

<INSERT DAY CARE NAME HERE>

Emergency Action Plan

Adopted **<INSERT DATE>**

The goal of the <INSERT NAME> Emergency Response Plan is to help prepare to respond effectively to both natural and man-made disasters. In general, disaster preparedness does not receive a lot of time and attention until a disaster hits close to home. For most people, disaster preparedness becomes a priority after the disaster occurs. This plan is designed to plan ahead so what a disaster does occur we can respond effective to the immediate threat.

What Is a Disaster?

Often when we think of disasters, we assume that the earthquake or hurricane itself is the disaster. In fact, earthquakes, hurricanes, or even bioterrorist attacks are not, in themselves, disasters. Rather, disasters are defined by the ability of communities to deal with hazardous events.

A **hazard** is a condition or agent that has the potential to cause harm. Hazards can be “natural” or “man-made.” Examples of natural hazards include earthquakes, tornados, and hurricanes. “Manmade” hazards include agents like chemicals, explosive materials, and nuclear waste.

A **disaster** on the other hand, is a hazardous event that occurs in a community and overwhelms the community’s ability to respond. An earthquake in an unpopulated area, for example, would not be a disaster. An earthquake that occurs in a populated area, but only causes minor damage and injuries, would not qualify as a disaster. However, an earthquake in a populated area that causes extensive injuries and damage, and requires that the community get outside help in order to respond, would be considered a disaster. In general, the term “disaster” refers to a hazardous event that not only affects, but overwhelms your community. However, many of the policies and procedures described in this Emergency Response Plan are also applicable to smaller scale emergencies that may occur in your community or at your school.

Types of Disasters

One way to classify disasters is to distinguish between acute onset events and chronic onset events. **Acute onset** events happen suddenly and often with little or no warning. Examples of acute onset events include tornados, earthquakes, and bomb threats. Epidemic diseases are also included in this category of disaster. **Chronic onset** events on the other hand, happen gradually, sometimes taking years to develop. Drought, gradual flooding, and pest infestations are examples of slow or chronic onset events.

Another way to classify disasters is to differentiate between natural and human-generated events. **Natural** events include geologic hazards such as landslides and earthquakes in addition to severe weather events such as tornados and hurricanes. Examples of **human-generated** disasters include hazardous events caused by chemical spills, nuclear material releases, bomb blasts and bioterrorism.

Consequences of Disasters

Disasters are a threat to the School because they can cause:

- Injury, illness, and death
- Psychological distress
- Damage to buildings including homes, schools, and hospitals
- Damage to building contents and equipment
- Damage to community infrastructures such as transportation, utility, and communications systems
- Evacuation of families from their homes

The extent and pattern of disaster related injuries and damage will vary with the type of hazardous event, the intensity of the event, and the vulnerable areas impacted by the disaster.

<INSERT NAME>, located at <INSERT ADDRESS>. <Insert description of facility services & population served>

The Emergency Response Plan shall be reviewed periodically for modifications to the procedures, changes of key personnel or other resources, and additions of new emergency management information. A copy of this plan is emailed annually to all staff and a hard copy is kept in the Director's Office for reference and at a minimum annual training.

The following situations will be covered by this policy:

- Evacuation Procedures and Process
- Sheltering/Sheltering in Place
- Medical Emergencies
- Tornado
- Earthquakes
- Fire Emergencies
- Bomb Threat/Threatening Call or Message/Suspicious Articles
- Potentially Violent Situations
- Active shooter in the building
- Random Acts of Violence/Perimeter Issues
- Impaired Parents/Guardians, or Alternate Pick Ups
- Missing Child

In the event of an emergency situation, the Director or appointee shall declare an emergency situation and institute the appropriate response actions.

- Work with local emergency agencies to arrange for evacuation locations and transportation away from the site.
- Familiarize all staff with the Emergency Response Plan and ensure effective implementation.
- Identify the emergency situation and determine the course of action.
- Activate contact with parents and/or other local authorities to inform site of potential or existing crisis/emergency situation.
- Review each crisis/emergency situation to ensure that proper reports are completed and appropriate action is taken to prevent repetition of any ineffective efforts.

Employee responsibilities:

- Notify the Director of emergency situations as they become aware of them and follow procedures
- Safety and well-being of all children

Introduction

The School response for most emergencies generally involves either sheltering in or evacuation. The exception to this is providing emergency medical care and use of fire extinguishers for small, localized fires.

