



2018

# CHILD CARE • PROVIDER • DISASTER PLAN

A TEMPLATE FOR CHILD CARE  
AND EARLY  
LEARNING PROVIDERS

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**Seattle**  
Office of Emergency  
Management







# **2018 CHILD CARE PROVIDER DISASTER PLAN TEMPLATE**

**FOR**

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**(PROGRAM NAME)**



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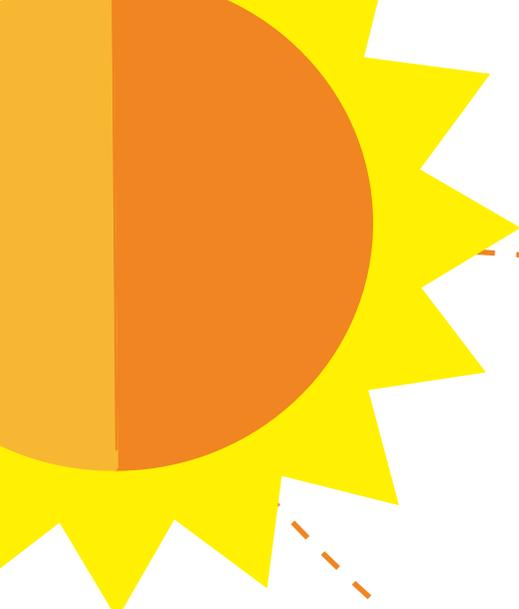
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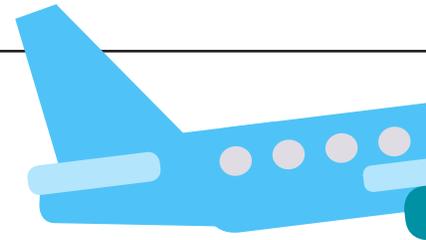
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**OUR OUT-OF-AREA CONTACT**

**THEIR PHONE NUMBER**



**OUR ADDRESS IS...**

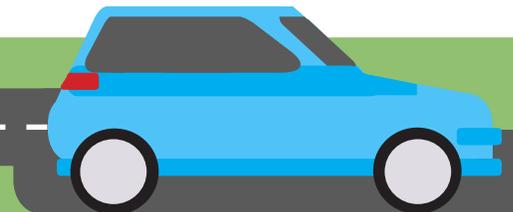
Address Line 1

Address Line 2

City

State

Zip Code



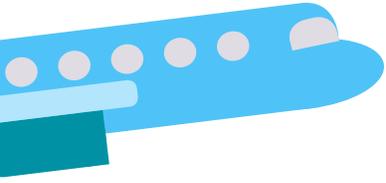
The purpose of this plan is to assist child care and early learning programs in preparing for an responding to an emergency or disaster.

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

This plan template was prepared by Seattle Office of Emergency Management.

CONTACT'S NAME IS....

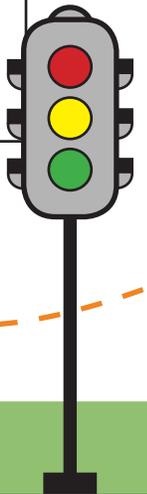
IS...



OUR CROSS STREETS ARE...

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# EMERGENCY INFORMATION

<b>POLICE</b>	EMERGENCY <b>9-1-1</b>	NON-EMERGENCY <b>206-625-5011</b>
<b>FIRE/EMERGENCY MEDICAL SERVICES (EMS)</b>	EMERGENCY <b>9-1-1</b>	NON-EMERGENCY <b>206-386-1400</b>
<b>POISON CONTROL CENTER</b>	<b>1-800-222-1222</b>	
<b>CHILD PROTECTIVE SERVICES</b>	<b>1-800-562-5624</b>	
<b>HARBORVIEW EMERGENCY ROOM</b>	<b>206-244-3000</b>	
<b>ANIMAL CONTROL</b>	<b>206-386-7387</b>	
<b>SEATTLE CITY LIGHT</b>	<b>206-684-3000</b>	OUTAGE HOT LINE <b>206-684-7400</b>
<b>SEATTLE PUBLIC UTILITIES</b>	<b>206-684-3000</b>	24-HOUR HOT LINE <b>206-386-1800</b>
<b>PROPERTY MANAGER</b>	NAME	PHONE NUMBER
<b>INSURANCE AGENCY</b>	POLICY NUMBER	PHONE NUMBER
<b>AUTO POLICY PROVIDER</b>	POLICY NUMBER	PHONE NUMBER
<b>FACILITY POLICY PROVIDER</b>	POLICY NUMBER	PHONE NUMBER
<b>PROGRAM CELL PHONE(S)</b>	PHONE NUMBER	PHONE NUMBER
<b>CHILD CARE LICENSOR</b>	PHONE NUMBER	PHONE NUMBER
<b>PUBLIC HEALTH NURSE</b>	NAME	PHONE NUMBER
<b>EVACUATION SITE ADDRESS</b>	ADDRESS	PHONE NUMBER
<b>EVACUATION SITE ADDRESS</b>	ADDRESS	PHONE NUMBER

# FACILITY INFORMATION



We have developed this emergency plan to provide safe care for our children should an emergency occur during hours of operation.

A copy of this plan is always available for review and is located:

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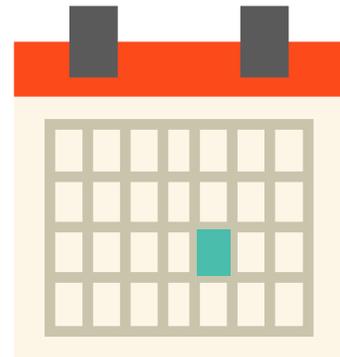
Staff is introduced to this plan during employee orientation. Additionally, We review the plan with staff:

**Monthly**

**Quarterly**

**Bi-Annually**

**Annually**



Fire extinguishers are located in the following areas:



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The following staff members are trained in utility control:

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# HAZARD MITIGATION

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

## **Hazard mitigation priorities**

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Ask the following questions to start thinking about mitigation...

1. Would or could it break and fall and hurt someone?
2. Would or could it break and fall and block a primary exit from a room?
3. Would or could it break and fall and keep the facility from opening the next day or soon thereafter?
4. Does it hold sentimental value?

