

The purpose of an Emergency Preparedness Plan is to facilitate discussion, to provoke thought and preplanning and to better prepare you for the necessary response in **ANY** emergency situation and to ensure the safety of the children, staff, visitors, or volunteers.

The procedures and principles discussed in this guide are simply common-sense responses. **YOU** will need to use your own judgment to determine how complex your preparedness plan needs to be.

In addition to having a plan, drills are necessary to ensure success when an actual emergency occurs.

Remember:

- All facilities are required to conduct a monthly evacuation drill, **AND**
- Document the results of the drill.
- All facilities shall account for all occupants in the building at all times, this shall include: children, staff, volunteers, and visitors.
- Each plan should account for children with special needs, and include those needs in the plan.

It is recommended other emergency preparedness drills are conducted at appropriate times during the year.

Conduct all drills with the intent to become better prepared, to learn something each time, what needs to be adjusted, and to adjust your plan accordingly.

It is recommended the plan and procedures are reviewed every six months, so how about getting out your calendar and put them on it right now?

Cut all sheets or fold over top sheet at this line



Wyoming Child Care Facility Crisis Response Guide

Facility:
Building Location:

Guidelines created July 2016

CALL 911 FOR FIRE OR MEDICAL EMERGENCY

Chain of Command

_____ is responsible for both the immediate and long-term response to an emergency involving _____ and is responsible for making the emergency response decisions and whether the children, staff, volunteers, and visitors shall be evacuated from the building. Decisions must be made on the basis of life safety, the dangers presented or expected, and the resources available to deal with the emergency.

If _____ is absent, the following chain of command will be responsible for agency actions and decisions:

Crisis Communications

Within _____ is responsible for releasing and reporting all information concerning the crisis to appropriate agencies, including the media.

No employee should discuss any aspect of a crisis with the media or others unless directed to do so.

- **Determine why the power is out.**
 - If there is an electrical problem in the building, take out the flashlights and prepare to evacuate.

- **If severe weather caused the outage:**
 - Take out flashlights. (Avoid using candles or any light source that has a flame.)
 - Account for all children and staff.
 - Report the power outage to the power company.
 - DO NOT call 9-1-1 unless there is an emergency.
 - Turn off or disconnect any appliances, electrical equipment, or electronics that were in use at the time of the outage.
 - Leave one light on to indicate when the power returns.
 - Keep the refrigerator and freezer doors closed.
 - DO NOT use gas generators inside the facility or near open windows and doors.

- **If the weather is cold:**
 - Ensure everyone is wearing several layers of warm clothing.
 - Have everyone move around to generate some heat.
 - NEVER use a heating source that requires a blower fan or exhaust fan to circulate heat.

- **If the weather is hot:**
 - Move to the lower floors.
 - Remove excess layers of clothes.
 - Ensure everyone is receiving plenty of fluid

Chemical Spills/Hazardous Materials

- ❖ As you do your planning, contact local Emergency Management, your Local Emergency Planning Committee (LEPC) or the Fire Department as part of your planning process to find out what plans are in place for the community. Use those plans to guide your facility crisis planning.
- ❖ Listen to the radio or television for information.
- ❖ **If told to Shelter-In-Place**
 - To reduce air drawn in from outside, close the windows, vents, and fireplace dampers and turn off the A/C or heat and fans.
 - Keep a radio with you at all times.
 - Move to a sealed room. Close off all non-essential rooms such as storage areas, laundry rooms and unused bedrooms.
 - Seal gaps under doorways and windows with wet towels or plastic and duct tape.
 - Evacuate if told to do so.
- ❖ **If Outdoors:**
 - Stay upwind and uphill from the spill.
 - Move at least ½ mile away, or, as far away as possible.
- ❖ **If in a vehicle:**
 - Get away from the accident site.
 - Close your windows and shut off vents.

Intruder/Dangerous Person

If a suspicious person or vehicle is at or near the facility, monitor the situation carefully, communicate to other staff, and be ready to take action.

- ❖ Immediately notify staff of the potentially dangerous individual.
- ❖ Initiate the **LOCKDOWN** procedure.
- ❖ Call 9-1-1 from a safe location.

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

- ***If the children are outside:***
 - And the dangerous person is outside; quickly gather the children, return to the classrooms and initiate lockdown procedures. If this is not possible evacuate to the predetermined evacuation area.
 - And the dangerous person is in the building: Quickly gather children and evacuate to the predetermined evacuation area.

