

NOOR AL KHALEEJ INTERNATIONAL SCHOOL DOHA. QATAR



CRISES MANAGEMENT POLICY

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VISION

To provide and preserve the highest standards of excellence in quality education.

MISSION

To provide students with opportunities to pursue excellence in education in a multi-cultural environment where they learn universally accepted values and norms that will assist them to become confident, global citizens.

- **PURPOSE**

Noor Al Khaleej International School “Crisis Management Plan” shall be a written plan with explicit intent to protect and sustain life, reduce emotional trauma, assist in emotional recovery from trauma, and minimize personal injury and/or damage to the facility.

- **COLLABORATION**

The Crises Management plan must be read in conjunction to the following other Noor Al Khaleej International School Contingency Policies:

1. Health and safety Policy
2. Evacuation Plan
3. Bus Safety Policy
4. Child Protection Policy

PREFACE FOR UPDATED CRISES MANAGEMENT POLICY

Our knowledge of crisis management was restricted to what we now realize was some very limited paper exercise contingency planning, and every other year making decisions on whether or not to cancel school for an emergency. We had a very impressive risk register and plan for the forthcoming session but, in truth, never really expected to have to use a risk management plan like now!

The first phase of the session was dominated by the routine class room settling in processes and now we face the challenge of mapping our response to the Covid19 situation.

At NAKIS, we received regular Ministry security updates, which, when incidents were developing, came through on a regular basis. These were then discussed – as often as not on our WhatsApp group because they were out-of-hours – and a decision had to be made. Our default was "business-as-usual" and to stay open, without students and most of the staff at home. In March, we were required to close by orders from the Ministry, which entailed drawing on our extensive plans for "home learning" via our online learning platforms, which are in place in the event of closure.

Crisis management in this context takes on a different complexion: practising a lockdown drill in terms of classroom teaching and learning takes on a greater significance.

Recent weeks have brought a different challenge of managing the COVID 19. It does present a significant challenge for schools and families alike. No school can afford to lose on active teaching, and this is especially true in the crucial IGCSE and A-level years where the next couple of weeks were set aside for mock examinations. Once again, we will be calling on our home-learning programs with teachers setting and marking work through our online platform. In the senior school, we are endeavoring to deliver a normal timetable using a Zoom lessons. In the junior school we used an adapted timetable and videos and on-line links.

When there is a closure because of risk to health, such as the coronavirus, the most difficult decisions for school leaders relate to whether to allow staff to work from home or to require them to come into work. Levels of anxiety are understandably high even if the practical risk is low. Remote working can be effective for a few days, but, for a longer suspension, the question is whether it is better to establish a "new normal" professional routine in school where teachers can collaborate with colleagues and have access to the full range of school support and resources.

For parents, there is anxiety not only about lack of continuity of learning, but also that prolonged confinement will lead to acute isolation. The prospect of four months of supervising home learning whilst battening with restricted environment without the usual outlets of school and extra-mural activities is not an attractive one.

Sometimes in the past few months I have thought that one of those scenarios where every time you think that you've worked out a response and have an agreed consensus on what is the best thing to do, someone throws in another carefully selected piece of information that changes everything and prompts further review.

The most difficult aspect of crisis management is uncertainty. In many ways, it is much easier to plan for a month-long closure than to go from day to day responding to a dynamic situation with no prospect of an end in sight. It is draining for all concerned. Ensuring the mental wellbeing of staff and students, not to mention the senior team, is of paramount importance.

At times like these, networks are very important for school leaders. During this time the school principals of Cambridge curriculum schools are in regular communication comparing notes and also drawing on support and advice from the Cambridge. It is also comforting to draw strength from other school leaders who face similar challenges.

This is all the more important in the case of international schools where parents and children are totally dependent for support on the network. A significant part of managing any crisis in an international school is handling the anxieties and fears of the community. In dealing with the crises, the senior management team has had earnest internal debates as we grapple to make tough decisions in fast-changing circumstances. Decision made, we then agonize over every word we write, conscious that it is important to strike the right tone in our communication to parents in order to carry the community with us.

