



Florida District Assessment 2016-2017

OVERVIEW

Asset information

Address

District: Santa Rosa
5086 Canal St.
Milton , FL 32570

Location

Assessment Information

Start date: Mon Aug 29 2016

End date:

Status: In Progress

Owner: smithsl@santarosa.k12.fl.us

Assigned to: smithsl@santarosa.k12.fl.us

Created date: Mon Aug 29 2016

Notes

Notes:

ABOUT THIS ASSESSMENT

IMPORTANT: Before starting this assessment please read all statements on this page, then click 'Yes' after each one to acknowledge that you have read and understood them. Failure

to follow these instructions could result in rejection of the submitted assessment.

DISCLAIMER: Information gathered in this Florida Safe Schools Assessment Tool (FSSAT) is classified as For Official Use Only (FOUO), and may be protected from public disclosure under s. 281.301 FS and exempt from public records requests under s. 119.071(2) (d) FS. It should be handled accordingly. Improper access or release of protected information may result in a violation of the law. This document should be safeguarded, transmitted, and stored in accordance with standard security directives.

Yes, I have read and understood this statement

PURPOSE: The purpose of this assessment is to provide annual data reflecting the comprehensive supports for safe and healthy schools so that district and school leadership teams can make data-informed decisions as they engage in strategic planning and problem-solving for continual system-wide improvements.

Yes, I have read and understood this statement

COVER PAGE: When generating a printed version of this assessment, it is the responsibility of the user to also print out and attach a cover sheet to the report, containing important handling instructions and other information. A pre-formatted cover sheet for this purpose can be found by clicking on the Help link above (the file is named: Assessment Cover Sheet.pdf).

Yes, I have read and understood this statement

FERPA: Under the Family Educational Rights and Privacy Act (FERPA), schools may disclose, without consent, 'directory' information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their

rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school. (Source: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>)

Yes, I have read and understood this statement

TERMINOLOGY: The term 'health' throughout this tool encompasses social, emotional, behavioral, physical, and mental dimensions of healthy students and healthy, supportive environments.

Yes, I have read and understood this statement

ASSESSMENT TEAMS: The District leadership team should select appropriately qualified school personnel to assist in the completion of the assessment. District-level team members completing this assessment should include personnel representing: Safe Schools, Emergency Management, Student Services, Facility Management, Local Law Enforcement and Fire, and School Health.

Yes, I have read and understood this statement

EXECUTIVE SUMMARY

Executive Summary

1. Objective

The purpose of this assessment is to comply with the requirements under the Safe Passage Act and section 1006.07(6), Florida Statute (F.S.). The Safe Passage Act was a product of the 2001 Florida Legislature to ensure every child a safe passage through Florida's education system. The goal of the Safe Passage Act is for every district to have a clearly directed safety and security program that is effective and cost efficient in meeting its intended purpose. This program should include comprehensive plans and procedures that promote the safety and security of students and staff, ensure that school facilities and equipment are safe and in good condition, and address the safe transportation of students. Proviso language in section 1006.07(6), F.S., directs each school district to complete a Safety and Security best practices self-assessment on an annual bases. The Safety and Security Best Practices self-assessment allows the district to review district programs on violence prevention, physical security, fire and

casualty safety, regulations associated with safety or risk management departments, other programs usually linked to law enforcement and security departments, and the all-hazards approach to critical incidents that is the basis of emergency management. Based on these self-assessment findings, the district school superintendent may provide recommendations to the district school board which identify strategies and activities that the district school board should implement in order to improve school safety and security. The school board will receive the self-assessment results at a publicly noticed district school board meeting to provide the public an opportunity to hear board members discuss and take action on the report findings.

2. Best Practices Summary

The district self-assessment focuses on seven general areas of the district's safety and security program: Efficiency and Effectiveness, Health and Safety Planning, Discipline Policies and Code of Student Conduct, School Climate and Community Outreach, Safety Programs and Curricula, Facilities and Equipment, and Transportation. The district has an assessment team of stakeholders and subject matter experts to review the best practices for each of the seven focus areas. Overall, the assessment team found current district plans, policies, procedures, and actions meet the majority of best practices outlined in the self-assessment tool. The assessment team finds the district should consider continuing the following focus area to maintain or enhance the safety and security posture for district schools. Focus Area: Continue to upgrade school security camera systems to digital security camera systems at a rate of 3 to 4 schools per year.

3. Strategies and Actions to be Taken

Based on the focus item in question 2 above, the Assistant Superintendent of Administrative Services, will continue with developed plan to replace current security camera systems with upgraded digital security camera systems at each school site.

4. Fiscal Impacts and Timelines

Fiscal Impact: The cost to upgrade to digital security camera systems is approximately \$80,000 per site depending on school size. This year, digital security camera systems have been installed at King Middle, Gulf Breeze Elementary, Pace High and Woodlawn Beach Middle at cost ranging from \$50,000 to \$120,000. Timeline: Digital Security Camera Systems will be added at a rate of 3 to 4 school sites per year until all sites have been upgraded.

5. Conclusion and Recommendations to the School Board

This information is provided by the Assessment Team Coordinator, Sherry Smith. In accordance with the provisions outlined in section 1006.07(6), F.S., the aforementioned

recommended strategy and activity to improve school safety and security are hereby presented to the school board for consideration.

EFFICIENCY & EFFECTIVENESS

1. The district has established a cross-disciplinary leadership team that meets regularly to engage in systems-level, data-based planning and problem-solving for the purpose of continual improvement in the implementation of safe and healthy schools.

a. The district leadership team is comprised of experts representing student services, special education, school improvement, administration, school health, school safety, emergency management, facilities management, local law enforcement, and standards and instructional supports.

Yes

b. The district leadership team regularly meets to set goals, identify barriers and assets, analyze relevant data, design implementation plans matched to evidence of need, support fidelity of implementation, evaluate evidence of effectiveness, and make improvements to implementation plans.

Yes

c. The district leadership team builds school-based consensus for implementing a multi-tiered system to support all students in safe and healthy learning environments.

Yes

d. The district leadership team develops and supports infrastructure that enables school personnel to effectively implement safe and healthy schools.