## **How to mitigate risk**

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- Bolt, anchor, or strap furnishings to the structural parts of the building (studs or framing) to prevent injuries and prevent falling objects blocking exits.
- Rearrange the furnishings to prevent injuries and prevent falling objects from blocking exits.
- Keep beds and cribs away from windows or glass
- Store chemicals safely in locked/child-safe cabinets or storage spaces.
- Provide back-up for important records in a place off-site and out of the area of the facility.

## **Mitigation activities**

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Knowing that our environment is ever-changing, we regularly reassess for hazards and correct them as soon as possible. All staff regularly review their areas and/or classrooms to ensure the environment is safe. In addition, to ensure that each area is viewed objectively, we rotate staff to look for hazards in program areas in which they usually do not work.

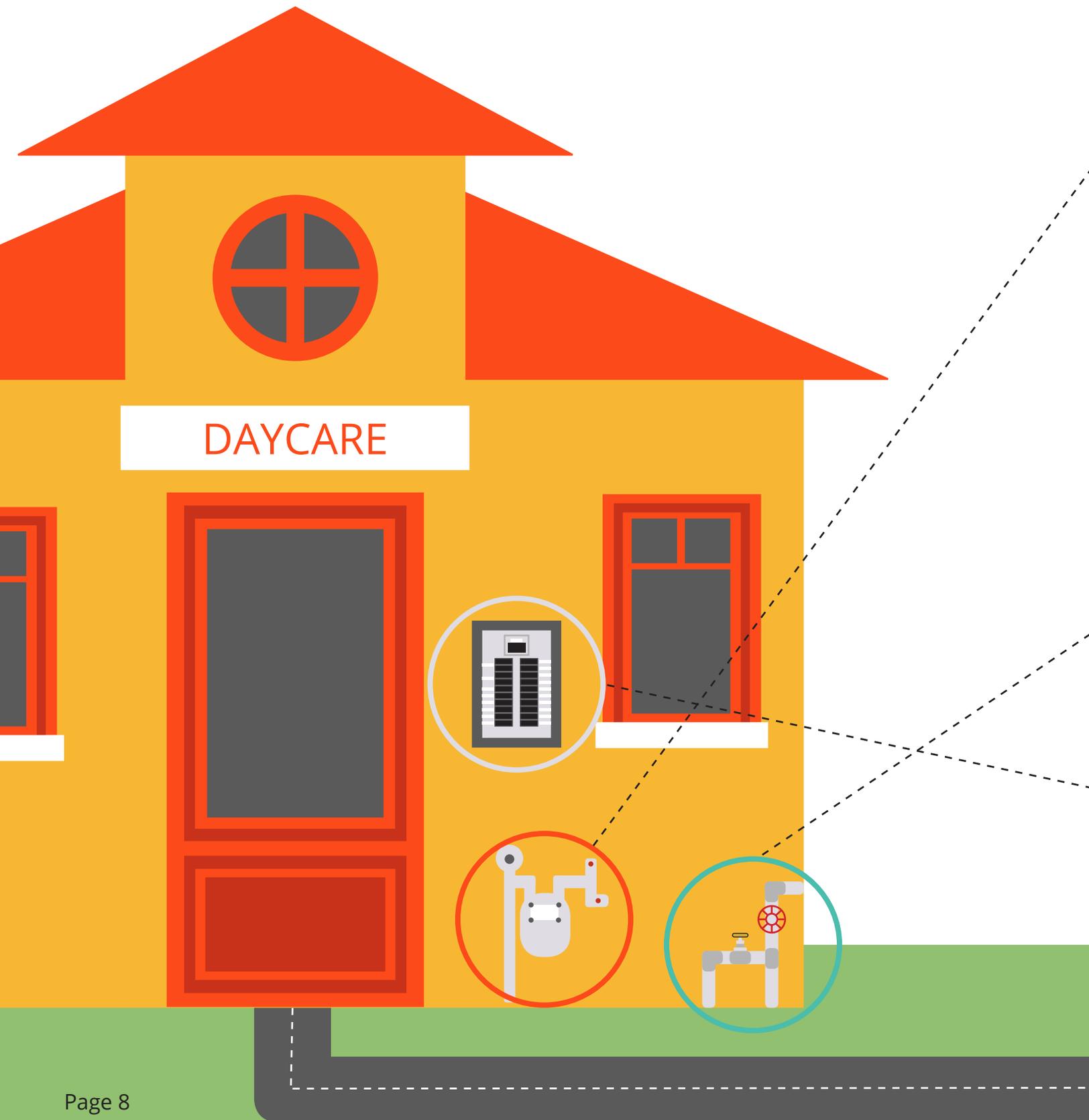
The charts on the following pages track the work done to reduce any hazards in our facility. Copy and complete one for all rooms, including classrooms, offices, hallways, storage rooms, and kitchens.

We formally review our environment for hazards every \_\_\_\_\_.

**USE THE FORMS IN THE MATERIALS SECTION TO TRACK MITIGATION ACTIVITIES.**



# UTILITY CONTROL FOR CHILD CARE CENTERS



**Normally, If you detect or even suspect that you have a natural gas leak you should:**

- Leave the area immediately. If you're indoors, evacuate the building.
- Call PSE at 1-888-225-5773 or 911, but don't use your landline phone, which may cause a spark.
- Don't do anything else that might create a spark, including flipping any switches. PSE will immediately dispatch a technician to check that your area is safe, at no charge.

During a city-wide emergency such as a large earthquake, 911 and gas company representatives may not be available. In this case, you will need to shut off your own gas if you suspect a leak.

**EMERGENCY GAS SHUT-OFF:** Most meters are located at the front or side of a facility. Some may be inside or in the back of the building. Don't turn off the gas if there is no leak. If you do not smell or hear gas escaping, you should not turn off the gas.

**DIRECTIONS:** Locate the meter shut-off valve. It's usually the first fitting on the gas supply pipe coming out of the ground near your meter. Use a long-handled wrench to give the valve one-quarter turn in either direction so that the lever is crosswise to the pipe. Once the gas is off, leave it off. Contact your gas company to inspect the system, check the relight appliances.

**EMERGENCY WATER SHUT-OFF:** Following a major disaster, it's wise to turn off the water until you hear from authorities that the water supply is safe.

**DIRECTIONS:** Locate the shut-off valve for the water line that enters your house. Don't try to turn off the street valve at the cement box at the curb, this valve is extremely difficult to turn and requires a special tool. Make sure that the valve can be completely shut off. Your valve may be rusted open, or it may only partially close. Make repairs before the day of the disaster. Label the valve with a tag for easy identification and make sure all staff know where the valve is located.

