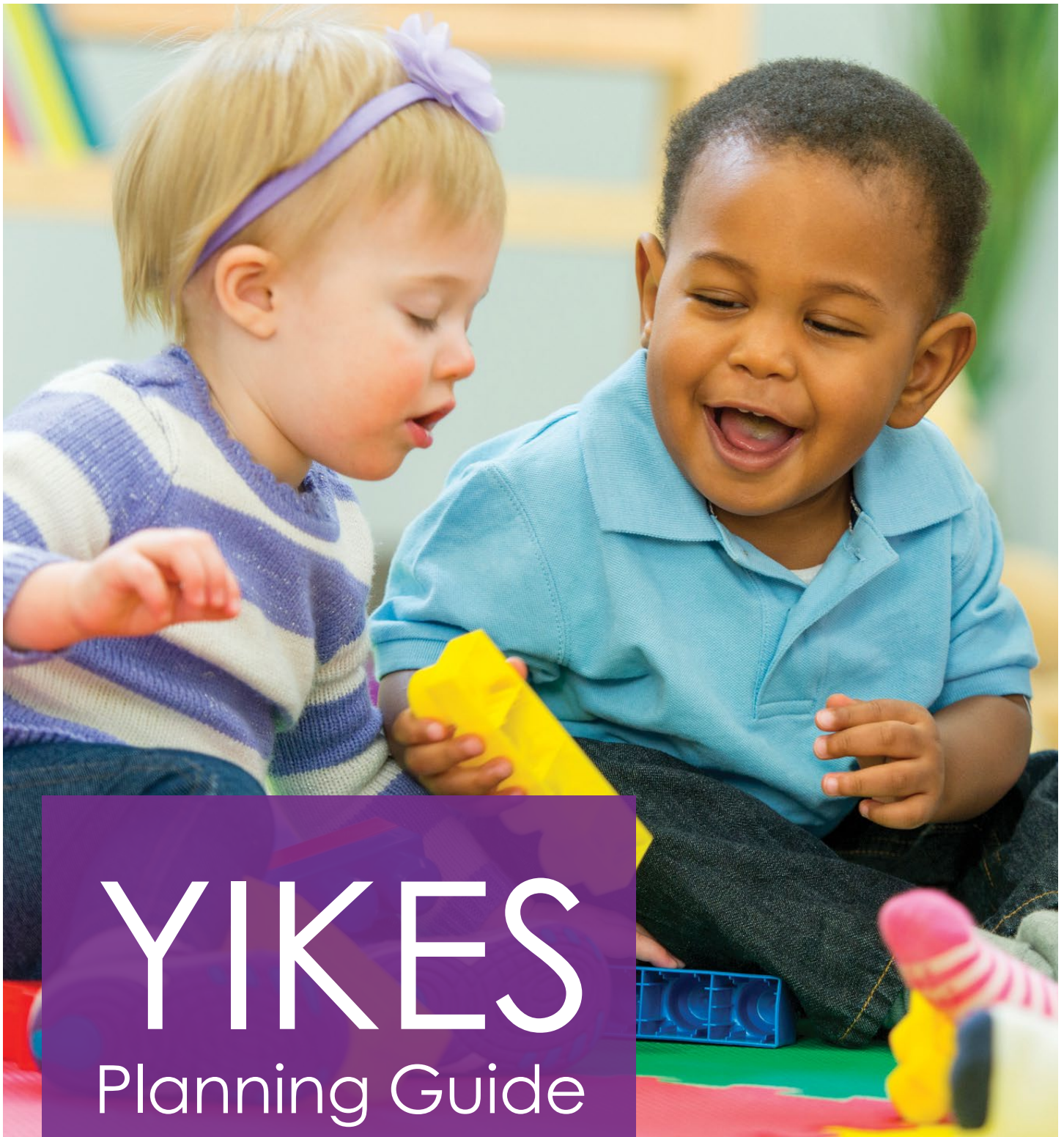


Your Inventory for Keeping Everyone Safe



YIKES

Planning Guide

for Emergency Response
Planning in Child Care



IDAHO
STARS



The **YIKES Planning Guide** includes the tools and information your child care program needs to identify, plan for, and minimize the impact of emergency situations. The YIKES Planning Guide introduces emergency planning through an eight-step process with accompanying resources that will assist you in developing a comprehensive emergency preparedness plan for your child care program. The **YIKES Emergency Response Plan Wall Chart** can be posted in every classroom as your Emergency/Disaster Plan quick reference guide. Both the YIKES Planning Guide and the YIKES Emergency Response Plan Wall Chart can be used before any emergencies occur, during an emergency, and bi-annually when updating your plan.

The Idaho Department of Health and Welfare and the IdahoSTARS Project would like to express deep gratitude for being able to adapt the YIKES Emergency Planning Guide and the YIKES Emergency Response Plan Wall Chart to meet the planning needs of early care and education professionals who spend a great deal of time planning for our children. The YIKES guide was developed by the Maine Department of Health and Human Services, through the Healthy Child Care America Project 2H24MC00034-04 from the Maternal Child Health Bureau (Title V), Social Security Act, Health Resources and Services Administration, U.S. Department of Health and Human Services.

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It is essential for Idaho child care providers to be prepared for a wide range of emergency situations. Preparation includes emergency preparedness training, plan development, and practicing emergency plans. Program policies need to be put into place for:

emergency closures
evacuations
relocating
sheltering in place
safe place/lock down
communicating and reuniting with families
continuity of operations
planning for children and staff with diverse abilities

In emergencies children may or may not understand what is happening and may not be physically or developmentally able to rescue or protect themselves, so planning and practicing for emergencies is essential for keeping everyone safe.

Introduction

Here are some suggestions as you begin planning:

- **Take Emergency Preparedness Training.** IdahoSTARS offers training for child care providers on emergency preparedness. Visit www.idahostars.org for more information on emergency preparedness training and resources.
- **Keep it simple.** You, your staff, parents, and town officials will be able to recall the necessary steps when faced with an emergency situation if your Emergency/Disaster Plan is simple and easy to follow.
- **Make your plan easily available for reference.** Post your Emergency/Disaster Plan where it can be easily seen by emergency personnel, staff, families, and your Environmental Health Specialist.
- **Practice. Practice. Practice.** During emergencies thinking shuts down and people act on instinct. Once you have a final Emergency/Disaster Plan, practice your plan so that everyone instinctively knows exactly what to do. See, “Caring for Our Children,” Standard 9.2.4.5 Emergency and Evacuation Drills/ Exercises Policies for additional guidance.
- **Develop personal relationships** with your local emergency manager, emergency personnel and first responders, public works personnel, and your local IdahoSTARS Child Care Resource Center (CCRC). These people would most likely respond to an emergency at or near your facility. They can assist you in your identification of potential disasters and hazards close to your program and the appropriate responses.
- **Your emergency response plan is a part of the larger plan.** You may want to consider your willingness to have your facility available to assist other children and families who may need immediate shelter. Additionally, there may be an immediate need to provide child care for emergency responders. If you are able to provide such assistance, contact your local CCRC.

