

Northeast South Dakota Head Start Program, Inc.

Emergency Preparedness Plan

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Grantee Board Approval:

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INTRODUCTION

The Head Start Executive Director and staff of the NESD Head Start Program are considered responsible for the safety of children and they will coordinate actions and / or requirements with the school districts, community public safety officials, and families / guardians in the thirteen county area.

EMERGENCY RESPONSE ORGANIZATION

In the event of an emergency, the Executive Director will oversee the emergency response. The NESD Head Start Program will coordinate with local public safety officials on drills and responses to emergency situations. The Executive Director and staff will work together to ensure the proper procedures are followed to protect the children and staff. In the Executive Director's absence, the emergency management responsibilities are delegated to the next in charge: 1.) Education Manager and 2.) the Family Services Manager.

The Executive Director and Management Team shall review the *Emergency Preparedness Plan* annually for modifications to the procedures, changes of key personnel or other resources, and additions of new emergency management information.

The *Emergency Preparedness Plan* shall be overseen by the Executive Director to ensure appropriate updates, changes, and reviews are incorporated in all distributed copies of this plan. A copy of the plan shall be maintained in the following areas:

- NESD Head Start Program Administrative Office
- NESD Head Start Program Sites
- NESD Head Start Program Website

The following situations are covered by this policy:

- Evacuation/Shelter in Place
- Active Shooter Procedures: ALICE
- Hazardous Materials (Chemical) Spills
- Gas Leaks/Explosions
- Bomb threats
- Fire emergencies
- Tornado
- Flood
- Winter Storms / Extreme Cold
- Extreme Weather Procedures - Sites
- Medical emergencies
- Communicable Disease
- Pandemic Planning
- City / County Emergency: Water Main Breaks / Electrical Power Outage

Resource Links Listed

APPENDIX – Resource Forms Included

OVERALL OPERATIONAL CRISIS/EMERGENCY ROLES & RESPONSIBILITIES

In the event of an emergency, the Executive Director shall declare an emergency and institute the appropriate response actions. In the event the Executive Director is not available, the next person in authority shall assume the responsibilities of the Executive Director. (NESD Environmental Health & Safety Checklist and OHS Safety Screener will be used 2 times per year to ensure general environmental Safety)

Executive Director:

Work with local emergency agencies to arrange for evacuation locations and transportation away from the center.

- Familiarize all staff with the crisis / emergency preparedness plan and ensure effective implementation.
- Ensure that the practice drill procedures (other than fire emergency) is implemented at least twice a year and documented.
- Ensure equipment and supplies are present and checked monthly.
- Review each crisis / emergency situation to ensure proper reports are completed and appropriate action is taken to prevent repetition of any ineffective efforts.
- Act as team leader in a crisis/emergency situation. Identify the emergency and determine the course of action.
- Activate contact with local authorities to inform the program of potential or existing crisis / emergency situations.

Next in Charge:

The responsibilities of the person “Next in Charge” are to assist the Executive Director during an emergency, and in the absence of the Executive Director, assume all responsibilities.

- Become familiar with the Crisis / Emergency Preparedness Plan.
- Provide crisis / emergency preparedness training to employees on a regular basis and updates as necessary.
- Take the lead in planning, implementing, and tracking all training to update and check the accuracy of current crisis / emergency preparedness procedures.
- Work with the Executive Director to investigate and evaluate each crisis/emergency situation to prevent repetition of ineffective efforts.
- See that all injuries and issues are attended to immediately.
- Coordinate a regular plan of inspection of work areas to detect unsafe conditions and work practices.
- Act as a team leader in a crisis / emergency situation. Identify the emergency and determine the course of action.

Teaching Staff Responsibilities:

- Notify the Executive Director or Next in Charge of emergencies as they become aware.
- Follow emergency procedures as outlined and directed by the person in charge.
- Ensure the safety and well-being of the children in their care.

The Executive Director is responsible for the safety of the Program. For emergencies, when applicable, the Teaching Staff shall immediately notify the NESD Head Start Program Administrative Office **after** calling 911 for medical, fire, or security emergencies.

All classrooms and common areas have a schematic drawing outlining the evacuation route from that location as well as denoting the location of all fire extinguishers and pull stations along the route. Emergency phone numbers and procedures are prominently displayed by all telephones in the buildings. Exits, fire extinguishers, first aid kits are clearly marked.

In addition to information on the schematic drawing, the following list of emergency systems will be completed.
(See Appendix for form)

| SYSTEM | LOCATION |
|---------------------------|----------|
| Central Alarm Control Box | |
| Main telephone panel | |
| Emergency Power Source | |
| Water Shut-Off | |
| Natural Gas Line | |
| Main Electrical Panel | |

Protocol for Notifying Emergency Personnel and Other External Parties

All emergencies shall be reported as follows:

| Emergency Event | Initial Notification | Actions |
|--|----------------------|---|
| Fire Alarm, Smoke, Noxious/Toxic Fumes | 911 | -Follow instructions from 911 -Evacuate the Building |
| Telephone Bomb Threat | 911 | -Follow instructions from 911 -Gather information from caller -Evacuate the building -Turn off cell phones |
| Suspicious Item left in the building Suspicious package delivered to the building | 911 | -Follow instructions from 911 -Do not touch anything -Evacuate the building |
| Medical Emergencies | 911 | -Follow instructions from 911 |
| Security Incidents (Disgruntled person, break-in, etc) | 911 | -Follow instructions from 911 -Follow Active Shooter Instructions -Lock down / shelter in place |
| After Natural Disaster | 911 | -Follow instructions from 911 -Evacuate the building |

Once the situation is under control, the Teaching Staff / Coordinators shall contact the NESD Head Start Administrative Office.

Evacuation Planning

Determine designated safe places based on the situation (type of emergency, weather, etc.). Establish predetermined assembly areas within the building, outside the building, and an indoor site within walking distance.

It is critical to conduct evacuation drills in order for children and staff to understand how to respond in the event of an emergency. The NESD Head Start Program holds drills monthly.

All buildings should have a plan in place for the following:

- **Evacuation Assembly Area within the building:** _____
- **Evacuation Assembly area outside the building:** _____
- **Evacuation Assembly area within walking distance:** _____

Sheltering In Areas

In the event of a natural emergency, i.e. tornado, severe storms, or hazardous airborne chemicals outside the Program facility or a threat to children or staff, the children and other occupants of the building will shelter in place in the prearranged designated areas as necessary.

EVACUATION PROCEDURES

In the event of an emergency requiring an evacuation away from the Program premises, NESD Head Start Program staff shall coordinate necessary transportation and continued care of children until parent / guardian or an authorized individual picks up the child.

The decision to evacuate the Program buildings will be made by the Teaching Staff.

When the decision is made to evacuate the buildings, the Teacher / Home Visitor will make the announcement in the most expeditious way possible that all persons are to evacuate to their assigned assembly area and await further instructions and / or activate the building fire alarm. The Teacher / Home Visitor will notify appropriate personnel and communicate what type of emergency is present. It is important to think through specific procedures including notifications for different types of situations such as fire, bomb threat and tornado. Staff should know the notifications and they should be tested and practiced.

Program staff will evacuate their children as follows:

- Each classroom Teacher will organize their children and supervise an orderly evacuation to the designated assembly area. Take class attendance and emergency contact information with you. For inclement weather, **if possible and safe**, take appropriate supplies to protect the children.
- **Note: Under no circumstances is staff to stop for any of their own or children's personal belongings, including jackets, shoes, purses, etc.**
- The Teacher / Home Visitor will notify appropriate authorities: i.e. Fire Department, Police Department, and NESD Head Start Program Administrative Office, etc. of the results and report any missing children, staff or visitors providing information as to possible locations.

Evacuation: Specific Duties and Responsibilities for Evacuation or Drills

Pre-evacuation duties – Coordinators / Teaching Staff

- Assure evacuation areas and routes are posted in all areas.
- Ensure all assigned employees are knowledgeable of how, when and where to evacuate when necessary.
- Have access to a list of all occupants in their area for accountability purposes.

- Ensure all exits are marked, unobstructed and signs are lit.
- Check that all evacuation signs are posted and accurate.
- Pre-plan all areas that require searching in the event of an emergency; i.e., restrooms, closets, structures on playground areas, etc.

Evacuation duties: The following measures should be taken during an evacuation:

- Initiate evacuation procedure.
- Account for all children, staff and visitors during the evacuation process.
- Check attendance and determine all children present. Use list during evacuation and take it along during transport to designated safe place.
- Transport all necessary medications (i.e. epi pens) and emergency numbers.
- Each classroom should be searched when occupants have evacuated, reporting findings for their area.
- Report to the designated assembly area (safe place)
- Determine if evacuation area provides adequate safety of children. Initiate further evacuation to another facility if necessary.
- Make arrangements for support of children at safe place until reunited with families or return to evacuated facility.
- Notify families of evacuation and designated safe place information, through School Messenger.
- Coordinate all actions with local emergency personnel and/or emergency response teams.
- Stay with the evacuated group until notified by emergency response personnel.

Management Team & Coordinators

The Management Team and Coordinators consists of key staff that does not work directly with the children in classrooms. They will be responsible for ensuring plans are in place and will assist in evacuation if they are at the site.

SHELTERING/SHELTERING IN PLACE – Teaching Staff

- **Sheltering** is conducted in response to tornados and severe storms.
- **Sheltering in Place** is defined as moving people into the buildings and isolating the building environment from the outside.

Emergency response personnel will shut down air handling (HVAC), water, and electrical systems, as required; however, many air handling systems will shut down automatically. Sheltering in Place is conducted in response to hazardous materials incidents. Consult with community public safety personnel to determine the safest shelter areas.

Sheltering: Any sheltering area should be identified on the center plan.

- Identify shelter areas that provide structural resistance from collapse.
- Shelter areas within the facility will be appropriately marked.
- Shelter areas will be free of items that may fall on sheltered people.
- Shelter areas will have emergency light available.
- Check with local emergency personnel for advice on shutting off center utilities, if appropriate, and then designate a primary and alternate staff member to be assigned with shutting off systems as directed.

Sheltering in Place: Shelter in place involves keeping all windows and doors closed and covering all air intake vents to provide protection from airborne hazardous materials.

- Ensure all program staff and children are in the building (outside playground areas are unoccupied).
- Ensure all doors and windows are closed and secured.
- If necessary, emergency response personnel will shut off all HVAC systems to isolate the outside air from the building if the system has not already shut down.
- Remain in the building until notified by the emergency response authorities that the situation has been resolved or that an evacuation has been ordered.

All Centers are equipped with security cameras and all the doors leading into the centers and the Administrative (Main) office are locked from the inside. Authorized personnel are issued key cards. All others will be "buzzed" into the building after they have been identified. Security monitors are available for staff to identify and buzz in visitors.

Training on Active Shooter Procedures will be conducted when new staff are hired and annually thereafter. Training will be presented by Head Start staff or local law enforcement. Each site will have a "Safety Plan Active Shooter – ALICE" available at their site and a copy at the main office (included in appendix).

ACTIVE SHOOTER PROCEDURES: A.L.I.C.E.

An overview from the ALICE Training Institute ALICE is an acronym for Alert, Lockdown, Inform, Counter, Evacuate. It's not designed to be sequential but rather to be utilized dynamically in each unique situation. ALICE training addresses each component in detail. The ALICE Training Institute provides comprehensive, hands-on instruction on these components as well as access to tools and resources to aid in implementing and maintaining ALICE procedures.

Alert

Use plain and specific language to alert others to the danger. The purpose of the Alert is to make as many people as possible within the danger zone aware that a potentially life-threatening situation exists. This can be facilitated via many different methods (PA, text, email, personal senses). No matter the method of delivery, the objective should be a conveyance of information, not an issuance of a command. The use of plain language, delivered through as many delivery channels as possible, is the best way to ensure awareness within the danger zone. It will empower as many as possible with the ability to make an informed decision as to their best option that will maximize survival chances. ALICE, along with the Department of Homeland Security (DHS) and Federal Emergency Management Agency (FEMA), recommends plain and specific language. ALICE Training discusses methods for clearly conveying warnings and the ways various communication technologies can facilitate those messages.

Lockdown

Barricade the room. Prepare to Evacuate or Counter if needed. Lockdown is an important response in the event of an active shooter or violent intruder, but there has to be a semi-secure starting point from which survival decisions can be made. The ALICE training program explains scenarios where lockdown is the preferable option and dispels myths about traditional lockdown procedures. Relying on lockdown alone will significantly endanger occupants in a violent intruder situation. Traditional lockdown creates readily identifiable targets and makes a shooter's mission easier, whether that is a hospital, a school, a church, or a business. ALICE trainers instruct on practical techniques for how to better barricade a room, what to do with mobile and electronic devices, how and when to communicate with police, and how to use your time in lockdown to prepare to use other strategies (i.e. Counter or Evacuate) that might come into play should the active shooter gain entry.

Inform

Communicate the violent intruder's location and direction in real time. Inform is a continuation of Alert and uses any means necessary to pass on real-time information. Video surveillance, 911 calls and PA

announcements are just a few of the channels that may be used by school employees, safety officers and other personnel. An emergency response plan should have clear 2 methods outlined for informing school employees, hospital workers or any other employees of whereabouts of a violent intruder. No one wants to have to deploy such methods, but in the horrible event that an armed intruder would enter a facility, emergency preparedness training could take over. Information should always be clear and direct and, as much as possible, communicate the whereabouts of the intruder. Effective information can keep the shooter off balance, giving people in the school more time to further lockdown, or evacuate to safety. Active shooters work alone 98 percent of the time. If the shooter is known to be in an isolated section of a building, occupants in other areas can safely evacuate while those in direct danger can perform enhanced lockdown and prepare to counter. Knowledge is the key to survival.

Counter

Create noise, movement, distance and distraction with the intent of reducing the shooter's ability to shoot accurately. Counter is NOT fighting. ALICE Training does not believe that actively confronting a violent intruder is the best method for ensuring the safety of all involved, whether in a school, a hospital, a business or a church. Creating a dynamic environment decreases the shooter's chance of hitting a target and can provide the precious seconds needed in order to evacuate. ALICE does not endorse civilians fighting an active shooter, but when confronted directly in a life-and-death situation, individuals should use any actions necessary to defend themselves. Counter is a last-ditch and worst-case scenario option. In the horrible event that an active shooter makes his or her way into a school, hospital, church or business, there are steps that can be taken as an effort to survive an attack. With workplace violence as a rising trend across the United States, this method is not limited to preventing a school shooting. The ALICE Training Program provides examples for real, effective ways to counter an active shooter, when there is no other option left. Counter is about survival, the last barrier between a shooter and a potential victim, and anything a person can do to gain control is acceptable. It's the opposite of being a sitting duck, and every action taken is a step towards survival.

Evacuate

When safe to do so, remove yourself from the danger zone. Our human instinct in the face of danger is to remove ourselves from that threat. ALICE training provides techniques for safer and more strategic evacuations. An active shooter in a building presents a situation like no other. Evacuating to a safe area takes people out of harm's way and hopefully prevents civilians from having to come into any contact with the shooter. By evacuating, citizens can avoid having to employ the techniques learned in ALICE training for how best to Counter an active shooter. Did you know that you should break a window from the top corner as opposed to the center? Many useful techniques that civilians do not know exist and can save your life. ALICE trainers teach strategies for evacuating through windows, from higher floors and under extreme duress. ALICE trainers also give instructions on what to do at rally points, including communicating with law enforcement and administering first aid. Evacuation is the number one goal. Hopefully, evacuating a school, workplace, or church is always an option in the event of an active shooter. 3 The ALICE Training Program provides lessons and information for all facets of a violent intruder gaining access to a building. Safety is our primary focus for this program, and we do not endorse risking lives of students or employees.

ACTIVE SHOOTER DRILLS (Listed as Lockdown Drill) should be conducted 3 times throughout the year by staff and recorded on the Emergency Preparedness Log.

HAZARDOUS MATERIALS (CHEMICAL) SPILLS – Teaching Staff

Hazardous materials are substances that are flammable, combustible, explosive, toxic, noxious, corrosive, irritating or radioactive. Be familiar with Safety Data Sheets (SDS) and where they are located (kitchen, etc.). Keep all copies of SDS sheets in one available location.

If a hazardous materials incident occurs within close proximity, the following steps will be taken:

- **Call 911 as soon as possible and provide all known Information:**
 - Report the approximate number of people and their location and any injuries that have already occurred.
- **If the main threat is toxic fumes, keep everybody inside.**
- **If you are outside when the incident occurs** move upwind or upstream and indoors.
- **Do not touch or step in spilled materials.**
- **If you are indoors when an incident occurs** and the incident is outdoors:
 - Close all windows and doors. Seal gaps under doorways and windows with wet towels and/or duct tape or a similar thick tape. Make your room as airtight as possible.
 - Close as many internal doors as possible.
 - If the police or fire departments warn of a possible explosion, close all shades and drapes. Stay away from windows to prevent injury from flying glass.
- **Turn off all ventilation systems.**
- **If the incident occurs inside the center/office:**
 - Evacuate the affected area as soon as possible.
 - If the only escape route is through the affected area it may be best to remain where you are, close all windows and doors, and seal gaps. Contact 911 as soon as possible and ask for their recommendations. Do not introduce anyone else into the area even for the purpose of trying to evacuate. Allow emergency service personnel to perform this duty. They are trained to handle this type of crisis.
 - If you suspect that gas or vapors have entered the building, take shallow breaths through a cloth or towel.
 - Obey all orders from emergency service personnel and wait for instructions.
- Convene a staff meeting after the situation has been resolved to discuss events of the day and to determine how to proceed the next day.

GAS LEAKS/EXPLOSIONS – Teaching Staff

- Inform all staff by any means available, that they are to evacuate using fire drill routes, unless those routes place students and staff in danger. Teachers must then find alternate evacuation routes.
- Call 911 immediately! **Do Not Use Cellular Telephones**
- Turn off the main gas valve. **ONLY IF SAFE** to do so, otherwise wait for emergency personnel.
- Walk - do not run, to the nearest exit from the building. You should be last in line to make sure that none of the students are overcome by the gas. Remain low if there appears to be a buildup of gas and take shallow breaths through a shirt or towel. Do not activate any type of electrical item, including radios, lights, and cellular phone. Do not use any item that generates a spark, fire, or high heat.
- The evacuation point should be far enough away from the building that, in the event of an explosion, there are no injuries from flying debris.
- In the event of an explosion, evacuate and care for the wounded. Notify anyone trained in first aid.
- Coordinate activities with the on-scene emergency personnel and decide on options for the safe removal of students from any danger zones.
- Obtain a list of fatalities or injured among staff and children. Release only to Police Department.
- Await further instructions from authorities.

GAS LEAKS/EXPLOSIONS – Executive Director / Managers / Coordinators / Teaching Staff

- Determine what, if any, written communication related to the explosion / threat should be sent home by children. (Executive Director, Managers, Coordinators)
- Determine if school activities should continue or be cancelled for the day.
- Convene a staff meeting after the situation has been resolved to discuss events of the day and to determine how to proceed the next day.
- Notify parents through School Messenger of the situation and where their children are located. Establish in cooperation with Emergency Response Team a parent assembly point.

