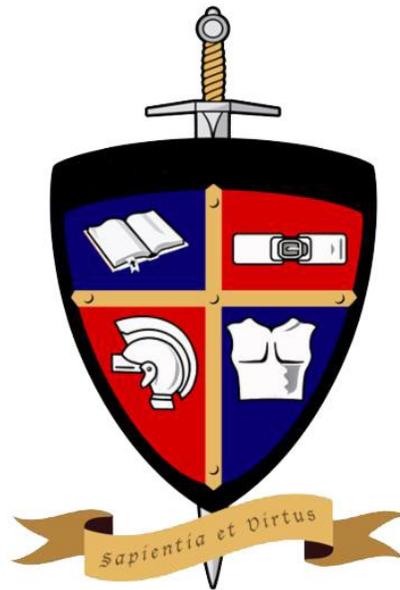


Emergency Operations Plan 2021-22



ANNAPOLIS
CHRISTIAN ACADEMY

EST. 1995

*Annapolis Christian Academy
3875 S. Staples St.
Corpus Christi, TX 78412*

Annapolis Christian Academy

Emergency Operations Plan & Safety Handbook

2020-2021

PURPOSE

The purpose of this plan is to establish school operating procedures for dealing with emergency situations at Annapolis Christian Academy. It identifies roles and responsibilities of school personnel, law enforcement, and emergency service agencies in the event of a critical incident or a crisis. It should also be noted that this plan is intended to serve as a guide and may be adjusted when deemed appropriate. School administration, in conjunction with other personnel, may be required to modify this plan to address emergency situations before school, after school, or during class changes.

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SECTION 1 EMERGENCY AND DISASTER PREPAREDNESS

1.1 Purpose and Definitions

Intent and Definition of Emergency and Disaster Preparedness

Emergency and disaster preparedness is a key element in the maintenance of school safety and support during an emergency situation. The goal of emergency and disaster preparedness is to establish plans-of-action, in conjunction with crisis management, that successfully address the unexpected. It is understood that preparedness must be rigid enough to provide clear guidance, while flexible enough to be utilized in a variety of situations.

Intent and Definition of Crisis Management

Crisis Management is a central component of comprehensive **School Safety**. The most important consideration in Crisis Management is the **health, safety, and welfare** of the students and staff. A comprehensive school safety plan places a strong emphasis on prevention using strategies that range from building design to discipline policies and programs that improve school climate.

Unique Situations

It should be noted that this plan is intended to serve as a guide and may be adjusted when deemed appropriate. School administration, in conjunction with other personnel, may be required to modify this plan to address emergency situations before school, after school, or during class changes. It is understood that unique scenarios may develop at any time whereby the incident does not fully resemble those procedures compiled in this guide. It is our belief, however, that the various procedures outlined here, coupled with appropriate communication with available resources, will allow Annapolis Christian Academy to appropriately respond to a variety of emergency scenarios.

Definitions

Crisis – A crisis in the school most often involves the death of an individual, student, or staff member, and the steps that the school takes to deal with the impact of such a tragedy. This crisis may develop during the day or happen outside school hours. The school’s direction and reaction will be guided and supported by the Safety Team.

Critical Incident – A critical incident is a situation that causes the school community to feel unsafe or threatened, resulting in the need for immediate, appropriate action. Such incidents require an interagency response involving law enforcement and/or emergency services agencies.

Safety Team – The Safety Team shall consist of immediately accessible key faculty/staff members who have the knowledge and skills to act in an emergency. This core group shall include the Heads of School, Athletic Director, Finance Director, Development Director, Front Office Coordinator.. The role of the Safety Team is to assess and contain the situation, establish and maintain communication links with staff, students, media, and parents, and follow the situation to its resolution.

Campus Configuration

Annapolis Christian Academy consists of six buildings situated around an internal parking lot.

Jack Carter School of Rhetoric Building

The main entrance to the building faces west. There is also an entrance that faces east. There are eight classrooms. Four downstairs and four upstairs. There are two different flights of stairs.

Administration Building

The main entrance to the building is via the breezeway that connects it to the Grammar School. Upon entering, the reception area is to the left, leading to administrative offices. The hallway continues forward past the conference room, stairwell, restrooms, A/C closet, classrooms, and through the double doors to the Sanctuary Foyer and Sanctuary. The Sanctuary Foyer includes access to Staples St. and the internal parking lot. There is storage beyond the

Sanctuary. Upstairs (2nd floor) contains additional, classrooms, office space, and bathrooms. The 3rd floor (not currently in use) contains a large gathering room, bathrooms, and kitchenette.

Lower Grammar School/Preschool Building

The main entrance to the building is via the breezeway, (the east side entrance; there is also a west side entrance). Upon entering the building, there is immediate access to the upstairs stairwell. Through the double doors and to the left is access to the basement stairwell. The downstairs hallway includes access to a reception area, six classrooms for pre-K and Kindergarten grades, restrooms, the cafeteria/library, and an industrial kitchen. Upstairs, the hallway is lined with 8 classrooms, teacher workroom, small library at the end of the hall, restrooms, janitorial closet, and Principal's Office.

Gymnasium

The front doors face the athletic fields, entering into a foyer with bathrooms and concession stand. The main gymnasium has access to locker rooms (including coach's offices next to each locker room). There is also a weight room attached to the boys' locker room.

Upper Grammar/Solar Building

Main entrance is at the southern end of the building. Immediately to the right is the teacher workroom suite, with five classrooms down the hall, as well as bathrooms and a janitorial closet. The northern end of the building contains an emergency exit.

Fine Arts Center

The main entrance faces the internal parking lot. Two doors lead to a single foyer and hallway. To the left, the hallway leads to the art room, girl's bathroom, and storage room. The girl's bathroom contains the sprinkler control system. To the right, the hallway leads to the dance studio, boys bathroom, and storage room/office.

Theater

The main entrance faces Staples Street with doors leading to a foyer and bathrooms. Two doors lead from foyer to auditorium. The auditorium includes two backstage areas.

Athletic Field

One athletic field is located immediately north of the gymnasium. The facility is used for PE classes and athletic games/practices.

Parking Areas

The front parking lot may be accessed either from Staples St. to the east or Weber to the west. The south parking lot may be accessed from either Staples St. or Dody St. There is also additional parking in between the gym and the rhetoric building.

1.2 Emergency Operations Plan Parameters

Possible Crises and Critical Incidents

It is understood that any unusual circumstances requiring us to use any part of our Emergency Operations Plan (evacuation, lockdown, etc) constitutes an emergency. During an emergency all faculty and staff (including part-time personnel) are expected to remain on campus and directly supervise students or assist as needed.

Possible Emergencies, Crises, and/or Critical Incidents include but are not limited to:

Bomb threat

Intruders or trespassers

Fire	Loss/kidnapping of student
Auto accident	Medical Emergency
Exposure to hazardous materials	Violent Incident
Loss/Disruption of services/shelter	Hostage Situation
Death of a student or faculty member	Arson
Severe weather – flood	Explosion
Severe weather – tornado	Guns, Knives, weapons/threats
Active Shooter	

How to Respond

Most emergencies of a severe or critical nature will result in either the evacuation of 1 or more buildings or the lockdown of 1 or more buildings. The specific responsibilities and obligations entailed in an evacuation or lockdown are delineated in this Plan.

Specific emergency scenarios schools have been known to face are further explained in Section IV, including unique considerations or concerns for particular emergencies.

Any faculty or staff member who becomes aware of a crisis situation, emergency, or other critical incident that pertains to Annapolis Christian Academy is required to inform administration as quickly as possible.

Generally, emergency contacts will be made by administration or front office personnel. All faculty and staff, however, are permitted to contact emergency dispatch if administration is not available, and the action is appropriate.

Methods of Communication

Below is a description of each of the communication tools referenced in this plan.

All School Notification

BrightArrow is used to notify and update members of the community who are off-campus (parents, staff, faculty, and board). BrightArrow is updated at the beginning of each school year with current contact information from application and enrollment forms and is capable of calling, texting, and emailing the entire school community.

2-Way Radio

The 2-way radios are primarily used for communication between members of the Safety Team, Area Coordinators, and other designated Personnel.

Personal Cell Phones

The use of personal cell phones is a backup means of communication for the safety team, however they are primary sources of communication for the teachers.

1.3 Emergency Prevention

Emergency Drills

No School can be 100% prepared for every eventuality. However, in order to increase staff and student awareness of appropriate behaviors and responses to an emergency, the school will undertake a drill that utilizes the Emergency Operations Plan twice each year. Since Evacuation is already practiced through fire drills monthly during the school year, the Emergency Operations Plan will be tested through Lockdown or Shelter in Place drills.

Following each EOP drill, the Safety Team will evaluate the school's response by using the "Emergency Drill Evaluation" form (see appendix). Weaknesses will be identified and corrected as appropriate.

Prevention Plan

Students and staff are also clearly informed of all safety rules at the beginning of each school year.

Employees will wear employee identification badges.

Visitors are required to sign in at the front office and will be issued a visitor's badge. Signs are posted at the entrance to the parking lot of the property and on exterior doors directing visitors to the office. Visitors are not allowed in the school without the permission of the administrative offices. The front office will provide the visitor with a badge that must be worn as long as the visitor is on campus. Individuals on campus without badges will be sent or walked to the office to obtain badges.

Staff members will informally monitor parking on school property. Students may obtain permission to park on campus by registering their vehicle with administration.

Faculty members are encouraged to check restrooms between class periods. Teachers should also monitor hallways and other areas of the school during the school day.

Doors to Annapolis Christian Academy will be open during drop-off and pick-up, but they will be closed and locked during school hours.

Ministry Safe training is provided to all faculty, staff, and volunteers of ACA.

Provide faculty and staff with the appropriate resources to properly respond to a crisis or emergency.

- *Faculty and staff members are provided a copy of the crisis management plan, in addition to the necessary training.*
- *Administration and designated personnel will be trained to operate the school alarm system.*
- *Maintain records of safety, health, and fire inspections that have been conducted and certified by local health and fire departments.*

Have space available for the proper care of students who become ill.

1.4 Community Resources

Community resources that may be utilized in the event of an emergency or crisis may include, but are not limited to:

Ambulance, police emergency, fire, or other EMS – Call 911

Corpus Christi Police Department
Child Protective Services

361-886-2600 (non-emergency)
800-252-5400

Texas Department of Public Safety	361-698-5625
County Sheriff	361-887-2222
City Emergency Operations Center	361-880-3700
Corpus Christi Animal Control	361-882-6082
Poison Control	800-222-1222

Hospitals

Christus-Spohn system	
Shoreline	361-881-3000
South	361-985-5000
Memorial	361-902-4000
Driscoll Children’s Hospital	361-694-5000
Corpus Christi Medical Center	
Bay Area	361-761-1200
Doctor’s Regional	361-761-1400
The Heart Hospital	361-761-6800

1.5 Personnel with First Aid Training

Individuals have been identified as having first training and/or CPR that might prove valuable in an emergency or crisis situation are any head varsity coach, all grammar teachers, and all SOLAR teachers.

SECTION 2 EVACUATION

2.1 Personnel Responsibilities

Heads of School

The Head of School (HoS) will establish a Command Post at their evacuation site and serve as the primary contact with emergency personnel and any media representatives. He will be responsible for making any decisions regarding early dismissal or other circumstances. In the event of school closure or early dismissal, the HOS will use BrightArrow or TADS to communicate all necessary information to parents and other school constituents. In the event the HOS is unable to be contacted, the School Board President will be responsible for carrying out these duties.

Office Coordinator

The Office Coordinator reports to the Command Post and is responsible for gathering any necessary attendance records prior to evacuating. The Office Coordinator will use 2-way radio (or cell phone) to communicate with Area Coordinators. The Office Coordinator will be responsible for communicating with the Headmaster and with emergency personnel if students are unaccounted for. **The Office Coordinator must have a 2-way radio.**

- *The Office Coordinator is the front office secretary.*
- *The Office Coordinator is the main POC for the Command Post.*
- *The backup Office Coordinator is the Development Director.*

Evacuation Area Coordinators

Each evacuation site has a designated Evacuation Area Coordinator who is responsible for collecting attendance information from teachers, coordinating with the Office Coordinator via 2-way radio to identify any students who are a) missing and b) expected to be present. This information is passed on to the office coordinator for communication with emergency personnel. Area Coordinators are also responsible for checking the bathrooms and other student spaces. **All Area Coordinators must have a 2-way radio.**

Jack Carter Building

- *The Area Coordinator for grades 7 – 8 is the SoLaR HOS.*
- *The backup Area Coordinator for the building is the SoLaR Administrative Assistant*
- *The secondary backup Area Coordinator for grades 9 – 12 is the House Director.*

Admin Building

- *The Area Coordinator for all use of these buildings is the on-site supervising teacher.*
- *The backup Area Coordinator for the building is the Director of Finance.*

Lower Grammar School/Preschool Building

- *The Area Coordinator for grades PK3 – 6 is the Grammar School HOS.*
- *The backup Area Coordinator for PK3 – 6 is the Early Childhood Director.*

Upper Grammar School/Solar Building

- *The Area Coordinator for the building is the most veteran on-site supervising teacher.*
- *The backup Area Coordinator for the building is the on-site supervising teacher.*

Performing Arts Center and Theater Buildings

- *The Area Coordinator for all use of these buildings is the on-site supervising teacher.*
- *The backup coordinator is the SoLaR HOS*

Gymnasium and Athletic Fields

- *The Area Coordinator for all gym classes is the on-site PE teacher.*
- *The backup Area Coordinator for all gym classes is the Athletic Director.*

Teachers

Each teacher is responsible for any students under his/her supervision. Teachers who are not currently supervising students will assist with student supervision and management. Teachers are expected to remain on-campus for the duration of the emergency unless an administrator communicates otherwise.

Admissions & Communication Coordinators

The Director of Advancement (or other assigned personnel) will assist HoS and use social media and press releases as necessary to assist in communication with school constituents and the community at large.

2.2 Evacuation Routes

Teachers, students, faculty, and other personnel will follow the *Primary Evacuation Route*, as listed below, unless this route is unavailable or unsafe. In this event, the *Secondary Evacuation Route* will be utilized.

Administration Building

The primary evacuation site for the School of Logic/Admin building is the far side of the south parking lot. However, if egress to that location is not safe, the alternate site will be the front parking lot. Evacuation routes are as follows:

Administrative Suite

- *Primary Evacuation Route*
Exit via the main entrance, turn to the left and follow the sidewalk; gather in the front parking lot. The evacuating administrators will establish the Command Post.
- *Secondary Evacuation Route*
Exit via the front doors and enter front parking area beside Staples St.