Yes

e. The district uses data effectively for establishing and sustaining safe and healthy schools as evidenced by the following behaviors: i. Establishes clear expectations for effective data use at all levels of the system ii. Uses data to identify district, building, and classroom needs, and establish goals and performance targets at the district and school level iii. Uses data to measure the degree of implementation of strategies/actions, including professional development, to reach district/school-identified goals iv. Uses data to evaluate the effect of strategies/actions on student learning v. Requires teachers and teacher teams to use data to establish instructional priorities and inform safe and healthy school practice on an ongoing basis vi. Models and monitors the use of data to inform safe and healthy school implementation decisions vii. Provides support at all levels in the effective use of data to facilitate safe and healthy environments resulting in higher levels of learning for all students and groups of students, such as students with disabilities

Yes

f. The district focuses its goals on safe and healthy schools as evidenced by the following behaviors: i. Uses a data-driven needs assessment to develop a limited number of focused goals, and measurable strategies and actions, directly related to addressing the district's greatest needs related to school health and safety ii. Reflecting in district goals that the core work and priority of the district is to improve teaching and learning in safe and healthy environments iii. Ensuring that all schools in the district align their work with district-established goals and strategies iv. Identifying goal setting as an important leadership responsibility v. Developing a single coherent district plan to reach district goals and require that each school develops a building plan aligned to district goals vi. Making intentional decisions to align resources (fiscal, material, personnel) across the district to meet district-wide goals vii. Screening, interviewing, selecting, and providing ongoing support to staff based on district-wide goals viii. Engaging the larger community, including board members, in establishing and sustaining a focus on district-wide goals for establishing and sustaining safe and healthy schools

Yes

g. The district selects and implements effective practices that have an evidence base for supporting safe and healthy schools as evidenced by the following behaviors: i. Establishing and requiring the use of a district-wide, evidence-based strategies and programs aligned with district goals and priorities for safe and healthy practices ii. Taking steps to build a common language among all staff for what constitutes safe and healthy practices and environments iii. Ensuring full access to social, emotional, behavioral, physical, and mental health supports for all students and student groups iv. Ensuring that the use of prevention/intervention strategies is implemented consistently as part of, rather than separate from, the district's implementation plans v. Requiring the use of ongoing progress monitoring of implementation to inform changes to the prevention/intervention strategies vi. Providing structured opportunities for schools to learn from each other, for principals to learn from each other, and for teachers to learn from each other

Yes

h. The district fully and deeply implements safe and healthy practices and strategies as evidenced by the following behaviors: i. Requiring that identified safe and healthy school strategies chosen for improvement are implemented in every building and in every classroom across the district ii. Defining what full implementation of identified strategies chosen for improvement looks like iii. Requiring the use of aligned structures (i.e., teacher-based teams, school-level teams, district-level teams) that support shared implementation of focused health and safety strategies iv. Holding staff at all levels accountable for following through on focused strategies, while providing them with multiple opportunities for practice and support v. Setting expectations for the direct involvement of administrators (superintendents, principals) in ensuring that focused practices are being implemented at a high level vi. Ensuring that professional development is directly related to the identified practices chosen for implementation vii. Actively maintaining a focus on improving safe and healthy school practices that positively impact student learning

Yes

i. Does the district monitor and provide feedback and support for implementation as evidenced by the following behaviors: i. Using a set of district-identified formative indicators for measuring district-wide implementation of strategies and the effect of such implementation on school safety and health and ultimately on student learning ii. Using a consistent set of protocols/procedures for measuring district-wide implementation of strategies and the effect of the implementation on school safety and healthy and ultimately on student learning iii. Monitoring the degree of implementation of strategies across the system iv. Monitoring the progress of students, and examining where and why students may be experiencing challenges and becoming disengaged v. Requiring central office personnel to actively monitor and provide feedback to principals and school-level teams on the implementation of strategies vi. Requiring principals to actively monitor and provide feedback school based personnel on the implementation of school health and safety strategies and practices vii. Providing differentiated support, as needed, to schools and teachers in the implementation of health and safety strategies and practices viii. Measuring the effectiveness of feedback and/or differentiated support provided to school based personnel

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

The district tracks implementation of team developed safety initiatives via monthly compliance reporting by school sites.

Fiscal Impact and Timeline

The district tracks implementation of team developed safety initiatives via monthly compliance reporting by school sites.

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

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.

Yes

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.

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. Performance measures should include appropriate comparisons with peer districts in areas such as safety and discipline incidents, etc.

Yes

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.

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.

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

Fiscal Impact and Timeline

The district has a comprehensive safety and security program in place to ensure performance, efficiency, and effectiveness through: 1. A district safety and health policy and plan. 2. A district emergency management plan that conforms to existing state and national best

practices and requirements for school safety. 3. A compliance and accountability system for all schools to report required safety compliance items. The district provides for cost-effective analysis through: The district utilizes competitive bidding for the purchase of all safety items where costs exceed the bidding threshold. The district participates in the Florida School Board Insurance Trust (FSBIT), which provides loss prevention services and allows all Districts to pool insurance programs for best costs and benefits.

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

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.

The district uses the state-approved reporting form. If the state form is not available, the district develops its own form based on some standardized criteria such as the Uniform Crime Reports. Related Statutes and Rules: ss. 1006.09(8) and 1006.13(3), F.S.

Yes

b. The district and its schools have a process in place to collect and disaggregate discipline data.

Related Statutes: ss. 1006.09(8) and 1006.13(3), F.S.

Yes

c. The district has established and implemented strategies to ensure the reliability of SESIR, discipline, and other safety and security program data.

Related Statutes: ss. 1006.09(8) and 1006.13(3), F.S.

Yes

d. The district and its schools have a process in place to collect reliable data on restraint and seclusion.

Related Statutes: ss. 1006.09(8) and 1006.13(3), F.S.

Yes

e. The district uses discipline data to modify policies and practices.

Related Statutes: ss. 1006.09(8) and 1006.13(3), F.S.

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

a. The district runs a data system called SMART which tracks all disciplinary infractions and the discipline assigned to them including the SESIR incidents. From this discipline data, all necessary reports are compiled and submitted to DOE. b. The staff handling discipline at every school site receives yearly training on SESIR updates along with any changes that affect the Code of Student Conduct. c. The SMART data goes through on-going review at the school sites and is reviewed at the district level as well. The district also requires schools to complete safety reports documenting the participation and completion of site based safety and discipline training that are conducted.

Fiscal Impact and Timeline

Accuracy of discipline and safety and security related data and reports are ensured through:

1. Training of school personnel, 2. District review of statistics and reporting.

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

a. The district has a process in place to determine the staffing levels necessary to ensure that staff can respond to safety crises.

Yes

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.

Yes

c. The program structure includes reasonable lines of authority and spans of control given the responsibilities of each organizational unit.

Yes

d. In conducting its staffing review, the district obtains broad stakeholder input.

Broad stakeholder input meaning utilizing the Whole Community approach. As a concept, Whole Community is a means by which residents, emergency management practitioners, organizational and community leaders, and government officials can collectively understand and assess the needs of their respective communities and determine the best ways to organize and strengthen their assets, capacities, and interests. By doing so, a more effective path to societal security and resilience is built. In a sense, Whole Community is a philosophical approach on how to think about conducting emergency management. Source: A Whole Community Approach to Emergency Management: Principals, Themes, and Pathways for Action, FDOC 1401-008-1/December 2011, FEMA

Yes

e. The district reports organizational structure and administrative staffing review findings in writing and distributes these findings to school board members.

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

Continue to annually review staffing guidelines to ensure necessary staffing is allocated for the complete operation of the school and the needs of the students. Staffing is reviewed and monitored throughout the year and necessary adjustments are made based upon changing needs and student populations.