SUBSEQUENT SCHOOL DAYS FOLLOWING EXPLOSION

Day 1 - First day after the explosion

- The Management Team, Coordinators and staff should meet on site or by conference prior to the beginning of the school day to review any special plans for the day and to provide the staff an opportunity to express their reaction to the incident.
- At the start of each session, children, families and staff should be given the opportunity to talk about their reaction to the event. Teachers should be aware of any child / family that is having difficulty and should refer them to the counselors for further care. A counseling center should be available for children, families and staff. Teachers should attempt to resume normal class activities as soon as possible.
- Schedule and convene a staff meeting for the end of the school day to review the day's events and plan for Day Two. Staff should be updated at this time.

Day 2 – Second day after the explosion

- The Management Team, Coordinators, and staff should meet on site or by conference prior to school to discuss plans for the day.
- Have counseling available to those who still need it.
- Keep children and families advised of the status of injured classmates and staff.
- Allow a time for children to react and talk about the incident
- Provide updated handouts to families listing anything being done to prevent future occurrences. Also list any new information available that can be released.

BOMB THREATS – Teaching Staff

Calls of a threatening nature should be recorded as accurately as possible and reported to police. Depending on the nature of the call, appropriate action should be taken to protect lives and property, including evacuation. If possible, record the threatening message carefully with attention to details. Call 911 immediately and get advice to help determine how to handle the situation including evacuation procedures.

The following steps should be taken once a threat has been made:

Warning: Do not touch anything and do not investigate anything.

DO NOT USE CELLULAR TELEPHONES! Do not use a cellular telephone anywhere during this incident. It may set off the bomb.

- The staff member receiving a threat should attempt to:
 - Keep the caller on the line as long as possible.
 - Notify 911
 - Write down all the information obtained, using as many exact words as possible.

- **Do not use portable radios or cellular telephones** anywhere within or near the buildings. The bomb may be radio-detonated and a radio signal can inadvertently set it off.
- Ensure that 911 is called immediately. Follow the advice of law enforcement upon their arrival. Err on the side of conservatism.
- Determine the seriousness of the threat. If it appears to be real, or if authorities advise it, direct children and staff to safe area away from the building.
- Do not advertise this is a bomb threat. Do not give the caller the satisfaction of knowing he / she has disrupted school.
- Evacuate the building according to instructions. Evacuate to areas that are well clear of the building.
- Advise all children not to touch anything on the way out of the building.
- Visually examine your area for anything that does not belong. Examples: Boxes, packages, crates, sacks, large or small envelopes, bottles, cans, book bags that don't belong to anyone, plumbing pipes (especially with capped ends), or anything else that seems out of place and wasn't there earlier in the day.
- Do not physically examine anything yourself. Refrain from opening cabinets, closets, desks or lockers. Report any suspicious items.
- Once outside, keep your children away from buildings, trash dumpsters, and automobiles. Maintain as much distance as possible.
- Attempt to continue school activities to the best of your ability in the evacuation areas. Maintain calm.
- If a time was given for the bomb to explode, wait until after time has expired and then make your decision in reference to returning to class or closing school for the day with instruction from authorities.
- Do not allow anyone to return to the building for any reason. Keep all students with you at all times.
- Await further instructions from the authorities.

FIRE EMERGENCIES / PROCEDURES – Executive Director / Managers / Coordinators / Teaching Staff

Each classroom should have a fire emergency plan including an evacuation procedure, marked exits, fire / smoke detectors, fire extinguishers, fire safety training and fire drills. The plan should specify when and how to evacuate in case of fire and under which conditions staff should attempt to control a fire using extinguishers.

All NESD Head Start Program staff should familiarize themselves with the fire emergency procedure and maintain their areas free from the accumulation of combustible materials. Staff are responsible for ensuring that all fire extinguishers, alarm boxes, exits, and paths to exits are unobstructed at all times.

Response to Fires - Teaching Staff

1. If a fire / smoke is discovered, immediately sound the alarm and call 911.
2. If the fire is small (waste paper basket size) extinguish the fire by using water, blanket, fire extinguisher, etc. **DO NOT TAKE RISKS.** Your personal safety and safety of the children come first.
3. If the fire is larger, or if the smoke makes it difficult to determine the fire location, evacuate and report to the evacuation area.
4. When possible, the Next in Charge shall alert the NESD Head Start Program Administrative Office of the situation.
5. Fire drills should be practiced at least once a month and at different times of the day (weather permitting). Emergency drills are scheduled at the beginning of each school year and a calendar is given

to teachers listing which drills will be practiced each month. A log is kept to document that the drills were completed. The NESD Head Start Program coordinates these drills with other agencies when Head Start is located in the same facilities.

Procedures for Conducting a Fire Drill – Teaching Staff

Staff is informed in advance of an upcoming drill.

Teachers talk to the children about the drill. The children learn about the bell / alarm, rules and procedures for vacating the building.

Evacuate the building. When the alarm goes off:

- Teachers / Home Visitors line up their children and leave the building, taking attendance sheets and emergency cards with parent / guardian names and telephone numbers with them.
- **DO NOT STOP** for coats or any other personal items. Everyone should go to their designated safe place. Once outside, the Teachers recount their children.
- Designated staff will check bathrooms, closets, and “hiding places” for “lost children” and for possible sources of smoke or fire during a real alarm.

Time the drill. Determine how long it takes to vacate the building.

Verify accurate recount of all persons. The Teaching Staff checks with each group to verify an accurate recount of all persons.

Return to the building. The Teaching Staff gives approval to re-enter the building.

Document the Completed Fire Drill. The Teaching Staff completes written documentation that contains the specifics of the drills.

TORNADO

A Tornado watch means that a tornado is likely over a large area. A tornado warning means that a tornado has been sighted or indicated on weather radar in a specific area. Monitor tornado watch, warnings, or severe thunderstorm watch/warnings.

TORNADO PROCEDURES – Teaching Staff

If you are inside when the alert is sounded:

- Upon hearing the tornado alert, go to your tornado drill area. Teachers take attendance sheets and emergency cards with parent / guardian contact information. **DO NOT STOP** for coats or any personal items.
- If possible, take shelter under desks, tables, or any other object that would protect you from flying debris or falling objects.
- Keep your students away from windows and outside walls.
- Shut off and disconnect any electrical or gas appliances, if instructed.

- Unless it is unsafe to remain where you are, wait for further instructions before evacuating your children.
- Do not touch any loose wires or metal objects that may conduct electricity.
- Immediately make a list of all missing children and their last known location. Make a second list of all children **now** under your care.

If you are outside when the alert is sounded:

- Find shelter immediately. If there is time to report to your tornado drill area, then do so. If the tornado is in the immediate area then find shelter in a ditch or other depression in the ground. Get as low as you can and lay face down with your arms protecting your head.
- Do not move after the tornado has passed without checking for downed electrical lines and other hazards. Wait for emergency service personnel to assist you in moving children if it is not too dangerous to remain where you are.
- Do not allow children to become separated from you. Keep them together and tend to any injuries. Make a list of all missing students and their last known location. Make a second list of all children **now** under your care.
- Call 911 and give all of the following information: *(Use a cellular telephone if landline telephones are not operational)* Extent of injuries, Injuries or deaths, Type of assistance needed and best point of entry for fire, police, and EMT vehicles.
- Assist emergency personnel in evacuating the injured. Have a first aid trained staff work with medical (EMT) personnel, if needed.
- Have staff members accompany any injured to the hospital to check on them and advise the Executive Director of their status. They may also be responsible for contacting the parents of the injured students.
- Coordinate with Emergency Response Personnel.

Management Team & Coordinators Duties for Follow-up:

- Meet with the Executive Director and staff on site or by conference the day after the tornado to determine when and where school will be held.
- Activate School Messenger message launch to inform parents about school reopening.
- Keep in contact with the staff and advise them of any progress. Have a meeting with the staff just prior to returning to school. Discuss any problems they may have and be alert for anyone exhibiting signs of stress. Refer them to a professional for help.
- Monitor the progress of any injured students and/or staff.
- Follow up on students and families exhibiting signs of extreme stress. Arrange for counseling if necessary.
- Prepare the school for reopening.

Subsequent School Days after the Tornado

Day 1 – First school day after the tornado

- The Management Team, Coordinators and staff should meet on site or by conference prior to the beginning of the school day to review any special plans for the day and to provide the staff an opportunity to express their reactions to the event.
- At the start of each session, students should be given the opportunity to talk about their reactions to the event. Teachers should be aware of any child who is having significant difficulty and should refer them to the counselor for further care. A counseling center should be available for students and families.
- Schedule and convene a staff meeting for the end of the day to review the day's events and plan for day 2.

Day 2 – Second day after the tornado

- The Management Team, Coordinators and staff should meet on site or by conference prior to the beginning of the school day to review any plans for the day.
- Continue to watch for students and staff exhibiting signs of stress.

FLOOD PROCEDURES – Executive Director / Managers / Coordinators / Teaching Staff

Before a Flood

To prepare for a flood, you should:

- Avoid building in a flood prone area unless you elevate and reinforce your building(s).
- If you have time, elevate essential items records, furniture, supplies, furnace, water heater, and electric panel if susceptible to flooding.
- Install "check valves" in sewer traps to prevent floodwater from backing up into the drains.
- Contact community officials to find out if they are planning to construct barriers (levees, beams, floodwalls) to stop floodwater in your area.

During a Flood – Teaching Staff

If a flood is likely in your area, you should:

- Listen to the radio or television for information.
- Be aware that flash flooding can occur. If there is any possibility of a flash flood, move immediately to higher ground. Do not wait for instructions to move.
- Be aware of streams, drainage channels, canyons, and other areas known to flood suddenly. Flash floods can occur in these areas with or without such typical warnings as rain clouds or heavy rain.
- If you must prepare to evacuate, you should do the following:
- Secure your site.
- Turn off utilities at the main switches or valves if instructed to do so. Disconnect electrical appliances. Do not touch electrical equipment if you are wet or standing in water.

If you have to leave your site, remember these evacuation tips:

- Do not walk through moving water. Six inches of moving water can make you fall. If you have to walk in water, walk where the water is not moving. Use a stick to check the firmness of the ground in front of you.
- Do not drive into flooded areas. If floodwaters rise around your car, abandon the car and move to higher ground if you can do so safely. You and the vehicle can be quickly swept away.

Driving Flood Facts – Executive Director / Managers / Coordinators / Teaching Staff

The following are important points to remember when driving in flood conditions:

- Six inches of water will reach the bottom of most passenger cars causing loss of control and possible stalling.
- A foot of water will float many vehicles.
- Two feet of rushing water can carry away most vehicles including sport utility vehicles (SUV's) and pickups.

After a Flood – Executive Director / Managers / Coordinators / Teaching Staff

The following are guidelines for the period following a flood:

- Listen for news reports to learn whether the community's water supply is safe to drink.
- Avoid floodwaters; water may be contaminated by oil, gasoline, or raw sewage. Water may also be electrically charged from underground or downed power lines.
- Avoid moving water.
- Be aware of areas where floodwaters have receded. Roads may have weakened and could collapse under the weight of a car.
- Stay away from downed power lines, and report them to the power company.
- Return to site only when authorities indicate it is safe.
- Stay out of any building if it is surrounded by floodwaters.
- Use extreme caution when entering buildings; there may be hidden damage, particularly in foundations.
- Service damaged septic tanks, cesspools, pits, and leaching systems as soon as possible. Damaged sewage systems are serious health hazards.
- Clean and disinfect everything that got wet. Mud left from floodwater can contain sewage and chemicals.

WINTER STORMS & EXTREME COLD – Executive Director / Managers / Coordinators / Teaching Staff

Before Winter Storms and Extreme Cold

Add the following supplies to your disaster supplies kit:

- **Rock salt** to melt ice on walkways
- **Sand** to improve traction
- **Snow shovels** and other snow removal equipment.

Prepare your site – Executive Director / Managers / Coordinators / Teaching Staff

- **Prepare for possible isolation** by having sufficient heating fuel; regular fuel sources may be cut off.
- **Winterize your site** to extend the life of your fuel supply by insulating walls and attics, caulking and weather-stripping doors and windows, and installing storm windows or covering windows with plastic.

- **Winterize your house, barn, shed or any other structure that may provide shelter** for your family, neighbors, livestock or equipment. Clear rain gutters; repair roof leaks and cut away tree branches that could fall on a house or other structure during a storm.
- **Insulate pipes** with insulation or newspapers and plastic. Allow faucets to drip a little during cold weather to avoid freezing.
- **Keep fire extinguishers on hand**, and make sure everyone in your house knows how to use them. House fires pose an additional risk, as more people turn to alternate heating sources without taking the necessary safety precautions.
- **Learn how to shut off water valves** (in case a pipe bursts).
- **Know ahead of time what you should do to help elderly or disabled friends, neighbors or employees.**
- **Hire a contractor to check the structural ability of the roof** to sustain unusually heavy weight from the accumulation of snow - or water, if drains on flat roofs do not work.

Prepare your car / bus – Executive Director / Managers / Coordinators / Teaching Staff / Bus Drivers

- **Check or have a mechanic check the following items on your car / bus:**
 - **Antifreeze levels** - ensure they are sufficient to avoid freezing.
 - **Battery and ignition system** - should be in top condition and battery terminals should be clean.
 - **Brakes** - check for wear and fluid levels.
 - **Exhaust system** - check for leaks and crimped pipes and repair or replace as necessary. *Carbon monoxide is deadly and usually gives no warning.*
 - **Fuel and air filters** - replace and keep water out of the system by using additives and maintaining a full tank of gas.
 - **Heater and defroster** - ensure they work properly.
 - **Lights and flashing hazard lights** - check for serviceability.
 - **Oil** - check for level and weight. Heavier oils congeal more at low temperatures and do not lubricate as well.
 - **Thermostat** - ensure it works properly.
 - **Windshield wiper equipment** - repair any problems and maintain proper washer fluid level.
- **Check your tires.** Make sure the tires have adequate tread. All-weather radials are usually adequate for most winter conditions. However, some jurisdictions require that to drive on their roads, vehicles must be equipped with chains or snow tires with studs.
- **Maintain at least a half tank of gas** during the winter season.
- **Place a winter emergency kit in each car/bus** that includes:
 - a shovel
 - windshield scraper and small broom
 - flashlight
 - battery powered radio
 - extra batteries
 - water
 - snack food
 - matches
 - extra hats, socks and mittens
 - First aid kit with pocket knife
 - Necessary medications
 - blanket(s)
 - tow chain or rope
 - road salt and sand

- booster cables
- emergency flares
- fluorescent distress flag

Dress for the Weather

- **Wear several layers** of loose fitting, lightweight; warm clothing rather than one layer of heavy clothing. The outer garments should be tightly woven and water repellent.
- **Wear mittens**, which are warmer than gloves.
- **Wear a hat.**
- **Cover your mouth** with a scarf to protect your lungs.

During a Winter Storm

- **Listen to your radio, television, or NOAA Weather Radio** for weather reports and emergency information.
- **Eat regularly and drink ample fluids**, but avoid caffeine and alcohol.
- **Conserve fuel, if necessary**, by keeping your residence cooler than normal. Temporarily close off heat to some rooms.
- **If the pipes freeze**, remove any insulation or layers of newspapers and wrap pipes in rags. Completely open all faucets and pour hot water over the pipes, starting where they were most exposed to the cold (or where the cold was most likely to penetrate).
- **Maintain ventilation when using kerosene heaters** to avoid build-up of toxic fumes. Refuel kerosene heaters outside and keep them at least three feet from flammable objects.

If you are outdoors

- **Avoid overexertion when shoveling snow.** Overexertion can bring on a heart attack—a major cause of death in the winter. If you must shovel snow, do some stretching exercises before going outside.
- **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.** Change wet clothing frequently to prevent a loss of body heat. Wet clothing loses all of its insulating value and transmits heat rapidly.
- **Watch for signs of frostbite.** These include loss of feeling and white or pale appearance in extremities such as fingers, toes, ear lobes, and the tip of the nose. If symptoms are detected, get medical help immediately.
- **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, non-alcoholic or non-caffeinated beverages if the victim is conscious
 - get medical help as soon as possible.

If you are driving

- **Drive only if it is absolutely necessary. If you must drive, consider the following:**
 - Travel in the day, don't travel alone, and keep others informed of your schedule.
 - Stay on main roads; avoid back road shortcuts.
- **If a blizzard traps you in the car:**
 - **Pull off the highway.** Turn on hazard lights and hang a distress flag from the radio antenna or window.
 - **Remain in your vehicle where rescuers are most likely to find you.** Do not set out on foot unless you can see a building close by where you know you can take shelter. Be careful; distances are distorted by blowing snow. A building may seem close, but it could be too far to walk in deep snow.
 - **Run the engine and heater about 10 minutes each hour to keep warm.** When the engine is running, open a downwind window slightly for ventilation and periodically clear snow from the exhaust pipe. *This action will protect you from possible carbon monoxide poisoning.*
 - **Exercise to maintain body heat, but avoid overexertion.** In extreme cold, use road maps, seat covers, and floor mats for insulation. Huddle with passengers and use your coat for a blanket.
 - **Take turns sleeping.** One person should be awake at all times to look for rescue crews.
 - **Drink fluids to avoid dehydration.**
 - **Be careful not to waste battery power.** Balance electrical energy needs - the use of lights, heat, and radio - with supply.
 - **Turn on the inside light at night** so work crews or rescuers can see you.
 - **If stranded in a remote area,** stomp large block letters in an open area spelling out HELP or SOS and line with rocks or tree limbs to attract the attention of rescue personnel who may be surveying the area by airplane.
 - **Leave the car and proceed on foot - if necessary** - once the blizzard passes.

EXTREME WEATHER PROCEEDURES - SITES – Executive Director / Managers / Coordinators / Teaching Staff

- **Outdoor Policy** – Safety parameters have been set on when it is safe for children to play outdoors.
- **Outdoor Guidelines for Children** – This resource is used to further explain the Outdoor Policy.
- **Weather Day Procedures** – These guidelines are used to determine when to cancel child services, provide virtual services, utilize bussing and staff procedures for severe weather conditions.

(Updated Procedures are found at: <https://nesdhs.org/employees/program-administrative-forms/>)

MEDICAL EMERGENCIES – Executive Director / Managers / Coordinators / Teaching Staff

The NESD Head Start Program ensures that Teachers, Home Visitors, Assistants, and Bus Drivers are certified in CPR and trained in First Aid. Each classroom is equipped with first aid kits that are checked and re-supplied as needed.

The NESD Head Start Program Administrative Office area is also equipped with a first aid kit and re-stocked as needed.

Life Threatening Emergencies means that the patient requires immediate medical intervention to stabilize and prevent the medical condition from deteriorating. Examples of life threatening medical emergencies are: Compound fractures, severe lacerations, internal bleeding, severe burns, difficulty in breathing, heart problems, shock, severe allergic reactions to insect bites/foods/medications, poisonous plant contact or animal bites, ingestion of chemicals/poisoning, and unconsciousness.

Procedure for Life threatening Emergencies

Person finding injured or ill child shall:

- Call 911 for emergency medical services or request someone else call. Stay on line with the dispatcher and provide information as requested.
- Remain calm, render first aid and call for extra assistance if needed. Do not move the injured or sick child unless his/her safety and health are at risk.

Designee shall:

- Call 911 if they have not already been called, and report the incident to NESD Head Start Program Administrative Office.
- Assign a staff member to accompany the child to the hospital. Classroom Lead Teacher is the staff person of choice.
- Notify the parent / guardian / emergency contact of the child.
- Maintain communications with staff member assigned to stay with the child for progress reports.

COMMUNICABLE DISEASE – Executive Director / Managers / Coordinators / Teaching Staff

Communicable disease is defined as any condition which is transmitted directly or indirectly to a person from an infected person or animal through physical contact with the infected or through the ingestion of liquids and foods, exchange of body fluids, exposure to contaminated objects, airborne inhalation, or through vector-borne (insects) spread.

Communicable disease includes, but is not limited to, influenza; tuberculosis; conjunctivitis; infectious mononucleosis; acquired immune deficiency syndrome (AIDS), AIDS-related complex (ARC), and positive HIV antibody status; hepatitis A, B, C, and D; meningitis; Severe Acute Respiratory Syndrome (SARS); Chickenpox; Fifth Disease; Measles; Mumps; Ringworm; Scabies; Impetigo; and sexually transmitted diseases. (Refer to **Reportable Disease List for South Dakota Child Care Programs** at <http://dss.sd.gov/formspubs/docs/CCS/ReportableDiseaseListPoster.pdf>)

A parent, legal guardian, or other person or agency responsible for a child shall notify the NESD Head Start Program if the child has any medical condition which is defined by the Center for Disease Control regulations as threatening the safety of the child or others in the school. Notification should be given as soon as the medical condition becomes known. The Teaching Staff and / or Family Services Coordinator will notify the Health Manager of the nature of the medical condition and the Health Manager or other Health Professional will be called upon to provide any needed training in regards to such condition.

If any student is known or suspected to have or be infected with a communicable disease or condition for which a reasonable probability for transmission exists in a school setting, the Executive Director and / or Health Manager may order the student excluded from school until such condition has been treated and a doctor has given a medical release to return to school. The Health Manager will immediately report all known or suspected cases of communicable disease to the County / State Health Department. Unless otherwise permitted by law, signed parental consent designating the NESD Head Start Program personnel to be informed of a child's medical condition shall be on file prior to informing identified school personnel. The Executive Director in conjunction with the Health Manager shall identify which staff members are to have access to the student's medical information. This determination shall be made on a need-to-know basis.

In the event of a dangerous epidemic as determined by the South Dakota Department Health, the NESD Head Start Program may close the sites in their area. (Refer to Pandemic Plan.)

PANDEMIC PLANNING:

The NESD Program will use the following resources when planning its response to the COVID-19 pandemic:

- *The Office of Head Start
- * The National Head Start Association and South Dakota Head Start Association
- * The SD Department of Health
- * The Center for Disease Control
- *The SD Department of Education COVID-19 (Coronavirus) ACTION PLAN FOR SCHOOLS

Due to the rapid changing of information and procedures, updated program plans, service delivery and responses can be found at: <https://nesdhs.org/employees/covid19/> and <https://nesdhs.org/covid19/>

CITY / COUNTY EMERGENCY: - Executive Director / Manager(s) / Coordinator(s) / Teaching Staff

These emergencies are defined as an unforeseen water main break and / or power outage affecting the local community. The specific Education Coordinator will notify the Education Manager and the Executive Director. The decision to cancel Head Start child services for that day will be determined by the Education Coordinator and the Teacher of the local Center. Head Start child services will resume as possible after the emergency is over.

Staff will remain at the local Center unless the Education Coordinator and Teacher determine, due to the emergency, staff will not be able to perform their roles and responsibilities. Staff will return to the local Center as soon as possible after the emergency is over.

County Emergency Managers Phone List

| County | Telephone Number |
|---------------|-------------------------|
| Beadle | 605.353.8421 |
| Brown | 605.626.7122 |
| Campbell | 605.955.3355 |
| Day | 605.345.9519 |
| Edmunds | 605.287.4394 |
| Faulk | 605.598.6294 |
| Hand | 605.204.0267 |
| Marshall | 605.448.2339 |
| McPherson | 605.439.3400 |
| Potter | 605.765.9405 |
| Roberts | 605.698.3800 |
| Spink | 605.472.4591 |
| Walworth | 605.845.3232 |

LINKS – Safety and Emergency Preparedness:

South Dakota Emergency Management **http://dps.sd.gov/emergency_services/**

South Dakota Department of Social Services **<http://www.dss.sd.gov/childcare/>**

South Dakota Department of Health **<http://doh.sd.gov/>**

Centers for Disease Control & Prevention **<http://www.cdc.gov/>**

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/emergency-preparedness-manual-early-childhood-programs.pdf>

A guide to developing emergency preparedness manuals.

<https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-47-safety-practices>

Office of Head Start safety practice guidance.

<https://www.acf.hhs.gov/ecd/caring-our-children-basics>

Caring for Our Children resource outlines the minimum basics required by Head Start for children's safety.

<http://www.bready.sd.gov/>

The South Dakota bReady campaign encourages individuals to have an emergency bReady kit, make a family emergency plan and learn more about the different threats that may affect them from natural disasters to epidemics.

<http://www.redcross.org>

The American Red Cross has many materials available for teachers, educators, and presenters to use to help children and families learn how to stay safe and prevent or reduce the effects of disasters or other emergencies.

<http://www.fema.gov/plan/index.shtm>

Federal Emergency Management Agency provides information on things people can do to lessen the loss of life and property damage.

<http://disasterassistance.gov>

Disaster Assistance provides responders, emergency managers and homeland security advisors an online capability to collaborate with other members of the disaster management community. It is also a source of general information for citizens.

<http://www.ready.gov/>

The U.S. Department of Homeland Security has developed a website to assist citizens in learning about potential threats so that they are better prepared.

<http://www.dot.sd.gov>

This page includes links to assist South Dakota travelers.

<http://www.weather.gov> and **<http://www.weather.gov/education>**

The National Weather Service (NWS) provides weather, forecasts, and warnings for the entire U.S. and for weather education.

APPENDIX:

EMERGENCY PROCEDURES NORTHEAST SOUTH DAKOTA HEAD START

SITE:

ADDRESS:

Phone:

EMERGENCY PHONE NUMBERS

POLICE / SHERIFF:

FIRE :

AMBULANCE :

HOSPITAL :

POISON CONTROL:

EVACUATION

- Evacuate the building using the nearest exit or alternate if nearest exit is blocked
- Secure any hazardous materials or equipment before leaving.
- Take fanny pack / emergency cards
- Assist individuals with disabilities
- Assemble at your evacuation meeting point unless otherwise instructed.
- Do not re-enter building until authorized by emergency personnel.

FIRE

- Activate nearest fire alarm and call 911
- Only use fire extinguishers for small fires.
- Evacuate building, closing doors to contain fire.
Do not use elevators.
- Assemble at your evacuation point.
- Do not re-enter the building until authorized by emergency personnel.
- Take fanny pack / emergency cards

HAZARDOUS MATERIALS

- Call 911
- Move away from the site of the hazard to a safe location.
- Alert others to stay out of the area.
- Notify emergency personnel if you or anyone else has been exposed or have information about the release.
- Follow the instruction of emergency personnel.

MEDICAL EMERGENCY

- Staff person attend to child
- Call 911
- Contact Parent / Emergency Contact Person
- Staff person care for other children in another part of the center.

SHELTER IN PLACE

- Stay inside of the building or find a safe place.
- If you are in a room with a door, make sure the door is closed & lock if possible.
- If you are in a room with a window, make sure the window is closed.
- Remain where you are until further direction from emergency personnel.

TORNADO

- Move away from windows and glass doorways.
- Go to the innermost part of the building on the lowest possible floor.
- Do not use elevators because the power may fail, leaving you trapped.
- Protect your head and make yourself as small a target as possible by crouching down.

POWER OUTAGE

- Remain Calm. Evacuate if instructed to do so; move cautiously.
- Turn off and unplug electrical equipment and computers; turn off light switches.

SUSPICIOUS OBJECT

- Do not touch or disturb object.
- Call 911.
- Be prepared to evacuate.

Emergency Procedures Location

| SYSTEM | LOCATION |
|---|----------|
| Central Alarm Control Box (if available at site) | |
| Main telephone panel | |
| Emergency Power Source | |
| Water Shut-Off | |
| Natural Gas / Propane Line | |
| | |

Protocol for Notifying Emergency Personnel and Other External Parties

All emergencies shall be reported as follows:

| Emergency Event | Initial Notification | Actions |
|--|----------------------|---|
| Fire Alarm, Smoke, Noxious/Toxic Fumes | 911 | -Follow instructions from 911 -Evacuate the Building |
| Telephone Bomb Threat | 911 | -Follow instructions from 911 -Gather information from caller -Evacuate the building -Turn off cell phones |
| Suspicious Item left in the building Suspicious package delivered to the building | 911 | -Follow instructions from 911 -Do not touch anything -Evacuate the building |
| Medical Emergencies | 911 | -Follow instructions from 911 |
| Security Incidents (Disgruntled person, break-in, etc) | 911 | -Follow instructions from 911 -Follow Code Red Instructions -Lock down / shelter in place |
| After Natural Disaster | 911 | -Follow instructions from 911 -Evacuate the building |

Evacuation Planning

Determine designated safe places based on the situation (type of emergency, weather, etc.).

All buildings should have a plan in place for the following:

- **Evacuation Assembly Area within the building:** _____
- **Evacuation Assembly area outside the building:** _____
- **Evacuation Assembly area within walking distance:** _____

*Post with schematic drawing or Emergency Preparedness Log.



200 South Harrison Street #1
Aberdeen, South Dakota 57401
605.229.4506

EMERGENCY PREPAREDNESS LOG

(Fire Extinguishers – Smoke Detectors – Evacuation Drills)

Site: _____ Year: _____

Directions: Date and initial the appropriate box after each task is completed.

| <u>Month</u> | <u>Fire Extinguishers[^]</u> | <u>Smoke Detectors^{1^}</u> | <u>Bus Evacuation</u> | <u>Fire Drill^{2*}</u> | <u>Tornado Drill[*]</u> | <u>Lock Down Drill</u> | <u>First Aid Kit & Fanny Pack</u> |
|--------------|---------------------------------------|-------------------------------------|-----------------------|--------------------------------|----------------------------------|------------------------|---------------------------------------|
| September | | | | | | | |
| October | | | | | | | |
| November | | | | | | | |
| December | | | | | | | |
| January | | | | | | | |
| February | | | | | | | |
| March | | | | | | | |
| April | | | | | | | |
| May | | | | | | | |

[^]As directed by the state fire marshal, all fire extinguishers and smoke detectors must be checked **monthly**. Do a visual check on the extinguishers to ensure the gauge registers in the green area.

¹Put the button to sound the alarm on the smoke detector.

²Indicate fire drill dates on this form and complete details on the *Emergency Evacuation Drill Log*.

^{*}Home base, do fire and tornado drills at group socializations in September and April and at home visits in October and May. Record the home drills on each child's individual lesson plan.

Safety Plan

Active Shooter – ALICE

Site: _____

Date: _____

Overview of ALICE:

A – Alert / Initial Awareness = PA system, gunshot, screaming = **staff should yell** “There’s a shooter in the lobby” (and any helpful details – he’s wearing a black shirt and hat, running toward the kitchen”

L – Lock Down / Only **if can’t safely run** = Barricade door, rope door shut, spread out within the room, look for alternate escape route (break window), DIAL 911 IF/WHEN SAFE

I – Inform / To **OTHERS** in Building **& 911** = Pass on real time information (what, where, when, who, how) use all communication (yell, PA system, phone, radio)

C – Counter/ Fight Back = Interrupts process of shooting accurately - Throw things, tackle, run at shooter, disrupt vision, distractions

E – Evacuate / **Leave Building** = Leave building, don’t go to vehicles, remove as many people/children as possible, evacuate to a **“rally point”** away from site (removes need for parents/others to come to shooting site)

- 1) **Alert System**:
- 2) **Lock Down** Location/Process:
- 3) System to **Inform** Others:
- 4) Possible methods to **Counter**:
- 5) **Evacuation Routes**’’:
Rally Point:
- 6) Other details:

Facility or procedural planning recommendations to improve safety measures:

Recommended by: _____ Date: _____

| Recommendation | Date Completed |
|----------------|----------------|
| | |
| | |
| | |
| | |
| | |