

SCHOOL SAFETY POLICY and PROCEDURES

I. Purpose, Scope, and Campus Safety Expectations

Florida Atlantic University Laboratory Schools (FAUS) has the primary obligation to provide a safe, secure, and orderly learning environment for students and school personnel during the school day and at all school-sponsored activities.

All volunteers, visitors, part-time personnel, and university students are required to check in at the front office and wear a visitor badge at all times while on campus. Designated teachers or staff must supervise these individuals' activities. No person other than a student or employee may be on school property during school hours unless they are in compliance with these FAUS visitor guidelines.

A student who is suspended or expelled is not in good standing and is not permitted on school campus, school grounds, or at any school-sponsored activity.

Any person on the school campus or school grounds who is not in compliance with this policy is considered a trespasser and must be asked to leave immediately by any staff member. If the individual returns, any staff member must notify the School Resource Officer (SRO) without further warning.

Individuals who enter school property, school-sponsored activities, or School Advisory Body (SAB) meetings without a legitimate purpose, create a disturbance, or refuse to leave when directed by the chairperson, Superintendent or designee, principal, or person in charge, are subject to criminal penalties under Florida law.

No person, except law enforcement or authorized security personnel, may possess any weapon or dangerous substance on school property or at school-sponsored events. A person commits a second-degree felony if they discharge any weapon or firearm within 1,000 feet of a school, during school hours or during the time of a sanctioned school activity, unless discharged for lawful defense of himself or herself or another or for a lawful purpose (s. 790.115, FS.).

II. Required Training, Legal Reporting, and Confidentiality Obligations

All FAUS employees share responsibility for student safety and must comply with training, reporting, and confidentiality obligations required by law and FAUS procedures.

Staff Training

Employees must participate in required school safety training, including annual refreshers related to threat awareness and assessment, youth mental health awareness and assistance, mandatory reporting responsibilities, emergency procedures, and active assailant response, as applicable to their roles. Training must include the purpose, importance and proper execution of school safety protocols.

Mandatory Reporting of Child Abuse and Neglect

Pursuant to section 39.201, Florida Statutes, any FAUS employee who knows, or has reasonable cause to suspect, that a child has been abused, abandoned, or neglected must immediately report the

SCHOOL SAFETY POLICY and PROCEDURES

information to the Florida Central Abuse Hotline by telephone, written report, or electronic submission. Failure to report as required by law may result in criminal penalties.

Reportable situations include:

- Child abuse, abandonment, or neglect by a parent or caregiver;
- Child abuse by an adult other than a parent, legal custodian, or caregiver; and
- Child sexual abuse or juvenile sexual abuse, including cases involving children under protective supervision.

In accordance with section 1006.061, Florida Statutes, FAUS must post notices in prominent locations stating that all employees and agents are required to report actual or suspected child abuse, abandonment, or neglect. FAUS must also post policies and procedures for reporting alleged misconduct by instructional personnel or school administrators that affects student health, safety, or welfare, including the appropriate contact person and penalties for failure to report.

Confidentiality and Student Records (FERPA)

Staff must protect student records and personally identifiable information in compliance with the Family Educational Rights and Privacy Act (FERPA) and applicable state law. Information may be disclosed as permitted by law, including when necessary to protect the health or safety of students or others or to fulfill mandatory reporting obligations.

III. Prevention, Early Reporting, and Awareness

FortifyFL and Safer Corners

FortifyFL is an anonymous suspicious activity reporting tool that allows individuals to relay safety concerns to school officials and law enforcement. Any person who knowingly submits a false tip through FortifyFL may be subject to law enforcement investigation and criminal penalties pursuant to section 837.05, Florida Statutes.

Prior to the start of each school year, FAUS must make FortifyFL training available to parents and guardians. This training includes potential disciplinary actions and criminal penalties related to threats or false reports involving school property, school transportation, or school-sponsored activities. The training must include a summary of sections 790.162, 790.163, 836.10, and 837.05, Florida Statutes, and associated penalties.

