



**Dar-Assalam National Schools**  
**(American International Program)**

**Emergency Handbook**



## Preface

Saudi Arabia's harsh climate conditions and many recent school accidents mainly fires urged government agencies to enforce very strict regulations as a pre-requirement for the renewal of any school license. The major requirement is the Civil Defense Certificate where the school undergoes a rigid check up system that ensures total safety conditions. Dar-Assalam Schools was given the Civil Defense Certificate in 2013 (Appendix 1).

This bulletin is a guide for the preparation of safe school plans covering three key areas: Preparedness, Response and Recovery.

*This bulletin entitled "Emergency Handbook" contains clear and precise steps for managing various types of school emergencies.*

These procedures have been prepared in consultation with the Ministry of Education in Saudi Arabia, and followed the standard safety procedures followed in various schools worldwide

### Emergency Preparedness and Response

This guide is part of an ongoing effort to protect the health and safety of our students at DAS. Schools must provide a safe, orderly learning environment for every child and every school. School Emergency Planning provides protocols for a wide range of crisis response situations, so that schools can quickly and adequately restore the school climate to optimal learning conditions.

## **Purpose of this Guide**

School Emergency Planning serves two major purposes:

- 1) As a template for creating a comprehensive School Crisis Response Plan (SCRCP), and
- 2) As a framework for addressing a range of other issues, such as violence prevention, that require a coordinated school response.

## **INTRODUCTION**

The following sections correspond to the major phases of emergency management:

- 1) Preparedness is the process of deciding what you will do before an emergency actually occurs. Preparedness involves the coordination of efforts between your school, and the community at large. This **section** contains tips and tools for establishing a crisis response team, collaborating with partners, and preparing an emergency toolkit and evacuation routes.
- 2) Response is the process of implementing appropriate actions while an emergency situation is unfolding. In short, responding means “doing what you planned to do.” In this phase, schools mobilize resources needed to handle the emergency at hand. This section contains steps for handling a wide range of emergencies, including Universal Emergency Procedures that may be implemented across a number of situations.
- 3) Recovery is the process of assisting people with the physical, psychological and emotional trauma associated with experiencing tragic events. This section contains follow-up measures and tools to effectively address the aftermath of an emergency situation. This collection of recovery measures is designed to assist teachers and other professionals as they help students begin the recovery and healing process.

## **The first step**

The first step in school crisis response planning is to establish a School Crisis Response Team (**SCRT**) to review any existing emergency plans, or to develop a new plan using this guide as a model.

To be prepared for an emergency, the school's crisis response plan should address each of the issues listed below:

- a. Establish a School Crisis Response Team (SCRT)*
- b. Maintain a Crisis Response Plan: Drills, Training, Review and Approval*
- c. Identify Hazards of the Area*
- d. Identify Evacuation Routes*
- e. Identify Local Partners and Resources*
- f. Communicate Before, During, and After an Emergency*
- g. Develop an Accountability System*

## **SECTION I**

### **PREPAREDNESS**

#### **Establish a School Crisis Response Team**

The first step in creating a school's crisis response plan is forming the School Crisis Response Team (SCRT). The school principal or facility director is responsible for overseeing the formation of the School Crisis Response Team and is the designated leader. Certain positions in the school lend themselves to team membership. Those include: counselor, nurse, secretary, custodian, social worker, teachers in various specialty areas, cafeteria manager, school psychologist, staff with special knowledge or training, and staff in strategic locations in the building. Each of these individuals has unique knowledge in areas ranging from mental and physical health to students with special needs, and from access to building plans to knowledge of community resources.

In this section, you will find:

- *The School Crisis Response Team*
- *Our School's Crisis Response Team Members*
- *The Incident Command System (ICS)*
- *Roles and Responsibilities of ICS Teams*
- *ICS Roles and Responsibilities at Our School*

#### **The School Crisis Response Team**

The SCRT reflects the diversity of the school community and should capitalize on the unique training and expertise offered by staff in various positions in the school.

### Our School's Crisis Response Team Members (Boys Section)

Name	Position	Cell
Abdrahman Alkhorafy	Principal	
Mohmada Saadaldean	Dean	
Basem Maghrobi	Science	
Mohamad Karam	PE	
Ashraf Taha	Computer	
Mohamad Khaibary	Counselor	

### Electricity shut down Team

Name	Position	Cell
Abdrahman Alkhorafy	Principal	
Mohmada Saadaldean	Dean	
Mohamad Bassyoni	Math	
Rashad Abuhaija	Science	
Mostafa Abdulghani	Computer	
Mohamad Tarkhan	ART	

### Evacuation Team

Name	Position	Cell
Abdrahman Alkhorafy	Principal	
Mohmada Saadaldean	Dean	
Majdi Aldamsaha	Math	
Hamzaha ALHawdemh	English	
Safwat Alnebrawi	Islamic	
Saad Essa	Arabic	

### Fire Extinguishing Team

Name	Position	Cell
Abdrahman Alkhorafy	Principal	
Mohmada Saadaldean	Dean	
Mostafa Halwani	HRT (Ground floor Hose)	
Safwat Nebrawi	Islamic (Ground floor Hose)	
Hamzaha ALHawdemh	English (Eastern Basement)	
Saad Essa	Arabic (Southern Basement)	

### Our School's Crisis Response Team Members (Girls Section)

Name	Position	Cell
Mirna Harb Rassoul	Principal	
Frida Zoghbi	Dean	
Naeema Al Kahtani	Science	
Layal Bou Hamdan	PE	
Lubna Al Faqih	Arabic	
Shaza Adham	Arabic	

### Electricity shut down Team

Name	Position	Cell
Mirna Harb Rassoul	Principal	
Frida Zoghbi	Dean	
Sarah Bou Hamdan	HRT	
Ledia Murad	Science	
Bara'a Al Zein	Math	
Asmaa Ghremil	Islamic	

### Fire Extinguishing Team

Name	Position	Cell
Mirna Harb Rassoul	Principal	
Frida Zoghbi	Dean	
Nahed Jaafar	Assistant	
Joanna Buka	Assistant	
Eman Al Ali	Assistant	
Ibtissam Al Zarwi	Islamic	

## Evacuation Team

Name	Position	Cell
Mirna Harb Rassoul	Principal	
Frida Zoghbi	Dean	
Mona Dimassi	KG Coordinator	
Marwa Faqih	Admin	
Manal Murtada	Arabic coordinator	
Sahar Najjar	Supervisor	
Sandy Naamani	Science Coordinator	
Mona Shebly	English Coordinator	
Amal El Nasib	Admin	
Samah Harb	Supervisor	
Faten Bin Shlel	Registrar	
Rasha Askar	Computer	
Nawal Al Muhesin	Admin	
Mayssa Abou Zeid	Doctor	
Mona Oweda	Art	
Nibal Zeinddine	Math Coordinator	
Nivine El Dorra	HRT	
Nouhad Abdallah	HRT	
Lina Hariri	Arabic	
Mariam Halawi	English	
Samar Ghandour	English	
Walaa Al Omar	HRT	
Huda Najjar	English	
Mizna Al Sebaie	Islamic	
Sarah Turukmani	Arabic	
Alaa' Mukhalalati	HRT	
Rola Tarabishi	HRT	
Miriana Darazi	HRT	
Dalia Jebrael	HRT	
Rima Hamiyeh	HRT	
Natalie Amin	French	

### **The purpose of the SCRT is to:**

- *Develop the school's crisis response plan including school-specific risks, assets, and student specific needs.*
- *Conduct or coordinate orientation training for staff and recommend additional training.*
- *Conduct or coordinate awareness programs for students.*
- *Evaluate the school's preparedness for implementing Universal Emergency Procedures .*
- *Perform an operational critique after every emergency to determine strengths and areas for improvement regarding the school's crisis response plan.*
- *Initiate communication with students, parents and the community during and after every emergency*
- *Report progress to the school's school-based council, parents, and superintendent.*

