CENTRAL
DISTRICT
HEALTH
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"To improve the health of our communities by identifying sustainable solutions to community health issues,
developing partnerships for implementation of strategies, and demonstrating our success through measurement of outcomes."

Child Care Emergency Preparedness

Emergency situations usually come with little or no warning and often result in confusion and devastation. The outcome of an emergency situation is dependent on how well the people involved have planned and prepared for such occurrences. Central District Health Department's goal is to address basic emergency planning and response for a range of childcare emergencies that could affect childcare programs in Idaho.

This is a four step program:

Step 1- Child Care Emergency Preparedness Checklist is distributed to and reviewed by child care providers.

Step 2 – Child care providers are encouraged to attend a Child Care Emergency Preparedness Training Class.

Step 3 – Child care providers implement Child Care Emergency Preparedness Plan.

Step 4 – Child care providers request assistance from CDHD Public Health Preparedness and Environmental Health via individual or class training as needed.

Child Care Emergency Preparedness Checklist

Planning and Coordination:

Tasks	Not Started	In Progress	Completed
• Form a committee of staff members and parents to produce a plan for dealing with your specific risks. Include members from all different groups your program serves. Include parents who do not speak English who can help contact other non-English speakers in the community. Staff of very small programs might consider joining together with other similar programs for planning.	☐	☐	☐

- ▪ Immediate and wide spread risks include:
  - o Flooding
  - o Tornado
  - o Wild Fire
  - o Chemical Spill
  - o Pandemic Flu
  - o Power Plants
  - o Industrial area
  - o Military Base
  - o Major Highway
  - o Prime target for terrorist attack

- ▪ Your Emergency Response Plan (ERP) should address the following areas:
  - o Medical Emergencies
  - o Missing Child
  - o Natural Disasters; tornado, flood, winter storms
  - o Utility Disruption
  - o Fire/smoke Emergencies
  - o Hazardous Material; chemical spills
  - o Potentially Violent Situations (unauthorized/suspicious person/intruder
  - o Disgruntled or Impaired Parent/Guardian
  - o Bomb Threat
  - o Pandemic Flu or other Pandemic Episodes
  - o Evacuation Process and Procedure
  - o Sheltering Off-site

Programs located in office buildings and other shared space need to locate the emergency response coordinator for the building and coordinate the programs' plans with the others involved. You will need to advocate for the unique needs of children.

Tasks	Not Started	In Progress	Completed
• Develop and practice an evacuation plan.	☐	☐	☐

- Develop a shelter-in-place plan. Discuss biannually   ☐   ☐   ☐

- Develop Emergency Kits with three day supplies packed in ready-to-go kits.   ☐   ☐   ☐

- Assign a parent and staff member (and substitutes) to identify reliable sources of information and watch for public warnings for emergencies. For example, information and warnings about pandemic flu would include school closings, and other actions taken to prevent the spread of flu.   ☐   ☐   ☐

- Learn who in your area has legal authority to close child care programs if there is a flu emergency.   ☐   ☐   ☐

- Learn whether your plans are in line with the plans of local/state health departments and agencies.   ☐   ☐   ☐

- Identify all the ways specific emergencies might affect your program and develop a plan of action. (For example, you might have problems with food service, transportation, or staffing.)   ☐   ☐   ☐

- Encourage parents to have a "Plan B" for finding care for their children if the program is closed. Give them ideas about where they might seek help based on your knowledge of the local child care community and suggestions you learn in the Childcare Emergency Preparedness Training class.   ☐   ☐   ☐

- Gather emergency information on each child and staff member.   ☐   ☐   ☐

- Develop emergency contact lists (local and out of town) for every staff member and child.   ☐   ☐   ☐

- Set-up a system for knowing who is in the facility at all times.   ☐   ☐   ☐

- Learn about services in your area that can help your staff, children, and their families deal with stress and other problems caused by emergencies.   ☐   ☐   ☐

Tasks	Not Started	In Progress	Completed
• Stage a drill to test various aspects of your Emergency Response Plan. Revise and improve plans as needed based on input from families, local resources and staff. Repeat the drill. Practice, practice, practice!	☐	☐	☐
• Talk to other child care and preschool programs in your area to share information that could make your plan better. Discuss ways programs could work together to produce a stronger plan and pool resources.	☐	☐	☐

2. Student Learning and Program Operations:

Tasks	Not Started	In Progress	Completed
• Plan how you would deal with program closings, staff absences, and gaps in student learning that could occur during a flu pandemic, or other area emergency.	☐	☐	☐
• Plan ways to help families continue their child's learning if your child care program or preschool is closed.	☐	☐	☐
• Plan ways to continue basic functions if your program is closed. (For example, continue meeting payroll and keeping in touch with staff and student's families.)	☐	☐	☐

3. Infection Control Policies and Actions:

Tasks	Not Started	In Progress	Completed
• Give special attention to teaching staff, children, and their parents on how to limit the spread of infection. (For example, use good hand washing; cover the mouth when coughing or sneezing; clean toys frequently.) Programs should already be teaching these things to build habits that protect children from disease. (See www.cdc.gov/flu/school/ and www.healthykids.us/cleanliness.htm)	☐	☐	☐
• Keep a good supply of things you will need to help control the spread of infection. (For example, keep on hand plenty of soap, paper towels, and tissues) Store	☐	☐	☐

supplies I easy-to-find places.			
• Tell families and staff that experts recommend yearly flu shots for all children 6 months to 5 years old and for anyone who cares of children in that age range. (See www.cdc.gov/od/oc/media/pressrel/r060223.htm	☐	☐	☐
• Require children and staff to maintain current immunization status. (See www.cdc.gov/immunizationschedule)	☐	☐	☐
• Tell parents to let your program know if their children are sick. Keep accurate records of when children or staff are absent. Include a record of the kind of illness that caused the absence (e.g., diarrhea/vomiting, coughing/breathing problems, rash, or other). (See http://nrc.uchsc.edu/CFOC/XMLVersion/Chapter_3.xml)	☐	☐	☐
• Teach staff a standard set of steps for checking children and adults each day as they arrive to see if they are sick. Make it clear that any child or adult who is ill will not be admitted. (See www.healthykids.us/chapters/sick_main.htm)	☐	☐	☐
• Have a plan for keeping children who become sick at your program away from other children until the family arrives, such as a fixed place for a sick room. (See http://nrc.uchsc.edu/CFOC/XMLVersion/Chapter_3.xml)	☐	☐	☐
• Require staff members to stay home if they think they might be sick. If they become sick while at the program, require them to go home and stay home. Give staff paid sick leave so they can stay home without losing wages.	☐	☐	☐
• Require ill staff and students to stay at home until their symptoms are gone and they feel ready to come back to work.	☐	☐	☐

4. Communications Planning:

Tasks	Not Started	In Progress	Completed
• Have a plan for keeping in touch with staff members and students' families. Include several different methods of contacting them.	☐	☐	☐
• Make sure staff and families have seen and understand your flu pandemic plan. Explain why you need to have a plan. Give them a chance to ask questions.	☐	☐	☐
• Give staff and students' families reliable information on the issues listed below in their languages and at their reading levels. ▪ How to help control the spread of flu by hand washing/cleansing and covering the mouth when coughing or sneezing. (See www.cdc.gov/flu/school/) ▪ How to recognize a person that may have the flu, and what to do if they think they have the flu. (See www.pandemicflu.gov) ▪ How to care for ill family members. (See www.hhs.gov/pandemicflu/plan/sup5.html#box4) ▪ How to develop a family plan for dealing with a flu pandemic. (See www.pandemicflu.gov/planguide/)	☐	☐	☐