



**CSNT
Head Start
Emergency
Preparedness
Plan**

In the event of an emergency, the primary responsibility of all staff is to ensure the safety of the children. Certain emergencies may require relocating children to a designated safe area. Relocation will be carried out using any available means of transportation at the time, including buses, vans, and personal vehicles.

This emergency plan includes an evacuation and relocation diagram that identifies the designated site by name and address. Upon arrival at the relocation site, Teachers and Teaching Assistants will conduct attendance and head counts to confirm that all children from their classrooms have arrived safely. The Campus Director is responsible for communicating with staff at the relocation site to verify that all children and staff are accounted for.

Each Teacher and Teaching Assistant will supervise their assigned class while at the relocation site. Family Empowerment Advocate(s) will be responsible for contacting parents to arrange for child pick-up. All staff will ensure that the release of children is carried out in an orderly manner and that each child is released only to an authorized individual.

As part of the emergency preparedness plan, children with diagnosed disabilities or health impairments will be assigned a designated staff member (buddy) to assist them during relocation. This staff member will ensure that all necessary accommodation and procedures related to the child's condition are properly followed. (Refer to Appendix G for guidance.)

Throughout the emergency, the Campus Director will maintain regular communication with local authorities. The Director, or a designated representative, will also notify the CSNT Head Start Director and State Child Care Licensing as part of required procedures.

This emergency preparedness plan will be reviewed with all new staff during orientation to ensure they understand their roles and responsibilities. Parents will receive general information about the plan during parent orientation, and it is also included in the parent handbook. Copies of the plan are available to parents upon request.

Role	Responsibility
Campus Director	Incident Commander
Lead Teacher	Classroom Accountability
Family Empowerment Advocate	Parent Communication & Reunification
Custodian/Maintenance	Utilities & building safety
Administrative Designee	Documentation & agency reporting

Emergency Contact Numbers:

Fire Department: 911

Police Department: 911

**Emergency
Management Agency:** (903) 241-0555

State Licensing: (903) 572-3483

CSNT Admin Office: 430-218-8218

CSNT Head Start Campus Emergency Preparedness Plan

Revised 5/27/2026

Table of Contents

Section	Topic	Page
	Emergency Evacuation Plan Policy.....	5
	Emergency Procedures and Evacuation	6
I.	General Information.....	6
II.	Fire	7
III.	Inclement Weather	9
IV.	Illness or Injury.....	9
V.	Bomb Threats.....	12
VI.	Utilities and Maintenance Evacuation.....	13
VII.	Emergency Evacuations.....	15
	Appendix A: Serious Illness or Injury Plan.....	17
	Appendix B: Hurricane Plan.....	18
	Appendix C: Tornado/Severe Weather Watches And Warnings Procedures.....	19
	Appendix D: Bomb Threat Caller Form.....	21
	Appendix E: Flood Plan.....	22
	Appendix F: Hazardous Materials Accidents.....	23
	Appendix G: Categories of Disability under IDEA Law.....	24
	Security Awareness Tips for Child Care Providers	26
	Emergency Preparedness Tips	28

EMERGENCY EVACUATION PLAN POLICY

A. Emergency Evacuation Responsibility

Community Services of Northeast Texas, Inc. is responsible for developing and maintaining plans that ensure the facility, or portions of it, can be evacuated quickly and safely during an emergency. Emergencies may include, but are not limited to, fire, bomb threats, explosions, flooding, severe thunderstorms, winter storms, hurricanes, tornadoes, toxic fumes, electrical outages, or structural failure.

In any emergency, evacuation must be conducted as quickly and safely as possible. This plan addresses three types of evacuation scenarios:

Evacuation Scenarios

1. **In-Place Evacuation**

Children and staff remain inside the facility while securing their location based on the nature of the emergency.

Examples: tornado, chemical release

2. **On-Site Evacuation**

Children and staff are moved out of affected buildings and relocated to safer areas elsewhere on campus.