- ***If the children are inside:***
 - Keep the children in the classrooms and initiate the **LOCKDOWN** procedures.

INTRUDER OR DISTURBANCE

Hazard Mitigation

Mitigation means taking the necessary steps to lessen the impact disasters have on people, property, the community, and the economy.

There are a few simple steps you can take to protect the occupants in your home or building as well as protect your property.

- Are appliances, cabinets and shelves secured to the wall?
- Are blocks and heavy objects stored on a lower shelf?
- Are televisions and fish tanks restrained from tipping over?
- Are pictures and other wall hangings secured to the wall?
- Are chemicals stored securely?
- Are heavy furnishings or pieces of equipment tethered to the wall?
- Are fire extinguishers secured to the wall so they won't fall?
- Are suspended ceilings secured to structural framing?
- Are suspended light fixtures attached to structural framing with safety cables?
- Do fluorescent lights have transparent sleeves to keep broken glass pieces from scattering?
- Are battery-powered emergency lights secured to walls with brackets?
- Are blackboards securely mounted to the wall?
- Is the water heater secured to the wall studs?
- Does the water heater have flexible connectors?
- Are room dividers braced?
- Are large windows safety-glazed?
- Are your curtains or window treatments fire resistant?
- Are there any leaning trees on the property?
- Have dead branches been removed?
- Are your house numbers visible from the street?
- Are the gutters cleaned regularly?
- Has your fireplace been inspected regularly?
- Have you surveyed the property for exterior dangers?

REDUCTION OF HAZARDS

Severe Storm/Tornado/Shelter-in-Place

- ❖ Determine in advance where you will **shelter-in-place**.
 - Gather everyone inside, account for all children, staff and visitors.
 - Close doors and close and lock windows.
 - Gather all children and staff in room(s) with the fewest doors and windows towards the center of the building.
 - Bring attendance sheets, first aid kits, and emergency supplies to the room.
(It is recommended to have *Be Prepared Bags* in each classroom.)
 - Close off all non-essential rooms.
 - Monitor the radio for information and emergency instructions.

- ❖ Be aware of any watches or warnings:
 - **Storm watch:** Conditions could form a severe storm.
 - **Storm warning:** A severe storm is occurring or will occur within a matter of minutes.
 - **Tornado watch:** Conditions are favorable and could produce a tornado.
 - **Tornado warning:** A tornado has been sighted by spotters or is imminent based on radar indications.

Windstorm/Microbursts/Strong Winds

- ❑ **Microburst:** means a strong downdraft which induces an outburst of damaging winds on or near the ground. Microburst winds can cause tornado-like damage without warning.
- ❑ **Be aware of any Air Quality Alerts.**
 - **Air Quality Alerts advise** that young children and adults with respiratory concerns shall have minimized outdoor activities and avoid prolonged exposure to the poor air quality conditions.
- ❑ **In-place sheltering:**
 - Move away from windows. Cover windows with shades or blinds.
 - Consider moving to interior rooms, halls, or lower floors.
- ❑ **Outdoors:**
 - Move indoors if possible.
 - Stay clear of power lines or trees.

Floods

- ❑ **Be aware of any watches or warnings.**
 - **Flood Watch:** flooding may occur in your area.
 - **Flood Warning:** flooding is occurring or will be occurring.
- ❑ **If your area is flooding:**
 - Determine if the facility shall be closed.
 - Notify parents that the facility is closed; also post a pre-made sign stating the facility is closed and your current location.
 - Monitor the radio for storm updates and emergency instructions.
- ❑ **If the facility is in imminent danger of being flooded:**
 - Take your attendance records and required items.
 - Take your “Be Prepared Bag”.
 - Escort the children to the predetermined location.
 - Search all areas of the facility to ensure all occupants have been evacuated.
 - Account for all children, staff, and visitors.
 - Leave a note on the door stating the location of the children.
- ❑ Do not try to walk or drive thru a flooded area.
- ❑ Stay away from moving water and power lines.
- ❑ Contact the parents once the children are in a safe location.
- ❑ If anyone has come into contact with the flood water, wash hands thoroughly.