Fiscal Impact and Timeline

Members of a district level advisory committee review organizational structure and staffing levels annually as part of the FSSAT Best Practices and Indicators review. Recommended changes in staffing levels are presented to the Santa Rosa County School Board prior to the July 1 annual meeting.

HEALTH & SAFETY PLANNING

1. The district has implemented a school safety plan that includes district wide emergency and safety procedures and

identifies those responsible for them.

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.

Related Statutes: ss. 1002.20(23), and 1006.07, F.S.

Yes

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 i. 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 (principals may be evaluated on criteria such as the school climate report and school incident reports) ii. 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 iii. The roles and responsibilities of the transportation staff for restoring, if necessary, and maintaining a safe, secure, disciplined, and orderly bus environment iv. The goals and objectives of the school resource officers, if any v. The roles and responsibilities for student services staff including school counselors, school social workers, school nurses, and school psychologists vi. The mechanisms for identifying and serving the needs of students most at risk for engaging in disruptive and disorderly behavior vii. Arrangements to work with local emergency officials (including, but not limited to, law enforcement, fire department, emergency management, hospital, mental health, health and social services agencies, court officials and the media) viii. Safety issues and policies at school-sponsored events (such as when students are off campus at official school events) ix. Processes by which the district will instruct parents and the local community as to how to respond to an emergency situation (parents and the community should be provided this information prior to an emergency through such mechanisms as newsletters and the district's website).

Related Statutes: ss. 1006.10 and 1002.20, F.S.

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

Each school site develops an Emergency Management Plan that is reviewed by our the Santa Rosa County Emergency Management Response chief. Each site has the opportunity to make revisions based on Emergency Management chief's suggestions. Each site's Emergency Management Plan is uploaded to a secure website to be available to first responders and district level administrators.

Fiscal Impact and Timeline

The district has a safety and health policy and plan that includes district wide emergency and safety procedures, and explains all roles and responsibilities for administrative and district level staff. Each year, local first responders visit each school site to walk through and review Emergency Management Plans with site administrators.

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

a. A broad cross-section of stakeholders including parents, community representatives, local emergency agencies, teachers, student services professionals, staff and students were involved in developing the comprehensive school safety plan and emergency procedures.

Related Statute: s.1006.07(4), F.S.

Yes

b. The comprehensive school safety plan and emergency procedures have been shared with appropriate emergency response agencies

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

Yes

c. The comprehensive school safety plan and emergency procedures have been distributed to designated administrators and staff.

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 choose 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. Related Statute: s. 119.071, F.S.

Yes

d. The comprehensive school safety plan and emergency procedures are reviewed and revised annually or more often if events warrant.

Related Statute: s. 1006.07(4), F.S.

Yes

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.

For additional information see the Florida Attorney General's Florida Gang Reduction webpage:

<http://www.safeflorida.net/safestreets> and the Florida Gang Reduction Strategy:

<http://www.floridagangreduction.com/flgangs.nsf/pages/Strategy>

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

Fiscal Impact and Timeline

Explanation: 1. The school safety plan and emergency response procedures are reviewed annually by the chief of Santa Rosa County Emergency Management. 2. School based Emergency Management Plans are disseminated annually to school and district staff, law enforcement agencies, the Emergency Operations Center, and fire departments. 3. School based Emergency Management Plans are reviewed with administration at each school site by local Law Enforcement, EMS, Fire Department, Emergency Management and other First Responders.

4. Individual school-based Emergency Management Plans are reviewed annually. Plans are updated with input from community partners on an as-needed basis. 5. The Food Service Department and Transportation Department provides monthly safety training sessions for their personnel and facility and equipment inspectors as required by law. 6. Schools participate in annual safety inspections that include; School District Comprehensive fire, safety, and sanitation inspections, Department of Health inspections, and County Building inspections.

3. The district conducts an annual review of all relevant safety issues for each educational facility.

a. The district ensures that each educational facility conducts an assessment of the safety hazards faced at that facility by a qualified person.

Conducting this self-assessment does not meet the requirements of this practice. 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 5 in this section, along with any others appropriate to that school. Related Statutes and Rules: s. 381.0056, and 64F-6.004, F.A.C.; and ss. 1006.07(6), s. 1013.12, F.S., and 69A-58.004, F.A.C.

Yes

b. A certified fire safety inspector conducts an annual fire safety inspection of all educational and ancillary plants to ensure compliance with Florida law.

Conducting this self-assessment does not meet the requirements of this practice. Related Statute and Rule: s. 1013.12, F.S., 69A-58.004(6), F.A.C.

Yes

c. The district ensures that they report to the State Fire Marshall that the fire safety inspection has been completed.

Please see State Requirements for Educational Facilities (SREF) at <http://www.fldoe.org/edfacil/sref.asp>. Note that life-threatening deficiencies must be corrected immediately or the facility is withdrawn from use. Related Statute and Rule: s. 1013.12, F.S., 69A-58.004(6), F.A.C.

Yes

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 Marshal's Rule Chapter 69A-58, Florida Administrative Code.

Please see State Requirements for Educational Facilities (SREF) at <http://www.fl DOE.org/edfacil/sref.asp>. Note that life-threatening deficiencies must be corrected immediately or the facility is withdrawn from use. Related Statute and Rule: s. 1013.12, F.S., 69A-58.004(6), F.A.C.

Yes

e. The board submits annual fire safety reports to the State Fire Marshal's Office by June 30 of each year.

Related Statute and Rule: s. 1013.12, F.S., 69A-58.004(6), F.A.C.

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

Fiscal Impact and Timeline

1. Each school facility is charged with conducting an annual self-audit of relevant health and safety issues. 2. School sites may be selected on an annual basis for an inter-agency review of their health and safety plan. 3. Safety accident reports are reviewed at the school and district level. 4. Annual reports of compliance are made to School Board members. 5. Schools utilize a classroom safety list at the building level. 6. The district has established a county level accident review that reviews all accident reports and makes recommendations for improvements in safety.

4. The district has developed emergency response procedures.

a. The district has developed a district wide plan for potential attacks against school sites or students and incorporates the appropriate school responses in the emergency procedures checklist.

Related Statute: s. 1006.07(4), F.S.

Yes

b. The district has procedures for contacting all schools simultaneously in the event of a district wide emergency.

Related Statute: s. 1006.07(4), F.S.

Yes

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.

Related Statutes: s. 1006.07(4), F.S.

Yes

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 communicating necessary information to the media and parents; identifying established separate staging areas (e.g., specified locations) for media and parents; and providing guidelines on how to respond to media questions and interviews.

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. Related Statute: s. 1006.07, F.S.

