



**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
**OFFICE OF THE SUPERINTENDENT**  
**ROBERT W. RUNCIE**  
**SUPERINTENDENT OF SCHOOLS**

July 23, 2018

TO: School Board Members

FROM: Jeffrey S. Moquin   
Chief of Staff

VIA: Robert W. Runcie   
Superintendent of Schools

SUBJECT: **Revision to I-2, School Site Florida Safe Schools Assessment FSSAT 2018-2019,  
for the July 24, 2018 Regular School Board Meeting**

Attached is a revision for I-2, School Site Florida Safe Schools Assessment FSSAT 2018-2019,  
for the July 24, 2018 Regular School Board Meeting.

This revision includes the most updated School Security Risk Assessment 2018-2019 Aggregate  
Report for the District.

RWR/JSM:ln  
Attachment

c: Senior Leadership Team



# School Security Risk Assessment 2018-2019 Aggregate Report for District: Broward Type: Public

## OVERVIEW

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### Report Details:

Report generated at: 7/23/2018 3:42:15 PM.

Report generated by: Craig Kowalski.

This report covers: 229 assessments.

## ABOUT THIS ASSESSMENT

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**IMPORTANT:** Before starting this assessment 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.

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**DISCLAIMER:** The information gathered in this Florida Safe Schools Assessment Tool (FSSAT) is classified as For Official Use Only (FOUO), is

protected from public disclosure under s. 281.301 F.S., is exempt from public records requests under s. 119.071(2) (d) F.S., and 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  229 100.0%  
0 50 100 150 200 250 300 350 400 450 500

**PURPOSE:** The purpose of this assessment is to provide a risk assessment tool for conducting security assessments for use by school officials at each public school site in the state in order to help school officials to identify threats, vulnerabilities and appropriate safety controls for the schools that they supervise.

Yes, I have read and understood this statement  229 100.0%  
0 50 100 150 200 250 300 350 400 450 500

**COVER PAGE:** When generating a printed version of this assessment, it is the responsibility of the user to retain the cover sheet with the report, which contains important handling instructions and other information. The cover sheet will print automatically with the report. If needed, a copy of the pre-formatted cover sheet is located at the Help link above (the file name is: Assessment Cover Sheet.pdf).

Yes, I have read and understood this statement  229 100.0%  
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**FERPA:** Under the Family Educational Rights and Privacy Act (FERPA), schools may disclose, without consent, directory information such as a

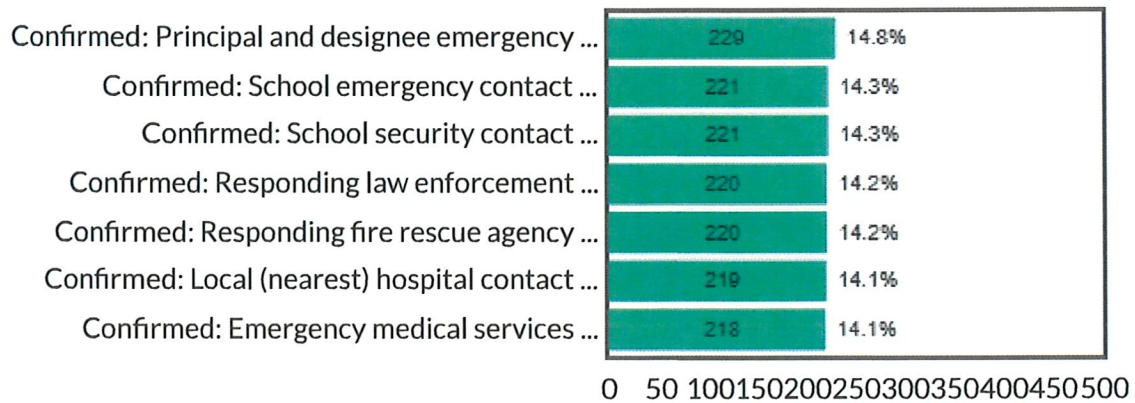
student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose 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 at the discretion of each school. (Source: <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>)

Yes, I have read and understood this statement  229 100.0%  
0 50 100 150 200 250 300 350 400 450 500

**ASSESSMENT TEAMS:** The school leadership team should select appropriately qualified school and district 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 Response, and School Health.

Yes, I have read and understood this statement  229 100.0%  
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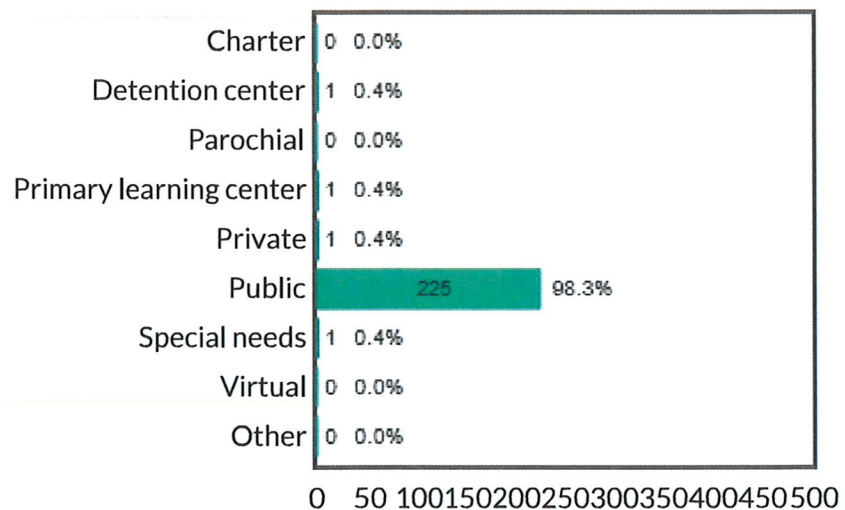
**EMERGENCY CONTACT INFORMATION:** If not already provided, enter the point of contact name, point of contact title AND agency, agency address, and agency phone number, for the organizations below in the Points of Contact section in asset application for this school. Confirm when this is complete:



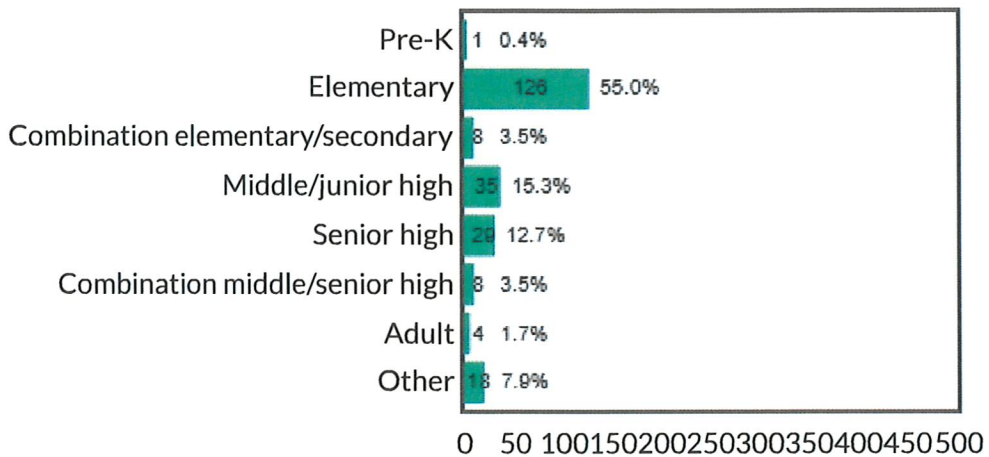
## SCHOOL DATA

### 1. School Details

a. School type. If your school type does not match any selections provided, choose Other and enter the type of school in comments.

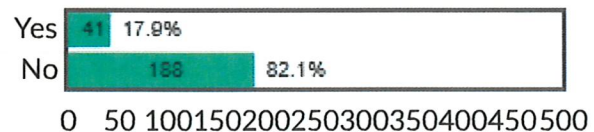


b. Select the grade level for the school. If your school grade levels do not match any selections provided, select Other and enter actual grade range in comments. (Select all that apply)



c. Is this school a designated shelter?

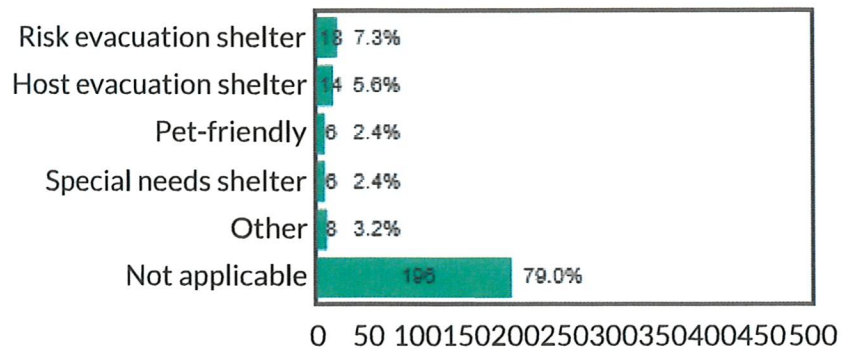
*A shelter is a designated facility, building, or place of safety that temporarily provides essential support services with the goal of preserving life and reducing human suffering. Public shelter design criteria are available in the Florida Building Code 5th Edition (2014), Section 453.25, and Appendix G of the 2016 Statewide Emergency Shelter Plan. Districts should coordinate shelter planning and training directly with their local emergency management office.*



d. If the school is a designated shelter, identify any special characteristics.

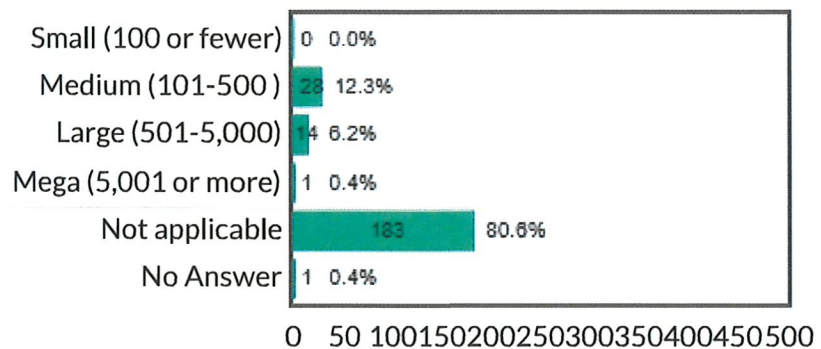
If Other is selected, describe in comments. (Select all that apply)

*Shelter definitions by type are located in the 2016 Statewide Emergency Shelter Plan, Appendix E at <http://www.floridadisaster.org/Response/engineers/SESPlans/2016SESPlan/>*

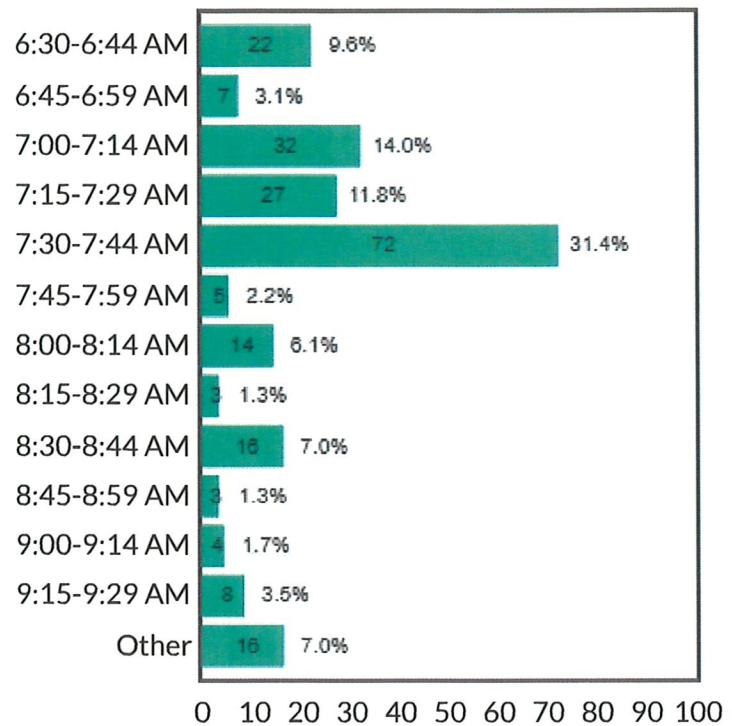


e. Select the size of your school's shelter based on capacity, or choose Not applicable if the school is NOT a designated shelter.

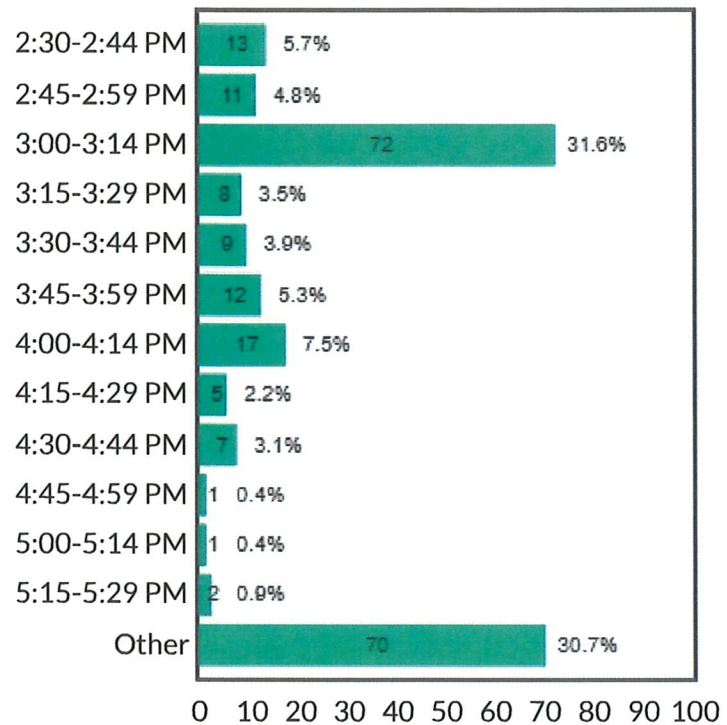
*Shelter capacity is determined through a cooperative process between the school board, local emergency managers, and design professionals. Section 453.25.3.1, FBC and s. 252.385(4)(b), F.S. serve as guides for identifying capacity space. If you are unsure of your school's shelter capacity, consult your local emergency management office.*



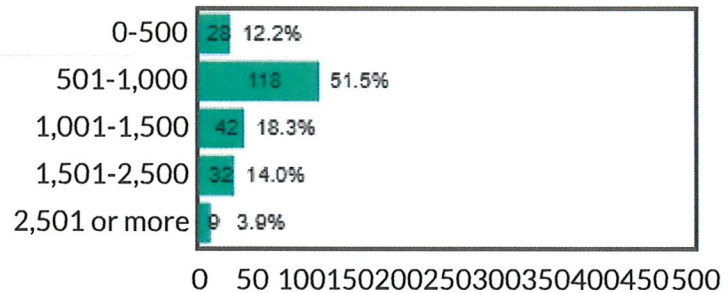
f. What is the school's normal opening time? Select from list and enter exact time in comments. If none apply, select Other and enter exact time in comments.



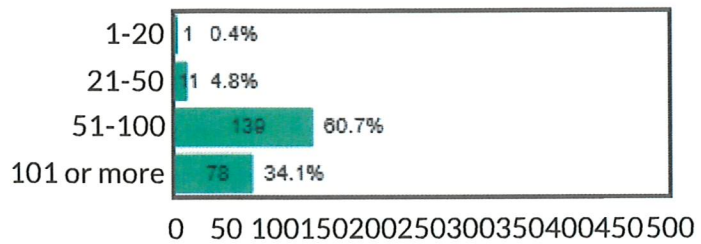
g. What is the school's normal closing time? Select from list and enter exact time in comments. If none apply, select Other and enter exact time in comments.



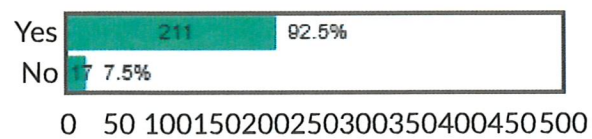
h. Select the number range of enrolled students on campus during school hours. Enter the actual number enrolled in comments.



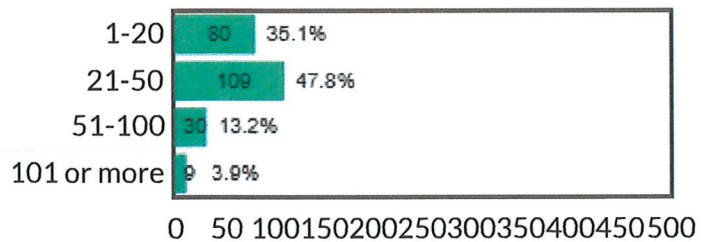
i. Select the number of staff on campus during school hours. Include teaching, administrative, and facilities staff. Enter exact number of staff in comments.



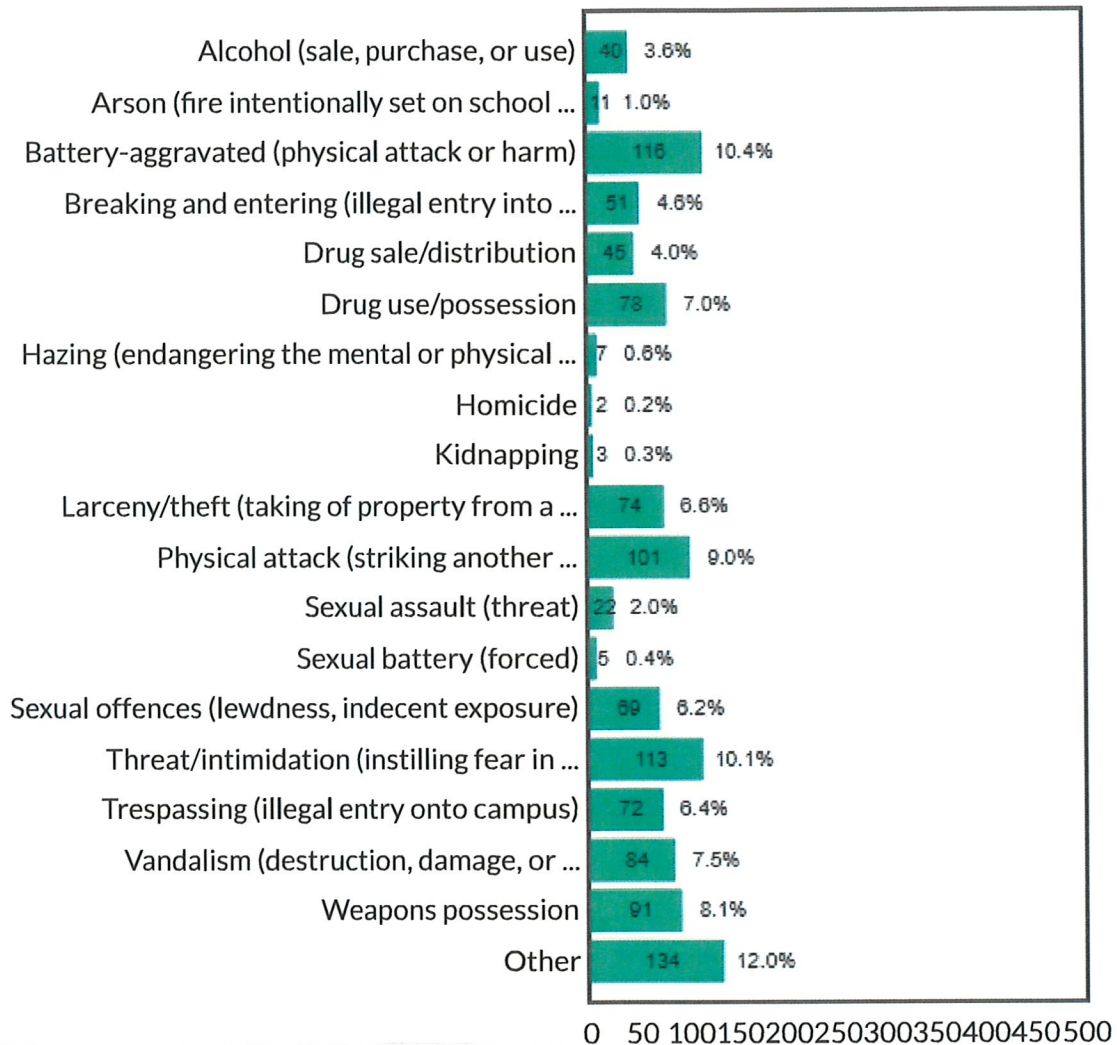
j. Does the student body include students with special needs? If yes, enter the number of students in comments.



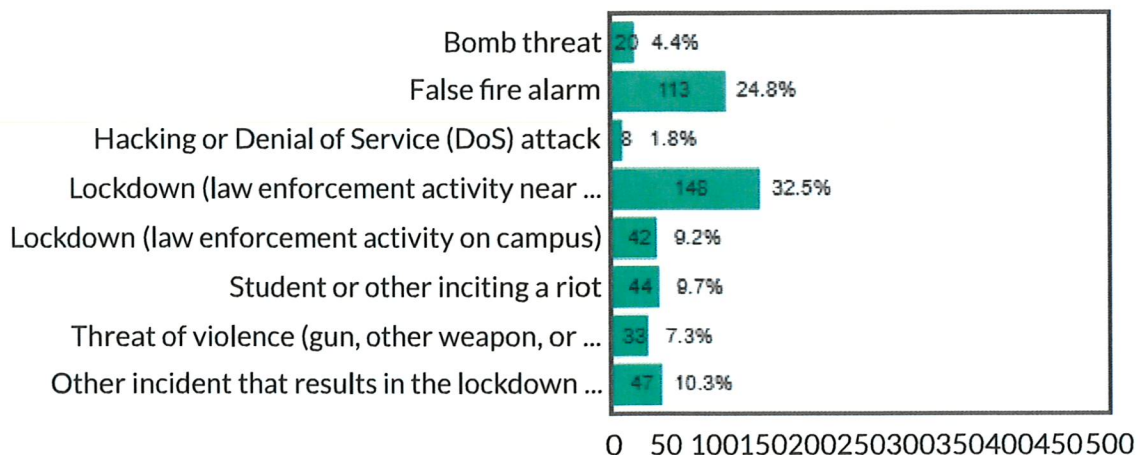
k. What is the average number of visitors (i.e., non-student, non-staff) per day?