**EMERGENCY ELECTRICAL SHUT-OFF:** There may be times when you need to turn off the electricity to your building, for example prior to expected flooding. It is wise to teach all staff members where and how to shut off the electricity, and to properly label of your breakers.

\*If you operate in a rented facility, talk to your property manager about accessing utilities.  
\*\* See Page 25 in Appendix for photographs of each utility shut off.

# EDUCATION & DRILLS



## Staff are educated about

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- Personal preparedness, including:
  - Emergency contacts
  - Home/family plans
  - 7-10 day supply of food and water at home
- Facility's emergency/disaster plan
- Personal role in plan and responsibilities before, during, and after a disaster
- Safe actions to take in event of a fire or earthquake
- Reducing hazards in environment
- Controlling utilities
- \_\_\_\_\_
- \_\_\_\_\_

**We educate staff** \_\_\_\_\_  
(How often)

## Children are educated about

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- Safe action to take in the event of a fire or earthquake (if age-appropriate)
- \_\_\_\_\_
- \_\_\_\_\_

**We educate children** \_\_\_\_\_  
(How often)

## Parents are educated about

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- The facility's plan, including:
  - Care provided to children in all circumstances
  - Communication in case of a disaster
  - Procedures for releasing children and reuniting families
- \_\_\_\_\_
- \_\_\_\_\_

**We educate parents** \_\_\_\_\_  
(How often)



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

**All adults should be reminded that children take their emotional cues from adults around them. In general, calm adults mean calm children.**

**Drills provide participants with the skills and confidence necessary to respond in an actual disaster or emergency.**

## Critical Drills

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There are three critical drills that should be practiced at the facility on a regular basis. These drills are **fire drills**, **earthquake drills**, and **lockdown drills**.

All drills should be done with the intent of finding areas for improvement. They should be thoughtfully planned, with clear goals and objectives. Each time a drill is completed, it is recommended that you utilize the “Drill Record Form” found in the Forms Annex to keep a history of what has been practiced, evaluate how it went, and plan for any needed changes.

\*Following the Drill Record Form, two sample earthquake and two sample lockdown drills have been included. This should provide for one year’s worth of disaster drills if drills are practiced quarterly.

In addition, it is advised that the program practices other parts of its disaster plan at various times of the year to ensure readiness. Typical practice could include:

- Distributing water
- Setting up shelters
- Reuniting children with their family
- Communicating emergency messages to families
- Utility shut-off
- Fire suppression
- Building a disaster kit



## Drill recommendations

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**Fire evacuation drills** should be practiced monthly, as required by the Washington Administrative Code.

We recommend that **earthquake drills**, including 'Drop, Cover & Hold' are performed quarterly.

We recommend that **lockdown drills** are performed bi-annually.

\* Lockdown drills are most often completed with just staff. If children are included, adjust the language used to describe the drill.

Ex. "Let's practice staying together and being very quiet."

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



# **CHILD RELEASE & FAMILY REUNIFICATION**



On a daily basis, parents/guardians entrust child care centers with the safety, health and well-being of their children. Once a child arrives at the center, staff is morally and legally responsible for that child until they are picked up by parent/guardian or authorized individual.

This responsibility remains, even when disaster strikes and circumstances require schools to keep students beyond the normal business day.

**EDUCATE STAFF** on emergency child release procedures. This includes identifying staff for a release team, identifying locations for parent check-in and release gates, assembling necessary supplies, training other team members, and creating a plan for team members to practice and drill child release and family reunification procedures and scenarios.

**EDUCATE FAMILIES ON WHAT TO DO BEFORE AN EVENT.** This includes each parent/guardian identifying at least three (3) emergency contacts for their child/children. This can be family, friends, or neighbors. Parents/guardians are encouraged to report any changes in emergency contacts immediately. All contacts should be informed of their responsibility as emergency contacts.

**EDUCATE FAMILIES ON WHAT KNOW TO DURING AN EVENT.** This includes being aware of information and communication options such as emergency phone numbers, AlertSeattle, and emergency radio. Managing expectations is also critical- make sure that parents/guardians understand the child release procedures and the time frame to get organized and reunite families.



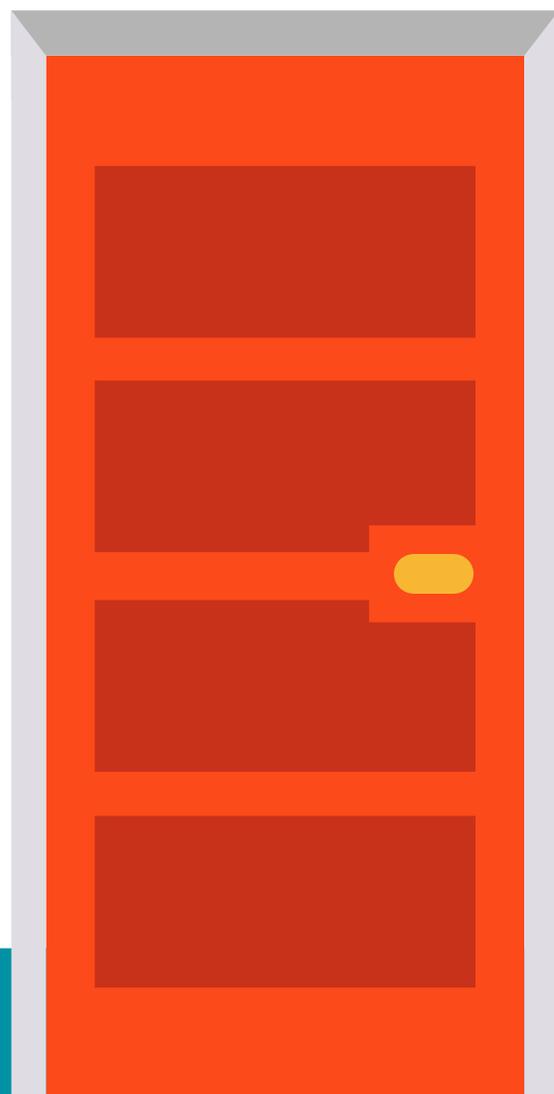
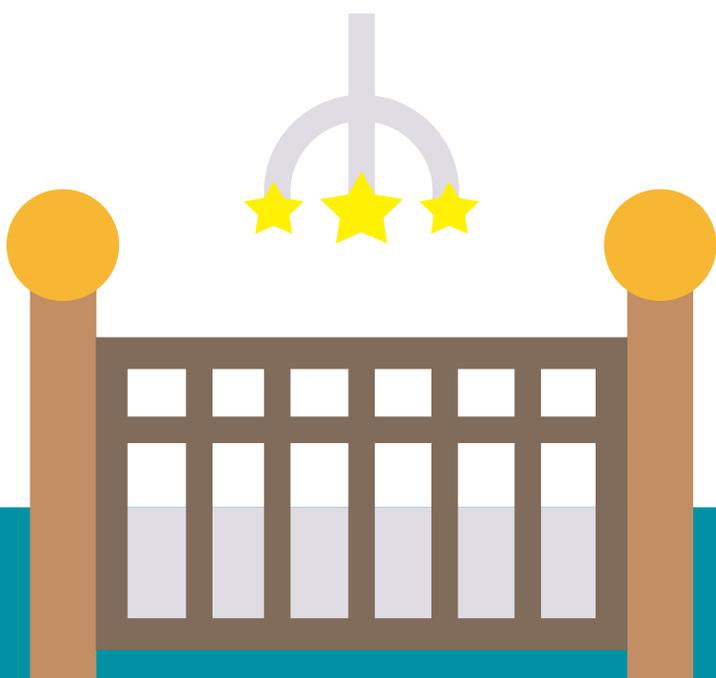
# Sample child release and family reunification procedure using the *Child Release Form*

