



# **EMERGENCY OPERATIONS PLAN**

## **Director's Office**

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## 1 INTRODUCTION

### 1.1 Purpose of the Plan

The purpose of the Anglo-American School Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of the Anglo-American School and its employees, students, and families. Developing, maintaining, training, and exercising the plan empowers everyone involved in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents/guardians and other members of the community with assurances that the Anglo-American School has established guidelines and procedures to respond to threats and hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and threat/hazard-specific appendices outline an organized, systematic method to address threats, hazards, and vulnerabilities before, during, and after an incident. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. The Anglo-American School regularly schedules in-service training for faculty and staff and provides training for students and parents/guardians throughout the school year.

Lastly, developing, maintaining, and exercising the School EOP increases the Anglo-American School's legal protection. Schools without established incident management procedures have been found liable for their absence. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

### 1.2 Scope of the Plan

The Anglo-American School Emergency Operations Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, State, and Federal government mandates; common and specialized procedures; and specific threat/hazard vulnerabilities and responses/recovery.

#### 1.2.1 Definitions

**Hazard:** Something that is potentially dangerous or harmful, often the root cause of an unwanted outcome.

**Incident:** An occurrence, caused by either human action or natural phenomena that may bring about harm and may require action. Incidents can include major disasters, emergencies, terrorist attacks, terrorist threats, fires, floods, hazardous materials accidents, earthquakes, public health and medical emergencies, and other occurrences requiring an emergency response. The Director

or his designee shall have the authority to determine when an incident has occurred and to implement the procedures within this Emergency Operations Plan.

**Threat:** A natural or manmade occurrence, individual, entity, or action that has or indicates the potential to harm life, information, operations, the environment, and/or property.

**Vulnerability:** Characteristic of the school that could make it more susceptible to the identified threats and hazards.

### **1.2.2 Board Policy Statement**

The Anglo-American School Emergency Operations Plan operates within the framework of AAS Board Policy 6.50.

## **1.3 Situation Overview**

### **1.3.1 School Population**

The Anglo-American School faculty consists of 150 qualified and experienced educators and 15 administrators, principally from the US, UK, and Canada.

Enrollment

The international student body of approximately 1200 students represents over 60 countries. Class sizes typically range from 16-18 students.

### **1.3.2 Campus Information**

In 2000, the Anglo-American School of Moscow (AAS) moved into its new 30,000-square-meter, state-of-the-art building in Northwest Moscow. This purpose-built facility is the culmination of a decade of dedication and effort by its three founding embassies - the US, UK and Canada - and hundreds of volunteers from our parent and corporate communities whose strong belief in AAS raised the seed money to develop the new campus. Nestled between the Moscow Canal and the Pokrovskoye-Glebevo Park off Volokolamskoye Schosse, 20 minutes from the city center, the school stands on 6.5 hectares of land adjacent to the Pokrovsky Hills housing community.

A regulation-sized indoor swimming pool and a 630-seat auditorium (the Bolshoi Theatre) opened in August 2007 to complete the original site plan for the AAS campus.

### **1.3.3 Threat/Hazard Assessments**

Anglo-American School is exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

The AAS Security Department in cooperation with the US Embassy's Regional Security Office conducts continuous thorough site assessments to identify any circumstances in the school or near the campus that may present unique problems or potential risks to people or property. The interior and exterior portions of all school buildings and school grounds have been assessed for potential

threats/hazards that may impact the site, the staff, and the students. Identified threats/hazards are mitigated accordingly.

## **1.4 Planning Assumptions and Limitations**

### **1.4.1 Planning Assumptions**

Stating the planning assumptions allows Anglo-American School to deviate from the plan if certain assumptions prove not to be true during operations. The School EOP assumes:

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

### **1.4.2 Limitations**

It is the policy of the Anglo-American School that no guarantee is implied by this plan of a perfect incident management system. Because personnel and resources may be overwhelmed, the Anglo-American School can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

This manual consists of the following major sections:

**Communications** – Following the guidelines in this section before, during, and after an incident will serve to calm fears, allay rumors, and strengthen the sense of security. In times of crisis, clear lines of communication will help restore the community’s sense of well-being.

**Emergency Preparations and Procedures, and Drills** – In order to be effective in a crisis situation, everyone in the school community must discipline themselves each year to focus on the details of these plans. Being well prepared is the best way to cope with any emergency.

**Campus Security and Closure Procedures** – The Anglo-American School has a special responsibility to anticipate political instability and the possible danger that could confront students, teachers, as well as the school’s records. Every situation is unique; however, being familiar with several levels of security precautions and a number of institutional reactions will ensure a clear, organized, and appropriate response. (Consistent with Board Policy 6.70)

**Psychological Readiness for Emergencies** – In times of crisis the measured and compassionate response of the professional staff may make the critical difference between an event that causes widespread emotional trauma, and one that can actually strengthen the individuals within the community.

**Appendices** – The manual concludes with a section that provides basic information for faculty and staff. The materials include maps, forms, lists, schedules, and pertinent articles.

## **2 COMMUNICATIONS**

### **2.1 Control Center**

On certain occasions, security incidents or community situations will require the AAS Response Team to assemble. It is the responsibility of the Director to notify the members of the meeting, and unless notified otherwise, Security’s Central Monitoring Station (CMS) will function as the crisis control and information center. The Director will remain there to monitor communications, both internally and externally, issue bulletins, and delegate responsibilities as needed. This area will be kept free of students, parents, faculty, and staff, so that effective monitoring of the situation can be undertaken.

### **2.2 Response Team**

As a school-wide situation unfolds, and depending on the scope, nature, and timing of the situation, the Director will start assembling members of the Response Team in the CMS to start working through the decisions. (Refer to no. “**2.3 Decision Making**” of this section). These Response Team members will start the defining and managing process, while other members may need to be with various groups of students, parents, teachers, and support staff.

The Response Team consists of the:

- Director (overall coordinator)
- Deputy Director (security, insurance, facilities and acts as coordinator in the absence of Director)
- Security Coordinator (RSO Liaison)
- Board Chair or designee (Board of Directors' liaison)
- Principals (student, parent, faculty support)
- Counselors and School Psychologist (student, parent, faculty support)
- Director of Communications (community liaison)
- PTO President or designee (parent communications)
- Director of ICT or designee (communications support)
- Director of Human Resources (staff liaison and communications/reception)
- Athletic, Aquatics and Activities representative (activities coordination)
- School Nurse (health, community resources)
- Executive Assistant to the Director (communications support)
- School's Legal Counsel (legal support when needed)

When assembled, the available team members will be in the Director's office or other designated location as the situation dictates. Furthermore, each member of the Response Team is responsible for designating and training a "backup" person to fulfill his or her role if he or she is absent. The Response Team contact list and critical information will be compiled and distributed annually to members of the team and appropriate administrators.

### **2.3 Decision Making**

The Response Team's tasks should be addressed in the following order:

- Identify the nature and scope of the crisis;
- Clarify the situation by confirming the relevant "facts" involved;
- Decide an appropriate response to the crisis or emergency (which may include convening the Board of Directors);
- Communicate decisions and their rationale in a clear and timely fashion; and,
- Implement the decisions.
- Regroup as needed to monitor progress and implementation.

### **2.4 Modes of Communication**

The Response Team will coordinate the use of all the following modes of communication in order to ensure that all school constituencies are notified. Any redundancy in receiving messages should be viewed as positive. Communications may include a description of the event or condition precipitating the crisis, the time at which additional decisions, instructions, or information are to be released, the status of school opening or reopening and when/how students will be returned home.



**Web Site** – The Response Team will only post meetings on the password protected area of the web site during terrorist threats.

**E-Mail/SMS** – The list of parent e-mail addresses and mobile numbers will be maintained by the Director of Admissions and updated regularly by divisional secretaries. AAS will maintain the confidentiality of these lists.

**Telephone Trees** - Each year AAS creates two telephone trees by division, one for teachers and support staff, and one for parents. When activated designated individuals made a series of phone calls to people whom, in turn, make additional calls. The result is a network of communication whereby all constituents have been contacted. Telephone trees are considered a backup communications system.

**Posted Notices** – Signs in English and Russian will be posted on all public bulletin boards and near the school’s gates as well as on the official US, Canadian, and UK Embassies bulletin boards.

**Hotline, Recorded Telephone Messages** – During a crisis situation the receptionist will ensure that the main telephone line is answered and all available phones with recording capabilities are set with the appropriate message.

**Walkie-Talkies** – The Director, the three division principals, the Security Coordinator, the Finance Director, and the nurse will have walkie-talkies in case electricity is out and mobile phones are inoperable.

**SMS Text Messages** – The Director will work with the Director of Communications to send Text Messages in parallel with web postings and e-mail distribution

**Public Address System** – The Security Coordinator will manage the public address system, located in the Central Monitoring Station.

**Embassy Radio** – A two-way radio, tuned into the US Embassy frequency, is located in the Director’s office and the Central Monitoring Station. Selected members of the administration will have training in how to use the Embassy radio. Instructions will be located next to the radio on a clipboard.

## 2.5 Communications Constituencies

**Board of Directors** – The Director will contact the chairman of the Board whenever a crisis occurs. If necessary, the Board will convene as quickly as possible in order to make the crucial decisions, defined by policy that will guide the school through the situation. The Chairman may poll Board members by telephone if an immediate decision is needed, or he/she may rely on the executive committee if a quorum cannot be assembled.

The **Director** can activate faculty and staff – a faculty/staff telephone tree is created every August. In addition, e-mails can be sent. To enable AAS to contact employees for emergency purposes during school holidays, faculty, administration, and staff are required to provide emergency contact information via a method as prescribed each school year and to keep this information updated. The school will not release nor publish this information without individuals' prior consent. This information is used only in the event that the school needs to contact its personnel during an emergency.

**Parent/Teacher Organization (PTO)** – Whenever a crisis occurs, the PTO President serves as a member of the Response Team. The President will inform the PTO Board members by e-mail. They start their own notification of parents, which serves as an informal, back-up communications system.

**Parents and Students** – Mobile, landline telephone numbers, and e-mail addresses are maintained and constantly updated to allow a message to be passed from the Director to staff, students, and their families during non-school hours. In a crisis situation, AAS will make every effort to notify parents as soon as possible concerning what the school is doing with students (if school is in session), what students should do (if school is not in session), what parents should do (stay, pick-up children at...etc.) or other special instructions. E-mails, text messaging and the website are the main methods of contact.

**Canadian, UK and US Embassies** –Through mutual agreement, the Director and the Regional Security Officers (RSO) may contact each other immediately whenever a situation arises that could possibly affect the school or the large number of AAS families connected to the US, UK, and Canadian governments' presence in Moscow.

**Legal Counsel** – If needed, legal counsel will be brought into a situation at the Director's or Board Chairman's request.

**The Press** – In a crisis situation, the Director, or designee, is the only spokesperson for AAS. Faculty and staff should not to speak with the press. Press representatives must obtain the Director's permission to enter the campus.

**Local Officials** – Via the US, UK and Canadian RSO's and the AAS Security Coordinator, the Director will communicate with the militia whenever needed, as well as communicating directly with any local officials in order to improve security.

### **3 EMERGENCY PREPARATIONS, PROCEDURES, AND DRILLS**

Consistent with Board Policy 6.60, the **Director** is responsible for assuring the health and safety of all members of the school community. In the event of an emergency, the Director may establish a **Health and Safety Team** as a sub-committee of the Response team as outlined in Section 2.2. This

team will be comprised of designated representatives of Security, Facilities and the Health Office. The **Health and Safety Team** is responsible for ensuring that the standards of health and safety are maintained for all people who use the AAS campus, and in the instance of an emergency, is responsible for the procedures as detailed below.

### **3.1 Preparations**

#### **3.1.1 The Health Office**

The Head Nurse should be kept informed of events, which may require medical assistance. Accident Report Forms are completed by the attending faculty member(s) and nurse for every accident involving an AAS community member on campus.

The Health Office will assure that there are distributed trauma kits located in key locations throughout the building for easy access in the event of an emergency. Locations will be secure, accessible, and well-marked on emergency and evacuation maps.

The school in collaboration with the cafeteria and other reserves will assure sufficient portable liquid is available on site for a minimum of 3 days based on a minimum requirement of a half-liter per person per day.

A list of local or area emergency vehicle services, doctors, and hospital addresses and phone numbers is included in this handbook (Appendix C).

#### **3.1.2 Annual Training and Drill Requirements**

**Fire/Bomb Building Evacuation Drill** – The fire/bomb drill is reviewed by the administration each August, and actually conducted within the first few weeks of school and again in the second semester.

- **First Aid Training** – Classes are offered by the school in First Aid training annually. The goal is to have all security guards, coaches, field trip chaperones, and faculty and staff members in each building with current training.

At the beginning of each academic year the members of the Administrative Team who have walkie-talkies will meet with the Security Coordinator to insure knowledge of their use in order to provide a reliable means of communication in the event of loss of electricity and/or cell phone service.

#### **3.1.3 Field Trips**

In the case of an emergency, students and staff on a field trip should follow similar protocol to protect children in a sheltered location until the school can be contacted for further direction.

The proper protocols for field trips are described in the *AAS Faculty Handbook*. Depending on the type and kind of trip, the field trip protocols will include details on maintaining contact with the campus in the event of an emergency at one or both locations.

Whenever there is the possibility of civil disturbances in the region, the principal will ask the Security Coordinator to check on the advisability of the trip with the US Embassy's Regional Security Office.

### **3.1.4 Records Preparation and Data Storage**

The hope is that any emergency situation would not be so severe as to cause the destruction or loss of school records. Prudent Emergency Operations Planning dictates that AAS should have established procedures for updating the storage of pertinent records outside the country and the establishment of co-located servers in strategic locations such that core communication systems can be re-established with limited interruption. An attempt to store massive files of all historical records might be too daunting a task, but something can be done to store core current records, especially since technology currently available makes this task relatively convenient.

#### **BACKUP SERVERS OFFSITE**

- File storage (to accommodate items below and other items where appropriate)
- Email
- Student Records
- Website and Online Campus Community
- Human Resources Systems
- Financial Systems
- CMS (Moodle, etc.)
- Others systems deemed appropriate to maintaining virtual school (see 4.3.1)

#### **SCHOOL RECORDS STORED ELECTRONICALLY OFFSITE ANNUALLY ON OCTOBER 1**

- Current personnel records including salary/benefits, etc.
- School budget information
- A list of school capital assets including photographs, etc.
- Archive of school publications and bulletins
- Student transcripts, report cards, attendance records, etc.
- Copies of all school lease agreements
- Board policies and administrative regulations.
- Information about school money deposits
- Registration information for new and returning students
- Updated demographic data for students and faculty
- Purchase orders and warehouse inventory lists
- Library inventory lists

- Financial Audit Report
- General ledger information
- Bank records from the previous six (6) months

#### SCHOOL RECORDS TO BE UPDATED ON JUNE 30

- Updated student report cards, transcripts and graduation lists
- School yearbook and other updated publications
- Updated personnel records
- Board approved budget for upcoming year
- Updated Bank signature authority
- Board minutes from previous year
- Updated Board policies and administrative regulations

#### OTHER RECORDS - COPIES STORED OUTSIDE THE COUNTRY

- School legal papers including non-profit status, property, etc.
- Building records and permits
- Board minutes from inception
- Copies of personnel contracts and personnel records
- Curriculum guides
- Student attendance records
- Personnel records for employment and work assignment

#### PRINTED NOTEBOOKS IN EACH DIVISIONAL OFFICE – UPDATED MONTHLY

- Student records printout including essential information
- Teacher critical contact information including local contact details and home country permanent and emergency contact information
- This Emergency Operations Plan
- City Maps and Extended Emergency Contact Information
- Copies of School Identification Documents and any other critical documents necessary to assure safe transport or to facilitate communication with government officials.

## 3.2 Drills

### 3.2.1 Fire

**Goal:** to evacuate the buildings and accurately account for every adult and child as quickly as possible. **Each division (elementary, middle and high) has a specific set of instructions that will be created and distributed each August.** The first fire drill will be conducted within the first few weeks of school (Appendix B).

At the sound of the alarm everyone will evacuate the buildings by the designated exits. Teachers leave the rooms last, closing windows, turning off the lights, and closing the door(s).

Students and teachers should remain quiet during the drill so they can hear important instructions.

Students stand in straight lines behind their homeroom teachers who line up in designated areas around the AAS campus. Teachers take attendance. (On a clipboard in their classrooms, teachers should have section rosters and a fire-drill map for the purpose of taking attendance during the drill.)

All teachers and administrators will be assigned specific roles (attendance, area supervision, clearing particular building floors, backup, etc.) during fire drills.

Clerical and support staff not assigned other roles will report to the coordinator of the response team or designee.

The Facilities Manager will account for Four-Square, D & D and TLS employees.

### 3.2.2 Bomb and Terrorist Threats

**Goal:** (Although this may be the same procedure as in the fire drill, the Director will use his discretion about whether to evacuate, complying with direction of the US Embassy Regional Security Office). The goal is to accurately account for every adult and child as quickly as possible. In the case of a verifiable bomb threat the instructions to all personnel on campus via the public address system may be to either initiate a Code Blue Lockdown or evacuate the building. In the case of imminent danger the Fire Alarm could be initiated. **Each division (elementary, middle and high) has a specific set of instructions distributed each August.**

Upon notice via the public address system of a Code Blue Lockdown the response team will convene as described in Section 2 above and the US Embassy RSO notified.

All employees who normally receive outside calls should review the procedure for responding to a bomb or terrorist threat. Everyone should pay particular attention to the questions posed on the Bomb/Terrorist Threat Report Form (Appendix G).

Faculty and Staff should quickly scan your area for suspicious item. You are looking for anything unusual – bomb packaging is usually in brief cases or any unusual parcel, box, or wrapped package.

If a suspicious item is found: (a) do not touch or disturb it; (b) evacuate your room/area in a quiet, orderly manner, proceeding to the area of the campus prescribed by emergency routes posted in your room or outlined in Appendix B – Emergency Evacuation Procedures; (c) notify the appropriate principal who will in turn notify the Security Coordinator.

During the initial stage of the Code Blue, Security will sweep the halls and public areas for suspicious items. If a suspicious item is found, the area will be evacuated and cordoned off. Once the report that the hallways have been cleared has been received, the Director may initiate an evacuation or wait for instruction from the US Embassy RSO.

If an evacuation is ordered, faculty members should proceed with their students to the location instructed to them by the Response Team via the public address system, land-line, or runner or outlined in Appendix B – Emergency Evacuation Procedures which is posted in their room. The teacher should then conduct student accountability procedures as in a fire drill.

### **3.2.3 Earthquake**

**Goal:** The Moscow area is one of low seismic activity (last event: 1977); however, because earthquakes strike without warning, it is prudent to know the necessary protective actions to be immediately taken in the unlikely event of an earthquake. There will not be time to think through what to do. The purpose of this section is to help students and staff know how to REACT immediately and appropriately. Even though Earthquake drills will not be held during the school year, teachers and staff are responsible for knowing the appropriate reactions to share with others in their care during such an event.

#### ***3.2.3.1 What to Expect During an Earthquake***

The first indication of an earthquake may be a gentle shaking. You may notice the swaying of hanging plants and light fixtures, or hear objects moving on shelves. You may be jarred by a violent jolt (similar to a sonic boom). You may hear a low or perhaps very loud, rumbling noise. A second or two later, you'll feel the shaking; and by this time, you may find it difficult to move from one place to another. It's important to take "quake-safe" action at the first indication of ground shaking. Don't wait until you are certain an earthquake is occurring. As the shaking grows stronger, danger increases. For example:

- Freestanding cabinets and bookshelves are likely to topple. Wall-mounted objects (such as clocks and artwork) may shake loose and fall.
- Suspended ceiling components may pop out, bringing light fixtures, mechanical diffusers, sprinkler heads, and other components down.
- Doorframes may be bent by moving walls and may jam the doors shut. Moving walls may bend window frames, causing glass to shatter and sending dangerous shards into the room.

The noise that accompanies an earthquake cannot cause physical harm. However, it may cause considerable emotional stress - especially if you're not prepared to expect the noisy

clamor of moving and falling objects, shattering glass, wailing fire alarms, banging doors, and creaking walls. The noise will be frightening, but a little less so if it is anticipated.

### **3.2.3.2 Earthquake Response Guidelines**

During a major or moderate earthquake, the greatest immediate hazard to people in or near a building is the danger of being hit by falling objects. During the ground shaking, the school population is safest finding immediate shelter under desks, tables, or counters.

### **3.2.3.3 Reacting to an Earthquake**

**If indoors:** stay inside; move away from windows, shelves, and heavy objects and furniture that may fall.

**Classroom:** Immediately instruct students to take cover under a table or desk until tremor subsides.

**Hall, gymnasium, or other area where no cover is available:** Instruct students to move to an interior wall, and have students follow your example: turn away from windows, kneel alongside wall, bend head close to knees, cover sides of head with elbows, and clasp hands firmly behind neck.

**Stairway:** Because stair wells are not as structurally sound as other parts of a building, people should move immediately to the nearest exit, and then get next to an interior wall and kneel down, turn away from windows, bend head close to knees, cover sides of head with elbows, and clasp hands firmly behind neck.

**Library:** Immediately move away from windows and bookshelves, and take cover under a desk or table.

**Laboratories and kitchens:** All burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals that may spill.

**Theatre:** Since there is great likelihood of injury in an uncontrolled or panic-driven exit, students should duck, cover and remain in place until the tremble subsides.

**Note:** *Although doorways have traditionally been regarded as safe locations, it is important to anticipate that doors may slam shut during an earthquake.*

**If outdoors:** Move to an open space, away from buildings and overhead power lines. Lie down or crouch low to the ground (legs will not be steady). Keep looking around to be aware of dangers that may demand movement.



### **3.2.4 Lockdown (CODE RED)**

If the campus threat is immediate teachers may be notified to secure students in classrooms as soon as possible, and not to allow movement around campus. When this occurs the following are the school's general procedures (Appendix B).

The Director or designee will announce a "Code Red" situation exists on campus. The message will be announced over the campus public address system or, in certain situations, be delivered quietly by messengers.

**Visitors:** Once CODE RED is announced, visitors proceed to and enter the nearest occupied classroom. If they are in the cafeteria, the nearest classroom is the Faculty Dining Room in the back of the cafeteria.

**Students:** The student's responsibility is to remain in the classroom under the supervision of the teacher. If the student is not in a classroom, one is to find the nearest occupied classroom and walk quickly inside. Once inside the classroom, the student is to wait with the other students and adults until the all-clear message is received. If a student is on a field outside the building, the student is to head to the teacher/staff member on the field and wait for instructions.

**Staff:** If the staff member is already in a classroom with students, she/he is to remain in this classroom. If the staff member sees a student or students in the hall near the door, they should be ushered quickly into the classroom. If the staff member is inside a room, but not with students, the staff member is to walk around the immediate vicinity and direct all students into an occupied classroom. Once the area is cleared, the staff member joins the students and other staff in the occupied classroom and instructs everyone to stay away from windows and doors. The door should be closed and locked (if possible) with the window covered. Turn lights off in classrooms that have external windows. IF REQUESTED, once in a locked classroom, staff members are to send attendance information to the respective division offices via e-mail.

If the staff member is on the South Fields, the staff member is to stay on the field unless otherwise instructed. If the staff member is with a group of students, the staff member is to call the students together, gather them in designated areas, and wait for further instructions or until an all-clear message is received.

## **3.3 Miscellaneous Procedures**

### **3.3.1 Short Term School Closure.**

In the case of weather related circumstances, such as severe cold weather spells, heavy snowfalls in winter, hot periods in spring or fall when school is in session, or any other natural or related

phenomena that create conditions impeding the safe operation of the school, the school administration will use the following framework for making a determination of school closure:

- a. Set outside temperature limits for temporary school closure ensuring to a reasonable extent that the health and safety of students and staff is protected from exceptionally cold/hot weather or other unfavorable conditions;
- b. Assess internal building temperature with regards to (a) and determine whether it is possible to sustain a viable working environment.
- c. Assess the potential impact of severe weather conditions on transportation and assure safe transit of students to school. Note: This decision must generally be made prior to the beginning of the first transportation departure in the morning.
- d. Assess the loss of utilities and potential impact on the safe running of the School.

The following associated actions must also be considered during and after short-term closure of the school and a return to normal operation:

- a. Provide for continuing virtual home learning in the event of a school closure.
- b. Keep the school community informed of decisions as they are made.
- c. Provide for a plan to return to school when conditions allow.

### **3.3.2 Biological or Chemical Agents**

If members of the faculty or staff suspect that they are being exposed to biological or chemical agent, they should do the following:

- Notify an administrator or the Security Coordinator. The administrator or Security Coordinator will call the embassies' Regional Security Offices.
- Stay in one place – an area around you may need to be secured.
- Wait for an investigation by qualified experts who will further direct any actions.

## **4 CAMPUS SECURITY AND CLOSURE PROCEDURES**

### **4.1 Stages of Alert**

#### **4.1.1 Chain of Command**

The Director is authorized to announce the closure of the school, delay the opening time of school, dismiss school early, or hold students past dismissal time, if actual or potential hazard threaten the safety and well-being of students and employees. The decision to close school shall be made by the School Board. (Policy 6.51) The Director, principals, and other top administrators will implement all Emergency Operations plans.

#### **4.1.2 Security Plan Options**

AAS has several options regarding the safety of its students and staff, depending upon the nature, location and severity of the crises. Day-by-day options are as follows:

##### **4.1.2.1 Routine**

Normal awareness of possible security concerns should guide individual behaviors. Routine security precautions are in effect.

##### **4.1.2.2 Alert**

A general concern necessitates a precautionary, wait-and-see position by the school. Classes are suspended; therefore, students, faculty, and those support personnel who work mostly with students do not report.

Administrators and selected support staff report to school for a regular day. Supervisors will determine which support staff are needed, or have work that can be accomplished.

The library, pool, and other athletic and arts facilities are closed to organized groups of AAS students and parents.

Only AAS ID cardholders are allowed on campus during this time.

Security guards do random bag checks.

AAS after-school activities and field trips are canceled.

Increased AAS security personnel are on duty and a request for increased security presence from the Russian militia and US Embassy security personnel is made.

Administration makes daily contact with the Regional Security Officer of the sponsoring embassies.

##### **4.1.2.3 High Alert**

A local and specific concern is identified by the sponsoring embassies or Russian government. The campus is temporarily closed to everyone except for the Board, Director, division administrators, and security personnel.

The campus is closed for all AAS activities and for activities by outside groups.

Security guards check all bags, boxes etc.

Increased AAS security personnel are on duty and requests for increased security presence from the Russian militia and sponsoring embassies' security personnel are made.

Administration makes daily contact with the Regional Security Officer of the sponsoring embassies.

#### **4.1.2.4 Evacuation**

An immediate, specific, and persistent danger is identified. The Board closes the campus temporarily for a regional evacuation or for sending the foreign hires home for an interim period of time. (Refer to no. **4.3 Emergency Evacuation Plan**)

#### **4.1.2.5 Closure for the Academic Year**

An immediate, specific, and persistent danger is identified for the foreseeable future. The Board closes the campus for the academic year and sends foreign hires home. (Refer to **4.3 Emergency Evacuation Plan**)

### **4.2 Immediate Reactions**

#### **4.2.1 Controlled Release Option when Students are already at School**

Events can occur during the school day when the school must reduce fear and anxiety by keeping students secure until their parents arrange for their safe transportation home or personally pick them up from school. When notification of this situation occurs, the following are the school's procedures; each division may have its own, slightly modified procedure.

#### **4.2.2 Elementary School Procedures**

Notification will come from the Director that the students and staff will be following these procedures. Principals will notify teachers and provide them with a script of what to say to their students.

Students will remain with their classroom teacher until parents arrive to pick them up in their classroom. All available staff, including specialists, will report to the office for an assignment.

Students in a specialist classes will be escorted back to their regular classroom and teacher as soon as possible after the notification of an emergency. If the classroom teacher is not in the room, the specialist teacher will remain with the students in the regular classroom.

Parents entering the school to pick up their children will go their child's classroom to sign out and pick up their children. Elementary secretaries, counselors and additional personnel, if needed, will direct parents and students in making this an efficient and expeditious operation. Phone calls will be made to the parents/guardians of students who ride the bus to arrange for transportation.

Teachers may only release students to a parent or to an adult (including drivers and nannies) or family member known to the child. Any student not picked up by the time the staff is released need to be brought to the Game Room or South Cafeteria.

Elementary parents and students will exit through the front gate.

#### **4.2.3 Middle School procedures**

Parents of middle school students should report directly to the Middle School office. Parents will not be allowed to go to their children's classroom without permission of an administrator.

The school secretaries and middle school counselor will staff checkout centers. A hard copy of the master schedule or its equivalent will be available for locating students. The student class list will be available and used to verify who came to school and picked up and left campus with the student or who called to arrange some other means for getting the student home. Phone calls will be made to the parents/guardians of students who ride the bus to arrange for transportation.

Runners selected from the faculty and staff will be used to locate students and send them to the checkout center.

The daily class schedule will be followed until dismissal time.

Either the Director and/or Deputy Director will be at the main entrance to direct parents to their respective checkout center/office.

#### **4.2.4 High School Procedures**

Parents entering the school will be directed to one of three checkout centers. The area for grades 9-12 will be in the front of the high school office. Parents will not be allowed to go to their children's classroom without permission of an administrator.

The school secretaries and one or more counselors will staff checkout centers. A hard copy of the master schedule or its equivalent will be available for locating students. The student class list will be available and used to verify who came to school and picked up and left campus with the student or who called to arrange some other means for getting the student home. Phone calls will be made to the parents/guardians of students who ride the bus to arrange for transportation.

Runners selected from the faculty and staff will be used to locate students and send them to the checkout center.

The daily class schedule will be followed until dismissal time. All students who have study halls are to report to the library. All teachers who do not have classes are to report to the office where they will receive assignments (such as runners or replacements for teachers who need to leave campus).

Students may receive permission via phone to leave the campus if the last period teacher or a member of administration talks to the parent. Teachers will complete a pass verifying

parental permission to leave the campus and give the pass to the student. The student will show the pass to the staff member who is working at the checkout center. The student will exit via the back gate.

Students leaving campus via parent checkout or phone request will present their passes to a high school administrator at the back gate.

Either the Director or the Deputy Director will be at the main entrance to direct parents to the checkout centers.

### **4.3 Emergency Evacuation Plan (School Closure)**

Under certain circumstances (i.e. civil disturbances, terrorist acts, acts of war, and other civil, political or military events beyond the control of the school), the Board may decide to close school temporarily. Ordinarily, the entire Board of Directors will make such a decision; however, in highly unusual circumstances where the Board is unable to obtain a quorum, those members or alternates attending the meeting will make the decision.

If the Board decides to close school, the Board will also consider the need for evacuation of foreign hire faculty **and their authorized dependents**. If it is determined to evacuate foreign hire faculty, the school will provide payment for airfare to home of record, using the least expensive round-trip fare available. Foreign hire faculty will leave according to embassy instructions. The school cannot guarantee that pets will be evacuated with their owners. All regulations regarding taking pets will be determined by the type of carrier selected for travel and the restrictions of the country selected for evacuation.

The Director will proceed to the European Council of International Schools office in London, England and establish an office. In the event the Director is absent, the Deputy Director will act on his/her behalf and proceed to England as planned. The Director is authorized to remove from AAS financial records in order to carry on the necessary business of AAS. Contingency plans also include procedures for ensuring that the contractual benefits for all faculty are met as outlined in policy. A backup server outside of Russia will be accessed containing all AAS critical data and core systems (see 3.1.4).

During the period of the evacuation, the green guys and contracted cleaning staff should keep the building and grounds maintained and in secure order. The sponsoring embassies will check on the school during this time.

All faculty members are to e-mail the Director at ECIS and leave contact information. Options for consideration by the board and human resources provisions associated with closure and the re-opening of school are detailed in Board Policy and Human Resources Handbooks. These key documents should be considered important supplements to this document and are updated accordingly.

### 4.3.1 Continuing School during the Evacuation

The Technology Support Department and all divisions will establish plans and prepare necessary documents providing guidance on how to continue school virtually in the event of an extended evacuation lasting longer than 10 days. This plan will be deployed as soon as feasible following an evacuation order and on the advice of the Director:

- Initiate switch to backup server(s) outside of Russia (see 3.1.4)
- Initiate contact with parents and staff using external servers
- Assure that teachers are properly trained in selected systems that will be utilized to continue school and deliver materials and assignments via electronic methods.
- Provide teachers with access to servers and materials where appropriate and establish virtual classroom connections with students.
- Provide protocols to use virtual tools where possible and appropriate.

At the discretion of the Director, records will be provided for the timely transition of students to other schools on either a temporary or permanent basis. Administrators will facilitate contact between teachers, parents, and receiving institutions to provide formative and summative assessment data. The Administrative team will make ongoing decisions regarding which courses of study or grade levels can be continued to conclusion and options for transition to online alternatives.

## 5 PSYCHOLOGICAL READINESS FOR EMERGENCIES

The AAS Emergency Operations Plan seeks to:

- Provide for emotional catharsis on a short-term basis in situations that have an emotionally traumatic impact on students (e.g. the death of a student or faculty member).
- Support teachers who are working with classes of students affected by a traumatic situation, and who are called upon to identify students at risk.
- 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.
- Disseminate accurate information to dispel rumors.
- Provide an ongoing structure for managing potentially escalating anxiety in longer-term high stress situations (e.g., functioning in climates of serious political unrest).
- Facilitate broad-based management of situations that threaten to disrupt the functioning of the school and/or place individuals or groups of students at risk (e.g., a student tests HIV positive and word gets out in the school; political strife abroad manifests itself in conflicts between students within the school).

- 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).
- Develop and maintain ongoing educational programs to help students develop anticipatory coping skills.

## 5.1 Dealing with Trauma – The Trauma Response

Any critical incident that is sudden, random, violent, and senseless can shatter a person’s sense of safety and well-being and temporarily destroy the ability to function normally. This reaction is called the trauma response. Although everyone will react with different intensities and recover at varying rates (from hours to months), most people will go through some form of the trauma response. Here are some suggestions on how to deal with students:

- Reassure students that their fears and feelings are appropriate and shared.
- Allow for small group discussions to let students “relive” the critical incident and share their feelings.
- Monitor concern about peer reactions (especially at the middle school level).
- Try to reduce tension, anxieties, and possible feelings of guilt.
- Know the typical responses to trauma:
  - sleep and appetite disturbance
  - rebellion at home
  - refusal to do chores or schoolwork
  - poor concentration
  - withdrawal
  - attention-seeking behavior
  - physical problems (headaches, bowel problems, psychosomatic complaints)
  - loss of interest in social activities
- Monitor student response and refer students to counselors as necessary if any of the following symptoms of psychological distress appear:
  - hallucinating or hearing voices/seeing visions
  - fear that he or she will commit suicide or kill someone else
  - inability to make simple decisions
  - inability to carryout everyday activities
  - self-mutilation
  - excessive alcohol consumption
  - disorientation
  - complaints of significant memory gaps
  - despondence, agitation, or pacing; withdrawal; feelings of unhappiness
- Help relief efforts with helping hands. A key part in the healing process is the human need to help others. This desire can, at times, prove to be frustrating since the identification of ways students and staff can help can be difficult and, may take time and



effort. Be patient - and available. Hands-on activities may not present themselves immediately, but they eventually will. Know that money is generally the best way to help, at least initially.

## 5.2 Injury to Student/Staff

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 nurse 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 nurse should determine if additional medical treatment is necessary. If there is no health professional on campus, an administrator of the school will have to decide whether or not to call an ambulance.
- If the injured person is a student, the student's parents should be called. If the student is conscious and the injury 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. (Note: At the beginning of each year the school should require that each student's parents fill out an Emergency Contacts Form as well as a Student Health Information form. These forms provide people to contact in case of an emergency should the parents be unavailable.)
- The school nurse or a staff member should accompany the injured person in the ambulance.
- Circumstances concerning the accident should be documented and an Accident Report Form should be filled out. (Appendix F)
- 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.***

**Note:** *During a school emergency, it may not be possible to follow the above procedure 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.*

### **5.3 Death in the Community**

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 nurse 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 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 the auditorium or other appropriate 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 response team should discuss what information is to be given to the parents and students.

If students are to be dismissed:

- The transportation providers should be contacted.
- The emergency team will activate the telephone tree to notify parents of the early dismissal. For students who do not use a transportation company, parents will be asked to pick up their children.
- 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 counseling office or administration should set up crisis centers (typically the counselors' offices) 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. Professional counselors 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 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 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.

## Appendix A – Crisis Response Checklist

**INSTRUCTIONS:** If the Director is unavailable to coordinate the actions following an emergency situation, the acting director should follow the checklist in responding to the situation in addition to referring to the Campus Security Handbook for guidance.

- \_\_\_ contact Director (if out of town)
- \_\_\_ contact Board of Directors Chairperson
- \_\_\_ identify location of Control Center
- \_\_\_ gather facts
- \_\_\_ contact sponsoring embassies' RSO's
- \_\_\_ contact appropriate embassies
- \_\_\_ contact family of victim(s)
- \_\_\_ determine which school personnel should accompany family to site, if appropriate
- \_\_\_ determine which school personnel should go to site of crisis, if appropriate
- \_\_\_ decide if evacuation of students is necessary
- \_\_\_ call Response Team meeting (implement Response Team phone tree)
- \_\_\_ write statement of facts for website
- \_\_\_ decide on cancellation of school and/or activities
- \_\_\_ implement teacher/student phone tree
- \_\_\_ arrange for counseling for students/adults
- \_\_\_ contact community counselors/clergy
- \_\_\_ write statement to be shared with AAS community
- \_\_\_ contact translator, if appropriate
- \_\_\_ decide on official spokesperson for the school if not the Director
- \_\_\_ arrange for transportation for the school
- \_\_\_ decide how group will return to school/site
- \_\_\_ notify insurance companies
- \_\_\_ give script to receptionist

## Appendix C – Emergency Medical Services and Procedures

The following list is composed of emergency medical facilities and their phone numbers located in Moscow:

### Dial 9 to get an outside line, if you are calling from the School

AMC (American Medical Center)	8-495-933-7700
IMC (International Medical Center) / SOS Alarm Center	8-495-937-6477/ 8-495-937-6450
(for AAS contracted Faculty & Staff only)	8-495-937-5760
EMC (European Medical Center)	8-495 933-6655
US Embassy Medical Unit	8-495-728-5087 8-495-728-5000
British Embassy Med (till 1 pm)	8-495-956-7269/7270
Canadian Embassy Medical Services	8-495-925-6000/6033
Intermed Center American Clinic	8-495-937-5757 8-495-933-6168
Ambulance Service (Russian speakers) INPROMED	8-495-223-7003 8-495-987-4703 8-926-009-2420
Ambulance by Land Line	03
Ambulance by Cell	113
Dr. Cesar Dalida	8-903 235 4410
Heath office	8 295 231 4488 x 13529, x13521

## **EMERGENCY & IMPORTANT TELEPHONE NUMBERS**

AAS Security	8-495-231-4489
AAS Security Coordinator	8-495-790-2677
AAS Housing Coordinator	8-495-724-2976
AAS Health Office	Doctor Cesar Dalida: 8-903-235-4410 Nurse Erin Schlip 8 915 458 8838
US Embassy	8-495-728-5000
UK Embassy	8-495-956-7200
Canadian Embassy	8-495-925-6000
European Medical Center (Emergency)	8-495-933-6645
American Medical Center	8-495-933-7700
TLS (Auto Towing/Repair/Maintenance)	8-926-009-2747
Emergency Services by Land Line	Fire- 01 Police- 02 Ambulance- 03
Emergency Services by Cell	Fire-111 Police- 112 Ambulance- 113

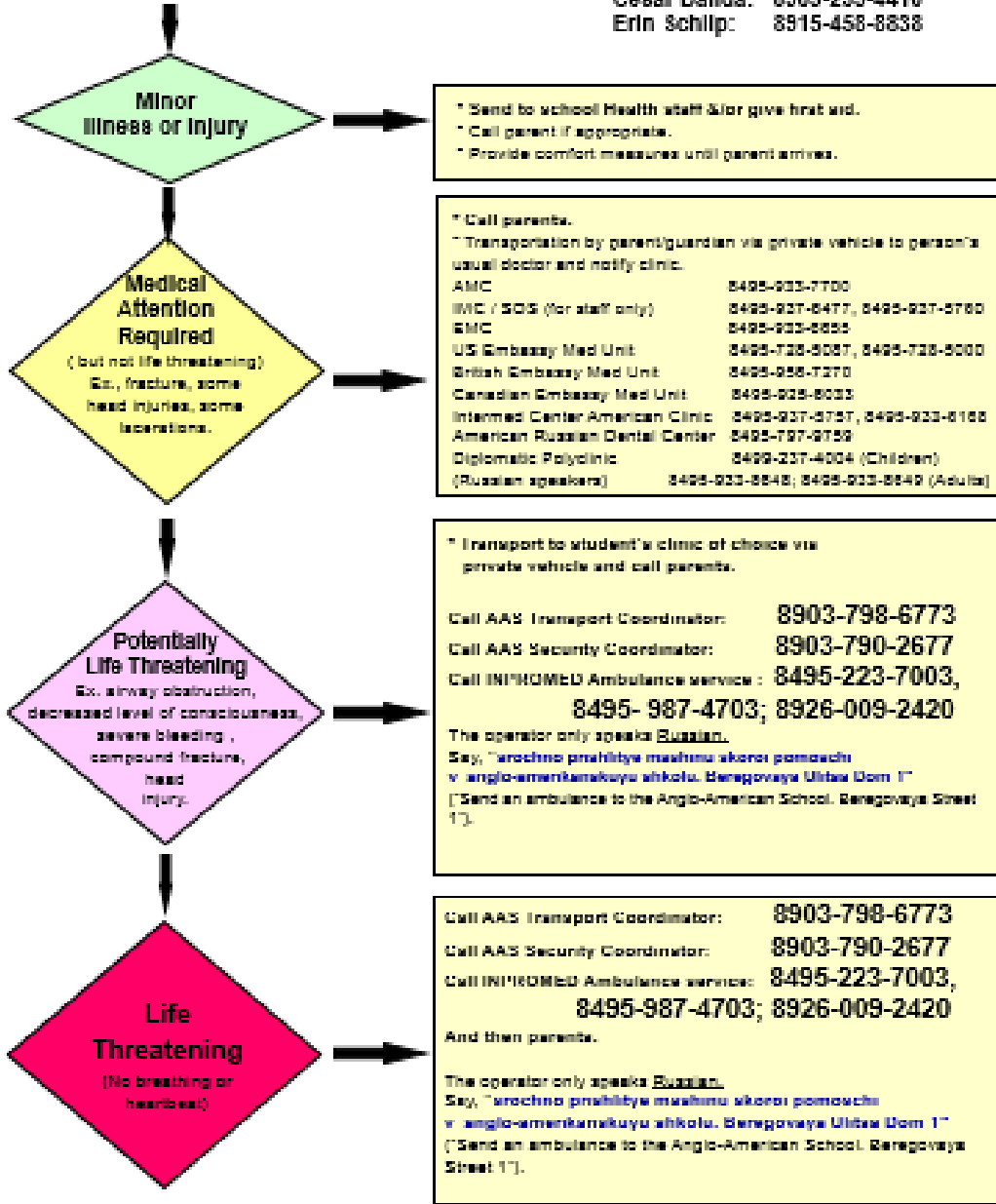
Appendix D – Emergency Procedures

Attachment D

**AAS MEDICAL EMERGENCY PROCEDURES**

Anglo-American School of Moscow  
 1 Beregovaya Ulitsa (NW) Moscow  
 Phone: 231-4488; Health Office ext. 13520/13521  
 Cesar Dallida: 8903-235-4410  
 Erin Schilp: 8915-458-8838

How serious is the injury / illness?



Appendix F – Accident Report Form

**Accident Report Form**

Student's Name \_\_\_\_\_

Grade \_\_\_\_\_ Teacher \_\_\_\_\_ Date & Time of Accident \_\_\_\_\_

Location of Accident

Witnesses

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Explanation of Accident \_\_\_\_\_

\_\_\_\_\_

Description of Injury \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Treatment \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Other Action Taken \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Form completed by \_\_\_\_\_ Signature/Print

Nurse \_\_\_\_\_ Signature/Print

Principal \_\_\_\_\_ Signature/Print


FOLLOW UP (by Health Office) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_


**PLEASE NOTE:** This form **must** be forwarded to the Health Office **as soon as possible** on day of the accident. If the accident is a result of an After-School Activity please forward to the Health Office by **9.00am the following day**. A copy **must** also be sent to the School Director as per the above instructions. Thank you.



# Appendix G – Bomb Threat Report Form



Department of the Treasury  
Bureau of Alcohol, Tobacco & Firearms  
**BOMB THREAT CHECKLIST**



1. When is the bomb going to explode?
2. Where is the bomb right now?
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 place the bomb?
7. Why?
8. What is address?
9. What is your name?

**EXACT WORDING OF BOMB THREAT:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sex of caller: \_\_\_\_\_ Race: \_\_\_\_\_

Age: \_\_\_\_\_ Length of call: \_\_\_\_\_

Telephone number at which call is received: \_\_\_\_\_

Time call received: \_\_\_\_\_

Date call received: \_\_\_\_\_

**CALLER'S VOICE**

<input type="checkbox"/> Calm	<input type="checkbox"/> Nasal
<input type="checkbox"/> Soft	<input type="checkbox"/> Angry
<input type="checkbox"/> Stutter	<input type="checkbox"/> Loud
<input type="checkbox"/> Excited	<input type="checkbox"/> Lisp
<input type="checkbox"/> Laughter	<input type="checkbox"/> Slow
<input type="checkbox"/> Rasp	<input type="checkbox"/> Crying
<input type="checkbox"/> Rapid	<input type="checkbox"/> Deep
<input type="checkbox"/> Normal	<input type="checkbox"/> Distinct

ATF F 1613.1 (Formerly ATF F 1730.1, which still may be used) (6-97)

<input type="checkbox"/> Sturred	<input type="checkbox"/> Whispered
<input type="checkbox"/> Ragged	<input type="checkbox"/> Clearing Throat
<input type="checkbox"/> Deep Breathing	<input type="checkbox"/> Cracking Voice
<input type="checkbox"/> Disguised	<input type="checkbox"/> Accent
<input type="checkbox"/> Familiar (If voice is familiar, who did it sound like?) _____	

**BACKGROUND SOUNDS:**

<input type="checkbox"/> Street noises	<input type="checkbox"/> Factory machinery
<input type="checkbox"/> Voices	<input type="checkbox"/> Crockery
<input type="checkbox"/> Animal noises	<input type="checkbox"/> Clear
<input type="checkbox"/> PA System	<input type="checkbox"/> Static
<input type="checkbox"/> Music	<input type="checkbox"/> House noises
<input type="checkbox"/> Long distance	<input type="checkbox"/> Local
<input type="checkbox"/> Motor	<input type="checkbox"/> Office machinery
<input type="checkbox"/> Booth	<input type="checkbox"/> Other (Please specify) _____

**BOMB THREAT LANGUAGE:**

<input type="checkbox"/> Well spoken (education)	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Foul	<input type="checkbox"/> Message read by threat maker
<input type="checkbox"/> Taped	<input type="checkbox"/> Irrational

**REMARKS:**

\_\_\_\_\_

\_\_\_\_\_

**Your name:**

\_\_\_\_\_

**Your position:**

\_\_\_\_\_

**Your telephone number:**

\_\_\_\_\_

**Date checklist completed:** \_\_\_\_\_

ATF F 1613.1 (Formerly ATF F 1730.1) (6-97)

## Appendix H – Evacuation Planning Checklist

For planning purposes, assume each family member will be allowed one bag weighing no more than 20 kilograms. Consider including the following:

### Important Papers: \_\_\_\_\_

- Passports
- \_\_\_ ID Cards
- \_\_\_ Medical and Health Records\*
- \_\_\_ Immunization Records\*
- \_\_\_ Birth and Marriage Certificates\*
- \_\_\_ Wills\*
- \_\_\_ Bank Books, including Checkbook
- \_\_\_ Insurance Policies\*
- \_\_\_ Personal Property Inventory\*
- \_\_\_ Credit Cards
- \_\_\_ School Information/Resumes/Employment Records\*
- \_\_\_ Duplicate Address Book
- \_\_\_ Travelers Cheques (Numbers Recorded Elsewhere)
- \_\_\_ Listing of Regular Billings Dates for Recurring Expenses\*
- \_\_\_ Listing of Names, Addresses and Phone Numbers of Important Contact People \_\_\_\_\_
- Tax Information\*

\*Recommended that a copy of this information be kept in a secure, retrievable location in your home country.