I suspect that we will only know if we have managed to do and say the right thing when it's firmly in the rear-view mirror, and that may not be for a few months yet.

The aim of the Crises Management Policy

The purpose of the NAKIS Crises management plan is to identify and respond to incidents outlining the responsibilities and duties of staff. Developing, maintaining and exercising the plan empowers employees in an incident to act quickly and knowledgeably. The plan educates staff, students and other key stakeholders on their roles and responsibilities before during and after an incident.

EMERGENCY CRISES PERSONNEL NAMES AND PHONE NUMBERS

| Name of the Person | Extension Number | Mobile Number |
|--|------------------|-----------------|
| Principal | 8101 | 33169462 |
| Head Teacher Mr Wayne | 8205 | 50618281 |
| Ms Kumar | 8202 | 55566986 |
| Ms. Annette | 8209 | 77763959 |
| Ms. Nisha | 8206 | 50460822 |
| Ms. Manisha | 8204 | 66803604 |
| Ms. Neena | 8207 | 55306304 |
| Ms. Villu | 8210 | 33890159 |
| Mr. Sasa | 8202 | 33542790 |
| Mr. Roji | 8207 | 70907276 |
| Ms. Mary Joyce – First Aid | 8114 | 66534104 |
| Mr. Renov & Mr. Kapila (Safety Equipment In-Charge) | 8105 | 66070773 |
| Ms. Lisa (Phone Calls) | 8106 | 66598324 |
| Mr. Khalid (Electricity main Switch) | | 30079664 |

CLASSIFICATION OF INCIDENTS

and Personnel who should be involved in each category.

- **Crises Incidents**

(Situations that do not occur at school but negatively affects the school)

1. Death of a student or staff member.

2. Suicide.
3. Accident.
4. Perceived Crises.

Personnel

- a. School Directors
- b. School Principal and Head Teachers
- c. School administrators
- d. Guidance Counsellors

• **Critical Scenarios**

(Events that occur at school that require an immediate response.)

1. Attacks against the School Integrity and Reputation.
2. Theft, fraud or criminal activity.
3. Fugitives being pursued or strangers entering campus.
4. Fire or explosions or hazardous material spills.
5. Terror Attacks, threats involving weapons, hostage situations.
6. Natural Disasters including flooding, tornadoes, earthquake.
7. Student or Staff death or accident on campus.

Personnel

- a. School Principal and Head Teachers
- b. School administrators
- c. Guidance Counsellors
- d. School Directors
- e. First responders

• **Medical Emergencies**

(Situations arising from health conditions as well as injury.)

1. Food poisoning.
2. Spread of contagious diseases.
3. Biological Threats.
4. Serious medical condition including Heart Attack, Stroke.
5. Drug overdose.

Personnel

- a. School Principal and Head Teachers
- b. School nurse
- c. School administrators
- d. Guidance Counsellors
- e. School Directors
- f. First Responders

High-Priority Hazards: Flood

Flooding is a natural feature of the climate, topography, and hydrology in Doha and its surrounding areas. Flooding is rare and usually occurs due to rainy weather.

NAKIS School is located in a flood prone area, making it vulnerable to flood damage. Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban flooding.

Severe Storm

NAKIS and its surrounding areas are vulnerable to severe local storms. The effects are generally transportation problems and loss of utilities, but can vary with the intensity of the storm, the level of preparation by NAKIS, and the equipment and staff available to perform tasks to lessen the effects of severe local storms.

Preparedness, Prevention, and Mitigation Overview

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. NAKIS fosters preparedness at all levels including students, parents, teachers, and staff. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc. Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. NAKIS is committed to taking proactive prevention measures whenever possible to protect the safety and security of students and staff. Our policies include actions that seek to prevent incidents that undermine the safe haven of our school.

Mitigation includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities, taking action to reduce or eliminate the adverse effects of natural, technological, and human-caused hazards on people and property.

Planning Assumptions and Limitations

1. Planning Assumptions Stating the planning assumptions allows NAKIS to deviate from the plan if certain assumptions prove not to be true during operations. The School EOP assumes:

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident-related losses.
- A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

2. Limitations

It is the policy of NAKIS that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, we can only endeavour to make every reasonable effort to manage the situation, with the resources and information available at the time.

