

Crisis/Disaster Response Handbook

The purpose of this handbook is to give child care center personnel step-by-step procedures on how to respond to disaster/crisis situations during the first 30 minutes. Following the listed instructions in sequential order will help to prioritize notification of emergency response personnel and to limit escalation and injury during the initial impact of the situation. In this document, "Director" means the center director or the person-in-charge at the time of the incident or disaster. "Parent" means the child's parent or legal guardian.

This handbook was written by Snohomish County Department of Emergency Management, reviewed and edited by Snohomish Health District Partners in Child Care program, and individualized by the child care center.

This policy was last reviewed and updated on: _____

OUR CENTER'S ADDRESS IS: _____

OUR CENTER'S PHONE NUMBER IS: _____

OUR NEAREST CROSS-STREETS ARE: _____

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Emergency Phone Numbers

Emergency Assistance	Number(s)
<input type="checkbox"/> Police	911
<input type="checkbox"/> Fire/Medics	911
<input type="checkbox"/> _____ Hospital Emergency Room	_____
<input type="checkbox"/> _____ Hospital Emergency Room	_____
<input type="checkbox"/> Poison Control Center	1-800-222-1222
<input type="checkbox"/> PUD (Electricity)	425-783-1000
<input type="checkbox"/> Puget Sound Energy (Gas)	1-888-225-5773
<input type="checkbox"/> _____ Water District	_____
<input type="checkbox"/> Property Manager: _____	_____
<input type="checkbox"/> _____ Insurance Agency	_____
Auto Policy Number: _____	
Building Policy Number: _____	
<input type="checkbox"/> KRKO Radio - 1389 am	425-304-1381 ext. 117
<input type="checkbox"/> KIRO Radio – 710 am	206-421-5476
<input type="checkbox"/> Center Cell Phone	_____
<input type="checkbox"/> Director Home Phone	_____
<input type="checkbox"/> Out-of-Area Contact	_____
<input type="checkbox"/> Child Protective Services	1-800-562-5624
<input type="checkbox"/> Child Care Licensor: _____	_____
<input type="checkbox"/> Snohomish Health District	425-339-5230
<input type="checkbox"/> Alternate Site Location (Near Child Care Center) _____	

<input type="checkbox"/> Alternate Site Location (Evacuation Site)	_____

<input type="checkbox"/> Location of Nearest Payphone	_____

Missing Child

- Call 911 immediately; provide the following information:
 - Child's name and age
 - Address
 - Physical and clothing description of the child, including any distinguishing marks such as visible scars or birthmarks
 - Medical status, if appropriate
 - Time and location child was last seen
 - Person with whom the child was last seen
- Notify Director immediately and search the facility again
- Have child's information including picture, if possible, available for the police upon their arrival
- Director will notify parents of missing child and attempt confirmation that child is with family; if not - inform parents of situation and steps taken
- Director will report incident to licensor and Child Protective Services
- Director will complete a written incident report at the earliest opportunity; incident reports are stored _____

Kidnapping

- Call 911 immediately; provide the following information:
 - Child's name and age
 - Address
 - Physical and clothing description of the child, including any distinguishing marks such as visible scars or birthmarks
 - Physical and clothing description of the suspect
 - Medical status, if appropriate
 - Time and location child was last seen
 - Vehicle information and direction of travel
- Notify Director immediately
- Follow Emergency Lockdown procedure on page 17
- Have child's information including picture, if possible, available for the police upon their arrival
- Director will notify parents of missing child; inform parents of situation and steps taken
- Director will report incident to licensor and Child Protective Services
- Director will implement Crisis Response plan (see page 19)
- Director will complete a written incident report at the earliest opportunity; incident reports are stored _____

Child Abuse

- Report abuse or suspected abuse to the Director
 - Director will make a report to Child Protective Services and the licensor (see list under next item for the type of information that may be asked)
 - Director and appropriate staff will write down the following information on an incident report*:
 - Date and time of calls to Child Protective Services and Division of Child Care and Early Learning (licensor)
 - Child's name
 - Child's age/birthdate
 - Address
 - Name and address of parent or guardian and other children in the home (if known)
 - Any statements made by the child (but do NOT interview them)
 - The nature and extent of the injury or injuries, neglect, and/or sexual abuse
 - Any evidence of previous incidences of abuse or neglect including nature and extent
 - Any other information which may be helpful in establishing the cause of the child's injury or injuries, neglect or death and the identity of the perpetrator or perpetrators
- *Note: These reports may become legal documents. Confidentiality of these reports must be strictly observed.
- Incident reports are stored _____

Assault on Child or Staff

- Call 911 if any medical treatment is needed or if police are required (if in doubt – go ahead and call)
- Director will follow “Administrator Responsibilities – Intruder Alert” in the Emergency Lockdown procedure on page 17
- Follow Emergency Lockdown Procedure on page 17
- Staff member or teacher will stay with the victim
- Victim's family will be notified by _____ when safe to do so
- If medical treatment is required, director will call Child Protective Services
- Director will report incident to licensor
- Director will complete a written incident report at the earliest opportunity; incident reports are stored _____

Fire Alarm/Emergency

If smoke or fire is seen:

- Activate fire alarm if not sounding
- Evacuate children, visitors, and staff (see page 10 if necessary); drop and crawl to avoid smoke and close doors behind you; take the following items with you:
 - disaster supplies which are stored _____
 - class/staff attendance sheets and visitor sign-in sheets
 - children's emergency and medical information/supplies
 - cell phone, if available
- Call 911 from outside the building
- Take attendance; if safe to do so, search the building for anyone missing
- Director or staff member will check area of concern and use fire extinguisher if safe to do so
- Have the following items ready for police and fire personnel:
 - Number of children in care, staff, volunteers, and visitors
 - Knowledge of anyone remaining in the building
 - Floor plan and internal systems information (see appendix E, page 31)
- If it is determined that the building is unsafe, move children to alternate site location; follow Site Evacuation Procedure on page 11
- Director will notify parents of evacuation and alternate site location, if applicable
- Director will report incident to licensor
- Director will complete a written incident report at the earliest opportunity; incident reports are stored _____
- All parents will be notified of incident

