



EMERGENCY PREPAREDNESS AND CHILD CARE FACILITY LOCKDOWNS: EXAMPLES OF LICENSING REGULATIONS, PROCEDURES, AND TRAININGS

Child care facility lockdown licensing regulations, requirements, definitions, and procedures vary from State to State. States also vary in the trainings they offer programs related to child care facility lockdowns and emergency preparedness.

This document provides examples of licensing regulations and highlights procedures from State emergency preparedness guides designed to help child care programs create plans. It also highlights trainings offered by States designed to help child care programs develop emergency preparedness plans.

Selected State Examples: Licensing Regulations

The Child Care Systems Specialist Network reviewed the State licensing regulations for child care center and family child care programs to determine: 1) how States define lockdown or shelter-in-place, since some States consider these as separate actions while others view lockdown as a subset of shelter-in-place; and 2) whether States provide procedures on how lockdowns or shelter-in-place will occur.

The following are excerpts from State child care licensing regulations about ensuring the physical safety of children during an emergency through the provision of facility lockdowns and shelter-in-place. This information was compiled from the child care licensing regulations posted on the National Resource Center for Health and Safety in Child Care and Early Education's (NRC) Web site at <http://nrckids.org/STATES/states.htm>.

Lockdown

Colorado

"Volume of Child Care Facility Licensing (12 CCR 2509-8)" in *Code of Colorado Regulations* states:

7.707.2 Definitions and Types of Family Child Care Homes

7.707.21 Definitions

Lockdown drill means a drill in which the occupants of a building are restricted to the interior of the building and the building is secured.

7.707.37 Administrative Records and Reports

C. The home must have a written plan and emergency response procedures that explain, at minimum, the life saving procedures that will be followed, and how the home will function during a fire, severe weather, lockdown, reverse evacuation, or shelter-in-place emergency situation. The plan must include, but not be limited to:

1. Prompt notification of parents or guardians.
2. When local authorities will be notified.
3. How emergency transportation will be provided.

7.707.41 Statement of Policies

B. The written policies and procedures must be developed, implemented and followed, which includes all updates, changes, and must include at a minimum the following information:

29. Emergency response procedures that explain, at a minimum, the life saving procedure that will be followed and how the home will function during a fire, severe weather, lockdown, reverse evacuation, or shelter-in-place emergency situation.

7.707.6 Communication, Emergency, and Security Procedures

B. Emergency Response and Drill Procedures

All drills must be held at varying times and all adults and children present in the home must participate in all drills. Fire drills must be conducted monthly. The following drills must be held a minimum of two (2) times per year:

1. Severe weather; and,
2. Lockdown; and,
3. Reverse evacuation; and,
4. Shelter-in-place.

Louisiana*

"Title 67. Social Services" in *Louisiana Administrative Code* states:

Subpart 21 Child Care Licensing, Chapter 73. Day Care Centers

Subchapter A. Licensing Class "A" Regulations for Child Care Centers

§7328. Emergency Preparedness and Evacuation Planning

B. The multi-hazard emergency and evacuation plan shall include lock down procedures for situations that may result in harm to persons inside the child care center, including but not limited to a shooting, hostage incident, intruder, trespassing, disturbance, or any situation deemed harmful at the discretion of the director or public safety personnel. The director shall announce the "lock down" over the public address system or other designated system. The alert may be made using a pre-selected code word. In a "lock down" situation, all children shall be kept in classrooms or other designated safe locations that are away from the danger. Staff members shall account for children and ensure that no one leaves the classroom/safe area. Staff shall secure center entrances and ensure that no unauthorized individual leaves or enters the center.

1. Staff and children shall remain in the classroom/safe area, locking the classroom door, turning off the lights, and covering the windows. Staff shall encourage children to get under tables, behind cabinets, etc., and, if possible, engage in quiet story time activities with the children until "all clear" is announced.
2. Parent or authorized representative shall be notified of a "lock down" situation at the center no later than at the time of the child's release on the date of the occurrence.

* Licensing language was taken from the *Louisiana Administrative Code* available on the Louisiana State Web site, and not from the licensing regulations highlighted in the NRC Web site. This resource is available at <http://www.doa.louisiana.gov/osr/lac/books.htm>.

New Jersey

“Chapter 122: Manual of Requirements for Child Care Centers” in New Jersey Administrative Code states:

10:122-5.2 Physical plant requirements for all centers

(l) Emergency procedure requirements are as follows:

1. The center shall prepare written emergency procedures delineating:

ix. Procedures for ensuring children’s safety and communicating with parents in the event of evacuation, lockdown, natural or civil disaster and other emergencies. The procedures shall indicate:

(1) The plan for informing parents of their children’s whereabouts; and

(2) The local law enforcement agency or emergency management office that has been notified of the center’s identifying information, as specified in (k)3 below.

2. The emergency procedures shall be posted in a prominent location on every floor within the center.

3. The center shall ensure that the appropriate local law enforcement agency or emergency management office is notified of:

i. The center’s name and location;

ii. The number and ages of children enrolled;

iii. The number of staff;

iv. The need for emergency transportation;

v. The location to which children will be evacuated;

vi. The plan for a lockdown; and

vii. The plan for reuniting children with their parents.

Washington

“Chapter 170-296 WAC Licensed Family Home Child Care Standards,” in Washington Administrative Code states:

Chapter 170-296A WAC (Last Update: 7/28/14)

Licensed Family Home Child Care Standards

170-296A-2850

Disaster plan.

(1) The licensee must have a written disaster plan for emergencies other than fire. The plan must be reviewed annually and updated as needed.

(2) The written disaster plan must cover at minimum the following:

(a) For disasters that may require evacuation:

(i) How the licensee and staff will evacuate all children, especially those who cannot walk.

(ii) What to take when evacuating the children, including:

(A) First aid kit;

(B) Child medication records; and

- (C) If applicable, individual children's medication;
 - (iii) Where to go; and
 - (iv) How the licensee and staff will account for all of the children in attendance.
- (b) Earthquake procedures including:
- (i) What the licensee and staff will do during an earthquake;
 - (ii) How the licensee and staff will account for all of the children in attendance; and
 - (iii) After an earthquake, how the licensee will assess whether the licensed space is safe for the children;
- (c) Lockdown of the facility or shelter-in-place, including:
- (i) How doors and windows will be secured if needed; and
 - (ii) Where children will stay safely inside the facility; and
- (d) How parents and guardians will be contacted after the emergency situation is over.
- (3) The licensee must keep on the premises a three-day supply of food, water, and medications required by individual children for use in a disaster, lockdown, or shelter-in-place incident.
- (4) As used in this section, "lockdown" or "shelter-in-place" means to remain inside the family home child care when police or an official emergency response agency notifies the licensee or primary staff person in charge that it is unsafe to leave the facility or be outdoors during an emergency situation.

Shelter-in-Place

Delaware

Rules for Family Child Care Homes states:

Emergency Planning

229. The Licensee shall have a written emergency plan describing procedures for both natural and man-made disasters for such situations as a fire, flood, earthquake, extreme weather conditions, power failure or utility disruptions, chemical or toxic spills, bomb threat or terrorist attack.

A. The emergency plan shall include procedures for training household member(s) and the Substitute, when applicable, about specific responsibilities during a disaster, accounting for all children, relocation process (if appropriate) and contacting appropriate emergency response agencies and parent(s)/guardian(s).

230. The Licensee shall have a posted written plan or diagram showing how the Family Child Care Home will be evacuated during an emergency.

A. Monthly evacuation drills shall be practiced from all exit locations at varied times during the hours of operation of the Family Child Care Home and during varied activities including nap time. Each drill shall be documented and include information on the date and time of the day of the drill, who participated, the number of children who participated, and the total amount of time necessary to evacuate the Family Child Care Home.

231. The Licensee shall develop a written plan for procedures to shelter-in-place (staying indoors) at the Family Child Care Home for up to seventy-two (72) hours/three (3) days due to a natural or man-made disaster.

