

# SAFETY AND SECURITY PLAN

SANTA FE COLLEGE  
ACADEMY OF SCIENCE AND TECHNOLOGY



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# Section 1: Preparedness

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	Adrian DeBose	Curriculum Coordinator	352) 395-5484
	Jen Homard	Executive Director	352) 395-5493
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## Levels of Emergencies

The scope and magnitude of the emergency and the availability of personnel and other resources will determine a school system's response to emergencies. Based on the emergency, ASO, FEMS, Department of Health (DOH), Department of the Environment (DDOE), or Department of Consumer and Regulatory Affairs (DCRA) procedures will supersede local site protocols. There are three identified levels of emergencies. Only Levels II and III enact the (EST). The three levels are defined below:

- **Level I – School Emergency:** is a site-based event affecting only that location and does not require the activation of the EST (Emergency Support Team). However, the IC may use EST personnel or resources.
- **Level II – System Emergency:** is a local event having an impact on more than one site or having a large-scale community impact, such as a major fire, civil disturbance, hostage situation, or widespread power outage. Also, a Level II emergency may be an event that only affects one location, but the magnitude of the emergency requires the support of the EST, who determines what additional. Depending on the magnitude of the event, the resources and expertise of the EST may be needed to manage the event. School Emergency Response Plans are implemented by the principal, as the EST assembles key staff and section leaders.
- **Level III – District Emergency:** is a community or region wide event affecting multiple sites such as an earthquake, chemical/biological-related incidents, or any incident having a collateral impact on Alachua County. In a Level III emergency, site emergency plans are implemented along with EST and the SFC Response Plan would be fully activated to coordinate system-wide response efforts.

## Executive Support Team (EST)

For Levels II or III emergency place additional assistance from Executive Support Team

- Administrative staff members shall report to the designated Command Post (CP) area outside the building. The Command Post should be in a lobby, near the main vehicular entrance to the building, or another predetermined location arranged with local fire officials.
- Do not operate any light switches or electrical outlets.

Items to remove from building upon evacuation.

- Designated administrative staff members will exit the building with the Emergency Response Team Go-kit that contains emergency cards for all students and staff members, faculty and staff rosters, and visitor sign-in sheets.
- Each teacher's daily attendance record.
- Students' medications and medical treatments.

Once safely outside, execute the follow-up response.

- Administer first aid, if necessary.
- Teachers must take roll once their class has reached the outside assembly area and report to the designated Student/Staff Coordinator the names of any missing persons.
- Designated administrative staff members will determine that all staff members and visitors are accounted for and report findings to the designated person.
- Those individuals with knowledge of the nature of emergency shall report to the administration to provide information to the IC so follow-up calls can be made to 911.
- No one should re-enter the building until cleared by the Emergency Response Agency in command.
- Individuals may not reenter the building until notified by the principal.

Follow-up notifications should be made using the Emergency Incident Protocols once the emergency is determined. See page 22.

### **Alert Status Procedures**

This protocol applies to emergency conditions which require immediate secured access to the building(s). The incident dictates a heightened state of alert to visitors, deliveries, and others who desire access to the facility. Also, this emergency restricts access by students and personnel to outside areas such as sport fields, playgrounds, and courtyards during the school day.

- The principal or the principal's designee declares Alert Status by acting as Incident Command (IC). In most cases, this will result from information received from the EST because of a community emergency. However, this can also be ordered by the IC during a Level I emergency.
- Activate the SERT for deployment.
- Secure the facility by locking all doors from the inside. (Do not chain any doors.)
- Inform staff of the Alert Status.
- Inform students, by use of the intercom, of the heightened Alert Status and the appropriate response.
- Post School Guardian near the building's front entrance permits people with proper identification to enter the building to conduct their business and to exit and secure the entrance.
- Conduct classes and activities within the building normally.
- Check email continuously (at least once every half-hour) during Alert Status for new bulletins.
- Bulletins will address areas such as field trips, and evening activities. Follow all directions communicated through the bulletins.
- If a situation arises that requires evacuation of the facility, no one should leave the building (unless the danger is imminent) until Emergency Responders (fire and police) arrive at the site for security purposes during the Alert Status.

### **Emergency Warning Procedures**

Office personnel must assess life and safety issues. Call 911 if necessary. Inform the principal or designee of the office or room number where you are located. The principal/designee, now the IC, notifies the Executive Support Team Manager if the situation is a Level II or III emergency.

If an emergency requires immediate action to protect the safety of students and staff, activate a Universal Emergency Response using the walkie-talkie system, sounding of bell (evacuation), and/or by word of mouth from the staff members.

Use exact terms when directing an emergency response using the appropriate Universal Emergency Response Procedure classifications as follows:

**HOLD! HOLD IN YOUR ROOM OR AREA. CLEAR THE HALLS.** Students should clear the hallways and remain in their room or area until "ALL Clear" is announced and continue with business as usual. Adults should close and lock the door, account for all students and adults, and continue with business as usual.

**SECURE!** GET INSIDE, LOCK OUTSIDE DOORS. Students return to the inside of the building, do business as usual. Adults should bring everyone indoors, lock all outside doors, increase situational awareness, account for all students and adults, do business as usual.

**EVACUATE!** A LOCATION MAYBE SPECIFIED. Students will leave stuff behind if required to. If possible, bring your phone. Follow instructions.

**SHELTER!** HAZARD AND SAFETY STRATEGY. Students use appropriate safety strategy for the hazard.

1. Tornado – Evacuate to shelter area.
2. Hazmat – Seal the room.
3. Earthquake – Drop, cover, and hold.
4. Tsunami – Get to high ground.

If immediate action is not required, notify staff at a meeting before or after school hours. Teachers will debrief students during class unless an assembly or announcement over the walkie-talkie system is preferred. The principal and/or Crisis Team notifies parents of victims, if necessary. The Executive Support Staff notifies other schools in the district.

