



# Highlands School of Egypt

## EMERGENCY PLAN

### Crisis Management

#### Definition:

Emergency is in case of crises which has the potential to cause harm to the school or any of its constituents.

Critical incidents include natural disasters, weather-related disaster, fire use of weapons/explosives, the taking of hostages, death of, or serious injury to, a faculty member or student; arrest of a faculty member or student for a serious legal infraction; bomb threat; train derailling, gas leak, power failure, violent street riots or strikes or a missing student. Some incidents may require responses involving law enforcement and/or emergency local services.

The Crisis Management Plan, therefore, directs how the school will operate during critical incidents affecting students, faculty, staff or facilities by structuring levels of initial responses, each designed to address a corresponding level of threat. Goal

The goal of this Crisis Management Plan is to ensure the safety of all members of HSE community and O to preserve the wellbeing of the school through effectively managed responses to any crisis. The plan will be written with explicit focus on:

1. Protection of life.
2. Prevention of injury.
3. Protection of property.
4. Reducing and assisting in recovery from emotional trauma
5. Maintaining the public image of and confidence in HSE.

#### Essential Elements of Effective Crisis Management or Emergency Plan

Crisis Management is a central component of comprehensive school safety that is mainly concerned with the health, safety and welfare of all students and staff. Crisis Management is that part of the school's approach to school safety which focuses more narrowly on a time-limited, problem-focused intervention to identify, confront and resolve the crisis and restore equilibrium.

The essential elements of effective crisis management in schools include the following:

#### Policy and Leadership

Policy provides both a foundation and a framework for action. The chances of effectively managing a crisis Leadership are increased is necessary with a plan to ensure which effective is tailored implementation to the conditions of the plan resources and maintenance of the Preparedness.

**Highlands School of Egypt realizes that its first responsibility is to insure the safety and welfare of each student under its charge. Therefore, it is the policy of the school administration to develop a plan which will effectively support crisis management towards positive results.**



## Crisis Management Plan

When the school is prepared before a crisis occurs it is much more likely to deal with students and staff effectively. The Crisis Management Plan is designed with the purposes of providing guidance for personnel who discover or are notified of any emergency situation as well as aiding in the resolution of the events during a potentially stressed atmosphere. Furthermore, the plan separates duties for school personnel based upon their role as classroom teacher or administrator. Classroom teachers' responsibilities include the safety of the children under their supervision.

Administrative duties include preparing for a code and notifying the appropriate authorities and personnel, conducting drills without previous notice to staff and students, directing and controlling the activities of staff and students, maintaining a record form of the drills (dates, observations and evacuation times).

Since no two emergencies will be the same in nature, scope, or magnitude, it is necessary for the school's plan to be basic, flexible, and subject to the modification of the school principal as the need arises. That is why; the plan does not purposely suggest all responses demanded by the limitless variety of possible crises. Instead it provides a general framework for response, which in turn will guide more specific steps that a given critical situation demands by those who are managing it.

## Crisis Management Team

A school Crisis Management Team is a highly effective organizational unit, acting as an emergency response team that deals with a variety of crises. The work of the school Crisis Management Team made up of school personnel is geared toward reaching key decisions in a timely manner. This group will assist the principal in determining the true nature and threat of the situation.

The team operates at three levels: school building, central office, and community. Well-functioning teams at each level provide a network that can support action whenever crises arise.

## Crisis Management In-service

The occurrence of a crisis will require prompt response from all personnel as they perform their specific assignments. This promptness relies on peoples' understanding of policies and procedures and knowing their responsibilities during a school emergency.

This is achieved through instructing, preparing, and training students and staff in the appropriate and safe procedures to follow in the event of a school crisis through staff in-service and student drills. Maintaining preparedness is an ongoing process which involves debriefing following crises, periodic review, updating, and ongoing training. An unprepared school is asking for chaos.



## Communications

When a crisis occurs, maintaining effective communication is essential within the school, with the school ownership, with parents and the community at large through the media. Effective communication can speed the restoration of equilibrium; poor communication can make a bad situation much worse.

# THE SEQUENCE OF HIGHLANDS SCHOOL OF EGYPT CRISIS MANAGEMENT PLANNING

A comprehensive safety school plan places a strong emphasis on prevention using strategies preparedness procedures, critical response directions based on different levels of threat, and recovery efforts to overcome any trauma or delay in school work.

