

Item #	Item Description [Noted in Brackets if Required by PA Regulation]	Improvements Needed
1	Purpose of the Plan (simple statement)	
2	Facility and program information: Early care and learning program name, full address (city and zip code), phone number, contact information, type of program, number and approximate age range of children at the specific site addressed by the plan.	
3	<p>Hazard/threat identification and assessment (building mechanical systems and furnishings, entrances, outdoor play accessible to the public, air intakes, location in community (e.g. highways, prisons, power plants, etc.), accessibility to emergency personnel, list of potential crisis events (i.e. fire, bomb threat, threatening call or message, utility disruption of water/heat/ gas- <i>If someone does turn off natural gas service to the home or center, call the gas provider to restore service. DO NOT LET ANYONE ELSE ATTEMPT TO RESTORE GAS SERVICE</i> ./electricity, flood, medical/dental emergency, severe weather such as snow/ice storms/tornado/high wind/temperature extremes, security/lockdown for civil disturbance/threat of violence/intruder/hostage /disgruntled employees or parents/guardians, hazardous material spills, nuclear emergency, missing child, other emergencies)</p> <ul style="list-style-type: none"> Is the facility near power plant, major highways or bridge, trade, banking or retail center, historic landmark, military installation, college or university, manufacturing plant, jails or prisons, major sports or entertainment center, government building? 	
4	<p>Floor Plan/diagram of this site in an emergency: (Indoor and Outdoor) to give an overview of the needs and resources of program at this site in an emergency: <u>Table of Contents</u> for all locations of equipment and items covered in the plan.</p>	

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	<p><u>Indoor</u>: fire alarms, smoke detectors, carbon monoxide detectors, telephones, scanners, intercoms, emergency exit routes, shelter-in-place locations, locked or lockable doors, portable emergency evacuation kit (i.e. Grab & Go packs), first aid kits (for each room), location of records and medications (See Item #5 below), emergency shut off for Heating Ventilation Air Conditioning system, water, gas, electric services. Location of other Emergency Supplies kept in facility.</p> <p><u>Outdoor</u>: evacuation assembly areas, routes to shelter within walking distance, outdoor play areas. Location of emergency supplies kept in an outdoor storage shed</p> <p>Mark on diagram where containment areas are located, i.e. locations to shelter in place; locations outdoors where children will stay until emergency personnel indicate it is safe to return to the building.</p>	
5 [PA DHS Requirement]	<p>Records: Child health, family & staff records that include special care plans Emergency Information Forms (EIF - see item 8 below), emergency contact information – how records are kept current, where located, how kept with people during evacuation. Be sure to note anything related to children with special needs that should be removed with the child during an evacuation or shelter in place situation. (Where are the medications, child health and Special Needs Care Plan records kept? How often do these records updated? Are there some special issues to address related to hazardous materials such as oxygen use in the facility? Set a plan and document a periodic schedule review to follow and check off once task is completed.)</p>	
6	<p>People who are usually in the building Organizational responsibilities and needs of personnel and any other occupants who are usually in the building. Consider needs before, during and after the crisis. Who has authority to declare a crisis event exists?</p> <ul style="list-style-type: none"> • What responsibilities for people and pets at their homes might affect those who could be involved in an emergency at the facility? • Who would try to leave in an emergency? 	
7	<p>People who are occasionally in the building: What might be needed to care for families/friends who are not always in the building, but who happen to be in the building in an emergency?</p>	

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	<ul style="list-style-type: none"> This may include parents/friends, service personnel and workmen (carpenter, plumber, etc.) specialist (Physical, Speech, Occupational Therapists, etc.) What may be needed to care for these people during an emergency? Document in the program's written plan. 	
8	<p>People with special needs: What parts of the facility do any children or adults who have special needs use? (Special needs include physical, developmental or behavioral issues that differ from those for a typical person.) Specify who is responsible for those individuals in an emergency and any required accommodations. For each person with a special health need arrange for that person's health care provider to review the facility's plans for that individual in an emergency and to complete an Emergency Information Form (EIF). Specify where the facility will keep the completed EIF so it is readily available.</p> <ul style="list-style-type: none"> Even if there are no adults or children with special needs who would need to be addressed in an emergency involved at the early care and learning facility at the present time, indicate how the program would plan for such individuals with special needs including family members of enrolled children or staff who might be involved in an emergency situation. Plan for all children who might have temporary special needs such as medicines or portable medical equipment, e.g. as a nebulizer machine for asthma treatments, bandage supplies, food allergies, oxygen canister, etc. 	
9 [PA DHS Requirement]	<p>Consensus: Method of consultation with all partners identified in the plan (site leader and staff, families, community agencies, transportation company, shelter in place short & long distance). Specify how plan will be distributed and where it will be posted. Use the letters listed at the end of the checklist to secure written agreements for what will be done in an emergency. Review these agreements with the parties involved annually.</p>	
10	<p>Consensus: Gather signatures as evidence of review and agreement with any role described in the plan for key partners in the plan (site leader and staff, families, health consultants, and community agencies including the Emergency Management Agency) Note signatures do not need to indicate approval of the plan, only a review and agreement for their role as described in the plan.) Having the signatures of other responsible persons at temporary shelters or other caregivers provides evidence of review and agreement with their role as described in the early care and learning program's Emergency Preparedness Plan.</p>	

