



**INTERAMERICAN
ACADEMY
EMERGENCY
PROCEDURES MANUAL**

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INTRODUCTION

The purpose of this manual is to provide the InterAmerican Academy with guidelines and plans to assist the administration and staff in responding to school-specific and/or local emergency situations. This manual outlines emergency procedures into four areas: Communication; Emergency Preparation; Procedures and Drills; Psychological Readiness and School Closure. This manual outlines a detailed set of procedures that take into account any reasonably foreseeable emergency or disaster that would affect the safety of the children, members of the staff and the assets of the school. In a serious crisis, the response must be swift and sure to avoid confusion and panic. Personnel in the school are expected to act quickly and responsibly.

TEACHERS' RESPONSIBILITY

In the event of an emergency, all teachers need to remain composed and actively work with their students to keep them calm, quiet and organized. Teachers should not leave their students to search for their own children. Trust that the teachers in the classrooms where the faculty/staff children are assigned are taking the necessary precautions to ensure that all children remain safe. If an evacuation order is given, teachers need to follow the evacuation procedures and conduct students as calmly and quietly as possible.

CHAPTER I - COMMUNICATION

Clear communication links that follow rehearsed guidelines before, during, and after a crisis serve to calm fears, allay rumors, and strengthen the community. The tables that follow outline tasks for every member of the school community before, during, and after an emergency.

OBJECTIVES: 1. Outline specific responsibilities of everyone in the school community in preparing for and getting through an emergency. 2. Provide generic letters, forms, and other literature for ensuring that information is updated and available. The school has the following in place:

- Emergency teams.
- Established channels of communication for an emergency.
- Telephone trees.
- Student directories.
- Maps of the school grounds.

- Designated assembly areas.
- Basic first aid kits.
- Emergency communications equipment.

In addition to setting out guidelines and procedures for staff during a crisis, the school informs its client community of parents (handbook) about emergency situations and how it plans to deal with them. It is imperative that the school office has complete, updated information on every school family. An abbreviated version of procedures, updated school contact numbers (perhaps including local emergency numbers), as a request for updated family contact numbers should be given to every school family. Communication begins each year with information on emergency procedures being given to every new family as part of the general school packet. Recipients should be able to quickly grasp the types of crises that could confront the school community, the chain of command within the school community, and responsibilities of the school staff during a crisis.

Handbooks School handbooks are written in a clear and concise manner, and cover major emergency situations. Information on the school's emergency procedures are distributed to everyone associated with the school; it is also easily accessible for reference. The following handbooks are in use in High School, Middle School and Elementary School:

- Parent-Student Manual
- Teacher Handbook
- Emergency Procedures Handbook

Before An Emergency: Responsibilities of the Emergency Team - At the core of a school's emergency procedures is the Emergency Team. The Emergency Team consists of the following school professionals:

- Executive Director
- Director of Safety/Security
- Secondary School Principal
- Primary School Principal

The team meets before the start of the school year to review procedures from the previous year and to prepare information, which will go home to families during the first weeks of the new school year. (During the absence of any member of the team, a back-up member, fully versed in the school's emergency procedures, should be designated.) The Emergency Team is responsible for maintaining contact and discussing the local situation with



respect to potential crises with some or all of the following individuals: Safety Committee, local police, security and health authorities (if possible).

EMERGENCY TEAM/SAFETY COMMITTEE

- Director, Dr. Don Francis
- Director of Safety/Security, Guy Stark
- Secondary School Principal, Caitlin O’Leary
- Primary School Principal, Veronica Kaypaghian

The Emergency Team is also responsible for the following:

- Handling the media (designated person-Public Relations Coordinator).
- Designating the duties of administration, teachers, and support staff in an emergency.
- Ensuring that adequate warning / alarm systems are in place and functioning.
- Modes of communication for this purpose include the following:
 - Telephone / Telephone Switchboard - messenger - Receptionist – Email and web site - Student Council meetings - Weekly Newsletter / Daily Announcements - Assemblies
- Establishing evacuation procedures and safe havens.
- Providing any necessary supplies and equipment for each type of emergency
- Providing direction for student behavior
- Establishing the chain of command and the dissemination of information
- Ensuring the presence of on-campus first aid and a CPR-trained individuals
- Providing contingency plans and follow-up with teachers, staff, students, and community.

Those individuals not directly involved in student supervision should receive individual tasks and areas of responsibility from the emergency team prior to the emergency. It is the responsibility of the emergency team to assess the amount of support available during a given emergency. The team takes into consideration the following tasks, which may need to be accomplished prior to, during, and after an emergency and assign them to appropriate individuals:

*Shut off utilities as necessary. *Conduct or direct rescue operations. *Follow damage control procedures. *If designated, communicate with the school community (Board members, parents via telephone tree, etc.)

Where necessary, the school should make every effort to inform parents as soon as possible, through appropriate channels (ex. SMS emergency notification system), concerning what exactly has transpired. Contact should be brief but accurate. An emergency-specific script prepared beforehand might be helpful for staff who will activate the emergency notification system. Regarding communication with the media, it is recommended that there be only one spokesperson that will speak to the press at the time of the crisis. All media inquiries should be referred to the Director or other designated spokesperson. No staff member should speak or comment to the media without authorization. The spokesperson should attempt to be credible, honest, and accessible. Requested information could include a chronology of the incident, and the school's official policy or position on the matter.

EVACUATION PROCEDURES In the event that the campus would need to be evacuated, the following procedures would be followed:

- 1) In case of immediate crisis:
 - a. Evacuation alarm is sounded and all students/personnel are directed to the designated assembly area (the soccer field).
 - b. Attendance will be taken by designated teachers and administrators will be informed of any missing students.
 - c. Administrators will take a headcount of faculty and staff.
 - d. Administrators will inform the Director of any missing students or staff members and searches will be conducted for those listed as missing.
 - e. Simultaneously, parents will be contacted to begin pickup of students from gate #2 or other announced location (off-campus safe-haven).

FLOOR WARDENS 2019-20

Building A: Freddy Matute

Building B: Ma. Veronica Mancheno

Building E: Salome Cordova

Building G: Jeremy Mathis – upstairs.

Alastair Sadler – downstairs

Building H: Juan Carlos Langarano

Building C: Wilfrido Benitez

Please note responsibilities -

1. Check that all rooms and bathrooms in your floor are empty
2. Be sure that your students will be supervised by a teacher while you are on your floor warden duties (if applicable)

The Floor Warden Position

Your designation as a floor warden or alternative floor warden is vital to the successful execution of the school's emergency exit/fire drill procedure. For any emergency situation that could arise during normal working hours, you will normally be the contact for all students/staff on your floor. You will be assigned responsibility for a bathroom near where your classroom is located.

1. Be familiar with the emergency exit/fire drill plan.
2. Be familiar with the location of fire extinguishers and medical kits, if there are any in your building.
3. Remain calm and direct the actions of others by providing accurate information and assistance.
4. Ensure public areas (e.g. restrooms, hallways, and stairways) are searched.
5. Account for all bathroom clearance within your area of responsibility and report results to the registrar (Cecilia) along with your class's attendance.

