

Disaster Emergency Evacuation Preparedness D.E.E.P.™

Workbook 1

A guide to manage the essential elements of disaster preparation strategies



*Prepared by the AZDHS Bureau of Child Care Licensing D.E.E.P. Committee
For child care providers in Arizona*

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Introduction



This workbook is divided into three sections.

Section 1 contains a list of scenarios that can be used for individual as well as group training session. It is recommended that you consider using this as a resource in developing and testing the viability of your Disaster Emergency Evacuation Preparedness™ plan. Licensees and directors are welcome to use these scenarios for the purpose of staff training in regards to emergency preparedness.

“Scenarios” – is intended to be used during the training session as a method to help directors and staff begin to understand the impact and variety of circumstances that might need to be addressed during an emergency situation.

“Resources” – includes copies of forms already available from DHS to aid communication and implementation efforts in the event of a disaster, emergency or evacuation.

Section 2 – **“Exercises”** – includes several exercises, summary lists and worksheets that are intended to be used as tools to help develop a well-balanced and workable emergency & disaster plan.

Section 3 – **“The Plan”** – Once these worksheets have been completed thoughtfully, your facility will have a basic written *Disaster Emergency Evacuation Preparedness™* Plan. It is recommended that you review it regularly, changing or adding to it as the needs of staff and families attending the facility change. You are not limited to the contents of these documents for preparing a viable emergency plan. Other resources have been provided for reference purposes and we invite you to build upon the basic plan already developed as your needs change.

If you already have a D.E.E.P.™ Plan established, use this workbook as a resource to determine if your plan is comprehensive and flexible enough for any emergency you may face. This workbook can also be used as a training tool as you help your staff become familiar with your plan, practice implementing it, and work to improve it where necessary.

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Section 1



Section 1- Scenarios (training)

Create a scenario including your plan of action based on a selection from the list of possible disasters.

State-wide Disasters

1. An earthquake occurs during naptime.
2. At about 9:00 A.M., a long-dormant volcano suddenly erupts with a huge explosion. The volcano did not show any signs of life before the eruption.
3. Roosevelt dam fails; a torrent of water is on its way to the Sea of Cortez.

Community Disasters

1. You smell natural gas.
2. Two men in uniform with badges enter your facility and tell you to gather the children, they are bringing some vans to relocate the children. They say that there is a person in the neighborhood that is considered armed and dangerous.
3. The weather service sends out a bulletin that air quality is unsafe for young children and those with breathing problems.
4. A power transformer has caught fire and caused a neighborhood fire. You are instructed to evacuate to your shelter-out location immediately. You are told it may be 12 or more hours before parents will be allowed in the area to pick up their children.
5. A freak snowstorm has arrived, dumping 8 inches of snow in a few hours. All roads are unsafe to travel on. You are told to shelter-in and be prepared to take care of the children for as much as 24 hours due to the lack of personnel to clear the roads.
6. A major dust storm has descended on your neighborhood. Visibility is very poor and emergency personnel advise everyone to shelter-in and not drive on the streets. You are informed of this about 2:30 P.M. on a school day.
7. It has been raining hard for 2 hours. You see water begin to flood the streets surrounding your program.
8. At last, the heat has lifted. You and the staff have set up lots of activities outside and you are planning to spend much of the day outdoors. A monsoon thunderstorm suddenly arrives and there is a lot of thunder, lightning and wind. All the children in attendance are outside.

Disasters that could affect your individual program

1. The fire alarm goes off, and in checking the fire alarm panel, you realize there is no indication that a station was pulled. Nap time started about 30 minutes ago. Most of the children are settled and asleep, and about half the staff have left the building for lunch.
2. A staff member returning from lunch appears to be under the influence of something.
3. While driving from one school to another with 8 school age children on the van, you feel a tire coming apart. It is 43 degrees and windy outside.
4. You discover a gun in an infant's diaper bag.

5. You left your purse on a low shelf while substituting in the 3's classroom for the morning. When you pick it up to go to lunch, you realize your mother's prescription for an anti-psychotic drug has been opened, and the pills are scattered around your purse and on the floor.
6. Two parents are talking in the parking lot. The discussion escalates into a loud argument and you hear a loud "popping" noise.
9. One staff member has collapsed and is discovered unconscious on the floor at the end of nap time. This staff member had been alone in a room and all the children were asleep.
10. The air conditioner has stopped working and the outside temperature is 110 degrees. You have about 80% of your children in attendance today, including 2 staff that are new to the area and unused to the heat.
11. The food delivery truck driver has backed his truck up to the front of the center. While walking through the center to find someone to sign the invoice, the truck suddenly begins to roll and ends up in the front lobby of the building, having rolled through the wall of your building.
12. The staff member present is alone in the room with six toddlers. A toddler has a seizure while playing quietly in the corner of the classroom. .
13. The fire alarm panel keeps beeping and shows a "trouble" light on the panel.

Section 1 - Resources

The following forms are intended to help providers to communicate effectively with the Department before, during and after any kind of disaster, emergency, and/or evacuation situation. Providers are encouraged to update the information at least every six (6) months and provide updated copies to the Bureau of Child Care Licensing.

ADDITIONAL NOTES:

Emergency Preparedness

Emergency Disaster Contact Form



In order to assist the entire child care community during an emergency or disaster situation, please have a facility representative call the Bureau of Child Care Licensing (BCCL) with the following information:

NAME of facility:		
ADDRESS of facility:		
Working Telephone Number:		CDC/SGH #:

BEFORE declaration of a disaster/emergency

Please provide the following information to your regional BCCL office or your Licensing Surveyor.

Would you be willing to exceed your capacity on a temporary basis?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Would you be willing to re-locate to a temporary site, if necessary?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Are you aware of a possible temporary site to which you could relocate?	WHERE:	
Do you have a working emergency generator?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Do you have an email address BCCL can use to send you information related to a disaster?	NO <input type="checkbox"/> YES <input type="checkbox"/>	
Do you have a cell phone number BCCL can use to send you a text message related to a disaster?	NO <input type="checkbox"/> YES <input type="checkbox"/>	
Your Licensing Surveyor:		
Your regional BCCL office telephone number:		

AFTER a Disaster

Contact your local regional BCCL office and provide the following information:

Can you operate at full capacity?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Can you operate at partial capacity?	Number of children you can care for: 	
Can you only operate at an emergency temporary site?	WHERE:	
CANNOT OPERATE and need assistance RELOCATING children in your care.		<input type="checkbox"/>

At ONSET or DURING a Disaster/Emergency

In the event of a natural disaster or other emergency causing an unscheduled closing of a neighboring child care center, capacity may be exceeded temporarily for a limited time (to be determined by BCCL) to accommodate the displaced children **WITH APPROVAL** from BCCL.

If planning to accept displaced children: Notify BCCL for approval AFTER plans have been made by the director.



Emergency Preparedness

Immediate Response Rule Exemptions

All regulatory requirements – except for those listed below – are temporarily exempted for the initial 24 hours of a facility's response to a disaster/emergency situation

Communication with the Bureau of Child Care Licensing will be required to determine what exemptions will apply after the initial immediate response period.

The following are key safety requirements that will NOT be exempted:			
• Supervision	R9-5-501.C.1	R9-3-401.B.1	
• Health, Safety	R9-5-501.A.1	R9-3-401.A.1	
• Emergency record cards for children	R9-5-304.C	R9-3-303.C	
• Emergency information for staff	R9-5-402.A	R9-3-301.A.4.b	
• Medications	R9-5-516.B	R9-3-309.B	
• Infant/Toddler food supplies	R9-5-508.E	R9-3-407.A.5	
• Child sign-in/out records maintained	R9-5-306	R9-3-305	

IMPORTANT:

Emergency exemptions apply ONLY to licensed facilities within identified areas associated with a government-issued state of emergency notice, or facilities specifically designated as hosting facilities by a State Agency (DHS) in conjunction with a "State of Emergency Notice" issued by the Governor of the State of Arizona or designee.

Exemptions do NOT preclude the responsibility of the licensee to provide for the safety, health and well-being of enrolled children in care before, during and after the emergency situation.

These exemptions and their implementation are subject to programmatic review based on determinations made by State Licensing staff through observation, review of documentation and the unique requirements of the emergency situation.

Be Prepared

A Guide for Disaster Emergency Evacuation Preparedness

Duties & Responsibilities periodically reviewed & updated

Director, Provider or Designee Duties

Create written D.E.E.P. plan – update every 6 months or as situations change

Staff – related

Special needs plans – children and staff

Phone tree; email addresses

Transportation specifics – How to get children to the off-site location, facility/staff vehicles or alternate mode

Train staff – Included in orientation and ongoing/updating, including changes in staff

Assign duties to each staff member – in writing (checklist), review, update

Parent – related

Reunification specifics

Phone tree; email addresses

Inform parents – Initially, update every 6 months or as situations change

Facility – related POSTINGS

Post evacuation plans in each room; office; lobby

Primary exit route

Secondary exit route

Fire extinguishers

Locations of first aid kits

Post the *Accident and Emergency Plan* (emergency numbers, staff with CPR/first aid, emergency numbers, location of first aid kits) in each activity area; maintain in office

Administrative

Contact nearby school district or alternate location; create Letter of Agreement

Contact local police and fire departments – days and hours of operations, ages of children in attendance; location

Gather phone numbers of local utilities companies – electric, gas, phone, water, cable

Determine how to turn off utilities

Supplies

Determine and acquire Shelter-in-Place supplies; update due to expiration dates

Determine and acquire Grab and Go supplies; update due to expiration dates

One set of activities/supplies per activity area/room or 1 per facility/home (may be dependent on size of facility)

GO-BAGS

Classroom Staff	
Gather and have ready to go (Grab and Go):	
Infant Room	
Babies	
	Evacuation crib(s) or other transportation mode for multiple infants
	Bedding/blankets
	Formula, bottles, nipples, feeding instructions
	Baby food, serving utensils
	Diapers, wipes, ointments, diaper bags
	Change of clothes; outerwear
	Toys/activities
	Attendance form
	Allergy list
Toddler Room	
Toddlers (children)	
	Diapers, ointments, wipes
	Extra clothing; outerwear; diaper bags; blankets
	Age-appropriate food; sippy cups
	Toys/activities
	Attendance form
	Allergy list
Preschool/School-age Room	
Children	
	Toys/activities
	Attendance form
	Allergy list
	Extra clothing; outerwear

An activity to consider:

Ask the children to decide three things that they need to have in their own Grab & Go Bag. For older children, an activity packing a classroom bag or preparing individual mini-bags can help them cope proactively with the possibility of an emergency event.

GO BAGS

Facility's Go Bags: (also referred to an Emergency Disaster Kit)	
PAPER	Emergency Cards/Immunization records/children's photos
	Sign-in/out records (children and staff)
	Checklists for each staff member/activity area/room
	Staff emergency contacts
	Community contacts
	School District or alternate location contact; Letters of Agreement
	List of relocation sites; Letters of Agreement
	Emergency release forms
	Transportation information and releases
	Injury/incident forms
	Essential facility information; inventory lists; operating manuals; insurance information
	Logins; passwords
	Staff files
HEALTH / MEDICATIONS	1 st aid kit; thermometer; hand sanitizer; wipes; toilet paper; Kleenex; masks; extra gloves
	Special health care supplies (children and staff); IEPs
	Allergies list
Supplies	
Flashlight; batteries	Weather radio; batteries
Whistle	Cell phone; charger
Water (1 gallon/4 children); cups	Nonperishable food for 72 hours; utensils/paper plates/ can opener
Money; credit cards; checkbook	Pets; food
Laptop; power cord; extra battery	Paper/pens; scissors
Toys, materials, activities	

Sample Relocation Notice:

Dear parents & family members:

In the case of an emergency that requires the facility staff to evacuate and relocate your children to a safe location, please come to the following location (address) to pick up your child(ren):

If that location is unavailable, you can call the following number to obtain more up-to-date information as to the relocation address.

Please remember that the regular number will likely be busy (we are trying to call you) or possibly out of commission due to the emergency event.

(alternate telephone number – mobile) _____

You may also call the non-emergency telephone number for the local authorities. We will ensure that they are updated with our current relocation information.

(non-emergency # for local emergency services) _____

If telephone/internet access is not available, this notice – with updated information – will be posted on the exterior doors of the facility as we evacuate the building.

Our primary goal is to keep your children safe and reunite your children with their families as safely and quickly as possible.

Please remember to bring picture ID with you to pick up your children.

Section 2



Section 2 - Exercises

The following forms and charts are intended to help providers organize the information needed to produce an effective emergency plan. Supporting documents and resource information are available in the training manual. Space has also been left for note-taking.

NOTES:



Exercise

How prepared are you right now?

List the items in your car and on your person that could be useful if you found yourself dealing with an emergency event:





What does each of these words mean for you?


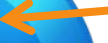


Evacuation:

Reunification:

Special Needs:

Recovery:

If you have an emergency plan, does it contain elements that meet these target areas?

	Evacuation	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
	Reunification	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
	Special Needs	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
	Recovery	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>



Exercise

Consider the area around your facility.

Write down at least three of the following:



Disasters or emergencies in your area

That HAVE occurred:

1)

2)

3)

That COULD occur:

1)

2)

3)



Consider

If any of these has happened at your facility, what did you learn? And how will that help the next time?

In regards to interruptions in power, gas or water services:

What will you do while you are waiting for those services to be restored?

What will you do if those services are NOT restored in a timely fashion?

**Write some of your own examples
for basic goal areas:**





Scope of Emergency:

Individual – Can we stay? Can we relocate nearby?

Yes ☐

No ☐

Maybe ☐

Does the alternate location know we are coming?

Yes ☐

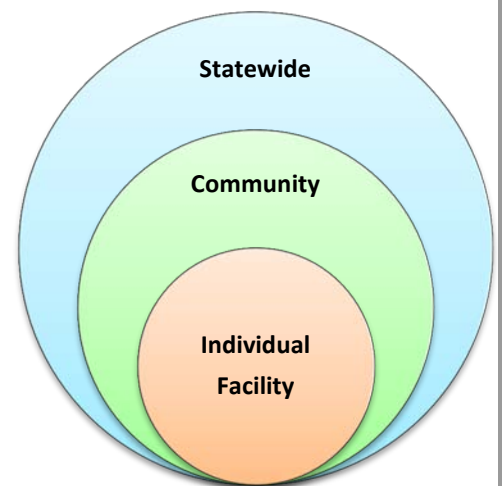
No ☐

Maybe ☐

Community Threat –

Plan A:

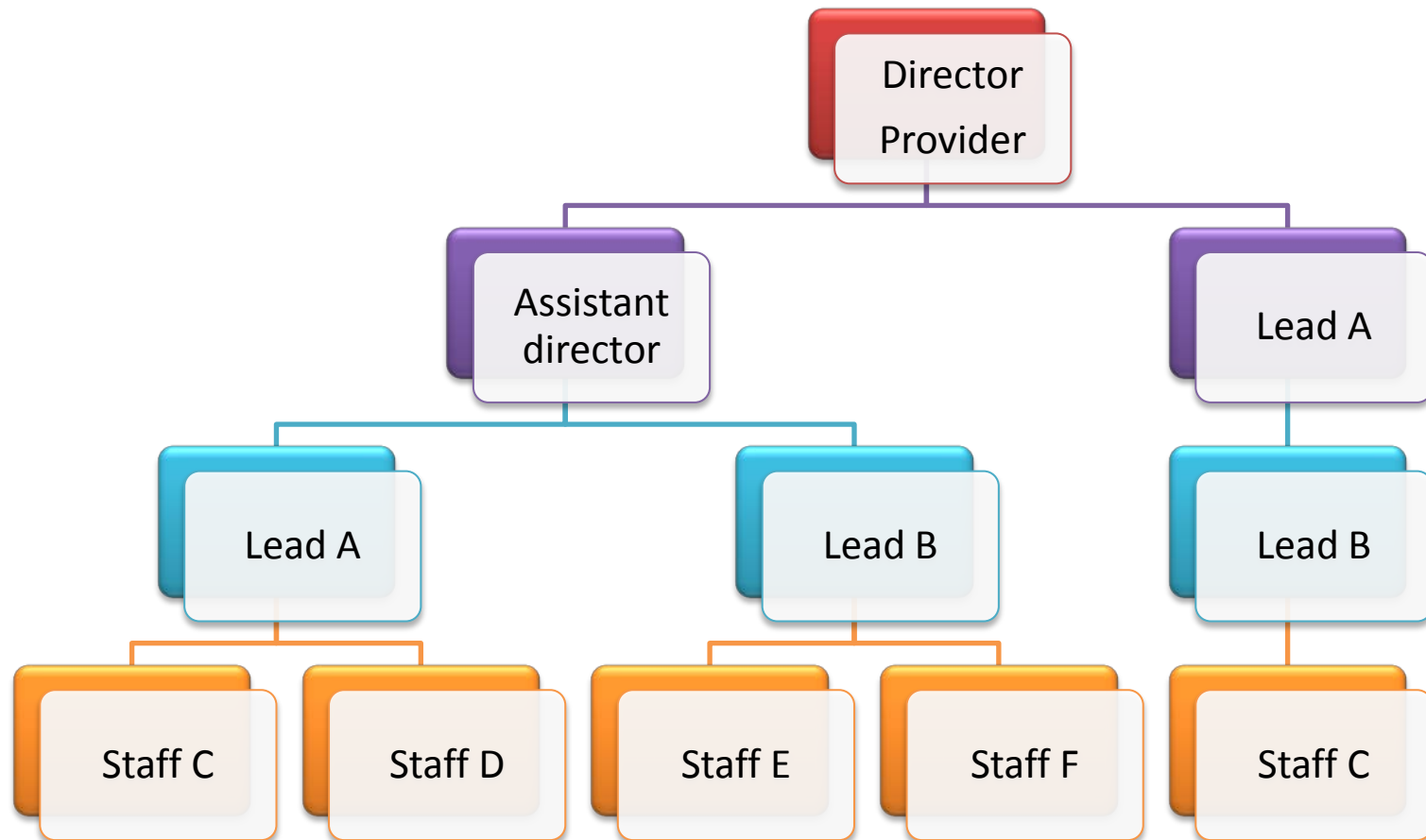
Plan B:



Region/State –

How do we provide a safe environment someplace we've never been?

Who is in charge if someone above your position is unable to respond?



Section 3



The Emergency Plan

Section 3 – The Emergency Plan

(Date of plan)

THE EMERGENCY PLAN

(Name of Facility)

(Address of Facility)

(City, ZIP of Facility)

(Telephone #)

(Emergency / alternate telephone #)

(Email)

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EMERGENCY EVACUATION PLAN

In the event of an emergency or a disaster situation that requires an evacuation of _____, one of the following plans shall be implemented. In all situations, the caregiver/director in charge when evacuating shall:

- Take an accurate attendance/attendee list of staff and children
 - Account for all children and staff as they board/depart vehicles
 - Bring any necessary medications/supplies and emergency records for all staff and children
 - Take a cellular phone, if available, to be used for emergency notifications
1. If the emergency environment is confined to the immediate area of the child care facility – e.g., fire or toxic fumes – and the children cannot stay on the premises, the children will be taken to _____ by (method of transportation) _____, where they will remain accompanied by caregivers while family/guardian/emergency contacts are notified of the situation and arrangements are made for either the transporting home or a continuation of care for the remainder of the day. The shelter-out location should be close by and within walking distance, if appropriate.

In the event of exposure to toxic materials or gases and a physical examination is recommended, children will be transported by _____ to _____, where they will be examined and family/guardian/emergency contacts will be notified.

2. If the emergency is more widespread and encompasses a larger area (such as a neighborhood or several homes) due to a non-confined environmental threat – e.g., toxic fumes from a spill, floodwaters, wild fire, etc. – and the children cannot remain in the area, the children will be taken to _____ by _____ where they will remain accompanied by caregivers while family/guardian/emergency contacts are notified of the situation and arrangements are made for either the transporting home or a continuation of care.
3. In the event of a major environmental hazard requiring a larger area evacuation such as several neighborhoods, a city/town or geographical area, due to a large non-confined hazard, e.g. a nuclear incident, earthquake, hurricane, etc., children will be transported to a Red Cross designated mass shelter by _____ where they will remain accompanied by caregivers while family/guardian/emergency contacts are notified of the situation and arrangements are made for their pick up.

NOTE: Those child care facilities in Nuclear Power Plant Evacuation Areas should follow the procedures established by the State Emergency Management Agency. Those procedures should be shared with all family/guardians of children enrolled.

In the event of an emergency requiring an evacuation away from facility premises, the facility shall coordinate necessary provisions for the transportation and continued care of children until parent/guardian or an authorized individual picks up the child.

Staff will remain with, and care for, the children at all times during an event. Attendance will be checked whenever children are moved. Staff will bring any necessary medications, supplies, and emergency records.

Shelter-out Protocol

- ❖ **Evacuation away from the center:** (name, address, contact person, and telephone number of a facility that agrees to serve as short-term host facility until children are picked up)

- ❖ **Evacuation area at a distance for secured evacuation:** (name, address, contact person, and telephone number of a facility that agrees to serve as short-term host facility until children are picked up)

➤ **Transportation arrangements in detail:**

- ❖ **Shelter-in Protocol:** (also called “lockdown”)

Definition of terms:

Host facility: A nearby public school or other building.

Continuation of Care: Resumption of care/services after an interruption due to an emergency or disaster.

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

EMERGENCY COMMUNICATION PLAN

In the event of an emergency or a disaster situation that requires the implementation of an emergency plan for _____, the following communication protocols shall be implemented.

Notify staff of situation

- Identify type of emergency
- Identify which plan is to be implemented

Notify parents with plan & pick-up location information

- Telephone
- Text
- Email
- Posting

Notify local emergency responders (if necessary)

- Telephone
- Email
- In person

Notify Bureau of Child Care Licensing

- Telephone
- In person

In the event of a break-down of telephone, computer or other electric-based communication systems, a notice will be posted on the exterior exit doors of the facility indicating the status and location of staff and children from the facility.

TASK	Assigned staff	METHOD
Notify staff		
Notify parents		
Notify emergency personnel		
Notify BCCL		

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ROLES and RESPONSIBILITIES

Staff Name	Address	Phone # (reg)	Phone # (emg)	Position	Reports to:

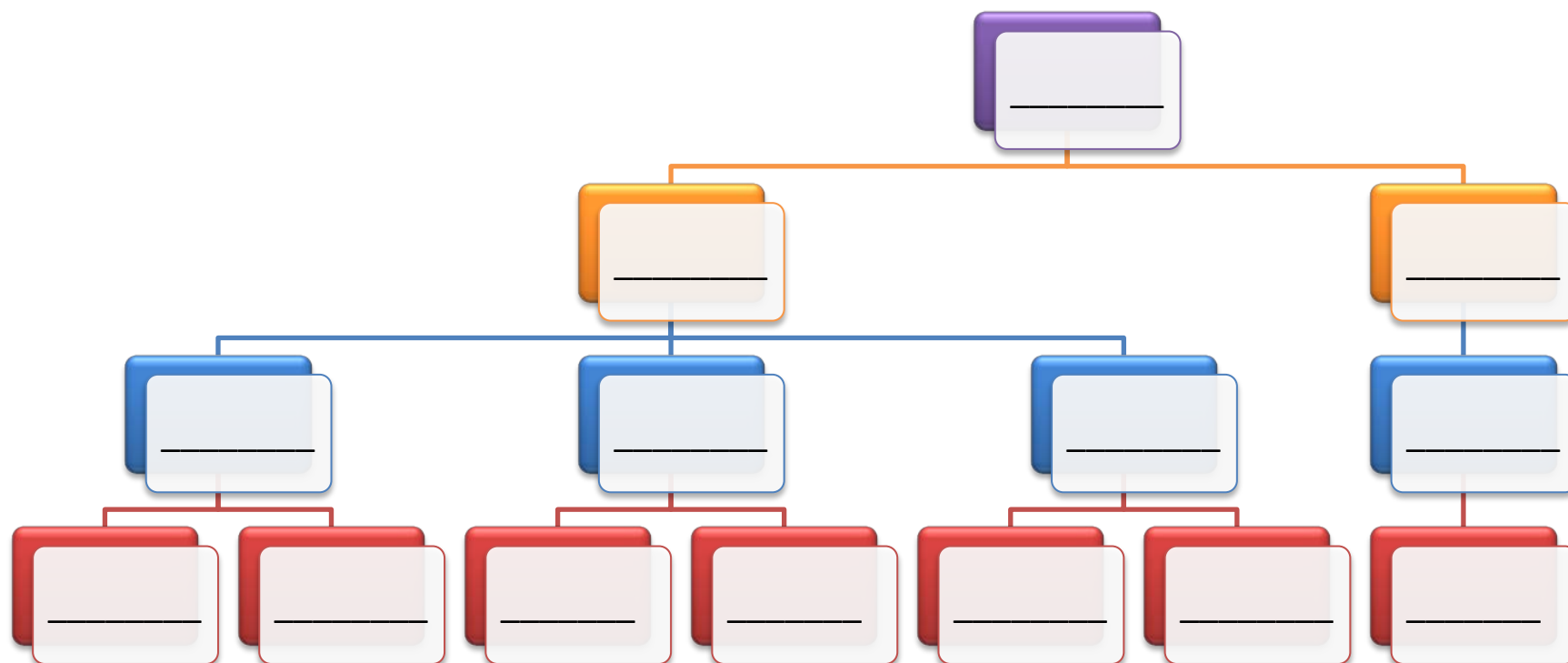


Exercise

Now, create your own chart for “**WHO IS IN CHARGE**” – use the sample pattern and include staff names, or develop one of your own that will work for you and your facility staff.

Then, list each staff member’s role/responsibility under their name, as well as any overlaps.

- Keep in mind your staff members’ strengths and abilities when assigning their responsibilities, as well as possible turnover.





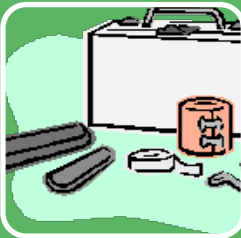
Exercise

There are **five essential responsibilities** that must be addressed during an evacuation. It is recommended that staff assignments reflect these needs. (See Manual pg. 12)



Evacuation Chief

- NAME OF STAFF: _____
- Determine implementation plan and account for children



First Aid Assignment

- NAME OF STAFF: _____
- Coordinate safe area for First Aid



Communication Assignment

- NAME OF STAFF: _____
- Priority: Child's condition and the pick-up location



Play Space Assignment

- NAME OF STAFF: _____
- Coordinate physical space and items needed



Pick-up Assignments

- NAME OF STAFF: _____
- Coordinate & document children's status



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TRANSPORTATION

Name of Center: _____

Mode of transportation:

Contact people & information (drivers):

Equipment needed:



EMERGENCY EVACUATION PLAN

Special Needs

List any staff members who need an accommodation, describe the issue, and describe how it will be addressed in the case of a shelter-in situation and a shelter-out (evacuation).

Staff member	Description	Shelter-in	Shelter-out

List any children who need an accommodation, describe the issue, and describe how it will be addressed in the case of a shelter-in situation and a shelter-out (evacuation).

Child	Description	Shelter-in	Shelter-out

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Emergency Numbers

Name of Facility: _____ Telephone #: _____

Name/Company	Contact name/Town	Telephone number
Director / Provider		
Ambulance		
Fire		
Poison Control		
Police (local)		
State Health Department		
Local Health Department (county or city)		
Building Inspector		
Host Facility Liaison		
State Licensing Surveyor		
Health Consultant		
Gas Company		
Air Conditioning Repair		
Appliance Repair		
Cleaning/Maintenance		
Copy Machine Repair		
Electric Company		
Electrician		
Glass Company		
Heating Company		
Locksmith		
Plumber		
Snow removal		
Flood/water damage		
Taxi		
Trash Removal		
Local Water Department		
Landlord		

This list is not intended to be comprehensive. You are encouraged to include any other contacts that could be helpful prior, during or after a disaster or emergency event.

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Evacuation Checklist

<i>Item</i>	<i>Responsible Staff Member</i>	<i>Check-off</i>
Contact list for CHILDREN'S families		<input type="checkbox"/>
Contact list for STAFF families		<input type="checkbox"/>
Children's Emergency Information		<input type="checkbox"/>
Medications/Medical Supplies/paperwork		<input type="checkbox"/>
Charged Cell Phone/charger or extra battery		<input type="checkbox"/>
First Aid Kit / supplies		<input type="checkbox"/>
Flashlights w/ extra batteries		<input type="checkbox"/>
Battery operated radio w/ extra batteries		<input type="checkbox"/>
Hand Sanitizer/cleansing agent/disinfectant		<input type="checkbox"/>
Wet wipes and tissues / toilet paper		<input type="checkbox"/>
Disposable cups		<input type="checkbox"/>
Water & non-perishable food /utensils, dishes		<input type="checkbox"/>
Diapers for infants		<input type="checkbox"/>
Formula for infants		<input type="checkbox"/>
Blankets		<input type="checkbox"/>
Vehicle keys		<input type="checkbox"/>
Business information / \$ / credit card		<input type="checkbox"/>

<i>Locations for items to get or tasks to do:</i>	<i>Responsible Staff Member</i>	<i>Check-off</i>
Gas shut off		<input type="checkbox"/>
Electricity shut off		<input type="checkbox"/>
Water shut off		<input type="checkbox"/>
Air vent shut off		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>



D.E.E.P. Online Training Questionnaire

Name:		
Position:		
NAME of facility:		
ADDRESS of facility:		
Telephone Number:		CDC/SGH #:
How many children are currently enrolled at your facility?		
How many staff members are employed at your facility?		

What part of this training would you most recommend to other child care providers and why?
What part of this training would you least recommend to other child care providers and why?
What did you find most helpful to you in this training to prepare, or enhance, an effective emergency plan?
Did the Manual provide useful information to you? <input type="checkbox"/> YES <input type="checkbox"/> NO
What was most helpful?
What was least helpful?
How did the Workbook help you to understand and apply the material presented?
Are there any particular areas of emergency planning for which you would like additional training or resources?

Completing this training makes you eligible to request ONE free in-person follow-up review training. If you are interested in scheduling this, please indicate below which training you are most interested in:	
<input type="checkbox"/>	Child Care DEEP plan evaluation BCCL staff will review your plan with you (and your staff, if requested) and provide feedback and recommendations
<input type="checkbox"/>	Engaging Parents & Families in Disaster Planning Encourage and engage parents in developing a partnership with you in the emergency planning process

Additional Notes: