



**CSNT
Head Start
Emergency
Preparedness
Plan**

School Year

In an emergency, the first responsibility of the staff is to make sure that children are safe. Some emergencies may require that children be relocated to a safe designated area. This will be done by using all modes of transportation available at the time of the emergency including buses, vans, and personal vehicles.

In this emergency plan there is an evacuation and relocation diagram with the name and address of the location. When children reach this location, Teachers and Teaching Assistants will take attendance and head count to make sure that all children from their classroom arrived at the relocation site. It is the responsibility of the Campus Director to communicate with teaching staff at the relocation site to ensure that all children and staff reached the site.

Each Teacher and Teaching Assistant will be responsible for supervising their class at the relocation site. The Family Service Worker(s) will be responsible for calling parents to pick-up their children. All staff will be responsible for making sure that child pick-up at the relocation site is done in an orderly fashion and that all children are picked-up by the appropriate person(s).

As part of the emergency preparedness plan, children diagnosed with a disability or other health impairment will be assigned a buddy (staff person) to assist them with relocating to the relocation site. This designated buddy will make sure that the appropriate actions have been taken according to the disability or health impairment that has been diagnosed. (See Appendix G) for guidance.

The Campus Director will communicate with local authorities on a regular basis throughout the emergency. The Director or their designee will also contact the CSNT Head Start Director and State Child Care Licensing as part of the notification process.

The emergency preparedness plan will be shared with all new staff as part of the orientation process. The Campus Director will make sure that new staff understand their responsibilities during an emergency. Parents are also given general information about the emergency preparedness plan during parent orientation, and it is a part of the parent handbook. Copies of the plan will also be available for parents upon request.

Emergency Contact Numbers:

Fire Department: _____

Police Department: _____

Emergency Management Agency: _____

State Licensing: _____

CSNT Admin Office: _____

CSNT Head Start Campus Emergency Preparedness Plan

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EMERGENCY EVACUATION PLAN POLICY

A. It is the responsibility of Community Services of Northeast Texas, Inc. to prepare plans whereby the facility, or parts thereof, can be evacuated quickly in the case of an emergency. Causes for evacuation could be fire, bomb threats, explosion, flood, severe thunderstorms, severe winter storms, hurricane, tornado, toxic fumes, electrical failure or structural failure. In the event of an emergency, evacuation of the facility should proceed as rapidly and safely as possible. This plan has been developed considering three scenarios of evacuation.

Evacuation Scenarios:

1. **In-Place Evacuation:** Keeping children and staff members in place but securing location for the emergency at hand. Example: (tornado and chemical release)
2. **On-Site Evacuation:** Movement of children and staff members out of the buildings affected and relocated to other areas on campus.
3. **Off-Site Evacuation:** Movement of part or all of the children and staff members off campus to another designated location.

These Evacuation Scenarios shall include:

- (a.) Authority
- (b.) Evacuation Routes
- (c.) Evacuation Procedures/locations
- (d.) Evacuation of Handicapped
- (e.) Collection points
- (f.) Accounting of Personnel
- (g.) Assignments of Responsibilities

- B. The Campus Director shall be responsible for reviewing and approving the plan. The plan shall be reviewed annually and updated as needed. A copy of a summary plan should be forwarded to the local Fire Department, local Law Enforcement, and the local Emergency Management Agency for the area.

- C. Each employee at the facility shall be made familiar with the plan and trained annually on his/her responsibilities within the plan. New employees shall receive this review during their Campus Orientation.

- D. Each child shall receive training concerning emergency evacuation procedures during the program year. This training shall follow all State and Federal Regulations.

- E. Floor plans shall be developed and posted in public view showing exits and directional paths for traffic flow. Copies of floor plans shall be given to the local Fire Department, Local Law Enforcement, and local Emergency Management Agency.

