

Florida District Assessment 2017-2018

OVERVIEW

Asset information

Address

District: Broward
600 S.E. Third Ave.
Ft. Lauderdale , FL 33301

Assessment Information

Start date: Wed Oct 18 2017
End date: Sun Dec 31 2017
Status: In Progress
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Created date: Wed Oct 18 2017

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

Broward County Public Schools (BCPS) is the sixth largest school district in the nation and the second largest in the State of Florida. BCPS is Florida's first fully accredited school system since 1962. BCPS has over 271,500 students and approximately 175,000 adult students in 234 schools, centers and technical colleges, and approximately 93 charter schools. BCPS serves a diverse student population, with students representing 204 different countries and 191

different languages. BCPS remains focused on its three strategic pillars of high-quality instruction, continuous improvement and effective communication. Focusing our efforts on improved collaboration and alignment of our employees and resources will enable the district to continue to turn our challenges into opportunities to improve, as we deliver on our strategic priorities. The Florida Safe Schools Assessment Tool (FSSAT) is utilized in conjunction with various BCPS committees, teams and working groups to address numerous safety, security and operational priorities and requirements.

2. Best Practices Summary

BCPS develops, adopts and utilizes best practices through the school district. The school district also works diligently to identify best practices from other locations and sources for evaluation and adoption. FSSAT continues to assist in this process encouraging fresh thinking and ensuring adherence to federal, state, local and district requirements.

3. Strategies and Actions to be Taken

BCPS continues to identify strategies, plans and actions to improve and enhance school district operations. BCPS remains focused on our District's three strategic pillars of high-quality instruction, continuous improvement and effective communication. Focusing our efforts on improved collaboration and alignment of our employees and resources will enable us to continue to turn our challenges into opportunities to get better, as we deliver on our strategic priorities.

4. Fiscal Impacts and Timelines

There are fiscal impacts for certain BCPS priorities and recommendations. BCPS shall leverage the Safety, Music & Art, Athletics, Renovations and Technology (SMART) program and other sources to build a strong academic foundation in Broward County as well as other funding sources and opportunities.

5. Conclusion and Recommendations to the School Board

FSSAT continues to provide a comprehensive process to evaluate numerous programmatic areas of the school district to ensure compliance with relevant laws, policies, regulations and rules. FSSAT shall continue to assist BCPS and school board members with strategic planning and the operational execution of a very diverse environment with limited resources.

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

No

In Progress

N/A

Broward County Public Schools (BCPS) utilizes various departments, teams and working groups with subject matter experts to address these issues. The Safety and Security Committee is one of the primary multi-disciplinary working groups to address cross-cutting issues and priorities to ensure visibility for the school district. The Safety and Security Committee plays a critical role in gathering information from all district stakeholders for the FSSAT.

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

No

In Progress

N/A

The BCPS Safety and Security Committee regularly meets to address the items within this section along with other topics and subjects. Through this working group and others, specialists and subject matter experts are able to identify common challenges and goals to better focus resources for common solutions. This planning is also beneficial for brain-storming and strategic planning.

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.

Specifically, are programs designed for the appropriate applicable level. Not all safety and security applications are appropriate for all K12 levels. What works in elementary schools may not work in high schools. For example, self-evacuation during a crisis may be applicable to a high school, but not an elementary school.

Yes

No

In Progress

N/A

The BCPS Safety and Security Committee, along with other school district working groups and teams, consists of empowered representatives from a cross-section of the school district to build consensus for implementing a multi-tiered system. The collaborative effort includes school-based perspectives.

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

Yes

No

In Progress

N/A

Through its strategic planning and capital improvement and budget approval process, BCPS develops and supports an infrastructure to enable school personnel to effectively implement safe and healthy schools. As demonstrated through the development of the 2016-2019 BCPS Strategic Plan, the school district reached deep into the organization and widely across the Broward community to elicit stakeholder contributions for our planning to include the safety and health of our schools. There were five types of teams composed of individuals with differing perspectives and experiences with BCPS. 1 - One team type was composed solely of teachers. 2 - Another team featured only principals. 3 - The third type was comprised of only District-based administrators from various BCPS departments. 4 - School-integrated teams included students, parents, teachers and principals. 5 - Fully-integrated teams, mixed community members and business partners with students, parents, teachers, principals and District-based administrators.

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

No

In Progress

N/A

BCPS uses data to effectively establish and sustain safe and healthy schools through a culture of collaborative problem-solving, lesson planning, and creation of high yield instructional strategies in every assessed area is used by the school district to address all facets of student achievement and district goals. Teachers and groups of teachers are directed to utilize data specific to the students they service. All data collected is used to inform students, classes, schools, and maintain district goals across the district in all areas inclusive of safety and health. The 2016–19 BCPS Strategic Plan recalibration builds on the 2012–15 efforts that delivered improved services to schools, investment via the Safety, Music & Art, Athletics, Renovations and Technology (SMART) program, and the building of a strong academic foundation. BCPS focused and aligned resources on students

as learners since high-quality instruction requires: 1 - standards-driven content; 2 - a commitment to teacher development; 3 - effective teaching practices; 4 - appropriate learning environments and experiences; 5 - appropriate monitoring of performance; and 6 - ongoing professional learning at all levels. BCPS acknowledges that managing scarce resources is more important than ever for public sector organizations. Performance-based budgeting aims to improve the efficiency and effectiveness of public expenditures by linking the funding of the Strategic Plan to the results it delivers, which involves making systematic use of performance information. Projects and programs initiated from the Strategic Plan will be measured by their outcomes. A three-year performance template is used to document and monitor the progress of projects and programs toward achieving the goals and priorities of the Strategic Plan, including safety and security.

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**

No

In Progress

N/A

The 2016–2019 BCPS Strategic Plan recalibration builds on the 2012–15 efforts that delivered improved services to schools, investment via the Safety, Music & Art, Athletics, Renovations and Technology (SMART) program, and the building of a strong academic foundation. BCPS focused and aligned resources on students as learners since high-quality instruction requires: 1 - standards-driven content; 2 - a commitment to teacher development; 3 - effective teaching practices; 4 - appropriate learning environments and experiences; 5 - appropriate monitoring of performance; and 6 - ongoing professional learning at all levels. SMART includes approximately 1,400 facility-related improvement projects that are scheduled and are in progress. BCPS acknowledges that managing scarce resources is more important than ever for public sector organizations. Performance-based budgeting aims to improve the efficiency and effectiveness of public expenditures by linking the funding of the Strategic Plan to the results it delivers, which involves making systematic use of performance information. Projects and programs initiated from the Strategic Plan will be measured by their outcomes. A three-year performance template will be used to document and monitor the progress of projects and programs toward achieving the goals and priorities of the Strategic Plan, including safety and security. To ensure the success of our continuous improvement efforts, we constantly measure the effectiveness of our business services, operations and processes according to our strategic plans.

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**

No

In Progress

N/A

The 2016–2019 BCPS Strategic Plan recalibration builds on the 2012–15 efforts that delivered improved services to schools, investment via the Safety, Music & Art, Athletics, Renovations and Technology (SMART) program, and the building of a strong academic foundation. BCPS focused and aligned resources on students as learners since high-quality instruction requires: 1 - standards-driven content; 2 - a commitment to teacher development; 3 - effective teaching practices; 4 - appropriate learning environments and experiences; 5 - appropriate monitoring of performance; and 6 - ongoing professional learning at all levels. BCPS offers students access to social, emotional, behavioral, physical, and mental health

supports through standards aligned curriculum and national models. Additionally, students are supported through the Multi-Tiered Systems of Supports/Response to Intervention (MTSS/RtI) process. Some resources to support students can be obtained at <http://www.browardprevention.org>.

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

No

In Progress

N/A

The BCPS 2016–2019 Strategic Plan enables the school district to fulfill our mission with maximum efficiency and impact. It focuses on improving the instructional core while leveraging the input of collaborative teams that include our administrators, teachers, students and stakeholders. This plan articulates specific goals and describes the action steps and resources needed to accomplish them. It reflects a proactive approach to managing current performance while maintaining the ability to respond to internal and external changes. BCPS implemented a bottom-up approach for recalibrating the Strategic Plan, reaching deep into the organization and widely across the Broward community to elicit stakeholder contributions. BCPS acknowledges that managing scarce resources is more important than ever for public sector organizations. Performance-based budgeting aims to improve the efficiency and effectiveness of public expenditures by linking the funding of the Strategic Plan to the results it delivers, which involves making systematic use of performance information. Projects and programs initiated from the Strategic Plan will be measured by their outcomes. A three-year performance template is used to document and monitor the progress of projects and programs toward achieving the goals and priorities of the Strategic Plan to include safety and security issues, concerns and priorities.

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

No

In Progress

N/A

The aspects of CORE Health Services requirements are used as a district-wide measure to assess the compliance with student health and safety. Ongoing random audits are performed throughout the school year and principals are informed regarding any concerns with non-compliance and provided with opportunities for improvement.

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

Strategies and Actions to be Taken

Fiscal Impact and Timeline

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

No

In Progress

N/A

The District's 2016–2019 Strategic Plan enables the school district to fulfill its mission with maximum efficiency and impact. It focuses on improving the instructional core while leveraging the input of collaborative teams that include our administrators, teachers, students and stakeholders. This plan articulates specific goals and describes the action steps and resources needed to accomplish them. It reflects a proactive approach to managing current performance while maintaining the ability to respond to internal and external changes. The strategic plan and other directives identifies goals and outcome-based and measurable guidance to all principals and assistant principals regarding safety and security to include emergency preparedness. Schools within the district must facilitate this process through the following items and/or taskings: 1 - safety

plans and site assessment surveys; 2 – tabletop exercise meetings; 3 - faculty in-service training; and 4 – emergency exercise/drills.