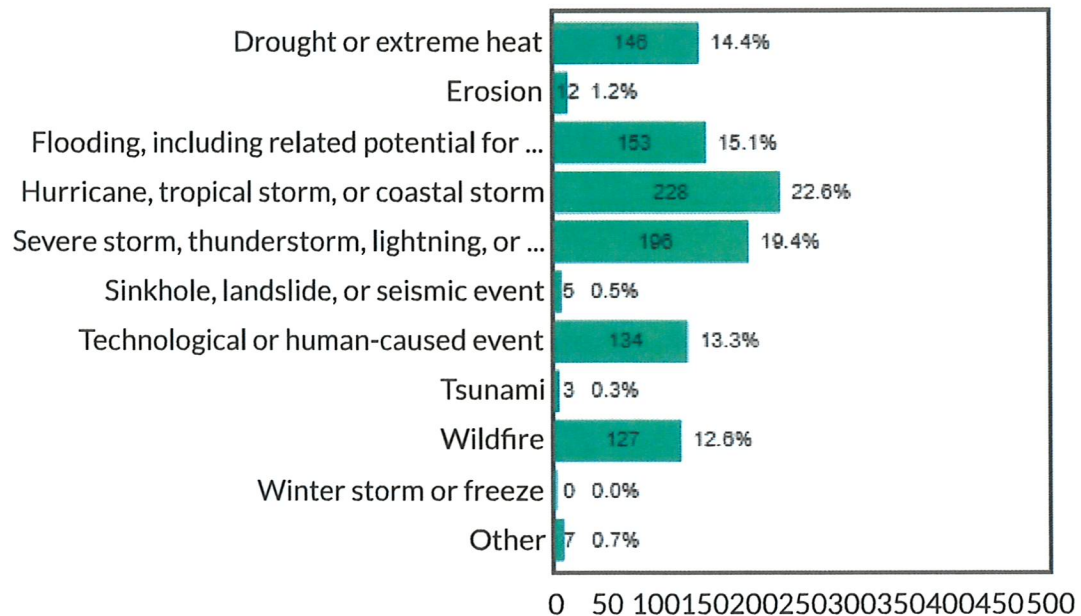
l. Select all crimes and other man-made threats that have occurred on school property within the last year. For incident types that do not appear on this list, choose Other and describe in comments. (Select all that apply)  
*Refer to the School Environmental Safety Incident Reporting (SESIR) for additional information on incident types and definitions at <http://www.fldoe.org/schools/safe-healthy-schools/safe-schools/sesir-discipline-data/>. The term health encompasses social, emotional, behavioral, physical, and mental dimensions of healthy students and healthy, supportive environments.*



m. Select all other disruptions on campus that have occurred in the last year. If Other is selected, describe in comments.



n. Select the types of natural hazards that have impacted or had the potential to impact school property within the last 10 years. If there are natural hazards that do not appear on this list, choose Other and describe in comments. (Select all that apply)



## 2. Emergency Resources

a. Enter the law enforcement agency that responds to this campus in comments. Enter secondary or tertiary response agencies or teams as applicable.

*Include the date of the last response agency campus tour in the First Responder Summary under the Overview section and under the Assessment Findings section of this document. Section 1006.07 (6) (b), F.S. require each district school safety specialist to coordinate with appropriate public safety agencies, that are designated as first responder agencies to a school's campus conduct a tour of such campus every three years and provide recommendations related to school safety. The recommendations by the public safety agencies must be considered as part of the recommendations to the school board by the school safety specialist. Public safety agency means a functional division of a public agency*

which provides firefighting, law enforcement, medical, or other emergency services (reference s. 365.171 (3)(d)).

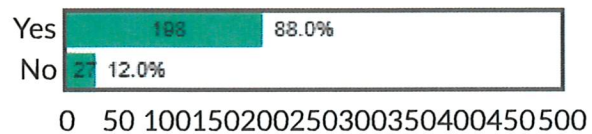
There are text answers not shown.

b. Does the school or district annually provide the responding law enforcement agency with a copy of floor plans, site plans, and/or blueprints?

*Schools are required to share current or revised floor plans and other relevant documents for each educational facility to local law enforcement and fire departments annually by October*

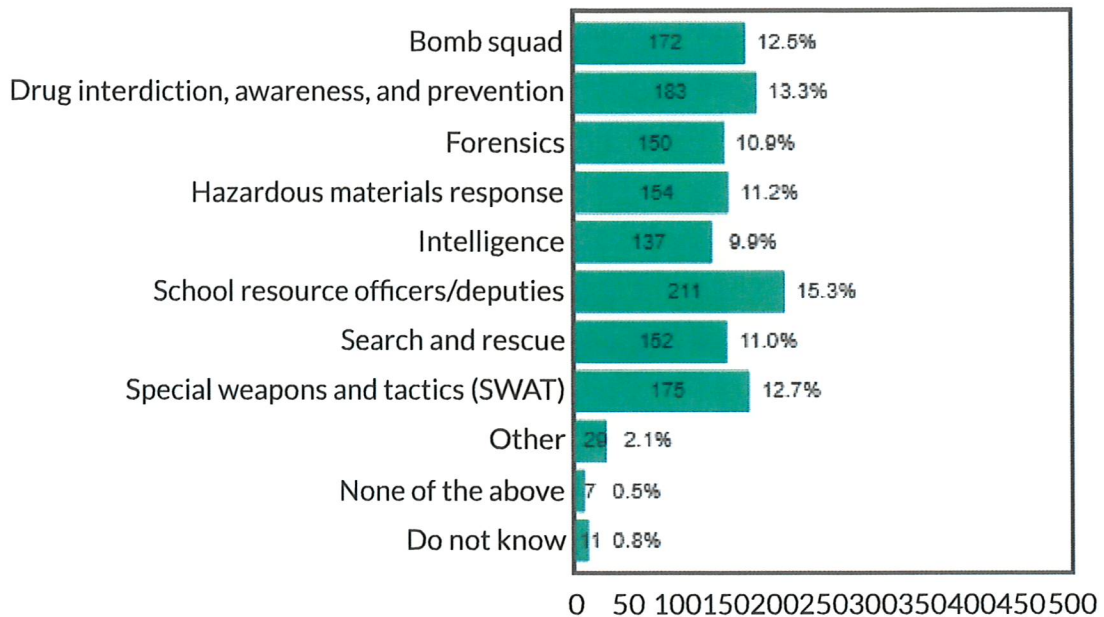
*1. Related statute s. 1013.13, F.S. Reference Health and Safety Planning best practice 8a:*

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

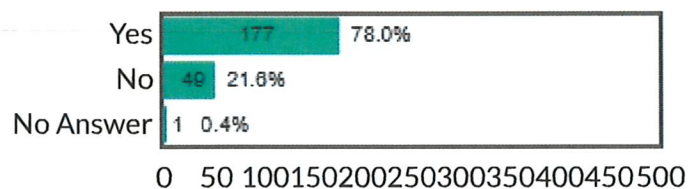


c. Besides law enforcement response, what other services can this agency or supporting agency provide to the school? (Select all that apply)

*If the agency provides additional services to the school that do not appear on this list, choose Other and describe in comments.*



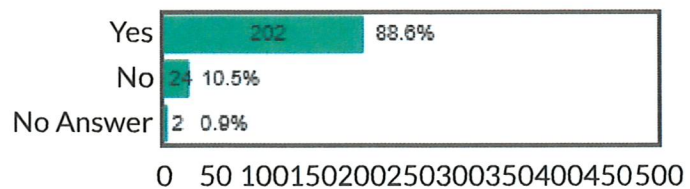
d. Is there a written Memorandum of Understanding or Mutual Aid Agreement with this agency? If Yes, describe the type of MOU in comments (i.e. school safety officer, school guardian, SWAT, bomb teams, or other tactical teams.)



e. Has the responding law enforcement agency listed above visited school campus for prevention and response planning within the past three years? Please provide the date of the last visit and findings and observations noted by the response agency in the Assessment Findings section.

*Each school safety specialist shall coordinate with the appropriate public safety agencies, as defined in s. 365.171, F.S. that are designated as first responders to a school's campus to conduct a tour of such campus once every 3 years and provide recommendations related to*

*school safety. The recommendations by the public safety agency(ies) must be considered as part of the recommendations to the district school board by the school safety specialist. Examples of prevention and response planning include familiarization with the campus layout, security personnel and communications system, identifying security vulnerabilities, self-protection training, drug awareness training, bullying prevention, and recommending best practices for emergency response procedures. Reference Health and Safety Planning best practice 8d.*



f. Enter the fire agency/department that responds to this campus. Enter secondary or tertiary response agencies or teams as applicable.

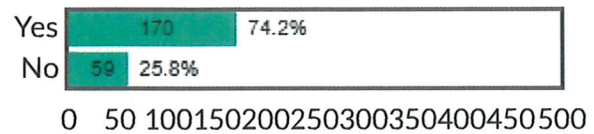
*Include the date of the last response agency campus tour in the First Responder Summary under the Overview section and under the Assessment Findings section of this document. Section 1006.07 (6) (b), F.S. require each district school safety specialist to coordinate with appropriate public safety agencies, that are designated as first responder agencies to a school's campus conduct a tour of such campus every three years and provide recommendations related to school safety. The recommendations by the public safety agencies must be considered as part of the recommendations to the school board by the school safety specialist. Public safety agency means a functional division of a public agency which provides firefighting, law enforcement, medical, or other emergency services (reference s. 365.171 (3)(d)).*

There are text answers not shown.

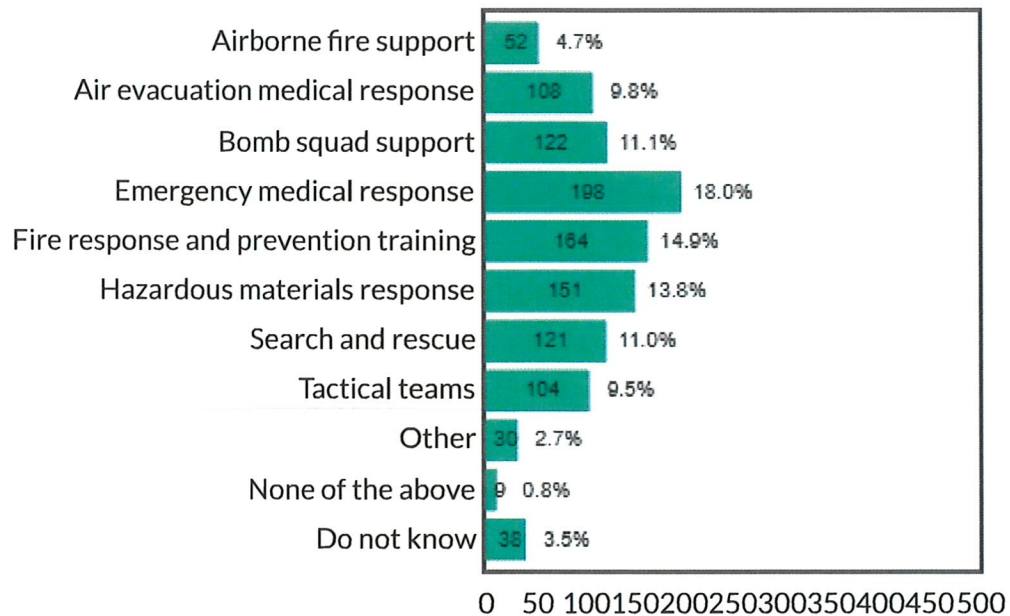
g. Does the school or district annually provide the responding fire agency/department with a copy of floor plans, site plans, and/or blueprints?

*Schools are required to share current or revised floor plans and other relevant documents for each educational facility to local law enforcement and fire departments annually by October*

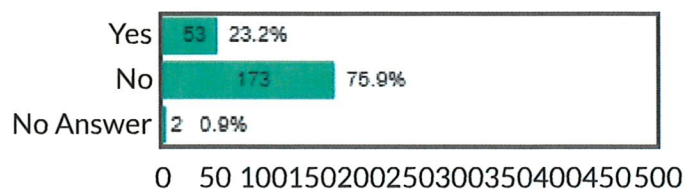
1. Related statute s. 1013.13, F.S. Reference Health and Safety Planning Best practice 8a: The district provides emergency response agencies with floor plans and blueprints as appropriate.



h. Besides fire response, what other services does this agency or supporting agency provide? If Other or Tactical teams is selected, describe in comments. (Select all that apply)

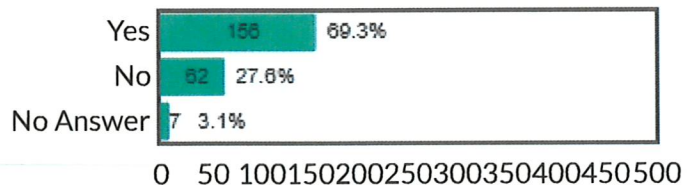


i. For fire response services, is there a written Memorandum of Understanding or Agreement with this agency?



j. Has the responding fire rescue agency listed above visited school campus for prevention and response planning within the past three years? Provide the date of the last visit as well as findings and observations noted by the response agency in the Assessment Findings section.

*Each school safety specialist shall coordinate with the appropriate public safety agencies, as defined in s. 365.171, F.S. that are designated as first responders to a school's campus to conduct a tour of such campus once every 3 years and provide recommendations related to school safety. The recommendations by the public safety agency(ies) must be considered as part of the recommendations to the district school board by the school safety specialist. Examples of prevention and response planning include familiarization with the campus layout, identifying fire suppression nodes, first aid/CPR training, and recommending best practices for emergency response procedures. Reference Health and Safety Planning best practice 8d.*

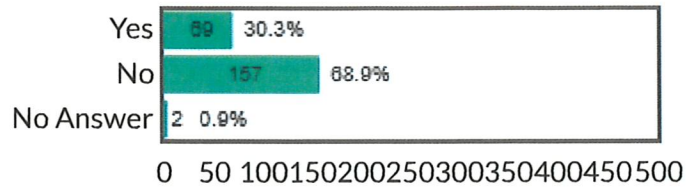


k. Enter the emergency medical services agency that responds to this campus.

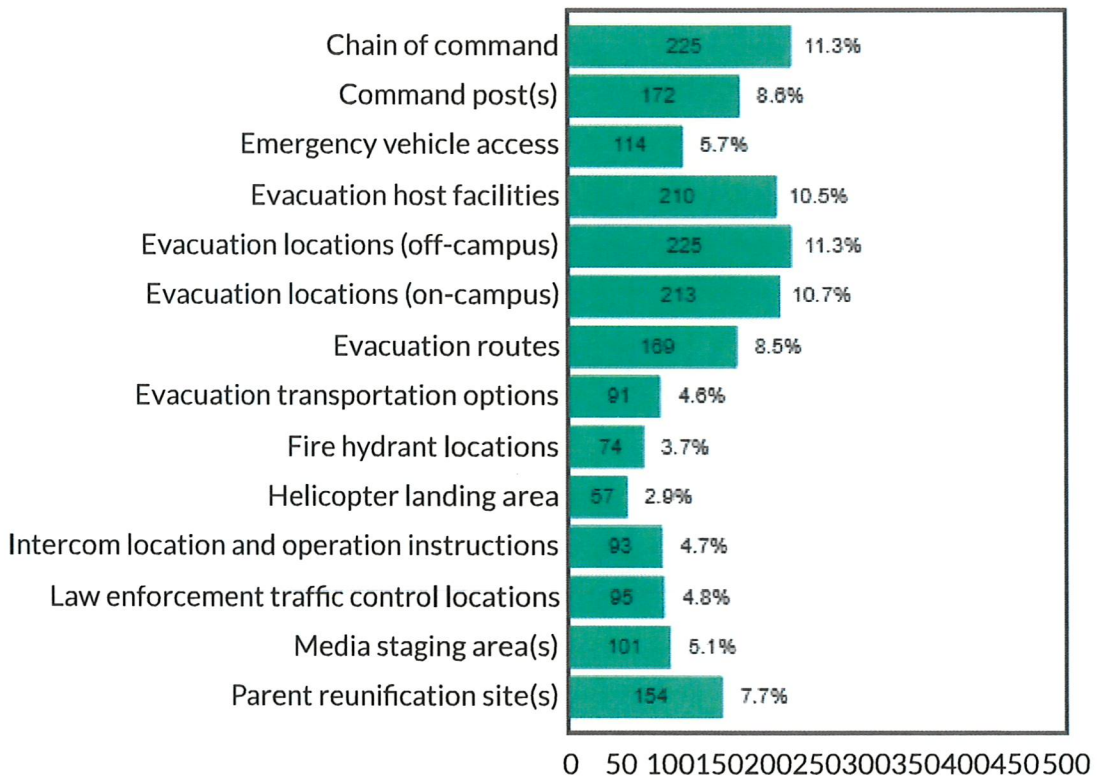
There are text answers not shown.

l. Has the responding emergency medical services agency listed above visited school campus for prevention and response planning?

*Examples of prevention and response planning include familiarization with the campus layout, identifying best entry/pick-up points, first aid/CPR training, bleeding control, and recommending best practices for emergency medical response procedures.*



m. Does the campus emergency plan outline the following? (Select all that apply)

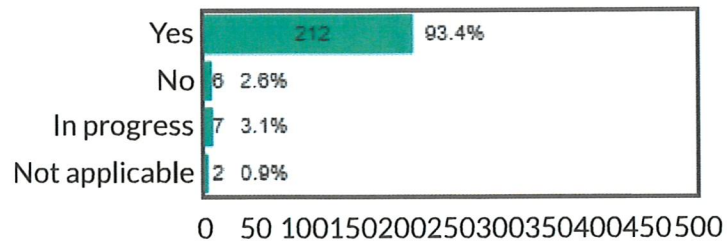


### 3. Emergency Plans and Procedures

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

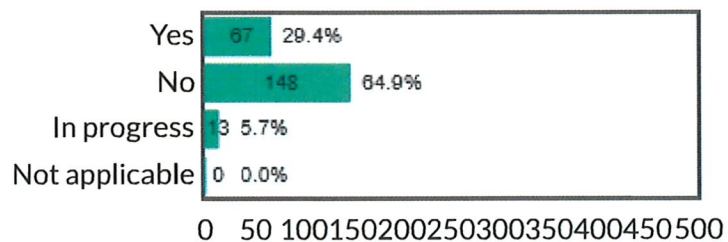
*Related Statutes: s. 1013.01, and 1013.13, F.S. Reference Health and Safety Planning best practice 8b: The district provides emergency response agencies with floor plans and*

blueprints as appropriate.



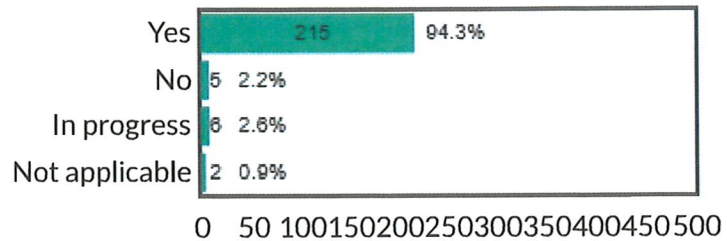
b. The school maintains evacuation, crisis, and disaster recovery kits that include copies of all necessary records as well as basic equipment, as required by district emergency response procedures.

*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>. Reference Facilities and Equipment best practice 4c. The school 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.*



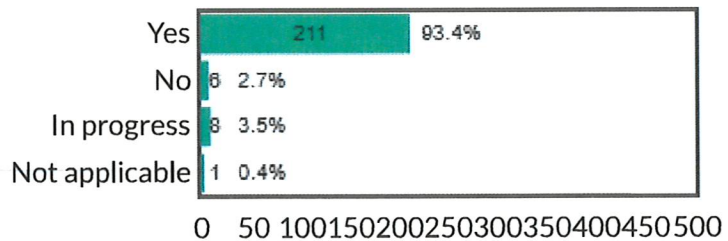
c. The school site has a copy of the local health regulations.

*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>. Reference Facilities and Equipment best practice 6d: The district maintains a copy of the state and local health regulations. All school sites have a copy of the local health regulations.*



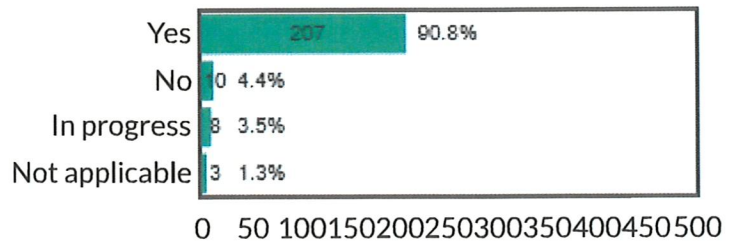
d. The school maintains written cafeteria site emergency procedures and plans that include reporting, investigating, and correcting the cause of any food safety incidents and these are and made available to all school employees.

*Reference Facilities and Equipment best practice 6e: 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.*



e. The school maintains written emergency procedures for reporting, investigating, and correcting the cause of any environmental incidents and distributed to all employees.

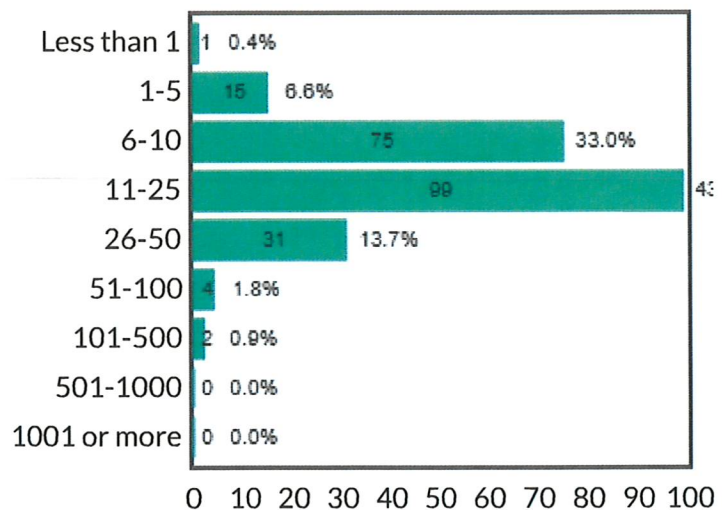
*Reference Facilities and Equipment best practice 6f: The district distributes written emergency procedures and plans to each school site for reporting, investigating, and correcting the cause of any environmental incidents and these documents are distributed to the principal and made available to all employees.*



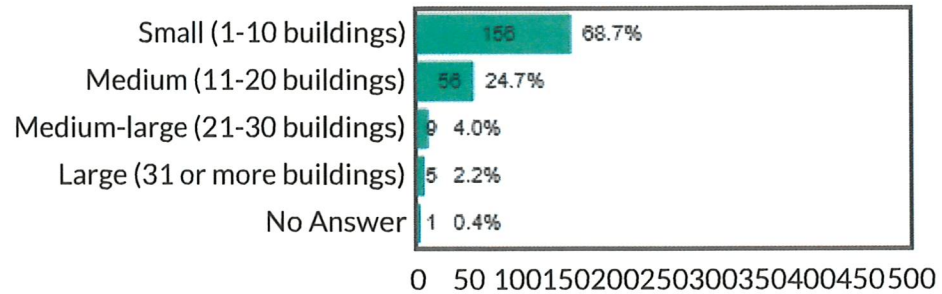
## SCHOOL INFRASTRUCTURE

### 1. Land & Buildings

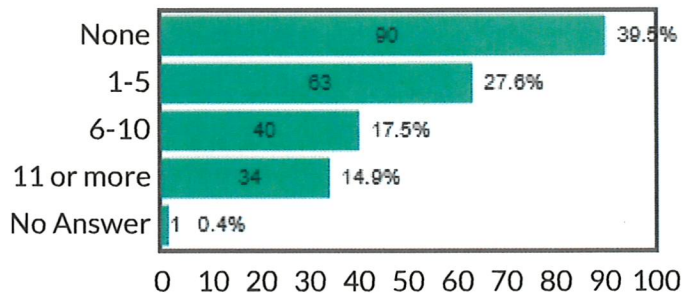
a. What is the total size of this facility in acres, rounded to the nearest acre?



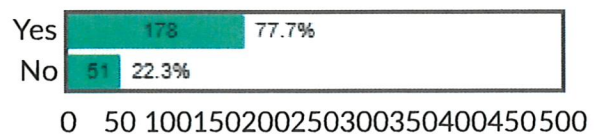
b. Based on the number of permanent buildings, what size is this campus?  
Enter exact number of buildings in comments.



