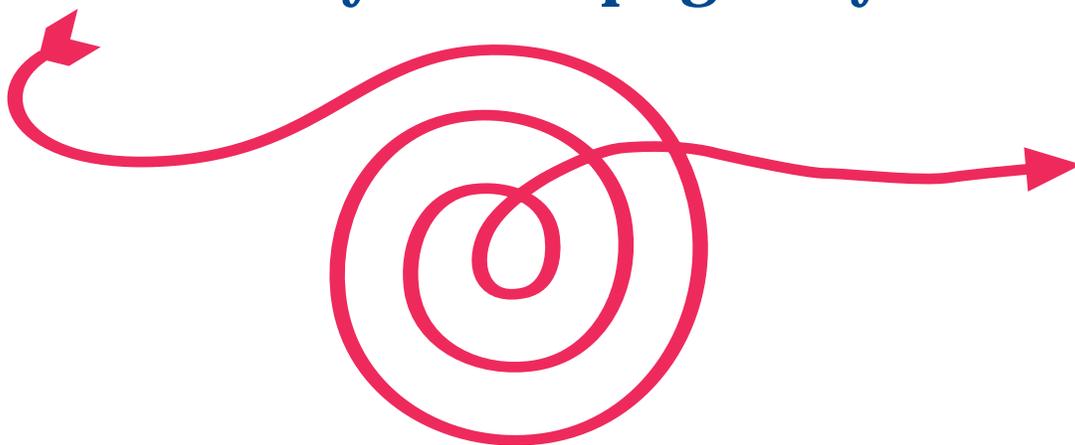


Y.I.K.E.S.

Your Inventory for Keeping Everyone Safe



Planning Guide

For Emergency Response Planning in Child Care



EARLY CARE & EDUCATION
Early Childhood Division

MAINE DEPARTMENT OF HEALTH AND HUMAN SERVICES

Y.I.K.E.S.

Your Inventory for Keeping Everyone Safe

Y.I.K.E.S.-Planning Guide is designed with brief explanations of emergency planning steps and with lists of resources. YIKES Planning Guide should be used before the emergency and then stored on your shelf for reference when annually updating your plan.

The two goals of the Planning Guide are first to reduce the risks of emergencies and second to help you to respond to emergencies that occur. Each section in the Planning Guide includes a checklist for that step in the planning process. This format will assist you in developing your customized emergency preparation plans for:

Evacuation • Relocation • Emergency Closing Safe Place, and Shelter-In-Place

Y.I.K.E.S. –Emergency Response Guide lists specific disasters that may occur in Maine (i.e., earthquake, flood, severe weather, bomb threat, contamination, power failure, fire, hazardous materials, abduction, transportation incident, medical emergency, building collapse). In light of increased concern about pandemic flu outbreaks, a guide containing information about planning and responding to pandemic flu is included. It has blank pages for you to insert your emergency response plans for easy access in an emergency. It is for use during an emergency and can be kept in your emergency backpack, emergency storage, or posted in your child care room. A copy of these Guides will be available at the Office of Child Care and Head Start website www.state.me.us/dhs/occhs.htm

Special Thanks to:

Vermont's Emergency Response Planning Guide for Child Care, which can be accessed online at www.dcf.state.vt.us/sites/dcf/files/pdf/cdd/care/EmergencyResponse.pdf

Planning for Disasters in Child Care by Jerome M. Curley

Disaster Planning Self-Assessment Guide for Child Care Centers and Family Child Care Homes, Community Care Licensing Division, Child Care Advocate Program

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Y.I.K.E.S. -Planning Guide

Introduction

People in Maine are no strangers to emergencies. In recent years, floods, ice storms and toxic spills from overturned trucks and railroad cars have required temporary closure, evacuation and relocation of children from child care facilities. In such emergencies children may or may not understand what is happening and may not be physically or developmentally able to rescue or protect themselves. Child Care programs that have followed the steps toward preparedness and planning are better able to protect lives and to return to normal operation in a shorter time period.

YIKES–Planning Guide serves as a planning tool for Maine Child Care Programs. It provides basic preparedness and planning information that can be customized to fit the size and needs of your program.

All programs must have a written emergency response plan.

Here are three suggestions as you begin your planning:

Emergency plans are only effective if they are used.

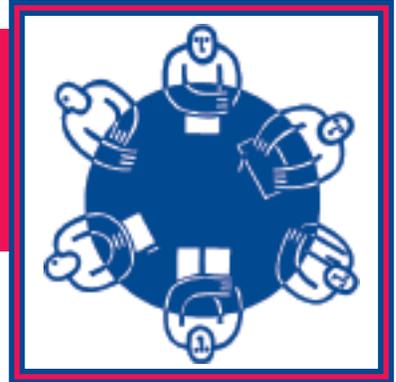
- ***Keep it simple*** so that people (you, staff, parents, town officials, etc.) will be able to recall the necessary steps when faced with an emergency situation.
- ***Make your plan easily available for reference.***
- ***Practice. Practice. Practice.*** During emergencies, thinking shuts down and people act on instinct. Once you have your plan, practice your plan so that everyone instinctively knows the right things to do.

Develop personal relationships with local town emergency managers, fire, law enforcement and public works personnel. These people would most likely respond to an emergency at or near your facility. They can assist you in your determination of potential disaster threats and hazards close to your program and appropriate responses.

Your emergency response plan is a part of the larger plan your local Emergency Management Director maintains. You may want to consider your willingness to have your facility available to assist other children and families who may need immediate shelter. Additionally, there may be an immediate need to provide child care for emergency responders. If you are able to provide such assistance, notify town officials.

Step One:

Forming Your Planning Committee



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

1. Collaborators Who could collaborate in planning with you? For example other nearby child care programs or local child care associations may also be working on emergency planning. You could work together to develop plans, making sure to customize the general plans to fit your individual needs.