Within the first five (5) days of each school year, students must receive developmentally appropriate instruction on the use of FortifyFL in accordance with section 943.082(4)(b), Florida Statutes, including the consequences of making threats or false reports.

Within the first ten (10) days of school, students must be notified of the safest shelter areas within classrooms or instructional spaces. These areas must be clearly marked. Classrooms and instructional spaces must be locked or actively staffed when occupied by students, except during class transitions.

SCHOOL SAFETY POLICY and PROCEDURES

IV. Emergency Preparedness, Response, and Drills

FAUS must conduct emergency evacuation drills and preparedness activities in compliance with Florida law and in coordination with appropriate public safety agencies. Drills must include fire, severe weather, and active threat scenarios, and will occur at varied times and days. In accordance with Rule 6A-1.0018, Florida Administrative Code, schools must conduct six (6) fire drills and six (6) emergency drills that are not concurrent with fire drills, four of which must address active threats.

Parents, as defined by law, have the right to timely notification of threats, unlawful acts, and significant emergencies pursuant to sections 1006.07(4) and (7), Florida Statutes.

V. School Safety Leadership and Oversight

The School Safety Specialist provides oversight for school safety, security personnel, and emergency preparedness. The School Safety Specialist's responsibilities include supervision of safety procedures, ensuring timely reporting, providing recommendations to school leadership, and coordinating training related to mental health awareness, emergency procedures, and active assailant preparedness.

As required by law, the Superintendent or designee must ensure that school safety self-assessments are completed using the Florida Safe School Assessment Tool (FSSAT). Following each assessment, a safety and security review meeting must be conducted to:

- Review assessment results and current safety plans;
- Identify necessary modifications; and
- Identify additional training needs.

The School Safety Specialist or designee must present findings and recommendations to the School Advisory Body (SAB) for review and approval. The School Safety and Security Plan is confidential and exempt from public records disclosure.

VI. Facilities Security and Access Control

In accordance with section 1006.07, Florida Statutes, doors, gates, and access points that restrict ingress and egress must remain locked and closed from thirty (30) minutes before the start of the school day until thirty (30) minutes after the end of the school day. Doors may not be propped open under any circumstances. If a door must be unlocked, a staff member must be present to monitor and restrict access.

All school classrooms and other instructional spaces must be locked to prevent ingress when occupied by students, unless:

1. The door is open between class periods when students are moving between classrooms or other instructional spaces; or
2. The door is actively staffed by a person standing or seated at the door.

Common areas, including but not limited to the cafeteria, gymnasium, or auditorium, must meet the requirements above when they are used for instructional time or student testing. Violations must be

SCHOOL SAFETY POLICY and PROCEDURES

reported immediately to the principal and may result in progressive discipline in accordance with applicable FAU regulations and collective bargaining agreements.

VII. Employee Conduct, Self-Reporting, and Accountability

Instructional and administrative personnel are required to self-report any arrest for a felony or specified misdemeanor offense listed in section 435.04(2), Florida Statutes, within forty-eight (48) hours. Employees must also report convictions, pleas, or pretrial diversion for non-minor traffic offenses within forty-eight (48) hours after final judgment. DUI and DWI offenses are not considered minor traffic violations and must be reported. Self-reporting is not considered an admission of guilt and is not admissible in any civil, criminal, administrative, or judicial proceeding.

In accordance with section 1012.22, F. S., FAUS must temporarily remove instructional personnel from classroom duties within twenty-four (24) hours of notification of an arrest for a qualifying felony or misdemeanor offense as listed in section 435.04(2). Failure to comply with self-reporting requirements may result in disciplinary action, up to and including termination of employment.