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

No

In Progress

N/A

Through the Safety and Security Committee and other working groups and teams, BCPS incorporates performance and cost efficiency measures and benchmarks to evaluate safety and security programs for more effective and efficient decision making. These findings and recommendations are incorporated in future operational and strategic planning.

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 independent evaluation of such program.

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

No

In Progress

N/A

Through the Safety and Security Committee and other working groups and teams, BCPS incorporates performance and cost efficiency measures and benchmarks to evaluate safety and security programs for more efficient and effective decision making. These findings and recommendations are incorporated in future operational and strategic planning. BCPS contracts with outside resources for enhanced safety and security such as the School Resource Officer program.

d. The district holds staff at all levels accountable for complying with the safety and security program, to include consequences for non-compliance, while providing them with multiple opportunities for practice and support.

Yes

No

In Progress

N/A

Various BCPS departments support the overall safety and security program at all levels. Emergency Preparedness/Risk Management (EMRM) addresses numerous issues and responsibilities for liability and emergency planning and response. EMRM monitors school emergency responses to ensure District protocol compliance. EMRM addresses non-compliance with site administrators, school directors and other appropriate administrative staff. The Special Investigative Unit (SIU) delivers safety and security training, exercises and drills to schools and facilities to enhance their preparedness along with active shooter and other awareness training. Each school utilizes their security specialists and campus monitors to provide a safe and secure environment. The Chief Fire Official oversees adherence to various laws, rules, codes and requirements.

Environmental Health and Safety (EH&S) oversees adherence to various laws, rules, codes and requirements. There are multiple opportunities for practice and support. Non-compliance is addressed through supervision and possible progressive discipline.

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

Strategies and Actions to be Taken

Continue collaboration and training for continuous improvement.

Fiscal Impact and Timeline

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. Related Statutes and Rules: s. 1006.09(6), F.S. and 6A-1.0014, F.A.C.

Yes

No

In Progress

N/A

The school district has an electronic reporting system developed by the Information and Technology Department to enable schools to document and report discipline and safety data per School Environmental Safety Incident Report (SESIR) guidelines in order to accurately report incidents to the Florida Department of Education. Information for parents in the obtainment of immunizations and physicals are provided in many modes of communication. This information can be found throughout the year on the Coordinated Student Health Services website, in the Code of Student Conduct book, on the report cards for students who are in 6th grade, letters to parents of students who are in need of further immunizations during the school year, health mobile schedules for parents, and many schools send calls to their parents at the end of the school year and the beginning of the school to provide this information to the school's parents.

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

Related Statutes: s. 1006.09(6), F.S.

Yes

No

In Progress

N/A

The school district's Student Assessment and Research, Information and Technology and Diversity Prevention & Intervention departments collaborate in order to ensure discipline data is collected accurately. Furthermore, schools are provided their respective discipline data in a variety of ways so they may use it to make data-driven school-climate decisions. The district produces an annual suspension briefing relating to all disciplinary incidents. The district has

developed over 30 discipline reports that can be accessed by school and district staff that breakdown and analyze data by event, by incident, by action and disaggregate data by student groups such as gender, ethnicity, and exceptionality. The district has also developed an interactive discipline dashboard with charts and graphs.

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

Related Statutes: s. 1006.09(6), F.S.

Yes

No

In Progress

N/A

On an annual basis, Student Assessment and Research, Diversity, Prevention and Intervention and Information and Technology departments collaborate to ensure the electronic data collection system is in alignment with the reporting guidelines established by the Florida Department of Education. The school district has a Discipline Committee that meets regularly to develop a standard matrix of incidents and required actions for all schools to follow. The DMS was developed to ensure that all schools follow the matrix and discipline is equitably administered across the district.

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

Related Statutes: s. 1006.09(6) and 1003.573, F.S.

Yes

No

In Progress

N/A

The school district's Discipline Matrix outlines the appropriate use of restraint and seclusion techniques and the DMS system ensures the reliability of the data collected.

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

Related Statutes: s. 1006.09(6)

Yes

No

In Progress

N/A

The discipline committees, which are comprised of internal and external stakeholders, annually reviews the school district's disciplinary data in order to make recommendations to the School Board on behalf of the Superintendent that aligns to applicable laws, research and national best practice models. Changes to the Discipline Matrix are considered each year to constantly refine our processes.

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

Through the district's efforts to use longitudinal research to inform policy recommendations and to reframe from exclusionary practices, Broward County Public Schools has been recognized by the White House, the U.S. Department of Education, the U.S. Department of Justice and by FLDOE, for our ongoing efforts to keep students engaged in school and supporting their social-emotional development.

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

No

In Progress

N/A

The emergency preparedness manual depicts staffing levels or positions to be notified during specific safety crises. BCPS conducts workshops and reviews organizational charts and employee staffing levels.

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

No

In Progress

N/A

School district leadership continuously reviews organizational structure to increase efficiency and effectiveness. Departments throughout the District frequently contact other school districts to compare organizational structures, staffing and best practices.

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

Yes

No

In Progress

N/A

The emergency preparedness manual defines lines of authority and span of control through the use of flowcharts. The manual depicts staffing levels or positions to be notified during specific safety crises.

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

No

In Progress

N/A

BCPS implemented a bottom-up approach for recalibrating the Strategic Plan 2016-2019, reaching deep into the organization and widely across the Broward community to elicit stakeholder contributions. BCPS created five types of teams composed of individuals with differing perspectives of—and experiences with— BCPS. One team type was composed solely of teachers. Another team featured only principals. The third type was comprised of only District-based administrators from various BCPS departments. School-integrated teams—the fourth type—included students, parents, teachers and principals. The fifth type, fully-integrated teams, mixed community members and business partners with students, parents, teachers, principals and District-based administrators.

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

Yes

No

In Progress

N/A

Organizational structure and administrative staffing review findings are provided to the school board members for review and approval as part of normal operations and the budget cycle.

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

Strategies and Actions to be Taken

Fiscal Impact and Timeline

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

No

In Progress

N/A

The school district has an emergency preparedness manual, critical response manual and safety plan for each school to work in concert with each other to create a secure environment. The safety plans are updated each year and evaluated through a table top exercise and drill. Lessons learned are utilized to improve and enhance the safety plans and procedures. The District also conducts regular inspections of the classrooms to ensure compliance with existing rules and codes and allow for repairs when issues are identified.

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

No

In Progress

N/A

The school district has an emergency preparedness manual, critical response manual and safety plan for each school. These documents provide guidance and direction in conjunction with the Incident Command System under the National Incident Management System. Each school has an organizational line of authority called Staff Assistance For Emergencies (SAFE) Team identified within School's safety plan. Lessons learned are utilized to improve and enhance the safety plans and procedures.

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

Strategies and Actions to be Taken

BCPS, through emergency management, risk management, law enforcement fire, safety and other school district representatives, shall continue to enhance emergency and safety procedures.

Fiscal Impact and Timeline

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 management, 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

No

In Progress

N/A

All stakeholders have had the ability to provide input into the development of school online safety plan template. The district ensures that an all-hazards approach to school safety has been developed to address the school mobilization, deployment or tactical operations. The safety plans at schools are updated each year and evaluated through a table top exercise and drill with input from staff, department representatives and outside police, fire and EMS partners. Emergency procedures are reviewed with stakeholders to incorporate best practices and changes in District protocols.

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

No

In Progress

N/A

Police, fire and other first responders are involved in the development of the school safety plans and district emergency procedures. All Broward County first responding agencies have the ability to access district building plans. BCPS shares updated building plans each year with its partners. Through regular first responder meetings, information is shared with outside police, fire and EMS partners. The School Resource Officers are important members of the school safety team, bridging the worlds of education and public safety.

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

No

In Progress

N/A

EMRM posts most current updates of the District's Emergency Preparedness Manual (current version available is 2017-2018) on the EMRM website (<http://www.broward.k12.fl.us/rmt/PDF%20Documents/EPManual.pdf>) where it may be downloaded and accessed by appropriate personnel. EMRM encourages school administrators to provide hard copies of the manual should digital copies not be available.

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

No

In Progress

N/A

EMRM reviews with stakeholders and revises the District's Emergency Preparedness Manual at minimum on an annual basis. EMRM provides updates to the School District, when warranted.

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

No

In Progress

N/A

SIU, formerly known as the Broward District Schools Police Department, supports the Broward County Gang Task Force. SIU also coordinates with other task forces, law enforcement agencies and state agencies for intelligence gathering and prevention strategies. SIU works closely with the School Resource Officers for information sharing and investigations.

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

Strategies and Actions to be Taken

Fiscal Impact and Timeline

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

No

In Progress

N/A

BCPS ensures that an annual comprehensive safety inspection which includes sanitation, casualty safety and fire safety is conducted at each educational facility and signed off by a certified fire safety inspector, local municipal fire safety inspector and facility administrator.

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

No

In Progress

N/A

An annual on-site fire safety inspection is conducted by a certified fire safety inspector to ensure compliance with fire code. All serious life safety deficiencies are immediately corrected and/or controlled on-site to minimize any potential hazard prior to the inspector leaving the facility.

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.fl DOE.org/core/fileparse.php/7738/urlt/srefrule14.pdf>. 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

No

In Progress

N/A

After school board approval, the Annual Comprehensive Safety Inspection Reports are sent to the State Fire Marshal.

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/core/fileparse.php/7738/urlt/srefrule14.pdf>. 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

No

In Progress

N/A

BCPS conducts an annual on-site inspection of each District facility to determine compliance with State Requirements for Educational Facilities (SREF) Chapter 5 and Florida's Uniform Firesafety Standards for Educational Facilities (Chapter 69A-58).

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

No

In Progress

N/A

SBBC approved Annual Comprehensive Safety Inspection Report is submitted to the State Fire Marshal's Office by June 30 of each year. The report contains casualty, sanitation, safety and fire safety aspects for comprehensive coverage.