Thus, thorough crisis planning employs four phases of crisis management:

### 1. **Prevention:**

This addresses what the school will do to reduce or eliminate risk

Prevention Checklist:

- Connect with local emergency authorities to identify local hazards and provide emergency contact lists.
- Review the last safety audit to examine and check compliance of school building, facilities, and grounds to safeguard measures.
- Encourage staff to provide input and feedback into the crisis Planning process.
- Address major problems in the school with regard to safety issues.
- Implementing discipline policies and programs to minimize any safety hazards.

### 2. **Preparedness:**

This focuses on the process of planning for the worst-case scenario. Preparedness Checklist:

- Gather information that exists about the school facility, such as maps and the location of utility shut offs. Identify the necessary equipment that needs to be assembled to assist staff in a crisis.
- Regular meeting of the crisis team to identify potentially troubled or violent students and situations that may be dangerous.
- Perform school emergency drills.
- Develop procedures for establishing clear lines of communication between staff, students, families, and ownership.
- Establish procedures to account for students during a crisis.

### 3. **Response:**

This is devoted to the steps taken during a crisis.

Response Checklist:



- Identify the type of crisis, level of threat, and determine the appropriate code of response to be implemented (full evacuation, partial evacuation, or lockdown).
- Activate the crisis management plan.
- Maintain communication among all relevant staff at officially designated locations.
- Establish information needed to be communicated to students, families, and the community.
  
- Monitor how emergency first aid is being administered to the injured. Provide needed equipment and supplies.

#### 4. **Recovery:**

This deals with how to restore the learning and teaching environment after a crisis. Recovery Checklist:

- Restore the daily learning practices as quickly as possible.
- Restore the physical facilities and surroundings of the school.
- Monitor how staff is handling students for the emotional impact of the crisis.
- Conduct debriefings with staff and personnel to assess performance during crisis.
- Capture "lessons learned" and incorporate them into reviews and trainings.

## General Emergency Action Duties and Responsibilities

### Crisis Management Team

The team is led by the principal, with an alternate leader designated to assume the leadership role in the principal's absence. In addition, the team may include staff from all levels of the school. The crisis management team typically has responsibility for the following :

1. Establishing a written protocol for dealing with crises.
2. Orienting staff to procedures and training to fulfill designated roles, including conducting practice drills.
3. Providing information to students, staff, and community on crisis management referral procedures.
4. Providing assistance during a crisis in accordance with designated roles and providing follow-up activities.
5. Conducting debriefing at the conclusion of each crisis episode to critique the effectiveness of the school's Crisis Management Plan.
6. Conducting periodic reviews and updating of the Crisis Management Plan and conducting related updated staff training.

### School Faculty

Faculty and staff are much like civil emergency personnel during an emergency. That is why it is important during an emergency that all school personnel conduct themselves in a professional



manner and demonstrate through their actions that degree of expertise and responsibility which promotes confidence.

- What you do in the first ten minutes will make a major difference in reducing the panic of your students.
- Above all else, remain calm. Use the next minutes to perform your assigned tasks and attempt a return to normalcy.
- Faculty is to remain with their students at all times during an emergency until relieved by administration.
- Do not release students until authorized to do so by a member of the crisis management team.
- Faculty and staff are first responsible for the students under their care. As difficult as it is, staff and personnel should not abandon their post to go check on their own children who may also be students in the school. Remember that another adult has responsibility for your children and they are doing their job. If you hear that your child has a serious injury, ask your coordinator to replace your post.
- In any critical situation, immediately all faculty and staff are responsible for notifying the principal who will decide based on the level of threat whether to proceed with Evacuation or Lock Down procedures. The school alarm system will be utilized to notify every one of evacuations and lock downs according to the posted sound codes.
  
