



Preparedness for Child Care Providers

IS-36 Toolkit



FEMA

Contents

- Hazard Checklists 1
 - Child Abduction 2
 - Criminal Activity 3
 - Fire 4
 - General Safety 7
 - Geological Events 9
 - Hazardous Materials 11
 - Illness Outbreaks and Food Safety 12
 - Severe Weather 13
- Sample Forms 16
 - Child Information Sheet 17
 - Sample Emergency Contact Sheet 19
 - Sign-In/Sign-Out Sheet 20
 - Emergency Transport Permission Form 21
 - Emergency Treatment Permission Form 22
- Procedures 23
 - Emergency Site Closing Procedures 24
 - Pre-Opening Site Closing Procedures 26
 - Shelter-in-Place Procedures 27
 - Emergency Kit Checklist for Sheltering 29
 - Evacuation Procedures 30
 - Emergency Kit Checklist for Evacuation 31
 - Reunification Procedures 32
 - Individuals with Disabilities and Other Access and Functional Needs 33
 - Tips for Managing the Psychological Impacts of an Incident 34
 - Business Continuity for Child Care Providers 37
- Sharing Plans 39
 - Communicate, Teach, and Train: Children 40
 - Communicate, Teach, and Train: Staff 42
 - Communicate, Teach, and Train: Parents/Legal Guardians 43
 - Communicate, Teach, and Train: First Responders 44
- Sample Drills 45
 - Sample Shelter-in-Place Drill Checklist 46
 - Sample Fire Drill Checklist 48

Sample Evacuation Drill Checklist	50
Infographics.....	52
Exercise Development Flowchart	53
Plan Development Process.....	54
Plan Update Flowchart.....	55
Additional Reference Materials.....	56
Additional Resources	57

Hazard Checklists



Hazard Identification: Child Abduction

Impact: If this happens, how severe would the impact be? (Circle one.) 1 2 3 4 5

Likelihood: How likely is this to happen? (Circle one.) 1 2 3 4 5

Impact # x Likelihood # = Risk Level:



Steps to reduce my risk:

Prevent and Mitigate

- Have a process for releasing children, including documenting who they can be released to and ensuring any legal orders against a parent or guardian are documented and easily identified before releasing children.
- Have a sign-in/sign-out process that also identifies who can be in specific areas with children.
- Designate how children will be accounted for when in and out of the facility — on field trips, at the playground, during drills.

Act

- Conduct background/reference checks on all staff.
- Do not share information about a child with anyone but parents or guardians.
- Establish a notification process if a child is missing.



Hazard Identification: Criminal Activity

Impact: If this happens, how severe would the impact be? (Circle one.) 1 2 3 4 5

Likelihood: How likely is this to happen? (Circle one.) 1 2 3 4 5

Impact # x Likelihood # = Risk Level:



Steps to reduce my risk:

Learn and Assess

- Take active shooter training at [ready.gov/active-shooter](https://www.ready.gov/active-shooter).
- Take precautions to ensure people working at your site have not been arrested or convicted for crimes involving children.
- Be aware of people in and around your facility.

Prevent and Mitigate

- Ensure doors and windows are locked as appropriate to reduce entry points.
- Consider installing security cameras.
- If possible, fence the perimeter of your facility and keep gates locked to outside entry.
- Keep perimeter free of large bushes or foliage.
- Install security lighting.
- Have a process for reporting anything out of the ordinary.
- Have a shelter in place plan in case you need to stay inside due to criminal activity in your area.

Act

- Build a relationship with local law enforcement in your area.



Hazard Identification: Fire

Impact: If this happens, how severe would the impact be? (Circle one.) 1 2 3 4 5

Likelihood: How likely is this to happen? (Circle one.) 1 2 3 4 5

Impact # x Likelihood # = Risk Level:



Steps to reduce my risk:

Learn and Assess

- Learn about your fire risk. For example:
 - Is your facility in an area where wildfires are common?
 - Are there flammable or combustible materials stored on or near your facility?
 - Is your facility near railroad tracks or roadways often used to transport flammable, combustible, or hazardous materials?
 - Understanding your local/environmental risks will help you determine the likelihood of a fire occurring.
- Learn about how your facility is constructed. For example:
 - Is it a commercial building or residential construction?
 - How old is the building?
 - Are all improvements compliant with current building codes?
 - What type of roof does it have?
 - Wood or metal framing?
 - Understanding the type of construction will help you determine your impact should there be a fire.
- Obtain a copy of the facility blueprints or make a diagram showing the interior of the facility.
- Learn how to shut off gas and electricity in the facility.
- Assess your facility's doors, windows, and exit pathways to ensure they are all operational and the pathways/access are kept clear.
- Learn about your life safety/security system if your facility is equipped with one.
- Learn about your local fire and building codes.
- Learn about local or state rules or regulation related to portable heaters, fireplaces, and cooking in child care facilities.
- Determine the location of the closest fire hydrants and fire station.
- Assess the facility grounds to determine a safe gathering point away from the building in case an evacuation is necessary.
- Check with the fire department or fire marshal to determine your facility's maximum occupancy.



Hazard Identification: Fire



Steps to reduce my risk:

Prevent and Mitigate

- Clearly mark all exits, and post building occupancy if required.
- Install smoke alarms on every level and in every sleeping area.
- Install carbon monoxide detectors.
- Install a fire suppression system, such as indoor sprinklers, if possible.
- Install fire extinguishers in every room.
- Install escape ladders on upper levels.
- Ensure all doors and windows can be opened from the inside, even if locked (install panic bar doors for example).
- If security grates/bars are on windows, install release latches inside so windows may be used for escape route.
- Cut back bushes and trees, and clear dry grass/weeds at least 30 feet from structures (or in accordance with local code) if you're located in wildfire risk area.
- Ensure all building systems (HVAC, electrical, plumbing, etc.) are inspected and in good working order.
- Ensure all electrical outlets are childproof and that no electrical circuits are overloaded.
- Remove portable heaters, or if allowed, keep at least 3 feet away from flammable material and make sure children are unable to reach them.
- Install child barriers around heat sources, fireplaces, wood stoves, and at entries to cooking areas.
- Use fire resistant materials wherever possible.
- Secure all flammables and ignition sources (matches/lighters) in locked cabinets out of children's reach.
- Make an evacuation plan; Be sure to have a detailed plan to ensure infants, toddlers, and children with special needs are removed from the building quickly and safely; Be sure to have escape plans for every room and every level of the building; Identify gathering area outside the building. Share evacuation plans with parents/guardians.
- Develop a check in/check out system and keep a daily attendance roster, along with critical papers such as insurance documents and facility diagram in a binder or folder that can be easily grabbed and taken with you during an evacuation.
- Teach staff and children the evacuation plan.
- Teach staff and children STOP, DROP, and ROLL.
- Train staff in use of fire extinguishers and escape ladders.
- Ensure the address is clearly visible from the street.



Hazard Identification: Fire



Steps to reduce my risk:

Act

- Test and clean smoke detectors once a month.
- Replace batteries in your smoke detectors at least once a year. If the alarm chirps, replace the battery immediately.
- Check carbon monoxide detectors as directed by manufacturer or local regulations.
- Have the fire suppression system inspected as required by local regulations.
- Have heating, cooling, gas, and electrical systems checked and serviced regularly. Not only will this keep you safe, maintaining these systems will save you money.
- Check fire extinguishers monthly, replace or service them when indicated on the inspection tag (i.e., charge levels, mounted securely, within easy reach, staff and volunteers know how to use).
- Request the fire department to visit the facility regularly to conduct safety inspections and teach fire safety.
- Practice fire drills and STOP, DROP, and ROLL regularly.
- Maintain facility grounds and keep a perimeter clear of brush and flammable materials if located in a wildfire risk area.
- Inspect your building annually to ensure all systems are in good working order and the building itself is in good repair.



Hazard Identification: General Safety

Impact: If this happens, how severe would the impact be? (Circle one.) 1 2 3 4 5

Likelihood: How likely is this to happen? (Circle one.) 1 2 3 4 5

Impact # x Likelihood # = Risk Level:



Steps to reduce my risk:

Prevent and Mitigate

- Childproof the facility.
 - Childproof electrical outlets.
 - Remove access to electrical cords by securing out of reach, behind furniture, or by installing cord concealing tracks to walls.
 - Remove fall/trip hazards such as cords, throw/area rugs that slide or are thick. Put down safety mats in wet areas, etc.
 - Place safety locks on cabinets.
 - Place covers on doorknobs.
 - Place safety gates at top and bottom of stairs. Ensure gates or barriers at top of stairs are installed to be weight bearing in case a child falls against it.
 - Ensure stairs are in good repair, have secure rails and spindles no more 4.5 inches apart (or complies with local building code).
 - Ensure window blind strings do not have loops and are secured up high.
 - Secure furniture to walls.
 - Store cleaning products and all chemicals, yard treatments, paints, etc. out of reach in locked cabinets.
 - Keep medicines out of reach in locked cabinets. Ensure all are clearly and accurately labeled.
 - Place child safety latches on toilets.
 - Place fall prevention guards on windows and glass doors that are accessible to children.
 - Place corner and edge bumpers on sharp edges of furniture.
 - Place houseplants out of reach of children.
 - Remove choking hazards.
 - Keep cribs away from draperies, blinds, and electrical cords.
- Ensure children cannot access water features (e.g., ponds, fountains, pools).
- Ensure trash is not accessible to children.
- Remove broken or unsafe play equipment.
- Ensure play area has nontoxic, child safety approved ground cover such as rubber tiles, mulch, or grass. Check with local authorities for regulatory requirements and insurance



Hazard Identification: General Safety



Steps to reduce my risk:

company for any policy requirements.

- Designate any unsafe areas as off-limits to children and place secure barriers to prevent entry.
- Follow established standards for the care of infants with respect to sudden infant death syndrome (SIDS).



Hazard Identification: Geological Events

Impact: If this happens, how severe would the impact be? (Circle one.) 1 2 3 4 5

Likelihood: How likely is this to happen? (Circle one.) 1 2 3 4 5

Impact # x Likelihood # = Risk Level:

Put the risk level for each hazard below



Steps to reduce my risk:

Earthquakes Risk Level: ____

- Familiarize yourself with earthquake terms.
- Learn and ensure everybody at your site understands STOP, DROP, and HOLD ON, taking shelter under a heavy table, desk, etc.
- Participate in the annual Great Shake Out earthquake drill.
- Fasten/secure heavy items and furniture to wall studs and brace overhead light fixtures.
- Place cribs, sleeping mats, and sitting areas away from hazards that can fall in or on them (pictures, mirrors, lamps, etc.).
- Ensure there are at least two exits for evacuation. Make sure all exits are not blocked and are clearly marked.
- Know how to shut off gas valves and when to do so.
- Have an emergency plan and supplies ready.
- When shaking starts, drop, cover, and hold on; keep everyone away from windows; and stay inside until the shaking stops. (Be prepared for aftershocks, they will happen.)

Tsunamis Risk Level: ____

- Know if you are in a tsunami inundation zone, and, if possible, learn about the nature of the tsunami threat in your area.
- Familiarize yourself with tsunami evacuation routes near you.
- If you feel severe shaking and you are in an inundation zone, evacuate uphill and inland along marked tsunami evacuation routes.
- Listen to local officials and follow their advice.
- Be prepared to act quickly and evacuate inland, and have a plan and means to evacuate staff and children.



Hazard Identification: Geological Events



Steps to reduce my risk:

Landslides and Debris Flows

Risk Level: ____

- Follow proper land-use procedures.
- Be familiar with whether debris flows have occurred in your area.
- Watch how water flows during storms.
- If in imminent danger, evacuate your site immediately.

Volcanoes

Risk Level: ____

- Know if you are in a high-risk area and the nature of the volcanic activity in your area.
- Listen to local officials.
- If volcanic activity is increased and eruption imminent, close the facility until the area is safe to re-enter.
- If sudden activity occurs while the site is in operation:
 - Bring children inside.
 - Shut windows and doors to maintain air quality.
 - Be prepared to evacuate quickly.
 - Take direction from local officials.
- Include goggles and nose and face masks in your emergency supply kits.



Hazard Identification: Hazardous Materials

Impact: If this happens, how severe would the impact be? (Circle one.) 1 2 3 4 5

Likelihood: How likely is this to happen? (Circle one.) 1 2 3 4 5

Impact # x Likelihood # = Risk Level:



Steps to reduce my risk:

Prevent and Mitigate

- Secure chemicals, poisonous/toxic items, medicines, and flammable items out of reach, locked cabinets, or in locked rooms/buildings away from children.
- Dispose of hazardous materials correctly.
- Keep products containing hazardous materials in their original containers. Do not remove labels. Do not store hazardous materials in food containers.
- Post first aid instructions for exposure and have eyewash decontamination stations if required.
- Maintain Material Safety Data Sheets (MSDS) if required.
- Determine if you are located near facilities or infrastructure (such as highways or railroads) that could release hazardous materials (chemical plants, nuclear power plants, refineries etc.), and consult local authorities to determine your risk in the case of a release. Take precautions and prepare as advised by local authorities.



Hazard Identification: Illness Outbreaks and Food Safety

Impact: If this happens, how severe would the impact be? (Circle one.) 1 2 3 4 5

Likelihood: How likely is this to happen? (Circle one.) 1 2 3 4 5

Impact # x Likelihood # = Risk Level:

Put the risk level for each hazard below



Steps to reduce my risk:

Illness Outbreaks

Risk Level: ____

- Avoid close contact with people who are sick. Advise staff to stay home when they are sick, and ask parents/guardians to keep sick children home.
- Cover your mouth and nose with the inside of your elbow or a tissue when coughing or sneezing.
- Clean your hands often and after every diaper change.
- Avoid touching your eyes, nose, and mouth.
- Practice good health habits: get plenty of sleep, be physically active, manage your stress, drink plenty of fluids, get your recommended inoculations/vaccines, and eat nutritious foods.
- Require proper immunization of children in your care as well as staff.
- Have disinfectant/cleaning processes for bathrooms (including changing tables and children's potties), food preparation areas (including dishes, highchairs, and utensils), toys, beds, and bedding.
- Establish a policy for handling sick children: exclusion, dismissal, and care.
- Clean/sanitize hands between handling of children.

Food Safety

Risk Level: ____

- If you prepare food at your site, follow food safety procedures: clean, separate, cook, and chill.
- Know how to properly store foods — including breast milk, formula, and baby food.
- Know foods not to serve due to child choking hazards.
- Ensure everyone knows of any children's food allergies, and how to respond if a child has an allergic reaction.
- Know when to save and when to throw out food after power outages.



Hazard Identification: Severe Weather

Impact: If this happens, how severe would the impact be? (Circle one.) 1 2 3 4 5

Likelihood: How likely is this to happen? (Circle one.) 1 2 3 4 5

Impact # x Likelihood # = Risk Level:

Put the risk level for each hazard below



Steps to reduce my risk:

Severe Weather – General

- Have a NOAA Weather Radio on site.
- Register for text/phone alerts from local emergency managers. When there is a threat of severe weather, pay attention to the radio or television and a NOAA Weather Radio for information. Listen to instructions from local officials.
- If severe weather has been forecasted, stay inside, postpone outdoor activities, and bring children and staff indoors.
- Have a process for closing the facility and notifying parents/guardians and staff.
- Know weather terms such as watch, warning, advisory and the differences between them.

Excessive Heat Risk Level: ____

- Ensure air conditioners are installed and insulated properly.
- Install temporary window reflectors.
- Cover windows with drapes, shades, or awnings.
- Keep yourself, staff, and children hydrated.
- Be aware of signs of heat-related health concerns.

Close Hurricanes /Tropical Storms Risk Level: ____

- Know the differences between the hurricane categories.
- Have a plan to notify parents/guardians and close the facility when severe tropical storms or a hurricane is threatening your area.
- Follow local orders to evacuate.
- Secure facility in advance of storm.
- Secure outside items or bring them inside.
- Cover windows with pre-cut plywood or shutters.
- Prepare structures for possible flooding/storm surge.
- Remove damaged/diseased limbs from trees.
- Turn off utilities as instructed; otherwise, turn refrigerators to their highest setting. Remove perishables from site to make resumption of services easier. If left on site, they could spoil



Hazard Identification: Severe Weather



Steps to reduce my risk:

and attract pests.

- Turn off propane tanks and ensure tanks are properly secured.
- Review your business continuity plan and ensure you have copies of all your records with you before closing.
- Have enough non-perishable supplies in a safe location so you can resume services when safe to do so.

Tornadoes

Risk Level: ____

- Prepare a safe room in advance: storm cellar or basement, interior room, or hallway on lowest floor possible.
- If you are under a tornado warning, immediately take everyone to safe shelter.
- Keep everyone away from windows, doors, outside walls, and corners.

Flooding

Risk Level: ____

- Protect your building: elevate the furnace, water heater, and electrical panel; seal the basement with waterproofing; and install “check valves.”
- If your site is prone to flooding and flooding is forecasted, consider closing in advance. See instructions for hurricanes above.
- Talk with your insurance representative about flood protection insurance.
- Ideally, you will be closed prior to flooding if conditions are such that you have warning. However, if flooding is sudden and you are on site:
 - Safety is your first priority. Have your contact information and communication plan available so you can communicate with parents/guardians and authorities.
 - Have a plan and a way to evacuate to higher ground.
 - Keep children out of water, and avoid flood water and moving water.
 - Stay away from downed utility lines, debris, or broken infrastructure.
- Keep informed about whether water is safe to drink. Utilize your emergency supplies as needed.
- If you have to evacuate, secure your site, and turn off utilities (if instructed and you are able to do so).
- Have your evacuation supplies gathered and easy to get to so you can take them with you.
- Have pre-identified destinations in your plan



Hazard Identification: Severe Weather

Thunderstorms

Risk Level: ____

- Annually identify and remove dead and rotting trees from your site.
- Secure outside objects, including furniture, play equipment, and propane tanks.
- Shutter windows (or close blinds, shades, curtains) and secure outside doors.
- If you can hear thunder, go indoors.
- During a thunderstorm, do not take baths or showers or use plumbing/running water.
- Only use landline telephones to contact 911 or other emergency services.
- Unplug unused appliances.

Winter Storms and Extreme Cold

Risk Level: ____

- If severe cold or winter weather is forecast, consider closing in advance of dangerous conditions.
- Have rock salt (or similar snow/ice melt), sand, and snow shovels.
- Identify snow/ice removal team in advance.
- Ensure you have extra blankets and adequate clothing for children.
- Make sure your site is well insulated.
- Insulate pipes and allow faucets to drip a little during cold weather.
- Know how to shut off water valves.
- Be careful when using alternate heat sources.
- Have a supply of extra food and water.

Sample Forms

Child Information Sheet

Child's Information:	Date:
First Name: _____ Last Name: _____	
Address: _____	
Allergies/Special Instructions/Comforting Techniques/Favorite Foods, Toys, Things to Do: _____ _____	
Parent/Guardian Information (1):	
First Name: _____ Last Name: _____	
Relationship to Child: _____	
Address (if different from child): _____	
Home Phone: Home _____ Cell Phone: _____	
Email: Work Phone: _____	
Work Email: _____	
Work Name and Address: _____	
Supervisor Name: _____	
	Supervisor Phone: _____
Parent/Guardian Information (2):	
First Name: _____ Last Name: _____	
Relationship to Child: _____	
Address (if different from child): _____	
Home Phone: Home _____ Cell Phone: _____	
Email: Work Phone: _____	
Work Email: _____	
Work Name and Address: _____	
Supervisor Name: _____	
	Supervisor Phone: _____

Child Information Sheet

Emergency Contact Information (1):	
First Name: _____	Last Name: _____
Relationship to Child: _____	
Address: _____	
Home Phone: _____	Cell Phone: _____
Work Phone: _____	
Emergency Contact Information (2):	
First Name: _____	Last Name: _____
Relationship to Child: _____	
Address: _____	
Home Phone: _____	Cell Phone: _____
Work Phone: _____	
Emergency Contact Information (3):	
First Name: _____	Last Name: _____
Relationship to Child: _____	
Address: _____	
Home Phone: _____	Cell Phone: _____
Work Phone: _____	
Doctor Information:	
Pediatrician Name: _____	
Pediatrician Address: _____	
Pediatrician Phone: _____	
Additional Medical Information: _____	
Other:	
Other instructions, concerns, restrictions: 	

Sample Emergency Contact Sheet

Post this sheet in obvious locations in case of an emergency.			
	Name	Phone	Email
Medical Emergency (911)			
Police (911)			
Fire (911)			
Rescue (911)			
Hospital			
Poison Control (800-222-1222)			
Local Emergency Management			
Electric Company			
Gas Company			
Water Company			
Waste Disposal			
Insurance Provider			
Emergency Information Sources			
Local Television Stations	Channel:	Phone:	Contact:
	Channel: _____	Phone: _____	Contact: _____
	Channel: _____	Phone: _____	Contact: _____
	Channel:	Phone:	Contact:
Local Radio Stations	Station:	Phone:	Contact:
	Station: _____	Phone: _____	Contact: _____
	Station:	Phone:	Contact:
	Station:	Phone:	Contact:
NOAA Weather Station	Frequency:		
	_____ <i>For your area frequency, go to: www.nws.noaa.gov/nwr/listcov.htm</i>		

Emergency Transport Permission Form

This form authorizes emergency transportation for a child. This form does not authorize or guarantee treatment.

I, _____ **give/do not give** permission to _____
(parent or guardian name) (circle appropriate choice) (name of child care provider)

to transport my child, _____ to _____
(child's name) (hospital name)

or the nearest emergency location for emergency medical care.

**Parent/Guardian
Signature:**

Date:

Procedures

Emergency Site Closing Procedures

Specify how each of the following procedures will be implemented.

The decision to close the facility will be made by:

-
-
-

The decision to evacuate the children (see evacuation procedure) or wait for parents/guardians to pick up children will be made by:

The decision for emergency closing will be based on (immediate hazards, weather forecasts, school closings, road reports, etc.):

Parents/guardians will be notified of the closing by:

- Text message to parents/guardians.
- Television (identify station(s)):

- Radio (identify station(s)):

- Phone calls to each parent (telephone trees are helpful if your facility serves many families): Who will call?

How will you note the call was made?

What is the process if you cannot contact a parent?

The following message will be placed on the facility phone line with closing information:

Emergency Site Closing Procedures

Specify how each of the following procedures will be implemented.

Secure the Facility

Who is responsible:

- Secure outside items or bring them inside (time allows or as indicated).
- Prepare structures for possible flooding/storm surge.
- Turn off utilities as instructed; otherwise, turn refrigerators to their highest setting.
- Remove perishables from site to make resumption of services easier. If left on site, they could spoil and attract pests.
- Turn off propane tanks, ensure tanks are properly secured.
- Ensure doors and windows are locked.
- Review your business continuity plan and ensure you have copies of all your records with you before closing and have enough non-perishable supplies in a safe location so you can resume services when safe to do so. Your continuity of operations plan should include communications processes when all connectivity is lost.

Pre-Opening Site Closing Procedures

Specify how each of the following procedures will be implemented.
The decision to close the facility will be made by: <ul style="list-style-type: none">•••
The decision will be based on (weather forecasts, school closings, road reports, etc.):
Time by which the decision to close will be made (night before, early morning before first child arrives):
Parents/guardians will be notified of the closing by: <ul style="list-style-type: none">• Text message to parents/guardians.• Television (identify station(s)): • Radio (identify station(s)): • Phone calls to each parent (telephone trees are helpful if your facility serves many families): Who will call? How will you note the call was made? What is the process if you cannot contact a parent?
The following message will be placed on the facility phone line with closing information:
List additional procedures for your site below:

Shelter-in-Place Procedures

Specify how each of the following procedures will be implemented.
Identify shelter-in-place locations for the facility (i.e. common room, cafeteria, etc.):
Ensure shelter locations: <ul style="list-style-type: none">• Are clearly marked.• Are free of items that may fall during sheltering.• Have emergency lighting and sufficient ventilation.
The decision to shelter-in-place will be made by:
The decision to shelter will be based on (notification from local officials, weather forecasts, etc.):
911 will be called by:
Staff will be notified of sheltering and where to shelter by (announcement, phone call, etc.):
Staff will account for the children under their care, including: <ul style="list-style-type: none">• Bringing children inside.• Taking attendance at appropriate points in the process (designate).• Getting children to designated sheltering rooms.
Designated staff will bring to the shelter location(s): <ul style="list-style-type: none">• Emergency kits.• First aid kits.• Supplies for sealing rooms, if necessary.• Activities for children.
For contaminated air scenarios, designated staff will: <ul style="list-style-type: none">• Seal the room.• Close curtains or blinds.• Shut off HVAC systems.
Parents /guardians will be notified by: Parents/guardians will be instructed to: (stay away, pick up children, etc.):

Shelter-in-Place Procedures

Specify how each of the following procedures will be implemented.

Who will decide when to stop shelter-in-place?

What are the criteria for stopping shelter-in-place?

How will the decision be made? (instructions from authorities, threat resolved, etc.):

How will the person responsible for the decision stay informed of conditions? (radio, interface with authorities, etc.):

List additional procedures for your site below:

Emergency Kit Checklist for Sheltering

✓	Item
	Emergency contact information for children and staff
	Disposable diapers
	Water (1 gallon per person per day – 3 gallons per person)
	Non-perishable food
	Infant formula and food, if needed (do not include any items that any of the children have allergies to)
	Battery-powered or hand-crank radio and a NOAA Weather Radio with tone alert and extra batteries for both
	Flashlight and batteries or chemical light sticks for ambient light (in each room)
	Non-electric can opener
	Medications
	Disposable cups, bowls, plates, utensils
	Paper towels, toilet paper
	Hand sanitizer
	Blankets
	Whistle to signal for help
	Dust mask
	Moist towelettes, garbage bags, and plastic ties for personal sanitation
	Wrench or pliers to turn off utilities
	Cell phone with charger, inverter, or solar charger
	Clothing for each person (jacket, pants, shirt, shoes, hat, gloves)
	Blanket or sleeping bag for each person
	Toys/games for children
	Rain gear
	Fire extinguisher
	Matches in waterproof container
	Signaling device, such as a strobe light, chemical light stick, flag or flare (if allowable)
	Paper and pencil
	Household chlorine bleach (keep in a secure location, away from children's access)

Evacuation Procedures

Specify how each of the following procedures will be implemented.	
Evacuation routes and exits will be designated and posted by:	
Evacuation site locations will be communicated to parents/guardians by:	
Evacuation sites are: <ul style="list-style-type: none"> • Neighborhood: • Out-of-neighborhood: • Out-of-town: 	We will get to the sites by: <ul style="list-style-type: none"> • Walking • Using staff or facility vehicles
Evacuation specifics for: <ul style="list-style-type: none"> • Infants (e.g., use evacuation cribs or have infant carrying devices) • Children with access and functional needs 	
The decision to evacuate will be made by:	
The decision to evacuate will be based on:	
911 will be called by:	
Staff will be notified of evacuation and where to evacuate to by (announcement, phone call, etc.):	
Emergency kits and medications will be brought to the evacuation site by:	
Utilities will be shut off by:	
Facility will be secured by:	
Staff will account for the children in their care: <ul style="list-style-type: none"> • Prior to evacuation by: • At an initial safe location by: • At the evacuation site by: 	
Parents will be notified of the evacuation by: <ul style="list-style-type: none"> • Person responsible: • Process for notification (phone, email, local media notification): 	
List additional procedures for your site below:	

Emergency Kit Checklist for Evacuation

✓	Item
	Emergency contact information for children and staff
	First aid kit
	Medications
	Dry or shelf-stable infant formula
	Water
	Granola/energy bars (remember to take into consideration children’s food allergies when packing the emergency kits)
	Books, games, toys
	Safety blankets
	Cell phone and charger and back up battery
	Money (cash or traveler’s checks)
	Compass
	Matches in waterproof container

Reunification Procedures

Specify how each of the following procedures will be implemented.
<p>Notify parents/guardians of evacuation sites (identify who will tell parents/guardians, how will they be notified, etc.):</p> <ul style="list-style-type: none">• In advance of evacuation: • When evacuating: • After evacuating:
<p>Children can be picked up by:</p> <ul style="list-style-type: none">• Parents/guardians designated on emergency contact sheets. • Others identified on emergency contact sheets.
<p>Designated staff will account for the children under their care and have a record of who was picked up by whom by (identify the staff, process, documents, etc.):</p>
<p>Special procedures for when a child is transported for medical care (identify who will accompany children, where they will go, how you will account for them, etc.):</p>
<p>Shelter-in-place procedures when children are unable to be quickly reunited with parents/guardians due to infrastructure damages or other unforeseen circumstances, such as injuries or death of a parent/guardian:</p>

Individuals with Disabilities and Other Access and Functional Needs

Specify how each of the following procedures will be implemented.

Track any access and functional requirements and how they will be addressed:

- Create a list of children with access and functional needs and identify if the needs are temporary.
- Identify accommodations for:
 - Normal operations
 - Sheltering
 - Evacuation
 - Drills and practice
 - No water or electricity
- Include information on medications, equipment, and allergies.
- Assign staff to individual children with access and functional needs.
- Identify, provide, and track any training required to care for the child.
- Additional Resources can be found here:
 - American Academy of Pediatrics, Children and Disasters: www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Children-and-Disasters/Pages/CYWSN.aspx
 - Centers for Disease Control and Prevention, Caring for Children in a Disaster: www.cdc.gov/childrenindisasters/children-with-special-healthcare-needs.html

Identify processes for medications and other equipment during an emergency:

- Included in emergency kit.
- How to transport.
- How to store.

How you will ensure medical personnel are aware of child's needs:

- Forms you will provide.
- Who will get copies of forms? Emergency transport? Doctors? Other caregivers?

Record the special procedures to follow when child is transported for medical care.

- Identify who will accompany the child.
- Are there any accommodations required during transport?
- How will you notify the child's parents or guardians?

Tips for Managing the Psychological Impacts of an Incident



Child care providers have a role in managing psychological trauma following an incident, including:

- **Identifying at-risk children.**

Trauma occurs within a broad context that includes children's personal characteristics, life experiences, and current circumstances. Victims who have experienced violent or dangerous events may be at a higher risk of developing post-traumatic stress. These types of events include:

- Neglect and psychological, physical, or sexual abuse
- Natural disasters, terrorism, and community and school violence
- Witnessing or experiencing intimate partner violence
- Commercial sexual exploitation
- Serious accidents, life-threatening illness, or sudden or violent loss of a loved one
- Refugee and war experiences
- Military family-related stressors, such as parental deployment, loss, or injury
- Poverty

- **Looking for symptoms of psychological stress.**

Children can exhibit a wide range of reactions to trauma and loss. Post-traumatic stress and grief reactions can develop over time into psychiatric disorders, including post-traumatic stress disorder, separation anxiety, and depression. Post-traumatic stress and grief reactions can also disrupt major domains of child development, including attachment relationships, peer relationships, and emotional regulation, and can reduce children's level of functioning at home, at school, and in the community. Children's post-trauma distress reactions can also exacerbate preexisting mental health problems, including depression and anxiety. Some symptoms of psychological distress can include, but are not limited to the following:

- Preschool: Thumb sucking, bedwetting, clinging to caregivers, sleep disturbances, loss of appetite, fear of the dark, regression in behavior, and/or withdrawal from friends and routines.
- Elementary/middle school: Irritability, aggressiveness, clinginess, nightmares, school avoidance, poor concentration, and/or withdrawal from activities and friends.
- High school: Sleeping and eating disturbances, agitation, increase in conflicts, physical complaints, delinquent behavior, and/or poor concentration.

- **Ensuring physical safety and comfort.**

Danger and safety are core concerns in the lives of traumatized children. Exposure to trauma can make it more difficult for children to distinguish between safe and unsafe situations and may lead to significant changes in their own protective and risk-taking behavior. Children who continue to live in dangerous family and/or community circumstances may have greater difficulty recovering from a traumatic experience. The ability of caregivers to provide the types of support that children and their families need is an important contributor to children's and families' post-trauma adjustment. Assessing and

Tips for Managing the Psychological Impacts of an Incident

enhancing the level of functioning of caregivers is essential to effective intervention with traumatized children, families, and communities.

- **Promoting coping and resilience.**

There are two types of factors that can help children and adults recover from traumatic events. *Protective* factors buffer the adverse effects of trauma, whereas *promotive* factors generally enhance children's positive adjustment regardless of whether risk factors are present. Promotive and protective factors may include *child-intrinsic* factors such as high self-esteem, self-efficacy, and possessing a repertoire of adaptive coping skills. Promotive and protective factors may also include *child-extrinsic* factors such as positive attachment with a caregiver, possessing a strong social support network, the presence of reliable adult mentors, and a supportive school and community environment. The presence and strength of promotive and protective factors — both before and after traumatic events — can enhance children's ability to resist, or to quickly recover from the harmful effects of trauma, loss, and other adversities.

- **Supporting recovery by designing activities that listen, protect, and connect:**

- **Encourage children to talk about disaster-related events.**

Children need an opportunity to discuss their experiences in a safe, accepting environment. Although group discussions are a good vehicle for validating children's feelings about their experiences, it is important to end such discussion on a positive note by focusing on things that promote a sense of security, mastery, or preparedness. Listening to children's experiences and validating their feelings is essential to their recovery.

- **Protect children from additional stress.**

Help children develop positive methods of coping. Answer any questions they may have simply and honestly. Try to alleviate any confusion they may have about what has happened. They may ask the same questions repeatedly. Provide opportunities for the children in your care to talk, draw, and play, but do not force them to. Limit access to reports that show disturbing scenes of the disaster. Limit changes to a child's routine by maintaining normal daily tasks as much as possible. Remind children that disasters are rare and discuss other times that they have felt safe.

- **Encourage connection and peer support.**

Children with strong emotional support from others are better able to cope with adversity. Strong relationships with adults and peers can help children cope with difficulties and can help decrease isolation. Find ways to allow children to feel helpful to you, their families, or their peers. Set small goals with children and praise them for even small achievements.

- **Developing partnerships with local mental health practitioners.**

Immediately after an incident, there are often enough caregivers to assist victims with short-term grief. Over time, the availability of resources for long-term treatment dwindles. Reaching out to social workers, psychologists, and other mental health practitioners in the community can help you secure access to these resources as long-term services.

Tips for Managing the Psychological Impacts of an Incident



Child Care Provider Tips:

- It is good to be aware of your thoughts, feelings, and reactions about the event, which can be seen and affect the children in your care.
- How you cope and behave after an event will influence how the children in your care cope and behave. They will look to you as a role model for handling the disaster and what happens next.
- Children of different ages understand and react differently to disasters.
- A child's behavior may get worse before it gets better.
- The children in your care may be more demanding of your time and attention. Extra patience is needed.

Additional activities and resources can be found at the National Child Traumatic Stress Network (NCTSN): www.nctsn.org

Why Prepare?

We deal with all sorts of urgent situations and “everyday” emergencies in our day-to-day lives. But what about the “not-so-everyday” ones? Are you confident in your ability to not only manage an emergency but then rebound from it and get back to work in short order? Like any other businesses, you need to know how to ensure you’ll be able to resume as soon as it’s safe, since your role is critical in the recovery of the community. Without trusted child care services available, it would be difficult for parents to go clean up their property, go back to work, or focus on the myriad details that go along with rebuilding after a disaster.

What is Business Continuity?

Business continuity is your plan for getting back to work after an emergency or a disaster strikes. It is a process where you identify your critical tasks and functions, what resources you need to complete them, and where you get those resources from. The best plans are the ones that you use all the time and are an extension of what you usually do.

For example, if you update the records of your kids regularly and store that information in the cloud (someplace like Google Docs, Microsoft One Drive, or Evernote), then your everyday practice is also a part of your continuity plan. If something happens and your paper records or your computer is destroyed or lost, you still have your records by logging into your storage site from a different device.

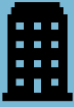


How do I plan?



- Identify what’s critical to running your child care business — it can be things like keeping children safe and occupied, paying your staff, feeding the kids, or collecting and depositing revenue.
- Make a list of who or what you need to do those critical things.
- Make another list of where you would get those services or supplies if your usual way isn’t available.

What do we mean by critical?

Tasks that are very important to run a child care business can be called “critical.” To get you started, we made a list of some key things that will help you perform the critical functions:

Your Facility/ Location 	Taking Care of Children 	Running Your Business 
<ul style="list-style-type: none"> • Structurally sound and accessible • Secure • Water, power, toilets, handwashing station • Heat (winter), fans and/or air conditioning (summer) • Furniture/floor pads • Outside play area 	<ul style="list-style-type: none"> • Children’s records • Consumables (paper goods, wipes, diapers, etc.) • Education materials • Toys/entertainment • Food/service and eating supplies • Cleaning supplies • First aid kit • Licensed/trained staff 	<ul style="list-style-type: none"> • Rainy day (emergency) fund or line of credit • Insurance policy information (facility, flood, liability, etc.) • Tax records • Bookkeeping/financial records • Payroll processing • Vendor/supplier contact list (with alternate sources)

Alternatives and Built-in Backups

The best continuity practices are the ones that we practice every day. Some of the best practices/backups include:

- Using the cloud to store digital copies of children’s records and emergency contact information.
- Using a payroll service, direct deposit, and online banking, as well as accepting electronic payments.
- Having a support network with other child care facilities where you can share resources and services during an emergency. Check to see if your area has a child care consortium you can join.
- Ensuring all staff know who has authority to take key actions and who assumes authority when the primary person is unavailable.

You may also need to find alternatives to get back in operation after an emergency. By knowing what your essentials are, you’ll be able to get creative when looking for an alternate facility or supplier. For example, you could look to community centers or faith-based organizations if you need a temporary facility. Many of these facilities are already set up for child care.

For more in-depth information visit [ready.gov/business-continuity-plan](https://www.ready.gov/business-continuity-plan).

Sharing Plans

Communicate, Teach, and Train: Children



Steps to Share My Plan:

Things to Remember When You Communicate with Children

- Stay calm. Present information in a calm, confident manner. Avoid words and manners of speaking that will cause the children to become scared.
- Give children advance warning about drills and what to expect; also explain what happens at the completion of the drill. You want children to be informed and prepared, but you do not want to scare them when you share information about your plan and emergency procedures.
- Ask the children if they have experienced a disaster before. Past experiences can bring up fears or traumas.
- Keep the environment safe when teaching about disasters.
- Use activities to make emergency preparedness fun and memorable. Games, rhymes, music, art, and other activities are some examples.
- Consider inviting first responders to present information to children to help them feel more comfortable and familiar with first responders.
- Make your communication age-appropriate:
 - **Toddlers:** Include toddlers in the drills. Provide them with simple instructions; and use rhymes and games to help them learn.
 - **Preschool children:** Give simple instructions and reassure them that they and your site are safe.
 - **Elementary and middle school children:** Allow the children to ask questions. Make sure they understand the difference between reality and fantasy.
 - **High school children:** Include high school children in discussions about how to keep the site safe.

How to Teach

- Classroom training:
 - Short presentation that provides information about a specific topic (e.g., new evacuation sites).
 - Discussions to introduce new programs, policies, or procedures. Provide information on roles and responsibilities. Remember to keep the communication style age appropriate.
- Repetition saves lives: practice fire drills; stop drop and roll; and other life-saving procedures regularly. They need to be “automatic” responses, and the best way to remember these skills is to practice them regularly.

How to Train


- Develop games that allow the children to “walk through” emergency procedures.
- Role play scenarios for older children so they can practice emergency procedures in a safe environment.

Communicate, Teach, and Train: Children

Additional Resources

- Ready.gov Kids: [ready.gov/kids](https://www.ready.gov/kids)
- The U.S. Department of Health and Human Services, Administration for Children & Families: www.acf.hhs.gov
- Child Care Aware of America: www.childcareaware.org

Communicate, Teach, and Train: Staff

 Steps to Share My Plan:
Things to Remember When You Communicate with Staff
<ul style="list-style-type: none"><input type="checkbox"/> Facility staff will play a vital role in carrying out the plan. Each of them will have specific roles and responsibilities, as well as back-up roles that they will need to be able to perform during an emergency situation.<input type="checkbox"/> Staff bring different perspectives stemming from their own experience and role in the day-to-day operation and leverage their individual knowledge. There's a good chance they'll see things others cannot.
How to Teach
<ul style="list-style-type: none"><input type="checkbox"/> Classroom training:<ul style="list-style-type: none">• Short presentation that provides information about a specific topic (e.g., new evacuation sites).• Discussions to introduce new programs, policies, or procedures. Provide information on roles and responsibilities. Remember to keep the communication style age appropriate.<input type="checkbox"/> Repetition saves lives: practice fire drills; stop, drop, and roll; and other life-saving procedures regularly. They need to be “automatic” responses, and the best way to remember these skills is to practice them frequently.
How to Train
<ul style="list-style-type: none"><input type="checkbox"/> Train staff on their roles by working through emergencies verbally at staff meetings and then changing assignments or varying the situation during the next practice round.<input type="checkbox"/> At least once a year your entire staff should conduct a “full scale” exercise where you physically practice the plan.
Additional Resources
<ul style="list-style-type: none">• Ready.gov Kids: ready.gov/kids• The U.S. Department of Health and Human Services, Administration for Children & Families: www.acf.hhs.gov• Child Care Aware of America: www.childcareaware.org

Communicate, Teach, and Train: Parents/Legal Guardians



Steps to Share My Plan:

Things to Remember When You Communicate with Parents/Legal Guardians

- It is critical that parents/guardians know the details in your plan. Telling them what your procedures are will make them confident in your ability to protect their children.
 - Your evacuation locations.
 - How you will shelter when necessary.
 - Where you will take any injured children.
 - What you need from them for emergency kits.
 - How you will notify them of site closure.
 - The importance of family preparedness plans.
 - Procedures for closing the site early.

How to Teach

- Classroom training during teacher-parent/legal guardian meetings.
- Emergency plan information included with emergency contact forms.
- PSAs during school and/or classroom functions.

How to Train

- Invite parents/guardians to observe and/or participate in drills and exercises to practice your plan and procedures.
- Practice phone tree activations.

Additional Resources

- Ready.gov Kids: ready.gov/kids
- The U.S. Department of Health and Human Services, Administration for Children & Families: www.acf.hhs.gov
- Child Care Aware of America: www.childcareaware.org
- Readiness and Emergency Management for Schools: <https://rems.ed.gov/>

Communicate, Teach, and Train: First Responders



Steps to Share My Plan:

Things to Remember When You Communicate with First Responders

- When you develop your plans, it is a good idea to check with your local fire, law enforcement, and emergency management departments to see if they can review your plans.
 - Their department of community relations personnel may be able to come talk to the children about safety or participate in your drills and exercises. Many do, but keep in mind that often they need to remain available for 911 calls and may get pulled away unexpectedly.
- Including emergency management and first responders in your training and practice will enable them to:
 - Be familiar with your site and plans and give you feedback from a professional perspective.
 - Know your evacuation locations.
 - Teach you how to best communicate with them and understand what to expect once they arrive.
 - Tell you how you can be alerted to emergencies in your area.
 - Help you improve your plan and your procedures.
 - Teach the children about safety and inspire them to practice.

How to Teach

- Share your plans with your local fire, law enforcement, and emergency management departments, if possible.

How to Train

- Invite department representatives to your trainings and practice exercises.

Additional Resources

- Ready.gov Kids: [ready.gov/kids](https://www.ready.gov/kids)
- The U.S. Department of Health and Human Services, Administration for Children & Families: www.acf.hhs.gov
- Child Care Aware of America: www.childcareaware.org

Sample Drills

Sample Shelter-in-Place Drill Checklist

Planning for the Drill

The purpose of this document is to provide a checklist of information to child care directors, providers, staff, parents/guardians, and children who will assist, participate, or respond to an emergency situation.

Before the shelter-in-place drill can take place, training should be conducted in advance. This training includes:

- Identify all shelter location(s) in the building and share this information with the staff and children.
 - Practice going to the different shelters.
- What to do for different hazards:
 - Contaminated air: Seal doorways, windows, and vents.
 - Criminal activity: Lock facility and stay away from windows.
 - Tornado: Cover windows and stay in areas without windows.
 - Earthquake: Shelter under desks/tables (Stop, Drop, and Hold On).
- Identify roles and responsibilities for the staff.
- Teach the different notifications for shelter-in-place.
- Teach staff and children what items should be taken with them during a hazardous event.

In addition to training, below are some steps to ensure the shelter-in-place drill goes well:

- Identify a staff member who will sound the alarm and serve as an evaluator.
- Notify the local fire department to let them know you'll be running a drill (in the event you must activate the real alarm). They may have personnel that are able to assist with the drill or participate/observe the drill.
- Post signs identifying shelter location(s).

Performing the Drill

On the day of the drill, remind staff of the designated time. The designated staff person that triggers the drill will start the drill at the determined time and for the appropriate hazard. Make sure everyone in the facility knows this is a drill.

Drill Evaluation Checklist

On the next page is a sample evaluation checklist that identifies common activities that are tested during a shelter-in-place drill. Extra rows have been provided to add your own specific evaluation items.

Sample Shelter-in-Place Drill Checklist

Procedure	Good (✓)	Needs Improvement (Specify)
Before the Drill		
Parents/guardians were informed about the drill, in advance.		
Attendance taken.		
During the Drill		
Staff knew shelter location.		
911 called (simulate during drill).		
Children brought inside and to shelter location.		
Attendance taken at shelter site.		
Emergency kits brought to shelter location.		
First aid kits brought to shelter location.		
Radios set up and monitored.		
Procedures for students needing medication during shelter-in-place practiced.		
If drill is for contaminated air: <ul style="list-style-type: none"> • Tape up any vents that can't be closed. (Simulate during drill.) • Place wet towels across the bottom of doors to the outside. (Simulate during drill.) • Tape around windows if air is leaking in. (Simulate during drill.) • Close drapes and curtains. 		
After the Drill		
Staff waited until "all clear" until ending shelter-in-place.		

Sample Fire Drill Checklist

Planning for the Drill

The purpose of this document is to provide a checklist of information to child care directors, providers, staff, parents/guardians, and children who will assist, participate, or respond to an emergency situation.

Before the fire drill can take place, there should be training done in advance. This training includes:

- Fire prevention.
 - How fires can start.
 - Where fire extinguishers are located and how to use them (adults).
 - Different types of fires and how to put them out.
- Know what the fire alarm sounds like (e.g., if it differs from a bell or has a different tone sequence).
- Identify all exits in the building and share this information with the staff and children.
 - Practice going to the different exits in case the main exit is blocked.
- Identify roles and responsibilities for the staff.
- Identify an evacuation location at a safe distance from the building.
- Teach staff and children that nothing should be taken with them during a fire.
- Teach that in the event of smoke, to crawl/stay low to the ground.
- Teach how to check for a hot doorknob/door handle without getting burned.
- Teach how to stop, drop, and roll in the event of clothing catching fire.

In addition to training, below are some steps to ensure the fire drill goes well:

- Ensure there are enough smoke detectors in the facility and they are working properly.
- Identify a staff member who will sound the alarm and serve as an evaluator.
- Notify the local fire department to let them know you'll be running a drill (in the event you have to activate the real alarm). They may have personnel that are able to assist with the drill or participate/observe the drill.
- Post signs identifying exits and paths to nearest exits.

Performing the Drill

On the day of the drill, remind staff of the designated time. The designated staff person that triggers the drill will start the drill at the determined time. Make sure everyone in the facility knows this is a drill and leaves the building in an orderly fashion. If possible, include (simulated) “unforeseen” incidents, such as heavy smoke or a blocked entrance.

Sample Fire Drill Checklist

▶ Drill Evaluation Checklist

Below is a sample evaluation checklist that identifies common activities that are tested during a fire drill. Extra rows have been provided to add your own specific evaluation items.

Procedure	Good (✓)	Needs Improvement (Specify)
Before the Drill		
Evacuation routes and exits posted.		
Attendance taken.		
During the Drill		
Staff knew where to exit.		
Evacuation notification clear.		
911 called (simulate during drill).		
Process to ensure everyone evacuated.		
Staff knew where to gather.		
Children brought to evacuation site.		
Attendance taken at the evacuation site.		
After the Drill		
Staff waited until "all clear" until re-entering the facility		

Sample Evacuation Drill Checklist

Planning for the Drill

The purpose of this document is to provide a checklist of information to child care directors, providers, staff, parents/guardians, and children who will assist, participate, or respond to an emergency situation.

Before the evacuation drill can take place, there should be training done in advance. This training includes:

- Identifying safe escape routes and shelter locations.
 - Find routes that will get people out of the building with the least risk during an evacuation.
- Marking your routes.
 - Provide clear markers for people to guide to exits from the building.
- Informing others.
 - Make sure other people using the building know about the evacuation plan.
 - Identify hazards and threats for the drill.
 - Consider those hazards that are most likely and of highest consequence to your building/community.
- Check with local churches and community groups to provide temporary shelter.
- Implement ways to contact parents/guardians and emergency services.
 - Identify a process to collect and regularly update contact information for children.
 - The methods for internal and external communication during an emergency include multiple ways to contact parents/guardians, staff, and volunteers, as well as multiple ways for parents to contact the child care facility.

Some of the children present might have specific needs in terms of evacuation procedures. In addition to training, below are some tips to ensure the evacuation drill goes well:

- Infants: Infants can be evacuated in a crib. During the drill, take Emergency Information and Immunization Record cards.
- Toddlers/preschool-age children: Gather children in a group and evacuate to the designated meeting area.
- Children with special needs: These children should be assisted by specific staff members who have been trained in their role to evacuate children with special needs.

Performing the Drill

On the day of the drill, remind staff of the designated time. The designated staff person that triggers the drill will start the drill at the determined time and for the appropriate hazard. Make sure everyone in the facility knows this is a drill.

- Explain the drill to the children.

Sample Evacuation Drill Checklist

- Implement a clear chain of command and designation of the person authorized to order an evacuation.
- Play games like follow-the-leader so that children can learn to move together in an orderly way.
- Follow established procedures for assisting children and or staff with special healthcare needs.

Drill Evaluation Checklist

Below is a sample evaluation checklist that identifies common activities that are tested during an evacuation drill. Extra rows have been provided to add your own specific evaluation items.

Procedure	Good (✓)	Needs Improvement (Specify)
Before the Drill		
Parents/guardians were informed about the drill, in advance.		
Evacuation routes and exits posted.		
Evacuation site communicated to staff.		
Identified process to track entry and exit of children and visitors.		
Attendance taken.		
During the Drill		
Evacuation notification clearly communicated.		
911 called (simulate during drill).		
Emergency kits taken.		
Attendance list taken.		
Documentation for reunification taken.		
Staff accounted for children: <ul style="list-style-type: none"> • Before leaving facility. • In an initial safe location. • At evacuation site. 		
Notified parents/guardians of the designated evacuation site.		
After the Drill		
Staff waited until “all clear” until ending evacuation.		
Notified parents and guardians		

Infographics

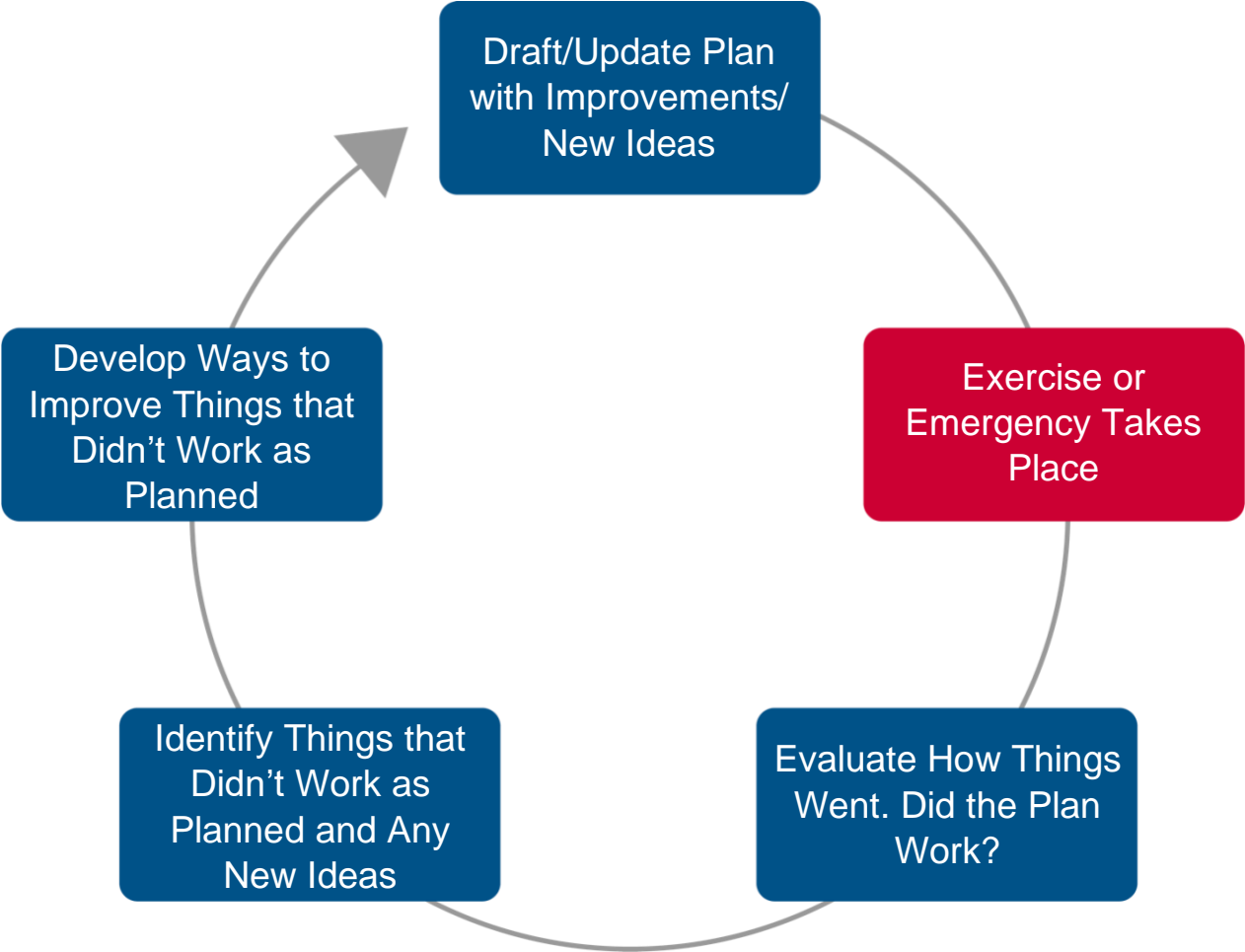
Exercise Development Flowchart



Plan Development Process



Plan Update Flowchart



Additional Reference Materials

Additional Resources

General

- Child Care Aware of America: www.childcareaware.org
- EMA's Comprehensive Preparedness Guide (CPG) 101: www.fema.gov/emergency-managers/national-preparedness/plan
- Readiness and Emergency Management for Schools: <https://rems.ed.gov/>
- Ready.gov Kids: ready.gov/kids
- The U.S. Department of Health and Human Services, Administration for Children & Families: www.acf.hhs.gov
- The U.S. Department of Health and Human Services, Administration for Children & Families listing of State requirements: www.acf.hhs.gov/occ/providers

Active Shooter

- Ready.gov Active Shooter Training: ready.gov/active-shooter

Fire Safety

- The U.S. Fire Administration: www.usfa.fema.gov

Flood

- Floodsmart.gov: www.floodsmart.gov

Health and Food Safety

- Centers for Disease Control and Prevention, Influenza www.cdc.gov/flu
- The Food and Drug Administration, the U.S. Department of Agriculture, and Foodsafety.gov have information on food safety:
 - www.fda.gov
 - www.foodsafety.gov
 - www.fsis.usda.gov

Special Considerations

- American Academy of Pediatrics, Children and Disasters: www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Children-and-Disasters/Pages/CYWSN.aspx
- Centers for Disease Control and Prevention, Caring for Children in a Disaster: www.cdc.gov/childrenindisasters/children-with-special-healthcare-needs.html
- National Child Traumatic Stress Network (NCTSN): www.nctsn.org