

Emergency Ready

FROM PLANNING TO PREPARATION

AUDIENCE

- After-School Program line staff
- After-School Program Provider -
Independent Providers
- DOE Staff / Administrators
- Parents
- Community Providers/Advocates

First Step - Safe Environment

- Implementation of standard set of policies and procedures e.g.
 - Sign in and out
 - Bathroom Policy
 - Appropriate Student Staff Relationships
 - Student Discipline Policy
- Review of Above
 - ‘Pulse Check’

First Steps - Training

- ASAS Policies and Procedures - 3 hours
- Safe Schools® - 9.5 hours
- NFHS - National Federation of State High School Associations - 7 hours
- H-Camp - 30 minutes
- Certified CPR/First Aid - 4 hours
- ASAS provides minimum 17 hours safety training (Sports Instructors 23 hours)

First Steps - Risk Management

- Recording and Analysis of all Incidents
 - Actual incidents
 - Near misses
 - Behaviors
- Identify patterns
 - Staff
 - Location
 - Class type
 - Students

EMERGENCY - CUSTOMIZATION

- DIFFERENT CIRCUMSTANCES OF AFTER-SCHOOL
- ABSENCE OF KEY DOE PERSONNEL IN THE AFTER-SCHOOL TIME E.G. SECURITY, HEALTH AIDE, ADMINISTRATION
- ACCESS TO ITEMS SUCH AS MEDICATIONS, KEYS TO SECURE DOORS ETC.
- INDEPENDENT EMERGENCY CALL SYSTEM

MUSCLE MEMORY - STAFF

- BUILDING ABILITY TO MAKE INATE, INSTINTIVE REACTION TO EMERGENCIES
- MOST DRILLS ARE SOME VARIATION OF THE EVACUATION OR SHELTER IN PLACE DRILL
 - Table tops combined with real world drills
- STAFF CARRY 'MINI' SAFETY BINDERS WITH THEM AT ALL TIMES, INCLUDE AT MINIMUM EVACUATION MAPS AND EMERGENCY BINDER

MUSCLE MEMORY - STUDENTS

- EMERGENCY DRILLS ARE DUAL PURPOSE - TRAIN STUDENTS
- NO MATTER HOW WELL TRAINED YOUR STAFF ARE, DO NOT PRESUME or ASSUME STUDENTS WILL FOLLOW INSTRUCTIONS OR BEHAVE AS YOU WANT THEM TO IN THE EVENT OF AN EMERGENCY
- IF EVEN HALF THE STUDENTS KNOW WHAT TO DO THEY CAN HELP GUIDE THE OTHERS

SHARED EXPERIENCE AND KNOWLEDGE

- WEEKLY MEETING BETWEEN SITE COORDINATORS AND MANAGEMENT TEAM
- WEEKLY MEETING BETWEEN SITE COORDINATORS AND PROGRAM LEADERS
- FACTORS THAT EFFECT THE IMPLEMENTATION OF DRILLS AT INDIVIDUAL SCHOOLS ARE PROBLEM SOLVED
- CONSTANT FLOW OF SHARED KNOWLEDGE AND EXPERIENCE ADDRESSES DIFFERENT EVENTUALITIES IN THE DRILL STAGE

ANALYSIS OF DRILL

- STUDENTS RESPONSE
 - DID STUDENTS TAKE DRILL SERIOUSLY
- STAFF RESPONSE
 - DID STAFF RESPOND AS YOU WOULD HAVE EXPECTED, INSTINCTIVE RESPONSE, GOOD DECISION MAKING
- PHYSICAL ENVIRONMENT
 - ANYTHING THAT MIGHT HAVE PHYSICALLY HINDERED THE IMPLEMENTATION OF THE DRILL

BEYOND THE BINDER

- SYSTEM AND PROCESS TO SUPPORT RISK MANAGEMENT
- DATA - REAL TIME ACCESS TO ACCURATE CONTACT AND EMERGENCY INFORMATION FOR ALL STUDENTS
- READY ACCESS TO MEDICAL CONSENTS
- SUPERVISORY FOLLOW-UP - NEVER PRESUME YOUR SAFETY BINDER IS BEING USED OR FOLLOWED
- CHECK SAFETY BINDER REGULARLY, REQUIRE SITE COORDINATORS TO SUBMIT THEIR TABLE TOPS AND EMERGENCY DRILLS FOR REVIEW AND ANALYSIS

RESOURCES

- <https://www.dropbox.com/sh/88x6ojq1lpbl5wk/AAA0izqegzrahl7dRXA65tIEa?dl=0>
- Some resources to review and assist, but remember to customize, these are specific to ASAS's structure and requirements and they will likely need to be customized to meet the needs of your program.
- aloha@asashawaii.org