Downstairs: Choir and Music Rooms

- *Primary Evacuation Route*
Exit via the main entrance, turn to the left to follow the sidewalk and move across the parking lot.
- *Secondary Evacuation Route*
Exit via the chapel lobby doors into the courtyard, turn to the right to follow the sidewalk and gather on the football field.

Sanctuary

- *Primary Evacuation Route*
Exit via the chapel lobby doors into the courtyard, turn to the right to follow the sidewalk and gather on the football field.
- *Secondary Evacuation Route*
Exit via the main entrance, turn to the left to follow the sidewalk and move across the parking lot.
*SoLaR students will gather by House when evacuating from Chapel.

Lower Grammar Building

The primary evacuation site for the Grammar School building is the far side of the south parking lot. However, if egress to that location is not safe, the alternate site will be the football field. Evacuation routes are as follows:

Pre-Kindergarten classrooms

- *Primary Evacuation Route*
Exit through the exterior door in the Pre-K classroom and proceed to the far side of the south parking lot.
- *Secondary Evacuation Route*
Exit through the Café to the back (west) building doors and proceed north to the football field.

East classrooms

- *Primary Evacuation Route*
Exit down the front stairwell, out the front doors, turning right to proceed to the far side of the south parking lot.
- *Secondary Evacuation Route*
Exit down the front stairwell, out the front doors, turning left to proceed through the interior parking lot and proceed to the football field.

West classrooms

- *Primary Evacuation Route*
Exit down the back stairwell, out the back doors, turning left through the preschool playground and to the far side of the south parking lot.
- *Secondary Evacuation Route*
Exit down the back stairwell, out the back doors, turning right to proceed to the football field.

Café/Library

- *Primary Evacuation Route*
Exit through the front doors and proceed to the far end of the south parking lot.*
- *Secondary Evacuation Route*
Exit through the back doors and proceed to the football field.*
*SoLaR students will gather by House during lunchtime evacuations.

Gymnasium

All areas

- *Primary Evacuation Route*
To athletic fields.

Upper Grammar/Solar Building

All areas

- *Primary Evacuation Route*
Exit via the main doors and gather at the south end of the football field.
- *Secondary Evacuation Route*
Exit via the emergency doors and gather on the football field.

Carter Building South Side

- *Primary Evacuation Route*
Exit via the courtyard doors and gather at the south end of the football field.
- *Secondary Evacuation Route*
Exit via the parking lot door and gather on the football field.

Carter Building North Side

- *Primary Evacuation Route*
Exit via the parking lot door and gather at the south end of the football field.
- *Secondary Evacuation Route*
Exit via the courtyard doors and gather on the football field.

Theater Building

All areas

- *Primary Evacuation Route*
Exit via the main doors, cross the driveway to gather in the front parking lot of the admin/logic building.
- *Secondary Evacuation Route*
Exit via the stage right emergency exit, cross the driveway and move to the football field.

Fine Arts Building

All areas

- *Primary Evacuation Route*
Exit via the main doors, cross the driveway to gather in the front parking lot.
- *Secondary Evacuation Route*
Exit via the applicable emergency exit, cross the driveway and move to the football field.

Athletic Fields

All areas

- *Primary Evacuation Route*
Remain on field.

NOTE: All designated areas are marked on a map in the appendix.

Special Considerations

In the event of an evacuation during a class change or other transition, students should report to the previous classroom's evacuation area.

If the student has passed too far to return safely, he/she should find the nearest exit and report to an adult upon arriving at one of the designated evacuation sites.

2.3 Evacuation Procedures

The Fire Alarm Sounds

If necessary, the fire alarm may be manually activated by pulling the alarm system located in the halls and in specific rooms. Note – in the case of evacuation for something other than fire, it is possible an announcement(s) will be used in lieu of the fire alarm system.

Evacuate the Building

Exit the building following the posted evacuation route. The building must be evacuated to at least 120 feet from the structure and out of the possible operational area of emergency personnel (see below for relocation information). Faculty will arrange students in silent, orderly lines, both en route and at the destination. Teachers may be told to inform students they are to take belongings with them (backpacks, etc.) in the case the evacuation is expected to extend to a longer period of time and there is no immediate danger to the students.

Turn off lights and electronic equipment

Shut, but do not lock, all doors.

Bring the **red safety bag**. Each red safety bag will contain:

- *Clipboard, writing utensil, class roster for each class that meets in that classroom*
- *Basic first aid kit*
- *Duct-tape*
- *Color-coded sheets to indicate the status of student attendance (Red = Missing Students, Yellow = Extra Students, Green = All Students Present, Blue = Medical Emergency).*
- *Emergency Operations Plan*

Take Attendance

Upon arrival at the evacuation site, attendance must be taken and all students under your supervision should be accounted for immediately. Each class should be easily identifiable, as classes will remain separate from one another at the evacuation site. **Each teacher must maintain an updated attendance roster in the Red Safety Bag and must take the Red Safety Bag from the room during each evacuation.**

Report Missing/Extra Students

Students missing for any reason are to be reported to the Area Coordinator and/or administration

Wait for Instructions

Teachers and students must wait for further instructions from the administration or Area Coordinator. The Area Coordinator will use the 2-way radio or personal cell phone to cross-reference attendance lists with the Office Coordinator. The Office Coordinator will be responsible for communicating student absences and dismissals

Dismissal to Classrooms

If the **Area Coordinator** indicates “all-clear,” teachers will oversee an orderly return to the classrooms.

Closing the School

If it is necessary to close the school, the Principals or their designee will:

Communicate this decision to the Safety Team.

Communicate this decision to the larger school community

- *Communication will take place via BrightArrow and/or social media. Parents will be directed to the applicable evacuation site(s).*

Dismissal to Parents

In the event students are released directly to parents, careful records of student release must be maintained. Each teacher will be responsible for helping coordinate dismissal with the Area Coordinator.

The Area Coordinator will record:

The time at which each student left,

Who granted permission for release (if applicable)

The person to whom they are released (if applicable)

Any other pertinent information.

Miscellaneous Procedures and Rules

Cell Phones

Students **must not** utilize cellular phones, pagers, or other electronic devices without approval from the administration. Such use could result in the dissemination of incorrect information. Faculty and Staff may use their cell phones only to communicate with administrative personnel. It is critically important that the only communication to the outside community takes place through official channels. An insurgence of unnecessary traffic could also result in decreased accessibility to the school by emergency vehicles.

First Aid

If first aid treatment is required, the teacher may use the first aid kit located in the red safety bag. If additional treatment is required, notify an Area Coordinator or administrator.

Scene Safety

Report any potential hazards to an administrator or Area Coordinator.

Access Roads

Access roads must be kept open for emergency vehicles. When traveling across an access road, look both ways and cross quickly.

Evacuating the Evacuation Site

If it becomes necessary to transport students from the primary evacuation site to the secondary evacuation site, the Area Coordinator will communicate the route and any necessary procedural information.

Off-Campus Staging Area

If it becomes necessary to move students entirely away from campus, the Area Coordinators will direct teachers to transport students to the Hamlin shopping center parking lot.

2.4 Emergency Response Wrap-Up

Under the leadership of the Principals, the Safety Team will:

Coordinate the implementation of an emotional support network for staff and students through appropriate personnel, as necessary. This network may be necessary for several days beyond the incident.

Provide post-incident information to appropriate personnel and/or emergency services.

Provide parents and the larger Annapolis community with information regarding the incident, via letters, reports, etc.