- F. Fire Drills will be held monthly (Performance Standard # 746.5205)

- G. Severe Weather Drills will be held in the months of September, November, February, and April (Performance Standard # 746.5205)

- H. Lock-down Drills will be held in the months of September, November, February, and April (Performance Standard # 746.5205)

EMERGENCY PROCEDURES AND EVACUATION

I. GENERAL INFORMATION

- A. The safety of the children and staff members at Community Services of Northeast Texas Head Start is the highest priority. The purpose of this directive is to provide procedures to be followed by the staff members of this facility to ensure the safety of the children and staff members in the event of an emergency.
- B. In the event of an emergency the Campus Director, or his/her designee, will notify the Head Start Director and/or Executive Director as soon as possible regarding the situation and the response to it.
- C. In the event of an emergency the Campus Director, or designee, may require that all staff members on duty remain at work or return to work until the situation is no longer deemed an emergency.

II. FIRE

- A. Evacuate the area (always stay low, as smoke and heated gasses collect near the ceiling first).
- B. Activate the fire alarm (if so equipped)
- C. Call **911**, indicating the need for assistance from the fire department and law enforcement. Other communication networks should be identified and utilized in the event that the fire has caused the telephone system to be out of order.
- D. The Campus Director, or designee, will designate a person, or persons, to go to the nearest intersection to direct the fire department vehicles to the scene (if necessary).
- E. Evaluate the situation; determine quickly, if possible, the size, nature, and location of the fire within the facility.

- F. Upon arrival of the fire department the Campus Director, or designee, shall establish contact with the senior fire department official and coordinate subsequent activities with him or her.
- G. Make certain that all of the children and staff members are accounted for and safe. Move to other locations as required. A fire deemed in any way to be a threat to the safety of the children, or the staff calls for evacuation to the outside area, away from the building.
- H. All windows and doors to the facility should be closed, and all electrical switches and breakers turned off. However, do not waste time doing this if the condition is an emergency.
- I. Any of the steps above may be done simultaneously as the number of staff members on duty permits. The decision to not follow any of these steps is justifiable only when there is certainty that there is imminent danger.
- J. If the fire is small, any of the facility's fire extinguishers may be used to put it out, if the staff member has received proper training. Although there should be no hesitation regarding the use of fire extinguishers, the fighting of any fire by staff members should be undertaken only if there is no imminent danger.

- 1. The Campus Fire Extinguishers are located as follows:
 - (a.) _____
 - (b.) _____
 - (c.) _____
 - (d.) _____
 - (e.) _____

2. Each staff member is responsible for becoming familiar with the use of fire extinguishers (drills will be conducted monthly).
- K. The nature of the fire is a key factor in determining a course of action. Smoke color may indicate the potential danger of the situation as follows:
1. **Yellow smoke** may indicate the presence of toxic gases. Evacuation should proceed immediately, and no effort should be made to extinguish the flame.
 2. **Gray smoke** with brown wisps is indicative of any electrical fire. Again, the area should be evacuated immediately, and all should stay clear of the area.
 3. **Gray-black smoke** is indicative of a primary fire. The priority remains the evacuation of the immediate area. Staff members may attempt to extinguish the fire only if there is no severe danger of smoke inhalation.
- L. Ensure that no re-entry is attempted until authorized by the fire department.
- M. Drills will be conducted monthly during school session.

III. INCLEMENT WEATHER

(See separate Appendix B for Hurricane and Appendix C for Severe Weather Plans)

IV. ILLNESS OR INJURY

A. MINOR

1. Treat with medical supplies on hand.
2. Evaluate periodically to see if further medical attention is required.
3. Document treatments and evaluations in children's file.
4. Consult family members.

B. MAJOR

1. Employ first aid techniques as trained, if needed (Please see Attached Appendix A for detailed information)
2. Contact **911**, if immediate medical attention is required.
3. If an illness or an injury requires a doctor's care, but emergency services are not required, the staff members should then arrange for transportation to the emergency room, pediatric clinic, hospital per instructions of the family member.

C. DEATH

1. If a death occurs at the Campus, the following should be contacted immediately:
 - (a.) Call **911**, request emergency assistance
 - (b.) Contact local Law Enforcement; allow them to notify the family members.
 - (c.) The Campus Director, the Head Start Director, and the Executive Director
2. The body should not be moved or tampered with.
3. All children should be moved to a part of the building away from the body.
4. The children should only be told what is essential for them to know about what has occurred but should be offered comfort and counseling as needed.
5. No news media should be contacted. If a news reporter is aware of what has occurred and solicits information, he/she should be referred to the Campus Director and then to the Executive Director.

