

**Concho Valley Council of Governments  
Day Head Start &  
Early Head Start**

**EMERGENCY RESPONSE PLAN**



**3026 N. Oakes  
San Angelo, TX 76903  
325-481-3995**

**Updated June 2024**

**For Official Use Only**

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## II. INTRODUCTION

### A. Introduction:

1. Emergencies can occur anytime-anywhere. Violence can happen even in an environment dedicated to children and families. We must ensure that our staff, children and families are prepared to effectively handle a wide range of dangerous situations to continue to provide a safe environment where learning a can occur.
2. A comprehensive site Emergency Response Plan must be developed and all staff members trained in order to effectively respond during emergencies.

### B. Purpose:

1. This plan is designed to providing practical guidelines to enable staff to properly prepare and respond to a wide range of emergency and disaster situations. In any emergency situation, the Head Start / Early Head Start program's overriding mission is to:
    - a. Protect life.
    - b. Secure the facilities and infrastructure.
    - c. Resume program operations.
  2. This plan will provide step-by-step guidelines to help deal with emergencies that may occur. Planning, preparation, and training will help staff personnel learn the proper courses of action to take during an emergency. This plan cannot foresee all possible circumstances of an emergency. Staff must be prepared to evaluate all the circumstances and make sound judgments based on the situation. This plan should address three key areas to ensure plan / response effectiveness:
    - a. Personnel--who is assigned to do what. Personnel will be assigned to one of Emergency Response Groups that make up the Emergency Response Team. Emergency Response Groups are identified in Appendix A.
    - b. Training--who is trained to do what. All personnel will be trained to accomplish their assigned duties. A training matrix listing all personnel and completed training will be identified in Appendix B.
    - c. Equipment--what equipment is needed for training and response. A list of equipment need for both training and response will be maintained. All equipment will be documented as on-hand or identified as a shortfall in Appendix C.
- Drills will be conducted periodically to test the effectiveness of the plan. A debriefing shall be conducted after each drill to receive feedback from all participants on the effectiveness of the plan. Identified weaknesses will be addressed to strengthen the plan. Drills conducted shall be documented on the Drill Log in Appendix D.
  - Each classroom will be supplied with a classroom Emergency Response Procedures Guide; section IV of this plan that provides instructions on how to respond to specific events as determined by the site emergency planning committee.

**C. Plan Maintenance:**

1. An emergency planning committee will be established consisting of site staff from the following disciplines. (Select as appropriate)

- |                      |                            |
|----------------------|----------------------------|
| Director             | Food Service staff         |
| Office Staff         | Monitor / Safety personnel |
| Maintenance          | Teachers / Caregivers      |
| Parents / Volunteers |                            |

2. In addition to site personnel, the planning committee should also seek assistance from the following local agencies:

- |                      |                          |
|----------------------|--------------------------|
| Law Enforcement      | Fire / Emergency Medical |
| Emergency Management | County Health Department |

3. This plan shall be reviewed and updated annually and when changes are deemed necessary because of a response drill or emergency. The update shall be documented in the Plan Review Appendix E.

4. The completed plan will be signed by the persons identified on the Approval Statement (next page).

5. A copy of this plan will be filed at the Concho Valley Council of Governments administrative office, with Health Manager.

6. The original plan will be kept at the Head Start Center.

**D. Approval Statement:**



### **III. BASIC PLAN**

#### **A. Situation:**

1. The center sits on at [3026 N. Oakes]. The site consists of several connected buildings. There is an Average Daily Membership of [174 children] and [40] staff members.
2. The Head Start Director / Executive Director have the primary responsibility for developing and implementing the site Emergency Response Plan and executing Head Start policies.
3. Site personnel and / or local fire and law enforcement agencies handle most site emergencies.

#### **B. Assumptions:**

- a. During an emergency, centralized direction and control [i.e., senior staff] is the most effective approach to management of emergency operations.
- b. In case of an emergency that is beyond the capabilities of the site to handle, site personnel will coordinate with local emergency response agencies. This may include having a member or members act as liaison with responding agencies.

#### **C. Command and Communications:**

1. The order of succession for the Head Start / Early Head Start emergency response program is:
  - The Head Start / Early Head Start Director
  - The Education Manager
  - Health Manager and Facilities Manager
  - Site Supervisor
  - \*If the director is unavailable, the next individual must assume incident command.
2. When an emergency condition exists, Site Supervisor will notify the necessary personnel to respond to their area of assignment. The methods of communication listed below in descending order will be used with "a" being the primary mode of communication followed by alternative modes.
  - a. Telephone
  - b. Messenger

#### **D. Staff Response Roles:**

1. How a program manages and responds to a crisis greatly affects the public's perception of the organization.
2. The County Judge (Judge Lane Carter) may make a Declaration of a State or Local Emergency for a disaster or potential disaster in Tom Green County. The declaration would be issued from the Emergency Operations Center.
3. Advisories for internal disasters would be issued by the Head Start / Early Head Start Director, Education Manager, or Health and Facilities Manager. If none of the preceding is present, the Site Supervisor in charge at any program site may declare an emergency and then promptly notify the appropriate Management Team member. The agencies Emergency Response Team will consist of three groups:

a. The Administrative Group consists of the Director / Executive Director and office staff that provides the support framework for the Agency. This group is responsible for:

1. Emergency Response Plan Oversight
2. Incident Command
3. Public Relations
4. Human Resources
5. Media / Information Release
6. Finance
7. Long Term Recovery

b. The Support Group includes individuals that provide support to teachers and students such as food service, maintenance and safety personnel. This group may include parents and volunteers and is responsible for:

1. Food Service
2. Site Safety
3. Building Operations
4. Transportation
5. Short Term Mitigation

c. The Teachers Group consist of those whose daily duties involves direct care for the students. This group is responsible for:

1. Providing / Receiving Information
2. Student Accountability
3. Classroom Security
4. Classroom Evacuation



4. In the event of an emergency all staff persons are to assume responsibility for the following actions:

1. Initiation of steps to safeguard the children, staff and property
2. Notification of authorities and center staff
3. Initiation of steps to mitigate or contain the situation
4. Implementation of evacuation procedures

5. In addition, the Director / Executive Director of Head Start / Early Head Start (or designee) will assume the role of Site Supervisor for all emergencies and or disasters.

### **E. Child Safety:**

1...Children will be accounted for at the times of emergencies before leaving the classroom and after arriving to the designed safe area or alternate shelter.

2. Care for the children will continue as normal. We will provide stimulus and entertainment/education stimulus comparable to the classroom environment and nonperishable drinks and snacks if applicable. Children in need of first aid will receive it as arriving to relocation designation.

3. Site Supervisors and teachers will call primary parent form DHS information and will ask for ID identification at the time of pickup. Parent will sign child out before pick up.

4...Children under 24 months of age will be evacuated to transportation using evacuation cribs and multi carrier strollers. Additional staff will be added to aid and assist children of 24 months or younger and children who suffer from mental, visual, and or hearing impairments.

### **F. Debriefing:**

Because the demands of responding to a crisis are intense and place staff under a great deal of stress, it is advisable to engage staff in a “debriefing”. This process should be undertaken with a trained professional. The debriefing allows staff an opportunity to express feelings and receive emotional support. For others, it provides the opportunity to learn and to become better prepared for crisis.

### **G. Deactivation:**

When emergency conditions are stabilized and normal program operations can resume, the Head Start / Early Head Start Director will deactivate the Crisis / Emergency Plan. A formal announcement will be disseminated. If the nature of the incident requires an extension of some emergency services, special work groups may be appointed to coordinate those continuing activities, which may include:

1. Ongoing repairs,
2. Space re-assignments or adjustments,
3. Support services for children, staff and parents,
4. Community relief efforts,
5. Cost recovery (develop cost and loss documentation forms).