Protocol for Notifying Emergency Personnel and Other External Parties

All emergencies shall be reported as follows:

Emergency Event	Initial Notification	Secondary Notification
Fire Alarm, Smoke, Noxious/Toxic Fumes	Pull Fire Alarm 911	Director
Telephone Bomb Threat to School; Security Issues	911	Director
Suspicious Item left in School	Director	911
Suspicious Package Delivered to School	Director	911
Medical Emergencies	911	Director
Security Incidents (intrusion, disgruntled person, break-in, etc.)	911	Director
Post Natural Disaster (building unsafe)	Director	911
Weather Related Emergency	Notify staff accordingly	N/A
County Directed Emergency	Notify staff accordingly	N/A

Notification Procedures

The emergency coordinator in conjunction with the Administration staff shall coordinate all communication. <Describe primary means of notification here>. The school should review the efficacy of other alternative means of communication in the event telephone and cell service are rendered inoperable, these could be as varied as two-way radios, bullhorns or other electronic means of communication. A list of telephone numbers for contacting parents and staff will be kept and updated on designated management cell phones.

Signs and Postings

- A diagram should be posted in all classrooms indicating where the primary and secondary routes for evacuation are located.
- Emergency phone numbers shall be prominently displayed by all telephones in the School

Plans should be well thought out with regard to immediate area threats and more widespread area threats prior to designation. Provide information on where the School plans to evacuate for families. This information should be provided to families annually (see Attachment A - Emergency Evacuation Plan).

1. **Immediate Area Threat** (i.e. bomb threat, fire, flood, other major building problem, etc.) Leave the building and gather in at the basketball hoop which is located at the bottom of the parking lot a safe distance away from the structure.
2. **More Widespread Threat** (i.e. evacuation, chemical spill, widespread fire, etc.) Leave the building. Immediately proceed to the School's off campus evacuation site. Depending on the location of your off campus evacuation site, you may need to plan for transportation.

Evacuation Planning

It is critical to conduct evacuation/emergency drills in order for children and staff to understand how to respond in the event of an emergency. Each school shall hold monthly drills. The Director or Administrator in Charge shall conduct the drills.

At each drill, information should be gathered regarding the following:

- Date and time of drill
- Number of children and staff present
- Weather conditions
- Evacuation time
- Any notes of importance

The following measures should be taken during an evacuation:

- Check attendance
- Account for all children, staff, and visitors during the evacuation process
- Take Accountability Notebooks and/or Classroom Notebooks with you out of the building
- Transport all necessary medications, supplies, records, emergency numbers, and cell phone(s).
- Coordinate all actions with public safety and/or emergency management officials.
- Confirm required transportation resources and arrival time
- Determine host facility based on situation
- Contact host facility with estimated time for arrival or children and staff
- Notify families of evacuation and host facility information, if possible
- Make arrangements for support of children at host facility until reunited with families or returned to evacuated facility

Sheltering in Areas

Sheltering is conducted in response to tornadoes and severe storms. **Sheltering in place** is defined as moving people into the building and isolating the building environment from the outside. Emergency response personnel will shut down air handling (HVAC), water and electrical systems, as required, however, many air handling systems will shut down automatically. Sheltering in place is conducted in response to hazardous materials incidents.

Sheltering:

- Identify shelter areas that provide the most structural resistance from collapse
- Shelter areas within the facility will be appropriately marked on the Emergency Evacuation signs posted in each classroom
- Shelter areas will be free of items that may fall on sheltered people

Sheltering in Place:

- Shelter in place involves keeping all windows and doors closed and covering all air intake vents to provide protection from airborne hazardous materials
- Ensure all school personnel and children are in the building (outside playground areas are unoccupied)
- If necessary, emergency response personnel will shut off all HVAC systems to isolate the outside air from the building
- Remain in the building until notified by the emergency response authorities that the situation has been resolved or that an evacuation has been ordered

In the event of a natural emergency (i.e. tornado, severe storms, or hazardous airborne chemicals incident) outside the School facility, the children and other occupants of the building will shelter in place in the prearranged designated areas as necessary. These areas should be the most interior area of the school away from windows.

Emergency Drill Procedures

Emergency drill procedures are in place so that teachers and children shall be prepared to perform in an emergency situation.

