

**Tall Pines STEM Academy**

**EMERGENCY PROCEDURES GUIDE**



550 Camp Long Road, Aiken, SC 29805

## INTRODUCTION AND USE OF THIS GUIDE

The school will work cooperatively with local government and community agencies to prevent, assess, manage, and follow-up on any threat to the safety of the students, faculty, or staff. This guide is designed to contain the primary elements or steps necessary for effective intervention and follow-up for selected common emergencies that affect schools. This plan has been created with the input of local law enforcement, fire department, Clemson University, and the Tall Pines School Board.

Because the enumeration of all emergency situations that might occur in the future is not possible, this guide and the school's detailed emergency manual, along with the exercise of good judgment, should help to ensure that emergencies will be managed effectively. All school faculty and staff, and appropriate government and community agencies have access to the guide. The school staff has been or will be trained in the use of this guide. Training is good, but being familiar with this booklet is most essential.

## PREPARATION IS THE KEY TO SUCCESSFUL EMERGENCY MANAGEMENT

Preparation for an emergency is just as vital as the rapid and effective response and recovery from the emergency. It is vital that you, staff, and students be equipped with the information and training to deal with any type of emergency situation. Anything that you can do in advance will make it easier for you to make vital decisions under the pressure of an actual event.

The following are some of the necessary steps to effective preparation for any situation that disrupts routine activities on campus:

- 1) A "Grab and Go" kit is a vital part of your school's emergency management capability. The Grab & Go kit must be taken with the Administrator in charge for all practice, actual, or potential evacuation scenarios. The "kit" does not have to be a box; it can be a computer bag with all of the items inside. For example, basic office supplies and the printed information can be stored in the kit with a brief checklist attached to the top to reminding you to get all of the equipment that you may need
  - a. **Motorola radio, laptop, cell phone, keys, command board, wifi box, etc**
  - b. This "kit" should be a collection of everything that you will need to conduct the administration of your school from the parking lot or a relocation point. All critical functions of your school will have to be continued during the evacuation and dismissal process. It is preferable to have TWO "kits" that are located in different parts of the school and are the responsibility of two senior administrators with one back-up person for each.
- 2) Exercising emergency plans through drills or administrative "table-top" exercises will be very helpful in identifying weaknesses. Table-top exercises may be either a step-by-step discussion of how your staff would respond to a particular situation, or they may be a brief brainstorming session with "what problems would this situation present and how do we overcome them?" as the focus.

# **EMERGENCY PROCEDURES TABLE OF CONTENTS**

<u>EMERGENCY COMMUNICATION INFORMATION</u>	<u>A</u>
<u>ASSESSING THE SCHOOL CRISIS</u>	<u>B</u>
<u>FIRE</u>	<u>C</u>
<u>BOMB THREAT AND EXPLOSION</u>	<u>D</u>
<u>SEVERE WEATHER</u>	<u>E</u>
<u>CHEMICAL / BIOLOGICAL / NUCLEAR</u>	<u>F</u>
<u>HAZARDOUS MATERIALS</u>	<u>G</u>
<u>EARTHQUAKE / UTILITY EMERGENCY</u>	<u>H</u>
<u>CRIME REPORTING</u>	<u>I</u>
<u>STUDENT DISTURBANCE</u>	<u>J</u>
<u>CAMPUS INTRUDER / SUSPICIOUS PERSON</u>	<u>K</u>
<u>STUDENT RUNAWAY / ABDUCTION</u>	<u>L</u>
<u>WEAPON ON CAMPUS</u>	<u>M</u>
<u>DEATH OR SERIOUS INJURY BY VIOLENCE</u>	<u>N</u>
<u>HOSTAGE SITUATION</u>	<u>O</u>
<u>COMMUNICABLE DISEASES</u>	<u>P</u>
<u>ACCIDENT / SERIOUS ILLNESS / INJURY</u>	<u>Q</u>
<u>OFF CAMPUS EMERGENCY – PRE PLANNING</u>	<u>R</u>
<u>OFF CAMPUS EMERGENCY – ACTION STEPS</u>	<u>S</u>
<u>MEDIA PLAN</u>	<u>T</u>
<u>EMERGENCY EVACUATION</u>	<u>U</u>

Tall Pines STEM Academy operates under the Clemson University Learning Institute. All portable classrooms on site are used for classroom instruction. Additionally, the gym and dining hall on Camp Long are used for PE and lunch, respectfully, on a daily basis. Classrooms are in buildings numbered from 1-15, with the exceptions of building 1 is the office, building 2 is the multipurpose building, and 15A serves as a book exchange room. Every building has its own electrical breaker panel to turn off electrical service. Water turn-off locations are outside of every building, with a water main shut off being near the crosswalk for Camp Long Road. Every classroom also has mounted fire extinguishers.

Location of all immediate contacts is in this booklet. All staff emergency contacts are located in the principal's desk (bottom right drawer).

Inspections of fire extinguishers are done monthly. Fire alarms are tested monthly via a pull station.

