



**DISTRICT OF COLUMBIA  
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION  
DIVISION OF EARLY LEARNING**

**EMERGENCY RESPONSE PLAN (ERP) FOR  
CENTER-BASED CHILD CARE PROVIDER:**

**CHEVY CHASE PRESBYTERIAN CHURCH  
WEEKDAY NURSERY SCHOOL  
SEPTEMBER, 2022**



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## I. Introduction

*The Chevy Chase Presbyterian Weekday Nursery School (CCPC WNS) leases space in a church building located at One Chevy Chase Circle, NW, Washington, DC. CCPC WNS is located adjacent to Chevy Chase Circle on Patterson Street with an alley behind the facility that is parallel to Oliver Street. At the NW District line with Maryland and part of the residential neighborhood of Chevy Chase DC, the facility is adjacent to Connecticut Avenue and near to Friendship Heights.*

*CCPC WNS is located within 500 feet of multiple Metrobus stops on the major north/south Connecticut Avenue corridor and .6 miles from the Friendship Heights (red line) Metro Station walking west down Western Avenue. Metrobus routes include the L1 and L2 (which run north/south on Connecticut Avenue to the District line), the L8 (which runs north onto Connecticut Avenue into Maryland) and the E 2 and E3 (which run east/west along nearby McKinley Street).*

*The mission of CCPC WNS to provide young children (ages 18 months to 5 years) with a nurturing environment that allows them to grow and learn using a play-based Creative Curriculum. Our teachers have the extensive and ongoing training to implement the curriculum in a structured learning environment that is experiential and fun.*

*CCPC WNS has a daily capacity of 89 children supported by our well-trained staff of 17 Lead and Assistant Teachers and 4 administrative staff. The hours of operation for CCPC WNS are from 8:15 a.m. to 2:30 p.m. year-round, except for two weeks during December winter break, two weeks in March/April spring break, and the month of August for staff development and annual clean up. We offer parents the option to choose between a full-day or a part-day options, as well as one, two, or three days per week, in addition to full-time five days per week option.*

## II. Definitions

The following terms are used in emergency planning. These will be noted throughout this document and include several acronyms.

**Assembly Area (AA):** The assembly area is the designated safe area outside of the facility where staff with children would regroup in the event of an evacuation.

**Child Care Emergency Response Team (CCERT):** The core group of individuals who are assigned the responsibility for developing and maintaining the Emergency Response Plan (ERP), and who activate and lead the execution of the plan.

**Continuity of Operations Plan (COOP):** COOP is an on-going planning effort that is undertaken to ensure that an organization or agency can reestablish essential functions and resume operations after a significant disruptive event.

**Division of Early Learning (DEL):** The Division within OSSE that is responsible for licensing and monitoring center-based and home-based child care facilities.

**Emergency:** Any unplanned event that disrupts normal operations and which may cause physical or environmental damage, injuries to people, or threaten the institution's financial standing or public image.

**Emergency Response Plan (ERP):** A written set of procedures and action steps that are implemented in the event of an emergency (man-made or natural) that occurs within or near the child care center and disrupts its normal operations.

**Floor Captain / Zone Monitor:** A Floor Captain / Zone Monitor is a specially trained teacher or staff person designated to check their area or floor of a facility to ensure that all children and staff have exited the area in an evacuation.

**Go-Kit:** A portable bag or luggage that holds all the critical items you will need to survive for at least 24 hours. In addition to water and sustenance, other vital items include medications, emergency phone numbers, money, and a copy of your important documents in a water-resistant zip lock bag.

**Incident Commander (IC):** The incident commander is generally the highest-ranking official among first responders (Fire, Police, EMS) personnel). The incident commander may, at their own discretion, assign individuals, from assisting agencies or from the child care center, to fulfill certain roles and specific positions, for the duration of the emergency.

**On-site Incident Commander (OsIC):** The highest ranking person from the provider organization who is on-site and would be responsible for leading and guiding the response to an emergency. Once first responders arrive on the scene, the organizational leader may take on or execute other duties.

**Lock Down:** A short-term sheltering technique which can last from 30 minutes to several hours. People stay inside a classroom or building, lock doors and windows, and no one is allowed to enter or exit the room or building.

**Mitigation:** Mitigation is the effort to reduce the impact of disasters by analyzing and reducing potential risks. Mitigation is taking action now—before a disaster—to reduce human and financial consequences later, loss of life and property by lessening

**Office of the State Superintendent of Education (OSSE):** OSSE is the lead agency that is responsible for providing high-quality education services to all children and students in the District of Columbia.

**Pull Station:** A pull station is a wall-mounted device used to activate the building's alarm system and alert personnel to evacuate. Activating the alarm system may or may not automatically notify the fire department.

**Shelter-in-Place (SIP):** A longer-term sheltering technique which can last several hours initiated as a result of an external threat that warrants remaining indoors away from

windows. People are warned to move away from windows and towards the core of the building. Anyone outside at the time of the activation is told to enter the building immediately and remain indoors until emergency officials broadcast that it is safe to exit the building.

### III. Child Care Center Description

*Although the street address is One Chevy Chase Circle, our section of the facility is on Patterson Street about 500 feet from the Circle. The entrance is at the easternmost side of the building next to the playground. CCPC WNS is located on the eastern corner of a 50,000 sq. ft. three story 100+ year old church building with a center courtyard and recreational playground area on Patterson Street. The occupants of the building include the church staff and church members, an After School Program, and a community resource program called the Transition Assistance Program (TAP) that serves men, women, and children in documentation assistance 3 mornings per week. This building is free-standing with Blessed Sacrament (a K-8 Catholic School located across Patterson Street) which CCPC WNS will use as the local evacuation site. Homes abut the back of the school and playground along the rear alley parallel to Oliver Street. At the rear of the building is a parking lot where staff can park. The parking lot can be accessed from all exits located at the rear of the building along the alley.*

#### **Building Layout:**

**Entry Floor:** *The main entryway (with security camera doorbell) is located on the northeast side of the building on Patterson Street and leads into a lobby area on this level with a stairway leading to the second and third floors and another leading down to the lower-level classrooms and offices. There are a total of 8 classrooms in the facility, with 2 classrooms (3s and 4s) on the second floor and 2 classrooms (4s and 5s) on the third floor each located through another set of double doors from the stairwell into the hallway.*

*Down the stairs and through the double doors on the lower level, there is access to the first 2 classrooms (each with interior exit doors on the street level as well as an additional door in the hallway that leads to the rear alley). There is a shared children's lavatory for these two rooms (170 and 180). The third class (Room 160) has an exit door to a hallway adjacent to the building exit on the rear alley and an interior children's lavatory. This floor has 3 classrooms on the left side (3s and 2s) and a small kitchen on the right side to reheat food and store snack inventory for the children. There is also a large Recreation Room on the right side of the hall next to the kitchen. Further down this hallway, there is a rear exit to the alley and an additional stairwell. Finally, through two additional sets of double doors, there is an additional classroom (Room 108 for 2s), a storage room on the right, and the Administrative Office past the classroom on the left.*

*In addition, there is an elevator on this level at the far left side of the building (adjacent to the playground) from the double doors. There are also men's and women's lavatories on the east side of the floor which is accessible from the main hallway. Another set of lavatories are located across from the Administrative Office.*

***Second Floor:*** *Through the double doors, there are two classrooms (3s and 4s) with a shared bathroom on the left side of the hallway. There is a shared children's lavatory between these rooms (280 and 270.) There are two additional bathrooms on the right side of the hallway. At the end of the hallway, there is a stairwell that exits to the rear alley. Through double doors to the western side of the building, the hallway leads into the church facility and a stairwell that leads to the rear exit to the alley*

***Third Floor:*** *Through the double doors, there are two classrooms (4s and 5s) on the left side of the hallway. There are men's and women's lavatories located on the north side of the hallway and an additional stairwell on the western end of the hallway that leads to an exit to the rear alley. There is a kitchen on the right side of the hallway and a large multi-purpose room.*

## **IV. Scope of Plan**

### **A. Purpose**

The purpose of this plan is to establish procedures for the safe sheltering and evacuation of children and staff when an emergency has been identified, and to ensure that all staff, children and guests are secured within or outside of the building in a calm and orderly manner to pre-designated assembly area(s). The Lockdown, Shelter-in-Place, and Evacuation and Medical Emergency procedures outlined in this document would apply to a variety of natural and man-made emergency / disaster situations including, but not limited to, fire, earthquake, utility outages, bomb threats, or active shooter situations.

This plan meets the new regulations established by OSSE's Division of Early Learning (DEL) and enumerated in the District of Columbia Municipal Regulations (DCMR) Title 5A Chapter 1, which were enacted to meet the statutory requirements of the Child Care Development Block Grant (CCDBG) Act of 2014. In addition, the emergency response sections of this plan were developed to be in compliance with the 2012 International Fire Code (IFC), FEMA guidance for emergency plans and DEL's standards for provider ERPs.

*CCPC WNS is committed to ensuring that personnel receive training and regularly discuss, practice, or exercise the protective actions in this plan. As such, all center personnel will be trained on this ERP as part of the new-hire orientation or annually for returning staff. All staff will be required to familiarize themselves with the procedures contained within this document and to follow all procedures as events dictate or upon the direction of the incident commander. They must also be aware of evacuation routes and procedures, the*



*location of exit doors (primary and secondary), shelter-in-place rooms, first aid kits, pull stations, fire extinguishers and assembly areas.*

*The center will review and update the plan as needed to incorporate changes such as to the size or layout of the center, an increase in children served or staffing levels as necessary annually, in addition to providing annual staff training. A team will be created called the Child Care Emergency Response Team (CCERT) whose members will work to manage the training, execution, and maintenance of this plan to ensure that all personnel, children, and visitors in the building are safely sheltered in or evacuated from the building during and in response to an emergency event.*

## **B. Authority & Regulation**

This emergency plan had been developed in accordance with the Final Rulemaking for the Licensing of Child Development Facilities in 5A DCMR Chapter 1 and applicable Chapters of the 2012 International Fire Code (IFC). The text of the new regulations can be found by visiting: <https://osse.dc.gov/publication/child-care-licensing-regulations>. Chapter 4 of the IFC is quoted in **Appendix A**.

## **C. DC Emergency Response Agencies**

The Office of the State Superintendent of Education's (OSSE) Division of Early Learning (DEL) is the licensing and oversight agency for all child development centers and homes in the District of Columbia. OSSE must be notified in writing and called of any emergencies that impact the operations of a child care provider. However, the following District Agencies are the critical agencies in responding to an emergency or disaster:

- DC Homeland Security and Emergency Management Agency (HSEMA) is the lead agency that is responsible for the activation of the District Response Plan and coordination of response efforts.
- DC Fire and Emergency Medical Services (DC FEMS) is the primary agency responsible for managing fire, medical, and other related emergencies and they are to be notified immediately of such situations by calling 9-1-1.
- The DC Metropolitan Police Department (MPD) is the lead agency to handle bomb threats, suspicious packages and other criminal activity.

## **V. Threats: Probability & Impact Assessment**

DC Official Code §7-2301 defines a public emergency as a disaster, catastrophe, or emergency situation where the health, safety, or welfare of persons in the District is threatened by actual or imminent consequences within DC. The all-hazards approach to disaster response means an ERP can be used in any public emergency situation, and therefore does not address specific scenarios.

Understanding the potential threats and hazards that your facility may face is a critical step. Some hazards may be more likely to impact your facility and have cascading effects; therefore, every child development center must have a flexible plan to respond to major and minor emergencies. The table below includes definitions of many of the potential threats and hazards that the District has identified and that may affect the operations of the Center.

| <b>Natural Hazards</b>   |  |                    |               |
|--|--|--------------------|---------------|
| <i><b>NOTE: Centers located in low-lying areas may be prone to flash floods while clogged external drains may allow water to enter lower levels of a facility. Sudden storms and strong winds may pose a threat to children who may be playing outside, on a field trip, or on upper floors of a building.</b></i> |  |                    |               |
| <b>Hazard / Threat</b>   | <b>Description</b>   | <b>Probability</b> | <b>Impact</b> |
| Floods   | Floods are caused by a temporary inundation of water onto normally dry land areas. A flash flood is rapid flooding of a specific area caused by intense rainfall or the collapse of a man-made structure, such as a dam. Floods can cause secondary natural hazards, including subsidence.                       | Low                | High          |
| Winter Storms / Nor'Easter   | Winter storms consist of extreme cold and heavy snowfall or ice. Winter storms can cause secondary natural hazards, including flooding, severe thunderstorms, and tornadoes, and high winds.   | Med                | High          |
| Thunderstorms & Tornadoes  | Thunderstorms are composed of lightning and rainfall, and can intensify to cause damaging hail, high winds, tornadoes, and flash flooding. Tornadoes are spawned by severe thunderstorms that produce a funnel of air that gusts between 65 and over 200 miles per hour depending on the intensity of the storm. | Low                | Med           |
| Hurricanes & Tropical Storms   | Hurricanes, tropical storms, and tropical depressions are types of tropical cyclones, or low pressure areas of closed circulation winds. The hazard components and risks of these storms include storm surge, extreme rainfall, high winds, thunderstorms, and tornadoes.  | Med                | Med           |
| Earthquakes  | Earthquakes consist of sudden ground motion, shaking, or trembling that can damage buildings and bridges; disrupt gas, electric, and phone service; and trigger landslides, avalanches, flash floods, fires, or tsunamis.  | Low                | Low           |
| Pandemic   | A pandemic is an epidemic occurring over a wide geographic area, usually affecting a large number of people, which can cause injury, result in death, and overwhelm resources.   | Med                | Med           |

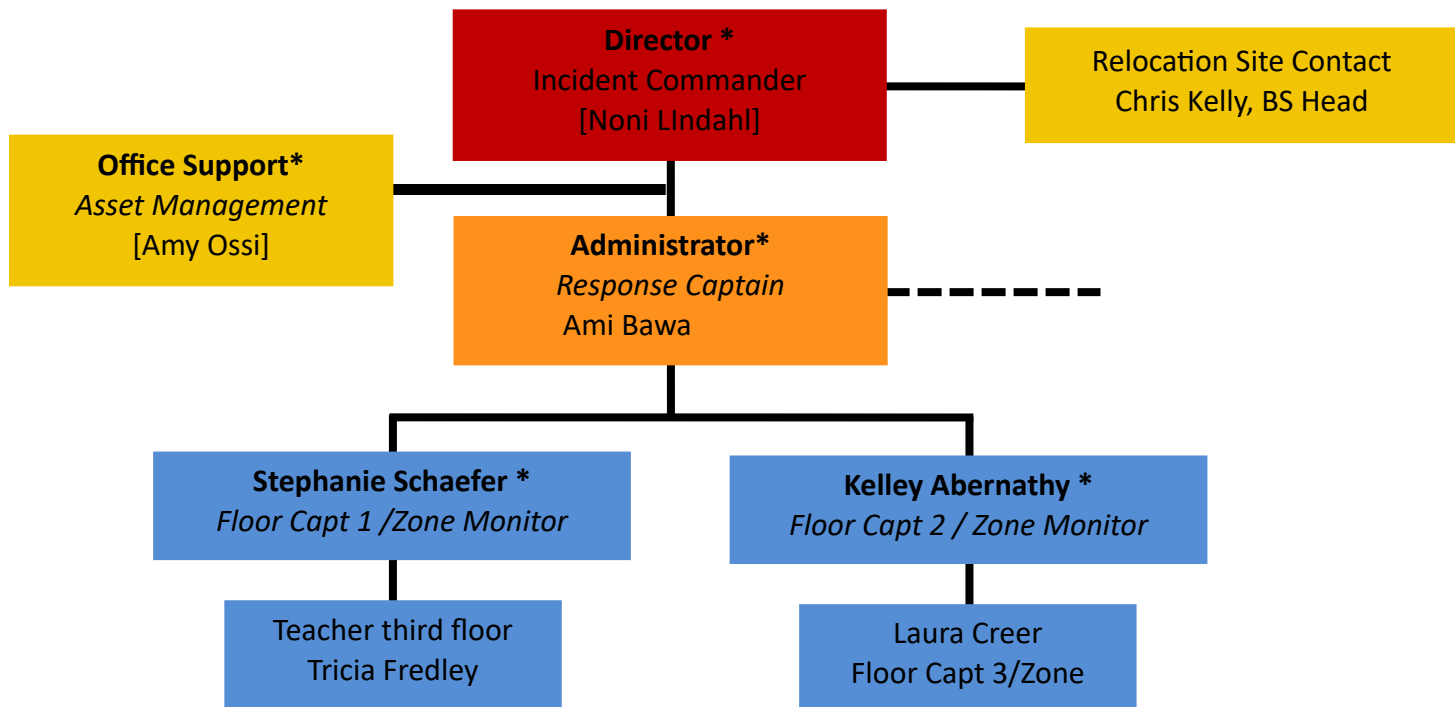
| <b>Technological and Human-Caused Hazards</b>   |   |                    |               |
|---|---|--------------------|---------------|
| <i>Fire NOTE: Think about whether any of these apply at your facility and note in this section: piles of books, loose paper within rooms and offices near radiators, having toaster ovens, space heaters or heating equipment not properly cleaned or maintained, outlets and power cords overloaded. If a fire suppression sprinkler system is not installed in the center, the risk of fires is higher.</i> |   |                    |               |
| <b>Hazard / Threat</b>  | <b>Description</b>  | <b>Probability</b> | <b>Impact</b> |
| Urban Fires   | Urban fires consist of uncontrolled burning in residential, commercial, industrial, or other properties.  | Low                | High          |
| Utility Failure   | Utility failures are the interruption or loss of electrical or natural gas service for an extended period of time.  | Low                | High          |
| Transportation Incidents  | Transportation accidents can drastically affect the daily movement of people and goods throughout an area. These accidents can involve the following systems: motor vehicles, bus/subway, air, and railroad.  | Low                | Med           |
| Radiological and Hazardous Material Release   | Radiological and other hazardous materials can present a hazard to the population if released in an uncontrolled manner either from the fixed site of their use or storage or during transport. The specific extent of the hazard can depend on the type and amount of material released. Effects and risks of radiological and hazardous material releases can be exacerbated by natural hazards, including rain, high winds, and fires.       | Low                | Med           |
| <b>Human-Caused</b>   |   |                    |               |
| Demonstrations, Riots, & Civil Disobedience   | Special events, demonstrations, and civil disobedience that are scheduled to occur near your facility may require crowd control, street detours, and closings. On occasion such rallies or protests can turn into more violent riots with risk to building in the area.   | High               | High          |
| Terrorism   | Terrorism is “the unlawful use of force and violence against persons or property to intimidate or coerce a government.” It includes, but is not limited to: <ul style="list-style-type: none"> <li>• Bomb Threats</li> <li>• Explosive Devices</li> <li>• Active Shooter</li> <li>• Radiological Dispersal Devices</li> <li>• Aircraft as a Weapon</li> <li>• Suspicious Package</li> <li>• Chemical Release</li> <li>• Bioterrorism</li> </ul> | High               | High          |
| <b>Other Emergencies</b>  |   |                    |               |

|                   |   |     |     |
|-------------------|---|-----|-----|
| Medical Emergency | Accidents and medical emergencies can occur during the day, during the evening at special events. Such emergencies can range from simple falls and cuts to allergic reactions, broken bones, and head injuries. | Med | Med |
|-------------------|---|-----|-----|

## VI. Staff Roles in Emergency Situations

### A. Decision-Making & Chain of Command

All child development center staff must work closely to ensure the safety of the children in their care. One of the primary critical steps in developing an ERP is establishing a chain of command to ensure an effective response during an emergency. Knowing who is in charge and specifying their responsibilities will reduce confusion and facilitate a faster and more coordinated response. The sample organizational chart below lists the titles and names of the individuals who have responsibility for the safe operation of the child care center as well as their role in an emergency situation including the activation and execution of the ERP.



### B. Staff Roles & Responsibilities Table

Below is a table that lists the duties that need to be assigned or delegated to a staff person at the child care center. In general, the table lists the duties starting with the highest ranking staff person such as the center's executive director and continues to those duties that would be assigned to an assistant teacher, volunteer and, if applicable, to a security officer. The duties are further categorized under the headings of Preparation and Response for activities undertaken to

be prepared and specify duties in response to an emergency. The table provides columns to list the title and name of the person who has primary responsibility for the listed duties. However, cross training is critical so that if the primary person is not on site, the first or second alternate can execute the responsibilities assigned to the primary staff person.

### Child Care Center Emergency Preparedness Staff Responsibilities

| Primary                | 1 <sup>st</sup> Alternate    | 2 <sup>nd</sup>                | Duties related to Emergency Preparedness &  |
|------------------------|------------------------------|--------------------------------|---|
| Noni Lindahl, Director | Ami Bawa, Assistant Director | Amy Ossi, School Administrator | <p><u>Preparation</u></p> <ul style="list-style-type: none"> <li>• Develop and maintain a comprehensive Center ERP;</li> <li>• Serve as the On-site Incident Commander (OsIC);</li> <li>• Maintain list of current children and emergency contact information;</li> <li>• Maintain compliance with DC Child Care Health and Safety regulations;</li> <li>• Develop a rapport with the local precinct and fire house;</li> <li>• Establish a facility use agreement with the owner or operator of the contingency site;</li> <li>• Organize annual Health and Safety training for all staff;</li> <li>• Oversee shelter-in-place and evacuation drills and exercises; and</li> <li>• Keep a log of drills and exercises and lessons learned.</li> </ul> <p><u>Response</u></p> <ul style="list-style-type: none"> <li>• Alert staff and volunteers to the emergency;</li> <li>• Activate appropriate emergency code based on threat;</li> <li>• Initiate contact with parents regarding emergencies;</li> <li>• Serve as the Incident Commander until first responders arrive;</li> <li>• Communicate emergencies to OSSE;</li> <li>• Communicate with MPD and FEMS as needed;</li> <li>• Manage evacuation of building as situation dictates;</li> <li>• Gather evacuation status from <b>Floor Captain / Zone Monitor</b></li> </ul> |

| Primary                       | 1 <sup>st</sup> Alternate           | 2 <sup>nd</sup> | Duties related to Emergency Preparedness &  |
|-------------------------------|-------------------------------------|-----------------|---|
| <p>Noni Lindahl, Director</p> | <p>Ami Bawa, Assistant Director</p> |                 | <p><u>Preparation</u></p> <ul style="list-style-type: none"> <li>• Monitor emergency warning and announcements;</li> <li>• Work with <b>Floor Captain / Zone Monitor</b> to visually inspect fire extinguishers regularly;</li> <li>• Test internal and external communication system;</li> <li>• Schedule an annual inspection of the fire alarm system;</li> <li>• Maintain a list of child care center assets in the building;</li> <li>• Inspect and replenish First Aid Kits weekly or as needed and rotate shelter-in-place kit items regularly;</li> <li>• Ensure that all exit doors and egress routes are clear of barriers;</li> <li>• Assist with shelter-in-place and evacuation drills and exercises;</li> <li>• Know the location of shelter-in-place site, Assembly Area, or contingency site and how to reach them; and</li> <li>• Verify that all building exits are closed but remain unlocked when occupants are in the building.</li> </ul> <p><u>Response</u></p> <ul style="list-style-type: none"> <li>• Verify that all staff are aware of the emergency and activation of the ERP;</li> <li>• Communicate with building security personnel, if applicable;</li> <li>• Send out notification to parents or emergency contact person regarding the emergency and steps taken;</li> <li>• Call any parents that are not reachable by e-mail;</li> <li>• Notify maintenance to shut off all utilities, if applicable;</li> <li>• In Lockdown or Shelter-in-Place emergency, ensure that all entrances are locked;</li> <li>• If relocating to alternate site, contact contingency site and make arrangements to move all children and staff there;</li> <li>• Gather any vital records that are not backed up</li> </ul> |

| Primary   | 1 <sup>st</sup> Alternate | 2 <sup>nd</sup> | Duties related to Emergency Preparedness &   |
|---|---------------------------|-----------------|--|
| <b>Stephanie Schaefer</b><br>(First Floor Captain / Zone Monitor) | Debbie Attar              | Ami Bawa        | <p><u>Preparation</u></p> <ul style="list-style-type: none"> <li>• Notify supervisor if any evacuation routes are NOT clear;</li> <li>• Request supplies to replenish First Aid kits as needed;</li> <li>• Assign at least one “buddy” to each person with a disability on the floor;</li> <li>• Maintain First Aid / CPR certification;</li> <li>• Actively participate in annual emergency preparedness training and other scheduled emergency drills and exercises; and</li> <li>• Understand the emergency codes and the steps to take if activated.</li> </ul> <p><u>Response</u></p> <ul style="list-style-type: none"> <li>• Remind staff and volunteers of the designated shelter-in-place site, assembly area, or contingency site;</li> <li>• Ensure that all rooms and closets are clear of children;</li> <li>• Close all doors before checking the next room;</li> <li>• Provide assistance to anyone injured;</li> <li>• Take emergency Go-Kit and emergency contact list;</li> <li>• Verify that all children, staff and visitors are accounted for on the floor or zone; and</li> <li>• Compile a list of anyone who is NOT accounted for</li> </ul> |

| Primary   | 1 <sup>st</sup> Alternate                    | 2 <sup>nd</sup> | Duties related to Emergency Preparedness &  |
|---|--|-----------------|---|
| <p><b>LeadTeacher</b><br/>           Second Floor Captain Kelley Abernathy</p> <p>Third Floor Captain Laura Creer</p> | <p>Jennifer Purvis</p> <p>Tricia Fredley</p> |                 | <p><u>Preparation</u></p> <ul style="list-style-type: none"> <li>• Know the location of the shelter-in-place site, assembly area, and contingency site;</li> <li>• Know your primary and secondary exit routes;</li> <li>• Understand the emergency codes and the steps to take if activated; and</li> <li>• Actively participate in annual emergency preparedness training and other scheduled emergency drills and exercises.</li> </ul> <p><u>Response (Lock)</u></p> <ul style="list-style-type: none"> <li>• Gather children in classroom;</li> <li>• Verify all children in attendance are present;</li> <li>• Lock or barricade door and cover look in windows;</li> <li>• Move to an area in the room away from the door;</li> <li>• Provide text message updates to Director; and</li> <li>• Remain quiet until notified.</li> </ul> <p><u>Response (Evac/Shelter)</u></p> <ul style="list-style-type: none"> <li>• Gather children together, to the extent possible;</li> <li>• Grab attendance log or book;</li> <li>• Provide direction to staff and children;</li> <li>• Lead children to exit doors or down stairs;</li> <li>• Take roll at the shelter-in-place site or assembly area; and</li> <li>• Report to <b>Floor Captain / Zone Monitor</b> anyone not accounted for.</li> </ul> |
| <p>Volunteer<br/>N/A</p>  |  |                 | <p><u>Preparation</u></p> <ul style="list-style-type: none"> <li>• Understand the child care center’s emergency codes and the steps to take if activated;</li> <li>• Know the location of the shelter-in-place and assembly area; and</li> <li>• Know the primary and secondary exit routes.</li> </ul> <p><u>Response</u></p> <ul style="list-style-type: none"> <li>• Assist with the safe evacuation of children;</li> <li>• Help with transporting children to contingency site;</li> <li>• Assist any injured child or staff to reach the shelter-in-place site, Assembly Area, or contingency site;</li> <li>• Assist with taking roll at the shelter-in-place site, assembly area, or contingency site;</li> <li>• Support staff in keeping children occupied; and</li> <li>• Provide other support to staff and children as needed.</li> </ul>  |



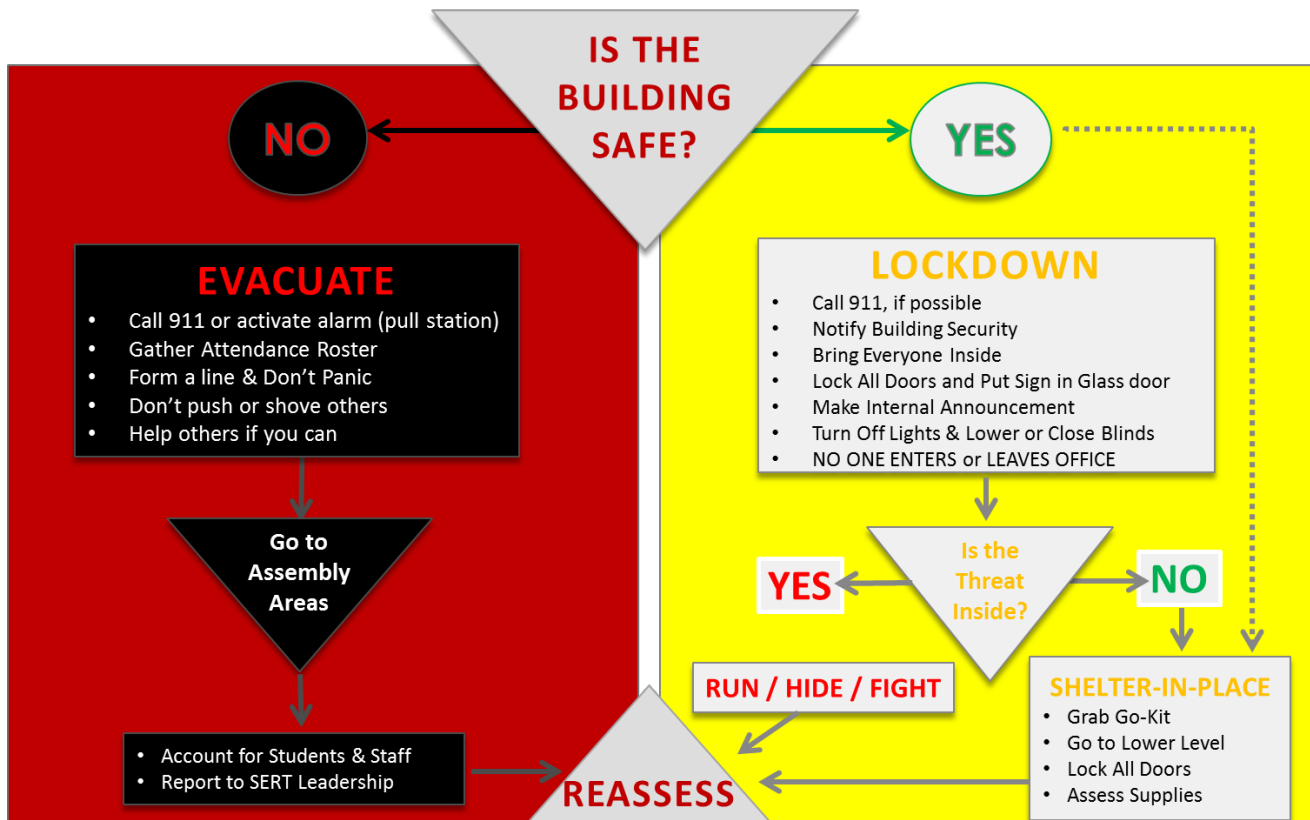
## VII. Emergency Plan Activation, Notification, and Communication

Emergency notification is a critical component of emergency preparedness, fire safety, and building evacuation for all persons within a child care center. Administration, staff, and families need to be able to discuss and explore options for emergency preparedness planning before, any emergency, including any unexpected threats, natural, and/or man-made disasters.

Communicating emergency plans with all child care center personnel, staff, and parents/guardians of the children served is a critical component of emergency planning and preparedness. The entire child care center community must be made aware of policies and procedures and be allowed to participate in emergency preparedness drills and exercises, which include building evacuation plans and procedures. Communication must be two way: an incident within the child care center must be reported up the chain of command to the Executive Director, while warnings of potential threats must be passed down to staff on duty.

### A. Activating the ERP – Making the Decision

The Director, or designated alternate, will make the decision on the level of activation and will serve as the incident commander until first responder officials arrive at the scene at which point the first responder will assume that role. Information gathered from news outlets, emails, social media (Facebook, Twitter, Instagram, Snapchat), and other sources can provide critical information to determine whether to activate and at what level to initiate the ERP. In addition, a person's natural instinct coupled with their knowledge of the surrounding area can serve as a barometer of when to initiate the plan. Once the decision is made, notification about the level of activation can be announced using the existing notification system. Often, the first step is to monitor developments and activate a Lockdown out of an abundance of caution. The level of activation can be increased if notified by authorities to do so, the threat becomes imminent, or



additional information is received that warrants a decision to evacuate or shelter-in-place.

## **B. Methods of Notification**

Critical to emergency preparedness planning is the establishment of policies and procedures to receive and send emergency notification to all child care center staff/ personnel and families. It is important that child care centers establish multiple means of communicating emergency information during and following the emergency or disaster. There are multiple means of communicating emergency information during an event, including alarm systems, both visual and sound, notification by text, voice message and email.

- Alert DC- provides rapid text notification and update information during a major crisis or emergency. This system delivers important emergency alerts, notifications, and updates through a range of channels and devices including email, smartphones, and social media. When an incident or emergency occurs, authorized DC HSEMA personnel can rapidly send out brief notices to registered individuals using this community alert system. Alert DC is your personal connection to real-time updates, instructions on where to go, what to do, or what not to do, who to contact and other important information. Alert DC is available to all DC residents and visitors to the District. Sign up for an account to receive text alerts and emergency notifications.
- Local Media – the local TV and radio networks such as WTOP provide the latest news, weather, and other relevant information, including school closures or emergency situations.
- Listservs and Social Media – Facebook, Twitter, Instagram, and other social media tools provide updates on things that are happening in the neighborhood and updates as situations develop.
- Alarm System – Alarm / Siren that delivers a warning of an emergency; may also be combined or connected to a PA system.
- Public Address (PA) System –A speaker system to make announcements of an emergency.
- Group E-mail / Text Messaging – The child care center can send urgent emails and text messages to parents and staff providing notification and updates.
- Automated Voice Messaging – This type of system enables a center director to record a voice message and send it a preset list of phone numbers rather than making individuals phone calls.
- Smart Phone Apps- Some child care centers utilize smart phone Apps when communicating with families and staff.
- Weather Radios – Weather radios provide real time severe weather information and may be used to provide non-weather related emergency alerts.
- Phone-Tree – Uses multiple staff to make phone calls to notify families of an emergency.

### **i. Preferred Means of Reporting Fires and Other Emergencies**

- All fires must be reported to the fire department by calling 9-1-1 or utilizing a manual pull-station, even if the fire is completely out. Failure to report a fire when extinguished may result in penalties and fines.
- If you smell smoke and no fire or source of the smoke is apparent, activate the building alarm and call the fire department 9-1-1.
- If you smell an odor that you believe to be natural gas or other dangerous substance, do not operate any light switches. Call 9-1-1 and report the odor and follow the operator's instructions.
- For medical emergencies, call 9-1-1 and request an ambulance, then contact the parent or guardian of the child.
- When the fire alarm system is activated, a continuous general alarm will sound throughout the building.

### **Reporting an Emergency using a phone to call 9-1-1**

To report an emergency by phone, dial 9-1-1 and follow these instructions:

- Speak slowly and clearly
- State the nature and location of the emergency, including:
  - ✓ The child development center address: **One Chevy Chase Circle, NW, Washington DC 20015**
  - ✓ The location within the building – floor number and room location, if known.
- State your full name
- Provide the telephone number of the phone you are calling from
- Follow the 9-1-1 operator's instructions. Note that the operator will immediately dispatch first responders to the emergency but may ask for specific information about the circumstance surrounding the emergency.
- DO NOT hang up until the 9-1-1 operator tells you to do so.

### **Alternate Means of Reporting a Fire**

A cell phone or landline may be used to call 9-1-1.

#### **ii. Preferred Means of Notifying Occupants about a Fire or Other Emergencies**

The preferred method of notifying occupants of a fire or emergency is by the activation of the fire alarm using a pull station via the existing internal announcement system or dispatching staff to notify staff in each room. Upon the sounding of the alarm or verbal notifications, the child care center staff shall initiate their responsibilities stated in this plan and begin directing occupants out of the building to their designated assembly area. If there are persons with disabilities in the area, the person's buddy should be contacted immediately.

### iii. Alternate Means of Notifying Occupants about a Fire or Other Emergencies

The Floor Captain / Zone Monitor will notify the occupants using the existing internal announcement system, or by going room to room to make the announcement. For non-fire emergencies, text messaging to notify staff and visitors of an emergency, is suggested, or using an APP that can be used by parents and child care personnel.

### iv. Communicating Emergencies While Children are Outside or on a Field Trip

If children are out of the building for outside play or on a fieldtrip, the Executive Director or designated alternate will contact the lead teacher using a means that the center normally uses to maintain contact with staff when children are outside. If staff members take children on a field trip, the executive director or designated alternate will contact the lead staff person on the field trip using a cell phone or via text message.

## C. Internal Notification / Alert System for Staff (This is an Example)

*CCPC WNS will utilize a color-coded, keyword alert system to notify staff of potential threats. The color and keyword triggers the level of action that must be taken by staff. The system outlined below provides the color and keyword, the conditions that would warrant activation of that alert level and the procedures that should be initiated. A staff person should be dispatched to each class to ensure that the notification was received and provide directions regarding lockdown, shelter-in-place, or moving to a safer place (evacuation).*

### Key Word Notification and Alert System

#### **PEACE:** Normal Routine Condition

- ◆ Continue normal operations;
- ◆ Conduct emergency drills and tabletop exercises with child care staff;
- ◆ Assess child care center for vulnerabilities and take measures to reduce them;
- ◆ Revise emergency plans and procedures where appropriate; and
- ◆ Update roles and responsibilities for the floor captain.

#### **WATCH:** Guarded Condition

- ◆ Gather information about threat and prepare staff to implement the ERP;
- ◆ Draft a brief message describing the nature of the emergency, steps taken to ensure the safety of children and any actions that parents need to take;
- ◆ Call families who can only be reached by phone and share the same information;

- ◆ Notify families through email, text message, smart phone app, website, or other means; and
- ◆ Communicate and notify DEL and appropriate local officials and the public with necessary information.

**LOCK: Elevated Condition**

- ◆ Activate ERP and gather additional information about threat;
- ◆ Initiate lockdown procedures and protocols;
- ◆ Secure the center and lock all exterior doors;
- ◆ Notify families through email, text message, smart phone app, website, or other means about the threat and inform them NOT to come to the facility;
- ◆ Increase surveillance of center property and surrounding community; and
- ◆ Begin making preparations to evacuate the building including gathering contact lists, Go-Kits, and vital documents that are not backed up electronically.

**EVAC / SHELTER: High Condition**

- ◆ Activate the ERP and notify staff to move children to the shelter-in-place site or out of the building in an evacuation;
- ◆ Initiate shelter-in-place or evacuation procedures and protocols;
- ◆ Lock all exterior doors if sheltering-in-place, but open exit doors in an evacuation to facilitate a more rapid evacuation of the building;
- ◆ Notify families through email, text message, smart phone app, website, or other means about the threat and inform them of the actions taken to protect children;
- ◆ Contact the contingency site to make arrangements to transport children off-site; and
- ◆ Prepare to conduct instruction and daily routines at contingency site, or with a dispersed work force.

**D. Communications with Parents and the Community**

A very important aspect of managing a crisis is dealing effectively with parent reactions. In the event of an emergency, parents have very specific information needs. First, parents and family members want to know their child is safe. They want to know the details of the emergency situation, how it is being handled, and to know that their children will be safe in the future.

Communication with parents and the community is best begun before a crisis occurs. Recommended useful strategies include the following:

- Educate parents about the emergency response plan, its objectives, and the need for it. Such information can be included in the parent handbook, handouts, or other informational materials prepared for parents, at parent orientations, or at other informational meetings.
- Develop a relationship with parents so that they trust and feel comfortable talking about emergency planning and response policies and procedures.
- Recruit parent volunteers to participate in emergency preparedness planning meetings, drills, and exercises.
- Develop materials that will support parent communication during emergencies. To include:
  1. Draft short note to parents informing them of what happened;
  2. Describe possible reactions of their child and ways to talk with them;
  3. Explain the steps that the center has taken to manage the emergency;
  4. Provide community resources that may help parents cope with the aftermath; and
  5. Develop a list of parents who are willing to volunteer.

**E. Communication with Media**

Communication with the media must be handled carefully as information released to the public can impact the reputation of the child care center, make the organization susceptible to liability and have unintended consequences. Therefore, a child care center should take the following actions with respect the communicating with the media:

- Delegate one person (most likely the Director) to talk to the media;
- Instruct all child care personnel and staff not to talk to the media;
- Practice what and how one talks to the media; and
- Remember that you do not have to answer every question.

**VIII. Training and Preparing Staff for Emergency Situations**

**A. Emergency Preparedness Training**

Training of all child care center staff and employees is an important part of the emergency response plan. Completion of at least one training a year, for all staff should include: an understanding of who is responsible for emergency response decisions, an understanding of their specific roles and responsibilities, and communicating with each other during a disaster. A training and exercise log should be kept to track the date of the training activities and participation. Evacuation drills will have the following frequency for staff and occupants:

**FIRE EVACUATION DRILL FREQUENCY AND PARTICIPATION**

| Group or Occupancy | Frequency | Participation                      |
|--------------------|-----------|------------------------------------|
| Group E            | Monthly   | All Staff / Employees / Volunteers |

- All employees will be trained on the emergency response plan at a minimum annually.
- Drills shall be held monthly at unexpected times and under varying conditions to simulate the unusual conditions that occur in case of fire.
- All new staff and employees will be provided a copy of the plan and training on emergency evacuation procedures.
- A record of the training will be kept by the center using the form in Appendix G and made available to DEL Inspectors and the fire code official upon request.
- Staff and employees assigned firefighting duties shall be trained to know the locations and proper use of portable fire extinguishers.

### **Information Sharing with Staff and Families**

An information sharing session with staff and families for providing essential information in the following areas:

- Awareness of potential threats to the school;
- Localized fire suppression strategies;
- Understanding the emergency codes and warnings;
- Evacuation routes from the building; and
- Procedures for family reunification following an emergency.

At least one information session will be provided each year, and a written handout of the emergency evacuation information will be distributed to all families and staff prior to the child joining the center.

### **B. Evacuation Drills and Exercises**

Practicing the emergency response plan is essential for the safe evacuation of all children, staff and visitors.

1. Although not required by the fire code, prior notification of emergency evacuation drills can be given to the fire code official;
2. Evacuation drills may be initiated by activating the fire alarm system;
3. The scenario of the drills will be varied to include shelter-in-place and evacuation of the building to familiarize staff and employees of various types of incidents;
4. The time of the drills will be varied;
5. A record of all drills will be kept using the form found in Appendix H
6. Occupants will be accounted for at the assembly area using a current list of staff, children, and employees;
7. No employee will return to the building until the incident commander has notified the executive director or their designated alternate that it is safe for staff and children to return;

8. An after-drill meeting shall be held after the drill to discuss what went well and any revisions to the plan or training needed for employees.
  - a. The executive director will notify the floor captain / zone monitor who will notify the staff, children, and employees;
  - b. If staff, children and employees will be dismissed for the day, the executive director or their designee will provide notification to parents.

### **C. Signage and Directions for the Public**

An evacuation map with evacuation directions will be placed in a conspicuous location in the hallways on each floor of the building, near a door or exit. Evacuation maps that include evacuation routes will be posted at the following locations:

- Next to the elevator (if applicable);
- Inside the stairwells in-between each floor;
- On the inside of the door of each room;
- In the staff lounges, changing rooms, kitchens, offices, and reception desk; and
- Other strategic locations where staff or individuals congregate.

## **IX. Emergency Procedures**

### **A. Readiness to Respond**

- Provide annual training to staff on the center's emergency preparedness plan;
- Integrate lockdown and shelter-in-place drills into the schedule of drills that are conducted monthly and annually;
- Assess rooms and offices to determine which spaces are appropriate for use as an interior shelter-in-place or safe room;
- Prepare written and pictorial instructions for shutting down heating and ventilation systems; and
- Inventory emergency equipment or supplies that may be needed to shelter-in-place.

### **B. Priorities in the Event of a Fire**

- Rescue - When you discover a fire, rescuing people in immediate danger is the top priority;
- Alarm - Pull the alarm using the pull station;
- Confine - Close all doors and stuff damp towels under doors to prevent the spread of smoke;
- Extinguish and evacuate - Extinguish small fires with an appropriate extinguisher and evacuate the building;



- A fire, contained in a small container can usually be extinguished by covering it with a lid;
- If your clothing catches fire, drop to the floor and roll to smother the fire. If a co-worker's clothing is on fire, knock them to the floor and roll them to smother the flames or cover them with a coat or similar item;
- If you smell gas, do not operate any light switches, electrical equipment, cell phones, or other electronic apparatus;
- If unable to evacuate, close the door, cover gaps under doors, and await rescue.

**i. Action Steps upon Discovering a Fire**

- Pull the nearest fire alarm, unless doing so will cause risk to your person;
- Notify the floor captain / zone monitor and initiate the ERP;
- Extinguish the fire only if you can do so safely and quickly, and you have received the appropriate training in the use of a fire extinguisher:
  - Use the PASS method when using a fire extinguisher (Pull, Aim, Squeeze, Sweep) and make sure you remain safe, keep yourself between the fire and nearest exit;
  - After the fire is extinguished, notify the fire department by calling 9-1-1;
- If the fire is too large, call or ask a colleague to call 9-1-1 and notify the floor captain / zone monitor; and
- Make sure to close the door.

**ii. If the Fire Cannot be Extinguished**

- Confine the fire by closing all doors;
- Pull the nearest fire alarm, unless doing so will cause risk to the person;
- Call the fire department at 9-1-1, then alert building security and other occupants to evacuate the building; and
- Evacuate the building, move to designated assembly area, and report all details of the incident to the director.

**iii. Using a Fire Extinguisher**

The use of fire extinguishers must conform to guidelines specified by OSHA standard 29 CFR 1910.157, and at a minimum, designated staff on each floor will have annual training on the correct use of fire extinguishers.

- Portable fire extinguishers suitable to the conditions and potential hazards should be maintained in an effective operating condition by the building manager;
- Each extinguisher is visually inspected by an inspector from the Office of the Fire Marshal on an annual basis for broken seals, damage, and low gauge pressure. The inspector shall initial the tag affixed to the extinguisher after each inspection.

- The building manager performs monthly visual inspections of extinguishers to note any defects in the extinguisher. The building manager shall promptly replace defective extinguishers with functional units.
- Extinguishers found to not be fully functional shall be withdrawn from service and a functional unit put in its place;
- Employees designated to fight fires must receive training in the use of fire extinguishers, their limitations and the hazards involved with incipient stage firefighting;
- Operation of portable fire extinguishers is not a priority or substitution for evacuation. If your efforts are successful, fire department notification is still required.
- Do not fight a fire unless you feel that you are physically and mentally able to do so.

### **C. Lockdown**

When a lockdown is initiated, children, and staff remain in their classrooms, lock or barricade the door and move to an area of the room away from windows. All interior doors are locked and children are limited to their classroom. No one should exit or enter the center. This takes place if there is a threat, or possible threat, near the center. During a lockdown, the main entrance door(s) will be locked and a sign will be posted on the front door indicating that the center is on lockdown.

- Everyone needs to go back to their room and remain there;
- Staff should quickly glance outside the room to direct any children or staff members in the hall into a room immediately;
- Lock the door;
- Lower or close any blinds and window boxes;
- Turn out lights and computer monitors;
- Staff to hold onto emergency contact list and ready Go-Kit (in case evacuation is necessary);
- Look for the "Safe Corner" of the room;
- Have children stand or sit against the wall, so that they are not visible from outside the room;
- Keep children as quiet as possible;
- Administrators will keep in contact using cell phone text messages; and
- Follow the emergency procedures until the center director or DC authorities advise differently.

Training and practice opportunities should be included in the Emergency Response Training with scenario-based exercises to ensure that all staff and employees are prepared to execute lockdown procedures.

### **D. Shelter-in-Place**

The term *Shelter-in-Place* means to seek immediate shelter at a designated location within the building and remain there during a chemical or biological event, an outside threat to the building, or other emergency where evacuation would actually increase the risk of injury to children, staff or others in the facility.

Shelter-in-place is initiated to protect children and staff from chemical, radiological, and biological contaminants released into the environment, or in the case of an intruder, shooter, or unexpected threat. Sheltering-in-place is necessary at times when it is more dangerous to attempt to evacuate, or leave the premises. To shelter-in-place means to take immediate shelter where you are and isolate your inside environment from the outside environment.

If sheltering in place is determined to be best course of action, the Executive Director or Operations Manager will notify staff, children, and visitors about the emergency, activate the ERP and initiate the shelter-in-place procedures using the appropriate key word or alert code via the PA system, using text message, or other mechanism determined beforehand. The announcement will provide clear instruction asking staff, children, and all personnel to remain in the building, with regular updates on the unfolding situation, as needed.

**i. Procedures for Shelter-in-Place**

- Act quickly and follow instructions;
- Keep all staff, children, and any visitors inside the building (away from doors and windows, as much as possible). No one can leave, or enter, when a shelter-in-place order is given.
- Close and lock all windows and exterior doors;
- Turn off ventilation, fans and air conditioning;
- Keep the emergency supply kit(s) within easy reach of the shelter-in-place area;
- Stay informed by listening to the radio for news reports or checking social media for more information and updates. Follow instructions given by HSEMA or DEL personnel.
- Do not open windows or doors or go outside until it is safe to do so. DC authorities will give notification when it is safe to leave the facility.

**ii. Shelter-in-Place: Administrative Procedures**

- Main office receives notice of a threat that warrants protective actions or receives directive to shelter-in-place from the emergency management agency (HSEMA);
- Executive director closes the center, activates the emergency plan, and assumes incident command role;
- Communicate shelter-in-place status by notifying all staff, personnel and children via a PA announcement or text message;
- Communicate Shelter-in-Place Directive: **“THIS IS NOT A DRILL (REPEAT); INITIATE CODE SHELTER and MOVE TO YOUR SHELTER AREAS”**;

- **ASSIGN** responsibilities to others (Director stays in command area);
  - **LOCK** all outside doors (Maintenance or Building Manager);
  - **SWEEP** halls, rooms, and non-classroom areas for children, move to nearest shelter room;
  - **TURN OFF** heating and ventilation systems. **SEAL** make-up air systems;
  - **MONITOR** radio and main phone line (allay parent concerns);
  - **ASSESS** needs and **PROVIDE** care;
  - **DETERMINE** need for first aid or other care by calling each room;
  - **WAIT** for instructions or information;
  - If instructed by officials, direct staff to seal rooms with plastic and tape;
  - Communicate updates to staff and children as information is received;
  - **GIVE "ALL CLEAR" SIGNAL** when notice is received from police or fire official;
  - Direct staff and children to exit the building; and
  - Once building is clear, direct maintenance staff to restart HVAC systems.
- Draft notice for distribution to parents via email, app, text message, or other system in place to notify families that emergency procedures have been activated. This notice may also be used when calling parents reachable only by phone.

#### **E. Procedures for a Bomb Threat**

If a bomb threat is received, carefully note all information the caller gives you and call 9-1-1, and notify the director. Do not activate the building notification system at this point. Not all bomb threats result in building evacuation.

Evacuation orders are given based on evaluations of all information by MPD, bomb squads, building engineers and others. If an order to evacuate is given, it will come from the incident commander or fire officials or other verbal or electronic communications.

In the event of a bomb threat, staff and employees will immediately report to the floor captain any observation of a suspicious person or package seen in or around the building. Staff or employees shall NOT inspect or move suspicious packages.

Do not use cell phones or two-way radios within a block of the building in the case of a confirmed explosive device (MPD prohibits use within 300 feet). If an explosive device is discovered or an actual explosion takes place, the building shall be immediately evacuated. Staff and employees may be instructed to assemble at a location other than the regularly assigned assembly areas.

### **i. Threats Received by Telephone**

If a bomb threat is received by telephone, attempt to get an exact location of the bomb, and get as much information as possible about the caller (for example, male or female, accent, etc.). Listen for background noise that may help to identify the location of the caller. Use the checklist provided in Appendix D, to document the conversation with the caller. The checklist should be completed as soon as possible after receiving the call. Bomb threats received through the mail or by other means are to be reported immediately to 9-1-1.

In the event you are contacted by phone regarding a bomb threat, these steps should be followed:

1. Remain calm, listen, and take notes.
2. Remember what you hear.
3. Keep the caller talking while you notify someone near you that you are on a bomb threat call; have them contact the principal, executive director, or operations manager.
4. Call the Metropolitan Police Department by calling 9-1-1.
5. If the call is received on a telephone with caller ID display. **RECORD THE DISPLAYED PHONE NUMBER.**
6. Try to get as much information as possible; ask these questions:
  - a. Where is the bomb?
  - b. What does it look like? Which building is it in?
  - c. Why did you choose this building; what's the motive?
  - d. When is it set to go off?
  - e. Why would you want to hurt innocent people?
  - f. Could you repeat the message?
  - g. Can you tell me the reason you are doing this?
7. Record a description of the caller's voice:
  - a. Male or female
  - b. Juvenile or adult, senior
  - c. Local, foreign, southern, etc.
  - d. Speech impediment, slurred speech, etc.
  - e. Excited, quiet, calm, etc.
  - f. Possible level of education
8. Listen for background noises such railroad, subway, streets, aircraft, crowd, etc.
9. **Immediately ask a colleague to notify the director or the director of operations.**

10. Do not discuss the call with anyone but the appropriate authority-in-charge to prevent alarming others.
11. The director or designee will contact the police department for necessary assistance concerning the call, regardless of the threats.

#### **F. Procedures for Medical Emergencies**

A small first aid kit will be kept in each classroom. A larger first aid kit will be kept by the floor captain on each floor. Each floor captain shall check the first aid kit monthly. If the center has an Automatic External Defibrillator (AED), training should be included on how to use it.

The Floor Captain shall record all injuries requiring first aid and the supplies used to treat the injury. If an alternate floor captain undertakes this duty, this person will report the incident to the center director as soon as reasonably possible.

In the event of a medical emergency, staff should notify the director and first-aid trained staff person on the floor, as well as 9-1-1 and DCFD and EMS at (202) 673-3331. Do not move the patient unless his/her life is in danger. Staff trained to administer CPR or use the AED should be notified. Designated first-aid trained staff shall provide first aid until EMS personnel arrive. If an ambulance is called, the floor captain or his/her designee shall go to the building entrance to meet the crew and direct them to the patient.

A first aid log shall be kept and reviewed quarterly to identify trends or patterns in injuries, so as to initiate corrective action. First aid supplies shall be readily available. Staff/Employee work-related injuries/illness shall be reported to the director.

#### **G. Procedures in an Active Shooter Situation near the Facility:**

- Immediately lock all exterior doors;
- Move everyone to the SIP room or an interior hallway or room with few or no windows;
- Turn off the ringer on your cell phones;
  - Keep others and children calm;
- Send Text message to someone outside of the area to call 9-1-1;
- DENY: Barricade the door with large objects to the extent possible (use chairs, desks, and other heavy items; use tables to hide behind);
- DEFEND: Gather books or other solid objects that you can use to defend yourself;
  - Throw items at assailant if they enter the room;
- If possible, send information to others;
- ESCAPE: Send a lookout to check the hallway;
- Evacuate and gather at the assembly area; and
- Help colleagues who need assistance to evacuate.

##### **i. Procedures as you Exit the Building:**

First Responders must secure the scene FIRST!

- Keeps hands in the air and fingers spread apart;
- Keep them visible at all times;
- Avoid screaming, yelling or pointing;
- Do NOT approach police or run toward them;
- Follow police directions and move in the direction they came from or told to go; and
- Do not run or make sudden moves towards an officer.

## **X. Evacuation Procedures**

In an evacuation emergency, if there is a building alarm system, the first person to reach the nearest pull station must activate the building alarm system. Upon hearing the building alarm or when directed to evacuate, all staff, children, and visitors must evacuate the building quickly using the nearest exit and proceed to the designated assembly area, as dictated by conditions. **DO NOT USE ELEVATORS (if applicable).**

Staff will initiate the following steps if the building alarm is activated or an announcement (such as “Initiate Code Evacuation”) is received to evacuate the building:

1. Ask all children to form a line at the classroom door and assist children too young to stand;
2. Gather your attendance roster;
3. Verify that all children are in their designated areas. If anyone is not present, note in roster;
4. Notify staff and children of the assembly area and location;
5. Inform designated staff and children to stay together and to remain at the assembly area;
6. Lead children to the exit door;
7. If the building alarm system has not been activated, activate the building alarm system using the pull station;
8. Monitor progress of all staff and children and follow the last child out of the building;
9. Move carefully but quickly to the designated assembly area;
10. Using the attendance roster, verify that all children are accounted for; and
11. Notify the floor captain that all children are accounted for or provide the name of any person who is NOT accounted for.

### **A. Primary Exit Routes, Alternate Egress Paths Routes, and Area of Rescue Assistance**

Each child care center needs to include a map of each floor that includes the following:

1. Primary and secondary exit routes;
2. Exit Doors / Stairwells
3. Shelter-in-Place Room
4. Label the surrounding streets
5. Fire Extinguishers / Pull Stations
6. Assembly Area location
7. Area of rescue inside the building
8. Legend and Area Map
8. "You are Here" Marker for Hallway maps

Include these maps in the Child Care Center Emergency Response Plan in Appendix D.

## **B. Evacuation Locations**

A visual map showing the assembly area with the appropriate address needs to be included in the Emergency Response Plan. Describe the assembly area with specific directions on how to reach the assembly area, including the path that evacuees would take to reach the assembly area. Highlight primary routes in with red arrows, and alternate routes with blue or yellow arrows.

### **Facility Use Agreement**

Child care centers should include a written agreement with the property management of the contingency or relocation site. Include this agreement in the Emergency Response Plan.

## **C. Occupant Accounting Responsibilities**

The child care center needs to account for all individuals in the facility. The director needs to assign who will be accountable for this responsibility. For example, it could be the floor captains, administration, or a delegated staff person. To ensure that all individuals are accounted for, this individual will verify that occupants of the center are accounted for by initiating the following actions steps:

- Staff will use their room/class roster and attendance sheets to account for all of their children and report to the designated individuals.
- The security personnel on duty, or designated staff person, will carry the sign-in binder at the security desk out of the building and deliver it to the incident commander;
- Individual will report the accounting of children to the incident commander, or director, including anyone missing and when they were last seen and where; and
- The incident commander/director will report the findings to first responders after verifying compiling the reports.

## **D. Assistance for Children or other Persons with Disabilities**

Any parent or guardian who would like to request a reasonable accommodation may do so by contacting the director. This should be noted in the child's records. This information is kept



confidential.

Individuals with disabilities or those who require assistance to evacuate will have pre-assigned “buddies” (primary, secondary, and any additional whom are deemed necessary) to provide redundancy and ensure that every person with disabilities is helped to exit the building.

If evacuation is not possible, the buddy will remain with them at the designated “Area of Rescue Assistance.” It is also conceivable that a visitor to the center may have a disability. The director will be notified of anyone with a disability or anyone having an injury that would prevent them from evacuating the building expeditiously.

## **XI. Recovery**

### **A. Recall / Re-Entry Procedures**

Once the threat has abated, the fire and/or police department must give the “All Clear” notification before anyone is allowed to reenter the area. This is to ensure that first responders and investigators have had ample time to collect evidence and verify that it is safe to enter the area. The following procedures should be followed:

- Once at the assembly point, all occupants should await instruction from the director, floor captain / zone monitor, or designated staff person;
- For no reason should anyone enter the building when the fire alarm is sounding;
- At most small incidents the officer in charge of the fire service will decide when it is safe to reenter a building and this information will be passed onto the director who will inform the staff/floor captains;
- At larger incidents or where contamination is suspected, wait for the “All-Clear” by the fire department;
- Communication plans with parents/guardians/families need to be initiated if there is a prolonged incident or in cases of inclement weather conditions. The director may seek staff to assist in carrying out safety tasks prior to a general reentry, example: venting the building, checking for water damage, etc.
- At prolonged incidents, occupants, or visitors wishing to retrieve valuables should notify the floor captain who should first gain permission from the director or their designee or building manager; and
- At prolonged incidents the security staff, or designated staff person, should place “Danger, No Access Beyond this Point” notices at entry routes. The floor captain / zone monitor should ensure that staff does not abuse such notices.

After permission is given, the director, or designated person will direct occupants and visitors to reenter the area in an orderly fashion to assess damage and to salvage or collect their property. The director should assess the situation and document in lessons learned to

be reviewed. Revisions to the Emergency Response Plan can be made based on the director's assessment.

## **B. Family Reunification and Release Procedures;**

CCPC WNS students will be released only to their parent/guardian or designated individuals as listed by the parent/guardian. Contact will be made via the information provided on that Authorization Sheet (typically cell phone).

- When possible and the safety of children can be ensured, resume normal operations as soon as possible;
- Contact, using available means, at least one parent of all children with a summary of the incident and current status of the situation to minimize misinformation;
- Communicate status and notify appropriate officials and offices of any problems;
- Designate a location for parents and guardians to pick up his/her child/children;
- Debrief and evaluate response with key staff;
- Determine the mental health care needs of children who may need counseling; and
- Revise response procedures as necessary;

## **C. Dealing with Emotional Distress**

When a child lives through a disaster, his or her physical, mental, and emotional health can be disturbed. There are normal reactions to disasters, but medical help may be necessary when certain reactions last longer than normally expected. Child care centers can support families in helping children cope with the effects of a disaster. The goal is to recover and develop well after the disaster.

Child care centers may need support from DEL Administration to spearhead an effort in organizing and formulating a plan to provide counseling to support children, families, and staff after an emergency. A predetermined location away from the incident may be set up to provide needed support. District agencies may need to be contacted to identify resources for ongoing support for children, families, and staff needing additional coping strategies.

## **D. Continuity of Operations Plan (COOP)**

The COOP establishes the procedures for where the child care center would operate in the event that an emergency event prevents the use of the center for an extended period of time.

Each child care center should identify a location that will serve as the COOP site until the resumption of normal operation at the original center. In an emergency that prevents the use of the child care site, an alternate location would need to be approved by DEL. Some

emergencies, such as a large scale fire incident, would require that the center operate an alternate location for an extended period of time.

## **XII. Mitigation Plan**

Mitigation is critical to the implementation of any evacuation plan as it is the preparation component that makes a successful evacuation possible. Mitigation, by its very nature, is focused on activities that can be completed in advance of an emergency or disaster.

### **A. Fire Prevention and Maintenance Procedures**

Fire prevention procedures are a critical part of the Mitigation Plan. Child care homes must take the appropriate steps to prevent the possibility of fires. Included in these provisions are activities that may pose a potential fire threat or contribute to major fires in the course of normal use on the premises and procedures for handling them:

1. Heat-producing equipment such as an oven in the kitchen area is a potential fire hazard and any flammable items must be kept away. They must be kept away from anything that might burn.
2. Electrical appliances. Be sure to turn off all appliances at the end of the day. Use only grounded appliances plugged into grounded outlets (three prong plugs).
3. If electrical equipment malfunctions or gives off a strange odor, disconnect it, and call the appropriate maintenance personnel. Promptly disconnect and replace cracked, frayed, or broken electrical cords.
4. Keep extension cords clear of doorways and other areas where they can be stepped on or chafed and never plug one extension cord into another.
5. Do not allow combustible material (boxes, paper, etc.) to build up in inappropriate storage locations (near sources of ignition).
6. Make sure space heaters are turned off at the end of the day and do not place these units near areas where paper or Styrofoam goods are stored. The heat from these units can catch paper on fire or melt the insulation around electrical appliances.

Proper maintenance and housekeeping, including the prompt removal of wastes and keeping the workspace free of unnecessary combustible materials, will help to prevent or reduce the severity of fires. Procedures for the proper maintenance and housekeeping as follows:

1. All aisles and emergency exits will be kept clear (a minimum of three feet on either side) of material storage (temporary and permanent) at all times.
2. Storage areas will be maintained orderly at all times. When supplies are received, the supplies will be stored properly.
3. Spills will be cleaned-up immediately and wastes disposed of properly.

4. All waste receptacles will be lined with a plastic trash bag to avoid direct contact while handling. Janitorial staff will use rubber gloves when handling wastes.
5. At the end of the business day, all office equipment (area heaters, lamps, coffee-makers, PCs, etc.) and lights will be turned off to save energy and prevent fires.
6. Limited quantities of flammable liquids should be kept in the building, and flammable liquid storage cabinets shall be used when large amounts are present.
7. Storage of combustible materials such as cardboard boxes, etc. should be kept to a minimum.
8. Electrical wiring should be maintained in good condition. Extension cords should be used only for temporary use and not concealed. Outlets are not to be overloaded.
9. Smoking and open flames are prohibited.
10. Paper and other combustible material should not be stored on vents or adjacent to lamps or other heat producing devices.
11. Material should not be stored within 12 inches of any sprinkler heads.