C. Initial Response

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from the State and appropriate agencies where appropriate. The principal or his/her designee is responsible for activating the School EOP, including common and specialized procedures as well as hazard-specific incident

plans. The principal or designee will assign an Incident Commander based who is most qualified for that type of incident.

ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This section establishes the operational organization that will be relied on to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what.

The principal and head teachers are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

School staff may be required to remain at school to assist in an incident.

Principal/Building Administrator

The principal may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the principal still retains the overall responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the principal to focus on policy-level activities and interfacing with other agencies and parents. The principal shall coordinate between the Ministry office and the Incident Commander.

Incident Commander

The Incident Commander responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this plan.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep the principal and other officials informed of the situation.



Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff will be trained and certified in first aid and CPR.

Instructional Assistants

Responsibilities include assisting teachers as directed.

Counselors

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid, if necessary.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

School Nurses/Health Assistants

Responsibilities include:

- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.



Maintenance Personnel

Responsibilities include:

- Survey and report building damage to the Incident Commander or Operations Section Chief.
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of condition of school.

School Secretary/Office Staff

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Provide assistance to the principal and Policy/Coordination Group.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.

Bus Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are in the bus.
- Transfer students to new location when directed.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Transport individuals in need of medical attention.

Other Staff (e.g., Itinerant Staff, Substitute Teachers)

Responsibilities include reporting to the Incident Commander or ICS supervisor if requested or activated.

Students

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.
- Take an active part in school incident response/recovery activities, as age appropriate.



Parents/Guardians

Responsibilities include:

- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- Understanding their roles during a school emergency.

Internal Communications

1. Communication Between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information **internally** when appropriate:

- Telephone Tree:** A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the principal, who contacts the members of the Incident Management Team. Team members then in turn will contact groups of staff (teachers, administrators, and support staff).
- Morning Faculty Meeting:** As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- End-of-Day Faculty Meeting:** As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

External Communications

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from NAKIS about the incident, that is being done about it, and the safety of the children and staff.

Communication with Parents

Before an incident occurs, NAKIS will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter.
- Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

In the event of an incident, NAKIS will:

- Disseminate information via text messages and emails to inform parents about exactly what is known to have happened.
- Implement the plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, Web site address, or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school will resume.

After an incident, NAKIS administrators will schedule and attend an open question-and-answer meeting for parents as soon as possible.

Communication with the Media

In the event of an incident, the Incident Commander will:

- Designate a Public Information Officer.
- Establish an off-campus briefing area for media representatives.
- Coordinate messages with the Principal and Policy Group.

All NAKIS employees are to refer all requests for information and questions to the designated spokesperson or Joint Information Center (if established).

Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and are included.

Media contacts at the major television, Internet, and radio stations are maintained by the Principal or Director.

Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, NAKIS will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria



workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.

- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After the immediate incident response period, NAKIS will conduct meetings as needed. These meetings are designed to provide the opportunity for parents to ask questions and receive accurate information.

Communication with First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. NAKIS frequently exercises the School EOP with first responders to practice effective coordination and transfer of command.

Communication after an Incident (Recovery Process)

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.

Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).

- Examine critical information technology assets and personnel resources and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State assistance.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify



special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.

- Educate school personnel, students, and parents on available crisis counseling services.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions etc).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

C. Communication Tools

Some common internal and external communication tools that NAKIS may use include the following:

- Standard telephone:** NAKIS has designated a school telephone number for parents to call for information during incidents.
- Cellular telephones:** These phones may be the only tool working when electric service is out; they are useful to faculty/staff enroute to or from a site.
- Megaphones:** A battery-powered megaphone is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email is a useful tool for updating information for staff, other schools in an affected area. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the website of the school.
- Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- Whistles:** Whistles are included in crisis kits in order to signal a need for immediate attention or assistance

Drop, cover and Hold procedure

DROP, COVER, AND HOLD PROCEDURE

I. PURPOSE

In cases of an incident requiring drop, cover, and hold, the following procedure should be adhered to by students and staff.

