

St. Luke Preschool & Enrichment Program

Disaster Policy



DISASTER PLAN

for

St Luke Kindergarten Prep & Enrichment Program

(Program)

OUR PROGRAM'S ADDRESS IS: 17533 St. Luke PL N
Shoreline, WA 98133

OUR NEAREST CROSS-STREETS ARE: N 175th St. & Dayton Ave

OUR PROGRAM'S PHONE NUMBER IS: 206-542-1133

OUR OUT-OF-AREA CONTACT IS: Archdiocese of Portland in Oregon
PHONE NUMBER: 503-234-5334

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:
<http://kingcounty.gov/healthservices/health/child/childcare/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
- **SWEDISH (Edmonds) Hospital Emergency Room** 425-640-4000
- **Electric/Gas Company: City Light** 206-684-3000
 - **Puget Sound Energy** 888-225-5773
- **Water/Sewer Provider: City of Seattle (water)** 206-684-5800
 - **Ronald Sewer** 206-546-2494
- **Property Manager** N/A
- **Insurance Agency: Catholic Mutual** 206-382-3494
 - **Auto Policy Number** N/A
 - **Facility Policy Number** : 8558
- **Radio Station with Emergency Broadcasting**
 - **KOMO**
 - **KING**
 - **KIRO**
- **Program Cell Phone**
- **Child Care Licensor Noy Sivongxay, 206-760-2490**
- **Public Health Nurse Peggy King, 206-545-1397**
- **Center's Planned Evacuation Sites**
 - **Off-site**
 1. St. Luke Gym/Church
 2. Local Fire Station on Richmond Beach Road
 - **On-site**
 1. In school building
- **Center's Out-of-Area Contact**
 - **Archdiocese of Portland in Oregon 503-234-5334**

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 on the shelf next to the sign in/sign out binder.

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

Fire extinguishers are located: Next to exit door.

All staff are trained in the use of fire extinguishers at orientation and explained again during quarterly meetings by St. Luke Maintenance Manager.

Gas shut-off (if applicable) is located: N/A

Electrical panel is located: 4yr old classroom end wall under tv.

Water shut-off is located: School Kitchen.

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

Amy Yarno

Cindy Lutovsky

Laurina Max

Baionne Coleman

Natasha Mathias

Parents/Guardians are oriented to this plan during parent orientation night. 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:

<http://kingcounty.gov/healthservices/health/preparedness/disaster.aspx>

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 trimster.

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:						

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Action Taken:						

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Date & Initials:						
Action Taken:						

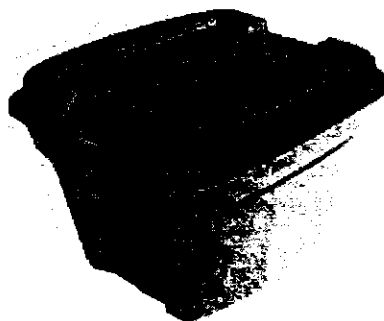
Date & Initials:						
Action Taken:						

EMERGENCY/DISASTER SUPPLIES

Grab and Go Bag



3-Day Supplies



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 –
every time your class leaves the classroom!**

- Backpack, labeled for easy identification, containing:**
- Emergency forms for students and staff**
- “Rescue” medications with authorization forms**
- First Aid Kit**
- Flashlight & Batteries**
- 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

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

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

Stored: _____

Shelter

- 12' X 16' tarps
- flashlight w/ extra sets of batteries per staff person
- blankets
- rolls toilet paper
- plastic garbage bags
- rolls paper towels
- soap towelettes packets or baby wipes

Stored: _____

Special Equipment/Other

- Medical supplies for children with special health care needs:

- _____
- _____
- _____
- _____
- _____
- _____

Stored: _____



LIFE SAFETY & FIRST AID

<input type="checkbox"/>	Life Safety	<input type="checkbox"/>	First Aid
	<ul style="list-style-type: none"><input type="checkbox"/> walkie talkies<input type="checkbox"/> whistles<input type="checkbox"/> tools<input type="checkbox"/> Other: _____<input type="checkbox"/> Other: _____<input type="checkbox"/> Other: _____		<ul style="list-style-type: none"><input type="checkbox"/> masking tape<input type="checkbox"/> permanent marking pens<input type="checkbox"/> first aid reference book<input type="checkbox"/> assorted adhesive bandages<input type="checkbox"/> compresses<input type="checkbox"/> roll gauze bandages<input type="checkbox"/> triangular bandages<input type="checkbox"/> sm, med, and large cardboard splints<input type="checkbox"/> steri-strips or butterfly bandages<input type="checkbox"/> scissor<input type="checkbox"/> tweezers<input type="checkbox"/> non-porous medical gloves<input type="checkbox"/> cloth tape<input type="checkbox"/> thermometer<input type="checkbox"/> 3-day supply of critical medications, with authorization forms
	<p>* For search and rescue training, contact your local emergency management agency.</p>		
	<p>Stored: _____</p>		
			<p>Stored: _____</p>



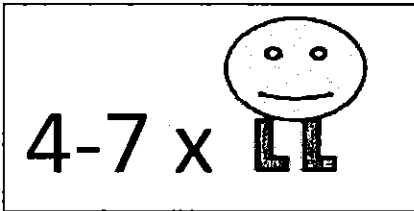
ADMINISTRATIVE

<input type="checkbox"/>	Administrative Supplies (Grab and Go bag will be with administration)
<input type="checkbox"/>	master keys to facility and supply container(s)
<input type="checkbox"/>	office supplies
	<input type="checkbox"/> pens
	<input type="checkbox"/> paper
	<input type="checkbox"/> tape
	<input type="checkbox"/> paper clips
	<input type="checkbox"/> clipboards
<input type="checkbox"/>	signs for "Student Release"
<input type="checkbox"/>	(2) sets staff and student rosters
<input type="checkbox"/>	Emergency Contact forms
<input type="checkbox"/>	copies of all necessary forms:
	<input type="checkbox"/> Incident Report Log
	<input type="checkbox"/> First Aid Log
	<input type="checkbox"/> Notice of First Aid Care
	<input type="checkbox"/> Student Release Log
	<input type="checkbox"/> Student/Staff Accounting Log
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: (We will hve parents help us gather our 3-day supply yearly)

Supplies needed	Plan to obtain	Date to be completed	Person Responsible

The next couple of pages hve been intentionlly left blank. Page 15 shows a diagram of how we will respond to an emergency. Names of who is in charge of each area will be wriiten on the form in the policies binder in the classroom for your review.



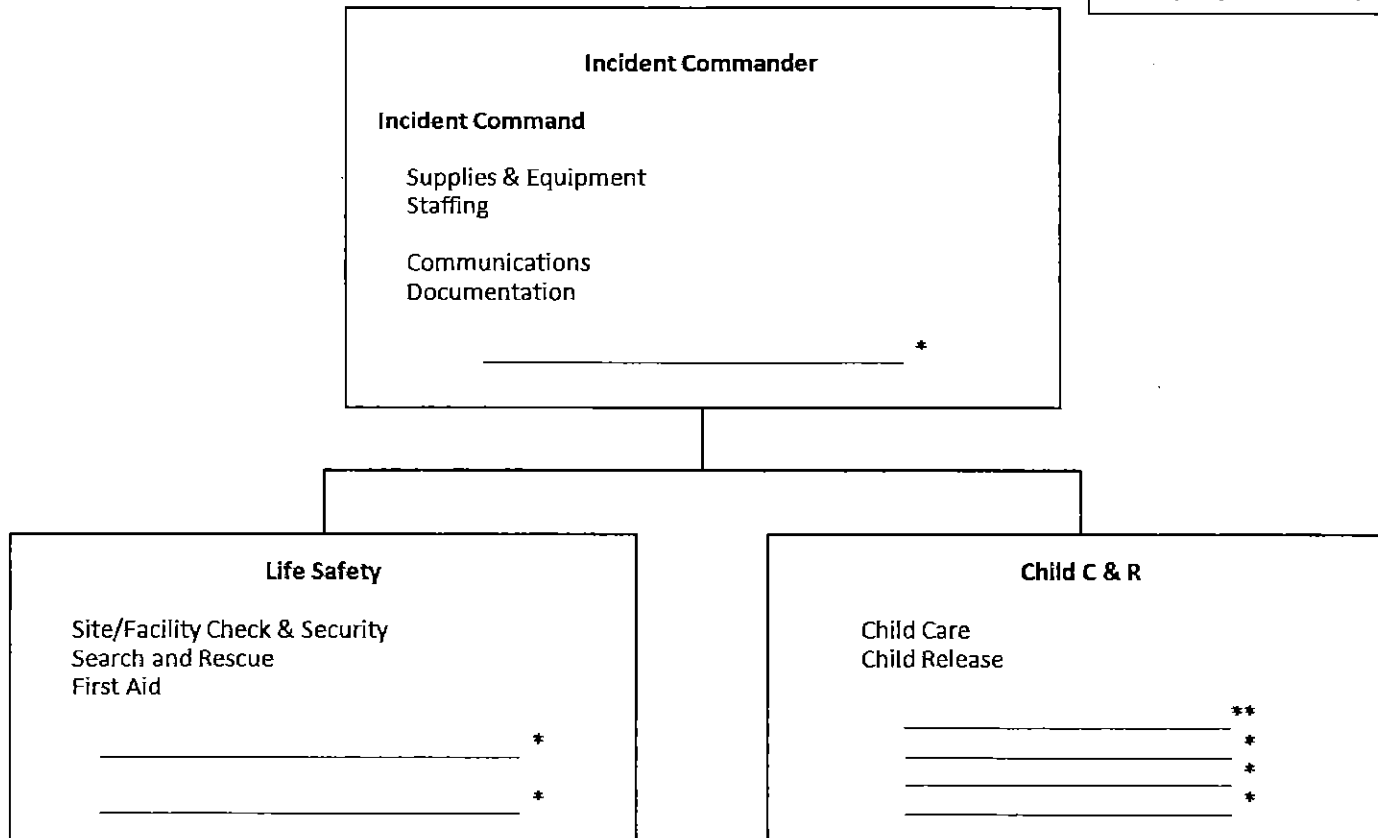
Organizational Chart – 4-7 People

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



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

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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:

- 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 in the Fall when school begins and review at the trimester breaks.

Children are educated about:

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

We educate children on fire monthly and earthquake and lockdown every trimester.

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 during orientation and information is on their classroom website and in their classroom in the policy binder.

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 every trimester.
- **Lockdown** (Secure building, stay together)... is practiced every trimester.

Lockdown is most often completed with just staff.

If children are included, we use these words, *“Let’s practice being together and staying safe.”*

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

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
<ol style="list-style-type: none">1. Everyone will take a quake-safe action2. Everyone will evacuate the building safely when the shaking stops3. Everyone will be accounted for at outside meeting location4. Problems w/ earthquake plan will be detected	<ol style="list-style-type: none">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
<ol style="list-style-type: none">1. Everyone will take a quake-safe action2. Everyone will be accounted for at outside meeting location3. Problems with earthquake plan will be detected	<ol style="list-style-type: none">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
<ol style="list-style-type: none"> 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) 	<ol style="list-style-type: none"> 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. 25)

CHEMICAL OR RADIATION EXPOSURE (p. 25)

DANGEROUS PERSON (p. 26)

EARTHQUAKE (p. 26)

EVACUATION (p. 27)

FIRE (p. 28)

FLOOD (p. 28)

HEATWAVE (p. 29)

LANDSLIDE OR MUDFLOW (p. 29)

LIGHTNING (p. 30)

LOCKDOWN (p. 30)

MISSING OR KIDNAPPED CHILD (p. 31)

PANDEMIC FLU/CONTAGIOUS DISEASE (p. 32)

POWER OUTAGE (p. 32)

SEVERE STORM (p. 33)

SHELTER-IN-PLACE (p. 33)

TSUNAMI (p. 33)

VOLCANO (p. 34)

WINDSTORM (p. 34)

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?*

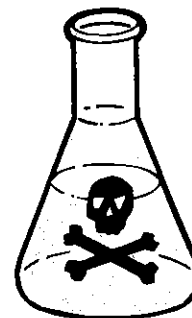


Note the following:

- ✓ *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 children are outside:

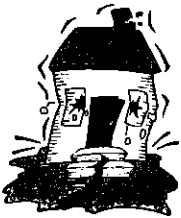
- ◀ and dangerous person is outside: Quickly gather children and return to classrooms and initiate lockdown procedures. If this is not possible, evacuate to designated evacuation site.
- ◀ and dangerous person is in the building: Quickly gather children and evacuate to designated evacuation site.

If children are inside:

- ◀ 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.

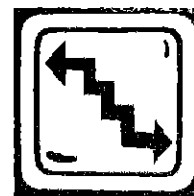
Outside:

- ◀ 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:

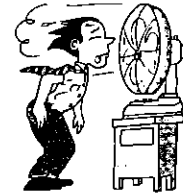
- ◄ Determine if program should be closed.
- ◄ Notify parents/guardians to pick up or not drop off children if program is to be closed.
- ◄ Monitor radio for storm updates and any emergency instructions.

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 (>102°F axillary)
hot, red skin either dry or moist from exercise
changes in consciousness
weak rapid pulse
rapid, shallow breathing
vomiting

Call 911 immediately 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.

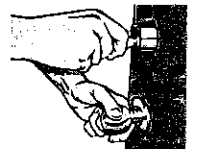
- ◀ Account for all children, staff, and visitors.
- ◀ Check for injured or trapped persons near slide area, but stay clear of danger and await rescue personnel.
- ◀ Stay away from slide area – additional slides may follow.
- ◀ Be alert for flooding, which may follow slide.

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

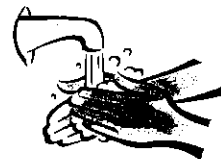
- ◀ Call 911 with:
 - ✓ **Child's name and age**
 - ✓ **Address of program**
 - ✓ **Physical description of child**
 - ✓ **Description of child's clothing**
 - ✓ **Medical condition of child, if appropriate**
 - ✓ **Time and location child was last seen**
 - ✓ **Person with whom child was last seen.**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

Help to prevent kidnapping:

- ◀ **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 series of waves 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.