

## Emergency and Disaster Preparedness Procedures

1302.41 Collaboration and communication with parents.

(a) For all activities described in this part, programs must collaborate with parents as partners in the health and well-being of their children in a linguistically and culturally appropriate manner and communicate with parents about their child's health needs and development concerns in a timely and effective manner.

(b) At a minimum, a program must:

- (1) Obtain advance authorization from the parent or other person with legal authority for all health and developmental procedures administered through the program or by contract or agreement, and, maintain written documentation if they refuse to give authorization for health services; and,
- (2) Share with parents the policies for health emergencies that require rapid response on the part of staff or immediate medical attention.

1302.47 Safety practices.

b) A program must develop and implement a system of management, including ongoing training, oversight, correction and continuous improvement in accordance with §1302.102, that includes policies and practices to ensure all facilities, equipment and materials, background checks, safety training, safety and hygiene practices and administrative safety procedures are adequate to ensure child safety. This system must ensure:

7) *Administrative safety procedures.* Programs establish, follow, and practice, as appropriate, procedures for, at a minimum:

(i) Emergencies;

(ii) Fire prevention and response;

(iii) Protection from contagious disease, including appropriate inclusion and exclusion policies for when a child is ill, and from an infectious disease outbreak, including appropriate notifications of any reportable illness;

(iv) The handling, storage, administration, and record of administration of medication;

(v) Maintaining procedures and systems to ensure children are only released to an authorized adult; and,

(vi) Child specific health care needs and food allergies that include accessible plans of action for emergencies. For food allergies, a program must also post individual child food allergies prominently where staff can view wherever food is served.

(8) *Disaster preparedness plan.* The program has all-hazards emergency management/disaster preparedness and response plans for more and less likely events including natural and manmade disasters and emergencies, and violence in or near programs.

## **EMERGENCY PROCEDURES**

1. All classroom staff must obtain First Aid and CPR training and certification and at least one staff person certified in First Aid and CPR must be on the premises at all times. First Aid and CPR cards are posted in each classroom.
2. Up-to-date emergency information is maintained for each child using the “Emergency Care Form” and is located in their file and also in the emergency backpack which is taken on all outings.
3. Telephone numbers of emergency response systems and directions to the classroom are completed prior to the start of each year by the Direct Service Team (DST) using the “Classroom Emergency Procedure and Rapid Response Plan” and is posted by the telephone in each classroom.
4. Emergency evacuation routes are provided by schools/county and is posted.
5. OESD EL Emergency Procedures poster is displayed. Contact Family Advocate if you do not have one.
6. First aid procedures book/flip chart is posted. Contact Family Advocate if you do not have one.
7. Every classroom has a posted “Classroom Emergency and Rapid Response Plan” completed by the Direct Service Team (DST) and posted in each classroom with each staff person’s responsibility clearly defined.
  - Who stays with the injured or seriously ill child
  - Who is responsible for the rest of the children
  - Who makes necessary phone calls, who is called and in what order
8. The Lead Teacher has the responsibility of assuring that each classroom staff person is familiar with and clearly understands policies and procedures relating to accidents, illness, first aid and emergencies. Staff must familiarize substitutes with their role in an emergency.
9. Each classroom in a public school participates in that building’s emergency/disaster plan. Other classrooms develop individual plans congruent with their site.
  - Disaster plans are posted and staff are trained regarding their role in implementing the plan.
  - All classrooms have an emergency kit that contains enough supplies for 72 hours for all children and site team members. (See Disaster Emergency Procedures).
10. Classrooms practice monthly fire evacuation drills and quarterly earthquake drills and document them on the Fire Safety Record and Evacuation Plan form.
11. Classrooms document lockdown/shelter in place drills.
12. Fire extinguishers are serviced yearly and smoke detectors are checked four times a year.

## EMERGENCY PREPAREDNESS

### First Aid Kits

1. The Family Advocate in each Head Start/ECEAP classroom is responsible for assuring that the first aid kit and first aid backpack are fully stocked and stored for easy access. One person in each Early Head Start classroom is designated for this responsibility.
2. The Family Advocate checks the condition and contents of the first aid kit, first aid backpack monthly. Expiration dates must also be checked.
3. The specific location of first aid kits are posted in each classroom.
4. First Aid kits are inaccessible to children.
5. On field trips and during outdoor play, the Lead Teacher is responsible for taking a portable first aid kit.
6. Disposable non-porous gloves are kept in first aid kit or other convenient location for staff/volunteer use when handling any injuries involving blood or body fluids.

<b>First Aid Backpack Contents</b>			
<b>Item</b>	<b>Quantity</b>	<b>Item</b>	<b>Quantity</b>
Emergency medications	As Needed	Gauze pads (2x2,3x3,4x4)	1 of each
Emergency Care Forms	All Children and Staff	Medical tape	1
Large garbage bags	4	Cold Packs	2
Survival blankets	2	Gloves	several
Kleenex	2	Scissors	1
Wet wipes	1	Tweezers	1
Flashlight w/batteries	1	Roller bandage	1
First aid manual	1	Triangle bandage	1
Hand Sanitizer (for adult use only)	1	CPR Mouthpiece	1
Band aids	Several	Digital Thermometer and disposable sleeves	1

First Aid Kit Contents	
2 boxes/bags various sized Band aids	1 Triangular bandage
Gauze Pads (2x2,3x3,4x4) 2 of each	Several pairs of non-porous gloves
2 Roller bandages	1 Tweezers
1 Medical Tape	1 Scissors
1 Digital thermometer and disposable sleeves	2 Sanitary clean ups
2 Cold packs	1 CPR mouth piece
1 Flashlight with working batteries	Current (and compact) First aid manual
1 Hand Sanitizer (for adult use only)	

Disaster Kit Supplies	
1 garbage can with lid	1 roll duct tape
1 box band aids	1 tweezer
1 scissor	2 instant cold packs
1 box gloves	Gauze pads
1 triangular bandage with safety pins	Kleenex tissue
Cups	Spoons
Plates	Toilet paper
1 flashlight with batteries	Plastic garbage bags
Emergency rescue blankets (1 for each child)	1 whistle
Water	Can opener
Tarp	Rope
Non-perishable food <ul style="list-style-type: none"> <li>• canned entrées with protein (i.e. ravioli, spaghetti with meatballs, etc.)</li> <li>• canned fruit, vegetables</li> <li>• crackers, cheerios, etc.</li> </ul>	Paper towels
EHS – infant items (diapers, wipes, bottles, formula, infant food, etc.)	

### **DISASTER PROCEDURE**

1. Head Start/ Early Head Start /ECEAP centers located in school district buildings participate in that school's disaster/emergency plan (i.e. the classroom is named in the plan and staff are listed as participants in at least one of the Teams). At least one member of the Direct Service Team represents Head Start/Early Head Start/ECEAP on the school's Disaster/ Emergency Committee.

2. Head Start/Early Head Start/ECEAP centers located in non-school buildings develop disaster/emergency plans with building supervision whenever possible or develop an individual plan with the assistance of Head Start/Early Head Start/ECEAP management. At least one member of the Direct Service Team is designated to participate in developing the plan and act as liaison thereafter. Community Child Care Partner Providers disaster/emergency plans are developed per licensing requirements.
3. Head Start/Early Head Start/ECEAP classrooms keep emergency forms up to date in each file AND in the Emergency Backpack. Sites will contact out-of-area emergency phone numbers for each family if local lines are not operating
4. Head Start/Early Head Start/ECEAP centers complete and post the Classroom Emergency Procedures and Rapid Response Plan form at the start of the school year.
5. Parents/guardians are involved in emergency/disaster planning and plans for disasters/emergencies are discussed with parents/guardians at enrollment and/or slow start as well as during Family Gatherings. Additional information is shared:
  - Parents/guardians are asked to identify a pick-up person who does not have to cross a bridge to get to the center or child care provider.
  - Parents/guardians are asked to keep their child's emergency information current so there is less possibility of having their child released to someone not on the pick-up list during a disaster.
6. Staff participate in training to ensure understanding of their duties during a disaster/emergency.
7. Staff make personal arrangements in order to remain with program children for up to 72 hours during a major disaster/emergency.
8. All needed supplies, including food and water, are stored appropriately before the first day of class.