Immediately following the end of an emergency or crisis, a survey of the Emergency Team members and involved staff will be conducted to evaluate the effectiveness of the response. Survey results will help determine whether portions of the Emergency Plan must be modified due to the crisis event. The Head Start / Early Head Start Director in conjunction with the Management Team will prepare a written “Crisis Summary

Report” analyzing post-event observation, and will coordinate appropriate plan revisions (this also applies to weather related crisis situations).

## **H. Recovery**

After dealing with the stress and trauma involved in a crisis, it is important to note that the initial crisis may be resolved, but many ancillary issues may still exist. The recovery phase is an important time to deactivate the plan, reassess the effectiveness of the efforts, and evaluate the program’s ability to conduct normal business.

# **EMERGENCY PROCEDURES ANNEXES**

## A. ANIMALS

- Ensure the safety of students and staff first.
- Call 911, if necessary. (***Dial 911, Give Site Information: Day Head Start, 3026 N. Oakes San Angelo, TX 76903 (325) -481-3395***)
- Call Animal Control {325-657-4224 / *San Angelo Animal Services*}.
- Notify CPR / first aid certified personnel of medical emergencies (names of CPR / first aid certified persons are listed in Appendix B).
- Notify Site Supervisor. Site Supervisors assembles Emergency Response Team Members.
- Seal off area if animal(s) still present.
- Site Supervisors notifies authorities and parents of students involved.
- Assess counseling needs of victim(s) or witness(s). Implement post-crisis procedures.

## B. ASSAULT / FIGHT

- Ensure the safety of students and staff first.
- Call 911, if necessary. (***Dial 911, Give Site Information: Day Head Start, 3026 N. Oakes San Angelo, TX 76903 (325)-481-3395***)
- Notify CPR / first aid certified persons of medical emergencies (names of CPR / first aid certified persons are listed in Appendix B).
- Notify the Site Supervisor. Site Supervisor assembles Emergency Response Team Members.
- Seal off area where assault took place.
- Defuse situation, if possible.
- Site Supervisor notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact (intentional touching of anus, breast, buttocks or genitalia of another person in a sexual manner without consent. This includes touching of those areas covered by clothing).
- Site Supervisor notifies parents of students involved in assault.
- Document all activities. Ask victim(s) / witness (es) for their account of incident.
- Assess counseling needs of victim(s) / witness (es). Implement post-crisis procedures.

## C. BOMB THREAT

### Upon receiving a message that a bomb has been planted in center:

- Use bomb threat checklist (next page).
- Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this.
- Listen closely to caller's voice and speech patterns and to noises in background.
- Do NOT hang up, even if the caller does. **(The police may be able to trace the call)**
- Notify Site Supervisor or designee.
- Site Supervisor orders evacuation of all persons inside center building(s).
- Site Supervisor notifies police (call 911). Site Supervisor must report incident to police. ***(Dial 911, Give Site Information: (Day Head Start, 3026 N. Oakes San Angelo, TX 76903 (325) -481-3395)***



### Evacuation procedures:

- Site Supervisor warns students and staff. Do not mention "Bomb Threat". Use standard fire drill procedures.
- Direct students to take their belongings.
- Students and staff must be evacuated to a safe distance outside of center building(s). Site Supervisor may move students to Rio Vista Head Start if weather is inclement or building is damaged.  
Primary relocation center

*(500 feet is general rule. Consult with local bomb disposal unit)*

- Teachers take roll after being evacuated.
- No one may re-enter the building(s) until fire or police personnel declare them safe.
- Site Supervisor notifies students and staff of termination of emergency. Resume normal operations.

## C. BOMB THREAT CHECKLIST

### Description Detail Report

#### Questions to ask:

- ) When is the bomb going to explode?
- ) Where is it right now?
- ) What does it look like?
- ) What kind of bomb is it?
- ) What will cause it to explode?
- ) Did you place the bomb?
- ) Why?
- ) What is your address?
- ) What is your name?

Exact wording of the threat: \_\_\_\_\_

Sex of Caller: \_\_\_\_\_ Race: \_\_\_\_\_

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

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Number at which call was received: \_\_\_\_\_

#### Notes:

### Callers Voice - Circle as applicable:

- |            |                   |
|------------|-------------------|
| • Calm     | • Nasal           |
| • Angry    | • Stutter         |
| • Excited  | • Lisp            |
| • Slow     | • Raspy           |
| • Rapid    | • Deep            |
| • Soft     | • Ragged          |
| • Loud     | • Clearing Throat |
| • Laughter | • Deep Breathing  |
| • Crying   | • Cracked Voice   |
| • Normal   | • Disguised       |
| • Distinct | • Accent          |
| • Slurred  | • Familiar        |

If voice is familiar, whom did it sound like? \_\_\_\_\_

### Background Sounds:

- |                 |                     |
|-----------------|---------------------|
| • Street Noises | • Factory Machinery |
| • Animal Noises | • Voices            |
| • Clear         | • PA System         |
| • Static        | • Local Call        |
| • Music         | • Long Distance     |
| • House Noises  | • Phone Booth       |
| • Motor         | • Office Machinery  |
| • Other _____   |                     |

### Threat Language:

- Well Spoken (educated)
- Incoherent
- Foul
- Irrational by threat maker
- Taped
- Message read

Remarks: \_\_\_\_\_

## D. BUS INCIDENT

**Bus Driver / Monitor**

Not Applicable



## E. EVACUATION

- Site Supervisor (SS) initiates evacuation procedures.
- SS determines if students and staff should be evacuated outside of building or to Rio Vista HS/EHS 2800 Ben Ficklin Rd. San Angelo, TX 76903 relocation center.
- Site Supervisor notifies relocation center.
- Direct students and staff to follow evacuation drill procedures and route. Follow alternate route if normal route is too dangerous.
- Support Group secures the building (all windows, doors etc.).
- Support Group turns off lights, electrical equipment, gas, water faucets, air conditioning and heating system.
- Support Group personnel assist evacuation process.
- Child's teacher will be responsible for any disabled and non-English speaking students. Site Supervisor will be responsible for any disabled staff.

### 1. Teachers / Teachers Assistances:

- Direct students to follow normal evacuation drill procedures unless SS alters route.
- Take classroom roster and roll sheet, emergency backpacks including (DHS files, health consents, pick-up authorization), and emergency kit.
- Close classroom doors and turn out lights.
- When outside building, account for all students. Inform Site Supervisor immediately of missing student(s).
- If students are evacuated, stay with class unless relieved by buddy teacher. Take roll again when you arrive at the relocation center.

### 2. Relocation Centers

List primary and secondary student relocation centers: Students will be relocated by SAISD Transportation. (Site Supervisor, Teacher's, Teacher's Aides and Food Service Staff will transport children if necessary.)

#### Secondary Relocation Center

La Esperanza Clinic  
35 E 31st St. San Angelo, TX  
325-658-5339

#### Primary Relocation Center

Rio Vista Head Start Early Head Start  
2800 Ben Ficklin Rd. San Angelo, TX  
325-659-3670

## F. FIRE

### In the event a fire or smoke from a fire has been detected:

- Activate fire alarm.
- Evacuate students and staff to a safe distance outside of building.
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
- Teachers take class roster & emergency information.
- Site Supervisor notifies police / fire (call 911). (***Dial 911, Give Site Information: (Day Head Start, 3026 N. Oakes San Angelo, TX 76903 (325) -481-3395***)
- 
- Teachers take roll after being evacuated.
- Site Supervisor may move students to Rio Vista HS/EHS if weather is inclement or building is damaged.  
Primary relocation center
- No one may re-enter building(s) until entire building(s) is declared safe by fire or police personnel.
- Site Supervisor notifies students and staff of termination of emergency. Resume normal operations.