2. Resource People Who could be a resource to you? Your Child Care Health Consultant, the local Fire Department, local and county Emergency Management Agency (EMA), town emergency officials, Red Cross, hospitals, churches, law enforcement, health department personnel, emergency medical services, school personnel, local businesses, and neighbors may all have information regarding hazards, emergency assistance, or emergency plans in your area. Contact your local town officials or select person to discover who has a copy of your town's emergency plan—if there is one. It will help to identify hazards in your area. Resource people may participate by helping to write your plan, telling you information you need to write your plan, providing you a copy of local emergencies plans, or reviewing your completed plan.

3. Participants Who could you ask to be part of your planning committee? Anyone who has a possible task to do in your plan should be part of your committee. For

example, think about inviting:

- The child care program down the street who could become your emergency relocation site.
- A neighbor who could provide emergency transportation.
- The landlord who may need to mark outside doors for easy identification by emergency personnel.

4. Implementors Who could be affected by your emergency response plans? Staff, parents, volunteers, and the governing board of your child care program will all be affected by decisions made by the planning committee. Each group should have some representation to share its unique point of view and concerns.

5. Special Knowledge Do you have a child with special health care needs? If you have a child with a special health care need, the parents and medical provider need to assist you in developing an individual emergency care plan.

Resource for Forming Your Planning Committee

Homeland Security Advisory System (HSAS) Recommendations for Day Care Centers as adapted by Pennsylvania Emergency Management Agency:
www.pema.state.pa.us/pema/lib/pema/daycareplanningtoolkit/day_care_facilities_planning_guide.pdf

Planning Committee Checklist

- Begin a list of people to invite** and how each will contribute to your planning committee. Do not invite someone without knowing what you want them to contribute. Remember, there are ways they can contribute other than attending a meeting, such as reviewing your plan or providing you with a copy of the town plan.

Name	Representing	Contact Information	Task/Information

- Organize a meeting.** Be sure to consider the time and place that will be easiest for all those involved to attend. Schedule the meeting far enough in advance that calendars may be clear.

Date: _____ **Time:** _____ **Place:** _____

- Develop an agenda.** Know what you want to accomplish before you invite your potential committee members. Sharing the agenda with them before the meeting will help them to know what to expect and what they need to bring to be prepared.

Possible Agenda:

1. Introductions
2. State purpose/goals of meeting
3. Outline what has been done and ask for input from others
4. Outline what needs to be done
5. Develop a plan to get the work accomplished
6. Make assignments/get commitments
7. Set date for next meeting.

- Invite.** Share the agenda. Be sure to ask for an RSVP. Call those you have not heard from to encourage them to attend or contribute in other ways.

Step Two: Hazard Analysis



The first step for your planning committee is to determine which hazards you are likely to encounter in your area.

Think about hazards in a four step evaluation:

1. building/site,
2. surrounding area,
3. community, and
4. state vulnerabilities.

For instance, hazards can exist in your child care building (i.e., stairs, heavy furniture that could fall, wood stoves, etc.), on your property (i.e., opening to a well, power lines, pond or river, etc.), in your neighborhood or community (i.e., chemical plants, dams, etc.) and in your state (i.e. hurricanes, ice storms, etc.) Some hazards you will encounter only if your child care program is located in specific areas of Maine (i.e., dam failure/flooding) or close to transportation routes, production sites or storage sites of hazardous materials (contamination of air and water). Some hazards are more universal, such as a power failure or fire.

The Maine Emergency Management Agency (MEMA) has identified 24 significant emergencies that may occur in Maine. Twelve have been identified as potentially threatening to a child care program. There may be other hazards you want to consider such as uncontrolled animals, skunks, or moose. These twelve identified are:

- ✓ Dam failure/Flood
- ✓ Energy shortage/Power/Utility failure
- ✓ Earthquake
- ✓ Hazardous materials
- ✓ Severe weather
- ✓ Transportation incident
- ✓ Bomb threat
- ✓ Missing or abducted child/Intruder
- ✓ Contamination of air/water/soil/food
- ✓ Fire
- ✓ Severe medical injuries/crisis
- ✓ Building collapse

Consequences of Hazards. As you consider the types of significant emergencies that may occur at your location, make a list of the consequences that may occur due to the emergency. That list will help you in developing a response plan. For instance, if you are in an area that may be flooded by a dam failure, you may need to evacuate and relocate to get the children to a safe location or your water supply may become contaminated. So, in your planning you will need to plan how to conduct an evacuation and relocation and identify an emergency source of water.

Resources on Hazard Analysis.

- “Hazard Identification and Vulnerability Assessment for Local and County Governments” a State of Maine workbook publication. Contact your County Emergency Management Agency for a copy.
- The Maine Emergency Management Agency (MEMA) is an excellent resource for hazard identification. Their website is http://www.maine.gov/mema/prepare/prepare_hazard.shtml
- [Headstart: Disaster Preparedness Workbook](#), 2004. It can be downloaded at www.cphd.ucla.edu/.

Hazard Analysis Checklist

The examples are not exhaustive and are only to get you thinking!

What types of hazards exist within my building (i.e., heavy furniture that could topple, blocked exits, ordinary glass in windows, etc.) and what could be the consequences?

What types of hazards exist outside my building (i.e., rivers or ponds, open wells, power lines, gas pipelines, dead trees, etc.) and what could be the consequences?

What types of hazards exist in my neighborhood (i.e., rivers and ponds, chemical plants, highways where chemicals are transported, flood plain, power lines, gas pipelines, etc.) and what could be the consequences?

What type of weather extremes may occur in my region (i.e., blizzards, ice storms, high winds, etc.) and what could be the consequences?

What health issues do my staff/children have (i.e., asthma, diabetes, allergic reactions, limitations in mobility, etc.) and what could be the consequences?

What type of hazards may occur in child care settings (i.e., missing children, intruders, etc.) and what could be the consequences?

Step Three: Mitigation

Reducing the Potential Threat of Emergencies



You may not be able to stop a fire, flood, earthquake, hurricane or other disaster from occurring but you can take steps to ensure greater safety to the children in your care and to protect your building. Such steps are called mitigation. Mitigation can make the difference between having to close your child care program due to a disaster and being able to keep it open and provide safe care for your children.

A checklist is provided for you to start your thinking about how to make your child care site safer. Some items are simple, such as selecting on which shelf to put the blocks. Some items require more work but can be done without great skill or expense. A few items will need the assistance of a professional.

For a more complete list of mitigation ideas and instructions, "Protecting Our Kids from Disasters: Nonstructural Mitigation for Child Care Centers" can be downloaded from the Institute for Business and Home Safety website at info@ibhs.org.

Mitigating Your Finances. An emergency may close your child care business for a short or extended period of time. This loss of income will have some impact on your overall finances. If the income is essential, you might consider setting up a contingency fund to be used if you need to close for an emergency. By definition, a contingency fund is an amount kept in reserve to guard against possible losses during a period of one to three months.

*"A contingency fund can take various forms. Traditionally, it's a bank account where the small-business owner socks away extra cash for emergencies. It can also be a line of credit to be tapped when needed or a certificate of deposit. And don't overlook loans. They provide another way an owner can provide for his business. Also consider tacking on extra money the next time you go to a bank for a loan. Put that money into an interest-bearing account, and use it as a cash reserve. Whatever form you choose for your fund, the money has to be quickly accessible. After all, it's for emergencies. Don't lock it into a five-year CD, and don't wait until you start to have problems before applying for a loan. A contingency fund should be there, just like a kid's piggy bank, ready to be broken into when needed."**

*Taken from 'Saving for a Rainy Day' By [Jenny C. McCune](#) • [Bankrate.com](#)
(www.bankrate.com/brm/news/biz/Cashflow_banking/20020918a.asp?prodtype=biz)

Mitigation Planning Checklist

- Are fire extinguishers properly charged, mounted securely, within easy reach and staff, volunteers, and family members (for family providers) know how to use them properly?
- Are exits clear from obstructions such as locked doors, storage, or possible obstructions such as large nearby objects (i.e., bookcases, filing cabinets) that could fall and block the exit?
- Do you need a generator for back-up power (a generator must be installed by a licensed electrician)? Are at least two staff trained to start and operate the generator?
- Are appliances, cabinets and shelves attached to the wall or braced by being anchored together?
- Are heavy or sharp items stored on shelves with ledge barriers?
- Are blocks and heavy objects stored on the lowest shelves?
- Are television sets, fish bowls, and similar items restrained so they won't slide off?
- Are pictures and other wall hangings attached to the wall with wire and closed screw-eyes?
- Are cribs located away from the tops of stairs and other places where rolling could endanger them or where heavy objects could fall on them?
- Are blackboards and bulletin boards securely mounted to the wall or hung safely from the ceiling?
- Are lightweight panels, rather than shelving units or other tall furnishings, used to divide rooms?
- Are large windowpanes safety-glazed or covered with clear contact paper?
- Do partitions have plastic or safety glass panels, rather than ordinary glass?
- Is the street number of the center/home clearly and legibly visible from the roadway? In larger centers, is each internal/external door numbered or letter for identification?
- Do fluorescent lights have transparent sleeves to keep broken glass pieces from scattering?
- Do you have lights for an emergency?
- Are exits marked and lit?
- Do you have a sign-in and sign-out procedures for everyone entering your building?
- Does the emergency shut off for the water supply and electric service supply have a sign placed by the control identifying it as the primary disconnecting/shutoff means?
- Do you know where the emergency shut-offs are, how to operate them, and have the tools needed handy?
- Are the building's safe place and shelter-in-place locations and evacuation assembly areas marked on your posted floor plan?
- What is the income/outgo for your child care? What will it take to develop an appropriate contingency fund?

Step Four: When It Is Not Safe



There will be times when it is not safe for the children to come to the child care program, such as in severe weather or power outages that occur before you open for the day. Or the children may begin the day at the child care program and then it becomes unsafe to stay due to an emergency situation. In order to reduce confusion when closing, it is important to have an emergency closing plan with which everyone is familiar.

Determine Who.

In a family day care home where the teacher, director, and owner are all the same person, who makes the decision is easy. However, in large centers who makes the decision needs to be clear. Does a teacher, the director, or the owner make the decision?

Making the Decision.

First, how will you know when it is wisest to close? Will you go by your local school system's closing (and how will you know)? Will you listen to a weather radio and monitor for severe weather and local emergencies? Will you call the state or local police and ask for road reports and emergency situations information?

Second, determine at what time to make the decision to close. It may be too late to decide not to open only 15 minutes before the first child is due to arrive. That decision needs to be made in time for parents to be contacted before they leave the house. Similar issues need to be taken into account when considering closing early.

Third, you need to consider when it is safer to stay than to have children and their parents on the road traveling. Closing early and sending children home in a snow storm may be more risky than staying open and allowing time for the snow plows to clear the road.

Steps for Closing.

Next to consider is how you will let child care staff and parents know of the emergency closing. This is discussed in more detail in Step Eight (page 16) and in the First of the Last Things to Think About Communicating Your Plan to... (page 20). Things to consider are:

- ✓ Who is responsible for making the phone calls or other contact? To staff? To parents? To local TV or radio stations?
- ✓ How much time will it take to make the phone calls or other contacts? Telephone trees may help decrease the time it takes for everyone to be notified.
- ✓ Who knows the numbers? Those responsible for making the calls need to have access to the phone numbers both at the child care program and at their home.

Emergency Closing Checklist

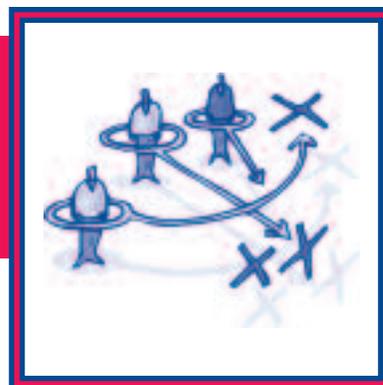
Pre-Open Emergency Closing *(Before your children are due to arrive)*

- How I will make the decision to close:
- I will make the decision to close by _____ o'clock
- How I will let staff know:
- How I will let parents know:
- How I will make the decision when to re-open:

After-Open Emergency Closing *(After your children are there)*

- How I will make the decision to close:
- I will make the decision to close by _____ o'clock
- How I will let staff know:
- How I will let parents know:
- How I will make the decision when to re-open:

Step Five: Evacuation and Relocation Planning



Even with mitigation, there will be times when your child care building will not be safe for you and your children to remain there. You may need to evacuate the building for either a short time or may even need to relocate to a safe place. You need an evacuation plan, relocation sites, and a plan for getting the children to the relocation site.

Evacuation Plan. Child Care Licensing already requires that all licensed child care programs have an evacuation plan in case of fire. This evacuation plan can work in other emergencies also. Once you are out of the building, meet at your evacuation meeting place, and take a head count of your children. You can then assess the need to relocate to an alternative site for safety. Review your evacuation plan to ensure that it includes grabbing the emergency backpack and taking the emergency supplies, if there is time. Do not put yourself or children at risk in order to get your emergency supplies!

Relocation Sites. Two relocation sites will be needed. One evacuation site should be a neighborhood site close to the child care program so that you and the children can walk to it if your building becomes unsafe. The second site needs to be out of the neighborhood, to use in an emergency that involves the entire neighborhood. It is recommended (for many reasons) that the relocation site be about one mile away from the original site.

Things to consider when choosing a relocation site:

- ✓ Consider the number of children you serve when looking for a location.

The neighbor's house may work as an evacuation site if you are a family day care home or small facility with a few children but not if you have a large center serving 50 children.

- ✓ There may be a building or site that is open to the public during your hours of operation that will accommodate the number of children you serve and would be willing to offer you shelter.
- ✓ You may consider another child care facility that would be willing to develop a mutual relocation site agreement with you.

Relocation Planning. First, contact the owner or other appropriate person to determine their willingness for you to take shelter in their site. Arrange a meeting with them to develop an agreement. The agreement needs to clarify

- ✓ What the owner is offering to provide (i.e., relocation for a few hours only or longer if needed, use of their phone to contact parents, a place to store emergency supplies, etc.),
- ✓ What the child care program will provide (i.e., compensation, etc.), and
- ✓ Access information (i.e., how to gain access to the building if closed, a key, etc.).

Evacuation and Relocation Planning Checklist

Evacuation Plan

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

- Revise your evacuation plan so that it contains all elements, if needed.

Relocation Site

- Identify 2 possible relocation sites.
 - ✓ Neighborhood site _____
 - ✓ Out-of-neighbor site _____

- Contact the owners or other appropriate persons to determine willingness to provide emergency sheltering.

- Discuss a plan for using the shelter (i.e., How will you gain access? What supplies will you need to bring? What responsibilities will you have? What responsibilities will the owner/you have?)

- Develop a written agreement to provide shelter in an emergency. An example of a relocation shelter agreement form is included in Appendix A, page 26.

Emergency Transportation Checklist

- Develop a plan to supplement emergency transportation by the use of volunteers, additional staff, or neighbors.

- Obtain permission from parents to transport their children in an emergency. An example of a permission form is included in Appendix B, page 27.

Step Six

Safe-Place and Shelter-in-Place



Some emergencies may make it unsafe for you and your children to leave the shelter of your child care building. If there is a threatening person outside, you need a '**Safe-Place**' to protect your children. If the air is not safe to breathe outside, then you will need to '**Shelter-in-Place.**'

The primary difference between the two situations is how tightly you need to secure the building to keep the children safe. **Safe-Place** means staying inside the building during an emergency and **Shelter-in-Place** means staying inside the building AND trying to keep the outside air out. **Shelter-in-place** is used only during emergencies when the air outside is contaminated.

Your **Safe-Place** and **Shelter-in-Place** areas may be the same location in your building or may be different locations. The area you choose will depend on the emergency. For example, your **Safe-Place** from an intruder may be an upstairs room with only one door that can be locked. Your **Safe-Place** for a tornado may be in the basement. Your **Shelter-in-Place** room is going to be one with few windows and vents to cover.

Things to consider when deciding a Safe-Place/Shelter-in-Place location for your child care.

Consider what it would take to keep your children in one area of your child care for an extended length of time. Some things to consider are:

1. Limited and controllable access to the outside,
2. Access to communication such as a phone,
3. Access to emergency and shelter-in-place supplies,
4. Access to a bathroom or other sanitation supplies, and
5. Quiet activities to keep the children occupied.

Shelter-in-Place. Local authorities issue orders for shelter-in-place during chemical emergencies. Local officials will relay emergency action steps to the media on a continual basis until the crisis is over. Once the order for shelter-in-place has been issued, do not leave your building location until you receive official notification that the danger has passed. If possible, bring outdoor pets inside. Do not worry about running out of air to breathe, as this is very unlikely in normal homes and buildings.

For more information on Shelter-in-Place:

www.redcross.org/services/disaster/beprepared/shelterinplace.pdf

www.bt.cdc.gov/planning/shelteringfacts.asp

www.nicsinfo.org/SIP%20Center.htm

Safe-Place and Shelter-in-Place Checklist

Choosing a location for a Safe-Place and Shelter-in-Place:

- Is there an area inside your facility with:
 - Telephone or other means to communicate with emergency personnel?
 - Access to a bathroom or other sanitary facilities?
 - Limited access to outside?
- Can all outside doors and windows be locked?
- Do you windows have drapes, curtains or shades for additional protection?
- Do you have the Shelter-In-Place room and Safe-Places marked on your posted floor plans?
- Do you have access to your emergency supplies in the Shelter-In-Place and Safe-Place areas?