- In case of a fire, the fire alarm should be activated first by any member of staff and immediately notify the principal. If a fire is small, trained maintenance personnel may use a fire extinguisher to stop the fire. Do not risk personal injury or the safety of students to fight a fire.
- In case of an extended stay in school during a lock down, maintain an extra supply of student and faculty personal prescription medications, food, and water at all times.
- Non-critical observations and rumors should be reported immediately to the principal without sounding an alarm. An example of this type of situation includes any students reporting dangerous situations. The principal will, then, determine whether to declare a crisis or not.
- Teachers should instruct students that jokes and false reports regarding weapons, bomb threats or threats of injury to others are not acceptable under any circumstances and will be taken seriously.



## Individual Emergency Action Duties and Responsibilities

### School Principal

Principal is the final authority on all school level decisions as well as primarily responsible for declaring a school emergency crisis. In the absence of the school principal, the assistant principal will be in charge.

In cases of emergency, the principal will:

1. Orient staff to procedures and training to fulfill designated roles, including conducting drills.
2. Provide information to students, staff, and community on Crisis Management procedures.
3. Conduct periodic reviews, training and up-dating of the Crisis Management Plan
4. Direct all operations of the school in the management of the emergency.
5. Activate Crisis Management Team and Plan.
6. Define and announce the code and emergency response of the crisis situation.
7. Contact school owner, chief executive administrator and keep them informed of emergency status.
8. Contact and liaison between local authorities and school.
9. Receive officials come to help or gather information.
10. Form and authorize the release of information to the public.
11. Act as spokesperson for school with media.
12. Keep staff and students updated during crisis.
13. Authorize immediate purchase of outside services and materials needed for the management of emergency situations.
14. Initiate applicable Post-Crisis debriefing procedures.

### Assistant Principal

Responsibilities of the assistant principal include tasks related to student accounting and student release.

1. Establishes procedures for emergency communications with school principal.
2. Establishes procedures for assessing and reporting status of students in an emergency or any event that results in evacuation or relocation of students.
3. Provides instruction and practice to all teachers and staff in the student assessment and reporting process.
4. Establishes procedures for communication with teachers and other school staff during an emergency.
6. In an emergency, receives reports from all teachers on the condition and location of every student.



6. Assigns floor leaders to investigate of any students missing, injured or ill on every floor.
7. Implements student release procedures.
8. Respond to physical injuries by providing immediate medical attention.

### Staff Coordinator:

Teachers are responsible for implementing appropriate procedures to protect students. These responsibilities include:

1. Evacuation - Prepare individual classroom emergency kit. Direct and supervise students en route to pre-designated safe areas within the school or to an off-site evacuation shelter.
2. Lockdown, Conduct classroom lockdown procedures in accordance with established procedures.
3. Student accounting - Verify the location and of students. Report to the principal or designee on the condition of any student who needs additional assistance.
4. Student assembly holding areas - Maintain order while in student assembly / holding areas to facilitate orderly student accounting and release or transport.
5. Establish a partner system to pair teachers and classes so that some teachers can assist with other tasks such as first aid, search and rescue, or community relations.
6. Remain with assigned students throughout the duration of the emergency, unless otherwise assigned through a partner system or unit every student has been released through the official student release process.

### Communication Coordinators:

The administrative secretarial staff has primary responsibility for establishing and maintaining emergency communications including exchange of information with school administration and staff community emergency responders (fire, police, Ambulance, hospitals... internal communication within the school building, and communicating with parents. Primary responsibility for record keeping also lies with this position. Duties include:

1. Establish procedures for emergency communications with school administration.
2. Identify a potential news center' area site away from emergency operations where briefings can be released.
3. Coordinate information with school leadership prior to release.
4. Act as a spokesperson for school with parents by releasing information to parents.
5. Provide information in appropriate format for the general public including a format for non-English speaking persons, if needed.
6. Establish internal emergency communications including provisions for two-way communications with classrooms and with other sites of the school.
7. Establish and maintain communications with the emergency services coordinator, as needed in major emergencies.



8. If any students or adults are being sent to a hospital for treatment, coordinate communication between the hospital and the school.
9. Initiate and maintain incident log.
10. Receive and maintain student accounting forms.
11. Report states of students, staff and school facilities to school administration as specified.
12. Assigning maintenance people to clear or secure student records in a safe place.
13. Coordinate and direct communication between the emergency site and the school agencies.

## Maintenance and Security Staff

Maintenance staff is familiar with the operations and in HSE structure of the school building and are responsible for the stabilization of the building, controlling access, and securing the school facilities.

### Maintenance

1. Securing assigned and tending staff to on gas, every electricity, and floor is responsible and water shut for. Off valves.
2. Silencing the emergency alarm.
3. Locating the fire and directing fire department to that location on their arrival.
4. Collect all emergency tools and equipment.
5. Clear all restrooms, direct students to a classroom, then report to the office for instructions.
6. In an emergency, survey damage and structural stability of buildings and utilities and report to the principal.
7. Search the affected sections of the school for students or staff that may be left behind, confined, or injured.
8. Secure or evacuate all important student records in a safe location if necessary.
9. Arrange for the delivery of outside services and materials needed for the management of the emergency.





## CRISIS MANAGEMENT FLOW CHART

The following organizational chart demonstrates the levels of responsibilities that shall exist during a crisis situation:

Ownership

CEA

Principal

Assistant  
Principal

Communication  
Coordinators

Staff  
Coordinator

Floor  
Leaders

Discipline  
Officer

Parents

Floor  
Messengers

Staff

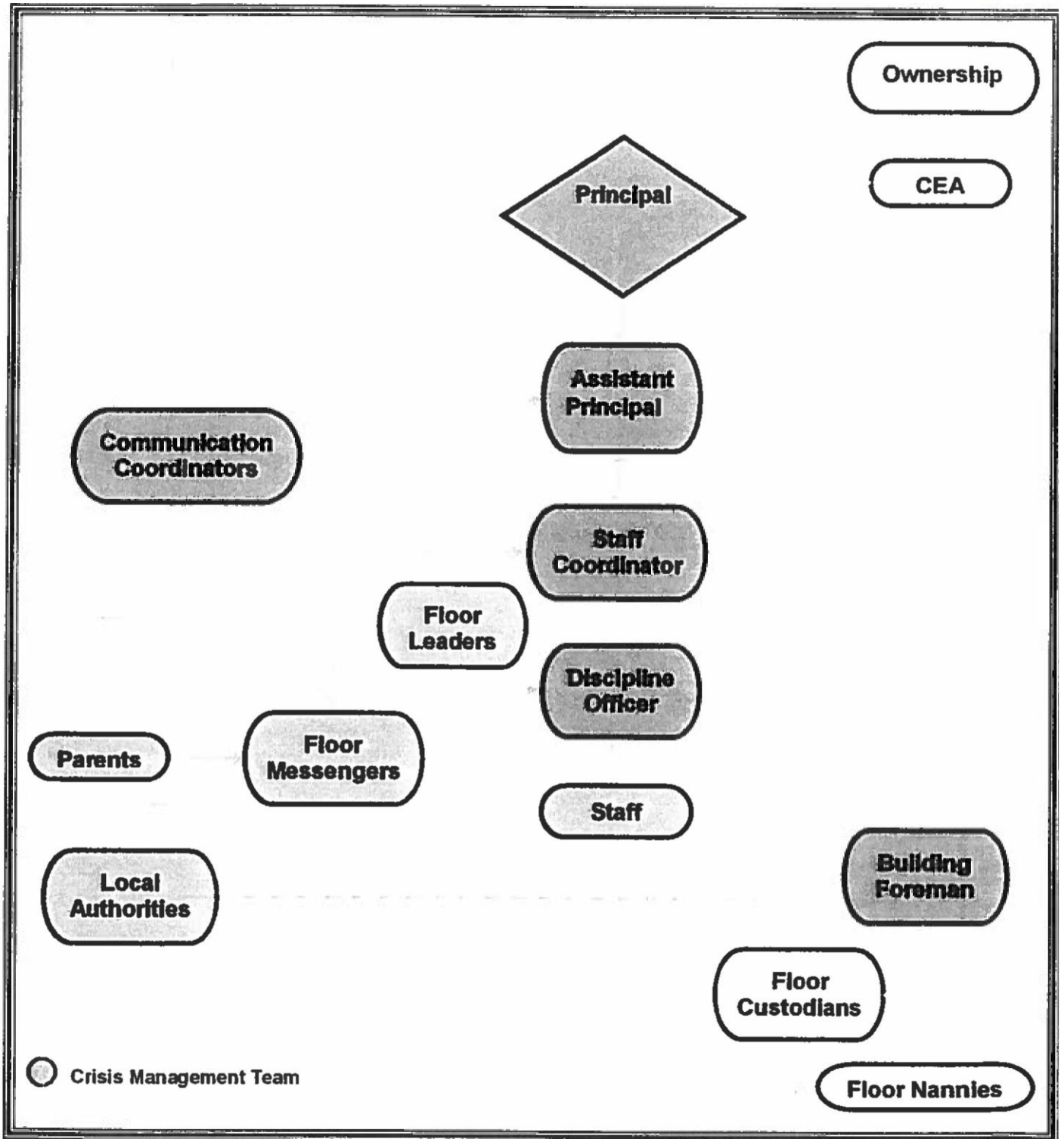
Local  
Authorities

Building  
Foreman

Floor  
Custodians

○ Crisis Management Team

Floor Nannies



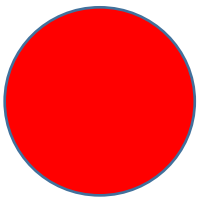


## RESPONSES IN AN EMERGENCY SITUATION



- 1- Discovering the fire or danger
- 2- The person who discovered the danger in any zone must run to the alarm bottom and press it
- 3- This person will immediately inform the administrative manager with the fire place
- 4- The administrative manager will report the principal about the level of threat who will accordingly take the decision whether a total or partial evacuation
- 5- The administrative manager will silent the emergency alarm and press the alarm code according to the situation color
- 6- Maintenance member secure gas & electricity shut off valves, collect all emergency tools & equipment and direct the fire fighters to the fire location on their arrival
