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategies and Actions to Be Taken**

Annually, principals are required to review guidelines for procedures on Promoting and Maintaining a Safe Learning Environment as part of their Opening of Schools Procedures. Student Services staff, School Support Team (SST), and Response To Intervention (RTI) evaluate academic and behavioral concerns and provide support to all students.

**Fiscal Impact and Timeline**

None-Safe and Drug Free Schools funds will be utilized through June 2012.

<sup>31</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>32</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>33</sup> This could range from guidance on what to do to help with actual intervention.

<sup>34</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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district works proactively with students, parents, law enforcement, the community and the media to address safety and security issues including issues related to Internet safety to specifically address crimes against children facilitated through the Internet, computer, or other technologies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district works with local community agencies and businesses to identify ways to increase support in keeping schools safe. <sup>35</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The district provides information to parents regarding the necessary school-entry health examinations and immunizations for all students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The district has Crime Watch programs and school safety hotline(s) in place and available in all schools.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The district has procedures in place to inform students, parents, and other community partners about its Crime Watch programs and school safety hotline(s).	<input checked="" type="checkbox"/>	<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>36</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Related Statutes and Rules**

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

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
School Police provide 24-hour, 7-days-a-week police services, along with a 24-hour hotline (305- 995-COPS), anonymous bullying reporting hotline (305- 995-CARE) and Crime Stoppers. In addition to an anonymous school safety hotline (BE SAFE) that includes texting, web based reporting and phone support. School Police work directly with the Juvenile Assessment Center to include the Civil Citation Program that works with parents and students of minor offenses. Division of Student Services Comprehensive Health program provides all students and parents with information on immunization requirements.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategies and Actions to Be Taken**

On-going services and review of State laws and School Board policies and procedures.

**Fiscal Impact and Timeline**

None-Safe and Drug Free funds will be utilized through June 2012.

<sup>35</sup> This is accomplished through activities such as through public-private partnerships.

<sup>36</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>37</sup>

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. School climate surveys include questions relating to discipline, bullying, threats perceived by students, and other safety or security related issues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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;</li> <li>• peer mediation; and</li> <li>• prevention of bullying and harassment.</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Curricula and special programs on violence and drug prevention, health, safety, and security are available to students, school staff, and parents.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The district regularly reviews the school climate at each school and revises, eliminates, or adds programs accordingly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Middle and secondary students participate in scheduled administrations of standardized surveys of risk behaviors and situations such as the Florida Substance Abuse Youth Survey, the Florida Youth Tobacco Survey, and the Florida Youth Risk Behavior Survey, and the results are used in assessing prevention needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Related Statutes and Rules**

ss. 1004.04, 1004.05, and 1006.147(4)(l), F.S.

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
Bullying and Violence Prevention curriculum that is delivered to all grades, Pre-K through 12, 5 lessons per grade level. The TRUST Program has a Substance Education curriculum Pre-K through 12. The above listed programs utilize surveys to identify program needs that are addressed in all secondary schools.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategies and Actions to Be Taken**

School Climate Survey is used by the District Safe Schools program to identify areas of greatest need and develop intervention to address those needs.

**Fiscal Impact and Timeline**

None- Safe and Drug Free Schools funds will be utilized through June 2012.

<sup>37</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.**

<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 has a district Safe and Drug-Free School (SDFS) advisory council or committee that participates in the development of the SDFS plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district has an approved Safe and Drug-Free School (SDFS) plan and regularly reviews and updates the plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Coaches and athletes adhere to established policies prohibiting tobacco and drug, including alcohol, use.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The district regularly reviews and revises, as needed, the safe and drug-free programs and publishes a performance review of the programs supported by safe and drug free schools funds. <sup>38</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Related Statutes and Rules**

<b>Does the District Meet the Best Practice? (Please provide explanation)</b>	<b>Yes</b>	<b>No</b>	<b>In Progress</b>	<b>N/A</b>
District SDFS Advisory Council is comprised of community stakeholders in collaboration with school District personnel.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategies and Actions to Be Taken**

SDFS advisory council meets bi-monthly to develop program goals and action plans.

**Fiscal Impact and Timeline**

None-Safe and Drug Free Schools funds will be utilized through June 2012.

