Resource Manual |

Emergency Preparedness

Emergency Preparedness

Career Ladder Curriculum
Utah Office of Child Care

WORKFORCE SERVICES
CHILD CARE

7/2017

UTAH DEPARTMENT OF HEALTH
Bureau of Child Development
Child Care Licensing Program

Facility ID _____1_____

Health and Safety Plan

This form combines the basic policies and procedures and emergency preparedness and disaster plans required by licensing. Each facility may have a more comprehensive plan to address the needs of the individual communities they serve. This plan is not meant to replace the review of Child Care Licensing Rules. In addition to reading and reviewing this plan annually, all providers, caregivers and volunteers must also be trained on sections 11-24 of the licensing rules.

The provider is required by rule to complete this document, submit it to Child Care Licensing, and have it available for review **by parents, staff, and Child Care Licensing staff**.

Date:

Provider/Center Name:

Provider Type☐Home☐Center

Ratios, Supervision, and Protection of Children
1. We will do the following to ensure that correct ratios are maintained at all times:
2. We will do the following to ensure there is direct supervision and protection of the children at all times:
3. Center Providers Only – When children age 3 and older can go to the bathroom (that is not in the room or adjacent to the room) by themselves, we do the following to ensure only one child at a time goes, the child returns in a reasonable time, the exits are monitored so the child can't leave the building, and, when the bathroom is shared with the public, how the child is supervised:

We do the following to ensure there is direct supervision and protection of the children when they are:

4. sleeping:

5. using the bathroom:

6. outdoors:

7. on off-site activities:

Attendance

8. We do the following to account for each child's attendance and whereabouts:

9. We will do the following to ensure the children are released to authorized individuals only:

10. We will do the following to ensure that information is not released from a child's file without written parental permission:
11. We will do the following if a child in care becomes missing:
Children with Illness
12. What are the early signs of illness for which a child will be excluded from care?
13. If a child becomes ill after arriving for care, we do the following:
14. We will do the following to help prevent and control infectious diseases:

15. Home Providers Only – If sick children are allowed to be in care, we do the following:
Child Health and Safety
Check if this applies: ☐ We allow the children to use electronic devices such as: televisions, electronic games, computers, or tablets. 16. If allowed, list what electronic devices and ratings are allowed and the length of time children are allowed to use them:
17. We will do the following to prevent food and allergic reactions:
18. We will do the following to ensure the nutritional needs of the children are met:
19. We will do the following to ensure the children in care have enough physical activity:
20. We will do the following to ensure that caregivers, working directly with the children, receive training on CPR and first aid.

21. Check all that apply:
    - ☐ We will not administer any medications.
    - ☐ We will administer only rescue medications such as Epipens and inhalers.
    - ☐ We will administer prescription medication.
    - ☐ We will administer over-the-counter medication.

22. If medication will be administered the following steps will be followed:

23. In the event of adverse reaction the following steps will be followed:

24. The following is our policy on caring for children with special needs:

25. Complete the following table indicating the behavioral expectations and discipline methods for each age group (an example can be found at childcarelicensing.utah.gov):

Behavior Expectations (Actions a child might exhibit)	Discipline Methods Used (How you will guide a child when they misbehave)
Infants (Birth through 11 months):	Infants (Birth through 11 months):
Toddlers (12 months through 23 months):	Toddlers (12 months through 23 months):
Two-year-olds:	Two-year-olds:
Three-year-olds:	Three-year-olds:
Four-Year-Olds:	Four-Year-Olds:
School-Age Children (5 years through 12 years):	School-Age Children (5 years through 12 years):

Building and Premises Safety
26. We will do the following to keep children safe from vehicular traffic:
27. We will do the following to ensure hazardous materials (some cleaning products, motor oil, antifreeze, insecticides, etc.) are disposed of properly:
Transportation of Children
28. We use the following modes of transportation (check all that apply): ☐Walking ☐Vehicle ☐Public Transportation
29. We provide transportation of children for the following activities (check all that apply): ☐To and from off-site activities ☐To and from home ☐To and from school ☐Other (Please list)
If transportation is provided to or from school, answer the following questions: 30. Children may be dropped off at school up to _____ minutes before school starts. 31. Children may have to wait to be picked up a maximum of _____ minutes after school gets out 32. If a child fails to meet the caregiver after school we will do the following:

33. If there is ever a delay or problem with a child's transportation to and from school, we will do the following to notify the parent or legal guardian about the incident:

Emergency Preparedness

In addition to notifying emergency personnel and the parents-

34. We will do the following if a child is injured and requires attention from a health care provider or emergency response team:

35. We will do the following if there is a fire at the facility:

36. We will do the following if there is an earthquake:

37. We will do the following if there is a flood:

38. We will do the following if there is a power failure:

39. We will do the following if there is a water failure:

40. We know the location and procedure if the following items need to shut off:

☐ Gas

☐ Electricity

☐ Water

41. We will do the following if there is a man-caused emergency (such as a terrorist threat, armed intruder, hostage situation, or possible bomb):

42. Home Providers Only – In the event the provider must leave the home, the name and phone number of the emergency substitute(s) who will be called is (You must provide the name and phone number of at least one person):

43. In the event it is necessary to evacuate the premises, we will take the children to the following location (include the address):

44. We will notify parents of this relocation address and how to reunite with their children by:

45. What means of transportation will be used to get all caregivers and children to the relocation site?

46. Describe how each child's presence will be accounted for in route to the relocation site and once you arrive at the relocation site:

47. During an emergency we will do the following to ensure we have with us emergency contact information and emergency medical releases for each child in care:

48. We will do the following to ensure that emergency supplies such as, food, water, first aid kit, medication, diapers, and formula are taken with us or available at the emergency relocation site:

Answer the following questions if care is provided for <u>any</u> of the following groups of children:

- children less than 30 months of age,
- children with limited mobility,
- children with chronic medical conditions, and
- children who otherwise may need assistance in an emergency, such as children who are intellectually, physically, visually, and/or hearing impaired.

49. We will ensure children's needs are met during fire and disaster drills by doing the following:

50. We will ensure children's needs are met in the event of an emergency by doing the following:

51. We will ensure children's needs are met if relocation is required by doing the following:

52. If it's not safe to go outside (for example, if there is an earthquake or a lock-down), our designated Shelter-in-Place space is:

53. To ensure continuity of care after an emergency or disaster, we will do the following:

Approved by: Date:

The provider must be review this form annually and if needed make any updates. If any changes are made, an updated form must be submitted to Child Care Licensing.

Date of last review and or update: _____/_____/_____

Date of last review and or update: _____/_____/_____

Date of last review and or update: _____/_____/_____

Date of last review and or update: _____/_____/_____

Date of last review and or update: _____/_____/_____

Date of last review and or update: _____/_____/_____

Date of last review and or update: _____/_____/_____

Date of last review and or update: _____/_____/_____

Date of last review and or update: _____/_____/_____

In the event of an emergency, you are required to follow your plan.

In the event of a catastrophic emergency that renders your building(s) inhabitable and you want to continue to provide child care, you may provide care in a temporary location. You must ensure the children's basic needs – food, water, and shelter – are met.

After emergency responders have done their jobs, someone for the Child Care Licensing Program will visit you to assess your temporary location and your plan for the restoration of your facility. When needed, you will be issued temporary variances to applicable rules.

Child Care Licensing staff will create a report that includes, but is not limited to, accounting for you, your staff, your children in care; determining if emergency response agencies need to be contacted; ensuring there is communication between you and the parents of the children in your care; and an assessment of your emergency relocation site. They will also determine if you need assistance with the physical welfare of the children, such as having enough food and water and reuniting children with their parents.

Child Health Assessment

There must be a separate health assessment form for each sibling.

Name of Child _____ Birth Date _____/_____/_____

Check All That Apply:
Does your child have any known allergies or sensitivities to:

	No	Yes	If yes, please list:
Medications	☐	☐	_____
Foods	☐	☐	_____
Other	☐	☐	_____

Illnesses or Medical Conditions:
Does your child have any of the following conditions?

	No	Yes		No	Yes
Asthma	☐	☐	Visual Impairment	☐	☐
Diabetes	☐	☐	Developmental Delays	☐	☐
Seizures	☐	☐	Physical Impairment	☐	☐
Heart Problems	☐	☐	Behavioral or Emotional Problems	☐	☐
Hearing Impairment	☐	☐	Other: _____		

List any additional health information or special instructions you feel we need to be aware of:

_____

_____

_____

List any regular medications your child takes: _____

Name of Child's Medical Provider: _____

_____ _____/_____/_____
Parent / Guardian Name Date

This form must be completed for each **individual** child enrolled, and must be reviewed annually by the parent/guardian, and any changes noted.

Parent/Guardian Name:

Reviewed and/or update: _____/_____/_____ _____

Reviewed and/or update: _____/_____/_____ _____

Reviewed and/or update: _____/_____/_____ _____

This form is provided for technical assistance purposes only. Providers may use this form if they choose, but are **not** required to use this form.

UTAH DEPARTMENT OF HEALTH
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Child Admission Agreement

Name of Child	Nickname	Birth Date month/day/year	Sex (check one)	Enrollment Date (check the box if no longer enrolled)
		___/____ /____	F☐ M☐	___/____ /_____ ☐
		___/____ /____	F☐ M☐	___/____ /_____ ☐
		___/____ /____	F☐ M☐	___/____ /_____ ☐

Home Street Address _____ Phone # _____

City _____ State _____ Zip _____

Mother's/Guardian's Name _____ Phone # _____

Employer _____ Work Phone # _____

Father's/Guardian's Name _____ Phone # _____

Employer _____ Work Phone # _____

Emergency Contacts (Other than Parents) and Persons Authorized to Pick -Up the Child
(Unless there is a court order prohibiting it, parents whose names are not listed can pick up their children.)

Name	Relationship to Child	Address	Phone #
☐ Check if there are no emergency contacts available, other than parents. ☐ Check if there are no persons authorized to pick up the child, other than parents.			
Out of Area/State Contact Name (If available)	**Relationship to Child**	**Address**	**Phone #**
☐ Check if there are no out of area/state contacts available.			

In case of an emergency or a serious illness and the parents cannot be reached immediately, I hereby authorize the provider to obtain emergency medical care and/or provide emergency medical transportation for my child.

_____ _____/_____/_____
Name of Parent or Guardian Date

I hereby give the provider permission to transport my child in the provider's vehicle for the following (optional):
☐ To and From School ☐ On Field Trips (with written permission in advance) ☐ Other: _____

_____ _____/_____/_____
Name of Parent or Guardian Date

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Evaluación de Salud del Niño/a
Favor de Escribir Claramente
(Sólo un niño/a en esta página)

Nombre del Niño/a: _____ Fecha de Nacimiento: (mes/día/año) _____

Marque Todo lo que Aplique
¿Tiene su niño/a alguna alergia conocida o sensibilidades a:

	No	Si	En caso de que si, favor de listar:
Medicinas?	☐	☐	_____
Comidas?	☐	☐	_____
Otro?	☐	☐	_____

Enfermedades o Condiciones Médicas
¿Tiene su niño/a algo de lo siguiente?

	No	Si		No	Si
Asma	☐	☐	Problemas con la Visión	☐	☐
Diabetes	☐	☐	Retrasos en el Desarrollo	☐	☐
Ataques Repentinos	☐	☐	Impedimentos Físicos	☐	☐
Problemas del Corazón	☐	☐	Problemas de Comportamiento o Emocionales	☐	☐
Problemas de Audición	☐	☐	Otro: _____		

Favor de compartir información de salud adicional o instrucciones especiales que usted sienta que debamos saber:

_____

_____

_____

Escriba cualquier medicina regular que su niño/a tome: _____

El nombre del Proveedor Medico del niño/a: _____

_____ _____/_____/_____
Firma de uno de los Padres o Tutores Fecha

Esta forma debe llenarse por cada niño/a registrado, al igual que revisarse y actualizarse **anualmente** por uno de los padres/tutores.

Fecha de revisión/actualización: _____/_____/_____ Firma del Padre/Tutor: _____

Fecha de revisión/actualización: _____/_____/_____ Firma del Padre/Tutor: _____

Fecha de revisión/actualización: _____/_____/_____ Firma del Padre/Tutor: _____

Esta forma es proveída con propósitos de asistencia técnica únicamente. Las proveedoras pueden usar esta forma si así lo desean, pero **no** es un requisito usarla.

Contrato de Admisión & Evaluación de Salud del Niño/a

Nombre del Niño/a	Sobrenombre/apodo	Fecha de nacimiento	Género (marque uno)	Fecha de Matriculación (si el niño se retira, marque el cuadro)
		___ /___ /_____	F ☐ M ☐	___ /___ /_____ ☐
		___ /___ /_____	F ☐ M ☐	___ /___ /_____ ☐
		___ /___ /_____	F ☐ M ☐	___ /___ /_____ ☐

Dirección: _____ Teléfono: _____

Ciudad: _____ Estado: _____ Código Postal: _____

Nombre de la Madre/Tutora: _____ Teléfono: _____

Empleador: _____ Teléfono del Trabajo: _____

Nombre del Padre/Tutor: _____ Teléfono: _____

Empleador: _____ Teléfono del Trabajo: _____

Contactos de Emergencia (Aparte de los Padres) y Personas Autorizadas a Recoger al Niño/a
(A menos que haya una orden de la corte que lo prohiba, los padres que no esten en esta lista puenden recoger a sus hijos.)

Nombre	Relación con el Niño/a	Dirección	Numero de Teléfono
☐ Marque aquí si no tiene contactos de emergencia, aparte de los padres. ☐ Marque aquí si no tiene personas autorizadas para recoger al niño, aparte de los padres.			
Nombre de un Contacto Fuera del Área/Estado (Si hay disponible)	**Relación con el Niño/a**	**Dirección**	**Numero de Teléfono**
☐ Marque aquí si no hay un contacto fuera del área/estado disponible.			

En caso de emergencia o una enfermedad seria, cuando los padres no puedan ser contactados de inmediato, yo por medio de la presente autorizo a la proveedora a obtener cuidados médicos de emergencia y/o proveer transportación médica de emergencia para mi niño.

_____ _____/_____/_____
Firma de uno de los Padres o Tutores Fecha

Por medio de la presente otorgo permiso a la proveedora de transportar a mi hijo/a en su vehículo (opcional):

☐ A y De la Escuela ☐ En Paseos ☐ Otro: _____

_____ _____/_____/_____
Firma de uno de los Padres o Tutores Fecha

(Vea la hoja al reverso para la Evaluación de Salud requerida)

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UTAH DEPARTMENT OF HEALTH
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Medication Release Form - please write clearly

Name of Child: _____ Age: _____

Name of Medication: _____

Condition Being Treated: _____

Date(s) Medication is to be given: _____

Time(s) Medication is to be given: _____

Dosage / Amount to be given: _____

Method of Administration (for example, orally, topically, nasally, etc.): _____

Possible Side Effects or Interactions with Other Drugs: _____

_____

I hereby give my permission for the provider to administer this medication according to the instructions above. I agree that the provider will not be held liable for any illness or injury resulting from the administration of this medication, and will not be held responsible for the reimbursement of any medical expenses resulting from such action.

_____ _____/_____/_____

Signature of Parent or Guardian Date

Verbal Authorization: Date & Time: _____ Provider's Signature _____

Parent's Signature _____

Medication Administration Record					
Date	**Time**	**Dosage**	**Administered By**	**Reactions**	**Administration Errors**
___/___/__					
___/___/___					
___/___/___					
___/___/__					
___/___/__					
___/___/___					
___/___/___					
___/___/__					

This form is provided for technical assistance purposes only. Providers may use this form if they choose, but are **not** required to use this form.

Formulario de Permiso Para la Administración de Medicinas

Favor de escribir legible

Nombre del niño/a: _____ Edad del niño/a: _____

Nombre del medicamento: _____

Condición siendo tratada: _____

Fecha(s) en que se dará la medicina: _____

Hora(s) en que se dará la medicina: _____

Dosis / cantidad que se debe dar: _____

Método de administración (oral, uso externo/tópico, vía nasal, etc.): _____

Posibles efectos secundarios o interacciones con otras medicinas: _____

_____

Por medio de la presente autorizo al proveedor(a) a que administre esta medicina siguiendo las instrucciones arriba mencionadas. Yo reconozco que el proveedor(a) no será responsable por alguna enfermedad o lesión que resulte de la administración de este medicamento y que tampoco será responsable por el reembolso de gastos médicos que podrían resultar por esta acción.

.

_____ _____

Firma del padre ó apoderado Fecha (mes/día/año)

Autorización verbal: Fecha & hora: _ Firma de la proveedora: _

Firma del padre: _

Registro de la Administración De Medicinas

Fecha (mes/día/año)	*Hora*	*Dosis* (Cantidad)	*Administrado por*	*Reacciones*	*Errores en la administración*

Esta forma es proveída con propósitos de asistencia técnica únicamente. Las proveedoras pueden usar esta forma si así lo desean, pero no es un requisito usarla.

UTAH DEPARTMENT OF HEALTH
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Emergency Numbers

Physical Street Address: _____

Ambulance: **911**_____

Fire: **911** _____

Police: **911** _____

Poison Control: **1-800-222-1222**

Additional Numbers:_____

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Emergency Numbers

Physical Street Address: _____

Ambulance: **911** _____

Fire: **911** _____

Police: **911** _____

Poison Control: **1-800-222-1222**

Additional Numbers: _____

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Emergency Numbers 04/2016

Daily Sign-In & Sign-Out Form

Provider's Name: _____ Date:_____/_____/_____

Child's Name	Time In	Parent's Signature	Time Out	Parent's Signature
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

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UTAH DEPARTMENT OF HEALTH
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Serious Accident, Incident, or Injury Report

Please Write Clearly

Center/Program Name:_____Phone:_____Fax:_____

Center/Program Address:_____

Type of Facility (Check one) ☐ Licensed Center ☐ Hourly Center ☐ Out of School Time Program

Date of Injury____/_____/____ Time of Incident_____

Name of Child _____

Age of Child _____ Gender of Child ☐ Male ☐ Female Location When Injury Occurred ☐ Inside ☐ Outside

Body Part(s) Injured _____

Type of Injuries _____

Individual(s) who observed the Incident _____

Explain what happened. Include information about the cause of the injury or incident, the body part injured, the type of injury, where in the facility the injury occurred, any toys or equipment involved in the injury, the reaction of child, etc.):

Describe what action was taken in response to this incident, and by whom: _____

(continued)

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Name of the parent or legal guardian who was notified of the incident: _____

Date and time of contact:_____/_____/_____ at _____

List any instructions given by the parent or legal guardian: _____

_____

Name of the person at Child Care Licensing who was notified of the incident: (The Department must be notified by phone within 24 hours of any fatality, hospitalization, emergency medical response, or injury that requires attention from a health care provider, unless an emergency medical transport was part of a child's medical treatment plan identified by the parent.)

Name: _____

Date and time of contact:_____/_____/_____ at _____

Any Additional Comments or Information:

_____

_____

_____

_____

_____

_____

_____ Date _____/_____/____

Signature of Caregiver

_____ Date _____/_____/____

Signature of Center/Program Director

_____ Date _____/_____/____

Signature of Authorized Person Picking Up the Child

The Department must be given written notification by fax or mail within 5 days of any fatality, hospitalization, emergency medical response, or injury that requires attention from a health care provider, unless an emergency medical transport was part of a child's medical treatment plan identified by the parent.

Report (Check One): ☐ Mailed ☐ Faxed ☐ Electronic Transmission Date_____/_____/_____

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Special Health Care Plan

To be completed by the Child Care Health Consultant or Health Advocate. The Special Health Care Plan provides information on how to accommodate the special health concerns and needs of this child while attending an early care and education program.

Name of Child:_____Date:____/____/_____
Name of Child Care Program: _____

Description of Health Condition(s)

List description each health condition:

_____

_____

Team Member Names and Titles (include parents)

Parent/Guardian_____
Health Care Provider (MD, NP)_____
On-site Care Coordinator_____

_____

Team Members; Other Support Programs Outside of Child Care (name, program, contact information, frequency)

□ Physical Therapist (PT)_____
□ Occupational Therapist (OT) _____
□ Speech & Language Therapist: _____
□ Social Worker: _____
□ Mental Health Professional/Consultant: _____
□ Family-Child Advocate: _____
Other:_____

Communication

The team will communicate: □ Daily □ Weekly □ Monthly Other_____
The team will communicate by: □ Notes, □ Communication log, □ Phone, □ E mail, □ In Person Meetings,
□ Other_____Dates and times_____
Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP) is attached. □ Yes □ No

Staff Training Needs

Type of training:_____
Training will be provided by:_____
Training will be monitored by:_____
Staff who will receive training:_____
Dates for training:_____
Plan for absences of trained personnel responsible for health-related procedure(s):

_____

_____

Special Health Care Plan

Medical Information

Medical information from the Health Care Provider is attached: □ Yes □ No

Information Exchange Form *cchp.ucsf.edu/InfoExchangeForm* has been completed

by Health Care Provider: □ Yes □ No

Medication to be given: □ Yes □ No

Medication Administration Form has been completed by health care provider and parents: □ Yes □ No

Allergies: □ Yes □ No if yes, list:_____

Safety

Strategies to support the child's needs and safety issues while in child care: (e.g., diapering/toileting, outdoor play, circle time, field trips, transportation, nap/sleeping)_____

_____

_____

Special equipment:_____

Positioning requirements:_____

Equipment care/maintenance:_____

Nutrition and Feeding Needs

A Nutrition and Feeding Care Plan has been completed □ Yes □ No

Allergies to food: □ Yes □ No if yes, list:_____

Other feeding concerns:_____

Behavior Concerns

List specific changes in behavior that arise as a result of the health-related condition/concerns _____

_____

_____

Emergencies

Emergency contact:_____Telephone: _____

Health Care Provider:_____Telephone:_____

Emergency Information Form Completed □ Yes □ No

Follow-up, Updates, and Revisions

This Special Health Care Plan is to be updated/revised whenever child's health status changes or at least every _____months as a result of the collective input from team members.

Due date for revision and team meeting:_____/_____/_____.

Attach additional information if needed. Include unusual episodes that might arise while the child is in care, how the situation should be handled, and special emergency or medical procedures that may be required.

Emergency Checklist for Children with Special Needs

Medications

- ☐ **Supplies:** There is a three day supply of medications for each child who needs medication.
- ☐ **Storage:** Medications are not expired and are stored at the proper temperature that can be maintained during evacuation or transport (for example, a cooler with a cold pack for refrigerated medications).
- ☐ **Training:** A designated staff member is assigned and trained to handle medications during evacuation and transport.

Evacuation and Transfer of Non-Ambulatory Children

- ☐ **Wheeled Equipment:** Equipment is available for evacuating non-ambulatory children (for example, evacuation cribs, wagons, strollers with multiple seats).
- ☐ **Wheelchairs:** There is a wheelchair for evacuating each wheelchair-dependent child. If a child uses a power wheelchair, a lightweight manual chair is available as a backup.
- ☐ **Training:** All staff is trained in the evacuation procedures according to the physical, developmental, and emotional needs of non-ambulatory children.

Emergency Identification

- ☐ **Child Emergency Information Forms:** Each child's emergency information is up-to-date with name, allergies, medications, emergency contacts.
- ☐ **Emergency Name Tags:** Each child has an up-to-date emergency name tag with name and special communication needs.
- ☐ **Medic Alert Bracelets:** Children with medic alert bracelets wear them at all times.

Mutual Aid

- ☐ **Letters of Agreement:** Signed agreements for relocation sites and back-up equipment and supplies are current and on file.

Special Equipment & Supplies

- ☐ **Supplies:** There is a three-day supply of special equipment for each child who needs special equipment.
- ☐ **Expiration Dates:** Expiration dates on medical supplies are checked regularly.
- ☐ **Assistive Devices:** Devices are labeled with the child's name and contact information.
- ☐ **Special Social and Emotional Needs:** There is equipment to decrease visual or auditory stimulation for children who have difficulty with unfamiliar or chaotic environments (for example, pop-up tents, head phones).

Staff Training and Emergency Drills

- ☐ **Drills:** Conduct and document regular emergency drills. Include all staff and children.
- ☐ **Types of Drills:** Conduct drills for multiple emergencies (for example, fire, earthquake, lock-down).
- ☐ **Assignments:** Assign staff to individual children with special needs.
- ☐ **Walking Ropes:** Practice using walking ropes for evacuation drills with ambulatory children.

Food & Water

☐ **Supplies:** There is a three-day supply of food and water. Include snacks that can be transported.

☐ **Gastrostomy Tubes (G-tubes):** There is a three day supply of equipment and formula for children with feeding tubes.

Emergency "Ready-to-Go" Kits for Evacuation

☐ **"Ready-to-Go" Kits:** A kit is available with supplies to last approximately six hours. (See Emergency Supplies Checklist.)

☐ **Other Supplies:** Consider toys, board games, and/or electronic devices with games and movies for individual children with special needs.

☐ **"Ready-To-Go" File:** The file includes daily attendance sheets, Child Emergency Information Forms, list of children who wear medic alert bracelets, and copies of special health care plans. (See Emergency Supplies Checklist.)

Communication

☐ **Personal Communication Devices:** Children with special communication needs have access to a personal communication device (for example, computer tablets, white board, voice output devices).

☐ **Parents/Guardians with Special Needs:** Prepare a plan for parents/guardians who have special communication needs (for example, visual or hearing impairments).

☐ **Communication Technology:** Use the communication method preferred by families (for example, email, text, phone).

Emergency Supplies Checklist

Keeping Track of Your Supplies

- ☐ Date supplies, keep a record, and review every six months.
- ☐ Rotate food and water before they expire.
- ☐ Check that supplies are in good condition and that important documents are up-to-date every six months.
- ☐ Check batteries for damage and refresh as need. Do not store batteries inside of the device. (Store in a baggie).
- ☐ Update sizes of children's clothing and age appropriateness of activities as needed.
- ☐ Remind parents to update contact information at least every six months.
- ☐ Considering picking a date that is easy to remember to check your supplies, such as the beginning and end of Daylight Savings Time.
- ☐ Consider printing and laminating a copy of your supplies list to store with your supplies. You can use it to check off items as they are used and request replacements as needed.

Documents

Attendance Records — Keep the daily attendance sheet where you can easily grab it in an emergency.

- ☐ Daily attendance sheet

"Ready-to-Go" File — Store these emergency documents in a binder, folder, or envelope inside (or near) your "Ready-to-Go" Kit.

- ☐ Child Emergency Information Forms (includes medical release and emergency transportation permission)
- ☐ Emergency plan
- ☐ Emergency contact information of local agencies, services, and facilities
- ☐ Relocation site agreements with maps and written directions
- ☐ Special Health Care Plans
- ☐ Parent Consent for Administration of Medication and Medication Chart (LIC 9221)

Back-up Business Documents — Back up your business records on a thumb drive, cloud service, or have hard copies.

- ☐ Children's records
- ☐ Employee records
- ☐ Food program records
- ☐ Accounts receivable
- ☐ Insurance policies
- ☐ Rental agreements
- ☐ Floor plans
- ☐ Bank records
- ☐ Other business documents

Supplies

	"READY-TO-GO" KIT	72 HOUR EMERGENCY SUPPLIES
	Use a waterproof backpack (or wheeled duffle bag or bin) that holds enough supplies for an evacuation lasting up to 6 hours.	**Use a sturdy waterproof container with a tight-fitting lid that holds enough supplies for lockdown or shelter-in-place lasting up to 72 hours.**
Food & Water	☐ One gallon of water for every four people (this may not fit in a backpack, store so that it can be taken in an evacuation) ☐ Non-perishable snacks such as granola bars and crackers ☐ Formula / appropriate food for infants and toddlers (consider liquid formula or store enough water to mix powdered formula) ☐ Infant bottles ☐ Disposable cups, plates, bowls, and utensils	☐ One gallon of water per person per day ☐ Water purification filter or tablets ☐ Non-perishable food items such as canned fruit and protein sources (e.g. beans, tuna, chicken) ☐ Formula/appropriate food for infants and toddlers (consider liquid formula or store enough water to mix powdered formula) ☐ Infant bottles ☐ Disposable cups, plates, bowls, and utensils ☐ Manual can opener
First Aid	**Small first-aid kit to include:** ☐ A current edition of a pediatric first-aid manual (for example, American Academy of Pediatrics, Red Cross, National Safety Council) ☐ Sterile first-aid gauze pads ☐ Bandages or roller bandages ☐ Liquid soap (plain) ☐ Adhesive tape ☐ Scissors ☐ Tweezers ☐ Disposable gloves ☐ Chemical ice pack	**Large first-aid kit to include:** ☐ A current edition of a pediatric first-aid manual (for example, American Academy of Pediatrics, Red Cross, National Safety Council) ☐ Sterile first-aid gauze pads ☐ Bandages or roller bandages ☐ Adhesive tape ☐ Scissors ☐ Tweezers ☐ Thermometer ☐ Liquid soap (plain) ☐ Cotton balls ☐ Disposable gloves ☐ Thick gauze pads or sanitary napkins ☐ Chemical ice pack ☐ Heat pack ☐ Safety pins ☐ Triangle type sling

	"READY-TO-GO" KIT	72 HOUR EMERGENCY SUPPLIES
Safety	☐ Walking Rope ☐ Whistle ☐ Flashlight with batteries ☐ Glow sticks ☐ Duct tape ☐ Masking tape/painter's tape ☐ Caution tape for marking boundaries ☐ Work gloves ☐ Utility knife/multi-tool ☐ Extra keys	☐ Walking Rope ☐ Whistle ☐ Flashlight ☐ Extra batteries ☐ Glow sticks ☐ Duct tape ☐ Masking tape/painter's tape ☐ Caution tape for marking boundaries ☐ Work gloves ☐ Permanent marker ☐ Plastic sheeting (to seal windows, doors, and vents in shelter-in-place situation) ☐ Dust/filter mask (1 per person) ☐ Goggles ☐ Utility knife/multi-tool ☐ Extra keys
Personal Care & Hygiene	☐ Diapers ☐ Wet wipes ☐ Alcohol-based hand sanitizer ☐ Toilet paper ☐ Paper towels ☐ Sunscreen	☐ Diapers ☐ Wet wipes ☐ Toilet paper ☐ Menstrual products ☐ Paper towels ☐ Plastic bags (varied sizes) ☐ 5 gallon plastic bucket with toilet seat ☐ Toothbrushes and toothpaste ☐ Sunscreen
Comfort, Clothing & Bedding	☐ Emergency blankets ☐ Activity items such as card games, crayons, paper, small toys, and books ☐ Clean teething rings and pacifiers ☐ Emergency cash (small bills)	☐ Emergency blankets (1 per person) ☐ Extra blankets ☐ Rain ponchos ☐ Several pairs of clean socks and underwear in a variety sizes ☐ Extra children's clothes in a variety of sizes, including jackets, hats, and closed-toe shoes ☐ Several children's activity items ☐ Clean teething rings and pacifiers ☐ Personalized comfort kits for each child to include a favorite activity, toy, or book, photo of the child's family, and comfort note from the parent ☐ Emergency clothing, supplies, medication and comfort items (for example, reading material, music) for staff members ☐ Emergency cash (small bills)
Communication	☐ Radio with extra batteries or crank radio (emergency stations identified)	☐ Radio with extra batteries or crank radio (emergency stations identified) ☐ Portable cell phone charger and cords ☐ Signal/flare ☐ Walkie-talkie

Job Action Sheets: Staff Roles and Responsibilities

During an emergency it is important that staff members know what to do to keep everyone safe. The following are key emergency roles and duties:

Incident Leader: Directs evacuations and disaster response activities. Oversees the other positions and the person count. This role is usually filled by the director, site supervisor, lead teacher, or owner.

First Aid Coordinator: Provides first aid to children and staff. Assesses and documents injuries and treatments. Determines the need for outside medical assistance.

Communication Coordinator: Provides status updates to families and local emergency services before, during, and after an emergency. Monitors emergency alerts, warnings, and public safety updates. Distributes resources and materials to help families recover and cope with the emergency. If staffing allows, consider assigning multiple people to this role as it may consist of communication with many people.

Transportation Coordinator: Oversees the movement of staff and children in the case of an evacuation or relocation. The Transportation Coordinator also tracks road conditions and road closures that may affect evacuation routes.

Security, Attendance, and Reunification Coordinator: Keeps track of attendance and person count for children and staff. Reports missing persons to the Incident Leader. Secures entrances and monitors sign-out procedures for reunification of children and families.

Supervision and Care Coordinator: Ensures that children (including children with special needs and infants and toddlers) are well cared for while other staff members are busy with emergency roles.

Facility Safety Coordinator: Protects the building and grounds from further damage and children and staff from injury. Takes charge of utilities, for example, gas, water, electricity, and sanitation. Conducts search and rescue operations. Reports unsafe situations to the Incident Leader.

Supplies Coordinator: Assembles emergency supplies, equipment, and other essential materials (for example, food, water, comfort items) needed in an emergency. Distributes resources and reports additional needs to the Incident Leader. Monitors and updates supplies before, during, and after an emergency.

An individual teacher might fill more than one of these jobs, or the jobs might be filled by a team of staff members, depending on the size of the program. When assigning jobs be mindful of staff members' strengths and skills. Provide ongoing training to ensure staff members understand their roles in an emergency. Cross-train in multiple positions in case someone is absent or is unable to perform their emergency job.

Use the following JOB ACTION SHEETS to assign roles and responsibilities. The Job Action Sheets may be customized to fit the needs of your child care program and staff. For example, specific duties can be shared or reassigned.

Incident Leader

Name:
Name of alternate staff member:
You report to: Outside agencies such as local Office of Emergency Service (OES), Child Care Licensing (licensing), Resource & Referral Agencies (R&R Agencies), and supporting agencies such as the Local Planning Council (LPC), or local First 5.
Location of command center:
Date of last training:

Job Description:

Direct disaster response activities. Assume overall responsibility for the safety of all students, staff, and volunteers present.

Immediate Tasks:

- Set up a command center
- Hand out Job Action Sheets to staff.
- Direct and coordinate disaster operations including leading evacuation or shelter-in-place/ lockdown.
- Conduct a person count.
- Ensure that all emergency roles are being fulfilled and children are safe.
- Determine the need for and request outside assistance, as needed.
- Collect, analyze, and report information concerning children and staff who are injured or missing.
- Collect, analyze, and report information on facility damage.
- Work with the Communication Coordinator to contact local law enforcement, the fire department, and emergency medical services.

Intermediate Tasks:

- Collect all completed forms and written reports from staff.
- Sign the “Unusual Incident/Injury Report” (LIC 624) within 7 days. (LIC 624 is completed by the Communications Coordinator. Two signatures are required.)
- Track personnel time and assess the need for relief staff.
- Contact local authorities, for example Child Protective Services or law enforcement, about children who have not been picked up.

Extended and Recovery Tasks:

- Maintain records (including photos) of all damage to your facility. Notify your insurance carrier. Work with city officials to determine if your building is safe.
- Keep receipts for supplies and materials purchased post-disaster.
- Identify supplies and materials needed to re-open your child care program.
- Compile a list of vendors who can provide emergency repair or replacement.
- Apply for financial assistance as needed.
- Implement your business continuity plan.
- Survey staff and families about the effectiveness of your disaster plan. Ask what worked and what needs improvement.
- Update your emergency disaster plan.

First Aid Coordinator

Name:
Alternate staff/team members:
You report to: Incident Leader
Location of first aid station:
Date of last training:

Job Description:

Administer first aid to children, staff, and volunteers. Assess and document injuries and treatments. Determine need for outside medical assistance.

Immediate Tasks:

- Set up a first aid station.
- Assess injuries and provide first aid as needed.
- Document injuries and treatment given.
- Determine need for outside medical assistance.
- Report on situation to Incident Coordinator.
- Work with the Transportation Coordinator to establish priorities for transporting the injured to hospitals.
- Work with the Supervision and Care Coordinator to maintain child/staff ratios as needed.

Intermediate Tasks:

- Work with Supplies Coordinator to track first aid supply inventory.

Extended and Recovery Tasks:

- Work with Supplies Coordinator on assessing the first aid kit used in the disaster and make recommendations for improvement.
- Update your supplies and disaster plan.

Note: Be familiar with the current edition of a first aid manual kept with the first aid supplies. Alternatively, consider downloading the Red Cross first aid app (available in English and Spanish) on staff members' cell phones.

Communication Coordinator

Name:
Alternate staff/team members:
You report to: Incident Leader
Location of communication hub:
Date of last training:

Job Description:

Manage all internal and external communications. Keep staff, families, and other agencies and services informed of status.

Immediate Tasks:

- Contact police, fire, or medical help (9-1-1).
- Notify families (of children and staff) with status updates; be aware of families with special communication needs, such as hearing or visual impairment.
- Contact relocation sites and/or out-of-state contacts as needed.
- Respond to phone calls from families and others who are calling the site for information.
- Monitor outside communication channels for information (for example, radio, television, police/fire department channels, text alerts).
- Disseminate information to staff.
- Operate alternate communication systems (walkie-talkies or non-electric phones) or work with outside vendors or volunteers with access to HAM (amateur) radios.
- Operate alternate warning system in event of power outage (for example, cowbell, bullhorn).
- Regularly update Incident Leader on communication activities and challenges.

Intermediate Tasks:

- Post signs on doors.
- Update your voicemail message, as needed.
- Make a verbal report to the Regional Child Care Licensing Office within 24 hours.
- Communicate with your local R&R Agency to report the status of your business (for example, child care availability, closure, evacuation, open child care slots).
- Relay information updates to the Supervision and Care Coordinator to share with children (if appropriate).
- Respond to media questions. Get approval from Incident Leader before providing information.
- Contact the Red Cross Safe &Well for assistance locating families, if needed.

Extended and Recovery Tasks:

- Submit a written “Unusual Incident/Injury Report” (LIC 624) to Community Care Licensing within 7 days.
- Communicate with mental health support agencies.
- Update website or social media pages.
- Continue to update families of your business operation status as needed.
- Assess effectiveness of disaster response as related to communication. Document recommendations.
- Update your disaster plan.

Transportation Coordinator

Name:
Alternate staff/team members:
You report to: Incident Leader
Date of last training:

Job Description:

Coordinate the movement of staff and children for relocation to another site. Monitor information on transportation conditions.

Immediate Tasks:

- Drive the evacuation vehicle if needed.
- Assess the situation and determine the need for and the availability of car seats in a vehicle evacuation. (In situations where car seats are not available, saving lives is the first priority in an emergency.)
- Check nearby road conditions and report to Communications Coordinator and Incident Leader.
- Do not drive through moving water. Six inches of water can stall a car, and one foot of water can cause a car to float.
- Ensure emergency vehicles, such as fire trucks, have clear access to the facility.
- Work with First Aid Coordinator to establish priorities for the transportation of the injured to hospitals when transportation is available.
- Assess and report transportation needs to Incident Leader and Communications Coordinator.
- If you do not have access to vehicles to relocate staff and children in an emergency, contact your local emergency services about local transportation resources such as school buses, ambulances, law enforcement vehicles, and public transportation.

Intermediate Tasks:

- Check that vehicles are safe and ready if an evacuation is needed.
- Check safety of nearby roads and parking lots.
- Check up-to-date information on road closures.
- Identify alternate routes and modes of transportation as needed.

Extended and Recovery Tasks:

- Assess effectiveness of disaster response as related to transportation. Document recommendations.
- Update your disaster plan.

Security, Attendance, and Reunification Coordinator

Name:
Alternate staff/team members:
You report to: Incident Leader
Location of child release area:
Date of last training:

Job Description:

Keep track of children and staff. Secure entrances and check identification when children are signed out during reunification.

Immediate Tasks:

- Take daily attendance sheet in event of evacuation.
- Collect daily attendance sheets from individual classroom teachers. Check with each teacher that attendance sheets are up-to-date.
- Track the location of children and staff – use daily attendance sheet.
- Document and report missing persons to Incident Leader.
- Lock all external gates, doors, and other points of entry.
- Guard the entrance to the facility.
- Set up an area to release children to families or people authorized by parents. Secure against unauthorized access (use caution tape or signs).
- Check child emergency information forms for name(s) of person(s) authorized to pick up children.
- Check identification of person(s) picking up children.
- Document the child releases. Have the parent or authorized person sign-out before releasing the child.
- Report any unauthorized individuals to the Incident Leader.

Intermediate Tasks:

- Report any broken security features to Incident Leader (for example, broken locks, security cameras).
- Report children who have not been picked up to Incident Leader.

Extended and Recovery Tasks:

- Remind families to update child emergency contacts as needed.
- Assess the effectiveness of disaster response as related to security and attendance. Document recommendations.
- Update your disaster plan.

Supervision and Care Coordinator

Name:
Alternate staff/team members:
You report to: Incident Leader
Location of supervision and care area:
Date of last training:

Job Description:

Ensure that the children, including infants, toddlers, and children with special needs, are well cared for while other staff are performing their emergency roles.

Immediate Tasks:

- Assign staff to individual children with special needs and make sure they have a copy of the child's special health care plan.
- Provide for children's needs such as food, water, and diapering /toilet breaks (work with the Supplies Coordinator).
- Set up a safe space that limits children's exposure to media.
- Keep the Incident Leader updated on any problems or significant incidents.
- Arrange developmentally appropriate activities for children.
- Provide reassurance to children.

Intermediate Tasks:

- Monitor and document the emotional health of each child.
- Monitor staff needs and report to the Incident Leader.
- Encourage children to act out their feelings with toys or puppets; don't be alarmed at angry or violent emotions; use play-acting to begin a conversation about worries and fears.
- Talk with children about what they think happened; give simple, accurate, and devlopmentally-appropriate answers to questions; if a child knows upsetting details that are true, don't deny them; listen closely and communicate with them about their fears. If children of parents who are emergency workers have questions about their parent's safety, answer their questions without providing extra information that might be confusing or upsetting (work with the Communication Coordinator).
- If a child seems reluctant to talk, offer for them to draw pictures, which may encourage discussion.
- Display patience when children ask the same question many times; children often use repetition as a source of comfort; be consistent with answers and information.

Extended and Recovery Tasks:

- Refer families to local mental/behavioral health resources.
- Support children's emotional recovery; maintain a familiar routine as much as possible.
- Let children talk about the trauma and know that it is normal to feel worried or upset; help younger children use words like "angry", "afraid", and "sad" to express their feelings.

Facility Safety Coordinator

Name:
Alternate staff/team members:
You report to: Incident Leader
Date of last training:

Job Description:

Protect the site and everyone present from further damage or injury.

Immediate Tasks:

- Turn off all utilities and secure water system, if necessary.
- Contact local utilities (for example, water, gas, electricity), if necessary.
- Set up sanitation facilities (for example, portable toilets, wipes).
- Seal windows, doors, and vents with plastic sheeting in shelter-in-place situation.
- Block off or post signs in areas that are unsafe. Keep people out of building if necessary.
- Report to the Incident Leader.

Intermediate Tasks:

- Clean up debris and other hazards.
- Sanitize and disinfect the facility as needed (for example, diapering areas, spilled blood, etc.).

Extended and Recovery Tasks:

- Assess and report facility damage and needed repairs.
- Check that carbon monoxide and fire detectors are in working order. Replace batteries twice a year.
- Work with the Incident Leader to compile a list of vendors who can provide emergency repair or replacement and contact them as needed.
- Assess what worked and what needs improvement.
- Update your disaster plan.

Note: If you do not know how to turn off your gas, water, and electricity, call your local utility provider (for example, Southern California Edison, Pacific Gas & Electric) to make a visit to your site and provide technical assistance before a disaster occurs.

Supplies Coordinator

Name:
Alternate staff/team members:
You report to: Incident Leader
Location of supply distribution area:
Date of last training:

Job Description:

Monitor and deliver supplies, water, food, and equipment during the course of the disaster.

Immediate Tasks:

- Bring emergency supplies to the Command Center for shelter-in-place or grab the "Ready-to-Go" Kit and "Ready-to-Go" File for evacuation.
- Bring medical supplies, food, water, medications, special equipment, and special needs care plans for evacuation. Remember medications stored in the refrigerator; transport in a portable cooler.
- Bring feeding supplies needed for infant and toddler care (for example, breast milk, formula, foods that are not choking hazards).
- Distribute supplies, food, and water for immediate use, as needed.
- Work with First Aid Coordinator to distribute and track first aid supplies.
- Make sure medical supplies, medications, and special needs care plans are transported along with the children during relocation.
- Check with staff members about their personal needs for medication and/or supplies.
- Establish a list of everyone being sheltered and address any special needs, including special dietary needs and food allergies.
- Estimate the number of persons needing shelter and the length of time shelter will be needed.
- Report additional supply needs to Incident Leader.

Intermediate Tasks:

- Distribute water and food.
- Take inventory and assess need for water, food, blankets, and other supplies.

Extended and Recovery Tasks:

- Create list of supplies (including water and food) that need to be replenished.
- Update your emergency supply list based on what you ran out of, what you had too much of, and what items you needed but didn't have. Ask: Were the children sufficiently comfortable and occupied? Were they hungry or thirsty? Was there any equipment you wished you had?
- Update supplies (including water and food) and disaster plan.

Ideas for Engaging Families in Disaster Planning

See next page for sample flyer

- Hand out copies of the program's disaster plan. This may be a copy of LIC 610 / 610A, or it may be a more detailed plan. Consider handing out copies of the Emergency Disaster Plan Addendum for Child Care Providers that you may have filled out as part of the Step-By-Step Guide. Walk families through the various sections of your disaster plan. Answer any questions that may come up. Consider explaining the job actions assigned to staff, particularly the Security, Attendance, and Reunification Coordinator, the Communications Coordinator and the Supervision and Care Coordinator.
- Hand out the Child Emergency Information Form that you have on file for each child to their family. Make sure they review the information carefully and update the form as needed. Include Special Health Care Plans as well. Collect all the forms.
- Hand out Wallet Cards that contain information on relocation sites and contact information. Make sure each individual gets one. Speak in-depth with families about the information on the cards. Explain how to get to the relocation sites and why you selected those sites.
- Discuss options for alternate modes of communications that your families would use. Find out which families use Facebook, Twitter, or other social media sites. Discuss setting up a group email chain or group text message that could be used to relay important emergency information.
- Ask about unique needs that families might have in disaster situations. For example, some parents may be emergency response workers such as doctors, law enforcement, utilities workers, or fire fighters who may not be able to leave work to pick up their children in a disaster. Some families might have special communication needs or long commutes. Children in families with unique needs may need extra emotional support in disaster situations.
- Activity: Bring out craft materials (paper, pens, crayons, colored pencils, magazines, newspapers, scissors, glue, glitter, etc.) and have parents create a comfort note for their children. Keep these notes in your long-term emergency supplies.
- Share information on preparing for disasters at home and encourage families to involve their children in their home emergency preparedness as much as possible.

Family resources to share:

- Sesame Street's Let's Get Ready Toolkit www.sesamestreet.org/parents/topicsandactivities/toolkits/ready
- FEMA's Family Emergency Plan Template https://www.ready.gov/sites/default/files/documents/files/Family_Emegency_Plan.pdf
- FEMA's Family Communication Plan Template www.fema.gov/media-library-data/0e3ef555f66e22ab832e284f826c2e9e/FEMA_plan_parent_508_071513.pdf
- The Center for Disease Control's website on preparing a home emergency kit (print out the infographic) http://emergency.cdc.gov/preparedness/kit/disasters/

Share information on helping children cope with disasters and trauma. Resources to share:

- www.savethechildren.org/cope (print out the infographic)
- Zero to Three's web page on Disaster Relief and Trauma http://main.zerotothree.org/site/PageServer?pagename=key_disaster&AddInterest=1142
- CCHP Health and Safety Note, Young Children and Disasters http://cchp.ucsf.edu/YoungChildDisasterNote
- Child Care Aware's web page on Crisis and Disaster Resources www.naccrra.net/programs-services/crisis-and-disaster-resources
- www.fredrogers.org/parents/special-challenges/tragic-events.php

Disaster Preparedness Meeting

Families, you won't want to miss this important meeting!

Help us keep your child safe!

- Receive a copy of our program's emergency disaster plan.
- Get a laminated wallet card with important information you will need to reunite with your child in the case of relocation.
- Review and update your child's emergency information.
- Create a customized comfort note for your child to help them cope in an emergency.
- Learn how to communicate with our program during a disaster.
- Take home resources on creating a disaster plan for your family and on how to help your child thrive after a disaster strikes.

Date:

Time:

Meeting Location:

RSVP:

Additional Information:

Wallet Cards

Make copies of the page as needed. Fill out the cards, cut them out and fold them in half. Laminate the cards or have a store laminate them for you.

Child care provider:_____	Relocation site #1:_____
Phone:_____	Address:_____
Alternate:_____	Phone:_____
Out of area contact:_____	Relocation site #2:_____
Phone:_____	Address:_____
Alternate:_____	Phone:_____
Status update location:_____	Code word:_____
Child care provider:_____	Relocation site #1:_____
Phone:_____	Address:_____
Alternate:_____	Phone:_____
Out of area contact:_____	Relocation site #2:_____
Phone:_____	Address:_____
Alternate:_____	Phone:_____
Status update location:_____	Code word:_____
Child care provider:_____	Relocation site #1:_____
Phone:_____	Address:_____
Alternate:_____	Phone:_____
Out of area contact:_____	Relocation site #2:_____
Phone:_____	Address:_____
Alternate:_____	Phone:_____
Status update location:_____	Code word:_____
Child care provider:_____	Relocation site #1:_____
Phone:_____	Address:_____
Alternate:_____	Phone:_____
Out of area contact:_____	Relocation site #2:_____
Phone:_____	Address:_____
Alternate:_____	Phone:_____
Status update location:_____	Code word:_____

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Sample Relocation/Reunification Drill Permission Slip*

Child Care Program Name:_____

Address:_____

Phone Number: _____ Cell Phone Number:_____

We will be practicing emergency relocation drills at various times throughout the year. This Relocation/Reunification Drill Permission Slip provides a release stating that you as the parent/guardian authorize:

_____

(NAME OF CHILD CARE PROVIDER)

to take your child off the child care site for the purpose of practicing a relocation and/or reunification drill.

The relocation drill may require walking your child to primary and alternative relocation sites. This permission slip covers your child's participation in emergency relocation drills throughout the year. This will involve leaving the child care facility site with child care staff.

You will be notified in advance when a relocation and/or reunification drill will take place and where to pick up your child. All possible care and safety will be provided for your child.

Child Name:_____

Parent/Guardian Name:_____

Parent/Guardian Signature: _____

Date: _____

Relocation Site Name (Primary):_____

Relocation Site Address (Primary):_____

Relocation Site Name (Secondary):_____

Relocation Site Address (Secondary):_____

*This is a *sample* permission slip. Check with your administration and/or legal counsel about parent permission requirements for your program.

Adapted from the Child Care Resource Center, *Emergency Preparedness Toolkit for Child Care Programs,* funded by Los Angeles County Department of Public Health and Save the Children Federation, Inc. *Child Care Emergency Preparedness Training Manual* (2010)

Utah Seismic Safety Commission

Tips for Preparing Children

Children need to be prepared for an earthquake as much as adults, if not more.

Infants and Toddlers

For infants and toddlers, special emphasis should be placed on making their environment as safe as possible.

⦿Cribs should be placed away from windows and tall, unsecured bookcases and shelves that could slide or topple.

⦿A minimum of a 72-hour supply of extra water, formula, bottles, food, juices, clothing, disposable diapers, baby wipes and prescribed medications should be stored where it is most likely to be accessible after an earthquake. Also keep an extra diaper bag with these items in your car.

⦿Store strollers, wagons, blankets and cribs with appropriate wheels to evacuate infants, if necessary.

⦿Install bumper pads in cribs or bassinettes to protect babies during the shaking.

⦿Install latches on all cupboards (not just those young children can reach) so that nothing can fall on your baby during a quake.

Preschool and School-age Children

By age three or so, children can understand what an earthquake is and how to get ready for one. Take the time to explain what causes earthquakes in terms they'll understand. Include your children in family discussions and planning for earthquake safety. Conduct drills and review safety procedures every six months.

✪Show children the safest places to be in each room when an earthquake hits. Also show them all possible exits from each room.

✪Use sturdy tables to teach children to Duck, Cover & Hold.

✪Teach children what to do wherever they are during an earthquake (at school, in a tall building, outdoors).

✪Make sure children's emergency cards at school are up-to-date.

✪Although children should not turn off any utility valves, it's important that they know what gas smells like. Advise children to tell an adult if they smell gas after an earthquake.

IT'S OUR FAULT

Utah Seismic Safety Commission

How To Secure Your Furniture

You must secure the contents of your home or office to reduce hazards. You should secure anything heavy enough to hurt you if it falls on you. Here are steps you should take to secure your possessions.

Secure Tabletop Objects

✓

☐TVs, stereos, computers, lamps and chinaware can be secured with buckles and safety straps attached to the tabletop (which allows for easy movement of the units when needed) or with hook and loop fasteners glued to both the table and the unit.

☐Glass and pottery objects can be secured with nondrying putty or microcrystalline wax.

Secure Items in Your Kitchen

✓

☐Use child-proof latches, hook and eye latches or positive catch latches, designed for boats, to secure your cabinet doors.

☐Make sure your gas appliances have flexible connectors to reduce the risk of fire.

☐Secure your refrigerator to prevent movement.

Anchor Your Furniture

✓

☐Secure the tops of all top-heavy furniture such as bookcases and file cabinets to the wall. Be sure to anchor to the stud, not just to the plasterboard. Flexible fasteners such as nylon straps allow tall objects to sway without falling over, reducing the strain on the studs.

Protect Yourself from Broken Glass

✓

☐Replace your windows with ones made from safety glass or cover them with a strong shatter-resistant film. Be sure you use safety film and not just a solar filter.

Secure Overhead Objects

✓

☐Ceiling lights and fans should be additionally supported with a cable bolted to the ceiling joist. The cable should have enough slack to allow it to sway.

☐Framed pictures, especially glass-covered, should be hung from closed hooks so that they can't bounce off. Only soft art such as tapestries should be placed over beds and sofas.

IT'S OUR FAULT

Sample of an Announced Earthquake Drill: Drop, Cover, and Hold On

- Use songs, rhymes, books, or scripted stories to teach children the basics of what happens in an earthquake, how to Drop, Cover, and Hold On, and how to assume the "turtle pose." Teach the turtle pose, by showing how to kneel on the ground and cover your head with your hands. Bend at the waist so your face is close to your knees and protected from falling objects.
- Tell the children that during an earthquake, the Earth might move beneath their feet like a boat in the waves. Explain that earthquakes may be noisy, with loud banging, crashing, or rumbling sounds and ringing alarm bells.

NOTIFICATION	▪ Tell the children that an earthquake drill is about to happen. Then say "Earthquake—Drop, Cover, and Hold On," or use a bell or alarm to signal the drill.
INDOOR ACTION	▪ Drop to the ground with the children, take cover under a sturdy piece of furniture such as a heavy desk or table (if available), and hold on. Try using role-play imagery like: "I am a mama chicken and you are my little chicks, get under my wings! Now let's all be turtles, get in your turtle pose!" ▪ Huddle together facing away from windows while you assume a turtle pose. Pretend that the table is a log or a rock. ▪ Demonstrate how to cover your eyes with your free hand (the one you're not holding on with). ▪ If there are no sturdy pieces of furniture to get under, huddle together and assume the turtle pose next to an interior wall but away from windows, overhead light fixtures, and tall pieces of furniture that might fall over. ▪ *For infants:* Carefully pick up the baby in your arms, holding the child against your chest, and carry them as you Drop, Cover and Hold On. The adult will provide additional protection above and on either side of the child. Alternatively, place infants in an evacuation crib (or other infant evacuation equipment) and roll it next to an interior wall. Lock the wheels and shield the infants from falling objects.
OUTDOOR ACTION	▪ Move the children into the open, away from buildings, fences, trees, tall playground equipment, utility wires, and streetlights. ▪ Have the children face away from windows and assume a turtle pose.
CONCLUSION	▪ Stay under cover until the drill is over. Work up to staying under cover for one minute or longer after seeking cover. ▪ Take attendance and ensure all children are present and safe.

Sample Announced Fire / Evacuation Drill

NOTIFICATION	■ Tell the children that a fire drill is about to happen. A smoke detector test button or other designated noise, such as a recording of the fire alarm, may be used as your practice alarm. Tell children that when they hear that sound it means there is a fire drill. ■ Explain to the children that when they hear the fire alarm or designated noise, they must get up quickly and leave everything behind. ■ Point out all the exits to the children. Tell the children that you will leave the building through the closest exit. Test alternate escape routes and windows that can be used as exits. Practice with ladders if they are part of your evacuation plan.
ACTION	■ Evacuate children as follows: ■ *Infants and Toddlers:* Practice using evacuation equipment for infants and toddlers. For example, use an evacuation crib, a stroller with multiple seats, a wagon, or an infant rescue vest/apron/carrier. ■ *Preschoolers:* Gather children in a group and supervise an orderly evacuation to the designated assembly area. Practice using a walking rope for children to hold on to during evacuation. ■ *Children with Special Needs:* These children will be assisted by specific staff members who have been trained in their role to evacuate children with special needs. ■ Grab the daily attendance list and the "Ready-to-Go Kit" backpack, including the Ready-to-Go File on the way out. ■ Check bathrooms and the classroom, and shut the door behind you after you are sure everyone has exited. ■ Gather outside at the agreed upon place. ■ Take attendance to ensure everyone has made it out safely.
COMMUNICATION	■ Practice using a portable battery or hand-assisted radio to listen for announcements from local officials.
CARE AND SUPERVISION	■ Follow established procedures for assisting children and/or staff with special health care needs. Bring medications, care plans, and assistive devices for communication and mobility. ■ Follow established procedures for addressing children's (especially infants and toddlers) nutrition and hygiene needs during the period of time they are evacuated.
CONCLUSION	■ Remain at the meeting spot until the child care director or designee announces the end of the drill.

Sample Announced Tsunami / Flood Drill

- Both tsunami and flood drills will be the same as an evacuation drill, except that you will need to seek higher ground.
- Tsunamis come after earthquakes, and they can come on suddenly.
- For most floods, you would have time to follow flood updates and call families to pick up their children before evacuating. Flash floods can come on quickly and you will have to leave the building right away.

NOTIFICATION	■ Tell the children that an emergency drill is about to happen and they will leave the building. ■ Explain to the children that when they hear "tsunami drill" or "flood drill," you will all evacuate the building. ■ Tell the children that they must get up quickly and leave everything behind, just like in a fire drill. ■ Point out all the exits to the children. Tell the children that you will leave the building through the closest exit.

ACTION	■ Evacuate children as follows:
	  ■ *Infants and Toddlers:* Practice using evacuation equipment for infants and toddlers. For example, use an evacuation crib, a stroller with multiple seats, a wagon, or an infant rescue vest/apron/carrier.
	  ■ *Preschoolers:* Gather children in a group and supervise an orderly evacuation to the designated assembly area. Practice using a walking rope for children to hold on to during evacuation.
	  ■ *Children with Special Needs:* These children will be assisted by specific staff members who have been trained in their role to evacuate children with special needs.
	■ Grab the daily attendance sheet and the "Ready-to-Go" Kit including the "Ready-to-Go" File on the way out.
	■ Check bathrooms and other classrooms, and shut the door behind you after everyone has exited.
	■ Gather outside at the agreed upon place.
	■ Take attendance to ensure everyone has made it out safely.

COMMUNICATION	■ Practice using a portable battery or hand-assisted radio to listen for announcements from local officials.
CARE AND SUPERVISION	■ Follow established procedures for assisting children and/or staff with special health care needs. Bring medications, care plans, and assistive devices for communication and mobility. ■ Follow established procedures for addressing children's (especially infants and toddlers) nutrition and hygiene needs during the period of time they are evacuated.
CONCLUSION	■ Tell the children that in a real event you would be going to a relocation site at higher ground. You may want to practice walking on the sidewalk through the neighborhood as if you were actually going to this location. If appropriate, tell the children the name or location of the higher ground relocation site.

Sample Announced Lockdown Drill

NOTIFICATION	■ Tell the children that a lockdown drill is about to happen. ■ Director or designee will announce “Lockdown” or other code word.
ACTION	■ If there are children playing outside, bring them inside. ■ Go to the nearest room or the designated location away from danger. ■ Bring disaster supplies to the designated safe place location. ■ Tell staff and families outside the building that they cannot enter the building and to find a safe location. ■ Lock the classroom doors and windows, cover the windows, and turn off lights and audio equipment. ■ Keep all children sitting on the floor, away from doors and windows. Use tables, cabinets, or other heavy furniture as a shield, if present. ■ Take attendance of children and ensure all children remain in room as quietly as possible. ■ Ignore any fire alarm activation.
COMMUNICATION	■ Turn cell phones on silent or vibrate. ■ Role-play: “Call 9-1-1” (just pretend!) and explain the situation. * note: in a real emergency it might not be safe to talk on the phone, but you can still call 9-1-1 and leave the phone on. Do not make phone calls unless there is an emergency situation (for example, an injured child or adult in need of immediate medical attention).
CARE AND SUPERVISION	■ Follow established procedures to help children stay quiet, for example, holding hands, gently rocking back and forth, and making eye contact with each child, or offering pacifiers to infants. ■ Follow established procedures for assisting children and/or staff with special health care needs. Bring medications, care plans, and assistive devices for communication and mobility. ■ Follow established procedures for addressing children’s (especially infants and toddlers) nutrition and hygiene needs during the period of time they are in lockdown.
CONCLUSION	■ Remain in the room until the child care director or designee announces the end of the lockdown.

Sample Announced Shelter-in-Place Drill

NOTIFICATION	■ Tell the children that a shelter-in-place drill is about to happen. ■ Director or designee will announce "Shelter-in-Place."
ACTION	■ Bring children and staff to the pre-determined areas within the facility or home. Choose an interior room without windows or vents that has adequate space to accommodate children and staff. ■ Close and lock all windows and doors. ■ Shut off the building's heating systems, air conditioners, exhaust fans, and switch intakes to the closed position. ■ Seal all cracks around the doors and any vents into the room with duct tape or plastic sheeting. ■ Conduct a roll call to ensure everyone is present and accounted for in the area. ■ No outside access is permitted, but activity within the facility may continue.
COMMUNICATION	■ Role play: providing status updates for families (just pretend!). ■ Practice using a portable battery or hand-assisted radio to listen for announcements from local officials. ■ Keep cell phone within reach at all times.
CARE AND SUPERVISION	■ Bring disaster supplies to the designated safe place location. ■ Follow established procedures for assisting children and/or staff with special health care needs. Bring medications, special health care plans, and assistive devices for communication and mobility. ■ Follow established procedures for addressing children's (especially infants and toddlers) nutrition and hygiene needs. ■ Provide developmentally appropriate activities.
CONCLUSION	■ Continue the shelter-in-place drill until the child care director or designee announces the end of the shelter-in-place drill.

Sample Announced Tornado Drill

NOTIFICATION	■ Tell the children that a tornado drill is about to happen. ■ Director or designee will announce “Tornado” or other code word.
ACTION	■ If children are playing outside, bring them inside. ■ Secure or store outdoor toys, furniture, and equipment that may act as missiles. ■ Seek shelter in an interior, protected area of the building on the lowest level possible or in a designated tornado shelter. ■ Keep children away from windows. ■ Take attendance. ■ Bring disaster supplies to the designated safe location.
COMMUNICATION	■ Role play: Provide status updates for families (just pretend!). ■ Practice using a portable battery or hand-assisted radio to listen for announcements from local officials. ■ Keep cell phone within reach at all times.
CARE AND SUPERVISION	■ Follow established procedures for assisting children and/or staff with special health care needs. Bring medications, special health care plans, and assistive devices for communication and mobility. ■ Follow established procedures for addressing children’s (especially infants and toddlers) nutrition and hygiene needs. ■ Provide developmentally appropriate activities.
CONCLUSION	■ Continue the tornado drill until the child care director or designee announces the end of the drill.

Sample Impaired Adult Role-Play

No children are involved in this drill. Including children in an impaired adult drill may cause confusion or fear.

Conduct this role-play exercise as part of a staff meeting.

Assign someone to play the impaired adult, two people to play staff members and one person to play the director.

- Role-play a situation involving an adult who has come to the child care facility to pick up a child. The adult is stumbling, slurring their speech, and smells strongly of alcohol.
- The staff person identifies the adult as intoxicated, and immediately looks for a space away from the children to have a conversation with her/him.
- At the same time, the staff member uses a code word to signal another staff member to assist.

  Example of script:

  "Hello, (name of family member). How are you doing this afternoon?"

  "Fine"

  "I know you are here to pick up (name of child). Unfortunately, we are going to have to find someone else to take (name of child) home today."

  "What? Why? We have to be somewhere at 6 o'clock!"

  "I am concerned because I smell alcohol on you and we cannot let (name of child) go home with you alone."

  "I'm fine; it was just a few beers, what's your problem?"

  "It's our policy that if someone seems impaired, that we can't send the child home alone with him or her."

  "I don't have my phone."

  "We have an emergency contact list and we'll call for you. Let's go to the office and make that call."

- Alternatively, if the impaired adult becomes combative, then one staff member goes to get the director. The director continues the conversation with the impaired adult and determines if a call to the police or social services (Child Protective Services) is needed.

Other situations you might role-play: Adults who are emotionally impaired (for example, severely depressed or manic); using drugs; overly tired; or violent. You might also practice how to respond to a disgruntled staff member or former employee.

Debrief with staff.

Bonus Drill: Relocation/Reunification

NOTIFICATION	■ Make arrangements with one of your relocation sites to conduct a relocation and reunification drill. ■ Collect a Relocation/Reunfication Drill Permission Form for each child. ■ Using the emergency numbers listed on each Child Emergency Information Form, notify families of where and when they can pick up their child that day.
ACTION	■ Conduct an evacuation drill with the children (see drill above). ■ Walk or transport children to the relocation site and check in with the primary contact of the site. ■ Take attendance. ■ Set up an area to release children and secure against unauthorized access (use caution tape or signs).
CARE AND SUPERVISION	■ Follow established procedures for assisting children and/or staff with special health care needs. Bring medications, care plans, and assistive devices for communication and mobility. ■ Follow established procedures for addressing children's (especially infants and toddlers) nutrition and hygiene needs during the period of time they are evacuated. ■ Set up developmentally appropriate activities for the children. ■ Ensure children stay within designated boundaries.
REUNIFICATION	■ Check Child Emergency Information Form for the name of person(s) authorized to pick up child. ■ Check identification of person(s) picking up children. ■ Document child releases and have adult sign before releasing child to adult. ■ Report any unauthorized individuals to the director. ■ Use alternate modes of communication as needed to reach families of children who have not been picked up by a pre-determined time. Ensure that these families update their emergency contact information immediately following the conclusion of the reunification drill.
CONCLUSION	■ End drill when all children have been picked up. ■ Pack up all materials and thank your reunification site host. ■ Debrief with staff. ■ Debrief with families.

Letter of Agreement with Relocation Site

I hereby give permission for _____ child care provider to use the below listed site as an emergency relocation site for child care staff and children during a drill or actual emergency event.

This agreement will remain in effect until Month, Date, Year:_____

The agreement may be terminated before this date by either party, but only with written notification.

Relocation Site Name:_____

Relocation Site Address:_____

Relocation Site Contact Person:_____

Relocation Site Contact Number:_____

Alternate Contact Number:_____

Is site accessible at all times the child care program is open? ☐ Yes ☐ No

Include any information needed to access and enter the site:

Maximum Number of Children and Staff/Capacity:_____

Check off items that the relocation site will provide in an emergency:

☐ Water
☐ Food
☐ Transportation
☐ Telephone
☐ People to assist
☐ Other:

Include any special considerations (storage room, restrooms, wheelchair accessible, back-up equipment, supplies, etc.):

Relocation Site Representative Printed Name:_____

Signature:_____ Date:_____

Child Care Program Representative Printed Name: _____

Signature:_____ Date:_____

Adapted from: Child Care Resource Center, *Emergency Preparedness Toolkit for Child Care Programs,*
funded by the Los Angeles County Department of Public Health

HOW TO PREPARE FOR AND RESPOND DURING AND AFTER AN ACTIVE SHOOTER INCIDENT

Recent national tragedies remind us that the risk is real: an active shooter incident can happen in any place at any time. The best ways to make sure you and your loved ones stay safe are to prepare ahead of time and be ready. Taking a few steps now and mentally rehearsing what to do can help you react quickly when every second counts.

TAKE AN ACTIVE ROLE IN YOUR OWN SAFETY

NOW
PREPARE

- Sign up for active shooter training
- If you see something suspicious, say something
- Know community response plans
- Identify the exits and good places to hide
- Learn and practice first aid skills and use of tourniquets

DURING
SURVIVE

- Run
- Hide
- Fight

You may need to use more than one option.

AFTER
BE SAFE

- Help law enforcement
- Seek out medical help
- Help others survive
- Seek help to cope with psychological trauma

NOW
PREPARE

- Sign up for active shooter training.
- If you see suspicious activity, let an authority know right away.
- Many places like houses of worship, workplaces, and schools have plans in place to help you respond safely. Ask about these plans and get familiar with them. If you participate in an active shooter drill, talk to your family about what you learn and how to apply it to other locations.
- When you visit a building like a shopping mall or health care facility, take time to identify two nearby exits. Get in the habit of doing this.
- Map out places to hide. Solid doors with locks, rooms without windows, and heavy furniture like large filing cabinets and desks make good hiding places.
- Sign up for first aid and tourniquet training.

DURING
SURVIVE

- RUN. Getting away from the shooter or shooters is the top priority. Leave your things behind and run away. If safe to do so, warn others nearby. Call 911 when you are safe. Describe each shooter, their locations, and weapons.
- HIDE. If you can't get away safely, find a place to hide. Get out of the shooter's view and stay very quiet. Silence your electronic devices and make sure they won't vibrate. Lock and block doors, close blinds, and turn off the lights. Don't hide in groups—spread out along walls or hide separately to make it more difficult for the shooter. Try to communicate with police silently—like through text messages or by putting a sign in an exterior window. Stay in place until law enforcement gives you the all clear.
- FIGHT. Your last resort when you are in immediate danger is to defend yourself. Commit to your actions and act aggressively to stop the shooter. Ambushing the shooter together with makeshift weapons such as chairs, fire extinguishers, scissors, and books can distract and disarm the shooter.

AFTER
BE SAFE

- Keep hands visible and empty.
- Know that law enforcement's first task is to end the incident, and they may have to pass injured along the way.
- Follow law enforcement instructions and evacuate in the direction they come from.
- Consider seeking professional help for you and your family to cope with the long-term effects of the trauma.

HELPING THE WOUNDED

Take care of yourself first, and then you may be able to help the wounded before first responders arrive:

- If the injured are in immediate danger, help get them to safety.
- While you wait for first responders to arrive, provide first aid—apply direct pressure to wounds and use tourniquets if you have been trained to do so. Turn wounded people onto their sides if they are unconscious and keep them warm.

Additional Resources

VIDEO
Run. Hide. Fight. Surviving an Active Shooter Event
www.youtube.com/watch?v=5VcSwejU2D0

ONLINE COURSE
Active Shooter: What You Can Do https://training.fema.gov/is/courseoverview.aspx?code=IS-907

GUIDE FOR HOUSES OF WORSHIP
www.dhs.gov/sites/default/files/publications/Developing_EOPs_for_Houses_of_Worship_FINAL.PDF

GUIDE FOR K-12 SCHOOLS
www.fema.gov/media-library-data/20130726-1922-25045-3850/rems_k_12_guide.pdf

WEBSITES
www.dhs.gov/active-shooter-preparedness

www.fbi.gov/about/partnerships/office-of-partner-engagement/active-shooter-incidents

www.fema.gov/faith-resources

www.redcross.org/ux/take-a-class

Food and Water Safety During Power Outages and Floods

Know the proper food safety precautions to take before, during, and after a power outage.

Emergencies can happen, especially with extreme weather conditions. When they do, the best strategy is to already have a plan in place. This includes knowing the proper food safety precautions to take before, during, and after a power outage — and being prepared to safely handle food and water in the event that flooding occurs.

Prepare Yourself *Before* Power Emergencies

1. Make sure you have **appliance thermometers in your refrigerator** *and* **freezer**.
   - Check to ensure that the freezer temperature is at or below **0° F**, and the refrigerator is at or below **40° F**.
   - In case of a **power outage**, the appliance thermometers will indicate the temperatures in the refrigerator and freezer to help you determine if the food is safe.
2. **Freeze containers of water** for ice to help keep food cold in the freezer, refrigerator, or coolers in case the power goes out. If your normal water supply is contaminated or unavailable, the melting ice will also supply drinking water.
3. **Freeze refrigerated items** such as leftovers, milk, and fresh meat and poultry that you may not need immediately. This helps keep them at a safe temperature longer.
4. **Group food together** in the freezer. This helps the food stay cold longer.
5. **Have coolers on hand** to keep refrigerated food cold if the power will be out for more than 4 hours.
6. Purchase or make **ice cubes in advance**, and freeze **gel packs** ahead of time. Store all of these in the freezer for future use in the refrigerator or in coolers.
7. Check out local sources to know where **dry ice and block ice** can be purchased, in case it should be needed.
8. **Store food on shelves** that will be safely out of the way of contaminated water in case of flooding.
9. Make sure to have a **supply of bottled water** stored where it will be as safe as possible from flooding. If your bottled water has an odor, do not drink or use it. Instead, dispose of it, or if applicable, call your bottled water provider to make arrangements to get a replacement.

During an emergency, if you use food or beverage containers to hold non-food substances like gasoline, dispose of them after use and do *not* recycle them.

Power Outages: Before *and* After

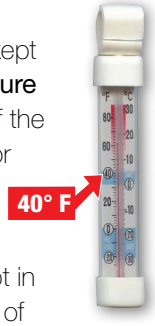
If the Power Goes Out . . .

Follow these basic tips to keep food safe:

1. Keep the **refrigerator and freezer doors closed** as much as possible to maintain the cold temperature.
   - The **refrigerator** will keep food **cold for about 4 hours** if it is unopened.
   - A **full freezer** will keep the temperature for approximately **48 hours** (24 hours if it is half full) if the door remains closed.
2. Buy **dry or block ice** to keep the refrigerator as cold as possible if the power is going to be out for a prolonged period of time. Fifty pounds of dry ice should keep an 18 cubic foot, fully stocked freezer cold for two days.
3. If you plan to eat refrigerated or frozen meat, poultry, fish, or eggs while they are still at safe temperatures, it is important that each item is **thoroughly cooked to a safe minimum internal temperature** to ensure that any foodborne bacteria that may be present are destroyed. However, if at any point the food was above 40º F for 2 hours or more (or 1 hour if temperatures are above 90 º F) — **discard it**.

Once Power Is Restored . . .

Determine the safety of your food:



1. If an appliance thermometer was kept in the freezer, **check the temperature** when the power comes back on. If the freezer thermometer reads 40° F or below, the food is safe and may be refrozen.
2. If a thermometer has not been kept in the freezer, **check each package** of food to determine its safety. You can't rely on appearance or odor. If the food **still contains ice crystals** or is 40° F or below, it is safe to refreeze or cook.
3. Refrigerated food should be safe as long as the power was out for **no more than 4 hours** and the refrigerator door was kept shut. Discard any perishable food (such as meat, poultry, fish, eggs, or leftovers) that has been at temperatures above 40° F for 2 hours or more (or 1 hour if temperatures are above 90º F).

Perishable food such as meat, poultry, seafood, milk, and eggs that are not kept adequately refrigerated or frozen may cause illness if consumed, even when they are thoroughly cooked.

Be prepared to safely handle food and water in the event that flooding occurs.

If Flooding Occurs

Keep Water Safe

Follow these steps to keep your **WATER SAFE during and after flood conditions**.

1. Only use **water from a safe source** for drinking and washing or preparing food.
2. Use **bottled water** that has not been exposed to flood waters, if it is available.
3. If you don't have bottled water, you should **boil or disinfect water** to make it safe. (see steps below)
4. If you have a **well** that has been flooded, the water should be **tested and disinfected** after flood waters recede. If you suspect that your well may be contaminated, contact your local or state health department or agricultural extension agent for specific advice.

How to Boil or Disinfect Water To Make It Safe

If the water is cloudy, first filter it through clean cloths, or allow it to settle and then draw off the clear water for boiling/disinfecting. Then, follow one of these two procedures:

Boiling

Boiling water will kill most types of disease-causing organisms that may be present.

1. Boil the water for 1 minute.
2. Let it cool, and store it in clean containers with covers.

Disinfecting with Bleach

Bleach will kill some, but not all, types of disease-causing organisms that may be in the water.

1. Add 1/8 teaspoon (or 8 drops) of unscented, liquid chlorine bleach per gallon of water.
2. Stir it well and let it stand for at least 30 minutes before you use it.
3. Store disinfected water in clean containers with covers.

Keep Food Safe

Follow these steps to keep your **FOOD SAFE during and after flood conditions**.

1. **Do not eat** any food that may have come into contact with flood water.
2. **Discard any food and beverage** that is **not in a waterproof container** if there is *any* chance that it has come into contact with flood water.
   - Food containers that are waterproof include undamaged, commercially prepared foods in all-metal cans and "retort pouches" (like flexible, shelf-stable juice or seafood pouches).
   - Food containers that are *not* waterproof include those with screw-caps, snap lids, pull tops, and crimped caps.
   - Also discard cardboard juice/milk/baby formula boxes and home canned foods if they have come in contact with flood water, because they cannot be effectively cleaned and sanitized.
3. **Discard any food in damaged cans.** Damaged cans are those with swelling, leakage, punctures, holes, fractures, extensive deep rusting, or crushing/denting that is severe enough to prevent normal stacking or opening with a manual, wheel-type can opener. *See box on next page for steps to clean/save undamaged packages.*
4. **Thoroughly wash metal pans, ceramic dishes, and utensils** (including can openers) with soap and water, using hot water if available. Rinse and then sanitize them by boiling in clean water or immersing them for 15 minutes in a solution of 1 tablespoon of unscented, liquid chlorine bleach per gallon of drinking water (or the cleanest, clearest water available).
5. **Thoroughly wash countertops** with soap and water, using hot water if available. Rinse and then sanitize by applying a solution of 1 tablespoon of unscented, liquid chlorine bleach per gallon of drinking water (or the cleanest, clearest water available). Allow to air dry.

FOOD FACTS

How To Save Undamaged Food Packages Exposed to Flood Water

Undamaged, commercially prepared foods in **all-metal cans** and **"retort pouches"** (like flexible, shelf-stable juice or seafood pouches) can be saved if you follow this procedure.

1. Remove the labels, if they are the removable kind, since they can harbor dirt and bacteria.
2. Brush or wipe away any dirt or silt.
3. Thoroughly wash the cans or retort pouches with soap and water, using hot water if it is available.
4. Rinse the cans or retort pouches with water that is safe for drinking, if available, since dirt or residual soap will reduce the effectiveness of chlorine sanitation.
5. Sanitize cans and retort pouches by immersion in one of the two following ways:
   - Place in water and allow the water to come to a boil and continue boiling for 2 minutes.
   - Place in a freshly made solution consisting of 1 tablespoon of unscented liquid chlorine bleach per gallon of drinking water (or the cleanest, clearest water available) for 15 minutes.
6. Air dry cans or retort pouches for a minimum of 1 hour before opening or storing.
7. If the labels were removable, then re-label your cans or retort pouches, including the expiration date (if available), with a permanent marking pen.

Food in reconditioned cans or retort pouches should be used as soon as possible thereafter.

Baby Formula Tip

For infants, try to use prepared, canned baby formula that requires no added water. Otherwise, dilute any concentrated baby formula in reconditioned, all-metal containers with clean drinking water.

About Foodborne Illness

Know the Symptoms

Consuming dangerous foodborne bacteria will usually cause illness within 1 to 3 days of eating the contaminated food. However, sickness can also occur within 20 minutes or up to 6 weeks later. Although most people will recover from a foodborne illness within a short period of time, some can develop chronic, severe, or even life-threatening health problems.

Foodborne illness can sometimes be confused with other illnesses that have similar symptoms. The symptoms of foodborne illness can include:

- Vomiting, diarrhea, and abdominal pain
- Flu-like symptoms, such as fever, headache, and body ache

Take Action

If you think that you or a family member has a foodborne illness, **contact your healthcare provider** immediately. Also, **report** the suspected foodborne illness to FDA in either of these ways:

- Contact the Consumer Complaint Coordinator in your area. Locate a coordinator here: **http://www.fda.gov/Safety/ReportaProblem/ConsumerComplaintCoordinators**
- Contact MedWatch, FDA's Safety Information and Adverse Event Reporting Program:
  By Phone: **1-800-FDA-1088**
  Online: File a voluntary report at **http://www.fda.gov/medwatch**

For more information, contact the U.S. Food and Drug Administration, Center for Food Safety and Applied Nutrition's Food and Cosmetic Information Center at **1-888-SAFEFOOD** (toll free), Monday through Friday 10 AM to 4 PM ET (except Thursdays from 12 PM to 1 PM ET and Federal Holidays). Or, visit the FDA website at **http://www.fda.gov/educationresourcelibrary**

Open for Business Worksheet

Insurance Coverage Discussion Form

Use this form to discuss your insurance coverage with your agent. Having adequate coverage now will help you recover more rapidly from a catastrophe.

Insurance Agent: _____

Address: _____

Phone: _____ **Fax:** _____ **Email:** _____

INSURANCE POLICY INFORMATION

Type of Insurance	Policy No.	Deductibles	Policy Limits	Coverage (General Description)

Do you need Flood Insurance? Yes ☐ No ☐

Do you need Earthquake Insurance? Yes ☐ No ☐

Do you need Business Income and Extra Expense Insurance? Yes ☐ No ☐

Other disaster-related insurance questions:

_____

_____

_____

_____

Damage Assessment Tool

Name/Title of Person Completing Assessment: _____

Brief Description of Disaster: _____

Name of Program: _____ Contact Person: _____

Address: _____

Director or Owner's Name (If not contact person): _____

Home Phone: _____ Cell Phone: _____

Fax: _____ E-mail: _____

Employee/Child Status

	#Enrolled/ Employed	# Present	# Injured	# Missing	# Released	Other
Staff						
Children						
Others						

Additional Notes:

Type of child care program

☐ Child Care Center ☐ Family Child Care ☐ Other

Please check if any of the following apply to your program:

☐ State Funded ☐ Private Non-Profit ☐ Private For-Profit ☐ Tribal Program

☐ Head Start/Early Head Start ☐ Public Non-Profit ☐ Public For-Profit ☐ Military Program

☐ Participate in Food Program ☐ Accredited Program

	Licensing capacity # of:	Current # of children served post disaster:
Infants		
Toddlers		
Preschoolers		
School-age		

What is your assessment of the damage to your child care program?

☐ Significant ☐ Partial ☐ Little or no evidence of damage

Is street access available? ☐ Yes ☐ No

Is your facility open? ☐ Yes ☐ No

If yes, what are the hours of operation? _____

Do you have the capacity to serve additional children? ☐ Yes ☐ No

If yes, how many? _____

If no, what factors most impact your ability to re-open?

☐ Return of utilities (electricity/water) ☐ Return of staff ☐ Repair of structural damage

☐ Financial assistance to replace lost or damaged materials in classrooms

☐ Families not returning to impacted area or not returning children to care

☐ Other: _____

If you are currently temporarily closed, are you and/or your staff interested in working in other child care facilities for a limited time? ☐ Yes ☐ No

What repairs, supplies or materials are needed immediately to continue or resume caring for children?

Utilities

Is telephone access available at your facility? ☐ Landline ☐ Cell ☐ Both ☐ Neither

Is electricity available at your facility? ☐ Generator-based ☐ Normal ☐ None

Is water available at your facility? ☐ Bottled ☐ Normal ☐ None

Estimate of Damages

Repairs (Structural damage)	Contents (Materials)	Total
$	$	$

Type of Insurance

Is the building insured to cover the cost of repairs? ☐ Yes ☐ No

Check all types of insurance coverage you have:

☐ Property ☐ Fire ☐ Flood (Structure) ☐ Flood (Contents) ☐ Earthquake ☐ None

What approximate payment is expected from the insurer? _____

Funding Applications

Have you completed/submitted a disaster application with FEMA? ☐ Yes ☐ No

Have you completed/submitted a disaster application with the Small Business Association? ☐ Yes ☐ No

Have you completed/submitted a disaster application with other agencies (please specify)? ☐ Yes ☐ No

Adapted from Child Care Resource Center, *Emergency Preparedness Toolkit for Child Care Programs*
and Texas Department of Family and Protective Services and Collaborative for Children, *Child Care Initial Rapid Damage Assessment*

Examples of Materials to Ask for as Donations

Donors should be encouraged to donate new items, if possible. Donations will be more helpful if they are packaged into kits by age group so that they can be sent or delivered directly to child care centers or family child care homes without further processing by the receiving agency. Listed below are examples of items that could be placed in kits—by age group—for centers, for a multi-age family child care home, and for a school-age child care program. Kits can be assembled in large plastic containers with covers, taped, and mailed directly to homes or centers or to an organization or agency for delivery. This information is based in part on the work of the National Center for Rural Early Childhood Learning Initiatives, Mississippi State University Early Childhood Institute, following hurricanes Katrina and Rita.

Infant Room Kit

- Board, plastic, or cloth books
- Touch and feel books
- Soft, washable balls
- Grasping toys
- Stacking and nesting toys
- Rattles
- Soft, washable blocks
- Toys that make music or noise
- Push and pull items
- 6-inch soft washable dolls of different skin colors and cultures
- Washable stuffed animals

Toddler Room Kit

- Board, plastic, or cloth books with simple pictures of people and familiar objects; short stories about every-day activities
- Soft, washable balls
- Large interlocking blocks
- Large knob puzzles
- Large crayons (8 per box)
- Sheets of white paper
- Plastic telephones
- Large cardboard blocks (unassembled)
- Push and pull items
- Soft, washable dolls
- Washable stuffed animals
- Play dough
- Durable, plastic transportation toys
- Plastic animals and people

Preschool Room Kit

- Peg boards
- Cardboard building blocks (unassembled)
- Interlocking plastic blocks
- Lacing cards
- Four- to12-piece puzzles
- Large floor puzzles
- Magnetic alphabet and numbers
- Small dry erase boards and markers
- Story and informational books
- 10-12" plastic multicultural dolls
- Paintbrushes and washable paint
- Play dough and clay
- Safety scissors
- Assorted colored construction paper
- Glue sticks

- Matching games
- Playing cards (Go Fish, Concentration, etc.)
- Toy cars
- Dress-up props
- Stuffed animals and dolls
- Toy cell phones
- Play dishes and kitchen utensils
- Puppets
- Miniature animals and people

School-Age Room Kit

- Balls
- Jacks and ball
- Frisbee
- Jump ropes
- Connect Four and other board games
- Playing cards (Uno, Rook, etc.)
- Books: chapter books, adventure stories, mysteries, comics, children's magazines, information books
- Colored pencils
- Drawing pads
- Washable markers
- Self-drying clay
- Water colors and paint brushes
- Scissors
- Construction paper, assorted colors
- Glue sticks
- Yarn and large crochet hooks
- Legos
- Lincoln Logs
- Tinker Toys
- K'NEX
- Miniature figures
- Jigsaw puzzles
- Crossword and word search puzzle books
- Dress-up costumes

Multi-Age Family Child Care Home Kit

- Board books for infants and toddlers
- Storybooks for preschoolers
- "I Can Read" and chapter books for school-agers
- Large and regular crayons
- Washable markers
- Colored pencils
- Drawing pads
- Safety scissors
- Glue sticks
- Play dough
- Paint brushes and tempera paint
- Assorted colors construction paper
- Candy Land or other board games
- Miniature animals and people
- Toy cars and trucks
- Dolls (assorted types and sizes)
- Balls (soft and rubber)
- Grasping toys
- Stacking and nesting toys
- Interlocking blocks of various sizes
- Puzzles of different levels of difficulty
- CDs or cassettes of children's songs
- Cardboard blocks (unassembled)
- Lacing cards
- Plastic dishes and utensils

Typical Reactions of Children Following Disaster

Children Ages 1 to 5

Children in this age group are particularly vulnerable to changes in their routines and disruption of their environments. Dependent on family members for comfort, they may be affected as much by the reactions of family members as by the disaster. Focus on reestablishing comforting routines, providing opportunity for nonverbal and verbal expression of feelings, and reassurance.

Regressive Reactions

- Bedwetting
- Thumbsucking
- Fear of darkness
- Fear of animals
- Fear of "monsters"
- Fear of strangers

Emotional/Behavioral Reactions

- Nervousness
- Irritability
- Uncooperative
- Hyperactivity
- Tics
- Speech difficulties
- Anxiety about separation from parents
- Shorter attention span
- Aggressive behavior
- Exaggeration or distortion of disaster experience
- Repetitive talking about experiences
- Exaggeration of behavior problems

Physiological Reactions

- Loss of appetite
- Overeating
- Indigestion
- Vomiting
- Bowel or bladder problems
- Sleep disorders and nightmares

How to Help

- Give additional verbal assurance and ample physical comforting.
- Provide comforting bedtime routines.
- Permit the child to sleep in the parents' room on a temporary basis.
- Encourage expression of emotions through play activities including drawing, dramatic play, or telling stories about the experience.
- Resume normal routines as soon as possible.

Children Ages 5 to 11

Regressive behaviors are especially common in this age group. Children may become more withdrawn or more aggressive. They might be particularly affected by the loss of prized objects or pets. Encourage verbalization and play enactment of their experiences. While routines might be temporarily relaxed, the goal should be to resume normal routines as soon possible.

Regressive Reactions

- Increased competition with younger siblings
- Excessive clinging
- Crying or whimpering
- Wanting to be fed or dressed
- Engaging in habits they had previously given up

Emotional/Behavioral Reactions

- School phobia
- Withdrawal from play group and friends
- Withdrawal from family contacts
- Irritability
- Uncooperative
- Fear of wind, rain, etc.
- Inability to concentrate and drop in level of school achievement
- Aggressive behavior
- Repetitive talking about their experiences
- Sadness over losses
- Overreaction to crises or changes in the environment

Physiological Reactions

- Headaches
- Complaints of visual or hearing problems
- Persistent itching and scratching
- Nausea
- Sleep disturbance, nightmares, night terrors

How to Help

- Give additional attention and ample physical comforting.
- Insist gently but firmly that the child accept more responsibility than younger siblings; positively reinforce age-appropriate behavior.
- Reduce pressure on the child to perform at his or her best in school and while doing chores at home.
- Reassure the child that his competence will return.
- Provide structured but not demanding chores and responsibilities.
- Encourage physical activity.
- Encourage verbal and written expression of thoughts and feelings about the disaster; encourage the child to grieve the loss of pets or toys.
- Schedule play sessions with adults and peers.

Reading to Ready Booklist

Help children learn about and prepare for disasters through reading. Choosing books about disasters that may affect your area can help build children's resilience and ability to cope with crisis. Select one or more of the disaster books below to read together. While reading ask questions about the characters, settings and their reactions. Afterwards, have a discussion about what the book taught the children about preparing for and responding to disasters.

BUILDING EMOTIONAL RESILIENCE – LEARNING TO OVERCOME FEARS			
Alfie Is Not Afraid	by Patricia Carlin	With the help of his trusty dog, a little boy survives his first camp out.	Grades Pre-K–1
Babies in the Bayou	by Jim Arnosky	Demonstrates how parents and caregivers will protect children from harm.	Grades K–1
The Dark	by Lemony Snicket, illustrated byJon Klassen	Dark becomes a character and teaches a young boy how to stop being afraid.	Grades K–1
First Snow	by Peter McCarty	Pedro isn't sure he likes the cold and snow, but his family and friends encourage him.	Grades Pre-K–1
Go Away, Big Green Monster!	by Ed Emberley	Helps young children learn how to cope with and control their fears.	Grades Pre-K–1
I'll Know What to Do, A Kid's Guide to Natural Disasters	by Bonnie S. Mark and Aviva Layton	Helps children understand the facts, their feelings and how to cope with natural disasters.	Grades 2–5
I'm Not Scared Book	by Todd Parr	Bright, bold illustrations and simple text show children conquering a wide variety of fears.	Grades Pre-K–1
Scaredy Squirrel	by Melanie Watt	Scaredy Squirrel does not want to leave his tree for fear of killer bees, germs, and other disasters, but takes the leap and learns he can glide.	Grades K–3
Stormy Night	by Salina Yoon	Bear finds several ways to ease his fear when a storm wakes him up at night.	Grades Pre-K–K
The Big Bad Blackout	by Megan McDonald	When a hurricane knocks out the power, Judy, Stink, and their family find a way to pass the time.	Grades 2–4
Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival	by Kirby Larson	This amazing, true story recounts how best friends Bob Cat and Bobbi, a cat and a dog, survive Hurricane Katrina by sticking together.	Grades K–3
What To Do When You're Scared and Worried	by James J. Crist	Kids have worries just like grown-ups. This book helps explain where worries and anxiety come from and gives kids tips to handle their worries.	Grades 3–5
Who Feels Scared?	by Sue Graves	Jack, Ravi, and Kevin talk about scary things and how to deal with them during their sleepover in this story that includes a special section for adults on how to talk to children about dealing with fears. (From the Our Emotions and Behaviors series.)	Grades K–3

UNDERSTANDING HOW TO PREPARE FOR EMERGENCIES			
Back-to-School Safety	by Lisa M. Herrington	A simple book to help kids start learning and building their basic safety awareness in a variety of situations.	Grades K–2
Be Careful and Stay Safe	by Cheri J. Meiners	This book helps kids stay safe in everyday situations and prepare for emergencies too. Also included are discussion questions, activities, and games for practice. (From the Learning to Get Along series.)	Grades K–3
Blizzard	by Joyce Markovics	Learn how to stay safe from winter's icy blast. (From the It's A Disaster series)	Grades K–3
Fireboy to the Rescue: a Fire Safety Book	by Edward Miller	Superhero Fireboy explains what to do in case of a house fire.	Grades 2–4
How Do Dinosaurs Stay Safe?	by Jane Yolen	Dinosaurs demonstrate what and what not to do to avoid getting harmed.	Grades Pre-K–K
No Dragons For Tea	by Jean Pendziwol	When a tea date with a dragon is interrupted by fire, a safety-conscious girl shows what to do to extinguish the flame.	Grades Pre-K–2
Ready, Set … Wait! What Animals Do Before a Hurricane	by Patti R. Zelch, illustrated by Connie McLennan	A look at how people as well as animals prepare for a hurricane.	Grades K–3
Terrorists, Tornados, and Tsunamis: How to Prepare for Life's Danger Zones	by John Christian Orndorff	A list of tools and advice for prepping for and surviving a variety of disasters.	Grades 3–5
Watch Out! Around Town	by Claire Llewellyn	Kids are given advice on how to stay safe out of the home and around town. (From the Watch Out! series)	Grades Pre-K–2
What If You Need to Call 911?	by Anara Guard, illustrated by Mike Laughead	Short stories help readers learn when and how to call 911.	Grades Pre-K–2
LEARNING ABOUT MONITERING THE WEATHER AND SPECIFIC TYPES OF DISASTERS, INCLUDING HOW TO RESPOND			
Clifford and the Big Storm	by Norman Bridwell	A story of evacuation and returning home.	Grades K–3
Clifford the Firehouse Dog	by Norman Bridwell	Focuses on being prepared and evacuating in a fire emergency.	Grades K–3
Earthquakes!	by Renee Gray- Wilburn	A graphic novel approach to earthquakes and safety.	Grades 2–3
Extreme Weather: Surviving Tornadoes, Sandstorms, Hailstorms, Blizzards, Hurricanes, and More!	by Thomas M. Kostigen	Includes tips on what to do before, during, and after extreme weather.	Grades 3–5
Flood	by Alvaro F. Villa	A wordless picture book showing the preparations for—and recovery from—a major flood.	Grades K–3

Franklin and the Thunderstorm	by Paulette Bourgeous	Explains how knowing the facts about something can help ease fears.	Grades K–2
Hurricane & Tornado	by Jack Challoner	Describes dangerous and destructive weather conditions around the world.	Grades 3–5
I Survived Hurricane Katrina, 2005	by Lauren Tarshis	A chapter book about a boy who overcomes his fears during Hurricane Katrina.	Grades 3–6
Kenta and the Big Wave	by Ruth Ohi	Kenta and his family must evacuate their home in a small Japanese village as a tsunami approaches. Inspired by true events.	Grades K–3
Louie the Buoy: A Hurricane Story	by Allain C. Andry, III	A survival story about a buoy during Hurricane Camille.	Grades 3–6
National Geographic Kids Everything Weather: Facts, Photos, and Fun that Will Blow You Away	by Kathy Furgang	Packed with weather-related information ranging from weather extremes such as heat and storms, to weather prediction and preparedness.	Grades 3–6
Surviving a Fire	by Heather Adamson	Learn what to do when faced with a disaster. (From the Be Prepared series)	Grades 2–4
Tornadoes	by Gail Gibbons	Teaches all about tornadoes: formation, classification and how to respond.	Grades 3–6
Tornadoes: Be Aware and Prepare	by Martha Rustad	Describes what each disaster is and what to do in case you are caught in one. (From A Plus Books: Weather Aware series)	Grades K–2

This list was created by the Quicklists Consulting Committee of the Association for Library Service to Children, a division of the American Library Association.

Compiled by ALSC Quicklists
Committee Co-chairs: Krista Britton & Mary R. Voors

Disaster Drill Log

Drills for disasters other than fire must be conducted at least once every six months. Please Write Clearly

Center/Program Name: _____

Type of Disaster: ___ Earthquake ___ Water Failure ___ Chemical Spill ___ Weather Related Disaster ___ Flood ___ Power Failure ___ Lock-Down ___ Safety Threat ___ Gas Leak ___ Other _____					
Date & Day of Week	Time	# of Children Present	Length of Time to Evacuate	Name of Supervising Person	Problems or Comments
_____/_____/_____ Day of the week:					
Type of Disaster: ___ Earthquake ___ Water Failure ___ Chemical Spill ___ Weather Related Disaster ___ Flood ___ Power Failure ___ Lock-Downs ___ Safety Threat ___ Gas Leak ___ Other _____					
Date & Day of Week	Time	# of Children Present	Length of Time to Evacuate	Name of Supervising Person	Problems or Comments
_____/_____/_____ Day of the week:					

This form is provided for technical assistance purposes only. Providers may use this form if they choose, but are not required to use this form.

UTAH DEPARTMENT OF HEALTH
Bureau of Child Development
Child Care Licensing Program

Fire Drill Log

Fire evacuation drills must be conducted monthly. Please Write Clearly.

Center/Program Name: _____

Date & Day of Week	Time	# of Children Present	Length of Time to Evacuate	Name of Supervising Person	Problems or Comments
____/____/____ Day:					
____/____/____ Day:					
____/____/____ Day:					
____/____/____ Day:					
____/____/____ Day:					
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