RESPONSIBILITIES OF THE PARENTS During An Emergency

Parents must understand that foremost in the minds of school administrators and staff, especially in the event of an emergency, is the safety of the children. It will be important for parents and guardians to be patient but, alert observers until the school has communicated information and possible directives to them. The switchboard could probably be jammed or out of commission and perhaps jeopardize emergency procedures.

After an Emergency, a post-emergency debriefing and an opportunity for the school community to share experiences and offer feedback is an important part of the healing process after an emergency. Just as important, this feedback and exchange will provide important lessons for future emergencies. When the crisis is over, the emergency team will meet with the school staff and discuss exactly what happened and the consequences involved. Once the staff, teachers, and administration have met and reviewed the emergency in its entirety and discussed follow-up procedure, it will then be necessary to

meet with the students. Depending on the nature of the crisis, a school-wide assembly might be warranted; however, a smaller forum of individual classroom visits or grade level visits might be more appropriate. The school should be prepared for the fact that parents may want to attend any assembly. A separate meeting with parents and other interested members of the community might, therefore, be advisable.

CHAPTER II

EMERGENCY PREPARATION, PROCEDURES, AND DRILLS

The best way to deal with an emergency is to be prepared for it. It is important to make sure all emergency information is updated and accessible, and that every staff member is knowledgeable in all emergency procedures. Being prepared for an emergency can lessen, and often prevent, injuries and loss of life as well as damage to property. The school should have the following in place:

- Emergency drill schedules
- Emergency procedures manual updated every academic year.
- Emergency fire and earthquake procedures and drills
- First aid kits
- Communication equipment

Basic Preparation Emergency Folder Each teacher has an emergency folder, which is taken whenever he/she has to leave the school with his/her class in an emergency situation. The emergency folder contains the following:

- Class lists
- Emergency procedures checklists
- Diagram for evacuation
- Level Two Lockdown Card (red/green)

Student Preparation Teachers review emergency procedures with their students on a regular basis. At the beginning of every school year, each teacher walks his/her students through each type of emergency drill. Teachers present and discuss the following details with their students:

- Types of emergencies
- Procedures for dealing with these types of emergencies
- Proper student behavior during an emergency
- Preventative measures to circumvent emergency situations
- Basic first aid

Safe Havens Safe havens are used to provide temporary protection until help arrives or the situation improves. Our safe havens are:

- In case of fire: soccer field
- In case of an earthquake – soccer field (after the tremor has subsided)
- In case of a major threat to the school building (i.e. bomb threat, etc): soccer field
- Off campus safe-haven: Director’s house across the street
- Secondary off campus safe-haven: Teacher’s Apartments
- Tertiary off campus muster point: Puerto Plaza parking lot

Transportation - If a major emergency occurs, the students will remain on campus until their parents come to pick them up. During immediate emergencies, students will be permitted to leave the school accompanied by a parent or a friend (after the parent has granted permission).

Drill Schedule The emergency team organizes the drill schedule. At the beginning of the school year, there should be one announced drill schedule. Before the announced drill, teachers should go over the respective emergency procedure with their classes. Subsequent drills are not announced, so as to gauge the reaction and performance of the staff and students. Poorly executed drills, or problems encountered during the drill should be addressed immediately after the drill to ensure that such problems will not occur during an actual emergency. The emergency team decides on the frequency of drills.

Procedures and Drills Different emergencies require different responses. It is important to have regular drills for those emergencies, which could conceivably occur, in school. Outlined below are guidelines for dealing with several specific emergencies. The school makes the following preliminary preparations:

- Routes of exit are clearly indicated on maps of the school grounds (each school).
- An evacuation signal.
- Staff members' responsibilities during an emergency are clearly delineated. Staff must be aware of the following:
 - who is responsible for which students
 - where each staff member should go during each type of emergency
 - who is responsible for checking for suspicious items during a sweep after a bomb threat etc.

- who is responsible for contacting the appropriate authorities, parents, etc.

- Staff knows where the nearest fire extinguisher and a first aid kit are located in relation to their classroom or office.
- Assembly area is established and well-known by the school community.

- **Assembly area diagram:** SEE APPENDIX ONE

*The emergency team is responsible for coordinating these duties.

There are three very important things to remember in a school emergency:

- The safety of the students is paramount.
- It is crucial not to panic.
- Careful records (witnesses, incidents, actions taken, etc.) should be kept at every stage of an emergency, if possible.

EVACUATION FROM CAMPUS: ORDERLY DISMISSAL TO PARENTS or DRIVERS Information to Teachers: All students will collect their belongings, move to designated safe haven and await instructions for dismissal. Students are not allowed to walk home without communication first established with a parent. The classroom teachers will keep order and monitor student dismissal from their safe Haven. The dismissal will be conducted as a regular afternoon dismissal. Unless the nature of the crisis dictates otherwise.

Secretaries will:

- Be made aware of the reason(s) for this process. They will become the information contacts for staff and parents
- Assist the Principal to contact other staff members.
- Prepare notices and lists as required.

Subject Teachers will: Notify students that the evacuation is in effect and that they must move to their designated area when told so. They should move either to their designated safe haven or to another designated area if the crisis dictates. Teachers will check for all students on their list and note if any are missing. If a student is missing, the teacher will immediately inform their respective coordinator/principal.

NATURAL DISASTERS:

VOLCANIC ACTIVITY Volcanic activity is a frequent concern in Ecuador. In the case of the InterAmerican Academy, the school is located away from the immediate threat of volcanic activity, in most cases. Due to the distance and availability of advance notice of the activity affecting Guayaquil, InterAmerican Academy will follow two plans of action during the days when such activity interferes with the daily routines in this city.

1. When volcanic activity begins, the administration will monitor its effect on the environment and the path of the ash cloud. If it is evident that the cloud will interfere with daily life in Guayaquil, the administration will initiate the protocols for CLASSROOMS AT HOME.

- Students will be dismissed with each student and teacher instructed to take home all of the contents of their lockers/desks so that their continued progress with their class work can continue at home.
 - Teachers will activate their on-line communications systems that will enable each student to enjoy two-way communication with their teachers and not allow for a long-term rupture in the learning process.
2. Once the volcanic activity has subsided and it has been determined safe to reopen the school, the administration will communicate with all families with a day's notice of the reopening of the classrooms.
3. As a backup in case of more immediate threats due to the ash formation, the

school will maintain on site a supply of face masks and freshwater.

EARTHQUAKES This threat of a natural disaster is a real one. Earthquakes often come with little or no warning, so it is imperative that the staff and students be familiar with emergency procedures concerning this issue. In case of an earthquake, the following course of action should be taken:

- If indoors, teachers should keep their students inside. Students should move away from windows, shelves, and heavy objects and furniture that may fall. They should try to avoid being under light fixtures or other suspended objects.
- **If in the classroom, students should duck and take cover UNDER desks, tables, or other heavy furniture (duck and tuck).**
- If in a hall, stairway (do not stay on the stairs for any reason), or other area where no cover is available, the students should move to an interior wall. They should turn away from windows, kneel alongside the wall, bend their heads close to their knees, cover the sides of their heads with their elbows, and clasp hands

firmly behind neck.

