

The background of the cover is a collage of four images. The top-left image shows a young boy with blonde hair, wearing a blue shirt, sitting on the floor and playing with large, colorful wooden blocks. The top-right image shows a child in a white shirt and blue pants climbing a set of stairs. The bottom-left image shows a young girl in a yellow dress running and playing with a large, colorful ball. The bottom-right image shows a close-up of several wooden alphabet blocks arranged to spell out the word 'CHILD' in a curved path.

PROVIDENCE *MONTESSORI SCHOOL HOUSE*

Emergency Planning Guide (Part I)

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INTRODUCTION

This planning guide is directed to child care providers and facility managers. It is intended to provide assistance in meeting the planning requirements necessary to protect employees and children within the facility. Because of the differences in size and complexity between different child care facilities, this guide is intentionally generic in nature. In smaller facilities, there may be only one person to perform all of the functions listed here, in larger facilities a larger staff and child population may make a more complex plan appropriate. The procedures and principles discussed in this guide are no more than common sense. Use your own judgment as to how complex the plan needs to be. Remember, when it comes time to use the plan, there won't be a lot of time to read. On the other hand, a complete series of checklists might help you to remember some critical details during the excitement just after an alarm sounds.

No matter where the child care facility is or how large it is, children, staff, and even parents may be at risk as a result of natural or human-caused disasters. Effective planning and response is achieved by coordination, cooperation, and the participation of individuals and the community at large.

I. Everybody Has a Role in Emergency Planning and Response

A. The Child Care Provider or Manager

1. Develops (with help from a planning team) the facility emergency plan and coordinates it with municipal emergency management officials to make sure that it is compatible with the municipality's Emergency Operations Plan.
2. Trains staff and children in the provisions of the Emergency plan.
3. Assigns emergency responsibilities to staff members as required, with regard to individual capabilities and normal responsibilities.
4. Secures necessary training for staff members (as applicable).
5. Conducts drills and initiates needed plan revisions based on drill evaluations.
6. Keeps parents and staff members informed of emergency plan revisions.
7. Supervises periodic safety checks of the physical facility, equipment, and vehicles.
8. Provides copies of the Emergency plan to the county Emergency Management Agency (EMA).

B. The Facility Staff (as available)

1. Participates in developing the facility's Emergency plan.
2. Participates in emergency preparedness training and drills.
3. Helps children develop confidence in their ability to care for themselves.
4. Provides leadership during a period of emergency.

C. Facility Maintenance Personnel (as applicable)

1. Conducts periodic safety inspections of the facility.
2. Identifies shut off valves and switches for gas, oil, water, and electricity. Posts a chart showing shut off locations so that others can use them in an emergency.
3. Provides for emergency shut-off of the ventilating system.
4. Instructs all staff members on how to use fire extinguishers.

D. Facility Food Service Personnel *(as applicable)*

1. Maintains adequate supplies of non-perishable food and water for emergency use.
2. Rotates supplies to assure freshness.

E. Parents

1. Become familiar with the Emergency plan and procedures they are to follow.
2. Know the procedures for picking up their children after an emergency causes the facility to relocate to another site.
3. Ensure that the information that the facility has on the children and themselves is current and correct
4. Assist the facility manager in writing the plan.

F. Community

1. The community, especially local government, can be a source of:
 - a) Warning
 - b) Emergency Resources
 - c) Information
2. This assistance should come primarily from:
 - a) Municipal Governments
 - b) Emergency Medical Services
 - c) Law Enforcement Agencies
 - d) Fire Departments
3. Other possible sources of assistance include:
 - a) Individuals
 - b) Churches
 - c) Civic clubs and organizations
 - d) Businesses and industries

- e) Hospitals
- f) Local Red Cross, Salvation Army, or other voluntary service agencies

II. Preparing the Emergency Plan

Child care facility management personnel have a responsibility to staff members, occupants, parents, and anyone who happens to be in their facility, to develop an Emergency plan. Additionally, Pennsylvania child care regulations and licensing procedures require that a plan be maintained. Authority for the plan and its implementation should be established and the circumstances during which emergency procedures are to be followed must be identified. An awareness of the natural and human-caused hazards likely to occur in a particular area and a thoughtful assessment of the facility and available resources - both material and human - are required.

A. Plan Content:

It is important that facilities have a comprehensive written plan with procedures to be followed when an internal or external disaster occurs. The plan should be rehearsed periodically.

1. As a minimum, the following emergency situations should be addressed:
 - a) Fire and explosion;
 - b) Severe weather situations, including floods;
 - c) Utility failure;
 - d) Hazardous materials and radiological emergency;
 - e) Acts of terrorism or civil unrest;
 - f) Police incidents near the facility
 - f) Any other emergency that may directly impact the facility.
2. For the above emergencies, there may be common functional responses (e.g., the same evacuation procedures will work for a fire or a gas leak). The plan should include emergency procedures or checklists that are easily understood. A standardized format should be used throughout the plan that clearly establishes how procedures will be carried out. The procedures should answer the questions "who, what, when, where, and how" and allow the facility staff members to be ready to act effectively in an emergency situation.

3. The procedures should also address, as a minimum:
 - a) Special needs of clients or children (e.g. which staff and children require medication or a medical device, which may require assistance in evacuating because they are in a wheelchair, or are deaf or blind. etc.)
 - b) Notification of municipal emergency services and parents.
 - c) Provisions to shelter people inside the facility if it's more dangerous outside.
 - d) Alternate living arrangements if the sheltering is required for a period of a few days.
 - e) Evacuation plans if it's necessary to leave the facility, including means of transportation and evacuation routes if it is necessary to move outside the immediate area.
 - f) A designated "Relocation Site" outside the immediate area where staff and children will be safe if the entire area needs to be evacuated, and how to get there.
 - g) Protection of valuable records.
 - h) Notification of family members and procedures for re-uniting the children with their families.
 - i) Procedures to return the facility to normal operation after an emergency.
4. Information in the Plan
 - a) Information on charts and maps should be kept as simple as possible. Visual effectiveness can be increased by using color codes and large uncomplicated symbols.
 - b) A current list of names, addresses, phone numbers, and E-mail addresses for staff members and emergency service agencies should be developed and maintained. Privacy concerns should dictate that this information not be given to the general public. A pocket card listing this key information may be given to staff members for quick reference.
 - c) Information on hazards in the area and plans that have been made for community response to emergencies (The local and county emergency operations plan will provide this).
 - d) Information on each of the children should be available to accompany them should it be necessary to relocate in a hurry.

e) Emergency energy sources.

5. If portions of a facility's plan depend on the resources or services of somebody outside the facility, a written agreement should be executed with the other party or parties that acknowledge their participation in the plan. This mutual agreement then becomes part of the plan.

B. Plan Specifics: The following should be included in the plan:

1. A description of how the facility is to receive notification of an actual or impending disaster/emergency.
2. A description of how facility management will communicate the warning to occupants of the facility and parents.
3. A list of emergency telephone numbers, including the facility staff, parents, and community emergency services.
4. An identification of designated shelter areas or best protected areas inside the facility.
5. An identification of evacuation assembly areas, and alternate facilities (or relocation centers) outside of the facility.
6. Designation of the "All-Clear Signal" showing that it's safe to come out of shelters.
7. A description of the organization and action of staff members and other occupants in moving to shelters or evacuating and moving to host facilities.
8. A list of responsibilities and assignments(s) of staff members for anticipated emergency situations.
9. A description of education, training, and drills required to assure effective operation of the plan.
10. A provision for periodic review and revision.

C. Planning Recommendations:

The ideal plan is easy to find and easy to read during an emergency. You must keep in mind that the plan must be specific enough to give directions for immediate action, but flexible enough to allow for changes as unexpected situations develop. The planners should strive for simplicity and clarity. A few hints to consider are:

1. Provide space for the phone numbers of key responding personnel and their alternates.

2. Step-by-step procedures should be as simple as possible so that they are clear to someone unfamiliar with the plan.
3. Whenever possible, save time and avoid confusion by developing standard procedures that fit multiple situations.
4. Staff responsibilities should be as close as possible to “normal” jobs so staff members are familiar with their emergency location and responsibilities.
5. Try to keep emergency procedures similar to non-emergency procedures – this will reduce the stress on children and make it easier to manage them.
6. Use checklists to ensure that infrequently-practiced emergency jobs are done correctly.

D. The Planning Team

The Facility Manager should solicit help from staff members and even interested parents in the development or revision of the Emergency Preparedness Plan. A major part of this process will be to secure the counsel and assistance of the municipal Emergency Management Coordinator (EMC).

E. Supporting Information:

A planning team should rely on a variety of sources. Much of the information gathered to assist in planning will also be useful in emergency response.

1. Planners should know the history of natural or man-made emergencies which have affected the facility and community. Local historical clubs, emergency service agencies, libraries, and newspaper files are all good sources of information.
2. Climatic data can be supplied by local weather stations. Planners should know the general weather and climatic patterns of their area. All parts of Pennsylvania are subject to severe weather, but vulnerability to different types of weather varies widely across the State.
3. Topographic and street maps can be used to assess vulnerability to hazards such as floods, landslides, forest fires, and transportation accidents which may involve dangerous materials. They may also aid in planning traffic flow in case an evacuation is necessary.
4. Facility floor plans and blue prints offer planners a summary of building features so that internal shelter areas can be determined and facility evacuation routes planned to avoid hazardous areas (boiler rooms, etc.) and take advantage of safety construction (fire walls, etc.).

5. A local phonebook will have a wealth of information about other facilities and possible resources available. (Planners should contact facilities to get a written agreement before an emergency occurs. There's a sample Memorandum of Agreement in the Supporting Documents part of this plan.).

F. Hazard Assessment:

The first step in writing the plan is assessment of the hazards in the facility and its county, region, or metropolitan area. Use maps, local history, and climatic data to identify the hazards and determine planning priorities. While all hazards should be addressed, the greater effort will be devoted to those emergencies most likely to occur. The hazard assessment should include:

1. Evaluation of the building and site, including inspection of the grounds.
2. Evaluation of the surrounding area in terms of vegetation, buildings, or activities which may be potential hazards. Locate pipelines, rail lines, and highways that are used for the transportation of hazardous materials. Note storage areas and industries that have hazardous or radioactive materials.
3. Evaluation of the community and region. Consider natural phenomena such as tornadoes, hurricanes, and flash flooding.
4. Consider how vulnerable the facility is to terrorists or other potential acts of violence, and mitigate or plan as necessary. Check with your local law enforcement for assistance.

G. Resource Identification:

The next step is to examine resources that may be available to you during the emergency. Then apply those resources to satisfy the needs you identified, and take steps to make sure they will be available when needed.

III. Parts of the Basic Plan

While the actual appearance of the plan may vary, you should consider each of the following for inclusion. The basic Plan provided as part of this toolkit is an example of how this may look.

- A. Introductory Material: We suggest that at the very beginning of the plan you include:

1. Concurrence: A statement from those persons or organizations who are essential to the execution of the plan, or who will provide resources to accomplish the plan should be signed and included here to acknowledge that they understand their responsibility.
 2. Record of Changes: as changes are made, this is a way of keeping track of them. Of course, if you replace the entire plan, it gets a new date and the old changes don't need to be tracked.
 3. Authority: a statement by executive management that this plan contains the procedures to be used during emergency.
 4. Table of Contents: to allow users to find things in the plan.
- B. Purpose and Scope: a brief explanation of the reason for writing the plan (Purpose), and the persons to whom it applies and circumstances under which it should be used (Scope).
- C. Situation and Assumptions: briefly state information about the facility, its location and size, and the principal hazards facing it. This may seem obvious to you, but new staff, parents or emergency workers reading your plan may not be aware of the details of your facility.
- D. Basic Concepts: a description of how the facility will respond.
1. Who will be responsible for the response? Where will that person be positioned? Will there be some sort of command post?
 2. Describe the difference between sheltering and evacuation, and who will make that decision.
 3. Also describe any special teams (e.g. fire brigade) which will play a part in the response.
 4. Describe how the facility plans to accomplish the major response functions of shelter in place, evacuation, relocation, reunification & return to normal operations.
- E. Organization and Responsibilities: a listing of major responsibilities, and who answers to whom. It need not be as detailed as the listings in the checklists.

- F. Staff training – describe how staff will be made aware of the provisions of the plan, and how they will practice the procedures in it.
- G. Plan Development, Maintenance, and Distribution: should list how often the plan needs reviewed, who will review, and update it. It should also list where all of the copies are so that all copy-holders can get an update.
- H. Supersession: If you already have a plan in place, mention that the existing plan is being superseded or replaced by the new one you're writing. (If you don't have a plan, simply put N/A - not applicable). This will help to avoid any confusion about which version of the plan is to use.

IV. Checklists and Supporting Documents

- A. Checklists are Implementation Documents: The plan itself is written in a narrative format that explains things and gives a big picture. However, during an emergency, the plan may be too big or too complex. It's a lot more functional to have checklists that help people to remember important things that need done.

There is a series of checklists included as a part of this planning toolkit. You should go over each of these and modify it to fit your situation, and then use the checklists as a basis for staff training and drills. You may not need all of the checklists that are provided, or you may need to write others.

Checklists contain personal information about staff and children, and checklists contain information about emergency response plans that may prove harmful if the information fell into the wrong hands. For that reason, checklists should not be released outside of the facility.

- B. Supporting Documents: The final part of the planning toolkit is a set of "Supporting Documents" that are suggested for your use. None of these forms are mandatory, and you're encouraged to modify them to fit your own situation. The use of them will help to streamline your planning, and should result in more complete emergency procedures.

Some of the forms are marked at the bottom with a note to send the form along with the basic plan to the Emergency Management Agency. This is so the EMA is aware of what you are planning to do, and can share that information with emergency responders who may come to your aid during an emergency.

V. Planning Strategy

- A. Emergency Functions: there are several functions that need to be accomplished during emergency response that are common in many different kinds of emergencies. Rather than repeat the instructions for each Emergency, it is easier to organize the plan according to emergency functions. Different facilities

may have different circumstances, so all of the following may not be needed, or others may need to be added. With the plans for these emergency functions in place, the only decisions that need to be made during the emergency are which functions will need to be implemented.

1. Direction and Control: emergency decisions will need to be made, and everyone in the facility must know what those decisions are and who makes them.
 - a) The plan should specify who will be in charge (with an alternate) and where that person will be positioned. Depending on the size of your facility, you may need to designate a “command post” where staff can find the “Senior on-site facility person” (person in charge). An alternate command post should be designated in case an evacuation is needed.
 - b) Emergency service organizations use a control system called the “Incident Management System.” This lets all of the responders know who is in charge. It breaks each unit into sections or divisions so each leader has a manageable span of control (not greater than seven people). You should become familiar with the incident management system, and be prepared to interface with it when emergency responders arrive at your facility.
 - c) When emergency services arrive, they will be responsible for dealing with the emergency, but you will still need to be responsible for the children, and your facility. In some situations, the incident commander from the fire/police department may need a facility representative as part of a unified command.
2. Communications: this includes communications within the facility (announcing emergency measures) and outside the facility (notifying parents, answering machine, sign on door, etc.). If you plan to use cell phones or radios, mention it here. You should test this equipment regularly and consider obtaining additional communications equipment, if necessary. For example, having only telephones available for communications may be inadequate during an emergency because that is when the demand for phone lines and cell-phones is greatest. Each facility should have an alternate warning system or method which can alert the entire facility in the event of a power failure (cowbell, bullhorn, etc).
3. Evacuation: effective procedures for the orderly evacuation of a facility to a safe area are paramount. Evacuation plans should be designed to evacuate the facility as quickly and safely as possible. These should be coordinated with local government.
 - a) Evacuation instructions should:

- (1) Be given to all new staff members when hired.
 - (2) Be displayed by fire exits.
 - (3) Be provided to parents on facility tours and explained in correspondence.
- b) Evacuation routes should:
- (1) Take advantage of natural protective features (i.e. fire walls).
 - (2) Avoid hazardous areas, such as wooden stairs, open stairwells, and boiler rooms.
- c) Evacuation Plans should include each staff member's role in evacuating the building, such as designating who should:
- (1) Check rest rooms, vacant rooms, storage areas, and other spaces.
 - (2) Make sure that the "Go Kit" (a list of items in the go kit can be found in the Supporting Documents) is brought out of the building as well.
 - (3) Close windows and doors when leaving (time permitting).
 - (4) Lead evacuation lines.
 - (5) Guard or lock exits to prevent unauthorized persons from entry into building.
- d) You should always evacuate to a pre-designated "Assembly Area" close to, but a safe distance from the facility. While at the assembly area, you should:
- (1) Conduct roll-call for accountability.
 - (2) Determine whether to wait there or go on to a shelter.
- e) Display in each room in the facility a copy of the floor plan indicating evacuation route in case of fire, along with the location of the shelter to be used by the children if the emergency requires a shelter rather than evacuation.
- f) Evacuation should be conducted:
- (1) In orderly lines and no running.
 - (2) Quietly with no talking to minimize confusion and allow for changes in orders to be heard.

4. Lockdown: - If there is a dangerous person inside or immediately outside the facility, the best procedure may be to lock all interior doors and to protect the staff and children in their rooms. To do this requires immediate action on the part of staff and should be done quietly and in an orderly fashion.

- a) A coded signal to all staff should tell them that there is a danger, and that all rooms should be locked.
- b) Children should be kept inside the rooms, away from doors or windows where they can be seen
- c) The senior on-site person should summon police assistance, then try to get the dangerous person(s) to leave the facility.
- d) Staff should only unlock the doors to their rooms if they hear a previously agreed-upon “all-clear” signal.

5. Shelter in the Facility

- a) If it is unsafe for the occupants of the facility to go outside, provisions should be made to provide “protected spaces” inside. Depending on time available to move the children, it may be necessary to try to shelter in a “close” part of the facility, rather than the most protected space.
- b) In either case, these spaces should:
 - (1) Be in the interior of the building away from glass that may shatter.
 - (2) Not be in rooms with large ceiling spans (like gymnasiums or auditoriums) that may fall if subjected to shaking from an earthquake or tornado.
 - (3) Have furniture and wall-hangings secured so that they will not fall onto occupants.
- c) Suggestions on where to find these “protected spaces” are:
 - (1) In multi-story facilities.
 - (a) Use identified shelters or basements.
 - (b) Use first floor interior halls.
 - (c) Use closets, rest rooms, or other enclosed small areas away from large glassed-in areas or large open rooms.

- (2) In one-story facilities.
 - (a) Use identified shelters.
 - (b) Use interior hallways.
 - (c) Use rest rooms or other areas away from large glassed-in areas or open rooms.
 - (d) If hallways are not suitable, use the inside wall of a room on the opposite side of the corridor from which the storm is approaching.
- (3) Basements offer protection from high winds and other types of “missiles”. (Many older buildings, especially homes have small rooms off the basement that used to be cold cellars or coal bins.) Be careful though because there might be things stored in the basement that aren’t “kid-friendly.” Also, after the disaster there’s a real danger of not being able to get out – making it even more important that the emergency responders know where you are.
- d) Make a diagram of the facility that shows which areas are to be used as shelters and the quickest way to get there (Attachment 5 of the Supporting Documents). Try to list “close” shelters as well as best protected spaces if there’s a chance that a fast-breaking emergency won’t allow everyone to get to the best one.
- e) Check the space available and number of persons who will use each area (match people with space).
- f) Accountability is essential. Procedures should assign everyone to shelter, and make provisions to report to the facility manager those persons who are in the protected area.
- g) If you are being kept inside because of smoke or toxic chemicals outside, all air intakes and openings should be closed to protect the atmosphere inside.
- h) Display a copy of the shelter plan in the Manager's office.
- i) Display in each room in the facility a copy of the floor plan indicating the location of the shelter to be used by the children in that room, along with evacuation route in case of fire.
- j) Provide a copy of this information to municipal Emergency Services.

6 Shelter outside the Facility

- a) If the hazard is more widespread, it may be necessary to relocate the children and the staff to a shelter in a safe area. This “relocation facility” should be expecting you, and should be able to protect you until the danger is past and the children’s parents can pick them up.
 - b) You’ll need to let all of the parents know that you’ve relocated, and to where.
 - c) Accountability procedures should be established to ensure that all children and staff are safe at the relocation facility. You will need to supervise them until their parents can come to the new location for them. A possible plan would be the use of public shelters, or of another child care center far enough away to be safe. The municipal Emergency Management agency can help with this decision.
 - d) The plan should contain an estimate of how many children will need to be sheltered in whatever relocation facility you choose.
 - e) You should get a Memorandum of Agreement (MOA) (there are samples included in the Supporting Documents with the planning toolkit) with the relocation facility.
 - (1) You should first visit the potential relocation facility (or the office that will manage it) and explain the types of circumstances under which you may need to use their facility.
 - (2) The main reason for the MOA is to have both parties (you and the relocation facility owner/manager) acknowledge that they know you’re coming, and what you expect them to provide while you’re there..
 - (3) This is a good opportunity to spell out other details – like who is responsible for what and what rooms will be used.
- 7 Transportation will be needed if you go to a relocation facility. It will be best if you can provide transportation for all of your children and staff. Consider asking neighbors and parents if they may be available or willing to help. As a last resort, the municipal emergency management agency may be able to help, but it won't be able to guarantee that you will remain in one group, thus complicating your accountability problems.

- a) List of transportation assets: Because emergency procedures may necessitate immediate evacuation/relocation and require transportation at irregular hours, a list of the following information should be available (A sample list format is included in the Supporting Documents.):
 - (1) The number and capacity of facility owned and/or contracted transportation available for an emergency call. The names of operators and contact procedures should be included.
 - (2) The number and capacity of vehicles with specialized equipment, ramps, or hydraulic equipment (if necessary.)
- 6. Procedures to safeguard records: In order to provide for the children, there are certain records (medical, etc.) that will be needed as long as they are in your care. Other business records will be needed if you are to continue to operate after the emergency has passed. You must identify these records, and ensure that they aren't lost as a result of the emergency. If necessary, make duplicates of the records and keep them in the "go kit".
- B. Staff Training and Drills: training and drills are essential to having an effective response in times of an emergency.
 - 1. Pre-emergency training for each staff member with an emergency duty should develop awareness in all staff members of potential hazards and what measures to take to protect life and property. Training should also acquaint them with an understanding of warnings and public information announcements.
 - 2. Exercises, drills, and tests are vital parts of training and should be utilized once the staff has been trained in the procedures to follow and their respective roles.
 - a) Testing and Evaluating Response Procedures
 - (1) Drills should be carried out frequently so that everyone is familiar with the procedures.
 - (2) Procedures should be just as important as time. It's important to make sure that everyone gets it right as well as done quickly.
 - (3) Conduct drills at various times during the year. Some hazards are seasonal, but disaster has no calendar.
 - b) Drill evaluations
 - (1) Use staff members and administration as evaluators.
 - (2) Consider using municipal emergency service agencies as evaluators.

- (3) Keep records to share lessons learned with others. Use this opportunity to improve the plan.

C. Supplemental Documents: include charts, lists, and other items that will help in understanding the plan. Keep needed information easily accessible during an emergency.

VI. Understanding Specific Hazards

Even with plans based around emergency functions that are usable for a variety of emergencies, it's still helpful to understand a little about the types of emergencies that can impact the facility. Your hazard analysis may show that there are others, but these emergencies are among the most frequent in Pennsylvania.

A. Fires and Explosions

Fires and explosions are an ever present danger. They may originate within the building or threaten from without. A small fire in a rural wooded area or a built up urban area can quickly get out of control and threaten a nearby facility. Internal fires may result from anything from carelessness to arson. Explosions and resulting fires may be caused by leaking gas lines or faulty heating systems.

1. Warning and Communication

- a) Ensure that the alarm system is in good working order.
- b) In case of a malfunction, an alternate signal should be available (cowbell, whistle, bull horn, etc.).

2. Preparation

a) Equipment

(1) Staff members and children should be familiar with the location and operation of alarms and extinguishers.

(2) All equipment (including extinguishers, sprinkler systems, fire doors, etc.) should be regularly maintained in accordance with State and municipal ordinances.

- b) Training: All staff should be thoroughly trained in the differences in the types of fires (electrical, oil, chemical, etc.) and the various materials and equipment available to combat each type of fire, including commonly available substances and materials (baking soda, sand, water soaked blankets, etc.).

3. Response

- a) When a fire is discovered, an alarm should be sounded immediately
- b) Evacuate the building immediately, using the building evacuation plan.
- c) After occupants are safe, the fire department should be notified without delay.
- d) Take the “go-kit” with you.
- e) Time permitting, windows should be closed.

B. Severe Storms

Thunderstorms are a frequent occurrence in Pennsylvania. Tornadoes and tropical storms are less frequent but because of their potential to do damage, all are worthy of our attention. Thunderstorms bring with them intense rain, lightning, damaging wind in excess of 50 mph, and hail. Winds in tropical storms can get up to 100 mph. Under certain climatic conditions, thunderstorms can be a prelude to a tornado, which can generate whirling winds in excess of 200mph. Tornado damage can be very localized, while a hurricane can devastate several states. Intense rain can cause rapid rise in streams and severe flooding. While tornadoes strike with very little warning, we normally get some warning for thunderstorms, and tropical storms are tracked for days before they get to Pennsylvania.

1. Warning:

You should monitor National Oceanographic and Atmospheric Administration (NOAA) weather radio, Alert-PA or a local radio/TV station for public warnings when weather conditions indicate. Outside sirens ARE NOT sounded unless there is a danger of a tornado. The National Weather Service (NWS) issues the following:

- a) Severe Thunderstorm Watch: Indicates that weather conditions are such that a thunderstorm may develop.
- b) Severe Thunderstorm Warning: Indicates that a severe thunderstorm has developed and will probably affect those areas stated in the bulletin.
- c) Tornado Watch: Means that weather conditions are such that a tornado may develop.
- d) Tornado Warning: Means that a tornado has been sighted or indicated on RADAR and protective measures should be taken immediately.
- e) Tropical Storm Watch: Means that conditions indicate that a storm is possible, but has not yet occurred.

- f) Tropical Storm Warning: Means that a tropical storm is expected to strike the area within 24 hours. It contains an assessment of flooding dangers, high wind warnings for the storm's periphery, estimated storm effects, and recommended emergency procedures.

2. Preparation

- a) Have the facility evaluated for its ability to withstand high winds.
- b) Identify and designate the best internal protective areas within the facility.
- c) If the facility is in a particularly hazardous area, keep materials on hand to tape and/or board up windows, and provide other protection to the facility and outdoor equipment, as necessary.
- d) All staff members and children should know the "symptoms" of severe thunderstorms and tornadoes.
- e) Selected staff members should be trained as "severe weather watchers" or "tornado spotters" and know how to use the facility's warning and communication system. Know the history of tropical storms in the area and elevation of the facility above streams and rivers that may flash flood.
- f) Know safe evacuation routes to official shelters.

3. Response

- a) DO NOT stand at the window to watch
- b) When you receive a tornado warning or if a tornado sighting is reported, children and staff members should seek shelter WITHIN the building or in a designated tornado shelter.
- c) If your facility has a tornado alarm system, it is important that the sound of this alarm not be confused with that of a fire alarm or any other evacuation signal.
- d) During a severe thunderstorm warning, or during periods of particularly high winds, keep children away from glass.
- e) Every facility should also establish a manually operated backup warning system.
- f) During the watch, store portable equipment, outdoor furniture, etc., inside the facility away from shelter areas.
- g) During the warning, secure or store articles which may act as missiles.

- h) If there is insufficient time to take shelter,
 - (1) Go to the inside wall of a room away from windows.
 - (2) Sit or crouch on the floor next to an inside wall or get under tables or other furniture by sitting or lying prone on the floor, face down.

C. Flooding

Because of its vast network of rivers, creeks, and streams, the State is considered to be flood prone. Flooding may be caused by heavy rains, fast snow melts, or dam failures. When this occurs, the natural waterways can become raging torrents capable of great destruction.

1. Warning:

Except in the case of flash flooding, the onset of most floods is a relatively slow process with the buildup taking several days. Progressive situation reports are available from the NWS and the River Forecast Center district office of the NOAA.

- a) Flash flood watches are issued by the NWS to the public by radio/TV stations. A watch means that flooding MAY occur.
- b) Flash flood warnings are issued by the NWS to the public by radio/TV stations when flooding is actually occurring. Many municipalities have local flash flood warning systems to assist in the dissemination of this information.

2. Preparation

- a) Know what a forecast river height means as it relates to the facility. Helpful information includes:

- (1) Knowledge of how elevations relate to river gauges from which a forecast is prepared.
 - (2) Know whether or not the facility is in a flood plain.

3. Response

- a) Evacuate children to shelters.
- b) Shut off water at mains so contaminated water will not back up into facility supplies.

D. Winter Storms

The dangers of winter storms are the intense cold, snow, ice, breakdown of transportation due to road conditions, and disruption of electrical power. These conditions may incapacitate an area, making transportation difficult and disrupting utility service.

1. Warning

Snow and ice storm watches and warnings are issued by the NWS. When such weather threatens, monitor a local radio/TV station for bulletins.

2. Preparation

- a) Establish procedures for securing the facility against damage to utilities (frozen water pipes, etc.).
- b) Prepare the facility's vehicles for emergency travel on ice and snow (tire chains, etc.).
- c) Check emergency and alternate utility sources. Possibly the greatest hazard in severe weather is the loss of electrical power and thus heat and light. You may want to have a gas-powered generator or an alternate source of heat.
- d) Prepare to extend operations in case parents can't travel to pick up their children.

3. Response

- a) Conserve utilities by maintaining the lowest temperature consistent with health needs.
- b) Take pre-determined measures to secure the facility against storm damage, prevent bursting pipes, etc.

E. Hazardous and Radioactive Materials

Many types of hazardous substances including radioactive materials are shipped daily across the state. Municipal EMCs and fire departments maintain information concerning extremely hazardous and radioactive materials that are stored, used, or manufactured in the area. Accordingly, facility emergency planners should coordinate with these municipal officials.

1. Warning

Warning of a hazardous or radioactive material incident is usually received from the fire or police department or the EMA when such an incident occurs close to or on facility property.

2. Response

- a) Determine whether it is safer to shelter occupants or to evacuate the facility.
- b) If it's necessary to evacuate the area, move crosswind; never directly into or against the wind which may be carrying fumes. Upon reaching a point of safety, take a roll call.
- c) Occupants must not return until the emergency services personnel have declared the area to be safe.

F. Earthquakes

Parts of the State have experienced minor earthquakes. Individuals who have experienced them can attest to the fact that even a mild one can be frightening. This is particularly so if one is not informed of the precautions to take.

1. Warning

Earthquakes generally occur without warning. Seismologists can identify areas where earthquakes are most likely to occur, but cannot yet predict the exact time and place.

2. Preparation

- a) Secure standing objects such as bookcases and water heaters, especially if there is potential for them to fall and hurt someone.
- b) Provide earthquake safety information to parents and staff members.

3. Response

a) During the shaking

(1) Keep calm - do not leave the location. Assess the situation, and then act. Remember, falling debris is the direct cause of most injuries and deaths.

(2) If indoors - stay there.

(a) Take cover under desks, tables or other heavy furniture.

(b) Take cover in interior doorways or narrow hallways.

(c) Stay away from windows and beware of falling objects.

(3) If outdoors - stay in the open.

(a) Move away from the building, if possible.

(b) Avoid downed utility poles and overhead wires.

b) After the shaking stops

(1) Evacuate - Move to open areas away from the building.

(2) Do not re-enter the building until authorities have checked it for possible structural damage, leaking gas lines and other utility disruptions.

(3) Take a roll call to account for everyone.

(4) If a radio is available, listen for news bulletins.

G. Unexpected Utility Failures

Unexpected utility failures or incidents are common occurrences and may happen at any time. An undetected gas line leak may require only a spark to set off an explosion. Flooding from a broken water main may cause extensive damage to the property and facility and cause power failures. An electrical failure may result in the loss of refrigerated food supplies and medicines, or create a severe fire hazard.

1. Warning

In this context, the "unexpected" means that there will be no warning.

2. Preparation

a) Identify the possible effects that the loss of each utility may have on the facility. As an example, loss of electricity might affect the heating and cooling system.

b) Keep an accurate blueprint of all utility lines and pipes associated with the facility and grounds.

c) Develop procedures for an emergency shutdown of utilities.

d) Maintain a list of phone numbers, including night and day emergency reporting and repair services, of all serving utility companies.

e) Minimize threats of failure through the use of good maintenance practices.

3. Response

a) Gas Line Break/Leak

- (1) Evacuate the facility immediately.
- (2) Notify maintenance staff, manager, local utility companies, and police and fire departments.
- (3) Shut off the main valve.
- (4) Do not re-enter the facility until emergency officials say it is safe.

b) Electric Power Failure

- (1) Notify the electric company.
- (2) Notify the maintenance staff.
- (3) If there is a danger of fire, evacuate the facility.
- (4) If an electrical short is suspected, turn off power at the main control point.

c) Water Main Break

- (1) Call the facility maintenance personnel.
- (2) Shut off the valve at the primary control point.

H. Terrorism and Other Potentially Violent Situations

It is an unfortunate sign of the world in which we live that there are persons who desire to cause damages similar to the damages caused by natural disasters. Sometimes, the reasons are personal, and directed against the family of one of the children in your center, or it could be simply faceless terrorism. Generally a terrorist will inflict damage in order to disrupt the way we do things or to gain attention for his/her cause. The results of these actions are hard to predict, but they are seldom all that different from the results of severe weather or of a hazardous materials release. An important thing to remember is that any terrorist action is illegal, and local police will need to be notified whenever any criminal, suspicious, or potentially terrorist activities occur.

1. Warning

Most acts of violence happen without warning.

2. Preparation

- a) Consider the ways that your facility is viewed in the community and the reaction in the media should a terrorist act occur.

- b) Active coordination with local law enforcement will give you a better idea of the vulnerability of your facility to terrorist attack and law enforcement's role in the response to suspicious activity.
 - c) Be aware of what's going on in the world. The federal Department of Homeland Security tries to communicate the level of threat by using a color-coded system (called the Homeland Security Alert System (HSAS)). Governmental, public, and private facilities should watch for changes in the color codes and adjust their activities accordingly. The American Red Cross has defined a series of checklists for schools. These have been adapted for child care centers (Attachment A). They are presented to you as an example. Review these to see how you can implement them at your facility.
 - d) Be vigilant, constantly on the lookout for unusual persons or things such as:
 - (1) Unusual unsolicited deliveries
 - (2) Suspicious items left around the outside of the facility
 - (3) Individuals "hanging around" for no apparent reason
 - e) Enforce facility security. Restrict visitors to only public areas. Ensure that all visitors are identified and appropriately cleared before they enter the facility.
3. Response: Response to the consequences of a terrorist or violent act will depend on the hazards presented.
- a) Armed Intruder - Call for help. Try to get the children to safety, either through a facility-wide lockdown, or by moving them to a locked safe room. If it is feasible, quickly take them outside the building to safety. DO NOT try to confront the intruder and make him/her even more violent. Try to remain calm and to calm down the intruder.
 - b) Hostage situation - Call for help. Don't endanger yourself or any of the other children by trying some sort of rescue. Pay attention to the captor(s), try to get details of what they want, and accommodate them. Provide as much information as possible to the police when they arrive.
 - c) Bomb - any unknown package could be a bomb. If you have any reason to believe that it is, EVACUATE IMMEDIATELY and let the experts deal with it. There can be no possible value in unnecessarily endangering yourself or members of your staff.

- d) Bomb threat - usually the threat comes via phone. Keep a checklist (Attachment B) near the phone to get the details from the caller that might help find the device, pin down when it's supposed to explode, and possibly figure out who the perpetrator is.
- 4. Bear in mind that the criminals/terrorists may have multiple attacks planned. They might use an explosion to get you to evacuate, and be waiting to take children hostage once you get them outside. This is the reason that we do not give the details of our emergency plans to anyone who doesn't need to know. It's also a good idea to check to see if the "coast is clear" before you try to move the children.

I. Radiological Emergencies due to Nuclear Power Plant Incidents

Pennsylvania is host to five nuclear power plants. Because of the political sensitivity and the attention given to safety surrounding them, the Nuclear Regulatory Commission requires that each plant have specially-developed offsite emergency response plans for everyone within ten miles of the plant. These plans are maintained by county and local emergency management agencies. The requirements of your facility should be no different than the requirements placed on it by the natural or technological hazards discussed above. If you are within ten miles of a nuclear power plant (or if you THINK you are) contact your EMA office to ensure that your plans fit into the larger plans that are maintained for the entire Emergency Planning Zone around the plant.

J. Other Threats

Consideration must also be given to the possibility of other potential disaster situations to which the facility may be vulnerable. As an example, it is likely that children will be affected by heat in the summer. Less likely is the threat of tidal wave or volcano. Planners must consider all possible situations while concentrating on those which are most likely to occur.