Clothing: Select clothing that will be comfortable and sensible. You may be moved to a colder location so take appropriate warm clothes. A suggested list:

- \_\_\_ 1 Sweater or Coat (Depending on time of year)
- \_\_\_ 1 Complete change of outer clothing
- \_\_\_ 2 Changes of underwear and socks
- \_\_\_ Low-Heeled shoes
- \_\_\_ Baby Clothing and Supplies as necessary
- \_\_\_ Blanket
- \_\_\_ Toilet accessories (soap, towel, toothbrush, brush, etc.)

### Other:

- \_\_\_ Spare Cash (Both Local and Foreign Currency)
- \_\_\_ Flashlight with extra Batteries
- \_\_\_ Writing Implements and Paper
- \_\_\_ Small First Aid Kit
- \_\_\_ Sanitary Napkins

- Toilet Paper
- Extra Eyeglasses (Record Prescription)
- Food (i.e., raisins, peanuts, candy bars) and Bottled Water
- Favorite Toy or Game for Kids
- Required Medication/Prescriptions
- Pocket radio with batteries

Children: To be on the safe side, prepare a waterproof tag, which could be securely pinned or sewn on each child's clothing. Include the following:

- Child's Name, Age and Blood Type
- Child's Citizenship and Passport Number
- Parent's name, Local and Home of Country Address
- Emergency Contact Telephone Number

Pets: They may have to be left behind in case of emergency evacuation. Make arrangements to leave them with a local resident.

**Appendix I – Personal Effects**

**Inventory and Authorizations**

**FOREIGN HIRE FACULTY**

Date \_\_\_\_\_

Name: \_\_\_\_\_

Home of Record: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_

Moscow Address: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_

Contact Person(s):

Name: \_\_\_\_\_ Name: \_\_\_\_\_

Address: \_\_\_\_\_ Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Phone: \_\_\_\_\_

Name: \_\_\_\_\_ Name: \_\_\_\_\_

Address: \_\_\_\_\_ Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Phone: \_\_\_\_\_

**LIST OF PERSONAL EFFECTS**  
(Attach list)

**DESIGNATIONS FOR DISPOSITION  
OF PERSONAL EFFECTS**

Forward to Home of Record (Attach list)

Items which may be sold (Attach list)

Other Instructions (Attach documents if appropriate)

Authorizations for Disposition of Personal Effects (including motor vehicles)

\_\_\_\_\_

\_\_\_\_\_

Signature

Date

Business Items and Explanations (Attach documents)

Authorization for Settlement of Debts or other Business

\_\_\_\_\_

\_\_\_\_\_

Signature

Date

# ACS Learning Continuance Plan:

## *Virtual School Plan*

The American Community School of Abu Dhabi will maintain a Virtual School plan to ensure the continuance of learning in the event of an emergency school closure. This Virtual School continuance plan will utilize asynchronous (not at the same time) online learning tools.

For emergency school closures beyond five consecutive days, daily classroom activities will be shifted to a Virtual School environment with asynchronous online learning using our learning management system, Veracross and Google Apps for Education. Our Virtual School will continue throughout the duration of the emergency closure, with classroom activities following the same school schedule as our on-campus calendar. Most of ACS' teachers already utilize a blended learning (face-to-face and online) environment with their students, and the difficulties of transferring exclusively to a Virtual School should be marginal.

Daily Virtual School assignments will be posted on Veracross by 8:00 a.m. by classroom teachers. Students should then participate in all courses throughout the day as they would during a regular, on-campus school day. School timings, class schedules, and clear expectations for students and parents will be posted on Veracross. When possible, hard copies of materials will only be provided to students without Internet access. We encourage parents of younger students to facilitate their child's Virtual School work.

ACS has been training its teachers on Veracross over the last two years, and will hold an Online Learning for School Closure Practice Drill annually (likely on a Professional Development Day). In preparation for these days, each teacher will instruct students on where to find school closure activities in their Veracross classroom, and students will have five days to complete the Practice Drill posted in Veracross.

Faculty expectations for Virtual School can be found [here](#).

Parent expectations for Virtual School can be found [here](#).

Veracross Expectations for Faculty can be found [here](#).

# Faculty Expectations for Virtual School

- Materials will be posted on Veracross with clear expectations for the students and parents; hard copies of posted materials provided to students without computer/Internet access (if possible). Please check that students know where, and how to access their assignments.
- A Resource Folder or Page within the Veracross labeled specifically “Virtual School Assignments.”
- Establish clear expectations for submission of assignments (i.e. send your language assignment by 10:00am). Post these expectations along with the assignment on Veracross.
- Establish “Virtual School Hours” and post this information on Veracross.
- It is the teacher’s discretion to share a phone contact number.
- Communicate information on expectations via email (using the Veracross distribution lists) to students/parents at the start of each day; for teachers of younger students, please clarify specific directions and expectations with parent facilitators.
- Set clear expectations for morning check-in: discuss these with your students ahead of time. Post this information on Veracross. If you have not been contacted by 9:30am, please call the students/parents.
- Place school materials in an easily accessible location in the classroom in the event of Virtual School being announced without warning.
- All school files should be backed up on external drives.
- Attendance must be taken on Virtual School days and sent to each division office principal once per day. Remind students that Virtual School days are school days and that attendance will be taken.
- For assistance with Veracross, please contact: [helpdesk@acs.sch.ae](mailto:helpdesk@acs.sch.ae)

# Parent and Student Expectations for Virtual School

Daily Virtual School assignments will be posted on Veracross by 8:00 a.m. by classroom teachers. Students should then participate in all courses throughout the day as they would during a regular, on-campus school day. School timings, class schedules, and clear expectations for students and parents will be posted on Veracross. When possible, hard copies of materials will only be provided to students without internet access. We encourage parents of younger students to facilitate their child's Virtual School work.

Students must check-in with classroom teachers to inform them that they are working on their virtual school assignments. An attendance email needs to be sent to the classroom teacher in order to mark the student present. If attendance is not received, parents may expect a phone call from their child's classroom teacher.

All daily classroom assignments need to be completed according to the daily schedule.

Treat Virtual School responsibilities with the same high regard as on campus school responsibilities.

Virtual days are school days; therefore, incomplete work or work not completed with effort or quality will not have any grace time attached for "being absent."

All Virtual School work needs to be submitted according to the teacher's expectations outlined on their Veracross page.

Proactively communicate with your teachers and principal as questions and needs arise.

Be aware of, and use, the teachers' Virtual office hours. Just because ACS is online, teachers are not online all of the time.

Report technical problems as soon as possible to the ACS Tech Helpdesk, [helpdesk@acs.sch.ae](mailto:helpdesk@acs.sch.ae). Be proactive about solving any problems. Lack of access will not excuse Virtual School expectations.

If you experience difficulties in accessing Veracross, please contact the ACS Tech Helpdesk, [helpdesk@acs.sch.ae](mailto:helpdesk@acs.sch.ae)



# Veracross Expectations for Faculty

Veracross is an online, instructional support platform. Within a secure environment, teachers, students, and parents can exchange information and communicate via email.

## General Guidelines:

- Teachers are expected to maintain their class pages on Veracross with the following information: Course syllabus, standard class management documents, basic unit plans or study guides, appropriate resources, or links to resources, and course calendar information.
- In addition to supporting the regular classroom-based instruction, Veracross should allow students who are absent from school for a day or two to determine the general class plan and likely activities for these days. This allows the student to complete what work he or she is physically able to do, in order to reduce the impact of missing school and direct interaction with his/her teachers.

## Technical Expectations:

- Each course page should be updated frequently in some way; for example: with updated study guides, new links to current topics, etc.
- Course pages should be organized for quick and easy navigation by students and parents.
- Consider your Veracross structure and headings and use appropriate functions to keep current “contents” toward the top of the page and to publish only relevant information.
- Important dates for tests, projects and assignments should be listed on or linked to the calendar, in addition to placing the item on the calendar for the course.
- The email links and all other links should be kept active

## **Scenario A - Students are required to stay at home while teachers are allowed on campus.**

An example of this scenario is during an infectious disease outbreak where schools have been ordered to shut down by the Government. As there should be limited interference with the Internet in this scenario, teachers will have full access to the Internet using the school network. Students will require reliable Internet access while at home. Teachers can work collaboratively while at school to create content for each of the subject areas. Tech integrators will be available to train teachers on-site and facilitate content and activity development. Homeroom and specialist teachers can collaborate to ease workload.

### *PK3+-Grade 2*

Students in grades PK3-2 are not entirely self-sufficient and require the aid of a parent while using a computer. As parents may have more than one child, the maximum time spent by a parent with each child on a computer at this age should be no more than 1 hour. Keep typing to a minimum and be sure passwords for sites are accessible by teachers, parents, and tech support staff. Specialist teachers will deliver content through collaborative planning with homeroom teachers. Printed items could be couriered home if necessary.

#### **Content**

- One teacher video lesson per day from the following content areas (5 minutes max)
  - Reading
  - Math
  - Social Studies or Science
- One literacy *and* one math activity daily either online (see options below) or paper-based (but not printed)
  - IXL (or other free math / literacy sites)
  - Tumblebooks
  - Raz Kids
  - Starfall
  - Brainpopjr

#### **Interaction**

- Daily Videoconference with students through office hours.

#### **Assessment**

- Screen captures or pictures of completed activities emailed to teacher (PK3-PK4)
- Screen captures or pictures of completed activities posted to Google Dashboard (G1-2)

## Grades 3-5

Students may be self-sufficient, but will likely require the aid of a parent to get started on activities. Maximum time spent on a computer by each child should be no more than 2 hours per day. Passwords for sites need to be posted securely for access by teachers, parents, and tech support staff.

### Content

One of the following per day for each of the following content areas: Literacy, Math, Social Studies and/or Science)

- Age appropriate instructional text and/or multimedia artifact from the web.
- Recorded video instruction or screencast.
- One literacy *and* one math activity daily either online (see below) or paper-based (but not printed)
  - IXL
  - Math games
  - Khan Academy
  - Printed or e-book reading time
  - Raz-Kids (for students with active accounts)

### Interaction

- Daily personal email message to each child
- Daily group message referencing activities
- One of the following interactions around student work
  - Google docs - commenting on work
  - Moodle - discussion forums or chat
  - Class blog - comments on student posts
- Video/audio office hours through Google Hangouts during scheduled class time. *This should be used a secondary option if the Moodle chat or other text-based chat option is not sufficient.*

### Assessment

Two short assessments per week

- e-portfolio post
- Google Docs or Forms
- Moodle - quizzes or assignments

### *Middle School And High School*

With several classes to attend to each day, keep independent work to 45 minutes per day per class. This should include the time spent on the computer accessing content.

#### **Content**

One text and one multimedia artifact (5 min) per course per day.

- Scanned text posted to Moodle
- Recorded video instruction or screencast. (5 min maximum)

#### **Interaction**

- Daily group email message referencing activities
- One of the following interactions on student work
  - Google docs - Commenting on student work
  - Moodle - discussion forums or chat
  - Class blog and comments
- Video/audio office hours through Google Hangouts during scheduled class time. *This should be used a secondary option if the Moodle chat or other text-based chat option is not sufficient.*

#### **Assessment**

One to two short assessments per week (30 minutes max each)

- Student e-portfolio post.
- Google docs or forms - quizzes, tests, or assignments
- Moodle - quizzes, tests or assignments



**Pechersk School International**  
**Emergency Communication Plan**  
**Edition 1 - Updated 24/6/2015**

Dear PSI Community:

This document has been developed to ensure that the PSI community is aware of how the school will communicate with families in 'emergency situations', including school closures. The document is distributed not to raise alarm within the community or to predict any pending emergency situation. It does, however, aim to prepare the PSI community for action. This document is 'Edition 1,' and will be updated as new emergency situations arise and we respond to them.

Foremost in all school emergency planning and decision-making is the safety of students, families and staff. At the same time, it is also important that we keep the school open and the students learning if at all possible.

In making any decisions in an emergency, the school will always connect with local embassies and use their expertise, information and advice to make the best possible decision for all involved.

**Emergency Communication**

Emergency communication from the school to PSI families comes in the following format;

1. Email messages to families and staff
2. PSI Facebook messages to the community
3. Emergency 'SMS' messages to families when immediate action or changes are required.

Note - Messages will most frequently be posted at 8:00 pm of an evening and prior to 7:00 am of a morning if something needs to be communicated prior to the beginning of the school day.

Note - Where no additional update has been posted, the community will work from the last messages emailed / posted.

4. School Bus communication is made directly from the bus monitor on board to the parents and caregivers' mobile phones listed in the school records.

**Blackout Situations**

If a 'blackout' situation occurs (i.e., mobile phone and internet are not available) particularly for an extended period of an hour or more, the school will follow these procedures:

- For school families and staff when you are at home (excluding security staff, the Director and Principals)

Stay indoors, do not travel to school, etc. Wait until networks and communication come back on-line and you have confirmation from the school regarding both safety and next steps.

Note - Teachers living close to another staff member/s might like to arrange to meet as a group at one apartment and be together.

Note - Teachers If you live by school, you might like to come into school for news, as we do have a direct radio link to the embassy information.

- Buses on route home from school ..... If parents are not waiting at the designated drop off point (and there is no phone network for contact), students will remain in the bus and with the bus staff until parents can be contacted directly. If this is for an extended period of time (or a dangerous situation), the bus will return to school until networks and communication come back on-line and the school can communicate next steps with families.

Note - Arrangements will be made by the school to supervise and house students for multiple hours in an evening or for overnight stays if required.

- While at school, at the end of the school day ..... If phone and internet networks are blacked out for an extended period of time in the afternoon (and / or due to a dangerous situation), buses will remain at school until networks and communication avenues

with families come back on-line. At that time, dismissal procedures (for buses and private pick up students) as well as any safety information will be communicated to families once again.

Important - If there is a 'blackout' for an extended period of time in the afternoon, there will be no change to the set school finishing time for that day as it cannot be communicated to the community (for example there would be no cancellation of the ECA programme). Parents who cannot contact the school can be confident and plan for the end of the school day pick ups etc.

### **Field Trips (Including Sports Trips in the city)**

Generally, Field Trips will be cancelled in any 'emergency situation'. If Field Trips are going near or through an unsafe location, it will be cancelled. If we believe there is any chance of a 'blackout' occurring, the Field Trips will also be cancelled, as we must remain in contact with groups outside the school at all times.

### **Emergency On-Line Schooling**

If the school will be closed for multiple days or extended periods of time, the School will use email and class websites to send work out to families and will post school assignments through Google Docs.

This process will begin with families receiving an email of instructions through their regular Monday Homeroom / Classroom Email distribution groups. In this manner, key school work and more major assignments can be continued.

### **Emergency Contacts**

Please store these important contact details appropriately for your emergency use;

John Burns - Director / [johnb@psi.kiev.ua](mailto:johnb@psi.kiev.ua) / +380 (50) 357 8338

Masha Verbytska - PA to Director / [mashav@psi.kiev.ua](mailto:mashav@psi.kiev.ua) / +380 (50) 3831641

Tatiana Lopukhin - Primary Principal / [tatzl@psi.kiev.ua](mailto:tatzl@psi.kiev.ua) / +380 (50) 384 9055

Patricia Puia - Secondary Principal / [patriciap@psi.kiev.ua](mailto:patriciap@psi.kiev.ua) / +380 (50) 310 0581

Ms Masha / Ms Natalia - Reception Secretary / [secretary@psi.kiev.ua](mailto:secretary@psi.kiev.ua) / +380 (50) 356 2440

Ms Lilia Gotvyanska - Bus Coordinator / [lilya@psi.kiev.ua](mailto:lilya@psi.kiev.ua) / +380 (50) 356 6536

Kind regards,



John Burns

Director

Pechersk School International , Kiev, Ukraine