- Emergency evacuation procedures shall be posted in a location conspicuous to teachers and children in each room of the school
 - The posted emergency procedures shall include primary and secondary evacuation routes and tornado protocols.
- Drill procedures shall be practiced monthly at various times during the day for fire and tornado disasters
 - Drills shall include the use of alternative exits in each classroom at least annually
 - Drill shall begin with sound of fire alarm and end with "All Clear" by the Director. Due to auditory sensitivity drills will be announced loudly by the director rather than the sound of the fire alarm.
 - Building evacuation shall be accomplished in one minute or less
 - One teacher shall remain behind to close classroom windows and doors
- Teachers must take attendance clipboard and note all children by name and face. DO NOT count only number of children.
 - Person conducting drill shall inspect building to determine if all children have evacuated and doors and windows are shut

Utility Disruption—Water, Heat, Electricity

If utilities are disrupted in the school, the school will make every effort to remain open. The decision to close the school or delay its opening will be based on the following:

- The amount of natural light in the school
- The temperature in the school
- The risk to the health and well-being of children, faculty and staff

In the event of a major incident involving a critical system, i.e., explosion, building collapse, electrical sparking, etc., **call 911** and follow evacuation procedures.

Initial Disruption

Once initial disruption has taken place, the Director or Administrator in Charge shall:

- Notify the utility company, if applicable
- If phone service is interrupted, make arrangements to set up a cell phone for center use
 - The school phone voicemail message should be changed to reflect the situation at hand; however the message should not give more information than necessary

Continued Disruption

The School may close or delay opening if the following conditions are present:

- The temperature in the school is below 65 degrees, or higher than 85 degrees for a period of 1 hour or more, with no expectation of heat/air conditioning restoration within the next one to two hours, and/or the room conditions prevent adequate ventilation and breathing
- The natural light in the school is diminished to the point that children and staff are at risk
- The main phone line will be inoperable for more than one hour, and no auxiliary cell phones are available
- Live wires will require the immediate closing of the school and the transfer of children

NOTE: Decisions regarding delayed opening, early closing or full day closings will be made by the Director.

Medical Emergencies

Life Threatening Medical Emergency means that the patient requires immediate medical intervention to stabilize and prevent the medical condition from deteriorating. Examples of life threatening medical emergencies are: compound fractures; severe lacerations; internal bleeding; severe burns; difficulty in breathing; heart problems; shock; severe allergic reactions; poisonous plant contact or animal bites; ingestion of chemicals/poisoning; and unconsciousness.

A basic first aid kit is kept in the School located at _____.

The school possesses current permissions from all the students' parents to treat any injuries and administer any medication required in the event of an extended stay on the property due to natural or manmade disaster. In the event of a disaster a designated staff member will be designated to retrieve the emergency information book for the student body.

Procedures for Life Threatening Emergencies

- Remain calm, render first aid, and call 911. Do not move the injured or sick person unless his/her safety and health are at risk
- If 911 has to be called, assign an individual to meet the emergency medical personnel
- Obtain the child's medical release paperwork
- Assign a staff member to accompany the patient to the hospital
- Make notification to applicable emergency contact of the injured
- Insure that the appropriate paperwork is completed
- Maintain communications with staff member assigned to stay with the patient for progress reports

Snow and Ice Storms

Monitor winter storm watch, warnings, blizzard warnings or travel advisories. Check the status of battery powered radios, flashlights, back-up lighting, power, heat and cell phones.

In the event that school is cancelled employees and students will be notified by <insert communication method>. In the event of a failure of the initial communication method, a staff member will call to notify all of the closing.

In case of hazardous weather conditions, all school closing and/or schedule changes will be announced on local radio/television stations. The Director or designee will also update the voicemail to reflect the changes in the school operating hours.

Tornado

A tornado watch means that a tornado is likely over a large area. A tornado warning means that a tornado has been sighted or is indicated on weather radar in a specific area. Monitor tornado watch, warning, or severe thunderstorm watch/warnings. In the front office there is a NOAA Weather Radio that will alert staff of a watch or warning from which action may need to be taken.

