



CHILD CARE PROVIDER **DISASTER PLANNING**



Seattle
Office of Emergency
Management

1.0 INTRODUCTION



Washington is
vulnerable to many
disasters.

EMERGENCIES VS. DISASTERS

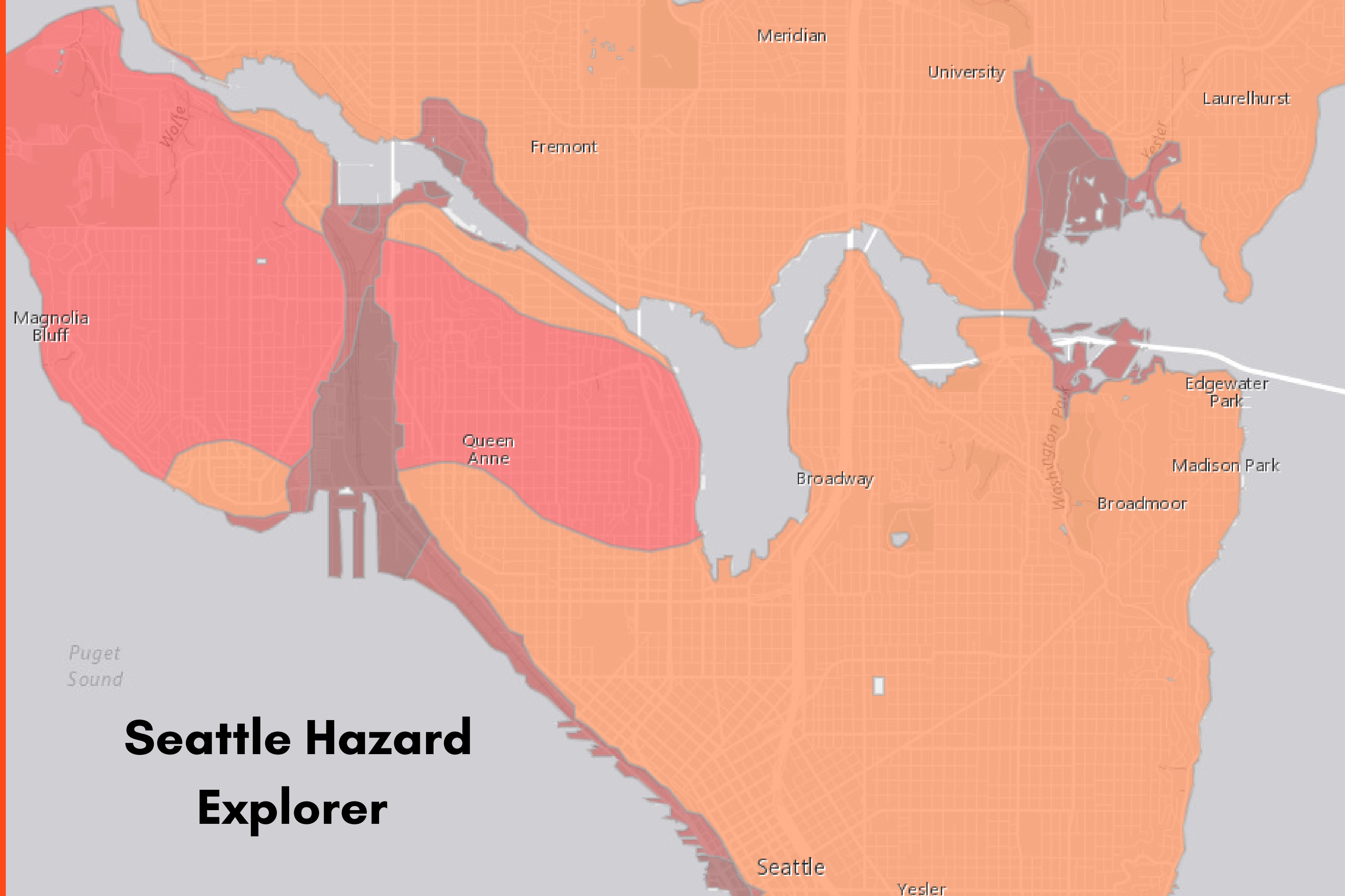


In an **emergency**, you can generally expect outside help from first responders.

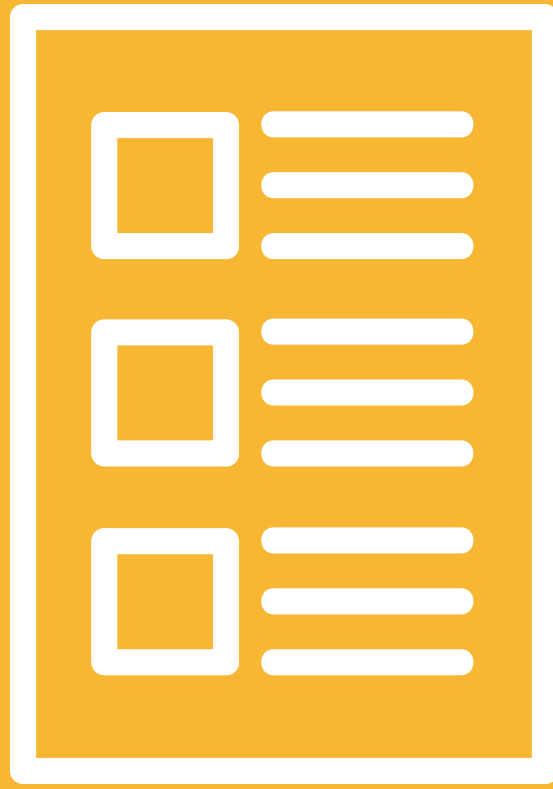


In a **disaster** or **catastrophic event**, expect to be on your own without help from outside agencies for days or weeks.

KNOW YOUR SITE



Seattle Hazard Explorer



Key Components of a Disaster Preparedness

- Disaster Plan
- Child Release and Family Reunification Procedures
- Hazard Mitigation
- Disaster Education and Drills
- Disaster Kit Supplies

Additional Planning Considerations

Some things to keep in mind while planning.

- Communication
- Sheltering
- Relationships
- Special Needs





Have redundant means of communicating with parents and staff.

- Keep a landline phone at your facility, or know where to find one close by
- Cell phones and text messaging
- Email
- Out-of-area contact numbers
- Markers, pens, paper