<sup>38</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>39</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>40-41</sup>	<input checked="" type="checkbox"/>	<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>42-43</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district and schools involve students in the planning and implementation of violence and drug prevention programs and other student efforts that contribute to school safety.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The district has considered a dress code or school uniform policy. <sup>44</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Students at each grade level are taught violence prevention, conflict resolution, bullying/harassment prevention, and communication/decision making skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. In developing, implementing, and maintaining its safe and drug-free schools programs, the district collaborates with other governmental and private agencies as needed. <sup>45</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The district regularly reviews the performance of its intervention programs and revises, eliminates, or adds programs accordingly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The school district shall ensure that Internet safety is infused into the curriculum. Specifically, the curriculum should address crimes against children facilitated through the Internet, computer, or other technologies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Related Statutes and Rules**

s. 1003.32 and 1006.147(4)(l), F.S.

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

	Yes	No	In Progress	N/A
All indicators are addressed in the Code of Student Conduct and in the procedures for Promoting and Maintaining a Safe Learning Environment through the advisory board and related stakeholders. In addition, Internet safety is infused into the Health, Education and TRUST Program curriculum. DOE has certified M-DCPS policies are in compliance. The TRUST Substance Education Curriculum is available on-line for grades Pre-K-12, to address violence and drug prevention. Bullying and Harassment curriculum is available on-line.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategies and Actions to Be Taken**

Continue to review and update as needed. Teams of curriculum writers have been hired to enhance and expand Internet safety lessons to include "sexting." District Plan of Action has been developed and implemented against "sexting." Curriculum revisions are on-going.

**Fiscal Impact and Timeline**

None- Safe and Drug Free Schools funds will be utilized through June 2012.

<sup>39</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>40</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>41</sup> Such sources would include the K-20 Education Safety Partnership's electronic clearinghouse and the Department of Education's Program Inventory.  
<sup>42</sup> These programs should be designed to ensure the safety of students, teachers, and administrators.  
<sup>43</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>44</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>45</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.

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

**Related Statutes and Rules**

**Promoting and Maintaining a Safe Learning Environment & Crisis Management Resource Manual**

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
Mental Health and Crisis Management teams provide professional development regarding warning signs associated with suicidal behavior. A crisis team hotline has been established to provide assistance to school site staff working with students who pose a risk for suicidal behavior. 24 hours-a-day phone line 305-995-2273. Guidelines located in the procedures for Promoting and Maintaining a Safe Learning Environment as well as the Crisis Management Resource Manual provide the procedures for the appropriate management of students at risk for suicidal behavior. Both are available on-line and hard copies are provided at each school-site.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategies and Actions to Be Taken**

Professional development will be delivered regarding warning signs associated with students who pose a risk for suicidal behavior at school sites, as well as using web cast delivery methods.

**Fiscal Impact and Timeline**

None-Safe and Drug Free Schools funds will be utilized through June 2012.

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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 that 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 that are 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>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district can demonstrate that Crime Prevention Through Environmental Design (CPTED) and other appropriate safety features are incorporated into the design of all new construction. <sup>46</sup> <sub>47</sub>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district can demonstrate that whenever facilities are renovated or remodeled, safety needs are assessed and safety designs are revised or added to the facility. <sup>48</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The district can demonstrate that facility maintenance incorporates principles of Crime Prevention Through Environmental Design. <sup>49</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Related Statutes and Rules**

**State Requirements for Educational Facilities (SREF)**

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
The District incorporated CPTED principals into the design criteria that is utilized by designers for the development of remodeled/renovation projects. In addition, the M-DCPS Safety Department participates in the review of architectural design drawings for most projects.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategies and Actions to Be Taken**

**Confirm implementation of requirements during design review meetings.**

**Fiscal Impact and Timeline**

**On-going**

<sup>46</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. For more information, consult the Florida Safe School Design Guidelines ([http://www.fldoe.org/edfacil/safe\\_schools.asp](http://www.fldoe.org/edfacil/safe_schools.asp)).

<sup>47</sup> Training in Crime Prevention Through Environmental Design is available from the State's Department of Education.

<sup>48</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 or remodeling process?

