

Emergency Plan:
Willow Program

Emergency Procedures for Wenatchee River Institute location
Approved 12/15/2022



*250 12th Street Leavenworth, WA 98826
Cross Streets: Alley Way & 12th Street*

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Emergency Contacts

In case of an emergency, dial 911

On Site Contacts:

Canuche Terranella, WRI Director
 executive_director@wenatcheeriverinstitute.org
 509.548.0181 x1

Brandon Hughes, WRI Field Educator &
 Maintenance.509.885.5617
 bhughes@wenatcheeriverinstitute.org

Joshua Schaub, WRI Community Programs
 Educator. 206.478.8848
 jschaub@wenatcheeriverinstitute.org

Emergency Phone Numbers

Resource	Contact information
Cascade Public Schools	www.cascadesd.org 509-548-5885 District Weather Hotline 509-888-2873
Chelan County Health Department	Weekdays: 800-336-5306 Evening/Weekend: 509-665-1509
Child Protective Services	509-662-0550
	866-END-HARM (866-363-4276)
Cascade Medical Center	509-548-5815 817 Commercial St, Leavenworth, WA 98826
Central Washington Hospital	509-662-1511 1201 S Miller St, Wenatchee, WA 98801
Electricity – Chelan County PUD	Service or general questions 509-548-7761 24-hour emergency or power outages:877-783-8123
Poison Control	800-222-1222
Radio Stations: Local	KOHO 101.1 FM
Radio Stations: Regional	KNWR 90.7 FM / KPQ (to listen for Emergency Announcements) 560 AM

Calling for Help

Staff must have a walkie talkie and cell phone with them at all times.

Call 911 for any emergency that requires immediate aid from first responders.

1. If staff is not near a phone, contact a person who is.
2. Dial 911.
3. Do not hang up the phone until instructed to do so by the 911 operator.
4. Explain the situation and identify your location.
5. Identify call back number: Give them your phone number to reach you specifically and stay by the phone until you hear back from responders or they arrive at the site.

Authority

Mountain Sprouts Willow Class is a small outdoor program. There may only be two staff on site during operations. Authority for when and how to follow emergency procedures is given by the lead staff on site at the time of an emergent incident. Site evacuation shall only be determined by the director, their stand-in, or emergency responders.

Lead Staff in an Emergency

Whoever has the highest rating and is on site during an emergency is lead staff. A stand in will be appointed for an absence of the director. Rating is as follows:

1. Director or stand in
2. Site Supervisor
3. Lead Teacher
4. Substitute Teachers/assistant teachers, DOE
5. Volunteers – parents, interns, etc. who have passed a background check, fingerprinting, and have completed the DCYF volunteer requirements.

Decision Priorities

During an emergency, every effort to notify all staff above your level should be made as quickly as possible; however, the need for quick actions may not allow for notification before decisions are made and in these instances the following priorities should be utilized:

Priority 1: Student and staff safety

Priority 2: Communication to director, other staff, and parents. For permission to evacuate or close school, call: director first, then site supervisor, board member

Priority 3: Communication to relevant parties: Tierra, Chelan County, City of Leavenworth, etc. by director or site supervisor.

Emergency Plan Practice & Implementation

Review : There shall be reviews of the emergency plan before the beginning of each new session as we update student contact information. We will also update staff changes and contact information as needed.

Training: Staff training for emergency plans shall occur within the first month of hire. There shall be staff retraining as necessary.

Drills: Emergency drills should be practiced and documented regularly including testing the alarm system. If the fire alarm does not activate on its own, activate it to alert people nearby of emergencies. Staff also carry an air horn for this purpose.

