

Emergency & Disaster Plan

PROGRAM YEAR 2026/27



Emergency and Disaster Plan – Safety & Sanitation

This Emergency and Disaster Plan provides fundamental emergency preparedness and response procedures to meet the needs of children and staff in the event of the following: earthquake, fire, flood, active shooter, possible threat outside building, chemical spill, evacuation, and relocation. Emergency responder roles are assigned to staff with explicit instructions for each emergency situation. A 41-page supplemental document is included in this plan that details responses to all of the emergencies listed above along with all required forms that are completed each program year, and is posted in each classroom.

HEAD START PROGRAM PERFORMANCE STANDARD:

1302.47(b)(8) Disaster Preparedness Plan

Oregon Department of Early Learning and Care Rule:

414-305-0210 Emergency Preparedness and Response

Procedure

I. Staff Training

The Site Managers use the training agenda provided by the Safety Resource Manager to review the procedures with staff in the beginning of each program year, and throughout the year as new staff are hired. The agenda and sign-in sheet are filed in the Center Team Meeting binder after completion of the training with center staff.

II. Forms

The completed **Classroom Emergency Preparedness Plan** is provided to each parent. This document is reviewed with parents during orientation. The following forms are completed and reviewed with center staff, and kept in the Facility Binder. A copy of the **Emergency and Disaster Plan Quick Reference Guide** is also kept in the TO GO file (red plastic clipboard with storage).

- a. Location of Emergency Items
- b. Designated Emergency Assembly Area
- c. Emergency Responders Staff Assignments

These forms are accessible in Share Point-Safety and Sanitation. All completed forms are kept in section two of the Facilities binder.

III. Emergency Responder Roles

There are four emergency responder roles.

- a. Team Leader
- b. First Aid Responder
- c. Communication Coordinator
- d. Relocation and Child Release Coordinator

The Site Manager assigns Emergency Responder Roles to classroom staff each fall, and ensures roles are filled when staff leave the agency. The Emergency Responders Staff Assignments form is completed by the Site Manager, and updated when needed throughout the year. The responsibilities of each responder role are shown below.

Team Leader	First Aid Responder	Communication Coordinator	Relocation and Child Release Coordinator
Assists during the Action Phase of each drill.	Involved in the Action Phase of drill.	Involved in the Action Phase of each drill.	Involved in the Action Phase of each drill.
Initiates all drills	During evacuations, takes the red backpack with the TO GO file and the classroom Sign-in/out iPad when exiting the building.	Using the center cell phone, the Emergency Notification People (ENP) text group are notified of the September Lockdown Drill as part of a practice in notifying the ENP of emergency situations.	Records the outcome of each drill on the drill log.
Checks bathrooms, classroom, and shuts the door after being certain everyone has exits.	During earthquake drills, conducts a mock first aid assessment of children.		Leads the relocation effort when the Team Leader or emergency personnel determines relocation is required.
Announces the end of all drills.	Assists in setting up the relocation site.		Obtains emergency supplies and directs others to assist in transporting items and setting up at the relocation site.
Ensures other team members are performing their assigned roles.	Assists in any other way that may be needed as determined by the Team Leader.	Ensures the center cell phone and walkie-talkie is fully charged at all times.	Releases children to parents/guardians or other authorized individuals.
Leads a discussion with the center team after a drill about what worked well, and what needs improvement.	Checks the red backpack and first aid kits monthly to ensure all supplies are fully stocked.		Completes Written Log for individuals leaving after Emergency Evacuation if necessary.
Determines whether to evacuate to the relocation site or remain in the assembly area.			Ensures emergency food, water and other supplies are fully stocked by checking twice a year.

Makes an assessment of the facility after an earthquake to identify any safety concerns that may require evacuation and relocation.			
Shuts off utilities.			

IV. Emergency Drills

Fire drills are conducted each month. In order for children and staff to experience all 3 drill types by the end of October, two drills will be conducted in September and October. After October, lockdown and earthquake drills skip a month and are conducted every other month as shown in the chart below.

During the first lockdown drill in September, the Communication Coordinator will practice texting the Emergency Notification People (ENP) by stating for example, "Lockdown drill at CP". When the lockdown drill ends, the ENP are texted again stating for example, "Lockdown drill ended at CP".

Sept: Fire & Lockdown	Oct: Fire and earthquake	Nov: Fire drill only
Dec: Fire & lockdown	Jan: Fire drill only	Feb: Fire & earthquake
March: Fire drill only	April: Fire & lockdown	May: Fire drill only
June: Fire & earthquake drills		

V. Red Backpack

There is a red backpack for each class. The red backpack is carried outside during all evacuations, and contains the following items:

- Assorted-Size Adhesive Bandages (in zip-lock bag)
- CPR Mouth Shield – readily accessible
- Disposable Ice Pack (1)
- Spill Kit (1)
- Small bottle of water
- Travel Size liquid hand soap
- Sealed antiseptic towelettes
- Whistle
- Walkie-Talkie
- TO GO file

VI. To Go File Content

- a. Child Emergency Cards
- b. Child Food Allergy List
- c. Child Special Medical Plans
- d. Staff Special Medical Plan
- e. Blank Sign in-out Sheet
- f. Staff Emergency Cards
- g. Classroom Emergency Preparedness Plan
- h. Written Log for Persons Leaving After an Emergency Evacuation Form
- i. Emergency & Disaster Quick Reference Guide

VII. Missing Child Procedure

After determining a child is missing (head count and face to name recognition conducted), the following steps are taken:

1. Children are brought inside if they are outside when it is determined a child is missing.
2. Using the walkie talkie, a classroom staff member informs the center office that a child is missing, and that assistance is needed to search for child.
3. The SM is contacted in addition to the Head Start Director and Executive Director.
4. All available staff search the facility and outdoor area.
5. If the center is located on a school campus, school administrators are contacted for assistance in the search of child.
6. After a thorough search, if child is not found, 911 is called immediately to report a missing child.
7. Leadership who need to be informed as soon as possible are:
 - Executive Director
 - 0 – 5 Head Start Director
 - Education Director
 - HR Director
8. The SM informs center parents.
9. Notification is provided to the following by the 0 – 5 Head Start Director or the Executive Director.
 - DELC
 - Regional Office
 - Board of Director

Earthquakes – What You Need to Know

Introduction

Earthquakes are natural disasters and can range in different levels of severity. In order to increase your chance of safety and survival, being aware and prepared is key.

I. Dangers Associated with Earthquakes

The actual movement of the ground in an earthquake is seldom the direct cause of injury or death. Most casualties result from falling objects and debris or collapsing structures.

II. Injuries are commonly caused by:

- a. Partial building collapse, such as falling masonry, collapsing walls, falling ceiling plaster, etc.
- b. Flying glass from broken windows.
- c. Overturned bookcases, filing cabinets, fixtures, furniture, office machines and appliances.
- d. Fires, broken gas lines, etc. These dangers may be aggravated by lack of water due to broken mains.
- e. Fallen power lines.
- f. Inappropriate actions resulting from panic.

III. Earthquake Safety Guidelines

Remain Calm. Sound usually precedes earthquake motion by a split second. If you have developed the correct earthquake responses in your mind before a quake, this split second is enough time to activate your automatic reactions (Drop, Cover, Hold On). If you stay calm, you will be better able to assess your situation and assist children. The rolling and roaring may terrify you, but unless something falls on you, the sensations probably won't hurt you. During earthquake drills, imagine the violent motion phase and practice talking yourself through the movement and loud noise. Stay in the cognitive mode of your mind, knowing the movement will stop. Think through the consequences of any action you plan to take.

If you are indoors, stay there. Get under a sturdy table. Brace yourself in an inside corner away from windows. Move to an inner wall or corridor. If your furniture shelter moves, stay under it and follow it around the room. Watch for falling objects - plaster, bricks, light fixtures, pots and pans, etc. Stay away from windows. Grab anything handy (blanket, pillow, tablecloth, books, box, etc.) to shield your head and face from falling. Don't be alarmed if the fire alarm or sprinklers go off.

Do Not Rush Outside. The greatest danger from falling debris is just outside doorways and close to outer walls. If for safety reasons you must leave the building, choose your exits as carefully as possible.

If you are outside, stay there. Move away from the building, garage, walls, power poles and lampposts. Electric power lines are a serious hazard - stay away from fallen lines. If possible, proceed cautiously to an open area.

Avoid Fallen Power Lines. The possibility of encountering fallen live wires is great during and after an earthquake. If you are on foot, make a wide path around the wires. If you are in the car and live wires have fallen across the car, remain where you are. Your car is usually well insulated and will protect you from electric shock. Never assume that downed power lines are dead.

IV. After an Earthquake

Remain Calm. Don't Panic. Try to calm and reassure others. Stop and take time to think. Wait until all motion has stopped. Do not run downstairs or outdoors. Be prepared for additional shockwaves.

Do not turn on electrical switches. Flashlights are one of the best light sources after a damaging earthquake. Proceed with extreme caution.

Protect hands and feet from broken glass or debris. Keep head and face protected (hardhat, blanket, tablecloth, etc.)

Make a quick check for injuries or trapped individuals. Provide emergency first aid if needed. Do not try to move seriously injured persons unless they are in immediate danger from further injury.

Turn off all appliances and office machines. Extinguish all open flames. Check power lines and cords. If problems exist in electrical lines or gas lines the mains should be shut off.

It may be necessary to draw a moderate amount of cold water in sinks and other containers, in case service should be disrupted.

During the Next Several Hours:

Do not operate electrical switches, appliances or open-flame equipment if gas leaks are suspected. Sparks or flames can ignite gas from broken lines causing an explosion.

Tend further to injured or trapped persons. Try to get help if necessary. If a person is trapped and you can free him without injury to yourself, remove debris piece-by-piece starting with the top of the pile.

Be prepared for aftershocks - they can cause additional damage and psychological trauma. Watch out for other possible dangers, which may follow an earthquake, such as fire, flood, landslide or TSUNAMI (tidal wave).

Turn on a battery radio to receive disaster instructions. Use telephones only to report extreme emergency situations.

Inspect your work area carefully for structural damage. Carefully open exit doors - they sometimes jam. The initial quake may damage the structure, and an aftershock could knock down weakened walls. Use extreme caution when moving around in damaged areas - they may collapse without warning. Check to see that sewage lines are intact before flushing toilets.

You should not try to get home until government authorities say it is safe, which will be when the worst fires are under control and the streets have been cleared. This may happen quickly or it may take longer (perhaps 72 hours or more). You should advise your family that in the event of a major earthquake you may be retained at work to care for children. When possible notify your family about your well-being. Keep in mind that traffic controls could be down and first responders are unable to respond in a timely manner, or not at all.

Structural Fires: What You Need to Know

Toxic smoke inhalation causes more fire-related deaths than do the fires themselves.

All combustible materials produce some amount of toxic smoke when they burn. How much toxic smoke will be emitted depends on the material, the amount of oxygen available and how long it burns. In sufficiently high concentrations over a long enough time, toxic smoke creates hazardous health conditions for people exposed to it.

In the early stages of a fire before flashover, the smoke produced will come from the first items ignited, often furniture and other contents of the room. As the fire grows and hits the flashover point, the volume and toxicity of the smoke it produces increases greatly.

If not extinguished or exhausted on its own, the fire continues consuming room contents as well as combustible building materials which feeds the fire further and expands the amount of toxic smoke. Fire and smoke spreading through the building and up the façade will threaten occupants in parts of the building remote from the fire's start point, making escape more difficult.

Lockdown: What You Need to Know

A lockdown is initiated in response to an immediate, direct threat of danger to staff and children from someone outside the facility or someone in the building. Public safety officials may contact staff with threat information and direct a lockdown response. On the other hand, any staff member may initiate a lockdown upon encountering or hearing a direct threat of danger such as an active shooter. Law enforcement needs to be notified by calling 911 as soon as possible. **Depending on the situation, there are several options for contacting the 911 operator as shown below:**

1. If you need to remain quiet (shooter is nearby), the best option is to call 911 **using a landline phone** and leave the phone off the hook so the operator can hear what is going on. A 911 call from a landline phone immediately shows the 911 operator the caller's location.
2. If you don't have access to a land line phone and must remain quiet, you can use the emergency feature (SOS) on your cell phone. This feature provides your location to dispatch centers. If possible, a follow-up text, or phone call, confirming your location and describing the situation would help first responders with coordinating their response.

Active shooter is a term used by law enforcement to describe a situation in which a shooting is in progress and an aspect of the crime may affect the protocols used in responding to and reacting at the scene of the incident. Unlike a defined crime, such as a murder or mass killing, the **"active"** aspect inherently implies that both law enforcement personnel and citizens have the potential to affect the outcome of the event based upon the strategy used.

A strategy from the A.L.I.C.E (Alert, Lockdown, Inform, Counter, Evacuate) training includes **"run, hide, fight"**. This is the standard for law enforcement agencies, emergency managers and schools nationwide. With preschool children, the strategy of running would be difficult but may be the best option considering the location of the active shooter.

In the event that children are outside when a violent intruder is in the building, staff and children should quickly exit the playground and run away. If the intruder can't be calmed or deterred and engages in violence, as a last resort staff should fight to incapacitate the intruder by any possible means.



Why We Conduct Drills

Emotional control is the key factor involved in conducting drills. Drills help individuals learn skills that are necessary for survival. The objective of drills is to quickly overcome the emotional center of our “reptilian brain’s” response to danger (limbic system), so the rational mind

(prefrontal cortex) can kick into the life-saving procedures learned by conducting drills.

Our rational mind allows for logical

analysis and complex decision making. It is generally a superior system for decision making, but it is often slower. Our reptilian mind is much faster, but only allows us to choose instinctive or gross-motor skill responses.

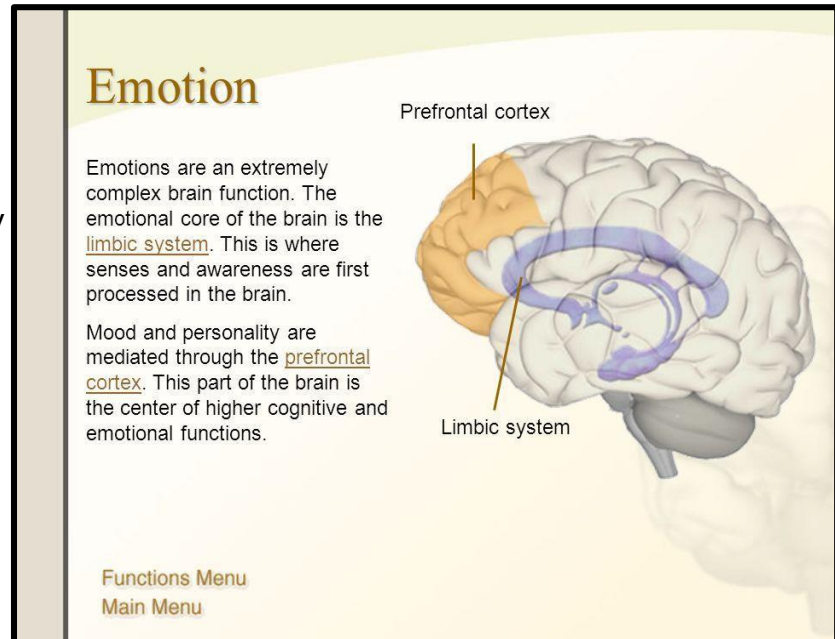
If the limbic system evaluates sensory information (what is seen, heard, smelled, etc.) as comprising danger, it will raise an alarm and instruct the body to run away or dive for cover (**flight**), fend off (**fight**), or go numb or faint (**freeze**).

What type of a response is “Freezing”? It was a very viable survival strategy several thousand years ago when it was hard wired into our nervous systems. If one of our early ancestors on the African plains heard a strange noise, he froze. Stopping movement is a good strategy when one is being stalked by a lion. It isn’t so good when an earthquake hits. Unfortunately, our brains have not yet adapted to the best survival strategies for today’s world. We are still stuck in the past, where freezing was likely to enhance one’s survival.

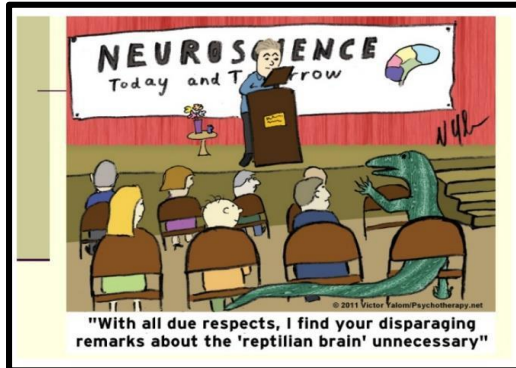
If we want to avoid freezing, we have to avoid shifting into the limbic system and continue to process information with our rational mind.

What causes us to shift into using our “reptile

brains”? Research has identified several situations that shifted people away from rational thinking and into instinctive limbic responses. People shifted to the limbic system when they were faced with situations that have the following characteristics:



- Perceived lack of time
- Fear of catastrophic results (death, major injury)
- Surprise/Sudden attack



So how can we program a better response?

The key is to not allow ourselves to be so overwhelmed that we shift into the limbic brain. We must remain in emotional control in order to access our higher order thinking abilities. Control is what keeps people in their rational mind. Do I have abilities that exceed the problem? If the subconscious believes that you do, it will keep you out of the limbic system. When your brain is rapidly analyzing unfolding events, it is asking these questions:

Have I ever seen this before? (Yes—through conducting drills)

Do I have any plans for this? (Yes—we have responder roles)

When the answers to these questions are “no”, the brain realizes that you are not prepared to make an intelligent decision with regards to your own safety. If your subconscious mind doesn’t believe you have the skills to solve the problem, it will allow the limbic system to rule. Adrenaline is dumped into the body and you are shifted into the “reptile brain” for a more trusted instinctive response. Sometimes that works out just fine...you have added strength to run away or fight if being attacked. Sometimes you end up freezing. It’s a gamble that should be avoided if possible.

The best way to stay in the rational mind is to increase your ability to respond to emergency situations by practicing drills and to visualize occurrences, responses, and positive outcomes.

The following factors have been identified as being critical to increasing skills and self-confidence, and stress reduction. When the brain starts asking the questions above, you want the answers to be

“YES”. If that occurs, your mental processes remain in the neo-cortex, and you won’t default to a “freeze” response. Here’s what gets you to “yes”:

- Having high levels of skill (I’ve conducted drills multiple times)
- Visualization (I’ve seen this before as I’ve visualized how I would respond, with positive outcomes.)

There is one additional factor that shifts us into the limbic system...novel stimuli.

Humans are natural recognizers of patterns. Anything new that we haven’t experienced or thought about before is difficult for us to process. When what we are seeing doesn’t match with a “map” we have of something similar in our brains, we don’t know how to respond.

Conducting drills with the serious intent to survive and protect others will serve you best when faced with a real emergency situation. Conducting drills with enough frequency that you become convinced you have the skills to response effectively to a fire, earthquake, lockdown, etc. will suppress your reptile brains outdated survival response, allowing you to think and respond rationally.



Emergency Responder Roles

Team Leader - Assists during the Action Phase of each drill. - Initiates all drills. - Check bathrooms, and the classroom and shuts the door after being certain everyone has exited. - Announces the end of all drills. - Ensures other team members are performing their assigned roles. - Leads a discussion with the center team after a drill about what worked well, and what needs improvement. - Determines whether to evacuate to the relocation site or remain in the assembly area. - Makes an assessment of the facility after an earthquake to identify any safety concerns that may require evacuation and relocation. - Shuts off utilities.	Communication Coordinator - Involved in the Action Phase of each drill. - Texts the ENP group during a lockdown or lockout/lock-in situation, fire, flood event, hazardous materials exposure evacuation, bomb threat, earthquake or the need to shelter in place. - The ENP group communicates with parents/guardians via messaging app regarding all emergencies, once informed by the CC.
First Aid Responder - Involved in the Action Phase of each drill. - During evacuations, takes the red backpack with the "To Go" file, and the classroom Sign-in/out iPad when exiting the building. - During earthquake drills, conducts a mock first aid assessment of the children. - Assists in setting up the relocation site. - Assists in any other way that may be needed as determined by the Team Leader. <i>Checks the red backpack and first aid kits monthly to ensure all supplies are fully stocked.</i>	Relocation-Child Release Coordinator - Involved in the Action Phase of each drill. - Records the outcome of each drill. - Leads the relocation effort when it is determined to be necessary. - Obtains emergency supplies and directs others to assist in transporting items and setting up the relocation site. - Releases children to parents/guardians or other authorized individuals. - Completes Written Log for individuals leaving after Emergency Evacuation.

Earthquake Drill

PREPARING CHILDREN

Use songs, rhymes, books, or scripted stories to teach children the basics of what happens in an earthquake; how to Drop Cover and Hold On, and how to assume the “turtle pose”. Teach the turtle pose, by showing how to kneel on the ground and cover your head with your hands. Bend at the waist so your face is close to your knees and protected from falling objects. Tell children that during an earthquake, the earth might move beneath their feet like a boat in the waves. Explain that it might be noisy, with loud banging, crashing, or rumbling sounds and ringing alarm bells.

NOTIFICATION

Children are informed that an earthquake drill is about to happen, followed by the **Team Leader announcing** “Earthquake—Drop, Cover, and Hold On.”

INDOOR ACTION

- Drop to the ground with the children, take cover under a sturdy piece of furniture such as a heavy table, and hold on. Try using role-play imagery like: “I am a mama chicken and you are my little chicks, get under my wings! Now let’s all be turtles, get in your turtle pose!”
- Huddle together facing away from windows while you assume a turtle pose. Pretend that the table is a log or a rock.
 - Demonstrate how to cover your eyes with your free hand (the one you’re not holding on with).
- If there are no sturdy pieces of furniture to get under, huddle together and assume the turtle pose next to an interior wall but away from windows, overhead light fixtures, and tall pieces of furniture that might fall over.
- After one minute of the drill, the **Team Leader walks** through the facility to make a “mock” assessment of damages.
 - The **First Aid Responder takes** the First Aid Kit and does a “mock assessment” of children.
 - After the mock assessments, the **Team Leader announces** the drill has ended.
 - The **Relocation and Child Release Coordinator documents** on the drill log.

OUTDOOR ACTION

- Children are moved into the open, away from buildings, fences, trees, tall playground equipment, utility wires, and streetlights.
- Children face away from windows and assume a turtle pose.

COMMUNICATION

The **Communication Coordinator sends** a text message to the ENP group in the aftermath of a real earthquake to inform of the children, staff, and center's condition.

CONCLUSION

Everyone stays under cover until the **Team Leader announces** the drill is over. Work up to staying under cover for one minute or longer during the drill, and allow time for the First Aid Responder to conduct a “mock” first aid assessment.

Fire Drill

PREPARING CHILDREN

- A smoke detector test button or other designated noise, such as a recording of the fire alarm, may be used as the practice alarm. The designated noise is activated. Children are told when they hear that sound, it means there is a fire drill, and they must get up quickly and leave everything behind.
- All exits are pointed out to children. Children are informed they will leave the building through the closest exit.

NOTIFICATION

The **Team Leader** activates the designated noise.

INDOOR ACTION

Evacuate children as follows:

- **Infants and Toddlers: Evacuation** equipment is used for infants and toddlers. For example, an evacuation crib, a stroller with multiple seats, a wagon, or an infant rescue vest/apron/carrier.
- **Preschoolers: Children** are gathered in a group for an orderly evacuation to the designated assembly area.
- **Children with Special Needs: These** children are assisted by specific staff members who have been trained in their role to evacuate children with special needs.
- The **First Aid Responder** takes the red backpack and the classroom sign-in/out sheet when exiting the building.
- The **Team Leader** checks bathrooms, and the classroom and shuts the door after being certain everyone has exited.
- **Everyone** gathers outside at the assembly area close to the center and staff conduct a head count, followed by name to face recognition to ensure everyone has made it out safely.

COMMUNICATION

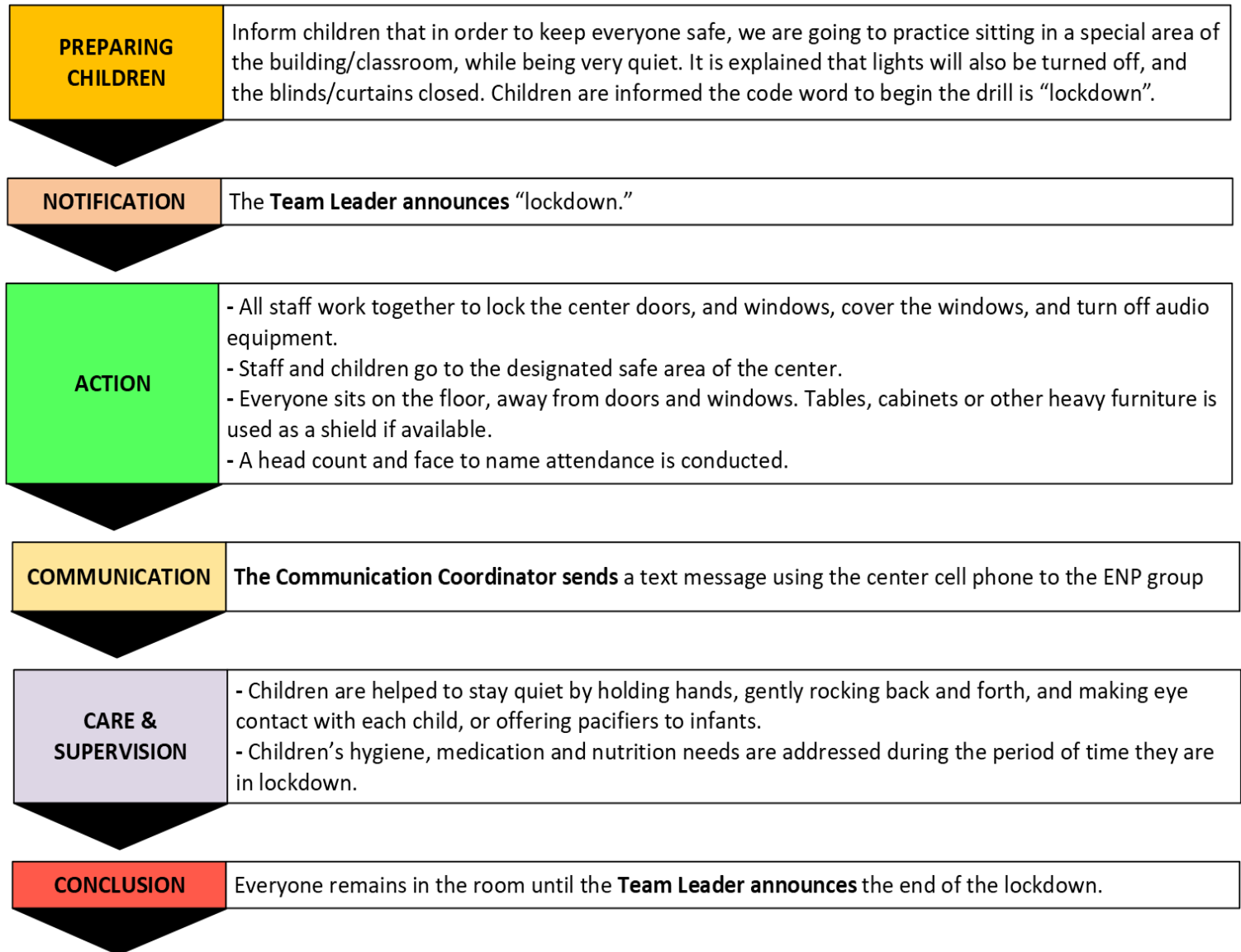
The **Communication Coordinator** sends a text message using the center cell phone to the ENP group

CONCLUSION

Everyone remains at the assembly location until the **Team Leader** announces the end of the drill.

Lockdown Drill

See Quick Reference Sheet for Lockout Procedures



LOCKOUT – LOCKIN / LOCKDOWN

QUICK REFERENCE SHEET

Components of a Lockout-Lockdown experience	Precautionary LOCKOUT/LOCKIN	Direct Threat LOCKDOWN
Situation	Possible threat outside the building.	Possibly Life-threatening
Changes to Program Operations	Outdoor time ceases.	All program activities cease.
Security Focus	The perimeter of the school/center is secured.	Law enforcement is in crisis mode.
Who Initiates?	School intercom, law enforcement notification, Head Start staff.	School intercom, law enforcement notification, Head Start staff.
Head Start Staff Actions	Bring all children indoors if outside. Resume normal program activities indoors only.	All exterior windows are covered. If possible, a barricade is placed in front of the exterior classroom door, cell phones are silenced, all children-staff gather in secure room/area.
Exterior Doors	LOCK	LOCK exterior doors attached to the classroom.
Interior Doors	LOCK	LOCK including those connecting to other rooms or allow access to classroom.
Lights/Windows	Lights ON-Exterior windows covered	Lights OFF All windows covered
Children	Normal program activities occur.	Out of sight, quiet, and in the most secure area of the room.
Communication	Keep area secure until further instructions from the school or law enforcement. Text the ENP group to report Lockout situation and when it ends. The ENP group will notify parents.	Call 911 if initiating Lockdown. Text the ENP group to report Lockdown situation and when it ends. The ENP group will notify parents.
Movement	Restrooms inside classrooms are ok. Restrooms outside classrooms- check with school first.	All movement must cease. Doors are not opened for anyone under any circumstance.
Visitors	Known individuals, parents are allowed to enter.	No one may enter or exit.
Outside Activities	Activities outside cease.	Do not bring children back into the building. Take children farther off the school campus/center property.
Dismissal (end of class)	Delayed unless given permission by law enforcement/school personnel.	Delayed until the situation has been resolved.
Fire Alarm	Do not respond unless you believe there is an actual fire.	Do not respond unless you believe there is an actual fire.
Ending of Actual Lockout/lockdown	School intercom announcement, or notification by law enforcement, or SOCFC ENP group.	School intercom announcement, or notification by law enforcement., or SOCFC ENP group.

Center Lockdown/ Lockout Communication

Lockdown Begins

The Center Communication Coordinator (CC) or other available staff member sends a text message to the ENP group about the lockdown situation when it is safe to do so.

The ENP group notifies parents via School Messenger about the lockdown situation and informs parents not to come to the center.

Lockdown Ends

The CC will text the ENP group when the lockdown ends. The ENP group will inform parents.

Center Evacuation Procedure

This procedure provides instruction on evacuating a center when there is an emergency in a building from a threat such as fire, structural hazard due to an earthquake, equipment malfunction, bomb threat, carbon monoxide or natural gas leak, or chemical gas exposure.

ACTION	Evacuate children as follows: • Infants and Toddlers: Evacuation equipment is used for infants and toddlers. For example, an evacuation crib, a stroller with multiple seats, a wagon, or an infant rescue vest/apron/carrier. • Preschoolers: Children are gathered in a group for an orderly evacuation to the designated assembly area. • Children with Special Needs: These children are assisted by specific staff members who have been trained in their role to evacuate children with special needs. • The First Aid Responder takes the red backpack and the classroom sign-in/out iPad when exiting the building. • The Team Leader checks bathrooms, and the classroom and shuts the door after being certain everyone has exited. • Everyone gathers outside at the assembly area close to the center and staff conduct a head count, followed by name to face recognition to ensure everyone has made it out safely.
COMMUNICATION	• The Communication Coordinator texts the ENP group to inform of an evacuation. • The ENP group will inform parents via School Messenger. • When the evacuation is over, the Communication Coordinator texts the ENP group and informs of their status, i.e., "back in the building", or "at the relocation site", etc.
CONCLUSION	• Everyone remains at the assembly location until the Team Leader is informed it is safe to return to the classroom.

Influenza Outbreak Procedures

1. The Health Services Manager will send information to staff and parents regarding any influenza precautions when it becomes apparent there may be an outbreak. The Agency may decide independently that a facility will be closed due to a local outbreak.
2. If the Agency is notified by the County Health Officer that centers are to be closed due to influenza, parents will be notified via messaging app.
3. A sign will be placed on the entrance door of the center stating the center will be closed due to the influenza outbreak.
4. The Executive Director will initiate the communication to all Agency managers and supervisors about the closure.
5. All staff will be informed via Agency email and posted on the Agency website at www.socfc.org per the direction of the Executive Director.
6. Staff make-up days will be scheduled by the Agency Directors in accordance with state requirements.

Shelter in Place Procedures

Hazardous Materials

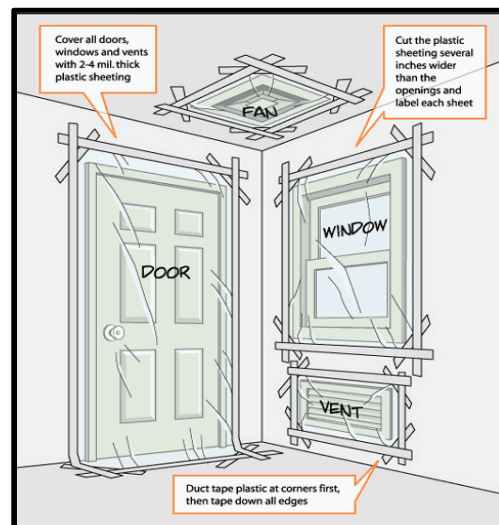
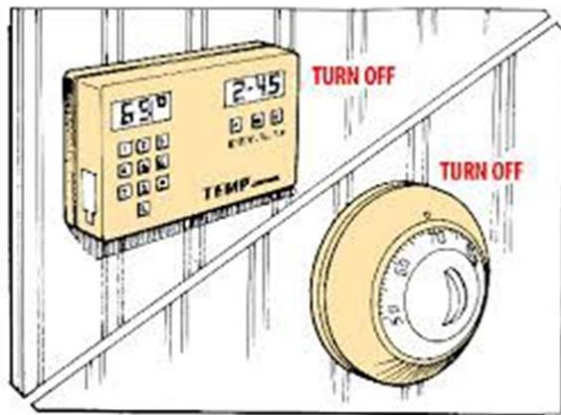
A hazardous materials event can occur **inside** or **outside** of a center facility. **Examples of a hazardous materials incident inside the center** could include: tear gas or mace accidentally discharged (tear gas/mace is considered a weapon and should not be on site), or unauthorized chemicals combined that create a toxic gas (ammonia and bleach). Hazardous fumes can quickly move throughout a center. These types of incidents require an immediate evacuation of the building.

Shelter in Place

Outside the center, hazardous materials could spill onto the highway causing toxic fumes in the area. Emergency personnel may recommend those in the area **Shelter in Place**, or to immediately evacuate. Since we do not have the capacity to transport children immediately, Shelter in Place may be the only option.

Center Shelter in Place Procedures

1. Turn off fans, air conditioning/heating system.
2. Cover all doors, windows, outside vents and outlets (if possible) with plastic and secure with duct tape, ensuring the room is as airtight as possible.
3. Listen to the radio for updated information. Remain in the sealed room until notified by public safety officials.
4. If public officials tell you to evacuate to a specific place, go to that site rather than your designated relocation site.
5. The **Communications Coordinator** texts the ENP group to report the situation.



Flood Procedures

In case of flooding:

- Listen to the emergency radio for warnings and instructions issued by emergency management in your county.
- If instructed to “Shelter in Place”, stay inside the center and continue to listen to the radio for updates.
- The Team Leader will keep the Main Office informed of the situation.
- The Team Leader will make the determination if/when evacuation is necessary.
- When evacuation is necessary, evacuate to the designated off-site location and follow the Evacuation Procedure.
- If returning to the center is not possible, the Team Leader will contact the SM.

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

* Refer to your local bomb threat emergency response plan for evacuation criteria

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the
Office for Bombing Prevention at: OBP@cisa.dhs.gov



V2

BOMB THREAT CHECKLIST

DATE:

TIME:

TIME CALLER
HUNG UP:

PHONE NUMBER WHERE
CALL RECEIVED:

Ask Caller:

- Where is the bomb located?
(building, floor, room, etc.)

- When will it go off?

- What does it look like?

- What kind of bomb is it?

- What will make it explode?

- Did you place the bomb? Yes No

- Why?

- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located?
(background/level of noise)

- Estimated age:

- Is voice familiar? If so, who does it sound like?

- Other points:

Caller's Voice

- ☐ Female
- ☐ Male
- ☐ Accent
- ☐ Angry
- ☐ Calm
- ☐ Clearing throat
- ☐ Coughing
- ☐ Cracking Voice
- ☐ Crying
- ☐ Deep
- ☐ Deep breathing
- ☐ Disguised
- ☐ Distinct
- ☐ Excited
- ☐ Laughter
- ☐ Lisp
- ☐ Loud
- ☐ Nasal
- ☐ Normal
- ☐ Ragged
- ☐ Rapid
- ☐ Raspy
- ☐ Slow
- ☐ Slurred
- ☐ Soft
- ☐ Stutter

Background Sounds

- ☐ Animal noises
- ☐ House noises
- ☐ Kitchen noises
- ☐ Street noises
- ☐ Booth
- ☐ PA system
- ☐ Conversation
- ☐ Music
- ☐ Motor
- ☐ Clear
- ☐ Static
- ☐ Office machinery
- ☐ Factory machinery
- ☐ Local
- ☐ Long distance

Threat Language

- ☐ Incoherent
- ☐ Message read
- ☐ Taped message
- ☐ Irrational
- ☐ Profane
- ☐ Well-spoken

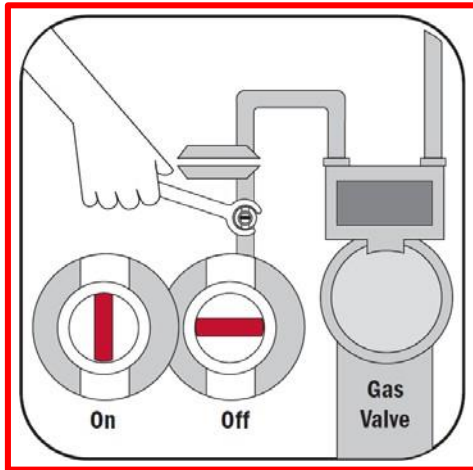
Other Information:

Utilities – Emergency Shut Off Procedures

In the event of a disaster, it may be necessary to shut off the utilities. The designated Team Leader will shut off the utilities, or designate someone else who is skilled in utility shutoff.

I. Gas Shut-off

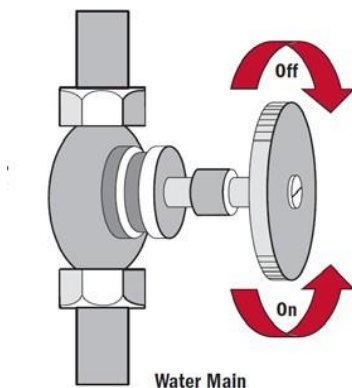
If you smell gas or hear it leaking, you should open a window if possible and evacuate the center immediately before trying to turn off the gas. You should only try to turn off the gas if it is safe to do so.



Caution: Do not shut off gas unless an emergency exists. If gas is ever turned off, a professional must restore service.

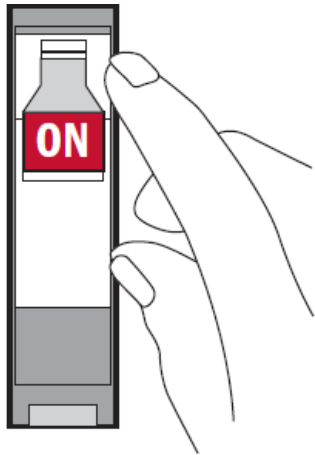
II. Water Shut-off

Locate the water main valve. In the case of an earthquake pipes can break causing flooding or shooting water. Turn the valve off as quickly as possible, turning the valve handle clockwise until it is tight.

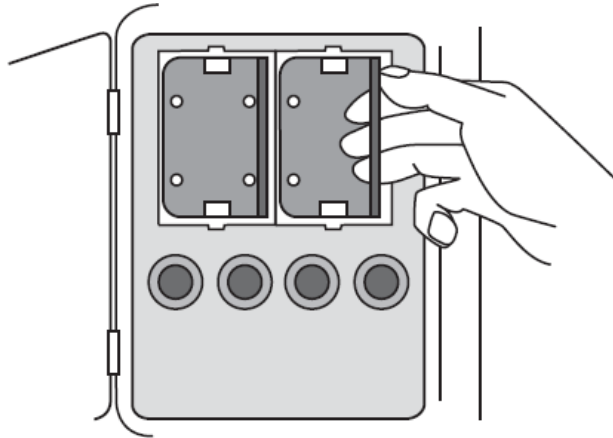


III. Electricity

Electricity should be shut off in the event of a disaster. Locate the circuit break and switch to “off” position. If a fuse box, pull out the two cartridges.



Electrical Circuit Breaker



Pull-out Electrical Cartridge Fuses

Emergency Supply List

2026-2027 Program Year

Conduct an inventory to determine if anything is missing or expired. Water is to be stored separately due to damage of supplies if water containers leak. A separate container for water is recommended. All liquid items on this list (such as dish soap) need to be inside a plastic bag before placing in the storage container. **Once all supplies are obtained, put this list in a protective sheet covering and place on top of supplies beneath the storage container lid.**

Name/Date of staff member(s) responsible for conducting inventory:

_____/_____/____

Required Number of Items	Amount available	Amount Needed	Emergency Item
As needed			Storage container with wheels
Water			See Emergency and Disaster Procedures for amounts. Replaced each year.
Food			Cooks will set up food supply. Replaced each year.
1 roll per 3 people			Toilet Paper
2 rolls per classroom			Paper Towels
1 box per classroom			Baby Wipes Replaced each year.
1 package of pads 1 package of tampons			Feminine hygiene products
1 box per 2 classrooms-1 box per classroom for EHS			Vinyl gloves (write date on box) Replaced every 3 years.
20 per classroom			13 gallon kitchen garbage bags
20 per classroom			33 gallon garbage bags
1			Manual can opener
1 roll			Duct Tape
1			Pair of Scissors
1			Bottle of dish soap (placed in plastic bag)
2 per classroom			Flashlight that uses D size batteries
1 set for each flashlight			Size D batteries stored separate from flashlight Replace based on expiration date.
2 pair per classroom			Work Gloves

1			Utility knife
1 pair			6-inch pliers
1 per child/adult			Space Blankets
1			50 Ft Roll of black plastic sheeting
Based on capacity			Disposable cups, plates, bowls and utensils (check with cook)
1 - 32-ounce container per classroom or (4) 8 oz.			Alcohol Based Hand Sanitizer (placed in plastic bag) Replaced based on expiration date
Enough for 1 day			Diapers and pullups for EHS
1 per center			Solar, crank and battery radio with SOS alert, flashlight, smart phone charger.
1 per classroom			10 x 12 Waterproof Tarp Purchased by MO by Safety Resource Manager

Emergency – Disaster Menu & Supplies

Each center maintains one-day emergency food supplies (see menu below) for each classroom in the amount required by CACFP based on age group and the license capacity plus 10. If milk is available, it will be served during meals and snacks if the electricity has not been off for 48 hours or more. Substitutions are provided for children who have allergies, or food sensitivities. Food is stored in sturdy storage containers with lids.

Breakfast	Water
Graham crackers Sun butter Packaged Fruit Milk (if available)	See Disaster Water Supply
Lunch	Snack
Whole grain crackers Tuna fish/canned chicken Packaged fruit Milk (if available)	Whole grain crackers Packaged fruit Milk (if available)

Additional items needed for Early Head Start Classrooms

Some items above (canned fruit, crackers, canned chicken) are suitable for children over 1 year of age. Cooks will need to plan the two-day emergency menu and food order amounts based on enrolled children's current and future age over the course of 1 year according to the CACFP Meal Pattern.

- Powdered Formula
- Jarred fruit
- Iron Fortified Infant cereal
- Jarred vegetables
- Jarred meat or meat alternative

Disaster Water Supply

Four-year-old children need 32 ounces a day of drinking water, while adults need 64 ounces at a minimum. Using 20 children and three adults as the calculating factors, 832 ounces (6.5 gal) of water is needed for hydration during a 24-hour period for one preschool classroom. **Each Head Start Classroom needs to have 6.5 gallons of water stored for disasters (for 1 day).**

Infants in the Early Head Start program need additional water for mixing formula and should be calculated accordingly. This information is based on the Children's Hospital of Orange County (CA) Urology Department. Other water sources are also available if the disaster situation extends for more than one day. See ***Emergency Water Sources*** in this policy for more information.

Age in Years	1	2	3	4	5	6	7	8	9 and older
Number of 8 oz. cups	1	2	3	4	5	6	7	8	8
Eight 8 oz cups = 2 liters									

Storage of Water

Plastic 1-gallon water containers need to be stored in a cool area if possible, and away from any cleaning supplies. Since plastic is permeable, it may allow gases and vapor to pass through over time. Additionally, heat causes the plastic of the container to leach into the water, altering the taste. Some bottles of water have expiration dates or use by dates, although this is not an FDA requirement. Water should be purchased in September of each year, and discarded or used to water plants each August or earlier for centers that close in June.

Emergency Water Sources

There is a one-day supply of drinking water available per classroom. Additional water can be obtained from the following sources:

- Toilet tank (tank only, not the bowl)
- Hot water heater-Turn off the gas or electricity to the tank. Open the valve at the top of the tank, or turn the hot water faucet on.

Water can also be disinfected by boiling for 5 – 10 minutes if it is safe to use electricity and/or gas.

Jackson and Josephine County Emergency Information Websites

Find out about emergencies in your area!

Effectively communicating emergency information requires a partnership between local government, emergency responders, the media and the public. Although emergency information is made available, the public must make a conscious effort to seek out that information. Information is available in a variety of sources and formats. Depending on the emergency, one or more sources may be used.

Citizen Alert – sign up for emergency notifications by going to:

- **Jackson County:** <https://member.everbridge.net/76864345342052/login>
- **Josephine County:** <https://member.everbridge.net/1332612387832182/login>

Josephine County Emergency Management

Facebook - <https://www.facebook.com/josephinecountyEM/>

Jackson County Emergency Management

<https://www.facebook.com/JacksonCountyGAEMA/>

Oregon Department of Forestry

Facebook - https://www.facebook.com/ODFSouthwest/?hc_ref=PAGES_TIMELINE

Illinois Valley Fire District

Facebook - <https://www.facebook.com/ivfire/>

Rural Metro Fire Department

Facebook - <https://www.facebook.com/RuralMetroFireJosephineCounty/>

Applegate Fire District

Facebook - <https://www.facebook.com/Applegate-Valley-Fire-District-137249386333612/?fref=ts>

Fire-Related Websites:

inciweb.nwcg.gov - InciWeb Incident Information System contains information about wildfires around the nation

<https://firms.modaps.eosdis.nasa.gov/usfs/map/>

gacc.nifc.gov - Northwest Coordination Center Fire Situation

Smoke:

<https://www.airnow.gov/?-provides> updated AQI information

<https://www.oregonsmoke.org/> – current air quality conditions and related information throughout the state.

www.deq.state.or.us/aqi - current air quality index

Road Conditions:

Visit www.tripcheck.com or call 511 before you travel to find out about the latest road conditions and closures in Oregon.

Emergency and Resource Phone Numbers

Southern Oregon Head Start	
Facilities Director , Todd South: 541-973-6172	Head Start Director , Stephanie Finch: 541-973-9389
Executive Director , Katherine Clayton: 541-659-5545	Safety Resource Manager , Rick Valencia: 541-951-3457
HR Director , Amber Adkisson 541-205-2838	Main Office Reception : 541-734-5150

Jackson County	
American Red Cross : 1-800-733-2767	Avista Natural Gas : 1-800- 936-6629
Emergency Management : 541-774-6790	Environmental Health Services : 541-774-8206
Pacific Power Customer Service : 888-221-7070	Pacific Power Outages : 877-508-5088
Road Information : 511	Rogue Valley Sewer Services : 541-779-4144
Rogue Valley Sewer Services 24 Line : 541-779-4186	Medford Water Commission During Business Hours : 541-774-2430 After Business Hours (after 5:00 pm) : 641-779-7611
Law Enforcement	
Search and Rescue : 541-864-8830	Central Point Police : 541-664-5578
Medford Police : 541-776-7206	Sheriff's Office : 541-774-6800
Rogue River Police : 541-582-4931	

Josephine County	
American Red Cross : 1-800-733-2767	Avista Natural Gas : 1-800- 936-6629
Emergency Management : 541-474-5300	Environmental Health Services : 541-474-5325
Pacific Power Customer Service : 888-221-7070	Pacific Power Outages : 877-508-5088
Road Information : 511	Sewer and Water Emergencies During Business Hours : 541-450-6035 After hours : 541-776-7206 After Business Hours (after 5:00 pm) : 541-450-6260
Law Enforcement	
Search and Rescue : 541-474-5301	GP Police non-emergency : 541-450-6260
GP Fire non-emergency : 541-450-6200	Jo Co Sheriff's Office : 541-474-5123

Merlin Sheriff's Office: 541-474-5135	Cave Junction Sheriff's Office: 541-592-5151
Emergency Departments in Jackson and Josephine County	
Providence Medford Medical Center 1111 Crater Lake Ave, Medford, OR 97504 (541) 732-6400	Asante Rogue Regional Medical Center 2825 E Barnett Rd, Medford, OR 97504 (541) 789-7000
Asante Ashland Community Hospital 280 Maple St, Ashland, OR 97520 (541) 201-4000	Asante Three Rivers Medical Center 500 SW Ramsey Ave, Grants Pass, OR 97527 (541) 472-7000

Emergency & Disaster Plan Center Team Meeting Agenda

August 2026

Site Managers:

This agenda is used to introduce the SOCFC Emergency & Disaster Plan to Center staff before classes start in the fall, **and to orient new staff on-boarded during the program year.** Place this agenda and the Center Team meeting Sign-in Sheet in the Center Team Meeting binder.

I. Location of Emergency-Disaster Supplies/Components

- ☐ Food
- ☐ Water
- ☐ Supplies (review supply list)
- ☐ Gas Shut-off
- ☐ Water Shut-off
- ☐ Electricity Shut-off
- ☐ Fire Extinguisher
- ☐ Circuit Breaker

II. Designated Emergency Locations

Review the locations of: Secure Room, Outside Assembly Area, and Offsite Relocation area. Be familiar with designated outside assembly areas and offsite relocation areas, if your site is located on school property. The **outside assembly area must be at least 50 yards away from the center.**

III. Discussion of Employee's Family Concerns in the Aftermath of a Disaster

A widespread disaster such as an earthquake will affect everyone. It could take several hours or even days for parents to pick up children at the center. Who will stay with children; who will leave to meet their own family needs? It is recommended that each classroom employee develop a plan that involves alternate care for their own children and family members in the event of a major disaster in order to meet the needs of children in the center. Ask staff if they have ideas on how to address their own family's needs while caring for children in the center.

IV. Emergency Response Roles

Review and Assign Emergency Response Roles

- ☐ Communication Coordinator: 1 staff center with backups assigned.

- ☐ Team Leader: This will be the Site Manager, or Substitute Director in their absence.
- ☐ First Aid Responder: 1 staff per classroom
- ☐ Relocation and Child Release Coordinator: 1 staff per classroom

V. Emergency Notification People (ENP)

The center cell phone has the ENP text group listed at the top of the text messaging page so it is quick to locate. Show this to the team. Explain that whenever the center needs to evacuate for any reason, or the center is in lockdown or lockout (shelter in place) mode, the Communication Coordinator (CC) will text the ENP group to inform of the center situation. It can be very brief and simple such as, "This is a test--CP on lockdown".

Everyone needs to know how to communicate with the ENP using the center cell phone in case the CC is absent. Someone in the ENP group will send a notification out to parents via the School Messenger app. If there is a lockdown occurring, the parents are informed not to go to the center and that they will be informed when the lockdown ends. Whenever an emergency situation has ended, the CC must text the ENP group to inform them.

VI. Conducting Drills

- **Fire Drills – Conducted Once Monthly**

Make copies of the Fire Drill flow chart for each employee and review as a team.

- **Earthquake Drill**

There is a 37% chance of a 9.0 magnitude earthquake during the next 50 years that is expected to be the worst disaster in U.S. history. Go to <https://www.oregon.gov/oem/Pages/default.aspx> for more information and share this with staff. Emergency Responders will be greatly delayed if responsive at all. Conducting drills will help to keep individuals from getting injured. Drills are important in order to overcome "freezing", so you can respond in the manner in which you have practiced. **Make copies of the Earthquake Drill flow chart for each employee and review as a team.**

- **Lockdown Drill**

During this drill we are following the basic lockdown routine. The CC will text the ENP group during the **September lockdown drill** after it begins, and when it ends in order to practice this communication method. This is the only time the ENP group need to be texted during a drill.

In the event of an active shooter on facility property, the Team Leader would decide if its best to evacuate or lockdown. **Make copies of the Lockdown Drill flow chart for each employee and review as a Team.**

<u>Drill Schedule</u>	
Sept: Fire Drill & Lockdown	Oct: Fire Drill & Earthquake
Nov: Fire Drill	Dec: Fire Drill & Lockdown
Jan: Fire Drill	Feb: Fire Drill & Earthquake
March: Fire Drill	April: Fire Drill & Lockdown
May: Fire Drill	June: Fire Drill & Lockdown
Assign someone to document the drill immediately afterwards.	

I. Documenting Drills

There are new requirements for documenting drills. In addition to the date of the drill, the **start time of the drill must be documented along with the ending time**. Also, the Team Leader's name must be written onto the form. Lastly, the number of children and staff are also documented.

At the end of the drill, a staff member must be sure to document the information listed above onto the drill log. If there is no documentation on the log, it is interpreted that a drill was not conducted.

Emergency Responders – Staff Assignments

Center: _____

Program Year: _____

Team Leader:	Alternate:
- Assists during the Action Phase of each drill - Initiates all drills. - Checks bathrooms, and the classroom and shuts the door after being certain everyone has exited. - Announces the end of all drills. - Ensures other team members are performing their assigned roles. - Leads a discussion with the center team after a drill about what worked well, and what needs improvement. - Determines whether to evacuate to the relocation site or remain in the assembly area. - Makes an assessment of the facility after an earthquake to identify any safety concerns that may require evacuation and relocation. - Shuts off Utilities	
First Aid Responder:	Alternate
- Involved in the Action Phase of each drill. - During evacuations, takes the red backpack with the “To Go” file, and the classroom Sign-in/out iPad when exiting the building. - During earthquake drills, conducts a mock first aid assessment of children. - Assists in any other way that may be needed as determined by the Team Leader. Checks the red backpack and first aid kits monthly to ensure all supplies are fully stocked.	
Communication Coordinator:	Alternate:
- Involved in the Action Phase of each drill. - Texts the ENP group during the first fire and lockdown drills and states for example, "CP-FireDrill".	

- Communicates with the ENP group via text message to report on the center status after an earthquake.
- When it is determined to go to the relocation site, the Communication Coordinator obtains emergency supplies and directs others to assist in transporting items and setting up the relocation site.

**Relocation/Child Release
Coordinator:**

Alternate:

- Involved in the **Action Phase** of each drill.
- Records the outcome of each drill on the drill log.
- Leads the relocation effort when the Team Leader or emergency personnel determines relocation is required.
- Obtains emergency supplies and directs others to assist in transporting items and setting up at the relocation site.
- Releases children to parents/guardians or other authorized individuals.
- Completes Written Log for individuals leaving after Emergency Evacuation.

Designated Emergency Assemble Areas

Center: _____ Program Year: _____

Prior to the beginning of each Program Year, the Safety Resource Manager determines the three designated emergency locations in the event of a lockdown, onsite evacuation, or the need to move further away from the center. These three assembly areas are discussed and reviewed with center staff during a team meeting before classes begin. Additionally, new staff that are hired after the initial team meeting also receive the information listed below.

I. Secure Room (inside building):

II. Outside Assembly Area (Must be at least 50 feet from building):

III. Offsite Relocation Site:

Location of Emergency Items

Center: _____

- I. Gas Main: _____
- II. Water Main: _____
- III. Circuit Breaker: _____
- IV. Emergency Supplies: _____
- V. Emergency Food Supplies: _____
- VI. Fire Extinguishers: _____
- VII. First Aid Kits: _____

Southern Oregon Head Start Classroom Emergency Preparedness Plan

Center Name: _____ Program Year: _____

On-Site Evacuation Meeting Place: _____ Off-Site Evacuation Meeting Place: _____ During evacuations, the sign in/out iPad, and the Emergency Backpack that includes Children's Emergency Cards, Medications, To Go file, and First Aid supplies are taken to the evacuation meeting place. Head Counts of children, and face to name recognition also occur at the evacuation meeting location.	<u>Fire</u> 1. The Fire Evacuation Procedure is followed. 2. The Team Leader checks all rooms in the center to ensure everyone has evacuated safely. 3. Classroom attendance is taken by teachers once everyone has exited the building. 4. Parents are notified via the text messaging application.
<u>Intruder/Lockdown</u> LOCKDOWN –children and staff assembly in a predetermined safe area of the classroom-building. Blinds are closed, lights are off, children and staff speak in soft voices. No one is allowed to enter or leave the classroom-building. Parents are notified via the text messaging application regarding the start of lockdown and when it has ended.	<u>Earthquake</u> When the sound of an earthquake occurs (before shaking begins): 1. Teachers shout, “drop, cover and hold!” 2. Children and classroom staff drop down under tables if possible, or take cover against an inside wall. 3. Hold on to furniture. 4. After shaking stops (wait for aftershocks): 5. Children are checked for injury and first aid is provided if necessary. 6. The Team Leader checks the building and outdoors to see if it is safe to remain inside. 7. Parents are notified via text messaging application of the current situation.
<u>Bomb Threat</u> 1. Staff member receiving the call follows the Homeland Security	<u>Shelter in Place</u> In the event of a toxic chemical leak in the vicinity, staff will use plastic sheeting

Guidance on bomb threat calls. 2. The building is evacuated. 3. Parents are notified via the text messaging application.	and tape to seal all windows, doors, and vents. Staff will stay in communication with emergency personnel regarding the need to evacuate. Parents are notified via the text messaging application.
<u>Utility Failure/Power Outage</u> 1. Staff obtain an alternate light source (flashlights). 2. Children are kept as comfortable as possible. 3. If outage is extended, families are contacted via the text messaging application to pick up children.	<u>Gas Leak</u> 1. In the event of a gas leak, children and staff evacuate the building. 2. Windows and doors are opened. 3. 911 is called once everyone is outside 4. Parents are contacted via the text messaging application to pick up children.

Written Log for Individual Leaving After an Emergency Evacuation

Record how each person left after the emergency evacuation. Be as detailed as possible.

Children are released only to individuals authorized by the parent/guardian.

[illegible]

Letter of Agreement with Relocation Site

I hereby give permission for _____
center to use the below listed site as an emergency relocation site for child care staff
and children during an emergency situation.

This agreement will remain in effect until: _____

The agreement may be terminated before this date by either party, but only with written
notification.

Relocation Site Name: _____

Relocation Address: _____

Relocation _____ **Site** _____ **Contact** _____

Person: _____

Relocation Site Contact Phone Number: _____

Alternate Contact Phone Number: _____

Include any information needed to access and enter the site:

Maximum Number of Children and Staff/Capacity: _____

Relocation Site Representative Printed Name: _____

Signature: _____ **Date:** __/__/____

SOHS Representative Printed Name: _____

Signature: _____ **Date:** __/__/____