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

Strategies and Actions to be Taken

Fiscal Impact and Timeline

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

No

In Progress

N/A

The school district has a Comprehensive Emergency Management Plan with indexes which include the emergency preparedness manual, critical response manual and other emergency response resources. Safety plans for each school work in concert with this plan. These documents provide guidance and direction in conjunction with the Incident Command System under the National Incident Management System and the National Response Framework. Each school has an organizational line of authority called Staff Assistance For Emergencies (SAFE) Team identified within school's safety plan.

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

No

In Progress

N/A

BCPS has the capability to contact personnel via various forms of technology as means of communication. BCPS utilizes the Parent Link application for emergency telephone notifications.

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

No

In Progress

N/A

BCPS initiated a Crisis Response Team more than thirty (30) years ago. The team is deployed whenever a crisis occurs regarding a student, a staff member, or a community-related traumatic event. The crisis team is comprised of social workers, family counselors, and school psychologists who work closely with the school counseling staff to address the needs of students and staff.

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

No

In Progress

N/A

The District's Public Information Office provides valuable resources and references on its Marketing and Communication Center web page, including a Media Relations Made Easy guide, a Media Relations Made Easy Quick Tips sheet and a Media Relations Made Easy Tips for Front Office Communications sheet, that assists school leaders and staff in dealing with news media outlets and reporters. The Media Relations Made Easy guide includes tips, best practices and checklists for handling controversial and crisis situations.

<https://browardcountyschools.sharepoint.com/sites/Intranet/PIO/Pages/media.aspx>

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)

School districts should coordinate with local emergency management for NIMS compliance. Counties are required to complete a FEMA NIMS Data Collection Spreadsheet as part of the Annual State Preparedness Report. The Statewide Policy for Strengthening Domestic Security in Florida Public Schools is located at:

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

Yes

No

In Progress

N/A

The Broward County Emergency Management Division recertified BCPS as NIMS compliant in 2017. EMRM, SIU and other key personnel are compliant with NIMS for emergency preparedness and incident response. EMRM and SIU are currently working with other departments throughout the school district to expand NIMS compliance district-wide. There are processes currently in place to administer and track key staff completion of training. Courses are available on the District's Professional Development Standards and Support website at <http://www.broward.k12.fl.us/talentdevelopment/html/nims.htm>. EMRM monitors NIMS course completion by school district staff. EREM and SIU continue to encourage all interested personnel to complete IS-100 and IS-700 for basic NIMS and ICS knowledge as well as active shooter awareness training (<http://www.brainshark.com/browardschools/shooter>).

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

Strategies and Actions to be Taken

To continue expanding awareness for NIMS and ICS within the school district for enhanced operations with first responders during incidents. The Public Information Office continues to review and update procedures and effective communication processes for its media response plan based on industry best practices. The media response plan is reviewed, updated and posted to the Marketing and Communication Center web page. The PIO continues to work with the Office of School Performance and Accountability to ensure school leaders receive the information.

Fiscal Impact and Timeline

The Public Information Office expects little to no fiscal impact. The timeline is ongoing.

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

No

In Progress

N/A

The school district has an emergency preparedness manual, critical resource manual and safety plans for each school to address these issues. Through the safety plans, table top exercises and drills, schools prepare to respond to various codes to address issues and threats. Schools also have procedures to report incidents, issues, threats, exercises and drills to the Office of Performance and Accountability (OSPA) that shares the information with designated staff across the school district.

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

No

In Progress

N/A

The school district emergency preparedness manual includes critical emergency response contact information. The critical resource manual and safety plans include additional information and guidance. Through the safety plans, table top exercises and drills, schools prepare to respond to various codes to address issues and threats. Schools also have procedures to report incidents, issues, threats, exercises and drills to OSPA that shares the information with designated staff across the school district. Cellular telephone numbers and other point of communication are identified for contact.

c. The emergency checklist includes evacuation, lockdown, shelter-in-place, and reunification 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

No

In Progress

N/A

The school district has an emergency preparedness manual, critical resource manual and safety plans for each school to address these issues. Through the safety plans, table top exercises and drills, schools prepare to respond to various codes to address issues and threats. Police, fire and other first responders are involved in the development of the school safety plans. Through regular first responder meetings, information is shared with outside police, fire and EMS partners. The School Resource Officers are important members of the school safety team, bridging the worlds of education and public safety.

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

Strategies and Actions to be Taken

Fiscal Impact and Timeline

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

No

In Progress

N/A

Working with the District's Chief Fire Official, EMRM monitors fire drills conducted at all schools to ensure compliance to the National Fire Protection Association (NFPA) code and state law requirements for school based fire evacuation drills. In accordance with the NFPA code and state law, each school is required to conduct two fire evacuation drills during the first two weeks of school and one additional drill per month school is in session. The Chief Fire Official's Office and EMRM randomly supervises school fire evacuation drills. The evacuation is observed and feedback is provided to school administration. Local fire departments are invited to also supervise the drill. Through the safety plans, table top exercises and drills, schools prepare to respond to various codes to address issues and threats.

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

No

In Progress

N/A

Through the Safety and Security Committee meetings inspections are discussed and plans for improvement are discussed/implemented.

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

No

In Progress

N/A

EMRM has developed a database which tracks planned emergency drills at each school. Schools are instructed to enter required information into the database each month as the drills are conducted. Toward the end of each month, reminders are sent to schools who have not conducted drills in the current month. Requests are sent to all schools who are identified as missing during any month or months. The same database is used to record After Action Reports for evacuation drills conducted by SIU. Through the safety plans, table top exercises and drills, schools prepare to respond to various codes to address issues and threats.

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

No

In Progress

N/A

The Chief Fire Official's Office and EMRM encourages schools to practice both primary and secondary routes for fire drill evacuations and to conduct them at different times of day.

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

Strategies and Actions to be Taken

Fiscal Impact and Timeline

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

No

In Progress

N/A

District floor plans are sent out to all Broward County municipal local fire department's Fire Chief and law enforcement agency's Police Chief during the distribution of the annual Comprehensive Safety Inspection Reports. This distribution is completed and recorded by EH&S after School Board of Broward County approval in July of each year. Beginning in the 2017-2018 school year, the Office of the Chief Fire Official assumed responsibilities of distribution.

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

No

In Progress

N/A

Construction plans and specifications are available through the Facilities Construction Department and FISH (Florida Inventory of Schools Houses) system maintained by Facility Planning and Real Estate Department. Construction specifications are maintained and available by the Facilities Pre-Construction Department.

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

No

In Progress

N/A

Digital back up is regularly done by Information Technology.

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

Strategies and Actions to be Taken

Fiscal Impact and Timeline

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

No

In Progress

N/A

The district has adopted a Comprehensive Sexual Health Policy and curriculum aligned to the national standards in order to support students and families. Furthermore, the district's comprehensive health education 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 health and emotional health; injury prevention and safety, Internet safety, nutrition, personal health, prevention and control of diseases, tobacco prevention; and substance use and abuse. The health education curriculum for students in grades 7-12 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, measurements to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse. Professional development focused on the Human Sexuality Curriculum for K-12 instructional staff is provided by the Student Support Initiatives Department. Relates statutes and rules: FS 1003.42(2)(n). See Broward County Public Schools Professional Learning System <http://www.broward.k12.fl.us/talentdevelopment/news/pds/BCPS-Prof-Learning-System.pdf>

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

No

In Progress

N/A

Training has been developed for instructional and non-instructional staff, as well as, substitute teachers and bus drivers. The Student Support Initiatives Department provides professional development on the CHAMPS approach to classroom management, building healthy relationships, alcohol education, tobacco prevention and current drug abuse trends, and includes these topics in professional learning programs for Family Counselors and School Social Workers. The Workers Compensation Unit reviews all staff injury/illness claims to identify the root cause and make corrective action, which can include training. The EH&S Department is also available to conduct Job Hazard Analysis to ensure tasks performed by staff are done safely. If concerns are identified training will be developed to address the concern. The Workers Compensation Unit reviews all staff injury/illness claims to identify the root cause and make corrective action, which can include training. The EH&S Department is also available to conduct Job Hazard Analysis to ensure tasks performed by staff are done safely. If concerns are identified training will be developed to address the concern.

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

No

In Progress

N/A

The Broward County Public Schools Professional Learning System incorporates the District's Master Inservice Plan and includes individual Master Plans for professional development in the safety training components listed herein. The Master Plan for Student Support Initiatives includes workshops and online resources for classroom management using the CHAMPS curriculum. The Master Plans for School Psychologists, Family Counselors and School Social Workers include professional development in support of school-based mental health. The Master Plan for Non-Instructional Leadership Development includes professional development on Conflict Resolution for non-instructional staff.

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.

Yes

No

In Progress

N/A

Training opportunities are reviewed by District staff and appropriate personnel attend training when feasible. District staff have attended trainings for Fire Safety, OSHA 30 hour, State Requirements for Educational Facilities New Construction, State Requirements for Educational Facilities Chapter 5 – Existing Facilities, Indoor Air Quality, Asbestos, Custodial Training, and Maintenance Training. In addition the District offers training to staff in several of these categories to ensure that knowledge is spread throughout the levels of responsibility.

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

No

In Progress

N/A

School principals are able to track professional learning and training activities through the District's online professional development management system. Principals ensure that staff understands assigned roles and responsibilities and provide direction based on observations of safety drills conducted throughout the year.

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

No

In Progress

N/A

Students, faculty and staff are trained on appropriate safety equipment prior to use. The training may be on-the-job, classroom or on-line depending on the needs and type training. As additional needs for training are identified, the appropriate department is identified and training is provided. The EH&S Department is also available to conduct Job Hazard Analysis to ensure tasks performed by staff are done safely. If concerns are identified, the District attempts to eliminate the concern. If elimination is not possible safety equipment is provided and training will be developed to address the concern.