\*See Forms Annex for a copy of sample *Child Release Form*

## Example of Roles

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- **Check-In Gate Staff** work to verify identification of parent/guardian or emergency contact who has come to pick up child/children. Check-In Gate Staff are responsible for filling out Section 1 & 2 of the form.
- **Child Care Team Member** maintains duties as normal, spending time with children while they wait for parents/guardians or emergency contacts to arrive.
- **Release Gate Staff** confirms identification of child, of parent/guardian or emergency contact, and signs off on Sections 4 & 6 to ensure safe release of child/children
- **Runner** works to bring forms, child, and information to check-in gate staff and release staff. Running ensures that each part of the form is correctly filled out and that children are returned to the proper parent/guardian or emergency contact.



## Example of Procedures

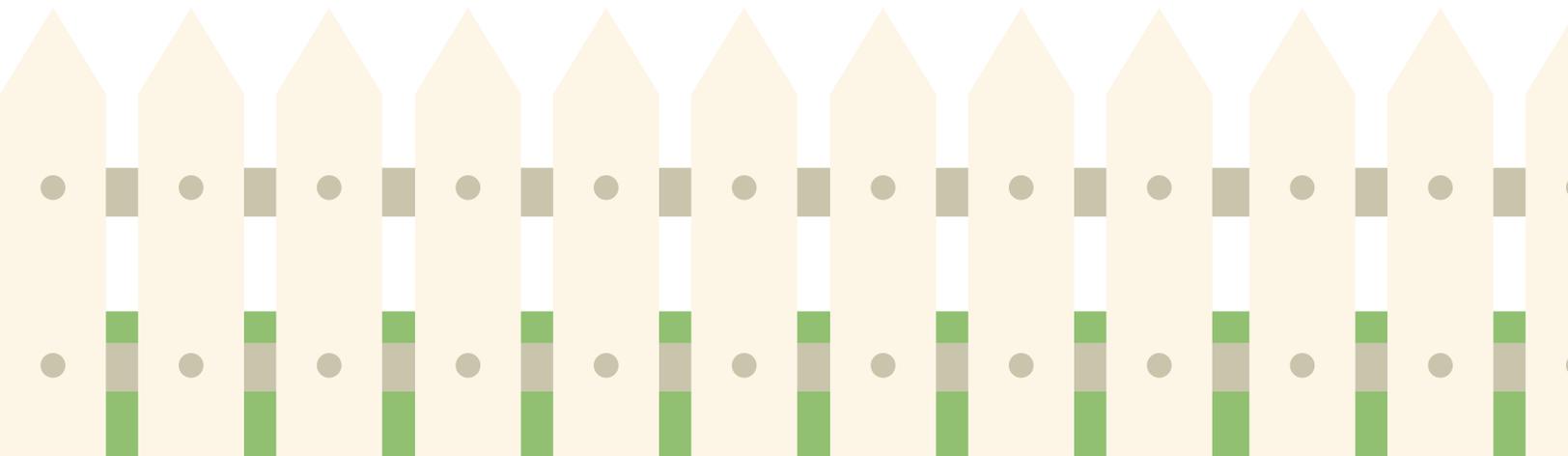
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1. Parent/guardian or emergency contact reports to “Family Check-In” location
2. Parent/guardian or emergency contact requests child to be release and shows identification
  - Staff completes Section 2 of form
  - Runner takes form to child care area
3. Child care team member completes Section 3 of form
  - Runner takes form to release gate
4. Release gate staff confirms ID and completes Section 4 of form
5. Requester completes Section 5 of form
6. Release gate staff signs Section 6 of form
7. Child is released to parent/guardian or emergency contact

## Why the process?

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Maintaining and proper child release and family reunification procedure allows for the safety of all children by ensuring continuous supervision, release to the proper families or emergency contact, and creating clear and thorough documentation.