Forming Your Planning Committee

Who can help you develop your Emergency/Disaster Plan?

Nearby child care programs, schools, community centers, and businesses may also be working on an Emergency/Disaster Plan. You could work together to develop a plan, making sure to customize the general plan to fit your individual needs.

Choose Your Committee Members

Resource People: Resource people may participate by providing information you need to write your plan, by providing examples, or by reviewing your plan. Consider including:

- Local IdahoSTARS Child Care Resource Center Consultants
- Local Emergency Managers
- Emergency Personnel and First Responders
- Pediatricians/Health Professionals
- Public Health Programs
- Hospitals
- Red Cross
- Town Officials
- Families of the children enrolled in your program

Implementers: Staff, parents, volunteers, and the governing board of your child care program will all be affected by decisions made by the planning committee. Each group should have representation to share its unique point of view and concerns.

For children and staff with diverse needs and abilities you will want to include health care providers, families, or other support specialists in your emergency planning.

Plan a Committee Meeting

- Consider the time and place that will be easiest for all those involved
- Schedule a meeting in advance so that everyone can attend
- Prepare an agenda; items may include: introductions, purpose or goal of meeting, update on what has been done, opportunities for input, outline of what needs to be completed, plan development, assignments/commitments, date for next meeting
- Invite meeting participants



Planning Committee

Name	Representing	Contact Information	Task/Information



Completing a Hazard Analysis

To begin, your committee must 1) identify the hazards (both natural and manmade) you are likely to encounter in your area and 2) take action to ensure greater safety for the children in your care.

Think about the different types of hazards in:

Your Building

What types of hazards exist within my building? (i.e. stairs, heavy furniture, wood stoves, hazardous materials, etc.)

Your Surrounding Area

What types of hazards exist outside my building? (i.e. powerlines, ponds, creeks, opening to a well, etc.)

Your Community

What types of hazards exist in my neighborhood and surrounding community? (i.e. chemical plants, dams, etc.)

The State of Idaho

Wildfires and flooding are the two most common natural disasters in Idaho. Idaho has been impacted by earthquakes, volcanic eruptions, and manmade disasters (the Teton Dam Collapse).

Think about universal hazards:

- Fires (fires are the most common business disaster)
- Severe Medical Emergency
- Transportation Incident
- Utility Outage and Blackouts
- Crime (theft, intruder, armed intruder, bomb threat, etc.)
- Abduction
- Geological Events (earthquakes, landslides, volcanoes)
- Severe Weather (excessive heat, tornadoes, flooding, thunderstorms, winter storms)
- Illness Outbreaks
- Hazardous Materials

Reduce the potential threat of emergencies

You may not be able to stop a fire, flood, or earthquake from occurring, but you can take steps to ensure greater safety for the children in your care. Such steps are called **mitigation**.



Complete the Hazard Planning Checklists in Appendix A

Maintaining Child, Staff, and Emergency Contact Information

Having the right information on hand during an emergency is essential to making sure things run smoothly. Child and staff information can be gathered during enrollment or hiring, updated regularly, and stored in a waterproof transportable container. Emergency contact information should be compiled during the emergency planning process and updated regularly.

What information do I need?

Child Information

- **Child Documentation** such as sign-in/sign-out sheets that include children's names, time in, time out, and parent/guardian signatures
- **Contact Information** for parents/guardians, emergency contacts other than a parent/guardian (including one out-of-town contact if phone lines are down or jammed), and pediatrician contact information
- **Medical Forms** such as health, allergy, and medication information and permission to administer medication/medical procedure forms
- **Emergency Release Forms** such as permission to transport children, permission to obtain emergency medical care, and permission to evacuate children offsite
- **Special Health Care Plans** for children with complex health care needs, see *Appendix O* in "Caring for Our Children" at www.cfoc.nrckids.org

Staff Information

- Emergency contact information
- Staff health, allergy, and medication information
- Permission to administer medication/medical procedure forms
- First and last names of all staff, volunteers, and visitors
- Times of arrival and departure for staff and volunteers

What do I do with the information I have gathered?

- Post emergency contact lists in each classroom and work area along with your Emergency Response Plan
- Create a child-staff roster
- Create child identification badges
- Prepare a Ready-To-Go File

Emergency Contact Information

Emergency Contact	Contact Information
Fire	
Police	
Ambulance	
Poison Control	
Hospital	
Oil Company	
Gas Company	
Electric Company	
Water Company	
Electrician	
Plumber	
Snow Removal	
Child Protective Services	
Stress Counselor	

Identifying Emergency Procedures

There will be times when it is not safe for children to come to the child care program, or the children may begin the day at the child care program and then it becomes unsafe due to an emergency situation. In order to reduce confusion, it is important to have emergency procedures that everyone is familiar with for closing your program, evacuating, and sheltering-in-place.

Emergency Closures

Determine who will make the decision to close the site. In a family child care home where the teacher, director, and owner are the same person, this is easy. However, in larger centers this decision needs to be clear to all the program staff. Does the owner, director, or a teacher make the decision?

Determine how the decision will be made. Programs can monitor local school district closures, local severe weather and other emergency notifications, or contact their state or local police for information on emergency situations.

Determine how you will notify parents or guardians. Having updated contact information that is easily accessible in these situations is essential. Determine what type of contact works best for your program and families and who will be responsible for making that contact.

Determine when you will notify parents or guardians. The decision to close needs to be made in time for parents or guardians to be contacted before they leave their homes. Similar considerations need to be made when closing early.

Evacuating

Determine how you will leave the building. Identify and post emergency route and exit information in every room of your program. Make sure emergency supplies are close by so they can be easily grabbed when leaving the building.

Determine where you will meet outside the building. Identify a meeting place where you can do a head count of children and determine if you will need to relocate to one of your identified relocation sites.

Relocating

Identify two possible relocation sites. Identify a site in your neighborhood you can relocate to, along with a site out of your neighborhood site.

- Contact the owners or other appropriate persons to determine willingness to provide emergency sheltering
- Discuss a plan for using the shelter (i.e., How will you gain access? What supplies will you need to bring? What responsibilities will you have? What responsibilities will the owner have?)
- Develop a written agreement to provide shelter in an emergency - an example of a relocation shelter agreement form is included in Appendix C

Neighborhood Site _____

Out-of-Neighborhood Site _____

Identify options for emergency transportation. Develop a plan to supplement emergency transportation by the use of volunteers, additional staff, or neighbors, and obtain permission from parents to transport their children in an emergency. An example transportation permission form is included in Appendix D.

Safe-Place and Sheltering-in-Place

Determine the primary difference between the two situations. A Safe-Place means staying inside and locking down the building during an emergency. A Shelter-in-Place means staying inside the building AND trying to keep the outside air out.

Determine the location of your Safe-Place and Shelter-in-Place. Your Safe-Place and Shelter-in-Place areas may be in the same or different locations. The area you choose will depend on the type of emergency.

Local authorities issue orders for shelter-in-place during chemical emergencies. Local officials will relay emergency action steps to the media on a continual basis until the crisis is over. Once the order has been issued, do not leave your building until you receive official notification that the danger has passed.

Consider what it would take to keep your children in one area of your child care program for an extended length of time.

- Consider limited and controllable access to the outside
- Consider communication, such as access to a phone
- Access to emergency and shelter-in-place supplies
- Access to a bathroom
- Quiet activities to keep children occupied
- Doors and windows that can be locked
- Windows with drapes, curtains, or shades for additional protection

Assembling Emergency Supplies

Once a disaster hits, you will not have time to shop or search for the supplies you need. You can respond best to a disaster by preparing for it before it strikes. One way to prepare is to assemble emergency supplies in advance.

Things to Consider

The items and amounts needed in your emergency supplies will vary depending on the number and ages of the children you serve and the needs of your confinement and evacuation locations. There are three primary considerations:

How long will supplies be needed for? In a disaster situation, it may just be a few minutes until you can get to help or it may be 72 hours before you can receive help from local officials and relief workers. You need to plan and store supplies for both time frames.

What supplies does your group need? When determining what you need in your short-term and 72-hour emergency supplies, think in 8 basic categories:

- Important Papers
- Water
- Food
- Clothing and Bedding
- First Aid
- Sanitation
- Comfort and Safety
- Communication

How will you store your supplies? Your container needs to be easily portable and sturdy. If you are storing your short-term emergency supplies, an easy to carry backpack may be large enough. For large centers, a backpack per classroom would be appropriate. The backpack should be placed near an exit, taken on field trips, and taken during emergency evacuations. Additional supplies for your 72-hour emergency kit may need to be stored in a larger container such as a plastic, covered tote with handles, or a trash can with a lid. A weather radio is highly recommended for the emergency backpack and classrooms.

Last

- Develop a list, or inventory, of your emergency supplies and update every six months
- Refresh your food, water, and medical supplies, and update important papers as needed
- Check the size of clothes and age appropriateness of activities

	Short-Term Emergency	72-Hour Emergency
	Backpack	Sturdy, waterproof, covered container with a cover
Important Papers	<ul style="list-style-type: none"> • Child and Staff Emergency Information • Emergency/Disaster Plan • Relocation site agreements and maps 	Emergency Transportation Permission
Water	One gallon of water for every four children/staff	½ gallon of water per child and one gallon per adult
Food	<ul style="list-style-type: none"> • Non-perishable food items such as granola bars and crackers • Formula for infants • Disposable cups 	<ul style="list-style-type: none"> • Non-perishable food items such as canned fruit and meat • Appropriate eating utensils • Special food for infants • Non-electric can opener
Clothing and Bedding	<ul style="list-style-type: none"> • Aluminum safety blankets • Pair of work gloves 	<ul style="list-style-type: none"> • Change of clothes per person, especially socks • Extra bedding/blankets
First Aid	<ul style="list-style-type: none"> • Small first aid kit • Any needed medications 	<ul style="list-style-type: none"> • Any needed medications • Large first aid kit
Sanitation	<ul style="list-style-type: none"> • Diapers and wipes • Toilet paper • Hand sanitizer 	<ul style="list-style-type: none"> • Additional diapers and wipes • Additional toilet paper and emergency toilet facilities, if possible • Hand soap • Paper towels • Plastic bags (varied sizes) • Feminine supplies
Comfort and Safety	<ul style="list-style-type: none"> • At least one age appropriate play activity • Flashlight with batteries • Pencils 	<ul style="list-style-type: none"> • Several age appropriate play activities to rotate • Extra keys • Matches and candles • Duct tape and plastic sheeting (for sheltering-in-place) • Utility knife
Communication	<ul style="list-style-type: none"> • Weather radio and extra batteries • Charged cell phone or calling card 	<ul style="list-style-type: none"> • Walkie talkie • Non-electric phone • Signal/flare

Planning for Children and Staff with Diverse Abilities

Additional planning and preparation will be required to support children with specialized needs during emergency situations, such as those with disabilities and complex health care needs. Planning for individual children should be conducted with the child’s family, all child care staff working with that child, and any specialists that support the child.

First, Determine

What children or adults in your program have disabilities or access and functional needs that will require special attention during a drill, an actual evacuation, or an actual shelter-in-place or lock-down emergency? *(Use first names only).*

Then, Make a Plan

Each individual child Emergency/Disaster Plan should include:

- The staff member(s) that will be assigned to support the child during an emergency situation
- The alternative evacuation routes that will be used, if any
- The staff member that will be assigned to transport the child during an evacuation
- Any supplies that will need to be stored for emergency situations
- Emergency alert or communication systems that will be needed to alert the child to an emergency situation
- Necessary steps to include the child during emergency drills
- Any specialized information that should be included on the child’s emergency identification badge
- The local emergency responders that need to be notified about an individual child’s needs



Considerations for Specific Needs

Children with physical disabilities

- Can extra mobility aids be placed in the program setting? (i.e. canes, wheelchairs, walkers, etc.)
- Does the classroom arrangement allow a child to get to his or her identified evacuation route quickly?
- Have lifting or carrying techniques for individual children been discussed or practiced?

Children that are deaf or hard of hearing

- Are visual alert systems installed through the child care setting? (i.e. flashing lights)
- Have children been taught the meaning of the visual alert system?
- Is there a plan for communicating an emergency to the child? (i.e. sign language or picture communication)

Children that are blind or visually impaired

- Are extra eye glasses stored in the emergency supplies?
- Have staff practiced giving calm and clear directions for emergency situations?

Writing Your Emergency/ Disaster Plan

Summary of Essential Information

Your child care program's Emergency/Disaster Plan should include:

- Location, capacity, and hours of operation
- Emergency warning system(s)
- Emergency communication system(s)
- Emergency contact information
- Evacuation plans/procedures
- Relocation sites/procedures
- Lock-Down/Safe-Place location/procedures
- Shelter-in-Place location/procedures
- Considerations for infants and toddlers
- Individual emergency plans for children and staff with access or functional needs

Several groups of people may need this information:

- Parents/guardians
- Local emergency management agency
- First responders
- Child care licensing agency
- Local health districts, licensing, or IdahoSTARS Child Care Resource Center Consultants



An Emergency/Disaster Plan Template is provided in Appendix B.



Practice Drills and Posting Your Plan

In times of stress, the brain shuts down. Unless you and your staff are very familiar with your emergency response plan, you may not remember what to do. Hold drills for a variety of emergencies. See, “Caring for Our Children” Standard 9.2.4.5 for guidelines emergency drills.

FIRST

Gather all your staff together to talk through the drill. Who does what? When? Where? Does the emergency response plan appear to work? Make adjustments as needed, but be sure to update your written Emergency/Disaster Plan.

Make sure floor plans are posted with emergency exits, and your Emergency/Disaster Plan is easily accessible by all staff.

SECOND

Now is the time to include the children you care for, and any relevant community members. Since you have tested your plan and acquainted the adults with the steps, there should be little confusion.

The drill should go smoothly and leave the children with a sense of safety.

THIRD

Repeat. Staff and children need to be able to run the drills without thinking, in the dark, and in all types of weather.

The YIKES Emergency Response Plan Wall Chart, which contains the content of your Emergency/Disaster Plan, can be posted in each classroom for quick verification and reference.

Infants and Toddlers

Important Considerations

Ratios. A ratio of three infants to one caregiver is recommended to best meet the needs of infants during emergency situations.

Evacuation. Equipment (i.e. evacuation cribs or infant carrying devices) will be needed to evacuate infants safely.

Nutrition. Food suitable to meet infants and toddlers nutritional needs should be included in emergency supplies. Efforts should be made to provide expressed breastmilk to breastfed infants.

Hygiene. Sterilized bottles and nipples should be used for each feeding. If bottles/nipples are re-used, they should only be used by the same child, and sterilized after each use. A diaper changing station should be identified away from water stations, food prep, and dining areas. Proper diapering procedures should be followed.

Safety. Make sure safety practices, including safe sleep practices, can be used during emergency evacuations or while sheltering-in-place.

Practice. Make sure to include infants and toddlers during practice drills, including those that are sleeping. Infants and toddlers often require additional assistance, and practice evacuating infants and toddlers is necessary to ensure infants and toddlers will remain safe during emergency situations.

Emergency Supplies for Infants and Toddlers:

Programs must maintain a 72-hour emergency supply of:

- Disposable bottles
- Bottle nipples
- Commercial formula (ready to use formula is recommended)
- Diapers
- Diaper wipes
- Hand wipes



Pandemic Flu Outbreaks

A pandemic flu outbreak is a global disease outbreak that occurs when a new influenza virus emerges that people have little or no immunity to and for which there may be no vaccine.

Planning and Coordination

- Encourage parents to have a “Plan B” for finding care for their children if the program is closed during a flu pandemic. Give them ideas about where they might seek help based on your knowledge of the local child care community.
- Work with those in charge of your community’s plan to find other sources of meals for low-income children who receive subsidized meals while in your care.
- Learn about services in your area that can help your staff, children, and their families deal with stress and other problems caused by a flu pandemic.

Infection Control Policies and Actions

- Encourage children and staff to use a proper handwashing procedure, “Caring for Our Children” Standard 3.2.2.2.
- Clean frequently touched surfaces, toys, and commonly shared items at least daily and when visibly soiled, “Caring for Our Children” Standard.
- Update families and staff on the recommendation of flu shots for all children and anyone who cares for children in that age range, and where they can access flu shots.
- Keep accurate records of when children or staff are absent and what illness caused the absence.
- Conduct daily health checks each day as children arrive.
- Have a plan for keeping children who become sick at your program away from other children until their family arrives.
- Require staff members to stay home when sick. If they become sick while at the program, require them to go home and stay home.
- Encourage parents of sick children to keep children home and away from the child care setting until the children have been without fever for 24 hours. Similarly, encourage sick care providers to stay home.

Communications Planning

- Have a plan for keeping in touch with staff members and families.
- Make sure staff and families have seen and understand your flu pandemic plan.

After the Emergency

You put a lot of time and thought into preparing for an emergency. Now that you have survived one, how well did your plan work? Do not guess at the answer. Meet with your original planning committee and assess how each step in the plan worked for children, parents, staff, and local emergency officials.

Despite your best efforts to reassure and present a calm, safe environment, staff and children may experience some distress. Signs and symptoms of distress may be withdrawal or depression, feelings of helplessness, uncharacteristic acting out or anti-social behavior, or physical symptoms such as headache, bladder/bowel problems, chest pains, and changes in eating and sleeping patterns. While professional assistance may be needed, you can help overcome this post-traumatic stress by giving them correct information about the disaster, letting them help put things back to normal, and providing opportunities to talk and share their feelings. See Appendix D for resources specific to helping children and adults after emergency situations.

Now is the time to plan for the next emergency. Rewrite your Emergency/Disaster Plan if your evaluation shows the need. Restock the emergency supplies you used.

After the Emergency Checklist

- Perform an initial damage inspection.
- Have your building inspected by a professional licensed structural engineer, architect, or building inspector.
- Get approval to reopen using your local jurisdiction's damage assessment process.
- If you need to do some re-building, think of ways to add mitigation techniques in the repairs.
- Access your contingency fund.
- Document the costs associated with the disaster in case you can apply for disaster assistance programs.
- Determine how well each part of your Emergency/Disaster Plan worked.
- Determine how well your staff and the children enrolled in your program are coping.
- Restock your emergency supplies.
- Review your YIKES Planning Guide, and update your Emergency/Disaster Plan.
- Replace money used from your contingency fund.
- Plan your next drill.
- Communicate the changes you made in your plan to staff, families, and emergency responders.
- Refer families, children, and staff to any resources that may be needed.

Appendix A

Identification and Mitigation General Safety

Identify Hazard/Threat Risk Level (Circle One): None, Low, Moderate, or High		
Steps to reduce my risk:		
1	<input type="checkbox"/>	<p>Childproof the facility:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Protect electrical outlets. <input type="checkbox"/> Remove access to electrical cords. <input type="checkbox"/> Place safety locks on cabinets. <input type="checkbox"/> Place door knob covers on doors. <input type="checkbox"/> Place safety gates at top and bottom of stairs. <input type="checkbox"/> Ensure window blind strings do not have loops. <input type="checkbox"/> Secure tall furniture to walls. <input type="checkbox"/> Lock up cleaning products. <input type="checkbox"/> Lock medicines in high cabinets. <input type="checkbox"/> Place locks on toilets. <input type="checkbox"/> Place guards in windows. <input type="checkbox"/> Place corner and edge bumpers on sharp edges of furniture. <input type="checkbox"/> Place houseplants out of reach of children. <input type="checkbox"/> Remove choking hazards. <input type="checkbox"/> Keep cribs away from draperies, blinds, and electrical cords. <input type="checkbox"/> Keep blocks and heavy objects on the lowest shelves. <input type="checkbox"/> Keep television sets, fish bowls, and similar items restrained so they won't slide off.
2	<input type="checkbox"/>	Designate any unsafe areas as off-limits to children.
3	<input type="checkbox"/>	Follow established Guidelines for the care of infants with respect to sudden infant death syndrome (SIDS).
4	<input type="checkbox"/>	Ensure children cannot access water features (e.g., ponds, fountains, pools).
5	<input type="checkbox"/>	Ensure trash is not accessible to children.
6	<input type="checkbox"/>	Remove broken or unsafe play equipment.

Identification and Mitigation: Fire

Identify Hazard/Threat Risk Level (Circle One): None, Low, Moderate, or High

Steps to reduce my risk:

1	<input type="checkbox"/>	<p>Have properly working smoke detectors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Place smoke detectors on every level of your facility and, if possible, in sleeping areas. <input type="checkbox"/> Test and clean smoke detectors once a month. <input type="checkbox"/> Replace batteries in your smoke detectors at least once a year. If the alarm chirps, replace the battery immediately.
2	<input type="checkbox"/>	Have heating, cooling, gas, and electrical systems checked regularly.
3	<input type="checkbox"/>	Use fire-resistant materials.
4	<input type="checkbox"/>	Install carbon monoxide detectors.
5	<input type="checkbox"/>	Install sprinklers if possible.
6	<input type="checkbox"/>	Install fire extinguishers in each room and check regularly (i.e., charge levels, mounted securely, within easy reach, staff and volunteers know how to use).
7	<input type="checkbox"/>	Have the fire marshal visit the facility regularly. (Ask about fire codes, regulations, and training for children and staff.)
8	<input type="checkbox"/>	Keep portable heaters at least 3 feet away from things that can burn – paper, curtains, furniture, bedding, clothing, etc. Ensure they are turned off when adults are not in the room.
9	<input type="checkbox"/>	Keep matches and lighters up high and, if possible, in a locked cabinet.
10	<input type="checkbox"/>	Have a plan to evacuate infants and toddlers.
11	<input type="checkbox"/>	Train on STOP, DROP, and ROLL and evacuation procedures.
12	<input type="checkbox"/>	Check for overloaded outlets.
13	<input type="checkbox"/>	Have a site diagram.
14	<input type="checkbox"/>	Implement Evacuation Plan.
15	<input type="checkbox"/>	<p>Clear exits and ensure there are two exits for evacuation, clearly marked.</p> <ul style="list-style-type: none"> <input type="checkbox"/> All windows can open. <input type="checkbox"/> Doors are unobstructed. <input type="checkbox"/> Escape ladders are available for higher floors.
16	<input type="checkbox"/>	Have a designated meeting area.
17	<input type="checkbox"/>	Cut back bushes and trees.
18	<input type="checkbox"/>	Ensure street address is clearly visible.
19	<input type="checkbox"/>	Implement Emergency Closing Plan or Relocation Plan, if needed.

Identification and Mitigation: Hazardous Materials

Identify Hazard/Threat Risk Level (Circle One): None, Low, Moderate, or High		
Steps to reduce my risk:		
1	<input type="checkbox"/>	Lock up chemicals, poisonous/toxic items, medicines, and flammable items.
2	<input type="checkbox"/>	Assess danger at your location.
3	<input type="checkbox"/>	Dispose of hazardous materials correctly.
4	<input type="checkbox"/>	Keep products containing hazardous materials in their original containers. Do not remove labels. Do not store hazardous materials in food containers.
5	<input type="checkbox"/>	Know who to call when there has been contact with a hazardous chemical. Isolate any person who touched the object; have them wash skin thoroughly with soap and water.
6	<input type="checkbox"/>	Know what to do if there is an explosion.
7	<input type="checkbox"/>	Implement evacuation plan.
8	<input type="checkbox"/>	Call 911 or emergency number. Follow directions from Emergency Personnel.

Identification and Mitigation: Utility Outage

Identify Hazard/Threat Risk Level (Circle One): None, Low, Moderate, or High		
Steps to reduce my risk:		
1	<input type="checkbox"/>	Know how to use emergency shutoffs for water, gas, and electricity – and mark the shutoffs clearly.
2	<input type="checkbox"/>	Turn off and unplug all necessary electrical equipment.
3	<input type="checkbox"/>	Have surge protectors.
4	<input type="checkbox"/>	Prepare frozen water containers.
5	<input type="checkbox"/>	Know how to keep food safe and how to identify if food is safe.
6	<input type="checkbox"/>	Have a land-line phone that does not require electricity.
7	<input type="checkbox"/>	Consider purchasing an emergency generator for back-up power, especially if your building is located in an area where power losses are frequent. Be sure to have at least two staff trained to start and operate the generator.
8	<input type="checkbox"/>	Locate emergency supplies.
9	<input type="checkbox"/>	Implement Evacuation Plan; if gas smell or other safety hazard is present inside.
10	<input type="checkbox"/>	Call 911 or emergency number if in immediate danger.
11	<input type="checkbox"/>	Call Utility Provider to report outage (see numbers on emergency phone list).
12	<input type="checkbox"/>	Implement Emergency Closing Plan or Relocation Plan if unable to stay in the building until normal closing.

Identification and Mitigation: Criminal Activity

Identify Hazard/Threat Risk Level (Circle One): None, Low, Moderate, or High		
Steps to reduce my risk:		
1	<input type="checkbox"/>	Take precautions to ensure people working at your site have not been arrested or convicted for crimes involving children.
2	<input type="checkbox"/>	Ensure doors and windows lock.
3	<input type="checkbox"/>	Be aware of people around your facility.
4	<input type="checkbox"/>	Build a relationship with local law enforcement in your area.
5	<input type="checkbox"/>	Contact police about criminal activity, areas of concern, and prevention recommendations.
6	<input type="checkbox"/>	Have a process for reporting anything out of the ordinary.

Identification and Mitigation: Abduction

Identify Hazard/Threat Risk Level (Circle One): None, Low, Moderate, or High		
Steps to reduce my risk:		
1	<input type="checkbox"/>	Have a process for releasing children that includes documenting who they can be released to and ensuring any legal orders against a parent or guardian are documented and easily identified before releasing children.
2	<input type="checkbox"/>	Have a sign-in/sign-out process that also identifies who can be in areas with children.
3	<input type="checkbox"/>	Implement Safe-Place plan.
4	<input type="checkbox"/>	Conduct background/reference checks on all staff (full and part time).
5	<input type="checkbox"/>	Designate how children will be accounted for when in and out of the facility – on field trips, at the playground, during drills.
6	<input type="checkbox"/>	Do not share information about a child with anyone but parents or guardians.
7	<input type="checkbox"/>	Establish a notification process if a child is missing.
8	<input type="checkbox"/>	Call 911 or emergency number.
9	<input type="checkbox"/>	Follow directions from emergency personnel.

Identification and Mitigation: Severe Weather

Identify Hazard/Threat Risk Level (Circle One): None, Low, Moderate, or High

Severe Weather – General:

1	<input type="checkbox"/>	Have a NOAA Weather Radio on site.
2	<input type="checkbox"/>	When there is a threat of severe weather, listen to the radio or television and a NOAA Weather Radio for information.
3	<input type="checkbox"/>	Listen to instructions from local officials. If severe weather has been forecasted, stay inside, postpone outdoor activities, and bring children and staff indoors.
4	<input type="checkbox"/>	Have a process for closing the facility and notifying parents/guardians and staff.
5	<input type="checkbox"/>	Know weather terms – watch, warning, advisory.

Excessive Heat:

6	<input type="checkbox"/>	Ensure air conditioners are installed and insulated properly.
7	<input type="checkbox"/>	Install temporary window reflectors.
8	<input type="checkbox"/>	Cover windows with drapes, shades, or awnings.
9	<input type="checkbox"/>	Keep yourself, staff, and children hydrated.
10	<input type="checkbox"/>	Be aware of signs of heat-related health concerns.

Tornadoes:

11	<input type="checkbox"/>	Prepare a safe room in advance: storm cellar or basement, interior room or hallway on lowest floor possible.
12	<input type="checkbox"/>	If you are under a tornado warning, immediately take everyone to a safe shelter.
13	<input type="checkbox"/>	Keep everyone away from windows, doors, outside walls, and corners.

Thunderstorms:

14	<input type="checkbox"/>	Remove dead and rotting trees.
15	<input type="checkbox"/>	Secure outside objects.
16	<input type="checkbox"/>	Shutter windows (or close blinds, shades, curtains) and secure outside doors.
17	<input type="checkbox"/>	If you can hear thunder, go indoors.
18	<input type="checkbox"/>	During a thunderstorm, do not take baths or showers or use plumbing or electrical appliances.

Flooding:		
19	<input type="checkbox"/>	Protect your building: elevate the furnace, water heater, and electrical panel; seal the basement with waterproofing; and install “check valves.”
20	<input type="checkbox"/>	Talk with your insurance representative about flood protection insurance.
21	<input type="checkbox"/>	Have plans to move to higher ground.
22	<input type="checkbox"/>	Keep informed about whether water is safe to drink.
23	<input type="checkbox"/>	If you have to evacuate, then secure your site and turn off utilities, if instructed.
24	<input type="checkbox"/>	Avoid floodwaters and moving water. Keep children out of water.
25	<input type="checkbox"/>	Implement Emergency Closing Plan, if necessary.
26	<input type="checkbox"/>	Call emergency numbers, if immediate aid is needed.
27	<input type="checkbox"/>	Implement Evacuation or Safe-Place Plan, if necessary.
28	<input type="checkbox"/>	Implement Relocation Plan, if needed.
Winter Storms and Extreme Cold:		
29	<input type="checkbox"/>	Have rock salt, sand, and snow shovels.
30	<input type="checkbox"/>	Ensure you have extra blankets and adequate clothing for children.
31	<input type="checkbox"/>	Make sure your site is well insulated.
32	<input type="checkbox"/>	Insulate pipes and allow faucets to drip a little during cold weather.
33	<input type="checkbox"/>	Know how to shut off water valves.
34	<input type="checkbox"/>	Be careful when using alternate heat sources.
35	<input type="checkbox"/>	Have a supply of extra food and water.

Identification and Mitigation: Geological Events

Identify Hazard/Threat Risk Level (Circle One): None, Low, Moderate, or High

Earthquakes:

1	<input type="checkbox"/>	Familiarize yourself with earthquake terms.
2	<input type="checkbox"/>	Fasten/secure heavy items and furniture to wall studs and brace overhead light fixtures.
3	<input type="checkbox"/>	Place cribs, sleeping mats, and sitting areas away from hazards that can fall in or on them (pictures, mirrors, lamps, etc.)
4	<input type="checkbox"/>	Clear exits and ensure there are at least two exits for evacuation. Make sure all exits are clearly marked.
5	<input type="checkbox"/>	Know how to shut off gas valves. Have a disaster supplies kit ready.
6	<input type="checkbox"/>	When shaking starts, drop, cover, and hold; keep everyone away from windows; and stay inside until the shaking stops. (Be prepared for aftershocks.)
7	<input type="checkbox"/>	Implement evacuation plan if necessary.
8	<input type="checkbox"/>	Gather staff and children and take attendance.
9	<input type="checkbox"/>	Assess for medical injuries and facilities damage.
10	<input type="checkbox"/>	Call 911 if Emergency services are needed (injury, fire, police).
11	<input type="checkbox"/>	Implement Relocation or Emergency Closing Plan, if needed.

Landslides and Debris Flows:

12	<input type="checkbox"/>	Follow proper land-use procedures.
13	<input type="checkbox"/>	Be familiar with whether debris flows have occurred in your area.
14	<input type="checkbox"/>	Watch how water flows during storms.
15	<input type="checkbox"/>	If in imminent danger, evacuate your site immediately.

Volcanoes:

16	<input type="checkbox"/>	Listen to local officials.
17	<input type="checkbox"/>	Bring children inside.
18	<input type="checkbox"/>	Shut windows and doors to maintain air quality.
19	<input type="checkbox"/>	Be prepared to evacuate quickly.
20	<input type="checkbox"/>	Include goggles and nose and mouth protection in your disaster supply kits.

Identify Building and Surrounding Grounds Hazards

Surveyed by:		Date Surveyed:		
Building:				
1	<input type="checkbox"/>	Extended, unsupported roof spans.		
2	<input type="checkbox"/>	Large windows or panes of glass, especially if: <ul style="list-style-type: none"> <input type="checkbox"/> Not composed of safety glass. <input type="checkbox"/> Located near exits or evacuation routes. 		
3	<input type="checkbox"/>	Suspended ceilings and light fixtures.		
4	<input type="checkbox"/>	Incompatible chemicals stored in close proximity or not stored in a manner to withstand falling and breaking.		
5	<input type="checkbox"/>	Hazardous materials located in areas that do not have warning signs.		
6	<input type="checkbox"/>	Paper or other combustibles (e.g., greasy rags) stored near heat source.		
7	<input type="checkbox"/>	Unsecured heavy or unstable items, including: <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Portable room dividers. <input type="checkbox"/> Appliances (e.g., water heaters, space heaters, microwave ovens). <input type="checkbox"/> Filing cabinets, bookcase, and wall shelves. <input type="checkbox"/> Athletic equipment. <input type="checkbox"/> Vending machines. </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> TV monitors. <input type="checkbox"/> Wall-mounted objects. <input type="checkbox"/> Aquariums. <input type="checkbox"/> Table lamps. <input type="checkbox"/> Hanging plants above seating areas. </td> </tr> </table>	<ul style="list-style-type: none"> <input type="checkbox"/> Portable room dividers. <input type="checkbox"/> Appliances (e.g., water heaters, space heaters, microwave ovens). <input type="checkbox"/> Filing cabinets, bookcase, and wall shelves. <input type="checkbox"/> Athletic equipment. <input type="checkbox"/> Vending machines. 	<ul style="list-style-type: none"> <input type="checkbox"/> TV monitors. <input type="checkbox"/> Wall-mounted objects. <input type="checkbox"/> Aquariums. <input type="checkbox"/> Table lamps. <input type="checkbox"/> Hanging plants above seating areas.
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Grounds:				
8	<input type="checkbox"/>	Equipment in need of repair.		
9	<input type="checkbox"/>	Rocks or other material that could cause injury.		
10	<input type="checkbox"/>	Fences in need of repair.		
11	<input type="checkbox"/>	Exposed nails, screws, or bolts.		
12	<input type="checkbox"/>	Trees or shrubs that present a fire hazard or wind hazard or provide areas for an intruder to hide.		
13	<input type="checkbox"/>	Streams in close proximity.		
14	<input type="checkbox"/>	Electrical wires.		
15	<input type="checkbox"/>	Gasoline or propane tanks.		
16	<input type="checkbox"/>	Natural gas lines.		

Identification and Mitigation: Illness Outbreak

Identify Hazard/Threat Risk Level (Circle One): None, Low, Moderate, or High		
Illness Outbreaks:		
1	<input type="checkbox"/>	Avoid close contact with people who are sick. Advise staff to stay home when they are sick and ask parents to keep sick children at home.
2	<input type="checkbox"/>	Cover your mouth and nose with a tissue when coughing or sneezing.
3	<input type="checkbox"/>	Clean your hands often.
4	<input type="checkbox"/>	Avoid touching your eyes, nose, and mouth.
5	<input type="checkbox"/>	Practice good health habits: get plenty of sleep, be physically active, manage your stress, drink plenty of fluids, get your flu shot, and eat nutritious foods.
6	<input type="checkbox"/>	Require proper immunization of children in your care.
7	<input type="checkbox"/>	Have disinfectant/cleaning processes for bathrooms (including changing tables and children's potties), food preparation areas (including dishes, high chairs, and utensils), toys, beds, and bedding.
8	<input type="checkbox"/>	Establish a policy for handling sick children: exclusion, dismissal, and care.
9	<input type="checkbox"/>	Clean/sanitize hands between handling of children.
Food Safety:		
10	<input type="checkbox"/>	If you prepare food at your site, follow food safety procedures: clean, separate, cook, and chill.
11	<input type="checkbox"/>	Know how to properly store foods – including breast milk, formula, and baby food.
12	<input type="checkbox"/>	Know foods not to serve due to child choking hazards.
13	<input type="checkbox"/>	Ensure everyone knows of any child's food allergies, and how to respond if a child has an allergic reaction.
14	<input type="checkbox"/>	Know when to save and when to throw out food after power outages.

Appendix B

Emergency/Disaster Plan

Program Information	
Facility Name	
Facility Address	
Hours of Operations	
Days of Operation	
Landline Tel. Number	
Mobile Tel. Number	
Alternate Emergency Contact	
Tel. Number	
Capacity (enter number)	<p>Employees: _____ Children: _____</p>
Age Range of Children (choose all that apply)	<p> <input type="checkbox"/> Infants <input type="checkbox"/> Preschoolers <input type="checkbox"/> Toddlers <input type="checkbox"/> School Age </p>
Emergency Warning System	<p> <input type="checkbox"/> Intercom. <input type="checkbox"/> Loud buzzer, whistle, or bell. <input type="checkbox"/> Flashing lights for persons with hearing impairment. <input type="checkbox"/> Loud alarms for persons with vision impairment. <input type="checkbox"/> Vibrating alarm system for persons with hearing and vision impairment. <input type="checkbox"/> Other: _____ </p>
Emergency Communications System	<p> Radio station(s) <i>(enter call letters)</i>: _____ TV station(s) <i>(enter call letters)</i>: _____ Website <i>(enter URL)</i>: _____ 1-800- _____ Automatic dialing to out-of-town emergency contacts. </p>

Emergency Contact	Contact Information
Fire, Police, and Ambulance	
Poison Control	
Hospital	
Oil Company	
Gas Company	
Electric Company	
Water Company	
Electrician	
Plumber	
Snow Removal	
Child Protective Services	
Stress Counselor	

Evacuation Plans/Procedures	
Routes/Exits	<input type="checkbox"/> Diagram of evacuation route(s) and exit(s) posted in each room.
Meeting Location	
Evacuating Infants and Toddlers	
Notification/Communication (with emergency responders and families)	
Emergency Go-Kit Location(s)	

Relocation Sites

Neighborhood Site <input type="checkbox"/> This location is wheelchair-accessible. <input type="checkbox"/> Signed and dated memorandum of agreement with this site is filed with, or attached to, this summary.	Address:
	Contact Name:
	Phone:
	Access Information:
Out-of-Neighborhood Site <input type="checkbox"/> This location is wheelchair-accessible. <input type="checkbox"/> Signed and dated memorandum of agreement with this site is filed with, or attached to, this summary.	Address:
	Contact Name:
	Phone:
	Access Information:
Transportation to Relocation Site	

Safe-Place/Lock-Down Plans/Procedures

Safe Place from Intruder	
Safe Place from Severe Weather	
Location of Emergency Supplies	
Considerations for Infants and Toddlers	
Notification/Communication with Emergency Responders and Families	

Shelter-In-Place Location(s)	
<p>Shelter-in-Place Location(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> These locations are wheelchair-accessible. <input type="checkbox"/> These locations can be sealed. 	
<p>Shelter-in-Place Procedures</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Close and lock all the doors and windows to the outside. <input type="checkbox"/> Turn off all heating systems by: _____ <input type="checkbox"/> Turn off all air conditioners and switch intakes to the closed position. <input type="checkbox"/> Turn off exhaust fans. <input type="checkbox"/> Close all fireplace dampers. <input type="checkbox"/> Close the drapes, curtains, or shades for additional protection. <p>Site diagrams, with shelters and exits marked, are filed with, or attached to, this summary.</p>
<p>Location of Shelter-in-Place Supplies</p>	
<p>Considerations for Sheltering-in-Place with Infants and Toddlers</p>	

Emergency Closing Plan

Before Opening Procedure	How I will make the decision to close:
	I will make the decision to close by:
	How I will let staff know:
	How I will let parents know:
	How I will make the decision when to re-open:
After Opening Procedure	How I will make the decision to close:
	I will make the decision to close by:
	How I will let staff know:
	How I will let parents know:
	How I will make the decision when to re-open:

Children/Staff with Access or Functional Needs

Name: Staff Member Responsible:	Emergency Supplies:
	Alternative Evacuation Plan:
	Additional Information:
Name: Staff Member Responsible:	Emergency Supplies:
	Alternative Evacuation Plan:
	Additional Information:
Name: Staff Member Responsible:	Emergency Supplies:
	Alternative Evacuation Plan:
	Additional Information:

Drill Schedule		
Procedure	Frequency	Date/Time
Evacuation		
Shelter-in-Place		
Safe-Place		
Relocation		

Plan Review and Update

“Details in the Emergency/Disaster Plan should be reviewed and updated bi-annually and immediately after any relevant event to incorporate any best practices or lessons learned into the document.” - CFOC Standard 9.2.4.3

Signature	Review Date

Appendix C

Sample Emergency Relocation Shelter Agreement

I hereby give permission for _____ child care program to use _____ my home _____ my business as an emergency relocation site for staff, teachers and children.

This agreement shall remain in effect until _____ (date). The agreement may be terminated before this date by either party but only with written notification.

PRINTED NAME _____ DATE _____

HOME ADDRESS _____

PHONE _____ ALTERNATIVE PHONE _____

PROPOSED SITE ADDRESS (IF SAME AS HOME DO NOT FILL OUT)

SITE PHONE _____

IS SITE ACCESSIBLE AT ALL TIMES CHILD CARE PROGRAM IS OPEN? _____ YES _____ NO

DESCRIBE HOW TO ACCESS _____

SPECIAL CONSIDERATIONS (i.e., storage of emergency supplies, reimbursement, limitations, etc.)

SIGNED AND DATED

Relocation Site Representative

Child Care Representative

Appendix D

Sample Emergency Transportation Permission Agreement

I hereby give permission for _____ child care program to transport my child, _____, to an emergency relocation site for staff, teachers and children when it is unsafe to remain at the child care facility.

I understand that normal safety rules will be followed, as much as possible, but that the highest priority is to relocate to a safe location.

This agreement shall remain in effect until _____ (date). The agreement may be terminated before this date by either party but only with written notification.

PARENT/GUARDIAN PRINTED NAME _____

HOME ADDRESS _____

PHONE _____ ALTERNATIVE PHONE _____

SPECIAL CONSIDERATIONS FOR EMERGENCY TRANSPORTATION

SIGNED AND DATED

Parent or Guardian

Date

Appendix E

Emergency Planning Resources

Emergency Preparedness Resources

American Academy of Pediatrics: Emergency Training

www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Children-and-Disasters/Pages/Child-Care-Providers.aspx

www.cdc.gov/childrenindisasters/index.html

Disaster Center for Idaho

www.disastercenter.com/idaho/idaho.htm

Disasters that have happened in Idaho

www.fema.gov/disasters/grid/state-tribal-government/87

Federal Emergency Management Agency (FEMA)

www.ready.gov

GSA Child Care Division Web Site- Emergency Management and Security

www.gsa.gov/childcare

HHS Administration for Children and Families Child Care and State Resource

www.acf.hhs.gov/programs/occ/resource/emergency-preparedness-resources-for-child-care-programs

IdahoSTARS Steps to Quality

www.idahostars.org

Idaho Bureau of Homeland Security

<http://bhs.idaho.gov/>

Idaho Resource for Emergency Preparedness

<http://cdhd.idaho.gov/pdfs/eh/Child%20Care%20Emergency%20Preparedness%20Checklist%206-10-09.pdf>

Parent Resources

<http://usa.childcareaware.org/>

Psychosocial Needs of Children and Families in Wake of Disasters and Crises

www.healthychildren.org/English/news/Pages/Psychosocial-Needs-of-Children-and-Families-in-Wake-of-Disasters-and-Crises.aspx

Resilient and Ready Communities

www.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/resilient-ready-communities-2010.pdf

Resource for Posters and Forms Related to Emergency Preparedness (in English and Spanish)

www.childhealthonline.org/downloadform.html

Resource Guide: Emergency Preparedness and Response Resources for Child Care Programs

www.acf.hhs.gov/sites/default/files/occ/1306_epr_provider_resource_guide.pdf

Save the Children: "Report Card"

www.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/2010-DISASTER-REPORT.PDF

Shelter-in-Place Resources

www.redcross.org/local/ny/new-york

Resources for Helping Children and Adults After an Emergency

A comprehensive resource with information regarding trauma and PTSD can be found at:

www.trauma-pages.com

(a non-U.S. Government website)

[After the Disaster: Helping Children and Families Cope \(booklet pdf\)](#)

Designed to assist families to help their children cope through the “storm” of any disastrous or traumatic situation.

www.ok.gov/health2/documents/disaster.pdf

(a non-U.S. Government website)

“A Terrible Thing Happened” by Margaret M. Holmes; illustrated by Cary Pillo; Magination Press; American Psychological Association; Washington, DC, 2000.

[CDC Maintain a Healthy State of Mind](#)

<http://emergency.cdc.gov/preparedness/mind/parents/>

[Center for Pediatric Traumatic Stress at Children’s Hospital of Philadelphia](#) offers many resources including parent and children handouts in Spanish and English.

www.chop.edu/conditions-diseases/post-traumatic-stress-disorder-children#.VwvvBpwrJhE
(a non-U.S. Government website)

Greenman, Jim. (2001). “What Happened to the World? Helping Children Cope in Turbulent Times.”

[Helping Children Cope After a Disaster](#). Penn State Hershey Medical Center

<http://childadvocate.net/wp-content/uploads/2014/06/disasterbooklet.pdf>
(a non-U.S. Government website)

[Save the Children: Rebuilding Child Care after a Disaster: Resources to Help Financial Recovery Efforts](#)

www.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/REBUILDING_CHILD_CARE_AFTER_A_DISASTER.PDF

[The International Center to Heal Our Children at Children’s National Medical Center](#) provides many fact sheets and other resources available for children, parents, teachers, and health care providers in assisting children in coping with and recovering from traumatic events. Available in both English and Spanish.

www.childrensnational.org/

[DepartmentsandPrograms/ICHOC/resources.aspx](http://www.childrensnational.org/DepartmentsandPrograms/ICHOC/resources.aspx)

[The National Institute of Mental Health has Information on Coping with Traumatic Events](#)

www.nimh.nih.gov/health/topics/coping-with-traumatic-events/index.shtml

Notes

Notes



idahostars.org | Call 211 or 800-926-2588