

SAFETY AND SECURITY OF STUDENTS, PERSONNEL AND PROPERTY AND LAW
ENFORCEMENT GUIDELINES

The School Board recognizes the importance of establishing and maintaining a safe, secure, and healthy learning environment for students, employees, volunteers, parents, and any other individuals participating in school activities. While no absolute guarantee of security can be made, the Superintendent shall establish reasonable and prudent practices and procedures to reasonably provide for a safe, secure, and healthy learning environment at schools and during school activities.

This policy aligns with Rule 6A-1.0018 Florida Administrative Code and should be interpreted to coincide with the safety requirements and monitoring procedures therein. The rule in its entirety is therefore incorporated by reference as if set forth in full herein.

I. Security Program

- A. The Superintendent/designee, in conjunction with the School Safety Specialist, shall develop a Safety and Security Plan with input from representatives of the local law enforcement agencies, the local Fire Marshal(s) or the designee(s), representative(s) from emergency medical services, building administrators, representative(s) from the local emergency management agency, School Resource Officer(s), School Guardians, and/or representative(s) of the Volusia County Health Department. Each principal and site administrator shall be responsible for implementation of the safety and security program at the respective school or department site. It is also the responsibility of each principal and/or site administrator to inform all school and department personnel, at least annually, of the procedures and personnel included in the program and to evaluate the program annually to make any changes needed to improve procedures.
- B. The School Safety Specialist shall review the Safety and Security Plan at least annually to make revisions as necessary to maintain compliance with state and federal legislation, including but not limited to, §1006.07(6)(a)(1), *Florida Statutes and Rule 6A-1.0018, F.A.C.*
 - 1. The School Safety Specialist shall ensure any revisions are reviewed and approved by the Office of General Counsel and the Superintendent thirty (30) days prior to the required submission to the Florida Office of Safe Schools.
- C. The School Safety Specialists shall immediately notify the Superintendent whenever a safe-school officer discharges a firearm in the course of his assigned duties.
- D. Evaluations of each school's compliance with the safety and security program shall be required in accordance with state law. The results of the evaluations shall be transmitted initially to the superintendent and subsequently to the school board and then to the state as may be required by law. Schools found not to be in compliance with the security program shall correct reported deficiencies within specified time periods. These schools shall be periodically re-evaluated by the Safety and Security Department to determine compliance.

II. School Security

- A. Any person visiting a school campus during school hours must first check in and register at the school office using the visitor management system. Only those persons with legitimate business at the school will be allowed on campus. While on campus, all persons shall comply

with the rules established for the campus and follow the directives of the school administration. Any interruption of classes is strongly discouraged. Therefore, unless an emergency exists, anyone wishing to contact teachers or students during the school day should leave a message with the school office. Parents seeking a conference with a teacher or administrator should make an appointment at least a day in advance unless circumstances require otherwise.

- B. Any person who creates a disturbance on the property or grounds of any school or who commits any act that interrupts the orderly conduct of a school or any activity, shall be referred to law enforcement.
- C. Any person who does not have legitimate business on the campus or any other authorization, license, or invitation to enter or remain upon school property, and who enters or remains upon the campus, or any other facility owned by the school district shall be referred to law enforcement.
- D. Any person who enters or remains upon the campus or other facility of the school after the principal of such school, or his or her designee has directed such person to leave such campus or facility or not to enter upon the campus or facility shall be referred to law enforcement.
- E. Except for personnel and/or law enforcement authorized to carry a weapon on school grounds by law, no person shall possess any weapon while on school board property. The term possession is to include containment in a personal conveyance such as a car, truck, motorcycle, bicycle, or any other means of transport on school board property. Possession of a concealed weapons permit will not affect this prohibition.
- F. On an annual basis, the superintendent/designee shall enter into an agreement(s) with law enforcement to provide for School Resource Officers/School Resource Deputies (SRO/SRD). The SRO/SRD shall be assigned to identified schools and shall be an integral part of the safety and security programs.
 - 1. The School Resource Officers (SRO), and when applicable, School Resource Deputies (SRD), in their capacity as law enforcement officers (LEO), shall only be utilized in a school-based incident when it is:
 - a. Necessary to protect the physical safety of students and staff from immediate and significant harm; or
 - b. Appropriate to address criminal behavior.
 - 2. LEO/SRO/SRD, in their official capacities, shall not be utilized to enforce school disciplinary rules or to punish students for misbehavior that would not otherwise rise to the level of needing law enforcement response. The purpose of SRD/SRO involvement in school-based incidents is to assist the school district in maintaining safe and secure schools.

Prior to involving SRO/SRD in their official capacity, the principal or designee, shall attempt to de-escalate the school-based incident by: 1) employing, where appropriate, the assistance of specialists, including counselors or school psychologists, or crisis intervention teams; and 2) where applicable, utilizing the de-escalation and intervention techniques identified in the student's IEP/BIP/504, unless it would not

be possible to maintain a safe environment for the student and those around the student. If a student with a disability has de-escalated and the need for law enforcement involvement has been eliminated, the school shall inform law enforcement that, from the school's perspective, the student can return to class.

Nothing in this policy shall preclude any employee from filing a police report with a school resource officer or school resource deputy for assault and battery by a student.

3. SRD/SRO must comply with this Policy.
 4. LEO/SRO/SRD may conduct a search of a student's person, possessions, or locker as permitted by State and Federal law.
 5. LEO/SRO/SRD will consult with the principal (or designee), when practical, prior to conducting a search on a student's person, possessions, or locker.
 6. LEO/SRO/SRD shall not request school officials conduct a search of a student's person, possessions, or locker on the LEO/SRO/SRD's behalf with the intent of bypassing by State or Federal law.
- G. Vandalism of school district property shall not be tolerated. Any individual engaging in vandalism of school district property will be referred to law enforcement. The superintendent/designee may enter into agreements with mobile homeowners to provide space and utilities on school board property in exchange for security services as determined by the superintendent to deter vandalism. Occupants of such mobile homes who are not employed in a law enforcement capacity shall not possess any firearms on the premises. The parties to these agreements are that of the employer-independent contractor relationship. Either the superintendent or the mobile home occupant may cancel the agreement with 30 days given notice.
- H. School Guardians (The Coach Aaron Feis Guardian Program): The School Board may utilize school guardians pursuant to The Coach Aaron Feis Guardian Program. School guardians do not have the power to arrest or the authority to act in any law enforcement capacity except to the extent necessary to prevent or abate an active assailant incident on a school premises. Prior to appointing school guardians, the Superintendent must verify through evidence provided by the Volusia County Sheriff's office that potential school guardians have met all the requirements set forth in F.S. 30.15. School Guardians must also comply with the requirements of Paragraph XVII set forth below.
- I. The Board recognizes that its responsibility for the safety and security of students and staff requires that it formulate and prescribe in consultation with appropriate public safety agencies, emergency management and emergency preparedness procedures for all public schools in the District, including emergency notification procedures for life-threatening emergencies. Some examples include, but are not limited to fires, natural disasters, bomb threats, weapon-use, hostage and active shooter situations, hazardous materials or toxic chemical spills, weather emergencies; including hurricanes, tornadoes, severe storms; exposure as a result of a manmade emergency and such emergencies that are best met by preparedness and planning.
- J. School crime and violence are multifaceted problems that need to be addressed in a manner that

utilizes all available resources in the community through a coordinated effort of District personnel, law enforcement agencies, first responders, and families. The Board further believes that school administrators and local law enforcement officials must work together to provide for the safety, security, health, and welfare of students while they are at school or a school-related events or are on their way to and from school utilizing the school sponsored transportation services.

- K. The active shooter training for each school must engage the participation of the School Safety Specialist, school-level threat management team members, faculty, staff, and students and must be conducted by a law enforcement agency or agencies that are designated as first responders to the school's campus.

III. School Safety Specialist

The Superintendent is responsible for designating a school administrator to serve as the District's School Safety Specialist. The School Safety Specialist is responsible for the oversight for all school guardians, SROs/SRDs (regardless of collaborating entity/PD/SO), and implementation of associated policies and procedures within the District.

The School Safety Specialist shall ensure each school completes the Florida Safe Schools Assessment Tools (FSSAT) by September 15th. The results shall be presented to the board at the next school board meeting. The Superintendent, no later than 30 days after the meeting (but no later than November 1st), shall report the self-assessment results and any action taken by the Board to review the School Safety and Security Plan to the Commissioner of Education.

IV. Additional Training

The SRO/SRD shall be trained on their role within the school setting, as well as the rights of students prior to any school-based assignment. Additionally, VCS Security Operations shall ensure the local Police Chief(s) and County Sheriff shall receive similar training and be asked to disseminate to their officers and deputies respectively. These trainings shall include, but are not limited to:

- A. Child and adolescent development, psychology, and mental health.
- B. Age-appropriate responses.
- C. Cultural competence.
- D. Restorative justice techniques.
- E. Reasonable modifications for students with disabilities
- F. Practices proven to improve school climate.