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11 [PA DHS Requirement]	Consensus: Distribution of the plan to all identified partners, the method used to make sure all partners have the current plan by receiving an individual copy or by having the plan posted in a conspicuous location where it will be seen.	
12	Notification of the Facility, People in the Facility and Community Emergency Personnel: Receipt and dissemination of notification of a crisis, immediate response and care procedures. Who and how to call for help. Include how the center receives emergency warnings, who monitors weather radios, the communications plan for staff, children, families, volunteers and other visitors in the building during an event	
13 [PA DHS Requirement]	Notification of parents/guardians: a method for someone from the facility to inform parents in advance of relocation site, as soon as possible when an emergency situation <u>arises</u> , including location and type of device used to reach parents, location of emergency contact information, method of assuring the contact information is kept updated. Anticipate inability of parents to reach the facility by telephone & use of voice mail, contact “tree” or web-based communication. See form letter at the end of this checklist to inform families about the plan. Give parents radio, TV & scanner screen stations information handout.	
14 [PA DHS Requirement]	Notification of parents/guardians: a method for someone from the facility to inform families that the emergency has <u>ended</u> and to provide instruction as to how parents can safely be reunited with their children, including release of children to designated adults.	
15	Supplies and Equipment: Pennsylvania Emergency Management Agency (PEMA) recommends having supplies for 3 days, for children and adults in the facility, enough food, water, clothing, blankets, first aid, medications, portable crisis kit, toys and books, storage in alternate shelters of what can’t be carried easily, equipment/supplies/written procedures for children and adults with special health needs, portable generator or spare batteries for equipment that requires electricity. Include supplies for infants such as diapers, wipes, waterless hand hygiene supplies, etc. PEMA Emergency Evacuation Kit is a necessity. A content checklist for the emergency kit, nonperishable food items and water should include an area where expiration dates can be written in pencil, types of supplies and toys gathered is helpful so that the kits can be routinely checked for readiness & replenished easily. The location of Supplies and Equipment should be included on the floor plan from item #4.	

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16	<p>Security: procedures for protection and plans for handling threatening individuals (e.g. strangers, disturbed family members, service personnel, staff, volunteers etc.), including lock-down in response to a threat within the facility.</p> <p>Consult local police department about how they recommend handling such situations.</p>	
17 [PA DHS Requirement]	<p>Emergency Medical/Dental Care: For injuries or illnesses, who will provide first aid, how Emergency Medical Services (EMS) will be called, the emergency medical facility that will be used, who will accompany the child until the parent/guardian assumes responsibility, how staff:child ratios will be maintained for the other children, and documentation of the incident. If an ambulance was required who would accompany the child in the ambulance if the parents were unavailable? Who would stay with the remaining children left in the home or center?</p>	
18 [PA DHS Requirement]	<p>Shelter in place: Who will shut and lock doors and windows? Who will turn off air handling equipment; where in the facility the children and staff will shelter? How this area will be sealed off with duct tape and plastic sheeting? What supplies will be kept in the shelter area? Who checks the supplies, location of a battery-operated radio, arrangements for a telephone for the shelter area, How often the supplies are checked?</p>	
	<p>In a vehicle: (if in transit or on a field trip when an emergency occurs) Even if the program does not have children with special needs who require separate planning for an emergency at the present time, plan ahead how children who can not walk will be evacuated and how planning for children who require special services, medications or other accommodations will be handled. Document possible assignments for volunteers, management of visitors and a plan for animals in the early care and learning home/center in the event of an emergency.</p>	
19 [PA DHS Requirement]	<p>Evacuation: How staff:child ratios will be maintained, how children who can't walk will be evacuated, assignments for staff and volunteers as well as management of visitors, accounting for all children at all times, checking the facility to be sure evacuation is complete; plan for animals in the facility; evacuation/relocation in inclement weather, transport of medications, contact phone numbers, other essentials</p>	
20 [PA DHS Requirement]	<p>Shelter within walking distance: Consider partnering arrangements within the neighborhood to cover each other's need to evacuate a building</p>	