- If in the library, the students should immediately move away from windows and bookshelves and take cover UNDER a desk/table or other heavy furniture.
- If in a laboratory, all burners should be extinguished (if possible) before taking cover. Students should stay clear of hazardous chemicals that may spill. If possible, the master switch to the gas burners should be shut off.
- If in a school assembly, students should duck and cover and remain in place until the tremors subside. An uncontrolled, panic-driven exit by the students should be avoided at all costs!
- If outdoors, students should move to an open space such as the nearest court or soccer field away from buildings, light posts and overhead power lines. Students should lie down or crouch low to the ground.
- If outdoors and underneath the playground or basketball court ceilings, students should move to the nearest open space such as the microfutbol court or the uncovered basketball court, away from buildings, light posts and overhead power lines. Students should then lie down or crouch low to the ground.
- Teachers and students should constantly keep an eye on their surroundings to be aware of dangers that may demand movement.
- If in a school bus or other vehicle, the vehicle should pull over and stop, away from power lines, bridges, overpasses, and buildings. Students should remain in their seats and hold on.

Once the emergency team has judged that the quake has ended, the emergency procedure for EARTHQUAKE should be followed:

- Students should line up quietly and prepare to exit; teachers take their emergency folders' and lead the students out according to the exit routes determined by the emergency team. Doors should be left open.
- Administrative/support staff members should check their areas of responsibility to make sure all students have moved out of the area (computer rooms, practice rooms, athletic areas, etc.); turn off all lights; close all doors left open; check for any remaining students; take the first aid kit(s) and mobile phone(s).
- Teachers should take attendance immediately upon arriving at the designated safe haven outside. Any missing children should be reported at once to the designated coordinator or principal.
- If any students are seriously injured the emergency procedure for **injury** goes into effect. After everyone is safely out of the building, the emergency team must determine whether it is safe or not to return to the building. If the decision is made

to return to the building, students should be told not to touch any fallen electrical wires outside.

- If the building is deemed unsafe, the students must be evacuated. If it is close to the end of the school day and the roads have been declared safe, the students can wait for their usual transportation. If it is early in the day and the weather is not too severe, the students can wait in place while the telephone tree is activated and parents come to pick them up.
- If the weather is severe (rain, wind, etc.) or if the premises become dangerous, the students should be taken to a designated safe haven to wait for their parents to pick them up. The emergency team will activate the telephone tree. Students must remain at the safe haven until a parent or authorized person comes to pick them up.
- The emergency team then must assess the damage and take appropriate measures. For very minor damage, the emergency team will decide when to reopen the school. For severe damage to the school premises and property, an emergency session of the School Board must be convened to decide where and when the operation of the school will resume. Parents and staff will be notified via the telephone tree of whatever decisions the Board makes.
- In case of extremely severe damage to the city in which the school is located, the students may be kept at the school (if it isn't too damaged or dangerous itself) or at the safe haven overnight (or longer) until conditions in the city are declared safe.

Basic Emergency Procedures When The Alarm Sounds Or When An Earthquake

Occurs • Duck and take cover inside the classroom until the siren or shaking stops.

- Turn away from windows or potential falling objects.
- Crouch UNDERNEATH a desk, table, or counter.
- Put both hands on the back of your neck and tuck your head down.
- If the desk or table moves, hold the legs and move with it.

Proceed to Safe Haven:

- When the alarm stops or the tremor subsides, calmly conduct your class as quietly as possible to the area of the soccer field designated for your grade.
- The teacher must lead, and supervise the students to the area. Students should not be talking. Bring your emergency folder with you. Classroom doors are left open and lights on.

- Unassigned teachers report to the safe haven also.
- Take attendance. Your Lead teacher or principal will pass by the meeting area to make sure all students are accounted for.
- Please line up on the soccer field according to the diagram. Teachers must

actively supervise their students. Students are expected to be quiet, serious, and follow the directions of the teachers.

Safety committee activates the communication protocols to communicate with families and inform them of the status of the school and their children.

SEARCH AND RESCUE The search and rescue teams may be deployed to check the buildings for victims. If students are missing, then two search and rescue teams will be deployed to find them. 1. Teacher #1 and #2: the floor on which the missing student(s) belong. 2. Teacher #3 and #4: Available for perimeter searches when deemed necessary.

In the event of an emergency, it is very important for all teachers to remain composed and actively work with their students to keep them calm, quiet and organized. (Do not ask to leave your class to search for your own children). You will be notified when it is safe for students and staff to return to their classrooms.

Fire Control Team (maintenance): Their task is to help control any fire inside the campus until firefighters / emergency personnel arrive at school. **Search and Rescue Team:** Their task is to support teaching and administrative staff in searching for any missing student and/or staff member. **Dismissal Control Team:** Their task is to direct a calm and orderly dismissal.

IN CASE OF FIRE Drill:

- The evacuation signal is given via PA system.
 - Students should line up quietly and prepare to exit; teachers take their emergency folders and lead the students out according to the exit routes determined by the Emergency Team. Doors should be left closed and lights should be turned off.
 - Administrative/support staff members should check their areas of responsibility to make sure all students have moved out of the area (computer rooms, practice rooms,

labs, etc.); turn off all lights; close any doors left open; check for any remaining students.

- Teachers should take attendance immediately upon arriving at the designated safe haven. Any missing children should be reported at once to the designated coordinator or principal. Please report even if you have all of your students accounted for.
- Everyone must wait for the all-clear signal; after it is given, all should return to the building in a quiet and orderly fashion.

In case of an actual fire:

- After everyone is safely out of the building, the emergency team determines whether there is an actual fire. If there is a fire, the fire department is called immediately. If any students or staff members are seriously injured, the emergency procedure for injuries goes into effect.
- After the fire has been extinguished, the emergency team determines if it is safe to return to the building. If not, the students must be evacuated. (If it is close to the end of the school day, the students can wait for their usual transportation. If it is early in the day and the weather is not too severe, the students can wait in place while the telephone tree is activated and parents come to pick them up).
- If the weather is severe (wet, wind, etc.) or if the premises become dangerous, the students should be taken to a newly designated safe haven to wait for their parents to pick them up.
- The emergency team activates telephone trees.
- Students must remain at their designated safe haven until a parent or authorized person comes to pick them up.
- The emergency team then assesses the damage and takes appropriate measures. For very minor damage, the emergency team will decide when to reopen the school. For severe damage to the school premises and property, an emergency session of the School Board must be convened to decide where and when the operation of the school will resume. Parents and staff are notified via the telephone tree of whatever decisions the School Board makes.

General Fire Safety Tips

- A fire larger than what one would find in a wastepaper basket should be left to professionals. Staff members should not try to fight larger fires unless they have special training.
- One should not run if one's clothing catches fire; running fans and spreads the flames. A person on fire should stop, drop, and roll. Rolling in a coat, blanket, or

on the floor helps to smother the flames

- When planning to enter a closed room in a burning building, the door should first be felt with the palm of the hand, if it is hot, it should not be opened!

TERRORISM / CIVIL UNREST The School is assisted by the American Consulate with regard to notification of an existing or potential security threat. The school should notify the Consulate on a priority basis of any situation that has come to the attention of the staff, which may affect the security of the school. Staff members should be familiar with the emergency procedures for the following scenarios: **Bomb Threat (including Vehicle-borne threat)**

The person receiving the bomb threat should complete the Bomb Threat Checklist (see below) and will report the call to the Director immediately.