Tornado Cover – Administrative Procedures

The Director or designee shall issue the Take Cover Announcement (whistle) when one of more of the following conditions exists:

- A tornado is sighted
- A tornado warning is issued that affects the School
- High winds at or exceeding 60 miles hour
- Dark rolling clouds
- Sudden increase in wind
- Hail / driving rain
- Funnel cloud
- Dark greenish clouds

Watch Conditions are issued by the national Weather Service for the area

- Radios should be monitored at the School
- All teachers should be notified of the watch
- Tornado shelters should be visited by and administrator to ensure that all areas are clear

Classroom Tornado Procedures

The Director shall sound the whistle or if time allows a verbal warning that procedures need to be taking by signaling the need for all classrooms to begin tornado procedures.

- Each classroom will go to their designated area when the whistle sounds and remain in the sheltered area until the warning is canceled.
- Each classroom location shall be listed on the posted Emergency Evacuation signs in each classroom.
- Every employee must know where to go in the event of an emergency.

Children must assume the following position:

- Face interior wall
- Knees and elbows on floor
- Hands over back and neck

Hurricane, Flooding and Earthquake

Flood, earthquake, or other natural disaster. All students and staff shall gather in the inner most interior room, designated above and remain until such time as it is determined by radio, telephone, or internet that it is safe to leave the premises. Food, water, and first aid supplies will be stockpiled on the premises in this type of event.

Procedure during a hurricane

- Monitor Hurricane Watch and Warnings
- Secure outside equipment
- Check status of battery powered and alternate light sources
- Remain indoors until storm passage is confirmed
- Prepare to evacuate. If necessary, evacuate children and staff to a more secure facility depending on road and safety conditions. Provide information on where the center plans to evacuate for families

Procedure during flooding

- Monitor announcements of Flood Watch or Warnings
- Close or evacuate (see Evacuation Procedures) facility if needed. Heed evacuation order from public safety officials.
- If flooding within building is discovered upon opening, evaluate source of and extent of flooding. If unable to control and or make safe prior to arrival of children, and/or if most of building is affected, the building should close or delay opening until a safe environment can be restored.

Earthquake

- In the event of an earthquake do the following:
 - Stop and immediately drop to the floor on your hands and knees.
 - If a sturdy piece of furniture is available, get under it.
 - Position away from fixtures that may fall on faculty or children.
 - Do not attempt to go outside.
 - If outside, stay put until shaking stops. Get on hands and knees on the ground away from objects that may fall on faculty or children.

Fire Emergencies

All school staff shall familiarize themselves with the fire emergency procedure and maintain their areas free from the accumulation of combustible materials. Staff are responsible for ensuring that all fire extinguishers, alarm boxes, exits, and paths to exits are unobstructed at all times.

The school should have monthly fire drills to insure proper procedures are in place. Drills should be practiced at different times of the day, such as early morning, late evening, and during nap time.

Staff should only attempt to extinguish small fires with approved fire suppression equipment. Do not use water on electrical fires or attempt to fight fires involving explosives, toxic chemicals or other hazardous materials.

Closing doors and windows helps to contain the spread of fire and smoke.

Response to Fires

- If fire/smoke is discovered, immediately activate the nearest pull station
- Call 911 to report the fire
- Begin evacuation procedures
 - The staff and students will assemble at the bottom of the parking lot beneath the basketball hoop a safe distance away from the building. Roll Call will be taken and provided to public safety and/or the director.
- All non-teaching staff will report to their assigned areas and assist with evacuation
- Director – Check Building/Verify Evacuation
- All visitors, students and volunteers must go to the nearest exit. Each area has been assigned an exit and an alternative exit (if the primary exit is otherwise blocked). These school specific exits will be enumerated on the evacuation plan posted in each classroom.
- If necessary, begin **Evacuation Away from the Center** procedures

Bomb Threat/ Threatening Call Or Message/ Suspicious Articles/Active Shooter

Unfortunately, bombs and bomb threats have become common weapons for foreign and domestic terrorists and others who feel compelled to act or real or perceived grievances against established authority. Schools have not escaped this phenomenon.

Threat Basics

A bomb threat may be received in many different ways, including telephone, mail, and e-mail or in person. Staff should immediately report any information about a bomb threat to the director.

Telephone Procedures

Anyone who receives incoming calls should know the proper techniques and procedures for handling bomb threats. Calls of a threatening nature should be recorded as accurately as possible and reported to police. Depending on the nature of the call, appropriate action should be taken to protect lives and property, including evacuation. If possible, record the threatening message carefully with attention to details. If your Caller ID feature is operational, you should record telephone number.