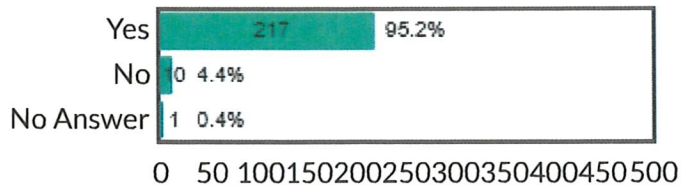
c. How many portable (i.e., relocatable) buildings are currently on campus? Note the exact number and any anticipated changes to the number of portable buildings in comments.



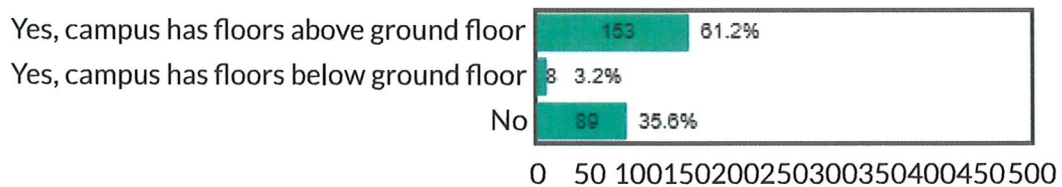
d. Are the permanent buildings connected? If yes, describe the connection, such as covered walkways, underground tunnels, etc. in comments.



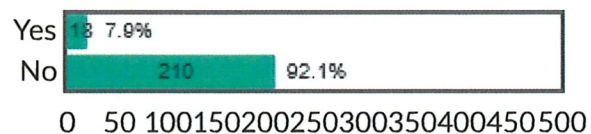
e. Are all buildings clearly marked with building number, hallway numbers, and room numbers? If yes, describe the naming/numbering convention in comments.



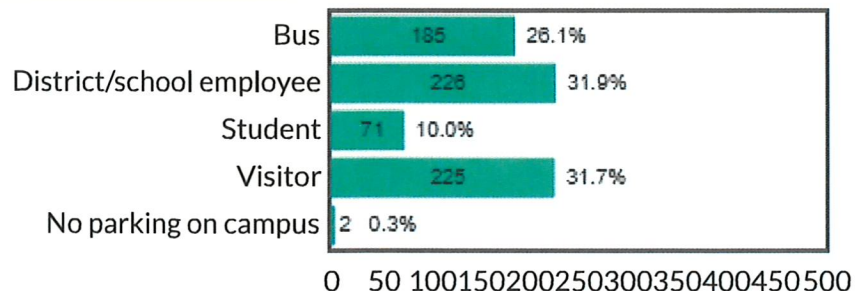
f. Does the campus have buildings with floors above or below the ground floor? Select all that apply then enter number of floors above and below ground for each building in comments, or choose No if all buildings are single story.



g. Are any rooftops accessible from the exterior? Enter the names/numbers of any buildings with exterior roof access, such as ladders, in comments.

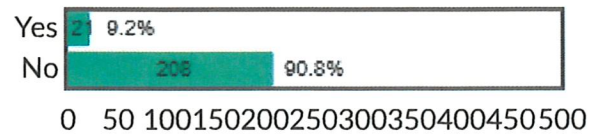


h. Does the campus have vehicle parking available? Select all that apply.



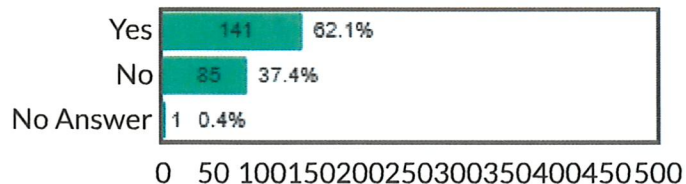
i. Is there off-campus vehicle parking for staff and/or students?

*If yes, describe, including locations and capacities of lots, in comments.*



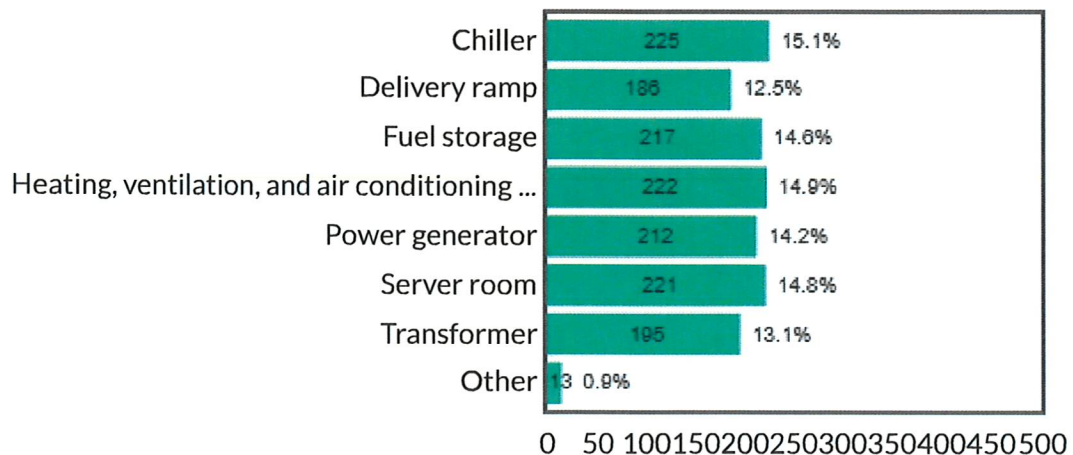
j. Are hazardous materials stored on campus? If yes, list the types, quantities, and locations of the materials in comments.

*Examples include chemicals in laboratories and chlorine for pools. Do not include paint, gasoline or cleaning supplies. The assessor may attach the list as a file to the overview section under Photos/Documents.*



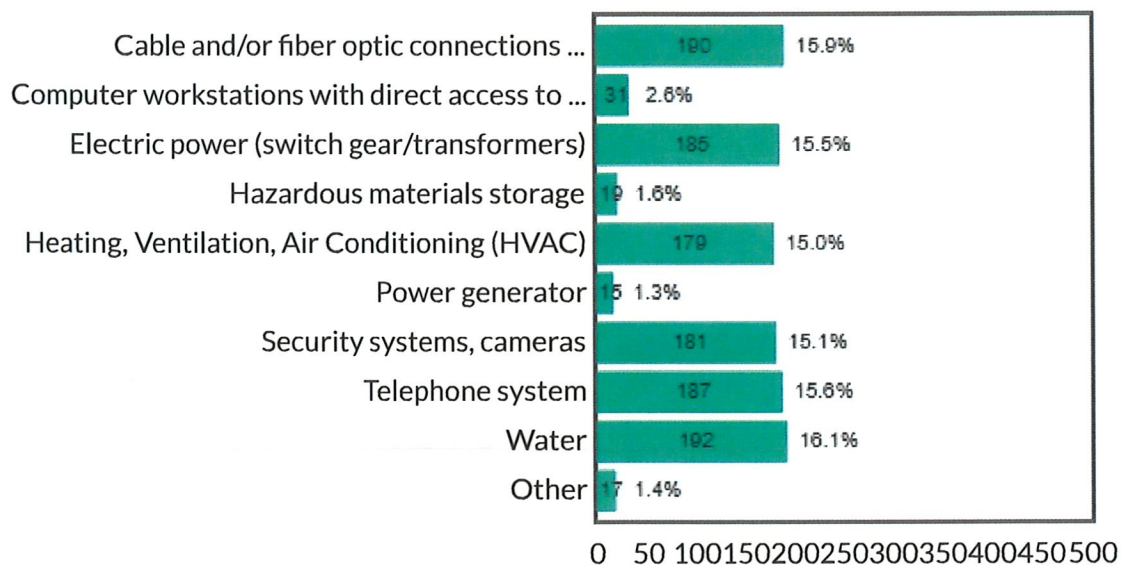
k. Which of the following critical access points are present on campus?

Select all that apply and describe the access controls for each area in comments.



I. Which of the following critical components used by this facility is/are located off-site from the campus? Describe protective measures (i.e., security) for each in comments. If Other is selected, describe in comments. (Select all that apply)

*Off-site means not on the campus property. For example, components may be located outside of the campus fence line on city or county property, or may be located at an offsite utility plant. PBX stands for Private Branch Exchange, which is a private telephone network used within a company. Users of the PBX phone system share a number of outside lines for making external phone calls.*

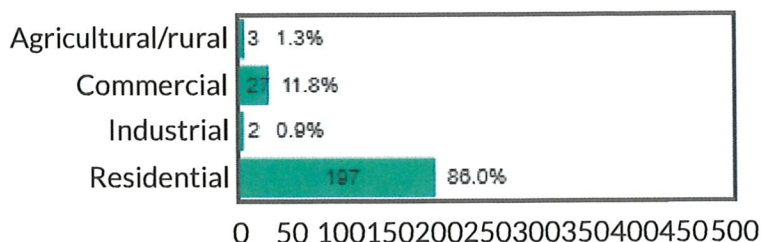


## 2. Surrounding Area

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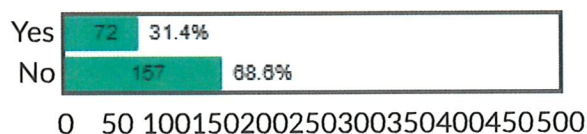
a. Describe the outside perimeter of this facility.

*Enter any additional information such as demographic or environmental characteristics of the area in comments.*



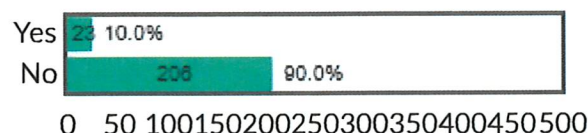
b. Are there high-risk buildings, areas, or assets adjacent to the school site? If yes, describe them and their locations in comments.

*High-risk buildings and assets can include railways, pipelines, major highway or interstate routes, storage tanks, chemical manufacturing, or any area or facility which contains, or serves as a thoroughfare for transport of, hazardous or toxic chemicals. Other high-risk areas can include attractive nuisance areas such as ponds, pools, abandoned structures, construction sites, utility substations, junkyards, etc.*



c. Is the school administration aware of any toxic materials present in the school's surrounding area?

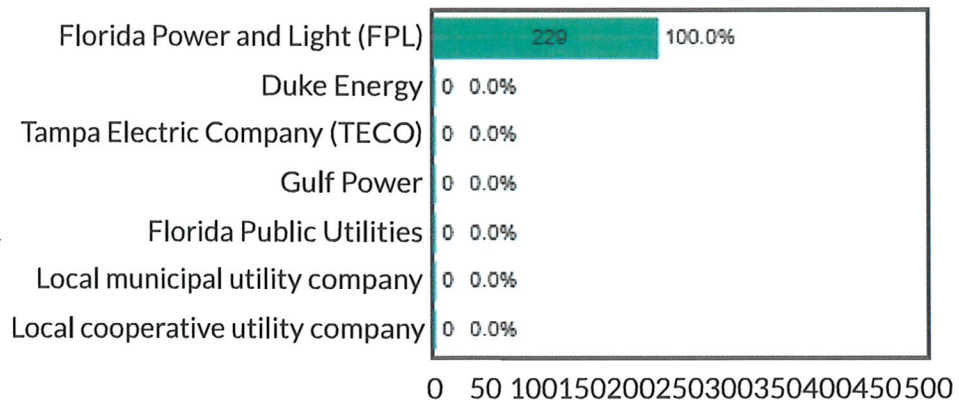
*If yes, indicate the type of material and its source in comments.*



### 3. Utilities

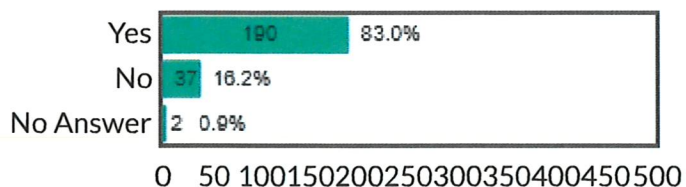
a. Who is the electric provider for this campus? If the electric provider for the campus is a municipal or cooperative, enter the name, address, and phone number of the utility in the comments box.

*Include a point of contact, phone number, and account number for the provider in comments. Be sure to include the Account Representatives or primary point of contact information for the utility provider as it may differ from the corporate provider/supplier. Avoid entering generic numbers or public numbers for this. Doing so will account for key personnel during an emergency.*

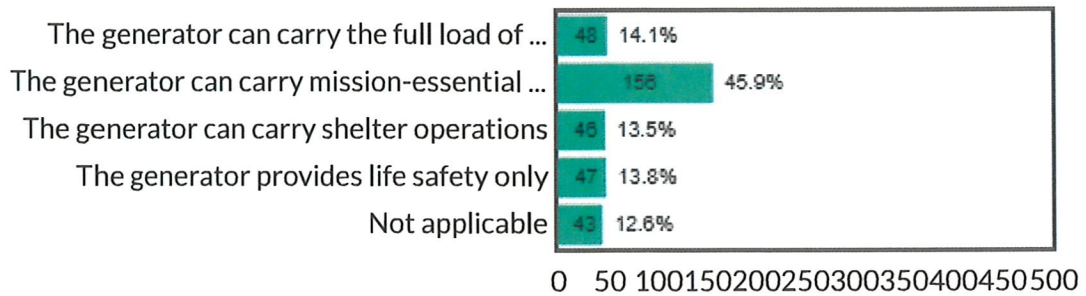


b. Does the facility have a backup generator? If yes, describe in comments how the generator is secured.

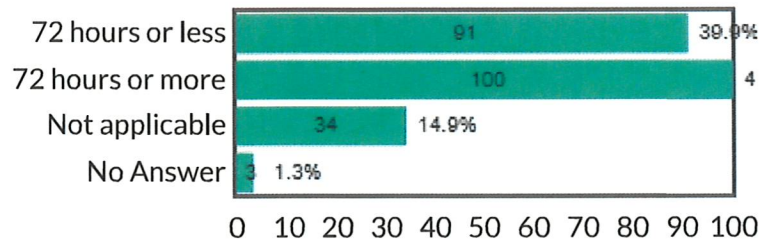
*The intent of this question is to capture alternates and backups (i.e., backup generator and uninterrupted power system) in place in the facility that can provide electric power in case of loss of the primary source of electric power. Security measures can include warning signs, natural vegetation such as trees or shrubs, berms, bollards, locking fuel cap, video surveillance, fence, locked gate, fully enclosed inside a building, electronic door locks, etc. or, indicate if the generator is not secured.*



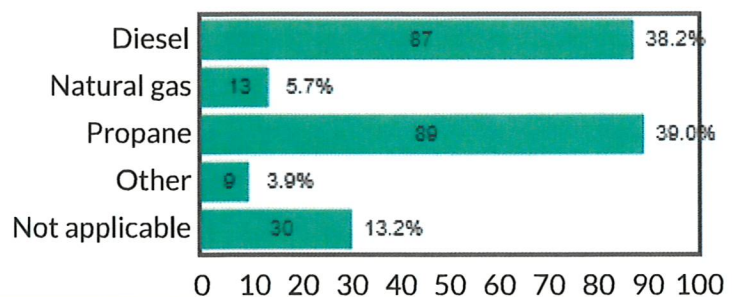
c. If the campus has a generator, select all that apply:



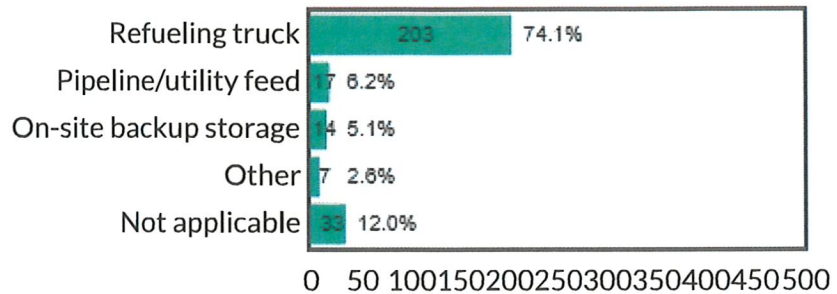
d. How long can the generator run at full capacity? If less than 72 hours, indicate how many hours the generator can run at full capacity in comments.



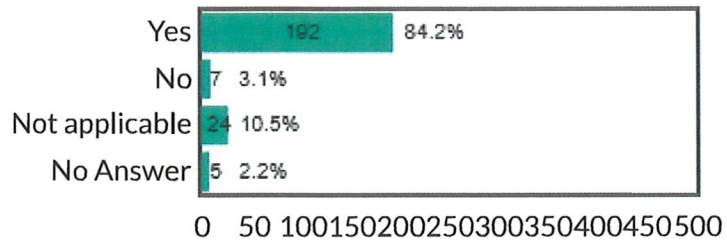
e. What type of fuel does the generator use? If Other is selected, describe in comments.



f. How is the generator refueled? If Other is selected, describe in comments. (Select all that apply)

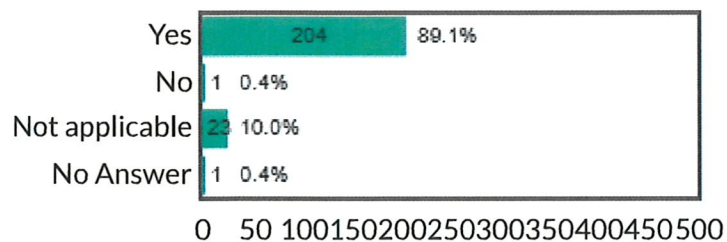


g. Does the campus or district have an emergency or priority refueling contract for this generator? If yes, enter the name of the company, address, and phone number in comments.



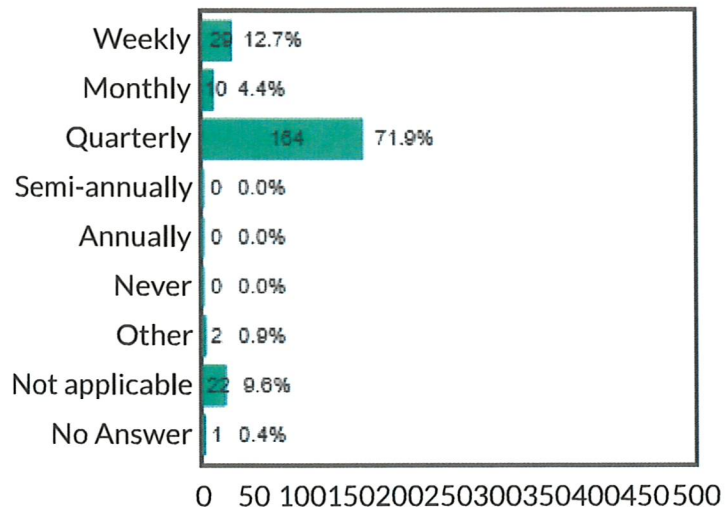
h. Is the generator routinely tested?

*This refers to testing under load (i.e., with campus electrical functions using the generator).*



i. How often is the generator tested? If Other is selected, describe in comments.

*This refers to testing under load (i.e., with campus electrical functions using the generator).*

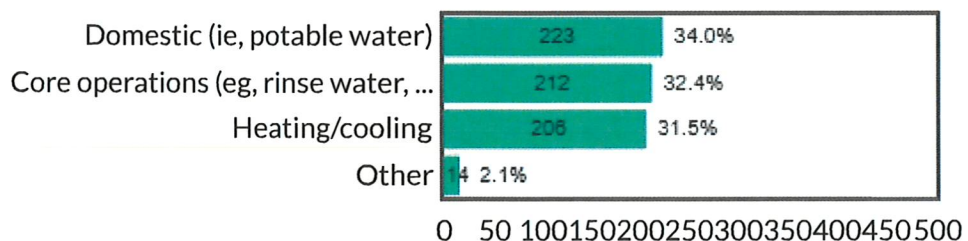


j. Enter the name and address of the school's water provider/supplier.

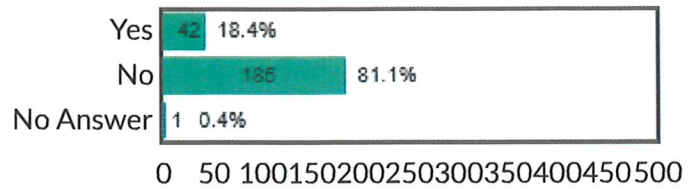
*Include a point of contact, phone number, and account number for the provider in comments. Be sure to include the Account Representatives or primary point of contact information for the utility provider as it may differ from the corporate provider/supplier. Avoid entering generic numbers or public numbers for this. Doing so will account for key personnel during an emergency.*

There are text answers not shown.

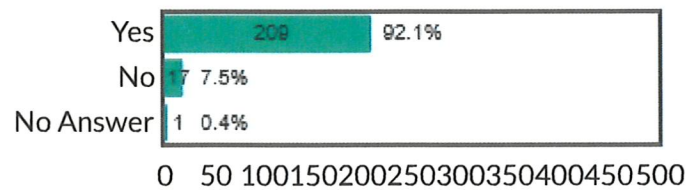
k. What are the primary uses for externally-supplied water? If there are uses that do not appear on this list, choose Other and describe in comments. (Select all that apply)



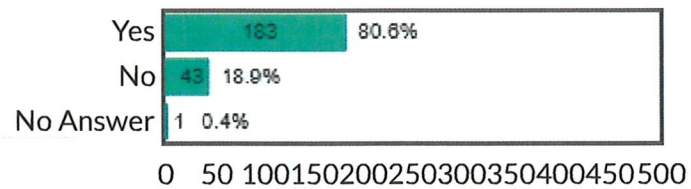
l. Are components of the water service located inside a building and within the control of the campus protected from intentional or accidental damage?



m. Are components of the water service located outside a building and within the control of the campus protected from intentional or accidental damage?

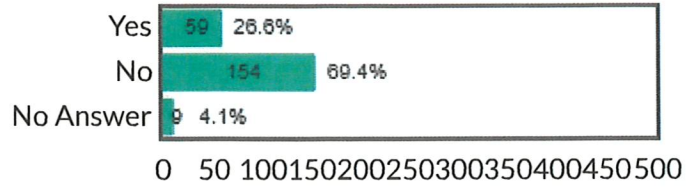


n. Is there an alternative source of water? If yes, describe in comments.

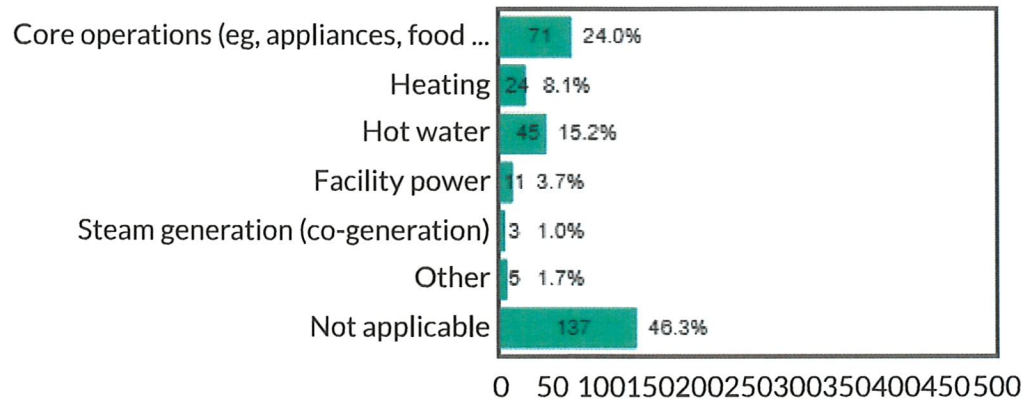


o. Is externally-supplied natural gas required for core campus operations (i.e., for key services/equipment such as kitchens or science labs)? If yes, enter the name and address of the natural gas provider/supplier in comments.

