

Department of Early Learning (DEL)  
Negotiated Rule Making Team Meeting Notes  
*April 11, 2009, Renton, Washington*

The following agenda guided our discussion:

***Overall Goal:***

The purpose of this Negotiated Rule Making Team (NRMT) is to develop a set of recommendations about rules and issues that affect the health, safety, learning and quality of environment for children that is supported by parents, early care providers, health/ safety experts and interested stakeholders. The NRMT's proposed rules will then move on to the legal and legislative proceedings (and formal public comment period) before they can be formally adopted.

***Today's Meeting Objectives:***

*The April 11 meeting was mainly a continuation of issues and topics from the March 28, 2009, meeting. This agenda was adjusted at the beginning of the meeting to accommodate the schedule of our guest presenters.*

1. Hear updates from on the NRMT Communication/ Outreach efforts; Rule Writing & the Rule Review Committees; and Parent Involvement Plan;
2. Discuss options for a high-level communication strategy;
3. Learn from experts about standards related to ***Emergency Preparedness***;
4. Discuss legal input about *Licensed* and *Unlicensed Space*;
5. Finish hearing recommendations about ***Outdoor Environment*** from the **A Team**;
6. If time permits, hear recommendations from **Team C** about ***Record Keeping, Reporting & Posting***;
7. Discuss and determine what elements should be incorporated into our work moving forward; and
8. Determine next steps.

***Pre-Work Given at March 28, 2009 Meeting:***

- ◆ Karen Hart and Larry Horne will seek input from respective legal advisors on the subject of Licensed/Unlicensed Space and implications of the court cases that impacted the definition in WAC 170-26-0020 of "licensed space."
- ◆ The West Side Story (Karen Hart is Lead) will continue working on ***Capacity, Ratio, Supervision***.
- ◆ The A-Team (Debbie Knighten is Lead) will continue working on recommendations about ***Outdoor Environment***, specifically Swimming and Wading Pools:
  - What is our definition of a wading pool? When does it become a swimming pool? (Is it depth of water or depth of pool -- with kids in it or without kids in it?) Can we cite research?
  - Capacity/ ratios – see the earlier decision that staff members could temporarily be at less-than-ratio (e.g. to go to the bathroom, or prepare lunch) when kids and staff are outside. Must kids get out of the pool for the provider to maintain correct staff ratio?

- Should exceptions to supervision be cited in this and other subchapters? (e.g. staff members can temporarily be at less-than-ratio except when kids are in the pool?)
  - What about special needs kids if there is a pool involved?
- ◆ Team C (Martha Standley is Lead) will come prepared to begin the topic of ***Recordkeeping, Reporting & Posting***. They have started work on ***Emergency Preparedness*** and on ***Nurture and Guidance***.

<i>Time</i>	<i>Topic</i>	<i>Design Notes</i>
<b>9:00</b>	<b>Welcome, Agenda Review, Check In</b>	Introductions Chart Overall Goal, Agenda, Today's Intentions
<b>9:20</b>	<b>Updates</b> <ul style="list-style-type: none"> <li>● Communication / Outreach</li> <li>● Rule Writing</li> <li>● Rule Review</li> <li>● Parent Involvement Plan</li> </ul>	Communication: Two-person teams for forums on the draft rules need to let Andy know when and where by April 11.  Rule Writing: See the draft-draft of Food-Nutrition, Infant Care and Staff Qualification to go out to public in April-May
<b>9:40</b>	<b>Outdoor Environment (A Team)</b>	Continue recommendations on supervision around swimming and wading pools
<b>12:00</b>	<b>Lunch</b>	
<b>12:30</b>	<b>Discussion around "Licensed" vs. "Unlicensed Space" vs. Accessibility</b>	Discuss legal input on definitions of Licensed & Unlicensed Space. Focus question: "Under what circumstances can the State access and influence what happens in 'unlicensed' space?"
<b>1:10</b>	<b>Emergency Preparedness – Guest Speakers</b>	Joann Jordan - Seattle-King County Emergency Management, and Robin Laurence - Seattle-King County Public Health
<b>2:20</b>	<b>Strategic Communication Plan</b>	How are we reaching all of our stakeholders?
<b>3:10</b>	<b>Project Schedule Adjustments</b>	To meet our self-imposed June 2009 deadline to complete NRMT rule recommendations in concept.
<b>3:20</b>	<b>Next Meeting Agenda, Assignments</b>	Next Meetings: <b>May 2, May 16, June 20</b> All at ESD 121 in Renton.
<b>3:30</b>	<b>Adjourn</b>	

***Voting Members Present:***

Debbie Knighten – SEIU/Provider  
Sherry Schleufer - SEIU  
Nancy Gerber – SEIU/Provider  
Sandra Van Doren - EWFCCA  
Martha Standley - DEL  
Sue Paskiewitz – SEIU/Provider  
Laura Giddings – WSCCR&R  
Sylvia Mierau – SEIU/Provider  
Jean Orton-Elders - DEL  
Angela Taylor – SEIU/Provider  
Lola Kling – SEIU/Provider

Judy Bunkelman - DEL  
Karen Hart - SEIU  
Judy Jaramillo – DEL  
Katherine Yasi – SEIU/Provider  
Mary Ruch-Brown – DEL  
Cassandra Clemans – Care for Providers  
Mary Kay Quinlan - DEL  
Joan Aarts – WSFCCA (Alternate)\*  
Cynthia Hendsch – DEL  
Laura Dallison –DEL  
Sue Winn – WSFCCA (by phone)\*

**Public, Guests and Other Non-Voting**

Gail McDonald – Provider  
Suzanne Kohaya – Puget Sound  
Educational Service District 121  
Larry Horne – DEL Assistant Director  
Bob McLellan – DEL NW Service Area Mngr.  
Debbie Rough-Mack – Independent Facilitator

Kathleen Hardee – Care for Providers (Alternate)  
Delthia Wright-Thompson – Puget Sound  
Educational Service District 121  
Angela Howerton – Provider  
Andy Fernando – DEL NRMT Coordinator

\* When Sue Winn was present by phone, Joan Aarts did not vote. We lost connection with Sue in the afternoon, so Joan represented WSFCCA during that period.

WSFCCA = Washington State Family Child Care Association  
SEIU = Service Employees International Union 925  
EWFCCA = Eastern Washington Family Child Care Association  
WSCCR = Washington State Child Care Resource and Referral Network

***Welcome, Check in, Overall Project Timeline***

We discussed the overall project timeline. The complexity of our recent topics (e.g. swimming pools, wading pools other bodies of water, licensed / unlicensed space and accessibility), coupled with the fact that three out of the last four meeting agendas contained several hours of presentations by visiting experts, has slowed our progress. In order to thoroughly evaluate the issues that arose during the large group meetings, the small work groups were sent back to do additional research, which has resulted in revisiting topics and delaying our project schedule. The visiting experts, while obviously valuable to the outcome, also indirectly delayed our schedule by displacing our usual discussion time. A further complication is whether the Legislature will fund our work past June 30, 2009. The project Coordinating Committee will meet before the next meeting and share with the large group suggestions for how we might proceed with the project if funding is cut.

We attempted to balance the workload of the small groups who are examining and researching the remaining categories. Current status of small groups, and the percentage completion of the categories they initially were assigned:

### **West Side Story**

- *Supervision/ Capacity/ Ratio* (10% complete)
- *Health* (not started yet)

### **A-Team**

- *Outdoor Environment* (100% complete, but many subtopics still need to be covered with the large group)
- *Indoor Environment* (25% complete, another complex topic)
- *Corrective/Adverse Actions* (not started yet)

### **Team C**

- *Recordkeeping, Reporting, Posting* (97.5% complete)
- *Emergency Preparedness* (25% complete)
- *Nurture and Guidance* (5% complete)

We decided that the topic of *Corrective/Adverse Actions* would be best completed by a group that could meet in person. The A-Team, whose members are spread across Eastern Washington, cannot. West Side Story meets in person, so offered to take on the topic of *Corrective/Adverse Actions*.

## ***Updates***

### **Rule Writers and Rule Review Committee**

NRMT Rule Writers & Review Committee reported that they have so far finished writing and reviewing rules on *Food/Nutrition, Staff Qualifications, Infant Care, Program, and Licensing Process* (except for Compliance with Local Codes & Ordinances).

### **Communications, Outreach & Parent Involvement**

- Karen shared that she presented the draft rules from the three topic areas at the April 4 SEIU steering committee meeting. She reported that people were generally positive, and had constructive feedback about areas that needed greater clarity.
- Andy reported that the draft rules have been shared with DEL licensors statewide, and has received similar, generally positive feedback. Most are curious to see what the new rules are, and how the licensors will be affected.
- Laura Giddings shared an article that she wrote in the WSCCR&R newsletter about the NRMT process.
- Sandra Van Doren and Sue Winn are presenting a session about the NRMT process at the statewide Family Child Care Associations conference on Friday, April 24. A DEL representative is needed for this meeting (Judy Jaramillo later agreed to fill in).
- Monday evening, April 20 in Spokane, Sherry Schleufer and Judy Bunkelman will be presenting at an EWFCCA conference.
- May 18 in Spokane, Judy J, and Sandra Van Doren will be presenting at an EWFCCA meeting. Judy and Sandra will also use the time together for some face-to-face rule drafting instead of by phone or e-mail.

- *Note: Andy needs information from team members who agreed to host an informal meeting for providers and other interested parties. Please email him by the end of the week the date of your meeting and who you are partnering with.*

### ***Outdoor Environment, A-Team: Presenters: Laura Dallison & Nancy Gerber***

This was a follow up from the March 28, 2009 meeting, where we asked the A-Team to do further work on wading and swimming pool recommendations. Recommendations approved by the group are “in-concept,” with the WAC wording to be refined by the rule writers (Judy J. and Sandra), and the Rule Review Group.

#### **Subtopic: Bodies of Water**

Nancy Gerber started their presentation with a short slide show depicting kids enjoying water play activities. Nancy stressed that water play activities in child care must be paired with staff training to assure that kids are safe. But she asked that we keep water play activities in the rules as an option for family child care.

#### • **Wading Pools**

After much discussion about pool depths and supervision, the group recommended the following “in-concept” on wading pools:

*“DEFINITION: A pool used for water play may be called a wading pool if it two feet or less in depth – measured without children in the pool, able to be emptied and moved.*

*“Parents must give written permission (could be general permission rather than daily permission) to allow their child to use a wading pool. Strict child/staff ratios must be maintained outdoors when children are in a wading pool. Strict staff ratios must also be maintained outdoors when wading pool is being warmed (even though children are not in the water, it still presents a water hazard). The Provider must install a door alarm or bell to warn them that the children are entering the outdoor area when a wading pool could be accessed. A wading pool must be cleaned and sanitized daily or any time the pool may be soiled. Five gallon buckets must not be used for infant/toddler water play as (children) are top heavy and buckets can more easily cause drowning. If infants or toddlers (are in the pool), touch supervision is required.”*

The rule writers were asked to incorporate language defining “touch supervision.”

#### ***Vote 18 in favor, 3 undecided, 1 opposed***

Concerns:

- Bare bottoms in pools present bacterial health problems; would like to see bottoms “covered” at all times when in a wading pool. This will be added.
- Access to unattended pools while those pools are warming in the sun.
- Kids can create/experience water play without pools (e.g., hoses, slip-n-slides).
- Definition of wading pool as twenty-four inches is too deep for some kids.
- Should limit the number of pools (e.g. what if someone has three or four wading pools?)

- **Swimming Pools**

There continued to be lots of discussion on the safety and supervision when kids are using a swimming pool. A-Team compiled a good deal of information about the drowning and near-drowning risks both within Washington and nationwide, and about the positive aspects of water play. The group finally voted to recommend the following in concept:

*“DEFINITION: A swimming pool is a pool that has a water depth that is greater than 2 feet. A primary staff person with current CPR, First Aid and Lifeguard training must be present.*

*“One person with life guard training must be on the premises when a swimming pool is being used. A provider may choose to have a primary staff with current CPR/First Aid and an additional person with lifeguard certification in attendance. There must be a 1-to-1 (staff/child) ratio for infants and toddlers in a swimming pool. [Clarify staff/child ratio for older children – use a table.] A five-foot or higher fence must be maintained around a swimming pool. When not in use, entrance and exit points must be locked according to manufacturer’s specifications. The water must be cleaned and sanitized using the correct chemical composition, according to the manufacturer’s specifications. Hot tubs, spas, jacuzzis must be kept inaccessible through use of tub covers with locking devices.”*

**Vote 17 in favor; 5 undecided, 0 opposed**

Concerns:

- Need door alarms to alert provider when children use a door that may give access to the swimming pool (4 persons with this concern)
- Staff/child ratio should be “tighter” for older kids – 4 to 1. Is the lifeguard counted in ratio (yes)?

It was noted that the Guidebook should recommend that staff must be able to respond within 10 seconds.

- **Natural Bodies of Water or Water Hazards**

The discussion on this subtopic was still tied to the ongoing issue in Eastern Washington about a decorative pond outside of what many providers consider “unlicensed space.” The Department has expressed concerns that a child’s access to bodies of water (and other risks to children) on or near the premises needs to be controlled by barriers that make the hazard inaccessible. There was a considerable discussion about balancing the risk vs. common sense. For example, if we defined a water hazard or body of water as deeper than 2 inches, some asked if a dog dish or bird bath could qualify as a body of water. Eventually, the group voted to tackle access to water only in the “licensed space,” leaving the issue of “unlicensed space” to be resolved before dealing with water in the “unlicensed” areas.

*“In the licensed space, any water area (such as a pond) must be made inaccessible with a fence (five-foot fence or above) or physical barrier. If children have access to the water, wading pool or swimming pool supervision regulations apply. Children must be directly supervised by a primary staff person with the strict staff/ratios (defined) observed.”* This was later clarified that “water areas” does not include animal water dishes, birdbaths, rain puddles, etc., but would include seasonal streams.

**Vote 17 in favor; 5 undecided; 0 opposed**

Concerns:

- Swimming pool regulations should mean a lifeguard is required.

- Need a tighter definition of water hazard but one that allows things like bird baths.
- Clear rules – everyone needs to understand them.
- The effects of near drowning are severe. Need to assure kids are safe.

**Subtopic: Location Toxics/ Hazards**

• **Location**

The group voted to recommend the following - this vote assumes that the recommendations of the DEL health specialist or an environmental health expert will be incorporated:

*“Abandoned wells and ditches must be filled in or sealed. If hazardous conditions are present the licensee must have a DEL approved written supervision plan to protect the children in care.”*

***Vote 18 in favor, 2 undecided, 0 opposed***

Concerns:

- What the plan is called.
- For uniformity across the state with regard to what a plan needs (should there be a form?).

• **Toxic Hazards**

The group voted to recommend the following:

*“Toxins must be stored in a manner that is inaccessible to children and stored away from food. Label containers (if toxin is taken) from stock supply. Label containers that are not the original container (‘toxic’).”*

***Vote 21 in favor; 0 undecided, 0 opposed***

The group and the rule writers will need to work on what “inaccessible” means (see the next section on licensed and unlicensed space. Current WAC lists examples – examples will be in the guidebook and will include lead in paint and toys as well as creosote and arsenic.

***Licensed & Unlicensed Space***

There was a continuation of the March 28 general discussion about access to unlicensed space, and the shared liability issues of providers and the state. The group decided that a smaller group gather some legal advice, convene to discuss this issue, and then come back to the large group with recommendations. The focus question is: *Under what circumstances can the State access and influence what happens in unlicensed space?*

The small group consists of Larry Horne (lead), Karen Hart, Laura Giddings (alternate lead, since Larry and Karen can’t make the NRMT meeting on May 2), Sue Winn, and Sandi Clemans.

***Emergency Preparedness: Presenters - Joann Jordan, Seattle-King County  
Emergency Management & Robin Laurence, Seattle-King County Public Health***

Before the meeting, NRMT members received a child care emergency preparedness planning guide (Attachment A) supplied by Joanne and Robin to stimulate thoughts and discussion. They began with a 15 minute slide presentation (See the related Adobe “pdf” document on the DEL Negotiated Rule Making web site <http://www.del.wa.gov/laws/rules/negotiated.aspx>).

They stressed that for a plan (and WAC regarding planning) to be useful, it needs to be understandable, meaningful and attainable.

- Providers and licensors must be able to understand the planning requirements in the same way.
- There should be obvious benefits that lead to safer, healthier, and well-prepared children and staff. This should include meaningful training, repetition, and preparation (that includes parents) so that everyone knows what to do in an emergency.
- The requirements (rules) should be written in a way that every provider can comply with them.

**Other key ideas and questions captured during Joann and Robin’s presentation:**

- Training for kids needs to be age appropriate, without being frightening.
- Need to consider several possible emergencies depending on the provider’s location. Most providers will need plans that cover fire evacuation, earthquake, and/or floods. Depending on the providers’ location, others may also need to consider volcanoes, lahars (ice-mud flows related to volcanoes and glaciers) or tsunamis. Others still may need to think about dams, nuclear power plants, industrial facilities, railways or other man-made sources of possible emergencies in their plans.
- Lock-down is a new concept for some, but not in other areas. Kids and staff need to practice for lock-downs, but providers should be careful in how they explain why in ways that don’t instill anxiety in the children.
- Parents need to be involved in emergency planning, including what is in the plan, the parents’ role, and communications.
- Have a “grab and go” bag with supplies for all kids in a quick evacuation situation.
- For shelter-in-place, the provider needs enough food, water and supplies (and individual medications needed for kids, staff, provider and/or family) to last for at least 3 days.
- Each practice drill doubles the chance that staff and children will take the right action in a real emergency. There isn’t a standard amount of time for evacuations, but figure two to three minutes to get everyone out of the building.
- Every child care should do a hazard inventory, such as making sure emergency exits are clear, or securing tall shelves or furniture to reduce the risk of them falling.
- In an earthquake or wide spread emergency, local phones, cell phones and computer services may be cutoff or overloaded. Have an out-of-state phone contact that parents and others can call to find information about the child care. Having one hard-line phone that plugs directly into a wall phone jack (not into a base unit or answering machine that relies on electricity) is still the most reliable method of having telephone communications in an emergency.

### ***Strategic Communication Plan***

- The NRMT reviewed large stakeholder groups and methods by which we can inform them about our progress and outcomes.
- Remember that “the NRMT communications packet” is an available resource speaking about the NRMT formally or informally
- On the cover letter with the draft rules, please add the question “What will happen to my feedback?” with the probable answer being something like “The information will be grouped by topic and sent back to the rule writers for evaluation and possible incorporation into the next iteration of the rules, which we expect to be published \_\_\_\_ (with next review date inserted).”
- As part of the strategic communication plan and since NRMT funding may be affected, Karen Hart agreed to draft a letter to key legislators to describe NRMT process and progress. The letter will be sent to Andy, Laura G., Sandi and Joan for review and edits. ***Vote 19 in favor; 2 undecided, 0 opposed.***

### ***Next Steps, Action Items***

Next meeting will be May 2, 2009 in Renton. ***Important note - the meeting will be from 9:00 am to 3:30 pm, an hour longer than normal because of our full agenda.*** Agenda items will likely include:

- Complete recommendations on ***Outdoor Environment*** (A Team);
- Licensed vs. Unlicensed Space, Accessibility – recommendations from small group (Laura Giddings);
- Begin discussion and recommendations on ***Record Keeping, Reporting & Posting; and***
- Brief discussion of weighting WAC’s.

### ***Upcoming Meetings***

- Saturday, May 2 – this is an added meeting date
- Saturday, May 16 – this is an already confirmed meeting date
- Saturday, June 20 – this was rescheduled from June 13.

### ***Pre-Work for the Small Groups:***

- ◆ The West Side Story (Karen Hart is Lead) will continue work on ***Capacity, Ratio, & Supervision.***
- ◆ The A-Team (Debbie Knighten is Lead) will continue working on recommendations about ***Outdoor Environment.***
- ◆ Team C (Martha Standley is Lead) will come prepared to begin the topic of ***Recordkeeping, Reporting, and Posting.*** They have also begun working on ***Emergency Preparedness.***

Attachment A – Child Care Disaster Planning Tool, from Seattle-King County Public Health and  
Emergency Management

Attachment A – Child Care Disaster Planning Tool



# Emergency/Disaster Preparedness Plan

## for

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(Early Learning/Child Care 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 early learning programs (including child care, ECEAP, Step Ahead, and Head Start) 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 public health and/or emergency preparedness educators. The Child Care Health Program of Public Health - Seattle & King County and Seattle Emergency Management together offer a comprehensive training program for early learning programs.*

*This plan was prepared by the Child Care Health Program of Public Health - Seattle & King County with input from Seattle Emergency Management. It is individualized by each early learning center.*

**Preparation matters.**

## ***CRITICAL PHONE NUMBERS***

- **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:** \_\_\_\_\_
- **KIRO Radio-710 am** **206-421-5476**
- **Program Cell Phone** \_\_\_\_\_
- **Child Care Licensor:** \_\_\_\_\_ \_\_\_\_\_
- **Health Surveyor:** \_\_\_\_\_ \_\_\_\_\_
- **Public Health Nurse:** \_\_\_\_\_ \_\_\_\_\_
- **Center's Out-of-Area Contact:**
  - \_\_\_\_\_ \_\_\_\_\_
- **Other:**
  - \_\_\_\_\_ \_\_\_\_\_
- **Center's Planned Evacuation Sites:**
  - **Off site:**
    1. \_\_\_\_\_
    2. \_\_\_\_\_
  - **On site:**  
\_\_\_\_\_

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 review this plan during their 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/index.html>

Federal Emergency Management Agency (FEMA): <http://www.fema.gov/plan/index.shtm>

Public Health - Seattle & King County: <http://www.metrokc.gov/health/portal/prep.htm>

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

## 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. All staff continuously review their areas to assure the environment is safe. In addition, to assure each area is viewed objectively, we rotate 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	
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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:						

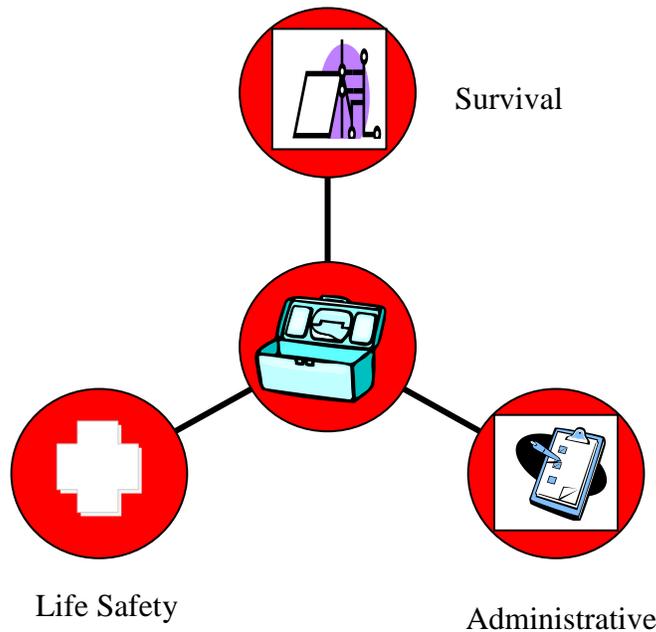
Date & Initials:						
Action Taken:						

## EMERGENCY/DISASTER SUPPLIES

### “Grab and Go” Bag



### “Ready Kit” (3-Day Supply)



#### **Notes about supplies:**

- “Ready Kit” lists were adapted from the American Red Cross disaster supply lists for schools: <http://redcross.org/disaster/masters/supply.html#classkits>
- 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 –  
every time your class leaves the classroom!**

- Backpack, labeled for easy identification**
- Emergency forms for students (& staff)**
- “Rescue” medications with authorization forms**
- First aid kit**
- Flashlight(s) & batteries**
- Whistle**
- Bottle of water with small paper cups &/or (infant) bottles**
- Tarp or ground cover**
- (2) Mylar blankets**
- Tissues, toilet paper, &/or wipes**
- Age-appropriate snacks (including infant formula)**

- Diapers (& plastic bags for disposal) for infants, toddlers, & children with special needs**
  
- 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.*

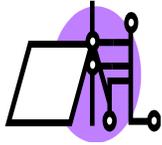
***Where should we keep our Grab & Go bags?***

*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.*



**Ready Kit per 50 people**

**SURVIVAL**

<p><input type="checkbox"/> <b>Water</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3 gallons of water per adult (1 gallon/adult x 3 days)</li> <li><input type="checkbox"/> 1.5 gallons of water per child (1/2 gallon/child x 3 days)</li> <li><input type="checkbox"/> any tools needed to open water containers</li> <li><input type="checkbox"/> cups to dispense water</li> </ul> <p>Stored: _____</p> <p><input type="checkbox"/> <b>Food</b></p> <p>Emergency Food:</p> <ul style="list-style-type: none"> <li>✓ Is easy to serve</li> <li>✓ Does not require cooling or heating</li> <li>✓ Has a long shelf life</li> <li>✓ Is stored protected from heat, cold, and pests</li> </ul> <p><input type="checkbox"/> Our emergency food is part of our regular menu rotation. Food for 3 extra days is always on site. <i>(Familiar food can be a comfort during a disaster.)</i> It is rotated _____ <i>(how often)</i> by _____ <i>(whom)</i>.</p> <p><input type="checkbox"/> We have a separate supply of emergency food. Expiration dates are checked _____ <i>(how often)</i> by _____ <i>(whom)</i>.</p> <p>We include food for those with food allergies or on special diets.</p> <p>We include age-appropriate food, such as formula and pureed food for infants (when enrolled).</p> <p>Supplies kept with food include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Plastic dishes and utensils</li> <li><input type="checkbox"/> Manual can opener</li> <li><input type="checkbox"/> Bottles for infants</li> </ul> <p>Stored: _____</p>	<p><input type="checkbox"/> <b>Shelter</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (2) 12' X 16' tarps</li> <li><input type="checkbox"/> (3) 10' poles</li> <li><input type="checkbox"/> (100 ft) ¼ in. nylon rope</li> <li><input type="checkbox"/> flashlight w/ (2) extra sets of batteries per staff person</li> <li><input type="checkbox"/> blanket (fleece, wool, &amp;/or "space") per person</li> <li><input type="checkbox"/> (5) extra blankets</li> <li><input type="checkbox"/> (30) plastic sanitation bags</li> <li><input type="checkbox"/> privacy shelter</li> <li><input type="checkbox"/> (30) rolls toilet paper</li> <li><input type="checkbox"/> (50) sanitary napkins</li> <li><input type="checkbox"/> (30) plastic garbage bags</li> <li><input type="checkbox"/> (30) rolls paper towels</li> <li><input type="checkbox"/> (750) soap towelettes packets or baby wipes</li> <li><input type="checkbox"/> (15) bars of soap</li> <li><input type="checkbox"/> (5) 5 gal plastic buckets for sanitation/emergency toilets</li> <li><input type="checkbox"/> (30) 12-hour light sticks</li> <li><input type="checkbox"/> battery-operated lanterns w/ extra batteries</li> </ul> <p>Stored: _____</p> <p><input type="checkbox"/> <b>Special Equipment/Other</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Medical supplies for children with special health care needs:                  _____                  _____</li> <li><input type="checkbox"/> _____                  _____                  _____</li> <li><input type="checkbox"/> _____                  _____                  _____</li> </ul> <p>Stored: _____</p>
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### LIFE SAFETY & FIRST AID

