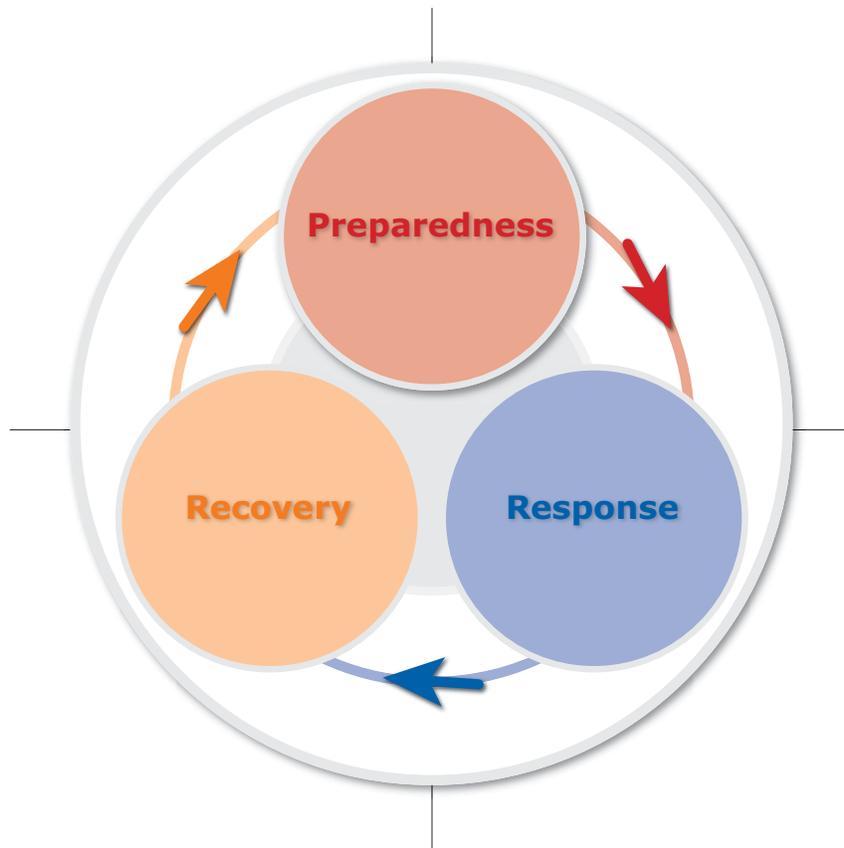


# Head Start Emergency Preparedness Manual: 2015 Edition



## Responding to Crises and Tragic Events: Planning, Reviewing and Practicing Your Program's Emergency Preparedness Plans



U.S. Department of Health and Human Services  
Administration for Children and Families  
Office of Head Start

*School readiness begins with health!*



# Supplemental Resource to the Head Start Emergency Preparedness Manual: 2015 Edition

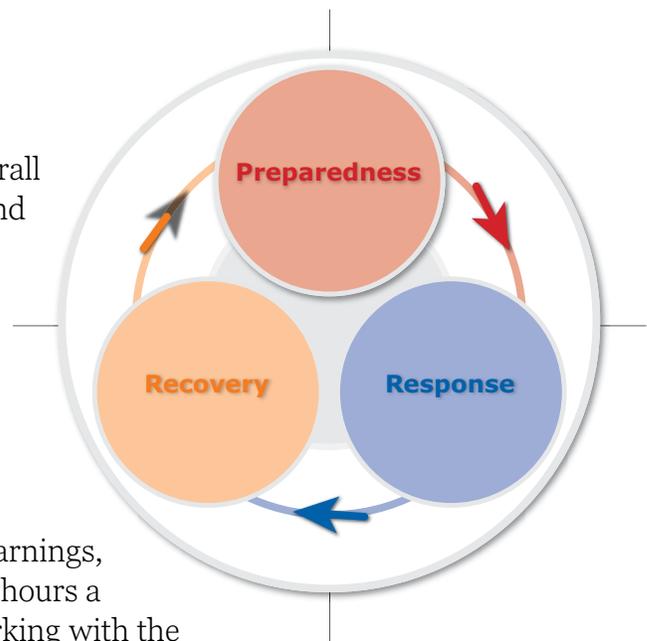
## Definitions

### Incident Commander:

The person designated to be responsible for the overall incident management procedures of the program and the person who determines whether to implement incident management protocols (e.g., evacuation, shelter-in-place).<sup>1</sup>

### National Oceanic and Atmospheric Administration (NOAA) Radio:

The NOAA National Weather Service broadcasts warnings, watches, forecast, and other hazard information 24 hours a day via a nationwide network of radio stations. Working with the Federal Communication Commission's Emergency Alert System, the NOAA radio is an "all hazards" radio network for both natural (severe storms, hurricanes, tornadoes, earthquakes, and volcanic activity) and environmental (chemical spills and bio-hazardous releases) events.<sup>2</sup> A listing of NOAA radio stations, where to buy a NOAA radio, and how to program it is available on the NOAA website at [www.noaa.gov](http://www.noaa.gov).



<sup>1</sup>U.S. Department of Homeland Security, FEMA. Sample School Emergency Operations Plan. March 2011. <http://training.fema.gov/EMIWeb/emischool/EL361Toolkit/assets/SamplePlan.pdf>

<sup>2</sup>National Oceanic and Atmospheric Administration website. [www.noaa.gov](http://www.noaa.gov)

# Testing and Updating Your Plans

**W**hen a tragic event or disaster receives national or local news coverage, your staff may feel the need to test and update the plans that are in place to ensure that they know what to do to keep their children, families, and staff as safe as possible.

Testing, practicing, and updating your emergency preparedness plans should be completed with your planning team and involve your program and community partners. If a tragic event or crisis is the reason for the review, start with those plans most closely connected to the tragic event or crisis.

Remember that your planning team should also schedule regular times to update staff and to train new staff members on emergency preparedness plans. Training may take place as an in-service activity as well as periodically through the program year.

Reviewing and practicing your plans can uncover stumbling blocks or problems. If problems are found, you can revise the plan with new solutions. This helps your team see what might happen when an emergency occurs.

The following information is provided for your ease of reference. You should refer to your program's emergency preparedness manual, contact your Health Services Advisory Committee (HSAC), Policy Council, community or regional emergency management agency, and planning team, as well as the Head Start Performance Standards and Regulations, and [Caring for Our Children, 3rd Edition](#), emergency related procedures regarding best practices for testing and updating the plans you have in place.

## Practice and Test

The practice or testing stage is when a program simulates the impact of an emergency situation. Head Start programs already implement fire drills but need to add other emergency situations that may occur. Local governments and associations are also beginning to have community-wide drills. Collaborative relationships developed by the planning team, particularly with the local health department and emergency management agency, can ensure that your program takes part in these drills. During the practice stage, participants from your program and community need to include:

- Staff
- Administrators
- Children
- Families
- Local emergency management agency staff members
- Local health department officials
- First responders (including fire, police, and health)
- Community partners (including mental health professionals, local social service organizations, and local businesses)

Staff, families, and partners go through each phase—from impact through recovery—for each emergency situation identified. It is important to let children know what to expect during practice drills so that they are not scared or have to deal with trauma from a practice drill. For long-distance evacuation, when

## Testing and Updating Your Plans

children and staff cannot get shelter, programs need to find a compromise for simulation. In addition, programs can ask staff members or families to be accessible only through specific contact persons or by cell phones to help replicate the experience of a crisis. Consult your HSAC and mental health consultant on best practices for planning and testing your emergency preparedness plans and drills.

### Review

The review stage is when some or all of the staff members, families, and partners consider what happened during the practice drills. They consider if all needed elements were covered and if there were any gaps in the plan. Plans, checklists, and decision trees are reviewed in detail to identify changes. Ideally, all members of your program should provide feedback, but often not everyone may be able to take part in the meeting.

You can choose to have several ways for people to take part in the review stage. The people who took part in the practice stage need to be able to give feedback in some manner. You may want to give some people the opportunity to write feedback and others to meet with the planning team. If your planning team chooses to meet with a select group, make sure that you select people from each group that was involved in the practice stage. Teachers or mental health professionals can talk with preschool children and share what they have learned and their feelings about the practices or drills.

Feedback can be given in a number of ways:

- Make comments and revisions directly on plans, checklists, and decision trees
- Communicate ideas to a person who can attend the meeting with the planning team
- Write comments and email or deliver them to the planning team
- Participate in a feedback session with the planning team

### Update

During the update stage, the planning team makes revisions to the plans based on comments shared during the review phase. Revisions of plans and the related documents need to be as inclusive as possible. Such revisions may involve strategies such as the following:

- Majority rules
- Using a facilitator for revisions
- Deciding on guidelines for discussions
- Designating who is responsible for make final decisions

Once revisions are made, they need to be shared with the community at large. You may also wish to share why the changes were made.

By testing and updating the plans for your program, you ensure the readiness of your program to face an emergency situation.

## Testing and Updating Your Plans

### Communicating Your Plan

It is essential that all the stakeholders, including staff, families, and partners, know and have copies of your plans. You may decide to share the plan with staff, families, and partners in different ways. However, keep in mind that it is not necessarily recommended that families be provided with all details for plans such as those for intruders and active shooters.

Some options for letting others know about the plan include:

- Hold a launch meeting when your planning is complete. Give out copies of your plan and discuss the relevance, the parts of the plan, and your expectations. You can also use this as a time to get feedback.
- Compile a notebook that you provide at trainings or when someone new is hired. This notebook should be organized so that people can access the information when they need it.
- Make posters or flyers that you can post where your program provides services. These posters and flyers can let people know what to do in emergencies.
- Post your plans on your program's intranet (if your program has one).
- At meetings, remind staff and others about where and how the emergency plans can be found.

### Trainings

After completing your program's emergency preparedness plan or the practice-review-revise cycle, you need to provide training. You may decide to offer different training to different members of the community, or you may decide to train everyone together. If you divide groups

into families, staff members, and partners, make sure to let them know the responsibilities of those who are not at the training.

The training should give information and practical experiences so that each person understands their role in the process.

Training strategies include the following:

- Review each component in your training and a slide presentation.
- Simulate experiences. Have trainees act out their roles.
- Have special presenters (local health department representatives, Administration for Children and Families (ACF) Regional Emergency Management Specialist, or child care providers) who have experienced the emergencies you are discussing. The Office of Human Services Emergency Preparedness & Response website is a good starting point for locating regional emergency management specialists and other resources. (<http://www.acf.hhs.gov/programs/ohsepr>)
- Provide question and answer sessions to encourage deeper understanding of the plan.
- Give attendees multiple ways to ask questions or express concerns (i.e., asking questions, writing questions on paper, talking in small groups).
- Use small groups to give time for attendees to teach-back what they have learned.

Remember, when someone new joins your program they need to understand the emergency preparedness plans you have in place. As staff, families, and partners join your program, share written materials with them or plan additional training sessions.

# Checklists and Procedure Plans

**W**hen a tragic event or crisis happens, even those who are not affected directly by the event may feel the need to be reassured that they know what to do if something similar happens to them. Staff may want to review emergency preparedness plans and may seek tools to help them in this process.

These checklists provide you with a starting point for reviewing your plans and ways to practice the steps your program has in place. They are not intended to take the place of the complete emergency preparedness plans that all Head Start programs are required to have in place or the regularly scheduled emergency drills and practices. Staff should refer to the Head Start Emergency Preparedness [Manual](#) for additional information on emergency preparedness planning and consult with their HSAC, Policy Council, or community or regional emergency management agency regarding necessary planning, practicing, and recovery steps.

For some disasters, such as earthquakes, the most important safety measures may be building to code and related assessments and retrofitting standards. More information on these issues can be found on the Head Start Facilities web site at <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/mang-sys/facilities-equip>. Also, after some disasters programs may need to assess or reassess for environmental hazards such as lead, asbestos exposure, and mold.

In addition, a mental health consultant or pediatrician can help identify important steps to ensure that children's needs are met after

a tragic event or crisis. The Early Childhood resources link on the ACF website (<http://www.acf.hhs.gov/programs/ohsepr/early-childhood>) provides additional resources.

Note that these checklists are not designed for home visitors. Home visitors and those serving home-based programs should consult their HSAC, Policy Council, and/or community or regional emergency management agencies to determine best practices and strategies for emergency preparedness checklists.

Checklists can be used in a number of ways, including:

- As a starting point for reviewing, planning, and practicing your emergency plans with staff
- As a starting point for customizing your own planning steps as places are included for programs to add their own steps
- As a tool to guide discussions and gather information from your emergency planning team and advisory board
- As a starting point to talk about psychological first aid, not only for those directly affected by an event, but those indirectly affected
- As tools to use with your planning team to help assess if needs have changed or if new resources or services are available

Checklists and Procedure Plans

Planning and practice checklists are provided  
on the following topics:

<b>8</b>	<b>General Planning and Practice Guidelines</b>	<b>100</b>	<b>Grab-and-Go Kit Checklist</b>
<b>14</b>	<b>Local and Regional Disasters Checklists</b>	<b>101</b>	<b>Community Health Service Needs</b>
<b>14</b>	<b>Earthquake</b>	<b>104</b>	<b>Emergency Preparedness for Early HS Home Visitors</b>
<b>23</b>	<b>Excessive heat</b>	<b>105</b>	<b>Resources</b>
<b>26</b>	<b>Flood</b>		
<b>30</b>	<b>Hurricane/tropical storm</b>		
<b>36</b>	<b>Landslides and Debris Flow</b>		
<b>39</b>	<b>Thunderstorm/lightning</b>		
<b>42</b>	<b>Tornado</b>		
<b>45</b>	<b>Tsunami</b>		
<b>47</b>	<b>Volcano</b>		
<b>53</b>	<b>Winter storm/extreme cold</b>		
<b>57</b>	<b>Site-Specific Hazards Checklists</b>		
<b>57</b>	<b>General safety threat</b>		
<b>59</b>	<b>Medical emergency</b>		
<b>61</b>	<b>Transportation/bus/field trip hazards</b>		
<b>71</b>	<b>Utility outage and blackouts</b>		
<b>74</b>	<b>Fire</b>		
<b>77</b>	<b>Hazardous material event</b>		
<b>80</b>	<b>Missing child</b>		
<b>83</b>	<b>Bomb threat</b>		
<b>85</b>	<b>Criminal activity</b>		
<b>87</b>	<b>Intruder or hostage</b>		
<b>90</b>	<b>Radiologic event</b>		
<b>93</b>	<b>Terrorist event</b>		

# General Planning and Practice Guidelines

It is recommended that you consult with your HSAC, Policy Council, and/or your community or regional emergency management agency to decide whether or not each step should be included in your plan.