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

No

In Progress

N/A

The mission of Broward County Public Schools's Social and Emotional Learning initiative is to build a comprehensive, coordinated, and systemic web of services by collaborating with schools, communities, and families to align resources so that students are academically successful and socially competent. The District provides professional learning to school administrators on the development of a Social and Emotional Learning plan aligned with the SEL standards developed by the Collaborative for Academic, Social and Emotional Learning (CASEL). The District offers pro-social clubs and programs, including peer counseling programs, to facilitate positive social skills, reduce violence and conflict and assist students with decision making strategies.

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

No

In Progress

N/A

Broward Schools is committed to providing the highest quality education in a safe, respectful and violence-free environment. The district annually develops multi-platform training for district and school-based personnel, students and parents on preventing, identifying and reporting bullying/harassment. There is an authorized List of Bullying Prevention and Intervention Programs and Curriculum includes evidence-based interventions, curricula and proven programs available to BCPS staff (<https://www.browardprevention.org/violence/anti-bullying/>) and (<https://www.browardprevention.org/violence/anti-bullying/curriculum-2/>). Student Support Initiatives provides professional development on bullying and cyberbullying.

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 General's 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

No

In Progress

N/A

The district offers comprehensive training regarding gang awareness, conflict resolution, deescalation methods for verbal conflicts, and diversity/culturally repulsive teaching training to better support a school's climate, including CHAMPS Classroom Management, Professional Crisis Management, Threat Assessment and Reasonable Suspicion for appropriate staff including School Administrators, School Psychologists, Social Workers, Guidance Counselors, Security Specialists and Family Counselors.

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

Strategies and Actions to be Taken

Fiscal Impact and Timeline

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

No

In Progress

N/A

The discipline policies are reviewed annually by the school district's General Counsel to ensure compliance and alignment to state and federal laws. The Discipline Matrix is a tool for administrators to respond appropriately when students have committed serious violations, per the Code of Student Conduct. This tool is designed to offer consistency at all levels across the school district so that students are disciplined fairly from school to school when their behavior requires punishment beyond the classroom. There are four different versions of the Matrix: Two to assign consequences to elementary students (pdf) (grades K-2) and (grades 3-5) and two to assign consequences to secondary students (pdf) (grades 6-8) and (grades 9-12). (<http://www.browardschools.com/codeofconduct>).

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

No

In Progress

N/A

The district annually reviews the discipline policies with input from teachers, students, parents, community members and district staff in an effort to ensure that all stakeholders have a voice in the policy recommendations being brought forward for School Board adoption.

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

No

In Progress

N/A

The Code of Student Conduct is written in simple text and is also translated into various languages in an effort to meet the diverse needs of the community. (<http://www.browardschools.com/codeofconduct>).

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

No

In Progress

N/A

Parents have a variety of opportunities at the school-based and district level to offer input/recommendations regarding student discipline procedures and actions. Additionally, parent advisory groups provide representation on all committees related to student discipline.

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

No

In Progress

N/A

The district annually provides a summary of changes to families as well as issuing the Code of Student Conduct and supporting video to keep parents informed of the district's expectations as it relates to student discipline.

(<http://www.browardschools.com/codeofconduct>).

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

No

In Progress

N/A

The discipline policies are available in various formats and can be accessed through multiple device platforms for the convenience of students, teachers and parents. The BCPS website is designed to provide parents and students with information about the Code Book of Student Conduct. The Code of Student Conduct, Policy 5.8, provides specific information regarding the rules that all students are expected to adhere to, as well as consequences for violations. Important among these rules are consistent and timely attendance, respect for people and property, appropriate dress, technology usage, student publications, student activities, student records and the right to appeal, including grievance procedures. The School Board of Broward County, Florida, approves and affirms its support of the Code of Student Conduct, Policy 5.8. (<http://www.browardschools.com/codeofconduct>).

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

The district policies are aligned to state and federal laws.

Strategies and Actions to be Taken

Fiscal Impact and Timeline

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 consult all violations subject to Florida law to a local law enforcement agency.

Related Statutes: s. 1006.07 and 1006.13, F.S.

Yes

No

In Progress

N/A

The district is required by law to report school incidents per Florida Department of Education's School Safety and Incident Reporting (SESIR) Guidelines to law enforcement. The district also ensures victims are aware of his/her rights by providing access to the Victim's Rights brochure.

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

Related Statutes: s. 1006.07 and 1006.13, F.S.

Yes

No

In Progress

N/A

The discipline policies clearly outline that students will always be able to access alternatives to external suspension and expulsion abeyance programs so they are able to continue their education despite their behavioral actions.

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

Related Statutes: s. 1006.07 and 1006.13, F.S. and 1003.32 (5)

Yes

No

In Progress

N/A

The district ensures that students who may be dismissed from their classroom are being addressed through the MTSS/RtI collaborative process, so appropriate interventions are identified and implemented to support the social-emotional development of the youth and to avoid future classroom removals.

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: s. 1006.07 and 1006.13, F.S. and 1006.147

Yes

No

In Progress

N/A

The district's discipline and anti-bullying policies include state and federal statutory language and due process rights for students, including English Language Learners and Students with disabilities.

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

Related Statutes: ss. 39.301(18)

Yes

No

In Progress

N/A

The discipline policies address the rights students have regarding law enforcement and Department of Children and Families interaction.

f. Disciplinary policies include procedures governing locker searches.

Related Statutes: s. 1006.09(9) F.S. For more information, consult the Florida School Search Reference Guide:

[http://www.fcpti.com/fcpti.nsf/0/907A6A8331292FDD85257AD800505EA4/\\$file/Florida_School_Search_Reference_Guide_2012.pc](http://www.fcpti.com/fcpti.nsf/0/907A6A8331292FDD85257AD800505EA4/$file/Florida_School_Search_Reference_Guide_2012.pc)

Yes

No

In Progress

N/A

The discipline policies outline the guidelines regarding searches, including lockers.

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

Related Statutes: ss. 1006.09(9), F.S. and 6A-6.03312 FAC

Yes

No

In Progress

N/A

The discipline policies are in alignment with state and federal requirements and are reviewed annually by General Counsel to ensure that the policy language is up-to-date regarding students with disabilities.

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

The district policies are aligned to state and federal laws.

Strategies and Actions to be Taken

Fiscal Impact and Timeline

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

No

In Progress

N/A

The district's discipline policies and state law require that a student's disciplinary history of expulsions and arrests are made available at the time of enrollment. (<http://www.browardschools.com/Parents-Students/Parent-Student-Pages/Code-Of-Conduct/Code-Of-Conduct>).

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

No

In Progress

N/A

The district's discipline policies clearly outline the procedures for reporting said behaviors as well as outline the consequences.

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

No

In Progress

N/A

The Department of Juvenile Justice and law enforcement/juvenile justice agencies provide district information relating to student convictions and status of charges which are made available through an Interagency Agreement that is renewed

annually by the School Board and applicable agencies. Policy 2405 requires employees to self report arrests, charges and final dispositions. SIU monitors the arrests and dispositions for employees via self reports and notices from the state and federal governments from their fingerprints.

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

No

In Progress

N/A

Transportation has protocols in place to communicate route concerns to Bus Operators as needed. Transportation uses its automated routing system to track and document information received regarding registered sexual predator/offenders. The protocols used avoid allowing an identified registered sexual predator/offender to move near a bus stop or for a stop to be placed as required by Senate Bill 120.

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

No

In Progress

N/A

The school district provides guidelines and training for physical and non-physical intervention. Professional Crisis Management (PCM) is use within this district as physical restraint procedures.

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

No

In Progress

N/A

The district's discipline policies, which are in alignment with state and federal laws, afford teachers and school bus drivers the opportunity to remove students in need of behavioral supports. To support youth, the district has developed processes and procedures to collaboratively work with staff and parents in order to identify the behavioral and social-emotional needs of a student and provide the most appropriate research-based interventions in order to meet his/her needs.

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

No

In Progress

N/A

In alignment with Florida Statute, schools have a placement review committee and procedures in place to address students who are withheld consent from returning to a teacher's classroom.

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

No

In Progress

N/A

BCPS has a process to screen volunteers against the FDLE sexual offender/predator database, Dru Sjodin National Sex Offender Public Website, Florida Comprehensive Case Information System and Broward Clerk of Courts. Additionally, the school district has a visitor management system, known as STAR, that is used to monitor all visitors on campus, to include volunteers. Each school has a volunteer point of contact to facilitate volunteer activities.

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

No

In Progress

N/A

The school district has a volunteer/mentor screening process to query the appropriate databases to ensure compliance with district screening standards. BCPS has a process to screen volunteers against the FDLE sexual offender/predator database, Dru Sjodin National Sex Offender Public Website, Florida Comprehensive Case Information System and Broward Clerk of Courts. Additionally, the school district has a visitor management system, known as STAR, that is used to monitor all visitors on campus, to include volunteers. Each school has a volunteer point of contact to facilitate volunteer activities.

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

No

In Progress

N/A

The district has a mandated child abuse professional learning for teachers in grades Pre-K to 12. Additionally, the district provides child abuse training to non-instructional employees, to include, Food Food and Nutrition Services and Transportation. Furthermore, the district has created Internet Safety Campaigns with marketing materials, resolution, and a comprehensive curriculum resource for implementation in schools related to internet safety and social media etiquette.

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.fldoe.org/schools/safe-healthy-schools/safe-schools/bullying-prevention.stml>. 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

No

In Progress

N/A

The district has a certified comprehensive Anti-Bullying Policy 5.9 that is reviewed every three years, unless changes to state laws require an early review, by internal and external stakeholders who offer recommendations to the School Board in alignment with state and federal laws and align to FL DOE's guidelines.

(<http://www.broward.k12.fl.us/sbbcpolicies/docs/Policy%205.9.pdf>).

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

The district policies are aligned to state, federal and FL DOE's guidelines.

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

No

In Progress

N/A

The Psychological Services Department offers a combined Warning Signs/Safe Zone Listener Training annually to school staff. The department also offers Silence Hurts trainings tailored to elementary and secondary students. These trainings are offered at school request. In the 2017-18 school year, 3 Silence Hurts presentations were conducted to date (1214 students).

