

Important Contacts

Call 911 to report any emergency

Safety & Security

- Grundy County Sheriff
319 824-6933
- LSLC Director
641 366-3454

Environmental Health & Safety

- Office: 319 824-6933

Grundy County Emergency & Management

- 319 824-6933
Main Office

Grundy County Emergency Room

- 319 824-5421



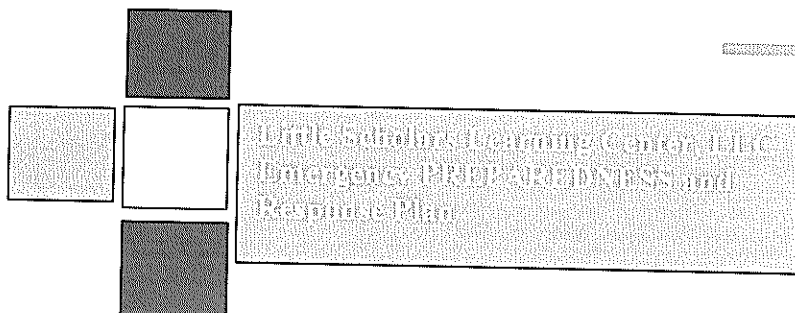
Little Scholars Learning Center, LLC Emergency Preparedness and Response Plan

Prepared by: Mission First Training Group, LLC



Conrad Campus

June 2019



Emergency Primary Evacuation Meeting

Location: MidWestOne Bank

120 W. Center St.

Conrad, Iowa 50621

641 366-2165

Conrad, Iowa 50621

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Executive Summary

Welcome to Little Scholars Learning Center LLC family! The Iowa law requires all child care centers in the State of Iowa to have emergency preparedness plans for their centers. This is regulated by Iowa Code IAC 441, Chapter 109, Human Services for Child Care Centers. The intent of this emergency preparedness and response plan is to provide guidance for all licensed child governed care centers to define those child-caring environments that are by licensing standards. Every early childhood program, regardless of size or setting, should have a written disaster preparedness plan specific to the program, the community, and the risk of disaster.

We must as leaders understand the importance of the development of our emergency plans. Our society today has unfortunately made sure that we do develop plans as such for many scenarios.

When developing these plans, we should keep in mind that we should keep them simple, so you and your staff can remember the important steps to take and when to follow through with the plan when an emergency arises. Be sure to train on and practice your plan so everyone knows what needs to be done. A plan is no good if you don't drill the plan. Let's not forget our great substitutes and volunteers who assist at our center as well. They should be part of the preparation and practice as well.

The licensing standards govern licensing procedures, administration, parental participation, personnel records, health and safety policies, physical facilities, activity programs and food service.

As mentioned previously, all facilities are required by law to have emergency plans in place. The code defines the definition of a child as either

1. *A person 12 years of age or younger, or*
2. *A person 13 years of age or older but younger than 19 years of age who has a developmental disability, as defined under the federal Developmental Disabilities Assistance and Bill of Rights Act of 2000, Public Law No.106-402, codified in 42 U.S.C. 15002(8).*

The definition of childcare means the care, supervision or guidance of child by a person other than the parent, guardian, guardian, or custodian for periods of less than 24 hours per day per child on a regular basis in a place other the child's home but does include care, and supervision.

Centers are defined as a facility day care for center or center means facility providing child care center or center means a facility providing child daycare for seven or more children, except when the facility is registered as a child development home. For the purposes of this chapter, the word *center* shall apply to a childcare center or preschool, unless otherwise specified. *Child care* or *facility* means a child care center, a preschool, or a registered child development home.

Emergency plans will be implemented for such facilities per IAC 441, para, 109.10(15) shall consist of the following; The center shall have written emergency plans for responding to fire,

tornado, flood (if area is susceptible to flooding) intruders within the center, intoxicated parents and lost or abducted children. In addition, the center shall have guidelines for responding or evacuating in case of blizzards, power failures, bomb threats, chemical spills, earthquakes, or other disasters that could create structural damage to the center or pose health hazards. If the center is located within a ten-mile radius of a nuclear power plant or research facility, the center shall also have plans for nuclear evacuations.

Emergency plans shall include written procedures including plans for transporting children and notifying parents, emergency telephone numbers, diagrams, and specific considerations for immobile children.

Emergency instructions, telephone numbers, and diagrams for fire, tornado, and flood (if area is susceptible to floods) shall be visibly posted by all program and outdoor exits. Emergency plan procedures shall be practiced and documented at least once a month for fire and for tornado. Records on the practice of fire and tornado drills The center shall conduct a daily check to ensure that all exits are unobstructed. Our staff will be trained for all types of emergencies ensuring the safety of your child.

The center shall develop procedures for annual staff training on the emergency plans and shall include information on responding to fire, tornadoes, intruders, intoxicated parents and lost or abducted children in the orientation provided to new employees.

The leadership at Little Scholars would like to take this time to say thanks to the community for supporting our mission and to the Mission First Training Group for developing our emergency preparedness and response plan. Our EOP will provide a guideline for our staff for emergencies that may arise at our center.

Sincerely,

Lisa B. Hines

Lisa B. Hines
President & Owner/Director
Little Scholars Learning Center, LLC

Introduction and Purpose

Little Scholars Learning Center, LLC is committed to the safety and well-being of its staff, students and guests. Upholding this commitment requires planning and practice. This preparedness plan exists to satisfy those needs and to outline the steps to be taken to prepare for and respond to an emergency affecting our center.

Disaster Preparedness in The Child Care Setting

Many children under the age of five spend their daytime hours away from their parents. Most of these children are in a child care center/child care home. Emergencies occurring during hours of operation require pre-planning. A child care center/child care home director's primary responsibility is assuring the safety of children in their care. Therefore, it is imperative to have a comprehensive written disaster plan, commonly referred to as the *Emergency Operations Plan (EOP)* with policies and procedures to be followed when a disaster occurs.

All child care center/child care home disaster plans should incorporate the four areas of disaster management: prevention/mitigation, preparation, response, and recovery. The plan should be developed with input from parents, child care center directors and personnel, and local school district (if child care center is part of a school) and should be reviewed periodically. Recommendations are that the plan should be drilled once a month using different potential emergency situations.

This section will review how the four areas of disaster management should be applied in the child care setting.

1. Prevention/Mitigation

Prevention/mitigation involves taking steps to reduce the risk and effects of a potential disaster. Mitigation is an ongoing effort that addresses the implementation, management and maintenance of prevention strategies. This process includes the following steps:

- Identify hazards and risks.
- Develop plans to address specific hazards and risks.
- Identify necessary preventative strategies.
- Develop response plans.
- Implement corrective programs.
- Reassess to assure whether correctional measures were effective.
- Make necessary adjustments in emergency/disaster plans.

2. Hazard and Threat Assessment

A key mitigation activity is to determine which hazards and disastrous events are most likely to occur in your area or in your child care center/child care home. This process is referred to as a

Hazard Vulnerability Assessment (HVA). Hazards can exist in your child care center/child care home building, on the property immediately surrounding your center/home, and in the neighborhood, community and state where your center is located.

It is important to consider all four of these areas when looking at the vulnerability of your child care center/child care home. Identifying the hazards that your child care center/child care home is most vulnerable to or that are most likely to occur can guide your emergency preparedness planning activities. Conduct a survey of your internal center/home for potentially dangerous placement of furniture, fixtures, loose blinds, windows, etc. Fix any dangerous situations that are discovered.

For example:

- Ensure whiteboards, smartboards, and bulletin boards are securely mounted to the wall. Heavy furniture and televisions should also be mounted to the wall. Walk around the outside of your center/home and evaluate the structure for possible hazards, such as instability in a wall which could create its own disaster during an event, such as a tornado or an earthquake. Be aware of nearby structures and industry within your area that could be sources of hazardous materials, such as overhead power lines, or nearby industrial plants. Identify if there are hazardous material transportation routes that run near your child care center/child care home. In addition, identify what hazards are common in the state where your center/home is located, such as certain types of natural disasters.

Examples of questions to ask during this assessment include:

- Can your center/home withstand a tornado, earthquake or other natural disasters that are common in your area?
- What would the magnitude or intensity of the impact be on your center/ home should an event occur?
- Is your center/home prepared for power failures, or to respond to water contamination from a hazardous material leak? To obtain information about your community when performing your HVA, contact your local emergency services agencies and governmental offices (e.g. local law enforcement, local fire department, city or county emergency management agency, the city planning office). Discuss with these agencies what plans are in place for dealing with possible/probable disasters in your community, how to integrate your child care center/child care home plans into their planning and identify how your center/home will be made aware of disaster events. A sample *Child Care Center/ Child Care Home Hazard Vulnerability Assessment Tool* is available in Appendix D.

3. Other Prevention/Mitigation Activities Other mitigation activities include:

- Get to know your neighbors and community partners since they may be able to respond and assist during an emergency event.
- Discuss and establish mutual aid agreements with neighbors and community partners for safe emergency shelter in the case of evacuation.
- Set up agreements with community partners to provide needed services in the event of a disaster. For example, an important agreement to establish is with the local

transportation company to provide bus service in the event of an evacuation. These types of agreements should be in writing and are called a Memorandum of Understanding (MOU). See Appendix E for a sample MOU template.

- Send out reminders to parents/guardians to maintain up-to-date contact information.

4. Preparation

Preparation for emergencies involves developing a well thought out disaster plan that is practiced through the conduction of drills and ensures the availability of resources to respond to an event.

Rationale

Emergencies can happen anytime and anywhere, despite our best efforts to reduce risks. Natural disasters, accidents, medical emergencies or even intentional acts of violence can all happen during the hours that child care programs are providing care to groups of children. Young children are especially vulnerable during emergencies. For these reasons, licensed child care centers programs are required by law to have policies, procedures and plans in place to minimize confusion and “**It Won’t Happen Here.**” The CCR&R can help all providers understand the importance of emergency preparedness and help them prepare for a potential emergency.

Goals

The goals of Little Scholars Learning Center, LLC in responding to an emergency include:

- The safety of all staff, students, and guests.
- The physical and emotional well-being of staff, students, and guests.
- The timely stabilization of an emergency.
- The protection of Little Scholars Learning Center, facility, property, and the belongings of staff, students, and guests.

Applicability and Scope

This plan applies to all employees of Little Scholars Learning Center, LLC and any person occupying the physical plant of Little Scholars Learning Center; to include students, Little Scholars employees, volunteers and guests.

The scope of this plan is intended to encompass all hazards. This plan may be consulted when responding to any and all emergencies. When encountering a situation which has not been expressly addressed in this plan, use good judgment and the guiding principles outlined below.

Responsibility

The Little Scholars Learning Center, LLC emergency plan is the responsibility of Michael L. Hines, Vice-President who position will be that of the facilities Safety Officer. Mr. Michael Hines will review and update this plan at least once annually. Revisions will be made as needed throughout the year. Any suggestions, comments, or questions should be directed to Mission First Training Group, LLC also located in Conrad, Iowa.

Chain of Command

Leadership authority during an emergency shall flow downward through the following list of people:

1. Lisa B. Hines, President & Founder/Director
2. Michael L. Hines, Vice-President & Co-Founder/Site Manager

Emergency Communications Plan

When an emergency occurs, communication is the first step in implementing the child care disaster plan. A communication plan should be incorporated into the disaster plan and outline how you will communicate with staff members, attendees, parents/guardians, families of staff members, community members (e.g. law enforcement, other emergency services, public health department, CCR&R), your licensing representative, and the media. Establish processes for both internal and external communication. The internal communication plan should include several ways to communicate information to staff, including automatic notification systems, telephone trees, e-mail, text messages, and meetings.

Provide for alternative ways to communicate if primary systems fail or are unavailable. These may include cell phones (preferably with texting capabilities), portable 2-way radios, stationary radio equipment, and other available options. All staff members who have a leadership role in disaster management should be trained to use all communication devices that may be employed. External communication procedures and protocols should outline how information will be conveyed to parents/ guardians, emergency responders, licensing representatives and CCR&R.

Examples of communication strategies include child care center website, social media site, automatic text or e-mail messaging system, automatic phone system, and the local media (e.g., TV and radio stations). It is particularly important to have several mechanisms in place for notification of parents/guardians when an emergency arises as well as a way to address rumors. These mechanisms must be tailored to address cultural differences and language barriers within the community.

Make sure families understand the child care center/child care home's emergency communication protocols, including:

- When and how they may initiate contact so that they do not disrupt or endanger attendees or staff during a developing emergency;
- When and how they will be notified regarding the safe release of the children, so that they do not endanger themselves and others by attempting to take their children out of the center/home prematurely.

During an emergency, Little Scholars Learning Center will use the following means and methods of communication.

Possible means and methods:

Landline Telephones

Cell Phones (possible outages during emergency)

Texting (more reliable during an emergency)

Two-way Radios

Email

Take time to develop specific communications procedures defining who will be responsible for communications and what information will be communicated.

Media Inquiries

Inquiries from the media during or after an emergency will be addressed by Lisa B. Hines, Director or Michael L. Hines, Site Manager. The front office will be consulted in releasing any information to the media. Staff are not allowed to speak with the media.

Test, Training, and Exercises

All testing, training and exercises will be conducted in accordance with all State of Iowa codes that refer to day care centers. All daycare centers must be responsible for their own plan and ensure training is done to a high-quality standard. There are 4 requirements for testing and training for any industries emergency preparedness plans. They are the following:

- Create a well-reorganized, effective program that includes both initial training for new staff and recurring update sessions for existing staff to maintain a high level of awareness and exposure to the most current emergency preparedness protocols.
- Provide annual refresher training to allow all staff to demonstrate their knowledge of the center's protocols.
- Conduct drills that demonstrate the centers response under duress as well as familiarity with emergency management procedures to detect areas for improvement prior to an actual crisis situation.

- Participate in a community-based mock disaster drills, if available, to ensure community wide during a disaster.

So, what should our employees know? For example, employees need to know:

1. Location of the emergency plan
2. Training they have received on the emergency plan
3. Types of emergency exercises in which they have participated
4. Their specific roles in an emergency
5. How to report an emergency and how to activate the plan if need be

The LSLC Director/Site Manager will be responsible for the below actions that will ensure we will not miss when planning your emergency preparedness training.

1. All leadership personnel will need an overview of their roles and responsibilities
2. All incident command system staff (ICS) will need ICS role-specific training
3. All other staff and volunteers will need general emergency preparedness training

Emergency Contact Directory (Appendix A)

Name	Position	Primary Phone	Address
Lisa B. Hines	President/Director	641-328-4962	713 S. 12 th St Marshalltown, IA
Michael L. Hines	Vice Pres./Site Manager	641-328-4380	713 S. 12 th St Marshalltown, IA

Emergency Protocols

Fire and Evacuation

Little Scholars Learning Center defines an emergency as a serious, unexpected, often dangerous situation that requires immediate action. The emergency procedure is a plan of actions to be conducted in a certain order or manner, in response to an emergency event.

All Little Scholars Learning Centers will drill mandatory fire drills monthly. All staff will be briefed on the Little Scholars fire and evacuation drills. A walk through and unannounced drill will be conducted on a monthly basis for all employees. Procedures for a fire and evacuation are as follows:

In the Event of a Fire:

Pull the **Fire Alarm** and Call **911**

If you see smoke or flames:

Use **CARE**:

- **Contain** the fire by closing all doors as you leave
- **Activate** the nearest Fire Alarm pull station (Pull stations are located near all building exits)
- **Report** the fire by dialing 911
- **Evacuate** or extinguish (In most cases, it is best to Evacuate)

Use a **Fire Extinguisher** only if:

- You have been trained
- You have your back to an unobstructed exit
- You have a fully charged and proper type unit for the fire you are fighting
- The fire is contained, and you have reported the fire by **Fire Alarm** or **911** activation
- Everyone else has left the area
- There is little smoke or flames

Never **fight a fire** if:

- You lack a safe way to escape should your efforts fail
- It has left its source of origin

- You are unsure of the type of extinguisher you need or have
- If you can't control the fire within 30 seconds, abandon your efforts, close the door(s) and evacuate immediately.

Building Evacuation

You should familiarize yourself with the evacuation routes posted all around the facility. **Note- The exact location of the alternate and secondary sites may differ based upon the nature of the emergency. Remember your initial relocation site may not be available for you. Planning for a secondary site should be discussed as well.** You will be instructed where these are located by officials during the evacuation process. If a building evacuation order is issued for your building, or if it were necessary to evacuate due to an emergency, fully cooperate with Law Enforcement/Emergency personnel and:

- Take only keys, wallets and essential belongings with you
- Remain calm and do not panic
- If possible, wear weather appropriate clothing
- If you are the last one to exit your room close, and lock doors
- Leave the building immediately
- Do not investigate the source of the emergency
- Walk, don't run, to the nearest exit
- Use stairs, not elevators (no elevators exist in Little Scholars Learning Center)
- Assist people with special needs
- Get input from the individual how you can help before attempting any rescue technique or giving assistance. Ask how he or she can best be assisted or moved and whether there are any special considerations, methods, or any items that need to be brought with the person during the evacuation.

Individuals who are Blind or have a Visual Impairment/(VI)

- Ask the person who is blind/visual impairment (VI) if s/he would like assistance or guidance in leading her/him out of the building to the Emergency Evacuation Meeting Location. This is located inside of the Mid-West Bank, located on 120 West Center Street, Conrad, Iowa 50621.
- Give verbal instructions to the person who is blind/visual impairment regarding the safest exit route by using compass directions, (The four cardinal directions, or

cardinal points, are the directions north, east, south, and west, commonly denoted by their initials N, E, S, and W. East and west are perpendicular to north and south, with east being in the clockwise direction of rotation from north and west being directly , estimated distances, and directional terms.

(i.e. "from where we're standing, the exit door leading to the main floor entry 10- 20 feet down the hall on the right past the kitchen.) There are no stairwells leading to either side exit onto N. Wilhelm Street. There are no stairwells existing any doors.

- Do not walk up and grasp the arm of a visually-impaired person and attempt to lead her/him out of the building. First ask if s/he would like to hold onto your arm as you exit, especially if there is debris in the area or you need to exit through a crowd.
- Give other relevant verbal instructions or information (e.g., "certain doors may not be used", "door handle is on the left and the door opens outward", "this exit leads to the eastside of the daycare facility", etc.).

Individuals who are Deaf or Hard of Hearing

- Get the attention of a person with a hearing disability by either touch or by making eye contact.
- Clearly state the situation and reason for evacuation. Have a pen and paper handy to write a brief statement if the person does not seem to understand.
- Offer visual instructions by pointing toward exits or evacuation maps showing the safest exit routes.
- If there is no immediate danger, persons with disability/mobility limitations should shelter in place until the appropriate staff can assist. Emergency personnel will also be available. If the situation allows, call Little Scholars Learning Center management or **Grundy County Sheriff at 319 824-6933** to report location and number of people needing assistance.
- If there is imminent danger and evacuation cannot be delayed, the person with a disability should be carried or helped from the building in the best and fastest manner (the person with the disability is the best authority as to how to be moved out of the building)
- If you are unable to evacuate, call Little Scholars management and **Grundy County Sheriff at 319 824-6933** and report your location.
- As you make your way out, encourage those you encounter to exit as well. Keeping everyone motivated and moving forward making sure progress is being made in order to exit safely.
- Follow instructions of the staff in charge at the time or other identified emergency personnel who may be in charge.

- Wait for instructions before returning to your building after an evacuation.

Children with special health care needs

Child care centers may have children with disabilities or chronic medical conditions. Considerations for these children should be included in all disaster plans and procedures.

Examples of special considerations include:

- Ensure the emergency supply cache has equipment, food, medications and other items the child(ren) may need during a shelter-in-place event. Evaluate the food cache list for any conflicts with child(ren)'s allergies.
- Ensure additional equipment that may be needed is available to safely transport the child(ren) to a secondary location (e.g. special car seat, wheelchair van) during an evacuation.
- Discuss with local emergency responders what additional assistance may be needed during an evacuation, including any child that is dependent on technological devices (e.g. ventilator) and will need assistance soon after an event occurs.
- Ensure the Emergency Information Form is up to date and included with other important documents during an evacuation.
- During and after an event, ensure age/developmentally appropriate language is used when providing care, comfort and addressing the mental health needs of the child.

Medical Emergency

If someone is injured or becomes ill:

- Stay Calm
- Call upon a staff member or yourself (Director) to call **911** and explain the type of emergency, the location, condition, and number of victims
- Let the dispatcher know of any safety hazards - chemical spill, fire, fumes, etc.
- Do not hang up unless told to do so by the dispatcher
- Do not move the victim unless there is danger of further injury if s/he is not moved
- Render first-aid or CPR only if you have been trained
- Do not leave the injured person except to summon help
- Comfort the victim until emergency medical services arrive

- Have someone stand outside the building to flag down the ambulance and/or staff when they reach the vicinity

Bomb Threat

Bomb threats or suspicious items should always be taken seriously. How quickly and safely you react to a bomb threat could save lives, including your own. What should you do? The guidance and resources listed below outline in-depth procedures for either bomb threats or suspicious items and will help you prepare and react appropriately during these events.

Bomb threats are most commonly received via phone, but are also made in person, via email, written note, or other means. Every bomb threat is unique and should be handled in the context of the facility or environment in which it occurs. Facility supervisors and law enforcement will be in the best position to determine the credibility of the threat.

If you receive a bomb threat, **remain calm** and:

1) Obtain as much information as possible:

- Write down the number from where the call is coming
- Write down the exact time of the call
- Write down as accurately as possible the statements made
- Listen to the voice to determine the sex, age, accents, lisps, tone, etc. (Note any distinguishing feature)
- Listen for background noises
- Try to signal a for someone else to also listen on the telephone line, if possible
- Do not hang up and stay on the line as long as possible; wait for the caller to hang up

2) Keep the bomb threat caller talking, and ask as many questions of the caller as you can:

- When will the bomb go off? How much time remains?
- Where is the bomb located?
- What does it look like?
- What kind of bomb is it?
- How do you know about this bomb?
- Why was it placed here?
- Who are you?

- What is your name?

3) Call **911** immediately and then the **Grundy County Sheriff's Office at 319-824-6933** from the most available phone line.

4) Complete **Appendix B Bomb Threat Checklist** form and have it ready, along with your notes from the call, for responding Officers. It is recommended to have **Appendix B Bomb Threat Checklist** form handy and follow it while receiving the threat. Each within the center will have Appendix B available to use.

Violent Intruder/Active Shooter/Workplace Violence

Active shooter and violent intruder situations are certainly the most disturbing events that any organization can face. The apparent rise in these types of attacks in recent years has created a need for every organization to have a clear, well-defined plan of action when faced with these devastating situations.

An active shooter is as an individual actively engaged in killing or attempting to kill people in a confined and populated area. In most cases, active shooters use firearms, and there is no pattern or method to their selection of victims. Active shooters often have intended target victims but will take targets of opportunity that present themselves. Active shooters goal is to kill as many people as possible to create the biggest effect.

Most active shooting incidents have occurred in locations where the shooter has been undeterred and unobstructed from carrying out their attack. During an armed violent intruder/active shooter situation, how you respond will be dictated by the specific circumstances of the encounter.

If a violent intruder/active shooter is OUTSIDE your building:

1. Get to a room that can be locked; close and lock windows and doors
2. Turn off the lights
3. Try to get everyone down on the floor (so that no one is visible from outside the room)
4. Call 911. The Dispatcher will ask for, at least, the following information:
 - a. Your name
 - b. Location of the incident (be as specific as possible)
 - c. Number of shooters (if known)
 - d. Identification or description of shooter
 - e. Number of persons who may be involved
 - f. Your location

5. Stay in place (calls from unfamiliar voices to come out may be the attacker attempting to lure you)

6. Do not respond to any voice commands until you are sure that they come from a Police Officer OR Law Enforcement and staff member or another source of security.

If a violent intruder/active shooter is INSIDE your building:

Little Scholars Learning Center will utilize the **RUN, HIDE and FIGHT** method for a violent intruder and active shooter, who is designated as being *inside* the building.

1. How to respond when an **ACTIVE SHOOTER** is in your vicinity.

2. Exit (get out of) the building immediately. Use the Run, Hide and Fight when it becomes necessary.

A. RUN

- Have an escape route and plan in mind
- Leave your belongings behind
- Keep your hands visible

B. HIDE

- Hide in an area out of the shooter's view
- Block entry to your hiding place and lock the doors
- Silence your cell phone and/or pager

C. FIGHT

- As a last resort and only when your life is in imminent danger
- Attempt to incapacitate the shooter
- Act with physical aggression and throw items at the active shooter

3. Notify anyone you may encounter to exit the building immediately

4. **CALL 911 WHEN IT IS SAFE TO DO SO.**

5. Information you should provide to law enforcement or 911 Operator with the following information.

- Location of the active shooter (be as specific as possible)
- Number of shooters (if known)
- Identification or physical description of shooters
- Number and type of weapons held by shooters
- Number of potential victims at the location

if exiting the building is not possible, the following actions are recommended:

1. Go to the nearest room or office
 - a. If you are locked out of all rooms, seek refuge in the nearest restroom, lock yourself in a stall and keep quiet.
2. Close and lock the door and/or block it (try barricading the door with desks and chairs)
3. Cover the door windows
4. Call 911 (the Dispatcher will gather the above information from you)
5. Keep quiet and act as if no one is in the room (silence cell phones)
6. **DO NOT answer the door**
7. Stay in place (calls from unfamiliar voices to come out may be the attacker attempting to lure you)
8. **Do not respond to any voice commands** until you are sure that they come from a Police Officer, staff leadership, or emergency response personnel.

If a violent intruder /active shooter ENTERS your OFFICE or CLASSROOM:

1. Remain calm
 2. Dial 911 (if you can't speak, leave the line open so the Dispatcher can listen to what's taking place)
 3. Try to escape, but if unable, you must take action to survive!!
- Make a quick survival decision, either:*
- a. Try to negotiate with the hostile intruder/active shooter (perhaps not the most effective measure), or
 - b. Try to hide; bear in mind that being hidden (i.e. behind a wooden door) is not the same as being covered (i.e. behind a steel door), or
 - c. Play dead (pretend to be unconscious), or
 - d. Try to overpower the hostile intruder/active shooter by force (use anything at your disposal and fight for your life); **Only you can decide if this is something you should do**
 - e. If someone other than yourself acts to overpower the hostile intruder/active shooter it is recommended that you assist, as this will increase the chances of success and survival. **Again, only you can decide if this is something you should do.**

If the violent intruder/active shooter leaves your area, and as soon as it is safe to do so:

1. Close and lock the door and/or block it (try barricading the door with desks and chairs)
2. Call 911 (if not on the line already)
3. DO NOT answer the door and stay in place behind cover
4. Do not respond to any voice commands until you are sure that they come from a Police Officer, a Campus Safety & Security Officer

If you decide to flee during a violent intruder/active shooter situation:

1. No matter what the circumstances, make sure you have an escape route and plan in mind
2. Do not attempt to carry anything while fleeing
3. Do not attempt to remove injured people (leave wounded victims where they are and notify authorities of their location as soon as possible)
4. Move quickly, keep your hands up high and visible
5. Follow the instructions of any Police Officers you may encounter

Workplace Violence

Workplace violence is any act or threat of physical violence, harassment, intimidation, or other threatening disruptive behavior that occurs at the work site. It ranges from threats and verbal abuse to physical assaults and even homicide. It can affect and involve employees, clients, customers and visitors. Every organization should have a comprehensive plan in place that identifies and offers ways to reduce risks, provides means for employees to raise concerns and report issues, communicates and reinforces emergency procedures, and establishes procedures to track progress over time.

There is no one-size-fits-all plan for workplace violence. Every organization and work environment is unique, and every industry has its own vulnerabilities and potential threats. Therefore, every plan and preparedness should be unique—developed by and tailored to the specific needs of each organization.

There are certain essential elements that need to be planned for any workplace violence ensuring that it is comprehensive and offers the best opportunity for ongoing success. Your plan simply isn't complete without them.

According to the Federal Bureau of Investigation (FBI), workplace violence falls into four broad categories.

They are the following:

TYPE 1: Violent acts by criminals who have no other connection with the workplace but enter to commit robbery or another crime.

TYPE 2: Violence directed at employees by customers, clients, patients, students, inmates, or any others for whom an organization provides services.

TYPE 3: Violence against coworkers, supervisors, or managers by a present or former employee.

TYPE 4: Violence committed in the workplace by someone who doesn't work there, but has a personal relationship with an employee—an abusive spouse or domestic partner

The Following Observable Behavior May Suggest Possible Victimization*

Why has the offender threatened, made comments which have been perceived by others as threatening, or has taken this action at this time? What is happening in his/her own life that has prompted this?

- What has been said to others, i.e. friends, colleagues, coworkers, etc., regarding what is troubling him?
- How does the offender view himself in relation to everyone else?
- Does he/she feel he has been wronged in some way?
- Does he/she accept responsibility for his own actions?
- How does the offender cope with disappointment, loss or failure?
- Does he/she blame others for his failures?
- How does the offender interact with coworkers?
- Does he/she feel he is being treated fairly by the company?
- Does he/she have problems with supervisors or management?
- Is he/she concerned with job practices and responsibilities?
- Has he/she received unfavorable performance reviews or been reprimanded by management?
- Is he/she experiencing personal problems such as divorce, death in the family, health problems, or other personal losses or issues?
- Is he/she experiencing financial problems, high personal debt, or bankruptcy?

What to expect from responding police officers:

Police Officers responding to an active shooter are trained in a procedure known as "Immediate Action Rapid Deployment" (IARD) and is a police tactic where first responders, typically regular

officers, actively confront a developing high-risk crisis. Their purpose is to stop the shooting as quickly as possible and secure the area where the shooter is thought to be. The first officers to arrive will not stop to aid injured people; rescue teams composed of other officers and emergency medical personnel will follow the first officers after areas have been secured to treat and remove injured persons.

Please understand that the police will be treating all those they encounter (including you) as possible suspects. You follow strict protocol for this action:

Ensure that WHEN you encounter the police:

1. Remain calm
2. Do as the officers tell you
3. Put down any bags or packages you may be carrying
4. Keep your hands up and visible at all times while listening to instructions
5. If you know where the violent intruder/active shooter is, tell the officers
6. Once out of harm's way remain at whatever assembly point authorities designate
7. Keep in mind that the entire area is still a crime scene; police will usually not let anyone leave until the situation is fully under control and all witnesses have been identified and questioned
8. Do not leave until you have been interviewed and released

Utility Failure and Natural Disaster

Utility Failures

These may include electrical outages, plumbing failure/flooding, gas leaks, steam line breaks, ventilation problems, elevator failures, etc. Local fire department, emergency management and first responders have procedures and personnel to deal with utility failures and resumption of service. For your personal safety, in the event of a utility failure:

- Remain calm
- Immediately call 911 and **Little Scholars Learning Center Director at 641 366-3454** if not present at the center.
- If the building must be evacuated, follow the instructions on **Appendix C Evacuation Map**.
- Unplug all electrical equipment (including computers) and turn off light switches
- Accountability of children and Staff.

- Use a flashlight: Do not light candles or use other kinds of flames for lighting

Floods

Minor or area flooding within the center could occur as a result of a water main break, loss of power to sump pumps, or major multiple rainstorms. Safety and Security monitors the National Weather Service, and other emergency advisory systems to stay abreast of weather and alert related conditions and will provide instructions should they be necessary.

For imminent or actual flooding, and only if you can safely do so:

- Secure vital equipment, records, and other important papers
- If present in your area, report all hazardous materials (chemical, biological, and/or radioactive) to **Grundy County Emergency Management office at 641 824-6933 or LSLC Director at 641 366-3454.**
- Move to higher, safer ground
- Shut off all electrical equipment
- Do not attempt to drive or walk through flooded areas
- Wait for further instructions on immediate action from emergency personnel
- If the building must be evacuated, follow the instructions on *Evacuation Map (Appendix C)*.
- Do not return to your building if you have been evacuated by flooding until you have been instructed to do so by emergency personnel

Tornadoes

A “**Tornado Watch**” means that tornadoes could potentially develop. A “**Tornado Warning**” means a tornado has been sighted. If you see a tornado, report it immediately by calling 911, and seek shelter or safety:

- Go to a basement, or lower floor of interior hallway or corridor (preferably a steel-framed or reinforced area)
- Seek shelter under a sturdy workbench or heavy furniture if no basement is available during incident
- Listen for reports and siren/public address announcements
- Avoid:
 1. Top floors of buildings – (no top floors exist within the center)
 2. Areas with glass windows or doors
 3. Kitchen

- If out in the open:
 1. Cars - do not wait out the storm in a car; cars are not safe in tornadoes
 2. Move away from the path of the tornado at a right-angle direction
 3. Lie flat in the nearest depression, ditch, or ravine if there is no time to escape

Shelter in Place/Safe Shelter

Shelter in Place is useful when evacuation is not an option. Refuge is sought in an interior room with few or no windows. It is helpful to identify these locations within your department ahead of time and to ensure employees are familiar.

It may be necessary to shelter in place following the intentional or accidental release of chemical, biological, or radiological contaminants into the environment. Shelter in place may also be necessary in the event of a hostile intruder on campus.

Shelter in place procedures will be initiated through the various notification systems used by Little Scholars Learning Center.

- Stop classes and/or other operations in the building.
- If there are visitors in the building, provide for their safety by asking them to stay—not leave. When public safety officials provide directions to shelter in place, they want everyone to take those steps immediately, where they are.
- Close and lock all doors, windows, and other openings to the outside.
- If necessary/possible, turn off heating or cooling system.
- Tune to **1203 AM, KFJB/KIX 101.1 on an AM/FM** radio for updates. This radio station is located in Marshalltown, Iowa.
- Select interior room(s) above the ground floor with the fewest windows and vents. The room(s) should be large enough for everyone to sit comfortably and quietly. Use multiple rooms if necessary.
- Lock the door to any rooms being used and draw the curtains/shades or cover the windows. You should not be visible from the outside or from the corridor.
- Ideally, choose room(s) with hardwired telephones as cellular networks may be unavailable. Use these phones to report any emergencies.
- Stay away from windows and doors.
- In the event of a hostile intruder, remain quiet and follow steps outlined in the “Violent
- Remain calm and await further instructions.

DO NOT leave the room until directed to do so by a safety official.

Lockdown Procedures

Lockdown

The purpose of a lock down is to keep children and staff inside the building by securing them inside a classroom or other secure safe area due to an immediate threat inside the center. It is essentially a typical shelter-in-place to protect children and staff from a violent situation outside or in a portion of the center.

Lock-down procedures will be used in situations that may result in harm to persons inside the child care center/child care home, such as a shooting, domestic violence, hostage incident, intruder, trespassing, disturbance, or at the discretion of the director, designee or public safety personnel. In this situation, calling parents to pick up children will most likely never be the option - weather, police or the situation will prevent them from coming or bringing parents to the situation will be putting parents and the children/facility in additional danger.

Having a locked facility will not always prevent someone from gaining access to the facility. All facilities need to plan for this type of event. In addition, parents wanting to pick up their child, while the facility is in lock down, or sheltering will be an additional problem to think through. Parents have open access to their children; however, what risk will the facility put staff and all the other children in to allow parents' access to their child at that precarious moment.

Steps to follow are...

- The director or designee will notify local emergency services (e.g. 911) and initiate the lock-down procedure by announcing it over the public address system or other designated system. The alert may be made using a pre-selected code word/phrase, so staff is aware that a lock down procedure has been initiated but the intruder is not alarmed. See **Appendix F** for a *Lock Down Procedure Reference Sheet*.
- In a lock-down situation, all children are kept in classrooms or other designated safe area locations, out of view and away from the danger.
- Staff members should put their cell phones and/or pagers on silent mode.
- Staff members are responsible for ensuring that all children are present and accounted for and that no one leaves the classroom or designated safe area locations.
- Maintenance personnel should secure building entrances, ensuring that no unauthorized individuals leave or enter the building.
- Staff and children remain in the classroom or other designated safe area, ensuring the doors are locked and if possible, turning off the lights and covering the windows. Encourage children to remain out of sight (e.g. get under desks, behind cabinets). If possible, engage in quiet story time activities with the children until "all clear" is announced.

During a lockdown, there may be an opportunity to evacuate some of the children.

The director or staff designee will notify the classroom to evacuate and specify the route to take out of the building and the designated area for assembly outside.

The importance of staff and children remaining calm cannot be over emphasized. Quick, silent evacuation is the goal.

Evacuation and Relocation (Infant and Toddler evac and actions at the re-location points) Procedures

Evacuation refers to getting out of the facility building. It may also include leaving the facility property if circumstances indicate the need to be further away from the building. Assembly site refers to the place children and staff go after evacuating the building. This is adjacent to the building or the property and is a temporary situation.

Most child care facilities would prefer to not have to relocate on a temporary basis, they would prefer to call parents to pick up their children. However, that will not always be possible. A situation can arise such as rapidly rising flood waters, a tanker truck spill of hazard materials, a bomb threat at a neighboring building, etc. The facility may be able to evacuate safely and then a situation may escalate and they will be separated from the families for a significant period of time.

If severe weather like the Parkersburg, Iowa tornado were to happen again around 3:30pm on a Tuesday, with a series of storms. A center may lose power due to a wind storm and safely relocate the children to their mid-distance site in a neighboring community during a lull in the storm. Twenty minutes later a major tornado goes through the hometown, devastating it. Parents are not able to get to their children for 24 hours or more.

An assembly site is not a long-term solution, if the evacuation is due to an emergency (versus a drill or false alarm) a relocation site will become necessary-you will describe your plan for relocating in the next section of this plan. Evacuation Warning System – fire alarm, PA system announcement, ringing bell, or however the facility alerts staff to evacuate. Utilize the system that will be used in a real emergency so that staff and children become accustomed to that noise/system.

Primary – first choice. **Alternate** – second choice. A primary and an additional alternate site (not in same location) are necessary to increase the likelihood that a safe relocation site will be available during an emergency. More than one alternate can be secured, to increase your chances that a site will be available [undamaged, etc.] As part of this plan a signed contract or **Appendix F Memorandum of Understanding (MOU)** is required, to assure that both parties agree that the relocation site will be available, and what is included in the provision and use of the site. Often individuals assume they can use a public facility such as a school building, or public library without checking in advance to see if that is permitted.

In addition, the *MOU* or contract should include what supplies will be available at the site, contact information for the owner or building supervisor, how to access the site, responsibilities of each party, cost to child care facility, etc.

Nearby: Walking distance, this is for building specific emergencies, a fire without explosion risk, heat/boiler failure, broken water pipe, etc. Is the route you are planning an easy route in the summer-out the playground back fence, across a parking lot to a church, but difficult in the winter because the church piles all the snow from their parking lot into an impassible mountain there?

Mid-distance: Transportation will be required to relocate to this site. Depending on the location of the facility, this may be in another part of the metropolitan area, or in a neighboring community. Plan your *mid-distance* relocation site to serve your facility for neighborhood events. Choose an alternate in the opposite direction of your primary when possible. Consider natural and man-made hazards in the area, and the types of emergencies your facility/neighborhood is most prone to and plan to avoid those. If near a river, highway, train tracks, etc. the emergency is likely to come from that direction, plan to move in the opposite direction.

Distant: Transportation will be required to relocate to the distant site, used for community wide emergencies (consider 50 miles or more). This site will most likely need to be located in a neighboring community or farther but could be on the outskirts of a larger metropolitan area to ensure you have a safe place far enough away from the emergency situation. Host site/host facility: The building/facility the child care facility has relocated to.

Chain of command: Order in which authority, information and responsibility flow for the facility and staff.

Critical information evacuation procedures are used when conditions are safer outside the building than inside the building.

Building administration will address the following...

- Evacuation routes should be specified according to the type of emergency:
- Bomb threats: Building administrator notifies staff of evacuation route dictated by known or suspected location of a device.
- Fire: Follow primary routes unless blocked by smoke or fire. Know the alternate route.
- Hazardous Materials: Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds. Plan route accordingly When implementing Evacuation procedures: Building Administration.
- Determine evacuation routes based on location and types of emergency.
- Announce evacuation of specify any changes in evacuation routes based on location and types of emergency.

Further examples...

- Monitor the situation and provide updates and additional instructions as needed announce "all clear" signal once it is safe to re-enter the building staff.

- Take emergency To-Go Bag and class roster.
- Take the closest and safest way out as posted or announced.
- Use a secondary route if the primary route is blocked or hazardous.
- Assist those needing special assistance.
- Do not lock classroom doors when leaving (law enforcement & emergency worker may need in).
- Do not stop for student or staff belonging.
- Go to relocation area (general assembly), Appendix G, Parent/Guardian Reunification Plan.

When outside the building and gathered in a safe location, address the following:

- Check for injuries.
- Account for all assigned children that day.
- Immediately report any missing, extra or injured students to building administration or Incident Command System (ICS).
- Continue to contain and maintain accountability of children.
- Wait for additional instructions.

When implementing Evacuation and Relocation procedures:

Building administration will address the following...

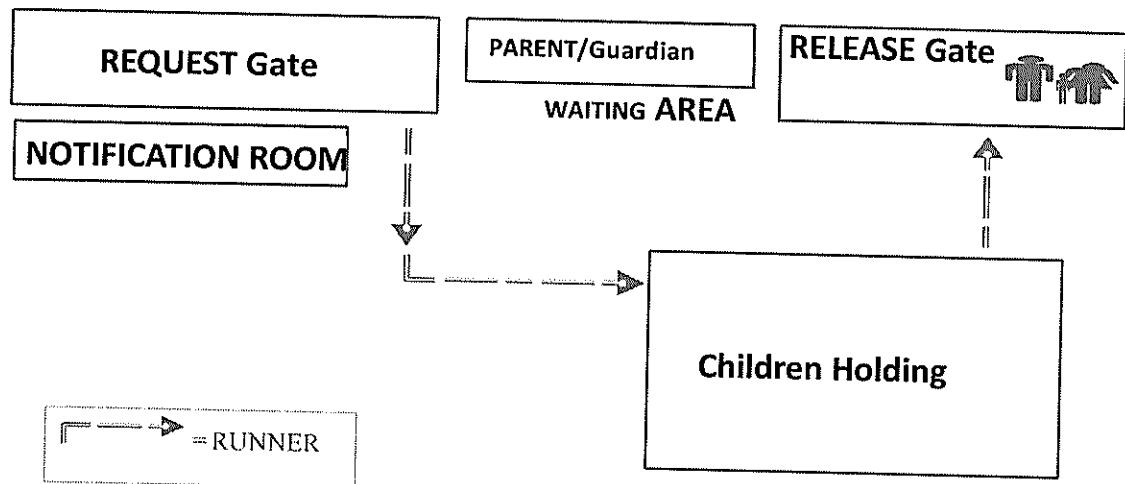
- Determine whether students and staff should be evacuated to a relocation point.
- Alert centers employees of emergency type and evacuation.
- Notify relocation center.
- If necessary, coordinate transportation or student process to relocation center.
- Announce evacuation
 - Specify any changes in evacuation routes based on location and types of emergency
- Notify superintendent's office and district public information office of relocation center address
- Implement reunification procedures at the relocation/reunification site
 - Document the reunification of all students released staff
- Take emergency To-Go Bag and class roster
- Take the closet and safest route out as posted or announced. Leadership should have approved routes in place. However, be prepared for changes.

Further follow the following procedures...

- Use a secondary route if the primary route is blocked or hazardous
- Assist those needing special assistance
- Do not lock classroom doors when leaving
- Do not stop for centers children or staff belongings

- Remain with class enroute to the relocation center
- Control the flow of children and staff and take attendance upon arriving at the center
- Immediately report any missing, extra or injured students to building administration or incident command
- Continue to contain and maintain children
- Wait for additional instructions

When planning primary and secondary relocation sites, consider distance, accessibility, hours of operations, transportation and amenities (e.g. bathrooms and drinking water). A Memorandum of Understanding (MOU) should be in place with local businesses or non-business buildings that may be used for relocation/reunification sites that details usage and availability.



Appendix G Reunification Plan

Continuity of Operations Procedures (COOP)

Little Scholars Learning Center will relocate temporarily to 18448-290th St. Conrad, Iowa, 50621 if structure contains major damage.

Suspicious Package or Object

If you have any reason to believe that a letter or parcel is suspicious, **DO NOT** take a chance or worry about embarrassment. **Call the Director or site manager immediately at 641 366-3454.**

DO NOT touch the package or object.

- **DO NOT** tamper with the package or object.
- **DO NOT** attempt to move the package or object.
- **DO NOT** open the package or object.
- **DO NOT** put the package or object in water or an enclosed space, such as a drawer or box.
- Isolate the package or object and evacuate the immediate area.

Characteristics of Suspicious Packages

- Special deliveries, foreign mail, or air mail.
- Restrictive markings such as “Confidential” or “Personal.”
- Excessive postage.
- Handwritten or poorly typed address
- Incorrect titles.
- Misspelled words.
- Stains or discoloration on the package.
- Excessive weight.
- Rigid, lopsided, or uneven envelopes.
- Protruding wires or aluminum foil.
- Excessive tape or string.
- Visual distractions such as illustrations.
- No return addresses.

“One of the best ways to save lives in an emergency is to be prepared.” Save the Children Federation, Inc.

Evacuation Maps

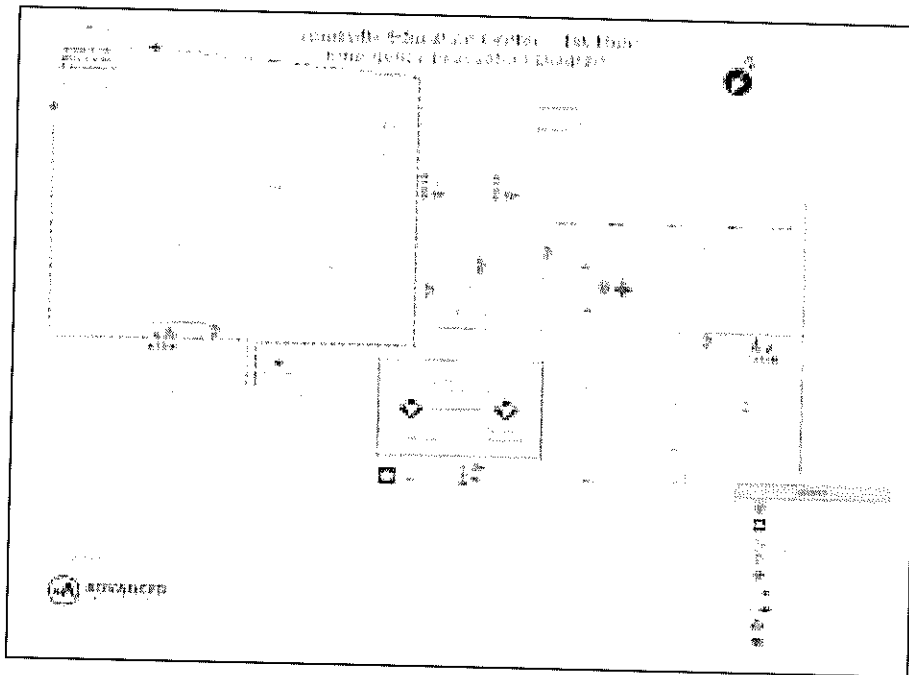
All evacuation maps serve as a great visual tool to communicate important information from your Emergency Action Plan (EAP) plan. OSHA Publication 3088 states that at a minimum, your

emergency action plan must include emergency escape procedures and route assignments, such as floor plans, workplace evacuation maps, and safe or refuge areas. Most employers create evacuation maps or route diagrams from floor diagrams with arrows that designate the primary and secondary exit route assignments.

These evacuation maps should include locations of exits, assembly points, and equipment (such as fire extinguishers, first aid kits, spill kits) that may be needed in an emergency.

Exit routes should be:

- Clearly marked and well lit,
- Wide enough to accommodate the number of evacuating personnel,
- Unobstructed and clear of debris at all times, and
- Unlikely to expose evacuating personnel to any additional hazards.



The primary elements of a good emergency evacuation floor plan are listed below.

- Designate Primary & Secondary Exits
- No Emergency Exits in Restrooms

- Exit Away from Rooms with Hazardous Materials
- No Emergency Exits into Narrow Passages or other dead ends
- Exit Signs Indicating the Nearest Emergency Exit
- Designate a safe primary and secondary Assembly Area
- No Use of Elevators to Reach an Emergency Exit
- Indicate Exits with Wheelchair Access
- Indicate the Employee's Current Location and be Oriented to the Actual Floor

Children with Special Health Care Needs

Child care centers/homes may have children with disabilities or chronic medical conditions. Considerations for these children should be included in all disaster plans and procedures. Examples of special considerations include:

- Ensure the emergency supply cache has equipment, food, medications and other items the child(ren) may need during a shelter-in-place event. Evaluate the food cache list for any conflicts with child(ren)'s allergies.
- Ensure additional equipment that may be needed is available to safely transport child (ren) to a secondary location(e.g. special car seat, wheelchair van) during an evacuation.
- Discuss with local emergency responders what additional assistance may be needed during an evacuation, including any child that is dependent on technological devices (e.g. ventilator) and will need assistance soon after an event occurs.
- Ensure the Emergency Information Forum is up to date and included with other important documents during an evacuation.
- During and after an event, ensure age/developmentally appropriate language is used when providing care, comfort and addressing the mental health needs of the child.

Glossary:

Armed Violent Intruder: A person(s) who is on hospital property who has the means (weapon), opportunity (patients, visitors, physicians and staff) and apparent intent (thought process) to carry out the act of violence against another person(s), which may result in serious physical injury or death.

MOU: Memorandum of Understanding

Active Shooter: An Active Shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearms(s) and there is no pattern or method to their selection of victims.

Workplace Violence: Workplace violence is violence or the threat of violence against workers. It can occur at or outside the workplace and can range from threats and verbal abuse to physical assaults and homicide, one of the leading causes of job-related deaths

Child Care Resource & Referral (CCR&R): Child Care Resource & Referral provides services that help parents make informed choices about the care of their children.

Childcare Center: Child care, otherwise known as day care, is the care and supervision of a child or multiple children at a time, whose ages range from six weeks to thirteen years. Child care is the action or skill of looking after children by a day-care center, nannies, babysitter, teachers or other providers.

Disaster: A disaster is an occurrence disrupting the normal conditions of existence and causing a level of suffering that exceeds the capacity of adjustment of the affected community.

Disaster Management: The process of planning and intervention to reduce the impact of disasters as well as the response and recovery measures.

Disaster Plan: A written plan that describes the practices and procedures used to prepare for and respond to emergency or disaster situations. Same as an Emergency Operations Plan.

Emergency Management Agency: Organizations (local, state and federal), that coordinate preparation, recognition, response and recovery for disaster incidents.

Emergency Operations Plan: A written plan that describes the practices and procedures used to prepare for and respond to emergency or disaster situations. Same as a disaster plan.

Federal Emergency Management Agency: FEMA's mission is to support our citizens and first responders to ensure that as a nation we work together to build, sustain and improve our capability to prepare for, protect against, respond to, recover from and mitigate all hazards.

Hazard: A dangerous event or circumstance that has the potential to lead to an emergency or disaster. Any physical phenomenon that has the potential to produce harm or other undesirable consequences to some person or thing.

Hazard Vulnerability Assessment: A hazard vulnerability analysis identifies the disasters most likely to strike an organization or facility and estimates the potential impact of the disaster on the surrounding community. The goal of the analysis is to prioritize potential disasters that could affect a facility based on likelihood of occurrence and impact. The analysis can then be used as a starting point for emergency plans, enabling communities to use their resources most effectively.

Incident Command System (ICS): A standardized organizational structure used to command, control, and coordinate the use of resources and personnel that have responded to the scene of an emergency. The concepts and principles for ICS include common terminology, modular organization, integrated communication, unified command structure, consolidated action plan, manageable span of control, designated incident facilities, and comprehensive resource management.

Mitigation: Efforts to reduce loss of life and property by lessening the impact of disasters.

Planning: Plans describe how personnel, equipment, and other resources are used to support incident management response activities. Plans provide mechanisms and systems for setting priorities, integrating multiple entities and functions, and ensuring that communications and other systems are available and integrated in support of a full spectrum of incident management requirements.

Preparedness: Activities necessary to build, sustain, and improve readiness capabilities to prevent, protect against, respond to, and recover from natural or man-made incidents.

Recovery: Recovery involves actions, and the implementation of programs, needed to help individuals and communities return to normal. Recovery programs are designed to assist victims and their families, restore institutions to sustain economic growth and confidence, rebuild destroyed property, and reconstitute government operations and services. Recovery actions often extend long after the incident itself. Recovery programs include mitigation components designed to avoid damage from future incidents.

Response: Activities that address the short-term, direct effects of an incident, including immediate actions to save lives, protect property, and meet basic human needs. Response also includes the execution of emergency operations plans and incident mitigation activities designed to limit the loss of life, personal injury, property damage, and other unfavorable outcomes.

Weapons of Mass Destruction: Weapons that are capable of killing large numbers of people and/or causing a high-order magnitude of destruction, or weapons that are capable of being used in such a way as to cause mass casualties or create large-scale destruction. WMDs are generally considered to be nuclear, biological, chemical, and radiological devices, but WMDs can also be high-explosive devices.

Appendix:

Appendix A: Emergency Contact Form

Appendix B: Bomb Threat Form

Appendix C: Evacuation Map

Appendix D: Hazard Vulnerability Checklist Form

Appendix E: Lock Down Procedure Reference Sheet

Appendix F: Memorandum of Understanding (MOU)

Appendix G: Parent/Guardian Reunification Plan

Resources:

- Contact information for these agencies is available at <http://www.fema.gov/emergencymanagement-agencies>

- CDC, <http://emergency.cdc.gov/disasters/>
- FEMA, <http://www.ready.gov/be-informed>
- The American Red Cross, <http://www.redcross.org/prepare/disaster-safety-library>
- Save the Children, <http://savethechildren.org/GetReady>

Conclusion

Most children under the age of five spend their daycare hours from their parents do so in the child care center/child care home. It is vital that every child care center/child care home take steps to ensure the safety of these children and be prepared to meet their needs should a disaster occurs. Comprehensive written disaster plans that outline the policies and procedures that child care staff will follow during a disaster will assist centers/homes with meeting the needs of children and staff during an emergency incident.

Remember: “Safety and Security” is also YOUR responsibility