Gas Leak

If gas odor is detected:

- DO NOT activate the fire alarm system or any other electrical equipment
- Notify center Director
- Evacuate children and staff (see page 10 if necessary) and close doors behind you but leave a window open; take the following items with you:
 - disaster supplies which are stored _____
 - class/staff attendance sheets and visitor sign-in sheets
 - children's emergency and medical information/supplies
 - cell phone, if available
- Call 911 from outside the building
- Move children to a designated area no less than one block from the child care; This location is: _____
- Take attendance
- If possible, turn gas off with the wrench stored _____
- Have the following items ready for police and fire personnel:
 - Location of leak, if known
 - Number of children in care, staff, volunteers, and visitors
 - Knowledge of anyone remaining in the building
 - Floor plan and internal systems information (see appendix E, page 31)
- Director will notify parents immediately if evacuation looks to be long term or if children are moved to alternate site location; if necessary to move to the alternate site location, follow Site Evacuation procedure on page 11
- Director will report incident to licensor
- Director will complete a written incident report at the earliest opportunity; incident reports are stored _____
- All parents will be notified of incident

Earthquake

In the event of ground movement the following procedures should be carried out:

- Staff “drop, cover and hold.” Direct all children to “**DROP, COVER and HOLD**” and remain that way until the earth stops moving – stay away from windows, bookcases, and filing cabinets. Hold onto the item you are using as a cover, if it moves, move with it. Keep talking to children until it is safe to move.
- If no items are available for cover, crouch by a load-bearing wall and cover your head with your arms
- If outside “drop, cover and hold,” keeping away from glass, bricks, and power lines. If you are outside near a building and there is no safer location, take cover in a doorway to protect yourself and children.

When the earthquake stops the following procedures should be carried out:

- Teachers and staff check themselves and children for any injuries
- Check evacuation routes for damage
- Evacuate children and staff (see page 10 if necessary) and close doors behind you; take the following items with you:
 - disaster supplies which are stored _____
 - class/staff attendance sheets and visitor sign-in sheets
 - children’s emergency and medical information/supplies
 - cell phone, if available
- Staff will render first aid to those who need it
- Director will take attendance outside to account for all children and adults
- Check utilities for disruption/damage (gas, water, sewer); if you smell gas, turn the gas off with the wrench stored _____
- Have a team of two individuals (at least one trained in building assessment) inspect the exterior of the building following the post-earthquake damage assessment list in appendix D on page 28 and report findings to the Director; the trained adult is: _____
- Determine if it is safe for a rescue team to go into building to locate anyone missing or injured
- Listen to KIRO 710 AM for information on the surrounding area
- Determine status of emergency supplies and equipment

- Call child care's out-of-area contact with information on the center's status (injuries, evacuation, children remaining in care, children who have been picked up)
- Have the same team of two individuals (one person trained in building assessment) assess the interior of the building and determine if it is safe to move children back into the building or to whether it is best to evacuate; follow the post-earthquake damage assessment list in appendix D on page 28 and report findings to the Director
- If it is decided to evacuate to an alternate location, post a notice indicating your new location, date and time you left; follow Site Evacuation procedure on page 11
- Call parents with center status information; if not possible, report center status information to KRKO radio station for announcement over the air for parent to hear
- If parents cannot be contacted after 4 hours, the child's out-of-area contact will be called if possible
- Director will report incident to licensor
- Director will complete a written incident report at the earliest opportunity; incident reports are stored _____

“DROP, COVER and HOLD” should be taught and practiced with the children at least once a month.

Flooding

If center is in a flood prone area:

- During severe weather, director or designee will listen to KIRO Radio 710 AM for flood watch and flood warning reports
- If a flood warning is issued, move children and staff to the alternate site location; follow Site Evacuation plan on page 11
- Director will notify all parents immediately
- Director will report incident to licensor
- Director will complete a written incident report at the earliest opportunity; incident reports are stored _____
- Director will call insurance company (if needed)

Building and Site Evacuation

Building Evacuation:

- Make a quick assessment of the situation in the classroom and of any injuries to the children or adults
- Director evaluates the evacuation route to be sure that it appears clear of obstructions
- Director gives instruction to evacuate
- If possible and time allows, have children take jackets and coats
- Staff should take the following items:
 - disaster supplies which are stored _____
 - class/staff attendance sheets and visitor sign-in sheets
 - children's emergency and medical information/supplies
 - cell phone, if available
- Staff should assemble children 2 by 2 to evacuate the building (preferably one teacher leading the children and one teacher following behind). Infants will be put into rolling evacuation cribs. Young toddlers will be evacuated by: (how?) _____
- Take attendance; if safe to do so, search the building for anyone missing
- Have children sit down if possible
- If a gas leak or other incident that requires individuals be located further away from the child care, have teachers move children to the pre-designated area or no less than one block from the child care; The pre-designated location is: _____

- Director will evaluate the situation with the help of responding agencies (fire, police, etc.) and determine if it is safe to enter building. If not, determine if it is necessary to move to the alternate site location (follow Site Evacuation procedure on page 11), or to stay put until it is safe re-enter the building.
- Director will notify parents immediately if evacuation looks to be long term or if children are moved to alternate site location
- Director will report incident to licensor
- Director will complete a written incident report at the earliest opportunity; incident reports are stored _____
- All parents will be notified of incident

Site Evacuation:

- If it is determined that staff and children will be moved to the alternate site location distant from the child care, assign children to a designated teacher
- Staff should bring the following items to the alternate sites:
 - disaster supplies which are stored _____
 - class/staff attendance sheets and visitor sign-in sheets
 - children's emergency and medical information/supplies
 - cell phone, if available
- Children will be taken to the alternate site location by: (how?) _____