Threat Emergency Procedures

- Call 911/ alert authorities of bomb/unsafe building conditions.
- The Director or Administrator in Charge may signal the need to evacuate the building to an off site location.
- Prior to evacuation, teachers shall collect classroom attendance roster, Emergency Bag, and Classroom/ Accountability notebook.
- Prior to evacuation, office staff shall collect staff and child Emergency Cards, battery powered radios/flashlights/walkie talkies, and cell phones.
- All walkie talkies shall be turned to the designated emergency channel. Each site is responsible for setting an emergency channel.
- Begin Evacuation Procedures
- Conduct an attendance check to account for all children
- The Director or Administrator in Charge shall verify that all children & staff have evacuated and that the building is empty
- Notify parents
- Wait for further instruction and respond accordingly
- **Two-way radios and cellular phones must not be used except to request assistance for a life threatening emergency.** Radio transmissions can detonate the electric blasting caps in a bomb.

Suspicious Articles

Suspicious articles may be mailed or hand-delivered to a facility. Personnel may also find suspicious articles on the grounds. No one should move or handle suspicious articles. Everyone should be moved from the area immediately, and law enforcement notified. Follow Threat Emergency Procedures.

Indicators that a package may contain an explosive device include any of the following (see figure 1-1)

- Lumps, bulges or protrusions
- Lopsided appearance
- Handwritten addresses or labels from companies with incorrect information or address components. Check to see if the company exists and if they sent a package or letter to your facility
- Excess postage on a small package or letter indicates that the object was not weighed by the Post Office
- No postage or non-cancelled postage
- Handwritten notes, such as: "To be opened in the privacy of"
- Improper spelling of common names, places or titles
- Generic or incorrect titles
- Leaks, stains or protruding wires, string, tape, etc.
- No return address

A potentially violent situation (i.e. hostage situation, disgruntled person, unstable custody) may be cause for a selective evacuation procedure. The premise behind a selective evacuation is that it enables large numbers of children and staff to move out of harm's way when an individual is on-site who is potentially violent.

If a potentially violent individual gains access to your facility and leaves:

- Immediately call 911/Police and notify the Director
- Indicate to 911 and another staff member that you have a condition for a selective evacuation (this may be within the building if the potentially violent person does not leave the area). If you have any reason to believe the individual has a weapon, order a selective evacuation from the non-affected areas (this may be another room within the facility).
- If the individual cannot be isolated and chooses to leave the premises, allow them the freedom to exit making sure to note their car make and model, license plate, and then direction of their travel. Communicate this information immediately to the 911 dispatcher.

NOTE: If the individual is leaving and taking a child or staff member, it is still often better to let the individual leave rather than prompt a confrontation that would increase the risk of injury.

If a potentially violent individual gains access to your facility and remains:

- Immediately call 911/Police to seek advice on how to handle the situation.
- Indicate to 911 and another staff member that you may a condition for a selective evacuation. If you have any reason to believe the person has a weapon, order a selective evacuation, if possible.
- Try to isolate the potential aggressor from as many adults and children as possible. Seek to draw the individual(s) attention to the office, staff lounge, or less populated space. If the individual has entered a class- room, seek to draw him into the least populated portion of the room.
- If comfortable doing so, engage the potential aggressor in agreeable conversation to de-escalate the situation.
- Remain calm and polite.

- Do not physically restrain or block their movements.
- The Director or Administrator in Charge shall send the signal to another staff member that the school be placed on lockdown.
- Another administrator/designated person should make sure that no other individuals, other than the emergency personnel; enter the space where you have isolated the potentially violent individual.
- Once the police arrive they will take over the situation, negotiate and dictate further movements.
- If a decision is made to relocate to the alternate site while negotiations go on, follow the appropriate evacuation procedures.

In the event of an active shooter:

Unfortunately, in our society today, we can't take the attitude that "this could never happen to me." An active shooter in the building means that one or more persons are engaged in killing. These events happen suddenly and tend to be over rather quickly.

In the event that an active shooter is in the building every attempt should be made to protect as many lives as possible including your own. Reacting quickly is paramount. The Basic plan is ADD: A- avoid confrontation, D- deny access to your facility, D- defend yourself.

