



How to Plan for Emergencies & Disasters



A Step-by-Step Guide for California Child Care Providers

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Nursing

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Why Plan for Emergencies?

Planning for something you hope will never happen can be overwhelming or frightening. However, being prepared for emergencies and disasters is one of the many ways you take care of children and families in your child care program. This Step-by-Step Guide will help you take actions to:

- Reduce injury, loss, and destruction in the event of an emergency or disaster;
- Keep children and staff healthy and safe until they can be reunited with their families;
- Provide child care services as soon as possible following an emergency or disaster;
- Support the recovery process for children, families, and staff.

In an emergency situation, child care providers take on the role of ‘emergency managers’ for their individual child care programs. Your emergency plan will reflect procedures that are specific to your program based on the resources in your city and/or county.

Following these steps will also help you meet California Child Care Licensing regulations and best practice recommendations. In this Step-by-Step Guide, the term “emergency” includes disasters, either natural or human-caused, as well as other emergencies that may occur in child care such as medical emergencies.

How to Use this Step-by-Step Guide to Plan for Emergencies

Start by reviewing the 10 steps. Each step includes forms, checklists, templates, worksheets, and/or tools. These documents may be filled out electronically (then printed and saved for later updates), or you may print the blank forms and fill them out by hand. Some of the forms will be used for more than one step. You can complete all 10 steps at once, or work on your plan one step at a time. When you finish the 10 steps, you will have completed your written emergency disaster plan.



The electronic links to documents will open blank forms. Be sure to save your changes as you move through the steps. Consider creating an electronic Emergency Plan Folder.

Emergency Plan Library

The following “library” includes the forms, checklists, templates, worksheets, and tools and lists the step(s) in which each will be used:

Forms

- LIC 610, Emergency Disaster Plan for Child Care Centers (Steps 1, 3, 4, 5, 6, 7, 8)
- LIC 610A, Emergency Disaster Plan for Family Child Care Homes (Steps 1, 4, 5, 6, 8)
- LIC 624, Unusual Incident/Injury Report (Step 9)
- LIC 624A, Death Report (Step 9)
- LIC 624B, Unusual Incident/Injury Report – Family Child Care Home (Step 9)
- LIC 9221, Parent Consent for Administration of Medications (Step 5)
- Child Emergency Information Form (Step 7)
- Emergency Disaster Plan Addendum (Steps 1, 3, 4, 5, 6, 7, 8, 9, 10)
- FEMA Insurance Discussion Form (Step 2)

Templates and Worksheets

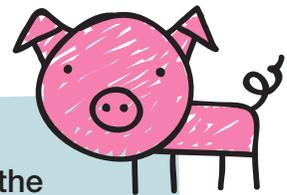
- Drill Log (Step 8)
- Emergency Wallet Cards (Step 7)
- Hazard Analysis Worksheet (Steps 2, 6, 8)
- Job Action Sheets (Steps 3, 8)
- Letter of Agreement with Relocation Site (Step 6)
- LIC 999, Facilities Sketch (Step 5)
- Relocation/Reunification Drill Permission Slip (Step 8)
- Special Health Care Plan (Steps 5, 7)

Checklists

- Emergency Supplies Checklist (Step 5)
- LIC 9148, Earthquake Checklist (Step 5)
- Safe-Place and Shelter-in-Place Checklist (Step 5)
- Emergency Checklist for Children with Special Needs (Step 5)

Tools

- Damage Assessment Tool (Step 10)
- Family Engagement and Disaster Planning Sample Meeting Agenda (Step 7)
- Sample Emergency Disaster Drills (Step 8)
- Sample Staff Training Agenda (Step 3)
- Self-Assessment Tool/After Action Report (Step 10)
- Young Children and Disasters Health and Safety Note (Step 10)
- Resource List



You may use the licensing forms even if you are a license-exempt child care provider.

The titles of documents are shown in *italics* in this 10-step guide.

STEP 1: A Written Emergency Disaster Plan

Having an up-to-date written emergency plan makes it easier to share important information with staff, families, volunteers, administrators, and community partners.

| EMERGENCY PLAN LIBRARY MATERIALS: STEP 1 | |
|--|--|
| NAME OF FORM | MEETS REQUIREMENTS/RECOMMENDATIONS FOR |
| LIC 610 Emergency Disaster Plan | Licensed Child Care Centers |
| LIC 610A Emergency Disaster Plan | Licensed Family Child Care Homes |
| Emergency Disaster Plan Addendum | Best Practices |

Emergency Disaster Plan Licensing Forms

California Child Care Licensing (licensing) regulations require child care centers and family child care homes to have a written plan for disasters and mass casualties. Your plan must include actions for fires, floods, and earthquakes, as well as information about how you will manage evacuation and temporary relocation. You need to show how you will contact emergency services and the location of your exits, utilities, and emergency equipment. Forms *LIC 610: Emergency Disaster Plan for Child Care Centers* and *LIC 610A: Emergency Disaster Plan for Family Child Care Homes* document how child care providers meet the requirements stated in licensing regulations. As a licensed child care provider, you are responsible to:

- Complete form *LIC 610/LIC 610A* (or a comparable form);
- Post a copy of the completed form in a prominent location in your facility;
- Update the information as required;
- Submit a copy to your regional licensing office.

Blank spaces and the back side of the form can be used for additional information such as email addresses, websites, alternative phone numbers, and added roles and responsibilities.

Emergency Disaster Plan Addendum: Best Practices

The Emergency Disaster Plan Addendum (*Addendum*) documents how child care providers meet key best practice recommendations. The *Addendum* is not required by Title 22 licensing regulations.

Best Practice Recommendations

Best practice recommendations go beyond what is required by California Child Care Licensing regulations. *Caring for Our Children National Health and Safety Performance Standards: Guidelines for Early Care and Education Programs, Third Edition (CFOC3)* and the *California Early Childhood Educator (ECE) Competencies* use best evidence, expertise, and experience to describe the knowledge and skills needed for high quality early childhood care and education. These resources inform the best practice recommendations in this Step-by-Step Guide.

STEP 2: Identify the Hazards in Your Local Community

Consider what emergencies and disasters are most likely to occur in your geographic location. Each child care program has unique needs, and each community has different kinds of risks and resources. Planning *according to your risks* protects children and staff from injury and reduces the risk of damage to your property.

| EMERGENCY PLAN LIBRARY MATERIALS: STEP 2 | |
|--|--|
| NAME OF FORM | MEETS REQUIREMENTS/RECOMMENDATIONS FOR |
| Hazard Analysis Worksheet | Best Practices |
| FEMA Insurance Discussion Form | |

Complete the *Hazard Analysis Worksheet* for the emergencies and disasters that are most likely to occur in your child care program.

At a minimum, child care providers in California need to plan for:

- fire
- floods
- earthquakes

You may also consider preparing for:

- tsunamis
- severe weather
- power outages
- medical emergencies
- pandemics and epidemics
- hazardous material incidents
- disgruntled or impaired adults
- intruders
- violence from guns or other weapons
- civil unrest
- terrorism

Contact your local Office of Emergency Services to find out which natural or human-caused hazards might affect you. For more information on disaster hazards in California by zip code, refer to the resources on the California Office of Emergency Services (Cal OES) *My Hazards* website www.myhazards.caloes.ca.gov



This is a good time to review your insurance policies. Check to see if you have insurance that covers the disasters you identified for your geographical location. Refer to the *FEMA Insurance Discussion Form*.

STEP 3: Emergency Roles and Responsibilities

Decide ahead of time which staff members will perform the various roles in a disaster or emergency.

| EMERGENCY PLAN LIBRARY MATERIALS: STEP 3 | |
|--|--|
| NAME OF FORM | MEETS REQUIREMENTS/RECOMMENDATIONS FOR |
| Job Action Sheets | Best Practices |
| Sample Staff Training Agenda | |
| LIC 610 Emergency Disaster Plan | Licensed Child Care Centers |
| Emergency Disaster Plan Addendum | Best Practices |

Job Actions

The *Job Action Sheets* explain the roles and responsibilities for what to do before, during, and after a disaster. Depending on the size of your staff, individuals may have one or more jobs, or some jobs may have more than one staff member. You may prefer to work in teams and/or combine jobs.

Assign a staff member to each of the following jobs and write their name(s) on the *Job Action Sheet(s)*: Incident Leader; First Aid Coordinator; Communication Coordinator; Transportation Coordinator; Security; Attendance and Reunification Coordinator; Supervision and Care Coordinator; Facilities Safety Coordinator; and Supplies Coordinator.

The first four jobs align with licensing requirements stated on *LIC 610*. After assigning a staff member to each of the following jobs, write their name(s) and title(s) on form *LIC 610* Section I (child care centers):

- Incident Leader = DIRECT EVACUATION–PERSON COUNT
- First Aid Coordinator = FIRST AID
- Communication Coordinator = TELEPHONE EMERGENCY NUMBERS
- Transportation Coordinator = TRANSPORTATION

The next four jobs align with best practice recommendations. After assigning a staff member to each of the following jobs, write their name(s) on the *Addendum* Section 1 (child care centers):

- Security, Attendance, and Reunification Coordinator
- Supervision and Care Coordinator
- Facilities Safety Coordinator
- Supplies Coordinator

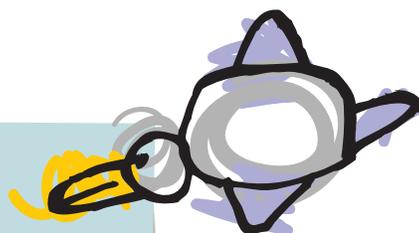
Staff Training

Schedule a staff meeting to review the roles and responsibilities listed on the *Job Action Sheets*. Staff training can be in the form of a short briefing, a training session, a walkthrough, or a mock disaster exercise. Make sure all staff members understand their assignments and are physically capable of performing their duties. Prepare an agenda for the staff training with clear goals and objectives. See the *Sample Staff Training Agenda*.

Use this meeting as an opportunity to:

- Review the details in your disaster plan including how to access emergency services, the location of the emergency exits, how to use emergency equipment, and your gathering sites for evacuation and relocation.
- Conduct a walkthrough of disaster drills to prepare staff for conducting drills with children.
- Check that CPR and first aid certifications have been updated within the last two years.
- Update staff emergency contact information.
- Ensure that staff members have emergency disaster plans for their own families.
- Review policies and expectations for staff to provide care and supervision to children until relieved.
- Encourage staff members to have extra clothing, medication, and supplies for emergencies.
- Discuss adding disaster and first aid apps to staff members' cell phones.

After the staff training, check the box indicating that staff members have completed emergency training, and fill in the date on the *Addendum* (Section 9).



Provide training for new employees within one week of hire.

STEP 4: Emergency Services in Your Local Community

All disasters and emergencies are local, and local response is the first level of emergency service. Child care providers need to know how to contact local emergency services quickly and easily.

| EMERGENCY PLAN LIBRARY MATERIALS: STEP 4 | |
|--|--|
| NAME OF FORM | MEETS REQUIREMENTS/RECOMMENDATIONS FOR |
| LIC 610 Emergency Disaster Plan | Licensed Child Care Centers |
| LIC 610A Emergency Disaster Plan | Licensed Family Child Care Homes |
| Emergency Disaster Plan Addendum | Best Practices |

9-1-1 is the universal number for help in an emergency. In non-urgent situations following a disaster or in situations where the 9-1-1 system is overloaded, it's best to use the local law enforcement non-emergency phone number. Calling 9-1-1 from a cell phone may connect you to the California Highway Patrol (CHP) rather than your local emergency services. To be safe, program the direct-dial emergency number for local emergency services into your cell phone. You can find the non-emergency phone number and the direct-dial local emergency number by calling or checking the website of your local emergency services.

It is important to know the best way to access emergency help from your location. If your child care program is part of a larger facility such as a college campus or government building, you may need to follow special procedures for emergency response. Check with your organization's police or security staff to find out.

Write the names and phone numbers of the following on *LIC 610 (centers) or LIC 610A (family child care homes)*:

- Local Law Enforcement (Police or Sherriff)
- Local Office of Emergency Services (OES)
- Local Red Cross Chapter
- Local Hospital
- Child Protective Services
- Poison Control
- Local Fire Department/Paramedics *LIC 610A (family child care homes) only*
- Ambulance *LIC 610A (family child care homes) only*
- Regional Community Care Licensing Office *LIC 610A (family child care homes) only*

Add other important local and regional child care support agencies phone numbers to your *Emergency Disaster Plan Addendum* (Section 4):

- Regional Community Care Licensing Office
- Local Resource & Referral Agency

Ways to Connect with the Emergency Services in Your Community

Local Government Offices of Emergency Services (OES) are in cities, counties, and special districts. Local governments manage and coordinate the overall emergency response and recovery activities in their areas. The local government OES supports field level emergency activities and resources in response to an incident or threat. You can get to know the emergency services and resources in your city, county, or special district by:

- arranging a field trip to your local fire department;
- hosting a community meeting for parents, neighbors, and staff to discuss emergency preparedness. Invite a local fire fighter or police officer to provide information and answer questions.
- contacting your local OES about Community Emergency Response Teams (CERT) training;
- attending local community disaster preparedness events;
- finding out about opportunities for Neighborhood Watch programs;
- finding out about emergency planning activities at your local school district;
- reaching out to local chapters of volunteer organizations active in disasters (VOAD) for additional information and resources. www.calvoad.org/ims/CaliforniaVOADs/CaliforniaVOADs.php



Be aware that community organizations that provide services to families such as schools, churches, and child care centers may be seen as a safe “go to” place in a disaster. Neighbors, volunteers, extended families, and others may show up looking for help. Become familiar with emergency assistance in your community so you can make appropriate referrals.

STEP 5: Facilities, Equipment, and Emergency Supplies

The routine practice of looking for and correcting unsafe conditions in your child care center or family child care home will help keep children and staff safer during a disaster. Regularly inspect your facility for possible threats and hazards, and test your safety equipment to be sure it is working properly.

| EMERGENCY PLAN LIBRARY MATERIALS: STEP 5 | |
|---|---|
| NAME OF FORM | MEETS REQUIREMENTS/RECOMMENDATIONS FOR |
| LIC 610 Emergency Disaster Plan | Licensed Child Care Centers |
| LIC 610A Emergency Disaster Plan | Licensed Family Child Care Homes |
| LIC 999 Facilities Sketch | Licensed Child Care Centers Licensed Family Child Care Homes |
| LIC 9148 Earthquake Checklist | |
| LIC 9221 Parent Consent for Medication Administration | |
| Emergency Disaster Plan Addendum | Best Practices |
| Emergency Checklist for Children with Special Needs | |
| Special Health Care Plan | |
| Emergency Supplies Checklist | |
| Safe-Place and Shelter-in-Place Checklist | |

Mitigation

Mitigation describes activities that lessen the impact of disasters, for example, securing tall and heavy furniture to wall studs so they don't topple over in an earthquake. Mitigation activities include investing in repairs and upgrades to improve the long-term safety of your facility.

Exits

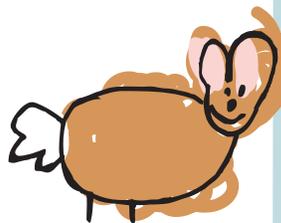
Walk around your facility and look for the exits from the building. Use form *LIC 999 (Facility Sketch)* and mark the location of the exits (by number). Make sure the paths to the exits are not blocked with furniture, equipment, supplies, or tripping hazards. Mark all exits with exit signs according to fire marshal requirements.

Evacuation

- Make sure all staff members and volunteers know how to get out of the building quickly and easily.
- Choose a safe place at or near your facility to gather in case of evacuation. Identify a second, back-up on-site gathering spot. Communicate the gathering spots to staff members, and write the locations on the *Addendum* (Section 3).
- If you care for non-ambulatory children (for example, infants, toddlers, children with disabilities and functional access needs) you will need special equipment to get everyone out of the building. Store your evacuation equipment (for example, evacuation cribs, wheel chairs, multi-seat strollers) in an accessible location. Communicate the location of special equipment to staff members and write it on the *Addendum* (Section 4).

You will need to take a “Ready-to-Go” File and a “Ready-to-Go” Kit with you when you evacuate. Plan for what you will need to care for infants, toddlers, and/or children with special needs for six hours. Refer to the *Emergency Supplies Checklist* for more information about “Ready-to-Go” Files, “Ready-to-Go” Kits, and 72-hour emergency supplies. Write the location of the following on the *Addendum* (Sections 3, 5, 6):

- daily attendance sheet/sign-in sheets,
- special health care plans,
- medications
- parent consent for medications and log
- infant feeding supplies,
- infant care supplies,
- equipment for children with special care needs,
- “Ready-to-Go” Kit,
- “Ready-to-Go” File.



An evacuation crib can serve as a safe sleep environment for an infant.

Shelter-in-Place

For some emergencies, like severe weather or hazardous outdoor air, you will need to shelter-in-place. This means you have to keep children and staff inside to be safe and may need to block off the windows. See the *Safe-Place and Shelter-in-Place Checklist*.

Lockdown

For lockdown, you will keep children and staff inside because of a potentially violent situation. Designate a safe location inside your facility for lockdown. Choose a room with few or no windows, a heavy door with a secure lock, and heavy furniture to hide behind. Write this location on the *Addendum* (Section 2).

Utilities

In the event of a disaster, you may lose access to gas, electricity, and water. Use *LIC 999* (Facilities Sketch) to mark the locations of the shut-off valves to the gas supply, the water supply, and electrical supply to your facility. Attach the *Facility Sketch* to form *LIC 610* (centers) or *LIC 610A* (family child care homes). Write the emergency phone numbers for your local gas, electric, and water supply companies on form *LIC 610*-Section V (centers) or *LIC 610A*-Section 5 (family child care homes). If you do not know where to find your shut-off valves or how to turn them off, call your local utility company to come to your site and show you. Find out how to safely protect hidden water sources (for example, hot water tanks) from contamination.

Emergency Safety Equipment

Check that the smoke detector, fire extinguisher, and fire alarm (if you have one), are in working order. Test fire and carbon monoxide alarms and replace batteries every six months. Write the location of this equipment on form *LIC 610* Section VII (centers) or form *LIC 610A* Section 6 (family child care homes). Write the location of your carbon monoxide detector on the *Addendum* (Section 3).

Earthquake Preparedness Checklist

An earthquake preparedness checklist is required by California Health and Safety Code, Section 1596.867. *Earthquake Preparedness Checklist (LIC 9148)* will help you find and correct possible dangers in earthquakes. Complete the checklist and attach it to form *LIC 610/LIC 610A*.

Emergency Checklist for Children with Special Needs

Planning for children with special needs requires a partnership between the child's family, health care provider, and child care provider. Use the *Emergency Checklist for Children with Special Needs* to plan for the equipment, medication, formula, supplies, and special health care plans you need to care for children with special needs in an emergency.

Emergency Supplies Checklist

It's important to assemble items that you may need to care for children for a prolonged period of time, including water and food. Refer to the *Emergency Supplies Checklist* to help you plan for short term (six hours) and long term (three days/72 hours) care of children and staff.



Water and Food

Having a supply of clean water is a priority in an emergency. You will need water for drinking, cooking, and washing. Store enough for at least one gallon per person per day. If supplies run low, don't ration water. Instead, drink as much as you are thirsty for, and try to find more water.

Consider the unique needs of staff and children in your program (for example, infants, toddlers, and individuals with special diets and/or allergies). Don't store food that may be a choking hazard and choose foods that are familiar. In emergency situations, food that requires no refrigeration, water, special preparation, or cooking is best.

More information about emergency food and water can be found in the FEMA/American Red Cross *Food and Water in an Emergency* booklet www.fema.gov/pdf/library/f&web.pdf or the Centers for Disease Control and Prevention (CDC) website <http://emergency.cdc.gov/preparedness/kit/disasters/index.asp>.

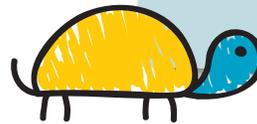
General Supplies

Store supplies in sturdy, waterproof containers with tight-fitting lids. Check your supplies at least twice a year when you replace the batteries in your smoke detectors. Check for: expired items, missing items, and damaged items. Replace items as necessary. Remove items that are no longer needed.

Write the location of your:

- first aid kit on *LIC 610* Section VI (centers), or
- first aid kit and other supplies on *LIC 610A* Section 7 (family child care homes)
- additional emergency supplies on the *Addendum* (Sections 2, 3, and 6)

Take your “Ready-to-Go” Kit on field trips to be prepared for emergencies that may occur when you are away from your facility. Be sure to restock the “Ready-to-Go” Kit as needed.



STEP 6: Planning for Relocation

Moving to a place away from your facility in an emergency is called relocation.

| EMERGENCY PLAN LIBRARY MATERIALS: STEP 6 | |
|--|--|
| NAME OF FORM | MEETS REQUIREMENTS/RECOMMENDATIONS FOR |
| LIC 610 Emergency Disaster Plan | Licensed Child Care Centers |
| LIC 610A Emergency Disaster Plan | Licensed Family Child Care Homes |
| Letter of Agreement with Relocation Site | Best Practices |
| Hazard Analysis | |

Relocation Sites

Choose two off-site places where you could go in an emergency. Write the addresses and phone numbers on form *LIC 610*-Section IV (centers) and *LIC 610A*-Section 4 (family child care homes). Consider your *Hazard Analysis* when choosing relocation sites. For example, if you are in a flood zone, at least one relocation site should be on higher ground; in areas at risk for earthquakes, one relocation site might be within walking distance and the other a mile or more away. Ask the occupants of your relocation sites to sign a letter of agreement/permission. Attach the *Letters of Agreement with Relocation Site* to form *LIC 610/610A*.

Transportation

Staff and children may need to be transported by automobile, van, or bus for relocation to another site. Consider your transportation needs and resources in advance. Do you have access to a van or other automobile? In some emergencies you may need to call local law enforcement or the fire department to assist with transporting staff and children.

Mass Shelters

Mass shelters, such as Red Cross Shelters, cannot accept responsibility for children without an adult who has legal authority for a child. Shelter volunteers make referrals to social services and law enforcement to reunite children with their families as soon as possible after a disaster. It is usually better for children to stay with someone who the parents have entrusted with their care (for example, a child care provider or people who are authorized to take them from the facility), in a familiar location (for example, the child care center, family child care home, a relocation site in the neighborhood) rather than go to a mass shelter.

STEP 7: Family Communication and Reunification

Carefully consider how you will reunify children with their families in an emergency.

| EMERGENCY PLAN LIBRARY MATERIALS: STEP 7 | |
|---|--|
| NAME OF FORM | MEETS REQUIREMENTS/RECOMMENDATIONS FOR |
| Child Emergency Information Form | Best Practices |
| Special Health Care Plan | |
| Emergency Wallet Cards | |
| Family Engagement Handout and Sample Meeting Agenda | |
| Emergency Disaster Plan Addendum | |

Child Emergency Information Forms

Collect a *Child Emergency Information Form* for each child to keep in your “Ready-to-Go” File. Review each form to make sure it is filled out completely. Note: The *Child Emergency Information Form* is suggested in addition to LIC 700 and LIC 627 that are required for the child’s record file.

Back-up emergency contacts are especially important for families with long commutes involving bridges, freeways, or tunnels. Parents whose work is essential in a disaster (for example, law enforcement, emergency medical services, and utility workers) may need additional back-up contacts. Send out regular reminders (twice a year) asking families to update the *Child Emergency Information Form* for changes in names and/or phone numbers, if needed. An up-to-date *Special Health Care Plan* with emergency information is especially important for children with special health needs.

Reunification

Children may be separated from their families for hours, days, weeks, or possibly longer after a disaster. Make sure families know the addresses and phone numbers of your temporary relocation sites. *Emergency Wallet Cards* are a good way to communicate this information.

Provide *Emergency Wallet Cards* to families, including copies for authorized emergency contacts. Provide the following information:

- relocation site #1 address and phone number;
- relocation site #2 address and phone number;
- cell phone number of director and/or communications coordinator;
- alternate cell phone numbers or alternate forms of communication (for example, website, Facebook, Twitter).

Status Updates

Understandably, families will be worried about their children in a disaster situation. Families will need to know if you are sheltering-in-place or have moved to a relocation site. They may need information about road closures or transportation issues. Decide in advance how you will provide updates about the status of the staff and children. You may choose to:

- post information to your website,
- post your status on Facebook or Twitter,
- leave a message at the R&R Network Consumer Education toll-free number: 1.800.KIDS.793,
- send a group text message (in an emergency, sending a text is more reliable than a phone call),
- send a group email,
- tack a note on a community bulletin board,
- use the Red Cross Safe & Well website to register as safe and well and search for messages left by families. <https://safeandwell.communityos>.

Receiving status updates *from* families is also reassuring. Provide families with one emergency phone contact number that is local and one that is out of the area to allow for two-way communication. Test electronic communication systems to make sure they work as planned. Share status updates from families with staff and children (if appropriate) to reduce anxiety.

List your primary mode of communication with families, and your alternate modes of communication on the *Addendum* (Section 4).

Family Engagement

Invite families to participate in your emergency and disaster preparedness activities. Let families know about emergency/disaster drills ahead of time. Explain which drills you will conduct and when. Encourage families to talk about practice drills at home and share any concerns about their child's reactions.

Host a family education event about preparing for disasters and emergencies; ask your local emergency services personnel to present information. Provide resources to help families make their own family emergency plan. See *Family Engagement Handout*.



STEP 8: Emergency Disaster Drills

Drills prepare child care staff, children, and families to respond quickly and safely in an emergency. Practicing makes emergency response seem natural and less frightening. Drills help staff members understand their roles and responsibilities and help children know what to do and how to keep calm in an emergency.

| EMERGENCY PLAN LIBRARY MATERIALS: STEP 8 | |
|--|--|
| NAME | MEETS REQUIREMENTS/RECOMMENDATIONS FOR |
| Hazard Analysis | Best Practices |
| LIC 610 Emergency Disaster Plan | Licensed Child Care Centers |
| LIC 610A Emergency Disaster Plan | Licensed Family Child Care Homes |
| Emergency Disaster Plan Addendum | Best Practices |
| Sample Emergency Disaster Drills | |
| Drill Log | Licensed Child Care Centers Family Child Care Homes |
| Relocation/Reunification Drill Permission Slip | Best Practices |

Earthquake and fire/evacuation drills are required by licensing regulations and California Health and Safety Code. You may also conduct drills for floods, lockdown, tsunamis, and shelter-in-place and/or other emergencies or disasters. Use your *Hazard Analysis* to decide which drills you will do. Conduct emergency drills at least every 6 months (required by licensing); although you may choose to conduct emergency drills more frequently. Make a yearly schedule for the different drills you will conduct. Write the type, time, and date of the drill and make notes about what worked and what can be improved on your *Drill Log*. Documentation of drills must be kept on site for at least one year. Assign a staff member to document the drills, write their name on the Addendum (Section 7).



Practicing makes emergency response seem natural and less frightening.

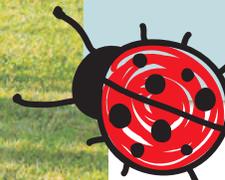


Photo courtesy of Kaplan Early Learning Company

Preparing Child Care Staff for Drills

Review staff roles and responsibilities before including children in the drill. (See *Job Action Sheets*) Conduct a walkthrough of the drill. Ask staff about how the walkthrough drill worked, and make changes as needed before running the drill with children.

Preparing Children for Drills

Prepare children for drills through songs, rhymes, scripted-stories, and dramatic play. If possible, record a video of children during a drill and replay it to help them understand what to do in a real emergency. After the drill, allow children to ask questions and talk about their feelings. Talking is one of the best ways for children to express their fears and get reassurance. You may be surprised by the concerns children have, so be sure to listen rather than assume you know what children are thinking. Offer reassurance that the adults in their lives will do everything possible to keep them safe in an emergency.

For successful drills:

- Include all staff and all children (and everyone in the home if your program is a family child care home).
- Schedule drills for different types of emergencies, at different times of the day, and in different locations.
- Evaluate equipment needs for infants and toddlers or others who are unable to walk (for example, evacuation cribs, wagons, strollers with multiple seats, wheelchairs).
- Include actions to assist a child or staff member with physical, behavioral, emotional, vision, hearing, or other special needs. Keep in mind children's individual mobility needs. For example, a child in a wheel chair may not be able to drop, cover, and hold on for an earthquake drill.
- Before conducting a relocation/reunification drill, collect a *Relocation/Reunification Drill Permission Slip* for each child.
- Consider participating in state and local disaster drills and exercises. Collaborate with other organizations such as local schools and/or your relocation sites.



Types of Drills

Fire: In a fire drill, staff and children practice how to respond to fire and smoke dangers, for example, stop, drop, and roll to put out fire on clothing and crawling out of the building on hands and knees to avoid breathing in smoke.

Evacuation: In an evacuation drill, staff and children practice how to leave the building when it is unsafe to remain inside. A real evacuation may last a few minutes or a few days, so practice for both short and long-term responses.

Lockdown: In a lockdown drill, staff and children practice how to take shelter inside and seek protection where they are. Use lockdown when there are threats of violence from outside or inside the building. These threats could include a stranger attempting to enter the school, an active shooter already inside, or nearby criminal or terrorist activity. No one may leave or enter the building during lockdown.

Shelter-in-Place: In a shelter-in-place drill, staff and children stay inside and, if necessary, seal off all openings because the outside air is unsafe. These threats include accidents or attacks involving hazardous chemicals, biological or radiological hazards, or severe storms.

Earthquake: In an earthquake drill, staff and children practice how to protect their heads and bodies from falling objects (like debris from ceilings, light fixtures, and shattered glass) and where to go for shelter (safe places in each room and in the outside play areas). In an actual earthquake, damage to the building may make it unsafe to stay there, and you may need to evacuate.

Flood: In a flood drill, staff and children practice how to respond when water builds up after heavy rains, fast snow melts, or dam failures. Except for flash flooding, the onset of most floods is a slower process, with the build-up of water taking hours or days.

Tsunami: In a tsunami or flash flood drill, staff and children practice how to get to higher ground. In a tsunami or flash flood, you may have only minutes to get to higher ground. If you are in a tsunami zone treat all earthquakes as if they could cause a tsunami.

Tornado: In a tornado drill, staff and children practice how to seek safe shelter. Use a designated tornado shelter or gather everyone inside the building, in an interior room (or hallway) on the lowest floor possible.

Impaired or Disgruntled Adult: In an impaired or disgruntled adult drill, staff members (not children) practice how to respond when someone may cause harm because they are under the influence of alcohol or drugs, combative, or physically or emotionally impaired. The goal is to skillfully and calmly respond to the impaired adult and keep everyone in your child care program safe.

Bonus Drill – Relocation/Reunification: In a relocation/reunification drill, staff and children practice going to a relocation site with their short-term “Ready-to-Go” File and supplies. The relocation is communicated to families who then practice picking up their child at the relocation site. This drill tests relocation, communication, and reunification procedures.

STEP 9: Keeping Your Business Operating after a Disaster

A disaster will likely disrupt your normal business operations. Planning ahead will allow you to provide child care services as soon as possible after a disaster occurs.

| EMERGENCY PLAN LIBRARY MATERIALS: STEP 9 | |
|---|--|
| NAME | MEETS REQUIREMENTS/RECOMMENDATIONS FOR |
| LIC 624 Unusual Incident/Injury Report | Licensed Child Care Centers |
| LIC 624B Unusual Incident/Injury Report | Licensed Family Child Care Homes |
| LIC 624A Death Report | Licensed Child Care Centers Family Child Care Homes |
| Emergency Disaster Plan Addendum | Best Practices |
| Damage Assessment | |

Facility Safety

Many disasters cause damage to buildings and homes. For minor damage, use the *Damage Assessment Form* to determine the extent of the damage and the need for clean-up and repairs. If your building or home has major damage, it may not be safe to be in your facility, and you will need to find another temporary location. Work with city officials to determine the safety of your building. List the local agency responsible for facility safety inspection on the *Addendum* (Section 7).

Business and Professional Contacts

After a disaster, contact your business and community partners to provide a status update, especially if your program has closed or relocated.

- Submit a written *Unusual Incident/Injury Report LIC 624* to your Regional Licensing Office within seven days.
- Contact your vendors (for example, food service) about program closure and/or relocation. Write the names and phone numbers of vendors on the *Addendum* (Section 7.)
- Contact your local R&R Agency about program closure or available child care slots.
- If you need to move to a new site because of damage to your building, there may be special procedures for temporary child care licenses. Contact your Regional Licensing Office about emergency procedures.
- Contact other organizations and consultants who provide funding, support, or professional services for your program (for example, Alternative Payment Agencies, your Local Child Care Planning Council, First 5, coaches, mentors, and mental health consultants). Write the names and phone numbers of community partners on the *Addendum* (Section 7).

Business Records, Insurance Policies, Bank Accounts

- List the location of other available computers in the event that on-site computers are destroyed on the *Addendum* (Section 7).
- Assign a person to be responsible for backing up critical records (for example, child and staff records, payroll accounts). Write their name on the *Addendum* (Section 7).
- Establish a location to store back-up records (hard copies and/or electronic copies) including insurance policies, bank account records, and computer back-up. Write the location on the *Addendum* (Section 7).

Cash Flow

You may not have income for a period of time following a disaster, so consider setting up an emergency fund. If you receive government subsidies, provide updates regarding your program's status to the program administrator and ask about procedures for continuity of funding.

Volunteer Organizations Activated in Disasters (VOAD)

Local volunteers may be able to help with clean-up and donations. Check with your local Office of Emergency Services (OES) about help in your community that might be available.



STEP 10: Recovering from a Disaster

Recovering from a disaster takes patience and resources. It usually takes more time and effort to get back to regular routines than people expect.

| EMERGENCY PLAN LIBRARY MATERIALS: STEP 10 | |
|---|--|
| NAME OF FORM | MEETS REQUIREMENTS/RECOMMENDATIONS FOR |
| Young Children and Disasters Health and Safety Note | Best Practices |
| Emergency Disaster Plan Addendum | |
| Self-Assessment Tool/After Action Report Form | |

Emotional Support and Mental Health

Recovery will go more smoothly if you are familiar with typical feelings and behaviors following a disaster or emergency. Review the typical reactions that children may have following emergencies on the *CCHP Young Children and Disasters Health and Safety Note*. Provide opportunities for children, families, and staff to express their feelings and share concerns.

If you notice that a child is having extreme behaviors, or if trauma related behaviors don't go away over time, make a referral for mental/behavioral health services. Write the name and phone number for your local mental health program or mental health consultant on the *Addendum* (Section 4). The following national organizations provide free assistance and information to help children and families cope after a disaster:

Substance Abuse and Mental Health Services Administration (SAMSA) — www.samhsa.gov

- The **Disaster Distress Helpline** provides free, confidential crisis counseling and support 24/7 to people experiencing stress, anxiety, and other depression-like symptoms. Call: 1-800-985-5990, for Spanish press “2”, or text TalkWithUs to 66746 to connect with a trained crisis counselor. www.samhsa.gov/find-help/disaster-distress-helpline
- Tips for Helping Children Cope A GUIDE FOR PARENTS, CAREGIVERS, AND TEACHERS <http://store.samhsa.gov/shin/content/KEN01-0093R/KEN01-0093R.pdf>

National Child Traumatic Stress Network — www.nctsn.org

- Resources for Parents and Caregivers www.nctsn.org/resources/audiences/parents-caregivers
- Healing after Trauma Skills (H.A.T.S.): A Manual for Professionals, Teachers, and Families Working with Children after Trauma and Disasters <http://nctsn.org/sites/default/files/assets/pdfs/hats2012.pdf>

Building Repairs and Mitigation

Keep a list of local contractors who can provide clean-up, repairs, computer support, and mitigation. Safely remove damaged and hazardous equipment and replace as needed.

Financial Assistance

Read your insurance policies and leases to find out who is responsible to pay for repairs. Depending on your financial situation, you may qualify for one or more of the following government programs:

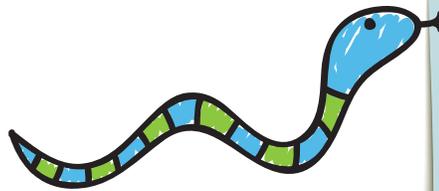
United States Department of Labor, Disaster Unemployment Assistance (DUA) Provides information and assistance for disaster relief services and loan programs after presidentially declared disasters. www.ows.doleta.gov/unemploy/disaster.asp

United States Small Business Administration (SBA) Provides information and assistance about small business disaster relief loans for child care providers after presidentially declared disasters. www.sba.gov

Federal Emergency Management Agency (FEMA) Provides various forms of financial assistance to eligible non-profits and individuals in counties that have been declared a federal disaster. FEMA also supplies technical assistance on other relief services and services related to rebuilding efforts. Individual Public Assistance grants are available. www.fema.gov/apply-assistance

Federal and State Taxes

If you meet the requirements, you may qualify to deduct your losses from a disaster on your taxes.



Be sure to keep accurate records of all of your expenses and losses due to the disaster.

Review and Update your Emergency Disaster Plan

Use the *Self-Assessment Tool/After Action Report Form* to assess the effectiveness of your disaster response. Revise your Emergency/Disaster Plan as needed. Take time to reflect on lessons learned so your program can be intentional about improving future emergency preparedness and response.



Finishing and Sharing Your Emergency Disaster Plan

Sign, date, and post your plan in a prominent place. By signing *LIC 610/610A*, you affirm that staff and/or household members will be instructed in their duties in an emergency. Send a copy of your plan to your Regional Licensing Office.

Talk over and share your disaster plan with community partners such as: early care and education colleagues, your Local Planning Council, your local First 5, quality improvement coaches, mentors, your parent advisory and/or emergency planning committee, your neighborhood watch, your local school district, and your local R&R Agency. Provide copies of your plan and ask for feedback. Sharing your disaster planning experience can help others in your community be better prepared too!

Choose a date for the next annual review of your plan (fill in the target month, day, and year for the annual review on the bottom of the *Addendum*).

Key Terms

72 Hour Emergency Supplies: Essential items that individuals or programs would need for the first three days after a disaster.

Disaster: A serious disruption of the functioning of a community or society causing widespread human, material, economic or environmental losses which exceed the ability of the affected community or society to cope using its own resources.

Continuity of Operations: An effort to ensure that normal business operations and child care services carry on during emergency or disaster situations.

Drill: A method of practicing what to do in an emergency or disaster situation, such as fire, earthquake, flood, or tornado.

Emergency: An emergency is a serious, unexpected, and often dangerous situation requiring immediate action. The term “emergency” includes disasters, either natural or human-caused, and other emergencies that may occur in child care.

Emergency Disaster Plan: A written plan that describes the practices and procedures used to prepare for and respond to emergency or disaster situations.

Evacuation: When disaster conditions require that you leave your building and gather at a safe place at or near your facility.

Hazard Analysis: A process to identify potential hazards and analyze what could happen if a hazard occurs. Programs can identify potential hazards including natural events, hazardous material incidents, man-made disasters, and terrorist attacks. Identifying the most likely events up front helps customize the planning process to ensure that the program or team is ready for most situations likely to happen in their areas.

Job Action Sheets: A series of forms designed to help organize disaster responses and provide child care staff and volunteers with information on their roles and responsibilities before, during, and after a disaster.

Local Government Offices of Emergency

Services (OES): Agencies in cities, counties, and special districts that coordinate and support field level emergency activities and resources in response to an incident or threat.

Lockdown: The process of keeping staff and children inside because of a potentially violent situation, see also *Shelter-in-place*.

Mitigation: The effort to reduce loss of life and property by lessening the impact of disasters.

Non-ambulatory children: Children not capable of leaving a building without assistance of another person or the use of special equipment in case of emergency (for example, infants, toddlers, and children with disabilities and functional access needs).

Preparedness: Comprehensive planning for each phase of an emergency. A sound emergency preparedness plan helps your program respond appropriately and quickly to circumstances that occur.

“Ready-to-Go” File: Essential documents that are pre-assembled and ready to grab and go in an emergency or disaster

“Ready-to-Go” Kit: Essential supplies that individuals or programs would need for an evacuation lasting up to six hours.

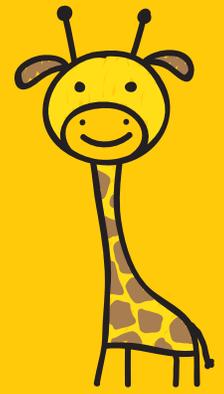
Recovery: The act or process of returning to a normal state after an emergency or disaster.

Relocation: Moving to a place away from your facility in an emergency.

Resilience: The capacity to rise above difficult circumstances, the trait that allows us to exist in this less-than-perfect world while moving forward with optimism and confidence.

Reunification: The processes necessary to reunite children separated from their parents or legal guardians in the event of a disaster.

Shelter-in-place: The process of staying where you are and taking shelter, rather than trying to evacuate.



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