### **The Incident Command System (ICS)**

Some emergencies require involvement from police officials, fire departments, and other emergency management agencies. With several agencies handling a crisis, roles and responsibilities can quickly become confusing. To prevent confusion about "who is doing what," many emergency response agencies use the Incident Command System (ICS). It is important for the SCRT and other school personnel to understand the ICS so that they can work cooperatively with other agencies during an emergency

## **ICS Roles and Responsibilities**

The roles and responsibilities of the core ICS functions are summarized below.

- **Incident Commander**: Establishes command, works to protect life and property, directs overall management of emergency response activities
- **Operations**: On a school campus, most staff will be assigned roles under Operations. Operations are responsible for care of students and carrying out Response.
- **Logistics**: Is responsible for communications, as well as securing and providing needed materials, resources, services and personnel. This section may take on a major role in extended emergency situations.

## **EMERGENCY DRILL CODE**

1. Every fire, lockdown and evacuation drill is to be regarded as real.
2. The only person to have any advance notice of fire drill is the one who sounds the alarm. For lockdown and evacuation drills the local authorities should have advance notice.
3. Drills shall take place at any time, whether the students are in classes, in assemblies, in passing corridors or in cafeterias.
4. The signaling device must be heard in all parts of the building and shall be used only for emergencies.
5. All occupants must be evacuated from the building in a fire and evacuation drill.
6. A teacher or some other responsible adult shall be assigned to assist the students and faculty with special needs who require assistance in evacuation.

**7. During a fire or evacuation drill only, a teacher or some other responsible adult must check restrooms, cloakrooms, and all other rooms and areas where children congregate, to make sure all of the students have vacated the building.**

**8. Students must not be permitted to go to lockers for personal items during a fire or evacuation drill.**

**9. With the exception of a lockdown drill, teachers must leave the building with their classes.**

**10. For all drills the teacher should have with him/her, upon fire or evacuation drill, the class register or a roster of students and the absentee list to ensure accurate accounting of student whereabouts.**

**11. In the case of a fire or evacuation drill, it shall be the responsibility of the teacher to make sure that all of the children have left their room and that the door of the room is closed.**

***a. During a lockdown drill, teachers must make sure that the classroom door is closed and locked and the children are moved to a safe area within the classroom.***

**12. There shall be no talking during any drill.**

**13. Students must not run during a drill but must move quickly and orderly.**

**14. Members of the custodial staff must report to pre-designated locations and assist in drill procedures.**

**15. In the case of a fire or evacuation drill, students must be led to a predetermined and safe area far enough away from the building and out of the path of emergency.**

**16. There shall be a written evacuation plan for each school. The plan shall be reviewed and approved annually by the local fire officers as part of the annual fire inspection of the school.**

**17. There shall be a written procedure for a lockdown for each school. The plan shall include specific provision for protecting all students.**

**18. Each occupied area shall have a predetermined evacuation route. This route should lead to the nearest available exit. At least one alternative route shall be established for each occupied area. These routes and other related instructions shall be clearly posted near the exit door of each room so that an occupant of the room may know the correct plan of evacuation.**

**19. All staff and students shall be informed of the school's evacuation plan and lockdown procedures.**

**The School Crisis Response Team should make sure that the school has a system in place for quickly accounting for every person on school property. As soon as a crisis is recognized, the system should be used to account for all students, staff and visitors.**

**Accounting for all students, staff and visitors at the school includes implementing systems such as:**

- Daily attendance log for students**
- Daily attendance log for staff**
- Daily visitor sign-in and sign-out log**

## **Section II**

### **Response**

**Response is the process of implementing appropriate actions while an emergency situation is unfolding. In short, responding means “doing what you planned to do.” In this phase, schools mobilize resources needed to handle the emergency at hand.**

**This section contains a broad range of critical incidents. For each event listed, there are specific actions to be taken to appropriately handle the given situation. Depending on the type of emergency, protocols may remain under the domain of the school, or may necessitate a coordinated community-wide response.**

**a. Universal Emergency Procedures**

**b. General Emergency Intervention Checklist**

**c. Emergency Procedures Guide – Alphabetical Listing :**

- Allergic Reaction
- Assaults/Fights
- Bus Accident
- Disease Outbreak/Foodborne Illness
- Fire
- Hazardous Materials
- Intruder/Hostage
- Missing Child/Kidnapping
- Natural Disasters
  - o Earthquake
  - o Flood
  - o Heat Alert
  - o Severe Thunderstorms

**Other weather related emergencies Essential Plan Components:**

- Poisoning
- Serious Injury/Death
- Student Unrest
- Utility Failure
- o Electric Power Failure
- o Water Line Break
- Weapons

*There are six basic procedures that can be utilized in responding to various emergencies:*

<p><b>1. Evacuation :</b> Evacuation (For use when conditions outside are safer than inside) When announcement is made or alarm sounded:</p> <ul style="list-style-type: none"> <li>• Take the closest and safest way out as posted (use secondary route if primary route is blocked or hazardous)</li> <li>• Take roll book for student accounting</li> <li>• Assist those needing special assistance</li> <li>• Do not stop for student/staff belongings</li> <li>• If Bomb Threat, take student/staff belongings in the immediate area</li> <li>• Go to designated Assembly Area</li> <li>• Check for injuries</li> <li>• Take attendance; report according to Student Accounting and Release procedures</li> <li>• Wait for further instructions</li> </ul>	<p><b>2. Reverse Evacuation :</b> (For use when conditions inside are safer than outside)</p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> <li>• Move students and staff inside as quickly as possible</li> <li>• Assist those needing special assistance</li> <li>• Report to classroom</li> <li>• Check for injuries</li> <li>• Take attendance; report according to Student Accounting and Release procedures</li> <li>• Wait for further instructions</li> </ul>
<p><b>3. Severe Weather Safe Area</b> (For use in severe weather emergencies) When announcement is made or alarm sounded:</p> <ul style="list-style-type: none"> <li>• Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous)</li> <li>• Occupants of portable classrooms shall move to the main building to designated safe areas</li> <li>• Take roll book for student accounting</li> <li>• Take attendance; report according to Student Accounting and Release procedures</li> <li>• Assist those needing special assistance</li> <li>• Do not stop for student/staff belongings</li> <li>• Close all doors</li> <li>• Remain in safe area until the “all clear” is given</li> <li>• Wait for further instructions</li> </ul>	<p><b>4. Shelter in Place</b> (For use when evacuation is not possible) When the announcement is made:</p> <ul style="list-style-type: none"> <li>• Students are to be cleared from the halls immediately and to report to nearest available classroom or other designated location</li> <li>• Assist those needing special assistance</li> <li>• Close and tape all windows and doors and seal the gap between bottom of the door and the floor (external gas/chemical release)</li> <li>• Take attendance; report according to Student Accounting and Release procedures</li> <li>• Do not allow anyone to leave the classroom</li> <li>• Stay away from all doors and windows</li> <li>• Wait for further instructions</li> </ul>
<p><b>5. Lockdown</b> (For use to protect building occupants from potential dangers in the building) When the announcement is made:</p> <ul style="list-style-type: none"> <li>• Students are to be cleared from the halls immediately and to report to nearest available classroom that can be secured</li> <li>• Assist those needing special assistance</li> <li>• Close and lock all windows and doors and do not leave for any reason</li> <li>• Cover all room and door windows</li> <li>• Then stay away from all doors and windows and move students to interior walls and drop</li> </ul>	<p><b>6. Drop, Cover, and Hold</b> (For use in earthquake or other imminent danger to building or immediate surroundings) When the command “Drop” is made:</p> <ul style="list-style-type: none"> <li>• DROP – to the floor, take cover under a nearby desk or table and face away from the windows</li> <li>• COVER - your eyes by leaning your face against your arms</li> <li>• HOLD - on to the table or desk legs, and maintain present location/position</li> <li>• Assist those needing special assistance</li> </ul>

<ul style="list-style-type: none"> <li>• Shut off lights</li> <li>• BE QUIET!</li> <li>• Wait for further instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Wait for further instructions</li> </ul>
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## Fire

In the event of fire, smoke from a fire or if a gas odor has been detected:

Pull fire alarm.