## **A - EMERGENCY COMMUNICATIONS INFORMATION**

<b>Tall Pines STEM Academy Principal</b>	<b>803-270-9762</b>
<b>Tall Pines STEM Academy Assistant Principal</b>	<b>803-646-1619</b>
<b>Camp Long Administrative Office</b>	<b>803-649-9512</b>
<b>SC Public Charter School District (SCPCSD) Office</b>	<b>803-734-8322</b>
<b>District Fax</b>	<b>803-734-8325</b>
<b>Clemson University Learning Institute Office</b>	<b>864-878-1103</b>

<b><u>Administrators</u></b>	<b><u>Office</u></b>	<b><u>Mobile</u></b>
Superintendent of SCPCSD, Chris Neeley	803-734-8322	803-319-1590
Sandee Blankenship, Director of Schools, CULI	864-898-4511	864-430-5999

## **EMERGENCY COMMUNITY SERVICES**

<b><u>Agency</u></b>	<b><u>Phone</u></b>
Fire / Law Enforcement / EMS	<b>911</b>
Central Fire Department services our area	
Aiken County Sheriff's Office	803-648-6811 or 803-642-1762
Aiken County Emergency Management Division	(803) 642-1623
American Red Cross – Aiken County	(803) 641-4152
CSX Transportation Police Department	800-232-0144
National Response Center (Toxic Chemical)	800-424-8802
DHEC	803-253-6488
Poison Control Center	800-222-1222

## **Hospitals**

<b><u>Aiken Regional Medical Center</u></b>	<b><u>Doctors Care</u></b>
302 University Parkway	1029 York Street NE,
Aiken, SC 29801	Aiken, SC 29801
803-641-5000	803-648-4119

## **Doctors Hospital of Augusta**

Joseph M. Still Burn Center  
3651 Wheeler Rd.  
Augusta, Ga. 30909  
706-863-9595 (JMS Burn Center)  
706-651-3232 (DHS of Augusta)

Rally Point: Fire drill - building number signs  
Evacuation - Gym on Camp Long  
AED Location: TP Nurse's office, Camp Long Office, Morris Lodge

## **B – ASSESSING THE SCHOOL CRISIS**

In order to effectively manage a school emergency, some determination must be made by the principal or the School Crisis Response Team as to the magnitude and intensity of the situation so that appropriate resources can be mobilized. The school uses a three-level system for this purpose.

### **Considerations to be used in determining crisis level:**

1. Degree of life threat and/or danger

2. Amount of loss (family, friends, classmates)
3. Immediacy of crisis
4. Duration of trauma
5. Amount of damage or destruction to possessions, homes, or community
6. Potential for further crisis
7. Exposure to death and destruction
8. Amount of moral conflict (e.g., controversial issues)
9. Individual(s) affected (victim, perpetrator, witness)
10. Number affected by trauma
11. Possible long-term effects
12. Degree of “rumor” potential in media coverage

**Level I:** Essentially a day-to-day crisis which will be handled by the school administration and/or the School Crisis Response Team. Any doubt concerning the level of the crisis at any time during or after the onset of the crisis will be resolved in cooperation with the District Office. Where only notification is required, the school will use an appropriate communication format (telephones, fax, letter, etc).

**Level II:** A school crisis which will include the involvement of the district office supervisor, the school crisis response team, and possibly the district crisis response team. Immediate notification of the District Office and Camp Long/Clemson University Learning Institute.

**Level III:** A crisis which will require the assistance of the District Office, Crisis Response Team, and the involvement of law enforcement, emergency preparedness, and other appropriate government and community agencies. Immediate notification to the district office is imperative!

### **Inclement Weather/ Natural Disaster**

Fire

Tornado

Snow/Sleet/Hail

Hazardous Material

Earthquake

### **CRISIS PREPARATION:**

in preparation to meet a crisis at any level, the following items should be assembled and be available prior to the onset of any disrupting event:

1. List of approved counselors or aftercare providers who can be called on for assistance.
2. Communication plan for faculty, students, and parents, (including death notification procedures and the means to be used for communication.)
3. This emergency document with emergency procedures and phone numbers.
4. An assessment process, (e.g. who is going to investigate the incident.)

### **Action Steps:**

- Investigate the crisis fully.
- Determine who is affected physically and psychologically.
- Determine the type and level of the response needed.

- Activate resources and make a schedule to use resources to meet the identified need.
- Keep the faculty informed of actions taken.
- Evaluate the response to determine if the identified needs were met by the counseling, debriefing, or activities that were used.