Yes

e. The district ensures that all appropriate district personnel are familiar with the Statewide Policy for Strengthening Domestic Security in Florida Public Schools to identify protective measures and ensure National Incident Management System (NIMS) compliance. The policy requirements include the following elements: i. Access Control ii. Emergency Equipment iii. Training iv. Communication & Notification Procedures v. Coordination with Partners vi. Vulnerability Assessment vii. National Incident Management System (NIMS)

Statewide Policy for Strengthening Domestic Security in Florida Public Schools:

http://www.fl DOE.org/core/fileparse.php/3/urlt/terrorism_policy.pdf

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

Fiscal Impact and Timeline

The system has extensive emergency response procedures in place as evidenced by: 1. The District has an Emergency Management Plan for facilities. 2. A Task Force comprised of District Personnel, Law Enforcement, EOC staff, SROs, Mental Health and Community Reps, meets quarterly to review safety issues and concerns at district schools. This Task Force coordinates review of EMPs with administration at each school site and develops best practices to prevent and respond to potential attacks against school sites. 3. Emergency charts are posted in every area that children are present. 4. School-based emergency response plans are reviewed and updated annually, and provided to local first responders. 5. The district participates in domestic security training exercises, and school administrators participate in NIMS training. 6. Key personnel in the district have completed NIMS compliance training. 7. The Statewide Policy for Strengthening Domestic Security is reviewed during annual training events. 8. Each schools emergency response plan includes designation of a media contact person and alternative locations for conducting media updates. School administrators have participated in media training. 9. The district has a three tiered crisis response team that may respond with different levels of intensity to traumatic events. 10. Each district has an Emergency Radio with "Panic Button" to contact Emergency Management in the event of crisis.

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

a. A checklist that explains step-by-step emergency procedures is readily available in every classroom. The emergency situations include, at a minimum, i. Weapons and hostage situations ii. Terrorist acts iii. Bomb threats iv. Hazardous materials or toxic chemical spills v. Weather emergencies including hurricanes, tornadoes, severe storms, and flooding vi. Exposure as a result of a manmade emergency

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. Related Statute: s. 1006.07(4), F.S.

Yes

b. The emergency checklist includes emergency contact numbers and provisions for backup communication with faculty, support service administrators, and

emergency agencies.

Related Statute: s. 1006.07(4), F.S.

Yes

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.

In the event of an evacuation, schools should have separate areas for student assembly, parent request/release, and media operations. Related Statute: s. 1006.07(4), F.S.

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

Fiscal Impact and Timeline

1. Each school has emergency response charts in supply for every space where students are present. 2. Additional information related to hazardous materials: Science teacher workshop focuses annually on safety issues related to hazardous materials. Each school is required to use a biohazard disposal container in the health rooms and for custodial service. Training is provided for all custodial services on hazardous materials. The transportation department has extensive procedures for complying with EPA regulations. Hazardous materials are limited as much as possible. 3. Each school-based emergency management plan includes procedures for evacuation, lock down, and shelter-in-place procedures. 4. School emergency response plans include an emergency checklist and a seven tiered communication plan for use during emergencies.

6. 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.

a. The district school board has developed and implemented procedures for emergency drills in accordance with state law.

Related Statute: s. 1006.07(4), F.S.

Yes

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.

This will include fire drills, but should also include responses to any other hazards identified in Best Practices 3 and 5 in this Section. Related Statute: s. 1006.07(4), F.S.

Yes

c. The district has implemented procedures for verifying that required and planned emergency drills have been conducted.

Reference National Fire Protection Association (NFPA) 15.7.2. Related Statute: s. 1006.07(4), F.S.

Yes

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.

Related Statute: s. 1006.07(4), F.S.

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

Fiscal Impact and Timeline

1. Schools are required to practice the following drills annually: Fire drills - 11, with 2 during the first 2 weeks of school (2 require varied condition/alternate exit), Lockdown 1-annually, Severe Weather 1-annually, Shelter in Place - 1 annually, Bus evacuation drills - semi annually, AED drills - response team, 1-annually. 2. As opportunities and funding are available, the school district also participates in community-based table top and full scale emergency response drills (i.e., domestic terrorism, pandemic flu, hurricane, etc.)

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

a. The district provides floor plans of each educational facility to local law enforcement agencies and fire departments.

Related Statutes: s. 1013.01, and 1013.13, F.S.

Yes

b. The district has construction documents (plans and specifications) of each educational facility readily available for review during an emergency.

Related Statutes: s. 1013.01, and 1013.13, F.S.

Yes

c. A back-up set of construction documents is stored in at least one other remote, secure location off-site.

Related Statutes: s. 1013.01, and 1013.13, F.S.

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

Fiscal Impact and Timeline

1. The district annually provides floor plans/small scale plans to all local law enforcement agencies and fire departments through the Emergency Operations Center. 2. The district provides school emergency plans for all local law enforcement agencies, the Emergency Operations Center, and fire departments on a secured web site. 3. As funding permits, the district provides updated aerial photographs for local law enforcement agencies, the Emergency Operations Center, and fire departments on secure web site.

8. The district's Master Plan for In-Service Training identifies district and school personnel training needs and provides for

appropriate levels of safety training, including classroom management and violence and alcohol, tobacco, and other drugs training, for all appropriate personnel.

a. Curriculum at each grade level (K-12) is consistent with state statute requiring instruction in all 12 components of health education.

Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; Internet safety; nutrition; personal health; prevention and control of disease; and substance use and abuse. The health education curriculum for students in grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse. Related Statute: s. 1003.42(2)(n), F.S.

Yes

b. 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. This training should include classroom management and violence and alcohol, tobacco, and other drugs training for appropriate personnel.

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. Specialized training may include suicide prevention and responses for specific emergency situations as outlined in the emergency checklist in Best Practice 5 in this section. Related Statutes: ss. 1006.147(4)(l), 1012.98 (4)(b)4., and 1012.98(4)(b)5., F.S.

Yes

c. The district's required training in school-wide positive behavioral supports, classroom management, conflict resolution, school-based mental health, and other

safety training components are included in the district's Master Plan for In-service Training.

Related Statutes: ss. 1006.147(4)(l), 1012.98 (4)(b)4., and 1012.98(4)(b)5., F.S.

Yes

d. The district reviews and uses the relevant training opportunities provided by the Department of Education and other appropriate organizations.

Related Statutes: ss. 1006.147(4)(l), 1012.98 (4)(b)4., and 1012.98(4)(b)5., F.S.

e. 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.

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, mental health needs, and the early warning signs of violence, to the personnel identified in question b. Related Statutes and Rule: ss. 1006.147(4)(l), 1012.98 (4)(b)4., and 1012.98(4)(b)5., F.S.; and 64F-6.004, F.A.C.

Yes

f. The district supplies trained personnel with the appropriate safety equipment.

This includes equipment such as first aid kits, fire extinguishers, or portable defibrillators. Related Statutes: ss. 1006.147(4)(l), 1012.98 (4)(b)4., and 1012.98(4)(b)5., F.S.

Yes

g. 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.

Related Statutes: ss. 1006.147(4)(l), 1012.98 (4)(b)4., and 1012.98(4)(b)5., F.S.

Yes

h. 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.

Related Statutes: ss. 1006.147(4)(l), 1012.98 (4)(b)4., and 1012.98(4)(b)5., F.S.

