



Emergency Response Information Plan Holy Infant Parish School of Religion

Updated August 2024

Classroom Quick Reference Guide

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▶ **Room _____**

Quick Reference:

Parish Contacts:

Meghan Redd: 314-607-8917

Mary Willett: 314- 518-7188

Fr. Stanger: 314-408-4202

Sandy Hughes: 314-650-0182

Becky McQuaide: 314-954-0660

Diocesan Contacts:

Ms. Cathy Fetter 314-792-7392

Mr. Mike Duffy 314-792-7305

Teachers Instruction Sheet

In most instances, you will be notified by the PSR Director or his or her designee of an incident that requires immediate response and action. Report all pertinent information to the PSR Office.

General Instructions: The Guide is to be used by teachers as part of our safety procedures during our Holy Infant PSR classes. Regardless of the type of incident, teachers are expected to remain with or take control of students.

Teacher's priorities are:

- ▶ **Protect life**
- ▶ **Contain the incident**
- ▶ **Protect property**
- ▶ **Recover**

In an emergency that endangers the school, there are three courses of action that can be implemented:

1. **EVACUATION:** Moving from a place of danger to safety.
2. **SHELTER IN PLACE:** Using the school for shelter from severe weather or the release of a dangerous substance outside school.

Teachers Instruction Sheet

3. **LOCKDOWN:** Securing the school (or using secure locations) for protection from an outside intruder or hostile threat.

Evacuation	Shelter In Place	Lockdown
Fire	Severe Weather	Active Shooter
Fire Alarm	Exterior Chemical	Intruder
Interior Chemical	Release	Bomb Threat
Release	Major Area Disaster	Exterior Danger
Explosion	Contagious Disease	Missing Student
Unsafe Structure	Earthquake	
Active Shooter		

Emergency Procedures

What is your Job?

- ▶ Fire
- ▶ Earthquake
- ▶ Tornado
- ▶ Medical emergency
- ▶ Bomb threat
- ▶ Intruder
- ▶ Active shooter

You must know your job and take drills seriously.

Fire Safety



Causes of School Fires

- 1. Arson*
- 2. Candles*
- 3. Smoking*
- 4. Electrical*
- 5. Spontaneous Combustion*

Fire Extinguisher Use



Before you use one

- *Where are they located?*
- *What is the type?*
- *Have you been trained?*
- **Fire extinguisher use**
- Pull the pin
- Aim the extinguisher at base of fire
- Squeeze the trigger
- Sweep side to side

Fire Emergency

Each classroom teacher is responsible for closing classroom windows, switching off classroom lights and fans, and closing classroom doors. Students should exit the building in single file and in silence. Each homeroom teacher should bring a class list outside and do roll call aloud. Individual students who are away from the classroom when the alarm sounds should use the nearest exit to leave the building. Once outside they should report to the nearest teacher who will inform the area captain. The area captain will report the student's presence to the fireman or PSR Director. When all students in each class are accounted for, teachers must report to the area captain who will, in turn, report to administration that all are present.

FIRE EXITS

Captains:

1. Doors nearest the Church **New 1st teacher #158/Mrs. Werkmeister**
2. Doors nearest the Convent **Mrs. Kroupa/Mrs. Tienter**
3. Doors nearest the North Parking Lot **Mr. Morrison/Mrs. Wilkinson**
9. Doors at the PSR Office – Go to North Parking Lot

Room 110	(Grade K)	<u>Exit 3</u>
Rooms 155–158	(Grades 1 and 2)	<u>Exit 1</u>
Rooms 151–154	(Grades 1 and 2)	<u>Exit 2</u>
Rooms 131–138	(Grades 3 and 4)	<u>Exit 3</u>
Rooms 206–209	(Grades 5 and 6)	<u>Exit 2</u>
Rooms 221–224	(Grades 7 and 8)	<u>Exit 3</u>
Rooms 225–229	(Grades 7 and 8)	<u>Exit 9</u>

General Evacuation Fire or Noxious Fumes

Signal: Fire Alarm

Steps of Action for General Evacuation including Fire or Noxious Fumes:

- **Students walk out of the classroom in a quiet, orderly manner.**
- **Teacher takes class list, closes windows.**
- **Classroom door is closed by last person leaving the room.**
- **Students walk out of the designated exit.**
- **Teachers are responsible for students under their supervision and should take attendance, accounting for each child.**
- **Missing students should be reported to the Principal or a member of the Emergency Response Team immediately.**

Severe Weather Designated Locations

The assigned severe weather area of this room is:

Grades K, 1 and 2

Rooms 151–152–153–154–155–156–157–158

Go into the hallway outside of the classroom.

Grades 3 and 4

Rooms 132–134–136–138

Go into the hallway outside of the classroom.

Grades 5 and 6

Rooms 206–207–208–209

Proceed down the north stairway and turn right to Mercy Wing. Stay in the hallway outside the art room.

Grade 7 and 8

Rooms 161– 225–226–227–229

Proceed down the stairs, past the PSR Office to the lower cafeteria. Go to the first wall on the left.

Grade 7 and 8

Rooms 221–222–223–224

Proceed down the stairs, past the PSR Office to the lower cafeteria. Go straight ahead to the wall divider.

Severe Weather Designated Locations

If you are in church:

Proceed to your locations. Grades 7 and 8 go to the old cafeteria via the baptismal font stairs.

If you are in Rosario Hall:

Proceed down the north stairway, turn right to Mercy Wing and go into the hallway.

If you are in the Upper Cafeteria:

Proceed to your locations.

If you are in the Music Room:

Boys go to the boys' bathroom across the hall. Girls go to the girls' bathroom across the hall.

Severe Weather Tornado

Signals:

- Tornado Warnings will be signaled by an announcement for “Tornado Shelter” or siren alert over P.A.
- A portable bullhorn announcement in the hallways if electricity is off.

Steps of Action for Tornado Warnings:

- Everyone is to STAY CALM. NO talking and NO running.
- Teachers will take students from their classrooms to the designated area in double file lines.
- Teachers will take class lists.
- Students will assume a kneeling position against the wall, place their heads down and cover the heads with their hands. Make sure to avoid the part of the wall where door opens.
- Students in other areas such as the halls or restrooms should try and return to their classroom or join another class if they are exiting the building. They could also hunker down in place in a corner of the bathroom.
- In the case of an unsafe structure, you should leave the building.
- You may have to use an alternate route if primary exit route is blocked with falling debris

Tornado

- Find safest route out of the building.
- Gather at your rally point outside, same place as for your fire drill.
- Check to see that all students are present and report any missing students to Administration or Emergency Response Team immediately.
- Remain quiet and calm.
- The all-clear signal will be a verbal or P.A. announcement.
- Return to classroom using the same route.
- ****Tell students who are in another part of the building or bathroom to join another class as they exit the building and let that teacher at that rally point know who he/she is so they can inform his/her class teacher.

Earthquake

- ▶ When an earthquake becomes evident.....
- ▶ DROP, COVER AND HOLD
 - D – DROP, COVER AND HOLD. Take a quake-safe position.
 - R – REMAIN CALM!
 - O – ORDER others to take a quake-safe position.
 - P – POWER – You are totally in charge. Take firm control!
- ▶ After the earthquake stops.....
 - RISK ASSESSMENT
 - R – ROLL – Quickly take roll
 - I – INJURIES – Check for injuries
 - S – SAFETY – Assess room safety. Evacuate only if necessary and if so, use the normal Fire Drill evacuation route until outside, then report to assigned areas on parking lot.
 - K – KEEP STUDENTS IN THE ROOM (unless it is unsafe to do so)
 - A – AID – Administer first aid.
 - S – STUDENT DISMISSAL – Remind students that nobody is to leave before dismissed.
 - S – SEND FOR HELP if needed.
 - E – EVACUATE when instructed to do so. Use normal Fire Drill evacuation routes if possible. Have alternate route in mind.

Earthquake Continued

- ▶ S – STUDENT ATTENDANCE – Keep grade book with you always.
- ▶ Take roll once outside and periodically thereafter.
S – STAY WITH YOUR CLASS and buddy classes or arrange for someone else to be responsible for your class if you have other emergency duties.
- ▶ If you have no students at this time.....
HELP OTHERS in your immediate area.
CHECK PASSAGEWAYS for hazards.
HELP OUT Report to Office or Command Center to be assigned to help.
- ▶ Teacher check-out.....
Be sure that your students are accounted for and supervision arranged.
Check-out with an Administrator.