## **C – FIRE PROCEDURES (LEVEL II OR III)**

### **Action Steps:**

- Sound the fire alarm immediately.
- Notify the fire department by calling 911.
- Provide important details including possible breaks in gas or electrical lines or other special hazards.
- Identify one staff person, with a portable radio, master key, and school floor plan, to be designated to meet the first responder.
- Evacuate the building according to the following procedures:
  - Students will walk out of the designated exit in a quiet and orderly manner. Each teacher should check the classroom and be the last individual to leave.
  - Teachers will take their class lists of students as they exit the classroom.
  - Teachers will close windows and doors.
  - In each class, the student reaching the outside door first will hold it open for the others.
  - Students must go to a designated rally point. Evacuation may require students to leave school property.
  - Students not in the classroom when the alarm sounds should report to the rally point outside of the buildings. No one should enter the buildings when the alarm sounds.
  - Teachers are responsible for students and their supervision and should take attendance, accounting for each child. A child not accounted for is to be reported to the principal immediately.
  - The fire evacuation plan is posted in each classroom. It is the teacher's responsibility to be thoroughly familiar with the plan and also be prepared to use an alternate route in the event the normal route is blocked.
  - Access roads will be kept open for emergency vehicles. Principal will have designated an individual or group of individuals to ensure that all access roads are open.
  - Students and staff members will be allowed to return to the building at the direction of the principal only upon the recommendation of the Fire Department.

**Frequency of Drills:** The school will conduct a fire drill at least once monthly (59-63-910).

**\*Every school must determine primary evacuation sites and alternate evacuation sites with the fire department personnel.**

## **D – BOMB THREAT AND EXPLOSION PROCEDURES**

### **Action Steps for Bomb Threat:**

- PORTABLE RADIOS AND CELLULAR PHONES SHOULD NOT BE USED IN THE *IMMEDIATE VICINITY* OF A SUSPECTED DEVICE DURING A BOMB THREAT INCIDENT. Move away from the area before using cell phones or radios.

- If a phone threat is made, obtain as many details as possible. COMPLETE THE BOMB THREAT CHECKLIST.
- Call 911 to notify police, fire department, and emergency preparedness.
- When the principal decides to evacuate the building, the special code for a bomb threat must be announced on the intercom prior to activating the fire alarm system. Normal fire alarm procedures should be followed after the fire alarm sounds.
- The building should be left as is, but students should take their backpacks/book bags with them as they exit the building.
- Notify District's Director of Federal Programs and School Safety.
- Staff should be aware of unusual or suspicious boxes, packages, noises, devices, or disturbances in their classroom or in the hallway as they evacuate the building. **Do not touch anything that looks suspicious. Report suspicious items to the principal.**
- The school will be searched by school personnel with assistance from security personnel and law enforcement according to a plan developed by the school. The principal, law enforcement, and security personnel will consider the time indicated by the caller to determine when the building will be searched.
- Stay in a safe designated area until the principal indicates it is safe to return to the building. Students should be faced *away* from the building and be prepared to drop to the ground in the event of an explosion. Teachers should check the assembly area for the possibility of secondary devices.
- If an explosion occurs prior to evacuation, teachers should be prepared to move in a darkened, smoke-filled, and disruptive environment. Teachers should lead the way and students should physically grasp the student in front of them. Upon reaching the rally point, teachers should immediately account for all students and report any missing to staff and/or emergency personnel.

**Action Steps for Explosions:**

- Determine location and extent of explosion.
- Call 911 and provide important details regarding possible breaks in gas and electrical lines or other special hazards.
- Evacuate buildings using normal evacuation procedures when all flying debris ceases. Special conditions may warrant special instructions to use alternative exits.
- Custodian will shut off gas.
- Assist with injured or wounded.
- Notify District's Director of Special Services.
- Secure the area until authorities arrive.
- Send one person to meet the emergency first responder to explain the situation. This person should carry master keys, floor plan, and radio/walkie-talkie.
- If an explosion occurs prior to evacuation, students should seek cover under their desks, if possible. At all times, they should cover their heads with their hands and take a kneeling face down position on the floor. They should stay in this position until flying debris ceases.

**\* All persons should be alert to the potential for secondary explosions.**

**Bomb Threat Call Checklist:**

1. When is the bomb going to explode? \_\_\_\_\_
2. Where is the bomb going to explode? \_\_\_\_\_

3. What does the bomb look like? \_\_\_\_\_
4. What kind of bomb is it? \_\_\_\_\_
5. What will cause the bomb to explode? \_\_\_\_\_
6. Where did the caller place the bomb? \_\_\_\_\_
7. Why did the caller place the bomb? \_\_\_\_\_
8. Did you the caller make the bomb? \_\_\_\_\_
9. What is the name of the caller/bomber? \_\_\_\_\_
10. Where does the caller/bomber live? \_\_\_\_\_

**Caller information:** Male / Female    Age: \_\_\_\_\_    Race: \_\_\_\_\_    Length of call: \_\_\_\_\_

**Caller's Voice:**

Calm	Laughing	Lisp	Angry	Crying	Rasp	Excited
Normal	Deep	Slow	Distinct	Ragged	Rapid	Slurred
Soft	Clearing Throat	Nasal	Deep Breathing	Loud		
Stutter	Cracking Voice	Disguised	Accent	Familiar		

If familiar, who did it sound like? \_\_\_\_\_

**Background Sounds:**

Street Noise	House Noises	Factory Machinery	Crockery	Motor	Animal Noises
Voices	Office	Clear	PA System	Static	Local
Long Distance	Office Machinery		Booth	Other	

**Threatening Language:**

Well Spoken	Foul	Incoherent	Irrational	Recorded
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**Remarks:**

Report call immediately. Fill out the form completely. Note date and time.