- The Director will determine the response level, considering all available data, including:
 - Characteristics of the person making the threat such as age
 - Location of said vehicle-bomb
 - Target identification (did the threat indicate a valid target)
 - Analysis of recent local incidents (e.g. hoaxes and actual explosions)
- The Director will take the following actions: -Determine the safety/danger factors and other parameters of an evacuation and if information poses a threat to the safety of the school community.
 - Contact local authorities to Contact Puerto Azul Administration to Contact Consulate Personnel
 - Initiate bomb threat protocols and medical readiness response
- The signal will be given or an announcement will be made for everyone to evacuate the buildings, if necessary. The alarm signal for this threat will be institutionalized among all on campus.
- Students should immediately line up quietly and exit. Leave all personal items behind--do not go to lockers.
- Teachers take their emergency folders and lead the students out according to the exit routes determined by the emergency team. Teachers should not use any electrical switches since this could possibly detonate the bomb, if there is one. This directive will be given over the P.A. System.
 - *Please note that teachers should be careful to check doors, etc. visually if possible before opening and departing classrooms. Open slowly and check for indications of tampering or devices.
- Emergency team members should check their areas of responsibility to make

sure all students have moved out of the area (computer rooms, athletic areas, labs, etc.); they should take the first aid kit(s).

- Mobile phones and hand-held two-way radios **must not** be used in the immediate vicinity of the school, as it is possible for them to detonate bombs.
- Teachers should take attendance immediately upon arriving at the designated spot outside. Any missing children should be reported at once to the designated coordinator or principal.
- **Suspicious items should not be touched!** They should be reported at once to the emergency team, upon their arrival to the assembly area. Anyone who spots an unusual item should make a mental note of its description and location.
- The school should then contact the parents and American Consulate office to report the incident and their findings. The administration, based upon relevant information, will then decide whether or not to return to school and resume classes.
- If the school area is deemed unsafe, then that area should be off limits and evacuation procedures will be implemented. If it is close to the end of the school day, the students can wait for their usual transportation from a newly designated safe haven. If it is early in the day and the weather is not too severe, the students can wait in place while the telephone tree is activated and parents come to pick them up.
- If the weather is severe (wet, wind, etc.) or if the premises become dangerous, the students should be taken to an area that has been checked and has been determined to be safe (e.g., pre-school). The emergency team will activate the telephone tree. Students must remain at the safe haven until a parent or authorized person comes to pick them up.
- Unless there is damage to the school or continuation of a threat, school will resume the next day. If the school is to remain closed, everyone will be notified via the telephone tree.

Bomb Checking Tips

- Personnel should be familiar with the area they search. Visually scan all areas from outside to include doorways before opening/entering. Open doors slowly and check for indications of tampering or devices.
- If anything suspicious is found, those checking the area should stop immediately and move a safe distance from the area of concern.
- Two-person teams should be used because if a suspicious item is discovered;

one individual should stay in the area of the suspicious item but at a safe distance to warn others who may come through the area after discovery. The second person should go to warn/notify school/emergency response of suspicious items. Runner should take note and ensure they have a good description of the device and location before leaving.

- The checkers should not move, jar, or touch anything throughout the search process.
- The initial search should be conducted of those places generally accessible to the public.
- The checkers should search from the outside and work inside, from the lowest level up.
- Inexperienced personnel should never attempt bomb removal.
- A suspicious device should never be immersed in water.
- Bombs can be armed and detonated in numerous ways (timing devices, photoelectric, anti-disturbance). The construction and appearance of a device is limited only by the imagination of the perpetrator.
- Typical packing forms of bombs are briefcases; hollowed-out boxes; cigar boxes; unusual parcels, boxes or wrapped packages.
- In case of detonation, initiate evacuation procedures following the established protocols best suited for the situation.

Bomb Threat call checklists: SEE APPENDIX TWO

REMEMBER: THERE ARE NO RULES OR LINES OF DIFFERENTIATION BETWEEN A HOAX CALL AND A REAL THREAT.

LOCKDOWN In time of potential danger on campus whereas students could be in danger from either outside forces or from individuals who have a connection with the InterAmerican Academy, the following types of lockdown procedures would be in place:

Level 1 Lockdown: in a Level I office personnel or the principal notifies teachers and staff that we are in a Level I Lockdown. During a Level I Lockdown teachers are expected to lock their doors and close all window shades when available. **No one** is to leave the room and students are to remain in their classes as normal, but there is no class change if/when the bell rings. When the danger has been eliminated, office personnel, school personnel, or the principal will go to the rooms notify teachers or an administrator will announce over the public address system that we have an ALL CLEAR. They will be



recognized as authorized personnel for giving an ALL CLEAR message. This level of lockdown is used when danger may exist outside the campus but in vicinity near to the campus. Imminent danger does not exist, just the possibility of danger.

Level 2 Lockdown: In a Level II lockdown there is immediate danger on campus. During a Level II Lockdown teachers are expected to lock their doors and close window shades when available. The lights are to be turned off and students are expected to huddle together in the back corners of their classrooms (out of sight from the windows next to each door). Talking should stop and students with their teacher should be prepared for directions from the principal after they have identified themselves. During both Lockdowns teachers are expected to take charge and do their very best to stay calm and assure students that proper personnel are handling the situation. Under no circumstances should teachers allow anyone to leave the room. *Note: If the lockdown command is issued during recesses or lunch, students should immediately go into the nearest classroom or cafeteria.* ***ONLY AN ADMINISTRATOR MAY MAKE THE CALL FOR A RELEASE FROM A LEVEL II LOCKDOWN. THE CALL FOR ALL CLEAR WILL BE MADE WITH AN IDENTIFICATION OF THE ADMINISTRATOR ANNOUNCING HIS/HER NAME FIRST AND THEN CALLING FOR THE ALL CLEAR.** **Active Shooter on Campus:** Lockdown 2 is the procedure for an active shooter or other actual threat on campus. Each teacher should show the GREEN/RED card (available in their Emergency Procedures packet near the classroom door) in the right upper window or the classroom as will be seen by Emergency Response personnel who are facing the door to the classroom from the outside. GREEN-People are inside but no injuries/no active threat in the room; RED-someone inside has a serious injury and/or there is an active threat inside the classroom. No card means possible threat or injury to Emergency Response personnel and they will treat that room as a red card.

**If a fire alarm after initiation of lockdown 2 sounds, lockdown 2 will override fire alarm unless an actual fire is obvious. Must use extreme caution when there is a fire with lockdown 2 and students/faculty are forced to exit classrooms for actual fire.

***Immediately after threat is over for active shooter or actual threat on campus, school personnel will assist Emergency Responders in establishing a triage area if there are numerous injured on campus. Triage Area One: Cafeteria--it has a great deal of room, power, water, AC and excellent protection from the elements. Triage Area Two: Covered area (Covered basketball court) -- it has shade and some protection from elements. Triage Area Three: School house located across street (#74) -- is good alternate location for injured if the campus is unsafe.