3. **Off-Site Evacuation**

Some or all children and staff are relocated to a designated location off campus.

Each evacuation scenario shall include the following components:

- Authority
- Evacuation routes
- Procedures and designated locations
- Evacuation of individuals with disabilities
- Collection points
- Personnel accountability procedures
- Assignment of responsibilities

B. Plan Review and Approval

The Campus Director is responsible for reviewing and approving the emergency plan. The plan will be reviewed annually and updated as necessary. A summary of the plan shall be provided to the local Fire Department, Law Enforcement, and Emergency Management Agency.

C. Staff Training

All employees must be familiar with the emergency plan and receive annual training on their roles and responsibilities. New employees will receive this training during campus orientation.

D. Child Training

Each child will receive instruction on emergency evacuation procedures during the program year, in accordance with all state and federal regulations.

E. Facility Floor Plans

Floor plans showing exits and directional traffic flow must be developed and displayed in public areas. Copies will also be provided to the local Fire Department, Law Enforcement, and Emergency Management Agency.

F. Drills

- **Fire Drills:** Conducted monthly (Performance Standard #746.5205)
 - **Severe Weather Drills:** Conducted in September, November, February, and April (Performance Standard #746.5205)
 - **Lockdown Drills:** Conducted in September, November, February, and April (Performance Standard #746.5205)
-

EMERGENCY PROCEDURES AND EVACUATION

I. General Information

A. The safety of children and staff at Community Services of Northeast Texas Head Start is the highest priority. These procedures are designed to guide staff in responding effectively to emergencies.

B. In an emergency, the Campus Director or designee will notify the Head Start Director and/or Chief Operating Officer as soon as possible regarding the situation and response actions.

C. The Campus Director or designee may require all staff on duty to remain at work or return to work until the emergency has been resolved.

Communication Plan

Primary Communication Methods

- Cell phones
- Text alerts and email

Backup Communication Methods

- Two-way radios
- NOAA Weather Radio
- Paper emergency contact lists

Parent Notification

1. Immediate alert
 2. Provide relocation/update information
 3. Ongoing updates until resolution
-

I. FIRE

- A.** Evacuate the area immediately, staying low to the ground since smoke and heat rise toward the ceiling.
- B.** Activate the fire alarm, if available.
- C.** Call 911 to report the fire and request assistance from the fire department and law enforcement. If telephone service is unavailable, use alternate communication methods.
- D.** The Campus Director or designee will assign one or more individuals to direct emergency responders from the nearest intersection to the scene, if necessary.
- E.** Quickly assess the situation, if possible, to determine the size, type, and location of the fire within the facility.
- F.** Upon arrival, the Campus Director or designee will make contact with the senior fire official and coordinate all further actions.
- G.** Ensure all children and staff are safely evacuated, accounted for, and moved to designated safe areas away from the building. Evacuate immediately if the fire poses any threat to safety.
- H.** Close all windows and doors and turn off electrical switches and breakers if time permits. Do not delay evacuation to complete these actions.
- I.** These steps may be carried out simultaneously, depending on available staff. Deviations are only justified when there is immediate danger.
- J.** If the fire is small, trained staff may use a fire extinguisher, but only if it can be done safely and without risk of injury or smoke inhalation.

1. Fire extinguisher locations:

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

2. All staff are responsible for knowing how to use fire extinguishers. Training is reinforced through monthly drills.

K. The type and color of smoke can indicate the level of danger:

1. **Yellow smoke:** May indicate toxic gases—evacuate immediately; do not attempt to extinguish.
2. **Gray smoke with brown streaks:** Indicates a possible electrical fire—evacuate and keep clear.
3. **Dark gray or black smoke:** Indicates a primary fire—prioritize evacuation. Firefighting should only be attempted if no significant danger is present.

L. Do not allow anyone to re-enter the building until authorized by the fire department.

M. Fire drills will be conducted monthly during the school year.

INCLEMENT WEATHER

(See separate Appendix B for Hurricane and Appendix C for Severe Weather Plans)

II. ILLNESS OR INJURY

A. Minor Illness or Injury

1. Provide care using available first aid supplies.
2. Monitor the individual and reassess periodically to determine if additional medical attention is needed.

3. Document all treatments and observations in the child's file.
 4. Notify and consult with the child's family as appropriate.
-

B. Major Illness or Injury

1. Administer first aid as trained, when necessary (see Appendix A for detailed procedures).
 2. Call 911 if immediate medical assistance is required.
 3. If the condition requires medical evaluation but is not an emergency, arrange transportation to a hospital, emergency room, or pediatric clinic according to family instructions.
-

C. Death

1. In the event of a death at the campus, take the following actions immediately:
 - (a) Call 911 and request emergency assistance.
 - (b) Notify local law enforcement, who will inform the family.
 - (c) Notify the Campus Director, Head Start Director, and Chief Operating Officer.
 2. Do not move or disturb the body.
 3. Relocate all children to an area away from the scene.
 4. Provide children with only essential information and offer comfort and counseling as needed.
 5. Do not release information to the media. Refer all inquiries to the Campus Director and Chief Operating Officer.
-

D. Communicable Disease Protocol

1. If a child or staff member is suspected of having a communicable disease (such as COVID-19), they will be placed in a supervised isolation area until a family member can pick them up.
2. Once the individual has left the facility, cleaning and disinfecting of affected areas will begin as soon as possible, following CDC guidelines. The Campus Director will notify the Head Start Management Building and the local licensing representative.

3. If a case is confirmed, the Campus Director or designee will report it to the Head Start Management Building, local licensing, and/or the Health Department, while maintaining confidentiality. The facility will follow CDC guidance and agency policy regarding cleaning, sanitization, and any required temporary closures.

*****NOTE: Never move or touch unidentified or suspicious objects.**

I. BOMB THREATS

A. General Precautions

1. Treat every bomb threat as credible until proven otherwise.
2. Report any unidentified or suspicious objects to authorities immediately.
3. Evacuate to an outdoor location as far away from the building as safely possible. The evacuation area should be quickly checked before use.
4. If possible, leave windows and doors open during evacuation to help reduce potential blast damage.
5. Upon arrival, law enforcement will take control. The Campus Director or designee will assist as needed (e.g., unlocking doors, identifying suspicious items).
6. Do not re-enter the building until cleared by authorities.
7. Refer to Appendix D for the Bomb Threat Information Sheet.

B. Telephone Threat

1. The staff member receiving the call should immediately notify another staff member so that:
 - (a) Evacuation procedures can begin.
 - (b) Law enforcement can be contacted by calling 911.
2. Keep the caller on the line as long as possible.
3. Record information on the Bomb Threat Form, including:
 - (a) Time the call was received
 - (b) Exact words of the caller
 - (c) Description of the caller's voice
4. If possible, ask the caller:
 - (a) Location of the bomb
 - (b) Time of the explosion
 - (c) Description of the bomb
 - (d) Caller's name and location

C. Written Threats

1. Handle written threats as little as possible to preserve evidence (e.g., fingerprints). Save all materials, including envelopes or containers.
 2. Contact local law enforcement immediately, followed by the Head Start Director and/or Chief Operating Officer.
 3. Evacuate the building until authorities determine it is safe.
 4. Turn all materials over to law enforcement.
-

II. UTILITIES AND MAINTENANCE EMERGENCIES

A. Gas Leak

1. If gas is smelled, act immediately.
 2. Open windows to ventilate the area.
 3. Call 911 from outside the building using a cell phone or nearby phone.
 4. Do not operate electrical switches or use open flames.
 5. Turn off gas appliances and, if necessary, shut off the main gas valve.
 6. Evacuate immediately if the odor is strong.
 7. Do not re-enter until the fire department declares the building safe.
 8. Notify the CSNT Service Manager.
-