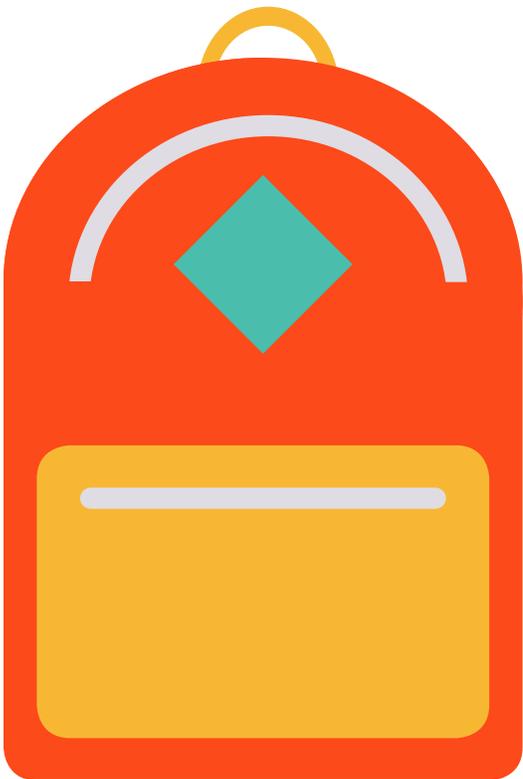
# EMERGENCY SUPPLIES



# GRAB & GO BAG

**Be sure this is located somewhere you can grab it on your way out of the door.**

- Backpack, labeled for easy identification, containing:
  - Emergency forms for students and staff
  - “Rescue” medications with authorization forms
  - Whistle
  - Flashlight and batteries
  - First aid kit
  - Bottled water
  - Age-appropriate snacks and infant formula
  - Paper cups and/or infant bottles
  - Tarp or ground cover and emergency blankets
  - Tissues or toilet paper and/or wipes and diapers, as needed
  - Plastic bags
  - Age-appropriate time-passers (books, crayons, paper, etc.)



# APPENDIX: FORMS & TIPS



# SAMPLE FORMS

## Hazard Mitigation

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- ☐ (1) Hazard Mitigation Record Form

## Disaster & Fire Evacuation Drills

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- ☐ (1) Disaster Drill Record Form
- ☐ (1) Example Disaster Evacuation Map
- ☐ (1) Disaster Evacuation Map Template
- ☐ (1) Utility Shut-Off Guide
- ☐ (1) Fire Safety & Evacuation Planning Guide
- ☐ (1) Fire Drill Record Form
- ☐ (1) Example Fire Evacuation Map
- ☐ (1) Fire Evacuation Map Template

## Child Release & Family Reunification

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- ☐ (1) Child Release form

## Emergency Supplies

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- ☐ (1) 7-Day Critical Medication Authorization Form

**We suggest providers make copies of all maps and display them in a prominent place in the facility. It is also suggested that you make copies of each form for each child's parent and/or guardian.**

## Hazard Mitigation for \_\_\_\_\_

Safety Action Taken	Date and Comments
Tall or heavy furniture is secured to a wall.	
Heavy objects are placed low or properly secured.	
Shelves have adequate lips or strapping to prevent items from falling in an earthquake.	
Overhead cupboards have safety latches.	
Chemicals and poisons are stored safely (i.e. out of reach of children, in closed cabinets, no bleach and ammonia together).	
Windows are made 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 inside without a key.	

## Ongoing Room Review

Date & Initials:						
Actions Taken:						
Date & Initials:						
Actions Taken:						

# Disaster Drill Record Form

Date of Drill	Time of Drill	Name of Center

**Brief Description of Drill:**

**Rooms Participating in Drill:**

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**Objectives:**

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**Changes:**

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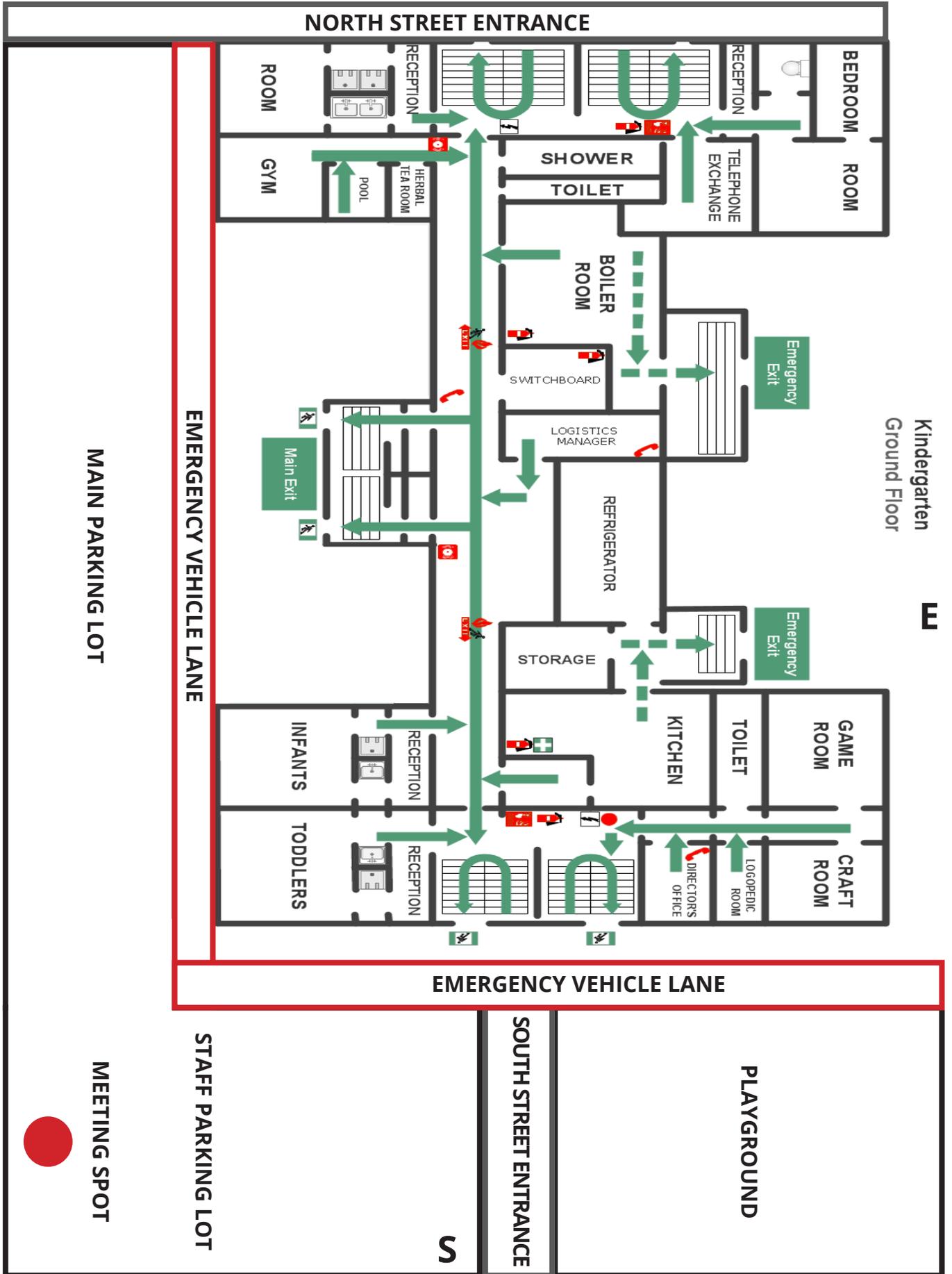
**Organizers:**