### **Sharing Information with Parents**

In an emergency, parents have specific information needs. Parents want to know the children are safe; they want details on the emergency; they want information on how the school is handling the incident; and they must be assured their children will be safe in the future. First reactions are likely to involve fear. Upon learning of an incident at the school, parents are likely to rush to the school in search of their child or to telephone, frantically seeking information. Establishing a system for responding quickly to parent needs for information is an important part of preplanning. Anger is another common reaction of parents, particularly in the case of senseless acts of violence. In the event of an emergency or disaster:

- Tell parents exactly what is known to have happened. Do not embellish, speculate, or downplay the seriousness of the event.
- Implement the plan to manage phone calls and establish protocols for receiving and meeting with parents who arrive at school.
- Schools should designate a parent reunification area where counselors/faculty can present the situation, address parental emotional distress, and provide guidance for parents to assist their children in coping with the incident (parents will leave this initial meeting area to be reunited with the child/children).
- SF Academy will use phone calls, emails, text messages through the Emergency Notification System (ENS), and our school Facebook page to distribute information to parents.
- Schedule and attend an open question-and-answer meeting for parents as soon after the incident as possible. The meeting will provide an opportunity for school officials to listen and respond to parent concerns.
- In the event of an incident which involved damage or destruction, an open house for parents and other members of the community to see the school restored to its normal state helps everyone move beyond the emergency.

### **Actions to Take Prior to Emergency Situations**

- Organize Evacuation Committee.
- Post Identify your site-specific emergency evacuation plan.
- Identify employees and students with disabilities.
- Identify employees trained in emergency situations.
- Identify Areas of Rescue Assistance in all buildings.
- Designate backup or secondary Areas of Rescue Assistance.
- Post signs to identify each Area of Rescue Assistance within your building, levels of emergency in each classroom, and post additional signs visible from the outside of your building to enable emergency responders to quickly locate Areas of Rescue Assistance.

- Update your posted floor plan diagram that identifies emergency exit routes to include routes to the nearest areas of rescue assistance.
- The school should maintain a master schedule showing the assigned locations of all persons with disabilities who require assistance to evacuate the building. Update this schedule to reflect any changes that occur during the year. This schedule should be maintained in the main office.

**Go Box**

The Go Box is in building G-1 and filled with the equipment needed to provide immediate aid, procedure assistance, and accurate accountability of students, staff, and visitors. Contents are as follows:

- An adequate first aid kit, with disinfectants
- Latex gloves
- Flashlight
- Bullhorn
- Floor plan of the school
- Copies of master list of students
- Paper, index cards, markers, pencils
- Tape
- Student roster, photos of students
- Student and staff health information; clinic cards; a list of students with medical needs,
- Emergency phone numbers
- List of staff trained in first aid and CPR.
- District personnel directory
- Schedules of classes
- Batteries
- Towels
- Tissues
- Signs for areas to be set up, i.e., Parent Pick-Up Area, Media Area, Medical Area, Command Post, and Counseling Area
- Multiple blank pages of your school’s student sign-in sheet
- Telephone directory
- Faculty and staff roster

**Emergency Management Team**

In the event of a ON campus emergency, the Santa Fe College emergency management plan will supersede this emergency plan and the provost of the campus will follow that plan in designating individuals to fulfill the below roles.

Nate Southerland	Emergency Coordinator	(352) 395-3642
Bill McElroy	Emergency Coordinator	(352) 395-4450
Jen Homard	Parent Liaison	(352) 395-5493
Ed Book	Security Liaison	(352) 395-5555
Marian Nesbitt	Safety Liaison	(352) 395-5526
Counselor	Mental Health Crisis	(352) 395-5508
Jay Ebbeling	Facilities Liaison	(352) 395-5577
Jason Head	Gas and water shut-off	(352) 395-3806
Harold Pheus	Electric and Fire Alarm	(352) 395-5521
Ulysses Fann	Panic Button(s)	(352) 395-5801

**Emergency Management Checklist**

Although each situation is different, the following is intended as a general listing of actions to consider when faced with an emergency or critical incident as the principal or designee acting as the Incident Commander (IC).

- Take a deep breath. Do not panic. Verify information.
- Activate School Emergency Response Team (IC) and activate and assign duties as needed:

- Public Safety Liaison (overall safety conditions of campus).
- Occupant Accounting Coordinator (student accounting and release).
- Facility Access Coordinator (monitors site utilities).
- Triage Coordinator (first aid, CPR, and medical).
- Media Liaison (coordinate media access).
- Determine whether to call 911 and which Emergency Response Procedures and Protocols to implement.
- Notify and request assistance from the EST to:
  - Assist with planning for a response and implementing protocols; and
  - Provide recovery support to students.
- Set up a Command Post for communication and emergency management.
- Hold emergency all-staff meeting (before and/or after school day) to:
  - Advise staff of the facts known and provide a written statement.
  - Support their concerns and emotions.
  - Provide classroom assistance if needed.
  - Outline schedule for the day and modify day's schedule if needed; and
  - Identify resources available to teachers and students.
- Establish contact with parents/family members of affected students to offer support, determine assistance needed, and (in the event of a death) for information regarding visitation/funeral arrangements.
- Inform closest friends of the affected student and provide support.
- Prepare formal statement or announcement to students, parents, and media; provide statement to secretaries, staff, etc.
- Expand span of IC as needed and deactivate IC upon the completion of activities.
- Review and implement Recovery activities.
- Document actions taken; secure records as legal document.

### **Roles in an Emergency**

The following is an outline of roles and responsibilities for staff during an emergency. The Santa Fe College Academy Response Team has specifically assigned roles during an emergency and will implement the SFC Safety and Security Plan.

All staff should prepare their family members so they will be safe during all types of emergencies. Inform them that you, as a key school official, may be required to remain on campus to assist when an emergency arises.

The Executive Support Team's role is to support the school when the need exceeds the internal resources of the school to handle a situation.

- Provide guidance when questions arise.
- Direct additional support personnel, including Executive Support Team members, as needed.
- Monitor the emergency and facilitate major decisions which need to be made.
- Provide a contact for the release of information to the media.

The principal will serve as IC and be responsible for the overall direction of the emergency procedures at the school or support building site.

- Take steps necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Response Protocols
- Determine whether to implement Emergency Procedures to include HOLD, SECURE, LOCKDOWN, EVACUATE, SHELTER.
- Activate the School Emergency Response Team Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency service personnel (depending on the incident, community agencies such as police or fire department may have authority for investigations, rescue procedures, etc.)
- Maintain a line of communication with the Executive Support Team

The Teachers will supervise students and remain with them until directed otherwise.

- Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Response Protocols.
- Direct students in their charge according to established Emergency Procedures.
- Render first aid if necessary.
- Have their student roster and the School Emergency Procedures Guide with them.
- Take roll when the class relocates or as procedures dictate.
- Report missing students and staff to Administration.

The School Resource Officer makes sure that all doors are locked, and walkie-talkies are on for communication.

