



Early Learning

ESSENTIALS

Emergency Preparedness Manual



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Purpose

The safety of children and staff is our top priority. The intent of this plan is to assist Early Learning Essentials staff in responding to emergency situations, provide information that can be used with family members concerning emergency planning, and provide a basis for restoration of services. Each center's staff is responsible for the safety of children and will coordinate actions and/or requirements with community public safety officials, the Administrative Office, and families/guardians. *A copy of this plan is posted on the agency website and a hard copy is kept in each classroom for easy reference in case website is inaccessible.*

Introduction

Emergency preparedness is vital whether we live in an earthquake zone, flood plain, tornado area or where any other local or national emergency occurs. Having a preparedness strategy is important to ensure we are prepared, organized and trained to respond. Knowing what to do before, during and after an emergency is a critical part of being ready when precious seconds count.

Some basic protective actions are similar for many different hazards. Generally maintaining safety is the most important part of emergency preparedness. Whether this means sheltering or evacuating depends on the specific emergency. However, developing a full plan includes making plans for:

1. Safety, including evacuating or sheltering
2. Communication, including how we communicate with parents, emergency agencies and the Administrative Office
3. Training, so that in any emergency situation, we are able to switch into action so the decisions and the actions we take reduce the negative impact of the emergency and provide the most efficient and effective use of supplies and staff

4. Short-term and long-term planning involves taking care of immediate responsibilities first and then future actions

This manual will provide the information we need to know in different situations and was developed and customized for use in Early Learning Essentials centers in the event of local hazards or national emergencies. The purpose is to help reduce the negative impact of disasters and other emergencies, preventing injuries and saving lives.

What constitutes an emergency?

Emergencies occur suddenly and can leave everyone feeling overwhelmed and powerless. Being prepared can avert some of these feelings by allowing us to better protect those involved. Through planning and training, our staff can be empowered to take appropriate actions during emergencies.

Monitoring local news and weather watches, as well as notification from the administrative personnel, or the Early Learning Essentials website may alert us to natural disasters or threats, including:

- Health emergencies
- Community violence
- Family violence
- Center-based chemical emergencies
- Natural disasters

Because these incidents tend to be sudden and localized, training staff to respond appropriately in these situations is necessary.

During an emergency, staff must act quickly and in a clear, organized manner to provide safety, shelter, water and food for children and any family members at the center. Therefore, this plan includes procedures to help determine:

1. The elements of the situation
2. The roles of the individuals involved
3. The tasks needing to be accomplished to reduce the effects of the incident

Staff may be alerted to a community-wide emergency through the Emergency Alert System (NOAA radio for severe weather), Public Safety and Homeland Security Bureau ([HTTP://www.fcc.gov/pshs/services/eas/](http://www.fcc.gov/pshs/services/eas/)), local radio and television broadcasts, the Child Plus simultaneous email and text blast and/or through the Early Learning Essentials website. In response to the alert, staff and children may be required to remain onsite or evacuate to another area. Staff need to be well-practiced and ready to execute the plan and procedures to be optimally efficient in an emergency.

Before the impact phase of a disaster, staff should decide what needs to be done in minutes, hours, or days following a disaster including:

1. Creating the safest possible environment in which to care for children
2. Activating communication systems
3. Providing mental health support
4. Helping families
5. Supporting staff

Immediately after the impact phase, in the case of a need to shelter in place, the following tasks are to be carried out:

1. Notify staff to secure the children in a designated safe zone, collect the classroom's Emergency Backpack
2. Notify the immediate supervisor who will inform management personnel. Management personnel will follow steps listed on the Emergency Incident Reporting Flow Chart, page 24
3. Assigned staff will activate the internal communication system and send emergency information on the Child Plus communication system which simultaneously sends an email and text blast to parents addressing the emergency and information about the need to shelter in place and location. The calling system has the capability to quickly reach parents by text and email
4. Leadership will notify any community partners that may be involved or have a need to know of the decision to shelter in place
5. Staff will offer support for children during this time
6. Staff and leadership will work with first responders to determine the duration of the emergency

7. Leadership and staff will maintain constant communication through cell phones or other available nearby phones

In case of evacuation:

1. Notification will be sent throughout the facilities at the center that the children need to be evacuated
2. Staff will take children, Authorization for Emergency Medical Care folder, Lanyards (with children's names) and Emergency Backpack with supplies to the designated shelter
3. Staff will offer comfort to children and plan activities with the children to eliminate as much concern as possible
4. Staff and leadership will work with first responders to determine the duration of the emergency
5. Leadership and staff will maintain constant communication through cell phones or other available nearby phones

Training

Staff:

Emergency preparedness training will be an ongoing part of annual in-service. This training will prepare staff through careful planning and preparation to handle emergencies optimally:

1. Training for Emergency Preparedness will provide the information that all staff must know to participate in emergency evacuation procedures
2. Ongoing drills will take place to facilitate knowing what to do in case of emergencies
3. Practice drills will allow staff to be better prepared to respond during an emergency most efficiently

Parents:

It is essential that all parents know and have access to the emergency plan. It is also important that they are familiar with the procedures and know the

importance of the process. Therefore, the following communication options to parents will be provided:

1. The emergency plan and procedures are posted on the Early Learning Essentials website located at www.eleutah.org under “For Parents”
2. Early Learning Essentials will provide training to the parents through the Family Advocate orientation meetings so that the parents understand where to find the emergency plan
3. Parents, while volunteering in the classroom, will be invited to participate in simulated evacuation drills that are scheduled each month in their child’s classroom

Preparing for an Emergency - Center Emergency Preparedness Procedures

Classroom procedures are to be clearly understood and implemented consistently by all Early Learning Essentials staff members as described in this emergency preparedness manual.

1. Staff members must familiarize themselves with this emergency preparedness manual and be prepared to act and support each other in case of an emergency
2. Staff should review the emergency preparedness policies and procedures at the beginning of the school year in August during preservice training and the middle of the school year in January in a center staff meeting
3. Leadership will review the emergency preparedness policies and procedures at least once each year and will make any updates securing approval of the Policy Council and Board of Directors, if needed. When there are updates or revised editions to safety procedures, they will be e-mailed out to all staff members
4. All staff members are responsible to review updated information and replace their outdated versions with the new and current information provided

Fire

The staff member discovering the fire will sound the center fire alarm and call 911.

1. When the fire alarm sounds, the nearest exit for evacuation will be used, referring to the evacuation map posted in the classroom
2. All staff must be prepared to use alternate evacuation routes if needed

When exiting the classroom, staff will follow these procedures:

1. Teachers will get children out of the building as quickly as possible
2. The first teacher will lead the children out of the building. Other available adults will line up all children quickly, instructing them to follow while counting the children as they are exiting the classroom
3. The second teacher collects the following:
 - i. Authorization for Emergency Medical Care folder
 - ii. Lanyards
 - iii. Emergency Backpack
4. The second teacher scans the classroom for any children, checks bathrooms, turns off lights and shuts all doors and windows, if safe to do so
5. Everyone must meet at the emergency evacuation or gathering point location, outside and away from the building (at least 50 feet). This point should be in an area that will not interfere with arriving emergency vehicles/personnel
6. Teachers will take roll immediately using the lanyard when at designated area, to account for all children and staff
7. The Center Manager or a non-teaching staff member will contact the immediate supervisor to inform them of the situation through a cell phone or other available nearby phones
8. The supervisor will follow the Emergency Incident Reporting Flow Report chart located on page 24 to notify leadership
9. Once the Fire Department determines that it is safe to re-enter the building, the Center Manager or non-teaching staff member will signal all staff and children that it is OK to re-enter the building

10. If it is not safe to re-enter the building, staff will relocate the children to the secondary evacuation facility closest to their center. Locations are listed on page 26

Note: A fire extinguisher may be used to put out a small fire or to clear an escape path. However, putting out the fire is secondary to the safe exit of children and staff.

Flooding

Many areas in Utah are subject to floods. Flooding may be caused by heavy rain, dam breaks or the sewer system backing up. Except in the case of flash floods or dam breaks, the onset of most floods is a relatively slow process. Each center needs to examine its surrounding area to determine the threat of possible floods.

In advance, staff are to designate a high ground area to evacuate to in an emergency flooding situation. Watch for flooding on highways, dips, low areas, and around bridges.

1. In the event of a life-threatening emergency such as flash flood, dam break, or other water disaster, children and staff will be evacuated to a secondary higher ground location. For example, the Provo Towne Center Mall may be used for children and staff located at the Provo Center. Transportation for the Provo Center will be provided by agency buses located at that Center. Backup transportation will be provided by UTA upon calling their TCC number at 801-287-3937 the day of the incident.
2. Staff will take the Emergency Backpack, NOAA weather radio, Lanyards and Authorization for Emergency Medical Care folder with them.
3. Staff will contact their immediate supervisor to inform them of the situation through cell phones or other available nearby phones
4. Supervisor will follow the Emergency Incident Reporting Flow Chart on page 24 to notify leadership
5. Once relocated, staff will listen on the NOAA weather radio for further information or all clear instructions

6. Teachers will take roll immediately using the Lanyards when at designated area, to account for all children and staff
7. If unable to return to the Center, parents will be contacted and asked to pick up children

If there is a minor flood, staff will:

1. Assess damage and notify the immediate supervisor
2. Consult with the immediate supervisor about appropriate procedures
3. Consult with Facilities and Transportation Manager

Earthquake

Staff are to protect children and stay as safe as possible during an earthquake. Staff are to be aware that some earthquakes are actually foreshocks and a larger earthquake might occur. Earthquakes may strike without warning! Staff are to minimize movements to a few steps to a nearby safe place. If outdoors, it's safer to stay in place until the shaking has stopped.

Indoors:

1. Once a teacher feels an earthquake has begun, they announce to the children "Drop, Cover and Hold" which means:
 - i. DROP to the ground
 - ii. Take COVER by getting under a table
 - iii. HOLD on until the shaking stops
 - iv. Put head down and cover head and face with arms and hands
2. If indoors, cover is taken under tables or the hallway. Staff and children stay away from walls and windows
3. NO ONE is to run from indoors to outdoors
4. Children and adults evacuate buildings only when it is safe to do so
5. Staff is to be aware – the electricity may go out or the sprinkler systems or fire alarms may turn on

When Outdoors, Staff and Children:

1. Stay there

2. Move away from buildings, trees, walls, street lights and power lines. The greatest danger is from falling debris just outside of doorways and close to the outer walls
3. Stay in the open until the shaking stops
4. Crouch down and watch for potential dangers that may demand movement

When On the Bus, the Bus Driver:

1. Stops as quickly as safety permits, staying away from power lines, overpasses, and buildings
2. Ensures children remain on the bus and in their seats

Evacuation:

1. Outside safe area is away from the building, electricity, streetlights and utility wires
2. Once the shaking has stopped, staff will follow the classroom posted emergency evacuation map and follow the Fire Evacuation Instructions to evacuate the children, including collecting the Authorization for Emergency Medical Care folder, Lanyards, and the Emergency Backpack. Staff will count the children when exiting the classroom and again once they are at the designated safe place to ensure all are accounted for
3. After the earthquake, the Center Manager or a non-teaching staff member will contact the immediate supervisor to inform them of the situation to report the center's status through cell phones or other available nearby phones
4. No one re-enters the building until maintenance staff or building inspector comes to the building and performs an inspection to determine if the building is safe to re-enter
5. If not safe to re-enter the staff will relocate the children to the secondary evacuation facility closest to their center listed on page 26

Potential Hazards to watch for:

1. Windows – non-tempered glass will shatter and cut whatever it hits
2. Lighting fixtures – fixtures may fall and break
3. Ceilings – ceilings may come down, glued tiles or ducts may fall

4. Furnishings and miscellaneous items – file cabinets or free-standing furniture may fall
5. Gas appliances, water heaters – all of these may pull away from the wall and create a gas hazard
6. Gas lines – gas lines may rupture
7. Wall mounted and hanging objects – clocks, fire extinguishers, etc. may pull free and fall

If trapped under debris; staff follows these instructions:

1. Do not light a match
2. Do not move about or kick up dust
3. Cover mouth with clothing
4. Tap on a pipe or wall so rescuers can locate them. Shout only as a last resort. (Shouting can cause one to inhale dangerous amounts of dust.)

Severe Weather

Severe weather exists in which conditions are right for a tornado, severe snow storm, thunder and lightning, heavy rains, strong winds, pellets of ice or large hail. Classroom staff know their designated shelter areas.

Signs of a possible tornado include severe thunderstorms, heavy rains, strong winds, pellets of ice, dark skies, roaring noise and a dark spinning column forming from the sky to the ground.

During a severe storm, staff follow these procedures:

1. Close all windows and blinds and get to the center of the room or hallway as quickly as possible
2. Stay in the center of the room until the danger has passed. (Staying away from the windows, doors, outside walls and corners of the room)
3. If outside, gather children and return indoors as quickly as possible
4. Collect Emergency Backpack with a flashlight ready for usage
5. Collect Authorization for Emergency Medical Care folder and Lanyards

6. When children are assembled in designated shelter areas if danger is imminent, they are instructed to respond to a specific command such as “Drop, Cover and Hold”
7. Listen on the NOAA weather radio for further information or all clear instructions

If there is a warning of severe weather the night before, the Education and Child Development Service Director will consult with the Executive Director and the Facilities and Transportation Manager to evaluate the weather condition and make a decision whether to cancel school and centers the next day with a later make up day, or a delayed start if possible. Delays or cancellations may vary between counties and/or centers depending on weather conditions.

If a storm appears suddenly during the day or during bus pick up, the Education and Child Development Service Director will consult with the Executive Director and the Facilities and Transportation Manager to evaluate the weather condition and make a decision whether to close the center for the day.

1. Administrative office personnel will contact the Center Manager to inform center staff of the closure decision
2. Management personnel will follow steps listed on the Emergency Incident Reporting Flow Chart on page 24
3. Assigned staff activates the internal communication system and posts emergency information on the Early Learning Essentials website. The Child Plus simultaneous email and text blast will be activated describing the emergency and what actions are to be taken by the parents. The calling system has the capability to quickly reach parents by text and email
4. Leadership will notify community partners which may have a need to know of the decision to close
5. Staff will stay in the classroom until the last child is picked up. All children and staff at this time will return to their homes

Extreme Weather Policy on Outdoor play and Temperatures

It is recommended that under extreme conditions, such as the ones listed below, children should not be outside longer than 5-10 minutes. Classroom staff will monitor the time.

1. 30° is chilly and generally uncomfortable: shorten outdoor times, properly dressed
2. 15° to 30° is cold: should not go outdoors for more than 5-10 minutes, properly dressed
3. 0° to 15° is very cold: should not have outdoor time
4. -29°- 0° is bitter cold: significant risk of frostbite, NO outdoor time
5. There is always to be a source of drinking water on the playground or walking field trips when temperatures are 75 degrees or above
6. Poor air quality (The Health Services Coordinator will email a report to classrooms if the air quality warrants the children to stay indoors)

Need to Shelter in Place Plan

Definition – “Need to Shelter in place” is the use of any classroom or office for the purpose of providing temporary shelter from a hazardous material release or other dangerous situations.

A decision must be made to shelter in place or to evacuate during a hazardous material release or other dangerous situations. Center personnel will receive this information from Hazmat Authorities, Police, School District authorities, or from the Fire Department. Follow their instructions.

Steps listed on pages 3 and 4 in this Emergency Preparedness Manual are followed under these circumstances.

Chemicals and Hazardous Materials

Causes of Hazardous Material release:

- Chemical plant accident
- Chemical train derailment
- Chemical truck overturning
- Nuclear power plant incident
- Outside gas leak
- Pipeline rupture

Procedures:

1. All students are moved inside
2. All children and staff are accounted for
3. All windows and doors are closed and locked
4. Room heating, cooling or ventilation systems are turned off
5. DUCT TAPE from your Emergency Backpack is used to seal all windows, doors and air vents
6. Electrical equipment or switches are not to be operated
7. The Emergency Incident Reporting Flow Chart is followed
8. Children and staff are observed for signs of adverse reactions or illness
9. Staff regularly checks their email. Listen on the NOAA weather radio for updates and additional direction
10. If evacuation is necessary, the steps listed on pages 3 and 4 in this Emergency Preparedness are followed moving to a safe zone or to a secondary evacuation facility listed on page 20
11. No one is to leave the center or shelter until the "All Clear" has been given by the Center Manager or other authorized personnel
12. The departure of each child is tracked to ensure all have been picked up
13. If children are to remain at the center for an extended length of time, staff will use the emergency food, water, blankets and other necessary articles to care for the children

Emergency Lockdown Plan

A Lockdown is called for when there is criminal activity in the centers or vicinity and center staff have received instructions from the police department, local school district authorities, or agency authorities to proceed with a lockdown.

The course of action is to immediately lock down the center, allowing no movement in or out, and minimal movement inside, in order to provide maximum protection to the children and staff while taking precautionary or protective measures. If possible, usher the kids into a windowless office or bathroom or other protected area away from doors.

Steps listed on pages 3 and 4 in this Emergency Preparedness Manual are followed.

Reasons for lockdown:

- Identified criminal activity outside the center building (or near the school grounds)
- A need to protect the children from danger in the general vicinity of the center
- If there is a threat of violence or gunfire identified outside the building and evacuation would be dangerous
- If there is a threat inside the center that could pose a dangerous situation, such as a gun in the building

Procedures:

1. The following is announced to all center personnel, "We have a lockdown situation" through the phone system
2. All staff are directed to lock all doors, windows, pull down and close blinds and turn off all lights
3. Staff have children take protective cover away from doors and windows. Shielded children are behind walls and tables or in a closet, bathroom, or office close to the classroom and ensure the door is secured
4. Staff should immediately collect their walkie talkie and communicate with the other classes on site to ensure all safety procedures are in place.
5. When practicing Lockdown safety drills, all classrooms (on site) need to decide **what channel walkie talkies are set to during a lockdown. This needs to be decided upon beforehand and will vary by center, depending on available local channels.** If there is a lockdown, all walkies talkies are then set to this channel so that staff can communicate.
6. The children are to maintain quiet and calm
7. Children are asked to go into a "Drop, Cover, and Hold" position
8. If children are outside, they are directed to go inside
9. Staff take roll to identify any missing children
10. The doors are only opened to a police officer and staff follow their instructions
11. If told by emergency responders to evacuate, staff follow the Fire Evacuation Instructions
12. Staff stay on lockdown until told by an authority to unlock the premises

13. Staff regularly check email or phones for updates and additional direction

Teacher's Role:

After assessing and securing the situation, which may involve calling 911 immediately if children are in imminent danger, teachers will alert the Center Manager or Education Coordinator to the emergency situation.

Center Manager or designated non-teaching staff member's role:

1. Assess and secure the emergency situation, which may involve calling 911 if children or adults are in imminent danger
2. Instruct staff to follow established protocols in Emergency Preparedness Manual
3. Contact the immediate supervisor
4. Assign others to help in these tasks as needed
5. Help the children feel as safe and comfortable as possible to reduce any possible trauma.

Leadership's Role:

1. Determine if the course of action taken at the center level is appropriate for the situation
2. Revise course of action, if necessary, and mobilize administration staff if appropriate
3. Draft parent notification script to be activated on Child Plus simultaneous email and text blast
4. Inform staff on how the situation is being handled
5. Executive Director will respond to any media requests if situation rises to that level
6. Inform Governing Body and Regional Office, if necessary

Administrative Assistant's Role:

1. Have a list of trained staff members who should be contacted to activate the Child Plus simultaneous email and text blast and send out emergency information to all parents and guardians as needed. The calling system has the capability to quickly reach parents by text and email

2. Inform the Executive Director or their designee, to post emergency information on the agency website (if deemed necessary) that matches that which will be sent out via Child Plus.

Role of Staff activating Child Plus simultaneous email and text blast and Website alert (if deemed necessary):

1. Secure script from leadership to inform parents and guardians through the Child Plus system and website (if deemed necessary) including any details needed, such as meeting places and other pertinent information
2. Obtain leadership approval before launching notification

Family Advocate's Role:

1. Follow the Center Manager's and/or teacher's direction and offer support in accomplishing all of the procedures indicated above
2. Offer assistance and support to staff, children, and families
3. Encourage parents to inform their Family Advocate of changes to their contact information in order to have the most current information available in case of an emergency
4. Keep contact information current in Child Plus on all families to ensure the most accurate and up to date information is available
5. Educate parents about the emergency procedures (i.e. web site access, Child Plus simultaneous email and text blast, and the importance of keeping the agency informed about changes in regard to their contact information)

Bomb Threat (Bomb threats are taken seriously)

1. If a bomb threat comes via telephone, staff on the phone keep the caller on the phone and signals someone nearby to call 911. Staff remain calm, use the "Emergency Flip Chart" to signal what is going on
2. Staff write everything down that they say
3. The building is evacuated following the Fire Evacuation Instructions on page 7, except staff move further away from the designated gathering area
4. The police or bomb squad instructions are followed

5. The Center Manager or a designated non-teaching staff member will follow steps listed on page 3 and 4 in this Emergency Preparedness Manual
6. Objects deemed to be suspicious are not touched, and children are not allowed to go near anything suspicious
7. The building is not re-entered until authorities give this instruction
8. If re-entering building is not possible, children are moved to a secondary evacuation facility listed on page 26

Missing Child (or) Abduction – Hostage Situation

The classroom team is the front line of defense in child safety and abduction prevention. This hostage section is geared toward an incident involving an armed intruder who takes or attempts to take hostages or makes demands.

911 is called immediately and the Center Manager or a designated non-teaching staff member will contact their immediate supervisor to inform them of the situation. Supervisors will follow the Emergency Incident Reporting Flow Chart on page 24.

1. If a hostage situation takes place, lockdown procedures are initiated immediately. This will give the children and staff maximum security behind locked doors and avoid children accidentally walking into a dangerous situation
2. Teachers will keep calm and reassure children – safety of the children is the first and greatest priority and it is vital to avoid adding further stress to the situation
3. Children will stay in the classroom and will be encouraged to remain calm, sitting at the tables if possible
4. Staff will be calm and courteous when communicating with the intruder – comply with the demands within reason – stall for time if possible
5. The first 15-30 minutes are especially critical when stress is high and intruders are prone to violence. Staff will reassure the children and encourage them to remain calm

Prevention:

1. All staff should be alert to any unusual behavior they encounter from individuals
2. Classrooms are secured by locking doors, doorbell alert systems, and peep holes
3. Center classrooms are locked at all times, using the peep-holed intercom system to confirm who is at the door
4. Doors will not be left propped open
5. Children will be scanned in/out by a teacher:
 - a. The Head Start Authorization for Emergency Release Info lists individuals who are authorized to pick up the child. At times when parents are not present but on the phone and are trying to authorize someone new to pick up their child, authorized individuals will provide the security question prior to the release of the child. The security question answers are located in the Child Plus – Education section – Emergency release tab.
 - b. Identification (Driver’s License) is required for individuals on the pick-up list, if the staff do not recognize the person
 - c. No unauthorized person is allowed to pick up a child

During Curriculum Extender Field Trips:

1. Staff will count children frequently while on curriculum extender field trips and a designated staff member will do a sweep of the area to ensure no child is left behind
 - a. Children wear an identifying shirt and/or tag with the Program’s name, address and phone number listed (these tags should be made prior to the field trip)
 - b. No name tags are ever be worn by the children that reveal their name
2. Children will never be left alone or unattended at any time
3. An appropriate number of adults (one for every three to five children) must accompany the children
4. Attendance is taken each time children move from one location to another

Shooting – Violence – Terrorism

Shooting, violence or terrorism are situations where there is an incident involving an attack from armed intruders at the center who threaten the safety

of children and staff. Center personnel should always be on the alert for unfamiliar people on school property.

911 will be CALLED, then the Center Manager will contact their immediate supervisor to inform them of the situation. Supervisor will follow the Emergency Incident Reporting Flow Chart on page 24.

1. Staff announce lockdown procedures or evacuate the building, depending on the situation
2. Children are gathered and staff try to create a barricade with tables or furniture. Staff and children take protective cover however possible. If possible, the kids are ushered into a windowless office or bathroom or other protected area.
3. If a SWAT team is called in, staff and children lay on the floor. The SWAT or police may use a grenade called a “flash bang”. This produces a loud bang and a flash of light that will disorient people in the room. It is very important that children and staff drop to the floor and lay flat, face down with their hands on their heads (ears). This will protect everyone as well as give the police/SWAT the benefit of seeing empty hands
4. Staff and children remain on the floor until told otherwise
5. If the center is evacuated, the Center Manager or the Center liaison is to follow the procedures listed on page 3 and 4 in this Emergency Preparedness Manual
6. The Center Manager or a designated non-teaching staff member will meet the police and give information or location of violence
7. The Center Manger or a designated non-teaching staff member will be assigned to the location where the parents have been instructed to pick up their children
8. Staff track the departure of each child to ensure all have been picked up

Procedures for Lost Child at a Center

If a child is lost, a quick search of all rooms, cupboards and all areas in the facility (indoors and outdoors) will take place.

1. While the initial search is made, a staff member will make inquiries of all adults at the facility to establish the last sighting and time, clothes that the child was wearing, and the mental state of the child (happy, upset etc.)

2. A staff member will call their immediate supervisor to report the missing child
3. The Education Child Development Service Director will telephone the parent and report the situation
4. The Education Child Development Service Director will inform the Executive Director
5. Leadership may pull classroom video to determine what transpired in the classroom prior to child going missing
6. Staff should follow the instruction of their supervisor
7. Telephone lines should remain as free as possible so that messages are not delayed
8. Classroom activities for the remaining children will continue as normal
9. Staff not involved in the search will continue with the regular schedule so as not to disrupt the other children

Death of a Child or Staff Member Procedure

1. Staff will **call 911** immediately, notify immediate supervisor, who will then notify the Executive Director
2. A designated staff member shall remove all personnel or children from immediate area, to an area that is far removed from the scene of the tragedy
3. The Executive Director or designee will call the Police Department and receive instructions on when and who will notify the family.
4. No one will remove, or in any way interfere with the victim or the scene
5. The Disabilities and Mental Health Director will make arrangements to assist children, families, and staff in coping skills.
6. Family of the child or staff may be involved in a Mental Health Assessment process
7. Any public release of information will be handled by the Executive Director

Procedure for Potentially Violent Situation at the Administration Office

If a situation arises involving a parent, worker, or volunteer (visitor) that escalates into a possible violent situation

1. Staff assess the situation quickly. Being calm and talking in a non-threatening manner, staff ask the visitor to leave the area or the building
2. If they refuse and the situation continues to escalate, staff use the phone's paging system to alert other staff members for help by selecting "paging" and then by selecting "Central Office" and saying "Code Red" followed by the location of the incident. For example, "Code Red – Staff Room."
3. With the help of arriving staff members, using calm and non-threatening conversation and body language, staff ask the visitor to go to the lobby or to leave the building.
4. If situation continues to escalate and visitor refuses to leave, a staff member will call 911

Utility Failure

1. If staff smell gas, the building will be vacated, following the Fire Evacuation Instructions on page 6
2. Staff will notify the maintenance personnel and/or call Facilities Transportation Manager
3. If it is a water or electricity outage, staff call their supervisor and the Facilities Transportation Manager
4. Staff follow instructions from Facilities Transportation Manager, maintenance personnel and/or their supervisor
5. The Facilities Transportation Manager will notify the Executive Director

Bus Accident

1. Bus Driver will maneuver the bus to safety if possible
2. Driver will first call 911, then call the Facilities Transportation Manager, and lastly their supervisor
3. Supervisor follows the Emergency Incident Reporting Flow Chart on page 24
4. Children and adult passengers are checked for injuries and start administering first aid if needed

