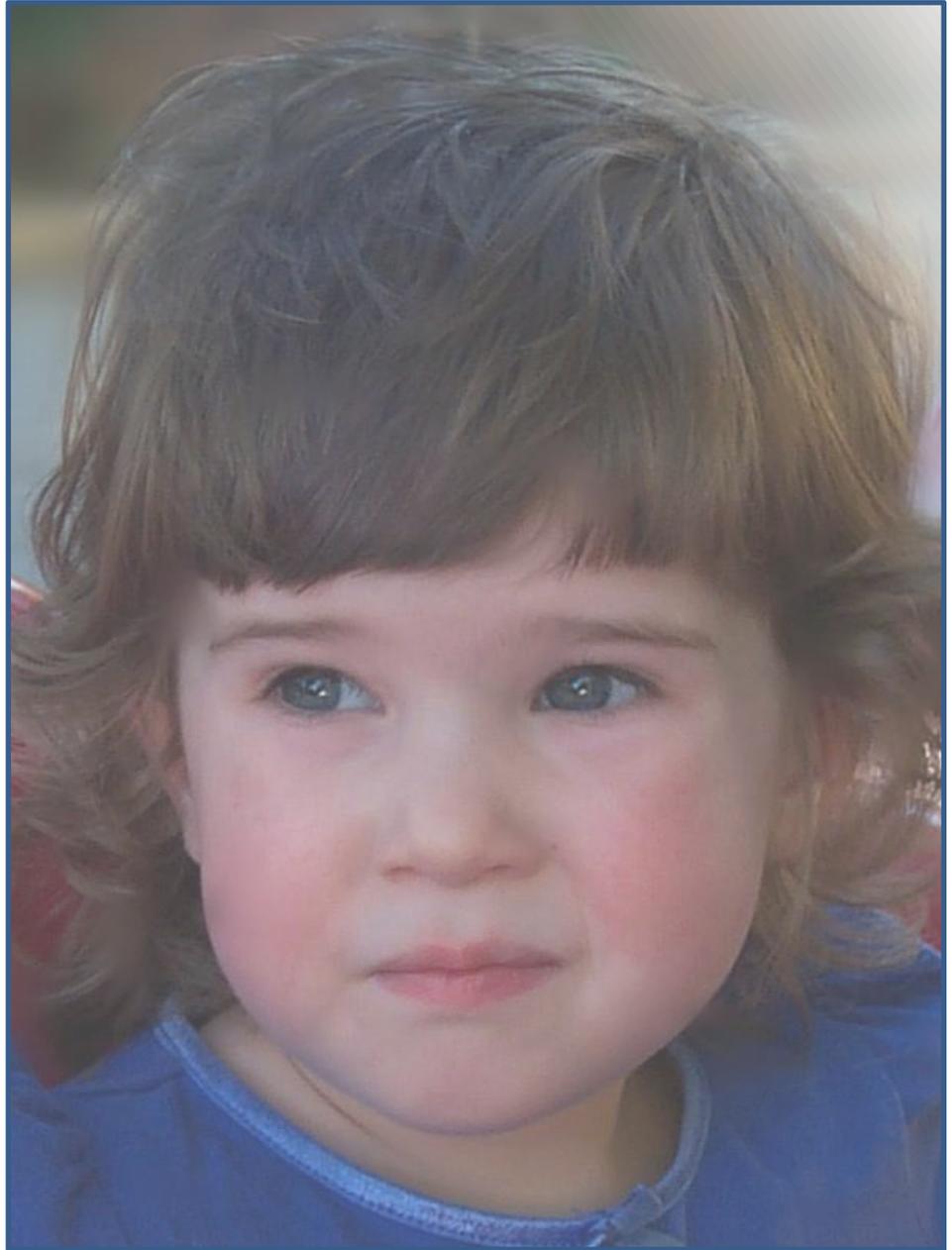


# Emergency Preparedness and Response Planning Guide for Child Care

## Is Your Child Care Program Prepared?

Updated 2/8/18

This guide was developed in partnership by the Iowa Department of Health and Human Services, Iowa Child Care Resource and Referral, and Iowa Emergency Management Association.





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## INTRODUCTION

An emergency or disaster can happen at any time. Emergencies and disasters can range from something that happens in your child care facility, such as, a child injury/illness or fire to something that involves your neighborhood or community, such as flooding or tornado damage.

This planning guide can help you to better prepare for, respond to and recover from an emergency or disaster. The goals of the guide are to help you:

- Be prepared for emergencies and disasters
- Be aware of hazards in and around your child care facility and in your community
- Reduce the impact of emergencies and disasters on the children in your care
- Increase your ability to respond and recover from emergencies and disasters
- Care for children during and immediately after an emergency or disaster until the children can be reunited with parents or guardians
- Return to operating your child care business after an emergency or disaster
- Meet emergency plan requirements in Iowa law

Iowa law requires child care providers to have written emergency plans. Refer to the appropriate Iowa Administrative Code section for specific requirements.

- Child Care Centers – Iowa Administrative Code section 441-109.10(15)  
<https://www.legis.iowa.gov/docs/iac/rule/441.109.10.pdf>
- Child Development Homes – Iowa Administrative Code section 441-110.8(4)  
<https://www.legis.iowa.gov/docs/iac/rule/441.110.8.pdf>
- Child Care Homes – Iowa Administrative Code section 441-120.8(4)  
<https://www.legis.iowa.gov/docs/iac/rule/441.120.8.pdf>

We recommend that you talk with your Child Care Resource & Referral (CCR&R) consultant, child care nurse consultant and community emergency officials (e.g., local law enforcement, fire department and county emergency management agency) when developing your emergency plan. See the Resources section at the end of this guide for contact information.

There are also templates and tools referenced in this guide and available on the CCR&R website that you can use and modify to meet your program's needs. We designed the tools and templates so that you can enter information using your computer or writing the information in by hand.

<http://iowaccrr.org/training/EP>

**You are not required to use any of the templates and tools referenced in this planning guide, although the tools and templates will help you meet requirements in Iowa law.**

A few suggestions to keep in mind as you develop the emergency plan for your program:

- Keep your plan simple so you and your staff can remember the important steps to do when an emergency happens.
- Keep your plan in a place where it is available to reference.
- Train on and practice your plan so everyone knows what needs to be done. You and your staff's actions should be instinctive and decisive.
- Update your plan at least annually. Make necessary changes after conducting drills or an actual event.

## BEFORE A DISASTER OR EMERGENCY: PLAN AND PREPARE

Preparing for a disaster or emergency can reduce the risks of the disaster or emergency and helps to lessen fear and anxiety for children and child care staff. As part of the planning and preparation process, your program must create an emergency plan; train staff, substitutes and volunteers; and practice the procedures in the plan through drills. These steps will help ensure that your program and staff are prepared to react in a manner that protects the safety of children and staff when an emergency happens.

This section of the guide discusses identifying and reducing the risks of potential emergencies and disasters for your program and within your community, things to think about when identifying procedures to include in your program's plan, and practicing the procedures.