<sup>49</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. Access to campuses and educational facilities is limited to authorized individuals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Each educational facility has a clearly marked central point for receiving and screening all visitors. <sup>50</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Each educational facility has a procedure regarding the release of students to parents, guardians, or other persons. <sup>51</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Buildings are secured when unoccupied, but security devices shall not prevent egress from the building at any time. <sup>52</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. There is a key control program to account for all keys to all buildings, rooms, and gates.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Related Statutes and Rules**

**Procedures for Promoting and Maintaining a Safe Learning Environment**

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
Posted No Trespassing signs and directing all visitors to a central receiving point. Schools that have electronic access control systems also have a manual key access, so not to prevent egress.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategies and Actions to Be Taken**

**Continue to review and include these indicators as part of the architectural design.**

**Fiscal Impact and Timeline**

None

<sup>50</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>51</sup> This would include procedures such as identification checks.

<sup>52</sup> This would include times the building is or should be unoccupied such as after being closed for the night or the weekend.

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**Facilities and Equipment**

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

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district follows US Consumer Product Safety Commission guidelines and consults with other authorities regarding playground construction materials and regulations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. District personnel conduct regular maintenance checks of playground equipment and ground cover surfaces, and document conditions in need of repair, replacement, or maintenance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district identifies and corrects playground deficiencies in a timely manner.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Playground areas are supervised when children are present and using the areas during school hours.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Playgrounds are located away from any public ways, service driveways, parking lots, or public sidewalks.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Related Statutes and Rules**

**Procedures for promoting and maintaining a Safe Learning Environment.**

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
District inspects and maintains playground areas and incorporates design criteria for safety guidelines and other references to assist architects in the design.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategies and Actions to Be Taken**

**On-going inspections and maintenance programs.**

**Fiscal Impact and Timeline**

None

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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>53, 54</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district can demonstrate that current security equipment is inspected and reviewed annually by safety and security professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Each educational facility maintains evacuation and disaster recovery kits that include copies of all necessary records as well as basic equipment, as required by district emergency response procedures. <sup>55, 56 57</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The District ensures that school buses and other fleet equipment are adequately secured when not in use. <sup>58</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Related Statutes and Rules**

**State Requirements for Educational Facilities (SREF)**

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
M-DCPS Design Criteria and Master Specification Guidelines include security system design and equipment that were reviewed and approved by District technical staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategies and Actions to Be Taken**

Confirm implementation of requirements during design review meetings.

**Fiscal Impact and Timeline**

Fiscal Impact and Timeline are concurrent with the standard design process.

<sup>53</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>54</sup> This would include professionals such as local fire authority, police, and security experts.  
<sup>55</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>56</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>57</sup> Refer to the 2006-07 Disaster & Crisis Management Guidebook: <http://www.ncef.org/pubs/edfacilities-disaster-management-guidebook-2007.pdf>  
<sup>58</sup> Bus compounds should have adequate fencing, lighting, or other security measures to ensure adequate access control.

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**Facilities and Equipment**

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

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. Each educational facility is equipped with fully stocked first aid kits and fire extinguishers with current inspection tags.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district has provided appropriate safety equipment in instructional areas with dangerous equipment or chemicals. <sup>59</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district can demonstrate that students and school personnel are trained in the appropriate safety procedures for dealing with dangerous tools, equipment, or chemicals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The district supplies all necessary protective equipment to minimize the number of injuries related to athletic activities. All athletic equipment is maintained in a safe condition. <sup>60</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Related Statutes and Rules**

ss. 1006.063, 1006.165 F.S.

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
All Capital Construction projects receive first aid kits, safety equipment, and fire extinguishers as required by code as part of the construction contract or N.I.C. FF&E equipment and provides the appropriate safety equipment for employees and students, along with District inspection for fire equipment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategies and Actions to Be Taken**

On-going programs

**Fiscal Impact and Timeline**

None

<sup>59</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>60</sup> For example, the district ensures that automated external defibrillators are available as required in statute and that athletes wear the proper protective equipment and are properly supervised during practices.