Drill	Frequency
Exit	1x month practice on-site evacuation (for fire & earthquake)
Safety	1x month practice outdoor response to potential dangers (animals, people, etc), notify parents of drill.
Intruder	2x year with lock down in a designated area. Children will not participate in these drills, staff will practice outside of class hours.
Staff	2x year staff annual emergency training

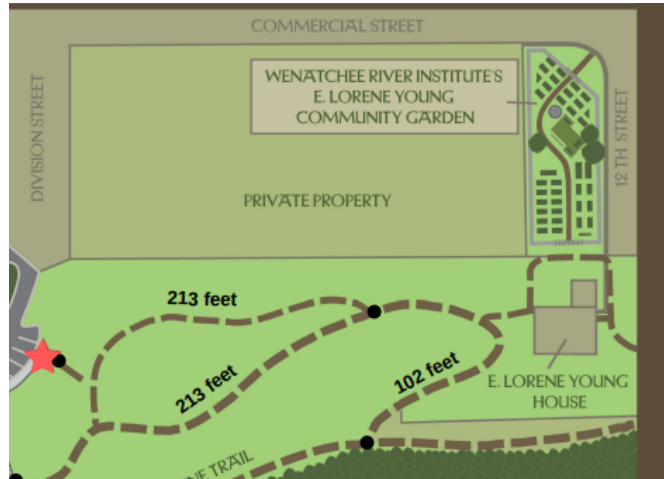
Supply Preparation: Emergency supplies will be stocked and ready in appropriate locations, check annually and after use.

- Licensed child care providers must have emergency plans and enough food, water and supplies to care for children for three days per licensing rules.
- Student files with emergency contacts must be accessible to staff and updated regularly
- Program information and emergency contacts must be accessible, updated annually and as contacts change
- Indoor bathroom facilities and shelter floor plan displayed and exits marked.

Evacuation Location Details

On Site Evacuation Area: E. Lorene Young Community Garden

There are 2 entrances into the Community Garden. The closest one to the classroom is through the entrance on Alley Way.



Off-site Evacuation:

Leavenworth City Hall: 700 US-2
Leavenworth WA 98826; (509)
548-5275



Lock Down Area (On Site)

Kitchen with shades drawn, doors and windows locked. Should be stocked with:

- Lighting
- Phone
- Water
- Non-perishable food
- Blankets
- Student activities

Indoor Emergencies & Procedures

Medical Emergency

If a child is hurt, the teacher will stay with the child and administer first aid while another teacher will call for aid if needed. The teacher will also attempt to notify the parent any time a child is hurt, no matter how minor. If the emergency is life threatening, we will call 911 prior to calling the parent. This is to ensure compliance with Washington State Law (WAC 388-150-480).

Shelter in Place

Shelter in place should be initiated when you are instructed to do so by emergency personnel, your radio or TV emergency broadcast, you see a vapor cloud, or if you smell an unusual odor outside.

1. Gather all children inside the Willow shelter.
2. Call 911, if you have not already done so. The director or the lead staff should turn on and listen to the regional or local radio station, and listen for emergency information from your local fire or police department.
3. Director or facility maintenance person will turn off all fans, heating, cooling, or ventilation systems and clothes dryers.
4. Close and lock windows and doors (locked windows seal better) and close as many interior doors as possible.
5. Close off non-essential rooms such as storage areas, laundry room, etc.
6. Seal gaps around windows, doors, heating/air conditioning vents, bathroom and kitchen exhaust fans, stove, and dryer vents with pre-cut plastic sheeting, wax paper, or aluminum foil and duct tape.
7. Stay alert to loudspeaker announcements. Emergency personnel from your local police or fire department may give you specific instructions via loudspeaker or door-or-door.
8. If determined necessary, you can provide a minimal amount of breathing protection by covering mouths and noses.
9. If you are told there is danger of explosion, close the window shades, blinds, or curtains. To avoid injuries, keep children away from windows.
10. Stay in touch with responding agencies/emergency personnel.
11. Director and emergency personnel in charge will determine whether to stay sheltered in place or to evacuate.
12. Contact parents to be informed of the situation. Note: if there is media attention, parents should be informed early and often, by lead staff or designated personnel of the situation.
13. Advise parents not to pick up children from Willow until the incident is over. The presence of parents searching for their children will cause confusion and may lead to exposure to toxic chemicals. Once sheltered, you will not want to open the door to let parents in and out.
14. Have emergency disaster supplies and emergency contact cards handy.
15. Once the incident is over, inform parents, take down plastic, and turn the ventilation back on.
16. The director will assist in completing a written incident report at the earliest opportunity.
17. Notify all parents of the incident.