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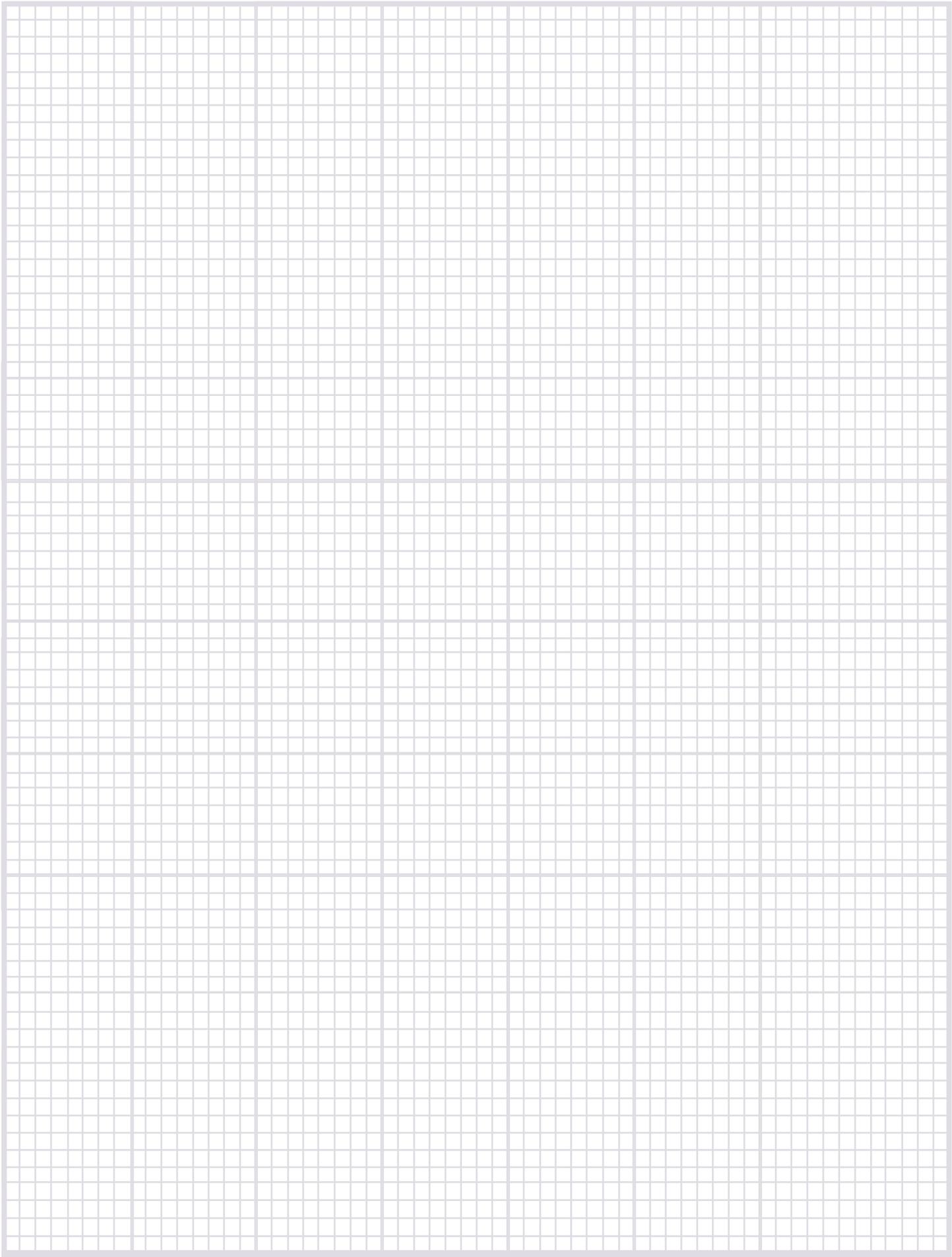
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## GAS VALVE SHUT OFF



Locate the meter shut-off valve. It's usually the first fitting on the gas supply pipe coming out of the ground near your meter. Use a long-handled wrench to give the valve one-quarter turn in either direction so that the lever is crosswise to the pipe. Once the gas is off, leave it off. Contact your gas company to inspect the system, check the relight appliances.

## WATER SHUT OFF



Locate the shut-off valve for the water line that enters your house. Don't try to turn off the street valve at the cement box at the curb, this valve is extremely difficult to turn and requires a special tool. Make sure that the valve can be completely shut off. Your valve may be rusted open, or it may only partially close. Make repairs before the day of the disaster. Label the valve with a tag for easy identification and make sure all staff know where the valve is located.

## ELECTRICAL SHUT OFF



There may be times when you need to turn off the electricity to your building, for example prior to expected flooding. It is wise to teach all staff members where and how to shut off the electricity, and to properly label of your breakers.

# Fire Safety and Evacuation Planning Guide

## Fire Safety & Evacuation Plans

Fire evacuation plans shall include the following:

1. Emergency egress or escape routes and whether evacuation of the building is to be complete, or where approved, by selected floors only.
2. Procedures for employees who must remain to operate critical equipment before evacuating.
3. Procedures for assisted rescue of persons unable to use the general means of egress unassisted.
4. Procedures to account for employees and occupants after evacuation has been completed.
5. Identification and assignment of personnel responsible for rescue or emergency medical aid.
6. The preferred and any alternative means of notifying occupants of a fire or emergency.
7. The preferred and any alternative means of reporting fires and other emergencies to the fire department or designated emergency response organization.
8. Identification and assignment of personnel who can be contacted for further information or explanation of duties under the plan.
9. A description of the emergency voice/alarm communication system alert tone and pre-programmed voice messages, where provided.