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21 [PA DHS Requirement]	<p>Shelter beyond walking distance (in the neighborhood, out of the area, farther away if needed – including transportation) Specify transportation routes (directions / maps), method of movement of children and staff.</p> <ul style="list-style-type: none"> • Has the program identified a location out of the area to go to? Ideally 2 sites (Short & Long distance) • If the program doesn't have a vehicle, plan how people will leave if adults and children need to do so? • Signatures of bus transportation and location should be included. • It is possible that the program would have to be relocated at another facility in the next town or further away. • Has the owner of the alternate location been contacted and signed an agreement that allows the program to use their facility? • Do they have a copy of the program's emergency plan? • Include maps or directions to give to drivers and parents to the designated relocation. 	
22	<p>Ongoing Communications and Media Management: After the crisis, informing and handling inquiries from families, community helpers, and media; who will be the contact person, how media access to the facility will be controlled.</p> <ul style="list-style-type: none"> • Have the names, phone numbers and contact person or department of your local TV and Radio stations • Check with the radio & TV stations to find out how they are willing to receive information that they will broadcast. • Does the area rely on scanners, who & how to contact person to place info on scanner? • Write a "script" to communicate to parents about the incident & where new location where children will be taken. 	
23	<p>Resources and referrals: procedures and contacts for services to be used immediately and longer term after the incident to help with emotional recovery for staff, children, and with physical recovery for the facility</p>	
24	<p>Financial plans: How to pay for expected costs and handle donations</p> <ul style="list-style-type: none"> • A predetermined financial plan is necessary so that if funds are needed, they are readily available post disaster. • This category pertains to financial support to repair the early care and learning facility 	

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	<p>and make it operational post disaster.</p> <ul style="list-style-type: none"> • Check if the program has insurance that will cover these costs. • Identify ways to handle donations. 	
25	<p>Post-disaster shelter plan: (long term) Where the program can operate if can't return to the facility for days, weeks or months</p> <ul style="list-style-type: none"> • If a temporary location has been selected, has the operators/owners of the alternate site confirmed how long the site could be used? • Information and signatures should be included. 	
25	<p>Early Care and Learning Preparedness Forms – See Model Child Care Health Policies, 5th edition, 2014, Appendixes for forms that support advance planning:</p> <ul style="list-style-type: none"> • Appendix DD. Child Care Initial Rapid Damage Assessment • Appendix EE. Sample Letter of Agreement with Emergency Evacuation Site • Appendix FF. Sample Letter to Parents about Evacuation Arrangements • Appendix GG. Evacuation Drill Log 	
26 [PA DHS Requirement]	<p>Training: education and documentation of training of current staff and orientation of new staff for the emergency plan; current pediatric first aid training. Document how and where the early care and learning program gets training updates including pediatric first aid. Health and Safety Workshops can be requested from the PA AAP's program, ECELS.</p>	
27 [PA DHS Requirement]	<p>Drills: frequency, type of events practiced, times of day, documentation and evaluation of performance</p>	
28	<p>Staff relief at the time of the crisis: Plan how the needs of staff and directors/administrators for relief will be met while providing coverage during and immediately after the crisis. In a natural disaster, everyone will need to recover.</p>	
29	<p>Evaluation of the plan: How will periodic and incident-related evaluation and at least annual documented update occur that is based on the evaluation of the plan? Specify a method for sharing with parents, staff and county emergency management agencies the results and updates from the evaluation of the plan.</p>	

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30	Other References and Resources: Sources for more information (Internet links, print materials)	

See the many helpful emergency planning tools, suggested activities and games to teach children about emergency preparedness that are available at <http://www.ready.gov/kids/>. Use the **Federal Department of Homeland Security-Multihazard Planning Course for Child Care** at <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-36.> For successful completion of this online self-learning course, FEMA issues a two hour credit certificate. ECELS will recognize the electronically submitted course completion certificate provided by FEMA accompanied by the facility's emergency preparedness policy based on the policies found in *Model Child Care Health Policies, 5th edition*, and a completed copy of this Emergency Plan Checklist for two hours of state-authorized professional development credit.

Original professional development costs were underwritten by the PA Department of Human Services, Office of Child Development and Early Learning.