



# Child Care

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## Emergency Response Plan

A Guide for Hernando & Pasco  
Child Care Providers

### A Collaboration of

The Early Learning Coalition of Pasco and Hernando Counties, Inc  
Department of Health in Hernando County  
Department of Health in Pasco County  
Hernando County Sheriff's Office, Emergency Management

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# HOW TO USE THIS GUIDE

This **Planning Guide** is designed to provide emergency planning steps and a list of resources; it should be used to develop your **Emergency Response Plan (ERP)** before an emergency and annually updated and practiced.

Two goals of the **Planning Guide** are:

1. Reduce the risks of emergencies
2. Help you respond to emergencies

Each section of the **Guide** includes checklists and worksheets to guide you through the planning process:

- Part A provides background information
- Part B develops your customized **Emergency Response Plan (ERP)**
- Part C will help you implement and evaluate your **ERP**
- Part D prepares you for Infectious Disease Outbreaks
- Part E will guide you in creating forms to execute and communicate your **ERP**

When your **ERP** is complete, your child care center will be able to quickly and safely

## Evacuate • Relocate • Close in an Emergency • Find a Safe Place

This **Guide** addresses the most likely disasters for our area (hurricane, fire, flood, utility failure, etc). But the **Guide** can also be used for many other emergencies. It is an **All-Hazards Guide**.

It is easy to use for creating and updating your **ERP**. Once complete, your **ERP** can go in your emergency backpack, on the staff bulletin board, and in an emergency supply box, for quick access when needed.

We greatly appreciate the information and resources which made this **Planning Guide** possible:

- YIKES: Your Inventory for Keeping Everyone Safe - Maine Department of Health and Human Services; <http://maine.gov/dhhs/ocfs/ec/occhs/yikesplanning.pdf>
- Disaster Planning Self-Assessment Guide for Child Care Centers and Family Child Care Homes - Community Care Licensing Division, Child Care Advocate Program <http://cclld.ca.gov/res/pdf/CCListingMaster.pdf>
- Vermont's Emergency Response Planning Guide for Child Care, which can be accessed - [www.dcf.state.vt.us/sites/dcf/files/pdf/cdd/care/EmergencyResponse.pdf](http://www.dcf.state.vt.us/sites/dcf/files/pdf/cdd/care/EmergencyResponse.pdf)
- Planning for Disaster in Child Care by Jerome M Curley, BA, MA, LCW Northeast Regional Director, Massachusetts Office of Child Care Services (January, 2003)
- Kitsap Practices Responsible Emergency Preparedness (K-PREP) program, Kitsap County Department of Emergency Management, Bremerton, WA 98312 -- [www.kitsapdem.org/school.aspx](http://www.kitsapdem.org/school.aspx)
- It Pays to Prepare! An Emergency Preparedness Guide for Child Care Providers - Virginia Department of Health, Division of Child and Adolescent Health, Healthy Child Care Virginia; [http://www.vahealth.org/childadolescenthealth/EarlyChildhoodHealth/documents/Emergency\\_Prepar.\\_Bro.pdf](http://www.vahealth.org/childadolescenthealth/EarlyChildhoodHealth/documents/Emergency_Prepar._Bro.pdf)
- National Association of Child Care Resource & Referral Agencies – Disaster Resources <http://www.naccrra.org/programs-services/crisis-and-disaster-resources/emergency-and-disaster-publications>
- School and Child Care Check List - Save the Children's U.S. Programs; <http://www.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/SCHOOL%20AND%20CHILD%20CARE%20CHECK%20LIST.PDF>
- A National Report Card on Protecting Children During Disasters 2012: Is America Prepared to Protect Our Most Vulnerable Children in Emergencies? - Save the Children's U.S. Programs; <http://www.savethechildren.org/atf/cf/%7B9DEF2EBE-10AE-432C-9BD0-DF91D2EBA74A%7D/2010-Disaster-Report.pdf>

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# Introduction

Floridians are no strangers to emergencies. In recent years, floods, tornadoes, heat waves and hurricanes have temporarily closed child care facilities and caused evacuations and relocation of children. When this happens, children may not understand what is happening and may not be physically or developmentally able to rescue or protect themselves. Child care centers that take steps toward being prepared to recognize, respond, and adapt to dynamic circumstances are able to protect lives and return to normal operations more quickly than those who are unprepared.

## ***ALL PROGRAMS MUST HAVE A WRITTEN EMERGENCY RESPONSE PLAN***

**Family Child Care Homes, Florida Statute 65C-20.010; Child Care Centers, F.S. 65C-22.002.**

This guide is flexible and you can use all or some of the sections that benefit your center best.

## **Here are 3 suggestions to keep in mind as you begin planning:**

### ***1. Emergency plans are only effective if they are followed.***

- Keep it simple** so that you, staff, parents, local officials, etc. will be able to recall the necessary steps when faced with an emergency situation.
- Make your plan an easy-to-use reference.**
- Practice. Practice. Practice.** During emergencies, thinking shuts down and people react according to instinct and habit. Once you have your plan, practice your plan so that everyone instinctively knows the right things to do. Good decisions become a habit.

### ***2. Get to know and work with fire, law enforcement and public works.*** These agencies will respond to an emergency at or near your center. They can help you understand disaster threats and hazards close to your center and execute appropriate responses.

### ***3. You are part of the whole community's preparedness and response.*** Think about making your center available to assist other children and families who may need immediate shelter. You may also consider providing child care for emergency responders. Talk with city or county agencies to decide what works best.







# A. Workbook

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## #1 Step One: Form a Planning Committee

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- Who needs to be part of your group?
- Who helps you develop your emergency response plan?

1. **Collaborate** with a nearby child care center and with the Early Learning Coalition to work on emergency planning. Work together to develop and customize plans to fit your needs.
2. Find **Resource People** in your fire department, emergency management, law enforcement, Red Cross, Department of Children and Families, hospitals, churches, health department, Emergency Medical Services, school board, businesses, and neighbors. They all have information on hazards, emergency assistance, and emergency plans.
3. Recruit **Participants** for your planning committee. This could/should include people who have an assigned role or a specific task in your emergency plan. For example, the child care center down the street could become your emergency relocation site. A neighbor could provide emergency transportation. The landlord may need to mark outside doors for easy identification by emergency personnel. These people should be active on your planning committee.
4. Pick **Implementers** who are affected by your emergency response plans -- staff, parents, volunteers, and the governing board of your child care center. What input can they share for your emergency plan?
5. Select People with **Special Knowledge**, like the parents and health care providers of children with special needs. They may have insights for individualized emergency plans for children with special needs.
6. Create a list of group members with their **Contact Information** and keep them informed of any changes to the emergency plan.



# #2 Step Two: Conduct a Hazard Analysis

First, determine which hazards you are likely to encounter in your area.

## Think about hazards that may impact:

### 1. Your building or site

⇒ For example: stairs, heavy furniture that could fall, window air conditioners, blocked exits, ordinary glass in windows.

### 2. The surrounding area and neighborhood

⇒ Are there open wells, power lines, drainage retention areas, major transportation routes, hazardous material production or storage sites, rivers or ponds, gas pipelines, or dead trees nearby?

### 3. Your community or the county

⇒ Could your evacuation route or relocation site be impacted by flood zones, power lines, gas pipelines, chemical plants, or highways where chemicals are transported?

### 4. Statewide vulnerabilities

⇒ Is extreme weather, such as hurricanes, tornados, heat waves, or flooding possible? Are you prepared for more universal hazards, such as a power failure or fire?

Hernando County Emergency Management has ranked 12 hazards that are potential threats to our county and residents.

## Consequences of Hazards

Now that you have a list of the types of emergencies that may occur, you can plan for the consequences and how you will respond to protect your children, staff and business.

For instance, severe weather is a Moderately High threat for Pasco and Hernando County.

So, you'll want to identify safe and sturdy interior areas of your center for a designated **Safe Place during severe weather events**. Your plan will include conducting drills to train staff on the location of these Safe Places.

<i><b>Hazard</b></i>	<i><b>Overall Vulnerability</b></i>
Tropical Cyclone/ Hurricane / Storm Surge/High Winds	High
Flooding	Moderately High
Wildfires	Moderately High
Severe Thunderstorms / Tornadoses / Lightening	Moderately High
Terrorism	Moderate
Sinkholes/Landslides	Moderate
Drought/Heat Wave	Moderate
HazMat/Technological	Moderately Low
Winter Storm/Freeze	Moderately Low
Earthquakes	Low
Tsunamis	Low
Biological	Low



## Hazard Analysis Worksheet

Write down specific issues that you may find in your area, and what you can do to fix, prevent or avoid them.

Hazards **in my building** and what action can I take to fix, prevent or avoid them?

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Hazards **outside my building** and what action can I take to fix, prevent or avoid them?

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Hazards in my **county**, including hazardous materials or terrorism, and what action can I take to fix, prevent or avoid them? Think about rivers, ponds, chemical plants, flooding, power lines and gas lines.

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Extreme **weather** for the region and what action can be taken to avoid or limit damage from it?

Hurricane / Storm Surge	High Winds	Lightening	Flooding
Severe Thunderstorms	Tornadoes	Wildfires	Winter Freeze
Drought / Heat Wave	Landslides	Sinkholes	Tsunamis

**Health issues** my staff/children have (i.e., asthma, diabetes, allergic reactions, mobility limitations, etc.) and what action I can take to minimize the threat to them and others?

Biological Disease	Flu	Infections	Viruses
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Hazards that may occur in **child care settings** (i.e., missing children, intruders, etc.) and what action can I take to fix, prevent or avoid them?

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## #3 Step Three: Mitigation (Make It Safe)- Reducing Potential Threats

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You may not be able to stop a fire, flood, hurricane or other disaster from occurring, but you can take steps to protect the children in your care and to protect your building; Limiting the damage from an unavoidable disaster is called mitigation.

A checklist is provided to help you to start thinking about how to make your center safer. Some items are simple, such as selecting on which shelf to store heavier toys. Some items require more work but can be done without great skill or expense. A few items will require professional assistance.

For a more complete list of mitigation ideas and instructions, “Protecting Our Kids from Disasters: Nonstructural Mitigation for Child Care Centers” at [www.accem.org/pdf/protectingkids.pdf](http://www.accem.org/pdf/protectingkids.pdf)

### Protect Your Finances.

An emergency may close your child care business for a short or extended period of time. This loss of income will have an impact on your overall finances. You might consider setting up a contingency fund (rainy day fund) to use if your center is forced to close unexpectedly for an emergency. By definition, a contingency fund is an amount kept in reserve to guard against possible losses during a period of one to three months.

#### A contingency fund can take various forms. Traditionally:

- It's a bank account where the center owner socks away extra cash for emergencies
- It can also be a line of credit or a certificate of deposit you tap into when needed
- Don't overlook loans as another way to provide cash for your business in an emergency
- Consider tacking on extra money the next time you take out a loan. Put that money into an interest-bearing account, and use it as a cash reserve

Whatever rainy day fund you choose, the money needs to be quickly accessible. After all, it's for emergencies. Don't lock it into a five-year CD, and don't wait until you start to have problems before applying for a loan. A contingency fund should be there, just like a kid's piggy bank, ready to be broken into when needed. \*From 'Saving for a Rainy Day' by Jenny C. McCune • Bankrate.com ([https://bankrate.com/aolcrs/news/biz/Cashflow\\_banking/20020918a.asp](https://bankrate.com/aolcrs/news/biz/Cashflow_banking/20020918a.asp))



## Mitigation Planning Checklist (Make It Safe)

- Are fire extinguishers charged; securely mounted, easy to reach; and can staff and volunteers use them?
- Do you need a generator? If yes, have it installed by a licensed electrician, and train staff to start and operate the generator
- Are heavy or sharp items stored on shelves with ledge barriers?
- Are TVs, fish bowls, and similar items restrained so they won't slide off surfaces?
- Are cribs located away from the tops of stairs and other places where rolling could endanger them or where heavy objects could fall on them?
- Are appliances, cabinets and shelves attached to the wall, braced or anchored?
- Do you know where emergency shut-offs are, how to operate them, and have tools?
- Can emergency vehicles reach the driveway?
- Do fluorescent lights have clear covers to keep broken glass from scattering?
- Are exits marked and lit?
- Are the primary disconnect/shut offs posted for water and electric service?
- Do you have sign-in and sign-out procedures for everyone using the building?
- Are blackboards, bulletin boards, and pictures securely mounted or hung safely?
- Do lightweight panels, rather than shelving units or other tall furnishings, divide rooms?
- Are blocks and heavy objects stored on the lowest shelves?
- Are unused outlets blocked, and cabinet doors securely locked?
- Are exits clear from obstructions? Are doors locked? Are items stored in a way they could fall? Do large objects (filing cabinets or bookcases) prevent easy exit?
- Are large windowpanes safety-glazed or covered with clear contact paper?
- Is the street number of the center clearly and legibly visible from the roadway?
- In larger centers, is each internal / external identified by a number or letter?
- Does the floor plan show your Safe Place and Evacuation Assembly Areas?
- Do you have lights for an emergency?
- Do partitions have plastic or safety glass panels, rather than ordinary glass?
- What is the income/outgo of funds? How much is the rainy-day-fund?



## #4 Step Four: When It Is Not Safe

There are times when it is not safe for children to come to the child care center i.e., severe weather or power outages that occur prior to opening for the day, or it can become unsafe to stay due to an emergency situation. Your emergency closing plan will reduce confusion and enhance safety.

### Determine Who

In a family center, one person makes decisions. Clearly identify the decision-maker in a large center.

### Make the Decision

**First**, how will you know when to close?

- Will you go by your local public school system's closing (and how will you know)?
- Will you listen to a weather radio and monitor for severe weather and local emergencies?
- Will you ask law enforcement for road reports and emergency situation updates?
- Hernando County Sheriff's **CodeRed** alerts are based on zip code
- Pasco Emergency Management uses a Dialogic Communicator per zip code
- American Red Cross Mobile Disaster Application – "S.O.S. by the Red Cross."

**Second**, decide what time to make the decision to close. The decision to not open needs to be made in time to contact parents. When closing early for the day, issues can occur with pick-ups.

**Third**, consider when it is safer to stay open than to close and have parents traveling. For example, closing early and sending children home during a heavy downpour may be more dangerous than staying open and allowing water to drain and clear the roads.

### Steps for Closing

Let staff and parents know of the closing. See **Step Eight** (page 14), and the **Checklist to Communicate Your Emergency Response Plan (ERP)** on page 26.

### Things to Consider

- Who is responsible to make calls and contacts? To staff? To parents? To local media?
- How long does it take to make calls and contacts? Phone trees, blast fax or email works
- Who knows the contact phone numbers? Who has the list at the center and their home?





Emergency Closing Checklist

**Pre-Open Emergency Closing (close before children arrive)**

- How I will make the decision to close:
  - o How long before drop-off time? What about children already at the center? How long will it take to contact all parents? Do we have accurate contact information? Who makes the phone calls or sends text messages to parents?
- I will make the decision to close by \_\_\_\_\_ o'clock
- How I will let staff know: \_\_\_\_\_
- How I will let parents know: \_\_\_\_\_
- How I will make the decision when to re-open: \_\_\_\_\_  
\_\_\_\_\_

**After-Open Emergency Closing (close after children arrive)**

- How I will make the decision to close:
- How long before pick-up time? Can parents leave work or school to pick up their children? What if we can't reach a parent? How long will it take to contact all parents? Do we have accurate contact information? Who makes phone calls or sends text messages to parents?
- I will make the decision to close by \_\_\_\_\_ o'clock
- How I will let staff know: \_\_\_\_\_
- How I will let parents know: \_\_\_\_\_
- How I will make the decision when to re-open: \_\_\_\_\_  
\_\_\_\_\_





# #5 Step Five: Evacuation and Relocation Planning

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Even after making your center safer, there will be times when the building is not safe. You may need to evacuate the building for a short time or even temporarily relocate to a safe place. To keep your children and staff safe, you need an evacuation plan and relocation sites.

## Evacuation Plan

Child care licensing requires an evacuation plan in case of fire. This evacuation plan can work in other emergencies, too, such as a gas leak or a bomb threat. Once you are out of the building, meet at your **evacuation meeting place**, and take a head count. Then, decide if you need to relocate to an alternate site for safety. Make sure your evacuation plan includes grabbing the **emergency backpack** and taking the **emergency supplies**, if there is time. Do not put yourself or children at risk to get your emergency supplies!

## Relocation Sites

Two relocation sites will be needed. One evacuation site should be close to the child care center that you and the children can walk to if your building becomes unsafe. The alternate site needs to be at least one mile away, in case the emergency involves the entire neighborhood.

## Things to consider when choosing a relocation site:

- Consider the number of children you serve when choosing a relocation site
- There may be a building or site that is open to the public during your hours of operation that will accommodate the number of children you serve and will offer you shelter
- Consider developing a mutual relocation site agreement with another child care center

## Relocation Plan

First, contact the owner (or appropriate person) of the relocation site to determine their willingness for you to take shelter in their site. Meet with them to develop an agreement, which should clarify:

- What will they provide (relocation space, storage, use of phone) and for how long?
- What the child care center will provide (i.e., compensation, etc.)
- Access information (i.e., how to gain access to the building if closed, a key, etc.)



## Evacuation and Relocation Plan Checklist

### Evacuation Plan

- Review your fire evacuation plan. Does it contain the following elements:
  - ✓ How to get out of the building? (i.e., Which doors to use? What gets taken out with you? Who will need assistance? etc.)
  - ✓ Who is responsible? (i.e. Who calls 911? Who grabs the emergency backpack? Who brings the emergency supplies? Who provides assistance? Etc.)
  - ✓ Where to meet outside?
  - ✓ A head count of staff and children?
- Revise your evacuation plan so that it contains all of these elements

### Relocation Site

- Identify two (2) possible relocation sites
  - ✓ Neighborhood site \_\_\_\_\_
  - ✓ Out-of-neighborhood site \_\_\_\_\_
- Contact the owners or other appropriate persons to determine willingness to provide emergency sheltering
- Discuss a plan for using the shelter (i.e., How will you gain access? What supplies will you need to bring? What responsibilities will you and the owner have?)
- Develop a written agreement to provide shelter in an emergency. An example of a relocation shelter agreement form is included in **Appendix A** on page 38

### Emergency Transportation Checklist

- Develop a plan to supplement emergency transportation by the use of volunteers, additional staff, or neighbors
- Obtain permission from parents to transport their children in an emergency. An example of a permission form is included in **Appendix B** on page 39



## #6 Step Six: Make a Safe Place

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Some emergencies make it unsafe to leave the shelter of your building. If there is a threatening person or sudden storm outside, you need a **'Safe Place'** to protect your children.

**Safe Place** means staying inside during an emergency. Your **Safe Place** from an intruder may be an upstairs room with one locking door. Your **Safe Place** for a tornado may be in a room without windows and in the middle of the center like a bathroom or closet.

When picking a **Safe Place**, think about keeping everyone in one area with:

- Limited and controllable access to the outside
- An area with telephone or other way to communicate with emergency personnel
- Access to emergency supplies
- Access to a bathroom or other sanitation supplies
- Quiet activities to keep the children occupied
- All outside doors and windows that lock from the inside
- Windows with drapes, curtains or shades for additional protection

The **Safe Place** room location should be included on floor plans and posted evacuation plans.



## #7 Step Seven: Gather Emergency Supplies

You can best cope with a disaster by preparing for it; one way to prepare is to gather emergency supplies in advance. The items and amounts needed will vary based on the number and ages of the children you serve and the needs of your confinement and evacuation locations. However, there are 3 primary considerations:

### 1. How long?

In a disaster situation, it may just be a few minutes until you can get to help or it may be 72 hours before you can receive help from local officials and relief workers. You need to plan and store supplies for both time frames.

### 2. Eight Groups of Supplies

1. Important papers	5. Clothing and Bedding
2. Water	6. First Aid
3. Sanitation	7. Comfort and Safety
4. Food	8. Communication*

### 3. How to store them

When storing emergency supplies, the container needs to be easily portable and sturdy. If you are storing your short-term emergency supplies, a backpack may be large enough. The backpack should be placed near an exit and taken on field trips as well as in an Emergency Evacuation. The supplies for your 72 hour emergency kit may need to be stored in a larger container such as a trash can with lid. You will want something sturdy, waterproof, covered, and with handles for carrying.

**\*A Note on Weather Radios:** When a potentially harmful event may occur (hurricane, forest fire, Amber Alert, oil spill or a national emergency) the National Weather service broadcasts a special tone that causes all weather radios to sound a loud ten second alert tone. The weather radio is then turned on to hear the broadcast. This item is highly recommended for the emergency backpack and classrooms.



## Checklist for Emergency Supplies

- Date supplies and keep an inventory
- Yearly and preferably every six months:** Rotate food, water, and medical supplies
- Update important papers, contact lists and agreements
- Check the size of clothes and age-appropriateness of activities

	Short-Term Emergency	72-Hour Emergency
	Backpack	Waterproof container and cover
<b>Important Papers</b>	<ul style="list-style-type: none"> <li>▪ Emergency Plan, phone numbers</li> <li>▪ Each child's emergency information (notebook or cards)</li> <li>▪ Medical releases</li> <li>▪ Relocation agreements and maps</li> </ul>	<ul style="list-style-type: none"> <li>▪ Emergency Transportation permission</li> </ul>
<b>Water</b>	<ul style="list-style-type: none"> <li>▪ 1 gallon per four people per day</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1/2 gallon per child, 1 gallon per adult per day</li> </ul>
<b>Food</b>	<ul style="list-style-type: none"> <li>▪ Non-perishable food -- granola and crackers</li> <li>▪ Formula for infants</li> <li>▪ Disposable cups</li> </ul>	<ul style="list-style-type: none"> <li>▪ Canned food, fruit and meat</li> <li>▪ Utensils</li> <li>▪ Manual can opener</li> <li>▪ Special food for infants</li> </ul>
<b>Clothing and Bedding</b>	<ul style="list-style-type: none"> <li>▪ Blankets and safety blankets</li> <li>▪ Work gloves</li> </ul>	<ul style="list-style-type: none"> <li>▪ Change of clothes per person</li> <li>▪ Extra bedding/blankets</li> </ul>
<b>First Aid</b>	<ul style="list-style-type: none"> <li>▪ Any needed medications</li> <li>▪ Small first aid kit</li> </ul>	<ul style="list-style-type: none"> <li>▪ Any needed medications</li> <li>▪ Large first aid kit</li> </ul>
<b>Sanitation</b>	<ul style="list-style-type: none"> <li>▪ Diapers and wipes</li> <li>▪ Toilet paper</li> <li>▪ Hand sanitizer</li> <li>▪ Garbage bags</li> </ul>	<ul style="list-style-type: none"> <li>▪ Diapers, wipes, toilet paper</li> <li>▪ Emergency toilet facilities</li> <li>▪ Hand soap</li> <li>▪ Plastic bags (varied sizes)</li> <li>▪ Feminine supplies</li> </ul>
<b>Comfort and Safety</b>	<ul style="list-style-type: none"> <li>▪ Age-appropriate play activity</li> <li>▪ Flashlight with batteries</li> <li>▪ Pencils</li> </ul>	<ul style="list-style-type: none"> <li>▪ Age-appropriate play activities</li> <li>▪ Extra keys</li> <li>▪ Matches and candles</li> <li>▪ Duct tape and plastic sheeting</li> <li>▪ Utility knife</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>▪ Weather radio and extra batteries</li> <li>▪ Charged cell phone</li> </ul>	<ul style="list-style-type: none"> <li>▪ Two-way radios, walkie talkies, non-electric phone</li> <li>▪ Signal/flare</li> </ul>



## #8 Step Eight: Plan Your Emergency Communications

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In planning communications, decide **HOW** and **WHAT** to communicate. Remember during an emergency, the phone lines and cellular towers may be down, local phone lines may be jammed, and electricity may be out. Maintain several ways to communicate -- cell phones, two way radios or walkie-talkies, and non-electric phone. Keep several contact numbers for each person in case home phones do not work.

### Communicate with Parents

- Keep emergency contact information for each child easily accessible.** Include parents' home and work telephone, cell phone and e-mail address, and those authorized or responsible for child
- Have a list of parents who may not be able to pick up their children** in a timely manner and a list of adults who may pick them up in the event a parent cannot
- Have an out-of-town contact number for each child and employee.** If phone systems are down or jammed, someone in the family can be notified that the child or employee is safe.
- Divide the parent list** among employees so everyone can be called quickly
- Identify a local radio or television station** as a source for emergency information

### Communicate Your Organization's Protocols

- Use a **telephone tree** if there are many staff members to call
- Use a **staff call-down** telephone roster with multiple numbers to reach staff members
- Identify who is responsible to call **911**, utility companies, parents, relocation site, etc.

### Communicate with Emergency Personnel

- During an emergency call **911**
- Have other **emergency numbers** posted, such as poison control, utilities, etc.



## Telephone Communication Checklist

- Provide a telephone that does not rely on electricity and plugs directly into phone jack (i.e., old telephone or inexpensive, plug-in phone which does not require batteries)
- Develop a chart with emergency phone numbers and post next to the phone
- Develop a calling tree. Make sure each person knows his or her responsibility

<b>EMERGENCY NUMBERS</b>		
Name / Company	Contact / Town	Phone Number
FIRE		911
POLICE		911
AMBULANCE		911
POISON CONTROL		1-800-222-1222
Health Consultant		
Gas Company		
Electric Company		
Water Company		
Electrician		
Plumber		
Child Protective Services		
State Licensing		
Insurance Provider		
Stress Counselor		
Out-of-town contact		
Relocation site(s)		

<b>STAFF CALL-DOWN TELEPHONE ROSTER</b>		
Name	Title	Phone and Cell Numbers







# B. Your Emergency Plan

By completing this **Workbook**, you addressed issues your center might face during an emergency, and determined the resources and steps needed to survive a crisis. It's fresh in your mind now, but when an emergency strikes, will you remember every step? Will you have everything needed to evacuate? Will you be there, or will staff be willing and able to take charge?

Because of the uncertainties of any crisis, it is important for your **Emergency Response Plan** to be available and easy to follow. This section provides a simple layout to help you assemble important information; it's designed as a handy mobile guide during an emergency. Parts of this **Guide** are included in the parent information found in **Appendix D**.

Use these next few pages to create your customized **Emergency Response Plan**; you can fill each section out completely or adapt the **Guide** as you see fit. After your **ERP** is reviewed, any member of your team can lead your center safely through crisis.

## Emergency Plan

1. Emergency Contact Information .....	19
2. Emergency Closing Checklist.....	20
3. Gather Emergency Supplies .....	22
4. Evacuation and Relocation Protocols .....	23
5. Evacuation Checklist.....	24





## 1. Emergency Contact Information

Last Updated: \_\_\_\_\_

<b>YOUR CENTER</b>	
Center is owned, operated by:	
The address is:	
Phone number(s):	
The nearest cross street is:	
Outside meeting spot:	

<b>NEIGHBORHOOD RELOCATION SITE*</b>	
Name of site:	
Center is owned, operated by:	
The address is:	
Phone number(s):	
The nearest cross street is:	

<b>OUT-OF-NEIGHBORHOOD RELOCATION SITE*</b>	
Name of site:	
Center is owned, operated by:	
The address is:	
Phone number(s):	
The nearest cross street is:	

<b>OUT-OF-STATE CONTACT</b>	
<b>Parents use this number if they cannot get through to the local number.</b>	
The out-of-state contact is:	
The phone number is:	

### \*Attach Appendix A

- The Emergency Transportation Permission Forms (**Appendix B**) are located: \_\_\_\_\_
- If evacuation to a shelter is necessary, we will take these steps to alert parents where the children will be located (**Appendix C**): \_\_\_\_\_



## 2. Emergency Closing Checklist

### Pre-Open Emergency Closing: Closing by \_\_\_\_\_ (time)

- I will let staff know by: \_\_\_\_\_
- I will let parents know by: \_\_\_\_\_
- We will re-open (why/when): \_\_\_\_\_

### After-Open Emergency Closing (after children have arrived at the center)

- I will let staff know by: \_\_\_\_\_
- I will let parents know by: \_\_\_\_\_
- We will re-open (why/when): \_\_\_\_\_

### Things to Consider:

- Who is contacting Staff? \_\_\_\_\_ Parents? \_\_\_\_\_ Media? \_\_\_\_\_
- What methods (phone trees, blast fax, email), and in what order? \_\_\_\_\_
- Location of staff contact numbers: \_\_\_\_\_ Parent's numbers: \_\_\_\_\_
- Who is certified in CPR/First Aid? \_\_\_\_\_
- Who is certified to transport children? \_\_\_\_\_

Continued on next page...





## 3. Gather Emergency Supplies

☞ What hazards could impact the **Emergency Response Plan** (rooms with blocked exits, flood-prone roads, etc.?) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

<b>EMERGENCY SUPPLIES</b>	<b>LOCATION AND AMOUNT</b>
Fire extinguisher(s)	
Emergency supply kit	
First-Aid Kit(s)	
Flashlights/batteries	
Sign-in log (headcount)	
Weather radio	
External/emergency lights	
Generator	
Water shut-off	
Electricity shut-off	
Floor plan / evacuation route	
<b>Safe Place</b> within the building	



## 4. Evacuation and Relocation Protocols

In all situations, the caregiver in charge shall:

- Take an accurate attendee list
- Account for all children and staff as they board / depart vehicles
- Bring any necessary medications and supplies and emergency records
- Take a cell phone, if available, to be used for emergency notifications

### Evacuation

If the emergency is confined to the immediate area, e.g. **fire** or **toxic fumes**, and the children cannot stay on the premises:

- Children will meet at \_\_\_\_\_, where they will remain with caregivers. (The meeting point should be close, within walking distance if appropriate)
- Family/guardian/emergency contacts will be notified
- Arrangements will be made to transport home or provide care for remainder of the day

If exposed to **toxic materials** or **gases**, and a physical examination is recommended:

- Children will be transported by \_\_\_\_\_
- Children will be taken to \_\_\_\_\_
- They will be examined by a health provider
- Notification will be made to family/guardian/emergency contacts

### Neighborhood Relocation

If the emergency is more widespread such as a neighborhood or several homes, e.g. a **bomb threat, flood waters, brush fires** or **toxic fumes** from a **spill**, etc., and the children cannot remain in the area:

- Children will be transported by \_\_\_\_\_
- Children will be taken to \_\_\_\_\_ where they will remain with caregivers
- Family/ guardian/emergency contacts will be notified
- Arrangements will be made for transportation home or a continuation of care

### Out-of-Neighborhood Relocation

If a major environmental hazard makes it necessary to evacuate a large area such as several neighborhoods or a geographical area, due to a large hazard, e.g. **hurricane, tornado**, etc.:

- Children will be transported by \_\_\_\_\_ and remain with caregivers
- Children will be transported to \_\_\_\_\_ or a Red Cross designated mass shelter
- Notifications and pick-ups will be arranged with family/ guardian/emergency contacts



## 5. Evacuation Checklist

	Sound the Alarm
	Evacuate Immediately
	Ensure that the pre-designated assembly area ( <i>location</i> ) is safe
	Post evacuation monitors in hallways and at doors <i>Name:</i> _____ <i>Location:</i> _____ <i>Name:</i> _____ <i>Location:</i> _____
	Staff members lead children in an orderly fashion out of the building to the designated assembly area
	Staff members take attendance as soon as the children arrive in the assembly area
	Staff members maintain control of their group until instructed to return to classroom, or to another location
	Search the building to ensure that everyone is out Search Team Members: _____
	Call 911
	Brief emergency services and first responders when they arrive on-site
	Search the building to reveal hazards
	Notify parents
	Sound the “All-Safe” signal ( <i>What will the signal be?</i> )
	Brief emergency services and first responders regarding final status
	Notify parents the situation is back to normal





# C. You Have An Emergency Plan ...Now What??

**Congratulations!** You have now developed and written an **Emergency Response Plan** that will help ensure the safety and protection of your children and staff in the event of a disaster.

However, having a plan is only the first step; in order to effectively use it, there are several other steps to consider. **Implementing** the plan during an emergency is easier if you have already alerted your staff, the parents, and local emergency personnel of your plans. Any steps you take during an emergency will go smoother if your staff has had a chance to **practice beforehand**. Finally, your plan’s success depends on **supplies and resources** you gather.

This last section provides **six simple steps** to help you maintain, implement and evaluate your Emergency Response Plan.

## Now What?

- 1. **Tell People About It! – Checklist to Communicate** ..... 26
- 2. **Practice It! – Drills and Procedures** ..... 27
- 3. **Assess and Maintain Equipment** ..... 28
- 4. **Prepare and Train Personnel** ..... 29
- 5. **Special Circumstances** ..... 30
- 6. **After the Emergency – Recover, Evaluate and Plan** ..... 31



## 1. Tell People About It! - Checklist to Communicate

### Parents

Before the emergency, parents will want to know you have a plan to keep their child safe. Be sure to share the details with them using the sample letter and forms in **Appendix D, Page 41**.

- Determine how to communicate to parents your **Emergency Response Plan (ERP)**
- Determine how to communicate to parents mid-year changes or updates of your ERP
- Share your ERP with parents on enrollment, and at least yearly or when changed
- Pick at least one local radio / TV station as your source of broadcast communications
- Recommend that parents provide medical information about medically fragile or special needs children to emergency responders near the child care center

### Staff

- When staff change, orient them to your ERP and their responsibilities
- Train staff yearly in the ERP and their responsibilities
- Give all staff a copy of the ERP
- Give all staff copies of any changes or updates in your ERP
- Train volunteers in your ERP

### Local Emergency Personnel

- Share your **Plan** with local emergency responders, fire department, law, and EMS
- Emergency responders will appreciate knowing about special needs children. Encourage parents to provide medical information directly to EMS, law and fire departments, or to give you written permission to share this information. **Due to confidentiality**, you cannot share any information without permission
- Give a copy to Emergency Management: Hernando 352-754-4083; Pasco (727) 847-8137

### Other considerations:

- Emergency numbers are posted by every phone in the child care center
- Older children are taught to call 9-1-1 if directed to do so by one of the staff



## 2. Practice It! - Drills and Procedures

In times of stress, the brain shuts down. Unless you and your staff are very familiar with your **Emergency Response Plan**, you may not remember what to do. Hold drills for a variety of emergencies at least **every six months**. Use basic fire drills to practice other emergency actions. This will help you satisfy several state requirements.

### Plan the Drill

- Plan drills for emergency closing, safe place, relocation to a neighborhood site, and relocation to an out-of-neighborhood site. Include all participants
- Identify other ways to send immediate messages to all staff in the event electricity is out
- Include neighbors, governing board, emergency officials, local emergency planning committee, businesses, and volunteers
- Involve parents in your practice sessions so they may see firsthand how prepared you are
- Ask Emergency Management, fire, and Red Cross to help train staff and plan drills. They have excellent suggestions to improve speed and efficiency

### Talk it! Walk it! Run it! Repeat!

- Talk** through the drill with staff and others, so everyone knows what to expect
- Document changes to the ERP
- Walk** through the drill, and ask “does this make sense?” “Is there an easier or better way?” Document changes to the ERP
- Invite** those you would like to assist in your drill training
- Run** through the drill with staff and others several times each year

### Evaluate the Drill

- After a practice session, schedule a **debriefing**. Invite parents and emergency personnel
- Talk about what **worked well**, where to **improve**, and **update** your plan

### Repeat With Other Types of Drills



## 3. Assess and Maintain Equipment

Maintain a 3-day supply in **six basic** areas of supplies and equipment. Mark and inventory all equipment and supplies and **rotate every 6 months**. Keep all supplies in an easy to reach area and make sure staff know where the supplies are kept.

### Water Supply

- For a short event -- 1 gallon per four people. For a 72-hour event -- 1/2 gallon per child and 1 gallon per adult each day. **OR, 1 gallon per person per day**
- Date and change **every 6 months**

### Food

- Non-refrigerated foods – granola, canned fruit and meat, crackers, etc. Age-appropriate food, formula and infant food if needed
- Disposable utensils and a non-electric can opener
- Updated list of children with allergies, diabetes, or other medical conditions
- Date and change at least **every 6 months**

### First Aid

- Small and large first aid supplies, portable first aid kits for evacuations

### Clothing / Bedding

- Diapers, wipes sanitation supplies, extra bedding and blankets; and work gloves for debris
- Two extra sets of clothes for each child. Store in individual bags with child's name

### Tools and Supplies

- Portable radios with extra batteries, or crank-operated or solar powered
- Extra batteries for smoke and carbon monoxide detectors
- Multiple flashlights for each room
- Examine fire extinguishers **monthly** and recharge as recommended
- Check smoke detectors **monthly** and replace the batteries **annually**
- Personal hygiene and sanitation supplies, plastic bags and sheeting, paper towels
- Each staff member maintains a personal 'Go Bag' at the center. **Please see Appendix J: GO KIT CHECKLIST FOR STAFF OF FAMILIES**

### Special Items

- Two established escape routes for each room in the center
- Emergency health and medical supplies and medications
- Comfort items, toys, games, cards, magazines, books, puzzle



## 4. Prepare and Train Personnel

Running a drill for the first time can be confusing. Hopefully you have thought of everything in your planning and everyone knows the plan. However, you might consider taking a multi-step approach to reduce confusion and locate missing elements.

**First**, gather all your staff together around a table and talk through the drill. Who does what? When? Where? And then what happens? Does the emergency response plan appear to work? Make adjustments as needed and be sure to document the changes.

**Second**, and still with just your staff, walk through the drill. Does the plan still seem to work? Is the timing right? Can everyone get to their responsibilities and meeting places? Does it make sense? Is there an easier way to do the same thing? Make adjustments as needed and document the changes.

**Third**, now is the time to include the children in your center, and any others you might consider. Since you have tested your plan and acquainted the adults with the steps, there should be little confusion. The drill should go smoothly and leave the children with a sense of safety. Did everyone correctly perform their role? Did the staff direct the children safely and appropriately?

**Fourth**, repeat several times per year. Remember, in an emergency the brain shuts down and the situation is not ideal. Staff and children need to be able to run the drills without thinking, in the dark, and in all types of weather. Each time you practice the drill, appoint a different staff member, so everyone will become comfortable with the procedures.

## Training Checklist

- Our disaster plan is reviewed **every 6 months** or whenever new staff is hired
- Staff is trained at least **yearly** to know what to do for each type of emergency
- New staff is trained at time of **hire**
- Every staff person has a current **First-Aid** and **CPR Card**
- We conduct fire and evacuation drills **every month**
- All staff members have been **trained** to shut off all of the utilities to the daycare center
- All staff knows the **location** of the ERP, evacuation routes and emergency supplies



## 5. Special Circumstances

- List of parents who are not able to pick up their children in a timely manner after a disaster
- List of adults other than parents who may pick up each child if a parent cannot do so

### Special Needs

The best way to prevent injury and loss of life during an emergency is by planning which prepares your center to protect the health and safety of children, staff, volunteers and those with special needs. Experience shows that without proper planning and preparation, disasters are even more chaotic and can result in unnecessary loss of life and injuries.

#### Before an emergency, consider this...

- How to communicate with those who have hearing or visual impairments
- How to transport people in wheelchairs, on crutches or with limited mobility

### Keep It Updated

At most child care centers some children and staff have asthma, allergies or other chronic conditions. You must provide any special medications or equipment needed during an emergency:

- Staff members are trained to protect the health and safety of children, staff, volunteers and those with special needs or medical conditions during an emergency
- This information is updated whenever a child with special needs is enrolled, a staff member with special needs is employed or an individual's needs change. Please see **Appendix F, page 47**
- All new staff and volunteers are trained and given information updates

Knowing what to do in an emergency can enable providers to save and protect others' health and lives. When providers know how to care for those with special needs or chronic conditions they will have more time available to care for children and adults without these conditions.



## 6. After the Emergency- Recover, Evaluate And Plan

### Recover

Recovery means a return to normal operations. This may take a long time depending on the damages. However, it is important to get back up and running as quickly as possible to avoid additional losses in income and customers. You need to consider the physical and mental health and safety of your staff and children, and your financial resources. Some initial steps to recovery could include:

- You and/or staff perform an initial damage inspection
- Have your building inspected for safety by a professional and licensed structural engineer, architect or building inspector
- Get approval to reopen using the local jurisdiction's damage assessment process. Call Emergency Management for guidance
- If you need to do some re-building, think of ways to add mitigation techniques in the repairs
- Access your **Contingency/Rainy Day Fund**
- Document the costs related to the disaster in case you can apply for disaster assistance

### Evaluate

You put a lot of time and thought into preparing for an emergency. Now that you have practiced or survived an actual emergency: how well did it work? Discuss and assess how each step in the plan worked for children, parents, staff, and local emergency officials.

- How well did each part of your emergency plan work?
- How well are the staff and children coping with the emergency?

### Watch for behavioral and mental health problems

- Do not forget to evaluate the current mental health of staff and children
- Despite your best efforts to provide a calm and safe environment; staff and children may experience some distress
- Signs and symptoms of distress may be withdrawal or depression; feeling helpless; uncharacteristic acting-out, anti-social behavior, psychosomatic or real physical symptoms -- headache, bladder/bowel problems, chest pains, and changes in eating and sleeping patterns

### You can help





- While professional assistance may be needed, you can help overcome post-traumatic stress
- Give correct information about the disaster
- Let them help put things back to normal
- Provide opportunities to talk and share their feelings

## Local Resources

Suicide & Crisis Hotline (813) 234-1234

TDD/TTY (813) 234-1234

TeenLink (813) 236-8336

ParentLink (813) 272-7368

ElderNet Services (813) 964-1577

Hernando Health Dept (352-540-6800)

Pasco County Health Dept (727) 861-5250)

The Early Learning Coalition of Pasco and Hernando Counties, Inc 1-866-797-9444

- ✓ FEMA Flat Stanley and Stella <http://www.fema.gov/blog/Stanleyand%Stella>
- ✓ Cope with Crisis- helping children with Special Needs  
[www.nasponline.org/resources/crisis\\_safety/specpop\\_general.aspx](http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx)
- ✓ Identify Seriously Traumatized children  
[www.nasponline.org/resources/crisis\\_safety/psycht\\_general.aspx](http://www.nasponline.org/resources/crisis_safety/psycht_general.aspx)

## Plan

Plan for the next emergency **NOW**. If your evaluations show the need – **revise the Plan**

- Restock** and rotate emergency supplies and check inventories
- Modify the **Emergency Plan, Checklists and Procedures**
- Replace money used from your **Contingency/Rainy Day Fund**
- Plan your next **drill**
- Communicate** the changes you made in your plan
- Link** to mental health services if your children/staff need assistance





# D. Illness and Disease Outbreaks



## Illness & Disease Outbreaks: Plan, Prevent and Act

During any year, children, staff and volunteers at your center will catch colds and other illnesses. Some viruses like Noro and Influenza are very contagious and can spread quickly. Sometimes when the cells of a virus change and people don't have immunity, a **pandemic** may occur. A pandemic is a global outbreak of disease. For example, a pandemic could occur when a new influenza virus emerges and people have little or no immunity and there may be no vaccine. **Contamination and germs** in food and water can also cause illness and disease.

Child care and preschool programs can help protect the health of staff, children and families when illness is spreading.

For more information, please visit [www.cdc.gov](http://www.cdc.gov) and [www.flu.gov](http://www.flu.gov)

### 1. Plan and Coordinate:

- List all the ways illness or a pandemic might affect your center. Develop an action plan
- Encourage parents to have a "Plan B" to care for children if the center is closed
- Work with your community to find meals for low-income children
- Learn about services in your area that can help your staff, children, and their families deal with stress and other problems caused by an outbreak of illness or a pandemic

### 2. Student Learning and Program Operations:

- Plan how to deal with center closings, staff absences, and gaps in student learning
- Talk with child care resource referral agencies to help families continue their child's learning if your center is closed; for instance, parents can teach at home or use internet resources

### 3. Infection Control Policies and Actions:

- Encourage children and staff to wash their hands, between contacts with infants and children, before meals or feedings, after wiping noses or mouths, touching soiled objects, diaper changes, and after assisting a child with toileting
- Have children and staff use soap and water when hands are visibly soiled, or an alcohol-based hand rub when soap and water aren't available, and hands aren't visibly soiled
- Keep a good supply of cleaners to help control the spread of infection (plenty of soap, paper towels, and tissues); store the supplies in easy-to-find places



- Clean frequently touched surfaces, toys, and common items daily and when visibly soiled. Routine household cleaning products or disposable disinfectant wipes are good ways to clean these surfaces
- Encourage families and caregivers of children 6 months to 5 years old to get a flu shot
- Encourage staff to get flu shots each year
- Tell parents to let your center know if their children are sick. Keep accurate records of when children or staff are absent, include the kind of illness that caused the absence
- Teach staff a standard method for checking children and adults each day as they arrive to see if they are sick. Make it clear that any child or adult who is ill will not be admitted
- Observe closely all infants and children for symptoms of respiratory illness and keep sick children away from other children until the family arrives (such as a sick room)
- Require staff to stay home if they think they might be sick or become sick at work
- Encourage parents to keep sick children at home until 24 hours after fever stops

## 4. Communications Planning:

- Plan to stay in touch with staff and families. Include several contact methods
- Make sure staff and families have seen and understand the infectious illness plan
- Give staff and families reliable information, in their language, and at their reading level
- To control the spread of disease: wash hands, clean surfaces, cover coughs or sneezes
- Recognize signs and symptoms of flu or other infectious disease and know what to do
- How to care for ill family members
- Develop a family plan to deal with a flu pandemic
  - [www.cdc.gov/flu/parents/index.htm](http://www.cdc.gov/flu/parents/index.htm)
  - [www.flu.gov](http://www.flu.gov)





# E. Appendices

## Appendices

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## Appendix A – EMERGENCY RELOCATION SHELTER AGREEMENT

I hereby give permission for \_\_\_\_\_ child care center to use \_\_\_\_my home \_\_\_\_ my business as an emergency relocation site for staff, teachers and children.

This agreement shall remain in effect until \_\_\_\_\_ (date). The agreement may be terminated before this date by either party but only with written notification.

PRINTED NAME \_\_\_\_\_ POSITION \_\_\_\_\_

### HOME ADDRESS

\_\_\_\_\_  
\_\_\_\_\_

### PHONE

\_\_\_\_\_

### PROPOSED SITE ADDRESS

(IF SAME AS HOME DO NOT FILL OUT)

\_\_\_\_\_  
\_\_\_\_\_

### ALTERNATE PHONE

\_\_\_\_\_

IS SITE ACCESSIBLE AT ALL TIMES THAT CHILD CARE CENTER IS OPEN? \_\_\_\_\_

YES \_\_\_\_\_ NO \_\_\_\_\_ DESCRIBE HOW TO ACCESS \_\_\_\_\_

\_\_\_\_\_

SPECIAL CONSIDERATIONS (i.e., storing emergency supplies, reimbursement, limitations, etc.)

\_\_\_\_\_

\_\_\_\_\_

### SIGNED AND DATED

\_\_\_\_\_  
Relocation Site Representative      Date

\_\_\_\_\_  
Child Care Representative      Date



## Appendix B – EMERGENCY TRANSPORTATION PERMISSION FORM

I hereby give permission for \_\_\_\_\_ child care center to transport my child, \_\_\_\_\_, to an emergency relocation site for staff, teachers and children when it is unsafe to remain at the child care center. I understand that normal safety rules will be followed as much as possible, and the highest priority is to relocate to a safe location.

This agreement shall remain in effect until \_\_\_\_\_ (date). The agreement may be terminated before this date by either party but only with written notification.

PARENT/GUARDIAN PRINTED NAME \_\_\_\_\_

HOME ADDRESS \_\_\_\_\_

\_\_\_\_\_

PHONE \_\_\_\_\_ ALTERNATIVE PHONE \_\_\_\_\_

SPECIAL CONSIDERATIONS FOR EMERGENCY TRANSPORTATION:

\_\_\_\_\_

SIGNED AND DATED

\_\_\_\_\_  
Parent or Guardian

\_\_\_\_\_  
Date



Appendix C –  
NOTICE OF RELOCATION POSTING

---

**DAY CARE CENTER  
CHILDREN AND STAFF  
HAVE RELOCATED TO**

---

**which is located at:**

---

**Phone #:** \_\_\_\_\_

---

**Date & Time:** \_\_\_\_\_





## Appendix D – COMMUNICATIONS WITH PARENTS / GUARDIANS (four pages)

*Parents and guardians need to be informed of provisions in the Emergency Plan. This letter will provide the information that they need. A copy of this letter should be given to parents of newly enrolled children, and at least once per year to all parents.*

***Insert your own wording or use this suggested script.***

To the Parent (s)/Guardian (s) of \_\_\_\_\_ ***(child's name):***

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

- ***Immediate evacuation*** Students are evacuated to a safe area on the grounds of the center in the event of a fire, etc.
- ***Safe Place (In-place sheltering)*** Sudden occurrences, related to weather or hazardous materials, may dictate that taking cover inside the building is the best immediate response.
  - The **Safe Place** within the building is located: \_\_\_\_\_
- ***Evacuation*** Total evacuation of the center may become necessary if there is a danger in the area. In this case, children will be taken to either a neighborhood or distant relocation center.
  - If evacuation to a shelter is necessary, we will take these steps to alert parents where the children will be located: \_\_\_\_\_
- ***Modified Operation*** May include cancellation/postponement or rescheduling of normal activities. These actions are normally taken in case of a storm or building problems (such as utility disruptions) that make it unsafe for children but may be necessary in a variety of situations.



## Communications with Parents / Guardians Page -2-

Emergency Closing before and after normal business hours closing by \_\_\_\_\_ (time)

I will let parents know by: \_\_\_\_\_

We will re-open (why/when): \_\_\_\_\_

Emergency Closing during business hours (After your children are there)

I will let parents know by: \_\_\_\_\_

We will reopen (why/when): \_\_\_\_\_

### Things to consider:

Who will contact Parents: \_\_\_\_\_ Media: \_\_\_\_\_

Methods of contact (phone trees, blast fax, email), in what order: \_\_\_\_\_

Please listen to *(list your local radio/television stations here)* for announcements relating to any of the emergency actions listed above.

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

*The center director may provide an alternate phone number to call in an emergency event.*

**If applicable (see Appendix E):** The form designating persons to pick up your child is included with this letter for you to complete and have returned to the day care center no later than *(insert reasonable response time here)*. This form will be used every time your child is released. Please ensure that only those persons you list on the form pick up your child.

I specifically urge you **not** to attempt to make different arrangements during an emergency. This will only create additional confusion and divert staff from their assigned emergency duties.

In order to assure the safety of your children and our staff, I ask for your understanding and cooperation. Should you have additional questions regarding our emergency operating procedures contact *(individual designated to handle inquiries and their telephone number/extension)*.

Sincerely, \_\_\_\_\_ Title \_\_\_\_\_



## Communications with Parents / Guardians Page -3-

### Emergency Response Plan for \_\_\_\_\_ Child Care Center

<b>THIS CENTER</b>	
Center is owned, operated by:	
The address is:	
Phone number(s):	
The nearest cross street is:	
Outside meeting spot:	

<b>NEIGHBORHOOD RELOCATION SITE*</b>	
Name of site:	
Center is owned, operated by:	
The address is:	
Phone number(s):	
The nearest cross street is:	

<b>OUT-OF-NEIGHBORHOOD RELOCATION SITE*</b>	
Name of site:	
Center is owned, operated by:	
The address is:	
Phone number(s):	
The nearest cross street is:	

<b>OUT-OF-STATE CONTACT</b>	
<b>Parents use this number if they cannot get through to the local number.</b>	
The out-of-state contact is:	
The phone number is:	



## Communications with Parents / Guardians Page -4-

### Evacuation Protocols

In the event of an emergency that requires an evacuation of \_\_\_\_\_, one of the following plans shall be implemented. In all situations, the caregiver in charge when evacuating shall:

- Take an accurate attendee list
- Account for all children and staff as they board/depart vehicles
- Bring any necessary medications / supplies and emergency records
- Take a cell phone, if available, to be used for emergency notifications

1. If the emergency environment is confined to the immediate area of the center, e.g. **fire** or **toxic fumes**, and the children cannot stay on the premises, the children will be brought to \_\_\_\_\_, by \_\_\_\_\_ where they will remain accompanied by caregivers while family/guardian/emergency contacts are notified of the situation and arrangements are made for pick up or care for the remainder of the day. The place of safety should be close by and within walking distance if appropriate.
  - 1A. In the event of exposure to toxic materials or gases, and a physical examination is recommended, children are transported by \_\_\_\_\_ to \_\_\_\_\_, and be examined by a health provider and family/guardian/emergency contacts will be notified.
2. If the emergency is more widespread and encompasses a larger area such as a neighborhood or several homes due to a non-confined environmental threat, e.g. **toxic fumes** from a spill, **flood waters**, **brush fires**, etc., and the children cannot remain in the area, the children are brought to \_\_\_\_\_, by \_\_\_\_\_ (method of transportation) where they will remain with caregiver(s) while family/ guardian/emergency contacts are notified and arrangements are made for pick up or care for the rest of the day.
3. In the event of a major environmental hazard that necessitates a larger area evacuation such as several neighborhoods, a city/town or geographical area, due to a large non-confined hazard, e.g. **hurricane**, **tornado**, etc., children are transported to \_\_\_\_\_ or a Red Cross designated mass shelter by \_\_\_\_\_, where they will remain accompanied by caregiver(s) while family/ guardian/emergency contacts are notified and arrangements are made for their pick-up.

Staff remain with and care for children at all times during an event. Attendance is checked whenever children are moved. Staff bring any medications, supplies, and emergency records.



## Appendix E –

## FORM FOR CHILDREN WITH SPECIAL NEEDS

### Emergency Information Form For Children With Special Needs

American College of Emergency Physicians*	American Academy of Pediatrics	Date form completed By Whom	Revised Revised	Initials Initials
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<b>Name:</b>		Birth Date:	Nickname:
Home Address:		Home/Work Phone:	
Parent/Guardian:	Emergency Contact Names & Relationship:		
Signature/Consent*:			
Primary Language:	Phone Number(s):		
<b>Physicians:</b>			
Primary Care Physician:		Emergency Phone:	
		Fax:	
Current Specialty Physician: Specialty:		Emergency Phone:	
		Fax:	
Current Specialty Physician: Specialty:		Emergency Phone:	
		Fax:	
Anticipated Primary ED:		Pharmacy:	
Anticipated Tertiary Care Center:			

<b>Diagnoses/Past Procedures/Physical Exam:</b>	
1. _____	Baseline Physical Findings: _____
2. _____	_____
3. _____	Baseline Vital Signs: _____
4. _____	_____
Synopsis: _____	Baseline Neurological Status: _____
_____	_____
_____	_____

\*Consent for release of this form to health care providers



Diagnoses/Past Procedures/Physical Exam continued:	
Medications	Significant Baseline Ancillary Findings (lab, x-ray, ECG):
1.	
2.	
3.	
4.	Prostheses/Appliances/Advanced Technology Devices:
5.	
6.	

Management Data:	
Allergies: Medications/Foods to be avoided	and why:
1.	
2.	
3.	
Procedures to be avoided	and why:
1.	
2.	
3.	

Immunizations											
Dates						Dates					
DPT						Hep B					
OPV						Varicella					
MMR						TB status					
HIB						Other					

Antibiotic Prophylaxis:	Indication:	Medication and dose
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Common Presenting Problems/Findings with Specific Suggested Managements		
Problem	Suggested Diagnostic Studies	Treatment Considerations

Comments on child, family, or other specific medical issues:	
Physician/Provider Signature:	Print Name:



## Appendix F –

### CHILD PICK-UP AUTHORIZATION

I, \_\_\_\_\_, authorize ***(center name)*** to release my child(ren) to the person(s) designated . This is in agreement with ***(center name)***'s Emergency Plan.

**Child's Designated Custodian (s)**      *PLEASE PRINT CLEARLY.*

**Name**

**Relationship**

_____	_____
_____	_____
_____	_____
_____	_____

Your Signature

Relationship

Date

\_\_\_\_\_

Print Name

\_\_\_\_\_

Address

\_\_\_\_\_

(Home Phone)\_\_\_\_\_ (Work)\_\_\_\_\_ (Cell)\_\_\_\_\_

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





## Appendix G –

### SAMPLE DRILL LOG

NAME OF FACILITY/HOME:

EMERGENCY PREPAREDNESS		FIRE DRILL	
<p>Conduct drills of the emergency preparedness and evacuation plan for situations such as inclement weather (tornadoes) or a necessary lock down of the facility due to an outside threat. Annually you must practice each drill outlined in your emergency preparedness plan at least once.</p>		<p>Conduct fire drills, at various times when children are in care. A minimum of one fire drill annually must occur while children are napping/sleeping and one fire drill must be conducted using alternate evacuation route. Annually, at least one fire drill will be conducted while licensing staff are present.</p>	
DATE (MM/DD/YY)	TIME OF DAY	DATE (MM/DD/YY)	TIME TO CLEAR BUILDING
NUMBER OF ADULT PARTICIPANTS	NUMBER OF CHILD PARTICIPANTS	NUMBER OF ADULT PARTICIPANTS	NUMBER OF CHILD PARTICIPANTS
SITUATION / EVENT PRACTICED	TIME TAKEN TO COMPLETE	ROUTE UTILIZED/ALTERNATE ROUTE	DATE FIRE EXTINGUISHER CHECKED
COMMENTS	INITIALS OF OWNER/DIRECTOR	COMMENTS	INITIALS OF OWNER/DIRECTOR





## Appendix H –

# EXPOSURE TO COMMUNICABLE DISEASE LETTER

Name of Child Care Center: \_\_\_\_\_

Address of Child Care Center: \_\_\_\_\_

Telephone Number of Child Care Center: : \_\_\_\_\_

Date: \_\_\_\_\_

### Dear Parent or Legal Guardian:

A child in our program has or is suspected of having:

\_\_\_\_\_

### Information about this disease:

The disease is spread by: \_\_\_\_\_

The symptoms are: \_\_\_\_\_

\_\_\_\_\_

The disease can be prevented by: \_\_\_\_\_

\_\_\_\_\_

What the Center is doing: \_\_\_\_\_

\_\_\_\_\_

What you can do at home: \_\_\_\_\_

\_\_\_\_\_

If your child has any symptoms of this disease, call your doctor to find out what to do. Be sure to tell your doctor about this notice. If you do not have a regular doctor to care for your child, you may ask other parents for names of their children's doctors or contact your local health department or email Medical Home Plus, Inc at [MedicalHom@aol.com](mailto:MedicalHom@aol.com), who will direct you to a pediatric or family practice in your area. If you have any questions, please contact:

\_\_\_\_\_ at (\_\_\_\_\_) \_\_\_\_\_  
(Caregiver's name) (Telephone number)



## Appendix I –

### BOMB THREAT CHECKLIST

Time of Call: \_\_\_\_\_ Date: \_\_\_\_\_ Phone # \_\_\_\_\_

Person Receiving Call: \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

#### Ask the caller:

1. When is bomb going to explode? \_\_\_\_\_

2. Where is it right now? \_\_\_\_\_

3. What does it look like? \_\_\_\_\_

4. What kind of bomb is it? \_\_\_\_\_

5. Did you place the bomb? \_\_\_\_\_

6. What will cause it to explode? \_\_\_\_\_

7. Why? \_\_\_\_\_

8. What is your address? \_\_\_\_\_

9. What is your name? \_\_\_\_\_

#### About the Caller

Gender of Caller: \_\_\_\_\_ Race of Caller: \_\_\_\_\_

Approximate Age of Caller: \_\_\_\_\_

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

Was voice familiar? If so, who? \_\_\_\_\_

Background Sounds: (e.g., street noises, voices, motors, etc.) \_\_\_\_\_

Other: \_\_\_\_\_

Threat Language (e.g., well-spoken, foul, irrational, incoherent, taped) \_\_\_\_\_



## Appendix J –

## GO KIT CHECKLIST FOR STAFF OR FAMILIES



### For Home or Work:

- Water – one gallon per person, per day – 2 weeks' worth
- Food – non-perishable, easy-to-prepare items – 2 week supply for home
- Manual can opener – nothing worse than having cans and no opener!
- Flashlight – check each one now, and consider having several to keep in different rooms. Make sure they work!
- Extra batteries – Buy the right sizes for your flashlights and other devices.
- Battery-powered or hand-crank radio (NOAA Weather Radio, if possible)
- First aid kit
- Medicine (7-day supply), medical items
- Multi-purpose tool
- Sanitation and personal hygiene items
- Copies of personal documents (medication list and pertinent medical information, proof of address, deed/lease to home, passports, birth certificates, insurance policies)
- Cell phone with chargers – remember, you can charge a phone in your car
- Family and emergency contact information
- Extra cash
- Emergency blanket
- Map(s) of the area

### Don't forget unique family needs:

- Medical supplies (hearing aids with extra batteries, glasses, contact lenses, syringes, cane)
- Baby supplies (bottles, formula, baby food, diapers)
- Games and activities for children
- Pet supplies (food, collar, leash, ID, food, carrier, bowl, vaccination records)
- Two-way radios
- Extra set of car keys and house keys
- Manual can opener

### Additional Supplies:

- Whistle
- N95 or surgical masks
- Matches
- Rain gear
- Towels
- Work gloves
- Tools/supplies for securing your home
- Extra clothing, hat and sturdy shoes
- Plastic sheeting
- Duct tape
- Scissors
- Household liquid bleach
- Entertainment items
- Blankets or sleeping bags

Source: American Red Cross and FEMA



## Notes