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

No

In Progress

N/A

Schools are confronted with a variety of potential threats that must be evaluated and responded to in order to maintain a safe and secure learning environment for all students and staff. The Threat Assessment process is comprised of three stages: (1) Initial Response, (2) Level 1 Screening, and (3) Level 2 In-Depth Assessment. These stages are intended to ensure timeliness of response, safety of all in the school environment, and deployment of the school's resources in the most efficient manner, according to the facts of each individual case. Level 1 and Level 2 Threat Assessment Training/Safe Zone Listeners presentations are offered to staff several times each school year. The Threat Assessment Manual was revised in 2017 <http://bcps-mentalhealth.com/threatAssessment.php> and (http://bcps-mentalhealth.com/downloads/Threat_Assessment_Manual_Update_2017.pdf)

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

No

In Progress

N/A

The Threat Assessment Manual and District level crisis response teams are available to schools (<http://bcps-mentalhealth.com/threatAssessment.php> and http://bcps-mentalhealth.com/downloads/Threat_Assessment_Manual_Update_2017.pdf).

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

Yes

No

In Progress

N/A

Each school has a collaborative problem-solving team (CPST), now referred to as the Multi-Tiered System of Support/Response to Intervention (MTSS/RtI) team that convenes regularly to identify research-based interventions to meet the social-emotional, behavioral and academic needs of students. District staff are available to support these school-based teams.

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

Yes

No

In Progress

N/A

The District identifies those who may pose a threat of future violent behavior through the Threat Assessment training and combined Warning Signs/Safe Zone Listeners training, and by following threats assessment procedures. Immediate crisis counseling is available from District staff. When students pose a threat, District staff makes available referrals for Mental Health Evaluation/Treatment to outside agencies.

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

No

In Progress

N/A

The file record remains in the administrator folder. Maintenance of records is discussed in Threat Assessment trainings.

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

Yes

No

In Progress

N/A

The school district follows best practice by training staff and following procedures for threat assessment. The Crisis Response and Recovery Manual was revised during the 2016-17 school year and the Threat Assessment Manual was revised in 2017 (http://bcps-mentalhealth.com/downloads/Threat_Assessment_Manual_Update_2017.pdf).

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

Strategies and Actions to be Taken

The District policies are aligned to state and federal laws.

Fiscal Impact and Timeline

The cost of Safe Zone Listener/Silence Hurts posters is \$1231.28 for the 2017-18 school year.

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

No

In Progress

N/A

The Collaborative Agreement on School Discipline and Interagency Agreement reviewed and approved by the School Board annually (<http://www.browardschools.com/News-And-Events/News/BCPS-and-Community-Partners-Re-Sign-the-Collaborat#.WfoxItWnFhE>).

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

No

In Progress

N/A

The School and District Technology Usage Policy 5306 provides how concerns around safety and security are addressed. However, the school district has developed Social Media Guidelines to better support students, teachers and parents in this new era of technology, so said groups are safe while on the internet and know how to respond when a concern arises. SIU works with partner law enforcement agencies involving internet and social media threats.

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

No

In Progress

N/A

The school district collaborates and has partnerships with a variety of agencies including mental health and restorative practice agencies so students and families are afforded every opportunity to be supported and kept safe.

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

No

In Progress

N/A

Information for parents in the obtainment of immunizations and physicals are provided in many modes of communication. This information can be found throughout the year on the Coordinated Student Health Services website, in the Code of Conduct book, on the report cards for students who are in 6th grade, letters to parents of students who are in need of further immunizations during the school year, health mobile schedules for parents, and many schools send calls to their parents at the end of the school year and the beginning of the school to provide this information to the school's parents.

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

No

In Progress

N/A

The district communicates the various ways students, teachers and parents can notify the district of a crime or offer a tip. Additionally, the district shares ways in which students can find support during a time of need. BCPS provides methods to text, email, call or upload anonymous concerns and information (<http://www.broward.k12.fl.us/siu/siunew/tipsemail.as>).

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

No

In Progress

N/A

BCPS provides methods to text, email, call or upload anonymous concerns and information (<http://www.broward.k12.fl.us/siu/siunew/tipsemail.as>). Schools have implemented clubs/organizations to encourage youth to report crime.

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

No

In Progress

N/A

The school district's Student Assessment and Research Department annually releases a Suspension Brief with appendices so schools and the larger community can review safety concerns and incidents. The brief also contains recommendations so schools are continually improving their school climates. (<http://www.browardschools.com/departments/student-assessment-and-research>)

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

Strategies and Actions to be Taken

Fiscal Impact and Timeline

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

No

In Progress

N/A

The school district's Student Assessment and Research Department releases a comprehensive survey to each stakeholder group in order to collect data and drive recommendations for improvements (<http://www.browardschools.com/departments/student-assessment-and-research> and

<http://www.browardschools.com/About-BCPS/Departments/splashpages/Office-of-Academics/Student-Support-Initiatives>).

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

No

In Progress

N/A

The district provides curriculum supports/programs and Instructional Facilitators to schools in order to address pro-social skills, character education, conflict resolution, peer mediation and prevention of bullying/harassment. Furthermore, schools have identified staff representatives for said areas and provide students opportunities to engage in clubs to support improvements to the school's climate/culture (<http://www.browardschools.com/About-BCPS/Departments/splashpages/Office-of-Academics/Student-Support-Initiatives>).

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

No

In Progress

N/A

The district has a variety of departments that develop curriculum to support schools, students and families in addressing violence and drug prevention, health, safety and security. In addition, the district conducts on-going training to staff, students and families to educate them on the harms of violence and ways to prevent it, this includes dating violence and abuse. Furthermore, the district has adopted a Policy Against Student Dating Violence and Abuse, Policy 5010. (<http://www.browardschools.com/About-BCPS/Departments/splashpages/Office-of-Academics/Student-Support-Initiatives>).

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

No

In Progress

N/A

Schools are required to annually review their data in order to develop a School-wide Positive Behavior Plan, which is part of the School Improvement Plan. Each plan is reviewed and scored on a rubric by district staff and recommendations for improvements are provided. Additionally, district staff support schools to implement programs and strategies to improve school climate. (<http://www.browardschools.com/departments/student-assessment-and-research> and <http://www.broward.k12.fl.us/sar/Releases.htm>).

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

No

In Progress

N/A

The school district administers the surveys and the results are reviewed by the school district in order to support schools in need, develop prevention programs and curriculum. BCPS Diversity, Prevention & Intervention (DPI) Department's goal is to plant the seeds for a drug and violence free tomorrow for all Broward County Public School students. DPI employs culturally competent family counselors, prevention specialists, and instructional facilitators to implement its vision through the provision of resources and support to our community of educators, students and families. Through collaboration and carefully planned services and programs focusing on the four strands of prevention (health & wellness, instructional strategies, violence prevention, and substance abuse prevention), DPI strives to ensure the academic success of all Broward County's students. (<http://www.browardschools.com/About-BCPS/Departments/splashpages/Office-of-Academics/Student-Support-Initiatives>).

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

The district policies are in alignment with state and federal laws. The district also uses data and research-based prevention resources to support schools.

Strategies and Actions to be Taken

Fiscal Impact and Timeline

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 Health Advisory Committee.

Yes

No

In Progress

N/A

The district has a collaborative committee partnership with internal and external stakeholders who actively work to develop and implement a plan which aligns to SAMHSA's Strategic Framework. Said strategic plan outlines ways to prevent and

reduce the impact of substance abuse. Additionally, the committee assists and supports the district by offering recommendations on ways to better analyze data to drive allocation of resources to schools.

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

Yes

No

In Progress

N/A

The plan is reviewed and updated on a regular basis. The current Comprehensive Community Prevention Action Plan is effective until 2018. The committee is reviewing and identifying the action items for 2018-2021's plan.

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

Yes

No

In Progress

N/A

The National Federation of State High School Associations writes playing rules for varsity sports among student athletes of high school age. The School Board of Broward County and all 29 public high schools are members of the FHSAA and therefore must follow and adhere to all protective equipment guidelines set by the Federation. (Policy 2401 - Tobacco Free Environment and <http://www.broward.k12.fl.us/sbbcpolicies/docs/Policy%205.8A.pdf>)

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

Strategies and Actions to be Taken

Fiscal Impact and Timeline

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

No

In Progress

N/A

Schools have access to their schools violence data via BASIS. Additionally, they have access to curriculum resources to support and address said areas of concern. (<http://www.browardschools.com/About-BCPS/Departments/splashpages/Office-of-Academics/Student-Support-Initiatives>)

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

No

In Progress

N/A

Schools have pro-social clubs, Prevention Liaisons and Peer Counselors to support students and provide instruction related to violence prevention and drug and safety programs. The district provides schools with promotional materials and curriculum resources to support instruction and reduce violence and increase school safety for students. (<http://www.browardschools.com/About-BCPS/Departments/splashpages/Office-of-Academics/Student-Support-Initiatives>)

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

No

In Progress

N/A

Students are an integral part of a school's Peer Counseling, Prevention Programs and school safety teams. Through a collaborative effort, they work to improve the school's safety.

In 2015, BCPS Peer Counseling Coordinators earned a special distinction as the first in Florida to receive National Peer Program Professionals Certification. This certification provides training and skills necessary to enhance peer counseling programs in schools. The superintendent was named the 2015 Champion of Peer Helping by the National Association of Peer Program Professionals for his support of peer counseling program (<http://www.browardschools.com/News-And-Events/News/BCPS-Coordinators-of-Peer-Counseling-Programs-Earn#.WfodO9WnFhE>).

d. The district has adopted 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. 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)(I), and 1006.07(2)(d) F.S.