STUDENT / STAFF INJURY

It is important to handle student and staff injuries carefully and sensitively. The following course of action is recommended whenever a student or staff member is injured on campus: A staff member should remain with the injured person and send another staff member (or a reliable student if no other staff members are present) for the school Doctor or an administrator to assist. Staff members or reliable students should move any gathering students away from the area. Any students not directly involved should be sent to their next class, the library, or a supervised area. The school Doctor should determine if additional medical treatment is necessary. If the injured person is a student the student's parents should be called. If the student is conscious and the injury is not very serious, the parents can decide whether to pick up their child and take him/her to the doctor or let him/her finish the school day. If the injury is extremely serious, an ambulance should be called immediately--the student should not be moved in the meantime. The school Doctor or a staff member should accompany the injured person in the ambulance. Circumstances concerning the accident should be documented and an Injury Report Form should be filled out. An announcement about the incident should be made to dispel any rumors. If the incident was very serious, teachers should discuss it with their students. Time should be allowed for grief and discussion. Students should be allowed to express their grief and openly discuss their feelings, fears, and concerns. Any student who is upset by the incident should be allowed to talk to a counselor or an administrator.

Note: when NOT to move an injured person: The person is unconscious, not breathing, or severely bleeding. A back or neck injury is suspected. An arm, leg, or pelvis is suspected to be broken.

INFORMATION ON AMBULANCE SERVICE FOR STUDENTS AND SCHOOL PERSONNEL The school uses Clinica Kennedy Ambulance Service in case of an accident.

Requesting Ambulance Service a) During school hours and after-school activities the person responsible will be the Doctor or administrator (7:15 a.m. to 3:15 p.m.). After 3:15, the Athletic Director assumes responsibility. b) After the Doctor's office is closed, and on Saturdays and Sundays the person responsible for the extracurricular activity or an administrator will determine the use of an ambulance. Note: During a school emergency, it may not be possible to follow the above procedures as outlined; however, if the injury is serious, the emergency team must do its utmost to make sure that the injured person

gets medical attention as soon as possible.

KIDNAPPIN

G

The following preventive actions may help avoid kidnapping situations:

- Secretarial staff should have in the office a list of students who are not to be released to anyone except a specific parent, guardian or specified person.
- Before releasing a student to anyone other than the parent or guardian noted on the list, secretarial staff should contact the custodial parent or guardian for approval, and should record the time, date and nature of the approval.
- When a parent or guardian telephones a request to release a student from school, the identity of the caller should be confirmed (ordinarily by a separate call to the parent or guardian) before the student is permitted to leave. In the event of doubt, the message and phone number should be written down and a return call should be made after verifying the phone number with those on the file in the student's folder or on the emergency card.

Procedures: If you see the kidnapping or hear about it, immediately: Make mental notes on likeness of perpetrators and escape vehicle description Notify the principal or Director Activate communication protocols with authorities and parents Students who witnessed the incident should be gathered into an appropriate office or room for counseling. Do not release any information to any other entity *The above policies are in force during regular and after school hours.*

DEATH ON CAMPUS If the death occurs on campus, the following course of action should be taken:

- A staff member should remain with the deceased person and send another staff member (or a reliable student if no other staff members are present) for the school doctor and an administrator to assist.
- Staff members or reliable students should move any gathering students away from the area. Any students not directly involved should be sent to their next class, the library, or a supervised area.
- The police and an ambulance should be called.
- Students who witnessed the incident should be gathered into an appropriate office or room for counseling.

- Students who are in class at the time should be kept in their classrooms, especially if the body is in a visible area. (Students who are not in class at the time should be gathered into a distant area.)
- Students will be allowed to leave their classrooms after the situation has been resolved. An announcement concerning the following day's schedule should be made to the students. A schedule in writing should also be provided if possible.

The administration should do the following:

- The immediate family of the deceased person should be contacted.
 - The administration should meet with the emergency team and make decisions regarding early dismissal and/or schedule changes.
 - The campus should be closed to the media.
 - Legal counsel should be contacted.
- The emergency team should discuss what information is to be given to the parents and students. ***If students are to be dismissed:*** The emergency team will activate the telephone tree to notify parents of the early dismissal. Students will await their parents to be picked up in their regularly assigned places. After the children have been dismissed, the staff will meet to receive accurate information regarding the death. The staff must discuss the procedures to be followed when the students return. At this point, the staff should be allowed to express their grief and openly discuss their feelings, fears, and concerns. When students return to school after the incident, the following course of action should be taken: Students should be directed to their homerooms. Each teacher should announce the death of the student or staff member to their students and any of the known facts concerning the death. Time should be allowed for grief and discussion. Students should be allowed to express their grief and openly discuss their feelings, fears, and concerns. The counselors or administration should set up crisis centers in the school. If students react strongly and/or appear to be very upset by the news of the death, they should be sent (or escorted if necessary) to one of the counselors who should be available at all times during this period. If individual students are extremely upset, their parents will be called. Students should be encouraged to attend regular classes as soon as possible; however, individual students will be allowed more time for grieving, if necessary. Staff members should be especially aware of and sensitive to the students' needs and concerns throughout this period. If a funeral is to be held, the time and location should be announced. Particular funeral customs in relation to the deceased person's culture should be explained.

FIELD TRIPS When taking students on field trips to different areas/cities, staff

members should have the following:

- Class list
- First aid kit and emergency numbers
- Mobile telephone Should a serious injury or death occur while on the field trip,

the staff member should do the following:

- Call the school, explain the situation and await instructions. If no one can be contacted for instructions, or the emergency is too critical for a time delay, call the Clinica Kennedy ambulance service directly. The teacher's assessment of any emergency situation will be supported by the school. Then call the school and inform an administrator of the crisis and of steps taken. The administration should then do the following:
 - Contact the immediate family of the injured or deceased person.
 - Meet with the emergency team and brief them on the incident.
 - Contact legal counsel. The emergency team should discuss what information is to be given to the parents and students.

If the incident concerns a serious injury, then an announcement should be made about the incident upon the students' return from the field trip to dispel any rumors.

If the incident concerned the death of a student or staff member, then the following course of action should be taken upon the students' return from the field trip: Students should be directed to their homerooms. Each teacher should announce the death of the student or staff member to their students and any of the known facts concerning the death. Time should be allowed for grief and discussion. Students should be allowed to express their grief and openly discuss their feelings, fears, and concerns. The counseling office or administration should set up crisis centers in the school. If students react strongly and/or appear to be very upset by the news of the death, they should be sent to one of the crisis centers, with an escort if necessary. If individual students are extremely upset, their parents will be called. Students should be encouraged to attend their regular classes as soon as possible; however, individual students will be allowed more time for grieving, if necessary. Staff members should be especially sensitive to and aware of students' needs and concerns throughout this period. If a funeral is to be held, the time and location should be announced. Particular funeral customs in relation to the deceased person's culture should be explained.

FIRST AID KITS First aid kits are located in the Doctor's office, the lower primary building and the intermediate building/Library. Additional kits are located in the PE department. **First aid kits should be taken on every field trip and excursion out of the**

school. Each kit should be maintained by the school nurse.

COMMUNICATION EQUIPMENT The school has a back-up communications system in case the telephone lines fail. - Mobile / Cell phones belonging to faculty and staff - Two-way radios - Internet - Direct communication radio with permanent contact with the Consulate - SAT phone - When necessary, the school can make use of the cell phones in the possession of students.