## G. GAS LEAK

### If gas odor has been detected in the building:

- Evacuate students and staff to a safe distance outside of building.
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
- Teachers take class roster & emergency information.
- Site Supervisor notifies police and fire (call 911). (***Dial 911, Give Site Information: (Day Head Start, 3026 N. Oakes San Angelo, TX 76903 (325) -481-3395***)
- Teachers take roll after being evacuated.
- Site Supervisor may move students to Rio Vista HS/EHS, if weather is inclement or building is damaged.  
Primary relocation center
- No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
- Site Supervisor notifies students and staff of termination of emergency. Resume normal operations.

### If gas odor has been detected outside the building:

- Site Supervisor notifies police and fire department (call 911).
- Site Supervisor determines whether to shelter in place or evacuate. Fire personnel will assist with decision.
- Site Supervisor may move students to Rio Vista HS/EHS, if weather is inclement or building is damaged.  
Primary relocation center
- No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
- Site Supervisor notifies students and staff of termination of emergency. Resume normal operations.

## H. GENERAL EMERGENCY

- Notify 911 (if necessary) and the Site Supervisor. (***Dial 911, Give Site Information: (Day Head Start, 3026 N. Oakes San Angelo, TX 76903 (325) -481-3395)***)
- Notify CPR / first aid certified persons in center building of medical emergencies, if necessary. (Names of CPR / first aid certified persons are listed in Appendix B).
- Seal off high-risk area.
- Take charge of area until incident is contained or relieved.
- Assemble Emergency Response Team.
- Preserve evidence. Keep detailed notes of incident.
- Refer media to Head Start Director 325-944-9666  
Agency Spokesperson Telephone Numbers

## I. HAZARDOUS MATERIALS EVENT

### Incident occurred in center:

- Call 911. (*Dial 911, Give Site Information: (Day Head Start, 3026 N. Oakes San Angelo, TX 76903 (325) -481-3395)*)
- Notify Site Supervisor.
- Mitigate situation (if you safely do so) by sealing off area, utilizing shut of valve
- Take charge of area until fire personnel contain incident.
- Fire officer in charge will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation. .
- Notify parents if students are evacuated. Post sign on entrance to alert others.
- Resume normal operations after consulting with fire officials.

### Incident occurred near center property:

- Fire or police will notify Center.
- Fire officer in charge of scene will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation.
- Notify parents if students are evacuated.
- Resume normal operations after consulting with fire officials.

## J. INFECTION CONTROL ACTIONS

### I.

- ❑ Give special attention to teaching staff, children, and their parents on how to limit the spread of infection. (For example, use good hand washing; cover the mouth when coughing or sneezing; clean toys frequently.) Programs should already be teaching these things to build habits that protect children from disease. (See [www.cdc.gov / flu / school /](http://www.cdc.gov/flu/school/) and [www.healthykids.us / cleanliness.htm.](http://www.healthykids.us/cleanliness.htm))

### II.

- ❑ Keep a good supply of things you will need to help control the spread of infection. (For example, keep on hand plenty of soap, paper towels, and tissues.) Store the supplies in easy-to-find places.

### III.

- ❑ Tell families that experts recommend yearly flu shots for all children 6 months to 5 years old and for anyone who cares of children in that age range. (See [www.cdc.gov / od / oc / media / pressrel / r060223.htm.](http://www.cdc.gov/od/oc/media/pressrel/r060223.htm))

### IV.

- ❑ Encourage staff to get flu shots each year. (See [www.cdc.gov / flu / protect / preventing.htm.](http://www.cdc.gov/flu/protect/preventing.htm))

### V.

- ❑ Tell parents to let your program know if their children are sick. Keep accurate records of when children or staffs are absent. Include a record of the kind of illness that caused the absence (e.g., diarrhea / vomiting, coughing / breathing problems, rash, or other).
- ❑ (See [http: / / nrc.uchsc.edu / CFOC / XMLVersion / Chapter\\_3.xml.](http://nrc.uchsc.edu/CFOC/XMLVersion/Chapter_3.xml))

### VI.

- ❑ Teach staff a standard set of steps for checking children and adults each day as they arrive to see if they are sick. Make it clear that any child or adult who is ill will not be admitted. (See [www.healthykids.us / chapters / sick\\_main.htm.](http://www.healthykids.us/chapters/sick_main.htm))

### VII.

- ❑ Have a plan for keeping children who become sick at your program away from other children until the family arrives, such as a fixed place for a sick room.
- ❑ (See [http: / / nrc.uchsc.edu / CFOC / XMLVersion / Chapter\\_3.xml.](http://nrc.uchsc.edu/CFOC/XMLVersion/Chapter_3.xml))

### VIII.

- ❑ Require staff members to stay home if they think they might be sick. If they become sick while at the program, require them to go home and stay home. Give staff paid sick leave so they can stay home without losing wages.

### IX.

- ❑ Require ill staff and students to stay at home until their flu symptoms are gone and they feel ready to come back to work.

## K. INTRUDER / HOSTAGE

### Intruder- An unauthorized person who enters Center property:

- Notify Site Supervisor.
- Ask another staff person to accompany you before approaching guest / intruder.
- Politely greet guest / intruder and identify yourself.
- Ask guest / intruder the purpose of his / her visit.
- Inform guest / intruder that all visitors must register at the Site Supervisor's office.
- If intruder's purpose is not legitimate, ask him / her to leave. Accompany intruder to exit.

### If intruder refuses to leave:

- Warn intruder of consequences for staying on center property.
- Notify security or police and Site Supervisor if intruder still refuses to leave. Give police full description of intruder. **(Keep intruder unaware of call for help if possible)**
- Walk away from intruder if he / she indicate a potential for violence. Be aware of intruder's actions at this time (where he / she is located in center, whether he / she is carrying a weapon or package, etc).
- Maintain visual contact with intruder from a safe distance.
- Site Supervisor may issue lock-down procedures (see Lock-Down Procedures on next page).

### Hostage:

- If hostage taker is unaware of your presence, do not intervene.
- Call 911 immediately. Give dispatcher details of situation; ask for assistance from hostage negotiation team. ***(Dial 911, Give Site Information: (Day Head Start, 3026 N. Oakes San Angelo, TX 76903 (325) -481-3395)***
- Seal off area near hostage scene.
- Notify Site Supervisor.
- Site Supervisor notifies Director.
- Give control of scene to police and hostage negotiation team.
- Keep detailed notes of events.

### If taken hostage:

- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

## L. LOCKDOWN / SHELTER-IN-PLACE

Lock-down procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside center building.

- Site Supervisor will issue lock-down order by announcing a warning over Phone Intercom System, sending a messenger to each classroom or other alternate method.
- Direct all students, staff and visitors into classrooms or secure rooms.
- Lock classroom doors.
- Cover windows of classrooms.
- Move all persons away from windows and doors.
- Have all persons get down on the floor.
- Allow no one outside of classrooms until the Site Supervisor gives the all-clear signal.