**E – TORNADO, SEVERE THUNDERSTORM, HURRICANE PROCEDURES**

(Level I - Warning, Level III - Strike)

**Definitions:**

*Tornado Watch:* Conditions are favorable for tornadoes or severe weather. Make staff aware, but take no action.

*Tornado Warning:* Tornado has been sighted. Take shelter immediately.



Severe thunderstorms, tornado watches, and tornado warnings will be indicated to school buildings over the tone alert radios in school offices. Radios must be left on at all times.

The warning signal (or tornado drill) will be delivered via the public address system, announcing the safety procedures to follow.

If the electricity is off, teachers will be notified by a runner or by a portable bullhorn announcement in the common area between the cottages.

#### **Action Steps:**

- Students should proceed to a building against the interior wall and assume a kneeling position, head down, with hands covering their heads.
- Students in unsafe locations at the time of the drill will go to assigned locations at the direction of the teacher. All students outside will be directed to a safer location, preferably inside.
- Teachers are to close classroom doors after students exit into the tornado safe area.
- Quiet is extremely important so that any necessary directions may be heard in the tornado safe area.
- Teachers should keep their class rosters with them during the drill to verify student classroom count. They should kneel behind their classes to be sure students are following the drill or emergency procedure.
- Stay in the face down position until the all clear signal is given by the principal or emergency personnel.
- During a tornado watch, a weather spotter (designated person) is to be posted in a southwest area and should notify the office if a tornado is sighted.
- The alert monitor should be located within hearing distance of office personnel.
- The principal should ensure all teachers and students are in the school building and not outside of the building during a severe thunderstorm.
- Close all windows and blinds.
- Move away from glass/window areas during a violent storm.
- If a severe thunderstorm strikes the school, all students and teachers should move to the tornado safe area for protection from electrical hazards and flying debris. Assume the face down, kneeling position for safety.

**\*During a tornado warning, all portable buildings will be evacuated to the gym at Camp Long.**

#### **F – Hazardous Materials: Chemical / Biological / Radiological (CBR)**

##### **HAZARDOUS MATERIALS INCIDENT (Level II or Level III)**

Hazardous materials near the school could pose a serious threat to the safety of students and staff. Immediate communication with local emergency preparedness, fire, and police is necessary.

#### **Verbal Alert:**

- Tell students/staff what is occurring and why; or
- Notify all staff, outlining and explaining the emergency and whether school is to continue as usual or people are to evacuate to another location.

#### **Action Steps:**

- Identify threat to school.
- Contact 911 Emergency Services to notify them about the incident. Provide appropriate details of the incident.
- Determine whether to remain in the school or evacuate buildings.
- Consider:
  - Go to lock down. Secure all doors and windows.
  - If interior rooms are available, move to them.
  - Air handling systems should be shut down.
- Stand by for announcements from the DO, SSC, and civil authorities. There are variables in these types of attacks, and it will be best to shelter in place until better information is provided. Parents should be advised not to come to the school to pick up their students until an all clear is given.

**Follow the directions of the Fire Department and emergency personnel as to appropriate steps in terms of evacuation.**

**In-Building Chemical Hazards:**

When hazardous chemical accidents occur in the school building, personnel must follow the accident control procedures established in the Safety Data Sheets for all chemicals purchased for the school. This information should be housed in the school office and be readily available.

**G – EARTHQUAKE PROCEDURE**

**Signals:** Announcement on school intercom system to assume “duck, cover, and hold” position.

**Action Steps:**

- Protect face and head from flying debris with arms, books, coats, etc. “duck, cover, and hold” procedures should be used.
- Stay in this position until building tremors and/or flying debris ceases.
- If directed to evacuate the building, you should move to an area on the school campus that is not located near gas and electrical lines that could pose a hazard if broken.
- If injuries or damage occur, contact 911 and provide details of injuries, building damage, and emergency needs.

**\*Plan for alternate routes to evacuate buildings during earthquake drills. \*Do not light any matches or candles if an earthquake occurs.**

**UTILITY EMERGENCY PROCEDURES (Level II or Level III) Signals:**

If the building needs to be evacuated, follow fire alarm procedures with a verbal announcement on the school P.A. system followed by manually tripping the fire alarm. If there is an emergency due to an electrical failure, a verbal announcement will be made with a bull horn. A visual check of all school areas will be conducted by the principal, custodian, and other designated staff.

**Action Steps:**

**Gas Line Break** - Call 911 - Inform of break and important details.

- Clear the area (evacuate the buildings).

- Teachers should account for all students on their attendance rolls. Report missing students to the principal.

