

# EMERGENCY GUIDELINES FOR SCHOOLS

**2014 EDITION**  
*Second Pennsylvania Edition*

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**Guidelines  
for helping an  
ill or injured  
student:**  
*A resource for  
school nurses  
and other  
responders*

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### Also Includes:

- School Safety Planning & Emergency Preparedness Section, including Pandemic Flu Preparedness





January 1, 2014

Dear Colleagues:

The Pennsylvania Emergency Medical Services for Children (EMSC) Program, the Pennsylvania Department of Health, and the Pennsylvania Emergency Health Services Council (PEHSC) are pleased to provide you with the *Pennsylvania Emergency Guidelines for Schools* resource manual, updated for 2014 with the latest information. These guidelines are designed to assist school staff in **responding to pediatric emergencies**. The purpose of the manual is to provide general guidance based on generally accepted courses of action when confronted with medical or trauma emergencies.

The guidelines for managing various illnesses and injuries are listed in alphabetical order to assist in locating them in what may be stressful circumstances. In addition, toward the end of the manual, there is a section on disaster preparedness planning based on the type of threat. This also includes information to assist schools with pandemic flu planning. Each school district is encouraged to coordinate with your local EMS agency to ensure that, during an emergency, all parties are aware of transport policies and procedures.

We hope this resource is helpful to school staff as they assist ill and injured students until a healthcare or Emergency Medical Services provider arrives. Electronic copies of this document are available for download at [www.paemsc.org](http://www.paemsc.org). For questions regarding this resource, or to request additional print copies, please contact the Pennsylvania Emergency Health Services Council at (717) 795-0740 or [pehsc@pehsc.org](mailto:pehsc@pehsc.org).

Sincerely,

Janette Swade  
Executive Director

# EMERGENCY GUIDELINES FOR SCHOOLS 2014 EDITION

## Pennsylvania Emergency Medical Services for Children

### Reviewed by

Pennsylvania Emergency Medical Services for Children Advisory Committee  
Pennsylvania Chapter – Emergency Nurses Association  
Pennsylvania Department of Health – Division of School Health  
Center for Safe Schools, Camp Hill, PA

### Acknowledgements

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Ohio Department of Public Safety, Division of Emergency Medical Services, and Ohio Department of Health, which published *Emergency Guidelines for Schools, 3<sup>rd</sup> Edition, 2007*, upon which this document is modeled.

North Carolina Department of Health and Human Services, Office of Emergency Medical Services, Emergency Medical Services for Children Program, *Emergency Guidelines for Schools, 2009*.

Permissions have been obtained from the Ohio Department of Health for reproducing portions of this document, with modifications specific to Pennsylvania law and regulations.

We would also like to acknowledge:

School nurses and other school personnel who took time to provide feedback on their use of the EGS so the guidelines could be improved for future users.

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# ABOUT THE GUIDELINES

The Pennsylvania Emergency Medical Services for Children Program has produced this updated second edition of the *Emergency Guidelines for Schools* (EGS) for Pennsylvania. The initial EGS was field tested in Ohio in 1997 and revised based on school feedback. The 2<sup>nd</sup> and 3<sup>rd</sup> editions of the Ohio EGS incorporated recommendations of school nurses and secretaries who used the book in their schools and completed the evaluation. Within seven years, more than 35,000 copies of the EGS were distributed in Ohio and throughout the United States. The EGS was adapted for use in other states, including North Carolina and Pennsylvania. This edition is the product of careful review of content and changes in best practice recommendations for providing emergency care to students in Pennsylvania schools, especially when the school nurse is not available.

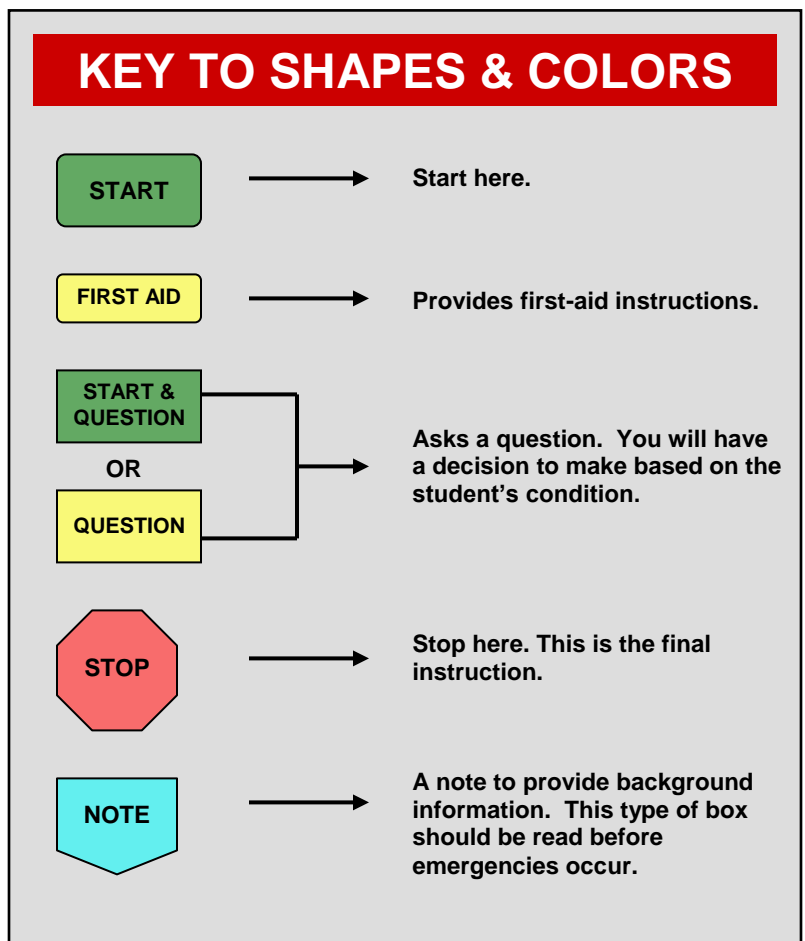
Please take some time to familiarize yourself with the format and review the “How to Use the Guidelines” section prior to an emergency situation. The emergency guidelines are meant to serve as basic what-to-do-in-an-emergency information for school staff with minimal medical training and for when the school nurse is not available. **It is strongly recommended that staff who are in a position to provide first aid to students complete an approved first aid and CPR course. In order to perform CPR safely and effectively, skills should be practiced in the presence of a trained instructor.**

The EGS has been created as **recommended** procedures. It is not the intent of the EGS to supersede or make invalid any laws or rules established by a school system, a school board, or the Commonwealth of Pennsylvania. Please consult your school nurse or regional school nurse consultant if you have questions about any of the recommendations. You may add specific instructions for your school as needed. In a true emergency situation, use your best judgment on how to react to a certain situation, using this handbook as a guide to your decision making.

Additional copies of the EGS can be downloaded and printed from the Pennsylvania EMS for Children Program’s website by visiting <http://www.paemsc.org>.

# HOW TO USE THE EMERGENCY GUIDELINES

- In an emergency, refer first to the guideline for treating the most severe symptoms (e.g., unconsciousness, bleeding, etc.)
- Learn when EMS (Emergency Medical Services) should be contacted. Copy the When to Call EMS page and post in key locations.
- The last page of the guidelines contains important information about key emergency numbers in your area. It is important to complete this information as soon as you receive the guidelines, as you will need to have this information ready in an emergency situation.
- The guidelines are arranged in alphabetical order for quick access; page numbers are included in this second edition for easy reference during an emergency.
- A colored flow chart format is used to guide you easily through all steps and symptoms from beginning to ending. See the **Key to Shapes and Colors**.
- Take some time to familiarize yourself with the **Emergency Procedures for Injury or Illness**. These procedures give a general overview of the recommended steps in an emergency situation and the safeguards that should be taken.
- In addition, information has been provided about **Infection Control, Planning for Students with Special Needs, Injury Reporting, School Safety Planning and Emergency Preparedness**.



# WHEN TO CALL 9-1-1 FOR EMERGENCY MEDICAL SERVICES

## Call EMS if:

- ☐ The child is unconscious, semi-conscious, or unusually confused.
- ☐ The child's airway is blocked.
- ☐ The child is not breathing.
- ☐ The child is having difficulty breathing, shortness of breath or is choking.
- ☐ The child has no pulse.
- ☐ The child has bleeding that won't stop.
- ☐ The child is coughing up or vomiting blood.
- ☐ The child has been poisoned.
- ☐ The child has a seizure for the first time or a seizure that lasts more than five minutes.
- ☐ The child has injuries to the neck or back.
- ☐ The child has sudden, severe pain anywhere in the body.
- ☐ The child's condition is life-threatening (for example, severe eye injuries, amputations or other injuries that may leave the child permanently disabled unless he/she receives immediate care).
- ☐ The child's condition could worsen or become life-threatening on the way to the hospital.
- ☐ Moving the child could cause further injury.
- ☐ The child needs the skills or equipment of paramedics or emergency medical technicians.
- ☐ Distance or traffic conditions would cause a delay in getting the child to the hospital.



# EMERGENCY PROCEDURES FOR INJURY OR ILLNESS

1. Remain calm and assess the situation. Be sure the situation is safe for you to approach. The following dangers will require caution: live electrical wires, gas leaks, building damage, fire or smoke, traffic, or violence.
2. A responsible adult should stay at the scene and give help until the person designated to handle emergencies arrives.
3. Send word to the person designated to handle emergencies. This person will take charge of the emergency and render any further first aid needed.
4. Do **NOT** give medications unless there has been prior approval by the student's parent or legal guardian, doctor, or other licensed prescriber according to state law, local school board policy, or if the school physician has provided standing orders or prescriptions.
5. Do **NOT** move a severely injured or ill student unless absolutely necessary for immediate safety. If moving is necessary, follow guidelines in **NECK AND BACK PAIN** section.
6. The responsible school authority or a designated employee should notify the parent/legal guardian of the emergency as soon as possible to determine the appropriate course of action.
7. If the parent/legal guardian cannot be reached, notify an emergency contact or the parent/legal guardian substitute and call either the physician or the designated hospital on the Emergency Medical Authorization form, so they will know to expect the ill or injured student. Arrange for transportation of the student by Emergency Medical Services (EMS), if necessary.
8. A responsible individual should stay with the injured student.
9. Fill out a report for all injuries requiring above procedures as required by local school policy. The EMSC Program has created a sample **Student Injury Report Form** that may be photocopied and used as needed. A copy of the form with instructions follows on the next few pages.

## POST-CRISIS INTERVENTION FOLLOWING SERIOUS INJURY OR DEATH

- Discuss with counseling staff or critical incident stress management team.
- Determine level of intervention for staff and students.
- Designate private rooms for private counseling/defusing.
- Escort affected students, siblings, close friends, and other highly stressed individuals to counselors/critical incident stress management team.
- Assess stress level of staff. Recommend counseling to all staff.
- Follow-up with students and staff who receive counseling.
- Designate staff person(s) to attend funeral.
- Allow for changes in normal routines or schedules to address injury or death.

# Pennsylvania EMS for Children

## STUDENT INJURY REPORT FORM & CONCUSSION REPORT FORM GUIDELINES

The PA EMSC Program provides the following **Student Injury Report Form** and guidelines, as well as the **CDC Concussion Report Form**, as a sample for districts to use in tracking the occurrence of school-related injuries. PA EMSC suggests completing the form when an injury leads to any of the following:

1. **The student misses ½ day or more of school.**
2. **The student seeks medical attention (health care provider office, urgent care center, emergency department).**
3. **9-1-1 is called and/or EMS is requested.**

Schools are encouraged to review and use the information collected on the **Student Injury Report Form** and **CDC Concussion Report Form** to influence local policies and procedures as needed to remedy hazards.

### STUDENT INJURY REPORT FORM INSTRUCTIONS

- ♦ Student, parent, and school information: Self-explanatory.
- ♦ Check the box to indicate the location and time the incident occurred.
- ♦ Check the box to indicate if equipment was involved; describe involved equipment. Indicate what type of surface was present where the injury occurred.
- ♦ Using the grid, check the body area(s) where the student was injured and indicate what type of injury occurred. Include all body areas and injuries that apply.
- ♦ Check the appropriate box(es) for factors that may have contributed to the student's injury.
- ♦ Provide a detailed description of the incident. Indicate any witnesses to the event and any staff members who were present. Attach another sheet if more room is needed.
- ♦ Incident response: include all areas that apply.
- ♦ Provide any further comments about this incident, including any suggestions for what might prevent this type of incident in the future.
- ♦ Sign the completed form.
- ♦ Route the form to the school nurse and the principal for review/signature.
- ♦ Original form and copies should be filed according to district policy.

Also included in this section is the **CDC's Concussion Checklist Report Form for Schools**. Instructions are included on the report form. For more information on concussions and effects on a child's health, visit: [www.cdc.gov/concussion](http://www.cdc.gov/concussion)



# Pennsylvania EMS for Children

## STUDENT INJURY REPORT FORM

### Student Information

Name \_\_\_\_\_  
 Date of Birth \_\_\_\_\_  
 Grade \_\_\_\_\_

Date of Incident \_\_\_\_\_  
 Time of Incident \_\_\_\_\_  
☐ Male ☐ Female

### Parent/Guardian Information

Name(s) \_\_\_\_\_  
 Address \_\_\_\_\_  
 Phone # Work \_\_\_\_\_ Home \_\_\_\_\_

### School Information

School \_\_\_\_\_ Phone # \_\_\_\_\_  
 Principal \_\_\_\_\_

### Location of Incident (check appropriate box):

- |   |  |
|---|--|
| <input type="checkbox"/> Athletic Field | <input type="checkbox"/> Playground                          |
| <input type="checkbox"/> Cafeteria      | <input type="checkbox"/> No Equipment Involved               |
| <input type="checkbox"/> Classroom      | <input type="checkbox"/> Equipment Involved (describe) _____ |
| <input type="checkbox"/> Gymnasium      |  |
| <input type="checkbox"/> Hallway        |  |
| <input type="checkbox"/> Bus            | <input type="checkbox"/> Parking Lot                         |
| <input type="checkbox"/> Stairway       | <input type="checkbox"/> Vocation/Shop Lab                   |
| <input type="checkbox"/> Restroom       | <input type="checkbox"/> Other (explain): _____              |

### When Did the Incident Occur (check appropriate box):

- |  |  |                                      |
|--|--|--------------------------------------|
| <input type="checkbox"/> Recess              | <input type="checkbox"/> Athletic Practice/Session | <input type="checkbox"/> Field Trip  |
| <input type="checkbox"/> Lunch               | <input type="checkbox"/> Athletic Team Competition | <input type="checkbox"/> Unknown     |
| <input type="checkbox"/> P.E. Class          | <input type="checkbox"/> Intramural Competition    | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> In Class (not P.E.) | <input type="checkbox"/> Before School             |                                      |
| <input type="checkbox"/> Class Change        | <input type="checkbox"/> After School              |                                      |

### Surface (check all that apply):

- |                                   |                                   |  |   |  |
|-----------------------------------|-----------------------------------|--|---|--|
| <input type="checkbox"/> Asphalt  | <input type="checkbox"/> Dirt     | <input type="checkbox"/> Lawn/Grass        | <input type="checkbox"/> Wood Chips/Mulch | <input type="checkbox"/> Gymnasium Floor       |
| <input type="checkbox"/> Carpet   | <input type="checkbox"/> Gravel   | <input type="checkbox"/> Mat(s)            | <input type="checkbox"/> Tile             | <input type="checkbox"/> Other (specify) _____ |
| <input type="checkbox"/> Concrete | <input type="checkbox"/> Ice/Snow | <input type="checkbox"/> Synthetic Surface |   |  |

### Type of Injury (check all that apply):

	Head	Eye	Ear	Nose	Mouth/Lips	Tooth/Teeth	Jaw	Chin	Neck/Throat	Collarbone	Shoulder	Upper Arm	Elbow	Forearm	Wrist	Hand	Finger	Fingernail	Chest/Ribs	Back	Abdomen	Groin	Genitals	Pelvis/Hip	Leg	Knee	Ankle	Foot	Toe
Abrasion/ Scrape																													
Bite																													
Bump/Swelling																													
Bruise																													
Burn/Scald																													
Cut/Laceration																													
Dislocation																													
Fracture																													
Pain/ Tendemess																													
Puncture																													
Sprain																													
Other																													

**Contributing Factors** (check all that apply):

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Animal Bite           | <input type="checkbox"/> Overextension/Twisted               | <input type="checkbox"/> Contact with Hot or Toxic Substance       |
| <input type="checkbox"/> Collision with Object | <input type="checkbox"/> Foreign Body/Object                 | <input type="checkbox"/> Drug, Alcohol or Other Substance Involved |
| <input type="checkbox"/> Collision with Person | <input type="checkbox"/> Hit with Thrown Object              | <input type="checkbox"/> Weapon                                    |
| <input type="checkbox"/> Compression/Pinch     | <input type="checkbox"/> Tripped/Slipped                     | Specify_____   |
| <input type="checkbox"/> Fall                  | <input type="checkbox"/> Struck by Object (bat, swing, etc.) | <input type="checkbox"/> Unknown                                   |
| <input type="checkbox"/> Fighting              | <input type="checkbox"/> Struck by Auto, Bike, etc.          | <input type="checkbox"/> Other_____                                |

**Description of the Incident:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Witnesses to the Incident:** \_\_\_\_\_  
\_\_\_\_\_

**Staff Involved:** ☐ Teacher ☐ Nurse ☐ Principal ☐ Assistant Staff ☐ Custodian ☐ Bus Driver  
☐ Secretary ☐ Cafeteria ☐ Other (specify)\_\_\_\_\_

**Incident Response** (check all that apply):

- ☐ First Aid  
Time\_\_\_\_\_ By Whom\_\_\_\_\_
- ☐ Parent/Guardian Notified  
Time\_\_\_\_\_ By Whom\_\_\_\_\_
- ☐ Unable to Contact Parent/Guardian  
Time\_\_\_\_\_ By Whom\_\_\_\_\_
- ☐ Parents Deemed No Medical Action Necessary
- ☐ Returned to Class
- ☐ Sent/Taken Home  
Days of School Missed\_\_\_\_\_
- ☐ Assessment/Follow-up by School Nurse  
Action Taken\_\_\_\_\_
- ☐ Called 9-1-1
- ☐ Taken to Health Care Provider/Clinic/Hospital/Urgent Care  
Diagnosis\_\_\_\_\_
- Days of School Missed\_\_\_\_\_
- ☐ Hospitalized  
Diagnosis\_\_\_\_\_
- Days of School Missed\_\_\_\_\_
- ☐ Restricted School Activity  
Explain\_\_\_\_\_
- Length of Time Restricted\_\_\_\_\_
- Days of School Missed\_\_\_\_\_
- ☐ Other\_\_\_\_\_

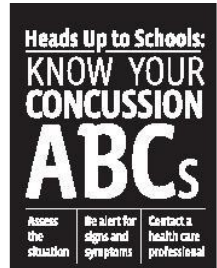
**Describe care provided to the student:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Additional Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

<b>Signature of Staff Member Completing Form</b> _____	<b>Date/time</b> _____
<b>Nurse's Signature</b> _____	<b>Date/time</b> _____
<b>Principal's Signature</b> _____	<b>Date/time</b> _____

# Concussion Signs and Symptoms Checklist

## CDC Concussion Report Form



Student's Name: \_\_\_\_\_ Student's Grade: \_\_\_\_\_ Date/Time of Injury: \_\_\_\_\_

Where and How Injury Occurred: *(Be sure to include cause and force of the hit or blow to the head.)* \_\_\_\_\_

Description of Injury: *(Be sure to include information about any loss of consciousness and for how long, memory loss, or seizures following the injury, or previous concussions, if any. See the section on Danger Signs on the back of this form.)* \_\_\_\_\_

### DIRECTIONS:

Use this checklist to monitor students who come to your office with a head injury. Students should be monitored for a minimum of 30 minutes. Check for signs or symptoms when the student first arrives at your office, fifteen minutes later, and at the end of 30 minutes.

**Students who experience one or more of the signs or symptoms of concussion after a bump, blow, or jolt to the head should be referred to a health care professional with experience in evaluating for concussion.** For those instances when a parent is coming to take the student to a health care professional, observe the student for any new or worsening symptoms right before the student leaves. Send a copy of this checklist with the student for the health care professional to review.

To download this checklist in Spanish, please visit: [www.cdc.gov/Concussion](http://www.cdc.gov/Concussion). Para obtener una copia electrónica de esta lista de síntomas en español, por favor visite: [www.cdc.gov/Concussion](http://www.cdc.gov/Concussion).

OBSERVED SIGNS	0 MINUTES	15 MINUTES	30 MINUTES	<input type="checkbox"/> MINUTES Just prior to leaving
Appears dazed or stunned				
Is confused about events				
Repeats questions				
Answers questions slowly				
Can't recall events <i>prior</i> to the hit, bump, or fall				
Can't recall events <i>after</i> the hit, bump, or fall				
Loses consciousness (even briefly)				
Shows behavior or personality changes				
Forgets class schedule or assignments				
PHYSICAL SYMPTOMS				
Headache or "pressure" in head				
Nausea or vomiting				
Balance problems or dizziness				
Fatigue or feeling tired				
Blurry or double vision				
Sensitivity to light				
Sensitivity to noise				
Numbness or tingling				
Does not "feel right"				
COGNITIVE SYMPTOMS				
Difficulty thinking clearly				
Difficulty concentrating				
Difficulty remembering				
Feeling more slowed down				
Feeling sluggish, hazy, foggy, or groggy				
EMOTIONAL SYMPTOMS				
Irritable				
Sad				
More emotional than usual				
Nervous				

→ More

## Danger Signs:

Be alert for symptoms that worsen over time. The student should be seen in an emergency department right away if s/he has:

- ☐ One pupil (the black part in the middle of the eye) larger than the other
- ☐ Drowsiness or cannot be awakened
- ☐ A headache that gets worse and does not go away
- ☐ Weakness, numbness, or decreased coordination
- ☐ Repeated vomiting or nausea
- ☐ Slurred speech
- ☐ Convulsions or seizures
- ☐ Difficulty recognizing people or places
- ☐ Increasing confusion, restlessness, or agitation
- ☐ Unusual behavior
- ☐ Loss of consciousness (even a brief loss of consciousness should be taken seriously)

## Additional Information About This Checklist:

This checklist is also useful if a student appears to have sustained a head injury outside of school or on a previous school day. In such cases, be sure to ask the student about possible sleep symptoms. Drowsiness, sleeping more or less than usual, or difficulty falling asleep may indicate a concussion.

To maintain confidentiality and ensure privacy, this checklist is intended only for use by appropriate school professionals, health care professionals, and the student's parent(s) or guardian(s).

For a free tear-off pad with additional copies of this form, or for more information on concussion, visit: [www.cdc.gov/Concussion](http://www.cdc.gov/Concussion).

### Resolution of Injury:

- \_\_ Student returned to class
- \_\_ Student sent home
- \_\_ Student referred to health care professional with experience in evaluating for concussion

SIGNATURE OF SCHOOL PROFESSIONAL COMPLETING THIS FORM: \_\_\_\_\_

TITLE: \_\_\_\_\_

### COMMENTS:

\* For more information on concussion and to order additional materials for school professionals **FREE-OF-CHARGE**, visit: [www.cdc.gov/Concussion](http://www.cdc.gov/Concussion).

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES  
CENTERS FOR DISEASE CONTROL AND PREVENTION



# PLANNING FOR STUDENTS WITH SPECIAL NEEDS

Some students in your school may have special emergency care needs due to health conditions, physical abilities, or communication challenges and need to be included in emergency and disaster planning.

## HEALTH CONDITIONS:

Some students may have special conditions that put them at risk for life-threatening emergencies:

- Seizures
- Diabetes
- Asthma or other breathing difficulties
- Life-threatening or severe allergic reactions
- Technology-dependent or medically fragile conditions

Your school nurse or other school health professional, along with the student's parent or legal guardian and physician should develop individual emergency care plans for these students when they are enrolled. These emergency care plans should be made available to appropriate staff at all times.

**In the event of an emergency situation, refer to the student's emergency care plan.**

The American College of Emergency Physicians and the American Academy of Pediatrics have created an *Emergency Information Form for Children (EIF) with Special Needs*, that is included on the next pages. It can also be downloaded from <http://www.aap.org>. This form provides standardized information that can be used to prepare the caregivers and health care system for emergencies of children with special health care needs. The EIF will ensure a child's complicated medical history is concisely summarized and available when needed most - when the child has an emergency health problem when neither parent nor physician is immediately available.

## PHYSICAL ABILITIES:

Other students in your school may have special emergency needs due to their physical abilities. For example, students who are:

- In wheelchairs
- Temporarily on crutches/walking casts
- Unable or have difficulty walking up or down stairs

These students will need special arrangements in the event of a school-wide emergency (e.g., fire, tornado, evacuation, etc.). A plan should be developed and a responsible person should be designated to assist these students to safety. All staff should be aware of this plan.


## COMMUNICATION CHALLENGES:

Other students in your school may have sensory impairments or have difficulty understanding special instructions during an emergency. For example, students who have:

- Vision impairments
- Hearing impairments
- Processing disorders
- Limited English proficiency
- Behavior or developmental disorders
- Emotional or mental health issues

These students may need special communication considerations in the event of a school-wide emergency. All staff should be aware of plans to communicate information to these students.

# Emergency Information Form for Children With Special Needs

 American College of  
Emergency Physicians\*

American Academy  
of Pediatrics



Date form  
completed  
By Whom

Revised  
Revised

Initials  
Initials

Last name:

Name:		Birth date:	Nickname:
Home Address:		Home/Work Phone:	
Parent/Guardian:	Emergency Contact Names & Relationship:		
Signature/Consent*:			
Primary Language:	Phone Number(s):		
Physicians:			
Primary care physician:		Emergency Phone:	
		Fax:	
Current Specialty physician:		Emergency Phone:	
Specialty:		Fax:	
Current Specialty physician:		Emergency Phone:	
Specialty:		Fax:	
Anticipated Primary ED:		Pharmacy:	
Anticipated Tertiary Care Center:			

Diagnoses/Past Procedures/Physical Exam:	
1.	Baseline physical findings:
2.	
3.	Baseline vital signs:
4.	
Synopsis:	Baseline neurological status:

\*Consent for release of this form to health care providers



**Diagnoses/Past Procedures/Physical Exam continued:****Medications:****Significant baseline ancillary findings (lab, x-ray, ECG):**

1.

2.

3.

4.

5.

6.

**Prostheses/Appliances/Advanced Technology Devices:****Management Data:****Allergies: Medications/Foods to be avoided****and why:**

1.

2.

3.

**Procedures to be avoided****and why:**

1.

2.

3.

**Immunizations (mm/yy)**

Dates					
DPT					
OPV					
MMR					
HIB					

Dates					
Hep B					
Varicella					
TB status					
Other					

Antibiotic prophylaxis:

Indication:

Medication and dose:

**Common Presenting Problems/Findings With Specific Suggested Managements**

Problem

Suggested Diagnostic Studies

Treatment Considerations

**Comments on child, family, or other specific medical issues:****Physician/Provider Signature:****Print Name:**

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# INFECTION CONTROL

To reduce the spread of infectious diseases (*diseases that can be spread from one person to another*), it is important to follow **universal precautions**.

Universal precautions are a set of guidelines that assume all blood and certain other body fluids are potentially infectious. It is important to follow universal precautions when providing care to *any* student, whether or not the student is known to be infectious. The following list describes universal precautions:

- **Wash hands thoroughly** with running water and soap for at least 15 seconds:
  1. Before and after physical contact with any student (*even if gloves have been worn*).
  2. Before and after eating or handling food.
  3. After cleaning.
  4. After using the restroom.
  5. After providing any first aid.

Be sure to scrub between fingers, under fingernails and around the tops and palms of hands. If soap and water are not available, an alcohol-based waterless hand sanitizer may be used according to manufacturer's instructions.

- Wear disposable gloves when in contact with blood and other body fluids.
- Wear protective eyewear when body fluids may come in contact with eyes (e.g., squirting blood).
- Wipe up any blood or body fluid spills as soon as possible (*wear disposable gloves*). Double the trash in plastic bags and dispose of immediately. Clean the area with an appropriate cleaning solution.
- Send soiled clothing (i.e., clothing with blood, stool, or vomit) home with the student in a double-bagged plastic bag.
- Do not touch your mouth or eyes while giving any first aid.

## GUIDELINES FOR STUDENTS:

- Remind students to wash hands thoroughly after coming in contact with their own blood or body fluids.
- Remind students to avoid contact with another person's blood or body fluids.



# AUTOMATIC EXTERNAL DEFIBRILLATORS (AEDS)

AEDs are devices that help to restore a normal heart rhythm by delivering an electric shock to the heart after detecting a life-threatening irregular rhythm. AEDs are not substitutes for CPR, but are designed to increase the effectiveness of basic life support when integrated into the CPR cycle.

AEDs are safe to use for ***children as young as age 1, according to the American Heart Association (AHA).***\* Some AEDs are capable of delivering a “child” energy dose through smaller child pads. Use child pads/child system for children 1-8 years if available. If child system is not available, use adult AED and pads. Do not use the child pads or energy dose for adults in cardiac arrest. If your school has an AED, obtain training in its use before an emergency occurs, and follow any local school policies and manufacturer’s instructions. The location of AEDs should be known to all school personnel.

## **American Heart Association Guidelines for AED/CPR Integration\***

- For a sudden, witnessed collapse of a child, use the AED first if it is immediately available. If there is any delay in the AED’s arrival, begin CPR first. Prepare AED to check heart rhythm and deliver 1 shock as necessary. Then, immediately begin 30 CPR chest compressions in about 20 seconds followed by 2 slow breaths of 1 second each. Complete 5 cycles of CPR (30 compressions to 2 breaths x 5) of about 2 minutes. The AED will perform another heart rhythm assessment and deliver a shock as needed. Continue with cycles of 2 minutes CPR to 1 AED rhythm check.
- For a sudden, unwitnessed collapse of a child, perform 5 cycles of CPR first (30 compressions to 2 breaths x 5) of about 2 minutes, and then apply the AED to check the heart rhythm and deliver a shock as needed. Continue with cycles of 2 minutes CPR to 1 AED rhythm check.

*\*Currents in Emergency Cardiovascular Care, American Heart Association, 2010.*

# AUTOMATIC EXTERNAL DEFIBRILLATORS: FOR CHILDREN OVER 1 YEAR OF AGE & ADULTS



**CPR and AEDs are to be used when a person is unresponsive or when breathing or heart beat stops.**

If your school has an AED, this guideline will refresh information provided in training courses as to incorporating AED use into CPR cycles.

1. Tap or gently shake the shoulder. Shout, "Are you OK?" If person is unresponsive, shout for help and **send one person to CALL EMS and another to get your school's AED if available.**
2. Follow primary steps for CPR (see "CPR" for appropriate age group – infant, 1-8 years, and over 8 years, including adults).
3. If available, set up the AED according to the manufacturer's instructions. Turn on the AED and follow the verbal instructions provided. Incorporate AED into CPR cycles according to instructions and training method.

## **IF CARDIAC ARREST OR COLLAPSE WAS WITNESSED:**

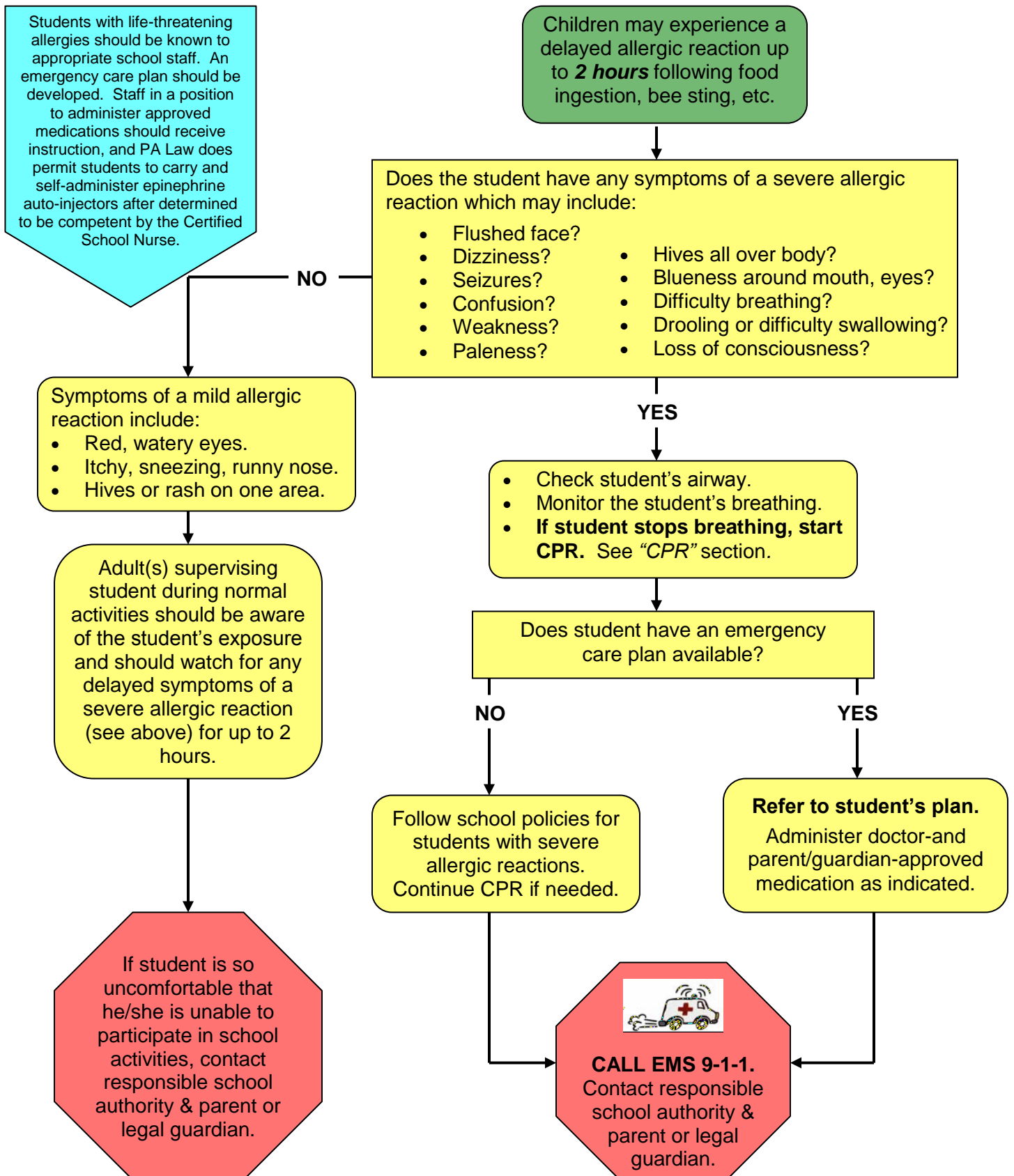
4. Use the AED first if **immediately** available. If not, begin CPR.
5. Prepare AED to check heart rhythm and deliver 1 shock as necessary.
6. Begin 30 CPR chest compressions in about 20 seconds followed by 2 normal rescue breaths. See age-appropriate CPR guideline.
7. Complete 5 cycles of CPR (30 chest compressions in about 20 seconds to 2 breaths for a rate of 100 compressions per minute).
8. Prompt another AED rhythm check.
9. Rhythm checks should be performed after every 2 minutes (about 5 cycles) of CPR.
10. REPEAT CYCLES OF 2 MINUTES OF CPR TO 1 AED RHYTHM CHECK UNTIL VICTIM RESPONDS OR HELP ARRIVES.



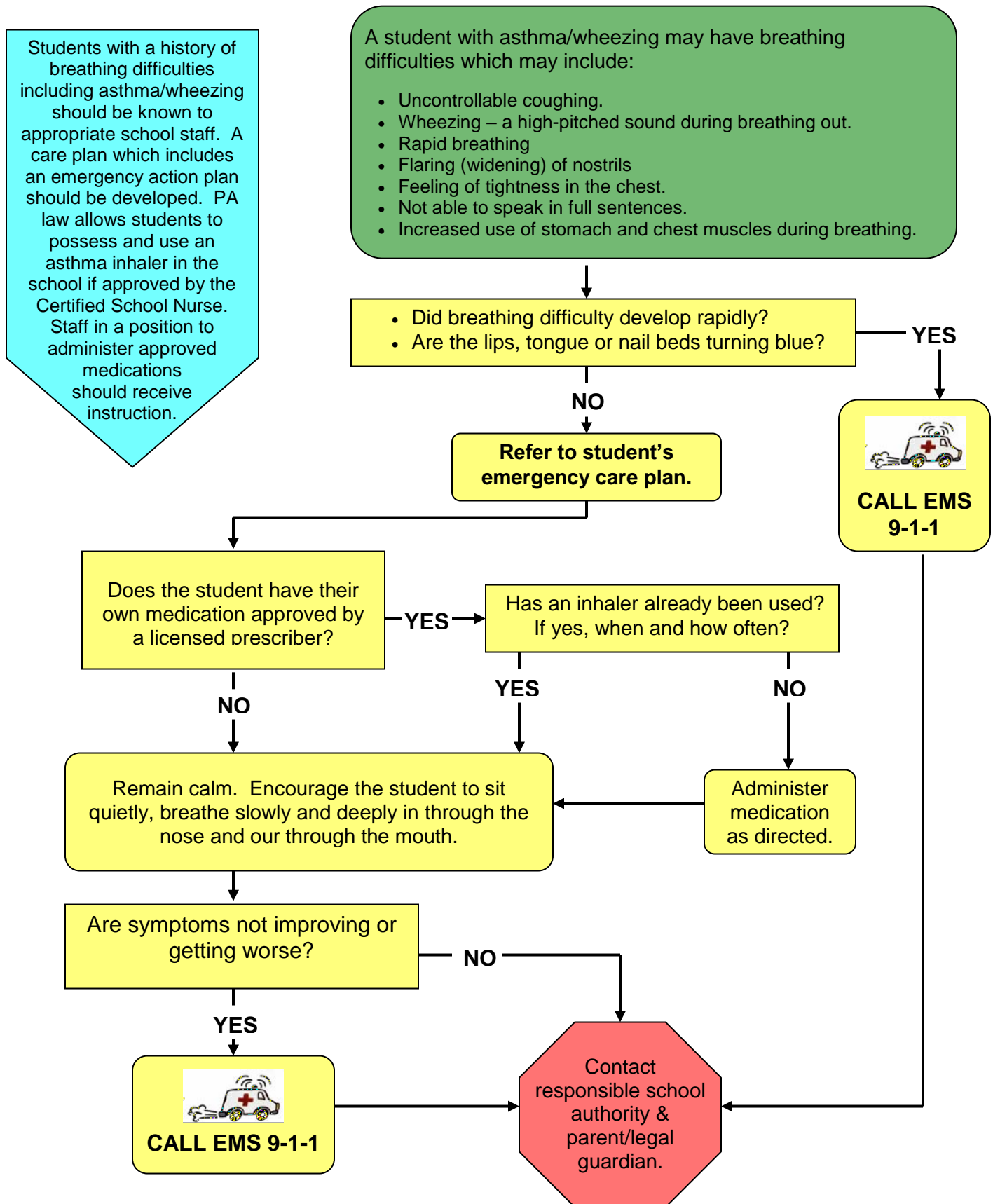
## **IF CARDIAC ARREST OR COLLAPSE WAS NOT WITNESSED:**

4. Start CPR first. See age appropriate CPR guideline. Continue for 5 cycles or about 2 minutes of 30 chest compressions in about 20 seconds to 2 breaths at a rate of 100 compressions per minute.
5. Prepare the AED to check the heart rhythm and deliver a shock as needed.
6. REPEAT CYCLES OF 2 MINUTES OF CPR TO 1 AED RHYTHM CHECK UNTIL VICTIM RESPONDS OR HELP ARRIVES.

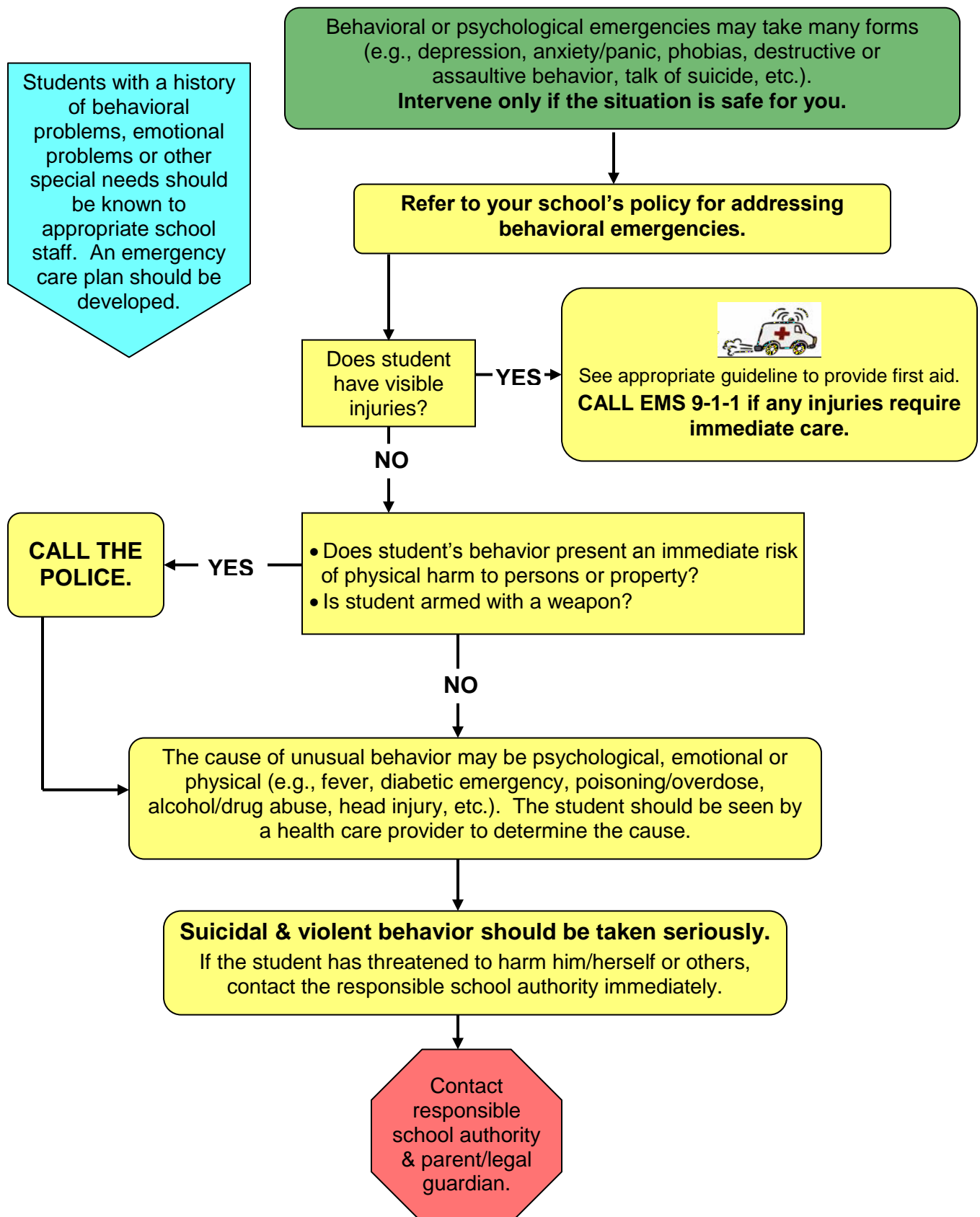
# ALLERGIC REACTION



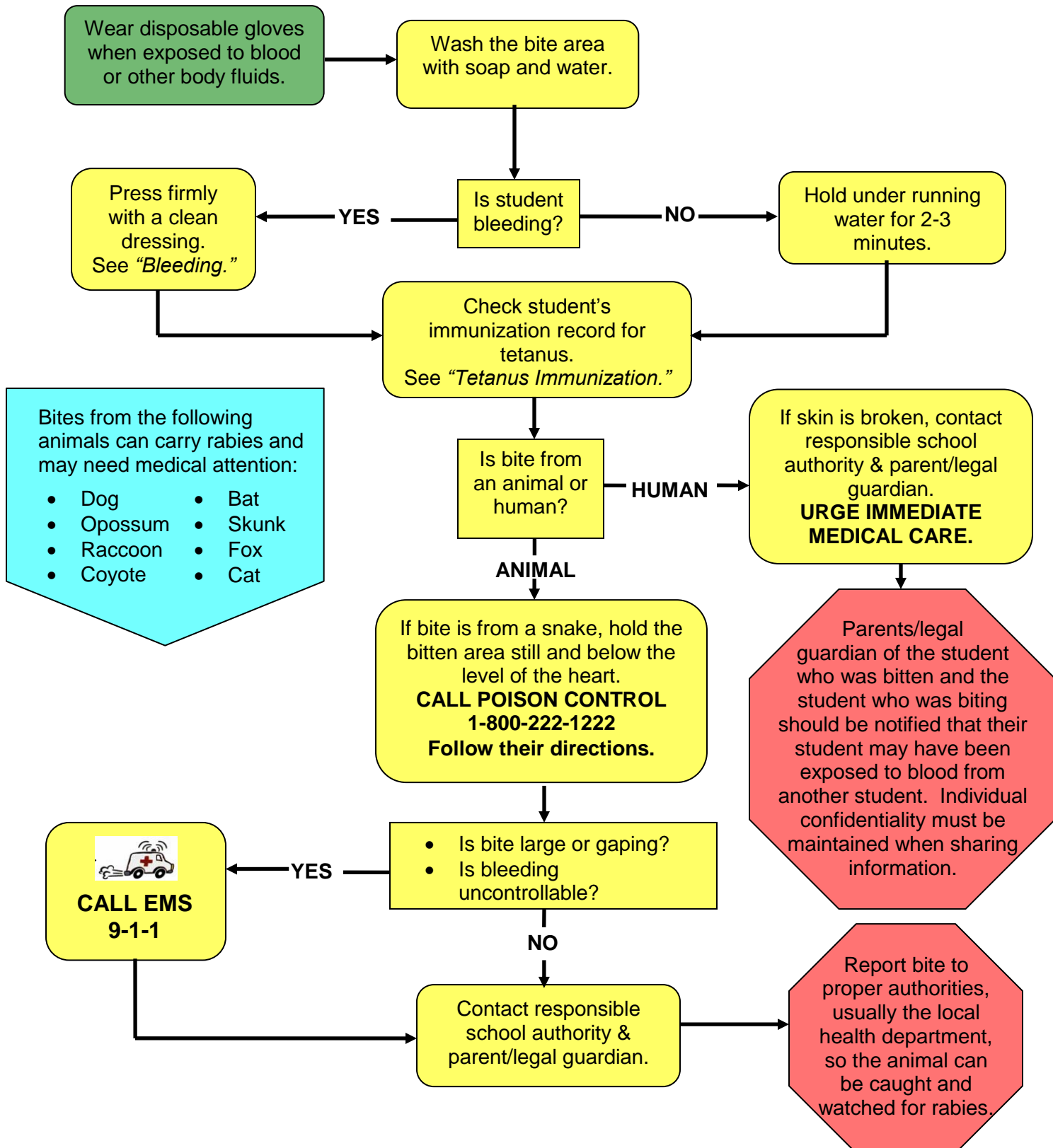
# ASTHMA & DIFFICULTY BREATHING



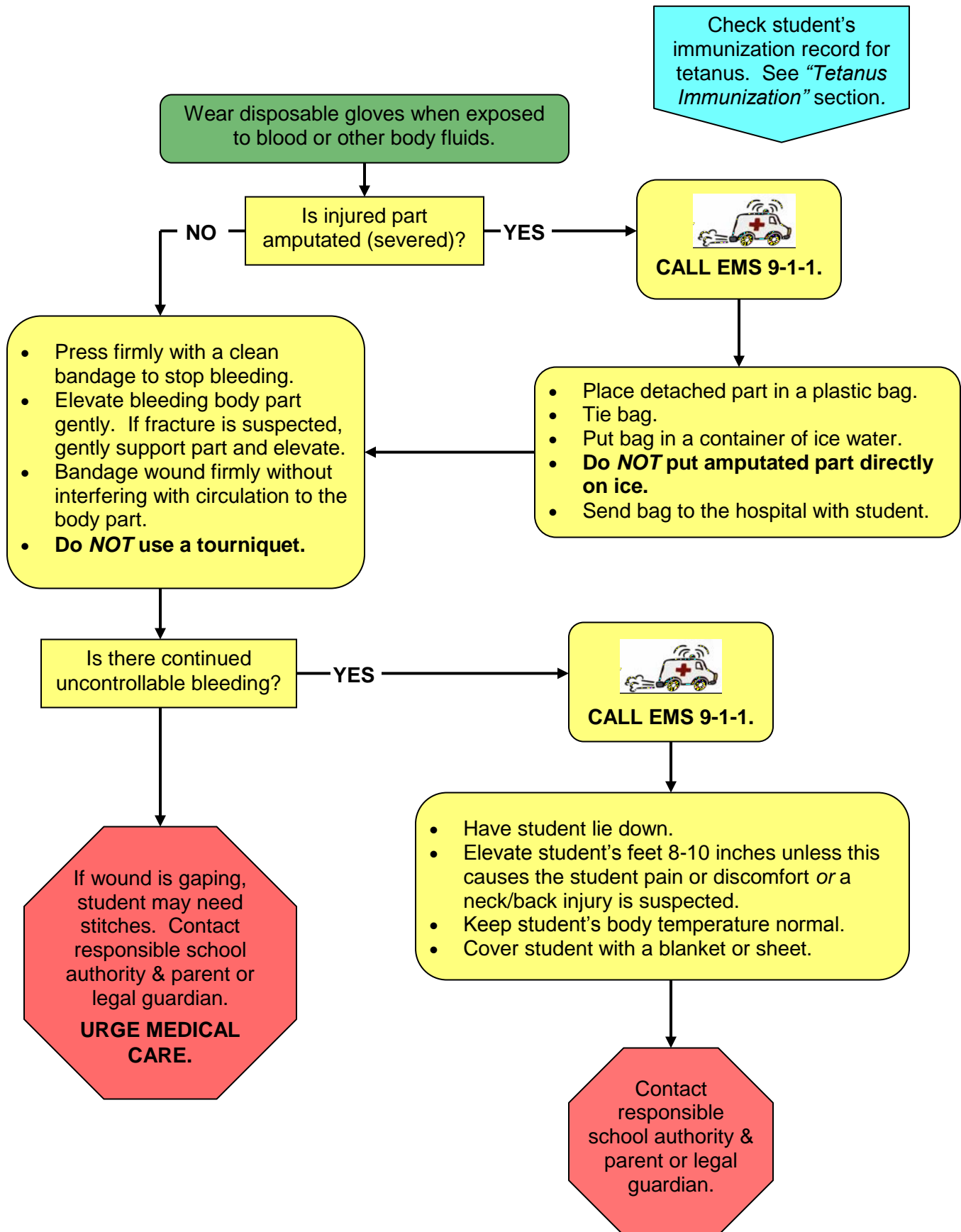
# BEHAVIORAL EMERGENCIES



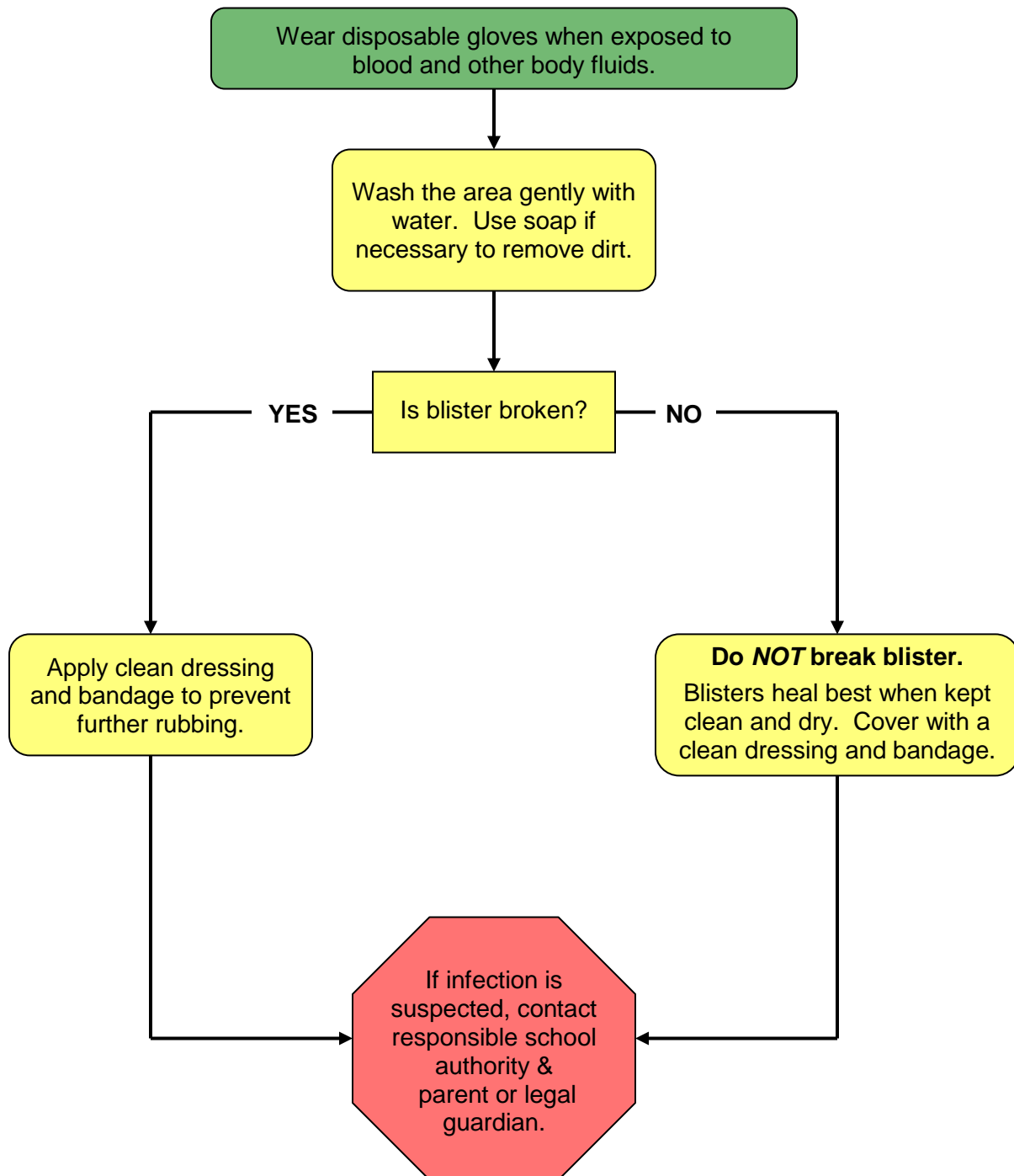
# BITES (HUMAN & ANIMAL)



# BLEEDING

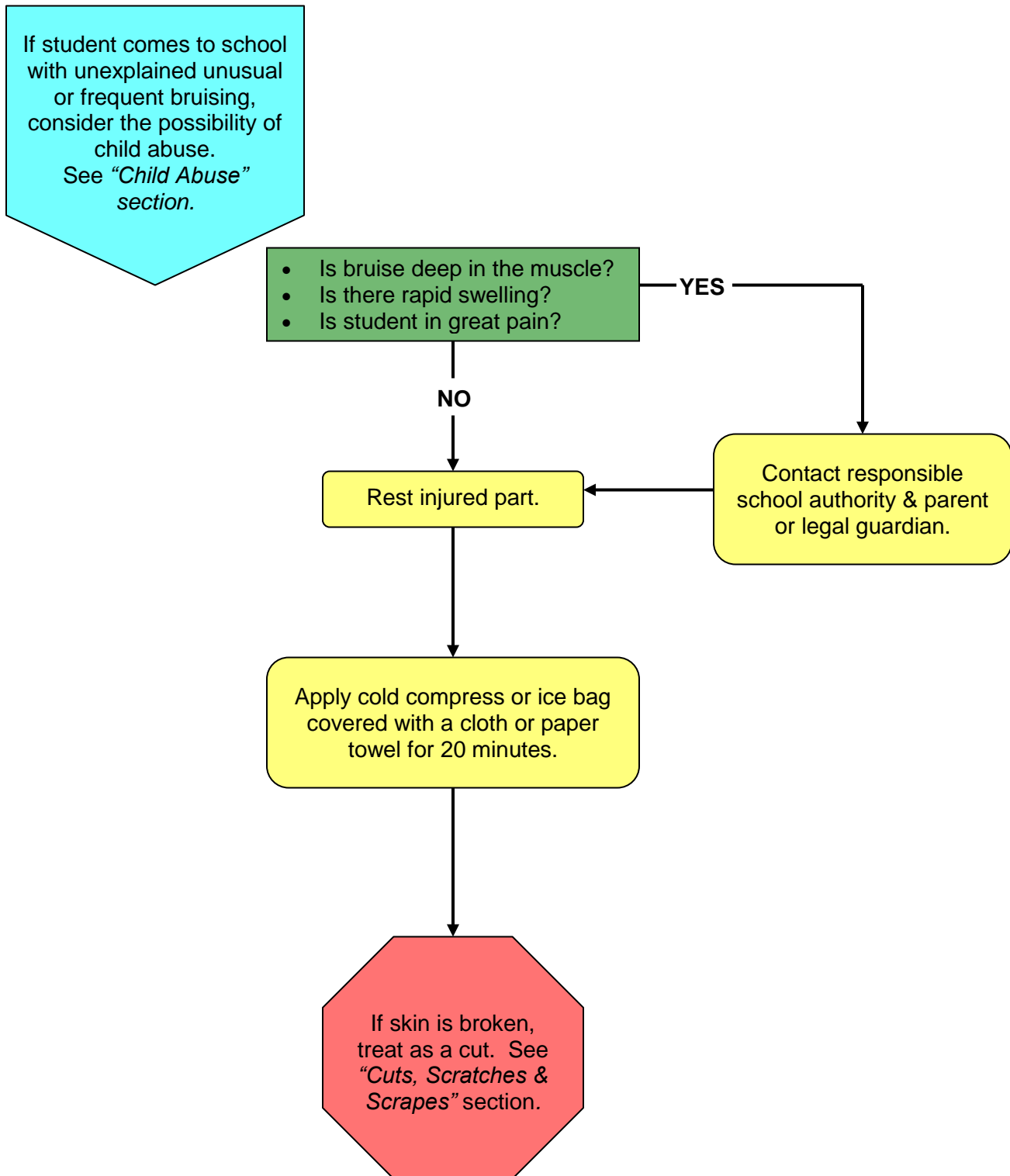


# BLISTERS (FROM FRICTION)

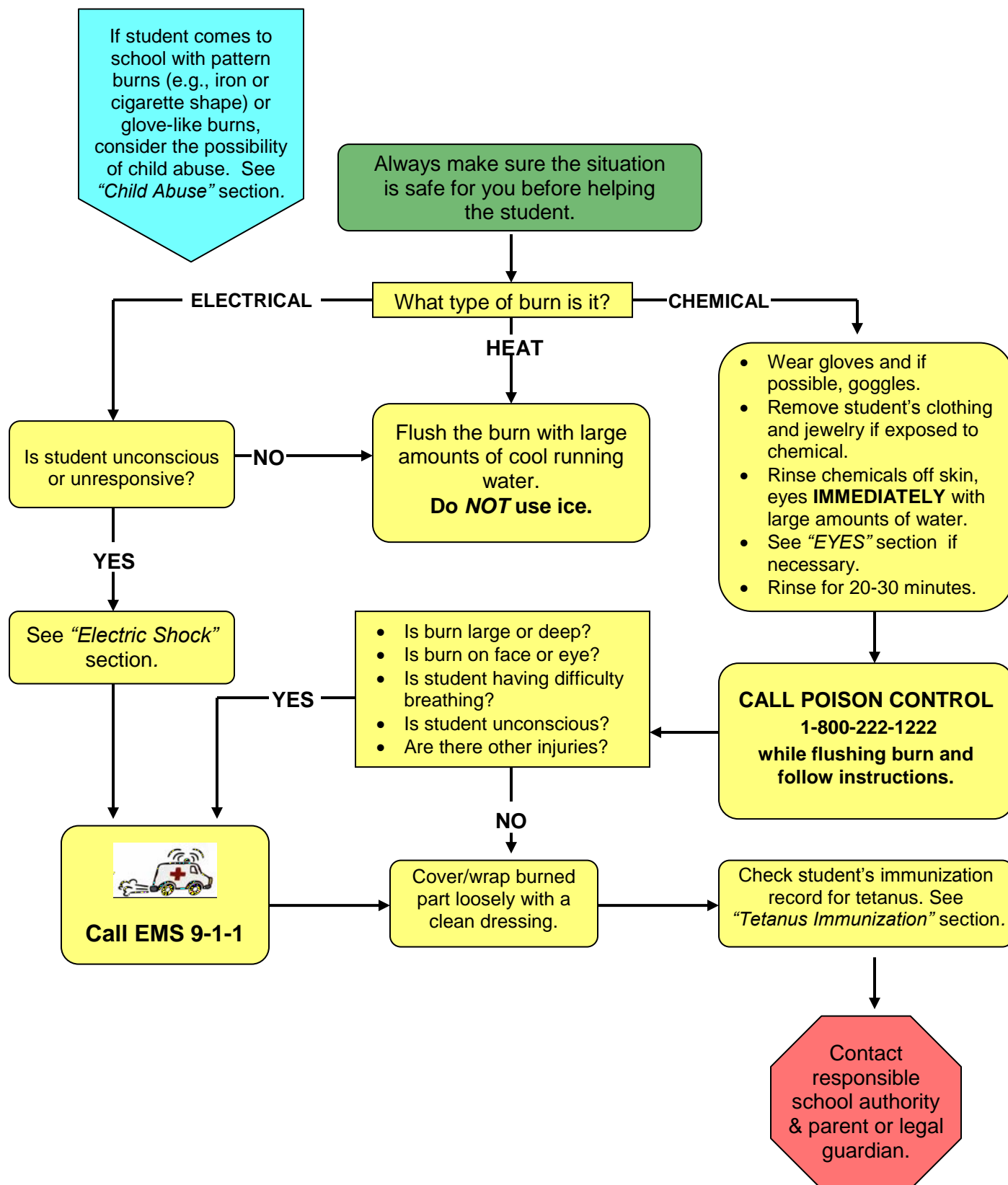




# BRUISES



# BURNS



# NOTES ON PERFORMING CPR

The American Heart Association (AHA) issued new CPR guidelines for laypersons in 2010. A compression-to-ventilation ratio of 30:2 is one emphasized component of these guidelines. Other organizations such as the American Red Cross also offer CPR training classes. This book will offer guidance based on lay-rescuer AHA standards. **If the guidance in this book differs from the instructions you were taught, follow the methods you learned in your training class.** In order to perform CPR safely and effectively, skills should be practiced in the presence of a trained instructor. It is a recommendation of these guidelines that anyone in a position to care for students should be properly trained in CPR. The PA EMSC Program supports school personnel to become trained in CPR and use of AEDs.

Current first aid, choking and CPR manuals, and wall chart(s) should also be available. The American Academy of Pediatrics offers many visual aids for school personnel, and they can be purchased at <http://www.aap.org>.

## CHEST COMPRESSIONS

The AHA is placing more emphasis on the use of effective chest compressions in CPR. CPR chest compressions produce blood flow from the heart to the vital organs. To give effective compressions, rescuers should:

- Follow revised guidelines for hand use and placement based on age.
- Use a compression to breathing ratio of 30 compressions to 2 breaths.
- “Push hard and push fast.” Compress chest at a rate of about 100 compressions per minute for all victims.
- Compress about 1/3 to 1/2 the depth of the chest for infants and children, and 1½ to 2 inches for adults.
- Allow the chest to return to its normal position between each compression.
- Use approximately equal compression and relaxation times.
- Try to limit interruptions in chest compressions.

## BARRIER DEVICES

Barrier devices, to prevent the spread of infections from one person to another, can be used when performing rescue breathing. Several different types (e.g., face shields, pocket masks) exist. It is important to learn and practice using these devices in the presence of a trained CPR instructor before attempting to use them in an emergency situation. Rescue breathing technique may be affected by these devices.



## CHOKING RESCUE

**It is recommended that schools that offer food service have at least one employee present in the lunch room at all times who has received instruction in methods to intervene and assist someone who is choking.**

# CARDIOPULMONARY RESUSCITATION (CPR) FOR INFANTS UNDER 1 YEAR

CPR is to be used when an infant is unresponsive or when breathing or heart beat stops.



1. Gently shake infant. If no response, shout for help and send someone to call EMS.
2. Turn the infant onto his/her back as a unit by supporting the head and neck.
3. Evaluate for signs of circulation, which include breathing, moving, or coughing.
4. If no signs of circulation exist, begin CPR, beginning with chest compressions at a rate of 100 compressions-per-minute. Remember to allow the chest to return to its normal position in between each compression. Push hard, fast, and deep.



## Begin CPR:

1. Find finger position near center of breastbone just below the nipple line. (Make sure fingers are **NOT** over the very bottom of the breastbone.)
2. Compress chest hard and fast at rate of 30 compressions in about 20 seconds with 2 or 3 fingers *about* 1/3 to 1/2 the depth of the infant's chest.

Use equal compression and relaxation times. Limit interruptions in chest compressions.



3. If you feel comfortable or are trained to provide ventilation, provide two (2) ventilations with each ventilation lasting 1 second and watch for the chest to rise with each breath.
4. REPEAT CYCLES OF 30 COMPRESSIONS TO 2 BREATHS AT A RATE OF 100 COMPRESSIONS PER MINUTE UNTIL INFANT STARTS BREATHING EFFECTIVELY ON THEIR OWN OR HELP ARRIVES.

## IF CHEST DOES NOT RISE WITH RESCUE BREATH (AIR DOES NOT GO IN):

Re-tilt head back. Try to give 2 breaths again.

# CARDIOPULMONARY RESUSCITATION (CPR) FOR CHILDREN AGE 1 THRU ADULthood

**CPR is to be used when a student is unresponsive or when breathing or heart beat stops.**

1. Tap or gently shake the shoulder. Shout, "Are you OK?" If child is unresponsive, shout for help and send someone to **call EMS and get your school's AED if available.**
2. Turn the child onto his/her back as a unit by supporting the head and neck. If head or neck injury is suspected, **DO NOT BEND OR TURN NECK.**
3. Evaluate for signs of circulation, which include breathing, moving, or coughing.
4. If no signs of circulation exist, begin CPR, beginning with chest compressions at a rate of 100 compressions-per-minute. Remember to allow the chest to return to its normal position in between each compression. Push hard, fast, and deep.



## **Begin CPR:**

1. Find hand position near center of breastbone just below the nipple line. (Make sure hand(s) are **NOT** over the very bottom of the breastbone.)
2. Compress chest hard and fast at rate of 30 compressions in about 20 seconds with 1 or 2 hands\* *about 2 inches in depth.*



Use equal compression and relaxation times. Limit interruptions in chest compressions.



3. If you feel comfortable or are trained to provide ventilation, provide two (2) ventilations with each ventilation lasting 1 second and watch for the chest to rise with each breath.
4. REPEAT CYCLES OF 30 COMPRESSIONS TO 2 BREATHS AT A RATE OF 100 COMPRESSIONS PER MINUTE UNTIL PATIENT STARTS BREATHING EFFECTIVELY ON THEIR OWN OR HELP ARRIVES.

### **\*Hand positions for child CPR:**

- **1 hand:** Use heel of 1 hand only.
- **2 hands:** Use heel of 1 hand with second on top of first.

# CHOKING (Conscious Victims)

Call EMS 9-1-1 after starting rescue efforts.

## INFANTS UNDER 1 YEAR

Begin the following if the infant is choking and is unable to breathe. However, if the infant is coughing or crying, do **NOT** do any of the following, but call EMS, try to calm the child and watch for worsening of symptoms. If cough becomes ineffective (loss of sound), begin step 1 below.

1. Position the infant, with head slightly lower than chest, face down on your arm and support the head (support jaw; do **NOT** compress throat).



2. Give up to 5 back slaps with the heel of hand between infant's shoulder blades.

3. If object is not coughed up, position infant face up on your forearm with head slightly lower than rest of body.



4. With 2 or 3 fingers, give up to 5 chest thrusts near center of breastbone, just below the nipple line.
5. Open mouth and look. If foreign object is seen, sweep it out with the finger.
6. REPEAT STEPS 1-5 UNTIL OBJECT IS COUGHED UP OR INFANT STARTS TO BREATHE OR BECOMES UNCONSCIOUS.
7. Call EMS after 2 minutes (5 cycles of 30 compressions to 2 rescue breaths) if not already called.

**IF INFANT BECOMES UNCONSCIOUS, BEGIN THE STEPS OF INFANT CPR.**

## CHILDREN OVER 1 YEAR OF AGE & ADULTS

Begin the following if the victim is choking and unable to breathe. Ask the victim: "Are you choking?" If the victim nods yes or can't respond, help is needed. However, if the victim is coughing, crying or speaking, do **NOT** do any of the following, but call EMS, try to calm him/her and watch for worsening of symptoms. If cough becomes ineffective (loss of sound) and victim cannot speak, begin step 1 below.



1. Stand behind an adult, or stand or kneel behind child with arms encircling patient.
2. Place thumbside of fist against middle of abdomen just above the navel. (Do **NOT** place your hand over the very bottom of the breastbone. Grasp fist with other hand).
3. Give up to 5 quick inward and upward abdominal thrusts.
4. REPEAT STEPS 1-2 UNTIL OBJECT IS COUGHED UP AND THE CHILD STARTS TO BREATHE OR CHILD BECOMES UNCONSCIOUS.

**IF CHILD OR ADULT BECOMES UNCONSCIOUS, PLACE ON BACK AND BEGIN THE STEPS OF CPR.**

## FOR OBESE OR PREGNANT PERSONS:

Stand behind person and place your arms under the armpits to encircle the chest. Press with quick backward thrusts.

# CHILD ABUSE & NEGLECT

Child abuse is a complicated issue with many potential signs. According to Pennsylvania law, all school personnel who suspect that a child is being abused or neglected are mandated (required) to make a report to PA ChildLine. The law provides immunity from liability for those who make reports of possible abuse or neglect. Failure to report suspected abuse or neglect may result in civil or criminal liability.

If student has visible injuries, refer to the appropriate guideline to provide first aid.

**CALL EMS 9-1-1** if any injuries require immediate medical care.



All school staff are required to report suspected child abuse and neglect. Refer to your own school's policy for additional guidance on reporting.

**PA ChildLine: 1-800-932-0313**

**Abuse may be physical, sexual, or emotional in nature. Some signs of abuse follow. This *NOT* a complete list:**

- Depression, hostility, low self-esteem, poor self-image.
- Evidence of repeated injuries or unusual injuries.
- Lack of explanation or unlikely explanation for an injury.
- Pattern bruises or marks (e.g., burns in the shape of a cigarette or iron, bruises or welts in the shape of a hand).
- Unusual knowledge of sex, inappropriate touching or engaging in sexual play with other children.
- Severe injury or illness without medical care.
- Poor hygiene, underfed appearance.

**If a student reveals abuse to you:**

- Remain calm.
- Take the student seriously.
- Reassure the student that he/she did the right thing by telling.
- Let the student know that you are required to report the abuse to the Department of Public Welfare.
- Do not make promises that you cannot keep.
- Respect the sensitive nature of the student's situation.
- If you know, tell the student what steps to expect next.
- Follow required school reporting procedures.

Contact responsible school authority.  
**Contact ChildLine.**  
Follow up with school report.



# COMMUNICABLE DISEASES

For more information on protecting yourself from communicable diseases, see “*Communicable Disease Resources*” section, located below.

A communicable disease is a disease that can be spread from one person to another. Germs (bacteria, virus, fungus, parasite) cause communicable diseases.

Chickenpox, pink eye, strep throat, and influenza (flu) are just a few of the common communicable diseases that affect children. There are many more. In general, there will be little you can do for a student in school who has a communicable disease.

**Refer to your local school’s policy for ill students.**

## Signs of PROBABLE illness:

- Sore throat or mouth sores with inability to control saliva.
- Redness, swelling, drainage of eye.
- Unusual spots/rash with fever or itching.
- Crusty, bright yellow, gummy skin sores.
- Persistent diarrhea or vomiting
- Rash with fever or behavioral change
- Yellow skin or yellow “white of eye”.
- Oral temperature greater than 100.0 °F.
- Extreme tiredness or lethargy.
- Unusual behavior.

Contact responsible school authority & parent or legal guardian.

**ENCOURAGE MEDICAL CARE.**

## Signs of POSSIBLE illness:

- Earache.
- Fussiness.
- Runny nose.
- Mild cough.

Monitor student for worsening of symptoms.  
Contact parent/legal guardian and discuss.

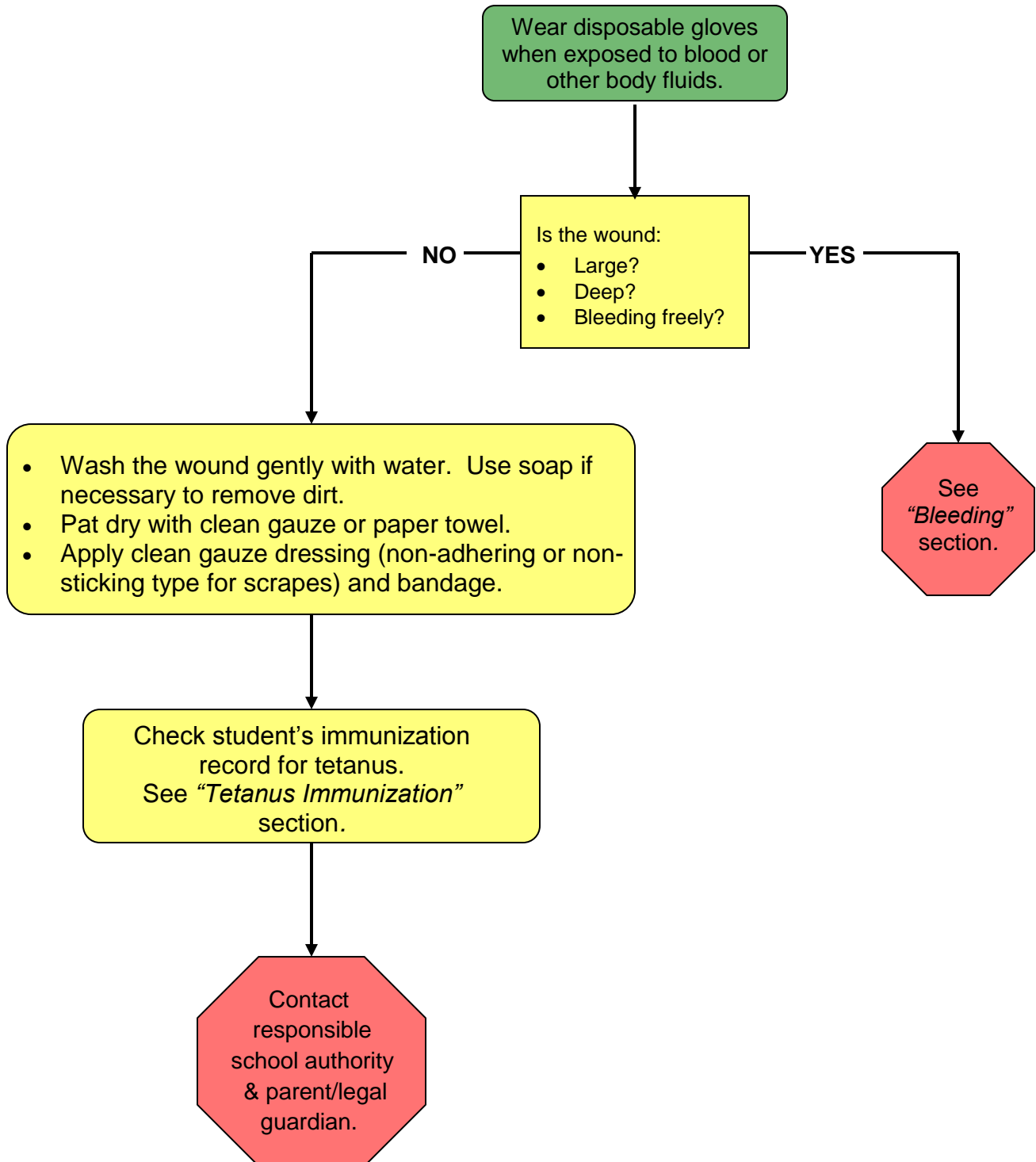
# COMMUNICABLE DISEASE RESOURCES

The Pennsylvania Department of Health offers advice on the control of communicable disease. More information can be found at: <http://www.health.state.pa.us> or (717) 787 3350. When calling the Department of Health with a suspected, probable, or confirmed report of a communicable disease, DO NOT leave a message. For additional information and a list of reportable diseases, please visit:

<http://www.pacode.com/secure/data/028/chapter27/chap27toc.html>



# CUTS (SMALL), SCRATCHES, & SCRAPES (INCLUDING ROPE & FLOOR BURNS)



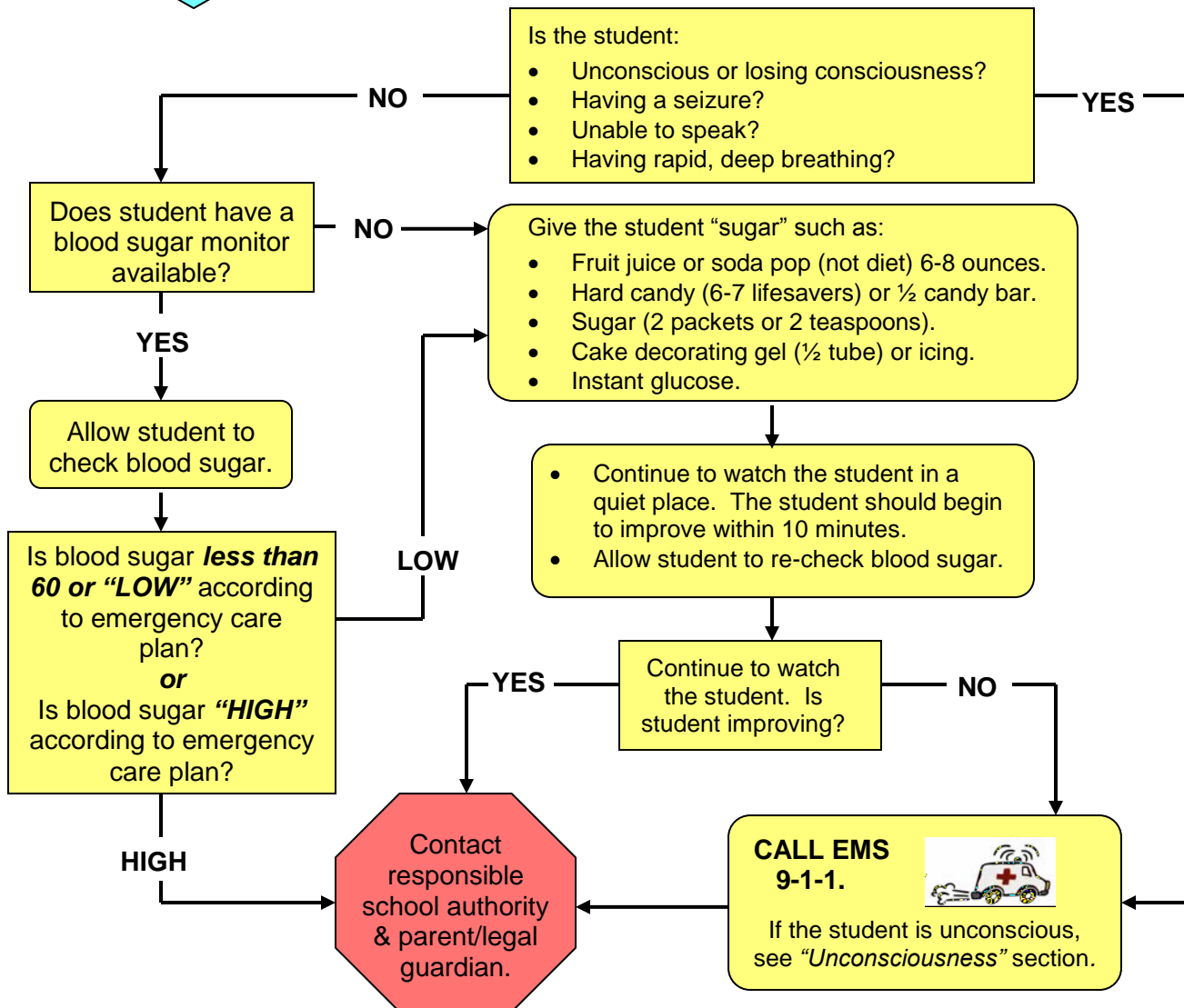
# DIABETES

A student with diabetes should be known to appropriate school staff. An emergency care plan must be developed. Only licensed professionals may administer glucagon or insulin in schools.

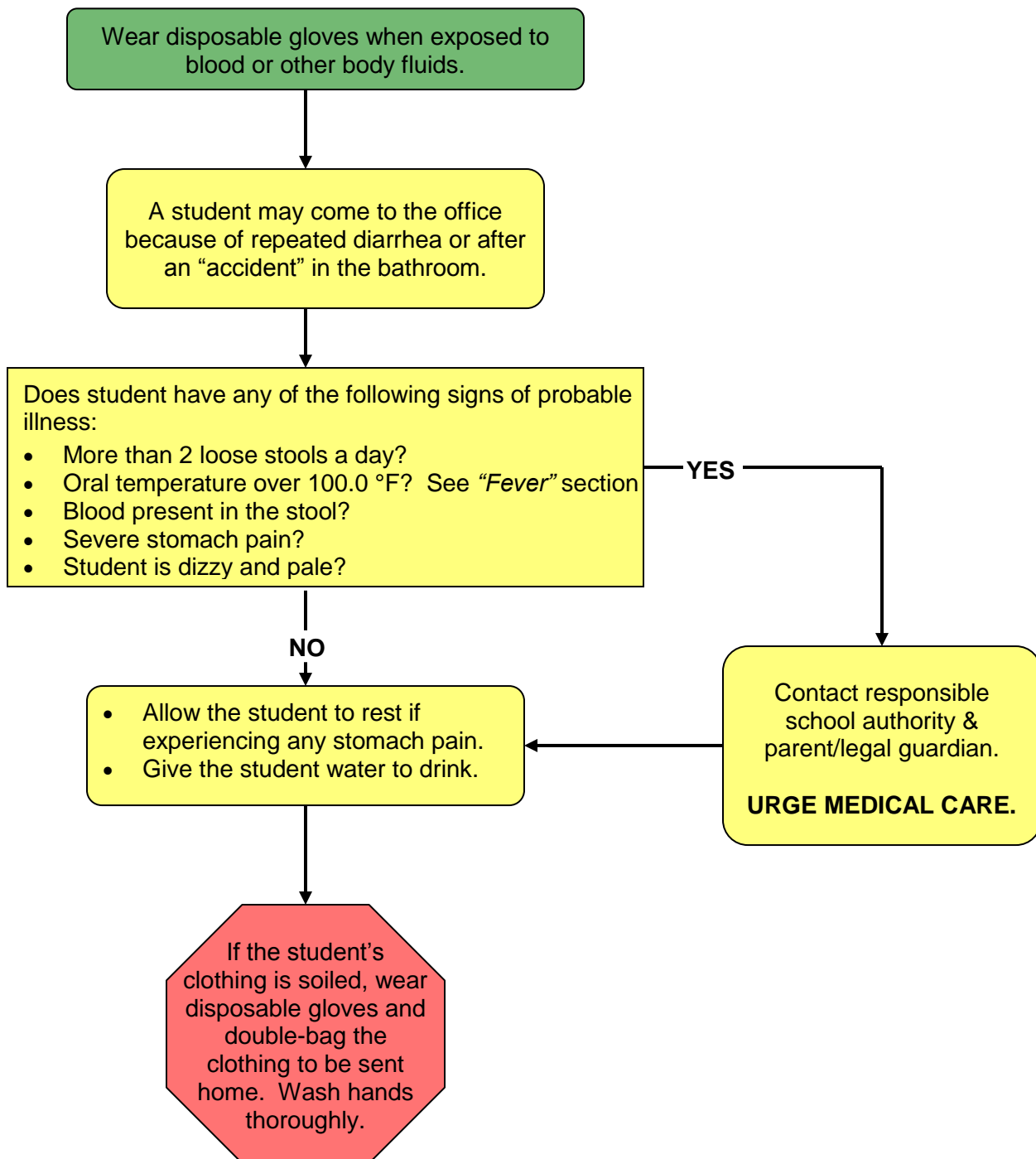
## A student with diabetes may have the following symptoms:

- Irritability and feeling upset.
- Change in personality.
- Sweating and feeling "shaky."
- Loss of consciousness.
- Confusion or strange behavior.
- Rapid, deep breathing.

Refer to student's emergency care plan.

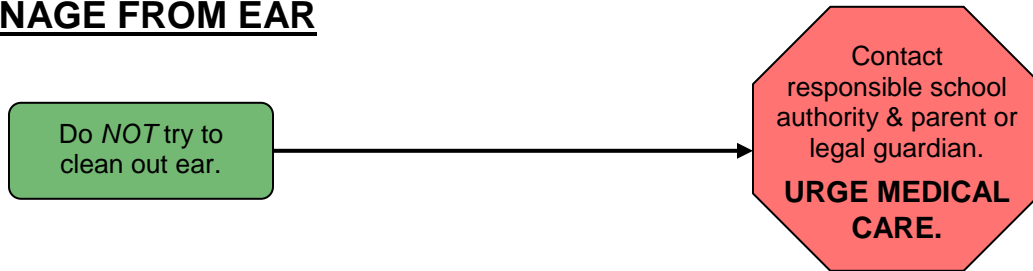


# DIARRHEA

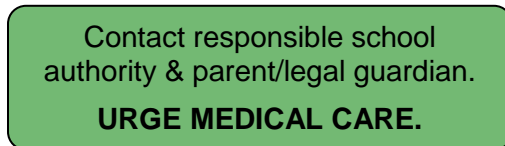


# EAR PROBLEMS

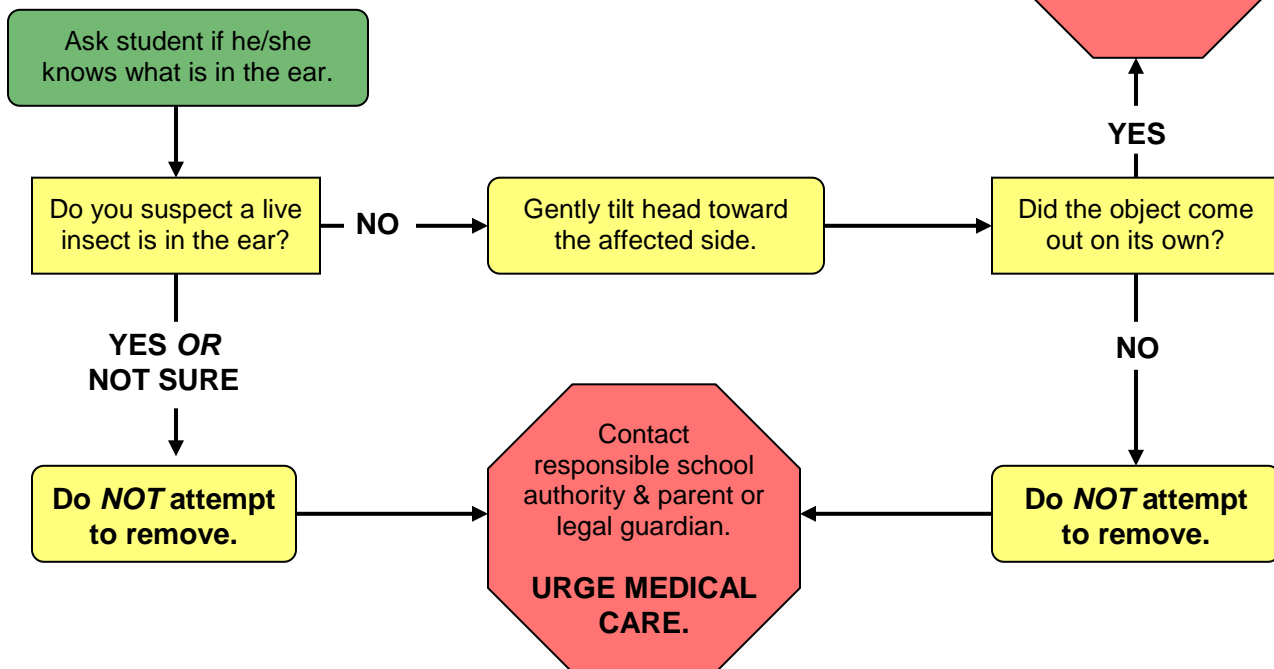
## DRAINAGE FROM EAR



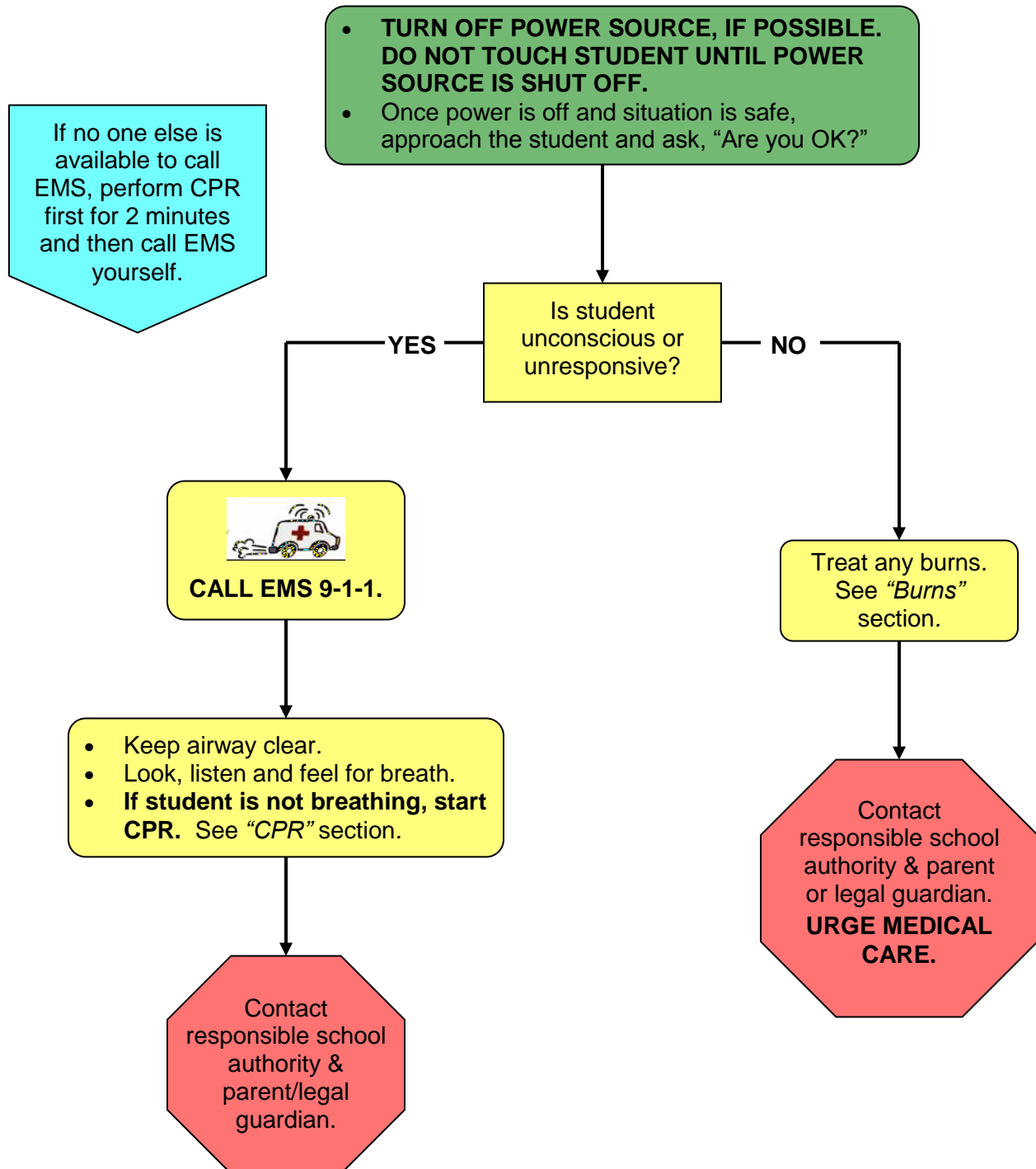
## EARACHE



## OBJECT IN EAR CANAL

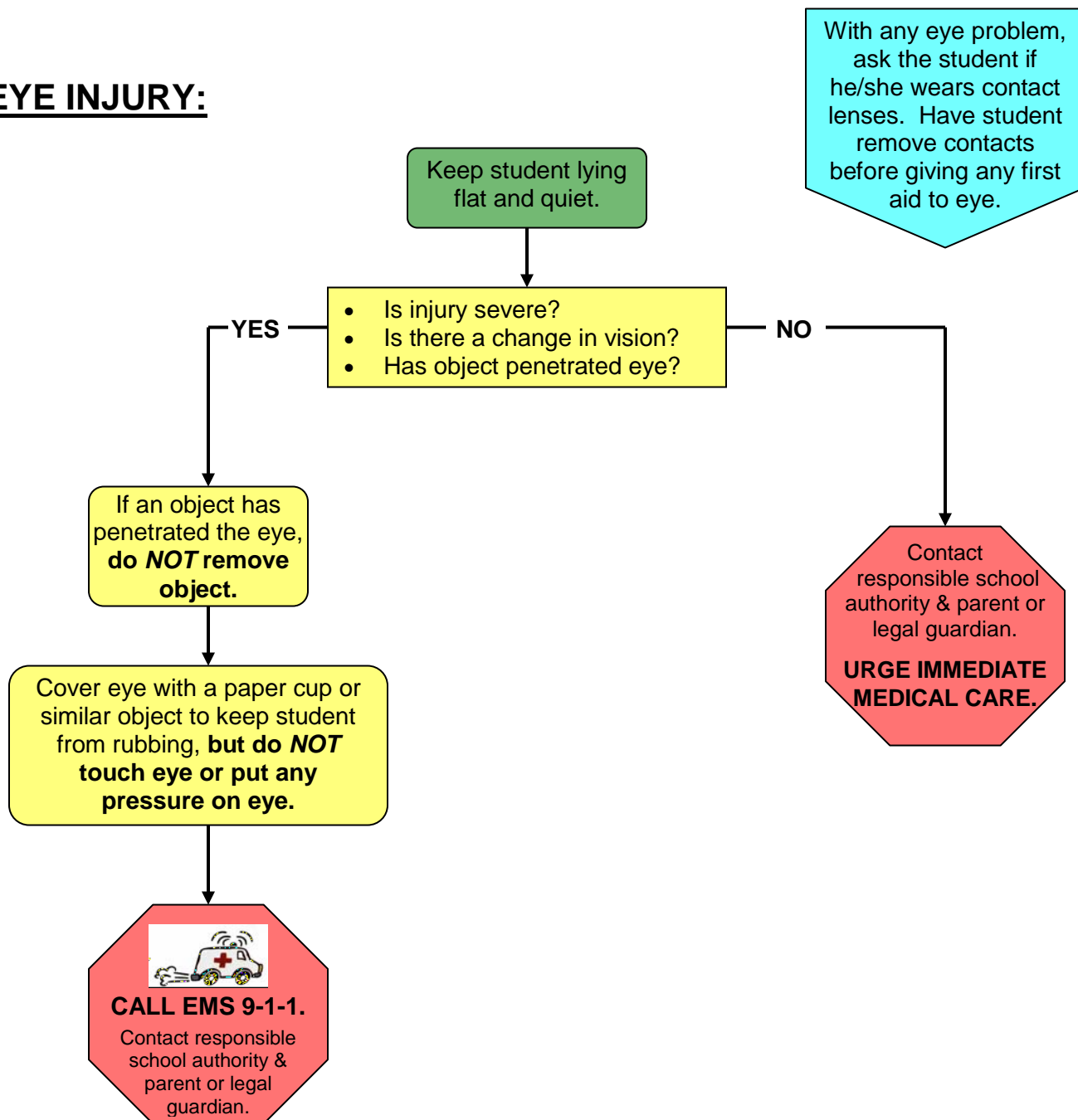


# ELECTRIC SHOCK



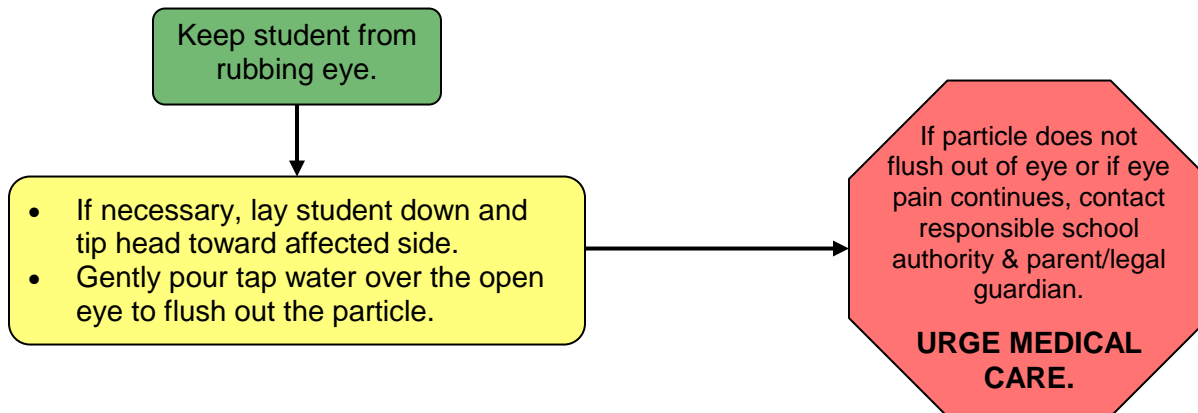
# EYE PROBLEMS

## EYE INJURY:

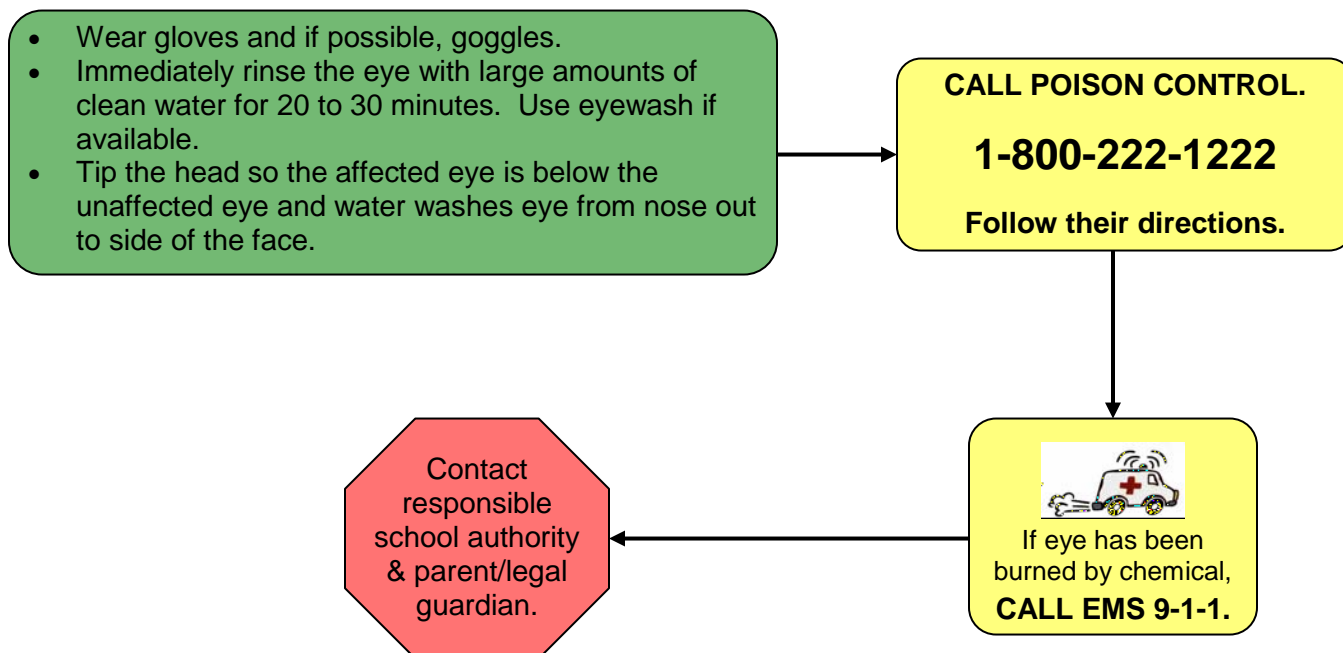


# EYE PROBLEMS

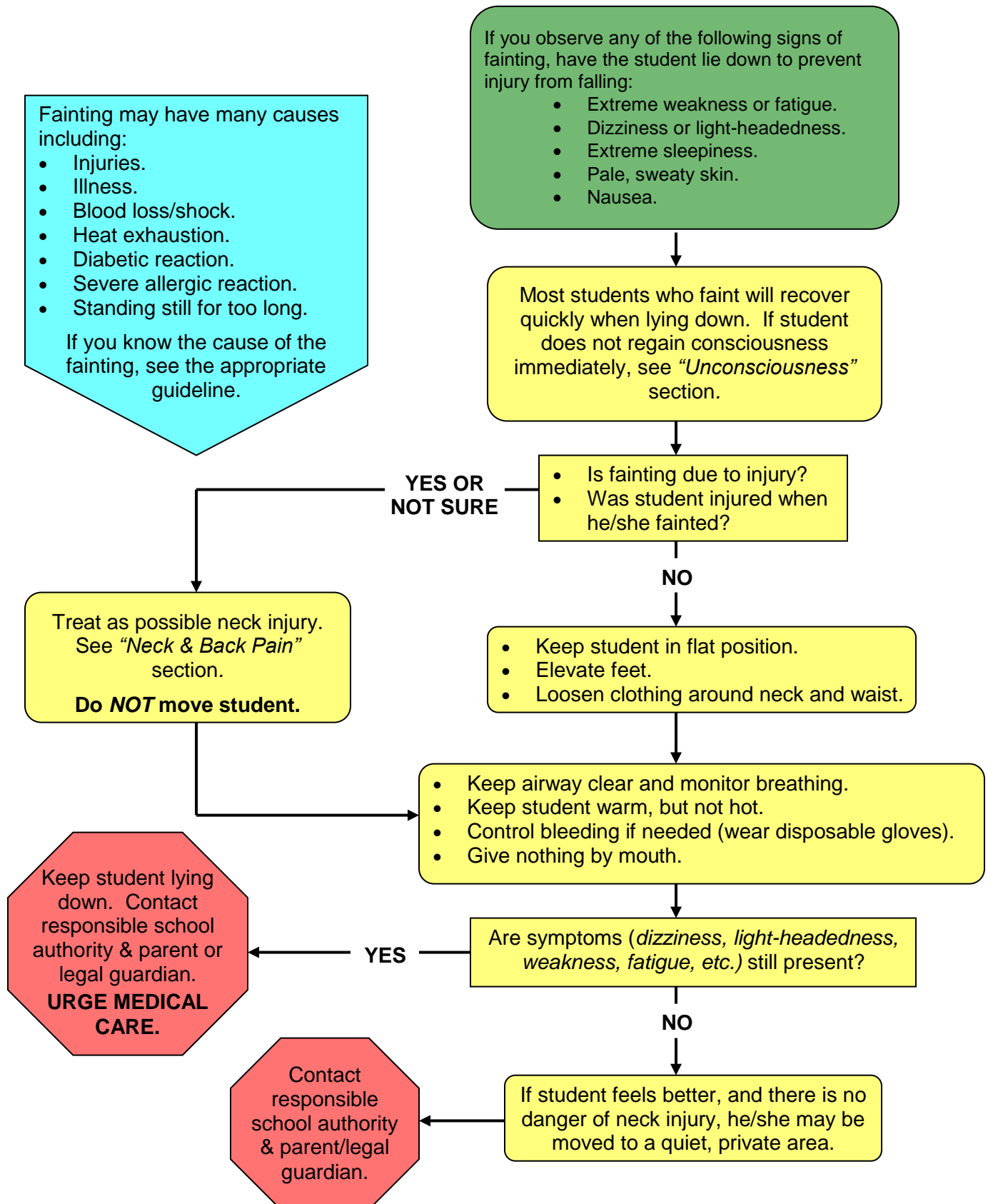
## PARTICLE IN EYE



## CHEMICALS IN EYE

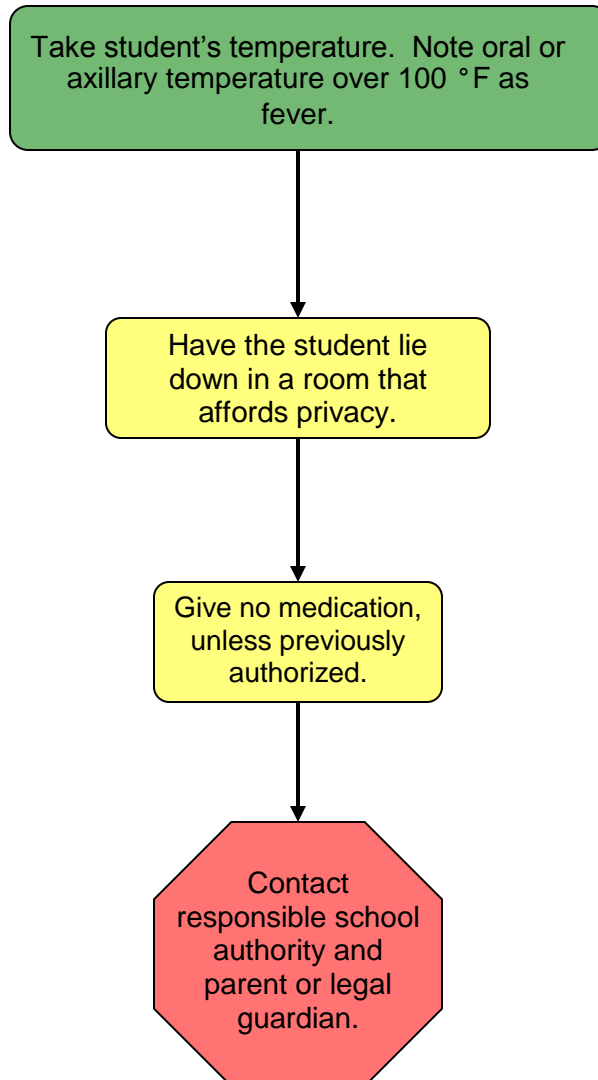


# FAINTING

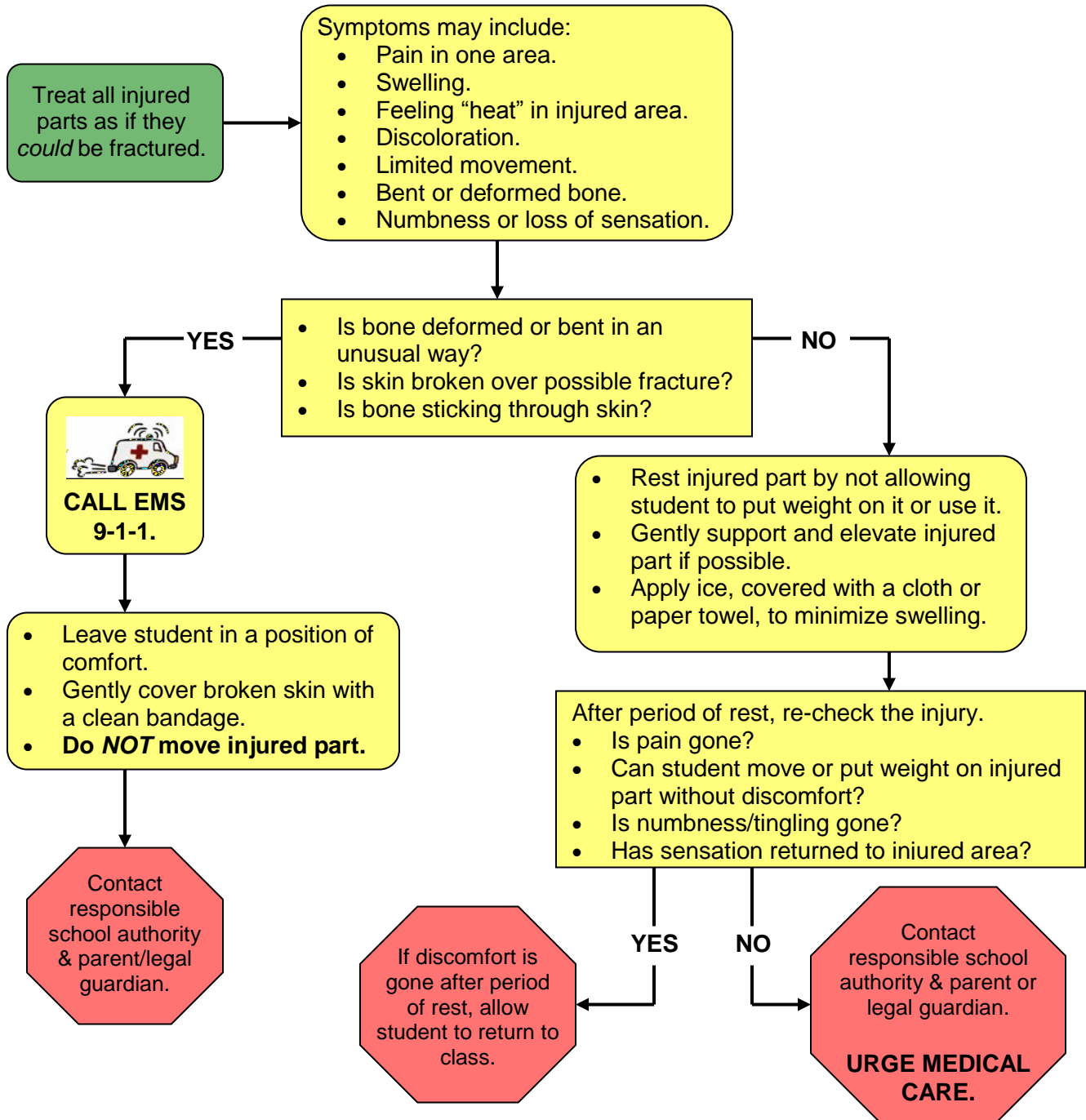




# FEVER & GENERALIZED ILLNESS



# FRACTURES, DISLOCATIONS, SPRAINS, OR STRAINS



# FROSTBITE

Frostbite can result in the same type of tissue damage as a burn. It is a serious condition and requires medical attention.

Exposure to cold even for short periods of time may cause “HYPOTHERMIA” in children (see “*Hypothermia*”). The nose, ears, chin, cheeks, fingers, and toes are the parts most often affected by frostbite.

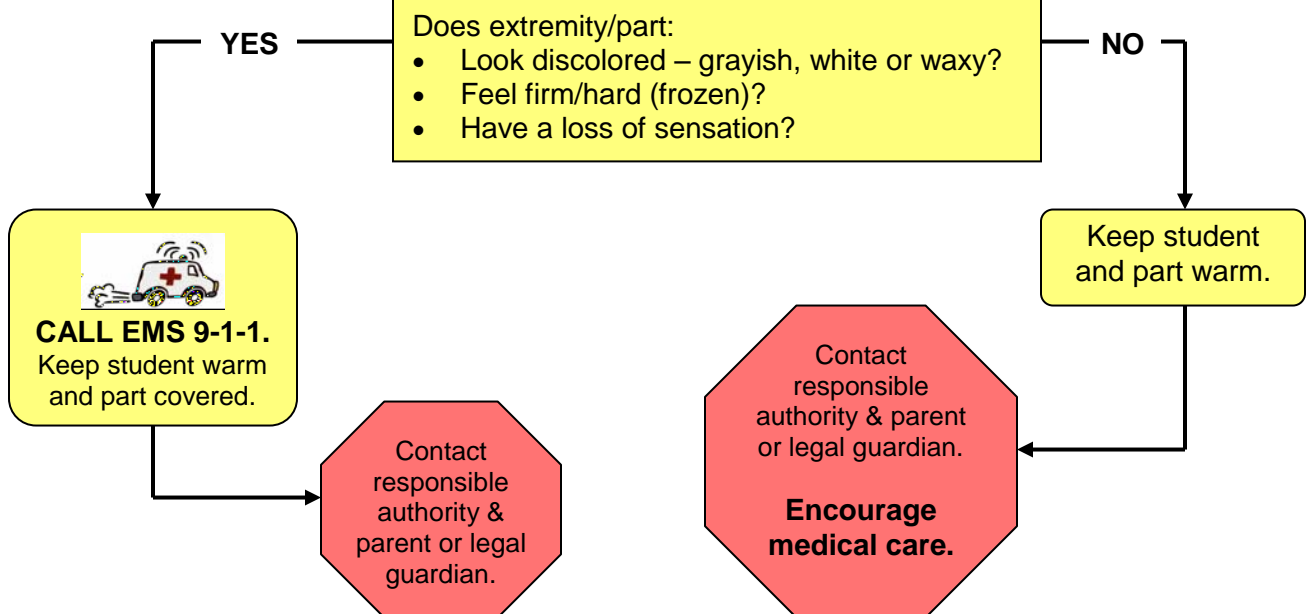
Frostbitten skin may:

- Look discolored (flushed, grayish-yellow, pale).
- Feel cold to the touch.
- Feel numb to the student.

Deeply frostbitten skin may:

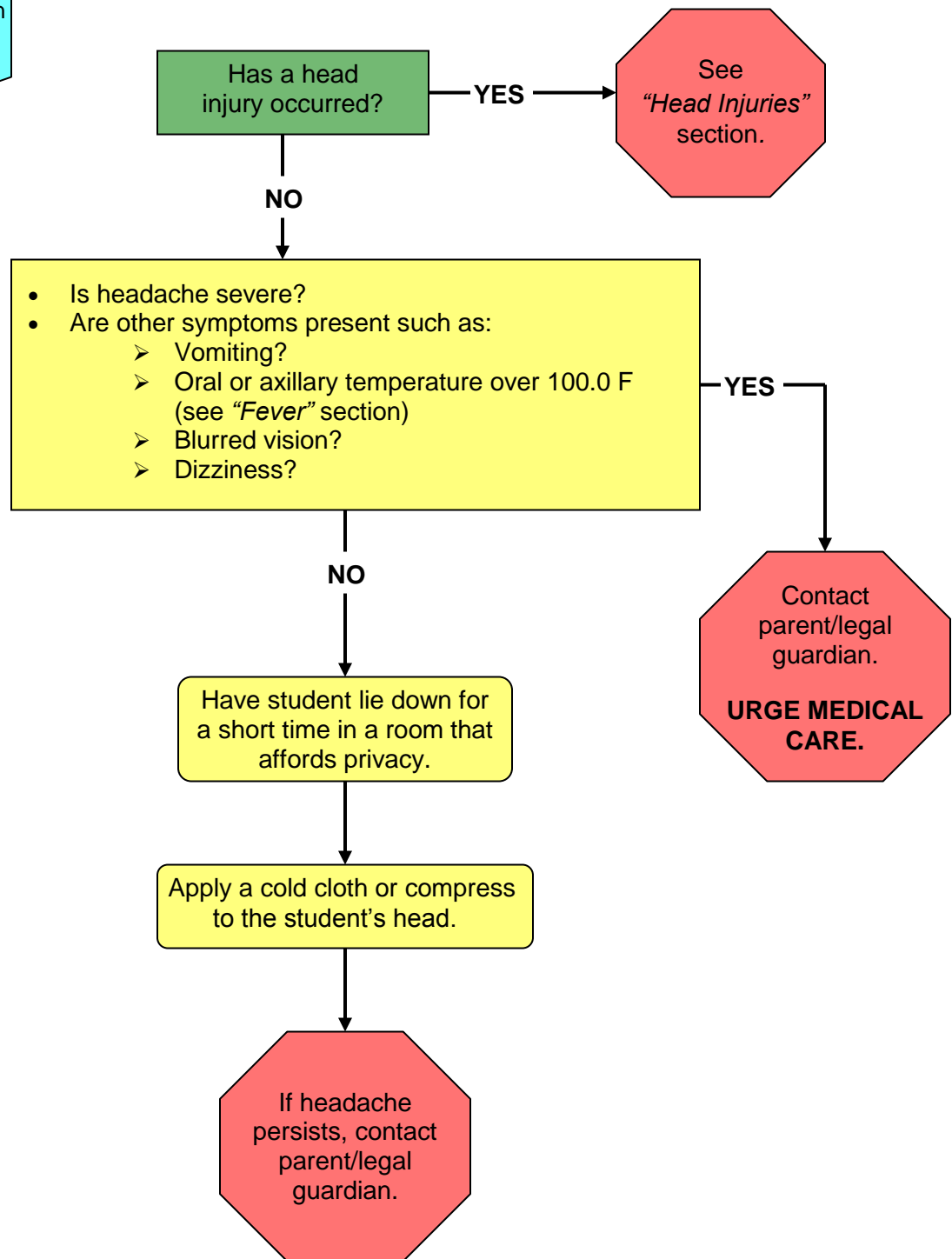
- Look white or waxy.
- Feel firm or hard (frozen).

- Take the student to a warm place.
- Remove cold or wet clothing and give student warm, dry clothes.
- Protect cold part from further injury.
- **Do NOT rub or massage the cold part or apply heat such as a water bottle or hot running water.**
- Cover part loosely with nonstick, sterile dressings or dry blanket.

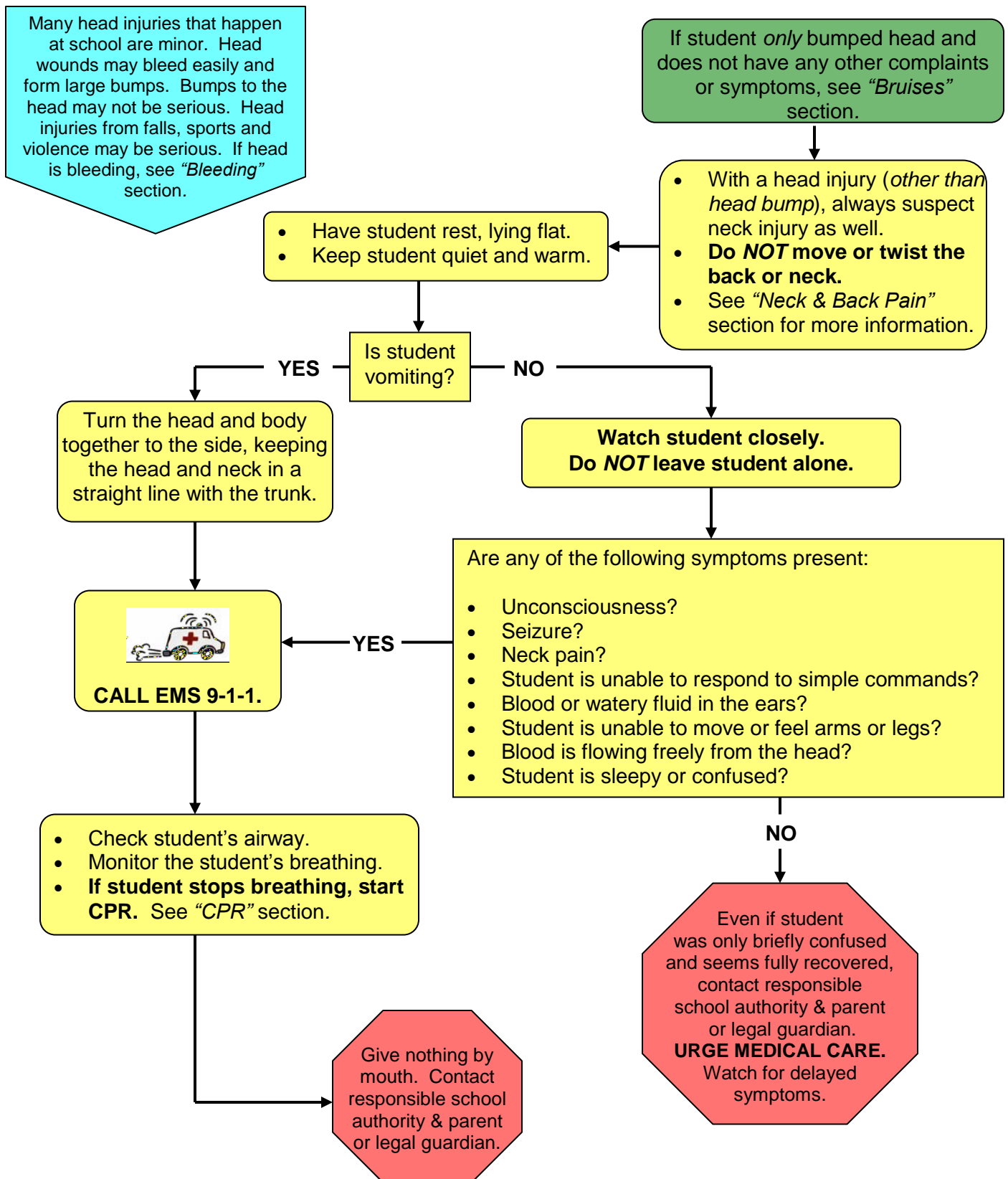


# HEADACHE

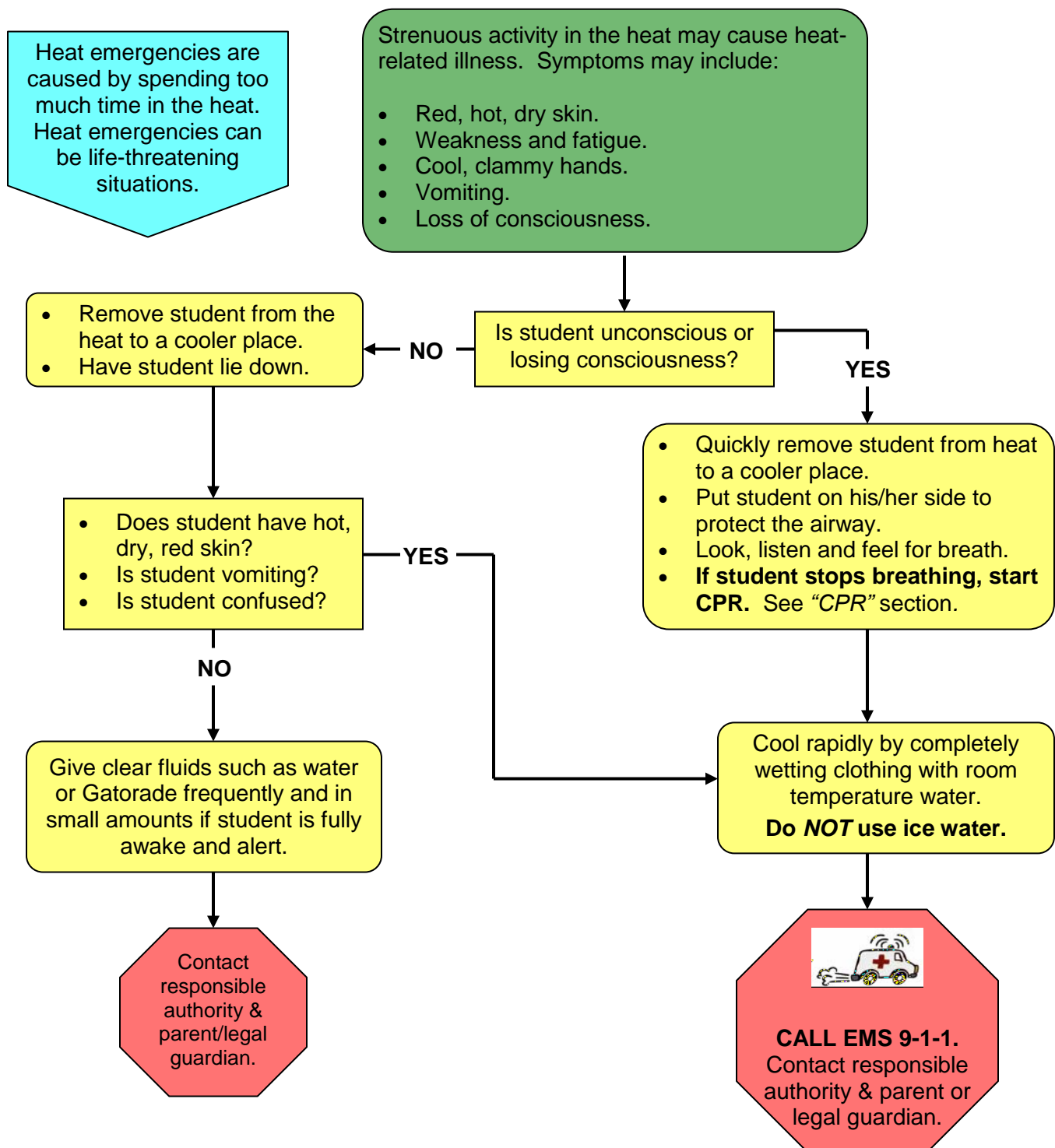
Give no medication  
unless previously  
authorized.



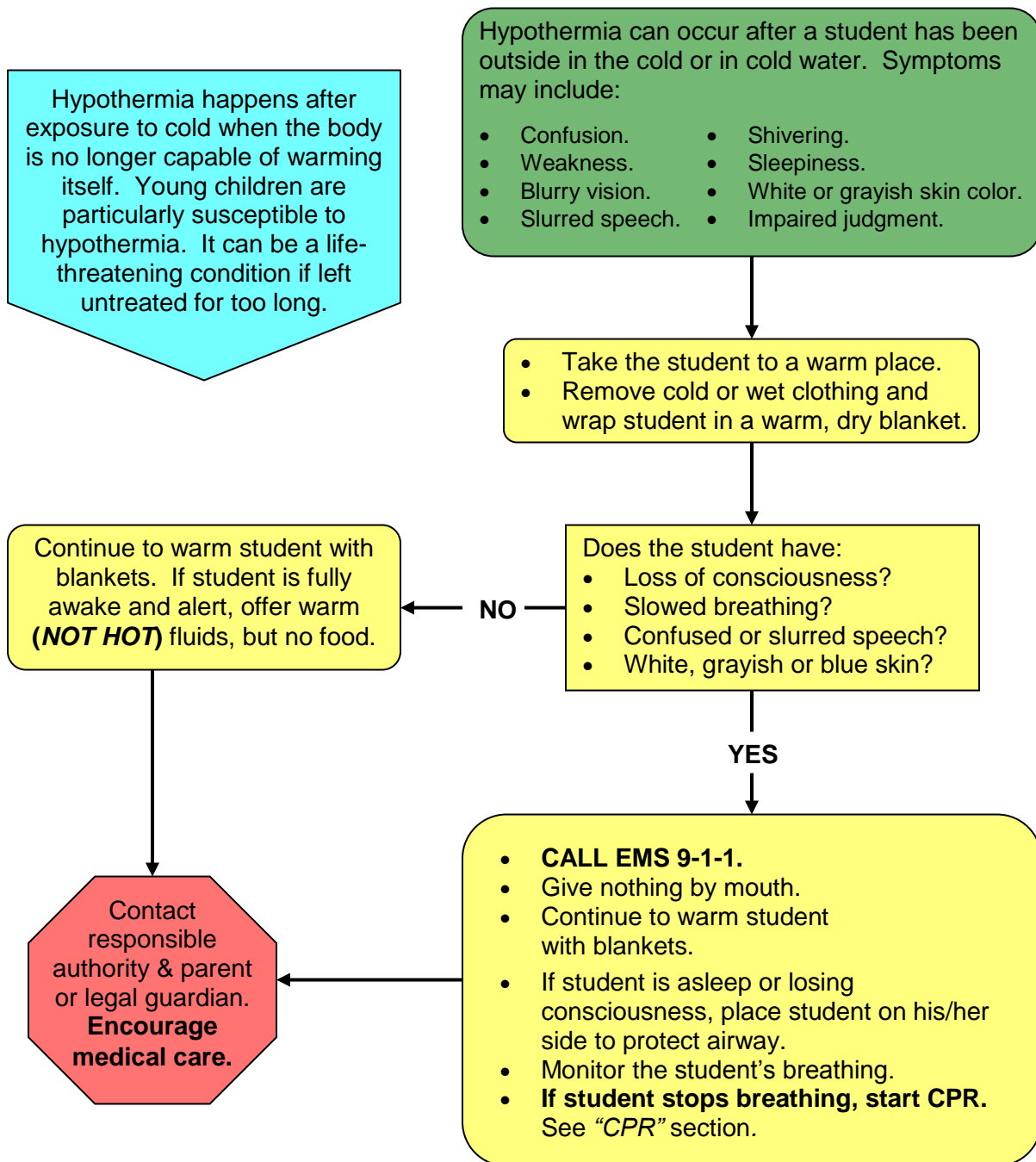
# HEAD INJURIES



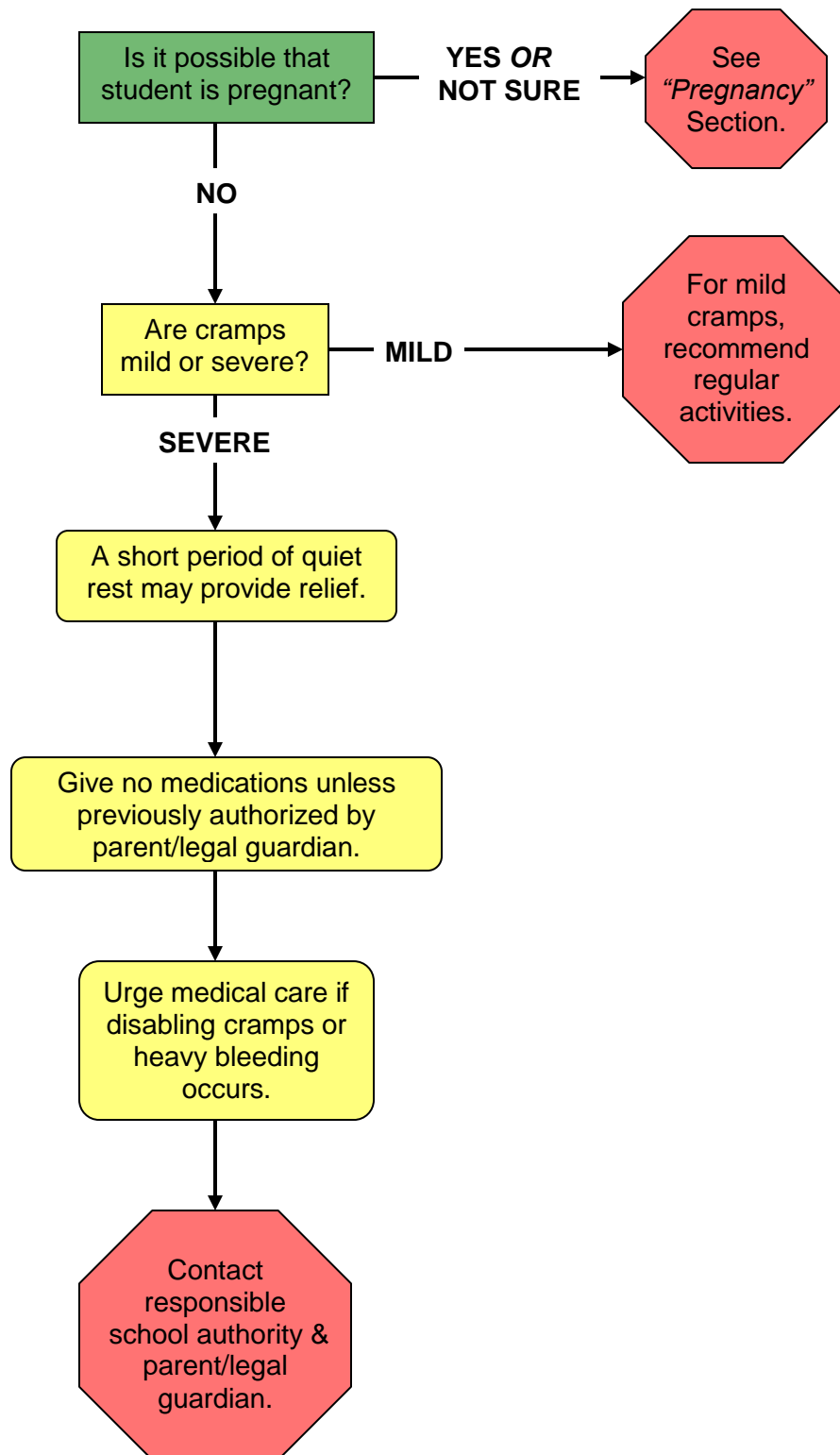
# HEAT EMERGENCIES



# HYPOTHERMIA (EXPOSURE TO COLD)

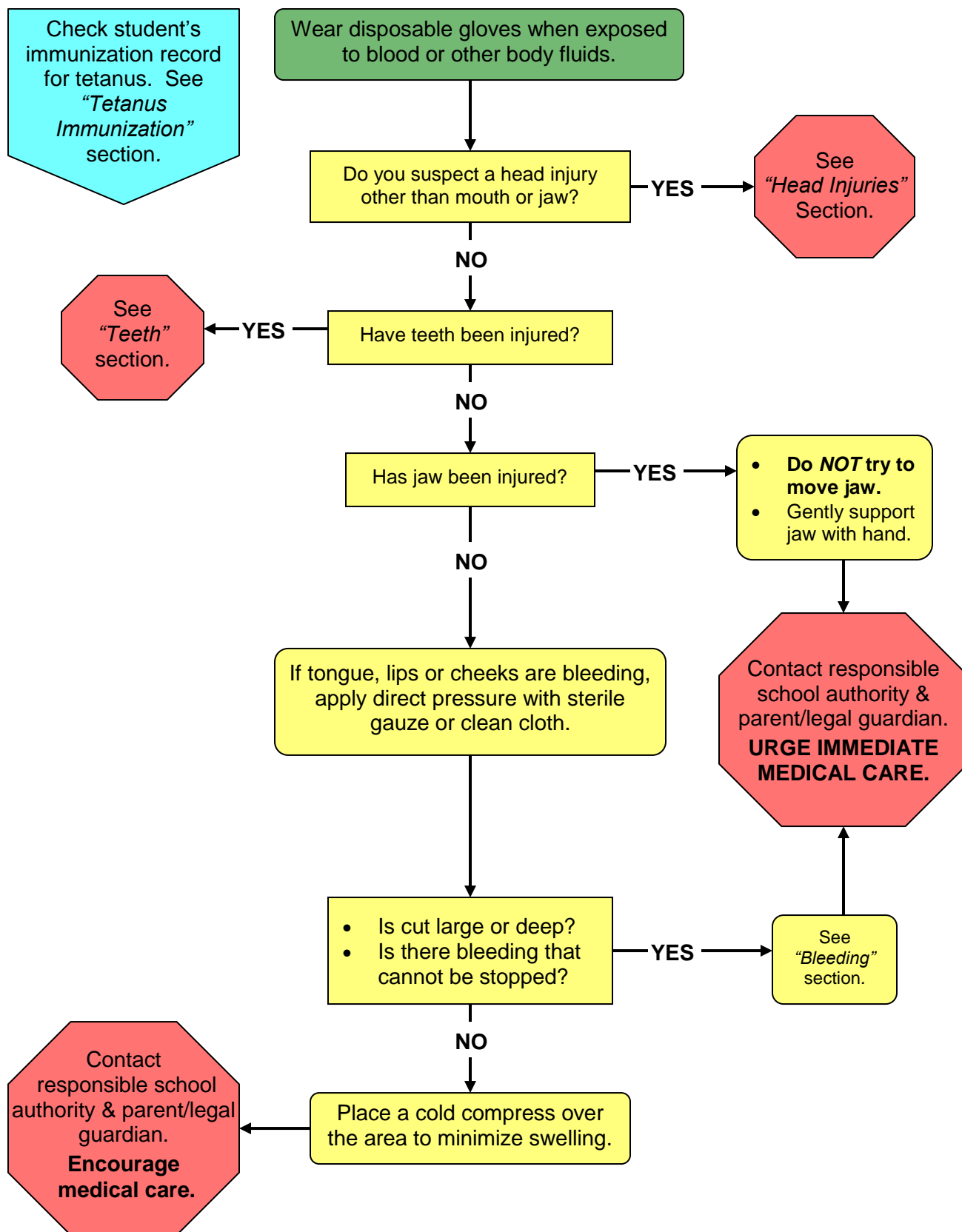


# MENSTRUAL DIFFICULTIES

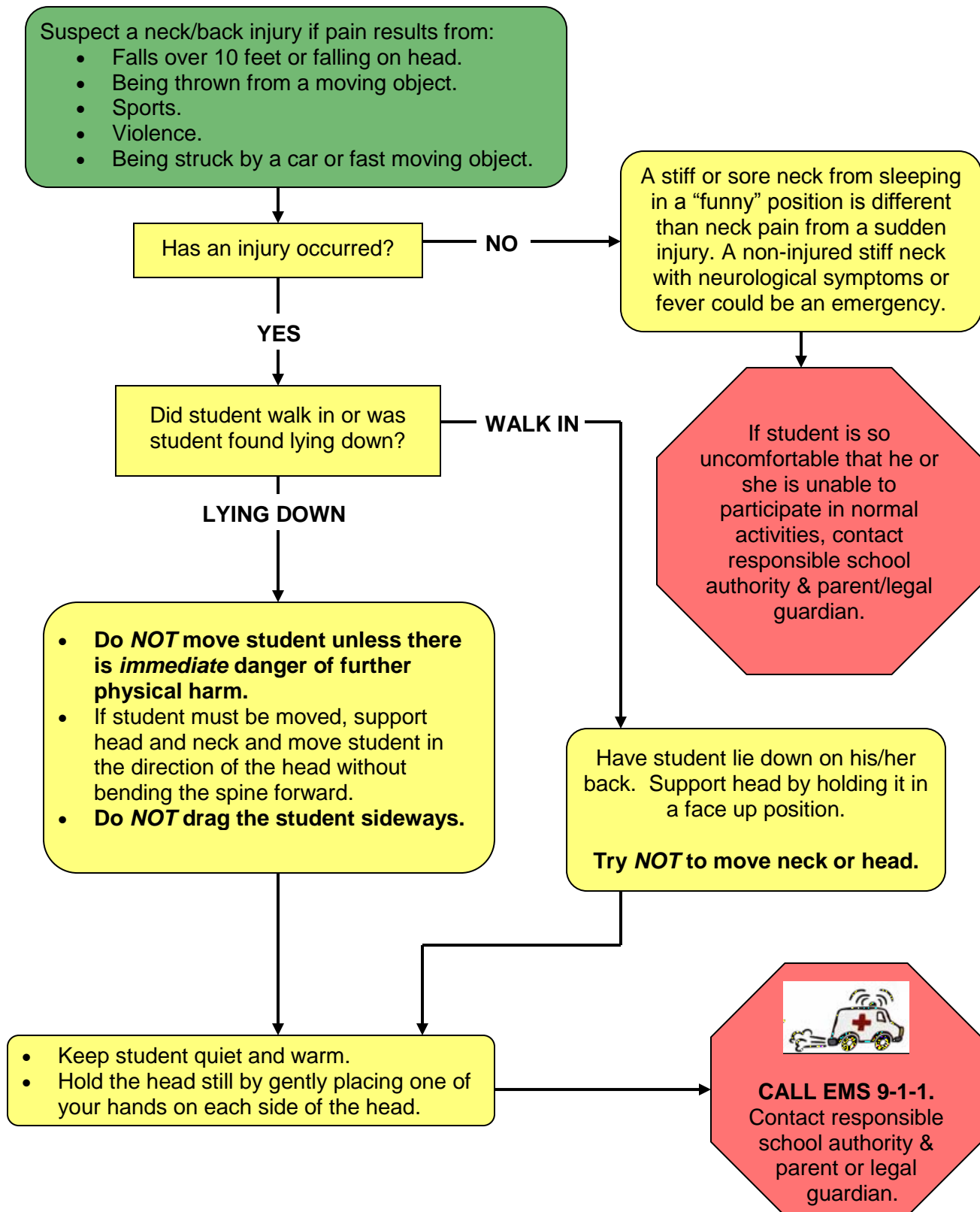




# MOUTH & JAW INJURIES



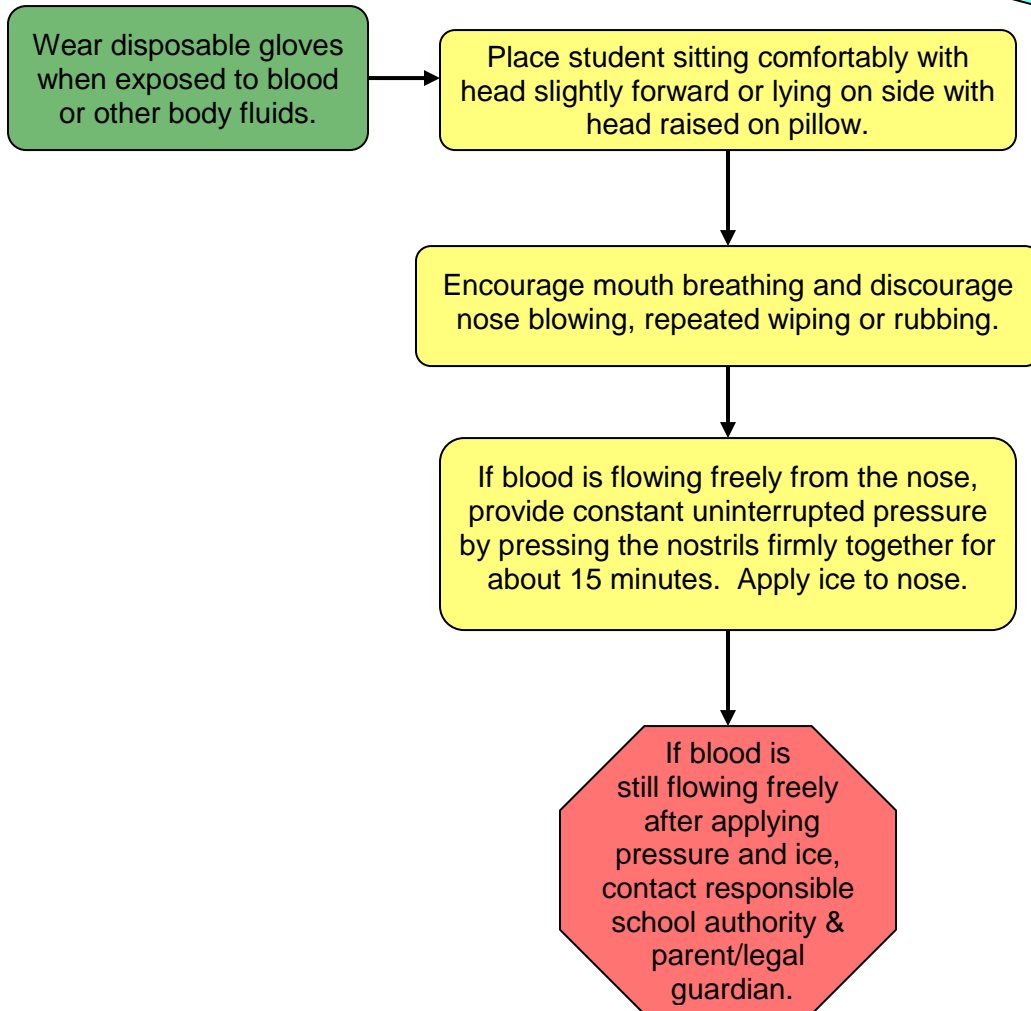
# NECK & BACK PAIN



# NOSE PROBLEMS

## EPISTAXIS (NOSEBLEED)

See “Head Injuries” section if you suspect a head injury other than a nosebleed or broken nose.