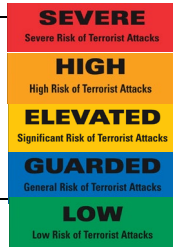
VII. **Suggested Weblinks**






There is an abundance of websites available to provide assistance. We recommend the following (note, content on some of these websites changes. Articles on emergency planning may no longer be available.):

- a) The Pennsylvania Emergency Management Agency – www.PEMA.state.pa.us
- b) The Pennsylvania Chapter of the American Academy of Pediatrics - www.paaap.org
- c) The American Red Cross – www.redcross.org
- d) The Federal Emergency Management Agency - www.fema.gov
- e) The National Association of School Psychologists - www.nasponline.org
- f) www.zerotothree.org
- g) www.knowledgelearning.com

ATTACHMENT A - HSAS MEASURES

Homeland Security Advisory System Recommendations for Child Care Centers



Risk Level	Recommended Actions
Red 	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower levels</i> • Be alert to suspicious activity and report it to proper authorities immediately • Close center if recommended to do so by appropriate authorities • 100% identification check (i.e.-driver's license retained at front office) and escort of anyone entering the facility)
Orange 	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower levels</i> • Be alert to suspicious activity and report it to proper authorities • Listen to radio/TV for current information/instructions • Prepare to handle inquiries from anxious parents • Discuss children's fears concerning possible terrorist attacks (Consider The Red Cross "Facing Fear: Helping Young People Deal with terrorism and Tragic Events" material)
Yellow 	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower levels</i> • Be alert to suspicious activity and report it to the proper authorities • Review emergency plans • Ensure all emergency supplies are stocked and ready • Send a reminder of emergency procedures home with children
Blue 	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower level</i> • Be alert to suspicious activity and report it to proper authorities • Conduct safety training/emergency drills following the written emergency plan • Review the communication plan to be sure that phone numbers are updated • Continue exercising and training for emergency response
Green 	<ul style="list-style-type: none"> • Develop written emergency plans to address all hazards including plans to maintain the safety of children and staff as well as an emergency communication plan to notify parents in times of emergency. • Disseminate relevant information to families of children, staff and faculty. • Ensure selected staff members take CERT, CPR/AED or first aid courses

Your local American Red Cross chapter has materials available to assist you in developing preparedness capabilities. This material has been adapted from ARC 1465(Rev. 8-2002), a publication of the American National Red Cross.

ATTACHMENT B - BOMB THREAT CHECKLIST

Bomb Threat Checklist

Time of Call: _____ Date: _____

Person Receiving Call: _____ Phone # _____

Exactly what did the caller say? (*Information to be obtained as accurately as possible*)

Ask the caller:

1. When is bomb going to explode? _____
2. Where is it right now? _____
3. What does it look like? _____
4. What kind of bomb is it? _____
5. Did you place the bomb? _____
6. What will cause it to explode? _____
7. Why? _____
8. What is your address? _____
9. What is your name? _____

About the Caller

Gender of Caller: _____ Race of Caller: _____

Approximate Age of Caller: _____

Caller's Voice (e.g., calm, angry, slow, crying, accent, etc.): _____

Was voice familiar? If so, who? _____

Background Sounds: (e.g., street noises, voices, motors, machinery etc.) _____

Other: _____

Threat Language (e.g., well-spoken, foul, irrational, incoherent, taped): _____

ATTACHMENT C GLOSSARY OF TERMS USED IN THIS TOOLKIT

Assembly Area: A safe area to gather children and staff outside the building and away from danger, prior to transport or departure to a Relocation Facility.

Basic Emergency Plan: The “Public Part” of your Emergency Plan which must be posted and can be shared if requested. This part provides the overall assignments and concepts, but doesn’t go into a lot of detail.(The first five pages of the document).

Checklists: The second portion of your Emergency Plan; describes procedures in a checklist format to provide a guide in an orderly means to react to specific events during emergencies. (not to be shared publicly).

Checkpoints: Specific “stations” in the Child Care Center where staff is posted to assure all children and staff are evacuated from the building.

HVAC: Heating, Ventilation, Air Conditioning

Human Caused Disaster: Some examples, but not limited to: Fires, Nuclear Accidents, Hazardous Materials Incidents, Power Outage, Terrorist or Criminal Activities.

Incident Commander: The individual in charge at an emergency event. This term is used commonly by the emergency services (fire, police, ambulance services, etc.)

Local Emergency Officials: May be from the local municipality in which the Child Care Center is located, the county, an adjoining or close municipality or Pennsylvania State Police. For purposes of this plan includes Fire, Emergency Medical Services, Law Enforcement as well as a Local Emergency Management Coordinator (LEMC).

Municipality: The local government where the child care facility resides. Counties are also municipalities, but locally, it is often better to refer to the Borough, Township, or City (This does not mean the post office that is mentioned in your mailing address).

Natural Disaster: Some examples, but not limited to: Flooding, Winter Storms, Severe Thunderstorms, Hurricanes, Tornados.

NOAA Weather Radio: NOAA (National Oceanic and Atmospheric Administration) activated electronic receiver from which automatically turns on to deliver weather advisories, watches, warnings or other all hazards emergency warnings or directions.

Notice of Relocation: A document or placard posted to advise of evacuation to a relocation facility. It is suggested that this posting use a code for the actual location so as to not reveal the actual location of the children.

Protective Action: The decision to: evacuate (close in), relocate (distant), shelter in place, or lock down

Relocation Facility, Center, or Shelter: These terms are interchangeable. The alternate building or site your child care facility will evacuate to in the event of an emergency or disaster.

Close In: May be with-in walking distance or a short distance from your original site

Distant: Requires motorized transportation resources to move at least 10 miles from your original site

Shelter in Place: Remain indoors, close all doors, close and lock all windows, turn off any equipment or HVAC that brings in air from outside, gather those outdoors back inside, remain indoors until an “all clear” is given.

Supporting Documents: The third portion of your Emergency Plan; should have documentation that supports your child care facility during emergencies. Some examples may be but are not limited to: A staff roster with contact numbers, copies of agreements with relocation facilities, transportation resource information, parent contact roster, etc.

Utilities: water, gas, electric, telephone any single utility or combination there-of.

PROVIDENCE
MONTESORI SCHOOL HOUSE

Basic Emergency Plan (Part II)

Physical School at: 3768 Germantown Pike Collegeville, PA 19426
Borough/City: Collegeville Township: Lower Providence County: Montgomery
Mailing Address: 2807 Foster Avenue Eagleville, PA 19403

Date: February 2013

Revised: Jan 2021, June 2024, July 2025

Foreword

This emergency plan describes the procedures that will be used by Providence Montessori School House to provide for the care and the well-being of the children under our care and our staff. This plan is meant to address circumstances that threaten lives and property. The procedures outlined in this plan constitute those temporary measures that will be taken to provide the best available protection for persons under our care. The plan relies on the organization and procedures that are followed on a day-to-day basis. The intent is not to introduce new ways of doing things during high-stress situations.

Much of what is needed to implement a plan like this one should be treated as sensitive information. The exact locations of shelters and assembly areas and the routes to be taken during an evacuation may be useful information to someone with ulterior motives. For this reason, parts of the plan will not be released to the general public. Important details from the plan are sent home with parents in orientation materials and periodic mailings. The entire plan is available for parents to review in the facility.

The plan itself is organized into three parts; the "Basic Emergency Plan"; a series of checklists and a series of supporting documents. The Basic Emergency Plan provides overall concepts and assignment of responsibility. It does not contain great amounts of detail. The detail in the attachments and checklists should be confidential. The information in the checklists is arranged by function, recognizing that the evacuation planned for a HAZMAT spill will work just as well for a winter storm.

Public safety officials should be aware of the provisions of this plan. The Department of Public Welfare licensing representative will also review the plan when inspecting the facility. The responsibility of the Child Care facility is to maintain and implement the plan. A current copy of the plan will be provided to the county emergency management agency. The County should forward the plan to local emergency officials if appropriate.

CONCURRENCE BY OUTSIDE RESOURCES

We have examined the Emergency Plan for Providence Montessori School House and are aware of requirements.

Date	Organization	Signature	Date Plan Received	Copy Number

RECORD OF CHANGES AND REVIEW

Date of Change	Summary of Change	Signature of Person Making Change	Date Change Distributed
June 2024	Physical address, personnel list, emergency Shelter location and MOU, emergency plan delivery		
June 2025	Personnel contact list, review dates, Police and emergency plan review Point of contacts		

SIGNATURE OF RESPONSIBLE PARTY

I have reviewed this plan and the procedures outlined in it. These procedures will be followed in case there is an emergency affecting the facility.

Signature of facility/owner/operator

Title

Date

Signature of facility/owner/operator

Title

Date

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1. PURPOSE AND SCOPE

- To provide for the protection of children and staff in the event of a natural or human caused emergency or disaster.
- To assure coordination and cooperation with local and county government and emergency services.
- The provisions of this plan are designed for situations involving groups of children or the entire facility. This plan is not designed to address emergency situations involving individual children or staff members.

2. SITUATION AND ASSUMPTIONS

- The Providence Montessori School House is located at 115 Second Avenue, Collegeville, PA 19426 and normally has 74 children and 11 staff. Normal operating hours for the facility are 7:00 am to 6:00 pm Monday thru Friday. The facility assumes responsibility for the health and safety of the children attending the facility.
- The facility is located in Upper Providence Township and Collegeville Borough whose emergency management agency will be the primary source of governmental assistance during an emergency.
- Assistance during emergencies will be dispatched through the Montgomery County 9-1-1 call center and be coordinated by the Montgomery County Emergency Management Agency.
- The facility may be subject to the following natural disasters and emergencies:

With consultation of Montgomery County Emergency Services it is determined that the following are potential natural disasters that could occur at this schools' location:

- **Bomb Threat**
- **Fire**
- **Hazardous Emergency**
- **Medical Emergency**
- **Nuclear Emergency**
- **Severe Weather** (flood, snow, ice, high winds, temperature extremes,
- **Security/lockdown** (civil disturbance, threat of violence, intruder, hostage, disgruntled employee or parent
- **Utility Disruption** (water, heat, electricity)

3. **CONCEPT OF OPERATIONS**

- General:
 - Direction and Control – The facility director will assume responsibility for emergency actions until the arrival of emergency service personnel.
 - The director will gather and record information necessary to determine appropriate emergency actions.
 - In an emergency, child care staff and resources will be focused on providing for the safety and well being of children and staff.
- In the absence of the senior on-site facility person, the following facility person(s) will take charge:
Primary: **Amy Augustine, Head of School**

Secondary: **Tara Baglivo, Assitant Head of School**
- Regular drills on emergency plans, procedures and duties will be conducted to:
 - Provide training for staff, including substitutes;
 - Orient children on emergency procedures and responsibilities; and
 - Develop skills needed for a real emergency.
- Special Medical, Physical or Behavioral Needs
 - The child care facility will maintain a current listing of any children or staff who has a condition that may require special consideration or action to allow that person to take appropriate protective measures during an emergency (See Supporting Documents, Attachment 12.) The listing will include both long-term and short-term disabilities.
 - A staff member will be assigned responsibility to ensure that those individuals take the appropriate protective measures (evacuate or shelter in place.)
 - If special needs include medications or any physical equipment, a staff member will be assigned responsibility to ensure that the medications or equipment accompany the individual with special needs.
 - If the necessary specialized equipment requires batteries or supplies, those will be stocked and moved as well.
 - The listing of special needs personnel and medicine/equipment will be provided to county EMA along with the annual plan review.
- Accountability
 - Children will only be released to a parent or to an individual designated in writing by the parent. In an emergency, a child may be released to an individual upon verbal approval by the parent if the individual's identity can be verified by a staff person;

- In case of an evacuation, attendance will be taken at the assembly area, upon boarding and exiting the emergency transport vehicle(s) (if used) and upon the arrival at the relocation facility. Staff: child ratio and supervision requirements must be met during an evacuation.

4. ORGANIZATION AND RESPONSIBILITIES

- School owner will:
 - Be familiar with emergency plans for the municipality (borough, city, township and county).
 - Ensure agreements are current with relocation facilities and transportation providers (if applicable).
 - Determine a course of action to be taken during an emergency.
 - Maintain this plan in a current and usable state.
 - Encourage parents to tune to local media for information during an emergency.
 - Ensure that parents are aware of what is happening to their children.
 - Keep the staff aware of the status of the emergency.
 - Determine the number and types of transportation needed if evacuation or relocation is required.
 - Ensure children's emergency records are taken to the evacuation/relocation site.
 - When emergency services arrive, locate the Incident Commander and provide information about the status of the children, staff, and the facility.
 - Retain responsibility for the children and staff while the responders are dealing with the emergency.
 - Stay available to responders to provide information about the facility.
- Staff will:
 - Review and assist in keeping plans and checklists current.
 - Maintain supervision of children until they are released to parents or guardians.
 - Perform special assignments as specified in the plan checklists.
- Parents are requested to:
 - Be familiar with plans and procedures for ensuring safety of the children.
 - Tune to designated local media for information and instructions during an emergency.

5. AUTHORITY AND REFERENCES

Child Care Centers 55 Pa. Code §3270.27:

<http://www.pacode.com/secure/data/055/chapter3270/s3270.27.html>

6. PLAN DEVELOPMENT, MAINTENANCE AND DISTRIBUTION

- The legal entity/owner/operator of the school facility is responsible for:
 - The development, execution, and maintenance of the emergency plan.
 - Annual review and update of the plan.
 - Documenting the review on the Record of Changes and Review (page ii)
 - Making sure that copies of the plan are distributed
- Distribute the Emergency Plan to:
 - Montgomery Emergency Management Agency
 - Collegeville Police Department
 - PA State Police- Skippack Office

7. SUPERCESSION

This plan supersedes all previously developed emergency plans.

PROVIDENCE
MONTESSORI SCHOOL HOUSE

**Child Care Emergency
Checklists
(Part III)**

Date: February 2013
Revised: Jan 2021
Reviewed: June 2024
Reviewed: July 2025

These checklists support the Providence Montessori School House Child Care Emergency Plan. They are CONFIDENTIAL, and not to be released outside the facility, except to emergency response organizations.

CHECKLIST A: DIRECTION AND CONTROL OPERATIONS

The direction and control activities outlined in this annex apply to all emergency situations. Some of the activities, to include annotating when tasks are completed, may be assigned to individual staff. It is important that each person know what (s)he is responsible to do.

Item
Senior On-site Facility Person
Amy Augustine, owner is first in charge of the facility
The Educator Director is 2nd in charge of the facility
Considerations for Protective Action Decision
<i>Evacuation may not be the best decision. Sudden occurrences (explosions, tornadoes, etc.), violent storms/weather conditions, hazardous materials events and an armed intruder or suspicious person outside may make sheltering in place or lockdown options the best choice.</i>
Monitor Weather Radio.
Gather information from sources in the facility about the emergency.
Gather information from County/Local EMA & Emergency Services about the emergency.
Consider: Is there time to evacuate?
Consider: Is it safe outside?
Consider: Is there time to send the children home?
Consider: Are the children's homes in a danger area?
Consider: Can the children & staff be safe inside the building?
Consider: How long will this event last?
Identify children whose homes are not in safe areas.
Identify the appropriate protective action.
Notify parents and staff of protective action decision.
Modified Activities
<i>Emergencies may not affect those protected inside the facility, but may require adjustment of schedule, early dismissal or cancellation of certain activities.</i>
Cancel all out-of building activities.
Determine the extent of cancellations and schedule modifications.
Make provisions to keep those children whose homes are not in a safe area.

CHECKLIST B: PROTECTIVE ACTIONS

Procedures to accomplish one of five pre-planned protective actions: Lockdown, Immediate Shelter, Immediate Evacuation, Shelter in Place or Evacuation to Relocation Facility. NOTE: "Go-Kits" should be pre-prepared to accompany you wherever you need to go. Contents of go-kits are specified.

Item
Lockdown
Sound alarm "lockdown" via intercom announcement, to lock all doors & shelter children at facility.
Notify 9-1-1.
Police search building to find intruder.
Notify parents.
Sound "All-Safe" signal (via intercom announcement state "all safe").
Item
Immediate Shelter
<i>If there is not sufficient time to move the children to the safest spot in the facility (tornado) whatever shelter is available at or near the children's classroom should be used.</i>
Sound Alarm.
Unlock doors to closets and utility spaces designated as shelters.
Move the children to the closest shelter areas. Interior walls and without windows
Move "Go Kits," medications and special needs equipment to shelter area (time permitting).
Close air intakes for HVAC (time permitting).
Turn off utilities to avoid fire/explosion (if situation warrants).
Close windows, blinds, drapes & doors to block debris from becoming missiles.
Notify 9-1-1.
Take attendance as soon as the immediate hazard passes.
Maintains control of the children until instructed to move to another location.
Brief emergency services when they arrive on-site.
Search building for hazards.
Sound "All-Safe" signal (via intercom announcement state "all safe").
Item
Immediate Evacuation
<i>Some emergencies require that everyone leave the facility as soon as possible. There normally isn't time to arrange transportation or get to another facility. Immediate activation moves everyone to a safe "assembly area" outside, but near the facility.</i>
Sound Alarm.
Ensure that the pre-designated assembly area, Rear Playground is safe.
Post evacuation monitors in hallways and at doors.
Name: Amy C Augsutine Location: Rear Exit at bottom of stairwell to playground
Name: Melanie Pyrih Location: Hallway/Rear Exit in all-purpose area
Lead children in an orderly fashion out of the building to the designated

assembly area.
Ensure that children/staff who need help getting out have been evacuated.
Take attendance as soon as the children arrive in the assembly area.
Move "Go Kits" medications and special needs equipment to assembly area (time permitting).
Notify 9-1-1.
Move to another shelter if the assembly area is exposed to inclement weather.
Maintain control of the children until instructed to return to facility, or go to another location.
If safe, search building to ensure that everyone is out Search Team Members: Cassandra Maloney & Amy Augustine
Brief emergency services when they arrive on-site.
Determine building is safe from any hazards prior to returning to the facility (request expert advice/assistance as appropriate).
Sound "All-Safe" signal :Local authorities in charge of emergency or owner will announce "all safe"
Brief emergency services regarding final status.
Item
Shelter in Place
<i>If the emergency makes it unsafe to go outside and there is sufficient warning time, it's best to move the children to a spot in the facility that offers the best protection. It may be necessary to stay there for several hours – or even a few days.</i>
Ensure that designated shelter areas are ready to receive and shelter children and staff.
Staff move their assigned children to the pre-designated shelter areas.
Ensure that children/staff who need help moving have arrived in shelter areas.
Take attendance to establish accountability for all children and staff.
Remain in place and await further instructions from designated staff person or emergency services.
Notify 9-1-1.
"Go Kits," medications and special needs equipment moved to shelter areas.
Maintain control of the group until instructed to move to another location.
Close windows, blinds, drapes & doors to impede debris from becoming missiles.
Close air intakes for HVAC.
Reduce all other sources of external air.
Staff take attendance as soon as they arrive in the shelter area.
Time permitting, place food and beverages in closed containers.
Brief emergency services when they arrive on-site.
Provide meals/snacks to sheltered children and staff if the duration of the emergency warrants.
Determine building is safe from any hazards prior to returning to normal operations (request expert advice/assistance as appropriate)..
Sound "All-Safe" signal (via intercom announcement state "all safe").

Item
<p align="center">Evacuation to a Relocation Facility</p> <p><i>If the entire neighborhood is in danger, it may be necessary to move the children and staff to another facility that is far enough away to not be in danger. It's convenient if that "relocation facility" is another child care center because it has facilities and equipment. If nothing else is available, the community may have evacuation shelters established.</i></p>
<p>Notify relocation Facility: St James Outreach House 147 Evansburg Rd, Collegeville, PA 19426</p>
Call for pre-planned transportation vehicles (if needed).
Take attendance for accountability and to determine exact number of transport seats needed.
Transportation arrives at the facility.
Notify county EMA (dial 911) of failure in transportation resources.
Give each driver a map to Relocation Facility in case vehicles get separated. Attach appropriate maps to this checklist.
Load "Go Kits" medications and special needs equipment are on transportation.
Ensure that all children and staff, including those who need assistance are aboard the transportation and arrive in shelter areas.
Post "Notice of Relocation" (Part III, Annex11).
Take attendance for accountability before transportation departs.
Transportation departs for Relocation Facility.
Take attendance for accountability when you arrive at relocation facility.
Move children to areas designated for their use at Relocation Facility.
Retain supervision and accountability for all children.
Take attendance and report numbers to designated staff person.
Notify parents of the relocation of children.

CHECKLIST C: EMERGENCY SUPPORT FUNCTIONS

Procedures to accomplish functions required to support emergency action.

Item
Building Security
Lock facilities, leaving only one entry/exit point.
Staff checkpoints to ensure there are no intruders (see diagram).
Communications
Get information on hazards
Monitor weather radio to find out about emergencies.
Monitor local radio/TV stations to stay aware the progress of an emergency
Communicate with parents
Use land-line telephone (primary means of communication).
Make backup communication system available (cell phones).
Time permitting post current facility status on the facility website (if available.)
Use text messaging and social networking sites to notify parents
Communicate within the facility
Sound appropriate alarm for Protective Action decided (evacuate immediately, shelter or evacuate to host).
Establish contact with relocation facility as soon as evacuation is considered.
Go Kits
Contain emergency contact information and pick-up authorizations for all of the children.
Contain medication and other equipment (with instructions for use) for the children and staff.
Contain special medical information, including allergies on children and staff.
Contain first aid supplies.
Contain water & snacks for everyone (time permitting).
Contain important business records (second priority)
Other
Medical Emergencies
Render first aid as needed/feasible.
Brief Ambulance/EMS personnel when they arrive.
Medical Procedures
Review list of special needs children (lists in "go-kit").
Ensure individual staff are with children with special needs.
Take all medication to be moved if children relocate (in go-kit).
Take first aid supplies to accompany the children (first aid supplies in "go-kit").
Examine all children/staff for injuries after emergency has passed.
Establish and maintain log of any medication administered.

Public Utilities
Shut off Electricity manually.
Shut off Water manually.
Shut off Gas manually.
Important Records
<i>When possible, important records, including business records should be backed up regularly and stored in a secure site away from the facility.</i>
Put emergency contact information and parental permissions, etc in "Go-Kit".
Put business records (license, employee training, lease, etc.) in "Go-Kit".
Put records relating to special needs or medications(etc)
Recovery
Develop a plan based on damage survey to clean up the center and make it safe for reoccupation.
Begin clean-up and repair.
Keep records of costs for insurance reasons

PROVIDENCE
MONTESSORI SCHOOL HOUSE

**Child Care Emergency
Supporting Documents
(Part IV)**

Date: February 2013
Revised: Jan 2021
Revised: July 2024

These documents support the Providence Montessori School House Emergency Plan. They are CONFIDENTIAL, and not to be released outside the facility, except to emergency response organizations.

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ATTACHMENT 1 – NOTIFICATION PHONE LIST

CHILD CARE FACILITY/OFFICE/AGENCY	TELEPHONE #	E-MAIL
Name of Facility Director <u>Amy Augustine</u>	484-318-9158	Amy@providencemontessori.org
Facility Staff Roster	Attachment (1a)	
Montgomery County Emergency Management Agency	610-631-6530	tsullivan@mail.montcopa.org aatkins@montcopa.org Amanda Atkins
Local Emergency Services Emergency Number	9-1-1	
Local Emergency Services Non-emergency number Lower Providence Police Dept	610-539-5901	
Child Care Facility Relocation Facility	610-489-7564	St James Church Outreach House 147 Evansburg Rd rector@stjames-episcopal.org office@stjames-episcopal.org
Facility Transportation Provider(s)- Evacuation facility is in walking distance and does not require transportation	N/A	Local authorities in charge of an emergency will arrange for safe transportation of children

Staff Member Name	Cell Phone #
Augustine, Amy	484.318.9158
Pyrih, Melanie	732.718.1048
Baglivo, Tara	267-371-2133
Lowry, Amanda	201-316-4561
Causland, Nicole	610-858-3127
Imerito, Janet	201-315-1317
Non-staff Building Maintenance Christopher Augustine	610.476.3394

ATTACHMENT 1(a) – Faculty Staff Roster

ATTACHMENT 2 – PARENT/GUARDIAN ROSTER

(see classroom specific binders)

Each classroom will contain a binder with emergency contact information/parental consent form for each child in their classroom.

ATTACHMENT 3 – TRANSPORTATION ASSETS

If it becomes necessary to relocate the children to a safer location, the following transportation will be used.

No personal vehicles will be used. If relocation is required beyond the predetermined evacuation site we will follow the directions from local authority in charge of such emergency.

Number of children/staff who will need to be moved is approx.50 children and approx..6 adults

Amount of supplies and records that will need to moved: Emergency Preparedness Binder from each classroom and 2 Emergency Backpack Kits.

Providence Montessori School House
2nd Floor
3768 Germantown Pike
Colleville, PA 1926

Providence Montessori
School House
2nd Floor
3768 Germantown Pike
Colleville, PA 1926

ATTACHMENT 5 – EVACUATION PLAN MAP TO RELOCATION CENTER

DRAWING OF EVACUATION ROUTE

FROM: (A) Providence Montessori School House 3758 Germantown Pike, Collegeville, PA

TO : (B) St James Church Outreach House, 147 Evansburg Rd, Collegeville, PA



**ATTACHMENT 6 –MEMORANDA OF AGREEMENT (MOA) WITH
RELOCATION FACILITY**

**PROVIDENCE
MONTESSORI SCHOOL HOUSE, LLC**

2807 Foster Avenue
Eagleville, PA 19403
610-409-6000
www.providencemontessori.org

The Rev. Dr. Mike Sowards
Rector
St. James' Episcopal Church
3768 Germantown Pike
Collegeville, PA 19426

The letter shall serve as formal request and memorandum of understanding between Providence Montessori School House of Collegeville, PA and St James Outreach House, Collegeville, PA to permit Providence Montessori School House, LLC (PMSH) located at 3268 Germantown Pike , Collegeville, PA staff and children to utilize the facilities of the St James Outreach House in the event an emergency evacuation of our facility is required.

In the event of an emergency during days and times when school is in session, we will make direct contact with you or official on duty at St James Outreach House to arrange to use the building. Normal school hours are 8am AM until 4:00pmPM Monday thru Friday.

During an emergency relocation, the area to be designated by you) restrooms will be made available for the temporary use of children and staff from the PMSH. PMSH staff will remain responsible for the supervision of children and contact of parents or guardians. In addition, any materials or supplies that are required during this time will need to be provided by the PMSH staff.

St james Outreach House recognizes the importance of emergency relocation centers for children, and will make every effort to assist you if possible with your relocation.

If you have any questions, or concern, please feel free to contact me via phone at 484-318-9158 or by email at amy@providencemontessori.org.

Amy Augustine
Head Of School
Providence Montessori School House, LLC

Rev. Dr. Mike Sowards, Rector
St James Outreach House

ATTACHMENT 7 – COMMUNICATIONS WITH PARENTS/GUARDIANS

PROVIDENCE MONTESSORI SCHOOL HOUSE, LLC

2807 Foster Avenue
Eagleville, PA 19403
610-409-6000
www.providencemontessori.org

To the Parent (s)/Guardian (s) of attending Providence Montessori School House

This letter is to assure you of our concern for the safety and welfare of children attending our school. Our Emergency Plan provides for response to all types of emergencies. Depending on the circumstance of the emergency, we will use one of the following protective actions:

- *Immediate evacuation:* Students are evacuated to a safe area on the grounds of the facility in the event of a fire, etc. In case of inclement weather, we may then proceed indoors at a neighbor's.
 - *In-place sheltering:* Sudden occurrences, weather or hazardous materials related, may dictate that taking cover inside the building is the best immediate response.
 - *Evacuation:* Total evacuation of the facility may become necessary if there is a danger in the area. In this case, children will be taken to a relocation facility. We currently have 1 available, they are: Emergency Relocation Facility A at: **St. James Outreach House 147 Evansburg Rd. Collegeville, PA 19426**
If it ever becomes necessary to relocate, a sign will be posted on the door stating we had to evacuate to our pre-designated area with instructions to reunite safely with their child(ren).
- If you're not sure how to get there, please ask for directions before there is an emergency.**
- *Modified Operation:* May include cancellation/postponement or rescheduling of normal activities. These actions are normally taken in case of a winter storm or building problems (such as utility disruptions) that make it unsafe for children, but may be necessary in a variety of situations.

Please listen to for announcements relating any of the emergency actions listed above. Seek further instructions via Montessori Compass App. KYW 1060AM or Local TV Channels 3, 6 or 10

We ask that you not call during the emergency. This will keep the main telephone line free to make emergency calls and relay information.

ATTACHMENT 7 (continued) COMMUNICATIONS WITH PARENTS/GUARDIANS

The form designating persons to pick up your child is included with this letter for you to complete and have returned to the Child care facility no later than 10 business days. This form will be used every time your child is released. Please ensure that only those persons you list on the form attempt to pick up your child.

I realize that emergency circumstances may require changes to your plans, but I urge you to not attempt to make different arrangements if at all possible. This will only create additional confusion and divert staff from their assigned emergency duties.

In order to assure the safety of your children and our staff, I ask your understanding and cooperation. Should you have additional questions regarding our emergency operating procedures, contact Amy Augustine 610-409-6000

Many Thanks,

Amy Augustine, Head of School
Providence Montessori School House, LLC

ATTACHMENT 8 – CHILD PICK-UP AUTHORIZATION

PROVIDENCE MONTESSORI SCHOOL HOUSE, LLC

2807 Foster Avenue
Eagleville, PA 19403
610-409-6000
www.providencemontessori.org

I, _____, authorize Providence Montessori School House to release my child(ren) to the person(s) designated. This is in consonance with the Providence Montessori School House Emergency Plan.

Child's Name

Designated Custodian (s), Name, & Relationship

Your Signature

Relationship

Date

Print Name

Address

Address

(Home Phone)

(Work)

(Cell)

*NOTE: Parents and guardians should designate themselves as designated custodians.
Friends, neighbors and other relatives may also be designated.*

PLEASE PRINT CLEARLY

ATTACHMENT 9 - NOTICE OF RELOCATION POSTING

**PROVIDENCE
MONTESSORI SCHOOL HOUSE
CHILDREN AND STAFF HAVE
RELOCATED TO THE PRE-DESIGNATED
AREA FOR RELOCATION OF OUR
FACILITY DUE TO AN EMERGENCY
CHECK COMPASS FOR FURTHER
INSTRUCTION
OR
PLEASE CONTACT OUR EMERGENCY
PHONE NUMBER AT 484-318-9158**

ATTACHMENT 10 – EMERGENCY “GO-KITS” AND SUPPLIES

Location of Emergency Kits: 1st floor Kitchen and 2nd floor Kitchen

Locations of Additional Emergency Supplies: Emergency Contact Binders located in every classroom

Location of Cell Phone: In Business Office on First Floor

“Go-Kit”

- ☐ Copies of all contact lists
 - *For families **and** staff, include the name, phone number, and e-mail as well as information for someone preferably out-of-state, at least out of the immediate area*
 - *Phones numbers and e-mails for your Sponsor Liaison and/or immediate Supervisor*
- ☐ A copy of this plan
- ☐ Emergency contact information on all children
- ☐ Special medical needs instructions for children and staff
- ☐ Flashlights with extra batteries
 - *Long-life, emergency flashlights*
- ☐ Battery-operated radio and extra batteries
 - *AM/FM, weather band/TV band*
- ☐ Manual can-opener
- ☐ First Aid Kit
 - *Add gloves and Kleenex*
- ☐ Notepad and pens/pencils
- ☐ Scissors
- ☐ Hand-Sanitizer and cleansing agent/disinfectant
- ☐ Whistle
- ☐ Disposable Cups
- ☐ Wet Wipes

In the Center in General

- ☐ Charged cell phone
- ☐ One gallon of water for every four children and staff
- ☐ Disposable cups
- ☐ Non-perishable food items like soft granola bars, cereal, cheese and crackers, cans of fruit, and special infant items, etc. – should be nut-free in case of allergies
- ☐ Extra supplies of critical medication such as insulin, epi-pens, etc. for children and staff

Each Child Should Have:

- ☐ A change of seasonally appropriate clothing
- ☐ A blanket
- ☐ Extra diapers (one-day supply as space allows)
- ☐ Extra formula (one-day supply as space allows)

.....

ATTACHMENT 11: IMPORTANT INFORMATION TO PROVIDE TO 9-1-1

What is the Emergency?

- Police
- Fire
- Medical

What is the location?

We are in Lower Providence Township
Street Address is 3768 Germantown Pike, Collegeville, PA 19426

Our Call-Back Phone # 610-409-6000

Detailed Information about the call:

- *If Medical:* Is the person conscious, breathing, bleeding, or trapped?
- Try to get you and the telephone as close as is possible to the person requiring Medical Attention in the event you are given instructions to assist prior to arrival of EMS personnel.
- *If Fire:* What is on fire? Is anyone still inside a building? Is an evacuation in progress? Is anyone injured or ill
- *If Law Enforcement:* Why are the Police needed? Is the suspect still there; are there any weapons involved or visible? Try to provide the following information: Physical Description of suspect, Clothing description of suspect, suspect vehicle description, and direction of travel if the suspect has departed the scene.

Remember:

- Don't hang up until instructed to do so (unless you are in danger).
- Don't become frustrated, even though you are being questioned concerning the situation you called about, the incident has already been dispatched.
- Remember: until someone from Public Safety arrives you are the most current and reliable information available to the First Responders coming to help you.

ATTACHMENT 12 – PERSONS WITH SPECIAL NEEDS

*The following is a list of persons (children or staff) who may need help in evacuating, or who may have special medical needs that need addressed at a host facility, or while in transit.

1. Name _____ Age _____
Type of special need _____
Is this a temporary situation? _____ If so, when should it terminate? _____
Does this individual have any allergies? _____
Does this individual have any special medications or equipment? _____
Does this equipment require supplies or batteries that should be taken along in case of evacuation? _____ What? _____
How the need is accommodated during normal child-care operations _____
Will this accommodation be available during a shelter-in-place or evacuation? _____

2. Name _____ Age _____
Type of special need _____
Is this a temporary situation? _____ If so, when should it terminate? _____
Does this individual have any allergies? _____
Does this individual have any special medications or equipment? _____
Does this equipment require supplies or batteries that should be taken along in case of evacuation? _____ What? _____
How the need is accommodated during normal child-care operations _____
Will this accommodation be available during a shelter-in-place or evacuation? _____

*There are no children or staff at this time that require assistance in evacuating due to special medical needs.

ATTACHMENT 13 – EMERGENCY FIRST STEPS

The following is a list of possible emergencies and considerations for determining which emergency/protective actions to implement.

TYPE OF HAZARD	THINGS TO CONSIDER	POSSIBLE PROTECTIVE ACTION
Hostile Intruder or Active Shooter	Is the intruder possibly violent? Is there time to move the children? Is there a safer place for them?	<ul style="list-style-type: none"> • Lockdown • Immediate Evacuation • Shelter
Tornado/Severe Storm	Does it threaten us? Is there a recommended protective action? How much time do we have?	<ul style="list-style-type: none"> • Immediate Shelter • Deliberate Shelter
Winter Weather	Do we have time to send everyone home? Is it safe to go outside? Is it safe to travel outside?	<ul style="list-style-type: none"> • Early Dismissal • Shelter in Place
Hazardous Material/ Nuclear Powerplant Incident	Does it threaten us? Is there a recommended protective action? How much time do we have?	<ul style="list-style-type: none"> • Evacuation • Immediate Shelter • Deliberate Shelter
Fire	Where in the building is it? Does it threaten us?	<ul style="list-style-type: none"> • Evacuation
Utility Failure	Is the building safe? Do we have time to send everyone home? Is it safe to go outside?	<ul style="list-style-type: none"> • Immediate Evacuation • Early Dismissal • Shelter in Place
Flooding	Is the building in danger? Is it safe to go outside? Is it safe to travel outside?	<ul style="list-style-type: none"> • Early Dismissal • Evacuation • Shelter in Place
Earthquake	What parts of the Building are damaged? Is it safe to continue operations in the building? Is it safe to move?	<ul style="list-style-type: none"> • Evacuation • Immediate Shelter
Building Damage	What parts of the Building are damaged? Is it safe to continue operations in the building? Is it safe to move?	<ul style="list-style-type: none"> • Early Dismissal • Immediate Shelter • Evacuation
Civil Disturbance/Violence Outside	Does it threaten us? Might it get worse? Is it safe to go outside?	<ul style="list-style-type: none"> • Lockdown • Immediate Evacuation • Deliberate Shelter