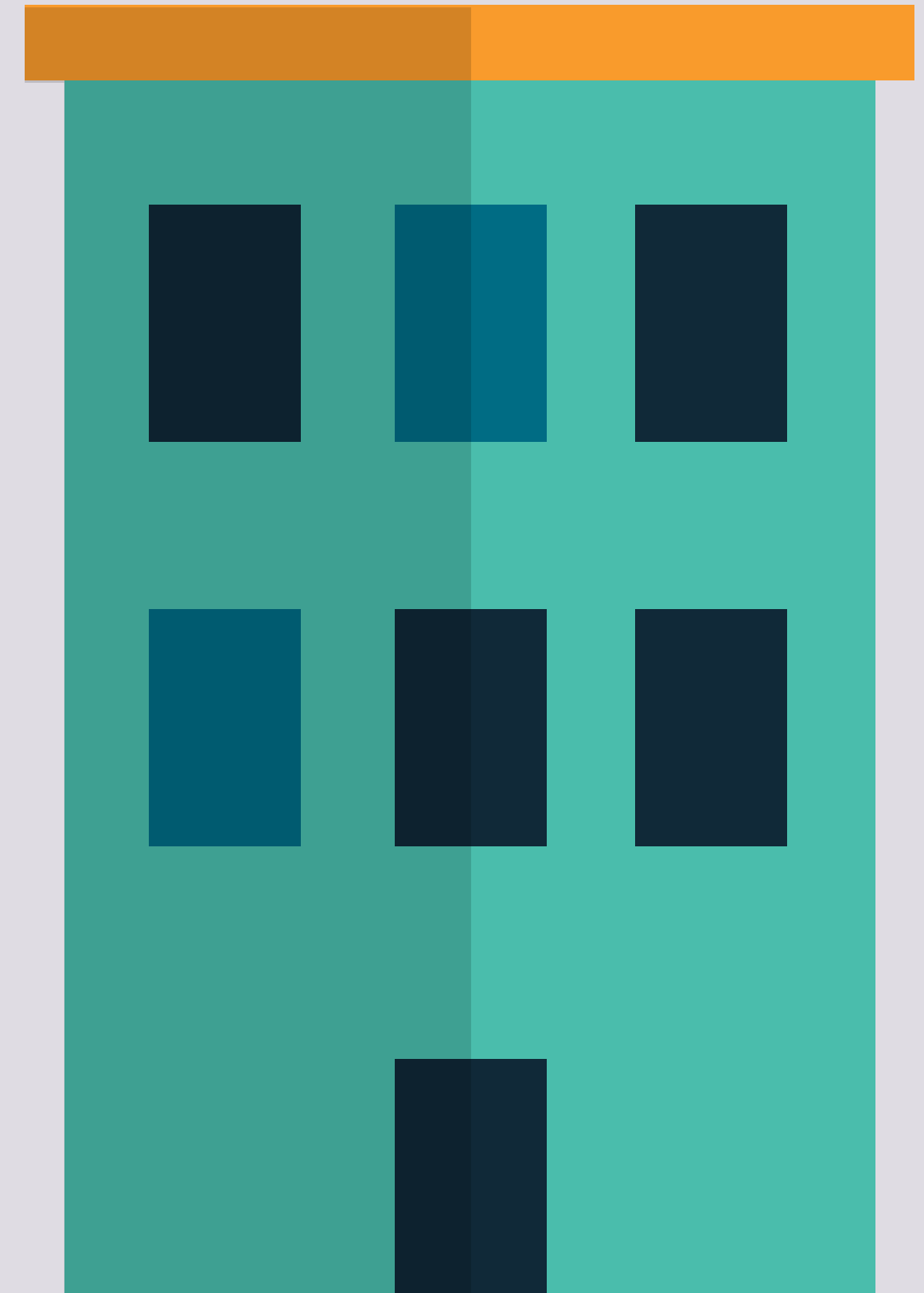
Out-of-Area Contact Number

- For the program
- For your family
- For each child

A Few Key Concepts

- Lockdown
- Shelter-in-place
- On-site evacuation
- Off-site evacuation

"Where would you go if you had to leave your site?"



RELATIONSHIPS



**Relationships are key
to coping with
disasters.**

Considerations for children with special needs.

- Create a written plan for children around routine and emergency needs. Use resources for general information, but tailor plan to children's individual situation.
- Organize 'personal support network' around children- people familiar with the children and aware of their needs and plan of care.
- Ensure that crucial supplies are available everywhere the children spend time. Include plan and instructions, medications, and any special equipment.



2.0 CHILD RELEASE



Why have a specific emergency child release process?

- To ensure children are under continuous supervision
- To ensure children have only been released to parents/guardians or designated emergency contacts
- To aid families in reuniting after they have left the facility
- To provide privacy in case of injury
- For clear and thorough documentation.



Create your process **before** a disaster, when you have time to plan, prepare, and train your staff.



Think about the families.

- How many families have an adult at home or an adult that works within walking distance of your facility?
- How fast will families arrive?

1. Identify

- Identify a child release team
- Identify locations of check-in gate and release gate

2. Assemble

- Assemble supplies necessary for team to do their job effectively.
 - Emergency contact forms
 - Child release forms
 - Signage

3. Train

- Train team member on release procedures

4. Practice

- Create a plan for team members to practice release procedures



- Use teddy bears to practice releasing children
- Invite a small group of parents/guardians to assist with a practice drill at the end of the day
- Practice procedures with all families



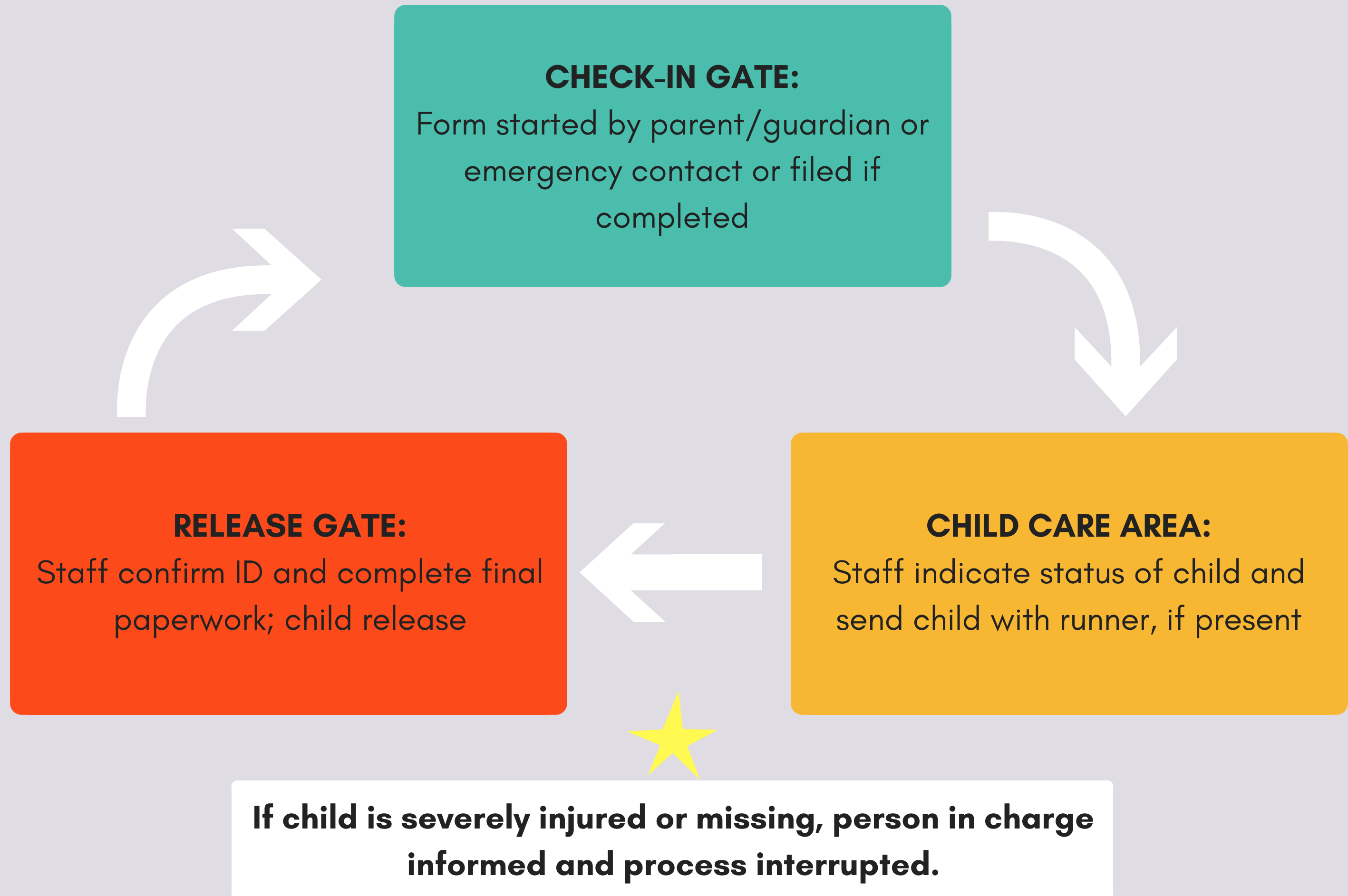
Emergency Contacts

- Identify at least three emergency contacts for each child (family, friends, neighbors)
- Keep emergency contact information current
- Inform emergency contacts that they are listed and will need ID to pick up child

Child Release Procedures

- The program will need some time to get organized after an event
- Child care providers/teachers will be doing their best to ensure safe and successful child release process
- Child release will be different than on a regular day
- ID will be required for everyone
- Release will take longer than normal

CHILD RELEASE PROCESS



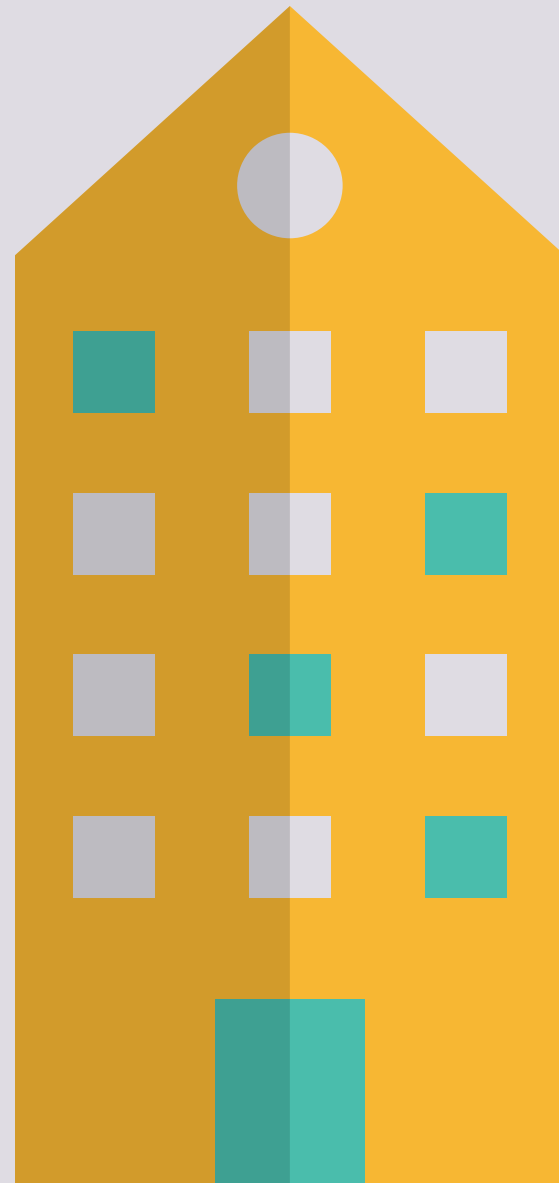
3.0 HAZARD MITIGATION



STRUCTURAL VS. NON-STRUCTURAL

Structural

Elements that contribute to the structural integrity of a building



Non-Structural

- Architectural components (such as windows)
- Building contents (such as furniture)
- Elements not necessary to structural integrity, but often crucial to the occupation and operation of the building.



Ask yourself the following questions

- Can it break or fall and cause injury?
- Can it break or fall and block an exit from a room?
- Can it break or fall and prevent normal operations of the program?
- Does it hold sentimental or emotional value?

Mitigation Actions

- Attach heavy furniture to walls
- Use closed-loop hangers for heavy hanging objects
- Secure cabinet doors
- Secure objects on open shelves
- Secure water heater to wall
- Back up essential records
- Store heavy objects close to group
- Keep nap mats, beds, cribs, etc. away from windows or glass
- Use safety glass or Plexiglass whenever possible, or cover windows with safety film



4.0 DISASTER EDUCATION AND DRILLS



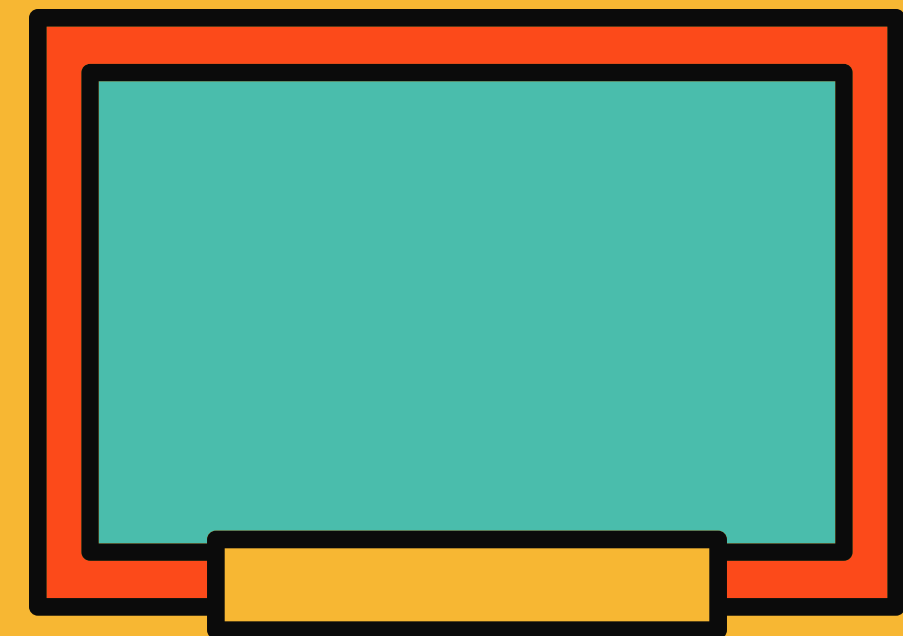
Personal Preparedness

Encourage staff to be prepared at home.

- Share preparedness information
- Encourage personal preparedness
- Offer incentives

Train Staff

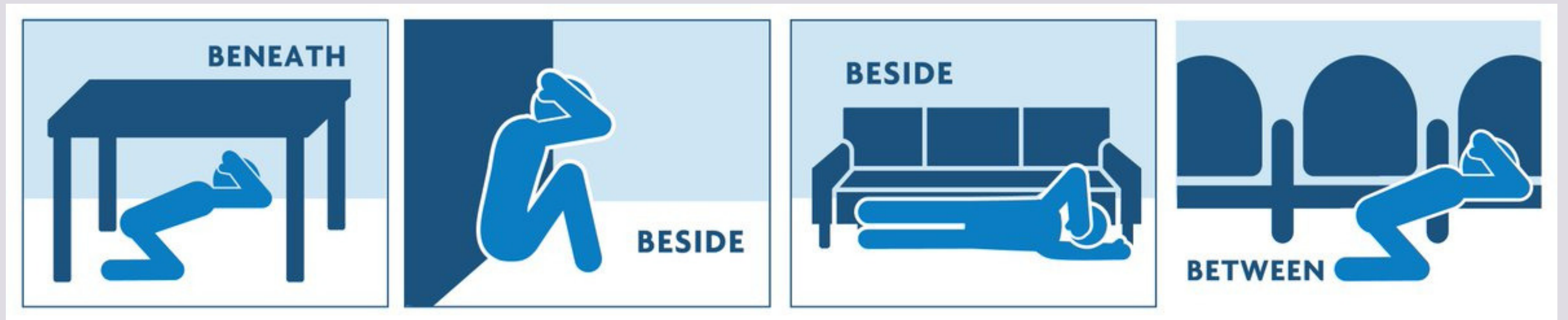
- Hazard mitigation
- Program's emergency and disaster plans
- Personal roles and responsibilities before, during, and after an event
- Utility Control
- Earthquake-safe actions
- Drills



Drop, Cover, and Hold



Beneath, Beside, Between



Effective Drills

- Teach staff and children what to do in an emergency or disaster
- Are well-thought out and planned in advance
- Contain purpose and objectives
- Are based on education and training

Education is the key to effective drills.

3 Primary Drills

- Fire
- Earthquake
- Lockdown



PLANNING AN EARTHQUAKE DRILL

Teach children and staff earthquake safe actions
(Drop, Cover, Hold)
(Beneath, Beside, Between)

Teach children and staff what is expected of them during the drill and go over step-by-step actions

Answer any questions about the drill beforehand

Conduct the drill, starting with "Drop, it's an earthquake!"

Afterwards, talk about how the drill went and any changes that need to be made to the plan

LOCKDOWN DRILLS

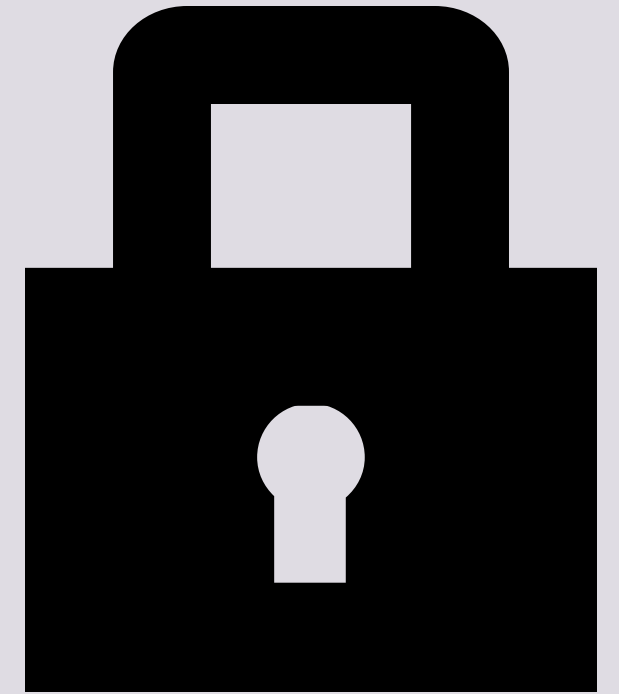
The key objective is for children and staff to associate a set of actions with the word "lockdown."

Code words are not recommended.

Suggested language around the drill is "practicing together and staying safe."

Some describe lockdown drills to school-age children as a game of hide and seek.

Educate parents about the drill. Let them know child pick-up restrictions and what language to use when talking about lockdowns.



5.0 PUTTING IT ALL TOGETHER



Forms

- Child Release Form
- Hazard Mitigation Actions Form
- Drill Record
- 3-Day Critical Medication Authorization Form

Disaster Supplies

- Disaster Supplies Checklist
- Grab & Go Bag Checklist

Planning

- Child Care Provider Disaster Plan Template



THANK YOU!

