Public Health
Seattle & King County

DISASTER PLAN
for

_____
(Program)

OUR PROGRAM'S ADDRESS IS: _____

_____

_____

OUR NEAREST CROSS-STREETS ARE: _____

_____

OUR PROGRAM'S PHONE NUMBER IS: _____

OUR OUT-OF-AREA CONTACT IS: _____

PHONE NUMBER: _____

The purpose of this plan is to assist child care and other early learning and school-age programs in preparing for and responding to an emergency or disaster.

All programs are encouraged to seek additional information and training around emergency/disaster preparedness from local emergency management and/or public health.

This plan was prepared by the Child Care Health Program of Public Health - Seattle & King County with a great deal of input from Seattle Emergency Management. It is individualized by each program. For an electronic copy of the plan and other supporting documents, go to: https://kingcounty.gov/depts/health/child-teen-health/child-care-health/emergency-preparedness.aspx

Revised 7/2011

EMERGENCY INFORMATION

- **Police** **9-1-1**
- **Fire/Medics** **9-1-1**
- **Poison Control Center** **1-800-222-1222**
- **Child Protective Services** **1-800-562-5624**
- **_____Hospital Emergency Room** _____
- **Electric/Gas Company _____** _____
- **Water/Sewer Provider _____** _____
- **Property Manager _____** _____
- **Insurance Agency _____** _____
  - **Auto Policy Number _____**
  - **Facility Policy Number _____**
- **Radio Station with Emergency Broadcasting** _____
- **Program Cell Phone** _____
- **Child Care Licensor _____** _____
- **Public Health Nurse _____** _____
- **Center's Planned Evacuation Sites**
  - **Off-site**
    1._____
    2._____
  - **On-site**
    _____
- **Center's Out-of-Area Contact**
  - _____ _____
- **Other:**
  - _____ _____

We have developed this emergency/disaster plan to provide safe care for our children should an emergency or disaster occur during the program day. A copy of this plan is always available for review. It is located _____.

Staff is introduced to this plan during orientation. Additionally, we review the plan with staff

_____ *(how)*

_____ (*how often; recommended: monthly, required: annually*).

Fire extinguishers are located: _____.

All staff are trained in the use of fire extinguishers _____

(when/how often), _____ *(by whom)*.

Gas shut-off (if applicable) is located: _____.

Electrical panel is located: _____.

Water shut-off is located: _____.

The following staff members are trained in utility control (how to turn off gas, electric, water):

_____ _____

_____ _____

_____ _____

Parents/Guardians are oriented to this plan _____

_____ *(when, how)*.

A parent/guardian from each family is asked to sign that they have reviewed the plan.

We ask staff to develop their own disaster plan for home. We encourage families to do the same. Having a plan helps you be in control and decreases anxiety when a disaster occurs. Resources for developing a plan include:

American Red Cross: http://www.redcross.org

Federal Emergency Management Agency (FEMA): http://www.fema.gov

Seattle Emergency Management: http://www.seattle.gov/emergency/

Public Health - Seattle & King County: www.kingcounty.gov/preparedness

HAZARD MITIGATION

Assuring a safe environment is an important step in disaster planning. Hazard mitigation is key to preventing injuries both every day and during a disaster; it is done throughout the facility.

Hazard mitigation priorities:

1. Would/could it break and fall and hurt someone?
2. Would/could it break and fall and block a primary exit from the room?
3. Would/could it break and fall and keep your program from opening the next day (or soon thereafter)?
4. Would/could it break and fall and break your heart?

Please note: Earthquakes can move (throw, topple, or cause to jump) ***very*** *heavy objects.*

Knowing that our environment is ever-changing, we regularly re-assess for hazards and correct them as soon as possible. Staff members continuously review their areas to assure the environment is safe. In addition, to assure each area is viewed objectively, we ask staff to look for hazards in program areas in which they usually do not work.

The charts on the following pages track the work done to reduce any hazards in our facility. *(Copy and complete one for* ***all*** *rooms, including classrooms, offices, hallways, storage rooms, and kitchen.)*

We formally review our environment for hazards every _____ *(recommended: monthly).*

Hazard Mitigation for: _____ *(room, area)*

Safety Action Taken	Date and Comments
Tall or heavy furniture is secured to a wall stud	
Heavy objects are placed low or properly secured	
Shelves have adequate lips or strapping to prevent items from flying off in an earthquake	
Overhead cupboards have safety latches	
Chemicals and poisons are stored safely (including: out of reach of children, in closed cabinets, no bleach and ammonia together)	
Windows are of safety glass or are adapted to prevent shattering and injury	
Evacuation/exit routes are free from hazards such as equipment, furniture, and other large objects	
All exits are unlocked or can be unlocked or locked from the inside without a key	

Ongoing room review:

Date & Initials: Action Taken:						

Date & Initials: Action Taken:						

Hazard Mitigation for: _____ *(room, area)*

Safety Action Taken	Date and Comments
Tall or heavy furniture is secured to a wall stud	
Heavy objects are placed low or properly secured	
Shelves have adequate lips or strapping to prevent items from flying off in an earthquake	
Overhead cupboards have safety latches	
Chemicals and poisons are stored safely (out of reach of children, in closed cabinets, no bleach and ammonia together)	
Windows are of safety glass or are adapted to prevent shattering and injury	
Evacuation/exit routes are free from hazards such as equipment, furniture, and other large objects	
All exits are unlocked or can be unlocked or locked from the inside without a key	

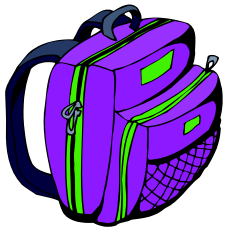
Ongoing room review:

Date & Initials: Action Taken:						

Date & Initials: Action Taken:						

EMERGENCY/DISASTER SUPPLIES

Grab and Go Bag



3-Day Supplies

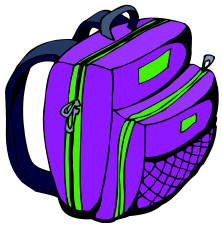
Notes about supplies:

3-Day Supply lists were adapted from the American Red Cross disaster supply lists for schools.

Supplies can be expensive. To "grow" your stock of appropriate supplies:

- Review the lists and decide which supplies are priorities at your site.
- Develop a supply rotation system that allows you to use perishable supplies in your normal operations before the expiration date. For example, buy canned food that is normally on your menu, and plan to replace and serve it every 6 months.
- Team up with another program to buy supplies in bulk.
- Request a small disaster supply fee from families or specific donations.
- Seek specific donations from the community.

GRAB & GO BAG
for
Child Care and other Early Learning Programs



Be sure this is located somewhere you can grab it on the way out the door – <u>every time your class leaves the classroom</u>!

- ☐ **Backpack, labeled for easy identification, containing:**
- ☐ **Emergency forms for students and staff**
- ☐ **"Rescue" medications with authorization forms**
- ☐ **First Aid Kit**
- ☐ **Flashlight & Batteries**
- ☐ **Whistle**
- ☐ **Bottle of water**
- ☐ **Age-appropriate snacks/infant formula**
- ☐ **Paper cups &/or infant bottles**
- ☐ **Tarp or ground cover & emergency blankets**
- ☐ **Tissues or toilet paper &/or wipes & diapers, as needed**
- ☐ **Plastic bags**
- ☐ **Age-appropriate time passers (books, crayons, paper, etc…)**

What is a* "Grab & Go" *bag?