- *Evacuate students and staff to a designated area.*
- *Follow normal fire drill route. Follow alternate route if normal route is too dangerous.*
- *Teachers take class roster.*
- *Principal/designee notifies police (call 911) and superintendent. Principal or superintendent must report to Fire Marshal's office.*
- *Teachers take roll after being evacuated.*
- *After consulting with superintendent, principal may move students to*
- *(Primary Relocation Center) if weather is inclement or building is damaged.*
- *No one may reenter building(s) until declared safe by fire or police personnel.*
- *Principal/designee notifies students and staff of termination of emergency. Resume normal operations.*

## Disease Outbreak/Foodborne Illness

Possible Signs of Disease Outbreak/Foodborne Illness:

- **Unusual number of absences from school**
- *Unusual number of people showing the same signs and symptoms*
- *Threats received or group taking credit for causing illness*
- *Ordinary disease or symptoms but out of season*

### **Staff First Actions:**

If imminent risk, call 998.

- *Send for immediate help (Operations: First Aid, CPR, medical).*
- *Isolate persons affected in a separate room and restrict access to the room to essential personnel only.*
- *Notify principal.*
- *Notify physician if appropriate.*
- *Help students/employees be comfortable.*

### **Principal, Team:**

- *Principal notifies superintendent.*
- *Call 998, depending on circumstances.*
- *Notify parent or guardian of affected student(s).*
- *Administer medication, by order of a doctor, if appropriate.*
- *Document all activities.*
- *Implement post-emergency procedures.*

### **Assaults/Fights**

#### **Staff Procedures:**

- *Ensure the safety of students and staff first.*
- *Call 998, if necessary.*
- *Notify CPR / first aid certified persons in school building of medical emergencies.*
- *Notify principal. Principal assembles Crisis Team Members.*
- *Seal off area where assault took place.*
- *Defuse situation, if possible.*
- *Principal notifies police if weapon was used, victim has physical injury causing substantial pain or impairment*
- *Principal notifies superintendent and parents of students involved in assault.*
- *Document all activities. Ask victim(s) / witness(es) for their account of incident.*
- *Assess counseling needs of victim(s) or witness(es). Implement post-emergency procedures.*

## Missing Child/Kidnapping

### Missing Child:

*Call 999 immediately; provide the following information:*

- Child's name and age
- Address
- Physical and clothing description of the child, including any distinguishing marks such as visible scars or birthmarks
- Medical status, if appropriate
- Time and location child was last seen
- Person with whom the child was last seen
  - *Have child's information including picture, if possible, available for the police upon their arrival.*
  - *School will notify parents of missing child and attempt confirmation that child is with family; if not - inform parents of situation and steps taken.*
  - *School will complete a written incident report at the earliest opportunity.*

## Natural Disasters:

### Poisoning

In the event of the poisoning or suspected poisoning of a student or an employee:

#### Immediate Actions:

- *Call 998.*
- *Administer first aid directed by poison information center.*
- *Notify principal.*
- *Utilize building personnel with knowledge of poisonous materials, first aid training, etc.*
- *Notify parents.*
- *Seek additional medical attention as indicated.*

#### *Preventive Measures:*

- *Keep poisonous materials in a locked and secure location.*
- *Post the Poison Control Center emergency number in prominent locations such as the front office,*
- *school clinic, etc.*
- *Post the names of building personnel who have special paramedic, first aid training, or other special*
- *lifesaving or life-sustaining training.*
- *Provide staff with information on possible poisonous materials in the building*