II. SCOPE

The drop, cover, and hold procedure outlines steps to be taken by staff/students to prevent injury or death during an incident. Designated staff members and bus drivers are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this annex.

The plan outlines procedures for students/staff located:

- Indoors.
- Outdoors.
- In a moving vehicle.

III. RESPONSIBILITIES

To implement the drop, cover, and hold procedure:

- All staff and students will undergo training and participate in incident management training and drills.
- Emergency management and response personnel will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

The following procedures will be implemented by staff/faculty when directed by the Principal or when deemed appropriate by the situation.

A. Indoor Procedure

When indoors, students/staff should:

- Drop to the floor.
- Cover by getting under a sturdy table, desk, or other piece of furniture. If there is no suitable furniture nearby, cover their face and head with their arms.
- Hold on to the table or desk until directed to stop.
- When directed by the Principal and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

B. Outdoor Procedure

When outdoors, students/staff should:

- Move away from buildings, streetlights, and utility wires.
- Drop to the ground.
- Cover their face and head with their arms.
- When directed by the In charge that it is safe to do so, staff members will evacuate students to pre-assigned locations.



C. Moving Vehicle Procedure

When in a moving vehicle, drivers/staff should:

- Stop as quickly as safety permits.
- Instruct all students/staff to stay in the vehicle.
- When it is safe to do so, proceed cautiously or evacuate the vehicle.

HUMAN-CAUSED HAZARDS: INTRUDER

I. PURPOSE

The purpose of this is to ensure that there are procedures in place to protect staff/students and school property in the event of an intruder onto school grounds or in the school building.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to an intruder on school grounds or in the school building.

III. CORE FUNCTIONS

NAKIS will post signs at points of entry to the campus and buildings from streets and parking lots stating the following:

All visitors entering school grounds on school days between 7:00 a.m. and 3:00 p.m. must register their details with the staff on duty at the gate.

To prevent intruders on campus, NAKIS administrators will keep doors secure, require sign-in sheets for visitors, and use cameras and staff to monitor entryways.

In the event of an intruder, NAKIS will contact law enforcement agencies for their assistance. Practiced procedures may be put into action to alert and protect students and faculty/staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students safe.

A. Operational Functions/Procedures To Be Activated

Operational functions or procedures that may be activated in the event of an intruder on campus include the following:

- Evacuation
- Reverse Evacuation
- Lockout
- Lockdown
- Parent-Student Reunification
- Recovery: Psychological Healing

B. Activating the EOP

The Principal will determine the need to activate the EOP and designate an Incident Commander to implement the procedures specified in this annex. The school Incident Commander will transfer command upon the arrival of a law enforcement Incident Commander who has authority to manage the incident.

1. Incident Commander Actions

- Issue stand-by instruction.
- Determine what procedures should be activated depending on the location and nature of the intruder.
- Consult with local law enforcement and emergency management agencies and monitor the situation.
- If appropriate and safe to do so, request intruder to leave campus in a calm, courteous, and confident manner.
- Notify law enforcement and School Resource Officers to assist if necessary. Provide a description and location of intruder.
- Keep subject in view until police or law enforcement arrives.
- Activate communications plan.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- Notify the Principal/Policy Group of the status and action taken. The Principal/Policy Group shall notify the management of the school.
- Be available to deal with the media and keep site clear of visitors.
- Activate the Crisis Response Team to implement recovery: psychological healing procedures.
- Update the Principal/Policy Group, Incident Management Team, and Section In charges of any significant changes.
- Do not allow staff and students to enter or leave the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Document all actions taken.

2. Staff Actions

- Notify the Incident Commander or designee. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass.
- Remain inside rooms until the “all clear” instruction is announced.

Continuity of Operations Procedure

CONTINUITY OF OPERATIONS (COOP) PROCEDURES

I. PURPOSE

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

II. SCOPE

It is the responsibility of NAKIS officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential academic and physical services after an incident. NAKIS relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recover following an incident.

III. RESPONSIBILITIES

The delegation of authority and management responsibilities in event of an incident follows the hierarchy outlined in previous sections.

Designated school staff/faculty COOP procedures personnel, in conjunction with the Principal, will perform the essential functions listed in the Table below.

Essential Functions Performed by COOP Procedures Personnel Principal

- Determine when to close schools, and/or send students/staff to alternate locations.
- Disseminate information internally to students and staff.
- Communicate with parents, media, and the larger school community.
- Identify a line of succession, including who is responsible for restoring which business functions for schools.

Head Teachers and/or Coordinators

- Ensure systems are in place for rapid contract execution after an incident.
- Identify relocation areas for classrooms and administrative operations.
- Create a system for registering students (out of district or into alternative schools).
- Brief and train staff regarding their additional responsibilities.
- Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations.
- Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests).
- Reevaluate the curriculum.

Custodians/Maintenance Personnel

- Work with local officials to determine when it is safe for students and staff to return to the school buildings and grounds.
- Manage the restoration of school buildings and grounds. (e.g. debris removal, repairing, repainting)

Evacuation Procedure

NATURAL HAZARDS: FLOOD (NEAR OR ON SCHOOL GROUNDS)

I. PURPOSE

Flooding is a natural feature of the climate, topography, and hydrology of NAKIS and its surrounding areas. Some floods develop slowly during an extended period of rain. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a flood.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a flood near or on school grounds.

III. CORE FUNCTIONS

In the event of a flood, the Incident Commander, or Principal, will activate the EOP and implement the Incident Command System.

The school siren acts as a warning system to notify staff/faculty and students in case of imminent or confirmed flooding. If there is a loss of power, a megaphone and the school alarm will serve as backup alerting/communication devices.

A. Operational Functions/Procedures That Are To Be Activated

Operational functions or procedures that may be activated in the event of a flood include the following:

- Evacuation
- Reverse Evacuation
- Relocation
- Parent-Student Reunification
- Continuity of Operations (COOP)
- Recovery: Psychological Healing
- Mass Care

B. Activating the EOP

The Principal/building administrator will determine the need to activate the EOP and designate an Incident Commander.

1. Incident Commander Actions

- Issue stand-by instruction. In consultation with the principal/Policy Group determine if evacuation is required.
- Notify local law enforcement of intent to evacuate, the location of the safe evacuation site, and the route to be taken to that site.
- Delegate a search team to ensure that all students have been evacuated.
- Activate communications plan.
- Determine if additional procedures should be activated.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
- Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Communicate with bus drivers.
- Determine whether school will be closed or remain open.



Document all actions taken.

2. Incident Management Team and Coordinators Actions

- Monitor the Internet for flood information and report any developments to the Incident Commander.
- Review procedures with staff as needed.
- Implement the internal and external communications plan.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school property.
- Document all actions taken.

The objectives of Emergency Evacuation Plan are

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the school's facilities and properties.
4. Enable the School to restore normal conditions with minimal confusion in the shortest time possible.

Evacuation Process

- Upon hearing the Fire Alarm, all teachers will stop teaching and direct students to line up for exit from the classroom.
- Teachers will instruct students to leave all books, bags, lunch boxes and other materials.
- Teachers will take the Class List with them.
- The students will exit in a single file.
- They will follow the emergency exit signs posted in the hallways to the nearest exit.
- The teacher will leave the classroom after confirming all students have exited the classroom.
- The teacher will close the classroom door upon exiting.
- If the first student sees their first nearest exit is blocked or not accessible the student will raise his or her hands in the air and turn around and face the other students in the line.

This is a signal to the other students to do the same. As soon as everyone has turned around, the teacher will lead the students to the next closest exit.

- Students will walk in a single file to the front of the school in a quiet orderly fashion and exit through the nearest gate and proceed to the far side of the Assembly points.
- Once there, they will turn around and stand quietly while the teacher takes the roll call.
- The teacher will report to the coordinator if all students are accounted for and report “All Clear”.
- If a student/s/ is/are unaccounted for, the teacher will immediately report to the coordinator.
- The coordinators report to the Principal.
- The principal will locate the missing student/s.
- When the building has been deemed all clear and all students are accounted for, the fire alarm will cease to sound.
- If it is not a practice drill, students and staff will not reenter the building.
- Staff and students will follow the directions of the Civil Defence staff who arrive at the building.

Evacuation Routes

Evacuation route maps have been posted in each work area. The following information is marked on evacuation maps:

1. Emergency exits.
2. Evacuation routes.
3. Locations of fire extinguishers.
4. Fire alarm pull stations’ location
5. Smoke Detectors
6. Heat Detectors
7. Manual Cell Point
8. Fire Alarm Bell
9. Fire hose Cabinet
10. Electronic Alarm Bell with Light

RESPONSIBILITIES:

STUDENTS: To follow all directions of teachers and other staff and walk quietly in single file.

TEACHERS: Upon hearing the fire alarm, take the class list and direct students to the nearest exit. If there is a class ahead of them, they should follow that class in single file.

SECURITY AND MAINTENANCE STAFF:

- Upon hearing the fire alarm, open all gates to their maximum opening.
- Check to make sure all school exits are unlocked so students and staff can exit. Also, assist in lining students up in the parking lot.
- Security and maintenance staff will ensure that every room has an evacuation poster with arrows showing the evacuation route for that room. It should be posted above the door on the inside of the room. They will also be responsible to have posters with “EMERGENCY EVACUATION ROUTE” with arrows in the hallways.

PRINCIPAL, HEAD TEACHERS AND COORDINATORS are responsible to verify that the building has been cleared. All washrooms and other rooms will be checked by the emergency response team. They will proceed outside to get the roll report from all teachers. Once this is done and all students are accounted for, the Principal will give the signal to return to the class.

Staff Actions

- Execute evacuation procedures when instructed by the Incident Management Team and/or Section Chiefs.
- Take the class roster and emergency to-go kits. Take attendance before leaving the campus.
- Remain with students throughout the evacuation process.
- Upon arrival at the safe site, take attendance. Report any missing or injured students to the Incident Commander.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Document all actions taken.

4. Bus Driver Actions

- If evacuation is by bus, do not drive through flooded streets and/or roads. Do not attempt to cross bridges, overpasses, or tunnels that may be damaged by flooding.



- If the driver is caught in an unavoidable situation, seek higher ground immediately. If the bus stalls and water is rising, abandon the bus and seek higher ground before the situation worsens.
- Document all actions taken

TECHNOLOGICAL HAZARDS: CHEMICAL

I. PURPOSE. Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around NAKIS. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a chemical spill.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a chemical spill.

III. CORE FUNCTIONS

Chemical accidents may originate inside or outside the building. Examples include: toxic leaks or spills caused by tank, truck or laboratory spills.

The school siren acts as a warning system to notify staff/faculty and students.

A. Operational Functions/Procedures That Are To Be Activated

Operational functions, or procedures, that may be activated in the event of an **external** chemical spill include:

- Reverse Evacuation
- Evacuation
- Continuity of Operations (COOP)
- Recovery: Psychological Healing
- Mass Care

If there is an **internal** chemical spill, the following procedures may be activated:

- Evacuation
- Relocation

The Incident Commander and the Incident Management Team/Section Chiefs will determine if and when these procedures should be activated.

B. Activating the EOP for an External Chemical Spill

The Principal will determine the need to activate the EOP and designate a temporary Incident Commander until a qualified Incident Commander arrives at the scene.

If the chemical spill is **external**, the following steps will be taken by the school community:

1. Incident Commander Actions

- Issue stand-by instruction if school is in session.
- Determine what procedures should be activated.
- Consider a reverse evacuation to bring all persons inside the building.
- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- Notify local law enforcement of intent to shelter in place.
- Notify the Principal/Policy Group of the status and action taken. The Principal/Policy Group shall notify the management of the school.
- Activate communications plan.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Document all actions taken.

2. Incident Management Team and Coordinators Actions

- Review procedures with staff if needed.
- Implement the internal and external communications plan.
- Monitor the Internet for additional information and report any developments to the Incident Commander.
- Take appropriate action to safeguard school property.
- Document all actions taken.