A Grab & Go *bag contains essential items for an emergency. It includes things that you may need in the first hour or so following an emergency/disaster. A* Grab & Go *bag contains only a small portion of your disaster supplies, but is a key part of your preparedness and response. A* Grab & Go *bag should be easy to transport. A backpack (daypack) usually makes the best carrier.*

What should our* Grab & Go *bag contain?

A Grab & Go *bag should include* ***current*** *emergency contact information, a first aid kit, any "rescue"* medications with paperwork, and a flashlight. Tarps and/or blankets are also helpful for all ages. Include other items appropriate to the age(s) of children served. (Just make sure that you can easily carry your* Grab & Go *bag!)*

Should the* Grab & Go *bag have enough formula and diapers for all infants?

No. Remember that this bag is designed to meet immediate needs for a limited time. Make sure that you have additional supplies in your 3-day disaster supply kit.

How many* Grab & Go *bags do we need?

A Grab & Go *bag should be assembled for each class in your program or for each child care area of your home.*

Where should we keep our* Grab & Go *bags?

Your Grab & Go *bag should accompany your class everywhere. In the classroom, the best place to keep it is on a hook by the door that you usually use to exit (and that you are most likely to evacuate through). When you leave the classroom, always take it along. Your* Grab & Go *bag should be with you on the playground, field trips, fire drills, or any other planned or unplanned classroom departure. Some programs have installed hooks on their playgrounds to hang their* Grab & Go *bags when they are outside. The* Grab & Go *bag should be out of children's reach at all times. (Again, don't make it too heavy – no one should be tempted to set it on the ground where it would be easily accessible to children.)*

We'll have to update our* Grab & Go *bag from time to time, won't we?

Absolutely. Make sure you have a system in place for keeping emergency contact information current. Check expiration dates of food, water, batteries, and any medication, and replenish those items regularly. Keep first aid supplies fully stocked.

**Rescue medications include EpiPens®, asthma inhalers, or any other medications that a specific child may need to keep him/her alive.*

3-Day Supplies per 50 people

SURVIVAL

☐ **Water**

3 gallons of water per adult
(1 gallon/adult x 3 days)

1.5 gallons of water per child
(1/2 gallon/child x 3 days)

☐ any tools needed to open water containers

☐ cups to dispense water

Stored: _____

☐ **Food**

Emergency Food:

✓ Is easy to serve
✓ Does not require cooling or heating
✓ Has a long shelf life
✓ Is stored protected from heat, cold, and pests

☐ Our emergency food is part of our regular menu rotation. Food for 3 extra days is always on site. *(Familiar food can be a comfort during a disaster.)* It is rotated _____ *(how often)* by _____ *(whom).*

We have a separate supply of emergency food. Expiration dates are checked _____ *(how often)* by _____ *(whom).*

We include food for those with food allergies or on special diets.

We include age-appropriate food, such as formula and pureed food for infants (when enrolled).

Supplies kept with food include:

Plastic dishes and utensils
Manual can opener
Bottles for infants

Stored: _____

☐ **Shelter**

☐ (2) 12' X 16' tarps
☐ (3) 10' poles
☐ (100 ft) ¼ in. nylon rope
☐ flashlight w/ (2) extra sets of batteries per staff person
☐ blanket (fleece, wool, &/or "space") per person
☐ (5) extra blankets
☐ (30) plastic sanitation bags
☐ privacy shelter
☐ (30) rolls toilet paper
☐ (50) sanitary napkins
☐ (30) plastic garbage bags
☐ (30) rolls paper towels
☐ (750) soap towelettes packets or baby wipes
☐ (15) bars of soap
☐ (5) 5 gal plastic buckets for sanitation/emergency toilets
☐ (30) 12-hour light sticks
☐ battery-operated lanterns w/ extra batteries

Stored: _____

☐ **Special Equipment/Other**

Medical supplies for children with special health care needs:

_____
_____
_____
_____
_____
_____
_____
_____

Stored: _____

LIFE SAFETY & FIRST AID

☐ **Life Safety**	☐ **First Aid**
(2) laminated maps of site (6) hardhats (1) am/fm battery powered radio (4) walkie talkies (4) whistles (1) orange vest per staff member (2) shovels tools for simple search & rescue*: (1) bolt cutter (1) pry bar (1) crowbar (1) pliers (1) hammer (1) set of screwdrivers (1) wrench (1) utility knife (1) shovel (3) rolls barrier tape (3) rolls duct tape Other: _____ Other: _____ Other: _____ * For search and rescue training, contact your local emergency management agency. Stored: _____	masking tape permanent marking pens first aid reference book assorted adhesive bandages (100) 4 in. by 4 in. compresses (15) 8 in. by 10 in compresses (50) roll gauze bandages (5) triangular bandages (2) sm, med, and large cardboard splints (20) steri-strips or butterfly bandages (5) boxes of water in sealed containers for flushing wounds, etc. (1) small bottle bleach (1) backboard (1) scissor (3) tweezers (100) non-porous medical gloves (5) oval eye patches (7) rolls 1" cloth tape (5) rolls 2" cloth tape (25) dust masks thermometer 3-day supply of critical medications, with authorization forms Stored: _____

ADMINISTRATIVE

☐ **Administrative Supplies**

master keys to facility and supply container(s)
office supplies
- pens
- paper
- tape
- paper clips
- clipboards

signs for "Student Release"
(2) sets staff and student rosters
Emergency Contact forms
copies of all necessary forms:
- Incident Report Log
- First Aid Log
- Notice of First Aid Care
- Student Release Log
- Student/Staff Accounting Log
- Expenditure Log
- Staff Time Log
- Communications Log
- message forms

Stored: _____

☐ Our supply inventory is complete; we have obtained all needed supplies. (On-site supplies are indicated by a check in the boxes above.) We have a plan for rotating perishable items.

☐ We are continuing to gather supplies. The supplies we have on site are indicated above. We have a plan for rotating perishable items. Our plan for obtaining additional supplies is as follows:

Supplies needed	Plan to obtain	Date to be completed	Person Responsible

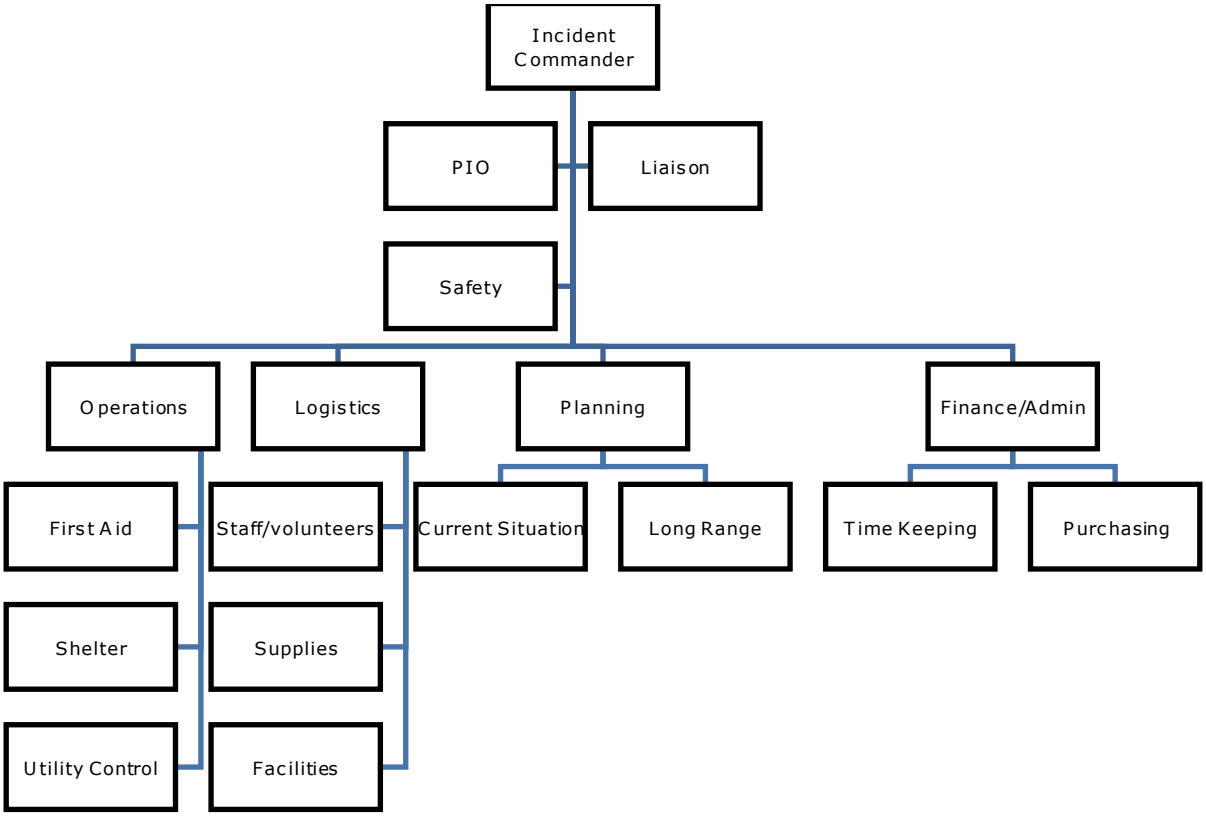
COORDINATING A RESPONSE

The initial steps you take in responding to an emergency or disaster may be unique to that event. (Please see "RESPONSE" section for detailed information on specific emergencies/disasters.) Most situations, however, require action in some predictable areas. Always, everyone must be accounted for, safety must be assured, etc. In the hours and days following an event, basic needs continue to have to be met. The way you meet the everyday needs of hydration, nutrition, sanitation, shelter, and emotional support, however, may be different from the way you do on a daily basis. It is useful to plan **who** takes care of **what** set of responsibilities in advance. Circumstances may differ, but your response will go more smoothly – and less will be forgotten – if you put some systems in place now.

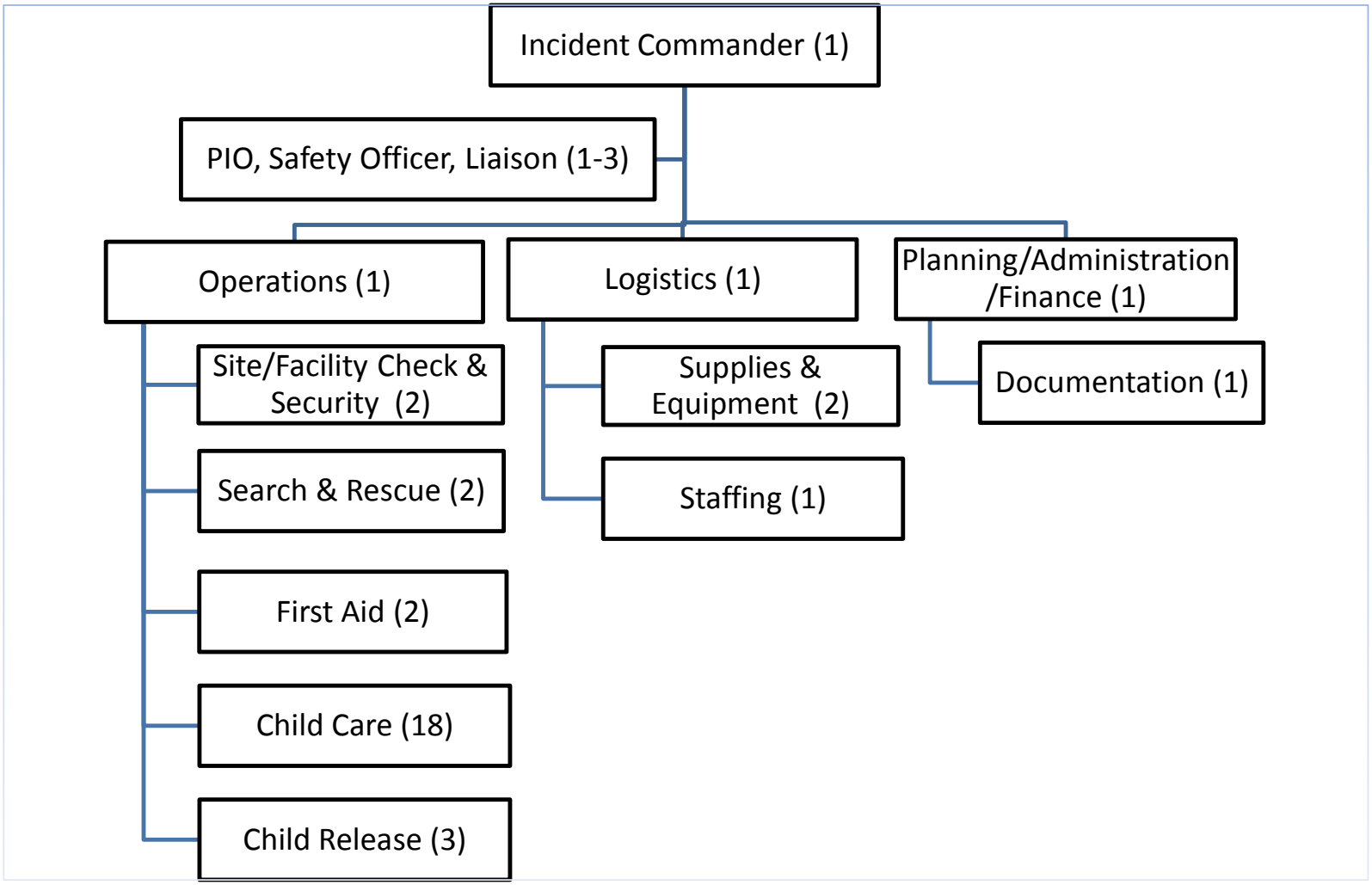
One way of organizing your response is the **Incident Command System.** The Incident Command System (ICS) provides structure for managing a disaster or emergency and can be adapted for virtually any situation. When you are using ICS effectively, everyone knows who's in charge and what is expected of them. Don't be put off by the name; it's a great tool and easy to learn.

An ICS chart and job descriptions follow. If you have a large number of staff, you may be able to assign people to all of the positions listed. If you don't, worry not; additional charts on following pages give you a framework for distributing tasks among a staff of any size.

First we'll show you what standard ICS looks like; **then we'll show you how we have adapted it for child care and other early learning programs**. Standard ICS looks like this:



ICS Components for Child Care/Early Learning Programs



When a child care/early learning program responds to a disaster or emergency, half of the staff will remain with and care for the children. The other half of the staff will take on new roles as necessary (as dictated by the situation). The Incident Commander is responsible for all tasks until delegated.

Here's what each role is:

The Incident Commander (IC) is responsible for directing site emergency response activities. (This is likely your director, but doesn't have to be.) Again, the IC is responsible for all tasks until delegated. The incident commander also sets the tone for the response.

The Operations Chief manages the direct response to the disaster (site/facility check and security, search and rescue, first aid, child care, and child release). The operations chief reports directly to the IC.

The Site/Facility Check & Security Team protects the site and the people present at the site from further damage or injury. Duties include fire and utility control, creating a secure area for children and staff, and checking site/facility for any hazards and mitigating them.

*The Search & Rescue Team searches for and recovers missing children, staff and volunteers (without putting themselves at undue risk). Search and rescue is always done by a minimum of two people. When entering a room to do a search, team members put a slash mark (/) on door to show that they are inside. When leaving the room, they make another slash to complete an **X** to show that room has been searched and is empty.*

The First Aid Team provides emergency medical response, first aid, and emotional support.

The Child Care Team ensures that the children are well cared for while other teams are carrying out their responsibilities. This may include evacuating the site with the children.

The Child Release Team assures that children and their parent/guardian(s) or authorized adult (emergency contact) are reunited in a safe, organized manner. The team checks IDs and emergency contact forms and documents for each released child: with whom they left, what time they left, and where they are going.

The Logistics Chief manages the distribution of supplies and staff during the disaster. The logistics chief reports directly to the IC.

The Supplies & Facilities Team coordinates supplies to assure supplies are best utilized and last as long as needed. The team also obtains additional needed supplies as possible.

The Staffing Team coordinates the assignment of personnel (staff, children, disaster volunteers) in support of an incident. The team keeps track of hours worked, assures breaks are given to staff, and plans to send home staff as children leave.

The Planning/Administration Chief is responsible for the collection, evaluation, documentation and use of information about the incident. The planning/administration chief reports directly to the IC. This person maintains accurate records and a map of the site and provides ongoing

analysis of the situation (weather, light) and resource status. This person is also responsible for maintaining financial records for the incident.

The Documentation Team ensures that all necessary information is reported and forms are completed during the disaster or soon thereafter.

Standard ICS includes the jobs of *Public Information Officer (PIO), Safety Officer, and Liaison,* all of whom report directly to IC and are assigned as needed

The Public Information Officer (PIO) provides single point of information about program; communicates with staff, families, and, if necessary, the media. S/he also monitors the radio.

The Safety Officer assesses and monitors hazards and unsafe situations, and implements safety solutions.

The Liaison serves as a point of contact for any assisting or coordinating agencies

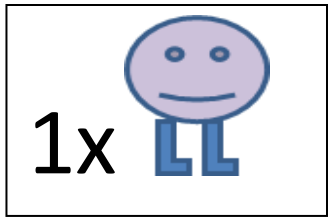
A larger child care program may have a PIO or Safety Officer; otherwise, these duties may be incorporated into other teams. For example, the Site/Facility Check & Security team may perform the duties of the Safety Officer, and the Planning/Administration/Finance Chief may handle communications.

It's helpful to match staff with roles beforehand. (Discuss roles and responsibilities with each individual staff member first.) That way, they can prepare more for the role they are likely to assume. Understand that there will need to be some flexibility, as circumstances differ. If a particular role isn't needed, staff can be reassigned to where they would be most useful. Especially in a small program, you may also want to recruit parents/guardians or community volunteers who live or work nearby to fulfill some of these roles. If you get their volunteer paperwork completed now, you'll have fewer worries later.

In any case, educate your staff about the Incident Command System and your entire disaster/emergency plan as soon as possible. Get everyone excited about making a difference. With a little work now you'll have much more positive outcomes later.

ICS Organizational Charts

The following pages contain charts that show possible ICS configurations for staff of different sizes. Please keep in mind that these are only guidelines. Roles that are needed should be added and reassignments should be made when roles are unnecessary in your response. For example, in a high-profile event involving media, consider assigning a Public Information Officer right away. In a situation involving no injuries, reassign First Aid Team members.



Organizational Chart – 1 Person

Help will be needed! Get to know your neighbors now. Who can you recruit to help? Are there any parents/guardians who work nearby and would be willing to help?

Incident Commander:

Incident Command
Operations
- Site/Facility Check & Security
- Search and Rescue
- First Aid
- Child Care
- Child Release

Logistics
- Supplies & Equipment
- Staffing

Planning/Administration
- Communications
- Documentation

_____ *

Family or Community Volunteers who've agreed to help. (Background checks are complete.)

_____

_____

_____

_____

* Assigned person **Lead person for section – reports to Chief of section (if one is designated) or Incident Commander

2-3 x

Organizational Chart – 2-3 People

For 2 people: 1 person is the Incident Commander; 1 person is responsible for Child Care
For 3 people: Add 1 person to Child Care

Incident Commander

Incident Command

Site/Facility Check & Security
Search and Rescue
First Aid

Supplies & Equipment
Staffing

Communications
Documentation

_____ *

Child Care & Release

Child Care
Child Release

_____ *

_____ *

Family or Community Volunteers who've agreed to help. (Background checks are complete.)

_____

_____

_____

_____

* Assigned person **Lead person for section – reports to Chief of section (if one is designated) or Incident Commander

4-7 x

Organizational Chart – 4-7 People

For 4 people: 1 person is the Incident Commander; 1 person provides Life Safety; 2 people are responsible for Child Care
For 5 people: Add 1 person to Child Care
For 6 people: 1 person is the IC; 2 people perform Life Safety; 3 people are responsible for Child Care
For 7 people: Add 1 person to Child Care

Incident Commander

Incident Command

Supplies & Equipment
Staffing

Communications
Documentation

_____ *

Life Safety

Site/Facility Check & Security
Search and Rescue
First Aid

_____ *

_____ *

Child C & R

Child Care
Child Release

_____ **
_____ *
_____ *
_____ *
_____ *

* Assigned person **Lead person for section – reports to Chief of section (if one is designated) or Incident Commander

8-9 x

Organizational Chart – 8-9 People

For 8 people: 1 person is the IC; 2 people perform Life Safety; 1 person takes care of Logistics; 3 people are responsible for Child Care
For 9 people: Add 1 person to Child Care

Incident Commander

Incident Command

Communications
Documentation

_____ *

Life Safety

Site/Facility Check & Security
Search and Rescue
First Aid

_____ *

_____ *

Child C & R

Child Care
Child Release

_____**
_____ *
_____ *
_____ *
_____

Logistics Team

Supplies & Equipment
Staffing

_____*

* Assigned person **Lead person for section – reports to Chief of section (if one is designated) or Incident Commander

10-11 x

Organization Chart – 10-11 People

For 10 people: 1 person is the IC; 1 person is the Operations Chief; 1 person takes care of Logistics; 2 people provide Life Safety; 5 people are responsible for Child Care
For 11 people: Add 1 person to Child Care

Incident Commander

Incident Command

Communications
Documentation

_____ *

Operations Chief

_____ *

Logistics Team

Supplies & Equipment
Staffing

_____ *

Life Safety

Site/Facility Check & Security
Search and Rescue
First Aid

_____ *
_____ *

Child C & R

Child Care
Child Release

_____ **
_____ *
_____ *
_____ *
_____ *
_____ *

* Assigned person **Lead person for section – reports to Chief of section (if one is designated) or Incident Commander

12-13 x

Organizational Chart – 12-13 People

For 12 people: 1 person is the IC; 1 person is the Operations Chief; 1 person takes care of Logistics; 2 people provide Life Safety; 1 person does First Aid; 6 people are responsible for Child Care

For 13 people: Add 1 person to Child Care

Incident Commander

Incident Command

Communications
Documentation
_____ *

Operations Chief

_____ *

Logistics Team

Supplies & Equipment
Staffing
_____ *
_____ *

Life Safety

Site/Facility Check & Security
Search and Rescue

_____ *
_____ *

First Aid

_____ *

Child C & R

Child Care
Child Release

_____ **
_____ *
_____ *
_____ *
_____ *
_____ *
_____ *
_____ *

* Assigned person **Lead person for section – reports to Chief of section (if one is designated) or Incident Commander

14-15 x

Organizational Chart – 14-15 People

For 14 people: 1 person is the IC; 1 person is the Operations Chief; 1 person takes care of Logistics; 2 people provide Life Safety; 2 people do First Aid; 7 people are responsible for Child Care
For 15 people: Add 1 person to Child Care

Incident Commander

Incident Command

Communications
Documentation
_____ *

Operations Chief

_____ *

Logistics Team

Supplies & Equipment
Staffing
_____ *

Life Safety

Site/Facility Check & Security
Search and Rescue

_____ *
_____ *

First Aid

_____ *
_____ *

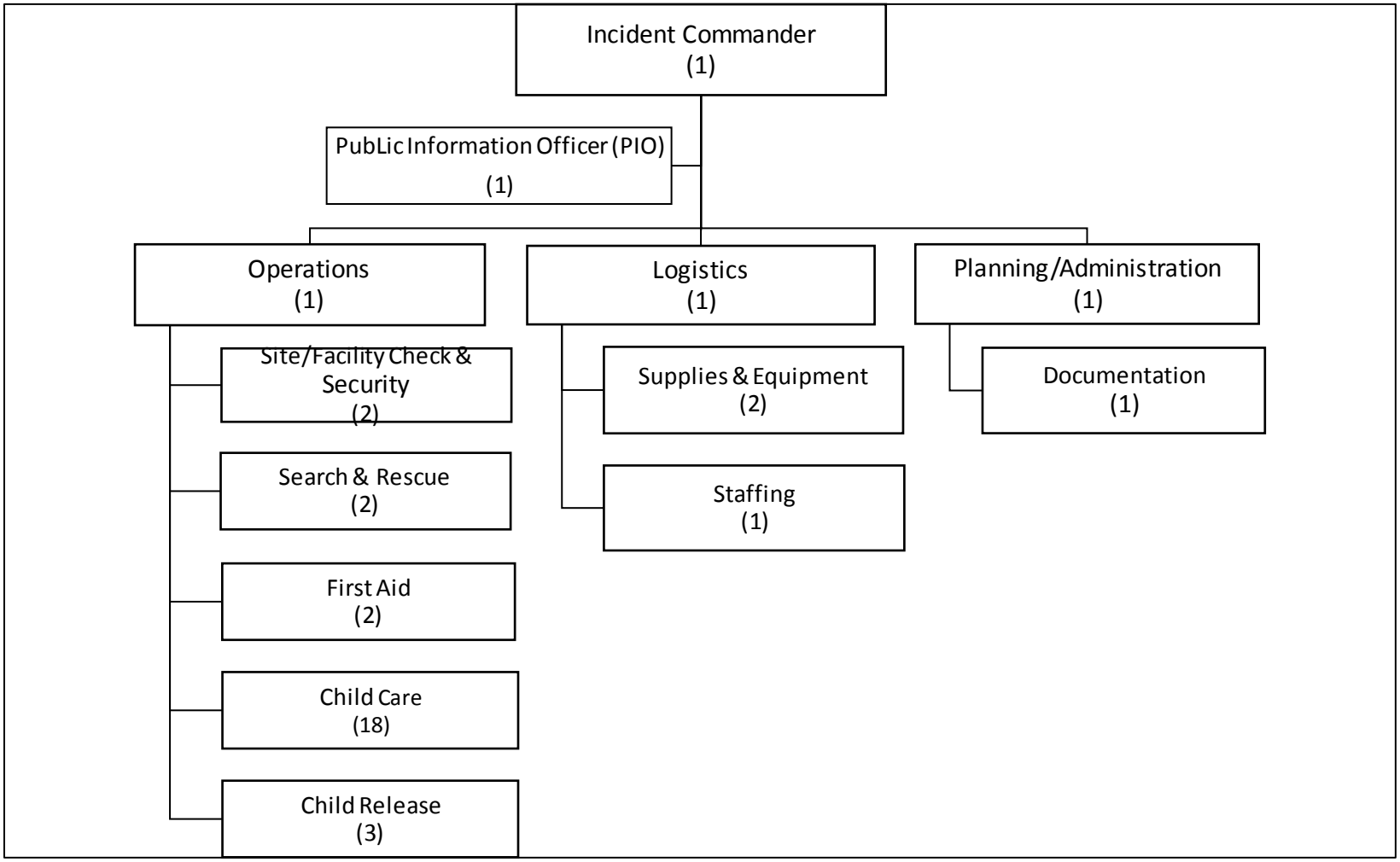
Child C & R

Child Care
Child Release

_____ **
_____ *
_____ *
_____ *
_____ *
_____ *
_____ *
_____ *
_____ *

* Assigned person **Lead person for section – reports to Chief of section (if one is designated) or Incident Commander

36 x



* Assigned person **Lead person for section – reports to Chief of section (if one is designated) or Incident Commander

EDUCATION

Staff, children, and parents/guardians must be educated about your program's disaster plan and what is expected of them in the event of an emergency or disaster.

All adults should be reminded that children take their emotional cues from adults.
In general, calm (at least on the outside) adults = calm children.

Staff are educated about:

- Personal preparedness, including
  - Emergency contacts
  - Home/family plan
  - 3-day supply of food and water at home
- Program's emergency/disaster plan
- Personal role in plan & responsibilities before, during, & after disaster
- Safe actions to take in event of a fire or earthquake
- Reducing hazards in environment
- Controlling utilities
- _____
- _____

We educate staff _____ *(when).*

Children are educated about:

- Safe actions to take in event of a fire or earthquake (if age-appropriate)
- _____
- _____

We educate children _____ *(when).*

Parents/guardians are educated about:

- The program's plan, including
  - care provided to children in all circumstances
  - communication in case of a disaster
  - procedures for releasing children
- _____
- _____

We educate parents/guardians _____ *(when).*

DRILLS

Drills provide people with the skills and confidence necessary to respond in an actual disaster situation.

We practice **3** critical drills regularly to assure our staff and students are prepared to respond to emergencies:

- **Fire** (Evacuation drill)...is practiced *monthly*, as required by WAC
- **Earthquake** (Drop, Cover & Hold)...is practiced _____ *(how often*).*
- **Lockdown** (Secure building, stay together)... is practiced _____ *(how often*).*

  Lockdown is most often completed with just staff.
  If children are included, we use these words,
  _____ *(recommended: "Let's practice being together and staying safe.")*
  and parents/guardians are informed prior to the drill and informed of exactly what to expect.

