



# **Emergency/Disaster Preparedness Handbook**

Epiphany Early Learning Preschool  
1805 38<sup>th</sup> Avenue  
Seattle WA 98122  
(206) 324-2920

This handbook was updated: July 2022

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# Emergency Phone Numbers

<b>Emergency Assistance</b>	<b>Numbers</b>
Police, Fire, Medics	911
Crisis Line (referrals to service throughout King Co.)	(206) 461-3222
Children’s Hospital Emergency Room	(206) 722-4300
University of Washington Medical Center Emergency Room	(206) 598-4000
Poison Control Center	(800) 222-1222
Animal Control	(206) 386-7387
Seattle City Light (Power Outage Hotline)	(206) 684-7400
Puget Sound Energy	(888) 225-5773
Seattle Public Utilities (customer service)	(206) 684-3000
Epiphany Parish Office	(206) 324-2573
KIRO Radio -710 am	(206) 421-5476
Director’s Cell Phone	(206) 399-8502
<b>Out of Area Contact</b>	<b>(Sara Hokunson) (860) 676-0293</b>
Child Protective Services	(800) 609-8764 or (800) 562-5624
Child Care Licensor (Mary Anne Jones)	206-300-8971
Health Surveyor (Lalaine Diaz)	(206) 760-2027
Public Health Nurse (Ellen Flamiatos)	(206) 205-6236
Public Health, Child Care Health Program	(206) 296-2770
Alternate Site Location (on-site)	Church Courtyard
Alternate Site Location (off-site)	Lower Parking Lot on E Howell and 38 <sup>th</sup>

## **Chain of Command**

Julie Bisson, Executive Director

Sarah Felstiner, Operations Manager

Belinda Berg, Admin Support and Special Projects

In the absence of these administrators, the following  
teachers are in charge:

Megan Arnim (Salmonberry Room Tues-Thurs-Fri)

Sandra Floyd (Blackberry Room Mon-Wed-Fri)

## Education

We developed this plan Emergency/Disaster Preparedness Handbook to provide safe care for our children should an emergency or disaster occur during program hours. A copy of this plan is always available for review. There is one copy located in the director's office and one copy in the staff room.

**Staff review** this plan during their orientation. Additionally, we review the plan with staff annually.

**Fire extinguishers** are located every fifty feet in the hallways next to classrooms. All staff are trained by the director in the use of fire extinguishers during their orientation.

**Gas shut-off** is located in the Boiler Room in the Church near EELP outdoor supplies.

**Electrical panel** is located in the Electrical Room in the Church.

**Water shut-off** is located in the Boiler Room in the Church near EELP outdoor supplies.

Parents/guardians are oriented to this plan before their child enrolls and are asked to sign indicating that they have reviewed it.

We ask staff to develop their own disaster plans 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): [www.fema.gov/plan/index.shtm](http://www.fema.gov/plan/index.shtm)

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

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

# DRILLS

Drills provide children and teachers with the skills and confidence necessary to respond in an actual disaster situation.

We practice 3 critical drills regularly to ensure our staff and children are prepared to respond in emergencies:

- **Fire** (Evacuation drills)...are practiced monthly.
  
- **Earthquake** (Drop, Cover & Hold)...are practiced quarterly.
  
- **Lockdown** (Secure building, stay together)...is practiced quarterly.

*Lockdown is most often completed with just staff. If children are included, we use these words, "Let's practice being safe together inside".*

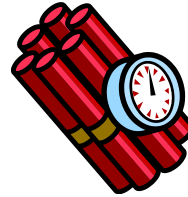
All of our drills are done with the intent to learn something more. We are thoughtful about what we want to accomplish, and plan accordingly. Each time a drill is completed, we utilize the "Drill Record Form" in the appendices to keep a history of what's been practiced, evaluate how it went, and plan for any needed changes.

# 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.



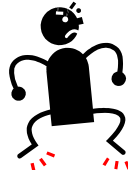
*Please see Public Health – Seattle & King County’s Radiological Emergencies web site at*

*<http://www.kingcounty.gov/healthservices/health/preparedness/radiation/resources.aspx>*

*for additional information on responding to a radiation emergency.*



# **DANGEROUS PERSON or SITUATION**



If we become aware of a dangerous person or situation in the area, we have a set of protocols we initiate. If there is an immediate threat, we follow the procedures below and if necessary, initiation lockdown. (See page 18, **LOCKDOWN**).

If we learn of something in the area, but it's not an immediate threat, we will activate our "stay inside" protocol where children and teachers move indoors, and we will notify families by email as soon as children have settled indoors.

While the director is often the person to initiate a lockdown, any staff member who perceives an imminent threat can initiate lockdown.

As soon as children are safe, we will send an email to families notifying them of the situation and alerting them of any specific pick-up plan.

- ◀ Immediately let staff know of dangerous or potentially dangerous person.
- ◀ Initiate **LOCKDOWN** by calling classrooms or talking to each other using our designated lockdown initiation phrase.
- ◀ 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**.

**Alert others by using the EELP designated lockdown activation phrase.**

**Reassure children by telling them that “we are practicing staying safe inside together”.**

**When lockdown ends:**

- ◀ The director or other person in charge communicates with each class and sends a text or email to let them know it’s safe to come out and resume activities using the designated EELP lockdown release phrase.

# 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. (This can be determined by the director or if need be, by the teachers in each class.)
- ◀ 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 spot is the church courtyard.

- 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 spot is the lower parking lot on East Howell. See appendices for information about how to open the supplies container and EELP's Steps to Take After an Earthquake with tasks and roles.

# 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 in grab and go bag, 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.

# 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.

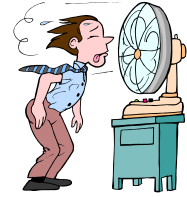
## If site is in (imminent) danger of being flooded:

- ◀ 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.

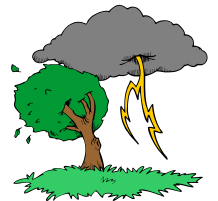
- ◀ Run to high ground (up hill), away from slide.
- ◀ If debris approaching, run for cover of trees or building.
- ◀ If escape not possible, curl into ball and protect head.

◀ 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.

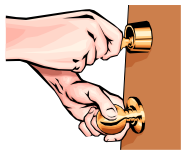


# LIGHTNING

- ◀ **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 all 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.
- ◀ Tell children that “we are practicing staying safe inside together.” Maintain calm atmosphere in the room and try to maintain silence.
- ◀ If phone is available in classroom, call 911 to ensure emergency personnel have been notified.
- ◀ Call other classrooms and tell them to initiate lockdown by using the designated EELP lockdown initiation phrase. Remain in lockdown until situation resolved.
- ◀ Notify parents/guardians about any lockdown, whether practice or real.
- ◀ Lockdown ends when the director or other person in charge communicates with each class and lets them know it’s safe to come out and resume activities using the designated EELP lockdown release phrase.



# 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.

## SNOW

- ◀ Epiphany Early Learning closes for inclement weather at the discretion of the Director, using Seattle Public Schools as a guide. The director will determine prior to opening hours, whether or not to open the center; families are notified via email or by updating the voice mail by 6:30am.
  
- ◀ If the center must close during hours of operation because of snow or storm the director will notify parents by email first and then by telephone.
  
- ◀ If weather conditions prevent a parent or legal guardian from reaching the facility to pick-up a child, the center staff will care for the child until such time as the parent, legal guardian, or emergency contact person can safely claim the child. The disaster supplies will be used as needed.
  
- ◀ If the above persons cannot claim the child within 72 hours of the center closing, the director will contact police to transport the child to a Child Protective Services care site.

# SHELTER-IN-PLACE

Shelter in place is a short-term safety procedure that will help protect staff and children by taking shelter inside the school if hazardous materials are released into the atmosphere.

- ◀ Gather everyone inside.
- ◀ Shut down ventilation system, fans, and 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.

# 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?

*Remember: 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.

See the Hazard Mitigation chart in the appendices which we use to track the work done to reduce any hazards in our facility.

We review our environment for hazards every month.

# ***Appendices***

# Letter to Families

January, 2021

Dear EELP Families:

Attached please find a copy of our “Emergency/Disaster Preparedness Handbook”. With the implementation of this handbook you can rest assured we will do everything we can to keep your child safe in the event of an emergency or disaster.

With any emergency or disaster, please help us in the following ways.

- Encourage and explain to your child why the best place for them is at the child care center.
- Explain that if you are unable to pick them up quickly, their teachers will care for them until you or your emergency contact comes to get them.
- Please do not telephone the center. Telephone lines will be needed for emergency communications for the first 4 hours.
- Listen to KIRO radio for updates or call EELP’s out of state contact which is (860) 676-0293 for updates and information.
- Make sure we have a current 72-hour supply of any medication or medical supplies/equipment that your child may need.

The teachers will care for your child until you or your designee is able to reach us. Be sure to keep your child’s emergency information updated. Children will only be released to those specified by you on your Emergency Contact form. We will also utilize the phone numbers on the Emergency Contact form should we need to re-locate to an alternate site.

If local telephone lines are unavailable call the above out-of-state contact number and/or utilize the out-of-state contact number you listed on your child’s Emergency Contact form that we have on file for information. If possible, we will call that number to give information on your child and to see if you have left any information for us.

Thank you for your attention to this matter. Please feel free to contact us if you have any questions regarding our emergency/disaster preparedness handbook.

Keeping your children safe,

Julie Bisson  
Director

# Child Care/Early Learning Disaster Drill Record

Date of Drill \_\_\_\_\_ Time of Drill \_\_\_\_\_ Name of Program \_\_\_\_\_

## Brief Description of Drill

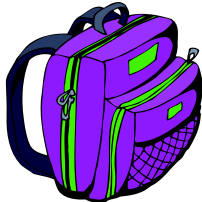
## Rooms Participating in Drill

Objectives	Evaluation	Changes to be Made	When Changes are Made

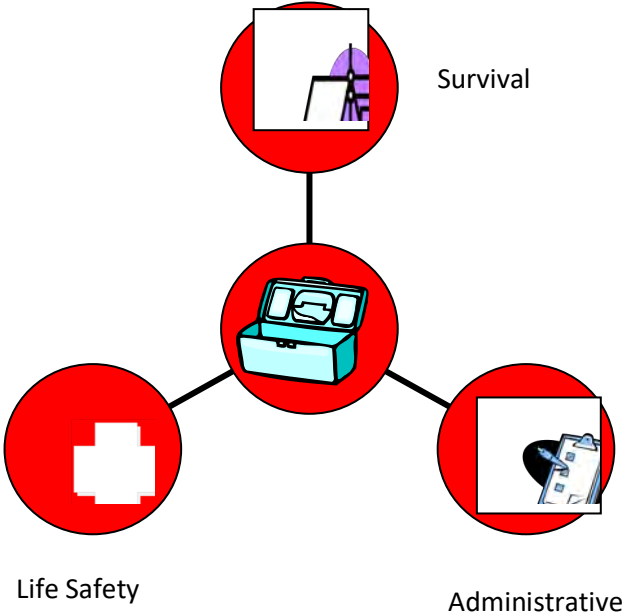
Name of Person Organizing Drill \_\_\_\_\_

# EMERGENCY/DISASTER SUPPLIES

## “Grab and Go” Bag



## “Ready Kit” (3-Day Supply)



**Notes about supplies:**

# **GRAB & GO BAG**

**for**

## **Child Care and other Early Learning Programs**



**Be sure this is located somewhere you can grab it on the way out the door –  
every time your class leaves the classroom!**

- Backpack, labeled for easy identification**
- 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?**

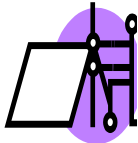
*Your Grab & Go bag should accompany your class everywhere. In the classroom, the best place to keep it is on a hook by the door that you usually use to exit (and that you*

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

- 3 gallons of water per adult  
(1 gallon/adult x 3 days)
- 1.5 gallons of water per child  
(1/2 gallon/child x 3 days)
- any tools needed to open water containers
- cups to dispense water

Stored: \_\_\_\_\_

#### Food

Emergency Food:

- ✓ Is easy to serve
- ✓ Does not require cooling or heating
- ✓ Has a long shelf life
- ✓ Is stored protected from heat, cold, and pests

- Our emergency food is part of our regular menu rotation. Food for 3 extra days is always on site.  
*(Familiar food can be a comfort during a disaster.)* It is rotated

\_\_\_\_\_ (how often)  
by \_\_\_\_\_ (whom).

We have a separate supply of emergency food. Expiration dates are checked

\_\_\_\_\_ (how often)  
by \_\_\_\_\_ (whom).

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

We include age-appropriate food, such as formula and pureed food for infants (when enrolled).

Supplies kept with food include:

- Plastic dishes and utensils
- Manual can opener
- Bottles for infants

Stored: \_\_\_\_\_

#### Shelter

- (2) 12' X 16' tarps
- (3) 10' poles
- (100 ft) 1/4 in. nylon rope
- flashlight w/ (2) extra sets of batteries per staff person
- blanket (fleece, wool, &/or "space") per person
- (5) extra blankets
- (30) plastic sanitation bags
- privacy shelter
- (30) rolls toilet paper
- (50) sanitary napkins
- (30) plastic garbage bags
- (30) rolls paper towels
- (750) soap towelettes packets or baby wipes
- (15) bars of soap
- (5) 5 gal plastic buckets for sanitation/emergency toilets
- (30) 12-hour light sticks
- battery-operated lanterns w/ extra batteries

Stored: \_\_\_\_\_

#### Special Equipment/Other

Medical supplies for children with special health care needs:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Stored: \_\_\_\_\_



**LIFE SAFETY & FIRST AID**

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

<input type="checkbox"/>	<p><b>Administrative Supplies</b></p> <p>master keys to facility and supply container(s)</p> <p>office supplies</p> <ul style="list-style-type: none"> <li>pens</li> <li>paper</li> <li>tape</li> <li>paper clips</li> <li>clipboards</li> </ul> <p>signs for “Student Release”</p> <p>(2) sets staff and student rosters</p> <p>Emergency Contact forms</p> <p>copies of all necessary forms:</p> <ul style="list-style-type: none"> <li>Incident Report Log</li> <li>First Aid Log</li> <li>Notice of First Aid Care</li> <li>Student Release Log</li> <li>Student/Staff Accounting Log</li> <li>Expenditure Log</li> <li>Staff Time Log</li> <li>Communications Log</li> <li>message forms</li> </ul> <p>Stored: _____</p>
--------------------------	---

- 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

# Helping Children Cope with Disaster

Disasters can be very frightening and traumatic, especially for young children. There are several things that you can do to help the children in your care cope with their feelings.

- Reassure the children that they will not be left alone and that you are there to protect them.
- Be aware of changes in a child's behavior but also know that some children may not outwardly show their distress.
- Keep to routines such as meals, activities, and naps, as much as possible.
- Avoid allowing young children to watch or listen to news coverage of the disaster.
- Give simple but truthful answers to children's questions and make sure children understand your answers. Don't give more information than the children can use and understand.
- Give children opportunities to express their feelings through activities such as play-acting, using dolls, storytelling, painting, or drawing.
- Be especially supportive of the children's feelings and need to be close.
- Give lots of hugs, smiles, and kind words.
- Reassure children that they are not responsible for the disaster. Listening to children's stories about disasters and feelings may help.
- If possible, take a moment away from the children and make sure you address your own fears and anxieties by talking with other adults.
- Seek professional assistance when needed. Your own knowledge of the child and your instincts about the child's needs will also help you make a decision. When in doubt, call for professional help.

A local resource for Children's Mental Health Information is Crisis Clinic, [www.crisisclinic.org](http://www.crisisclinic.org), 211 or 206-461-3212.

## Other Resources on Helping Children Cope

National Institute of Mental Health (NIMH)  
Information Resources and Inquiries Branch  
6001 Executive Blvd, Rm. 8184, MSC 9663  
Bethesda, MD 20892-9663

PTSD/Anxiety Disorders Publications:

1-88-88-ANXIETY

Public Inquiries: 301-443-4513

TTY: 301-443-8431

E-mail: [nimhinfo@nih.gov](mailto:nimhinfo@nih.gov)

Web site: <http://www.nimh.nih.gov>

Center for Mental Health Services (CMHS)  
Emergency Services and Disaster Relief Branch  
5600 Fishers Lane, Room 17C-20  
Rockville, MD 20857

Phone: 301-443-4735

E-mail: [ken@mentalhealth.org](mailto:ken@mentalhealth.org)

Web site: <http://www.mentalhealth.org/cmhs/emergencyservices/index.htm>

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202

Phone: 1-800-USA-LEARN

TTY: 1-800-437-0833

E-mail: [customerservice@inet.ed.gov](mailto:customerservice@inet.ed.gov)

Web site: <http://www.ed.gov>

Federal Emergency Management Agency  
(Information for children and adolescents)

P.O. Box 2012

Jessup, MD 20794-2012

Publications: 1-800-480-2520

Web site: <http://www.fema.gov/kids>



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)

# EMERGENCY/DISASTER PREPAREDNESS SCAVENGER HUNT

- Two exits from classroom
- Evacuation route posting in classroom
- Fire extinguishers
- Classroom “grab and go” kit
- Emergency food supply
- Emergency water supply
- Other Emergency supplies
- Utility shut-off locations (and necessary tools)
- Gas
- Water
- Electricity
- First aid kits
- Emergency lighting source for classroom
- Emergency procedures
- Disaster plan
- Fire alarm pull
- Emergency contact information for children
- Any prescribed rescue medications (e.g., EpiPens)

## EELP Steps to Take After an Earthquake

Once all Staff and Children are assembled in meeting spot:

1. Establish Chain of Command so staff knows who the Person in Charge is and that person's role(s).

Person in Charge will act as:

- Chief decision maker
- Communicator of sensitive information with families and community
- Coordinator of work teams and manager of staff and evacuation site
- Person in Charge will make sure events, decisions and actions are recorded.
- Person in Charge will delegate as needed.

2. Person in Charge, in collaboration with staff, will determine first Key Tasks and create Work Teams

3. Assign Teachers to Work Teams and have them report back to Person in Charge regularly

4. Key Tasks will likely include:

- Search and Rescue (may include shutting off gas and water and fire response)
- First Aid
- Shelter and Sanitation (bathroom and diaper changing area)
- Distributing Supplies from Container to Work Teams
- Child Care
- Child Release to Authorized Adults
- Food/Water Distribution
- possible other key task: Security
- 

5. Set up zones for key functions:

- First Aid Zone
- Bathroom and Diaper Zone
- Healthy children Zone
- Central Command Zone
- Child Release Zone
- Food and Water Zone

6. Open Container and get out Supplies and laminated instructions for each Work Team and Zone (note: supplies should be divided into work team and zone bundles with basic instructions or manuals.)

## How to Open and Close the Emergency Supply Container

To Open the Container:

Unlock the lock with your key.



Place the lock on the left-hand door for safekeeping.



Lift latches which cover the 2 handles on the righthand door.



Hold both door handles on the right hand door and lift them both up and outwards *at the same time*.



If it's too challenging for one person to open the container, 2 people can open it together.



To Close the Container:

Move both handles inwards at the same time to align the 2 mechanisms at the top of the locking poles so they are pointing in the same direction. When they are pointing the same way, you will be able to move the handles back into their folded inward direction.

Move 2 latches downwards over handles.

Re-lock with the lock that you stored on the left door.



## EELP 7-Day Critical Medication Authorization Form

The following medications are to be used only in case of an emergency or disaster that requires your child to remain at EELP after usual operating hours. Please be sure to inform EELP staff if your 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: Expiration date(s)</b>
<b>Scheduled time(s) to be administered:</b>	
<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 <b>Requires refrigeration?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <b>Above information consistent with the label?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No

**Special Instructions:**

**Parent/Guardian Signature and Date**

**Phone Number**

**Physician Signature (required) and Date**

**Physician Phone Number**



## EELP Emergency Child Release Form

Child's Name: \_\_\_\_\_

### Step One:

EELP Staff Person Receiving Request for Child Release: (Print Name) \_\_\_\_\_

Name of Person Here to Pick Up: (Print Full Name) \_\_\_\_\_

Confirm this person is authorized to pick child up (verify on EELP Emergency Contact Form):  Yes  No

If you do not know this person, look at ID and record type of I.D. and I.D. Number: \_\_\_\_\_

### Step 2:

Tell requestor that you will check with EELP staff to see if the child is ready for pick up.

A. Did the Child attend school today?:  Yes  No

*If child was absent, take this form to Center Director, or Person in Charge.*

B. Did the Child receive First Aid:  Yes  No

*If child received First Aid:*

1. *First take this form to Center Director, or Person in Charge*
2. *They will get the record of first aid that was administered and give this form to person picking child up.*
3. *Make sure EELP has a duplicate record of the first aid we administered before the first aid form leaves us*

C. *Is the Child Missing:*  Yes  No.

*If child is missing, take this form to Center Director, or Person in Charge.*

**Step 3:**

Collect this information whether or not child is released to this person:

Cell Number: \_\_\_\_\_

Landline Number and where landline is located: \_\_\_\_\_

Where are you planning to go next?:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Any additional information about where you will be or how to contact you (ex: out of state contact person and number)?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do we have permission to share your contact information and plans with all the other people on this child's Emergency Contact form?  Yes  No (Notes: \_\_\_\_\_)

**Step 4:**

Release child

Person Receiving Child: (Signature) \_\_\_\_\_

EELP Staff Person Releasing Child: (Print Full Name) \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**Step 5:**

Please write notes about conversations regarding first aid/missing status, etc. and attach to this form.

If other people come looking for this child and they are listed on the child's Emergency Contact Form, please collect all the same information from them and provide them with the information from others who have come about this child.

## Search and Rescue & Utility Evaluation/Shut off:

### Search and Rescue

#### 1. SAFETY first. GO SLOW.

- a. If you get injured, you won't be able to help. Before you provide help, check the scene for danger.
- b. It may not be safe to go inside: walls, ceilings, and floors may be unsafe.
- c. Stay away from walls made of brick or block. They may be weakened and could topple during aftershocks.
- d. Expect aftershocks and be ready to Drop, Cover, and Hold On if you feel an aftershock.

#### 2. Determine who is missing and collect information from staff about where they might be.

- a. Check (visually, vocally, physically) every area you can safely access. Expect that there will be aftershocks and be cautious.
- b. LISTEN. Often people are found by listening. Ask for silence and listen. Call out, bang ground in rhythmic manner and then listen for any responses.
- c. When somebody is found, it's a long, slow process of finding the safest way into that pile of rubble to rescue that person. It is a hand-by-hand process to ensure that every brick is safe to remove.

#### 3. Evaluate Utilities and Power Lines, see next page. **YOU MAY NEED TO TAKE CARE OF UTILITIES FIRST.**

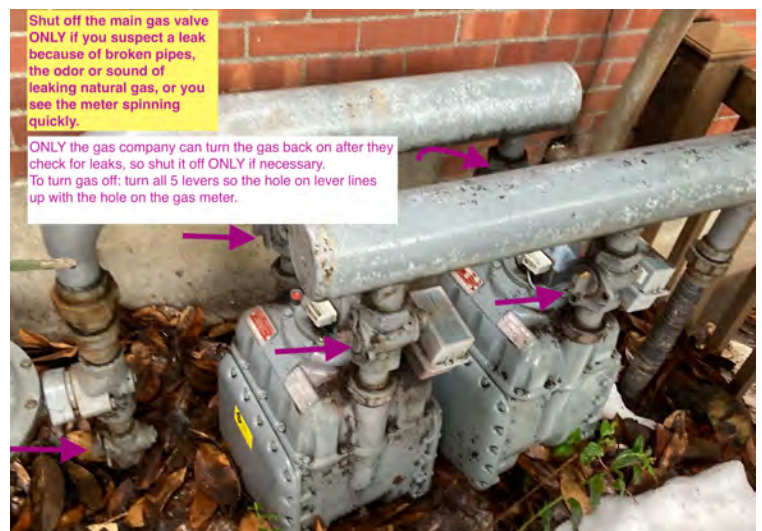
## UTILITY EVALUATION and POSSIBLE Shut Off:

### Downed Power Lines:

If you see downed power lines, consider them energized and stay well away from them. Keep others away from them also. Never touch downed power lines or any objects in contact with them.— Use Yellow Caution Tape to mark perimeter if needed.

### Gas Shut Off at EELP:

1. When to shut off gas: Shut off the main gas valve only if you suspect a leak because of broken pipes, the odor or sound of leaking natural gas, or you see the meter spinning quickly. Only the gas company can turn the gas back on after they check for leaks, so shut it off only if necessary.



2. Where to shut off gas: Treehouse area of play yard.
3. How to shut off gas: Turn all 5 levers so that the hole on the lever lines up with the hole on the gas meter. (a good way to

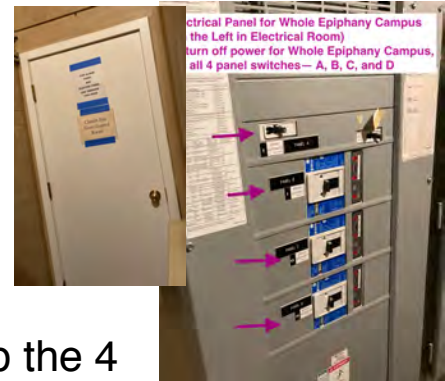
think of this is that if gas company wants to turn your gas off, they come and flip the levers to line up the holes and lock the two parts together.

- 4. Do not turn gas back on, gas company will have to turn it back on.**

### **Electrical Shut Off at EELP, ONLY IF YOU CAN SAFELY ACCESS ELECTRICAL PANELS:**

**If electrical wires are crackling inside or if you believe there is damage to the wiring, and ONLY IF you can do it SAFELY, you should turn off the electricity.** You can either turn off the electricity in all of the Church buildings if the problems are likely to be in all of the buildings, like in the event of an earthquake. Or, if the problems are localized to one building or part of a building, you can turn off only that area.

- 1. To turn all power off in Parish Hall and the Church Building (these buildings hold all 4 classrooms) enter the Electrical room under the stairs near Blackberry (use interior key). On the Left is a big electrical panel box with 4 switches “PANEL A,” “PANEL B,” “PANEL C,” and “PANEL D.” Flip the 4 switches to turn off all power in Parish Hall and Church Building.**

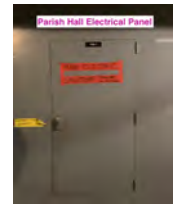


- 2. To turn off power in an individual building or area:**
  - a. To turn off power in HB, BB, and the Church above: in the Electrical Room (under the stairs**

near Blackberry), Use “Panel Box B” (on the right) — flip this box’s switch

- b.** To turn off power to the Parish Hall (Trillium, Salmonberry, Julie’s office, the Great Room). Go to the Parish Hall Utility Room by going down the stairs next to Julie’s office and through the metal door. “Panel C” is on your immediate left, the left wall and flip this box’s switches.

- c.** There are subpanels for smaller spaces in each building. For example, each kitchen has its own smaller electrical panel.



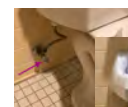
## Water Shut Off at EELP:

- 1. If there is a natural disaster like an earthquake, you may need to shut the water off for the whole Epiphany Campus. There are 2 water shut offs OUTSIDE that must be turned off to do this.** The water shut offs are in the ground, one is near the parking lot for Epiphany School and the other is on 38th Avenue, outside the Memorial Garden. Open the covers and move the lever so that the holes line up.



- 2. If there is a water problem inside the buildings (a flood...) you may need to turn off water inside the buildings only:**

- a. You maybe able to simply turn off the water at an individual toilet or sink (look underneath the problem toilet or sink and turn the knobs to turn off water at that location).



- b. Or if you need to shut off water in both Parish Hall and the Church (all 4 classrooms), you can use the one main water shut off for the campus in the Parish Hall Utility Room. Go down the stairs next to Julie's office, go through the metal clad door, and locate the water shut off in the Back Left Corner of the room. (Watch your step, there's a hole in the corner!!). Flip the lever to turn the water off.