- Once at the alternate site location, take attendance again. Teachers must remain with their group of children until the children are picked up by parents or emergency contacts.
- Director will continue to communicate with parents and coordinate pick-up of children
- Director will report incident to licensor
- Director will complete a written incident report at the earliest opportunity; incident reports are stored _____

Field Trip Incident

- Before leaving for a field trip, make sure the trip coordinator has the following information:
 - Child list by assigned vehicle
 - Supervisor/Chaperone list by assigned vehicle
 - Map of intended route
 - Children's emergency and medical information/supplies
 - Name and license number of driver, vehicle license number
 - List of important phone numbers significant to the trip (including children's emergency contact information and chaperone cell phone numbers)
 - First aid kit
- Attend to any medical needs if there are injuries or complaints of pain
- Call 911 if emergency medical treatment or police are required
- Contact center and provide update and actions being taken; center should consider deploying personnel to the scene, hospital, or to appropriate locations
- Director will contact parents and give update of actions being taken; indicate meeting locations or pick-up times at the child care
- Director will report incident to licensor
- Director will complete a written incident report at the earliest opportunity; incident reports are stored _____
- Director will call insurance company (if needed)

Power Outage

- Director or designee will try to locate the problem and activate alternate lighting system; flashlights and batteries are located: _____

- Call 911 if concerned about a fire or safety hazard
- Unplug all electrical equipment; turn off all but one light
- Director to contact property manager, if needed
- Director to call PUD
- Call Snohomish Health District to help determine if center needs to be closed. Also, consider the following items in making your decision:
 - Can you safely prepare/store food?
 - Do you need to move to an alternate site?
 - Can you safely transport the children?
 - How will you notify parents?
- All parents will be notified if power outage is prolonged
- Director will report incident to licensor
- Director will complete a written incident report at the earliest opportunity; incident reports are stored _____

Storms & Snow

- Director will determine prior to opening hours, whether or not to open the center; families will be notified by (how?) _____ (refer to center's parent policy)
- If the child care must close during hours of operation because of snow or storm the director will notify parents by telephone
- If weather conditions prevent a parent or legal guardian from reaching the facility to recover a child, the center staff will care for the child (maintaining proper child:staff ratios) until such time as the parent, legal guardian, or emergency contact person can safely claim the child. The disaster supplies will be used as needed.
- If the above persons cannot claim the child within 72 hours of the center closing, the director will contact police to transport the child to a Child Protective Services care site
- Director will report incident to licensor
- Director will complete a written incident report at the earliest opportunity; incident reports are stored _____

External Hazardous Materials Accident

- Call 911 immediately; have staff initiate a “Shelter in Place” procedure (see page 15) unless directed to do otherwise by emergency personnel via the dispatcher
- Have the following items ready for police and fire personnel:
 - Location and description (liquid, gas) of hazard, if known
 - Number of children in care, staff, volunteers, and visitors
 - Floor plan and internal systems information (see appendix E, page 31)
- Follow instructions given by responding agency for either “Shelter in Place” (page 15) or Building and Site Evacuation (page 10)
 - If evacuated, call on transportation resource to take children and staff to alternate child care site; our transportation resource is:

 - Notify parents of move to alternate site location
 - If “Shelter-in-Place” occurs, and media attention is significant, call parents to let them know of situation
- Director will report incident to licensor
- Director will complete a written incident report at the earliest opportunity; incident reports are stored _____
- All parents will be notified of incident

Internal Hazardous Materials Accident

- In the event a person comes into direct contact with a suspected hazardous material, follow safety precautions posted on-site or listed on the container. Call the hospital emergency room for additional instruction. Contact poison control center for common household product poisonings.
- Call 911 if additional assistance is needed
- Director will report incident to licensor
- Director will complete a written incident report at the earliest opportunity; incident reports are stored _____

It is strongly suggested that all potentially Hazardous Materials be removed from within the Center. Household toxic chemicals should be stored separately, locked up, and stationary so as not to fall over in the event of an earthquake.

Shelter-in-Place Procedure

Shelter-In-Place should be conducted when you are instructed to do so by emergency personnel or your radio or television; or if you see a vapor cloud or smell an unusual odor outside.

- Gather all children inside
- Call 911 if you haven't already done so; Director or designee should turn on and listen to the radio KIRO710 AM or KRKO 1380 AM; Listen for emergency information from your local fire or police department
- Director or facility maintenance person to turn off all fans, heating, cooling, or ventilation systems and clothes dryers
- Close and lock windows and doors (Locked windows seal better) and close as many interior doors as possible
- Close off non-essential rooms such as storage areas, laundry room, etc.
- Seal gaps around windows, doors, heating/air conditioning vents, bathroom and kitchen exhaust fans, stove, and dryer vents with pre-cut plastic sheeting, wax paper, or aluminum foil and duct tape
- Stay alert to loudspeaker announcements; emergency personnel from your local police or fire departments may give you specific instructions via loudspeaker or door-to-door
- If determined necessary, you can provide a minimal amount of breathing protection by covering mouths and noses with a damp cloth
- If you are told there is danger of explosion, close the window shades, blinds, or curtains; to avoid injuries, keep children away from windows
- Director should stay in touch with responding agencies/emergency personnel
- Director and emergency personnel in charge will determine whether to stay sheltered in place or to evacuate
- Advise parents not to pick children up from the child care until the incident is over. The presence of parents searching for their children will only cause confusion and may lead to exposure to toxic chemicals. Once sheltered in place you will not want to open the door to let parents in and out.
- Have emergency disaster supplies and emergency contact cards handy
- Once the incident is over; inform parents, take down plastic, turn ventilation system back on
- Director will report incident to licensor
- Director will complete a written incident report at that earliest opportunity; Incident reports are stored _____

Bomb Threat

During the Bomb Threat Call:

DO NOT HANG UP! KEEP THE CONVERSATION GOING AND ATTEMPT TO GET THE FOLLOWING INFORMATION:

- Where is the bomb?
- What time will it go off?
- What kind of bomb is it?
- Who are you?
- Why is this going to happen?

LISTEN FOR:

- Voice of male or female
- Speech impediment or accent
- What kind of background noise there is
- Cell phone or land-line

NOTE: Time _____ Date _____

Immediately After the Call

- Notify Center Director
- Call 911
- Initiate a lockdown; follow Emergency Lockdown procedure on page 17
- Confer with fire and police about evacuation
- Have floor plan ready for police/fire personnel (see appendix E, page 31)
- Have teachers and staff glance around their area for suspicious items (DO NOT MOVE SUSPICIOUS ITEMS)
- If the decision is made to evacuate, follow Building and Site Evacuation procedure on page 10
- Director will notify parents if evacuated or moved to alternate location
- Director will report incident to licensor
- Director will complete a written incident report at the earliest opportunity; incident reports are stored _____
- All parents will be notified of incident

Emergency Lockdown / Intruder Alert Procedure

From time to time, schools and child cares have been faced with the threat of unauthorized individuals entering the facility. An intruder is defined as any visitor who, through act or deed, poses a perceived threat to the safety and welfare of children and employees. If at any time you are dealing with a person you feel uncomfortable around or are fearful for your safety or the safety of others, then you may be faced with an intruder situation.

There are key recommendations to implement regarding a lockdown, including those conducted because of an intruder:

1. It is important that all members of the building's staff understand, support and participate in the Intruder Alert procedures.
2. It is important to practice the Intruder Alert procedure in the facility several times per year, just as you practice fire drills.
3. Lockdown information will be given to parents upon enrollment. Parents will be notified of all lockdown drills and events. The facility will provide written materials for parents to help children understand and cope.
4. Parents will be given a pre-designated alternate pick up site if children and staff are evacuated. Parents should not try to enter the facility during a lockdown and may be kept away from the child care until authorities determine it is safe.

Administrator (Director or designee) Responsibilities – Intruder Alert

- If a person(s) comes into the facility, assess the situation. If you are uneasy or suspicious of the person(s) immediately have someone call 911.
- If a weapon is present, DO NOT CONFRONT** – give pre-determined hand signal to another staff member for them to call 911 immediately
- If **no** weapon is suspected, confront the intruder in the following manner:
 - Approach the individual in a non-confrontational manner with the assistance of another staff member
 - Introduce yourself and the person with you to the individual in a non-confrontational way
 - Ask the individual who they are and how you can be of assistance
 - Inform the individual of the policy that all visitors need to sign in and guide him/her to the area where that is done.
 - If the individual refuses, do not confront him/her. Give the other staff member the pre-designated hand signal to call 911

If it is determined that the safety and health of children and staff are in jeopardy:

- Intruder Alert Procedure:** If the intruder is already inside the building, a hand signal (which has been predetermined and is known by all staff) shall be made to the first staff member seen. That staff member will pass on the hand signal to others throughout the building and will call 911.
- If the suspected intruder is not yet in the building, an announcement will be made (or a bell sounded) to alert the staff of potential danger. The announcement will be “ **This is a Code Red Emergency, repeat, this is a code red emergency.**” – or – write your own: _____
- If children are outside when a “Code Red” is called, or shots are heard/fired, teachers will **quickly** direct and move children back into the facility and into the nearest classroom for lockdown

Upon hearing the chosen lockdown announcement the following steps must be implemented:

- Staff should quickly check the hall and restrooms closest to their classrooms to get children into the rooms
- Lock all doors, close and lock all windows, cover all windows and doors, and turn off lights
- Keep children away from windows and doors; position children in a safe place against walls or on the floor; turn a classroom table on its side to use as a buffer
- Staff will maintain (as best they can) a calm atmosphere in the room, keeping alert to emotional needs of the children. (Tip: gather in a story circle behind the table and gather infants into one or two cribs (preferably on wheels) along with items to help keep them quiet, such as bottles, pacifiers, and small, quiet toys)
- Teachers will keep all children in the classroom until an all clear signal has been given
- Director or designee will immediately call 911 and stay on the phone until help arrives. Await further instructions from emergency response personnel. You will be informed when it is safe to move about and release children from your rooms. Children should not be released to parents until an “all clear” has been called.
- Upon arrival, the local police, in conjunction with the Director will assume controlling responsibility and may evacuate the building per police standard operating procedures

- When “All Clear” is heard, the director will apprise the staff of the situation and counsel with children. When the threat has been eliminated, normal activities should be resumed as soon as possible as instructed by the Director.
- Director will apprise parents of all “lockdowns” whether practice or real
- Director will report incident to licensor
- Director will complete a written incident report at the earliest opportunity; incident reports are stored _____

Crisis Response:

When a tragedy strikes, teachers and staff are torn between the need to deal with children’s reactions at the same time they are coping with their own reactions. With some advanced planning, this process can be much smoother than when tragedy takes a child care center by surprise.

Crisis: *A sudden, generally unanticipated event that profoundly and negatively affects a significant segment of the child care population and often involves serious injury or death. The psychological and emotional impact will be moderate to severe. Outside assistance may be needed.*

- Director will determine whether or not to maintain normal schedules or to set aside the normal schedule for an all out effort to deal with the crisis. Depending on the crisis, it may be necessary to close the center for the day.
- Director will determine if parent notification becomes an item of priority or can wait for a letter to go home in the evening
- If Center specific - Director will keep the local radio station (KRKO) informed as to the status of the child care so parents will have accurate information
- Identify high risk children, staff and parents likely to be most affected by the news (e.g. children of the teacher who is deceased/injured or parents whose children are in the same class as the deceased)
- Gather and inform closest friends of the victims, provide support and information to them before a general announcement is made. If close friends or classmates are absent, assure that a supportive adult gives the news to them, ensuring that they do not get initial information from the media.

- Prepare a formal statement for initial announcement, include minimum details and note additional information will be forthcoming. Also prepare statements for telephone and media inquiries. Have someone who does not get overly emotional answer phones.
- Give teachers the facts about the tragedy and instructions on how to share the information with the children in their care as well as suggestions for assisting children to cope (see information in appendix G on page 35)
- Send a letter home to parents explaining the situation. Include specific factual information and information on how the child care is handling the situation. Some parents will need to be contacted by phone, particularly if their child's reaction to the crisis is severe.
- Determine if additional community resources are needed to be on "stand by" to effectively manage the crisis. It is essential to minimize the number of "strangers" standing around.
- Facilitate a staff meeting and, if possible, a parent meeting to provide information related to the crisis. The following are some suggestions:
 - Assist with children's processing of information about the crisis
 - Provide counselors to work with children/staff individually or in groups in a variety of locations
 - Provide support and counseling for parents
 - Provide helpful, factual information to parents
 - Have an individual assist with answering phones, providing information and handling non-media inquiries
 - Maintain a record of offers of assistance and ensure that proper personnel respond
 - Deal with the "empty chair/desk" problem. For example, a counselor would provide therapy while sitting in the child's chair. The chair would then be moved to the back of the classroom. Finally the chair would be removed. Make sure children are part of the entire process.
- (Name?)_____ will deal with media/reporters promptly and factually
- Provide information as requested by police, hospital, or other agencies
- When appropriate, contact the friends/family of the deceased to get information regarding funeral arrangements and pass on information to child care staff and parents who may wish to attend
- Director will report incident to licensor
- Director will report incident to Child Protective Services if necessary
- Arrange for a child care/community debriefing 48-72 hours after the event

- Director will complete a written incident report at the earliest opportunity; incident reports are stored _____
- Other considerations:
 - Have designated locations for the use of media, family, friends and workers, as needed
 - Have transportation available to assist the family
 - Young members of the victim's family should be cared for if possible
 - Children and staff should be given permission to feel a range of emotions. Typically, individuals go through a sequence of emotional reactions following a crisis: High anxiety, denial, anger, remorse, grief and reconciliation
 - Provide for grief counseling through Hospice/Carousel Program. The phone number is (425) 261-4777.

Suspicious Mail or Package

- Do not touch, smell, or taste unknown substances
- Cover substance with paper, trash can, clothes, or other material
- Evacuate and seal off room
- Wash hands thoroughly
- Mark room as "Dangerous"
- Call 911
- Make a list of all staff and children present in the room at the time of the incident to provide to local health authorities and the police
- Director will inform all parents of the incident
- Director will report incident to licensor
- Director will complete a written incident report at the earliest opportunity; incident reports are stored _____

Appendices

Appendix A: Sample Parent Letter

DATE:

Dear Child Care Parents:

Attached please find a copy of our "Crisis/Disaster Response Handbook". With the implementation of this handbook you can rest assured we will do everything we can to protect your child in the event of a crisis or disaster.

With any disaster or crisis, your cooperation is necessary for the following:

- Encourage and explain to your child why the best place for them is at the child care center.
- Explain that if you are unable to pick them up quickly, the child care staff will care for them until you or your emergency contact comes to get them.
- Please do not telephone the child care. Telephone lines will be needed for emergency communications for the first 4 hours.
- Listen to KRKO or KOMO radio for updates.
- Provide an emergency/comfort kit for your child.
- Include an out-of-state contact number with your kit.
- Provide a 72-hour supply of any medication or medical supplies/equipment that your child may need.

The child care staff will care for your child until you or your designee are able to reach them. Be sure to keep your child's emergency release card updated. Children will only be released to those specified by you on their card. We will also utilize the phone numbers on the emergency release card should we need to re-locate to our alternate site.

If local telephone lines are unavailable, utilize your out-of-state contact number for information. If possible, we will call that number to give information on your child and to see if you have left any information for us.

Thank you for your attention to this matter. Please feel free to contact the child care if you have any questions regarding our crisis/disaster response handbook.

Keeping your children safe,

Center Director

Sample Parent Communication Form

Dear Parent or Family,

During a disaster, communication may become challenging. Often it is easier to contact an out-of-area phone number than a local or cell number. Our facility is establishing an out-of-area number to relay information throughout a disaster. Please put this number in a convenient and accessible place so that you are able to get information about your child should local calling become challenging. Our out-of-area contact is:

Name: _____

Phone #: _____

We encourage you to familiarize yourself with the disaster plans and policies established for our child care facility. If you have not already been given this information, it will be provided for you by:

Date: _____

Please sign and return the following portion



.....

I have received information regarding your child care facility's out-of-area emergency contact.

I understand that your child care facility has established policies to respond appropriately to a disaster.

Signature: _____ Date: _____

Please provide the following information for our emergency records:

Child's name: _____



Child's out-of-area contact (100+ miles away): _____

Emergency contact (friend, family or loved-one): _____

Local contact (the "nearest" acquaintance): _____

02/01/02CP/dlp

Appendix B: Disaster Supply Lists

Our Disaster Kits contain the following items:

- | | |
|---|--|
| <input type="checkbox"/> Batteries | <input type="checkbox"/> Gloves (heavy material/leather) |
| <input type="checkbox"/> Bleach, unscented | <input type="checkbox"/> Hand sanitizer |
| <input type="checkbox"/> Books or games | <input type="checkbox"/> Lighter or matches |
| <input type="checkbox"/> Bucket | <input type="checkbox"/> Money, change and small bills |
| <input type="checkbox"/> Can opener (manual) | <input type="checkbox"/> Office supplies (pen, paper, tape) |
| <input type="checkbox"/> Comfort kits for children | <input type="checkbox"/> Paper towels |
| <input type="checkbox"/> Crowbar | <input type="checkbox"/> Pet supplies (if appropriate) |
| <input type="checkbox"/> Disaster Plan (copy) | <input type="checkbox"/> PineSol® or similar product |
| <input type="checkbox"/> Disposable diapers/wipes | <input type="checkbox"/> Plastic garbage bags (large, one per child for rain protection) |
| <input type="checkbox"/> First Aid Kit (for disasters) | <input type="checkbox"/> Plastic garbage bags (medium, for toilets) |
| <input type="checkbox"/> Adhesive bandages | <input type="checkbox"/> Plastic kitchen supplies |
| <input type="checkbox"/> Acetaminophen (children's) | <input type="checkbox"/> Pliers |
| <input type="checkbox"/> Alcohol wipes | <input type="checkbox"/> Radio |
| <input type="checkbox"/> Bandages (roller gauze, elastic) | <input type="checkbox"/> Soap |
| <input type="checkbox"/> Butterfly adhesive strips | <input type="checkbox"/> Tarp or tent |
| <input type="checkbox"/> Cotton balls | <input type="checkbox"/> Toilet paper |
| <input type="checkbox"/> Eye drops (saline) | <input type="checkbox"/> Water (3-day supply) |
| <input type="checkbox"/> First aid book | <input type="checkbox"/> Whistle |
| <input type="checkbox"/> Gauze dressing | <input type="checkbox"/> Wrench |
| <input type="checkbox"/> Gloves, disposable | <input type="checkbox"/> |
| <input type="checkbox"/> Medications or equipment for children/staff with special needs | <input type="checkbox"/> |
| <input type="checkbox"/> Pocket CPR mask | <input type="checkbox"/> |
| <input type="checkbox"/> Safety pins | <input type="checkbox"/> |
| <input type="checkbox"/> Sanitary napkins | <input type="checkbox"/> |
| <input type="checkbox"/> Scissors | <input type="checkbox"/> |
| <input type="checkbox"/> Splints | <input type="checkbox"/> |
| <input type="checkbox"/> Tape, 2" non-allergenic | <input type="checkbox"/> |
| <input type="checkbox"/> Tissue | <input type="checkbox"/> |
| <input type="checkbox"/> Thermometer | <input type="checkbox"/> |
| <input type="checkbox"/> Tweezers | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Emergency information cards for children | <input type="checkbox"/> |
| <input type="checkbox"/> Flashlights | <input type="checkbox"/> |
| <input type="checkbox"/> Food (3 day supply) | <input type="checkbox"/> |

Appendix C: Preparation Steps Taken by Center

This child care has taken these steps to prepare the child care facility, children, staff, and parents for disasters (list steps here):

- The center conducts fire drills on a monthly basis and records the dates as required by licensing.
- The center has gathered a 72-hour preparedness kit and has included a 72-hour supply of any medications or supplies for those with special needs.
- The center checks its emergency kits and emergency medication expiration dates on a regular basis. How often? _____
- For those with special needs or life-threatening health conditions, who require medication or supplies on a regular basis or on an as-needed basis, those medications or supplies are kept on-site and will be taken with if evacuation is required.
- We have at least one corded phone to use if there is no electricity and we have located our nearest payphone.
- The center has designated an out-of-area contact. This contact is:

- _____

- _____

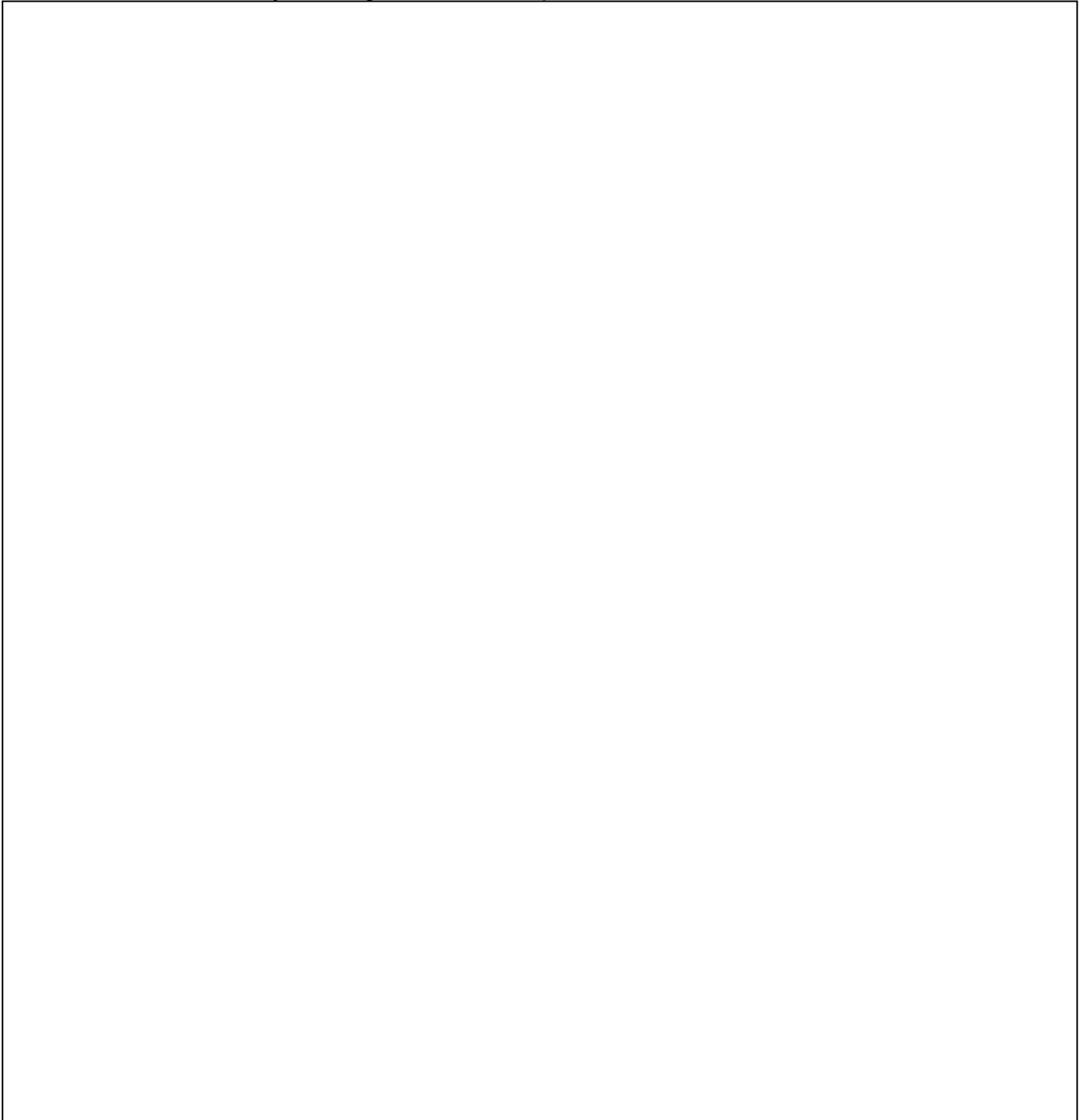
- _____

- _____

Appendix D: Post-Damage Assessment List

Following an earthquake or other major disaster, this list will be used to evaluate the building to determine whether or not it is safe to re-enter.

Draw a picture of your building. On this diagram, mark windows, doors, utilities, gas shut-off valves, heating and air conditioning units, fire extinguishers, chemical storage facilities, closets, any existing cracks, trees, power lines, etc.:



After a disaster, begin your assessment outside the building:

- Using the diagram on the previous page, walk around the outside of the building and mark on this map anything that is found to be out of place, such as new or enlarged cracks, broken windows, etc. Specific items outside of the building that we will check include:

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

- Determine if the facility is structurally safe to enter. If unsure, wait for assistance.

- If it is determined that it is safe to enter, send a team of two staff persons into the building to check the interior, again using the diagram on the previous page. Begin by entering the facility and going to the right of the entrance door, systematically check each room, including closets, restrooms, and offices. Look for unsecured light fixtures, broken glass, overturned bookcases, chemicals, filing cabinets, water heaters, etc. Be cautious of live electrical wiring. Mark all findings on this map. Specific items that will be checked inside the building include:

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

- Using this information, determine if it is safe to move all staff and children back into the building. If unsure, wait for assistance before entering.
- Send in clean up team prior to children re-entering the facility.

Appendix E: Center Floor Plan and Internal Systems Information

Attach a copy of your child care floor plan here. Also list the security and utility systems in place at the center and where the controls are located.

Appendix F: Sample Incident Report Forms

Attach a copy of your child care's own incident report form or describe how you keep record of significant incidents that occur. Our child care's incident reports are kept for: (how long?) _____.

Also included in this section are two sample forms: a "Child Care Situation Report" form and a "Child Care Situation/Conversation Log." Fill out the form completely and leave no blank spaces. If the information is unknown, state that in the blank.

Notes about the Child Care Situation Report:

- This form should be used to periodically update responding agencies or other groups about the status and needs of your child care.
- This form could also be used for your files if you do not have your own incident report form.
- In the message section, include the following information:
 - Kind of immediate assistance required
 - If you can hold out without assistance and for how long
 - Overall condition of the facility, children, and adults
 - Names of outside agencies at the site and their actions

Notes about the Child Care Situation/Conversation Log:

- This form should be used to keep a running log of the activities taking place during any disaster or crisis response. It will become very important when multiple individuals are responding to the situation.
- A permanent log may be typed or rewritten at a later time for clarity and better understanding. If you do this, be sure to keep all original notes and records; **THEY ARE LEGAL DOCUMENTS.**
- The following is a sample of how this log can be used and what information to include:

Time	Situation	Response	Initials
1:30 pm	Earthquake	Center was evacuated.	CD
1:45 pm	Susy's mom came to center upset and upset Susy's classmates.	Escorted Susy's mom away from children to compose herself and then let her take Susy home.	CD
1:55 pm	Water running out of bathroom.	Sent Becky to shut off the water main.	CD

Child Care Situation Report Form

To: _____ From: _____

Date: _____ Time: _____ Location: _____

Person in Charge at Site: _____

This message was sent via: 2-way Radio Radio Telephone Cellular Phone Messenger

Description of the Incident/Situation:

Employee/Child Status:

	# Absent	# Injured	# Sent to Hospital	# Dead	# Missing	# Unaccounted for	# Released to Parents	# Being Supervised
Staff								
Children								
Others								

Structural Damage (Areas checked for damage/problems and location(s) of problems):

Checked (X)	Damage/Problem Area	Location of damage/problems
	Gas	
	Water	
	Fire	
	Electrical	
	Communications	
	Heating/Cooling System	
	Main Building	
	Other:	

Message:

Appendix G: Helping Children Cope with Disaster

Disasters can be very frightening and traumatic, especially for young children. There are several things that you can do to help the children in your care cope with their feelings.

- Reassure the children that they will not be left alone and that you are there to protect them.
- Be aware of changes in a child's behavior but also know that some children may not outwardly show their distress.
- Keep to routines such as meals, activities, and naps, as much as possible.
- Avoid allowing young children to watch or listen to news coverage of the disaster.
- Give simple but truthful answers to children's questions and make sure children understand your answers. Don't give more information than the children can use and understand.
- Give children opportunities to express their feelings through activities such as play-acting, using dolls, storytelling, painting, or drawing.
- Be especially supportive of the children's feelings and need to be close. Give lots of hugs, smiles, and kind words.
- Reassure children that they are not responsible for the disaster. Listening to children's stories about disasters and feelings may help.
- If possible, take a moment away from the children and make sure you address your own fears and anxieties by talking with other adults.
- Seek professional assistance when needed. The Mental Health Checklist on the following two pages may help you in determining the need for additional assistance. Your own knowledge of the child and your instincts about the child's needs will also help you make a decision. When in doubt, call for professional help.

A couple of local resources for Children's Mental Health Information are:

In the event of a disaster or crisis, grief counseling may be provided through the Hospice/Carousel Program. The phone number is (425) 261-4777.

Mental Health Checklist

This checklist provided by FEMA can assist parents, teachers and child care providers in determining if a child is in need of professional counseling following a disaster or traumatic event. Add up the pluses and minuses to obtain a final score. If the child scores more than 35, it is suggested you seek a mental health consultation.

- | | |
|--|---------------------------------|
| 1) Has the child had more than one major stress within a year BEFORE this disaster such as a death, molestation, major illness or divorce? If yes, +5. | <input type="text" value="1."/> |
| 2) Does the child have a network of supportive, caring individuals who relate to him daily? If yes, -10. | <input type="text" value="2."/> |
| 3) Has the child had to move out of his/her house because of this disaster? If yes, +5. | <input type="text" value="3."/> |
| 4) Was there reliable housing within one week of the disaster with resumption of the usual household members living together? If yes, -10. | <input type="text" value="4."/> |
| 5) Is the child showing severe disobedience or delinquency? If yes, +5. | <input type="text" value="5."/> |

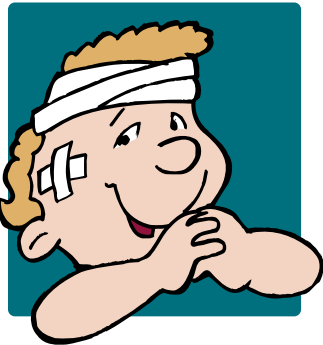
Has the child shown any of the following as a NEW behavior for more than three weeks after the disaster:

- | | |
|--|----------------------------------|
| 6) Nightly states of terror? +5 | <input type="text" value="6."/> |
| 7) Waking from dreams confused or in a sweat? +5 | <input type="text" value="7."/> |
| 8) Difficulty concentrating? +5 | <input type="text" value="8."/> |
| 9) Extreme irritability? +5 | <input type="text" value="9."/> |
| 10) Loss of previous abilities in toilet or speech? +5 | <input type="text" value="10."/> |
| 11) Onset of stuttering or lispings? +5 | <input type="text" value="11."/> |

Subtotal for this page _____

- 12) Persistent severe anxiety or phobias? +5
- 13) Obstinacy/stubbornness? +5
- 14) New or exaggerated fears? +5
- 15) Rituals or compulsions? +5
- 16) Severe clinging to adults? +5
- 17) Inability to fall asleep or stay asleep? +5
- 18) Startling at any reminder of the disaster? +5
- 19) Loss of ambition in the future? +5
- 20) Loss of pleasure in usual activities? +5
- 21) Loss of curiosity? +5
- 22) Persistent sadness or crying? +5
- 23) Persistent headaches or stomach aches? +5
- 24) Hypochondria? +5
- 25) Was anyone in the child's immediate family killed or severely injured in the disaster (including injury to the child)? If yes, +15.

12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.
25.



Subtotal for this page _____

Total for both pages _____



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NOTE: Any child presenting a preoccupation with death, unusual accident proneness, or suicidal threats should be referred for immediate consultations. It is also recommended that any child who has been seriously injured or who has lost a parent, sibling or caregiver to death have a psychological evaluation.

Other Resources on Helping Children Cope

National Institute of Mental Health (NIMH)

Information Resources and Inquiries Branch
6001 Executive Blvd, Rm. 8184, MSC 9663
Bethesda, MD 20892-9663
PTSD/Anxiety Disorders Publications:
1-88-88-ANXIETY
Public Inquiries: 301-443-4513
TTY: 301-443-8431
E-mail: nimhinfo@nih.gov
Web site: <http://www.nimh.nih.gov>

Substance Abuse and Mental Health Services Administration's (SAMHSA) National Mental Health Information

P.O. Box 42490
Washington, DC 20015
Phone: 1-800-789-2647
TTY: 866-889-2647
Email: info@mentalhealth.org
Web site: <http://www.mentalhealth.samhsa.gov/>

Center for Mental Health Services (CMHS)

Emergency Services and Disaster Relief Branch
5600 Fishers Lane, Room 17C-20
Rockville, MD 20857
Phone: 301-443-4735
E-mail: ken@mentalhealth.org
Web site: <http://www.mentalhealth.org/cmhs/emergencyservices/index.htm>

American Academy of Pediatrics

141 Northwest Point Boulevard
Elk Grove Village, IL 60007-1098
Phone: 847-434-4000
Web site: <http://www.aap.org/advocacy/releases/disastercomm.htm>

U.S. Department of Education

400 Maryland Avenue, SW
Washington, DC 20202
Phone: 1-800-USA-LEARN
TTY: 1-800-437-0833
E-mail: customerservice@inet.ed.gov
Web site: <http://www.ed.gov>

American Red Cross

National Headquarters
431 18th Street NW
Washington DC 20006
Phone: 202-639-3520
Web site: <http://www.redcross.org>

Federal Emergency Management Agency

(Information for children and adolescents)
P.O. Box 2012
Jessup, MD 20794-2012
Publications: 1-800-480-2520
Web site: <http://www.fema.gov/kids>

American Academy of Child & Adolescent Psychiatry

3615 Wisconsin Ave., N.W.,
Washington, D.C. 20016-3007
Phone: 202-966-7300
Web site: <http://www.aacap.org/publications/factsfam/disaster.htm>