*Include a point of contact, phone number, and account number for the provider in comments. Be sure to include the Account Representatives or primary point of contact information for the utility provider as it may differ from the corporate provider/supplier. Avoid entering generic numbers or public numbers for this. Doing so will account for key personnel during an emergency.*

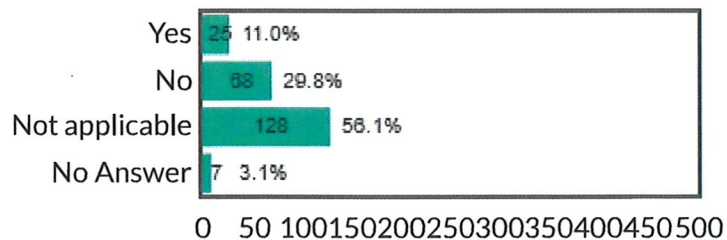


p. If yes, what are the primary uses for externally-supplied natural gas?  
For uses that do not appear on this list, choose Other and describe in comments. (Select all that apply)

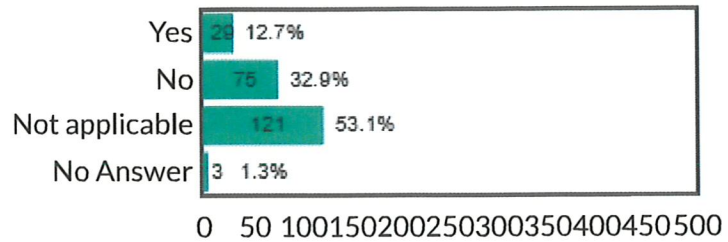


q. Are the main natural gas service lines located near other utilities?

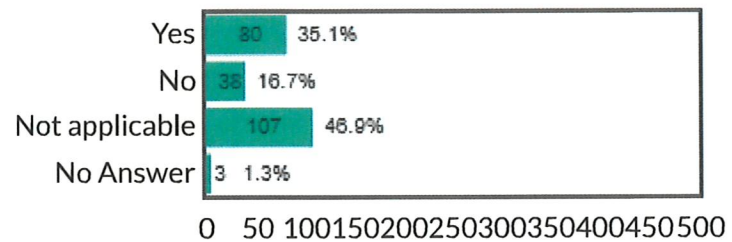
*Examples include electrical communications or water lines.*



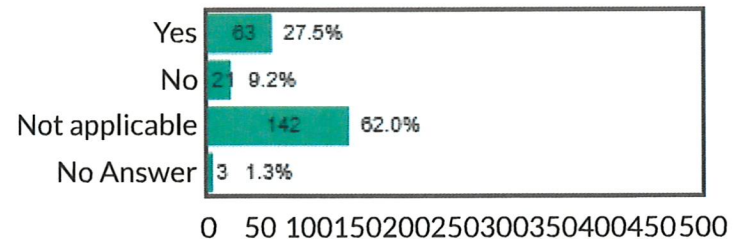
r. Are components of the natural gas service located inside a building and within the control of the campus protected from intentional or accidental damage?



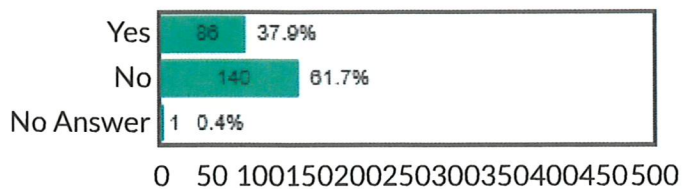
s. Are components of the natural gas service located outside a building and within the control of the campus protected from intentional or accidental damage?



t. Can the campus continue to operate without its natural gas supply? If yes, describe any special circumstances in comments.

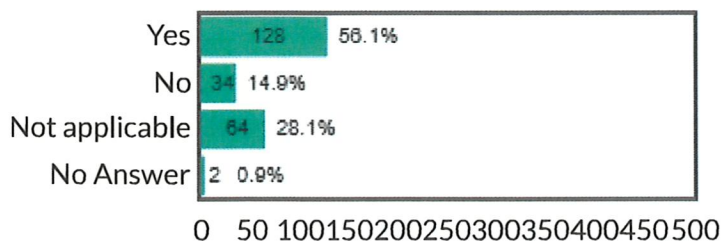


u. Is externally-supplied liquefied petroleum (i.e., LP or propane) gas required for core campus operations (i.e., for key services/equipment)? If yes, enter the name and address of the natural gas provider/supplier in comments.



v. Can the campus continue to operate without its LP gas supply?

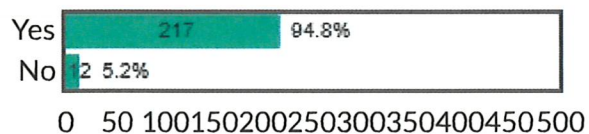
Describe any special circumstances in comments.



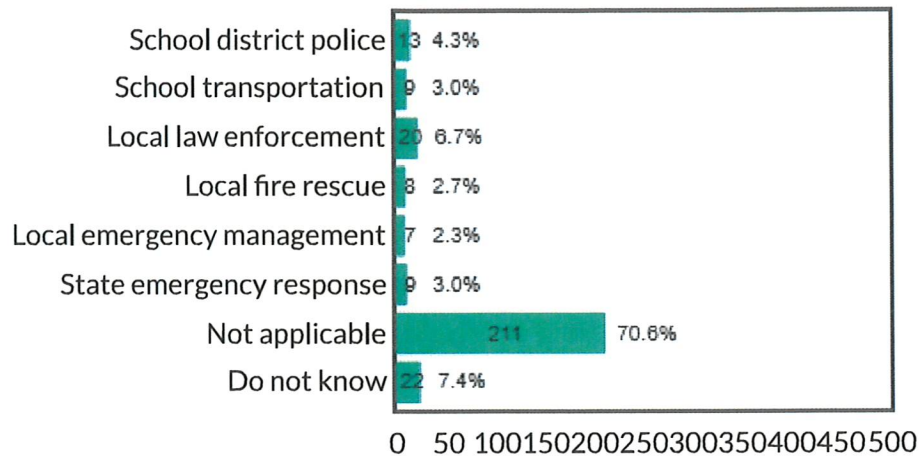
## 4. Communications

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a. Does the school have a radio system?

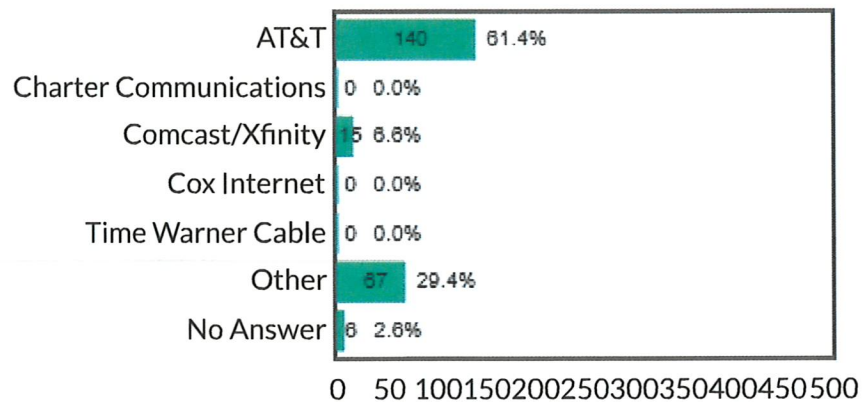


b. If the school has a radio system, is it interoperable with the following?  
(Select all that apply)



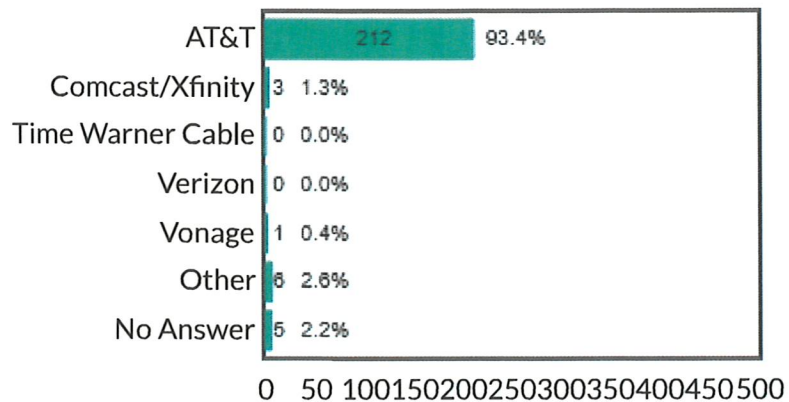
c. Select the school's data/internet service provider. If Other is selected, enter the name of the provider in comments.

*Include a point of contact and phone number of the provider in comments.*

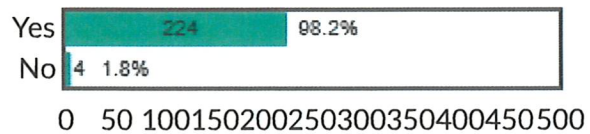


d. Select the school's telephone service provider. If Other is selected, enter the name of the provider in comments.

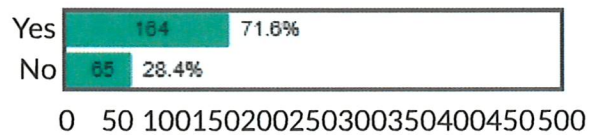
*Include a point of contact and phone number of the provider in comments.*



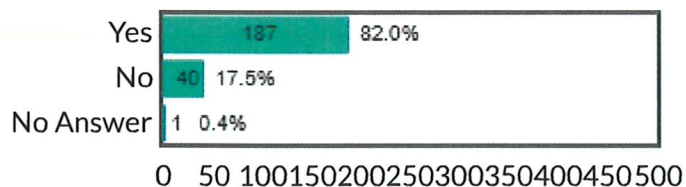
e. Are 911 procedures in use? If yes, describe in comments.



f. Has the facility experienced communications outages within the last year? If yes, describe in comments.

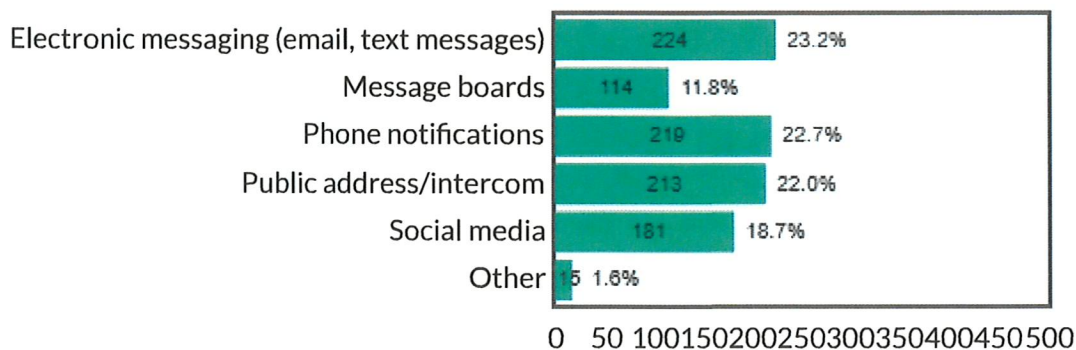


g. If the primary mode of communications service is lost, is there a backup mode of communications? If yes, describe in comments.



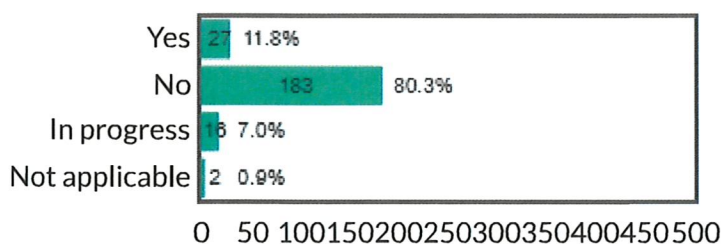
h. What notification systems are in use at this facility? If Other is selected, describe in comments. (Select all that apply)

Notification systems can perform separate and distinct functions, and often go by different names such as Emergency Notification Systems (ENS), Alert Notification Systems, School Notification Systems, and Parental Notification Systems. If PA/intercom is selected, briefly describe basic operating methods in comments. For Emergency Notification Systems, specify whether the ENS identifies the location of the emergency and/or where the call originated.



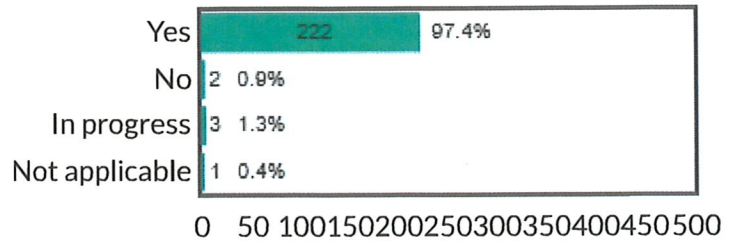
i. Has the school implemented a schedule to test the functionality and coverage capacity of all emergency communications systems and determined if adequate signal strength is available in all areas of the school's campus?

*Related statute: section 1006.07(4)(c), F.S.*



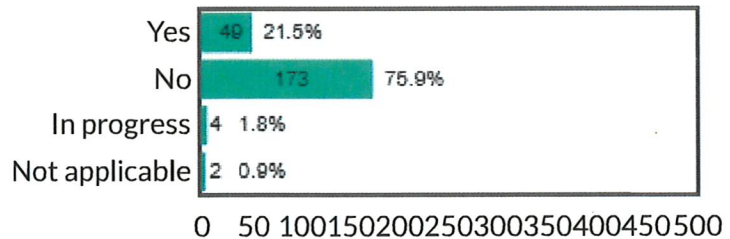
j. The school is able to receive simultaneous district wide communications in the event of a district wide emergency.

*Reference best practice: Health and Safety Planning 5b: The district has procedures for contacting all schools simultaneously in the event of a district wide emergency.*



k. The school has a copy of the district's media response plan that addresses communicating necessary information to the media and parents; identifying established separate staging areas for media and parents; and providing guidelines on how to respond to media questions and interviews.

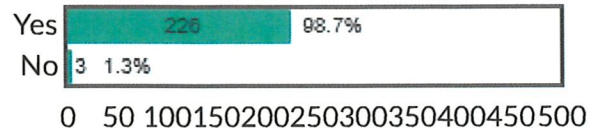
*Reference best practice: Health and Safety Planning 5d: The district has developed a media response plan and distributed it to each educational facility and each support service administrator. At a minimum, the plan addresses communicating necessary information to the media and parents; identifying established separate staging areas (e.g., specified locations) for media and parents; and providing guidelines on how to respond to media questions and interviews.*



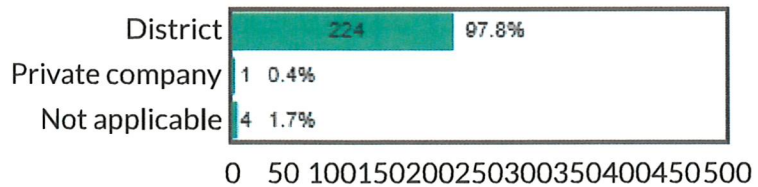
## 5. Transportation

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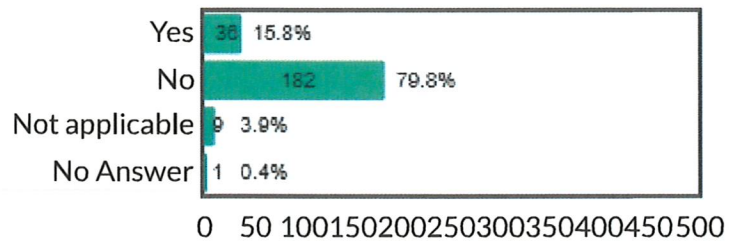
a. Does the school use district transportation?



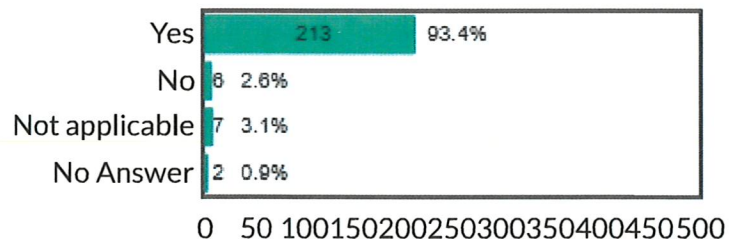
b. If yes, who manages the school transportation?



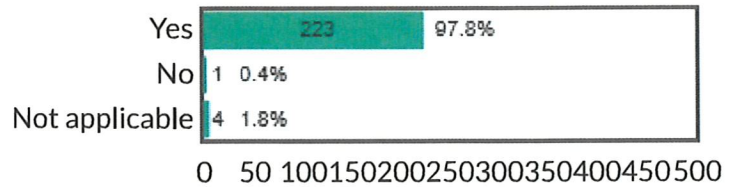
c. Does the school or district have an agreement with local emergency management to utilize buses during an evacuation or other disaster? If yes, describe in comments.



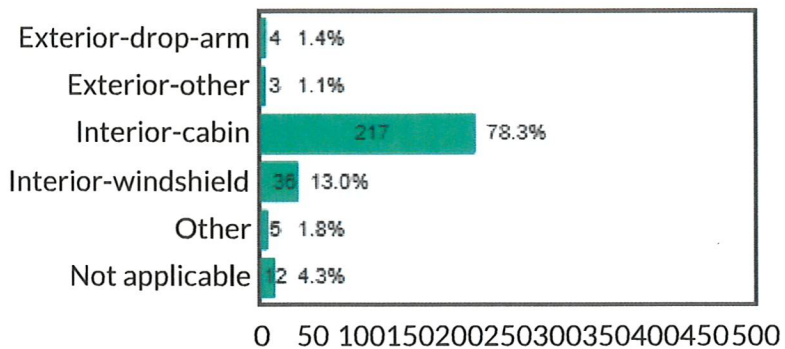
d. Are buses equipped with GPS?



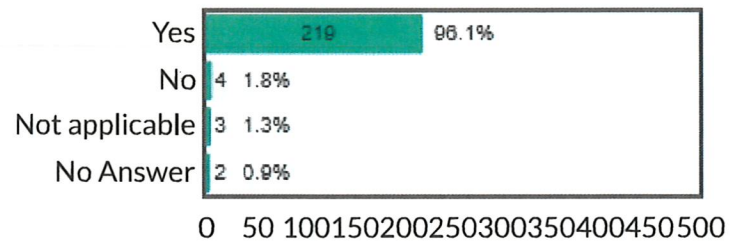
e. Are buses equipped with cameras?



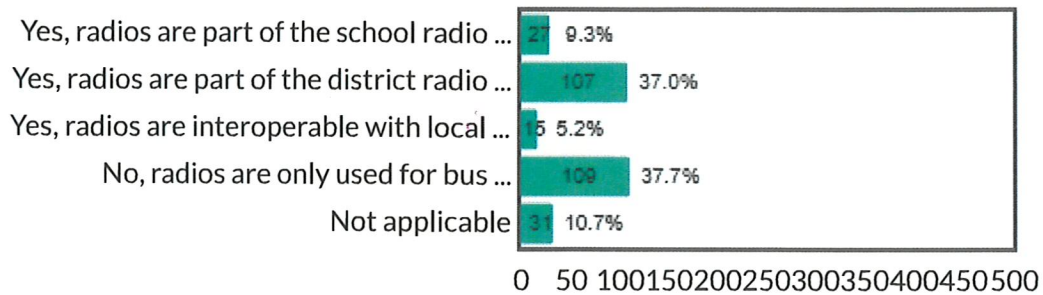
f. If yes, select the location of cameras. Indicate the number of cameras per bus in comments. (Select all that apply)



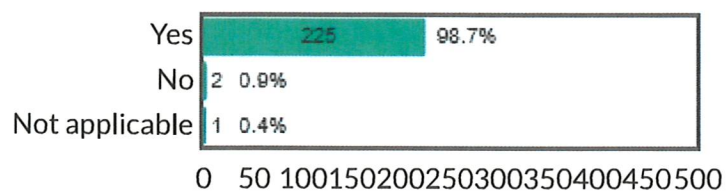
g. Are buses equipped with two-way radios?



h. Are bus radios interoperable with the school, district, or emergency response radio system(s)? (Select all that apply)

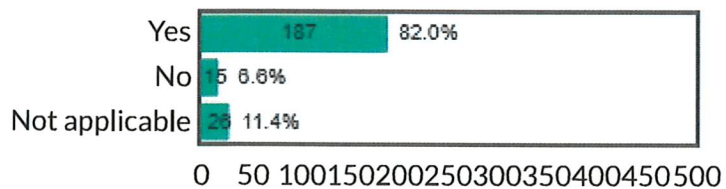


i. Is there a central dispatch system for buses?

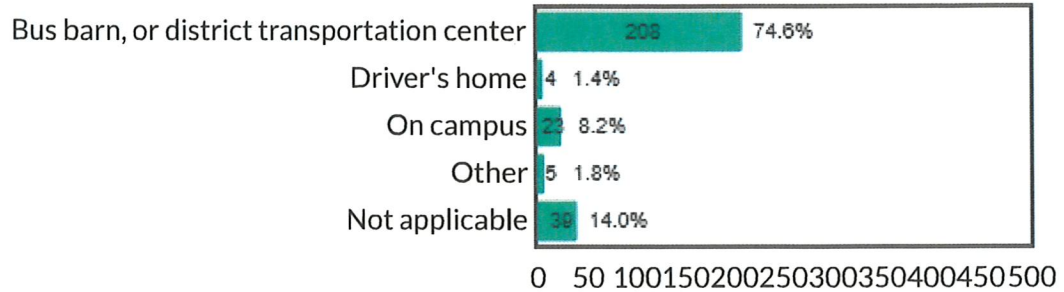


j. If buses and other school vehicles are parked on school property, is access to the vehicles restricted (e.g., are they kept in a fenced and gated lot)?

*Reference Facilities and Equipment best practice 4d: 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.*

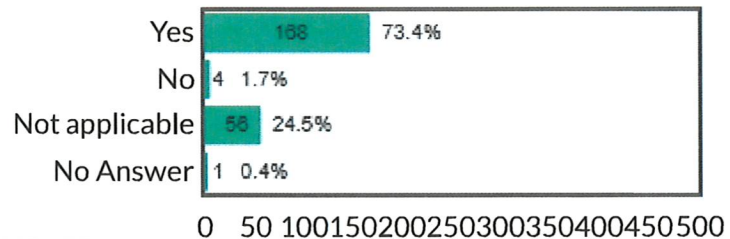


k. Where are buses parked overnight? If Other is selected, describe location in comments. (Select all that apply)



l. Is overnight access to the vehicles restricted (e.g., are they kept in a fenced and gated lot)?