**\*Consider using a verification code to authenticate any all-clear signal\***

(This is a specific word or phrase that is used prior to giving the all clear signal that indicates to all staff that the person signaling the all clear is not being forced to do so by an intruder)



## M. MEDICAL EMERGENCY

### Incident in center:

- Call 911 (if necessary). (*Dial 911, Give Site Information: (Day Head Start, 3026 N. Oakes San Angelo, TX 76903 (325) -481-3395)*)
- 
- Notify CPR / first aid certified persons in center building of medical emergencies (names of CPR / first aid certified persons are listed in Appendix B).
- Utilize blood borne pathogens precautions,
- If possible, isolate affected student / staff member.
- Notify Site Supervisor.
- Site Supervisor notifies Director.
- Activate center Emergency Response Team. Designate staff person to accompany injured / ill person to hospital.
- Site Supervisor notifies parent(s) or guardian(s) of affected student.
- Direct witness (es) to center psychologist / counselor. Contact parents if students are sent to psychologist / counselor.
- Determine method of notifying students, staff and parents.
- Refer media to Head Start Director 325-944-9666  
Agency Spokesperson Telephone Numbers

### Incident outside of center:

- Activate Emergency Response Team.
- Notify staff before normal operating hours.
- Determine method of notifying students and parents. Announce availability of counseling services for those who need assistance.
- Refer media to Head Start Director 325-944-9666  
Agency Spokesperson Telephone Numbers

### Post-crisis intervention:

- Meet with Mental Health Consultant and Mental Health Manager to determine level of intervention for staff and students.
- Designate rooms as private counseling areas.
- Escort affected students, siblings, close friends, and other "highly stressed" students to counselors.
- Debrief all students and staff.
- Assess stress level of all students and staff.
- Recommend counseling to overly stressed students and staff.
- Follow-up with students and staff who received counseling.
- Designate staff person(s) to attend funeral.
- Allow for changes in normal routines or test schedules to address injury or death.

## **M. Incident / Illness Report Form 7239**

### **Appendix O**

- Staff should notify parents /guardians as soon as feasibly possible in the event of an emergency or incident involving their child.
- **“State Admission Information”** form 2935 has information such as parents/guardians names and telephone numbers, names and numbers of contact persons to whom may pick up the child.
- When contacting parent/guardians or other emergency contact persons, it is important for staff to stay calm and relate all relevant information.
- An **“Incident/ Illness Report”** form 7239 will be completed as soon as possible and within 48 hours.
- Document what has happened to the child and what has been done to care for the child.
- Document that notification was made to parents/guardians and the parents /guardians response to the notification.
- If a child receives medical treatment report the **“Incident/ Illness Report”** to Day Care Licensing within 48 hours.
- If a child receives medical treatment a **“Health & Developmental Follow-up Plan”** will be initiated the day after the incident / illness to follow-up with parent/guardian on the status of the child.
- Have parents/guardians sign the **“Incident/ Illness Report”** form 7239.

Note: 1 copy goes home with student  
1 copy to Health Manager  
File original in the child’s State File

## **N. RADIOLOGICAL EVENT**

Not Applicable:  
None within 10-mile

## O. SHELTERING PROCEDURES

Sheltering provides refuge for students, staff and public within center building during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency.

- Identify safe areas in each center building.
- Site Supervisor warns students and staff to assemble in safe areas. Bring all persons inside building(s).
- Teachers take class roster & emergency information.
- Support Staff closes all exterior doors and windows.
- Support Staff turns off any ventilation leading outdoors.
- Support Staff seals doors, windows, and vents with plastic sheets and duct tape.
- Support Staff covers up food not in containers or put it in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.
- Teachers should account for all students after arriving in safe area.
- All persons must remain in safe areas until notified by Site Supervisor or emergency responders.

## P. SUICIDE

### Suicide Attempt in Center:

- Verify information.
- Call 911. (***Dial 911, Give Site Information: (Day Head Start, 3026 N. Oakes San Angelo, TX 76903 (325) -481-3395)***)
- Notify center psychologist / counselor, Site Supervisor and MHMR, 1501 Beauregard, San Angelo, TX, 325-658-7750  
Child Mental Health Services (students under 18)  
or  
Crisis Intervention Center, 424 South Oakes St, San Angelo, TX 325-653-5933.  
Other suicide intervention service
- Site Supervisor notifies parent(s) or guardian(s) if suicidal person is student. Site Supervisor may schedule meeting with parents and center psychologist / counselor to determine course of action.
- Calm suicidal person.
- Try to isolate suicidal person from other students.
- Stay with person until Emergency Personnel arrive. **Do not leave suicidal person alone.**
- Determine method of notifying staff, students and parents. Hold daily staff debriefings before and after normal operating hours as needed.**
- Activate center Emergency Response Team to implement post-crisis intervention. Determine level of intervention.

### Suicidal Death / Serious Injury:

- Verify information.
- Activate center Emergency Response Team.
- Notify staff in advance of next center day following suicide or attempted suicide.
- Determine method of notifying students and parents. Do not mention "suicide" or details about death in notification. Do not hold memorials or make death appear heroic. Protect privacy of family.
- Implement post-crisis intervention.

### Post-crisis Intervention:

- Meet with Mental Health Consultant and Child Mental Health Manager to determine level of intervention for staff and students.
- Designate rooms as private counseling areas.
- Escort siblings, close friends, and other "highly stressed" students to counselors.
- Assess stress level of staff. Recommend counseling to overly stressed staff.
- Refer media to Head Start Director 325-944-9666. **Do not let media question students or staff.**
- Follow-up with students and staff who received counseling. Resume normal routines as soon as possible.

## Q. TERRORIST EVENT

Weapons of mass destruction likely to be employed by terrorists fall into four basic categories: Nuclear, Biological, Chemical, and Conventional. The below outlined procedures will protect students and staff should such attacks occur.

### Nuclear:

Defense against nuclear weapons depends primarily on distance from the point of detonation. If time permits:

- Move students and staff to specifically identified basement or lower level rooms. Interior hallways may be used as an alternate.
- Close all doors leading into hallways to minimize flying glass.
- All people assume the **duck, cover and hold** position on the ground.
- Shut down all utility systems to the building. (Gas and electricity are the priorities)
- Shelter in place to protect from fall out if attack is far enough away.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities

### Biological:

Defense against biological attacks is difficult. Awareness of an attack is usually not possible for days or weeks. The first signs may emerge as personnel notice a higher than usual incidence of various symptoms. Should an attack be discovered while in progress the center should:

- Reverse-evacuate all people into center buildings.
- Shelter in place. **(Do not use basements or low lying areas)**
- Close all doors and windows.
- Shut down the HVAC system. (Limit airflow from outside)
- Seal doors, windows, and vents with plastic and duct tape.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities.

### Chemical:

- Reverse-evacuate all people into center buildings.
- Shelter in place. **(Do not use basements or low lying areas)**
- Close all doors and windows.
- Shut down the HVAC system. (Limit airflow from outside)
- Seal doors, windows, and vents with plastic and duct tape.
- Be prepared to treat students and staff who experience a reaction to the chemical agent.
- The decision to evacuate should be made after consulting with public safety, emergency management, or military authorities.

### Conventional:

The danger from the blast effect of conventional explosive devices is similar to nuclear devices with a higher rate of survivability. If responding to the threat of a imminent blast nearby:

- Move students and staff to specifically identified basement or lower level rooms. Interior hallways may be used as an alternate.
- Close all doors leading into hallways to minimize flying glass.
- All people assume the *duck, cover, and hold* position on the ground.
- Shut down all utility systems to the building. (Gas and electricity are the priorities)
- Shelter in place to protect from fall out if attack is far enough away.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management or military authorities

### If the center is the target:

- Evacuate to pre designated off site location(s)

## R. WEAPONS

- Call police if a weapon is suspected to be in center. (*Dial 911, Give Site Information: Day Head Start, 3026 N. Oakes San Angelo, TX 76903 (325) -481-3395*)
- Ask another administrator to join you in questioning suspected student or staff member.
- Accompany suspect to private office to wait for police.
- Conduct search with police.
- Keep detailed notes of all events and why search was conducted.
- Notify parent(s) or guardian(s) if suspect is a student. Explain why search was conducted and results of the search.
- If suspect threatens you with a weapon, do not try to disarm them. Back away with your arms up. Remain calm.

