



GSA Public Buildings Service
Child Care Division

Child Care Emergency Preparedness Toolbox



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Child Care Occupant Emergency Plan Checklist

Security and emergency preparedness at work, at home, and in the community is everyone's responsibility. It requires coordinated prevention, protection, response, and recovery activities that span the preparedness spectrum.

In the workplace, occupants need to understand the nature of potential emergencies and what actions to take if emergencies do occur. Life safety, communication, efficiency, and roles and responsibilities are critical components to enhancing the security and preparedness of facility occupants.

Occupant Emergency Plans (OEPs) are used to address preparedness, and must be written, implemented, and maintained. OEPs require coordination among facility management and occupants, as well as with external emergency response resources. They describe actions that occupants should take to ensure their safety if emergency situation occurs. These plans reduce the threat to people, property, and other assets within the facility in the event of an incident inside or immediately surrounding a facility by providing facility-specific response procedures.

To be most effective at protecting life and property, all OEPs will:

- Provide clear instruction on roles and responsibilities for all aspects of the preparedness spectrum, from prevention and protection to response and recovery.
- Use an approach that includes procedures to handle a wide range of hazards and threats - such as medical emergencies, bomb threats, suspicious packages, and natural disasters - that could affect a facility.
- Meet the specific characteristics, needs, and criteria for each facility. For example, location-specific procedures are added to address unique threats or hazards such as hazardous materials spills or releases of radioactive materials from within or surrounding the facility.
- Involve coordination with local emergency responders.
- Consider safety codes and regulations when developing and implementing emergency planning, such as the International Fire Code and NFPA Life Safety Code.
- Address multi-jurisdictional issues regarding mass care, sheltering, and evacuation.

The Child Care OEP Checklist assists providers in developing and evaluating an OEP specifically for child care in GSA controlled space. This checklist can be used to improve current policy, procedures and practices related to emergency preparedness. Providers should use this tool to review their OEP at the minimum annually to ensure completeness and accuracy.

The Child Care Center Director should complete the following questions. Collaboration with the administrative staff, teachers, and board member is strongly encouraged. The OEP and all updates should be read, reviewed, exercised and signed by child care staff and regular volunteers. Distribute copies of all updates to GSA Child Care Office, the property management, and facility security committee (if applicable). Consider also how this information will be communicated to families.

1. Know your risks

- What natural disasters and manmade emergencies may occur in your area? Do you have a plan for all potential weather emergencies, medical emergencies, fire, protests, chemical or biological threats, bomb threats, suspicious package, missing children, hostage situation or terrorist activity?
- How does your program address disturbances from disgruntled staff and parents

- Do you know the risks specific to the locality of your center? For example, are you near public transportation, a volcano, or a potential flood zone from a nearby river? Is there a heightened alert in your community?
- Do you know who to coordinate with in your building? Do you know your designated official (DO), floor wardens (if applicable), property manager, and Federal Protective Service (FPS) contacts? And how can they help you prepare for emergencies?
- Are you involved in the facility security committee at your building?
- What types of local alerts do you get or how do you receive word about potential emergencies?

2. Plan Ahead

- Do you know who has the authority to order an evacuation or shelter in place?
- Have you created a chain of command so that others are authorized to act in case your designated official (DO) is not available?
- Do you know who is in your building, including parents and visitors, in case there is an emergency?
- Do you know who is responsible for determining the building is safe and can be re-occupied?
- Who provides an all-clear or return-to-work notification? The agency or the provider?
- Do you have a comprehensive plan that covers what you will do in the event of the different kinds of emergencies your center may encounter?
- Do you have two egress routes out of your building and Federal complex?
- Do you have at least two remote relocation sites, one further away than a typical building evacuation would require?
- Have you contacted your relocation site twice in the last year to ensure it is still available and they know to expect you?
- Does your plan include maps of the walking routes?
- Are evacuation routes posted in all rooms of the facility for quick reference? Have you identified and clearly marked on the map locations of fire extinguishers, fire alarms and emergency shut off valves?
- Do you know if and when your evacuation will require transportation? If getting everyone out of the area is needed, how will it be coordinated? Does staff have the necessary paper work if they will drive children?
- Have you identified a shelter in place (SIP) area in case the conditions outside are more dangerous than inside the building, such as a natural disaster, weather emergency, or disturbance near or within the building?
- Do you have a plan for children and adults with special needs? How will you accommodate for special transportation or medication needs?
- Do you have a plan for emergencies during field trips?
- What is the reunification plan with parents? Will parents be able to take their children before you reach your designated assembly area?
- How will you provide care for up to 72 hours?
- If families cannot get to their children within 72 hours, what is the plan?
- Does your staff have their own personal emergency plans?
- What is the expectation of staff who need to get home to care for their own families?
- Who else is available to call on to help in the event of an emergency? Other agencies in the building may be available to help in an evacuation. How is this coordinated and approved?
- Have you identified the vital records for your program's operation and how have you prepared to access them in an emergency? Are back-up copies stored at an off-site location?
- What is your process to continuously maintain the plan, keep it current and relevant?
- How can your corporate office or board offer support during an emergency?

- What is your medication management plan? What is your protocol if medication is mismanaged?

3. Plan for emergency communication

- Do you have at least 3 emergency contact numbers for each child?
- Where do you keep the numbers? How do you verify that they are correct?
- Do you verify the information quarterly? Who is responsible to update the information?
- How are parents notified if an emergency occurs?
- Do you have an out-of-area emergency contact that parents can call to receive information?
- Have you contacted the out-of-area emergency contact to verify information and agreed process for receiving calls and relaying information in an emergency? What information do you want them to relay to parents? What if parents call them before you do?
- Have you assigned responsibilities to others during an emergency? Are there designated back-ups in case the person is unavailable?
- Do you have speaker systems in the center and on the playground? How do you get information to those groups outdoors?
- Do you post a daily “person in charge” notice in a highly visible area in the center?
- Do you have multiple forms of communication in your emergency bag: cell phone, calling card, radio, walkie-talkie and building radio (if available)?
- How will you close the loop and communicate with GSA and your off-site emergency contact after you have relocated?
- How will you communicate with parents your operating status/ when you plan to reopen? Plan for several ways; website, outgoing message, e-mail, etc.
- What is your process for communicating with the media?

4. Prepare a Portable Emergency Supply Kit

- Do you have an emergency fly away kit/ emergency supply kit?
- Who is responsible for stocking the kits? How often do you inventory and monitor perishable items?
- Who is responsible for gathering the emergency kits during evacuation?
- How will you transport your emergency supplies?
- Have you also pre-positioned supplies at your remote locations?
- Does your emergency kit have enough supplies to care for children up to 72 hours?

5. Prepare staff, children, and families

- How often do you practice the plan? In addition to monthly fire drills, do you practice other types of drills?
- Do you test the emergency notification system frequently?
- Do you practice evacuating to your relocation sites?
- Do you have emergency cards with all emergency phone numbers and relocation sites available for parents? How do parents know how to contact you in the event of an emergency?
- Do you review the OEP with your staff, discuss emergency procedures, and make changes to the policy? Are you doing this at least semi-annually or regularly during staff meetings?
- Does new staff receive orientation and training on the OEP before they begin working in the center? What systems are in place to monitor staff have received the orientation?
- Do you and your staff have current first aid and pediatric CPR training?
- Are procedures clearly communicated to staff in writing? Does the staff know their responsibilities in the event of an emergency?
- How do you provide parents with information on your emergency preparedness? Do you share this information through tours, parent events, or memos?
- Do parents know when you have practice drills or contact information verification drills?

- Where do you get local emergency information? Do you subscribe or get up to date information from emergency preparedness organizations?
- Have you prepared staff to respond to the emotional needs of children after an emergency?
- How will you address the staff's own emotional needs?

6. Emergency Preparedness Resources

NACCRRRA Resources for Emergency Preparedness for Child Care Centers

<http://www.naccrra.org/publications/naccrra-publications/emergency-preparedness.php>

http://www.naccrra.org/disaster/docs/Disaster_Forms.doc

NACCRRRA Protecting Children in Child Care during Emergencies Document

http://www.naccrra.org/publications/naccrra-publications/publications/8960503_Disaster%20Report-SAVE_MECH.pdf

Federal Emergency Management Agency (FEMA)

www.ready.gov

HHS Administration for Children and Families Child Care and State Resources:

<http://www.acf.hhs.gov/programs/ccb/initiatives/emergency/index.htm>

<http://nccic.acf.hhs.gov/poptopics/disasterprep.html>

<http://nccic.acf.hhs.gov/emergency/state.cfm>

Emergency Preparedness Tips for Child Care Provider

<http://ncchildcare.dhhs.state.nc.us/pdf>

Security Awareness Tips for Child Care Providers

<http://ncchildcar.dhhs.state.nc.us/pdf/forms/sectips.pdf>

GSA Child Care Division Web Site- Emergency Management and Security

www.gsa.gov/childcare

Child Care Emergency Planning Guide

http://www.portal.state.pa.us/portal/server.pt/document/722400/2009_child_care_emergency_planning_guide_doc

Child Care Emergency Basic Plan

http://www.portal.state.pa.us/portal/server.pt/document/722401/child_care_emergency_basic_plan_doc

Child Care Emergency Checklists

http://www.portal.state.pa.us/portal/server.pt/document/722402/child_care_emergency_checklists_doc

<http://www.ecels-healthychildcarepa.org/content/9-16-06%20v7%20Emergency%20Plan%20Checklist%20ELM.doc>

Parent Resources

<http://www.naccrra.org/disaster/docs/ParentBroch.pdf>

http://www.naccrra.org/for_parents/traumatic-events/parents

To request a copy of FPS guidance on Occupant Emergency Planning, please e-mail:

FPSInfo@dhs.gov.



Child Care Emergency Preparedness Tool #2

Emergency Supply Checklist

Center Name:	Date Completed:
Person Completing Checklist:	Manager:
Does your emergency kit include:	
GENERAL SUPPLIES	Date Replenished
• First Aid Kit	
• Tissues	
• Whistle	
• Blankets (Mylar or other) #	
• Flashlight (with Extra Batteries)	
• Safety Light Stick	
• Battery-operated Radio (with Extra Batteries or Hand-	
• Disposable cups	
• Wet Wipes	
• Clorox Wipes or other disinfectant wipes	
• Handwashing solution	
• Notepad paper and pens	
• Scissors	
• Reflective Vest (For crossing streets)	
• Any items for children with special needs:	
• Age/ child specific needs: diapers, seasonal change of	
• Occupant Emergency Plan	
•	
•	
•	
Perishable Items* (*when possible, choose non-perishable food)	Expiration Date
• Bottled water (preposition if possible)	
• Batteries for radio and flashlight	
• Critical medications for children & adults (insulin, epi-pens, etc.)	
• Food (cereal, cheese & crackers, cans of fruit)	
• Infant formula	
•	
•	

Communication	
<ul style="list-style-type: none"> ● Emergency Contact Information for each Child ● Emergency Contact Information for each Staff Member ● Emergency pick-up authorizations ● Daily Roster Sheets ● Authorizations for Medical Treatment ● List of all Allergies & medical Conditions ● Cellular Phone ● Walkie Talkie ● Change for Pay Phone ● Calling Card 	<p>Contact information for:</p> <ul style="list-style-type: none"> ● Out-of-area emergency contact to relay messages ● Agency Liaison ● Agency Security Desk ● FPS (DHS) ● GSA Child Care Coordinator/ Specialist ● Poison Control ● Physicians & Hospitals
Evacuation Relocation Site	
<ul style="list-style-type: none"> ● Agreement in place with evacuation site POC ● Date of last contact w/ evacuation relocation site POC _____ ● Date of last training for all staff on evacuation sites _____ ● Families provided with evacuation site info ● Supplies pre-positioned at primary relocation site 	
Out-of-Area Emergency Telephone #	
<ul style="list-style-type: none"> ● Agreement in place with off-site emergency telephone # POC ● Date of last drill of the off-site emergency telephone # _____ ● Date of last contact with off-site emergency POC. _____ ● Families provided w/ off-site emergency telephone #. 	



Child Care Emergency Preparedness Tool #3

Out of State Emergency Contact for Child Care Centers

In the event of an emergency phone lines may be down for hours or days. Communication between families and the child care provider is critical. An out of state contact can be the missing link to continued communication during an emergency. GSA Child Care Centers are encouraged to partner with other GSA child care centers to create a network during disasters.

GSA guide to establishing an out of state contact.

Step 1

Identify a viable out of state contact in your region. Locate centers on our GSA website: <http://www.gsa.gov/childcare> or contact your GSA child care coordinator if you need assistance.

Step 2

Contact the center and establish an agreement to act as an out of state contact for your center. Discuss information you would like shared in the event there is a disaster.

Specify: Building location, Emergency evacuation sites and Emergency contact phone number.

Step 3

Educate families and child care staff on your Emergency preparedness plans and your out of state contact information. Consider using key chains, newsletters or magnets to display emergency contact numbers for parents. Continue to regularly inform and educate families so that they are aware of the centers relocation sites and emergency phone numbers.

Step 4

Update and practice annually. Keep connected to your out of state emergency contact. Be sure your out of state contact knows who you are and what they have agreed to do for your center. During an annual emergency drill call your center and practice walking through what they will tell families.

In the event of an emergency the out of state contact should ask the following questions:

- Are you ok?
- Is everyone accounted for?
- Where are you?
- Do you need emergency help?
- What is a good number to contact you at?
- Can I call anyone for you?

Every center must have an Occupant Emergency Plan (OEP). The plan should capture the information regarding the out of state emergency contact and relocation sites. The OEP should be updated annually.



Child Care Emergency Preparedness Tool #4

Emergency Contacts and Evacuation Sites



Center Information

Center Director Name	
Provider	
Address	
Off-Site Emergency #	
FPS Mega Center	

Key Contacts:

Name	Title/Agency	Office Address	Phone Numbers	Email
	Center Director		Office: Cell: Home:	
	Designated Official		Office: Cell: Home:	
	GSA Property Manager		Office: Cell: Home:	
	GSA Child Care Coordinator		Office: Cell: Home:	
	FPS Inspector		Office: Cell: Home:	

Evacuation Sites:

Address

Primary Evacuation Site	
Secondary Evacuation Site	
Alternate Evacuation Site	

Walking Directions to Evacuation Sites (attach maps)

Use clear and descriptive language

Primary exit from Facility	
Secondary exit from Facility	
Directions to Primary Evacuation Site	
Directions to Secondary Evacuation Site	
Directions to Alternate Evacuation Site	

Shelter in Place

Use clear and descriptive language.

Shelter in Place location	Same Facility, [Room Number]
Directions to Shelter in Place location	



Child Care Emergency Preparedness Tool #5

FEDERAL PROTECTIVE SERVICE – QUICK REFERENCE GUIDE

OCCUPANT EMERGENCY PLAN

Building Number:		Expiration Date:	
Center:		Address:	
Fire:	Police:	Medical:	

Identify employees with physical impairments or medical needs

FPS: Security Specialist Office: Cell: E-mail:	GSA Office: Cell: Fax: E-Mail:
Regional Control Center (24 Hours) 1-877-437-7411	
Designated Official (DO): Title: Office: Cell: Home: E-Mail:	Alternate DO: Title: Office: Cell: Home: E-Mail:
Building Manager: Office: Cell: Home: E-Mail:	Out Of State Contact: Office: Cell: E-Mail:

EMERGENCY PLAN GUIDANCE

Know Evacuation Routes

Know the Plan of Action

FIRE OR SMOKE

1. Sound Building Alarm and evacuate the children
2. Call Fire Department
3. Notify Center Director
4. Notify Building Manager
5. Notify Federal Protective Service
6. Assist Fire Department
7. Close all window & doors (**DO NOT LOCK**)

EARTHQUAKE

1. Take cover under table, desk or in doorway.
2. Do not run outdoors until the "shaking stops."

SEVERE WEATHER

1. Secure objects outside buildings.
2. Prepare to move to place of safety.
3. Stay away from large windows.
4. For Tornado, open windows
5. Know location of utility shutoff valves and switches
6. Stay tuned to weather reports

CIVIL DISTURBANCE

1. Notify Official in Charge
2. Secure Doors
3. Notify Police Department
4. Notify Federal Protective Service
5. Notify Building Manager

BOMB THREAT

1. Record information on 'Bomb Threat Checklist'
2. Notify Official in Charge
3. Notify Police Department
4. Notify Federal Protective Service
5. Notify Building Manager
6. Search immediate area and public area
7. **If suspicious package or bomb is found**
 - a. **DO NOT TOUCH!**
 - b. Notify Bomb Squad (911)
 - c. Evacuate area.

BIOLOGICAL/CHEMICAL THREAT

1. If received by phone, use the 'WMD Checklist'.
2. If the threat is a package or envelope received:
 - a. Do not leave your area.
 - b. Seal off the office area where the item located, letting no one in or out of the area.
3. Notify Local Police/Fire. Advise them this may be a biological or chemical threat.
4. Notify official in charge
5. Notify the Federal Protective Service.
6. Notify GSA Property Manager.
7. Remain calm, early detection and treatment will minimize any possible health risk.

NOTE: In all emergencies, be prepared to assist the physically challenged.



Child Care Emergency Preparedness Tool #6

Document History



Record of Reviews

Date of Review	Changes Required	Recommended Change	Reviewed By

Record of Changes

Date of Change	Changes Made	Reason for Change	Approved By

Coping After an Emergency



After a serious emergency, children need to be assured they will be OK; and that adults will take care of them and keep them safe. Children may be afraid the emergency will occur again, they will be injured, or left alone. Children may even interpret disasters as punishment for real or imagined misdeeds. Explain that the emergency was a natural event.

Following a disaster there can be other events that are especially stressful for a child such as:

- Being separated from parents
- Being exposed to television news
- Feeling a loss of control
- Being anxious
- Being exposed to other's stories of trauma or disaster

Children will be less likely to experience prolonged fear or anxiety if they know what to expect after an emergency. Here are some suggestions:

- Talk about your own experiences with emergencies, or read aloud a book about them.
- Encourage your child to express feelings of fear. Listen carefully and show understanding.
- Offer reassurance. Tell your child that the situation is not permanent, and provide physical reassurance through time spent together and displays of affection.
- Include children in simple and supervised clean-up activities. It is comforting to children to watch the center begin to return to normal and to have a job to do.
- Get children involved in artwork (drawing, molding clay etc) to help them express emotions.
- Prepare children BEFORE an emergency with drills, activities, books and other teachable moment

Symptoms of anxiety may not appear for weeks or even months after an emergency event; and they can affect people of any age. If anxiety disrupts daily activities for any member of your family or staff, seek professional assistance through a school counselor, community religious organization, your physician, or a licensed professional.

Remember your **staff** has also experienced an emotional toll and may need help coping with their own feelings of anxiety and stress. Be aware of signs after a traumatic event and consider helping your staff with counseling resources.

Resources for helping children and adults after an emergency:

- Greenman, Jim. (2001). *"What Happened to the World? Helping Children Cope in Turbulent Times"*.
- Federal Emergency Management Agency
http://www.fema.gov/rebuild/recover/cope_child.shtm
- The International Center to Heal Our Children at Children's National Medical Center provides many fact sheets and other resources available for children, parents, teachers, and health care providers in assisting children in coping with and recovering from traumatic events including "The Handbook of Frequently Asked Questions Following Traumatic Events: Violence, Disasters, or Terrorism." 2002. Available in both English and Spanish.
<http://www.childreznational.org/DepartmentsandPrograms/ICHOC/resources.aspx>
(a non U.S. Government Web site)
- "A Terrible Thing Happened" by Margaret M. Holmes; illustrated by Cary Pillo; Magination Press; American Psychological Association; Washington, DC, 2000.
- Helping Children Cope After a Disaster. Penn State Hershey Medical Center
www.childadvocate.net/disasterbooklet.pdf (a non U.S. Government Web site)
- Center for Pediatric Traumatic Stress at Children's Hospital of Philadelphia offer many resources including parent and children handouts in Spanish and English
www.chop.edu/professionals/pediatric-traumatic-stress/traumatic-stress-materials-and-resources.html (a non U.S. Government Web site)
- A comprehensive resource with information regarding trauma and PTSD can be found at: www.trauma-pages.com (a non U.S. Government Web site)
- The National Institute of Mental Health has Information on Coping with Traumatic Events <http://www.nimh.nih.gov/health/topics/coping-with-traumatic-events/index.shtml>
- CDC Maintain a Healthy State of Mind
<http://emergency.cdc.gov/preparedness/mind/parents/>
- After the Disaster: Helping Children and Families Cope (booklet pdf)
Designed to assist families to help their children cope through the "storm" of any disastrous or traumatic situation.
<http://www.ok.gov/health/documents/disaster.pdf> (a non U.S. Government Web site)