- Ensure that all cameras work and monitor them continuously throughout the day.
- Guard's students and staff by being always armed.
- Conducts I Love You Guys drills.
- Leads in Lockdowns and Alert protocols.

The Counselors will be responsible for assisting the overall direction of the emergency procedures at the site.

- Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Response Protocols.
- Direct students in their charge according to established Emergency Procedures.
- Render first aid if necessary (under direction of nurse or designated first aid backup).
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Maintain a line of communication with the School Emergency Response Team.
- Assist as directed by the IC.

The Program Assistant answers phones and assists in receiving and providing consistent information to callers.

- Provide for the safety of essential school records and documents.
- Assist as directed by the IC.

### **Visitor Screening Policy**

SFC Academy is open to parents of students and other concerned citizens to the extent that their participation or visit does not impair school programs and activities. Additionally, visitors will not compromise student and staff safety or building security.

The principal, or administrator of a facility, has overall responsibility and authority to regulate the admission of visitors and oversee their conduct while inside the school or on school property. The principal also has the authority to grant or deny a visitor's request to enter the school. Such decisions should be reasonable and consistent with the school's needs, its safety, and the public's right to visit it.

Visitors who violate established procedures by jeopardizing the safety of students or staff, or who endanger school property or interfere with school programs and activities are subject to immediate removal from the school property by order of the principal. Visitors/staff who violate established procedures regarding their visit to school/administration buildings may not be allowed to return.

To establish uniform procedures for school visitors, all students, faculty, and staff must be informed that:

- Normal entrance and exit from the school building will occur via the main entrance only, except in cases of fire or other emergencies, exiting or entering the school by perimeter doors violates school regulations.
- All visitors MUST sign in at the Front desk.

### **Regular Dismissal Procedures**

The points below apply to regular dismissal (or routine early dismissal), not release procedures during an emergency. Emergency release procedures need to be determined at each school depending on geographic area, roadways, alternate sites available, etc.



## Points to Consider

- Custodial parents/guardians provide specific written instructions for student release.
- Instructions shall be requested at the time the student registers/enrolls for the school year and shall include:
  - Student's regular mode of transportation at the end of the day
  - A list of persons, in addition to the custodial parent/guardian, who are authorized to pick up the child from school.
- The principal/designee must approve any deviation from the authorized release process before the student leaves school.
- The custodial parent/guardian notifies the school in writing when changes are made to release instructions. If written instructions are not provided to the school, the student will only be released to ride home on the assigned bus or with the custodial parent/guardian.
- If the student is to be picked up early, the parent/guardian must sign for the student's release.
- The school must maintain a daily entry/exit log of students signing in late or signing out early and must require proof of identification from individuals (visual identification by a driver's license, picture identification, etc.) to ensure that they are authorized to pick up the student.
- Exceptions: A student may be released to a person with lawful authority to take custody of the student (e.g., a police officer with a warrant). In such cases, the student's parents must be notified at the earliest opportunity.

## **Technology to Use During an Emergency**

Technology can be a highly effective tool for communication during an emergency. Common tools include the following:

- Telephones, these will be used to call in emergency situations.
- Bullhorns and Megaphones can be effective for communication in an emergency. SF Academy has one on campus in the cafeteria.
- Two-Way Radios provide a reliable method of communication between rooms and buildings at a single site. All staff should be trained to operate the device. SF Academy has Walkie-Talkies that are kept in each classroom.
- Computers may be used for communication both within the school and on other sites. E-mail may be a useful tool for updating information for staff, the Central Office, other schools in an affected area, and for other agencies.
- Fax Machines, uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations can be faxed and returned in emergencies.
- Cellular Telephones may be the only tool working when electric service is out; they are useful to staff who may be enroute to or from a site. Staff should keep their phones on them in an emergency. Put on SILENCE in case of an Active Shooter/Intruder.

## **Communication with the Media**

Most news people are sensitive to reporting emergencies that occur in school settings and are interested in doing a reputable job. The following suggestions will promote clear communications with the media:

- Familiarize the media with school policies by establishing a rapport in advance of disasters.
- Involve the media in practice drills and exercises to help them understand and communicate the policies and procedures schools will use during an emergency.
- Identify a single information source.
- Direct media representatives to one area (on or off campus) where briefings can take place.
- Pre-designate a staging area (on or off site) for media personnel to park their vehicles and/or communications equipment.
- Instruct all employees to refer all information and questions to the Media Liaison or IC.
- If the emergency is a death, consult with the deceased student/staff member's family before making a statement. Be prepared to explain measures the school has undertaken to address student and faculty grief counseling needs. Also, address actions taken to avoid loss of life in future incidents.
- Insist that reporters respect the privacy rights of students and staff advise students of the media policy.
- The Media Liaison or Information Official should decide what to say, issue a statement, and answer questions

within the limits of confidentiality.

- Remind employees that only designated spokespersons are authorized to talk with the news media.
- Take the initiative with news media and let them know what is or is not known about the situation.
- Emphasize the good history of the school/district.
- Speak to reporters in plain English.
- If there is involvement with a criminal case, work with the law enforcement spokesperson.
- Don't try to kill a story; don't say —no comment; don't speculate; don't try to blame anyone for anything. When communicating, maintain a unified position and message; keep messages concise, clear, and consistent.
- Contact Executive Support Team to regularly update.
- Delay releasing information until facts are verified and the school's position is clear; prepare statements about the situation in advance to read (avoid ad-libbing).
- Assign sufficient staff to handle phones and keep a log of calls and personal contacts.
- Express appreciation to all persons who helped handle the emergency.

### **Assisting Individuals with Disabilities**

Individuals with disabilities who are self-sufficient under normal circumstances may have to rely on others' help in an emergency. The quick, safe, and efficient evacuation of an entire school during an emergency can only be accomplished through careful planning and preparation. When planning and implementing your building's Emergency Response Plan, incorporate the following suggested procedures to address any special needs of disabled individuals.

**Disabled:** Refers to a temporary or permanent disability that would delay or impede the ability of an individual to evacuate the building in an emergency (such as, but not limited to, individuals requiring the use of a wheelchair, cane, crutches, prosthetic device, or those with sensory impairments).

**For students:** In an emergency, the responsibility for assisting the disabled student should be assigned to the teacher or person in charge of the student at that time. As the student change's locations throughout the school day, responsibility will shift to the next person in charge of the student. School administrators and/or the school nurse may also be appropriate staff members to assist in evacuations.

**For employees:** Responsibility for providing evacuation assistance for a disabled employee should be assigned to the staff member who works closest to the employee. Again, this responsibility will shift as the employee works in various locations of the building throughout the day.

**For visitors:** Responsibility for providing evacuation assistance to visitors should be assigned to staff members already assigned the duty of checking areas of the building (such as lavatories) to make sure that all areas are clear during an emergency. Given unpredictable visitors, those assisting them may not be able to evacuate them on their own. In such cases, the staff member should assist the visitor in an Area of Rescue Assistance.

- Assign an administrative staff member to inform any Emergency Responders (fire fighters, police, etc.) of the number, identity, and locations of any disabled individuals who could not be evacuated from the building and/or those who require special medical attention. Representatives of the school and emergency responders should meet at a prearranged location.
- Assign backup staff members for each of these responsibilities.

### **Providing Training**

- Those individuals who will carry out special duties for assisting in the evacuation of others must be trained in the assistance they will need to offer.
- When staff members are required to lift and carry others, they must be trained in proper lifting and carrying techniques.
- With fast response times of the ACFR and their specialized training, they will evacuate all disabled persons from the Area of Rescue Assistance.

## Section 2: Emergency Procedures

### **ORDER OF SUCCESSION**

If any of the following positions become vacant during an emergency, SFC Academy will implement the following Order of Succession for its executive leadership:

- Adrian DeBose, Principal
- Sonya Waters, Assistant Principal

### **Lockdown Procedures**

For emergency conditions which dictate securing the building to protect occupants from potential dangers within or outside the building—physical and workplace threats—the principal or the principal’s designee, acting as the IC, is the only person authorized to order a lockdown.

If an emergency requires immediate action to protect the safety of students and staff, activate an Emergency Response using walkie-talkies, cellphones, and word of mouth by Administration or School Guardian.

- Using the walkie-talkies, make a general announcement informing all students and staff members the building will be under Lockdown Status until further notice.
- School Guardian and administrators should check hallways, restrooms, storage areas, and other areas that may be occupied to ensure that everyone is evacuating to the closest classroom where a teacher is present.
- Students in the main office, guidance, cafeteria, and/or multipurpose rooms for lunch, assemblies, or large group activities will remain at these locations under the direction of the staff present at the time.
- Aid individuals needing special assistance.
- Close and secure (lock if possible) windows and doors of classrooms, pull down blinds, and turn off the lights.
- Students are to sit on the floor away from any windows and doors.
- Shut off lights and do not leave the room for any reason.
- Stay quiet and await further instructions.
- School Guardian will be responsible for locking the front lobby doors and office doors.
- An administrative staff member will contact 911 to alert emergency responders that the building is under Lockdown and provide as much information as possible about the emergency.

Post-lockdown procedures personnel will implement the following procedures:

- Administer first aid.
- Students should report to their scheduled class, and teachers must take roll and report to the Administration the names of any missing persons.
- Designated administrative staff members will determine that all staff members and visitors are accounted for.

Follow-up notifications should be made using the specific Emergency Incident Protocols based on the emergency.

### **Practicing Emergency Evacuation Procedures**

When conducting your monthly evacuation drills, incorporate all aspects of your evacuation plan for the disabled in at least during two drills a year.

During these drills, it may not be advisable to evacuate all disabled persons from the building. In certain cases, the potential risk of injury may outweigh the benefits of conducting the drill. Discuss these health or safety concerns with your local fire department representatives. Under these unusual circumstances, during drills you may only be able to evacuate those individuals to the appropriate designated Areas of Rescue Assistance.

### **Executing Emergency Evacuation Procedures**

- Never use chair lifts, or any other system requiring electrical power in an emergency.
- In most cases, delay exiting persons with disabilities until the exit route is clear of traffic. This is for the disabled person's safety as well as for the safety of others.
- Ensure that appropriate staff members account for all individuals with disabilities immediately after notification that an emergency exists. Inform the appropriate administrator immediately of anyone who cannot be accounted for.
- Ensure that appropriate staff members assist individuals with disabilities in moving to their predetermined Areas of Rescue Assistance and assist them in exiting the building.
- Ensure that appropriate staff members assisting individuals with disabilities remain with them until the emergency is over.
- Upon arrival of Emergency Responders ensure that a SERT staff member, preferably the IC or Occupant Accounting Coordinator, meets with them at the Command Post with information on number, identity, and locations of individuals with disabilities who are still in the building. Also, provide a copy of the list that describes any special medical needs that students or employees may have as well as any special equipment or apparatus that may be needed.

### **Evacuation Procedures for Buildings**

Emergency conditions dictate the relocation of all building occupants to locations outside the building. For example, fires, gas leaks, hazard chemical spills and releases within a building, and bomb threats. Conduct evacuations in an orderly manner, with no running and no talking to minimize confusion and allow orders to be heard. The principal or the principal's acting IC will be the primary point of contact for Alachua County Emergency Responders.

Building Evacuation Plans should be designed to evacuate an entire building as quickly and safely as possible. Evacuation routes should:

- Take advantage of protective features (fire walls, fire doors, etc.).
- Avoid cross traffic.
- Primary evacuation route for exiting the building from the posted classroom and/or office. A secondary evacuation route should be identified in case the primary route is blocked.
- If all building exits are not accessible to individuals with mobility impairments, posted floor plans should identify the route to the nearest handicap-accessible building exit.
- Where applicable, routes to Areas of Rescue Assistance should be identified for disabled individuals.

Activate the building's fire alarm system at nearest fire alarm pull station (or initiate the Secondary Evacuation Warning protocol if alarm is not functional).

Students, under the supervision of teachers, should evacuate the building immediately using the designated evacuation routes, areas of refuge, and exits (use secondary route if primary route is blocked or hazardous). Teachers should close (but not lock) classroom doors after the last student has left the room.

Assist those individuals needing special assistance in exiting the building using the prearranged plans for evacuating individuals with disabilities.

Students and staff should go to their designated evacuation locations. Do not stop for student/staff belongings.

Activate the School Emergency Response Team.

Secondary evacuation locations of at least 500 feet are to be predetermined for all students and staff. When instructed by the IC or Emergency Responders, students and staff will move to the 500-foot location.

Assigned staff members should check restrooms, storage areas, and other areas that may be occupied to assure that everyone is evacuating the building. Aid those individuals needing special assistance in exiting the building.

Call 911 to alert Emergency Responders that the building's alarm system is sounding, the building is being evacuated, and that follow-up calls will be made once the nature of the emergency is known. Do not remain in the building to make follow-up phone calls. AC Emergency Responders will be dispatched to the building. Note: School alarms do not have a direct connection to AC Fire, so you must dial 911.

