Disaster Preparedness Plan

925 Del Paso Boulevard, Suite 200
Sacramento, CA  95815
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<table>
<thead>
<tr>
<th>Agency</th>
<th>Service</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Police, Fire, Ambulance</td>
<td>Emergency</td>
<td>911</td>
</tr>
<tr>
<td>Sheriff (from cell phone)</td>
<td>Emergency</td>
<td>(916) 874-5111</td>
</tr>
<tr>
<td>Sheriff</td>
<td>Non-emergency</td>
<td>(916) 874-5115</td>
</tr>
<tr>
<td>Fire Department (from cell phone)</td>
<td>Emergency</td>
<td>(916) 228-3000</td>
</tr>
<tr>
<td>Fire</td>
<td>Non-emergency</td>
<td>(916) 566-4000</td>
</tr>
<tr>
<td>Fire</td>
<td>Non-emergency</td>
<td>(800) 660-02900</td>
</tr>
<tr>
<td>Medical Services</td>
<td>Emergency</td>
<td>(916) 875-9753</td>
</tr>
<tr>
<td>Mental Health Services</td>
<td>Emergency</td>
<td>(916) 732-3637</td>
</tr>
<tr>
<td>Electricity-SMUD</td>
<td>Service</td>
<td>(888) 456-7683</td>
</tr>
<tr>
<td>Flooding</td>
<td>Forecast</td>
<td>(916) 875-7246</td>
</tr>
<tr>
<td>Gas (PG&amp;E)</td>
<td>Service</td>
<td>(800) 743-5000</td>
</tr>
<tr>
<td>Hazards and Nuisance</td>
<td>Reporting</td>
<td>(916) 875-5656</td>
</tr>
<tr>
<td>Poison Control</td>
<td>Advisory</td>
<td>(800) 222-1222</td>
</tr>
<tr>
<td>Sewer</td>
<td>Reporting</td>
<td>(916) 875-6730</td>
</tr>
<tr>
<td>Storm Drains</td>
<td>Reporting</td>
<td>(916) 875-7246</td>
</tr>
<tr>
<td>Toxic Spills</td>
<td>Reporting</td>
<td>(800) 424-8802</td>
</tr>
<tr>
<td>Water</td>
<td>Reporting</td>
<td>(916) 875-7246</td>
</tr>
<tr>
<td>Water (CA Am water, La Riviera)</td>
<td>Reporting</td>
<td>(916) 568-4200</td>
</tr>
<tr>
<td>SETA Main Office</td>
<td>Reporting, Advisory</td>
<td>(916) 263-3800</td>
</tr>
<tr>
<td>SETA Head Start Main Office</td>
<td>Reporting, Advisory</td>
<td>(916) 263-3804</td>
</tr>
</tbody>
</table>

Important Addresses

<table>
<thead>
<tr>
<th>Agency</th>
<th>Service</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire Department</td>
<td>Emergency</td>
<td>911</td>
</tr>
<tr>
<td>Evacuation Site (1)</td>
<td>Emergency</td>
<td>(916) 874-5111</td>
</tr>
<tr>
<td>Evacuation Site (2)</td>
<td>Non-emergency</td>
<td>(916) 874-5115</td>
</tr>
</tbody>
</table>

Contact the program officer when any injury or illness occurs. Document what has occurred prior to, during and after treatment at the children’s center. Using the child’s emergency contact info, contact the responsible adult.
Head Start Center Disaster Ratings

<table>
<thead>
<tr>
<th>Risk Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Risk</td>
<td>A center is at a high risk in the event of a disaster.</td>
</tr>
<tr>
<td>Moderate</td>
<td>A center is at a moderate risk in the event of a disaster.</td>
</tr>
<tr>
<td>Low Risk</td>
<td>A center is at a low risk in the event of a disaster.</td>
</tr>
</tbody>
</table>

Potential Disasters or Emergencies for Head Start Center

- **Earthquake**
  - Moderate Risk: The center is at a moderate risk of experiencing an earthquake with moderate damage and moderate ground shaking.

- **Extreme Heat**
  - Moderate Risk: The center is at a moderate risk of experiencing an extreme heat and/or poor air quality event for the Sacramento Valley.

- **Fire**
  - Moderate Risk: The center is at a moderate risk of experiencing a fire due to added vigilance when serving vulnerable populations.

- **Flood**
  - Low Risk: The center is at a low risk of experiencing a flood event due to the proximity to waterways and levies.

- **Pandemic Flu**
  - High Risk: The center is at a high risk of experiencing a pandemic flu event due to the nature of services for children and their families.

- **Random Acts of Violence**
  - Moderate Risk: The center is at a moderate risk of experiencing a violent event due to the most current crime reports for the area.

- **Thunder and Lightning Storm**
  - Moderate Risk: The center is at a moderate risk of experiencing a severe storm due to the active weather patterns in the fall and winter for the Sacramento

- **Toxic Spill**
  - Low Risk: This center is at a low risk of experiencing a toxic spill due to the
**Center Procedures**

**Before**: Resources, communication, supplies and equipment, evacuation planning, Shelter-in-Place planning, and risk reduction

**During**: Child safety, Facilities, evacuation, Shelter-in-Place, first aid and instruction

**After**: Reuniting families, communication, restoration of services, and recovery resources

**Overview of General Disaster Procedures**

There are standard procedures that will be put into action regardless of the emergency.

**Before**

- Post and make available to parents during orientation copies of the Center safety plan (including procedures for reuniting parents or alternate guardians with children, location of planned evacuation site, method for leaving messages and communicating)

- Maintain a complete, up-to-date listing of children, emergency numbers, and contact people for each classroom stored with emergency supplies

- Maintain a list of all SPECIAL needs for children (disabilities, medication, food and transportation)

- Identify and assign individual responsibilities for staff during and following an emergency (including accounting for and evacuating children, injury control, damage assessment)

- Inspect the center for potential safety issues and report to Facilities

**During**

- Call your program officer about the emergency or evacuation and provide the following information:
  - Name of center
  - Your name
  - If evacuation is ordered where you are evacuating to (location name)
  - Estimate the time of arrival at the evacuation location

- The following items should be gathered:
  - Site supervisor should have a roster list of children
  - Today’s sign-in / sign-out sheet and verify for accuracy
  - Critical Box
  - The emergency (disaster) backpack
  - First Aid Kit(s)

*Only the Head Start Deputy Director or designated representative (program manager or program officer) can approve the decision to close and evacuate the center unless directed by emergency personnel.*
After

- **Reunification**
  - Site supervisor or designated staff will meet parents to check identification and complete an emergency form.
  - A staff member will retrieve the child.
  - Parent will wait in designated area for the child.
  - Parent initials form stating the child was reunited.
  - Form is filed in Critical Box.

- Program managers, program officers, Facilities staff and site supervisor will collaborate to restore services to the center and families.
  - Damage assessment
  - Staffing requirements to restart services
  - Changes in the classroom curriculum and daily activities
  - Changes in serving meals
  - Resource recommendations for families

- If the child is released to emergency personnel:
  - Get the person’s name
  - Agency they work for and vehicle number or license plate
  - Where the child is being taken to
  - Notify primary contact listed on the child’s emergency data card
  - Complete Incident Report

- **Documentation of Incident**
  - Complete Center Disaster/Emergency Incident Report and submit to program officer
  - Submit completed Parent Reunification Checklist to program officer
  - Complete Center Disaster/Emergency Response Evaluation and submit to Program Support Services

**Onsite Evacuation**

Evacuation is to be used when locations outside of the center are safer than inside the center. Evacuation is used in a range of hazardous situation, such as fire or gas leaks. Evacuation may also occur prior to the onset of severe weather.

- Parents and guardians will be informed of procedures prior to any drill or event through orientation or notice from center.
  - The site supervisor will be in charge of the evacuation.
• The site supervisor and management will determine day and time of drill.

• If an emergency is for a single building at the center, staff and children will be moved a safe distance.

• If the entire center is to evacuate, staff and children will be moved to a pre-designated evacuation area on-site or short distance away from the center.

• Children will be accounted for at the beginning of the evacuation and at the completion.

• Children will return to the center, resume schedule or be reunited with parents or guardians upon the “all clear” signal.

**Offsite Evacuation**

When evacuation is to a site away from the center, evacuation route logistics are implemented.

• The site supervisor will be in charge of the evacuation.

• The site supervisor and management will determine day and time of drill.

• Children will be assembled and ready to leave by staff.

• Staff and children will leave the center and walk to a pre-designated area.

• Transportation is determined if necessary under extreme conditions and will be provided by the Sacramento County Office of Emergency Services (SCOES)

• Emergency backpacks and the Critical Box will be gathered.

• A sign is placed in the center window indicating location of staff and children.

• Children will be accounted for at the beginning of the evacuation and at the completion of the emergency.

• Children will return to the center or be reunited with parents or guardians upon the “all clear” signal.

**Shelter-in-Place**

“Shelter-in-Place” means that the staff and the children in the center will remain in the center building. “Shelter-in-Place” can be used in emergencies such as severe storms.

• The site supervisor will be in charge of the Shelter-in-Place.

• The site supervisor notifies the program officer of potential Shelter-in-Place and a decision is made.
• Any children and staff that are outside will be brought in, accounted for and put in their assigned rooms.

• Windows and doors will be firmly closed and checked for soundness.

• Children and staff will be moved to interior rooms and hallways.

“Shelter-in-Place” may also be used in the event of a hazardous chemical incident.

• Windows and doors will be shut and all fans, air conditioners and ventilators will be turned off.

• Cloths or clothing will be stuffed around gaps at the bottom of doors.

• The center will stay in Shelter-in-Place mode until the site supervisor gives the “all clear” signal.

**Lockdown**

A lockdown is used when there is an immediate threat of violence in or around the center. All exterior doors are locked if it is safe to do so, although consideration should be given to entry of buildings by emergency personnel. A lockdown is a center-wide event that will restrict access to the center. Parents/guardians need to know what happens during a lockdown, including the fact that they will not be able to come into the center until the center has been secured and the lockdown has been lifted.

• The site supervisor or designated staff will be in charge of the lockdown.

• The site supervisor or emergency personnel and the program officer will determine the need for a lockdown.

• All outside doors to the center are locked.

• All windows are closed, blinds are closed or black out material is placed on windows.

• Children are gathered together, reassured and kept as quiet as possible.

• Email or texting is used to keep program officers informed of the emergency conditions. Phones should not be used to ensure silence.

• The site supervisor will wait for the “all clear” signal from the emergency personnel, such as police or fire department, prior to allowing movement within the center.

**Evacuation of Children with Special Needs**

Planning for an evacuation of children with special needs is an important factor in the successful evacuation of all children and staff during an emergency. The following is a list of important elements:
During

- In most cases, delay exiting child(ren) with disabilities until the exit route is clear.
- Ensure that appropriate staff members account for all child(ren) with disabilities immediately after notification that an emergency exists.
- Ensure that appropriate staff members assist child(ren) with disabilities in moving to the predetermined evacuation area.
- Ensure the appropriate staff members stay with the child(ren) with disabilities until the emergency is over or the child is reunited with their parent/guardian.

After

- Reunification
  - The site supervisor or designated staff will meet parents to check identification and fill out the Parent Reunification Checklist.
  - A staff member will retrieve the child.
  - Parent will wait in designated area for the child.
  - Parent initials form stating the child was reunited.
  - The checklist is filed in the Critical Box and then returned to the program office once the emergency is over.

- Managers, program officers, Facilities staff and center will collaborate to restore services to the center and families.
  - Damage assessment
  - Staffing requirements to restart services
  - Changes in the classroom curriculum and daily activities
  - Changes in serving meals
  - Resource recommendations for families
Earthquake
What to do Before an Earthquake

Eliminate potential hazards in classrooms and throughout the center:

• Move heavy books and items from high to low shelves.

• Move children’s activities and play areas away from windows, or protect windows with blinds or adhesive plastic sheeting.

Establish a coordinated response plan involving all of the following:

• Involving children:
  • Teach children about earthquakes and what to do.
  • Practice “duck, cover, and hold” earthquake drills under HEAVY/STURDY tables or desks.

• Involving center staff:

• Involve and train all staff members about the earthquake safety plan, including location and procedure for turning off utilities and gas.

What to do During an Earthquake

Stay as safe as possible during an earthquake. Be aware that some earthquakes are actually foreshocks and a larger earthquake might occur. Minimize your movements to a few steps to a nearby safe place and stay indoors until the shaking has stopped and you are sure exiting is safe.

If indoors

• DROP to the ground; take COVER by getting under a sturdy table or other piece of furniture; and HOLD ON 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.

• Stay away from glass, windows, outside doors and walls, and anything that could fall, such as lighting fixtures or furniture.

• Use a doorway for shelter only if it is in close proximity to you and if you know it is strongly supported.

• 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.

• Be aware that the electricity may go out or the sprinkler systems or fire alarms may turn on.
If outdoors

- Stay there.
- Move away from buildings, streetlights, and utility wires.
- Once in the open, stay there until the shaking stops. The greatest danger exists directly outside buildings, at exits, and alongside exterior walls. Ground movement during an earthquake is seldom the direct cause of death or injury. Most earthquake-related casualties result from collapsing walls, flying glass, and falling objects.

If in a moving vehicle (during field trips)

- Stop as quickly as safety permits and stay in the vehicle. Avoid stopping near or under buildings, trees, overpasses, and utility wires.
- Proceed cautiously once the earthquake has stopped. Avoid roads, bridges, or ramps that might have been damaged by the earthquake.
- Contact the site supervisor or program officer if possible.

If trapped under debris

- Do not light a match.
- Do not move about or kick up dust.
- Cover your mouth with a handkerchief or clothing.
- Tap on a pipe or wall so emergency personnel can locate you. Use a whistle if one is available. Shout only as a last resort. Shouting can cause you to inhale dangerous amounts of dust.

Expect aftershocks

- These secondary shockwaves are usually less violent than the main quake but can be strong enough to do additional damage to weakened structures and can occur in the first hours, days, weeks, or even months after the quake.
- Open cabinets cautiously. Beware of objects that can fall off shelves.
- Evacuation from center (only when necessary or by direction)
- Follow center’s evacuation procedures. Transportation to move children away from the center shall be provided by emergency service personnel.

Clean up

- Do not attempt to clean up. Leave the center.
**Inspect utilities if unable to evacuate**

- Check for gas leaks.
  - If you smell gas or hear blowing or hissing noise, open a window and quickly leave the building.
  - If you turn off the gas for any reason, it must be turned back on by a professional.
- **DO NOT** turn on or off any light switch or appliance
- **DO NOT** use a cell phone inside or within 25 Feet of the center.
- Look for electrical system damage.
  - If you see sparks or broken or frayed wires, or if you smell hot insulation, turn off the electricity at the main fuse box or circuit breaker.
  - **DO NOT** turn off the electricity if you have to step in water to get to the fuse box or circuit breaker.
  - **DO NOT** touch, pickup, or go near any down electrical power lines.
- Check for sewage and water line damage.
  - If you suspect sewage lines are damaged, avoid using the toilets.
  - If water pipes are damaged, avoid using water from the tap. Use the emergency water supply if needed.
  - Facilities will restore services when conditions are safe.

**What to do After an Earthquake**

**Determine Needs**

- Program managers, program officers, Facilities staff and the site supervisor will collaborate to restore services to the center and families.
  - Damage assessment
  - Staffing requirements to restart services
  - Changes in the classroom curriculum and daily activities
  - Changes in serving meals
  - Resource recommendations for families
- **Documentation of Incident**
  - Complete Center Disaster/Emergency Incident Report and submit to program officer
• Submit completed Parent Reunification Checklist to program officer
• Complete Center Disaster/Emergency Response Evaluation and submit Program Support Services
Extreme Heat

During extreme heat, children and adults can experience physical discomfort, some of which can be dangerous and need treatment. The following are symptoms of heat related illnesses:

**Heat Cramps**
Muscular pains and spasms due to heavy exertion. Although heat cramps are the least severe, they are often the first signal that the body is having trouble with the heat.

**Heat Exhaustion**
Typically occurs when people exercise heavily or work in a hot, humid place where body fluids are lost through heavy sweating. Blood flow to the skin increases, causing blood flow to decrease to the vital organs. This results in a form of mild shock. If not treated, the victim's condition will worsen. Body temperature will keep rising and the victim may suffer heat stroke.

**Heat Stroke**
Heat stroke is a life-threatening condition. The victim's temperature control system, which produces sweating to cool the body, stops working. The body temperature can rise so high that brain damage and death may result if the body is not cooled quickly.

What to do **Before** Extreme Heat

To prepare for extreme heat

- Facilities will inspect and maintain air conditioning systems regularly.
- The site supervisor will ensure available water and shade for children and staff.

What to do **During** Extreme Heat

- Stay indoors as much as possible and limit exposure to the sun.
- Drink plenty of water. *Note: High temperatures can also result in poor air quality and physical activities should be limited.*
- The center will close if the temperature indoors is over 85 degrees.
- The site supervisor will call the program officer about the conditions and possible closing.

**First Aid for Heat-Induced Illnesses**

Extreme heat brings with it the possibility of heat-induced illnesses. The following table lists these illnesses, their symptoms, and the first aid treatment. (See the following chart for symptoms and first aid instructions.)

#
<table>
<thead>
<tr>
<th>Condition</th>
<th>Symptoms</th>
<th>First Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunburn</td>
<td>Skin redness and pain, possible swelling, blisters, fever, headaches</td>
<td>Use tepid water to cool the skin.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Apply dry, sterile dressings to any blisters, and get medical attention.</td>
</tr>
<tr>
<td>Heat Cramps</td>
<td>Painful spasms, usually in leg and abdominal muscles; heavy sweating</td>
<td>Get the victim to a cooler location.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lightly stretch and gently massage affected muscles to relieve spasms.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Give sips of up to a half glass of cool water every 15 minutes. (Do not</td>
</tr>
<tr>
<td></td>
<td></td>
<td>give liquids with caffeine or alcohol.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discontinue liquids, if victim is nauseated.</td>
</tr>
<tr>
<td>Heat Exhaustion</td>
<td>Heavy sweating but skin may be cool, pale, or flushed. Weak pulse. Normal</td>
<td>Call 9-1-1 or emergency medical services, or get the victim to a hospital.</td>
</tr>
<tr>
<td></td>
<td>body temperature is possible, but temperature will likely rise. Fainting</td>
<td>Get victim to lie down in a cool place.</td>
</tr>
<tr>
<td></td>
<td>or dizziness, nausea, vomiting, exhaustion, and headaches are possible.</td>
<td>Loosen or remove clothing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Apply cool, wet clothes. Fan or move victim to air-conditioned place.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Give sips of water if victim is conscious.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Be sure water is consumed slowly. Give half glass of cool water every 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>minutes. Discontinue water if victim is nauseated.</td>
</tr>
<tr>
<td>Heat Stroke (a severe medical</td>
<td>High body temperature (103+); hot, red, dry skin; rapid, weak pulse; and</td>
<td>Call 9-1-1 or emergency medical services, or get the victim to a hospital.</td>
</tr>
<tr>
<td>emergency)</td>
<td>rapid shallow breathing. Victim will probably not sweat unless victim</td>
<td>Move victim to a cooler environment.</td>
</tr>
<tr>
<td></td>
<td>was sweating from recent strenuous activity. Possible unconsciousness.</td>
<td>Remove clothing. Try a cool bath, sponging, or wet sheet to reduce body</td>
</tr>
<tr>
<td></td>
<td></td>
<td>temperature. Watch for breathing problems. Use extreme caution.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use fans and air conditioners.</td>
</tr>
</tbody>
</table>

What to Do After Extreme Heat

- Assess service needs of cooling and electrical systems and contact Facilities.
- Replace emergency supplies such as water.
- Documentation of Incident
  - Complete Center Disaster/Emergency Incident Report and submit to program officer
  - Submit completed Parent Reunification Checklist to program officer
  - Complete Center Disaster/Emergency Response Evaluation and submit to Program Support Services
Fire

Although a fire disaster need not necessarily reach catastrophic proportions, it will present some of the characteristic aspects of a disaster because of the highly destructive action of fire. Injuries can be serious and extensive, requiring immediate rescue procedures that cannot always be provided by local resources.

A fire of vast proportions can moreover cause damage to the surrounding environment by the massive production of heat and the creation of fumes, smoke and gas. Because of their suffocating effect and their direct action on the airways, they represent other specific danger elements. The danger of smoke and gas is generally underestimated.

One factor that makes all fire disasters dramatic is panic. Anybody close to a sudden fire is affected by panic. This is due to the realization that the fire can kill within a few moments, causing injuries and destroy everything in the vicinity. When a violent fire breaks out, there is an initial moment of psychological paralysis, generally followed by total incapacity for logical thought, and this leads to instinctive behavioral reactions whose one aim is to save oneself and all that is most dear, and reach safety.

What to do Before a Fire

The following are things you can do to protect yourself and the center in the event of a fire:

**Smoke Alarms/ Fire Extinguishers**

- Know where each smoke alarms is installed.
- Facilities will maintain the smoke alarms on a regular basis.
- Fire extinguishers are tested annually. Check date last tested.

*Note: Properly working smoke alarms decrease your chances of dying in a fire by 50%.*

**Escaping the Fire**

- Review escape routes with the center staff and children. Practice escaping from each room.
- Teach staff and children to stay low to the floor (where the air is safer in a fire) when escaping from a fire.
- Clean out storage areas. Do not let trash accumulate.

**Flammable Items**

- Flammable liquids should not be used or stored in the classroom or center.
Matches and Smoking

- Keep matches and lighters up high, away from children, and, if possible, in a locked cabinet.
- Smoking is not allowed at the centers.

Electrical Wiring

- Make sure wiring does not run under rugs, over nails, or across high-traffic areas.
- Do not overload extension cords or outlets. If you need to plug in two or three appliances consult with Facilities.

What to do During a Fire

If your clothes catch on fire, you should:

- Stop, drop, and roll - until the fire is extinguished. Running only makes the fire burn faster.

To escape a fire, you should:

- If you are escaping through a closed door, 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., ladders and crawling).
- If your escape route is blocked, shut the door immediately and use an alternate escape route, such as a window.
- If clear, leave immediately through the door and close it behind you.
- Crawl low under any smoke to your exit - heavy smoke and poisonous gases collect first along the ceiling.
- If possible, cover your mouth with a cloth to help prevent inhalation of objects that can cause coughing.
- Close doors behind you as you escape to delay the spread of the fire.
- Stay out once you are safely out. Do not reenter.
- Call 9-1-1.

Evacuation from Center (only when necessary or by direction)

- Follow center’s evacuation procedures.
- Providing transportation to move children away from the center shall be
provided by emergency personnel, unless directed to do so by emergency personnel on-site.

- Follow the designated evacuation route.

What to do **After a Fire**

**The following are guidelines for different circumstances in the period following a fire:**

- If you are with burn victims, or are a burn victim yourself, call 9-1-1; cool and cover burns to reduce chance of further injury or infection.

- Do not return to the center until emergency personnel gives permission to do so.

**Documentation of Incident**

- Complete Center Disaster/Emergency Incident Report and submit to program officer

- Submit completed Parent Reunification Checklist to program officer

- Complete Center Disaster/Emergency Response Evaluation and submit to Program Support Services
Flood

There are 3 types of flooding conditions: (1) Local area flooding, when streets, creeks, drainage ditches or sloughs are not able to contain flowing or standing water within its gutters or banks. Sacramento County has numerous creeks, drainage ditches and sloughs. (2) River flooding, when rivers over flow their levels or the levee breaks, and (3) Dam failure, when the water held back by the dam over flows or the dam structure fails.

What to do Before a Flood

Here are some basic steps to take to prepare for a flood:

- Practice the off-site evacuation route for the center.
- Be prepared to turn off electrical power when there is standing water, fallen power lines, or before evacuation.
- Turn off gas and water supplies before you evacuate.
- Review your center’s information on response times.

Note: The centers’ estimated response time to evacuate is based upon the Sacramento City/County Flood Management Evacuation Evaluation for water depths and closures of primary evacuation routes, where the water level will be at least 1 foot in depth after a levee breaks.

What to do During a Flood or Flood Watch Warning

- Gather the emergency supplies that are at the center and stay tuned to local radio or television station for updates.
- If possible, turn off all utilities at the main power switch and close the main gas valve if evacuation appears necessary.
- Bring in all outdoor toys and equipment not secured to the ground or building.

Preparing to Evacuate

- Expect the need to evacuate and prepare for it.
  - Contact the program officer to get permission to close the center so parents can start picking up their children.
  - Assemble emergency food & disaster kits to a central location, next to an exit.
  - Assemble First Aid kits, medication supplies and Critical Box.
  - Ready children for a possible evacuation.
  - Contact parents to inform them that a “Flood Watch Warning” has been issued for the center.
• Listen for disaster sirens and warning signals.
• Put pets in a safe area.
• Adjust the thermostat on refrigerators and freezers to the coolest possible temperature.

If You Are Ordered to Evacuate

• You should never ignore an evacuation order. Emergency personnel will direct you to leave if you are in a low-lying area, or within the greatest potential path of the rising waters.

If a flood warning is issued for your area or you are directed by Emergency Personnel to evacuate the area

• Evacuation from center (only when necessary and by direction).
• Follow the center’s evacuation procedures.
• Transportation to move children away from the center shall be provided by emergency personnel.

If You Are Ordered NOT to Evacuate

• Monitor the radio or television for weather updates.
• Prepare to evacuate.
• Assemble emergency food & disaster kits to a central location, next to an exit.
• Assemble First Aid kits, medication supplies and Critical Box.
• Ready children for a possible evacuation.
• Tune in the radio or television for weather updates.
• Listen for disaster sirens and warning signals.
• Put pets in a safe area.
• Adjust the thermostat on refrigerators and freezers to the coolest possible temperature.

What to do After a Flood or Flood Warning

Determine Needs

• Managers, program officers, Facilities staff and site supervisor will collaborate to restore services to the center and families.
  • Damage assessment
  • Staffing requirements to restart services
• Changes in the classroom curriculum and daily activities
• Changes in serving meals
• Resource recommendations for families

• Documentation of Incident
  • Complete Center Disaster/Emergency Incident Report and submit to program officer
  • Submit completed Parent Reunification Checklist to program officer
  • Complete Center Disaster/Emergency Response Evaluation and submit to Program Support Services
Pandemic Flu

Pandemic Flu can spread quickly and easily across all demographics. It is a serious threat to public health and can be fatal under certain circumstances. Education and prevention are the greatest tools in stopping a flu pandemic. Daily health checks, hand washing, and proper sanitation can be very effective in preventing the spread of pandemic Flu as well as many other illnesses.

What to do Before a Pandemic Flu Outbreak

**Children**

- Teach children about the flu and how they can stay healthy.
- Practice proper hand washing techniques and coughing into sleeve/arm instead of hands.

**Parents**

- Post, or make available to parents, copies of the school pandemic flu safety plan.
- Encourage parents to vaccinate their children and themselves to prevent the spread of the flu
- Make sure that parents understand to keep their children home if they are feeling ill.
- Determine all SPECIAL needs for children (disabilities, medication, food and transportation).
- Contact your health/nutrition specialists to determine if any of your children who have special needs will require any sort of additional specialized care or services during a pandemic.

**Center Staff**

- Identify and assign individual responsibilities for staff during and following pandemic flu (including accounting and caring for sick children, contacting parents and health agencies).
- Involve and train all staff members about the pandemic flu safety plan.
- Identify and designate an isolation area
  - Separate from other children (at least 6 feet), preferably in another room
  - Room for children to lie down
  - Area should be well ventilated
- Educate yourself and staff members
• Staff members will be familiar with teaching and modeling proper disease prevention techniques (hand washing, covering cough).
• Staff members should know symptoms and treatment for pandemic flu.
• Encourage staff members to get vaccinated for the flu.
• Encourage staff members to stay home if they are feeling ill.

What to do During a Pandemic Flu Outbreak

Isolation and sanitization are the most important things during a pandemic flu outbreak. Anyone showing symptoms should be isolated immediately while sanitation efforts should be increased. Children’s activities in the classroom need to limit physical contact with others and attempt to provide increased distance between other children.

• Contact parents and encourage them to keep their children home if any member of the household is showing flu symptoms.
• Extend the time of the daily health checks by observing the child more thoroughly and asking questions like, “Is anyone at home sick?” Take temperature of any children who appear to be ill. Do not accept any children showing symptoms.
• Staff will wash hands more frequently and sanitize common areas and toys as often as possible.
• Staff will be required to wear surgical masks. Masks will also be available for the children to wear.
• Lesson plans will incorporate personal hygiene to the greatest extent possible. Special emphasis will be given to hand washing and covering of coughs.
• Any children showing symptoms will be moved to the designated isolation area. Their parents will be called to pick them up. Staff will care for the children until their parents arrive.
• Staff caring for ill children will limit their contact with the other staff and children as best they can.
• Staff showing flu symptoms will be sent home immediately.
• Site supervisors will notify their program officer if any of their children or staff show any symptoms while at the center.
• Depending on the severity of the situation a determination may be made to temporarily close a center. Contact the program officer for directions. Staff will notify parents of the closure and keep them updated as to when the site will re-open.
What to do After a Pandemic Flu Outbreak

- Facilities and staff will thoroughly clean the center. All toys, equipment, door knobs, cabinets, tables, chairs, and bathrooms must be cleaned with disinfectant.

- If the center will be re-opened all parents must be called and informed the center is re-opening and given a date that they may start bringing their children back to class.

- Re-stock supplies. Take inventory of all disaster/first aid equipment used during the emergency. Notify Facilities of all items used and request replacements.

- Continue extended daily health checks for at least one (1) week. Continue to inspect and question arriving children in regards to their health. Do not admit any children showing symptoms. This extended daily health check may go on for more than one week at the discretion of the site supervisor.

- Continue to give health information to parents and encourage healthy habits in children. Even after a pandemic is over, it is important to continue to educate parents about the problem to prevent resurgence. Lesson plans should continue to emphasize hygiene, especially hand washing and covering of coughs.

Restoring Services

- Establish contact with each family.

- Program managers, program officers, Facilities staff and site supervisor. Will collaborate on restoring services to the center and families.
  - Staffing requirements to restart services
  - Changes in the classroom curriculum and daily activities
  - Changes in serving meals
  - What referrals can be provided to families

- Determine what are the staff’s personal needs.
Random Acts of Violence

What to do Before an Act of Violence

• Coordinate appropriate mental health resources for children, parents and staff within your center.

• Create a safe and comfortable area to Shelter-in-Place if an immediate threat of violence occurs.

• Regularly administer drills to instill cooperation and confidence in the staff and children.

What to do During an Act of Violence

• Announce "This is a lockdown". Please remain in your classroom and lock all doors and windows". If the situation does not permit making an announcement use the alternate lockdown signal (ex.: blowing a whistle).

• Children, staff, parents and guests are to go into the designated room.

• Before locking doors:
  • Check hallways / bathrooms / play area
  • Quickly bring children, staff, and parents inside of the center within a one-minute period.

• Lock all windows doors and play area gates.

• Pull drapes or close blinds and/or window coverings.

• Once doors are locked no one is to be allowed to go in or out.

• Once in a classroom, everyone must remain quiet and try to stay out of sight, keeping away from windows and doors.

• The site supervisor or other designated staff will contact the program officer to report a “Lockdown” has occurred and that all staff and children have been accounted for.

• Everyone is to obey the directions of the site supervisor or teacher in the classroom, be quiet and remain calm.

• Staff will limit communication between the office and classroom to using the phones and not travel between the rooms unless necessary.

• The program officer will begin notifying all parents that an “Intruder / Lockdown” is in progress and the status of their child.

  • Inform the parent that they will be notified immediate when it is safe for them to pickup their child.
• The announcement "The lockdown has been lifted" will signal the end of the Intruder/Lockdown.

• Notify the program officer that the lockdown is over and that it is safe for parents to pickup their child.

• The site supervisor in conjunction with the program officer will provide a letter to all parents explaining the reason for lockdown and provide a copy to the main office.

• Complete a Center Disaster/Emergency Incident Report and submit it the program officer with this information:
  • Time of lockdown
  • Time notification was given to the program officer and who received the notice
  • Classrooms and staff involved with lockdown
  • Reason for the lockdown
  • Who was involved in creating the lockdown (not staff)
  • Time notification to parents was started
  • Time lockdown was lifted
  • Time notification was given to the program officer and who received the notice
  • Time notification lockdown was lifted to parents

• Program officer receiving a notification of a lockdown will complete a Center Disaster/Emergency Incident Report and provide the following information:
  • Name of center calling a lockdown
  • Time of lockdown call received
  • Name of staff calling
  • Other information provided by the caller
  • Name of caller stating lockdown has been lifted
  • Time lockdown lifted call receive

What to do After an Act of Violence

Violence can leave children feeling frightened, confused and insecure. Whether a child personally experienced trauma, has merely seen the event on television, or has heard it discussed by adults, it is important for parents and teachers to be informed and ready to help if reactions to stress begin to occur.
• Encourage children to share their thoughts.
• Clarify misunderstandings by listening to concerns and answering questions.
• Maintain a sense of calm.
• Discuss concrete plans for safety.
• Allow children to draw pictures.
• Children are most afraid of:
  • The event happening again
  • Someone close to them will be killed or injured
  • They will be left alone or separated from their family
• Re-establish the center routine as quickly as possible.
• Talk to the children about community helpers and heroes.
• If a child continues to exhibit stress, get a mental health care assistance and referrals for the parent.
• Be aware of staff demonstrating stress and provide support and resources.
• Documentation of incident
  • Complete Center Disaster/Emergency Incident Report and submit to program officer
  • Submit completed Parent Reunification Checklist to program officer
  • Complete Center Disaster/Emergency Response Evaluation and submit to Program Support Services
Thunderstorms and Lightning

The key ingredient that defines a thunderstorm is lightning. Since lightning creates thunder, a storm with lightning is called a thunderstorm. Therefore, anytime thunder can be heard, the danger of lightning is real, whether you can see it or not.

Lightning is the visible vault of electrical ions from cloud to cloud, and cloud to earth. When storm clouds gather, violent air currents separate ever-present electrical charges. Lightning’s compelling objective is to complete a path to the opposite charge in the cloud or earth. The path of a cloud to ground lightning strike is not completed by hitting the top of a house, building or tree, but must continue until it reaches earth. An object is struck because it is a better conductor than air and offers a better path to the ground. However, since the object struck is not an adequate conductor, heat is generated, resulting in fire or explosive damage.

Facts About Thunderstorms

- They may occur singly, in clusters, or in lines.
- Some of the most severe occur when a single thunderstorm affects one location for an extended time.
- Thunderstorms typically produce heavy rain for a brief period, anywhere from 30 minutes to an hour.
- Warm, humid conditions are highly favorable for thunderstorm development.
- About 10 percent of thunderstorms are classified as severe—one that produces hail at least three-quarters of an inch in diameter, has winds of 58 miles per hour or higher, or produces a tornado.

Facts About Lightning

- Lightning’s unpredictability increases the risk to individuals and property.
- Lightning often strikes outside of heavy rain and may occur as far as 10 miles away from any rainfall.
- “Heat lightning” is actually lightning from a thunderstorm too far away for thunder to be heard. However, the storm may be moving in your direction!
- Most lightning deaths and injuries occur when people are caught outdoors in the summer months during the afternoon and evening.
- Your chances of being struck by lightning are estimated to be 1 in 600,000, but could be reduced even further by following safety precautions.
- Lightning strike victims carry no electrical charge and should be attended
What to Do **Before** a Thunderstorm

**To prepare for a thunderstorm, you should do the following:**

- Remember the 30/30 lightning safety rule: Go indoors if, after seeing lightning, you cannot count to 30 before hearing thunder. Stay indoors for 30 minutes after hearing the last clap of thunder.

- The following are guidelines for what you should do if a thunderstorm is likely in your area:
  - Postpone outdoor activities.
  - Go inside the center.
  - Remember, rubber-soled shoes and rubber tires provide NO protection from lightning.
  - Secure outdoor objects that could blow away or cause damage.
  - Secure outside doors and close window blinds, shades, or curtains.
  - Avoid using plumbing. Plumbing and bathroom fixtures can conduct electricity.
  - Use a corded telephone only for emergencies. Cordless and cellular telephones are safe to use.
  - Unplug appliances and other electrical items such as computers and turn off air conditioners. Power surges from lightning can cause serious damage.
  - Use your weather radio for updates from local officials.

- Avoid the following:
  - Natural lightning rods such as a tall, isolated tree in an open area.
  - Isolated sheds or other small structures in open areas.
  - Anything metal—tractors, farm equipment, motorcycles, golf carts, golf clubs, and bicycles

What to do **During** a Thunderstorm

- If you are inside a building
  - Close windows or blinds
  - Do not stand next to windows or doors

- If you are outside
  - Go inside the center
• If you are in a park
  • Seek shelter in a low lying area
• If you are in an open area
  • Go to a low place such as a ravine or valley
  • Be alert for flash floods
• If you feel your hair stand on end indicating lightning is about to strike
  • Squat low on the ground on the balls of your feet
  • Place your hands over your ears and place your head between your knees
  • Minimized your contact with the ground and size.
  • Do not lie flat on the ground

What to do After a Thunderstorm

• Check for visible damage to windows, doors, fence, play and playground structure and report damage to Facilities staff.
• Check for areas of flooding surrounding the center and contact Facilities staff for assistance.
• **Call 9-1-1 for medical assistance as soon as possible.**
• The following are things you should check when you attempt to give aid to a victim of lightning:
  • **Breathing** - if breathing has stopped, begin mouth-to-mouth resuscitation.
  • **Heartbeat** - if the heart has stopped, administer CPR.
  • **Pulse** - if the victim has a pulse and is breathing, look for other possible injuries. Check for burns where the lightning entered and left the body. Also be alert for nervous system damage, broken bones, and loss of hearing and eyesight.
• Contact the program officer about what has occurred prior to, during and after providing treatment at the center.
• Using the child’s emergency contact info, contact the responsible adult.
• **Documentation of Incident**
  • Complete Center Disaster/Emergency Incident Report and submit to program officer
  • Submit completed Parent Reunification Checklist to program officer
• Complete Center Disaster/Emergency Response Evaluation and submit to Program Support Services
**Tornado**

Tornadoes are another weather-related event that affects the Sacramento area. Tornadoes are rotating columns of air marked by a funnel-shaped downward extension of a cumulonimbus cloud whirling at destructive speeds of up to 300 miles per hour. They usually accompany a thunderstorm. Tornadoes are the most powerful storms that exist. They can be comprised of the same pressure differential that fuels 300-mile wide hurricanes across a path only 300 yards wide or less.

What to do **Before** a Tornado

**Stay Tuned for Storm Watches and Warnings**

- When there are thunderstorms in your area, turn on your radio or TV to get the latest emergency information from local authorities.
- Listen for announcements for a severe thunderstorm watch or warning.
- Listen for announcements of a tornado watch or tornado warning.

**During a tornado watch**

- Stay tuned to local radio for further weather information.
- Watch the weather and be prepared to take shelter immediately if conditions worsen.
- A tornado warning is issued when a tornado funnel is sighted or indicated by weather radar.
- You should take shelter immediately.

**Important Measures to Take**

- Make sure the children know--
  - What a tornado is
  - What tornado watches and warnings are

**Taking Shelter**

- Discuss with the center staff Shelter in Place and how staff members can protect themselves and children from flying and falling debris.
- The key to surviving a tornado and reducing the risk of injury lies in planning, preparing, and practicing what you and your family will do if a tornado strikes.
- Flying debris causes most deaths and injuries during a tornado. Although there is no completely safe place during a tornado, some locations are much safer than others.
At the Center

- The safest place in the classroom is the interior part of a basement or building. Go to an inside room, without windows, on the lowest floor. This could be a center hallway, bathroom, or closet.

What to do During a Tornado

Sighting a Funnel Cloud

- If you see a funnel cloud nearby, take shelter immediately.
- If you spot a tornado that is far away, help alert others to the hazard by reporting it to the newsroom of a local radio or TV station before taking shelter as described later.
- If you believe that you might be in danger, seek shelter immediately.

At the Center

- Go to the designated area if a tornado is headed your way. One basic rule is AVOID WINDOWS. An exploding window can injure or kill.
- The safest place in the classroom is the interior part of a basement or building. Go to an inside room, without windows, on the lowest floor. This could be a center hallway, bathroom, or closet.
- For added protection, get under something sturdy such as a heavy table or workbench.
- If possible, cover your body with a blanket, sleeping bag, or mattress, and protect your head with anything available—even your hands.
- Avoid taking shelter where there are heavy objects, such as pianos or refrigerators, on the area of floor that is directly above you. They could fall though the floor if the tornado strikes the center.

On the Road (field trips)

- The least desirable place to be during a tornado is in a motor vehicle. Cars, buses, and trucks are easily tossed by tornado winds.
- **DO NOT TRY TO OUTRUN A TORNADO IN YOUR CAR.** If you see a tornado, stop your vehicle and get out. Do not get under your vehicle. Follow the directions for seeking shelter outdoors (see next section).

Outdoors

- If you are caught outside during a tornado and there is no adequate shelter immediately available—
• Avoid areas with many trees.
• Avoid vehicles.
• Lie down flat in a gully, ditch, or low spot on the ground.
• Protect your head with an object or with your arms.

**Know How to Shut Off Utilities**

- **Gas**
  - After a tornado, DO NOT USE matches, lighters, or appliances, or operate light switches until you are sure there are no gas leaks. Sparks from electrical switches could ignite gas and cause an explosion.
  - If you smell the odor of gas or if you notice a large consumption of gas being registered on the gas meter - Evacuate the Center immediately and call 9-1-1
  - Call PG & E, 1-800-743-5000
  - If directed shut off the gas.
    - First, find the main shut-off valve located on a pipe next to the gas meter.
    - Use an adjustable wrench to turn the valve to the "off" position.

- **Electricity**
  - Shut off the electricity. Sparks from any electrical switches could ignite leaking gas and cause an explosion.

- **Water**
  - Water may be turned off at the water main leading into the center. If you may need an emergency source of fresh water, it is better to shut off your water here, because it will conserve the water in your water heater.
    - Label the water mains for quick identification.
    - Follow evacuation procedures of directed to do so.

What to do **After** a Tornado

**Injuries**

- Call 9-1-1
- Check for injuries. Do not attempt to move seriously injured people unless they are in immediate danger of further injury. Get medical assistance immediately.
- If someone has stopped breathing, begin CPR if you are trained to do so.
• Stop a bleeding injury by applying direct pressure to the wound.
• Have any puncture wound evaluated by a physician before removing the object and limit the person or child from moving around.
• If you are trapped, try to attract attention to your location.

**General Safety Precautions**

• Continue to monitor your battery-powered radio or television for emergency information.
• Be careful when entering any structure that has been damaged.
• Wear sturdy shoes or boots, long sleeves, and gloves when handling or walking on or near debris.
• Be aware of hazards from exposed nails and broken glass.
• Do not touch downed power lines or objects in contact with downed lines. Report electrical hazards to the police and the utility company.
• Use battery-powered flashlights or lighting.
• Carbon monoxide (CO)—an odorless, colorless gas that can cause sudden illness and death if you breathe it from these sources can build up in the center and poison the people and animals inside. Evacuate the center or classroom and call 9-1-1.
• Hang up displaced telephone receivers that may have been knocked off by the tornado, but stay off the telephone, except to report an emergency.
• Cooperate fully with emergency personnel.

**Restarting Services**

• Managers, program officers, Facilities staff and site supervisor will collaborate to restore services to the center and families.
  • Damage assessment
  • Staffing requirements to restart services
  • Changes in the classroom curriculum and daily activities
  • Changes in serving meals
  • Resource recommendations for families

• Documentation of Incident
  • Complete Center Disaster/Emergency Incident Report and submit to program officer
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• Complete Center Disaster/Emergency Response Evaluation and submit to Program Support Services
Toxic Spill
Hazardous Materials

Varying quantities of hazardous materials are manufactured, used, or stored at an estimated 4.5 million facilities in the United States—from major industrial plants to local dry cleaning establishments or gardening supply stores.

Hazardous materials come in the form of explosives, flammable and combustible substances, poisons, and radioactive materials. These substances are most often released as a result of transportation accidents or because of chemical accidents in plants.

What to do Before a Toxic Spill

Many communities have Local Emergency Planning Committees (LEPCs) whose responsibilities include collecting information about hazardous materials in the community and making this information available to the public upon request. The LEPCs also are tasked with developing an emergency plan to prepare for and respond to chemical emergencies in the community. Ways the public will be notified and actions the public must take in the event of a release are part of the plan.

What to do During a Toxic Spill

- Listen to local radio station for detailed information and instructions. Follow the instructions carefully. You should stay away from the area to minimize the risk of contamination. Remember that some toxic chemicals are odorless.

If asked to evacuate

- Do so immediately.
- Follow center’s evacuation procedures. Providing transportation to move children away from the center shall be provided by emergency personnel, unless directed to do so by emergency personnel on-site.
- Stay tuned to a radio or television for information on evacuation routes, temporary shelters, and procedures.
- Follow the routes recommended by the authorities—shortcuts may not be safe. Leave at once.
- If you have time, minimize contamination by closing all windows, shutting all vents, and turning off attic fans.
- Take pre-assembled disaster supplies.

If Caught Outside

- Stay upstream, uphill, and upwind! In general, try to go at least one-half mile (usually 8-10 city blocks) from the danger area. Move away from the accident scene and help keep others away.
• Do not walk into or touch any spilled liquids, airborne mists, or condensed solid chemical deposits. Try not to inhale gases, fumes and smoke. If possible, cover mouth with a cloth while leaving the area.

• Stay away from accident victims until the hazardous material has been identified.

**If in a Motor Vehicle (field trips)**

• Stop and seek shelter in a permanent building. If you must remain in your car, keep car windows and vents closed and shut off the air conditioner and heater.

**If Instructed to Stay Indoors**

• Follow Shelter-in-Place procedures

What to do **After** a Toxic Spill

The following are guidelines for the period following a hazardous materials incident:

• Return to the center only when authorities say it is safe.

• Open windows and vents and turn on fans to provide ventilation.

• Act quickly if you have come into contact with or have been exposed to hazardous chemicals. Do the following:
  
  • Follow decontamination instructions from local authorities.
  
  • Facilities will coordinate with local authorities how to clean up Center.
  
  • Report any lingering vapors or other hazards to Facilities.

**Restarting Services**

• Managers, program officers, Facilities staff and the site supervisor will collaborate to restore services to the center and families.

  • Damage assessment
  
  • Staffing requirements to restart services
  
  • Changes in the classroom curriculum and daily activities
  
  • Changes in serving meals
  
  • Resource recommendations for families
Toxic Spill/ Center-Based Chemical Emergency

There are many hazardous materials throughout the center. All center staff is expected to know the location of these items, check the label and take the necessary steps to ensure that they are using, storing, and disposing of the material according to the manufacturer’s directions.

It is critical to store all hazard material/chemicals in places where children cannot access them. Hazardous items not only include batteries, cleaning and disinfectant items but may include items used in the classroom (i.e. paint, glue, toothpaste, shaving cream, hand soap, etc).

Staff will be familiar with the location and how to use contents in the MSDS Binder.

What to do **Before** a Center-Based Chemical Incident

**Guidelines for acquiring and storing hazardous items and chemicals safely:**

- Center staff is not allowed to purchase or bring any items into the center at anytime, but must only use items listed on the "Classroom Supply List".
- Keep products containing hazardous materials in their original containers and never remove the labels unless the container is damaged. Contact Facilities for instructions in replacing or repackaging and labeling damaged containers.
- Never store hazardous products in food containers.
- Never mix hazardous chemicals or waste with other products. Incompatibles items may cause an explosion or burst into flames.
- Follow the manufacturer’s instructions for the proper use of the hazardous chemical. Refer to the MSDS binder for each item.

What to do **During** a Center-Based Chemical Incident

**If there is a danger of fire or explosion:**

- Clean up any hazardous chemical spill immediately.
  - Use rags to clean up the spill. Wear gloves and eye protection.
  - Allow the fumes in the rags to evaporate outdoors.
  - Dispose of the rags by wrapping them in a newspaper and placing them in a sealed plastic bag in your trash can.
- Dispose of hazardous materials correctly.
- Contact Facilities for disposal of hazardous waste material or items.
Staff is expected to know where Facilities has used a spray to kill bugs and keep children from crawling or touching those areas. If touched immediately wash the child’s hands with soap and water for 30 seconds.

- Post the number of the emergency medical services and the poison control Center by all telephones. In an emergency situation, you may not have time to look up critical phone numbers.

- **CALL 9-1-1**

  - Evacuate the center by following the center’s procedures.
    - Get out of the center immediately.
    - Do not waste time collecting items or calling emergency personnel when you are in danger.
    - Call emergency personnel from outside (a cellular phone or a next door phone) once you are safely away from danger.
    - Stay upwind and away from the center to avoid breathing toxic fumes.

- **Do Not re-enter the center** until authorized by emergency personnel.

  - Remember to take attendance and account for all children after exiting the center.
  
  - Inform the program officer by phone what is occurring and what action is being taken.
  
  - Complete an incident report, keep a copy at the center and forward a copy to the program officer.

**Recognize and respond to symptoms of toxic poisoning:**

- Difficulty breathing.
- Irritation of the eyes, skin, throat, or respiratory tract.
- Changes in skin color.
- Headache or blurred vision.
- Dizziness.
- Clumsiness or lack of coordination.
- Cramps or diarrhea.
- Call 9-1-1

**If someone is experiencing toxic poisoning symptoms or has been exposed to a hazardous chemical:**
• Find any containers of the substance that are readily available in order to provide requested information.

• **Call 9-1-1**
  - When calling the emergency number you should have available the following information:
    - Time poisoning occurred
    - Name of Product (container of the item preferred)
    - Manufacture of Product (if known)
    - What First Aid treatment has been given (if any)
    - MSDS information (time permitting)

• Follow the emergency operator or dispatcher's first aid instructions carefully.

• The first aid advice found on containers may be out of date or inappropriate.

• Do not give anything by mouth or induce vomiting unless advised to do so by a medical professional.

• If the child is released to emergency personnel or parent and taken to the hospital ensure a copy of the MSDS is attached to the child’s clothing. The MSDS has information on what chemicals are contained in the product.

• Complete an incident report, keep a copy at the center, give a copy to the parent and forward a copy to the program officer.

What to do **After** a Center-Based Chemical Incident

**Restarting Services**

• Program managers, program officers, Facilities staff and the site supervisor will collaborate to restore services to the Center and families.

• Damage assessment

• Staffing requirements to restart services

• Changes in the classroom curriculum and daily activities

• Changes in serving meals

• Resource recommendations for families
Center Map

A map of the center identifying emergency exits, utilities turn-off valves, and street names.

<table>
<thead>
<tr>
<th>Emergency Exits</th>
<th>Location</th>
<th>Symbol</th>
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<td>Cross-street</td>
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</table>
SETA Head Start Center - On and Off Site Evacuation Routes

A center map indicating onsite evacuation locations.

A map indicating the off site evacuation route.
County Evacuation Routes and Potential Disaster Hazards
Plan Administration

Emergencies and disasters can happen at any time, and typically without notice. Organizations with current and relevant disaster plans in place experience the least amount of injury and economic loss and are able to quickly restore services. SETA Head Start has gathered staff, parents and community members to design a disaster preparedness plan that is comprehensive and relevant to the greater Sacramento area. In the event of a disaster, the safety and well-being of children and staff is the utmost priority and reflected throughout the plan.

Purpose of Plan

The purpose of this plan is to provide an organized and comprehensive plan of action for center staff, in concert with management, in the case of an emergency or disaster. The structure of the plan has been designed to assist in creating a proactive environment for preparedness as well as increase confidence of staff and children in the event of a disaster.

The first section of the plan will provide center specific information and procedures in three critical areas:

- Before-Preparation, leadership, hazard assessment, training, and drills
- During-Child safety, Facilities, evacuation, Shelter-in-Place, first aid and instruction
- After-Reuniting families, communication, restoration of services, and recovery resources

The second section of the plan outlines the process, implementation and administration of the plan. Information on disasters and phases of action are included and organized in the following areas:

- Preparedness-Resources, communication, supplies and equipment, evacuation and Shelter-in-Place planning, and risk reduction
- Response-Evaluation of conditions, reporting, disaster instructions, communication, coordination, and immediate assessment
- Recovery-Damage assessment, child/family/staff support systems, documentation and plan evaluation

This plan, along with other emergency materials, will provide guidance for specific emergency levels. The guidelines will identify key emergency roles and responsibilities, plan ahead for safe evacuations and effective emergency communications, and help to develop strategies for resuming services after emergency conditions subside.
Plan Participants

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Parent
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Maintenance and Evaluation

In any emergency (natural disaster, health emergencies, technical hazards or acts of violence), on-going monitoring and scheduled evaluations are needed to measure the physical, psychological, and economic impact a disaster has on a Center and organization.

Evaluations need to clearly examine the results of the effectiveness of a disaster plan immediately after an event, as well as annually for information relevance, drill participation and staff training. A committee of staff and parents will be identified to participate in this process. This committee will meet to discuss accepted disaster response principles and standards and make recommendations or commendations as appropriate through the Disaster/Crisis Team Incident Recovery Analysis.
In addition, a review committee will assemble every other year to determine the effectiveness of each component incorporating “things learned” if an emergency/disaster was experienced. This committee will review suggested changes and approve those changes for implementation. SETA Head Start will continue to carry out the Quarterly Safe Environment Checklist completed by the Facilities Unit for all Centers.

**Community Involvement**

As was explained by a Sacramento deputy sheriff when asked how they plan for a disaster, “We do not work in isolation”, so are SETA Head Start’s efforts to be prepared for disaster. Several community organizations have participated in the development of this plan. In April, 2010 the Sacramento County Office of Emergency Services (SCOES) provided an overview of the countywide plan at which time SETA Head Start embraced the information and included much of the plan’s organizational structure to coincide with the county’s general plan, a must to prepare for any disaster. An extensive list of resources is located at the end of this manual, including local contributors.

SETA Head Start has entered into an Evacuation Site Agreement with several community members, including churches and park districts, to assist with off-site evacuation emergencies. This partnership offers a unique opportunity for community involvement.
Emergency Contacts

The following is a list of local emergency and organizational contacts in the event of an emergency.

**Head Start Administration**

- SETA Main Office (916) 263-3800
- SETA Head Start Main Office (916) 263-3804

**SETA Head Start Management**

- Denise T. Lee, Deputy Director (916) 263-3916
- Karen Gonzalez, Manager (SOP Operations) (916) 263-3988
- Lisa Carr, Manager (Family Community Partnership) (916) 263-8123
- Brenda Campos, Manager (Program Support Services) (916) 263-3881

- Children Center Program Officers
  - Betsy Uda cell (916) 956-0967 (916) 263-3737 (Region 1)
  - Dana McVey cell (916) 995-3817 (916) 263-4073 (Region 2)
  - Nathaneal Gale cell (916) 508-5695 (916) 263-4083 (Region 3)
  - Kathryn Brock cell (916) 370-7299 (916) 263-8200 (Region 4)

- Head Start Facilities
  - Jose Diaz cell (916) 445-7959
  - Celia Lopez (916) 215-7698

- Head Start Kitchen (916) 445-7959
  - Connie Otwell cell (916) 241-3050
**Agencies**

**City of Sacramento**

Emergency (Police, Fire, Ambulance) 911 or (916) 228-3000

Fire (non-emergency) (916) 338-3035

Police (non-emergency) (916) 264-5471

Electricity (SMUD) (888) 456-7683

Flood Control & Flooding (916) 264-5011

Gas (PG&E) (800) 743-5000

Poison Control (800) 222-1222

Sewer 311 or (916) 264-5011

Storm Drains 311 or (916) 264-5011

Toxic Spills (800) 424-8802

Water 311 or (916) 264-5011

**Sacramento County**

Emergency (Police, Fire, Ambulance) 911

Emergency Sheriff (from a cell phone) (916) 874-5111

Sheriff (non-emergency) (916) 874-5115

Fire Emergency (from a cell phone) (916) 228-3000

Fire (non-emergency) (916) 566-4000

Fire (non-emergency) (800) 660-0290

Emergency Medical Services (916) 875-9753

Emergency Mental Health Services (916) 732-3637

Electricity (SMUD) (888) 456-7683

Flooding (916) 875-7246

Gas (PG&E) (800) 743-5000
Hazards and Nuisance  (916) 875-5656
Poison Control  (800) 222-1222
Sewer  (916) 875-6730
Storm Drains  (916) 875-7246
Toxic Spills  (800) 424-8802
Water  (916) 875-7246
Water (CA Am Water, La Riviera)  (916) 568-4200
#

Education and Training

Policies and Procedures

SETA Head Start Policies and Procedures makes reference to this Disaster Preparedness Plan for response to fire, earthquake, flood, severe storms, power failure, tornado, and violence in the community. This plan meets the guidelines set by the Office of Head Start (OHS).

Training

Training will be implemented in the fall of 2010. The SETA Head Start Disaster Preparedness Plan has been designed to be used as a training instrument. Center staff will be trained on how to respond to disasters by personnel from the Program Support Services department. Site supervisors will be informed of updates via memo and will be trained to instruct employees. New employees will be trained as part of the orientation process. To assure relevance of policies, procedures and techniques, the plan will be reviewed every two years at which time changes will be made if needed and retraining will be implemented.

Onsite Evacuation Drill (Monthly)

Evacuation is to be used when locations outside of the center are safer than inside the center. Evacuation is used in a range of hazardous situation, such as fire or gas leaks. Evacuation may also occur prior to the onset of severe weather.

- Regular drills are held in an effort to assure safe and secure movement of children away from the center. A drill will consist of:
  - Parents and guardians will be informed of procedures prior to any drill or event through orientation or a notice from the center.
  - The site supervisor will be in charge of the evacuation.
  - The site supervisor and management will determine the day and time of the drill.
  - If an emergency is staged for a single building at the center, staff and children will be moved a safe distance.
  - If the entire center is staged to evacuate, staff and children will be moved to a pre-designated evacuation area on-site or short distance away from the center.
  - Children will be accounted for at the beginning and completion of the drill.
  - Children will return to the center, resume schedule or be reunified with parents or guardians upon the “all clear” signal.
Offsite Evacuation Drill (Bi-annually)

- When evacuation is to a site away from the center, evacuation route logistics are implemented.
- Annual drills are done in an effort to assure safe and secure movement of children away from the center. A drill will consist of:
  - Parents and guardians will be informed of procedures prior to any drill or event through orientation or notice from the center.
  - The site supervisor will be in charge of the evacuation.
  - The center and management will determine the day and time of the drill.
  - Children will be assembled and ready to leave.
  - Children will leave the center and walk to a pre-designated evacuation area.
  - Transportation is determined if necessary under extreme conditions and will be provided by the Sacramento Office of Emergency Services (SOES).
  - Emergency backpacks and the critical box will be gathered.
  - A sign is placed in the center window for emergency personnel indicating location of staff and children.
  - Children will be accounted for at the beginning and completion of the drill.
  - Children will return to the center, resume schedule or be reunited with parents or guardians upon the “all clear” signal.

Shelter-in-Place Drill (Quarterly)

“Shelter-in-Place” means that the staff and the children in the center will remain in the center building. Drills are implemented to provide guidance and familiarity for the children in the event shelter is needed. “Shelter-in-Place” can be used in emergencies such as severe storms. A drill will consist of:

- Parents and guardians will be informed of procedures prior to any drill or event through orientation or notice from the center.
- The site supervisor will be in charge of the Shelter-in-Place.
- The center and management will determine the day and time of the drill.
- Any children and staff that are outside will be brought in, accounted for and put in their assigned rooms.
- Windows and doors will be firmly closed and checked for soundness.
- Children and staff will be moved to interior rooms and hallways.

“Shelter-in-Place” may also be used in the event of a hazardous chemical incident.
• Windows and doors will be shut and all fans, air conditioners and ventilators will be turned off.

• Cloths or clothing will be stuffed around gaps at the bottom of doors.

• The center will stay in Shelter-in-Place mode until the supervisor gives the “all clear” signal.

**Lockdown Drill (Bi-annually)**

A lockdown is used when there is an immediate threat of violence in or around the center. All exterior doors are locked if it is safe to do so, although consideration should be given to entry of buildings by emergency personnel. A lockdown is a center-wide event that will restrict access to the center. Parents/guardians need to know what happens during a lockdown, including the fact that they will not be able to come into the center until the center has been secured and the lockdown has been lifted. A drill will consist of:

• Parents and guardians will be informed of procedures prior to any drill or event through orientation or notice from the center.

• The site supervisor will be in charge of the lockdown.

• The site supervisor and management will determine the day and time of drill.

• All outside doors to the center are locked.

• All windows are closed, blinds are closed or black-out material is placed on windows.

• Children are gathered together, reassured and kept as quiet as possible.

• Email or texting is used to keep program officers informed of the emergency conditions. Phones should not be used to assure silence.

• The site supervisor will wait for the “all clear” signal from the emergency personnel, such as police or fire department, prior to allowing movement within the center.

**Family Reunification**

If in the event of an evacuation or lockdown, circumstances will call for children to be reunited with their parents or guardian. This can be a complicated process requiring cooperation and patience. Parents will be informed that there are events that will not allow them to enter the center and they will have to retrieve the children in another location and in an orderly manner. A drill will consist of:

• The site supervisor or designated staff will meet parents to check identification and complete and fill out the Parent Reunification Checklist.
• A staff member will retrieve the child.
• The parent will wait in a designated area for the child.
• The parent signs the checklist indicating the child was reunited.
• Checklist is filed in the Critical Box and then returned to the program officer once the drill is completed.
Incident Response Teams

Childcare Centers

Incident response teams responsible for the direction of staff and children during an emergency at the center will be led by the site supervisor. A designated staff member will assist the site supervisor with phone calls, attendance, and securing the center if evacuated.

Communications

Communication is imperative in responding to a disaster. Site supervisors will communicate directly with their program officers in the event of an emergency or disaster.

Documentation

At the conclusion of a disaster, a Center Disaster/Emergency Incident Report, located in the Critical Box, will be completed to collect pertinent information on the effectiveness of the response. This form will be turned into Program Support Services for review. There is a Safe Environments Checklist completed during regular monitoring of each center throughout the year. Information is collected and analyzed for immediate, short-term and long-term response to center safety.

First Aid

Each site is equipped with materials, food and safety equipment to address the possibility of the need for first aid, evacuation, and “Shelter-in-Place”. These items are monitored at the center for expiration and usage by center staff. If supplies need to be replaced a request is made with Facilities through the submission of a Supply Request Form. Center staff and those employees directly involved with center visits are expected to have completed the Red Cross-First Aid and CPR Certification.

Safety and Security

The safety and security of each center is monitored regularly through the use of the Safe Environments Checklist. This list is a comprehensive set of items that are
checked to ensure the safety of each center whether for day-to-day operations or possible emergencies and disasters. In the event an item needs repair or replacement, Facilities is informed and responds.

Each center has met the California State Community Care Licensing Division, Title 12, Division 12 requirements for fire safety and has passed inspection by the local fire districts prior to licensing. Each center is equipped with an alarm system that alerts fire and safety personnel in the event of an emergency. Each center provides parents, during the time of enrollment, copies of the center safety plan as well as posting any additions or changes for parent review at the entrance of the center.

The Program Support Services department has analyzed each site for its location to emergency services, potential evacuation sites and proximity to potential emergencies or disasters. This information is included in the SETA Head Start Preparedness Plan, center specific section. SETA Head Start has entered into an Evacuation Site Agreement with local community organizations in close proximity of each center for an evacuation shelter in the event of a disaster or emergency.

**Student and Staff Accounting**

Student and staff accounting is handled at the center level. Each center has a sign-in and sign-out sheet readily available in the event of an emergency. This document will be used to account for students when released to parents, when children are evacuated or if public safety personnel need to respond to an emergency beyond the Center’s capabilities. In the future, attendance will be processed online, and attendance sheets will be generated from the attendance screen through the “print” link.

SETA Head Start can also account for child attendance through ChildPlus, a comprehensive computer program. This program can also be utilized in the event of an emergency.

**Supplies and Equipment**

A complete set of supplies and equipment has been assembled at each center to meet or exceed current safety standards at the national and state level. The items are housed in portable containers for evacuation or containers for the possibility of long-term isolation from emergency personnel assistance. These supplies are monitored for expiration and reordered as needed through Facilities.

**CENTER FIRST-AID KIT**

This first aid kit must be kept in the classroom marked for easy identification and have a set of completed emergency cards inside it. The first-aid kit should have the following:

- adhesive tape (½ “x 5’)
- band-aids
- sterile gauze pads (3x3)
- tweezers
- sharp scissors w/ round ends
- safety pins
- thermometer
- probe covers
- instant cold pack
- antiseptic wipes
- first-aid book

**DISASTER BACKPACK**

Each classroom will have a disaster backpack. Each backpack will contain:

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>adhesive tape 1x5yd.</td>
<td>1</td>
</tr>
<tr>
<td>paper tape</td>
<td>1</td>
</tr>
<tr>
<td>alcohol prep pads Antiseptic wipes</td>
<td>10</td>
</tr>
<tr>
<td>pencils/pens</td>
<td>2</td>
</tr>
<tr>
<td>ammonia inhalants</td>
<td>3</td>
</tr>
<tr>
<td>post it notes</td>
<td>1</td>
</tr>
<tr>
<td>applicators</td>
<td>16</td>
</tr>
<tr>
<td>probe covers (thermometer)</td>
<td>50</td>
</tr>
<tr>
<td>bandage scissors 5in.</td>
<td>1</td>
</tr>
<tr>
<td>safety pins</td>
<td>12</td>
</tr>
<tr>
<td>bandage triangular</td>
<td>1</td>
</tr>
<tr>
<td>soap bar</td>
<td>1</td>
</tr>
<tr>
<td>band-aids (assorted box)</td>
<td>16</td>
</tr>
<tr>
<td>solar/crank light radio***</td>
<td>50</td>
</tr>
<tr>
<td>ammonia inhalants</td>
<td>1</td>
</tr>
<tr>
<td>sterile sof-kling 2&quot;x65&quot;</td>
<td>1</td>
</tr>
<tr>
<td>butterfly closures-med</td>
<td>1</td>
</tr>
<tr>
<td>sterile sof-kling 4&quot;x75&quot;</td>
<td>1</td>
</tr>
<tr>
<td>butterfly closure-large</td>
<td>1</td>
</tr>
<tr>
<td>surgical dressing 5&quot;x9&quot;</td>
<td>2</td>
</tr>
<tr>
<td>can opener</td>
<td>1</td>
</tr>
<tr>
<td>surgical dressing 3&quot;x3</td>
<td>6</td>
</tr>
<tr>
<td>cotton balls</td>
<td>33</td>
</tr>
<tr>
<td>surgical dressing 4&quot;x4&quot;</td>
<td>6</td>
</tr>
<tr>
<td>dust masks</td>
<td>5</td>
</tr>
<tr>
<td>surgical dr. non stick 2&quot;x3&quot;</td>
<td>10</td>
</tr>
<tr>
<td>elastic bandage 3&quot;x5yd.</td>
<td>1</td>
</tr>
<tr>
<td>surgical dr. non stick 3&quot;x4&quot;</td>
<td>10</td>
</tr>
<tr>
<td>eye pads</td>
<td>6</td>
</tr>
<tr>
<td>first aide guide book</td>
<td>1</td>
</tr>
<tr>
<td>Temperature Strips</td>
<td>1</td>
</tr>
<tr>
<td>gauze roller band 2&quot;</td>
<td>1</td>
</tr>
<tr>
<td>tissue box</td>
<td>1</td>
</tr>
<tr>
<td>gauze roller band 4&quot;</td>
<td>33</td>
</tr>
<tr>
<td>tongue depressors</td>
<td>33</td>
</tr>
<tr>
<td>gloves</td>
<td>32</td>
</tr>
<tr>
<td>tweezers</td>
<td>1</td>
</tr>
<tr>
<td>instant cold pack</td>
<td>1</td>
</tr>
<tr>
<td>hand sanitizer</td>
<td>1</td>
</tr>
<tr>
<td>light stick 12hrs.</td>
<td>3</td>
</tr>
<tr>
<td>anti-bacteria cream</td>
<td>10</td>
</tr>
<tr>
<td>notebook</td>
<td>1</td>
</tr>
<tr>
<td>Benadryl</td>
<td>10</td>
</tr>
<tr>
<td>Sign for Door or Window Notice</td>
<td>1</td>
</tr>
</tbody>
</table>
EMERGENCY DISASTER BIN

Each center will have an emergency disaster bin. The bin will contain the following:

1. folding shovel
2. hard hats
2. pair leather gloves
1. portable toilet
1. bolt cutters
1. axe with cover
24. space blankets
3. orange vest
1. box of 2.5 gallon zip lock bags
6. 5 mil plastic sheets 10’ x 10’
3. duct tape rolls (100’)
1. note pad & pencils
1. flashlight (hand crank)
2. toilet paper roll
1. water purification tablets (pkg)
1. shop towel roll
1. 12’ x 12’ tarp
4. 3/16 in cord or rope (25’)
1. utility scissors
12. bags for toilet
One day supply of food rations
1. whistle

Water

CRITICAL BOX

Each center will have an emergency Critical Box. The box will contain the following:

- Emergency Cards
- Site Information Card
- Reunification Checklist
- Emergency Injury Report
- Emergency Incident Report
- Center Disaster/Emergency Response Evaluation
- Medical Information (Care plans, special diets, medication, special needs)
- Dry Erase board (Emergency information for Center window)

These items are clearly identified and placed near the entry door on or beneath the Critical Board at each center, and in some cases, each classroom.

Incident Response Team Members

- Childcare Centers
  - Site Supervisor
- Communications
  - Program Officers
  - Incident Commander
  - Administration
• Documentation
  • Program Operations Manager
• First Aid
  • Program Support Services Manager
• Safety Security
  • Program Support Services Manager
  • Facilities Coordinator
• Student and Staff Accounting
  • Parent/Family Support Manager
• Supplies and Equipment
  • Program Support Services Manager
  • Facilities Coordinator
  • Food Service Coordinator
Disasters

Critical Phases

**Preparedness**  Preparation, leadership, hazard assessment, training, and drills

**Response**  Evaluation of conditions, reporting, disaster instructions, communication, coordination, and immediate assessment

**Recovery**  Damage assessment, family/child/staff support systems, plan evaluation and documentation

Types of Disasters

SETA Head Start has divided disasters into categories provided by the Office of Head Start *Emergency Preparedness Manual*:

**Natural Disasters**  A disaster that occurs due to a weather-based event

**Health Emergencies**  A disaster that occurs due to a widespread disease outbreak

**Technical Hazards**  A disaster that occurs due to a materials or a chemical emergency event

**Terrorism and Random Acts of Violence**  A disaster that occurs due to unexpected incidents of violence such as terrorism or random violence

Center Procedures

Before- Resources, communication, supplies and equipment, evacuation planning, Shelter-in-Place planning, and risk reduction

During- Child safety, facilities, evacuation, Shelter-in-Place, first aid and instruction

After- Reuniting families, communication, restoration of services, and recovery resources

Center Disaster Ratings

<table>
<thead>
<tr>
<th>Risk Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Risk</td>
<td>A center is at a high risk in the event</td>
</tr>
<tr>
<td>Moderate Risk</td>
<td>A center is at a moderate risk in the event</td>
</tr>
<tr>
<td>Low Risk</td>
<td>A center is at a low risk in the event</td>
</tr>
</tbody>
</table>

#
Standard Phases and Actions

There are standard procedures that will be put into place regardless of the emergency.

**Preparedness**

- Post and make available to parents during orientation copies of the center safety plan (including procedures for reuniting parents or alternate guardians with children, location of planned evacuation site, method for leaving messages and communicating)
- Maintain a complete, up-to-date listing of children, emergency numbers, and contact people for each classroom stored with emergency supplies
- Maintain a list of all SPECIAL needs for children (disabilities, medication, food and transportation)
- Identify and assign individual responsibilities for staff during and following an emergency (including accounting for and evacuating children, injury control, damage assessment)
- Inspect the center for potential safety issues and report to Facilities

**Response**

- Call your program officer about the emergency or evacuation and provide the following information:
  - Name of center
  - Your name
  - If evacuation is ordered by emergency personnel, where you are evacuating to (location name)
  - Estimate the time of arrival at the evacuation location
  - The following items should be gathered:
    - Site supervisor should have a roster list of children
    - Today’s sign-in / sign-out sheets and verify for accuracy
    - Critical Box
    - The emergency (disaster) backpack
    - First Aid Kit(s)

Only the Head Start Deputy Director or designated representative (program manager or program officer) can approve the decision to close and evacuate the center unless directed by emergency personnel.

**Recovery**

- Reunification
  - Site supervisor or designated staff will meet parents to check identification and completed emergency form.
- A staff member will retrieve the child.
- Parent will wait in designated area for the child.
- Parent initials checklist indicating the child was reunited.
- Form is filed in Critical Box.
- Program managers, program officers, Facilities staff and site supervisor will collaborate to restore services to the center and families.
  - Damage assessment
  - Staffing requirements to restart services
  - Changes in the classroom curriculum and daily activities
  - Changes in serving meals
  - Resource recommendations for families
- If the child is released to emergency personnel:
  - Get the person’s name
  - Agency they work for and vehicle number or license plate
  - Where the child is being taken to
  - Notify primary contact listed on the child’s emergency data card
  - Contact the program officer and provide incident information
  - Complete Incident Report
- Documentation of Incident
  - Complete Center Disaster/Emergency Incident Report and submit to program officer
  - Submit completed Parent Reunification Checklist to program officer
  - Complete Center Disaster/Emergency Response Evaluation and submit to Program Support Services

Children with Special Needs

SETA Head Start has six centers providing educational services to children with special needs. It is mandatory that each center have posted the responsibilities of staff members for these children during an emergency. Those responsibilities include duties during the time of an evacuation or other emergency procedure.

Guidelines

Planning for an evacuation of children with special needs is an important factor in the successful evacuation of all children and staff during an emergency. The following is a list of important elements:

- Ensure staff is familiar with the general emergency plan.
- Identify the individual(s) who will be responsible for the child (ren) with disabilities.
- Identify all ADA accessible exits included on the center map.
- Maintain current emergency information on the child and nature of their disability.
- Maintain a list showing the location of each child and their schedule.
- Determine how to communicate an evacuation with the child.

**Event Response**

- In most cases, delay exiting child (ren) with disabilities until the exit route is clear.
- Ensure that appropriate staff members account for all child (ren) with disabilities immediately after notification that an emergency exists.
- Ensure that appropriate staff members assist child (ren) with disabilities in moving to the predetermined evacuation area.
- Ensure the appropriate staff members stay with the child (ren) with disabilities until the emergency is over or the child is reunited with their guardian.

**Response Review**

- Evaluate the effectiveness of each drill.
- Discuss and review the evacuation procedures frequently with all staff.

**SETA Head Start Home Base Program**

SETA Head Start serves over 100 children through Home Base Services. This program provides education, health and nutrition support to families throughout the greater Sacramento area in their home. In order to be safe and prepared to respond to disasters, the home base educator and home visitor must be ready for emergencies.

A standard set of procedures and actions are in place to assist in the safety of the home base educator and the potential First Responder role that may be necessary.

**Standard Procedures and Actions**

**Preparedness**

- Each Home Base Educator is provided with the following first aid and emergency equipment to be kept in their car:
  - First Aid Kit
  - Disposable Gloves
  - Flashlight
  - Fire Extinguisher
• Blanket
• One gallon of drinkable water
• Disposable Camera
• Pad of paper
• Pen/pencil

• Each Home Base Educator has received training in the following areas:
  • Home Visiting: An Essential Strategy for Strengthening Families - Health and Safety Issues through Strategies training program
  • CPR/First Aid through SETA Certified Trainer
  • Health and Safety Training - ongoing professional development

• Initial Home Visit
  • Home base educator surveys home environment
  • Map of Home
    ♦ Exits
    ♦ Evacuation on-Site
    ♦ Evacuation off-Site
    ♦ Utility Shut Offs
  • Review with family the Sacramento County emergency guide, Are You Prepared?, to establish emergency protocol
  • Home base educator and Parent complete the Parent Agreement stating that the parent will provide a quiet, healthy, and safe working environment.
  • Policy and procedure in place to remedy issues if agreement not followed

• Home base educator is required to provide schedule of visits with telephone and location of family to supervisor.

• Home base educator has a list of telephone numbers to call if any unsafe situation should arise.

• In most cases the home base educator is instructed to leave the premises and call 9-1-1.

Response

• Evacuation
  • Evacuate if instructed to do so
  • Leave early to avoid being trapped in severe weather
  • Communicate with supervisor or administration on where you are going
  • Assess if there are tasks/roles out of the ordinary for you
• Make sure you have identification with you

• Unable to Evacuate
  • Shelter-in-Place
    ♦ The home base educator notifies the supervisor of potential Shelter-in-Place
    ♦ Anyone outside will be brought in
    ♦ Windows and doors will be firmly closed and checked for soundness
    ♦ Move to interior rooms and hallways

• Hazardous Chemical Incident
  • Windows and doors will be shut and all fans, air conditioners and ventilators will be turned off
  • Cloths or clothing will be stuffed around gaps at bottom of doors
  • Emergency personnel or supervisor will advise of “all clear”

• Lockdown
  • All outside doors to be locked
  • All windows are closed, blinds or drapes pulled
  • Everyone is to be kept as quiet as possible
  • Email or text to communicate with administration
  • Wait for the “all clear” signal from emergency personnel

Recovery
• The supervisor will meet with staff to discuss incident
• Ongoing case management meetings are provided for discussion
• An assessment will be done to determine continuation of services
• Resource recommendations will be given to the family for assistance
• Changes in curriculum or services will be provided if necessary

Family Violence
Sometimes staff find themselves faced with a family situation that is too complex or too dangerous for them to address directly. A specific plan is necessary for the safety of the Home Base Educator as well as the family.

Preparedness
• Always make sure someone at Head Start knows your visiting schedule, including the family's name, address, telephone number, the date and time of your visit, and when you expect to return.
• If an upcoming home visit presents significant safety hazards, talk with your
supervisor or a trusted co-worker before you make the visit. Consider alternative private sites for visiting with the family, take a buddy, or agree on a check-in time.

- Know what behaviors in others set you off or provoke you, and ways you can respond to the behaviors without placing yourself in danger.
- If you are unfamiliar with the neighborhood surrounding the family's home, take time to learn about it so that you know what to expect. Identify the safest routes for getting there and back, and resources for getting help, if needed.
- Make sure your car is in good running condition, has enough gas, and is kept locked at all times; keep a flashlight and a first aid-kit in your car; back your car into parking spaces.
- Do not park your car in someone's assigned parking space, or block anyone's access to his/her car.
- Wear clothes and shoes that make a quick escape possible; keep your car keys in your pocket or hand—not in your purse.
- Leave your valuable possessions at home; don't make yourself a target by carrying a purse, having valuables in your purse, or wearing expensive jewelry.
- Take dog biscuits along to calm excited/aggressive dogs.
- Act confident and sure of yourself; ignore provocative comments or behaviors; keep your hands free; don't walk through a group of people standing together on the sidewalk/street.
- Get to know someone who lives or works in the community surrounding the family's home—someone you could go to for help, if needed.
- Trust your instincts regarding impending danger. Stay attuned to signals in your body that suggest you are feeling anxious and need to take action, such as rapid heart beat, cold sweat, dry mouth, shaking, and upset stomach.

Response

- If you feel frightened or unsafe during a home visit, listen to your feelings, remain calm but leave as quickly as possible.
- During potentially dangerous home visits, position yourself near a door leading to the outside; don't get between family members who are angrily confronting each other; ask for a glass of water to give upset family members time to "cool off."
- Don't reveal information about yourself or your family that could increase the risk of being harmed by someone.
- If a family member becomes verbally abusive or agitated, respond calmly and quietly with "I" messages, such as "I know you are feeling angry about . . . ." Keep your statements matter of fact, simple and direct. Keep a physical distance of at least three feet. Don't reach out to touch the person,
don't stand in front while the person is sitting, or don't try to leave too abruptly.

- Immediately report any dangerous or threatening incidents experienced during a home visit to your supervisor.
- Leave the location as soon as possible. Tactfully use statements such as “I need to get something from my car”.
- Call 9-1-1
- Call Supervisor

**Recovery**

- Your Supervisor will meet with you to discuss the incident.
- An assessment will be done to determine continuation of services.
- Resource recommendations will be given to the family for assistance
- Changes in curriculum or services will be provided if necessary.
Natural Disasters

A natural disaster is an event caused by forces of nature that often has a significant effect on human populations. Typically human populations are either displaced (left homeless), severely injured or deceased.

Earthquake

Earthquakes strike suddenly, violently and without warning. Identifying potential hazards ahead of time and advance planning can reduce the dangers of serious injury or loss of life from an earthquake. Repairing deep plaster cracks in ceilings and foundations, anchoring overhead lighting fixtures to the ceiling, and following local seismic building standards, will help reduce the impact of earthquakes.

Earthquakes are relatively rare for Sacramento County; however there are fault lines across the county. An earthquake’s greatest threat to the county is the damage caused to dams and levees during periods of high river flow. Preparation for an earthquake and flooding are important.

The probability of an earthquake in the next 100 years measuring 5.0 or above is demonstrated on the map. As indicated, the probability is approximately 60% to directly occur in Sacramento County; however the surrounding areas, particularly in the Bay Area, the probability is high and could create an emergency in our local area.

Preparedness

Eliminate potential hazards in classrooms and throughout the center:

- Move heavy books and items from high to low shelves.
- Move children’s activities and play areas away from windows, or protect windows with blinds or adhesive plastic sheeting.

Establish a coordinated response plan involving all of the following:

- Involving children:
  - Teach children about earthquakes and what to do
  - Practice “duck, cover, and hold” earthquake drills under HEAVY/STURDY tables or desks.
- Involving center staff:
  - Involve and train all staff members about the earthquake safety
plan, including location and procedure for turning off utilities and gas.

Response

Stay as safe as possible during an earthquake. Be aware that some earthquakes are actually foreshocks and a larger earthquake might occur. Minimize your movements to a nearby safe place and stay indoors until the shaking has stopped and you are sure exiting is safe.

If indoors

- DROP to the ground; take COVER by getting under a sturdy table or other piece of furniture; and HOLD ON 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.
- Stay away from glass, windows, outside doors and walls, and anything that could fall, such as lighting fixtures or furniture.
- Use a doorway for shelter only if it is in close proximity to you and if you know it is a strongly supported.
- 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.
- Be aware that the electricity may go out or the sprinkler systems or fire alarms may turn on.

If outdoors

- Stay there.
- Move away from buildings, streetlights, and utility wires.
- Once in the open, stay there until the shaking stops. The greatest danger exists directly outside buildings, at exits, and alongside exterior walls. Ground movement during an earthquake is seldom the direct cause of death or injury. Most earthquake-related casualties result from collapsing walls, flying glass, and falling objects.

If in a moving vehicle (during fields trips)

- Stop as quickly as safety permits and stay in the vehicle. Avoid stopping near or under buildings, trees, overpasses, and utility wires.
- Proceed cautiously once the earthquake has stopped. Avoid roads, bridges, or ramps that might have been damaged by the earthquake.
- Contact your Site Supervisor or Program Officer if possible.

If trapped under debris

- Do not light a match.
- Do not move about or kick up dust.
- Cover your mouth with a handkerchief or clothing.
Tap on a pipe or wall so rescuers can locate you. Use a whistle if one is available. Shout only as a last resort. Shouting can cause you to inhale dangerous amounts of dust.

Expect aftershocks

- These secondary shockwaves are usually less violent than the main quake but can be strong enough to do additional damage to weakened structures and can occur in the first hours, days, weeks, or even months after the quake.

- Open cabinets cautiously. Beware of objects that can fall off shelves.

Evacuation from center (only when directed by emergency personnel or administration)

- Follow center’s evacuation procedures. Providing transportation to move children away from the center shall be provided by emergency personnel.

- Stay away from damaged areas. Stay away unless your assistance has been specifically requested by emergency personnel. Return to the center only when emergency personnel give the “all clear” signal.

Clean up

- Do not attempt to clean up. Leave the center.

Inspect utilities if unable to evacuate

- Check for gas leaks.
  - If you smell gas or hear blowing or hissing noise, open a window and quickly leave the building.
  - If you turn off the gas for any reason, it must be turned back on by a professional.

- DO NOT turn on or off any light switch or appliance

- DO NOT use a cell phone inside or within 25 Feet of the center.

- Look for electrical system damage.
  - If you see sparks or broken or frayed wires, or if you smell hot insulation, turn off the electricity at the main fuse box or circuit breaker.
  - DO NOT turn off the electricity if you have to step in water to get to the fuse box or circuit breaker.
  - DO NOT touch, pickup, or go near any down electrical power lines.

- Check for sewage and water line damage.
  - If you suspect sewage lines are damaged, avoid using the toilets.
  - If water pipes are damaged, avoid using water from the tap. Use the emergency water supply if needed.

- Facilities and utility companies will restore services when conditions are
safe.

**Recovery**

**Determine Needs**

- Program managers, program officers, Facilities staff and site supervisor will collaborate to restore services to the center and families.
  - Damage assessment
  - Staffing requirements to restart services
  - Changes in the classroom curriculum and daily activities
  - Changes in serving meals
  - Resource recommendations for families

**Extreme Heat**

Extreme heat is summer-like temperatures that are substantially hotter and/or more humid than average for the time of year. Humid or muggy conditions, which add to the discomfort of high temperatures, occur when a "dome" of high atmospheric pressure traps hazy, damp air near the ground. Extremely dry and hot conditions can provoke dust storms and low visibility. Droughts occur when a long period passes without substantial rainfall. A heat wave combined with a drought is a very dangerous situation.

The following table demonstrates the average temperatures and precipitation for the Sacramento City area where the majority of our centers are located:

During extreme heat, children and adults can experience physical discomfort, some of which can be dangerous and need treatment. The following are symptoms of heat related illnesses:

**Heat Cramps**

Muscular pains and spasms due to heavy exertion. Although heat cramps are the least severe, they are often the first signal that the body is having trouble with the heat.
**Heat Exhaustion**

Typically occurs when people exercise heavily or work in a hot, humid place where body fluids are lost through heavy sweating. Blood flow to the skin increases, causing blood flow to decrease to the vital organs. This results in a form of mild shock. If not treated, the victim’s condition will worsen. Body temperature will keep rising and the victim may suffer heat stroke.

**Heat Stroke**

A life-threatening condition. The victim’s temperature control system, which produces sweating to cool the body, stops working. The body temperature can rise so high that brain damage and death may result if the body is not cooled quickly.

**Preparedness**

**To prepare for extreme heat**

- Facilities will inspect and maintain air conditioning systems regularly.
- Site supervisor will ensure available water and shade for children and staff.

**Response**

**What you should do if the weather is extremely hot:**

- Stay indoors as much as possible and limit exposure to the sun.
- Drink plenty of water.
  
  *Note: High temperatures can also result in poor air quality and physical activity should be limited.*
- The center will close if the temperature indoors is over 85 degrees.
- The site supervisor will call the program officer about the conditions and possible closing.

**Recovery**

- Assess service needs of cooling and electrical systems and contact Facilities.
- Replace any emergency supplies such as water.

**First Aid for Heat-Induced Illnesses**

- Extreme heat brings with it the possibility of heat-induced illnesses. The following table lists these illnesses, their symptoms, and the first aid treatment.
<table>
<thead>
<tr>
<th>Condition</th>
<th>Symptoms</th>
<th>First Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunburn</td>
<td>Skin redness and pain, possible swelling, blisters, fever, headaches</td>
<td>Use tepid water to cool the skin. Apply dry, sterile dressings to any blisters, and get medical attention.</td>
</tr>
<tr>
<td>Heat Cramps</td>
<td>Painful spasms, usually in leg and abdominal muscles; heavy sweating</td>
<td>Get the victim to a cooler location. Lightly stretch and gently massage affected muscles to relieve spasms. Give sips of up to a half glass of cool water every 15 minutes. Do not give liquids with caffeine or alcohol. Discontinue liquids if victim is nauseated.</td>
</tr>
<tr>
<td>Heat Exhaustion</td>
<td>Heavy sweating but skin may be cool, pale, or flushed. Weak pulse. Normal body temperature is possible, but temperature will likely rise. Fainting or dizziness, nausea, vomiting, exhaustion, and headaches are possible.</td>
<td><strong>Call 9-1-1</strong> or emergency medical services, or get the victim to a hospital. Get victim to lie down in a cool place. Loosen or remove clothing. Apply cool, wet cloths. Fan or move victim to air-conditioned place. Give sips of water if victim is conscious. Be sure water is consumed slowly. Give half glass of cool water every 15 minutes. Discontinue water if victim is nauseated.</td>
</tr>
<tr>
<td>Heat Stroke (a severe medical emergency)</td>
<td>High body temperature (103+); hot, red, dry skin; rapid, weak pulse; and rapid shallow breathing. Victim will probably not sweat unless victim was sweating from recent strenuous activity. Possible unconsciousness.</td>
<td><strong>Call 9-1-1</strong> or emergency medical services, or get the victim to a hospital immediately. Delay can be fatal. Move victim to a cooler environment. Remove clothing. Try a cool bath, sponging, or wet sheet to reduce body temperature. Watch for breathing problems. Use extreme caution. Use fans and air conditioners.</td>
</tr>
</tbody>
</table>
**Fire**

Although a fire disaster need not necessarily reach catastrophic proportions, it will present some of the aspects of a disaster because of the highly destructive action of fire. Injuries can be serious and extensive requiring immediate rescue procedures that cannot always be provided by local resources.

A fire of vast proportions can moreover cause damage to the surrounding environment by the massive production of heat and the creation of fumes, smoke and gas. Because of their suffocating effect and their direct action on the airways, they represent other specific danger elements. The danger of smoke and gas is generally underestimated.

One factor that makes all fire disasters dramatic is panic. Anybody close to a sudden fire is affected by panic. This is due to the realization that the fire can kill within a few moments, causing injuries and destroy everything in the vicinity. When a violent fire breaks out, there is an initial moment of psychological paralysis, generally followed by total incapacity for logical thought, and this leads to instinctive behavioral reactions whose one aim is to save oneself and all that is most dear, and reach safety. Much of the northern side of the American River Parkway is rated as a “Very High” fire risk area under the Fire Hazards Severity Classification System, with the fire season lasting from early spring through late fall. Countywide, the classification is “Low” fire danger.

**Preparedness**

The following are things to do to protect yourself and the center in the event of a fire:

**Smoke Alarms**
- Know where each smoke alarm is installed.
- Facilities will maintain the smoke alarms on a regular basis.

*Note: Properly working smoke alarms decrease your chances of dying in a fire by 50%.*

**Escaping the Fire**
- Review escape routes with the center staff and children. Practice escaping from each room.
- Teach staff and children to stay low to the floor (where the air is safer in a fire) when escaping from a fire.
- Clean out storage areas. Do not let trash accumulate.

**Flammable Items**
- Flammable liquids should not be used or stored in the classroom or center.

**Matches and Smoking**
• Keep matches and lighters up high, away from children, and, if possible, in a locked cabinet.
• Smoking is not allowed at the centers.

**Electrical Wiring**

• Make sure wiring does not run under rugs, over nails, or across high-traffic areas.
• Do not overload extension cords or outlets. If you need to plug in two or three appliances consult with Facilities.

**If your clothes catch on fire, you should:**

• **Stop, drop, and roll** - until the fire is extinguished. Running only makes the fire burn faster.

**To escape a fire, you should:**

• If you are escaping through a closed door, 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., ladders and crawling).
• If your escape route is blocked, shut the door immediately and use an alternate escape route, such as a window.
• If clear, leave immediately through the door and close it behind you.
• Crawl low under any smoke to your exit - heavy smoke and poisonous gases collect first along the ceiling.
• If possible, cover your mouth with a cloth to help prevent inhalation of objects that can cause coughing.
• Close doors behind you as you escape to delay the spread of the fire.
• Stay out once you are safely out. Do not reenter.
• Call 9-1-1.

**Evacuation from Center (only when necessary or by direction)**

• Follow Center’s evacuation procedures.
• Providing transportation to move children away from the center shall be provided by emergency personnel, unless directed to do so by emergency personnel on-site.
  • Follow the designated evacuation routes and expect heavy traffic.

**Recovery**

• If you are with burn victims, or are a burn victim yourself, call 9-1-1; cool and cover burns to reduce chance of further injury or infection.
• Do not return to the center until emergency personnel give the “all clear” signal.

**Flood**

There are 3 types of flooding conditions: (1) Local area flooding, when streets, creeks, drainage ditches or sloughs are not able to contain flowing or standing water within its gutters or banks. Sacramento County has numerous creeks, drainage ditches and sloughs. (2) River flooding, when rivers overflow their levels or the levee breaks, and (3) Dam Failure, when the water held back by the dam overflows or the dam structure fails.

The nearest threats for flooding are Shasta, Oroville and Folsom Dams.

**Preparedness**

**Here are some basic steps to take to prepare for a flood:**

- Practice the flood evacuation route for the center.
- Be prepared to turn off electrical power when there is standing water, fallen power lines, or before evacuation.
- Turn off gas and water supplies before you evacuate.
- Review your center’s information on response times.

Note: The centers’ estimated response time to evacuate is based upon the Sacramento City/County Flood Management Evacuation Evaluation for water depths and closures of primary evacuation routes, where the water level will be at least 1 foot in depth after a levee breaks.

**Response**

- Gather the emergency supplies that are at the center and stay tuned to local radio or television station for updates.
- If possible, turn off all utilities at the main power switch and close the main gas valve if evacuation appears necessary.
- Bring in all outdoor toys and equipment not secured to the ground or building.

**Preparing to Evacuate**

- Expect the need to evacuate and prepare for it. When a flood watch is issued, you should:
  - Contact the program officer to get permission to close the center so parents can start picking up their children.
  - Assemble emergency food & disaster kits to a central location, next to an exit.
  - Assemble first aid kits, medication supplies and the Critical Box.
• Ready children for a possible evacuation.
• Contact parents to inform them that a “Flood Watch Warning” has been issued for the center.
• Listen for disaster sirens and warning signals.
• Put pets in a safe area.
• Adjust the thermostat on refrigerators and freezers to the coolest possible temperature.

If You Are Ordered to Evacuate

• You should never ignore an evacuation order. Emergency personnel will direct you to leave if you are in a low-lying area, or within the greatest potential path of the rising waters.

If a flood warning is issued for your area or you are directed by emergency personnel to evacuate the area

• Evacuation from center (only when necessary or by direction)
  • Follow the center’s evacuation procedures.
  • Transportation to move children away from the center shall be provided by emergency personnel.

If You Are Ordered NOT to Evacuate

• Monitor the radio or television for weather updates.
• Prepare to evacuate.
• Assemble emergency food & disaster kits to a central location, next to an exit.
• Assemble first aid kits, medication supplies and the Critical Box.
• Ready children for a possible evacuation.
• Listen for disaster sirens and warning signals.
• Put pets in a safe area.
• Adjust the thermostat on refrigerators and freezers to the coolest possible temperature.

Recovery

Determine Needs

• After the storm and flood watch warning has passed, contact the parents or follow the reunification procedures.
• Program managers, program officers, Facilities staff and center will collaborate to restore services to the center and families.
  • Damage assessment
Staffing requirements to restart services
Changes in the classroom curriculum and daily activities
Changes in serving meals
Resource recommendations for families

Thunderstorms and Lightning

The key ingredient that defines a thunderstorm is lightning. Since lightning creates thunder, a storm with lightning is called a thunderstorm. Therefore, anytime thunder can be heard, the danger of lightning is real, whether you can see it or not.

Lightning is the visible vault of electrical ions from cloud to cloud, and cloud to earth. When storm clouds gather, violent air currents separate ever-present electrical charges. Lightning's compelling objective is to complete a path to the opposite charge in the cloud or earth. The path of a cloud to ground lightning strike is not completed by hitting the top of a house, building or tree, but must continue until it reaches earth. An object is struck because it is a better conductor than air and offers a better path to the ground. However, since the object struck is not an adequate conductor, heat is generated, resulting in fire or explosive damage.

Facts About Thunderstorms

- They may occur singly, in clusters, or in lines.
- Some of the most severe occur when a single thunderstorm affects one location for an extended time.
- Thunderstorms typically produce heavy rain for a brief period, anywhere from 30 minutes to an hour.
- Warm, humid conditions are highly favorable for thunderstorm development.
- About 10 percent of thunderstorms are classified as severe—one that produces hail at least three-quarters of an inch in diameter, has winds of 58 miles per hour or higher, or produces a tornado.

Facts About Lightning

- Lightning's unpredictability increases the risk to individuals and property.
- Lightning often strikes outside of heavy rain and may occur as far as 10 miles away from any rainfall.
- “Heat lightning” is actually lightning from a thunderstorm too far away for thunder to be heard. However, the storm may be moving in your direction!
- Most lightning deaths and injuries occur when people are caught outdoors in the summer months during the afternoon and evening.
- Your chances of being struck by lightning are estimated to be 1 in 600,000, but could be reduced even further by following safety precautions.
- Lightning strike victims carry no electrical charge and should be attended to immediately.
**Preparedness**

**To prepare for a thunderstorm, you should do the following:**

- Remember the 30/30 lightning safety rule: Go indoors if, after seeing lightning, you cannot count to 30 before hearing thunder. Stay indoors for 30 minutes after hearing the last clap of thunder.

- The following are guidelines for what you should do if a thunderstorm is likely in your area:
  - Postpone outdoor activities.
  - Go inside the center.
  - Remember, rubber-soled shoes and rubber tires provide NO protection from lightning.
  - Secure outdoor objects that could blow away or cause damage.
  - Secure outside doors and close window blinds, shades, or curtains.
  - Avoid using plumbing. Plumbing and bathroom fixtures can conduct electricity.
  - Use a corded telephone only for emergencies. Cordless and cellular telephones are safe to use.
  - Unplug appliances and other electrical items such as computers and turn off air conditioners. Power surges from lightning can cause serious damage.
  - Use your Weather Radio for updates from local officials.

- Avoid the following:
  - Natural lightning rods such as a tall, isolated tree in an open area.
  - Isolated sheds or other small structures in open areas.
  - Anything metal—tractors, farm equipment, motorcycles, golf carts, golf clubs, and bicycles

**Response**

- If you are inside a building
  - Close windows or blinds
  - Do not stand next to windows or doors.

- If you are outside
  - Go inside the center

- If you are in a park
  - Seek shelter in a low lying area

- If you are in an open area
  - Go to a low place such as a ravine or valley
• Be alert for flash floods
• If you feel your hair stand on end indicating lightning is about to strike
  • Squat low on the ground on the balls of your feet
  • Place your hands over your ears and place your head between your knees
  • Minimized your contact with the ground and size.
  • Do not lie flat on the ground

Recovery
• Check for visible damage to windows, doors, fence, play and playground structure and report damage to Facilities staff.
• Check for areas of flooding surrounding the center and contact Facilities staff for assistance.
• Call 9-1-1 for medical assistance as soon as possible.
• The following are things you should check when you attempt to give aid to a victim of lightning:
  • Breathing - if breathing has stopped, begin mouth-to-mouth resuscitation.
  • Heartbeat - if the heart has stopped, administer CPR.
  • Pulse - if the victim has a pulse and is breathing, look for other possible injuries. Check for burns where the lightning entered and left the body. Also be alert for nervous system damage, broken bones, and loss of hearing and eyesight.
• Contact the program officer about what has occurred prior to, during and after providing treatment at the center.
• Using the child’s emergency contact info, contact the responsible adult.

Tornado
Tornadoes are another weather-related event that affects the Sacramento area. Tornadoes are rotating columns of air marked by a funnel-shaped downward extension of a cumulonimbus cloud whirling at destructive speeds of up to 300 miles per hour. They usually accompany a thunderstorm. Tornadoes are the most powerful storms that exist. They can be comprised of the same pressure differential that fuels 300-mile wide hurricanes across a path only 300 yards wide or less.

Some tornadoes strike rapidly, without time for a tornado warning, and sometimes without a thunderstorm in the vicinity. When you are watching for rapidly emerging tornadoes, it is important to know that you cannot depend on seeing a funnel: clouds or rain may block your view. The following weather signs may mean that a tornado is approaching:
  • A dark or green-colored sky.
• A large, dark, low-lying cloud.
• Large hail.
• A loud roar that sounds like a freight train.

Tornado magnitude is ranked according to the Fujita scale listed below:

• **F0**: 40-72 mph (35-62 knots)
• **F1**: 73-112 mph (63-97 knots)
• **F2**: 113-157 mph (137-179 knots)
• **F3**: 158-206 mph (137-179 knots)
• **F4**: 207-260 mph (180-226 knots)
• **F5**: 261-318 mph (227-276 knots)

**Preparedness**

**Stay Tuned for Storm Watches and Warnings**

• When there are thunderstorms in your area, turn on your radio or TV to get the latest emergency information from local authorities.
• Listen for announcements for a severe thunderstorm watch or warning.
• Listen for announcements of a tornado watch or tornado warning.

**During a tornado watch**

• Stay tuned to local radio for further weather information.
• Watch the weather and be prepared to take shelter immediately if conditions worsen.
• A tornado warning is issued when a tornado funnel is sighted or indicated by weather radar.
• You should take shelter immediately.

**Important Measures to Take**

• Make sure the children know--
• What a tornado is
• What tornado watches and warnings are
• Taking Shelter
• Discuss with the center staff Shelter in Place and how staff members can protect themselves and children from flying and falling debris.
• The key to surviving a tornado and reducing the risk of injury lies in planning, preparing, and practicing.
• Flying debris causes most deaths and injuries during a tornado. Although
there is no completely safe place during a tornado, some locations are much safer than others.

- At the Center
- The safest place in the classroom is the interior part of the building. Go to an inside room, without windows, on the lowest floor. This could be a hallway, bathroom, or closet.

Response

Sighting a Funnel Cloud

- If you see a funnel cloud nearby, take shelter immediately.
- If you spot a tornado that is far away, help alert others to the hazard by reporting it to the program officer before taking shelter as described.
- If you believe that you might be in danger, seek shelter immediately.

At the Center

- Go to the designated area if a tornado is headed your way. One basic rule is AVOID WINDOWS. An exploding window can injure or kill.
- The safest place in the classroom is the interior part of the building. Go to an inside room, without windows, on the lowest floor. This could be a hallway, bathroom, or closet.
- For added protection, get under something sturdy such as a heavy table or workbench.
- If possible, cover your body with a blanket, sleeping bag, or mattress, and protect your head with anything available—even your hands.
- Avoid taking shelter where there are heavy objects, such as pianos or refrigerators, on the area of floor that is directly above you. They could fall though the floor if the tornado strikes the center.

On the Road (field trips)

- The least desirable place to be during a tornado is in a motor vehicle. Cars, buses, and trucks are easily tossed by tornado winds.
- **DO NOT TRY TO OUTRUN A TORNADO IN YOUR CAR.** If you see a tornado, stop your vehicle and get out. Do not get under your vehicle. Follow the directions for seeking shelter outdoors (see next section).

Outdoors

- If you are caught outside during a tornado and there is no adequate shelter immediately available—
  - Avoid areas with many trees.
  - Avoid vehicles.
• Lie down flat in a gully, ditch, or low spot on the ground.
• Protect your head with an object or with your arms.

**Know How to Shut Off Utilities**

- **Gas**
  - After a tornado, DO NOT USE matches, lighters, or appliances, or operate light switches until you are sure there are no gas leaks. Sparks from electrical switches could ignite gas and cause an explosion.
  - If you smell the odor of gas or if you notice a large consumption of gas being registered on the gas meter - Evacuate the center immediately and call 9-1-1
  - Call PG & E 1-800-743-5000
- If directed, shut off the gas.
  - First, find the main shut-off valve located on the center map.
  - Use an adjustable wrench to turn the valve to the “off” position.
- **Electricity**
  - Shut off the electricity. Sparks from any electrical switches could ignite leaking gas and cause an explosion.
- **Water**
  - Water may be turned off at the water main leading into the center. If you may need an emergency source of fresh water, it is better to shut off your water here, because it will conserve the water in your water heater.
  - Label the water main for quick identification.

**Recovery**

**Injuries**

**Call 9-1-1**

- Check for injuries. Do not attempt to move seriously injured people unless they are in immediate danger of further injury. Get medical assistance immediately.
- If someone has stopped breathing, begin CPR if you are trained to do so.
- Stop a bleeding injury by applying direct pressure to the wound.
- Have any puncture wound evaluated by a physician before removing the object and limit the person or child from moving around.
- If you are trapped, try to attract attention to your location.

**General Safety Precautions**

- Continue to monitor your battery-powered radio or television for emergency information.
- Be careful when entering any structure that has been damaged.
• Wear sturdy shoes or boots, long sleeves, and gloves when handling or walking on or near debris.

• Be aware of hazards from exposed nails and broken glass.

• Do not touch downed power lines or objects in contact with downed lines. Report electrical hazards to the police and the utility company.

• Use battery-powered flashlights or lighting.

• Carbon monoxide (CO)--an odorless, colorless gas that can cause sudden illness and death if you breathe it these sources can build up in the center and poison the people and animals inside. Evacuate the center or classroom and call 9-1-1.

• Hang up displaced telephone receivers that may have been knocked off by the tornado, but stay off the telephone, except to report an emergency.

• Cooperate fully with emergency personnel.

**Restarting Services**

• Managers, program officers, Facilities staff and site supervisor will collaborate to restore services to the center and families.

  • Damage assessment
  • Staffing requirements to restart services
  • Changes in the classroom curriculum and daily activities
  • Changes in serving meals
  • Resource recommendations for families

**Winter Storm and Extreme Cold**

Heavy snowfall or ice storm and extreme cold can immobilize an entire region. Even areas that normally experience mild winters can be hit with a major snowstorm or extreme cold. Winter storms can result in flooding, storm surge, closed highways, blocked roads, downed power lines and hypothermia.
What is Extreme Cold?

What constitutes extreme cold and its effects can vary across different areas of the country. In regions relatively unaccustomed to winter weather, near freezing temperatures are considered “extreme cold.” Whenever temperatures drop decidedly below normal and as wind speed increases, heat can leave your body more rapidly. These weather related conditions may lead to serious health problems. Extreme cold is a dangerous situation that can bring on health emergencies in susceptible people, such as those without shelter or who are stranded, or who live in a home that is poorly insulated or without heat.

Know the Terms

Familiarize yourself with these terms to help identify a winter storm hazard:

- Freezing Rain: Rain that freezes when it hits the ground, creating a coating of ice on roads, walkways, trees, and power lines.
- Sleet: Rain that turns to ice pellets before reaching the ground. Sleet also causes moisture on roads to freeze and become slippery.
- Winter Storm Watch: A winter storm is possible in your area. Tune in to NOAA Weather Radio, commercial radio, or television for more information.
- Winter Storm Warning: A winter storm is occurring or will soon occur in your area.
- Blizzard Warning: Sustained winds or frequent gusts to 35 miles per hour or greater and considerable amounts of falling or blowing snow (reducing visibility to less than a quarter mile) are expected to prevail for a period of three hours or longer.
- Frost/Freeze Warning: Below freezing temperatures are expected.

Preparedness

- Be aware of the current weather conditions
- Be prepared for the children to have their jackets and warm clothing available. Use “lost and found” items if necessary

Response

The following are guidelines for what you should do during a winter storm or under conditions of extreme cold:

- Listen to your radio for weather reports and emergency information.
- Call the program officer for closing instructions.
- Watch for signs of hypothermia. These include uncontrollable shivering, memory loss, disorientation, incoherence, slurred speech, drowsiness, and apparent exhaustion. If symptoms of hypothermia are detected, get the victim to a warm location, remove wet clothing, warm the center of the body first, and give warm beverages if the victim is conscious.
• Call 9-1-1.
• Conserve fuel, if necessary, by keeping the center cooler than normal. Temporarily close off heat to some rooms.

If you are outdoors

• Avoid overexertion. Overexertion can bring on a heart attack—a major cause of death in the winter.
• Cover your mouth. Protect your lungs from extremely cold air by covering your mouth when outdoors. Try not to speak unless absolutely necessary.
• Keep dry. Wet clothing loses all of its insulating value and transmits heat rapidly.
• Watch for signs of hypothermia. These include uncontrollable shivering, memory loss, disorientation, incoherence, slurred speech, drowsiness, and apparent exhaustion.
• If symptoms of hypothermia are detected:
  • Get the victim to a warm location.
  • Remove wet clothing.
  • Put the person in dry clothing and wrap their entire body in a blanket.
  • Warm the center of the body first.
  • Give warm beverages if the victim is conscious.
  • Get medical help as soon as possible.

Recovery

• Stay inside building
• Close window blinds and curtains to help keep the room warm
• Have children put on coats if the heat goes out

Health Emergencies

In the event of a health emergency or pandemic, because of anticipated shortages of health care professionals, it is expected that the large majority of individuals infected with an illness will be cared for in the home by family members, friends, and other members of the community - not by trained health care professionals. It will be imperative that center staff be diligent in providing regular information to parents and staff on prevention techniques and to implement stringent practices of hand washing, and other sanitary practices with children.

H1N1/FLU/Widespread Disease Outbreak

Pandemic Flu can spread quickly and easily across all demographics. It is a serious threat to public health and can be fatal under certain circumstances. Education and
prevention are the greatest tools in stopping a flu pandemic. Daily health checks, hand washing, and proper sanitation can be very effective in preventing the spread of pandemic flu as well as many other illnesses.

**Preparedness**

**Children**
- Teach children about the flu and how they can stay healthy.
- Practice proper hand washing techniques and coughing into sleeve/arm instead of hands.

**Parents**
- Post or make available to parents, copies of the school pandemic flu safety plan.
- Encourage parents to vaccinate their children and themselves to prevent the spread of the flu.
- Make sure that parents understand to keep their children home if they are feeling ill.
- Determine all SPECIAL needs for children (disabilities, medication, food and transportation).
- Contact the Special Education Coordinator to determine if any of your children who have special needs will require any sort of additional specialized care or services during a pandemic.

**Center Staff**
- Identify and assign individual responsibilities for staff during and following pandemic flu (including accounting and caring for sick children, contacting parents and health agencies)
- Involve and train all staff members about the pandemic flu safety plan.
- Identify and designate an isolation area
  - Separate from other children (at least 6 feet), preferably in another room
  - Room for children to lie down
  - Area should be well ventilated
- Educate Yourself and Staff Members
- Staff members will be familiar with teaching and modeling proper disease prevention techniques. (hand washing, covering cough)
- Staff members should know symptoms and treatment for pandemic flu.
- Encourage staff members to get vaccinated for the flu.
- Encourage staff members to stay home if they are feeling ill.
Response

Isolation and sanitization are the most important things during a pandemic flu outbreak. Anyone showing symptoms should be isolated immediately while sanitation efforts should be increased. Children's activities in the classroom need to limit physical contact with others and attempt to provide increased distance between other children.

Response to Pandemic Flu

- Contact parents and encourage them to keep their children home if any member of the household is showing flu symptoms.
- Extend the time of the daily health checks by observing the child more thoroughly and asking questions like, “Is anyone at home sick?” Take the temperature of any children who appears to be ill. Do not accept any children showing symptoms.
- Staff will wash hands more frequently and sanitize common area's and toys as often as possible.
- Staff will be required to wear surgical masks. Masks will also be available for the children to wear.
- Lesson plans will incorporate personal hygiene to the greatest extent possible. Special emphasis will be given to hand washing and covering of coughs.
- Any children showing symptoms will be moved to the designated isolation area. Their parents will be called to pick them up. Staff will care for the children until their parents arrive.
- Staff caring for ill children will limit their contact with the other staff and children as best they can.
- Staff showing flu symptoms will be sent home immediately.
- Site supervisors will notify their program officer if any of their children or staff show any symptoms while at the center.
- Depending on the severity of the situation a determination may be made to temporarily close a center. Contact the program officer for directions. The site supervisor will notify parents of the closure and keep them updated as to when the site will re-open.

Recovery

- Facilities and staff will thoroughly clean the center. All toys, equipment, door knobs, cabinets, tables, chairs, and bathrooms must be cleaned with disinfectant.
- If the center was closed all parents must be called and informed the center is re-opening and given a date that they may start bringing their children back to class.
• Re-stock supplies. Take inventory of all disaster/first aid equipment used during the emergency. Notify Facilities of all items used and request replacements.

• Continue extended daily health checks for at least one (1) week. Continue to inspect and question arriving children in regards to their health. Do not admit any children showing symptoms. This extended daily health check may go on for more than one week at the discretion of the site supervisor.

• Continue to give health information to parents and encourage healthy habits in children. Even after a pandemic is over, it is important to continue to educate parents about the problem to prevent resurgence. Lesson plans should continue to emphasize hygiene, especially hand washing and covering of coughs.

**Restoring Services**

• Establish contact with each family.

• Program managers, program officers, Facilities staff and site supervisor will collaborate on restoring services to the center and families.
  - Determines what are staff’s personal need
  - Staffing requirements to restart services
  - Changes in the classroom curriculum and daily activities
  - Changes in serving meals
  - What referrals can be provided to families

**Technical Hazards**

Chemical spills and accidents that occur with chemicals that may be used at the center as well as transporting of chemicals on routes near centers can pose a potential hazard. Children and adults could be affected by breathing, touching, or tasting dangerous chemicals in their environment. Precaution and preparation for a technical hazard such as these are important.

**Center-Based Chemical Emergency**

There are hazardous materials at the center. All center staff is expected to know the location of these items, check the label and take the necessary steps to ensure that they are using, storing, and disposing of the material according to the manufacturer's directions.

It is critical to store all hazardous materials/chemicals in places where children cannot access them. Hazardous items not only include batteries, cleaning and disinfectant items but may include items used in the classroom (i.e. paint, glue, toothpaste, shaving cream, hand soap, etc).

Staff will be familiar with the location and how to use contents in the MSDS (material
safety data sheets) Binder.

**Preparedness**

**Guidelines for acquiring and storing hazardous items and chemicals safely**

- Center staff is not allowed to purchase or bring any items into the center at anytime, but must only use items listed on the Classroom Supply List.
- Keep products containing hazardous materials in their original containers and never remove the labels unless the container is damaged. Contact Facilities for instructions in replacing or repackaging and labeling damaged containers.
- Never store hazardous products in food containers.
- Never mix hazardous chemicals or waste with other products. (Incompatible items may cause an explosion or burst into flames)
- Follow the manufacturer’s instructions for the proper use of the hazardous chemical. Refer to the MSDS binder for each item.

**Response**

- Clean up any hazardous chemical spill immediately.
  - Use paper towels to clean up the spill. Wear gloves and eye protection.
  - Allow the fumes in the paper towels to evaporate outdoors
  - Dispose of the paper towels by wrapping them in a newspaper and placing them in a sealed plastic bag in your trash can.
- Dispose of hazardous materials correctly.
- Contact Facilities for disposal of hazardous waste material or items.
- Staff is expected to know where Facilities has used a spray to kill bugs and keep children from crawling or touching those areas. If touched immediately wash the child’s hands with soap and water for 30 seconds.
- Post the number of the emergency medical services and the Poison Control Center by all telephones. In an emergency situation, you may not have time to look up critical phone numbers.
- CALL 9-1-1

**If there is a danger of fire or explosion:**

- Evacuate the center by following the center procedures.
  - Get out of the center immediately.
  - Do not waste time collecting items or calling 9-1-1 when you are in danger.
  - Call 9-1-1 outside (a cellular phone or a next door phone) once you are safely away from danger.
• Stay upwind and away from the center to avoid breathing toxic fumes.

• **Do Not re-enter the center** until authorized by emergency personnel.

• Remember to take attendance and account for all children after exiting the center.

• Inform the program officer by phone what is occurring and what action is being taken.

• Complete an Incident Report, keep a copy at the center and forward a copy to the program officer.

**Recognize and respond to symptoms of toxic poisoning:**

• Difficulty breathing

• Irritation of the eyes, skin, throat, or respiratory tract

• Changes in skin color

• Headache or blurred vision

• Dizziness

• Clumsiness or lack of coordination

• Cramps or diarrhea

• **Call 9-1-1**

**If someone is experiencing toxic poisoning symptoms or has been exposed to a hazardous chemical:**

• Find any containers of the substance that are readily available in order to provide requested information.

• **Call 9-1-1**

  • When calling the emergency number you should have available the following information:
    • Time poisoning occurred
    • Name of Product (container of the item preferred)
    • Manufacture of Product (if known)
    • What First Aid treatment has been given (if any)
    • MSDS information (time permitting)

• Follow the emergency operator or dispatcher’s first aid instructions carefully.

• The first aid advice found on containers may be out of date or inappropriate.
• Do not give anything by mouth or induce vomiting unless advised to do so by a medical professional.

• If the child is released to emergency personnel or parent and taken to the hospital ensure a copy of the MSDS is attached to the child’s clothing. The MSDS has information on what chemicals are contained in the product.

• Complete an incident report, keep a copy at the center, give a copy to the parent and forward a copy to the program officer.

**Recovery**

**Restarting Services**

• Managers, program officers, Facilities staff and site supervisor will collaborate to restore services to the center and families.
  
  • Damage assessment
  • Staffing requirements to restart services
  • Changes in the classroom curriculum and daily activities
  • Changes in serving meals
  • Resource recommendations for families

**Hazardous Materials Incident**

In 1986, Congress passed the **Supplemental Amendments and Reauthorization Act (SARA) of 1986.** Title III of this legislation requires that each community establish a Local Emergency Planning Committee (LEPC) to be responsible for developing an emergency plan for preparing for and responding to chemical emergencies in that community.

**This emergency plan includes the following:**

• An identification of local facilities and transportation routes where hazardous material are present.

• The procedures for immediate response in case of an accident (this must include a community-wide evacuation plan).

• A plan for notifying the community that an incident has occurred.

• The names of response coordinators at local Facilities.

• A plan for conducting exercises to test the plan.

• The plan is reviewed by the State Emergency Response Commission (SERC) and publicized throughout the community. The LEPC is required to review, test, and update the plan each year.

**Emergency Planning and Community Right-to-Know Act**

The Emergency Planning and Community Right-to-Know Act require that detailed information about hazardous substances in or near communities be available at the public’s
request. The law provides stiff penalties for companies that fail to comply and allows citizens to file lawsuits against companies and government agencies to force them to obey the law.

California Governor's Office of Emergency Services MAIN OFFICE
3650 Schriever Ave.
Mather, CA 95655-4203
(916) 845-8510
(916) 845-8511 FAX

STATE TRAINING OFFICER Information
PO BOX 8123
San Luis Obispo, California 93403-8123
(805) 549-3543
(805) 549-3348 FAX
www.oes.ca.gov/

Hazardous Materials

Chemicals are found everywhere. They purify drinking water, increase crop production, and simplify household chores. But chemicals also can be hazardous to humans or the environment if used or released improperly. Hazards can occur during production, storage, transportation, use, or disposal. You and your community are at risk if a chemical is used unsafely or released in harmful amounts into the environment where you live, work, or play.

Hazardous materials in various forms can cause death, serious injury, long-lasting health effects, and damage to buildings, homes, and other property. Many products containing hazardous chemicals are used and stored in homes routinely. These products are also shipped daily on the nation's highways, railroads, waterways, and pipelines.

Chemical manufacturers are one source of hazardous materials, but there are many others, including service stations, hospitals, and hazardous materials waste sites.

Varying quantities of hazardous materials are manufactured, used, or stored at an estimated 4.5 million facilities in the United States—from major industrial plants to local dry cleaning establishments or gardening supply stores.

Hazardous materials come in the form of explosives, flammable and combustible substances, poisons, and radioactive materials. These substances are most often released as a result of transportation accidents or because of chemical accidents in plants.

Preparedness

Many communities have Local Emergency Planning Committees (LEPCs) whose responsibilities include collecting information about hazardous materials in the community and making this information available to the public upon request. The LEPCs also are tasked with developing an emergency plan to prepare for and respond to chemical emergen-
cies in the community. Ways the public will be notified and actions the public must take in the event of a release are part of the plan.

Response

Listen to local radio station for detailed information and instructions. Follow the instructions carefully. You should stay away from the area to minimize the risk of contamination. Remember that some toxic chemicals are odorless.

If asked to evacuate

- Do so immediately.
- Follow the center’s evacuation procedures. Providing transportation to move children away from the center shall be provided by emergency personnel, unless directed to do so by emergency personnel on-site.
- Stay tuned to a radio or television for information on evacuation routes, temporary shelters, and procedures.
- Follow the routes recommended by the authorities—shortcuts may not be safe. Leave at once.
- If you have time, minimize contamination by closing all windows, shutting all vents, and turning off attic fans.
- Take pre-assembled disaster supplies.

If Caught Outside

- Stay upstream, uphill, and upwind! In general, try to go at least one-half mile (usually 8-10 city blocks) from the danger area. Evacuate from the accident scene.
- Do not walk into or touch any spilled liquids, airborne mists, or condensed solid chemical deposits. Try not to inhale gases, fumes and smoke. If possible, cover mouth with a cloth while leaving the area.
- Stay away from accident victims until the hazardous material has been identified.

If in a Motor Vehicle (field trips)

- Stop and seek shelter in a permanent building. If you must remain in your car, keep car windows and vents closed and shut off the air conditioner and heater.

If Instructed to Stay Indoors

- Follow Shelter-in-Place procedures

Recovery

The following are guidelines for the period following a hazardous materials incident:

- Return to the center only when authorities say it is safe.
• Open windows and vents and turn on fans to provide ventilation.

• Act quickly if you have come into contact with or have been exposed to hazardous chemicals. Do the following:
  • Follow decontamination instructions from local authorities.
  • Facilities will coordinate with local authorities how to clean up the center.
  • Report any lingering vapors or other hazards to Facilities.

**Restarting Services**

• Managers, program officers, Facilities staff and site supervisor will collaborate to restore services to the center and families.

• Damage assessment

• Staffing requirements to restart services

• Changes in the classroom curriculum and daily activities

• Changes in serving meals

• Resource recommendations for families

**Terrorism and Community Random Acts of Violence**

With the rise in terrorism and violence in our community, it is important to prepare for these potential emergencies especially when such incidents are rarely predictable.

Community violence can come in many forms, such as family violence, gang violence or isolated incidents of criminal activity. With the assistance of administration and local emergency personnel, Head Start centers can respond to such incidents.

**Preparedness**

• Be aware of appropriate mental health resources for children, parents and staff within your center.

• Create a safe and comfortable area to Shelter-in-Place if an immediate threat of violence occurs.

• Regularly administer drills to instill cooperation and confidence in the staff and children.

**Response**

• Announce “**This is a lockdown**”. Please remain in your classroom and lock all doors and windows. If the situation does not permit making an announcement, use an alternate lockdown signal (ex.: blowing of a whistle).

• Children, staff, parents and guests are to go into the designated room.

• **Before locking doors:**
  • Check hallways / bathrooms / play area.
  • Quickly bring children, staff, and parents inside of the center with-
in a **one-minute period**.

- Compile a list of everyone in the classroom - with a written statement saying that all classroom children have been accounted for and send that list to the program officer.

- Lock all windows doors and play area gates.

- Pull drapes or close blinds and/or window coverings.

- Once doors are locked no one is to be allowed to go in or out.

- Once in a classroom, everyone must remain quiet and try to stay out of sight, keeping away from windows and doors.

- The site supervisor will contact the program officer to report a **“Lockdown”** has occurred and that all staff and children have been accounted for.

- Everyone is to obey the directions of the site supervisor or teacher in the classroom, be quiet and remain calm.

- Staff will limit communication between rooms to using the phones and not travel between the rooms unless necessary.

- The program officer will begin notifying all parents that an **“Intruder / Lockdown”** is in progress and the status of their child.
  - Inform the parent that they will be notified immediate when it is safe for them to pickup their child.

- The announcement **“The lockdown has been lifted”** will signal the end of the Intruder/Lockdown.

- Notify the program officer and all parents that the lockdown is over and that it is safe for them to pickup their child.

- The site supervisor in conjunction with the program officer will provide a letter to all parents explaining the reason for lockdown and provide a copy to the deputy director.

- Complete a Center Disaster/Emergency Incident Report and submit it the program officer with this information:
  - Time of lockdown
  - Time notification was given to the program officer and who received the notice
  - Classrooms and staff involved in the lockdown
  - Reason for the lockdown
  - Who was involved in creating the lockdown (not staff)
  - Time lockdown was lifted
  - Time notification was given to the program officer and who received the notice
  - Time notification lockdown was lifted to parents
• Program officers receiving a notification of a lockdown will complete a Center Disaster Emergency Incident Report and provide the following information:
  - Name of center calling a lockdown
  - Time lockdown call received
  - Name of staff calling
  - Other information provided by the caller
  - Name of caller stating lockdown has been lifted
  - Time lockdown lifted call receive

**Recovery**

Violence can leave children feeling frightened, confused and insecure. Whether a child personally experienced trauma, has merely seen the event on television, or has heard it discussed by adults, it is important for parents and teachers to be informed and ready to help if reactions to stress begin to occur.

• Encourage children to share their thoughts.
• Clarify misunderstandings by listening to concerns and answering questions.
• Maintain a sense of calm.
• Discuss concrete plans for safety.
• Allow children to draw pictures.
• Children are most afraid of:
  - The event happening again
  - Someone close to them will be killed or injured
  - They will be left alone or separated from their family
• Re-establish the center routine as quickly as possible.
• Talk to the children about community helpers and heroes.
• If a child continues to exhibit stress, get mental health care assistance and referrals for the parent.
• Be aware of staff demonstrating stress and provide support and resources.
Center Staff as First Responders

Since Center staff will be the first individuals involved in a disaster they will be responsible for the safety of children and other staff members. The Homeland Security Presidential Directive states:

“…d) The term ‘first responder’ refers to those individuals who in the early stages of an incident are responsible for the protection and preservation of life, property, evidence and the environment, including emergency response providers as defined in section 2 of the Homeland Security Act of 2002 (6 U.S.C. 101), as well as emergency management, public health, clinical care, public works, and other skilled support personnel (such as equipment operators) that provide immediate support services during prevention, response, and recovery operations.”

SETA Head Start is a receiver of federal and state funds. Within the requirements of this funding is the responsibility of staff to provide first responder support. In the event of a disaster, the ability of staff to respond in a calm and cohesive manner is often dependent upon how their families and personal responsibilities are protected. The following is information to assist in providing direction in planning and proactive steps toward a design for family safety:

10 Steps to Disaster Preparedness

1. **Keep Emergency Supplies on Hand**: Keep emergency supplies at home, at work, and in your car. Ideally you should have enough supplies to last at least 3 days to two weeks.

2. **Learn First Aid**: First aid can save lives and reduce suffering in many everyday medical emergencies. In a disaster, first aid skills are especially important. Many circumstances can prevent help from coming. Be prepared-learn first aid.

3. **Learn How to Turn Off Your Utilities**: During a disaster if you have a broken gas line, water line or serious electrical problem, you may need to quickly turn off the main service to your home in order to prevent injuries and property damage. Make sure all family members are capable of turning utilities off.

4. **Make Sure Your Home is Safe**: During an emergency, what's in your home can help you or hurt you. At least once a year do a top to bottom inspection of your home and correct any problem you find.

5. **Plan Ahead**: Thinking things through before a disaster will save time and reduce fear during an emergency-Have a family evacuation plan and practice it.
   - Develop a family reunion plan. Agree to a meeting place outsider your home. Also agree on a family member outside of your area to call if you are separated during an emergency.
   - Make a list of valuable items to take if your home is threatened and you have to evacuate quickly.
Identify places you and other family members can stay if you cannot stay at home and do not want to stay at a shelter.

Teach children how and when to call 9-1-1.

Make plans for latchkey children, elderly, and/or handicapped in your household.

If you have pets make plans on how they will be cared for in the event of an emergency.

6. **Check Your Insurance** - Find out what your insurance does and does not cover. Ask what information your insurance company would need before you could file a claim for your losses. Make sure you have an up-to-date inventory of what you own.

7. **Keep Copies of Important Documents** - After a disaster you may need records for identifications, insurance claims, disaster relief loans or other assistance.

8. **Be alert to What's Going On Around You** - Be aware of sirens and increasingly dangerous situations such as fires or flooding, will give you more time to take steps to protect yourself, your family and your home.

9. **Listen to News and Weather Reports** - The City and County work with radio and television stations and newspapers to get emergency warning and instructions to you as quickly as possible. Follow news, weather and traffic reports. KFBK Radio at 1530 AM.

10. **Learn Disaster Survival Skills** - Learn how to avoid injury during and after a disaster.

    Each center staff member will receive *Are You Prepared, A Guide to Emergency Preparedness for Sacramento County* published by the collaboration of UC Davis Health System and several emergency response agencies and departments in Sacramento County.
Glossary

**ADA**
Americans with Disabilities Act (ADA) prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, State and local government services, public accommodations, commercial facilities, and transportation.

**All-Clear**
A signal by way of a siren, loud speaker, or pre-arranged action; that indicates the danger is over.

**CPR**
Cardiopulmonary resuscitation (CPR) is a combination of rescue breathing and chest compressions delivered to victims thought to be in cardiac arrest. When cardiac arrest occurs, the heart stops pumping blood. CPR can support a small amount of blood flow to the heart and brain to “buy time” until normal heart function is restored.

**Critical Box**
A waterproof envelope containing critical information about emergency procedures, child information, and recovery forms.

**Disaster**
A calamitous event, especially one occurring suddenly and causing great loss of life, damage, or hardship, as a flood, airplane crash, or business failure.

**Emergency Personnel**
Individuals, typically from government agencies, who respond to emergency situations such as fire, rescue or criminal activity.

**Heat Wave**
Prolonged period of excessive heat, often combined with excessive humidity.

**Heat Index**
A number in degrees Fahrenheit (F) that tells how hot it feels when relative humidity is added to the air temperature. Exposure to full sunshine can increase the heat index by 15 degrees.

**MSDS**
MSDS (material safety data sheets) are a widely used system for cataloging information on chemicals, chemical compounds, and chemical mixtures. MSDS information may include instructions for the safe use and potential hazards associated with a particular material or product. These data sheets can be found anywhere where chemicals are being used.

**NOAA**
The National Oceanic and Atmospheric Administration (NOAA) is a federal agency focused on the condition of the oceans and the atmosphere.

**Severe Thunderstorm Warning**
Issued when severe weather has been reported by spotters or indicated by radar.
Warnings indicate imminent danger to life and property to those in the path of the storm.

**Severe Thunderstorm Watch**
A warning when and where severe thunderstorms are likely to occur. Watch the sky and stay tuned to NOAA Weather Radio, commercial radio, or television for information.

**Shelter-in-Place**
Shelter-in-place means selecting a small, interior room, with no or few windows, and taking refuge there.

**Sun Stroke**
Another term for heat stroke.

**Tornado Watch**
A tornado watch is issued when weather conditions favor the formation of tornadoes, for example, during a severe thunderstorm.

**Tornado Warning**
A tornado warning is issued when a tornado funnel is sighted or indicated by weather radar.
Forms Description

Center Specific

Center Specific Center Information Card
Provides center emergency numbers and important addresses. Located in Critical Box.

Center Disaster/ Emergency Information and Checklist
Provides information on staff responsibilities during a disaster or emergency, information on utilities shut off and list of actions to be taken. Form is to be completed by staff member in charge of disaster or emergency and turned into Program Support Services when disaster has concluded.

Parent Reunification Checklist
To be completed by center staff in charge of parent pick-up during a disaster or emergency if center is evacuated. Form is attached to emergency incident report and turned in to Program Support Services.

Center Disaster/ Emergency Injury Report
Provides information to emergency personnel in the event of a catastrophic disaster or emergency. To be completed by center staff taking attendance and accounting for major injuries as well as missing persons.

Center Disaster/ Emergency Incident Report
Provides information to Program Support Services on series of events during an emergency or disaster resulting in injuries. To be completed by center staff and returned to Program Support Services.

Center Disaster/ Emergency Response Evaluation
Provides administration with information on the effectiveness of the emergency/disaster plan. To be filled out by Site Supervisor and turned in to Program Support Services.

Administration Specific

Component Assessment
Provides extent to which plan components are in developed

Disaster/ Crisis Team Incident Recovery Analysis
Provides in depth analysis of administrations response to a disaster or emergency

Annual Review Agenda
Sample agenda for annual review.

Home Base Client Emergency Map
Provides location of important exits, shut-off and evacuation locations for the home base educator.

First Responder Disaster Preparedness
Provides training slides for instruction on First Responder responsibilities of staff
Resources

The following are websites, documents and materials used to create this manual. All information was current at the time this document was published.

Are You Prepared?

Child Care Center: Manual of Policies and Procedures

District of Columbia Public Schools
http://dcps.dc.gov/portal/site/DCPS/FEMA

Emergency/Disaster Preparedness for Child Care Programs

Epath Campus
http://www.epathcampus.com/

Head Start: Disaster Preparedness Workbook

Head Start Emergency Preparedness Manual

Homeland Security Exercise and Evaluation Program