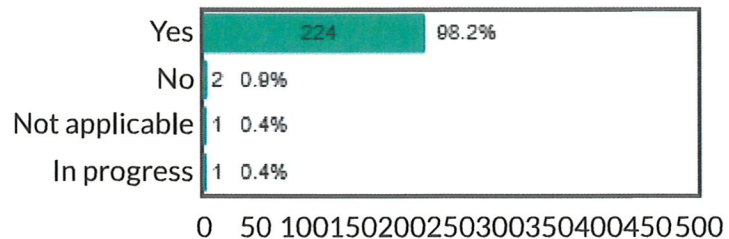
*Reference Facilities and Equipment best practice 4d: The district ensures that school buses and other G422eet equipment are adequately secured when not in use. Bus compounds should have adequate fencing, lighting, or other security measures to ensure adequate access control.*



m. The 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. Reference Transportation best practice 2d: 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.

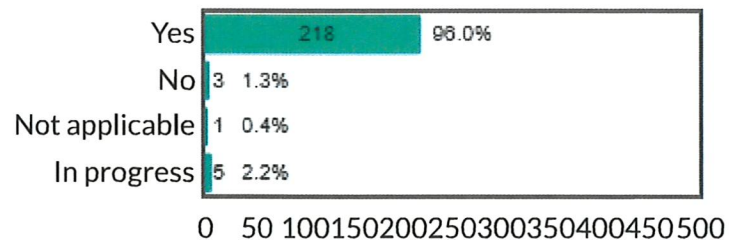


## 6. Safety Inspections and Reviews

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a. The school has conducted an assessment of the safety hazards faced at this campus by a qualified person within the past year. Provide the date of this assessment in comments (Use YYYY-MM-DD).

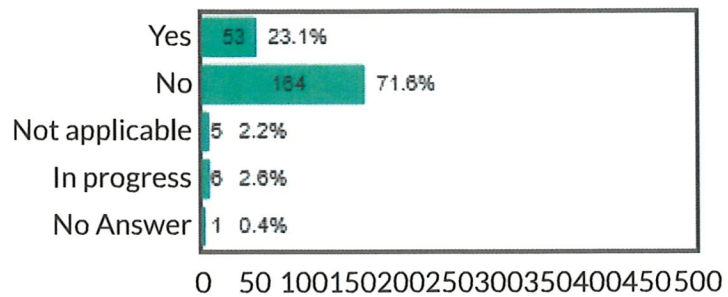
*Reference Health and Safety Planning, best practice 3a: The district conducts an annual review of all relevant safety issues for each educational facility*



b. The school's current security equipment was inspected and reviewed by safety and security professionals within the last year. (Provide the date of this inspection or review in comments (Use YYYY-MM-DD). Please also note any needed updates, upgrades, or enhancements in comments.)

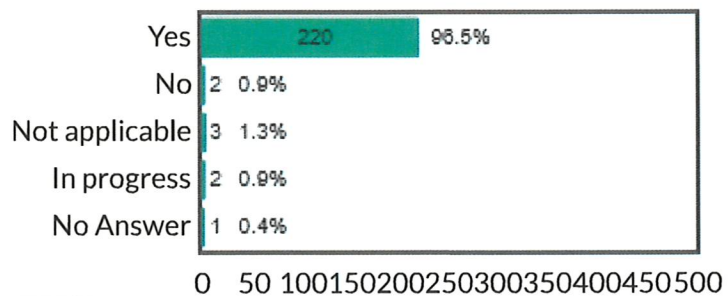
*Reference Facilities and Equipment best practice 4b: The district can demonstrate that current security equipment is inspected and reviewed annually by safety and security*

professionals.



c. A certified fire safety inspector conducted an annual fire safety inspection of this campus to ensure compliance with Florida law. Provide the date of this assessment in comments (Use YYYY-MM-DD).

*Reference Health and Safety Planning best practice 3b*



d. The campus reported to the district and state Fire Marshall that the fire safety inspection was completed. Provide the date the school provided the report in comments (Use YYYY-MM-DD).

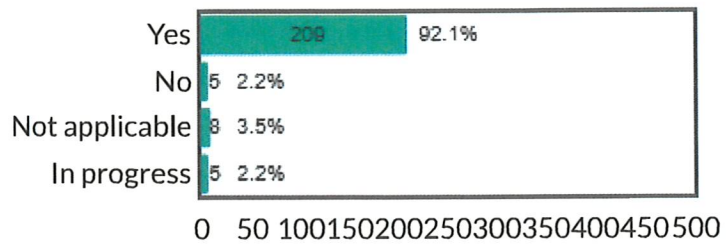
*Please see State Requirements for Educational Facilities (SREF) at*

*<http://www.fldoe.org/core/fileparse.php/7738/urlt/srefrule14.pdf>. Note that life-*

*threatening deficiencies must be corrected immediately or the facility is withdrawn from*

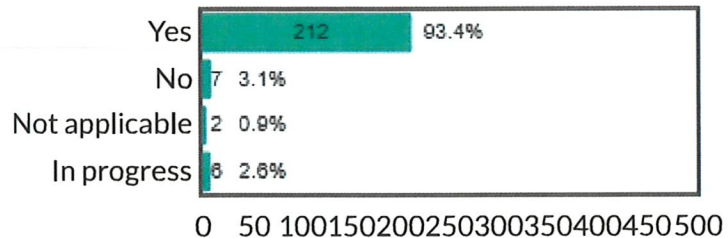
*use. Related Statute and Rule: s. 1013.12, F.S., 69A-58.004(6), F.A.C. Reference Health and*

*Safety Planning best practice 3c*



e. The campus conducted an annual inspection 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. Provide the date of this inspection in comments (Use YYYY-MM-DD).

*Please see State Requirements for Educational Facilities (SREF) at <http://www.fldoe.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. Reference Health and Safety Planning best practice 3d*



## SCHOOL SECURITY AND THREAT MANAGEMENT

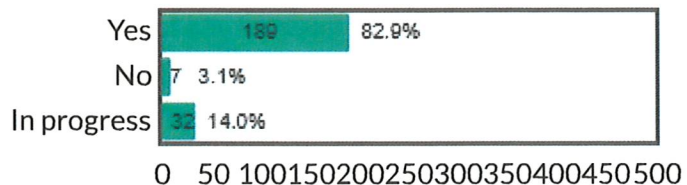
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### 1. Personnel

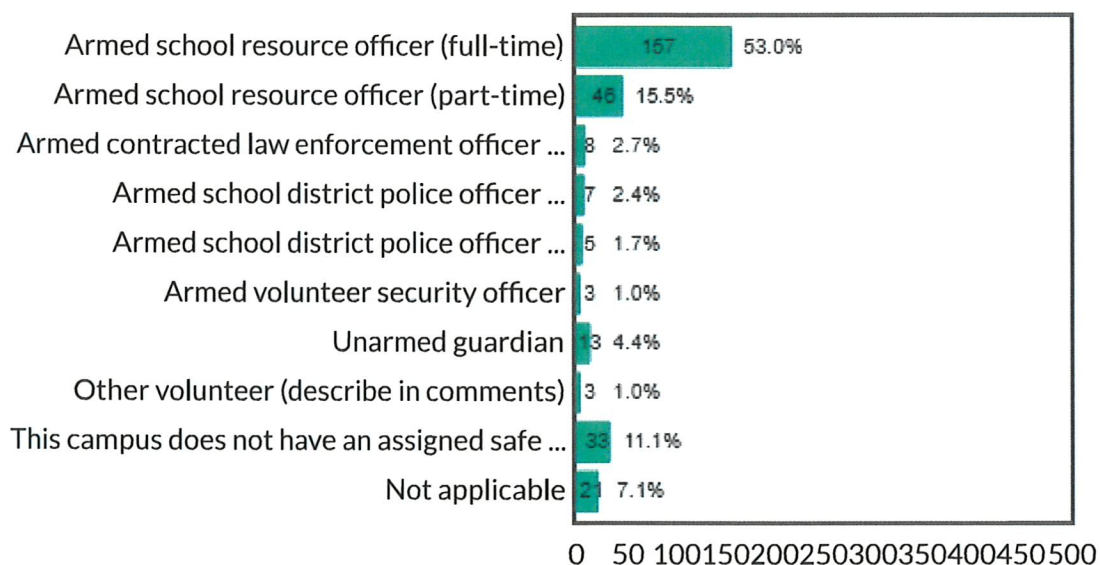
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a. Does the school have a safe-school officer assigned to campus?

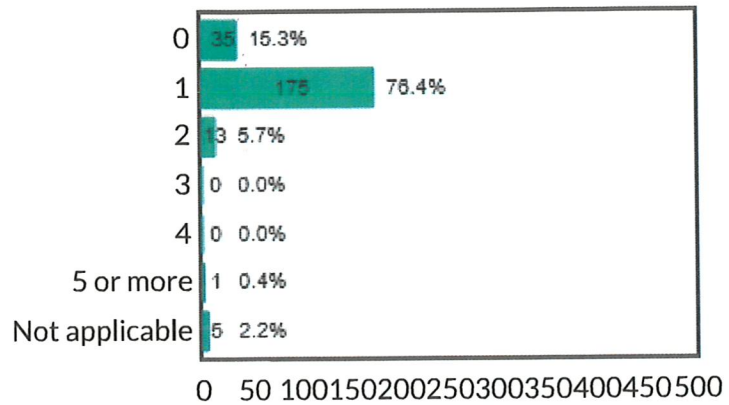
*This can include school police, or school resource officers (SROs) from the local police department or county sheriff's office, or a school guardian. Pursuant to section 1006.12, F.S., each district school board and school district superintendent shall partner with law enforcement agencies to establish or assign one or more safe-school offices at each school facility within the district*



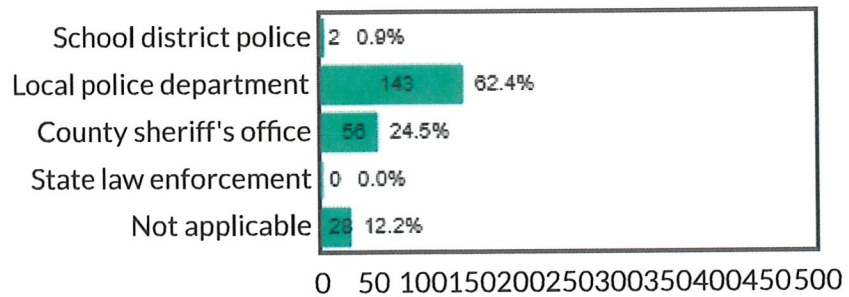
b. If a safe-school officer is assigned to campus during regular school hours, select all that apply:



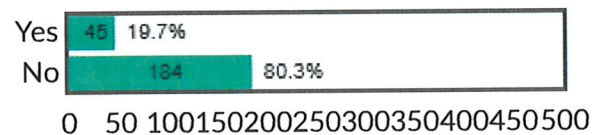
c. How many safe school officers are assigned to this campus? If more than 5, enter actual number in comments.



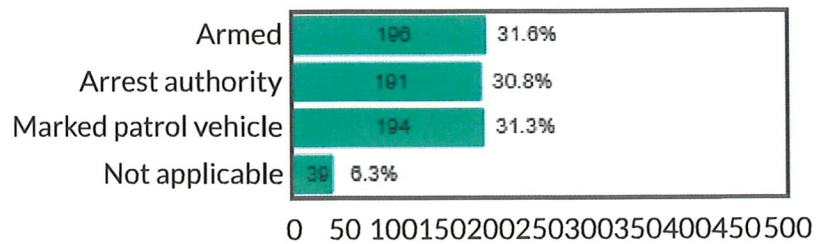
d. What primary jurisdiction does the law enforcement officer(s) fall under?



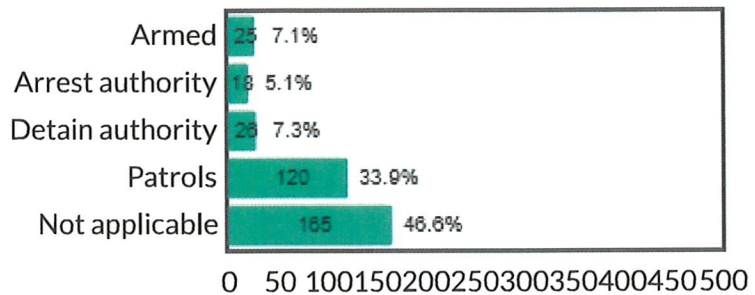
e. Are other non-sworn security personnel, such as private security guards, present on this campus? If yes, list their number and the company employing them in comments.



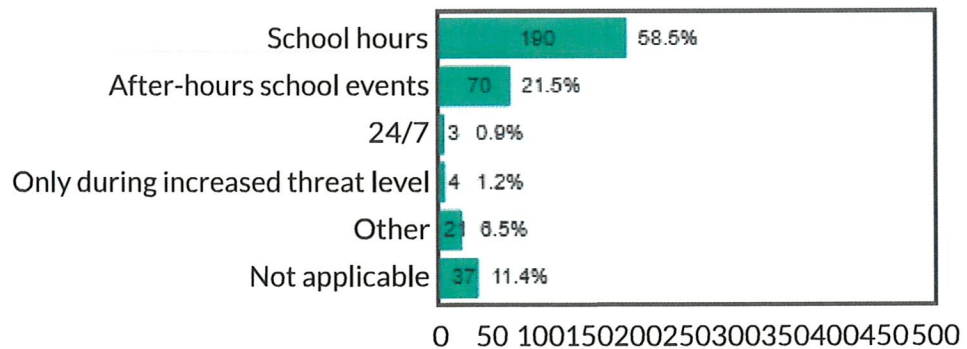
f. What are the attributes of the law enforcement personnel? (Select all that apply)



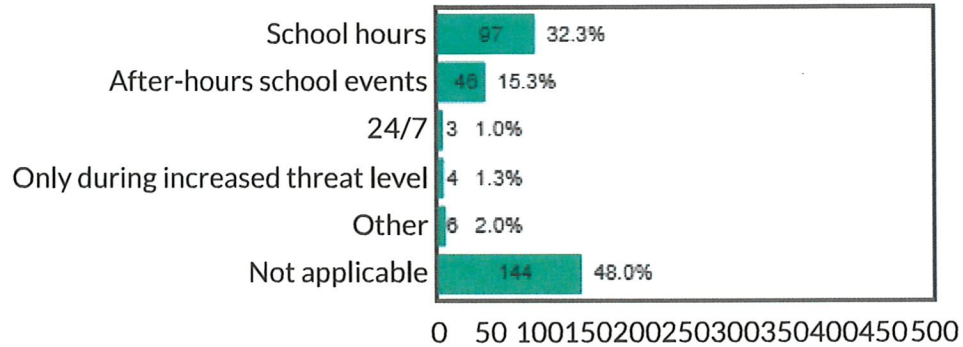
g. What are the attributes of the security personnel? (Select all that apply)



h. What is the law enforcement personnel shift coverage? If Other is selected, describe in comments. (Select all that apply)



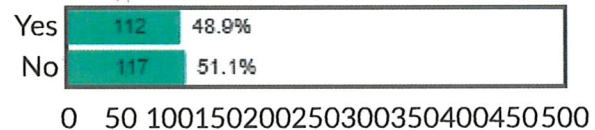
i. What is the security personnel shift coverage? If Other is selected, describe in comments. (Select all that apply)



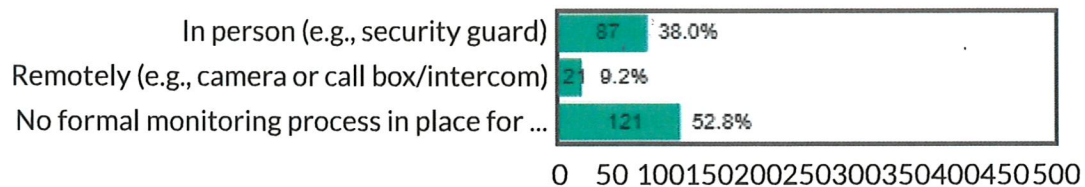
## 2. Physical Security

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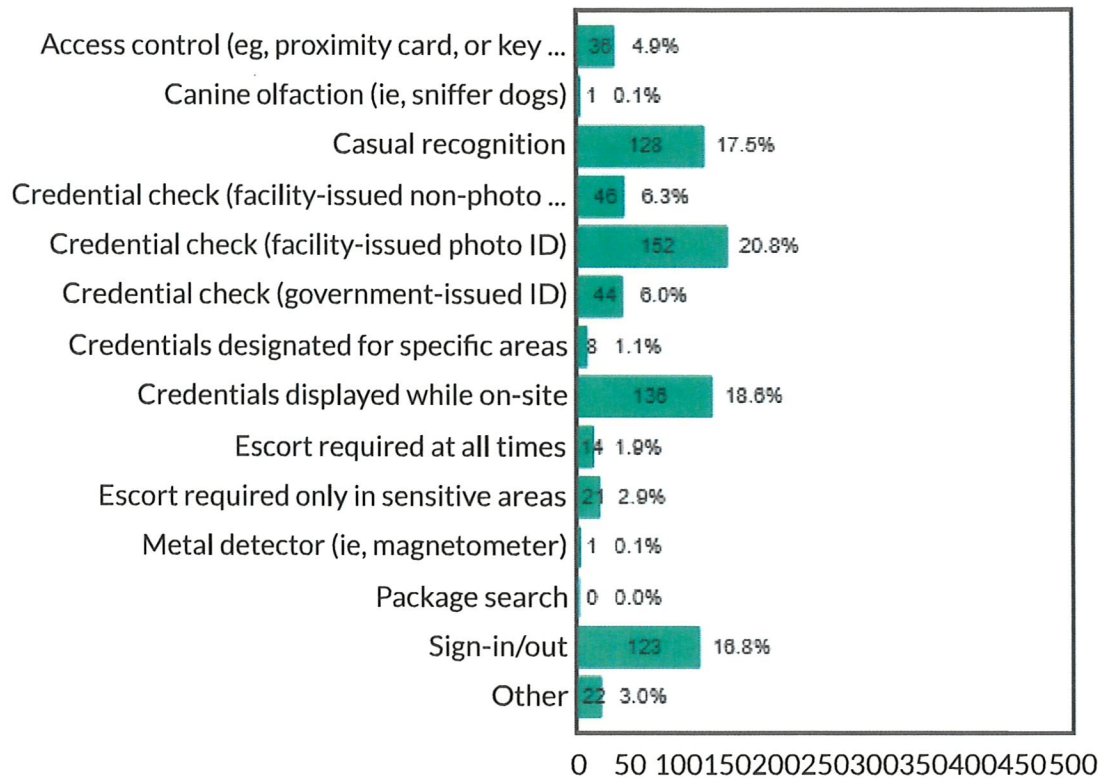
a. Is someone assigned to monitor employee access into the facility during school hours?



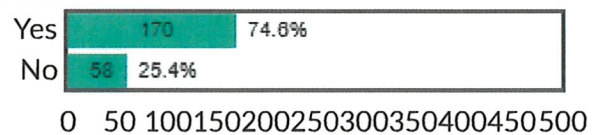
b. How is employee access monitored?



c. What controls are used for employee access? If Other is selected, describe in comments. (Select all that apply)

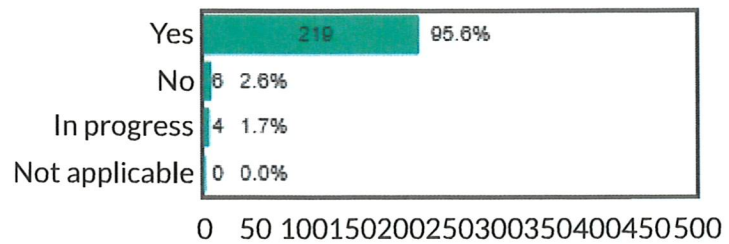


d. Do physical or electronic locks control employee access during school hours?

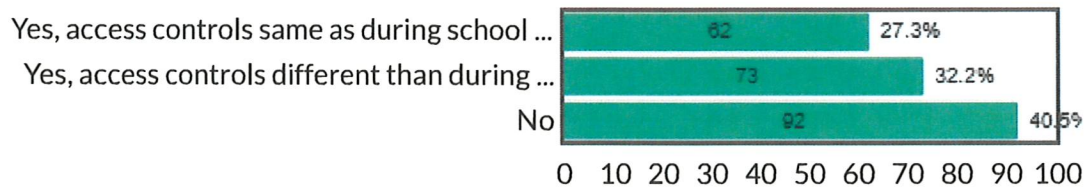


e. Does the school have a key control program to account for all keys to all buildings, rooms, and gates?

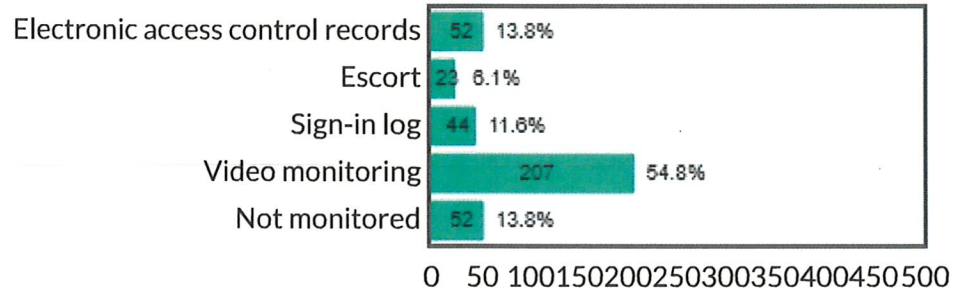
*Reference Facilities and Equipment best practice 2e: There is a key control program to account for all keys to all buildings, rooms, and gates.*



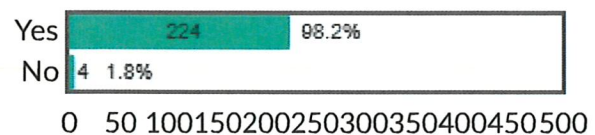
f. Are employees allowed access to the facility during non-school hours?



g. How is employee access into the facility monitored after school hours?  
(Select all that apply)

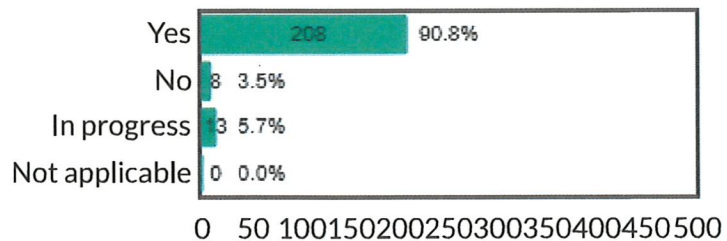


h. Does the facility allow visitors during school hours?

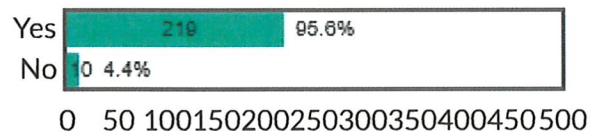


i. Does the school have a clearly marked central point for receiving and screening all visitors?

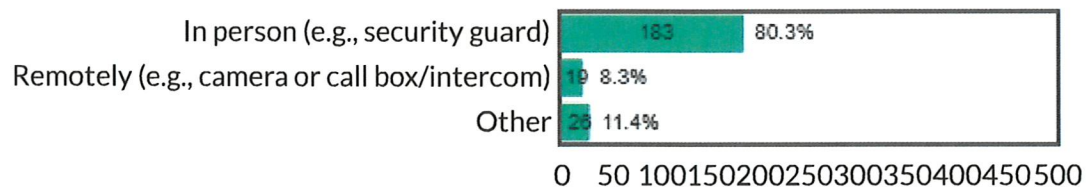
*Reference Facilities and Equipment best practice 2b: Each educational facility has a clearly marked central point for receiving and screening all visitors. This will require signs throughout the school telling visitors where to check in and training staff to ensure that visitors check in at the appropriate location.*



j. Is someone assigned to monitor visitor access into the facility during school hours?