In Your Shelter-In-Place

- Do you know where the turn-offs for the heating system are and how to operate? Is the information posted?
- Do you know where the turn-offs for the air conditioning systems are and how to operate them? Can you switch intakes to the closed position? Is the information posted?
Where are the exhaust fans in your child care (i.e., over the stove, bathroom)?
- Do you have duct tape and plastic food wrapping, wax paper or aluminum wrap to cover and seal fireplaces, bathroom exhaust and grilles, range vents, dryer vents, and other openings to the outdoors to the extent possible? It is only essential to have enough coverings to protect the Shelter-In-Place room, not the entire child care.
Is the window sealing equipment stored in the Shelter-In-Place room and is it easily accessible?

Procedures for Shelter-in-Place:

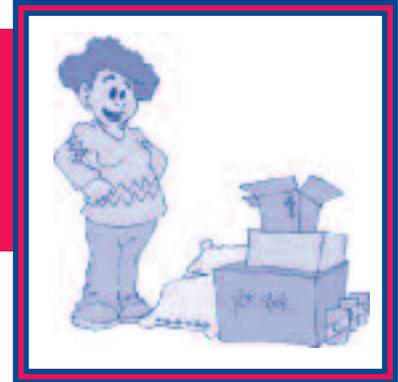
Seal out the outside air

- Close and lock all the doors and windows to the outside. (Windows often seal better when locked.)
- Turn off all heating systems.
- Turn off all air conditioners and switch intakes to the closed position.
- Seal any gaps around window-type air conditioners.
- Turn off all exhaust fans in kitchens, bathrooms and any other spaces.
- Close all fireplace dampers.
- Close as many internal doors as possible.
- Use tape and plastic food wrap, wax paper or aluminum wrap to cover and seal fireplaces, bathroom exhaust and grilles, range vents, dryer vents, and other openings to the outdoors to the extent possible.
- Seal any obvious gaps around external windows and doors.
- Close the drapes, curtains or shades for additional protection.

Wash the inside air

- If the vapors begin to bother the staff and children, hold wet cloths or handkerchiefs over the nose and mouth.
- For a higher degree of protection, go into the bathroom(s), close the door(s) and turn on the shower(s) in a strong spray to “wash” the air.

Step Seven: Emergency Supplies



Once a disaster hits, you won't have time to shop or search for the supplies you will need. You can best cope with a disaster by preparing for it before it strikes. One way to prepare is to assemble emergency supplies in advance.

Things to Consider

The items and amounts needed in your emergency supplies will vary based on the number and ages of the children you serve and the needs of your confinement and evacuation locations. However, there are 3 primary considerations—

1. How long?
2. What supplies does your group need?
3. How will you store them?

How Long

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

Emergency Supplies—8 Basics

When determining what you need in your short-term and 72-hour emergency supplies, think in 8 basic categories:

- | | |
|---|-------------------------|
| 1. Important papers | 3. Food |
| 2. Water
Information on how to safely store water can be found at www.cahe.nmsu.edu/terrorism/extlearning.html#epwater | 4. Clothing and Bedding |
| | 5. First Aid |
| | 6. Sanitation |
| | 7. Comfort and Safety |
| | 8. Communication* |

Storing Emergency Supplies

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

**Special Notes: Weather Radio*

**Weather radio*

When a potentially harmful event may occur, such as weather (hurricane, blizzards, ice storms), natural (earthquake, forest fires, dam breach), civil (Amber Alerts), technological (chemical release, oil spill), and national emergencies (nuclear, biological, chemical), the National Weather service broadcasts a special tone that causes all weather radios to sound a loud ten second alert tone. The weather radio is then turned on to hear the broadcast. This item is highly recommended for the emergency backpack and classrooms.

Checklist for Emergency Supplies

- Working with your planning committee, develop a list of emergency supplies. The following table will get you started thinking.

	Short-term Emergency	72-Hour Emergency
	<i>Backpack</i>	<i>Sturdy, waterproof, covered container with a cover</i>
Important Papers	<ul style="list-style-type: none"> • Emergency information on each child in a small notebook or on cards • Emergency plan and numbers • Medical releases • Relocation site agreements and maps 	<ul style="list-style-type: none"> • Emergency Transportation permission
Water	<ul style="list-style-type: none"> • One gallon of water for every four children/staff 	<ul style="list-style-type: none"> • 1/2 gallon of water per child and 1 gallon per adult
Food	<ul style="list-style-type: none"> • Non-perishable food items such as granola bars and crackers • Formula for infants • Disposable cups 	<ul style="list-style-type: none"> • Non-perishable food items such as canned fruit and meat • Appropriate eating utensils • Special food for infants • Non-electric can opener
Clothing and Bedding	<ul style="list-style-type: none"> • Aluminum safety blankets • Pair of work gloves 	<ul style="list-style-type: none"> • Change of clothes per person, especially socks • Extra bedding/blankets
First Aid	<ul style="list-style-type: none"> • Small first aid kit • Any needed medications 	<ul style="list-style-type: none"> • Any needed medications • Large first aid kit
Sanitation	<ul style="list-style-type: none"> • Diapers and wipes • Toilet paper • Hand sanitizer 	<ul style="list-style-type: none"> • Additional diapers and wipes • Additional toilet paper and emergency toilet facilities, if possible. • Hand soap. • Paper towels. • Plastic bags (varied sizes). • Feminine supplies.
Comfort and Safety	<ul style="list-style-type: none"> • At least one age appropriate play activity • Flashlight with batteries • Pencils 	<ul style="list-style-type: none"> • Several age appropriate play activities to rotate • Extra keys • Matches and candles • Duct tape and plastic sheeting (for sheltering-in-place) • Utility knife
Communication	<ul style="list-style-type: none"> • Weather radio and extra batteries • Charged cell phone or calling card or change for pay phone. 	<ul style="list-style-type: none"> • Walkie talkie • Non-electric phone • Signal/flare

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

For more information: www.fcs.uga.edu/pubs/current/FDNS-E-34-2.html

Step Eight: Planning for your Communications During an Emergency



In planning your communication, plan first HOW to communicate and second WHAT to communicate. Remember during an emergency, the phone lines may be down, local phone lines jammed, and/or electricity may be out. These problems can affect your phone and/or the person you are trying to call. Have alternative and redundant ways of communicating such as a charged cell phone, walkie-talkies, and non-electric phone. Have multiple phone numbers that you can use to contact others in case their home phones do not work.

Communication With Parents. You will want to keep parents informed, as parents will be frantic to know the safety of their children. Here are a few steps that will help that communication to happen.

- ✓ Keep emergency contact information for each child easily accessible. Be sure to include home and work numbers, e-mail addresses, and cell phone numbers for parents and others who are authorized to be responsible for each child.
- ✓ Have an out-of-town contact number for each child and employee, so that if phone lines are down or jammed in a parents' work area, someone within the family's network can be contacted with notification that the child or employee is safe.
- ✓ Divide the parent list, if possible, so that parents can be called quickly rather than one staff taking hours trying to reassure a dozen parents.

- ✓ Identify a local radio or television station to be your source of broadcast communication for emergency information.

Communication Within Your Organization. Develop a staff protocol that meets the needs of your organization but that includes:

- ✓ A telephone tree if there are many staff to call.
- ✓ A staff call down telephone roster with multiple numbers.
- ✓ Who is responsible for calling 911, utility companies, parents, relocation site, etc.

Communication With Emergency Personnel.

- ✓ During an emergency call 911
- ✓ Have other emergency numbers posted, such as the utility companies (electric, gas, oil, water), poison control, etc.

Telephone Communication Checklists

- Provide a telephone that does not rely on electricity and plugs directly into phone jack (i.e., old telephone or in-expensive, plug-in phone which does not require batteries).
- Develop and keep a chart with emergency phone numbers posted next to the phone.

EMERGENCY NUMBERS		
NAME/COMPANY	CONTACT/TOWN	TELEPHONE NUMBER
FIRE		911
POLICE		911
AMBULANCE		911
POISON CONTROL		
Health Consultant		
Oil Company		
Gas Company		
Electric Company		
Water Company		
Electrician		
Plumber		
Snow Removal		
Child Protective Services		
State Licensing		
Stress Counselor		
Out of town emergency contact		
Relocation site		

- Develop an organizational chart/Staff Call Down Roster and keep it posted by phone

STAFF CALL DOWN TELEPHONE ROSTER		
Name	Title	Telephone Number and Cell Phone Number

- If applicable, develop a calling tree. Make sure each person in the calling tree knows his or her responsibility.

Your Inventory for Keeping Everyone Safe 

ALMOST THERE!

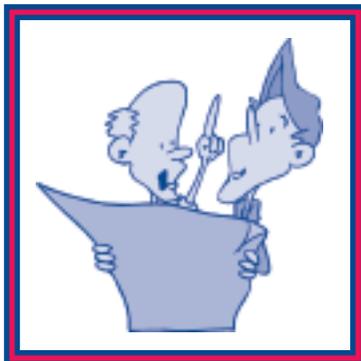
Now that you have your
Emergency Response Plan

3 LAST Things To Think About

1.
Communicating
Your Emergency
Response Plan
(ERP)

2.
Emergency
Drills and
Procedures

3.
After
the
Emergency



First: Communicating Your Plan To...



Parents. Before the emergency parents will want to know that you have a plan for keeping their child safe. Be sure to share the details with them. Some information will be essential for parents to have:

- ✓ Which radio/television stations to listen to for closings and relocations,
- ✓ Where the relocation sites are located, and
- ✓ What alternative phone numbers to use in an emergency.

When parents enroll in your program inform them of your emergency procedures. Include the information in your parent handbooks for easy reference. Newsletters, e-mail and parent meetings are all effective methods for communicating these elements of your emergency response plan. If you make changes mid-year, be sure to keep parents advised of the changes.

Staff.

- ✓ Train/retrain all your staff in your emergency procedures yearly. Make sure they have access to the written plan.
- ✓ Make sure that each staff person knows their responsibilities in the

plan, where emergency supplies are stored, and where water/gas shut-offs are and how to close them.

- ✓ When you have a change in staff, orient them to your emergency response plan and their responsibilities within the plan.
- ✓ Volunteers should also be included in training in your emergency response plan. Extra adults who can help out in an emergency can make the job of caring for the children easier.

Local Emergency Personnel

- ✓ Share your emergency response plan with the local emergency responders such as the local fire department.
- ✓ In reviewing the plans, emergency responders will appreciate knowing any special needs. Encourage parents to either provide medical information directly to emergency responders (i.e., EMT, Fire Departments, etc.) or provide you with written permission to share special needs. Due to confidentiality, you cannot share any information about the children in your care, even with emergency responders, without permission.
- ✓ Be sure a copy of the plan is given to your county emergency management director.

Communicating your Emergency Response Plan (ERP) Checklist

To Parents:

- Determine how to communicate your Emergency Response Plan (ERP) to parents.
- Determine how to communicate mid-year changes or updates of your ERP to parents.
- Share your Emergency Response Plan with parents on enrollment.
- Share your Emergency Response Plan with parents at least yearly.
- Share changes of your Emergency Response Plan with parents as needed.
- Identify at least one local radio or television station to be your source of broadcast communications.
- Recommend to parents of children who are medically fragile or have special needs that they provide medical information to emergency responders (i.e., EMT, Fire Departments, etc) in the locale of the school.

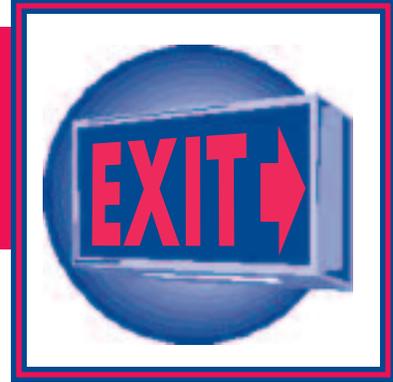
To Staff:

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

Local Emergency Personnel:

- Share the ERP with local emergency responders such as the fire department.
- Share the ERP with your county emergency management director.

Second: Emergency Drills and Procedures



In times of stress, the brain shuts down. Unless you and your staff are very familiar with your emergency response plan, you may not remember what to do. Hold drills for a variety of emergencies at least every six months. Since many of the emergency responses begin with an evacuation (or fire) drill, building on a relocation drill can satisfy both the state's requirement for fire drills and the need for other kinds of emergency drills.

People to consider including in your drill:

- ✓ Consider including your neighbors, governing board, town emergency officials, local emergency planning committee, businesses, and volunteers.
- ✓ Involve parents in your practice sessions so they may see firsthand how well prepared you are.
- ✓ Contact your local Emergency Management Director, fire department, or local Chapter of the American Red Cross to assist with training you and your staff and with setting up a drill. Emergency personnel are usually very willing to be of assistance and often have excellent ideas for improving the speed and efficiency of your evacuation.

Talk it! Walk it! Run it! Repeat!

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

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

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

Third, now is the time to include your children, and any others you might consider from the above list. Since you have tested your plan and acquainted the adults with the steps, there should be little confusion. The drill should go smoothly and leave the children with a sense of safety.

Fourth, repeat several times per year. Remember, in an emergency the brain shuts down and the situation is not ideal. Staff and children need to be able to run the drills without thinking, in the dark, and in all types of weather.

Emergency Drills and Procedures Checklist

Plan the Drill

- Consider emergencies that would require an emergency closing, shelter-in-place, safe place, relocation to a neighborhood site, and relocation to an out-of-neighborhood site. Plan drills for each type of emergency, including all necessary participants.
- Train staff yearly to know what to do for each type of emergency.
- Train new staff at time of hire.
- In case the electrical system is not functioning establish an alternative way to convey an immediate message to all staff in all areas that they need to shelter-in-place or evacuate immediately.
- Include your neighbors, governing board, town emergency officials, local emergency planning committee, businesses, and volunteers in your planning.
- Contact your local Emergency Management Director, fire department, or local Chapter of the American Red Cross to assist with training staff and planning a drill.

Talk the Drill

- Schedule a date for talking through your drill.
- Invite staff to the drill training.
- Talk through the drill.
- Document any changes in the emergency response plan made during the drill.

Walk the Drill

- Schedule a date for a walking through your drill.
- Invite staff to the drill training.
- Walk through the drill.
- Document any changes in the emergency response plan made during the drill.

Run the Drill

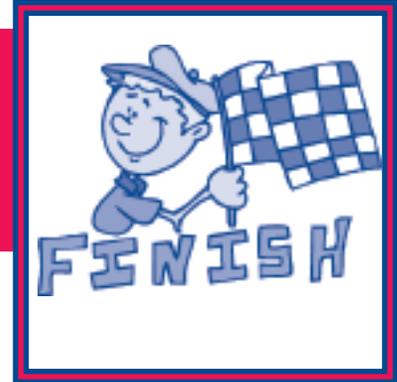
- Schedule a date for a running your drill.
- Invite those you would like to assist in your drill training.
- Run through the drill.

Evaluate the Drill

- After a practice session schedule a debriefing session. You may wish to invite back parents and emergency personnel. Talk about what worked well and where you need to adjust and update your plan.

Repeat With Other Types Of Drills

Finally: After the Emergency



*After the emergency is the time to REAP the benefits:
Recover, Evaluate, And Plan.*

Recovery from the emergency

Recovery means to return to normal operations. This may be a long-term process depending on the damages incurred. However, it is important to get back up and running as quickly as possible to avoid additional losses in income and possible losses in clientele. You need to consider the physical and mental health and safety of your staff and children and your financial resources.

Evaluate

You put a lot of time and thought into preparing for an emergency. Now that you have survived one, how well did your plan work? Don't guess at the answer. Meet with your original planning committee and assess how each step in the plan worked for children, parents, staff, and local emergency officials.

Do not forget to evaluate the current mental health of your staff and children. Despite your best efforts to reassure and present a calm, safe environment, staff and children may experience some distress. Signs and symptoms of distress may be withdrawal or depression, feelings of helplessness, uncharacteristic acting out or

anti-social behavior, and psychosomatic or real physical symptoms such as headache, bladder/bowel problems, chest pains, and changes in eating and sleeping patterns. While professional assistance may be needed, you can help overcome this post-traumatic stress by giving them correct information about the disaster, letting them help put things back to normal, and providing opportunities to talk and share their feelings. The following are a list of some resources for mental health:

- ✓ Crisis Help Line 1-888-568-1112 (number verified 02-12-04) staffed 24/7/365
- ✓ www.fema.gov/kids/tch_help.htm
How to help Children After a Disaster
- ✓ www.nasponline.org/resources/crisis_safety/specpop_general.aspx Coping with Crisis- helping Children With Special Needs
- ✓ www.nasponline.org/resources/crisis_safety/psycht_general.aspx Identifying Seriously Traumatized children

Plan

Now is the time to plan for the next emergency. Re-write your emergency plan if your evaluation shows the need. Restock the emergency supplies you used.

After the Emergency Checklist

Recovery

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

Evaluate

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

Plan

- Restock emergency supplies
- Make modifications in emergency plans using the YIKES Planning Guide.
- Replace money used from your contingency fund.
- Plan your next drill.
- Communicate the changes you made in your plan.
- Link to mental health services if your children/staff need assistance.

Pandemic Flu Outbreaks:

A Planning, Prevention and Action Guide

A pandemic is a global disease outbreak that occurs when a new influenza virus emerges that people have little or no immunity to and for which there may be no vaccine. Research has shown that children less than 5 years of age are at high risk of serious flu-related complications. It's estimated that more than 20,000 children less than 5 years old are hospitalized due to flu each year in the U.S. Many more have to go to a doctor, an urgent care center, or the emergency room because of flu.