### **Disaster Preparedness Procedure**

This provides some simple steps to help staff and children get through a disaster safely.

- Practice fire drills monthly and earthquake drills quarterly.
- Choose disaster preparedness drills that are relevant to local sites' needs.
- Find out from your local Federal Emergency Management Administration office or American Red Cross what types of disasters are likely to happen in your area.
- Learn your community's warning systems and know what to do if alerted.

- Complete and post the “Classroom Emergency Procedures and Rapid Response Plan” in the classroom. If you are in a school district, make sure you are a part of the plan for your building.
- Complete and post the “OESD EL Emergency Procedures Poster” in the classroom.
- Complete and post the “Safety Record and Evacuation Plan” in the classroom.
- Before practicing the plan, go over it with the site team.
- Practice, evaluate and update your plan.
- Provide children with a variety of ways to learn about and experience disaster preparation.
- Make time for children to ask questions about disasters and drills.
- Talk with families about your Disaster Preparedness Plans. Include information about where you will re-locate if your building is unsafe and the procedure for retrieving children after a disaster.
- Stay calm and be honest with children as you explain what’s going on.
- Replace stored food and water periodically.

#### **Disaster Supply Kit Procedure:**

1. Location of the disaster kit is posted in an easily accessible location.
2. Identify classroom team member that is responsible for the kit in an emergency.
3. Emergency food/water supply is checked by Health Advocates for expiration and is replenished accordingly.
4. To ensure each classroom has a complete kit when emergencies happen, supplies must not be removed or borrowed from the kit.
5. First aid and disaster kits are kept in a location that is easily accessible in any incident.
6. The Emergency kit must contain enough supplies for 72 hours for all children and site team members.
7. Every classroom must have a kit containing the contents listed in the table below. Health Advocates are responsible for checking disaster kits monthly and restocking as needed.

#### **Fire Drill Procedure**

This document tells site teams how to successfully carry out monthly fire drills. Fire drills must be conducted once each month for each class. Practice drills with the same level of seriousness as if there is a real fire.

#### **Planning ahead**

- Complete “Safety Record and Evacuation Plan” with Direct Service Team (DST) and post in classroom.
- Know your school district or building policy.
- Train all new staff on evacuation procedures and assign responsibilities.
- Post evacuation routes at all exits from classroom.

- Know where fire extinguishers are located.
- Know the fire alarm sound.
- Know the building floor plan.
- Know the escape plan.
- Discuss procedures with children before doing an actual fire drill.
- Inform parents/guardians that you are discussing fire emergencies and practicing fire drills.
- Train children to stop their activities immediately at the sound of the alarm and proceed to the exit door.
- Children should know how to quietly line up and leave the room when the alarm sounds.
- Discuss procedures with children before doing an actual fire drill.

### **Conducting the fire drill**

- Give children clear, simple instruction about exiting the building.
- Maintain child-staff ratios at all times.
- Assist children who can't walk out of the building on their own.
- Count the children before being evacuated, and count again when they reach the evacuation destination.
- Carry attendance and emergency contact information from the building and compare attendance at the evacuation destination with the attendance sheet to be sure no children or staff have been left behind.
- Take the first aid kit and emergency medications out on every drill.
  - o The last person to leave the classroom conducts a final sweep of all areas.
  - o Conduct fire drills once a month for each class. Vary the timing of the drills so that children practice at different times.
  - o Practice the drills as if there is a real fire.
  - o Complete the Safety Record and Evacuation Plan after of each drill. Follow up on anything that needs to be correct

### **Earthquake Procedure**

This tells site teams how to prepare for an earthquake and conduct an earthquake drill.

### **Preparing for an earthquake**

- Disaster supply kit is stocked; location is labeled in classroom and store it so it is easily accessible.
- Be very familiar with your classroom Emergency Procedures and refer to the "OESD EL Emergency Procedures" poster posted in classroom.

- Pick safe places in each room of your site - under a sturdy table or desk, against an interior wall away from windows and that could fall on you.
- Practice drop, cover, and hold-on in each safe place - drop under a sturdy desk or table, hold on, and protect your eyes by pressing your face against your arms.
- Discuss earthquakes with everyone at your site, including the children.
- Everyone must know what to do. Practice earthquake drills quarterly.
- Place large or heavy objects on lower shelves. Fasten shelves to walls. Brace high and top-heavy objects.

### **During an Earthquake**

- Drop, cover your head, and hold on until the shaking stops
- Stay away from windows
- Take as few steps as possible to move to a safe place so you are not injured while moving.
- Stay indoors until the shaking stops and you're sure it's safe to exit.
- If you are outdoors, move to an open space away from buildings, trees, streetlights, power lines and other structures.

### **After an Earthquake**

- After shaking stops, assess surroundings and evacuate if necessary.
- Check yourself for injuries first, and then check others.
- Reassure children that you will take care of them until their families come for them.
- Gather with building emergency response personnel or person-in-charge.
- Continue listening to a local radio station for information; expect aftershocks.
- Avoid loose or dangling power lines and report them to the Power Company, police or fire department.
- Do not re-enter the building unless you are told it is safe to do so.
- Do your best to clean up spilled liquids immediately.
- Use the telephone for emergency calls only.

### **Lockdown Procedure**

This document helps site teams implement a successful lockdown. Lockdowns are initiated to isolate students and team members from immediate dangers, which may include armed intruders, violent behaviors, suspicious trespassers, on-campus shootings, bomb threat, sniper, or nearby police activity. Always follow your organizations policies and procedures, and connect with law enforcement to create a plan specifically for your site.

### **Lockdown Plan**



- Check with your organization to coordinate your lockdown plan.
- Refer to “OESD EL Emergency Procedures” poster posted in classroom.
- If needed, ask your local law enforcement agency to come to your site to help you create an individualized lockdown plan.
- Survey your classroom to locate a place where staff and children are secure, away from doors and windows.
- Be sure that if your classroom is not on the intercom system with the school or main building that there is a system to notify you of the lockdown.
- Equip windows with shades, blinds or curtains.
- Check all doors and windows to ensure they are lockable. Carry your keys at all times. • Notify parents and prepare to talk with children about what you will do to keep them safe if a person nearby is acting dangerous.
- Practice with the classroom at least once a year, minimum. If classroom is located in a school practice drills as required by the school.
- After practicing with children, be sure to document the event on the “Safety Record and Evacuation Plan”.

### **Lockdown Situations**

- If a person at or near your classroom or site is making children or your team uncomfortable, monitor the situation carefully, remain calm and communicate with other site team members in your immediate area.
- To initiate lockdown, follow your building plan or “OESD EL Emergency Procedures Poster” and immediately let teams know of dangerous or potentially dangerous situation or person.
- Call 911 out of site and out of hearing distance of the person.
- Implement the following:
  - o Lock outside doors and windows.
  - o Close and secure interior door.
  - o Turn off/minimize lights.
  - o Close any curtains or blinds.
  - o Be quiet and silence cell phones.
  - o Keep everyone away from doors and windows-stay out of sight-the best place may be on the floor.
  - o Plan what to do if threat enters your area.
  - o If possible bring attendance sheets, first aid kits, quiet activities for children, and flashlight.

- o Reassure children and maintain calm and quiet atmosphere.
- o If phone is available, call 911 to ensure emergency personnel have been notified.
- o Remain in lockdown until situation is resolved.
- o Listen to direction of law enforcement when they arrive.
- o Do not run towards responders.
- o Notify parents about any lockdown, whether practice or real.

### **Special Situations to Consider**

#### **If a dangerous person is in the building**

- Try to isolate the person from children and site team members.
- Do not try to physically restrain, block, or back the person into a corner. Always provide a way out.
- Do not move in front of a weapon or try to disarm an intruder.
- Remain calm and polite, and avoid direct confrontation. If the children are outside with the intruder
- Quickly gather children and return to classrooms and initiate lockdown procedures. If this is not possible, go to a designated evacuation site
- Take attendance as soon as possible to account for all children.

#### **If the Children are inside**

- Keep children inside and initiate lockdown.

#### **When Danger has passed**

- Wait to hear from the office or police before resuming normal activity.
- Notify all parents about lockdown.
- If media arrives, direct them to the person designated to communicate with them.