Within one week of the incident, complete a detailed incident report, including:

Summary of the event

Summary and analysis of the school's response

Recommendations for improvement

Section 3 Lockdown

3.1 Personnel Responsibilities

Principals

In the event of a lockdown, the Principals will establish a Command Post and serve as the primary contact with emergency personnel and any media representatives.

- *The default command post is the administrative suite due to its access to the campus intercom.*
- *The backup command post, if appropriate, will be in the School of Grammar Principal's office or SoLaR Principal's office.*

They will use BrightArrow to notify the school community that the school is in lockdown, as well as any other pertinent instructions (i.e., do not come to school at the present).

They will be responsible for making any decisions regarding early dismissal or other extenuating circumstances.

In the event of school delay, closure, or early dismissal, the Principals will use BrightArrow, Facebook, and email to communicate all necessary pickup information to parents and other school constituents.

In the event the Principal is unable to be contacted, the Admin Assistant will be responsible for carrying out these duties.

Admin Assistant

The Admin Assistant reports to the Command Post and is responsible for gathering and bringing any necessary attendance records.

The Admin Assistant will use the intercom system to gather attendance data from each teacher. The backup method of communication will be 2-way radio/cell phone with the Area Coordinators.

The Admin Assistant will be responsible for communicating with the Headmaster and with emergency personnel if students are unaccounted for. **The Admin Assistant must have a 2-way radio.**

- *The Admin Assistant is the Receptionist on duty.*
- *The backup Office Coordinator is the Admissions or Communications Coordinator.*

Lockdown Area Coordinators

During a lockdown, each teacher is typically on his/her own and communicates directly to the Area Coordinator via a personal cell phone. In the event the intercom system is unavailable, the Office Coordinator will seek to contact the Area Coordinators for confirmation of student safety via their cell phone. Please text your Area Coordinator. **All Area Coordinators must have a 2-way radio as well.**

School of Logic/Admin Building

- *The Area Coordinator for grades 7 – 8 is the SoLaR HOS.*
- *The backup Area Coordinator for grades 7 – 8 is the Front Desk Coordinator*

Grammar School Building

- *The Area Coordinator for grades PK3 – 6 is the Grammar School HOS.*
- *The backup Area Coordinator for PK3 – 6 is the Early Childhood Director.*

School of Rhetoric Building

- *The Area Coordinator for grades 9 – 12 is the Academic Dean.*
- *The backup Area Coordinator for grades 9 – 12 is the Guidance Counselor.*
- *The secondary backup Area Coordinator for grades 9 – 12 is the House Director.*

Gymnasium and Athletic Fields

- *The Area Coordinator for all gym classes is the on-site PE teacher.*
- *The backup Area Coordinator for all gym classes is the Athletic Director.*

Art and Theater

- *The Area Coordinator is the teacher on duty.*
- *The backup Area Coordinator is the Front Office Coordinator.*

Teachers

Each teacher is responsible for any students under his/her supervision. Teachers who are not currently supervising students will assist with student supervision and management.

Teachers are responsible for implementing the lockdown protocols in their classrooms.

Teachers are expected to remain on-campus for the duration of the emergency unless an administrator communicates otherwise.

Admissions & Communications Coordinator

The Admissions & Communications Coordinator and/or other assigned personnel will assist the Headmaster and use social media and press releases as necessary to assist in communication with school constituents and the community at large.

3.2 What Happens During Lockdown

A lockdown is an emergency situation requiring all staff and students to secure themselves within their classrooms and/or behind a locked door.

Initiating a Lockdown

Should you be the first to learn of an emergency situation that you believe requires a lockdown, notify the Front Office Coordinator and/or the Area Coordinator to report the situation. Call 911 only if you *cannot* reach a staff member.

Any Area Coordinator may institute a campus-wide lockdown via the intercom system or Group Messenger. In locations without a functioning intercom, staff will be notified by cell phone.

In the absence of an imminent threat, the Area Coordinators will communicate to staff members any pertinent details regarding the situation.

Lockdown Procedures

The Principal(s) will call 911 (if appropriate). In the event the scene is unsafe, dial 911 and leave the phone off the hook. In the absence of the Principals, the Finance Director will call 911.

The Principal(s) will then prepare and record a BrightArrow notification for communicating with the entire Annapolis community.

The Front Office Coordinator will check the parking lot for scene safety and bring any parents or other individuals indoors.

The Front Office Coordinator will standby to receive attendance reports from all teachers.

The Principal(s) or his designees are the only individuals authorized to make contact with any news or media personnel, or to post/send any information via email or social media.

The Principals will initiate follow-up contact with off-campus field trips, communicating any specific instructions.

All Area Coordinators able to monitor security cameras will do so.

The Principal(s) will coordinate with the police or other emergency personnel upon their arrival.

During a lockdown, parents may not pick up their children without approval from the Principal.

3.3 Lockdown Protocols

- Lock the door (teachers and/or students report to *nearest* location with a lockable door).
- Close blinds and turn off lights.
- Cover door-windows.
- Move students away from doors and windows. If shots are heard, yell to students to “drop to the floor”; barricade yourself behind furniture as possible.
- Students are to maintain absolute silence. They will not be permitted to use electronic devices during lockdown.
- Take attendance.
- Communicate your attendance taking:
 - - Remain calm and alert; await further instructions from the administration.
 - Do not change classes during a lockdown.
 - During **Phase 1** of a lockdown, students may not leave the classroom for any reason and must maintain absolute silence.
 - If possible, the administration will initiate **Phase 2**, indicating that teachers may escort students to the bathroom, students may talk quietly, and class may be resumed if distance from doors and windows is maintained.
 - The lockdown protocols end only when a member of the Safety Team unlocks the door and communicates in-person that lockdown has ended.

3.4 Special Circumstances in a Lockdown

Sanctuary

Students will remain in the sanctuary during a lockdown, sitting on the floor, out of sight of the main doors. Students may be directed into the stairwells or back hallway.

The Area Coordinator and/or a designated teacher will be responsible for locking all doors.

Cafeteria

Any individual (students or teachers) will relocate to the kitchen area and lock the two interior and two exterior doors.

Gymnasium and Athletic Fields

Students will shelter in the gymnasium.

Students will follow the instructions given by the PE teacher or Athletic Director.

Students During a Transition (this must be trained!)

Report back to their previous class, if closeby. If not, immediately report to your next class.

3.5 Emergency Response Wrap-Up

Under the leadership of the Headmaster, the Safety Team will:

Complete an Incident and/or Emergency Evaluation report.

Coordinate the implementation of an emotional support network for staff and students through appropriate personnel, as necessary. This network may be necessary for several days beyond the incident.

Provide post-incident information to appropriate personnel and/or emergency services.

Provide parents and the larger Annapolis community with information regarding the incident, via letters, reports, etc.

Within one week of the incident, complete a formal review of the emergency, including:

Summary of the event

Summary and analysis of the school’s response

Recommendations for improvement

SECTION 4 EMERGENCY PLANS

In this section, specific emergency scenarios are listed, along with guidelines tailored to that particular emergency. This is not intended to be comprehensive, but rather to indicate how this plan operates under a number of different circumstances.