Fire safety plans shall include the following:

1. The procedure for reporting a fire or emergency.
2. The life safety strategy and procedures for notifying, relocating, or evacuating occupants, including occupants who need assistance.
3. Site plans indicating:
  - Occupancy assembly point.
  - Locations of fire hydrants.
  - Normal routes of fire department vehicle access.
4. Floor plans identifying the locations of:
  - Exits
  - Primary evacuation routes
  - Secondary evacuation routes
  - Accessible egress routes
  - Areas of refuge
  - Exterior areas for assisted rescue
  - Manual fire alarm boxes
  - Portable fire extinguishers
  - Occupant-use hose stations
  - Fire alarm annunciators and controls
5. A list of major fire hazards associated with the normal use and occupancy of the premises, including maintenance and housekeeping procedures.

6. Identification and assignment of personnel responsible for maintenance of systems and equipment installed to prevent or control fires.
7. Identification and assignment of personnel responsible for maintenance, housekeeping, and controlling fuel hazard sources.

## **Plan Maintenance**

Fire safety and evacuation plans should be reviewed or updated annually or as necessitated by changes in staff assignments, occupancy, or the physical arrangement of the building.

## **Make the Plan Available**

Fire safety and evacuation plans should be kept available in the workplace for reference and review by employees, and copies should be furnished to the Fire Department upon request.

The fire safety and evacuation plans should be distributed to building tenants by the building owner, Tenants should distribute to their employees those parts of the fire safety plan that affect the employees' actions in the event of a fire emergency.

## **Emergency Evacuation Drills**

Occupancies that are required to complete a fire safety and evacuation plan are also required to conduct emergency evacuation drills to practice the plan. These drills should be conducted **monthly**.

Records of emergency evacuation drills should be maintained and should include:

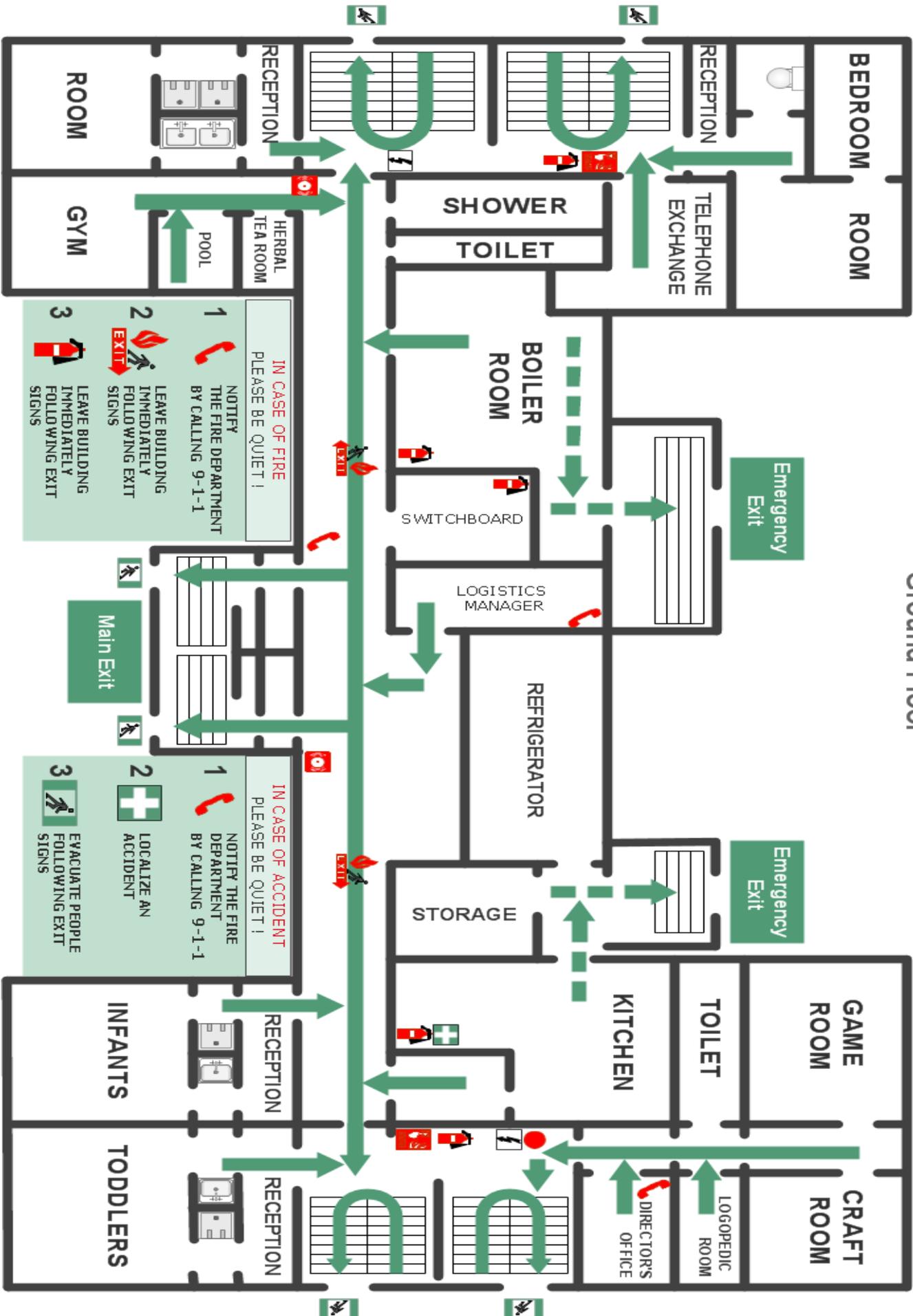
1. Identity of the person conducting the drill.
2. Date and time of the drill.
3. Notification method used.
4. Staff members participating.
5. Number of occupants participating.
6. Special conditions simulated.
7. Problems encountered and corrective actions taken.
8. Weather conditions when occupants evacuated.
9. Time required to accomplish complete evacuation.

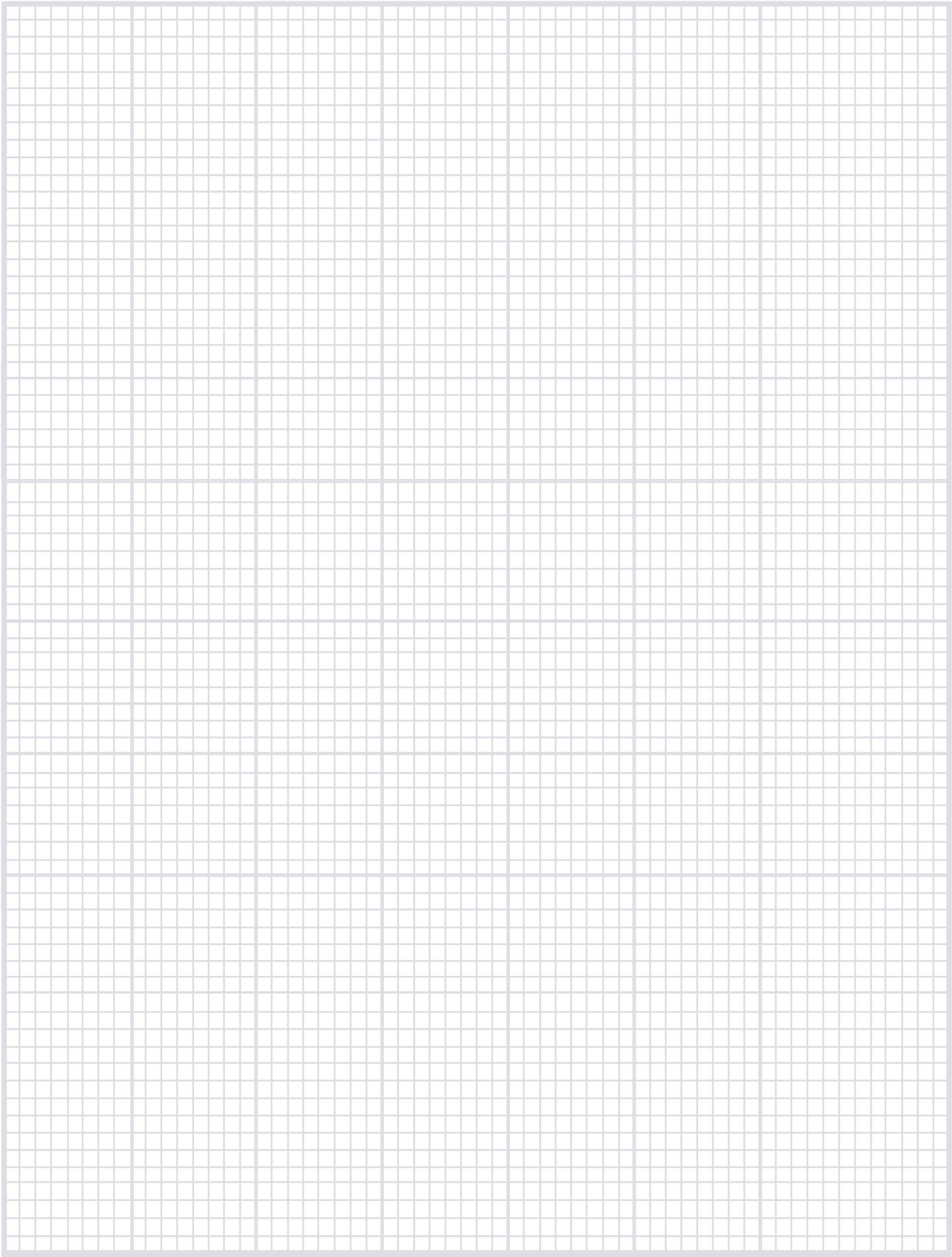
In buildings that have a fire alarm system, emergency evacuation drills should be initiated by activating the fire alarm system. Building whose alarm systems are monitored by an off site monitoring company should notify the company immediately prior to the drill to prevent a Seattle Fire Department response. When the drill is completed, notify the monitoring company that the building has returned to normal operations.

# Fire Drill Record Form

<b>Name &amp; position of person conducting drill:</b> _____	
<b>Date:</b> _____	<b>Time:</b> _____
<b>Notification/Alert Method Used:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Bell or Buzzer</li><li><input type="checkbox"/> Enhanced Alert System</li><li><input type="checkbox"/> Intercom</li><li><input type="checkbox"/> Phone</li><li><input type="checkbox"/> Voice Notification</li><li><input type="checkbox"/> Siren</li><li><input type="checkbox"/> Other: _____</li></ul>	
<b>Name(s) of staff member(s) participating:</b>     	
<b>Number of students participating:</b> _____	
<b>Special conditions simulated?</b>     	
<b>Problems encountered and corrective actions taken:</b>          	
<b>Weather at evacuation site:</b> _____	
<b>Time to Completion:</b> _____	

# Kindergarten Ground Floor





# Child Release Form

## To Be Completed By Requester At Request Gate

### Section 1: Initial Request

Child's Name:

Teacher:

Classroom:

## To Be Completed By Request Gate Staff

### Section 2: Contact Verification

Requested By:

Proof of I.D./I.D. Number:

Confirmed that this person is official Emergency Contact:  Yes  No

## To Be Completed By Child Care Area Staff

### Section 3: Child's Status

Sent with Runner:

Absent:

First Aid:

Missing:

\*If child is absent, in first aid, or missing, deliver this form to Center Director.

## To Be Completed By Release Gate Staff

### Section 4: Final Contact Verification

Proof of I.D./I.D. Number:

Confirmed that this person is official Emergency Contact:  Yes  No

## To Be Completed By Requester at Release Gate

### Section 5: Requester Signs Off

Signature:

Destination:

Date:

Time:

### Section 6: Staff Signature:

Release Gate Staff Signature:

# 7-Day Critical Medication Authorization Form

The following medications are to be used only in case of an emergency or disaster that requires the child to remain at the center past usual hours. Please be sure to inform staff if child's health status or medication needs change.

<b>Child's name:</b>	<b>Date of birth:</b>
<b>Name of medication(s):</b> _____ _____ _____	<b>Reason(s) for medication(s):</b> _____ _____ _____
<b>Current date:</b>	<b>Date to be replaced/rotated:</b> <b>Expiration date(s)</b>
<b>Scheduled time(s) to be administered:</b> _____ _____ _____	<b>Scheduled time(s) to be administered:</b> _____ _____ _____
<input type="checkbox"/> <b>Medication(s) to be given as needed for the following symptoms:</b>	
<b>Possible Side Effects:</b>	<input type="checkbox"/> Oral <input type="checkbox"/> Topical <input type="checkbox"/> Other <input type="checkbox"/> <b>Above information consistent with label?</b> <b>Requires refrigeration?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Special Instructions:</b>	

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Daytime Phone Number

\_\_\_\_\_  
Physician Signature (required)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Physician Phone Number





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**Seattle**  
Office of Emergency  
Management



**Seattle** Department of  
Education & Early Learning