Fire

- ❖ Staff shall be alerted to the emergency. Pull the fire alarm
- ❖ Evacuate the building quickly and calmly, moving to the predesignated assembly point.
 - Take the attendance sheets and emergency contact information with you.
 - If caught in smoke, have everyone crawl to the exit.
 - Pull clothing over your nose and mouth to reduce the amount of smoke you may inhale.
 - If clothes catch on fire, **STOP, DROP, AND ROLL.**
 - Call 9-1-1 from outside the building
 - Account for all staff and children immediately.
 - Do Not re-enter the building until cleared by the Fire Department.

Emergency Medical Conditions

- ❖ Call 9-1-1 immediately.
- ❖ Report emergency situation to the parent immediately.
- ❖ Report emergency to Licensing within 24 hours and send the written report within 3 days.
- ❖ Below are some examples of conditions that are considered serious medical emergencies requiring immediate medical care by a health care professional. Call an ambulance and then notify the child's parent immediately for any of the following.
 - Semi consciousness (able to arouse but extremely lethargic) or unusual confusion
 - Breathing difficulties including:
 - Rapid, noisy breathing (barking, gurgling or severe wheezing)
 - Labored breathing (takes so much effort that the child cannot talk, cry, drink, or play)
 - Severe bleeding (cannot be controlled with direct pressure)
 - Unequal pupils
 - First-time seizure or seizure lasting more than 15 minutes in a child with a known seizure disorder
 - Injury that causes loss of consciousness
 - Neck or back injury
 - Continuous clear drainage from the nose or ears after a blow to the head
 - Non-injury related severe headache, stiff neck or neck pain when the head is moved
 - Hives that appear quickly and involves the face, lips, tongue, and/or neck
 - An ill child that continues to get worse quickly
 - An infant under the age of four months that has repeated forceful vomiting
 - Severe abdominal pain that causes the child to double up and scream
 - Abdominal pain without vomiting or diarrhea after a recent blow to the abdomen or hard fall
 - Possible broken bones, especially if the child shows symptoms of shock or the body part cannot be adequately splinted or immobilized for transport by the parent.

Missing or Abducted Child

Missing Child:

- Search the program site, including all places a child may hide and nearby bodies of water.
- Contact the parents to determine if the child is with the family.
 - Have the parent bring a current photo of the child.
- **Call 9-1-1 with:**
 - Child's name and age.
 - Address of the program.
 - Physical description of the child.
 - Description of the child's clothing.
 - Any medical condition the child may have.
 - Time and location of when the child was last seen.
 - Person whom the child was last seen with.
- ❖ Continue to search the site and surrounding area for the child.
- ❖ Contact Licensing.

Abducted Child:

- **CALL 9-1-1 with:**
 - Child's name and age.
 - Address of the program.
 - Physical description of the child. (including a photo)
 - Description of the child's clothing.
 - Any medical condition the child may have.
 - Time and location of when the child was last seen.
 - Person whom the child was last seen with.
 - Parent's contact information.
- ❖ Contact the parents.
- ❖ Contact Licensing.

Preventing child abductions:

- Do not release a child to anyone without parental permission and photo ID.
- Call 9-1-1 and report any suspicious individual.
- Encourage parents to advise you of any custody disputes and provide you a copy of court documents stating restraining orders. Include the facility on the court order for additional protection.

MISSING OR ABDUCTED CHILD

Earthquake

❖ **In-place sheltering:**

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

❖ **Outdoors:**

- Move to a clear area, far away from glass, brick and power lines.
- **DUCK AND COVER.**

❖ **After the earthquake**

- Account for all children, staff, and visitors.
- Check for injuries and administer first aid as necessary.
- Call 9-1-1 for life-threatening emergencies.
- Expect aftershocks.
- Determine if an evacuation is necessary and if the outside areas are safe.
- Escort the children to a designated meeting spot outside and account for all children, staff, and visitors.
- If you smell gas or hear a hissing sound, shut off the main gas valve at the meter outside of the building. (This might require a tool like a wrench to shut the valve off.)
- Monitor the radio for information and emergency instructions.
- Do not use the phone except for emergency needs.
- Remain outside of the building until it has been inspected for re-entry.

Landslide or Mudflow

Landslides are generally associated with heavy rainfall and rapid snowmelt.

Mudflows are fast-moving landslides that usually begin on steep hillsides.

❖ **Recognize the signs of slides:**

- Unusual sounds outside, such as rumbling, trees cracking, or rocks colliding.
- New cracks appearing in buildings.
- Fences, poles, trees tilting or moving.
- **MOVE IT, Get to Safer Ground**, if possible.

❖ **EVACUATE**, if possible

❖ **If too late to evacuate:**

- **In-place sheltering:**
 - Take cover under sturdy furniture.
- **Outdoors:**
 - Get out of the path of the slide.
 - Run to high ground and away from the slide.
 - If debris is approaching, run for cover of trees or buildings.
 - If escape is not possible, curl into a ball and protect your head.

❖ Call 9-1-1.

❖ Account for all children and staff.

❖ Check for injured or trapped persons near the slide area, but stay clear of any danger and await rescue personnel.

Stay away from the slide area and be alert of any other dangers.

Bomb Threat

- ❖ Check caller ID if available.
- ❖ Signal to another staff member to call 9-1-1.
- ❖ **Before you hang up**, get as much information as you can and write it down! Avoid touching any suspicious packages or objects. (pipes, propane tanks, etc.)
- ❖ Avoid running or anything that would cause vibrations in the building.
- ❖ Avoid use of cell phones and 2-way radios.
- ❖ Evacuate if necessary for the safety of staff, children, volunteers, and visitors.
- ❖ Calmly exit the building.

Exact wording of threat:

Questions to ask caller:

When is the bomb going to explode?

Where is the bomb right now?

What does the bomb look like?

What kind of bomb is it?

What will cause it to explode?

Did you place the bomb?

Yes No

Why? _____

What is your name?

What is your address?

Details of the call:

Caller ID (if available on phone):

Sex of caller: Male Female

Time of call:

Race of caller: _____

Length of call:

Age of caller: _____

Caller's voice (check all that apply):

- | | | | |
|----------------------------------|-----------------------------------|------------------------------------|--|
| <input type="checkbox"/> Calm | <input type="checkbox"/> Loud | <input type="checkbox"/> Disguised | <input type="checkbox"/> Lisp |
| <input type="checkbox"/> Angry | <input type="checkbox"/> Laughter | <input type="checkbox"/> Accent | <input type="checkbox"/> Raspy |
| <input type="checkbox"/> Excited | <input type="checkbox"/> Crying | <input type="checkbox"/> Familiar | <input type="checkbox"/> Ragged |
| <input type="checkbox"/> Slow | <input type="checkbox"/> Normal | <input type="checkbox"/> Deep | <input type="checkbox"/> Clearing throat |
| <input type="checkbox"/> Rapid | <input type="checkbox"/> Slurred | <input type="checkbox"/> Nasal | <input type="checkbox"/> Deep breathing |
| <input type="checkbox"/> Soft | <input type="checkbox"/> Distinct | <input type="checkbox"/> Stutter | <input type="checkbox"/> Cracking voice |

If the voice is familiar, who did it sound like? _____

Background sounds (check all that apply):

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> Street noises | <input type="checkbox"/> Music | <input type="checkbox"/> Animal noises | <input type="checkbox"/> Phone booth |
| <input type="checkbox"/> House noises | <input type="checkbox"/> Office machinery | <input type="checkbox"/> Voices | <input type="checkbox"/> Local call |
| <input type="checkbox"/> PA system | <input type="checkbox"/> Factory machinery | <input type="checkbox"/> Static | <input type="checkbox"/> Long distance |

Threat language (check all that apply):

- | | | | |
|--------------------------------------|-------------------------------------|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> Well spoken | <input type="checkbox"/> Foul | <input type="checkbox"/> Incoherent | <input type="checkbox"/> Message read |
| <input type="checkbox"/> Educated | <input type="checkbox"/> Irrational | <input type="checkbox"/> Taped | <input type="checkbox"/> _____ |

All Emergencies.....911

- Police: Non-Emergency _____
- Fire: Non-Emergency _____
- EMS: Non-Emergency _____
- Hospital: Non-Emergency _____
- Poison Control: **1-800-222-1222**

- Electric/Gas Company: _____
- Water/Sewer: _____

- Facility Director/Emergency Contact: _____
- Child Care Licenser: _____
- Fire Marshal: _____
- Sanitation Inspector: _____
- Emergency Management: _____
- Other: _____

- Planned Evacuation Sites: (address and phone number)
 - Off site:
 - _____
 - _____
 - On site:
 - _____

- Have emergency contact information for parents and staff available.