V. School-Based Threat Management Teams

The primary purpose of a School-Based Threat Management team is to minimize the risk of concerning behaviors and targeted violence and address individual student mental health needs on our campuses. School-Based Threat Management teams are responsible for the coordination of resources, assessment, and intervention for individuals whose concerning behavior may pose a threat to the safety of themselves, school staff or students consistent with the model policies developed by the Florida Office of Safe Schools. The Board's threat management process is designed to be consistent with the following:

A. Location and Membership of the School-Based Threat Management Teams:

1. School-level Threat Management Teams are located at each school in the District and composed of individuals with expertise in counseling/mental health, instruction, school administration, and law enforcement; the team shall also include a member with personal knowledge of the student of concern who is the subject of a threat assessment, including information about the student's manifestation of disabilities and their relationship to the alleged threat.
2. The Board authorizes the Superintendent/designee, in conjunction with the District Threat Management Coordinator, to create procedures for the purpose of:
 - a. Identifying team participants by position and role; (on a yearly basis by the end of pre-planning each year)
 - b. Designating the individuals (by position) who are responsible for gathering and investigating information; and
 - c. Identifying the steps and procedures to be followed from report to final determination of the threat management investigation.

B. Responsibilities and Activities of Principal and School-Based Threat Management Teams include, but are not limited to the following:

1. Identification of individuals in the school community to whom allegedly concerning behavior should be reported and provide guidance to students, faculty, and staff regarding recognition of concerning behavior that may represent a threat to the community, school, or self;
2. If the student presenting the alleged threat is a student with a disability, determine whether the student is actually posing a threat or simply having a disability-related episode that can be mitigated with the provision of reasonable modifications;
3. Consult with law enforcement when a student exhibits a pattern of behavior, based upon previous acts or the severity of an act, that would pose a threat to school safety. An imminent threat to life or physical safety must immediately be reported to law enforcement;
4. Consult with law enforcement when a student commits more than one (1) misdemeanor to determine if the act should be reported to law enforcement;
5. If a preliminary determination is made by the School-Based Threat Management team that a student poses a threat of violence or physical harm to others and is rated as a High Level of Concern, the District Threat Management Coordinator must report its determination to the Superintendent/designee;
6. Consult with district mental health response and intervention teams when a student is exhibiting mental health distress, including threats of self-harm;

7. The School Principal, Threat Management Team Chair/Vice-Chair, or designee shall immediately attempt to notify the student's parent or legal guardian. However, nothing in this paragraph shall preclude District personnel from acting immediately to address an imminent threat;
 8. If a preliminary determination is made by the School-Based Threat Management team that a student poses a threat of violence to himself/herself or others or exhibits significantly disruptive behavior or need for assistance, the threat management team may obtain criminal history record information as provided in F.S. 985.047;
 9. Members of the School-Based Threat Management team may not disclose any criminal history record information obtained pursuant to this paragraph or otherwise use any record of an individual beyond the purpose for which such disclosure was made to the threat management team; and
 10. Create procedures related to engaging behavioral health crisis resources.
 11. The school principal, in collaboration with the District Threat Management Coordinator, will ensure that all students, parents, and staff understand that concerning behaviors are to be reported to the school Chair/Vice-Chair as well as have knowledge of reporting mechanisms that are easy to understand and access, including FortifyFL;
 12. The School-Based Threat Management Team is required to meet at a minimum of once a month to assess each student with an active Student Support Management Plan (SSMP) for its effectiveness, and make modifications as appropriate. Modifications will be documented on the School-Based Threat Management Team Monitoring Form for Monthly Meetings; and
 13. School-Based and District Threat Management Team members must follow established policies and procedures, consistent with Sections 1006.07(7) and 1012.584, F. S., for referrals to school-based, community, or healthcare providers for mental health services, evaluation, or treatment as part of the SSMP. If an immediate mental health or substance abuse crisis is suspected, school personnel must follow existing policies to engage resources, including but not limited to, mental health professionals, such as members of the District Mental Health Team, or law enforcement officers who have been trained in crisis intervention.
- VI. Pursuant to this Policy –the Superintendent, Chief Operating Officer, and the School Safety Specialist, shall develop and revise as necessary the Comprehensive Emergency Management Plan (CEMP) to provide for the safety and welfare of the students and staff, as well as a system of emergency preparedness.

The Superintendent/designee, as part of the development of the emergency preparedness plan and procedures, shall establish a schedule to test the functionality and coverage capacity of all emergency communication systems and determine if adequate signal strength is available in all areas of school campuses. Any area on campus found to have weak signal strength shall be reviewed to correct the discrepancy.

VII. List of Emergency Response Agencies

The emergency response agencies that are responsible for notifying the District for each type of emergency are as follows:

School Board of Volusia County, FL

Request for Adoption (November 18, 2025)

CODING: Words stricken are deletions; words underlined are additions

- A. **Fires:** Volusia County and local Municipal Fire Rescue Agencies, Florida and United States Department of Forestry
- B. **Natural Disasters:** Volusia County Emergency Management, Volusia County Sheriff's Office, Local Municipal Police Departments, State of Florida Office of Emergency Management
- C. **Bomb Threats:** Volusia County Sheriff's Office, Local Municipal Police Departments, Federal Bureau of Investigation, and the Bureau of Alcohol, Tobacco, Firearms, and Explosives
- D. **Weapon-Use, Hostage, and Active Shooter Situations:** School SRD, SRO and/or Guardian, Volusia County Sheriff's Office Unified SWAT and Crisis Management/Hostage Negotiation Team, State and Federal law enforcement agencies
- E. **Hazardous Materials or Toxic Chemical Spills:** Volusia County and Local Municipal Fire Rescue Agencies, Volusia Emergency Management, Federal Emergency Management Agency
- F. **Weather Emergencies, Including Hurricanes, Tornadoes, and Severe Storms:** Volusia County Emergency Management, Volusia County Sheriff's Office, Local Municipal Police Departments, Volusia and Local Municipal Fire Rescue Agencies, Federal Emergency Management Agency
- G. **Exposure as a Result of a Manmade Emergency:** Volusia County Emergency Management, Volusia County Sheriff's Office, Local Municipal Police Departments, Volusia County and Local Municipal Fire Rescue Agencies, Federal Emergency Management Agency.

VIII. Reports of Suspicious Activity and Potential Threats

It is vitally important that local public safety agencies and school officials be made aware of potential threats to schools as quickly as possible. All employees are required, and members of the community are strongly encouraged to promptly make reports concerning unsafe, potentially harmful, dangerous, violent, or criminal activities, or the threat of these activities, to local public safety agencies and/or school officials. Some examples of potentially harmful items include but are not limited to: weapons as defined in Policy 208, look alike guns, air soft guns, chemical spray, anything that looks like a bomb and or suspicious package. The following is a non-exhaustive list of mechanisms to disclose such information:

- A. Contacting your Principal, Site Administrator, Supervisor, School Resource Officer or School Guardian;
- B. Contact the Volusia County Sheriff's Office;
- C. Contacting the School Safety Specialist;
- D. Contacting local law enforcement; or

- E. Calling 9-1-1. In addition, employees must also report unsafe, potentially harmful, dangerous, violent, or criminal activities, or the threat of these activities, to the Superintendent/designee and their supervisor.
- F. Report anonymously using Fortify FL app or similar app identified by the district.

The identity of the reporting party and any other information received by school officials through the Florida Department of Education's mobile suspicious reporting tool is confidential and exempt under Florida's Public Records Act.

IX. School Environment Safety Incident Reporting

The Board has set forth the rules with regard to expected behavior in School Board Policy 208 - Student Conduct and has established the consequences for violating the student code of conduct. The Board recognizes that Federal and State law requires that the District report incidents which meet the statutory definition of violent criminal offenses that occur in a school, on school grounds, on a school conveyance, or at a school sponsored activity, as well as those incidents that would be a Gun-Free Schools Act violation. The Florida Department of Education (FLDOE) uses this information to determine whether a school is considered "persistently dangerous".

X. Reporting Behavior-Related Interactions Between LEO/SRO/SRD and Students with Disabilities

- A. Interactions between students with disabilities and LEOs, SROs, and SRDs, that are related to as behavioral issue of the student with a disability during school hours shall be documented by VCS staff in the Student Information System (SIS) with a referral and School Environmental Safety Report (SESIR) in accordance with Rule 6A-1.0017, *Florida Administrative Code*; a threat assessment may also be necessary. The SESIR must be completed within (3) school days and in no more than (6) calendar days from the law enforcement incident.
- B. A SESIR incident that involves a student with a disability shall include, in addition to the general reporting requirements, the following information:
 - 1. The name, grade, school attended, and disability status of the student;
 - 2. A description of the incident, what led up to the incident and who witnessed the incident;
 - 3. If the student has a Behavior Support Plan, whether as Behavior Intervention Plan (BIP) constituting a subpart of an IEP, or a stand-alone plan, an explanation of how the terms of the plan were proactively implemented (e.g., whether interventions were utilized pursuant to the plan);
 - 4. What interventions and de-escalation techniques were used prior to requesting LEO/SRO/SRD involvement;
 - 5. Why the request to involve LEO/SRO/SRD was made;
 - 6. The result of any law enforcement involvement, including but not limited to, citations, criminal charges, and Baker Act assessments and/or admissions.

- C. The SIS will automatically send a completed SESIR to the VCS ESE Director, who will provide the SESIR to the student and their parent/guardian within two (2) school days, together with a notification of their opportunity to make a statement regarding the incident, as set forth below.
- D. The reporting school's administrator shall also complete the electronic LEO Involvement form, which when submitted will be automatically sent to the VCS ESE Executive Director, Behavioral Support Consultant, and the ADA Compliance Officer.
- E. The ESE Director and Behavioral Support Consultant shall evaluate VCS's decision to involve law enforcement, together with the terms of the student's Behavior Support Plan, as applicable, to determine whether the Plan was followed correctly, and/or whether remedial or corrective measures are necessary to better support the student's participation in the educational environment. For any student who was subject to Baker Act procedures, the ESE Director and Behavioral Supports Consultant shall also evaluate whether the student met the criteria for involuntary examination under the Baker Act.
- F. As part of the evaluation process, the ESE Director and the Behavioral Support Consultant may interview the student, VCS employee(s), and LEO/SRO/SRD(s) involved in the incident, as well as any witnesses to the incident.
- G. The involved student(s) with a disability and/or the parent(s)/guardian(s) shall each be given an opportunity to make a written or recorded statement to the ESE Director that shall be considered in the Director's evaluation process. The ESE Director shall allow at least 10-days for the student and/or parent(s)/guardian(s) to submit said statement. Any finding made as a result of this evaluation and any remedial measures to be taken shall be documented in writing.
- H. On at least a quarterly basis, the ESE Director and the Behavioral Support Consultant, or their designee(s), shall meet with the applicable Police Chief/Sheriff from each jurisdiction that provides SRO/SRD support to VCS, as well as the SRO/SRDs that serve in the VCS schools, to review incidents, evaluate the effective use of skills learned through professional development and identify areas of continuous improvement.
- I. In response to:
 - 1. Any incident involving a student with a disability and interaction with law enforcement as a result of a behavioral issue that may be the result or manifestation of the student's disability, and which resulted in the removal from the classroom; or
 - 2. Any emergency in which a student who VCS knows, or should have known, has a disability was removed from school premises pursuant to Baker Act procedures, the ESE Director, or designee, shall, within ten (10) school days:

For Students with an IEP:

- a. Conduct an IEP team meeting to determine whether the IEP (and/or BIP, if applicable) was followed with fidelity;
- b. Determine the remedial or corrective action necessary if the IEP/BIP was not followed;
- c. Determine whether revisions to either the IEP or BIP are required, or if a crisis

plan is needed to provide the student with the necessary services, supports, and interventions to prevent reoccurrence and ensure the safety of the student and others in proximity.

For Students without an IEP:

- a. Conduct a Pattern of Behavior Review with the parent(s)/guardian(s), teacher, school counselor, school administrator(s) and Behavior Specialist (upon notice to the ESE Director for billing purposes) to determine whether a BIP or crisis plan is necessary to provide appropriate services, supports, and interventions to prevent reoccurrence and ensure the safety of the student and others in proximity.
- b. If deemed appropriate, it may also be necessary to proceed with a Functional Behavior Assessment (FBA),

XI. Victims of Violent Crime

The Board further recognizes that, despite the diligent efforts of school administrators and staff to provide a safe and secure school environment, an individual student may be a victim of a violent crime in a school, on school grounds, on a school conveyance, or at a school sponsored activity. In accordance with Federal and State laws the parents or the eligible student shall be offered the opportunity to transfer to another school within the District that serves the same grades. If there is another school serving the same grades, the transfer shall be completed in a timely manner. If there is not another school serving the same grades, the parents or eligible student will be advised that, although they have the right to transfer, they will be unable to do so.

XII. Sharing of Information

The District and other agencies and individuals that provide services to students experiencing, or at risk of, an emotional disturbance or a mental illness and any service or support provider contracting with such agencies may share with each other records or information that are confidential or exempt from disclosure under F.S. Chapter 119 if the records or information are reasonably necessary to ensure access to appropriate services for the student or to ensure the safety of the student or others. When assessing whether student with a disability presents a threat, VCS shall provide narrowly tailored information to law enforcement about a student's disability that is relevant to the conduct that is assessed as a threat.

XIII. Immediate Mental Health or Substance Abuse Crisis

If an immediate mental health or substance abuse crisis is suspected, school personnel shall follow the procedures established by the district to make reasonable efforts to notify the parent of a minor of concern expressed as well as before that student is removed from the school (if applicable) and appropriate for the imminency of the situation to cause harm to themselves. School personal shall also follow established intervention efforts to contact the District Mental Health Team to assist with mental health screenings or collaboration with legal guardian to provide school-based and community-based outpatient mental health and substance use services. In addition, the School-Based Threat Management Team will help to engage behavioral health crisis resources. Behavioral

health crisis resources, including, but are not limited to, mobile crisis teams and school resource officers trained in crisis intervention that shall provide emergency intervention and assessment, make recommendations, and refer the student for appropriate services. Onsite school personnel shall report all such situations and actions taken to the threat management team, which shall contact the other agencies involved with the student and any known service providers to share information and coordinate any necessary follow-up actions.

Each School-Based Threat Management team shall report quantitative data on its activities to the Mental Health Services department as well as send the report to the Florida Office of Safe Schools.

XIV. Referral to Mental Health Services

All school personnel who receive training pursuant to F.S. 1012.584 shall be notified of the mental health services that are available in the District.

XV. Student Crime Watch Program

The Board shall implement a Student Crime Watch Program to promote responsibility among students and improve school safety. Through a Board resolution, the Board will require each school principal to distribute information (including a reference to Support Services Policy 510) at their respective schools notifying students and the community as to how they can 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.

XVI. Security on School Facilities

School District buildings, facilities, and property are significant financial investments that must be protected. Buildings constitute the greatest financial investment of the District. It is in the best interest of the Board to protect the District's investment adequately. The buildings and equipment owned by the Board shall be protected from theft and vandalism in order to maintain the optimum conditions for carrying out the educational programs.

The "District Safety and Security Manual" outlines procedures and programs for the security of the school buildings, school grounds, and school equipment pursuant to statute and rules of the State. This safety and security manual include both administrative and physical plant procedures. Both procedures include video surveillance equipment, security alarm devices, or monitoring devices in appropriate public areas in and around the schools and other District facilities. Other security factors may include fences, exterior lighting, Crime Prevention Through Environmental Design (CPTED), landscaping, signs, and a master key program.

Every effort shall be made to apprehend those who knowingly cause serious physical harm to District property and to require such persons to rectify the damage or pay a fee to cover repairs.

Appropriate law enforcement authorities and the Superintendent/designee shall be contacted in the case of serious offenses. The Superintendent/designee shall report to the Board each major case of vandalism and the extent of the damage.

XVII. School Guardian and SRD/SRO Interactions with Students with Disabilities

School safety is the primary focus of school guardians and SRDs/SROs who are responsible for addressing and preventing serious, real, and immediate threats to the physical safety of the school and its community. The duties of school guardians and SRDs/SROs do not include involvement in classroom management or enforcement of the Student Code of Conduct and Discipline, which are exclusively the responsibility of school staff. Whenever possible, SRDs/SROs should employ non-punitive techniques when interacting with all students, and arrests, or removal pursuant to the Baker Act, should only be made as a last resort. VCS, its school guardians, and SRDs/SROs share the goal to reduce justice-system involvement of all students.

A. Nondiscrimination on the Basis of Disability

1. General Prohibition on Disability-Based Discrimination: Students with disabilities are protected by the Americans with Disabilities Act (ADA). The ADA applies to all of VCS' services, programs, and activities. VCS must take appropriate steps to ensure that its school guardians and SRDs/SROs will not discriminate against students with disabilities on the basis of disability and will comply with the requirements of the ADA. This policy recognizes that school guardians and SRDs/SROs must respond safely and appropriately to immediate and significant threats to safety when interacting with a student with a disability.

- a. A "student with a disability" is a student who: has a physical or mental impairment that substantially limits a major life activity; has a record of such an impairment; or is regarded as having such an impairment. A student who is regarded as having an impairment, without having an actual impairment, is entitled to the nondiscrimination protections of this policy, but not to auxiliary aids and services or reasonable modifications.

Some examples of impairments that are typically found to be disabilities are autism, attention deficit and hyperactivity disorder, blindness, deafness, depression, diabetes, HIV, intellectual disabilities, learning disabilities, mobility impairments requiring the use of a wheelchair, schizophrenia, and traumatic brain injury. When the school guardian or SRD/SRO is interacting with a student based on that student's current illegal use of drugs, that student is not considered a student with a disability.

- b. Notification from VCS Staff that a student has a disability: On a case-by-case basis, school staff may determine that a school guardian or SRD/SRO should be aware that a particular student, or group of students, has a disability. This decision must be made on an *individualized* basis, as informed by the needs of the student. If school staff determine that they should share disability-related information about a student with a school guardian or SRD/SRO, the school may do so in compliance with the Family Educational Rights Privacy Act (FERPA). Whenever possible, the school should obtain the consent of the parent or legal guardian before sharing the disability-related information, and inform the school guardian or SRD/SRO of this consent. The school guardian or SRD/SRO will not disclose any information about the student's disability status unless authorized to do so by FERPA.

If the school guardian or SRD/SRO is informed or otherwise aware that a student has a disability, the school guardian or SRD/SRO will make any relevant program

modifications and provide effective communication to the student. The school guardian or SRD/SRO will also use information about the disability status of a student or a group of students in school safety planning and related preparation.

2. Reasonable Modifications: The school guardian or SRD/SRO shall provide reasonable modifications to its standard policies and practices when necessary to avoid discrimination on the basis of disability, unless the modification would fundamentally alter the nature of the service, program, or activity provided.
 - a. School guardians or SRDs/SROs must make a reasonable modification when they know, or it is obvious, that a student has a disability and a modification is needed, even when not requested.
 - b. School guardians or SRDs/SROs need not make modifications that would interfere with their ability to respond to an immediate and significant safety threat. After the safety threat has passed, school guardians or SRDs/SROs will follow VCS' standard procedure of providing reasonable modifications to individuals with disabilities.
 - c. A reasonable modification could include making a case-by-case determination as to whether standard arrest protocols should be modified and whether a particular student should be arrested for an incident involving behavior related to her or his disability.
3. Baker Act: In rare circumstances, an SRD/SRO may need to take a student with disability into custody for purposes of delivering that student to facility for an involuntary examination under The Florida Mental Health Act of 1971, Fla. Stat. §§ 394.451-394.47891 (2009 rev.), commonly known as the "Baker Act." However, it is critical that Baker Act procedures only be used in situations where the student meets the criteria for involuntary examination. Manifestations of Autism Spectrum Disorder or other developmental disabilities are not a basis for law enforcement to invoke involuntary examination under the Baker Act.
 - a. Any time Baker Act procedures are initiated for a student with a disability, VCS must notify the parent(s) or guardian(s) of that student immediately.

B. Training

1. VCS will train its School Guardians and SRDs/SROs to recognize and respond appropriately to behaviors that are, or may be, related to a disability. School guardians and SRDs/SROs must avoid acting on generalizations and stereotypes about individuals with disabilities and appropriately address and de-escalate behaviors of students with disabilities to avoid the use of unnecessary physical interventions and arrest whenever possible.
2. School guardians and SRDs/SROs shall be trained on their role within schools and on the rights afforded to students with disabilities prior to being assigned to any school-based incidents within ten (10) school days of their assignment to VCS. On or before September 30th of each school year, the School Safety Specialist shall provide the ADA

Compliance Officer with written confirmation that all School Guardians and SRDs/SROs were properly trained as set forth herein. The training shall cover the following topics:

- a. An introduction to the laws protecting the rights of students with disabilities, including an explanation of the non-discrimination and non-retaliation protections afforded to students under Title II of the ADA;
- b. An overview of Autism Spectrum Disorder (ASD), including characteristics associated with it, such as sensory disabilities, and the behavioral impacts of the disability;
- c. An overview of appropriate de-escalation techniques; and
- d. An explanation of VCS' law enforcement reporting and document retention requirements.

C. Complaints

Any person who files a complaint against a School Guardian or SRO/SRD that involves a student with a disability should also provide a copy of the complaint to the ADA Compliance Officer. If the complainant has filed such a complaint with another employee or contractor of VCS, that employee or contractor shall forward a copy to the ADA Compliance Officer.

ADA Compliance Officer
DeLand Administrative Complex
200 N. Clara Ave.
DeLand, FL 32720
Phone: (386) 734-7190, ext. 20251
ADACompliance@volusia.k12.fl.us

XVIII. Crisis Event Response and Intervention

The School Board has adopted policies to address conduct in the school setting as well as to address the need for crisis intervention before, during, and following a serious critical incident. The Superintendent shall call upon administrative procedures for responding to the need of an individual or group of individuals in the district who are experiencing stress as the result of a crisis or critical incident event that impacts the mental health of an individual or the educational environment.

The response actions taken by student services staff will occur at one or more than one school, requiring a more comprehensive strategy for crisis response coordinated by the District Crisis Response Team. The District Crisis Response Team will coordinate with the principal(s) who will coordinate support services with the school-based student services staff.

Each school will have a crisis response plan that:

- A. Outlines an effective intervention plan for students who may be showing warning signs that relate to violence, suicide, or other troubling behaviors.
- B. Identifies a process that screens all threats, when the threat or those involved in the threat are

- known and determines the level of threat and required follow-up actions.
- C. Ensures utilization of an approved suicide risk assessment instrument per s. 1012.583, F.S., and Rule 6A-4.0010, F.A.C., by a qualified district professional prior to any involuntary examination due to concerns about a student's suicide risk.
 - 1. Columbia – Suicide Severity Rating Scale (C-SSRS): Lifetime-Recent
 - 2. Suicide Assessment Five-Step Evaluation and Triage (SAFE-T)
 - 3. SAFE-T with C-SSRS
 - D. Provides a guide for administrative responsibilities during and after student and faculty crisis concerns.
 - E. Is interactive and dynamic with other school supports (i.e., school counselors and school psychologists) to support the needs of students and staff in stressful situations/events.
 - F. Provides guidelines for providing information to parents, students, and staff that is developmentally appropriate and reflects suitable interventions and dialogue pertaining to developmental stages and reactions to grief across all ages.

XIX. Involuntary Examinations

Florida Statute section 394.463, commonly referred to as the 'Baker Act', allows for involuntary examination of students who meet the criteria outlined in the statute. The Baker Act requires that guardians be notified of the involuntary examination of their child(ren) under their care unless specific conditions are met. It is the intent of the district to reduce the number of students who are placed under an involuntary examination.

- A. Except as specifically noted in paragraph (2) below, the school principal or designee shall make a reasonable attempt to notify the parent, guardian, or caregiver of a student before the student is removed from school, school transportation, or at a school-sponsored activity and taken to a receiving facility for involuntary examination as pursuant to sections 394.463, 1002.20 and 1002.33 Florida Statutes. A reasonable attempt to contact parent, guardian, or emergency contact(s) may include but not be limited to, telephone calls, text messages, e-mails, and voice mail messages. Each attempt and outcome of attempt will be documented by assigned school personnel per SB 590. The number of involuntary examinations, as defined in s. 394.455, F. S., will annually be reported to Florida Department of Education (FDOE). Designated school personnel are required to input this data into the Florida Department of Education Single Sign-On (SSO) Portal.
- B. The school principal or designee may delay the notification to the parent for no more than twenty-four (24) hours if the delay is considered in the student's best interest and if a report has been submitted to the abuse hotline, pursuant to statute 39.201, due to knowledge or suspicion of abuse, abandonment, or neglect and a call has been made to the central abuse hotline or if there is reasonable belief that such a delay is necessary to avoid jeopardizing the health and safety of the student.

Prior to contacting law enforcement, the school principal or designee must verify that de-escalation strategies have been utilized and outreach to a mobile response or mental health team and a person with personal knowledge of the student of concern who is the subject of a threat assessment, including information about the student's manifestation of disabilities and their relationship to the alleged threat, has been initiated, unless the school principal or designee reasonably believes that they delay would further increase the likelihood of harm to the student or others. This requirement does not supersede the authority held by a law enforcement officer to act under F.S. 394.463. Further, if a student with a disability has de-escalated and the need for law enforcement involvement is eliminated, the school shall inform law enforcement that, from the school's perspective, the student can return to class.

Legal Authority:

Sections 381.0056, 394.463, 1001.20(3), 1001.41, 1001.42, 1002.20, 1002.33, 1006.062, 1006.07(10), Florida Statutes

Laws Implemented:

Sections 30.15(1)(k), 394.495(5), 943.082(4), 1001.02, 1001.21, 1001.51(12)(b), 1001.54(3), 1006.06(1)(c), 1006.07, 1006.09, 1006.12, 1006.13, 1012.01, 1012.584, 1015.05 Florida Statutes 6A-1.0403, 6A-1.0014, 6A-1.0018, Florida Administrative Code

History:

(Adopted -- December 17, 1974)

(Revised -- September 14, 1982; January 8, 2002; May 28, 2019, July 26, 2022, November 15, 2022) November 15, 2022, May 14, 2024, October 22, 2024, ~~xx-xx-xxxx~~)

(Effective Date -- ~~October 22, 2024~~ ~~xx-xx-xxxx~~)