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**Facilities and Equipment**

**26. The District follows environmental and food safety health practices and regulations.**

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district follows all appropriate food safety health practices and regulations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district documents that appropriate personnel have received information and materials pertaining to their safety-related duties, rights, and responsibilities under Florida law, Federal law, and OSHA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district complies with all appropriate federal and state requirements for facility safety. <sup>61</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The district maintains a copy of the state and local health regulations. All school sites have a copy of the local health regulations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The district distributes written emergency procedures and plans to each <i>cafeteria site</i> for reporting, investigating, and correcting the cause of any food safety incidents and these documents are distributed to the principal and made available to all employees.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The district distributes written emergency procedures and plans to each <i>school site</i> for reporting, investigating, and correcting the cause of any environmental incidents and these documents are distributed to the principal and made available to all employees.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Related Statutes and Rules**

The Department of Food & Nutrition Policy & Procedure Manual and Hazard Analysis & Critical Control Point (HACCP) Standard Operating Procedures that requires two annual health inspections by local Health Department as well as required permits to operate. The District Emergency Operations Plan (EOP) is available on-line to each administrator at school and District sites.

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
The Department of Food & Nutrition manuals outline procedures for use of food services to provide emergency meals for persons seeking shelter at designated emergency school sites. An extensive section on HACCP Standard Operating Procedures (SOP) including reporting, investigating and correcting the cause of any food safety incidents, including food recalls, potential communicable diseases and suspected food borne illness. Is included in addition, the Department of Food & Nutrition train designated Emergency Shelter Food Service Managers annually on the process and provides on-going training on food sanitation, safety and HACCP procedures. Each school site is inspected by District inspectors to determine compliance with State Requirements for Educational Facilities and Florida State Fire Marshal prescribed fire safety codes. Each school is also inspected by the local municipality for fire safety compliance and Miami-Dade Health Department. Emergency procedures for food contamination are contained in the District EOP.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategies and Actions to Be Taken**

On-going training in safety, sanitation and HACCP- SOP's. The Department of Food & Nutrition has initiated quarterly meetings with local Health Department to maintain open lines of communication and to proactively address trends or issues. The quarterly meetings have been in place for three years and include representatives from Maintenance, Facilities and Inspections, Safety to Life and Food and Nutrition. The multi-discipline approach has resulted in more timely response to corrective actions and fewer pending inspection issues. This is an on-going program.

**Fiscal Impact and Timeline**

Improved sanitation and safety procedures save in accrued overtime expenditures for corrective action. As SOP's address inspection issues prior to unsatisfactory inspections, the cost for overtime for emergency repairs has been reduced.

<sup>61</sup> Examples include EPA guidelines, Occupational Safety and Health Administration's Hazardous Communication Standards, federal and state regulations regarding hazardous materials plans, Asbestos Hazardous Emergency Response Act rules, and other mandated environmental and safety issues.

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**Facilities and Equipment**

**27. The District has worked with staff or members of the Campus Security component of the Regional Domestic Security Task Force to develop a Pre-incident Security Enhancement plan.<sup>62</sup>**

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A	
a. The district ensures that all appropriate district personnel are familiar with the National Infrastructure Protection Plan. <sup>63</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. A vulnerability assessment has been conducted on all educational and ancillary facilities. <sup>64</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. The Security Plan is NIMS compliant (see Best Practice #7 under Safety Planning) and is aligned with the School Safety Plan (Best Practice #4).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. The district has participated in a regional domestic security task force exercise. <sup>65</sup>	<input checked="" type="checkbox"/>	<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. Safety and Emergency Plan, Code of Student Conduct and Promoting and Maintaining a Safe Learning Environment*

Does the District Meet the Best Practice? (Please provide explanation)	Yes	No	In Progress	N/A
District School Safety Plans are NIMS compliant and are reviewed and updated annually. M-DSPD personnel are assigned to the South Florida Domestic Security Task Force.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategies and Actions to Be Taken**

The District will continue to update safety plans as appropriate and attend Security Task Force meetings and workshops.

**Fiscal Impact and Timeline**

The fiscal impact and timeline is concurrent with standard safety and security practices.

<sup>62</sup> Information related to the Domestic Security Task Force can be found on the Florida Department of Law Enforcement website: <http://www.fdle.state.fl.us/Content/Domestic-Security/Menu/Domestic-Security-Organization.aspx>.

<sup>63</sup> Can be included with the In-Service Training described in Best Practice #11.

<sup>64</sup> See Best Practice #7.

<sup>65</sup> Exercises may include the following types: workshop, tabletop, drill, functional, or full scale.