EMERGENCY TELEPHONE LIST

Emergency Supply Kit

- ❖ The purpose of an emergency kit is to assist you in being better prepared for emergencies that require shelter-in-place or evacuation for several days. The survival kit is different than the Be Prepared Bag. A Survival Kit shall have enough supplies for at least **3** days.

Emergency Supplies:

❖ **WATER:**

- One gallon of water for each adult per day.
- One gallon of water for every 4 children.
- Water purification tablets or bleach. Rotate every six months with new bottles of water. (Include a medicine dropper for measuring bleach if necessary.)

❖ **FOOD:**

- Non-perishable/long shelf life.
- Easy to serve and does not require heating or cooling.
- Has been protected from heat and cold.
- Age appropriate food for infants and toddlers.
 - Supplies for serving food
 - Manual can opener
 - Bottles and cups

❖ **EMERGENCY SUPPLIES AND TOOLS:**

- Large tarps or plastic sheeting
- Rope
- Duct tape
- Scissors
- Blankets
- Pen and paper
- Dust masks
- Medical gloves
- Licensing required First Aid Kit
- Flashlights and extra batteries (check the batteries every 6 months)
- Radio and extra batteries (check the batteries every 6 months)
- Small fire extinguisher
- Map of the area
- Garbage bags and small plastic bags

❖ **Water boil orders:**

- Once a county/city wide notification is sent out through the media, water must be boiled.
- Fill a large pot with water after straining the water through a coffee filter or cheesecloth to remove dirt and other particles.
- Bring the water to a rolling boil and keep it boiling for 1 to 3 minutes.
- Pour the water into a disinfected drinking water bottle.
- Store in the refrigerator, if possible.

- Plastic bucket for emergency toilet use
- Hand sanitizer and/or baby wipes
- Toilet paper and paper towels
- Battery operated lanterns and extra batteries
- 12 hour light sticks
- Small bottle of bleach
- Extra clothes for the children
- Extra diapers, all sizes
- Work gloves
- Sanitary supplies
- For centers, a t-shirt to identify the staff from potential strangers
- Age-appropriate activities for the children

❖ **TOOLS:**

- Small shovel
- Bolt cutter
- Pliers
- Pry bar
- Hammer
- Screwdrivers
- Wrench
- Utility knife
- Whistles

❖ **ADMINISTRATIVE SUPPLIES:**

(store on a flashdrive)

- Emergency Contact Information for children and staff
- Emergency medical release information
- Injury and illness logs
- Attendance records for children and staff
- Extra cash or check blanks
- Spare keys for the vehicles
- Tablet paper
- Pens or pencils

The director/provider shall ask themselves;

ARE WE SAFER WHERE WE ARE OR DO WE NEED TO MOVE (Evacuate)?

Evacuation

- ❖ Stay tuned to a radio or television for information on evacuation routes, temporary shelters, and procedures.
- ❖ Follow the routes recommended by the authorities- shortcuts may not be safe. Leave at once.
- ❖ Move children to the predetermined location, taking:
 - Attendance sheets
 - Emergency contact information
 - First Aid Kit
 - Emergency Medical release forms
 - Additional items:
 - Necessary medications
 - Cell phone
 - Food, water, diapers
- ❖ If safe to do so, search all areas of the building to ensure that no one was left behind.
- ❖ Conduct a head-count for all children, staff, volunteers, and visitors.

- ✓ It is recommended that each facility put together a “Emergency Kit” containing items that may be needed in the event of an emergency evacuation. If at all possible each classroom shall have a bag.

- ✓ At the minimum, when evacuating take the following with you:
 - Children’s emergency contact information.
 - Attendance records.
 - Authorizations for medical treatment and transportation.
 - Staff’s emergency contact information.
 - First Aid Kit.
 - Flashlights and extra batteries.
 - A tarp or something to cover the ground.
 - Age-appropriate snacks, non-perishable and baby supplies.
 - Diapers, extra clothes and plastic disposal bags.
 - Age-appropriate games or activities.
 - Bottles of water with cups and bottles. (if needed)
 - Extra cash.
 - Duct tape.
 - Scissors.
 - Pliers or wrench.
 - Radio and extra batteries
 - A map of the facility to show to emergency responders.
 - Post a pre-made sign on the front door stating the facility is closed and your current location.

The Primary Alternate location for this facility is: _____

If the Primary Alternate location for this facility is unavailable, the Secondary Alternate location is:
