

**District of Columbia**

**Office of the State Superintendent of Education**

**Division of Early Learning**

**Emergency Response Plan (ERP) for  
Child Care Homes & Expanded Homes (CCFHP)**

**SAMPLE PLAN / TEMPLATE**

**TABLE OF CONTENTS**

[I. Definitions 1](#_Toc477536281)

[II. Introduction 3](#_Toc477536282)

[III. Child Care Home and Expanded Home Description 3](#_Toc477536283)

[IV. Scope of Plan 4](#_Toc477536284)

[A. Purpose 4](#_Toc477536285)

[B. Authority & Regulation 5](#_Toc477536286)

[C. DC Emergency Response Agencies 5](#_Toc477536287)

[V. Threats: Probability & Impact Assessment 6](#_Toc477536288)

[VI. Staff Roles in Emergency Situations 8](#_Toc477536289)

[A. Decision-Making & Chain of Command 8](#_Toc477536290)

[B. Roles & Responsibilities Table 9](#_Toc477536291)

[VII. Emergency Plan Activation, Notification & Communication 11](#_Toc477536292)

[A. Activating the ERP – Making the Decision 11](#_Toc477536293)

[B. Methods of Notification 12](#_Toc477536294)

[C. Internal Notification / Alert System for Staff 14](#_Toc477536295)

[D. Communication with Media 14](#_Toc477536296)

[VIII. Training and Preparing Staff for Emergency Situations 15](#_Toc477536297)

[A. Emergency Preparedness Training 15](#_Toc477536298)

[B. Evacuation Drills and Exercises 15](#_Toc477536299)

[C. Signage and Directions for the Public 16](#_Toc477536300)

[D. Information Sharing with Staff and Families 16](#_Toc477536301)

[IX. Lockdown & Shelter-In-Place Procedures 16](#_Toc477536302)

[A. Lockdown 16](#_Toc477536303)

[B. Shelter-in-Place 17](#_Toc477536304)

[X. Fire & Evacuation Procedures 18](#_Toc477536305)

[A. Priorities in the Event of a Fire 18](#_Toc477536306)

[B. Evacuation 20](#_Toc477536307)

[XI. Procedures for Other Emergencies 21](#_Toc477536308)

[A. Procedures for a Verbal Threat 21](#_Toc477536309)

[B. Procedures for Medical Emergencies 22](#_Toc477536310)

[C. Procedures in an Active Shooter Situation near the Home or Expanded Home 22](#_Toc477536311)

[D. Assistance for Children or Other Persons with Disabilities 23](#_Toc477536312)

[XII. Recovery 23](#_Toc477536313)

[A. Recall / Re-Entry Procedures 23](#_Toc477536314)

[B. Family Reunification and Release Procedures; 24](#_Toc477536315)

[C. Dealing with Emotional Distress 24](#_Toc477536316)

[D. Continuity of Operations Plan (COOP) 25](#_Toc477536317)

[XIII. Mitigation Plan 25](#_Toc477536318)

[A. Fire Prevention and Maintenance Procedures 25](#_Toc477536319)

Appendix A: Applicable 2012 International Fire Code Sections

Appendix B: Agreements

Appendix C: Emergency Procedures Quick Sheets

Appendix D: Evacuation & Assembly Area Maps

Appendix E: Supply List for Centralized & Transportable First Aid Kits; Shelter-in-Place Kit

Appendix F: Bomb Threat Form

Appendix G: Staff & Volunteer Training Record

Appendix H: Record of Emergency Drills & Exercises

Appendix I: Medical Emergency & Unusual Incident Report (UIR) Forms

Appendix J: Staff & Family Emergency Contact Lists

*This Template was produced under contract with the Office of the State Superintendent of Education (OSSE) for the Division of Early Learning (DEL) by Strategic Educational Consulting, LLC (SEDC).*

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# Definitions

The following key terms, abbreviations, and acronyms are used in this Emergency Response Plan (ERP) and may be referred to in more than place in this document.

**Assembly Area (AA):** The Assembly Area is the designated safe area outside of the home or expanded home where staff and children would regroup after an evacuation.

**Child Care Emergency Response Team (CCERT):** One or more individuals who are trained and assigned with leading protective actions and executing other tasks in an emergency event. CCERTs can be most effective by regularly practicing and annually updating the Emergency Response Plan (ERP.

**Continuity of Operations Plan (COOP):** COOP is an on-going planning effort that is undertaken to ensure that an organization can reestablish essential functions and resume operations after a significant disruptive event.

**Division of Early Learning (DEL):** A Division within OSSE that is responsible for licensing and monitoring center-based and home-based child care facilities.

**Emergency:** Any unplanned event that disrupts normal operations and which may cause physical or environmental damage, injuries to people or threaten the institution's financial standing or public image.

**Emergency Response Plan (ERP):** A written set of procedures and action steps that are implemented in the event of an emergency (man-made or natural) that occurs within or near the child care home or expanded homes, and disrupts its normal operations.

**Evacuation:** An orderly, safe, and rapid movement of people out of a home or building.

**Go-Kit:** A portable bag or luggage that holds all the critical items you will need to survive for at least 24 hours. In addition to water and sustenance, other vital items include medications, emergency phone numbers, money, and a copy of essential documents in a sealable, water-resistant bag.

**Incident Commander (IC):** The Incident Commander is generally the highest-ranking official among first responder (Police, Fire, and EMS--Emergency Medical Services).

**On-site Incident Commander (OsIC):** The highest ranking person from the provider organization who is on-site and would be responsible for leading and guiding the response to an emergency until first responders arrive on the scene.

**Lock Down:** A short-term sheltering technique which can last from 30 minutes to several hours. People stay inside an interior room of the home, lock the doors and windows, and no one is allowed to enter or exit the room or building.

**Mitigation:** Mitigation is the effort to reduce the likelihood and impact of disasters by analyzing and reducing potential risks. Mitigation is an active process in which readiness procedures are incorporated into the normal routines of the organization to better prepare staff to respond to an emergency.

**Office of the State Superintendent of Education (OSSE):** OSSE is the lead agency that is responsible for providing quality child care and education services to all children and students in the District of Columbia.

**Shelter-in-Place:** A longer-term sheltering technique which can last several hours initiated as a result of an external threat that warrants remaining indoors away from windows. Anyone outside at the time of the activation is told to move inside immediately and remain indoors until emergency officials broadcast that it is safe to go outside.

# Introduction

*INSTRUCTIONS: In this section, describe where in the city your child care home or expanded home is located, whether the expanded home is within a larger building or free-standing, whether the space is leased or owned, important information about the surrounding area, any nearby public transportation options, and relocation site options. Also describe the number of children served, the ages of the children cared for, additional staff, and hours of operation. [NOTE: You may be able to use the description on your website and just add some additional information]*

**SAMPLE:**

*The mission of BABIES expanded Child Care Home (BABIES EHP) is to provide infants and toddlers with a nurturing environment that allows them to grow and learn using a play-based Creative Curriculum. Our Center is NAYCE accredited and our teachers have the extensive and on-going training to implement the curriculum in a structured learning environment that is experiential and fun.*

*BABIES EHP provides child care for twelve (12) infants and toddlers between the ages of 6 months to 30 months who are cared for by our well-trained staff of 6 caregivers and led by our Director. The hours of operation for BABIES EHP are from 8 a.m. to 6 p.m. year round except for two weeks during December for Christmas recess, two weeks during August for staff development, and annual clean up. We offer parents the option to choose between two or three-days per week in addition to full-time 5-days per week option.*

*The expanded home is located on a commercial block with several other businesses at 1274 Washington Avenue, Washington, DC. It is situated which is at the corner of 13th Street and Washington Avenue in the Southwest quadrant of the city in an ethnically diverse Waterfront neighborhood and adjacent to the historic Capitol Quarter near the banks of the Anacostia River. BABIES EHP is located also across the street (Washington) from ABC Multicultural High School and within 2 blocks feet of multiple Metrobus stops on the major north/south artery of 13th street and 2 blocks from of the Waterfront Metrotrain Station.*

# Child Care Home and Expanded Home Description

*INSTRUCTIONS: In this general section, write one (1) paragraph describing the area used for child care, number of rooms, presence of bathrooms and play areas. Also include the name of the neighborhood, quadrant, names of the cross streets, landmarks and parks nearby. Also include organizations who could assist in an emergency including the local contingency / evacuation site.*

**SAMPLE:**

*The BABIES EHP is a one-story street level building located at the SE corner of a row of small businesses at the corner of 13th St. and Washington Avenue. BABIES EHP uses the large basement as the child care center which is about 1400 sq. ft. in size as well as the back yard for outside play. This building is adjoined to the East by Washington Cleaners and a public alley to the West. It sits across Washington Avenue from ABC Multicultural High School. Directly to its south is the God is Great Church which BABIES EHP will use as the relocation site. At the rear of the expanded home, is a small parking lot where staff can park.*

**Building Layout:**

*INSTRUCTIONS: In this section, write a description of the interior layout of the child care area of the home. Be sure to include the number of rooms, location of the main entrance, the exit doors (usually 2) that staff and children would use to get out. If there are multiple exits from the home that are accessible, describe where they are located and any unique aspects of the space. If more than one floor is used, briefly state the number and location of stairwells in relation to child care rooms, kitchen, and other spaces.*

**SAMPLE:**

***Basement Floor:*** *The main entryway is located on the west side of the building on the alley and leads into the side entrance of the basement. Immediately inside the entrance to the left is a small kitchenette where we store and warm up food for the infants and toddlers. In addition to the kitchen area, there are 2 rooms in the basement, one for the babies between the ages of 6-12 months and a room for toddlers 12 months up to 24 months are cared for. There is also a room which is used as both a break room and administrative office. The child care area does have direct access to an exit door which opens into the back yard. There is an electronic gate in once corner of the back yard which can be opened in an emergency so that everyone can exit into the alley and away from the building. The floor also contains one bathroom that is primarily used by the care givers but the sink is low enough for children to practice good hand-washing techniques.*

# Scope of Plan

## Purpose

The purpose of this plan is to establish procedures for the safe sheltering and evacuation of children and staff when an emergency has been identified, and to ensure that all children, staff, and guests are secured within or outside of the home in a calm and orderly manner to pre-designated assembly area(s). The Lockdown, Shelter-in-Place and Evacuation and Medical Emergency procedures outlined in this document would apply to a variety of natural and man-made emergency / disaster situations including, but not limited to, fire, earthquake, utility outages, bomb threats, or active shooter situations.

This plan meets the new regulations established by OSSE and enumerated in District of Columbia Municipal Regulations (DCMR) Title 5A Chapter 1 which were enacted to meet the statutory requirements of the Child Care Development Block Grant (CCDBG) Act of 2014. In addition, the emergency response sections of this plan were developed to be in compliance with the 2012 International Fire Code (IFC), FEMA guidance for emergency plans and DEL’s standards for provider ERPs.

**SAMPLE:**

*BABIES EHP is committed to ensuring that our personnel receive training and regularly discuss, practice, or exercise the protective actions in this plan. As such, all our caregivers will be trained on this ERP as part of the new-hire orientation or annually for returning staff. All staff will be required to familiarize themselves with the procedures contained within this document and to follow all procedures as events dictate or upon the direction of the OsIC or Incident Commander. Additionally, they must be aware of evacuation routes & procedures, the location of exit doors (primary & secondary), shelter-in-place rooms, first aid kits, fire extinguishers and AAs.*

*BABIES EHP will review and update the plan as needed to incorporate changes such as the size or layout of the Center, increase in children served or staffing in addition to providing annual staff training. A team will be created called the Child Care Emergency Response Team (CCERT), as deemed necessary, whose members will work to manage the training, execution, and maintenance of this plan to ensure that all personnel, children, and visitors in the building are safely sheltered in place or evacuated from the building during and in response to an emergency event.*

## Authority & Regulation

This emergency plan had been developed in accordance with the Final rulemaking on the Licensing of Child Development Facilities in 5A DCMR Chapter 1 and applicable Chapters of the 2012 International Fire Code (IFC). The text of the new regulations can be found at [https://osse.dc.gov/publication/child-care-licensing-regulations].

## DC Emergency Response Agencies

The Office of the State Superintendent of Education’s (OSSE) is the licensing and oversight agency for all Child Development Centers and Homes in the District of Columbia. They must be notified via e-mail, smart phone or other channels of any emergencies that impact the operations of a child care provider. **PROVIDERS MUST CALL 9-1-1 in ANY EMERGENCY SITUATIONS.** The following DC agencies perform critical functions in response to an emergency or disaster:

* DC Homeland Security and Emergency Management Agency (HSEMA) is the lead agency that is responsible for the activation of the District Response Plan and coordination of response efforts.
* D.C. Fire & Emergency Medical Services (DC FEMS) is the primary agency responsible for managing fire, medical and other related emergencies and they are to be notified immediately of such situations by calling 9-1-1.
* The DC Metropolitan Police Department (MPD) is the lead agency to handle bomb threats, suspicious packages and other criminal activity and can be dispatched by calling 9-1-1.

# Threats: Probability & Impact Assessment

DC Official Code §7-2301 defines a public emergency as a disaster, catastrophe, or emergency situation where the health, safety, or welfare of persons in the District is threatened by actual or imminent consequences within DC. The all-hazards approach to disaster response means an ERP can be used in any public emergency situation and therefore does not address specific scenarios.

Understanding the potential threats and hazards that your home may face is a critical step. Some hazards may be more likely to impact your facility and have cascading effects; therefore, every child care home or expanded home must have a flexible plan to respond to major and minor emergencies. The table below includes definitions of many of the potential threats and hazards that the District has identified and that may affect the operations of the home.

*INSTRUCTIONS: Read the description of the Hazard / Threat and think about each based on your location and determine the probability or likelihood that this could happen and the impact it would have on your operations.* ***Rate each of the Hazard / Threat below using the following scale [High, Medium, Low].*** *The ones you rate “High” on both Probability and Impact should be addressed in your plan*

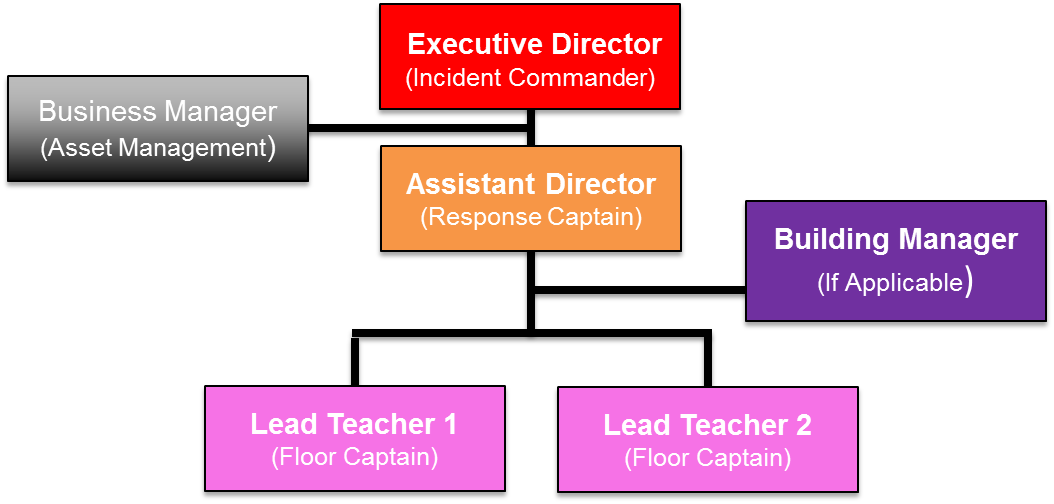
|  |  |  |  |
| --- | --- | --- | --- |
| **Natural Hazards** | | | |
| ***NOTE: Child care homes and expanded homes located in low-lying areas may be prone to flash floods while clogged external drains may allow water to enter lower levels of a home. Sudden storms and strong winds may pose a threat to children playing outside, on a field trip, or on upper floors of a home.*** | | | |
| **Hazard / Threat** | **Description** | **Probability** | **Impact** |
| Floods | Floods are caused by a temporary but rapid accumulation of water onto normally dry land areas. A flash flood is rapid flooding of a specific area caused by intense rainfall or the collapse of a man-made structure, such as a dam. |  |  |
| Winter Storms / Nor’easter | Winter storms consist of extreme cold and heavy snowfall or ice. Winter storms can cause secondary natural hazards, including flooding, severe thunderstorms and tornadoes, and high winds. |  |  |
| Thunderstorms & Tornadoes | Thunderstorms are composed of lightning and rainfall, and can intensify to cause damaging hail, high winds, tornadoes, and flash flooding. Tornadoes are spawned by severe thunderstorms that produce a funnel of air that gusts between 65 and over 200 miles per hour depending on the intensity of the storm. |  |  |
| Hurricanes & Tropical Storms | Hurricanes, tropical storms, and tropical depressions are types of tropical cyclones, or low pressure areas of closed circulation winds. The hazard components and risks of these storms include storm surge, extreme rainfall, high winds, thunderstorms, and tornadoes. |  |  |
| Earthquakes | Earthquakes consist of sudden ground motion, shaking, or trembling that can damage buildings and bridges; disrupt gas, electric, and phone service; and trigger landslides, avalanches, flash floods, fires, or tsunamis. |  |  |
| Pandemic | A pandemic is an epidemic occurring over a wide geographic area, usually affecting a large number of people, which can cause injury, result in death, and overwhelm resources. |  |  |
| **Technological and Human-Caused Hazards** | | | |
| ***Fire NOTE: Think about whether any of these apply at your home or expanded home and note in this section: piles of books, loose paper within rooms and offices near radiators, having toaster ovens, space heaters or heating equipment not properly cleaned or maintained, outlets and power cords overloaded. If a fire suppression sprinkler system is not installed in the home, the risk of fires is higher.*** | | | |
| **Hazard / Threat** | **Description** | **Probability** | **Impact** |
| Urban Fires | Urban fires consist of uncontrolled burning in residential, commercial, industrial, or other properties. |  |  |
| Utility Failure | Utility failures are the interruption or loss of electrical or natural gas service for an extended period of time. |  |  |
| Transportation Incidents | Transportation accidents can drastically affect the daily movement of people and goods throughout an area. These accidents can involve the following systems: motor vehicles, bus/subway, air, and railroad. |  |  |
| Radiological and Hazardous Material Release | Radiological and other hazardous materials can present a hazard to the population if released in an uncontrolled manner either from the fixed site of their use or storage or during transport. The specific extent of the hazard can depend on the type and amount of material released. Effects and risks of radiological and hazardous material releases can be exacerbated by natural hazards, including rain, high winds, and fires. |  |  |
| **Human-Caused** | | | |
| **Hazard / Threat** | **Description** | **Probability** | **Impact** |
| Demonstrations Riots & Civil Disobedience | Special events, demonstrations, and civil disobedience that are scheduled to occur near your facility may require crowd control, street detours and closings. On occasion such rallies or protests can turn into more violent riots with risk to building in the area. |  |  |
| Terrorism | Terrorism is “the unlawful use of force and violence against persons or property to intimidate or coerce a government. It includes, but is not limited to:   * Bomb Threats • Suspicious Package * Explosive Devices • Chemical Release * Active Shooter • Bioterrorism * Radiological Dispersal Devices * Aircraft as a Weapon |  |  |
| **Other Emergencies** | | | |
| **Hazard / Threat** | **Description** | **Probability** | **Impact** |
| Medical Emergency | Accidents and medical emergencies can occur during the day, during the evening at special events. Such emergencies can range from simple falls and cuts to allergic reactions, broken bones, and head injuries. |  |  |

# Staff Roles in Emergency Situations

## Decision-Making & Chain of Command

All caregivers at Child care homes and expanded homes must work closely to ensure the safety of the children they care for. One of the primary critical steps in developing an ERP is establishing a chain of command to ensure an effective response during an emergency. The Director of the Home will be in charge and may assign responsibility to other staff to help execute the plan. For staff, knowing her/his responsibilities will reduce confusion and facilitate a faster and more coordinated response. The sample organizational chart below lists the titles and names of the individuals who have responsibility for activating and leading the response as well as those who will help with the execution of the ERP.

*INSTRUCTIONS: Using the diagram below as an example, make a diagram that shows who is in charge and what role that person would take in an emergency. It is best to use the title (e.g., Executive Director) or position rather than listing only the name of the person since the person may change but the responsibilities in the event of an emergency are likely to remain the same.*



## Roles & Responsibilities Table

Below is a table that lists the duties that need to be assumed by the Director or be assigned to a staff person at the child care home or expanded home. In general, the table lists the duties starting with the highest ranking staff person such as the Home’s Director and continues to those duties that would be assigned to a staff person or volunteer. The duties are further categorized under the headings of Preparation and Response for activities undertaken to be prepared and specify duties in response to an emergency. The table provides columns to list the title and name of the person who has primary responsibility for the listed duties as well as a column for identifying an Alternate. However, cross training is critical so that if the primary person is not on site, the Alternate can take over and execute the responsibilities.