## S. WEATHER

### **Severe Weather Watch has been issued in an area near center**

- Monitor NOAA Weather Stations (National Weather Service, Weather Channel).
- Bring all persons inside building(s).
- Close windows and blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks and in hallways away from windows and large rooms.
- Review “drop, cover and hold” procedures with students.

### **Severe Weather Warning has been issued in an area near center or severe weather has been spotted near center**

- Shut off gas (if applicable).
- Move students and staff to safe areas.
- Remind teachers to take class roster & emergency information.
- Ensure that students are in “drop, cover and hold” positions.
- Account for all students.
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.



# **SUPPORT APPENDICIES**

## A. STAFF ASSIGNMENTS

### **Administrative Group:**

- Verify information.
- Identify Site Supervisor.
- Call 911 (if necessary). (*Dial 911, Give Site Information: Day Head Start, 3026 N. Oakes San Angelo, TX 76903 (325) -481-3395*)
- Seal off high-risk area.
- Convene Emergency Response Team and implement crisis response procedures.
- Notify students and staff (depending on emergency; students may be notified by teachers).
- Evacuate students and staff if necessary.
- Refer media to Agency spokesperson (or designee).
- Notify community agencies (if necessary).
- Implement post-crisis procedures.
- Keep detailed notes of crisis event.

### **Support Group:**

- Secure building
- Maintain building operation
- Mitigate facility damage
- Assist in evacuation or sheltering operations

### **Teachers Group:**

- Verify information.
- Notify front office
- Lock classroom doors, unless evacuation orders are issued.
- Warn students, if advised.
- Account for all students.
- Stay with students during an evacuation. Take class roster & emergency information.
- Refer media to Agency spokesperson (or designee).
- Keep detailed notes of crisis event.

## B. TRAINING MATRIX

<b>Title</b>	<b>First Aid</b>	<b>CPR</b>	<b>Security</b>	<b>Evacuation</b>	<b>Safety</b>	<b>First Aid List</b>
Site Supervisor	X	X	X	X	X	X
All Teachers	X	X	X	X	X	X
All Teachers Aide	X	X	X	X	X	X
Food Service Personnel	X	X	X	X	X	X

## **C. EQUIPMENT INVENTORY**

### **-INSERT RESOURCE INVENTORY OF EMERGENCY EQUIPMENT-**

#### **INCLUDE:**

- Communications equipment
- First aid supplies
- Fire fighting equipment
- Lighting
- Classroom emergency kits
- Food
- Water
- Blankets
- Maintenance supplies
- Tools

**IDENTIFY ANY AND ALL AVAILABLE RESOURCES THAT MAY BE USED OR MAY BE NEEDED IN THE  
EVENT OF AN EMERGENCY**

## D. DRILL LOG



Form 7263  
May 2018-E

### Emergency Practices

Providers may use this form or their own form to document emergency practices including evacuation, sheltering in place, and lock-down drills.

**Directions:** To complete this form, the designee documents the dates drills were performed, the exit times, and the dates that smoke detectors and carbon monoxide detectors were inspected. Licensing will review the form at your inspections. If you need additional assistance, email the [Minimum Standards Comments](#) mailbox.

**Fire Drill:** Evacuating the children and caregivers to a designated safe area in an emergency such as a fire. The children must be able to safely exit the building within three minutes. You must practice a fire drill every month.

**Sheltering/Severe Weather:** Taking shelter within the center to temporarily protect children and staff from situations such as a tomado. Sheltering can also be used when an endangering person is in the area, though not on the premises. You must practice a sheltering/severe weather drill four times in a calendar year.

**Lock-Down Drill:** Keeping children and staff in place to protect them from a volatile person on the premises. You must practice a lock-down drill four times in a calendar year.

**Battery Powered Lighting is Located in Each Child Care Room – Check the Batteries**

Fire Extinguishers
Location of Fire Extinguishers:

Relocation Site
Relocation Site for Children and Staff after Evacuating Operation:

Sheltering/Severe Weather Drill and Lock-Down Drill (4 times per year)			
Month	Date and Time	Staff Initials	Exit Time S= Shelter SW = Severe Weather LD = Lock-Down
January			
February			
March			
April			
May			
June			
July			
August			
September			
October			
November			
December			

# D. DRILL LOG

Fire Drills			
Month	Date and Time	Staff Initials	Exit Time
January			
February			
March			
April			
May			
June			
July			
August			
September			
October			
November			
December			

Carbon Monoxide (CO) Alarm Detector, Smoke Detector Test, and Fire Extinguisher Check			
Month	CO Alarm Detector Test Date	Smoke Detector Test Date	Fire Extinguisher
January			
February			
March			
April			
May			
June			
July			
August			
September			
October			
November			
December			

First Aid Kit
Location of First Aid Kit:

Operation Inspections		
Fire:	Health:	Gas:

Privacy Statement
HHSC values your privacy. For more information, read the privacy policy online at: <a href="https://hhs.texas.gov/policies-practices-privacy#security">https://hhs.texas.gov/policies-practices-privacy#security</a> .

## E. SITE PLAN REVIEW

Each center site emergency response plan must be reviewed at least once each year. It is recommended that this review be conducted prior to the start of each center year. Additionally, the plan must be reviewed anytime weaknesses in the plan are identified during a drill, exercise or an actual emergency event. Centers should include their local emergency response, emergency management and public health agencies in the review process.

<input type="checkbox"/>	Review plan for compliance with the Head Start, State and local requirements. Identify and report deficiencies.
<input type="checkbox"/>	Review existing emergency procedures. Are the procedures adequate to address identified hazards / threats? Identify and report new hazards / threats developed that should be added.
<input type="checkbox"/>	Review Emergency Team Assignments and responsibilities, update as needed. Identify and report team shortfalls.
<input type="checkbox"/>	Review Training matrix to ensure training of all assigned tasks. Identify and report all training shortfalls.
<input type="checkbox"/>	Review Equipment List; verify on-hand equipment condition; identify and report all equipment shortfalls.
	Review on and off site assignments and staging areas. Make contact with any identified off site locations to ensure permission to use those locations is still in affect.
	Have outside agencies (Fire, Police, and Health etc.) review plan if possible. Consider recommendations for inclusion into plan.
	Sign / Date reviewer block below.
	Provide completed plan review to Director / Executive Director.

**Notes:**

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<b>Date of Review:</b>	Reviewer:	Reviewer:
	Reviewer:	Reviewer:

## F. EMERGENCY CONTACT NUMBERS

<b>Administration</b>	<b>Number</b>
Director / Executive Director	325-944-9666
Head Start Program Director	325-944-9666
HS Education & Disability Manager	325-944-9666
Health, Mental Health & Pregnant Moms	325-944-9666
Facilities & ERSEA	325-944-9666
FAMCO	325-944-9666
Compliance & Nutrition	325-944-9666
EHS Education Manager	325-944-9666
<b>Public Safety Agencies</b>	<b>Number</b>
General Emergency	911
Police / Sheriff / Fire	911
Poison Control	1-800-362-0101
Local Hospital Emergency Rooms	325-853-2507
Health Department	325-657-4214
County Emergency Agency	325-853-2737
<b>Other Contacts</b>	<b>Number</b>
Agency Director / Executive Director	325-944-9666
Gas Company	1-800-700-2443 Emergency 1-800-959-5325
Water Company	325-657-4323*
Electric Company	877-373--4858
State Collaborator	325-223-6892



## G. INFLUENZA PLANNING

A pandemic is a global disease outbreak. A flu pandemic occurs when a new influenza virus emerges that people have little or no immunity to and for which there may be no vaccine. The disease spreads easily person to-person and causes serious illness. It can sweep across the country and around the world very quickly. It is hard to predict when the next flu pandemic will occur or how bad it will be.