Avoid:

- Be vigilant
- Know your escape routes
- Decide to leave at the first opportunity
- Practice active shooter drills quarterly

Deny:

- Lock doors
- Barricade access points
- Cover interior windows
- Darken room
- Be quiet

Defend:

- Conceal yourself
- Have a survivor mindset, not a victim

In general:

- If an escape route is available, take it
- Call 911
- Teachers and students should evacuate if possible while staying out of sight of the shooter
- If teachers and/or students cannot evacuate they should lock the doors and barricade the door.
- Turn off cell phones and remain very quiet so not to draw the shooter's attention.
- Once police arrive, their goal to prevent loss of life. Remain calm and follow all instructions they give:
 - Put down any objects you may be holding, it may be misinterpreted as a gun
 - Raise your hands and spread your fingers
 - Keep your hands visible at all times
 - Avoid sudden movements
- Police will attempt to control shooter before helping with injured people. Expect emergency medical personnel to arrive quickly to tend to the injured
 - Before people leave the scene, expect police to question all witnesses, this make take some time
 - As scene is resolving inform parents

A. In the event of a hostile intruder, student or staff violence and evacuation outside the building is not feasible the plan to shelter in place shall be established. Students and staff shall gather <Insert securest location in facility>. Monthly drills for evacuation due to hostile intruder will be held by the disaster coordinator shouting "intruder". The disaster coordinator will contact 911 emergency response to report that we have a hostile intruder and that we are sheltering in place in the school. If the disaster coordinator determines it safe we would evacuate either to <Insert first designated evacuation site here> or <Insert second designated evacuation site here>

Acts of Violence/ Perimeter Issue

If the School is affected by random acts of violence (e.g. drive by shootings, protests/riots, and sniper) implement the following:

- Remain calm, call 911
- Institute lock down procedures
 - Bring in all children and staff from playground/outside areas
 - If any groups are off site, immediately call the groups and inform them of situation
 - Tell groups not to return until they get confirmation from the School that it is safe to return
 - Close and lock all outside doors, including kitchen doors, classroom doors to playground, etc.
 - Lower blinds/shades to obscure visibility
 - Have children lay down on the floor and remain quiet
 - If able, consider bringing those classrooms in the direct line of sight to another area until the situation is resolved
 - Turn off lights in classroom
 - Notify parents

Impaired or Disgruntled Employees, Parents, Guardians or Authorized Pick-Up

Impaired Employees, Parents, Guardians or Authorized Pick-Up

If you have reasonable cause to suspect that any person picking up a child is under the influence of alcohol or drugs, or is physically or emotionally impaired in any way and may endanger a child, you may have cause to refuse release of the child. If so, request that another adult be called to pick up the child (follow proper authorized pick up procedures)

In the event of having to deal with employees, parents/guardians, or authorized alternate pick up, implement the following:

- Remain calm and polite
- If the person appears agitated and/or confrontational, try to calmly keep him/her occupied while child is removed from area
- Child should be taken to a safe area and remain there until situation has been resolved
- If situation escalates call 911/emergency services
- If possible, call the other parent/guardian/authorized alternate to pick up child

Disgruntled Employees, Parents, etc.

In the event of having to deal with disgruntled employees, parents/guardians, parents'/guardians' authorized representatives, or other unwelcome people, implement the following:

- Remain calm and polite
- Activate your school's duress system immediately and/or call 911
- Staff members who observe the problem will go to the nearest phone and call for 911 security back up in the event that the first greeter is unable to call 911 (back up call)
- Staff members will alert other staff members of the problem
- Alerted staff members will close the doors of their areas of responsibility
- If the disgruntled individual has a child or person of interest on site, move that person to a secure area out of sight.
- Turn the child over to parent/guardian or authorized representative in accordance with school procedures

Missing Child and Hostage Situations

Missing Child

In the instance of a missing child staff shall implement the following:

- Immediate notification of the Director should be made once an initial search of the facility has been made and rapid attempts have been made to confirm whether or not a family member may have picked up the child.
- Conduct a search of all areas of the facility, including closets, cabinets, bathrooms, etc., and the surrounding area
- Make all other required notifications including authorities
- Continue searching while waiting for the police to arrive
- The Director is to remain at the center as the point person and to gather information/descriptions of the child to share with authorities

Hostage Situations

Although considered improbable, the school may be subject to a hostage situation either from disgruntled employees, parents/guardians, parents'/guardians' authorized representatives, or other unwelcome people.

In the event of a hostage situation:

- Remain calm
- Remain polite
- Follow the hostage takers instructions
- Do not resist
- Any available staff member will activate the school's duress system immediately and call 911 and security.
- Staff members will alert other staff of the problem if time permits. **Do not put yourself in danger.**
- Alerted staff members will close the doors of their areas of responsibility
- If staff members believe it is safe, evacuate children from the school moving in the opposite direction from the incident. Report your location to security immediately

Attachment A— Guidelines on Handling Medical Emergencies

The following information is provided as a quick reference to help you make decisions in a stressful emergency situation. This information is by no means intended to substitute for adequate first aid training. Staff involved in the direct care of children should maintain current certification in First Aid and CPR for children.

By applying standard principles of action in every medical situation, staff can prevent further harm and avoid overlooking factors that may affect a child. It is important for staff to recognize signs and symptoms requiring immediate action and ambulance transport to the nearest hospital emergency department, as opposed to those that are not emergencies and can be treated at the School and/or while waiting for the child to be picked up. The teacher who is with the child should provide first aid according to the principles of emergency action.

Medical Emergency Conditions

Listed below are some examples of conditions that are considered serious medical emergencies requiring immediate medical care by a health care professional. Call an ambulance and then notify the child's parent/guardian immediately for any of the following:

- semi consciousness (able to arouse but extremely lethargic) or unusual confusion
- breathing difficulties including:
 - rapid, noisy breathing (barking, gurgling or crowing sounds, severe wheezing)
 - labored breathing (takes so much effort that child cannot talk, cry, drink, or play)
- severe bleeding (large or multiple wounds that cannot be controlled with direct pressure)
- unequal pupils (black centers in eyes)
- first-time seizure or seizure lasting more than 15 minutes in a child with a known seizure disorder
- injury that causes loss of consciousness
- neck or back injury
- continuous clear drainage from the nose or ears after a blow to the head
- non-injury-related severe headache, stiff neck, or neck pain when the head is moved
- hives (a rash that looks like welts) that appear quickly, especially if hives involve face, lips, tongue, and/or neck
- very sick-looking or sick-acting child who seems to be getting worse quickly
- repeated forceful vomiting after eating in an infant under four months of age
- severe abdominal pain that causes the child to double up and scream
- abdominal pain without vomiting or diarrhea following a recent blow to the abdomen or a hard fall
- possible broken bones, especially if the child shows symptoms of shock or the body part cannot be adequately splinted or otherwise immobilized for transport by parent/guardian

The teacher should apply appropriate first aid measures for all medical emergencies and minor illnesses or injuries as outlined in Red Cross *Pediatric First Aid*. Keep a copy of this section with the first aid kit.

Notifying a Parent/Guardian

The parent/guardian of a sick or injured child should be contacted by telephone as soon as possible. The Center Director or a staff member should continue to try to reach a parent/guardian or emergency contact. However, whether or not he or she is able to contact a parent/guardian, the child should still be taken to the hospital whenever a medical emergency exists.

Attachment B— Organizational Rules and Responsibilities

List all staff member's name and position, address and phone numbers (regular and emergency).

For each person, list whom that person reports to, in order of responsibility. Be able to show at a glance who is in charge if someone above is unable to respond.

List the roles and responsibilities of staff members in the event of an emergency. Consider overlaps in case someone is not able to fulfill their role.

List important phone numbers that are easy to reference such as utilities, poison control, etc.

Answer these questions:

- Who will provide first aid?
- Who will take any medications?
- Who will take the first aid kit?
- Who will take emergency information on each child?
- Who will call for help?
- Who will carry the cellular phone?
- Who will carry the emergency kits?
- Which groups of children go with which staff?
- Who makes sure everyone is out of the building?

Share the list with the staff and discuss it so there is no surprise during an emergency. Everyone should know their primary and back up responsibilities.

Maintain an attendance list at all times; do not put children, staff, visitors, or emergency personnel at risk by not knowing these three things:

- Who is in the building?
- When did they arrive?
- When did they leave?

Have emergency information with the attendance list. Make sure you know health information and have permission for emergency medical treatment and know of any special requirements or medications for children and staff.