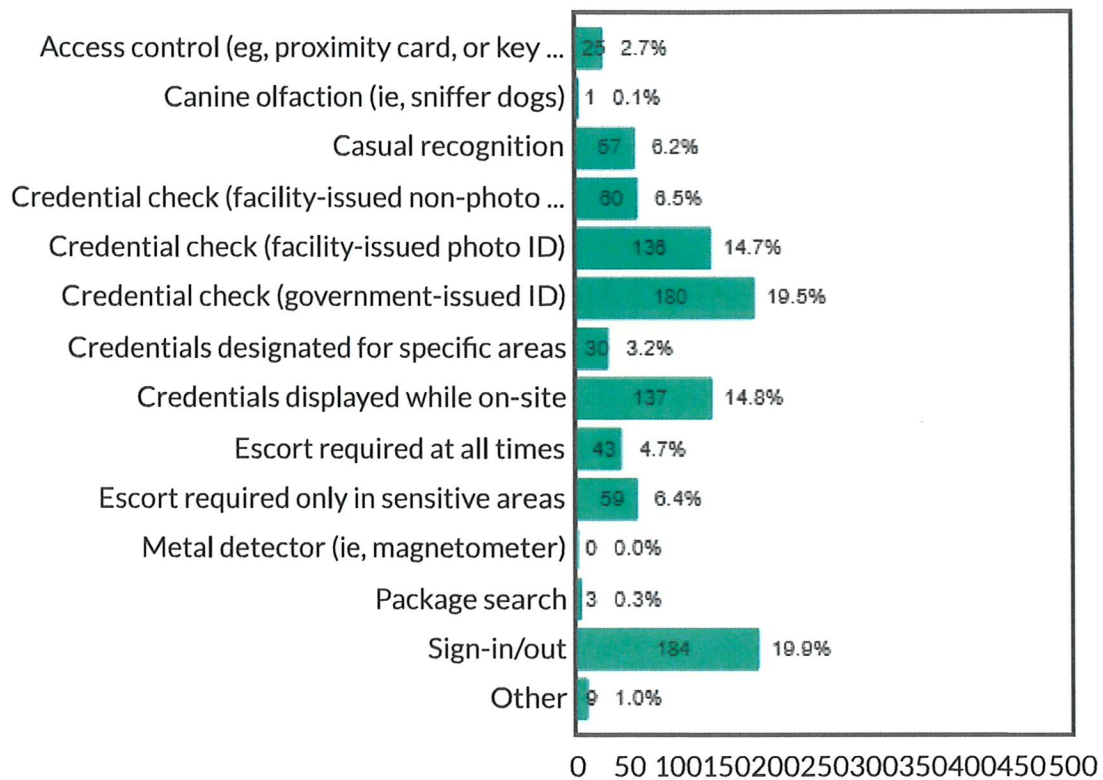


k. How is visitor access monitored?

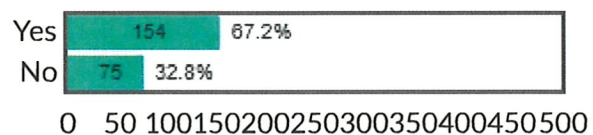


l. What controls are used for visitor access? If Other is selected, describe in comments. (Select all that apply)

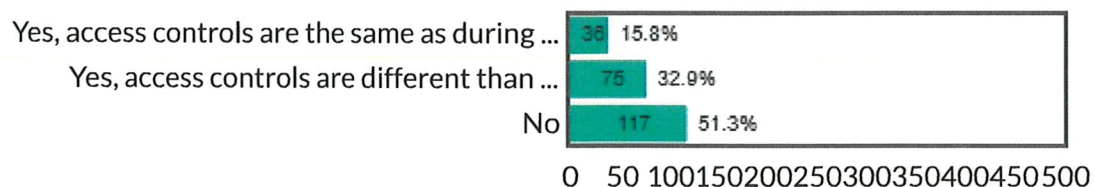
*Reference Facilities and Equipment best practices 2a: The district has procedures that govern access to each educational facility and its students, and access is limited to authorized students and visitors. Access to campuses and educational facilities is limited to authorized individuals.*



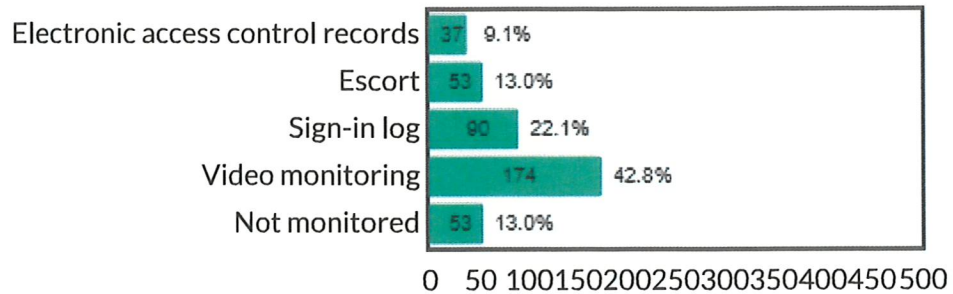
m. Do physical or electronic locks control visitor access during school hours?



n. Are visitors allowed access to the facility during non-school hours?

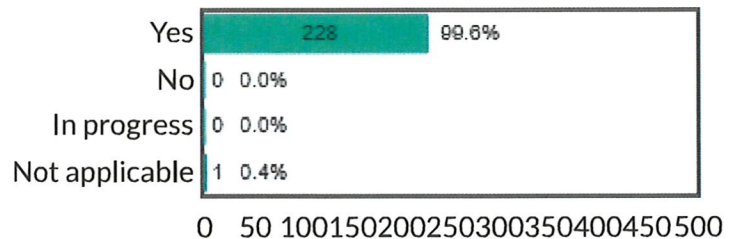


o. How is visitor access into the facility monitored after school hours?  
(Select all that apply)

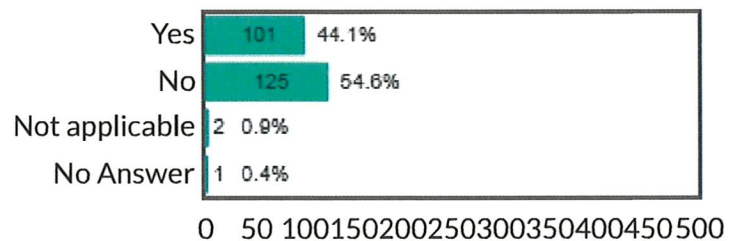


p. The school has a procedure regarding the release of students to parents, guardians, or other persons.

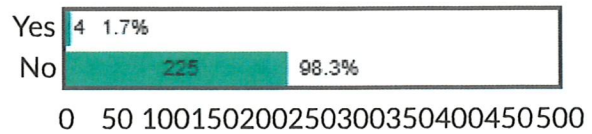
*Reference Facilities and Equipment best practice 2c: Each educational facility has a procedure regarding the release of students to parents, guardians, or other persons. This would include procedures such as identification checks.*



q. Does this campus have a secured vestibule as its main point of entry?

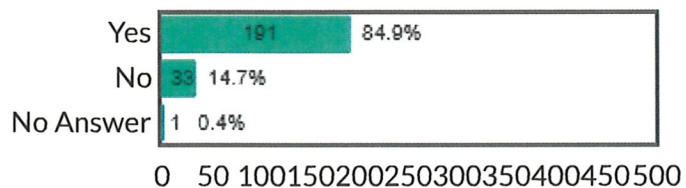


r. Does this campus have metal detectors in place? If yes, describe in comments. Be sure to include any areas that can be enhanced to increase the security posture of the campus.

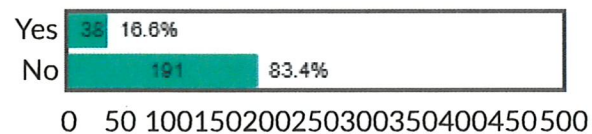


s. Does this campus have hardened doors? If yes, specify in comments which doors are hardened (e.g., exterior, interior, kitchen, laboratory, server room, etc.)

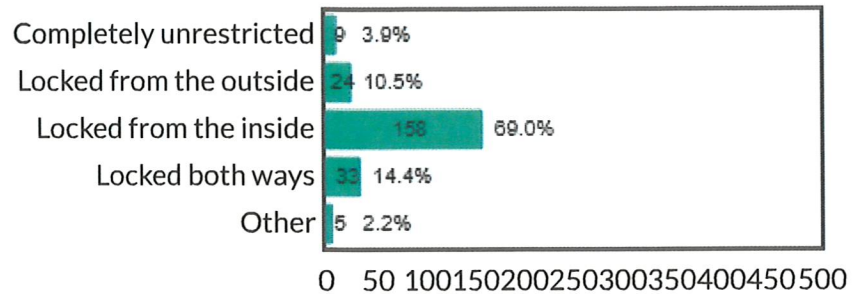
*Hardened doors are typically solid-core, open outward, and feature extra reinforcements around the frame and in the door materials to withstand forcible entry, plus tamper-resistant locks and hinges, larger strike plates and extra-long high-strength steel fasteners. The door frame is fixed to adjoining wall studs.*



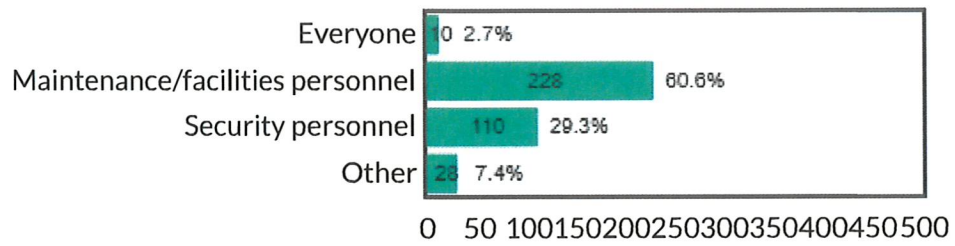
t. Does this campus have windows that are bullet resistant, shatter resistant or otherwise reinforced to resist damage? If yes, describe in comments.



u. How is roof access secured? Select the most applicable option. If roof access varies from building to building, select Other and describe in comments.

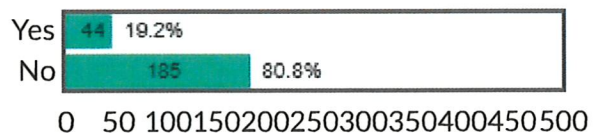


v. Who can access the roof? If Other is selected and/or access varies for different buildings on campus describe in comments. (Select all that apply)



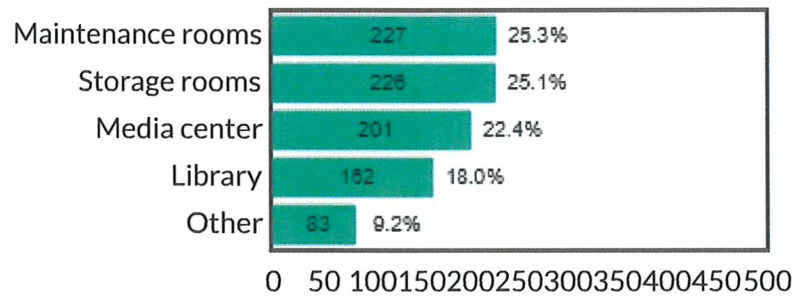
w. Is the school entrance protected by barricades? If yes, describe type of barricades in comments.

*Examples include bollards, large planters, gates, fencing, or other anti-vehicle ramming mitigation.*



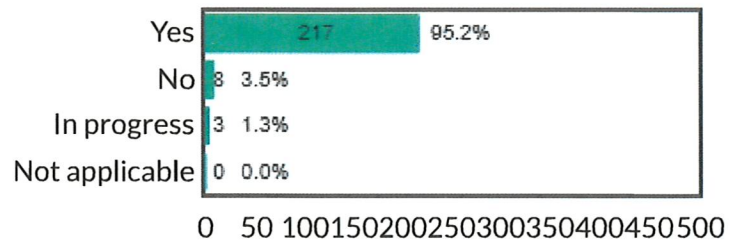
x. Describe the areas secured by physical (e.g., metal) keys. If Other is selected, describe in comments.

*Examples of Other include entrances, classrooms, staff offices, cafeteria, kitchen, health office, laboratories, and assembly areas.*



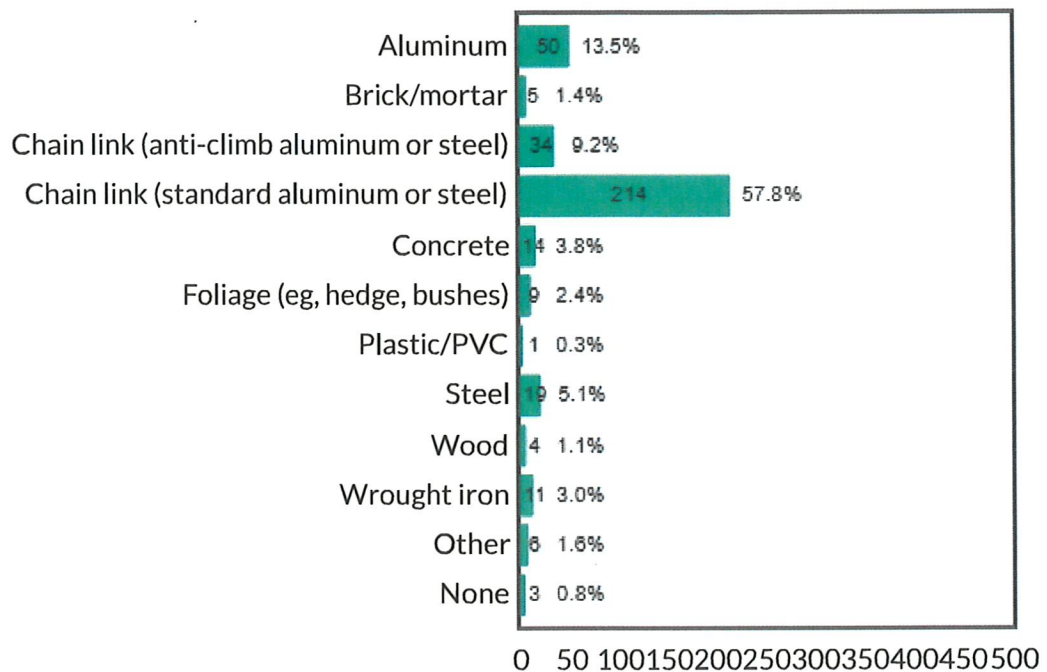
y. Campus buildings are secured when unoccupied, but security devices shall not prevent egress from the building at any time.

*This would include times the building is or should be unoccupied such as after being closed for the night or the weekend. Reference Facilities and Equipment best practice 2d: Buildings are secured when unoccupied, but security devices shall not prevent egress from the building at any time.*

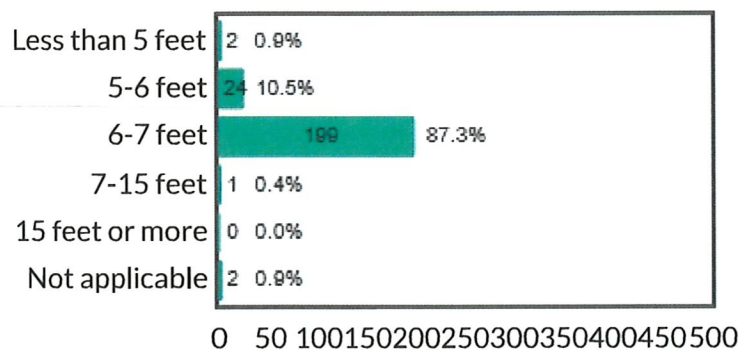


z. Which type of fencing is used at the facility? If Other is selected, describe in comments. (Select all that apply)

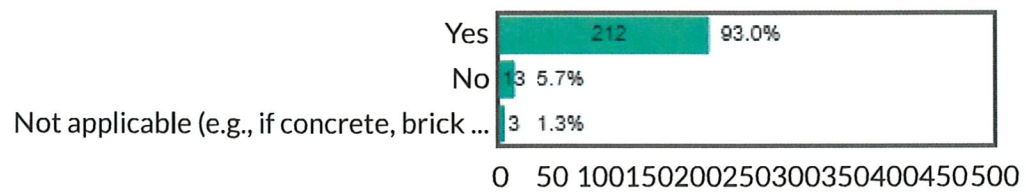
*If type of fencing varies, describe weakest portions in comments.*



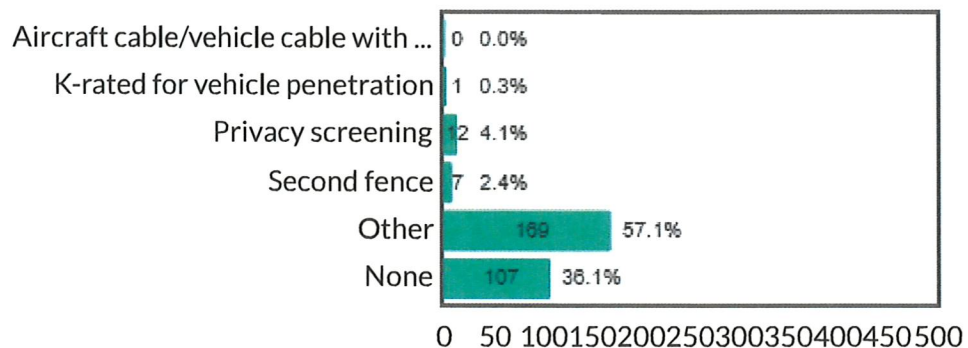
aa. What is the average height of the perimeter fencing? Describe the perimeter fence in comments.



bb. Is the base of the fencing anchored?

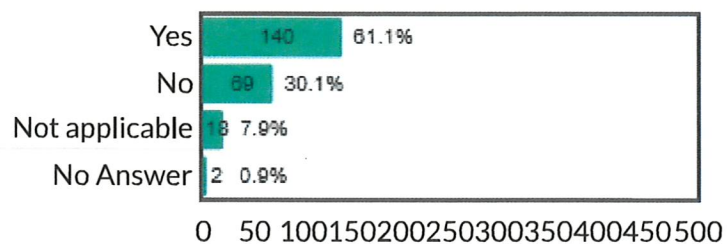


cc. Describe any enhancements to the fencing. If Other is selected, describe in comments. (Select all that apply)

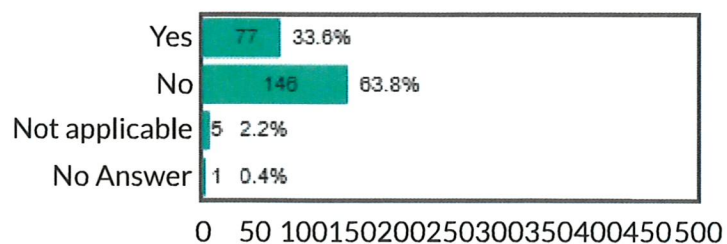


dd. Is there a clear zone on either or both sides of the fencing? If yes, describe which side(s) in comments.

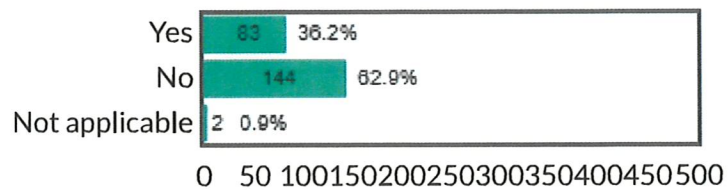
*A clear zone is an area inside or outside the perimeter that allows for unobstructed views of the fence perimeter (e.g., no vegetation or objects, no privacy slats).*



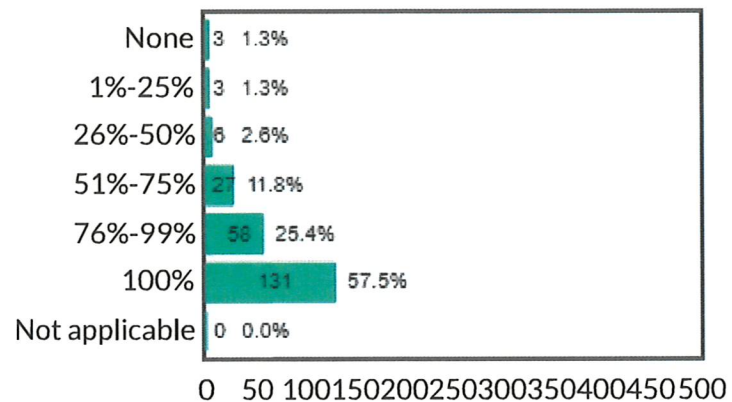
ee. Is there an area with objects/structures that would aid in traversing the fence (e.g., trees, sheds, benches, barrels, etc.)? If yes, describe these in comments.



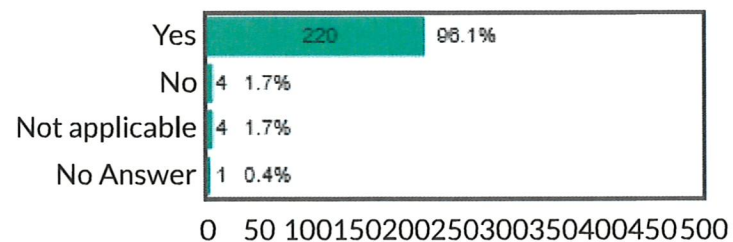
ff. Is the fencing clearly marked at regular intervals with visible warning (e.g., no trespassing signs)?



gg. What percentage area of the campus perimeter is secured by fencing?

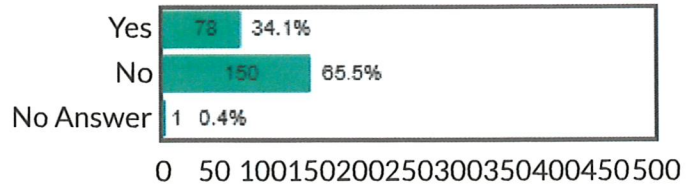


hh. Are all perimeter gates locked nightly?

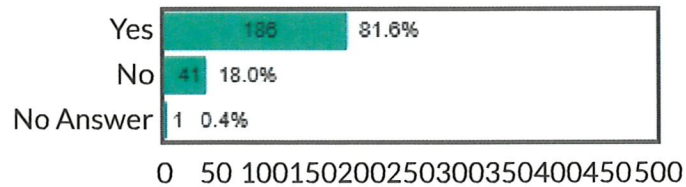


ii. Is this a dark campus when school is not in session?

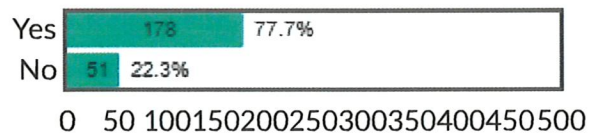
*A dark campus is one that has a policy of turning off all lighting systems when no classes or extra-curricular activities are being held.*



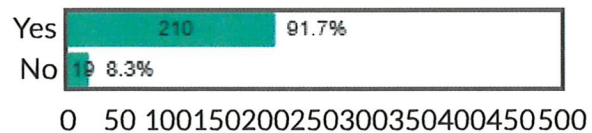
jj. Is lighting controlled on campus? If no, describe in comments where lighting is controlled.



kk. Is the campus perimeter lighted?