## RISK AND HAZARD ASSESSMENT

The first step in developing your emergency plan is to identify emergencies and possible disasters that are most likely to happen in your child care facility and in your community. As part of your emergency assessment, identify and take steps to reduce or eliminate risks or effects of potential emergencies and disasters in your child care facility. The *Risk & Hazard Assessment* form is a tool you use to identify possible emergencies, hazards and threats to your facility. Once you've completed the assessment, you'll know what emergencies and disasters to plan for.

## DEVELOPING AN EMERGENCY PLAN

Your emergency plan **must include** procedures for:

- Evacuation and relocation
- Sheltering-in-place
- Lockdown
- Addressing the individual needs of children, including those with functional or access needs
- Communication and reunification with parents or other approved individuals designated by the parents
- Continuity of operations

The *Child Care Emergency Preparedness and Response Plan* is a template you can use and modify to develop your program's emergency plan. As you develop your emergency plan keep in mind that the plan should be detailed enough to address all possible events, but not so complex that staff and parents have a difficult time remembering the necessary steps when a disaster or emergency happens. Also, since it is impossible to predict every event that may happen, your emergency plan should be broad enough to cover widely varied situations (e.g., the same evacuation procedure may work for either a fire or a gas leak).

For current emergency plan requirements in Iowa law, remember to review requirements in Iowa Administrative Code for your type of child care program.

## SITE DIAGRAM

As part of your emergency plan, create a site diagram of your facility that includes each room, floor and outdoor area. We suggest including in the diagram the location of the following:

- Primary and secondary exits
- Outside meeting area for building evacuations
- Interior "safe" room (without windows, if possible)
- Smoke detectors
- Carbon monoxide detectors
- Fire extinguishers
- Emergency supply kit(s) and emergency first aid kits
- Portable program records and files
- Shut-off valves and panels for gas, water and electricity

Post the site diagram in each room of the facility where you provide child care. It is also a good idea to give staff and parents a copy of the diagram. The *Site Diagram* is a template you can use to create your site diagram. The emergency preparedness tools and templates on the CCR&R website includes 'fire' and 'tornado' signage that you can use in your facility.

You can also develop a neighborhood site diagram. The neighborhood diagram will help you identify potential hazards and risks, as well as, community resources that may be available in an emergency or disaster. In this diagram, include, the neighborhood evacuation location; the out-of-neighborhood evacuation location; potential flood, fire sites and falling hazards (trees and power lines); companies that manufacture or store chemicals or other toxic substances; railways that transport chemicals or other toxic substances; community evacuation routes (if available); other child care programs; faith-based organizations; fire station; police station; hospitals/clinics; schools; parks; libraries; and other neighborhood resources. Pictures and diagrams of your house and community may be available using online resources such as, Google Earth and your county accessor's office.

It is important to know your neighbors and community partners because they may be the first ones able to respond and help you during an emergency or disaster.

When considering possible relocation shelter sites, identify:

- A “Neighborhood” site – The neighborhood site is walkable. For example, if there was a fire or power failure at your facility.
- An “Out-of-Neighborhood” site – The out-of-neighborhood site may be used for emergency events such as a chemical spill, gas leak, or bomb threat or as directed by emergency officials. You may be able to walk to the site or you may need transportation to get there.
- An “Out-of-Town” site – The out-of-town site requires transportation to get to the site because it is not located close to your facility. You will use an out-of-town site in the event of a widespread disaster such as a tornado or flash flooding.

Assess each evacuation location for potential safety risks and hazards (e.g., electrical poles, streets, stairs, outlets, window cords, cabinets, bathrooms, etc.) and identify how you will keep children safe. For evacuation locations, the *Emergency Relocation Shelter Agreement* form provides an example of an agreement you may have with a facility that allows your child care program to relocate to in an emergency.

Note: Keep in mind that you may have an emergency situation that prevents you from using any of your evacuation location sites. Your responsibility is to keep the children in your care safe.

## EMERGENCY SUPPLIES KIT

In an emergency, your child care program may need to be self-sufficient to meet the needs of children and staff until you can reunify children with their families. The supplies should meet your immediate needs as well as the needs of staff and children if you must shelter-in-place for an extended period of time (e.g., 72 hours). During an emergency or disaster, staff cannot waste time gathering emergency supplies. Emergency supplies must be assembled ahead of time and easily accessible at all times in the event of an emergency.

As you assemble your emergency supplies, consider using several smaller containers instead of trying to fit everything into one giant container. Containers need to be non-crushable, easily transportable and manageable – remember, you’ll be managing children, too. Possible containers for emergency supplies include, covered totes with handles or wheels, large rolling garbage can, wagon for moving supplies, backpacks, and even wheeled luggage containers. The number of children you care for will determine the amount of emergency supplies you need and how you organize the supplies.

Consider the following when assembling your emergency supplies in containers:

- At least one container with shelter-in-place supplies. These supplies are things like plastic sheeting, duct tape, utility knife/scissors, candles and matches, etc.
- Several smaller containers (e.g., backpacks) with age-appropriate materials for children’s activities.
- At least one container with “survival supplies” such as, blankets, first aid kit, flashlight, high energy foods, etc.

- An 'Emergency Records Kit' with your program's essential records and documents. This includes documents like your:
  - Emergency plan
  - Emergency contacts/phone numbers for children and staff
  - Child attendance records for each activity area/room
  - Child emergency information cards/immunization records/custody papers
  - Permission to transport forms for each child
  - Consent for medical treatment forms for each child
  - Individualized plans for children with special needs
  - Medication permission forms/locked storage container for medications
  - Essential financial/continuity of business records for the program (e.g., equipment and supply inventory, supplier and service agreements, accounting records, insurance policies for your facility and vehicles, vehicle registration information, mortgage documents, bank account documents, staff employment records, Child Care Assistance Program records, Child and Adult Care Food Program records, etc.) [These can be paper records or you can save electronic records on thumb drives or an external drive.]
  - Cell phone and charger
  - Walkie-talkie
  - NOAA Weather Radio
  - Cash (small bills)/credit cards

The *Emergency Supplies Kit* list on the CCR&R website provides a list of short term and long term emergency supplies. When assembling your supplies, keep an inventory and date the items. Every six months, remember to check for expiration dates that are approaching. Rotate food, water and medical supplies into your daily operations before the expiration date and replace the items in your emergency supplies kit. One item in your emergency supplies kit is a first aid kit. The *First Aid Kit Checklist* found in the emergency preparedness tools and templates on the CCR&R website provides a list of items to include in your kit.

If you have pets at your facility, include supplies the pet will need in your emergency plan. Supplies may include such things as food, medications, veterinary/immunization records, muzzle-collar-harness-leash, food and water dishes, plastic bags (cleanup), etc.