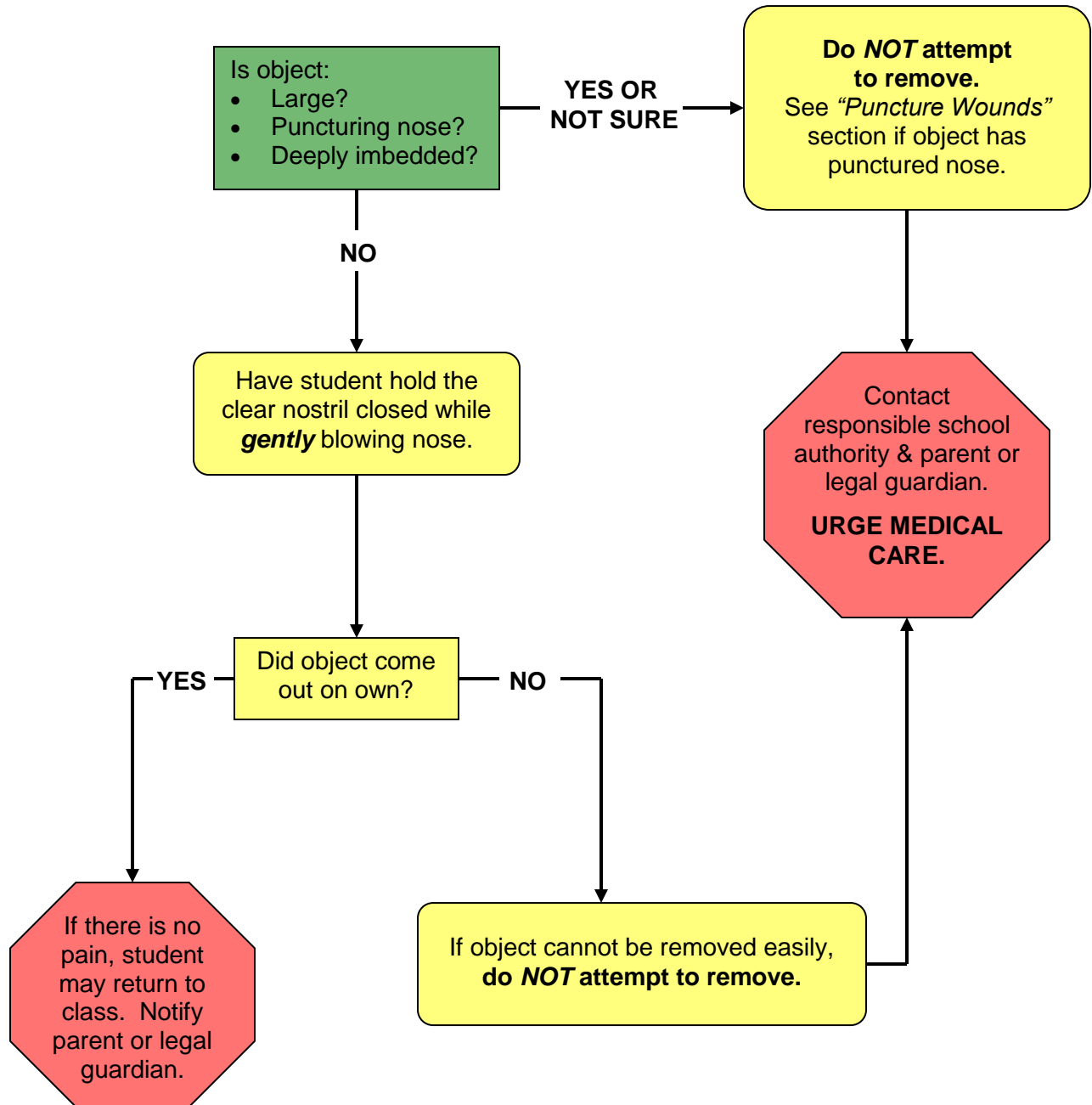


## BROKEN NOSE

- Care for nose as in “Nosebleed” above.
- Contact responsible school authority & parent/legal guardian.
- **URGE MEDICAL CARE.**

# NOSE PROBLEMS

## OBJECT IN NOSE



# POISONING & OVERDOSE

Poisons can be swallowed, inhaled, absorbed through the skin or eyes, or injected. Call Poison Control when you suspect poisoning from:

- Medicines.
- Insect bites and stings.
- Snake bites.
- Plants.
- Chemicals/cleaners.
- Drugs/alcohol.
- Food poisoning.
- Inhalants.

Or if you are not sure.

Possible warning signs of poisoning include:

- Pills, berries or unknown substances in student's mouth.
- Burns around mouth or on skin.
- Strange odor on breath.
- Sweating.
- Upset stomach or vomiting.
- Dizziness or fainting.
- Seizures or convulsions.

- Wear disposable gloves.
- Check student's mouth.
- Remove any remaining substance(s) from mouth.

- **Do NOT induce vomiting or give anything UNLESS instructed to by Poison Control.** With some poisons, vomiting can cause greater damage.
- **Do NOT** follow the antidote label on the container; it may be incorrect.

If possible, find out:

- Age and weight of student.
- What the student swallowed.
- What type of "poison" it was.
- How much and when it was taken.

**CALL POISON CONTROL**  
**1-800-222-1222**  
**Follow their directions.**

- If student becomes unconscious, place on his/her side. Check airway.
- Monitor the student's breathing.
- **If student stops breathing, start CPR.** See "CPR" section.

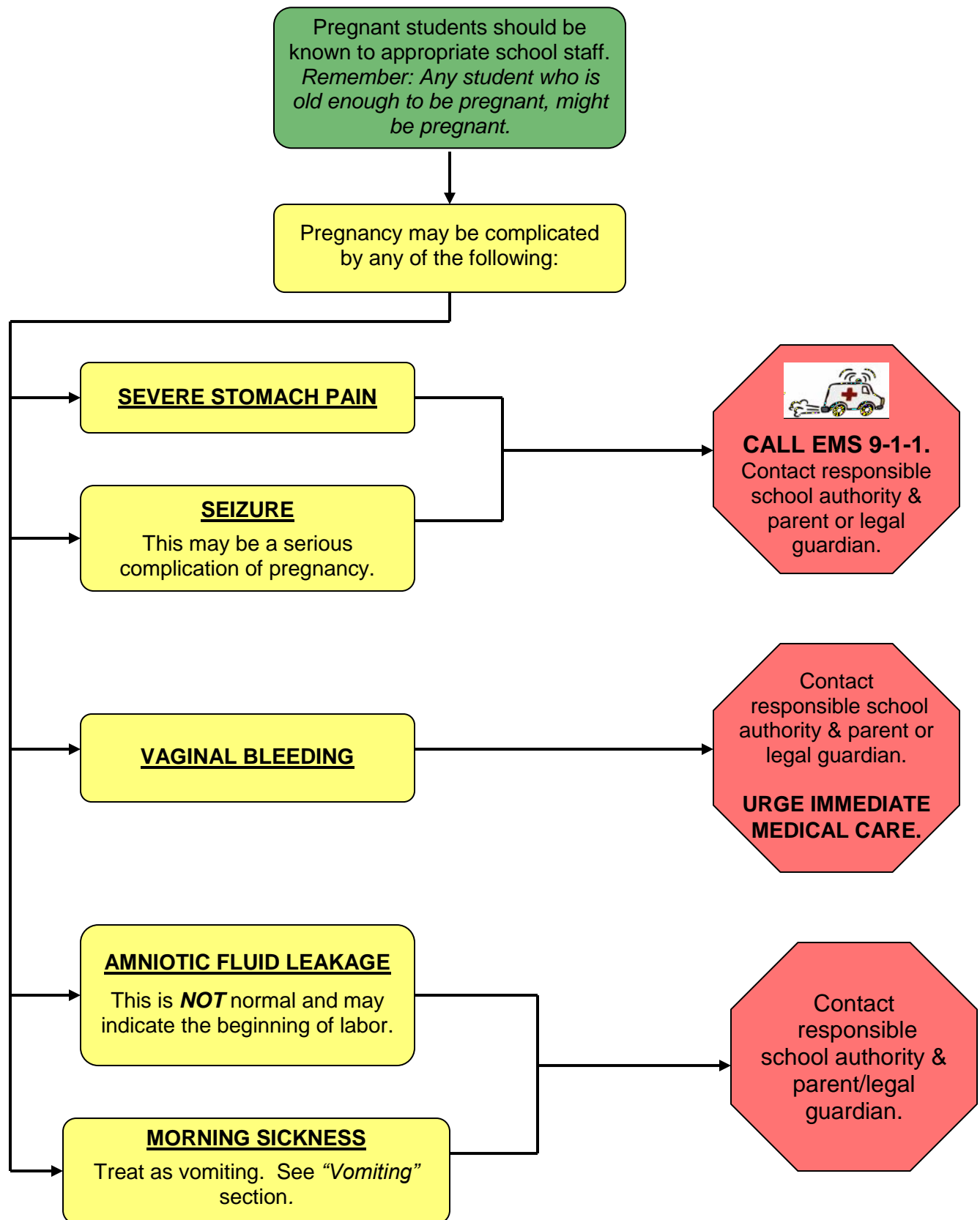
**CALL EMS 9-1-1.**



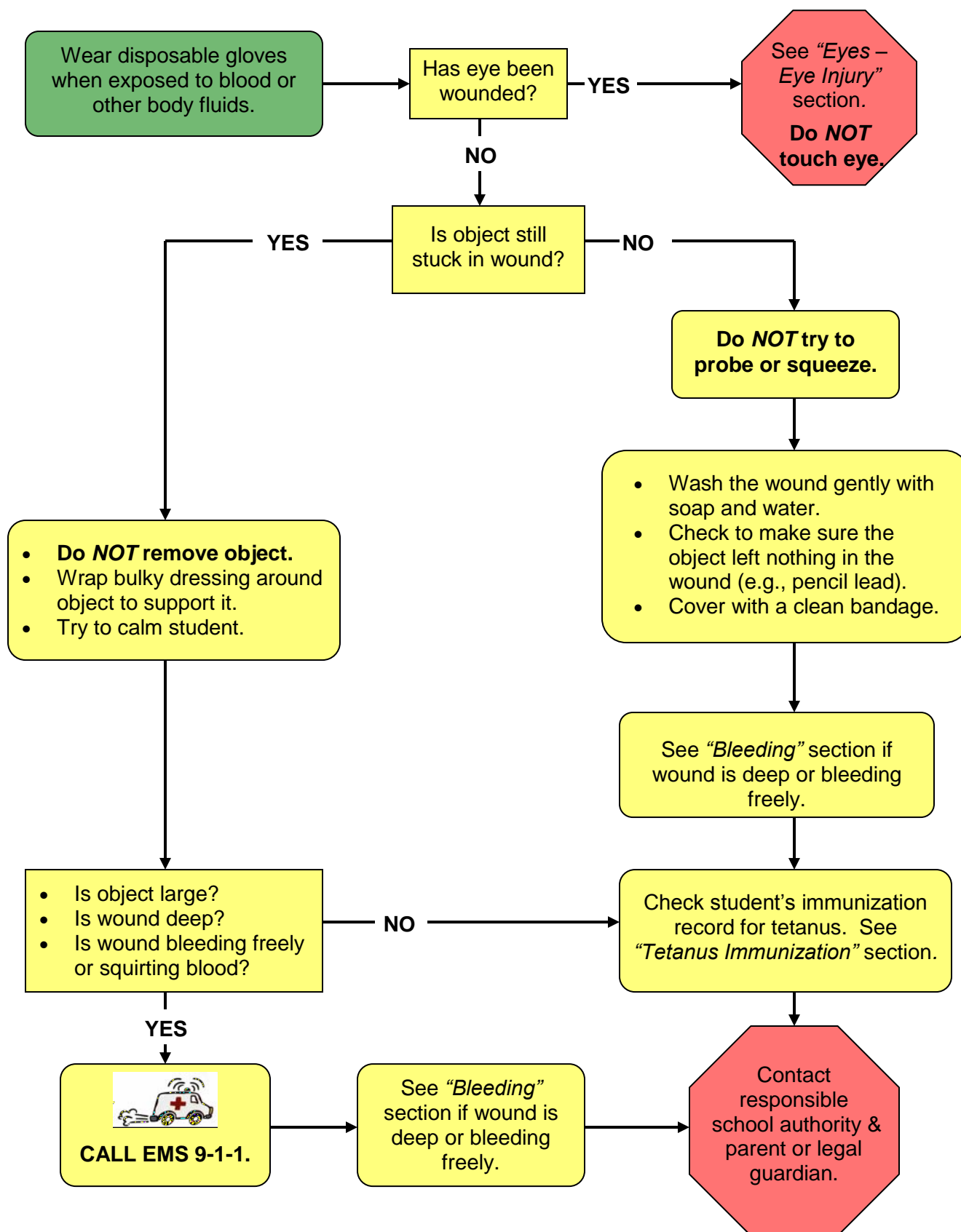
Contact responsible school authority & parent or legal guardian.

Send sample of the vomited material and ingested material with its container (if available) to the hospital with the student.

# PREGNANCY



# PUNCTURE WOUNDS



# RASHES

Rashes may have many causes including heat, infection, illness, reaction to medications, allergic reactions, insect bites, dry skin or skin irritations.

Some rashes may be contagious.  
Wear disposable gloves to protect self when in contact with any rash.

Rashes include such things as:

- Hives.
- Red spots (large or small, flat or raised).
- Purple spots.
- Small blisters.

Other symptoms may indicate whether the student needs medical care.

Does student have:

- Loss of consciousness?
- Difficulty breathing or swallowing?
- Purple spots?

← YES

**CALL EMS 9-1-1.**

Contact responsible school authority & parent/legal guardian.

NO

If any of the following symptoms are present, contact responsible school authority & parent or legal guardian and **URGE MEDICAL CARE:**

- Oral temperature over 100.0 °F (See “Fever” section).
- Headache.
- Diarrhea.
- Sore throat.
- Vomiting.
- Rash is bright red and sore to the touch.
- Rash (hives) all over body.
- Student is so uncomfortable (e.g., itchy, sore, feels ill) that he/she is not able to participate in school activities.

See “Allergic Reaction” section and “Communicable Disease” section for more information.



# SEIZURES

Seizures may be any of the following:

- Episodes of staring with loss of eye contact.
- Staring involving twitching of the arm and leg muscles.
- Generalized jerking movements of the arms and legs.
- Unusual behavior for that person (e.g., running, belligerence, making strange sounds, etc.).
- If head injury is suspected, do not move the child.

A student with a history of seizures should be known to appropriate school staff. An emergency care plan should be developed, containing a description of the onset, type, duration, and after effects of the seizures.

Refer to student's emergency care plan.

- If student seems off balance, place him/her on the floor (on a mat) for observation and safety.
- **Do NOT restrain movements.**
- Move surrounding objects to avoid injury.
- **Do NOT place anything in between the teeth or give anything by mouth.**
- Keep airway clear by placing student on his/her side. A pillow should *NOT* be used.

Observe details of the seizure for parent/legal guardian, emergency personnel or physician. Note:

- Duration.
- Kind of movement or behavior.
- Body parts involved.
- Loss of consciousness, etc.

NO

Seizures are often followed by sleep. The student may also be confused. This may last from 15 minutes to an hour or more. After the sleeping period, the student should be encouraged to participate in all normal class activities.

- Is student having a seizure lasting longer than *5 minutes*?
- Is student having seizures following one another at short intervals?
- Is student *without a known history* of seizures having a seizure?
- Is student having any breathing difficulties after the seizure?

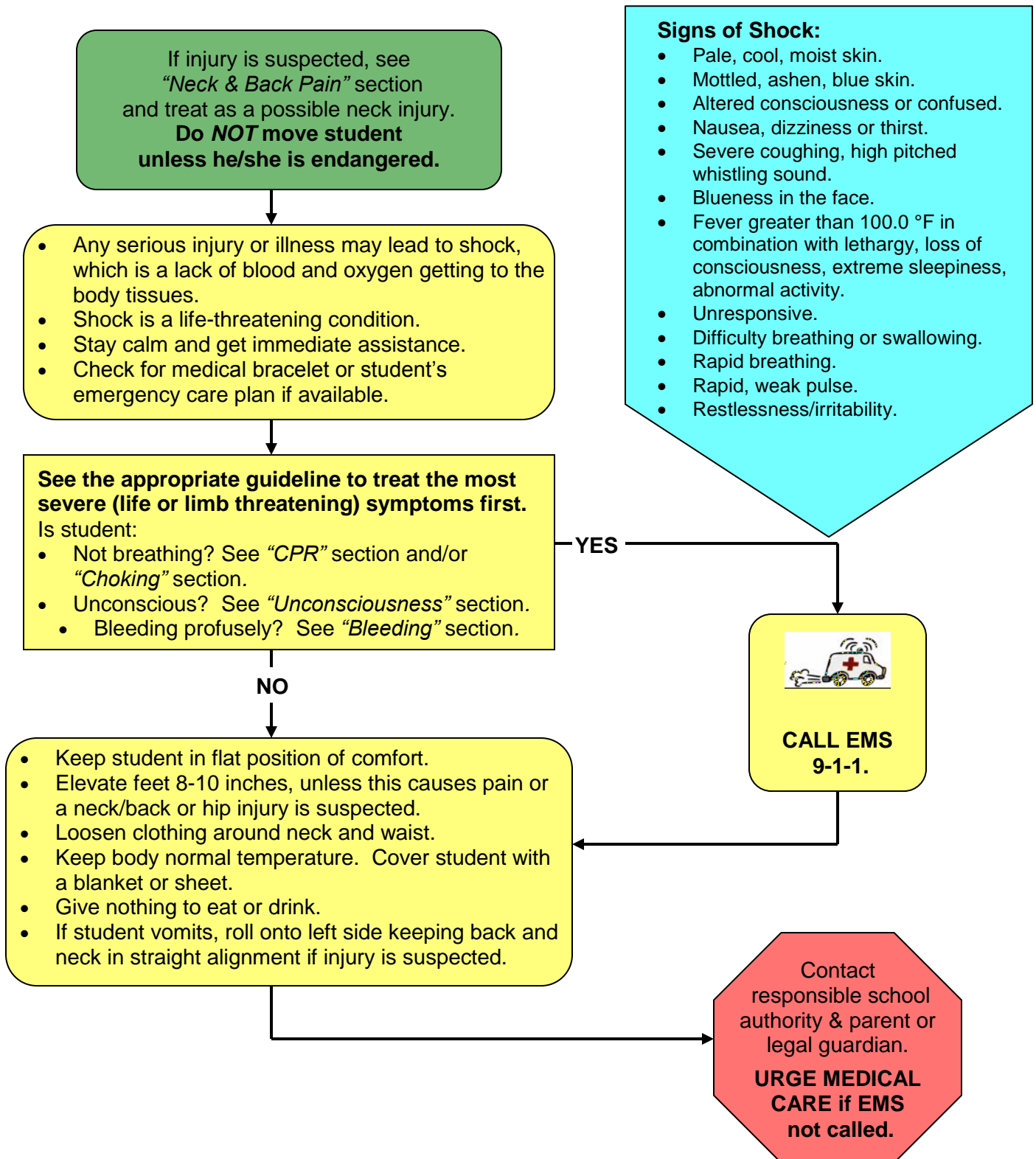
YES



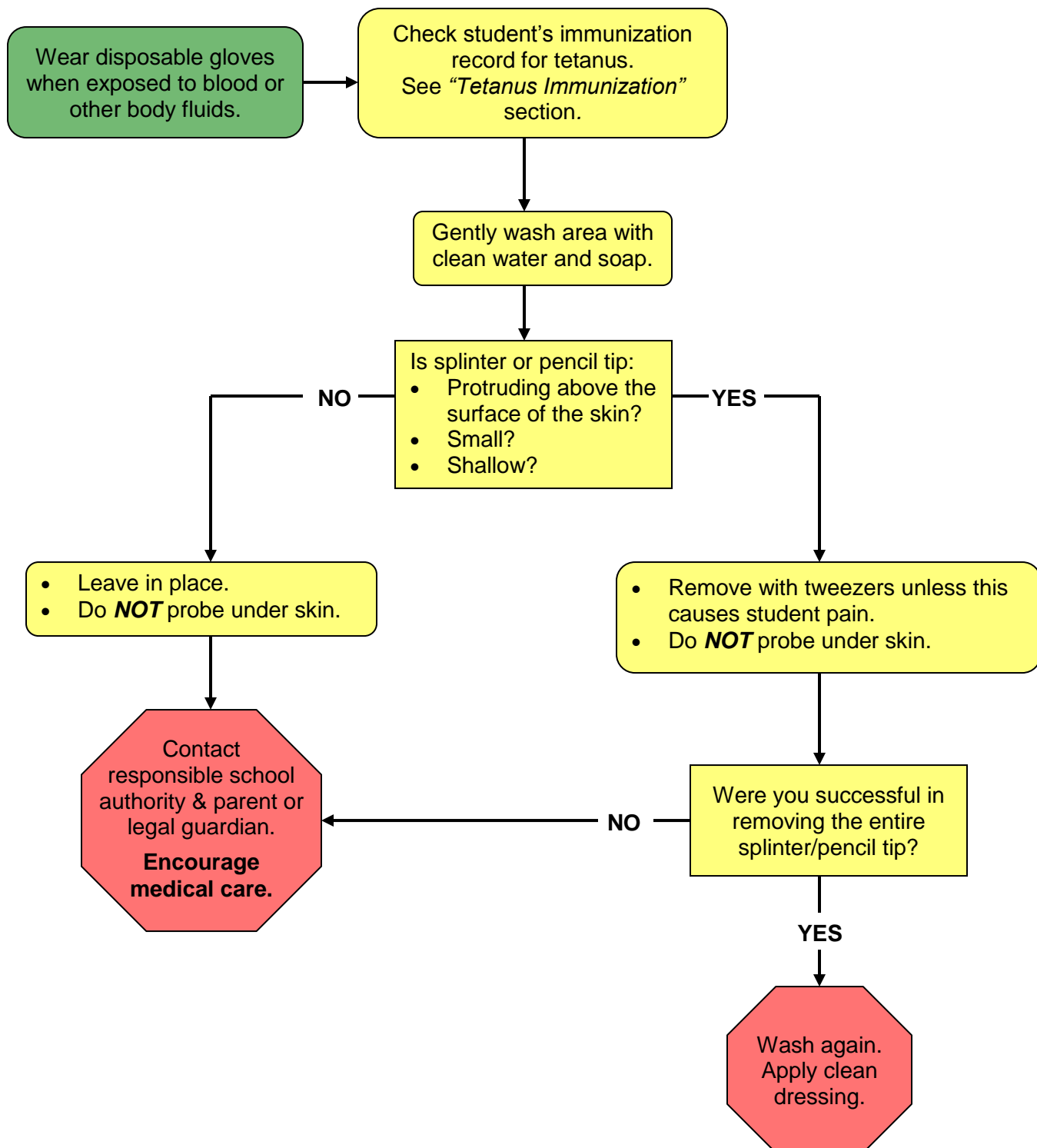
**CALL EMS 9-1-1.**

Contact responsible school authority & parent or legal guardian.

# SHOCK



# SPLINTERS OR IMBEDDED PENCIL TIP



# STABBING & GUNSHOT INJURIES

- **CALL EMS 9-1-1 for injured student.**
- Call the police.
- Intervene only if the situation is safe for you to approach.



Refer to your school's policy for addressing violent incidents.

Wear disposable gloves when exposed to blood or other body fluids.

Is the student:

- Losing consciousness?
- Having difficulty breathing?
- Bleeding uncontrollably?

YES

- Check student's airway.
- Monitor the student's breathing.
- **If student stops breathing start CPR.** See "CPR" section.

NO

- Lay student down in a position of comfort if he/she is not already doing so.
- Elevate feet 8-10 inches, unless this causes pain or a neck/back injury is suspected.
- Press injured area firmly with a clean bandage to stop bleeding.
- Elevate injured part gently, if possible.
- Keep body temperature normal. Cover student with a blanket or sheet.

Check student's immunization record for tetanus.  
See "Tetanus Immunization" section.

Contact responsible school authority & parent or legal guardian.

# STINGS

Students with a history of allergy to stings should be known to all school staff and an emergency care plan should be developed. Students are permitted to carry and self-administer epinephrine auto-injectors.

Does student have:

- Difficulty breathing?
- A rapidly expanding area of swelling, especially of the lips, mouth or tongue?
- A history of allergy to stings?

NO

YES

A student may have a delayed allergic reaction up to **2 hours** after the sting. Adult(s) supervising students during normal activities should be aware of the sting and should watch for any delayed reaction.

Refer to student's emergency care plan.

If available, administer approved medications.



CALL EMS 9-1-1.

- Remove stinger if present.
- Wash area with soap and water.
- Apply cold compress.

- Check student's airway.
- Monitor the student's breathing.
- **If student stops breathing, start CPR.** See "CPR" section.

Contact responsible school authority & parent or legal guardian.

See  
"Allergic Reaction"  
section.

# STOMACHACHES/PAIN

Stomachaches/pain may have many causes, including:

- Illness.
- Hunger.
- Overeating.
- Diarrhea.
- Food poisoning.
- Injury.
- Menstrual difficulties.
- Psychological issues.
- Stress.
- Constipation.
- Gas pain.
- Pregnancy.

Suspect neck injury.  
See "Neck and Back Pain"  
section.

Contact  
responsible  
school authority &  
parent/legal guardian.  
  
**URGE PROMPT  
MEDICAL CARE.**

Has a serious injury occurred  
resulting from:

- Sports?
- Violence?
- Being struck by a fast moving object?
- Falling from a height?
- Being thrown from a moving object?

YES

NO

Take the student's temperature.  
Note temperature over 100.0 F as  
fever. See "Fever" section.

Does student have:

- Fever?
- Severe stomach pains?
- Vomiting?

YES

NO

Allow student to rest 20-30 minutes in a  
room that affords privacy.

Does student  
feel better?

YES

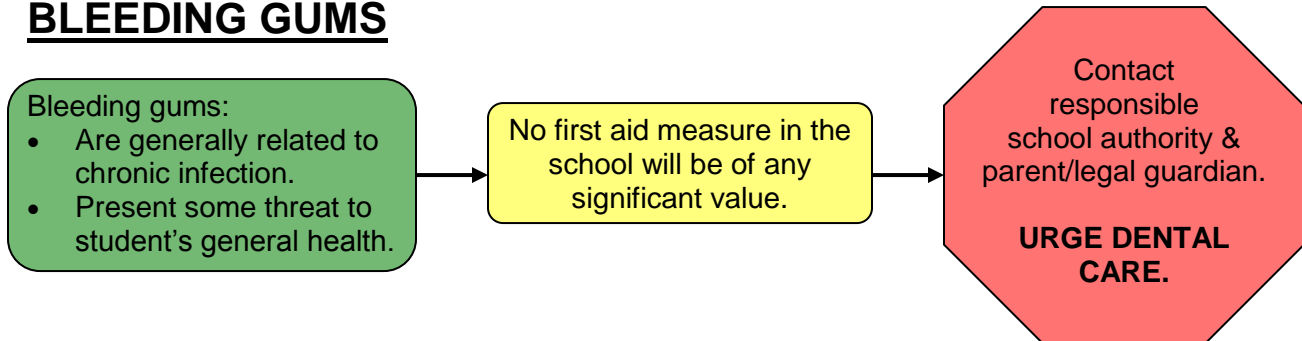
NO

Allow  
student to  
return to  
class.

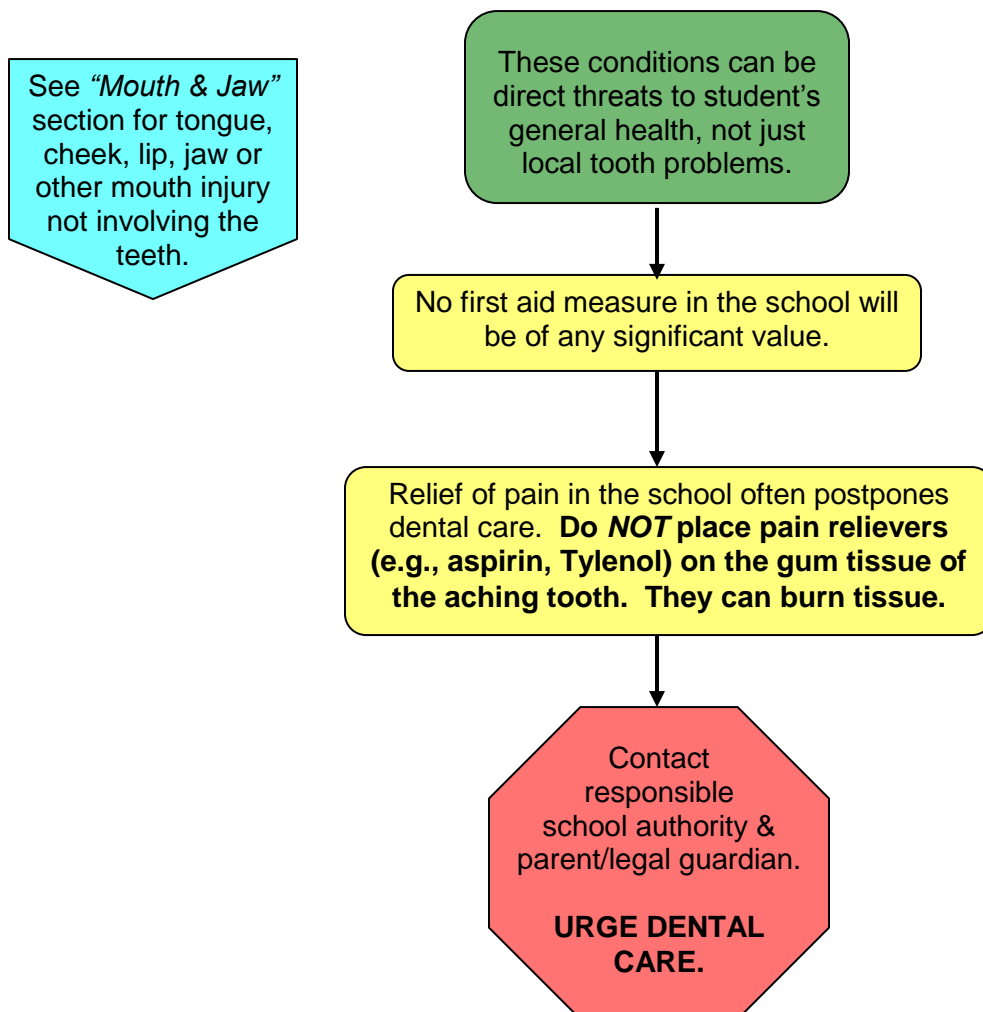
If stomachache  
persists or becomes  
worse, contact  
responsible school  
authority & parent or  
legal guardian.

# TEETH PROBLEMS

## BLEEDING GUMS

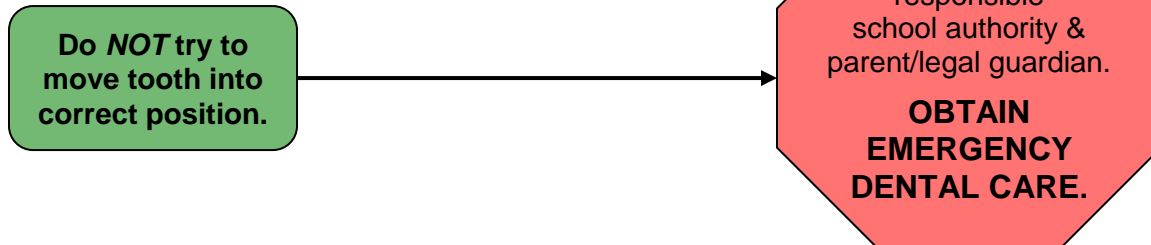


## TOOTHACHE OR GUM INFECTION

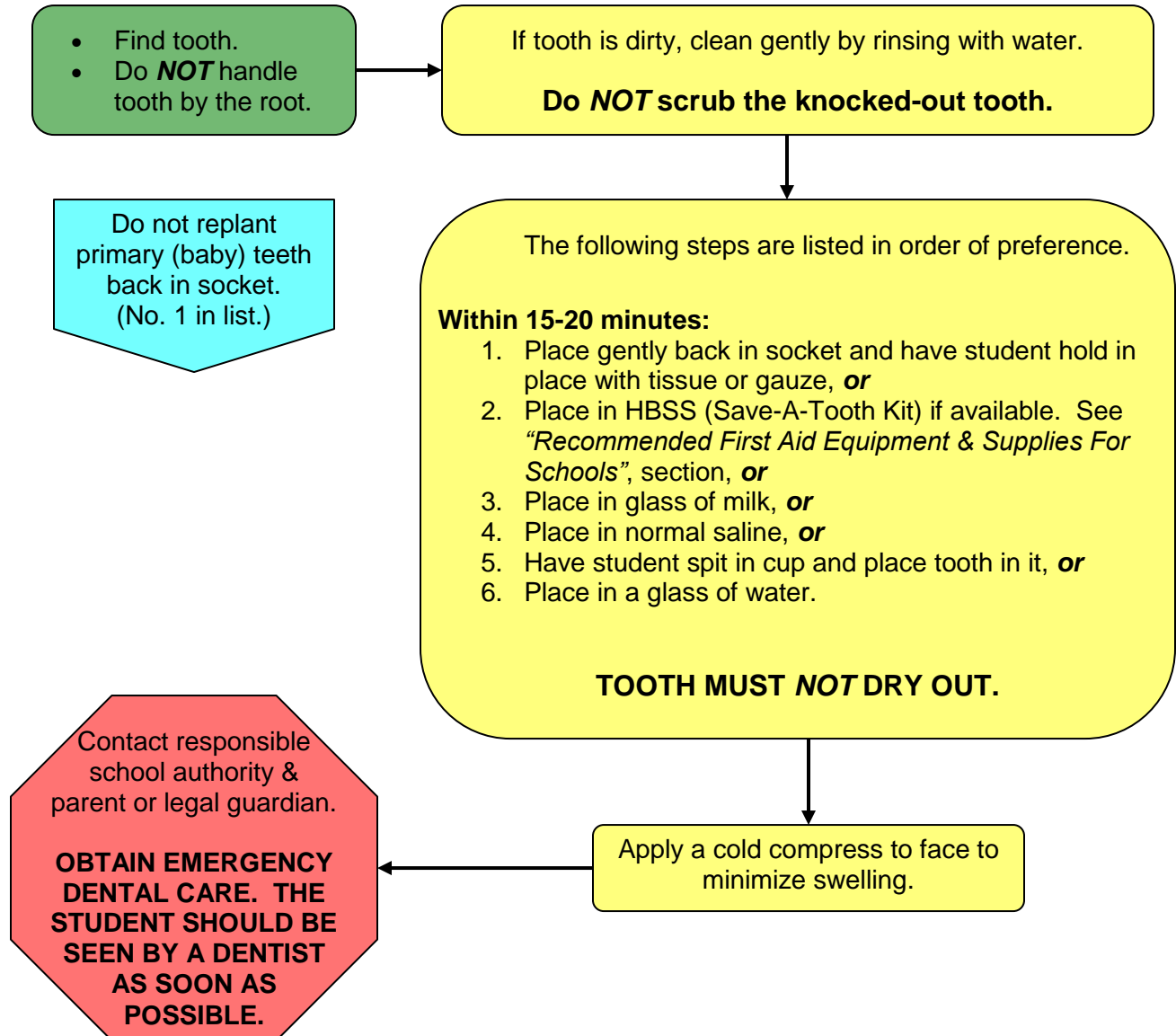


# TEETH PROBLEMS

## DISPLACED TOOTH



## KNOCKED-OUT OR BROKEN PERMANENT TOOTH





# TETANUS IMMUNIZATION

**Protection against tetanus should be considered with any wound, even a minor one. After any wound, check the student's immunization record for tetanus and notify parent or legal guardian.**

A **minor wound** may need a tetanus booster if it has been at least **10 years** since the last tetanus shot or if the student is **5 years old or younger**.

**Other wounds** such as those contaminated by dirt, feces, and saliva (or other body fluids); puncture wounds; amputations; and wounds resulting from crushing, burns, and frostbite may need a tetanus booster if it has been more than **5 years** since last tetanus shot.

The need for a tetanus immunization should be determined by a licensed provider.

# TICKS

Students should be inspected for ticks after time in woods or brush. Ticks may carry serious infections and must be completely removed.

**Do *NOT* handle ticks with bare hands.**

**Refer to your school's policy regarding the removal of ticks.**

Wear disposable gloves when exposed to blood and other body fluids.

Wash the tick area gently with soap and water before attempting removal.

- Using tweezers, grasp the tick as close to the skin surface as possible and pull upward with steady, even pressure.
- **Do *NOT* twist or jerk the tick as the mouth parts may break off.** It is important to remove the *ENTIRE* tick.
- Take care not to squeeze, crush or puncture the body of the tick as its fluids may carry infection.

- After removal, wash the tick area thoroughly with soap and water.
- Wash your hands.
- Apply a bandage.

Ticks can be safely thrown away by placing them in container of alcohol or flushing them down the toilet.

Contact responsible school authority & parent/legal guardian.

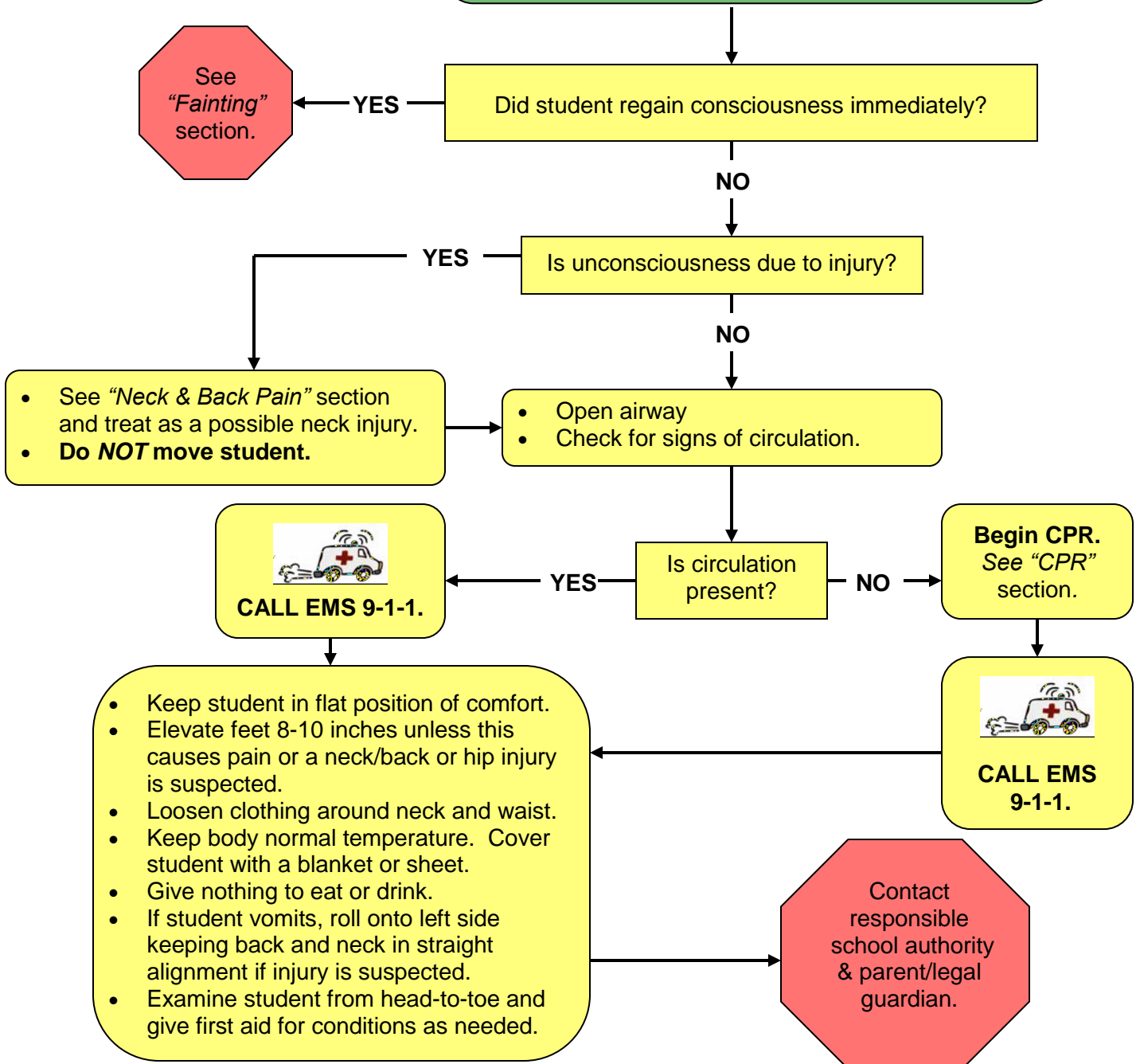
# UNCONSCIOUSNESS

If student stops breathing, and no one else is available to call EMS, administer CPR for 2 minutes and then call EMS yourself.

Unconsciousness may have many causes including:

- Injuries.
- Blood loss/shock.
- Poisoning.
- Severe allergic reaction.
- Diabetic reaction.
- Heat exhaustion.
- Illness.
- Fatigue.
- Stress.
- Not eating.

If you know the cause of the unconsciousness, see the appropriate guideline.



# VOMITING & SEVERE NAUSEA

If a number of students or staff become ill with the same symptoms, suspect food poisoning.

**CALL POISON CONTROL  
1-800-222-1222.**  
and ask for instructions.  
See “*Poisoning*” section and  
notify local health  
department.

Vomiting may have many causes including:

- Illness.
- Bulimia.
- Anxiety.
- Pregnancy.
- Injury/head injury.
- Heat exhaustion.
- Overexertion.
- Food Poisoning.

Wear disposable gloves when exposed to blood and other body fluids.

Take student’s temperature.  
Note oral or axillary temperature over 100.0 F as fever. See “*Fever*” section.

- Have student lie down on his/her side in a room that affords privacy and allow him/her to rest.
- Apply a cool, damp cloth to student’s face or forehead.
- Have a bucket available.
- Give no food or medications, although you may offer student ice chips or small sips of clear fluids containing sugar (such as 7Up or Gatorade), if the student is thirsty.

Does the student have:

- Repeated vomiting?
- Fever?
- Severe stomach pains?

Is the student dizzy and pale?

YES

NO

Contact  
responsible  
school authority &  
parent/legal guardian.

**URGE MEDICAL  
CARE.**

Contact  
responsible  
school authority  
& parent/legal  
guardian.

# SCHOOL SAFETY PLANNING & EMERGENCY PREPAREDNESS

Schools in Pennsylvania can receive assistance in developing an all-hazards plan (also known as a “comprehensive disaster response and emergency preparedness plan”) by accessing the Pennsylvania Emergency Management Agency’s “All-Hazards School Safety Planning Toolkit” (updated September 2013) at

<http://www.portal.state.pa.us/portal/server.pt?open=512&objID=4625&mode=2>.

This toolkit assists schools (public, private and parochial) in developing an all-hazards plan addressing the four phases (mitigation/prevention, preparedness, response, recovery) of emergency management.

The toolkit and many other helpful resources can also be accessed by going to [www.pema.state.pa.us](http://www.pema.state.pa.us) and clicking on the “School Safety Planning Toolkit” tab on the left side of the page.

Additional forms and assistance for all-hazards planning is available from the **Center for Safe Schools** in Camp Hill, Pennsylvania on their web site at [www.SafeSchools.Info](http://www.SafeSchools.Info) or by calling (717) 763 1661.



# DEVELOPING A SCHOOL SAFETY PLAN

## School Safety Plans

Public Schools (Includes charter schools, AVTS/CTC, and IUs) *must* develop an all-hazards school safety plan. This plan must be updated annually and shall conform to guidance from the Pennsylvania Emergency Management Agency. The plan must be specific to the school and it must:

- Examine hazards and vulnerabilities,
- Be developed with community responder involvement,
- Include adoption and implementation of the National Incident Management System (NIMS) and utilize the components of ICS (incident command system) in drill/exercises and actual event management, and
- Include the four phases of emergency management (prevention/mitigation, preparedness, response, and recovery).

While private and parochial schools are not currently required to develop such a plan, this sets a standard or best practice for those schools to follow and all schools are highly encouraged to develop an all-hazards school safety plan.

A school-wide safety plan is developed in cooperation with school health staff, school administrators, local EMS, hospital staff, health department staff, law enforcement, and parent/guardian organizations. All employees should be trained on the emergency plan and a written copy should be available at all times. This plan should be periodically reviewed and updated as needed (annually is best). It should consider the following:

- Staff roles are clearly defined in writing. For example, staff responsibility for giving care, accessing EMS and/or law enforcement, student evacuation, notifying responsible school authority and parents, and supervising and accounting for uninjured students are outlined and practiced. A responsible authority for emergency situations is designated within each building. In-service training is provided to maintain knowledge and skills for employees designated to respond to emergencies.
- Appropriate staff, in addition to a nurse, are trained in CPR and first aid in each building. For example, teachers and employees working in high-risk areas (e.g., labs, gyms, shops, etc.) are trained in CPR and first aid.
- Student and staff emergency contact information is maintained in a confidential and accessible location. Copies of emergency health care plans for students with special needs should be available, as well as distributed to appropriate staff.
- First aid kits are stocked with up-to-date supplies and are available in central locations, high-risk areas, and for extracurricular activities. See *“Recommended First Aid Equipment and Supplies.”*

# SCHOOL SAFETY PLAN, CONT.

- Schools have developed instructions for emergency evacuation, sheltering in place, hazardous materials, lock-down, and any other situations identified locally. *To-Go Bags* containing class rosters and other evacuation information and supplies. These bags are kept up to date.
- Emergency numbers are available and posted by all phones. Employees are familiar with emergency numbers. See “*Emergency Phone Numbers*” on the last page of this guide.
- School personnel have communicated with local EMS regarding the emergency plan, services available, students with special health care needs, and other important information about the school.
- A written policy exists that describes procedures for accessing EMS without delay at all times and from all locations (e.g., playgrounds, athletic fields, field trips, extra-curricular activities, etc.).
- Transportation of an injured or ill student is clearly stated in written policy.
- Instructions for addressing students with special needs are included in the school safety plan. See “*Planning for Students with Special Needs*” section.

## SHELTER-IN-PLACE PROCEDURES

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

- Identify safe areas in each building.
- Administrator instructs students and staff to assemble in safe areas. Bring all people inside the building.
- Staff will take the evacuation *To-Go Bag* containing emergency information and supplies.
- Close all exterior doors and windows, if appropriate.
- Turn off ventilation leading outdoors, if appropriate.
- Cover up food not in containers or put it in the refrigerator, if appropriate and time permitting.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.
- Staff should account for all students after arriving in designated area.
- All people must remain in designated areas until notified by administrator or emergency responders.

# EVACUATION – RELOCATION CENTERS

Prepare an evacuation *To-Go Bag* for building and/or classrooms to provide emergency information and supplies.

## EVACUATION:

- Call 9-1-1. Notify administrator.
- Administrator issues evacuation procedures.
- Administrator determines if students and staff should be evacuated outside of building or to relocation centers. \_\_\_\_\_ coordinates transportation if students are evacuated to relocation center.
- Administrator notifies relocation center.
- Direct students and staff to follow fire drill procedures and routes. Follow alternate route if normal route is too dangerous.
- Turn off lights, electrical equipment, gas, water faucets, air conditioning and heating system. Close doors.
- Notify parent(s)/guardian(s) per district policy and/or guidance.

## STAFF:

- Direct students to follow normal fire drill procedures unless administrator or emergency responders alter route.
- Take evacuation *To-Go Bag* with you, which includes roster/list of children.
- Close doors and turn off lights.
- When outside building, account for all students. Inform administrator immediately if any students are missing.
- If students are evacuated to relocation centers, stay with students. Take roll again when you arrive at the relocation center.

## RELOCATION CENTERS:

- List primary and secondary student relocation centers for facility, if appropriate.
- The primary site is located close to the facility.
- The secondary site is located further away from the facility in case of community-wide emergency. Include maps to centers for all staff.

**Primary Relocation Center** \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

Other information \_\_\_\_\_

**Secondary Relocation Center** \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

Other information \_\_\_\_\_



# HAZARDOUS MATERIALS

## INCIDENT OCCURS IN SCHOOL:

- Notify building administrator.
- Call 9-1-1 or local emergency number. If material is known, report information.
- Fire officer in charge may recommend additional shelter or evacuation actions.
- Follow procedures for sheltering or evacuation.
- If advised, evacuate to an upwind location, taking evacuation *To-Go Bag* with you.
- Seal off area of leak/spill. Close doors.
- Secure/contain area until fire personnel arrive.
- Consider shutting off heating, cooling and ventilation systems in contaminated area to reduce the spread of contamination.
- Notify parent/guardian if students are evacuated, according to facility policy.
- Resume normal operations after fire officials have cleared situation.

## INCIDENT OCCURRED NEAR SCHOOL:

- Fire or police will notify school administration.
- Consider shutting off heating, cooling and ventilation systems in contaminated area to reduce the spread of contamination.
- Fire officer in charge of scene will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation.
- Evacuate students to a safe area of shelter in the building until transportation arrives.
- Notify parent/guardian if students are evacuated, according to facility policy and/or guidance.
- Resume normal operations after consulting with fire officials.

**Consider extra staffing for students with special medical and/or physical needs.**

# GUIDELINES TO USE A *TO-GO BAG*

- 1) Developing a *To-Go Bag* provides your school staff with:
  - a. Vital student, staff, and building information during the first minutes of an emergency evacuation.
  - b. Records to initiate student accountability.
  - c. Quick access to building emergency procedures.
  - d. Critical health information and first aid supplies.
  - e. Communication equipment.
- 2) This bag can also be used by public health/safety responders to identify specific building characteristics that may need to be accessed in an emergency.
- 3) The *To-Go Bag* must be portable and readily accessible for use in an evacuation. This bag can also be **one** component of your shelter-in-place kit (emergency plan, student rosters, list of students with special health concerns/medications). Additional supplies should be assembled for a shelter-in-place kit such as window coverings and food/water supplies.
- 4) Schools may develop:
  - a. A building-level *To-Go Bag* (See Building *To-Go Bag* list) that is maintained in the office/administrative area and contains building-wide information for use by the building principal/incident commander, **OR**
  - b. A classroom-level *To-Go Bag* (See Classroom *To-Go Bag* list) that is maintained in the classroom and contains student specific information for use by the educational staff during an evacuation or lockdown situation.
- 5) The contents of the bag must be updated regularly and used only in the case of an emergency.
- 6) The classroom and building bags should be a part of your drills for consistency with response protocols.
- 7) The building and classroom *To-Go Bag* lists that are included provide minimal supplies to be included in your schools bags. **We strongly encourage you to modify the content of the bag to meet your specific building and community needs.**

## **BUILDING**

### **To-Go Bag**

*This bag should be portable and readily accessible for use in an emergency. Assign a member of the Emergency Response Team to keep the To-Go Bag updated (change batteries, update phone numbers, etc.). Items in this bag are for **emergency use only**.*

## **FORMS**

\_\_\_\_\_ Turn-off procedures for fire alarm, sprinklers, and all utilities.

\_\_\_\_\_ Videotape of inside and outside of the building/grounds.

\_\_\_\_\_ Map of local streets with evacuation routes.

\_\_\_\_\_ Current yearbook with pictures.

\_\_\_\_\_ Staff roster including emergency contacts.

\_\_\_\_\_ Local telephone directory.

\_\_\_\_\_ Lists of district personnel's phone, fax and beeper numbers.

\_\_\_\_\_ Other: \_\_\_\_\_

\_\_\_\_\_ Other: \_\_\_\_\_

## **SUPPLIES**

\_\_\_\_\_ Flashlight.

\_\_\_\_\_ First aid kit with extra gloves.

\_\_\_\_\_ CPR disposable mask.

\_\_\_\_\_ Battery-powered radio.

\_\_\_\_\_ Two-way radios and/or cellular phones available.

\_\_\_\_\_ Whistle.

\_\_\_\_\_ Extra batteries for radio and flashlight.

\_\_\_\_\_ Peel-off stickers and markers for name tags.

\_\_\_\_\_ Paper and pen for note taking.

\_\_\_\_\_ Individual emergency medications/health equipment that would need to be removed from the building during an evacuation. **(Please discuss and plan for these needs with your school nurse.)**

\_\_\_\_\_ Other: \_\_\_\_\_

\_\_\_\_\_ Other: \_\_\_\_\_

Person(s) responsible for routine toolbox updates: \_\_\_\_\_

Person(s) responsible for bag delivery in emergency: \_\_\_\_\_

## **CLASSROOM**

### **To-Go Bag**

*This bag should be portable and readily accessible for use in an emergency. The classroom teacher is responsible to keep the To-Go Bag updated (change batteries, update phone numbers, etc.). Items in this bag are for **emergency use only.***

### **FORMS**

- \_\_\_\_\_ Copies of all forms developed by your Emergency Response Team (chain of command, emergency plan, etc.).
- \_\_\_\_\_ Map of building with location of phones and exits.
- \_\_\_\_\_ Map of local streets with evacuation routes.
- \_\_\_\_\_ Master schedule of classroom teacher.
- \_\_\_\_\_ List of students with special health concerns/medications.
- \_\_\_\_\_ Student roster including emergency contacts.
- \_\_\_\_\_ Current yearbook with pictures.
- \_\_\_\_\_ Local telephone directory.
- \_\_\_\_\_ Lists of district personnel's phone, fax, and beeper numbers.
- \_\_\_\_\_ Other: \_\_\_\_\_
- \_\_\_\_\_ Other: \_\_\_\_\_

### **SUPPLIES**

- \_\_\_\_\_ Flashlight.
- \_\_\_\_\_ First aid kit with extra gloves.
- \_\_\_\_\_ CPR disposable mask.
- \_\_\_\_\_ Battery-powered radio.
- \_\_\_\_\_ Two-way radios and/or cellular phones available.
- \_\_\_\_\_ Whistle.
- \_\_\_\_\_ Extra batteries for radio and flashlight.
- \_\_\_\_\_ Peel-off stickers and markers for name tags.
- \_\_\_\_\_ Paper and pen for note taking.
- \_\_\_\_\_ Individual emergency medications/health equipment that would need to be removed from the building during an evacuation. (**Please discuss and plan for these needs with your school nurse.**)
- \_\_\_\_\_ Other: \_\_\_\_\_
- \_\_\_\_\_ Other: \_\_\_\_\_

Person(s) responsible for routine toolbox updates:

\_\_\_\_\_

# PANDEMIC FLU PLANNING FOR SCHOOLS

## FLU TERMS DEFINED

**Seasonal (or common) flu** is a respiratory illness that can be transmitted person-to-person. Most people have some immunity and a vaccine is available.

**Avian (or bird) flu** is caused by influenza viruses that occur naturally among wild birds. There is no human immunity and no vaccine is available.

**Novel Influenza A (H1N1)** is caused by an influenza virus and is transmitted from human to human. There is no known prior human immunity. Previous seasonal flu vaccines are not effective.

**Pandemic flu** is human flu that causes a global outbreak, or pandemic, of illness. Because there is little natural immunity, the disease can spread easily from person to person.

## INFLUENZA SYMPTOMS

According to the Centers for Disease Control and Prevention (CDC) influenza symptoms usually start suddenly and may include the following:

- Fever
- Headache
- Extreme tiredness
- Dry cough
- Sore throat
- Body ache

Influenza is a respiratory disease.

**Source: Centers for Disease Control and Prevention (CDC)**

## INFECTION CONTROL GUIDELINES FOR SCHOOLS

- 1) Recognize the symptoms of flu:
  - Fever
  - Headache
  - Cough
  - Body ache
- 2) Stay home if you are ill and remain home for at least 24 hours after you no longer have a fever, or signs of a fever, without the use of fever-reducing medicines. Students, staff, and faculty may return 24 hours after symptoms have resolved.
- 3) Cover your cough:
  - Use a tissue when you cough or sneeze and put used tissue in the nearest wastebasket.
  - If tissues are not available, cough into your elbow or upper sleeve area, not your hand.
  - Wash your hands after you cough or sneeze.
- 4) Wash your hands:
  - Using soap and water after coughing, sneezing, or blowing your nose.
  - Using alcohol-based hand sanitizers if soap and water are not available.
- 5) Have regular inspections of the school hand washing facilities to assure soap and paper towels are available.
- 6) Follow a regular cleaning schedule of frequently touched surfaces including handrails, door handles and restrooms using usual cleaners.
- 7) Having appropriate supplies for students and staff including tissues and waste receptacles for disposing used tissues and hand washing supplies (soap and water or alcohol-based hand sanitizers).

# SCHOOLS ACTION STEPS FOR PANDEMIC FLU

The following are steps schools can take before, during, and after a pandemic flu outbreak. Remember that a pandemic may have several cycles, waves, or outbreaks so these steps may need to be repeated. Refer to guidelines issued by the Pennsylvania Department of Health, available at:

<http://www.health.state.pa.us>

## PREPAREDNESS/PLANNING PHASE – BEFORE AN OUTBREAK OCCURS

1. Develop a pandemic flu plan for your school using the CDC School Pandemic Flu Planning Checklist available at <https://www.cdc.gov/h1n1flu/schools>.
2. Build a strong relationship with your local health department and include them in the planning process.
3. Train school staff to recognize symptoms of influenza.
4. Decide to what extent you will encourage or require students and staff to stay home when they are ill.
5. Have a method of disease recognition (disease surveillance) in place. Report increased absenteeism or new disease trends to the local health department.
6. Make sure the school is stocked with supplies for frequent hand hygiene including soap, water, alcohol-based hand sanitizers, and paper towels.
7. Encourage good hand hygiene and respiratory etiquette in all staff and students.
8. Identify students who are immune compromised or chronically ill who may be most vulnerable to serious illness. Encourage their families to talk with their health care provider regarding special precautions during influenza outbreaks.
9. Develop alternative learning strategies to continue education in the event of an influenza pandemic.

## RESPONSE – DURING AN OUTBREAK

1. Heighten disease surveillance and reporting to the local health department.
2. Communicate regularly with parents informing them of the community and school status and expectations during periods of increased disease.
3. Work with local education representatives and the local health officials to determine if the school should cancel non-academic events or close the school.
4. Report any school dismissals due to influenza online at <https://www.cdc.gov/FluSchoolDismissal>.
5. Continue to educate students, staff and families on the importance of hand hygiene and respiratory etiquette.

## RECOVERY – FOLLOWING AN OUTBREAK

1. Continue to communicate with the local health department regarding the status of disease in the community and the school.
2. Communicate with parents regarding the status of the education process.
3. Continue to monitor disease surveillance and report disease trends to the health department.
4. Provide resources/referrals to staff and students who need assistance in dealing with the emotional aspects of the pandemic experience. Trauma-related stress may occur after any catastrophic event and may last a few days, a few months, or longer, depending on the severity of the event.

# RECOMMENDED FIRST AID EQUIPMENT & SUPPLIES FOR SCHOOLS

1. Current first aid, choking and CPR manual and wall chart(s) such as the American Academy of Pediatrics' Pediatric First Aid for Caregivers and Teachers (PedFACTS) Resource Manual and 3-in-1 First Aid, Choking, CPR Chart available at <http://www.aap.org> and similar organizations.
2. Cot: Mattress with waterproof cover (disposable paper covers and pillowcases).
3. Small portable basin.
4. Covered waste receptacle with disposable liners.
5. Bandage scissors & tweezers.
6. Non-mercury thermometer.
7. Sink with running water.
8. Expendable supplies:
  - a. Sterile cotton-tipped applicators, individually packaged.
  - b. Sterile adhesive compresses (1"x3"), individually packaged.
  - c. Cotton balls.
  - d. Sterile gauze squares (2"x2"; 3"x3"), individually packaged.
  - e. Adhesive tape (1" width).
  - f. Gauze bandage (1" and 2" widths).
  - g. Splints (long and short).
  - h. Cold packs (compresses).
  - i. Tongue blades.
  - j. Triangular bandages for sling.
  - k. Safety pins.
  - l. Soap.
  - m. Disposable facial tissues.
  - n. Paper towels.
  - o. Sanitary napkins.
  - p. Disposable gloves (vinyl preferred).
  - q. Pocket mask/face shield for CPR.
  - r. Disposable surgical masks.
  - s. One flashlight with spare bulb and batteries.
  - t. Appropriate cleaning solution such as a tuberculocidal agent that kills hepatitis B virus or household chlorine bleach. *A fresh solution of chlorine bleach must be mixed every 24 hours in a ratio of 1 unit bleach to 9 units water.*

# STAFF RESPONSIBILITIES DURING ANY DISASTER

## **Administrator or Designee:**

- Verify information
- Call 911 or emergency number (if necessary)
- Seal off high-risk area
- Convene crisis team and implement crisis response procedures
- Notify other leadership as necessary
- Notify children and staff (depending on emergency; children may be notified by teachers)
- Evacuate children and staff or relocate to a safe area within the building (if necessary)
- Refer media to specified spokesperson (or designee)
- Notify community agencies (if necessary)
- Implement post-crisis procedures
- Keep detailed notes of crisis event
- Notify parent(s)/guardian(s)

## **Staff:**

- Verify information
- Lock all doors, unless evacuation orders are issued
- Warn children (if advised)
- Account for all children
- Stay with children during an evacuation
- Take roster/list of children with you
- Refer media to specified spokesperson (or designee)
- Keep detailed notes of crisis event
- Keep staff and children on site, if possible, for accurate documentation and investigation



# BOMB THREAT

## **Upon receiving a phone call that a bomb has been planted in facility:**

- Complete the “Bomb Threat Phone Report” and the “Caller Identification Checklist” on the following pages.
- Listen closely to caller’s voice, speech patterns, and noises in the background.
- After hanging up phone, immediately dial the call back service in your area to trace the call, if possible.
- Notify administrator or designee.
- Notify law enforcement agency.
- Administrator orders evacuation of all people inside building(s), or other actions, per facility policy and emergency plan.
- If evacuation occurs, staff should take roster/list of children.

## **If threat is received by a written order:**

- Immediately notify law enforcement.
- Avoid any unnecessary handling of note. It is considered evidence by law enforcement.
- Place note in plastic bag, if available.

## **Evacuation procedures:**

- Administrator notifies children and staff. Do not mention “bomb threat”.
- Report any unusual activities/objects immediately to the appropriate officials.
- Take roster/list of children with you.
- Children and staff may be evacuated to a safe distance outside of the building(s), in keeping with facility policy. After consulting with appropriate official, administrator may move children to \_\_\_\_\_ (primary relocation center), if indicated.
- Staff takes roll after being evacuated.
- No one may reenter building(s) until fire or police personnel declare entire building(s) safe.
- Administrator notifies children and staff of termination of emergency. Resume normal operations.
- Notify parent(s)/guardian(s), per facility policies.

# BOMB THREAT PHONE REPORT

1. Date and time call received: \_\_\_\_\_
2. Exact words of caller: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Remain calm and be firm. Keep the caller talking and ask these questions:
  - a. Where is the bomb? \_\_\_\_\_  
\_\_\_\_\_
  - b. What does the bomb look like? \_\_\_\_\_  
\_\_\_\_\_
  - c. When will it explode? \_\_\_\_\_  
\_\_\_\_\_
  - d. What will cause it to explode? \_\_\_\_\_  
\_\_\_\_\_
  - e. How do you deactivate it? \_\_\_\_\_  
\_\_\_\_\_
  - f. Why was it put there? \_\_\_\_\_  
\_\_\_\_\_
  - g. Did you place the bomb? \_\_\_\_\_  
\_\_\_\_\_
4. If the building is occupied, inform the caller that detonation could cause injury or death to innocent people.
5. If call is received on a digital phone, check to see the origin of the call. \_\_\_\_\_
6. Describe the caller's voice, emotional state and background noises.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# CALLER IDENTIFICATION CHECKLIST

Caller identity: \_\_\_\_\_

Sex/Age Group: ☐ Male ☐ Female ☐ Adult ☐ Juvenile

Approximate Age: \_\_\_\_\_ Years

Origin of call: ☐ Local ☐ Long Distance ☐ Internal

Caller's Voice:

<input type="checkbox"/> Loud	<input type="checkbox"/> Soft	<input type="checkbox"/> Fast
<input type="checkbox"/> Slow	<input type="checkbox"/> Deep	<input type="checkbox"/> Squeaky
<input type="checkbox"/> Distant	<input type="checkbox"/> Distorted	<input type="checkbox"/> Sincere
<input type="checkbox"/> Raspy	<input type="checkbox"/> Stressed	<input type="checkbox"/> Stutter
<input type="checkbox"/> Nasal	<input type="checkbox"/> Drunken	<input type="checkbox"/> Slurred
<input type="checkbox"/> Lisp	<input type="checkbox"/> Disguised	<input type="checkbox"/> Crying
<input type="checkbox"/> Broken	<input type="checkbox"/> Calm	<input type="checkbox"/> Irrational
<input type="checkbox"/> Rational	<input type="checkbox"/> Angry	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Excited	<input type="checkbox"/> Laughing	<input type="checkbox"/> Righteous
<input type="checkbox"/> Accent	<input type="checkbox"/> Other _____	

Background noises:

<input type="checkbox"/> Voices	<input type="checkbox"/> Airplanes	<input type="checkbox"/> Street traffic
<input type="checkbox"/> Trains	<input type="checkbox"/> Animals	<input type="checkbox"/> Party
<input type="checkbox"/> Factory Machines	<input type="checkbox"/> Music	<input type="checkbox"/> Quiet
<input type="checkbox"/> Office Machines	<input type="checkbox"/> Bells	<input type="checkbox"/> Horns

Familiarity:

Did the caller sound familiar? \_\_\_\_\_

Did the caller appear familiar with the building or area by his/her description of the bomb location? \_\_\_\_\_

Name of person receiving the call: \_\_\_\_\_

Telephone number call received at: \_\_\_\_\_

**IMMEDIATELY AFTER CALLER HANGS UP, CALL 9-1-1 OR LOCAL EMERGENCY NUMBER AND REPORT TO ADMINISTRATION.**

# FIRE EMERGENCIES

**In the event of a fire, smoke from a fire, or gas odor has been detected:**

- Pull fire alarm and notify building occupants by \_\_\_\_\_
- Evacuate children and staff to the designated area (map should be included in plan).
- Notify fire department (call 9-1-1 or emergency number) and administrator.
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous or blocked (map should be included in plan).
- Staff takes roster/list of children.
- Staff takes roll after being evacuated.
- Staff reports missing children to administrator immediately.
- After consulting with appropriate official, administrator may move children to \_\_\_\_\_ if weather is inclement or building is damaged (primary relocation center).
- No one may reenter building(s) until entire building(s) is declared safe by fire or police personnel.
- Administrator notifies children and staff of termination of emergency.
- Resume normal operations.

# FLOODING

**Flood Watch has been issued in an area that includes your facility:**

- Monitor your local Emergency Alert Stations, weather radio, and television. Stay in contact with your local emergency management officials.
- Review evacuation procedures with staff and prepare children.
- Check relocation centers. Find an alternate relocation center if primary and secondary centers would also be flooded.
- Line up transportation resources.

**Flood Warning has been issued in an area that includes your facility:**

- If advised by emergency responders to evacuate, do so immediately.
- Staff takes rosters/lists of children.
- Move children to designated relocation center quickly.
- Turn off utilities in building and lock doors, if safe to do so.
- Staff takes role upon arriving at relocation center. Report missing children to administrator or emergency response personnel immediately.
- Notify parent(s)/guardian(s) according to facility policy.
- Monitor for change in status.

# UNAUTHORIZED INTRUDER

Since the Sandy Hook Elementary School shooting, response protocols have been examined and updated in most school districts. Schools should consult the PEMA All-Hazards toolkit (see page 68) and other resources to develop their own response for the three concepts of:

1. Active Shooter: An Active Shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases:
  - a) Active shooters use firearms(s) and
  - b) There is no pattern or method to their selection of victims.Generally schools are giving staff the flexibility to run (flee), hide (lock and fortify), or fight (defend). Review your schools procedures for active shooters – if no policy or procedure is in place, work with school administration to develop one.
2. Intruder (Unarmed): This is a person in the school that is unauthorized or has ignored the rules for visitor check in. They are not actively engaged in criminal activity however the risk is present that the person may escalate to an active shooter or other criminal activity.
3. Restricted Movement (sometimes called *shelter-in-place*, see pages 68-70): This concept is used for restricting access to the building and limiting internal movement. It is often used for medical emergencies, K-9 searches, and other administrative purposes.

REFERENCE: Schools should research response processes thoroughly taking into account physical age, developmental level, and physical limitations of students and staff. Likewise, building design and layout (single story versus multiple story buildings) will affect action steps that may be taken in an active shooter situation. Below are references for schools to use in choosing a system or plan of action. PEMA and our partners do not endorse any specific programs or agencies but rather encourage schools to consider all resources and select those that are most appropriate for their individual needs and capabilities. Schools must choose based upon their specific needs and should consult resources and agencies listed here and on previous pages for assistance.

1. US Department of Homeland Security – Active Shooter Preparation:  
<http://www.dhs.gov/active-shooter-preparedness>
2. Active Shooter How to Respond Document:  
[http://www.dhs.gov/xlibrary/assets/active\\_shooter\\_booklet.pdf](http://www.dhs.gov/xlibrary/assets/active_shooter_booklet.pdf)
3. Active Shooter What Can You Do (IS-907) FEMA Independent Study Course:  
<http://emilms.fema.gov/IS907/index.htm>
4. Options for Consideration Active Shooter Training Video:  
<http://www.dhs.gov/video/options-consideration-active-shooter-training-video>
5. Run-Hide-Fight Video from City of Houston:  
<http://www.readyhouston.tx.gov/videos.html>
6. Alert, Lockdown, Inform, Counter, Evacuate (ALICE) Training:  
<http://www.alicetraining.com/>

# SHOOTING

**Review guidelines listed under Unauthorized Intruder section (previous page) and also consider the following points:**

## **IF A PERSON THREATENS WITH A FIREARM OR BEGINS SHOOTING**

### **Staff and Children:**

- If you are outside with the shooter outside – go inside the building as soon as possible. If you cannot get inside, make yourself as compact as possible; put something between yourself and the shooter; do not gather in groups.
- If you are inside with the shooter inside – turn off lights; lock all doors and windows; shut curtains, if it is safe to do so.
- Children, staff, and visitors should crouch under furniture without talking and remain there until an all-clear is given by the administrator or designee.
- Check open areas for wandering children and bring them immediately into a safe area.
- Staff should take roll call and immediately notify the administrator of any missing children or staff when it is safe to do so.

### **Administrator/Police Liaison:**

- Assess the situation as to:
  - The shooter's location
  - Any injuries
  - Potential for additional shooting
- Call 9-1-1 and give as much detail as possible about the situation.
- Secure the facility, if appropriate.
- Assist children and staff in evacuating from immediate danger to safe area.
- Care for the injured as carefully as possible until law enforcement and paramedics arrive.
- Refer media to designated public information person per media procedures.
- Administrator to prepare information to release to media and parent(s)/guardian(s).
- Notify parent(s)/guardian(s) according to policies.
- Hold information meeting with staff.
- Initiate a crisis/grief counseling plan.

# RADIOLOGICAL INCIDENTS

Facilities within the evacuation radius of nuclear power plants must have plans for dealing with an accident/incident at the plant. Facilities within a 50-mile ingestion zone must also have a plan of action. This section describes requirements of facilities within and around these areas.

## **Schools within 10 miles of a nuclear facility:**

By federal regulation, schools within 10 miles of nuclear facility must have a RERP (radiological emergency response plan). This 10 miles zone is known as an EPZ (emergency planning zone). The Pennsylvania Emergency Management Agency (PEMA), along with county and municipal planners, works with the schools and nuclear plant emergency planners to assist schools in the development of these plans.

## **10 – 25 mile zone:**

Schools not within the 10 miles but within 25 miles of nuclear plants may wish to consider having an RERP as they could be designated as a reception (mass care) center for the public evacuating, be a host for a school within the 10 mile EPZ, or even serve as a decontamination site for emergency workers. Schools not functioning as one of the above may wish to plan for nuclear plant emergencies as they may experience a loss of teaching and support staff in the event of a nuclear plant emergency if those staff members live within the EPZ.

## **50 Mile Ingestion Zone:**

Schools within the 50 mile radius of a nuclear plant are considered to be in the 50 mile ingestion plume and should follow the guidance of state and county emergency management officials in the event of nuclear emergency.

Regardless of where your school is located, your county emergency management agency can assist you in preparation for these type events. A listing of county emergency management directors is located on the PEMA webpage at:

[http://www.pema.state.pa.us/portal/server.pt/community/county\\_ema\\_9-1-1\\_coordinators/4629](http://www.pema.state.pa.us/portal/server.pt/community/county_ema_9-1-1_coordinators/4629)

In the event of a radiological incident, the following responsibilities are recommended:

## **Administrator's responsibilities:**

- Building administrator notifies staff if an accident/incident has occurred that affects the ability of children to return to their homes (if they live within the 10-mile radius of an affected nuclear power plant).
- Procedures for release of children to emergency contact as designated by the parent(s)/guardian(s) are activated, or these children are kept at the facility until their parent(s)/guardian(s) or designee picks them up.

## **Staff responsibilities:**

- Stay with children, if they will not be released to alternate (emergency) location, or until an authorized individual picks them up.

***For non-power radiological emergencies, follow the Hazardous Materials guidelines.***

# SERIOUS INJURY OR DEATH

## **If incident occurred at facility:**

- Call 9-1-1. Do not leave the child/person unattended.
- Notify CPR/first aid certified people in the facility of medical emergencies (names of CPR/first aid certified people are listed in the Crisis Team Members section).
- If possible, isolate affected child/person.
- Initiate first aid if trained.
- Do not move victim except if evacuation is absolutely necessary.
- Notify administrator.
- Designate staff person to accompany injured/ill person to the hospital.
- Administrator notifies parent(s)/guardian(s) if the victim is a child.
- Direct witness(es) to psychologist/counselor/crisis team if needed. Notify parents if children were witness(es).
- Determine method of notifying children, staff, and parents.
- Refer media to designated public information person for the facility.

## **If incident occurred outside of facility:**

- Activate medical/crisis team as needed.
- Notify staff if before normal operating hours.
- Determine method of notifying children, staff and parents. Announce availability of counseling services for those who need assistance.
- Refer media to designated public information person for the facility.

## **Post-crisis intervention:**

- Discuss with counseling staff or critical incident stress management team.
- Determine level of intervention for staff and children.
- Designate private rooms for private counseling/defusing.
- Escort affected children, siblings and close friends, and other “highly stressed” individuals to counselors/critical incident stress management team.
- Assess stress level of staff. Recommend counseling to all staff.
- Follow-up with children and staff who receive counseling.
- Designate staff person(s) to attend funeral.
- Allow for changes in normal routines or schedules to address injury or death.



# TERRORISM – CHEMICAL OR BIOLOGICAL THREAT

**Upon receiving a phone call that a chemical or biological hazard has been planted in facility:**

- Complete the “Terroristic Threat Phone Report” section and “Caller Identification Checklist” section included in these guidelines.
- Listen closely to caller’s voice and speech patterns and to noises in the background.
- Notify administrator or designee.
- Notify local law enforcement agency.
- Administrator orders evacuation of all people inside facility, or other actions, per police advice or policy.
- If evacuation occurs, staff should take a list of children present.

**Upon receiving a chemical or biological threat letter:**

- Minimize the number of people who come into contact with the letter by immediately limiting access to the immediate area in which the letter was discovered.
- Ask the person who discovered/opened the letter to place it into another container, such as a plastic zip-lock bag or another envelope.
- **CALL 9-1-1.**
- Separate “involved” people from the rest of the staff and children.
- Move all “uninvolved” people out of the immediate area to a holding area.
- Ask all people to remain calm until local public safety officials arrive.
- Ask all people to minimize their contact with the letter or their surroundings, because the area is now a crime scene.
- Get advice of public safety officers as to decontamination procedures needed.

**Evacuation procedures:**

- Administrator notifies staff and children if evacuation is deemed necessary. Do not mention “terrorism” or “chemical or biological agent”.
- Report any unusual activities immediately to the appropriate officials
- “Uninvolved” children and staff will be evacuated to a safe distance outside of the facility in keeping with policy. After consulting with appropriate officials, administrator may move children and staff to a primary relocation center, if indicated.
- Staff must take roll after being evacuated noting any absences immediately to the administrator or designee.
- Children and staff “involved” in a letter opening or receiving a phone call will be evacuated as a group if necessary per consultation of the administrator and public safety officials.
- Administrator notifies staff and children of termination of emergency. Resume normal operations.
- Notify parent(s)/guardian(s) according to policies.

# TERRORISTIC THREAT PHONE REPORT

**(To include threats related to the release of chemicals, disease causing agents, and incendiary devices)**

1. Date and time call received: \_\_\_\_\_
2. Exact words of caller (use quotes if possible): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Remain calm and be firm. Keep the caller talking and ask the following questions:
  - a. Where is the device/package? \_\_\_\_\_  
\_\_\_\_\_
  - b. What does the device/package look like? \_\_\_\_\_  
\_\_\_\_\_
  - c. When will it go off/detonate? \_\_\_\_\_  
\_\_\_\_\_
  - d. What will cause it to go off/detonate/trigger? \_\_\_\_\_  
\_\_\_\_\_
  - e. How do you deactivate it? \_\_\_\_\_  
\_\_\_\_\_
  - f. Why was it put here? \_\_\_\_\_  
\_\_\_\_\_
  - g. Did you place the device/package? \_\_\_\_\_  
\_\_\_\_\_
4. If the building is occupied, inform the caller that detonation/release of hazardous substances could cause injury or death of or to innocent people.
5. If a call is received on a Caller ID equipped telephone, check for the origin of the call and record the number. \_\_\_\_\_

# TORNADO/SEVERE THUNDERSTORM WATCH OR WARNING

**Tornado/Severe Thunderstorm Watch has been issued in an area near your facility:**

- Monitor your local Emergency Alert Stations, weather radio, and television. Stay in contact with your local emergency management officials.
- Bring all people inside building(s).
- Close all windows and blinds.
- Review tornado drill procedures and locations of safe areas. *Tornado safe areas are in interior hallways or rooms away from exterior walls and windows, and away from large rooms with high span ceilings. Get under furniture, if possible.*
- Review “drop and tuck” procedures with children.

**Tornado/Severe Thunderstorm Warning has been issued in an area near your facility, or tornado has been spotted near your facility:**

- Move children and staff to safe areas.
- Close all doors.
- Remind staff to take rosters/lists of children.
- Ensure that children are in “tuck” positions.
- Account for all children.
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.

***Attach building diagram showing safe areas. Post diagrams in each room showing routes to safe areas.***



# EMERGENCY PHONE NUMBERS

Complete this page as soon as possible and update as needed.

## **EMERGENCY MEDICAL SERVICES (EMS) INFORMATION**

Know how to contact your EMS. Most areas use 9-1-1; others use a 7-digit phone number.

+ **EMERGENCY PHONE NUMBER: 9-1-1 OR** \_\_\_\_\_

+ Name of EMS agency \_\_\_\_\_

+ Their average emergency response time to your school \_\_\_\_\_

+ Directions to your school \_\_\_\_\_

+ Location of the school's AED(s) \_\_\_\_\_

### **BE PREPARED TO GIVE THE FOLLOWING INFORMATION & DO NOT HANG UP BEFORE THE EMERGENCY DISPATCHER HANGS UP:**

- Name and school name \_\_\_\_\_
- School telephone number \_\_\_\_\_
- Address and easy directions \_\_\_\_\_
- Nature of emergency \_\_\_\_\_
- Exact location of injured person (e.g., behind building in parking lot) \_\_\_\_\_
- Help already given \_\_\_\_\_
- Ways to make it easier to find you (e.g., standing in front of building, red flag, etc.).

### **OTHER IMPORTANT PHONE NUMBERS**

+ **School Nurse** \_\_\_\_\_

+ **Responsible School Authority** \_\_\_\_\_

+ **Poison Control Center** **1-800-222-1222**

+ **Fire Department** **9-1-1 or** \_\_\_\_\_

+ **Police** **9-1-1 or** \_\_\_\_\_

+ Hospital or Nearest Emergency Facility \_\_\_\_\_

+ County Children Services Agency \_\_\_\_\_

+ Rape Crisis Center \_\_\_\_\_

+ Suicide Hotline \_\_\_\_\_

+ Local Health Department \_\_\_\_\_

+ Taxi \_\_\_\_\_

+ Other medical services (e.g., dentists): \_\_\_\_\_



Commonwealth of Pennsylvania  
Emergency Medical Services for Children

[www.paemsc.org](http://www.paemsc.org)

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