<input type="checkbox"/> <b>Life Safety</b>	<input type="checkbox"/> <b>First Aid</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> (2) laminated maps of site</li><li><input type="checkbox"/> (6) hardhats</li><li><input type="checkbox"/> (1) am/fm battery powered radio</li><li><input type="checkbox"/> (4) walkie talkies</li><li><input type="checkbox"/> (4) whistles</li><li><input type="checkbox"/> (1) orange vest per staff member</li><li><input type="checkbox"/> (2) shovels</li><li><input type="checkbox"/> tools for simple search &amp; rescue*:<ul style="list-style-type: none"><li><input type="checkbox"/> (1) bolt cutter</li><li><input type="checkbox"/> (1) pry bar</li><li><input type="checkbox"/> (1) crowbar</li></ul></li><li><input type="checkbox"/> (1) pliers</li><li><input type="checkbox"/> (1) hammer</li><li><input type="checkbox"/> (1) set of screwdrivers</li><li><input type="checkbox"/> (1) wrench</li><li><input type="checkbox"/> (1) utility knife</li><li><input type="checkbox"/> (1) shovel</li><li><input type="checkbox"/> (3) rolls barrier tape</li><li><input type="checkbox"/> (3) rolls duct tape</li><li><input type="checkbox"/> Other: _____</li><li><input type="checkbox"/> Other: _____</li><li><input type="checkbox"/> Other: _____</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> masking tape</li><li><input type="checkbox"/> permanent marking pens</li><li><input type="checkbox"/> first aid reference book</li><li><input type="checkbox"/> assorted adhesive bandages</li><li><input type="checkbox"/> (100) 4 in. by 4 in. compresses</li><li><input type="checkbox"/> (15) 8 in. by 10 in compresses</li><li><input type="checkbox"/> (50) roll gauze bandages</li><li><input type="checkbox"/> (5) triangular bandages</li><li><input type="checkbox"/> (2) sm, med, and large cardboard splints</li><li><input type="checkbox"/> (20) steri-strips or butterfly bandages</li><li><input type="checkbox"/> (5) boxes of water in sealed containers for flushing wounds, etc.</li><li><input type="checkbox"/> (1) small bottle bleach</li><li><input type="checkbox"/> (1) backboard</li><li><input type="checkbox"/> (1) scissor</li><li><input type="checkbox"/> (3) tweezers</li><li><input type="checkbox"/> (100) non-porous medical gloves</li><li><input type="checkbox"/> (5) oval eye patches</li><li><input type="checkbox"/> (7) rolls 1" cloth tape</li><li><input type="checkbox"/> (5) rolls 2" cloth tape</li><li><input type="checkbox"/> (25) dust masks</li><li><input type="checkbox"/> thermometer</li><li><input type="checkbox"/> 3-day supply of critical medications, with authorization forms</li></ul>
<p>* For search and rescue training, contact your local emergency management agency.</p>	
<p>Stored: _____</p>	<p>Stored: _____</p>



**ADMINISTRATIVE**

<input type="checkbox"/>	<b>Administrative Supplies</b>
<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
<input type="checkbox"/>	Expenditure Log
<input type="checkbox"/>	Staff Time Log
<input type="checkbox"/>	Communications Log
<input type="checkbox"/>	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

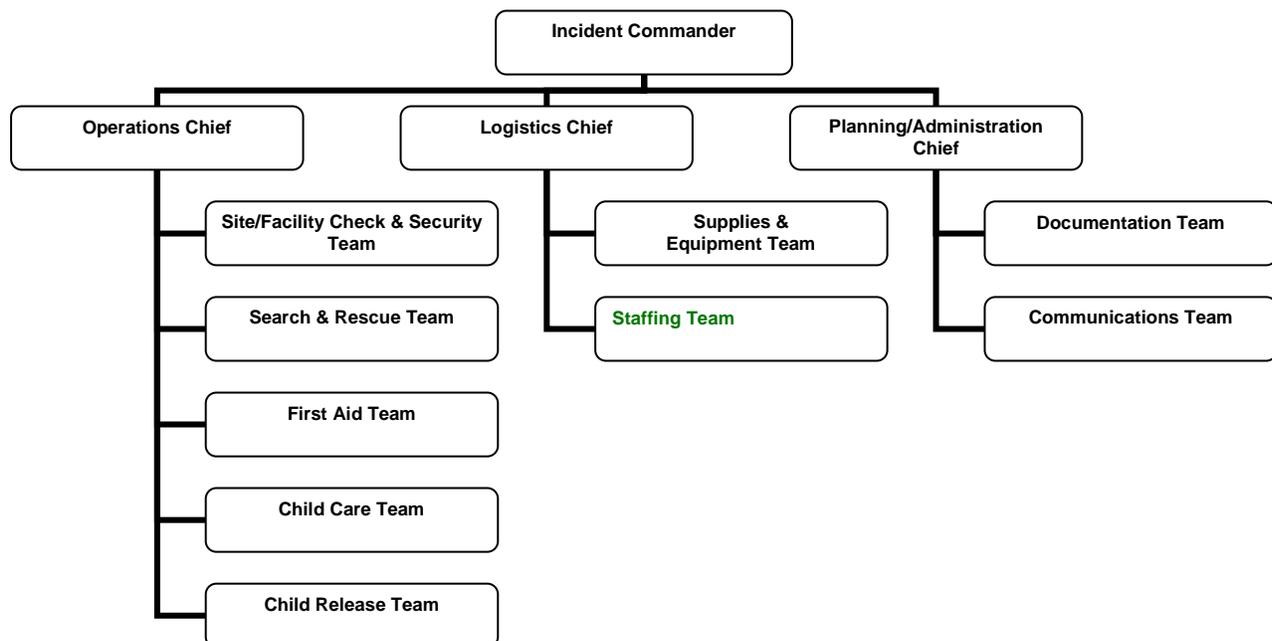

## COORDINATING A RESPONSE

*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. Fluids, food, sanitation, shelter, and emotional health remain important aspects of child care. The way you meet those needs, however, may be different from the way you do everyday. 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.*

*Basic ICS for early learning programs looks like this:*



*When an 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).*

*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.) 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.*

*The Communications Team is responsible for all internal and external communications. This includes monitoring radio broadcasts and other sources of information and providing information to staff as necessary.*

*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. 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.*



**Incident Commander:**

**Incident Commander:**

**Operations:**

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

**Logistics:**

- Supplies & Equipment
- Staffing

**Planning/Administration**

- Communications
- Documentation

\_\_\_\_\_  
(Assigned Person)

**1 Person Organization Chart**

*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?*



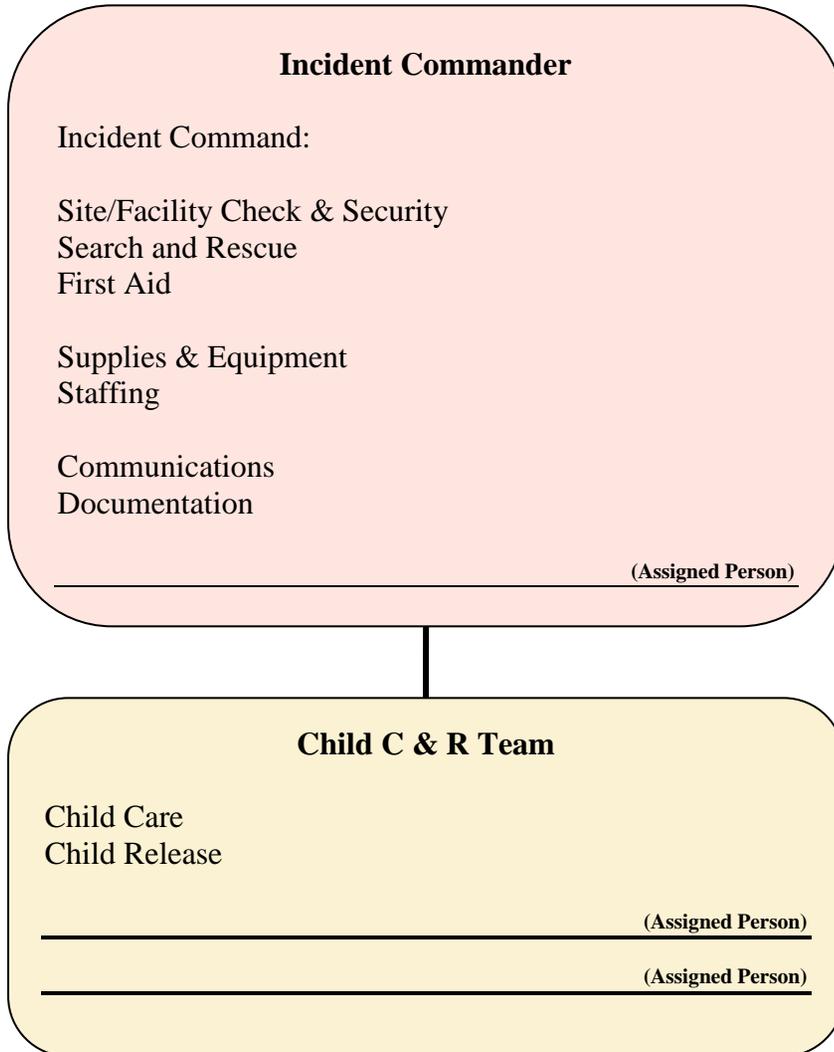
**Parent/Guardian or  
Community Volunteers who've  
agreed to help. (Background  
checks are complete.)**

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## 2 - 3 People Organization Chart

*For 2 people:* 1 person is the Incident Commander; 1 person cares for the children

*For 3 people:* 1 person is the Incident Commander; 2 people care for the children



**Parent/Guardian or  
Community Volunteers who've  
agreed to help. (Background  
checks are complete.)**

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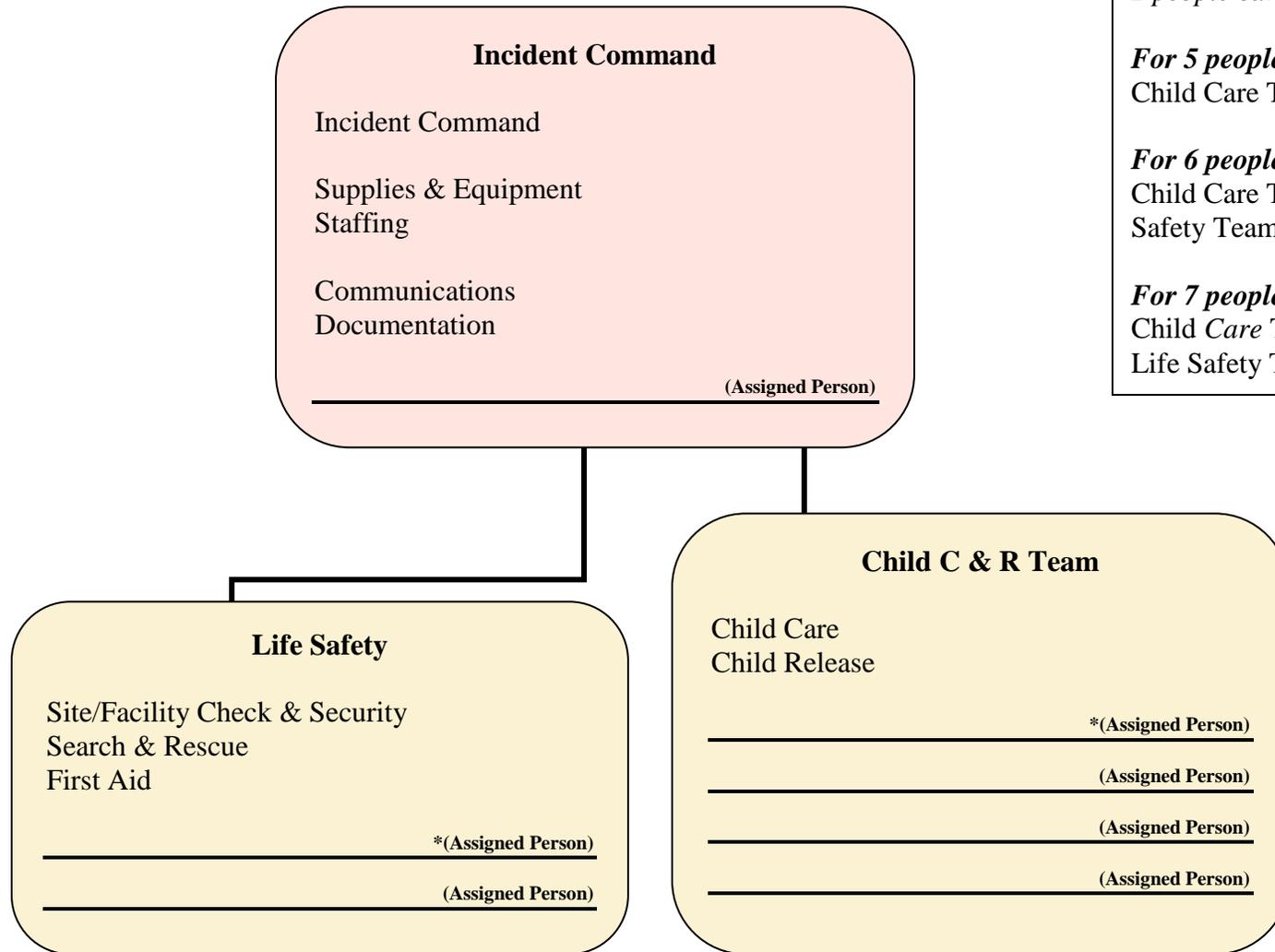
**4 - 7 People Organization Chart**

*For 4 people:* 1 person is the Incident Commander; 1 person provides life safety; 2 people care for the children.

*For 5 people:* Add 1 more person to the Child Care Team

*For 6 people:* Add 2 people to the Child Care Team & 1 person to the Life Safety Team

*For 7 people:* Add 2 people to the Child Care Team & 2 people to the Life Safety Team



**\*This person is the “lead” for each team, and facilitates communication between the team and Incident Commander.**



### 8 - 9 People Organization Chart

*For 8 people:* 1 person is the Incident Commander

*For 9 people:* Add 1 person to the Child Care Team.

#### Incident Commander:

Incident Command

Communications  
Documentation

\_\_\_\_\_  
(Assigned Person)

#### Life Safety Team

Site/Facility Check & Security  
Search & Rescue  
First Aid

\_\_\_\_\_  
\*(Assigned Person)

\_\_\_\_\_  
(Assigned Person)

#### Child C&R Team

Child Care  
Child Release

\_\_\_\_\_  
\*(Assigned Person)

\_\_\_\_\_  
(Assigned Person)

\_\_\_\_\_  
(Assigned Person)

\_\_\_\_\_  
(Assigned Person)

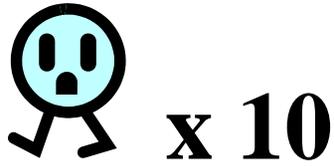
\_\_\_\_\_  
(Assigned Person)

#### Logistics Team

Supplies & Equipment  
Staffing

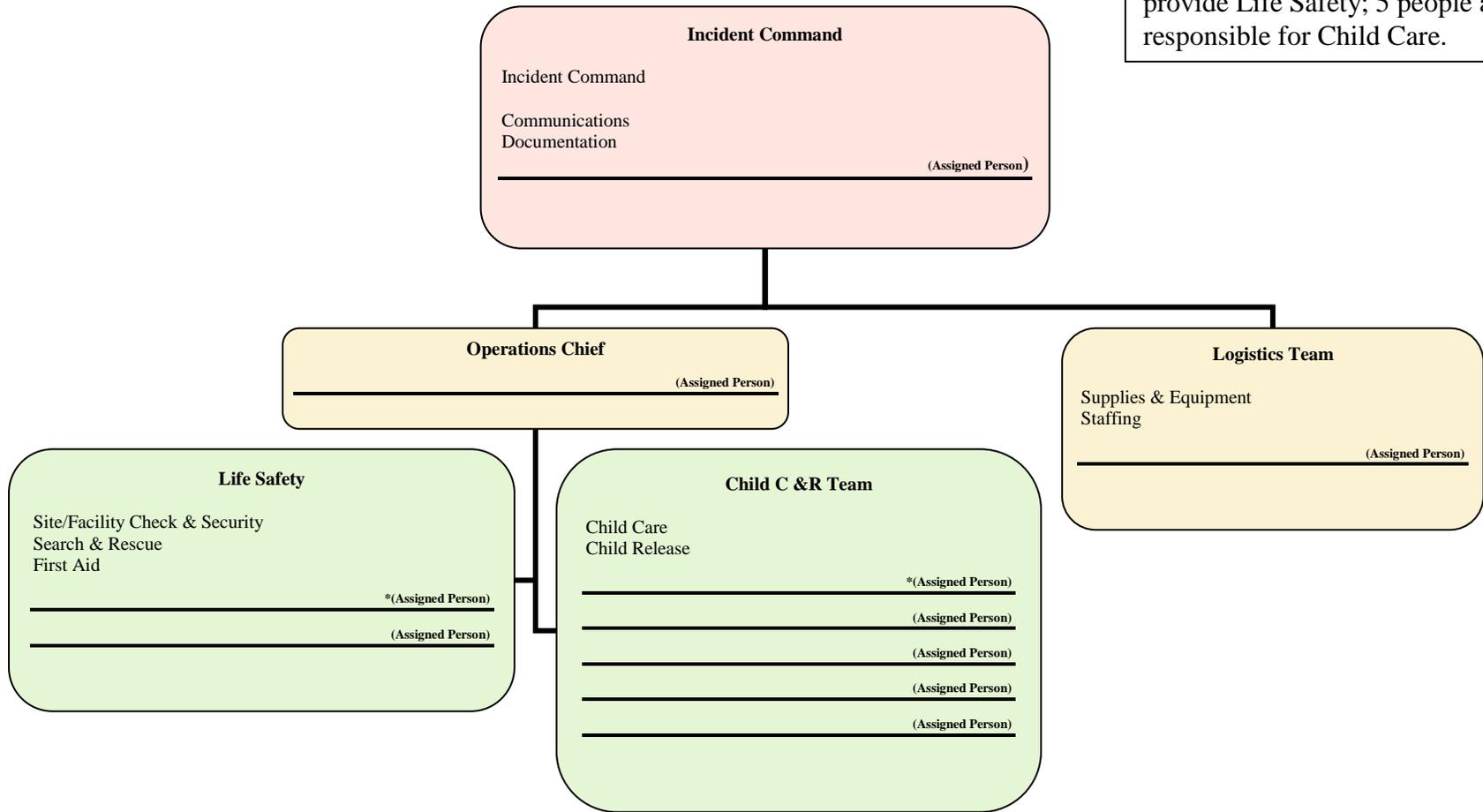
\_\_\_\_\_  
\*(Assigned Person)

**\*This person is the “lead” for each team, and facilitates communication between the team and Incident Commander.**

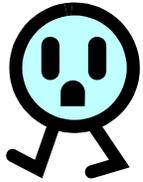


**10 People Organization Chart**

*For 10 people:* 1 person is the Incident Commander; 1 person is the Operations Chief; 1 person takes care of Logistics; 2 people continue to provide Life Safety; 5 people are responsible for Child Care.



**\*This person is the “lead” for each team, and facilitates communication between the team and Incident Commander.**

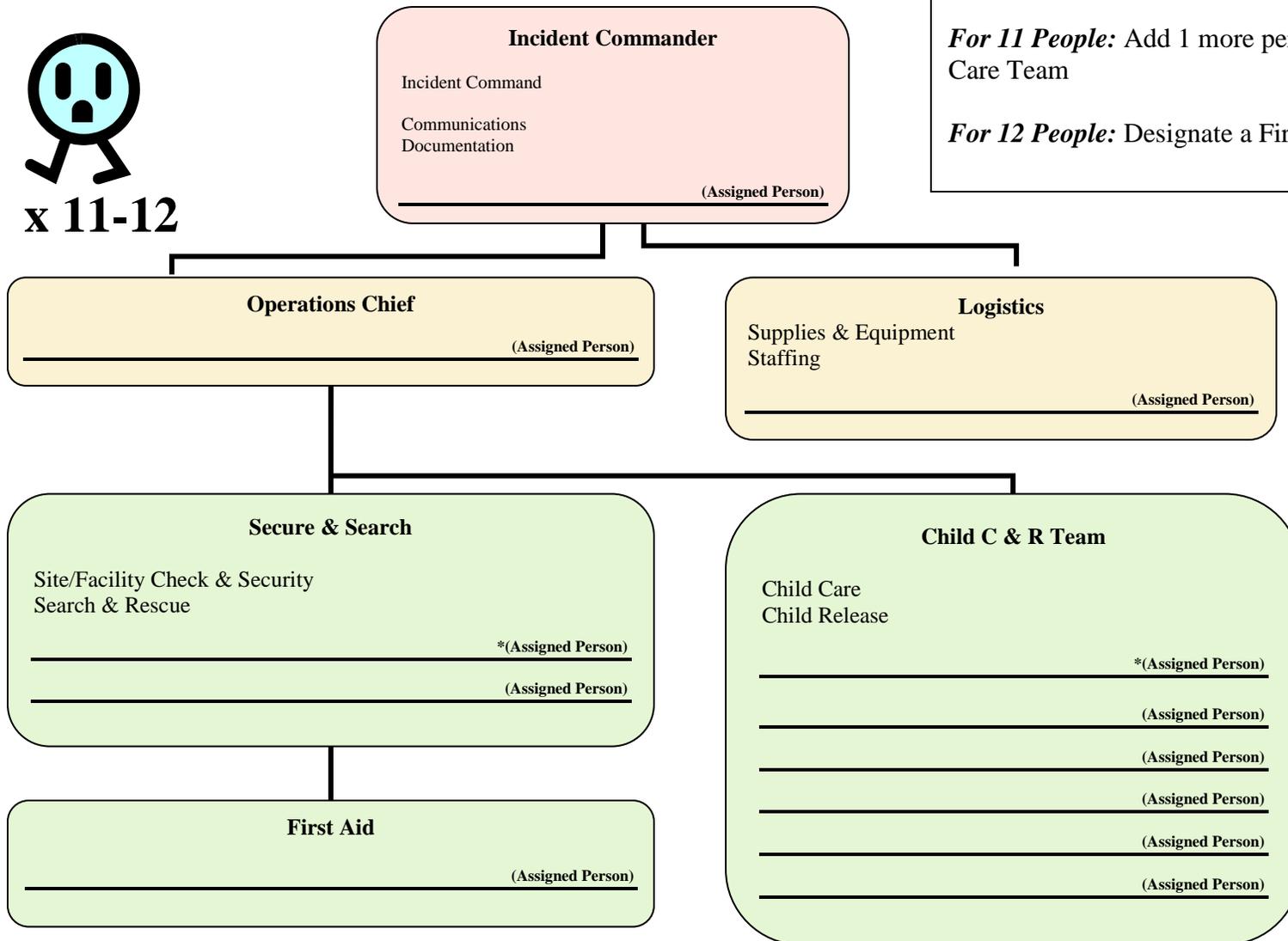


x 11-12

**11 – 12 People Organization Chart**

*For 11 People:* Add 1 more person to the Child Care Team

*For 12 People:* Designate a First Aid provider



## 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 parents/guardians are informed prior to the drill and informed of exactly what to expect.

*\*Minimum licensing requirements for child care centers 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
<ol style="list-style-type: none"> <li>1. Everyone will take a quake-safe action</li> <li>2. Everyone will evacuate the building safely when the shaking stops</li> <li>3. Everyone will be accounted for at outside meeting location</li> <li>4. Problems w/ earthquake plan will be detected</li> </ol>	<ol style="list-style-type: none"> <li>1. Everyone took a quake-safe action within 4 seconds of the drill announcement (Y/N)</li> <li>2. Everyone able to evacuate safely (Y/N)</li> <li>3. Everyone accounted for (Y/N)</li> <li>4. Lessons learned:</li> </ol>		



## 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"><li>1. Everyone will take a quake-safe action</li><li>2. Everyone will be accounted for at outside meeting location</li><li>3. Problems with earthquake plan will be detected</li></ol>	<ol style="list-style-type: none"><li>1. Everyone demonstrated how to be safe in that situation (wherever they were) (Y/N)</li><li>2. Everyone accounted for (Y/N)</li><li>3. Lessons learned:</li></ol>		



## 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"> <li>1. Director will effectively alert all to lockdown</li> <li>2. All children will be gathered in (a) safe location(s)</li> <li>3. Staff will lock all doors</li> <li>4. Staff will close window coverings</li> <li>5. Call will be made to 911 (PRETEND)</li> <li>6. Staff will join children in safe place and remain there until situation resolved (drill over)</li> </ol>	<ol style="list-style-type: none"> <li>1. All staff aware of lockdown quickly (Y/N)</li> <li>2. Everyone gathered quickly in (a) safe location(s) (Y/N)</li> <li>3. Doors locked (Y/N)</li> <li>4. Windows covered (Y/N)</li> <li>5. The appropriate person made the pretend call to 911 (Y/N)</li> <li>6. Successful "being together" time (Y/N)</li> </ol>		



## 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
<ol style="list-style-type: none"> <li>1. Director will effectively alert all to lockdown</li> <li>2. All children will be gathered in classrooms or other safe location(s)</li> <li>3. Staff will lock all classroom/interior doors</li> <li>4. Staff will close window coverings</li> <li>5. Call will be made to 911 (PRETEND)</li> <li>6. Staff will join children in safe place and remain there until situation resolved (drill over)</li> </ol>	<ol style="list-style-type: none"> <li>1. All staff aware of lockdown quickly (Y/N)</li> <li>2. Everyone gathered quickly in (a) safe location(s) (Y/N)</li> <li>3. Doors locked (Y/N)</li> <li>4. Windows covered (Y/N)</li> <li>5. Call to 911 simulated (Y/N)</li> <li>6. Successful "being together" time (Y/N)</li> </ol>		

## **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. 30)

**CHEMICAL OR RADIATION EXPOSURE** (p. 30)

**DANGEROUS PERSON** (p. 31)

**EARTHQUAKE** (p. 31)

**EVACUATION** (p. 32)

**FIRE** (p. 33)

**FLOOD** (p. 33)

**HEATWAVE** (p. 34)

**LANDSLIDE OR MUDFLOW** (p. 35)

**LIGHTNING** (p. 35)

**LOCKDOWN** (p. 35)

**MISSING OR KIDNAPPED CHILD** (p. 36)

**PANDEMIC FLU/CONTAGIOUS DISEASE** (p. 37)

**POWER OUTAGE** (p. 37)

**SEVERE STORM** (p. 38)

**SHELTER-IN-PLACE** (p. 38)

**TSUNAMI** (p. 38)

**VOLCANO** (p. 39)

**WINDSTORM** (p. 39)

# 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 radio for information and emergency instructions.
- ◀ Prepare to **SHELTER-IN-PLACE** or **EVACUATE**, as per instructions.
- ◀ 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.



Please see *Public Health – Seattle & King County's Radiological Emergencies web site at <http://www.metrokc.gov/health/radiation/> for additional information on responding to a radiation emergency.*

# 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.

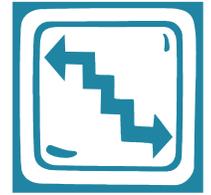
## **Outside:**

- ◀ 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.