Threat Management Overview

The primary purpose of threat management is to identify individuals exhibiting threatening or other concerning behavior, assess the risk of harm, and coordinate appropriate interventions and services for such individuals. The FAU Lab School's threat management process is a systematic, fact-based method designed to identify, using threat assessment protocols, whether behaviors or communications constitute a concern for violence or harm to another person. The Florida Harm Prevention and Threat Management Model (Florida Model) is designed to identify, assess, manage, and monitor threats to schools, school staff, and students. The goal of the threat management process is to prevent violence or harm to members of the school community. The threat management process uses a methodology that identifies students exhibiting threatening or other concerning behavior, gathers information to assess the risk of harm to themselves or others, and identifies appropriate interventions to prevent violence and promote successful outcomes.

Definitions

For the purposes of this policy, the following definitions must apply (definitions denoted with a "+" are adopted as provided in Florida Statutes, the Florida Administrative Code, and the Florida Department of Education, Office of Safe Schools' Florida Harm Prevention and Threat Management Manual.

1. **Concerning Behavior:** An observable behavior that elicits concern in others regarding the safety of an individual or those around them. An important factor in determining whether the behavior is concerning is whether it deviates from the person's baseline behavior. Some concerning behavior for one person may be "normal" behavior for another person. Concerning behavior is a spectrum that can include lower-level concerns, such as unusual interests in violent topics, conflicts or grievances between classmates, increased anger, increased substance use, or other noteworthy changes in behavior (e.g., depression or withdrawal from social activities), and prohibited behaviors that are objectively concerning and should trigger an

SCHOOL SAFETY POLICY and PROCEDURES

immediate response, such as threats, weapons violations, and other aggressive or violent behaviors.

2. **Concerning Communication:** Unusual, bizarre, threatening, or violent communications made by an individual or group. Concerning communications may include explicit threats or allude to violent intentions; violence as a means to solve a problem; justification of violent acts; unusual interest in weapons; personal grievances; or other inappropriate interests. Concerning communications may be expressed verbally, visually, in writing, electronically, or through other means. Concerning communications may be considered threatening, even if they do not involve a direct and explicit threat of violence. Concerning communications may also allude to hopelessness or suicide.
3. **Education Records:** Any records or documents, including information derived from those records or documents, that are directly related to a student and are maintained by an educational agency or institution, or by a party acting for the agency or institution. In most cases, this includes student health and mental health records maintained by an educational agency or institution. Law enforcement unit records, as defined by 34 C.F.R. ss. 99.3 and 99.8, are not considered education records.
4. **Imminent Threat:** An imminent threat exists when a situation, including the person's prohibited objective behavior, poses a clear and immediate threat of serious violence toward self or others that requires containment and immediate action to protect an identified or identifiable target.
5. **Individuals with Disabilities Education Act (IDEA):** The IDEA is a federal law that ensures eligible children with disabilities receive an appropriate, free public education and that special education and related services are provided to them.
6. **Individualized Education Plan (IEP):** A written plan for each child eligible under the IDEA that governs how the district will educate that student. The parents, the student (if appropriate), and a team of educators and professionals, known as the IEP team, develop the IEP detailing education and related services the student will receive, and it outlines required modifications, accommodations, and behavioral interventions.
7. **Level of Concern:** The classification of an individual is based on their presenting risk and needs and balanced against protective factors. Levels of concern (also called threat levels) are classified as Low, Medium, or High.
 - a. **Low Level of Concern:** A Low Level of Concern designation is appropriate where a person poses a threat of violence or exhibits other concerning behavior that is minimal, and it appears that any underlying issues can be resolved easily. This level means the concern for future violence toward another person is low. There may, nonetheless, be significant concerns about the person, but at that time, the concern for violence toward another is at the low end of the spectrum.
 - b. **Medium Level of Concern:** A Medium Level of Concern designation is appropriate when the person does not appear to pose an immediate threat of violence but exhibits behaviors that indicate potential intent to harm or other concerning behavior that requires intervention. This level suggests that violence toward another may occur, and although the situation is not urgent, violence cannot be ruled out. The threat

SCHOOL SAFETY POLICY and PROCEDURES

management team may not have complete or fully accurate information to guide the assessment's outcome.

- c. **High Level of Concern:** A High Level of Concern designation is appropriate where the person poses a threat of violence, exhibits behaviors that indicate both a continuing intent to harm and an effort to acquire the capacity to carry out a plan, and may also exhibit other concerning behavior that requires immediate intervention and protective measures for the target. This level suggests the student of concern is reaching a critical point on the pathway to violence from which they perceive it may be difficult to turn back. A high level of concern requires immediate and continuing attention from threat management resources to ensure violence does not occur.
8. **Reasonable effort to notify** means the exercise of reasonable diligence and care by the principal or designee to make contact with the student's parent/legal guardian, or other known emergency contact whom the student's parent/legal guardian has authorized to receive notifications. A reasonable effort to notify includes, at minimum, the principal or designee using available methods of communication to contact the student's parent/legal guardian, or other known emergency contact including, but not limited to, telephone calls, text messages, e-mails, and voicemail messages.
9. **Student of Concern:** Any student reported to the Chair, Vice Chair, School-Based Threat Management Team (SBTMT) or District Threat Management Team (DTMT) who exhibits any behavior or communication that may constitute a threat or concern regarding school safety.
10. **Student Support Management Plan (SSMP):** The Student Support Management Plan (SSMP) uses direct and indirect interventions to help create an environment less likely to produce violence. The SSMP is implemented by the threat management team imposing requirements on the student. Under the SSMP, a student of concern may be required to refrain from certain conduct or may be required to engage in certain actions that are designed to prevent harm to others. The SSMP is established for a specified period based on the level of concern and is reviewed each month by the SBTMT.
11. **Threat** means a communication or behavior indicating that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that would cause harm to self or others. A threat includes communication or behavior characteristic of a person who is on the pathway to violence. The threat may be expressed or communicated behaviorally, orally, visually, in writing, electronically, or through any other means. Communication or behavior is considered a threat regardless of whether it is observed by or communicated to the target of the threat, or to a third party, and regardless of whether the target of the threat is aware of the threat. This definition also includes threats made to school property, including but not limited to, school buildings and school vehicle transportation.
A threat is not a communication or behavior that is an obvious joke or unequivocally known by the observer to be harmless or benign. The school personnel's personal knowledge of the person making the statement or exhibiting the behavior, as well as the person's age and history of exhibiting such behaviors or making such statements, are factors that should be considered in determining whether the communication or behavior constitutes an actual threat.
12. **Threat Assessment Protocols** are used to assess concerning behaviors and threats. Threat assessment protocols are a series of documents, also referred to as a "threat assessment

SCHOOL SAFETY POLICY and PROCEDURES

instrument,” comprised of an intake and disposition form; student of concern questionnaire; parent/guardian questionnaire; witness/target of violence questionnaire; teacher survey; and mental health assessments used to help evaluate whether behaviors or communications indicate that a student poses a risk of harm and what services are appropriate to mitigate that risk. The threat assessment process results in comprehensive information gathering from multidisciplinary sources, including law enforcement, mental health, and school records.

13. **Threat management** means the multipart process by which schools identify individuals exhibiting threatening or other concerning behavior, assess the risk of harm, and coordinate appropriate interventions and services for such individuals, as provided in Section 1006.07(7), Florida Statutes. It is a method designed to use threat assessment protocols to identify whether behaviors or communications constitute a concern for violence or harm to another person. Upon a determination that a risk of violence exists, the threat management process then results in determining the level of concern and appropriate management of the person posing the concern to mitigate the risk of harm and remove them from the pathway to violence.
14. **Unfounded Determination:** An unfounded determination means that there is not a sufficient factual basis to support the allegation, or it can be determined that the threats were never made; what was said was clearly not a threat; or the incident/behavior of concern did not happen or rise to the level of posing a threat or concern of harm to the school community. The reporting person may simply have been mistaken about the behavior or based upon known facts about the situation, behavior, and context, no risk of violence exists. The unfounded summary disposition should only be used when it is clearly understood that there is no basis for concern. The case should be advanced to the next step for further evaluation if there is any doubt.