B. Power Failure

1. Emergency lighting should be activated automatically, if available.
 2. Flashlights are located at: _____
Spare batteries are located at: _____
 3. A battery-operated radio is located at: _____ and may be used to monitor conditions.
 4. Staff should contact:
(a) Power company: _____
(b) CSNT Service Manager
-

C. Loss of Water

1. Emergency water supplies are located at: _____ and should be used sparingly.
 2. Staff should contact:
 - (a) Local water department: _____
 - (b) CSNT Service Manager
-

D. Loss of Telephone Service

1. A designated cell phone is available at: _____. Use only when necessary.
 2. Staff should contact:
 - (a) Telephone company repair service: _____
 - (b) CSNT Service Manager
-

E. Loss of Heating and Air Conditioning (Emergencies Only)

1. Complete a Maintenance Action Ticket and follow guidance from Facilities Maintenance personnel.
 2. Contact the Service Manager if the issue is urgent.
-

F. Plumbing Problems (Emergencies Only)

1. Complete a Maintenance Action Ticket and follow instructions from Facilities Maintenance personnel.
2. Contact the Service Manager if the issue is urgent.

I. EMERGENCY EVACUATION

A. In the event of a fire, bomb threat, electrical issue, chemical hazard, or any other emergency requiring evacuation, all staff must follow these procedures:

1. Call 911 and report the emergency, requesting assistance from the local Fire Department and Law Enforcement.

2. Ensure that all children and staff are accounted for and safe.
3. Evacuate all children and staff to a safe location as far from the building as practical.
 - (a) Follow established evacuation routes whenever possible; however, adjust routes as needed to avoid hazards.
 - (b) Aid children and staff with special needs as required.
4. Conduct a second headcount to confirm that all individuals are present.
5. Notify the Head Start Director and/or Chief Operating Officer as soon as possible.
6. Do not approach or re-enter the building until clearance is given by the appropriate authorities.

Appendices

Appendix A of the Emergency Plan

SERIOUS INJURY OR ILLNESS

The immediate concern is to aid the sick or injured person. Proceed according to the following plan:

- A. No staff member should place themselves at risk in the rescue of an injured child or staff member. Call **911** and request the needed emergency responders.
- B. Do not move the victim, especially if their injury is the result of a fall, unless they are in a life threatening or dangerous environment.
- C. Begin First Aid/CPR. (Make sure that staff member is certified).
- D. Treat life-threatening injuries first in priority order:

1.) Impaired Breathing	2.) Heart or Circulatory
3.) Severe Bleeding	4.) Shock

- (a.) **Impaired Breathing** – Work efficiently. The average person will die in six minutes or less if their oxygen supply is cut off. Place victim on his/her back, loosen collar, remove any obstructions to the airway, and apply mouth-to-mouth resuscitation (if so trained). After the victim is breathing alone, treat for shock.
 - (b.) **Heart/Circulation Failure** – Work quickly. If possible, get trained help and work as a team. Apply cardiopulmonary resuscitation (CPR). If successful, treat for shock.
 - (c.) **Severe Bleeding** – Act quickly. Apply direct pressure on the wound with your hands, using a clean cloth, if one is available. If there are no fractures, elevate the wound. If bleeding is of a spouting or pumping nature, apply pressure to the appropriate arterial pressure point. Never use a tourniquet except as a last resort.
 - (d.) **Shock** – If there is no head or chest injury, keep head lower than the rest of the body. Loosen clothing and cover with blankets. Encourage fluids if victim is conscious and there is no abdominal injury or nausea.
- E. Other injuries/illnesses should be treated in priority with respect to threat of life.
 - F. Depending on the seriousness of the injury the victim should be taken to a nearby hospital by ambulance or driven by someone else.