You may also want to include parents in the emergency planning process by asking them to provide items for a "comfort kit" for each of their children. This kit stays in your facility. If children need to evacuate or shelter-in-place in an emergency, it is important to have personal items that will help keep the child calm when separated from their parents during and after an emergency. You can store the items in a large sealed plastic bag and include the following:

- A change of clothes and socks (update clothing as the child changes clothing size)
- Small toy, stuffed animal or book
- A picture of the child

- A picture of the child’s family
- A comfort note from the parent

## TRAINING AND DRILLS

Once you’ve developed your program’s written emergency plan, train staff, substitutes, assistants and volunteers on the procedures in the plan. Training prepares people that are part of your child care program to handle different situations that might happen during an emergency or disaster. It is also important to annually review the procedures in the plan with the same groups of individuals that are part of your program. When you hire new staff, include information on the procedures in your emergency plan as part of the person’s orientation.

Drills are also a way to practice your emergency plan with children, staff and parents to make sure that everyone understands their roles in an emergency. Drills will help your program respond more quickly, safely and appropriately in an emergency and also reduce fear and panic during a real event. You should hold drills at different times of the day, while children are in different rooms or outdoors, and during different activities, including naptime.

The more your child care program practices the emergency procedures in your plan with children, staff and parents, the more likely it is that everyone involved will react according to the plan when an emergency or disaster happens.

Iowa law requires your program to complete both fire and tornado drills monthly and document information about the drill. Depending on the risks you identified and the procedures in your emergency plan, there may be other types of drills to practice such as, evacuation, lockdown, etc. It is important to include parents in the planning and practicing of emergency drills. By helping to plan and practice drills, parents will know where to go and who to contact when a disaster or emergency happens. During emergencies, people react on instinct. You can let your local law enforcement know when you are practicing a drill. Also, your county emergency management agency is a resource if you have questions or need help with your facility’s emergency drills.

Since some drills require children and staff to leave the child care site, the *Evacuation Drill Permission Form* is an example of a permission form you can use to get authorization from parents to leave the child care facility as part of a practice drill. The *Record of Emergency Practice Drills* is a tool you can use to document your program’s drills.

After conducting a drill, it is important to evaluate what worked and what needs improvement, and then update your emergency plan as needed. The *Emergency Practice Drill Evaluation Tool* is a tool you can use to evaluate your emergency drill and identify improvements.

After practicing a monthly drill, it is a good time to check smoke detectors, carbon monoxide detectors, fire extinguishers, and evacuation equipment and change batteries. The *Record of Detector/Fire Extinguishers/Evacuation Equipment Checks* is a tool you can use to document the equipment checks you’ve completed.

## ROLES AND RESPONSIBILITIES OF STAFF

In an emergency, each staff person should have a designated role. Depending on the size of your child care program, some staff may have more than one role. For example, in a Child Development Home, the provider may be responsible for all of the roles. As you assign roles to staff, consider the person's strengths and skill set. Also, make sure that the person is comfortable with the assigned role. It is important to cross-train staff in another role in case someone is not working the day the emergency happens or is unable to perform his or her designated role.

Following are roles of staff you can identify in your emergency plan.

1. **Leader:** This person will lead the overall coordination of the emergency response. This role will likely be filled by the director or owner.
2. **Assistant Leader:** This person will provide assistance with the overall coordination.
3. **Communications:** This person will communicate with parents/guardians and emergency officials about the status of children and the child care program before, during and after an emergency. This can include sharing 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 include communication with many people.
4. **Supplies:** This person is responsible for emergency supply kits and other essential materials, as well as providing first aid during emergencies.
5. **Supervision** and care of children. Including helping children with special needs.
6. **Drivers** of evacuation vehicles.

Similar to child care programs, it is also important for your staff to have emergency plans for their families. Having a family emergency plan in place will ease some of the anxieties staff have about their families' safety and well-being in a disaster. Unless you have policies about releasing nonessential staff and circumstances when staff can leave, staff should not leave the program or abandon children in their care to tend to their families during a disaster or emergency. The *Ready Iowa* website has resources available to help staff develop emergency plans for their families. <http://beready.iowa.gov/>



## CHILDREN WITH SPECIAL NEEDS

If your facility cares for children with special needs, you must consider these needs when planning and preparing for emergency situations. Staff should be assigned to care for particular children and their specific needs in the event of an emergency. Following are items to consider and identify in your plan when caring for children with special needs during an emergency:

- Health Care Plan
- Specialized equipment
- Supply of medication, including a plan for transporting and storage (e.g., refrigeration, if required)
- Maintain a list of the child's doctors and specialists

- Evacuation site locations that are wheelchair accessible, as needed
- Plan for a backup power source for any medical equipment

You may also have staff that require special assistance in the event of an emergency. As you develop and update your plan, include procedures for staff that need assistance.

#### CHILD EMERGENCY IDENTIFICATION CARD

Your program's records must include parent and authorized emergency contact information for each child and be updated at least annually. When asking parents to provide contact information, identify home, cell and work phone numbers for the parent as well as for authorized emergency contacts. At least one of the authorized emergency contacts should live outside the area or in another state. The *Child Enrollment Information* is a template you can use to get parent contact and emergency information for each child. Include a copy of contact and emergency information for each child in your emergency records kit. You may also want to ask parents to provide a photo of themselves, as well as, each authorized emergency contact. The photos may be helpful after a disaster when reunifying children with parents or authorized emergency contacts.

To help in reunifying children with their parents, each child should also have a child identification card. In an evacuation, the card is placed out-of-sight on each child, such as, taped, pinned or clipped on the inside of the child's shirt or folded and placed in the ankle part of the child's sock. The *Child Identification Card* provides an example of an identification card that you can use and adapt. Include these cards in your emergency records kit. You may also want to have a picture of each child in your program that is available electronically for situations when a child becomes missing during an emergency or disaster. The child photo may also be helpful after a disaster when reunifying children with parents or authorized emergency contacts.

#### COMMUNICATING WITH PARENTS

It is important to share information about your program's emergency plan with parents. The following are tips for communicating with parents:

- Provide parents with information on your evacuation locations and how to contact staff
- Share your emergency plan with parents at enrollment and annually
- Provide parents with a variety of ways to contact you (landline, cellphone, email, out-of-state contact, etc.)
- Involve parents in your program's practice drills

Depending on the diversity of children in your program, you may also need to consider cultural differences and language barriers when developing your plan for communicating with parents. The *Emergency Information Parent Letter* is an example of a letter you can give parents with your evacuation locations and contact information. The sample letter also has a 'wallet card' with your program's emergency information that parents can cut out and carry with them.

Note: You may have an emergency situation that prevents you from using any of your evacuation location sites. In this situation, contact parents and let them know the evacuation location when the children are safe.

## EMERGENCY NOTIFICATION SYSTEM



Alert Iowa is a statewide mass notification and emergency messaging system. State and local authorities use the system to quickly share emergency information in counties that use the system. Alert Iowa allows you to sign up to get alerts and it is free of charge to participate.

The best way to receive messages is via text message. Messages may include photo, video and audio attachments to help subscribers better understand the emergency situation, or where to find additional information.

To register, go to [http://homelandsecurity.iowa.gov/about\\_HSEMD/alert\\_iowa.html](http://homelandsecurity.iowa.gov/about_HSEMD/alert_iowa.html) and on the state map, click on your county. Once you are on the county registration page, complete the information to indicate how you want to receive notifications, the types of notifications you want to receive and what cities in the county you want information for.