#### **Electrical Power Failure - Call 911**

Clear the immediate area of obvious hazards (evacuate buildings, if necessary).

Teachers should account for all students on their attendance rolls. Report missing students to the principal.

#### **Water Main Break or Sewer Break - Call 911. Provide details about the break.**

Clear the immediate area of obvious hazards (evacuate the building, if necessary).

Call the water company and provide details.

### **H – CRIME REPORTING PROCEDURES**

#### **AGAINST PERSONS/PROPERTY (Level I, II, or III)**

In instances of suspected criminal conduct, the following enforcement procedures are required by law to be followed.

When an administrator observes (or is notified of and verifies) an offense, the administrator will confer with the staff involved, determine the appropriate disciplinary action, and if appropriate, meet with the student. If warranted, the administrator should immediately remove the student from the school environment. The administrator will notify a parent/guardian as soon as possible.

When appropriate, school officials should contact law enforcement authorities.

If law enforcement is notified, the District’s Director of Special Services will also be notified.

Staff will follow established due process procedures, when applicable.

The administrator will keep a complete record of the procedures.

South Carolina State Law (SC Code Sec. 59-24-60, as amended March 1994) requires as follows:

“In addition to other provisions required by law or by regulation of the State Board of Education, school administrators must contact law enforcement authorities immediately upon notice that a person is engaging or has engaged in activities on school property or at a school-sanctioned or sponsored activity which may result or results in injury or serious threat of injury to the person or to another person or his property as defined in local board policy. Specifically, the actions which will result in the immediate contact of law enforcement include, but are not limited to the following:

- assault and battery
- extortion
- bomb threat
- possession and/or use of and/or transfer of a weapon, including a pistol, knife, blackjack, brass knuckles (to include multi-finger rings);
- possession of incendiary or explosive devices, including ammunition for a weapon, such as bullets, shotgun shells, etc.
- In addition, any item used to inflict physical harm on another person will be considered a weapon.

- sexual offenses
- vandalism (major property damage)
- theft, possession, or sale of stolen property
- arson
- furnishing or selling unauthorized substances, as defined by Board Policy.
- distribution, sale, purchase, manufacture, use or unlawful possession of a controlled substance (a drug, substance, or an immediate precursor as defined in South Carolina Code of Laws Section 44- 53-190 through 44-53-270)
- threatening to take the life of or inflict bodily harm upon school personnel, school volunteers, or members of their immediate family
- possession, use, or transfer of “look-alike” weapons.
- disturbing the schools

## **I – STUDENT DISTURBANCE PROCEDURES**

### **Action Steps for Student Disturbances:**

- If the misbehavior is not serious, attempt to have students return to their normal school routine.
- Call for law enforcement if the disruption continues or if injury occurs.
- If law enforcement is notified, the District’s Director of Special Services will also be notified.
- If the behavior could result in injury or further disruption, try to get disruptive students or their leaders isolated from the general student body.
- Determine what disciplinary action to take, if any.
- Notify parents at an appropriate time.
- School Crisis Response Team members discern the basis for the problem and take action to address those concerns.

### **Action Steps for Student Walkout:**

- Assign administrative security.
- Advise Law Enforcement.
- Activate the School Crisis Response team to discuss the problem and take action to address the situation.

## **J – CAMPUS INTRUDER (Level I)**

**Definition:** Individuals who do not receive permission from the school office to be on the school premises are labeled as ‘intruders’. All visitors should check-in at the office and be issued a visitor’s badge.

Use radios to notify teachers of an unwanted intruders in the building. Teachers should lock their classroom doors immediately.

### **Action Steps:**

- Staff should stop strangers and inquire as to their business in the building. Contact office.
- If the intruder is in the common area between cottages, staff should use radios to report to the office, if possible.
- If use of the intercom is not possible, ask the intruder if you may be of assistance and communicate in a non-threatening manner until help can be sent.

- Ask the intruder to report to the school office. If the intruder refuses to report to the office, the teacher should contact the office, advise of the situation, and give a description of the intruder.
- Staff should escort the stranger to the office if determined to be non-threatening.
- If in the classroom, the teacher should seek assistance from the office.
- If the intruder is hostile or threatening, contact the school office for assistance. The school office should contact law enforcement for assistance.
- If the intruder becomes violent, the teacher should notify the school office by using the code blue for intruder in the building. The school office should use the intercom to notify all classrooms. The school's special "code blue" should be used when notifying all teachers and staff.
- If shots are fired, the intercom or bullhorn will be used to evacuate students to the safest position away from the intruder. Otherwise, students should be in the classroom, and the classroom door should be locked to prevent entry by an intruder.
- Notify the District's Director of Special Services.
- Consider the lockdown of all cottages.

**Reminders:**

- Schools have the right to search all individuals on a school campus and will have posted signs at the entrances to advise visitors of this law.
- All visitors on the school campus must report to the office to sign in.
- All visitors must be provided a visitor's badge before being allowed to leave the school office.