Dangerous Intruder Alert

- ▶ Each school should complete and document at least two intruder drills each school year
- ▶ Each school should keep perimeter doors secured and locked from the outside.
- ▶ All classrooms should have the ability to be locked.
- ▶ Each school should have a visitor sign in location and all visitors issued “visitor badges”.
- ▶ Staff should wear identification badges throughout the day.
- ▶ **DURING-EMERGENCY ACTION STEPS:**
- ▶ Notify the administrator of possible location and description of subject(s).
- ▶ Call 911
- ▶ Announce (over the PA if the facility is so equipped) that there is an intruder in the building.
- ▶ Monitor the intruder’s location from a safe distance until law enforcement arrives.
- ▶ Staff should follow intruder protocol – *secure in classrooms or evacuate.*

Dangerous Intruder Alert

What is an intruder alert?

- ▶ An intruder alert is different from a lockdown.
- ▶ It occurs when there is danger **inside** the school building.
- ▶ Appropriate procedures must be implemented immediately.
- ▶ The PSR office or any catechist can notify the police. The more people who call the better! The police will inspect all areas of the building.
- ▶ Parents are not allowed to enter the building during the alert.
- ▶ The PSR office will communicate ALL CLEAR when the police determine the building is safe.

Before Emergency Action Steps

- ▶ PSR personnel always should remain alert and aware of their surroundings.
- ▶ Establish two-way communication with all classrooms.
- ▶ Catechists make sure you have the “Groupme” App downloaded so you can receive alerts from the PSR Office. **Have the cell numbers of Meghan Redd 314-607-8917 and Mary Willett 314-518-7188 and the catechists in your hallway in your phone..**

HIDE-EVADE

- Lock and/or barricade the classroom door. Use all furniture in the room especially heavy furniture.
- Turn out classroom lights.
- Move to an area of the room which is not visible through the door window or other window.
- Close shades if possible.
- Keep quiet and calm.
- Remain in place until the police arrive and your door is opened.

FIGHT-ENGAGE

- If an intruder enters your room without warning use the element of surprise and engage the person to confuse them.
- Use any items in the classroom as weapons, this should include books or furniture. The hope is that this will distract the intruder.
- Decide if you can overpower the intruder and retrieve the weapon.
- Escape if you can.
- Noise and movement can slow the intruder.
- Run as far from the building as possible, to the safest spot on or off campus.
- Take roll to make sure that all your students are accounted for.
- **Teacher should contact Meghan Redd 314-607-8917 or Mary Willett 314-518-7188** with details of your location.
- Stay at the location until the police or first responders come for you.

RUN-ESCAPE

- ▶ The PSR staff will try and determine where the shooter is and give as accurate details as possible so that you can make the best decision possible for you and your students.
- ▶ As a teacher you should know all escape routes and all exits. Familiarize yourself and your students with the building and walk it as part of your intruder drill.
- ▶ Sometimes the classroom door is not the safest way out so when able, students should leave the building through windows or as directed by the teacher.
- ▶ Leave all belongings in your room.
- ▶ When exiting the building keep your hands in plain view so that the police know that you are not armed.
- ▶ Run to the safest possible place on or off campus.
- ▶ Teachers take your cell and see that all students are with you in a safe place.
- ▶ **Teacher should contact Meghan 314-607-8917 or Mary 314-518-7188** with details of your location.
- ▶ Stay at the location until the police or first responders say it is safe.

Dangerous Intruder Alert – Continued

- Students will be released solely to their parents or to whomever the parent has listed on their Emergency Contacts.
- If you choose to leave the building, the re-unification point is...

