



Child Care Emergency Preparedness Training

PARTICIPANT
MANUAL



Save the Children®



Child Care Emergency Preparedness Training Participant Manual



Save the Children®

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Introduction

DESCRIPTION

Caring for children is serious business, and their safety is your number one priority.

Each day in the U.S. more than 17.5 million children are cared for outside the home.

As a child care provider, you know that your most important job is to protect the children in your care. You must protect them from accidental injury, from neglect, and from emotional harm. You do this each day and in many ways. During emergencies such as a fire or a natural disaster, you must also be prepared to keep the children in your care safe.

Planning is essential. Being prepared helps you to:

- protect the lives of the children in your care, as well as your staff, volunteers, and yourself,
- minimize risks,
- reduce stress, build empowerment, and lessen the emotional impact of a disaster,
- safeguard your business and reopen more quickly after a disaster.

Additionally, an important aspect of being prepared is meeting parents' expectations that you will keep their children safe. Parents want to know their children's safety is a priority at all times. They expect you to:

- plan for emergencies,
- have supplies to meet their children's needs,
- teach their children what to do during an emergency,
- safely evacuate their children in your care when necessary,
- quickly notify them when an emergency occurs,
- care for their children if they cannot get to them,
- have relationships with emergency management officials before something happens.

GOAL

This course is designed to help child care providers develop and implement an emergency plan in their child care program.

OBJECTIVES

Upon completion of this course, participants will be able to:

1. Identify hazards and risks at their child care site.
2. Create a written plan that addresses the emergency needs of their program.
3. Communicate, practice, and update their emergency plan on a regular basis.

AUDIENCE

This course is designed for large and small child care programs that serve the more than 17.5 million children in the U.S. each day, including but not limited to center-based programs, family child care providers, service organizations, sports programs, faith-based programs, and before- and after-school and summer programs.

PREREQUISITE

Before taking this course, participants must take the free, self-guided *Multihazard Planning for Childcare (IS-36)* course provided by the Federal Emergency Management Agency (FEMA) Emergency Management Institute (www.training.fema.gov/EMIWeb/IS/is36.asp). The course takes approximately two hours to complete.

ACCOMPANYING MATERIAL

Accompanying this training manual is a Workbook to help you through the steps of collecting information and creating an emergency plan for your facility, which will help you achieve national best practices. The Workbook contains:

1. An Emergency Plan Template, which outlines the information needed in your facility's emergency plan. You will use information from your worksheets to complete your emergency plan.
2. Worksheets to gather and identify information you will need in an emergency or disaster. The information from the worksheets should then be included in your facility's emergency plan.
3. Checklists to serve as "to-do" lists. Date and sign each checklist and file it with your other emergency plan documents as a record of your program's emergency preparedness activities.

Module One

IDENTIFY YOUR HAZARDS AND RISKS

This module consists primarily of content from FEMA's *Multihazard Planning for Childcare* (IS-36) course, available online at <http://training.fema.gov/EMIWeb/IS/is36.asp>¹. Inclusion of the FEMA course in this manual does not indicate that Save the Children is certified or endorsed by FEMA or the U.S. Department of Homeland Security.

While Module One relies heavily on content provided by FEMA, Modules Two and Three build upon that foundation with original guidance, worksheets, and checklists provided by Save the Children.

¹ Federal Emergency Management Agency. (2012). *Multihazard Planning for Childcare* (IS-36). Retrieved May 2, 2012, from <http://training.fema.gov/EMIWeb/IS/is36.asp>. Reproduced with permission.

OBJECTIVES

Upon completion of Module One, participants will be able to:

1. Identify hazards and risks that could impact their child care site.
2. Describe how to prevent/mitigate and prepare for the impact of likely and high-consequence hazards.
3. Know where to go for more information.



Use the activity on the next page to think about everyday hazards and threats at your child care program.

ACTIVITY: EVERYDAY HAZARDS

Think about the following questions and jot down what comes to mind.

Name some activities you did today at your child care site.

What hazards did you encounter or could you have encountered?

What could your program do to reduce or prevent each of these hazards?

KNOWING YOUR HAZARDS

Hazard Awareness

Focusing on all the hazards you might encounter can be overwhelming. Dwelling on all the everyday hazards that surround us might make it difficult to get out of bed. Nonetheless, it is necessary to be aware of hazards to develop strategies to prevent them, prepare for them, and/or minimize their impact.

Being aware of hazards helps you prioritize them and take the appropriate actions to prevent them or limit their effects. For example, driving your car could be dangerous, but you wear your seatbelt to minimize injury and you purchase insurance to help you recover from an accident.

Who Can Help Identify Hazards

An important and effective way of being aware of your hazards is by including the whole community in the identification process. The following community groups and individuals have information about risks, hazards, and emergency procedures and should be included in your preparedness efforts:

- Local emergency manager has historical information about hazards and risks in your community.
- Parents can provide expertise based on their experience, professional knowledge (e.g., in the medical field or construction business), or response training.
- First responders (e.g., fire marshal, law enforcement) can check your facility for safety hazards and identify vulnerabilities.
- Local schools and the local school district can provide information about their planning efforts.
- Your state department of health may have requirements for emergency planning and may be able to provide guidance and training.
- Your child care site insurance carrier can provide information about potential risk reduction measures and procedures for claims.
- Utility company personnel can identify how to shut off utilities and who to contact with issues or questions.
- Local business and industry personnel can provide expertise based on their knowledge and areas of expertise.
- Child Care Resource and Referral Agencies have resources to help sites with many aspects of running a child care program including emergency preparedness.

Coordination with Community Partners

Coordinating with emergency management officials and first responders (including fire, police) and community partners (including schools, community centers and nearby businesses) is vital for the safety of your program during an emergency. In addition to providing information about local hazards and risks, they can help guide you in securing other information needed

to create your emergency plan. This could include shelter locations in your community and evacuation routes.

Your community probably has an emergency plan. You should ensure your child care emergency plan conforms with the larger community plan and that officials in your community are aware you care for children at your site and are informed about your emergency plan. In an emergency (e.g., if there is a hazardous materials spill near your site), this awareness of your program and emergency plan can help ensure you stay informed of what is occurring.

The best way to coordinate with these community partners is to ask them to visit your facility and give you advice on emergency planning. If you are not able to have emergency management and first response officials visit your facility, you can at least share copies of your emergency plan with them.

FIRES

Fire is the most common of all business disasters.

- More than 4,000 Americans die and more than 20,000 are injured by fire each year.
- Fires can spread quickly and are dangerous not only because of the flames but also the heat, smoke, and poisonous gases emitted.
- Asphyxiation is the leading cause of fire-related deaths.
- Cooking is the leading cause of fires in child care centers.
- Children have difficulty escaping from building fires because they lack the motor skills and mental capabilities needed and may be unable to awake from a sound sleep.

Here are some general steps to protect the children in your care and yourself from fires:

- Have an evacuation plan.
- Practice your plan and make sure everyone can get out of each room of your facility.
 - Ensure windows are not painted or nailed shut.
 - Provide escape ladders for upper floors.
 - Ensure you can evacuate children who cannot evacuate on their own.
- Install, test, and clean smoke alarms.
- Schedule visits from the fire department for fire safety information.

For more information on home fires visit FEMA's website at <http://www.ready.gov/home-fires>.

» Use “**WORKSHEET 1: HAZARD/THREAT IDENTIFICATION AND MITIGATION: FIRE**” in the Workbook to assess the risk level of fire at your child care site and identify steps to minimize your risk and prepare your site.

GENERAL SAFETY RISKS

General safety includes childproofing. For sites with young children, follow the American Academy of Pediatrics recommendation of taking a “child’s-eye view” survey. This involves going from room to room and addressing the hazards at the level of a curious toddler.

Ensure the safety measures you take are in accordance with local/state child care licensing requirements.

» Use “**WORKSHEET 2: HAZARD/THREAT IDENTIFICATION AND MITIGATION: GENERAL SAFETY**” to assess the general safety at your child care site and to identify steps you can take to minimize your risk and prepare your site.

HAZARDOUS MATERIALS

Hazardous materials can be found in most homes and businesses and include cleaning products, pesticides, paint supplies, and lawn and garden products. Explosions are an important risk associated with having hazardous materials at your site. Make sure hazardous materials are:

- Clearly marked.
- Kept in their original containers.
- Stored out of children’s reach.

For more information on hazardous materials incidents visit FEMA’s website at <http://www.ready.gov/hazardous-materials-incidents>.

» Use “**WORKSHEET 3: HAZARD/THREAT IDENTIFICATION AND MITIGATION: HAZARDOUS MATERIALS**” to assess the risk level of hazardous materials and to identify steps you can take to minimize your risk and prepare your site.

UTILITY OUTAGES

Utility outages and blackouts can occur anywhere, to anyone, at any time. For prolonged utility outages of more than 2 hours, the main concerns—beyond the safety of children and staff—are minimizing food loss and maximizing the comfort of people at your site.

To prepare for utility outages and blackouts:

- Know how to use emergency shutoffs for water, gas, and electricity—and mark the shutoffs clearly.
- Have surge protectors.
- Have a landline telephone that does not require electricity.

- Consider purchasing an emergency generator, especially if your building is located in an area where power losses are frequent. Improperly installed generators can pose a risk to children and staff.
- Have ice available in case you need to keep medications cool (e.g., diabetes medicine).

For more information on utility outages visit FEMA's website at <http://www.ready.gov/blackouts>.

» Use “**WORKSHEET 4: HAZARD/THREAT IDENTIFICATION AND MITIGATION: UTILITY OUTAGE**” to assess the risk level of a utility outage at your child care site, and to identify steps you can take to minimize your risk and prepare your site.

CRIME

Crime is a problem in many environments. To keep the children in your care safe, follow these general crime prevention rules:

- Conduct background/reference checks on all paid employees and volunteers (full- and part-time) to ensure people working at your site have not been arrested or convicted for crimes involving children.
- Ensure doors and windows lock.
- Be familiar with people who should be and should not be around your facility.
- Build a relationship with local law enforcement in your area. Contact police about criminal activity, areas of concern, and prevention recommendations.
- Have a process for reporting anything out of the ordinary.

For more information on protecting your child care site from crime visit the FBI's website at <http://www.fbi.gov/scams-safety/>.

» Use “**WORKSHEET 5: HAZARD/THREAT IDENTIFICATION AND MITIGATION: CRIMINAL ACTIVITY**” to assess the risk level of crime at your child care site, and to identify steps you can take to minimize your risk and prepare your site.

MISSING, LOST OR ABDUCTED CHILDREN

“As a parent, I cannot imagine anything more difficult than not knowing where your children are or how they are being treated. Every day across America, children are abducted by family members and acquaintances, and sometimes by strangers. Families traumatized by abduction are faced with the simultaneous challenge of quickly marshaling all available resources to recover their missing child while dealing with the devastation of their loss.”

—Assistant Attorney General Laurie O. Robinson

Most abducted children are taken by someone they know. So, it is essential that child care centers have a process for:

- Releasing children only to designated individuals.
- Accounting for children at all times.

For resources on missing, lost, or abducted children visit the National Center for Missing and Exploited Children's website at http://www.missingkids.com/missingkids/servlet/PageServlet?LanguageCountry=en_US&PageId=200.

» Use “**WORKSHEET 6: HAZARD/THREAT IDENTIFICATION AND MITIGATION: ABDUCTION**” to assess the risk level of children being abducted from your child care site, and to identify steps you can take to minimize your risk and prepare your site.

SEVERE WEATHER

Severe weather can happen anywhere and at any time. To be better prepared, it is important to know the types of severe weather risks in your area.

You can do some simple things to keep the children at your site safe and your property protected when severe weather strikes. When there is a threat of severe weather:

- Listen to the radio or television and NOAA Weather Radio (a radio that receives continuous weather information from the National Weather Service).
- Follow instructions from local officials.
- Stay inside, postpone outdoor activities, and bring children and staff indoors.

You should also have a process for closing your facility and know the meaning of these weather terms:

- **Watch.** A watch is used when the risk of a hazardous weather event has increased significantly, but its occurrence, location, and/or timing is still uncertain. A watch is intended to provide enough lead time so those who need to set their plans in motion can do so.
- **Warning.** A warning is issued when a hazardous weather event is occurring, is imminent, or has a very high probability of occurring. A warning is used for conditions posing a threat to life or property.
- **Advisory.** An advisory highlights special weather conditions that are less serious than a warning. They are for events that may cause significant inconvenience, and if caution is not exercised, the conditions could lead to situations that may threaten life and/or property.

Excessive Heat

In recent years, excessive heat has caused more deaths than all other weather-related events. A heat wave is a prolonged period of excessive heat, often combined with humidity. Excessive heat contributes to disorders such as heat exhaustion and heat stroke. Older adults and young

children are more likely to be impacted by excessive heat. Excessive heat can happen anywhere, but people in urban areas may be at greater risk for prolonged heat waves.

To be prepared for excessive heat in your area:

- Ensure air conditioners are installed and insulated properly.
- Cover windows with drapes, shades, or awnings, or install temporary window reflectors.
- Keep your children, your staff, and yourself hydrated.
- Learn the signs of heat-related health concerns.
- Plan activities that limit exposure during the hottest part of the day.

For more information on excessive heat visit FEMA's website at <http://www.ready.gov/heat>.

Hurricanes

Hurricanes and tropical storms have sustained winds and can produce torrential rains. Hurricane-associated floods, landslides, and mudslides, as well as high winds cause damage to coastlines and several hundred miles inland. All of the Atlantic and Gulf of Mexico coastal areas and parts of the Southwest and Pacific Coast are subject to the impact of hurricanes and tropical storms. The Atlantic hurricane season lasts from June to November, with the peak season from mid-August to late October.

To be prepared for hurricanes and tropical storms:

- Know the differences between the hurricane categories.
- Secure outside items or bring them inside.
- Cover windows with pre-cut plywood or shutters.
- Remove damaged/diseased limbs from trees.
- Turn off propane tanks.
- Turn off utilities as instructed; otherwise, turn refrigerators to highest setting.
- Ensure you have a supply of water for sanitary purposes; fill bathtub and other large containers.
- Evacuate when instructed by local officials.
- Check with local officials regarding the process for re-entry and damage assessment.

For more information on hurricanes visit FEMA's website at <http://www.ready.gov/hurricanes>.

Tornadoes

Tornadoes are the most violent of storms with winds that usually exceed 100 mph and can devastate a neighborhood in seconds. A thunderstorm is the first step in the development of a tornado; if conditions are right, then a tornado may develop. Tornadoes can appear without warning and can be transparent until dust and debris are picked up. Tornadoes have been reported in every state and can occur at any time of the year. Danger signs of tornadoes are dark or greenish skies; large hail; large, dark, low-lying clouds; and a loud roar, similar to a freight train.

To be prepared for tornadoes:

- Prepare a safe room in advance. The best locations are a storm cellar or basement, interior room, or a hallway on the lowest floor possible.

If there are tornado warnings:

- Immediately take everyone to safe shelter.
- Keep everyone away from windows, doors, outside walls, and corners.

For more information on tornadoes visit FEMA's website at: <http://www.ready.gov/tornadoes>.

Flooding

Flooding is the most common disaster in the United States. Floods can be caused by extended periods of heavy rain, tropical storms and hurricanes, warming after a heavy snow, or flash floods. Every state is at risk for flood hazards. Be especially aware if you live in low-lying areas near water or downstream from a dam. Know your risk of flooding and flash flooding and be familiar with the terms that identify floods: flood watch, flash flood watch, flood warning, and flash flood warning.

To be prepared for floods:

- Protect your building by elevating the furnace, water heater, and electrical panel; seal basements with waterproofing; and install “check valves.”
- Talk with your insurance representative about flood protection insurance.
- Identify evacuation sites on higher ground.
- Identify how you will transport children to evacuation sites.

In the event of a flood.

- Keep informed about whether water is safe to drink.
- If you have to evacuate, secure your site and turn off utilities, if instructed.
- Avoid floodwaters and moving water.
- Keep children out of the water.
- Stay away from downed power lines.

For more information on flooding visit FEMA's website at: <http://www.ready.gov/floodawareness>.

Thunderstorms

Every thunderstorm produces lightning and, on average, lightning kills 300 people and injures 80 people each year in the United States. Lightning is unpredictable; it can strike as far as 10 miles from any rainfall. Other thunderstorm-related dangers are tornadoes, strong winds, hail, wildfire, and flash flooding.

To be prepared for thunderstorms:

- Remove dead and rotting trees.
- Secure outside objects.
- Shutter windows (or close blinds, shades, curtains) and secure outside doors.

If thunderstorms are forecasted, limit or cancel outdoor activities.

During a thunderstorm:

- Take everyone indoors.
- Do not take baths or showers, or use plumbing or electrical appliances.

Note. Lightning can occur without rain. According to the National Oceanic and Atmospheric Administration (NOAA) National Severe Storms Laboratory, dry lightning is cloud-to-ground lightning without any rain nearby. This type of lightning is more likely to cause wildfires.

For more information on thunderstorms visit FEMA's website at: <http://www.ready.gov/thunderstorms-lightning>.

Winter Storms

The National Weather Service calls winter storms “deceptive killers” because of the number of deaths indirectly related to the storms, including traffic accidents, fire, and hypothermia. Even areas that normally experience mild winters can experience major winter storms and extreme cold. Primary concerns with winter storms are the potential loss of heat, power, and telephone service, and a shortage of supplies.

To be prepared for winter storms.

- Have rock salt, sand, and snow shovels on hand.
- Ensure you have extra blankets and adequate clothing for children.
- Make sure your site is well insulated.
- Insulate pipes and allow faucets to drip a little during cold weather.
- Know how to shut off water valves.
- Be careful when using alternate heat sources.
- Have a supply of extra food and water.

For more information on winter storms visit FEMA's website at <http://www.ready.gov/winter-weather> or the U.S. Fire Administration's website at http://www.usfa.fema.gov/citizens/home_fire_prev/holiday-seasonal/winter.sht.

» Use “**WORKSHEET 7: HAZARD/THREAT IDENTIFICATION AND MITIGATION: SEVERE WEATHER**” to assess your program’s risk level from severe weather and identify steps you can take to minimize your risk and prepare your site.

GEOLOGICAL EVENTS

You may be in an area where geological events are also a concern. According to the U.S. Geological Survey (USGS), geologic hazards (such as earthquakes, landslides, volcanic eruptions, coastal erosion, and floods) result in considerable human suffering and billions of dollars in losses in the United States every year.

Earthquakes

Earthquakes can be the most frightening and destructive natural events. An earthquake is the sudden movement of the earth caused by the breaking and shifting of rock beneath the earth's surface. An earthquake can occur without notice any time of the day and year. Every region of the United States is at risk for earthquakes; 45 states and territories are at moderate to high risk.

To be prepared for an earthquake:

- Familiarize yourself with earthquake terms.
- Fasten/secure heavy items and furniture to wall studs and brace overhead light fixtures.
- Place cribs, sleeping mats, and sitting areas away from hazards that can fall in or on them (pictures, mirrors, lamps, etc.).
- Clear exits and ensure there are at least two exits for evacuation. Make sure all exits are clearly marked.
- Know how to shut off gas valves.
- Have a Disaster Supplies Kit ready.
- Teach children the Drop, Cover, and Hold On method..

When shaking starts:

- Drop to the floor, take cover, and hold on to something sturdy.
- Keep everyone away from windows.
- Stay inside until the shaking stops. (Be prepared for aftershocks.) Research has shown that most injuries occur when people inside buildings attempt to move to a different location inside the building or try to leave.

For more information on earthquakes visit FEMA's website at: <http://www.ready.gov/earthquakes>.

Tsunamis

Tsunamis are enormous waves caused by underwater disturbances such as earthquakes. The waves created travel in all directions, and waves that approach the shore build in height. The first waves can reach the shore before any warning has been issued. A tsunami can strike anywhere along the U.S. coastline, but the most destructive have been along the California, Washington, Alaska, and Hawaii coasts. A dramatic recession of water is nature's warning of a tsunami. Hazards from tsunamis include drowning, flooding, contamination of drinking water, and fires.

If there is the possibility of a tsunami:

- Listen to local officials.
- Be prepared to act quickly and evacuate inland.
- Stay away from low-lying coastal areas if a tsunami warning has been issued.

For more information on tsunamis visit FEMA's website at: <http://www.ready.gov/tsunamis>.

Landslides

Landslides can be caused by natural incidents (earthquakes, storms, fires, or volcanoes) or human modification of land. In a landslide, masses of rock, earth, or debris move either slowly or rapidly, destroying property and possibly taking lives. Landslides occur in all states and territories of the United States. Knowing whether your area is prone to landslides or debris flows will help guide your planning regarding these potential disasters.

To be prepared for landslides and debris flows:

- Follow proper land-use procedures.
- Be familiar with whether debris flows have occurred in your area.
- Watch how water flows during storms.
- If in imminent danger, evacuate your site immediately.

For more information on landslides visit FEMA's website at: <http://www.ready.gov/landslides-debris-flow>.

Volcanoes

A volcano is a vent in the earth that, when pressure builds and it erupts, releases dangerous molten rock and gases. Volcanoes are mainly a concern for Hawaii, Alaska, and the Pacific Northwest.

If there is the possibility of a volcanic eruption:

- Listen to local officials.
- Bring children inside.
- Shut windows and doors to maintain air quality.
- Be prepared to evacuate quickly.
- Include goggles and nose and mouth protection in your Disaster Supplies Kits.

For more information on volcanoes visit FEMA's website at: <http://www.ready.gov/volcanoes>.

» Use “**WORKSHEET 8: HAZARD/THREAT IDENTIFICATION AND MITIGATION: GEOLOGICAL EVENTS**” to assess the risk level of geological events and to identify steps you can take to minimize your risk and prepare your site.

ILLNESS OUTBREAKS

Sometimes illness requires a child or staff member to be excluded from care to prevent the spread of infection. When children get sick, it is important that your site is prepared to manage the illness by knowing:

- Which illnesses require a child to be excluded from care.
- How parents will be notified of illnesses that arise at the child care site.
- How regular health checks will be conducted.

Food-borne Illness: As child care providers are often in the role of serving children food, it is important that you also take steps to prevent food-borne illness and are careful about what you serve children in your care.

» Use “**WORKSHEET 9: HAZARD/THREAT IDENTIFICATION AND MITIGATION: ILLNESS OUTBREAK**” to assess the risk level of an illness outbreak and of food safety hazards or risks at your child care site, and to identify steps you can take to minimize your risk and prepare your site.

REDUCING THE RISKS

Now that you have considered the hazards and risks facing your child care site, you also need to consider how to lessen hazards specific to the structural and nonstructural elements of your facility’s building and grounds.

- Structural elements include any component of the building whose primary function is to support the dead load (e.g., building, roof).
- Nonstructural elements include any portion of the building or grounds not connected to the main structure (e.g., bookshelves, file cabinets, furnishings).

» Use “**WORKSHEET 10: IDENTIFY BUILDING AND SURROUNDING GROUNDS HAZARDS**” to identify items in the building or surrounding grounds that may pose a hazard.

NEXT STEPS

Your next steps are to:

- Identify hazards and risks that are of the highest consequence and most likely for your site.
- Develop strategies to address those hazards and risks. (Use the hazard and mitigation worksheets provided earlier in this module for guidance.)
- Identify members from the community to review and comment on your strategies and identify hazards or risks that are missing. Include community members such as:

- Local/county emergency manager.
 - Parents.
 - First responders.
 - Local schools/school district.
 - State department of health.
 - Child care site insurance carrier.
 - Utility company personnel.
 - Local business and industry personnel.
 - Child care organizations.
- Develop and implement a process to regularly check for new hazards and address them as needed.



Use the activity on the next page to review the information you have found in this module.

ACTIVITY: IDENTIFY YOUR HAZARDS

Purpose. This activity will give you the opportunity to identify hazards in your child care facility.

Instructions.

1. Identify three hazards that may affect your child care facility.
2. Identify three actions that you can take to reduce the risk of each hazard.
3. Be prepared to share your results if you're going through this manual as a group.

HAZARDS	ACTIONS
1.	1. 2. 3.
2.	1. 2. 3.
3.	1. 2. 3.

Module Two

BEST PRACTICES FOR EMERGENCY PLANNING IN CHILD CARE PROGRAMS

Although every state requires child care centers to hold fire drills, standards for emergency preparedness in child care programs vary from state to state. Many states require child care programs to have written plans for emergencies and disasters. However, many do not require child care providers to do enough planning to be better prepared for emergencies and disasters. (To find out what your state requires, contact your state licensing or registration agency or visit the Administration for Children and Families' website at www.acf.hhs.gov.)

Because some states do not require minimum preparedness standards for child care programs, Save the Children and Child Care Aware (formerly the National Association of Child Care Resource and Referral Agencies: NACCRRA) identified the need to create best practices for emergency preparedness for child care facilities. Through input from a variety of experts and stakeholders, eight critical planning and preparedness essentials were identified and listed in the document *Protecting Children in Child Care During Emergencies*, which can be found at <http://www.doh.state.fl.us/demo/ems/emsc/ProtectChildrenInChildCareDuringEmergencies.pdf>. This module will describe the best practices in detail and list the steps you need to take to make your child care site better prepared to respond to a wide range of hazards and threats.

OBJECTIVES

Upon completion of Module Two, participants will be able to:

1. Understand and apply the eight best practices to their child care site.
2. Identify the most important information needed to prepare for a disaster or emergency.
3. Create an emergency plan for their child care facility.

For each best practice, you will find information and exercises that highlight the essential tasks that you should perform or assign to staff or volunteers. You have been provided with a Workbook to make planning and practicing easier for you, your staff, volunteers, and the parents/guardians of children in your care. Use the Workbook to guide your planning in this session and going forward once you return to your facility.

The eight best practices are:

1. Make a written plan.
2. Maintain current health and safety information for children and staff.
3. Develop and implement family communication and reunification plans and back-up plans.
4. Identify the emergency team and emergency procedures for evacuation, sheltering, and lock down.
5. Assemble emergency equipment and supplies.
6. Practice your plan.
7. Include children and adults with all levels of abilities in your plans.
8. Protect program information and assets.

* BEST PRACTICE ONE Make a Written Plan

Best Practice One is to put your emergency plan in writing. This best practice will help your program meet this standard:

The child care provider shall develop and maintain a written emergency plan that includes policies and procedures to help ensure children's safety and protection.

A written comprehensive emergency plan is a very important tool that:

- Addresses the different needs of the children and staff (full- and part-time) to ensure everyone is protected.
- Identifies a clear decision-maker in emergencies and informs everyone about their roles, responsibilities, and actions during an emergency.

- Can be shared with local emergency response agencies, community partners, staff, volunteers, and parents/guardians.
- Provides proof of your preparedness activities to licensing, quality-rating, and accreditation agencies.

The size of your program will determine how complex a plan you need. Small programs probably need an Emergency Action Plan while large programs may need an Emergency Operations Plan. FEMA has developed examples of each type of plan for large and small child care programs. These sample plans can be found in the appendices of this manual.

As you develop your written plan, you should get input from emergency management officials, first response agencies (police and fire), parents/guardians, and community organizations.

Your written plan will consist of several types of documents including the essential information that first response agencies need, a diagram or site plan of your facility with shelter-in-place locations, exits, and outside evacuation sites marked, and letters of agreement. You may also keep copies of your completed checklists to document your planning process.

You can use the worksheets in the accompanying Workbook to determine many aspects of your plan.

» Use “**WORKSHEET II: REQUIRED PREPAREDNESS ACTIVITIES**” to get started.

SUMMARY OF ESSENTIAL INFORMATION

The essential information about your child care facility’s emergency plan includes:

- Location, capacity, and hours of operation of the facility.
- Contact information.
- Evacuation locations.
- Shelter locations.
- Emergency warning system(s).
- Emergency communications system(s).

Several groups of people may need this information:

- Parents/guardians.
- Local emergency management agency.
- First responders.
- Child care licensing agency.
- Child care accreditation or quality rating agency.

This essential information should be ready to disseminate to parents/guardians and updated whenever necessary (but at least once a year). The information should also be included in your

emergency plan—a copy of which should be put in your Ready-to-Go File. A Ready-to-Go File contains copies of all your important documents (e.g., lease, bank account information). For more information see the “Ready-to-Go File” section under “Best Practice Two: Maintain Current and Health Safety Information for Children and Staff.”

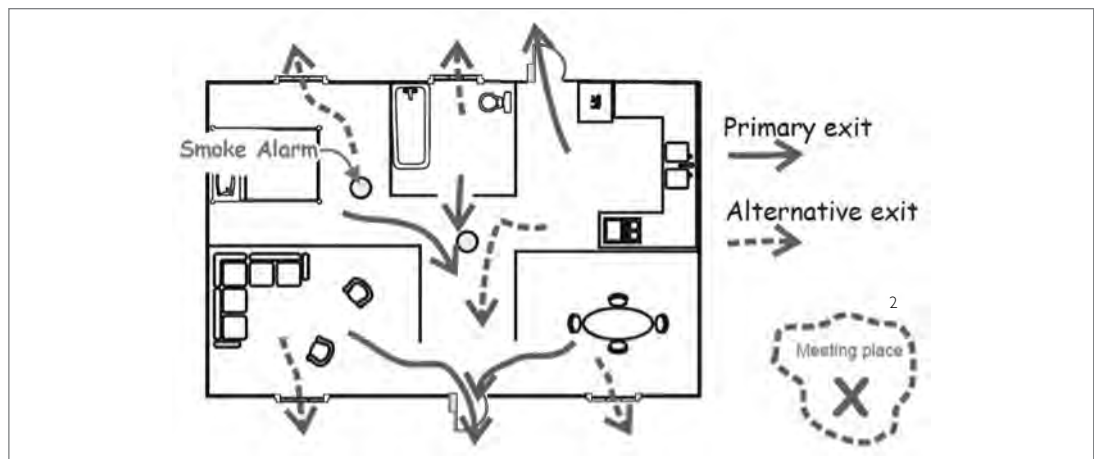
» Use the “**EMERGENCY PLAN TEMPLATE**” in the Workbook as a guide to compiling the essential information in your emergency plan. You will need to review and complete all eight best practices to fully complete the template. You can use the template itself or you can reproduce the specific information about your program in a text file to produce your plan. Store the plan in hard copy in a binder, electronically, or both ways. Keep duplicate copies of your plan in off-site storage areas in case your facility is damaged in an emergency (for more information on off-site storage areas, see Best Practice Eight).

» Use “**BEST PRACTICE ONE: CHECKLIST: MAKE A WRITTEN PLAN**” to review your work on Best Practice One.

SITE DIAGRAMS

Site diagrams are diagrams of your facility’s building(s) and property. They include plans for each floor of each building as well as a diagram of the locations of buildings, outside play areas, parking lots, and other areas of the property. They are important tools for planning evacuations and for taking shelter-in-place. If you do not already have site diagrams, you can sketch them.

You need at least two site diagrams: one for the interior of your facility and one for the outdoor play area and parking area (if available). For multi-story facilities and campuses with more than one building, you will need more site diagrams.



» Use “**WORKSHEET 12: PLAN SITE DIAGRAMS**” to begin preparing diagrams. Include this information under the “Layout of Facility” section in your Emergency Plan Template.

² Gathered from the Manheim Township, Lancaster, Pennsylvania, “Basic Emergency Plan & Family Communication Plan” webpage. Retrieved October, 17, 2012. <http://www.manheimtownship.org/index.aspx?NID=1107>.

EVACUATION LOCATIONS

In an evacuation, you may only need to relocate the children and adults to a safe outside area on the property. However, an emergency plan should include identified locations for off-site evacuations.

You might need to take children to a location a block or two away if, for example, a fire damages the entire facility. If there is a chemical leak near the facility, you might need to transport children and adults a longer distance. By identifying nearby and distant evacuation sites in advance, you can tell parents/guardians where you will be likely to transport their children.

If possible, make agreements with additional evacuation sites so if one site is in a danger area or already serving its maximum capacity of evacuees, you will have alternatives.

» Use “**WORKSHEET 13: IDENTIFY EVACUATION LOCATIONS**” to identify possible evacuation sites for your program. Include this information under the “Evacuations Location” section in your Emergency Plan Template.

SHELTER LOCATIONS

Your facility needs several locations to take shelter in for different possible emergencies.

In severe winds/tornadoes you would need to take shelter in a room with:

- Reinforced walls.
- As few windows as possible.

For protection from an airborne hazard (e.g., a local hazardous material spill) you should take shelter in a location with:

- No windows, or
- Materials for sealing windows and doors (pre-cut sections of plastic sheeting and weatherization tape for covering windows and doors).

During a flash flood, you would need:

- Space on an upper floor.
- A window for signaling first responders.

During a lock down, you would need:

- An interior space that you can lock from the inside.

For any emergency, you will need access to resources such as:

- Clean drinking water.
- Food.
- Toilet.
- Working telephone.
- First Aid Kit.

» Use “**WORKSHEET 14: IDENTIFY SHELTER LOCATIONS**” to identify good locations on your site or in your community where you can take shelter.

* **BEST PRACTICE TWO**

Maintain Current Health and Safety Information for Children and Staff

Best Practice Two is to maintain crucial information. This best practice will help your program meet this standard:

The child care provider shall maintain the information needed to protect children’s and staff’s health and safety during emergencies.

Up-to-date data, in portable storage devices, is vital during an emergency as:

- You may need to quickly evacuate children to an off-site location to keep children, staff and yourself out of harm’s way.
- You may need the telephone number for emergency management officials or a social service agency after you’ve relocated the children and staff to a safe evacuation place.
- You need to know which children and staff members have medical needs.
- At all times, you need to ensure you have access to multiple emergency contact numbers and alternate means of contacting family members. Often during disasters, regular phone service may be interrupted and it will be essential that you can communicate with family members as quickly as possible.
- If telephone service is disrupted, you will need a back-up communications system—another way to notify parents/guardians of the status of their children.
- If parents/guardians pick up children at evacuation locations, you will need to record the details on sign-in/sign-out forms just as you do routinely.

» Use “**BEST PRACTICE TWO: CHECKLIST: MAINTAIN CURRENT HEALTH AND SAFETY INFORMATION FOR CHILDREN AND STAFF**” to review your work on Best Practice Two.

EMERGENCY CONTACTS

A list of emergency contacts should be posted in each classroom and work area. You should post the list at each exit too so someone can pull the list off the wall and bring it along during an evacuation. You should also print out contact information on credit card-sized pieces of card to give to employees and volunteers to keep in their wallets (see “Worksheet 20: Produce Emergency Plan Wallet Cards” for guidance).

» Use “**WORKSHEET 15: GATHER EMERGENCY CONTACT INFORMATION**” to plan how you will gather emergency contact numbers.

» Use “**SAMPLE 2.A: EMERGENCY CONTACTS**” to list important emergency telephone numbers. This information should also be included in the first page of the Emergency Plan Template.

EMERGENCY RELEASES

Ideally, your enrollment form for children and employment agreement for employees each include permission for your program to provide emergency medical treatment and transportation. A release statement should look similar to the sample on “Sample 2.b: Obtain Emergency Releases.”

» Use “**WORKSHEET 16: OBTAIN EMERGENCY RELEASES**” to plan how you will obtain emergency releases. Copies of signed emergency releases should be included in your Ready-to-Go file.

CHILD-STAFF ROSTER

You may already collect all of the contact information you might need in an emergency each time you enroll a child, hire an employee, or welcome a new volunteer. Perhaps you store the information in a list or dataset that you can retrieve at a moment’s notice.

However, there may be ways you can improve how you collect, store, and retrieve crucial data about children and staff.

Important information should be maintained in an electronic database so you or someone else handling an emergency can quickly find answers to questions such as:

- Which children and staff have disabilities or access and functional needs?
- For an off-site evacuation, which employees will transport the children and in what vehicles?

- Does the program have at least a 72-hour supply of all medications, stored in a First Aid Kit or Disaster Supplies Kit, for all children who require prescription medication?

You should also print out data from any electronic databases you have and include the information in your Ready-to-Go file in case you don't have electricity during an emergency.

» Use “**WORKSHEET 17: ENHANCE THE PROGRAM’S CHILD-STAFF ROSTER**” to plan how you will strengthen your roster.

CHILD IDENTIFICATION BADGES

Identification badges will be vital if you have to evacuate children and staff to an off-site evacuation location such as a community shelter because children could become separated from your group.

An identification badge should have the person's name, a photo taken within the last six months, emergency contact information, and any critical medical/care needs. You may wish to design a simple badge that you can produce on an office computer, or purchase badge-making software.

You should also consider having identification bracelets available that you can put on children before an evacuation.

» Use “**WORKSHEET 18: PRODUCE CHILD IDENTIFICATION BADGES**” to plan how you will produce child identification badges.

READY-TO-GO FILE

In an emergency, you will need crucial information to provide appropriate care for children or employees with medical conditions, to contact first response agencies, and to contact parents/guardians.

Storing the data on a portable electronic storage device may seem convenient, but in an emergency you may quickly run out of battery power for a computer. So, you should always have paper copies as backup.

Assemble two sets of paper copies of the following documents. Store each set in a separate Ready-to-Go File:

- Your program's Emergency Plan.
- Emergency Release Forms.
- Child-Staff Roster.
- Child Identification Badges.

Additionally, store blank copies of the following forms to use if you must evacuate children to an off-site location:

- Facility Sign-In/Sign-Out Sheet (with checkboxes for Staff, Children, Visitors, and Volunteers).
- Facility Incident/Injury Report Form.
- Facility Medical Release Form.

Place one Ready-to-Go File in or near a Disaster Supplies Kit. (Information about the Disaster Supplies Kit is in the section on “Best Practice Five: Assemble Emergency Equipment and Supplies.”)

Store the other Ready-to-Go File in an off-site location for access in case your facility is damaged or destroyed in a fire or other disaster. (The section on “Best Practice Eight: Protect Program Information and Assets” contains more information about off-site back-up of important documents.)

* BEST PRACTICE THREE

Develop and Implement Family Communication and Reunification Plans and Back-Up Plans

Best Practice Three is to communicate with parents/guardians. This best practice will help your program meet this standard:

The child care provider shall develop and implement plans and procedures and back-up plans and procedures for communicating with families before, during, and after emergencies and for reuniting children with their families.

Parents/guardians expect you to quickly notify them when an emergency happens.

However, effective communication with parents/guardians should also happen *before* and *after* an emergency.

The first step in effective communication is to share the key information about your program's emergency plan with parents/guardians. The section called “Best Practice One: Make a Written Plan” contains information about how to compile that information.

The second step is to routinely update your data about contact numbers for parents/guardians. The section called “Best Practice Two: Maintain Current Health and Safety Information for Children and Staff” introduced this step.

The third step is to plan how you will alert parents/guardians in an actual emergency. This begins with designating employees to serve as liaison and back-up liaison during an emergency. The liaison will post a notice at the entrances to your facility if you must evacuate children to an off-site location. The liaison also will be responsible for preparing and disseminating emergency messages. The section “Best Practice Four: Identify Emergency Team and Procedures” will introduce the responsibilities of the liaison.

In addition, you should create a back-up communications system in case your traditional forms of communication aren’t working in an emergency.

» Use “**BEST PRACTICE THREE: CHECKLIST: DEVELOP AND IMPLEMENT FAMILY COMMUNICATION AND REUNIFICATIONS PLANS AND BACK-UP PLANS**” to review your work on Best Practice Three.

BACK-UP COMMUNICATIONS SYSTEM

If local telephone service is disrupted during an emergency, or if your staff and you are busy responding to the incident, you will need another way to notify parents/guardians of the status of your program and the location of their children.

You may want to ask a local radio or television station to broadcast your program’s emergency status. You may be able to set up a telephone number that parents/guardians will call if they cannot reach your staff or you. Or, you may be able to set up an automatic dialing program to leave messages with families’ out-of-town contacts. Ideally, you would take all of these steps.

You should also inform parents/guardians of what to do if your site can’t be reached by telephone during an emergency or if your back-up communication systems aren’t working. For example, you might tell them that updates will be posted at the site’s main entrance or at a local fire department building.

» Use “**WORKSHEET 19: CREATE A BACK-UP COMMUNICATIONS SYSTEM**” to plan how you will create a back-up communications system. Include this information under the “Emergency Communications System” section in your Emergency Plan Template.

EMERGENCY PLAN WALLET CARDS

If you create a back-up communications system, you will need to help the children’s parents/guardians know how to use it.

An Emergency Plan Wallet Card is simple to produce and can be updated whenever necessary.

» Use “**WORKSHEET 20: PRODUCE EMERGENCY PLAN WALLET CARDS**” to plan how you will produce wallet cards about your back-up communications system.

REUNIFICATION

Reuniting children with their parents/guardians is another crucial responsibility of the child care provider during an emergency.

Planning how you will communicate with parents/guardians will greatly facilitate the reunification process. As an example of how long it can take to reunite children after a disaster without adequate systems in place, it took more than six months to reunify the final child with her family after they were separated in Hurricane Katrina.

In a disaster, FEMA may activate the National Emergency Child Locator Center at www.missingkids.com to help government agencies locate children who are separated from parents/guardians.

Review the Louisiana Department of Children and Family Services’ “Guidance on Reunification” in Appendix A to plan for reunification for children in your care.

* BEST PRACTICE FOUR

Identify Emergency Team and Procedures for Evacuation, Sheltering and Lock Down

Best Practice Four is to identify an emergency team and plan to evacuate, take shelter-in-place, or lock down the facility. This best practice will help your program meet this standard:

Each child care provider shall be prepared to evacuate the facility, take shelter-in-place, or lock down the facility.

Imagine possible emergencies such as a tornado, flash flood, or explosion. What would you want each staff member to do? Each adult at your child care program needs to know exactly what his or her responsibility will be in an actual emergency and practice during regular drills.

One way of assigning positions and responsibilities to people is through the use of the Incident Command System (ICS), which is the system used by the government to respond to disasters, emergencies, and other large events. The ICS is a standardized approach to emergency management that enables a coordinated response, establishes common processes for planning and managing resources, and allows for the integration of various resources into a common organizational structure. To learn more about the ICS, FEMA has developed a course for schools to identify emergency response roles that could be beneficial to your facility. Go to: <http://training.fema.gov/EMIWweb/is/is100sca.asp> or for general information on the ICS structure visit: <http://training.fema.gov/emiweb/is/is100b.asp>

EMERGENCY TEAM

You should use a similar approach in your program by assigning responsibility for critical tasks including:

- Overall coordination of the emergency response.
- Assistance in overall coordination.
- Communication with parents/guardians and the public concerning the status of the child care program.
- Distribution of Disaster Supplies Kits and other essential materials during evacuations, sheltering-in-place, and lock downs.
- Distribution of First Aid Kits and providing first aid during emergencies.
- Supervising and caring for children.
- Driving evacuation vehicles.

The following positions should be a part of your program's Emergency Team. Two titles are included for each position; the first term is the official Incident Command System (ICS) title and the second is a suggested title if you decide to not use ICS. In a small center some individuals may take on multiple roles.

1. Incident Commander/Leader:
This position takes leadership for the incident response; position will likely be filled by the program administrator.
2. Deputy Incident Commander/Deputy or Assistant Leader:
This position assists the Incident Commander/Leader or fills her/his position in their absence.
3. Public Information Officer/Communications Coordinator:
This position updates parents/guardians and others before, during, and after an emergency.
4. Logistics Chief/Supplies Coordinator:
This position is responsible for supplies, materials, etc.

All members of the Emergency Team should receive cross-training in another position (e.g., the Logistics Chief also trains as a Public Information Officer). This way, you will have a back-up if someone is unable to perform his or her emergency role. Ideally, your program should have two alternate or back-up people for each critical position. Even in small centers, it is useful to be familiar with these roles and responsibilities in order to communicate with emergency managers.

The remainder of your staff and volunteers also need to know their specific responsibilities in an emergency, even if that only involves evacuating from a building. Most will need to supervise groups of children. During off-site evacuations, some may need to drive vehicles. If any children have full-time or part-time attendants, those staff members probably will need to focus on assisting their children during drills or emergencies.

» Use **“WORKSHEET 21: IDENTIFY THE EMERGENCY TEAM”** to assign these responsibilities. Include this information under the “Emergency Team” section in your Emergency Plan Template.

EMERGENCY WARNING SYSTEM

Emergency drills all begin with the Incident Commander/Leader issuing an emergency warning. Each child care site will need to consider how the site's staff will be alerted. Over the intercom? With a bullhorn or whistle? By going door to door? Or another way?

Every child care facility needs an Emergency Warning System. If your program is in a house or other type of small building, a loud bell, whistle, bullhorn or even shouting may be sufficient. You should use the bell, whistle, bullhorn, or shouting to get every adult's attention and then loudly call out instructions.

In a larger building, or a facility with more than one building, you will need another system for alerting every adult at the same time such as an intercom.

» Use **“WORKSHEET 22: CREATE AN EMERGENCY WARNING SYSTEM”** to brainstorm how you will create an emergency warning system. Then, insert this information in the “Emergency Warning System” section of your Emergency Plan Template.

EMERGENCY PROCEDURES

Most child care providers are familiar with emergency procedures for fire evacuation, which are very important. However, there are several other types of emergency procedures:

- Tornado/Severe Winds
- Earthquake
- Flash Flood
- Hazardous Materials
- Lock Down
- Off-site Evacuation

In your Workbook Samples 4.a–4.g contain sample procedures and checklists for each type of emergency.

Module Three of this workshop covers how often you should schedule drills for each type of emergency procedure.

* BEST PRACTICE FIVE

Assemble Emergency Equipment and Supplies

Best Practice Five is to assemble emergency equipment and supplies. This best practice will help your program meet this standard:

The child care provider shall have and maintain the equipment, supplies, and materials needed to care for children and staff during emergencies, evacuate children and staff, and communicate with parents, staff members and community agencies during an emergency.

With the correct equipment/material and supplies, your staff and you will be able to handle many of the issues that occur during an emergency. You will be better prepared to:

- Communicate with emergency management agencies and parents/guardians.
- Provide first aid.
- Monitor weather and disaster reports.
- Feed and care for children during a prolonged shelter-in-place or lock down emergency.

Your program may already have many of the items needed for these activities, but are they stored in an easy-to-carry container that someone can grab quickly in an emergency? To make disaster-related items convenient and easy to move during emergencies, you should pack them in Disaster Supplies Kits. These kits have essential supplies and equipment/material for use during emergencies.

Disaster Supplies and First Aid Kits should be conveniently stored so the Logistics Chief/Supplies Coordinator can quickly retrieve them for taking shelter in place or making an off-site evacuation.

If your program will need more than one vehicle in an off-site evacuation, you should have a First Aid Kit and at a minimum, a smaller Disaster Supplies Kit in each vehicle. If your facility has multiple floors or buildings, you may need a First Aid Kit and Automated External Defibrillator (AED) for each. If your facility has more than one shelter location, you need a Disaster Supplies Kit for each.

» Use “**BEST PRACTICE FIVE: CHECKLIST: EQUIPMENT AND SUPPLIES**” to review your work on Best Practice Five

BASIC EMERGENCY EQUIPMENT/MATERIAL

Every child care facility should have the following pieces of basic emergency equipment and materials:

- Disaster Supplies Kit.
- First Aid Kit.
- Automated External Defibrillator.
- Battery-operated NOAA Weather Radio, with extra batteries, stored in each building or location.
- At least one battery-operated flashlight, with extra batteries, stored on each floor of each building.
- Wrench or pliers, as needed, stored at each utility shut-off location³.
- Ready-to-Go File.
- Telephone. Your landline service or cellular service could be disrupted during a disaster, so your program should have access to both types of telephone service. If your facility is in a remote area, a ham radio may be a practical alternative to a cellular telephone.

FIRST AID KITS

Your program should have a First Aid Kit stored on each floor of each building in an accessible location so that a driver or Logistics Chief/Supplies Coordinator can grab it during a drill or actual emergency.

The Logistics Chief/Supplies Coordinator on the Emergency Team is responsible for gathering and maintaining these kits.

Each kit should contain these items:

- Scissors
- Tweezers
- Gauze pads and rolls
- Adhesive tape
- Adhesive bandages of various sizes
- Antiseptic solution and pads
- Non-glass thermometer
- Triangular bandages
- Small plastic or metal splints
- Sterile eye bandages
- Single-use gloves
- Pain/fever medication
- First aid guide
- Notebook and pens for recording medical information
- Cold pack
- Safety pins

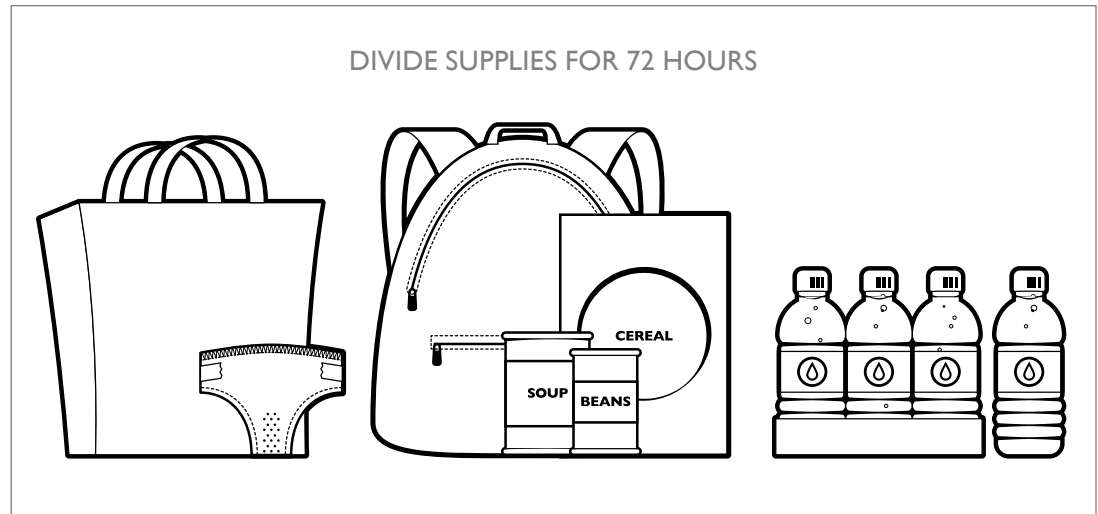
An Automated External Defibrillator should also be easily accessible.

³ In addition to NOAA Weather Radios, staff can also download programs that provide weather alerts to their smart phones.

DISASTER SUPPLIES KITS

Your program needs supplies in case of a disaster to last at least 72 hours. Assemble these items in Disaster Supplies Kits and store them in easily accessible locations.

In a worst-case scenario where an evacuation is needed, your staff and you would need to keep children inside vehicles and moving from one evacuation location to another for a period of hours. Pack water and nonperishable foods in separate batches for 24 hours so that you can quickly take a supply for one 24-hour period in an off-site evacuation.



The Logistics Chief/Supplies Coordinator on the Emergency Team is responsible for gathering and maintaining these kits.

Each kit should contain these items:

- First Aid Kit
- Bottled water (3 gallons/person)
- Baby food (3-day supply/infant)
- Other nonperishable foods (3-day supply/infant and adult)
- Disposable cups, bowls, spoons
- Can opener
- Emergency cash (bills and coins)
- Disposable diapers (3-day supply/infant and toddler)
- Bathroom tissue
- Paper towels
- Wet wipes and tissues
- Hand sanitizer
- Blankets (1/person)
- NOAA Weather Radio with extra batteries

- Any special equipment required by a child or employee
- Dust/filter mask (1/person)
- Goggles (1 pair/person)
- Bullhorn, bell, or whistle
- Flashlight with long-life batteries and extra batteries
- Change of clothing (1/each child and adult)

Additionally, pre-cut plastic sheeting and duct tape for covering windows, doors, and vents should be stored in locations where you may need to shelter in place.

EVACUATION VEHICLES

In an off-site evacuation, your staff and you should load children into vehicles and drive them to a safe area.

If your child care program is large, you may have vans with enough seats for every child and adult. However, it is more likely that everyone with a personal vehicle will need to drive a group of children and/or adults. You might also be able to identify partnerships with local fire departments and EMS to assist in transportation.

Thinking ahead about who will drive and what vehicles you will use will make an evacuation much smoother and safer. You must also plan how you will safely load and transport any children or adults with disabilities or those with access and functional needs.

» Use **“WORKSHEET 23: DESIGNATE EVACUATION VEHICLES”** to brainstorm what vehicles and drivers you will designate for evacuations. Include this information under the “Evacuation Locations” section in your Emergency Plan Template.

* BEST PRACTICE SIX Practice Your Plan

Best Practice Six is to practice emergency procedures. This best practice will help your program meet this standard:

Each child care provider shall prepare and train staff members and volunteers to protect children’s health and safety during an emergency.

As a staff member, you must know what to do to help protect children during an actual emergency.

Having a written schedule for training will help you make sure enough employees are trained to perform CPR and first aid, and know how to use an AED.

You should also plan to conduct drills. Drills are the practices or run-throughs that your staff and you conduct with the children to make sure everyone will know and understand their roles during an emergency. Drills should include all children:

- Infants and toddlers.
- Three- and four-year-olds.
- Children with disabilities or those with access and functional needs.
- Children who are only present after school, overnight, or during vacations.

This means that teachers and caregivers will be able to practice supervising groups of children during evacuation, shelter-in-place, and lock down simulations.

Drills at center-based child care programs should include:

- All children.
- Every employee.
- Every volunteer who is present more than six hours per week.

Drills at family child care homes should include:

- Every child.
- Every employee.
- Every volunteer who is present more than six hours per week.
- Every person, twelve years of age and older, who lives in the home.

» Use “**BEST PRACTICE SIX: CHECKLIST: DRILLS**” to review your work on Best Practice Six.

SCHEDULE OF DRILLS

Drills should occur throughout the year. Fire drills are fundamental because they are times to practice evacuating the building. However, drills for taking shelter in place and for off-site evacuations also are important.

Children need sensitive instruction and guidance about how to participate in drills. Teachers/ caregivers for each group of children in your program should be in the best position to decide how to explain drills to children.

» Use “**WORKSHEET 24: SCHEDULE DRILLS**” to begin scheduling training sessions and drills. Include this information under the “Program Data Storage” section in your Emergency Plan Template.

* BEST PRACTICE SEVEN

Include Children and Adults with All Levels of Abilities in Your Plans

Best Practice Seven is to include children and adults with all levels of abilities in your plan. This best practice will help your program meet this standard:

Each child care provider shall be prepared to protect the health and safety of children, staff members, and volunteers with disabilities or those with access and functional needs and chronic medical conditions during an emergency.

Almost half of the states require licensed child care facilities to prepare written plans to care for, evacuate, and transport children and employees with disabilities and those with access and functional needs during emergencies.

Detailed record-keeping will help you ensure every child and adult with disabilities and those with access and functional needs is properly cared for during an emergency. The checklists for the other best practices in this module address some of the tasks for including children and adults of all abilities, including:

- Assign a driver and a vehicle for each child or adult.
- Produce identification badges so staff at off-site evacuation locations will have the information they need about special medical needs.
- Store prescription medications, inhalers, etc., required by individual children in First Aid Kits for use in an evacuation or taking shelter in place.

» Use “**WORKSHEET 25: CONSIDER INDIVIDUALS WITH DISABILITIES OR ACCESS AND FUNCTIONAL NEEDS**” to begin considering special medical or access/functional needs of children or staff in your program.

» Use “**BEST PRACTICE SEVEN: CHECKLIST: INCLUDE CHILDREN AND ADULTS WITH ALL LEVELS OF ABILITIES IN YOUR PLANS**” to review your work on Best Practice Seven

* BEST PRACTICE EIGHT

Protect Program Information and Assets

Best Practice Eight is to protect program data and finances so your program can reopen after an emergency. This best practice will help your program meet this standard:

The child care center shall take the actions required to protect program information to help ensure they will continue to provide child care after an emergency.

You may have to repair or rebuild your facility if a disaster causes structural damage. During an epidemic, you may have to close your facility temporarily and could lose additional revenue if you can't access your files.

By storing duplicate copies of essential records in an off-site location, you will help ensure the following are available:

- Enrollment data.
- Employment records.
- Inventory, insurance, and bank account information.

» Use “**BEST PRACTICE EIGHT: CHECKLIST: BUSINESS CONTINUITY**” to review your work on Best Practice Eight.

STORE DATA OFF SITE

If your program's central office is damaged in a disaster, you could lose essential records such as an inventory of furnishings and equipment, insurance policies, and bank records.

To protect your program's essential data, you should store back-up or original copies at an off site location that is accessible in an emergency.

» Use “**WORKSHEET 26: STORE DATA OFF SITE**” to plan how you will protect program data.

PLAN FOR FINANCIAL RECOVERY

Beyond protecting essential program data, you will help reduce the effects of a disaster on your program by obtaining enough insurance and by setting aside funds for costs that are not covered by insurance.

» Use “**WORKSHEET 27: CONSIDERATIONS FOR A DISASTER SAVINGS PLAN**” to think about the financial security of your program.

Module Three

EMERGENCY PREPAREDNESS IS AN ONGOING PROCESS

Emergency preparedness should be thought of as an ongoing process rather than a one-time activity as you will need to continually update your plans and procedures for emergencies or disasters. There will always be ways to improve a response, no matter how well it goes.

Training, drills, and “check-ups” of your program’s emergency plan should take place throughout the year. You should then address any gaps in your plan or other response shortfalls to ensure they’re corrected for the next drill or emergency.

OBJECTIVES

Upon completion of Module Three, participants will be able to:

1. Provide appropriate emergency training for employees, volunteers, parents/guardians, and children.
2. Schedule drills for staff and children.
3. Give your program regular emergency planning “check-ups” on all eight Best Practices.

TRAINING SESSIONS

By incorporating emergency planning into your parent education and staff development activities, you will help ensure that everyone is better prepared to respond in an emergency.

All employees will benefit from taking the free online FEMA course *Multihazard Planning for Childcare (IS-36)* that is reproduced in Module One of this manual. After your staff have taken the course, it may be helpful for you to discuss it together.

All employees will benefit from an annual orientation on your program’s emergency plan. This training session should include a walk-through, without children, of one or more of the emergency procedures.

» Use “**WORKSHEET 28: SCHEDULE TRAINING SESSIONS**” to determine when you will provide training for your staff, volunteers, and parents/guardians.

DRILLS

Practice makes prevention, but it may not make for perfection. If you make drills part of your monthly routine, then your staff may be much better prepared to face any emergencies or disasters in the calmest and most competent fashion. When you practice or drill, keep a log of the effectiveness or gaps including:

- Time to evacuate or shelter in place.
- Supplies needed to evacuate or shelter.
- Procedural flow of staff and children.
- Response time from first responders.
- Individual access and evacuation assistance needs of staff or children.

Review the **Emergency Plan Template** in your Workbook and you will find a section on practicing drills with a monthly schedule for ensuring a variety of drills can be performed throughout the year. Refer to Best Practice Six in this manual for additional information on drills.

EMERGENCY PLAN CHECK-UPS

» Use the Best Practice Checklists in the accompanying Workbook for periodic reviews of your program's readiness for emergencies. Confirm that each item on a checklist has been met and follow up on items that may need attention. Be sure to use your community resources identified throughout this training to collaborate with local emergency management personnel, first responders, and your facility staff to create your best emergency preparedness plans. Your **Emergency Plan Template** provides a guide to best practice check-ups. This chart is intended to guide you through planning when and which Best Practice you will check-up on throughout the year.

Schedule of Emergency Plan Check-Ups (Repeat the cycle after the eighth check-up)

(Reproduced from Emergency Plan Template in Workbook)

BEST PRACTICE	MONTH / DATE
Written Plan	
Current Information	
Communications	
Emergency Procedures	
Supplies and Equipment	
Drills	
Include Children and Adults with All Levels of Abilities in Your Plans	
Business Continuity	

Course Summary

This course introduced you to the need to plan ahead for a range of disasters and emergencies in your child care facility. Previous experience from child care providers across the country has shown that emergency planning is easier when you know where to start. Emergency Preparedness plans for your facility can help protect not only the children in your care, but also your staff, volunteers, yourself and your business. In addition, planning helps minimize the risk and the negative emotional effects of a disaster and ensures your business can re-open quickly after a disaster.

The course also provided you with the resources and information to best identify hazards at your child care site, create a written disaster plan, and communicate, practice, and update your emergency plan.

In Module One (which is based primarily on FEMA's Independent Study Course IS-36 *Multihazard Planning for Childcare*) you learned how to identify hazards and risks that could impact your child care site, such as fires, floods, hurricanes and tornadoes. You also discovered a range of simple steps to help you prepare for these hazards and risks. These steps included, for example, installing smoke detectors and fire extinguishers in case of a fire. Finally, you learned where to go for more information on identifying and preparing for hazards, such as your local emergency manager, first responders and even knowledgeable parents.

In Module Two, we moved beyond identifying hazards and threats to your child care site to understanding and applying eight emergency preparedness best practices to your site. These best practices, developed in partnership between Save the Children and NACCRRA, range from assembling emergency equipment and supplies to practicing your plan. During Module Two you also learned important information you need to prepare for a disaster or emergency, such as identifying on-site sheltering locations and off-site evacuation sites. With information from the course, including your worksheets and checklists, you should now be able to complete the Emergency Plan Template provided in your workbook.

Finally, in Module Three you learned that emergency planning is a continual process. Once your emergency plans and procedures have been written, they need to be updated and practiced on an ongoing basis. As part of this process, you should schedule annual training sessions that include CPR/AED training and an Annual Emergency Plan Orientation.

The following sections provide additional resources that you may want to consider in your site's emergency planning.

Resources

PUBLICATIONS

Grace, C., and Shores, E.F. (2010). *After the crisis: Using storybooks to help children cope*. Silver Spring, MD: Gryphon House.

Grace, C., and Shores, E.F. (2010). *Preparing for disaster: What every early childhood director needs to know*. Silver Spring, MD: Gryphon House.

National Association of Child Care Resource and Referral Agencies and Save the Children. (2011). *Is your child care program ready? A disaster planning guide for child care centers and family child care homes*. Washington, DC: Authors.

National Association of Child Care Resource and Referral Agencies and Save the Children. (2012). *Protecting children in child care during emergencies: Recommended state and national regulatory and accreditation standards for family child care homes and child care centers and supporting rationale*. Washington, DC: Authors.

Save the Children. (2011). *Ten years after 9/11: America is unprepared to protect children; A national report card for protecting children during disasters*. Westport, CT: Author.

WEBSITES

AMERICAN RED CROSS

The American Red Cross provides information on types of hazards and threats and how to address them.

www.redcross.org

FEDERAL EMERGENCY MANAGEMENT AGENCY

The Federal Emergency Management Agency (FEMA) has information on including the whole community to help you prepare to address hazards.

www.fema.gov

FEMA offers an online course for child care providers: *Multihazard Planning for Childcare*.
<http://training.fema.gov/EMIWeb/IS/is36.asp>

FEMA's Multihazard Emergency Planning for Schools toolkit has tools and resources that also may be useful.

<http://training.fema.gov/emiweb/emischool>

FLASH

The Federal Alliance for Safe Homes website provides valuable information on how to protect a structure from a wide array of hazards. The website includes videos and instruction cards.

www.flash.org

FLOODSMART

The National Flood Insurance Program provides useful information on flooding and flood risks.

www.floodsmart.gov

FLU.GOV

Flu.gov provides updated information on the flu.

www.flu.gov

FOOD AND DRUG ADMINISTRATION

The Food and Drug Administration, the U.S. Department of Agriculture, and Foodsafety.gov provide information on food safety.

www.foodsafety.gov

CHILD CARE AWARE (FORMERLY THE NATIONAL ASSOCIATION OF CHILD CARE RESOURCE AND REFERRAL AGENCIES)

Child Care Aware leads projects that increase the quality and availability of child care, offers comprehensive training to child care professionals, undertakes groundbreaking research, and advocates for child care policies that positively impact the lives of children and families.

www.childcareaware.org

www.naccrra.org

IBHS

The Insurance Institute for Business and Home Safety has a great deal of information on hazard risks by area of the country as well as guidance documents for protecting a structure.

<http://disastersafety.org>

READY.GOV

Ready.gov, operated by the Federal Emergency Management Agency (FEMA), provides information on types of hazards and threats and how to address them.

www.ready.gov

U.S. FIRE ADMINISTRATION

The U.S. Fire Administration provides a smoke alarm safety quiz.

www.usfa.fema.gov

Appendix A

LOUISIANA DEPARTMENT OF CHILDREN AND FAMILIES' GUIDANCE OF REUNIFICATION

Guidance on Reunification



During an emergency, children can become separated from their families. There are steps child care programs can take in advance to help reduce the potential this will occur. There are also steps that can be taken during the emergency. If children do become separated from their parents there are national, federal and local resources available to help child care programs reunite families.

What Child Care Programs Can Do In Advance

There are several actions a child care program can take in advance to ensure they will be able to reunite children with their families after an emergency. To be prepared for emergencies center staff and family child care providers should:

- Ensure they have multiple phone numbers for family members including home, cell and work phone numbers for both parents or guardians and others to whom the child can be released.
- Ensure parents or guardians have designated in writing the relatives or friends to which children can be released after a disaster, including one or more individuals outside the area.
- Inform parents in advance where the children will be taken if an evacuation is required.
- Ensure they have the phone number of a family member or trusted friend out of the area such as a grandparent or other relative who can be contacted to locate the parents.
- Establish an 800 (toll-free) or other emergency number for the program outside the area that parents can contact to learn where their child or children have been relocated.
- Take and maintain a current digital photo of each child enrolled in the program that can be used if it is necessary to post the child's photo to aid in reunification; with the parents' permission email a copy of the photo files to a location outside the area for use in reuniting children with their parents during a disaster.
- Become familiar with the National Emergency Family Registry and Locator System (NEFRLS) and the National Emergency Child Locator Center and the American Red Cross systems which have been developed to help reunite families who are separated during a disaster

What Child Care Programs Can Do During the Emergency

During the emergency it is critical for programs to keep children safe and with program personnel who will be able to reunite children with their parents after the event. If there is sufficient warning and it is safe to do so, child care programs should strive to reunite children with their parents before the event occurs. If this not possible and an emergency response is required the program should:

- Place an identification bracelet on each child or pin information on each child that will help reunite the child with his or her parents or other trusted individuals.
- Assign an individual (staff member or assistant) and a backup to be responsible for each child's safety during the event.
- Release children only to individuals the parents have designated as approved to take the child from the program; require any such individuals to show photo identification before releasing a child to them.
- Keep parents informed when children are evacuated from the facility to a nearby or distant location

- Place an identification bracelet on each child or pin information on each child that will help reunite the child with his or her parents or other trusted individuals.
- Assign an individual (staff member or assistant) and a backup to be responsible for each child's safety during the event.
- Release children only to individuals the parents have designated as approved to take the child from the program; require any such individuals to show photo identification before releasing a child to them.
- Keep parents informed when children are evacuated from the facility to a nearby or distant location

What to Do If Parents or Other Designated Individuals Cannot Be Contacted

Following the 2005 hurricane season, Congress passed the Post-Katrina Emergency Management Reform Act (PKEMRA) of 2006, amending the Robert T. Stafford Disaster Relief and Emergency Assistance Act, and authorizing the establishment of the National Emergency Family Registry and Locator System (NEFRLS). During a disaster, NEFRLS is activated to reunite families that have become separated as a result of a disaster. Individuals and families can register online at www.fema.gov. Call centers may be reached at 1-800-588-9822, 24-hours a day when it is activated. NEFRLS enables FEMA to provide a Web-based system for people to voluntarily register and share specific information on their post-disaster well-being or location with specified family members.