**Emergency Drills for Lock Down Procedures**

**LOCK DOWN:** This is a total lock down of all TP buildings. All exits are secured. Classrooms are locked, and only necessary staff movement is allowed until the incident is resolved.

**Only the principal or their designee has the authority to sound the alarm for a lock-down drill.**

**Purpose:** These drills are conducted to familiarize the occupants of a building with the signals and lock-down procedures so that, in case of emergency, there shall be no hesitation or confusion in directed student action. These drills are for the safety of all persons involved, and each person must realize that the success of the drill is dependent upon his/her actions and cooperation. Therefore:

- All persons in the building must take part in the drill.
- Every alarm should be considered as a warning of an actual emergency.

**Frequency of Lockdown Drills:** There shall be a minimum of two (2) drills per school year (at least one each semester).

**Warning Signal:** The warning signal shall be a verbal "Lockdown your rooms immediately."

**Responsibilities of Principal:**

- Be responsible for all matters pertaining to organizing and conducting drills on the campus: the efficiency of the drill, corrective actions taken for violation of the rules, and problems identified during the drill.
- Appoint a subordinate staff person to supervise particular areas of need and instruct him/her in the general plan for lock downs and details of his/her specific duties, such as instruction regarding:
- Know how to send an alarm to the Sheriff's Department, including how the alarm system operates, both electrical and emergency;

- Know the importance of quick action in sending an alarm;
- Know how to secure all building exits;
- Identify which building location shall be the command center when a lockdown is in progress;
- Identify what method of communication shall be used if an intruder is in the building before lock down can be established;
- Be prepared to direct first responders to incident location and give them any necessary information;
- Ensure that teachers and students perform all activities assigned to them during the event;
- Notify the Director of Federal Programs and School Safety (803-230-9593).
- Designate a staff person to coordinate with public safety personnel at their command post; and make sure a site map and keys are available.
- Be prepared to deal with parents and media who respond to the school.

### **Responsibilities of Teachers:**

- Be in charge of their respective classes.
- Issue all commands relative to participation in the drill.
- Ensure proper lock-down procedure.
- Keep students in a safe area until advised personally by administration or public safety personnel to move or that the all clear has been given.
- Be prepared to lead their class to designated secure areas.
- Instruct students to walk briskly (do not run) without talking or breaking from the line.
- Check roll when the assigned area is reached.
- Notify the principal immediately of any missing student.
- Remain with the students unless relieved by an administrator.

**After a Lockdown Drill:** The principal and staff shall meet to evaluate effectiveness of the drill and make possible changes.

## **K – STUDENT RUNAWAY OR ABDUCTION (Level I or Level II)**

### **Runaway:**

Student runs away from the school building during school hours

### **Abduction:**

Student is abducted by a stranger or family member during school hours.

### **Runaway Action Steps:**

- The teacher or staff member should notify the school office and provide a description of the student(s) and abductor(s) and as much information as possible about the incident.
- For a runaway, follow the student, if it seems appropriate.
- The school office personnel should call 911 for a runaway. Provide as much information as possible about the incident.
- School office personnel should contact the parent or guardian.
- Have a description of student's clothing worn that day and a picture of the student available for law enforcement personnel. Check with teachers to obtain clothing description.
- Notify the District's Director of Special Services.

### **Abduction Action Steps:**

- The teacher or staff member should notify the school office and provide a description of the student(s) and abductor(s) and as much information as possible about the incident.
- The school office personnel should call 911 for an abduction. Provide a description of the persons involved and as much information as possible about the incident.
- Have a description of student's clothing worn that day and a picture of the student available for law enforcement personnel. Check with teachers to obtain clothing description.
- School office personnel should contact the parent or guardian.
- Notify the District's Director of Special Services.

### **L – POSSESSION OF WEAPON ON CAMPUS**

#### **Action Steps:**

- Possession of a weapon should be reported to the school office. Identify the person and his/her location in the building.
- Communicate with the appropriate staff of the weapon.
- Contact law enforcement for possession of a weapon. If there is a threat to life or property, call 911.
- Notify Camp Long's security personnel if available.
- Notify the District's Director of Special Services.

### **M – DEATH OR SERIOUS INJURY ON CAMPUS (Level III)**

#### **Action Steps:**

- Notify 911 and provide details of the incident. Request law enforcement and emergency services.
- Determine injuries and provide first aid.
- Restore calm and move students away from the scene. Students should not be allowed to leave class to go to the scene.
- Fax or send medical emergency information to hospital on victims.
- Assess the extent of the situation by determining who was involved or committed the act. Identify witnesses and remove them to a secure area. Keep witnesses separated. Keep the scene a secure area. Do not disturb possible evidence or remove the victim if determined to be dead.
- Take photos of the scene.
- Notify the District's Director of Special Services.
- Follow emergency procedures for communication of information to staff and students, evacuate if necessary.
- Follow crisis response follow-up plan for necessary counseling or other trauma reduction activities.