<b>Steps to Reduce Risk</b>	<b>Comments</b>
1. Contact your local or regional emergency management agencies, and your local American Red Cross chapter for more information on local and regional planning and local and regional hazards.	
2. Practice and test your plans and revise as needed.	
3. Consult with your facilities manager and others to make sure that structural and other safety measures have been taken care of such as the following: <ul style="list-style-type: none"> <li>• Large or heavy objects are placed on lower shelves.</li> <li>• Breakable items such as bottled foods and glass, are stored in low, closed cabinets with latches.</li> <li>• Heavy items such as pictures and mirrors are hung away from desks, cribs, cots, couches, and anywhere people sit or sleep.</li> <li>• Overhead light fixtures are braced.</li> <li>• Defective electrical wiring and leaky gas connections are repaired.</li> <li>• Determine if water heater has been secured.</li> </ul>	

**General Planning and Practice Guidelines**

<b>Steps to Reduce Risk</b>	<b>Comments</b>
<ul style="list-style-type: none"> <li>• Any deep cracks in ceilings or foundations are repaired and require expert advice if there are signs of structural defects.</li> <li>• Flammable products are stored securely in closed cabinets with latches and on bottom shelves.</li> <li>• Exits are clear. Ensure that there are at least two exits for evacuation.</li> <li>• Make sure all exits are clearly marked.</li> </ul>	
<p>4. Determine whether to delay openings, close, or have an early release and communicate these procedures to families.</p>	
<b>Additional Steps</b>	
<b>Planning and Practice Steps</b>	<b>Comments</b>
<p>1. Consult with your HSAC and mental health consultant on best practices for planning and testing your emergency preparedness plans and drills.</p>	
<p>2. Consult with your HSAC, Policy Council, mental health consultant, and community or regional emergency management agency for information on how to accommodate infants, toddlers, and children and staff with access, functional and other needs. (This includes students/staff with limited English proficiency, blindness or visual disabilities, cognitive or emotional disabilities, deafness or hearing loss, permanent or temporary mobility/physical disabilities, and health conditions such as asthma and severe allergies).</p>	

**General Planning and Practice Guidelines**

<b>Planning and Practice Steps</b>	<b>Comments</b>
<p>3. Decide which staff person is responsible for determining imminent danger. This person is sometimes referred to as the Incident Commander. Make sure the entire staff knows to follow the emergency procedures identified by this staff person.</p>	
<p>4. Develop procedures for informing local authorities about any child or staff member with access, functional or other needs.</p>	
<p>5. Plan relationship building activities with local law enforcement and the emergency management agency in your area to get to know each other better.</p>	
<p>6. Determine the most reliable source of weather and other emergency information in your area. Determine if you need to purchase a battery-powered radio or NOAA radio to listen to local news. Also determine if there are other sources for information online or via TV. Identify at least two staff members who will monitor emergency warnings.</p>	
<p>7. Develop a list of tasks that must be performed for each emergency or event (use the checklists provided in this document as a starting point) and assign staff to each task making sure that each task is covered at all times.</p>	
<p>8. Determine the water supply you should have on hand for each child and staff member.</p>	
<p>9. Assign a staff person to secure important papers, such as child records and insurance policies.</p>	

**General Planning and Practice Guidelines**

<b>Planning and Practice Steps</b>	<b>Comments</b>
10. Develop procedures for having parents sign and date their signature on the attendance sheet next to their child’s name before releasing the child to them.	
11. Identify who will turn off electrical power, gas, and water supplies when there is standing water or fallen power lines, and secure structurally unstable building materials (if there is time to do so at the time of the emergency). Make sure at least two staff members know how to turn these items off.	
12. Ensure that there is always a staff member available who knows CPR and First Aid.	
13. On the layout diagram of your program, locate the designated “safe area” and share this with families and local emergency management personnel.	
14. Plan procedures for sheltering-in place.	
15. Develop communication systems for sharing evacuation plans with staff, families, and community management personnel so that it is known what steps are being taken within the plan.	
16. Ensure that insurance and rebuilding plans are in place in case of any damage.	
17. Educate staff about local emergency warning signals, evacuation routes, and locations of emergency shelters.	
18. Have an emergency/disaster supplies kit ready and make sure the kit’s items are up to date and not expired.	

**General Planning and Practice Guidelines**

<b>Planning and Practice Steps</b>	<b>Comments</b>
<p>19. Emergency supplies include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Flashlight and extra batteries</li> <li>• Portable battery-operated radio with extra batteries</li> <li>• Charged cell phones</li> <li>• First Aid kit</li> <li>• Emergency food and water</li> <li>• Nonelectric can opener</li> <li>• Prescription and nonprescription medications</li> <li>• Sturdy shoes</li> </ul>	
<p>20. Clearly mark where your emergency food, water, First Aid kits, and fire extinguishers are located and make sure the entire staff knows where these items are located.</p>	
<p>21. Plan for an evacuation in case it is needed. This includes the following:</p> <ul style="list-style-type: none"> <li>• Talk with the families in your program about the evacuation plan. Offer maps, walk through each room, and discuss evacuation details.</li> <li>• Keep children’s shoes close by during naptime.</li> <li>• Mark where your emergency food, water, First Aid kits, and fire extinguishers are located.</li> <li>• Mark where the utility switches or valves are located so they can be turned off, if possible.</li> <li>• Indicate the location where you will reunite with families in your program.</li> </ul>	

**General Planning and Practice Guidelines**

<b>Planning and Practice Steps</b>	<b>Comments</b>
<p>22. Establish a priority list of what staff made need to take, such as:</p> <ul style="list-style-type: none"> <li>• Each classroom’s attendance sheet that lists all children, staff members, volunteers, and families who were present.</li> <li>• Important telephone numbers, such as police, fire, paramedics, and medical centers.</li> <li>• Names, addresses, and telephone numbers of insurance agents, including policy types and numbers.</li> <li>• Telephone numbers of the electric, gas, and water companies.</li> <li>• Names and telephone numbers of community members.</li> <li>• Name and telephone number of your landlord or property manager.</li> <li>• Important medical information, such as allergies and regular medications.</li> <li>• Any vehicle identification numbers, year, model, and license numbers.</li> <li>• Any financial information, including your program’s bank or credit union telephone number, account types, and numbers.</li> </ul>	
<p>23. Develop plans to ensure the following items are located on each floor of your program building and determine who is responsible for making sure these items are working and up to date:</p> <ul style="list-style-type: none"> <li>• Portable, battery-operated radio and extra batteries</li> <li>• Several flashlights and extra batteries</li> <li>• First Aid kit and manual</li> <li>• Hard hats, masks, and gloves</li> </ul>	

**General Planning and Practice Guidelines**

<b>Planning and Practice Steps</b>	<b>Comments</b>
<ul style="list-style-type: none"><li>• Fluorescent tape to rope off dangerous areas</li><li>• Updated emergency contact information and phone numbers</li><li>• Staff should always bring their “grab and go” kits and make sure that diapers and wipes are included</li></ul>	
24. Communicate with your local transportation providers to ensure that they understand what procedures will be followed for the safe transportation of children.	
<b>Additional Practice Steps</b>	

# Local and Regional Disaster Checklists

## Earthquake

It is recommended that you consult with your HSAC, Policy Council, and/or your community or regional emergency management agency to decide whether or not each step should be included in your plan.

<b>Steps to Reduce Risk</b>	<b>Comments</b>
1. Make sure staff is familiar with earthquake terms.	
2. Fasten/secure heavy items and furniture to wall studs and brace overhead light fixtures.	
3. Place large or heavy objects on lower shelves.	
4. Store breakable items such as bottled foods and glass, in low, closed cabinets with latches.	
5. Hang heavy items such as pictures and mirrors away from desks, cribs, cots, couches, and anywhere people sit or sleep.	
6. Brace overhead light fixtures.	
7. Repair defective electrical wiring and leaky gas connections.	
8. Secure a water heater by strapping it to the wall studs and bolting it to the floor.	
9. Repair any deep cracks in ceilings or foundations. Get expert advice if there are signs of structural defects.	
10. Store any flammable products securely in closed cabinets with latches and on bottom shelves.	

*School readiness begins with health!*

**Local and Regional Disaster Checklists—Earthquake**

<b>Steps to Reduce Risk</b>	<b>Comments</b>
11. Clear exits and ensure that there are at least two exits for evacuation. Make sure all exits are clearly marked.	
12. Consider if earthquake insurance is necessary.	
<b>Additional Steps to Reduce Risk</b>	
<b>Planning Steps</b>	<b>Comments</b>
1. Decide which staff person is responsible for determining imminent danger. This person is sometimes referred to as the Incident Commander. Make sure that the entire staff knows to follow the emergency procedures identified by this staff person.	
2. Determine who will monitor your local radio station or NOAA radio for emergency warnings. Identify at least two staff members who will monitor emergency warnings.	
3. Develop a list of tasks that must be performed and assign staff to each task, making sure that each task is covered at all times.	
4. Contact your local emergency management agency, your ACF Regional Emergency Management Specialist or American Red Cross chapter for more information on earthquakes and plan relationship building activities with local law enforcement and the emergency management agency in your area.	
5. Teach 4- and 5-year-old children how and when to call 911, police, or the fire department.	

**Local and Regional Disaster Checklists—Earthquake**

<b>Planning Steps</b>	<b>Comments</b>
6. Work with staff to develop educational activities that will prepare children for an earthquake.	
7. Develop procedures for having parents sign and date their signature on the attendance sheet next to their child’s name before releasing the child from the program.	
8. Assign a staff person to secure your important papers, such as child records, insurance policies, etc.	
9. Identify who will turn off electrical power, gas, and water supplies when there is standing water or fallen power lines, and secure structurally unstable building materials (if there is time to do so at the time of the emergency). Make sure at least two staff members know how to turn these items off.	
10. Have an emergency/disaster supplies kit ready.	
11. Plan a second way to exit from each room or area, if possible. If you need special equipment, such as a rope ladder, mark where it is located.	
12. Clearly mark where your emergency food, water, First Aid kits and disaster supplies kit, and fire extinguishers are located and train all staff.	
13. Identify safe places indoors and outdoors: <ul style="list-style-type: none"> <li>• Under sturdy furniture such as a heavy desk or table.</li> <li>• Against an inside wall.</li> <li>• Away from places where glass could shatter (i.e., windows, mirrors, pictures) or where heavy bookcases or other heavy furniture could fall.</li> </ul>	

**Local and Regional Disaster Checklists—Earthquake**

<b>Planning Steps</b>	<b>Comments</b>
<ul style="list-style-type: none"> <li>• In the open, away from buildings, trees, telephone, and electrical lines, overpasses, or elevated expressways.</li> </ul>	
<p>14. Have your emergency/disaster supplies kit on hand that includes the following:</p> <ul style="list-style-type: none"> <li>• Flashlight and extra batteries</li> <li>• Portable battery-operated radio with extra batteries</li> <li>• Charged cell phones</li> <li>• First Aid kit</li> <li>• Emergency food and water</li> <li>• Nonelectric can opener</li> <li>• Prescription and nonprescription medications</li> <li>• Sturdy shoes</li> </ul>	
<p>15. Plan for an evacuation in case it is needed:</p> <ul style="list-style-type: none"> <li>• Talk with the families in your program about the program evacuation plan. Offer maps; walk through each room and discuss evacuation details.</li> <li>• Keep children’s shoes close by during naptime.</li> <li>• Mark where your emergency food, water, First Aid kits, disaster supplies kit, and fire extinguishers are located.</li> <li>• Mark where the utility switches or valves are located so they can be turned off, if possible.</li> <li>• Indicate the location where you will reunite with families in your program.</li> </ul>	
<p>16. Establish a priority list of what could be needed during an earthquake and what staff may need to take, such as:</p> <ul style="list-style-type: none"> <li>• Each classroom’s attendance sheet that lists all children, staff, volunteers, and families who were present when the earthquake hit.</li> </ul>	

**Local and Regional Disaster Checklists—Earthquake**

<b>Planning Steps</b>	<b>Comments</b>
<ul style="list-style-type: none"> <li>• Important telephone numbers, such as police, fire, paramedics, and medical centers.</li> <li>• Names, addresses, and telephone numbers of insurance agents, including policy types and numbers.</li> <li>• Telephone numbers of the electric, gas, and water companies.</li> <li>• Names and telephone numbers of community members.</li> <li>• Name and telephone number of your landlord or property manager.</li> <li>• Important medical information, such as allergies and regular medications.</li> <li>• Any vehicle identification numbers, year, model, and license numbers.</li> <li>• Any financial information, including your program’s bank or credit union telephone number, account types, and numbers.</li> <li>• Radio and TV broadcast stations to tune to for emergency broadcast information.</li> </ul>	
<p>17. Outline what to do to stay safe.</p> <p>If indoors:</p> <ul style="list-style-type: none"> <li>• Drop to the ground; take cover by getting under a sturdy table or other piece of furniture, and hold on.</li> <li>• Stay away from glass, windows, outside doors and walls, and anything that could fall, such as lighting fixtures or furniture.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use a doorway for shelter only if it is in close proximity to you and if you know it is a strongly supported, load-bearing doorway.</li> </ul>	

**Local and Regional Disaster Checklists—Earthquake**

<b>Planning Steps</b>	<b>Comments</b>
<ul style="list-style-type: none"> <li>• Stay inside until shaking stops and it is safe to go outside. Research has shown that most injuries occur when people inside buildings attempt to move to a different location inside the building or try to leave.</li> <li>• Be aware that the electricity may go out or the sprinkler systems or fire alarms may turn on.</li> <li>• DO NOT use the elevators.</li> </ul> <p>If outdoors:</p> <ul style="list-style-type: none"> <li>• Stay there.</li> <li>• Move away from buildings, streetlights, and utility wires.</li> <li>• Once in the open, stay there until the shaking stops. The greatest danger exists directly outside buildings, at exits, and alongside exterior walls.</li> </ul>	
<p>18. If someone is trapped under debris:</p> <ul style="list-style-type: none"> <li>• Do not light a match.</li> <li>• Do not move about or kick up dust.</li> <li>• Have the person cover his or her mouth and nose with a handkerchief or clothing.</li> <li>• Tell him/her to tap on a pipe or wall so rescuers can locate them. Whistle (or use a whistle if one is available). Shout only as a last resort. Shouting can cause you to inhale dangerous amounts of dust.</li> </ul>	
<p>19. For individuals with access, functional and other needs:</p> <ul style="list-style-type: none"> <li>• If you or a child are confined to a wheelchair or are in a crib or stroller, try to get yourself and the child under a doorway or into an inside corner, lock the wheels, and cover your head and the child’s head with your arms. Remove any items that are not securely attached to the wheelchair, crib, or stroller.</li> </ul>	

**Local and Regional Disaster Checklists—Earthquake**

<b>Planning Steps</b>	<b>Comments</b>
<ul style="list-style-type: none"> <li>• If you are able, seek shelter under a sturdy table or desk. Stay away from outer walls, windows, fireplaces, and hanging objects.</li> <li>• If you are outside, go to an open area away from trees, telephone poles, and buildings, and stay there.</li> </ul>	
<p>20. Schedule times to practice how to Drop, Cover, and Hold when shaking starts.</p> <p>For children ages 3-5 years:</p> <ul style="list-style-type: none"> <li>• <b>DROP</b> to the ground; take <b>COVER</b> by getting under a sturdy table or other piece of furniture; and <b>HOLD ON</b> until the shaking stops. If there isn't a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.</li> </ul> <p>For accommodations for infants and toddlers and those with access, functional and other needs:</p> <ul style="list-style-type: none"> <li>• Consult with your HSAC, Policy Council, and community or regional emergency management agency for information on how to accommodate those who may not be able to take part in the Drop, Cover, and Hold drill.</li> </ul> <p>Keep everyone away from windows; and stay inside until the shaking stops. (Be prepared for aftershocks).</p>	
<p><b>Additional Planning Steps</b></p>	

**Local and Regional Disaster Checklists—Earthquake**

<b>Practice Steps</b>	<b>Comments</b>
<ol style="list-style-type: none"> <li>1. Have children and staff get under a sturdy table or desk and hold on to it. Practice Drop, Cover, and Hold and make sure to practice how to accommodate the needs of infants, toddlers, and children or staff with access, functional and other needs.</li> <li>2. Practice having the children respond to their teacher’s request to:                             <ul style="list-style-type: none"> <li>• Cover their face and head with their arms.</li> <li>• Stand or crouch in a strongly supported doorway.</li> <li>• Brace themselves in an inside corner of the building</li> </ul> </li> </ol>	
<ol style="list-style-type: none"> <li>3. Practice having children move away from objects that could shatter like windows or glass, when given a command to do so.</li> </ol>	
<ol style="list-style-type: none"> <li>4. Practice staying inside, when given a command to stay inside. Many people are injured at entrances of buildings by falling debris.</li> </ol>	
<p><b>Additional Practice Steps</b></p>	
<ol style="list-style-type: none"> <li>1. Consider taking part in national, regional, or local earthquake drills such as the Shakeout (<a href="http://www.shakeout.org">www.shakeout.org</a>).</li> </ol>	

**Local and Regional Disaster Checklists**

**Excessive Heat**

It is recommended that you consult with your HSAC, Policy Council, and/or your community or regional emergency management agency to decide whether or not each step should be included in your plan.