RE-UNIFICATION POINT FOR PARENTS

Ballwin Point

1 Ballwin Commons, Ballwin, MO 63021

**Contact: Chris Conway
Director of Parks and Recreation
636-207-2338
www.ballwin.mo.us**

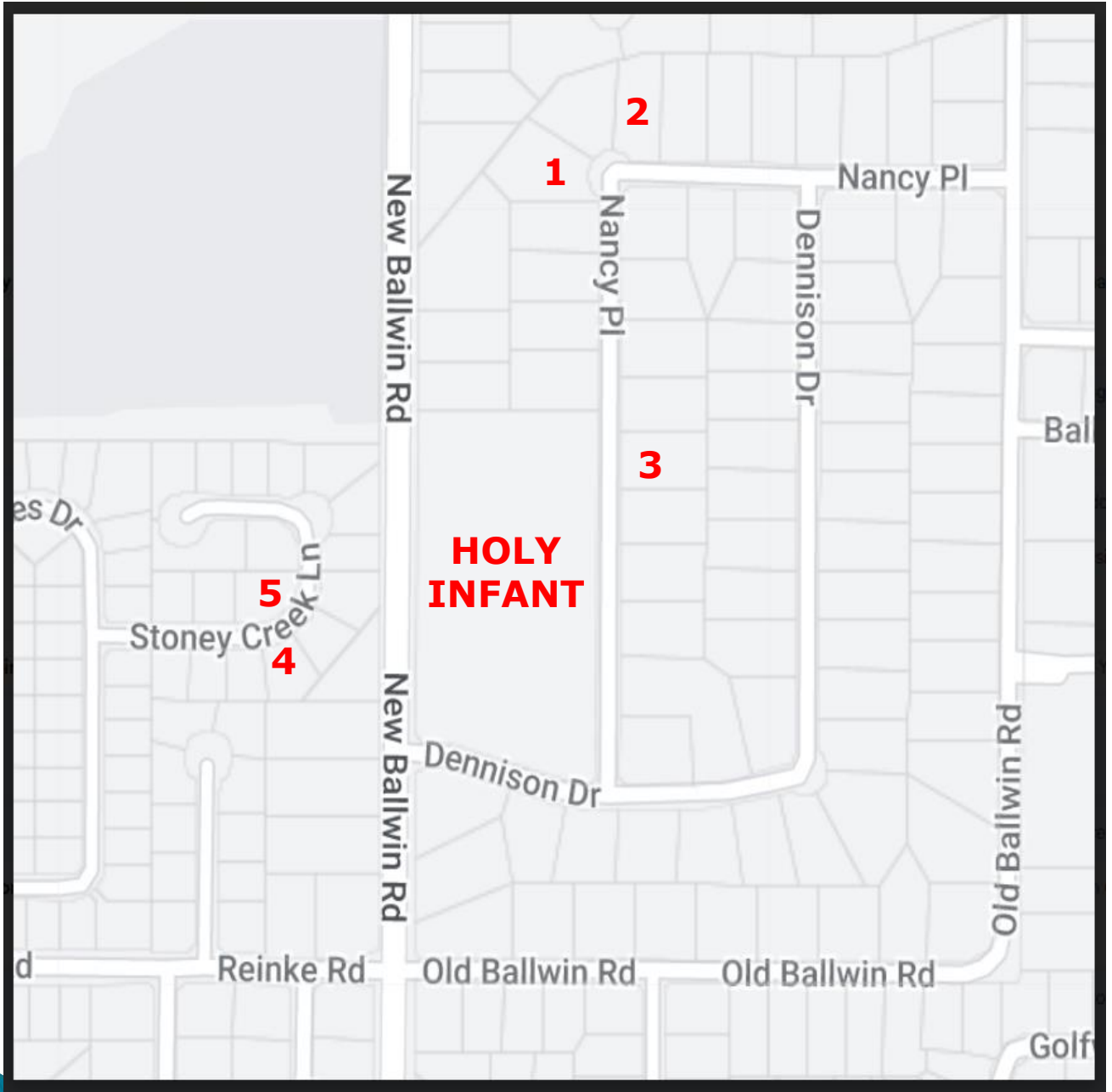
**Meghan Redd 314-607-8917
Mary Willett 314-518-7188**

Safe Houses: Do NOT Share With Parents or Students

Addresses:

1. Mary Lane Wilhite
229 Nancy Place, Ballwin, MO 63021
636-220-6519
2. Jeff & Renee Rogles
625 Nancy Place, Ballwin, MO 63021
314-221-1419
3. Mary & Pete Pancella
240 Nancy Place, Ballwin, MO 63021
636-227-5791
4. Mary & Mark Willett
736 Stoney Creek Ln, Ballwin, MO 63021
314-518-7188
5. Connie & Peter Oster
743 Stoney Creek Ln, Ballwin, MO 63021
314-707-7446

Map of Safe Houses



Lockdown – Exterior Threat Heightened Security

- Lockdown is different from an Intruder Alert as it occurs when there is an **OUTSIDE** danger in the vicinity of the school.
- The inside of the building is the safe place for students. There is usually time to execute appropriate procedures.
- ALL entrances WILL be locked by PRS Office Staff, outdoor activities cancelled, and students may be moved to secure rooms.
- Hallway doors are not locked during lockdown.
- Parents are not allowed to enter the building.
- The police will be in contact with PSR and issue the “ALL CLEAR” when the property is deemed safe.

Stages of Action:

- PSR will inform catechists and staff but will not use PA system.
- Catechists will **CALMLY** inform students about lockdown.
- If classes are outdoors, teachers should bring students into the building immediately.

Lockdown – Exterior Threat – Heightened Security

- ▶ PSR will proceed with normal routine inside the building.
- ▶ All media questions should be referred to the Ballwin Police.
- ▶ Do not text or email during the lockdown.
- ▶ Restrict hallway activity.
- ▶ Ensure your assigned entrance is secure.
- ▶ Wait until the “all-clear” signal is announced.

Bomb Threat

Signals: Fire alarm will sound. Normal fire alarm procedure will be used unless special instructions are announced.

PORTABLE RADIOS and CELL PHONES MUST NOT BE USED DURING A BOMB THREAT INCIDENT.

Steps of Action for Bomb Threat:

- ▶ If you receive the threat, preserve it and **NOTIFY** the office and 911.
- ▶ If **phone threat** is made, obtain as many details as possible. Use call checklist that follows.
- ▶ **Notify DRE, PSR Office or Principal.**
- ▶ If threat is warranted and deemed prudent follow **general evacuation procedures.**
- ▶ During Evacuation, **Do not touch** anything that looks suspicious. Staff should **report any unusual or suspicious noises, devices, or disturbances noticed during evacuation.**

Medical Emergency (Accident, Serious Injury, Bioterrorism or Illness) On Campus

During Emergency Action Steps:

- Call 911.
- Pastor/administrator will notify the staff trained in first aid/CPR.
- Upon the arrival of the police or fire department, pastor/administrator should be prepared to provide any known information, such as the victim's name, age, etc.
- Secure the scene/area of incident.
- Be sure to use universal precautions to avoid exposure to bloodborne pathogens.
- Keep uninjured parishioners/staff/students away from the incident location.
- Do not move injured victims unless immediate danger exists.
- Attempt to obtain names, address and phone numbers of the injured, and provide this information to responding EMS personnel.
- The administrator should accompany the child (if a minor) to the medical treating facility and bring a signed medical release form for each child injured.

Communication:

Notify parents, spouse or other responsible relative
Follow the Crisis Communication Plan found in the
Diocesan Safety Packet p. 14 &15

Missing Person

DURING-EMERGENCY ACTION STEPS:

- ▶ If the parish/agency/school/PSR notices the child missing:
- ▶ 1. Verify information regarding missing child. Who last observed the child? From where is the child missing?
- ▶ 2. Designate a parish/agency/school/PSR official to work as a liaison with the police.
- ▶ 3. Have a family member file a police report if the child is not located.

COMMUNICATION:

- ▶ Call 911.
- ▶ Give police an accurate description of child (including clothing worn) and provide a photograph, if one is available.
- ▶ Contact parent.
- ▶ If unable to locate parent, use numbers on child's emergency card.
- ▶ Interview missing child's friends for information as to the child's whereabouts, the possibility of running away, or of not returning home for fear of punishment.
- ▶ Follow the Crisis Communication Plan, found in the Diocesan Safety packet pages 14 and 15.

Suicide Detection and Prevention

- ▶ If you or someone you know is suicidal, get help immediately via 911, the National Suicide Prevention Lifeline at 1-800-273-TALK or the Crisis Text Line (text “HOME” to 741741).
- ▶ Suicide is the second leading cause of death among school age youth. However, *suicide is preventable*. Youth who are contemplating suicide frequently give warning signs of their distress. Parents, teachers, and friends are in a key position to pick up on these signs and get help. Most important is to never take these warning signs lightly or promise to keep them secret. When all adults and students in the school community are committed to making suicide prevention a priority—and are empowered to take the correct actions—we can help youth before they engage in behavior with irreversible consequences.

Suicide Risk Factors:

- ▶ Although far from perfect predictors, certain characteristics are associated with increased odd of having suicidal thoughts. These include:
 - ▶ Mental illness including depression, conduct disorders, and substance abuse.
 - ▶ Family stress/dysfunction.

Suicide Detection and Prevention Continued

- ▶ Environmental risks, including presence of a firearm in the home.
- ▶ Situational crises (e.g., traumatic death of a loved one, physical or sexual abuse, family violence).

Suicide Warning Signs:

- ▶ Most suicidal youth demonstrate observable behaviors that signal their suicidal thinking. These include:
 - ▶ Suicidal threats in the form of direct ("I am going to kill myself") and indirect ("I wish I could fall asleep and never wake up again") statements.
 - ▶ Suicide notes and plans (including online postings).
 - ▶ Prior suicidal behavior.
 - ▶ Making final arrangements (e.g., making funeral arrangements, writing a will, giving away prized possessions).
 - ▶ Preoccupation with death.
 - ▶ Changes in behavior, appearance, thoughts and/or feelings.

Suicide Detection and Prevention Continued

What to Do:

- ▶ Youth who feel suicidal are not likely to seek help directly; however, parents, school personnel, and peers can recognize the warning signs and take immediate action to keep the youth safe. When a youth gives signs that they may be considering suicide, the following actions should be taken:
- ▶ Remain calm.
- ▶ Ask the youth directly if he or she is thinking about suicide (e.g., "Are you thinking of suicide?").
- ▶ Focus on your concern for their well-being and avoid being accusatory.
- ▶ Listen.
- ▶ Reassure them that there is help and they will not feel like this forever.
- ▶ Do not judge.
- ▶ Provide constant supervision. Do not leave the youth alone.
- ▶ Remove means for self-harm.

Tips For Helping Someone Who Is Suicidal

- ▶ Don't be afraid to ask the person if he/she is really thinking about committing suicide. The mention of the word "suicide" will not plant the idea in his/her head – it will relieve him/her that they are being taken seriously. Be willing to listen, ask questions and clarify the problem(s). Remain supportive, stable and calm. NEVER leave a suicidal person alone and NEVER keep a person's suicidal feelings a secret. Urge professional help and make every effort to communicate realistic hope.

Situations conducive to suicide, warning signs and depressive symptoms:

- ▶ feelings of helplessness / hopelessness
- ▶ remarks suggesting profound unhappiness, despair or failure
- ▶ past history of a suicide attempt
- ▶ direct or indirect suicidal statements (i.e. stating that others won't miss or have to worry about him/her anymore)
- ▶ extreme change in mood (violent or rebellious behavior or sudden cheerfulness)
- ▶ suicidal death themes in drawings, readings or writings
- ▶ diminished interest or pleasure in almost all activities
- ▶ family instability or disruption
- ▶ recent loss of a close relationship
- ▶ recent suicide of a family member or friend

- ▶ disfigurement or losing a limb from an accident/illness
 - ▶ children who are bullied
- In dealing with a student who has made a direct threat of suicide, or if there is credible information regarding a threat, the parents should be contacted immediately to arrange for a formal assessment or hospitalization for the student.

DURING-EMERGENCY ACTION STEPS:

- ▶ Call 911.
- ▶ For schools: Keep students in classes, away from area.
- ▶ Remove students in the immediate area.
- ▶ Secure the area until police arrive.
- ▶ Make a mental note of the circumstances:
 - ▶ Who observed the occurrence?
 - ▶ Who reported the occurrence?
 - ▶ What vehicle(s), if any, were involved?
 - ▶ Approximate times of the incident, when emergency vehicles arrived, what was done for the victim.
- ▶ Write down your observations as soon as possible.
- ▶ **COMMUNICATION:**
 - ▶ Follow the Crisis Communication Plan in the Diocesan Safety Plan, found on pages 14 and 15.
 - ▶ In collaboration with the archdiocesan Office of Communications as needed, prepare communication with community; contact those who witnessed or reported the event.

Announcing the Loss

- ▶ Notify staff of the death through a written message or meeting.
- ▶ Follow up with a short staff meeting to review the facts of the incident and the role of staff/faculty in assisting with the loss. Allow staff an opportunity to share their experiences and suggestions.
- ▶ When possible, for elementary students, communicate information directly to parents, who then share with students at home and in an appropriate manner.
- ▶ Announce the death to the entire parish/agency/school/PSR (as practical). Provide facts to reduce rumors.
- ▶ Identify parishioners/clients obviously in distress and talk with them or invite them to a group or individual counseling activity.

For School's and PSR's

- ▶ Identify students who were close friends or students who would like an opportunity to attend a group or individual meeting.
- ▶ Identify students obviously in distress and talk with them or have another student help escort them to a group or individual counseling activity.
- ▶ Provide an opportunity for students to discuss the loss and what they have learned.
- ▶ If students are restless, get them active and focused on a project for the family, if appropriate.
- ▶ Discuss the funeral to prepare students who will be attending on what to expect.
- ▶ Provide opportunities for prayer.
- ▶ **Counseling/Psychology Responsibilities:**
- ▶ Establish an area for counseling (individual or group).
- ▶ Reschedule the day's activities, depending upon the needs of the school.
- ▶ Request additional counselors, if needed.
- ▶ Identify individuals who can work with groups or individuals.

- ▶ Schools/PSRs: Maintain a list of students counseled.
- ▶ Make follow-up calls to parents of students in distress and make recommendations for the parents to provide support.
- ▶ Provide parents with print resources on assisting youths in a crisis.

Administrative Responsibilities:

- ▶ Keep staff updated on events and circumstances.
- ▶ Identify staff that are in need of mental health support services.
- ▶ Utilize counseling, psychology, community counseling, and employee assistance programs.
- ▶ Emphasize the need to provide hard facts in reducing rumors.
- ▶ Be highly visibly to show presence, support, and control of the situation.
- ▶ Provide hope and refocus perceptions toward the future.
- ▶ Make arrangements for rescheduling cancelled activities.
- ▶ Make arrangements for excused absences for students wishing to attend the funeral.

Child Abduction Statistics

- ▶ While public fears and perceptions focus on stereotypical stranger type of abduction, in which an older adult male from outside a community preys upon an unsuspecting child for sexual gratification, initial research findings paint a different picture.
- ▶ **Studies found that abductions by family members represented the most prevalent child abduction type.** On average, 2,185 children under the age of 18 were reported missing each day of the study year. That adds up to more than 797,500 children annually. **Again, the vast majority of these cases were comprised of parental abductions and runaway cases where the victim was recovered quickly.**
- ▶ Each year there are about 3,000 to 5,000 non-family abductions reported to police, most of which are short term sexually motivated cases. About 200 to 300 of these cases, or 6 percent, make up the most serious cases where the child was murdered, ransomed or taken with the intent to keep.

Amber Alerts

AMBER Alert: *Restoring Children to Their Homes and Peace to Families January 13th, 2010 posted by Tracy Russo. The following post appears courtesy of Kim Lowry, Communications Director for the Office of Justice Programs:*

- ▶ There are few things more frightening than the loss of a child. Each year some 800,000 children are reported missing in the United States. Most of these children are not victims of abduction, and, fortunately, most soon return home.
- ▶ For some children, however, their separation will last far longer—even a lifetime. For others, their abduction ends in the most tragic of ways.
- ▶ The challenges of rescuing endangered missing and abducted children require a determined and coordinated effort. The first hours following a child's abduction are the most critical. Of the children murdered in stranger abductions, 3 out of 4 are killed within the first three hours.
- ▶ Early intervention is crucial and provides our best hope of protecting such children and reuniting them with their families. It was for this reason that the AMBER Alert system was initiated 14 years ago.

Notes: