



The National Evangelical School in Nabatieh

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Emergency Response and Crisis Procedures

A. Medical emergencies: These happen more often than some people might think. There could be epileptic seizures, allergy attacks or injuries that could make preparation a crucial step in a positive outcome.

Student cases	Intervention	After care
Vomiting	1. Medication 2. Surveillance, drink a lot of water	Stay at school
Severe Vomiting	Call parents	Go home
Low Fever	1. Medication 2. Inform parents	Parents decide if he stay or leave
High fever	1. Medication 2. Water pad 3. Call parents	Go home
Pain	1. Give treatment that relieve pain 2. Record intervention in olive 3. Inform parents	Parents decide if they stay or leave
Moderate Diarrhea	Surveillance, drink a lot of water	Stay at school
Severe Diarrhea	Call parents	Go home
Fracture	1. First aid care 2. Make assurance papers 3. Go to the hospital 4. Inform parents for the results	Parents decision
Trauma	1. First aid care 2. Make assurance papers 3. Go to the hospital 4. Inform parents follow us at the hospital	Go home
2 Symptoms of covid 19 (flue, fever, cough, sore throat, shortness of breath)	1. Take the measure of safety (isolation, wear a mask) 2. Make a covid rapid test 3. Inform parents about results 4. Inform the ministry of health about testing and the results using DHIS (division of health informatics and surveillance)	Go home

Emergency plans and phone numbers are usually included in school handbooks and in the Olive system. Emergency information is taken from parents and noticed to act quickly in emergency situations.

B. Emergency operation plan for weather and non-weather emergencies

There are two basic types of emergencies other than fire and medical. They are:

1. *Weather emergencies:*

This includes winter storms. In some cases, school students might reach the school soaked wet. The following procedures to be taken into consideration according to cycles

Cycle	Solution
KG and cycle 1	1. Dry if possible 2. Change his clothes
Cycle 2 and cycle 3	1. Dry if possible 2. Call parents to provide with substitutes

2. *Non-weather emergencies:*

These include emergencies such as earthquakes.

- Evacuation if possible to take place.
- Follow up the national news and abide by the general state recommendations.

C. Emergency Action Plans

• How to report a fire or emergency?

The Evacuation procedure is only activated in times of emergency for example Fire, activation is in the form of an alarm. Every level in the school has an assigned evacuation route to the assembly area. The EAP is used to facilitate the movement of the school population from the respective venues to the assembly area in a quick and orderly manner.

Responsibilities	Who?	To?	phone number	Procedures
Account about the crisis	The viewer	- Preschool Block: Ms. Sally Kfoury - Elementary block: Mrs. Sandy Kfoury - Intermediate Block: Mrs. Rola Salameh Secondary Block 2: Mrs. Sahar Diab	- 112 - 113 - 143 - 114	Inform the school principal: Mr. Shadi Hajjar

Inform the evacuation team	Mr. Shadi Hajjar	1.Mr. Mohamad Abdullah Abdullah 2.Mrs. Rasha Bitar	- 108 - 101	- Ring the bell (emergency alarm) - Call the red cross and the Civil defense
Evacuate	Each teacher is responsible to evacuate his class student according to the evacuation Map, to arrive to the assembly points (Secondary playground, Kayan's parking)			

Procedures and Recovery plan

● **Procedures for emergency evacuation**

1. When the alarm is activated:

- All the Staff or teacher and students have to stop work and be alert
- Switch off all lights and fans
- Ensure all gas outlets
- Electrical appliances and machines are to be switched off in the science laboratories, workshops and kitchens.
- Upon instructions, students are to proceed to the assembly area in an orderly manner using the assigned evacuation route can be found on the evacuation chart in the classroom.

2. At the assembly area

- Students are to line up according to the class register order as quickly as possible.
- Class leaders are to assist the form teachers in attendance taking into account all students.
- Student counselors and class leaders are to help maintain discipline at the assembly area.
- Form teacher will report the attendance and any missing person to Mrs. Soha Sabbah or Mr. Maher Tahrini.

● **How to react to an earthquake?**

An effective program including the following measures at education authority was made in place at NESN to prepare employees and students.

- **Education:** raise awareness through educational programs in school to make students aware of earthquake hazards and preparedness actions.
- **Risk reduction measures:** improve the safety of the physical environment at school by fixing bookcase and equipment.
- **Emergency plan:** plans are prepared at school and maintained to identify the actions, decisions and responsibilities needed before, during and after an earthquake.

- **Training:** training the students and employees on earthquake hazards and actions to improve personal safety.

- **How to react in case of an intruder?**

The following measures are used for surveillance of an intruder:

1. Surveillance cameras which cover the school campus both internally and externally are continuously monitored by the principal in his office during school hours.
2. Security guards are present at all entrances of the school. Only one main entrance is available for visitors during school hours. Security guards are required to interrogate any visitors and watch for any signs of threat.
3. The receptionist and the administrators are present at all times during school hours and are also required to interrogate all visitors and watch for any signs of threat.