### **N – HOSTAGE SITUATION PROCEDURES (Level III)**

#### **Action Steps:**

- Call 911.
- Move all people away from the hostage situation as rapidly and quietly as possible. Check any common areas to be sure they have been evacuated. Account for any missing students and staff.
- Gather all facts regarding the situation for the police. Keep notes on times, any

- communications from the person holding the hostage(s), and other witness information.
- A designated first responder should meet law enforcement and emergency personnel as they arrive on campus.
  - Work with the district office and law enforcement to determine next steps. Law enforcement has total control of hostage scene
  - Notify the District's Director of Special Services.
  - No one, other than law enforcement, should initiate communication with the subject. If communication is initiated by the subject, only one person should communicate with the subject.

## **O – COMMUNICABLE DISEASES (Level I or Level II) Guidelines for Handling Body Fluids in Schools**

### **Does contact with body fluids present a risk?**

The body fluids of all persons should be considered to contain potentially infectious agents (bacteria, viruses, etc.). The term body fluids includes: blood, semen, drainage from scrapes and cuts, feces, urine, vomitus, respiratory secretions (e.g., nasal discharge) and saliva. Contact with body fluids presents a risk of infection with a variety of microorganisms. In general, however, the risk is *very* low and dependent on a variety of factors, including the type of fluid with which contact is made and the type of contact made with it.

### **What should be done to avoid contact with body fluids?**

When possible, direct skin contact with body fluids should be avoided. Disposable gloves should be available for custodians, nurses, and others who come in contact with body fluids. Gloves are recommended when direct hand contact with body fluids is anticipated. Hands should be washed after gloves are removed and gloves discarded in a plastic bag.

### **What should be done if direct skin contact occurs?**

Hands and other and other affected skin areas should be washed with soap and water. Clothing and non-disposable items that are soaked with body fluids should be placed in plastic bags. Disposable items should be discarded in a plastic bag.

### **How should spilled body fluids be removed from the environment?**

The school should stock absorbent agents specifically intended for cleaning body fluid spills. Disposable gloves should be worn when using these agents. The dry material is applied to the area, left for a few minutes to absorb the fluid, and then vacuumed or swept up. The vacuum bag or sweeping should be disposed of in a plastic bag. Brooms and dustpans should be cleaned with a disinfectant.

### **Hand washing procedures**

Proper hand washing requires the use of soap and water and vigorous washing under a stream of running water from ten seconds to a minute. Paper towels should be used to thoroughly dry hands. An intermediate level detergent or disinfectant (e.g. bleach:water in 1:10 solution) should be used to clean surfaces contaminated with body fluids.

### **Disinfection of hard surfaces and care of equipment**

After removal of body fluids, a disinfectant should be applied. Mops should be soaked in the disinfectant after use and rinsed thoroughly or washed in a hot water cycle before rinsing. Non-



disposable cleaning equipment should be thoroughly rinsed in the disinfectant. The disinfectant solution should be disposed of down a drain.

### **Disinfection of rugs**

Apply sanitary absorbent agent, let dry, and vacuum. If necessary, mechanically remove with dust pan and broom, then apply rug shampoo (a germicidal detergent) with a brush and re-vacuum. Rinse dust pan and broom in disinfectant.

### **P – ACCIDENT/SERIOUS INJURY/ILLNESS PROCEDURES (Level I, II, or III)**

**Definition:** Emergency where one or many are sick or injured. Immediate concern is to aid the injured or sick student.

An AED, LifeVac, and EpiPen box are mounted in the office by the teacher mailboxes. The nurse's office has first aid equipment.

The dining hall has a LifeVac above the iPad.

The gym has an AED mounted on the wall.

Morris Lodge also has an AED for waterfront issues.

#### **Action Steps:**

- Teacher should contact the school office and stay with the injured/sick person, if an emergency. If a non-serious illness occurs, a student can walk the ill student to the office.
- The school office should contact 911 if the injury or sickness is determined to be of a nature that should be treated immediately by EMS/medical professionals. First priority is the safety and well-being of the individual.
- Fax or send medical emergency information to the hospital with the victim.
- If a qualified individual is available to administer first aid, use him/her as appropriate until emergency personnel arrive on the scene.
- Contact the individual's parent/guardian to notify him/her of the emergency and to advise of the decision or not to transport for emergency care and request the parent/guardian to go to the child's location.
- Notify the District's Director of Special Services
- Take pictures of the accident scene and injury for liability concerns.

Note: Use universal precautions when handling body fluids.

### **Q – OFF CAMPUS EMERGENCY**

#### **PRE-PLANNING**

**Definition:** Emergencies that take place off school grounds while students are on a school-sponsored activity.

#### **Pre-Trip Planning for all off-campus activities:**

- Field Trip Request Forms should be completed by parent or guardian and be approved.
- A roster containing the names of all personnel (students and others) who will be participating in the field trip will be completed in duplicate. One copy of the roster will be maintained at the school and the other given to the driver prior to departure. The school copy will be kept for one year.

- Emergency medical information for each student shall be carried on each field trip.
- All personnel (students and others) riding buses on field trips must have proper identification with them. Note: It is recommended that all students wear arm bands on field trips.
- Teachers and/or chaperones are responsible for notifying the school of any delays or changes in the itinerary.
- The school's emergency contact information procedure guide must be carried on all field trips by the teacher/chaperones.

**Action Steps:**

- Assist in identifying students who require first aid.
- Contact Emergency Services by calling 911.
- Notify the District's Director of Special Services.

**R – MEDIA PLAN**

**PHILOSOPHY**

The District and School provides access to all public information through cooperative efforts among representatives of the media and district personnel while considering the responsibilities of both parties. The primary objective is to inform the public of all relevant information during a district/ school emergency.

**REGULATIONS**

The School's Public Information Officer will be the designated person to work with the media. All media requests will be directed through him/her. The School's Public Information Officer will serve as the spokesperson for the School.

- 2) The school office and law enforcement will assign a location for the media which is convenient for them and which will meet the requirements of both the media and school personnel.
- 3) The School's Public Information Officer will provide the media guidelines established by the school.
- 4) The School's Public Information Officer will prepare notes for speakers involved in news conferences and will prepare written statements for the press.
- 5) At no time will students be interviewed without parental approval. When requests for student interviews are granted, the interview will be completed with minimum loss of instructional time, minimum interruption in the learning environment, and approval from the School Leader.
- 6) School personnel will refer all media questions to the School's Public Information Officer

**MEDIA CONTACTS**

- The school will maintain a list of all local newspapers, radio stations, and television stations. This list will contain the names of contact persons, telephone numbers, and (where available) FAX numbers. When an emergency occurs, these contacts will be notified, and plans will begin to accommodate their need to gather information about the emergency.

**MEDIA EMERGENCY KIT**

- A) Copy of School Emergency Plan
- B) Lists of all media contacts
- C) Name tags for media personnel
- D) Copy of Freedom of Information regulations
- E) Portable computer

F) Local phone book

## **S – EMERGENCY EVACUATION PROCEDURES**

This guide should be kept with class rosters and used as indicated during any evacuation.  
ALWAYS REMAIN CALM.

### **EMERGENCY PHONE NUMBERS**

**FIRE / POLICE/ EMS:** 911

<b>Aiken County Sheriff's Office</b>	803-648-6811 or 642-1762
<b>SC Public Charter School District (SCPCD) Office</b>	803- 734-8322
<b>Director of Federal Programs and School Safety</b>	803-734-8067 (o) 803-230-9593 (c)
<b>Tall Pines STEM Academy Principal</b>	803-270-9762
<b>SC Public Charter School District (SCPCD) Office:</b>	803-734-8322
<b>Clemson University Leadership Institute Office</b>	864-878-1103
<b>Camp Long Administrative Office:</b>	803-649-9512

### **SCHOOL CODES:**

<b>Lockdown:</b>	Lockdown your classrooms immediately
<b>Fire Alert:</b>	Perform fire drill procedures
<b>Evacuation:</b>	Perform the evacuation drill procedures
<b>Weather Alert:</b>	Perform severe weather procedure

### **ALARM PROCEDURES:**

#### **Lockdown (Active Shooter) Alert**

- 3 L's for kids (Locks, lights, listen)
- Lock doors
- Turn out lights
- Close blinds/curtains
- Go to safe spot with phone (ringer off), handheld radio (volume reduced) & deterrent
- Turn tables on sides to provide concealment
- Ready your deterrent

#### **Fire Alert**

- Grab clipboard, phone, handheld radio
- Proceed to your designated classroom reporting area. *If it is unsafe to do so, report to the nearest classroom reporting area.*
- Once you verify that you have all your students, please ready your **red** or **green** cards to quickly show administration that your students are accounted for or that you are missing someone.

#### **Severe Weather Alert**

- Grab clipboard, phone, handheld radio
- Escort **entire** class to the gym on Camp Long; *be quick but don't rush*

- Ready your **red** or **green** cards to show your students are accounted for.

ASSEMBLY AREA COLOR CODES

HOLD GREEN CARD: TO INDICATE ALL STUDENTS ARE ACCOUNTED FOR.

HOLD RED CARD FOR: EMERGENCY - I NEED IMMEDIATE ASSISTANCE.

**Actual Verifiable Emergency - 911**

**Staff Contacts** - a. handheld radio (ch 1), b. phone, c. GroupMe

- Lori - 803-270-9762
- Kevin - 803-646-1619
- Barb - 803-645-6371
- Chevonne - 803-292-3532
- Kim - 803-646-9639
- Daniel - 803-652-6280
- Leann - 803-646-6766
- *Cody (CL) - 803-292-7590                      \*\*Emergency use only - KV is contact for all*
- *Carlos (CL) - 843-446-7656                      Camp Long Resources (facilities, people*
- *Dave (CL Maintenance) - 973-699-5229 outdoor classroom, etc)*
- *Brent (Grounds Maintenance) - 803-215-737*