Threat Management Teams

Roles and Responsibilities

The school district is responsible for ensuring the integrity of the threat management process during the school year, including summer school, when applicable. The superintendent will designate the District Threat Management Coordinator. The school principal will identify the members of the School-Based Threat Management Team. The member roles and responsibilities are described below.

- **Primary District Threat Management Coordinator (DTMC):** A person in each school district designated by the superintendent to oversee the district’s harm prevention and threat management program. The Secondary DTMC provides support to the threat management process at the discretion of the Primary DTMC.
 - Serves as the liaison between the school district and the Department of Education’s Office of Safe Schools and statewide threat management coordinator.
 - Ensures the fidelity of the district’s threat management program (pursuant to Rule 6A-1.0019)
 - Ensures that all school threat management team personnel are appropriately trained on the Florida Model.
 - Refers the team to the procedures outlined in the district’s mental health plan and/or school procedures for students exhibiting threatening or concerning behaviors of self-harm.

SCHOOL SAFETY POLICY and PROCEDURES

- Serves on the District Threat Management Team.
- **District Threat Management Team (DTMT)** is a multidisciplinary team that receives referrals from the School-Based Threat Management Team (SBTMT) and assesses serious situations. The DTMT includes the District Threat Management Coordinator, representatives from the school district leadership, and individuals with expertise in counseling, instruction, and law enforcement.
- **The School-Based Threat Management Team (SBTMT)** will be led by a Chair and Vice-Chair, both appointed by the school principal.
 - The Chair serves as the point person for threat management at the school-level and is responsible for triaging reported threats or concerning behavior and communications to determine whether the matter should be summarily closed, or whether it should be reviewed by the full SBTMT. The Vice-Chair performs the Chair's duties if the Chair is absent or unavailable.
 - The team must comprise a minimum of four (4) members, each with expertise in counseling, instruction, administration, or law enforcement.
 - The SBTMT must also include a member with personal knowledge of the student of concern who is being evaluated by the team.
 - Additional team members may be assigned by the school principal or designee, provided the four main required roles are filled. Consulting personnel do not have to complete Florida Model training, and may not participate in the decision-making process.

Training

All SBTMT and DTMT members must complete basic Florida Model training provided by or approved by the Office of Safe Schools and must participate in training as needed if new guidance is issued by the Department. Newly appointed SBTMT and DTMT members must be trained within the timeframes set forth by the Department.

Procedures

1. Threat management teams must follow the Florida Harm Prevention and Threat Management Manual, which is aligned with Florida Statutes, State Board of Education Rules, and the Department's model policy.
2. The school-based threat management process involves:
 - a. Identifying a threatening or concerning behavior and reporting to the SBTMT Chair.
 - b. Determining if the reported claim has a factual basis.
 - c. Evaluating the reported claim for threat of harm to self, others, or both.
 - d. Determining if the case should be referred to the full SBTMT.
 - e. Initiating an assessment to assign a preliminary level of concern and determine if an interim SSMP is necessary.
 - f. Gathering information through interviews and data collection.
 - g. Assigning a concern level.

SCHOOL SAFETY POLICY and PROCEDURES

- h. Evaluating for Medium or High level of concern (if not Unfounded or Low level of concern).
 - i. Referring to the DTMT for some Medium level of concern cases that may need additional consultation, and all High levels of concern cases.
 - j. Creating SSMPs, when appropriate.
 - k. Continuing to monitor the student during the SSMP period with ongoing evaluation of the SSMP to ensure it is effective.
3. The SBTMT must meet as often as needed to fulfill its duties of assessing and intervening with students whose behavior may pose a threat of harm to themselves or others, but no less than monthly. However, if there is an imminent threat to school safety, then the principal or designee must convene an emergency threat management meeting to address the imminent threat.
 - a. The threat management team must document each meeting and include the meeting dates and times, team members in attendance, cases discussed, and actions taken.
 - b. The threat management team must coordinate with other multidisciplinary teams to ensure all available resources are provided to students in need of support.
4. Threat management teams must assess the behavior of students who may pose a threat of harm to themselves or others, and to coordinate intervention and services for such students. All reported threats, concerning behaviors, and/or concerning communications, even those determined to be unfounded, must be documented by the SBTMT along with any resultant action, using the Florida Model Instrument.
5. Threat management teams must provide guidance to students, faculty, and staff regarding recognition of concerning behavior and/or concerning communication that may represent a threat to the community, school, or self.
6. Upon a preliminary determination that a student poses a threat of violence or physical harm to themselves or others, the threat management team must immediately report its determination to the superintendent or designee. Nothing in this subsection precludes school district personnel from acting immediately to address an imminent threat.

Parental Notification

1. Where a report of concern includes an identified student target, the Chair must make a reasonable effort to notify the parent of the targeted student before the end of the school day that the report was received, unless the Chair has determined the concern is unfounded.
2. If the Chair of the SBTMT determines that the reported behavior is a low level of concern and summarily closes the report, the Chair or his/her designee must use reasonable efforts to notify the parent or guardian of the student of concern on the same day as the report is closed.
3. If the Chair does not summarily close the case and refers it to the SBTMT, reasonable efforts must be made to notify the student's parent of the concern on the same day the SBTMT assigns the preliminary level of concern.
4. If the level of concern is high (preliminary or final disposition), the Chair or his designee must notify the superintendent or designee to ensure that the notice requirements of Section 1006.07(7)(e), F.S., are met.

SCHOOL SAFETY POLICY and PROCEDURES

5. Parents or guardians must also be notified if the threat management process reveals information about their student's mental, emotional, or physical health or well-being, or results in a change in related services or monitoring, including but not limited to the implementation of an SSMP.
6. All notifications must comply with the Family Educational Rights and Privacy Act (FERPA). While disclosure of education records generally requires written consent, several exceptions set forth in the FERPA regulations detail when records and information may be shared without consent. Specific information can be found by contacting the Office of Safe Schools at FloridaModel@fldoe.org.

Review of Threats

The DTMC must review all SBTMT threat classifications as identified in the Florida Model. The DTMC and/or DTMT must have the authority to reclassify a SBTMT threat classification and must notify the principal or designee of the decision and the reasons for the reclassification. If a student with a disability is reported to have made a threat to harm others and the student's intent is not clear, a referral will be made to the threat management team for evaluation.

Discipline and Consequences

Threat management is not part of the disciplinary process. The school will follow the Code of Student Conduct and Discipline Matrix to determine student discipline. Nothing contained in this section prohibits information learned during the threat management process from being used in a disciplinary proceeding, where appropriate.

Any FAU Lab School employee found to have made a threat of harm toward others must be referred to law enforcement and Professional Standards, and may be disciplined in accordance with policies, procedures, and agreements.

Any visitor, contracted vendor, or volunteer found to have made a threat of harm to others must be referred to the FAU Police Department. In addition, after consideration of the nature and circumstances of the act, the visitor, contracted vendor, or volunteer may be trespassed from school property with approval of the superintendent, the principal or designee.

Reports of Self-Harm

The FAU Lab School is committed to fostering a learning environment that promotes a culture of safety, respect, trust, and support. The school also recognizes the importance of parent/legal guardian involvement when a child makes a threat of self-harm or exhibits self-injurious behavior. To achieve this goal, employees must follow the Suicide Risk Assessment Procedures Guide when a student makes a threat of self-harm or exhibits self-injurious behavior. All threats of self-harm made by students must be immediately reported to school administration and the mental health designee, unless there is a reasonable belief that harm is imminent, the threat must be immediately reported to law enforcement and/or emergency services.

Statutory Authority: State Board Rule 6A-1.0019, F.A.C.; s. 1001.212, F.S.

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