Yes

No

In Progress

N/A

The school district has a School Board adopted policy relating to student dress code as well as an adopted unified school dress policy and guidelines (Policy 5309 and 5309-A) (<http://www.broward.k12.fl.us/sbbcpolicies/docs/P5309.000.pdf> and <http://www.broward.k12.fl.us/sbbcpolicies/docs/P5309-A-Unified%20Dress%20Guide.pdf>).

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)(I), F.S.

Yes

No

In Progress

N/A

Curriculum supports are provided to schools in order to address said skills. Furthermore, the district has Instructional Facilitators in order to provide on-site supports to schools in order to ensure fidelity of instruction.

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)(I), F.S.

Yes

No

In Progress

N/A

The district collaborates with governmental and private agencies in order to develop, implement and support schools in providing programs to ensure a safe and drug-free environment (<http://www.browardschools.com/About-BCPS/Departments/splashpages/Office-of-Academics/Student-Support-Initiatives>).

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)(I), F.S.

Yes

No

In Progress

N/A

The district uses survey feedback from stakeholders as well as school climate data to determine the effectiveness of intervention programs and makes changes as appropriate. Diversity, Prevention & Intervention (DPI) Department's goal is to plant the seeds for a drug and violence free tomorrow for all Broward County Public School students. DPI employs

culturally competent family counselors, prevention specialists, and instructional facilitators to implement its vision through the provision of resources and support to our community of educators, students and families. Through collaboration and carefully planned services and programs focusing on the four strands of prevention (health & wellness, instructional strategies, violence prevention, and substance abuse prevention), DPI strives to ensure the academic success of all Broward County's students (<http://www.browardschools.com/About-BCPS/Departments/splashpages/Office-of-Academics/Student-Support-Initiatives>).

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

No

In Progress

N/A

The district has developed and adopted a School and District Technology Usage Policy 5306 and Social Media Guidelines. Additionally, the district has developed a resolution, Internet Safety Campaign and curriculum resources for schools to implement (http://www.broward.k12.fl.us/ERP/ITStandards/docs/Standard%20Items/Security/BCPS_SocialMediaUseGuidelines_Final.pdf).

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

The district uses data to drive decisions, policy recommendations and prevention curriculum needs for schools.

Strategies and Actions to be Taken

Fiscal Impact and Timeline

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

No

In Progress

N/A

The school district offers training upon request to any and all schools in three (3) sessions over a three-week period. A handbook exists to guide all schools in area of assessment. A Brainshark was created and available for all staff to view which is available at any time. The link to the District's Suicide Prevention brainshark is: <http://www.brainshark.com/brainshark/brainshark.net/portal/title.aspx?pid=zCNzdv4PAz0z0>. Live training is also available for staff at any time upon request (30 minute sessions for elementary schools).

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

No

In Progress

N/A

Staff at the district level are available for support to schools. The school district has two (2) staff who monitor and return calls from schools regarding suicide and all schools have a suicide prevention designee. In addition, administrative and support staff (psychologists, social workers, counselors) are available for support. Staff also follow up by phone calls to schools when data is entered into the Suicide Prevention database. The District has created and distributed a Suicide Prevention Handbook and new procedures are being reviewed and developed. The Jason Foundation two-hour training is available for any school upon request. Curriculum is available for all schools. A Suicide Prevention Designee training is open for staff two times per year and additional trainings are created upon request. The training discusses research and appropriate understanding of suicide warning signs, risks and assessment.

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

No

In Progress

N/A

Staff at the district level are available for support to schools. The school district has 2 staff who monitor and return calls from schools regarding suicide and all schools have a suicide prevention designee. In addition, administrative and support staff (psychologists, social workers, counselors) are available for support. Staff also follow up by phone calls to schools when data is entered into the Suicide Prevention database. Jason Foundation two hour training is available for any school upon request. Curriculum is available for all schools. A Suicide Prevention Designee training is open for staff two times per year and additional trainings are created upon request. The training discusses research and appropriate understanding of suicide warning signs, risks and assessment.

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

No

In Progress

N/A

The District has created and distributed a Suicide Prevention Handbook. New procedures are being reviewed and developed by staff and the SEDNET Project Coordinator. The Behavioral Health Partnership website is up to date with

supports in the community and referrals can be made. Behavioral Health Partnership:

<http://www.broward.k12.fl.us/studentsupport/sednet/html/mhdatabase.htm>. Additional information regarding suicide prevention and community resources will soon be available in a new mental health website created by District staff.

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

No

In Progress

N/A

Procedures for assisting students re-entering the school environment can be found within the Suicide Prevention Handbook (Baker Act section) and CPS guidelines for intervening with students in need. In addition, the connection has been made with all the local receiving facilities regarding communication about hospitalizations of any student. This communication allows for schools to be aware of any Baker Acts that may occur during non-school hours.

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

Strategies and Actions to be Taken

Fiscal Impact and Timeline

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

No

In Progress

N/A

The District encourages and supports the programs initiated by the Student Services and Diversity and Prevention Intervention Departments that instruct school personnel regarding students' mental health issues, needs, and symptoms. The Multi-Tiered System of Support (MTSS) is one of the processes through which this is done. All schools are expected to review seemingly problematic behavior with their RtI teams, as a way to comprehensively address the concern, and provide timed interventions to specifically address the behaviors. Other specific training provided to staff include: Typical or Troubled?; how to identify a behavior as typical for a student, or of one that is troubled, and therefore needs a referral for

interventions; Suicide prevention as mandated by the State; Mental Health First Aid to inform teachers and staff about the mental health issues students and their families' experience; Ad hoc Threat Assessment Teams are formed as needed; to Crisis Intervention teams are formed when needed and they assess individual and groups of students who may pose a risk for mental health behavior. Many schools have peer counseling classes, HOPE clubs, and GSA's who become aware of at-risk students and inform school mental health professionals for clinical intervention.

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

No

In Progress

N/A

The District employs school social workers, family therapists, school counselors, and school psychologists to attend to students who demonstrate a need for emotional support, psychological intervention, therapy, and psychological testing. Family members are encouraged to avail themselves of the vast array of professional mental health services provided by the District. The School Social Workers and Family Counselors are frequently engaged in Mental Health Awareness workshops and presentations to staff in the schools where they are placed. Family Counselors also routinely reach out to other schools in their zones to remind the neighboring schools that free counseling is available to students and families in need.

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

No

In Progress

N/A

Every Innovation Zone has at least one licensed therapist to provide individual, family, and group counseling to the students and families residing within that Innovation Zone. Any school-aged child residing in Broward County is eligible for free therapeutic services provided by collaboration between the District and Broward County. All high schools have onsite full time school social workers and access to family counselors. They are available to evaluate student risk for mental health behavior, provide training and provide consultation for appropriate staff. Other school levels rely on itinerant staff who are available when needed for these activities. At times, referrals are made to community agencies, such as the YES (Youth Emergency Services) team for immediate assessment and intervention. The District has a relationship with several community partners who form the Behavioral Health Partnership. All of their staff are vetted and Jessica Lundsford cleared and are allowed to provide counseling services on campus to students as needed.

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

No

In Progress

N/A

Examples include Threat Assessment protocols, crisis intervention teams and manual, suicide prevention protocols, safety and supervision plans, Functional Behavioral Assessments (FBAs) and Positive Behavior Improvement Plans (PBIPs). The District also has procedures for referrals to the three Behavior Intervention Centers which are reviewed by a large interdisciplinary committee that meets bimonthly. School social workers and family counselors are well aware of community based agencies to which they may refer students who pose a mental health risk. One example is the Henderson Behavioral Health's Youth Emergency Services (YES) team that assesses students who are at high risk for involuntary hospitalization via the Baker Act. There are also protocols in place for school staff to utilize when there is a possible need for a Baker Act from a school campus. When a student is determined to be at risk for mental health behavior, the Suicide Designee for the school would be informed if the student were expressing suicidal ideations. The Youth Emergency Services Team is then contacted to do a lethality assessment. In the event that the student is expressing homicidal ideations, Administrators in the school perform a Threat Assessment. Students are frequently referred to the Family Counseling Program after assessments have been completed. In addition to the aforementioned protocols, school personnel is encouraged to refer at-risk students for early intervention services through the school social worker and the family counselor (therapist) assigned to the school.

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

No

In Progress

N/A

This support is available provided certain conditions are met: 1) The school is aware of a mental health hospitalization; 2) Parent consent is provided to consult with other health care professionals; 3) A SEDNET referral is made by the discharging hospital. When this occurs, parents are asked to provide consent to evaluate the returning student to the school environment. This evaluation consists of a psychoeducational evaluation completed by the school psychologist, and a psychosocial evaluation completed by the school social worker. The guidelines for assessing for educational planning needs are specified in the State of Florida's Special Programs and Procedures (SP&P) manual which is approved annually. Regarding the issue of a student surviving the mental health issues of a peer, this may be evaluated either through a threat assessment, crisis intervention, student self-referral, teacher referral, MTSS, parent referral, or students referring their peers to the mental health providers on the school campus. The Family Counseling Program is also apprised of students who may require some support, assistance, or intervention during their school day. If a student is in a therapeutic relationship with an outside provider, the family counselor or school social worker serves as a support and does not engage in a therapeutic situation with the student (duplication of services).

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

Strategies and Actions to be Taken

As a result of a critical increase in mental health issues across all school campuses, greater demands have been placed on the District's mental health professionals. All school personnel require on-going specific instruction to determine whether behaviors seen in the classroom are indicative of a mental health issue in need of immediate intervention. It is unfortunate that there has been such a significant increase in emotional reactions to life in general as well as stressful experiences. It seems that more mental health professionals are necessary to address the problems that are rampant in our classrooms. Systemically, when one element of a system is troubled, the other elements of the system are also affected. In a classroom, when one student suffers, the rest of the class and the teacher also suffer repercussions of the event. Appropriate and necessary interventions benefit the entire system. Revisions and updates are in the process of being written for the following topics: 1) Crisis intervention manual 2) Suicide prevention manual 3) Creation and meeting of the BCPS Mental Health Consortium which is in the process of developing a comprehensive Mental Health Strategic Plan for the District. 4) Partnerships have been formed with community-based agencies to meet the mental health needs of students in our community. In August, the Student Services department co-sponsored with SEDNET, a community resource fair so that practitioners in the District were updated on the available services.