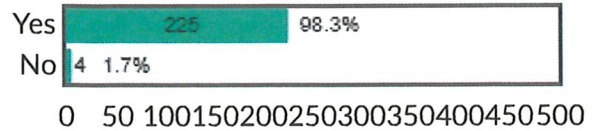
ll. Are the parking areas lighted?



### 3. Crisis and Threat Assessment Teams

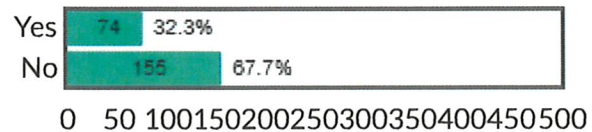
a. Does this school have a threat assessment team?

*Reference School Climate and Community Outreach best practice 2c: The district provides a team of specialists, or a threat assessment team, trained in evaluating behavioral and academic concerns and provides school staff training regarding such support.*



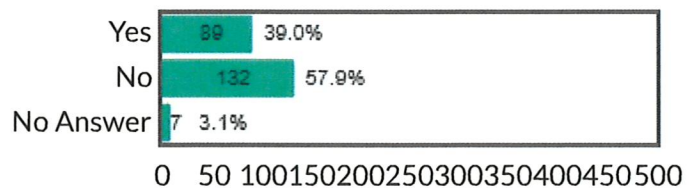
b. Does the school have a student crime watch program in place?

*By resolution of the school board, implement a student crime watch program to promote responsibility among students and improve school safety. Related statute: s. 1006.07 (3), F.S. Reference School Climate and Community Outreach best practice 3 e: The district has crime watch programs and school safety hotline(s) in place and available in all schools.*



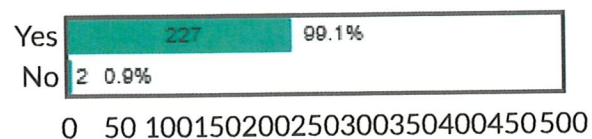
c. Does the student crime watch program allow students and the community to anonymously relay information concerning unsafe and potentially harmful, dangerous, violent, or criminal activities, or the threat of these activities to appropriate public safety agencies and school officials?

*Related statute: s. 1006.07 (3), F.S.*



d. The school has access to an emergency crisis team that provides counseling and other support to aid in dealing with people's reactions to emergency situations, making the adjustments after the emergency, and re-entering the school environment.

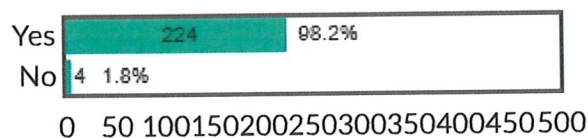
Reference best practice Health and Safety Planning 5c: The district has an emergency crisis team available to each school that provides counseling and other support to aid in dealing with people's reactions, making the adjustment after the emergency, and re-entering the school environment.



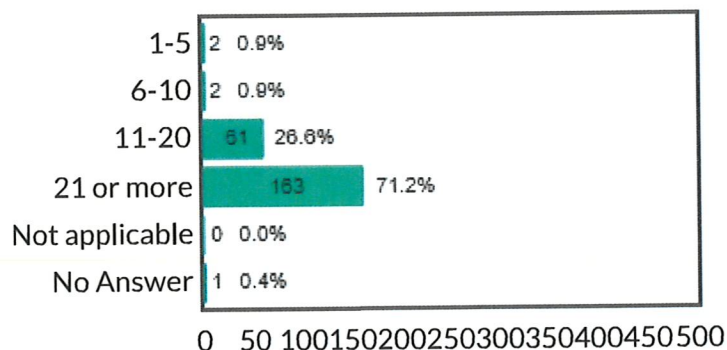
## 4. Sensors and Alarms

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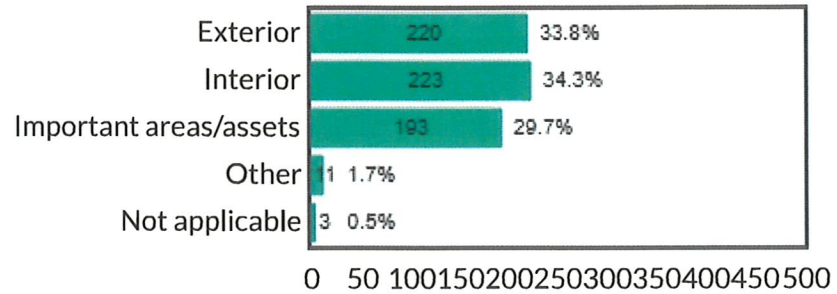
a. Does the facility use a Closed-Circuit Television (CCTV) or video monitoring system for security? If yes, briefly describe the area coverage in comments.



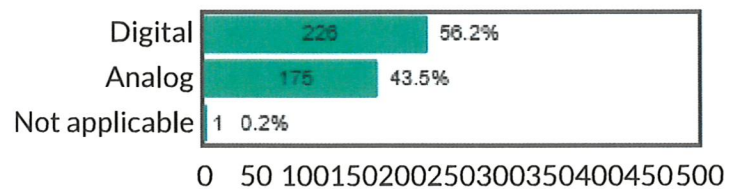
b. How many security cameras are on campus?



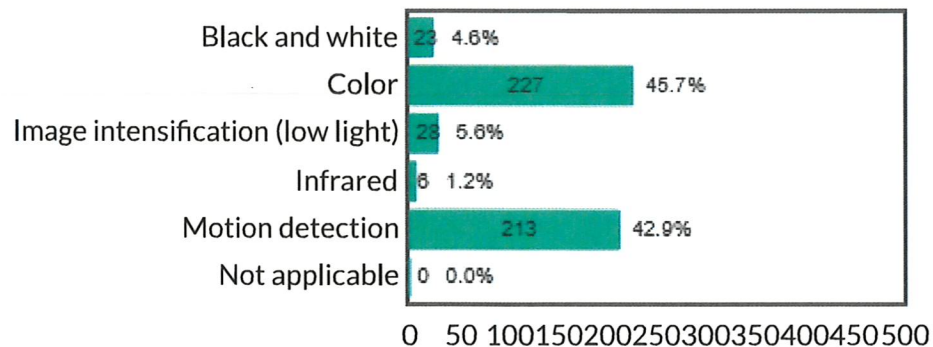
c. What is the area coverage of the security camera system? If Other is selected, describe the area(s) covered in comments. (Select all that apply)



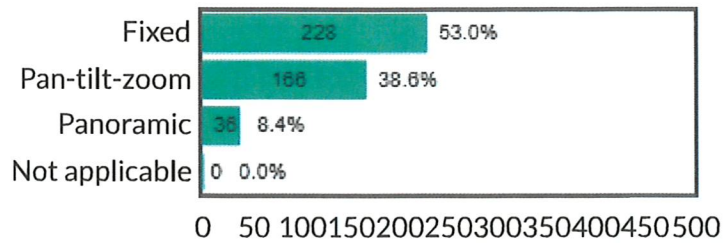
d. What type of security camera system is used? (Select all that apply)



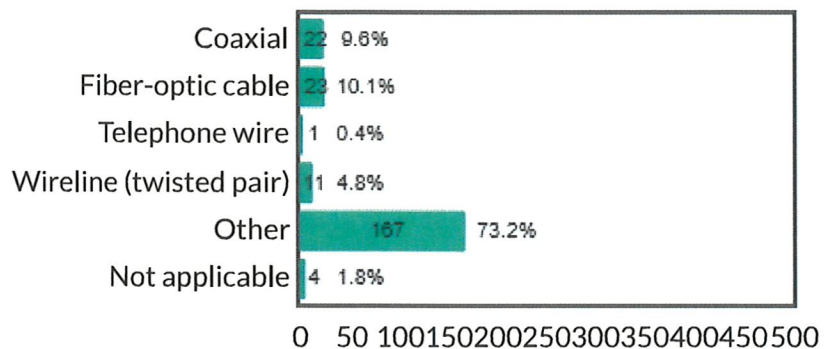
e. What are the capabilities of the security camera system? (Select all that apply)



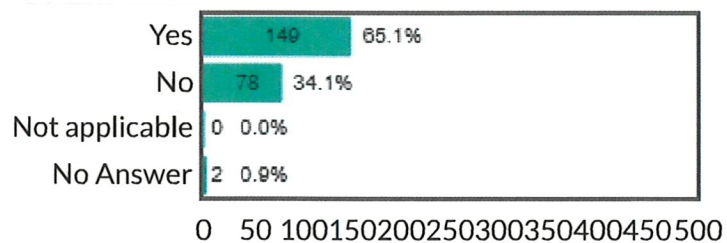
f. What is the functionality of the security camera system? (Select all that apply)



g. What is the transmission method for the security camera system? If Other is selected, describe in comments.



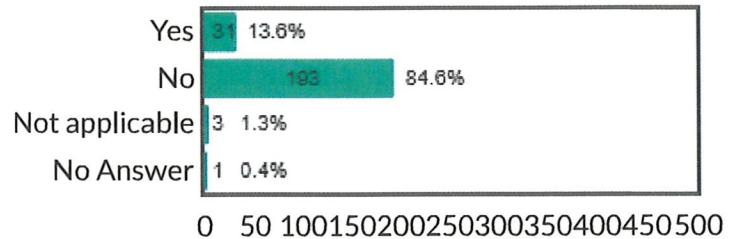
h. Is the security camera system connected to emergency back-up power?



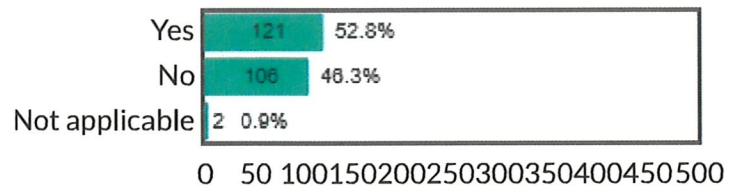
i. Are there video analytics/anomaly detection capabilities in the security camera system?

*Video analytics refers to any software program that aids in the determination of suspicious activity. This can be through dwell time, package recognition or any other process utilizing some type of software. Anomaly detection is where a video motion processor establishes localized features in the live image that are distinct enough to be tracked from frame to frame. The system builds up a statistical history of how such features normally move*

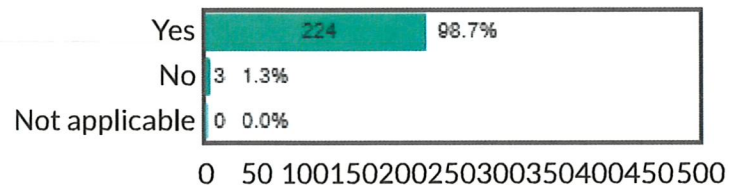
through the image, tracking their speed and direction. Then when the camera image changes, the system can check against what it has established as normal to decide whether the new event is so unusual that it should be brought to an operator's attention.



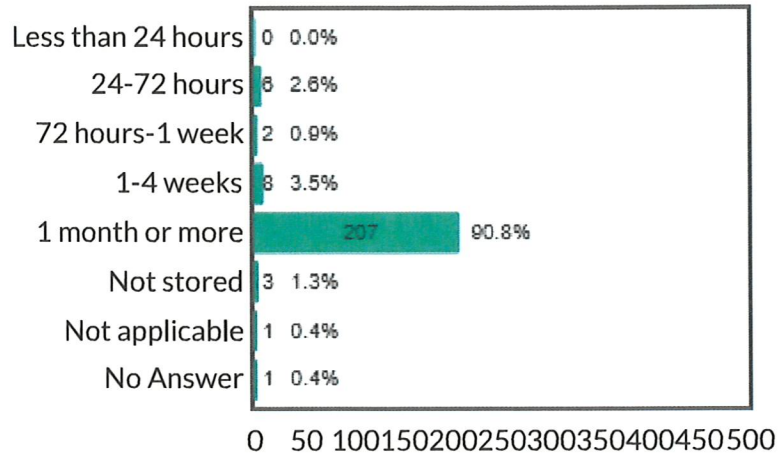
j. Are the security cameras monitored?



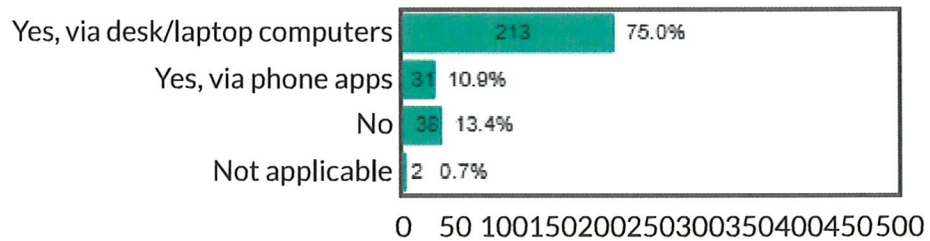
k. Are the security camera feeds recorded?



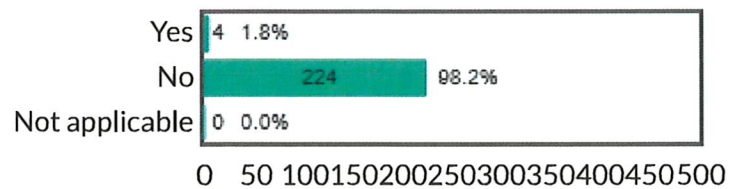
l. If yes, how long are the recordings stored? Specify storage location in comments.



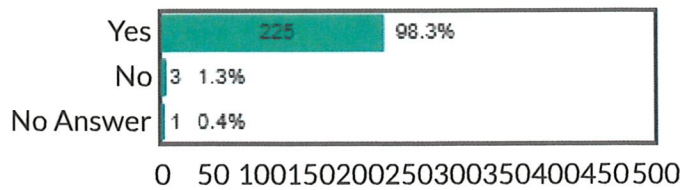
m. Does the school administration have remote access to the security camera feeds? (Select all that apply)



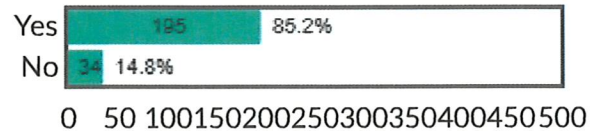
n. Can local law enforcement currently access the camera system off-campus?



o. Is a fire alarm system used on campus?

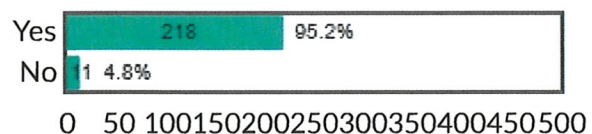


p. Is a fire sprinkler system used on campus?

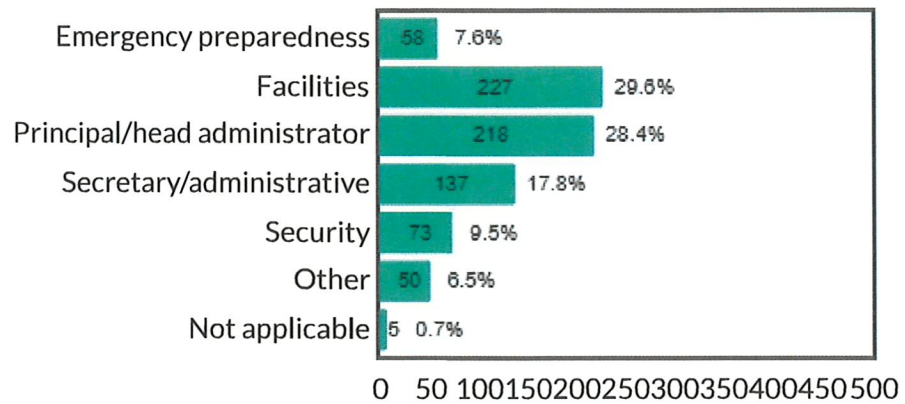


q. Is an access alarm system used on campus? If yes, note the location of the alarm panel in comments. If the alarm is monitored off-site, note who monitors it.

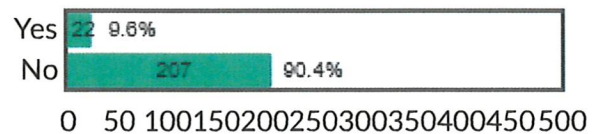
*This may include alarm systems as well as equipment such as fencing. Not all schools will require electronic security so the selection of security systems should be based on hazard analyses with input from security professionals. This would include professionals such as local fire authority, police, and security experts. Reference Facilities and Equipment best practice 4a: Each educational facility has a security system that was selected or designed with input from security professionals*



r. Which individuals have alarm panel keys and alarm codes? If Other is selected, list the name(s), title(s), and contact information in comments. For all others, enter the contact information for these individuals in the Points of Contact box in the Asset application.

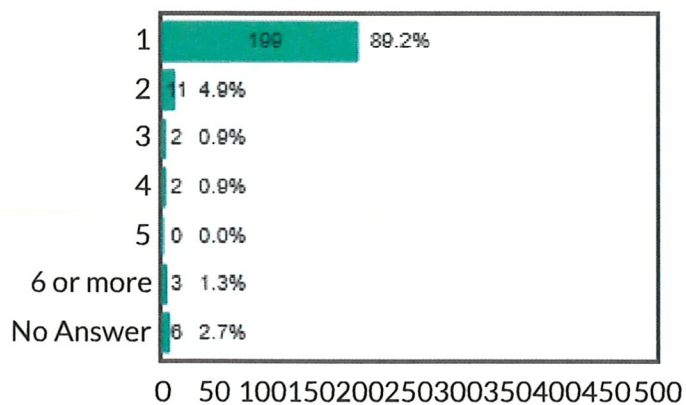


s. Are panic alarms used on campus? If yes, list their general locations in comments.

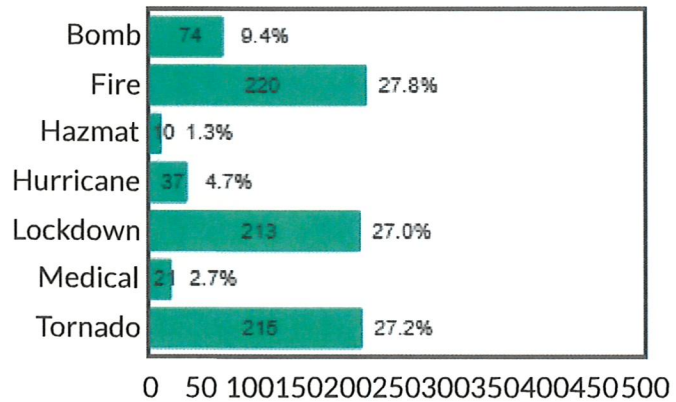


## 5. Drills

a. How many active shooter drills has this campus conducted within the last year? (Please provide notes in the comments box as necessary)

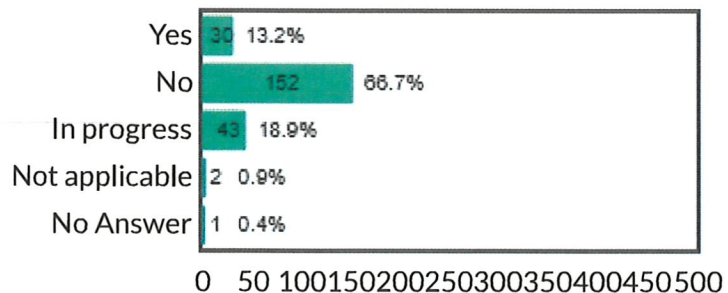


b. Please select all other drills that your school has conducted in the past year.



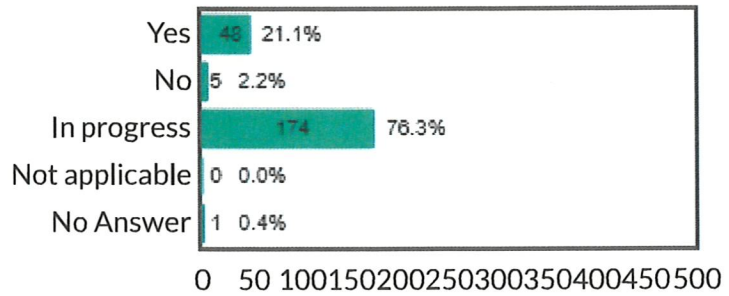
c. The school conducts active shooter training every semester, at minimum, so that each teacher, student, faculty member and school safety officer knows what to do during a crisis.

*Reference Health and Safety Planning Best Practice 9k: Every school conducts active shooter training so that each teacher, student, faculty member and school safety officer knows what to do during a crisis.*



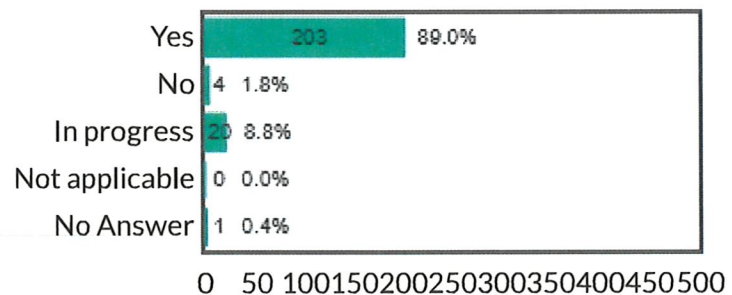
d. The school uses its annual self-assessment to identify the potential hazards for each educational facility and has developed and worked with the district to implement procedures for practicing responses to identified hazards.

*This will include fire drills but should also include responses to any other identified hazards. Related Statute: s. 1006.07(4), F.S. Reference Health and Safety Planning Best Practice 7d: 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.*

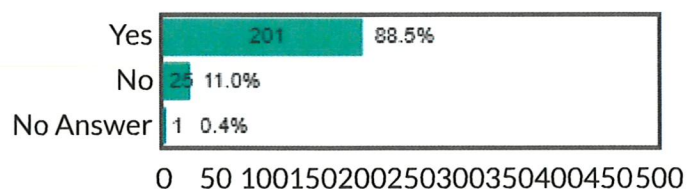


e. The school varies the conditions under which required emergency drills are performed such as time of day, location of hazard, etc. to ensure that students and staff are prepared for a range of scenarios.

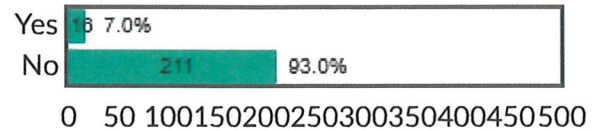
*Related Statute: s. 1006.07(4), F.S. Reference Health and Safety Planning Best Practice 7: The district and each school regularly practice emergency responses based on potential safety concerns at each site and develops an improvement plan based on the event/drill.*



f. Has your school participated in district-wide exercises? Name all exercises and years the school participated, in comments.



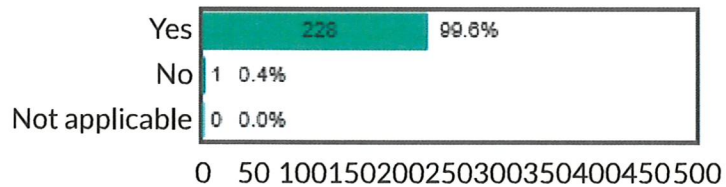
g. Has your school participated in your county's mass casualty drill? If yes, list years your school participated.



