



KAZAKHSTAN INTERNATIONAL SCHOOL

More than Academics

KIS VISION: To be a caring, impactful community that excels in learning and in life.

KIS MISSION: The KIS community nurtures a growth mindset through a holistic education that connects cultures.

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1. Access to the School

1.1 Student Arrival and Dismissal

Early Years Arrival & Dismissal Procedure

Main campus arrival:

- Kindergarten and Reception classes enter through the Early years entrance starting from 7:30.
- Kindergarten students are met by the Teaching Assistants and proceed to the classroom straight away.
- Reception students stay in the early years reception area and are taken upstairs by Teaching assistants in bulks starting from 7:55.
- Security guard keeps a daily tracking document checking in every student (name, class and time). The canteen will receive the daily update from the Early years administrator.
- Homeroom teachers will take note of attendance in Managebac by 9:00 am every school day.
- The Early years administrator will follow up in case the student is absent on a daily basis and update the teachers and the attendance notes.
- Dismissal time is up to 16:15, if the child is not collected by this time, teaching assistant brings the student to the main school atrium.

Edelweiss campus arrival:

- Toddler class enters through the side door starting from 8:00.
- Pre-Kindergarten class enters through the main entrance starting from 8:00.
- Toddler and pre-K students are met by the Teaching Assistants and proceed to the classroom straight away.
- Security guard keeps a daily tracking document checking in every student (name and class). The canteen will receive the daily update from the Edelweiss administrator.
- Homeroom teachers will take note of attendance in Managebac by 9:00 am every school day.
- The Edelweiss administrator will follow up in case the student is absent on a daily basis and update the teachers and the attendance notes.

Main campus dismissal:

- Students who leave school on the bus are collected by the bus monitor person at 14:45 from the early years reception area.
- Homeroom teachers (Teaching assistants) and school security guards are responsible for dismissing students. Security guards calls the students' names using the walkie-talkie line 4. Kindergarten and Reception students are accompanied by a teaching assistant to the early years entrance.
- Security guard keeps a daily tracking document checking out every student (name, class and time).
- In case a family member/driver is unable to pick up a child and requests to dismiss the student with a different person they should inform the Early years administrator or send this information to Early years administrator by email or WhatsApp.

Edelweiss campus dismissal:

- Homeroom teachers (Teaching assistants) and school security guards are responsible for dismissing students. Security guards call the students' names and the early years administrator is passing the info to the class. Toddler and Pre-Kindergarten students are accompanied by a teaching assistant to the entrance.
- Security guard keeps a daily tracking document checking out every student (name, class and time).
- In case a family member/driver is unable to pick up a child and requests to dismiss the student with a different person they should inform the Early years administrator or send this information to Early years administrator by email or WhatsApp.

Elementary School (Gr1-5) Arrival & Dismissal Procedure

Arrival:

- Grades 1-5 enter the school building through the Main entrance starting from 7:30 am greeted by ES Principal.
- Grades 1, 2 students are collected by Teaching Assistants from the Main Reception area at the start of the year, but as students get used to the routines, they go directly to classes once checked in.
- Grades 3-5 students are expected to walk independently to class.
- Security guards check in every student (name and class). The canteen will receive the daily update based on that list.
- Homeroom teachers will mark attendance on Managebac by 9:00 am every school day.
- The School Registrar will follow up on the students absent by 9:00 am by contacting families. She will update the teachers and the attendance notes.

Dismissal:

- KIS Receptionist (Ms. Tanya) will share the list of students by grade level, showing which students will use the bus, family member/driver with the security guards.
- Elementary School dismissal takes place from the school atrium.
- Homeroom teachers and school security guards are responsible for dismissing students. Security guards indicate dismissal time and authorized person for each student on the grade level list. The patrolling security guard calls the students' names using the walkie-talkie line 1, which in turn is announced to Homeroom teachers by two staff members (one calls the grades 1-2 students using line 5, second one calls for grades 3-5 students using line 3). Grades 1&2 students are accompanied by an adult, whereas the grades 3-5 students are sent to the school atrium independently.
- Students who are not picked up by 20 minutes after dismissal starts are sent to the school atrium to be picked up. In the meantime they are supervised by security guards and school registrar (Ms. Tanya).
- In case a family member/driver is unable to pick up a child and requests to dismiss the student with a different person they should inform the school office (school

receptionist or registrar) or send this information to school registrar/reception by email or WhatsApp.

MYP/DP Arrival & Dismissal Procedure

Arrival:

- Grades 6-12 enter the school building through the Main entrance
- Security will take students' attendance and register it in the attendance forms. The canteen will receive the daily update based on that list.
- Homeroom teachers will mark attendance on Managebac during homeroom period.
- The updated attendance list indicating which students are present and absent is shared by the admin office member with the secondary teaching staff.

Dismissal:

- Subject teachers are responsible for dismissing students from the last block class.
- Students are to stay on school grounds until someone is able to pick them up. Secondary students are allowed to leave the school grounds unless their parents have signed a form that does not allow for independent dismissal. This is recorded and shared with security and teachers.
- Secondary teachers will perform duty at both exits for the secondary students. These are staircase C and E.

1.2 Visitors

Arrival/ Dismissal:

- Visitors enter through the Main entrance
- Security will record visitors' full name, entry time, purpose of visit and contact phone number.
- Visitors are given a green "visitor" lanyard. The lanyard will be returned to the receptionist or security guard upon leaving the school.
- All visitors are allowed on school campus by appointment only.
- Person who the appointment is with will collect and escort the visitor throughout the school.

COVID protocol for visitors (when government regulations stipulate COVID measures must be in place):

- Before entering the school building visitors log into the Ashyq application by scanning the QR code. If the QR code fails to register the visitor, then a security guard will register the visitor manually using the Ashyq app on the school padlet. Both methods will generate a coloured status.
- The status must be shown to the responsible employee (security guard) of the school. Only Blue or Green status will be admitted at KIS.

Ashyq colour codes:

Red status indicates restriction of movement, compliance with a strict regime of home isolation for persons undergoing outpatient supervision.

Yellow - partial restriction of movement - the user is designated in the PCR database as a contact one: visits to the grocery and hardware stores, pharmacies are allowed no further than 500 meters from the place where the patient observes the regime of home isolation.

Blue there are no restrictions on movement for this status, except for places where PCR is mandatory.

Green status means that there are no restrictions on movement and this user is indicated in the database as having passed PCR testing with a negative result for COVID-19.

If a visitor refuses to use the “Ashyq” at the entrance, then the institution has the right to reject providing the services, since such a client is a potential source of the spread of the virus and poses a threat to both others and staff.

1.3 Perimeter Security, Doors and Windows

All windows are set so that they can only be opened at an angle from the top. This is to ensure that objects and people can not fall out. All doors to the outside of the school are fitted with push bars. Some of these doors are one-way “locking”. The school can only be accessed by two main entrances. Each entrance has a guard house that is manned 24/7. These entrances also accommodate vehicles. They are situated to the north and south of the campus on the east side of the school. There are two main entrances to the school building where temperature and ashlyq codes are checked before entering. These are easily sign posted.

Security guards do a building inspection everyday after school hours and another one at night. This is to ensure the building is secure, to check windows, doors, lights and also check on which personnel are still present in the building.

School offices such as the finance, admissions, compliance, operations and principals offices are locked by the staff at the end of work day. Security team has a spare key to all rooms and offices in the building.

1.4 Security Guards

There is one permanent Head of security employed by the school to lead and liaise with the security company that the school has a contract with. The security guards work a 24 hour shift at the guard house and the day guards work a 10 hour shift at entrances and exits to the school. They are also visible in the areas where students play outside. There is a control room in the basement where a security operator is able to monitor all of the cameras in the school.

2. The Crisis Response Team

Health and Safety Committee

Head of School

Divisional Principals

Operations Manager

Athletics Director

Lab Technician

School Nurse

Early Years Representative

Roles and responsibilities

Each member has a role that changes depending on the crisis. All team members work together to prevent and reflect on any emergencies or crises. The team meets regularly to follow up and instigate Health and Safety related matters and protocols.

3. Communication During Crisis

3.1 Communications within the school

In case of a crisis the school uses different types of sirens to identify the type of crisis e.g. earthquake, fire and shelter and place. The public announcement system is used to announce building evacuation if necessary. This communication is practiced throughout the year to ensure everyone is familiar with the emergency protocols.

3.2 Telephone Tree and Emergency What'sApp

What'sApp is used to broadcast urgent messages. There is a general KIS staff group chat and there are two one way Emergency chats for parents. In the event of no internet the telephone tree will be enabled. The school has a subscription with the mass SMS sending service as a backup plan in case there is no access to the Internet.

3.3 School Community Response Plan

In times of crisis the Head of school, Divisional Principals and Operations manager are responsible for maintaining open communication with all staff members and parents.

4. Shelter and place

4.1 On-site Safe Haven

KIS will run training for all staff during orientation at the beginning of each school year and review it twice through the year. In case a new staff member joins the school, they will be

trained upon arrival. The students will not practice this procedure but will be guided by their teachers. This procedure is similar to the Earthquake drill already practiced throughout the year - the difference being that instead of hiding under desks, students will hide in a corner of the classroom away from doors.

Situations in which a Lockdown of the school building might be necessary:

A suspicious person or unwanted intruder is inside/outside the building.

A dangerous situation is happening inside/outside the building.

- An announcement will be delivered or made over the intercom – “LOCKDOWN THE BUILDING”.
- Teachers in classrooms should lock classroom doors from within. Classes in hallways or other areas without locking doors should prearrange to go to a nearby locking classroom. Students should be instructed to go to the nearest classroom immediately if they are in hallways, restrooms, or unaccompanied when they hear the lockdown announcement.
- Students and teachers should assume positions away from 'line-of-sight' so they are not visible from the door or windows. Staff and students should hide and remain as quiet as possible. Do not take time to close blinds.
- If students are engaged in outside activities, the office will radio or call security on duty or designated personnel to inform a teacher outside of the Lockdown.
- Security should inform teachers and/or students outside to proceed to the nearest classroom.
- Teachers should have the following items with them:
 - class list(s) with current information
 - pencil or pen
 - notepad or tablet
- Staff should use phones only to report anything seen that may be suspicious or in case of emergency (e.g., unaccounted student, illness, harmed student.) DO NOT USE PHONES TO ASK FOR UPDATES OR MAKE PHONE CALLS.
- The Head of School, Office Staff, and Security will check hallways, restrooms, etc. for students or teachers not in lockdown locations.
- Teachers should NOT go to doors to talk to anyone. Exterior doors will be locked, and parents must go to a designated entrance. Security will be stationed (out of sight) near the front door and will direct any visitor or parents to a lockdown area. Teachers and students will remain in lockdown until an “ALL CLEAR” announcement is given through the administration.

4.2 Off-site Safe Haven

KIS has established off-site locations toward a possible evacuation.

- Evacuation will be announced over the intercom or by office staff personnel – “OFF-SITE EVACUATION IS NOW IN EFFECT.”
- Staff should take the following items:
 - class list(s) with current information (emergency folder)
 - pencil or pen

- Students should take coats and backpacks as they leave the room. NO time should be taken to load backpacks. Students who are not in classrooms at the time of a drill or evacuation should NOT go back to classrooms for coats or backpacks.
- Areas or classrooms are to be exited in a quiet and orderly fashion walking in a single-file line. Proceed to the assembly point used for Fire Drills or to designated point indicated by the Head of School. Homeroom teachers will take roll at assembly point, give and receive green card signal from SLT member before proceeding to the off-site loading or meeting area.
- All classes should proceed to the designated evacuation spots used in Fire and Earthquake drills.
 - This should occur quickly and systematically as previously practiced.
 - Keep each class together; walk on sidewalks when possible.
- At the meeting or assembly point, classes lineup in single-file rows.
- Roll should be taken when students are lined up. All students should be seated.
 - Staff will periodically check attendance.
 - Staff will monitor student behavior.
- After all students are accounted for, a site evacuation may take place.
- The Head of School will oversee and conduct loading buses. Buses will be loaded with the youngest students first. If necessary, buses will make multiple runs to pick up all students. Busses will take students to the designated off-site location at the Essentai parking lot. Older students may walk to the Essentai parking lot.
- At the Essentai parking lot, teachers and students should proceed to the designated area and line up by homeroom class. Classes will be directed where to sit. Attendance should be taken by homeroom teachers and verified by the SLT Member.
- All should remain in the designated area until given additional directions by the Head of School.
- Students will not be allowed to go home with their parents until all are accounted for.

5.Fire Crisis

5.1 Crisis Response Team

Head of School
 Divisional Principals
 Operations Manager
 Head of Security
 Nurses

5.2 Procedures

Fire Drill Procedures

KIS will practice at least one fire drill each semester.

EVERYONE LEAVES THE BUILDING during a fire drill. Teachers go with or to their assigned homeroom class destination assembly point.

- The fire alarm will sound.
- Teachers should take the following items:
 - class list(s) with current information (emergency folder)
 - pencil or pen
- Teachers should leave the classroom last:
 - taking preliminary count of all students
 - making sure all windows and doors are closed
 - turning off all lights
- Areas or classrooms should be exited in a quiet, orderly fashion with no running. Students should walk in single-file to a fire drill assembly point at the perimeter of the school property. Classes should remain on pathways whenever possible.
- Teachers should check class roll after arriving at the assembly point and be prepared to give a green card signal to the SLT member. This signal indicates that all students are accounted for. (Students must be with their homeroom teacher or the homeroom teacher must know that another staff member is responsible for a student.) Red card indicates that someone is missing.
- SLT reports to the Head of School using a walkie-talkie status of their division.
- Teachers will stay with their homeroom class unless given other instructions by a member of the SLT.
- If students are outside, they should proceed to their class assembly point.
- The Operations Manager will designate one staff member to check all common areas, including restrooms, for missing or unaccounted for students.
- All wait at the assembly point until the “all clear” signal is given by the Head of School.
- If a drill or evacuation is announced, students should take coats as they leave the room. Students should NOT take their phones with them.
- Students who are not in classrooms at the time of a drill or evacuation should NOT go back to classrooms for anything.
- Students, teachers and all other adults should remain silent during a drill. Earphone/earbuds are to be removed. Mobile phones are not to be used by students and must remain in pockets. Teachers may use mobile phones for communication purposes.

FIRE ALARM DURING COLD WEATHER

- **If it is safe to do so**, elementary students who are in their homeroom classrooms will go to their locker to get their jacket before evacuating the building.

- HOW DO WE ASSESS if it is safe?
 - Ask yourself: Is there more risk associated with getting the coat than getting outside
 - Is there smoke in the building?
 - Can you see fire/flames?
 - Is the building safe from debris/glass?
 - Are the lockers nearby?
- Jackets have to be a grab and go - do not stop to put on boots and coats
- Over break we will get 5 bags full with blankets and keep it in the PE classes/reception
- If Elementary Homeroom teachers are on a prep period and in their rooms, TA's/HRT's will grab coats and take them outside if it is safe to do so.
- Henceforth, all students must wear indoor shoes at all times (no slippers)

If we are outside and the source of the alarm is located, but the alarm has not stopped, we first assess the atrium, EY hallways and auditorium. IF it is clear we will bring students inside where they will stay in these designated areas:

Secondary students - auditorium

Primary students - atrium

Early years - stays on the first floor in the EY hallways

5.3 Communications

The fire drill siren will go off and the public announcement system will be used to announce the type of drill. SLT will have walkie talkies to communicate with one another. Crisis team wears bright yellow vests in order to be identified easily.

5.4 Fire Drills

There will be one announced and one unannounced drill each year.

5.5 Chemical Burns and Fires

Each of the 3 science labs and the prep room are fitted with smoke detections, which are tested regularly. The 3 science labs are fitted with a multipurpose fire extinguisher (blue label on a red canister) and a fire blanket. All labs have a sand bucket which can also be used for extinguishing fires. Outside each of the labs there are a further 4 fire extinguishers along with 4 water hose pipes for extinguishing fires. In the prep room there is a secure chemical storage room, which is locked. The storage room is fitted with fume extraction cupboards, to prevent the buildup of harmful gasses. The storage room will have a phone inside in case of a chemical spill or emergency, there is no fire extinguisher available in this area.

Chemicals can be used in all of the labs and this could possibly give rise to chemical burns. All of the labs have running water which can be used to wash off the chemicals off the skin. The labs are fitted with an emergency shower if required. Each lab is fitted with an eye wash station each containing 2 single use bottles of eye wash saline. These are checked regularly and replaced after use.

6. Bomb Threat Crisis

6.1 Risk reduction, Prevention and Intervention

Only pre authorized vehicles are allowed on the school grounds. Visitors will need to confirm with security and follow procedures to ensure safe practices. Security continuously sweeps the school grounds throughout the day and takes note of anything that is suspicious or not accounted for. In the event that something is detected, the school will follow the protocols for when there is a bomb threat.

6.2 What is a bomb threat?

A bomb threat is defined as an explosive device is alleged to be present on the campus. A bomb threat may be received at anytime. Since there is a chance that the threat might be real, immediate and appropriate action must be taken. Decisions must be made whether or not to evacuate the building or campus. The search for the suspected bomb must only be conducted by a professional organization.

6.3 In the Event of a Bomb Threat:

When a bomb threat has been announced the following steps should be taken:

- Begin documenting the call about the bomb threat
- Get someone to inform the security and administration immediately.
- Follow the General Evacuation procedure to evacuate the building.
- Do NOT activate evacuation with the fire alarm as it could trigger a sensor on the bomb. Walkie-talkies and cellphones could also detonate a bomb and should be avoided.
- Everyone (students, faculty, staff etc) should be aware of unusual or suspicious boxes, packages, noises, devices, or disturbances in their classroom or in the hallway as they evacuate the building.
- **Do not touch anything that looks suspicious. Report suspicious items to the security and/or administrator immediately.**
- Do NOT operate any electrical switches since this could be a potential bomb denotation device.
- Determine if students need to be moved to an alternative location.
- No one should be inside the building.

Everyone should be instructed to remain calm and stay sitting close to the ground.

Once the Crisis Management Team has judged that the threat has ended, the **Evacuation Procedures** should be followed.

The medical team should have the emergency first aid kit with them at all times.

The Head of School will call the US Embassy to keep them informed of the situation.

Security will call the police, fire department and other public safety and law enforcement agencies for help.

Security should keep all access roads clear of any vehicles.

Security should not allow anyone to enter the campus during the incident.

After the incident a letter will be sent to all the parents informing them about the incident.

7. Civil Unrest/Disorder Crisis

7.1 Crisis Response Team

Head of school
Divisional Principals
Operations Manager

7.2 Evaluating the Seriousness of the Crisis

Head of school communicates with the Divisional Principal and Operations Manager to check various resources in order to evaluate the situation i.e. speak with the local government, Head of security at the US General Consulate, other head of schools and parents prominent within the community. Based on this information, the team will come up with the plan and communicate it with the whole community.

7.3 Options for Immediate Action

Students in school

Students out of school - evening, weekend, but everyone in town.

Crisis during holidays - consider what happens when people are traveling, embassies evacuating etc. stay online for a week

7.4 Shelter in Place Procedure

KIS will run training for all staff during orientation at the beginning of each school year and reviewed twice throughout the year. In case a new staff member joins the school they will be trained upon arrival. The students will not practice this procedure, but will be guided by their teachers. This procedure is similar to other ones already practiced throughout the year.

Situations in which a Lockdown of the school building might be necessary:

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nearby locking classroom. Students should be instructed to go to the nearest classroom immediately if they are in hallways, restrooms, or unaccompanied when they hear the lockdown announcement.

- Students and teachers should assume positions away from 'line-of-sight' so they are not visible from the door or windows. Staff and students should 'hide' and remain as quiet as possible. Do not take time to close blinds.
- If students are engaged in outside activities, the office will radio or call security on duty or designated personnel to inform a teacher outside of the Lockdown.
- Security should inform teachers and/or students outside to proceed to the nearest classroom.
- Teachers should have the following items with them:
 - class list(s) with current information
 - pencil or pen
 - notepad or tablet
- Staff should use phones only to report anything seen that may be suspicious or in case of emergency (e.g. unaccounted student, illness, harmed student.) DO NOT USE PHONES TO ASK FOR UPDATES OR MAKE PHONE CALLS.
- The Head of School, Office Staff, and Security will check hallways, restrooms, etc. for students or teachers not in lockdown locations.
- Teachers should NOT go to doors to talk to anyone. Exterior doors will be locked, and parents must go to a designated entrance. Security will be stationed (out of sight) near the front door and will direct any visitor or parents to a lockdown area. Teachers and students will remain in lockdown until an "ALL CLEAR" announcement is given through the administration.