D. Communicable Disease Protocol

1. In the event a child or staff member is suspected of having a communicable disease such as COVID-19, that person will be placed in a monitored isolation area away from other staff and children until the Campus Director or other person in charge is able to contact a family member for immediate pick up.
2. When the child or staff member has been picked up or left, cleaning and sanitation procedures for the building and areas occupied by ill person will begin as soon as feasible according to the recommendations provided by the CDC. Campus Director will contact Head Start Management Building and local licensing representative to report the possibility of infection.
3. If a person has been confirmed to have a Communicable Disease, Campus Director or other person in charge will notify HSMB and local licensing and/or Health Department to report the positive result ensuring complete confidentiality of children and staff. Campus staff will then follow the CDC recommendations for cleaning/sanitizing building and temporary closures (if necessary or implemented by local/state mandate) according to CSNT's company policies.

*****NOTE: Never move or touch unidentified or suspicious objects.**

V. BOMB THREATS

A. GENERAL PRECAUTIONS

1. Any bomb threat should be treated as real until proven otherwise.
2. Unidentified or suspicious objects should be reported to the authorities.
3. Evacuation should be to an outdoor area as far from the building as safely possible. The area to be evacuated to should be searched quickly before evacuation.
4. Upon evacuation, all windows and doors should be left open, if possible, to minimize the shock damage from blast.
5. Upon arrival of law enforcement authorities, the Campus Director, or designee, will assist with search (i.e., unlocking doors, identify strange or suspicious objects).
6. The appropriate authorities should be consulted prior to re-entry into the building.
7. See Appendix D for threat information sheet.

B. TELEPHONE THREAT

1. The staff member that received the call should tell another staff member that a bomb threat is in progress so that:
 - (a.) The building may be immediately evacuated,
 - (b.) Local Law Enforcement may be contacted via **911**.
2. The receiver of the call should keep the caller on the line as long as possible.
3. Information should be recorded on the Bomb Threat Form as quickly as possible. Information sheets should be kept near each phone, or specifically record the following information:
 - (a.) The exact time the call was received: _____
 - (b.) The caller's exact words: _____

(c.) A description of the caller's voice: _____

4. If the call receiver has the time and opportunity, he/she should ask the caller for:

(a.) The location of the bomb: _____

(b.) The exact time of the explosion: _____

(c.) A description of the nature and appearance of the bomb: _____

(d.) The caller's name and their location: _____

C. WRITTEN THREATS

1. The staff member receiving the written threat should handle it as little as possible, (to preserve fingerprints), and should save all materials including any envelope or other container.
2. Local Law Enforcement should be contacted first, followed by the Head Start Director and/or the Executive Director.
3. The building should be evacuated until it is determined that there is no longer a danger.
4. All materials involved in the threat should be turned over to the proper authorities.

VI. UTILITIES AND MAINTENANCE EMERGENCIES

A. GAS LEAK

1. If any staff member or children smells gas, act quickly.

2. Open windows immediately.
3. Call **911 from a phone outside of the building** and report the possible gas leak. (Use a cell phone or a neighboring business phone.)
4. Do not turn any electrical switches **on or off**. Eliminate all flames.
5. Check all gas taps and turn them off.
6. If necessary, turn off gas main. The shutoff valve is next to the meter. Using a wrench turn the valve a quarter turn in either direction.
7. If the gas odor remains strong, evacuate the area immediately.
8. Do not return to the building until the fire department announces it is safe.
9. Notify CSNT Service Manager of the emergency.

B. POWER FAILURE

1. The building's emergency lights, if so equipped, should come on automatically.
2. The Campus has _____ flashlights:
Which are located _____.
The spare batteries are located _____.
3. A battery-operated radio is located is located _____.
The radio may be used to monitor weather conditions, etc.
4. In the event of a power failure, the staff members on duty should contact the following:
 - (a.) The power company phone # _____.
 - (b.) CSNT Service Manager with details of the emergency.

C. LOSS OF WATER

1. There is an emergency supply of water located _____.
This water should be used sparingly, and only for emergency.

2. In the event of the loss of water, the staff members on duty should contact the following:

(a.) Local City Water Department: _____

(b.) CSNT Service Manager: _____

D. LOSS OF TELEPHONE SERVICE

1. There is a cell phone located _____ which may be used if regular telephone service is disrupted. Use of the cell phone should be limited to absolute need.

2. In the event of loss of telephone services, the staff members on duty should contact the following:

(a.) The Local Telephone Company repair service: _____

(b.) CSNT Service Manager: _____

E. LOSS OF HEATING AND AIR CONDITIONING (emergencies only)

1. Complete Maintenance Action Ticket and follow instructions from Facilities Maintenance Personnel.

2. Contact Service Manager (emergencies only).

F. PLUMBING PROBLEMS (emergencies only).

1. Complete Maintenance Action Ticket and follow instructions from Facilities Maintenance Personnel.

2. Contact Service Manager (emergencies only).

VII. EMERGENCY EVACUATION

A. In the event of a fire, bomb threat, electrical, chemical, or other emergency that would require evacuation of the building, all staff members should adhere to the following:

1. Call **911**, indicating the need for assistance from the local Fire Department and the Local Law Enforcement.
2. Make certain that all children and staff members are accounted for and are safe.
3. Evacuate all children and staff members to an area as far from the building as safely practical.
 - (a.) Adhere to predetermined evacuation routes, if possible, do not hesitate to adjust these routes to avoid dangerous areas.
 - (b.) All children and staff members with special needs are to be assisted as needed.
4. Conduct a second head count for children and staff members.
5. Notify the Head Start Director and/or Executive Director as soon as possible.
5. Do not approach or re-enter the building until consultation with the proper authorities.

Appendices

Appendix A of the Emergency Plan

SERIOUS INJURY OR ILLNESS

The immediate concern is to aid the sick or injured person. Proceed according to the following plan:

- A. No staff member should place themselves at risk in the rescue of an injured child or staff member. Call **911** and request the needed emergency responders.
- B. Do not move the victim, especially if their injury is the result of a fall, unless they are in a life threatening or dangerous environment.
- C. Begin First Aid/CPR. (Make sure that staff member is certified).
- D. Treat life-threatening injuries first in priority order:

| | |
|------------------------|--------------------------|
| 1.) Impaired Breathing | 2.) Heart or Circulatory |
| 3.) Severe Bleeding | 4.) Shock |

- (a.) **Impaired Breathing** – Work efficiently. The average person will die in six minutes or less if their oxygen supply is cut off. Place victim on his/her back, loosen collar, remove any obstructions to the airway, and apply mouth-to-mouth resuscitation (if so trained). After the victim is breathing alone, treat for shock.
 - (b.) **Heart/Circulation Failure** – Work quickly. If possible, get trained help and work as a team. Apply cardiopulmonary resuscitation (CPR). If successful, treat for shock.
 - (c.) **Severe Bleeding** – Act quickly. Apply direct pressure on the wound with your hands, using a clean cloth, if one is available. If there are no fractures, elevate the wound. If bleeding is of a spouting or pumping nature, apply pressure to the appropriate arterial pressure point. Never use a tourniquet except as a last resort.
 - (d.) **Shock** – If there is no head or chest injury, keep head lower than the rest of the body. Loosen clothing and cover with blankets. Encourage fluids if victim is conscious and there is no abdominal injury or nausea.
- E. Other injuries/illnesses should be treated in priority with respect to threat of life.
 - F. Depending on the seriousness of the injury the victim should be taken to a nearby hospital by ambulance or driven by someone else.

Appendix B of the Emergency Plan

HURRICANE PLAN

A. The safe place designated by the Campus Director is the

_____.

1. All children will be moved to the safe location.
 2. Maintain flashlights and voice contact among staff members at all times.
 3. Direct all children to sit on the floor in designated area, not in front of doors.
 4. Advise all children to wear shoes.
 5. Make sure to do a head count before moving to safe place, after arriving at safe place, and after leaving designated area.
- B. After being certain that the storm has passed, staff members should do a head count and check the complete building for any damages such as fire, water, or structural.
- C. Notify the Head Start Director and/or Executive Director as soon as possible with an update of the conditions.
- D. Notify all local emergency responders that services are needed.

Appendix C of the Emergency Plan (Page 1 of 2)

TORNADO/SEVERE WEATHER WATCHES AND WARNING PROCEDURES

- A. The safe place in the building is the _____.
 - 1. All children will be moved to the designated safe location.
 - 2. Maintain flashlights and voice contact among staff members at all times.
 - 3. Direct all children to keep down on their knees with their heads between their legs covering their head with their hands.
 - 4. Advise all children to wear their shoes.
 - 5. Make sure to do a head count before moving to safe location, after arriving at the safe location, and after leaving the designated safe location.
- B. After being certain that storm has passed,
 - 1. Staff members should do a head count.
 - 2. Provide any necessary first aid and call **911** for any necessary response agencies.
 - 3. Check the complete building for any damages such as fire, water, or structural.
 - 4. Turn on and test utilities.
- C. Notify the Head Start Director and/or Executive Director as soon as possible with update of conditions.
- D. Notify all emergency agencies that services are needed.
- E. Severe Thunderstorm Watch
 - 1. Advise staff members of the weather condition.
 - 2. Monitor the NOAA Weather Radio for updates.
 - 3. Modify outdoor activities to ensure that relatively quick access to shelter is available.
- F. Severe Thunderstorm Warning
 - 1. Advise all staff members of the weather condition.
 - 2. Monitor the NOAA Weather Radio for updates.
 - 3. Terminate outdoor activities and seek shelter.
 - 4. Monitor sky conditions. If you see a dark, funnel-shaped cloud, seek shelter and if possible, call **911** and report it.

Appendix C of the Emergency Plan (Page 2 of 2)

TORNADO/SEVERE WEATHER WATCHES AND WARNING PROCEDURES

G. Tornado Watch

1. Take all precautions including in the Thunderstorm Watch in addition:
2. Upon approach of thunderstorms, cease any outdoor activity that would delay the seeking of shelter.
3. Monitor sky conditions. If you see a dark, funnel-shaped cloud, seek shelter and if possible, call **911** and report it.

H. Tornado Warning

1. Monitor radio continuously.
 2. Monitor sky conditions continuously. If you see a dark, funnel-shaped cloud, seek shelter and if possible, call **911** and report it.
 3. Turn off all utilities, if time permits.
 4. Move all staff members and children to designated safe location:
-

Appendix D of the Emergency Plan

BOMB THREAT INFORMATION FORM

Exact Time of Call: _____ Date of Call: _____

Exact Words of Caller: _____

QUESTIONS TO ASK:

1. When is bomb going to explode? _____
2. Where is the bomb? _____
3. What does it look like? _____
4. What kind of bomb is it? _____
5. What will cause it to explode? _____
6. Did you place the bomb? _____
7. Why? _____
8. Where are you calling from? _____
9. What is your address? _____
10. What is your name? _____

DESCRIBE CALLER'S VOICE (Circle)

| | | | | |
|-------------|-----------|---------|---------|---------|
| Male/Female | age _____ | | | |
| calm | disguised | nasal | angry | broken |
| stutter | slow | sincere | lips | rapid |
| giggling | deep | crying | squeaky | excited |
| stressed | accent | loud | slurred | normal |

THREAT LANGUAGE

| | | |
|------------------------|------------|--------------------------|
| Well Spoken (educated) | Irrational | Message read or recorded |
| Foul/vulgar | Incoherent | |

If voice is familiar, whom did it sound like? _____

Where there any background noises? _____

Remarks made by caller: _____

Person receiving the call: _____

Telephone number/line call received: _____

Appendix E of the Emergency Plan

FLOOD PLAN

When Flash Flood conditions are forecast, the following guidelines shall be used:

- A. Monitor NOAA Weather Radio for forecast updates.
- B. Move records and valuable equipment to higher floors. Store chemicals where flood waters cannot reach them and cause contamination.
- C. Make transportation preparations to move children and staff members in the event that evacuation is needed.
- D. Safe area to be evacuated to is: _____
Safe route three is: _____
- E. Evacuation:
 - 1. If the facility is in a low-lying area vulnerable to flooding, evacuation will be immediate.
 - 2. Evacuation is to follow the safest route possible (listen to weather and news reports for routes). Maintain voice contact among staff members and ensure all children and staff members are accounted for.
 - 3. If time and conditions permit, unplug all electrical appliances.
 - 4. All loose outdoor articles are to be brought in or tied down.
 - 5. Lock all doors.

Appendix F of the Emergency Plan

HAZARDOUS MATERIALS ACCIDENTS

- A. Evacuate the area immediately
 - 1. Do not turn any electrical switches **on or off**.
 - 2. Eliminate all open flames.
 - 3. Evacuation should be to an area (if possible) upwind and uphill of the facility.
- B. Call **911**, and report that there has been a Hazardous Materials Spill.
- C. Do not attempt to contain, touch, or identify (if unknown) the hazardous material.
- D. Do not attempt to rescue someone who has been overcome by fumes.
- E. If a child or staff member has had contact with chemicals; the chemicals should be washed off immediately.
- F. Do not return to the building until authorized to do so by the fire department.

Appendix G: Disability Tips for Relocation of Students

Categories of Disability under IDEA Law

| Federal Disability Term | Alternative Term | Brief/Description/ Factors that Elevate Risk in Emergencies | Factors that Reduce Risk Emergencies |
|-------------------------|---|---|--|
| Autism | Autism Spectrum Disorder | Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication | Structure, routine, normalcy, and familiarity with activity |
| Deaf blindness | | A simultaneous significant hearing and vision loss; limits the speed of movements. | Guidance from a sighted person |
| Developmental delay | | A delay in one of the following areas: physical development, cognitive development, communication, social or emotional development or adaptive (behavioral) development. | Minimize disruption of routine patterns of activity, modulate sensory input |
| Emotional disturbance | Behavior disorder, emotional disability | Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate, or severe. May disobey or resist direction, may panic. | Regulated sensory input |
| Hearing impairment | Deaf, hard of hearing | A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues. | Written instructions, sign language, specialized communication for direction in an emergency |
| Mental retardation | Intellectual disability, cognitive impairment | Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity. | Regulated sensory input |
| Multiple disabilities | | The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf blindness. | |

| | | | |
|-------------------------------|------------------------------------|--|--|
| Orthopedic impairment | Physical disability | A significant physical limitation that impairs complete motor activities, strength, vitality, or an alertness to environmental stimuli. | Adaptive physical equipment cane, walker, wheelchair. May require alternative, accessible evacuation route |
| Other health impairment | | A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes | Continuity of medication management regime |
| Specific learning disability | Learning disability | A disorder related to processing information that leads to difficulties in reading, writing, and computing. | |
| Speech or language impairment | Communication disorder, stuttering | A disorder related to accurately producing or articulating the sounds of language to communicate | Sign language, hand signals, specialized communication for response in an emergency |
| Traumatic brain injury | TBI | An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychological impairment, or both that may affect cognition, behavior, social skills, and speech. | |
| Visual impairment | Low vision, blindness | A partial or complete loss of vision | Guidance from a sighted person |

Source: National Dissemination Campus for Children with Disabilities at <http://www.nichcv.org/Disabilities/Catergories/Pages/Default.aspx>

In addition to the children with disabilities specified under IDEA law, the site director or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Children with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

Security Awareness Tips for Child Care Providers

*(Unless noted otherwise, these are just suggestions – **not** requirements. However, it is important that steps are taken to make sure that children are safe.)*

1. Monitor access to your facility.

- Make sure there is security for facility entrances. For example, single-action locks (which only lock people *out* of a building) and buzzers or bells that sound when doors are opened.
- Mandatory sign-in for all parents and visitors, with a staff person always assigned to answering the door or monitoring the building's entrance.
- Make sure that all adults who pick-up children are authorized to do so. For any adult staff do not know, the staff should check the adult's identification to make sure that the information matches the child's pick-up information.

2. Develop policies about information to share with the public.

- Never share information about a child with anyone except his/her parents or guardians. Decide if there is other information that is sensitive and should be shared only with certain people.
- Tell staff which information should (or should not) be shared, with whom, and how. Advise staff on what to do if they receive an unusual information request.
- Parents need information about your program to make informed decisions about their children. Be sure to balance security measures with responsiveness to parents/guardians.

3. Be alert and aware of your surroundings. Report anything out of the ordinary.

- Be aware of adults near your Campus or office who are not supposed to be there. Take notice of unusual visits or phone calls.
- Report anything out of the ordinary to the police and/or the Campus Director.

4. (Hopefully as usual) maintain high standards for hand washing/other aspects of sanitation.

- Ask all children, staff, and visitors (including parents) to wash their hands upon entering the Campus.
- Make sure that all children and staff wash their hands when coming in from outside; before preparing, serving, or eating food; after toileting; and after cleaning up sneezes.

- Take precautions in dealing with body fluids such as blood and vomit.

5. Get prepared for various types of emergencies.

- Call your local Emergency Management Agency to find out about your area's risks, what you can do to prepare, and how to develop an emergency plan.
- Train your staff on how to be prepared and how to use the emergency plan.
- As part of the emergency plan, develop a plan for relocating children off-site in case they need to be moved quickly for their safety. Identify two places (e.g., schools, recreation centers, other childcare facilities, etc.) about a mile away where you can take your children. Make arrangements with other facilities to accept your children and staff in case of an emergency. Tell parents ahead of time where they can find their children if they are relocated during an emergency.
- Make arrangements for transportation, if it is not readily available.
- Learn how to identify suspicious packages that could contain dangerous materials. Please note that the risk of this danger to childcare facilities is extremely low.
- As part of your monthly fire drill, have your staff identify at least two ways out of each room and practice through alternate exits.
- Each month, test smoke alarms to make sure that they are in working order and check any fire extinguishers you have to make sure that the gauges show they are still "charged." Train staff on how to use any fire extinguishers you have. The Local Fire Departments can help with training needs.

EMERGENCY PREPAREDNESS FOR CHILD CARE PROVIDERS

Before an emergency...

Know Your Risks

Call your local Emergency Management Agency to find out the potential risks in your area and how to prepare for them

Plan Ahead

Your program may want to build on the required emergency procedures to develop a comprehensive emergency plan.

Consider...

1. What will you do if an emergency occurs while children are in your care?
2. How might your response vary depending upon the type of emergency?
3. Where will you take children to minimize the risks of injury?
4. In case an emergency requires relocation, do you have secondary sites and emergency transportation lined up? Do you have portable records/supplies?
5. What will you say to children to reduce their fear and increase safety?
6. How will you communicate with parents, local authorities, and CSNT Admin Office?
7. What will you do if phone lines, or cell phone towers are down/circuits are busy?

Prepare An Emergency Supplies Kit

(Should be *portable* in case of emergency)

1. List of emergency phone numbers
2. (As available, cell phone, calling card, change for pay phones, or walkie talkies
3. Water – backup supply of what you typically use in a day (Note: boiled water is not good for infants)
4. Non-perishable food; manual can openers
5. First Aid Kits and blankets
6. NAAO Radio, flashlights, and extra batteries
7. Hand washing solution that does not require running water
8. Extra clothing and shoes for children
9. Other items for safety and comfort
10. If evacuating/relocating, remember child records, attendance sheets

Help Staff and Children Prepare

1. At least once per year, train staff on your emergency plan, specific disaster roles, and the location of disaster supplies.
2. Train new staff as part of the Campus orientation
3. In addition to monthly fire drills, have other periodic drills for other possible emergencies.
4. Look for approved training on emergency preparedness topics.
5. Identify “Safe Places” in your Campus to take children during storms.
6. Prepare children for emergencies through in-formative yet not threatening activities.
7. Provide parents with emergency preparedness materials for the home.