## PROTECTING YOUR CHILD CARE BUSINESS

Damage to your child care facility as a result of an emergency or disaster may be costly to repair. This damage can put your business at risk for income loss. Families may also find another child care provider to care for their children because you must temporarily close your facility as a result of the damage. These risks can affect your ability to pay staff and your business's bills, which can affect your ability to recover from the disaster.

Insurance may not cover all of the damages. It is important to be aware of your current insurance coverage and discuss this with your insurance provider. For example, liability insurance does not cover damage sustained from an emergency or disaster. This type of insurance covers your program in the event of bodily injury or death in your facility. It also provides legal defense for any third party lawsuits for medical bills, injuries and loss of income because of injury or death. Comprehensive insurance may cover damages sustained from an emergency or disaster, but your premium varies based on your location. Some areas are at high risk for certain disasters (e.g., facility located in a flood plain).

Your emergency plan must include procedures for how you can continue to operate your business after an emergency or disaster. This is called a contingency plan. The contingency plan is in response to an unexpected event that threatens the operation of a business. Some things to consider in your plan include: an alternative location to provide child care services; communicating with and receiving communication from parents, staff, DHS and CCR&R about your program's status; and addressing your program's needs based on displaced staff and families.

## DURING A DISASTER OR EMERGENCY: PUT YOUR PLAN INTO ACTION

In an emergency or disaster, remain calm and respond to the situation as you practiced through your drills and according to your emergency plan. During the emergency, provide simple explanations to the children along with direct words about what you want them to do. If you must evacuate from your facility, the *Notice of Relocation Posting*, is an example of a note you can put on the door of your facility's entrance to let people know where you relocated to.

Use some of the age-appropriate activities or food in your emergency supplies kit to distract the children as you wait out the emergency.

As the emergency event allows, let parents know if you evacuated or remained at your facility. Continue to monitor television, Internet, radio, etc. for alerts and updates on the situation.

If there is sufficient warning and it is safe to do so, try to reunite children with their families before the emergency or disaster happens.

## AFTER A DISASTER OR EMERGENCY: RECOVERY PHASE

How quickly you are able to recover and restore your child care services after an emergency or disaster has a lot to do with your pre-emergency planning and efforts to reduce your risks. You should strive to return to normal as soon as possible after a disaster.

The recovery phase may include:

- Reuniting children with their families
- Assessing the damage to your facility
- Determining what you need to do to restore child care services
- Identifying if some children and staff are displaced as a result of the disaster and will not return to your program
- Helping children, parents and staff cope with trauma

Communication with parents, staff, DHS registration/licensing staff, Child Care Assistant Program staff, as appropriate, and CCR&R is critical to reuniting children with their parents, understanding the condition of your program and restoring child care services.

## PARENT-CHILD REUNIFICATION

The process for reunifying children with their parents or an authorized emergency contact can vary based on the circumstances of the emergency or disaster. If someone wants to pick up a child, only release the child to individuals authorized by the parents to take the child. If you do not know the person, require photo identification before releasing the child. The *Child Release Form* provides documentation of who you released the child to following a disaster.

In extreme disaster situations, you may not be able to reach the parents or an authorized emergency contact. If no one can be found to release the child to and the program is no longer able to provide care, contact the Department of Human Services to determine next steps.

There are also national resources available to help with reunifying children with their families.

- The National Center for Missing and Exploited Children reunification system is a 24-hour hotline. 1-800-THE-LOST (1-800-843-5678)/TTY 1-800-826-7653 or [www.misskids.com](http://www.misskids.com)
- The Unaccompanied Minors Registry (UMR) is a tool for reporting children who have been separated from their parents or legal guardians as a result of a disaster. [www.missingkids.com/DisasterResponse](http://www.missingkids.com/DisasterResponse)
- The National Emergency Child Locator Center (NECLC) is activated immediately after a Presidentially-declared disaster. 1-866-908-9572 or <https://egateway.fema.gov/inter/nefrls/home.htm>

#### RESTORING CHILD CARE SERVICES

If there is damage to your child care facility as a result of an emergency or disaster, the *Child Care Initial Damage Assessment* form will help you assess the damage and communicate the condition of your facility to DHS, CCR&R and the county emergency management agency. The damage assessment will also help you to prioritize repairs based on what you need to do to reopen your business. Note: You are not required to complete a damage assessment, but the information will help the community better understand the impact of the disaster on the child care community and identify available and/or needed resources to support the response and recovery.

If you can no longer provide child care services in your current location and you have an alternate location available, you will need to determine what steps you must complete before providing child care at the alternative location. Your CCR&R consultant and DHS regulatory staff person can help you with this process.

#### TRAUMA AND EMOTIONAL SUPPORT

The child care services you provide help with the overall recovery of the community as well as helping children, parents and staff cope with the disaster. Trauma can be from direct exposure to the event or through secondary exposure via television or radio.

Your child care program can provide a caring and supportive environment that helps create stability in children's lives during times of chaos and unpredictability. As a result of the disaster, both children and adults may be adjusting to major transitions, such as a loss of loved ones, the loss of their home and familiar items and/or their pets, living in temporary housing or possibly relocating to another area of the country. Your program can provide opportunities for children to talk and share their feelings. Listening to children's concerns and providing honest, developmentally-appropriate answers about the event can help them adjust from the traumatic event. You can also share resources with parents on helping

children that have experienced trauma. Contact your CCR&R consultant or child care nurse consultant if you need resources for helping children cope with trauma.

Staff may also need assistance in coping with stress after a disaster. There may be local mental health services available to help staff following a disaster. Following a disaster or critical incident, the Iowa Disaster Behavioral Health Response Team may respond to help with the mental health needs within the community. There is also the Iowa Concern Hotline at 1-800-447-1985 that provides disaster crisis counseling 24 hours a day. On the national level, the Substance Abuse and Mental Health Services Administration (SAMHSA) has a hotline dedicated to provide year round, immediate crisis counseling for those who are experiencing distress related to a disaster event. The Disaster Distress Helpline (1-800-985-5990) is toll-free, multilingual and confidential crisis support line that is available 24 hours a day.

## EVALUATING YOUR EMERGENCY PLAN

One of the final components of the recovery process is debriefing about the event. As part of the process, identify lessons learned from the event and identify what parts of the plan worked and what did not. Based on what you identified, make changes to your emergency plan. By including parents and staff in this process, you can give them the opportunity to share their experiences and help with their personal recovery.

## EMERGENCY PROCEDURE EXAMPLES

Following are examples of emergency procedures for different types of emergencies. As you develop your facility's emergency procedures, try to develop standard procedures for various emergency situations. For example, the same emergency procedures may work for either a fire or a gas leak in your facility. Many of the procedure steps for an emergency will happen simultaneously.

### FIRE AND EXPLOSIONS

1. Alarm is sounded/alert staff.
2. Evacuate the facility with emergency supplies kit(s) based on procedures in your emergency plan.
3. When possible, close all windows and doors in the facility and all electrical switches breakers should be in the off position. You must evaluate the situation because you need to evacuate children and staff in the shortest time possible. Note: If the fire is small and not located in a room where children are present, you can use a fire extinguisher to put out the fire if you are trained on how to use the extinguisher.
4. Assess weather conditions outside and observe wind direction; move children and staff upwind of any smoke.
5. Using child attendance records, verify that all children and staff are accounted for using name-to-face counting. Repeat at regular intervals and every time children and staff are moved to a different location.
6. Call 911.
7. Put child identification cards on children.

8. Assess weather conditions. Consider moving to one of your other evacuation locations, as appropriate.
9. Once the fire department arrives, establish contact with a fire department official to provide needed information.
10. Communicate with parents using the procedures in your emergency plan.
11. Follow emergency procedures for reuniting children with parents or authorized emergency contact.
12. Re-enter the center/home after emergency officials say it is safe to return.
13. Complete the Child Care Initial Damage Assessment form, if appropriate.
14. Contact your DHS child care compliance staff person and Child Care Resource and Referral, as appropriate.

#### SERIOUS ILLNESS OR INJURY

Serious injuries include disabling mental illness; bodily injury which creates a substantial risk of death, causes serious permanent disfigurement, or causes protracted loss or impairment of the function of any bodily member or organ; any injury to a child that requires surgical repair and necessitates the administration of general anesthesia; and includes, but is not limited to, skull fractures, rib fractures, metaphyseal fractures of the long bones of children under the age of 4 years.

1. Evaluate the situation and do not put yourself at risk when trying to rescue an injured child or staff person.
2. Follow first aid procedures. Call 911, if appropriate.
3. For an injured or ill child, call the child's parents. For an injured or ill staff person, call the person's emergency contact.
4. If the child must go to the hospital by ambulance, determine who will accompany the child when being transported.
5. If the illness or injury does not require immediate medical attention but requires doctor's care, determine who will transport the child or staff person to the emergency room, clinic or hospital. This should follow your policies and procedures and per the instructions of the parent or guardian or staff person, based on who is ill or injured.
6. Document treatments and any action that took place based on the child's illness or injury. The *Child Injury/Incident Report Form* is a form to document a child illness or injury. The form is available on the Healthy Child Care Iowa website at <https://iowaccrr.org/resources/files/BGP/25%20Child%20Injury.pdf>
7. Email the *Child Injury/Incident Report Form* to DHS at [ccsid@dhs.state.ia.us](mailto:ccsid@dhs.state.ia.us) within 24 hours of the incident.

#### CHILD DEATH

1. If you find a child unresponsive, start CPR (Cardio-Pulmonary Resuscitation) and continue until relieved by another adult certified in CPR.
2. Call 911.

3. Calm the other children and move them away from the area. Listen to children's concerns and provide honest, developmentally-appropriate answers.
4. Once emergency officials arrive, provide needed information.
5. As much as possible, leave the area where the child was found undisturbed. Do not clean or tidy anything in the room until investigators tell you that it is okay to do so.
6. Contact the child's parents.
7. Document treatments and any actions you took when caring for the child prior to finding the child unresponsive. The *Child Injury/Incident Report Form* is a form you can use to document any treatments and actions. The form is available on the Healthy Child Care Iowa website at <https://iowaccrr.org/resources/files/BGP/25%20Child%20Injury.pdf>
8. Email the *Child Injury/Incident Report Form* to DHS at [ccsid@dhs.state.ia.us](mailto:ccsid@dhs.state.ia.us) within 24 hours of the child's death.
9. Consider closing your child care program for the day.
10. Communicate with the other children's parents using procedures in your emergency plan.

#### MISSING OR ABDUCTED CHILD

1. Anytime a child is unaccounted for, search the premises. Search each area that a child can potentially hide, as well as outdoor areas of the facility. If your child care facility has a pool, pond or water feature on-site or in the near vicinity, check there first for the missing child.
2. Double check with other staff in case the child is in another location (e.g., the child was picked up by a parent).
3. If you have searched all potential hiding spots and outdoor areas and the child is not found, begin lockdown procedures.
  - a. All exits are locked and monitored by staff.
  - b. No one is let in or out of the child care facility.
4. Call 911.
5. Be prepared to provide the following information about the child:
  - a. Child's name, age, height, weight, date of birth, and hair color;
  - b. Child's clothing that he/she was wearing that day, along with any other identifying features;
  - c. The time at which the child was noticed missing;
  - d. If child abduction is suspected, were there any suspicious vehicles and/or persons around the child care facility?
6. Call the child's parents to tell them that the child is missing.
7. While waiting for law enforcement, continue to search for the missing child. Look in every cabinet, chubby, closet, and other locations where a child might hide.
8. Once law enforcement arrives, provide needed information.
9. Contact your DHS child care compliance staff person.

### OUTSIDE YOUR CHILD CARE FACILITY/COMMUNITY

In most cases, you will receive a warning of a hazardous material emergency from your local emergency officials, if not call 911. Hazardous materials are those that might cause injury if inhaled or touched. A train derailling, a truck overturning, or an explosion or fire at a warehouse or chemical plant can potentially release hazardous materials into the air.

1. Alert staff. Initiate shelter-in-place emergency procedures in your emergency plan (if evacuation is not immediate).
2. Using child attendance records, verify that all children and staff are accounted for using name-to-face counting. Repeat at regular intervals and every time children and staff are moved to a different location.
3. Shut windows and doors and turn off the air conditioning system. Seal doors and windows in your shelter-in-place evacuation location with plastic sheeting and duct tape, as appropriate.
4. Prepare for an out-of-area evacuation in case emergency officials tell you to evacuate the area.
5. Communicate with parents using the procedures in your emergency plan.
6. Monitor the facility at regular intervals.
7. Stay in communications with local emergency officials or monitor media.
8. When given the all clear, open windows to air out the facility or evacuate if directed to do so by emergency officials.
9. Follow emergency procedures for reuniting children with parents or authorized emergency contact.

### INSIDE YOUR CHILD CARE FACILITY

1. Alert staff.
2. Evacuate the facility with emergency supplies kit(s) based on procedures in your emergency plan.
3. Do not turn any electrical switches on or off. Eliminate all open flames. Do not use telephones (landlines or cell phones) or anything that could cause a spark while in the facility.
4. Assess weather conditions outside and observe wind direction; move children and staff upwind and uphill from the facility.
5. Using child attendance records, verify that all children and staff are accounted for using name-to-face counting. Repeat at regular intervals and every time children and staff are moved to a different location.
6. Call 911.
7. Put child identification cards on children.
8. Do not try to contain, touch or identify (if unknown) the hazardous material.
9. If a child or staff person has had contact with the hazardous material, wash it off immediately.
10. Once emergency officials arrive, establish contact to provide needed information.
11. Communicate with parents using the procedures in your emergency plan.

12. Follow emergency procedures for reuniting children with parents or authorized emergency contact.
13. Re-enter the facility after emergency officials say it is safe to return.
14. Contact your DHS child care compliance staff person and Child Care Resource and Referral, as appropriate.

## UTILITIES EMERGENCY

Unexpected utility problems are common occurrences and may happen at any time. When there is a utility problem, the decision to close your child care business or delay its opening should be based on the following factors:

- The amount of natural light in the facility;
- The temperature in the facility;
- The ability and necessity of heating food and formula;
- The risk to the health and well-being of children and staff.

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## ELECTRICAL POWER FAILURE

1. Alert staff.
2. Access emergency lighting in your emergency supply kit.
3. Call your electric company to report the outage.
4. If there is danger of a fire, evacuate the facility with emergency supplies kit(s) based on procedures in your emergency plan.

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## GAS LEAK

1. Alert staff.
2. Evacuate the facility with emergency supplies kit(s) based on procedures in your emergency plan.
3. **Do not** turn any electrical switches on or off. **Do not** use telephones (landlines or cell phones) or anything that could cause a spark while in the facility.
4. Using child attendance records, verify that all children and staff are accounted for using name-to-face counting. Repeat at regular intervals and every time children and staff are moved to a different location.
5. Call 911 and your gas company to report that you smell gas.
6. Put child identification cards on children.
7. Once an emergency official arrives, establish contact to provide needed information.
8. Communicate with parents using the procedures in your emergency plan.
9. Follow emergency procedures for reuniting children with parents or authorized emergency contact.
10. Re-enter the facility after emergency officials say it is safe to return.

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## WATER MAIN BREAK

1. Contact your community's water department to report the water main break.
2. Access water in your emergency supply kit.

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## CONTAMINATED WATER SUPPLY

Occasionally, water supplies are contaminated or are suspected of being contaminated with microorganisms or chemicals based on a break in a water main or other damage to the water system. Discontinue using tap water, ice machines and any other water equipment. Use bottled water.

Emergency officials may issue advisories/notifications when the water supply may be contaminated:

- Boil water advisory/notice: Use bottled water and follow health department officials' recommendations for boiling and/or disinfection. The Iowa Department of Public Health Environmental Health Response Team has information available at <http://www.idph.iowa.gov/ehs/emergency-preparedness>.
- Do not consume: Do not drink the water or use it in food preparation.

**DO NOT USE** contaminated water for drinking, preparing formula, washing dishes or cooking utensils, brushing teeth, washing and preparing food or to make ice.

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## EXTREME WEATHER

The *Child Care Weather Watch* chart is a tool you can use to determine when it is safe for children to play outside based on the wind chill in cold weather and the heat index in hot weather.

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## THUNDERSTORMS

1. If you receive a THUNDERSTORM WATCH, listen to the radio, television and/or the NOAA Weather Radio for updates. Alert staff and cancel all outdoor activities.
2. If you receive a THUNDERSTORM WARNING, alert staff and be ready to go to your shelter-in-place evacuation location if weather becomes severe. Unstable weather can change fast.

**Thunderstorm Watch:** Storm is likely to develop.

**Thunderstorm Warning:** Storm has been sighted or indicated by weather radar.

## TORNADO OR SEVERE WIND

1. If you receive a TORNADO WATCH, listen to the radio, television and/or the NOAA Weather Radio for updates. Alert staff and cancel all outdoor activities.
2. If you receive a TORNADO WARNING or severe wind alert, alert staff and go to your shelter-in-place evacuation location.
3. Using child attendance rosters, verify that all children and staff are accounted for using name-to-face counting. Repeat at regular intervals and every time children and staff are moved to a different location.
4. Get under sturdy furniture, such as a heavy table, and hang on with one arm. Cover your head and neck and help cover infants and young children.
5. Avoid using electrical equipment. Turn off utilities if time permits.
6. Monitor the weather via television and radio.
7. Once the weather event has passed through your area, assess damage to your facility and surrounding areas.
8. Communicate with parents.
9. Move children and staff to safe areas in the facility.
10. If found unsafe, evacuate the facility with emergency supplies kit(s) based on procedures in your emergency plan. Remember when considering the option to evacuate, you must also know if it is safe to transport children based on weather conditions and damage in the community.
11. Post the notice of relocation on your facility entrance.
12. Follow emergency procedures for reuniting children with parents or authorized emergency contact.
13. Complete the Child Care Initial Damage Assessment form, if appropriate.
14. Contact your DHS child care compliance staff person and Child Care Resource and Referral, as appropriate.

**Tornado Watch:** Conditions are right for the development of tornadoes in/close to the watch area.

**Tornado Warning:** A tornado has been spotted, or Doppler radar indicates storm circulation.

## HEAT WAVE

Small children and children with special health needs are more at risk for heat reactions. Protect children in severe heat waves by:

1. Reducing activity levels in the hottest part of the afternoon.
2. Stay in the coolest available place; air-conditioned space is best.
3. Eat light foods.
4. Drink lots of water and other fluids, even if children say they are not thirsty.
5. Play outside earlier or later in the day, staying indoors between noon and 4:00 p.m.
6. Stay out of the sun. When children are outside, provide shaded areas, such as trees, umbrellas, etc.

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## SNOWSTORMS AND OTHER WINTER WEATHER

Winter weather can bring strong winds, blizzard conditions with blinding snow, severe drifting and dangerous wind chills. Prepare for cold weather hazards by:

1. Listening to radio, television and NOAA Weather Radio for the latest weather reports and emergency information.
2. Listen to wind chill reports to determine if, and for how long, children can play outside.
3. Dress children warmly when playing outside in cold weather: several layers of clothes, boots, gloves or mittens and a hat.
4. Limit the amount of time children play out in the cold. Bring children into the facility regularly.
5. Contact parents/guardians to pick up children prior to a blizzard.

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## FLOODING AND FLASH FLOODS

1. Listening to radio, television and NOAA Weather Radio for the latest weather reports and emergency information. Follow advice from local emergency officials.
2. Alert staff.
3. Move records and valuable equipment to higher floors. Store chemicals where flood waters cannot reach them and cause contamination.
4. Shut off water at main so contaminated water does not back up into the facility's water supply.
5. If time and conditions permit, unplug all electrical appliances.
6. Evacuate the area with emergency supplies kit(s) based on procedures in your emergency plan.
7. Post the notice of relocation on your facility entrance.
8. Using child attendance records, verify that all children and staff are accounted for using name-to-face counting. Repeat at regular intervals and every time children and staff are moved to a different location.
9. Put child identification cards on children.
10. Do not try to drive on flooded roads or through flooded areas.
11. Communicate with parents using the procedures in your emergency plan.
12. Follow emergency procedures for reuniting children with parents or authorized emergency contact.

## NUCLEAR POWER PLANT/RESEARCH FACILITY

If your child care facility is within a ten mile radius of a nuclear power plant or research facility, work with your county emergency management agency to ensure that your facility's emergency plan fits into the larger plans for the entire area around the plant/facility.

You will usually receive a warning of a hazardous or radioactive materials incident from local fire or law enforcement or the county emergency management agency.

1. Determine with the assistance of the county emergency management agency and fire department, whether it is safer to shelter-in-place or evacuate.
2. If you must evacuate, alert staff and follow procedures in your emergency plan.

3. Post the notice of relocation on your facility entrance.
4. Observe wind direction; move children and staff upwind to limit exposure to fumes.
5. Using child attendance records, verify that all children and staff are accounted for using name-to-face counting. Repeat at regular intervals and every time children and staff are moved to a different location.
6. Communicate with parents using the procedures in your emergency plan.
7. Follow emergency procedures for reuniting children with parents or authorized emergency contact.
8. Re-enter the facility after emergency officials say it is safe to return to the area.

## EARTHQUAKE

1. During the shaking
  - a. Keep calm – do not leave your location. Remember that most injuries and deaths happen because of falling debris.
  - b. If indoors, stay there.
    - i. Take cover under tables, desks or other heavy furniture.
    - ii. Cover your head and neck and help cover infants and young children.
    - iii. Take cover in interior doorways or narrow hallways.
    - iv. Stay away from windows and watch for falling objects.
  - c. If outdoors, stay in the open.
    - i. Move away from the building, if possible.
    - ii. Avoid being under trees, near fences, power poles and under overhead wires.
2. After the shaking stops
  - a. Evacuate the facility with emergency supplies kit(s) based on procedures in your emergency plan.
  - b. Do not turn any electrical switches on or off.
  - c. Using child attendance records, verify that all children and staff are accounted for using name-to-face counting. Repeat at regular intervals and every time children and staff are moved to a different location.
  - d. Put child identification cards on children.
  - e. Communicate with parents using the procedures in your emergency plan.
  - f. Be prepared for aftershocks.
  - g. Assess damage to the facility. Inspect building for utility leaks (gas, water, sewer) or electrical shorts. If unsafe, do not re-enter the facility.
  - h. Follow emergency procedures for reuniting children with parents or authorized emergency contact.
  - i. Complete the Child Care Initial Damage Assessment form, if appropriate.
  - j. Contact your DHS child care compliance staff person and Child Care Resource and Referral, as appropriate.

## POTENTIALLY VIOLENT SITUATIONS

Violent situations are less frequent than many of the other types of emergencies and disasters. There are two main categories of violent situations.

- Incidents where someone in your facility is the target. An example of this situation may include violence related to a custody battle or other distress in the child's family.
- Incidents that start nearby, outside your child care facility. Some examples of this type of situation include a bomb threat nearby, a robbery in the neighborhood and the suspect is trying to get away or community violence.

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### DISGRUNTLED PARENT

1. Try to guide the parent to a private location or area in the facility.
2. When possible, position yourself closest to the nearest exit.
3. Listen to the parent's concerns without promising anything that does not follow your facility's policies and procedures or a court order.
4. If the parent becomes more agitated, refer to your 'violent intruder' emergency procedures.

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### IMPAIRED PARENT (UNSTABLE, INTOXICATED, ECT.)

1. Offer to call the other parent or another person authorized to pick up the child.
2. If the parent refuses to allow another person to pick up the child, you cannot prevent the parent from taking their child.
3. Call 911. Report the vehicle make, model and license plate number. Note: Law enforcement has the authority to take custody of the child if an officer identifies a safety issue.
4. If the parent becomes more agitated, refer to your 'violent intruder' emergency procedures.

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### VIOLENT INTRUDER

1. Call 911.
2. Remain calm and be polite.
3. Try to keep the intruder away from as many children and staff as possible. If the intruder goes into a room with children, try to draw him/her into the least utilized portion of the room.
4. While you are engaging the intruder, other staff should evacuate the children if it is safe. If unable to evacuate, move unaffected classrooms to locations farthest from where the intruder is. This process should go room-by-room and as orderly and quiet as possible. Try to use routes not visible to the intruder.
5. Do not physically restrain or block the intruder's movement.
6. If the intruder chooses to leave the premises, allow them the freedom to exit. You want to note the make and model of the intruder's vehicle, license plate, and the direction the intruder was going.
7. Once law enforcement arrives, they will assume charge of the situation, negotiate and direct movements.

8. If the decision is made to evacuate to either your out-of-neighborhood or out-of-town evacuation location, follow the procedures in your emergency plan.
9. Communicate with parents using the procedures in your emergency plan.
10. Follow emergency procedures for reuniting children with parents or authorized emergency contact.

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## ACTIVE SHOOTER

An active shooter is someone killing or trying to kill people in a confined and populated area. Active shooter situations seem to be unpredictable and the event often happens quickly. However, there may be signs that staff can be aware of to potentially prevent an attack. Examples of behaviors you should watch for include suspicious people watching your child care facility or taking pictures, or strange calls and unusual behavior by staff, parents/guardians or visitors. Use A.L.I.C.E. when responding to an active shooter situation.

1. “Alert” – When you first become aware of the threat and recognize the signs of danger or get information about the danger from others.
2. “Lockdown” – If evacuation is not a safe option, implement your lockdown procedures. Doors to the room should be locked, lights out, children and staff are away from doors and windows and out of sight. Try to keep everyone as quiet as possible and do not open the door. If possible, put items in front of the door to create a semi-secure barrier.
3. “Inform” – Communicate information about the situation in real time to other staff in your facility if it is safe to do so. Do not use ‘code words’ for the situation... instead say ‘active shooter.’ Call 911. Stay on the phone with the dispatcher as long as it is safe for you to do so, even if you cannot talk to the dispatcher. Do not hang up.
4. “Counter” – Counter is a strategy of last resort when you are in the same area as the shooter. These are actions that create noise, movement, distance and distraction to potentially reduce the shooter’s ability to shoot accurately.
5. “Evacuate” – When it is safe to do so, evacuate using procedures in your emergency plan.
6. When law enforcement arrives, they will assume charge of the situation, negotiate and direct movements.
7. Communicate with parents using the procedures in your emergency plan.
8. Follow emergency procedures for reuniting children with parents or authorized emergency contact.

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## HOSTAGE SITUATIONS

1. Remain calm and polite.
2. Follow the hostage taker(s) instructions.
3. Do not resist.
4. If it is safe, alert staff and call 911.

5. Once law enforcement arrives, they will assume charge of the situation, negotiate and direct movements.
6. Communicate with parents using the procedures in your emergency plan.
7. Follow emergency procedures for reuniting children with parents or authorized emergency contact.

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## BOMB THREATS

You should take any bomb threat seriously and treat it as a real situation until proven otherwise. When there is a threat made by phone:

1. Alert other staff of the threat currently being made.
2. Evacuate the facility with emergency supplies kit(s) based on procedures in your emergency plan.
3. While the person is on the phone, have another staff person call 911.
4. Keep the caller on the phone as long as possible. The *Bomb Threat Information Form* provides a list of questions to ask the caller and allows you to document characteristics of the caller and what the caller says.
5. Communicate with parents using the procedures in your emergency plan.
6. Follow emergency procedures for reuniting children with parents or authorized emergency contact.
7. Re-enter the facility after emergency officials say it is safe to return to the area.

## GLOSSARY

**Advisory:** The National Weather Service issues an “Advisory” to let people know that there is weather or conditions that people may want to take into account when planning their daily activities. An advisory does not require you to take immediate action.

**Airborne hazard:** Something in the air, such as a chemical, that could be hazardous to your health.

**Back-up communication system:** The system(s) you will use if your main source of communication (such as the telephone or email) does not work.

**Child identification card:** Card that a child can wear in an emergency that will identify the child if the child is separated from the caregiver.

**Disaster:** A sudden, unplanned event that causes great damage and/or serious loss. A disaster (e.g., a tornado) usually occurs at a larger scale than an emergency (e.g., a child has an injury).

**Emergency:** A sudden, unexpected event requiring immediate action due to its potential threat to health and safety, the environment or property. An emergency (e.g., child has an injury) usually happens at a smaller scale than a disaster (e.g., a tornado).

**Emergency communication system:** The system you will use to communicate with others, such as parents or guardians, in an emergency. This may include notification via a radio station.

**Emergency equipment/supplies:** Equipment and supplies that you may need in an emergency or disaster, such as food, water, and a first aid kit. These supplies will typically go into an emergency supplies kit.

**County emergency manager/officials:** People in the county who are responsible for dealing with all aspects of an emergency, such as preparing for and responding to disasters.

**Emergency plan:** A written document that includes policies and procedures to help ensure children’s safety and protection in an emergency or disaster.

**Emergency response agency:** An organization responding to an emergency, such as law enforcement or the fire department.

**Emergency supplies kit:** A kit that contains everything your staff, volunteers and children need to survive in an emergency, such as, food, water, supplies and a first aid kit. This kit should include enough supplies to last 72 hours (3 days).

**Evacuation plan:** The procedures you will use when you need to leave your facility site with the children in an emergency.

**Evacuation site:** The location you will move everyone to if you need to leave your facility site in an emergency.

**Evacuation vehicle:** The car or van you will use to move everybody from your facility site to another location in an emergency.

**FEMA (Federal Emergency Management Agency):** An independent federal agency created in 1979 to provide a single point of accountability for all federal activities related to disaster mitigation and emergency preparedness, response and recovery.

**First responder:** A person who responds to emergencies, such as a firefighter, search and rescue, police officer or paramedic.

**First response agency:** Departments, such as law enforcement, fire departments and emergency medical services.

**Hazard:** The potential harm or damage, or a situation which poses a level of threat to life, health, property or environment.

**Hazardous materials:** A substance (solid, liquid or gas) capable of creating harm to people, the environment or property.

### **Homeland Security and Emergency**

**Management Department (HSEMD):** The Iowa government department responsible for all state activities related to disaster mitigation and emergency preparedness, response and recovery.

**Lockdown:** A safety procedure in which people remain in a locked indoor space due to an emergency situation, such as a violent person on-site or near the facility.

**NOAA Weather Radio:** A type of radio that continuously receives broadcast warnings and forecasts from the National Weather Service. Purchase a radio that has a battery back-up and a 'Specific Area Message Encoder' feature, which automatically alerts you when the National Weather Service issues a watch or warning for your area.

**Off-site evacuation:** The process of leaving a potentially dangerous area for another location.

**Emergency Records Kit:** This kit contains copies of all your important documents that you can take with you if you evacuate. This file can be hardcopies (e.g., actual documents or photocopies) or electronic (e.g., a USB flash drive).

**Reunification plan:** The procedures that you will use to reunite children and their families in the event of an emergency.

**Serious Illness or Injury (child):** A disabling mental illness; bodily injury which creates a substantial risk of death, causes serious permanent disfigurement, or causes protracted loss or impairment of the function of any bodily member or organ; any injury to a child that requires surgical repair and necessitates the administration of general anesthesia; and includes, but is not limited to, skull fractures, rib fractures, metaphyseal fractures of the long bones of children under the age of 4 years.

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

**Site diagram:** A diagram of your facility and property including each floor, as well as, the neighborhood evacuation location area, parking lots and other areas of the property.

**Stop, drop and roll:** A fire safety technique to extinguish fire or a person's clothes or hair that is on fire.

**Utility outages:** A situation where electricity, water or gas service is interrupted.

**Warning:** The National Weather Service issues a 'Warning' to let people know that a severe weather event is already occurring or is imminent. People should take immediate safety action.

**Watch:** The National Weather Service issues a 'Watch' to let people know that conditions are right for a potential disaster to happen. It does not mean that an event will necessarily happen. People should listen to their radio or television to keep informed about changing weather conditions.

## RESOURCES

### General Emergency Preparedness:

- American Red Cross, <http://www.redcross.org/prepare/disaster-safety-library>
- Federal Emergency Management Agency (FEMA), <https://www.fema.gov/plan-prepare> and <https://www.ready.gov/>
- Iowa County Emergency Management Coordinators, [http://homelandsecurity.iowa.gov/county\\_EM/county\\_EM\\_overview.html](http://homelandsecurity.iowa.gov/county_EM/county_EM_overview.html)
- Iowa Department of Public Health Environmental Health Response Team, <http://www.idph.iowa.gov/ehs/emergency-preparedness>
- Iowa Homeland Security and Emergency Management, [http://www.homelandsecurity.iowa.gov/about\\_HSEMD/alert\\_iowa.html](http://www.homelandsecurity.iowa.gov/about_HSEMD/alert_iowa.html)
- Iowa State University Extension and Outreach, <https://www.extension.iastate.edu/disasterrecovery/>

### Child Care:

- Child Care Aware, <http://childcareaware.org/child-care-providers/management-plan/policies-and-procedures>
- Child Care Resource and Referral, <http://iowaccrr.org/>
- Department of Human Services, <http://dhs.iowa.gov/>  
<http://ccmis.dhs.state.ia.us/providerportal/>
- Healthy Child Care Iowa, [www.idph.iowa.gov/hcci](http://www.idph.iowa.gov/hcci)

### Business:

- Emergency Preparedness, U.S. Small Business Administration, <http://www.sba.gov/prepare>
- Preparedness Planning for Your Business, Ready.gov, <http://ready.gov/business>
- Ready Rating Resource Center offers forms and materials to help in emergency planning. <http://www.readyrating.org/Resource-Center/agenttype/viewtype/resourcetypeid/2/type1/plan>

### Trauma and Emotional Support:

- Camp Noah. [http://www.lssmn.org/camp\\_noah/](http://www.lssmn.org/camp_noah/)
- Coping with Disasters, Violence, and Tragedies. National Association for the Education of Young Children. <http://www.naeyc.org/content/disasters-and-tragedies>
- Greenman, J. (2005). "What Happened to MY World?: Helping Children Cope with Natural Disaster and Catastrophe."  
[http://www.brighthorizons.com/resources/pdf/talktochildren/docs/What\\_Happened\\_to\\_MY\\_World.pdf](http://www.brighthorizons.com/resources/pdf/talktochildren/docs/What_Happened_to_MY_World.pdf)
- National Mental Health Information Center. [www.mentalhealth.samhsa.gov](http://www.mentalhealth.samhsa.gov)
- The National Child Traumatic Stress Network. <http://www.nctsn.org/trauma-types/natural-disasters>
- Sesame Street. <https://www.sesamestreet.org/toolkits/ready>