Child care and preschool programs can help protect the health of their staff and the children and families they serve. Interruptions in child care services during an influenza (flu) pandemic may cause conflicts for working parents that could result in high absenteeism in workplaces. Some of that absenteeism could be expected to affect personnel and workplaces that are critical to the emergency response system. The U.S. Department of Health and Human Services (HHS) and the Centers for Disease Control and Prevention (CDC) offer this checklist to help programs prepare for the effects of a flu pandemic. Many of these steps can also help in other types of emergencies. More information on pandemic flu is available at [www.pandemicflu.gov](http://www.pandemicflu.gov).

### 1. Planning and Coordination:

- Form a committee of staff members and parents to produce a plan for dealing with a flu pandemic. Include members from all different groups your program serves. Include parents who do not speak English who can help contact other non-English speakers in the community. Staff of very small programs might consider joining together with other similar programs for planning.
- Assign one person to identify reliable sources of information and watch for public health warnings about flu, school closings, and other actions taken to prevent the spread of flu.
- Learn who in your area has legal authority to close child care programs if there is a flu emergency.
- Learn whether the local / state health departments and agencies that regulate child care have plans. Be sure your flu plan is in line with their plans. Tell them if you can help support your community's plan.
- Identify all the ways a flu pandemic might affect your program and develop a plan of action. (For example, you might have problems with food service, transportation, or staffing.)
- Encourage parents to have a "Plan B" for finding care for their children if the program is closed during a flu pandemic. Give them ideas about where they might seek help based on your knowledge of the local child care community.
- Work with those in charge of your community's plan to find other sources of meals for low-income children who receive subsidized meals while in your care. (For example, locate food pantries and meals on wheels.)
- Learn about services in your area that can help your staff, children, and their families deal with stress and other problems caused by a flu pandemic.
- Stage a drill to test your plan and then improve it as needed. Repeat the drill from time to time.
- Consider volunteering to help in tests of community plans.
- Talk to other child care and preschool programs in your area to share information that could make your plan better. Discuss ways programs could work together to produce a stronger plan and pool resources.

## 2. Student Learning and Program Operations:

- Plan how you would deal with program closings, staff absences, and gaps in student learning that could occur during a flu pandemic.
- Plan ways to help families continue their child's learning if your child care program or preschool is closed. (For example, give parents things they can teach at home. Tell them how to find ideas on the internet. Talk with child care resource referral agencies or other groups that could help parents continue their children's learning at home.)
- Plan ways to continue basic functions if your program is closed. (For example, continue meeting payroll and keeping in touch with staff and student's families.)

## 3. Communications Planning:

- Have a plan for keeping in touch with staff members and students' families. Include several different methods of contacting them. (For example, you might use hotlines, telephone trees, text messaging, special Websites, local radio and / or TV stations.) Test the contact methods often to be sure they work.
- Make sure staff and families have seen and understand your flu pandemic plan. Explain why you need to have a plan. Give them a chance to ask questions.
- Give staff and students' families reliable information on the issues listed below in their languages and at their reading levels.
- How to help control the spread of flu by hand washing / cleansing and covering the mouth when coughing or sneezing. (See [www.cdc.gov / flu / school / .](http://www.cdc.gov/flu/school/))
- How to recognize a person that may have the flu, and what to do if they think they have the flu. (See [www.pandemicflu.gov.](http://www.pandemicflu.gov/))
- How to care for ill family members. (See [www.hhs.gov / pandemic flu / plan / sup5.html#box4.](http://www.hhs.gov/pandemicflu/plan/sup5.html#box4))
- How to develop a family plan for dealing with a flu pandemic. (See [www.pandemicflu.gov / plan / guide](http://www.pandemicflu.gov/plan/guide))

## H. Public Information Release

Check ( ) as appropriate: Agency / Agency-wide \_\_\_\_\_ Center \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

NOTE: If this is used as a script, read only those items checked. Make no other comments.

(Check off, fill in, and cross off as appropriate.)

\_\_\_\_\_ has just experienced a(n) \_\_\_\_\_

The (students / employees) [(are being) or (have been)] accounted for.

No further information is available at this time.

Emergency medical services [(are here) or (are on the way) or (are not available to us)].

Police [(are here) or (are on the way) or (are not available to us)].

Fire Dept. / paramedics [(are here) or (are on the way) or (are not available to us)].

\_\_\_\_\_ [(are here) or (are on the way) or (are not available to us)].

Communication center(s) for parents (is / are) being set up at \_\_\_\_\_  
to answer questions about individual students.

Communication center(s) for families (is / are) being set up at \_\_\_\_\_  
to answer questions about individual employees.

Injuries have been reported at \_\_\_\_\_ and are being treated at the site by  
(Staff / professional medical responders). (#) \_\_\_\_\_ reported injured.

Students have been taken to a safe area, \_\_\_\_\_, and are with [(classroom  
teachers / staff) or ( \_\_\_\_\_)].

(#) Students have been taken to the local emergency room for treatment of serious injury.  
Parents of injured students should go to the emergency room at \_\_\_\_\_

(#) Confirmed deaths have been reported at \_\_\_\_\_  
Names cannot be released until families have been notified.

Structural damage has been reported at the following sites: \_\_\_\_\_.

Release restrictions  No  Yes  
If yes, what?

Released to the public as Public Information Release # \_\_\_\_\_

Date / Time: \_\_\_\_\_

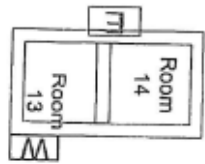
## I. STAFF ROSTER

## **Day Early Head Start / Head Start**

Staff rosters are posted on the parent board for each school. Rosters are liable to change frequently due to new staff. If you have any questions about the roster, please see the site supervisor at the center.

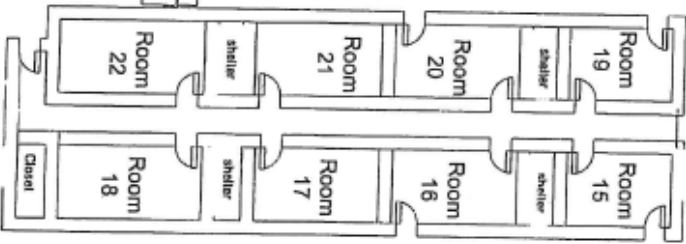
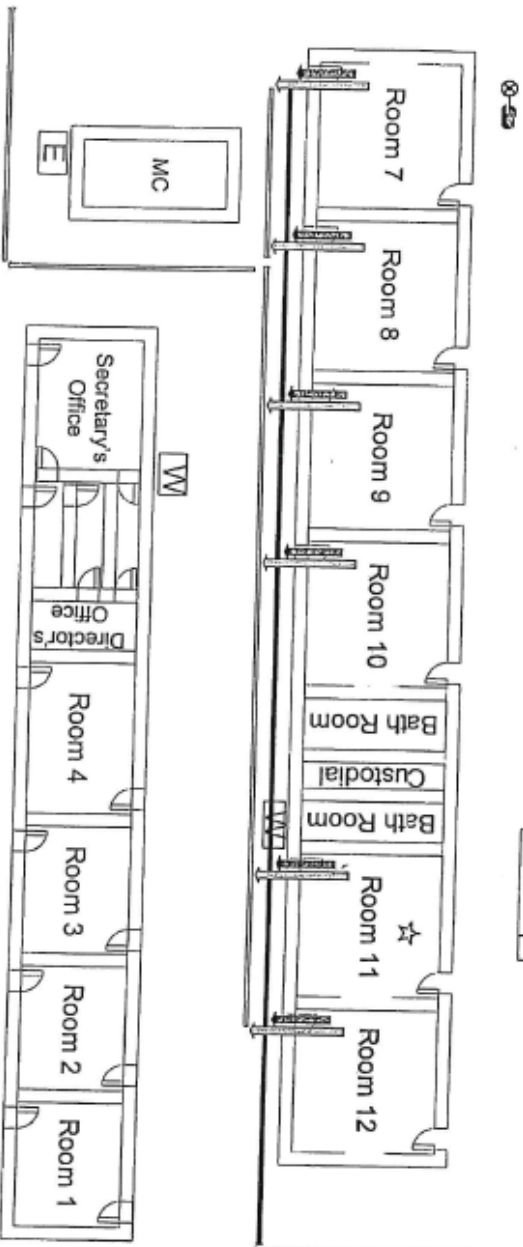
## **J. CENTER MAPS**