Lock-Down

An intruder is defined as any visitor who, through act or deed, poses a perceived threat to the safety and welfare of children and employees. If at any time you are dealing with a person you feel uncomfortable around, or who makes you fearful for your safety or the safety of others, then you may be faced with an intruder situation.

1. Staff checks outside to admit any students or staff that belong in the program to the E. Lorene Young (ELY) House at WRI.
2. Staff locks the outside doors. All shades and curtains are closed, so windows are covered.
3. All children are moved to the living room in the center of the house.
 - a. Take attendance, and comfort children and calm fears to the extent possible.
 - b. Staff will keep all children in the classroom until there is no longer sign of a threat.
4. Lock all doors, close and lock all windows, cover all windows and doors, and turn off lights.
5. Keep children away from windows and doors.
6. Position children in a safe place against walls or on the floor.
7. Turn a table on its side to use as a buffer.
8. Staff will maintain (as best they can) a calm atmosphere in the room, keeping alert to emotional needs of the children.
9. Staff will keep all children in the room until there is no longer sign of a threat.
10. Lead staff or designee will immediately call 911.
11. Await further instructions from emergency response personnel. You will be informed when it is safe to move about and release children from the classroom.
12. Upon arrival, the local police, in conjunction with the director, will assume controlling responsibility and may evacuate the building per police standard operating procedures.
13. When the 'all clear" is heard, the director will apprise the staff of the situation and counsel with children.
14. When there is no longer a threat, normal activities should be resumed as soon as possible as instructed by the lead staff.

Communication

1. Apprise parents of all "lockdowns," whether practice or real.
2. Report incident to licensor.
3. Complete a written incident report at the earliest opportunity.

Building Evacuation

Building evacuation should be conducted when the building is not safe – typically during a fire or after an earthquake.

1. Staff makes a quick assessment of the situation in the porch area and of any injuries to the children or adults. Report findings to the director if there is time.
2. If an incident requires individuals to be located further away from the building, have teachers move children to the Community Garden (on-site evacuation area).
3. Staff evaluates the evacuation route to be sure that it appears clear of obstructions.
4. Staff gives instructions to evacuate.
5. Staff should take the following items:
 - a. Disaster supplies (stored in a in a portable lidded container in the kitchen)
 - b. Class/staff attendance sheets and visitor sign in sheets

- c. Children's emergency and medical information and supplies and contact list (already located in backpack)
 - d. Cell phone
 - e. If possible, and if time allows, have children take jackets and coats.
6. Staff should assemble children in pairs to evacuate the building (preferably with one teacher leading the children, and one teacher following behind).
7. Take attendance. If safe to do so, search the building for anyone missing.
8. Have children sit down, if possible.
9. Staff will evaluate the situation with the help of responding agencies (fire, Police, etc.) or the building team and determine if it is safe to enter the building. If it is not safe, staff will determine if it isn't necessary to move to the alternate off site location (city hall), or if children and staff should stay where they are until it is safe to re-enter the location.
10. Notify parents immediately if evacuation looks to be long term or if children are moved to an off-site evacuation site.
11. The Director will complete a written incident report at the earliest opportunity.
12. All parents will be notified of the incident.

Fire

1. Activate fire alarm if not sounding.
2. Evacuate children, visitors, and staff, following the building evacuation procedure.
 - a. Drop and crawl to avoid smoke, and close doors behind you.
3. Take the following items with you
 - a. Class/staff attendance sheets and visitor sign in sheets
 - b. Disaster supplies, which are stored in a portable container in the bathroom.
 - c. Children's emergency and medical information and supplies.
 - d. Cell phone, if available
4. Call 911 from outside the building.
5. Take attendance. If safe to do so, search the building for anyone missing.
6. Check the area of concern and use a fire extinguisher, if safe to do so.
7. Have the following items ready for police and fire personnel:
 - a. Number of children in care, staff, volunteers, and visitors
 - b. Knowledge of anyone remaining in the building
 - c. Floor plan
8. Contact the director and other relevant staff.
9. If it is determined that the building is unsafe, move children to the alternate site location, following the site evacuation procedure.
10. Contact parents.
11. Complete a written incident report at the earliest opportunity.

Facilities Emergencies

Power Outage

1. Locate the problem and activate alternate lighting system.
2. Call 911 if concerned about a fire or safety hazard.
3. Unplug all electrical equipment; turn off all but one light.
4. Communicate to relevant parties in order:
 - a. Director and other appropriate staff
 - b. Property manager, if needed.
 - c. Chelan County PUD
 - d. Licensor, DEL health specialist, or local health department to determine if the center needs to be closed, considering:
 - i. Can you safely prepare and store food?
 - ii. Do you have water to wash your hands after toileting?
5. Parents, if power outage is prolonged.
6. Report incident to licensor.
7. Complete a written incident report at the earliest opportunity.

Water Outage

1. Call 911 if concerned about a fire or safety hazard.
2. Communicate to relevant parties in order:
 - a. Director and other appropriate staff
 - b. Property manager, if needed.
 - c. City of Leavenworth Public Works
3. Determine if the center needs to be closed for lack of clean drinking water and sewer access.

Internal Hazardous Materials Incident

All potentially Hazardous Materials must be stored separately in the shelter/bathroom area, locked up, and be stationary so they do not fall over in the event of an earthquake. Material safety data (MSD) sheets for all potentially hazardous materials shall be on site.

1. In the event a person comes into contact with a suspected hazardous material, follow safety precautions posted on-site or listed on the container.
2. Call the hospital for additional instruction if needed or contact the poison control center for common household product poisonings.
3. Call 911 if additional assistance is needed.
4. Contact director and other relevant staff as needed.
5. Contact parents/guardians
6. Report incident to licensor.
7. Complete a written incident report at the earliest opportunity.

Outdoor emergencies & procedures

Medical Emergency

If a child is hurt, the teacher will stay with the child and administer first aid while another teacher will call for aid if needed. The teacher will also attempt to notify the parent any time a child is hurt, no matter how minor. If the emergency is life threatening, we will call 911 prior to calling the parent. This is to ensure compliance with Washington State Law (WAC 388-150-480).

Site Evacuation

Site evacuation may be necessary during a site emergency, such as a forest fire, contaminate spill, etc. Evacuation shall decisions shall be made by the director or their stand in.

1. Assign children to a designated teacher.
2. Staff should take the following items:
 - a. Disaster supplies (stored in a in a portable lidded container in the kitchen)
 - b. Class/staff attendance sheets and visitor sign in sheets
 - c. Children's emergency and medical information and supplies and contact list (already located in backpack)
 - d. Cell phone
 - e. If possible, and it time allows, have children take jackets and coats
3. Children will be taken to the evacuation site, Leavenworth City Hall.
4. Once at the new location, take attendance again.
5. Staff must remain with their group children until the children are picked up by parents or emergency contacts.
6. Communicate with parents and coordinate pick-up of children.
7. Complete a written incident report at the earliest opportunity.
8. Inform all parents of the incident.

Water Safety

1. Before a child can participate in water activities, a provider must obtain written permission from the child's parent or guardian that allows the child to participate in such activities. An outdoor nature based program with a quarter mile of an accessible body of water more than 4 inches deep must also obtain from the parent or guardian a signed hazard waiver, pursuant to standard 0471.
2. For water activities where the water is more than 24 inches deep, a provider must ensure that a certified lifeguard (can be staff) is present and on duty and all children are appropriately wearing life jackets or vests.
3. A provider must have lifesaving equipment that is readily available during water activities where the pool or body of water is six feet or more in any direction and is two feet or more in depth. Life saving equipment may include a ring, buoy and rope, and/or rescue tube.
4. During water activities, a provider must hold or have continuous touch of children with special needs as required.
5. At least one attending staff person must be able to swim when children are within a quarter mile of an accessible body of water more than four inches deep regardless of whether the children are engaging in a water activity.

6. The staff member who can swim must be positioned downstream of where children are playing or take into account how water moves and their access to it.