### **Reunification Plan**

Reunification of Parents and Students. Once students and staff are safe and law enforcement/first responders allow SFCAST to reunite students with parents/guardians, SFCAST will follow the plan below.

The SF Emergency Notification System (ENS) is designed to reach students and staff by email, text, and/or phone call, depending on user preference. Emergency notifications are usually titled SF Alert. Alerts will be brief, communicating the nature of the emergency and any applicable instructions. Alerts will also be sent out when an emergency has passed, or a situation has been declared all-clear. Real-time emergency information can also be found on the SF homepage, SFPD website, and local TV and radio.

#### Reunification Site Areas/Personnel

- Parent Check-in Area
  - Lead: Bill McElroy, Principal
  - Staff: Sonya Waters, Program Assistant
  - Runners to Retrieve Students: SFCAST teachers and staff.
- Family Waiting Area
  - Lead: Adrian DeBose, Assistant Principal
  - Staff
- Student Supervision Area
  - Lead: School Counselor
  - Staff

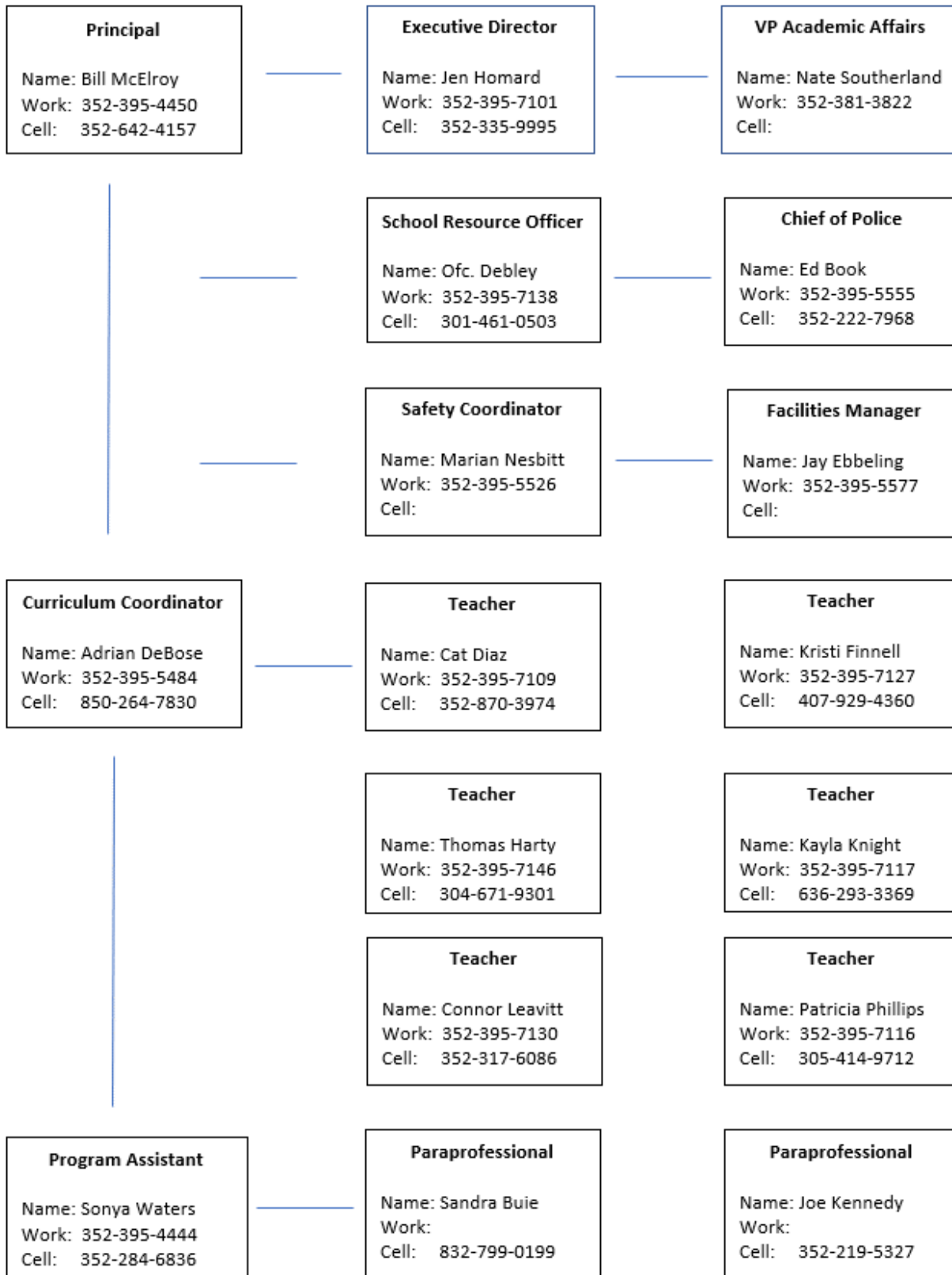
#### Parent Check-In/Reunification Procedures

- SFCAST will use the Student Emergency Contact List in the SFCAST Go Box to determine eligibility to pick up a student.
- Staff will verify the person requesting to pick up the student is on the list by checking their ID against the list.
- Parent guardian will sign next to the student's name on the Emergency Contact List
- Once verified, parents will be escorted by a staff runner to the Family Waiting Area.
- The staff runner will retrieve the students from the Student Supervision Area and take them to the Family Waiting Area.



## Emergency Phone Tree

The school will have to deal with the event the next school day. It is important that the staff be aware and prepared prior to arriving at school. The phone tree will serve as a follow-up and communications.



## Section 3: Emergency Response Protocols

### Active Threat

An active threat is a person attempting to kill or harm people using weapons such as guns, knives, improvised explosive devices, etc. This is sometimes referred to as an "active shooter", but other weapons may be used. Because such situations often last only a few minutes, personnel must be prepared both mentally and physically to respond until law enforcement arrives.

How do I respond to an active threat?

- **Know** the emergency exits and escape routes in your area.
- **Read** the DHS Active Shooter: How to Respond pamphlet
- **Watch** the Run! Hide! Fight! response video on YouTube.
- **Use** the SF Emergency Notification System to stay informed.

If an active threat occurs in your area:

- Try to remain calm.
- If there is an escape route, use it.
- Help others escape if possible.
- Call 911 and SFPD once you are safe.
- If escape is not possible, lock or block the door.
- Silence your cell phone. Hide and stay quiet.
- As a last resort, use physical aggression to fight.

If the event is not in your immediate area:

- Pay attention to all sirens, alarms, and alerts.
- Look for Emergency Notification System updates.
- Stay alert and prepare to evacuate if the situation changes.

What will happen when help arrives?

When the first officers respond, their goal is to find the threat and neutralize it. They are not there to administer aid to injured persons, protect anyone specifically, or lead you away from the building. It is important to follow directions and cooperate with law enforcement until the situation is under control.

- Do not stop to ask officers for help or directions. Proceed in the direction from which the officers came unless they direct you to go somewhere else.
- Put down any items you are holding, keep your hands visible, and do not shout at or make sudden movements toward police officers.

What resources are available after an active threat situation?

The College has a Trauma Response Team (TRT) consisting of employees trained in administering psychological first aid. After any traumatic event on campus, the TRT will be available to work with students and their families, faculty, and staff, including referring to additional resources. All SF Counseling Center counselors are TRT members and are available to students when needed.

### Active Assailant Response Protocols (I Love You Guys)

- **HOLD! Hold** is followed by the directive "**In your room or area**" and "**Clear the halls.**" (or announce a location). The action is for the purpose of keeping halls and/or common areas clear until an incident is resolved. Adults should close and lock doors, account for students and do business as usual. Students should clear the hallways and remain in the room or area until "All Clear" is announced. Do business as usual.
- **SECURE! Secure** is followed by the Directive "**Get Inside. Lock Outside Doors.**" The action associated with Secure is to bring participants into the building and secure the buildings outside perimeter by locking appropriate windows, doors, or other access points. Students should return inside the building and do business as usual. Adults should bring everyone indoors, lock outside doors, increase situational awareness, account for students and adults, and do business as usual.



- **LOCKDOWN!** is followed by the Directive “**Locks, Lights, Out of Sight.**” The action associated with Lockdown is to secure individual classroom doors, move away from inside corridor line of sight and maintain silence until first responders release the room. Students should move away from sight, maintain silence, and never open the door. Adults should recover students from the hallway, if possible, lock the classroom door, turn out the lights, move away from sight, maintain silence, do not open the door, and prepare to evade or defend.
- **EVACUATE!** can be followed by the directive to a specific location. The action associated with Evacuate is to move students and staff from one location to another. Students should leave stuff behind if required to, bring their phone, and follow instructions. Adults should lead students to the Evacuation location, account for students and adults, notify if missing, extra, or injured students or adults.
- **SHELTER!** is followed by the Directive “**Type and Method.**” Students should use the appropriate safety strategy for the hazard. For Tornado, evacuate to shelter area. For Hazmat incident, seal the room. For Earthquake, drop, cover, and hold. For Tsunami, get to high ground. Adults should lead the strategy, account for students and adults, notify if missing, extra, or injured students or adults.

### **Bomb Threat / Suspicious Mail**

All bomb threats must be treated as an emergency. If you receive a bomb threat, it is SFPD's responsibility to determine the severity of the threat, not yours - however, your impressions are valuable and will aid in their determination. If you receive a bomb threat, you should act quickly but remain calm to obtain as much information as possible.

1. Complete the **Bomb Threat Checklist** either as the threat is occurring or as soon as possible afterward. It should be completed as quickly as possible before memories of details have a chance to fade.
2. SFPD should be called as soon as possible, using a second person to call police while the first person is still gathering information about the threat.

If you receive a suspicious letter, item, or package: ISOLATE IT - LEAVE IT - REPORT IT

- Do not attempt to open the item. Do not shake, bump, or drop it.
- Do not smell or taste any portion of the item. Avoid handling it.
- Isolate the item and look for Suspicious Mail Indicators.
- Call the SFPD immediately. Notify 911 if the package creates an emergency.
- If you recognize any biological threat: isolate the area immediately, call 911, and wash your hands thoroughly with soap and water after evacuating.

### **Chemical and Hazardous Spills**

If the substance is known, immediately refer to the *Accidental Release Measures* section of the Safety Data Sheet (SDS) for the chemical. A safety data sheet is a document prepared by the manufacturer of a hazardous chemical that provides all the important safety information about the chemical. An SDS binder should be available in any area that stores or uses hazardous chemicals. Safety data sheets are also available online at the manufacturer's website. The instructions on the SDS must be followed. If the SDS instructs evacuation of the building, immediately activate the building's fire alarm system to initiate evacuation to a designated area outside of the building and dial 911 and the SFPD emergency line at 395-5555. Inform the 911 operator that a hazardous material response team will be needed and disclose the chemical's name.

For a small spill which does not threaten the safety of the workers present, individuals at the scene should do the following:

- Don appropriate personal protective equipment as indicated on the safety data sheet. At a minimum, spill responders should don eye protection and gloves; shoe covers should be considered if the spill is located on the floor.
- Action to stop the spill (upright bottles, recap or contain leaking containers, etc.)
- Stop the spill from spreading by covering it with absorbent materials. Small acid spills may be covered with soda ash, which will neutralize the acid and make the spill easier and safer to clean up.
- Notify all nearby personnel that a spill has occurred and request assistance, as necessary.

- Clean up the spill and any absorbents used. Decontaminate the spill area and bag all cleanup material. Label all contaminated cleanup materials as Hazardous Waste
- Dispose of spill cleanup materials according to the safety data sheet

If either the size or the danger level of a chemical spill presents a hazard to those individuals present, or threatens a fire or explosion, workers must immediately:

- Notify all workers that a spill has occurred and evacuate all personnel from the workspace to a safe location.
- If the spill poses a threat to human life or may cause a fire or explosion, activate the building's fire alarm system.
- Isolate the space by placing signs on the doors that read DO NOT ENTER - CHEMICAL SPILL
- Notify adjacent workspaces or laboratories of the spill.
- Call 911 and the SFPD emergency line at 395-5555.

### **Fire Emergency**

R.A.C.E. to Safety:

- **Rescue** Move an impaired person who needs assistance away from immediate danger of fire or smoke if you can do this without putting yourself in immediate danger.
- **Alert** Activate the closest manual fire alarm pull station as soon as possible; pull stations are usually red and located near exit doors. Activating the pull station will alert everyone in the building to evacuate, and it will send a signal to the SF Police Department. The SFPD will notify the local Fire Department to respond.
- **Confine the fire** Many of the doors are self-closing, but for any door that is not, close the door behind you if you are the last person to leave the room. Closing doors will slow the spread of fire and smoke and give people more time to escape.
- **Evacuate** Leave the building immediately. Use stairs, not elevators. Once outside, assemble in designated areas. Never re-enter an evacuated building until so directed by the Fire Department.

Extinguishing a fire is optional if you know how to use a fire extinguisher, but never compromise your safety to attempt to extinguish a fire and remember that fire extinguishers are only to be used on incipient (small) fires.

No person is obligated or designated to use fire extinguishers.

Fire extinguishers are available throughout all buildings on every SF campus. Please familiarize yourself with the locations of the fire extinguishers in your work area and how to use them. A short video on fire extinguisher use is provided on the Fire Safety page.

### **Gang Violence**

Alachua County experiences acts of crime and violence committed by groups of juveniles and young adults. These groups readily identify themselves as mobs or crews.

School administrators must immediately report any type of group-related violence or a threat of unrest to SF Police Department and Security. If group-related violence erupts in a school, on the school campus, or near a school, the school administrator or designee will immediately:

- Notify the Gainesville Police at 911.
- Notify School Guardian.
- Initiate immediate action to protect students and staff: Evacuate or Lockdown.
- Complete appropriate reporting forms.

### **Hostage Situation**

Hostage situations are among the most serious and complex incidents which impact public school systems. Usually, hostage perpetrators are either mentally ill, political, or religious extremists, or fleeing criminals seeking a hiding place. Typically, the hostage taker is agitated and unpredictable. Consequently, he/she should be considered extremely dangerous. All school and office personnel must be prepared to carry out plans in the event of a hostage situation in the school or community. In the event of this incident occurring, the following actions should be taken to maintain the safety of all students and staff.

- Call 911.

- Contact the school resource officer.
- Implement School Emergency Response Plan.
- Initiate Lockdown procedures.
- Follow police directions.
- The goal is to de-escalate the situation.
- Try not to allow additional hostages to be taken.
- Compartmentalize (contain) situation to one area if possible; try not to allow situation to go mobile. Utilizing active listening skills is crucial to de-escalating hostage situations.

### **Kidnapped**

Kidnapping refers to a child who is missing under suspicious circumstances. There can be several explanations for why a child has been noted as missing in school:

- Student leaves the school property or runs away.
- A noncustodial parent takes the child without consultation with the custodial parent.
- A kidnapping is witnessed.
- An abduction is reported by a telephone call, note, or hearsay.

### **Procedures**

- The principal will notify parents, guardians, police, Executive Support Team, and School Resource Officer.
- Principal assures that the following steps are taken if an abductor is suspected:
  - Initiate building Lockdown procedures.
  - Send a confidential notice to all teachers informing them of the situation.
  - All teachers must take attendance and report any missing students to the main office.
  - Sequester witnesses for police interview.
  - Security/Custodian cordons off area in which the alleged kidnapping occurred to preserve any evidence.
- The principal consults with responding police officials to review the incident.
- The principal identifies custodians to accompany police and provide access to locked areas.
- Office staff gathers the following information for police use: student school picture, description of clothing worn, personal data such as age, weight, height, and identifying marks, significant data from student record such as disciplinary actions. Also, share data from family/emergency cards with police, including medical data, i.e., immediate need for access to chronic illness medications (insulin, inhalers...).
- Where possible, an aerial photo of the school and surrounding grounds.
- List of staff not in attendance.

### **Medical Emergencies**

If a medical emergency occurs on campus:

- Call 911 immediately and the SFPD emergency line (395-5555)
- Tell 911 the nature of the emergency, your location, and any information about the situation that could aid responders.
- Stay with the injured person until responders arrive.
- SFPD will fill out an Accident/Incident Report

If an injury occurs on campus which does not require emergency services:

- Immediately call the SFPD non-emergency number (395-5519)
- If in doubt on whether the incident is an emergency or not, treat the incident as an emergency and call 911 and the SFPD emergency line (395-5555)
- SFPD will fill out an Accident/Incident Report

**IMPORTANT:** College employees may NOT provide personal transportation to injured or ill employees, students, contract workers, or visitors.

## **First Aid**

First aid kits are available in most buildings on the SF campuses. Emergency eye/face-wash stations and drench showers are available in the chemical laboratories and some work areas. Familiarize yourself with the first aid supplies available in your work area. Please remember to report all injuries to your supervisor as soon as possible.

Automated external defibrillators (AEDs) are available in most buildings on SF campuses. See the [AED page](#) for a list of AED locations and training videos to learn more about the AED models used on campus. SFPD officers have been trained to use AEDs.

## **Severe Weather and Natural Disasters**

Hurricanes: The College uses the Four Phases of Preparation based on projected hurricane landfall for the area:

- Precaution
- Watch (approximately 36 hours)
- Warning (approximately 18 hours out)
- Assessment (post-storm damages)

Whenever a tropical storm or hurricane threatens the area, College officials will monitor the situation and decide whether to close campus. If campus closure is ordered:

- Unplug all electrical equipment.
- Where feasible, move computers and other equipment away from windows and leak-prone areas.
- Employees with items outside should secure them or relocate them inside.
- Close and lock all windows securely. Notify Facilities right away of any malfunctioning locks.
- Refer to the SF homepage for emergency updates. Watch for Emergency Notification System alerts.
- Listen to the local news or NOAA Weather Radio to stay informed about watches and warnings.

Tornadoes: Since tornadoes occur with little warning, you must act quickly to protect yourself. The SFPD and College staff will attempt to notify you should a tornado endanger the campus. Remember that it is safer to remain in the building and do the following:

- Do not panic. Remain calm and assist others.
- Proceed to the lowest floor of your building and locate yourself in an interior room with no windows or glass doors.
- Stay indoors. Do not go outside until the all-clear is given.
- Keep away from windows and glass doors.
- Stay close to structural supports like beams or columns.
- Sit facing an internal wall with knees and head down, and hands covering face and head.

## **Trespasser/Intruder**

To maintain a safe, secure, and orderly school environment, it is essential to establish a system with requirements for everyone entering the school building to register and identify themselves. Any trespassers or intruders need to be managed as described below.

### **Procedures**

- Notify the principal and give a detailed description of the location and subject.
- Attempt to identify the subject.
- Advise subjects that they are trespassing and need to leave the premises.
- Call 911.
- Keep the subject in view until law enforcement arrives.
- Take measures to keep the subject away from students and, if possible, the building.
- Determine whether to initiate Lockdown procedures.
- The principal or designee needs to ensure the following:
  - Request verification of trespasser/intruder's identification.

- Issue trespassing letter to intruder in presence of officer.
- Request an official report of all events.
- Share information on the intruder with security and staff.

## **Weapons**

Weapons are not permitted on school grounds. Weapons are any item that can inflict bodily harm such as a rifle or gun (loaded or unloaded, operable or inoperable), switchblade knife, hunting knife, star knife, razors including straight or retractable razor, nunchaku, spiked glove, spiked wrist band, or any mace derivative, tear-gas device, or pepper spray product. Students bring weapons for a variety of reasons. All reports of weapons are to be taken seriously and handled by administrators with police support.

### Procedures

- If immediate danger exists or for firearms, call 911.
- Notify administrator.
- Notify security.
- Initiate School Emergency Response Plan and Team and determine appropriate Universal Emergency Response.
- Remove students and staff away from the area around students with weapons or area where weapon is thought to be stored. If individual has the weapon visible or displayed:
  - Remain calm; avoid sudden moves or gestures.
  - Try to remove all other staff/students from the area.
  - Do not attempt to take the weapon from the individual.
  - Using a calm and clear voice, instruct the individual that they must place the weapon on the ground.
  - Use the individual's name while talking to him or her.
  - Try not to raise your voice—but, if this becomes necessary, do so decisively and with clarity.
- If information is received that a weapon is on an individual:
  - Do not approach or confront a person suspected of having a weapon in a classroom or crowded area.
  - Call 911 when assistance is needed (required for all firearms).
  - Make every effort to keep your eyes on a person suspected of having a weapon until the police arrive. It is best to have the police officer at the school prior to confronting the person suspected of having a weapon. If possible, remove individuals from the vicinity of other people.
- If weapon is in a locker or in a backpack:
  - Prevent access.
  - Call 911 when assistance is needed by the administration (required for all firearms).
  - Administrators and police together will determine on whom and how the search will be conducted.
  - Be certain that at least one other administrator is aware of the situation, but limit information to staff and students on a need-to-know basis.

## **Follow-up to Emergencies**

The following information may be useful in the days and weeks following an emergency. Longer-term follow-up procedures are also listed.

### The Day After: Workday Two of Emergency Management

- Convene School Emergency Response Team and faculty/staff members to update them on any additional information/procedures.
- In case of death, provide funeral/visitation information.
- Identify students and staff in need of follow-up support and assign staff members to monitor vulnerable students.
- Coordinate counseling opportunities for students.

- Announce ongoing support for students with place, time, and staff facilitator.
- Provide parents with a list of community resources available to students and their families.
- Contact Executive Support Team to assist with debriefing.
- Assess system-wide support needs and develop planned intervention strategies. Schedule and provide student, family, and staff CISM services.
- Discuss successes and problems. Discuss things to do differently next time.
- Allow staff the opportunity to discuss feelings and reactions and provide a list of suggested readings to teachers, parents, and students.

Long-Term Follow-up and Evaluation

- Amend Emergency Management Protocols, if needed.
- Write thank-you note to people who provided support during the emergency.
- Be alert to anniversaries and holidays. Often students and staff will experience an “anniversary” trigger reaction the following month(s) or year(s) on the date of the emergency, or when similar crises occur.

**Additional Telephone Numbers**

Police, Fire, and EMS Emergency	911
School Board of Alachua County	352-955-7300
Alachua Co. Crisis Team	352-264-6789
Communications (AT&T)	800-288-2020
Poison Control Center	800-222-1222
Gainesville Regional Utilities	352-334-3434
Water shut off	352-395-3806
Alachua County Fire and Rescue	352-333-2885
GPD NON-Emergency Number	352-955-1818
Crime Prevention - Alarm System	352-376-1499
Department of Children & Families	800-962-2873
Suicide Prevention Center	800-422-0009
Domestic Violence Hotline	202-347-2777
American Campaign for Prevention of Child Abuse and Family Violence	202-429-6695
National Youth Crisis Hotline	800-442-4673
National Center for Missing & Exploited Children	800-843-5678

## FLDOE Charter School Compliance Requirements

- S. 1006.12, relating to safe-school officers:  
Each district school board and school district superintendent shall partner with law enforcement agencies to establish or assign one or more safe-school officers at each school facility within the district. [00]
- S. 1006.07(7), relating to threat management teams:  
Include persons with expertise in counseling, instruction, school administration and law enforcement. Make determinations of a student posing a threat of violence to himself/herself or others, exhibiting significantly disruptive behavior or need for assistance.  
Teams meet monthly or as often as needed and must be trained in the statewide standardized behavioral threat assessment instrument.
- S. 1006.07(9), relating to School Environmental Safety Incident Reporting (SESIR):  
Collect data on 26 incidents of crime, violence, and disruptive behaviors.  
On school grounds, on school transportation and at off-campus, school sponsored events, 365 days/24 hours, Students, Non-Students, School Personnel, Out-of-District Student or Unknown Offenders
- S. 1006.07(10), relating to reporting of involuntary examinations (Baker Acts)
- S. 1006.1493, relating to the Florida Safe Schools Assessment Tool (FSSAT)  
As required by s. 1006.1493, F.S., this risk assessment tool is used by school officials at each school district and public-school site, including charter schools (due by October 1, annually)  
FSSAT helps identify threats, vulnerabilities, and appropriate safety controls.
- S. 1006.07(6)(c), relating to adopting an active assailant response plan  
Each district school board and charter school governing board must adopt an active assailant response plan.  
Each district school superintendent and charter school principal shall certify that all school personnel have received annual training on the procedures contained in the active assailant response plan (due by October 1, annually)  
Active assailant training ranges from videos for students to law enforcement-led courses for staff  
Starting August 1, 2023: Schools are required to conduct six emergency drills every school year (nonconcurrent with fire drills). Four emergency drills must address active threats. The remaining two must address other emergency events, such as severe weather, natural disasters, hazardous materials, or reunification.
- S. 943.082(4)(b), relating to the mobile suspicious activity reporting tool (Alyssa's Alert) RAPTOR  
Alyssa's Law requires each public and public charter school to implement a mobile panic alert system that:  
•ensures real-time coordination among first responders; and  
•transmits 911 calls and mobile activations. In accordance with state law, systems were required by the start of the 2020-2022 school year.
- S. 1012.584, relating to youth mental health awareness and assistance training