CAMPUS SAFETY TIPS A security alarm system is in place. Any visitors to the school are checked in at the entrance gate. The school has provided training in CPR and first aid to teacher aides and volunteer staff members.

CELLULAR PHONE USE Cell phone use is prohibited during regular school hours. During any emergency, students will be prohibited from using their cellular phones unless instructed to use one by the appropriate Principal or the Director. Cellular phones inappropriately used at times of emergency will be temporarily confiscated by the administration. *Justification:* Research indicates that cellular phones distract from school safety as they can hamper rumor control and disrupt and delay effective response by public safety personnel and the administrative control of that particular situation. Students using cell phones could impede public safety measures by summoning parents to the scene of an emergency when officials might be trying to evacuate students to another site to meet their parents. Cell phone systems could easily overload the system and thus interfere with the ability of the crisis management team to communicate out of the school.

CHAPTER III PSYCHOLOGICAL READINESS

Crisis Response Team: -
Director and Administrator(s)
- Counselor - School
Psychologist - School Doctor

The school should have in place:

- Crisis response policy
- Outside counseling resources
- Response plan for a death in the community

- Natural disaster response plan
- Suicide response plan
- Suicide prevention program
- Curricular emergency procedures program for students, staff, and parents.

The Psychological Component - Why it matters and how to plan for it: A community can gain strength in the long-term from personal tragedy, if the situation is handled properly. If not, it can tear the community apart. In times of crisis, sure direction from professionals coupled with a brief, compassionate staff will go far to contain the emotional disruption attending a traumatic event such as the death of a student, recovery from a devastating earthquake, or any number of potential crises. A crisis is defined as a psychological or social condition characterized by instability caused by stress, and endangering the individual in his/her group. The emotional and psychological trauma that inevitably attends a crisis can have powerful repercussions within the immediate and

²² extended school community. All too often, this area of emergency management is ignored and left unplanned for. The hard truth is that a key component of any effective emergency intervention plan is psychological readiness.

Crisis Response Policy -To provide for emotional catharsis on a short-term basis in situations that has an emotionally traumatic impact on students (e.g., the death of a student or faculty member). -To provide a system for supporting faculty who are working with classes of students affected by a traumatic situation, and who are called upon to identify students at risk. -To facilitate referral for ongoing counseling or therapy in situations that have some potential for becoming "infectious" (e.g., suicide), or in situations where a student's need for counseling or therapy is not addressed adequately in a group meeting format. (See Crisis Intervention Protocol) -To disseminate accurate information and dispel rumors. -To provide an ongoing structure for managing potentially escalating anxiety in longer- term high stress situations (e.g., functioning in climates of serious political unrest). -To use students and families as a resource in special situations (e.g., to obtain information about a missing student, to provide support for school families affected by a catastrophe).

Identification of Resources When an emergency strikes, time is critical. Hours matter and depending on the scope of the emergency situation, a number of special resources will need to be contacted. Guidance counselors, special education teachers, and/or health care professionals on staff will be call upon for help. Additional resources and contacts

within the broader school community may be required to assist. Suggested contacts include the following:

Health care professionals Professionals
within the parent community

Response Plans The following response plans offer guidelines in assessing the psychological impact and designing countermeasures to assist the school community-students, parents and faculty in dealing with specific trauma. **Note:** Underlying these steps is the need for all staff members to be sensitive to the feelings, rights, and confidentiality of ALL students and staff who may be involved in a crisis situation.

SITUATION: DEATH IN THE SCHOOL COMMUNITY The emotional and psychological trauma associated with the loss of a member of the school community can have a devastating and long-term emotional impact on the school. Psychological readiness, including a specific plan, can dispel confusion and ease the sense of despair by providing a channel and a point of focus. The following steps provide guidance in responding to the news of a death within the school community.

General Procedures for Handling Death in the Community

²³ A written announcement is given to all teachers regarding visitation and funeral arrangements (time, location, and customs). Teachers are sensitized to any culturally specific customs or traditions, for sharing with students. If the funeral is scheduled during a school day, procedures for obtaining excused absences are detailed. Teachers can verbally give this information to students. Staff and students are encouraged to attend the funeral to provide support for the family and bring closure to the incident. The Director takes charge and is accessible. At the staff meeting, specific information and procedures are discussed. Instructions and support are offered to teachers by principal and counselor. A written announcement, drafted by the Principal, is given to all teachers, to be read and discussed with students at the beginning of the day. The principal and counselor provide training and briefing to the teachers on what to expect, how to handle questions, etc. School counselors are available throughout the day to provide support to both students and staff. Any students who are excessively distraught are referred to them. Teachers are encouraged to handle student expressions of grief or loss in their classes through an open discussion of feelings, fears and concerns. All classes are encouraged to return to their normal routine as soon as possible. Students should be encouraged to return to a normal class schedule as soon as possible. Individual students are allowed time for grieving. Faculty members are to be sensitive and on the lookout for student needs and concerns

throughout the day. If students are extremely upset, parents will be called. Teachers should remain on the lookout for students who might show signs of depression related to the death in the days following the death. Only with parent approval should students be released from school because of the death.

Follow-up Counselors and Principal meetings are held to discuss and assess interventions that have occurred, and to plan the next steps.

Guidelines for Classroom Discussions Following a Death Give the agreed-upon information/statement at the time decided upon in the faculty meeting. Be complete and accurate; gore and gruesome details should not be discussed. Be truthful and direct, but do not dramatize. Remind the students to deal with facts, not rumors. Encourage students to treat hearsay skeptically. Teachers may wish to discuss the dangers of false information with their students. Observe the verbal and non-verbal reactions of the students. Remember that you serve as a role model in how to deal with death/tragedy. Be open and honest about your own feelings and experiences. If you need help, seek it. Feel comfortable deferring questions or discussions you feel ill prepared to handle. Refer students to student support groups, and seek help from the emergency team as needed. Discuss and offer suggestions for appropriate ways to talk to friends and relatives. This is a good time to review why insensitive humor and inappropriate comments are out of place. Allow students to share their feelings AND encourage them to be empathetic to the distress of others. If some students are distraught, or express the need to talk further, refer them to the emergency team.

SITUATION: SURVIVING A NATURAL DISASTER When facing recovery from a natural disaster, the school will formulate its own unique response to the situation, depending in large part on the extent of the damage and emotional repercussions within the school community.

Psychological Counseling Several things can be done to provide counseling for teachers, staff, students and their families. The school's counselors should be readily available to talk to students about their feelings. Rooms can be set aside for students to talk to counselors, friends, or teachers. The first day can be spent with students regrouping and writing about what has happened to them. Unique class "time blocks" can be scheduled to allow students to share experiences. Resume the normal school schedule as quickly as possible.

SITUATION: SUICIDE - INTERVENTION AND PREVENTION **Developing a Prevention Program** A school suicide prevention program should include these steps:

Select a program coordinator from within the school system. Ask a committee of community members to assess the needs of the program. Identify the unique qualities of the community that may contribute to a suicide problem. Develop specific objectives from the need statements to give the program direction. Brainstorm alternative strategies for meeting the objectives. Select ethical and feasible strategies from the alternatives identified. Periodically review the objectives of the program, and reexamine objectives to make sure they have been met. Make needed revisions to the plan.