Flu Symptoms:

- High fever
- Headache
- Tiredness
- Cough
- Sore throat
- Runny/stuffy nose
- Muscle aches
- Nausea (particularly in young children)
- Vomiting (particularly in young children)
- Diarrhea (particularly in young children)

Child care and preschool programs can help protect the health of their staff and the children and families they serve.

Interruptions in child care services during an influenza (flu) pandemic may cause conflicts for working parents that could result in high absenteeism in workplaces. This checklist has been adapted from the checklist offered by The U.S. Department of Health and Human Services (HHS) and the Centers for Disease Control and Prevention (CDC) to help programs prepare for the effects of a flu pandemic. Many of these steps can also help in other types of emergencies. More information on pandemic flu is available at www.pandemicflu.gov.

1. Planning and Coordination:

- Identify all the ways a flu pandemic might affect your program and develop a plan of action. (For example, you might have problems with food service, transportation, or staffing.)
- Encourage parents to have a “Plan B” for finding care for their children if the program is closed during a flu pandemic. Give them ideas about where they might seek help based on your knowledge of the local child care community.
- Work with those in charge of your community's plan to find other sources of meals for low-income children who receive subsidized meals while in your care. (For example, locate food pantries and meals on wheels.)

- Learn about services in your area that can help your staff, children, and their families deal with stress and other problems caused by a flu pandemic.

2. Student Learning and Program Operations:

- Plan how you would deal with program closings, staff absences, and gaps in student learning that could occur during a flu pandemic.
- Plan ways to help families continue their child's learning if your child care program or preschool is closed. (For example, give parents things they can teach at home. Tell them how to find ideas on the internet. Talk with child care resource referral agencies or other groups that could help parents continue their children's learning at home.)

3. Infection Control Policies and Actions:

- Encourage children and staff to use soap and water to wash hands when hands are visibly soiled, or an alcohol-based hand rub when soap and water are not available, and hands are not visibly soiled.
- Encourage children and staff to wash their hands to the extent possible between contacts with infants and children, such as before meals or feedings, after wiping the child's nose or mouth, after touching objects such as tissues or surfaces soiled with saliva or nose drainage, after diaper changes, and after assisting a child with toileting.

- Keep a good supply of things you will need to help control the spread of infection. (For example, keep on hand plenty of soap, paper towels, and tissues.) Store the supplies in easy-to-find places.
- Clean frequently touched surfaces, toys, and commonly shared items at least daily and when visibly soiled.
- Tell families that experts recommend yearly flu shots for all children 6 months to 5 years old and for anyone who cares of children in that age range.
- Encourage staff to get flu shots each year.
- Tell parents to let your program know if their children are sick. Keep accurate records of when children or staff are absent. Include a record of the kind of illness that caused the absence (e.g., diarrhea/vomiting, coughing/breathing problems, rash, or other).
- Teach staff a standard set of steps for checking children and adults each day as they arrive to see if they are sick. Make it clear that any child or adult who is ill will not be admitted.
- Observe closely all infants and children for symptoms of respiratory illness and have a plan for keeping children who become sick at your program away from other children until the family arrives, such as a fixed place for a sick room.
- Require staff members to stay home if they think they might be sick. If they become sick while at the program, require them to go home and stay home.
- Encourage parents of sick children to keep the children home and away

from the child care setting until the children have been without fever for 24 hours, to prevent spreading illness to others. Similarly, encourage sick care providers to stay home.

4. Communications Planning:

- Have a plan for keeping in touch with staff members and students' families. Include several different methods of contacting them. (For example, you might use hotlines, telephone trees, text messaging, special websites, local radio and/or TV stations.)
- Make sure staff and families have seen and understand your flu pandemic plan. Explain why you need to have a plan. Give them a chance to ask questions.

- Give staff and students' families reliable information on the issues listed below in their languages and at their reading levels.
 - How to help control the spread of flu by hand washing/cleansing and covering the mouth when coughing or sneezing.
 - How to recognize a person that may have the flu, and what to do if they think they have the flu. (See 'symptoms' section above).
 - How to care for ill family members. (See www.hhs.gov/pandemicflu/plan/sup5.html#box4.)
 - How to develop a family plan for dealing with a flu pandemic. (See www.pandemicflu.gov/planguide/.)

Your Inventory for Keeping Everyone Safe 

Appendix A

SAMPLE EMERGENCY RELOCATION SHELTER AGREEMENT

I hereby give permission for _____ child care program to use _____ my home _____ my business as an emergency relocation site for staff, teachers and children.

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

PRINTED NAME _____ DATE _____

HOME ADDRESS _____

PHONE _____ ALTERNATIVE PHONE _____

PROPOSED SITE ADDRESS (IF SAME AS HOME DO NOT FILL OUT)

SITE PHONE _____

IS SITE ACCESSIBLE AT ALL TIMES CHILD CARE PROGRAM IS OPEN? ____ YES ____ NO

DESCRIBE HOW TO ACCESS _____

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

SIGNED AND DATED

Relocation Site Representative

Child Care Representative

Appendix B

SAMPLE EMERGENCY TRANSPORTATION PERMISSION AGREEMENT

I hereby give permission for _____ child care program to transport my child, _____, to an emergency relocation site for staff, teachers and children when it is unsafe to remain at the child care facility.

I understand that normal safety rules will be followed, as much as possible, but that the highest priority is to relocate to a safe location.

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

PARENT/GUARDIAN PRINTED NAME

HOME ADDRESS

PHONE _____ ALTERNATIVE PHONE _____

SPECIAL CONSIDERATIONS FOR EMERGENCY TRANSPORTATION:

SIGNED AND DATED

Parent or Guardian

Date

Y.I.K.E.S.

Your Inventory for Keeping Everyone Safe



EARLY CARE & EDUCATION

Early Childhood Division

Maine Department of Health and Human Services

11 State House Station

Augusta, Maine 04333-0011