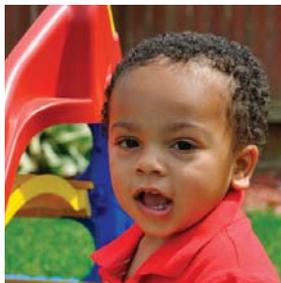


ARIZONA DEPARTMENT OF
ECONOMIC SECURITY

Emergency Preparedness & Response Planning

RESOURCE GUIDE FOR
DES FAMILY CHILD CARE PROVIDERS



- 2 The purpose of this guide is to assist Family Child Care Providers in creating and implementing an emergency preparedness plan. This guide was developed to meet all federal guidelines in emergency planning and if followed shall provide an opportunity to prepare and to prevent poor judgments made under the stress of an emergency. This guide in itself is no way to be considered an emergency plan or substitute for the federally required Emergency Preparedness Plan training.

Disasters

It is recommended that you inspect your facility both inside and outside as well as the surrounding area around the facility for potential danger or disaster that may exist. Be aware of potential disasters that could occur and how they might affect your facility.

- Types of disasters most likely to occur may include:
- Fire or Wildfire
- Flood
- Earthquake
- High Winds/Hurricane or Tornado
- Severe Winter Weather
- Hazardous Material Spill
- Hostage/Active Shooter

Evacuation

Some disasters require evacuation of the building. Using a copy of the facility sketch, show arrows for the safest way to exit rooms. Be sure that exit doors are not locked from the inside. Providers should make copies of the emergency information and immunization record card (CC-012A) and a copy of your insurance policy and attach to your emergency disaster plan. Make sure you have a plan for evacuation of infants and toddlers or others who are non-ambulatory, such as; wagons, strollers, baby carrier/sling. *See Emergency Supply Tool Kit at the end of this document.

Relocation

Identify a primary and a secondary safe location to relocate if needed. Be sure to obtain permission from the property owner.

Shelter-In Place

Shelter-in-place refers to the process of staying where you are and taking shelter, rather than trying to evacuate. You may select a small, interior room, with no or few windows, and taking shelter there. It does not mean sealing off your entire home.

Lock-down

Lock-down means to remain inside the Family Home Child Care when police or an official emergency response agency notifies the provider that it is unsafe to leave the home or be outdoors during an emergency situation. During a lock-down the following procedures may be considered.

1. Everyone inside, closed the doors, and closed and locked all windows
2. Hang signs on outside doors and office indicating a lock down is occurring
3. Roll call
4. Turn off air conditioning/exhaust fans
5. Close drapes and curtains. Window panel in door should be unobstructed.
6. If needed, move to designated shelter-in-place.
7. Turn off pilot lights, but electricity should remain on.
8. Call 911 (non emergency # during drill) and alert central office.
9. Call parents/guardians to inform
10. Call DES/CCA

Communication

Share written policies with parents/guardians when they enroll their child, informing them of routine practices, and letting them know how they will receive information and updates.

Establish a mechanism for notifying and communicating with parents/guardians as well as emergency management public officials. (e.g., website postings, email notifications; central telephone numbers, answering machine, or answering service messaging; telephone calls, use of telephone tree, or cellular phone texts; and/or posting of flyers at the facility and other community locations)

Notify the Department of evacuation and/or emergency when able. See reporting guideline below:

A.A.C. R.6-5-5221 Change Reporting Requirements require reporting of any change in the home facility or the provider's personal circumstances that affect the provider's ability to provide stable child care services by telephone, fax, or email within 24 hours.

Reunification

In case of the need to evacuate or when parents/guardians are unable to get to children, you will need to establish procedures that will be followed to reunite children with parents/guardians (or other contacts designated by parent/guardian) as soon as it is safe. These procedures should include:

1. Notification of evacuation and relocation to the parents/guardians
2. Releasing of children to parents/guardians
3. What will be done in the event no authorized person arrives to pick up child

See appendix for reunification form.

Continuity of Operations

Providers should make copies of the emergency information and immunization record card (CC-012A) and attach to your emergency disaster plan.