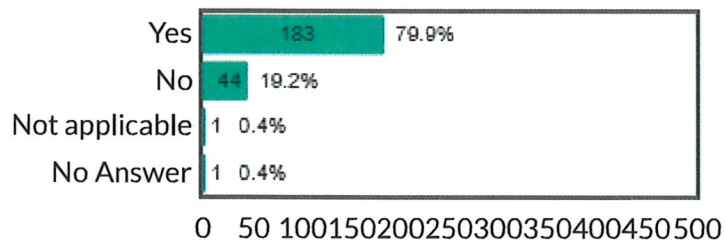
## 6. Policies and Training

a. Campus safety and security plans align with district-established goals and strategies.

*Reference Efficiency and Effectiveness best practices 1f: The district focuses its goals on safe and healthy schools as evidenced by the following behaviors: iii. Schools in the district align their work with district-established goals and strategies, and v. Each school develops a building plan aligned to district goals.*



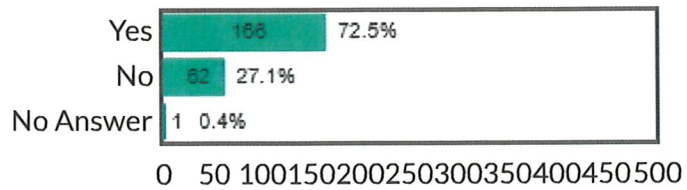
b. Is there a policy regarding the use of the school's PA system?



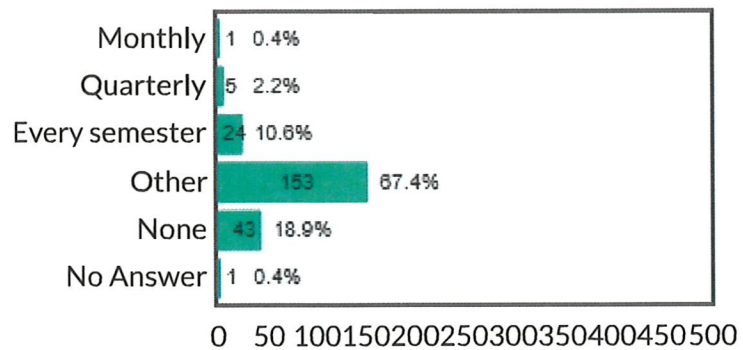
b. Who is authorized to make announcements using the school's PA system? Please provide the name and/or title of the individual(s) in the comments box to the right.

There are text answers not shown.

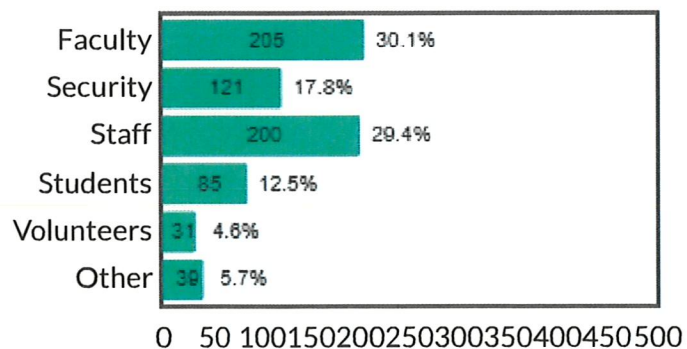
c. Does the school have a reunification plan? If yes, attach to the Photos/Documents box in the Asset application.



d. How often is active shooter training provided at the school? If Other is selected, please provide in comments.



e. Who receives active shooter training at this school? If Other is selected, please provide in comments



## ASSESSMENT FINDINGS

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# 1. Response Agency Tour Findings

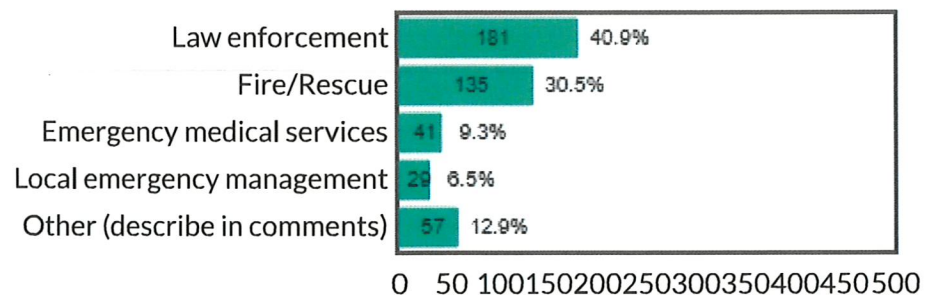
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a. Please provide the date(s) of the most recent public safety responding agency tours of this campus in comments. Use YYYY-MM-DD format.

Attach a copy of the public safety agency(ies) report to this question.

*Each school safety specialist shall coordinate with the appropriate public safety agencies, as defined in s. 365.171, F.S. that are designated as first responders to a school's campus to conduct a tour of such campus once every 3 years and provide recommendations related to school safety. The recommendations by the public safety agency(ies) must be considered as part of the recommendations to the district school board by the school safety specialist.*

*Related statute: s. 1006.07(6)(b), F.S. Reference best practice Health and Safety Planning 4b and 8d: The school safety specialist has coordinated with appropriate public safety agencies that are designated as first responders to a school's campus to conduct a tour of such campus once every three years, at minimum and provide recommendations related to school safety.*

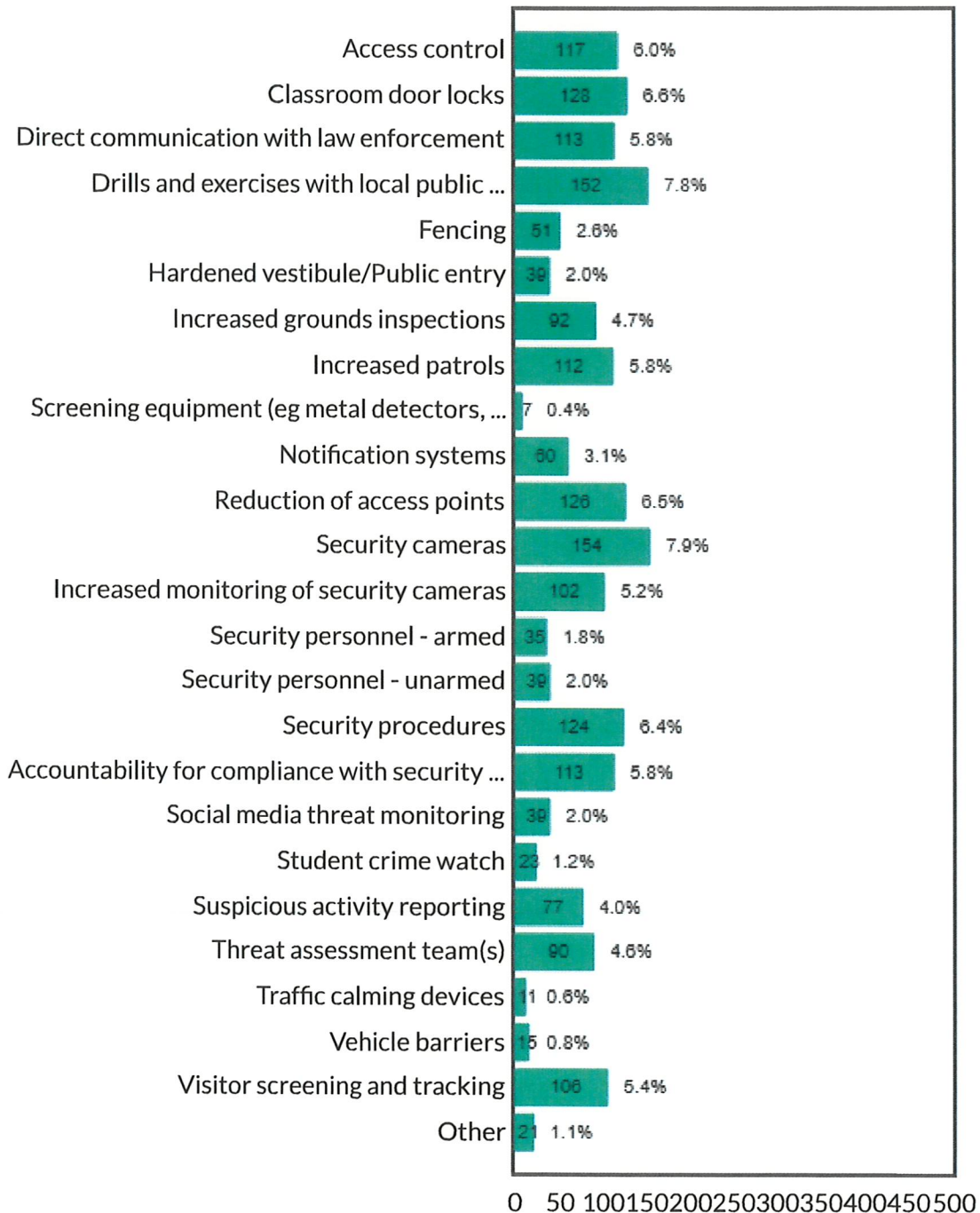


## 2. Protective measures

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a. What security enhancements has the district or school implemented within the past year to increase the security posture at this campus?

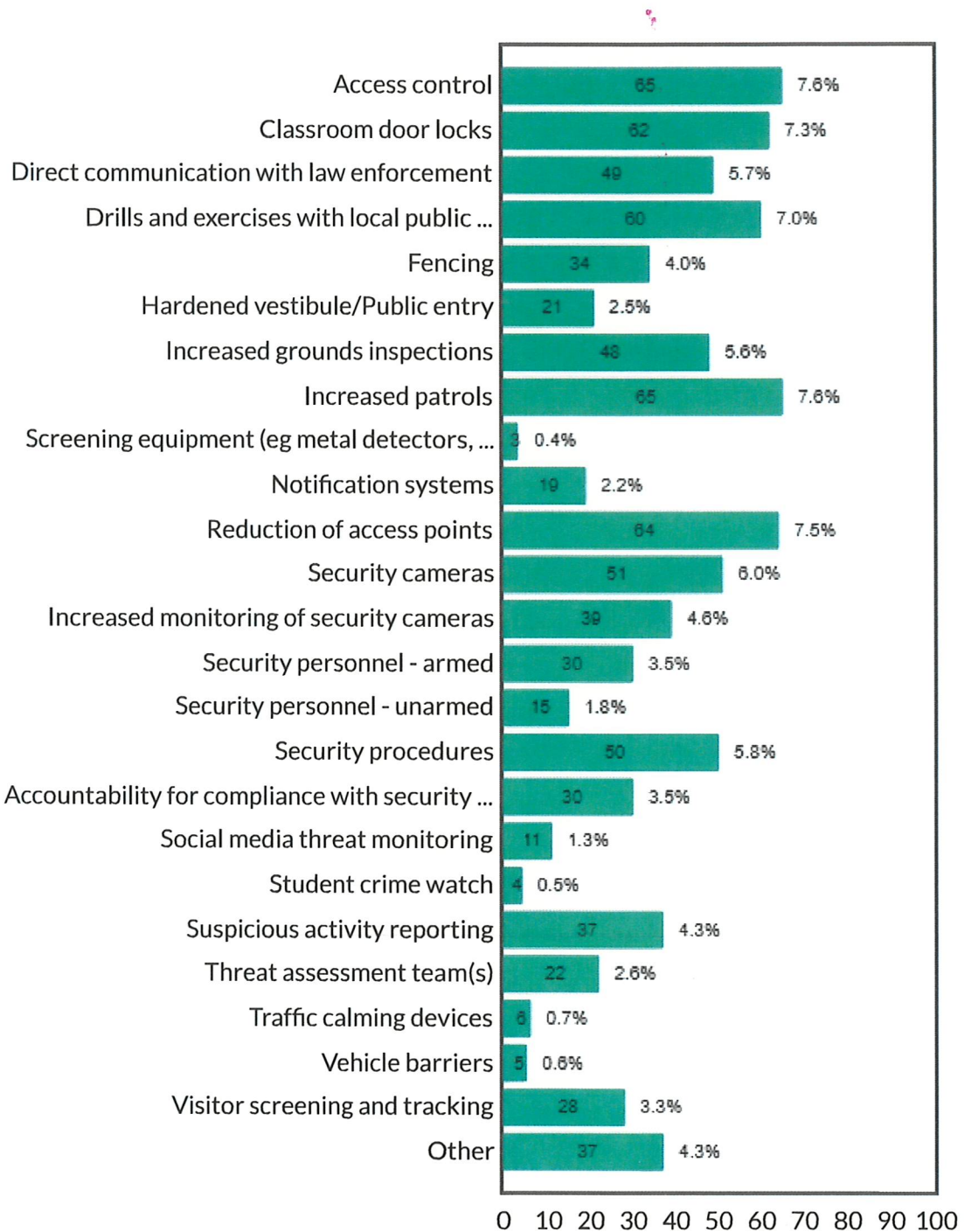
Select all that apply. If Other, describe in comments.



b. Of the enhancements outlined in question a., which were implemented based on a recommendation from a law enforcement agency based on a campus tour? Select all that apply. If Other, describe in comments.

*Any changes related to school safety and emergency issues recommended by a law enforcement agency based on a campus tour must be documented by the school board.*

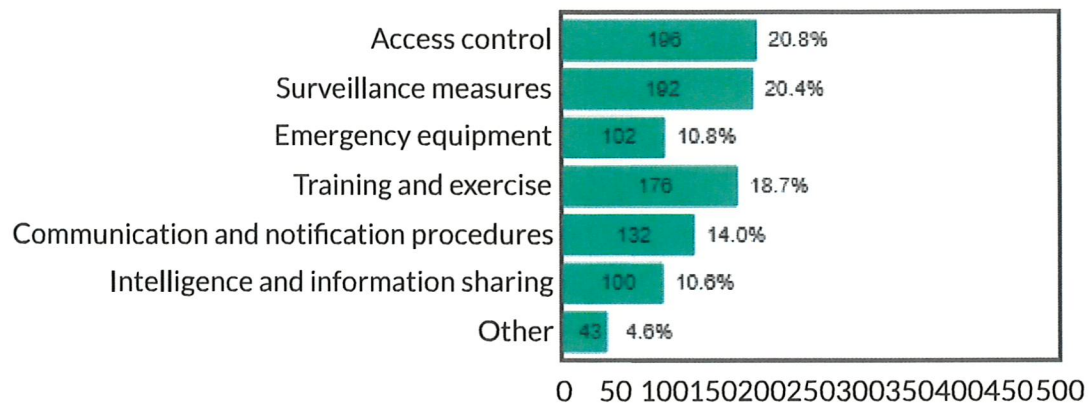
*Related Statute: s. 1006.07(8) F.S.*



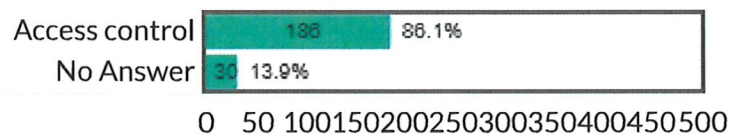
### 3. Options for Consideration

a. Based on the findings in this assessment as well as standard best practices and lessons learned, select the protective measures the school

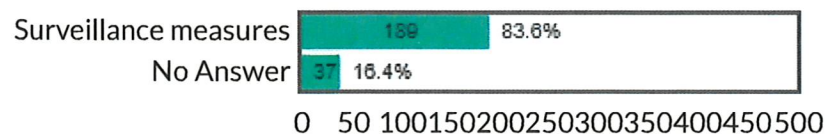
district should consider to enhance the security posture of this campus.  
Select all that apply and continue with questions b through h.



b. Select this button to provide a summary for Access Control options for school district consideration to enhance the security posture of this campus (use comments box). Attach any relevant reports or supporting documents as necessary.

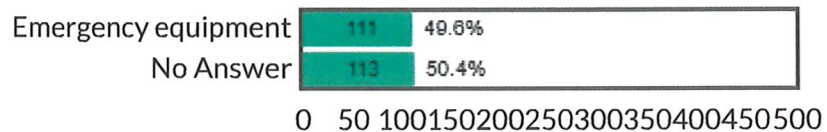


c. Select this button to provide Surveillance Measures options for school district consideration to enhance the security posture of this campus (use comments box). Attach any relevant reports or supporting documents as necessary.

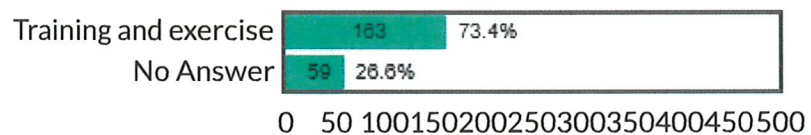


d. Select this button to provide Emergency Equipment options for school district consideration to enhance the security posture of this campus (use

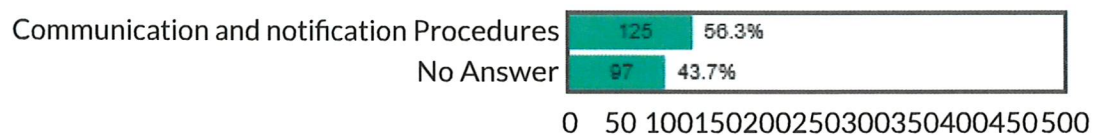
comments box). Attach any relevant reports or supporting documents as necessary.



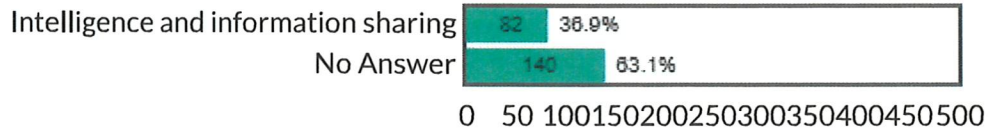
e. Select this button to provide Training and Exercise options for school district consideration to enhance the security posture of this campus (use comments box). Attach any relevant reports or supporting documents as necessary.



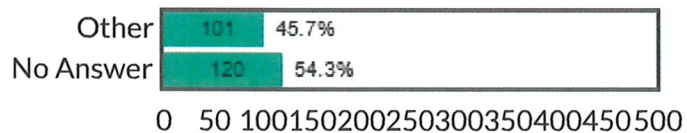
f. Select this button to provide Communication and Notification Procedures options for school district consideration to enhance the security posture of this campus (use comments box). Attach any relevant reports or supporting documents as necessary.



g. Select this button to provide Intelligence and Information Sharing options for school district consideration to enhance the security posture of this campus (use comments box). Attach any relevant reports or supporting documents as necessary.



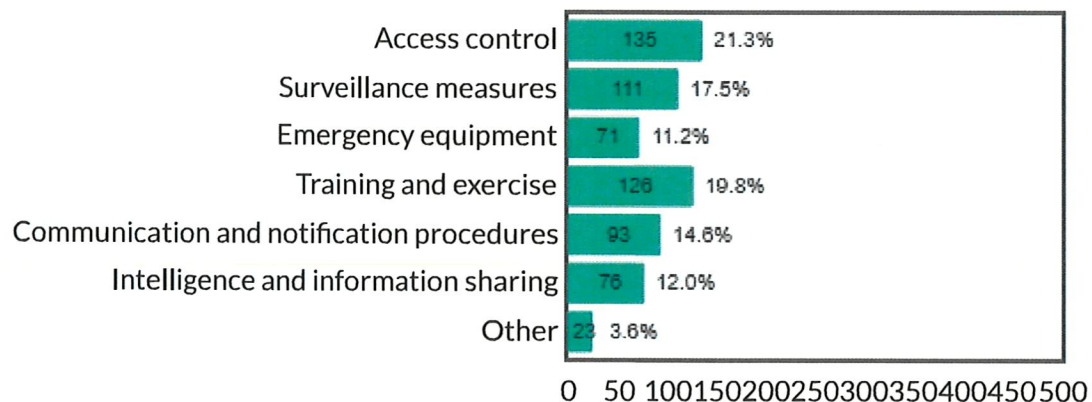
h. Select this button to provide other options for school district consideration to enhance the security posture of this campus (use comments box). Attach any relevant reports or supporting documents as necessary.



## 4. Suggested Best Practices

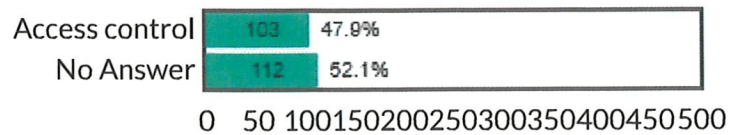
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a. Based on the security measures currently implemented at this campus, what positive measures would you suggest other school campuses may consider? Select all that apply and continue with questions b through h.

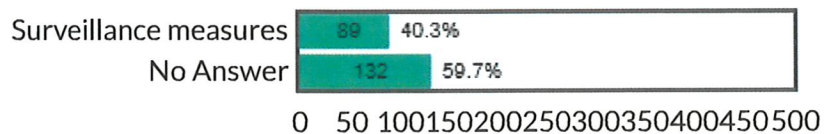


b. Select this button to provide an explanation of the positive Access Control measures you would suggest for other school campuses (use

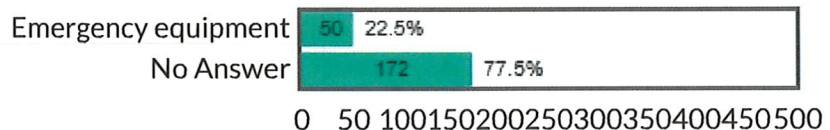
comments box).



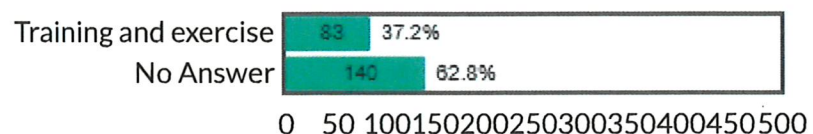
c. Select this button to provide an explanation of the positive Surveillance Measures measures you would suggest for other school campuses (use comments box).



d. Select this button to provide an explanation of the positive Emergency Equipment measures you would suggest for other school campuses (use comments box).

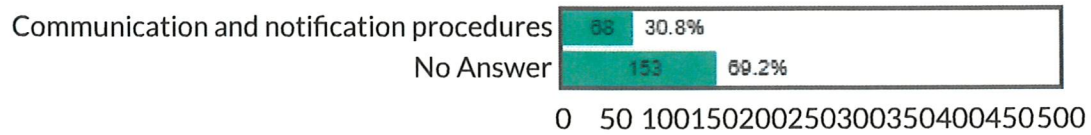


e. Select this button to provide an explanation of the positive Training and Exercise measures you would suggest for other school campuses (use comments box).

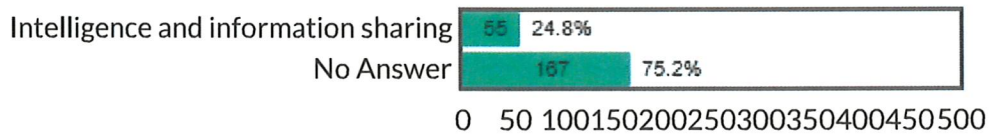


f. Select this button to provide an explanation of the positive Communication and Notification Procedures measures you would

suggest for other school campuses (use comments box).



g. Select this button to provide an explanation of the positive Intelligence and Information Sharing measures you would suggest for other school campuses (use comments box).



h. Select this button to provide an explanation of other positive measures you would suggest for other school campuses (use comments box).