By going online or calling the Family Registry System, people who have been separated from their families and friends can provide information about themselves and where they can be found. At the same time, families looking for a lost family member also are urged to go online at www.fema.gov or call the toll-free number as they search for them. For those who have become separated from children 21 years of age and younger, FEMA will activate the National Emergency Child Locator Center (NECLC) to help families, local and tribal governments, and law enforcement agencies track and locate children separated from their parents or guardians because of the disaster. The toll-free number for the Emergency Child Locator Center is 1-866-908-9572 and is staffed 24-hours a day. The Center's operations are managed by the National Center for Missing and Exploited Children, with support from FEMA. People who call the Family Registry to locate children will be directed to the Child Locator Center.

If a child remains in the program's care and it is not possible to locate the child's parents or another trusted individual, notify the local emergency management office and the state child care licensing office and contact the NECLC. When requested, provide a digital photo of the child and the information required by the Center. Keep the child safe and comfortable until contacted by the child's parents or another individual the parents have approved to take the child from the program. If no one can be found to release the child to and the program is no longer able to provide care of the child, contact the state Department of Social Services to obtain temporary foster care for the child.

Resource: Protecting Children in Child Care During Emergencies , Recommended State and National Regulatory and Accreditation Standards for Family Child Care Homes and Child Care Centers and Supporting Rationale, Developed by the National Association of Child Care Resource & Referral Agencies and Save the Children, Domestic Emergencies Unit, Pages 54-55.

This material is based on work supported by the Technology-Based Child Care Training Grant funded by the Louisiana Department of Children and Family Services with American Recovery and Reinvestment Act Funds from the U.S. Department of Health and Human Services for Children and Families. Use of this material is governed by U.S. Copyright laws.

8/2011

Appendix B

SAMPLE CHILDCARE
EMERGENCY ACTION PLAN



Sample Childcare Emergency Action Plan

November 2011

For Training Purposes Only with
Multihazard Planning for Childcare

FEMA

This emergency action plan includes the following information for Mom’s Maple Street Childcare Center:

Title	Page
Basic Information.....	1
Emergency Contacts.....	1
Evacuation Procedures.....	2
Shelter-in-Place Procedures.....	3
Parent Reunification Procedures.....	3
Child/Parent Information Sheets.....	4

This document presents a sample child care emergency action plan. It is recommended that you coordinate with local law enforcement, fire, and emergency managers when developing your emergency action plan.

This sample plan is for training purposes only and is based on a fictional child care facility and location. It is important to tailor all emergency plans to the specific hazards and needs of your site and community.

for training purposes only

Federal Emergency Management Agency. (2012). *Multihazard Planning for Childcare* (IS-36). Retrieved May 2, 2012, from <http://training.fema.gov/EMIWeb/IS/is36.asp>. Reproduced with permission.

Mom's Maple Street Childcare Center: Emergency Action Plan

Basic Information: Record information on your childcare site to ensure preparedness in case of an emergency.

Facility Name:	Mom's Maple Street Childcare Center
Facility Address:	6789 Maple Street Grand, Michigan 48000
Facility Phone:	(313)123.1234
Facility Main Contact:	Amelia Milne
Emergency Kit Location(s):	Hall coat closet and basement
Number of Children:	3

Emergency Contacts: Identify the contact information for emergencies and post in easily accessible locations.

	Contact Name	Phone	Email/Web Site
Fire/Rescue (911)	Grand EMS	(313)555.0000	
Police (911)	Sgt. Jones	(313)555.1000	
Fire (911)	Capt. Mike Thomas	(313)555.1001	
Hospital	Grand Hospital	(313)313.7700	www.grandhospital.org
Poison Control	Poison Center	(800)222.1222	www.poison.org
Local Emergency Manager	Carol Garcia	(313)777.9900	C.garcia@grandemm.gov
Electric Company	Grand Power	(313)777.8800	www.michgrandpower.com
Gas Company	Grand Gas	(313) 558.9999	www.grandgasco.com
Water Company	Grand Water	(313)888.1234	www.grandh20.com
Insurance Provider	Ron McCoy	(313)200.3333	R_mccoy@ronins.com

Mom’s Maple Street Childcare Center: Emergency Action Plan

Evacuation: In case of the need to evacuate our site, the following procedures will be followed:

<p>Evacuation routes/exits:</p>	<ul style="list-style-type: none"> • Children are cared for on the main level of the house only and are not permitted on second level or in basement. • Exits (all windows and doors are checked regularly to ensure opening): <ul style="list-style-type: none"> ○ Living room: Front door and windows. ○ Kitchen: Sliding doors and windows ○ Dining room/family room: Front door and windows
<p>Evacuating Infants/Toddlers:</p>	<ul style="list-style-type: none"> • Children will be evacuated together using a portable play yard with wheels. The site owns two portable play yards each of which remain placed near each of the two exits (front and back doors). • In case of the need to evacuate through the windows, children will be placed out windows first, using any items available to place them on the ground.
<p>Notification:</p>	<p>Once all children are safely evacuated:</p> <ul style="list-style-type: none"> • 911 will be called • Parents will be notified of the evacuation
<p>Emergency Kits/Information:</p>	<ul style="list-style-type: none"> • Emergency kits will be taken when possible. • Each portable play yard will have an envelope attached to it with each child’s emergency contact information.
<p>Evacuation Sites:</p>	<ul style="list-style-type: none"> • Neighborhood (e.g., for fire): Marcia Wilkinson 6790 Maple Street Grand, Michigan 48000 (313)123.6789 • Out-of-neighborhood (e.g., explosion, flooding): Main Street Elementary School 1234 Main Street Grand, Michigan(313)123.4422 Contact: Tim Johnson • Out-of-town (e.g., hurricane, widespread flooding) William and Sara Stevens (Brother and Sister-in-Law) 5561 Highway 29 Petit, Michigan (248)222-4455
<p>Transportation to Evacuation Locations:</p>	<ul style="list-style-type: none"> • Children will be pushed in portable play yards or strollers to the neighborhood evacuation site and weather permitting to the elementary school (.25 of a mile away). • Children will be driven in a personal vehicle, with three car seats, to the elementary school or the Petit, Michigan location.

Federal Emergency Management Agency. (2012). *Multihazard Planning for Childcare* (IS-36). Retrieved May 2, 2012, from <http://training.fema.gov/EMIWWeb/IS/is36.asp>. Reproduced with permission.

Mom’s Maple Street Childcare Center: Emergency Action Plan

Shelter-in-Place: In case of the need to stay put due to a tornado or notification from authorities, the following procedures will be followed:

Location:	Children will be taken to an interior room in the basement of the house.
Emergency Supplies:	<ul style="list-style-type: none"> • Emergency kits with food (including formula), toys, and water are stored in the basement. • A first aid kit is stored in the basement. • A battery-powered radio and NOAA radio is stored with the emergency supplies. • Cell phone will be brought to the basement. • Emergency contact sheets are kept with the supplies. • Supplies for sealing the room are stored in the basement.
Notification:	<ul style="list-style-type: none"> • Parents/guardians will be notified once the immediate threat has passed.

Parent Reunification: In case of the need to evacuate or when parents/guardians are unable to get to children, the following procedures will be followed to reunite children with parents/guardians (or other contacts designated by parent/guardian) as soon as it is safe.

Notification:	<ul style="list-style-type: none"> • Parents/guardians are provided: <ul style="list-style-type: none"> ○ Information on each evacuation site. ○ Contact information for Amelia Milne, cell phone and home phone. • Parent/guardian contact numbers are: <ul style="list-style-type: none"> ○ Stored in Amelia Milne’s cell phone. ○ Attached to portable play yards. ○ Kept in emergency kits.
Release:	<ul style="list-style-type: none"> • Children will only be release to contacts listed on the child’s form with proper identification.

Federal Emergency Management Agency. (2012). *Multihazard Planning for Childcare* (IS-36). Retrieved May 2, 2012, from <http://training.fema.gov/EMIWeb/IS/is36.asp>. Reproduced with permission.

Mom's Maple Street Childcare Center: Emergency Action Plan

Child/Parent Information: For each child at your site identify contact and emergency information. Keep a copy of this information with your emergency kit(s).

Child's Information		
Child's Name: Matthew Adams	Date of Birth: 10/10/2010	
Address: 459 Buckingham Road	City: Grand	State: MI
Allergies, Special Instructions, Comforting Items:		
Matthew is allergic to penicillin. Matthew uses a pacifier for comfort. He is not to have blankets or other items when sleeping. Roxanne is Matthew's sister.		
Parent Guardian Information (1)		
Parent/Guardian Name: Susan Adams		
Relationship to Child: Grandmother		
Address: Same (if different from child)	City:	State:
Home #: (249)321.2233	Cell #: (249)303.4499	Work #: (249)730.6643
Email (personal): s_adams@yahoo.net	Email (work): s_adams@squashinvest.com	
Place of Work: Squash Investments	Address: 12 York St., Grand, MI	
Parent Guardian Information (2)		
Parent/Guardian Name: Wayne Adams		
Relationship to Child: Grandfather		
Address: Same (if different from child)	City:	State:
Home #: (249)321.2233	Cell #: (249)303.4488	Work #:
Email (personal): w_admas@yahoo.net	Email (work):	
Place of Work: retired	Address:	
Additional Emergency Contact (1)		
Name: Mary Rhodes		
Relationship to Child: Aunt		
Address: 1262 Magnolia Rd	City: Grand	State: MI
Home #: (249)440-8877	Cell #: (249)303.7700	Work #: Stay-at-home mom
Email (personal): m_rhodes@yahoo.net	Email (work):	
Additional Emergency Contact (2)		
Name: Jason Adams		
Relationship to Child: Uncle		
Address: 1047 Maryland Ave.	City: Sunshine	State: WI
Home #: (420)719.5566	Cell #: (420)871.9870	Work #: (420)448.2213
Email (personal): j_adams@yahoo.net	Email (work): j_adams@charlesuniv.edu	
Medical Information		
Practice: West Grand Pediatrics	Doctor's Name: Sheldon Murphy	
Address: 45167 West Grand Highway	City: Grand	State: MI
Phone #: (249)898.9000		

Federal Emergency Management Agency. (2012). *Multihazard Planning for Childcare* (IS-36). Retrieved May 2, 2012, from <http://training.fema.gov/EMIWWeb/IS/is36.asp>. Reproduced with permission.

Child's Information		
Child's Name: Roxanne Adams	Date of Birth: 6/10/2008	
Address: 459 Buckingham Road	City: Grand	State: MI
Allergies, Special Instructions, Comforting Items: Roxanne uses a pacifier to sleep and for comfort. She has a favorite blanket. Matthew is Roxanne's brother.		
Parent Guardian Information (1)		
Parent/Guardian Name: Susan Adams		
Relationship to Child: Grandmother		
Address: Same (if different from child)	City:	State:
Home #: (249)321.2233	Cell #: (249)303.4499	Work #: (249)730.6643
Email (personal): s_adams@yahoo.net	Email (work): s_adams@squashinvest.com	
Place of Work: Squash Investments	Address: 12 York St., Grand, MI	
Parent Guardian Information (2)		
Parent/Guardian Name: Wayne Adams		
Relationship to Child: Grandfather		
Address: Same (if different from child)	City:	State:
Home #: (249)321.2233	Cell #: (249)303.4488	Work #:
Email (personal): w_admas@yahoo.net	Email (work):	
Place of Work: retired	Address:	
Additional Emergency Contact (1)		
Name: Mary Rhodes		
Relationship to Child: Aunt		
Address: 1262 Magnolia Rd	City: Grand	State: MI
Home #: (249)440-8877	Cell #: (249)303.7700	Work #: Stay-at-home mom
Email (personal): m_rhodes@yahoo.net	Email (work):	
Additional Emergency Contact (2)		
Name: Jason Adams		
Relationship to Child: Uncle		
Address: 1047 Maryland Ave.	City: Sunshine	State: WI
Home #: (420)719.5566	Cell #: (420)871.9870	Work #: (420)448.2213
Email (personal): j_adams@yahoo.net	Email (work): j_adams@charlesuniv.edu	
Medical Information		
Practice: West Grand Pediatrics	Doctor's Name: Sheldon Murphy	
Address: 45167 West Grand Highway	City: Grand	State: MI
Phone #: (249)898.9000		

Child's Information

Child's Name: Hope Carlisle **Date of Birth:** 4/04/2009
Address: 3939 Parcell Rd. **City:** Grand **State:** MI
Allergies, Special Instructions, Comforting Items:
 Hope does not have any allergies and loves chocolate. Hope's stuffed bunny is her comforting item.

Parent Guardian Information (1)

Parent/Guardian Name: Lisa Carlisle
Relationship to Child: Mother
Address: Same **City:** **State:**
 (if different from child)
Home #: (249) 766.0980 **Cell #:** (249)560.3131 **Work #:** (249)321.2498
Email (personal): lisa_72@superemail.com **Email (work):** carlisle_lisa@yatestech.com
Place of Work: Yates Technology **Address:** 49251 Douglas Highway, Grand, MI

Parent Guardian Information (2)

Parent/Guardian Name: Benjamin Carlisle
Relationship to Child: Father
Address: Same **City:** **State:**
 (if different from child)
Home #: (249)766.0980 **Cell #:** (249)746.9251 **Work #:** (249)909.9900
Email (personal): ben_70@superemail.com **Email (work):** b_car@franklinandcarlisle.com
Place of Work: Franklin and Carlisle **Address:** 217 Main St., Grand, MI

Additional Emergency Contact (1)

Name: Mary Carlisle
Relationship to Child: Grandmother
Address: 456 Gordon St. **City:** Grand **State:** MI
Home #: (249)229.3442 **Cell #:** (249)765.5673 **Work #:** NA
Email (personal): mary@samdog.net **Email (work):**

Additional Emergency Contact (2)

Name: Brenda McCormick
Relationship to Child: Aunt
Address: 256 Brock Creek Rd. **City:** Victory **State:** CO
Home #: (722) 505.7201 **Cell #:** (722).671.2377 **Work #:** (722)556.2091
Email (personal): aunt_b@yahoo.com **Email (work):** b_Mc@overoutfitters.com

Medical Information

Practice: East Boulevard Family Practice **Doctor's Name:** Margaret Sevilla
Address: 470 East Boulevard, Suite 200 **City:** Grand **State:** MI
Phone #: (249)730.4400

Appendix C

SAMPLE CHILDCARE
EMERGENCY OPERATIONS PLAN



Sample Childcare Emergency Operations Plan

November 2011

For Training Purposes Only with
Multihazard Planning for Childcare

FEMA

Springfield Child Care Center Emergency Operations Plan

November 2011

For Training Purposes Only

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For Training Purposes Only

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This document presents excerpts from a sample child care emergency operations plan (EOP). Common procedures, such as evacuation and parent-child reunification, may differ at the local, tribal, and State level, so they have not been included in the annexes although they are referenced throughout the plan. It is recommended that planners coordinate with local and tribal law enforcement, fire, and emergency managers when developing these procedures. Appendixes are mentioned in the sample EOP for reference purposes only; no appendixes are included in the sample plan.

This sample plan is for training purposes only and is based on a fictional child care facility and county. It is important to tailor all emergency operations plans to the specific hazards and needs of your jurisdiction and community.

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For Training Purposes Only

SIGNATORY PAGE

This emergency operations plan has been completed and approved through a collaboration of efforts in the community, including:

Jamie Flowers
Director

Angela Cloman
Parent

Bill Jacobson
Maintenance Lead

Mark Wallis
Fire Chief

Jennifer Paprocki
Teacher

Kristin Toliver
Police Chief

Nathan Montgomery
Nurse

Lisa Pollard
Emergency Manager

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For Training Purposes Only

Basic Plan

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For Training Purposes Only

I. INTRODUCTION

A. Purpose of the Plan

The purpose of the Springfield Child Care Center Emergency Operations Plan (EOP) is to identify and respond to incidents by outlining the responsibilities and duties of Springfield Child Care Center and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, children, parents, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that Springfield Child Care Center has established guidelines and procedures to respond to incidents/hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential incidents are defined in the plan below. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, protect against, respond to, and recover from incidents. Staff members have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Springfield Child Care Center regularly schedules training for staff.

Lastly, developing, maintaining, and exercising the EOP increases Springfield Child Care Center's legal protection. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

B. Scope of the Plan

The Springfield Child Care Center EOP outlines the expectations of staff; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, State, and Federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery. Within this scope, the plan defines an incident and hazards as follows.

Incident: An incident is an occurrence – natural, technological, or human-caused – that requires a response to protect life or property. The director shall have the authority to determine when an incident has occurred and to implement the procedures within this Emergency Operations Plan.

Hazards: Hazards shall include situations involving threats of harm to children, personnel, and/or facilities. Hazards include but are not limited to natural, technological, and human-caused incidents. Hazards may require an interagency response involving law enforcement and/or emergency services agencies depending on the size and scope of the incident.

C. Situation Overview/Hazard Analysis Summary

1. Child Care Center Population

Springfield Child Care Center's current enrollment is approximately 150 children from ages 18 months to 9 years. The center is located in a one-story building that was previously an elementary school. The children enrolled at Springfield Child Care Center are supported by a committed staff.

A roster for each room is available in the main office. The roster is also located in Appendix A as a reference. [Note: Appendix A is not included in this sample plan.]

Springfield Child Care Center is committed to the safe evacuation and transport of all children and staff. Children, especially toddlers, are considered to have access and functional needs and this plan addresses those needs in addition to providing additional guidance for children/staff with:

- Limited English proficiency,
- Blindness or visual disabilities,
- Cognitive or emotional disabilities,
- Deafness or hearing loss,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

The center's current enrollment of children with access and functional needs identified above is approximately 12; however, this number will fluctuate. Children and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing children and staff that require additional assistance during an incident will be noted by an asterisk next to the room number on the roster. The list of children and staff with the identified access and functional needs along with their locations can be found in Appendix B. Staff members that have been trained and assigned to assist those with access and functional needs during drills, exercises, and incidents are listed in Appendix B. [Note: Appendix B is not included in this sample plan.]

2. Building Information

Springfield Child Care Center is located on a 2-acre lot and includes one building, three playgrounds, and two parking lots (one for staff and one for visitors).

A map of the child care center building annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shutoffs is included in Appendix C. All staff members are required to know these locations as well as how to operate the utility shutoffs. [Note: Appendix C is not included in this sample plan.]

3. Hazard Analysis Summary

Springfield Child Care Center is exposed to many hazards, all of which have the potential for disrupting the child care center, causing casualties, and damaging or destroying public or private property.

In June 2010, a planning team of staff members, parents, and emergency personnel completed a thorough hazard analysis to identify any circumstances in the child care center or near the site that may present unique problems or potential risk to people or property. The interior and exterior portions of the building and the grounds have been assessed for potential hazards that may impact the site, the staff, and the children. Identified hazards have been assessed by risk and likelihood and ranked accordingly.

The table on the following page briefly discusses Springfield Child Care Center's high-priority hazards including flood, severe storm, fire, hazardous materials, missing child, and intruder.

Table 1. High-Priority Hazards

<p>Flood</p>	<p>Flooding is a natural feature of the climate, topography, and hydrology of Springfield and its surrounding areas. Flooding predominates throughout the winter and early spring due to melting snow, breakaway ice, and rainy weather.</p> <p>Flooding could threaten the safety of children and staff whenever storm water or other sources of water threaten to inundate the grounds or building. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee.</p>
<p>Severe Storm</p>	<p>Springfield and its surrounding areas are vulnerable to severe local storms. The effects are generally transportation problems and loss of utilities.</p> <p>During the 2006-07 winter storms, high snowfall and cold temperatures resulted in significant snow accumulations. The accumulations aggravated by rain, drifting snow, and ice in roof drains caused excessive weight and the collapse of a storage shed located near the building. The collapse resulted in over \$3,000 in damage to arts and crafts supplies.</p>
<p>Fire</p>	<p>Fire hazards are the most prevalent types of business disaster. Fire is of particular concern to young children because it is difficult for young children to escape from fire because they lack the motor skills and mental capabilities needed and may be unable to awake from a sound sleep.</p> <p>A 2003 fire at Mitchell School in Columbia County reiterated the importance of fire preparedness and prevention efforts.</p>
<p>Hazardous Materials</p>	<p>Hazardous materials can be found in all homes and businesses and include: cleaning products, pesticides, paint supplies, lawn and garden products. It is important to ensure hazardous materials are clearly marked, kept in their original containers, and out of children's reach.</p> <p>Currently, ammonia, chlorine, and propane are all used and stored at the child care site.</p>
<p>Missing Child</p>	<p>Most children are taken by someone they know.</p> <p>While no child has ever been taken from the site by any unauthorized person, Springfield Child Care Center is still vulnerable.</p>

4. Preparedness, Protection, Prevention, and Mitigation Overview

Preparedness is the integration of the key areas involved in addressing a threat or hazard. These key areas include protection, prevention, and mitigation.

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. Springfield Child Care Center fosters preparedness at all levels including children, parents, and staff. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Protection and prevention include actions to avoid or deter a threat or to intervene to stop an incident from occurring. Springfield Child Care Center is committed to taking proactive prevention and protection measures whenever possible to protect the safety and security of children and staff. Springfield Child Care Center requires all adults to display identification badges and parents to provide identification when picking up children.

Mitigation includes activities to reduce the loss of life and property by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. Springfield Child Care Center has taken action to reduce or eliminate the adverse effects of hazards on people and property.

For example, of the many hazards that can endanger a facility and its service to the community, the most prevalent is fire. Springfield Child Care Center was built in accordance with State building codes, in the form of approved materials, fire-resistant assemblies, exiting requirements, the width and design of stairs, the dimensions of corridors, fire suppression systems, and many other standards.

D. Planning Assumptions and Limitations

1. Planning Assumptions

Stating the planning assumptions allows Springfield Child Care Center to deviate from the plan if certain assumptions prove not to be true during operations. The EOP assumes:

- The child care center will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect property.
- Following a major or catastrophic incident, the site may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to staff and/or children. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential to be prepared to carry out the initial incident response at the site until responders arrive at the incident scene.
- Proper prevention, protection, and mitigation actions, such as creating a positive environment and conducting fire inspections, will prevent or reduce incident-related losses.
- Maintaining the EOP and providing frequent opportunities for stakeholders (staff, children, parents, first responders, and emergency management officials, etc.) to exercise the plan can improve readiness to respond to incidents.

2. Limitations

It is the policy of Springfield Child Care Center that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Springfield Child Care Center can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

II. CONCEPT OF OPERATIONS

This plan is based upon the concept that the incident management functions that must be performed by the site generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

A. Incident Command System (ICS)

Springfield Child Care Center recognizes that staff and children will be first responders during an incident. In a major emergency or disaster, Springfield Child Care Center may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. Springfield Child Care Center will follow the basic principles of incident command and assume command until emergency responders arrive.

B. Initial Response

Site staff will most likely be first on the scene. The staff is expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

The director or his/her designee is responsible for activating the EOP, including common and specialized procedures as well as hazard-specific incident plans. The director will serve as the Incident Commander until someone more qualified arrives.

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This section establishes the operational organization that will be relied on to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what.

The director is not able to manage all the aspects associated with an incident without assistance. The director relies on other key personnel to perform tasks that will ensure the safety of children and staff during a crisis or critical incident. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

A. Director

The director may serve as the Incident Commander until emergency responders arrive. At all times, the director retains the overall responsibility for the overall safety of children and staff. The director shall coordinate with the Incident Commander.

B. Child Care Staff

Child care staff shall be responsible for the supervision of children and shall remain with children until directed otherwise.

Responsibilities include:

- Supervise children under their charge.
- Take steps to ensure the safety of children, staff, and other individuals in the implementation of incident management protocols.
- Direct children in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action commands during an incident.
- Take attendance when relocated to an outside or inside assembly area or evacuates to another location.
- Report missing children to the director.
- Execute assignments as directed.
- Obtain first aid services for injured children from the nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. Staff will be trained and certified in first aid and CPR.

C. Custodians/Maintenance Personnel

Responsibilities include:

- Survey and report building damage.
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.

D. Office/Support Staff

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential records and documents.

- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.
- Use, prepare, and serve food and water on a rationed basis whenever the feeding of children and staff becomes necessary during an incident.

E. Children

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of hazards and associated prevention, protection, preparedness, and mitigation measures.
- Take an active part in incident response/recovery activities, as age appropriate.

F. Parents/Guardians

Responsibilities include:

- Encourage and support safety and incident preparedness programs.
- Participate in volunteer service projects for promoting incident preparedness.
- Provide requested information concerning the incident, closings, and other related release information.
- Practice incident management preparedness in the home to reinforce training and ensure family safety.
- Have a family emergency plan.
- Understand their roles during an emergency at the child care center.

IV. Direction, Control, and Coordination

A. Community Emergency Operations Plan (EOP)

Columbia County maintains an Emergency Operations Plan (EOP) to address hazards and incidents. The Springfield Child Care Center EOP has been developed to fit into the larger county EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with the county emergency management officials.

B. Coordination With First Responders

An important component of the Springfield Child Care Center EOP is agreements with fire, law enforcement, and mental health departments to aid timely communication. The agreements specify the type of communication and services that will be provided in an incident.

If an incident is within the authorities of the first-responder community, command will be transferred upon the arrival of qualified first responders. A transfer of command briefing shall occur.

C. Source and Use of Resources

Springfield Child Care Center will use its own resources and equipment to respond to incidents until incident response personnel arrive. Parent volunteers and community members have been trained to assist if called upon and available after an incident occurs. The following organizations or agencies have agreed to be responsible for providing additional resources or assistance:

- First aid kit and sanitation supplies will be provided by: Community Mart, Mr. Jerald Evans.
- Cots and bedding supplies will be provided by: American Red Cross, Ms. Angie Ferguson.
- Food/water supplies will be provided by: Happyway Grocery Store, Ms. Janet Weber.
- Security will be provided by: Safety and Secure Company, Ms. Yvonne Hun.
- Counseling services will be provided by: Columbia County Mental Health Department.

V. COMMUNICATIONS

Communication is a critical part of incident management. This section outlines Springfield Child Care Center's communications plan and supports its mission to provide clear, effective internal and external communication between the staff, children, parents, responders, and media.

A. Internal Communications

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information **internally** when appropriate:

- **Telephone Tree:** A telephone tree is a simple, widely used system for notifying staff of an incident when they are not onsite. The tree originates with the director, who contacts the office/support staff. The office/support staff then in turn will contact the staff.
- **Morning Staff Meeting:** As appropriate, updated information about an incident will be presented at the morning meeting. Any new procedures for the day will also be reviewed at this time.
- **End-of-Day Staff Meeting:** As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

B. External Communications

Communicating with the larger community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from Springfield Child Care Center about the incident, what is being done about it, and the safety of the children and staff.

1. Communication With Parents/Guardians

Before an incident occurs, Springfield Child Care Center will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the Emergency Operations Plan, its purpose, and its objectives.
- Identify parents who are willing to review and provide input to the Emergency Operations Plan.
- Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English-speaking families and children with limited English proficiency.

In the event of an incident, Springfield Child Care Center will:

- Disseminate information via text messages, radio announcements, and emails to inform parents about exactly what is known to have happened.
- Implement the plan to manage phone calls and parents who arrive at the center.
- Describe how the situation is being handled.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, Web site address, or recorded hotline where parents can receive updated incident information.
- Inform parents and children when and where services will resume.

After an incident, Springfield Child Care Center will schedule and attend an open question-and-answer meeting for parents as soon as possible.

2. Communication With the Media

All Springfield Child Care Center employees are to refer all requests for information and questions to the designated spokesperson.

Media contacts at the local television and radio stations are maintained by the director's assistant. In the case of an incident, these local media will broadcast Springfield Child Care Center's information hotline for parents and guardians.

3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, Springfield Child Care Center will:

- Provide appropriate information to all staff. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After the immediate incident response period, Springfield Child Care Center will conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

4. Communication After an Incident (Recovery Process)

After the safety and status of staff and children have been assured, and emergency conditions have abated following an incident, staff will assemble to support the restoration of services. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The director will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.
- Educate personnel, children, and parents on available crisis counseling services.

C. Communication Tools

Some common internal and external communication tools that Springfield Child Care Center may use include the following:

- **Standard telephone:** Springfield Child Care Center has designated a telephone number as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
- **Cellular telephones:** These phones may be the only tool working when electric service is out; they are useful to staff en route to or from a site.
- **Computers:** A wireless laptop computer may be used for communication. Email may be a useful tool for updating information for staff and parents. An assigned staff member(s) will post information such as evacuation, closure, or relocation on the center's home page.

- **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff, children, and volunteers will be trained on what the sounds mean and how to respond to them.
- **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.

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VI. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts

If resources prove to be inadequate during an incident, Springfield Child Care Center will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Section IV, Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized officials and are in writing.

All pre-negotiated agreements and contracts are included in Appendix D. [Note: Appendix D is not included in this sample plan.]

B. Recordkeeping

Springfield Child Care Center is responsible for managing the expenditure of funds and providing reasonable accountability and justification for expenditures made to support incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

C. Preservation of Records

In order to continue normal operations following an incident, vital records must be protected. These include legal documents and files on children as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly.

VII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

Springfield Child Care Center will maintain and revise the EOP and coordinate training and exercises in support of the EOP.

Input and suggestions from local fire, law enforcement, emergency manager, parents, and other community members will also be requested on the EOP content.

A. Approval and Dissemination of the Plan

The director will approve and disseminate the plan and its annexes following these steps:

- Review and Validate the Plan
- Present the Plan (for Comment or Suggestion)
- Approve the Plan
- Distribute the Plan

1. Record of Changes

Each update or change to the plan will be tracked. The record of changes will include: the change number, the date of the change, and the name of the person who made the change.

2. Record of Distribution

Any person receiving a plan will be documented with the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the director.

B. Plan Review and Updates

The basic plan and its annexes will be reviewed annually based on a schedule established by the director.

The EOP will be updated based upon results from exercises, changes in information or resources, input from the community, and results of an incident.

C. Training and Exercising the Plan

Springfield Child Care Center understands the importance of training, drills, and exercises in maintaining and planning for an incident.

EOP training will include:

- First aid and CPR for all staff.
- Drills will be conducted at least four times per year with staff, children, approved parent volunteers, approved community members, first responders, and emergency management officials.
- Training for office/support staff on specific incident response or recovery activities, such as parent-child reunification, access and functional needs, and relocation.
- Two online FEMA courses: ICS 100 and IS-700. Both courses are available for free at FEMA's Emergency Management Institute Web site.

Records of the training provided including date(s), type of training, and participant roster will be maintained.

All Springfield Child Care Center staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at the site following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable staff to do their jobs more effectively.

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VIII. AUTHORITIES AND REFERENCES

This EOP is based on the Columbia Code of Regulations, Title 12 that specifies implementing and using the Standardized Emergency Management System, which mandates the use of the National Incident Management System and the use of the Incident Command System for managing all disaster/crisis situations.

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Functional Annexes

Note:

Functional annexes address all-hazard critical operational functions, including:

- Common procedures, and
- Specialized procedures.

Each functional annex describes the policies, processes, roles, and responsibilities for that function.

All functional annexes should address:

- Situations under which the procedures should be used.
- Who has the authority to activate the procedures.
- Specific actions to be taken when the procedures are implemented.

Functional annexes do not repeat content but rather build on the information within the basic plan. This section presents two sample functional annexes.

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Shelter-in-Place Procedure

Purpose:

Shelter-in-Place is used in some emergency situations when it is best to stay in the site to remain safe and to isolate children and staff from the outside environment.

Scope:

This procedure outlines the steps to be taken by staff and children to prevent injury or death during an incident. The procedure covers children and staff who are indoors and outdoors. The need to shelter will be based on notification from local officials or weather forecasts.

Responsibilities:

Director:

- Identify shelter locations.
- Ensure shelter locations have emergency and first aid kits and supplies for sealing the rooms.
- Ensure shelter locations are marked, free of items that may fall, and have emergency lighting.
- Decide the need to shelter based on official notification.

Office/Support Staff:

- Announce the need to shelter and when appropriate announce it is safe to return to normal operations
- Monitor radio for instructions.
- Call 911.
- Ensure children and staff have properly moved to shelter location.

Staff:

- Account for the children in their care, before moving and once in shelter location.
- Take children to designated shelter locations.
- Assist children with access and functional needs.
- Seal the room, as necessary.
- Monitor radio for instructions.

Children:

- Follow staff member to shelter location.

Specialized Procedure:

The following procedure will be implemented by staff when directed by the director or when deemed appropriate by the situation.

Seal the Room:

- Lock doors, close windows, and close air vents.
- Close curtains and blinds.
- Shut off HVAC systems
- Seal all windows, doors, and air vents

Evacuation Procedure

Purpose:

Evacuation is necessary in some emergency situations because it will not be safe to stay in or around the facility. When evacuating, children and staff must use pre-designated evacuation routes and exits to leave the building in an orderly, safe manner.

Scope:

This procedure outlines the steps to be taken by staff and children to prevent injury or death during an incident. The procedure covers children and staff who are indoors and outdoors. The site may need to be evacuated for fire, explosion, or flooding. Anyone may identify the need for an evacuation based on the incident.

Responsibilities:

Director:

- Identify evacuation locations, neighborhood, out-of-neighborhood, out-of-town.
- Identify evacuation routes and exits and ensure posted.
- Communicate evacuation locations to parents.
- Ensure emergency kits to take during evacuation are prepared.
- Decide the need to evacuate based the situation.
- Identify evacuation procedures for children and staff with access and functional needs.

Office/Support Staff:

- If situation permits, shut off utilities and secure facility.
- Call 911.

Staff:

- Ensure all children have evacuated the room
- Account for the children at the evacuation site.
- Take emergency kit.

Children:

- Follow staff member to evacuation site.

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Hazard- and Threat-Specific Annexes

Note:

The **hazard- and threat-specific annexes:**

- Provide unique procedures, roles, and responsibilities that apply to a specific hazard.
- Include provisions and applications for warning the public and disseminating emergency public information.
- Do not repeat information presented in the basic plan or functional annexes.

Repeating information is not advisable for the following reasons:

- Staff and children should learn and exercise simple procedures that apply to all hazards. The hazard-specific annexes should present only hazard-unique information.
- Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
- The plan becomes larger and more difficult for users to comprehend.

Hazard- and threat-specific annexes do not repeat content but rather build on the information within the basic plan. This section presents two sample annexes.

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Flood (Near or On Grounds)

Purpose:

Flooding is a natural feature of the climate, topography, and hydrology of Springfield and its surrounding areas. Some floods develop slowly during an extended period of rain or in a warming trend following a heavy snow. Flash floods can occur quickly, without any visible sign of rain. Catastrophic floods are associated with burst dams and levees, hurricanes, storm surges, tsunamis, and earthquakes. The purpose of this annex is to ensure that there are procedures in place to protect staff/children and property in case of a flood.

Scope:

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a flood near or on center grounds.

Core Functions:

The City of Springfield Office of Emergency Management, the National Weather Service, and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to the center community via radio, television, Internet, and telephone. In the event of a flood, the Incident Commander, or director, will activate the EOP and implement the Incident Command System.

The community's siren acts as a warning system to notify staff and children in case of imminent or confirmed flooding, including that due to dam failure. If there is a loss of power, a compressed air horn or megaphone and two-way radios will serve as backup alerting/communication devices.

Operational Functions/Procedures That May Be Activated:

Operational functions or procedures that may be activated in the event of a flood include the following:

- Evacuation
- Reverse Evacuation
- Relocation
- Parent-Child Reunification
- Access and Functional Needs Population
- Continuity of Operations (COOP)
- Psychological Healing
- Mass Care

Activating the EOP:

The director will determine the need to activate the EOP and transfer incident command responsibilities when first responders arrive. The following actions described are before responders arrive on the scene.

Director Actions

- Issue stand-by instruction.
- Determine if evacuation is required.
- Notify local law enforcement of intent to evacuate, the location of the safe evacuation site, and the route to be taken to that site.
- Ensure that all children have been evacuated.
- Issue directed transportation instruction if children will be evacuated to a safer location by means of buses and cars.
- Ensure that staff and children do not return to the building until proper authorities have determined that it is safe to do so.
- Determine whether the center will be closed or remain open.
- Document all actions taken.

Hazardous Materials

Purpose:

Hazardous materials are used for a variety of purposes and are regularly transported through many areas in and around Springfield. Currently, ammonia, chlorine, and propane are all used and stored onsite. The purpose of this annex is to ensure that there are procedures in place to protect staff/children and property in case of a hazardous materials spill.

Scope:

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a hazardous materials spill.

Core Functions:

Hazardous materials accidents may originate inside or outside the building. Examples include: toxic leaks or spills caused by tank, truck, or railroad accident; water treatment/waste treatment plants; and industry or laboratory spills.

The Springfield Child Care Center maintenance team inspects stored chemicals twice a month.

Decontamination equipment and personal protective equipment are located in a storage unit next to the main office.

Operational Functions/Procedures That May Be Activated:

Operational functions, or procedures, that may be activated in the event of an **external** hazardous materials spill include:

- Reverse Evacuation
- Access and Functional Needs Population
- Shelter-in-Place
- Evacuation
- Parent-Child Reunification
- Psychological Healing

If there is an **internal** hazardous materials spill, the following procedures may be activated:

- Evacuation
- Access and Functional Needs Population
- Relocation
- Parent-Child Reunification

Activating the EOP for an External Chemical Spill:

The director will determine the need to activate the EOP and transfer incident command responsibilities when first responders arrive. The following actions described are before responders arrive on the scene.

If the hazardous materials spill is **external**, the following steps will be taken:

Director Actions

- Issue stand-by instruction.
- Determine what procedures should be activated.
- Consider a reverse evacuation to bring all persons inside the building.
- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- Notify local law enforcement of intent to shelter in place.

- Issue directed transportation instruction if children will be evacuated to a safer location by means of staff cars.
- Do not allow staff and children to return to the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether center will be closed or remain open.
- Document all actions taken.

Office/Support Staff Actions

- Review procedures with staff if needed.
- Monitor radio and Internet for additional information and report any developments to the Incident Commander.
- Disseminate information about the incident and followup actions such as the relocation site and parent-child reunification procedures.
- Notify relocation centers and determine an alternate relocation center if necessary.
- Take appropriate action to safeguard property.
- Document all actions taken.

Staff Actions

- Move children away from immediate vicinity of danger.
- Implement the reverse evacuation procedure if children are outside; observe wind direction by observing flags or leaves and move children appropriately.
- Execute shelter-in-place procedures when instructed.
- Remain with children throughout the shelter-in-place process.
- Report any missing or injured children.
- Remain in sheltered area until the “all clear” signal has been issued.
- In the event of building damage, evacuate children to safer areas of the building or from the building. If evacuation does occur, do not re-enter the building until an “all clear” signal is issued.
- Document all actions taken.

Activating the EOP for an Internal Chemical Spill

The director will determine the need to activate the EOP and transfer incident command responsibilities when first responders arrive. The following actions described are before responders arrive on the scene.

If the chemical spill is **internal**, the following actions will be taken:

Person Discovering the Spill Actions

- Alert others in immediate area to leave the area.
- Close windows and doors and restrict access to affected area.
- Notify director.
- Do not eat or drink anything or apply cosmetics.

Director Actions

- Issue stand-by instruction to all staff and children.
- Determine what procedures should be activated.
- Activate the evacuation procedures using primary or alternate routes, avoiding exposure to the chemical fumes.
- Consider an all-center evacuation.
- Notify maintenance to shut off mechanical ventilating systems.
- Notify the local fire department and the Department of Public Health. Provide the following information:
 - Site name and address, including nearest cross street(s).

- Location of the spill and/or materials released; name of substance, if known.
- Characteristics of spill (color, smell, visible gases).
- Injuries, if any.
- Notify local law enforcement of intent to evacuation.
- Issue directed transportation instruction if children will be evacuated to a safer location by means of staff cars.
- Do not allow staff and children to return to the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether the center will be closed or remain open.
- Document all actions taken.

Office/Support Staff Actions

- Move staff and children away from the immediate danger zone and keep staff and children from entering or congregating in danger zone.
- Review procedures with staff if needed.
- Disseminate information about the incident and followup actions such as relocation site and parent-child reunification procedures.
- Notify relocation centers and determine an alternate relocation center if necessary.
- Take appropriate action to safeguard property.
- Document all actions taken.

Staff Actions

- Move children away from immediate vicinity of danger.
- Report location and type (if known) of the hazardous material.
- Execute evacuation and relocation procedures when instructed. If a natural or propane gas leak or odor is detected, evacuate immediately and notify the director.
- If evacuation is implemented, direct all children to report to assigned evacuation area. Take class roster and emergency kits. Check that all children have left the building. Children are not to be left unattended at any time during evacuation process.
- Upon arrival at evacuation site, take attendance. Notify director of any missing or injured children.
- Remain with children throughout the evacuation and relocation process.
- Report any missing or injured children to the director.
- Remain in sheltered area until the “all clear” signal has been issued.
- Do not return to the building until emergency response personnel have determined it is safe.
- Render first aid as needed.



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