

Child Care Center Emergency Preparedness Guide



A Tool for Emergency Preparedness

This guide was developed in partnership with the NH Department of Health and Human Services' Child Development Bureau and Child Care Licensing Unit, the New Hampshire Child Care Resource and Referral Network and the NH Department of Safety Emergency Management.



*The New Hampshire
Child Care Resource
and Referral Network, Inc.*



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Introduction

You cannot predict when a disaster might strike, but you can prepare! This slogan from the American Medical Association really says it all. There are so many parts to consider! Thinking and planning before an emergency will help everything work out more smoothly when an emergency does happen.

The Emergency Response Plan, as required by the Child Care Program Licensing rules, is one way that the New Hampshire Department of Health and Human Services can help you to be prepared. The licensing rule, He-C 4002.19(q) states that

Programs shall develop an emergency response plan, which shall:
(1) Be based on the incident command system and coordinated with the emergency response agencies in the community in which the agency is located.

The incident Command System (ICS) is a system used by the Federal Emergency Management Agency (FEMA) for disasters. It is recommended that you complete an online training to learn about this system so that you are familiar with the components of ICS that may be in place during disasters such as Hurricane Irene in 2011, which caused so much damage in New Hampshire. The training, which will help you to create your plan based on the ICS system, is titled, IS100SCA, an Introduction to the Incident Command System for Schools. Training for Emergency Preparedness through FEMA and the ICS will count towards your professional development requirements. You may find the online training at: <http://training.fema.gov/EMIweb/IS/IS100SCA.asp>

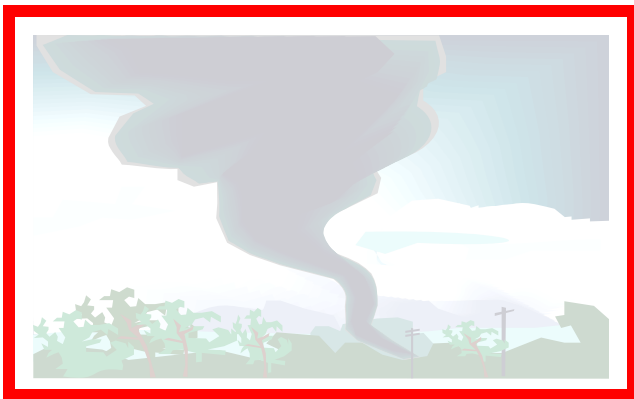
How to Use This Guide

This guide addresses the three main phases of emergency planning: preparedness, response, and recovery. You will find information and sample forms that will help you to create a plan for your child care program. Please note that your plan is not limited to the materials provided, nor should you feel that you must use all of the forms. Keep your plan simple and tailor it to your program. It is recommended that you include staff and families in your planning and that you practice implementing your plan regularly with your entire program.

PHASES OF EMERGENCY PLANNING



PREPAREDNESS
Is your program ready for emergencies?



RESPONSE
What actions will you take to keep children and staff safe?



RECOVERY
How will you operate your child care business after a disaster?



Step 1: Form a Planning Committee

Who will help you create a plan that fits your type of program?

- a. First Responders (police, fire, emergency medical services)
- b. Public schools
- c. Community partners
- d. Staff members
- e. Parents
- f. Child Care Resource and Referral (contact sheet in appendix)

Step 2: Create your plan

Does everyone know about and understand the plan?

- a. Include in your policies and procedures materials.
- b. Orient staff and families to the plan.
- c. Provide training for staff regarding roles and responsibilities.
- d. Provide copies of your plan to first responders, schools, community partners

Step 3: Practice your plan

Does it work? Does everyone know what to do?

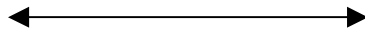
- a. Schedule emergency drills. (See appendix for drills form.)
- b. Involve first responders and community partners in drills.
- c. Evaluate success.
- d. Revise plan as necessary.

The Incident Command System for Child Care

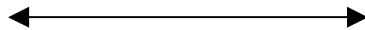
Assignment of roles should be based on skills.

Standardized Incident Command System (ICS) Positions:

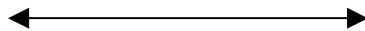
Incident Commander



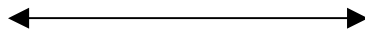
Operations



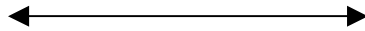
Planning



Logistics



Finance/Administration



Sample Child Care Staff Positions:

Director or Executive Director

Assistant Director

Director/Assistant Director/Lead Teacher

Lead staff as directed

Billing staff/administrative assistant

Incident Commander

Responsible for directing program emergency response actions, including oversight of other disaster response staff

Operations

Manages the direct response to the disaster and assigns staff as needed

Planning

Documents the incident with accurate records and evaluates the situation

Logistics

Briefs volunteers as assigned, supervises volunteers and coordinates distribution of supplies to staff and volunteers

Finance

Purchases and maintains supplies, tracks and backs up financial records including staff payroll and child care billing and payment

CHILDCARE CENTER EMERGENCY PLAN (Incident Command System)

For:

We are located at:

Address: _____

Cross streets:

Phone Number(s) for Child Care Program:

EMERGENCY PHONE NUMBERS:

| | |
|-------------------------------------|---|
| Police | 9 – 1 – 1 |
| Fire/Medics | 9 – 1 – 1 |
| Poison Control Center | 1-800-222-1222 |
| Disaster Behavioral Health Response | 1-800-852-3792/ 271-4462 |
| Child Care Licensing | 1-800-852-3345 x9025 or 603-271-9025 |

Child Care Resource and Referral _____

Director's Emergency Contact Number _____

Out-of-Area Contact _____

Utility Services

Electricity: _____

Gas: _____

Water: _____

Evacuation Site:

Disclaimer Statement should contain:

It is the policy of _____

that no guarantee is implied by this plan of a perfect incident management system.

As personnel and resources may be overwhelmed _____

can only endeavor to make every reasonable effort to manage the situation with the resources and information available at the time.

Incident Commander/Child Care Center Director Or Assigned Staff



PREPARATION CHECKLIST

- Create a comprehensive plan to address typical disasters that could occur in your area, such as fire, flood, threatening of parent or staff.
- Contact local first responders (fire, police) to make them aware of your plan and seek guidance.
- Provide training for all staff members regarding your plan and staff roles and responsibilities.
- Ensure that families are aware of your plan.
- Ensure all preparation steps have been taken.
- Conduct monthly fire drills and discuss with staff afterward.
- Conduct full-scale disaster drills at least quarterly and discuss with staff.
- Document, in writing, the disaster drills and post-drill discussions.
- Encourage and support families to be prepared at home.
- Obtain a sufficient supply of master keys, plan for storage and access.

Emergency Preparedness Planning Worksheet

| Possible Emergency | Possible Effects/Type of Responses | Resources Needed | ICS Planning/ Assigned Roles |
|---|--|---------------------|------------------------------------|
| Hurricane/Strong Wind | | | |
| Flood | | | |
| Outside Threat (crime suspect in area, wild animal etc.) | | | |
| Gas leak or other hazardous material in neighborhood | | | |

| | | | |
|---|--|--|--|
| Earthquake | | | |
| Non-custodial parent inside program facility | | | |
| Bomb Threat | | | |
| | | | |

See page 15 for types of responses.

MITIGATION SELF-ASSESSMENT

| Keep your business open and safe for the children in your care. | MITIGATION "Actions taken to reduce the loss of life and damage to property from all hazards." |
|---|--|
| | 1 Are fire extinguishers properly charged, mounted securely, within easy reach and staff, volunteers, and do family members know how to use them properly? |
| | 2 Are exits clear from obstructions such as locked doors, storage, or possible obstructions such as large nearby objects (i.e. bookcases, filing cabinets) that could fall and block the exit? |
| | 3 Do you need a generator for back-up power (a licensed electrician must install generator)? Are at least two individuals trained to start and operate the generator? |
| | 4 Are appliances, cabinets, and shelves attached to the wall with wire and closed screw-eyes? |
| | 5 Are heavy or sharp items stored on shelves with ledge barriers? |
| | 6 Are blocks and heavy objects stored on the lowest shelves? |
| | 7 Are television sets, fish bowls, and similar items restrained so they won't slide off? |
| | 8 Are pictures and other wall hangings attached to the wall with wire and closed screw-eyes? |
| | 9 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? |
| | 10 Are blackboards and bulletin boards securely mounted to the wall or hung safely from the ceiling? |
| | 11 Are light weight panels, rather than shelving units or other tall furnishings, used to divide rooms? |
| | 12 Are large windowpanes made of shatter resistant glass or covered with safety film? |
| | 13 Is the street number of the home clearly and legibly visible from the roadway? In larger centers, is each internal/external door numbered or letter for identification? |
| | 14 Do florescent lights have transparent sleeves to keep broken glass pieces from scattering? |
| | 15 Do you have lights for an emergency and are your exits clearly marked? |
| | 16 Do you have a sign-in and sign-out procedures for everyone entering your building? |
| | 17 Does the emergency shut off for the water supply and electric service supply have a sign placed by the control that identifies it as the primary disconnecting/shutoff means? |
| | 18 Do you know where the emergency shut-offs are, how to operate them, and do you have the tools needed handy to do that ? |
| | 19 Are the building's area(s) of refuge, shelter-in-place locations and evacuation assembly areas marked on your posted floor plan? |
| | 20 Have you considered setting aside savings in case of a disaster to help you re-open your business? |

Child Care Center Emergency Supply Tool Kit
 (Each classroom should have at least one backpack kit)



| | Short Term Emergency | 72-Hour Emergency |
|-------------------------|--|---|
| 8 Basic Supplies | Backpack | Sturdy, waterproof, covered container with a cover |
| Important Papers | <ul style="list-style-type: none"> <input type="checkbox"/> Emergency information on each child in a small notebook or on cards <input type="checkbox"/> Emergency plans and number <input type="checkbox"/> Medical Releases <input type="checkbox"/> Relocation site agreements and maps | <ul style="list-style-type: none"> <input type="checkbox"/> Emergency Transportation Permission <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Water | <ul style="list-style-type: none"> <input type="checkbox"/> One gallon of water for every four children/staff | <ul style="list-style-type: none"> <input type="checkbox"/> ½ gallon of water per child and 1 gallon per adult |
| Food | <ul style="list-style-type: none"> <input type="checkbox"/> Non-perishable food items such as granola bars and crackers <input type="checkbox"/> Formula for infants <input type="checkbox"/> Disposable cups <input type="checkbox"/> | <ul style="list-style-type: none"> <input type="checkbox"/> Non-perishable food items such as canned fruit and meat <input type="checkbox"/> Appropriate eating utensils <input type="checkbox"/> Special food for infants <input type="checkbox"/> Non-electric can opener |
| Clothing & Bedding | <ul style="list-style-type: none"> <input type="checkbox"/> Aluminum safety blankets <input type="checkbox"/> Pair of work gloves | <ul style="list-style-type: none"> <input type="checkbox"/> Change of clothes per person, especially socks <input type="checkbox"/> Extra bedding/blankets |
| First Aid | <ul style="list-style-type: none"> <input type="checkbox"/> Small first aid kit <input type="checkbox"/> Any needed medications | <ul style="list-style-type: none"> <input type="checkbox"/> Any needed medications <input type="checkbox"/> Large first aid kit |
| Sanitation | <ul style="list-style-type: none"> <input type="checkbox"/> Diapers and wipes <input type="checkbox"/> Toilet paper <input type="checkbox"/> Hand sanitizer <input type="checkbox"/> <input type="checkbox"/> | <ul style="list-style-type: none"> <input type="checkbox"/> Additional diapers and wipes <input type="checkbox"/> Additional toilet paper and emergency toilet facilities, if possible <input type="checkbox"/> Hand soap <input type="checkbox"/> Paper towels <input type="checkbox"/> Plastic bags (varied sizes) <input type="checkbox"/> Feminine supplies |
| Comfort and Safety | <ul style="list-style-type: none"> <input type="checkbox"/> At least one age appropriate play activity <input type="checkbox"/> Flashlight with batteries <input type="checkbox"/> Pencils <input type="checkbox"/> <input type="checkbox"/> | <ul style="list-style-type: none"> <input type="checkbox"/> Several age appropriate play activities to rotate <input type="checkbox"/> Extra keys <input type="checkbox"/> Matches and candles <input type="checkbox"/> Duct tape and plastic sheeting (for sheltering-in-place) <input type="checkbox"/> Utility knife <input type="checkbox"/> |
| Communication | <ul style="list-style-type: none"> <input type="checkbox"/> Weather radio and extra batteries <input type="checkbox"/> Charged cell phone or calling card | <ul style="list-style-type: none"> <input type="checkbox"/> Walkie-talkie <input type="checkbox"/> Cell phone <input type="checkbox"/> Signal/flare |

RESPONSE

Incident Commander/Child Care Center Director

Or Assigned Staff

Command Post Location*:

Inside: _____ **Outside:** _____

Responsibilities during the Incident:

1. Obtain supplies (disaster kits) and forms. Important records to have with you are your backup flash drive/CD-ROM with backup program records and a master copy of all staff and child emergency information as well as all signed parent/guardian permission forms.
2. Assign tasks as per your plan
3. Direct and coordinate disaster operations
 - a. Assess the type and scope of emergency.
 - b. Implement the response and emergency plans.
 - c. Assign positions as needed- Do you need to contact your neighbor/family members?
 - d. Re-evaluate circumstances frequently.
4. Determine the need for outside assistance, and request if necessary.
5. Interact with other emergency teams from the community (e.g., the fire department).
6. Be ultimately responsible for the safety and accountability of all children and volunteers present.
 - a. Give yourself frequent breaks; trade off with someone you have trained to take your place as needed.
 - b. Plan regular breaks for yourself and volunteers.
 - c. Release staff as able, in accordance with licensing requirements for supervision.

After the Incident:

1. When incident is resolved, discontinue operations.
 - a) Ensure any unfinished action items are completed.
 - b) Return reusable supplies to Logistics' Supplies and Equipment Team.
 - c) Close out all logs.
2. Call licensing or your local Child Care Resource and Referral program to report the incident.

*This is where the Incident Commander/Child Care program director or assigned staff is stationed in order to oversee and direct staff and volunteers.



| RESPONSE | POSSIBLE EMERGENCY | PERSON(S) RESPONSIBLE |
|--|--------------------|-----------------------|
| <p>Evacuation: May be inside or off-site and is activated when necessary for staff and children to exit building or an incident in the building poses an unsafe condition</p> | | |
| <p>Secure Campus: Action taken when program has been threatened from the outside (non-custodial parent, crime in progress near program, etc.)</p> | | |
| <p>Drop and Cover: Action taken to protect staff and children from explosion, earthquake, tornado or gunfire with no warning</p> | | |
| <p>Lockdown: Action taken to clear children and staff from all common areas/hallways and secure them in classrooms or other designated Areas of Refuge (safe areas)</p> | | |
| <p>Reverse Evacuation: Action taken to bring all children and staff back inside building quickly to avoid a dangerous situation outside</p> | | |
| <p>Shelter in Place: Action taken to shelter staff and children inside the building in the case of a Hazardous Material incident</p> | | |

See page 10 for possible emergencies.

Parent Emergency Evacuation Information Form

(To be given to parents at least annually)

| | |
|---|--|
| Name of program | |
| Program address | |
| Emergency contact at program | |
| Phone numbers of emergency contact | |
| Cell phone of emergency contact (Please do not call cell phone number during non-emergencies; it will not be turned on.) | |
| In the event the facility must be evacuated because of a confined emergency, the staff and children will leave the building and gather in the immediate area at | |
| In the event the facility must be evacuated because of an emergency in the immediate area the children and staff will be transported by _____ to | |
| The address, phone number, and contact person at the assembly area is | |
| If necessary, children will be transported to this health care facility | |
| Address, phone number, and contact person at health care facility | |

I understand that my child(ren) may be relocated to an evacuation site in the case of an unsafe condition in the child care program facility.

Child/Children's Name(s) _____

Parent Signature _____ Date _____

Parent/Guardian Signature for Permission to treat medically

Child Release Form*

Child/Children's Name(s) _____

Date _____

Child Care Program _____

Requested by _____

Proof of I.D. _____

To be completed at release by person requesting release of child:

Requester Signature _____

Destination (where child will be taken) _____

Date _____

Time _____

***This form is to be used when actions have been taken to mitigate a disaster or emergency and children have been relocated to an evacuation site, have been secured on campus, are sheltered in place, or the child care program is in reverse evacuation or lockdown mode.**

Child Identification Card

(To be placed out-of-sight on each child, such as clipped on inside of shirt or folded and placed in ankle part of sock, during an evacuation)

| | |
|---|--|
| Child's Name | |
| Address | |
| Home Phone | |
| Parent/Guardian #1 Name | |
| Parent/Guardian #2 Name | |
| Parent/Guardian #1 Day Phone Cell Phone | |
| Parent/Guardian #2 Day Phone Cell Phone | |
| Neighbor/Friend Name Phone | |
| Contact Outside of Area Name Phone | |
| Child Care Program Name | |
| Child Care Program Phone | |

RECOVERY



| Tasks to Be Completed After a Disaster | Resources Available |
|---|---|
| Assess damage to facility and equipment and contact insurance company. | Insurance Agent and Insurance Policy Information |
| Determine if program can continue in existing facility. | Child Care Licensing: 1-800-852-3345 x 9025 or 603-271-9025 |
| Locate temporary emergency child care space if program cannot continue in existing facility. | Child Care Resource and Referral Child Care Licensing 1-800-852-3345 x 9025 or 603-271-9025 |
| Notify families and keep updated. | Emergency forms and signed agreements |
| Request volunteers. | Child Care Resource and Referral |
| Get donated supplies and equipment. | http://www.redcross.org/en/givehere/ |
| Restore records and administrative services. | Flash drive/CD-ROM with backup records |
| Apply for Public Assistance for Child Care Services. | http://www.fema.gov/assistance/index.shtm |
| Get funding and other support to reopen. | http://www.sba.gov/category/navigation-structure/loans-grants/small-business-loans/disaster-loans |
| Communicate with displaced staff. | Staff records- backup records |
| Train volunteers and staff. | Child Care Resource and Referral |
| Notify Child Care Licensing regarding reopening or opening in new facility. | Child Care Licensing: 1-800-852-3345 x 9025 or 603-271-9025 http://www.dhhs.nh.gov/oos/cclu/index.htm |
| Notify families of availability of child care services regarding reopening. | Backup records and forms with contact information |
| Apply for Disaster Assistance for labor costs, facility costs and supplies costs. | http://www.fema.gov/pdf/government/grant/pa/9580_107.pdf |
| Contact the Child Development Bureau regarding billing and payment for children receiving child care scholarship. | 1-800-852-3345 x4242 or 603-271-4242 |

Behavioral Health After a Disaster

Children, families, staff and volunteers may have mental health needs after a disaster. The New Hampshire Department of Health and Human Services can deploy any of five regional Disaster Behavioral Health Response Teams anywhere in the State. To request assistance, please call: **1-800-852-3792/ 271-4462**

Below are common reactions in children after a disaster or traumatic event:

Birth through 2 years. When children are pre-verbal and experience a trauma, they do not have the words to describe the event or their feelings. However, they can retain memories of particular sights, sounds, or smells. Infants may react to trauma by being irritable, crying more than usual, or wanting to be held and cuddled. The biggest influence on children of this age is how their parents cope. As children get older, their play may involve acting out elements of the traumatic event that occurred several years in the past and was seemingly forgotten.

Preschool - 3 through 6 years. Preschool children often feel helpless and powerless in the face of an overwhelming event. Because of their age and small size, they lack the ability to protect themselves or others. As a result, they feel intense fear and insecurity about being separated from caregivers. Preschoolers cannot grasp the concept of permanent loss. They can see consequences as being reversible or permanent. In the weeks following a traumatic event, preschoolers' play activities may reenact the incident or the disaster over and over again.

School age - 7 through 10 years. The school-age child has the ability to understand the permanence of loss. Some children become intensely preoccupied with the details of a traumatic event and want to talk about it continually. This preoccupation can interfere with the child's concentration at school and academic performance may decline. At school, children may hear inaccurate information from peers. They may display a wide range of reactions—sadness, generalized fear, or specific fears of the disaster happening again, guilt over action or inaction during the disaster, anger that the event was not prevented, or fantasies of playing rescuer.

Pre-adolescence to adolescence - 11 through 18 years. As children grow older, they develop a more sophisticated understanding of the disaster event. Their responses are more similar to adults. Teenagers may become involved in dangerous, risk-taking behaviors, such as reckless driving, or alcohol or drug use. Others can become fearful of leaving home and avoid previous levels of activities. Much of adolescence is focused on moving out into the world. After a trauma, the view of the world can seem more dangerous and unsafe. A teenager may feel overwhelmed by intense emotions and yet feel unable to discuss them with others.

http://www.fema.gov/rebuild/recover/cope_child.shtm

APPENDIX OF FORMS AND RESOURCES

Sample Emergency Relocation Shelter Agreement

Name of Relocation Site Facility _____

Gives permission for _____
Name of Child Care Center

To use the site facility as an emergency relocation shelter for child care staff, children and their families.

This agreement is effective from the date signed by both parties until _____.
Date

This agreement may be terminated, in writing, before this date by either party.

| | |
|---------------------------|--------------------|
| Name of Child Care Center | Hours of Operation |
|---------------------------|--------------------|

| | | | |
|---------|------|-------|-----|
| Address | City | State | Zip |
|---------|------|-------|-----|

| | | |
|-------|-------------------|-----------------|
| Phone | Licensed Capacity | Number of Staff |
|-------|-------------------|-----------------|

| | |
|-------------------------|--------------------|
| Name of Relocation Site | Hours of Operation |
|-------------------------|--------------------|

| | | | |
|---------|------|-------|-----|
| Address | City | State | Zip |
|---------|------|-------|-----|

| | |
|----------|----------------|
| Phone(s) | Space Capacity |
|----------|----------------|

Describe how to access site: _____

Special considerations (storage of emergency supplies, security, liability, etc.):

| | |
|--|------|
| Relocation Site Representative Signature | Date |
|--|------|

| | |
|--|------|
| Child Care Center Representative Signature | Date |
|--|------|

Sample Evacuation Form

| | |
|---|--|
| Child Care Center Name | |
| Address | |
| Contact Person (Director/Owner) | |
| Cell Phone Number of Contact Person | |
| Number of Children in Attendance | |
| Number of Staff in Attendance | |
| Vehicles Required to Evacuate Children and Staff | |
| Relocation Site Facility (Letter of Agreement on file) | |
| Address of Relocation Facility | |
| Phone Number of Relocation Facility | |
| Contact Person at Relocation Facility | |
| Alternative Transportation Provider and Contact Information | |
| To Be Completed During Evacuation | |
| Number of Children Transported to Relocation Facility | |
| Number of Staff Transported to Relocation Facility | |
| Number of Vehicles Dispatched to Relocation Facility | |
| Time that Vehicles were Dispatched | |
| Number of Children and Staff Assembled at Relocation Facility | |

Remember to practice Evacuation to your Relocation Site!

Incident Command System (ICS) Guidance: Hazard Specific Checklist for EARTHQUAKE

The following are some of the primary concerns after an earthquake:

- Injuries and deaths
- Aftershocks, which can cause further damage and injuries
- Structural damage
- Non-structural damage (broken windows, fallen ceilings, etc.)
- Gas leaks
- Fires
- Hazardous material spills
- Loss of utilities (water, electric, etc.)
- Loss of communications (telephone, television, radio)
- Damage to planned evacuation sites/areas
- Lack of support from Emergency Response

Following is a checklist that may be useful to document response:

- Call 911 (only if necessary)
- Activate Incident Command System per your plan.
- Decide to evacuate immediately if damage is severe and follow your plan.
- If you choose to stay, move children and staff to safe areas of the building. Be aware that it may be unsafe to evacuate due to damage and/or weather outside.
- If First Responders arrive, activate your staff as requested. Note that you may be on your own for a long period of time. Emergency Responders may be delayed due to the incident.
- Prepare for long term care of children and staff. Know what supplies will be needed and assign staff to gather and pass out supplies.
- Release children to parents/guardians that may arrive, documenting each release (see Child Release Form on page 17). Recruit parents to stay and help.
- You are housed in a Community Shelter facility, and the facility is undamaged, prepare for arrival of shelter personnel and victims.
- Plan for recovery after damage has passed and incident is over.

Incident Command System (ICS) Guidance: Hazard Specific Checklist for TORNADO or SEVERE WIND

The following are some of the primary concerns after an earthquake:

- Injuries and deaths
- Structural damage
- Non-structural damage (broken windows, fallen ceilings, etc.)
- Fires and possible hazardous material spills
- Blocked exits
- Blocked roads
- Loss of communications (telephone, television, radio)
- Damage to planned evacuation sites/areas
- Power outages

- If a TORNADO WARNING is received direct children and staff to basement, lower floors, interior of building (called “Areas of Refuge” in the ICS).
- Call 911 (only if necessary).
- Activate Incident Command System per your plan.
- Evacuate building if unsafe. Remember that evacuation may not be appropriate due to damage and/or weather outside.

Hazard Specific Checklist for FIRE

- Evacuate building.
- Call 911 to confirm if Fire Department has been notified
- Activate Incident Command system per your plan.
- Account for children and staff,
- Assess weather conditions outside and consider moving to evacuation site if necessary.
- Release children to parents/guardians that may arrive, documenting each release (see Child Release Form on page 17). Recruit parents to stay and help
- Plan for recovery after damage has passed and incident is over

Hazard Specific Checklist for HAZARDOUS MATERIAL

- Activate Incident Command System as per your plan.
- Initiate Shelter In Place procedures if evacuation is not immediate.
- Prepare for evacuation if necessary.
- Stay in communication with local emergency officials.
- Plan for arrival of parents in case they have to shelter/evacuate with you.

Bomb Threat Procedures

You may be thinking, *“This only happens in schools, not child care centers.”* We wish that were true. Unfortunately, the reality is that this has happened in at least one child care center in New Hampshire. This type of threat is carried out typically for one of the following reasons:

- A person has a grudge against the program or against an individual at the program and intends to get revenge.
- A person intends to disrupt the daily function of a program, for some reason.
- A person is aware of an explosive device and in an effort to save lives wants to evacuate the program.

It is important to note that a bomb threat may be received by telephone, mail, written note or in person. For any bomb threat, consider the following procedures and practice them with staff:

1. For a telephone threat, after the caller hangs up dial 9 or wait for a dial tone and dial *57 to enable a trace of the call.
2. Stay on the line to check the success of the trace.
3. Notify the designated individual (per your plan) immediately after the trace (during the call if possible).
4. For a threat delivered any other way, notify the designated individual as per your plan and proceed as follows.
5. The designated individual notifies police.
6. Assess the threat with police and follow their instructions, as well as your plan.
7. Document all details of the threat. (See “Bomb Threat Report Form” on next page).



Bomb Threat Report Form

Telephone Threats

DO NOT HANG UP FIRST.

Questions to ask that help assess the threat:

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

Any information that you can provide to police will be extremely helpful. The police may ask you to describe the caller's voice and any background noises during the call. Below is a form that will help document this information.

| Date of Threat | Time of Threat | Length of Call | Call taken by | Call received on phone # | Call traced to phone # | Caller's voice | Language | Background Noise |
|----------------|----------------|----------------|---------------|--------------------------|------------------------|----------------|----------|------------------|
| | | | | | | | | |

Exact wording of threat: _____

Description of person if delivered _____

RECORD OF DISASTER DRILLS

| FIRE DRILLS | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June | July | Aug |
|--|------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|-----|
| Date Held | | | | | | | | | | | | |
| Time | | | | | | | | | | | | |
| Time Needed to Vacate Building | | | | | | | | | | | | |
| Alarm Signal Used | | | | | | | | | | | | |
| Fire Drill Observation Scheduled/Filed | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| OTHER DRILLS (Rotate practicing Evacuation, Lockdown, etc.) | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June | July | Aug |
| Date Held | | | | | | | | | | | | |
| Time | | | | | | | | | | | | |
| Type of Drill (See page 15 for types of responses) | | | | | | | | | | | | |
| Alarm Signal Used | | | | | | | | | | | | |
| Drill Observation Scheduled/Filed | | | | | | | | | | | | |

Child Care Center Program

Year

Signature of Director/Owner

Location of Important Records and Documents

Keep one or more duplicate copies of the following records (if applicable), on flash drive, CD-ROM, and/or paper in secure container (one copy at a nearby location and one out-of-the-area):

| | Nearby Location | Distant Location |
|--|------------------------|-------------------------|
| Children's records | | |
| Employees' records | | |
| Child and Adult Food Program records | | |
| Accounts Receivable (fees, child care scholarship etc.) | | |
| Building/floor plans | | |
| Insurance policies | | |
| Rental agreements | | |
| Bank records | | |
| Credit Card information | | |
| Service agreements | | |
| Supplier agreements | | |
| Inventory | | |
| Tax records | | |
| Other | | |
| Other | | |
| Other | | |
| Other | | |

Insurance Discussion Form

(Adapted from the Insurance Discussion Form at www.ready.gov)

Child care programs can use this form to discuss their insurance coverage with their insurance providers. Having adequate coverage will help programs recover more rapidly from catastrophes.

Programs should keep a copy of this form on the child care premises and at an off-site location.

Insurance Agent: _____

Address: _____

Phone: _____ Fax: _____

E-mail: _____

| Insurance Policy Information | | | | |
|------------------------------|------------|-------------|---------------|--------------------------------|
| Type of Insurance | Policy No. | Deductibles | Policy Limits | Coverage (General Description) |
| | | | | |
| | | | | |
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| | | | | |

Do I need flood insurance? Yes No

Do I need earthquake insurance? Yes No

Do I need business income and extra-expense insurance? Yes No

Other disaster-related insurance questions:

Computer Inventory Form

(Adapted from the Computer Inventory Form at www.ready.gov)

Use this form to:

- Log computer hardware serial and model numbers. Attach a copy of the vendor documentation to this document.
- Record the name of the company from which the equipment was leased or purchased and the contact name to notify for computer repairs.
- Record the name of the company that repairs and supports the computer hardware.

Keep one copy of this list in a secure place on the premises and another in an off-site location.

| Hardware (CPU, Monitor, Printer, Scanner, Keyboard, Mouse) | Hardware Size, RAM & CPU Capacity | Model Purchased | Serial Number | Date Purchased | Cost |
|---|--|--------------------|------------------|-------------------|------|
| | | | | | |
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Emergency Preparedness and Coping Strategies Resources

Publications:

“Disaster Preparedness for Families of Children with Special Needs”

Florida Institute for Family Involvement: www.fifionline.org

“Emergency Management Guide for Business and Industry

Are You Ready? An in-depth Guide to Citizen Preparedness” (IS-22)

Federal Emergency Management Agency; www.fema.gov

“Evacuation and Sheltering, and Post-disaster Safety”

Talking about Disaster: Guide for Standard Messages

National Disaster Education Coalition, Washington, D.C.; www.disastereducation.org

Disaster Relief and Trauma Resources; Zero to Three

<http://www.zerotothree.org/>

“Nurturing Children after Natural Disasters: A Booklet for Child Care Providers”

National Association of Child Care Resource and Referral Agencies; www.naccrra.org

“Reassuring Your Child after the Storm”

Florida State University for Prevention and Early Intervention Policy, 2004

<http://www.cpeip.fsu.edu/project.cfm?projectID=28>

“When Disaster Strikes: Helping Young Children Cope” and other disaster coping resources; National Association for the Education of Young Children;

<http://naeychq.naeyc.org/taxis.search/?query=disaster&btnG=Search&pr=naeyc>

“Disaster Planning Self-Assessment Guide for Child Care Centers and Family Child Care Homes”

California Department of Social Services Community Care Licensing Division;

<http://ccl.dss.cahwnet.gov/PG496.htm>

Websites:

American Red Cross: www.redcross.org

Child Care Aware: www.childcareaware.org

Federal Alliance for Safe Homes: www.flash.org

National Mental Health Information Center: www.mentalhealth.samhsa.gov

The National Child Traumatic Stress Network:

http://www.nctsn.org/nccts/nav.do?pid=typ_nd

Ready NH, the emergency preparedness website for New Hampshire

<http://www.nh.gov/readynh/>

U.S. Department of Health & Human Services; Administration for Children & Families;

National Child Care Information Center: <http://nccic.acf.hhs.gov/poptopics/disasters.html>