- 7- The receptionist will call the fire fighters, police or ambulance according to the need
- 8- Each floor will have an assign leader person who will direct the evacuation procedures and make sure that students are quiet and orderly and do not push or shove others on the stairs. Moving in a calm, controlled manner with assure a safer and quicker exit.
- 9- Upon receiving direction from the floor leader, teachers will instruct students to leave the room in single file and move to the stair way in an orderly manner following the evacuation routes as posted in each class room, exit the room making sure that no students are left behind closing all doors. Teachers will move to the stairs with their students, go down the stair way, exit the building, head to the gathering point in the play area and will remain calmly with students until the " all clear " signal (three long steady rings) is given where they can then return to class.
- 10- Nannies will take charge of checking all restrooms and close the doors, in case of finding any of the students guide him till he join his class
- 11- Social workers will take care of panicked students whenever the teacher report a case
- 12- Financial department, HR & students' affairs employees will be responsible for grabbing files of important documents with them while evacuating with the help of the nannies
- 13- When the danger is announced "all clear", the administrative manager will press the alarm code of this situation to resume normal school activity

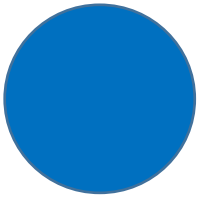
## CHART OF EMERGENCY COLOR & ALARM CODES

- Upon hearing the evacuation alarm signal
- wait for the sound codes & check the color codes
- In case of evacuation follow the route as posted on the map.



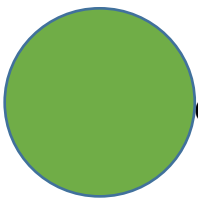
**Red Code = Danger!**

- **TOTAL**  **EVACUATION**      **One long, steady, non-stop.**
- **TOTAL**  **LOCKDOWN**      **Repeated short, non-stop rings.**



**Blue Code = Emergency!**

- **PARTIAL**  **EVACUATION**      **Two long consecutive steady rings.**
- **PARTIAL**  **LOCK DOWN**      **Two short consecutive rings.**



**Green Code = All clear!**

- **RESUME**  **NORMAL SCHOOL ACTIVITY**

**Three long consecutive steady rings.**



## CHART OF LEVELS OF THREAT

Levels of Threat	Characteristics	Examples
<p><u>Level 1: All Clear</u></p>	<ul style="list-style-type: none"> <li>The situation is resolved. The school, students, and staff are out of danger. Resume regular school work.</li> </ul>	<ul style="list-style-type: none"> <li>End of Crisis.</li> </ul>
<p><u>Level 2: Monitor</u> A Level 2 situation is one where a minor event occurs or may which can negatively affect one or more facilities, students, faculty and staff.</p>	<ul style="list-style-type: none"> <li>No immediate danger or emergency exists, but the potential is present.</li> <li>A minor incident occurs that appears to be of short duration.</li> <li>The situation is limited in scope and can be managed by the appropriate administration.</li> </ul>	<ul style="list-style-type: none"> <li>A severe weather threat</li> <li>A fire within (3) km of the school.</li> <li>A minor building system problem.</li> <li>A local power or water outage.</li> </ul>
<p><u>Level 3: Standby</u> A Level 3 situation is one where a risk exists or is about to occur that will impact the facilities, students, faculty or staff. This risk requires that a preparatory status be adopted.</p>	<ul style="list-style-type: none"> <li>The potential danger is real. Personnel should be prepared to react.</li> <li>The situation has the potential for expanding beyond a limited area.</li> <li>The situation may continue for an extended duration.</li> <li>Resolving the situation may require resources in excess of those available.</li> </ul>	<ul style="list-style-type: none"> <li>A severe weather warning</li> <li>A fire incident within one km. of the school.</li> <li>A major building system failure.</li> <li>A full local power or water</li> <li>Probable violent situation</li> </ul>
<p><u>Level 4: Emergency</u> A level 4 recognizes that a risk is real and requires a response by the school.</p>	<ul style="list-style-type: none"> <li>Some of the school students, faculty are in danger, some facilities acv at risk.</li> <li>An incident is close enough to a facility or involves students or personnel.</li> <li>The situation requires the coordination of school resources or coordination with outside authorities.</li> <li>Immediate action is necessary to rescue the inflicted section.</li> </ul>	<ul style="list-style-type: none"> <li>A fire incident.</li> <li>A major weather event that is causing or has caused partial injury/ damage.</li> <li>Notification of possible weapon or bomb threat.</li> <li>Suspecting unauthorized person on grounds. Potentially violent situation.</li> </ul>



<p><u>Level 5: Danger</u></p>	<ul style="list-style-type: none"><li>• All of the school students, faculty are in a clear and present danger, all facilities are at risk.</li><li>• An incident is close enough to affect a facility or involves students or personnel.</li><li>• The situation requires the coordination of school resources or coordination with outside emergency authorities.</li><li>• Immediate action is necessary to rescue the inflicted section.</li></ul>	<ul style="list-style-type: none"><li>• Building Collapsing</li><li>• A traffic accident (train derailling) involving students and/or school personnel.</li><li>• A major fire incident.</li><li>• A major weather event that is causing injury/ damage.</li><li>• A traffic accident (train derailling) involving students and/or school personnel.</li><li>• Of weapon or bomb.</li><li>• Verifying unauthorized person on grounds.</li><li>• Very violent situation outside school premises like riots or strikes.</li></ul>
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## RESPONSES IN AN EMERGENCY SITUATION

### Emergency Evacuation Procedures

Upon hearing the evacuation alarm signify the following procedures will be followed:

1. The Principal or designee will take charge of the situation and determine whether a total or partial evacuation is in effect, depending on the level of threat.
2. Emergency color and sound codes will be announced to the school.
3. Communication coordinators will be directed to notify the police of the emergency.
4. Each floor will have an assigned "Leader person" who will direct the faculty on that floor.
5. Each floor will have an assigned messenger who will deliver messages to and from the Principal's office.
6. Each floor will have an assigned "Discipline person" who will maintain order and discipline on that floor.
7. Each floor will have an assigned messenger who will carry messages to and from the Principal's office.
8. Security personnel will open the school entrance and exit doors for evacuation purposes.
9. Teachers will remind students of the proper evacuation exits and procedures.
10. Upon receiving directions from the floor leader, teachers will instruct students to leave the room in single file and move to the stairway in an orderly manner following the evacuation routes as posted in each classroom.
11. Assigned discipline personnel will see to it that students are quiet and orderly and do not push or shove others on the stairs. Moving in a controlled manner will assure a safer and quicker exit.
12. Teachers will quickly grab the roll and grade books and exit the room with the last student making certain that no students are left behind.
13. On exit, the teacher should close all doors, lights, and power.
14. Report with the class to the assigned evacuation field area and quickly take roll or do a head count to see if any additional students are missing. Names of missing students will be given to the administrator in a target.
15. Teachers will remain calmly with students until they are placed in the charge of a parent or guardian or until the "all clear" signal (three long steady rings) is given where they can then return to class.