A. This plan shall include a list of emergency supplies for the child care of children and others present including procedures for feeding children and others present during the extended stay at the Family Child Care Home.

Virginia

Standards for Licensed Child Day Centers states:

22 VAC 40-185-10 Definitions.

“Shelter-in-place” means the facility or building in which a child day center is located.

22 VAC 40-185-550 Procedures for emergencies.

A. The center shall have an emergency preparedness plan that addresses staff responsibility and facility readiness with respect to emergency evacuation and shelter-in-place. The plan, which shall be developed in consultation with local or state authorities, addresses the most likely to occur emergency scenario or scenarios, including but not limited to natural disaster, chemical spills, intruder, and terrorism specific to the locality.

B. The emergency preparedness plan shall contain procedural components for:

1. Sounding of alarms (intruder, shelter-in-place such as for tornado, or chemical hazard);
2. Emergency communication to include:
 - a. Establishment of center emergency officer and back-up officer to include 24-hour contact telephone number for each;
 - b. Notification of local authorities (fire and rescue, law enforcement, emergency medical services, poison control, health department, etc.), parents, and local media; and
 - c. Availability and primary use of communication tools;
3. Evacuation to include:
 - a. Assembly points, head counts, primary and secondary means of egress, and complete evacuation of the buildings;
 - b. Securing of essential documents (sign-in record, parent contact information, etc.) and special healthcare supplies to be carried off-site on immediate notice; and
 - c. Method of communication after the evacuation;
4. Shelter-in-place to include:
 - a. Scenario applicability, inside assembly points, head counts, primary and secondary means of access and egress;
 - b. Securing essential documents (sign-in records, parent contact information, etc.) and special health supplies to be carried into the designated assembly points; and
 - c. Method of communication after the shelter-in-place;
5. Facility containment procedures, (e.g., closing of fire doors or other barriers) and shelter-in place scenario (e.g., intruders, tornado, or chemical spills);
6. Staff training requirement, drill frequency, and plan review and update; and
7. Other special procedures developed with local authorities.

C. Emergency evacuation and shelter-in-place procedures/maps shall be posted in a location conspicuous to staff and children on each floor of each building.

- D. The center shall implement a monthly practice evacuation drill and a minimum of two shelter-in-place practice drills per year for the most likely to occur scenarios.
- E. The center shall maintain a record of the dates of the practice drills for one year. For centers offering multiple shifts, the simulated drills shall be divided evenly among the various shifts.
- F. A 911 or local dial number for police, fire and emergency medical services and the number of the regional poison control center shall be posted in a visible place at each telephone.
- G. Each camp location shall have an emergency preparedness plan and warning system.
- H. The center shall prepare a document containing local emergency contact information, potential shelters, hospitals, evacuation routes, etc., that pertain to each site frequently visited or of routes frequently driven by center staff for center business (such as field trips, pick-up/drop off of children to or from schools, etc.). This document must be kept in vehicles that centers use to transport children to and from the center.
- I. Parents shall be informed of the center's emergency preparedness plan.
- J. Based on local authorities and documented normal ambulance operation, if an ambulance service is not readily accessible within 10 to 15 minutes, other transportation shall be available for use in case of emergency.
- K. The center or other appropriate official shall notify the parent immediately if a child is lost, requires emergency medical treatment or sustains a serious injury.
- L. The center shall notify the parent by the end of the day of any known minor injuries.
- M. The center shall maintain a written record of children's serious and minor injuries in which entries are made the day of occurrence. The record shall include the following:
1. Date and time of injury;
 2. Name of injured child;
 3. Type and circumstance of the injury;
 4. Staff present and treatment;
 5. Date and time when parents were notified;
 6. Any future action to prevent recurrence of the injury;
 7. Staff and parent signatures or two staff signatures; and
 8. Documentation on how parent was notified.

Standards for Licensed Family Day Home with Interpretation Guidelines states:

22 VAC 40-111-10. Definitions.

"Shelter-in-place" means movement of occupants of the building to designated protected spaces within the building.