7.5 Options for Long Term Situations

In case civil unrest continues for months...

8. School Closure

8.1 Short Term Closure

School Canceled

If the situation demands school may be canceled on a given day, parents and faculty will be notified not to send their children to school via the following procedures:

KIS will attempt to reach parents by phone via the Emergency WhatsApp groups and/or through text message using SMS. In addition, or as necessary, an e-mail message will be sent out to all parents.

KIS will also use its website to post messages and updates through the spotlight section and portals

Early Dismissal

Should an unsafe situation develop when students are in school, the administration will determine if there is enough time to get the students to their homes through early release. If this plan is activated, parents will be notified about the early dismissal.

Deferred Dismissal

In the event that some or all of the students are kept on campus for a late release, the gates will be closed.

8.2 Force Majeure Action Plan

A force majeure is defined as a cataclysmic event that causes the Founder and/or Advisory Board to close the school permanently, or for a temporary period of time. When such closure occurs, the following Contract terms shall be exercised:

- The employer, if closure is for a temporary period, will pay the cost of air or ground transportation, as determined by the employer, for the overseas foreign hire employee and his/her Authorized dependents to a designated location, outside Kazakhstan. The employer may, if circumstances prevail, designate the return of the overseas foreign hire employee to his/her Point of Origin.
- With permanent closure, the employer will pay the air transportation, as determined by the employer, and the cost of shipping the overseas foreign hire employee's personal effects to his/her Point of Origin. If, after a force majeure closing, the employer is unable to ship the overseas foreign hire employee's personal effect to the overseas foreign hire employee's Point of Origin, the employer may, if financially feasible, compensate the overseas foreign hires.
- With permanent closure, the employer will pay the employee three months' salary or salary until the end of the employee's current school year, whichever is less.
- The employer will not assume financial responsibilities as outlined above if the employee leaves Kazakhstan prior to an official order to do so by the Head of School.
- In the event of a temporary or permanent closure of the school the decision making process may be modified depending on the situation.
- During a Force Majeure situation the Head of School shall have the authority to conduct the business of the school with the advice and consent of the Founder.
- When a temporary force majeure closing has been lifted, as determined by the Founder, the employees will be required to return to work immediately upon notice. Failure to return to work will be considered a breach of Contract and the employer's responsibilities as stated in this Contract and policy will cease immediately.

8.3 Re-opening

9. Pandemic Crisis -

Overview

A pandemic is a widespread outbreak of disease that occurs when a new virus that people have not been exposed to before appears. A pandemic spreads easily from person to person and can cause serious illness because people do not have immunity to the new virus. Pandemics are different from seasonal outbreaks of influenza which are caused by viruses to which people have already been exposed.

A pandemic may come and go in waves, each of which can last for months at a time. Everyday life could be disrupted due to people in communities across the country becoming ill at the same time. These disruptions could include school and business closings and interruption of basic services such as public transportation and health care. An especially severe pandemic could lead to high levels of illness, death, social disruption, and economic loss.

Preparation

It is difficult to predict when the next pandemic will occur or how severe it will be. The effects of a pandemic can be lessened if preparations are made ahead of time. A pandemic would touch every aspect of society, so every sector of society must begin to prepare.

Recommendations include:

Make good hygiene a habit. Protect yourself against the spread of the flu and other germs and viruses by:

- Washing hands with soap and water frequently and thoroughly.
- Washing hands after coughing or sneezing.
- Using an alcohol-based hand cleaner when soap and water are not available.
- Covering nose and mouth with a tissue when coughing or sneezing.
- Avoid touching eyes, nose, or mouth.
- Putting used tissues in a wastepaper basket lined with a plastic bag.
- Coughing or sneezing into the upper sleeve if a tissue is not available.
- Staying home when sick.

10. Earthquake/Storm Crisis

10.1 Crisis Response Team's Responsibilities

Head of school
Divisional Principals
Operations Manager
Nurses

10.2 Earthquake/Storm Procedure

Earthquake Drill Procedures

KIS is located in an earthquake zone and will conduct at least two earthquake drills throughout the school year, one each semester. One is announced and one unannounced.

An alarm will sound, or the teacher will inform the students an earthquake is taking place. Upon sensing an earthquake and hearing the **Drop, Cover and Hold Signal**, the following steps shall be taken:

Drop

DROP down on the floor

Cover

Take COVER under a sturdy desk, table or other furniture. If that is not possible, seek cover

against an interior wall and protect your head and neck with your arms. Avoid danger spots near windows, hanging objects, mirrors or tall furniture.

Hold

If you take cover under a sturdy piece of furniture, HOLD on to it and be prepared to move with it. Hold the position until the ground stops shaking, and it is safe to move.

- **If indoors, teachers will keep their students inside. While shielding their heads with their hands and elbows, students should drop, cover and hold, (See Figures), moving away from outside walls, windows, shelves, and heavy objects and furniture that may fall.** They should not be under light fixtures or other suspended objects. If in the classroom, students should take cover under desks, tables, or other heavy furniture. (See Figures)
- If in a hall, stairway, gymnasium or other area where no cover is available, the students should move to an interior wall. They should turn away from windows, duck and cover, kneeling alongside the wall, bend their heads close to their knees, cover the sides of their heads with their elbows, and clasp hands firmly behind neck.
- If in the library, the students should immediately move away from windows and bookshelves and take cover under a desk or a table.
- If in a laboratory or kitchen, all burners should be extinguished (if possible) before taking cover. Students should stay clear of hazardous chemicals that may spill.
- If in another school space, students should duck and cover and remain in place until the tremors subside. An uncontrolled, panic-driven exit by the students should be avoided at all costs!
- If outdoors, students should move to an open space, away from buildings and overhead power lines. Students should lie down or crouch low to the ground (since legs will not be steady). Teachers and students should constantly keep an eye on the surroundings to be aware of dangers that may demand movement.



A: Drop B: Cover C: Hold





- Leave doors open to minimize jamming if the building shifts and do not attempt to run through the building or outside due to risk of falling objects. In the event of aftershocks, everyone should be instructed to remain calm and stay sitting close to the ground.

Evacuation

After the initial earthquake, an announcement will be made to evacuate the building. Teachers should take the following items:

- Class list(s) with current information (Emergency folder)
- Pencil or pen
- Teachers should leave the classroom last:
 - taking a preliminary count of all students.
 - remaining calm to ensure an orderly evacuation.
- Areas or classrooms should be exited in a quiet, orderly fashion without running. Students should walk single-file to the perimeter of the school property as practiced and designated by the school's Emergency Plan.
- Teachers should check class roll after arriving at the assembly point and be prepared to give information about student attendance to the SLT Member at the checkpoint. Students must be with their homeroom teacher or another predetermined designated staff member by the SLT.
- SLT members will report to the Head of School the status of their division.
- If students are outside, they should proceed to their class assembly point.
- The Head of School will designate one staff member to check the common areas, including restrooms, for missing or unaccounted for students.
- All will wait at the assembly point until given an "all clear" by the Head of School. Do not re-enter the building until it is determined to be structurally sound.

11. Students Bus Safety

11.1 Transportation Services, Guidelines and Procedures

Bus services are provided by a separate company "Yellow Bus" that owns 5 yellow school buses. If parents wish to use the school bus services they need to contact the school

registrar. This service is not included in the yearly fee, therefore need to be paid for separately directly to the bus company. This is organized by the registrar and all communication with parents goes through them. Parents sign an agreement regarding expectations of the students to be able to use this service.

11.2 Bus Safety Rules

All students will be at the pick up points at the correct time

All students will be seated throughout the bus journey. Seat belts are provided.

The school provides one monitor for each Elementary buses, who contacts parents/guardians prior to arrival to ensure students are met by adults when dropping off/

11.3 Pickup and Drop Off Procedures

- Parents can choose to sign up for the school bus services throughout the academic year. Essential agreement is signed by parents (attach the sample agreement)
- The school uses “Yellow bus company” to provide transportation for student buses.
- Bus collection points are assigned at the Main School reception area.
- Students using the school bus will need to gather there at 3:00pm. Homeroom teachers of grades 3-5 send bus students to the reception area independently at 3pm sharp. Grades 1-2 students are accompanied by adults to the reception area.
- Bus assistants will pick them up from there.
- Parents are provided access to the WIALON bus tracking application, which allows them to see their child’s bus location in real time.
- Ms. Tanya Bharti (KIS Registrar) is responsible for managing the student buses.

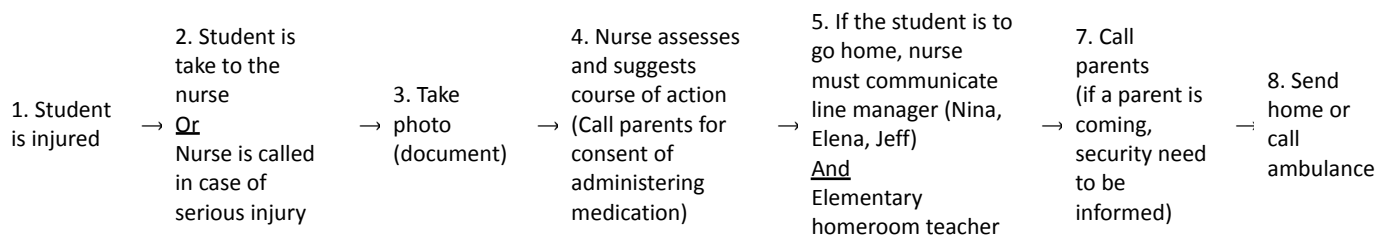
12. Access to the Nurse on Campus

The school operates a Nurse’s Office to monitor and support the health needs of our student body.

The office is open Monday to Friday from 07.30 to 16.30. The Nurse’s Office is staffed by full time licensed medical personnel whose primary responsibility is to provide emergency care to students and staff members who are injured or ill while at school.

The Nurse also maintains confidential information on the health of each student (e.g. personal information related to allergies to foods or details of medication) and faculty members. Parents, teachers, and staff should arrange for a family doctor or general practitioner to cater for their personal medical and health needs as the Nurse’s Office is not available for general health consultations or matters that can be taken care of outside of school hours.

The course of action is as follows if an incident happens:



- Contacting parents - if it's not a serious injury:
 1. Nurse contacts parents,
 2. Homeroom teacher does a follow-up, contacts parents when the student returns to class - information call.
- If it's a pick-up/ send home - Indira/ Tanya make the call.
- Documented injury:
 1. Nurse's note goes to the Homeroom teacher,
 2. After that, the homeroom teacher will drop the document at the divisional Principal's office.

Please do not ask the Nurse for assistance in any personal matter unless it is of an immediate nature.

13. Emergency Medications and First Aids

13.1 Medical Services

Whilst the medical office is run primarily to care for our students, the Nurse can provide assistance to staff and faculty when there is an urgent or emergent need. Please see below the situations where we can help and those where we will be unable to assist:

The School Can:

- dispense over the counter (OTC) medicines that are available in the office (after examining you and determining the need);
- give you a dose of an OTC medicine available in the office, upon your request.
- give you a list of local medical resources, so you can establish care with a family physician/specialty of your need/choice.

The School will:

- during office hours assist in the event of any emergency, directing you, as medically appropriate, via ambulance or by your own means of transportation, to a local health care facility.

All staff and faculty should:

- be proactive and call for help in the event of an emergency;
- know that emergency boxes that are located around the school;

- attend a formal first aid and CPR section, in a schedule to be determined by the school principal and medical office, once a year. A list will be kept ensuring that all faculty receive appropriate training;
- do not hesitate to give lifesaving treatment, when necessary, to the extent of your level of comfort and training.

The School is not allowed to:

- dispense medicines, vitamins, herbals, or different types of drugs for chronic conditions (for example: high blood pressure, diabetes, migraines).
- prescribe any medication or to provide detailed medical consultations;
- provide you with medical leave;
- make appointments or arrange transportation for medical checkups;
- provide translation services or serve as a liaison between you, your Nurse and/or your insurance company.

Procedures for Medical Issues

Protocols:

- For any kind of medical reason parents are notified:
 - o In the event of urgent medical attention or accidents parents are called immediately;
 - o For non-emergency situations parents are informed via email.
- School established guidelines are used for communicating with staff, parents and leadership team in the event of communicable diseases (e.g., use approved template letters for chicken pox, head lice, mono, etc.). Before the student returns to school a medical note is needed that certifies they are in a good health.
- No prescription medicines are given to staff or faculty without notification to HR.
- Only those medicines established in the school guidelines can be administered to students. Any other medicines need parental approval.
- If the Nurse believes that the student needs a medical check outside her scope of expertise, parents are advised accordingly. It would be expected that the Nurse would contact the parents to get feedback on what happened. It is expected that the Nurse acts towards the side of caution in their decision making.
- Parents are expected to advise the Medical Office of their child's allergies or any other special medical condition.
- In case of any incidents between students or if an injury occurs, their teachers are notified, then the principals and their parents.
- If any of the Early Years or Elementary students have to leave the school, the Nurse notifies the parents (via telephone). The person who comes to pick up the student (parent, driver, nanny, etc.) must sign at the office when they leave the school.
- As soon as possible, at the latest by the end of the day, the Nurse enters all data for all the students who have visited the health office on the database. In case of injury, both adult witnesses and the medical personnel will issue an injury report that is sent to the director.
- No student, who is sent home for medical reason, is to leave the school unattended by an adult

Visits to the Medical Office

Early Years

The EC3, EC4 and K students are not allowed to come by themselves at the medical office. They are always accompanied by an adult.

Elementary

The students have to ask for teachers' permission to go to the medical office. Only during breaks, they can visit the medical office without permission.

Secondary

All MS/HS students have to ask the teachers permission before coming to the medical office. For any MS/HS student who requires time in the health office the Nurse notifies the office who then notifies the respective teachers. The student returns to class afterwards with a Nurse's note. For all students leaving school early the Nurse receives the parents' permission. On exiting the school the student/parent shows security the Nurse's note. The Nurse also notifies the offices both verbally and in writing by sending.

Infectious Diseases

In the case of a suspected infectious disease, the Head of School must be informed. A decision is then taken as to whether the community is informed and advice to parents given.

13.2 Medical Records

Grade 1 - 12 students' medical records are kept in paper copy at the Main Campus Medical room. Upon student's admission all medical documents are passed on to the school nurse. The school nurse is responsible for going over the documents submitted and requesting any missing ones.

Early Years students (Kindergarten and Reception classes) medical records are kept and maintained at the EY Medical room in a similar manner.

Student records of students attending Early Years groups at Edelweiss campus are kept in a similar way by the Nurse at Edelweiss campus.

13.3 Medications

All medications procured by the school are kept strictly in the Medical rooms. Each medical room in both campuses is equipped with their own set of medications. Each nurse keeps a journal of students visits and if any medications are given to the student it will be recorded in the journal along with any visit details. A separate journal is kept for any staff that visit the Medical room. Medication is only given to students after parents' approval has been received (over the phone). In case a student needs to take prescribed medication (due to pre-existing conditions) or as a result of a recent illness, parents need to inform the medical office and store it, give it to the student as prescribed by the doctor and dispense it when needed.

13.4 Illness and Accidents

In case of illness students visit the medical room, the nurse asks for the symptoms and records all the details in the visits journal. As soon as all the information is recorded the nurse contacts parents/legal guardians and informs them of the student's symptoms. If the student is unwell and should be sent home then the nurse informs the Divisional principal and requests permission to send the student home. If such permission is granted, the students' family is expected to collect the student from school as soon as it is possible. In the meantime, the student is kept in the medical room under Nurse's supervision.

In case of accidents a nurse is called to the location. The nurse brings a first aid kit along with her. All medical staff including teaching and few admin staff have been first aid trained. As soon as the accident has been reported, the nurse makes the call whether to call the Ambulance. A parent/legal guardian is contacted after the nurse inspects the student and further actions are discussed.

13.5 Life Threatening or Serious Injury Situations

In case of life threatening or serious injury situations the nurse will be called to the location and an immediate call is made to the local ambulance services as well as parents/legal guardians. The ambulance doctors will decide on further steps to be taken and parents will be informed immediately.

14. Field Trips and Sports Trips

14.1 Field Trip Preparation

- Staff members are to complete a risk assessment and [Field trip request form](#) at least 2 months prior to the trip and submit it to their section Principal.
- If the trip is to take place in a national park or in the mountains, a further month is needed to prepare permits etc for the trip.
- Staff should use the Field trip checklist to assist them with their preparations for the trip.
- Before the trip, the list of participants is shared with the KIS registrars (reception and office)
- A week before the trip, a list of participants is shared with the school nurse. The nurse informs the trip leader of any participants with special health conditions. First aid kits and a member of staff with first aid training is organized to attend the trip.
- The correct ratio of students to adults needs to be ensured so that all students are supervised in case of an accident. There needs to be an adult in each vehicle as well as an adult who can communicate with the driver.
- Mobile phones are carried to contact the school, hospital and parents in case of emergency
- On extended trips, a copy of the family's health insurance card, family contact details and school contact numbers are carried
- On sports trips, it is the responsibility of the host school to have a nurse and health facilities available during the event.

14.2 Response Plan in Case of an Accident

In case of an accident during a field trip appropriate procedures should be in place to deal with such an event. All faculty members in charge of field trips should be trained in first aid. They should also have emergency numbers available and make appropriate calls so any injured students can be cared for.

The faculty member should document the accident with the assistance of the local authorities if necessary. A formal “accident / illness form” will need to be submitted upon arrival back at the school.

The faculty member should alert the school so the school can take appropriate action on the home front. This would be alerting the parents, appropriate administrators, etc.

What happens in case of an emergency?

- If a significant emergency (i.e., trauma, bad accident, open fracture, seizure, etc.) happens, then immediately call 112 from your cell phone. The operator usually speaks Kazakh or Russian and will ask you questions about the accident, including the location of the injury, what happened, and whether the patient is conscious or not. They will also ask you who you are and where you are. The ambulance that is dispatched will take you to the nearest public emergency hospital.
- Inform the trip supervisor. The trip supervisor will:
 - o Inform the parents
 - o Inform the school

What happens in case of illness or small injury (sprains, headaches, small wounds, temperature, etc.)

- Inform the parent.(Phone call) The parent will tell you whether they agree to have you give their child medicine from the medical kit, or to go to a local medical private clinic. The parent may decide to pick up the sick student from the trip.
- Inform the trip supervisor and/or school nurse.

Medical Kit

Each trip supervisor will sign out the medical kit from the Nurse’s office. The medical kit contains a list of emergency medication, including its description and use. Please review it carefully. The kit must be kept secure.

Medical Lists

Each trip supervisor will receive a list of pertinent medical conditions, including allergies. This list will be emailed, as we are continually updating the material and we want you to have the most up to date information.

Individual Medical History of Students

The school nurse will brief each team leader on any particular medical conditions, which warrant supervision.

Regularly Prescribed Medicine

Some students require daily medication, for conditions such as ADHD. You must call the parents to determine whether you will administer the medication, or the medication will be self administered (by the student).

14.3 Ski Accident

Before the ski season starts, the ski coordinator will contact the ski resort to inform them of the dates and ages of the children attending. He/she will also contact the mountain rescue units located at the ski resort to inform them of our ski program and ski dates and time.

Emergency phone numbers of the mountain rescue unit, ski resorts, and local hospitals will

be saved in the ski instructor's cell phone and also saved at school. The ski coordinator will also be trained in first aid.

Additional teachers and classroom assistants who are also trained in first-aid will attend the ski program.

Permission forms for all students are mandatory for student participation. Emergency contact numbers and parent phone numbers must be kept by the ski coordinator at all times. A first-aid kit will be taken.

If an accident occurs, the ski coordinator will be in charge and assess the situation. According to the situation, he/she will contact the appropriate persons. If a student is injured enough for them to discontinue skiing for any amount of time, a phone call from the ski coordinator to the parent will be made directly and immediately. The ski coordinator should also contact the school immediately and fill out an accident/illness report upon return to the school. If the injury is not serious, a classroom assistant or teacher may supervise the injured student until they are ready to return skiing. At no time should a student be left alone. If an injury is serious, the ski coordinator will contact the mountain rescue immediately and closely monitor the student until the arrival of the mountain rescue team. A phone call from the ski coordinator to the parents and school must be completed immediately to inform them of the situation. If an ambulance is needed, a classroom assistant who speaks both English and Russian/Kazakh will stay with the child while on the ambulance.

The ski coordinator will inform the parents and the school of the name of the classroom assistant and her cell phone number. She will also be given the student's parents contact number. The classroom assistant will stay with the student until the parent(s) arrive. To ensure proper safety, it is required for all students to wear proper safety helmets, equipment and clothing before participating. Students will be assessed for ability by the ski coordinator and will be appropriately placed in the correct ability group. Ability groups will only ski on slopes that are appropriate for their skill level and comfort. Routine breaks will be made to ensure students are rested and full of energy. It is imperative that students are well nourished with a proper breakfast and lunch.

14.4 Risk Assessment

Staff members are to complete a [risk assessment](#) prior to the trip. This risk assessment will be taken to SLT for approval. If the Leadership Team feels that it is too risky or not enough information is supplied, the trip will be denied or asked for a more thorough assessment.

A risk assessment requires the organizing party to visit and assess the area where the trip will take place. They are to contact any parties that oversee the venue and add these details to the relevant forms.

15. Alcohol, Drug, Substance Abuse and Violence

All KIS campuses are tobacco free, alcohol free, and drug free. Students found using such substances on campus can expect serious consequences including:

- suspension for the use of tobacco products or electronic cigarettes.
- suspension with possible expulsion for possession or being under the influence of alcohol or other drug substances while on campus.

Students determined or suspected to be under the influence of drugs or alcohol or found possessing alcohol or other dangerous drugs on campus will be suspended from school until parents are present for a conference with the school administration.

Adult activities held on campus will acquire approval by school administration prior to any alcohol use by a particular adult group. Students are not authorized to consume alcohol on KIS campuses at any time.

[Link to full Policy](#)

16. Coping with Loss, Death and Grief

16.1 Suicide Prevention Program and Protocol

Definitions

At-Risk

Suicide risk is not a dichotomous concern, but rather, exists on a continuum with various levels of risk. Each level of risk requires a different level of response and intervention by the school. A student who is defined as high-risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset of potential mental health conditions or a deterioration of mental health. The student may have thoughts about suicide, including potential means of death, and may have a plan. In addition, the student may exhibit behaviors or feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures. The type of referral, and its level of urgency, shall be determined by the student's level of risk.

Crisis Team

A multidisciplinary team of administrative staff, mental health professionals, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention, response and recovery. Crisis Team members often include someone from the administrative leadership, school psychologists, school counselors, school social workers, school nurses, resource police officer, and others including support staff and/or teachers. These professionals have been specifically trained in areas of crisis preparedness and take a leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis

interventions and recovery supports. Crisis team members who are mental health professionals may provide crisis intervention and services.

Risk Assessment

An evaluation of a student who may be at-risk for suicide, conducted by the appropriate designated school staff (e.g., school psychologist, school social worker, school counselor, or in some cases, trained school administrator). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors. Kazakhstan International School will utilize the Columbia-Suicide Severity Rating Scale (C-SSRS), a modified copy of the rating scale is listed at the end of this section.

Risk Factors for Suicide

Characteristics or conditions that increase the chance that a person may attempt to take their life. Suicide risk is most often the result of multiple risk factors converging at a moment in time. Risk factors may encompass biological, psychological, and/or social factors in the individual, family, and environment. The likelihood of an attempt is highest when factors are present or escalating, when protective factors and healthy coping techniques have diminished, and when the individual has access to lethal means.

Self-Harm

Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Self-harm behaviors can be either non-suicidal or suicidal. Although non-suicidal self-injury (NSSI) lacks suicidal intent, youth who engage in any type of self-harm should receive mental health care. Kazakhstan International School will follow the self-harm and suicidality protocol listed within this document. Treatment can improve coping strategies to lower the urge to self-harm, and reduce the long-term risk of a future suicide attempt.

Suicide

Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. NOTE: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death. Additionally, parent or guardian preference shall be considered in determining how the death is communicated to the larger community.

Suicide Attempt

A self-injurious behavior for which there is evidence that the person had at least some intent to die. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings, such as a wish to die and a desire to live, is a common experience with most suicide attempts. Therefore, ambivalence is not a reliable indicator of the seriousness or level of danger of a suicide attempt or the person's overall risk.

Suicidal Behavior

Suicide attempts, injury to oneself associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.

Suicidal Ideation

Thinking about, considering, or planning for self-injurious behavior that may result in death. A desire to be dead without a plan or the intent to end one's life is still considered suicidal ideation and shall be taken seriously.

Suicide Contagion

The process by which suicidal behavior or a suicide completion influences an increase in the suicide risk of others. Identification, modeling, and guilt are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides within a community.

Postvention

Suicide postvention is a crisis intervention strategy designed to assist with the grief process following suicide loss. This strategy, when used appropriately, reduces the risk of suicide contagion, provides the support needed to help survivors cope with a suicide death, addresses the social stigma associated with suicide, and disseminates factual information after the death of a member of the school community. Often a community or school's healthy postvention effort can lead to readiness to engage further with suicide prevention efforts and save lives. Kazakhstan International School will follow the death, grief, and loss protocol (16.2 of this handbook) to implement suicide postvention.

Prevention

Schoolwide Policy Implementation

A schoolwide suicide prevention coordinator shall be appointed by the head of the school or designee. The schoolwide suicide prevention coordinator and building principal shall be responsible for planning and coordinating implementation of this policy for the school. Each school principal shall designate a school suicide prevention coordinator to act as a point of contact in each department for issues relating to suicide prevention and policy implementation. This may be an existing staff person. All staff members shall report students they believe to be at-risk for suicide to the school suicide prevention coordinator or appropriate school mental health professional if the coordinator is unavailable.

Staff Professional Development

All staff shall receive, at minimum, annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The professional development shall include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings (e.g., youth in foster care, group homes, incarcerated youth), those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer and Questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities. Additional professional development in risk assessment and crisis intervention shall be provided to school-employed mental health professionals and school nurses.

Youth Suicide Prevention Programming

Developmentally appropriate, student-centered education materials shall be integrated into the curriculum of all K-12 health classes and other classes as appropriate. The content of these age-appropriate materials shall include the importance of safe and healthy choices and coping strategies focused on resiliency building, and how to recognize risk factors and warning signs of mental health conditions and suicide in oneself and others. The content shall also include help-seeking strategies for oneself or others and how to engage school resources and refer friends for help. In addition, schools shall provide supplemental small-group suicide prevention programming for students. It is not recommended to deliver any programming related to suicide prevention to a large group in an auditorium setting.

Publication and Distribution

This policy shall be distributed annually and be included in all student and teacher handbooks, and on the school website. All school personnel are expected to know and be accountable for following all policies and procedures regarding suicide prevention.

Intervention

Assessment and Referral

When a student is identified by a peer, educator or other source as potentially suicidal — i.e., verbalizes thoughts about suicide, presents overt risk factors such as agitation or intoxication, an act of self-harm occurs, or expresses or otherwise shows signs of suicidal ideation — the student shall be seen by a school-employed mental health professional, such as a school psychologist, school counselor, school social worker, within the same school day to assess risk and facilitate referral if necessary. Educators shall also be aware of written threats and expressions about suicide and death in school assignments. Such incidences require immediate referral to the appropriate school-employed mental health professional. If there is no mental health professional available, a designated staff member (e.g., school nurse or administrator) shall address the situation according to school protocol until a mental health professional is brought in.

For At-Risk Youth:

- School staff shall continuously supervise the student to ensure their safety until the assessment process is complete
- The principal and school suicide prevention coordinator shall be made aware of the situation as soon as reasonably possible
- The school-employed mental health professional or principal shall contact the student's parent or guardian, as described in the Parental Notification Involvement section and in compliance with existing local law/policy (if applicable), and shall assist the family with urgent referral
- Urgent referral may include, but is not limited to, working with the parent or guardian to set up an outpatient mental health or primary care appointment and conveying the reason for referral to the healthcare provider; in some instances, particularly life-threatening situations, the school may be required to contact emergency services, or arrange for the student to be transported to the local Emergency Department, preferably by a parent or guardian

- If parental abuse or neglect is suspected or reported, the appropriate state protection officials (e.g., local Child Protection Services) shall be contacted in lieu of parents as per law
- Staff will ask the student's parent or guardian, and/or eligible student, for written permission to discuss the student's health with outside care providers, if appropriate

When School Personnel Need to Engage Law Enforcement

A school's crisis response plan shall address situations when school personnel need to engage law enforcement. When a student is actively suicidal and the immediate safety of the student or others is at-risk (such as when a weapon is in the possession of the student), school staff shall call 911 immediately. The staff calling shall provide as much information about the situation as possible, including the name of the student, any weapons the student may have, and where the student is located. School staff may tell the dispatcher that the student is a suicidal emotionally disturbed person, or "suicidal EDP", to allow for the dispatcher to send officers with specific training in crisis de-escalation and mental illness.

Parental Notification and Involvement

The principal, designee, or school mental health professional shall inform the student's parent or guardian on the same school day, or as soon as possible, any time a student is identified as having any level of risk for suicide or if the student has made a suicide attempt (pursuant to school/state codes, unless notifying the parent will put the student at increased risk of harm). Following parental notification and based on initial risk assessment, the principal, designee, or school mental health professional may offer recommendations for next steps based on perceived student need. These can include but are not limited to, an additional, external mental health evaluation conducted by a qualified health professional or emergency service provider.

When a student indicates suicidal intent, schools shall attempt to discuss safety at home, or "means safety" with parent or guardian, limiting the student's access to mechanisms for carrying out a suicide attempt e.g., guns, knives, pills, etc. In addition, during means counseling, which can also include safety planning, it is imperative to ask parents whether or not the individual has access to a firearms, medication or other lethal means. Lethal means counseling shall include discussing the following:

- Firearms
 - Inquire of the parent or guardian if firearms are kept in the home or are otherwise accessible to the student
 - Recommend that parents store all guns away from home while the student is struggling — e.g., following state laws, store their guns with a relative, gun shop, or police
 - Discuss parents' concerns and help problem-solve around offsite storage, and avoid a negative attitude about guns — accept parents where they are, but let them know offsite storage is an effective, immediate way to protect the student
 - Explain that in-home locking is not as safe as offsite storage, as children and adolescents sometimes find the keys or get past the locks
 - If there are no guns at home:
 - Ask about guns in other residences (e.g., joint custody situation, access to guns in the homes of friends or other family members)
 - If parent won't or can't store offsite:
 - The next safest option is to unload guns, lock them in a gun safe, and lock ammunition separately (or don't keep ammunition at home for now)
 - If guns are already locked, ask parents to consider changing the combination or key location parents can be unaware that the student may know their "hiding" places
- Medications
 - Recommend the parent or guardian lock up all medications (except rescue meds like inhalers), either with a traditional lock box or a daily pill dispenser
 - Recommend disposing of expired and unneeded medications, especially prescription pain pills
 - Recommend parent maintain possession of the student's medication, only dispensing one dose at a time under supervision
 - If parent won't or can't lock medication, advise they prioritize and seek specific guidance from a doctor or pharmacist regarding the following:
 - Prescriptions, especially for pain, anxiety or insomnia
 - Over-the-counter pain pills
 - Over-the-counter sleeping pills
- Staff will also seek parental permission, in the form of a Release of Information form, to communicate with outside mental health care providers regarding the student's safety plan and access to lethal means.

Re-Entry Procedure

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), whenever possible, a school-employed mental health professional, the principal, or designee shall meet with the student's parent or guardian, and if appropriate, include the student to discuss re-entry. This meeting shall address next steps needed to ensure the student's readiness for return to school and plan for the first day back. Following a student hospitalization, parents may be encouraged to inform the school counselor of the student's hospitalization to ensure continuity of service provision and increase the likelihood of a successful re-entry.

1. A school-employed mental health professional or other designee shall be identified to coordinate with the student, their parent or guardian, and any outside health care providers. The school-employed mental health professional shall meet with the student and their parents or guardians to discuss and document a re-entry procedure and what would help to ease the transition back into the school environment (e.g., whether or not the student will be required to make up missed work, the nature of check-in/check-out visits, etc.). Any necessary accommodations shall also be discussed and documented.
2. While not a requirement for re-entry, the school may coordinate with the hospital and any external mental health providers to assess the student for readiness to return to school.
3. The designated staff person shall periodically check-in with the student to help with readjustment to the school community and address any ongoing concerns, including social or academic concerns.
4. The school-employed mental health professional shall check-in with the student and the student's parents or guardians at an agreed upon interval depending on the student's needs either on the phone or in person for a mutually agreed upon time period (e.g. for a period of three months). These efforts are encouraged to ensure the student and their parents or guardians are supported in the transition, with more frequent check-ins initially, and then fading support.
5. The administration shall disclose to the student's teachers and other relevant staff (without sharing specific details of mental health diagnoses) that the student is returning after a medically-related absence and may need adjusted deadlines for assignments. The school-employed mental health professional shall be available to teachers to discuss any concerns they may have regarding the student after re-entry.

In-School Suicide Attempts

In the case of an in-school suicide attempt, the physical and mental health and safety of the student are paramount. In these situations:

1. First aid shall be rendered until professional medical services and/or transportation can be received, following school emergency medical procedures
2. School staff shall supervise the student to ensure their safety
3. Staff shall move all other students out of the immediate area as soon as possible
4. The school-employed mental health professional or principal shall contact the student's parent or guardian. (Note: See Parental Notification and Involvement section of this document).
5. Staff shall immediately notify the principal or school suicide prevention coordinator regarding the incident of in-school suicide attempt
6. The school shall engage the crisis team as necessary to assess whether additional steps should be taken to ensure student safety and well-being, including those students who may have had emotional or physical proximity to the victim
7. Staff shall request a mental health assessment for the student as soon as possible
Since self-harm behaviors are on a continuum of level and urgency, not all instances of suicidal ideation or behavior warrant hospitalization. A mental health assessment, including a suicide
8. risk assessment, can help determine the best treatment plan and disposition.

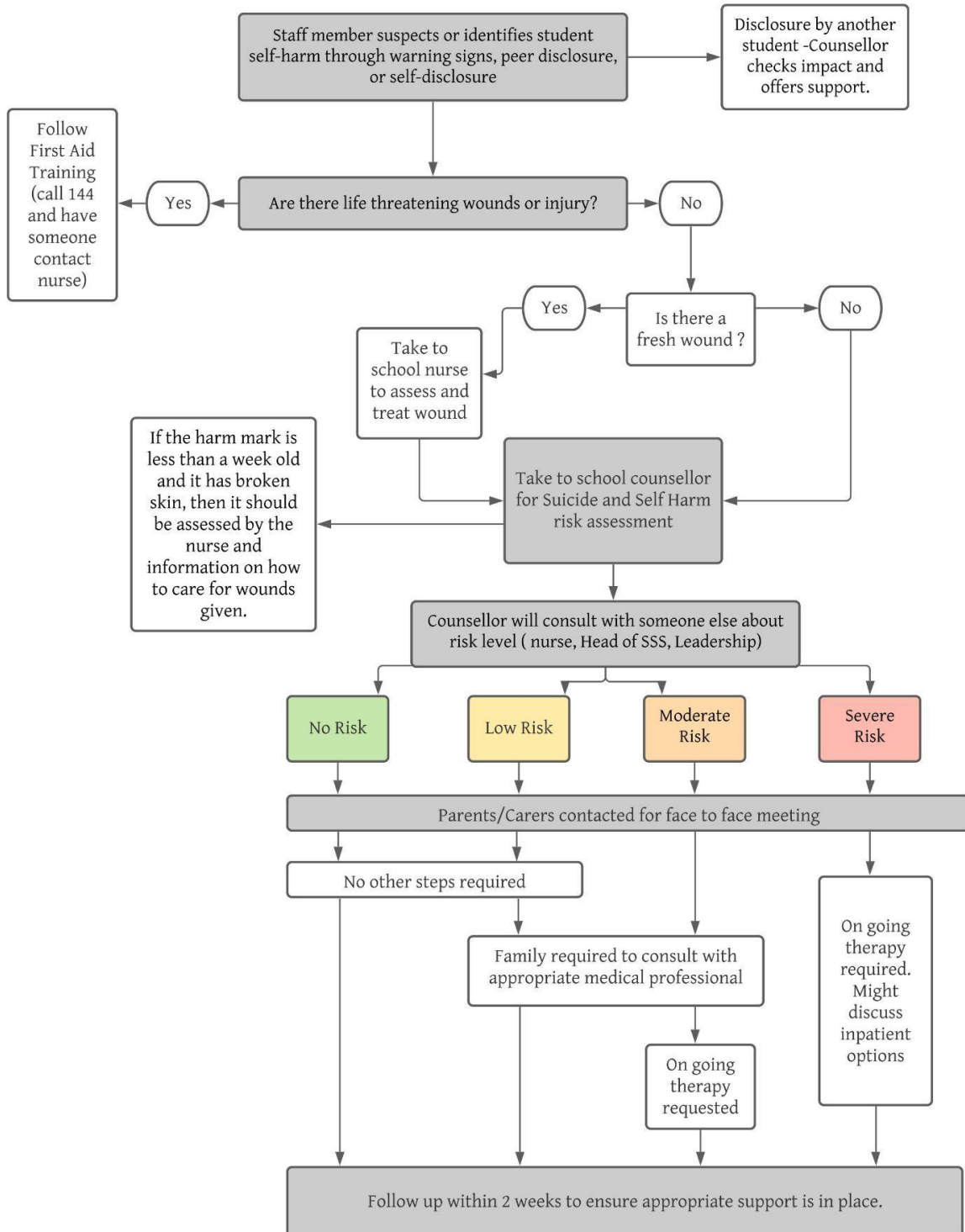
Out-of-School Suicide Attempts

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member shall:

1. Call 911 (police and/or emergency medical services)
2. Inform the student's parent or guardian
3. Inform the school suicide prevention coordinator and principal

**If the student contacts the staff member and expresses suicidal ideation, the staff member shall maintain contact with the student (either in person, online, or on the phone) and then enlist the assistance of another person to contact the police while maintaining engagement with the student.*

Self Harm and Suicidality Protocol Flow Chart



SUICIDE RISK ASSESSMENT TOOL

Student Name		Date	
Grade		Counselor Completing Assessment:	

The purpose of this checklist is to determine a student's level of suicide risk. The assessing party should be the Counselor/Administrator/designee or school site crisis team member(s).

DIRECTIONS: For the items with the **ASK** specification, please directly pose these questions to the student. Take note of the student's responses in the space provided and mark the checkboxes, as appropriate. The * indicates *Unable to Assess or unknown*. The items with the **ASSESS** specification should not be asked directly, but rather explored by the assessing party to gather additional background information. Gathering of additional information may also include interviewing other involved individuals, reviewing student history, and referring to other data gathering sources (i.e. student records, teacher reports/observations).

Step 1: Identify Risk Factors				
CATEGORY	ASSESSMENT QUESTIONS			
Current Problem/ Situation	ASK: Tell me what happened.			
Wish to be dead	ASK: Have you ever wished you were dead? Or wished you could go to sleep and not wake up? ☐ In the past week ☐ In the past month (C-SSRS Suicidal Ideation Severity #1)	☒ Yes	☐ No	☐ *
Current Ideation	ASK: Have you had any thoughts of suicide/killing yourself? ☐ In the past week ☐ In the past month (C-SSRS Suicidal Ideation Severity #2)	☒ Yes	☐ No	☐ *
	ASK: How long have you been feeling this way?			
Suicidal Thoughts with Method (w/ no specific plan or intent to act)	ASK: Have you been thinking about how you might do this? (C-SSRS Suicidal Ideation Severity #3)	☒ Yes	☐ No	☐ *

Suicidal Intent without Specific Plan	ASK: Have you had these thoughts and had some intention of acting on them? (C-SSRS Suicidal Ideation Severity #4)	 Yes	 No	 *
Communication of Intent	ASK: Have you ever shared your thoughts about suicide with anyone else?	 Yes	 No	 *
	ASK: To whom? What did they say when you told them?			
Intent with Plan	ASK: Have you started to work out or worked out the details of how to kill yourself? Do you intend to carry out this plan? (C-SSRS Suicidal Ideation Severity #5)	 Yes	 No	 *
	ASK: What is your plan?			
Means and Access	ASK: Do you have access to the items you want to use (weapons, medication, rope, gas, etc.)?	 Yes	 No	 *
	ASSESS: Does the student have the means/access to kill themselves?	 Yes	 No	 *
	ASSESS: Indicate means and access.			
Past Ideation	ASK: Have you ever had thoughts of suicide in the past?	 Yes	 No	 *

	ASK: How long ago? Tell me what happened then.			
C-SSRS Suicidal Behavior	ASK: Have you ever done anything, started to do anything, or prepared to do anything to end your life?	 Yes	 No	 *
	Examples: Collected pills, obtained a gun, gave away valuables, wrote a will or suicide note, took out pills but didn't swallow any, held a gun but changed your mind or it was grabbed from your hand, went to the roof but didn't jump; or actually took pills, tried to shoot yourself, cut yourself, tried to hang yourself, etc.	Lifetime		
		 Yes		
	If "YES" Was it within the past 3 months?	 Yes		
Previous Attempts	ASK: Have you ever tried to kill yourself?	 Yes	 No	 *
	ASK: How long ago?			
	ASK: What did you do? What happened?			
Changes in Mood / Behavior	ASK: In the past year, have you ever felt so sad that you stopped doing things you usually do or things that you enjoy?	 Yes	 No	 *
	ASK: What are the activities you no longer do?			
	ASSESS: Has the student demonstrated abrupt changes in behaviors? Describe.	 Yes	 No	 *
	ASSESS: Has the student demonstrated recent, dramatic changes in mood and/or appearance? Describe.	 Yes	 No	 *

Stressors	ASK: Has anyone close to you ever died by suicide? Who? How long ago? How?	Yes	No	*
	ASK: Has someone close to you died recently or have you been separated from someone who is important to you? (e.g., death, parent separation/divorce, relationship breakup)	Yes	No	*
	ASK: Has anything stressful/traumatic happened to you? (e.g. domestic violence, community violence, natural disaster)	Yes	No	*
	ASK: Have you experienced victimization or been the target of bullying/harassment/ discrimination? Describe.	Yes	No	*
	ASSESS: Has the student experienced any of the following stressors: ☐ Triggering events leading to humiliation, shame, and/or despair (e.g.loss of relationship, financial, or health status) (real or anticipated) ☐ Sexual identity/orientation issues ☐ Sexual/physical abuse ☐ Chronic physical pain or other acute medical problem ☐ Child Protection investigation ☐ Inadequate social supports ☐ Social isolation ☐ Friendship issues ☐ Academic concerns ☐ Perceived burden to others ☐ Other: _____			
Substance Use	ASK: Do you use alcohol or drugs? Which ones? How often? How much?	Yes	No	*
Step 2: Identify Protective Factors (Note: Protective factors may not counteract acute suicide risk factors)				
CATEGORY	ASSESSMENT QUESTIONS			
Protective Factors	ASK: Do you have an adult at school that you can go to for help?	Yes	No	*
	ASK: Do you have an adult outside of school, such as at home or in the community, that you can go to for help?	Yes	No	*

	ASK: <i>What are your plans for the future?</i>	 Yes	 No	 *
	ASSESS: Can the student readily name plans for the future, indicating a reason to live?	 Yes	 No	 *
	ASSESS: Protective Factors. Internal: ☐ Ability to cope with stress ☐ Frustration tolerance ☐ Religious beliefs ☐ Fear of death or the actual act of killing self ☐ Identifies reasons for living External: ☐ Cultural, spiritual, and/or moral attitudes against suicide ☐ Responsibility to family ☐ Beloved pets ☐ Supportive social network of family or friends ☐ Positive therapeutic relationships ☐ Engaged in school/extracurricular activities			

Step 3: Specific Questioning about Thoughts, Plans and Suicidal Intent
(See Step 1 for Ideation Severity and Behavior)

C-SSRS Suicidal Ideation Intensity

CATEGORY	ASSESSMENT QUESTIONS
Frequency	Ask: <i>How often do you have these thoughts?</i> (1) Less than once a week (2) Once a week (3) 2-5 times a week (4) Daily or almost daily (5) Many times each day
Duration	Ask: <i>When you have these thoughts, how long do they last?</i> (1) Fleeting - a few seconds or minutes (2) Less than 1 hour/some of the time (3) 1-4 hours/a lot of time (4) 4-8 hours/most of day (5) More than 8 hours/persistent or continuous
Controllability	Ask: <i>Could/can you stop thinking about wanting to die or killing yourself if you want to?</i> (0) Does not attempt to control thoughts (1) Easily able to control thoughts (2) Can control thoughts with little difficulty (3) Can control thoughts with some difficulty (4) Can control thoughts with a lot of difficulty

	(5) Unable to control thoughts
Deterrents	Ask: Are there things - anyone or anything (e.g. family, religion, pain of death, etc.) - that stopped you from wanting to die or acting on thoughts of suicide? (0) Does not apply (1) Deterrents definitely stop you from attempting suicide (2) Deterrents would probably stop you (3) Uncertain if deterrents would stop you (4) Deterrents most likely would not stop you (5) Deterrents definitely would not stop you
Reasons for Ideation	Ask: What sort of reasons are there for thinking about wanting to die or kill yourself? Was it to end the pain, or stop the way you are/were feeling (in other words, you couldn't go on living with this pain or how you are/were feeling?), OR was it to get attention, revenge, or a reaction from others? Or both? Or something else? (0) Does not apply (1) Completely to get attention, revenge, or a reaction from others (2) Mostly to get attention, revenge or reaction from others (3) Equally to get attention, revenge or reaction from others and to end/stop the pain (4) Mostly to end/stop the pain (you can't go on living with the pain or how you are feeling) (5) Completely to end/stop the pain (you can't go on living with the pain or how you are feeling) TOTAL SCORE:

Step 4: Determine the Level of Risk and Develop Interventions to LOWER Risk Level "The estimation of suicide risk, at the culmination of the suicide assessment, is the quintessential <u>clinical judgment</u> , since no study has identified one specific risk factor or set of risk factors as specifically predictive of suicide or other suicidal behavior." From The American Psychiatric Association Practice Guidelines for the Assessment and Treatment of Patients with Suicidal Behaviors, page 24.	
RISK STRATIFICATION	ACTION PLAN
High Suicide Risk ☒ Suicidal ideation with intent or intent with plan <u>in past month</u> (C-SSRS Suicidal Ideation #4 or #5) Or ☒ Suicidal behavior <u>within past 3 months</u> (C-SSRS Suicidal Behavior)	MODERATE & HIGH RISK ACTION PLAN RECOMMENDATIONS ARE THE SAME ☒ Ensure there is <i>no immediate safety concern</i> (if immediate safety concern exists, refer to Day School or Residence Suicide Intervention/Prevention flow chart for action steps) ☒ Adult to stay with the student at all times ☒ Counselor to collaborate with another Counselor/Head of School/designee to review/determine Risk Level ☒ Hold a brief divisional meeting with Head of School and Counselor. ☒ HoS and/or Counselor calls parent/guardian and HoH (if relevant) to inform of situation and actions taken ☒ Initiate psychiatric hospitalization OR send student home with parent/guardian for psychiatric hospitalization and/or psychological evaluation (SAME DAY) ☒ Document all actions on Form III: <i>Suicide Intervention Report Summary</i>; Provide form to mental health professional
Moderate Suicide Risk ☒ Suicidal ideation with method, <u>WITHOUT plan, intent or behavior in past month</u> (C-SSRS Suicidal Ideation #3) Or ☒ Suicidal behavior more than 3 months ago (C-SSRS Suicidal Behavior Lifetime) Or	

☒ Multiple risk factors and few protective factors Description: May pose imminent danger to self, but there is insufficient evidence to demonstrate a viable plan of action to do harm.	to whom student was referred, hospital, and/or parent/guardian
<u>Low Suicide Risk</u> ☒ Wish to die or Suicidal Ideation <u>WITHOUT</u> method, intent, plan or behavior (C-SSRS Suicidal Ideation #1 or #2) Or ☒ Modifiable risk factors and strong protective factors Or ☒ No reported history of Suicidal Ideation or Behavior Description: Does not pose imminent danger to self; insufficient evidence for suicide risk.	☒ Counselor to collaborate with another Counselor/Head of School to review/determine Risk Level ☒ Hold a brief divisional meeting with Head of School and Counselor. ☒ Decision will be made as to whether the school can assess and provide support for the student or whether it should be an outside mental health care provider ☒ HoS and/or Counselor calls parent/guardian and HoH (if relevant) to inform of situation and actions taken ☒ <i>Optional:</i> Provide parent/guardian with outpatient referral list and student with resources

16.2 Death of a student or staff member

DUTIES OF THE HEAD OF THE SCHOOL

Crisis Response Checklist

- ☐ Communicate with the department principal to see what assistance is needed. The head of the school may assist in delegated duties by the department principal.
- ☐ The head of the school will do a site visit if needed.
- ☐ The head of the school will serve as the only media spokesperson.
- ☐ Upon notification from the department principal, the head of the school notifies the community, including:
 - ☐ Students
 - ☐ Teachers
 - ☐ Non-teaching staff (Translated in the local language)
 - ☐ Parents (Translated in the local language)
 - ☐ Administrators
 - ☐ Board Members
 - ☐ Collaborative agencies
- ☐ Ask if the principal wants local school counselors from other schools to be contacted for additional assistance with students.
- ☐ Review letter to parents written by the principal. The principal will decide on the method of distribution.
- ☐ For smaller schools designate two admin secretaries to type letters, make copies and send emails.

- ☐ Contact the school regularly to receive updates.
- ☐ Identify any siblings at other schools and notify the school of the situation.
- ☐ Take guidance from parents as to what information to release; otherwise, be vague.
- ☐ Distribute letters.

DUTIES OF THE PRINCIPAL

Crisis Response Checklist

Prior to the emergency, prepare the following:

- ☐ Student Roster (updated quarterly)
- ☐ Phone Tree
- ☐ Assign staff members to a crisis response team who will assist in the rollout of this plan
- ☐ Response Checklist (this document)

IMMEDIATELY:

- ☐ **Verify the Death (Do not make a decision or announcement until verified)**
 - ☐ Family – As soon as appropriate
 - ☐ Extend condolences
 - ☐ Offer support in collaboration with community services
 - ☐ If the student has any possessions at school, make arrangements for pick-up/drop off of the items
 - ☐ Police Department - Take ID to prove your identity
- ☐ **Notify Senior Leadership Team and Crisis Response Team**
 - ☐ Set meeting time
 - ☐ Delegate tasks as appropriate
- ☐ **Script Message for the Staff Meeting**
 - ☐ Be sensitive to the event and needs of the family (see sample in appendix)
 - ☐ As soon as appropriate, contact the family, asking what the family would like to be shared
 - ☐ Extend condolences
 - ☐ Obtain any pertinent information from the family to share – copy on soft colored paper
- ☐ **FERPA Guidelines**
 - ☐ Staff should follow the same rules when determining what student information is released as if the student were still alive
- ☐ **Start School Staff Phone Tree**
 - ☐ Read scripted message including time for staff meeting before or after school, whichever is soonest.
- ☐ **Hold School Crisis Team Meeting**
 - ☐ Suggested tasks to cover at School Crisis Team Meeting
 - ☐ Identify adult supervision for early arriving students during the staff meeting
 - ☐ Identify media center and direct media to head of school if needed.

☐ **Hold General Staff Meeting** (*Suggested areas to cover at the staff meeting include:*)

- ☐ Information regarding death; be as specific & clear as needed.
- ☐ Review school procedures
- ☐ Get copies of student's schedule
- ☐ Have a counselor visit each classroom
- ☐ Designate specific locations for the counselors/students' support center
- ☐ Distribute copies of a statement to be read in all classes.
- ☐ Students are informed in classes, not in a large assembly or over the PA (read script verbatim)
- ☐ Remind staff to rehearse any scripted message before delivering it to others
- ☐ Keep routines as normal as possible
- ☐ Encourage students to stay in class
- ☐ Students who need support are sent to a counselor or student support center
- ☐ Discourage students from leaving school
- ☐ Make arrangements to call parents of students who are very upset so they can be sent home if needed. Try to keep a routine in place if possible.
- ☐ Remind staff of support services people in the area who can help adults who are affected. Be aware of the feelings of former teachers as well as current teachers. (See community resource listing)
- ☐ State location of media contact center
- ☐ Direct all news media or inquiries to the head of the school
- ☐ Schedule end-of-day debriefing with staff & teachers (optional attendance)
- ☐ A moment of silence, if requested, to end the meeting

ONGOING RESPONSIBILITIES OF THE PRINCIPAL:

- ☐ Request additional assistance if needed (i.e., subs, clerical, additional school counselors.)
- ☐ Main office/communication center
- ☐ Deal with relevant phone calls
- ☐ Be the focal point for confirmed information
- ☐ Refer all news media to the appointed media contact person
- ☐ Meet with Crisis Team during the school day to determine procedures for subsequent days and to debrief.
- ☐ Visit each classroom to see how staff and students are doing.
- ☐ Discourage any dramatization, memorial services, PA announcements, or closing of the school for the funeral.
- ☐ Send copies of all correspondence/messages to the department coordinator (fax or e-mail) prior to sending out.
- ☐ Determine how the information will be sent home. (Physical copy or electronic)

DUTIES OF THE BUILDING CRISIS TEAM MEMBERS

Crisis Response Checklist

- ☐ Counselor obtains deceased student's schedule and checks on student's classes.
- ☐ Organize the library or other suitable room for a Student Support Center.
- ☐ Assist both students and staff through crisis counseling (check & monitor).
- ☐ Obtain the class schedule of sibling/s of the deceased student and attend his/her classes.
- ☐ Determine:
 - ☐ Friends impacted
 - ☐ Staff who were close to the student
 - ☐ Work with the Senior Leadership Team to determine if the student had siblings/relatives at other schools.
 - ☐ Rumor control for students' well-being - attempted suicide. (See "Suicide Prevention" section)
- ☐ Notify the administrative secretary of any necessary materials needed for the Student Support Center.
 - ☐ Furniture
 - ☐ Tissues
 - ☐ Therapeutic materials, such as paper, pencils, colored pencils...etc.
 - ☐ Sign-in and sign-out sheets
 - ☐ Grief handouts with information regarding school/community support
- ☐ Identify other possible support rooms as needed.
- ☐ Communicate any needs to the principal. Remember community relationships and collaborate with neighboring schools.
- ☐ Debrief at the end of the day.

DUTIES OF DEPARTMENT COORDINATORS

Crisis Response Checklist

- ☐ Support the principal and carry out delegated tasks that may include the following:
 - ☐ Copy the deceased student's schedule and distribute it to the Building Crisis Team
 - ☐ Meet with the teachers of the deceased student and inform them of the arrangements that have been made for counselor/Crisis Team members to attend the student's classes that day.
 - ☐ Investigate other parties that may need assistance, including any before or after school activities and/or clubs that the student attended. Communicate with the counselors or Crisis Response Team regarding the needs of the group.
 - ☐ Identify siblings, boyfriend/girlfriend, as well as close friends of the deceased, and distribute information to the counselors/Crisis Team. (Make arrangements for counselors/Crisis Team members to talk to them.)
 - ☐ Notify other school support staff including coaches, librarians, cafeteria personnel, and custodial staff.

- ☐ ONGOING RESPONSIBILITIES:
 - ☐ Support the principal.
 - ☐ Be the liaison between the principal and the Crisis Team.
 - ☐ Monitor the condition of the school community.
 - ☐ Monitor the in-school Crisis Team members.
 - ☐ Monitor teachers of the deceased individual.
 - ☐ Check all extracurricular activities and notify the organizer if the deceased was a participant.

DUTIES OF THE ADMINISTRATIVE SECRETARY

Crisis Response Checklist

- ☐ Respond to students who come to the office and direct them to the appropriate personnel or location.
- ☐ Find a picture of the deceased student and distribute it to staff for identification at the general staff meeting, if possible.
- ☐ Prepare copies of a statement for teachers and staff – run copies on soft colored paper (color-coded for class, the script for parents, etc.).
- ☐ Compile and run off a class list of students, parents, and phone numbers for callers to work from.
- ☐ Meet with other secretaries in the school to:
 - ☐ Review telephone protocol
 - ☐ Review the prepared statement
 - ☐ Determine their needs for support/relief
- ☐ Where possible, arrange for a stand-by teacher to substitute for the Crisis Team members.
- ☐ Clear the principal's calendar.
- ☐ Provide food/beverages for staff/volunteers.
- ☐ Provide beverages for the Student Support Center.
- ☐ Notify late or absent staff.
- ☐ Check to make sure materials listed for the Student Support Center are brought to that location (see the end of Secretary Duties).
- ☐ Locate any other materials the Crisis Team members may need and deliver them to the Student Support Center.
- ☐ Act as liaison for communicating information between the head of the school and the principal when the principal is not available.
- ☐ Provided forms to staff :
 - ☐ Telephone Log – (Sample Forms)
 - ☐ This telephone log allows a school to document phone inquiries and actions taken in responding to them. It can be particularly useful in high-profile situations or instances where large numbers of people might be involved.

DUTIES OF ALL SCHOOL STAFF

Crisis Response Checklist

- ☐ Any staff member who has knowledge of a student's death through suicide or other cause immediately informs the principal either at home or at school. Should this contact not be possible, the staff member should call the department coordinator either at home or at school.
- ☐ Staff should contain the event as much as possible to protect the rights of the family.
- ☐ Staff should channel all communications through the principal's office.
- ☐ Staff should not contribute in any way to rumors or unsubstantiated information.
- ☐ Be sensitive to your own needs and the needs of your colleagues. Ask for or offer assistance as needed.
- ☐ Be observant and report any extreme or unusual reactions by students or staff to an administrator.
- ☐ Report any unsupervised student gatherings to an administrator so that support can be provided as needed.

COMMUNITY RESOURCES

- Local Psychiatrist in Almaty (Russian speaking):

Республика Казахстан, 050009, г. Алматы, пр. Гагарина, 31-А
тел: +7 727 379 10 48, 379 10 50
моб: +7 701 848 88 60
РПН 600510048652
e-mail: info@doctor-khl.kz
www.doctor-khl.kz

- Psychologist Natalya Naruldin +7 705 260 2235
- Professional online counseling and therapy
 - Online therapy: [The Truman Group](#) offers psychological care for expats virtually. Sessions are conducted via secure, confidential streaming video.
 - Mental health counseling: [Nur counseling](#)
 - Online counseling services for teenagers: [BetterHelp](#) is an affordable online counseling service used by other practicing international school counselors to support families.
 - Online counseling for expats of all ages: [Expatriate Nest](#)
 - Dutch counsellor (specialised in 3rd culture kids):
vivian@expatnest.com
 - Online counseling: [Directory Counseling Director in UK](#)
 - Online therapy and counseling: [MDLIVE Counseling](#)
 - [Child Mind Institute](#): Telehealth Services for Children and Teens (remote consultations and telehealth treatment for children, teens, and young adults struggling with mental health concerns including anxiety, depression, ADHD, autism and OCD.)
 - [William & Associate Counseling Services](#)
 - [Dr. Laura Anderson](#) or drsanderson@gmail.com
- Websites for mental health, self-harm and suicide
 - [Childline](#)
 - [Samaritans](#)
 - [Young Minds](#)
 - [LifeSIGNS](#)
 - [Papyrus](#)
 - [Sane](#)
 - [The Mix](#)
 - [Calm harm](#)
 - [Self injury support](#)

[Resource Folder](#)

17. Useful Contacts

Fire/Police/Ambulance 112

In-School Contacts	Full name	Mobile number	email
Head of School	Ole Bernard Sealey	+7 7777001040	osealey@kisnet.org
Secondary Principal	Jeff Smith	+7 7777009006	jsmith@kisnet.org
Elementary Principal	Elena Maksymova	+7 7778333849	emaksymova@kisnet.org
EY Coordinator	Nina Babintseva	+7 7017578235	nbabintseva@kisnet.org
Operations Manager	Saltanat Darimbetova	+7 7025550333	sdarimbetova@kisnet.org
Procurement and Facilities	Denis Chernyshov	+7 7089877427	procurement@kisnet.org
Main Campus Receptionist	Tanya Bharti	+7 7776669357	thekisregistrar@kisnet.org
Head of Security	Yernar Mukatayev	+7 705 412 7000	ymukatayev@kisnet.org
Emergency contacts	Contact Person	Phone Number	email
Regional security officers American Consulate	Francesco Ramos	+777722305855	RamosFD@state.gov
Almaty akimat (city council)	Reception Desk	+7 (727) 338-33-88	akimat@almaty.kz
Bostandyk district Sanitary department	Reception Desk	+7 (727) 382-35-15	dsek.almaty@dsm.gov.kz
Bostandyk district Education department	Reception Desk	+7 (727) 275-54-06	
Police Liaison	Meirzhan	+7 747 745 92 65	