

Wyoming Emergency Preparedness Plan for Child Care Facilities



EMERGENCY PREPAREDNESS

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Purpose

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

This plan will touch on a few emergency situations that may occur in Wyoming. (i.e., fire, flood, severe weather, hazardous materials, abduction, bomb threat and intruder.)

The procedures and principles discussed in this guide is no more than common sense responses and you will need to use your own judgment to determine how complex your preparedness plan needs to be. In addition to having a plan, implementation and evacuation drills are a necessary piece to ensure success in executing the plan at the time of an actual emergency.

All facilities are required to conduct a monthly evacuation drill and document the results of the drill. It is recommended all other emergency preparedness drills are conducted at appropriate times during the year. All drills should be conducted with the intent to become better prepared, to learn something more, what needs to be accomplished, and to plan accordingly for additional concerns. Always document any evacuation drills conducted. The plans should be reviewed every three months.

All facilities shall document the number of occupants in the building at all times, this should include: children, staff, volunteers, and visitors.

The director/provider of the facility is responsible for making the decision whether the children, staff, volunteers, and visitors should be evacuated from the building. When considering an evacuation, the director/provider should base their evacuation decision on the evidence of an emergency presented. The director/provider should ask themselves; **ARE WE SAFER WHERE WE ARE OR DO WE NEED TO MOVE** (Evacuate)?

Critical Phone Numbers

- Police 9-1-1
- Fire/EMS 9-1-1
- Poison Control 1-800-222-1222
- Non-Emergency for Fire/Police _____

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

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

- Planned Evacuation Sites:
 - Off site:
 - _____
 - _____
 - On site:
 - _____

- Radio Stations:
 - _____
 - _____

- Local contact Information:
 - _____
 - _____

- Staff Phone Numbers:
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

Training and Education

An essential part of any emergency preparedness plan is the training of staff and conducting drills. **All staff** should receive training in the following:

Fire extinguishers are located:_____.

Is staff trained in the use of fire extinguishers? ___Yes ___No

Date of last training_____.

- Evacuation plan, procedures at assembly, and escape routes.
- Emergency preparedness plan.
- Fire prevention.
- Fire or dispatch notification of the emergency.
- Notification of an emergency to all occupants in the building.
- Personal roles and responsibilities in an emergency.
- Utilities location and shut off of utilities.
- Individuals assigned to maintenance, housekeeping and monitoring the amount of fuel hazard sources in the facility.
- Accounting for occupants after evacuation.
- Reducing potential hazards in the facility.
- Location of required documents to take during an emergency evacuation.
- Contingency plans in case you can't reoccupy the facility.
- Established communication plan with parents in case of an emergency.
- Procedure for releasing the children during an emergency.

Parents should be advised of the facility's emergency preparedness plans and reminded to update their children's files every few months.

The children, staff, visitors, volunteers, and parents should be made aware of the emergency notification procedures while in the facility. In the event of a fire, the alarm is triggered, how will you alert the occupants in the building to other emergencies?

Drills

Wyoming Child Care Licensing Rules require all licensed facilities to conduct one (1) evacuation drill per month. The purpose of drills is to provide the staff with the necessary skills and knowledge to respond to an actual emergency situation. Although it is not required to perform emergency preparedness drills for severe weather, earthquakes, lockdowns, bomb threats or any other emergency situation, it is highly recommended.

What are your plans in the event of a:

- ✓ Fire
 - ✓ Earthquake
 - ✓ Blizzard
 - ✓ Tornado or other severe weather
 - ✓ Flood
 - ✓ Intruder/dangerous person
 - ✓ Bomb threat
 - ✓ Hazardous material exposure
 - ✓ Power outage
 - ✓ Missing or abducted child
-
- ❖ Do you have a predetermined secondary location where you will evacuate the children to if you no longer can use your building?
 - ❖ Has that predetermined secondary location been preapproved by Fire, Sanitation, and Licensing?
 - ❖ Do you have supplies at the secondary location? (See the survival kit for primary and secondary locations on page 18 and 19.)

Blizzard

- ❖ Monitor the local radio station or television for closure information.
- ❖ Notify parents to pick up children in the event the facility will be closing.
- ❖ Ensure walkways are cleared of snow for parents leaving the facility.
- ❖ Follow the Power outage plan if needed.

Bomb Threat

- ❖ Check caller ID if available.
- ❖ Signal to another staff member to call 9-1-1.

- ❖ **Before you hang up**, get as much information as you can and write it down! (See page 21 for a call information sheet)

Ask the 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?
- When did you place the bomb?

Note the following:

- Exact time of call
- Exact words of the caller
- Caller's voice characteristics (tone, male/female, young/old, etc.)
- Background noise

- ❖ Avoid touching any suspicious packages or objects. (pipes, propane tanks, etc.)
- ❖ Avoid running or anything that would cause vibrations in the building.
- ❖ Avoid use of cell phones and 2-way radios.
- ❖ Evacuate if necessary for the safety of staff, children, volunteers, and visitors.
- ❖ Calmly exit the building.

Chemical Spills/Hazardous Materials

- ❖ Contact Emergency Management or the Fire Department as part of your planning process to find out what is already planned for the community.
- ❖ Listen to the radio or television for information.
- ❖ **In-place sheltering:**
 - To reduce air drawn in from outside, close the windows, vents, and fireplace dampers and turn off the A/C or heat and fans.
 - Keep a radio with you at all times.
 - Move to a sealed room. Close off all non-essential rooms such as storage areas, laundry rooms and unused bedrooms.
 - Seal gaps under doorways and windows with wet towels or plastic and duct tape.
 - Evacuate if told to do so.
- ❖ **Outdoors:**
 - Stay upwind and uphill from the disaster.
 - Move at least a ½ a mile away or as far away as possible.
- ❖ **In a vehicle:**
 - Get away from the accident site.
 - Close your windows and shut off vents.

Earthquake

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

❖ **Outdoors:**

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

❖ **After the earthquake**

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

Emergency Medical Conditions

❖ Below are some examples of conditions that are considered serious medical emergencies requiring immediate medical care by a health care professional. Call an ambulance and then notify the child's parent immediately for any of the following.

- Semi consciousness (able to arouse but extremely lethargic) or unusual confusion
- Breathing difficulties including:
 - Rapid, noisy breathing (barking, gurgling or severe wheezing)
 - Labored breathing (takes so much effort that the child cannot talk, cry, drink, or play)
- Severe bleeding (cannot be controlled with direct pressure)
- Unequal pupils
- First-time seizure or seizure lasting more than 15 minutes in a child with a known seizure disorder
- Injury that causes loss of consciousness
- Neck or back injury

- Continuous clear drainage from the nose or ears after a blow to the head
- Non-injury related severe headache, stiff neck or neck pain when the head is moved
- Hives that appear quickly and involves the face, lips, tongue, and/or neck
- An ill child that continues to get worse quickly
- An infant under the age of four months that has repeated forceful vomiting
- Severe abdominal pain that causes the child to double up and scream
- Abdominal pain without vomiting or diarrhea after a recent blow to the abdomen or hard fall
- Possible broken bones, especially if the child shows symptoms of shock or the body part cannot be adequately splinted or immobilized for transport by the parent.

Evacuation

- ❖ Stay tuned to a radio or television for information on evacuation routes, temporary shelters, and procedures.
- ❖ Follow the routes recommended by the authorities- shortcuts may not be safe. Leave at once.
- ❖ Move children to the predetermined location, taking:
 - Attendance sheets
 - Emergency contact information
 - First Aid Kit (See Licensing Rules)
 - Emergency Medical release forms
 - Additional items:
 - Necessary medications
 - Cell phone
 - Food, water, diapers
- ❖ If safe to do so, search all areas of the building to ensure that no one was left behind.
- ❖ Conduct a head-count for all children, staff, volunteers, and visitors.
- ✓ It is recommended that each facility put together a “Be Prepared Bag” containing items that may be needed in the event of an emergency evacuation. If at all possible each classroom should have a bag.

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

Fire

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

Flood

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

Intruder/Dangerous Person

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

- ❖ Immediately notify staff of the potentially dangerous individual.
- ❖ Initiate the **LOCKDOWN** procedure.
- ❖ Call 9-1-1 from a safe location.
 - ***If the person is in the building:***
 - Try to isolate the person from the children and staff or try to keep the individual in one area.
 - Do not try to physically restrain or block the person.
 - Remain calm and polite; avoid confrontation.

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

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

Landslide or Mudflow

Landslides are generally associated with heavy rainfall and rapid snowmelt.

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

❖ **Recognize the signs of slides:**

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

❖ **EVACUATE**, if possible

❖ **If too late to evacuate:**

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

❖ Call 9-1-1.

❖ Account for all children and staff.

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

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

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 the floor.
- ❖ Account for all children, read books to the children or provide comforting items to keep them calm and as quiet as possible.
- ❖ Call 9-1-1.
- ❖ Remain in lockdown until the situation has been resolved.
- ❖ Notify parents of the lockdown procedures and any drills that are performed.

Missing or Abducted Child

❖ Missing Child:

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

❖ **Abducted Child:**

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

❖ Contact the parents.

❖ Contact Licensing.

Preventing child abductions:

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

Power Outage

❖ **Determine why the power is out.**

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

❖ **If severe weather caused the outage:**

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

❖ **If the weather is cold:**

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

❖ **If the weather is hot:**

- Move to the lower floors.
- Remove excess layers of clothes.
- Ensure everyone is receiving plenty of fluids.



Severe Storm/Tornado/Shelter-in-Place

- ❖ Be aware of any watches or warnings:
 - **Storm watch:** when a severe storm is possible.
 - **Storm warning:** when a severe storm is occurring, expected to occur within a matter of minutes.
 - **Tornado watch:** means that conditions are favorable for a severe thunderstorm that could produce a tornado.
 - **Tornado warning:** means a tornado has been sighted or is imminent based on radar indications.
- ❖ Determine a **shelter-in-place** location ***in advance***.
 - Gather everyone inside, account for all children, staff and visitors.
 - Close doors and close and lock windows.
 - Gather all children and staff in room(s) with the fewest doors and windows towards the center of the building.
 - Bring attendance sheets, first aid kits, and emergency supplies to the room. (Be Prepared Bags in each classroom is recommended.)
 - Close off all non-essential rooms.
 - Monitor the radio for information and emergency instructions.

Windstorm/Microbursts/Strong Winds

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

Hazard Mitigation

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

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

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

Survival Kit

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

Emergency Supplies:

❖ ***WATER:***

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

❖ ***FOOD:***

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

❖ ***EMERGENCY SUPPLIES AND TOOLS:***

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

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

❖ **TOOLS:**

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

❖ **ADMINISTRATIVE SUPPLIES:**

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

Bomb Threat Information Sheet

Exact wording of threat: _____

Questions to ask caller:

When is the bomb going to explode? _____
Where is the bomb right now? _____
What does the bomb look like? _____
What kind of bomb is it? _____
What will cause it to explode? _____
Did you place the bomb? Yes No Why? _____

What is your name? _____
What is your address? _____

Details of the call:

Caller ID (if available on the phone) _____ Sex of caller: M F
Time of call: _____ Race of caller: _____
Length of call: _____ Age of caller: _____

Caller's voice (check all that apply):

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

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

Background sounds (Check all that apply):

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

Threat language (Check all that apply):

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

FIRE PLAN EXAMPLE



The director may be contacted for further information or explanation of this plan.

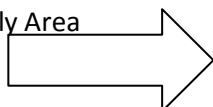
TAKE THE FOLLOWING ACTIONS IN CASE OF A FIRE.

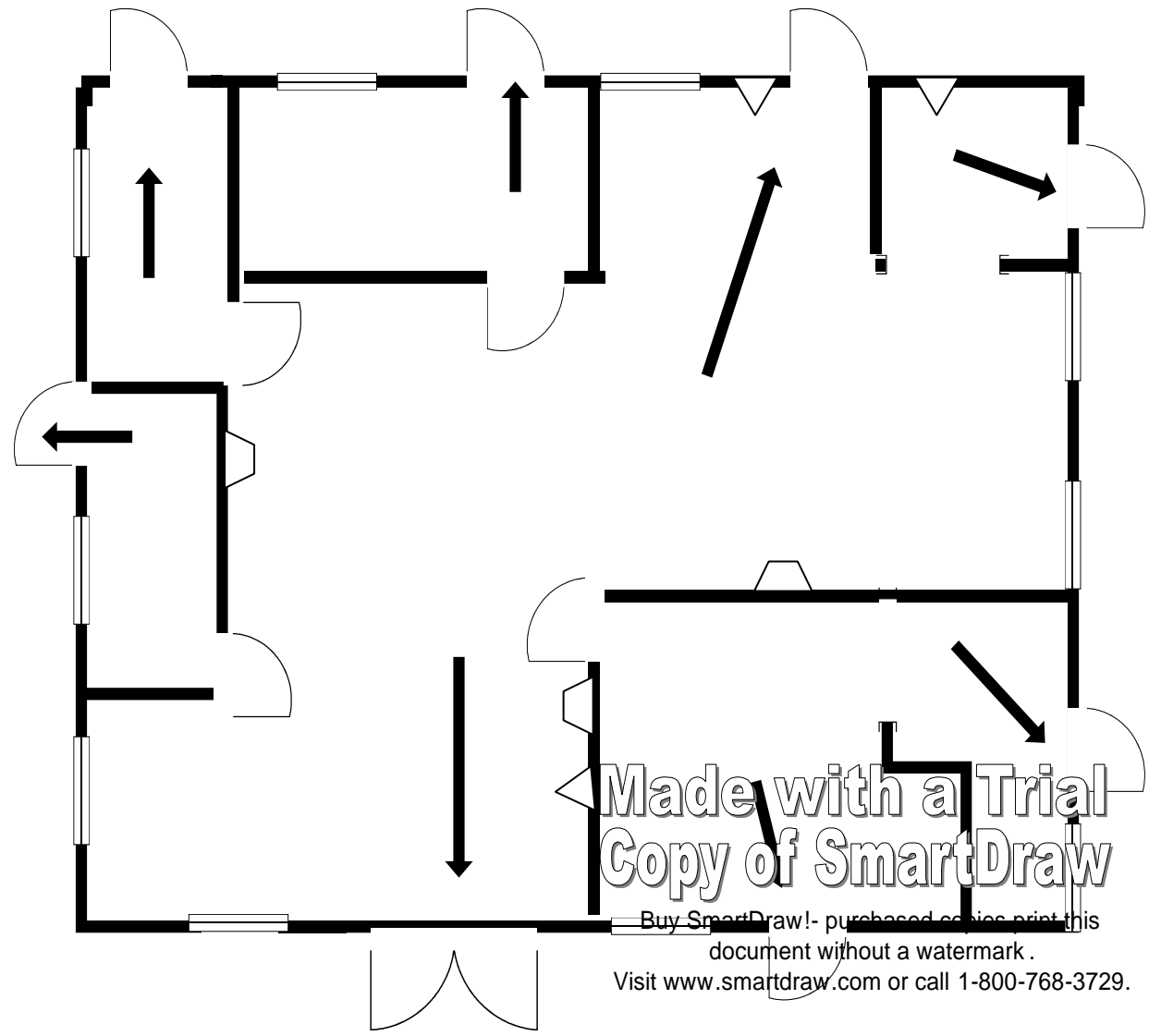
1. Evacuate anyone in immediate danger!
2. Pull the fire alarm or call out "code red" if the alarm does not work.
3. Report the Fire to 9-1-1 once outside using a cell phone. Tell 9-1-1 "There is a fire at (ADDRESS)_____".
4. Use a portable fire extinguisher if it is safe to do so.
5. Evacuate ALL children, staff, and visitors through the nearest exit away from the fire to the designated area._____.
 - a. As soon as the fire has been discovered, start an orderly evacuation of the facility. The children, staff, and visitors will use the following exits from their room:_____

_____.
 - b. The director will check all bathrooms and other room or areas where someone may be.
 - c. Attendance records will be taken outside.
 - d. A head count of the children, staff, and visitors will be taken.
 - e. Do not re-enter the building until permission is given by the Fire Officials.
 - f. Notify the parents to pick up the children.

EXAMPLE of an Escape Plan Only

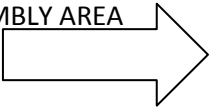
- Fire Extinguisher 
- Fire Alarm Pull 
- Primary Exit
- Secondary Exit

Playground Assembly Area 



PLAYGROUND AREA

FIRE HYDRANT AT THE DRIVE ENTRANCE
FIRE DEPARTMENT ACCESS 

PLAYGROUND ASSEMBLY AREA 

Child Care/Early Learning Disaster Drill Record

Date of Drill _____ Time of Drill _____

Name of Program _____

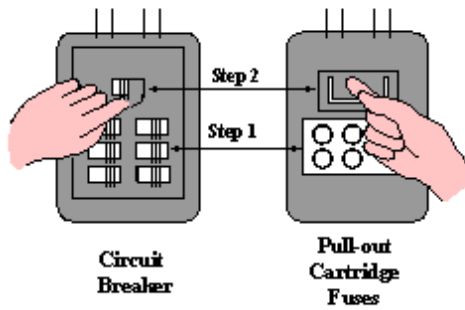
Brief Description of Drill

Rooms Participating in Drill

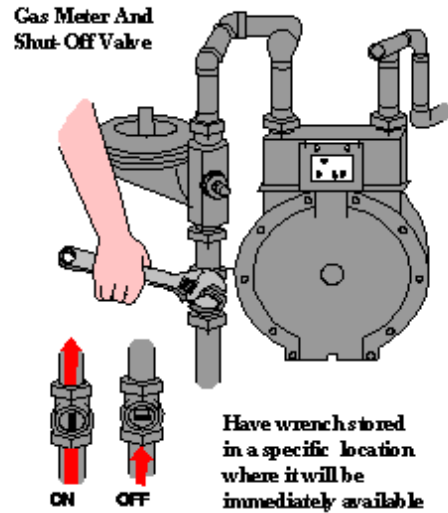
Objectives	Evaluation	Changes to be Made	When Changes Made

Name of Person Organizing Drill _____

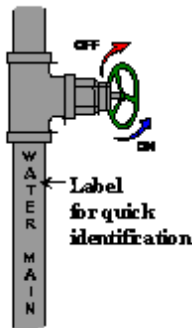
Electrical Shut-Offs



Gas Meter And Shut-Off Valve



Water Shut-Off



Utility Shutoffs

Electrical

The electrical shutoff procedure shows both a circuit box and a fuse box and shows two steps.

Step 1 is to turn off all individual breakers (or unscrew fuses).

Step 2 is to shut off the main circuit (or main fuse switch).

Water

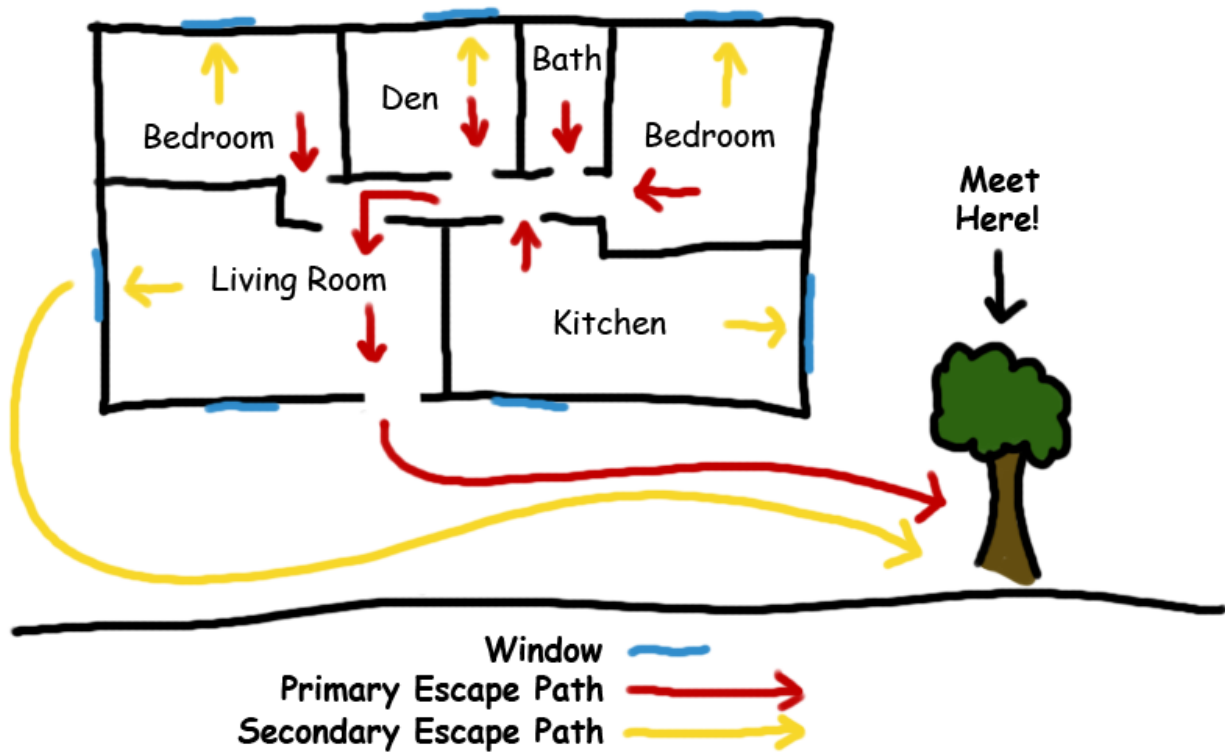
The water shut-off indicates a clockwise turn of the valve to shut off and a counter-clockwise turn to turn on.

Gas (Natural)

The gas meter shut-off diagram indicates the shut-off valve location on the pipe that comes out of the ground. To turn off the valve, use a wrench to turn the valve clockwise one-quarter turn. Once turned off, it is against Federal Law for ANYONE other than your gas supplier to turn the natural gas line back on.

Gas (Propane)

If you have propane gas service, there is a valve on the top of your propane tank that you will have to turn to shut off the gas.



This is a pretty “simple” escape plan. It doesn’t have to be an architect’s drawing...but make certain you include the important features.

- Location of Primary Escape Route
- Location of Secondary Escape Route
- Meeting/Assembly Area(s)
- Fire Extinguisher(s)
- Fire Alarm Pull Stations
- Fire Hydrant(s)
- Fire Connections to the building
- Fire Department Access

Sources:

Campbell County Emergency Management, David King, Coordinator
Campbell County Fire Department, Eric Acton, Fire Marshal
Department of Family Services, Child Care Licensing
Gillette Police Department, Sgt. Bill Elger
State of Wyoming Fire Marshal's Office, Bradley Carroll, State Fire Marshal
Wyoming Office of Homeland Security, Kelly Ruiz

References:

Liebsch, B. & Liebsch, J. (1999). It's a Disaster! ...and what are YOU gonna do about it?, Tuscan, AZ: Fedhealth.

Seattle & King County, Disaster and Emergency Preparedness Resources,
<http://www.kingcounty.gov/healthservices/health/child/childcare.aspx>

Wyoming Office of Homeland Security, <http://wyohomelandsecurity.state.wy.us/main.aspx>

South Carolina Child Care Services, Emergency Plan Guidelines for Child Care Providers,
<http://childcare.sc.gov/main/>

This plan is available as a Word Document (.doc) for download on-line at:

http://www.ccgov.net/departments/emergency_management/preparedness.html
(when you type it, that's emergency_management)

Scroll to the bottom of that web page for the download link.