

# **DAY CARE FACILITIES EMERGENCY PLANNING GUIDE**

Prepared by:  
Bureau of Plans  
Pennsylvania Emergency Management Agency  
(August, 2003)

<u>Title</u>	<u>Page</u>
Table of Contents	i
Introduction	ii
<b>I. Everybody has a role in Disaster Planning and Response</b>	<b>1</b>
A. The Day Care Provider or Manager	1
B. Facility Staff	1
C. Facility Maintenance Personnel	1
D. Facility Food Service Personnel	2
E. Parents	2
F. Community	2
<b>II. Preparing the Disaster Plan</b>	<b>3</b>
A. Plan Content	3
B. Plan Specifics	4
C. Planning Recommendations	5
D. The Planning Team	5
E. Supporting Information	5
F. Hazard Assessment	6
G. Resource Identification	6
<b>III. Parts of the Plan</b>	<b>7</b>
A. Purpose Statement	7
B. Situation and Assumptions	7
C. Basic Concepts	7
D. Authority	7
E. Staff Training and Drills	7
F. Emergency Functions	8
1. Direction and Control	8
2. Warning and Communication	8
3. Evacuation & Transportation	8
4. Shelter in the Facility	9
5. Shelter outside the Facility	10
6. Transportation	11
7. Procedures to Safeguard Records	11
<b>IV. Guidelines for Specific Hazards</b>	<b>12</b>
A. Fires and Explosions	12
B. Severe Storms	13
C. Flooding	14
D. Winter Storms	15
E. Hazardous and Radioactive Materials	16
F. Earthquakes	16
G. Unexpected Utility Failures	17
H. Terrorism and other Potentially Violent Situations	18
I. Radiological Emergencies due to Nuclear Power Plant	19
<u>Incidents</u>	
J. Other Threats	19
<b>V. Suggested Internet Links</b>	<b>20</b>

## INTRODUCTION

This preparedness planning guide is directed to day care providers and facility managers. It is intended to provide assistance in meeting the planning requirements necessary to protect employees and children within the facility. Because of the differences in size and complexity between different day care facilities, this guide is intentionally generic in nature. In smaller facilities, there may be only one person to perform all of the functions listed here, and in larger facilities a larger staff and child population may make a more complex plan appropriate. The procedures and principles discussed in this guide are no more than common sense. Use your own judgment as to how complex the plan needs to be. Remember, when it comes time to use the plan, there won't be a lot of time to read. On the other hand, a complete series of checklists might help you to remember some critical details during the excitement just after an alarm sounds.

No matter where the day care facility is or how large it is, children, staff and even parents may be at risk as a result of natural or human-caused disasters. Effective planning and response is achieved by coordination, cooperation and the participation of individuals and the community at large.

# **I. Everybody Has a Role in Disaster Planning and Response**

## **A. The Day Care Provider or Manager**

1. Develops (with help from a planning team) the facility disaster plan and coordinates it with municipal emergency management officials to make sure that it is compatible with the municipality's Emergency Operations Plan.
2. Trains staff and children in the provisions of the disaster plan.
3. Assigns emergency responsibilities to staff members as required, with regard to individual capabilities and normal responsibilities.
4. Secures necessary training for staff members. (as applicable)
5. Conducts drills and initiates needed plan revisions based on drill evaluations.
6. Keeps parents and staff members informed of emergency plan revisions.
7. Supervises periodic safety checks of the physical facility, equipment and vehicles.
8. Provides copies of the disaster plan to the county Emergency Management Agency (EMA).

## **B. The Facility Staff (as available)**

1. Participates in developing the facility's disaster plan.
2. Participates in emergency preparedness training and drills.
3. Helps children develop confidence in their ability to care for themselves.
4. Provides leadership during a period of emergency.

## **C. Facility Maintenance Personnel (as applicable)**

1. Conducts periodic safety inspections of the facility.
2. Identifies shut off valves and switches for gas, oil, water and electricity. Posts a chart showing shut off locations so that others can use them in an emergency.
3. Provides for emergency shut-off of the ventilating system.
4. Instructs all staff members on how to use fire extinguishers.

D. Facility Food Service Personnel (*as applicable*)

1. Maintains adequate supplies of non-perishable food and water for emergency use.
2. Rotates supplies to assure freshness.

E. Parents

1. Become familiar with the emergency plan and procedures they are to follow.
2. Assist the facility manager in writing the plan.

F. Community

1. The community, especially local government can be a source of:
  - a) Warning
  - b) Emergency Resources
  - c) Information
2. This assistance should come, primarily, from:
  - a) Municipal Governments
  - b) Emergency Medical Services
  - c) Law enforcement agencies
  - d) Fire departments
3. Other possible sources of assistance include:
  - a) Individuals
  - b) Churches
  - c) Civic clubs and organizations
  - d) Businesses and industries
  - e) Hospitals
  - f) Local Red Cross, Salvation Army or other voluntary service agencies

## II. Preparing the Disaster Plan

Day care facility management personnel have a responsibility to staff members, occupants, parents and anyone who happens to be in their facility, to develop a disaster plan. Additionally, Pennsylvania day care regulations and licensing procedures require that a plan be maintained. Authority for the plan and its implementation should be established and the circumstances during which emergency procedures are to be followed must be identified. An awareness of the natural and human-caused hazards likely to occur in a particular area and a thoughtful assessment of the facility and available resources - both material and human - are required.

### A. Plan Content:

It is important that facilities have a comprehensive written plan with procedures to be followed when an internal or external disaster occurs. The plan should be rehearsed periodically.

1. As a minimum, the following emergency situations should be addressed:
  - a) Fire and explosion;
  - b) Severe weather situations ;
  - c) Utility failure;
  - d) Hazardous materials and radiological emergency;
  - e) Acts of terrorism or civil unrest;
  - f) Any other emergency that may directly impact the facility.
2. For the above emergencies, there may be common functional responses (e.g., the same evacuation procedures will work for a fire or a gas leak). The plan should include emergency procedures or checklists that are easily understood. A standardized format should be used throughout the plan that clearly establishes how procedures will be carried out. The procedures should answer the questions "who, what, when, where and how" and allow the facility staff members to be ready to act effectively in an emergency situation.
3. The procedures should also address, as a minimum:
  - a) Special needs of clients or children.
  - b) Notification of municipal emergency services and parents.
  - c) Provisions to shelter people inside the facility if it's more dangerous outside.

- d) Alternate living arrangements if the sheltering is required for a period of a few days.
  - e) Evacuation plans if it's necessary to leave the facility, including means of transportation and evacuation routes.
  - f) Protection of valuable records.
4. Information in the Plan
- a) Information on charts and maps should be kept as simple as possible. Visual effectiveness can be increased by using color codes and large uncomplicated symbols.
  - b) A current list of names, addresses and phone numbers for staff members and emergency service agencies should be developed and maintained. A pocket card listing this key information may be given to staff members for quick reference.
  - c) Information on hazards in the area and plans that have been made for community response to emergencies (The local municipal and county emergency operations plan will provide this).
  - d) Information on each of the children should be available to accompany them should it be necessary to relocate in a hurry.
  - e) Emergency energy sources.
5. If portions of a facility's plan depend on the resources or services of somebody outside the facility, a written agreement should be executed with the other party or parties that acknowledges their participation in the plan. This mutual agreement then becomes part of the plan.

B. Plan Specifics:

1. A description of how the facility is to receive notification of an actual or impending disaster/emergency.
2. A description of how facility management will communicate the warning to occupants of the facility and parents.
3. A list of emergency telephone numbers, including the facility staff, parents and community emergency services.
4. An identification of designated shelter areas or best protective areas inside the facility.
5. An identification of evacuation assembly areas, alternate facilities (or relocation centers) outside of the facility.

6. A description of the organization and action of staff members and other occupants in moving to shelters or evacuating and moving to host facilities.
7. A list of responsibilities and assignments(s) of staff members for anticipated emergency situations.
8. A description of education, training and drills required to assure effective operation of the plan.
9. A provision for periodic review and revision.

C. Planning Recommendations:

The ideal plan is easy to find and easy to read during an emergency. You must keep in mind that the plan must be specific enough to give directions for immediate action, but flexible enough to allow for changes as unexpected situations develop. The planners should strive for simplicity and clarity. A few hints to consider are:

1. Provide space for the phone numbers of key responding personnel and alternates.
2. Step-by-step procedures should be as simple as possible so that they are clear to someone unfamiliar with the plan.
3. Whenever possible, save time and avoid confusion by developing standard procedures for various situations.
4. Staff responsibilities should be as close as possible to “normal” jobs so staff members are familiar with their emergency location and responsibilities.
5. Use checklists to ensure that infrequently-practiced emergency jobs are done correctly.

D. The Planning Team

The Facility Manager should solicit help from staff members and even interested parents in the development or revision of the disaster preparedness plan. A major part of this process will be to secure the counsel and assistance of the municipal Emergency Management Coordinator (EMC).

E. Supporting Information:

A planning team should rely on a variety of sources. Much of the information gathered to assist in the planning will also be useful in emergency response.

1. Planners should know the history of natural or man-made disasters which have affected the facility and community. Local historical clubs, emergency service agencies, libraries and newspaper files are all good sources of information.

2. Climatic data can be supplied by local weather stations. Planners should know the general weather and climatic patterns of their area. All parts of Pennsylvania are subject to severe weather, but vulnerability to different types of weather varies widely across the State.
3. Topographic and street maps can be used to assess vulnerability to hazards such as floods, landslides, forest fires and transportation accidents which may involve dangerous materials. They may also aid in planning traffic flow in case an evacuation is necessary.
4. Facility floor plans and blue prints offer planners a summary of building features so that internal shelter areas can be determined and facility evacuation routes planned to avoid hazardous areas (boiler rooms, etc.) and take advantage of safety construction (fire walls, etc.).
5. A local phonebook will have a wealth of information about other facilities and possible resources available.

F. Hazard Assessment:

The first step in writing the plan is assessment of the hazards in the facility and its county, region or metropolitan area. Use maps, local history and climatic data to identify the hazards and determine planning priorities. While all hazards should be addressed, the greater effort will be devoted to those emergencies most likely to occur. The hazard assessment should include:

1. Evaluation of the building and site, including inspection of the grounds.
2. Evaluation of the surrounding area in terms of vegetation, buildings or activities which may be potential hazards. Locate pipelines, rail lines and highways that are used for the transportation of hazardous materials. Note storage areas and industries that have hazardous or radioactive materials.
3. Evaluation of the community and region. Consider natural phenomena such as tornadoes, hurricanes and flash flooding.
4. Consider how vulnerable the facility is to terrorists or other potential acts of violence, and mitigate or plan as necessary. Check with your local law enforcement for assistance.

G. Resource Identification:

The next step is to examine resources that may be available to you during the emergency. Then apply those resources to satisfy the needs you identified, and take steps to make sure they will be available when needed.

### III. Parts of the Plan

While the actual appearance of the plan may vary, you should consider each of the following for inclusion:

- A. Purpose Statement: a brief explanation of the reason for writing the plan, and the circumstances under which it should be used.
- B. Situation and Assumptions: briefly state information about the facility, its location, and size and the principal hazards facing it.
- C. Basic Concepts: a brief description of how the facility will respond.
  - 1. Who will be responsible for the response? Where will that person be positioned? Will there be some sort of command post?
  - 2. Describe the difference between sheltering and evacuation, and who will make that decision.
  - 3. Also describe any special teams (e.g.: fire brigade) which will play a part in the response.
- D. Organization and Responsibilities: a listing of major responsibilities, and who answers to whom. It need not be as detailed as the listings in Part II of this booklet.
- E. Plan Development, Maintenance and Distribution: should list how often the plan needs reviewed, who will review and update it, and list where all of the copies are, so that all copy-holders can get an update.
- F. Concurrence: those persons or organizations who are essential to the execution of the plan, or who will provide resources to accomplish the plan should sign here to acknowledge that they understand their responsibility.
- G. Record of Changes: as changes are made, this is a way of keeping track of them. Of course, if you replace the entire plan, it gets a new date and the old changes don't need to be tracked.
- H. Authority: a statement by executive management that this plan contains the procedures to be used during emergency.
- I. Staff Training and Drills: training and drills are essential to having an effective response in times of an emergency.
  - 1. Pre-emergency training for each staff member with an emergency duty should develop an awareness in all staff members of potential hazards and what measures to take to protect life and property. Training should also acquaint them with an understanding of warnings and public information announcements.

2. Exercises, drills and tests are vital parts of training and should be utilized once the staff has been trained as in the procedures to follow and their respective roles.
  - a) Testing and Evaluating Response Procedures
    - (1) Drills should be carried out frequently so that everyone is familiar with the procedures.
    - (2) Procedures should be just as important as time. It's important to make sure that everyone gets it right as well as done quickly.
    - (3) Conduct drills at various times during the year. Some hazards are seasonal, but disaster has no calendar
  - b) Drill evaluations
    - (1) Use staff members and administration as evaluators.
    - (2) Consider using municipal emergency service agencies as evaluators.
    - (3) Keep records share lessons learned with others. Use this opportunity to improve the plan.
- J. Emergency Functions: there are several functions that need to be accomplished during emergency response that are common to virtually all emergencies. Rather than repeat the instructions for each disaster, it is easier to organize the plan according to emergency functions. Different facilities may have different circumstances, so all of the following may not be needed, or others may need to be added.
  1. Direction and Control: emergency decisions will need to be made, and everyone in the facility must know what those decisions are and who makes them.
    - a) The plan should specify who will be in charge (with an alternate) and where that person will be positioned. Depending on the size of your facility, you may need to designate a "command post" where staff can find the "Facility Incident Commander" (person in charge.) An alternate command post should be designated in case an evacuation is needed.
    - b) Emergency service organizations use a control system called the "Incident Management System." This lets all of the responders know who is in charge. It breaks each unit into sections or divisions so each leader has a manageable span of control (not greater than seven.) You should become familiar with the incident management system, and be prepared to interface with it when emergency responders arrive at your facility. In some situations, the incident commander from the fire/police department may need a facility representative as part of a unified command.

2. Communications: this includes communications within the facility (announcing emergency measures) and outside the facility (notifying parents, answering machine, sign on door, etc.) If you plan to use cell phones or radios, mention it here. You should test this equipment regularly and consider obtaining additional communications equipment, if necessary. For example, having only telephones available for communications may be inadequate during an emergency because that is when the demand for phone lines and cell-phones is greatest. Each facility should have an alternate warning system or method which can alert the entire facility in the event of a power failure. (Cowbell, bullhorn, etc)
3. Evacuation: effective procedures for the orderly evacuation of a facility to a safe area are paramount. Evacuation plans should be designed to evacuate the facility as quickly and safely as possible. These should be coordinated with local government.
  - a) Evacuation instructions should:
    - (1) Be given to all new staff members when hired.
    - (2) Be displayed by fire exits.
    - (3) Be provided to parents on facility tours and explained in correspondence
  - b) Evacuation routes should:
    - (1) Take advantage of natural protective features (i.e., fire walls).
    - (2) Avoid hazardous areas, such as wooden stairs, open stairwells and boiler rooms.
  - c) Plans should include each staff member's role in evacuating the building, such as designating who should:
    - (1) Check rest rooms, vacant rooms, storage areas and other spaces
    - (2) Close windows and doors when leaving (time permitting).
    - (3) Lead evacuation lines.
    - (4) Guard or lock exits to prevent unauthorized persons from entry into building.
  - d) Evacuation should be conducted:
    - (1) In orderly lines; no running.
    - (2) Quietly with no talking to minimize confusion and allow for changes in orders to be heard.

#### 4. Shelter in the Facility

- a) If it is unsafe for the occupants of the facility to go outside, provisions should be made to provide “protected spaces” inside.
- b) These spaces should:
  - (1) Be in the interior of the building, away from glass that may shatter.
  - (2) Not be in rooms with large ceiling spans (like gymnasiums or auditoriums) that may fall if subjected to shaking from an earthquake or tornado.
  - (3) Have furniture and wall-hangings secured so that they will not fall onto occupants.
- c) Suggestions on where to find these “protective spaces” are:
  - (1) In multi-story facilities.
    - (a) Use identified shelters or basements.
    - (b) Use first floor interior halls,
    - (c) Use rest rooms or other enclosed small areas away from large glassed-in areas or large open rooms.
  - (2) In one-story facilities.
    - (a) Use identified shelters.
    - (b) Use interior hallways.
    - (c) Use rest rooms or other areas away from large glassed-in areas or open rooms.
    - (d) If hallways are not suitable, use the inside wall of a room on the opposite side of the corridor from which the storm is approaching.
- d) Diagram the facility and indicate which areas are to be used as shelters and the quickest way to get there.
- e) Check the space available and number of persons who will use each area (match people with space).
- f) Accountability is essential. Procedures should assign everyone to shelter, and make provisions to report to the facility manager those persons who are in the protected area.
- g) If you are not being sent outside because of smoke or toxic chemicals, all air intakes and openings should be closed to protect the atmosphere inside.

- h) Display a copy of the shelter plan in the Manager's office.
  - i) Display in each room in the facility a copy of the floor plan indicating the location of the shelter to be used by the children in that room.
  - j) Provide a copy of this information to municipal Emergency Services.
5. Shelter outside the Facility
- a) If the hazard is more widespread, it may be necessary to relocate the children and the staff to a shelter in a safe area. This "relocation facility" should be expecting you, and should be able to protect you until the danger is past and the children's parents can pick them up.
  - b) You'll need to let all of the parents know that you've relocated.
  - c) Accountability procedures should be established to ensure that all children and staff are safe at the relocation facility. You will need to supervise them until their parents can come to the new location for them. A possible plan would be the use of public shelters, or of another day care center far enough away to be safe. The municipal Emergency Management agency can help with this decision.
  - d) The plan should contain an estimate of how many children will need to be sheltered in whatever relocation facility you choose.
6. Transportation will be needed if you go to a relocation facility. It will be best if you can provide transportation for all of your children and staff. Consider asking neighbors and parents if they may be available or willing to help. As a last resort, the municipal emergency management agency may be able to help, but it won't be able to guarantee that you will remain in one group, thus complicating your accountability problems.
- a) List of transportation assets: Because emergency procedures may necessitate immediate evacuation/relocation and require transportation at irregular hours, a list of the following information should be available:
    - (1) The number and capacity of facility owned and/or contracted transportation available for an emergency call. The names of operators and contact procedures should be included.
    - (2) The number and capacity of vehicles with specialized equipment, ramps or hydraulic equipment (if necessary.)
7. Procedures to safeguard records: In order to provide for the children, there are certain records (medical and special needs) that will be needed as long as they are in your care. Other business records will be needed if you are to continue to operate after the emergency has passed. You must identify these records, and

ensure that they aren't lost as a result of the emergency. If necessary, make duplicates of the records and keep them in a "go kit."

- K. Supplemental Documents: include charts, lists, and other items that will help in understanding the plan. Keep needed information easily accessible during an emergency.

## IV. Guidelines for Specific Hazards

Even with plans based around emergency functions that are usable for a variety of emergencies, it's still helpful to understand a little about the types of emergencies that can impact the facility. Your hazard analysis may show that there are others, but these emergencies are among the most frequent in Pennsylvania.

### A. Fires and Explosions

Fires and explosions are an ever present danger. They may originate within the building or threaten from without. A small fire in a rural wooded area or a built up urban area can quickly get out of control and threaten a nearby facility. Internal fires may result from anything from carelessness to arson. Explosions and resulting fires may be caused by leaking gas lines or faulty heating systems.

#### 1. Warning and Communication

- a) Ensure that the alarm system is in good working order.
- b) In case of a malfunction, an alternate signal should be available (cowbell, whistle, bull horn, etc.).

#### 2. Preparation

##### a) Equipment

- (1) Staff members and children should be familiar with the location and operation of alarms and extinguishers.
- (2) All equipment (including extinguishers, sprinkler systems, fire doors, etc.) should be regularly maintained in accordance with State and municipal ordinances.

- b) Training: All staff should be thoroughly trained in the differences in the types of fires (electrical, oil, chemical, etc.) and the various materials and equipment available to combat each type of fire, including commonly available substances and materials (baking soda, sand, water soaked blankets, etc.).

#### 3. Response

- a) When a fire is discovered, an alarm should be sounded immediately
- b) Evacuate the building immediately, using the building evacuation plan.
- c) After occupants are safe, the fire department should be notified without delay.
- d) Time permitting, windows should be closed.

## B. Severe Storms

Thunderstorms are a frequent occurrence in Pennsylvania. Tornadoes and tropical storms are less frequent, but, because of their potential to do damage, all are worthy of our attention. Thunderstorms bring with them intense rain, lightning, damaging wind in excess of 50 mph and hail. Winds in tropical storms can get up to 100 mph. Under certain climatic conditions, thunderstorms can be a prelude to a tornado, which can generate whirling winds in excess of 200mph. Tornado damage can be very localized, while a hurricane can devastate several states. Intense rain can cause rapid rise in streams and severe flooding. While tornadoes strike with very little warning, we normally get some warning for thunderstorms, and tropical storms are tracked for days before they get to Pennsylvania.

### 1. Warning:

You should monitor National Oceanographic and Atmospheric Administration (NOAA) weather radio or a local radio/TV station for public warnings when weather conditions indicate. Outside sirens ARE NOT sounded unless there is a danger of a tornado. The National Weather Service (NWS) issues the following advisories:

- a) Severe Thunderstorm Watch: Indicates that weather conditions are such that a thunderstorm may develop.
- b) Severe Thunderstorm Warning: Indicates that a severe thunderstorm has developed and will probably affect those areas stated in the bulletin.
- c) Tornado Watch: Means that weather conditions are such that a tornado may develop.
- d) Tornado warning: Means that a tornado has been sighted or indicated on RADAR and protective measures should be taken immediately.
- e) Tropical Storm Watch: Means that conditions indicate that a storm is possible, but has not yet occurred.
- f) Tropical Storm Warning: Means that a tropical storm is expected to strike the area within 24 hours. It contains an assessment of flooding dangers, high wind warnings for the storm's periphery, estimated storm effects and recommended emergency procedures.

### 2. Preparation

- a) Have the facility evaluated for its ability to withstand high winds.
- b) Identify and designate the best internal protective areas within the facility.

- c) If the facility is in a particularly hazardous area, keep materials on hand to tape and/or board up windows, and provide other protection to the facility and outdoor equipment, as necessary.
- d) All staff members and children should know the "symptoms" of severe thunderstorms and tornadoes.
- e) Selected staff members should be trained as "severe weather watchers" or "tornado spotters" and know how to use the facility's warning and communication system. Know the history of tropical storms in the area and elevation of the facility above streams and rivers that may flash flood.
- f) Know safe evacuation routes to official shelters.

### 3. Response

- a) When you receive a tornado warning or if a tornado sighting is reported, children and staff members should seek shelter WITHIN the building or in a designated tornado shelter.
- b) If your facility has a tornado alarm system, it is important that the sound of this alarm not be confused with that of a fire alarm or any other evacuation signal.
- c) During a severe thunderstorm warning, or during periods of particularly high winds, keep children away from glass.
- d) Every facility should also establish a manually operated backup warning system.
- e) During the watch, store portable equipment, outdoor furniture, etc., inside the facility away from shelter areas.
- f) During the warning, secure or store articles which may act as missiles.
- g) If there is insufficient time to take shelter,
  - (1) Go to the inside wall of a room away from windows.
  - (2) Sit or crouch on the floor next to an inside wall or get under tables or other furniture by sitting or lying prone on the floor, face down.

### C. Flooding

Because of its vast network of rivers, creeks and streams, the State is considered to be flood prone. Flooding may be caused by heavy rains, fast snow melts or dam failures. When this occurs, the natural waterways can become raging torrents capable of great destruction.

## 1. Warning:

Except in the case of flash flooding, the onset of most floods is a relatively slow process with the buildup taking several days. Progressive situation reports are available from the NWS and the River Forecast Center district office of the NOAA.

- a) Flash flood watches are issued by the NWS to the public by radio/TV stations. A watch means that flooding MAY occur.
- b) Flash flood warnings are issued by the NWS to the public by radio/TV stations when flooding is actually occurring. Many municipalities have local flash flood warning systems to assist in the dissemination of this information.

## 2. Preparation

- a) Know what a forecast river height means as it relates to the facility. Helpful information includes:
  - (1) Knowledge of how elevations relate to river gauges from which a forecast is prepared.
  - (2) Know whether or not the facility is in a flood plain.

## 3. Response

- a) Evacuate children to shelters.
- b) Shut off water at mains so contaminated water will not back up into facility supplies.

## D. Winter Storms

The dangers of winter storms are the intense cold, snow, ice, breakdown of transportation due to road conditions and disruption of electrical power. These conditions may incapacitate an area, making transportation difficult and disrupting utility service.

### 1. Warning

Snow and ice storm watches and warnings are issued by the NWS. When such weather threatens, monitor a local radio/TV station for bulletins.

### 2. Preparation

- a) Establish procedures for securing the facility against damage to utilities (frozen water pipes, etc.).

- b) Prepare the facility's vehicles for emergency travel on ice and snow (tire chains, etc.).
- c) Check emergency and alternate utility sources. Possibly the greatest hazard in severe weather is the loss of electrical power and thus heat and light. You may want to have a gas-powered generator or an alternate source of heat.
- d) Prepare to extend operations in case parents can't travel to pick up their children.

### 3. Response

- a) Conserve utilities by maintaining the lowest temperature consistent with health needs.
- b) Take pre-determined measures to secure the facility against storm damage, prevent bursting pipes, etc.

## E. Hazardous and Radioactive Materials

Many types of hazardous substances including radioactive materials are shipped daily across the state. Municipal EMCs and fire departments maintain information concerning extremely hazardous and radioactive materials that are stored, used or manufactured in the area. Accordingly, facility emergency planners should coordinate with these municipal officials.

### 1. Warning

Warning of a hazardous or radioactive material incident is usually received from the fire or police department or the EMA when such an incident occurs close to or on facility property.

### 2. Response

- a) Determine whether it is safer to shelter occupants or to evacuate the facility.
- b) If it's necessary to evacuate the area, move crosswind; never directly into or against the wind which may be carrying fumes. Upon reaching a point of safety, take a roll call.
- c) Occupants must not return until the emergency services personnel have declared the area to be safe.

## F. Earthquakes

Parts of the State have experienced minor earthquakes. Individuals who have experienced them can attest to the fact that even a mild one can be frightening. This is particularly so if one is not informed of the precautions to take.

## 1. Warning

Earthquakes generally occur without warning. Seismologists can identify areas where earthquakes are most likely to occur, but cannot yet predict the exact time and place.

## 2. Preparation

- a) Secure standing objects such as bookcases and water heaters, especially if there is potential for them to fall and hurt someone.
- b) Provide earthquake safety information to parents and staff members.

## 3. Response

### a) During the shaking

(1) Keep calm - do not leave the location. Assess the situation, then act. Remember, falling debris is the direct cause of most injuries and deaths.

(2) If indoors - stay there.

(a) Take cover under desks, tables or other heavy furniture.

(b) Take cover in interior doorways or narrow hallways.

(c) Stay away from windows and beware of falling objects.

(3) If outdoors - stay in the open.

(a) Move away from the building, if possible.

(b) Avoid downed utility poles and overhead wires.

### b) After the shaking stops

(1) Evacuate - Move to open areas away from the building.

(2) Do not re-enter the building until authorities have checked it for possible structural damage, leaking gas lines and other utility disruptions.

(3) Take a roll call to account for everyone.

(4) If a radio is available, listen for news bulletins.

## G. Unexpected Utility Failures

Unexpected utility failures or incidents are common occurrences and may happen at any time. An undetected gas line leak may require only a spark to set off an explosion. Flooding from a broken water main may cause extensive damage to the

property and facility and cause power failures. An electrical failure may result in the loss of refrigerated food supplies and medicines or create a severe fire hazard.

### 1. Warning

In this context, the "unexpected" means that there will be no warning.

### 2. Preparation

- a) Identify the possible effects that the loss of each utility may have on the facility. As an example, loss of electricity might affect the heating and cooling system.
- b) Keep an accurate blueprint of all utility lines and pipes associated with the facility and grounds.
- c) Develop procedures for an emergency shutdown of utilities.
- d) Maintain a list of phone numbers, including night and day emergency reporting and repair services, of all serving utility companies.
- e) Minimize threats of failure through the use of good maintenance practices.

### 3. Response

#### a) Gas Line Break/Leak

- (1) Evacuate the facility immediately.
- (2) Notify maintenance staff, manager, local utility companies and police and fire departments.
- (3) Shut off the main valve.
- (4) Do not re-enter the facility until emergency officials say it is safe.

#### b) Electric Power Failure

- (1) Notify the electric company.
- (2) Notify the maintenance staff.
- (3) If there is a danger of fire, evacuate the facility.
- (4) If an electrical short is suspected, turn off power at the main control point.

#### c) Water Main Break

- (1) Call the facility maintenance personnel.

(2) Shut off the valve at the primary control point.

## H. Terrorism and Other Potentially Violent Situations

It is an unfortunate sign of the world in which we live that there are persons who desire to cause damages similar to the damages caused by natural disasters. Sometimes, the reasons are personal, and directed against the family of one of the children in your center, or it could be simply faceless terrorism. Generally a terrorist will inflict damage in order to disrupt the way we do things or to gain attention for his/her cause. The results of these actions are hard to predict, but they are seldom all that different from the results of severe weather or of a hazardous materials release. An important thing to remember is that any terrorist action is illegal, and local police will need to be notified whenever any criminal, suspicious or potentially terrorist activities occur.

### 1. Warning

Most acts of violence happen without warning.

### 2. Preparation

- a) Consider the way that your facility is viewed in the community and the reaction in the media should a terrorist act occur.
- b) Active coordination with local law enforcement will give you a better idea of the vulnerability of your facility to terrorist attack and law enforcement's role in the response to suspicious activity.
- c) Be aware of what's going on in the world. The federal Department of Homeland Security tries to communicate the level of threat by using a color-coded system (called the Homeland Security Alert System (HSAS)). Governmental, public and private facilities should watch for changes in the color codes and adjust their activities accordingly. The American Red Cross has defined a series of checklists for schools. These have been adapted for day care centers (Attachment A). They are presented to you as an example. Review these to see how you can implement them at your facility.
- d) Be vigilant, constantly on the lookout for unusual persons or things such as;
  - (1) Unusual unsolicited deliveries
  - (2) Suspicious items left around the outside of the facility
  - (3) Individuals "hanging around" for no apparent reason
- e) Enforce facility security. Restrict visitors to only public areas. Ensure that all visitors are identified and appropriately cleared before they enter the facility.

3. Response: Response to the consequences of a terrorist or violent act will depend on the hazards presented.
- a) Armed Intruder - Call for help. Try to get the children to safety, either locked in a safe room inside, or quickly taken outside the building. DO NOT try to confront the intruder and make him/her even more violent. Try to remain calm and to calm down the intruder.
  - b) Hostage situation - Call for help. Don't endanger yourself or any of the other children by trying some sort of rescue. Pay attention to the captor(s), try to get details of what they want and accommodate them. Provide as much information as possible to the police when they arrive.
  - c) Bomb - any unknown package could be a bomb. If you have any reason to believe that it is, EVACUATE IMMEDIATELY and let the experts deal with it. There can be no possible value in unnecessarily endangering yourself or members of your staff.
  - d) Bomb threat - usually the threat comes via phone. Keep a checklist (Attachment B) near the phone to get the details from the caller that might help find the device, pin down when it's supposed to explode, and possibly figure out who the perpetrator is.
4. Bear in mind that the criminals/terrorists may have multiple attacks planned. They might use an explosion to get you to evacuate, and be waiting to take children hostage once you get them outside. This is the reason that we do not give the details of our emergency plans to anyone who doesn't need to know. It's also a good idea to check to see if the "coast s clear" before you try to move the children.

I. Radiological Emergencies due to Nuclear Power Plant Incidents

Pennsylvania is host to five nuclear power plants. Because of the political sensitivity and the attention given to safety surrounding them, the Nuclear Regulatory Commission requires that each plant have specially-developed offsite emergency response plans for everyone within ten miles of the plant. These plans are maintained by county and local emergency management agencies. The requirements of your facility should be no different than the requirements placed on it by the natural or technological hazards discussed above. If you are within ten miles of a nuclear power plant (or if you THINK you are) contact your EMA office to ensure that your plans fit into the larger plans that are maintained for the entire Emergency Planning Zone around the plant.

J. Other Threats

Consideration must also be given to the possibility of other potential disaster situations to which the facility may be vulnerable. As an example, it is likely that children will be affected by heat in the summer. Less likely is the threat of tidal

wave or volcano. Planners must consider all possible situations while concentrating on those which are most likely to occur.

## **V. Suggested Weblinks**

There are an abundance of websites available to provide assistance. We recommend the following (note, content on some of these websites changes. Articles on emergency planning may no longer be available.):

- a) The Pennsylvania Emergency Management Agency – [www.PEMA.state.pa.us](http://www.PEMA.state.pa.us)
- b) The Pennsylvania Chapter of the American Academy of Pediatrics - [www.paaap.org](http://www.paaap.org)
- c) The American Red Cross – [www.redcross.org](http://www.redcross.org)
- d) The Federal Emergency Management Agency - [www.fema.gov](http://www.fema.gov)
- e) The National Association of School Psychologists - [www.nasponline.org](http://www.nasponline.org)
- f) [www.zerotothree.org](http://www.zerotothree.org)
- g) [www.knowledgelearning.com](http://www.knowledgelearning.com)

# Homeland Security Advisory System Recommendations for Day Care Centers



Risk Level	Recommended Actions
------------	---------------------



- Complete recommended actions at lower levels
- Be alert to suspicious activity and report it to proper authorities immediately
- Close center if recommended to do so by appropriate authorities
- 100% identification check (i.e.-driver's license retained at front office) and escort of anyone entering the facility)



- Complete recommended actions at lower levels
- Be alert to suspicious activity and report it to proper authorities
- Listen to radio/TV for current information/instructions
- Prepare to handle inquiries from anxious parents
- Discuss children's fears concerning possible terrorist attacks (Consider The Red Cross "Facing Fear: Helping Young People Deal with terrorism and Tragic Events" material)



- Complete recommended actions at lower levels
- Be alert to suspicious activity and report it to the proper authorities
- Review emergency plans
- Ensure all emergency supplies are stocked and ready
- Send a reminder of emergency procedures home with children



- Complete recommended actions at lower level
- Be alert to suspicious activity and report it to proper authorities
- Conduct safety training/emergency drills following the written emergency plan
- Review the communication plan to be sure that phone numbers are updated
- Continue exercising and training for emergency response



- Develop written emergency plans to address all hazards including plans to maintain the safety of children and staff as well as an emergency communication plan to notify parents in times of emergency.
- Disseminate relevant information to families of children, staff and faculty.
- Ensure selected staff members take CERT, CPR/AED or first aid courses

Your local American Red Cross chapter has materials available to assist you in developing preparedness capabilities. This material has been adapted from ARC 1465(Rev. 8-2002), a publication of the American National Red Cross.

ATTACHMENT B - BOMB THREAT CHECKLIST

**Bomb Threat Checklist**

Time of Call: \_\_\_\_\_ Date: \_\_\_\_\_

Person Receiving Call: \_\_\_\_\_ Phone # \_\_\_\_\_

**Ask the caller:**

1. When is bomb going to explode? \_\_\_\_\_
2. Where is it right now? \_\_\_\_\_
3. What does it look like? \_\_\_\_\_
4. What kind of bomb is it? \_\_\_\_\_
5. Did you place the bomb? \_\_\_\_\_
6. What will cause it to explode? \_\_\_\_\_
7. Why? \_\_\_\_\_
8. What is your address? \_\_\_\_\_
9. What is your name? \_\_\_\_\_

**Write the Exact Wording of the Threat (*Information to be obtained as accurately as possible*)**

---

---

---

---

**About the Caller**

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

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

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

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

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

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

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

(Name of Facility)

# Day Care Emergency Operations Plan

## Part I Basic Emergency Plan

*(Insert name, address and telephone number:)*

---

---

---

---

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

*By numbering the copies of the plan,  
we can keep track of where they all are,  
and ensure that any changes are  
distributed to all of the holders.*

Copy Number \_\_\_\_\_

## Foreword

This Emergency Operations Plan describes the procedures that will be used by (name of day care facility) to provide for the care and the well-being of the children under our care and for our staff. This plan is meant to address extraordinary circumstances that threaten lives and property. The procedures outlined in this plan constitute those temporary measures that will be taken to provide the best available protection for persons under our care. The plan relies on the organization and procedures that are followed on a day-to-day basis. The intent is not to introduce new ways of doing things during high-stress situations.

Much of the information that is needed to implement a plan like this one should be treated as sensitive. The exact locations of shelters and assembly areas and the routes to be taken during an evacuation may be useful information to potential criminals. For this reason, parts of the plan will not be released to the general public. Important details from the plan are sent home with parents in orientation materials and periodic mailings. The entire plan is available for parents to review in the facility.

The plan itself is organized into three parts; the "Basic Emergency Plan", a series of checklists and a series of supporting documents. The basic emergency plan provides overall concepts and assignment of responsibility. It does not contain great amounts of detail. The detail in the attachments and checklists should be confidential. The information in the checklists is arranged by function, recognizing that the evacuation planned for a HAZMAT spill will work just as well for a winter storm (and probably gets practiced several times each year.)

Public safety officials should review this plan. The Department of Public Welfare licensing representative will also review the plan when inspecting the facility. It is the responsibility of the day care facility to maintain and implement the plan. A current copy of the plan is provided to county emergency management agencies.

## **TABLE OF CONTENTS**

### **BASIC EMERGENCY PLAN (PART I)**

1. PURPOSE
2. SITUATION AND ASSUMPTIONS
3. CONCEPT OF OPERATIONS
4. ORGANIZATION AND RESPONSIBILITIES
5. PLAN DEVELOPMENT, MAINTENANCE AND DISTRIBUTION
6. CONCURRENCE
7. RECORD OF CHANGES

### **EMERGENCY CHECKLISTS (PART II)**

(Published Separately)

CHECKLIST A: DIRECTION AND CONTROL OPERATIONS

CHECKLIST B: PROTECTIVE ACTIONS

CHECKLIST C: EMERGENCY SUPPORT FUNCTIONS

### **SUPPORTING DOCUMENTS (PART III)**

(Published Separately)

1. NOTIFICATION PHONE LIST
2. TRANSPORTATION ASSETS
3. FACILITY LAYOUT AND ASSEMBLY AREA
4. EVACUATION PLAN MAP TO RELOCATION CENTER
5. COMMUNICATION WITH PARENTS/GUARDIANS
6. PICK-UP AUTHORIZATION
7. SELECTION OF "CLOSEST SHELTER"
8. SELECTION OF INTERIOR SHELTER"
9. EMERGENCY RELOCATION POSTING
10. EMERGENCY KITS AND SUPPLIES.

# Basic Emergency Plan

## 1. PURPOSE

- To provide for the protection of children and staff in the event of a natural, technological, or human imposed emergency or disaster.
- To assure coordination and cooperation with municipal and county government and emergency services.

## 2. SITUATION AND ASSUMPTIONS

- The (name of facility) is located at (address, town) and normally has (number) children and (number) staff. Normal operating hours for the facility are \_\_\_\_\_, and \_\_\_\_\_ on weekends. The facility assumes responsibility for the health and safety of the children attending the facility.
- The facility is located in (name of municipality) whose emergency management agency will be the primary source of governmental assistance during an emergency.
- Assistance during emergencies will be dispatched through the (county name) County 9-1-1 and be coordinated by the (county name) County Emergency Management Agency.
- The facility may be subject to the following natural disasters and emergencies:
  - Natural Disasters (e.g. flood, blizzard, etc.) *Insert the most common:*  
\_\_\_\_\_  
\_\_\_\_\_
  - Technological Disaster (e.g. HAZMAT spill, power outage):  
\_\_\_\_\_  
\_\_\_\_\_
  - Security Emergencies or Disasters: (e.g. domestic violence, intruder):  
\_\_\_\_\_  
\_\_\_\_\_

## 3. CONCEPT OF OPERATIONS

- General:
  - Direction and Control – The facility director will assume responsibility for emergency actions until the arrival of emergency service personnel.

- The facility director will gather and record information necessary to determine appropriate emergency actions.
- In an emergency, day care staff will focus only on emergency management functions. All personnel and resources will be focused on providing for the safety and well being of children and staff.
- In the absence of the facility director, the following facility person(s) will take charge:  
*Primary:* \_\_\_\_\_  
*Secondary:* \_\_\_\_\_
- Regular drills on emergency plans, procedures and duties will be conducted to:
  - Provide training for staff, including substitutes;
  - Orient children on emergency procedures and responsibilities; and
  - Develop skills needed for a real emergency.
- Accountability
  - Children will only be released to adult(s) designated by the parent;
  - In case of an evacuation, attendance will be taken at the assembly area, upon boarding and exiting the emergency transport vehicle(s) and upon the arrival at the relocation facility.

#### 4. **ORGANIZATION AND RESPONSIBILITIES**

- Day-care facility director will:
  - Be familiar with emergency plans for the municipality (Borough, City, Township and County).
  - Ensure Agreements of Assistance are current with Relocation Facilities and transportation providers (if applicable).
  - Determine a course of action to be taken during an emergency.
  - Maintain this plan in a current and usable state.
  - Notify parents to tune to designated local media for information during the emergency.
  - Ensure that parents are contacted as soon as reasonably possible when an emergency situation arises, so that they are aware of what is happening to their children.
  - Keep the staff aware of the status of the emergency.
  - Determine the number and types of transportation needed if evacuation or relocation is required.
  - Take children's emergency records to the evacuation/relocation site.

- Staff will:
  - Review and assist in keeping plans and checklists current.
  - Maintain supervision of children until they are released to parents or guardians.
  - Perform special assignments as specified in the plan checklists (Part II).
  
- Parents are requested to:
  - Be familiar with plans and procedures for ensuring safety of the children.
  - Provide the daycare facility with means to contact them in an emergency.
  - Tune to designated local media for information and instructions during an emergency.

## **5. AUTHORITY AND REFERENCES**

*(Insert summary of text of DPW bulletin and regulation title/number here)*

## **6. PLAN DEVELOPMENT, MAINTENANCE AND DISTRIBUTION**

- The legal entity/ owner/operator of the day care facility is responsible for:
  - The development, execution and maintenance of the emergency plan.
  - Annual review and update of the plan.
  
- Copies of this plan have been given to the \_\_\_\_\_ (County) Emergency Management Agency in addition to other related organizations listed in section 7 (below) *(Be sure to include all involved emergency response organizations and any labor organizations representing staff):*

7. **CONCURRENCE WITH OUTSIDE RESOURCES**

We have examined this plan and are aware of requirements.

Date	Organization	Signature	Date Plan Received	Copy Number
	_____(County) Emergency Management Agency i			

*NOTE: This table can have as many lines as needed to accommodate the agencies reviewing and concurring. The plan should be coordinated with all outside agencies that will play a role in its implementation (e.g. local government; local emergency services; and relocation facility). Ideally, they will be involved in the planning process. You need one (1) original of this page. Copies of the page can be placed in the distribution copies of the plans.*

8. **RECORD OF CHANGES**

Date of Change	Summary of Change	Signature of Person Making Change	Date Change Distributed

**This plan supersedes all previously developed emergency plans.**

\_\_\_\_\_  
Signature of facility/owner/operator

\_\_\_\_\_  
Date

***(Name of Facility)***

---

**Day Care  
Emergency  
Operations  
Plan**

**Part II  
Checklists**

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

## CHECKLIST A: DIRECTION AND CONTROL OPERATIONS

*With the exception of the “Building Intruder” procedures, the direction and control activities outlined in this annex apply to all emergency situations*

Completed or N/A	Item
	<b>Building Intruder/Suspicious Activity</b>
	<i>Time is essential here. All staff and children must immediately take the actions planned. Any staff member who is aware of a potentially dangerous intruder should sound the alarm.</i>
	Intruder Alarm ( <i>describe the alarm</i> ) given.
	All interior and exterior doors locked and windows closed
	Children moved to shelter in the facility in ( <i>list the room where they will be sheltered.</i> ).
	9-1-1 notified.
	Parents notified.
	Building searched by police to find intruder.
	Parents notified that the situation is back to normal.
	<b>Considerations for Protective Action Decision</b>
	<i>Evacuation may not be the best decision. Sudden occurrences (explosions, tornadoes, etc.), violent storms/weather conditions, hazardous materials events as well as an armed intruder or suspicious person outside may make sheltering the best choice.</i>
	Information gathered from sources in the facility about the emergency.
	Information gathered from County/Local EMA & Emergency Services about the emergency.
	Re-verify phone call with ( <i>local EMA, County 911, etc.</i> )
	Consider: Is there time to evacuate?
	Consider: Is it safe outside?
	Consider: Is there time to send the children home?
	Consider: Are the children’s homes in a danger area?
	Consider: Can the children & staff be safe inside the building?
	Consider: How long will this event last?
	Children whose homes are not in safe areas identified.
	Parent notification.
	<b>Modified Activities</b>
	Cancel all out-of building activities.

	Determine the extent of cancellations and schedule modifications.
	Make provisions to keep those children whose homes are not in a safe area.
	Parental notification of changes made.

## CHECKLIST B: PROTECTIVE ACTIONS

*Procedures to accomplish one of four pre-planned protective actions;  
immediate shelter, immediate evacuation, shelter in place or evacuation to  
relocation facility*

Completed or N/A	Item
	<b>Immediate Shelter</b>
	Alarm sounded.
	Doors to closets and utility spaces designated as shelters unlocked.
	Staff moved their children to the closest shelter areas.
	Outside air intakes for HVAC closed.
	Utilities turned off to avoid fire/explosion (if situation warrants).
	Closed windows, blinds, drapes & doors to block debris from becoming missiles.
	9-1-1 notified.
	Staff take attendance as soon as the immediate hazard passes.
	Parents notified.
	Staff maintains control of the children in his/her group until instructed to move to another location.
	Emergency services arrive on-site and briefed.
	Search of building revealed no hazards.
	"All-Safe" signal ( <u>      What will the signal be?      </u> ) sounded.
	Parents notified.that the situation is back to normal.
	<b>Immediate Evacuation</b>
	Alarm Sounded.
	Ensure that the pre-designated assembly area ( <u>      location      </u> ) is safe.
	Evacuation monitors posted in hallways and at doors.
	Name: <u>      (list name of staff member)      </u> Location: ( <u>      list location      </u> )
	Name: <u>      (list name of staff member)      </u> Location: ( <u>      list location      </u> )
	Staff lead children in an orderly fashion out of the building to the designated assembly area.
	Staff take attendance as soon as the children arrive in the assembly area.
	Staff maintain control of their group until instructed to return to classroom, or to another location..
	Building searched to ensure that everyone is out
	Search Team Members: <u>      (list name of staff members)      </u> _ _
	9-1-1 notified.
	Emergency services arrived on-site and were briefed.
	Search of building revealed no hazards.
	Parents notified.
	"All-Safe" signal ( <u>      What will the signal be?      </u> ) sounded.
	Emergency services briefed regarding final status.
	Parents notified.that the situation is back to normal.

Completed or N/A	<b>Shelter in Place</b>
	Ensure that designated shelter areas are ready to receive and shelter children and staff.
	Take attendance to establish accountability for all children and staff.
	Remain in place and await further instructions from designated staff person.
	Notify 9-1-1.
	Staff move their group to the pre-designated shelter areas.
	Staff maintain control of their group until instructed to move to another location.
	Close windows, blinds, drapes & doors to impede debris from becoming missiles.
	Close air intakes for HVAC.
	Reduce all other sources of external air.
	Staff take attendance as soon as they arrive in the shelter area.
	Parents notified.
	Time permitting, place food and beverages in closed containers.
	Emergency services arrive on-site and briefed.
	Provide meals to sheltered children and staff if the duration of the emergency warrants.
	Search of building revealed no hazards.
	"All-Safe" signal ( <u>      <i>What will the signal be?</i>      </u> ) sounded.
	Parents notified.that the situation is back to normal.
	<b>Evacuation to a Relocation Facility</b>
	Relocation Facility ( <u>  name  </u> , <u>  phone #  </u> ) notified.
	Take attendance for accountability and to determine exact number of transport seats needed.
	Transportation arrives at the facility .
	County EMA (ph # _____) notified of shortage in transportation resources.
	Each driver given a map to Relocation Facility in case vehicles get separated. <i>(Attach appropriate maps to this checklist.)</i>
	9-1-1 notified.
	Transportation departs for Relocation Facility.
	Post "Notice of Relocation".
	Parents notified of the relocation of children.
	Children arrive at Relocation Facility & move to areas designated for their use.
	Staff retain supervision and accountability for all children.
	Attendance taken and numbers reported to designated staff person.
	Parents notified.that they can come and pick up their children..

## CHECKLIST C: EMERGENCY SUPPORT FUNCTIONS

*Procedures to accomplish functions required to support emergency action*

Completed or N/A	Item
	<b>Building Security</b>
	Facilities locked with only one entry/exit point.
	Checkpoints staffed to ensure there are no intruders (see diagram).
	<b>Communications</b>
	Use commercial telephone (primary means of communication)..
	Make backup communication system available (cell phones).
	Sound appropriate alarm for Protective Action decided (evacuate immediately, standby or shelter).
	Establish contact with shelter facility as soon as evacuation is considered.
	<b>Medical Emergencies</b>
	Render first aid as needed/feasible..
	Brief Ambulance/EMS personnel when they arrive.
	<b>Medical Procedures</b>
	Review list of special needs children.
	Ensure individual staff are with special needs children.
	Take all medication to be moved if children relocate.
	Take first aid supplies to accompany the children.
	Examine all children/staff for injuries after emergency has passed.
	Establish and maintain log of any medication administered.
	<b>Public Utilities</b>
	Shut off Electricity manually.
	Shut off Water manually.
	Shut off Gas manually.
	<b>Important Records</b>
	Take emergency contact information and parental permissions, etc to relocation site.
	Take business records (license, employee training, lease, etc.).
	<b>Recovery</b>
	Develop a plan based on damage survey to clean up the center and make it safe for reoccupation.

	Begin clean-up and repair; document costs.
--	--

**(Name of Facility)**

**Day Care  
Emergency  
Operations  
Plan**

**Part III  
Supporting Documents**

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

**ATTACHMENT 1 – NOTIFICATION PHONE LIST**

<b>NAME/CENTER/OFFICE/AGENCY</b>	<b>TELEPHONE #</b>
<b>Facility Director</b>	<b>(O) (H)</b>
<b>Facility Staff Roster</b>	<b>(O) (H)</b>
<b>County Emergency Services</b>	
<b>Municipal Emergency Services</b>	
<b>Day Care Center Relocation Facility</b>	
<b>Facility Transportation Provider(s)</b>	<b>(O) (H)</b>
<b>Parent/Guardian Roster</b>	

## ATTACHMENT 2 – TRANSPORTATION ASSETS

If it becomes necessary to relocate the children to a safer location, the following transportation will be used.

Number of children/staff who will need to be moved \_\_\_\_\_

Amount of supplies/records that will need to be moved \_\_\_\_\_

Vehicles that will be used.

- Owner \_\_\_\_\_ Type of vehicle \_\_\_\_\_  
Driver \_\_\_\_\_ # of passengers (including driver) \_\_\_\_\_  
Normal location of vehicle \_\_\_\_\_  
Means of contacting owner \_\_\_\_\_
- Owner \_\_\_\_\_ Type of vehicle \_\_\_\_\_  
Driver \_\_\_\_\_ # of passengers (including driver) \_\_\_\_\_  
Normal location of vehicle \_\_\_\_\_  
Means of contacting owner \_\_\_\_\_
- Owner \_\_\_\_\_ Type of vehicle \_\_\_\_\_  
Driver \_\_\_\_\_ # of passengers (including driver) \_\_\_\_\_  
Normal location of vehicle \_\_\_\_\_  
Means of contacting owner \_\_\_\_\_
- Owner \_\_\_\_\_ Type of vehicle \_\_\_\_\_  
Driver \_\_\_\_\_ # of passengers (including driver) \_\_\_\_\_  
Normal location of vehicle \_\_\_\_\_  
Means of contacting owner \_\_\_\_\_

**ATTACHMENT 3 – FACILITY LAYOUT AND ASSEMBLY AREA**

*(Provide sketch and identify shelter areas and staffed checkpoints.)*

**ATTACHMENT 4 – EVACUATION PLAN MAP TO RELOCATION CENTER**

**DRAWING OF EVACUATION ROUTE FROM \_\_\_\_\_ DAY CARE FACILITY,  
\_\_\_\_\_, \_\_\_\_\_ COUNTY TO \_\_\_\_\_,  
\_\_\_\_\_, COUNTY**

*(Provide sketch or map from day care to relocation center)*

## ATTACHMENT 5 – COMMUNICATIONS WITH PARENTS/GUARDIANS

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

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

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

This letter is to assure you of our concern for the safety and welfare of children attending **(insert name of day care facility)**. Our Emergency Operations Plan provides for response to all types of emergencies. Depending on the circumstance of the emergency, we will use one of the following protective actions:

- *Immediate evacuation* Students are evacuated to a safe area on the grounds of the facility in the event of a fire, etc.
- *In-place sheltering* Sudden occurrences, weather or hazardous materials related, may dictate that taking cover inside the building is the best immediate response.
- *Evacuation* Total evacuation of the facility may become necessary if there is a danger in the area. In this case, children will be taken to Relocation Facility at **(insert name of relocation facility)**.
- *Modified Operation*, May include cancellation/postponement or rescheduling of normal activities. These actions are normally taken in case of a winter storm or building problems that make it unsafe for students (such as utility disruptions,) but may be necessary in a variety of situations.

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

We ask that you not call during the emergency. This will keep the main line telephone free to make emergency calls and relay information. We will call you to let you know that we've taken one of these protective actions. We will also call you when we've resolved the situation and it's safe for you to pick up your child.

The facility director may provide an alternate phone number (i.e. cell phone number, etc.) to call in an emergency event.

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

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

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

Sincerely,

---

***(Title)***

---

**ATTACHMENT 6 – CHILD PICK-UP AUTHORIZATION**

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

**Student's  
Name**

**Designated Custodian (s)  
Name & Relationship**

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

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

\_\_\_\_\_  
Your Signature

\_\_\_\_\_  
Relationship

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
Address

\_\_\_\_\_  
(Home Phone)

\_\_\_\_\_  
(Work)

\_\_\_\_\_  
(Cell)

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

## **ATTACHMENT 7 – SELECTION OF “CLOSEST SHELTER”**

If it is unsafe for the occupants of the facility to go outside, provisions should be made to provide “protected spaces” inside. Depending on time available, staff should move their groups of children to the "closest shelter" inside the facility.

These spaces should:

- Be in the interior of the building, away from glass that may shatter.
- Not be in rooms with large ceiling spans (like gymnasiums or auditoriums) that may fall if subjected to shaking from an earthquake or tornado.
- Have furniture and wall-hangings secured so that they will not fall onto occupants.

Suggestions are:

- Interior halls,
- Rest rooms, closets or other small areas
- If hallways are not suitable, use the inside wall of a room.

Have everyone sit facing the wall, protecting their head and face with their arms against the wall.

## ATTACHMENT 8 – SELECTION OF INTERIOR SHELTER

If it is unsafe for the occupants of the facility to go outside, and there is time to move to the best available shelter, provisions should be made to provide “protected spaces” inside the facility.

These spaces should:

- Be in the interior of the building, away from glass that may shatter.
- Not be in rooms with large ceiling spans (like gymnasiums or auditoriums) that may fall if subjected to shaking from an earthquake or tornado.
- Have furniture and wall hangings secured so that they will not fall onto occupants.

Suggestions on where to find these “protected spaces” are:

- In multi-story facilities.
  - Use identified shelters or basements.
  - Use first floor interior halls.
  - Use rest rooms or other enclosed small areas away from large glassed-in areas or large open rooms.
- In one-story facilities.
  - Use identified shelters.
  - Use basements and interior hallways.
  - Use rest rooms or other areas away from large glassed-in areas or open rooms.

If hallways are not suitable, use the inside wall of a room on the opposite side of the corridor from which the storm is approaching.

In either one or multi-story facilities rest rooms are usually suitable, especially if the room is centrally located.

**ATTACHMENT 9 - NOTICE OF RELOCATION POSTING**

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

---

**(Facility Name)**

**NOTE: The facility is located at \_\_\_\_\_**

## ATTACHMENT 10 – EMERGENCY KITS AND SUPPLIES

This list contains the **minimum** items you should have in your center in case of an emergency.

### Center Emergency Kit

*(Should be packed in a backpack or other container that is mobile in the event of an evacuation and be located in a central and easily accessible location.)*

- Copies of all contact lists
  - *For families **and** staff, include the name, phone number, and e-mail as well as information for someone preferably out-of-state, at least out of the immediate area*
  - *Phones numbers and e-mails for your Sponsor Liaison and/or immediate Supervisor*
- Flashlights with extra batteries
  - *Long-life, emergency flashlights*
- Battery-operated radio and extra batteries
  - *AM/FM, weather band/TV band*
- Manual can-opener
- First Aid Kit
  - *Add gloves and Kleenex*
- Notepad and pens/pencils
- Scissors
- Hand-Sanitizer and cleansing agent/disinfectant
- Whistle
- Disposable Cups
- Wet Wipes

### In the Center in General

- Charged cell phone
- One gallon of water for every four children and staff
- Disposable cups
- Non-perishable food items like soft granola bars, cereal, cheese and crackers, cans of fruit, and special infant items, etc. – should be nut-free in case of allergies
- Extra supplies of critical medication such as insulin, epi-pens, etc. for children and staff

### Each Child Should Have:

- A change of seasonally appropriate clothing
- A blanket
- Extra diapers (one-day supply as space allows)
- Extra formula (one-day supply as space allows)

.....

Location of Emergency Kits: \_\_\_\_\_

Locations of Additional Emergency Supplies: \_\_\_\_\_

Location of Cell Phone: \_\_\_\_\_