Talking About the Unthinkable Perhaps the biggest fear of school administrators, parents, and students is that talking about suicide will lead to copycat behavior. The truth is that the school has little choice but to talk about suicide. If a suicide does occur and the school does not respond, there is a danger in letting the suicide "speak for itself." Steps must be taken to help students talk about what they are feeling lest the risk of additional suicides becomes even greater.

THE LOSS OF A LOVED ONE THROUGH SUICIDE INCREASES THE RISK OF A SUICIDE BY A CLOSE FRIEND OR MEMBER OF THAT FAMILY BY EIGHT TIMES. NEGLECTING A SUICIDE INVITES PANIC AND DESPERATION THAT MAY IN TURN LEAD TO IRRATIONAL DECISIONS.

Procedures for Students Identified as “At-Risk” for Suicide *(Note: these procedures refer to a non-emergency situation.)* The staff member who is concerned that a student may be at-risk for suicide should contact the school Principal, who is a member of the emergency team. An emergency team committee meets to evaluate the seriousness of the situation, gather information, and determine actions to take. The staff member reporting the concern may be included in the committee’s decisions, but is not necessarily asked to assume responsibility for the intervention or crisis plan implementation. The school counselor and/or administrator meet with the parents to discuss the student's suicidal gestures and to determine the seriousness of situation.

A plan is developed which may include the following:

- Immediate action;
- Referral to an outside agency;
- Assignment of teacher (s) to the student for monitoring;
- Communicating to staff that appropriate action has been taken;
- Documentation of the school's actions.

Coping with the Emotional After-Effects of Suicide in the School Community.

Some of the critical issues surrounding the suicide of a student include the following:

- Emotional trauma to the student body.
- The possibility of suicide becoming infectious ("suicide clusters")
- The suicide activating or "shaking loose" depression or suicidal ideas in other students.

The general objectives of a sound response are the following:

- To disseminate accurate information and dispel rumors.
- To provide for emotional catharsis on a short-term basis.
- To facilitate referral for ongoing counseling for students whose emotional needs have been brought to the surface by the suicide.
- To prevent the "spread" of suicidal ideas or intents.

Some situation-specific objectives include the following:

- Intervention is intended to provide students with an opportunity to discharge the emotions triggered by the suicide of a fellow student. The process of coming to terms with an important loss is encouraged by explicit acknowledgment of feelings of loss. School's acknowledgment of the loss provides support and sanction for the students to more overtly and completely express their feelings and cope with the loss.
- In the wake of a student suicide, know that other students are likely to have experienced suicidal thoughts in the past or may be entertaining such thoughts currently. The suicide may heighten these other students' anxieties about their own psychological process. They may become more unsettled by their own suicidal idea, or they may develop a morbid preoccupation with suicide. One major objective of intervention is facilitating referral. Let students know that seeking help from someone else when you are feeling depressed is a very mature, adult way of handling difficult or painful emotions. Encourage students to seek out counselors in any way they see fit if they would like to talk about their emotional life.
- Do not impose on students the expectation that, they will have stronger feelings for the student who committed suicide than is actually the case. Set up a venue that allows students to come and discuss their feelings if they are interested. Do not use a classroom approach.
- Students or the school may want to take some sort of collective action to express their feelings over the loss of the student. An objective of the intervention is to organize such efforts and see that they are carried to completion.

- The circumstances surrounding the student's suicide may raise other issues, which may require a more broad-based Institutional response. For example, if the student who committed suicide was an abuser of drugs/alcohol (statistically, this is likely to be the case), the school may find itself in a position of making a more comprehensive effort to address substance abuse by students.
- Monitor for delayed reactions.

CRISIS INTERVENTION PROTOCOL For PK-12 Counselors The purpose of this document is to outline the InterAmerican Academy's Crisis Intervention Protocol followed by the PK-12 counselors in the event of a crisis or emergency. This protocol seeks to ensure the safety and security of victims. At the same time, it provides an opportunity, through individual and group counseling, for the victims to "ventilate", or tell their stories and normalize their reactions to the incident. The goal is to return to a baseline and helpful level of functioning for the individual as well as the school community.

The InterAmerican Academy Crisis Intervention Protocol integrates student development and learning centered theories to enhance the capabilities for student success. The protocol includes counseling support with the option of further discussion and planning by an ADHOC Committee or HELP team.

The school counselors' roles are to respond, under the direction of the administration, to immediate psychological and physical needs of the student body and staff during a crisis. Counselors help inform students, parents and teachers about what is happening. Specifically, during a crisis or emergency, the counselor's role is: 1. To minimize or avoid panic, organize group games, and attend to students and staff as needed. 2. To be available on the field to provide counseling if necessary and to help with dismissal. 3. In case of any evacuation, follow the procedures of the emergency plan. 4. To assist victims in coping with crisis immediately after victimization.

Basic Elements of Crisis Intervention There are four basic elements involved in the InterAmerican Academy Crisis Intervention Protocol:

1. Intervention, which is a physical presence designed to prevent an action or to maintain or alter a condition. Physical or emotional support of a person in crisis.
2. Assessment of a situation. Development of a plan of action. Action or follow-up in carrying the established plan towards its completion.

INTERVENTION A. School Counselors: The school counselors' roles are to respond, under the direction of the administration, to the psychological and physical needs of the student body and staff during a crisis. Follow-up counseling is included within this role. If the counselor views the need for more intensive therapy, cases will be referred for outside treatment.

B.Procedures:

1. Counselor's meeting area

a. In the event of a natural disaster or other emergency that requires evacuation of the school, counselors will assemble in a safe location. b. In the event of an emergency or crisis that does not require evacuation of the school, counselors will meet in the Director's Office

2. Counselors assess the crisis: The counselors will assess the emergency situation by answering the following questions:

- What is a crisis?
 - Who is affected?
 - What services need to be provided?
 - When do services need to be provided?
 - How will services be provided?
 - What are the responsibilities of each counselor in the emergency?
 - What will be communicated to staff, students and parents?
 - When will information be communicated?
- How will information be communicated? 3.

Response in Emergencies of Special Concerns

a. Natural Disaster

1. Earthquake and Fire: Students follow school's emergency crisis procedure for earthquake or fire. Counselors will be available to work with students, teachers and staff to address anxiety issues. Counselors will communicate appropriate information about the crisis to staff. 2. Flood, Hurricane: Counselors will be available for an emergency. 3. Family Crisis, Death or Loss *Individual*: Any student who is referred or requests counseling support will be given one to one counseling. The counselors are available to all students, parents and staff to discuss any school, family or personal situation or problem. All information is strictly confidential between the individual and the counselor unless the person is a danger to self or others. *School Community*: In the event of a death

or illness of a teacher, child, staff member, or administrator, the counselor will initiate appropriate action. 4. Terrorist Attack: Counselors help in assessing the need to notify the entire school or individuals within the school depending upon the situation. Post-trauma counseling and referrals will be offered to students, family and staff.