In the event of a recognized gun threat, the following procedures should be taken:

Responsibilities	Who?	To?	phone number	Procedures
Account about the crisis	The viewer	- The emergency teams		- Send an alert message identified by certain code on the phone.
Inform the police	Mr. Shadi Hajjar	- Police	- 112	- The emergency team closes all entrances to playgrounds and school departments to prevent further contact between the intruder and staff/students.
	- Wait for the situation to be dealt with and the "ALL CLEAR" to be announced by the principal to the emergency team and staff. - Inform the parents via SMS to collect their children from the classrooms			

D. Covid-19 Safe school

To maximize the educational, well-being, and health benefits for children, teachers, staff, and the larger community, as well as to help prevent a new COVID-19 outbreak in the community, decisions about whether to close, partially close, or reopen schools should be made using a risk-based approach.

There are several actions and requirements that should be reviewed and put in place to prevent the spread of COVID-19 in schools and into the community; and to ensure the safety of children and school staff while at school. Special provisions should be considered for early childhood development, higher learning institutions, residential schools or specialized institutions.

- In areas with **community transmission** of COVID-19, maintain a distance of at least 1 meter between all individuals of all age groups, for any schools remaining open. This includes increasing desk spacing and staging recesses, breaks and lunch breaks; limiting the mixing of classes and of age groups; considering smaller classes or alternating attendance schedules, and ensuring good ventilation in classrooms.
- In areas with **cluster-transmission** of COVID-19, a risk-based approach is taken when deciding whether to keep a distance of at least 1 meter between students. Staff should always keep at least 1 meter apart from each other and from students and should wear a mask in situations where 1-meter distance is not practical.
- Temperature monitoring at entrance for all before entering the school departments.
- Hand and hygiene practices and age-appropriate mask use (all grades except KG's); shield vulnerable groups.
- Ensure the necessary resources and policies are in place that protect the health and safety of all school personnel, including people at higher risk.
- Consider the age and capability of students to understand and respect measures put in place.
- Younger children may find it more difficult to adhere to physical distancing or the appropriate use of masks.
- Physical distancing of at least 1 meter between individuals including spacing of desks, frequent hand and respiratory hygiene,
- Ventilation and environmental cleaning measures were in place to limit exposure.
- School educates staff and students on COVID-19 prevention measures,
- School develops a schedule for daily cleaning and disinfection of the school environment (twice during the day and after school)
- Facilities and frequently touched surfaces
- Ensure availability of hand hygiene facilities and national/local guidance on the use of masks.
- Schools enforce the policy of “staying home if unwell”,
- Waive the requirement for a doctor's note.
- Create a checklist for parents/students/staff to decide whether to go to school (taking into consideration the local situation),
- Ensure students who have been in contact with a COVID-19 case stay home for 14 days, and consider options for screening on arrival
- Schools identify students and teachers at high-risk with pre-existing medical conditions to come up with strategies to keep them safe

- Schools keep students and parents informed about the measures being implemented to ensure their collaboration and support.
- A workshop about testing covid-19 was made in place at NESN by the Lebanese ministry of health for all school nurses of the country.

The following to be monitored:

- Effectiveness of symptoms-reporting, monitoring, rapid testing and tracing of suspected cases (effective collaboration between school, ministry of health and ministry of education)
- The effects of policies and measures on educational objectives and learning outcomes
- The effects of policies and measures on health and well-being of children, siblings, staff, parents and other family members
- The trend in school dropouts after lifting the restrictions
- The number of cases in children and staff in the school, and frequency of school-based outbreaks in the local administrative area and the country.
- Assessment of impact of remote teaching on learning outcomes.

Based on what is learned from this monitoring, further modifications should be made to continue to provide children and staff with the safest environment possible

In addition of these measures there was a school safety protocol including the quarantine school protocol (this is updated)

- you don't need to quarantine or stay home and less symptoms start
- get tested immediately when symptoms appear
- if your test is positive isolate for 5-days and return after that without testing if you have no symptoms
- no need to isolate surrounding exposures

E. Cholera prevention at NESN

✓ An educational presentation made for the students to know more about cholera:

- Drink or use safe water
- Wash hands with soap and water for at least twenty seconds
- Cook food very well
- Avoid eating food exposed to insects and flies
- Maintain cleanliness of the school, especially toilets and garbage places (use of chlorine)

- Avoid drinking from the same vessel as others
 - Maintaining personal and food hygiene
 - Wash fruits and vegetables well by leaving them in a container with chlorine added in specific proportions
- ✓ Continuous testing for running water inside the school