  **Minimum licensing requirements for child care centers currently require quarterly disaster drills. More frequent drills are recommended.*

All of our drills are done with the intent to learn something more. We are thoughtful of what we want to accomplish, and plan accordingly. Each time a drill is completed, we utilize the attached "Drill Record Form" to keep a history of what's been practiced, evaluate how it went, and plan for any needed changes.

Following the drill record form, we have included 2 sample earthquake drills and 2 sample lockdown drills - a year's worth of disaster drills (assuming they are done quarterly).

In addition, we practice other parts of our plan at various times of the year to assure we are ready. *Typical practice could include:*

- *Distributing water*
- *Setting up shelters*
- *Reuniting children and their families*
- *Getting an "emergency" message to families, etc.*

Child Care/Early Learning Disaster Drill Record

Date of Drill _____ Time of Drill _____ Name of Program _____

Brief Description of Drill

Rooms Participating in Drill

Objectives	Evaluation	Changes to be Made	When Changes are Made

Name of Person Organizing Drill _____

Child Care/Early Learning Disaster Drill Record

Date of Drill _____ Time of Drill _____ Name of Program _____

Brief Description of Drill
Earthquake drill #1: All classes in classrooms

Rooms Participating in Drill

Objectives	Evaluation	Changes to be Made	When Changes Made
1. Everyone will take a quake-safe action 2. Everyone will evacuate the building safely when the shaking stops 3. Everyone will be accounted for at outside meeting location 4. Problems w/ earthquake plan will be detected	1. Everyone took a quake-safe action within 4 seconds of the drill announcement (Y/N) 2. Everyone able to evacuate safely (Y/N) 3. Everyone accounted for (Y/N) 4. Lessons learned:		

Child Care/Early Learning Disaster Drill Record

Date of Drill _____ Time of Drill _____ Name of Program _____

Brief Description of Drill
Earthquake drill #2: Classes on playground (or in other non-classroom areas)

Rooms Participating in Drill

Objectives	Evaluation	Changes to be Made	When Changes Made
1. Everyone will take a quake-safe action 2. Everyone will be accounted for at outside meeting location 3. Problems with earthquake plan will be detected	1. Everyone demonstrated how to be safe in that situation (wherever they were) (Y/N) 2. Everyone accounted for (Y/N) 3. Lessons learned:		

Child Care/Early Learning Disaster Drill Record

Date of Drill _____ Time of Drill _____ Name of Program _____

Brief Description of Drill
Lockdown drill #1: All classes in classrooms and potentially dangerous person outside

Rooms Participating in Drill

Objectives	Evaluation	Changes to be Made	When Changes Made
1. Director will effectively alert all to lockdown 2. All children will be gathered in (a) safe location(s) 3. Staff will lock all doors 4. Staff will close window coverings 5. Call will be made to 911 (PRETEND) 6. Staff will join children in safe place and remain there until situation resolved (drill over)	1. All staff aware of lockdown quickly (Y/N) 2. Everyone gathered quickly in (a) safe location(s) (Y/N) 3. Doors locked (Y/N) 4. Windows covered (Y/N) 5. The appropriate person made the pretend call to 911 (Y/N) 6. Successful "being together" time (Y/N)		

Child Care/Early Learning Disaster Drill Record

Date of Drill _____ Time of Drill _____ Name of Program _____

Brief Description of Drill
Lockdown drill #2: All classes in classrooms and potentially dangerous person inside front door

Rooms Participating in Drill

Objectives	Evaluation	Changes to be Made	When Changes Made
1. Director will effectively alert all to lockdown 2. All children will be gathered in classrooms or other safe location(s) 3. Staff will lock all classroom/interior doors 4. Staff will close window coverings 5. Call will be made to 911 (PRETEND) 6. Staff will join children in safe place and remain there until situation resolved (drill over)	1. All staff aware of lockdown quickly (Y/N) 2. Everyone gathered quickly in (a) safe location(s) (Y/N) 3. Doors locked (Y/N) 4. Windows covered (Y/N) 5. Call to 911 simulated (Y/N) 6. Successful "being together" time (Y/N)		

RESPONSE

It is helpful to know what disasters are most likely to happen in your area. The following pages provide a response guide to the particular situations listed below (in alphabetical order). This guide is a reference for responding to an incident. Situations and sites differ – use your best judgment.

BOMB THREAT *(p. 33)*

CHEMICAL OR RADIATION EXPOSURE *(p. 33)*

DANGEROUS PERSON *(p. 34)*

EARTHQUAKE *(p. 34)*

EVACUATION *(p. 35)*

FIRE *(p. 36)*

FLOOD *(p. 36)*

HEATWAVE *(p. 37)*

LANDSLIDE OR MUDFLOW *(p. 38)*

LIGHTNING *(p. 38)*

LOCKDOWN *(p. 38)*

MISSING OR KIDNAPPED CHILD *(p. 39)*

PANDEMIC FLU/CONTAGIOUS DISEASE *(p. 40)*

POWER OUTAGE *(p. 40)*

SEVERE STORM *(p. 41)*

SHELTER-IN-PLACE *(p. 41)*

TSUNAMI *(p. 41)*

VOLCANO *(p. 42)*

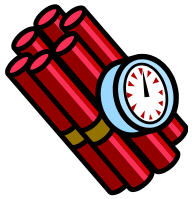
WINDSTORM *(p. 42)*

BOMB THREAT

- Check caller ID if available.
- Signal to another staff member to call 911, if able. *(Write "BOMB threat" on piece of paper, along with phone number on which call was received.)*
- **Before you hang up**, get as much information from caller as possible.

Ask caller:

- ✓ *Where is the bomb?*
- ✓ *When is it going to explode?*
- ✓ *What will cause the bomb to explode?*
- ✓ *What does the bomb look like?*
- ✓ *What kind of bomb is it?*
- ✓ *Why did you place the bomb?*



Note the following:

- ✓ *Exact time of call*
- ✓ *Exact words of caller*
- ✓ *Caller's voice characteristics (tone, male/female, young/old, etc.)*
- ✓ *Background noise*

- Do not touch any suspicious packages or objects.
- Avoid running or anything that would cause vibrations in building.
- Avoid use of cell phones and 2-way radios.
- Confer with police regarding evacuation. If evacuation is required, follow **EVACUATION** procedures.

CHEMICAL OR RADIATION EXPOSURE

- If emergency is widespread, monitor local radio for information and emergency instructions.
- Prepare to **SHELTER-IN-PLACE** or **EVACUATE**, as per instructions.
- If inside, stay inside (unless directed otherwise).
- If exposed to chemical or radiation outside:
  - ✓ Remove outer clothing, place in a plastic bag, and seal. *(Be sure to tell emergency responders about bag so it can be removed.)*
  - ✓ Take shelter indoors.
  - ✓ If running water/shower is available, wash in cool to warm water with plenty of soap and water. Flush eyes with plenty of water.

DANGEROUS PERSON

If a person at or near your program site is making children or staff uncomfortable, monitor the situation carefully, communicate with other staff, and be ready to put your plan into action.

- Immediately let staff know of dangerous or potentially dangerous person.
- Initiate **LOCKDOWN**.
- Call 911 from a safe place.

If the person is in building:
- Try to isolate the person from children and staff.
- Do not try to physically restrain or block the person.
- Remain calm and polite; avoid direct confrontation.