Water emergency

If a child is missing, check the water first.

1. Alert the staff who is trained as a lifeguard, if present.
2. Recognize the signs of someone in trouble and shout for help. The student needs immediate help if they:
 - a. Are not making forward progress in the water.
 - b. Are vertical in the water but unable to move or tread water.
 - c. Are motionless and/or face down in the water.
3. Rescue and remove the person from the water (without putting staff in danger).
 - a. Ask someone to call 911. If alone, give two minutes of care, then call 911.
 - b. Begin rescue breathing and CPR.
 - c. Wait for EMT to arrive.
4. Call parents, director, report to licenser.

Missing Child Communication

1. All teachers will have walkie talkies and cell phones with them to communicate back to the school in case of an emergency.
2. All forms of communication will be tested before students arrive to check for signal strength and range.
3. Every teacher will have all necessary contact numbers in case of emergency. This includes the local police, fire department, and director and a class list with students' first and last names.
4. All teachers must carry an emergency whistle. The internationally recognized distress signal from a whistle is three blasts.

Missing Child Prevention

1. Before leaving the playground or garden in the morning, teachers will complete attendance and document how many students are present.
2. Teachers must be able to see all students and students must be able to see teachers AT ALL TIMES
3. When traveling, keep the students together, one staff member in front, one staff member in the back (safety sandwich)
4. Conduct head counts before leaving the classroom, no matter how far, again any time you stop along the way, and once more upon arrival to your destination. Head counts should be conducted a minimum of every 15 minutes, more frequently if activities require students to be spread out. This can be done silently, unbeknownst to students, and should be confirmed with other teachers.
5. If during an activity or "choice time" it is necessary for teachers to divide students into groups and work in nearby areas where groups may not see each other, then it is the responsibility of the teachers to check in with each other to know exactly how many students each staff member has with them.
 - a. Teachers will do a headcount once students have been split into groups, before and after moving to the new area for the small group activity.

- b. If divided into small groups, every group of students must have at least one adult staff with them and each group must remain in hearing range of each other.
- 6. Be aware of medical needs (i.e. Diabetic, Asthma) – a member of the group may get tired/slow down/disoriented and go missing

If a Student Goes Missing

1. Gather the group together and make sure everyone else is accounted for.
2. Call out the students name
3. Confer with other staff
 - a. Where was the student last seen/ what the student was wearing?
 - b. Is there a precondition/illness (diabetes, for ex.)? If so, the student could be unresponsive.
4. Call 911 and be ready to provide:
 - a. Child's name & age
 - b. Your location
 - c. Physical/clothing description of the child including any distinguishing scars, birthmarks, features, etc..
 - d. Medical status if appropriate
 - e. Time/location the child was last seen
 - f. Person with whom the child was last seen
 - g. Have child's information, including pictures, if possible, available for the police upon arrival.
5. Call back to the school/supervisor/director.
6. Look at a watch and keep track of time.
7. Have group stay together with one staff, have another staff member do a PRIMARY SEARCH (if only one staff member, take the entire group with you)
8. Primary Search
 - a. include the point last seen, area in between that point and the group's current location, and any other areas that might be a possibility.
 - b. Only 5-10 minutes (this varies on area, group, etc) but the idea is that primary search should be quick/ only involve staff
9. Notify parents of missing child and attempt confirmation that child is with family; if not, inform parents of the situation and steps taken.
10. If Primary Search is unsuccessful, then you will do a secondary search
 - a. Keep the group together
 - b. Be aware of weather conditions & time of day (i.e. sun is setting or it's going to snow)
 - c. If other staff are available, depending on the situation, involve them in the search. Students should never be involved in the search or left unattended.
 - d. It is important that throughout the search process you do not have other people go missing, therefore only well-trained staff should be involved with searches.
 - e. Search should be in a line/circle starting at the point last seen - staff should start at the place last seen and walk in increasing circles or lines away
11. The Director will assist in reporting the incident to family, police. DCYF.
12. Complete a written incident report at earliest convenience.