Emergency Plan Terms	
Evacuation	Requires all staff and students to leave the building. Evacuation can be highly effective if it

	can be completed before the arrival of the hazard; can involve fires, bomb threats, and gas leaks.
Reverse Evacuation	Requires all staff and students to go to safe places in the building from outside the building; can involve severe weather conditions or dangerous situations near the school. If during recess, it will be signaled by 5 or more whistle blasts.
Lockdown	All exterior doors and classroom doors are locked, blinds on first floor windows drawn, and students and staff remain in their classrooms; can involve bomb threats, severe weather conditions, intruder threats, or civil disruptions.
Shelter-In-Place	Requires all staff and students to go to safe places in the building; can involve severe weather conditions.
Hazmat Shelter-In-Place	Students and staff remain in the building, windows and doors are closed and all ventilation systems are shut off. Limited movement is allowed. Shelter-in-place is most effective during emergencies involving hazardous materials, which produce toxic vapors outside of the facility. Taking shelter inside a sealed building is highly effective in keeping students and staff safe.
Drop, Cover, and Hold	Students and staff drop low, take cover under furniture, cover eyes and protect internal organs; can involve explosions or imminent danger from a tornado or other severe weather event.
Lockout	Bring everyone indoors, keep perimeter doors locked, Increase situational awareness, continue normal school business, take attendance.

4.1 Tornado/Severe Weather

In the event of a tornado sighting (tornado warning) or other extreme weather phenomena, students and teachers will “Shelter in Place.” Guidelines for a Tornado Watch (less-severe) are listed.

Tornado Watch Precautions

All outdoor activity is canceled.

Continue to teach; await further instructions.

Do not allow students to change classes.

Shelter in Place Procedures

Teachers will receive a message through the GroupMe messaging app or cell phone text message indicating a tornado warning or other inclement weather. All teachers will immediately begin tornado procedures. Backup notification will be communicated via Brightarrow or TADS.

All outdoor activities will be cancelled; Principals will locate and notify any off-campus groups.

Escort students into the designated area of your building.

Student Actions:

- *Students must remain silent.*
- *Students must be placed close together.*
- (iii) *Only when the tornado is coming will students will face the walls, on their knees, and bend forward, covering their heads with their hands. Otherwise they will be seated.*

Teachers will bring the red safety bag with them and close all classroom/bathroom doors.

Students must be away from windows and lockers.

Do not allow students to use electronics.

Teachers must account for their students. Then, take the same posture as the students.

Remain in the designated location until an administrator arrives to assess the situation. Do not allow students to change classes or to leave at the end of day without administrative approval.

The Area Coordinator will conduct a sweep of their designated spaces to ensure all students are accounted for, and then join the other students/teachers.

Designated Locations for Shelter in Place

Logic/Administration Building

- *Students and staff will shelter in the first floor bathrooms. Music may shelter in the interior windowless instrument room.*

Lower Grammar/Preschool Building

- *All Pre-K-3rd Grammar students and staff will go to the interior PK classroom and adjoining activity room.*

Gymnasium and Athletic Fields

- *Students and staff will shelter in the locker rooms.*

Upper Grammar/Rhetoric Building

- *Students and staff will shelter in room 703 and stay away from the exterior wall.*
- *If needed, the boys and girls restrooms can be used.*

Carter Building

- *Students and staff will shelter in the first floor bathrooms, including the staff bathroom. The students may be divided into boys and girls if numbers and space allows.*

Theater Building

- *Students and staff will shelter backstage, staying away from the exterior walls.*

Fine Arts Center Building

- *Students and staff will shelter in the bathrooms.*

4.2 Bomb/Telephone Threats

Notification

If you receive a phone call indicating a bomb threat, ascertain as much information as possible by completing the **Bomb Threat Report Form** (see Appendix). Do not hang up the telephone (place the receiver on the desk next to your telephone, or if the caller does not hang up, stay on the phone and notify another employee to contact the administration.

Notify the administration.

Note the time of the threat on the Bomb Threat Report Form.

Evaluation

The Headmaster must evaluate the seriousness of bomb threats or other disruptive types of demonstrations using input from all sources. All threats will be presumed to be serious and the police will be contacted.

In conjunction with police, the Headmaster will create a plan that reflects the best safety interests of those under his charge.

Bomb and other threats may be originated in writing, in person, over the telephone, or relayed through a second source.

Action

The administration will provide any particular instructions or procedures to be followed. Usually, a lockdown or evacuation will be initiated. Other possible measures might include search or actions recommended by law enforcement agencies.

In the case of a lockdown, use the lockdown procedures and delineation of responsibility.

In the case of evacuation, follow the evacuation procedures; Area Coordinators will locate to their designated stations.

4.3 Chemical Spill or Exposure to Hazardous Materials

Responsibilities: All Faculty/Staff

Evacuate staff and students from the affected area immediately.

If available, consult the appropriate MSDS form for directions and understanding regarding the level of the threat.

Notify administration of the situation as quickly as possible.

Responsibilities: Instructional Staff

Follow directions given by administration.

If applicable, follow directions as indicated on the appropriate MSDS form.

In the case of building evacuation, move students to designated areas. Area coordinators should relocate to their designated coverage areas.

In the case of evacuation to secondary site, move students to designated area.

Monitor and supervise students throughout incident.

Responsibilities: Administration

Consult the appropriate MSDS form for directions and understanding regarding the level of the threat.

Ensure affected areas have been evacuated and made secure.

Determine if campus-wide evacuation or lockdown is necessary.

Turn off cooling/heating systems if there is risk of spreading the contamination.

If applicable, contact law enforcement, fire, or other emergency personnel.

Serve as a contact point for administration and outside agencies, parents, etc.

Gather any student information requested by emergency personnel.

Assist in completion of reports, letters, etc. to be used post-incident.

4.4 Severe Weather – Flood

While complete flooding is generally unlikely, it does remain a possibility. In the most likely scenario (hurricane storm surge), the school will already be closed. A less severe and more likely possibility is the disruption of water or sewage within the building, creating a hazardous setting. In this case, care should be given to immediately relocate staff and students out of the hazardous setting.

Responsibilities: All

Move students to safety.

Contact the administration.

In the case of evacuation to primary or secondary site, see evacuation protocols.

Administration

Determine the location of all hazardous areas and establish a plan for evacuating students and staff to safer area(s).

Coordinate the quarantining/containing of any hazards and/or monitor further weather hazards.

If evacuation is necessary, see evacuation/school closure protocols.

Coordinate communication with parents.

Coordinate the implementation of an emotional support network for staff and students through appropriate personnel.

Facilities Manager

Follow directions given by the administration.

Be prepared to shut off utilities, including the main gas supply valve.

4.5 Guns, Knives, other Weapons/Threats

Note: Anyone can find him/herself confronted by an individual or individuals who possess weapons.

Responsibilities: All

If you observe the perpetrator(s), contact school administration as quickly as possible.

Note as many details as possible regarding the event (perpetrator's characteristics, weapon(s), injuries, location, etc.).

Responsibilities: Administration

Determine if lockdown is necessary; activate lockdown or other emergency procedures.

Maintain a log of events, including actions and those involved.

Implement first aid procedures.

Establish a command center for information dissemination, etc.

Utilize available staff to contact the parents of students involved in the incident.

Coordinate the implementation of an emotional support network for staff and students. This network may be necessary for several days beyond the incident.

Provide post-incident information to appropriate personnel.

4.6 Intruders or Trespassers

Notes: Trespassing is a misdemeanor or felony, depending upon the location of the intrusion.

Consequences for intruders/trespassers may range from a warning/no trespass letter to arrest and/or charges filed.

Responsibilities: All

If you observe the perpetrator(s), contact school administration as quickly as possible.

Note as many details as possible regarding the event (perpetrator's characteristics, weapon(s), injuries, location, etc.), and report to an administrator.

Work with school staff and administration to isolate the perpetrator by relocating students/personnel to a safe location away from danger.

Follow directions given by administration regarding lockdown, evacuation, search, or other possible measures.

Responsibilities: Administration

Utilize available information to determine the level of threat.

Take appropriate measures, depending upon the situation, to locate and isolate the individual.

If applicable, provide directions regarding lockdown, evacuation, or other possible measures, and contact law enforcement.

4.7 Loss or Kidnapping of a Student

Responsibilities: All

If you observe the perpetrator(s), contact school administration as quickly as possible.

Note as many details as possible regarding the kidnapping or loss (perpetrator's characteristics, weapon(s), direction of travel, victim information, time of day, last observed location, etc.), and report to an administrator.

Responsibilities: Administration

Contact law enforcement and the child's parents/guardians. Establish a communication system with the parents/guardian.

Conduct a search of the school building and grounds.

Assist law enforcement by providing a picture, description, custodial issues, and other applicable information as it pertains to the child.

Obtain information from all witnesses of the kidnapping or last observed location and actions of the student in question. Law enforcement may assume this responsibility.

If appropriate, coordinate the implementation of an emotional support network for staff and students through administration. This network may be necessary for several days beyond the incident.

Provide post-incident information to appropriate personnel and community members.

SECTION 5 OTHER EMERGENCY SCENARIOS

5.1 Medical Emergencies

Life-threatening Emergencies

Your responsibilities: Apply CPR or other life-saving techniques if appropriate (if qualified).

Get help! The first source of help is the front office, where there is a first aid kit located; the office coordinator also has access to both AED and Epi-pen, two of the most important and time-sensitive response tools. If you are unable to contact the front office, call 911 immediately. Examples of when an injury/illness may appear to be life-threatening:

- *Uncontrolled bleeding from a major artery.*
- *Loss of consciousness without apparent cause.*
- *An adult complaining of chest pain and gripping his/her left arm.*
- *A student demonstrating signs and symptoms of anaphylaxis (e.g., flushed and swollen face, hives on both arms, difficulty breathing, standing next to an ant hill)*

After getting help, stay with the patient. Move students away from the patient if possible.

After help arrives, complete an Incident Report.

Front office responsibilities: In the event a life-threatening emergency has been reported, determine if there are known health-risks (for example, severe allergies, diabetes, etc). If appropriate, send a qualified individual with the AED and/or epinephrine.

Call 911 and coordinate with EMS where to arrive.

Designate an individual to wait outside for the EMS support and direct them to the site of the emergency.

Other Emergencies

Your responsibilities: Escort the individual to the front office. Individuals experiencing even a minor medical emergency should never be sent to the front office unaccompanied.

Complete an Incident Report.

Front Office Responsibilities: Assess the student according to the following criteria. If student does not meet a given criteria, the student is sent home.

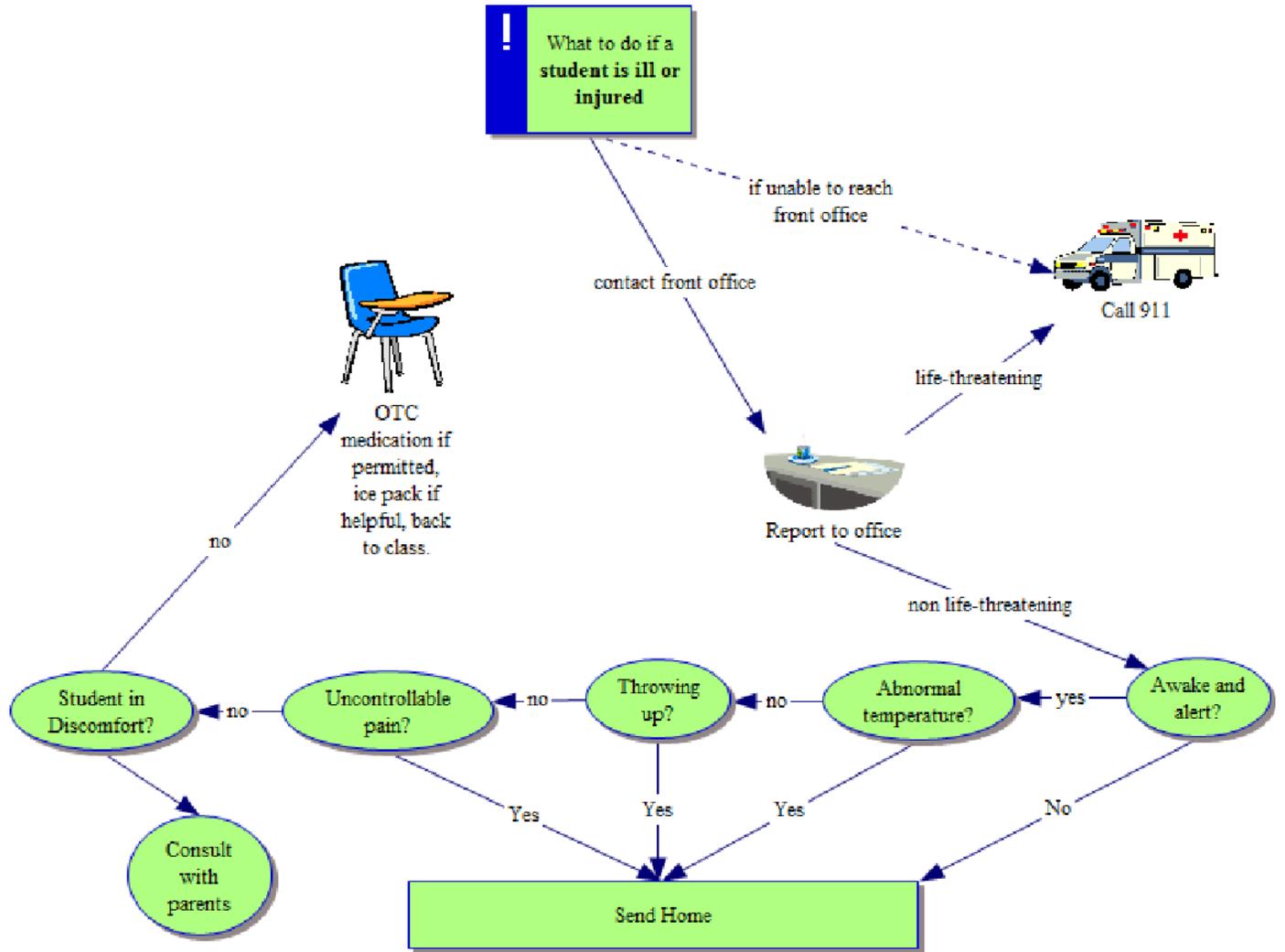
- *Is the student awake and alert? If **No**, send student home.*
- *Does student have abnormal temperature (100 degrees or higher)? If **Yes**, send student home.*
- *Is the student throwing up? If **Yes**, send student home.*
- *Is the student in uncontrollable pain? If **Yes**, send student home.*

If sending the student home is not indicated, but the student is in ongoing discomfort, contact the parents and let the parents make the decision.

In all other scenarios, the student returns to class.

Contact parents with an update on all actions taken.