If <u>children are outside</u>:
- and <u>dangerous person is outside</u>: Quickly gather children and return to classrooms and initiate lockdown procedures. If this is not possible, evacuate to designated evacuation site.
- and <u>dangerous person is in the building</u>: Quickly gather children and evacuate to designated evacuation site.

If <u>children are inside</u>:
- Keep children in classrooms and initiate **LOCKDOWN**

EARTHQUAKE

Indoors:

- Quickly move away from windows, unsecured tall furniture, and heavy appliances.
- Everyone DROP, COVER, & HOLD.
  DROP to floor
  COVER head and neck with arms and take cover under heavy furniture or against internal wall
  HOLD ON to furniture if under it and hold position until shaking stops
- Keep talking to children in calm manner until safe to move.
- Do not attempt to run or attempt to leave building while earth is shaking.

Outside:
- Move to clear area, as far as possible from glass, brick, and power lines.
- **DROP & COVER.**

After earthquake:
- Account for all children, staff, and visitors.
- Check for injuries and administer first aid as necessary. Call 911 for life-threatening emergency.
- Expect aftershocks.
- Determine if evacuation is necessary and if outside areas are safe. If so, evacuate building calmly and quickly.
- Escort children to designated meeting spot outside and account for all children, staff, and visitors.
- Shut off main gas valve if you smell gas or hear hissing sound.
- Monitor radio for information and emergency instructions.
- Stay off all phones (for 3-5 hours) unless you have a life-threatening emergency.
- Call out-of-area contact when possible to report status and inform of immediate plan.
- Remain outside of building until it has been inspected for re-entry.

EVACUATION

On site:

- Escort children to designated meeting spot, taking:
  - ✓ Attendance sheets
  - ✓ Emergency contact information*
  - ✓ First aid kit*
  - ✓ Critical and rescue medications (including EpiPens and asthma inhalers) and necessary paperwork*
  - ✓ Cell phone
  - ✓ Food, water, and diapers*.
- If safe to do so, search all areas, (bathrooms, closets, play structures, etc.), to ensure that all have left the building.
- Account for all children, staff, and visitors.

Our pre-planned, on-site evacuation place is: **

Off site:

- Escort children to designated meeting spot.
- Search all areas, including bathrooms, closets, playground structures, etc., to ensure that all have left the building.
- Account for all children, staff, and visitors.
- Leave note at program site indicating where you are going.
- Evacuate to safe location, taking:
  - ✓ Attendance sheets
  - ✓ Emergency contact information*
  - ✓ First aid kit*
  - ✓ Critical and rescue* medications (including EpiPens and asthma inhalers) and necessary paperwork
  - ✓ Cell phone
  - ✓ Food, water, and diapers*
  - ✓ Battery-operated radio.
- Once out of danger, contact parents/guardians or emergency contacts. If unable to get through, phone out-of-area emergency contact or 911 to let them know of your location.

Our pre-planned, off-site evacuation places are: **

*Include in “grab and go” backpack next to exit door for quick and easy access.

**Circumstances of any given disaster may necessitate changing evacuation site. The Incident Commander (or Director) is responsible for identifying an alternate location, if needed. Post evacuation location on main door to program or previously designated place.

FIRE

- Activate fire alarm or otherwise alert staff that there is a fire (yell, whistle).
- Evacuate the building quickly and calmly:
  - If caught in smoke, have everyone drop to hands and knees and crawl to exit.
  - Pull clothing over nose and mouth to use as a filter for breathing.
  - If clothes catch fire, STOP, DROP, & ROLL until fire is out.
  - Take attendance sheets and emergency forms, if immediately available.
  - Have staff person check areas where children may be located or hiding before leaving building.
- Gather in meeting spot outside and account for all children, staff, and visitors.
- Call 911 from outside of building.
- Do not re-enter building until cleared by fire department.

Have a fire plan and make sure everyone is familiar with it.
Practice fire drills every month!

FLOOD

Be aware of any **FLOOD WATCH**: flooding may occur in your area.
FLOOD WARNING: flooding will occur or is occurring in your area.

If flooding is in area:

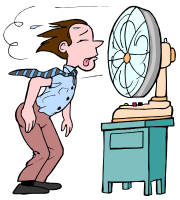
- Determine if program should be closed.
- Notify parents/guardians to pick up or not drop off children if program is to be closed.
- Monitor radio for storm updates and any emergency instructions.

If site is in (imminent) danger of being flooded:

- Escort children to designated meeting spot.
- Search all areas, including bathrooms, closets, playground structures, etc., to ensure that all have left the building.
- Account for all children, staff, and visitors.
- Leave note at program site indicating where you are going.
- EVACUATE to safe location on higher ground, taking:
  - ✓ Attendance sheets
  - ✓ Emergency contact information
  - ✓ First aid kit
  - ✓ Critical & rescue medications (including asthma meds, EpiPens) and forms
  - ✓ Cell phone
  - ✓ Food, water, and diapers
  - ✓ Battery-operated radio.
- Do not try to walk or drive through flooded areas.
- Stay away from moving water and downed power lines.
- Once out of danger, contact parents/guardians or emergency contacts. If unable to get through, phone out-of-area emergency contact or 911 to let them know of your location.
- If you have come into contact with floodwaters, wash hands well with soap and water.
- Throw away food that has come into contact with floodwaters.

Consult with local health department regarding cleanup measures.

HEAT WAVE



- Limit outdoor play when heat index is at or above 90°F.
- Ensure everyone drinks plenty of water.
- Remove excess layers of clothing. (Encourage parents/guardians to dress children in lightweight, light-colored clothing.)
- Keep movement to a minimum.
- **Be alert for signs of**

Heat Exhaustion:

cool, moist, pale, or flushed skin
heavy sweating
headache
nausea
dizziness
exhaustion
normal or below normal body temperature

Administer first aid – take steps to cool person down – and call for help, if necessary.

Heat Stroke:

very high body temperature (>102ºF axillary)
hot, red skin either dry or moist from exercise
changes in consciousness
weak rapid pulse
rapid, shallow breathing
vomiting

<u>Call 911 immediately</u> and take steps to cool person down.

Please note:
Children may not adapt to extremes of temperature as effectively as adults because they produce more heat (relatively) than adults when exercising and have a lower sweating capacity.

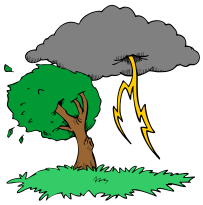
LANDSLIDE OR MUDFLOW

LANDSLIDES are generally associated with heavy rainfall and rapid snowmelt.
MUDFLOWS are fast-moving landslides that usually begin on steep hillsides.
(Volcanic eruption may also cause mudflows.)

- Recognize signs of slides:
  - unusual sounds outside, such as rumbling, trees cracking, or rocks colliding
  - new cracks appearing in building
  - fences, poles, trees tilting or moving
- **EVACUATE, if possible.**
- If too late to evacuate:

  Indoors:
  - Take cover under sturdy furniture.

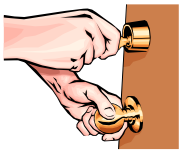
  Outside:
  - Get out of path of slide.
  - Run to high ground (up hill), away from slide.
  - If debris approaching, run for cover of trees or building.
  - If escape not possible, curl into ball and protect head.
- Account for all children, staff, and visitors.
- Check for injured or trapped persons near slide area, but stay clear of danger and await rescue personnel.
- Stay away from slide area – additional slides may follow.
- Be alert for flooding, which may follow slide.



LIGHTNING

- **Indoors:**
  - Avoid use of telephone, electrical appliances, and plumbing as much as possible. (Wires and metal pipes can conduct electricity.)
  - Move away from windows. Cover windows with shades or blinds, if available.
- **Outside:**
  - Seek shelter inside an enclosed building.

LOCKDOWN



- Lock outside doors and windows.
- Close and secure interior doors.
- Close any curtains or blinds.
- Turn off lights.
- Keep everyone away from doors and windows. Stay out of sight, preferably sitting on floor.
- Bring attendance sheets, first aid kits, pacifiers and other comforting items, and books to lockdown area, if possible.
- Maintain calm atmosphere in room by reading or talking quietly to children.
- If phone is available in classroom, call 911 to ensure emergency personnel have been notified.
- Remain in lockdown until situation resolved.
- Notify parents/guardians about any lockdown, whether practice or real.

MISSING OR KIDNAPPED CHILD

MISSING CHILD

- Search program site, including all places a child may hide and nearby bodies of water.
- Contact parent(s)/guardian(s) to determine if child is with family.
- Call 911 with:
  - ✓ **Child's name and age**
  - ✓ **Address of program**
  - ✓ **Physical description of child**
  - ✓ **Description of child's clothing**
  - ✓ **Medical condition of child, if appropriate**
  - ✓ **Time and location child was last seen**
  - ✓ **Person with whom child was last seen.**
- Have child's information, including photo, available for police when they arrive.
- Continue to search in and around site for child.

KIDNAPPED CHILD

- Call 911 with:
  - ✓ **Child's name and age**
  - ✓ **Address of program**
  - ✓ **Physical description of child**
  - ✓ **Description of child's clothing**
  - ✓ **Medical condition of child, if appropriate**
  - ✓ **Time and location child was last seen**
  - ✓ **Person with whom child was last seen.**
- Have child's information, including photo, available for police when they arrive. Parent(s)/guardian(s) should be contacted by police to explain situation.

<u>Help to prevent kidnapping:</u>

- **Do not release child to anyone other than parent, guardian, or designated emergency contact.**
- **Call 911 if adults or children express concern about a person at or near program site.**
- **Encourage parents and guardians to make you aware of any custody disputes, which may put child at risk for kidnapping.**

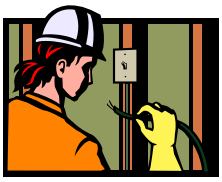
PANDEMIC FLU/CONTAGIOUS DISEASE

- Wash hands well and often.
- Remind parents and guardians that emergency contact information must be current and complete.
- Enforce illness exclusion policies for children and staff - insist that sick children and staff stay home or go home.
- Have and follow a plan to keep ill children away from well children while they are waiting to go home.
- Keep an illness log of sick children and staff - those sent home and those kept at home.
- Close rooms as necessary due to staff illness (to maintain safe ratios).
- Reinforce teaching about good respiratory etiquette:
  - Use a tissue (or a sleeve, in a pinch) to catch a sneeze or cough.
  - Throw used tissues in a hands-free trash can.
  - Wash your hands after using a tissue or helping a sick child.
- Monitor local and state Public Health websites and other news media for current pandemic flu status information, recommendations, and instructions.

Wash hands well and often

POWER OUTAGE

- **Determine why power is out.**
  - **If electrical problems are in building: Take out flashlights and prepare to EVACUATE.**
  - **If severe weather caused outage:**
    - Take out flashlights. (Do not use candles or any alternate lighting source with a flame.)
    - Account for all children, staff, and visitors.
    - Report power outage to power company on hard-wired phone.
    - Do not call 911, except to report an emergency.
    - Turn off or disconnect any appliances, electrical equipment, or electronics that were in use.
    - Leave one light on to indicate when power returns.
    - Keep refrigerator and freezer doors closed.



- **If weather is cold:**
  - Ensure everyone is wearing several layers of warm, dry clothing.
  - Have everyone move to generate heat. (Lead the class in physical activity or movement games.)
  - Never use oven as source of heat.
  - Never burn charcoal for heating or cooking indoors.
  - Only use an available generator outdoors and far from open windows and vents.
- **If weather is hot:**
  - Move to lower floors, if possible.
  - Remove excess layers of clothing.
  - Ensure everyone drinks plenty of water.

SEVERE STORM

- Be aware of any **STORM WATCH**: storm may affect area
  STORM WARNING: storm will soon be in or already is in area
- Determine if program should be closed.
- Notify parents/guardians to pick up or not drop off children if program is to be closed.
- Monitor radio for storm updates and emergency instructions.
- Use telephone for essential communication only.

SHELTER-IN-PLACE

- Gather everyone inside.
- Shut down ventilation system, fans, clothes dryer.
- Close doors and close and lock windows.
- Gather all children, staff, and visitors in room(s) with fewest doors and windows toward center of building.
- Bring attendance sheets, first aid kits, and emergency supplies.
- Account for all children, staff, and visitors.
- Close off non-essential rooms. Close as many interior doors as possible.
- Seal off windows, doors, and vents as much as possible.
- Monitor radio for information and emergency instructions.
- Phone out-of-area emergency contact.

TSUNAMI

If your program is located in a tsunami hazard area:

- Know: ▪ **height of your street above sea level _____**
  ▪ **distance of your street from coast or other high-risk waters _____**
  Evacuation orders may be based on these numbers.

- Have a plan for rapid EVACUATION out of hazard area.
- Practice your tsunami evacuation route with staff.
- Be aware of signs that a tsunami may be approaching:
  - Noticeable rapid rise or fall in coastal waters.
  - Strong earthquake lasting 20 seconds or more near the coast.

  In case of strong earthquake lasting 20 seconds or more near the coast:
  - Drop, cover, and hold.
  - When shaking stops, gather children and staff and EVACUATE quickly to higher ground away from coast.
- If you learn that an area has experienced a large earthquake, even if you do not feel shaking, listen to local radio station or NOAA Weather Radio for information from the Tsunami Warning Centers.

TSUNAMI WARNING: Tsunami expected. Full evacuation suggested.
TSUNAMI WATCH: Danger level not yet known. Stay alert for more information and prepare to evacuate.

A tsunami is a <u>series of waves</u> that may continue for hours.
Wait for official notification before returning to site.

VOLCANO

- **Monitor radio for information and emergency instructions.**
- **If there is ashfall in your area, be prepared to stay indoors.**
- **EVACUATE if advised to do so by authorities.**

Indoors:
- Close all windows and doors.
- Closely monitor anyone who has asthma or other respiratory difficulties – follow care plan.
- Ensure that infants and those with respiratory difficulties avoid contact with ash.

Outside:
- Cover nose and mouth.
- Wear goggles to protect eyes.
- Keep skin covered with clothing.

- Avoid driving in heavy ashfall – driving will stir up ash and stall vehicles.
- Clear roofs of ashfall. (Do not allow accumulation of more than 4 inches.)

Be aware that volcanoes are often accompanied by:

▪ Earthquakes ▪ Ashfall & acid rain ▪ Landslides & rockfalls
▪ Mudflows & flash floods ▪ Tsunamis

WINDSTORM

Indoors:
- Move away from windows. Cover windows with shades or blinds, if available.
- Consider moving to interior rooms/hall and lower floors.

Outside:
- Move indoors, avoiding any downed power lines or trees.