## Emergency Lockdown Procedures

In cases of an emergency requiring lockdown, the following procedure will be followed:

1. The owner and the Principal will take charge of the situation and will determine whether a total or partial lockdown is in effect, depending on the level of threat.
2. Emergency color and sound codes will be announced to the school.
3. Communication coordinators will be directed to notify the police of the emergency.
4. Communications within the school among administrators and staff will be through cell-phones or school phones to follow up, assess, and plan next course of action of the situation.
5. Each floor will have an assigned "Leader person" who will direct the faculty on that floor.
6. Each floor will have an assigned messenger who will carry messages to and from the Principal's office.
7. All students are to head to and remain in class. Students in hallways, cafeteria, or play areas will report immediately back to their classrooms.
8. Teachers will remind students of the lockdown procedures.  
Teachers will get the students to go to an area of the room that is away from the door and away from any windows with the blinds drawn and w lock their classroom door.
9. Engage students in quiet activities.
10. Monitor students for signs of anxiety and stress.
11. Head custodian will lock the school entrance an Ad exit doors to prevent entry into the building.
12. Until an all clear sound and color code is anno need by an administrator no one is to leave the classroom. Members of the crisis team will go to classrooms to update staff.

## Emergency Procedures for out of school Activities.

Out of school activities, including field trips, are important parts of the educational experience. Procedure and practices which are help all in the event of an accident or other emergency include the following:

1. Using name tags for personal identification — rote that these need to be worn on blouses or shirts rather than outer garments such as sweaters and coats which may be removed on long bus trips. Wrist bracelets might be considered particularly for younger children.
2. The following rosters should be left at the school:
  - a. A route map and trip details should be left at the school.
  - b. A name list of passengers on the vehicle should be left at the school before departure Students, staff, and chaperones should travel to and return from the activity site in the same vehicle.





- c. A list of passengers' cell phone numbers should be left in the school. It is desirable for someone in each vehicle to have a phone.
3. The following rosters should be on the vehicle with all supervisors:
  - a. A list of crisis management team call phone numbers and school extensions.
  - b. A list of parents' emergency contact numbers.
  - c. A list of names and cell phone numbers of all students, staff, and chaperones on the trip.
  - d. A list of emergency contact numbers of local authorities concerned.
4. Contact the school assistance. The principal or designee datelines and coordinates the appropriate responses.
5. Contact emergency local authorities.
6. Until their arrival, supervisors will attend to the injured, the uninjured, and will account for all.
8. Provide emotional support and coordination.

#### School Trip Emergency Checklist:

1. Cell phone.
2. Passengers' roster (students, staff, chaperones)
3. Signs to display bus numbers (in case of more than one bus)
4. Route maps
6. Pencils
6. Paper
7. Name tags
8. First aid kit
9. Emergency telephone numbers list (including police, fire department, and ambulance, school phone chains of parents, students, and staff...etc.)



## **DIRECTIONS AND ROUTES FOR EVACUATION**

### **First Floor:**

Rooms 19 to 22 & WC move to staircase D

Go down the stairway and exit the building

Head to the gathering point in the main playground

Rooms 23 to 31 move to staircase A

Go down the stairway and exit the building

Head to the gathering point in the main playground

Rooms 32 to 36 & WC move to staircase B

Go down the stairway and exit the building

Head to the gathering point in the main playground

Rooms 37 to 42 move to staircase C

Go down the stairway and exit the building

Head to the gathering point in the main playground

### **Second Floor:**

Rooms 43 to 46 & WC move to staircase D

Go down the stairway and exit the building

Head to the gathering point in the main playground

Rooms 47 to 58 move to staircase A

Go down the stairway and exit the building

Head to the gathering point in the main playground

Rooms 59 to 63 & WC to staircase B

Go down the stairway and exit the building

Head to the gathering point in the main playground

Rooms 64 to 69 move to staircase C

Go down the stairway and exit the building

Head to the gathering point in the main playground