



California Child Care Disaster Plan 2016



**ANNEX TO THE STATE OF
CALIFORNIA EMERGENCY PLAN**

UCSF School of
Nursing

Developed by the UCSF California Childcare Health Program with
funding from the California Department of Education

Table of Contents

1 Acknowledgments

California Child Care Disaster Plan Advisory Group
California Child Care Disaster Plan Development Team
California Child Care Disaster Plan Review Team

3 Introduction

Background
Administration
Scope
Assumptions
Purpose

5 Overview

Mitigation, Preparedness, Response, Recovery
Potential Emergencies, Hazards, and Disasters

7 Child Care Characteristics and Vulnerabilities

Young Children, Families, and Child Care Providers
California Child Care Licensing
Additional Standards and Regulations
License-exempt Child Care
Government Subsidies for Child Care

10 Communication in Disasters

Local Emergency Services
Two-way Communication
Standardized Emergency Management System
Exhibit A: Emergency Services Management and Child Care Flow of Communication
Warnings, Alerts, and Public Safety Updates
Setting Up a Communication Hub in Child Care Programs
Communication Technology

15 Lessons Learned

Planning
Reunification
Child Care is an Essential Service
Relief and Recovery

17 References

18 Emergency Functions

Exhibit B: State Agency Emergency Functions for Child Care
Emergency Function Narratives by State Agency
Exhibit C: Federal Agency Emergency Functions for Child Care
Emergency Function Narratives by Federal Agency
Exhibit D: Organizational Emergency Communication Flow Chart for Child Care
Exhibit E: Acronyms

28 Maintenance and Distribution

29 Record of Changes

Acknowledgments

California Child Care Disaster Plan Advisory Group

The statewide Child Care Disaster Plan Advisory Group convened as a subgroup of the statewide Child Care Health and Safety Regulatory Workgroup to: (1) Encourage best practices and implement federal Child Care and Development Block Grant (CCDBG) requirements in the California Child Care Disaster Plan; (2) Support child care providers to develop disaster plans for their individual programs based on program needs and local resources; (3) Make recommendations to the California Department of Social Services Community Care Licensing Division to update California's Child Care licensing regulations for disaster planning. The following members of the Advisory Group from State agencies and child care advocacy groups contributed to the California Child Care Disaster Plan by participating in workgroup meetings, providing information, and giving feedback during the development phase of the plan.

Advisory Group Members

Benita Beaushaw

*Disaster Medical Response
Communications
State of California EMS Authority*

AnnLouise Bonnitto

*Tribal Child Development Director
Tribal Child Care Association
of California Legislative Chair
California Rural Indian Health Board, Inc.*

Lucy Chaidez

*Child Care Training Coordinator
State of California EMS Authority*

Kihn Chin

*Analyst, Office of Emergency Services
City of Berkeley*

Abby J. Cohen

*Regional Program Manager
Office of Child Care, Region IX*

Lola Cornish-Nickens

*Director of Member Services
California Child Care Resource &
Referral Network*

Jeanne-Aimée De Marrais

*Senior Director, US Emergencies
Department of Humanitarian Response,
Save the Children*

Ellen Dektar

*Senior Management Analyst
Alameda County Early Care and
Education Planning Council*

Cynthia Frankel

*Alameda County Coordinator
EMS for Children*

Noah Fullerton

*Analyst, Child Care Licensing Program
California Department of Social Services*

Kathleen Fry-Miller

*Associate Director
Children's Disaster Services*

Drew Hammond

*Emergency Services Coordinator
Emergency Functions Planning Unit,
Preparedness Division
California Governor's Office of Emergency
Services*

Suzanne Haydu

*Nutrition and Physical Activity Coordinator
Maternal, Child & Adolescent
Health Division
Center for Family Health, California
Department of Public Health*

Tarah J. Heller

*Senior Emergency Coordinator
California Department of Social Services
Disaster Services Bureau,
Administration Division*

Kelley Knapp

*Nutrition Education Consultant
California Department of Education
Nutrition Services Division*

Jenifer L. Lipman

*Head Start Health Consultant
Los Angeles County Office of Education*

Tracy L. McBroom

*Division Director, Disaster State Relations
American Red Cross Pacific Division*

Denyne Micheletti

*Chief Executive Officer
California Alternative Payment
Program Association
CAPPA Children's Foundation*

Continued on next page

Kristina M. Moffitt
Program Manager, Emergency
Support Functions Planning Unit
Preparedness Division
California Governor's Office of
Emergency Services

Stephanie Myers
Coordinator, Head Start
Collaboration Office
California Department of Education

Linda Parfitt
Consultant, Early Education and
Support Division
California Department of Education

Mary Beth Phillips
State Systems Specialist, Region IX
State Capacity Building Center
A Service of the Office of Child Care,
ICF International

LeAnn Raffanti
Bureau Chief
Disaster Services Bureau,
Administration Division
California Department of Social Services

Tamara A. Rodriguez,
Officer, Emergency Preparedness
and Response
California Department of
Developmental Service

Bonnie Sanders
Training Analyst, CDPH Duty Officer
California Department of Public Health
Emergency Preparedness Office

Bonnie Sinz
State Trauma System Coordinator
California Emergency Medical Services
for Children

Sherri Springer
Board Member
Californians for Quality Early Learning
(CQEL)

Cyndi Trujillo
Resource & Referral Manager
Los Angeles County, Child Care
Resource Center

Heidi Wilkening
EMS for Children Coordinator
California Emergency Medical Services
for Children

California Child Care Disaster Plan Development Team

Abbey Alkon
Project Director
UCSF California Childcare Health Program

Gail Brodie
Consultant
Early Education and Support Division
California Department of Education

Cecelia Fisher-Dahms
Education Administrator
California Department of Education

Kimberly Hazard
Research Assistant/Project Coordinator
UCSF California Childcare
Health Program

Bobbie Rose
Project Facilitator
UCSF California Childcare
Health Program

Bopha Sin-Berry
Pediatric Nurse Practitioner Student
UCSF School of Nursing

Andrea Taffe
Pediatric Nurse Practitioner Student
UCSF School of Nursing

Mimi Wolff
Project Coordinator
UCSF California Childcare Health Program

California Child Care Disaster Plan Review Team

Benita Beaushaw, Lucy Chaidez,
Lola Cornish-Nickens,
Kathleen Fry-Miller, Suzanne Haydu,
Tarah Heller, Kelley Knapp,
Jenifer Lipman, Catherine Lopez,
Linda MacIntyre, Cindy Mall,
Tracy McBroom, Corazon Mendoza,
Stephanie Meyers, Kristina Moffitt,
Linda Parfitt, LeAnn Raffanti,
Bonnie Sanders, Sherri Springer,
and Heidi Wilkening.



Introduction

The California Child Care Disaster Plan is an Annex to the State of California Emergency Plan to provide guidance for communication and coordination in the event of a disaster that affects the child care infrastructure. The California Child Care Disaster Plan provides information and resources to support child care providers, children in their care, and their families before, during, and after an emergency or disaster.

Background

The State of California Emergency Plan (SEP) provides the State's plan for responding to emergencies and disasters, both natural and human-caused. The plan describes emergency operations of governmental agencies including how resources are mobilized, methods of communication, and plans to keep the government operating during and after an emergency or disaster.

The SEP involves many statewide agencies and includes Functional Annexes. While the SEP is comprehensive, it does not include specific provisions for the child care community. Child care is a vital service to local communities and economies, and represents a diverse population of children, families, child care providers, and many affiliated agencies and organizations.

Children who receive subsidized child care services may be among the most vulnerable, and their families and communities among the least resilient, following a disaster. When President Obama signed the Reauthorization of the Child Care and Development Block Grant (CCDBG) Act on November 29, 2014, it marked the beginning of a new era for the Child Care and Development Fund (CCDF) program. Reauthorization instituted expansive changes for children's health and safety. Among the new health and safety requirements, states must now demonstrate how the needs of children receiving child care services funded by CCDBG will be met before, during, and after an emergency.

CCDBG recognizes the importance of emergency planning to reduce the risks of injury, death, and

psychological trauma caused by disasters. Planning for the continuation of child care services builds community resilience by reducing potential lost revenue for families and child care providers and addressing the child care needs of emergency workers. Ensuring healthy and safe child care before, during, and after a disaster lessens the disruption to normal routines and supports optimal child development.

Administration

As the lead agency for CCDBG funding in California, the California Department of Education (CDE), Early Education and Support Division (EESD), provided guidance and funding to develop the California Child Care Disaster Plan. The California Child Care Disaster Plan is a Functional Annex to the existing State of California Emergency Plan. The California Child Care Disaster Plan Annex (Annex) does not duplicate what is already in the SEP. Instead, the Annex provides new information that can stand alone while coordinating with activities and responsibilities stated in the SEP. An important goal of the Annex is to provide practical guidance for child care programs to develop custom emergency response plans based on individual program needs and local resources. This program level information can be found in the Appendix to the Annex. The Appendix includes a step-by-step planning guide, forms, checklists, key terms, job action sheets, sample letters of agreement, and other helpful documents. The overall purpose of the Annex and Appendix is to minimize potential injury, death, loss, destruction, and disruption for children, families, and child care providers in the event of a disaster or emergency.

Scope

The California Child Care Disaster Plan outlines the roles and responsibilities of key supporting agencies to prepare for, respond to, and recover from a disaster that significantly impacts a community's child care infrastructure. The document includes suggested actions and emergency functions for partner organizations. Through coordination of best practices for the emergency functions, gaps and duplications in key activities are minimized. Licensed child care centers, family child care homes, school-age child care, and licensed-exempt child care are included in the plan. For the purpose of the California Child Care Disaster Plan, the term "emergency" includes disasters, either natural or human-caused, and other emergencies that may occur in child care.

Assumptions

The following assumptions guide the California Child Care Disaster Plan:

- Saving lives is the first priority in an emergency.
- The California Child Care Disaster Plan will be consistent with the California's Standardized Emergency Management System (SEMS) response operations.
- Implementation of the California Child Care Disaster Plan may vary depending on the extent of the damage caused by a disaster.
- Child care providers will carry out their emergency plans at the local government response level.
- The California Department of Education (CDE), the Department of Social Services (DSS) Community Care Licensing, and the Resource and Referral Network (R&R Network) play integral roles in providing information to emergency personnel, child care providers, and communities.
- Disaster related activities, information, and services will be culturally appropriate, in languages spoken in the community, and include children and families with disabilities and/or access and functional needs.
- Child care providers play an important role in the dissemination of emergency preparedness, response, and recovery information to families.

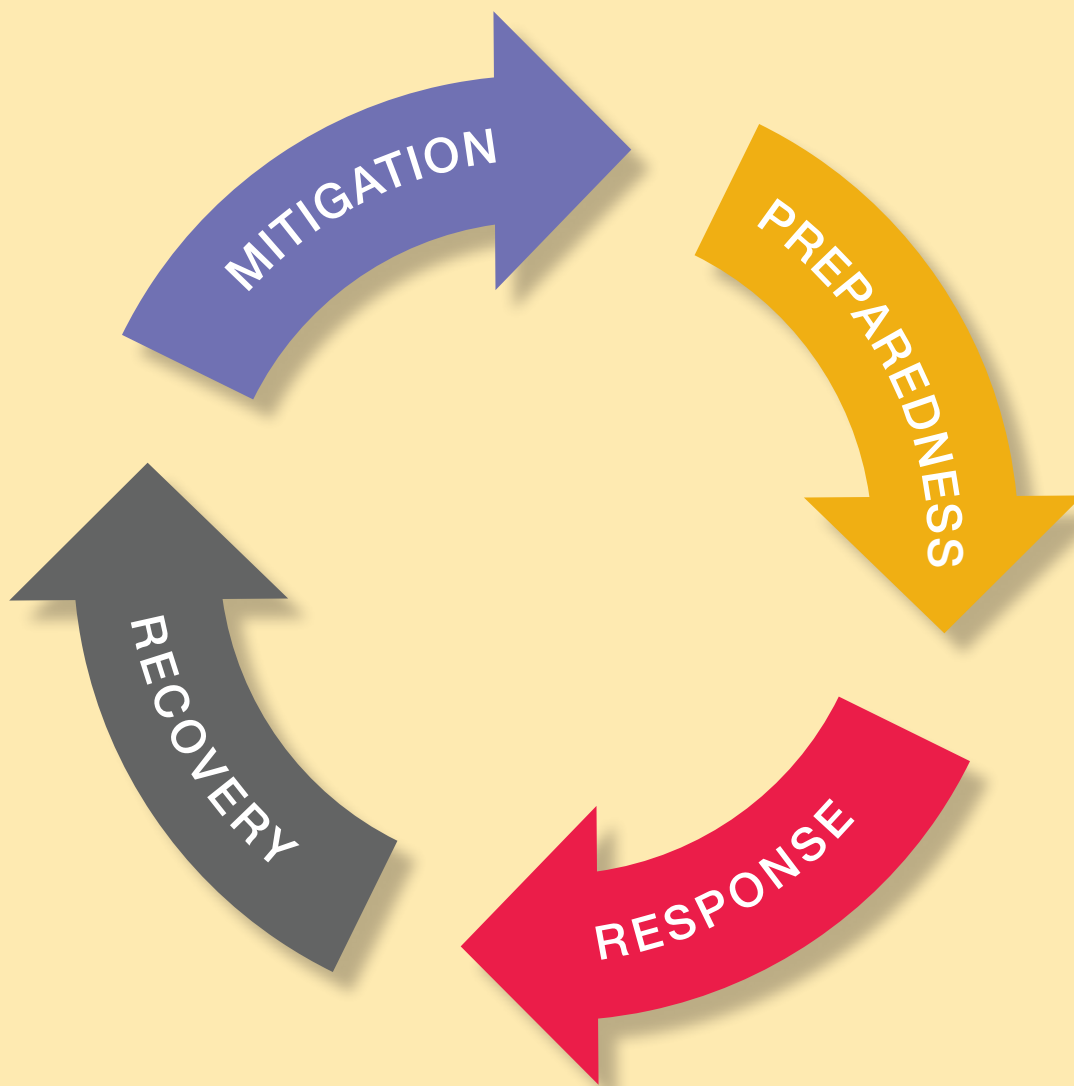
- Children bring what they learn at school/child care to the home environment thereby improving family resilience.
- Child care providers will be 'emergency managers' for their child care programs.
- Child care is an essential service for emergency response workers and necessary for a community's economic recovery.
- In disaster situations, child care providers will shelter-in-place if possible. Evacuation to a mass shelter is a last resort.
- It may take hours, days, weeks, or months for a child to be reunified with their family after a disaster.
- Increased staff absenteeism will occur in child care after a disaster when employees are personally affected by a disaster.
- Needs for child care may increase after a disaster while families recover and rebuild their lives.
- Child care after a disaster will be healthy and safe and meet the developmental needs of children.
- In the coming decades, California will likely be faced with increased impacts from extreme natural events such as heat waves, wild fires, droughts, and floods.¹

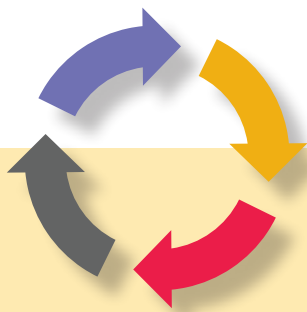
Purpose

The purpose of the California Child Care Disaster Plan is to provide clear guidance for state agencies to respond to disasters that affect a community's child care infrastructure. The California Child Care Disaster Plan defines the roles and responsibilities of partner organizations to deliver critical services and support to children, families, and child care providers in the event of a disaster. The key areas described as emergency functions meet the CCDBG requirements for: preparedness; training and practice drills; accommodation of infants and toddlers; accommodation of children with disabilities and chronic medical conditions; evacuation; relocation; shelter-in-place and lockdown; communication; continuity of operations and essential child care services; reunification of families; and recovery. The California Child Care Disaster Plan encourages coordination of activities and collaboration for mitigation, planning, response, and recovery.

Overview

Disasters come in many forms, and can occur anywhere, at any time. Disasters can be caused by natural events such as severe weather, earthquakes, fires, floods, and tsunamis as well a human-caused event such as an active shooter or a hazardous material incident. Emergency management is an ongoing cycle with four phases: Mitigation, Preparedness, Response, and Recovery with regular updating, communicating, assessing, and reevaluating of how to respond in a disaster.





Mitigation

Mitigation describes measures that lessen the impact of disasters. Routine mitigation practices identify and correct potentially unsafe conditions on a regular basis. For example, state agencies can strengthen their disaster response infrastructure by establishing and communicating disaster response policies before a disaster occurs. By investing in long-term strategies, state agencies can positively impact the safety, economic security, and resilience of children, families, and child care providers.

Preparedness

Preparedness ensures that child care programs are ready for emergencies in order to protect the health and safety of children and staff members and to prevent damage to buildings and equipment. The preparedness phase includes being informed, making plans, assigning roles and responsibilities, writing emergency response plans, conducting training and drills, building relationships with local emergency response teams, identifying local resources, and keeping emergency supplies up-to-date.

Response

The response phase refers to the time when the emergency actually occurs. The response phase may begin with warnings and alerts. Response begins at the local level (city or county) supported by response activities and resources from regional, state, and federal response partners. Emergency responders include organizations such as hospitals, businesses, faith-based organizations, volunteer and charitable agencies, and non-governmental and community-based organizations.

Recovery

The recovery phase refers to the hours, days, weeks, months or possibly years, after an emergency occurs. It includes plans for assisting children, families, and child care programs to return to their everyday routines by providing resources and health services (including mental and behavioral health), employment, stable housing, financial assistance, and child care.

Potential Emergencies, Hazards, and Disasters

A hazard analysis helps to determine the kinds of disasters that are most likely to occur in a geographical area. The most common natural disasters in California are: earthquakes, fires, floods, and tsunamis. Disasters can also be human-caused events such as a bridge collapse, a chemical spill, a gas explosion, gun violence, a terrorist attack, and transit accidents such as a bus, plane, or train crash. A thorough hazard analysis will include information about the risks from nearby refineries, industries, power plants, airports, and civil or political unrest in addition to information about risks of natural disasters.

Child care providers are encouraged to contact their County Office of Emergency Services for a list of natural disasters most likely to occur in their geographic region and to identify potential human-caused events including technological accidents and hazardous materials incidents. Other kinds of emergencies that might affect child care programs include medical emergencies, pandemics and epidemics, power outages, disgruntled staff, an intruder, or an impaired adult (for example, a parent who is under the influence of alcohol or drugs).

Child Care Characteristics and Vulnerabilities

Young Children, Families, and Child Care Providers

Young children attending child care programs are particularly vulnerable and have unique needs. They may not be ambulatory or have speech. They may be in diapers or at various stages of toilet learning. Infants and toddlers may be breast fed or bottle fed, or need to eat mashed or pureed food. Young children may have chronic health conditions such as asthma or allergies, and need to be given medication. They cannot be relied upon to follow instructions or express their needs and may become overwhelmed by a chaotic situation. They have limited knowledge and experience and can easily become frightened or confused by natural or human-caused disasters. Emergency situations may present dilemmas for children and child care providers. For example, although young children are required by law to use a car seat when travelling in an automobile, this may not be a viable option in an emergency evacuation situation. Young children, especially infants and toddlers, depend on their families, teachers, and caregivers for almost all of their needs.

Child care programs serve families with diverse backgrounds, circumstances, and needs. Young children

in child care programs may have single parents, parents who are students, two parents in the labor force, teen parents, foster parents, grandparents, caregivers who are extended family members, and/or legal guardians. These families may speak languages other than English, or may have functional access or special communication needs. Families with young children are typically juggling family responsibilities with work/school/commute schedules and include a range of ages, incomes, educations, and occupations. Because of the many demands on their time and resources, families with young children in child care programs often feel stressed, tired, and rushed. In California, about 61% of children under age six live in households in which both parents (or a single parent) are in the labor force.² The high cost of living in California contributes to a child poverty rate of approximately 25%.³ The cost of child care is unaffordable for many, and in many counties there are not enough low-cost or subsidized child care slots to meet the demand.⁴

Child care providers in California come from a variety of cultures and speak many languages. The field is mostly women with educational backgrounds ranging from advanced degrees in child development to experience-based knowledge and informal training or mentoring.



Child care providers often work long days to accommodate the schedules of families. Generally, child care providers are paid wages that are significantly lower than those with similar education working in other fields.⁵ Most child care providers choose their careers because they enjoy working with children and value the trusting relationships established with children and their families.

California Child Care Licensing

In California, licensed child care facilities are authorized to provide nonmedical care and supervision to children in a group setting for not more than 24-hours per day. California's Child Care Licensing Program (CCL) is a program of the California Department of Social Services (DSS) that provides oversight for licensed child care under California's Child Day Care Act and Title 22 Regulations.⁶ CCL enforces the health and safety requirements in Title 22 by inspecting child care facilities and providing technical assistance to licensed child care providers.

Title 22 Regulations and Disaster Preparedness

Title 22 Regulations 101174 (for child care centers) and 102417 (for family child care homes) require licensed child care providers to have a written disaster and mass casualty plan of action and to conduct disaster drills at least every six months. These regulations are based on state law, specifically Health and Safety Code Sections 1596.95, 1597.54, and 1596.867. Forms LIC 610 (for child care centers), LIC 610A (for family child care homes), LIC 700, LIC 999, LIC 9148 are available to facilitate compliance with disaster planning requirements.

Licensed child care programs may be found in traditional settings such as pre-schools and centers, or they may be located in private homes, apartment rental units, faith-based community spaces (for example, church basements), commercial buildings, portables, public housing, or other spaces converted for child care. As of 2015, California has approximately 45,000 licensed child care programs: about 15,000 Child Care Centers and about 30,000 family child care homes. There are two kinds of family child care homes: small family child care homes that are licensed for no more than eight children; and large family child care homes that are licensed for up to 14 children. An assistant must be present when caring for more than eight children at a time.

Background Clearance

CCL Regulations require a background check for all child care licensees, staff, and volunteers who have contact with children. A cleared criminal record is required prior to working or being present in a licensed child care facility, or before providing child care services. To receive clearance, individuals must submit fingerprints for a California Department of Justice (DOJ) criminal history background check and a Federal Bureau of Investigations (FBI) federal records check. A Child Abuse Central Index check is also completed. If the individual has no criminal history, DOJ issues a clearance notice. A criminal record exemption process is required for all criminal convictions other than minor traffic violations.

Additional Standards and Regulations

Some child care programs receive state and/or federal funding to serve children from low-income families and children with special learning or health needs. In addition to following Title 22 Regulations:

- State Preschools must meet the requirements for education, teacher qualifications, enrollment, and other services stated in the *California Code of Regulations for Education-Title V*.
- Agencies providing Head Start services to children and families (Head Start, Early Head Start and Early Head Start—Child Care Partnerships) must meet the requirements for education; health and safety; enrollment; parent, family, and community engagement; and other services stated in the *Head Start Program Performance Standards*.

Best practices go beyond what is required by these standards and regulations. Child care providers and state agencies can refer to best practice recommendations related to disaster preparedness in *Caring for Our Children (CFOC)*, *National Health and Safety Performance Standards, 3rd Edition* and in the *California Early Childhood Educator (ECE) Competencies*. CFOC represents the best evidence, expertise, and experience to keep children healthy and safe in child care settings. The California ECE Competencies align with the *California Preschool Learning Foundations* and the *California Infant/Toddler Learning & Development Foundations* to describe the knowledge, skills, and dispositions needed to provide high quality early education experiences to young children.

License-exempt Child Care

The following kinds of child care do not require a license and may be referred to as family, friend, and neighbor care; kith and kin care; or informal child care:

- A relative, in their home;
- Nannies or babysitters in the family's own home;
- Family child care provided for the children of one family only;
- School-age programs operated by the school district;
- Public recreation programs or drop-in programs for school-age children who are not receiving structured care or supervision;
- Sports and recreation programs operated by organized camps, clubs, gyms, and similar organizations;
- Cooperative arrangements (Co-op) between families who share the responsibility for their children's care and do not receive payment;
- Temporary child care where parents are on the same premises.

License-exempt, home-based child care providers (excluding grandparents, aunts, and uncles) who receive child care vouchers to care for low-income children must have a clear criminal background check and be registered on the *TrustLine-Registry* for license-exempt providers. In addition, child care providers who receive CCDBG vouchers must meet requirements for health and safety training and emergency preparedness.

Government Subsidies for Child Care

About one third of California's child care centers receive child care subsidies through one or more federal, state, or local funding program.⁴

Federal Child Care Subsidies

The Administration for Children and Families (ACF) is a division of the United States Department of Health &

Human Services that promotes the economic and social well-being of families, children, and communities. There are ten ACF regions in the United States. California is in Region IX. The Office of Child Care (OCC) is a program of ACF that supports low-income working families' access to quality early childhood and afterschool programs. OCC administers CCDBG and works with state, territory, and tribal governments to provide support for child care. Head Start is also a program of ACF. The Office of Head Start (OHS) directly administers funding and oversight to local grantees to provide Head Start services including: Head Start, Migrant Head Start, Tribal Head Start, Early Head Start, and Early Head Start—Child Care Partnerships. In addition, ACF administers the Temporary Assistance for Needy Families (TANF) program, which provides child care vouchers to help meet the child care needs of families who are receiving TANF. Federal food subsidies are also available to child care programs through the United States Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP).

Agency Roles in State Child Care Subsidies

The California Department of Education (CDE), Early Care and Support Division (EESD) provides leadership and support to the child care community to ensure that high quality early education programs are provided to children ages birth to 13 years. CDE is the lead administrative agency for CCDBG funding in California. CDE maintains contracts and agreements with Local Child Care Planning Councils (LPC), local Alternative Payment (AP) Agencies, and local Child Care Resource and Referral Agencies (R&R Agencies) to improve child care access and quality. LPCs work on the local level to plan for child care and development services (subsidized and non-subsidized) based on the needs of families. AP Agencies work on the local level to determine eligibility; authorize child care subsidies; ensure that license-exempt providers are eligible to care for children receiving subsidies; and make payments to providers. R&R Agencies work on the local level to provide referrals, information, and education to child care consumers (families); improve the quality of child care through professional development; and expand the availability of high-quality child care in California.

Communication in Disasters

When a disaster strikes, there is naturally turmoil, panic, and fear. Established communication protocols and procedures reduce anxiety, help avoid duplication, provide critical information and updates, and ensure that no one in the child care community is forgotten.

Local Emergency Services

Local emergency services are the first line of communication for child care providers in an emergency. When an emergency occurs, child care providers can call 9-1-1, the universal number for reaching emergency services. Emergency service personnel (for example, law enforcement, fire fighters, and emergency medical technicians) will immediately respond to the scene of an emergency to provide assistance. In non-urgent situations following a disaster, or in situations where the 9-1-1 system is overloaded, it is appropriate to call the local law enforcement non-emergency phone number. Calling 9-1-1 from a cell phone may connect you to the California Highway Patrol (CHP) rather than local emergency services. For direct access to local emergency services from a cell phone, child care providers can enter the direct-dial local emergency services number into their cell phone's contact list. The non-emergency phone number and the direct-dial local emergency number can be found by calling local emergency services or looking on their website.

Two-way Communication

City and county emergency services are a conduit for two-way communication in a disaster. They provide first-response services and support to child care programs; act as the primary point of contact from emergency response agencies to child care programs, staff, and families; and report assessments of the disaster's impacts on the affected child care community to the regional response level.

In the event of an emergency, it is important for child care programs to report details about the incident to local emergency response agencies and provide updates as needed, including:

- accurate and up-to-date information about the number and ages of children affected by the disaster;
- the needs of infants and toddlers, children with disabilities, and children with chronic medical conditions;
- missing children;
- children unable to be reunited with their families;
- cultural and linguistic characteristics of children, families, and staff;
- damage/destruction to the facility;
- interruption in utility service such as water, electricity, sewers, and gas.

Local emergency service agencies collect information and reports about the emergency from the affected area. The information is then analyzed to determine if more help is needed from outside agencies. Situation reports with pertinent information are further communicated to county, regional, state, and federal emergency response agencies through established channels.



Standardized Emergency Management System (SEMS)

The Standardized Emergency Management System (SEMS) is the cornerstone of California's emergency response system and the fundamental structure for the response phase of emergency management. SEMS is required by the California Emergency Services Act (ESA) for managing multiagency and multijurisdictional responses to emergencies in California. The system unifies all elements of California's emergency management community into a single integrated system and standardizes key elements.



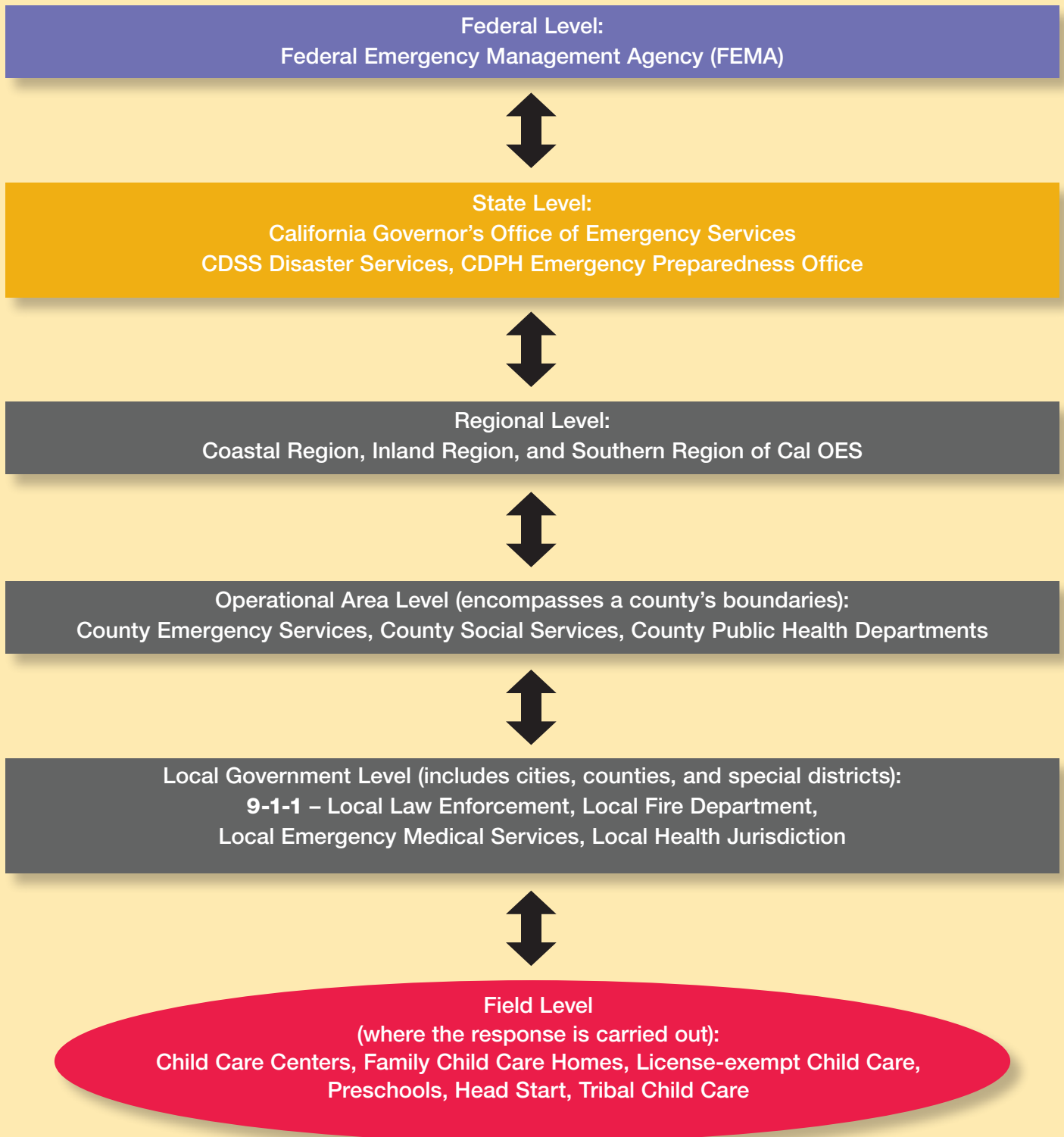
There are five SEMS organization levels:

- **Field** – The Field Level is where emergency response personnel and resources, under the command of responsible officials, carry out tactical decisions and activities in direct response to an incident or threat.
- **Local Government** – The Local Government Level includes cities, counties and special districts. Local governments manage and coordinate the overall emergency response and recovery activities within their jurisdiction.
- **Operational Area (OA)** – An OA is the level of the state's emergency management organization which encompasses a county's boundaries and all political subdivisions located within that county, including special districts. The OA facilitates and/or coordinates information, resources and decisions regarding priorities among local governments within the OA. The OA serves as the coordination and communication link between the Local Government Level and Regional Level.
- **Region** – The Regional Level manages and coordinates information and resources among OAs within the mutual aid region and also between the OAs and the State Level. The Regional Level also coordinates overall state agency support for emergency response activities within the region. California is divided into three Cal OES Administrative Regions: Inland, Coastal and Southern.
- **State** – The State Level of SEMS prioritizes tasks and coordinates state resources in response to the requests from the Regional level and coordinates mutual aid among the mutual aid regions and between the Regional Level and State Level. The State Level also serves as the coordination and communication link between the state and the federal emergency response system. The State Level requests assistance from other state governments through the Emergency Management Assistance Compact (EMAC) and similar interstate compacts/agreements and coordinates with the Federal Emergency Management Agency (FEMA) when federal assistance is requested.⁷

City Offices of Emergency Services (OES) communicate situation reports and resource needs to the county OA. The OA, in turn, reports to their Regional Level. The Regional Level reports and requests resources from the State Level as needed to support and coordinate Field Level response to the incident. Information about the impact of the disaster and the need for additional assistance and resources may then be communicated to state and federal emergency agencies, as needed.

Exhibit A:

EMERGENCY SERVICES MANAGEMENT AND CHILD CARE FLOW OF COMMUNICATION



Warnings, Alerts, and Public Safety Updates

The local governments are responsible for a proclamation of a State of Emergency, as necessary. Emergency proclamations are communicated through established channels such as television, radio, social media, and official websites. Proclamations of a State of Emergency provide:

- authority to promulgate emergency orders and regulations;
- extraordinary police powers;
- exceptions to statutorily mandated procedures;
- the first step to access state/federal disaster relief programs;
- a Governor's Proclamation provides the governor with powers authorized by the California Emergency Services Act (ESA).

Communicating accurate and timely information about public safety to the child care community is critical. Safe areas, transportation, road closures, access to potable water and other resources, power outages, and school closures all impact child care programs and their ability to operate safely. State and local agencies are designated to receive, assess, share, and disseminate information through public and other communication channels including cell phones, loud speakers, and public announcements.

California has a wide range of urban, suburban, and geographically remote areas. The ability to identify and map out where child care programs are located and their access to various modes of communication, including cell phone coverage and internet access, is essential. California CCL utilizes a Geographic Information System (GIS) to map all licensed child care facilities within a ten mile radius of a disaster. The information is then reported to the California State Warning Center through the Department of Social Services Disaster Bureau.

Child care programs and local agencies can access designated radio, television, and online media centers that provide centralized public communications about the disaster to receive accurate and timely information. Disaster planning includes being connected to local media and other communication centers/hubs. Immediately responding to rumors with accurate information reduces the risk of spreading false information and minimizes unnecessary fear, worry, and stress.



Setting Up a Communication Hub in Child Care Programs

Each child care program's disaster plan should include a communication hub with a staff member assigned as the communication coordinator. The role of the communication coordinator is to provide information and updates to child care staff, families, emergency services, and partner agencies. The communication coordinator responds to questions from neighbors, media, and the general public. Information should be provided keeping in mind language literacy, culture, and special communication needs. To support continuity of operations, the communication coordinator establishes two-way communication with pre-identified local partner agencies (for example, R&R Agencies, LPCs, and AP Agencies). Status updates including facility damage, staffing shortages, available child care slots, program closure, program relocation, and disaster relief needs should be reported. Following a disaster, licensed child care programs must submit a verbal report to their CCL Regional Office within 24 hours and a written Unusual Incident report on form LIC 624 (centers) or LIC 624B (family child care homes) within seven days. Local grantees of federal programs, such as Tribal Child Care and Head Start, report to their Regional Office of ACF to establish two-way communication for disaster relief.

Communication Technology

Disaster planning includes identifying communication technologies and systems and understanding how they are used. Below are examples of reliable communication technologies that facilitate timely dissemination of emergency alerts, public safety information, and disaster relief updates:

- Designated television and radio stations: Provide emergency alerts, warnings, updates, and status reports.
- Websites: National Oceanic and Atmospheric Administration (NOAA), National Weather Service, FEMA, Homeland Security, and other websites.
- NOAA Weather Radio All Hazards: NOAA Weather Radio All Hazards is a special radio (available for purchase), which provides immediate broadcasts of severe weather warnings and civil emergency messages.

- Social media: For example, Facebook, Twitter, and Instagram. Social media is used by Cal OES and other official emergency agencies and organizations for posting information and updates about a disaster.
- California Wireless Emergency Alert (WEA): provides alerts via text messaging to all smart phones within the disaster area. The alert comes as a special audible tone and vibration cadence. Cities and counties can register to participate in this alert system. Individuals with cell phones can register to receive alerts through their local city or county. The types of alerts transmitted via WEA are:
 - AMBER Alerts
 - Extreme weather warnings
 - Local emergencies requiring evacuation or immediate action
 - Presidential Alerts during a national emergency



Lessons Learned

Physical damage from disasters can range from minor cleanup to complete destruction. As a result of disasters such as Superstorm Sandy, Hurricane Katrina, and California wildfires and earthquakes, entire communities have been destroyed forcing many survivors to leave behind their homes, jobs, child care, and schools. The news of a disaster prompts communities and individuals to re-evaluate their preparedness. The following describe some lessons learned from researchers, disaster workers, teachers, and caregivers after their experiences with earthquakes, wildfires, hurricanes, and gun violence.



Planning

Children feel safe with trusted adults and cope better in disasters when the adults around them function adequately in stressful circumstances. Prepared child care providers and resilient families are essential to protecting children during times of uncertainty due to disasters. Child care providers must be trained and empowered to act in an emergency situation. Drills should be conducted at different times during the day and for different emergency situations. Children are able to learn age-appropriate, self-protective actions for disasters, and play an important part in disaster preparedness. Children with disabilities and/or access and functional needs should be actively involved in drills, disaster preparedness, response, and recovery.⁸

Reunification

If a disaster occurs when children are in child care and they cannot be reunited with families right away, it is best to shelter-in-place, if possible, so that children can stay in a familiar environment with people they know. Safe assembly areas should be determined in advance in case evacuation and/or relocation are needed. Temporary shelter (for example, pop-up canopy tents) with sanitary equipment and supplies (including supplies for children with special needs) should be available. Streamlined sign-out and pick-up procedures for families help to reduce chaos and minimize anxiety for both adults and children. Communication systems and equipment should include newer technologies that meet the needs of families such as cell phone networks, texting, Twitter, Facebook groups, and group email communication.

The needs of children who are separated from their families should be met in a safe and developmentally sensitive manner. The Red Cross, which runs many shelters in disasters, cannot assume legal responsibility for unaccompanied minors. Children at a Red Cross shelter without a parent or legal guardian will be referred for local government services (for example, law

enforcement, the County Department of Social Services, or the local Health Jurisdiction) to support reunification with families. Licensed child care providers are responsible for the care and supervision of children until someone with legal authority such as, a licensed social worker from the County Department of Social Services, assumes responsibility. It may take days, weeks, or months for some children to be reunified with their families after a disaster.⁹

Child Care is an Essential Service

A secure workforce is necessary to respond to critical needs in the community following a disaster. It is essential that safe child care is available for children of emergency workers. Child care programs in affected areas may need to close or be relocated because of damage to their facilities. Displaced families will need to find child care in their new location as they recover from the disaster. In addition, child care centers in affected areas may be short staffed since staff members may be personally affected by the disaster resulting in absence from work. Child care slots may also be lost when programs located in school district buildings close after a disaster. Appropriate and safe alternatives for temporary child care must be identified as soon as possible following a disaster.¹⁰

Relief and Recovery

State and federal disaster relief funds will assist communities with recovery activities, yet more resources are likely to be needed, especially for families with limited social and economic resources.¹⁰ Families may be forced to leave their homes, change schools, make new arrangements for child care, and/or seek new employment. Disaster recovery should focus on a return to normalcy for children and families and include measures to provide stable and safe housing.^{9,11} Identifying children and families who need extra help or professional intervention reduces the negative effects of a disaster. Increased and enhanced mental health services are important both immediately following a disaster and throughout the recovery process.^{9,12}

Despite the vulnerabilities of children in child care, actions can be taken to support families and protect children's safety, health and development after a disaster. Effective engagement of families in disaster response and recovery planning reduces anxiety and improves the family's ability to bounce back to normal functioning following a disaster. With support, planning, and supportive recovery activities, families and communities can fully recover after disasters and emergencies—possibly emerging stronger than ever.



References

1. California Environmental Protection Agency, Office of Environmental Health Hazard Assessment. Indicators of Climate Change in California: California Environmental Protection Agency Office of Environmental Health Hazard Assessment; August 2013.
2. Annie E. Casie Foundation. 2014 KIDS COUNT Data Book. Report: Annie E. Casie Foundation; 2014.
3. Bohn S, Danielson C, Levin M, Mattingly M, Wimer C. The California Poverty Measure: A New Look at the Social Safety Net. October 2013.
4. California Child Care Resource & Referral Network. 2015 California Child Care Portfolio: California Child Care Resource & Referral Network; 2015.
5. Economic Policy Institute. Child Care Workers Aren't Paid Enough to Make Ends Meet: Economic Policy Institute; November 5, 2015.
6. California Code of Regulations, Title 22, Division 12. California Department of Social Services, Community Care Licensing, Child Care Licensing Division. (Accessed 3/1/2016, at www.dss.cahwnet.gov/ord/PG240.htm.)
7. California Emergency Management Agency. California State Emergency Plan. 2009 ed: California Emergency Management Agency; 2009.
8. Ronoh S, Gaillard JC, Marlowe J. Children with disabilities and disaster preparedness: a case study of Christchurch. *Kōtuitui: New Zealand Journal of Social Sciences Online* 2015;10:91-102.
9. Children's Health Fund and The National Center for Disaster Preparedness, Columbia University Mailman School of Public Health. Legacy of Katrina: The Impact of a Flawed Recovery on Vulnerable Children of the Gulf Coast, A Five-Year Status Report: Children's Health Fund and The National Center for Disaster Preparedness, Columbia University Mailman School of Public Health 2010 August 23, 2010.
10. Office of Inspector General. The Response to Superstorm Sandy Highlights the Importance Of Recovery Planning for Child Care Nationwide: Department of Health and Human Services, Office of Inspector General; December 2015.
11. National Commission on Children and Disasters. National Commission on Children and Disasters. 2010 Report to the President and Congress. AHRQ Publication No. 10-M037. Rockville, MD; October 2010.
12. American Academy of Pediatrics (AAP) Disaster Preparedness Advisory Council, Committee On Pediatric Emergency Medicine. Ensuring the Health of Children in Disasters. *Pediatrics* 2015;136:e1407-17.

Emergency Functions

Exhibit B:

STATE AGENCY EMERGENCY FUNCTIONS FOR CHILD CARE

The following matrix and accompanying narratives summarize agency and department roles and responsibilities in relation to each of the emergency functions for the California Child Care Disaster Plan. The goal of the matrix summary is to provide guidance that supports coordination and collaboration for disaster planning, response, and recovery.

STATE AGENCIES & DEPARTMENTS	EMERGENCY FUNCTIONS									
	Evacuation	Relocation	Shelter-in-place and Lockdown	Communication	Reunification with Families	Continuity of Operations/ Essential Services/ Temporary Child Care	Accommodation of Infants and Toddlers	Children with Disabilities & Chronic Medical Conditions	Recovery Services (funds, damage evaluation, mental health, rebuilding)	Practice Drills and Preparedness Training
California Department of Developmental Services (DDS)		X		X	X			X	X	
California Department of Education (CDE), Early Education and Support Division		X	X	X		X			X	X
CDE Head Start Collaboration				X		X			X	X
CDE USDA Child Nutrition Programs		X	X	X		X	X		X	
California Department of Public Health (CDPH)		X	X	X			X	X	X	X
California Department of Social Services Child Care Licensing (CDSS CCL)	X	X		X		X			X	X
California Department of Social Services Disaster Services Bureau (DSS DSB)	X	X	X	X	X			X	X	
California Emergency Medical Services Administration (EMSA)				X						X
California Governor's Office of Emergency Services (Cal OES)	X			X						X
California Child Care Resource & Referral Network (R&R Network)	X	X		X	X	X			X	X

Emergency Function Narratives by State Agency

California Department of Developmental Services (DDS) www.dds.ca.gov

Relocation – Advocate for appropriate shelter space that meets the needs of people with disabilities.

Communication – Coordinate with Regional Centers to identify and respond to the needs of the developmental services community. Collect information about DSS children enrolled in child care affected by the disaster. Back-up IT systems and check that they restore and recover as expected.

Reunification with Families – Maintain demographic and health information on individuals with developmental disabilities.

Children with Disabilities & Chronic Medical Conditions – Maintain demographic and health information on children receiving DDS services.

Recovery Services (funds, damage evaluation, mental health, rebuilding) – Encourage Regional Centers to increase service coordination contact with families of children with developmental disabilities affected by the disaster to communicate potential recovery resources. Follow up that needs for health services, including mental health services, are being met.

California Department of Education (CDE) Early Education and Support Division www.cde.ca.gov/sp/cd/op/cdprograms.asp

Relocation – Facilitate the use of public school property by public agencies, including child care, during disasters.

Shelter-in-place and Lockdown – Communicate with local education agencies (LEA) about the use of school buildings, grounds, and equipment for mass care and welfare shelters.

Communication – Utilize GIS mapping to identify CDE funded child care facilities affected by a disaster. Provide disaster related information via the California Consumer Education Toll-free phone line (1-800-KIDS-793). Communicate with contractors including Local Planning Councils, State funded child care programs, R&R agencies, AP Agencies, during, after, and in anticipation of emergencies. Back-up IT systems on a daily basis.

Continuity of Operations/ Essential Services/ Temporary Child Care – Support efforts to resume essential child care operations, provide temporary child care, and continue payment for subsidized child care. Implement special policies to provide against loss of funds that are due to circumstances beyond control of the contractor including – earthquakes, floods, fires, epidemics, impassable roads, and other health and safety hazards. Support AP Agencies to continue eligibility determinations and subsidy authorizations for families; support procedures to process new applications for families needing assistance as a result of the emergency; and activities related to the approval of in-home/relative child care providers.

Recovery Services (funds, damage evaluation, mental health, rebuilding) – Monitor agencies and programs that provide eligibility determinations and subsidy authorizations. Analyze impacted areas for safe return to child care facilities.

Practice Drills and Preparedness Training – Support agencies and programs to provide staff development and training about emergency preparedness, response, and recovery. Encourage the use of best practices for emergency preparedness as outlined in the California Early Childhood Educator (ECE) Competencies. Promote professional development on the impact of trauma and bereavement on children including: likely reactions; strategies for providing trauma informed care; bereavement support; and indications for referral for additional mental health services. Test IT back-up systems to check that they restore and recover as expected.

CDE – California Head Start State Collaboration Office cde.ca.gov/sp/cd/re/chssco.asp

Communication – Coordinate information exchange about the status of child care between the Office of Head Start Region IX and California Head Start grantees. Serve as a conduit for information exchange between the Office of Head Start Region IX, the State, and California's local early childhood systems.

Continuity of Operations/Essential Services/ Temporary Child Care – Support California Head Start programs to resume essential operations. Work with the Office of Head Start Region IX and local programs to support efforts to secure temporary locations for displaced California Head Start programs.

Recovery – Disseminate information to Head Start grantees regarding disaster assistance and recovery.

Practice Drills/Preparedness Training –

Disseminate information to Head Start grantees as it pertains to the Head Start Performance Standards for disaster preparedness, response, and recovery.

California Department of Education (CDE) – U.S. Department of Agriculture Child Nutrition Programs (USDA CNP)
www.cde.ca.gov/ls/nu

Relocation – Coordinate with schools and approve temporary child care sites for USDA CNP meal reimbursement.

Shelter-in-place and Lockdown – Coordinate access to food.

Communication – Provide information about USDA disaster relief food assistance for mass shelters and households and the expanded availability of Supplemental Nutrition Assistance Program (SNAP) benefits. www.fns.usda.gov/disaster/disaster-assistance. In California, SNAP is known as the CalFresh Program.

Infants and Toddlers – Coordinate access to food and promote keeping breastfeeding moms and babies together whenever possible in disaster situations.

Continuity of Operations/ Essential Services/ Temporary Child Care – Provide information on reimbursement for food in the USDA CNPs. Continue payments to eligible CNP child care providers.

Recovery Services (funds, damage evaluation, mental health, rebuilding) – Support continuity of operations for the USDA CNPs.

California Department of Public Health (CDPH) www.cdph.ca.gov

Relocation – Support food safety and sanitation standards in shelters.

Shelter-in-place and Lockdown – Ensure the safety of water, food, prescription medications, over-the-counter medications, medical devices, and other consumer products in the disaster area.

Communication – Provide support for infectious disease surveillance and outbreak response to local health departments and other partner agencies. Provide technical assistance related to public drinking water

systems, communicable disease, hazardous materials, biohazards, radioactive materials, and other public and environmental health concerns.

Infants and Toddlers – Provide support to ensure that appropriate and safe infant feeding and safe infant sleep practices are in place in mass shelter and shelter-in-place situations.

Children with Disabilities & Chronic Medical Conditions – Coordinate access to medications, vaccines, and medical supplies as needed.

Recovery Services (funds, damage evaluation, mental health, rebuilding) – Analyze impacted areas for safe return to child care facilities. Ensure the availability of health services (for children and adults), including mental health services, as soon as possible. Provide follow up to ensure that needs for services are being met. Encourage on-site mental health consultation for child care programs.

Preparedness Training – Train disaster relief workers (for example, Red Cross volunteers) and disseminate information about safe infant sleep and infant feeding in disaster situations. Disseminate disaster preparedness information to child care providers and families. Test IT back-up systems to check that they restore and recover as expected.

California Department of Social Services (DSS) Child Care Licensing Program (CCL)
www.cdld.ca.gov/PG411.htm

Evacuation – Support the development of evacuation procedures through regulation and guidance. Maintain contact with licensed child care facilities that require evacuation of children, and offer assistance, if needed, during a disaster.

Relocation – Support requirements, working with the licensee as much as possible, to establish relocation sites according to laws, regulations, and licensing forms.

Communication – Monitor the impact of disasters on child care programs. Provide information about licensed child care programs and GIS mapping to the California Office of Emergency Services (Cal OES). Collect data on child care programs affected by the disaster. Back-up the IT and data collection systems daily.

Continuity of Operations/Essential Services/ Temporary Child Care – Support the safety and well-being of children in licensed child care through continued licensing procedures in accordance with state law.

Prioritize licensing procedures that re-establish safe and healthy child care.

Recovery Services (funds, damage evaluation, mental health, rebuilding) – Support programs to resume essential operations. Issue new child care licenses (according to statute) to fill the need created by the disaster. Expedite the licensing process as much as possible. Remove permanently closed centers and family child care homes from the licensing data base. Continue to investigate complaints about licensed child care.

Practice Drills and Preparedness Training – Ensure the health and safety of children in licensed child care before, during, and after a disaster by requiring licensees to conduct drills and facilitate training. Include infants and toddlers and children with special health care needs in drills. Disseminate guidance and information to providers and families about disaster planning.

California Department of Social Services (DSS) Disaster Services Bureau (DSB) **www.cdss.ca.gov/dis/default.htm**

Evacuation – Support the evacuation of CDSS CCL child care facilities through alert and warning, notification, communication, and coordination with CCL and Cal OES.

Relocation – Identify children separated from their families. Identify resources that may be available to support child care in shelters, including CDSS Volunteer Emergency Service Team (VEST) members. Offer information on shelter and mass care operations that protect children.

Shelter-in-place, Lockdown – Identify state agency resources that may be available to support care for children separated from their families.

Communication – Assist with language translation services, including sign language interpreters in shelters.

Reunification with Families – Reunite children with families. Work in coordination with Red Cross and local officials to help locate displaced children and families after a disaster. Coordinate with the Red Cross Safe & Well Program.

Children with Disabilities & Chronic Medical Conditions – Provide functional assessment service teams (FAST) in coordination with local agencies to assess and ensure children with disabilities and others with access and functional needs are supported in shelters. Coordinate with supporting state agencies to ensure that health concerns and special health needs in shelters are addressed.

Recovery Services (funds, damage evaluation, mental health, rebuilding) – Support transitioning children separated from their families by disasters from mass care to family living.

California Emergency Medical Services Administration (EMSA) **www.emsa.ca.gov**

Communication – EMS for Children: Provide technical assistance to local emergency medical services agencies about how to include children in their local emergency medical services system. Include quality of care, continuity of care, family-centered care, cultural diversity, and caring for children with special needs.

Practice Drills and Training – *EMSA Child Care Training Program*: Review and update disaster preparedness information for the 16 hour EMSA approved Preventative Health Training for Child Care Providers required for licensure. Post disaster preparedness, response, and recovery resources on the EMSA Child Care Training website. *EMS for Children*: Encourage disaster training specific to pediatric populations for hospital staff and local EMS personnel; post guidance for children in disasters on the EMSA website.

California Office of Emergency Services (Cal OES) **www.caloes.ca.gov**

Evacuation – Provide information and guidance about evacuation proclamations and procedures to local governments.

Communication – Support statewide emergency activities including mitigation, preparedness, response, and recovery that include children and child care programs. Encourage local governments to link child care to the broader disaster response. Assist state agencies to identify needs and solve problems. Support on-going development of partnerships between the child care community and emergency response agencies.

Practice Drills and Preparedness Training – Provide resources for families and child care programs to develop emergency plans. Organize statewide drills and preparedness exercises. Include children in exercises to the extent possible. Provide information on hazard analysis and mitigation at <http://myhazards.caloes.ca.gov/>.

California Child Care Resource & Referral Network (R&R Network) www.rrnetwork.org

Evacuation – Work with local R&R Agencies to collect information about child care programs that have evacuated their facilities.

Relocation – Work with local R&R Agencies to collect information about providers and the children in care who have relocated in a disaster.

Communication – Facilitate communication among member R&R Agencies for collaboration and mutual aid through established communication channels. Use the Consumer Education toll-free number (1-800-KIDS-793) to collect and share information on response/recovery efforts and provide resources for local R&R Agencies from 9 AM–5 PM Monday through Friday. Modify the 24 hours a day message for the Consumer Education line to include information about disaster response resources. Connect with local R&R Agencies to: 1) learn about program closure, evacuation, and child care availability; 2) support local R&R Agencies in conducting telephone surveys of child care programs in affected area(s); 3) support local R&R Agencies in disseminating information regarding disaster assistance and recovery; and 4) support R&R agencies in reporting to CDE on the disaster's impact on the community's child care infrastructure.

Reunification of Families – Support local R&R Agencies to provide information about relocated children to facilitate reunification with their families. Coordinate with the Red Cross Safe & Well Program.

Continuity of Operations/Essential Services/Temporary Child Care – Encourage emergency assistance and mutual aid between neighboring R&R Agencies. Coordinate with and support R&R Agencies: 1) connecting with CDE about closure of child care programs located in public schools; 2) providing child care information and resources for emergency workers and other essential service workers in; 3) providing technical assistance to child care providers, CCL, and families regarding temporary or emergency child care; 4) providing information on temporary child care and/or safe and healthy child care alternatives for families during a disaster; 5) identifying potential volunteer child care disaster relief workers with background clearance who could be called upon to provide child care if regular staff cannot work; and 6) backing up computer files, records, and data on a daily basis.

Recovery Services (funds, damage evaluation, mental health, rebuilding) – Post disaster relief information on the R&R Network website. Support R&R Agencies to identify and facilitate healthy and safe child care arrangements that are accessible and meet the needs of children and their families impacted by the disaster. Remind R&R Agencies to remove permanently closed child care programs from subsidy and referral data bases. Encourage local R&R Agencies to provide information and referrals to mental health services after disaster. Request that local R&R Agencies provide the R&R Network with a general assessment of the level of impact the disaster had on child care programs. Donation Management: Work with R&R Agencies and LPCs to support the collection and distribution of donated goods and supplies.

Practice Drills and Preparedness Training – Provide support to the local R&R Agencies to offer: 1) ongoing professional development; 2) consultation and technical assistance; and 3) publication of classes and workshops, including, but not limited to, the 16-hour, Emergency Medical Services Administration (EMSA) approved Child Care Provider Health and Safety Training required for licensure. Encourage local R&R Agencies to open disaster preparedness training enrollment to local Red Cross volunteers and other emergency response volunteers. Test IT back-up systems to check that they restore and recover as expected.



Exhibit C:

ROLES AND RESPONSIBILITIES OF FEDERAL AGENCIES AND NON-GOVERNMENTAL ORGANIZATIONS

The following matrix and accompanying narratives summarize agency and department roles and responsibilities in relation to each of the emergency functions for the California Child Care Disaster Plan. The goal of the matrix summary is to provide guidance that supports coordination and collaboration for disaster planning, response, and recovery.

FEDERAL AGENCIES & DEPARTMENTS	EMERGENCY FUNCTIONS									
	Evacuation	Relocation	Shelter-in-place and Lockdown	Communication	Reunification with Families	Continuity of Operations/ Essential Services/ Temporary Child Care	Accommodation of Infants and Toddlers	Children with Disabilities & Chronic Medical Conditions	Recovery Services (funds, damage evaluation, mental health, rebuilding)	Practice Drills and Preparedness Training
Administration for Children and Families (ACF), Office of Child Care, Tribal Child Care, Head Start Region IX				X		X	X	X	X	X
ACF, Office of Human Services Emergency Preparedness and Response	X			X		X	X	X	X	X
American Red Cross		X	X		X		X	X	X	X
Federal Emergency Management Agency	X	X			X				X	X
National Center for Missing and Exploited Children					X					
United States Department of Labor, Disaster Unemployment Assistance									X	
United States Small Business Administration									X	

Emergency Function Narratives by Federal Agency

Administration for Children and Families (ACF): Office of Child Care (OCC) including Tribal Child Care/Office of Head Start, www.acf.hhs.gov/programs/occ

Communication – Coordinate information exchange between OCC and the state agencies (for example, receive child care status information from the state and forward it to federal offices as appropriate).

Continuity of Operations/Essential Services/Temporary Child Care – Support continuation of subsidies and recovery operations. Establish an emergency child care recovery task force.

Accommodations of Infants and Toddlers – Promote safe and appropriate care of infants and toddlers in disasters.

Children with Disabilities & Chronic Medical Conditions – Support the inclusion of children with disabilities and chronic medical conditions activities before, during, and after a disaster.

Recovery Services (funds, damage evaluation, mental health, rebuilding) – Share disaster relief resources with families and child care providers using available technologies (for example, website posts, group email, Facebook posts, Twitter).

Practice Drills and Preparedness Training – Assist with emergency preparedness planning efforts for child care. Disseminate information and resources. Test IT back-up systems to check that they restore and recover as expected.

ACF, Office of Human Services Emergency Preparedness and Response www.acf.hhs.gov/program-topics/emergency-response-recovery-0

Evacuation – Provide Technical Assistance for evacuation; relocation; shelter-in-place and lockdown for Head Start, CCDBG, and Tribal CCDF grantees.

Communication – Post informational and educational disaster relief materials on ACF websites. Continuity of Operations/Essential Services/Temporary Child Care – Activate the Disaster Case Management Program.

Accommodations of Infants and Toddlers – Promote safe and appropriate care of infants and toddlers in disasters.

Children with Disabilities & Chronic Medical Conditions – Support the inclusion of children with disabilities and chronic medical conditions activities before, during, and after a disaster.

Recovery Services (funds, damage evaluation, mental health, rebuilding) – Support recovery efforts specific to child care services and programs. Coordinate with federal and local assistance programs to help disaster survivors achieve pre-disaster levels of functioning.

Practice Drills and Preparedness Training – Provide information and educational materials for practice drills and preparedness training.

American Red Cross (Red Cross) www.redcross.org

Relocation – Keep information about local Red Cross chapters up-to-date. Provide access to information about local Red Cross chapters. Support local Red Cross shelters to include the child care community as needed. Provide information to the public about the nearest Red Cross Shelter. Coordinate with USDA about the types and quantities of food that relief organizations need for emergency feeding operations. Monitor USDA supplies of food to disaster relief organizations for mass feeding or distribution to households. If children are present in a shelter or assistance center, coordinate with partners to provide temporary, respite care services for children.

Shelter-in-Place and Lockdown – Provide information and training about how to Shelter-in-Place.

Reunification with families – Establish policies and procedures for reuniting unaccompanied minors with their families. Manage the Red Cross Safe and Well Online Registry where concerned family and friends can search the list of those who have registered themselves as “safe and well”. Support the referral of unaccompanied minors in shelters to the California DSS Disaster Services Bureau.

Accommodation of Infants and Toddlers –

Train Red Cross disaster relief workers in the unique needs of child care providers, infants, toddlers, and children at a Red Cross Shelter. Provide relief workers with extra training about safe infant sleep and infant feeding in disasters. Support arrangements for safe sleep environments for infants and support for breastfeeding families.

Children with Disabilities & Chronic Medical

Conditions – Facilitate procuring equipment as needed for those with functional access needs. Promote training related to children with disabilities and chronic medical conditions for Red Cross workers.

Recovery Services (funds, damage evaluation, mental health, rebuilding) –

Support referrals for social services and/or mental health as needed. Provide information on other relief services and financial assistance as needed (for example, stable housing, SNAP, small business loans).

Practice Drills and Preparedness – Develop training materials including mobile apps such as Monster Guard and The Pillowcase Project. Provide training opportunities. Test IT back-up systems to check that they restore and recover as expected.

Federal Emergency Management Agency (FEMA) www.fema.gov

Evacuation – Provide information on mass evacuation.

Relocation – Staff disaster recovery centers. Provide guidance or information about Red Cross Shelters and alternatives. Provide information about local open shelters.

Reunification with families – Maintain the FEMA National Emergency Family Registry and Locator System (NEFRS) to help reunite families separated by a disaster. Note: The system is only activated after disasters with mass evacuations.

Recovery Services (funds, damage evaluation, mental health, rebuilding) – Respond to applications for financial assistance from counties that have been declared a federal disaster. Provide information on other relief services. Provide technical assistance related to rebuilding efforts and Public Assistance grants.

Practice Drills and Preparedness Training –

Provide online disaster preparedness information and training on Ready.gov. Provide grant funding through the Homeland Security Grant Program to support child specific preparedness initiatives.

National Center for Missing and Exploited Children www.missingkids.com

Reunification with families – Establish policies and procedures for reuniting unaccompanied minors with their families. Provide reunification technical assistance and support. Deploy Team Adam (retired law enforcement officials) as requested by local authorities.

United States Department of Labor, Disaster Unemployment Assistance www.ows.doleta.gov/unemploy/disaster.asp

Recovery Services (funds, damage evaluation, mental health, rebuilding) – Provide information and assistance for disaster relief services and loan programs after presidentially declared disasters.

United States Small Business Administration www.sba.gov

Recovery Services (funds, damage evaluation, mental health, rebuilding) – Provide information and assistance about small business disaster relief loans for child care providers after presidentially declared disasters.

Volunteer Organizations Activated in Disasters (VOAD)

There are many volunteer organizations whose mission is to prepare for, respond to, and recover from disasters of all kinds. National, state, regional, and local level VOADs organize and train volunteers to help in emergencies. A VOAD can be community-based, faith-based, or any other type of non-profit or volunteer group. These volunteer groups provide a variety of disaster services including planning for disasters, disaster training, mitigation, mass sheltering, managing donations, clean-up, rebuilding, case management, and emotional and spiritual support.

Exhibit D:

ORGANIZATIONAL EMERGENCY COMMUNICATION FLOW CHART FOR CHILD CARE

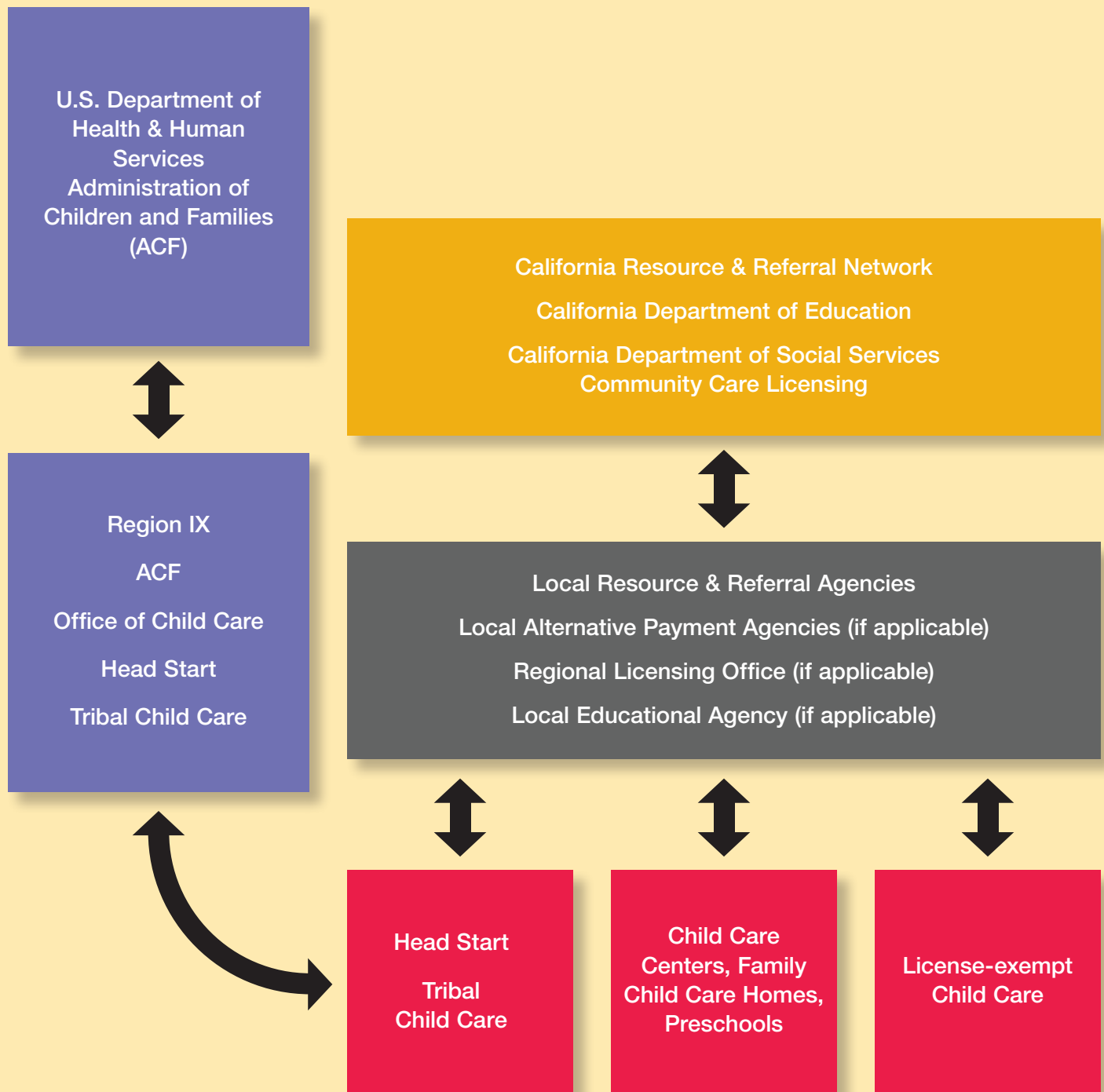


Exhibit E:

ACRONYMS

ACF: Administration for Children and Families

AP: Alternative Payment Program

CACFP: Child and Adult Care Food Program

Cal OES: California Governor's Office of Emergency Services

CCDBG: Child Care and Development Block Grant

CCDF: Child Care Development Fund, commonly referred to as CCDBG, the terms are often used interchangeably.

CCHP: California Childcare Health Program

CCL: Child Care Licensing Program

CDE: California Department of Education

CDPH: California Department of Public Health

CHP: California Highway Patrol

CNP: Child Nutrition Programs

DDS: California Department of Developmental Services

DHS: Department of Human Services

DOJ: California Department of Justice

DSB: Disaster Services Bureau

DSS: California Department of Social Services

EESD: Early Education Support Division

ESA: California Emergency Services Act

EMSA: Emergency Medical Services Authority

FBI: Federal Bureau of Investigation

FEMA: Federal Emergency Management Agency

GIS: Geographic Information System

IT: Information Technology

LPC: Local Planning Council

NIMS: National Incident Management System

NOAA: National Oceanic and Atmospheric Administration

OA: Operational Area

OCC: Office of Child Care

OHS: Office of Head Start

R&R Agency: Child Care Resource & Referral Agency

R&R Network: California Child Care Resource & Referral Network

SEMS: California's Standardized Emergency Management System

SEP: State Emergency Plan

SNAP: Supplemental Nutrition Assistance Program

TANF: Temporary Assistance to Needy Families

USDA: United States Department of Agriculture (USDA)

VEST: CDSS Volunteer Emergency Service Team

WEA: Wireless Emergency Alert

Maintenance and Distribution

Maintenance

The California Child Care Disaster Plan will be reviewed annually by the statewide Child Care Health and Safety Regulatory Workgroup/Child Care Disaster Plan Advisory Subgroup, or other group designated by CDE, and revised as needed. State agencies named in this plan are asked to review and submit changes to relevant sections of the plan to CDE. This plan is intended to coordinate with the most current State of California Emergency Plan.

Questions and updates can be submitted to CDE, Early Education and Support Division (EESD).
caccdisasterplan@cde.ca.gov

Distribution

The California Child Care Disaster Plan Annex and Appendix, including a Step-by-Step Guide with forms, checklists, handouts, and resources to help individual child care programs plan for disasters based on their needs and local resources, will be distributed electronically. The following organizations have agreed to disseminate materials by email, electronic newsletter, website posting and/or online training: UCSF California Childcare Health Program, California Department of Education Early Education and Support Division, Department of Social Services Child Care Licensing Division, Emergency Management Services Authority, and the California Child Care Resource & Referral Network. The documents will be available online in English and Spanish at no cost.



Record of Changes

Each update to the California Child Care Disaster Plan will be tracked by the lead agency including the date, page number(s), justification for the change, and agencies affected by the change, and entered into the table below.

DATE	PAGE NUMBER(S)	JUSTIFICATION FOR THE CHANGE	AGENCIES AFFECTED BY THE CHANGE



California Childcare Health Program

UCSF School of Nursing

415-476-4695

2 Koret Way, Box 0606

San Francisco, CA 94143-0606

cchp.ucsf.edu

California Department of Education

Early Education and Support Division

916-322-6233

1430 N Street

Sacramento, CA 95814-5901

www.cde.ca.gov/re/di/or/cdd.asp



DESIGN: LAURA MYERS DESIGN

© 2016 THE REGENTS OF THE UNIVERSITY OF CALIFORNIA



How to Plan for Emergencies & Disasters



A Step-by-Step Guide for California Child Care Providers

UCSF School of
Nursing

Developed by the UCSF California Childcare Health Program
with funding from the California Department of Education

Table of Contents

- 1 Why Plan for Emergencies?**
How to Use this Step-by-Step Guide to Plan for Emergencies
- 2 Emergency Plan Library**
Forms
Templates and Worksheets
Checklists
Tools
- 3 STEP 1: A Written Emergency Disaster Plan**
Emergency Disaster Plan Licensing Forms
Emergency Disaster Plan Addendum: Best Practices
- 4 STEP 2: Identify the Hazards in your Local Community**
- 5 STEP 3: Emergency Roles and Responsibilities**
Job Actions
Staff Training
- 7 STEP 4: Emergency Services in your Local Community**
Ways to Connect with the Emergency Services in Your Community
- 9 STEP 5: Facilities, Equipment, and Emergency Supplies**
Mitigation
Exits
Evacuation
Shelter-in-Place
Lockdown
Utilities
Emergency Safety Equipment
Earthquake Preparedness Checklist
Emergency Checklist for Children with Special Needs
Emergency Supplies Checklist
- 13 STEP 6: Planning for Relocation**
- 14 STEP 7: Family Communication and Reunification**
Child Emergency Information Forms
Reunification
Status Updates
Family Engagement
- 16 STEP 8: Emergency Disaster Drills**
Types of Drills
- 19 STEP 9: Keeping your Business Operating after a Disaster**
Facility Safety
Business and Professional Contacts
Business Records, Insurance Policies, Bank Accounts
Cash Flow
Volunteer Organizations Activated in Disasters (VOAD)
- 21 STEP 10: Recovering from a Disaster**
Emotional Support and Mental Health
Building Repairs and Mitigation
Financial Assistance
Review and Update your Emergency Disaster Plan
- 23 Finishing and Sharing Your Emergency Disaster Plan**
- 24 Key Terms**

Why Plan for Emergencies?

Planning for something you hope will never happen can be overwhelming or frightening. However, being prepared for emergencies and disasters is one of the many ways you take care of children and families in your child care program. This Step-by-Step Guide will help you take actions to:

- Reduce injury, loss, and destruction in the event of an emergency or disaster;
- Keep children and staff healthy and safe until they can be reunited with their families;
- Provide child care services as soon as possible following an emergency or disaster;
- Support the recovery process for children, families, and staff.

In an emergency situation, child care providers take on the role of ‘emergency managers’ for their individual child care programs. Your emergency plan will reflect procedures that are specific to your program based on the resources in your city and/or county.

Following these steps will also help you meet California Child Care Licensing regulations and best practice recommendations. In this Step-by-Step Guide, the term “emergency” includes disasters, either natural or human-caused, as well as other emergencies that may occur in child care such as medical emergencies.

How to Use this Step-by-Step Guide to Plan for Emergencies

Start by reviewing the 10 steps. Each step includes forms, checklists, templates, worksheets, and/or tools. These documents may be filled out electronically (then printed and saved for later updates), or you may print the blank forms and fill them out by hand. Some of the forms will be used for more than one step. You can complete all 10 steps at once, or work on your plan one step at a time. When you finish the 10 steps, you will have completed your written emergency disaster plan.



The electronic links to documents will open blank forms. Be sure to save your changes as you move through the steps. Consider creating an electronic Emergency Plan Folder.

Emergency Plan Library

The following “library” includes the forms, checklists, templates, worksheets, and tools and lists the step(s) in which each will be used:

Forms

- LIC 610, Emergency Disaster Plan for Child Care Centers (Steps 1, 3, 4, 5, 6, 7, 8)
- LIC 610A, Emergency Disaster Plan for Family Child Care Homes (Steps 1, 4, 5, 6, 8)
- LIC 624, Unusual Incident/Injury Report (Step 9)
- LIC 624A, Death Report (Step 9)
- LIC 624B, Unusual Incident/Injury Report – Family Child Care Home (Step 9)
- LIC 9221, Parent Consent for Administration of Medications (Step 5)
- Child Emergency Information Form (Step 7)
- Emergency Disaster Plan Addendum (Steps 1, 3, 4, 5, 6, 7, 8, 9, 10)
- FEMA Insurance Discussion Form (Step 2)

Templates and Worksheets

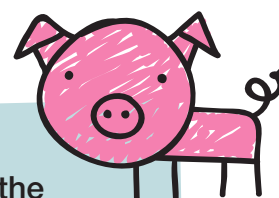
- Drill Log (Step 8)
- Emergency Wallet Cards (Step 7)
- Hazard Analysis Worksheet (Steps 2, 6, 8)
- Job Action Sheets (Steps 3, 8)
- Letter of Agreement with Relocation Site (Step 6)
- LIC 999, Facilities Sketch (Step 5)
- Relocation/Reunification Drill Permission Slip (Step 8)
- Special Health Care Plan (Steps 5, 7)

Checklists

- Emergency Supplies Checklist (Step 5)
- LIC 9148, Earthquake Checklist (Step 5)
- Safe-Place and Shelter-in-Place Checklist (Step 5)
- Emergency Checklist for Children with Special Needs (Step 5)

Tools

- Damage Assessment Tool (Step 10)
- Family Engagement and Disaster Planning Sample Meeting Agenda (Step 7)
- Sample Emergency Disaster Drills (Step 8)
- Sample Staff Training Agenda (Step 3)
- Self-Assessment Tool/After Action Report (Step 10)
- Young Children and Disasters Health and Safety Note (Step 10)
- Resource List



You may use the licensing forms even if you are a license-exempt child care provider.

The titles of documents are shown in *italics* in this 10-step guide.

STEP 1: A Written Emergency Disaster Plan

Having an up-to-date written emergency plan makes it easier to share important information with staff, families, volunteers, administrators, and community partners.

EMERGENCY PLAN LIBRARY MATERIALS: STEP 1	
NAME OF FORM	MEETS REQUIREMENTS/RECOMMENDATIONS FOR
LIC 610 Emergency Disaster Plan	Licensed Child Care Centers
LIC 610A Emergency Disaster Plan	Licensed Family Child Care Homes
Emergency Disaster Plan Addendum	Best Practices

Emergency Disaster Plan Licensing Forms

California Child Care Licensing (licensing) regulations require child care centers and family child care homes to have a written plan for disasters and mass casualties. Your plan must include actions for fires, floods, and earthquakes, as well as information about how you will manage evacuation and temporary relocation. You need to show how you will contact emergency services and the location of your exits, utilities, and emergency equipment. Forms *LIC 610: Emergency Disaster Plan for Child Care Centers* and *LIC 610A: Emergency Disaster Plan for Family Child Care Homes* document how child care providers meet the requirements stated in licensing regulations. As a licensed child care provider, you are responsible to:

- Complete form *LIC 610/LIC 610A* (or a comparable form);
- Post a copy of the completed form in a prominent location in your facility;
- Update the information as required;
- Submit a copy to your regional licensing office.

Blank spaces and the back side of the form can be used for additional information such as email addresses, websites, alternative phone numbers, and added roles and responsibilities.

Emergency Disaster Plan Addendum: Best Practices

The Emergency Disaster Plan Addendum (*Addendum*) documents how child care providers meet key best practice recommendations. The *Addendum* is not required by Title 22 licensing regulations.

Best Practice Recommendations

Best practice recommendations go beyond what is required by California Child Care Licensing regulations. *Caring for Our Children National Health and Safety Performance Standards: Guidelines for Early Care and Education Programs, Third Edition (CFOC3)* and the *California Early Childhood Educator (ECE) Competencies* use best evidence, expertise, and experience to describe the knowledge and skills needed for high quality early childhood care and education. These resources inform the best practice recommendations in this Step-by-Step Guide.

STEP 2: Identify the Hazards in your Local Community

Consider what emergencies and disasters are most likely to occur in your geographic location. Each child care program has unique needs, and each community has different kinds of risks and resources. Planning *according to your risks* protects children and staff from injury and reduces the risk of damage to your property.

EMERGENCY PLAN LIBRARY MATERIALS: STEP 2	
NAME OF FORM	MEETS REQUIREMENTS/RECOMMENDATIONS FOR
Hazard Analysis Worksheet	Best Practices
FEMA Insurance Discussion Form	

Complete the *Hazard Analysis Worksheet* for the emergencies and disasters that are most likely to occur in your child care program.

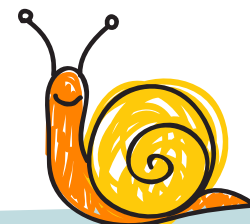
At a minimum, child care providers in California need to plan for:

- fire
- floods
- earthquakes

You may also consider preparing for:

- tsunamis
- severe weather
- power outages
- medical emergencies
- pandemics and epidemics
- hazardous material incidents
- disgruntled or impaired adults
- intruders
- violence from guns or other weapons
- civil unrest
- terrorism

Contact your local Office of Emergency Services to find out which natural or human-caused hazards might affect you. For more information on disaster hazards in California by zip code, refer to the resources on the California Office of Emergency Services (Cal OES) *My Hazards* website www.myhazards.caloes.ca.gov



This is a good time to review your insurance policies. Check to see if you have insurance that covers the disasters you identified for your geographical location. Refer to the *FEMA Insurance Discussion Form*.

STEP 3: Emergency Roles and Responsibilities

Decide ahead of time which staff members will perform the various roles in a disaster or emergency.

EMERGENCY PLAN LIBRARY MATERIALS: STEP 3	
NAME OF FORM	MEETS REQUIREMENTS/RECOMMENDATIONS FOR
Job Action Sheets	Best Practices
Sample Staff Training Agenda	
LIC 610 Emergency Disaster Plan	Licensed Child Care Centers
Emergency Disaster Plan Addendum	Best Practices

Job Actions

The *Job Action Sheets* explain the roles and responsibilities for what to do before, during, and after a disaster. Depending on the size of your staff, individuals may have one or more jobs, or some jobs may have more than one staff member. You may prefer to work in teams and/or combine jobs.

Assign a staff member to each of the following jobs and write their name(s) on the *Job Action Sheet(s)*: Incident Leader; First Aid Coordinator; Communication Coordinator; Transportation Coordinator; Security; Attendance and Reunification Coordinator; Supervision and Care Coordinator; Facilities Safety Coordinator; and Supplies Coordinator.

The first four jobs align with licensing requirements stated on *LIC 610*. After assigning a staff member to each of the following jobs, write their name(s) and title(s) on form *LIC 610* Section I (child care centers):

- Incident Leader = DIRECT EVACUATION–PERSON COUNT
- First Aid Coordinator = FIRST AID
- Communication Coordinator = TELEPHONE EMERGENCY NUMBERS
- Transportation Coordinator = TRANSPORTATION

The next four jobs align with best practice recommendations. After assigning a staff member to each of the following jobs, write their name(s) on the *Addendum* Section 1 (child care centers):

- Security, Attendance, and Reunification Coordinator
- Supervision and Care Coordinator
- Facilities Safety Coordinator
- Supplies Coordinator

Staff Training

Schedule a staff meeting to review the roles and responsibilities listed on the *Job Action Sheets*. Staff training can be in the form of a short briefing, a training session, a walkthrough, or a mock disaster exercise. Make sure all staff members understand their assignments and are physically capable of performing their duties. Prepare an agenda for the staff training with clear goals and objectives. See the *Sample Staff Training Agenda*.

Use this meeting as an opportunity to:

- Review the details in your disaster plan including how to access emergency services, the location of the emergency exits, how to use emergency equipment, and your gathering sites for evacuation and relocation.
- Conduct a walkthrough of disaster drills to prepare staff for conducting drills with children.
- Check that CPR and first aid certifications have been updated within the last two years.
- Update staff emergency contact information.
- Ensure that staff members have emergency disaster plans for their own families.
- Review policies and expectations for staff to provide care and supervision to children until relieved.
- Encourage staff members to have extra clothing, medication, and supplies for emergencies.
- Discuss adding disaster and first aid apps to staff members' cell phones.

After the staff training, check the box indicating that staff members have completed emergency training, and fill in the date on the *Addendum* (Section 9).



**Provide
training for
new employees
within one week
of hire.**

STEP 4: Emergency Services in your Local Community

All disasters and emergencies are local, and local response is the first level of emergency service. Child care providers need to know how to contact local emergency services quickly and easily.

EMERGENCY PLAN LIBRARY MATERIALS: STEP 4	
NAME OF FORM	MEETS REQUIREMENTS/RECOMMENDATIONS FOR
LIC 610 Emergency Disaster Plan	Licensed Child Care Centers
LIC 610A Emergency Disaster Plan	Licensed Family Child Care Homes
Emergency Disaster Plan Addendum	Best Practices

9-1-1 is the universal number for help in an emergency. In non-urgent situations following a disaster or in situations where the 9-1-1 system is overloaded, it's best to use the local law enforcement non-emergency phone number. Calling 9-1-1 from a cell phone may connect you to the California Highway Patrol (CHP) rather than your local emergency services. To be safe, program the direct-dial emergency number for local emergency services into your cell phone. You can find the non-emergency phone number and the direct-dial local emergency number by calling or checking the website of your local emergency services.

It is important to know the best way to access emergency help from your location. If your child care program is part of a larger facility such as a college campus or government building, you may need to follow special procedures for emergency response. Check with your organization's police or security staff to find out.

Write the names and phone numbers of the following on *LIC 610 (centers)* or *LIC 610A (family child care homes)*:

- Local Law Enforcement (Police or Sherriff)
- Local Office of Emergency Services (OES)
- Local Red Cross Chapter
- Local Hospital
- Child Protective Services
- Poison Control
- Local Fire Department/Paramedics *LIC 610A (family child care homes) only*
- Ambulance *LIC 610A (family child care homes) only*
- Regional Community Care Licensing Office *LIC 610A (family child care homes) only*

Add other important local and regional child care support agencies phone numbers to your *Emergency Disaster Plan Addendum* (Section 4):

- Regional Community Care Licensing Office
- Local Resource & Referral Agency

Ways to Connect with the Emergency Services in Your Community

Local Government Offices of Emergency Services (OES) are in cities, counties, and special districts. Local governments manage and coordinate the overall emergency response and recovery activities in their areas. The local government OES supports field level emergency activities and resources in response to an incident or threat. You can get to know the emergency services and resources in your city, county, or special district by:

- arranging a field trip to your local fire department;
- hosting a community meeting for parents, neighbors, and staff to discuss emergency preparedness. Invite a local fire fighter or police officer to provide information and answer questions.
- contacting your local OES about Community Emergency Response Teams (CERT) training;
- attending local community disaster preparedness events;
- finding out about opportunities for Neighborhood Watch programs;
- finding out about emergency planning activities at your local school district;
- reaching out to local chapters of volunteer organizations active in disasters (VOAD) for additional information and resources. www.calvoad.org/ims/CaliforniaVOADs/CaliforniaVOADs.php



Be aware that community organizations that provide services to families such as schools, churches, and child care centers may be seen as a safe “go to” place in a disaster. Neighbors, volunteers, extended families, and others may show up looking for help. Become familiar with emergency assistance in your community so you can make appropriate referrals.

STEP 5: Facilities, Equipment, and Emergency Supplies

The routine practice of looking for and correcting unsafe conditions in your child care center or family child care home will help keep children and staff safer during a disaster. Regularly inspect your facility for possible threats and hazards, and test your safety equipment to be sure it is working properly.

EMERGENCY PLAN LIBRARY MATERIALS: STEP 5	
NAME OF FORM	MEETS REQUIREMENTS/RECOMMENDATIONS FOR
LIC 610 Emergency Disaster Plan	Licensed Child Care Centers
LIC 610A Emergency Disaster Plan	Licensed Family Child Care Homes
LIC 999 Facilities Sketch	Licensed Child Care Centers Licensed Family Child Care Homes
LIC 9148 Earthquake Checklist	
LIC 9221 Parent Consent for Medication Administration	
Emergency Disaster Plan Addendum	
Emergency Checklist for Children with Special Needs	Best Practices
Special Health Care Plan	
Emergency Supplies Checklist	
Safe-Place and Shelter-in-Place Checklist	

Mitigation

Mitigation describes activities that lessen the impact of disasters, for example, securing tall and heavy furniture to wall studs so they don't topple over in an earthquake. Mitigation activities include investing in repairs and upgrades to improve the long-term safety of your facility.

Exits

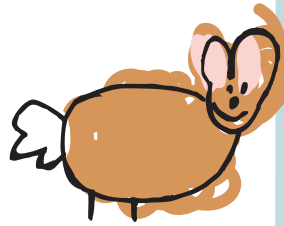
Walk around your facility and look for the exits from the building. Use form *LIC 999 (Facility Sketch)* and mark the location of the exits (by number). Make sure the paths to the exits are not blocked with furniture, equipment, supplies, or tripping hazards. Mark all exits with exit signs according to fire marshal requirements.

Evacuation

- Make sure all staff members and volunteers know how to get out of the building quickly and easily.
- Choose a safe place at or near your facility to gather in case of evacuation. Identify a second, back-up on-site gathering spot. Communicate the gathering spots to staff members, and write the locations on the *Addendum* (Section 3).
- If you care for non-ambulatory children (for example, infants, toddlers, children with disabilities and functional access needs) you will need special equipment to get everyone out of the building. Store your evacuation equipment (for example, evacuation cribs, wheel chairs, multi-seat strollers) in an accessible location. Communicate the location of special equipment to staff members and write it on the *Addendum* (Section 4).

You will need to take a “Ready-to-Go” File and a “Ready-to-Go” Kit with you when you evacuate. Plan for what you will need to care for infants, toddlers, and/or children with special needs for six hours. Refer to the *Emergency Supplies Checklist* for more information about “Ready-to-Go” Files, “Ready-to-Go” Kits, and 72-hour emergency supplies. Write the location of the following on the *Addendum* (Sections 3, 5, 6):

- daily attendance sheet/sign-in sheets,
- special health care plans,
- medications
- parent consent for medications and log
- infant feeding supplies,
- infant care supplies,
- equipment for children with special care needs,
- “Ready-to-Go” Kit,
- “Ready-to-Go” File.



An evacuation crib can serve as a safe sleep environment for an infant.

Shelter-in-Place

For some emergencies, like severe weather or hazardous outdoor air, you will need to shelter-in-place. This means you have to keep children and staff inside to be safe and may need to block off the windows. See the *Safe-Place and Shelter-in-Place Checklist*.

Lockdown

For lockdown, you will keep children and staff inside because of a potentially violent situation. Designate a safe location inside your facility for lockdown. Choose a room with few or no windows, a heavy door with a secure lock, and heavy furniture to hide behind. Write this location on the *Addendum* (Section 2).

Utilities

In the event of a disaster, you may lose access to gas, electricity, and water. Use *LIC 999* (Facilities Sketch) to mark the locations of the shut-off valves to the gas supply, the water supply, and electrical supply to your facility. Attach the *Facility Sketch* to form *LIC 610* (centers) or *LIC 610A* (family child care homes). Write the emergency phone numbers for your local gas, electric, and water supply companies on form *LIC 610*-Section V (centers) or *LIC 610A*-Section 5 (family child care homes). If you do not know where to find your shut-off valves or how to turn them off, call your local utility company to come to your site and show you. Find out how to safely protect hidden water sources (for example, hot water tanks) from contamination.

Emergency Safety Equipment

Check that the smoke detector, fire extinguisher, and fire alarm (if you have one), are in working order. Test fire and carbon monoxide alarms and replace batteries every six months. Write the location of this equipment on form *LIC 610* Section VII (centers) or form *LIC 610A* Section 6 (family child care homes). Write the location of your carbon monoxide detector on the *Addendum* (Section 3).

Earthquake Preparedness Checklist

An earthquake preparedness checklist is required by California Health and Safety Code, Section 1596.867. *Earthquake Preparedness Checklist (LIC 9148)* will help you find and correct possible dangers in earthquakes. Complete the checklist and attach it to form *LIC 610/LIC 610A*.

Emergency Checklist for Children with Special Needs

Planning for children with special needs requires a partnership between the child's family, health care provider, and child care provider. Use the *Emergency Checklist for Children with Special Needs* to plan for the equipment, medication, formula, supplies, and special health care plans you need to care for children with special needs in an emergency.

Emergency Supplies Checklist

It's important to assemble items that you may need to care for children for a prolonged period of time, including water and food. Refer to the *Emergency Supplies Checklist* to help you plan for short term (six hours) and long term (three days/72 hours) care of children and staff.



Water and Food

Having a supply of clean water is a priority in an emergency. You will need water for drinking, cooking, and washing. Store enough for at least one gallon per person per day. If supplies run low, don't ration water. Instead, drink as much as you are thirsty for, and try to find more water.

Consider the unique needs of staff and children in your program (for example, infants, toddlers, and individuals with special diets and/or allergies). Don't store food that may be a choking hazard and choose foods that are familiar. In emergency situations, food that requires no refrigeration, water, special preparation, or cooking is best.

More information about emergency food and water can be found in the FEMA/American Red Cross *Food and Water in an Emergency* booklet www.fema.gov/pdf/library/f&web.pdf or the Centers for Disease Control and Prevention (CDC) website <http://emergency.cdc.gov/preparedness/kit/disasters/index.asp>.

General Supplies

Store supplies in sturdy, waterproof containers with tight-fitting lids. Check your supplies at least twice a year when you replace the batteries in your smoke detectors. Check for: expired items, missing items, and damaged items. Replace items as necessary. Remove items that are no longer needed.

Write the location of your:

- first aid kit on *LIC 610* Section VI (centers), or
- first aid kit and other supplies on *LIC 610A* Section 7 (family child care homes)
- additional emergency supplies on the *Addendum* (Sections 2, 3, and 6)

Take your “Ready-to-Go” Kit on field trips to be prepared for emergencies that may occur when you are away from your facility. Be sure to restock the “Ready-to-Go” Kit as needed.



STEP 6: Planning for Relocation

Moving to a place away from your facility in an emergency is called relocation.

EMERGENCY PLAN LIBRARY MATERIALS: STEP 6	
NAME OF FORM	MEETS REQUIREMENTS/RECOMMENDATIONS FOR
LIC 610 Emergency Disaster Plan	Licensed Child Care Centers
LIC 610A Emergency Disaster Plan	Licensed Family Child Care Homes
Letter of Agreement with Relocation Site	Best Practices
Hazard Analysis	

Relocation Sites

Choose two off-site places where you could go in an emergency. Write the addresses and phone numbers on form *LIC 610*-Section IV (centers) and *LIC 610A*-Section 4 (family child care homes). Consider your *Hazard Analysis* when choosing relocation sites. For example, if you are in a flood zone, at least one relocation site should be on higher ground; in areas at risk for earthquakes, one relocation site might be within walking distance and the other a mile or more away. Ask the occupants of your relocation sites to sign a letter of agreement/permission. Attach the *Letters of Agreement with Relocation Site* to form *LIC 610/610A*.

Transportation

Staff and children may need to be transported by automobile, van, or bus for relocation to another site. Consider your transportation needs and resources in advance. Do you have access to a van or other automobile? In some emergencies you may need to call local law enforcement or the fire department to assist with transporting staff and children.

Mass Shelters

Mass shelters, such as Red Cross Shelters, cannot accept responsibility for children without an adult who has legal authority for a child. Shelter volunteers make referrals to social services and law enforcement to reunite children with their families as soon as possible after a disaster. It is usually better for children to stay with someone who the parents have entrusted with their care (for example, a child care provider or people who are authorized to take them from the facility), in a familiar location (for example, the child care center, family child care home, a relocation site in the neighborhood) rather than go to a mass shelter.

STEP 7: Family Communication and Reunification

Carefully consider how you will reunify children with their families in an emergency.

EMERGENCY PLAN LIBRARY MATERIALS: STEP 7	
NAME OF FORM	MEETS REQUIREMENTS/RECOMMENDATIONS FOR
Child Emergency Information Form	Best Practices
Special Health Care Plan	
Emergency Wallet Cards	
Family Engagement Handout and Sample Meeting Agenda	
Emergency Disaster Plan Addendum	

Child Emergency Information Forms

Collect a *Child Emergency Information Form* for each child to keep in your “Ready-to-Go” File. Review each form to make sure it is filled out completely. Note: The *Child Emergency Information Form* is suggested in addition to LIC 700 and LIC 627 that are required for the child’s record file.

Back-up emergency contacts are especially important for families with long commutes involving bridges, freeways, or tunnels. Parents whose work is essential in a disaster (for example, law enforcement, emergency medical services, and utility workers) may need additional back-up contacts. Send out regular reminders (twice a year) asking families to update the *Child Emergency Information Form* for changes in names and/or phone numbers, if needed. An up-to-date *Special Health Care Plan* with emergency information is especially important for children with special health needs.

Reunification

Children may be separated from their families for hours, days, weeks, or possibly longer after a disaster. Make sure families know the addresses and phone numbers of your temporary relocation sites. *Emergency Wallet Cards* are a good way to communicate this information.

Provide *Emergency Wallet Cards* to families, including copies for authorized emergency contacts. Provide the following information:

- relocation site #1 address and phone number;
- relocation site #2 address and phone number;
- cell phone number of director and/or communications coordinator;
- alternate cell phone numbers or alternate forms of communication (for example, website, Facebook, Twitter).

Status Updates

Understandably, families will be worried about their children in a disaster situation. Families will need to know if you are sheltering-in-place or have moved to a relocation site. They may need information about road closures or transportation issues. Decide in advance how you will provide updates about the status of the staff and children. You may choose to:

- post information to your website,
- post your status on Facebook or Twitter,
- leave a message at the R&R Network Consumer Education toll-free number: 1.800.KIDS.793,
- send a group text message (in an emergency, sending a text is more reliable than a phone call),
- send a group email,
- tack a note on a community bulletin board,
- use the Red Cross Safe & Well website to register as safe and well and search for messages left by families.
<https://safeandwell.communityos>.

Receiving status updates *from* families is also reassuring. Provide families with one emergency phone contact number that is local and one that is out of the area to allow for two-way communication. Test electronic communication systems to make sure they work as planned. Share status updates from families with staff and children (if appropriate) to reduce anxiety.

List your primary mode of communication with families, and your alternate modes of communication on the *Addendum* (Section 4).

Family Engagement

Invite families to participate in your emergency and disaster preparedness activities. Let families know about emergency/disaster drills ahead of time. Explain which drills you will conduct and when. Encourage families to talk about practice drills at home and share any concerns about their child's reactions.

Host a family education event about preparing for disasters and emergencies; ask your local emergency services personnel to present information. Provide resources to help families make their own family emergency plan. See *Family Engagement Handout*.



STEP 8: Emergency Disaster Drills

Drills prepare child care staff, children, and families to respond quickly and safely in an emergency. Practicing makes emergency response seem natural and less frightening. Drills help staff members understand their roles and responsibilities and help children know what to do and how to keep calm in an emergency.

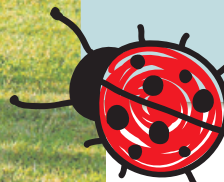
EMERGENCY PLAN LIBRARY MATERIALS: STEP 8	
NAME	MEETS REQUIREMENTS/RECOMMENDATIONS FOR
Hazard Analysis	Best Practices
LIC 610 Emergency Disaster Plan	Licensed Child Care Centers
LIC 610A Emergency Disaster Plan	Licensed Family Child Care Homes
Emergency Disaster Plan Addendum	Best Practices
Sample Emergency Disaster Drills	
Drill Log	Licensed Child Care Centers Family Child Care Homes
Relocation/Reunification Drill Permission Slip	Best Practices

Earthquake and fire/evacuation drills are required by licensing regulations and California Health and Safety Code. You may also conduct drills for floods, lockdown, tsunamis, and shelter-in-place and/or other emergencies or disasters. Use your *Hazard Analysis* to decide which drills you will do. Conduct emergency drills at least every 6 months (required by licensing); although you may choose to conduct emergency drills more frequently. Make a yearly schedule for the different drills you will conduct. Write the type, time, and date of the drill and make notes about what worked and what can be improved on your *Drill Log*. Documentation of drills must be kept on site for at least one year. Assign a staff member to document the drills, write their name on the Addendum (Section 7).



Photo courtesy of Kaplan Early Learning Company

Practicing makes emergency response seem natural and less frightening.



Preparing Child Care Staff for Drills

Review staff roles and responsibilities before including children in the drill. (See *Job Action Sheets*) Conduct a walkthrough of the drill. Ask staff about how the walkthrough drill worked, and make changes as needed before running the drill with children.

Preparing Children for Drills

Prepare children for drills through songs, rhymes, scripted-stories, and dramatic play. If possible, record a video of children during a drill and replay it to help them understand what to do in a real emergency. After the drill, allow children to ask questions and talk about their feelings. Talking is one of the best ways for children to express their fears and get reassurance. You may be surprised by the concerns children have, so be sure to listen rather than assume you know what children are thinking. Offer reassurance that the adults in their lives will do everything possible to keep them safe in an emergency.

For successful drills:

- Include all staff and all children (and everyone in the home if your program is a family child care home).
- Schedule drills for different types of emergencies, at different times of the day, and in different locations.
- Evaluate equipment needs for infants and toddlers or others who are unable to walk (for example, evacuation cribs, wagons, strollers with multiple seats, wheelchairs).
- Include actions to assist a child or staff member with physical, behavioral, emotional, vision, hearing, or other special needs. Keep in mind children's individual mobility needs. For example, a child in a wheel chair may not be able to drop, cover, and hold on for an earthquake drill.
- Before conducting a relocation/reunification drill, collect a *Relocation/Reunification Drill Permission Slip* for each child.
- Consider participating in state and local disaster drills and exercises. Collaborate with other organizations such as local schools and/or your relocation sites.



Types of Drills

Fire: In a fire drill, staff and children practice how to respond to fire and smoke dangers, for example, stop, drop, and roll to put out fire on clothing and crawling out of the building on hands and knees to avoid breathing in smoke.

Evacuation: In an evacuation drill, staff and children practice how to leave the building when it is unsafe to remain inside. A real evacuation may last a few minutes or a few days, so practice for both short and long-term responses.

Lockdown: In a lockdown drill, staff and children practice how to take shelter inside and seek protection where they are. Use lockdown when there are threats of violence from outside or inside the building. These threats could include a stranger attempting to enter the school, an active shooter already inside, or nearby criminal or terrorist activity. No one may leave or enter the building during lockdown.

Shelter-in-Place: In a shelter-in-place drill, staff and children stay inside and, if necessary, seal off all openings because the outside air is unsafe. These threats include accidents or attacks involving hazardous chemicals, biological or radiological hazards, or severe storms.

Earthquake: In an earthquake drill, staff and children practice how to protect their heads and bodies from falling objects (like debris from ceilings, light fixtures, and shattered glass) and where to go for shelter (safe places in each room and in the outside play areas). In an actual earthquake, damage to the building may make it unsafe to stay there, and you may need to evacuate.

Flood: In a flood drill, staff and children practice how to respond when water builds up after heavy rains, fast snow melts, or dam failures. Except for flash flooding, the onset of most floods is a slower process, with the build-up of water taking hours or days.

Tsunami: In a tsunami or flash flood drill, staff and children practice how to get to higher ground. In a tsunami or flash flood, you may have only minutes to get to higher ground. If you are in a tsunami zone treat all earthquakes as if they could cause a tsunami.

Tornado: In a tornado drill, staff and children practice how to seek safe shelter. Use a designated tornado shelter or gather everyone inside the building, in an interior room (or hallway) on the lowest floor possible.

Impaired or Disgruntled Adult: In an impaired or disgruntled adult drill, staff members (not children) practice how to respond when someone may cause harm because they are under the influence of alcohol or drugs, combative, or physically or emotionally impaired. The goal is to skillfully and calmly respond to the impaired adult and keep everyone in your child care program safe.

Bonus Drill — Relocation/Reunification: In a relocation/reunification drill, staff and children practice going to a relocation site with their short-term “Ready-to-Go” File and supplies. The relocation is communicated to families who then practice picking up their child at the relocation site. This drill tests relocation, communication, and reunification procedures.

STEP 9: Keeping your Business Operating after a Disaster

A disaster will likely disrupt your normal business operations. Planning ahead will allow you to provide child care services as soon as possible after a disaster occurs.

EMERGENCY PLAN LIBRARY MATERIALS: STEP 9	
NAME	MEETS REQUIREMENTS/RECOMMENDATIONS FOR
LIC 624 Unusual Incident/Injury Report	Licensed Child Care Centers
LIC 624B Unusual Incident/Injury Report	Licensed Family Child Care Homes
LIC 624A Death Report	Licensed Child Care Centers Family Child Care Homes
Emergency Disaster Plan Addendum	Best Practices
Damage Assessment	

Facility Safety

Many disasters cause damage to buildings and homes. For minor damage, use the *Damage Assessment Form* to determine the extent of the damage and the need for clean-up and repairs. If your building or home has major damage, it may not be safe to be in your facility, and you will need to find another temporary location. Work with city officials to determine the safety of your building. List the local agency responsible for facility safety inspection on the *Addendum* (Section 7).

Business and Professional Contacts

After a disaster, contact your business and community partners to provide a status update, especially if your program has closed or relocated.

- Submit a written *Unusual Incident/Injury Report LIC 624* to your Regional Licensing Office within seven days.
- Contact your vendors (for example, food service) about program closure and/or relocation. Write the names and phone numbers of vendors on the *Addendum* (Section 7.)
- Contact your local R&R Agency about program closure or available child care slots.
- If you need to move to a new site because of damage to your building, there may be special procedures for temporary child care licenses. Contact your Regional Licensing Office about emergency procedures.
- Contact other organizations and consultants who provide funding, support, or professional services for your program (for example, Alternative Payment Agencies, your Local Child Care Planning Council, First 5, coaches, mentors, and mental health consultants). Write the names and phone numbers of community partners on the *Addendum* (Section 7).

Business Records, Insurance Policies, Bank Accounts

- List the location of other available computers in the event that on-site computers are destroyed on the *Addendum* (Section 7).
- Assign a person to be responsible for backing up critical records (for example, child and staff records, payroll accounts). Write their name on the *Addendum* (Section 7).
- Establish a location to store back-up records (hard copies and/or electronic copies) including insurance policies, bank account records, and computer back-up. Write the location on the *Addendum* (Section 7).

Cash Flow

You may not have income for a period of time following a disaster, so consider setting up an emergency fund. If you receive government subsidies, provide updates regarding your program's status to the program administrator and ask about procedures for continuity of funding.

Volunteer Organizations Activated in Disasters (VOAD)

Local volunteers may be able to help with clean-up and donations. Check with your local Office of Emergency Services (OES) about help in your community that might be available.



STEP 10: Recovering from a Disaster

Recovering from a disaster takes patience and resources. It usually takes more time and effort to get back to regular routines than people expect.

EMERGENCY PLAN LIBRARY MATERIALS: STEP 10	
NAME OF FORM	MEETS REQUIREMENTS/RECOMMENDATIONS FOR
Young Children and Disasters Health and Safety Note	Best Practices
Emergency Disaster Plan Addendum	
Self-Assessment Tool/After Action Report Form	

Emotional Support and Mental Health

Recovery will go more smoothly if you are familiar with typical feelings and behaviors following a disaster or emergency. Review the typical reactions that children may have following emergencies on the *CCHP Young Children and Disasters Health and Safety Note*. Provide opportunities for children, families, and staff to express their feelings and share concerns.

If you notice that a child is having extreme behaviors, or if trauma related behaviors don't go away over time, make a referral for mental/behavioral health services. Write the name and phone number for your local mental health program or mental health consultant on the *Addendum* (Section 4). The following national organizations provide free assistance and information to help children and families cope after a disaster:

Substance Abuse and Mental Health Services Administration (SAMSA) — www.samhsa.gov

- The **Disaster Distress Helpline** provides free, confidential crisis counseling and support 24/7 to people experiencing stress, anxiety, and other depression-like symptoms. Call: 1-800-985-5990, for Spanish press “2”, or text TalkWithUs to 66746 to connect with a trained crisis counselor. www.samhsa.gov/find-help/disaster-distress-helpline
- Tips for Helping Children Cope A GUIDE FOR PARENTS, CAREGIVERS, AND TEACHERS <http://store.samhsa.gov/shin/content/KEN01-0093R/KEN01-0093R.pdf>

National Child Traumatic Stress Network — www.nctsn.org

- Resources for Parents and Caregivers www.nctsn.org/resources/audiences/parents-caregivers
- Healing after Trauma Skills (H.A.T.S.): A Manual for Professionals, Teachers, and Families Working with Children after Trauma and Disasters <http://nctsn.org/sites/default/files/assets/pdfs/hats2012.pdf>

Building Repairs and Mitigation

Keep a list of local contractors who can provide clean-up, repairs, computer support, and mitigation. Safely remove damaged and hazardous equipment and replace as needed.

Financial Assistance

Read your insurance policies and leases to find out who is responsible to pay for repairs. Depending on your financial situation, you may qualify for one or more of the following government programs:

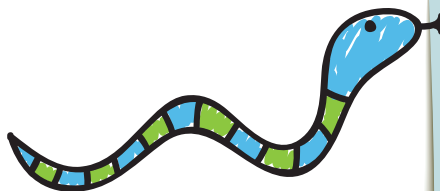
United States Department of Labor, Disaster Unemployment Assistance (DUA) Provides information and assistance for disaster relief services and loan programs after presidentially declared disasters. www.ows.dol.gov/unemploy/disaster.asp

United States Small Business Administration (SBA) Provides information and assistance about small business disaster relief loans for child care providers after presidentially declared disasters. www.sba.gov

Federal Emergency Management Agency (FEMA) Provides various forms of financial assistance to eligible non-profits and individuals in counties that have been declared a federal disaster. FEMA also supplies technical assistance on other relief services and services related to rebuilding efforts. Individual Public Assistance grants are available. www.fema.gov/apply-assistance

Federal and State Taxes

If you meet the requirements, you may qualify to deduct your losses from a disaster on your taxes.



Be sure to keep accurate records of all of your expenses and losses due to the disaster.

Review and Update your Emergency Disaster Plan

Use the *Self-Assessment Tool/After Action Report Form* to assess the effectiveness of your disaster response. Revise your Emergency/Disaster Plan as needed. Take time to reflect on lessons learned so your program can be intentional about improving future emergency preparedness and response.



Finishing and Sharing Your Emergency Disaster Plan

Sign, date, and post your plan in a prominent place. By signing *LIC 610/610A*, you affirm that staff and/or household members will be instructed in their duties in an emergency. Send a copy of your plan to your Regional Licensing Office.

Talk over and share your disaster plan with community partners such as: early care and education colleagues, your Local Planning Council, your local First 5, quality improvement coaches, mentors, your parent advisory and/or emergency planning committee, your neighborhood watch, your local school district, and your local R&R Agency. Provide copies of your plan and ask for feedback. Sharing your disaster planning experience can help others in your community be better prepared too!

Choose a date for the next annual review of your plan (fill in the target month, day, and year for the annual review on the bottom of the *Addendum*).

Key Terms

72 Hour Emergency Supplies: Essential items that individuals or programs would need for the first three days after a disaster.

Disaster: A serious disruption of the functioning of a community or society causing widespread human, material, economic or environmental losses which exceed the ability of the affected community or society to cope using its own resources.

Continuity of Operations: An effort to ensure that normal business operations and child care services carry on during emergency or disaster situations.

Drill: A method of practicing what to do in an emergency or disaster situation, such as fire, earthquake, flood, or tornado.

Emergency: An emergency is a serious, unexpected, and often dangerous situation requiring immediate action. The term “emergency” includes disasters, either natural or human-caused, and other emergencies that may occur in child care.

Emergency Disaster Plan: A written plan that describes the practices and procedures used to prepare for and respond to emergency or disaster situations.

Evacuation: When disaster conditions require that you leave your building and gather at a safe place at or near your facility.

Hazard Analysis: A process to identify potential hazards and analyze what could happen if a hazard occurs. Programs can identify potential hazards including natural events, hazardous material incidents, man-made disasters, and terrorist attacks. Identifying the most likely events up front helps customize the planning process to ensure that the program or team is ready for most situations likely to happen in their areas.

Job Action Sheets: A series of forms designed to help organize disaster responses and provide child care staff and volunteers with information on their roles and responsibilities before, during, and after a disaster.

Local Government Offices of Emergency

Services (OES): Agencies in cities, counties, and special districts that coordinate and support field level emergency activities and resources in response to an incident or threat.

Lockdown: The process of keeping staff and children inside because of a potentially violent situation, see also *Shelter-in-place*.

Mitigation: The effort to reduce loss of life and property by lessening the impact of disasters.

Non-ambulatory children: Children not capable of leaving a building without assistance of another person or the use of special equipment in case of emergency (for example, infants, toddlers, and children with disabilities and functional access needs).

Preparedness: Comprehensive planning for each phase of an emergency. A sound emergency preparedness plan helps your program respond appropriately and quickly to circumstances that occur.

“Ready-to-Go” File: Essential documents that are pre-assembled and ready to grab and go in an emergency or disaster

“Ready-to-Go” Kit: Essential supplies that individuals or programs would need for an evacuation lasting up to six hours.

Recovery: The act or process of returning to a normal state after an emergency or disaster.

Relocation: Moving to a place away from your facility in an emergency.

Resilience: The capacity to rise above difficult circumstances, the trait that allows us to exist in this less-than-perfect world while moving forward with optimism and confidence.

Reunification: The processes necessary to reunite children separated from their parents or legal guardians in the event of a disaster.

Shelter-in-place: The process of staying where you are and taking shelter, rather than trying to evacuate.



California Childcare Health Program

UCSF School of Nursing
415-476-4695
2 Koret Way, Box 0606
San Francisco, CA 94143-0606
cchp.ucsf.edu

California Department of Education

Early Education and Support Division
916-322-6233
1430 N Street
Sacramento, CA 95814-5901
www.cde.ca.gov/re/di/or/cdd.asp



DESIGN: LAURA MYERS DESIGN

© 2016 THE REGENTS OF THE UNIVERSITY OF CALIFORNIA



Emergency Plan Library



*The forms, templates, worksheets, checklists,
and tools in the Emergency Plan Library
are in alphabetical order. You may use
some or all of these materials to meet the
needs of your individual program.*

UCSF School of
Nursing

Developed by the UCSF California Childcare Health Program with
funding from the California Department of Education

The Emergency Plan Library includes the following:

- Child Emergency Information Form
- Damage Assessment Tool
- Drill Log
- Emergency Checklist for Children with Special Needs
- Emergency Disaster Plan Addendum
- Emergency Supplies Checklist
- Emergency Wallet Cards
- Family Engagement and Disaster Planning Sample Meeting Agenda
- FEMA Insurance Discussion Form
- Hazard Analysis Worksheet
- Job Action Sheets
- Letter of Agreement with Relocation Site
- LIC 610, Emergency Disaster Plan for Child Care Centers
- LIC 610A, Emergency Disaster Plan for Family Child Care Homes
- LIC 624, Unusual Incident/Injury Report
- LIC 624A, Death Report
- LIC 624B, Unusual Incident/Injury Report — Family Child Care Home
- LIC 999, Facilities Sketch
- LIC 999A, Facilities Sketch — Family Child Care Home
- LIC 9148, Earthquake Checklist
- LIC 9221, Parent Consent for Administration of Medications
- Relocation/Reunification Drill Permission Slip
- Resource List
- Safe-Place and Shelter-in-Place Checklist
- Sample Emergency Disaster Drills
- Sample Staff Training Agenda
- Self-Assessment Tool/After Action Report
- Special Health Care Plan
- Young Children and Disasters Health and Safety Note

Child Emergency Information Form — To be completed by parent or guardian

CHILD'S INFORMATION			
CHILD'S FIRST AND LAST NAME		NICKNAME	DATE OF BIRTH
HOME ADDRESS			
HOME PHONE			
PARENT/GUARDIAN CONTACT INFORMATION			
FIRST AND LAST NAME			
WORK PHONE	HOME PHONE	CELL PHONE	E-MAIL
FIRST AND LAST NAME			
WORK PHONE	HOME PHONE	CELL PHONE	E-MAIL
EMERGENCY CONTACT INFORMATION (CHILD MAY BE RELEASED TO THE PERSONS BELOW IF PARENT/GUARDIAN IS UNAVAILABLE)			
FIRST AND LAST NAME		RELATIONSHIP TO CHILD	
ADDRESS		E-MAIL	
HOME PHONE	CELL PHONE	WORK PHONE	
FIRST AND LAST NAME		RELATIONSHIP TO CHILD	
ADDRESS		E-MAIL	
HOME PHONE	CELL PHONE	WORK PHONE	
FIRST AND LAST NAME		RELATIONSHIP TO CHILD	
ADDRESS		E-MAIL	
HOME PHONE	CELL PHONE	WORK PHONE	
OUT-OF-AREA CONTACT (IN CASE LOCAL CALLS CANNOT BE MADE)			
FIRST AND LAST NAME		RELATIONSHIP TO CHILD	
ADDRESS		E-MAIL	
HOME PHONE	CELL PHONE	WORK PHONE	
CHILD'S MEDICAL CARE			
PHYSICIAN'S NAME		PHONE NUMBER	
ADDRESS			
E-MAIL		WEBSITE	
MEDICAL CONDITIONS, SPECIAL NEEDS, ALLERGIES, MEDICATIONS, ETC.			
DENTIST'S NAME		PHONE NUMBER	
ADDRESS			
E-MAIL		WEBSITE	
HOSPITAL NAME		PHONE NUMBER	
ADDRESS			

I grant permission for the child care program to provide or arrange for medical treatment and/or transportation to an evacuation site and/or medical facility for my child during an emergency or disaster. I grant permission for my child to be released to any of the emergency contacts designated above if I am unable to pick them up in an emergency.

PARENT/GUARDIAN NAME (Please print)	SIGNATURE	DATE
PARENT/GUARDIAN NAME (Please print)	SIGNATURE	DATE

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

Emergency Disaster Drill Log

California Community Care Licensing (CCL) Requirements

Licensed child care programs must conduct emergency drills at least once every 6 months. Practice “duck, cover, and hold” earthquake drills under tables or desks no less than four times per year. Programs are required to keep written documentation with the date and time of the drills at your facility.

Types of Drills

Schedule drills based on your hazard analysis. In California, the four most common natural disasters are earthquakes, fires, floods, and tsunamis. It is also helpful to conduct drills for human-caused emergencies such as a gas leak, a chemical spill, an active shooter, and/or an impaired or disgruntled adult.

MONTH	TYPE OF DRILL	DATE HELD	TIME OF DRILL	NOTES FOR IMPROVEMENT	SIGNATURE / INITIALS
January					
February					
March					
April					
May					
June					
July					
August					
September					
October					
November					
December					

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 Disaster Plan Addendum for Child Care Programs

This form can be used with LIC 610/610A to show how child care providers meet the Federal Child Care and Development Block Grant (CCDBG) disaster planning requirements and best practice recommendations for emergency preparedness.

1) ADDITIONAL ASSIGNMENTS DURING AN EMERGENCY			
Name(s) of Facility Safety Coordinator			
Name(s) of Security, Attendance, and Reunification Coordinator			
Name(s) of Supervision and Care Coordinator			
Name(s) of Supplies Coordinator			

2) SHELTER-IN-PLACE AND LOCKDOWN	
Designated safe place location(s) in your building	
Location of long-term (72 hour) emergency supplies	

3) EVACUATION	
Location of on-site gathering place for evacuation	
Location of back-up, on-site gathering place for evacuation	
Location of "Ready-to-Go" Kit (6 hour) emergency supplies	
Location of "Ready-to-Go" File (emergency contact forms, documents, letters of agreement, maps, and other information)	
Location(s) of carbon monoxide detector	

4) COMMUNICATION	
Child Care Licensing Regional Office, phone number	
Resource & Referral Agency name and phone number	
Local Mental Health support name and phone number	

5) REUNIFICATION	
Location of daily attendance sheet	
Primary mode of communication with families	
Alternate mode(s) of communication with families	

6) ACCOMODATION OF INFANTS, TODDLERS, AND CHILDREN WITH SPECIAL NEEDS	
Location(s) of wheeled equipment for non-ambulatory children	
Location of special health care plans	
Location(s) of medications and special equipment	
Location(s) of infant and toddler feeding supplies (breast milk, formula, and appropriate food for infants and toddlers)	

7) CONTINUITY OF OPERATIONS AND SERVICES AND RECOVERY	
Contact information for local agency responsible for facility safety inspection	
Contact information for food service vendor	
Contact information for other vendors or professional services	
Location (s) of other available computers in the event that on-site computers are destroyed	
Name of person(s) responsible for backing up critical records including children's/staff records, payroll, accounts, etc.	
Location of back-up records	

8) PRACTICE DRILLS	
Types of drills (based on hazard assessment)	
Name of person(s) responsible for documenting drills	

9) EMERGENCY DISASTER PLAN TRAINING AND COMMUNICATION			
Emergency contact information for community partners and families is up-to-date.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Date:
All staff members have completed training on this emergency disaster plan and have been instructed on their roles and responsibilities before, during, and after a disaster.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Date:

NEXT DATE THE PLAN WILL BE REVIEWED AND UPDATED:

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 plans
- ☐ 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	<input type="checkbox"/> 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) <input type="checkbox"/> Non-perishable snacks such as granola bars and crackers <input type="checkbox"/> Formula / appropriate food for infants and toddlers (consider liquid formula or store enough water to mix powdered formula) <input type="checkbox"/> Infant bottles <input type="checkbox"/> Disposable cups, plates, bowls, and utensils	<input type="checkbox"/> One gallon of water per person per day <input type="checkbox"/> Water purification filter or tablets <input type="checkbox"/> Non-perishable food items such as canned fruit and protein sources (e.g. beans, tuna, chicken) <input type="checkbox"/> Formula/appropriate food for infants and toddlers (consider liquid formula or store enough water to mix powdered formula) <input type="checkbox"/> Infant bottles <input type="checkbox"/> Disposable cups, plates, bowls, and utensils <input type="checkbox"/> Manual can opener
First Aid	Small first-aid kit to include: <input type="checkbox"/> A current edition of a pediatric first-aid manual (for example, American Academy of Pediatrics, Red Cross, National Safety Council) <input type="checkbox"/> Sterile first-aid gauze pads <input type="checkbox"/> Bandages or roller bandages <input type="checkbox"/> Liquid soap (plain) <input type="checkbox"/> Adhesive tape <input type="checkbox"/> Scissors <input type="checkbox"/> Tweezers <input type="checkbox"/> Disposable gloves <input type="checkbox"/> Chemical ice pack	Large first-aid kit to include: <input type="checkbox"/> A current edition of a pediatric first-aid manual (for example, American Academy of Pediatrics, Red Cross, National Safety Council) <input type="checkbox"/> Sterile first-aid gauze pads <input type="checkbox"/> Bandages or roller bandages <input type="checkbox"/> Adhesive tape <input type="checkbox"/> Scissors <input type="checkbox"/> Tweezers <input type="checkbox"/> Thermometer <input type="checkbox"/> Liquid soap (plain) <input type="checkbox"/> Cotton balls <input type="checkbox"/> Disposable gloves <input type="checkbox"/> Thick gauze pads or sanitary napkins <input type="checkbox"/> Chemical ice pack <input type="checkbox"/> Heat pack <input type="checkbox"/> Safety pins <input type="checkbox"/> Triangle type sling

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

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: _____

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:



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:

Hazard Analysis Work Sheet

Visit www.myhazards.caloes.ca.gov and search the address of your child care program. Click “All Risks” tab at the top of the webpage. Use the information to fill in Part A of the work sheet below. Or you can contact your local office of emergency services to find out the disaster risks in your area.

PART A: California Risks

EARTHQUAKE	Risk Level: <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
Recommended Actions:	

FLOOD	Risk Level: <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
Recommended Actions:	

FIRE	Risk Level: <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
Recommended Actions:	

TSUNAMI	Risk Level: <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
Recommended Actions:	

PART B: Other Potential Hazards

To identify other hazards to plan for, consider the likelihood of the incident happening and how much of an impact the incident would have on your child care program.

Potential hazards include severe weather, power outages, medical emergencies, pandemics and epidemics, hazardous materials incidents, disgruntled or impaired adults, violence from guns or other weapons, civil unrest, or terrorism.

Sources that can help you identify which hazards to plan for include local fire, police, emergency medical services, and health departments; existing threat and hazard assessments; local or regional National Weather Service offices; Federal Emergency Management Agency (FEMA) Regional Offices; records from previous incidents and historical data; Volunteer Organizations Active in Disasters (VOAD); or colleges/other research organizations.

Severe Weather

What type of weather extremes may occur in our region (i.e., blizzards, extreme heat, high winds, etc.) and what are the possible consequences?

WEATHER EXTREME	POSSIBLE CONSEQUENCES	POSSIBLE SECONDARY EFFECTS

Hazardous Material Incident

What types of hazards exist in our neighborhood (for example, rivers, reservoirs, chemical plants, highways and railways where chemicals are transported, flood plain, power lines, gas pipelines, etc.) and what are the possible consequences?

HAZARD / LOCATION	POSSIBLE CONSEQUENCES	POSSIBLE SECONDARY EFFECTS

Other Hazards

OTHER HAZARD	POSSIBLE IMPACTS TO CHILD CARE PROGRAM	POSSIBLE SECONDARY EFFECTS

Notes:

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 developmentally-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.

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: _____

EMERGENCY DISASTER PLAN FOR CHILD CARE CENTERS

INSTRUCTIONS:

Post a copy in a prominent location in facility, near telephone.
Licensee is responsible for updating information as required.
Return a copy to the licensing office.

NAME OF FACILITY		ADMINISTRATOR OF FACILITY	
FACILITY ADDRESS (NUMBER, STREET,	CITY,	STATE,	ZIP CODE)
		TELEPHONE NUMBER ()	

I. ASSIGNMENTS DURING AN EMERGENCY (USE REVERSE SIDE IF ADDITIONAL SPACE IS REQUIRED)

NAME(S) OF STAFF	TITLE	ASSIGNMENT
1.		DIRECT EVACUATION AND PERSON COUNT
2.		HANDLE FIRST AID
3.		TELEPHONE EMERGENCY NUMBERS
4.		TRANSPORTATION
5.		OTHER (DESCRIBE)
6.		

II. EMERGENCY NAMES AND TELEPHONE NUMBERS (IN ADDITION TO 9-1-1)

POLICE OR SHERIFF	OFFICE OF EMERGENCY SERVICES
RED CROSS	POISON CONTROL
HOSPITAL(S)	OTHER AGENCY/PERSON
CHILD PROTECTIVE SERVICES	

III. FACILITY EXIT LOCATIONS (USING A COPY OF THE FACILITY SKETCH [LIC 999] INDICATE EXITS BY NUMBER)

1.	2.
3.	4.

IV. TEMPORARY RELOCATION SITE(S) (IF AVAILABLE, SUBMIT LETTER OF PERMISSION FROM RENTER/LEASSOR/MANAGER/PROPERTY OWNER)

NAME	ADDRESS	TELEPHONE NUMBER ()
NAME	ADDRESS	TELEPHONE NUMBER ()

V. UTILITY SHUT—OFF LOCATIONS (INDICATE LOCATION(S) ON THE FACILITY SKETCH [LIC 999])

ELECTRICITY
WATER
GAS

VI. FIRST AID KIT (LOCATION)

VII. EQUIPMENT

SMOKE DETECTOR LOCATION (IF REQUIRED)
FIRE EXTINGUISHER LOCATION (IF REQUIRED)
TYPE OF FIRE ALARM SOUNDING DEVICE (IF REQUIRED)
LOCATION OF DEVICE

VIII. AFFIRMATION STATEMENT

AS ADMINISTRATOR OF THIS FACILITY, I ASSUME RESPONSIBILITY FOR THIS PLAN FOR PROVIDING EMERGENCY SERVICES AS INDICATED BELOW. I SHALL INSTRUCT ALL CLIENTS/RESIDENTS, AGE AND ABILITIES PERMITTING, ANY STAFF AND/OR HOUSEHOLD MEMBERS AS NEEDED IN THEIR DUTIES AND RESPONSIBILITIES UNDER THIS PLAN.

SIGNATURE	DATE
-----------	------

EMERGENCY DISASTER PLAN FOR FAMILY CHILD CARE HOMES

Type or print clearly. Post next to phone. Keep current - Return a copy to the licensing office.

LICENSEE NAME:	DATE:
----------------	-------

1. EMERGENCIES - LIFE THREATENING - Call 9-1-1 - Tell them: Number Calling from:

HOME ADDRESS:

MAJOR CROSSROAD:

HOME DIRECTION FROM CROSSROAD:

2. EMERGENCY NAMES AND TELEPHONE NUMBERS (In addition to 9-1-1)

Fire/Paramedics:		Office of Emergency Services:	
Red Cross:	Licensing:	Ambulance:	Other:
Hospital:	Police/Sheriff:	Child Protective Services:	
	Poison Control:		

3. FACILITY EVACUATION - Some disasters require evacuation of the building. Using a copy of the Facility Sketch (LIC 999A), show arrows for the safest way to exit rooms. Be sure that exit doors are not locked from the inside. In the event of a fire, get everyone out, follow the escape routes, meet at a prearranged location, account for everyone, do not let anyone return to the building and call the fire department.**4. TEMPORARY RELOCATION SITE(S)** - Some disasters require moving to a safe location. When relocating, determine whether you need food, water, blankets and flashlight and meet at a prearranged easily accessible location. Be sure to obtain permission from the property owner.

NAME:	PHONE:
-------	--------

ADDRESS:

NAME:	PHONE:
-------	--------

ADDRESS:

5. UTILITY SHUT OFF -Indicate locations on the Facility Sketch (LIC 999A) with the exit routes.

GAS:	GAS CO. PHONE:
ELECTRIC:	ELECTRIC CO. PHONE:
WATER:	WATER CO. PHONE:

6. EQUIPMENT LOCATION - The fire department may help you with installation information.

FIRE EXTINGUISHER LOCATION:	SMOKE DETECTOR LOCATION:
FIRE ALARM LOCATION (IF YOU HAVE ONE):	TYPE

7. OTHER EMERGENCY EQUIPMENT - Where appropriate identify location of first aid kit, blankets, food and water, flashlight, radio and other emergency equipment.

LOCATION:

EMERGENCY DISASTER PLAN FOR FAMILY CHILD CARE HOMES

Need help filling out the Emergency Disaster Plan Form?

Applicants need to submit a plan to handle possible emergencies. The Emergency Disaster Plan is a plan that identifies resources when an emergency occurs. A copy of the form must be posted in a conspicuous place near a telephone and a copy given to the licensing agency with the application packet. Licensee is responsible for updating information as required and all information should be typed or clearly handwritten.

1. **EMERGENCIES - LIFE THREATENING** - Whenever a life threatening emergency occurs, use the 9-1-1 telephone number. Operators are able to speed dial help for any life threatening emergency. If the call is interrupted, they are usually able to identify the home address from the open line. It is important to write out exactly what needs to be said to direct help to the home. This means that you need to write out the home phone, the address of the home, the nearest major cross street and directions to the home from the cross street.
2. **EMERGENCY NAMES AND TELEPHONE NUMBERS** (In addition to 9-1-1) - This is a list of additional emergency resources that you may need. Most of the numbers are listed on the form. The Office of Emergency Services (OES) assists local government and the public with emergencies that threaten lives, property and the environment. The telephone number for your local OES can be found in the white pages of the telephone book under Government Listings, County Government Offices, "Emergency Operations". It may also be found under County Sheriff's Department. The "Other" is extra space for other numbers that you think may be needed in an emergency.
3. **FACILITY EVACUATION** - The most important action in a fire emergency is getting the children safely out and grouped together in a safe location. As part of your application packet, you need to complete a facility sketch. Take a copy of the sketch and identify the quickest exiting routes from each room. Copies of the exiting routes should be posted in conspicuous locations. You also need to identify a safe location where everyone should gather to be sure everyone is counted and no one remains in the building. **You need to have regular fire drills with the children.** Your fire department is an excellent resource for fire and evacuation instructions.
4. **TEMPORARY RELOCATION SITES** - In the event of an emergency or disaster, you need to make arrangements to move to a temporary site, such as at the home of a friend or a local church. You need to identify a second site in the event the first site is not immediately available in the emergency. Be sure to get permission from the property owner of the relocation site.
5. **UTILITY SHUT OFF** - In emergencies such as floods and earthquakes, it may be necessary to shut the utilities off. It is important to identify the locations of the utility shut off for such emergencies. You should also have a wrench on hand for the gas line. It also may be helpful to put the utility shut off locations on the Facility Sketch.
6. **EQUIPMENT LOCATION** - Your home must contain a fire extinguisher and smoke detector device which meet the standards established by the State Fire Marshal. The fire extinguisher must be in a location that is easily accessible and identified in this plan. The local fire department may help you with the location of fire equipment. In addition to smoke alarms, you need to identify and locate any other emergency alarms that are on the premises. If a fire is just beginning, it may be possible to extinguish the fire with a fire extinguisher. However, the children should be safely relocated before attempting to extinguish any fire.
7. **OTHER EMERGENCY EQUIPMENT** - In the event of a flood or earthquake, it may be necessary to have a first aid kit, blankets, food and water, radio, flashlight and other provisions. The plan needs to identify where this other emergency equipment is kept.

UNUSUAL INCIDENT/INJURY
REPORT

INSTRUCTIONS : NOTIFY LICENSING AGENCY, PLACEMENT AGENCY AND RESPONSIBLE PERSONS, IF ANY, BY NEXT WORKING DAY.

SUBMIT WRITTEN REPORT WITHIN 7 DAYS OF OCCURRENCE.

RETAIN COPY OF REPORT IN CLIENT'S FILE.

NAME OF FACILITY	FACILITY FILE NUMBER	TELEPHONE NUMBER ()
ADDRESS	CITY, STATE, ZIP	

CLIENTS/RESIDENTS INVOLVED	DATE OCCURRED	AGE	SEX	DATE OF ADMISSION

TYPE OF INCIDENT

<input type="checkbox"/> Unauthorized Absence	<input type="checkbox"/> Alleged Client Abuse	<input type="checkbox"/> Rape	<input type="checkbox"/> Injury-Accident	<input type="checkbox"/> Medical Emergency
<input type="checkbox"/> Aggressive Act/Self	<input type="checkbox"/> Sexual	<input type="checkbox"/> Pregnancy	<input type="checkbox"/> Injury-Unknown Origin	<input type="checkbox"/> Other Sexual Incident
<input type="checkbox"/> Aggressive Act/Another Client	<input type="checkbox"/> Physical	<input type="checkbox"/> Suicide Attempt	<input type="checkbox"/> Injury-From another Client	<input type="checkbox"/> Theft
<input type="checkbox"/> Aggressive Act/Staff	<input type="checkbox"/> Psychological	<input type="checkbox"/> Other	<input type="checkbox"/> Injury-From behavior episode	<input type="checkbox"/> Fire
<input type="checkbox"/> Aggressive Act/Family, Visitors	<input type="checkbox"/> Financial		<input type="checkbox"/> Epidemic Outbreak	<input type="checkbox"/> Property Damage
<input type="checkbox"/> Alleged Violation of Rights	<input type="checkbox"/> Neglect		<input type="checkbox"/> Hospitalization	<input type="checkbox"/> Other (<i>explain</i>)

DESCRIBE EVENT OR INCIDENT (INCLUDE DATE, TIME, LOCATION, PERPETRATOR, NATURE OF INCIDENT, ANY ANTECEDENTS LEADING UP TO INCIDENT AND HOW CLIENTS WERE AFFECTED, INCLUDING ANY INJURIES:

PERSON(S) WHO OBSERVED THE INCIDENT/INJURY:

EXPLAIN WHAT IMMEDIATE ACTION WAS TAKEN (INCLUDE PERSONS CONTACTED):

MEDICAL TREATMENT NECESSARY? ☐ YES ☐ NO IF YES, GIVE NATURE OF TREATMENT:

FOLLOW-UP TREATMENT, IF ANY:

ACTION TAKEN OR PLANNED (BY WHOM AND ANTICIPATED RESULTS:

LICENSEE/SUPERVISOR COMMENTS:

NAME OF ATTENDING PHYSICIAN

DATE

DATE

AGENCIES/INDIVIDUALS NOTIFIED (SPECIFY NAME AND TELEPHONE NUMBER)

☐ LICENSING_____

☐ ADULT/CHILD PROTECTIVE SERVICES_____

☐ LONG TERM CARE OMBUDSMAN_____

☐ PARENT/GUARDIAN/CONSERVATOR_____

☐ LAW ENFORCEMENT_____

☐ PLACEMENT AGENCY_____

DEATH REPORT

LICENSEE MUST REPORT THE DEATH OF A CLIENT OF ANY CAUSE, REGARDLESS OF WHERE THE DEATH OCCURRED.

INSTRUCTIONS : NOTIFY LICENSING AGENCY, PLACEMENT AGENCY AND RESPONSIBLE PERSONS, IF ANY, BY NEXT WORKING DAY.
SUBMIT WRITTEN REPORT WITHIN 7 DAYS OF OCCURRENCE.
RETAIN COPY OF REPORT IN CLIENT'S FILE.

NAME OF FACILITY	FACILITY FILE NUMBER	TELEPHONE NUMBER ()	
ADDRESS	CITY, STATE, ZIP		
CLIENT'S NAME	D.O.B.	SEX	DATE OF ADMISSION
DATE AND TIME OF DEATH	PLACE OF DEATH		

DESCRIBE IMMEDIATE CAUSE OF DEATH (IF CORONER REPORT MADE, SEND COPY WITHIN 30 DAYS):

DESCRIBE CONDITIONS PRIOR TO OR CONTRIBUTING TO DEATH:

EXPLAIN WHAT IMMEDIATE ACTION WAS TAKEN (INCLUDE PERSONS CONTACTED):

MEDICAL TREATMENT NECESSARY? ☐ YES ☐ NO IF YES, GIVE NATURE OF TREATMENT:

--

NAME OF ATTENDING PHYSICIAN		NAME OF MORTICIAN	
REPORT SUBMITTED BY:	NAME AND TITLE	DATE	
REPORT REVIEWED/APPROVED BY:	NAME AND TITLE	DATE	

AGENCIES/INDIVIDUALS NOTIFIED (SPECIFY NAME AND TELEPHONE NUMBER)

- | | |
|--|---|
| <input type="checkbox"/> LICENSING_____ | <input type="checkbox"/> ADULT/CHILD PROTECTIVE SERVICES_____ |
| <input type="checkbox"/> LONG TERM CARE OMBUDSMAN_____ | <input type="checkbox"/> PARENT/GUARDIAN/CONSERVATOR_____ |
| <input type="checkbox"/> LAW ENFORCEMENT_____ | <input type="checkbox"/> PLACEMENT AGENCY_____ |

UNUSUAL INCIDENT/INJURY REPORT - FAMILY CHILD CARE HOME

1. FACILITY LICENSE NUMBER:		2. LICENSEE NAME:			
3. FACILITY NAME:		4. FACILITY ADDRESS:			

5. Name of Child(ren) Involved	6. Birth Date/Age	7. Sex M / F	8. Admission Date	9. Primary Language	10. Date/Time of Incident/Injury

11. EVENT REPORTED TO THE DEPARTMENT (CHECK ALL THAT APPLY)

- a. ☐ Death of any child from any cause.
- b. ☐ Any injury to a child that requires treatment by a medical professional.
- c. ☐ Any child absence meaning any instance where a child in care is missing.
- d. ☐ Any suspected child abuse or neglect of any child in care. (Must also be reported to local law enforcement or Child Protective Services.)
- e. ☐ Fires or explosions in or on the premises of the family child care home.
- f. ☐ A communicable disease outbreak when determined by the local health authority.
- g. ☐ Poisonings
- h. ☐ Other incident that threatens the physical or emotional health and safety of any child.

12. DESCRIBE WHAT HAPPENED:

13. BRIEFLY DESCRIBE THE INJURY, IF ANY:

14. DESCRIBE STEPS TAKEN TO PREVENT THIS INCIDENT OR INJURY IN THE FUTURE:

15. NAME OF PHYSICIAN OR OTHER HEALTH CARE PROVIDER, IF APPLICABLE:

16. PHYSICIAN OR HEALTH CARE PROVIDER TELEPHONE NUMBER:

()

17. NAME AND TELEPHONE NUMBER OF PARENT(S), OR AUTHORIZED REPRESENTATIVE:

18. DATE THE PARENT/AUTHORIZED REPRESENTATIVE OF THE AFFECTED CHILD WAS NOTIFIED:

19. Agency(ies) Notified	20. Name of Person(s) Contacted	21. Date	22. Telephone or Fax
<input type="checkbox"/> State Child Care Licensing			()
<input type="checkbox"/> County Child Care Licensing			()
<input type="checkbox"/> Child Protective Services			()
<input type="checkbox"/> Law Enforcement			()

23. LICENSEE SIGNATURE	24. TELEPHONE NUMBER. ()	25. DATE:
------------------------	-----------------------------------	-----------

(TO BE COMPLETED BY DEPARTMENT)

Date report received in Licensing Office: _____ Date report reviewed and logged : _____

EVALUATION OF REPORT:

Follow up inquiry required

☐ Yes ☐ No

Investigation required

☐ Yes ☐ No**REFERRED TO:**☐ Licensing Program Analyst

Date Reviewed: _____

Case Management Visit

☐ Yes ☐ No☐ Licensing Program Manager/Sup

Date Reviewed: _____

☐ Regional/Program Manager

Date Reviewed: _____

Other _____

DISPOSITION:

UNUSUAL INCIDENT/INJURY REPORT - FAMILY CHILD CARE HOME

EVENTS THAT MUST BE REPORTED TO PARENTS/AUTHORIZED REPRESENTATIVES AND/OR THE DEPARTMENT:

- A. No later than the same business day, notify a child's parent or authorized representative of the events listed in #11 that affect that child.
- B. Within the next business day, notify the Department by telephone or fax of the events listed in #11.
- C. If reported to the Department by telephone, submit written report within 7 calendar days of the event.
- D. Keep a copy of the report submitted to the Department in the (affected) child's record.

GENERAL INSTRUCTIONS FOR COMPLETION

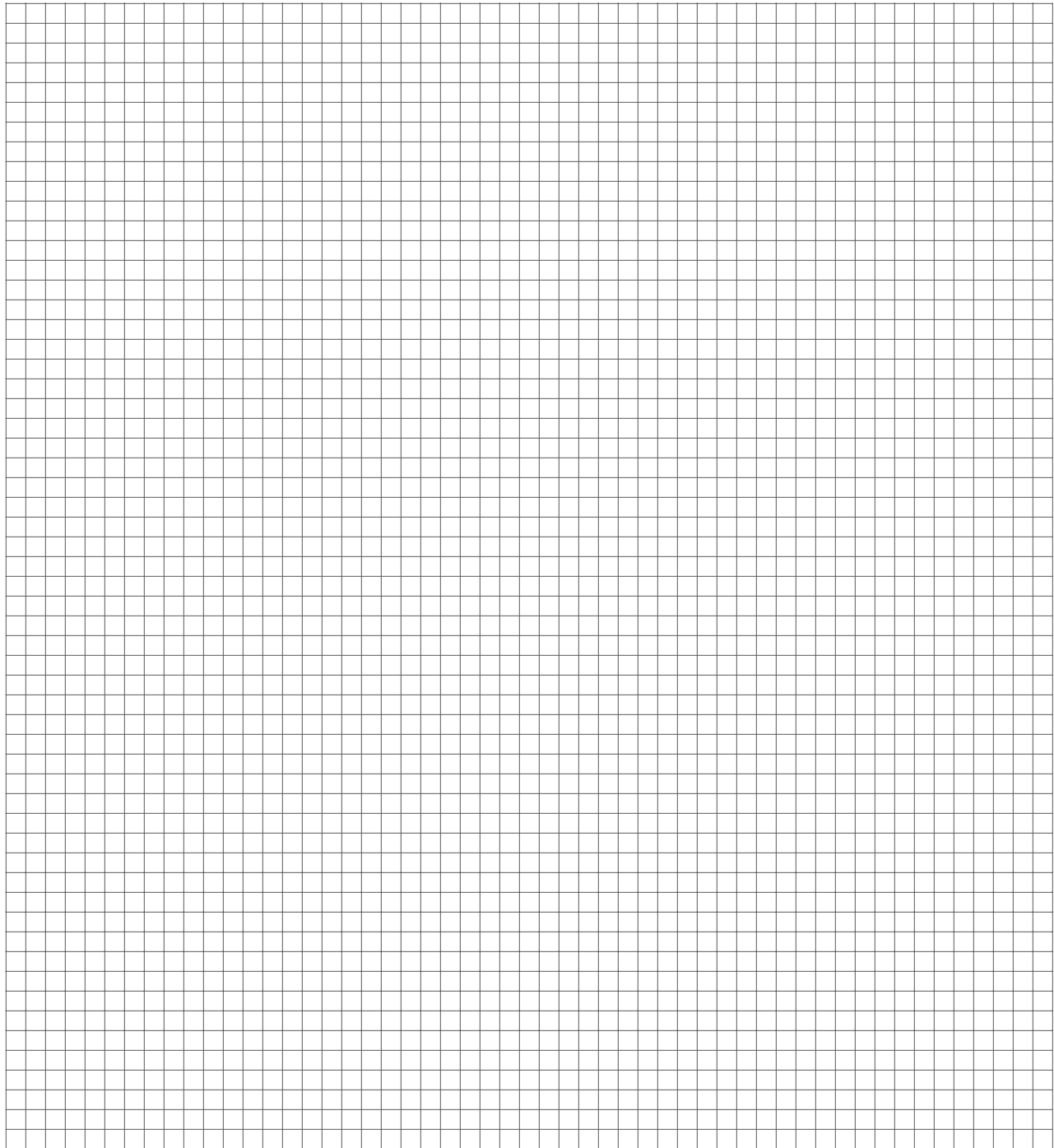
- 1. Enter the facility number as shown on the license
- 2. Enter the licensee's name as shown on license.
- 3. Enter the name of the facility as shown on the license.
- 4. Enter the number and street address, city, and zip code.
- 5. Enter the first and last name of each child involved in the incident or injury.
- 6. Enter the child's age or the month, date, and year of birth.
- 7. Enter the gender of each child as M for Male or F for Female.
- 8. Enter the month, date, and year each child was accepted into the family child care home.
- 9. Enter the language that the child or parent speaks (*i.e., English, Spanish, etc.*).
- 10. Enter the month, date, year and the time of day that the incident or injury happened.
- 11. Event to be reported:
 - a. Check if any child has died from any cause.
 - b. Check if a child was injured, and the injury required treatment by a medical professional.
 - c. Check if a child in care leaves or wanders (is missing) from the facility without permission or supervision, including when a child is missing during any outing or special event away from the facility, or a child does not return from school.
 - d. Check if it is suspected that a child has been abused or neglected.
 - e. Check if there is a fire or explosion in or on the premises of the family child care home.
 - f. Check if there is a communicable disease outbreak when determined by the local health authority.
 - g. Check if any child is poisoned while in care.
 - h. Check if there is some other incident that threatens the physical or emotional health and safety of any child.
- 12. Describe what happened. Be specific. Include name of person(s) involved in or suspected of causing the injury.
- 13. Include medical findings and treatment.
- 14. Describe how this incident or injury will be prevented in the future.
- 15. Enter the first and last name and title of the physician or other health care provider providing care to child, if known.
- 16. Enter the area code and telephone number of the physician or other health care provider.
- 17. Enter the name(s) and telephone number of the child's parent(s), or authorized representative(s).
- 18. Enter the month, date, and year that the child's parent(s), or authorized representative(s) were notified.
- 19. Check one or more of the agencies notified of the incident or injury.
- 20. Enter the name of the person (*for each agency*) with whom you spoke when reporting the event.
- 21. Enter the month, day, and year next to the agency person's name that was contacted.
- 22. Enter the area code and telephone or fax number of the agency contacted.
- 23. Enter your signature here.
- 24. Enter your area code and telephone number.
- 25. Enter the month, date, and year this report is signed.

FACILITY SKETCH (Floor Plan)

Applicants are required to provide a sketch of the floor plan of the home or facility and outside yard. The floor sketch must label rooms such as the kitchen, bath, living room, etc. Circle the names of the rooms that will be used by staff/residents/clients/children. Door and window exits from the rooms must be shown in case of an emergency (see Emergency Disaster Plan). Show room sizes (e.g. 8.5 x 12). Keep close to scale. Use the space below. See back for yard sketch.

FACILITY NAME:

ADDRESS:

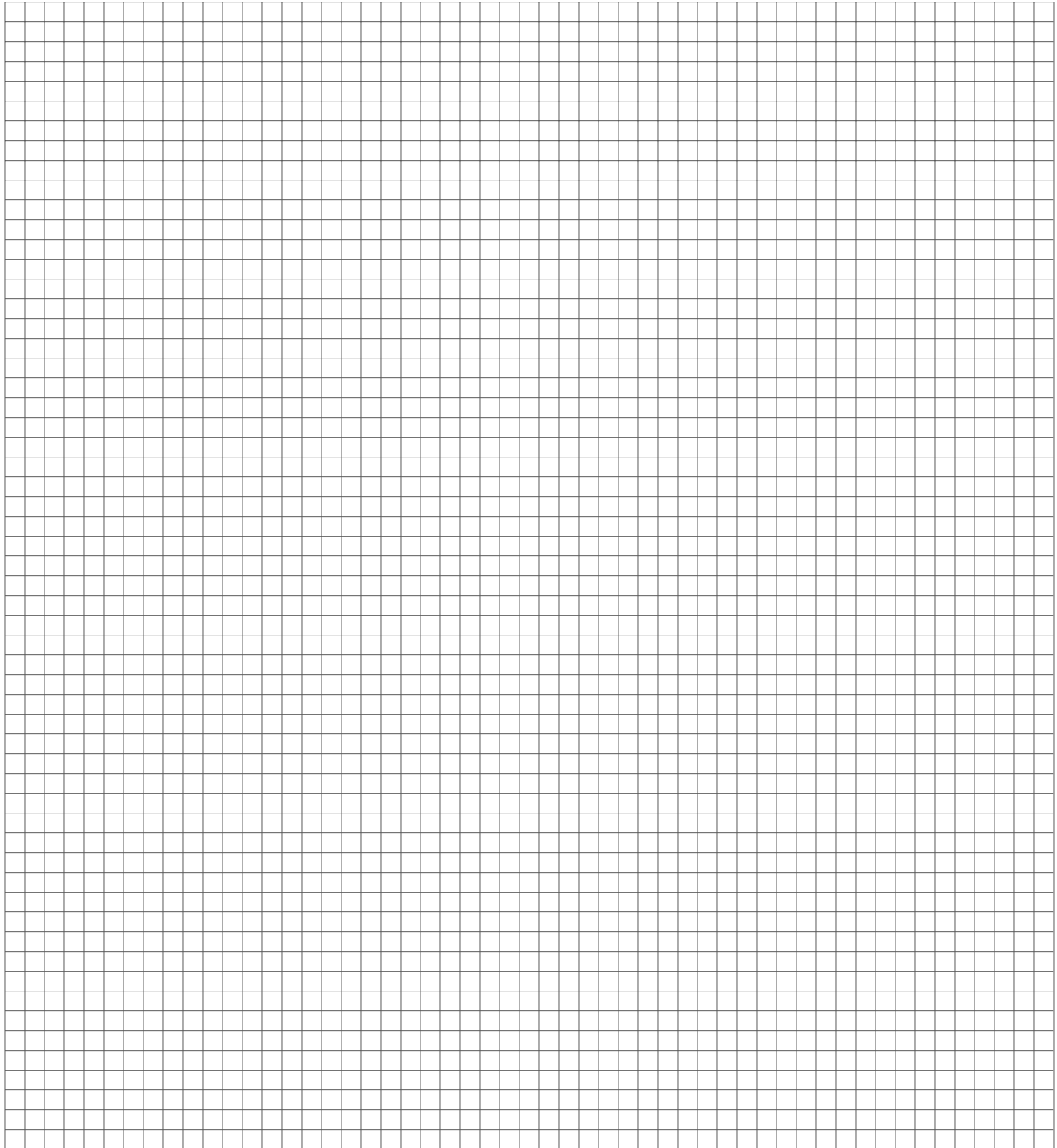


FACILITY SKETCH (Yard)

The yard sketch should show all buildings in the yard including the home (with no detail), garage and storage building. Include walks, driveways, play area, fences, gates. Show any potential hazardous area such as pools, garbage storage, animal pens, etc. Show the overall yard size. Try to keep the sizes close to scale. Use the space below.

FACILITY NAME:

ADDRESS:

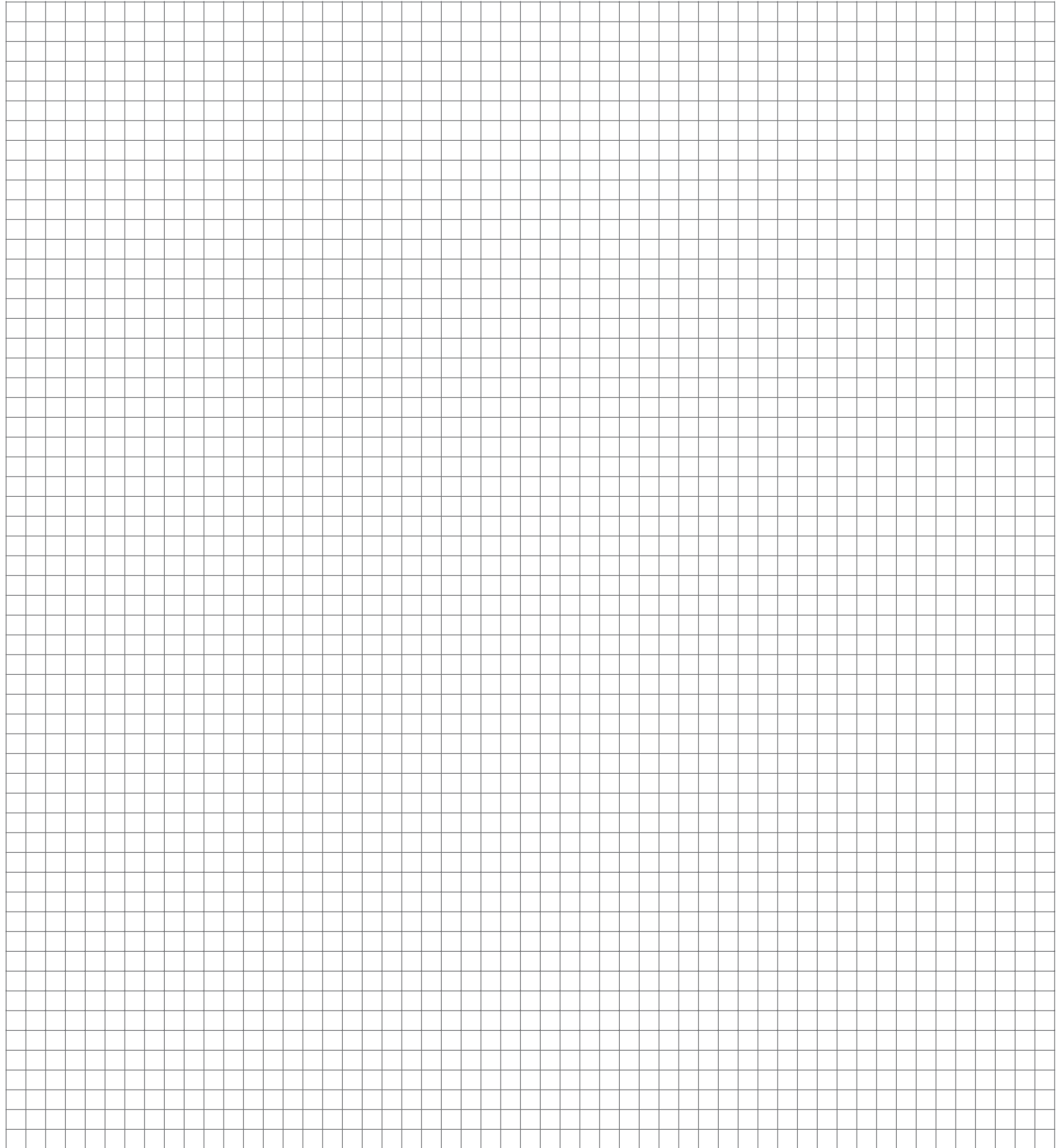


FACILITY SKETCH (Floor Plan) - Family Child Care Home

Applicants are required to provide a sketch of the floor plan of the home or facility and outside yard. The floor sketch must label rooms such as the kitchen, bath, living room, etc. Please identify areas which will be "off limits" to children. Door and window exits from the rooms must be shown in case of an emergency (see Emergency Disaster Plan). Show room sizes (e.g. 8.5 x 12). Keep close to scale. Use the space below. See back for yard sketch.

FACILITY NAME:

ADDRESS:

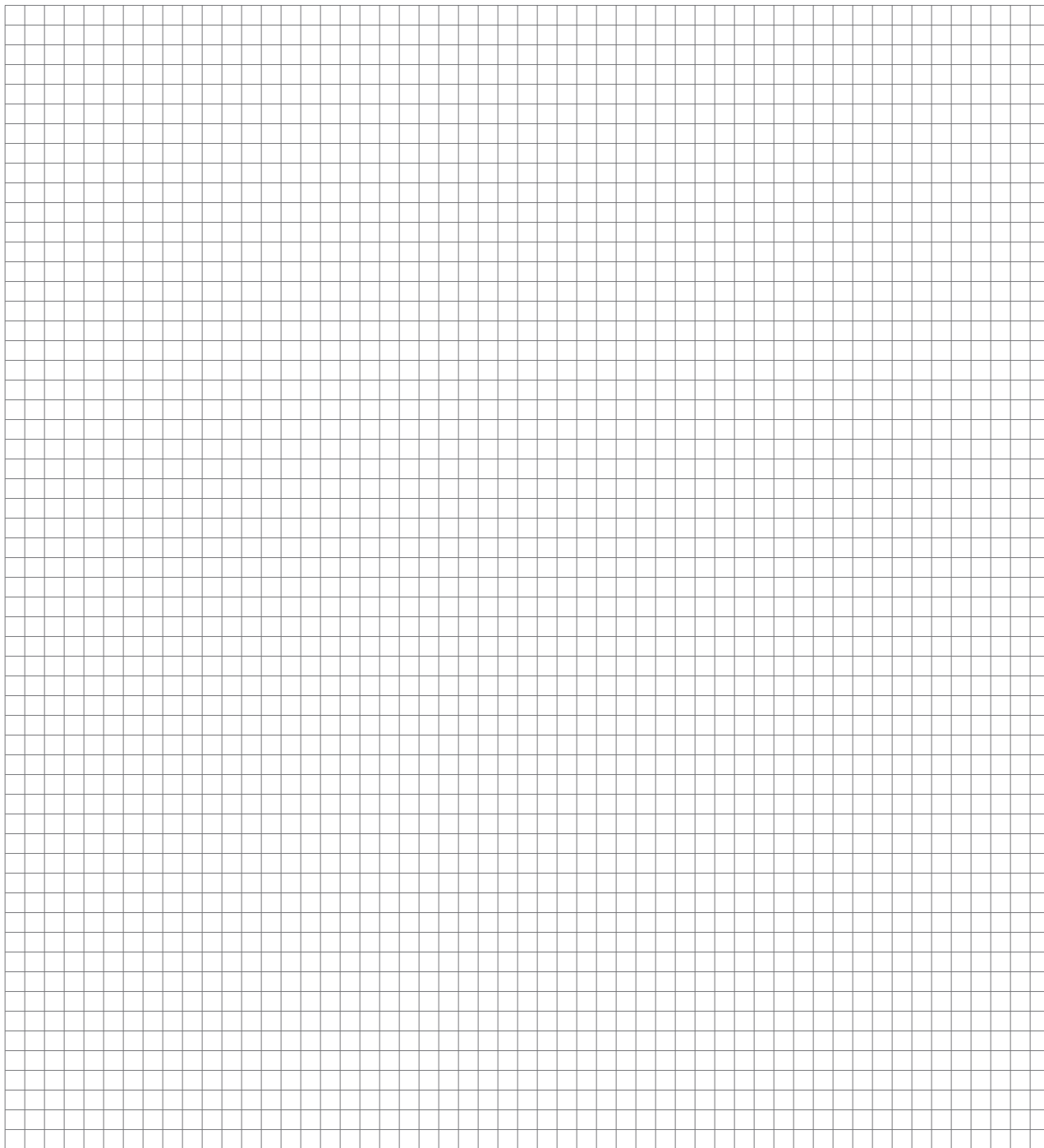


FACILITY SKETCH (Yard) - Family Child Care Home

The yard sketch should show all buildings in the yard including the home (with no detail), garage and storage building. Include walks, driveways, play area, fences, gates. Please identify areas which will be "off limits" to children. Show any potential hazardous areas such as pools, garbage storage, animal pens, etc. Show the overall yard size. Try to keep the sizes close to scale. Use the space below.

FACILITY NAME:

ADDRESS:



EARTHQUAKE PREPAREDNESS CHECKLIST (EPC) *

Health & Safety Code 1596.867 requires an Earthquake Preparedness Checklist be included as an attachment to the Emergency Disaster Plan (LIC 610, LIC 610A and 610A (SP)) and be made accessible to the public. This form is intended to meet this requirement.

A. ELIMINATE POTENTIAL HAZARDS IN CLASSROOMS AND THROUGHOUT THE SITE:

- | | |
|---|---|
| <input type="checkbox"/> Bolt bookcases in high-traffic areas securely to wall studs.

<input type="checkbox"/> Move heavy books and items from high to low shelves.

<input type="checkbox"/> Secure and latch filing cabinets.

<input type="checkbox"/> Secure cabinets in high traffic areas with child safety latches.

<input type="checkbox"/> Secure aquariums, computers, typewriters, TV/VCR equipment to surfaces (e.g., by using Velcro tabs).

<input type="checkbox"/> Make provisions for securing rolling portable items such as TV/VCRs, pianos and refrigerators.

<input type="checkbox"/> Move children's activities and play areas away from windows, or protect windows with blinds or adhesive plastic sheeting.

<input type="checkbox"/> Secure water heater to wall using plumber's tape. | <input type="checkbox"/> Assess and determine possible escape routes.

<input type="checkbox"/> Enlist parent and community resource assistance in securing emergency supplies or safeguarding the child care site.

<input type="checkbox"/> Store a 3-day supply of nonperishable food (including juice, canned food items, snacks, and infant formula).

<input type="checkbox"/> Store a 3-day supply of water and juice.

<input type="checkbox"/> Store food and water in an accessible location, such as portable plastic storage containers.

<input type="checkbox"/> Store other emergency supplies such as flashlights, a radio with extra batteries, heavy gloves, trash bags, and tools.

<input type="checkbox"/> Maintain a complete, up-to-date listing of children, emergency numbers, and contact people for each classroom stored with emergency supplies. |
|---|---|

B. ESTABLISH A COORDINATED RESPONSE PLAN INVOLVING ALL OF THE FOLLOWING:

CHILDREN:

- ☐
- Teach children about earthquakes and what to do (see resource list below).
-
-
- ☐
- Practice "duck, cover, and hold" earthquake drills under tables or desks no less than 4 times a year.

PARENTS:

- ☐
- Post, or make available to parents, copies of the school earthquake safety plan (including procedures for reuniting parents or alternate guardians with children, location of planned evacuation site and method for leaving messages and communicating).

C. CHILD CARE PERSONNEL AND LOCAL EMERGENCY AGENCIES:

- ☐
- Identify and assign individual responsibilities for staff following an earthquake (including accounting for and evacuating children, injury control and damage assessment).
-
-
- ☐
- Involve and train all staff members about the earthquake safety plan, including location and procedure for turning off utilities and gas.
-
-
- ☐
- Contact nearby agencies (including police, fire, Red Cross, and local government) for information and materials in developing the child care earthquake safety plan.

* For more free resources contact:

- (1) Federal Emergency Management Agency (FEMA)
- (2) Office of Emergency Services (OES)
- (3) Red Cross

PARENT CONSENT FOR ADMINISTRATION OF MEDICATIONS AND MEDICATION CHART**NOTE:** Regulation Section 101221 requires the following information be on file.

CHILD CARE CENTER NAME:	LICENSE NUMBER:	DATE:
-------------------------	-----------------	-------

PARENT'S INSTRUCTIONS:

1. All prescription and nonprescription medications shall be maintained with the child's name and shall be dated.
2. Prescription and nonprescription medications must be stored in the original bottle with unaltered label. Medications requiring refrigeration must be properly stored.
3. Prescription and nonprescription medication shall be administered in accordance with the label directions.
4. Written consent must be provided from the parent, permitting child care facility personnel to administer medications to the child. Instructions shall not conflict with the prescription label or product label directions.

CHILD'S NAME	DATE OF BIRTH
MEDICATION NAME	DOSAGE

I authorize child care personnel to assist in the administration of medications described above to the child named above for the following medical condition/s:

From _____ to _____ at _____ daily while in attendance.
BEGINNING DATE ENDING DATE TIME OF DAY

PARENT'S SIGNATURE:	DATE:
---------------------	-------

MEDICATION CHART
Staff Documentation of Medicine Administration

DATE	TIME GIVEN	STAFF SIGNATURE
DATE	TIME GIVEN	STAFF SIGNATURE
DATE	TIME GIVEN	STAFF SIGNATURE
DATE	TIME GIVEN	STAFF SIGNATURE
DATE	TIME GIVEN	STAFF SIGNATURE

Upon completion, return medicine to parent or destroy, and place form in child's record.

STAFF	DATE
-------	------

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.

Resources

Administration for Children and Families (ACF) www.acf.hhs.gov/

- Office of Human Services, Emergency Response and Recovery Resources
www.acf.hhs.gov/programs/ohsepr/early-childhood
- Office of Planning, Research, and Evaluation: Services for Families of Infants and Toddlers Experiencing Trauma
www.acf.hhs.gov/programs/opre/resource/impact-of-trauma-families-of-infants-and-toddlers
- Child Care Resources for Disasters and Emergencies
www.acf.hhs.gov/programs/occ/resource/child-care-resources-for-disasters-and-emergencies

American Academy of Pediatrics (AAP) www.aap.org

- AAP Children and Disasters www.aap.org/disasters
- Ensuring the Health of Children in Disasters Policy Statement
<http://pediatrics.aappublications.org/content/early/2015/10/13/peds.2015-3112.abstract>
- Healthychildren.org provides information and guidance for parents based on advice from leading child health experts and scientific research www.healthychildren.org
- Breastfeeding in Disasters www2.aap.org/breastfeeding/files/pdf/infantnutritiondisaster.pdf

American Public Health Association (APHA) www.apha.org

- The Get Ready campaign helps Americans prepare themselves, their families and their communities for all disasters and hazards, including pandemic flu, infectious disease, natural disasters and other emergencies.
www.aphagetready.org
- Get Ready Parents Page: Preparedness information to share with your family
www.getreadyforflu.org/getreadyparents.htm
- Preparedness Information for Children www.getreadyforflu.org/kids/index.htm

American Red Cross www.redcross.org

- Ready Rating program is a free, self-guided program designed to help businesses, organizations, and schools become better prepared for emergencies. www.readyrating.org
- FREE American Red Cross Mobil APPS www.redcross.org/prepare/mobile-apps
- Project Pillowcase is an hour-long educational program for children in grades 3-5. The presentation is perfect for after-school programs. www.redcross.org/get-help/prepare-for-emergencies/resources-for-schools#
- Disaster and Safety Library www.redcross.org/prepare/disaster-safety-library
- Safe and Well Program is a registry where family and friends can search the list of those who have registered themselves as “safe and well”. <https://safeandwell.communityos.org>

California Childcare Health Program <http://cchp.ucsf.edu>

- Emergency/Disaster Preparedness for the Child Care Setting
<http://cchp.ucsf.edu/EmergencyPrepNote>
- Preparing for Pandemic Flu in Child Care Centers
<http://cchp.ucsf.edu/PandemicFluNote>
- Young Children and Disasters
<http://cchp.ucsf.edu/YoungChildDisasterNote>

California Department of Education (CDE) www.cde.ca.gov/

- California Early Childhood Educator Competencies www.cde.ca.gov/sp/cd/re/ececomps.asp
- CDE Child Nutrition Program, Child and Adult Care Food Program (CACFP) disaster relief guidelines www.cde.ca.gov/ls/nu/sn/mbcnp022015.asp
- Crisis Response Box Program www.cde.ca.gov/ls/ss/cp/documents/crisisrespbbox.pdf
- Early Education and Support Division www.cde.ca.gov/re/di/or/cdd.asp
- Management Bulletin: Reduced Days of Operation or Attendance due to Emergency Conditions www.cde.ca.gov/sp/cd/ci/mb1009.asp

California Department of Public Health (CDPH) www.cdph.ca.gov

- Emergency Preparedness Office www.bepreparedcalifornia.ca.gov
- Emergency Preparedness: Infant and Young Child Care and Feeding www.cdph.ca.gov/healthinfo/healthyliving/childfamily/pages/emergencypreparednessinfantandyoungchildcareandfeeding.aspx

California Department of Social Services (CDSS), Community Care Licensing <http://ccld.ca.gov>

- Community Care Licensing Division (CCLD) Title 22 Regulations <http://ccld.ca.gov/PG555.htm>
- Disaster Planning Self-Assessment Guide for Child Care Centers and Family Child Care Homes www.ccld.ca.gov/res/pdf/DisasterGuideforHomesCenters.pdf
- Forms www.dss.cahwnet.gov/cdssweb/PG166.htm#lic

California Governor's Office of Emergency Preparedness (Cal OES) www.caloes.ca.gov

- State of California Emergency Plan, 2009 [www.caloes.ca.gov/PlanningPreparednessSite/Documents/00%20SEP%207-01-09%20covrev%20\(12\).pdf](http://www.caloes.ca.gov/PlanningPreparednessSite/Documents/00%20SEP%207-01-09%20covrev%20(12).pdf)

Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3rd Edition, Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3rd Edition <http://cfoc.nrckids.org/>

- Caring for Our Children, 3rd Edition Standard 9.2.4.3: Disaster Planning, Training, and Communication <http://cfoc.nrckids.org/StandardView/9.2.4.3>

Centers for Disease Control and Prevention (CDC) Emergency Preparedness and Response <http://emergency.cdc.gov/>

- Caring for Children in a Disaster www.cdc.gov/childrenindisasters/index.html
- Schools and Child Care Centers www.cdc.gov/childrenindisasters/schools.html

Child Care Aware® of America <http://childcareaware.org/>

- Disaster preparedness resources that support child care providers, children, and families. <http://usa.childcareaware.org/advocacy-public-policy/crisis-and-disaster-resources/>

Department of Homeland Security www.dhs.gov

- *Ready* educates Americans to prepare for and respond to emergencies including natural disasters and potential terrorist attacks. The *Ready* site has content available in 12 languages, including Arabic, Chinese, French, Haitian, Hindi, Japanese, Korean, Russian, Spanish, Tagalog, Urdu and Vietnamese and a Spanish language site. www.Ready.gov www.listo.gov (Spanish)

Child Care Resource Center www.ccrcca.org

- Emergency Preparedness Toolkit for Child Care Programs, with support from Los Angeles Department of Public Health, provides information and resources for child care providers to better prepare for, respond to, and recover from an emergency or disaster. www.ccrcca.org/providers/emergency-preparedness

Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) www.nichd.nih.gov

- Activity Book for African American Families: Helping Children Cope with Crisis www.nichd.nih.gov/publications/pubs/cope_with_crisis_book/Pages/index.aspx

Federal Emergency Management Agency (FEMA) www.fema.gov

- Free, online training: Emergency Management Institute: IS-36 Multihazard Planning for Childcare <http://training.fema.gov/is/courseoverview.aspx?code=is-36>
- Federal Emergency Management Administration (FEMA) Disaster APP with alerts and tips for surviving disasters, weather updates, resources for sheltering, and financial assistance. www.fema.gov/mobile-app
- Earthquake Preparedness: What Every Child Care Provider Needs to Know www.fema.gov/media-library/assets/documents/1795
- Technical assistance on relief services and services related to rebuilding efforts and Individual Public Assistance grants is available. www.fema.gov/apply-assistance

Fred Rogers Company www.fredrogers.org

- Tragic Events in the News www.fredrogers.org/parents/special-challenges/tragic-events.php

Government Services Agency (GSA) Resources for Child Care Program Stakeholders www.gsa.gov/portal/content/105296

- Provider Emergency Preparedness Toolbox www.gsa.gov/portal/content/117427

Great California Shakeout www.shakeout.org/california

- Childcare and Pre-Schools www.shakeout.org/california/childcare

National Association for the Education of Young Children (NAEYC) www.naeyc.org

- Coping with Violence webpage lists many online resources to help children and families. www.naeyc.org/content/coping-violence

National Center for Missing and Exploited Children www.missingkids.org

- Disaster Response www.missingkids.org/DisasterResponse

National Child Traumatic Stress Network www.nctsn.org/

- Tips for Parents on Explaining Media Coverage
www.nctsn.org/sites/default/files/assets/pdfs/tips_for_parents_media_final.pdf
- Parent Tips for Helping Preschool-Age Children after Disasters
www.nctsn.org/sites/default/files/assets/pdfs/appendix_tips_for_parents_with_preschool_children.pdf
- Resources for Parents and Caregivers www.nctsn.org/resources/audiences/parents-caregivers
- Healing after Trauma Skills (H.A.T.S.): A Manual for Professionals, Teachers, and Families Working with Children after Trauma and Disasters www.nctsn.org/sites/default/files/assets/pdfs/hats2012.pdf
- The Road to Recovery: Supporting Children with Intellectual and Developmental Disabilities Who Have Experienced Trauma www.nctsn.org/products/children-intellectual-and-developmental-disabilities-who-have-experienced-trauma

National Library of Medicine www.nlm.nih.gov

- Health Resources on Children in Disasters and Emergencies, resources for professionals on the medical and public health issues of children in disasters and emergencies, are available online:
<https://disasterinfo.nlm.nih.gov/dimrc/children.html>

Office of Disease Prevention and Health Promotion www.health.gov

- Healthfinder.gov Disaster Preparedness <http://healthfinder.gov/FindServices/SearchContext.aspx?topic=1023>

Office of Head Start <http://eclkc.ohs.acf.hhs.gov/hslc>

- Emergency Preparedness <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/ep>

Ready San Diego www.readysandiego.org

- San Diego County Childcare Disaster Plan and Guide www.readysandiego.org/childcare

Save the Children www.savethechildren.org

- Save the Children offers free, online, Child Care Emergency Preparedness Training.
A professional development certificate for 4 contact hours is available.
www.savethechildren.org/site/c.8rKLIXMGlpI4E/b.9111279/k.8B62/Get_Ready_Get_Safe_Training.htm

Sesame Workshop www.sesameworkshop.org

- Disaster Preparedness activities for children: www.sesamestreet.org/parents/topicsandactivities/toolkits/ready

Substance Abuse and Mental Health Services Administration(SAMHSA) www.samhsa.gov

- Disaster APP: Emergency Behavioral Health Response. Free SAMHSA Disaster App with resources for any type of traumatic event, including tip sheets; guides for responders, teachers, parents, and caregivers; and a directory of behavioral health service providers in the impacted area. www.store.samhsa.gov/apps/disaster/
- Disaster Distress Helpline: People experiencing emotional distress related to natural or human-caused disasters can call 1-800-985-5990 to receive immediate crisis counseling with a trained counselor. Or text or text TalkWithUs to 66746 to connect with a trained crisis counselor. The toll-free, multilingual, and confidential crisis support service is available to all residents in the United States and its territories. www.samhsa.gov/find-help/disaster-distress-helpline
- Tips for Helping Children Cope: A Guide for Parents, Caregivers, and Teachers
<http://store.samhsa.gov/shin/content/KEN01-0093R/KEN01-0093R.pdf>

Technical Resources, Assistance Center, and Information Exchange (TRACIE)

<https://asprtracie.hhs.gov>

- The Assistance Center provides one-on-one consultation at 1-844-5-TRACIE (587-2243).
- The Information Exchange provides opportunities for peer-to-peer discussion, and Technical Resources can be found at the online resource library: <https://asprtracie.hhs.gov/technical-resources>

United States Department of Labor www.dol.gov

- Disaster Unemployment Assistance (DUA): Provides information and assistance for disaster relief services and loan programs after presidentially declared disasters. www.ows.doleta.gov/unemploy/disaster.asp

United States Small Business Administration (SBA) www.sba.gov

- Provides information and assistance about small business disaster relief loans for child care providers after presidentially declared disasters. www.sba.gov/managing-business/running-business/emergency-preparedness/disaster-assistance

2-1-1 www.211.org

- Callers can request information about shelters, clean drinking water, evacuations, child care services, housing assistance, physical and mental health resources, and more. (May not be available in all counties.)

Safe-Place and Shelter-in-Place Checklist

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

Is there an area inside your facility with:

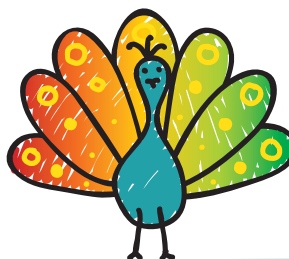
- ☐ Telephone or other means to communicate with emergency personnel?
- ☐ Cell phone coverage at that location?
- ☐ Access to at least one outlet for charging a cell phone? (And is a spare cord kept there?)
- ☐ Access to a bathroom or other sanitary facilities?
- ☐ Limited access to the outside?
- ☐ Can all outside doors and windows be locked?
- ☐ Do your windows have drapes, curtains or shades for additional protection?
- ☐ Do you have access to your emergency supplies in the Shelter-In-Place and Safe-Place areas?
- ☐ Do the police and local emergency personnel know your safe place?
- ☐ What are the local protocols for safe place (closing blinds, locking doors)?

Preparing your Shelter-in-Place location:

- ☐ Do you know where the turn-offs for the heating system are and how to operate them? Is the information posted?
- ☐ Do you know where the turn-offs for the air conditioning systems are and how to operate them? Can you switch intakes to the closed position? Is the information posted?
- ☐ Where are the exhaust fans in your child care (e.g., over the stove, bathroom)?
- ☐ Do you have duct tape and plastic sheeting to cover and seal fireplaces, bathroom exhaust and grilles, range vents, dryer vents, outlets, and other openings to the outdoors to the extent possible? Is the window sealing equipment stored in the Shelter-In-Place room and is it easily accessible?

Sample Emergency Disaster Drills

Conduct emergency disaster drills at least every six months. Include different types of drills, in a variety of locations, at different times of the day. Log the date, time, and type of drill. Make a yearly schedule for the different drills you will practice. Keep documentation of your drills on site for at least one year.



Fun ideas to build skills and knowledge for emergency disaster drills

- Play games like follow-the-leader so that children can learn to move together in an orderly way.
- Plan a field trip to the fire station or have your local fire fighters visit your program.
- Provide for dress up and dramatic play with costumes for fire fighters, first responders and emergency workers.
- Develop a science theme with books and activities about earthquakes, tornados, floods, blizzards, etc.
- Play “turtle” and have children pretend to be turtles by crouching down, covering their heads, and holding still.
- Play “lizards under rocks” and have children pretend to be lizards seeking shelter under a sturdy table.
- Practice using a walking rope for children to hold onto when walking as a group.

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/Reunification 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.

Sample Staff Training Agenda

Staff Training on Emergency Preparedness

Sometimes staff members react very strongly to a disaster or emergency. Include staff in emergency planning for their own safety and for optimal child outcomes.

Goal: Staff members will be engaged in disaster preparedness activities and committed to minimizing injury, loss, and destruction before, during, and after a disaster or emergency.

Objective 1: All staff will know their assignments, roles, and responsibilities in a disaster.

Objective 2: Staff will know how to access emergency services; the location of the emergency exits; and how to use emergency equipment.

Objective 3: Staff will be prepared to run an emergency drill with children.

Objective 4: Staff will be familiar with typical emotions following a disaster or emergency.



Sample Agenda

1. Welcome and introductions
2. Why it is important for child care facilities to prepare for disasters and to have a plan.
3. Update staff emergency contact information.
4. Encourage staff to make an emergency plan for their families.
5. Review the details in your child care program disaster plan.
6. Review Job Action Sheets: ask for volunteers and make assignments.
7. Review drill schedule for the year, and the drill log.
8. Conduct a walkthrough of disaster drills to prepare staff for conducting drills with children.
9. Check that CPR and first aid certifications have been updated within the last two years.
10. Introduce the After Action Report form to document and evaluate each training exercise, emergency event, or drill.
11. Introduce the Young Children and Disasters Health and Safety Note and discuss the unique needs of children and appropriate response to children's physical and emotional needs during and after a disaster.

Self-Assessment Tool / After Action Report

Name of Facility: _____

Name/Title of Person Completing Report: _____

Date: _____ Start Time: _____ End Time: _____

Drills/Exercises or Incident response

- ☐ Fire
- ☐ Power Outage
- ☐ Evacuation
- ☐ Other (specify): _____
- ☐ Flood
- ☐ Lockdown
- ☐ Extreme Weather
- _____

Participation: Provide a list of individuals and agencies participating in the event:

Timeline of events: Provide description of events and activities:

Lessons learned: Provide an overview of lessons learned related to personnel, training, coordination, logistics, etc.

Discussion and recommendations: Provide any recommendations for improvements or changes to the emergency plan and procedures and how they will be addressed.

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.



Young Children and Disasters

Disasters and trauma

After experiencing a disaster—whether it is a flood, earthquake, fire, or human caused event, children may react in ways that are difficult to understand. Even if children are not physically injured, the emotional response can be strong. They may act clingy, irritable or distant, and although they are very young and do not seem to understand what is going on, they are affected as much as adults. Adult fears and anxieties are communicated to children in many ways. The experience is more difficult for them, as they do not understand the connection between the disaster and all the upheaval that follows. They need reassurance that everything is all right.

There is a wide range of “normal” reactions for children following a disaster, most of which can be handled with extra support at home, child care and school. In some cases, professional intervention may be needed, despite everyone’s best efforts. Early intervention can help a child avoid more severe problems.

Message to parents

Some ways to provide reassurance after a disaster are:

- Try to remain calm.
- Remember the effect and anxiety produced by watching television coverage or listening to the radio. Keep TV/radio/adult conversations about the disaster at a minimum around young children.
- Spend extra time being close to your child(ren).
- Answer all questions as honestly and simply as possible. Be prepared to answer the same questions over and over. Children need reassurance to master their fears.
- Spend extra time with your child at bedtime—soothing and relaxing time—talking, reading or singing quietly.
- Spend extra time with your child when bringing them to child care—they may be afraid you will not come back.
- Try to return to a normal routine as soon as possible to restore a sense of normalcy and security.

- Don’t promise there won’t be another disaster. Instead, encourage children to talk about their fears and what they can do to help in case of disaster. Tell them you will do everything you can to keep them safe.
- Be patient and understanding if your child is having difficulties.
- Never use threats. Saying, “If you don’t behave an earthquake will swallow you up,” will only add to the fear and not help your child behave more acceptably.
- Consider how you and your child can help. Children are better able to regain their sense of security if they can help in some way.
- Share your concerns with your child’s teacher or child care provider. Consider assistance from professionals trained to work with disaster victims.

Message to child care providers

You can be a support and resource to parents by helping them understand behavioral and emotional responses. Be sensitive to how parents feel when they are separated from their children in a disaster. It may be very helpful for parents, children and you to take some extra time when dropping off children in the morning. A group meeting to reassure parents, discuss your response to their children’s reactions, and review your emergency plan will help everyone feel more secure.

Help children cope by reenacting how the disaster felt and talking about their fears so they can master them. Talk about being afraid, and practice what you will do the next time a disaster strikes. Because young children think the world revolves around them, children may need reassurance that they did not cause the disaster.

Consider referring a family for professional help if any of the behaviors on the following page persists two to four weeks after the disaster. Children who have lost family members or friends, or who were physically injured or felt they were in life-threatening danger, are at special risk for emotional disturbance. Children who have been in previous disasters or who are involved in a family crisis may also have more difficulty coping.

rev. 06/16

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.

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	Emotional/Behavioral Reactions
<ul style="list-style-type: none"> • Bedwetting • Thumbsucking • Fear of darkness • Fear of animals • Fear of “monsters” • Fear of strangers 	<ul style="list-style-type: none"> • 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	How to Help
<ul style="list-style-type: none"> • Loss of appetite • Overeating • Indigestion • Vomiting • Bowel or bladder problems • Sleep disorders and nightmares 	<ul style="list-style-type: none"> • 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.

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	Emotional/Behavioral Reactions
<ul style="list-style-type: none"> • Increased competition with younger siblings • Excessive clinging • Crying or whimpering • Wanting to be fed or dressed • Engaging in habits they had previously given up 	<ul style="list-style-type: none"> • 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	How to Help
<ul style="list-style-type: none"> • Headaches • Complaints of visual or hearing problems • Persistent itching and scratching • Nausea • Sleep disturbance, nightmares, night terrors 	<ul style="list-style-type: none"> • 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.