STEPS 2-4: SUPPORT, ASSESSMENT, FOLLOW UP Group and individual counseling services are offered to deal with post-traumatic stress of an event. Individual and group counseling services may need to be provided. Following an emergency the counselors will meet to decide the services that will be offered. A list of professional counseling services will be provided to students, families and staff when requested. Long-term therapy needs of students or staff will be referred to outside professionals for consultation. The counselor has the option to consult with the ADHOC team or HELP when a case in question needs to be further discussed for appropriate and effective intervention. All information discussed with the ADHOC team and/or HELP is strictly confidential. The HELP team is composed of school administration, volunteer specialists and school counselors. The following are the objectives of the crisis intervention protocol:

- Insure safety
- Increase communication
- Provide an assessment strategy for persons in crisis
- Deliver services
- Provide on-going assessment of services
- Provide environmental support for students
- Normalize level of functioning within the learning environment.

Follow-up counseling is also a role in handling a crisis. If the counselor views the need for more intensive therapy, cases will be referred for outside treatment.

CHAPTER IV SCHOOL CLOSURE

The School should have the following in place:

- Short-term closure plan
- Hierarchy of authority for important decisions to be made if the Director is absent

- SEE CHAIN OF COMMAND UNDER MAKE-UP OF THE SAFETY COMMITTEE
 - Reliable primary sources for checking on local conditions
 - Make-up day policy

OBJECTIVES:

- To provide guidelines for emergency school closure on a short-term basis;
- To offer guidelines for survival in a crisis situation where the school remains open.

Communication

First and foremost, clear channels of communication must be established so that information can be disseminated in a clear, accurate, and organized fashion. Effective channels of communication will facilitate any emergency situation. Information concerning school closure must be immediately communicated to staff, faculty, parents, and students, especially if the closure should continue for more than one day. This is most ably done with the help of a telephone tree. In addition to the students’/parents’ numbers, a regularly updated list of telephone numbers for emergency contacts as well as for relevant businesses and embassies should be maintained. The school's response to a security situation is very important. The school receptionist must be able to provide parents with clearly understood information concerning any kind of closure. If possible, this information should be in written form to discourage rumors and undue alarm about emergency situations. (Note: Parents should rely primarily on the telephone tree for information in any kind of school emergency. The school phone central should not be blocked by parents requesting information, since this will hinder communication with local authorities, embassy, etc.) A reopening date should be announced, if at all possible. Emergency communications equipment (two-way radios, mobile phones, etc.) should be available in every school.

Temporary Short-Term Closure and Reopening This section refers to both closings during the school day and for the following day or days as the situation merits. Such closures could be the result of the following:

- Earthquakes / fires / Volcanic eruptions
- Civil disturbances
- Immediate threats to the school.
- Government policy. In short, any event that threatens the safety of the staff and

students would bring about school closure.

Who Closes the School on a Short-Term Basis? The Director will make the decision to close the school for one day, delay opening, or early dismissal. A definite hierarchy is established to determine who is authorized to close the school in the Director's absence as follows: 1. Administrator in charge AND Business Manager in unison must agree upon the closure.

Making the Decision to Close the School The following procedure should be followed if the school is considering closure:

- Verify the situation when it is not obvious or clear by checking reliable primary sources (Government offices, local media, Consulate, and other SACS schools).
- Once the situation is verified, the Director or other designated person will then evaluate the situation and order school to be closed or dismissed early. The criterion for determining whether the school closes or not will be the safety of the students and staff-whether they are at school, or still at home before school begins.

Closing the School on a Short-Term Basis

- The telephone tree will be activated. Depending on the nature of the situation, it may be approved that students call their parents with their own cell phones to expedite the dismissal.
- If the decision is made early in the day, the telephone tree will be activated immediately so that parents will not send/bring their children to school.
- Security guards will be given written instructions in Spanish and English to help inform parents as to why the school has been closed in case some drivers/parents leave for school before being informed of the closure.
- In the event of a closure while school is in session, the telephone tree will be activated.
- If the school is safe, students may be kept in their classrooms until their parents or authorized drivers pick them up.
- While the school is closed, conditions should be closely monitored to determine when it is safe to open again. The Security Company and the U.S. Consulate should be consulted.

Re-opening of the School after a Short-Term Closure

- Confirm safe conditions through primary sources.



- Inform the school staff.
- Parents should have been advised beforehand that, unless the school has announced otherwise, classes will resume on the following day (or on a specific, previously announced date).

Make-up Days Depending on the school's calendar and/or policy, days lost to temporary closure may or may not be made up.

Reopening Closing down the school in an efficient manner will greatly facilitate its reopening. Basically, reopening involves the following:

- Verification of the safety of physical facilities.
- Verification of the safety of the school and grounds;
- Notification of parents of reopening date and status of school.

APPENDICES BELOW

APPENDIX ONE:

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Diagram of Soccer Field Assembly Area

Library Pool

12th grade 11th
grade 10th
grade 9th grade
8th grade 7th
grade 6th grade
5th grade 4th
grade 3rd grade
2nd grade 1st
grade Kinder
Pre-K Nursery

Gate Number 2

APPENDIX TWO

³² Bomb Threat call checklists:

REPORTE DE AMENAZA DE BOMBA

Fecha: Hora:

PREGUNTE AL QUE LLAMA:

1. Cuando va a explotar la bomba? 2. Donde está ubicada la bomba? 3. Qué forma tiene la bomba? 4. Qué tipo de bomba es? 5. Que causaría que la bomba explote? 6. Usted (quien llama) puso la bomba? 7. Por qué (quien llama) puso la bomba en el edificio?

NOMBRE DE QUIEN RECIBE LA LLAMADA:

PALABRAS EXACTAS DE LA AMENAZA:

ENCIERRE LA QUE IDENTIFIQUE AL LLAMANTE:

IDENTIDAD Hombre Mujer Adulto Niño

VOZ Ruidosa

Ronca

Suave

Placentera

Alta

Borracho

Profunda

Aspera ACENTO Ingles Desconocido Extranjero Local

HABLA Rápido / Despacio

Emocionado

Calmado

Balbucea

LENGUAGE Bueno / Pobre Obsceno Educado Vulgar



RUIDO DE FONDO

Claro

Enojado

Entrecortado

Temeroso

Tartamudea

Nasal

Oficina / Fabrica Trenes / Aviones Calle / Trafico

Ambiente de Fiesta Tranquilo / Discusiones

BOMB THREAT REPORT FORM

³³ Date: Time:

ASK THE
CALLER:

1. When is the bomb going to explode?
2. Where is the bomb located?
3. What does the bomb look like?
4. What kind of bomb is it?
5. What will cause the bomb to explode?
6. Did you (the caller) place the bomb?
7. Why did you (the caller) put it in the building?

NAME OF
RECIPIENT:

EXACT WORDS OF
THREAT:

CIRCLE THE FOLLOWING TO HELP IDENTIFY THE
CALLER:

IDENTITY Male Female Adult Child

VOICE Loud

ACCENT English Unfamiliar Foreign Local

SPEECH Fast / Slow Excited

Cal C

Lisp



le		Slurred	
a		Slurred	
r			
C		Scared	
le		Scared	
a		Scared	
r			Stutter
			Stutter
A			Stutter
n			Stutter
gr			
y			Nasal
A			Nasal
n			Nasal
gr			Nasal
y			Nasal
	Slurred		

LANGUAGE Good / Poor Obscene Educated Slang

BACKGROUN
 D NOISE
 Office /
 Factory Trains
 / Airplanes
 Street / Traffic

Party Atmosphere Quiet / Argu