Fiscal Impact and Timeline

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, and 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

No

In Progress

N/A

CPTED principles have been incorporated into BCPS Design Criteria by specific reference as in the following quote, taken from BCPS Architectural Design Criteria: "14. The site must comply with "Crime Prevention Through Environmental Design (CPTED)" principles." Note that a similar reference occurs in BCPS Landscape Design Criteria. In addition, the criteria are based on guidelines presented in the State Requirements for Educational Facilities (SREF). School based staff can request a consultation by EH&S to evaluate the current conditions and potentially make recommendations for improvement.

b. The district can demonstrate that CPTED 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/core/fileparse.php/7735/urlt/fl_ssg.pdf). Training in Crime Prevention Through Environmental Design is available from the Florida Crime Prevention Training Institute: <http://www.fcpti.com/>.

Yes

No

In Progress

N/A

BCPS facilities are designed and constructed with the goal of complying with CPTED principles. Designs are based on SREF, which incorporates CPTED principles. Additionally, BCPS Design Criteria incorporate such principles, and are written to comply with SREF.

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

No

In Progress

N/A

Safety needs and requirements are paramount in any renovation or remodeling project, and are elements that must be complied with during the course of a design, permitting and construction. Safety items are addressed through compliance with SREF, the Florida Building Code (FBC), BCPS Design Criteria, and BCPS Design and Material Standards (D&MS).

d. The district can demonstrate that facility maintenance incorporates principles of CPTED such as territoriality and ownership.

Yes

No

In Progress

N/A

Physical Plant Operations, District Maintenance Department maintains BCPS properties (which were designed using CPTED principles) so that those principles are preserved.

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

BCPS continues to improve site safety through safe designs incorporating CPTED principles.

Strategies and Actions to be Taken

Through the SMART Program, which affects 232 schools, BCPS will continuously improve safety at its' facilities, by incorporating CPTED principles.

Fiscal Impact and Timeline

BCPS anticipates spending \$732.7 million over the next four years for facility renovation and improvements. Much of this expenditure will affect construction where CPTED principles will be preserved and employed.

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

No

In Progress

N/A

Through various BCPS systems and processes, such as the district-wide visitor management system and Single Point of Entry (SPOE) program, access to campuses is limited to authorized individuals.

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

No

In Progress

N/A

BCPS continues to enhance the Single Point of Entry (SPOE) program, in which a majority of elementary schools and centers have been completed. There will be a continuation of SPOE projects through the SMART program. In addition, schools that do not have a single point of entry have been assessed and those SPOE projects have been funded through the District's Educational Facilities Plan.

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

No

In Progress

N/A

Schools use a process that includes collecting updated information from parents regarding the adults that have parental authority to pick up their child. This information is collected annually. Parents are able to update the information as needed. Schools maintain this information in the office area assigned for student pick-up. The school staff compares the identification of those arriving to pick up students with the information provided by parents. Additionally, schools implement a password process for such pick-ups. This entails a parent providing a unique password that is maintained with the students emergency contact information and is requested by school personnel upon pick-up request.

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

No

In Progress

N/A

BCPS utilizes silent intrusion alarms, monitored by BCPS staff, to secure facilities when unoccupied. The means of egress shall always be functional and shall not be impeded even during periods when the school is unoccupied and secured.

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

Yes

No

In Progress

N/A

The District's analog key control system is being replaced as part of Physical Plant Operations' change to a new Enterprise Asset Management (EAM) system. This change is in-progress.

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

The change to a digital key control system, integrated into the District's Enterprise Asset Management Plan, will allow the District to achieve Best Practice performance.

Strategies and Actions to be Taken

The analog key control program will be replaced with a digital system allowing for enhanced security program deployment at no additional cost.

Fiscal Impact and Timeline

The District acquired the new key control program without any additional investment-the functionality is integrated into the new EAM and comes with that program. The new program will be functioning by the end of the fiscal year.

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

a. At schools with students in grades prekindergarten through first, fenced play areas are accessed directly from the classrooms.

Yes

No

In Progress

N/A

This is evaluated during the Annual Comprehensive Safety Inspection conducted by District staff in accordance with SREF Chapter 5. If locations are identified school administrators and District maintenance staff are notified to address the concern.

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

Yes

No

In Progress

N/A

BCPS has Certified Playground Inspectors that follow U.S. Consumer Product Safety Commission guidelines and consults with other authorities regarding playground construction materials and regulations. BCPS also hosts a monthly Playground Standards Committee which meets to discuss SBBC Design and material standards, current specifications, product selection, maintenance and construction methods of existing and new playgrounds This meeting is essential to ensure that BCPS is in compliance with the National playground safety standards identified by the National Recreation and Parks Association's CPSI guidelines.

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

Yes

No

In Progress

N/A

BCPS on-site staff, Environmental Health and Safety Staff, and Physical Plant Operations staff conduct regular maintenance checks of playground equipment and ground cover surfaces. If there is a need for repair, replacement or maintenance, the school staff or district inspector documents the issue and generates a work order for remedial action.

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

Yes

No

In Progress

N/A

District staff conducts inspections of the playgrounds and conducts playground "Poured in Place" safety surface testing. School based staff is responsible for the observation of and identification of playground safety hazards on a daily basis. When issues are identified work orders are filed. The BCPS work order is labelled and categorized as a safety deficiency and concern which takes high safety priority in the system for timely resolution.

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

Yes

No

In Progress

N/A

Students are supervised when using school playground equipment. The School District of Broward County sets an expectation that students will be supervised during Physical Education class, Recess, before school, and after school. Before and after school supervision takes place for 30 minutes, as prescribed in State Statute. Use of playground equipment during extended hours provided by fee based Before and After School Childcare providers, which occurs outside of school hours, are also done with supervision present.

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

Yes

No

In Progress

N/A

Most playgrounds are located away from public ways, service drives, parking lots, and public sidewalks. If a playground is located adjacent to any of these areas, fencing encompasses the playground.

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

Strategies and Actions to be Taken

BCPS on-site staff, Environmental Health & Safety staff, Facilities Construction and Physical Plant Operations staff are all part of the playground safety team. Although BCPS has not been able to construct or replace playgrounds, maintenance continues to repair existing playgrounds in order to maintain a safe environment for the school district's students.

Fiscal Impact and Timeline

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

No

In Progress

N/A

BCPS educational facilities are inclusive of silent intrusion alarms and security cameras. Intrusion alarm systems are monitored by BCPS staff.

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

Yes

No

In Progress

N/A

Information & Technology in collaboration with district school staff and EH&S routinely inspect, report and maintain the current security equipment.

c. Each educational facility maintains evacuation, crisis, 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

No

In Progress

N/A

Schools have a kit ready to go out with them during an evacuation which includes current student contact information, student medications, first aid kit and AED.

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

No

In Progress

N/A

BCPS has five (5) bus terminals with six (6) locations that include fencing, locks and other security measures to secure the buses when not in use.

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

Strategies and Actions to be Taken

BCPS is currently establishing an annual contract with the appropriate outside camera service vendors to maintain and enhance safety and security systems. Routine inspections, reporting and maintenance will be developed into an annual process.

Fiscal Impact and Timeline

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 and 69A-58, F.A.C.

Yes

No

In Progress

N/A

District schools are required to comply with School Board Policy 5303 which covers the requirement regarding first aid kits and AED's. BCPS utilizes a vendor to maintain fire extinguishers and school personnel as well as District inspectors check fire extinguishers as required.

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

No

In Progress

N/A

Hazard evaluations are completed to identify, evaluate and control (engineering, administrative and personal protective equipment) known risks in instructional areas with dangerous equipment and chemicals. Safety equipment is provided as appropriate to each of the identified instructional areas. If school based staff or District staff identify a potentially hazardous situation they contact EH&S for an evaluation to mitigate the associated risk.

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

No

In Progress

N/A

All students and school personnel are trained in safety procedures prior to dealing with dangerous tool, equipment or chemicals. This safety procedures training can be on-the-job, classroom or online depending on availability and specific needs.

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

No

In Progress

N/A

The protective equipment used in athletics, such as football helmets and shoulder pads are recertified on an annual basis to meet national standards (NOCSAE). The coaches are required to maintain athletic coaching or professional teaching certification so that they will be aware and trained in the latest safety procedures and practices. Our coaches and athletes also review safety videos as part of the annual Florida High School Athletic Association (FHSAA) protocol prior to the start of each sport season. Heads Up Football certification through USA Football has also become a standard for our student-athletes and coaches.

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

Safety procedure training is continually being developed and revised as changes in district facilities and equipment occur.

Strategies and Actions to be Taken

Fiscal Impact and Timeline

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

No

In Progress

N/A

Food health and safety practices and regulations are followed as demonstrated in the Florida Department of Health Food and Nutrition Services Procedures, Food and Nutrition Services Procedure Manual, Hazard Analysis of Critical Control Point (HACCP) Manual and Mandatory Sanitation Training Class. Quarterly walk arounds between District Food Service Administration and Broward Health Department Liaison.

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

No

In Progress

N/A

Food and Nutrition Services Employee Handbook

Safety Data Sheets (SDS)

Monthly Safety Tips

New Employee Orientation

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

No

In Progress

N/A

BCPS complies with SREF (State Requirements for Educational Facilities), NFPA Life Safety Code 101, Broward County Public Schools Specifications, OSHA Regulations and Florida Department of Health requirements at a minimum.