Yes

i. 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. Additional reference material may be found at the Florida Attorney Generals Gang Reduction web page: <http://www.floridagangreduction.com/>. Related Statutes: ss. 1006.147(4)(l), 1012.98 (4)(b)4., and 1012.98(4)(b)5., F.S.

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

Fiscal Impact and Timeline

1. The district provides a wide variety of training activities related to safety including, but not limited to: First Aid, CPR/AEDs, and general safety procedures. 2. All new employees receive orientation to emergency preparedness. 3. All staff participate in beginning of year required safety videos.

DISCIPLINE POLICIES & CODE OF STUDENT CONDUCT

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

a. The school district is in compliance with relevant laws and regulations regarding discipline policies, including the code of student conduct.

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. Related Statutes: ss. 1006.07(2) and 1006.07(2)(c), F.S.

Yes

b. The district school board and school administrators annually review discipline policies and revise those policies with input from teachers, staff, parents, and students.

Related Statutes: ss. 1006.07(2) and 1006.07(2)(c), F.S.

Yes

c. The code of student conduct is clearly written and avoids the use of technical terminology.

Related Statutes: ss. 1006.07(2) and 1006.07(2)(c), F.S.

Yes

d. Parents are an integral part of the student discipline procedures and actions.

Related Statutes: ss. 1006.07(2) and 1006.07(2)(c), F.S.

Yes

e. Parents are made aware of expectations of students and are informed of changes in a timely manner.

Related Statutes: ss. 1006.07(2) and 1006.07(2)(c), F.S.

Yes

f. Each year the discipline policies are clearly and thoroughly communicated to students, parents, and other stakeholders.

This can be done by sending student handbooks to parents and posting to the school and district websites. Related Statutes: ss. 1006.07(2) and 1006.07(2)(c), F.S.

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

Fiscal Impact and Timeline

1. The student code of conduct is updated on an annual basis with relevant laws and regulations. 2. The district Instructional Services Department members annually review the Code for revisions. 3. The Code is presented for public hearing and public input. 4. Schools provide annual training for students and staff on the updates on new revisions at all levels.

Elementary, middle, and high school students complete a competency test on information provided in the Code of Student Conduct.

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

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.

Related Statutes: ss. 1006.09(9) and 1006.13(3), F.S.

Yes

b. Alternatives to suspension and expulsion have been built into the disciplinary policy and are appropriately and consistently used.

Related Statutes: ss. 1006.09(9) and 1006.13(3), F.S.

Yes

c. The district has a process in place to relocate students who are regularly dismissed from their classroom.

Related Statutes: ss. 1006.09(9) and 1006.13(3), F.S.

Yes

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.

Related Statutes: ss. 1006.09(9) and 1006.13(3), F.S.

Yes

e. Disciplinary policies include procedures regarding interviewing students by law enforcement agencies and the Department of Children and Families.

Related Statutes: ss. 1006.09(9) and 1006.13(3), F.S.

Yes

f. Disciplinary policies include procedures governing locker searches.

Related Statutes: ss. 1006.09(9) and 1006.13(3), F.S.

Yes

g. The district's discipline policies are consistent with the state and federal requirements for students with disabilities.

Related Statutes: ss. 1006.09(9) and 1006.13(3), F.S.

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

Fiscal Impact and Timeline

The Student Code of Conduct complies with all State regulations related to safety and security. The Code is updated annually to comply with all state and federal requirements. 1. The district utilizes internet safety curriculum including NetSmartz and NSTeens for students in grades K-12. 2. The district utilizes school-based integrated services and/or MTSS teams that are trained for early identification, intervention, and crisis management of students. 3. The district utilizes a Targeted School Violence Threat Assessment protocol to determine potential threat levels of student behavior.

SCHOOL CLIMATE & COMMUNITY OUTREACH

1. 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.

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.

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. Related Statutes: 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.

Yes

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.

Related Statutes: 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.

Yes

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.

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

Yes

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. 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.

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

Yes

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.

Related Statutes: 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.

Yes

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.

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.

Related Statutes: 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.

Yes

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.

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. Related Statutes: 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.

Yes

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.

Related Statutes: 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.

Yes

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.

Related Statutes: 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.

Yes

j. The school district shall explore ways to infuse Internet safety into the curriculum, along with child abuse training for teachers in grades 1-12. Specifically the curriculum should address maltreatment and crimes against children facilitated through the Internet, computer or other technologies.

Related Statutes: 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.

Yes

k. The district has a DOE certified policy prohibiting bullying and harassment of students and staff on school grounds, on school transportation, at school sponsored events, and through any technology which impacts the learning environment at school.

DOE's 2016 Revised Anti-Bullying Policy may be found at: <http://www.fl DOE.org/schools/safe-healthy-schools/safe-schools/bullying-prevention.shtml>. Related Statutes: 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.

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

Fiscal Impact and Timeline

1. The district utilizes the NetSmartz and NSTeens internet safety curriculum for students in grades K-12. 2. The district utilizes a Bullying and Harassment program for all students. 3. Bullying training is implemented annually for all staff.

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

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.

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. 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.

Yes

b. The district facilitates and encourages requests for assistance with students who exhibit early warning signs, or pose a threat of future violent behavior.

Reference the U.S. Department of Education's Safeguarding Our Children: An Action Guide:

https://www2.ed.gov/admins/lead/safety/actguide/action_guide.pdf

Yes

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.

Yes

d. Schools in the district have a Student Assistance Program/Team that provides assistance for students experiencing learning and/or behavioral difficulties.

Yes

e. The district makes available psychological counseling for students exhibiting early warning signs or posing a threat of future violent behavior.

Yes

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.

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

Yes

g. The district reviews and revises, as needed, the process to identify the warning signs of student violence.

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

Fiscal Impact and Timeline

1. Each school has an MTSS/Integrated Services team that is required under School Board rule to meet at least monthly. The team includes representatives from the school and community-based agencies that have a legal statute on the team. Any parent or members of the staff may refer students to these teams to evaluate behavioral, academic, and/or health concerns and to evaluate the need for prevention, early intervention, and/or crisis intervention services. 2. The district has threat assessment procedures in place, and all applicable staff are trained in this process annually. 3. The district provides school-based prevention services along with social skills training and may provide information for other community-based support services. 4. The district provides annual CPI Training for administrators, deans, teachers and staff.

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

community.

a. The district has developed, in accordance with state law, a cooperative agreement with the Department of Juvenile Justice.

Related Statutes: ss. 1006.13(3), 1003.22, and 381.0056, F.S.

Yes

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.

Related Statutes: ss. 1006.13(3)(b), 1003.22, and 1006.147, F.S.

Yes

c. The district works with local community agencies and businesses to identify ways to increase support in keeping schools safe.

This is accomplished through activities such as through public-private partnerships. Related Statutes: ss.1003.22, 1006.13(3), and 381.0056, F.S.

Yes

d. The district provides information to parents regarding the necessary school-entry health examinations and immunizations for all students.

Related Statutes: ss. 1003.22(1), 1003.22(4), F.S., and 381.0056, F.S.

Yes

e. The district has crime watch programs and school safety hotline(s) in place and available in all schools.

Related Statutes: ss. 1006.07(3) and 1006.13(3), F.S.

Yes

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).

Related Statutes: ss. 1003.22(1), 1003.22(4), 1006.13(3), 1003.22, and 381.0056, F.S.

Yes

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.

The annual report may include such information as incidents of crime and misbehavior, trends over time, comparisons to the community, and steps taken to improve safety. Related Statutes: ss. 1003.22, 1003.22(4), 1006.07, 1006.13(3), and 1006.14, F.S.; and s. 381.0056, F.S. Information relating directly to the physical security of the facility or revealing security systems is exempt from public records and must be redacted or sanitized from the public report. Related Statutes: ss. 119.071 and 281.301, F.S.

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

Fiscal Impact and Timeline

1. The district has an inter-agency agreement with the Department of Juvenile Justice. The agreement is reviewed and updated as needed by the Santa Rosa Juvenile Justice Council. 2. The Santa Rosa District Schools' Family Guide provides safety information for parents.

SAFETY PROGRAMS & CURRICULA

1. 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.

a. School climate surveys include questions relating to discipline, bullying, threats perceived by students, and other safety or security related issues.

Article IX, Section 1, Florida Constitution. Related Statutes: ss. 1004.04, 1006.147(4)(l), and 1006.63, F.S.

Yes

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 i. Pro-social skills ii. Character education iii. Conflict resolution iv. Peer mediation v. Prevention of bullying and harassment.

Article IX, Section 1, Florida Constitution. Related Statutes: ss. 1004.04, 1006.147(4)(l), and 1006.63, F.S.

Yes

c. Curricula and special programs on violence and drug prevention, health, safety, and security are available to students, school staff, and parents.

Article IX, Section 1, Florida Constitution. Related Statutes: ss. 1004.04, 1006.147(4)(l), and 1006.63, F.S.

Yes

d. The district regularly reviews the school climate at each school and revises, eliminates, or adds programs accordingly.

Article IX, Section 1, Florida Constitution. Related Statutes: ss. 1004.04, 1006.147(4)(l), and 1006.63, F.S.

Yes

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.

Article IX, Section 1, Florida Constitution. Related Statutes: ss. 1004.04, 1006.147(4)(l), and 1006.63, F.S.

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

Fiscal Impact and Timeline

1. All schools complete an annual school climate survey. 2. The school district utilizes research based programs and interventions.

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

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.

In some instances this is blended with another committee to meet similar tasks such as the School Heath Advisory Committee.

Yes

b. The district has Safe and Drug-Free School (SDFS) plan and regularly reviews and updates the plan.

Yes

c. Coaches and athletes adhere to established policies prohibiting tobacco and drug, including alcohol, use.

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

Fiscal Impact and Timeline

A Safe and Drug Free School Plan is developed in collaboration with a subcommittee of the CEO Roundtable and the Educational Subcommittee.

3. Based on the district's prevention needs assessment process, the district implements scientifically based violence and drug prevention programs and curricula for each school.

a. The district reviews and makes available to its schools sources of violence and drug prevention and other safety-related programs and curricula.

These programs should be designed to improve overall student performance, reduce risk factors and warning signs (including mental health challenges), prevent bullying or harassment, and improve student behavior. 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. Such sources would include the K-20 Education Safety Partnership's electronic clearinghouse and the Department of Education's Program Inventory. Related Statutes: ss. 1003.32 and 1006.147(4)(l), F.S.

Yes

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.

These programs should be designed to improve overall student performance, reduce risk factors and warning signs, prevent bullying or harassment, and improve student behavior. These programs should be designed to ensure the safety of students, teachers, and administrators. 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. Related Statutes: ss. 1003.32 and 1006.147(4)(l), F.S.

Yes

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.

These programs should be designed to improve overall student performance, reduce risk factors and warning signs, prevent bullying or harassment, and improve student behavior. Related Statutes: ss. 1003.32 and 1006.147(4)(l), F.S.

Yes

d. The district has considered a dress code or school uniform policy.

These programs should be designed to improve overall student performance, reduce risk factors and warning signs, prevent bullying or harassment, and improve student behavior. 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. Related Statutes: ss.1003.32, 1006.147(4)(l), and 1006.07(2)(d) F.S.

Yes

e. Students at each grade level are taught problem-solving skills, violence prevention, conflict resolution, bullying/harassment prevention, and communication/decision making skills.

These programs should be designed to improve overall student performance, reduce risk factors and warning signs, prevent bullying or harassment, and improve student behavior. Related Statutes: ss. 1003.32 and 1006.147(4)(l), F.S.

Yes

f. In developing, implementing, and maintaining its safe and drug-free schools programs, the district collaborates with other governmental and private agencies as needed.

These programs should be designed to improve overall student performance, reduce risk factors and warning signs, prevent bullying or harassment, and improve student behavior. The Department of Juvenile Justice and the Department of Education are examples of such agencies. Related Statutes: ss. 1003.32 and 1006.147(4)(l), F.S.

Yes

g. The district regularly reviews the performance of its intervention programs and revises, eliminates, or adds programs accordingly.

These programs should be designed to improve overall student performance, reduce risk factors and warning signs, prevent bullying or harassment, and improve student behavior. Related Statutes: ss. 1003.32 and 1006.147(4)(l), F.S.

Yes

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.

These programs should be designed to improve overall student performance, reduce risk factors and warning signs, prevent bullying or harassment, and improve student behavior. Related Statutes: ss. 1003.32 and 1006.147(4)(l), F.S.

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

Fiscal Impact and Timeline

1. The district's comprehensive PK-12 violence prevention/character education plan includes research-based programs. 2. Students participate in social skills groups and in education programs. 3. Students participate in peer conflict resolution programs. 3. Each site is served by a CDAC or Children's Home Society counselor for prevention counseling purposes. These counselors provide prevention counseling for grades K-12.

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

a. The district teaches instructional and non-instructional staff warning signs associated with students who pose a risk for suicidal behavior.

Related Statutes: ss. 381.0056 and 14.2019, F.S.

Yes

b. The district facilitates and encourages requests for assistance with students who pose a risk for suicidal behavior.

Related Statutes: ss. 381.0056 and 14.2019, F.S.

Yes

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.

Related Statutes: ss. 381.0056 and 14.2019, F.S.

Yes

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.

Related Statutes: ss. 381.0056 and 14.2019, F.S.

Yes

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.

Related Statutes: ss. 381.0056 and 14.2019, F.S.

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

Fiscal Impact and Timeline

1. Employees receive training in at-risk indicators. 2. The school district provides school-based mental health services in the form of social skills groups and prevention counseling. 3. School counselors are the contact point at each school for transitional students. 4. High risk schools have additional support through Drug Prevention Counselors. 5. The district has developed a threat assessment protocol.

5. Each school has a system in place to identify, assess, and minimize the risk for students indicating a threat of or exhibiting mental health issues.

a. The district teaches instructional and non-instructional staff warning signs associated with students who pose a risk for mental health behavior.

Related Statute: s. 381.0056, F.S.

Yes

b. The district facilitates and encourages requests for assistance with students who pose a risk for mental health behavior.

Related Statute: s. 381.0056, F.S.

Yes

c. The district provides timely access to professional staff trained to evaluate student risk for mental health behavior and provides training and consultation for appropriate staff.

Related Statute: s. 381.0056, F.S.

Yes

d. The district has developed procedures for the appropriate management of students determined to be at risk for mental health behavior, including supervision, duty to warn, and community-based referrals.

Related Statute: s. 381.0056, F.S.

Yes

e. The district has developed procedures for guiding the support of students re-entering the school environment following hospitalization for a mental health issue, or those surviving the mental health issue of a peer.

Related Statute: s. 381.0056, F.S.

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

Fiscal Impact and Timeline

Contracted mental health providers are available to train personnel on warning signs associated with students who pose a risk for mental health behavior. Students who pose a risk for mental health behavior are identified at each site via MTSS/Integrated Service team meetings. School Psychologists and counselors evaluate students at risk for mental health behavior and provide support for training and support for staff working with students through MTSS meetings.

FACILITIES & EQUIPMENT

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

a. The district incorporates Crime Prevention Through Environmental Design (CPTED) principles in the maintenance, renovation, and construction of district educational facilities. CPTED principles include: i. Natural access and control of schools and campuses; ii. Natural surveillance of schools and campuses both from within the facility and from adjacent streets by removing obstructions or trimming shrubbery; iii. School and campus territorial integrity, such as securing courtyards, site lighting, building lighting; iv. Audio and motion detection systems covering ground floor doors, stairwells, offices and areas where expensive equipment is stored; v. 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; vi. 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 vii. 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.

Yes

b. The district can demonstrate that Crime Prevention Through Environmental Design and other appropriate safety features are incorporated into the design of all new construction.

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). Training in Crime Prevention Through Environmental Design is available from the Florida Crime Prevention Training Institute: <http://www.fcpti.com/>.

Yes

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.

These needs and designs include lighting, break-proof doors, security systems, and fencing. Safety reviewed and addressed as part of the renovation or remodeling process.

Yes

d. The district can demonstrate that facility maintenance incorporates principles of Crime Prevention Through Environmental Design such as territoriality and ownership.

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

Fiscal Impact and Timeline

CPTED principles are used in design and construction of new facilities.

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

a. Access to campuses and educational facilities is limited to authorized individuals.

Yes

b. Each educational facility has a clearly marked central point for receiving and screening all visitors.

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.

Yes

c. Each educational facility has a procedure regarding the release of students to parents, guardians, or other persons.

This would include procedures such as identification checks.

Yes

d. Buildings are secured when unoccupied, but security devices shall not prevent egress from the building at any time.

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

Yes

e. There is a key control program to account for all keys to all buildings, rooms, and gates.

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

Fiscal Impact and Timeline

1. All schools have visitor access control procedures. 2. The district provides identification badges for all employees. 3. The school district enforces a volunteer and visitor policy and enforces the Jessica Lunsford Act for all vendors. 4. Building level administrators are responsible for key control.

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

of injury.

a. The district follows US Consumer Product Safety Commission guidelines and consults with other authorities regarding playground construction materials and regulations.

Yes

b. District personnel conduct regular maintenance checks of playground equipment and ground cover surfaces, and document conditions in need of repair, replacement, or maintenance.

Yes

c. The district identifies and corrects playground deficiencies in a timely manner.

Yes

d. Playground areas are supervised when children are present and using the areas during school hours.

Yes

e. Playgrounds are located away from any public ways, service driveways, parking lots, or public sidewalks.

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

Fiscal Impact and Timeline

1. The district utilizes an annual contract for services to inspect all playgrounds. 2. The district inspects all bleachers every 2 to 3 years. 3. The school maintenance department follows US Consumer Product Safety Commission guidelines in all construction of playgrounds. 4. School Principals are responsible for assigning personnel to playground duties that ensure students are supervised at all times.

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

a. Each educational facility has a security system that was selected or designed with input from security professionals.

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. This would include professionals such as local fire authority, police, and security experts.

Yes

b. The district can demonstrate that current security equipment is inspected and reviewed annually by safety and security professionals.

Yes

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.

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. 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. Refer to the National Clearinghouse for Educational Facilities - State Emergency Planning Guides: <http://www.ncef.org/resource-lists/preparedness-disasters-state-emergency-planning-guides>

Yes

d. The district ensures that school buses and other fleet equipment are adequately secured when not in use.

Bus compounds should have adequate fencing, lighting, or other security measures to ensure adequate access control.

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

Fiscal Impact and Timeline

1. Annual inspection of school facilities and safety equipment is completed through a contractor for services with a commercial company. 2. Every school and support location has an intrusion/security alarm system. 3. All elementary, middle and high schools have security cameras. 4. The district uses security cameras on buses. 5. Each school has a crisis response box and conducts an annual inventory of contents and updates relevant documents throughout the school year.

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

a. Each educational facility is equipped with fully stocked first aid kits and fire extinguishers with current inspection tags.

Related Statutes and Rule: ss. 1006.165, 381.0056, F.S.; and 64F-6.004, F.A.C.

Yes

b. The district has provided safety equipment in instructional areas with dangerous equipment or chemicals.

Dangerous equipment or chemicals includes machinery such as saws or drills for shop class, chemicals for chemistry classes, scalpels for biology, and so forth. Related Statutes and Rule: ss. 1006.063, 1006.165, 381.0056, F.S.; and 64F-6.004, F.A.C.

Yes

c. The district can demonstrate that students and school personnel are trained in safety procedures for dealing with dangerous tools, equipment, or chemicals.

Related Statutes and Rule: ss. 1006.063, 1006.165; 381.0056, F.S.; and 64F-6.004, F.A.C.

Yes

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.

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. Related Statutes and Rule: ss. 1006.063, 1006.165 F.S.; S. 381.0056, F.S.; and 64F-6.004, F.A.C.

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

Fiscal Impact and Timeline

1. Each education facility is equipped with first aid kits, fire extinguishers and at least one AED. 2. Each school site maintains a list of individuals certified in CPR/AED and First Aid. 3. The district provides showers and fire blankets in all locations with possible chemical exposure.

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

a. The district follows all appropriate food safety health practices and regulations.

Yes

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.

Yes

c. The district complies with all appropriate federal and state requirements for facility safety.

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.

Yes

d. The district maintains a copy of the state and local health regulations. All school sites have a copy of the local health regulations.

Florida food safety and disaster plans guides are located at

<http://www.freshfromflorida.com/Divisions-Offices/Food-Nutrition-and-Wellness/Administering-Your-Nutrition-Program/Food-Safety-and-Disaster-Plans>

Yes

e. The district distributes written emergency procedures and plans to each cafeteria site 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.

Yes

f. The district distributes written emergency procedures and plans to each school site 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.

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

Fiscal Impact and Timeline

1. Monthly safety meetings are conducted with all cafeterias represented. 2. A minimum of two cafeteria employees per cafeteria are Nationally ServSafe certified, insuring food is handled safely. 3. The district follows the principles of Hazardous Analysis of Critical Control Points (HAACP). 4. All cafeterias receive semi-annual health inspections as required by the Florida Department of Agriculture. 5. Emergency procedures are posted at all cafeterias. 6. Safety Data Sheets, formally MSDS, are located in all cafeterias.

7. 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.

a. The district ensures that all appropriate district personnel are familiar with the National Infrastructure Protection Plan (NIPP).

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/cms/Domestic-Security/Domestic-Security-Home.aspx>. This may be included with the In-Service Training described in Best Practice #8 under Health & Safety Planning.

Yes

b. A safety and security risk assessment has been conducted on all educational and ancillary facilities.

The Asset Assessment feature within the Florida Safe School Assessment Tool may be used for this. Also see Best Practice #4 under Health & Safety Planning. The Asset Assessment feature within the Florida Safe School Assessment Tool may be used for this. Also see Best Practice #4 under Health & Safety Planning.

Yes

c. The Security Plan is National Incident Management System (NIMS) compliant (see Best Practice #4 under Health & Safety Planning) and is aligned with the School Safety Plan (see Best Practice #1 under Health & Safety Planning).

Safety, security, and emergency management plans should be completed in collaboration with first responders and the Regional Domestic Security Task Force. 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/cms/Domestic-Security/Domestic-Security-Home.aspx>.

Yes

d. The district has participated in a regional domestic security task force exercise.

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/cms/Domestic-Security/Domestic-Security-Home.aspx>. This may be included with the In-Service Training described in Best Practice #8 under Health & Safety Planning

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

Fiscal Impact and Timeline

1. The district employs School Resource Officers and traffic control officers for highly congested sites.
2. Each school has a plan for orderly arrival and departure with adequate supervision provided.
3. The bus arrival and pick up areas are separate areas at each school site.
4. Each school has arrival and dismissal procedures in place.

TRANSPORTATION

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

a. School bus service driveways at each school meet the requirements of the State Requirements for Educational Facilities (SREF) Chapter 5.

Related Statutes and Rules: ss. 1006.21, 1006.22, 1006.23, F.S.; Rules 6A-2.001 and 6A-3.0171, F.A.C.

Yes

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.

Related Statutes and Rules: ss. 1006.21, 1006.22, 1006.23, F.S.; and Rules 6A-2.001 and 6A-3.0171, F.A.C.

Yes

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.

In general, this should be feasible except where prohibited by the physical structure of the school or county regulations. Related Statutes and Rules: ss. 1006.21, 1006.22, 1006.23, F.S.; and Rules 6A-

2.001 and 6A-3.0171, F.A.C.

Yes

d. Whenever feasible existing schools are renovated to provide for separation of vehicular and pedestrian traffic.

In general, should be feasible except where prohibited by the physical structure of the school or county regulations. Related Statutes and Rules: ss. 1006.21, 1006.22, 1006.23, F.S.; and Rules 6A-2.001 and 6A-3.0171, F.A.C.

Yes

e. Whenever feasible existing schools are renovated to provide for separation of bicycle access and bicycle parking from vehicular and pedestrian traffic.

Related Statutes and Rules: ss. 1006.21, 1006.22, 1006.23, F.S.; and Rules 6A-2.001 and 6A-3.0171, F.A.C.

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

Fiscal Impact and Timeline

1. All new buses are purchased with child restraints. 2. Durham Bus Services employs route supervisors that ensure all stops are at safe locations, transportation trainers are utilized, a 3 strikes policy is implemented, and monthly safety trainings are held. 3. The district and schools consistently check Registered Sexual Offender locations.

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

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.

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. *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.; and Rules 6A-3.0141 and 6A-3.0171, F.A.C. S. 1002.20(3), F.S. and Rules 6A-6.0251, 6A-6.0252, and 6A-6.0253, F.A.C.*

Yes

b. All persons transporting students, including school personnel, charter school personnel, and contractors, are properly licensed, trained, and qualified.

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 and 6A-3.0171, F.A.C. S. 1002.20(3), F.S. and Rules 6A-6.0251, 6A-0252, and 6A-6.0253, F.A.C.

Yes

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.

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 and 6A-3.0171, F.A.C. S. 1002.20(3), F.S. and Rules 6A-6.0251, 6A-0252, and 6A-6.0253, F.A.C.

Yes

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.

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). 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, and 6A-3.0171, F.A.C. S. 1002.20(3), F.S. and Rules 6A-6.0251, 6A-0252, and 6A-6.0253, F.A.C.

Yes

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.

District staff should include both bus drivers as well as other affected staff. 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, and 6A-3.0171, F.A.C. S. 1002.20(3), F.S. and Rules 6A-6.0251, 6A-0252, and 6A-6.0253, F.A.C.

Yes

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.

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 and 6A-3.0171, F.A.C. S. 1002.20(3), F.S. and Rules 6A-6.0251, 6A-0252, and 6A-6.0253, F.A.C.

Yes

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.

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, and 6A-3.0171, F.A.C. S. 1002.20(3), F.S. and Rules 6A-6.0251, 6A-0252, and 6A-6.0253, F.A.C.

Yes

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.

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, and 6A-3.0171, F.A.C. S. 1002.20(3), F.S. and Rules 6A-6.0251, 6A-0252, and 6A-6.0253, F.A.C.

Yes

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.

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, and 6A-3.0171, F.A.C.; S. 1002.20(3), F.S. and Rules 6A-6.0251, 6A-0252, and 6A-6.0253, F.A.C.

Yes

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.

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, and 6A-3.0171, F.A.C. S. 1002.20(3), F.S. and Rules 6A-6.0251, 6A-0252, and 6A-6.0253, F.A.C.

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

Fiscal Impact and Timeline

1. Computer records document all safety inspections. 2. Pre-trip inspections are required in the bus driver's manual.

3. 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.

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.

Related Statute and Rule: s. 1006.22, F.S., and Rule 6A-3.0171, F.A.C.

Yes

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 Florida School Bus Safety Inspection Manual.

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. Related Statute and Rule: s. 1006.22, F.S., and Rule 6A-3.0171(8), F.A.C.

Yes

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 Florida School Bus Safety Inspection Manual.

Related Statute and Rule: ss. 1006.22, F.S., and Rule 6A-3.0171, F.A.C.

Yes

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.

Related Statute and Rule: ss. 1006.22, F.S., and Rule 6A-3.0171, F.A.C.

Yes

Does the District Meet the Best Practice?

Yes

Strategies and Actions to be Taken

Fiscal Impact and Timeline

1. Santa Rosa County is under a contract with Durham Bus Service. Durham provides all the training and route safety for all student riders in Santa Rosa County. 2. School bus inspections are performed every thirty days, and student bus safety drills occur twice a year.

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