**Childcare Organization**

**City, State**

**Emergency Operations Plan**

***Month 2018***

 ***BLOCKS Inc. (Building Links between Offices of emergency management, Childcare, and the community, for Kids Safety) developed this Emergency Operations Plan (EOP) Template to help childcare organizations better prepare for disaster.***

As a condition of using this EOP template created by BLOCKS Inc., our childcare organization hereby agrees to indemnify and hold harmless BLOCKS, Inc., its affiliates and their respective officers, directors, employees, volunteers and authorized agents/ representatives from and against any and all third party claims, actions, causes of action, judgments, liabilities, monetary losses, injuries or damages to persons or property, costs and expenses (including reasonable attorneys’ fees and court costs) and other amounts that arise out of or result from, directly or indirectly, our organization’s performance of or failure to provide services. This duty of indemnification shall survive the voluntary relinquishment of our childcare organization’s use of this EOP and training materials.

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# Signatory Page

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

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

First Last First Last

Childcare Director Childcare Assistant Director

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

XXX XXX

Maintenance/Facilities Lead Additional Signatures as required

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

XXX XXX

Additional Signatures as required Additional Signatures as required

# Basic Plan

## I. Introduction

### A. Purpose of the Plan

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

The developed guidelines and procedures for dealing with existing and potential incidents are in accordance with ***CHILDCARE NAME*** policy and specifically tailored to the **CITY, STATE OR ADDRESS** location and are defined in the plan below. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, protect against, respond to, and recover from incidents. Staff members are trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. ***CHILDCARE NAME*** is committed to safety and conducts training for staff on this EOP and other safety procedures.

### B. Scope of the Plan

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

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

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

### C. Situation Overview/Hazard Analysis Summary

#### 1. Childcare Population

***CHILDCARE NAME*** is authorized a capacity of ***###*** children from ages ***X*** weeks to ***X*** years. Additionally, ***CHILDCARE NAME*** offers before and after school care for children from ages ***X*** to ***X***. Approximately ***#*** children are authorized to be enrolled in this program bringing the total possible number of children at ***CHILDCARE NAME*** to ***###***. The ***CHILDCARE NAME*** is open from ***X:XX*** a.m. until ***X:XX*** p.m. from Monday to Friday. The children enrolled at ***CHILDCARE NAME*** are supported by a committed staff averaging ***##*** childcare staff, ***X*** office/support staff, ***X*** maintenance staff, as well as an Assistant Director and Director.

A hard-copy roster for each room is available in the ***X locations***. A soft-copy roster for each room is available ***X (website/drive/disk/etc.) or stored at another location***. This daily roster of all children and staff in attendance at ***CHILDCARE NAME*** by room is identified as Appendix A to the EOP. [Note: Appendix A is maintained separately ***in/at or with X*** to protect the privacy of our children and staff.] Appendix B is a record of attempted or actual contact with parents or guardians during an emergency. It should be filled out by whomever is trying to contact the parents or responsible guardians.

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

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

Classrooms containing children and staff that require additional assistance during an incident will be noted ***XXXX*** next to the room number on the roster. The list of children and staff with the identified access and functional needs along with their locations can be found in Appendix C. Staff members should be trained to assist those with access or functional needs during drills, exercises, and incidents. Staff with special qualifications or that can be assigned as primary support for children or staff with access or functional needs are also listed in Appendix B. [Note: Appendix C is maintained separately ***in/at or with X*** and in the emergency bag of classrooms where children or staff are assigned to protect the privacy of our children and staff.]

#### 2. Building Information

The center is located in a ***XXXX*** that is ***leased from X/owned by X***. A copy of that lease, or excerpts and/or agreements that deal with emergency preparedness, mitigation, or response and recovery expectations is provided in Appendix D. ***CHILDCARE NAME*** is located on an ***x-acre*** lot that includes ***#*** building***(s),*** ***#*** playground***(s)***, and shares a parking lot with ***#*** neighboring building(s) / has a private parking lot, etc. Figure one is a photograph of the outside of the ***CHILDCARE NAME***.

***(Insert Image here)***

**Figure 1: *CHILDCARE NAME***

***CHILDCARE NAME*** is a building accessible by parents and staff with individual codes. The building is also shared by ***X*** who can access it via ***Y***, or it remains open from ***X:XX*** a.m. to ***X:XX*** p.m. There are ***#*** doors and ***#*** windows that provide access into the childcare spaces. There are ***##*** separate classrooms on the first floor, ***##*** separate bathroom facilities, ***#*** separate storage spaces and ***#*** kitchens or break areas. ***X*** is stored within this/these areas and the key is maintained in the ***X*** location or with ***X***. There is/are also ***#*** office spaces or conference areas. There are ***##*** separate exits that can be used in an emergency. ***##*** exits lead to the parking lot and ***##*** lead to the playground or other areas.

Children mass transportation (evacuation buggies) or other equipment for quick egress assistance are located ***XXX***.

A map of the childcare center building annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shutoffs and other safety aids and important document locations is included in Appendix E. All staff members are required to know these locations as well as how to operate the utility shutoffs.

#### 3. Hazard Analysis Summary

***CHILDCARE NAME*** is exposed to many hazards, all of which have the potential for disrupting the childcare center, causing casualties, and damaging or destroying public or private property. In addition to natural hazards, ***CHILDCARE NAME*** is also at risk of medical, and technological disasters as well as threatening child safety situations. Tables were created to try and identify and prioritize the various hazards. These tables are not meant to be all-inclusive, but instead demonstrate some of the most significant or most visible threats or hazards presented to enable planning and mitigation efforts.

The natural hazards identified in the Hazard Mitigation Plan published by the Washington Emergency Management Division and the Hazard Mitigation Plan published by the Kitsap County Department of Emergency Management were reviewed and used as a guide to determine what hazards had the highest potential to impact ***CHILDCARE NAME*** based on geographic location.

Based on analysis of the aforementioned natural hazards, Table 1 illustrates the most significant natural hazard threats that could impact ***CHILDCARE NAME***, based on its location within risk maps. ***CHILDCARE NAME*** does/does not lie in a floodplain. ***CHILDCARE NAME*** does/does not lie on a seismic fault like (i.e. is susceptible to earthquakes) and is/is not at risk for liquefaction. ***CHILDCARE NAME*** is/is not vulnerable to a tsunami. ***CHILDCARE NAME*** would/would not be significantly impacted by a volcano. These threats, and the possible cascading issues are identified in best estimate table of prioritized order below: flooding, severe storms, earthquakes, tsunami and fire. Land shift, while mentioned in the Kitsap County plan as a highly likely event, depends upon location. ***CHILDCARE NAME*** is not located in a high-risk area for this hazard. Fire hazards are addressed under the technological hazard section of the plan. Additionally, while drought is also listed, its impact does not require special disaster planning. The Kitsap County Department of Emergency Management acknowledges that volcanoes could impact the county in some way, depending on severity of eruption, does not require specific disaster planning for this threat.

|  |  |  |
| --- | --- | --- |
| **Natural Hazard** | **Main Impact /****Related Hazards** | **Background / Details** |
| **Flooding** | * Utility Failures
* Blocked Egress/evacuation routes
* Communications Issues
* Transportation problems
* Landslides
 | Flooding is a natural feature of the climate, topography, and hydrology of Kitsap County and its surrounding areas. Flooding predominates throughout the winter and early spring due to melting snow, breakaway ice, and rainy weather. Flash flooding events have been noted and there is a risk of flooding due to severe storm events.Flooding could threaten the safety of children and staff whenever storm water or other sources of water threaten to inundate the grounds or building. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee.  |
| **Severe Storms** | * Utility Failures
* Flooding
* High Winds
* Tornados (rare, but possible)
* Thunderstorms / Hurricanes
* Fires
* Blocked Egress/Evacuation routes
* Communications issues
* Transportation problems
 | Kitsap County and surrounding areas are vulnerable to severe storms. The effects of these storms are generally transportation problems and loss of utilities through downed trees, blocked roads and disabled power lines. Tornado risk is very low for the county.  |
| **Winter Storms (Part of Severe Storms Section)** | * Utility Failures
* Communications issues
* Transportation problems
 | Severe storms do not typically impact the area for long but winter snow/ice storms have shut down schools and businesses for long periods of time. Therefore, the most severe storm Kitsap County is likely to face will be a snow/ice storm. It is not unprecedented for a winter storm to leave a long lasting mark on the community by inflicting heavy financial damage. The effects are generally transportation problems and loss of utilities through downed trees, blocked roads and disabled power lines. With severe storms, this can effect can extended for several days. |
| **Earthquakes** | * Structural Damage
* Liquefaction
* Communication issues
* Blocked Egress/evacuation routes
* Fires/explosions
* Landslides
* Utility Failures
* Transportation problems
* Death, injury and property damage
 | A severe earthquake could level or severely damage older buildings, especially those constructed of non-reinforced masonry. Newer structures, built under recent building codes, would probably sustain less damage, but are vulnerable to the soil conditions (that could cause liquefaction or sinking) of the building site. A severe earthquake would also do major damage to County and City utilities. Water systems in the County would suffer ruptured mains and possible failure of local water reservoirs. Sanitary sewer and storm water piping and associated spills are also probable. Electrical and natural gas utilities would also suffer major damage. Failed transformers and downed electrical lines would create massive power failures in the County. Ruptured gas lines would create conditions for large fires and explosions. Public communication facilities (i.e., radio, television, and telephone systems) would be damaged. Surviving telephone systems would likely be overloaded almost instantly. Emergency services (i.e., fire, medical, search and rescue) would be instantly overwhelmed by the amount of damage and injury throughout the County.  |
| **Tsunami/ Siècle** | * Flooding
* Utility Failures
* Blocked Egress/evacuation routes
* Communications Issues
* Transportation issues
* Death, injury and property damage
 | Earthquakes will occur, and could cause tsunamis or siècles.Damage from a tsunami or a siècle may range from insignificant to catastrophicAccording to the Washington State Hazard Mitigation Plan – communities potentially at risk are: Bainbridge Island, Navy Yard City, Silverdale, Bremerton, Parkwood, Suquamish, Erlands Point, Port Orchard, Tracyton, Manchester, & Poulsbo.Tsunamis or siècles would likely damage transportation infrastructure and make it hard for parents to get to children and staff and children to get home. |

**Table 1: Most Significant Natural Hazards**

It is recommended that technological and medical disasters also be planned for. For the purposes of this EOP medical disasters are defined as events of a medical nature (i.e. illness or injury) that significantly impacts the health and lives of children in our care. For example: pandemic flu or other infectious or quick-spreading outbreaks, or life threatening injury. Some of these events are the results of natural or technological disasters, but since they can occur without that same hazard inciting causes, they warrant detailing and ranking in this EOP.

Based on analysis of the aforementioned natural hazards listed in Table 1, and historical implications for childcare facilities, Table 2 was then created to illustrate the most significant medical hazard threats that could impact ***CHILDCARE NAME***. These threats, and the possible cascading issues are identified in prioritized order below: pandemic flu and other infectious/ quick spreading disease and life threatening injury. Arguably, the introduction of a pandemic scenario into a childcare facility can become a serious threat to the health and wellbeing of ***CHILDCARE NAME*** staff and children, as well as their families.

|  |  |  |
| --- | --- | --- |
| **Medical Emergency**  | **Main Impact /****Related Hazards** | **Background / Details** |
| **Pandemic Flu and other Infectious/Quick-spreading Diseases** | * Understaffing due to illness or family illness
* Contaminated Conditions/Equipment
* Uncontrolled spread of disease
* Communications issues
* Loss of business income
* Loss of jobs
 | Pandemics, like pandemic flu, do not happen frequently, but it is predicted that should one hit, over 30% of the population could be sick at one time. It is likely that no vaccine will be available during first 6 months of outbreak.To minimize spread of disease additional recognition, and decontamination measures will need to be put in place.It should be expected that should a pandemic hit, closing childcare would be encouraged in order to limit spread of the disease. |
| **Life-threatening Injury** | * Panic among children or staff
* Hazardous material spillage/mishandling
* Injury could be caused due to natural, technological disaster, or threat to child safety
* Communications issues
 | In this event, immediate action is required to stabilize and prevent further medical condition deterioration. Some examples include: compound fractures, severe cuts/internal bleeding, heart problems, difficulty breathing, shock, allergic reaction, and ingestion of poison or unconsciousness. |

**Table 2: Most Significant Medical Emergencies**

For the purposes of this EOP technological disasters are defined as events caused by or impacted by technology. For example: utility failure (to include power, gas, water or sewage), hazardous material spills or mishandling, and fires and explosions. Some of these events are results of previously mentioned natural disasters, but since they can occur without that same natural hazard inciting causes, they warrant detailing and ranking in this EOP.

Based on analysis of the aforementioned natural hazards listed in Table 1, and historical implications for childcare facilities, Table 3 illustrates the most significant technological hazard threats that could impact ***CHILDCARE NAME***. These threats, and the possible cascading issues are identified in prioritized order below: fire and explosion, utility failures and hazardous material spillage or mishandling. Arguably, any of these disasters can be equally significant and a serious threat to the health and wellbeing of ***CHILDCARE NAME*** staff, children or parents.

|  |  |  |
| --- | --- | --- |
| **Technological Hazard** | **Main Impact /****Related Hazards** | **Background / Details** |
| **Fire and Explosion** | * Harm to staff and children
* Damage to Facility
* Utility Failures
* Flooding/water damage (due to fire fighting)
* Blocked Egress/ Evacuation routes
* Communications issues
* Gas Leak
 | Fire hazards are the most prevalent types of business disaster. Fire is of particular concern to young children because it is difficult for young children to escape from fire because they lack the motor skills and mental capabilities needed and may be unable to awake from a sound sleep. Gas leaks are dangerous both from a noxious fume perspective and for the risk of fire and explosion. Potential gas leaks could rapidly be deadly, and children and staff need to be moved to a safe location quickly if needed. |
| **Utility Failures** | * Loss of Power/Gas
* Loss of Water
* Loss of Sewage
* Communications issues
* Loss of food or medicine stores
 | Loss of environmental controls is generally unexpected and can be caused by a number of natural, technological or manmade disasters, but its impact depends on a variety of other factors and should be considered significant in all instances as its restoration is not predictable.All business and residence buildings that rely on power are at risk of this technological hazard.Rapid restoration is required to ensure safe conditions for children and the supplies they need (i.e. water, food, heat/air conditioning, medicine and sanitation). |
| **Hazardous Material Spillage / Mishandling** | * Poisoning
* Life threatening injury
* Evacuation
* Fire and Explosion
* Communication issues
 | Hazardous materials can be found in all homes and businesses and include: cleaning products, pesticides, paint supplies, lawn and garden products. It is important to ensure hazardous materials are clearly marked, kept in their original containers, and out of children’s reach. Currently, ***XXX*** are all used and stored at the childcare site. |

**Table 3: Most Significant Technological Hazards**

For the purposes of this EOP the manmade disaster definition has been refined to focus on threats specifically by ‘people’ to ***CHILDCARE NAME***. Herein, this type of threat is identified as Threatening Child Safety Situations. For example: abducted or missing children, active shooters or hostile intruders or disgruntled or impaired employees, parents, guardians or their representatives, and hostage situations.

Table 4 illustrates the most significant Threatening Child Safety Situations that could impact ***CHILDCARE NAME***. These threats, and the possible cascading issues are identified in a “most dangerous” prioritized order rather than “most likely” because ***CHILDCARE NAME*** feels it critical to train to all hazards listed. The prioritized list of “most dangerous” Threatening Child Safety Situations are: active shooter/hostile intruder, hostage situation, abducted/missing child, disgruntled/impaired employee, parent/guardian, or representative.

|  |  |  |
| --- | --- | --- |
| **Threatening Child Safety Situations** | **Main Impact /****Related Hazards** | **Background / Details** |
| **Active Shooter / Hostile Intruder** | * Harm to staff, children and parents
* Blocked Egress/Evacuation routes
* Panic among children or staff
* Communications issues
 | This is an extremely dangerous situation as there are few options to handle the situation short of evacuation or lock down. The intruder should not be confronted and help should be called for immediately. |
| **Hostage Situation** | * Harm to staff, children and parents
* Blocked Egress/Evacuation routes
* Panic among children or staff
* Communications issues
 | Hostage situations involving childcare facilities, while rare, can be the result of various hazards, from active shooters or hostile intruders, to disgruntled / impaired employees, parents, or guardians to terrorist threats. |
| **Abducted / Missing Child** | * Communication issues
* Panic among children, staff, or parents
* Blocked Egress/evacuation routes
* Harm to child
 | Most children are taken by someone they know, but policies and procedures need to be in place and practiced to ensure only authorized persons have access to its children.Whether or not a child has even been taken from or disappeared from a given childcare facility, it is still vulnerable.  |
| **Disgruntled /Impaired Employee, parent / guardian, or representative** | * Harm to staff, children and parents
* Panic among children, staff, or parents
* Blocked Egress/Evacuation routes
* Communications issues
 | Disgruntled or impaired employees, parents or guardians can act unpredictably, and the situation can escalate into several of the other situations presented within this table. While the incidence of this occurring is low, the volatility potential is high. |
| **Bomb Threat / Suspicious Package** | * Harm to staff, children and parents
* Panic among children or staff
* Blocked Egress/Evacuation routes
* Evacuation
* Communications issues
 | There is no known risk percentage to childcare facilities for bomb threats or suspicous packages, however the possibility always exists that terrorists or otherwise emotionally/mentally disturbed persons could target a childcare, so this hazard must be planned to. |

**Table 4: Most Significant Threatening Child Safety Situations**

#### 4. Preparedness, Protection, Prevention, and Mitigation Overview

Modification of the Presidential Policy Directive /PPD-8: National Preparedness definition of “national preparedness” gives us our working model for EOP development. In this application, preparedness is the actions taken to “plan, organize, equip, train, and exercise” to create and maintain the ability (and capabilities) to “prevent, protect against, mitigate the effects of, respond to, and recover from those threats that pose the greatest risk to [***CHILDCARE NAME***].”

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

Protection and prevention include actions to avoid or deter a threat or to intervene to stop an incident from occurring. ***CHILDCARE NAME*** is committed to taking proactive prevention and protection measures whenever possible to protect the safety and security of children and staff. ***CHILDCARE NAME*** issues individual exterior door codes to all adults authorized to pick up children in their care as well as requires (insert additional information about like requiring advance notification by parents if child pickup will be conducted by another adult). Additionally, ***CHILDCARE NAME*** stresses that the door not be opened to anyone, ensuring only authorized personnel enter using their codes.

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

### D. Planning Assumptions

Stating the planning assumptions allows ***CHILDCARE NAME*** to deviate from the plan if certain assumptions prove not to be true during operations. The EOP assumes:

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

### E. Limitations

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

### F. Authorities and References

The intent of this EOP is to be as inclusive as possible, and not just meet, but exceed prescribed minimum standards for child safety. Source requirements and recommendations included are based on the following, as well as innovations from BLOCKS Inc. and other sources, such as:

* FEMA Sample Childcare Emergency Operations Plan
* FEMA Sample Childcare Emergency Action Plan
* The Childcare Development and Block Grant Act of 2014
* The 2010 National Commission for Children and Disaster
* U.S. Department of Health and Human Services – Administration for Children and Families Office of Head Start – Head Start Emergency Preparedness Manual: 2015 Edition
* U.S. Department of Health and Human Services – Administration for Children and Families Office of Head Start – Head Start Emergency Preparedness Manual: 2015 Edition – Responding to Crises and Tragic Events
* Washington Administrative Code (WAC) Child Care Center Licensing Rules WAC 170-295, Family Home Child Care Licensing Rules WAC 170-296A, or School-Age Child Care Licensing Rules WAC 170-297, as applicable
* ***CHILDCARE NAME*** Policy and Directives

## II. Concept of Operations

This plan is based upon the concept that the incident management functions that must be performed by the site generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents.

Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

### A. Incident Command System (ICS)

***CHILDCARE NAME*** recognizes that staff and children will be first responders during an incident. In a major emergency or disaster, ***CHILDCARE NAME*** may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management.

***CHILDCARE NAME*** will follow the basic principles of incident command and assume command until emergency responders arrive.

### B. Initial Response

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

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

### C. Plan Highlights

All sections within this plan are important and should be trained to. It is impractical to post or carry this entire plan in am emergency. It is recommended that key sections be available in a booklet, or as part of an emergency kit, or posted within each classroom. The following sections are recommended to be posted/available in each classroom:

* Appendix A – Daily Attendance Roster
* Appendix B – Record of Attempted/Contact with Parents/Guardians
* Appendix C – Special Access and Functional Needs Roster
* Appendix E – Safety and Evacuation Map
* Appendix F – Emergency External Contact Template
	+ Filled in and complete!
* Appendix H – Director/Assistant Director Checklists
	+ This appendix includes checklists for each functional requirement (e.g. evacuation, family re-unification, lock down, and shelter in place) as well as threat specific natural hazards, medical emergencies, technological hazards, and threatening child safety situation)
* Appendix I – Classroom Instructor Checklists
	+ This appendix includes checklists for each functional requirement (e.g. evacuation, family re-unification, lock down, and shelter in place) as well as threat specific natural hazards, medical emergencies, technological hazards, and threatening child safety situation)
* Appendix J
	+ This appendix includes checklists for activities and steps to take prior (ideally) to disaster.
* Appendix K – All tables and charts in this emergency operations plan
	+ This includes hazard information and overall key emergency roles and responsibilities

It is recommended that a copy of all appendices be printed and available in the director/assistant director’s office. While keeping a soft-copy version seems simpler, if power is lost, so to is the ability to use it. Its work the ink and reprints to keep current sheets. Appendix A may be best kept within the classrooms, but some coordination between the director/assistant directed and classroom instructors is needed to ensure that effort is not spent trying to reach parents of children not in attendance.

## III. Organization and Assignment of Responsibilities

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

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

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

### A. Director/Assistant Director

The Director may serve as the Incident Commander until emergency responders arrive. At all times, the Director retains the overall responsibility for the overall safety of children and staff and conduct operations in accordance with ***CHILDCARE NAME*** policy and procedures. If the Director is not present or able to perform in this capacity, the Assistant Director shall take his/her place.

Some additional responsibilities include ensuring the following are conducted by appointed staff members:

* After incident survey and report building damage conducted.
* Main shutoff valves for gas, water, and electricity controlled, and hazards resulting from broken or downed lines mitigated.
* Provide damage control as needed.
* Assist in the conservation, use, & disbursement of supplies/equipment.
* Answer phones and assist in receiving and providing consistent information to callers.
* Provide for the safety of essential records and documents.
* Monitor radio emergency broadcasts.

### B. Childcare Staff

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

Responsibilities include:

* Supervise children under their charge.
* Take steps to ensure the safety of children, staff, and other individuals in the implementation of incident management protocols.
* Direct children in their charge to inside or outside assembly areas, in accordance with  signals, warning, written notification, or intercom orders according to established incident  management procedures.
* Give appropriate action commands during an incident.
* Take attendance when relocated to an outside or inside assembly area or evacuates to  another location.
	+ Annotate when children are picked up in an emergency situation and maintain accurate records of who remains under childcare facility care.
* Report missing children to the Director.
* Execute assignments as directed.
* Obtain first aid services for injured children from the nurse or person trained in first aid.
	+ Arrange for first aid for those unable to be moved.
* Render first aid if necessary. Staff will be trained and remain current and certified in first aid and CPR.
* Use, prepare, and serve food and water on a rationed basis whenever the feeding of children  and staff becomes necessary during an incident.
* Assist with health incidents as needed, acting as messengers, etc.

### C. Children

* Responsibilities include:
* Follow staff member instruction and cooperate during emergency drills and exercises, and during an incident to the degree able.
	+ Learn to be responsible for themselves and others in an incident
	+ Understand the importance of not being a bystander by reporting situations of concern.
	+ Develop an awareness of hazards and associated prevention, protection, preparedness, and  mitigation measures.
	+ Take an active part in incident response/recovery activities, as age appropriate.

### D. Parents/Guardians

* + Responsibilities include:
* Follow promulgated guidance on ***CHILDCARE NAME*** on emergency operations planning and procedures.
* Encourage and support safety and incident preparedness programs.
* Participate in volunteer service projects for promoting incident preparedness.
* Provide requested information concerning the incident, closings, and other related release  information.
* Practice incident management preparedness in the home to reinforce training and ensure  family safety.
* Have a family emergency plan.
* Understand their roles during an emergency at the childcare center.

## IV. Direction, Control, and Coordination

### A. Community Emergency Operations Plan (EOP)

Kitsap County maintains a Hazard Mitigation Plan and Emergency Operations Plan (EOP) to address hazards and incidents. The ***CHILDCARE NAME*** EOP has been developed to fit into the larger county EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan should know their local emergency management officials and how to contact them. Additionally, the ***CHILDCARE NAME*** EOP aligns with ***CHILDCARE NAME*** policy and emergency planning, as well as state disaster planning requirements.

### B. Coordination With First Responders

An important component of the ***CHILDCARE NAME*** EOP is agreements with fire, law enforcement, and mental health departments to aid timely communication. The agreements specify the type of communication and services that will be provided in an incident. If an incident is within the authorities of the first-responder community, command will be transferred upon the arrival of qualified first responders. A transfer of command briefing shall occur.

### C. Source and Use of Resources

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

* First aid kit and sanitation supplies will be provided by: ***org/name***
* Cots and bedding supplies will be provided by: ***org/name***
* Food/water supplies will be provided by: ***org/name***
* Security will be provided by: ***org/name***
* Counseling services will be provided by: ***org/name***.

### D. Key Emergency Roles and Responsibilities

Incident specific roles and responsibilities for directors and classroom instructors are detailed out in Appendix H and I respectively, but there are some overall roles that must be assigned. Staff must be clear on who is responsible as well as who is the alternate. It is recommended that these tasks be assigned by position (i.e. infant head instructor) rather than name to prevent the need to constantly reprint as personnel shift positions within the childcare, or leave. For family providers it is understood that the majority of positions listed will be self, but this should still be assigned and annotated here for other staff or volunteer clarity.

|  |  |  |
| --- | --- | --- |
| **Task** | **Position Responsible** | **Alternate Position Responsible** |
| **Declaring an emergency** |  |  |
| **Calling for assistance** |  |  |
| **Contacting families** |  |  |
| **Making decision to evacuate** |  |  |
| **Initiating contact with evacuation site** |  |  |
| **Carrying “ready to go” kit** |  |  |
| **Carrying disaster supply kit** |  |  |
| **Arranging transportation for children and staff** |  |  |
| **Carrying needed medications** |  |  |
| **Completing final building check after evacuation** |  |  |
| **Determining when emergency is over** |  |  |
| **Conducting emergency drills** |  |  |
| **Communicating emergency operations plan to parents** |  |  |
| **Media contact person** |  |  |
| **Pet arrangement (if time allows)** |  |  |

**Table 5: Key Emergency Roles and Responsibilities**

## V. Communications

Communication is a critical part of incident management. This section outlines ***CHILDCARE NAME’s*** communications plan and supports its mission to provide clear, effective internal and external communication between the staff, children, parents, responders, and media.

### A. Internal Communications

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

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

### B. External Communications

Communicating with the larger community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from ***CHILDCARE NAME*** about the incident, what is being done about it, and the safety of the children and staff. Appendix F is an external emergency contact template that can be modified as appropriate, and provides sufficient room to document communication attempts and status. This template will be filled in as prescribed by state and posted in every classroom.

#### 1. Communication With Parents/Guardians

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

In the event of an incident, ***CHILDCARE NAME*** will:

* Disseminate information via ***childcare status apps in use (i.e. precious status, tadpoles, etc.), text messages, radio announcements, and emails*** to inform parents about exactly what is known to have happened.
* Implement a plan to manage phone calls and parents who arrive at the center.
* Describe how the situation is being handled.
* Provide information regarding possible reactions of their children and ways to talk with them.
* Provide a phone number, web site address, mobile app or recorded hotline information where parents can receive updated incident information.
* Inform parents and children when and where services will resume.

After an incident, ***CHILDCARE NAME*** will schedule and attend an open question-and-answer meeting for parents as soon as possible.

#### 2. Communication With the Media

####

All ***CHILDCARE NAME*** employees are to refer all requests for information and questions to the designated spokesperson. The Director will ensure that the designated person is identified to all staff members before an incident if possible, or immediately after if not. In the instance that a spokesperson has not been officially designated, it should be assumed that the Director, and after her/him, the Assistance Director is that spokesperson.

The Director or the Assistant Director maintains media contacts at the local television and radio stations. In the case of an incident, these local media will broadcast ***CHILDCARE NAME’s*** information hotline for parents and guardians.

#### 3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, ***CHILDCARE NAME*** will:

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

After the immediate incident response period, ***CHILDCARE NAME*** will conduct public meetings as needed. These meeting are designed to provide the opportunity for people to ask questions and receive accurate information.

#### 4. Communication After an Incident (Recovery Process)

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

* Conduct a comprehensive assessment of the physical and operational recovery needs.
* Assess physical security, data access, and all other critical services (e.g. plumbing, gas, electrical) ***in coordination with personnel who own the building.***
* Document damaged facilities, lost equipment and resources ***in coordination with personnel who own the building***), and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.
* Educate staff, children, and parents on available crisis counseling services.
* C. Communication Tools
* Some common internal and external communication tools that ***CHILDCARE***
* ***NAME*** may use include the following:
* **Standard telephone:** A designated a telephone number as  a recorded “hotline” for parents to call for information during incidents. If this option is to be used, ***CHILDCARE NAME*** will develop this option concurrent to this plan and make the information available to parents and staff immediately upon creation. The goal is to keep  other telephone lines free for communication with first responders and others.
* **Cellular telephones:** These phones may be the only tool working when electric service is  out; they are useful to staff en route to or from a site.
* **Computers:** A wireless laptop computer may be used for communication. Email may be a  useful tool for updating information for staff and parents. An assigned staff member(s) will post information such as evacuation, closure, or relocation on the center’s home page.
* **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff, children, and volunteers will be trained on what the sounds mean and how to respond to them.
* **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.
* **Electronic Childcare Applications:** Some applications used by childcare (e.g. Precious Status or Tadpoles have an emergency or ‘blast’ function that can put out information to parents and staff quickly.

## VI. Administration, Finance, and Logistics

### A. Agreements and Contracts

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

### B. Recordkeeping

***CHILDCARE NAME*** is responsible for managing the expenditure of funds and providing reasonable accountability and justification for expenditures made to support incident management operations.

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

### C. Preservation of Records

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

## VII. Plan Development, Maintenance, and Distribution

***CHILDCARE NAME*** will maintain and revise the EOP and coordinate training and exercises in support of the EOP. Input and suggestions from local fire, law enforcement, emergency manager, parents, and other community members will also be requested on the EOP content. The plan shall be reviewed annually and a record of changes added to the original, as well as disseminated to the aforementioned stakeholders.

### A. Approval and Dissemination of the Plan

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

* Review and Validate the Plan
* Present the Plan to Corporate Office for Comment or Suggestion (if applicable)
* Approve the Plan
* Distribute the Plan

#### 1. Record of Changes

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

#### 2. Record of Distribution

Any person receiving a plan will be documented with the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media with sensitive information excluded at the discretion of the Director.

### B. Plan Review and Updates

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

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

### C. Training and Exercising the Plan

***CHILDCARE NAME*** understands the importance of training, drills, and exercises in maintaining and planning for an incident. Disaster readiness training will at a minimum include:

* First aid and CPR training for all staff.
* Review of the emergency operations plan (EOP) for all staff member and discussions on specific scenarios to be determined by the Director.
* Training for office/support staff on specific incident response or recovery activities, such as parent-child reunification, shelter-in-place, evacuation or relocation, lock-down, and recall or communications drills. All training will take into consideration the needs of disabled and functional access need personnel and practice or discuss ways to incorporate requirements into training.
* Quarterly Drills with staff, children, approved parent  volunteers, approved community members, first responders, and emergency management officials (as applicable).

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

All ***CHILDCARE NAME*** staff members are expected to develop personal and family emergency plans. Each childcare provider family should anticipate that a staff member may be required to remain at the site following a catastrophic event. Knowing that the childcare providers families are prepared, and can handle the situation, will enable childcare staff to do their jobs more effectively.

# Functional Annexes

Functional annexes are designed to address all-hazard critical operational functions. This included common and specialized procedures. Each functional annex describes the policies, processes, roles, and responsibilities for that function.

All functional annexes will address…

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

This EOP has four designated functional annexes: evacuation, family re-unification procedures, lock down, shelter in place. All functional annexes will include consideration of access and functional needs.

## I. Evacuation

### A. Purpose

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

### B. Scope

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

### C. Responsibilities

The responsibilities of children being cared for by ***CHILDCARE NAME*** staff are to follow the instructions of staff members and aid in whatever way they can.

#### 1. Director/Assistant Director

*
* Responsibilities include:
* Following established ***CHILDCARE NAME*** policies
* Identify and obtain agreements for use of evacuation locations, neighborhood, out-of-neighborhood, out-of-town
* Identify evacuation routes and exits and ensure posted
* Communicate evacuation locations to parents
* Ensure emergency kits to take during evacuation are prepared.
* Decide the need to evacuate based the situation
* Identify evacuation procedures for children and staff with access and functional needs
* Ensure classroom instructors are aware of access and functional needs of staff or children in their care and are trained on how to support their needs during an emergency
* Ensure classrooms have needed support (resources, personnel or equipment) for identified access and functional needs staff and children
* Issue stand-by instruction.
* Take medications and emergency contact information
* Identify requirements for additional food, water or sheltering supplies and assign personnel to make sure supplies are available at evacuation center (if possible)
* Identify other evacuation resources to take (as applicable)
* Notify local law enforcement of intent to evacuate, the location of the safe  evacuation site, and the route to be taken to that site.
* Ensure that all children have been evacuated.
* Issue directed transportation instruction if children will be evacuated to a safer  location by means of buses and cars.
* Ensure that staff and children do not return to the building until proper authorities  have determined that it is safe to do so.
* Determine whether the center will be closed or remain open.
* If situation permits, shut off utilities and secure facility
* Document all actions taken.

See Appendix H for a director/assistant director checklist to be used during disaster. Appendix H can be printed and posted as a quick reference book of actions to take by directors/assistant directors or other staff who might need to fill-in during the emergency.

#### 2. Classroom Instructors

* Responsibilities include:
* Ensure all children have evacuated the room
* Account for the children at the evacuation site
* Take emergency kit and attendance or sign-in sheet
* Take copy of appendices B (record of contact with parents or guardians and F (emergency contact sheet)
* Take necessary child safety transportation equipment (car seats) or other devices (as directed)
* Take assigned supplies or equipment
* Inform director/assistant director of additional needs or issues in supporting children or staff with access and functional needs during an emergency

#### 3. Parents/Guardians

* Responsibilities include:
* Follow Director/Assistant Director guidance and direction for communications, re-unification or other support needs

## II. Family Re-Unification Procedures

### A. Purpose

Family Re-Unification is the goal for each child after a disaster. Establishing multiple and flexible plans to ensure children can be reunited with their families without compromise to safety or accountability is paramount.

### B. Scope

This procedure outlines the steps to be taken by staff, parents, and children to enable reunification after a disaster.

### C. Responsibilities

#### 1. Director/Assistant Director

Responsibilities include:

* Following established ***CHILDCARE NAME*** policies
* Identify multiple methods of communication of re-unification information to parents before, during and after a disaster
* Ensure parent contact information is available (hard and soft copy) and tested at least quarterly to enable faster notification
* Coordinate with local emergency management and first responders on re-unification process and progress in attainment during disaster
* Identify re-unification procedures for children and staff with access and functional needs
* Ensure classroom instructors are aware of access and functional needs of staff or children in their care and are trained on how to support their needs during an emergency
* Ensure classrooms have needed support (resources, personnel or equipment) for identified access and functional needs staff and children
* Help with documentation of re-unification

#### 2. Classroom Instructors

Responsibilities include:

* Release children only to authorized caregivers
* Document who picks up which child (proof of ID and write down/photo) through signing of attendance or sign–in sheet (or other written method)
* Report problems or issues to director/assistant directors
* Inform director/assistant director of additional needs or issues in supporting children or staff during an emergency
* Account for the children at the disaster site until safely re-united with family members or authorized guardians

#### 3. Parents/Guardians

Responsibilities include:

* Follow Director/Assistant Director guidance and direction for communications, re-unification or other support needs

## III. Lock Down

### A. Purpose

Lock Down is necessary in some emergency situations because it will not be safe to move about the facility or go outside. When in lock down, children and staff must follow pre-designated lock down procedures until determined by the Director/Assistant Director that is it is safe to move about.

### B. Scope

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

### C. Responsibilities

#### 1. Director/Assistant Director

Responsibilities include:

* Following established ***CHILDCARE NAME*** policies
* Identify lock down locations
* Ensure lock down locations have emergency and first aid kits and supplies for sealing the rooms, if possible
* Ensure lock down locations are marked, free of items that may fall, and have emergency lighting
* Identify lock down procedures for children and staff with access and functional needs
* Ensure classroom instructors are aware of access and functional needs of staff or children in their care and are trained on how to support their needs during an emergency
* Ensure classrooms have needed support (resources, personnel or equipment) for identified access and functional needs staff and children
* Monitor radio and give instructions
* Determine lock down criteria and dissemination procedures
* Give training on code word(s) that could be used for lock down and all clear
* Determine if code word implementation is needed, give signal if necessary
* If situation permits, shut off utilities and secure facility
* Call 911

#### 2. Classroom Instructors

Responsibilities include:

* Inform director/assistant director of additional needs or issues in supporting children or staff with access and functional needs during an emergency
* Ensure all children are accounted for
* Maintain calm and help ensure calm of children
* Monitor radio for instructions
* Have emergency kit and attendance or sign-in sheet on hand
* Keep or get assigned supplies or equipment
* Inform director/assistant director of problems

#### 3. Parents/Guardians

Responsibilities include:

* Follow Director/Assistant Director guidance and direction for communications, re-unification or other support needs

## IV. Shelter in Place

### A. Purpose

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

### B. Scope

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

### C. Responsibilities

#### 1. Director/Assistant Director

Responsibilities include:

* Following established ***CHILDCARE NAME*** policies
* Identify shelter locations
* Ensure shelter locations have emergency and first aid kits and supplies for sealing the rooms
* Identify shelter in place procedures for children and staff with access and functional needs
* Ensure classroom instructors are aware of access and functional needs of staff or children in their care and are trained on how to support their needs during an emergency
* Ensure classrooms have needed support (resources, personnel or equipment) for identified access and functional needs staff and children
* Ensure shelter locations are marked, free of items that may fall, and have emergency lighting
* Decide the need to shelter based on official notification
* Announce the need to shelter and when appropriate announce it is safe to return to normal operations
* Monitor radio and give instructions
* Call 911
* Ensure children and staff have properly moved to shelter location
* Determine need to seal the rooms/facility and give word for implementation (ensure sealed if given)

#### 2. Classroom Instructors

Responsibilities include:

* Take children to designated shelter locations
* Account for the children in their care, before moving and once in shelter location
* Assist children and inform director/assistant director if additional support is needed
* Seal the room, as necessary
	+ Lock doors, close windows, and close air vents
	+ Close curtains and blinds
	+ Shut off HVAC systems
	+ Seal all windows, doors, and air vents
* Monitor radio for instructions

#### 3. Parents/Guardians

Responsibilities include:

* Follow Director/Assistant Director guidance and direction for communications, re-unification or other support needs

# Hazard- and Threat-Specific Annexes



Hazard and Threat-specific annexes provide unique procedures, roles, and responsibilities that apply to a specific hazard. This included common and specialized procedures. Each functional annex describes the policies, processes, roles, and responsibilities for that hazard, to include provisions and applications for warning the public and disseminating emergency  public information.

All hazard annexes will address…

* Situations under which the procedures should be used
* Which functional annexes could be applicable
* Who has the authority to activate the procedures
* Specific actions to be taken when the procedures are implemented

This EOP has four designated hazard annexes: natural hazards, medical emergencies, technological hazards, and threatening child safety situations. Within each annex, hazards are presented in alphabetical order.

## I. Natural Hazards

A natural hazard is a naturally occurring event that can have a negative impact on humans. Within this EOP the following natural hazards - and the threat they pose - are addressed: earthquakes, flooding (including tsunami or siècle), and severe storms, (to include hurricanes/tropical storms, thunderstorms, tornados, and winter storms).

### A. Earthquake

An earthquake is a sudden shaking of the earth that produces vibrations. Earthquakes almost always happen without warning. Size of an earthquake is expressed quantitatively as magnitude and local strength of shaking as intensity.

#### 1. Preparation

While the risk is low, mitigation techniques can be put into effect. For example:

* Securing standing objects such as bookcases and water heaters
* Provide earthquake safety information to parents and staff

#### 2. During the Event

Remember “Drop, Cover and Hold on” and keep calm – do not leave the location.

If indoors…

* Drop (get on the floor before you are knocked over)
* Cover (Cover back of head with hands)
* Take cover under desks, tables or other heavy furniture
* Stay away from windows and exterior walls
* Hold on – hold on with one hand to furniture – it may move and you need to stay under it

If outdoors…

* Stay in the open
* Move away from the building if possible
* Avoid utility poles and overheard wires
* Drop and cover you head with both hands

#### 3. After the Event

* Evacuate the building if inside
* Do not re-enter the building until authorities have checked for safety
* Take roll call and account for everyone
* If radio is available, listen for news bulletins

#### 4. EOP Activation Criteria

* Earthquake Warning
* Actual Earthquake

#### 5. Functional/Hazard Annexes that may be Activated

####

* Evacuation
* Utility Failure
* Family Re-Unification

#### 6. Responsibilities

**a. Director/Assistant Director**

Responsibilities include:

* Following established ***CHILDCARE NAME*** policies
* Secure standing objects such as bookcases and water heaters
* Provide earthquake safety information to parents and staff
* Take reports from classroom instructors on status of children and staff in each classroom
* Take damage reports from classroom instructors
* Determine if evacuation is required (evacuation outside facility after event to determine status is optimal, further relocation can be determined based on impact
* Activate evacuation plan if necessary
* Determine which functional annexes to implement and communicate implementation status to staff, parents or emergency officials as appropriate
	+ Evacuation?
	+ Utility Failure?
	+ Family Re-Unification?
* Ensure that staff and children do not return to the building until proper authorities  have determined that it is safe to do so
* Monitor radio and Internet for information and report any developments to the Incident Commander
* Review procedures with staff as needed
* Document all actions

**b. Classroom Instructors**

Responsibilities include:

* Drop, Cover and Hold on (if inside) – help children do so as well
* Keep Calm
* Take cover under desks, tables or other heavy furniture
* Hold on to furniture with one hand
* Stay away from windows and exterior walls
* If outdoors
	+ Stay in the open
	+ Move away from the building if possible
	+ Avoid utility poles and overheard wires
* Account for children and report on status of child and staff welfare to director/assistant director
* Report damage to director/assistant director
* Execute evacuation, utility failure, or family re-unification procedures when instructed

**c. Parents/Guardians**

Responsibilities include:

* Follow Director/Assistant Director guidance and direction for communications, re-unification or other support needs

### B. Flooding

Flooding can be the result of the following weather events: hurricanes, thunderstorms (convectional and frontal), storm surge, winter storms, or tsunamis/siècles. Some floods develop slowly during an extended period of rain or in a warming trend following a heavy snow. Flash floods can occur quickly, without any visible sign of rain. Catastrophic floods are associated with burst dams and levees, hurricanes, storm surges, tsunamis/siècles, and earthquakes.

National Flood Insurance Program (NFIP) Flood Map53035C0214E, which covers where ***CHILDCARE NAME*** is located, does not indicate a designated high flooding risk to the facility, but this does not rule out potential flooding issues for routes to or from the facility.

#### 1. Preparation

* If advanced notice is given, take flood prevention precautions (i.e. sandbags if needed)
* Provide flood safety information to parents and staff
* Determine alternate entrance or exit to facility or other access recommendations if needed
* Shut off water at mains so contaminated water will not back up into facility supplies

#### 2. During the Event

* Move vulnerable equipment and supplies to higher ground
* Ensure safety of children

#### 3. After the Event

* Coordinate with facility rental organization and appropriate agencies to clean and take mold prevention or removal precautions (if applicable)
* Determine if the childcare can be opened, and when

#### 4. EOP Activation Criteria

* Flood Warning
* Tsunami Warning
* Earthquake actual (may cause tsunami/siècle)
* Actual Flooding

#### 5. Functional/Hazard Annexes that may be Activated

* Evacuation
* Shelter-in-Place
* Family Re-Unification
* Utility Failure

#### 6. Responsibilities

**a. Director/Assistant Director**

Responsibilities include:

* Following established ***CHILDCARE NAME*** policies
* Determine if evacuation is required and activate plan if necessary
* Determine which annexes to activate
* Determine and implement mitigation tactics to control or limit flooding if applicable
* If evacuated, ensure that staff and children do not return to the building until proper authorities  have determined that it is safe to do so
* Monitor radio and Internet for flood information and report any developments to the Incident Commander
* Review procedures with staff as needed
* Disseminate information about the incident and follow up actions such as  relocation site and parent-child reunification procedures
* Prepare to shelter in place – it may take time for parents to arrive
	+ Have a plan for staff assignments, resource distribution and additional meal preparation if needed
* Take appropriate action to safeguard property
* Document all actions taken

**b. Classroom Instructors**

Responsibilities include:

* Execute evacuation, shelter-in-place, utility failure, or family re-unification procedures when instructed
* Keep Calm
* Take action to limit flooding within classrooms and keep children away from flooded areas
* Account for children and report on status of child and staff welfare to director/assistant director
* Report damage to director/assistant director
* Report to director/assistant on changing needs of children

**c. Parents/Guardians**

Responsibilities include:

* Follow Director/Assistant Director guidance and direction for communications, re-unification or other support needs

### C. Severe and Winter Storms

Within this category of severe and winter storm events, this EOP addresses events in the following sequence: predicted, semi-predicted (~24 hour or less heads up), and unpredicted events. In the predicted category: hurricanes and tropical storms. Within the semi-predicted categories would be winter storms/weather and thunderstorms. The remaining storm weather events (to include tornados, hail, etc.) fall into the unpredicted category – although their presence can sometimes be assumed possible.

#### 1. Predicted Severe Storm Events

Hurricanes and tropical storms are among the most devastating naturally occurring hazards in the United States. They present flooding, storm surge, and high wind hazards to the communities that they impact. Nor’easters are extra-tropical storms that derive their strength from horizontal gradients in temperature. These storms form as a result of a drastic drop in temperature as cold, arctic air flows south where it collides with warmer air moving northward. Winds around the nor'easter's center can become intense with wind gusts that exceed hurricane force in intensity. Unlike a hurricane, which usually comes and goes within one tide cycle, the nor'easter can linger through several tides, each one piling more and more water on shore and into the bays and dragging more and more sand away from the beaches.

#### 2. Semi-Predicted Severe Storm Events

Within the semi-predicted categories would be thunderstorms and winter storms/weather. These are defined as semi-predicted because they can often be anticipated, but it is possible that during an event conditions will unexpectedly drop or worsen, creating this type of event. Proper advanced planning is essential to mitigate danger to the facility and its children/staff. Additionally, planning must incorporate in scenario planning where parents are delayed or prevented from getting their children because of current or predicted weather conditions.

The typical thunderstorm is 15 miles in diameter and lasts an average of 30 minutes. The National Weather Service considers a thunderstorm “severe” if it produces tornadoes, hail of 0.75 inches or more in diameter, or winds of 58 miles per hour or more.

A severe winter storm event includes a storm with heavy snow, ice, or freezing rain. Winter storms can result in flooding, storm surge, closed highways, blocked roads, downed power lines and hypothermia.

Blizzards are the most severe type of winter storms characterized by low temperatures, strong winds, and heavy blowing snow. Many winter depressions give rise to exceptionally heavy rain and widespread flooding. Conditions worsen as the temperature drops, rain turns to ice, and accumulation of ice begins to occur. Winter storms are known to spawn other natural hazards, such as coastal flooding and erosion, severe thunderstorms, tornadoes, high winds, and severe ice.

#### 3. Unpredicted Severe Storm Events (tornado, hail, etc.)

The remaining storm weather events, tornados, lightning, hail, etc. fall into the unpredicted category. Unpredicted means that one of the aforementioned sections, (predicted or semi-predicted), could spawn these events, but if they will happen, or what their severity might be, cannot be predicted.

A tornado is a rapidly rotating vortex or funnel of air extending to the ground from a cumulonimbus cloud. When the lower tip of a vortex touches earth, the tornado becomes a force of destruction.

Hail is a form of precipitation comprised of spherical lumps of ice. Known as hailstones, these ice balls typically range from 5 to 50 mm in diameter on average. The size of hailstones is a direct function of the severity and size of the storm.

#### a. Preparation

Depending on the advanced notice, determinations can be made on whether to close the facility or conduct additional mitigation measures to strengthen shelter in place options for sudden rising events, if needed, as well as to ensure better business continuity procedure activation processes.

* Have facility evaluated for its ability to withstand high winds
* Identify and designate the best internal protective areas within the facility
* If the facility is in a hazardous areas, keep materials on hand (such as pre-cut plywood) to board up windows
* Train staff on ‘signs’ of severe thunderstorms and tornadoes
* Know safe evacuation routes to official shelters
* Establish procedures to secure facility against damage to utilities (i.e. frozen water pipes, etc.)
* Prepare facility vehicles for emergency travel on ice/snow
	+ Tire chains, or salt in trunk, etc.
* Prepare to extend operations (in event of severe weather) in case parents cannot travel to pick up their children

#### b. During the Event

Make necessary decisions to ensure maximum safety to life and property

#### c. After the Event

* Coordinate with facility landlord (as appropriate) and appropriate agencies to clean or repair (if applicable)
* Determine if center can be opened and when

#### d. EOP Activation Criteria

* Storm Watch or Storm Warning Activation
* Tornado watch / warning

#### e. Functional/Hazard Annexes that may be Activated

* Evacuation
* Shelter-in-Place
* Family Re-Unification
* Utility Failure

#### f. Responsibilities

**i. Director/Assistant Director**

Responsibilities include:

* Following established ***CHILDCARE NAME*** policies
* Determine which functional annexes to activate
* Monitor radio and Internet for weather information and communicate any developments with staff and parents
* Review procedures with staff as needed
* Disseminate information about the incident and follow up actions such as  relocation site and parent-child reunification procedures
* Take appropriate action to safeguard property and life
* Document all actions taken
* Determine if evacuation is required and activate plan if necessary
* Determine and implement mitigation tactics to control or limit wind or weather damage, if applicable/possible
* Disseminate information about the incident and follow up actions such as parent-child reunification procedures
* Prepare to shelter in place – it may take time for parents to arrive
	+ Have a plan for staff assignments, resource distribution and additional meal preparation if needed

**ii. Classroom Instructors**

Responsibilities include:

* Execute evacuation, shelter-in-place, utility failure, or family re-unification procedures when instructed
* Keep Calm
* Take action to limit exposure to the elements in classrooms and keep children away from damaged
* Account for children and report on status and changing needs of child and staff welfare to director/assistant director
* Report damage to director/assistant director

**iii. Parents/Guardians**

Responsibilities include:

* Follow Director/Assistant Director guidance and direction for communications, re-unification or other support needs

## II. Medical Emergencies

Within medical emergencies the following threats are addressed: life-threatening injury and pandemic flu and other infectious/quick-spreading disease.

### A. Life-Threatening Injury

Life threatening injury will be treated during crisis as during normal operations, but with the understanding that getting help could be complicated by conditions caused by inciting incident.

### B. Pandemic Flu and other Infectious/Quick-Spreading Disease

Initial identification of potential problems and separation of potential disease should be conducted in accordance with state, federal and ***CHILDCARE NAME*** Policy and Directives. During a large-scale pandemic, it is likely that state health officials will recommend closure of areas where vulnerable populations congregate (like childcares) to limit or slow spread of disease.

#### 1. Preparation

Normal child and staff safety precautions should be taken to make the area as safe as possible. Despite these precautions, accidents can still happen. Additionally an inciting disaster event (i.e. earthquake, storm, etc.) can quickly cause severe or mass casualties and ***CHILDCARE NAME*** needs to prepare for large triage scenarios that could happen during a catastrophic disaster.

#### 2. During the Event

* Ensure safety of children and staff as much as possible
* Communicate issues and emergency needs of wounded

#### 3. After the Event

Communicate with parents and health and emergency officials as appropriate on status of wounded and procedures put in place to mitigate or prevent re-injury as applicable.

#### 4. EOP Activation Criteria

* Life threatening injury to children, staff, or other individuals within ***CHILDCARE NAME***
* Suspicion or declaration of pandemic/infectious disease situation within or impacting ***CHILDCARE NAME***

#### 5. Functional/Hazard Annexes that may be Activated

* Evacuation of child/children or staff
* Shelter-in-Place
* Family Re-Unification

#### 6. Responsibilities

**a. Director/Assistant Director**

Responsibilities include:

* Following established ***CHILDCARE NAME*** policies
* Determine which functional annexes to activate
* Notify health or emergency services personnel/agencies (as applicable)
* Review procedures with staff as needed
* Take appropriate action to safeguard property and life
* Contact parents/guardians of affected child/children
* Document all actions taken

**b. Classroom Instructors**

Responsibilities include:

* Execute evacuation, shelter-in-place, or family re-unification procedures when instructed
* Keep Calm
* Conduct first aid or get help for sick or wounded children/staff
* Quarantine affected persons (if possible)
* Take action to limit exposure to healthy children/staff or if wounded, limit contact by other children who may be scared by condition of child/children/staff
* Account for children and report on status and changing needs of child and staff welfare to director/assistant director

**c. Parents/Guardians**

Responsibilities include:

* Follow Director/Assistant Director guidance and direction for communications, re-unification or other support needs

## III. Technological Hazards

Within technological hazards the following threats are addressed: fire and explosion, hazardous material spillage/mishandling, and utility failure (to include loss of power, loss of sewage and loss of water).

### A. Fire and Explosion

The threat of fire and explosion cannot be completely ruled out, but they an be mitigated by proper supervision of cooking and other heat causing activities as well as proper storage of flammable items. ***CHILDCARE NAME*** uses gas/electric stove(s) and access to the kitchen is controlled by xxx. The building is heated by gas/electric. Power switches and breakers are located X. In the event of a suspected problem, they would be turned off by xxx. The gas shut off value is located X and in the event of a suspected problem, would be turned off by xxx.

#### 1. Preparation

* Access to flammable substances and heat producing equipment is controlled by XXX. (Ensure process is in place or access control personnel are known by all staff).
* Ensure alarm system is in good working order and that alternative signal be available, and trained to (whistle, bull horn etc.)
* Train all staff on location of fire alarms and extinguishers
* Train staff on different types of fires and appropriate measures to extinguish

#### 2. During the Event

* Ensure safety of children and staff as much as possible
* Notify proper authorities and take measures to limit spread of fire (if possible)

#### 3. After the Event

Work with invested agencies and insurance companies to increase recovery options and minimize restoration to full operations timeline.

#### 4. EOP Activation Criteria

* Actual fire or explosion
* Threat of fire or explosion

#### 5. Functional/Hazard Annexes that may be Activated

* Evacuation
* Family Re-Unification

#### 6. Responsibilities

**a. Director/Assistant Director**

Responsibilities include:

* Following established ***CHILDCARE NAME*** policies
* Notify emergency services personnel/agencies (as applicable)
* Take appropriate action to safeguard property and life
* Assign staff to fight fire until first responders arrive (if feasible)
* Ensure all staff are trained on fire control and safety equipment
* Make evacuation determination and start evacuation of necessary
* Inform parents of evacuation (after the fact) and enact family re-unification plan if forced to evacuation from site
* Give signal for returning to facility (based on first responders safety evaluation)
* Document all actions taken

**b. Classroom Instructors**

Responsibilities include:

* Help children with stop, drop, and roll, as needed
* Execute evacuation or family re-unification procedures when instructed.
* Keep Calm
* Use fight fighting equipment to control fire if possible
* Keep children away from fire or smoke affected area
* Account for children and report on status of child and staff welfare to director/assistant director
* Report to director/assistant on changing needs of children

**c. Parents/Guardians**

Responsibilities include:

* Follow Director/Assistant Director guidance and direction for communications, re-unification or other support needs

### B. Hazardous Material Spillage/Mishandling

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

#### 1. Preparation

* The XX maintenance team inspects stored chemicals twice a month
* Decontamination equipment and personal protective equipment are located XX

#### 2. During the Event

* Ensure safety of children and staff as much as possible
* Notify proper authorities of issue and status
* Follow safety and health personnel instruction
* Notify parents of status as possible

#### 3. After the Event

Work with safety and health officials to ensure a safe environment for children and staff to return to.

#### 4. EOP Activation Criteria

* Actual internal hazmat spill
* Actual external hazmat spill

#### 5. Functional/Hazard Annexes that may be Activated

* Evacuation
* Family Re-Unification
* Shelter in Place

#### 6. Responsibilities

**a. Director/Assistant Director**

Responsibilities include:

* Following established ***CHILDCARE NAME*** policies
* Notify emergency services personnel/agencies (as applicable)
* Take appropriate action to safeguard property and life
* Document all actions taken

Internal Spill Responsibilities include:

* Issue stand-by instruction to all staff and children
* Determine what procedures should be activated
	+ Activate the evacuation procedures using primary or alternate routes, avoiding  exposure to the chemical fumes
	+ Consider an all-center evacuation
* Notify maintenance or XXX to shut off mechanical ventilating systems
* Notify the local fire department and the Department of Public Health Provide the  following information:
	+ Site name and address, including nearest cross street(s)
	+ Location of the spill and/or materials released; name of substance, if known
	+ Characteristics of spill (color, smell, visible gases)
	+ Injuries, if any.
* Notify local law enforcement of intent to evacuate and route planned
* Issue directed transportation instruction if children will be evacuated to a safer  location by means of staff cars
* Do not allow staff and children to return to the building until proper authorities  have determined that it is safe to do so
* Give the “all clear” signal after the threat has passed
* Determine whether the center will be closed or remain open
* Document all actions taken

External Spill Responsibilities include:

* Issue stand-by instruction
* Determine what procedures should be activated
* Consider a reverse evacuation to bring all persons inside the building
* Notify Maintenance/Building and Grounds Manager to shut off mechanical  ventilating systems
* Notify local law enforcement of intent to shelter in place
* Issue directed transportation instruction if children will be evacuated to a safer location by means of staff cars
* Do not allow staff and children to return to the building until proper authorities have determined that it is safe to do so
* Give the “all clear” signal after the threat has passed
* Determine whether center will be closed or remain open
* Document all actions taken

**b. Classroom Instructors**

Internal Spill Responsibilities include

* Move children away from immediate vicinity of danger
* Report location and type (if known) of the hazardous material
* Execute evacuation and re-unification procedures when instructed
* If a natural or  propane gas leak or odor is detected, evacuate immediately and notify the  director
* Account for children and report on status of child and staff welfare to director/assistant director
* Report to director/assistant on changing needs of children
* Document all actions taken

External Spill Responsibilities include:

* Move children away from immediate vicinity of danger
* Implement the reverse evacuation procedure if children are outside; observe  wind direction by observing flags or leaves and move children appropriately
* Execute shelter-in-place procedures when instructed
* Account for children and report on status and changing needs of child and staff welfare to director/assistant director
* Document all actions taken

**c. Parents/Guardians**

Responsibilities include:

* Follow Director/Assistant Director guidance and direction for communications, re-unification or other support needs

**d. Person Discovering Hazard (if applicable)**

Responsibilities include:

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

### C. Utility Failure (Power/Sewage/Water)

Many different hazards outlined in the aforementioned annexes could cause utility failure. Additionally, any given utility could fail in and of itself, independent of a known inciting incident. ***CHILDCARE NAME*** needs to plan contingency operations for the loss of some or all utilities during both extreme heat and extreme cold situations. It is recommended that you consult with your local emergency management agency to determine which steps should be included in your plan.

#### 1. Preparation

* Have surge protectors on electrical plugs
* Determine if you should have frozen water containers available in case of power outage
* Identify and train staff members on how to keep food safe and how to identify if food is not safe
* Have a landline phone that does not require electricity
* Consider purchase of a power generator (Note – generators should not be placed inside building, also storage of fuel needs to be safely accounted for)
* Have a policy of turning off and unplugging all unnecessary equipment
* Determine minimum water supply requirements for each child and staff – make sure this minimum is available and all staff know portions or rations
* Train all staff on how to turn off gas, water, and power
* Identify alternate heat source for food or emergency food options that do not require cooking
* Keep an accurate blueprint of all utility lines and pipes associated with the facility and grounds
* Maintain a list of phone numbers (day and night) for reporting and repair services of all utility companies

#### 2. During the Event

* Ensure safety of children and staff as much as possible
* Notify proper authorities of issue and status
* Assign personnel to turn off gas, water or power (as appropriate)
* Notify parents of status as possible and determine need for evacuation, pickup, or shelter in place

#### 3. After the Event

Ensure a safe environment has been achieved and notify parents and staff when operations will resume.

#### 4. EOP Activation Criteria

* Loss of power/gas
* Loss of sewage
* Loss of water

#### 5. Functional/Hazard Annexes that may be Activated

* Evacuation
* Family Re-Unification
* Shelter in Place

#### 6. Responsibilities

#### a. Director/Assistant Director

Responsibilities include:

* Following established ***CHILDCARE NAME*** policies
* Determine which functional annex(es) to activate
* Determine if pickup of children at current location is an option, notify parents immediately and have back up plan for evacuation if conditions change
	+ Can children be kept warm/cool
	+ Can they be fed
	+ Can sanitary and sewage needs be met
* Assign personnel to turn off gas, water or power (as appropriate)
* Notify utility services of issues (as applicable)
* Take appropriate action to safeguard property and life
* Notify parents of status as possible and determine need for evacuation, pickup, or shelter in place
* Document all actions taken

#### b. Classroom Instructors

Responsibilities include:

* Execute evacuation, shelter-in-place, or family re-unification procedures when instructed
* Keep calm
* Conduct appropriate activities for loss or heat or air conditioning
* Determine what resources are available (i.e.)…
	+ Extra blankets or clothing for children in case of loss of heat
	+ Extra lighter clothing children can be changed into (can infants be left in diapers)
	+ Wet cloth/clothes to keep heat down
	+ Availability of cool or hot drink/food
* Account for children and report on changing needs and status of child and staff welfare to director/assistant director

**c. Parents/Guardians**

Responsibilities include:

* Follow Director/Assistant Director guidance and direction for communications, re-unification or other support needs

## IV. Threatening Child Safety Situations

### A. Abducted/Missing Child

Having a child accountability plan in place that is practiced and enforced can help minimize this potential

#### 1. Preparation

* Establish and practice an active supervision program for all children
* Establish and practice a process for release of children, documenting who they can be released to ensuring parents or guardians properly annotate who else is authorized to pick up their children
* Have a sign-in/sign-out process that identifies who can be in areas with children
* Conduct background checks or reference checks on all staff and volunteers
* Implement and train to policy on how children will be accounted for both inside and outside of the facility
* Do not share information about a child with anyone but parents or authorized guardians
* Identify and map potential hiding places in classroom, in building and playground
	+ Conduct all staff training on these identified locations
* If a child is absent unexpectedly, contact family to verify child is safe or they are expected later that day
* Maintain a picture of all children in the program
* Establish a process where parents can support situations where their child may be addressed by first responders (with childcare staff present or through childcare doing the talking) about what they saw – to enable quicker collection of information
* Train staff to notice at least one article of clothing children are wearing each day
* Train staff to conduct attendance…
	+ After leaving transportation vehicle
	+ Before getting into or out of transport vehicle
	+ After coming in from playground
	+ In ***CHILDCARE NAME*** after transitions (moving to combined rooms or from combined rooms, etc.)
	+ At scheduled intervals when away from ***CHILDCARE NAME***

#### 2. During the Event

* Ensure safety of other children and staff as much as possible
* Notify proper authorities of issue and status
* Notify parents of status or requirements for when lock down or shelter in place will be lifted (if applicable) or if they are being requested to pick up their children early

#### 3. After the Event

* Let parents know if their child was part of the situation (i.e. was talked to about what happened, asked questions etc.) so that help answering questions or addressing resulting fears or concerns can be identified and met
* Assess security situation and make modification/improvements as applicable to increase safety of children and staff

#### 4. EOP Activation Criteria

* Actual or assumed abduction/missing child
* Threat of abduction

#### 5. Functional/Hazard Annexes that may be Activated

* Lock Down
* Shelter in Place

#### 6. Responsibilities

**a. Director/Assistant Director**

Responsibilities include:

* Following established ***CHILDCARE NAME*** policies
* Determine which functional annex(es) to activate
* Conduct thorough search of facility; be prepared to report what was searched, by whom, and when
* Notify law enforcement personnel/agencies (as applicable) as soon as child has been reported missing and a rapid search of the area fails to locate the child (continue searching – but call authorities immediately)
	+ Determine last known location of child
	+ Determine who saw child last (if it was other children, ask each to tell about it separately, draw pictures, but work with parents/guardians about answering questions and determine if parental permission is needed to help law enforcement)
		- Contact parents immediately if it is believed that children have critical information and try and get phone consent, if possible and legally advised)
	+ Report what child was wearing
	+ Who they left with and physical description (if applicable)
* Call in additional staff to support child-staff ratios if instructors are taken away from primary duties for searches or questioning from authorities
* Try and determine what events preceded the abduction or missing child event (i.e. door opened at 12:10 or assumed guardian picked up child)
* Take appropriate action to safeguard property and life
* Document all actions taken

**b. Classroom Instructors**

Responsibilities include:

* Execute shelter-in-place or lock down procedures when instructed
* Keep calm
* Account for children and report on status of child and staff welfare to director/assistant director
* Report to director/assistant on changing needs of children
* Support law enforcement and first responder requirements
	+ Help determine if any children might have seen anything
* Provide information on missing child as known

**c. Parents/Guardians**

Responsibilities include:

* Follow Director/Assistant Director guidance and direction for communications, re-unification or other support needs

### B. Active Shooter/Hostile Intruder

While this may be considered an unlikely scenario for a childcare, having a plan that is never needed is preferable to not having a plan that may be. An intruder is an unauthorized person who enters your facility.

#### 1. Preparation

Having in place procedures for challenging unknown personnel and training staff, parents, and children not to let personnel into the building without entering the appropriate code or following designated procedures, are some of the best defenses that can be employed.

* Talk with local law enforcement about what should be done in the event of an active shooter inside or outside your facility

#### 2. During the Event

* Ensure safety of children and staff as much as possible
* Notify proper authorities of issue and status
* Call for help (911)
* Try and get children to safety, either locked in a safe room inside or quickly taken outside the building
* Do no confront the intruder and make him/her even more violent
* Notify parents of status as requirements for re-unification if applicable

#### 3. After the Event

Assess security situation and make modification/improvements as applicable to increase safety of children and staff.

#### 4. EOP Activation Criteria

* Actual active shooter/hostile intruder
* Threat of active shooter/hostile intruder

#### 5. Functional/Hazard Annexes that may be Activated

* Evacuation
* Family Re-Unification
* Shelter in Place
* Lock Down

#### 6. Responsibilities

**a. Director/Assistant Director**

Responsibilities include:

* Following established ***CHILDCARE NAME*** policies
* Establish a script for staff to inform guest/intruder that visitors must register at main office
* Train staff to determine if guest/intruder purpose seems questionable
* Train staff on lockdown procedures and activation criteria and codes
* Train staff to walk away from intruders if there is a potential for violence, but to record information on intruder’s actions (where he/she is, what he/she is carrying (weapon, package, etc.)
* Determine which functional annex(es) to activate
* Notify law enforcement personnel/agencies (as applicable) (911)
* Take appropriate action to safeguard property and life
* Document all actions taken

**b. Classroom Instructors**

Responsibilities include:

* Keep calm
* Execute shelter-in-place, lock down, evacuation, or family-reunification procedures when instructed
* Account for children and report on status of child and staff welfare to director/assistant director
* Report to director/assistant on changing needs of children

**c. Parents/Guardians**

Responsibilities include:

* Follow Director/Assistant Director guidance and direction for communications, re-unification or other support needs

### C. Bomb Threat/Suspicious Package

A bomb threat usually comes via phone. Any unknown package could be a bomb.

#### 1. Preparation

* Keep a checklist near the phone to get details from the caller that may be helpful to find the device, pin down when its supposed to explode, or figure out who the perpetrator is, or otherwise help law enforcement
* Establish a procedure for identifying and handling unknown or suspicious packages

#### 2. During the Event

* If an unknown package is suspected of being a bomb, evacuate immediately
* Ensure safety of children and staff as much as possible
* Notify proper authorities of issue and status
* Notify parents of status as requirements for re-unification if applicable

#### 3. After the Event

Assess security situation and make modification/improvements as applicable to increase safety of children and staff.

#### 4. EOP Activation Criteria

* Actual/Received Bomb Threat
* Suspicious Package Found

#### 5. Functional/Hazard Annexes that may be Activated

* Evacuation
* Family Re-Unification

#### 6. Responsibilities

**a. Director/Assistant Director**

Responsibilities include:

* Following established ***CHILDCARE NAME*** policies
* Notify law enforcement personnel/agencies (911)
* Make call to evacuate based on threat or suspicious package
* Take appropriate action to safeguard property and life
* Document all actions taken

**b. Classroom Instructors**

Responsibilities include:

* Keep Calm
* Execute evacuation or family-reunification procedures when instructed
* Account for children and report on status and changing needs of child and staff welfare to director/assistant director

**c. Parents/Guardians**

Responsibilities include:

* Follow Director/Assistant Director guidance and direction for communications, re-unification or other support needs

### D. Disgruntled/Impaired Employee, Parent/Guardian or Representative

If an authorized individual picking up a child is angry/disgruntled, or if you have reason to suspect they are under the influence of drugs/alcohol or is physically/emotionally impaired in a way that could damage a child, you may have cause to refuse to release a child, If so, request that another adult be called to pick up the child or call the numbers listed on the child’s emergency contact car.

#### 1. Preparation

Establish a policy or process for dealing with disgruntled or impaired employees, parents/guardians or representatives. Train staff on various scenarios and determine potential courses of action to deal with issue.

#### 2. During the Event

* Ensure safety of children and staff as much as possible
* Notify proper authorities of issue and status
* Notify parents of status as requirements for re-unification if applicable

#### 3. After the Event

Assess security situation and make modification/improvements as applicable to increase safety of children and staff.

#### 4. EOP Activation Criteria

* Known disgruntled/impaired employee, parent, guardian, or representative
* Assumed disgruntled/impaired employee, parent, guardian, or representative

#### 5. Functional/Hazard Annexes that may be Activated

* Lock Down
* Shelter in Place
* Evacuation
* Family Re-Unification

#### 6. Responsibilities

**a. Director/Assistant Director**

Responsibilities include:

* Following established ***CHILDCARE NAME*** policies
* Train staff to alert other staff of potential issue and call 911 if disgruntled individual situation is noted
* Remain calm and polite
* If disgruntled individual’s child/children is/are immediately known, try to move to another room or out of sight
* Take note of the method of transportation being used and if an automobile is used, write down the license number to give police
* Turn the child over to parent/guardians or authorized representatives in accordance with ***CHILDCARE NAME*** procedures
* Determine which functional annex(es) to activate
* Notify law enforcement personnel/agencies (as applicable)
* Take appropriate action to safeguard property and life
* Document all actions taken

**b. Classroom Instructors**

Responsibilities include:

* Execute shelter-in-place, lock down, evacuation, or family-reunification procedures if instructed
* If disgruntled individual’s child/children is/are immediately known, try to move to another room or out of sight
* Take note of the method of transportation being used and if an automobile is used, write down the license number to give police
* Turn the child over to parent/guardians or authorized representatives in accordance with ***CHILDCARE NAME*** procedures
* Report the incident to director/assistant director
* Remain calm and polite
* Account for children and report on status of child and staff welfare to director/assistant director (if possible)
* Report to director/assistant on changing needs of children

**c. Parents/Guardians**

Responsibilities include:

* Follow Director/Assistant Director guidance and direction for communications, re-unification or other support needs

### E. Hostage Situation

While normally considered improbably, some of the aforementioned threatening child safety situation could escalate into a hostage situation.

#### 1. Preparation

Train staff on hostage situation process and expected behavior

#### 2. During the Event

* Ensure safety of children and staff as much as possible
* Notify proper authorities of issue and status
* Notify parents of status as requirements for re-unification if applicable

#### 3. After the Event

Assess security situation and make modification/improvements as applicable to increase safety of children and staff.

#### 4. EOP Activation Criteria

* Actual hostage situation
* Threatened hostage situation

#### 5. Functional/Hazard Annexes that may be Activated

* Lock Down
* Family Re-Unification
* Evacuation
* Shelter in Place

#### 6. Responsibilities

**a. Director/Assistant Director**

Responsibilities include:

* Following established ***CHILDCARE NAME*** policies
* Determine which functional annex(es) to activate
* Remain calm and polite
* Notify law enforcement personnel/agencies (911)
* Follow hostage takers instructions
* Do not resist
* Take appropriate action to safeguard property and life
* Document all actions taken

If taken Hostage

* Follow instructions of hostage taker
* Keep calm. Calm children that are present
* Treat hostage taker as normally as possible
* Be polite to hostage taker
* Do not resist
* Ask permission to speak and do not argue or make suggestions

**b. Classroom Instructors**

Responsibilities include:

* If hostage taker is unaware of staff presence, do not intervene; call 911 immediately
	+ Any and all staff members should call 911 to ensure that the word gets to emergency personnel
* Execute shelter-in-place, lock down, evacuation, or family-reunification procedures when instructed
	+ Lock down your area if you fear for the safety of children in your care
	+ If you feel it is safe, or are given direct to do so, evacuate children in your care away from the incident.
		- Report your location to security or authorities immediately and work with authorities to re-unify children in your care with parents or authorized guardians
* Account for children and report on status of child and staff welfare to director/assistant director (if possible)
* Report to director/assistant on changing needs of children

If taken Hostage

* Follow instructions of hostage taker
* Keep calm. Calm children that are present
* Treat hostage taker as normally as possible
* Be polite to hostage taker
* Do not resist
* Ask permission to speak and do not argue or make suggestions

**c. Parents/Guardians**

Responsibilities include:

* Follow Director/Assistant Director guidance and direction for communications, re-unification or other support needs

# Appendices

## Appendix A – Daily Attendance Roster

The following template is to be used by all staff for taking attendance. The clipboard with this template will be taken by staff during an emergency and used to record re-unification with authorized parents or guardians.

(insert your template here)

## Appendix B – Record of Attempted/Contact with Parents and Guardians

The following template is to be used to record attempted and successful contact with parents or authorized guardians of children in the care of ***CHILDCARE NAME***.

|  |
| --- |
| **Name of Child**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Classroom**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Parents/ Authorized Guardians**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Has App?** (Y/N)**Email**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Phone**: Home\_\_\_\_\_\_\_\_\_\_ Cell \_\_\_\_\_\_\_\_\_ Work\_\_\_\_\_\_\_\_\_ Other \_\_\_\_\_\_\_ |
| **Date** | **Time** | **Contact**  | **With Who?** | **Method** | **Time** | **Contact**  | **With Who?** | **Method** |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |

**Legend:**

With who: – use initials of authorized guardians or put in information on who message was left with

Method: - Use (E) for email (if more than one (E1) etc. in order; (P) for phone (PC) – cell, (PH) – home, (PW) – work etc.. If contacted via app – write in APP

Contact: - (Y) or (N) for yes or no

This abbreviated contact form can be copy-pasted so that all children in a given classroom are included on one form.

## Appendix C – Special Access and Functional Needs Roster

The following template can be used to identify children and staff with special access or functional needs per classroom. It should include information on special needs, resources required, or other information to help facilitate support during and immediately after a disaster. It is HIGHLY recommended that this form be shown to parents with special access or functional needs children and filled out with their help to ensure that all possible information to help is located easily in the event of an emergency.

While pages can be combined, there should be one filled out for each child or staff that meets this definition of special access or functional needs.

**Special Access / Functional Needs Information for Children and Staff**

|  |  |
| --- | --- |
| **Last Name**: | **First Name**: |
| **Special Access or Functional Need**: (also list if temporary, for example, broken bones or pregnancy) |
| **Medications Needed and Information on Administration**: |
| **Supplies or Resources Needed**: |
| **Comforting Techniques**: |
| **Physical Limitation Mitigations** (what is planned during emergency events, i.e. carry child out vice letting them walk, etc.): |
| **Additional Information**: |

## Appendix D – Facility Rental Agreement and Emergency Provisions

If your childcare is located in a rented space, include a copy of relevant sections of your agreement that talk about emergencies. For example, if a flood is expected, does it say in the agreement that the renting agency will provide sand bags? Is there an agreement in place for help in expediting repairs in the event of an emergency? Will the landlord pay for cleaning for flood or other damage?

If you own your facility, please mark this section as ‘not applicable,’ but you will want to look at what provisions you should make to be prepared.

## Appendix E – Safety and Evacuation Map

The following map outlines evacuation routes, safety equipment, shelter in place or lock down locations, and turn off valves for water, power, and gas.

Insert a map of your facility, include playground information as well as an overall diagram of parking and other owned or leased infrastructure that supports your operations.

## Appendix F – Emergency External Contact Template

|  |  |
| --- | --- |
| **Facility Name**: |  |
| **Facility Address**: |  |
| **Facility Phone**: |  |
| **Facility Main Contact**: |  |
| **Emergency Kit Locations(s):** |  |
| **Number of Children (Capacity):** |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Name** | **Phone** | **Email/Web** |
| **Medical Emergency (911)** |  |  |  |
| **Police (911)** |  |  |  |
| **Fire (911)** |  |  |  |
| **Rescue (911)** |  |  |  |
| **Hospital** |  |  |  |
| **Health Department** |  |  |  |
| **Poison Control (800) 222-1222** |  |  |  |
| **Local Emergency Management Office** |  |  |  |
| **Electric Company** |  |  |  |
| **Gas Company** |  |  |  |
| **Water Company** |  |  |  |
| **Waster Disposal** |  |  |  |
| **Childcare Registration/ Accreditation Office** |  |  |  |
| **Insurance Provider** |  |  |  |

**Emergency Information Sources**

|  |
| --- |
| **Local Emergency Alert System (EAS) radio station**: ###.## AM/FM |
| **Local Television Stations** Channel: \_\_\_\_\_\_\_\_\_ Phone: \_\_\_\_\_\_\_\_\_ Contact: \_\_\_\_\_\_\_\_\_ Channel: \_\_\_\_\_\_\_\_\_ Phone: \_\_\_\_\_\_\_\_\_ Contact: \_\_\_\_\_\_\_\_\_ |
| **Local Radio Stations** Channel: \_\_\_\_\_\_\_\_\_ Phone: \_\_\_\_\_\_\_\_\_ Contact: \_\_\_\_\_\_\_\_\_ Channel: \_\_\_\_\_\_\_\_\_ Phone: \_\_\_\_\_\_\_\_\_ Contact: \_\_\_\_\_\_\_\_\_ |
| **National Oceanic and Atmospheric Administration (NOAA) Weather Station** Frequency: \_\_\_\_\_\_\_\_\_\_\_\_For your area go to: <http://www.nws.noaa.gov/nwr/coverage/station_listing.html> |

## Appendix G – Agreements and Contracts

Include copies of all agreements for emergency support (and contact information) in this appendix. Some examples of support include equipment, supplies, flood or mold cleaning, etc. and/or personnel. You can also include copies of agreements for relocation or evacuation support. All agreements entered into by authorized officials and in writing should be included. All pre-negotiated agreements and contracts should be included with significant sections highlighted or information provided on how to active, who would be responsible for what and additional support information.

## Appendix H – Director/Assistant Checklists

Print and use the following checklists for emergencies and quick reference.

* **Functional Annexes**
* **Evacuation**
* **Evacuation Responsibilities:**
* Follow established ***CHILDCARE NAME*** policies
* Communicate evacuation locations to parents
* Ensure emergency kits are taken during evacuation
* Decide the need to evacuate based the situation
* Issue stand-by instruction
* Take medications and emergency contact information
* Identify requirements for additional food, water or sheltering supplies and assign personnel to make sure supplies are available at evacuation center (if possible)
* Identify other evacuation resources to take (as applicable)
* Ensure classrooms have needed support (resources, personnel or equipment) for identified access and functional needs staff and children
* Notify local law enforcement of intent to evacuate, the location of the safe  evacuation site, and the route to be taken to that site
* Ensure that all children have been evacuated
* Issue directed transportation instruction if children will be evacuated to a safer  location by means of buses and cars
* Ensure that staff and children do not return to the building until proper authorities  have determined that it is safe to do so
* Determine whether the center will be closed or remain open
* If situation permits, shut off utilities and secure facility
* Document all actions taken
* **Family Re-Unification**
* **Family Re-Unification Responsibilities:**
* Following established ***CHILDCARE NAME*** policies
* Identify multiple methods of communication of re-unification information to parents before, during and after a disaster
* Ensure classrooms have needed support (resources, personnel or equipment) for identified access and functional needs staff and children
* Ensure parent contact information is available (hard and soft copy)
* Coordinate with local emergency management and first responders on re-unification process and progress in attainment during disaster
* Help with documentation of re-unification
* **Lock Down**
* **Lock Down Responsibilities:**
* Following established ***CHILDCARE NAME*** policies
* Ensure classrooms have needed support (resources, personnel or equipment) for identified access and functional needs staff and children
* Ensure classroom instructors are aware of access and functional needs of staff or children in their care and are trained on how to support their needs during an emergency
* Determine lock down criteria and dissemination procedures
* Give training on code word that could be used
* Determine if code word implementation is needed, give signal if necessary
* If situation permits, shut off utilities and secure facility
* Monitor radio and give instructions
* Call 911
* **Shelter In Place**
* **Shelter In Place Responsibilities**:
* Following established ***CHILDCARE NAME*** policies
* Identify shelter locations
* Ensure shelter locations have emergency and first aid kits and supplies for sealing the rooms
* Identify shelter in place procedures for children and staff with access and functional needs
* Ensure classrooms have needed support (resources, personnel or equipment) for identified access and functional needs staff and children
* Ensure classroom instructors are aware of access and functional needs of staff or children in their care
* Decide the need to shelter based on official notification
* Announce the need to shelter and when appropriate announce it is safe to return to normal operations
* Monitor radio and give instructions
* Call 911
* Ensure children and staff have properly moved to shelter location
* Determine need to seal the rooms/facility and give word for implementation (ensure sealed if given)

**Natural Hazards**

**Earthquake**

Earthquake Annex Activation Criteria

* Earthquake Warning
* Actual Earthquake

Functional/Hazard Annexes that may be Activated

* Evacuation
* Utility Failure
* Family Re-Unification

**Earthquake Responsibilities**:

* Following established ***CHILDCARE NAME*** policies
* Take reports from classroom instructors on status of children and staff in each classroom
* Take damage reports from classroom instructors
* Determine if evacuation is required (evacuation outside facility after event to determine status is optimal, further relocation can be determined based on impact
* Activate evacuation plan if necessary
* Determine which functional annexes to implement and communicate implementation status to staff, parents or emergency officials as appropriate
* Ensure that staff and children do not return to the building until proper authorities  have determined that it is safe to do so
* Monitor radio and Internet for information and report any developments to the Incident Commander
* Document all actions

**Flooding**

Flooding Annex Activation Criteria

* Flood Warning
* Tsunami Warning
* Earthquake actual (may cause tsunami/siècle)
* Actual Flooding

Functional/Hazard Annexes that may be Activated

* Evacuation
* Shelter-in-Place
* Family Re-Unification
* Utility Failure

**Flooding Responsibilities**:

* Following established ***CHILDCARE NAME*** policies
* Determine if evacuation is required and activate plan if necessary
* Determine which annexes to activate
* Determine and implement mitigation tactics to control or limit flooding if applicable
* If evacuated, ensure that staff and children do not return to the building until proper authorities  have determined that it is safe to do so
* Monitor radio and Internet for flood information and report any developments to the Incident Commander
* Review procedures with staff as needed
* Disseminate information about the incident and follow up actions such as  relocation site and parent-child reunification procedures.
* Prepare to shelter in place – it may take time for parents to arrive
	+ Have a plan for staff assignments, resource distribution and additional meal preparation if needed
* Take appropriate action to safeguard property
* Document all actions taken

**Severe and Winter Storms**

Severe and Winter Storms Annex Activation Criteria

* Storm Watch or Storm Warning Activation
* Tornado watch / warning

Functional/Hazard Annexes that may be Activated

* Evacuation
* Shelter-in-Place
* Family Re-Unification
* Utility Failure

**Severe and Winter Storms Responsibilities**:

* Following established ***CHILDCARE NAME*** policies
* Determine which functional annexes to activate
* Monitor radio and Internet for weather information and communicate any developments with staff and parents
* Review procedures with staff as needed
* Disseminate information about the incident and follow up actions such as  relocation site and parent-child reunification procedures
* Take appropriate action to safeguard property and life
* Document all actions taken
* Determine if evacuation is required and activate plan if necessary
* Determine and implement mitigation tactics to control or limit wind or weather damage, if applicable/possible
* Disseminate information about the incident and follow up actions such as parent-child reunification procedures
* Prepare to shelter in place – it may take time for parents to arrive
	+ Have a plan for staff assignments, resource distribution and additional meal preparation if needed

**Medical Emergencies**

Medical Emergency Annex Activation Criteria

* Life threatening injury to children, staff, or other individuals within ***CHILDCARE NAME***
* Suspicion or declaration of pandemic/infectious disease situation within or impacting ***CHILDCARE NAME***

Functional/Hazard Annexes that may be Activated

* Evacuation of child/children or staff
* Shelter-in-Place
* Family Re-Unification

**Medical Emergency Responsibilities**:

* Following established ***CHILDCARE NAME*** policies
* Determine which functional annexes to activate
* Notify health or emergency services personnel/agencies (as applicable)
* Review procedures with staff as needed
* Take appropriate action to safeguard property and life
* Contact parents/guardians of affected child/children
* Document all actions taken

**Technological Hazards**

**Fire and Explosion**

Fire and Explosion Annex Activation Criteria

* Actual fire or explosion
* Threat of fire or explosion

Functional/Hazard Annexes that may be Activated

* Evacuation
* Family Re-Unification

**Fire and Explosion Responsibilities**:

* Following established ***CHILDCARE NAME*** policies
* Notify emergency services personnel/agencies (as applicable)
* Take appropriate action to safeguard property and life
* Assign staff to fight fire until first responders arrive (if feasible)
* Ensure all staff are trained on fire control and safety equipment
* Make evacuation determination and start evacuation of necessary
* Inform parents of evacuation (after the fact) and enact family re-unification plan if forced to evacuation from site
* Give signal for returning to facility (based on first responders safety evaluation)
* Document all actions taken

**Hazardous Spill / Mishandling**

Hazardous Spill / Mishandling Annex Activation Criteria

* Actual internal hazmat spill
* Actual external hazmat spill

Functional/Hazard Annexes that may be Activated

* Evacuation
* Family Re-Unification
* Shelter in Place

**Hazardous Spill / Mishandling Responsibilities**:

* Following established ***CHILDCARE NAME*** policies
* Notify emergency services personnel/agencies (as applicable)
* Take appropriate action to safeguard property and life
* Document all actions taken

**Internal Spill Responsibilities**:

* Issue stand-by instruction to all staff and children
* Determine what procedures should be activated
	+ Activate the evacuation procedures using primary or alternate routes, avoiding  exposure to the chemical fumes
	+ Consider an all-center evacuation
* Notify maintenance or XXX to shut off mechanical ventilating systems
* Notify the local fire department and the Department of Public Health. Provide the  following information:
	+ Site name and address, including nearest cross street(s)
	+ Location of the spill and/or materials released; name of substance, if known
	+ Characteristics of spill (color, smell, visible gases)
	+ Injuries, if any
* Notify local law enforcement of intent to evacuate and route to be taken
* Issue directed transportation instruction if children will be evacuated to a safer  location by means of staff cars
* Do not allow staff and children to return to the building until proper authorities  have determined that it is safe to do so
* Give the “all clear” signal after the threat has passed
* Determine whether the center will be closed or remain open
* Document all actions taken

**External Spill Responsibilities**:

* Issue stand-by instruction
* Determine what procedures should be activated
* Consider a reverse evacuation to bring all persons inside the building
* Notify Maintenance/Building and Grounds Manager to shut off mechanical  ventilating systems
* Notify local law enforcement of intent to shelter in place
* Issue directed transportation instruction if children will be evacuated to a safer location by means of staff cars
* Do not allow staff and children to return to the building until proper authorities have determined that it is safe to do so
* Give the “all clear” signal after the threat has passed
* Determine whether center will be closed or remain open
* Document all actions taken

**Utility Failure**

Utility Failure Annex Activation Criteria

* Loss of power/gas
* Loss of sewage
* Loss of water

Functional/Hazard Annexes that may be Activated

* Evacuation
* Family Re-Unification
* Shelter in Place

**Utility Failure Responsibilities**:

* Following established ***CHILDCARE NAME*** policies
* Determine which functional annex(es) to activate
* Determine if pickup of children at current location is an option, notify parents immediately and have back up plan for evacuation if conditions change
	+ Can children be kept warm/cool?
	+ Can they be fed?
	+ Can sanitary and sewage needs be met?
* Assign personnel to turn off gas, water or power (as appropriate)
* Notify utility services of issues (as applicable)
* Take appropriate action to safeguard property and life
* Notify parents of status as possible and determine need for evacuation, pickup, or shelter in place
* Document all actions taken

**Threatening Child Safety Situations**

**Abducted/Missing Child**

Abducted/Missing Child Annex Activation Criteria

* Actual or assumed abduction/missing child
* Threat of abduction

Functional/Hazard Annexes that may be Activated

* Lock Down
* Shelter in Place

**Abducted/Missing Child Responsibilities**:

* Following established ***CHILDCARE NAME*** policies
* Determine which functional annex(es) to activate
* Conduct thorough search of facility; be prepared to report what was searched, by whom, and when
* Notify law enforcement personnel/agencies (as applicable) as soon as child has been reported missing and a rapid search of the area fails to locate the child (continue searching – but call authorities immediately)
	+ Determine last known location of child
	+ Determine who saw child last (if it was other children, ask each to tell about it separately, draw pictures, but work with parents/guardians about answering questions and determine if parental permission is needed to help law enforcement)
		- Contact parents immediately if it is believed that children have critical information and try and get phone consent, if possible and legally advised)
	+ Report what child was wearing
	+ Who they left with and physical description (if applicable)
* Call in additional staff to support child-staff ratios if instructors are taken away from primary duties for searches or questioning from authorities
* Try and determine what events preceded the abduction or missing child event (i.e. door opened at 12:10 or assumed guardian picked up child)
* Take appropriate action to safeguard property and life
* Document all actions taken

**Active Shooter/Hostile Intruder**

Active Shooter/Hostile Intruder Annex Activation Criteria

* Actual active shooter/hostile intruder
* Threat of active shooter/hostile intruder

Functional/Hazard Annexes that may be Activated

* Evacuation
* Family Re-Unification
* Shelter in Place
* Lock Down

**Active Shooter/Hostile Intruder Responsibilities**:

* Following established ***CHILDCARE NAME*** policies
* Establish a script for staff to inform guest/intruder that visitors must register at main office
* Train staff to determine if guest/intruder purpose seems questionable
* Train staff on lockdown procedures and activation criteria and codes
* Train staff to walk away from intruders if there is a potential for violence, but to record information on intruder’s actions (where he/she is, what he/she is carrying (weapon, package, etc.)
* Determine which functional annex(es) to activate
* Notify law enforcement personnel/agencies (as applicable)
* Take appropriate action to safeguard property and life
* Document all actions taken

**Bomb Threat/Suspicious Package**

Bomb Threat/Suspicious Package Annex Activation Criteria

* Actual/Received Bomb Threat
* Suspicious Package Found

Functional/Hazard Annexes that may be Activated

* Evacuation
* Family Re-Unification

**Bomb Threat/Suspicious Package Responsibilities**:

* Following established ***CHILDCARE NAME*** policies
* Notify law enforcement personnel/agencies
* Make call to evacuate based on threat or suspicious package
* Take appropriate action to safeguard property and life
* Document all actions taken

**Disgruntled/Impaired Employee, Parent/Guardian or Representative**

Disgruntled/Impaired Employee, Parent/Guardian or Representative Annex Activation Criteria

* Known disgruntled/impaired employee, parent, guardian, or representative
* Assumed disgruntled/impaired employee, parent, guardian, or representative

Functional/Hazard Annexes that may be Activated

* Lock Down
* Shelter in Place
* Evacuation
* Family Re-Unification

**Disgruntled/Impaired Employee, Parent/Guardian or Representative Responsibilities:**

* Following established ***CHILDCARE NAME*** policies
* Train staff to alert other staff of potential issue and call 911 if disgruntled individual situation is noted
* Remain calm and polite
* If disgruntled individual’s child/children is/are immediately known, try to move to another room or out of sight
* Take note of the method of transportation being used and if an automobile is used, write down the license number to give police
* Turn the child over to parent/guardians or authorized representatives in accordance with ***CHILDCARE NAME*** procedures
* Determine which functional annex(es) to activate
* Notify law enforcement personnel/agencies (as applicable)
* Take appropriate action to safeguard property and life.
* Document all actions taken

**Hostage Situation**

Hostage Situation Annex Activation Criteria

* Actual hostage situation
* Threatened hostage situation

Functional/Hazard Annexes that may be Activated

* Lock Down
* Family Re-Unification
* Shelter in Place

**Hostage Situation Responsibilities**:

* Following established ***CHILDCARE NAME*** policies
* Determine which functional annex(es) to activate
* Remain calm and polite
* Notify law enforcement personnel/agencies (911)
* Follow hostage takers instructions
* Do not resist
* Take appropriate action to safeguard property and life
* Document all actions taken

**If taken Hostage**:

* Follow instructions of hostage taker
* Keep calm. Calm children that are present
* Treat hostage taker as normally as possible
* Be polite to hostage taker
* Do not resist
* Ask permission to speak and do not argue or make suggestions

## Appendix I – Classroom Instructors Checklists

Print and use the following checklists for emergencies and quick reference.

* **Functional Annexes**
* **Evacuation**
* **Evacuation Responsibilities:**
* Ensure all children have evacuated the room
* Account for the children at the evacuation site
* Take emergency kit and attendance or sign-in sheet
* Take copy of appendices B (record of contact with parents or guardians and F (emergency contact sheet)
* Take necessary child safety transportation equipment (car seats) or other devices (as directed)
* Inform director/assistant director of additional needs or issues in supporting children or staff during an emergency
* Take assigned supplies or equipment
* **Family Re-Unification**
* **Family Re-Unification Responsibilities:**
* Release children only to authorized caregivers
* Document who picks up which child (proof of ID and write down/photo) through signing of attendance or sign –in sheet (or other written method)
* Inform director/assistant director of additional needs or issues in supporting children or staff during an emergency
* Report problems or issues to director/assistant directors
* Account for the children at the disaster site until safely re-united with family members or authorized guardians
* **Lock Down**
* **Lock Down Responsibilities:**
* Inform director/assistant director of additional needs or issues in supporting children or staff during an emergency
* Ensure all children are accounted for
* Maintain calm and help ensure calm of children
* Have emergency kit and attendance or sign-in sheet on hand
* Keep or get assigned supplies or equipment
* Inform director/assistant director of problems
* Monitor radio for instructions
* **Shelter In Place**
* **Shelter In Place Responsibilities**:
* Take children to designated shelter locations
* Account for the children in their care, before moving and once in shelter location
* Assist children with access and functional needs and inform director/assistant director if additional support is needed
* Seal the room, as necessary
	+ Lock doors, close windows, and close air vents
	+ Close curtains and blinds
	+ Shut off HVAC systems
	+ Seal all windows, doors, and air vents
* Monitor radio for instructions

**Natural Hazards**

**Earthquake**

Earthquake Annex Activation Criteria

* Earthquake

Functional/Hazard Annexes that may be Activated

* Evacuation
* Utility Failure
* Family Re-Unification

**Earthquake Responsibilities**:

* Drop, Cover and Hold on (if inside) – help children do so as well
* Keep Calm
* Cover head and take cover under desks, tables or other heavy furniture
* Hold on to furniture you are under
* Stay away from windows and exterior walls
* If outdoors:
	+ Stay in the open
	+ Move away from the building if possible
	+ Avoid utility poles and overheard wires
	+ Drop and cover with both hands
* Account for children and report on status of child and staff welfare to director/assistant director
* Report damage to director/assistant director
* Execute evacuation, utility failure, or family re-unification procedures when instructed

**Flooding**

Flooding Annex Activation Criteria

* Flood Warning
* Tsunami Warning
* Earthquake (may cause tsunami/siècle)
* Actual Flooding

Functional/Hazard Annexes that may be Activated

* Evacuation
* Shelter-in-Place
* Family Re-Unification
* Utility Failure

**Flooding Responsibilities**:

* Execute evacuation, shelter-in-place, utility failure, or family re-unification procedures when instructed
* Keep Calm
* Take action to limit flooding within classrooms and keep children away from flooded areas
* Account for children and report on status and changing needs of child and staff welfare to director/assistant director
* Report damage to director/assistant director

**Severe and Winter Storms**

Severe and Winter Storms Annex Activation Criteria

* Storm Watch or Storm Warning Activation
* Tornado watch / warning

Functional/Hazard Annexes that may be Activated

* Evacuation
* Shelter-in-Place
* Family Re-Unification
* Utility Failure

**Severe and Winter Storms Responsibilities**:

* Execute evacuation, shelter-in-place, utility failure, or family re-unification procedures when instructed
* Keep Calm
* Take action to limit exposure to the elements in classrooms and keep children away from damaged
* Account for children and report on status and changing needs of child and staff welfare to director/assistant director
* Report damage to director/assistant director

**Medical Emergencies**

Medical Emergency Annex Activation Criteria

* Life threatening injury to children, staff, or other individuals within ***CHILDCARE NAME***
* Suspicion or declaration of pandemic/infectious disease situation within or impacting ***CHILDCARE NAME***

Functional/Hazard Annexes that may be Activated

* Evacuation of child/children or staff
* Shelter-in-Place
* Family Re-Unification

**Medical Emergency Responsibilities**:

* Execute evacuation, shelter-in-place, or family re-unification procedures when instructed
* Keep Calm
* Conduct first aid or get help for sick or wounded children/staff
* Quarantine affected persons (if possible)
* Take action to limit exposure to healthy children/staff or if wounded, limit contact by other children who may be scared by condition of child/children/staff
* Account for children and report on status and changing needs of child and staff welfare to director/assistant director

**Technological Hazards**

**Fire and Explosion**

Fire and Explosion Annex Activation Criteria

* Actual fire or explosion
* Threat of fire or explosion

Functional/Hazard Annexes that may be Activated

* Evacuation
* Family Re-Unification

**Fire and Explosion Responsibilities**:

* Help children with stop, drop, and roll, as needed
* Execute evacuation or family re-unification procedures when instructed
* Keep Calm
* Use fight fighting equipment to control fire if possible
* Keep children away from fire or smoke affected area
* Account for children and report on status and changing needs of child and staff welfare to director/assistant director

**Hazardous Spill / Mishandling**

Hazardous Spill / Mishandling Annex Activation Criteria

* Actual internal hazmat spill
* Actual external hazmat spill

Functional/Hazard Annexes that may be Activated

* Evacuation
* Family Re-Unification
* Shelter in Place

**Internal Spill Responsibilities**:

* Move children away from immediate vicinity of danger
* Report location and type (if known) of the hazardous material
* Execute evacuation and re-unification procedures when instructed
* If a natural or  propane gas leak or odor is detected, evacuate immediately and notify the  Director
* Account for children and report on status and changing needs of child and staff welfare to director/assistant director
* Document all actions taken

**External Spill Responsibilities**:

* Move children away from immediate vicinity of danger
* Implement the reverse evacuation procedure if children are outside; observe  wind direction by observing flags or leaves and move children appropriately
* Execute shelter-in-place procedures when instructed
* Account for children and report on status and changing needs of child and staff welfare to director/assistant director
* Document all actions taken

**Person Discovering the Hazard Responsibilities**:

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

**Utility Failure**

Utility Failure Annex Activation Criteria

* Loss of power/gas
* Loss of sewage
* Loss of water

Functional/Hazard Annexes that may be Activated

* Evacuation
* Family Re-Unification
* Shelter in Place

**Utility Failure Responsibilities**:

* Execute evacuation, shelter-in-place, or family re-unification procedures when instructed
* Keep Calm
* Conduct appropriate activities for loss or heat or air conditioning
* Determine what resources are available (i.e.)…
	+ Extra blankets or clothing for children in case of loss of heat
	+ Extra lighter clothing children can be changed into (can infants be left in diapers)
	+ Wet cloth/clothes to keep heat down
	+ Availability of cool or hot drink/food
* Account for children and report on status and changing needs of child and staff welfare to director/assistant

**Threatening Child Safety Situations**

**Abducted/Missing Child**

Abducted/Missing Child Annex Activation Criteria

* Actual or assumed abduction/missing child
* Threat of abduction

Functional/Hazard Annexes that may be Activated

* Lock Down
* Shelter in Place

**Abducted/Missing Child Responsibilities**:

* Execute shelter-in-place or lock down procedures when instructed.
* Keep Calm
* Account for children and report on status and changing needs of child and staff welfare to director/assistant director
* Support law enforcement and first responder requirements
	+ Help determine if any children might have seen anything
* Provide information on missing child as known

**Active Shooter/Hostile Intruder**

Active Shooter/Hostile Intruder Annex Activation Criteria

* Actual active shooter/hostile intruder
* Threat of active shooter/hostile intruder

Functional/Hazard Annexes that may be Activated

* Evacuation
* Family Re-Unification
* Shelter in Place
* Lock Down

**Active Shooter/Hostile Intruder Responsibilities**:

* Keep Calm
* Execute shelter-in-place, lock down, evacuation, or family-reunification procedures when instructed
* Account for children and report on status and changing needs of child and staff welfare to director/assistant director

**Bomb Threat/Suspicious Package**

Bomb Threat/Suspicious Package Annex Activation Criteria

* Actual/Received Bomb Threat
* Suspicious Package Found

Functional/Hazard Annexes that may be Activated

* Evacuation
* Family Re-Unification

**Bomb Threat/Suspicious Package Responsibilities**:

* Keep Calm
* Execute evacuation or family-reunification procedures when instructed
* Account for children and report on status and changing needs of child and staff welfare to director/assistant director

**Disgruntled/Impaired Employee, Parent/Guardian or Representative**

Disgruntled/Impaired Employee, Parent/Guardian or Representative Annex Activation Criteria

* Known disgruntled/impaired employee, parent, guardian, or representative
* Assumed disgruntled/impaired employee, parent, guardian, or representative

Functional/Hazard Annexes that may be Activated

* Lock Down
* Shelter in Place
* Evacuation
* Family Re-Unification

**Disgruntled/Impaired Employee, Parent/Guardian or Representative Responsibilities:**

* Execute shelter-in-place, lock down, evacuation, or family-reunification procedures if instructed
* If disgruntled individual’s child/children is/are immediately known, try to move to another room or out of sight
* Take note of the method of transportation being used and if an automobile is used, write down the license number to give police
* Turn the child over to parent/guardians or authorized representatives in accordance with ***CHILDCARE NAME*** procedures
* Report the incident to director/assistant director
* Remain calm and polite
* Account for children and report on status and changing needs of child and staff welfare to director/assistant director (if possible)

**Hostage Situation**

Hostage Situation Annex Activation Criteria

* Actual hostage situation
* Threatened hostage situation

Functional/Hazard Annexes that may be Activated

* Lock Down
* Family Re-Unification
* Shelter in Place

**Hostage Situation Responsibilities**:

* If hostage taker is unaware of staff presence, do not intervene; call 911 immediately
	+ Any and all staff members should call 911 to ensure that the word gets to emergency personnel
* Execute shelter-in-place, lock down, evacuation, or family-reunification procedures when instructed
	+ Lock down your area if you fear for the safety of children in your care
	+ If you feel it is safe, or are given direct to do so, evacuate children in your care away from the incident.
		- Report your location to security or authorities immediately and work with authorities to re-unify children in your care with parents or authorized guardians
* Account for children and report on status and changing needs of child and staff welfare to director/assistant director (if possible)

**If taken Hostage**:

* Follow instructions of hostage taker
* Keep calm. Calm children that are present
* Treat hostage taker as normally as possible
* Be polite to hostage taker
* Do not resist
* Ask permission to speak and do not argue or make suggestions

## Appendix J – Preparedness Checklists

Print and use the following checklists for a quick reference of preparatory activities to be accomplished (ideally) prior to disaster.

* **Communications Preparations**:
* Develop a relationship with parents so that they trust and know how to access alerts and  incident information
* Inform parents about the Emergency Operations Plan, its purpose, and its objectives
* Identify parents who are willing to review and provide input to the Emergency Operations Plan
* Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training
* Be prepared with translation services for non-English-speaking families and children with limited English proficiency
* **Functional Annexes**
* **Evacuation**
* **Evacuation Preparations:**
* Identify and obtain agreements for use of evacuation locations, neighborhood, out-of-neighborhood, out-of-town
* Identify evacuation routes and exits and ensure posted
* Communicate evacuation locations to parents
* Ensure emergency kits to take during evacuation are prepared.
* Ensure classroom instructors are aware of access and functional needs of staff or children in their care and are trained on how to support their needs during an emergency
* Identify evacuation procedures for children and staff with access and functional needs
* Ensure classrooms have needed support (resources, personnel or equipment) for identified access and functional needs staff and children
* Identify requirements for additional food, water or sheltering supplies and assign personnel to make sure supplies are available at evacuation center (if possible)
* Identify other evacuation resources to take (as applicable)
* **Family Re-Unification**
* **Family Re-Unification Preparations:**
* Identify multiple methods of communication of re-unification information to parents before, during and after a disaster
* Ensure parent contact information is available (hard and soft copy) and tested at least quarterly to enable faster notification
* Coordinate with local emergency management and first responders on re-unification process and progress in attainment during disaster
* Identify re-unification procedures for children and staff with access and functional needs
* Ensure classroom instructors are aware of access and functional needs of staff or children in their care and are trained on how to support their needs during an emergency
* Ensure classrooms have needed support (resources, personnel or equipment) for identified access and functional needs staff and children
* **Lock Down**
* **Lock Down Preparations:**
* Identify lock down locations
* Ensure lock down locations have emergency and first aid kits and supplies for sealing the rooms, if possible
* Ensure lock down locations are marked, free of items that may fall, and have emergency lighting
* Identify lock down procedures for children and staff with access and functional needs
* Ensure classroom instructors are aware of access and functional needs of staff or children in their care and are trained on how to support their needs during an emergency
* Ensure classrooms have needed support (resources, personnel or equipment) for identified access and functional needs staff and children
* Determine lock down criteria and dissemination procedures
* Give training on code word(s) that could be used for lock down and all clear
* **Shelter In Place**
* **Shelter In Place Preparations**:
* Identify shelter locations
* Ensure shelter locations have emergency and first aid kits and supplies for sealing the rooms
* Identify shelter in place procedures for children and staff with access and functional needs
* Ensure classroom instructors are aware of access and functional needs of staff or children in their care and are trained on how to support their needs during an emergency
* Ensure classrooms have needed support (resources, personnel or equipment) for identified access and functional needs staff and children
* Ensure shelter locations are marked, free of items that may fall, and have emergency lighting

**Natural Hazards**

**Earthquake**

**Earthquake Preparations**:

* Securing standing objects such as bookcases and water heaters
* Provide earthquake safety information to parents and staff

**Flooding**

**Flooding Preparations**:

* If advanced notice is given, take flood prevention precautions (i.e. sandbags if needed)
* Provide flood safety information to parents and staff
* Determine alternate entrance or exit to facility or other access recommendations if needed
* Shut off water at mains so contaminated water will not back up into facility supplies

**Severe and Winter Storms**

**Severe and Winter Storms Preparations**:

* Have facility evaluated for its ability to withstand high winds
* Identify and designate the best internal protective areas within the facility
* If the facility is in a hazardous areas, keep materials on hand (such as pre-cut plywood) to board up windows
* Train staff on ‘signs’ of severe thunderstorms and tornadoes
* Know safe evacuation routes to official shelters
* Establish procedures to secure facility against damage to utilities (i.e. frozen water pipes, etc.)
* Prepare facility vehicles for emergency travel on ice/snow
	+ Tire chains, or salt in trunk, etc.
* Prepare to extend operations (in event of severe weather) in case parents cannot travel to pick up their children
* Disseminate information about the incident and follow up actions such as  relocation site and parent-child reunification procedures.

**Medical Emergencies**

**Medical Emergency Preparations**:

* Normal child and staff safety precautions should be taken to make the area as safe as possible.

**Technological Hazards**

**Fire and Explosion**

**Fire and Explosion Preparations**:

* Access to flammable substances and heat producing equipment is controlled by XXX. (Ensure process is in place or access control personnel are known by all staff).
* Ensure alarm system is in good working order and that alternative signal be available, and trained to (whistle, bull horn etc.)
* Train all staff on location of fire alarms and extinguishers.
* Train staff on different types of fires and appropriate measures to extinguish
* Ensure all staff are trained on fire control and safety equipment

**Hazardous Spill / Mishandling**

**Hazardous Spill / Mishandling Preparations**:

* The XX maintenance team inspects stored chemicals twice a month.
* Decontamination equipment and personal protective equipment are located XX.

**Utility Failure**

**Utility Failure Preparations**:

* Have surge protectors on electrical plugs
* Determine if you should have frozen water containers available in case of power outage
* Identify and train staff members on how to keep food safe and how to identify if food is not safe
* Have a landline phone that does not require electricity
* Consider purchase of a power generator (Note – generators should not be placed inside building, also storage of fuel needs to be safely accounted for)
* Have a policy of turning off and unplugging all unnecessary equipment
* Determine minimum water supply requirements for each child and staff – make sure this minimum is available and all staff know portions or rations
* Train all staff on how to turn off gas, water, and power
* Identify alternate heat source for food or emergency food options that do not require cooking
* Keep an accurate blueprint of all utility lines and pipes associated with the facility and grounds
* Maintain a list of phone numbers (day and night) for reporting and repair services of all utility companies
* Assign personnel to turn off gas, water or power (as appropriate)

**Threatening Child Safety Situations**

**Abducted/Missing Child**

**Abducted/Missing Child Preparations**:

* Following established ***CHILDCARE NAME*** policies
* Establish and practice an active supervision program for all children
* Establish and practice a process for release of children, documenting who they can be released to ensuring parents or guardians properly annotate who else is authorized to pick up their children
* Have a sign-in/sign-out process that identifies who can be in areas with children
* Conduct background checks or reference checks on all staff and volunteers
* Implement and train to policy on how children will be accounted for both inside and outside of the facility
* Do not share information about a child with anyone but parents or authorized guardians
* Identify and map potential hiding places in classroom, in building and playground
	+ Conduct all staff training on these identified locations
* If a child is absent unexpectedly, contact family to verify child is safe or they are expected later that day
* Maintain a picture of all children in the program
* Establish a process where parents can support situations where their child may be addressed by first responders (with childcare staff present or through childcare doing the talking) about what they saw – to enable quicker collection of information
* Train staff to notice at least one article of clothing children are wearing each day
* Train staff to conduct attendance…
	+ After leaving transportation vehicle
	+ Before getting into or out of transport vehicle
	+ After coming in from playground
	+ In ***CHILDCARE NAME*** after transitions (moving to combined rooms or from combined rooms, etc.)
	+ At scheduled intervals when away from ***CHILDCARE NAME***

**Active Shooter/Hostile Intruder**

**Active Shooter/Hostile Intruder Preparations**:

Having in place procedures for challenging unknown personnel and training staff, parents, and children not to let personnel into the building without entering the appropriate code or following designated procedures, are some of the best defenses that can be employed.

* Talk with local law enforcement about what should be done in the event of an active shooter inside or outside your facility
* Establish a script for staff to inform guest/intruder that visitors must register at main office
* Train staff to determine if guest/intruder purpose seems questionable
* Train staff on lockdown procedures and activation criteria and codes
* Train staff to walk away from intruders if there is a potential for violence, but to record information on intruder’s actions (where he/she is, what he/she is carrying (weapon, package, etc.)

**Bomb Threat/Suspicious Package**

**Bomb Threat/Suspicious Package Preparations**:

* Keep a checklist near the phone to get details from the caller that may be helpful to find the device, pin down when its supposed to explode, or figure out who the perpetrator is, or otherwise help law enforcement
* Establish a procedure for identifying and handling unknown or suspicious packages

**Disgruntled/Impaired Employee, Parent/Guardian or Representative**

**Disgruntled/Impaired Employee, Parent/Guardian or Representative Preparations:**

* Train staff to alert other staff of potential issue and call 911 if disgruntled individual situation is noted
* Establish a policy or process for dealing with disgruntled or impaired employees, parents/guardians or representatives.
* Train staff on various scenarios and determine potential courses of action to deal with issue.

**Hostage Situation**

**Hostage Situation Preparations**:

* Train staff on hostage situation process and expected behavior

## Appendix K – Tables and Charts

Table 1 –Most Significant Natural Hazards

|  |  |  |
| --- | --- | --- |
| **Natural Hazard** | **Main Impact /****Related Hazards** | **Background / Details** |
| **Flooding** | * Utility Failures
* Blocked Egress/evacuation routes
* Communications Issues
* Transportation problems
* Landslides
 | Flooding is a natural feature of the climate, topography, and hydrology of Kitsap County and its surrounding areas. Flooding predominates throughout the winter and early spring due to melting snow, breakaway ice, and rainy weather. Flash flooding events have been noted and there is a risk of flooding due to severe storm events.Flooding could threaten the safety of children and staff whenever storm water or other sources of water threaten to inundate the grounds or building. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee.  |
| **Severe Storms** | * Utility Failures
* Flooding
* High Winds
* Tornados (rare, but possible)
* Thunderstorms / Hurricanes
* Fires
* Blocked Egress/Evacuation routes
* Communications issues
* Transportation problems
 | Kitsap County and surrounding areas are vulnerable to severe storms. The effects of these storms are generally transportation problems and loss of utilities through downed trees, blocked roads and disabled power lines. Tornado risk is very low for the county.  |
| **Winter Storms (Part of Severe Storms Section)** | * Utility Failures
* Communications issues
* Transportation problems
 | Severe storms do not typically impact the area for long but winter snow/ice storms have shut down schools and businesses for long periods of time. Therefore, the most severe storm Kitsap County is likely to face will be a snow/ice storm. It is not unprecedented for a winter storm to leave a long lasting mark on the community by inflicting heavy financial damage. The effects are generally transportation problems and loss of utilities through downed trees, blocked roads and disabled power lines. With severe storms, this can effect can extended for several days. |
| **Earthquakes** | * Structural Damage
* Liquefaction
* Communication issues
* Blocked Egress/evacuation routes
* Fires/explosions
* Landslides
* Utility Failures
* Transportation problems
* Death, injury and property damage
 | A severe earthquake could level or severely damage older buildings, especially those constructed of non-reinforced masonry. Newer structures, built under recent building codes, would probably sustain less damage, but are vulnerable to the soil conditions (that could cause liquefaction or sinking) of the building site. A severe earthquake would also do major damage to County and City utilities. Water systems in the County would suffer ruptured mains and possible failure of local water reservoirs. Sanitary sewer and storm water piping and associated spills are also probable. Electrical and natural gas utilities would also suffer major damage. Failed transformers and downed electrical lines would create massive power failures in the County. Ruptured gas lines would create conditions for large fires and explosions. Public communication facilities (i.e., radio, television, and telephone systems) would be damaged. Surviving telephone systems would likely be overloaded almost instantly. Emergency services (i.e., fire, medical, search and rescue) would be instantly overwhelmed by the amount of damage and injury throughout the County.  |
| **Tsunami/ Siècle** | * Flooding
* Utility Failures
* Blocked Egress/evacuation routes
* Communications Issues
* Transportation issues
* Death, injury and property damage
 | Earthquakes will occur, and could cause tsunamis or siècles.Damage from a tsunami or a siècle may range from insignificant to catastrophicAccording to the Washington State Hazard Mitigation Plan – communities potentially at risk are: Bainbridge Island, Navy Yard City, Silverdale, Bremerton, Parkwood, Suquamish, Erlands Point, Port Orchard, Tracyton, Manchester, & Poulsbo.Tsunamis or siècles would likely damage transportation infrastructure and make it hard for parents to get to children and staff and children to get home. |

Table 2 – Most Significant Medical Emergencies

|  |  |  |
| --- | --- | --- |
| **Medical Emergency**  | **Main Impact /****Related Hazards** | **Background / Details** |
| **Pandemic Flu and other Infectious/Quick-spreading Diseases** | * Understaffing due to illness or family illness
* Contaminated Conditions/Equipment
* Uncontrolled spread of disease
* Communications issues
* Loss of business income
* Loss of jobs
 | Pandemics, like pandemic flu, do not happen frequently, but it is predicted that should one hit, over 30% of the population could be sick at one time. It is likely that no vaccine will be available during first 6 months of outbreak.To minimize spread of disease additional recognition, and decontamination measures will need to be put in place.It should be expected that should a pandemic hit, closing childcare would be encouraged in order to limit spread of the disease. |
| **Life-threatening Injury** | * Panic among children or staff
* Hazardous material spillage/mishandling
* Injury could be caused due to natural, technological disaster, or threat to child safety
* Communications issues
 | In this event, immediate action is required to stabilize and prevent further medical condition deterioration. Some examples include: compound fractures, severe cuts/internal bleeding, heart problems, difficulty breathing, shock, allergic reaction, and ingestion of poison or unconsciousness. |

Table 3 – Most Significant Technological Hazards

|  |  |  |
| --- | --- | --- |
| **Technological Hazard** | **Main Impact /****Related Hazards** | **Background / Details** |
| **Fire and Explosion** | * Harm to staff and children
* Damage to Facility
* Utility Failures
* Flooding/water damage (due to fire fighting)
* Blocked Egress/ Evacuation routes
* Communications issues
* Gas Leak
 | Fire hazards are the most prevalent types of business disaster. Fire is of particular concern to young children because it is difficult for young children to escape from fire because they lack the motor skills and mental capabilities needed and may be unable to awake from a sound sleep. Gas leaks are dangerous both from a noxious fume perspective and for the risk of fire and explosion. Potential gas leaks could rapidly be deadly, and children and staff need to be moved to a safe location quickly if needed. |
| **Utility Failures** | * Loss of Power/Gas
* Loss of Water
* Loss of Sewage
* Communications issues
* Loss of food or medicine stores
 | Loss of environmental controls is generally unexpected and can be caused by a number of natural, technological or manmade disasters, but its impact depends on a variety of other factors and should be considered significant in all instances as its restoration is not predictable.All business and residence buildings that rely on power are at risk of this technological hazard.Rapid restoration is required to ensure safe conditions for children and the supplies they need (i.e. water, food, heat/air conditioning, medicine and sanitation). |
| **Hazardous Material Spillage / Mishandling** | * Poisoning
* Life threatening injury
* Evacuation
* Fire and Explosion
* Communication issues
 | Hazardous materials can be found in all homes and businesses and include: cleaning products, pesticides, paint supplies, lawn and garden products. It is important to ensure hazardous materials are clearly marked, kept in their original containers, and out of children’s reach. Currently, ***XXX*** are all used and stored at the childcare site. |

Table 4 – Most Significant Threatening Child Safety Situations

|  |  |  |
| --- | --- | --- |
| **Threatening Child Safety Situations** | **Main Impact /****Related Hazards** | **Background / Details** |
| **Active Shooter / Hostile Intruder** | * Harm to staff, children and parents
* Blocked Egress/Evacuation routes
* Panic among children or staff
* Communications issues
 | This is an extremely dangerous situation as there are few options to handle the situation short of evacuation or lock down. The intruder should not be confronted and help should be called for immediately. |
| **Hostage Situation** | * Harm to staff, children and parents
* Blocked Egress/Evacuation routes
* Panic among children or staff
* Communications issues
 | Hostage situations involving childcare facilities, while rare, can be the result of various hazards, from active shooters or hostile intruders, to disgruntled / impaired employees, parents, or guardians to terrorist threats. |
| **Abducted / Missing Child** | * Communication issues
* Panic among children, staff, or parents
* Blocked Egress/evacuation routes
* Harm to child
 | Most children are taken by someone they know, but policies and procedures need to be in place and practiced to ensure only authorized persons have access to its children.Whether or not a child has even been taken from or disappeared from a given childcare facility, it is still vulnerable.  |
| **Disgruntled /Impaired Employee, parent / guardian, or representative** | * Harm to staff, children and parents
* Panic among children, staff, or parents
* Blocked Egress/Evacuation routes
* Communications issues
 | Disgruntled or impaired employees, parents or guardians can act unpredictably, and the situation can escalate into several of the other situations presented within this table. While the incidence of this occurring is low, the volatility potential is high. |
| **Bomb Threat / Suspicious Package** | * Harm to staff, children and parents
* Panic among children or staff
* Blocked Egress/Evacuation routes
* Evacuation
* Communications issues
 | There is no known risk percentage to childcare facilities for bomb threats or suspicous packages, however the possibility always exists that terrorists or otherwise emotionally/mentally disturbed persons could target a childcare, so this hazard must be planned to. |

Table 5 – Key Emergency Roles and Responsibilities

|  |  |  |
| --- | --- | --- |
| **Task** | **Position Responsible** | **Alternate Position Responsible** |
| **Declaring an emergency** |  |  |
| **Calling for assistance** |  |  |
| **Contacting families** |  |  |
| **Making decision to evacuate** |  |  |
| **Initiating contact with evacuation site** |  |  |
| **Carrying “ready to go” kit** |  |  |
| **Carrying disaster supply kit** |  |  |
| **Arranging transportation for children and staff** |  |  |
| **Carrying needed medications** |  |  |
| **Completing final building check after evacuation** |  |  |
| **Determining when emergency is over** |  |  |
| **Conducting emergency drills** |  |  |
| **Communicating emergency operations plan to parents** |  |  |
| **Media contact person** |  |  |
| **Pet arrangement (if time allows)** |  |  |