Providers should make a contingency plan that address

1. Backing up or retrieving health and other key records/files
2. How will you care for children and account for them, until the parent/guardian has accepted responsibility for their care
3. Acquiring, stockpiling, storing, and cycling to keep updated emergency food/water and supplies
4. Administering medicine and implementing other instructions as described in individual special care plans
5. Procedures that might be implemented in the event of an outbreak, epidemic, or other infectious disease emergency
6. Procedures to follow in the event that you are on a field trip or in the midst of transporting children when an emergency or disaster situation arises.

Accommodation of infants & toddlers, children w/ disabilities and children w/chronic medical condition

Providers should have a plan on how to evacuate all toddlers and infants. The plan should include having proper food and supplies.

Providers should have a plan for a child with special health care needs and should be discussed with the parents/guardians prior to an emergency situation.

See appendix for the children with special needs checklist and checklist for infants and toddlers.

- Do you have a current care plan and list of medications from the child's physician?
- Do you have an emergency information form filled out on the child?
- Do you have a minimum of a two week supply of medications and supplies for the child?
- Do you have back up systems or plans for medical equipment that require electricity? (notify your local power company)
- Have you discussed with the child's parent/doctor the best place for him/her in the event there is a disaster?
- Are your local emergency management team and neighbors aware that you care for a child with special needs and are they familiar with those needs? (See <http://www.hrspecialneeds.org> to contact your local emergency management office)

Supplies for special needs

- Two week supply of all disposable medical
- Cannulas, or suction catheters*
- Prescription, non-prescription*
- Medical equipment

- ❑ Equipment, supplies, and medications
- ❑ Extra batteries for hearing aids,
- ❑ Special dietary foods and supplies*
- ❑ Supplies such as dressing materials, nasal
- ❑ Two-week supply of all medications,
- ❑ Generator or battery backup for all electrical
- ❑ Copies of prescriptions for medical
- ❑ Extra contact lenses and supplies or glasses*
- ❑ Communication devices*
- ❑ Manual wheelchairs and other necessary equipment

Drills

Unannounced mock situations used as drills can help ease tension and build confidence in the children's and your ability to respond calmly in the event of a real incident. Various drills need to be conducted to ensure you are ready for different disasters.

Types of drills:

- Evacuation
- Shelter in place
- Lock down

A record of evacuation drills, shelter-in-place drills, and lock down drills, should be kept on file. Include type of drill, date, and time.

Resources

There are many resources and agencies available to assist in your disaster planning efforts. The following are some of the resources and agencies you may want to contact for further information on disaster planning:

1. Provider groups/associations to share information on disaster planning and disaster resources in your Community.
2. Local Chapters of the American Red Cross.
3. Local City or County Emergency Services Coordinators.
4. Disaster assistance agency internet web site addresses:
 - American Red Cross: <http://www.redcross.org/>
 - Centers for Disease Control and Prevention (CDC): <http://www.cdc.gov>
 - Department of Homeland Security (DHS): <http://www.dhs.gov/index.shtm> and <http://www.dhs.gov/state-homeland-security-and-emergency-services>
 - Federal Emergency Management Agency (FEMA): <http://www.fema.gov>
 - <http://www.ready.gov/kids>
 - Federal Small Business Administration (SBA): <http://www.sba.gov>
 - National Commission on Children and Disasters: <http://www.childrenanddisasters.acf.hhs.gov/>
 - Office of Child Care: <http://www.acf.hhs.gov/programs/occ>

Emergency Supply Tool Kit

	Short Term Emergency	72-Hour Emergency
Important Papers	<ul style="list-style-type: none"> <input type="checkbox"/> A copy of the Emergency Information and Immunization card <input type="checkbox"/> (CC012) For each child in a small notebook or on child identification cards <input type="checkbox"/> Emergency Disaster Form <input type="checkbox"/> Medical Releases <input type="checkbox"/> Copy of Insurance information <input type="checkbox"/> Relocation site agreements 	
Water	<ul style="list-style-type: none"> <input type="checkbox"/> One gallon of water for every four children 	<ul style="list-style-type: none"> <input type="checkbox"/> ½ gallon of water per child and 1 gallon per adult
Food	<ul style="list-style-type: none"> <input type="checkbox"/> Non-perishable food items such as granola bars and crackers <input type="checkbox"/> Formula for infants <input type="checkbox"/> Disposable cups 	<ul style="list-style-type: none"> <input type="checkbox"/> Non-perishable food items such as canned fruit and meat <input type="checkbox"/> Appropriate eating utensils <input type="checkbox"/> Special food for infants <input type="checkbox"/> Non-electric can opener
Clothing and Bedding	<ul style="list-style-type: none"> <input type="checkbox"/> Aluminum safety blankets <input type="checkbox"/> Pair of work gloves 	<ul style="list-style-type: none"> <input type="checkbox"/> Change of clothes per person, especially socks <input type="checkbox"/> Extra bedding/blankets
First Aid	<ul style="list-style-type: none"> <input type="checkbox"/> Small First Aid kit <input type="checkbox"/> Any needed medications 	<ul style="list-style-type: none"> <input type="checkbox"/> Large First Aid kit <input type="checkbox"/> Any needed medications
Sanitation	<ul style="list-style-type: none"> <input type="checkbox"/> Diapers and wipes <input type="checkbox"/> Toilet paper <input type="checkbox"/> Hand sanitizer <input type="checkbox"/> Paper Towels 	<ul style="list-style-type: none"> <input type="checkbox"/> Additional diapers and wipes <input type="checkbox"/> Additional toilet paper and emergency <input type="checkbox"/> Toilet facilities, if possible <input type="checkbox"/> Hand soap <input type="checkbox"/> Paper towels <input type="checkbox"/> Plastic bags (varied sizes) <input type="checkbox"/> Feminine supplies
Comfort and Safety	<ul style="list-style-type: none"> <input type="checkbox"/> At least one age appropriate play activity <input type="checkbox"/> Flashlight with batteries <input type="checkbox"/> Pencils <input type="checkbox"/> Blank paper or notebook 	<ul style="list-style-type: none"> <input type="checkbox"/> Several age appropriate play activities to rotate <input type="checkbox"/> Extra keys <input type="checkbox"/> Matches and candles <input type="checkbox"/> Duct tape and plastic sheeting (for sheltering-in-place) <input type="checkbox"/> Utility knife
Communication	<ul style="list-style-type: none"> <input type="checkbox"/> Weather radio and extra batteries <input type="checkbox"/> Charged cell phone/calling card 	<ul style="list-style-type: none"> <input type="checkbox"/> Large First Aid kit <input type="checkbox"/> Walkie-talkie <input type="checkbox"/> Cell phone <input type="checkbox"/> Signal/flare

- ❑ Decide which supplies are a priority. Request donation from families and community. Date your supplies and keep an inventory.
- ❑ Yearly or every six months: Rotate your food, water, and medical supplies in your daily operations before expiration date. Update important papers; check sizes of clothing and age appropriateness of activity

Sample Log for Practice Drills

Record of Disaster Drills

Facility/Program Location:.....Year:.....

Signature:.....

Fire Drills	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Jully	Aug
Date Held												
Time												
Time Needed to Vacate Building												
Alarm Signal Used												
Fire Drill observation scheduled/file												

Other Drills (Rotate, drop/ lock down, etc.)	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Jully	Aug
Date Held												
Time												
Type of drill (See response actions below)												
Alarm signal used												
Drill observation scheduled/ comments												

Response Actions:

1. drop
2. shelter in place
3. lock down
4. evacuation
5. reverse evacuation
6. lock out/secure campus/lockout
7. scan (bomb threat).

Equal Opportunity Employer/Program • Under Titles VI and VII of the Civil Rights Act of 1964 (Title VI & VII), and the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Title II of the Genetic Information Nondiscrimination Act (GINA) of 2008; the Department prohibits discrimination in admissions, programs, services, activities, or employment based on race, color, religion, sex, national origin, age, disability, genetics and retaliation. The Department must make a reasonable accommodation to allow a person with a disability to take part in a program, service or activity. For example, this means if necessary, the Department must provide sign language interpreters for people who are deaf, a wheelchair accessible location, or enlarged print materials. It also means that the Department will take any other reasonable action that allows you to take part in and understand a program or activity, including making reasonable changes to an activity. If you believe that you will not be able to understand or take part in a program or activity because of your disability, please let us know of your disability needs in advance if at all possible. To request this document in alternative format or for further information about this policy, contact 602-542-4248; TTY/TDD Services: 7-1-1.



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