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**Transportation**

**28. 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 State Requirements for Educational Facilities (SREF) Chapter 5.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The District and Charter Schools have procedures to ensure the safety of children arriving at each school or leaving each school campus, including those who walk, ride bicycles, ride in buses, or are passengers or drivers in private vehicles.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Whenever feasible, existing schools are renovated to provide for separate drop-off and pick-up areas for school buses and parents' and other private passenger vehicles.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Whenever feasible existing schools are renovated to provide for separation of vehicular and pedestrian traffic. <sup>66</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Whenever feasible existing schools are renovated to provide for separation of bicycle access and bicycle parking from vehicular and pedestrian traffic.	<input checked="" type="checkbox"/>	<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
District and Charter Schools have safety procedures and safety plans for students and staff. All Charter Schools have adopted the Code of Student Conduct and Promoting and Maintaining a Safe Learning Environment. District does not have jurisdiction over Charter Schools' renovations or vehicular traffic. The District complies with code for new and renovated schools, as it relates to vehicle and bicycle traffic.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategies and Actions to Be Taken**

Reviewed, submitted and trained annually, Charter Schools for general safety for students and staff.

**Fiscal Impact and Timeline**

None – On-going

<sup>66</sup> In general, 27c and 27d should be feasible except where prohibited by the physical structure of the school or county regulations.

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**Transportation**

**29. 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 and Charter Schools have 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>67</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. All persons transporting students, including school personnel, charter school personnel, and contractors, are properly licensed, trained, and qualified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district and each charter school monitor school bus operators' driving records and have adopted a safe driver plan that defines the threshold for unacceptable levels and types of violations by all persons transporting students and specifies consequences for those who exceed the threshold.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Each school principal ensures that all transported students receive instruction in safe riding practices and rules of conduct and that these safety practices and rules are communicated to parents or guardians. This includes the parents' or guardians' shared responsibility for the safety of their children when they are not under district supervision while traveling to and from school or the bus stop. <sup>68</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. 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>69</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The school district has implemented procedures to ensure compliance with laws and rules related to limiting proximity of bus stops to statutorily specified sexual offenders under conditional release.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The school district has a procedure to communicate to bus drivers information regarding registered sexual offenders and predators who reside near designated bus stops.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The school district has a procedure to ensure that students are safely transported to and from schools and released only at approved locations and under approved circumstances.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. The school district has implemented procedures for timely review and correction of safety hazards reported at bus stop locations; such procedures shall include consideration of the risks to students who are unaccompanied at bus stop locations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. The school District and Charter Schools inform parents, guardians and students at least annually in writing of their responsibilities and related district policies to ensure safe travel and conduct of students not under the custody and control of the school district or charter school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Related Statutes and Rules**

ss. 316.6145, 775.21, 943.0435, 944.607, 947.1405(7)(a), 1006.147(2)(b), 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
District has detailed procedures to meet each of the above issues. We do not apply safe driver programs to non-School Board employees; however, the District does apply screening criteria to ensure safe drivers. Student Code of Conduct notifies students and parents annually of expected responsibilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>67</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>68</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>69</sup> District staff should include both bus drivers as well as other affected staff.

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**Strategies and Actions to Be Taken**

Charter Schools Operations Office will ensure that Charter Schools inform parents and students at least annually in writing of their responsibilities to ensure safe travel and conduct of students not under the control of the Charter School.

**Fiscal Impact and Timeline**

None – on-going.

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**TRANSPORTATION**

30. 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 inspections of school bus safety items and correct deficiencies before buses are used to transport students, and school bus operators perform post-trip inspections to ensure no students are left on buses.	<input checked="" type="checkbox"/>	<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>70</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. District procedures for school bus repair, maintenance, and quality control ensure that buses are only returned to service to transport students when all safety and mechanical systems meet the requirements of the <i>Florida School Bus Safety Inspection Manual</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The district uses a quality control process to review, on a selective basis, the routine servicing and repair work done on vehicles in connection with the 30-day inspections and confirm the completeness of the service record.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Related Statutes and Rules**

s. 1006.22, *F.S.*, and Rules 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
All operations and maintenance required functions are currently being performed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategies and Actions to Be Taken**

None required.

**Fiscal Impact and Timeline**

None

<sup>70</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.