Updated  
01/28/2011



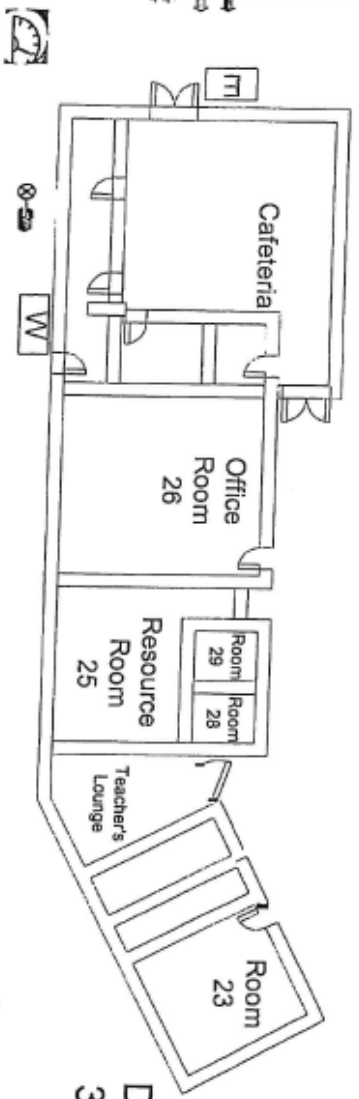
Fire Drill  
Relocation Zone

Valp-Off located  
outside of Bldg  
Multi-  
Purpose  
Building



**Legend**

- Gas Cut-Off
- Gas Meter
- Water Shut-Off
- Electrical Shut-Off
- Water Meter
- Primary Route
- Secondary Route
- Shelter Areas
- You are here



Day Head Start  
3026 N. Oakes

Plan of Operation for Licensed Center Operations (Form 2948)

III. Activities and Child Caregiver Ratio #4.

Day Head Start:

Room 1      2 Teaching staff      17 children      Primary Route: Relocate North of building (See map attached) Secondary Route: Relocate South of building (See map attached)

Room 2      2 Teaching staff      17 children      Primary Route: Relocate North of building (See map attached) Secondary Route: Relocate South of building (See map attached)

Room 3      2 Teaching staff      17 children      Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

Room 4      2 Teaching staff      17 children      Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

Room 10     2 Teaching staff      17 children      Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

Room 11     2 Teaching staff      17 children      Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

Day Early Head Start:

Room 15     2 Teaching staff      8 children      Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

Room 16     2 Teaching staff      8 children      Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

Room 17     2 Teaching staff      8 children      Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

Room 18     2 Teaching staff      8 children      Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

Room 19     2 Teaching staff      8 children      Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

Room 20     2 Teaching staff      8 children      Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

Room 21     2 Teaching staff      8 children      Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

Room 22      2 Teaching staff      8 children      Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

Room 23      2 Teaching staff      8 children      Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached) This room will open January 2020

Room 7, 8, 9, 10, 11, 12 will be used for various things. Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

Director's Office and Secretary's Office Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

Room 28 and 29 will be used for various things. Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

Office Room (26) and Resource Room (25); Cafeteria and Teacher Lounge: Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

**-INSERT MAPS OF CENTER AND SURROUNDING AREA-**

**AT MINIMUM INCLUDE THE FOLLOWING INFORMATION ON THE MAP:  
(Primary and Alternate evacuation route maps shall be placed in each room)**

- Primary evacuation routes
- Alternate evacuation routes
- Handicap evacuation areas
- Utility access / shut-off for
  - Gas
  - Water
  - Electricity
  - HVAC System
  - Telephone system
- Site assignments and Staging Areas identified on page 9
- Haz Mat storage areas
- Heat plants / boilers
- Room numbers
- Door / window locations
- Any other information deemed appropriate by your planning committee

**NOTE:**

It is recommended that you develop a diagram of the entire center site and surrounding area and identify the locations and staging areas on the diagram. In an emergency a diagram may be easier to read than blue prints. Consult with local first responder agencies on what type of maps or diagrams they prefer. Blue prints of the site should be available in addition to the map or diagram. Blue prints may be necessary in certain fire or law enforcement situations.



## K. MEDIA

### All staff must refer media to site or Agency spokesperson.

The Center Agency, Law Enforcement and Fire assume responsibility for issuing public statements during an emergency. (This responsibility shall be pre-determined during the planning process)

- The Director / Executive Director serve as Agency spokesperson unless he / she designate a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.

Agency spokesperson	<u>Carolina Raymond</u>	<u>325-944-9666</u>
	Name	Telephone Numbers
Alternate Agency spokesperson	<u>John Austin Stokes</u>	<u>325-944-9666</u>
	Name	Telephone Numbers

- Center Public Information person acts as contact for emergency responders and assists Agency spokesperson with coordinating media communications. If Public Information person is unavailable, an alternate assumes responsibilities.

Center Public Information person	<u>Comoshontai Hollis</u>
	Title
Alternate Public Information person	<u>Lori Palacios</u>
	Title

### During an emergency, adhere to the following procedures:

- Site Supervisor or designee relays all factual information to the director.
- The Director / Executive Director notify other centers in Agency and may ask center Public Information designee to prepare a written statement to media.
- Establish a media information center away from center.
- Update media regularly. **Do not say "No comment"**.
- Do not argue with media.
- Maintain log of all telephone inquiries. Use scripted response to respond to inquiries.

### Media statement

- Create a general statement before an incident occurs. Adapt statement during crisis.
- Emphasize safety of students and staff first.
- Briefly describe center's plan for responding to emergency.
- Issue brief statement consisting only of the facts.
- Respect privacy of victim(s) and family of victim(s). **Do not release names to media.**
- Refrain from exaggerating or sensationalizing crisis.**

L. SITE  
STATU  
S  
REPOR  
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## L. SITE STATUS REPORT

TO: \_\_\_\_\_ FROM: (name) \_\_\_\_\_ LOCATION: \_\_\_\_\_

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_ PERSON IN CHARGE AT SITE: \_\_\_\_\_

Message via: 2-way Radio \_\_\_\_\_ Telephone \_\_\_\_\_ Messenger \_\_\_\_\_

**EMPLOYEE / STUDENT STATUS**

	Absent	Injured	# Sent to Hosp. / med	Dead	Missing	Unaccounted for (Away from site)	# Released To parents	# Being supervised
Students								
Site Staff								
Others								

**STRUCTURAL DAMAGE** Check damage / problem and indicate location(s).

Check ✓	Damage / Problem	Location(s)
	Gas leak	
	Water leak	
	Fire	
	Electrical	
	Communications	
	Heating / cooling	
	Other (list):	

**MESSAGE:** (include kind of immediate assistance required; can you hold out without assistance / how long? overall condition of campus, neighborhood & street conditions; outside agencies on campus & actions; names of injured, dead, missing and accounted for ASAP)

## Incident or Illness Report

Operations use this form to record all required information when a child sustains an injury, at the onset of an illness or reportable incident.