Once again, we must pre-teach and be proactive about lost proofing and what to do if someone is missing from the group. This will be taught the first week and should be reviewed before heading out to the forest. Students should be aware of the safety expectations and what to do if the emergency whistle is blown.

Kidnapping

1. Call 911 and provide the following:
 - a. Child's name and age
 - b. Our address
 - c. Physical/clothing description of child, including any distinguishing scars, birthmarks or features
 - d. Physical/clothing description of suspect
 - e. Medical status, if appropriate
 - f. Time and location child was last seen
 - g. Vehicle information and direction of travel
 - h. Have child's information, including pictures, if possible, available for the police upon arrival.
2. Notify the Director immediately.
3. Take students to the classroom and keep them safe, taking care to monitor and support the emotional needs of the children and implement the emergency lockdown procedure.
4. Notify parents of a missing child, inform parents of the situation and steps taken.
5. The director will help to report the incident to police and DCYF.
6. Complete a written incident report at the earliest opportunity.

Mandatory Reporting/Child Abuse

Mountain Sprouts is a mandatory reporter. Known or suspected child abuse or neglect must be reported. Staff will notify the director who will contact WA Department of Social and Health Services: to report suspected or known child abuse or neglect, or for any licensing complaints, call 866-END-HARM (866-363-4276).

1. Report abuse or suspected abuse to the director and site supervisor.
2. Director will make a report to Child Protective Services and the licensor.
3. Write the following information on an incident report*:
 - a. Date and time of calls to Child Protective Services and licensor
 - b. Child's name, age/birthdate
 - c. Name and address of parent or guardian and other children in the home (if known)
 - d. Any statements made by the child (DO NOT interview the child)
 - e. The nature and extent of the injury or injuries, neglect, and/or sexual abuse
 - f. Any evidence of previous incidents of abuse or neglect, including the nature and extent.
 - g. Any other information that might be helpful in establishing the cause of the child's injury or injuries, neglect or death and the identity of the perpetrator or perpetrators.
 - h. Note: These reports may become legal documents. Confidentiality of the reports must be strictly observed.

Assault on Child or Staff

1. Call 911 if medical treatment is needed, or if police are required (if in doubt, call).
2. Follow the emergency lockdown procedure if there is an on-site threat.
3. Staff member(s) will stay with the victim.
4. Victim's family will be notified by phone when it is safe to do so.
5. Report incident to Director.
6. Complete a written incident report at the earliest opportunity.

Wild Animal Encounter

1. Always carry a cell phone, or other two-way communication device, in the event that emergency medical help is required.
2. Be aware of your surroundings and note any wild or suspicious acting animals in your area. If necessary, seek safe shelter from these animals and contact the director to alert the appropriate authorities.
3. Practice encountering wildlife drills with students (touch a teacher immediately).
4. Avoid reaching or stepping into or over hidden areas that may contain wildlife. Be aware of signs that indicate above or below ground animal nests, and take appropriate action to prevent disturbance.
5. Avoid direct contact with bird, bat or other animal droppings. Avoid direct contact with animal blood. If contact cannot be prevented, wear rubber gloves, and dispose properly.
6. If contact is made with an animal or animal product:
 - a. Apply first aid as necessary, following indications for specific animals. If bitten by a wild animal, clean the wound with soap and water, and obtain medical assistance immediately, advising medical staff of the potential for infectious diseases, such as rabies.
 - b. Call 911, Poison Center or WA Department Fish and Wildlife if necessary.
 - c. Clean or clear the site to maintain the safety of children.
 - d. Notify the Director.
 - e. Notify parents of injured children.
 - f. Director will complete a written incident report at the earliest opportunity.
 - g. All parents will be notified of incidents of animal encounters

Biting and Stinging Insects

Know what kind of biting and/or stinging insects to expect in the area. Students or staff with known allergies should have preloaded adrenaline, such as an epi-pen, and documentation/certification for use. All medication forms will be kept in the teacher backpacks. Staff will understand and know how to administer the medication. Look out for stinging-insect nests such as any visible signs of activity around a particular hole or place. Destroy standing water for mosquitoes. Do not swat at or make fast movements around stinging insects – most bees and wasps will not sting unless they are provoked or startled.

Small Animals

It is important to understand and recognize basic animal behaviors in order to prevent injuries to both animals and humans. Never touch or handle wild animals – healthy, sick or deceased as parasites and other infectious diseases may be present.

- Angry skunks will growl or hiss, stamp their feet rapidly, or walk a short distance on their front feet with their tails high in the air. Before spraying, skunks usually hump their backs and turn in a U-shaped position so that the face and tail face the enemy.
- Raccoons have a natural fear of humans, and will not attack unless provoked. Their first reaction is to stop and observe, as they are cautious but curious animals.

Bears

Bears are naturally shy, but extremely curious. If curiosity is rewarded with food, they become conditioned to be increasingly forward, even aggressive. They can cause injury or death, especially if a situation involves a female and her cubs. Ultimately, bears are looking for food, and as such they should be treated with respect and tolerance. Bear attacks on humans are considered unusual, since they normally run away from any human contact. Staff will confirm with area wildlife experts if there have been any recent bear sightings or incidents in the area.

Do not approach a bear. Ask children to come to staff and stand with staff immediately. Watch the bear, but do not make eye contact – this may be seen as a challenge. If it appears that a bear needs to be scared away, do it as early as possible. Use a noise maker or horn, or begin shouting. An aggressive bear will make huffing sounds, or pop and snap their teeth together. You may also hear them ‘crashing’ through the woods or obstacles, or see them standing on a road and refusing to yield. If an aggressive bear approaches and lowers its head and faces you: Never turn and run, unless you have a head start and only a short distance to safety (shelter in a building, vehicle). Stand your ground. Make every effort not to panic, and assess the situation. Make yourself appear larger by raising your arms over your head. Continually face the bear and talk, growl or roar in a low-pitched voice. Allow escape if the bear is cornered. Slowly retreat by walking backwards until you can leave the area. Never play dead. Never run away. Never turn your back to a bear.

Natural Disasters

Emergencies shall be declared by the lead staff - shelter in place and on-site evacuations shall be declared by the lead staff. Site evacuation shall only be determined by the Director, their stand-in, or emergency responders. See previous ‘Evacuations’ for procedure.

Air Quality/Smoke

MSCC follows the Washington State Department of Health policy on smoke to keep our students and staff safe. The Executive Director will determine closures due to air quality. If we are open during low quality, the site supervisor or Director will instruct teachers to adjust activities appropriately.

1. Use the Washington State Department of Ecology’s Air Monitoring Network to determine the current local air quality level.
2. Use the air quality level in combination with the Washington State Department of Health: ‘Public Health Recommendations for Schools on Fine Particle Air Pollution,’ to guide our decisions with their recommendation for outdoor exposure & activities.
 - a. Green: Good to go! All levels of activities are o.k.
 - b. Yellow: We will go outside for about 60 - 90 minutes at a time doing light to moderate activities. Students with asthma, respiratory infections, or lung or heart disease will be monitored and given breaks as needed, or go inside.

- c. Orange: We will limit our time outside and do light activity allowing plenty of time for rest. We will spend about 30 - 60 minutes outside at a time. Please follow the recommendations for students with special health needs. Staff will monitor all students while outside and adjust activity as needed.
- d. Red or Purple: Children are recommended to stay indoors. Willow licensing regulations do not allow for all day indoor programming, necessitating emergency closures when the AQI registers above 150. However, if a waiver is approved by the Department of Children, Youth & Families (DCYF), Willow will hold class indoors at the ELY house.

Earthquake

During an earthquake:

1. Staff to 'drop, cover and hold' & direct children to do the same and remain that way until the earth stops moving.
2. Stay away from windows, bookcases and filing cabinets. If outside, stay away from trees and try to get to a clearing if it is safe to do so. Hold onto the items you are using as cover. If it moves, move with it.
3. If no items are available for cover, crouch by a load-bearing wall and cover your head with your arms.
4. If outside, "Drop, Cover and Hold", keeping away from glass, bricks, and power lines. If you are outside near a building and there is no safer location, take cover in a doorway to protect yourself and children.
5. Keep talking to children until it is safe to move.

When the earthquake stops

1. Check for injuries.
2. Check evacuation routes for damage.
3. Evacuate children and staff, following the evacuation procedure and close doors behind you. Take the following items with you:
 - a. Disaster supplies, which are stored in a portable container in the bathroom.
 - b. Class/staff attendance sheets and visitor sign in sheets
 - c. Children's emergency and medical information and supplies
 - d. Cell phone
4. Render first aid to those who need it.
5. Take attendance to account for all children and adults.
6. Check utilities for disruption/damage (gas, water, or sewer)
7. Have a Building Team of two individuals inspect the exterior of the building and report findings to the lead staff.
8. Determine if it is safe for a rescue team to go into the building to locate anyone missing or injured.
9. Listen to regional radio station KPQ 530 AM for information on the surrounding area.
10. Determine status of emergency supplies and equipment.
11. Call program's out-of-area contact with information on the center's status (injuries, evacuation, children remaining in care, children who have been picked up).
12. Have the same team of two individuals assess the interior of the building and determine if it is safe to move children back into the building or whether it is best to evacuate. Report findings to the Lead Staff.

13. If evacuating to an alternate location, post a notice indicating your new location, and the date and time you left. Follow the site evacuation procedure.
14. Call parents with center status information. If not possible, report center status information to local radio station for announcements over the air for parents to hear.
15. If parents cannot be contacted after 1 hour, the child's out-of- area contact will be called, if possible.

Flood

During severe weather, Lead Staff or designee will listen to regional or local radio stations for flood watch and flood warning reports. If a flood warning is issued, move children and staff to alternate site locations if needed, following the site evacuation procedure. Notify parents immediately. Complete a written incident report at the earliest opportunity. The Director will call the insurance company (if needed).

Freezing Weather

Staff are trained in best practices for cold weather

1. If inclement weather exists, the director will determine whether or not to open the program or delay opening and send an email accordingly.
2. Teachers will notify families by phone to reiterate the director's decision.
3. Utilize public school district closures and delays schedule if appropriate.
4. If the program must close during hours of operation, the lead staff will notify parents by phone and email.
5. If weather conditions prevent the parent/guardian from reaching the program site, the staff will care for the child, until such time as the parent, legal guardian, or emergency contact personnel can safely claim the child. The disaster supplies will be used as needed.
6. If temperatures drop during program hours, staff may need to use the designated E. Lorene Young (ELY) House shelter to warm up.

Extreme Weather

Lead teachers must observe weather conditions and other possible hazards to take appropriate action for child health and safety. The ELY House shelter may be used to keep children safe in the event of extreme weather. Conditions that pose a health or safety risk may include, but are not limited to:

1. Heat in excess of 100 degrees Fahrenheit or pursuant to advice of the local authority;
2. Cold less than 20 degrees Fahrenheit, or pursuant to advice of the local authority;
3. Lightning storm, tornado, hurricane, or flooding if there is immediate or likely danger;
4. Earthquake;
5. Strong winds over 25 mph.

All employees must remain aware of the children's verbal and non-verbal cues regarding their warmth and comfort and respond appropriately to ensure the children's health and safety. These responses may include, but are not limited to:

1. Keeping children active and moving in cold weather;
2. Resting in shaded areas to cool off; and
3. Assisting children to remove or add layers of clothing, while supporting their development of self-regulation skills.

Summary

Emergencies shall be declared by the lead staff.

Shelter in place and on-site evacuation shall be declared by the lead staff. Site evacuation shall only be determined by the director, their stand-in, or emergency responders.

Priority 1: Student and staff safety

Priority 2: Communication to director and then parents by lead staff

Priority 3: Communication to relevant parties: Chelan County, City of Leavenworth, etc. by director

Priority 4: Incident reporting by director in partnership with on-site staff at the time of the incident

In child safety emergencies, always have information ready:

- Student files with emergency contact and pictures
- Center information and emergency contacts accessible.
- Event circumstance information
- Emergency Kit