Appendix B of the Emergency Plan

HURRICANE PLAN

A. The safe place designated by the Campus Director is the

_____.

1. All children will be moved to the safe location.
 2. Maintain flashlights and voice contact among staff members at all times.
 3. Direct all children to sit on the floor in designated area, not in front of doors.
 4. Advise all children to wear shoes.
 5. Make sure to do a head count before moving to safe place, after arriving at safe place, and after leaving designated area.
- B. After being certain that the storm has passed, staff members should do a head count and check the complete building for any damages such as fire, water, or structural.
- C. Notify the Head Start Director and/or Chief Operating Officer as soon as possible with an update of the conditions.
- D. Notify all local emergency responders that services are needed.

Appendix C of the Emergency Plan (Page 1 of 2)

**TORNADO/SEVERE WEATHER WATCHES AND WARNING
PROCEDURES**

- A. The safe place in the building is the _____.
 - 1. All children will be moved to the designated safe location.
 - 2. Maintain flashlights and voice contact among staff members at all times.
 - 3. Direct all children to keep down on their knees with their heads between their legs covering their head with their hands.
 - 4. Advise all children to wear their shoes.
 - 5. Make sure to do a head count before moving to safe location, after arriving at the safe location, and after leaving the designated safe location.
- B. After being certain that storm has passed,
 - 1. Staff members should do a head count.
 - 2. Provide any necessary first aid and call **911** for any necessary response agencies.
 - 3. Check the complete building for any damages such as fire, water, or structural.
 - 4. Turn on and test utilities.
- C. Notify the Head Start Director and/or Chief Operating Officer as soon as possible with update of conditions.
- D. Notify all emergency agencies that services are needed.
- E. Severe Thunderstorm Watch
 - 1. Advise staff members of the weather condition.
 - 2. Monitor the NOAA Weather Radio for updates.
 - 3. Modify outdoor activities to ensure that relatively quick access to shelter is available.
- F. Severe Thunderstorm Warning
 - 1. Advise all staff members of the weather condition.
 - 2. Monitor the NOAA Weather Radio for updates.
 - 3. Terminate outdoor activities and seek shelter.
 - 4. Monitor sky conditions. If you see a dark, funnel-shaped cloud, seek shelter and if possible, call **911** and report it.

Appendix C of the Emergency Plan (Page 2 of 2)

TORNADO/SEVERE WEATHER WATCHES AND WARNING PROCEDURES

G. Tornado Watch

1. Take all precautions including in the Thunderstorm Watch in addition:
2. Upon approach of thunderstorms, cease any outdoor activity that would delay the seeking of shelter.
3. Monitor sky conditions. If you see a dark, funnel-shaped cloud, seek shelter and if possible, call **911** and report it.

H. Tornado Warning

1. Monitor radio continuously.
 2. Monitor sky conditions continuously. If you see a dark, funnel-shaped cloud, seek shelter and if possible, call **911** and report it.
 3. Turn off all utilities, if time permits.
 4. Move all staff members and children to designated safe location:
-

Appendix D of the Emergency Plan

BOMB THREAT INFORMATION FORM

Exact Time of Call: _____ Date of Call: _____

Exact Words of Caller: _____

QUESTIONS TO ASK:

1. When is bomb going to explode? _____
2. Where is the bomb? _____
3. What does it look like? _____
4. What kind of bomb is it? _____
5. What will cause it to explode? _____
6. Did you place the bomb? _____
7. Why? _____
8. Where are you calling from? _____
9. What is your address? _____
10. What is your name? _____

DESCRIBE CALLER'S VOICE (Circle)

Male/Female	age _____			
calm	disguised	nasal	angry	broken
stutter	slow	sincere	lips	rapid
giggling	deep	crying	squeaky	excited
stressed	accent	loud	slurred	normal

THREAT LANGUAGE

Well Spoken (educated)	Irrational	Message read or recorded
Foul/vulgar	Incoherent	

If voice is familiar, whom did it sound like? _____

Where there any background noises? _____

Remarks made by caller: _____

Person receiving the call: _____

Telephone number/line call received: _____

Appendix E of the Emergency Plan

FLOOD PLAN

When Flash Flood conditions are forecast, the following guidelines shall be used:

- A. Monitor NOAA Weather Radio for forecast updates.
- B. Move records and valuable equipment to higher floors. Store chemicals where flood waters cannot reach them and cause contamination.
- C. Make transportation preparations to move children and staff members in the event that evacuation is needed.
- D. Safe area to be evacuated to is: _____
Safe route three is: _____
- E. Evacuation:
 - 1. If the facility is in a low-lying area vulnerable to flooding, evacuation will be immediate.
 - 2. Evacuation is to follow the safest route possible (listen to weather and news reports for routes). Maintain voice contact among staff members and ensure all children and staff members are accounted for.
 - 3. If time and conditions permit, unplug all electrical appliances.
 - 4. All loose outdoor articles are to be brought in or tied down.
 - 5. Lock all doors.

Appendix F of the Emergency Plan

HAZARDOUS MATERIALS ACCIDENTS

- A. Evacuate the area immediately
 - 1. Do not turn any electrical switches **on or off**.
 - 2. Eliminate all open flames.
 - 3. Evacuation should be to an area (if possible) upwind and uphill of the facility.
- B. Call **911**, and report that there has been a Hazardous Materials Spill.
- C. Do not attempt to contain, touch, or identify (if unknown) the hazardous material.
- D. Do not attempt to rescue someone who has been overcome by fumes.
- E. If a child or staff member has had contact with chemicals; the chemicals should be washed off immediately.
- F. Do not return to the building until authorized to do so by the fire department.

Appendix G: Disability Tips for Relocation of Students

Categories of Disability under IDEA Law

Federal Disability Term	Alternative Term	Brief/Description/ Factors that Elevate Risk in Emergencies	Factors that Reduce Risk Emergencies
Autism	Autism Spectrum Disorder	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication	Structure, routine, normalcy, and familiarity with activity
Deaf blindness		A simultaneous significant hearing and vision loss; limits the speed of movements.	Guidance from a sighted person
Developmental delay		A delay in one of the following areas: physical development, cognitive development, communication, social or emotional development or adaptive (behavioral) development.	Minimize disruption of routine patterns of activity, modulate sensory input
Emotional disturbance	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate, or severe. May disobey or resist direction, may panic.	Regulated sensory input
Hearing impairment	Deaf, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency
Mental retardation	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf blindness.	

Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality, or an alertness to environmental stimuli.	Adaptive physical equipment cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing, and computing.	
Speech or language impairment	Communication disorder, stuttering	A disorder related to accurately producing or articulating the sounds of language to communicate	Sign language, hand signals, specialized communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychological impairment, or both that may affect cognition, behavior, social skills, and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Source: National Dissemination Campus for Children with Disabilities at <http://www.nichcv.org/Disabilities/Catergories/Pages/Default.aspx>

In addition to the children with disabilities specified under IDEA law, the site director or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Children with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

Security Awareness Tips for Child Care Providers

*(Unless noted otherwise, these are just suggestions – **not** requirements. However, it is important that steps are taken to make sure that children are safe.)*

1. Monitor access to your facility.

- Make sure there is security for facility entrances. For example, single-action locks (which only lock people *out* of a building) and buzzers or bells that sound when doors are opened.
- Mandatory sign-in for all parents and visitors, with a staff person always assigned to answering the door or monitoring the building's entrance.
- Make sure that all adults who pick-up children are authorized to do so. For any adult staff do not know, the staff should check the adult's identification to make sure that the information matches the child's pick-up information.

2. Develop policies about information to share with the public.

- Never share information about a child with anyone except his/her parents or guardians. Decide if there is other information that is sensitive and should be shared only with certain people.
- Tell staff which information should (or should not) be shared, with whom, and how. Advise staff on what to do if they receive an unusual information request.
- Parents need information about your program to make informed decisions about their children. Be sure to balance security measures with responsiveness to parents/guardians.

3. Be alert and aware of your surroundings. Report anything out of the ordinary.

- Be aware of adults near your Campus or office who are not supposed to be there. Take notice of unusual visits or phone calls.
- Report anything out of the ordinary to the police and/or the Campus Director.

4. (Hopefully as usual) *maintain high standards for hand washing/other aspects of sanitation.*

- Ask all children, staff, and visitors (including parents) to wash their hands upon entering the Campus.
- Make sure that all children and staff wash their hands when coming in from outside; before preparing, serving, or eating food; after toileting; and after cleaning up sneezes.

- Take precautions in dealing with body fluids such as blood and vomit.

5. Get prepared for various types of emergencies.

- Call your local Emergency Management Agency to find out about your area's risks, what you can do to prepare, and how to develop an emergency plan.
- Train your staff on how to be prepared and how to use the emergency plan.
- As part of the emergency plan, develop a plan for relocating children off-site in case they need to be moved quickly for their safety. Identify two places (e.g., schools, recreation centers, other childcare facilities, etc.) about a mile away where you can take your children. Make arrangements with other facilities to accept your children and staff in case of an emergency. Tell parents ahead of time where they can find their children if they are relocated during an emergency.
- Make arrangements for transportation, if it is not readily available.
- Learn how to identify suspicious packages that could contain dangerous materials. Please note that the risk of this danger to childcare facilities is extremely low.
- As part of your monthly fire drill, have your staff identify at least two ways out of each room and practice through alternate exits.
- Each month, test smoke alarms to make sure that they are in working order and check any fire extinguishers you have to make sure that the gauges show they are still "charged." Train staff on how to use any fire extinguishers you have. The Local Fire Departments can help with training needs.

EMERGENCY PREPAREDNESS FOR CHILD CARE PROVIDERS

Before an emergency...

Know Your Risks

Call your local Emergency Management Agency to find out the potential risks in your area and how to prepare for them

Plan Ahead

Your program may want to build on the required emergency procedures to develop a comprehensive emergency plan.

Consider...

1. What will you do if an emergency occurs while children are in your care?
2. How might your response vary depending upon the type of emergency?
3. Where will you take children to minimize the risks of injury?
4. In case an emergency requires relocation, do you have secondary sites and emergency transportation lined up? Do you have portable records/supplies?
5. What will you say to children to reduce their fear and increase safety?
6. How will you communicate with parents, local authorities, and CSNT Admin Office?
7. What will you do if phone lines, or cell phone towers are down/circuits are busy?

Prepare An Emergency Supplies Kit

(Should be portable in case of emergency)

1. List of emergency phone numbers
2. (As available, cell phone, calling card, change for pay phones, or walkie talkies
3. Water – backup supply of what you typically use in a day (Note: boiled water is not good for infants)
4. Non-perishable food; manual can openers
5. First Aid Kits and blankets
6. NAAO Radio, flashlights, and extra batteries
7. Hand washing solution that does not require running water
8. Extra clothing and shoes for children
9. Other items for safety and comfort
10. If evacuating/relocating, remember child records, attendance sheets

Help Staff and Children Prepare

1. At least once per year, train staff on your emergency plan, specific disaster roles, and the location of disaster supplies.
2. Train new staff as part of the Campus orientation
3. In addition to monthly fire drills, have other periodic drills for other possible emergencies.
4. Look for approved training on emergency preparedness topics.
5. Identify “Safe Places” in your Campus to take children during storms.
6. Prepare children for emergencies through in-formative yet not threatening activities.
7. Provide parents with emergency preparedness materials for the home.