<b>Steps to Reduce Risk</b>	<b>Comments</b>
1. Ensure air conditioners are installed and insulated properly.	
2. Ensure that air conditioning ducts are checked regularly for proper cooling and air filter for dirt, bacteria, and mold.	
3. Determine if temporary window reflectors need to be installed.	
4. Cover windows with drapes, shades, or awnings.	
5. Make sure that doors and sills are weather-stripped to keep cool air in.	
6. Determine if storm windows should be kept up all year.	
<b>Additional Steps to Reduce Risk</b>	
<b>Planning Steps</b>	<b>Comments</b>
1. Keep staff and children hydrated by having water and ice readily available and accessible to prevent dehydration and overheating.	
2. Use supplements, such as sports drinks, that will help replenish electrolytes lost through sweating.	
3. Determine who will monitor your local radio station or NOAA radio for emergency warnings and determine who will be in charge of this task. Identify at least two staff members who will monitor emergency warnings.	

**Local and Regional Disaster Checklists—Excessive Heat**

<b>Planning Steps</b>	<b>Comments</b>
4. Decide which staff person is responsible for determining imminent danger. This person is sometimes referred to as the Incident Commander. Make sure that the entire staff knows to follow the emergency procedures identified by this staff person.	
5. Monitor air quality daily by listening to the radio or television weather reports.	
6. Replace outdoor activities with activities that can be done inside.	
7. Be aware of signs of heat-related health concerns.	
8. Stay on the lowest floor, and out of the sunshine, if air conditioning is not available.	
9. Serve the children well-balanced, light, regular meals.	
10. Recommend that children and staff dress in loose-fitting, lightweight, light-colored clothes.	
11. Keep a close eye on children with respiratory issues such as asthma.	
12. Never leave children alone in closed vehicles.	
13. Train staff in First Aid for children/staff with symptoms of heat related illness.	
14. Develop activities that educate children about excessive heat.	
15. Develop procedures for having parents sign and date their signature on the attendance sheet next to their child’s name before releasing the child to them.	

**Local and Regional Disaster Checklists—Excessive Heat**

<b>Planning Steps</b>	<b>Comments</b>
16. Find out more information about excessive heat and its impact on children, refer to <a href="#">“Extreme Temperatures: Heat and Cold.”</a>	
17. Identify who is responsible for determining if facility improvements such as those listed above need to take place. This is often the facilities manager or grantee.	
<b>Additional Planning Steps</b>	
<b>Practice Steps</b>	<b>Comments</b>
1. Encourage children to take water breaks at regular intervals.	
2. Create a learning activity for the classroom that focuses on excessive heat and poor air quality.	
<b>Additional Practice Steps</b>	

**Local and Regional Disaster Checklists**

**Flood**

It is recommended that you consult with your HSAC, Policy Council, and/or your community or regional emergency management agency to decide whether or not each step should be included in your plan.

<b>Steps to Reduce Risk</b>	<b>Comments</b>
1. Ensure that your building is protected: elevate the furnace, water heater, and electrical panel; seal the basement with waterproofing; and install “check valves.”	
2. Have qualified professionals conduct a postflooding mold assessment, mold abatement if necessary, and provide information on mold and other postflood environmental health hazards to families.	
3. Determine if there is a need to construct barriers (levees, beams, floodwalls) to stop floodwater from entering the building.	
4. Determine if basement walls should be sealed with waterproofing compounds to avoid seepage and if sump-pumps should be installed.	
5. Talk with your insurance representative about flood protection insurance.	
6. Stay informed about whether water is safe to drink.	
7. If transporting children, pay attention to water levels.	
<b>Additional Steps to Reduce Risk</b>	

**Local and Regional Disaster Checklists—Flood**

<b>Planning Steps</b>	<b>Comments</b>
1. Plan evacuation routes that avoid areas prone to flooding, such as streams, drainage channels, canyons, and other areas with a known history of sudden flooding.	
2. Establish plans for moving the children and staff to higher ground.	
3. Decide which staff person is responsible for determining imminent danger. This person is sometimes referred to as the Incident Commander. Make sure that the entire staff knows to follow the emergency procedures identified by this staff person.	
4. Plan and practice a flood evacuation route with your program. Select someone to be the “program contact” in case families are separated during a flood. Make sure everyone in the community knows the name, address, and phone number of this contact person.	
5. Communicate emergency phone numbers to all members of your Head Start community.	
6. Determine who will monitor your local radio station or NOAA radio for emergency warnings and determine who will be in charge of this task. Identify at least two staff members who will monitor emergency warnings.	
7. Develop educational activities that staff can use whenever there is a threat of a flood.	
8. Assign a staff person to secure your important papers, such as child records, insurance policies, etc.	

**Local and Regional Disaster Checklists—Flood**

<b>Planning Steps</b>	<b>Comments</b>
9. Educate staff on the dangers of floodwater and moving water of any kind, as well as water contaminated by run off from the soil (oil and gasoline), and water that may be electrically charged from a downed power line.	
10. Develop procedures for parents to sign and date their signature on the attendance sheet next to their child’s name before releasing the child to them.	
11. Identify who will turn off electrical power, gas, and water supplies when there is standing water or fallen power lines, and secure structurally unstable building materials (if there is time to do so at the time of the emergency). Make sure at least two staff members know how to turn these items off.	
12. Determine if there are structurally unstable building materials that need to be secured.	
13. Develop communication systems to ensure that all staff, families, and partners know what steps are being taken within the plan.	
14. Establish protocols that define which community agencies will be able to provide accurate “after-flood” safety information (e.g., drinking water safety).	
15. Be aware of areas where flood waters could recede. Roads may have weakened in these areas and could collapse under the weight of a vehicle.	

**Local and Regional Disaster Checklists—Flood**

<b>Planning Steps</b>	<b>Comments</b>
<b>Additional Planning Steps</b>	
<ol style="list-style-type: none"> <li>1. Consider sharing information on The National Flood Insurance Program with staff and families.</li> </ol>	
<b>Practice Steps</b>	<b>Comments</b>
<ol style="list-style-type: none"> <li>1. Practice moving children and staff to transportation vehicles.</li> </ol>	
<ol style="list-style-type: none"> <li>2. Practice staff roles for flood emergencies.</li> </ol>	
<b>Additional Practice Steps</b>	

**Local and Regional Disaster Checklists**

## **Hurricane/Tropical Storm**

It is recommended that you consult with your HSAC, Policy Council, and/or your community or regional emergency management agency to decide whether or not each step should be included in your plan.

<b>Steps to Reduce Risk</b>	<b>Comments</b>
1. Know the differences between the hurricane categories.	
2. Educate staff about local emergency management warning signals, evacuation routes, and locations of emergency shelters.	
3. Secure outside items to the ground, place loose items into a box that is secured or anchored to the ground, or bring all loose items into the building daily.	
4. Have available pre-cut plywood or shutters for the windows.	
5. Remove damaged/diseased limbs from trees.	
<b>Additional Steps to Reduce Risk</b>	
<b>Planning Steps</b>	<b>Comments</b>
1. Plan to integrate your community's emergency plans, warning signals, evacuation routes, and locations of emergency shelters.	
2. Decide which staff person is responsible for determining imminent danger. This person is sometimes referred to as the Incident Commander. Make sure that the entire staff knows to follow the emergency procedures identified by this staff person.	

**Local and Regional Disaster Checklists—Hurricane/Tropical Storm**

<b>Planning Steps</b>	<b>Comments</b>
<p>3. Identify who will turn off electrical power, gas, and water supplies when there is standing water or fallen power lines, and secure structurally unstable building materials (if there is time to do so at the time of the emergency). Make sure at least two staff members know how to turn these items off.</p>	
<p>4. Develop communication systems to ensure that all staff, families, and partners know what steps are being taken within the plan.</p>	
<p>5. Determine who will monitor your local radio station or NOAA radio for emergency warnings and determine who will be in charge of this task. Identify at least two staff members who will monitor emergency warnings.</p>	
<p>6. Plan to communicate all of your emergency phone numbers to all members of your Head Start community.</p>	
<p>7. Assign a staff person to secure your important papers, such as child records, insurance policies, etc.</p>	
<p>8. Plan to turn your refrigerator’s thermostat to its coldest setting and keep its doors closed to keep food safe in the event of a power outage. See the <a href="#">Centers for Disease Control and Prevention</a> website for more information on food safety when the power goes out.</p>	
<p>9. Plan procedures for sheltering-in place.</p>	
<p>10. If you are unable to evacuate, fill bath tub (if appropriate) and/or other large containers with water. This will ensure that you have a supply of water for sanitary purposes.</p>	

**Local and Regional Disaster Checklists—Hurricane/Tropical Storm**

<b>Planning Steps</b>	<b>Comments</b>
<p>11. If you cannot evacuate, go to a wind safe area.</p> <ul style="list-style-type: none"> <li>• Stay indoors, away from windows and glass doors.</li> <li>• Close all interior doors. Secure and brace external doors.</li> <li>• Keep windows, curtains, and blinds closed.</li> <li>• Take refuge in interior rooms, closets, or hallways on the lowest level.</li> </ul>	
<p>12. Prevent illness from food that may have come in contact with flood or storm water by discarding:</p> <ul style="list-style-type: none"> <li>• Canned foods that are bulging, opened, or damaged</li> <li>• Food that has an unusual odor, color, or texture</li> <li>• Perishable foods (including meat, poultry, fish, eggs, and leftovers) that have been above 40°F for 2 hours or more</li> </ul> <p>For more information, see the CDC website: <a href="#">“Keep Food and Water Safe after a Disaster”</a> and <a href="#">“Prevent Illness after a Natural Disaster.”</a></p>	
<p>13. Prevent illness from contaminated water by:</p> <ul style="list-style-type: none"> <li>• Using bottled water for drinking.</li> <li>• Boiling and/or disinfecting water used for cooking, cleaning, and bathing.</li> <li>• Determine the water supply you should have on hand for each child and staff member.</li> </ul> <p>See <a href="#">“Keep Food and Water Safe after a Disaster”</a> and <a href="#">“Prevent Illness after a Natural Disaster”</a> for more information.</p>	

**Local and Regional Disaster Checklists—Hurricane/Tropical Storm**

<b>Planning Steps</b>	<b>Comments</b>
<p>14. Due to power outages, there is a risk for carbon monoxide exposure. Prevent illness from carbon monoxide poisoning.</p> <ul style="list-style-type: none"> <li>• Do not use a generator, pressure washer, or other gasoline- or charcoal-burning device inside your building, basement, or garage or near a window, door, or vent.</li> <li>• If your carbon monoxide detector sounds, leave the building immediately and call 911.</li> <li>• Seek prompt medical attention if you suspect carbon monoxide poisoning and are feeling dizzy, light-headed, or nauseated.</li> </ul>	
<p>15. Evacuate:</p> <ul style="list-style-type: none"> <li>• If you are directed by local authorities to do so, be sure to follow their instructions.</li> <li>• If you are located in a high-rise building—hurricane winds are stronger at higher elevations.</li> <li>• If you are located on the coast, on a floodplain, near a river, or on an inland waterway.</li> <li>• If you feel that you are in danger.</li> </ul>	
<p>16. Plan your evacuation routes and transportation procedures:</p> <ul style="list-style-type: none"> <li>• Avoid flood water.</li> <li>• Have life jackets available and train staff members on correct use of life jackets, if the program deems it necessary.</li> <li>• Follow all warnings about water on roadways.</li> <li>• Do not drive vehicles or heavy equipment through water.</li> <li>• Wear a life jacket if you are caught in an area where floodwater is rising.</li> </ul>	

**Local and Regional Disaster Checklists—Hurricane/Tropical Storm**

<b>Planning Steps</b>	<b>Comments</b>
<p>17. Prevent illness from mosquitoes:</p> <ul style="list-style-type: none"> <li>• Request that children and staff have long pants, socks, and long-sleeved shirts that are labeled with their name and stored in the building.</li> <li>• Use insect repellents that contain DEET or Picaridin.</li> </ul> <p>More information about these and other recommended repellents can be found in the CDC fact sheet, <i>Updated Information Regarding Insect Repellents</i> (<a href="http://www.cdc.gov/ncidod/dvbid/westnile/RepellentUpdates.htm">http://www.cdc.gov/ncidod/dvbid/westnile/RepellentUpdates.htm</a>).</p>	
<p>18. Develop plans to train staff members and children about hurricane dangers and precautions, such as:</p> <ul style="list-style-type: none"> <li>• Stay away from damaged buildings or structures until they have been examined and certified as safe by a building inspector or other government authority.</li> <li>• Leave the building immediately if you hear shifting or unusual noises that may signal the structure is about to fall.</li> <li>• Avoid wild, stray, or dead animals. Call local authorities to handle animals.</li> <li>• NEVER touch a fallen power line. Call the power company to report fallen power lines.</li> <li>• Avoid contact with overhead power lines during cleanup and other activities.</li> <li>• If electrical circuits and equipment have become wet or are in or near water, turn off the power at the main breaker or fuse on the service panel.</li> <li>• Do not turn the power back on until electrical equipment has been inspected by a qualified electrician.</li> </ul>	

**Local and Regional Disaster Checklists—Hurricane/Tropical Storm**

<b>Planning Steps</b>	<b>Comments</b>
<ul style="list-style-type: none"> <li>• Do not burn candles.</li> <li>• Use flashlights or other battery-operated lights.</li> <li>• Be cautious around materials that may be hazardous. Wear protective clothing and gear (e.g., an N-95 particulate filtering respirator if needed). Wash skin that may have come in contact with hazardous chemicals or when there is a reaction on the skin.</li> <li>• Contact local emergency management professionals if you are not sure about how to handle or get rid of hazardous materials.</li> </ul> <p>For additional information about hurricanes and tropical storms, refer to the <a href="#">AAP Children &amp; Disasters</a> website and contact your ACF Regional Emergency Management Specialist at <a href="mailto:ohsepr@acf.hhs.gov">ohsepr@acf.hhs.gov</a>.</p>	
<p>19. Determine if your program should be closed prior to opening hours.</p>	
<b>Additional Planning Steps</b>	
<b>Practice Steps</b>	<b>Comments</b>
<p>1. Have children and staff practice putting on life jackets correctly.</p>	
<p>2. Have children and staff practice evacuating to transportation vehicles.</p>	
<p>3. Have children practice moving to the designated safe room.</p>	
<b>Additional Practice Steps</b>	

**Local and Regional Disaster Checklists**

**Landslides and Debris Flow**

It is recommended that you consult with your HSAC, Policy Council, and/or your community or regional emergency management agency to decide whether or not each step should be included in your plan.

<b>Steps to Reduce Risk</b>	<b>Comments</b>
1. Get a ground assessment of the program’s property. Consult with a geotechnical expert (a registered professional engineer with soils engineering expertise) for advice on landslide risks at your site. Local authorities should be able to tell you how to contact a geotechnical expert.	
2. <a href="#">Ensure that proper land-use procedures are in place.</a>	
3. Determine if flexible pipe fittings should be installed. This may help avoid gas or water leaks. Refer to <a href="http://www.ready.gov/landslides-debris-flow">www.ready.gov/landslides-debris-flow</a> .	
4. Be familiar with where debris flow has occurred in your area.	
5. Watch how water flows during storms.	
<b>Additional Steps to Reduce Risk</b>	
<b>Planning Steps</b>	<b>Comments</b>
1. Plan and integrate activities into your daily program that will prepare children for a land or mudslide.	
2. Plan to provide training to your staff members on the warning signs of a land or mudslide.	
3. Plan to assign responsibility to a staff member (e.g., facilities staff) for watching how the ground may be moving and listening for unusual sounds or rumbling.	

*School readiness begins with health!*

**Local and Regional Disaster Checklists—Landslides and Debris Flow**

<b>Planning Steps</b>	<b>Comments</b>
<p>4. Decide which staff person is responsible for determining imminent danger. This person is sometimes referred to as the Incident Commander. Make sure that the entire staff knows to follow the emergency procedures identified by this staff person.</p>	
<p>5. Integrate your community’s emergency plans, warning signals, evacuation routes, and locations of emergency shelters into your plan.</p>	
<p>6. Determine who will monitor your local radio station or NOAA radio for emergency warnings and determine who will be in charge of this task. Identify at least two staff members who will monitor emergency warnings.</p>	
<p>7. Identify who will turn off electrical power, gas, and water supplies when there is standing water or fallen power lines, and secure structurally unstable building materials (if there is time to do so at the time of the emergency). Make sure at least two staff members know how to turn these items off.</p>	
<p>8. Assign a staff person to secure your important papers, such as child records, insurance policies, etc.</p>	
<p>9. Develop methods for sharing evacuation plans with staff, families, and community management personnel.</p>	
<p>10. Develop communication systems to ensure that all staff members, families, and partners know what steps are being taken within the plan.</p>	

**Local and Regional Disaster Checklists—Landslides and Debris Flow**

<b>Planning Steps</b>	<b>Comments</b>
11. Plan to train staff members and children on what to do if evacuation is impossible (e.g., curl into a tight ball and protect your head). Refer to <a href="http://www.ready.gov/landslides-debris-flow">www.ready.gov/landslides-debris-flow</a> .	
12. Ensure that insurance and rebuilding plans are in place in case of any damage.	
<b>Additional Planning Steps</b>	
<b>Practice Steps</b>	<b>Comments</b>
1. Practice evacuating the children and staff to transportation vehicles. [HSPPS 1304.53 (10)(vii)]	
2. Practice children and staff rolling into a tight ball, protecting their head.	
<b>Additional Practice Steps</b>	

**Local and Regional Disaster Checklists**

## **Thunderstorm/Lightning**

It is recommended that you consult with your HSAC, Policy Council, and/or your community or regional emergency management agency to decide whether or not each step should be included in your plan.

<b>Planning Steps</b>	<b>Comments</b>
<p>1. Plan educational activities that will inform staff about what to avoid in a thunderstorm:</p> <ul style="list-style-type: none"> <li>• Natural lightning rods such as a tall, isolated tree in an open area</li> <li>• Hilltops, open fields, the beach, or a boat on the water</li> <li>• Isolated sheds or other small structures in open areas</li> <li>• Metal objects such as farm equipment, motorcycles, golf carts or clubs, and bicycles</li> <li>• Source: <a href="http://www.ready.gov/thunderstorms-lightning">www.ready.gov/thunderstorms-lightning</a></li> </ul>	
<p>2. Determine who will monitor your local radio station or NOAA radio for emergency warnings and determine who will be in charge of this task. Identify at least two staff members who will monitor emergency warnings.</p>	
<p>3. Decide which staff person is responsible for determining imminent danger. This person is sometimes referred to as the Incident Commander. Make sure that staff knows to follow the emergency procedures identified by this staff person.</p>	

**Local and Regional Disaster Checklists—Thunderstorm/Lightning**

<b>Planning Steps</b>	<b>Comments</b>
4. Identify who will turn off electrical power, gas, and water supplies when there is standing water or fallen power lines, and secure structurally unstable building materials (if there is time to do so at the time of the emergency). Make sure at least two staff members know how to turn these items off.	
5. Develop procedures for parents to sign and date their signature on the attendance sheet next to their child’s name before releasing the child to them.	
6. Plan procedures for when there is a credible threat of a thunderstorm or lightning or if you hear thunder.	
7. Plan to postpone outdoor activities.	
8. Plan to move inside of a building or shelter immediately if you are outside.	
9. If wind is associated with a storm plan to secure outdoor objects that might hurt someone if blown into them, blow away or cause damage.	
10. If wind is present plan to shutter windows and secure outside doors. If shutters are not available, close window blinds, shades, or curtains.	
11. Plan to unplug appliances and other electrical items, such as computers, that are not in use.	
<b>Additional Planning Steps</b>	

**Local and Regional Disaster Checklists—Thunderstorm/Lightning**

<b>Practice Steps</b>	<b>Comments</b>
1. Have children practice moving into the building quickly but safely when given a warning command.	
<b>Additional Practice Steps</b>	

**Local and Regional Disaster Checklists**

## Tornado

It is recommended that you consult with your HSAC, Policy Council, and/or your community or regional emergency management agency to decide whether or not each step should be included in your plan.

<b>Steps to Reduce Risk</b>	<b>Comments</b>
1. Prepare a safe room in advance, such as a storm cellar or basement, interior room, or hallway on lowest floor possible.	
2. If you are under a tornado warning, immediately take everyone to safe shelter.	
3. Keep everyone away from windows, doors, outside walls, and corners.	
4. If possible, determine if the program should be closed for the day, prior to opening hours.	
<b>Additional Steps to Reduce Risk</b>	
<b>Planning Steps</b>	<b>Comments</b>
1. Identify who will turn off electrical power, gas, and water supplies when there is standing water or fallen power lines, and secure structurally unstable building materials (if there is time to do so at the time of the emergency). Make sure at least two staff members know how to turn these items off.	
2. Decide which staff person is responsible for determining imminent danger. This person is sometimes referred to as the Incident Commander. Make sure the entire staff knows to follow the emergency procedures identified by this staff person.	

**Local and Regional Disaster Checklists—Tornado**

<b>Planning Steps</b>	<b>Comments</b>
3. Develop communication systems to ensure that all staff, families, and partners know what steps are being taken within the plan.	
4. Determine who will monitor your local radio station or NOAA radio for emergency warnings and determine who will be in charge of this task. Identify at least two staff members who will monitor emergency warnings.	
5. Identify potential program hazards and know how to secure or protect them before the tornado strikes.	
6. Keep everyone away from windows, doors, outside walls, and corners.	
7. Develop training for staff and children about ways to stay safe and ways to deal with fear of a tornado.	
8. Plan how you will integrate your community’s emergency plans, warning signals, evacuation routes, and locations of emergency shelters into your plan.	
9. Develop procedures for parents to sign and date their signature on the attendance sheet next to their child’s name before releasing the child to them.	
10. Assign a staff person to secure your important papers, such as child records, insurance policies, etc.	
11. Develop evacuation plans with meeting places for children, families, and staff.	
12. Ensure that insurance and rebuilding plans are in place in case of any destruction.	

**Local and Regional Disaster Checklists—Tornado**

<b>Planning Steps</b>	<b>Comments</b>
13. On the layout diagram of your program, locate the designated “safe area” and share this with families and local emergency management personnel.	
14. Develop activities that will prepare children and staff for tornadoes.	
<b>Additional Planning Steps</b>	
<b>Practice Steps</b>	<b>Comments</b>
1. Practice having children and staff members go to the designated “safe area,” such as a basement or the center of an interior room on the lowest level (e.g., closet, interior hallway), away from corners, windows, doors, and outside walls.	
2. Have children get under a sturdy table and use their arms to protect their head and neck.	
<b>Additional Practice Steps</b>	

**Local and Regional Disaster Checklists**

## Tsunami

It is recommended that you consult with your HSAC, Policy Council, and/or your community or regional emergency management agency to decide whether or not each step should be included in your plan.

<b>Steps to Reduce Risk</b>	<b>Comments</b>
1. Listen to local emergency management warnings.	
2. Be prepared to act quickly and evacuate inland.	
3. Stay away from low-lying coastal areas, if there is a tsunami warning.	
<b>Additional Steps to Reduce Risk</b>	
<b>Planning Steps</b>	<b>Comments</b>
1. Decide which staff person is responsible for determining imminent danger. This person is sometimes referred to as the Incident Commander. Make sure the entire staff knows to follow the emergency procedures identified by this staff person.	
2. Determine who will monitor your local radio station or NOAA radio for emergency warnings and determine who will be in charge of this task. Identify at least two staff members who will monitor emergency warnings.	
3. Develop educational activities that will sensitize children to the possibility of a tsunami emergency.	
4. Plan rapid evacuation procedures.	
5. Assign a staff person to secure your important papers, such as child records, insurance policies, etc.	

**Local and Regional Disaster Checklists—Tsunami**

<b>Planning Steps</b>	<b>Comments</b>
<p>6. Identify who will turn off electrical power, gas, and water supplies when there is standing water or fallen power lines, and secure structurally unstable building materials (if there is time to do so at the time of the emergency). Make sure at least two staff members know how to turn these items off.</p>	
<p>7. Develop communication systems to ensure that all staff, families, and partners know what steps are being taken within the plan.</p>	
<p>8. Develop procedures for parents to sign and date their signature on the attendance sheet next to their child’s name before releasing the child to them</p>	
<p><b>Additional Planning Steps</b></p>	
<b>Practice Steps</b>	<b>Comments</b>
<p>1. Have children practice moving to transportation vehicles quickly but safely.</p>	
<p><b>Additional Practice Steps</b></p>	

**Local and Regional Disaster Checklists**

## Volcano

It is recommended that you consult with your HSAC, Policy Council, and/or your community or regional emergency management agency to decide whether or not each step should be included in your plan.

<b>Steps to Reduce Risk</b>	<b>Comments</b>
1. Listen to local emergency management.	
2. Bring children inside.	
3. Shut windows and doors to maintain air quality.	
4. Be prepared to evacuate quickly.	
5. Purchase goggles and nose and mouth protection (such as paper or surgical masks, or cloth that can be dampened) for your emergency/disaster supplies kits.	
6. If possible, determine if the program should be closed for the day, prior to opening hours.	
<b>Additional Steps to Reduce Risk</b>	
<b>Planning Steps</b>	<b>Comments</b>
1. Plan how you will communicate the evacuation plan to staff and families.	
2. Decide which staff person is responsible for determining imminent danger. This person is sometimes referred to as the Incident Commander. Make sure the entire staff knows to follow the emergency procedures identified by this staff person.	
3. Ensure that staff members are available who know CPR and First Aid.	

**Local and Regional Disaster Checklists—Volcano**

<b>Planning Steps</b>	<b>Comments</b>
<p>4. Determine who will monitor your local radio station or NOAA radio for emergency warnings and determine who will be in charge of this task. Identify at least two staff members who will monitor emergency warnings.</p>	
<p>5. Assign a staff person to secure your important papers, such as child records, insurance policies, etc.</p>	
<p>6. Ensure that insurance and rebuilding plans are current.</p>	
<p>7. Train your staff and children to follow the emergency management professionals’ instructions if they tell you to leave the area. Although it may seem safe to stay inside and wait out an eruption, doing so is dangerous. Volcanoes spew hot, dangerous gases, ash, lava, and rock that are powerfully destructive and may be poisonous if inhaled.</p>	
<p>8. Identify who will turn off electrical power, gas, and water supplies when there is standing water or fallen power lines, and secure structurally unstable building materials (if there is time to do so at the time of the emergency). Make sure at least two staff members know how to turn these items off.</p>	
<p>9. Plan how you will prepare to evacuate. Steps could include:</p> <ul style="list-style-type: none"> <li>• Assigning a staff person to listen to the radio or TV for volcano updates.</li> <li>• Assigning a staff person to listen for disaster sirens and warning signals.</li> <li>• Gathering your emergency/disaster supplies kit.</li> </ul>	

**Local and Regional Disaster Checklists—Volcano**

<b>Planning Steps</b>	<b>Comments</b>
<ul style="list-style-type: none"> <li>• Preparing an emergency/disaster supplies kit for your program. The emergency kit should include food, flares, booster cables, maps, tools, a First Aid kit, a fire extinguisher, a flashlight, batteries, etc. Staff should also always bring their “grab and go” kits and make sure that diapers and wipes are included.</li> <li>• Plans to fill your vehicle’s gas tank.</li> <li>• Plans to place vehicles under cover, if possible.</li> <li>• Plan ahead to take classroom pets, but be aware that many emergency shelters do not accept animals.</li> <li>• Plans to fill your clean water containers.</li> <li>• Adjusting the thermostat on refrigerators and freezers to the coolest possible temperature. If the power goes out, food will stay cooler longer.</li> </ul>	
<p>10. Determine procedures for following designated evacuation routes (some of them may be blocked) and what emergency supplies need to be taken if evacuated from the center.</p>	
<p>11. If emergency management professionals tell you to shelter-in place:</p> <ul style="list-style-type: none"> <li>• Listen to the local or NOAA radio or TV until you are told all is safe or you are told to evacuate. Local authorities may evacuate specific areas at greatest risk in your community.</li> <li>• Close and lock all windows and outside doors.</li> <li>• Turn off all heating and air conditioning systems and fans, if indicated.</li> </ul>	

**Local and Regional Disaster Checklists—Volcano**

<b>Planning Steps</b>	<b>Comments</b>
<ul style="list-style-type: none"> <li>• Organize your emergency supplies and make sure staff knows where the supplies are.</li> <li>• Go to an interior room without windows that is above ground level.</li> <li>• Bring classroom pets with you, and be sure to bring food and water supplies for them.</li> </ul>	
<p>12. Plan to have a hard-wired (nonportable) telephone in the room you select. Call your emergency management professionals and have the phone available if you need to report a life-threatening condition. Remember that telephone equipment may be overwhelmed or damaged when the volcano erupts. Source: <a href="http://www.bt.cdc.gov/disasters/volcanoes/before.asp">http://www.bt.cdc.gov/disasters/volcanoes/before.asp</a></p>	
<p>13. If a volcano erupts in your area, your plan should describe:</p> <ul style="list-style-type: none"> <li>• How to evacuate immediately from the volcano area to avoid flying debris, hot gases, lateral blast, and lava flow.</li> <li>• How to identify the risk of a mudslide. The danger from a mudslide increases near stream channels and with prolonged heavy rains. Mudslides can move faster than you can walk or run. Look upstream before crossing a bridge, and do not cross the bridge if a mudslide is approaching.</li> <li>• How to avoid river valleys and low-lying areas.</li> </ul>	

**Local and Regional Disaster Checklists—Volcano**

<b>Planning Steps</b>	<b>Comments</b>
<p>14. Plan to protect your children and staff from ash fallout.</p> <ul style="list-style-type: none"> <li>• Have children and staff bring a change of clothes that includes a long-sleeved shirt and a pair of long pants. Store the change of clothes in an easily accessible area.</li> <li>• Have enough goggles for each staff and child.</li> <li>• Advise staff and children to use a dust mask or hold a damp cloth over their face to help with breathing.</li> <li>• Stay away from areas downwind from the volcano to avoid volcanic ash.</li> <li>• Stay indoors until the ash has settled, unless there is a danger of the roof collapsing.</li> <li>• Close doors, windows, and all ventilation in the building (e.g., chimney vents, furnaces, air conditioners, fans, and other vents).</li> <li>• Clear heavy ash from flat or low-pitched roofs and rain gutters.</li> <li>• Avoid running car or truck engines. Driving can stir up volcanic ash that can clog engines, damage moving parts, and stall vehicles.</li> <li>• Avoid driving in heavy ash unless absolutely required. If you have to drive, keep speed down to 35 miles per hour or slower.</li> </ul> <p>Source: <a href="http://www.ready.gov/volcanoes">www.ready.gov/volcanoes</a></p>	
<p><b>Additional Planning Steps</b></p>	

**Local and Regional Disaster Checklists—Volcano**

<b>Practice Steps</b>	<b>Comments</b>
1. Have children and staff practice evacuating to your program’s vehicle(s).	
2. Have the children practice wearing dust masks.	
<b>Additional Practice Steps</b>	

**Local and Regional Disaster Checklists**

## **Winter Storms/Extreme Cold**

It is recommended that you consult with your HSAC, Policy Council, and/or your community or regional emergency management agency to decide whether or not each step should be included in your plan.

<b>Steps to Reduce Risk</b>	<b>Comments</b>
1. Have rock salt, sand, and snow shovels.	
2. Have extra blankets and adequate clothing for children.	
3. Make sure your site is well insulated.	
4. Find out if your program should have insulated pipes and allow faucets to drip a little during cold weather.	
5. Have a supply of extra food and water.	
6. Determine procedures for delayed openings, closings, and early releases and communicate these procedures to families and staff.	
7. Make plans to have indoor play facilities or warm spaces for indoor play in heated facilities whenever it is too cold to go outside for recess or outdoor play times.	
8. Communicate proper clothing expectations program-wide and maintain supplies to accommodate children who come to the program with insufficiently warm clothing and communicate these procedures to families.	
9. Prepare shelter-in place procedures and materials in case children and staff must stay at the program for extended periods of time.	

**Local and Regional Disaster Checklists—Winter Storms/Extreme Cold**

<b>Steps to Reduce Risk</b>	<b>Comments</b>
<p>10. Decide which staff person is responsible for determining imminent danger. This person is sometimes referred to as the Incident Commander. Make sure the entire staff knows to follow the emergency procedures identified by this staff person.</p>	
<p>11. Identify who will turn off electrical power, gas, and water supplies when there is standing water or fallen power lines, and secure structurally unstable building materials (if there is time to do so at the time of the emergency). Make sure at least two staff members know how to turn these items off.</p>	
<p>12. Develop procedures for having parents sign and date their signature on the attendance sheet next to their child’s name before releasing the child to them.</p>	
<p>13. Consult with local health officials for guidance on when it is too cold for outside play.</p>	
<p>14. Develop guidance on the type and temperature of warm fluids and well-balanced meals to maintain body temperature and help children stay warm.</p>	
<p>15. Communicate with your local transportation providers to ensure that they understand what procedures will be followed during winter storms and extreme cold for safe transportation of children and staff to their homes.</p>	
<p>16. Train enough staff so that at least two staff members know how to shut off water valves during all periods that the program is open.</p>	

**Local and Regional Disaster Checklists—Winter Storms/Extreme Cold**

<b>Steps to Reduce Risk</b>	<b>Comments</b>
17. Train enough staff so that at least two staff members know how to carefully use alternate heat sources.	
18. Be careful when using alternate heat sources.	
19. Develop a form for notification to families about appropriate clothing for cold days.	
20. Assign a staff person the responsibility to listen to the radio, television, or NOAA Weather Radio for weather reports and emergency information.	
21. Conserve fuel, if necessary, by keeping your building cooler than normal while considering the temperature needs of infants and children with special health needs. Temporarily close off heat to some unoccupied rooms.	
22. Plan for frozen pipes by outlining procedures such as removing any insulation or layers of newspapers and wrapping pipes in rags. Completely open all faucets and pour hot water over the pipes, starting where they were most exposed to the cold (or where the cold was most likely to penetrate).	
22. Train staff on the importance of dry clothing. Wet clothing loses all its insulating value and transmits heat rapidly.	
23. Plan to limit staff time outside, but if it is necessary, inform staff members that they should cover their mouths to protect their lungs.	
24. Train staff to identify signs of frostbite and hypothermia and to provide immediate relief, warm blankets, and no hot water.	

**Local and Regional Disaster Checklists—Winter Storms/Extreme Cold**

25. Assess and service the needs of heating and electrical utilities.	
<b>Additional Steps to Reduce Risk</b>	
<b>Planning Steps</b>	<b>Comments</b>
1. Train enough staff so that at least two staff members know how to shut off water valves during all periods that the program is open.	
2. Train enough staff so that at least two staff members know how carefully use alternate heat sources.	
3. Be careful when using alternate heat sources.	
<b>Additional Planning Steps</b>	
1. Programs may want to collect donations of winter clothing items such as gloves, mittens, and hats to use for children or families who may not have these items.	
<b>Practice Steps</b>	<b>Comments</b>
1. Have children practice completely closing their winter coats, putting gloves, mittens and hats before leaving the building.	
<b>Additional Practice Steps</b>	

# Site-Specific Hazards Checklists

## General Safety Threat

It is recommended that you consult with your HSAC, Policy Council, and/or your community or regional emergency management agency to decide whether or not each step should be included in your plan.

Steps to Reduce Risk	Comments
<p>1. Childproof the facility:</p> <ul style="list-style-type: none"> <li>• Protect electrical outlets.</li> <li>• Remove access to electrical cords.</li> <li>• Place safety locks on cabinets.</li> <li>• Place doorknob covers on doors.</li> <li>• Place safety gates at top and bottom of stairs.</li> <li>• Ensure window blind strings do not have loops.</li> <li>• Secure tall furniture to walls.</li> <li>• Lock up cleaning products.</li> <li>• Lock medicines in high cabinets.</li> <li>• Place locks on toilets.</li> <li>• Place guards on windows.</li> <li>• Place corner and edge bumpers on sharp edges of furniture.</li> <li>• Place plants out of reach of children.</li> <li>• Remove choking hazards.</li> <li>• Keep cribs away from draperies, blinds, and electrical cords.</li> <li>• Ensure children cannot access water features (e.g., ponds, fountains, pools).</li> <li>• Ensure trash is not accessible to children.</li> <li>• Remove broken or unsafe play equipment.</li> </ul>	

**Site-Specific Hazards Checklists—General Safety Threat**

<b>Steps to Reduce Risk</b>	<b>Comments</b>
<ul style="list-style-type: none"><li>• Designate any unsafe areas as off-limits to children.</li><li>• Follow established standards for the care of infants with respect to sudden infant death syndrome (SIDS).</li></ul>	
<b>Additional Steps to Reduce Risk</b>	

**Site-Specific Hazards Checklists**

## Medical Emergency

It is recommended that you consult with your HSAC, Policy Council, and/or your community or regional emergency management agency to decide whether or not each step should be included in your plan.

<b>Planning Steps</b>	<b>Comments</b>
<b>If incident occurred in the center</b>	
1. Decide which staff person is responsible for determining imminent danger. This person is sometimes referred to as the Incident Commander. Make sure the entire staff knows to follow the emergency procedures identified by this staff person.	
2. Develop and sequence steps to respond to the event: <ul style="list-style-type: none"> <li>• Call 911</li> <li>• Notify CPR/First Aid certified persons in center building of medical emergencies.</li> <li>• If possible, isolate affected child/staff member.</li> <li>• Activate center Emergency Response Team. Designate staff person to accompany injured/ill person to hospital.</li> </ul>	
3. Plan to have the Incident Commander notify parent(s), guardian(s) or family of the affected child/staff.	
4. Determine the method of notifying children, staff, and parents about what happened.	
5. Plan for mental health services for those who need assistance.	

**Site-Specific Hazards Checklists—Medical Emergency**

<b>Planning Steps</b>	<b>Comments</b>
<b>If incident occurred outside the center</b>	
6. Plan how to activate Emergency Response Team.	
7. Plan how to notify staff before normal operating hours.	
8. Determine method of notifying children and parents. Announce availability of mental health services for those who need assistance.	
9. Develop procedures for having parents sign and date their signature on the attendance sheet next to the injured child’s name before releasing the child to them.	
<b>Additional Planning Steps</b>	

**Site-Specific Hazards Checklists**

## **Transportation/Bus/Field Trip Hazards**

It is recommended that you consult with your HSAC, Policy Council, and/or your community or regional emergency management agency to decide whether or not each step should be included in your plan.

<b>Steps to Reduce Risk</b>	<b>Comments</b>
1. Make sure the transportation vehicle has a current safety inspection and that current insurance is up to date.	
2. Ensure that the transportation vehicle has copies of the tip sheets for all possible threats in your area. Each tip sheet includes: <ul style="list-style-type: none"> <li>• Emergency personnel phone numbers</li> <li>• Safety procedures</li> <li>• Tips for First Aid</li> <li>• Techniques for calming children</li> </ul>	
3. Determine if the vehicle is equipped and modified for children with access, functional and other needs.	
4. Ensure that drivers have practiced methods of safely assisting children to exit the vehicle.	
5. Keep information on the quickest routes to the nearest emergency facility in the vehicle.	
6. Keep emergency supplies (e.g., First Aid kit, water, student roster, medications, etc.) in the vehicle.	
7. Plan field trip activities that are age appropriate and free of safety hazards (the picnic area, the playground, the building, etc.).	
8. Plan transportation and field trip routes that are free of pre-existing hazards.	
9. Make sure that appropriate height-weight restraints are available for each child.	

**Site-Specific Hazards Checklists—Transportation/Bus/Field Trip Hazards**

<b>Additional Steps to Reduce Risk</b>	
<b>Planning Steps</b>	<b>Comments</b>
<p>1. <b>In an Earthquake:</b> If the vehicle is moving:</p> <ul style="list-style-type: none"> <li>• Stop as quickly as safety permits and stay in the vehicle. Avoid stopping near or under buildings, trees, overpasses, and utility wires.</li> <li>• Proceed cautiously once the earthquake has stopped. Avoid roads, bridges, or ramps that might have been damaged by the earthquake.</li> </ul>	
<p>2. <b>In a Tornado:</b></p> <ul style="list-style-type: none"> <li>• During times when there is a threat of a tornado, do not initiate transportation of children. Do not begin a field trip or transportation home.</li> <li>• If a sudden and unexpected tornado rises: <ul style="list-style-type: none"> <li>• Move immediately into a shelter such as a building with a basement, if one is available.</li> <li>• If shelter is not available: <ul style="list-style-type: none"> <li>• Get out of the vehicle, lie flat in a nearby ditch or depression, and cover your head with your hands. Be aware of the potential for flooding.</li> <li>• Do not get under an overpass or bridge. You are safer in a low, flat location.</li> <li>• Never try to outrun a tornado in urban or congested areas in a car or truck. Instead, leave the vehicle immediately for safe shelter.</li> </ul> </li> </ul> </li> </ul>	

**Site-Specific Hazards Checklists—Transportation/Bus/Field Trip Hazards**

<b>Planning Steps</b>	<b>Comments</b>
<ul style="list-style-type: none"> <li>• Watch out for flying debris. Flying debris from tornadoes causes most fatalities and injuries.</li> </ul> <p>Source: <a href="http://m.fema.gov/tornadoes.htm">http://m.fema.gov/tornadoes.htm</a></p>	
<p><b>3. In a Tsunami:</b></p> <ul style="list-style-type: none"> <li>• Turn on your radio to learn if there is a tsunami warning when an earthquake occurs and you are in a coastal area.</li> <li>• Move inland to higher ground immediately and stay there.</li> <li>• Stay away from the beach. Never go down to the beach to watch a tsunami come in. If you can see the wave, you are too close to escape it.</li> </ul>	
<p><b>4. In a Thunderstorm:</b> The danger in a thunderstorm is from lightning, falling objects (trees) and rising water. If the rain is heavy and the driver is unable to safely see the road ahead, the vehicle must stop on the side of the road away from any objects that could fall on it.</p> <ul style="list-style-type: none"> <li>• Whenever thunder can be heard, lightning can strike, and it often strikes outside of heavy rain and may occur as far as 10 miles away from any rainfall. The vehicle should move at a safe speed to a safe location.</li> <li>• If lightning is seen but there is no thunder, it is also dangerous and often called “heat lightning.” The vehicle should move at a safe speed to a safe location.</li> </ul>	

Site-Specific Hazards Checklists—Transportation/Bus/Field Trip Hazards

Planning Steps	Comments
<ul style="list-style-type: none"> <li>• Most lightning deaths and injuries occur when people are caught outdoors in the summer months during the afternoon and evening. If the children and staff from the center are on a field trip, at the first sign of thunder they must move quickly into a safe building. If there is no building at the field trip site, they should move quickly back to the transportation vehicle.</li> </ul> <p>Source: <a href="http://m.fema.gov/thunderstorm.htm">http://m.fema.gov/thunderstorm.htm</a></p>	
<p>5. <b>In a flood:</b> It is impossible to estimate the depth of the water. If the transportation vehicle approaches standing water, the vehicle must turn around and find an alternate route to its destination.</p> <ul style="list-style-type: none"> <li>• Six inches of water will reach the bottom of most passenger cars, causing loss of control and possible stalling.</li> <li>• A foot of water will float many vehicles.</li> <li>• Two feet of rushing water can carry away most vehicles, including sport utility vehicles (SUVs) and pick-ups.</li> </ul>	
<p>6. <b>In a bomb threat:</b></p> <ul style="list-style-type: none"> <li>• Pull the vehicle over as quickly and safely as possible.</li> <li>• Have the children exit the vehicle and walk to an area where they are safe from traffic and as far away from the vehicle as possible.</li> <li>• Call 911 and your Head Start center.</li> <li>• Employ activities to calm the children.</li> </ul>	

**Site-Specific Hazards Checklists—Transportation/Bus/Field Trip Hazards**

<b>Planning Steps</b>	<b>Comments</b>
<p><b>7. In a vehicle accident:</b></p> <ul style="list-style-type: none"> <li>• Move all children and staff out of the vehicle to a safe location away from the traffic.</li> <li>• Call 911.</li> <li>• Administer First Aid and comfort children.</li> <li>• Employ activities to calm children.</li> </ul>	
<p><b>8. In a landslide:</b></p> <ul style="list-style-type: none"> <li>• Follow emergency management personnel instructions.</li> <li>• Follow alternative route.</li> <li>• Call the Head Start center so that staff can contact parents and inform them of a delay in the arrival of their children.</li> </ul>	
<p><b>9. In a hurricane:</b> There should be enough advance warning so that the Head Start center should not be transporting children.</p>	
<p><b>10. In a volcano eruption:</b> If the vehicle is transporting children when there is an eruption:</p> <ul style="list-style-type: none"> <li>• Listen to the radio for guidance.</li> <li>• Follow emergency management instructions.</li> <li>• Call the Head Start center.</li> <li>• If told to drive to a shelter, do so.</li> <li>• Watch for signs of a mudslide.</li> <li>• Try to stay upwind of the ash, as it will clog engines.</li> <li>• Use dust masks, which should be included in the emergency/disaster supplies kit.</li> </ul>	

**Site-Specific Hazards Checklists—Transportation/Bus/Field Trip Hazards**

<b>Planning Steps</b>	<b>Comments</b>
<p><b>11. In a medical emergency:</b></p> <ul style="list-style-type: none"> <li>• If the medical emergency <b>does not</b> involve the driver of the vehicle and a medical facility is close, the driver should get to the medical facility while the other staff on board the vehicle administer to the individual who is experiencing the emergency. Staff should call 911 and the Head Start center. The staff should remain calm and employ activities to calm the children, if possible.</li> <li>• If the medical emergency <b>does</b> involve the driver, the other staff on the vehicle should safely guide the vehicle to a stop, ease the driver out of the seat, call 911, and administer to the driver. Staff should remain calm and employ activities to calm the children, if possible.</li> </ul>	
<p><b>12. In a winter storm:</b> Drive only if it is absolutely necessary. If you must drive, consider the following:</p> <ul style="list-style-type: none"> <li>• Stay on main roads. Avoid back-road shortcuts.</li> <li>• If the transportation vehicle is unable to move: <ul style="list-style-type: none"> <li>• Turn on hazard lights and hang a distress flag from the radio antenna or window and call your Head Start center to report the problem.</li> <li>• Remain in your vehicle where rescuers are most likely to find you. Do not set out on foot.</li> </ul> </li> </ul>	

**Site-Specific Hazards Checklists—Transportation/Bus/Field Trip Hazards**

<b>Planning Steps</b>	<b>Comments</b>
<ul style="list-style-type: none"> <li>• Run the engine and heater briefly about 10 minutes each hour to keep warm. When the engine is running, open a downwind window slightly for ventilation and periodically clear snow from the exhaust pipe. <b>This will protect you from possible carbon monoxide poisoning.</b></li> <li>• Exercise to maintain body heat, but avoid overexertion. Allow children to get up and move. In extreme cold, use road maps, seat covers, and floor mats for insulation. Huddle with passengers and use your coat as a blanket.</li> <li>• Use the water in the emergency/disaster supplies kit to stay hydrated.</li> <li>• Be careful not to waste battery power. Balance electrical energy needs—the use of lights, heat, and radio—with supply.</li> </ul> <p>Source: <a href="http://m.fema.gov/wi_during.htm">http://m.fema.gov/wi_during.htm</a></p>	
<p><b>13. In a hazardous chemical event:</b> Children should remain inside the vehicle and be transported away from the incident as quickly and safely as possible. Staff on board must call the Head Start center.</p>	
<p><b>14. In a radiologic event:</b></p> <ul style="list-style-type: none"> <li>• Listen to the NOAA or commercial radio for information.</li> <li>• Call the Head Start center for instructions.</li> <li>• Follow emergency management instructions and transport the children to safety as quickly as possible.</li> </ul>	

**Site-Specific Hazards Checklists—Transportation/Bus/Field Trip Hazards**

<b>Planning Steps</b>	<b>Comments</b>
<p><b>15. If there is an intruder on the vehicle:</b></p> <ul style="list-style-type: none"> <li>• Politely greet the intruder and identify yourself.</li> <li>• Inform intruder that this transportation vehicle is for Head Start children only.</li> <li>• If intruder’s purpose is not legitimate, ask him/her to leave.</li> <li>• Accompany intruder to exit.</li> </ul>	
<p><b>16. If intruder refuses to leave:</b></p> <ul style="list-style-type: none"> <li>• Warn intruder of consequences for staying on the vehicle.</li> <li>• Signal other staff about the intruder by using a predetermined code.</li> <li>• Call 911 and Incident Commander if intruder still refuses to leave. Give police full description of intruder.</li> <li>• Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder’s actions at this time (where he/she is located in center, whether he/she is carrying a weapon or package, etc.).</li> </ul>	

**Site-Specific Hazards Checklists—Transportation/Bus/Field Trip Hazards**

<b>Planning Steps</b>	<b>Comments</b>
<p>17. <b>If a child is missing:</b></p> <ul style="list-style-type: none"> <li>• Check attendance sheet that was completed when children entered the vehicle.</li> <li>• Check all possible hiding places in the vehicle.</li> <li>• Call 911 and Head Start center.</li> <li>• Ask children when they last saw the child.</li> <li>• Return to last location where the child was seen.</li> <li>• Initiate search protocols.</li> <li>• When police arrive, give police a picture of the child, description of clothing, and last place he/she was seen.</li> <li>• Follow police instructions.</li> </ul>	
<p>18. Decide which staff person is responsible for determining imminent danger. This person is sometimes referred to as the Incident Commander. Make sure the entire staff knows to follow the emergency procedures identified by this staff person.</p>	
<p>19. Determine who will monitor your local radio station or NOAA radio for emergency warnings and determine who will be in charge of this task. Identify at least two staff members who will monitor emergency warnings.</p>	
<p><b>Additional Planning Steps</b></p>	

**Site-Specific Hazards Checklists—Transportation/Bus/Field Trip Hazards**

<b>Practice Steps</b>	<b>Comments</b>
1. Practice each of these emergencies with transportation staff members.	
<b>Additional Practice Steps</b>	

**Site-Specific Hazards Checklists**

## Utility Outage and Blackouts

It is recommended that you consult with your HSAC, Policy Council, and/or your community or regional emergency management agency to decide whether or not each step should be included in your plan.

<b>Steps to Reduce Risk</b>	<b>Comments</b>
1. Determine which staff person should decide if the program should be opened. This person might be the Incident Commander.	
2. Have surge protectors on electrical plugs.	
3. Determine if you should prepare frozen water containers in case there is a power outage.	
4. At all times when the program is open, have at least two staff members who are trained in how to keep food safe and how to identify if food is safe.	
5. Have a landline phone that does not require electricity.	
6. Consider purchasing an emergency generator, especially if your building is located in an area where power losses are frequent. Note: Generators should not be placed inside buildings.	
<b>Additional Steps to Reduce Risk</b>	
<b>Planning Steps</b>	<b>Comments</b>
1. Plan to turn off and unplug all unnecessary electrical equipment.	
2. Determine the water supply you should have on hand for each child and staff member.	

**Site-Specific Hazards Checklists—Utility Outage and Blackouts**

<b>Planning Steps</b>	<b>Comments</b>
<p>3. Identify who will turn off gas and water supplies when there is standing water or fallen power lines, and secure structurally unstable building materials (if there is time to do so at the time of the emergency). Make sure at least two staff members know how to turn these items off.</p>	
<p>4. Decide which staff person is responsible for determining imminent danger. This person is sometimes referred to as the Incident Commander. Make sure the entire staff knows to follow the emergency procedures identified by this staff person.</p>	
<p>5. Determine how you will address the medical needs of children and staff that may rely on electricity for items such as medical devices. This may include working with your local emergency management agency, fire department, or others so that they are aware of such medical needs.</p>	
<p>6. Plan for an alternate heat source for food preparation if either the gas or electricity go out, or have plans to use food that does not require cooking.</p>	
<p>7. Have plans in place for notifying families if the center must close due to lack of water, heat, cooling, electricity, or gas and determine how you will let families know when the situation is back to normal.</p>	

**Site-Specific Hazards Checklists—Utility Outage and Blackouts**

<b>Planning Steps</b>	<b>Comments</b>
8. Develop procedures for parents to sign and date their signature on the attendance sheet next to their child’s name before releasing the child to them.	
<b>Additional Planning Steps</b>	
<b>Practice Steps</b>	<b>Comments</b>
1. Practice preparing meals that do not require cooking (e.g., fruits, sandwiches, vegetables such as celery).	
2. Have designated staff practice turning off the water, gas, and electricity at the source.	
<b>Additional Practice Steps</b>	

**Site-Specific Hazards Checklists**

**Fire**

It is recommended that you consult with your HSAC, Policy Council, and/or your community or regional emergency management agency to decide whether or not each step should be included in your plan.

<b>Steps to Reduce Risk</b>	<b>Comments</b>
1. Check with fire officials to remain current on fire safety, such as regular inspections and use of fire extinguishers, detectors, and alternate heating sources.	
2. Test and clean smoke detectors once a month.	
3. Make sure batteries are replaced in smoke detectors at least once a year. If the alarm chirps, replace the battery immediately.	
4. Conduct regular fire safety training and fire drills.	
5. Use fire-resistant materials.	
6. Work with your facilities manager to have carbon monoxide detectors installed.	
7. Work with your facilities manager to install sprinklers, if possible.	
8. Work with your facilities manager to install fire extinguishers in each room and check regularly (i.e., charge levels, mounted securely, within easy reach, staff and volunteers know how to use).	
<b>Planning Steps</b>	<b>Comments</b>
1. Determine how to accommodate infants, toddlers, and children and staff with special needs including transporting infants and toddlers who cannot walk.	

**Site-Specific Hazards Checklists—Fire**

<b>Planning Steps</b>	<b>Comments</b>
<p>2. Decide which staff person is responsible for determining imminent danger. This person is sometimes referred to as the Incident Commander. Make sure the entire staff knows to follow the emergency procedures identified by this staff person.</p>	
<p>Follow guidance provided in <a href="#">Head Start Center Design Guide</a> (Chapter 10 Section 1).</p>	
<b>Additional Planning Steps</b>	
<b>Practice Steps</b>	<b>Comments</b>
<p>1. Practice Stop, Drop, and Roll. See National Fire Protection Association in Resource section.</p>	
<p>2. Practice checking the classroom door to see if it is hot to the touch. Use the back of your hand to feel the top of the door, the doorknob, and the crack between the door and door frame before you open it. Never use the palm of your hand or fingers to test for heat—burning those areas could impair your ability to escape a fire (i.e., climbing ladders and crawling).</p>	
<p>3. Practice evacuating the building and moving quickly to the assigned safe area.</p>	
<p>4. Practice opening windows and security bars on windows.</p>	
<p>5. Practice taking the class attendance sheet and checking for all of the children.</p>	
<p>6. Develop procedures for having parents sign and date their signature on the attendance sheet next to their child’s name before releasing the child to them.</p>	

**Site-Specific Hazards Checklists—Fire**

<b>Practice Steps</b>	<b>Comments</b>
7. Practice crawling low under any smoke to your exit; heavy smoke and poisonous gases collect first along the ceiling.	
8. Practice procedures for locating a child who is not in the assigned safe area.	
9. Practice procedures to accommodate infants, toddlers, and children and staff members with access, functional and other needs including infants and toddlers who cannot walk.	
10. Practice evacuating the building and moving quickly to the assigned safe area. Cribs designed to be used as evacuation cribs, can be used to evacuate infants, if rolling is possible on the evacuation route(s).	
<b>Additional Practice Steps</b>	

**Site-Specific Hazards Checklists**

## **Hazardous Material Event**

It is recommended that you consult with your HSAC, Policy Council, and/or your community or regional emergency management agency to decide whether or not each step should be included in your plan.

<b>Planning Steps</b>	<b>Comments</b>
<b>For incidents that occurred near the center property</b>	
1. Plan to follow the fire or police personnel directives.	
2. Plan ways to notify parents.	
3. Your local health department can also support you in determining dangers due to proximity, amount of distance you will need to evacuate, and measures your program can take to minimize the effects of an incident.	
4. Decide which staff person is responsible for determining imminent danger. This person is sometimes referred to as the Incident Commander. Make sure the entire staff knows to follow the emergency procedures identified by this staff person.	
<b>For incidents that occurred in a center</b>	
1. Plan to seal off the area of the spill (if you can safely do so).	
2. Plan to take charge of the area until fire personnel contain incident.	
3. Plan to shelter-in place or evacuate, depending on what emergency management personnel advise.	
4. Plan ways to notify parents if children are evacuated.	
5. Develop procedures for parents to sign and date their signature on the attendance sheet next to their child's name before releasing the child to them.	

**Site-Specific Hazards Checklists—Hazardous Material Event**

<b>Planning Steps</b>	<b>Comments</b>
6. Maintain accurate Material Safety Data Sheets (MSDS).	
7. Plan to have at least one staff person trained in First Aid for contact with hazardous chemicals.	
8. Add plastic sheeting, duct tape, and scissors to your emergency/disaster supplies kit.	
9. Determine who will monitor your local radio station or NOAA radio for emergency warnings and determine who will be in charge of this task. Identify at least two staff members who will monitor emergency warnings.	
10. Plan to have supplies to shelter for 2 to 3 hours after sealing the windows and door from the outside air. The effectiveness of sheltering diminishes with time, as the contaminated outside air gradually seeps into the shelter. At this point, evacuation from the area is the better protective action and will probably be recommended by your emergency management personnel.	
11. Plan to ventilate the shelter when the emergency has passed to avoid breathing contaminated air still inside the shelter.	
<b>Additional Planning Steps</b>	

**Site-Specific Hazards Checklists—Hazardous Material Event**

<b>Practice Steps</b>	<b>Comments</b>
1. Practice sheltering-in place.	
2. Practice moving quickly and safely to transportation vehicle(s).	
3. Have children practice recognizing the symbol for hazardous chemicals on containers.	
<b>Additional Practice Steps</b>	

**Site-Specific Hazards Checklists**

## Missing Child

It is recommended that you consult with your HSAC, Policy Council, and/or your community or regional emergency management agency to decide whether or not each step should be included in your plan.

<b>Steps to Reduce Risk</b>	<b>Comments</b>
1. Practice the steps of active supervision for infant, toddler and preschool settings. See <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/safety-injury-prevention/safe-healthy-environments/ActiveSupervisio.htm">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/safety-injury-prevention/safe-healthy-environments/ActiveSupervisio.htm</a> for more information.	
2. Have an established process for releasing children, including documenting to whom they can be released and ensuring any legal orders against a parent or guardian are documented and easily identified before releasing children.	
3. Have a sign-in/sign-out process that also identifies who can be in areas with children.	
4. Conduct background/reference checks on all staff and volunteers.	
5. Designate how children will be accounted for when in and out of the facility, on field trips, at the playground, during drills. Hazard mapping may be a useful resource.	
6. Do not share information about a child with anyone but parents or guardians.	
7. Establish a notification process if a child is missing. Call 911 if a child is missing and then notify the approved guardian/parent.	
8. Identify and map potential hiding places in the classroom, in the building, and on the playground.	

**Site-Specific Hazards Checklists—Missing Child**

<b>Steps to Reduce Risk</b>	<b>Comments</b>
9. Assign enough staff and volunteers so that the children are supervised at all times.	
10. Develop a child “buddy system” so that children can watch out for each other.	
11. If a child is unexpectedly absent, have staff contact the family.	
<b>Additional Planning Steps</b>	
<b>Planning Steps</b>	<b>Comments</b>
1. Maintain a picture of each child in the program.	
2. Train staff to note at least one article of clothing that each child is wearing each day (especially on field trip days) so that they can describe it to the police.	
3. Train staff to count and check attendance: <ul style="list-style-type: none"> <li>• After leaving the transportation vehicle</li> <li>• Before getting into or out of the transportation vehicle</li> <li>• After coming in from the playground</li> <li>• At scheduled intervals when away from the Head Start center</li> <li>• In the center after transitions</li> </ul>	
4. Assign staff roles for this emergency (e.g., to search, to stay with other children).	
5. Decide which staff person is responsible for determining imminent danger. This person is sometimes referred to as the Incident Commander. Make sure the entire staff knows to follow the emergency procedures identified by this staff person.	

**Site-Specific Hazards Checklists—Missing Child**

<p><b>Additional Planning Steps</b></p>	
<p><b>Practice Steps</b></p>	<p><b>Comments</b></p>
<p>1. At the beginning of each year and when children enroll or dis-enroll because of transitions due to age, have the staff members record on an attendance sheet the children in their room:</p> <ul style="list-style-type: none"> <li>• When group activities begin in the mornings</li> <li>• After coming in from the playground</li> <li>• At naptime</li> <li>• Before getting into or out of the transportation vehicle</li> </ul>	
<p><b>Additional Practice Steps</b></p>	

**Site-Specific Hazards Checklists**

## Bomb Threat

It is recommended that you consult with your HSAC, Policy Council, and/or your community or regional emergency management agency to decide whether or not each step should be included in your plan.

<b>Planning Steps</b>	<b>Comments</b>
1. Train any staff members who regularly answer the center’s phone on how to gather information from a threatening call.	
2. Decide which staff person is responsible for determining imminent danger. This person is sometimes referred to as the Incident Commander. Make sure the entire staff knows to follow the emergency procedures identified by this staff person.	
3. Plan to use a bomb threat checklist to record the threat.	
4. Plan to ask where the bomb is located, when the bomb will go off, what materials are in the bomb, who is calling, and why the caller is doing this.	
5. Train staff to listen carefully to the caller’s voice and speech patterns and to noises in the background.	
6. Train staff NOT to hang up, even if the caller does. <b>(The police may be able to trace the call.)</b>	
7. Train staff to notify your center’s Incident Commander or designee.	
8. Ensure that your center’s Incident Commander knows how to evaluate the threat and order an evacuation of all persons inside center building(s).	
9. Ensure that the Incident Commander knows the procedures for notifying the police (calls 911). The Incident Commander must report incident to police.	

**Site-Specific Hazards Checklists—Bomb Threat**

<b>Planning Steps</b>	<b>Comments</b>
10. Follow local law enforcement instructions regarding if, when and how to evacuate.	
11. Train teachers to take attendance after evacuating the building.	
12. Plan activities for the children that will prepare them for an evacuation emergency.	
13. Develop procedures for parents to sign and date their signature on the attendance sheet next to their child’s name before releasing the child to them during evacuation.	
14. Assign a staff person to secure your important papers, such as child records, insurance policies, etc.	
<b>Additional Planning Steps</b>	
<b>Practice Steps</b>	<b>Comments</b>
1. Practice with children using the evacuation procedure, making sure that the designated safe area is far enough away from the building to safely protect the children if there were a blast. (500 feet is the general rule. Consult with local bomb disposal unit.)	
2. Practice remaining outside until the all-clear signal is given or fire or police personnel declare the building(s) safe.	
3. Practice with staff to retrieve important papers, such as child records, insurance policies, etc.	
<b>Additional Practice Steps</b>	

**Site-Specific Hazards Checklists**

## Criminal Activity

It is recommended that you consult with your HSAC, Policy Council, and/or your community or regional emergency management agency to decide whether or not each step should be included in your plan.

<b>Planning Steps</b>	<b>Comments</b>
1. Determine which staff person is responsible for determining imminent danger. This person is sometimes referred to as the Incident Commander. Make sure the entire staff knows to follow the emergency procedures identified by this staff person. It is this person’s responsibility to declare a shelter-in place or other emergency.	
2. Train staff to be aware of people around the facility and to report suspicious individuals or activity to the responsible staff person, this may be the Incident Commander.	
3. Plan relationship-building activities with local law enforcement in your area.	
4. Plan ways to collaborate with police about criminal activity and areas of concern around your building. Generate criminal threat prevention recommendations.	
5. Develop procedures for reporting anything out of the ordinary to the police.	
6. Assign a staff person to secure your important papers such as child records, insurance policies, etc.	
<b>Additional Planning Steps</b>	

**Site-Specific Hazards Checklists—Criminal Activity**

<b>Practice Steps</b>	<b>Comments</b>
1. Practice sheltering-in place and lockdown when the command is given.	
<b>Additional Practice Steps</b>	

**Site-Specific Hazards Checklists**

## **Intruder/Hostage**

It is recommended that you consult with your HSAC, Policy Council, and/or your community or regional emergency management agency to decide whether or not each step should be included in your plan.

Definition: Intruder—An unauthorized person who enters the Center property.

<b>Planning Steps</b>	<b>Comments</b>
1. Plan procedures with staff concerning an intruder and require that the first person who becomes aware of an intruder get another staff person to accompany them before approaching guest/intruder.	
2. Plan to have staff politely greet guest/intruder and identify themselves.	
3. Plan to have staff ask the guest/intruder the purpose of his/her visit.	
4. Determine which staff person is responsible for determining imminent danger. This person is sometimes referred to as the Incident Commander. Make sure the entire staff knows to follow the emergency procedures identified by this staff person.	
5. Prepare staff with a script that will inform guest/intruder that all visitors must register at main office.	
6. Train staff to determine if the intruder’s purpose is not legitimate, and to quickly ask the intruder to leave. Staff should accompany the intruder to exit.	
7. Establish procedures to lockdown your center and train staff in what is required.	
<b>If intruder refuses to leave:</b>	
8. Staff should be aware of a standard script that warns the intruder of consequences for staying on center property.	

**Site-Specific Hazards Checklists—Intruder/Hostage**

<b>Planning Steps</b>	<b>Comments</b>
9. Plan a unique signal that staff with the intruder can give, alerting other staff of the situation.	
10. Plan to have a third staff notify security or police and Incident Commander if intruder still refuses to leave. Give police full description of intruder. If possible inform the intruder that a call for help has been placed.	
11. Staff should be trained to walk away from intruder if he/she indicates a potential for violence. Be aware of intruder’s actions at this time (where he/she is located in center, whether he/she is carrying a weapon or package, etc.)	
<b>Hostage Situation:</b>	
12. If hostage taker is unaware of your presence, do not intervene.	
13. Call 911 immediately. Give dispatcher details of situation; ask for assistance from hostage negotiation team. <b>(Insert the actual sequence to dial 911 from your phone system.)</b>	
14. Seal off area near hostage scene.	
15. Notify Incident Commander.	
16. Incident Commander notifies Director.	
17. Give control of scene to police and hostage negotiation team.	
18. Keep detailed notes of event.	
<b>If taken hostage:</b>	
19. Follow instructions of hostage taker.	
20. Try not to panic. Calm students if they are present.	
21. Treat the hostage taker as normally as possible.	

**Site-Specific Hazards Checklists—Intruder/Hostage**

<b>Planning Steps</b>	<b>Comments</b>
22. Be respectful to hostage taker.	
23. Ask permission to speak and do not argue or make suggestions.	
<b>Active Shooter Situation:</b>	
24. Work with your HSAC, Policy Council, and community or regional emergency management agency to determine the steps you need to take to plan for an active shooter situation which is different from the situations listed before.	
<b>If taken hostage:</b>	
<b>Additional Planning Steps</b>	
<b>Practice Steps</b>	
1. Have children and staff practice moving quickly and safely into the building.	
2. Have children practice lockdown procedures when given commands from their teacher.	
<b>Additional Practice Steps</b>	

**Site-Specific Hazards Checklists**

## Radiologic Event

It is recommended that you consult with your HSAC, Policy Council, and/or your community or regional emergency management agency to decide whether or not each step should be included in your plan.

<b>Planning Steps</b>	<b>Comments</b>
<p>1. Determine which staff person is responsible for determining imminent danger. This person is sometimes referred to as the Incident Commander. Make sure the entire staff knows to follow the emergency procedures identified by this staff person.</p>	
<p>2. Determine who will monitor your local radio station or NOAA radio for emergency warnings and determine who will be in charge of this task. Identify at least two staff members who will monitor emergency warnings.</p>	
<b>Shelter-in Place Notification:</b>	
<p>1. Plan procedures for sheltering-in place when alerted by warning sirens, emergency radio telecast, or emergency personnel.</p> <ul style="list-style-type: none"> <li>• Bring all persons inside building(s).</li> <li>• Close all exterior doors and windows.</li> <li>• Turn off any ventilation leading outdoors.</li> <li>• Cover up food not in containers or put it in the refrigerator.</li> <li>• If advised, cover mouth and nose with handkerchief, cloth, paper towels, or tissues.</li> </ul>	
<b>Evacuation Notification:</b>	
<p>1. Plan procedures for evacuation.</p> <ul style="list-style-type: none"> <li>• Incident Commander contacts the transportation coordinator and informs him/her that evacuation is taking place.</li> </ul>	

**Site-Specific Hazards Checklists—Radiologic Event**

<b>Planning Steps</b>	<b>Comments</b>
<ul style="list-style-type: none"> <li>• Incident Commander notifies students, staff, and relocation center.</li> <li>• Staff closes all windows.</li> <li>• Staff turns off all lights, electrical equipment, gas, water faucets, air conditioning, and heating system.</li> <li>• Determine how staff should notify emergency personnel that their room or center has been evacuated. This may include putting a sign in the window indicating if there are people in the room or center.</li> <li>• Staff locks doors.</li> <li>• Staff and children move to transportation vehicles and leave campus.</li> </ul>	
<p>2. Train teachers to assume the following responsibilities during an evacuation.</p> <ul style="list-style-type: none"> <li>• Take attendance in their room before evacuation and take attendance sheet with them to evacuation site.</li> <li>• Take attendance before and after transportation.</li> <li>• Explain evacuation procedures to children. Instruct them to take their belongings.</li> <li>• Wait in classroom until Incident Commander or designee informs teachers that transportation has arrived.</li> <li>• Maintain supervision and responsibility for the children until parents arrive and take custody.</li> <li>• Have parents sign and date their signature on the attendance sheet next to their child’s name before releasing the child to them.</li> </ul>	

**Site-Specific Hazards Checklists—Radiologic Event**

<b>Additional Planning Steps</b>	
1. Contact your local department of public health to find out what warning sirens mean in your community.	
<b>Practice Steps</b>	<b>Comments</b>
1. Have children and staff practice moving quickly and safely to transportation vehicles.	
<b>Additional Practice Steps</b>	

**Site-Specific Hazards Checklists**

**Terrorist Event**

It is recommended that you consult with your HSAC, Policy Council, and/or your community or regional emergency management agency to decide whether or not each step should be included in your plan. Weapons of mass destruction likely to be employed by terrorists fall into four basic categories: chemical, biological, nuclear, and explosive. The procedures outlined below will protect children and staff should such attacks occur.

<b>Planning Steps</b>	<b>Comments</b>
1. Decide which staff person is responsible for determining imminent danger. This person is sometimes referred to as the Incident Commander. Make sure the entire staff knows to follow the emergency procedures identified by this staff person.	
2. Determine who will monitor your local radio station or NOAA radio for emergency warnings and determine who will be in charge of this task. Identify at least two staff who will monitor emergency warnings.	
3. Identify who will turn off electrical power, gas and water supplies when there is standing water or fallen power lines, and secure structurally unstable building materials (if there is time to do so at the time of the emergency). Make sure at least two staff members know how to turn these items off.	
4. Assign a staff person to secure your important papers, such as child records, insurance policies, etc.	
5. Develop procedures for parents to sign and date their signature on the attendance sheet next to their child’s name before releasing the child to them.	
6. Plan how your program will shelter-in place and lock-down the center.	

**Site-Specific Hazards Checklists—Terrorist Event**

<b>Planning Steps</b>	<b>Comments</b>
<p>7. Prepare to do without services you normally depend on—electricity, telephone, natural gas, and Internet.</p>	
<p>8. Develop plans to ensure the following items are located on each floor of your center.</p> <ul style="list-style-type: none"> <li>• Portable, battery-operated radio and extra batteries</li> <li>• Several flashlights and extra batteries</li> <li>• First Aid kit and manual</li> <li>• Hard hats, masks, and gloves</li> <li>• Fluorescent tape to rope off dangerous areas</li> </ul>	
<p>9. Train staff to examine all deliveries that are made to your center and to identify any that are suspicious, including those that:</p> <ul style="list-style-type: none"> <li>• Are unexpected or from someone unfamiliar to you</li> <li>• Have no return address, or have one that cannot be verified as legitimate</li> <li>• Are marked with restrictive endorsements such as “Personal,” “Confidential,” or “Do not X-ray”</li> <li>• Have protruding wires or aluminum foil, strange odors, or stains</li> <li>• Show a city or state in the postmark that doesn’t match the return address</li> <li>• Are of unusual weight given their size, or are lopsided or oddly shaped</li> <li>• Are marked with threatening language</li> <li>• Have inappropriate or unusual labeling</li> <li>• Have excessive postage or packaging material, such as masking tape and string</li> <li>• Have misspellings of common words</li> </ul>	

**Site-Specific Hazards Checklists—Terrorist Event**

<b>Planning Steps</b>	<b>Comments</b>
<ul style="list-style-type: none"> <li>• Are addressed to someone no longer with your organization or are otherwise outdated</li> <li>• Have incorrect titles or titles without a name</li> <li>• Are not addressed to a specific person</li> <li>• Have handwritten or poorly typed addresses</li> </ul>	
<p>10. Plan to install a high-efficiency particulate air (HEPA) filter in your furnace return duct. These filters remove particles in the 0.3 to 10 micron range and will filter out most biological agents that may enter your building. If you do not have a central heating or cooling system, a stand-alone portable HEPA filter can be used.</p>	
<p>11. Train staff that if there is an explosion they should:</p> <ul style="list-style-type: none"> <li>• Get under a sturdy table or desk if things are falling around them. When items stop falling, leave quickly, watching for obviously weakened floors and stairways.</li> <li>• Not use elevators.</li> <li>• As they exit from the building, be especially watchful of falling debris.</li> </ul> <p>Once they are out of the building:</p> <ul style="list-style-type: none"> <li>• Do not stand in front of windows, glass doors, or other potentially hazardous areas.</li> <li>• Move away from sidewalks or streets to be used by emergency officials or others still exiting the building.</li> </ul> <p>If they are trapped in debris:</p> <ul style="list-style-type: none"> <li>• If possible, use a flashlight to signal their location to rescuers.</li> </ul>	

**Site-Specific Hazards Checklists—Terrorist Event**

<b>Planning Steps</b>	<b>Comments</b>
<ul style="list-style-type: none"> <li>• Avoid unnecessary movement so that dust is not put into the air.</li> <li>• Cover their nose and mouth with anything available.</li> <li>• Tap on a pipe or wall so rescuers can find them.</li> <li>• Use a whistle to signal rescuers.</li> <li>• Shout only as a last resort. Shouting can cause them to inhale dangerous amounts of dust.</li> </ul>	
<p>12. Develop activities for the children that will prepare them for an event such as this without frightening them.</p>	
<b>Chemical:</b>	
<p>1. Develop plans to protect children and staff members:</p> <ul style="list-style-type: none"> <li>• Move children and staff members into center building.</li> <li>• Shelter-in place. <b>(Do not use basements or low-lying areas.)</b></li> <li>• Close all doors and windows.</li> <li>• Shut down HVAC system (limit airflow from outside).</li> <li>• Seal doors, windows, and vents with plastic and duct tape.</li> <li>• Prepare to treat children and staff who experience a reaction to the chemical or other agent.</li> <li>• Evacuate only when told to do so by public safety, emergency management, or military authorities.</li> </ul>	

**Site-Specific Hazards Checklists—Terrorist Event**

<b>Planning Steps</b>	<b>Comments</b>
<p><b>Biological:</b> Defense against biological attacks is difficult. Awareness of an attack is usually not possible for days or weeks. The first signs may emerge as personnel notice a higher than usual incidence of various symptoms.</p>	
<p>2. Develop plans to protect children and staff if an attack is discovered while it is in progress:</p> <ul style="list-style-type: none"> <li>• Move children and staff into center building.</li> <li>• Shelter-in place. <b>(Do not use basements or low lying areas.)</b></li> <li>• Close all doors and windows.</li> <li>• Shut down the HVAC system. (Limit airflow from outside)</li> <li>• Keep children and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities.</li> </ul>	
<p><b>Nuclear:</b> Defense against nuclear weapons involves the distance from the point of detonation.</p>	
<p>3. Develop plans to protect children and staff:</p> <ul style="list-style-type: none"> <li>• Move children and staff to an identified safe area in a basement or lower level rooms. Interior hallways may be used as an alternate.</li> <li>• Close all doors leading into hallways to minimize flying glass.</li> <li>• All people assume the <b>duck, cover, and hold</b> position on the ground.</li> <li>• Shut down all utility systems to the building. (Gas and electricity are the priorities).</li> <li>• Shelter-in place to protect from fall-out if the attack is far enough away. Keep children and staff inside the building.</li> <li>• Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities.</li> </ul>	

**Site-Specific Hazards Checklists—Terrorist Event**

<b>Planning Steps</b>	<b>Comments</b>
<ul style="list-style-type: none"> <li>• Listen to emergency broadcasts and follow directions of emergency management personnel.</li> </ul>	
<p><b>Explosive:</b> The danger from the blast effect of conventional explosive devices is similar to nuclear devices with a higher rate of survivability.</p>	
<p>4. Develop plans for responding to the threat of an imminent blast nearby to protect children and staff:</p> <ul style="list-style-type: none"> <li>• Move children and staff to specifically identified basement or lower level rooms. Interior hallways may be used as an alternate.</li> <li>• Close all doors leading into hallways to minimize flying glass.</li> <li>• Tell everyone to assume the <b>duck, cover, and hold</b> position on the ground.</li> <li>• Shut down all utility systems in the building. (Gas and electricity are the priorities.)</li> <li>• Shelter-in place</li> <li>• Keep children and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities.</li> </ul>	
<p>5. Develop plans to evacuate to the predesignated off-site location(s) if your center is the target.</p>	
<p><b>Additional Planning Steps:</b></p>	

**Site-Specific Hazards Checklists—Terrorist Event**

<b>Practice Steps</b>	<b>Comments</b>
1. Practice identifying suspicious packages.	
2. Practice duck, cover, hold and the procedures you will use to accommodate infants and toddlers and the special needs of children and staff in your program.	
3. Practice shelter-in place.	
4. Practice evacuating quickly and safely to transportation vehicles.	
<b>Additional Practice Steps:</b>	

# Grab-and-Go Checklist

**I**n addition to the center’s emergency/disaster supplies kit, each classroom should have a grab-and-go kit. This kit must be checked on a regular basis to make sure that all the supplies are there and that supplies are not expired. Consult with your HSAC, Policy

Council, and your local or regional emergency management agency about what items should be included in your program’s grab and go kits.

The list below serves as a starting point for what may be included.

## Grab-and-Go Kit Checklist

- Emergency contact forms
- Classroom attendance form
- Facility floor plan with evacuation route outlined
- Health and medication information on all classroom children and staff
- Diapers and toilet paper
- Sanitary wipes and hand sanitizer
- Gloves
- Bottled water
- Children’s extra clothes
- First Aid Kit
- Flashlight
- Batteries
- Radio with batteries or NOAA radio with batteries or other method for charging
- Cell phone and charger
- Paper towels
- Light snacks such as granola bars and items that are safe for children with food allergies

## Additional Items

- [Psychological First Aid: Field Operations Guide](#)
- Contact form for each child
- List of emergency service phone numbers (i.e. fire, police, gas, electric, 911 etc.)

# Community Health Service Needs

**I**t is always important to have current information on the needs of your families and staff and the types of community health services (including mental health services) available in your community. It is even more important should a tragic event or crisis occur.

The following checklist provides you with information to use to assess, plan, and practice how you can use services in your community. It also provides you with impact and recovery steps should a crisis or tragic event occur.

## Community Services Checklist

Use this worksheet to assess health services in your program.

Then consider the planning, practice, and recovery steps and use the comments section to record your HSAC's recommendations as to whether each step should be included in your plan.

<b>Steps to Reduce Risk</b>	<b>Comments</b>
1. Identify services and emergency preparedness specialists and agencies in your community that are currently in place and those that are needed. <ul style="list-style-type: none"><li>• Emergency medical and dental services</li><li>• Mental health</li><li>• Nutrition</li><li>• Medication and health care supply replenishment</li><li>• Birthing</li><li>• Pediatric care</li><li>• Hazard assessment</li><li>• Sanitation and hygiene supplies</li></ul>	
2. Identify how Head Start families would access available services: <ul style="list-style-type: none"><li>• They would need to travel to the service.</li><li>• The service could be provided in their home.</li><li>• Phone and email advice is available.</li></ul>	

**Community Health Service Needs**

<b>Steps to Reduce Risk</b>	<b>Comments</b>
3. Identify all other health and mental health providers in your community and map their location.	
4. Create a contact list of health and mental health providers, and distribute it to families.	
<b>Additional Steps to Reduce Risk</b>	
<b>Planning Steps</b> (Make sure to include the emergency preparedness specialists that are mentioned earlier in the check list in your planning steps)	
<ol style="list-style-type: none"> <li>1. Meet with representatives of different departments in your local public health department and determine what services would be available for your families following an emergency.</li> <li>2. In conjunction with your public health department and other health care providers (e.g., community clinics, private practice), develop a method for rapid communications.</li> <li>3. Develop a memorandum of understanding/ agreement that will facilitate health and mental health services for your families.</li> <li>4. Determine who in your community would be available to provide psychological first aid services for children, families, and staff. (This may include your staff, your mental health consultant, and/or outside mental health service providers.)</li> <li>5. Offer to create a room in your building that could serve as a triage area or a satellite health office during an emergency.</li> </ol>	
<b>Additional Planning Steps</b>	

**Community Health Service Needs**

<b>Practice Steps</b>	<b>Comments</b>
1. Test your communications methods for alerting families and health providers.	
<b>Additional Practice Steps</b>	
<b>Recovery Steps</b>	<b>Comments</b>
1. Conduct a “post” emergency meeting with your community health providers and discuss lessons learned.	
2. Share your experience with the collaborating office and your regional specialist and request that they share the information with other programs.	
3. Go to <a href="http://www.disasterassistance.gov">http://www.disasterassistance.gov</a> . Begin psychological first aid. (See the trauma section of the National Center on Health website at <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/mental-health/mental-health.html">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/mental-health/mental-health.html</a> and <a href="http://www.nctsn.org/content/psychological-first-aid">http://www.nctsn.org/content/psychological-first-aid</a> )	
<b>Additional Recovery Steps</b>	

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# Emergency Preparedness for Early Head Start Home Visitors

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**W**hen the home visitor is conducting group socialization activities at a Head Start center or in a licensed child care program the home visitor must follow the emergency plan for the building in which the activities are taking place. In order to do this, the home visitor must:

- Secure and maintain a copy of the emergency plan.
- Read and understand all the emergency steps for each of the emergencies.
- Share an abbreviated written copy of the plan with participating families and explain the plan to them prior to initiation of the group socialization activities.
- In the event of an emergency, follow the emergency plan and keep the children and families safe.

When the Home Visitor is conducting group socialization activities in a licensed child care program without an approved emergency plan, the home visitor must follow the emergency plan developed by their Early Head Start program. In order to do this, the home visitor must:

- Secure and maintain a copy of the emergency plan
- Read and understand all the emergency steps for each of the emergencies.

- Share an abbreviated written copy of the plan with the participating families and explain the plan to them prior to the initiation of the group socialization activities.
- In the event of an emergency, follow the emergency plan and keep the children and families safe.

## During individualized sessions in the family home:

The Family Service Center (FSC)/home visitor should not place themselves in jeopardy by traveling to a family home when a hazard/threat warning has been issued by local, state, or national emergency management (e.g., tornado, flood). If an emergency arises while the FSC/home visitor is already in a family's home, the FSC/home visitor should follow the steps for safety defined in their program's emergency preparedness plan. Therefore, the FSC/home visitor must understand the steps involved in their program's plan and bring an abbreviated version of the plan with them whenever they go to a family's home.

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# Resources

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## Administration for Children and Families

Early Childhood resources

<http://www.acf.hhs.gov/programs/ohsepr/early-childhood>

Contact [ohsepr@acf.hhs.gov](mailto:ohsepr@acf.hhs.gov) to be routed to the Regional Emergency Management Specialist for your region.

## American Red Cross

American Red Cross—Long Island Hurricane Preparedness Guide: Everything You Need to Know to Prepare and Protect Your Family

[http://shorehamcivic.homestead.com/files/Presentations\\_9-17-08/en\\_guide2.pdf](http://shorehamcivic.homestead.com/files/Presentations_9-17-08/en_guide2.pdf)

## Bright Horizons

Jim Greenman—What Happened to My World? Helping Children Cope with Natural Disaster and Catastrophe

<http://www.brighthorizons.com/talking-to-children>

## Office of Head Start Emergency Preparedness website

Provides additional information, resources, and tip sheet as well as a link to the Emergency Preparedness Manual

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/ep>

## National Association of School Psychologists

Helping Children Cope with Crisis: Care for Caregivers

[http://www.nasponline.org/resources/crisis\\_safety/CaregiverTips.pdf](http://www.nasponline.org/resources/crisis_safety/CaregiverTips.pdf)

## The National Child Traumatic Stress Network

After the Hurricane: Helping Young Children Heal (NCTSN)

[http://nctsn.org/sites/default/files/assets/pdfs/Helping\\_Young\\_Children\\_Heal.pdf](http://nctsn.org/sites/default/files/assets/pdfs/Helping_Young_Children_Heal.pdf)

## National Fire Protection Association

Stop, Drop, and Roll

<http://www.nfpa.org/safety-information/for-public-educators/education-programs/learn-not-to-burn/learn-not-to-burn-grade-1/know-when-to-stop-drop-and-roll>

## Parent Guidelines for Helping Children After Hurricanes

[http://nctsn.org/sites/default/files/assets/pdfs/parents\\_guidelines\\_talk\\_children\\_hurricanes.pdf](http://nctsn.org/sites/default/files/assets/pdfs/parents_guidelines_talk_children_hurricanes.pdf)

Spanish: [http://nctsn.org/sites/default/files/assets/pdfs/ParentGuidelines\\_SpanishVersion.pdf](http://nctsn.org/sites/default/files/assets/pdfs/ParentGuidelines_SpanishVersion.pdf)

## Teacher Guidelines for Helping Children after Hurricanes

[http://nctsn.org/sites/default/files/assets/pdfs/teachers\\_guidelines\\_talk\\_children\\_hurricanes.pdf](http://nctsn.org/sites/default/files/assets/pdfs/teachers_guidelines_talk_children_hurricanes.pdf)

## Parent Tips for Helping Infants and Toddlers after Disasters

[http://www.nctsn.org/sites/default/files/pfa/english/appendix\\_e4\\_tips\\_for\\_parents\\_with\\_infants\\_and\\_toddlers.pdf](http://www.nctsn.org/sites/default/files/pfa/english/appendix_e4_tips_for_parents_with_infants_and_toddlers.pdf)

**Resources**

**Parent Tips for Helping Preschool-Age Children after Disasters**

[http://www.nctsn.org/sites/default/files/pfa/english/appendix\\_e5\\_tips\\_for\\_parents\\_with\\_preschool\\_children.pdf](http://www.nctsn.org/sites/default/files/pfa/english/appendix_e5_tips_for_parents_with_preschool_children.pdf)

**Parent Tips for Helping School-Age Children after Disasters**

[http://www.nctsn.org/sites/default/files/pfa/english/appendix\\_e6\\_tips\\_for\\_parents\\_with\\_schoolage\\_children.pdf](http://www.nctsn.org/sites/default/files/pfa/english/appendix_e6_tips_for_parents_with_schoolage_children.pdf)

**Parent Tips for Helping Adolescents after Disasters**

[http://www.nctsn.org/sites/default/files/pfa/english/appendix\\_e7\\_tips\\_for\\_parents\\_with\\_adolescents.pdf](http://www.nctsn.org/sites/default/files/pfa/english/appendix_e7_tips_for_parents_with_adolescents.pdf)

**Psychological First Aid for Adults: Tips for Adults**

[http://www.nctsn.org/sites/default/files/pfa/english/appendix\\_e8\\_tips\\_for\\_adults.pdf](http://www.nctsn.org/sites/default/files/pfa/english/appendix_e8_tips_for_adults.pdf)

**Childhood Traumatic Grief Educational Materials: For Parents**

[http://rems.ed.gov/docs/samhsa\\_childhoodtraumaticgriefforparents.pdf](http://rems.ed.gov/docs/samhsa_childhoodtraumaticgriefforparents.pdf)

**Trinka and Sam: The Rainy Windy Day**

[http://www.nctsn.org/sites/default/files/assets/pdfs/trinka\\_and\\_sam\\_final.pdf](http://www.nctsn.org/sites/default/files/assets/pdfs/trinka_and_sam_final.pdf)  
Spanish: <http://www.nctsn.org/sites/default/files/assets/pdfs/trinka-y-juan-final-2-11.pdf>

**Symptoms and Behaviors Associated with Exposure to Trauma**

<http://www.nctsn.org/trauma-types/early-childhood-trauma/Symptoms-and-Behaviors-Associated-with-Exposure-to-Trauma>

**Readiness and Emergency Management for Schools Technical Assistance Center**

<http://rems.ed.gov>

**Ready.gov**

Download family emergency plans, emergency supply checks lists and other resources

<http://www.ready.gov/emergency-planning-checklists#>

**Sesame Street**

**Here for Each Other: A Resource for Parents and Caregivers**

[http://www.sesamestreet.org/cms\\_services/services?action=download&fileName=For%20Parents:%20Here%20for%20Each%20Other&uid=88b10d16-be94-4962-bd02-f3fcefbab5c4](http://www.sesamestreet.org/cms_services/services?action=download&fileName=For%20Parents:%20Here%20for%20Each%20Other&uid=88b10d16-be94-4962-bd02-f3fcefbab5c4)

**Substance Abuse and Mental Health Services Administration**

Tips for Survivors of a Traumatic Event: What to Expect in Your Personal, Family, Work, and Financial Life

<http://store.samhsa.gov/shin/content//NMH02-0139/NMH02-0139.pdf>

**U.S. Department of Health and Human Services Public Health Emergency website**

Provides information and resources, including tips for talking to children and adults about tragic events. A link to the disaster distress helpline is also provided.

<http://www.phe.gov/emergency/events/newtown/Pages/default.aspx>

**U.S. Department of Education, Resources for Parents Following Traumatic Events**

Includes parent tip sheets for helping infants, toddlers, and preschool age children after disasters.

<http://www.ed.gov/blog/2012/12/resources-for-parents-following-traumatic-events/>