22 VAC 40-111-820. Shelter-in-place procedures.

Shelter-in-place procedures shall include:

1. Methods to alert caregivers and emergency responders;

Interpretation of § 820 1: "Shelter-in-place" means movement of occupants of the building to designated protected spaces within the building. Shelter-in-place may be necessary because of a hurricane, tornado, or an intruder. Shelter-in-place procedures must include how caregivers will be notified of an emergency (such as by monitoring weather reports on the radio or television). The procedures must also include how emergency responders will be contacted and who will contact them.

2. Designated safe location within the home;

Interpretation of § 820 2: A safe location for sheltering-in-place would be in the interior of the building away from any glass that may shatter such as in interior hallways, bathrooms, or other areas away from glassed-in areas or open rooms.

3. Designated primary and secondary routes to the safe location;

Interpretation of § 820 3: The shelter-in-place procedures must specify the quickest way to get to the safe location and another route to the safe location in case the first route is blocked. The route to get to the safe location from outside the home must also be specified.

4. Methods to ensure all children are moved to the safe location;

Interpretation of § 820 4: The procedures need to include how the provider will ensure all children are moved to the safe location (for example designating who is assigned to carry which babies, determining who will bring children from outside the home to the safe location, etc.).

5. Methods to account for all children at the safe location;

Interpretation of § 820 5: The procedures need to explain how the provider will ensure all children are at the safe location (for example, head counts, checking the daily attendance record that is required by § 50 A, having certain caregivers to be responsible for supervising certain groups of children).

6. Methods to ensure essential documents, including emergency contact information, and supplies are taken to the safe location; and Interpretation of § 820 6: The procedures need to explain how the provider will ensure she will have:

a) The attendance record for that day;

b) For each child:

o the parents' telephone numbers;

o the names and telephone numbers of other designated contact persons if the parents cannot be reached;

o physician's telephone number;

o authorization for emergency medical care;

o information on allergies, intolerance to food, medication, etc., and any special healthcare needs;

c) For each caregiver, the name, address and telephone number of a person to be contacted in an emergency; and

d) Supplies children will need (for example, blankets, medications, water, diapers, toileting supplies, and food) in the safe location for use until parents can pick up children.

7. Method of communication with parents and emergency responders.

Interpretation of § 820 7: The procedures need to explain how the provider will communicate with emergency personnel responding to the emergency and how parents will be contacted so that children can be picked up.

Selected State Examples: Emergency Preparedness Guides for Child Care Programs

The following are examples of state emergency preparedness guides for child care programs to help them create plans, policies, and procedures around facility lockdowns or shelter-in-place.

Arkansas

Child Care Facilities Emergency Planning Guide & Templates states:

J. Emergency Functions: there are several functions that need to be accomplished during emergency response that are common to virtually all emergencies. Rather than repeat the instructions for each disaster, it is easier to organize the plan according to emergency functions. Different facilities may have different circumstances, so all of the following may not be needed, or others may need to be added.

... 4. Shelter in the Facility

a) If it is unsafe for the occupants of the facility to go outside, provisions should be made to provide "protected spaces" inside.

b) These spaces should:

- (1) Be in the interior of the building, away from glass that may shatter.
- (2) Not be in rooms with large ceiling spans (like gymnasiums or auditoriums) that may fall if subjected to shaking from an earthquake or tornado.
- (3) Have furniture and wall-hangings secured so that they will not fall onto occupants.

c) Suggestions on where to find these "protective spaces" are:

(1) In multi-story facilities.

- (a) Use identified shelters or basements.
- (b) Use first floor interior halls,
- (c) Use rest rooms or other enclosed small areas away from large glassed-in areas or large open rooms.

(2) In one-story facilities.

- (a) Use identified shelters.
- (b) Use interior hallways.
- (c) Use rest rooms or other areas away from large glassed-in areas or open rooms.
- (d) If hallways are not suitable, use the inside wall of a room on the opposite side of the corridor from which the storm is approaching.

d) Diagram the facility and indicate which areas are to be used as shelters and the quickest way to get there.

e) Check the space available and number of persons who will use each area (match people with space).

f) Accountability is essential. Procedures should assign everyone to shelter, and make provisions to report to the facility manager those persons who are in the protected area.

g) If you are not being sent outside because of smoke or toxic chemicals, all air intakes and openings should be closed to protect the atmosphere inside.

h) Display a copy of the shelter plan in the Manager's office.

i) Display in each room in the facility a copy of the floor plan indicating the location of the shelter to be used by the children in that room.

j) Provide a copy of this information to local and/or county Emergency Services.

This resource is available at

<http://www.state.ar.us/childcare/licensing/pdf/Child%20Care%20Disaster%20Planning%20Guide.pdf>.

Connecticut

Emergency Care Guidelines states:

Shelter in Place

Emergencies may require you to Shelter in Place (use of any room or interior space for the purpose of providing temporary shelter from a hazard). If this is the case, the following procedures should be followed:

1. Gather all children inside.
2. Close and lock all windows and doors; locked windows seal better.
3. If there is a danger of explosion, close blinds, shades or curtains and keep children away from windows.
4. Turn off heating, cooling, fans or ventilation systems – anything that can ignite and cause a spark.
5. Do not allow anyone to enter or leave the building until emergency personnel determine the area is “all clear”.
6. Notify parents/guardians not to pick children up until incident is over.

This resource is available at http://www.ct.gov/dph/lib/dph/daycare/pdf/dph_Emer_guide_eng.pdf.

Massachusetts

Emergency Contingency Plans states:

Child care licensing regulations require that programs develop written plans detailing procedures for meeting potential emergencies, including but not limited to, missing children, fire, natural disasters, potential threats to the safety of the children and staff from internal or external sources, and loss of power, heat or water. [See 606 CMR 7.11(7)(f)] Some emergencies may require evacuation of the child care site. In other situations it may be best to take shelter within the facility or lockdown the facility until the emergency is resolved. Some situations may involve only the child care facility itself; others may include the neighborhood or immediate area. When dealing with a natural disaster, program administrators should contact local authorities and/or listen to radio/television or check the internet to determine whether to evacuate or shelter in place. No matter what the circumstances, planning ahead and practice will help children and adults remain as safe as possible when an emergency occurs. Practice evacuation drills must be held monthly under a variety of circumstances.

Sheltering in Place

In some emergency situations it may be safer to remain on site until the emergency has ended. In the event of severe weather or other emergencies creating a power outage, loss of heat or water, if the program will continue to operate on site the plan must address the following:

- How will the program meet the need for heat, telephone service, fire and smoke detection alarms, lighting, hot and cold water, and the preparation and storage of food during the emergency?
- How will the program meet the requirements for toileting, flushing toilets, diapering, hand washing, and dish washing, if necessary?
- How will educators keep the children safe and comfortable while sheltering in place? Consider whether emergency supplies of food, water, blankets, flashlights, diapers, baby formula, clothing and other necessities are available on site.
- How will educators keep the children engaged during the emergency? You may want to set aside special activities for the children until the situation resolves.

- Is it necessary to move to an interior area of the building, away from windows, such as a basement, interior room or hallway (in the event of a tornado, for example)?
- Who will be responsible for shutting off electricity, gas and water service, if necessary? It is best to contact your local building inspector, board of health, fire department or other emergency agency for their advice regarding any of the above emergencies.

In the event of a potential threat from an intruder inside or outside the program, your response will depend on a number of factors, including the size and type of construction of your facility, the number of classrooms, the number and ages of children in the program, the proximity of children to exterior exits, and the degree to which the intruder is armed. You must develop facility-specific “lock-down” procedures designed to keep children and staff safe within the facility until police or other emergency responders can respond and eliminate the threat. In a facility with multiple classrooms, such as a school, lock-down” typically involves gathering all the children in their classrooms, closing and locking all interior doors, and covering interior classroom windows. Lights in each classroom should be turned off, and children should be asked to sit on the floor and remain quiet, out of sight lines from the door. A cellular telephone, land-line or other means of communicating within and outside of the facility must be available at all times. If there is a more secure space that can be locked within or near the classroom, such as a closet, bathroom or other area without windows, it may be best to gather children there. In a program with a single classroom or in a home setting, a closet or bathroom space may be the best available option. However, in certain situations (depending on the proximity of the threat, the number of staff available and the possibility of escape), it may be best for some or all of the occupants to flee the building when an intruder enters. In either case, advance planning is necessary. Your plan must address:

- who is responsible for calling for lock-down or evacuation;
- how program staff will be notified when a lock-down is necessary, and when it has ended;
- where in the facility will children be gathered;
- who is responsible for locking doors, gathering children (depending on their location within the facility) or leading children from the facility; and
- who is responsible for notifying police and other emergency officials, as well as parents and others who may need to be notified.
- how the program will ensure that all children are accounted for before, during and after the emergency;
- how the program will ensure access to sufficient supplies (food, water, necessary medications, first aid supplies, diapers, infant formula) to meet the children’s immediate needs if the emergency extends for more than a few minutes.

This resource is available at <http://www.mass.gov/edu/birth-grade-12/early-education-and-care/laws-regulations-and-policies/group-and-school-age-child-care-policies/>.

Pennsylvania

Child Care Facilities Emergency Planning Guide states:

V. Planning Strategy

A. Emergency Functions: there are several functions that need to be accomplished during emergency response that are common in many different kinds of emergencies. Rather than repeat the instructions for each Emergency, it is easier to organize the plan according to emergency functions. Different facilities may have different circumstances, so all of the following may not be needed, or others may need to be added. With the plans for these emergency

functions in place, the only decisions that need to be made during the emergency are which functions will need to be implemented....

4. Lockdown: - If there is a dangerous person inside or immediately outside the facility, the best procedure may be to lock all interior doors and to protect the staff and children in their rooms. To do this requires immediate action on the part of staff and should be done quietly and in an orderly fashion.

a) A coded signal to all staff should tell them that there is a danger, and that all rooms should be locked.

b) Children should be kept inside the rooms, away from doors or windows where they can be seen

c) The senior on-site person should summon police assistance, then try to get the dangerous person(s) to leave the facility.

d) Staff should only unlock the doors to their rooms if they hear a previously agreed-upon "all-clear" signal.

5. Shelter in the Facility:

a) If it is unsafe for the occupants of the facility to go outside, provisions should be made to provide "protected spaces" inside. Depending on time available to move the children, it may be necessary to try to shelter in a "close" part of the facility, rather than the most protected space.

b) In either case, these spaces should:

(1) Be in the interior of the building away from glass that may shatter.

(2) Not be in rooms with large ceiling spans (like gymnasiums or auditoriums) that may fall if subjected to shaking from an earthquake or tornado.

(3) Have furniture and wall-hangings secured so that they will not fall onto occupants.

c) Suggestions on where to find these "protected spaces" are:

(1) In multi-story facilities.

(a) Use identified shelters or basements.

(b) Use first floor interior halls.

(c) Use closets, rest rooms, or other enclosed small areas away from large glassed-in areas or large open rooms.

(2) In one-story facilities.

(a) Use identified shelters.

(b) Use interior hallways.

(c) Use rest rooms or other areas away from large glassed-in areas or open rooms.

(d) If hallways are not suitable, use the inside wall of a room on the opposite side of the corridor from which the storm is approaching.

(3) Basements offer protection from high winds and other types of "missiles". (Many older buildings, especially homes have small rooms off the basement that used to be cold cellars or coal bins.). Be careful though because there might be things stored in the basement that aren't

“kid-friendly.” Also, after the disaster there’s a real danger of not being able to get out – making it even more important that the emergency responders know where you are.

- d) Make a diagram of the facility that shows which areas are to be used as shelters and the quickest way to get there (Attachment 5 of the Supporting Documents). Try to list “close” shelters as well as best protected spaces if there’s a chance that a fast-breaking emergency won’t allow everyone to get to the best one.
- e) Check the space available and number of persons who will use each area (match people with space).
- f) Accountability is essential. Procedures should assign everyone to shelter, and make provisions to report to the facility manager those persons who are in the protected area.
- g) If you are being kept inside because of smoke or toxic chemicals outside, all air intakes and openings should be closed to protect the atmosphere inside.
- h) Display a copy of the shelter plan in the Manager's office.
- i) Display in each room in the facility a copy of the floor plan indicating the location of the shelter to be used by the children in that room, along with evacuation route in case of fire.
- j) Provide a copy of this information to municipal Emergency Services....

VI. Understanding Specific Hazards

Even with plans based around emergency functions that are usable for a variety of emergencies, it’s still helpful to understand a little about the types of emergencies that can impact the facility. Your hazard analysis may show that there are others, but these emergencies are among the most frequent in Pennsylvania....

H. Terrorism and Other Potentially Violent Situations

It is an unfortunate sign of the world in which we live that there are persons who desire to cause damages similar to the damages caused by natural disasters. Sometimes, the reasons are personal, and directed against the family of one of the children in your center, or it could be simply faceless terrorism. Generally a terrorist will inflict damage in order to disrupt the way we do things or to gain attention for his/her cause. The results of these actions are hard to predict, but they are seldom all that different from the results of severe weather or of a hazardous materials release. An important thing to remember is that any terrorist action is illegal, and local police will need to be notified whenever any criminal, suspicious, or potentially terrorist activities occur.

1. Warning - Most acts of violence happen without warning.
2. Preparation
 - a) Consider the ways that your facility is viewed in the community and the reaction in the media should a terrorist act occur.
 - b) Active coordination with local law enforcement will give you a better idea of the vulnerability of your facility to terrorist attack and law enforcement’s role in the response to suspicious activity.
 - c) Be aware of what’s going on in the world. The federal Department of Homeland Security tries to communicate the level of threat by using a color-coded system (called the Homeland Security Alert System (HSAS)). Governmental, public, and private facilities should watch for changes in the color codes and adjust their activities accordingly. The American Red Cross has defined a series of checklists for schools. These have been adapted for child care centers (Attachment A). They are presented to you as an example. Review these to see how you can implement them at your facility.
 - d) Be vigilant, constantly on the lookout for unusual persons or things such as:

- (1) Unusual unsolicited deliveries
 - (2) Suspicious items left around the outside of the facility
 - (3) Individuals "hanging around" for no apparent reason
- e) Enforce facility security. Restrict visitors to only public areas. Ensure that all visitors are identified and appropriately cleared before they enter the facility.
3. Response: Response to the consequences of a terrorist or violent act will depend on the hazards presented.
- a) Armed Intruder - Call for help. Try to get the children to safety, either through a facility-wide lockdown, or by moving them to a locked safe room. If it is feasible, quickly take them outside the building to safety. DO NOT try to confront the intruder and make him/her even more violent. Try to remain calm and to calm down the intruder.
 - b) Hostage situation - Call for help. Don't endanger yourself or any of the other children by trying some sort of rescue. Pay attention to the captor(s), try to get details of what they want, and accommodate them. Provide as much information as possible to the police when they arrive.
 - c) Bomb - any unknown package could be a bomb. If you have any reason to believe that it is, EVACUATE IMMEDIATELY and let the experts deal with it. There can be no possible value in unnecessarily endangering yourself or members of your staff.
 - d) Bomb threat - usually the threat comes via phone. Keep a checklist (Attachment B) near the phone to get the details from the caller that might help find the device, pin down when it's supposed to explode, and possibly figure out who the perpetrator is.
4. Bear in mind that the criminals/terrorists may have multiple attacks planned. They might use an explosion to get you to evacuate, and be waiting to take children hostage once you get them outside. This is the reason that we do not give the details of our emergency plans to anyone who doesn't need to know. It's also a good idea to check to see if the "coast is clear" before you try to move the children....

This resource is available at

<http://www.portal.state.pa.us/portal/server.pt?open=512&objID=4625&&PageID=480221&level=2&css=L2&mode=2>.

Examples of State Trainings

The following are examples of trainings offered by States to help child care programs prepare for emergencies or develop emergency plans. Information was gathered from the 2012 – 2013 Child Care and Development Fund (CCDF) Plans.

Connecticut

- The Department of Social Services worked with Save the Children, United Way 211 Child Care, the Division of Emergency Management and Homeland Security, the Department of Public Health, and Connecticut-Charts-A-Course to identify emergency preparedness gaps in the child care community. As a result, the Connecticut-Charts-A-Course Child Care Emergency Training was delivered to more than 350 child care providers. Furthermore:
 - ◆ Briefings on the unique needs of children in emergencies were delivered to emergency management personnel;
 - ◆ Resources were created and shared with United Way 211 for use among child care facilities; and

- ◆ Legislative language was passed and signed by Governor Malloy ensuring that child care is incorporated into the Civil Preparedness Plans at the Division of Emergency Management and Homeland Security.

Iowa

- Community-based child care nurse consultants and child care resource and referral (CCR&R) agency consultants deliver the Emergency Preparedness for Iowa Child Care Providers training to home- and center-based child care providers across the State. The training is based on the National Association of Child Care Resource & Referral Agencies' (NACCRRA)† Disaster Preparation: A Training Program for Child Care Centers. This training is often offered in partnership with Early Childhood Iowa and in coordination with county emergency management personnel.

Maryland

- The subsidy agency awarded a contract to Chesapeake College to develop the Project Security Blanket training; a 6-hour training course on emergency and disaster planning. Project Security Blanket provides training and technical assistance to child care center staff, family child care providers, and informal providers on the content and development of emergency plans. The training course is offered across the State through Child Care Resource Centers, community colleges, and private trainers approved by the subsidy agency. Child care providers complete training and develop emergency and disaster plans, which are approved and signed by the instructor. The local Child Care Resource Centers and approved trainers provide an additional 3-hour emergency preparedness training to assist providers with the overall management of their emergency and disaster plans.

Links to Other State and Federal Trainings

- State Trainings:
 - ◆ Kentucky: Child Care Emergency/Disaster Preparedness, http://training.chfs.ky.gov/Child_Care_Preparedness/html/index.html.
 - ◆ Texas: Keeping Kids Safe - Emergency Planning for Child Care Facilities, <http://texashelp.tamu.edu/002-protect/disaster-preparedness-for-childcare-centers.php>.
- Federal Agency Trainings:
 - ◆ The Federal Emergency Management Agency's (FEMA) Independent Study Program:
 - IS-36: Multihazard Planning for Childcare, <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=IS-36>; and
 - IS-366 Planning for the Needs of Children in Disasters, <http://training.fema.gov/EMIWeb/IS/is366.asp>.

Additional Resource

NACCRRA and Save the Children created *Protecting Children in Child Care During Emergencies* that offers recommendations on national standards to use to protect children in child care during emergencies. This resource also provides the following appendices:

† NACCRRA is now known as Child Care Aware of America.

- Emergency Water and Food Supplies for Shelter-in-Place:
 - ◆ This appendix discusses how and where to store water, how much water supply is needed, and alternative emergency water sources.
- Emergency “Ready To Go” Kit for Evacuations, Shelter-In-Place or Lockdowns:
 - ◆ This appendix highlights items that child care providers will need to take with them when moving children to their protected areas in an event of a facility lockdown or shelter-in-place.

This resource is available at

http://www.naccrra.org/sites/default/files/publications/naccrra_publications/2012/protectingchildreninchildcareemergencies.pdf It can also be purchased at <http://www.naccrra.org/publications/naccrra-publications/2011/9/protecting-children-in-child-care-during-emergencies>.

The Child Care State Systems Specialist Network does not endorse any non-Federal organization, publication, or resource.

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