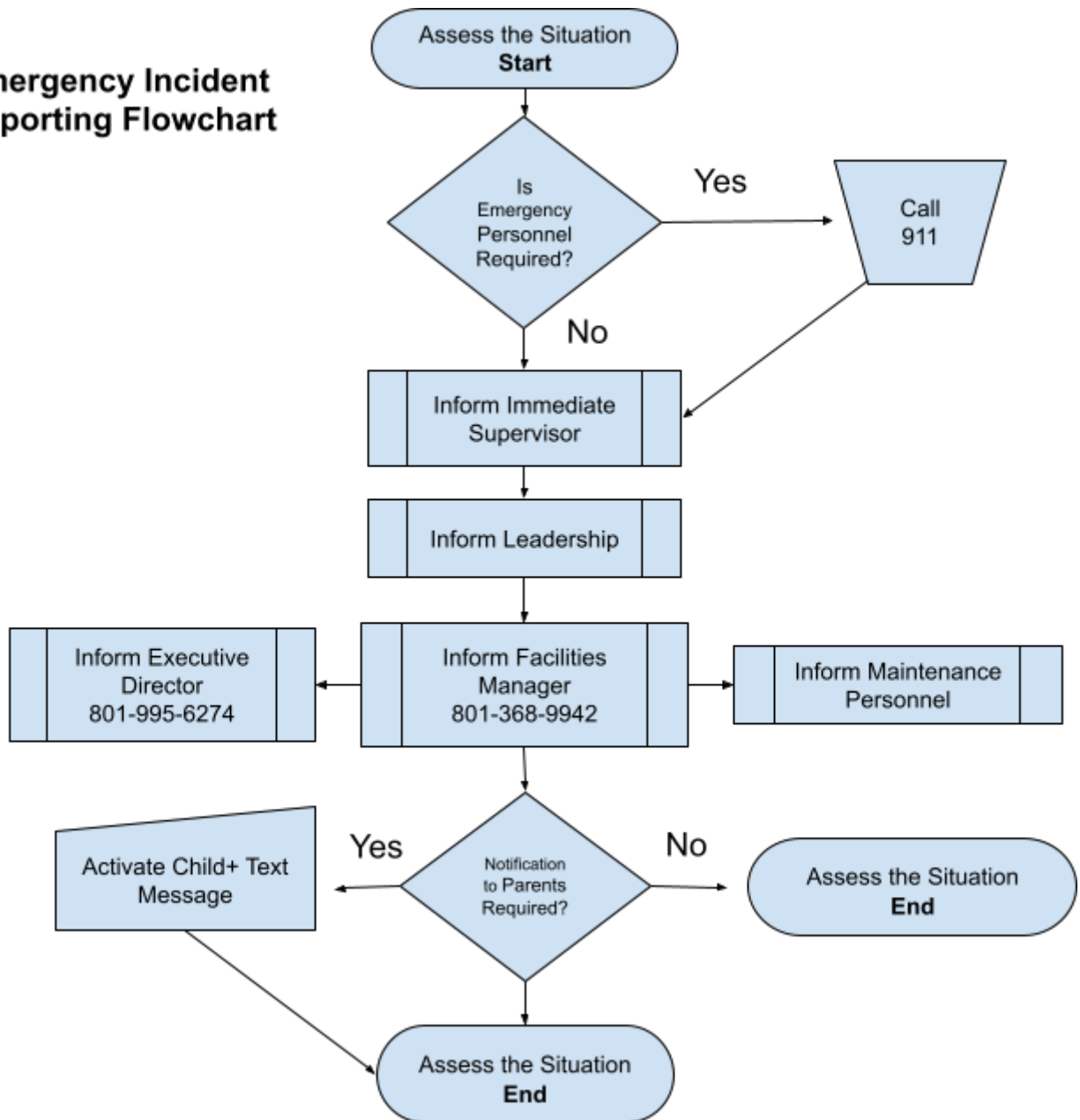
5. An adult is assigned to place emergency signals out to prevent further problems
6. Staff keep the children on the bus unless there is imminent danger in doing so
7. If staff need to evacuate the bus, an area of safety is identified and proceed to evacuate, removing several children at a time by holding their hands
8. Staff keep at least one staff member with the removed children
9. The instructions from the police and supervisors are followed
10. Center staff follow the procedures listed on page 3 and 4 in this Emergency Preparedness Manual

Pandemic Emergency Preparedness Procedures

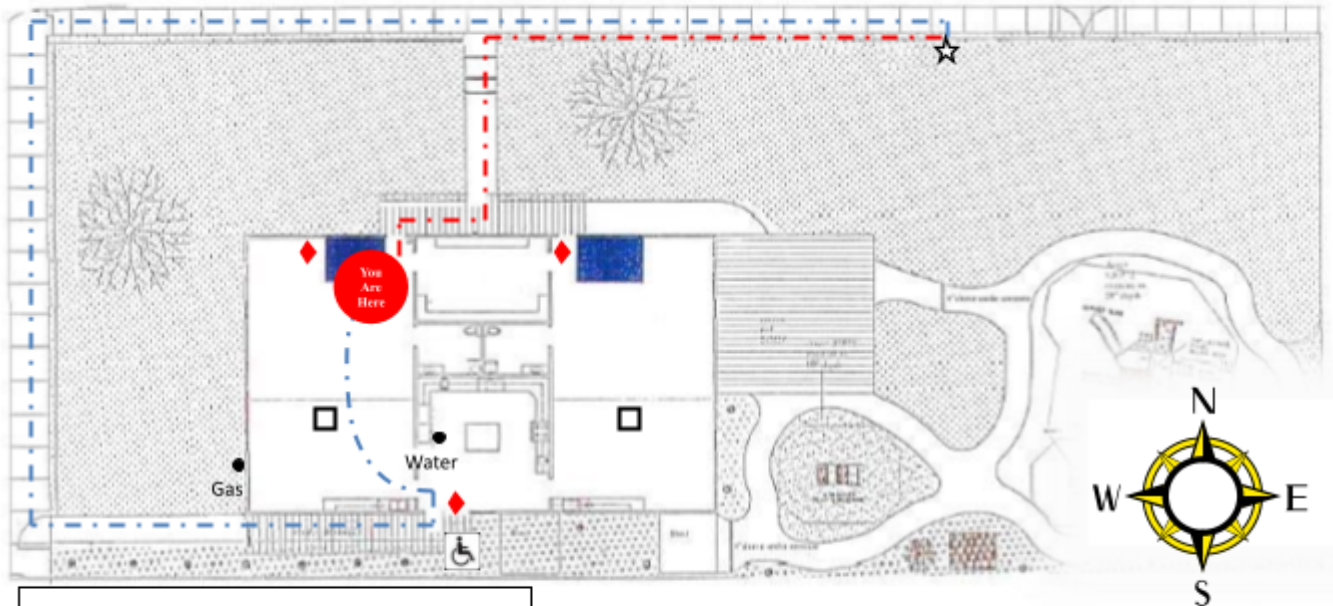
- Deviations in our emergency procedures due to a public pandemic will be articulated here following CDC and local Health Department guidelines.

Emergency Incident Reporting (Flow Chart)

Emergency Incident Reporting Flowchart



Payson Center 587W. 400S.



See drawn escape routes for each location. Maps are specific for each site.

SAMPLE ABOVE SHOWS KEYS ↓

Evacuation Map Posting

◇ =	Fire extinguishers	☆ =	Meeting points
□ =	Designated rooms for sheltering	📻 =	Location of NOAA radio
• =	Gas and water and electricity shutoff	⚠ =	Emergency/Medical Box
E =	Emergency Backpack		
-----	First Exit Route	-----	Second Exit Route

■ **Maps of evacuation routes:**

- From each room, the shortest exit is mapped
- Alternate route is identified in case the first is impassable
- A copy of this route is posted on the walls in classroom at every exit
- Outside meeting points are marked

■ **Evacuation floor plan includes:**

- Fire extinguishers – The plan where all fire extinguishers are located in the center (◇)
- Utility controls and shutoffs - The plan where this is located (●)
- Designated rooms for sheltering - The plan where room(s) is located (□) Considering:
 - Interior room (s) with the fewest windows or vents
 - Adequate space for everyone to be able to sit comfortably
 - Classrooms may be used if there are no windows that cannot be opened
- At least one telephone with the center’s listed telephone number available in the room
- Exits with Wheelchair Access are indicated where applicable
- Evacuation meeting points
- Escape routes for each location. Maps are specific for each site

Secondary Evacuation Facilities

Secondary facility – if the ELE Center facility is not safe to re-enter

Heber Center:

JR Smith Elementary School
235 East 500 North Heber, UT 84032

Principal: Ryan Brown
Phone: 435 654 2201

Lehi Center:

Meadow Elementary
176 South 500 West Lehi, UT 84043

Principal: Alisa Hart
Phone: 801 610 8713 xt750

Pleasant Grove Center:

Thorn Pest Solutions
484 W. 220 S. PG, UT 84062
Glo Beauty Studios/ AMZ Importing
470 W. 220 S. Suite 101/102, PG UT 84062

Owner: Thorn Pest Solutions
Phone: 800-626-1156
Owner: Debbi Payne
Phone: 801-701-0744

Aspen Center:

Aspen Elementary
945 West 2000 North Orem, UT 84057

Principal: Mrs. VanDijk
Phone: 801-610-8100 Ext.750

Orem Center:

Parkside Elementary
668 West 150 North Orem, UT 84057

Principal: John Shelton
Phone: 801-610-8120

Provo Center:

Provo Towne Center Mall
1200 Towne Center Blvd Provo, UT 84601

Principal: N/A
Phone:

Saratoga Springs:

Horizon School
682 West 210 North, Saratoga Springs, UT 84045

Principal: Dan Heaps
Phone: 801-610-8728

Spanish Fork:

Landmark High School
600 South Main Street Spanish Fork, UT 84660

Principal: Lynn Mecham
Phone: 801 489-2833

Payson Center:

Wilson Elementary
590 West 500 South Payson, UT 84651

Principal: Larraine Bills
Phone: 801 465-6060

Nephi Center:

Juab School District Building
346 East 600 North Nephi, UT 84648

Superintendent:
Dr. Kodey Hughes
Phone: 435 623-1940

Timpanogos Development Center

Seville Center 325 W. Center Orem UT

Sarah Cherrington
801-996-7878

Grant Building

Summit Center 165 S. 700 E. Springville

Administrator
Shawn Rawlings
801-489-3021

Emergency Disaster Backpack

The Early Learning Essentials Administrative office has supplied every classroom with an Emergency 'Backpack' that contains essential supplies to sustain the staff and children if a disaster happens in the community. These backpacks are stored in each classroom and are restocked yearly or as they expire. A few guidelines:

- Keep Backpack in an area where you have easy access to it, in case of an emergency
- Backpack must be taken with you every time you do an evacuation drill

Backpack contains:

- Two-way radio, battery operates with extra batteries (AAA)
- 20 - space blankets
- 1 - flashlight with batteries or self-cranking flashlight
- Portable first aid kit
- Whistle
- Tools –wrench or pliers to turn off gas, duct tape
- Toilet paper
- NOAA weather radio with an alert function (3 AA)
- Moist towelettes
- Garbage bag
- Marking pens, paper, crayons
- 20 - Emergency Ponchos
- Nylon rope
- Non - Latex Gloves
- Hygiene Kits
- Hand warmers

<p>Emergency/Medical box</p> <ul style="list-style-type: none">• Medicine• Radio• Flashlight• CPR Mask Instructions• Emergency Phone numbers• Gloves	<p>Emergency Preparedness Manuals</p> <p>The emergency preparedness manuals are to help teachers and children communicate. They are used when:</p> <ol style="list-style-type: none">1. A staff member is on the phone and needs to signal another staff of an emergency situation or instruct them to start an emergency procedure.2. To alert the staff of an emergency so they can be prepared and proceed quickly.3. To alert staff and children to stay quiet if a hostage or shooting situation is detected.4. One printed emergency manual is to located in the classroom near the phone.
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Center Locations & Contact Information

Provo Center	1002 S 1100 W, Provo 84601 Phone: 801-377-0585
Orem	710 W 255 N, Orem 84057 Phone: 801-225-9652
Heber	195 E 500 N, Heber 84032 Phone: 435-654-1216
Saratoga Springs	658 West Marie Way Saratoga Springs, Utah 84045 Phone: 801-758-2404
Lehi	176 S 500 W, Lehi 84043 Phone: 801-768-1224
Pleasant Grove	485 W 220 S Suite 100, Pleasant Grove 84062 Phone: 801-785-6578
Aspen	925 W 2000 N, Orem 84057 Phone: 801-224-6013
Timpanogos	275 W Center Street, Orem, Utah Phone: 801-851-1060
Springville	105 S 400 E, Springville 84663 Phone: 385-327-0101
Spanish Fork	614 S Main Street, Spanish Fork 84660 Phone: 801-491-6946
Payson	587 W 400 S, Payson 84651 Phone: 801-465-1318
Nephi	396 E 600 N, Nephi, Utah 84648 Phone: 435-623-0941

Administrative Office
264 W 300 N
Provo Utah 84601

Contact info for Administrative office and Leadership

Main phone line	801-375-7981
Sonia Pineda Executive Director	801-995-6274
Russell Virgin Comprehensive Services Deputy Director	801-995-6275 Cell: 801-310-4217
Steven Dedrickson Administration and HR Director	801-995-6283 Cell: 385-209-8167
Valeria Ramirez Financial Services Director	801-995-6273
Erica Kidd Child Development & Education Director	801-995-6261 Cell: 385-292-6522
Maribel Rees Family and Community Services Director	801-995-6286 Cell: 801-735-6529
Jan Burroughs Health and Nutrition Services Director	801-995-6281 Cell: 801-368-2814
Craig Lifferth Disabilities & Mental Health Services Director	801-655-4427 Cell: 801-691-2170
Larry Krantz Facilities and Transportation Services	801-995-6263 Cell: 801-368-9942

EMERGENCY PHONE NUMBERS
911 or 801-851-4100

American Red Cross 1-801-373-8580	Poison Control 1-800-222-1222	Questar Gas/Dominium Energy 1-800-767-1689	Electricity/Provo 1-801-852-6000
POLICE			POWER
Heber Police 1-435-654-3040	“	“	Heber Power 1-435-654-1581
Lehi Police 1-801-768-7110	“	“	Lehi Power 1-801-201-1000
Pleasant Grove Police 1-801-785-3506	“	“	Rocky Mountain Power 1-888-221-7070
Orem Police 1-801-229-7070	“	“	Rocky Mountain Power 1-888-221-7070
Provo Police 1-801-852-6210 Fire Department 1-801-852-6339	“	“	Provo Questar/Dominion Energy 1-801-853-7400
Spanish Fork Police 1-801-804-4700	“	“	Spanish Fork Power 1-801-804-4450
Payson Police 1-801-465--5240	“	“	Payson Power 1-801-465-5270
Nephi Juab Police 1-435-623-1626	“	“	Nephi Power Company 1-435-623-0276
HOSPITALS			
Utah Valley Hospital 801-373-7850	Orem Community 801-224-4080	American Fork 801-855-3300	Primary Children's Medical Center 801-662-1000
Nephi – Central Valley Medical Center 435-623-3000	Heber Valley Hospital 435-654-2500	Payson Mountain View 801- 465-7000	

TV STATIONS			
KSL Channel 5	KUTV Channel 2	KTVX Channel 4	KSTU Chanel 13
1-801-575-5555	1-801-839-1234	1-801-975-4444	1-801-536-1313
RADIO STATIONS			
KSL 1160 AM	KSFI 100.3 FM	KOSY 106.5 FM	KNSR 570 AM
1-901-575-5555	1-801-575-5555	1801-570-5679	1-801-908-1300
PORTABLE TOILETS		RAILROADS	
<p>"Almost Home" 801-794-3477 (W) or 801-798-8840 (H) 1817 S, Main, Spanish Fork</p> <p>"Anytime" 801-222-9237 (W) or 800-599-9237 (M) 1756 Sandhill Road, Orem</p>		<p>911</p> <p>Utah Railway</p> <p>Union Pacific Railway</p>	
WEATHER			
National Weather Service	Road, Weather, and Traffic Information	Utah Snow Conditions	
1-801-524-5133	511* OR 1-866511-8824	511* Or 1-800-Ski-Utah (754-8824)	

Homeland Security Advisory System Recommendations for Schools

Level of Risk

Recommended Action

Severe (Red)	<ul style="list-style-type: none"> • Complete all recommended actions at lower levels • Listen to radio and TV for current information and instructions • Be alert and immediately report suspicious activity to proper authorities Close school if recommended to do so by appropriate authorities • 100% identification check (i.e. driver's license retained at front office) and escort anyone entering school other than students, staff and facility • Ensure School staff members are available for students and staff
High (Orange)	<ul style="list-style-type: none"> • Complete all recommended actions at lower levels • Be alert and report suspicious activity to proper authorities • Review emergency procedures and supplies Discuss children's fears using simple terminology • Prepare to handle inquiries from anxious parents and media
Elevated (Yellow)	<ul style="list-style-type: none"> • Complete all recommended actions at lower levels • Be alert and report suspicious activity to proper authorities Ensure all emergency supplies are stocked and ready
Guarded (Blue)	<ul style="list-style-type: none"> • Complete all recommended actions at lower levels • Be alert and report suspicious activity to proper authorities Provide safety training to staff and practice emergency drills pursuant to school emergency procedures • Review communication plan and update emergency contact information • Update emergency supplies and supplements as necessary
Low (Green)	<ul style="list-style-type: none"> • Develop school emergency plans per Head Start IM's or Pls • Ensure selected staff members are trained on First aid, CPR