### Directions

Complete the form as follows:

- **Injury requiring medical treatment or hospitalization:** Complete all information in Sections I, II, V and VI.
- **Incident that places, or may place, a child at risk for injury or harm:** Complete all information in Sections I, II, V and VI.
- **Illness requiring hospitalization:** Complete all information in Sections I, III, V and VI.
- **Incidence of a child or employee contracting a communicable disease:** Complete all information in Sections I, IV, V and VI.

After completing the form:

- notify parents as required by the minimum standards; and
- keep the form on file at the operation.

### Section I – General Information

Director's Name:	Operation No.:	Date of Incident or Illness:	Time of Incident or Illness: <input type="radio"/> a.m. <input type="radio"/> p.m.
Parent(s)* Notified: <input type="radio"/> Yes <input type="radio"/> No <small>*For communicable diseases, all parents must be notified.</small>	Date:	Time:	By:
Child Care Regulation Notified: <input type="radio"/> Yes <input type="radio"/> No	Date:	Time:	By:

### Section II – Details of Injury or Incident (Section *not* used for incidences of communicable disease or illnesses.)

Child's Full Name:	Child's Date of Birth:	Caregiver in Charge:
<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>
Describe the injury or risk:		
<input style="width: 100%; height: 100%;" type="text"/>		
How did the incident or injury occur?		
<input style="width: 100%; height: 100%;" type="text"/>		
Additional staff present or witness to the incident or injury:		
<input style="width: 100%; height: 100%;" type="text"/>		
Was first aid provided? <input type="radio"/> Yes <input type="radio"/> No    What type of first aid was provided? _____		
Was Emergency Medical Services (EMS) called? <input type="radio"/> Yes <input type="radio"/> No    Time EMS was called: _____		
Was child transported to receive medical care? <input type="radio"/> Yes <input type="radio"/> No    Who transported the child? _____		

# DAY HS/EHS EMERGENCY RESPONSE PLAN

## Section III – Illness Requiring Hospitalization *(Section not used for incidents, injuries or notifications communicable disease)*

Child's Full Name:	Child's Date of Birth:
<input type="text"/>	<input type="text"/>
Was first aid provided? <input type="radio"/> Yes <input type="radio"/> No What type of first aid was provided? _____	
Was medication given? <input type="radio"/> Yes <input type="radio"/> No Name of medication: _____ Dosage: _____	
Did the child have a fever? <input type="radio"/> Yes <input type="radio"/> No Temperature: _____	
Was medical treatment required? <input type="radio"/> Yes <input type="radio"/> No Date and time medical treatment received: _____	
Was EMS called? <input type="radio"/> Yes <input type="radio"/> No Time EMS was called: _____	
Was child transported to receive medical care? <input type="radio"/> Yes <input type="radio"/> No Who transported the child? _____	
Was an allergy plan enacted? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A What was done? _____	
Was there an emergency anaphylaxis reaction that required administration of an unassigned epinephrine auto-injector? <input type="radio"/> Yes <input type="radio"/> No	
Was use of an unassigned epinephrine auto-injector reported to Texas Department of State Health Services (DSHS)? <input type="radio"/> Yes <input type="radio"/> No	
Date reported to DSHS: _____	
Was the child's doctor called by the operation? <input type="radio"/> Yes <input type="radio"/> No	<input type="text"/>
Doctor's Name: _____	Doctor's Phone No.: _____ Time doctor was called: _____
Doctor's recommendation(s): _____	
Did the child see his or her doctor? <input type="radio"/> Yes <input type="radio"/> No Diagnosis or Outcome: _____	
Was hospitalization required? <input type="radio"/> Yes <input type="radio"/> No Additional Details: _____	

## Section IV – Communicable Disease *(Section not used for incidents, injuries or illness other than communicable disease notification.)*

Type of communicable disease contracted by child or employee at this operation: <input type="text"/>
Does the communicable disease require exclusion? <input type="radio"/> Yes <input type="radio"/> No
Was the Health Department notified? <input type="radio"/> Yes <input type="radio"/> No Date Health Department notified: _____

## Section V – Employee or Caregiver Certification

I verify that I, the director or person in charge, reviewed the information in this report.		
Printed Name: _____	Signature of Director or Person in Charge: _____	Date Signed: _____

## Section VI – Parent or Guardian Acknowledgment

I verify that the operation appropriately relayed the information concerning the incident described in this report. I have received a copy of this report. (If emailed or distributed electronically, you may attach a copy of the method used.)		
<b>For Official Use Only</b>		
Printed Name: _____	Signature of Parent or Guardian: _____	Date Signed: _____

***Concho Valley Council of  
Governments  
Head Start***

***Appendix 1  
Active Shooter Response Plan***



Updated July 2017

**For Official Use Only**

## **ACTIVE SHOOTER**

Upon recognizing the danger, as soon as it is safe to do so, staff or others must alert responders by contacting 911 with as clear and accurate information as possible. As the situation develops, it is possible that students and staff will need to use more than one option.

During an active shooter situation, staff will rarely have all of the information they need to make a fully informed decision about which option is best. While they should follow the plan and any instructions given during an incident, often they will have to rely on their own judgment to decide which option will best protect lives.

### **Run**

If it is safe to do so for yourself and those in your care, the first course of action that should be taken is to run out of the building and far away until you are in a safe location.

- Leave personal belongings behind;
- Visualize possible escape routes, including physically accessible routes for students and staff with disabilities as well as persons with access and functional needs;
- Avoid escalators and elevators;
- Take others with you, but not to stay behind because others will not go;
- Call 911 when safe to do so

### **Hide**

If running is not a safe option, hide in as safe a place as possible. In addition:

- Lock the doors;
- Barricade the doors with heavy furniture;
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Silence all electronic devices;
- Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the shooter and for possible escape if the shooter enters the room);
- Use strategies to silently communicate with first responders if possible; and
- Remain in place until given an all clear by identifiable law enforcement officers.

Students and staff should be trained to hide in a location where the walls might be thicker and have fewer windows.

### **Fight**

If neither running nor hiding is a safe option, as a last resort when confronted by the shooter, adults in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment, such as fire extinguishers, and chairs.

Sources:

<https://rems.ed.gov/K12ActiveShooterSituations.aspx>

[http://rems.ed.gov/docs/REMS\\_k-12\\_Guide\\_508.pdf](http://rems.ed.gov/docs/REMS_k-12_Guide_508.pdf)

## **DAY HS/EHS EMERGENCY RESPONSE PLAN**

### **NOTIFICATION**

The primary consideration under any school related emergency shall be the safety, welfare and health of the students.

1. It is essential that parent/guardian inform staff of any contact information changes as soon as they occur. Information is required to be kept up-to-date in case of emergencies.
2. Under emergency situations, parent/guardian will be contacted as soon as practical and safe via messenger system or phone.
3. If the child is released to emergency personnel:
  - Staff will obtain the emergency personnel's information (name, agency they work for and vehicle number or license plate)
  - Where the child is being taken to
  - Notify parent/guardian listed on the child's emergency information
  - Complete Incident Report

### **Emergency Documents and Resources**

The teacher will have these items with him/her in every emergency situation or practice drill -- Evacuation, Shelter-in, and Lock-Down.

- Daily sign-in sheet
- Up-to-date family contact information
- Authorization for emergency care for each child.
- Medical information on children, as appropriate (e.g., special needs)
- Emergency Backpack

These items must be quickly available.