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

No

In Progress

N/A

Florida Food Safety and Disaster Plan Guides (available via website FLDOA Food and Nutrition Wellness)

State Health Regulations (available link on Food and Nutrition Services website)

[http://www.leg.state.fl.us/statutes/index.cfm?](http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=381.0072&URL=0300-0399/0381/Sections/0381.0072.html)

[mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=381.0072&URL=0300-0399/0381/Sections/0381.0072.html](http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=381.0072&URL=0300-0399/0381/Sections/0381.0072.html)

<http://www.floridahealth.gov/environmental-health/food-safety-and-sanitation/>

Health Inspections posted in the cafeteria and on the school website

Operating Permits posted in the cafeteria and on the school website

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

No

In Progress

N/A

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

No

In Progress

N/A

Emergency procedures for hazardous materials emergencies, unknown powder or suspicious packages, gas leaks, air quality alerts, boil water notices, chemical emergency/spills are contained within the Districts Emergency Preparedness Manual and is made available to all schools.

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

Strategies and Actions to be Taken

Fiscal Impact and Timeline

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

No

In Progress

N/A

SIU, EMRM and other appropriate personnel are familiar with the National Infrastructure Protection Plan, National Incident Management System, National Response Framework and other national preparedness and homeland security strategies.

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

No

In Progress

N/A

All schools are required to complete an annual school site assessment, safety plan, table top exercise and drill. SIU support the school district with this development and training as well as strongly supports addition emergency preparedness training.

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

No

In Progress

N/A

The Broward County Emergency Management Division certified BCPS as NIMS compliant in 2017. The BCPS Emergency Preparedness Manual is NIMS compliant. EMRM and SIU key personnel are compliant with NIMS for emergency preparedness and incident response. EMRM is currently working with other departments throughout the school district to expand the understanding of NIMS/ICS district-wide.

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

No

In Progress

N/A

BCPS has members on the Southeast Regional Domestic Security Task Force to support exercises and information exchange. BCPS IT participated in a communications functional exercise in 2017. SIU and EMRM also support the Broward Emergency Operations Center and other information sharing and emergency operations. SIU leadership is a member of the Southeast Regional Domestic Security Task Force and attends the meetings and the campus security breakout sessions.

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

Strategies and Actions to be Taken

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

No

In Progress

N/A

Annually each school completes a survey to document that the bus service driveway meets SREF requirements. Transportation staff disseminates and collects updated forms annually to ensure compliance. (Sections 1006.21(1) and 1013.01, F.S.; Rules 6A-2.001, 6A-3.0171(2)(e)2b, 6A-3.0171(2)(e)2c, and 6A-3.0171 (4)(b), FAC)

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

No

In Progress

N/A

Each school provides signage and supervision to ensure the safety of children arriving or leaving each school campus. Annually each school completes a survey to document that the school's arrival and dismissal meets SREF requirements. (Sections 1006.21(1) and 1013.01, F.S.; Rules 6A-2.001, 6A-3.0171(2)(e)2b, 6A-3.0171(2)(e)2c, and 6A-3.0171 (4)(b), FAC). Upon request EH&S conducts reviews of the pedestrian and vehicle safety around schools and works with other governmental agencies to mitigate identified safety risks. In addition, District staff participates in the Safe Routes to School Grant Program in association with local jurisdictions to improve the safety of children arriving and leaving campus. District inspectors evaluate during the Annual Comprehensive Safety Inspection. Upon request EH&S conducts reviews of the pedestrian and vehicle safety around schools and works with other governmental agencies to mitigate identified safety risks. In addition, District staff participates in the Safe Routes to School Grant Program in association with local jurisdictions to improve the safety of children arriving and leaving campus. District inspectors evaluate during the Annual Comprehensive Safety Inspection.

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

No

In Progress

N/A

Annually each school completes a survey to document that the loading and unloading area meets SREF requirements. Each school when feasible physically provides separate drop-off and pick-up areas for school buses and parents and other private passenger vehicles. School based personnel contact EH&S for reviews should they have concerns regarding separation and District inspectors evaluate during the Annual Comprehensive Safety Inspection. School based personnel contact EH&S for reviews should they have concerns regarding separation and District inspectors evaluate during the Annual Comprehensive Safety Inspection.

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

No

In Progress

N/A

Annually each school evaluates vehicular and pedestrian traffic while completing SREF survey and whenever feasible separation of vehicular and pedestrian traffic is provided. (Sections 1006.21(1) and 1013.01, F.S.; Rules 6A-2.001, 6A-3.0171(2)(e)2b, 6A-3.0171(2)(e)2c, and 6A-3.0171 (4)(b), FAC). School based personnel contact EH&S for reviews should they have concerns regarding separation and District inspectors evaluate during the Annual Comprehensive Safety Inspection. School based personnel contact EH&S for reviews should they have concerns regarding separation and District inspectors evaluate during the Annual Comprehensive Safety Inspection.

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

No

In Progress

N/A

Annually each school evaluates bicycle access and parking and whenever feasible provide separation of vehicular and pedestrian traffic is provided. (Sections 1006.21(1) and 1013.01, F.S.; Rules 6A-2.001, 6A-3.0171(2)(e)2b, 6A-3.0171(2)(e)2c, and 6A-3.0171 (4)(b), FAC). School based personnel contact EH&S for reviews should they have concerns regarding separation and District inspectors evaluate during the Annual Comprehensive Safety Inspection. School based personnel contact EH&S for reviews should they have concerns regarding separation and District inspectors evaluate during the Annual Comprehensive Safety Inspection.

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

Strategies and Actions to be Taken

Fiscal Impact and Timeline

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

No

In Progress

N/A

District designates school bus routes using an automated routing system using established safety guidelines and requirements. Charter schools use either manual or automated routing systems. Bus Stops are not only monitored by each School Bus Operator on a daily basis, but also by Transportation Specialists and other designated staff respond to concerns from internal and external stakeholders.

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

No

In Progress

N/A

District has procedures and protocols in place to ensure and continually monitor that all persons transporting students are properly licensed, trained and qualified to meet Federal laws, State laws and School District job descriptions.

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

No

In Progress

N/A

District uses Department of Education's online motor vehicle record system to monitor and take corrective action based on the district's Policy 5300.1 Safe Driver Plan. Records are monitored via available weekly download of updates made to motor vehicle records along with an annual review of all records prior to each school year to meet Department of Education requirements.

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

No

In Progress

N/A

School staff inform students and parents regarding safe riding practices and rules verbally and via district's The Code Book for Student Conduct.

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

No

In Progress

N/A

The transportation department has specific forms and checklists that are used to ensure the appropriate documentation and notification of accidents and other transportation emergencies.

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

No

In Progress

N/A

Transportation staff maintains communication with appropriate jurisdictions and takes appropriate actions based on information received regarding specified sexual offenders under conditional release per Senate Bill 120.

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

No

In Progress

N/A

Transportation has protocols in place to communicate route concerns to Bus Operators as needed. Transportation uses its automated routing system to track and document information received regarding registered sexual predator/offenders. The protocols used avoid allowing an identified registered sexual predator/offender to move near a bus stop or for a stop to be placed as required by Senate Bill 120.

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

No

In Progress

N/A

Transportation uses its automated routing system to generate automated lists of students and approved locations. These lists are provided to transportation and school-based employees.

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

No

In Progress

N/A

Transportation uses an online intranet communication system for review and correction of safety hazards reported at bus stop locations. Transportation staff communicate concerns that are outside the control of School Board personnel to EH&S for communication to the appropriate jurisdiction for correction/mitigation. Transportation staff communicate concerns that are outside the control of School Board personnel to EH&S for communication to the appropriate jurisdiction for correction/mitigation.

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

No

In Progress

N/A

The district informs parents annually via The Code Book for Student Conduct .

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

Strategies and Actions to be Taken

Transportation continually seeks opportunities to improve and streamline its method of communicating information to stakeholders.

Fiscal Impact and Timeline

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

No

In Progress

N/A

Transportation has forms and procedures for school bus operators to perform daily pre-trip and post-trip inspections to comply with Department of Education (DOE) statute 6A-3.0171 Responsibilities of School Districts for Student Transportation.

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

No

In Progress

N/A

Transportation has forms and procedures in place to schedule, track and monitor the inspection of school buses at least each 30 school days. All inspectors are trained and certified based on Department of Education "School Bus Inspector" guidelines.

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

No

In Progress

N/A

Transportation has procedures and protocols in place to monitor and ensure the quality of repairs and safety standard of school buses. Ensuring only buses ready for service are used to transport students.

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

No

In Progress

N/A

Transportation has a Quality Control Mechanic position along with procedures and protocols to confirm 30-day inspections and completeness of the service.

Does the District Meet the Best Practice?

Yes

No

In Progress

N/A

4. School buses, including buses operated by schools, charter schools and contractors, utilize tracking and communication devices to optimize routes and increase the safety, notification and documentation of incidents.

a. The district utilizes GPS tracking and/or GIS software to identify bus locations and optimize routes.

Yes

No

In Progress

N/A

The district has GPS tracking equipment on all school buses. GPS technology is used with the automated routing system to optimize routes and increase safety, notification and research the documentation of incidents.

b. Buses are equipped with cameras for the safety and documentation of incidents.

Yes

No

In Progress

N/A

The district has camera equipment on installed on 96% of school buses. All new school buses are ordered equipped with cameras. Transportation Department has processes in place to monitor and fix camera equipment as needed.

c. Buses are equipped with two-way radios or other communication devices that allow bus operators to communicate with a central dispatch system.

Yes

No

In Progress

N/A

All school buses are equipped with two-way radios and communicate with a central dispatch system.

d. Bus radios are interoperable with the school, district, and/or emergency response radio system(s).

Yes

No

In Progress

N/A

The radios are on the same radio system as most of the public safety departments/agencies in the county and also have the ability to communicate on common county wide talk groups during emergencies.

Does the District Meet the Best Practice?

 **Yes**

No

In Progress

N/A

Strategies and Actions to be Taken

Fiscal Impact and Timeline