*INSTRUCTIONS: In the table below, insert the title and name of the primary person and an Alternate who would be responsible for carrying out the listed duties. The designated Alternate would carry out those duties if the primary person assigned those duties is not at the home or expanded home. Providers may customize this table by moving the duties around or adding more responsibilities as necessary to meet your preparedness needs.*

**Child Care Home and Expanded Homes Staff Responsibilities**

| **Assignment of Duties for Emergency Preparation, Response & Prevention** | |
| --- | --- |
| **Primary Responsibility** | **Designated Alternate** |
| Title: Home Director  Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Preparation   * Develop and maintain a comprehensive ERP; * Monitor for emergency warning and announcements; * Serve as the On-site Incident Commander (OsIC) * Maintain list of current children and emergency contact information; * Organize annual training on Health and Safety for all staff; * Know the location of shelter-in-place site, Assembly Area, contingency site and how to reach them; * Conduct evacuation and lockdown drills & exercises; * Keep a log of drills & exercises and lessons learned. * Develop a relationship with the local MPD station & fire house; * Establish a facility use agreement with the owner of the contingency site; * Assign at least one “buddy” to each child with a disability;   Response   * CALL 9-1-1 and report emergency to first responders; * Lead the response until first responders arrive on scene; * Alert staff and volunteers to the emergency; * Inform staff of protective actions to take and gather emergency contact list; * Notify parents or emergency contact person about emergency and actions taken; * Gather any vital records that are not backed up offsite; * Shut off all utilities, if necessary and possible; * In Lockdown or Shelter-in-Place emergency, ensure that all entrances are locked; * Manage evacuation of building as situation dictates; * If relocating to contingency site, contact site & make arrangements to move all children and staff; * Serve as the Point of Contact for first responders and report status of occupants upon their arrival; * Communicate with MPD and FEMS if necessary; * Notify OSSE of the emergency when it is safe to do so; * Manage the reunification of children with their families;   Prevention   * Maintain compliance with DC Child Care Health and Safety regulations; * Maintain First Aid / CPR certification; * Ensure that all exit doors and egress routes are clear of barriers; * Regularly inspect & replenish First Aid Kit as needed & rotate shelter-in-place Kit items; * Maintain a list of assets used as part of child care business; * Verify that all building exits are closed can be opened when the child care Home is open. | |
| **Primary Responsibility** | **Designated Alternate** |
| Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Preparation   * Know the location of the shelter-in-place and assembly area; * Know the best and fastest route to exit doors; * Notify supervisor if any evacuation routes are NOT clear; * Request supplies to replenish First Aid kits as needed; * Actively participate in annual emergency preparedness training and other scheduled emergency drills and exercises;   Response   * Assist with the safe evacuation of children * Help with transporting children to Contingency Site * Ensure that all rooms and closets are clear of children; * Close all doors before checking the next room; * Assist children or staff to reach the shelter-in-place site, Assembly Area or contingency site; * Provide assistance to anyone injured; * Take emergency Go-Kit and emergency contact list; * Verify that all children, staff and visitors are accounted for; * Compile a list of anyone who is NOT accounted for and report to the Director or OsIC; * Support staff in keeping children occupied; and * Provide other support to the Director and children as needed. | |

# Emergency Plan Activation, Notification & Communication

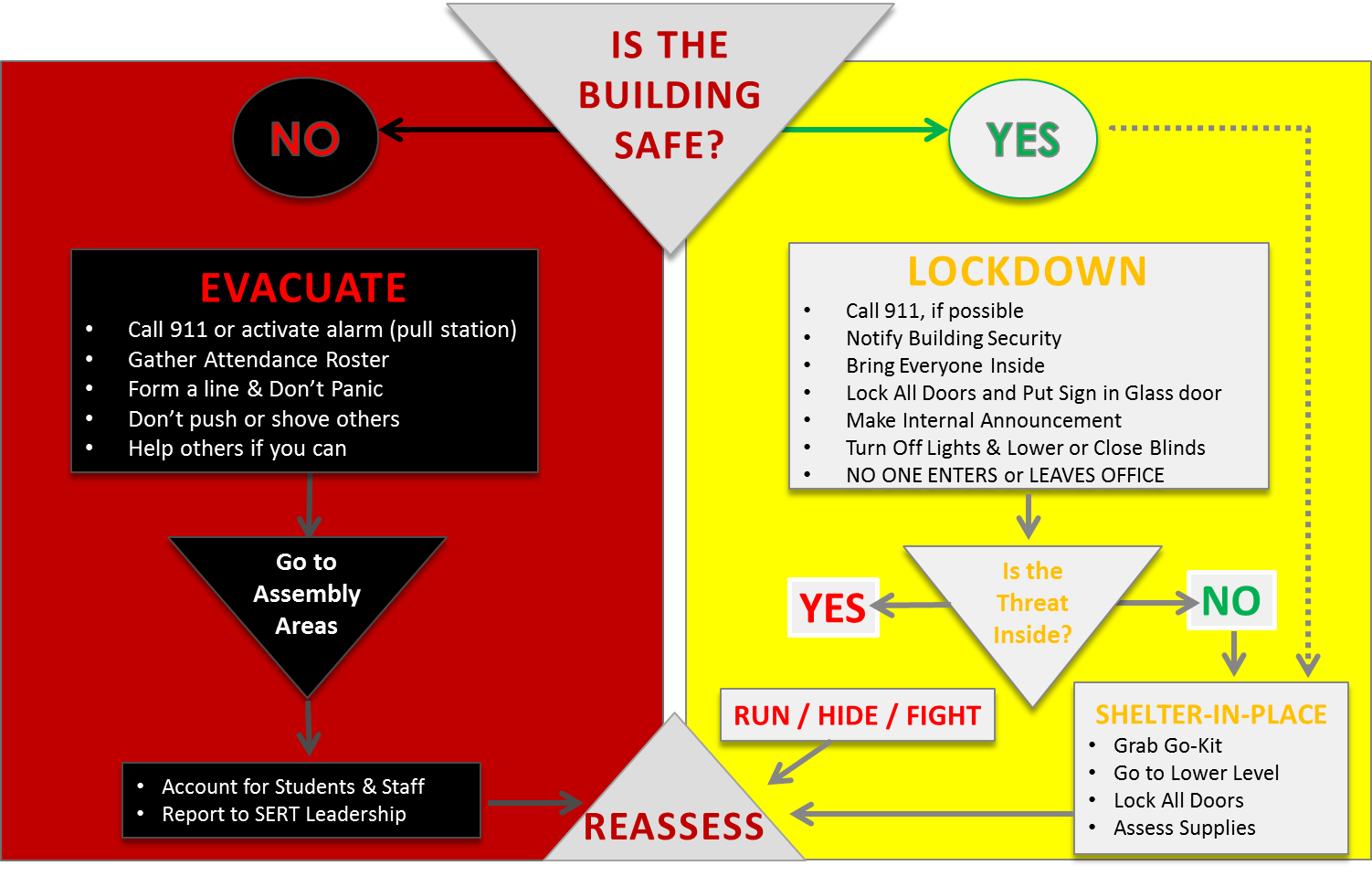
Emergency notification is a critical component of emergency preparedness, fire safety and building evacuation for all persons within a child care home or expanded home. The Director and families need to be able to discuss and explore options for emergency preparedness planning before, any emergency, including any unexpected threats, natural, and/or man-made disasters.

Communicating emergency plans with all child care personnel, staff, and parents/ guardians of the children is a critical component of emergency planning and preparedness. The entire child care home or expanded home must be made aware of policies and procedures and be allowed to participate in emergency preparedness drills and exercises, which includes building evacuation plans and procedures.

Communication must be two way: an incident within the child care home or expanded home must be reported up the chain of command to the Executive Director and to OSSE, while District-wide warnings of potential threats must be passed down to any staff that may be assisting the Director on the day of the incident.

## Activating the ERP – Making the Decision

The decision making diagram below show options for what to do depending on the location of the threat and its potential impact on the child care home or expanded home.



The Director, or designated Alternate, will make the decision on the level of activation and will serve as the IC until first responder officials arrive at the scene at which point the first responder will assume that role. Information gathered from news outlets, e-mails, social media (Facebook, Twitter, Instagram, Snapchat), and other sources can provide critical information to determine whether to active and at what level to initiate the ERP. In addition, a person’s natural instinct coupled with their knowledge of the surrounding area can serve as a barometer of when to initiate the plan.

Once the decision is made, then notification about the level of activation can be announced. Often, the first step is to monitor developments and activate a lockdown out of an abundance of caution. The level of activation can be increased if notified by authorities to do so, the threat becomes imminent, or additional information is received that warrants a decision to evacuate or shelter-in-place.

## Methods of Notification

Critical to emergency preparedness planning is the establishment of policies and procedures to receive and send emergency notification to all child care homes and expanded homes personnel and families. It is important that child care homes establish multiple means of communicating emergency information during and following the emergency or disaster. There should be multiple means of communicating emergency information including text, voice message or email but telling staff in-person may be easier and just as effective.

*INSTRUCTIONS: Below are descriptions of commonly found emergency notification systems. Check the ones that your home or expanded home utilizes to receive information or to send information to staff and parents in the event of an emergency.*

* Alert DC—provides rapid text notification and update information during a major crisis or emergency from the DC government using a range of channels and devices including e-mail, smartphones, and social media.

When an incident or emergency occurs, authorized DC HSEMA personnel can rapidly send out brief notices out to registered individuals using this community alert system. Alert DC is your personal connection to real-time updates, instructions on where to go, what to do, or what not to do, who to contact and other important information. Alert DC is available to all DC residents and visitors to the District. Sign up for an account to receive text alerts and emergency notifications.

* Local Media – the local TV and radio networks such as WTOP provide up to the latest news, weather, and other relevant information including school closures or emergency situations.
* Weather Radios – Various offices across DC have weather radios that provide the latest in severe weather information.
* Listservs & Social Media – Facebook, Twitter, Instagram, and other social media tools provide updates on things that are happening in the neighborhood and updates as situations develop.
* Group Email / Text Messaging – The child care home can send “urgent” e-mails and text messages to parents and any staff, providing notification and updates.
* Phone Apps- Some child care providers utilize Phone Apps when communicating with their parents/guardians.
* Phone-Tree – a phone tree supports notification of any staff and families about an emergency situation.

**i. Preferred Means of Reporting Fires and Other Emergencies**

* All fires must be reported to the fire department by calling 9-1-1. Failure to report a fire, even when extinguished, may result in penalties and fines.
* If you smell smoke and no fire or source of the smoke is apparent, call the fire department 9-1-1.
* If you smell an odor that you believe to be natural gas or other dangerous substance, do not operate any light switches. Call 9-1-1 and report the odor and evacuate the building.
* For medical emergencies, call 9-1-1 and request an ambulance then contact the parent or guardian of the child.

**Alternate Means of Reporting a Fire**

A cell phone or landline may be used to call 9-1-1.

**ii. Calling 9-1-1—What to Do & Expect**

To report an emergency by phone, dial 9-1-1 and follow these instructions:

* Speak slowly and clearly;
* State the nature and location of the emergency, including:
  + The address of the child care Home address.
  + The location within the home of the emergency (floor and area, if known)
* State and spell your full name;
* Provide the telephone number of the phone you are calling from;
* Follow the 9-1-1 operator’s instructions. Note: the 9-1-1 operator will immediately dispatch first responders to the emergency but may keep you on the phone to ask for specific information about the circumstances surrounding the emergency.
* DO NOT hang up until the 9-1-1 operator tells you to do so.

**iii. Preferred Means of Notifying Occupants about a Fire or Other Emergencies**

The preferred method of notifying occupants of a fire or emergency is by verbal announcement of the emergency by dispatching a staff person to notify staff in each room. The Director of the home or expanded home will notify all occupants in the home at the time of an emergency. The child care home Director shall initiate their responsibilities stated in this plan and begin directing caregivers out of the home to their designated Assembly Area (AA).

**Alternate Means of Notifying Occupants about Non-fire Emergencies**

For non-fire emergencies, the Child care Director will let occupants of the home the nature of the emergency and actions to take. If it is a fire, immediately direct staff to take the children and exit the child care area and the building. Once safely outside, contact the emergency contact for each child.

**iv. Notifying Staff about an Emergencies while children are outside or on a field trip**

If children are out of the home for outside play or on a fieldtrip, the Director or designated Alternate will contact the Lead Teacher using a means that is normally used to maintain contact with staff when children are outside. If staff take the children on a field trip, the Director or designated Alternate will maintain contact with the Lead caregiver on the field trip using a cell phone or via text message.

## Internal Notification / Alert System for Staff

*INSTRUCTIONS: In this section, write a description of the alert system that you use to notify staff or anyone in the Home, of an emergency. The sample below may be adopted by your, Home if you do not have one in place. The key word notification system allows the Home Director to activate a part of the ERP without frightening young children. Some providers may prefer to refer to a color to indicate the protective actions that staff should take.*

**SAMPLE**

ACME Center will utilize a color-coded, key-word alert system to notify staff of potential threats. The color and key word triggers the level of action that must be taken by staff. The system outlined below provides the color and key work, the conditions that would warrant activation of that alert level and the procedures that should be initiated. A staff person should be dispatched to each class to ensure that the notification was received and provide directions regarding lockdown, shelter-in-place, or moving to a safer place (evacuation).

## Communication with Media

Communication with the media must be handled carefully as information released to the public can impact the reputation of the child care home or expanded home and make the organization susceptible to liability and have unintended consequences. Therefore, a child care home and expanded home should take the following actions with respect the communicating with the media:

* Delegate one person (most likely the Director) to talk to the media;
* Instruct all child care staff and personnel NOT to speak with the media;
* Practice what and how one talks to the media; and
* Remember that you do not have to answer every question.

# Training and Preparing Staff for Emergency Situations

## Emergency Preparedness Training

Training of all child care homes and expanded homes staff and employees is an important part of the emergency response plan. Completion of at least one training a year, for all staff should include: an understanding of who is responsible for emergency response decisions, an understanding of their specific roles and responsibilities, and communicating with each other during a disaster. A training and exercise log should be kept to track the date of the training activities and participation. Home and Extended Homes will initiate the following trainings, drills and exercises protocol for staff and regular volunteers:

* All employees will be trained on the emergency response plan at a minimum annually.
* Drills shall be held monthly at unexpected times and under varying conditions to simulate the unusual conditions that occur in case of fire.
* All new staff and employees will be provided a copy of the plan and training on emergency evacuation procedures.
* A record of the training will be kept by the Home using the form in Appendix G and made available to DEL Inspectors and the fire code official upon request.

## Evacuation Drills and Exercises

Practicing the emergency response plan is essential for the safe evacuation of all children, staff and visitors.

1. Practice drills will be varied to include lockdown, shelter-in-place and evacuation situations and occur at different times to familiarize staff on what actions to take.
2. Prepare written/pictorial instructions for shutting down heating and ventilation systems; and
3. Assess rooms and areas of the Home to determine which spaces are appropriate for use as an interior shelter-in-place or safe room;
4. Inventory emergency equipment or supplies that may be needed to shelter-in-place.
5. Account for all occupants at the AA using a current list of children, staff and any volunteers on site at the time of the evacuation;
6. Meet after a drill or exercise to discuss what went well and if any revisions to the plan are needed, or if changes to the training schedule is needed.
7. Keep a record of all drills using the form found in Appendix H.
8. Never reenter the home until the Incident Commander has notified the Director or their designated Alternate that it is safe for staff and children to return;
9. Although not required by the fire code, prior notification of emergency evacuation drills can be given to the fire code official.
10. Ask the local fire department to provider training or support with evacuation, shelter-in-place and lockdown drills.

## Signage and Directions for the Public

An evacuation map with arrow showing the path to the exits will be displayed in plain view at various locations on each floor of the Home near a door or exit. Evacuation maps that include evacuation routes will be posted at the following locations:

* At the entrance of a room, stairwells, inside changing rooms, and in between each floor;
* Inside each room including each office, and next to the reception desk, kitchenette, lunch room, and offices;
* In the and entrance; and
* Other strategic locations where individuals congregate.

## Information Sharing with Staff and Families

An information sharing session with staff and families for providing essential information in the following areas:

* Awareness of potential threats to the home;
* Localized fire suppression strategies;
* Understanding the emergency codes and warnings;
* Evacuation routes from the home; and
* Procedures for family reunification following an emergency.

At least one information session will be provided each year, and a written handout of emergency evacuation information will be distributed to all families and staff prior to the child joining the child care home or expanded home.

# Lockdown & Shelter-In-Place Procedures

## Lockdown

When a lockdown is initiated, children, and staff remain in the designated safe location in the home; lock or barricade the door and move to an area of the room away from windows. All interior doors are locked and children are limited to their safe area in the home. No one should exit or enter the center. This takes place if there is a threat, or possible threat, near the center. During a lockdown, the main entrance door(s) will be locked and a sign will be posted on the front door indicating that the home is on lockdown. The following steps will be followed in the event of a lockdown:

1. Pick up or assemble all infants and children.
2. Lock all doors, close all blinds and shades & cover window boxes.
3. Move to an interior room with few or no windows or look for the “Safe Corner” of the room.
4. Assign one person to barricade the door if it does not lock from inside.
5. Seat children against the wall and away from windows and doors in the “Safe Corner” of the room.
6. Turn out lights and silence your cell phone.
7. Keep children and infants calm and QUIET.
8. Gather and hold onto children’s emergency contact list (in case evacuation is necessary).
9. Keep in contact with Director and other staff using text messaging.
10. Monitor situation for updates and follow directions from first responders.
11. Provide an “ALL CLEAR” announcement once safe to do so and exit the house.
12. Contact and notify families of the emergency and actions taken

Training and practice opportunities should be included in the Emergency Response Training with scenario-based exercises to ensure that all CCFHPs are prepared to execute lockdown procedures.

## Shelter-in-Place

The term Shelter-in-Place means to seek immediate shelter at a designated location within the home and remain there during a chemical or biological event, an outside threat to the home, or other emergency where evacuation would actually increase the risk of injury to children, staff or others in the home.

Shelter-in-place is initiated to protect children and staff from chemical, radiological, and biological contaminants released into the environment, or in the case of an intruder, shooter, or unexpected threat. Sheltering-in-place is necessary at times when it is more dangerous to attempt to evacuate, or leave the premises. To shelter-in-place means to take immediate shelter where you are and isolate your inside environment from the outside environment.

If sheltering-in-place is determined to be best course of action, the Director will notify staff, children, and visitors about the emergency, activate the ERP and initiate the shelter-in-place procedures using the pre-established alert system which may include text message, smartphone App, phone call, or other mechanism. The announcement will provide clear instructions will ask everyone to remain in the home with regular updates on the unfolding situation, as needed. The following steps will be followed in the event of a Shelter-in-Place:

1. Direct staff to pick up and carry infants and ask or assist all mobile children to form a line at the doorway.
2. Account for children in line; if anyone is not present, notify staff person to check all areas.
3. Remind staff of Shelter-in-Place (SIP) location and take children’s emergency contact list.
4. Direct a staff person to transport the first aid kit and SIP kit.
5. Inform everyone to remain calm, stay together and move to SIP Room.
6. **DO NOT ACTIVATE the ALARM SYSTEM.**
7. Move carefully but quickly to SIP Room & account for children & staff.
8. Keep children and infants calm and “entertained”.
9. Contact and notify families of the emergency and actions taken.
10. Monitor situation for updates and follow directions from first responders.
11. Provide an “ALL CLEAR” announcement once safe and exit the house.

**i. Shelter-in-Place: Administrative Procedures**

* Main office receives notice of a threat that warrants protective actions or receives directive to shelter-in-place from the emergency management agency (HSEMA);
* Director closes the home or expanded home, activates the emergency plan, and assumes Incident Command role;
* Communicate shelter-in-place status by notifying all staff, personnel and children a
* Communicate Shelter-in-Place Directive: **“THIS IS NOT A DRILL (REPEAT); INITIATE CODE SHELTER and MOVE TO YOUR SHELTER AREAS”**
* **ASSIGN** responsibilities to others (Director stays in command area);
* **LOCK** all outside doors (Maintenance or Building Manager);
* **SWEEP** halls, rooms and all areas of the home for children, move to nearest shelter room;
* **TURN OFF** heating and ventilation systems. **SEAL** make-up air systems;
* **MONITOR** radio and main phone line (allay parent concerns);
* **ASSESS** needs and **PROVIDE** care;
* **DETERMINE** need for first aid or other care ;
* **WAIT** for instructions or information;
* If instructed by officials, seal rooms with plastic and tape;
* Communicate updates to staff and families as information is received;
* **GIVE “ALL CLEAR” SIGNAL** when notice is received from Police or Fire Official;
* Direct staff and children to exit the home; and
* Once home is clear, restart HVAC systems.
* Draft notice for distribution to parents via e-mail, App, text message, or other system in place to notify families that emergency procedures have been activated. This notice may also be used when calling parents reachable only by phone.

# Fire & Evacuation Procedures

## Priorities in the Event of a Fire

* Rescue - When you discover a fire, rescuing people in immediate danger is the top priority;
* Confine - Close all doors and stuff damp towels under doors to prevent the spread of smoke;
* Extinguish & evacuate - Extinguish small fires with an appropriate extinguisher and only if you can do so safely and quickly and you have received the appropriate training in the use of a fire extinguisher;
  + A fire, contained in a small container can usually be extinguished by covering it with a lid;
  + If your clothing catches fire, drop to the floor and roll to smother the fire. If a child’s clothing is on fire, or another adult’s get them to the floor and roll them to smother the flames or cover them with a coat or similar item;
  + Use the PASS method when using a fire extinguisher (Pull, Aim, Squeeze, Sweep) and make sure you remain safe, keep yourself between the fire and nearest exit;
  + After the fire is extinguished, notify the fire department by calling 9-1-1;
* If the fire is too large, call or ask a colleague to call 9-1-1
* If you smell gas, do not operate any light switches, electrical equipment, cell phones, or other electronic apparatus; and
* If unable to evacuate, close the door, cover gaps under doors and await rescue.

**i. Using a Fire Extinguisher**

The use of fire extinguishers must conform to guidelines specified by OSHA standard 29 CFR 1910.157, and at a minimum, designated staff on each floor will have annual training on the correct use of fire extinguishers.

* Portable fire extinguishers suitable to the conditions and potential hazards should be maintained in an effective operating condition by the Building Manager, if applicable; or the Director of the Home.
* Each extinguisher is visually inspected by an inspector from the office of the Fire Marshal on an annual basis for broken seals, damage, and low gauge pressure. The inspector shall initial the tag affixed to the extinguisher after each inspection.
* Extinguishers found to not be fully functional shall be withdrawn from service and a functional unit put in its place;
* Employees designated to fight fires must receive training in the use of fire extinguishers, their limitations and the hazards involved with incipient stage firefighting;
* Operation of portable fire extinguishers is not a priority or substitution for evacuation. If your efforts are successful, fire department notification is still required.
* Do not fight a fire unless you feel that you are physically and mentally able do so.

**ii. If the Fire Cannot be Extinguished**

* Confine the fire by closing all doors;
* Begin moving all children and staff towards the nearest exit door;
* Call the fire department using 9-1-1;
* Evacuate the Home, move to designated AA, account of all children and staff; and
* Report all details of the incident to the Director.

## Evacuation

In an evacuation emergency or when directed to evacuate, all staff, children, and visitors must evacuate the home quickly using the nearest exit and proceed to the designated AA, as dictated by conditions.

Follow these Steps when Evacuating the Home or Expanded Home:

1. Direct staff to pick up and carry infants and ask or assist all mobile children to form a line at the doorway.
2. Account for children in line; if anyone is not present, notify staff person to check all areas.
3. Take children’s emergency contact list when exiting (during drills as well).
4. Remind staff and visitors of the location of the AA.
5. Inform everyone to remain calm, stay together & meet at the AA.
6. Lead children or carry infants to the safest and nearest exit door.
7. Help exiting children out of the building and designate one person to make sure everyone has exited, if necessary and safe to do so.
8. After exiting the building, move quickly but carefully to the AA and account for all children and staff.
9. Notify Incident Commander or Home Director that all children and staff are accounted for. If missing, provide name & last known location.
10. Never reenter the house for any reason until the “All Clear” is given.
11. Contact and notify families of the emergency and actions taken.

**i. Primary Exit Routes, Alternate Egress Paths Routes and Area of Rescue Assistance**

Each CCFHP ERP needs to include an Evacuation map of each floor that includes the following:

* Surrounding Street Names or Nautical **🞏** Legend & Area Map w/ AA & Cont. Site
* Primary Exit Routes (RED Arrows) **🞏** Alternate Exit Route (BLUE Arrows)
* Exit Doors / Stairwells **🞏** Fire Extinguishers / Pull Stations
* Area of Rescue ( symbol) **🞏** Shelter-in-Place Room ( symbol)
* “You are Here” Marker (hall Maps) **🞏** Fire hydrants around or near the building

Include these maps in Appendix D of this ERP.

**ii. Evacuation Locations (Assembly Area & Contingency Site)**

*INSTRUCTIONS: In this section, describe the Assembly Area (AA) where children, the Director and staff, if applicable, will gather in the event of an evacuation. Include specific directions on leading or transporting children to the AA, including the path that evacuees would take, how children will be transported. When selecting an AA, be sure that it located a safe distance away from the home, but NOT next to or near a fire hydrant as that may need to be used by the Fire Department.*

**Contingency Site**

*INSTRUCTIONS: In this section, please describe the contingency or alternate site that you would use in the event that the home, or expanded home is impacted by an emergency that requires you to evacuate to the contingency site. Include details about its locations with respect to your home or expanded home, as well as the layout of the space and whether it is big enough to accommodate all of the children served by your home or expanded home.*

**Facility Use Agreement**

Child care homes and expanded homes should include a written agreement with the Property Management of the Contingency or Relocation site, if applicable. Include this agreement in Appendix B of the ERP.

# Procedures for Other Emergencies

## Procedures for a Verbal Threat

If a verbal threat is received by telephone, attempt to get as much information as possible about the caller (for example, male or female, accent, etc.). Listen for background noise that may help to identify the location of the caller. Threats received through the mail or other means are to be reported immediately to 9-1-1.

In the event you are contacted by phone regarding a threat, these steps should be followed:

1. Remain calm, listen, and take notes;
2. **Immediately ask another staff in the home to notify the Director, if she/he did not take the call.** Do not discuss the call with anyone but the appropriate authority-in-charge to prevent alarming others;
3. The Director or designee will call 9-1-1 and ask for a Police dispatch and ask for necessary assistance concerning the call, regardless of the threats.
4. Listen for background noises such railroad, subway, streets, aircraft, crowd, etc. and remember what you hear;
5. Keep the caller talking while you notify someone near you that you are on a threat call and ask questions such as these:
6. Why would you want to hurt innocent people?
7. Could you repeat the message?
8. Can you tell me the reason you are doing this?
9. If the call is received on a telephone with caller ID display. **RECORD THE DISPLAYED PHONE NUMBER**.
10. Record a description of the caller’s voice:
11. Male or female
12. Juvenile or adult, senior
13. Local, foreign, southern, etc.
14. Speech impediment, slurred speech, etc.
15. Excited, quiet, calm, etc.
16. Possible level of education

## Procedures for Medical Emergencies

A first aid kit will be kept in home, or expanded home. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [insert title] should check the first aid kit monthly. If the home has an Automatic External Defibrillator (AED), training should be included on how to use it.

The Director shall record all injuries requiring first aid and the supplies used to treat the injury. If an alternate person undertakes this duty, this person will report the incident to the Director of the home or expanded home, as soon as reasonably possible.

In the event of a medical emergency, the Director will call 9-1-1 and the local fire house. Do not move the child or person unless his/her life is in danger. Any first-aid trained individual may provide first aid until EMS personnel arrive. If an ambulance is called, the Director, or his/her designed Alternate shall go to the entrance to the home to meet the crew and direct them to the patient.

A first aid log shall be kept and reviewed quarterly to identify trends or patterns in injuries, so as to initiate corrective action. First aid supplies shall be readily available. Any work-related injuries or illness, should be reported to the Director.

## Procedures in an Active Shooter Situation near the Home or Expanded Home

* Immediately lock all exterior doors;
* Move everyone to the SIP room or an interior hallway or room with few or no windows;
* Turn off the ringer on your cell phones;
  + Keep children calm, and anyone else in the home;
* Send Text message to someone outside of the area to call 9-1-1;
* DENY: Barricade the door with large objects to the extent possible (use chairs, desks, and other heavy items; use tables to hide behind);
* DEFEND: Gather books or other solid objects that you can use to defend yourself;
  + Throw items at assailant if they enter the room;
* If possible, send information to others;
* ESCAPE: Send a lookout to check the status of what is going on, if safe to do so;
* Evacuate and gather at the Assembly Area; and
* Help children and anyone in the home at the time of the incident who need assistance to evacuate.

**i. Procedures as you Exit the Home or Expanded Home:**

First Responders must secure the scene FIRST!!

* Keeps hands in the air and fingers spread apart;
* Keep them visible at all times;
* Avoid screaming, yelling or pointing;
* Do NOT approach police or run toward them;
* Follow police directions and move in the direction they came from or told to go; and
* Don’t run or make sudden moves towards an officer;

## Assistance for Children or Other Persons with Disabilities

Any parent/guardian who would like to request a reasonable accommodation may do so by contacting the Director. This should be noted in the child’s records but must be kept confidential. Children with disabilities or those who require assistance to evacuate will have a pre-assigned caregiver or “buddy” and an alternate for every child with disabilities is helped to exit the home, or expanded home. Each provider should keep a list of “buddies” and alternates for each child with disabilities.

If evacuation is not possible, the buddy will remain with the person with disabilities at the designated “Area of Rescue Assistance.” It is also conceivable that a visitor to the home may have a disability. The Director will be notified of anyone with a disability or anyone having an injury that would prevent them from evacuating the building expeditiously.

# Recovery

## Recall / Re-Entry Procedures

Once the threat has abated, the Fire and/or Police Department must give the “All Clear” notification before anyone is allowed to reenter the area. This is to ensure that first responders and investigators have had ample time to collect evidence and verify that it is safe to enter the area. The following procedures should be followed:

* Once at the assembly point, all occupants should await instruction from the Director or other designated staff leader;
* No one should enter the home or expanded home when the fire alarm is sounding for any reason;
* At most small incidents the fire official in charge will decide when it is safe to reenter a home or expanded home. The Director will notify staff when re-entry is possible.
* At larger incidents or where contamination is suspected, wait for the “All-Clear” by the Fire Department;
* Communication plans with parents/guardians/families need to be initiated, if there is a prolonged incident or in cases of inclement weather conditions. The Director may assign staff to assist in carrying out safety tasks prior to a general reentry (example: venting the Home, checking for water damage, etc.);
* At prolonged incidents, occupants, or visitors wishing to retrieve valuables should notify the Director or designated Alternate and get approval before doing so; and
* At prolonged incidents the Director should place “Danger, No Access Beyond this Point” notices at entry point of the home or expanded home.
* After permission is given, the Director, or designated person, will direct occupants and visitors to reenter the area in an orderly fashion to assess damage and to salvage or collect their property. The Director should assess the situation and document in lessons learned to be reviewed. Revisions to the ERP can be made based on the Director’s assessment.

## Family Reunification and Release Procedures;

INSTRUCTIONS: In this section write down your normal process for how you allow children to be picked up from the home or expanded home. Include any steps you follow to verify the identity of someone who is not a parent or guardian (example: written permission requirements, sign-out procedures).

* When possible and the safety of children can be ensured, resume normal operations as soon as possible;
* Contact, using available means, at least one parent of all children with a summary of the incident and current status of the situation to minimize misinformation;
* Communicate status and notify appropriate officials and offices of any problems;
* Designate a location for parents/guardians to pick up his/her child/children;
* Debrief and evaluate response with key staff;
* Determine the mental health care needs of children who may need counseling; and
* Revise response procedures as necessary;

## Dealing with Emotional Distress

When a child lives through a disaster, his/her physical, mental, and emotional health can be disturbed. There are normal reactions to disasters, but medical help may be necessary when certain reactions last longer than normally expected. Child care homes and expanded homes can support families in helping children cope with the effects of a disaster. The goal is to recover and develop well after the disaster.

Child care homes and expanded homes may need support from OSSE to spearhead an effort in organizing and formulating a plan to provide counseling to support children, families, and staff after an emergency. A predetermined location away from the incident, may be set up to provide needed support. The DC Department of Behavioral Health may need to be contacted to identify resources for ongoing support for children, families and staff needing additional coping strategies.

## Continuity of Operations Plan (COOP)

The COOP establishes the procedures for where the child care home or expanded home would operate in the event that an emergency event prevents the use of the home for an extended period of time.

Each child care home and expanded home should identify a location that will serve as the COOP site until the resumption of normal operation at the original home. In an emergency that prevents the use of the child care site, an alternate location would need to be approved by OSSE. Some emergencies, such as a large scale fire incident, would require that the child care home or extended home operate an alternate location for an extended period of time.

# Mitigation Plan

Mitigation is critical to the implementation of any evacuation plan as it is the preparation component that makes a successful evacuation possible. Mitigation, by its very nature, is focused on activities that can be completed in advance of an emergency or disaster.

## Maintenance Procedures

Proper maintenance and housekeeping, including the prompt removal of wastes and keeping the workspace free of unnecessary combustible materials, will help to prevent or reduce the severity of fires. Procedures for the proper maintenance and housekeeping as follows:

1. All aisles and emergency exits will be kept clear (a minimum of three feet on either side) of material storage (temporary and permanent) at all times.
2. Storage areas will be maintained orderly at all times. When supplies are received, or brought into the home, the supplies will be stored properly.
3. Spills will be cleaned-up immediately and wastes disposed of properly.
4. All waste receptacles will be lined with a plastic trash bag to avoid direct contact while handling. Janitorial staff will use rubber gloves when handling wastes.
5. At the end of the business day, all office equipment (area heaters, lamps, coffee-makers, PCs, etc.) and lights will be turned off to save energy and prevent fires.
6. Limited quantities of flammable liquids should be kept in the home, and flammable liquid storage cabinets shall be used when large amounts are present.
7. Storage of combustible materials such as cardboard boxes, etc. should be kept to a minimum.
8. Electrical wiring should be maintained in good condition. Extension cords should be used only for temporary use and not concealed. Outlets are not to be overloaded.
9. Smoking and open flames are prohibited.
10. Paper and other combustible material should not be stored on vents or adjacent to lamps or other heat producing devices.
11. Material should not be stored within 12 inches of any sprinkler heads.

## Fire Prevention Procedures

Fire prevention procedures are a critical part of the Mitigation Plan. Child care homes and expanded homes must take the appropriate steps to prevent the possibility of fires. Included in these provisions are activities that may pose a potential fire threat or contribute to major fires in the course of normal use on the premises and procedures for handling them:

1. Heat-producing equipment such as an oven in the kitchen area is a potential fire hazard and any flammable items must be kept away. They must be kept away from anything that might burn.
2. Electrical appliances. Be sure to turn off all appliances at the end of the day. Use only grounded appliances plugged into grounded outlets (three prong plugs).
3. If electrical equipment malfunctions or gives off a strange odor, disconnect it, and call the appropriate maintenance personnel. Promptly disconnect and replace cracked, frayed, or broken electrical cords.
4. Keep extension cords clear of doorways and other areas where they can be stepped on or chafed and never plug one extension cord into another.
5. Do not allow combustible material (boxes, paper, etc.) to build up in inappropriate storage locations (near sources of ignition).
6. Make sure space heaters are turned off at the end of the day and do not place these units near areas where paper or Styrofoam goods are stored. The heat from these units can catch paper on fire or melt the insulation around electrical appliances.