



TRUTH FOR YOUTH SCHOOL'S Hazard Management Plan

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SMT and Health and Safety leads:

Dr. Sandra P. Franklin-Hamilton
Ms. Jeannette Albiol

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TFYS HAZARD Management Plan

For the purpose of this policy, students refer to all children enrolled and attending Truth for Youth School, and school refers to all levels of education including early childhood.

The School Board and Staff of TFYS determined to address this area from three perspectives:

1. **Prevention** measures: including anti-bullying programs and suicide prevention programs
2. **Intervention** measures: including the development of protocols for response to threats of violence in schools
3. **Postintervention** measures: including defusing and debriefing responses to schools which have experienced a traumatic event

In order to properly prepare for emergency events, it is essential for schools to have an understanding of the potential hazards that our school community faces and ensure we have:

- * Prevention and risk mitigation programs for emergencies and critical incidents
- * Response and recovery plans to deal with ongoing identified potential risk
- * Clear responsibilities for controlling and coordinating emergency management at their school and allocating support roles
- * Cooperation between emergency services and other services that may be critical during an emergency event or critical incident
- * Efficient and coordinated approaches to the use of resources
- * Arrangements in place to help our school community recover from emergency

In the event of an emergency, the Principal of Truth for Youth School must Call 911 immediately to report any incident threatening life or property.

Emergency services on this number are:

Police for crime or injury that may not be accidental or that may constitute assault,
Ambulance for injury and medical assistance, Fire Service for fires and incidents involving hazardous and dangerous materials (report all fires where the alarm has been activated, regardless of state or size, even if extinguished, as this may pick up important issues

regarding current practices relating to fire, potential hazards, and community/public safety issues).

There may be other situations which disrupt the provision of essential services and in these instances, the contingency plans developed by schools should be activated to minimize disruption of school operations and avoid needing to send students away from school.

Contingency plans must be identified and documented. Temporary school closures are a last resort and will only be endorsed in accordance with the Temporary School Closures guidelines.

Introduction

Defining Threatening Behaviours

A number of behaviours can be potentially dangerous to students and staff in schools. Some of these are personally threatening to the student involved and to no one else (e.g. suicide attempts), while other behaviours implicate other students, staff members and/or the entire school. Clearly, the first approach towards these behaviours is prevention, which is the focus of many of the suggestions in this document.

If and when incidents do occur, responses to threatening behaviours must be appropriate to the level of the threat and also sensitive to the needs of the offender, as well as the safety and security of others in the school. Accordingly, several avenues of response are described, each based on an initial assessment of the level of threat.

Finally, in the event that a traumatic event does occur, it is essential that schools have plans and resources available to respond to students' and staff's reactions. Development and implementation of crisis events response teams are encouraged for each school and district.

An emergency includes but is not restricted to:

- * Bomb threat
- * Collapse/major damage to buildings or equipment
- * Disappearance or removal of student or staff
- * Fatality/serious injury/serious assault/sexual assault of student or staff
- * Fire in school building or grounds/arson
- * Flood/windstorm or other natural event (e.g. Tropical storm or hurricane) See pg.7
- * Fumes/spill/leak/contamination by hazardous material

- * Outbreak of disease/pandemic
- * Siege/hostage situations/firearms
- * Civil or political events (e.g. acts of terrorism, large scale riots)
- * Air conditioning or air quality failure

Prevention

This section does not provide every possible component of a school violence-prevention plan. Nor should it be assumed that, if a school implements all of these options, the potential for violence will be totally eliminated. However, the suggestions herein represent best practices recommended by crisis response experts and related literature.

Physical Safeguards

- * Limit access to school property
- * Lock all unmonitored entrances
- * Require all visitors to check in at the office
- * Issue distinct identification for visitors, staff and students
- * Monitor schoolyard perimeters and hallways
- * Provide communication systems for staff members who monitor school activities
- * Teachers should consider using a teacher buddy system in which each teacher is paired with another teacher across the hall. The paired teachers would routinely check on each other.
- * If weapons are a concern, consider prohibiting book bags and coats in the classroom
- * Each classroom should have a system for two way communication with the office. For classrooms with no phone or intercom, schools may wish to consider purchasing a cell phone to facilitate communication, or they may want to install an emergency alarm button on the teacher's desk
- * Conduct regular safety audits of school facilities and grounds

Implement School-Wide Violence Prevention Programs

- Teachers, parents and students need to be made aware of the importance of reporting mutterings and whispers about any potential confrontation. Sensitivity to such rumours can provide an early warning sign. A safe school is everyone's responsibility.
- Staff should receive information about potentially violent students on a need-to-know basis.

- Provide awareness and training to staff on all aspects of the violence-response plan, especially prevention. Training modules include the following examples:
 - * Non-violent Crisis Intervention Training
 - * Coping with Non-Compliance in the Classroom
 - * General Classroom Behaviour Management Techniques
 - * Teacher Effectiveness Training
 - * Peer Mediation and Conflict Resolution
 - * Social Skills Programs
 - * Anti-Bullying Programs
 - * Suicide Awareness and Prevention Programs
 - * Drug and Alcohol Abuse Awareness Programs
 - * Individual Tutoring and Mentoring Programs

Create a Safe and Caring School through a Positive School Culture

- Involve parents - Invite and be receptive to parental involvement, especially the parents of high-risk students. Make parents feel welcome in your school.
- Involve students - Mobilize student leadership ie. PREFECTS to address and improve the school culture.
- Focus on academic achievement eg, HONOR ROLL with adequate resources and programs to ensure that all students can achieve academically. Students who do not receive the support that they need often compensate through disruptive behaviour.
- Develop close links to the community, including being receptive to district and community support services (police, psychologists, social workers, probation officers, public health nurses etc.).
- Promote positive relationships among students and staff through shared recreational activities, posting student work in the hallways/classrooms, encouraging both staff and students to help those who need it. Make a special effort to draw out isolated, higher-risk students. Treat all individuals with respect, regardless of race, ethnicity, gender, social class, sexual orientation, etc. Promote and expect mutual regard as the basis for student/staff relationships.
- Ensure that the school is clean and well maintained. The physical condition of the building has an impact on attitudes and behaviour.
- Involve parents, community and students in developing school-wide disciplinary policy.

- Ensure that teachers and administration are consistent in handling student misbehaviour.
- Utilize a large variety of disciplinary options, including a range of consequences appropriate to the students' misbehaviour

Immediate Threats

Two basic responses to threats which place the school population in imminent danger are evacuation and securing of the building. The first, evacuation, would be used in the event that the school becomes unsafe (i.e. in the case of a threat or a fire). Keep in mind that, despite recent concerns over weapons and violence in schools, the single greatest threat to school safety is an uncontrolled fire. The second, securing of the building, would be used in the event that the presence of an intruder in the school makes it dangerous for the students and staff to leave; gunfire is heard in the building or on the school grounds, or in the event of a natural disaster.

Clearly, the decision to declare either an evacuation or a secure building situation requires a quick response by the Principal and immediate notification of emergency services. The actions expected of staff and students must be ones which have been planned and rehearsed so that they move appropriately and immediately on the prearranged signal eg LONG BELL, and stay in place until the 'all clear' is sounded.

FIRE SAFETY

To effectively implement the provisions of this Fire Safety and Emergency Evacuation Plan/Policy, a Fire Safety Organization for the building will be established and staffed as follows:

FIRE SAFETY DIRECTOR: Dr. Sandra P. Franklin-Hamilton (Acting Principal)

FIRE WARDEN: Ms. Jeannette Albiol (School's Liaison Officer)

DEPUTY FIRE WARDEN: Mr. Leroy McKayle

CLASSROOM WARDENS: CLASSROOM TEACHERS

Each teacher will be responsible for getting their students to the designated assembly point.D

1. Kindergarten: Ms. Winifred Osborne, Ms. Hyacinth Stewart, and Ms. Zena Riley
2. Grade 1: Mrs. Lorna Blackman
3. Grades 2 & 3: Mrs. Ruth Chichioco and Mrs Sherren Bailey

4. Grades 4 & 5: Ms. Elizabeth Felipe Garbolo
5. Music Teacher: Ms. Elizabeth Felipe- Garbolo & Physical Education Teacher: Mr. Joseph Haylock

Persons to call 911 : Mrs Barbara Barrett (Office Manager)

- In the absence of the Office Manager the Deputy Warden will call 911

EVACUATION ATTENDANTS FOR PERSONS WITH DISABILITIES

Mrs. Barbara Barrett (Office Manager)

DUTIES OF THE FIRE SAFETY DIRECTOR

1. Be thoroughly versed in this Fire Safety and Emergency Evacuation Plan. Periodically reviewing the plan to ensure that it is current and incorporates all administrative, technical, and operational changes. (If changes are made, resubmit a copy to the Cayman Islands Fire Service for review and approval)
2. Ensure that a Deputy Warden is assigned to each classroom.
3. Conduct fire & earthquake drills monthly as required by law and guidance.
4. Maintain a current list of persons with disabilities and their location(s).

DUTIES OF THE FIRE WARDEN AND THE DEPUTY FIRE WARDENS

Each room of the building will be under the direction of a designated Fire Warden for the evacuation of occupants in the event of a fire or earthquake. She will be assisted by Deputy the Fire Warden. A classroom warden will be assigned to each classroom. In the absence of the Fire Warden, the Deputy Warden will assume the Fire Warden's responsibility.

The Fire Safety Director will review and study the floor plan of the school building and determine that all fire doors (if installed) are automatically released to a closed position in the event of an alarm. All staff will also be knowledgeable of all equipment related to fire protection.

The classroom Wardens shall have available current list of persons with disabilities for their respective classrooms. Those persons who cannot access evacuation corridors unaided will have 2 "evacuation attendants" assigned for assistance.

PERSONS TO CALL 911

In the case of fire or other immediately emergencies, these persons will be assigned to call 911 immediately, give their name, name of the of the occupancy/facility, address and nature of the emergency.

EVACUATION ATTENDANTS

In case of an emergency, at the beginning of the school year and throughout the school year, two Evacuation Attendants are/will be assigned to help each person with a disability and assist them in evacuating the building.

EVACUATION IN CASE OF FIRE AND OTHER EMERGENCY

At the beginning of each school year, each person will be given their roles for what they are responsible to do in case of a fire. Staff will be trained during a practice drill at a Professional Development session.

In case of fire, the Fire Safety Director and/or the Fire Warden will first ensure that an alarm has been activated and the Cayman Islands Fire service has been contacted.

Upon sounding the alarm horns, the Fire Warden will immediately begin evacuating the occupants to the nearest approved fire exit.

While the occupants are moving towards the exits, the Fire Warden or the alternate will search the entire building. The Deputy Warden should be assigned to check storage rooms, restrooms, kitchens, etc. To ensure that all occupants are evacuated. All occupants must proceed to the designated exits in an orderly fashion. Remember that some persons may require assistance due to disability. Report any missing persons needing special assistance to the fire department.

All evacuees will proceed directly to the assembly point on the property located at a minimum of 100ft from the building. Wardens and Deputy Wardens will be responsible for directing all missing persons reported to the Fire Services personnel. Do not re- enter the building until permission is given by the fire department. Do not silence or reset the fire alarm system until told to do so by the Cayman Islands Fire Services.

IF YOU DISCOVER A FIRE, OR SEE OR SMELL SMOKE- “RACE”

R- Rescue persons in immediate danger if you can safely do so.

A - Activate the fire alarm by pulling the nearest fire alarm pull station and call the fire department at 911.

C- Contain the fire and smoke by closing as many doors to the fire area as possible.

E- Evacuate immediately all persons to the assembly area. Do not put yourself or anyone else in danger.

NOTE: Staff will communicate with parents on their Class Chats or by phone, They will inform them of what has taken place and the actions taken

FIRE AND EARTHQUAKE EVACUATION DRILLS AND TRAINING

Fire drills will be conducted monthly and twice in the first two weeks of school as a continuing part of the fire safety education program as required by the Local Fire Code. All personnel and students occupying the building will participate in the drills.

Details of all drills and evaluation of their effectiveness will be maintained on record by the Fire Safety Director. This information will be available for examination by the Cayman Islands Fire Service and other relevant agencies when requested.

All drills shall begin with the sounding of the fire alarm horns.

The Cayman Islands Fire Service will be notified at 345-949-2499, before and after each drill

All staff members will be trained on the fire and evacuation plan as needed

1. **Evacuation Procedures (SEE TFYS EVACUATION PLAN/POLICY GUIDE)**

- It is essential that schools have identified a usable and accessible evacuation site, and developed plans for moving students to that site (Church). Remember that special needs students may need special accommodations.
- It is advisable to have students exit the schools and proceed immediately to the Church parking lot.
- It is likely that little time will be available for consultation with other team members/student services staff for this response, and therefore the Principal must act quickly.

NOTE: Owing to the enormous responsibility placed on a Principal in an emergency, it is advisable to have at least one other person on staff trained to act in place of the Principal in the event that the Principal is not available, or to assist the Principal with these tasks.

- The first call should go to 911, on a landline (if possible) to ensure that the appropriate information is conveyed to emergency service providers. It is important to know that the 911 lines are connected to all emergency services within the

region, and, if the call is made on a landline, the school is immediately identifiable by 911, even if the call cannot be completed. A call made from a cell phone cannot be traced by 911. A dedicated cell phone number where the Principal can be reached outside of the building should be given to the 911 operator. As much as possible the dedicated line should be reserved for incoming calls only.

- The fire alarm should be sounded to move students to safety immediately. If the students are to remain adjacent to the school, they should face away from the building if there is a risk of explosion to avoid being hurt by any flying debris from the building. They should also be stationed away from the emergency lanes so that response vehicles have access to the school. If the students are to be moved to an evacuation site, they should be directed to proceed there immediately, or wait for busing. If students are bused to another location, parents will need to be notified of the new location.
- No one should re-enter the school until the 'all clear' signal is given by the emergency workers to the Principal.

2. Secure-the-Building Procedures

It is likely that little time will be available for consultation with other team members/student services staff for this response, and therefore the Principal must act quickly.

- The Principal must call 911 on a landline and notify emergency services of the nature of the emergency. If the call is not made on a landline, the 911 operator cannot trace the call in the event that it is not completed. Subsequent calls can be made from a dedicated cell phone, the number of which is to be given to the 911 operator at the time of the first call so that follow-up contact can be made.
- An agreed upon signal (long school bell) must be given to the students and staff to alert them to begin appropriate protective procedures. Note: the importance of planning and practice with regard to these procedures should not be underestimated. Lives could be lost if students and staff do not know how to respond to keep themselves safe.
- Students and staff in classrooms should remain in the rooms, lock the doors, and move away from windows.
- Students and staff who are not in the classroom, whether within the school building and halls or outside on school grounds should take cover in the nearest safe place.
- Students and staff should shelter in place until the agreed upon 'all clear' signal is given on the command of the emergency services site coordinator.

- A report should be made by the Principal.

Natural Disasters

- **Earthquake Safety**

Drills

The following are recommended drill procedures for a teacher and class of students:

- DROP, COVER, HOLD, TAKE COVER under desks or tables
- FACE AWAY from windows
- ASSUME 'CRASH' POSITION on knees, head down, hands clasped on back of neck or head covered with book or jacket
- COUNT ALOUD to 60 - Earthquakes rarely last longer than 60 seconds and counting is calming.

The teacher should:

- Issue the 'EARTHQUAKE DROP' order
- Also take cover for 60 seconds
- Review evacuation procedures

In other areas of the school, at the first sign of an earthquake, occupants should:

- Move away from windows, shelves and heavy objects that may fall
- DROP, COVER, HOLD Take cover under a table or desk, in a corner
- In halls, stairways and other areas where no cover is available, move to an interior wall, kneel with back to wall, place head close to knees, clasp hands behind neck, and cover side of head with arms
- In the library, move away from where the books and bookshelves may fall and take cover
- Stay inside - usually the most dangerous place is just outside where the building debris may fall; exit only after shaking has stopped.
- In science laboratories, extinguish all burners, if possible, before taking cover. Stay away from hazardous chemicals that may spill.

After an Earthquake

After the shaking has stopped a member of staff should check the entire building for signs of obvious major structural damage. If no obvious, major structural damage is found all persons should remain inside the building. If obvious, major structural damage is found the building should be evacuated.

Students should:

- EVACUATE the building in single file when instructed by the teacher or monitor
- KEEP CALM
- WEAR SHOES

Teachers should:

- INSTRUCT students to evacuate when all shaking has stopped
- In case of a strong earthquake, all staff would immediately use the 2" Evacuation Plan which instructs them to take the route across the road to the church or more specifically, upstairs the Sunday School Rooms.
- BE PREPARED to choose an alternative escape route in case of fire or exit blockage
- TAKE class list and First Aid kit
- GIVE FIRST AID if necessary
- DO NOT RE-ENTER the building unless instructed by the Principal

NOTE: After students are secure, staff /administration would inform parents of what took place, the actions taken and assure them of the security of their children. Staff would use the CLASS CHAT first and the PHONE for other parents.

Parents would receive a 2' notice once the students have been re-located to the Sunday School Building across the road. This is important so that they will know where to collect their children. Parents should not be instructed to collect their children until after the official government “all clear” has been issued.

- **Tsunami**
- If the earthquake is LONG and STRONG GET GONE. When you feel a strong earthquake, be aware that a tsunami may have been generated that could arrive in minutes
- Evacuate immediately to higher ground (upstairs Church Sunday School Building). Do not wait for official evacuation orders.
- When there is a distant tsunami that is generated far away, keep abreast of local officials for tsunami warnings

- Tsunami Warning Centers will issue a Tsunami Warning when scientists are certain that a real tsunami threat exists
- Be ready to evacuate by preparing your Disaster Supplies Kit, locating all faculty and students, and reviewing evacuation routes.
- Hazard Management will issue evacuation orders advising the public when to evacuate tsunami/hazard zones. Follow their instructions.

Hurricanes

- When a tropical cyclone is likely to affect the C.I., warnings will be issued including the flying of flags at selected sites throughout the islands as follows:

WARNING TYPE

1. **Alert**- when notification is received that a hurricane or tropical storm is likely to strike the Cayman Islands within 72 hrs or more.
2. **Watch**- is issued 48 hrs in advance of the anticipated onset of tropical storm-force winds in an area.
3. **Warning**-is issued to indicate that hurricane conditions (sustained winds of 74mph or higher) are expected somewhere within a specified area. Because hurricane preparedness activities become difficult once winds reach 39 to 73 mph, a hurricane warning is issued 36 hrs in advance of the expected onset of tropical-storm-force winds, to allow for preparation.
4. **ALL-CLEAR**- when notification is received that a hurricane or tropical storm has passed and no longer poses a threat.
 - When the National weather service or Govt officials issue information re school closure because of an approaching hurricane, the Principal would give all staff specific instructions and advise parents to follow Govt advisories.
 - Teaching Staff would prepare classrooms by putting books higher, securing all equipment such as computers, etc. ; other staff would secure the buildings and other equipment.
 - Student Textbooks & Workbooks would be secured at school and students would be allowed to take home writing books and personal belongings.
 - Teachers would submit attendance and record books and school laptops to the Principal for security.
 - All staff contact information would be shared in case it became necessary.
 - Before students are allowed to return to school, all buildings would be checked.

It is important for all to follow public safety messaging, avoid coastlines, refrain from nonessential journeys and stay informed on everything that is happening, until the ALL-CLEAR can be given. Once the ALL- CLEAR is given by the Govt, classes would resume.

HURRICANE / STORM RESPONSE ACTIONS

*Note that the school will follow the timeline for mandated closures from the official Government Agencies, which may differ from the timeline below.

Timeline	Response Action
Pre-Storm Activities	-Review the plan for hurricane/storm response
Alert: 72 hours before	- Monitor official weather updates from Cayman Islands Hazard Management and other reliable sources. - Convene the Emergency Response Team (ERT). The ERT is comprised of the Senior Management Team members. - Review and update emergency contact lists. - Begin securing outdoor areas (trim trees, secure bins, remove loose items). - Check inventory of emergency supplies (first aid, flashlights, batteries, food, water). - Inform staff and parents of possible closure and early dismissal procedures.
Watch: 48 hours before	- Issue an advisory to all staff, parents, and students about potential school closure. - Begin moving essential teaching materials and electronics to safe areas. - Cover or seal documents, electronics, and teaching resources. - Finalize transport arrangements if early dismissal is necessary. - Secure all windows and doors with shutters or boards. - Conduct a brief safety drill or refresher briefing with staff.
Warning: 36 hours before	- Close school officially and inform all stakeholders. - Turn off and unplug all electrical equipment. - Lock all buildings securely.

	- Ensure ERT completes a final walkthrough of the campus. - Send home a final checklist or update to parents and staff. - Relocate key school documents or back them up digitally. - Finalize sheltering plans in the church hall for students/staff who may not be picked up in time. - Send home at least 3 days of work for students to complete in the event of extended closure of school.
During Storm	- No one should be on the school premises. - School property should remain locked and secured. - Emergency contact list should remain active for updates. - The Principal and ERT monitor the situation remotely and remain in communication
After the Storm	- ERT performs an initial damage assessment (once all clear is issued by the authorities). - Communicate with staff and parents about school reopening timeline or remote learning transition. - Inspect buildings for structural integrity, leaks, debris, and hazards. - Clean up debris and sanitize areas before reopening. - Submit damage reports to the relevant authorities/insurance. - Provide counseling or support to affected students or staff. - Conduct debrief and revise response plan based on lessons learned

Missing Child Procedure

Procedure if a Child Leaves Unaccompanied

Stage One - Search systematically

- All available staff to immediately check toilets, shared areas, rooms and playground to ensure the child is not hiding or locked in anywhere
- One member of staff to immediately inform the school office and the Principal or member of staff in charge and check whether the child has been signed out for an external appointment or has an internal appointment with a visiting professional.
- Staff will ensure that all other pupils are kept safe and closely supervised throughout the incident should it be during the school day. Calm should be kept should a child be reported missing at the end of the school day.

Stage two

- After Stage One is completed without resolution (no more than 10 minutes) school office staff will contact the police and parents/carers with parental responsibility. At this point, the school will support the police who will lead the response to this incident. The Principal will liaise with emergency services and parents/carers.
- Staff will call teachers in all classes to confirm the presence of other pupils if the event is during the school day.

Stage Three

- The Principal should communicate the incident to the appropriate local authority and the Chairman of the School Board.
- A written record of the incident and any action taken should be made as soon after the incident as practicable and placed in the pupil's confidential record.
- The Management Team should conduct an internal investigation to establish how the situation occurred, how effective the response was, and whether action should be taken to ensure it does not reoccur. This information should also be collected in writing.

Communications

Reporting

All emergencies must be reported as soon as possible to the relevant emergency service.

- Discuss actions to be taken in response to the incident
- Determine the types and levels of support required
- Consider potential legal and media issues and determine whether a newsflash or other follow up is required

- Ensure that when an incident occurs, an electronic Incident Report Form (staff access only) is completed within 24 hours, including information on injuries, hazards and near misses involving staff.

Media

The School Board along with the PRINCIPAL has overall responsibility for all media liaison, including contact with journalists and any contact with media outlets must be managed in accordance with their advice.

The Principal and staff must ensure that they comply with these requirements.

1. Critical incidents and emergencies are stressful situations and it is appropriate for the Principal to protect the students from unwarranted interviews the media. Students are not permitted to give interviews at the school or on behalf of the school and should be strongly discouraged from making private arrangements to be interviewed
2. Communication to parents through letters/newsletters will provide information on the disruption to the normal school program. Principals should engage the assistance of the School Board when preparing correspondence for the school community following a critical incident or emergency.
3. In the event of a student's death, a letters to parents/carers of the student's class or grade level should be sent home by the Principal as soon as possible, preferably on the day of or the day following, advising them of the incident.
4. Parents need to be aware of behavioural changes they may notice and be encouraged to provide support and to seek help.
5. It is important for schools to have established relationships with local service providers who offer support for students in these circumstances.

Emergency Type	Actionable Steps
Lock Down	1. Principal/Vice Principal issues the lockdown alert (code "LD"). 2. Teachers lock classroom doors immediately. 3. Turn off lights, close blinds. 4. Instruct students to stay silent and out of sight (e.g., hide under desks or behind furniture). 5. Ignore all bells or knocks until the all-clear is announced. 6. Await instructions from law enforcement or school leadership. 7. Record attendance once safe.
Lock Out	1. The principal issues the lockout alert (code "LO"). 2. All exterior doors and gates are locked.

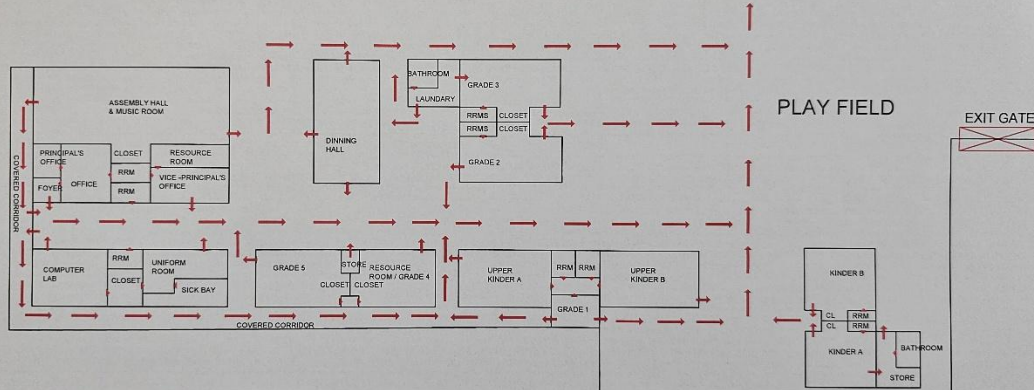
	3. No one enters or exits the building. 4. Classes continue as usual inside. 5. Staff assigned to monitor and supervise entry points. 6. Await the all-clear announcement before resuming normal operations.
Epidemics/Pandemics	1. Follow Ministry of Health/Ministry of Education and Training guidance. 2. Notify parents and staff of health protocols (sanitization, masks, social distancing). 3. Isolate symptomatic individuals immediately. 4. Switch to remote learning if required. 5. Maintain daily cleaning and disinfecting procedures. 6. Keep a record of affected individuals for contact tracing.
Emergency Closures	1. Principal contacts School Board and Ministry of Education and Training for authorization. 2. Inform parents via class text, 3. Teachers send home learning packets or switch to online platforms. 4. Notify parents that students need to be picked up. 5. Place visible signage on school gates. 6. Reopen only upon approval by relevant authorities

TRUTH FOR YOUTH PRIMARY SCHOOL



ASSEMBLY POINT

PLAY FIELD



LIFE SAFETY PLAN

● YOU ARE HERE.

AT SOUND OF A BELL OR ALARM, STUDENTS LEAVE EVERYTHING AND FOLLOW ROUTE TO THE ASSEMBLY POINT AT THE PLAY FIELD. TEACHERS TAKE ROLL BOOK TO CHECK ATTENDANCE.

APPOINTED FIRE WARDEN / FIRE MARSHALL TO CHECK ALL RESTROOMS.

ADMIN TAKE STAFF SIGN-IN TO CHECK EACH STAFF MEMBER OR VISITOR PRESENT.

TEACHERS AND ADMIN TO REPORT ATTENDANCE TO THE PRINCIPAL IN LESS THEN 2 MINUTES. ANYONE NOT PRESENT AT THE ASSEMBLY POINT TO BE CHECKED BY THE FIRE WARDEN / MARSHALL.

IF AT ASSEMBLY OR ASSEMBLY HALL FOR MUSIC, USE CORRIDOR AT THE FRONT OF SCHOOL AROUND COMPUTER ROOM TO ASSEMBLY POINT.