Diagram of basic responsibilities



5.2 Traffic Accident

Generally speaking, instructional staff members are not involved in the handling of traffic accidents. In the case of a field trip, however, instructional staff may play a very important role in dealing with a traffic accident.

On-Campus Traffic Accidents

If you become aware of a traffic accident, alert an administrator.

The Administrator will contact 911 and notify the front office.

The administration will follow up with any necessary next steps, including first aid, redirecting traffic, providing emotional support, contacting parents, etc.

The primary witness or administrator will be designated by the Headmaster to complete an incident report.

Off-Campus Traffic Accidents

Responsibilities: Field Trip Coordinator

- *When taking students on any school-sponsored trip, be sure student permission slips and any applicable medical forms are readily available.*
- *If appropriate, contact 911 for medical and safety support. Students may not be left alone with a vehicle.*
- *Contact the school administration and provide all possible details.*
- *Follow instructions received by the administration pertaining to contacting parents, working with outside agencies, etc.*

Responsibilities: Administration

- *Contact the parents of students involved in the accident.*
- *Coordinate the implementation of emergency transportation or other procedures.*
- *Coordinate the implementation of an emotional support network for staff and students through teachers and any appropriate outside agencies. This network may be required for several days beyond the initial incident.*
- *Coordinate completion of incident report and other needed documentation.*

5.3 Death of a Student/Faculty Member

Responsibilities: All

Contact administration upon hearing of the death.

Monitor and report observed support needs for students and fellow personnel.

Follow directions given by administration.

Responsibilities: Administration

Notify Principal(s)

Notify faculty and staff via personal phone call and/or email.

If appropriate, utilize BrightArrow for communication and/or prepare a memo to be disseminated regarding the incident.

Conduct an emergency faculty meeting to review protocol for dealing with the death.

Monitor observed support needs for students and fellow personnel.

If appropriate, provide information regarding subsequent memorial services.

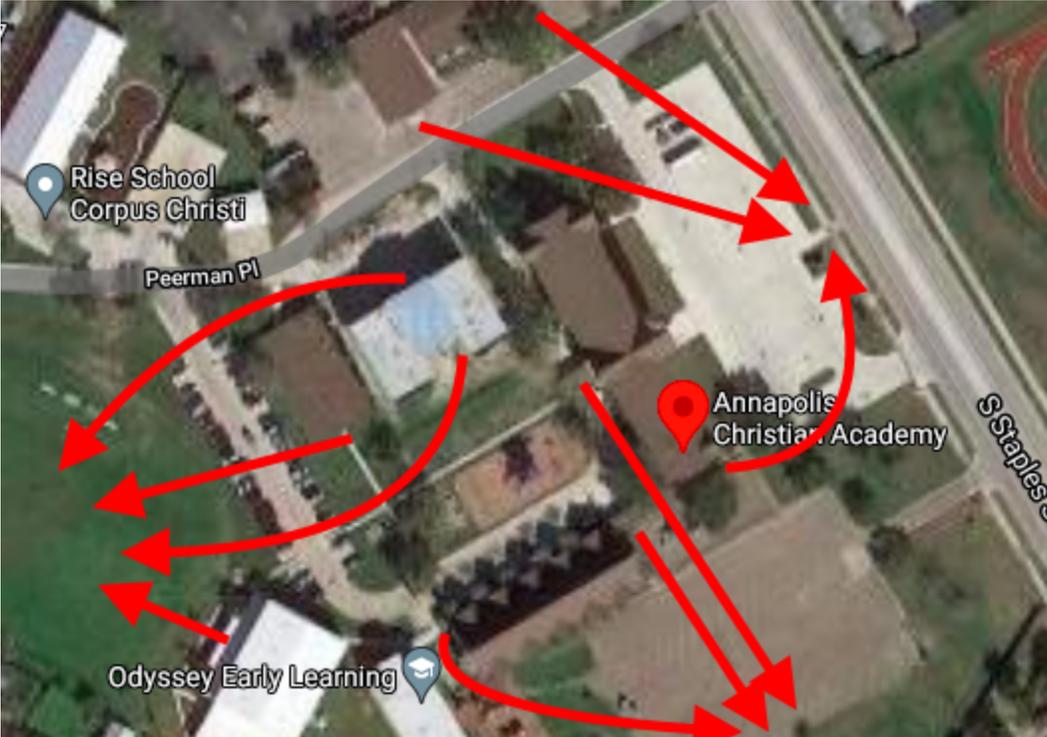
If appropriate, establish a person or group for school memorial planning.

Assist in completion of reports, letters, etc. to be used post-incident.