### **Serious Injury/Death**

If incident occurred in school:

- *Call 998.*
- *Notify CPR/first aid certified persons in school building of serious medical emergencies (names of*
- *CPR/first aid certified persons are listed in Crisis Team Members section).*
- *If possible, isolate affected student/staff member.*
- *Notify principal/designee.*
- *Principal/designee notifies superintendent.*
- *Activate school crisis team. Designate staff person to accompany injured/ill person to hospital.*
- *Principal notifies parent(s) or guardian(s) of affected student.*
- *Direct witness(es) to school psychologist/counselor. Contact parents if students are sent to psychologist/counselor.*
- *Determine method of notifying students, staff, and parents.*

### **Post-Crisis Intervention:**

- *Meet with school counseling staff and \_\_\_\_\_ to determine level of intervention for staff and students.*
- *Designate rooms as private counseling areas.*
- *Escort affected student's siblings and close friends and other "highly stressed" students to*
- *counselors.*

- *Assess stress levels of staff. Recommend counseling to overly stressed staff.*
- *Follow-up with students and staff who receive counseling.*
- *Designate staff person(s) to attend funeral.*
- *Allow for changes in normal routines or test schedules to address injury or death.*

### **Utility Failure:**

#### **Electric Power Failure**

##### **Procedures:**

- *Calm students.*
- *Stay in classroom until evacuation notification.*
- *If there is danger of fire, evacuate the building by evacuation procedures,*
- *If a short is suspected, turn off all electric devices in room, and notify custodian.*

### **Utility Failure:**

#### **Water Line Break**

##### **Procedures:**

- *Notify principal/designee and custodian.*
- *Relocate articles that may be damaged by water.*
- *Relocate students to designated safe areas.*

### **Weapons**

**Notify principal or teacher immediately.**

**Tell principal or teacher name of suspected person who brought the weapon, where the weapon is located, if the suspect has threatened anyone or any other details that may prevent the suspect from hurting someone or himself/herself.**

If teacher suspects that weapon is in classroom, he/she should confidentially notify a neighboring teacher. Teacher should not leave classroom.

Principal:

- *Call police if a weapon is suspected, as viewed by a reasonable person, to be in school.*
- *Ask another administrator to join you in questioning suspected student or staff member.*
- *If feasible, accompany suspect to private office to wait for police.*
- *If situation warrants, isolate suspect/area until police arrive.*
- *Assign person detailed notes of all events and why search was conducted.*
- *Notify parent(s) or guardian(s) of suspect if a student. Explain why search was conducted and results of the search.*
- *Avoid confrontation. Try not to disarm him/her. Back away with your arms up. Remain calm.*

### Section III

#### Recovery

In general, schools can help children by:

- *Restoring a learning environment*
- *Modeling how to recover from the event*
- *Maintaining basic educational goals*

Administrative staff, counselors and teachers can help their school community by:

- *Reducing conflict among groups*
- *Creating working partnerships among groups inside and outside of the school*
- *Following familiar school routines*
- *Acknowledging the trauma through shared activities and observances*

- ***Representing safety and security***
  - ***Supporting children and their families***
  - ***Creating opportunities to support caregivers***
  - ***Having trained crisis intervention personnel be highly visible in the schools following a crisis***
  - ***Remembering that children and their communities are resilient when supported adequately***
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Resources:

- National School Safety Center:

[www.nssc1.org](http://www.nssc1.org)

- Rhode Island Department of Education:

[www.ridoe.net](http://www.ridoe.net)

- Rhode Island Department of Health:
- [www.health.state.ri.us](http://www.health.state.ri.us)
- U.S. Department of Education Disaster Planning Website:

[www.ed.gov/emergencyplan](http://www.ed.gov/emergencyplan)

- U.S. Secret Service National Threat Assessment Center:

[www.treas.gov/usss/ntac](http://www.treas.gov/usss/ntac)