3. Staff Actions

- Move students away from immediate vicinity of danger.
- Implement the reverse evacuation procedure if students are outside; observe wind direction by observing flags or leaves and move students appropriately.
- Remain with students throughout the shelter-in-place process.
- Report any missing or injured students to the Incident Commander.
- Remain in sheltered area until the “all clear” signal has been issued.
- In the event of building damage, evacuate students to safer areas of the building or from the building. If evacuation does occur, do not re-enter the building until an “all clear” signal is issued.
- Document all actions taken.

C. Activating the EOP for an Internal Chemical Spill



The Principal will determine the need to activate the EOP and designate a temporary Incident Commander until a qualified Incident Commander arrives at the scene.

If the chemical spill is **internal**, the following steps will be taken by the school community:

1. Person Discovering the Spill

- Alert others in immediate area to leave the area.
- Close windows and doors and restrict access to affected area.
- Notify Principal/teacher/administration.
- Do not eat or drink anything or apply cosmetics.

2. Incident Commander Actions

- Issue stand-by instruction to all staff and students.
- Determine what procedures should be activated.
- Activate the evacuation procedures using evacuation routes, avoiding exposure to the chemical fumes.
- Consider an all-school evacuation.
- Notify Maintenance to shut off electrical systems.
- Notify the local fire department and the Department of Public Health.

Provide the following information: School name and address, including nearest cross street(s).

- Location of the spill and/or materials released; name of substance, if known.
- Characteristics of spill (color, smell, visible gases).
- Injuries, if any.
- Notify the Principal/Policy Group of the status and action taken. The Principal/Policy Group shall notify the superintendent of schools.
- Activate communications plan.
- Update the Principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Document all actions taken.

3. Incident Management Team and Section Chiefs Actions

- Move staff and students away from the immediate danger zone and keep staff and students from entering or congregating in danger zone.
- Review procedures with staff if needed.
- Implement the internal and external communications plan.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school property.
- Document all actions taken.



4. Staff Actions

- Move students away from immediate vicinity of danger.
- Report location and type (if known) of the hazardous material to Incident Commander.
- Execute evacuation and relocation procedures when instructed by the Incident Management Team and/or Section Chiefs unless there is a natural or propane gas leak or odor.
- If evacuation is implemented, direct all students to report to assigned evacuation area. Take class roster and emergency to-go kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process.
- Upon arrival at evacuation site, take attendance. Notify Incident Commander or designee of any missing or injured students.
- Remain with students throughout the evacuation and relocation process.
- Report any missing or injured students to the Incident Commander.
- Remain in sheltered area until the “all clear” signal has been issued.
- Do not return to the building until emergency response personnel have determined it is safe.
- Render first aid as needed.

Recovery Psychological Healing Procedure

RECOVERY: PSYCHOLOGICAL HEALING PROCEDURES

I. PURPOSE

These procedures have been developed to provide an emotional catharsis to students/staff impacted by trauma at school or in the community. Following a traumatic event or incident, the following recovery procedures should be implemented to assist students, staff, and their families in the healing process.

II. SCOPE

The following procedures outline steps to be taken by staff/students following a trauma, a serious injury or death, and/or a major incident impacting the community. Mental health professionals available in the school community such as nurses and social workers are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this annex. Additional advice will be sought from outside psychologists and mental health experts.

III. RESPONSIBILITIES

To implement the recovery: psychological healing procedures:

- All staff will undergo training to learn how to recognize signs of trauma.
- Members of the Crisis Response Team will undergo training to learn how to assist in managing trauma.



- Parents and guardians will be offered tips on how to recognize signs of trauma.
- Mental health experts will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

The following procedures will be implemented by staff/faculty when directed by the Principal or when deemed appropriate by the situation.

Immediately Following a Serious Injury or Death and/or Major Incident

- Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families.
- Set up crisis centers and designate private rooms for private counseling/defusing. Staff should include outside mental health professionals to assist with staff grief.
- Encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Any students who are excessively distraught should be referred to the crisis response team.
- Designate a place for staff, students, and community members to leave well-wishes, messages, and items.

Hospital/Funeral Arrangements

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all student and staff will be excused from school.
- Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

Post-Incident Procedures

- Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
- Discuss and approve memorials with the school management's consent.