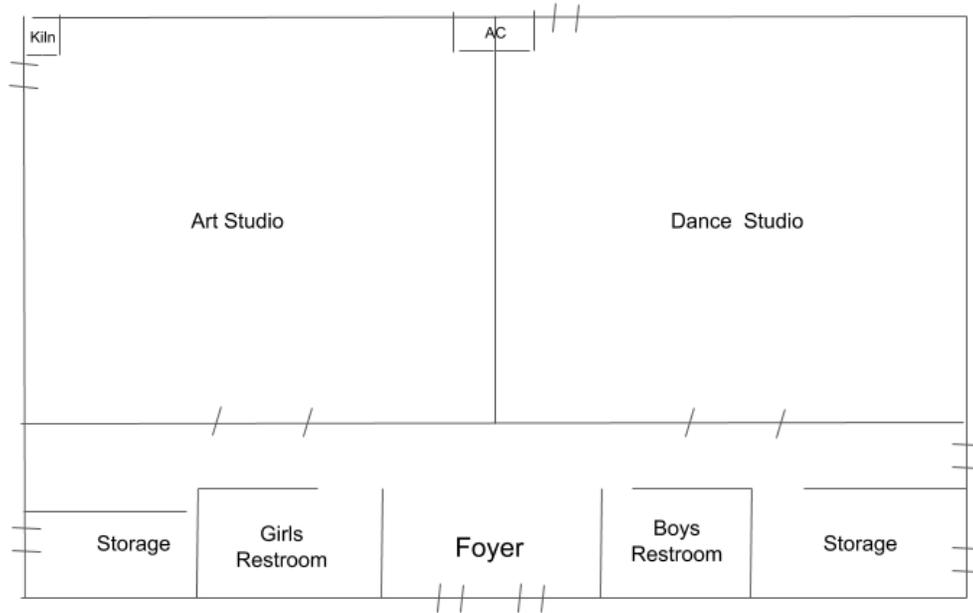
SECTION 6 APPENDIX

6.1 Maps

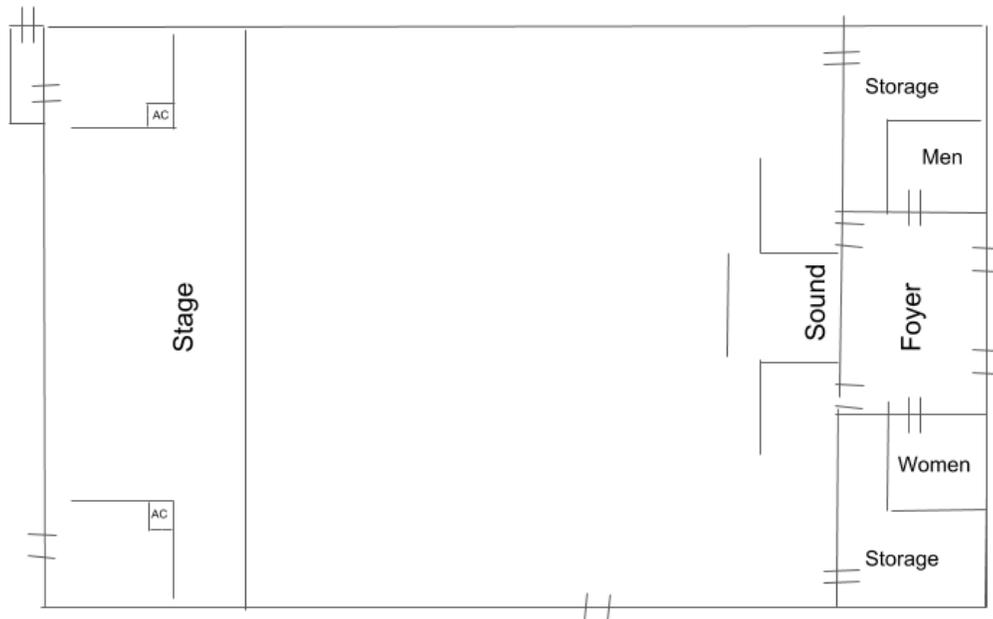
Maps of Evacuation Sites



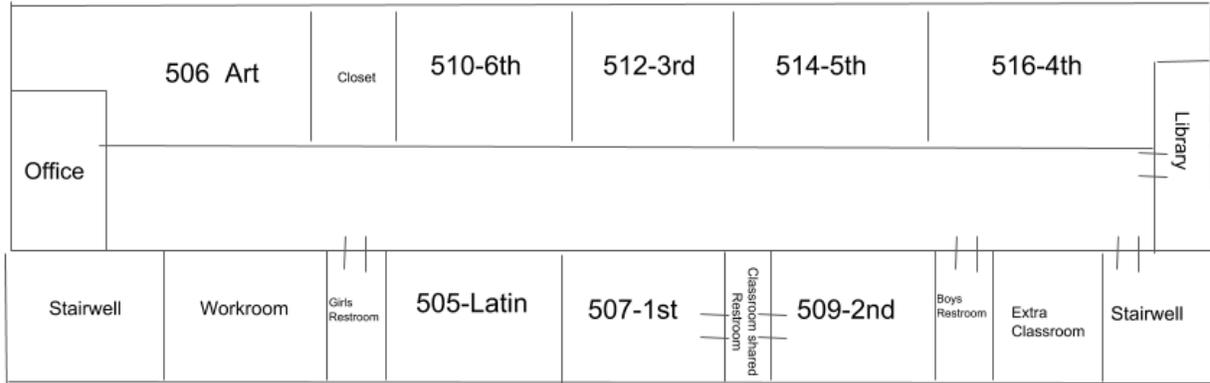
Fine Arts Studio Floor Plan



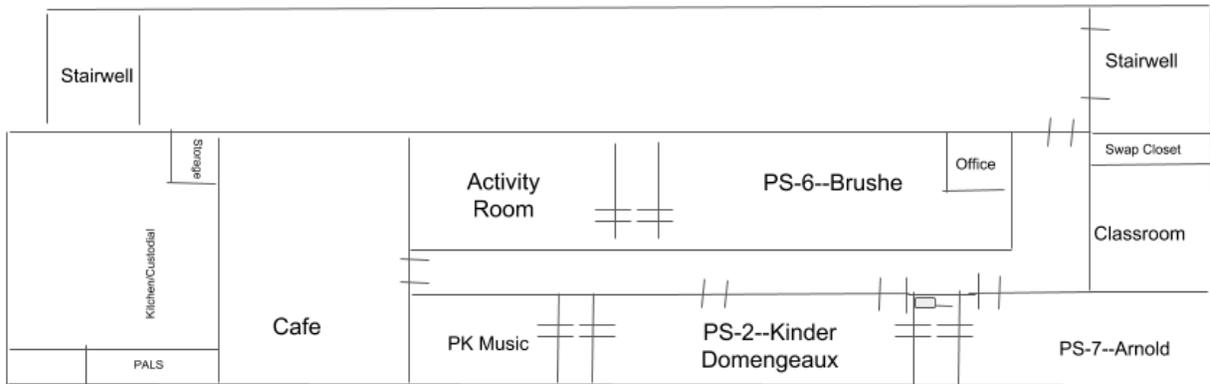
Theater Floor Plan



Grammar School Upstairs Floor Plan



Grammar School Downstairs Floor Plan



6.2 Forms

Emergency Drill Evaluation

For use in evaluating emergency drills.

Incident Report

For use in reporting all incidents and injuries.

Bomb Threat Report Form

For use in recording bomb threat information received verbally.

EMERGENCY DRILL EVALUATION

Annapolis Christian Academy

Date: _____

Type of Drill Performed: Evacuation Shelter in Place Lockdown

Drill Start Time: _____ Drill End Time: _____

Number of Students Participating: _____

Overall Drill Effectiveness: _____ (poor, fair, good, excellent)

Safety Team	Name
Headmaster/Incident Commander	
Office Coordinator	
Area Coordinator: Grammar	
Area Coordinator: Logic	
Area Coordinator: Rhetoric	

<i>Drill Performance, Execution, and Efficiency</i>	<i>Yes/No</i>
1) Were the teachers aware of the proper response action, and properly informed students of their expected responsibilities and actions?	
2) Did all the students properly respond to the directions given by the teachers?	
3) Did all teachers respond to the school office instructions?	
4) Were school or classroom assembly (or safe) areas known by all teachers and adhered to?	
5) Did the conduct of the drill flow smoothly, or were there glitches?	
6) Were the crisis response procedures reasonable and efficient?	

<i>Team Organization</i>	<i>Yes/No</i>
1) Was the EOP Team effective in dealing with adverse situations quickly?	
2) Was EOP Team interaction of tasks/roles effective?	
3) Were Team roles sufficient?	
4) Should more roles be considered/added?	

<i>Communications</i>	<i>Yes/No</i>

1) Was the announcement of the start of the drill effective (was the warning clearly understood by all)?	
2) Were all teachers/team members aware of the specific response action required?	
3) Was there confusion on which response to implement?	
<i>Overall Conduct of the Drill</i>	<i>Yes/No</i>
1) Overall, was the drill conducted effectively and expeditiously?	
2) Overall, did the students conduct themselves appropriately and adhere to the requirements of the drill?	
3) Had the drill been a real emergency, would the health and safety of each person been protected?	
4) Did the movement of students create any hazards?	

If any of the above evaluation items were answered “no”, please document below:
What aspect of the drill did not function well? Provide suggestions for improvement.

Drill Performance:

Team Organization:

Communications:

Overall Conduct:

Bomb Threat Report Form

Time: _____ **Date:** _____

Sex of Caller: _____ **Culture:** _____

Age: _____ **Length of call:** _____

Number at which call was received: _____

Questions to ask:

1. When is the bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb? If not, who did?
7. Why?
8. What is your name?
9. What is your address?

Exact wording of threat:

Message read by threat maker:

Remarks:

(Source: Texas A&M Health Science Center, Dallas, TX)

Caller's voice (circle all that apply):

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

If voice is familiar, whom did it sound like?

Background sounds (circle all that apply):

Street	Animal Noises	PA System
Static	Voices	Music
Motor	House Noises	Local
Booth	Long Distance	Cell Phone
Office Machinery		

Threat language (circle all that apply):

Well-spoken	Foul
Irrational	Taped/recorded
Incoherent	

Time call was marked: _____

***make numerous copies for the front office and staff member**