



Growing Places Early Education and Youth Recreation Emergency Operations Plan

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Emergency Operations Plan**

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NOTICE OF ENDORSEMENT

CHILD CARE CENTERS AND FAMILY CHILD CARE EMERGENCY OPERATIONS PLAN

The publication of the Growing Places Early Education and Youth Recreation *Emergency Operations Plan* represents a concerted effort on part of Growing Places to provide a mechanism for effectively preparing for, responding to, and recovering from the impact of natural, technological, or intentional threats/acts disasters or emergencies.

The stated purpose of this Plan and associated supporting documents is to facilitate the delivery of Local government, community and mutual aid resources, and to provide needed assistance and relief to Growing Places disaster survivors. This Plan represents Growing Places best intentions to manage emergencies/disasters within the framework of community-wide operations and coordination.

The Growing Places Early Education and Youth Recreation *Emergency Operations Plan* is adopted effectively this day, the _____ of _____, 20_____.

Signature
Kristen Landau
Executive Director

APPROVAL & IMPLEMENTATION PAGE

This Growing Places Early Education and Youth Recreation *Emergency Operations Plan* has been completed and approved through a collaboration of efforts in the community, including:

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RECORD OF REVISIONS OR CHANGES

CHANGE NUMBER	DATE	SUBJECT AREA	F. Initial & Last Name
1	7/31/17	Added “school age program” throughout document	C. Mallory
2	7/31/17	Added additional information on behavioral health to Chapter IV Concept of Operations	C. Totzkay
3	7/31/17	Added “Across NH” to Chapter VI Training and Exercise	C. Mallory
4	7/31/17	Added additional behavioral health resources to Chapter IX Resources	C. Totzkay
5	7/31/17	Added additional procedures to the Communication Procedures - After An Incident section in Annex C Communication and Reunification	C. Totzkay
6	10/15/18	Notice of Endorsement – Director’s name change	K. Landau

When any changes are made to the Plan, fill in the above table.

CHAPTER I – INTRODUCTION

PURPOSE & SCOPE

The main purposes of Growing Places Early Education and Youth Recreation Emergency Operations Plan (EOP) are to:

1. Reduce risks of emergencies,
2. Help respond to emergencies that occur,
3. Meet the NH Department of Health and Human Services' (DHHS) Child Care Licensing Unit (CCLU), Division for Children, Youth and Families (DCYF) Child Development Bureau (CDB), and the federal Child Care Development Fund (CCDF) requirements around emergency preparedness.

The term “emergency,” as used in this plan, is defined as a range of situations from an incident to a major disaster. It includes the following:

- a. Incident:** An incident is a situation that is limited in scope and potential effects.
- b. Emergency:** An emergency is a situation that is larger in scope and more severe in terms of actual or potential effects than an incident.
- c. Disaster:** A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with available local resources.

An emergency operations plan is required by the Child Care Licensing Unit Rules of the NH Department of Health and Human Services for licensed child care programs, see licensing rule, He-C 4002.19 Prevention and Management of Injuries and Emergencies.

For license-exempt providers enrolled with DHHS, the DCYF/CDB requires that programs have an emergency operations plan.

PHASES OF EMERGENCY MANAGEMENT

Emergency management operations are carried out within five distinct phases: prevention, mitigation, preparedness/protection, response, and recovery.

PREVENTION

Actions taken to avoid, prevent, or stop all-hazard types of incidents before they occur. For example, identify hazards and threats.

PREPAREDNESS / PROTECTION

Preparedness/Protection actions are pre-emergency activities that attempt to prepare organizations to effectively respond to disasters or emergencies. This phase involves training, exercising, planning, and resource identification and acquisition. For example, all staff members have a personal emergency plan that includes a kit with essential life-sustaining items, e.g., water, canned food, medication, etc.

MITIGATION

Mitigation includes actions that are taken before an emergency to eliminate or reduce the risk to human life and property from natural, human-made, or technological hazards. For example, tall shelves are attached to the wall with wire and closed screw-eyes or braced by being anchored together.

RESPONSE

Response is the actual provision of emergency services during a crisis. These activities help to reduce casualties and damage and speed up recovery. For example, response activities include evacuation, secure campus, and other similar operations.

RECOVERY

Recovery is both a short-term and long-term process. Short-term operations seek to restore essential services to the program and provide for the basic needs of children and staff. Long-term recovery focuses on restoring the program to its normal pre-disaster, or an improved, state of affairs. The recovery period is also an opportune time to institute future mitigation measures, particularly those related to the recent emergency. For example, conduct a damage assessment process as soon as possible with consideration given to the safety and security of those conducting the assessment.

CHAPTER II - SITUATION & PLANNING ASSUMPTIONS

SITUATION

1. Population Information

Pinkham Road has capacity for 54 children between the ages of 6 weeks-6 years. The types of child care services provided include: infant, toddler, preschool and Pre-K education and care. The program is supported by a staff of 8 teachers, 15 part-time Teacher Assistants, 1 Program Director, 1 Early Education Coordinator and 1 Executive Director. We do not offer overnight care.

Woodside has capacity for 38 children between the ages of 23 weeks-6 years. The types of child care services provided include: preschool and Pre-K education and care. The program is supported by a staff of 4 teachers, 1 Program Director, 10 part-time teacher assistants 1 Float Staff and 1 Executive Director. We do not offer overnight care.

Our Time Before and After school Program has capacity for 45 children between the ages of 5-12 years. The types of child care services provided include: school age enrichment. The program is supported by a staff of 1 Program Director, 5 Teacher Assistants and 1 Executive Director. We do not offer overnight care.

2. Building Information

Pinkham Road is located on a 1.86 acre lot and includes two buildings, one of which houses administrative offices, three playgrounds, a natural play space, and three parking lots and for staff and visitors. The program is located in two separate ranch style houses that were previously another child care center.

Woodside is located in the University of New Hampshire's Woodside Community Building. It leases one office space and three classrooms and includes two playgrounds and use of the Woodside parking lot with designated parking for staff and visitors. The program is located in what is currently still the Woodside Community Building and laundry area.

Our Time Before and After School Program is located in the cafeteria of the Moharimet Elementary School. It leases use of the cafeteria, the gym and when displaced the music room or West Wing. This lease includes use of 1 playground and use of the parking lot with designated parking for staff and visitors. The program is located in what is currently a K-4 elementary school.

CHAPTER III – ORGANIZATION & ASSIGNMENT OF RESPONSIBILITIES

ORGANIZATION

Table 2. Use of ICS at Growing Places

ICS Function	Definition	Staff Position Examples	Response Duties Examples
Incident Command	Responsible for the overall management of the incident	Executive Director, or most qualified staff member of Growing Places	Establish incident command post and immediate priorities; Coordinate the Command Staff and General Staff activities; Approve resources and release of information
Operations Section	Manages the response activities and requests and releases resources	Program Director or most qualified staff member of Growing Places	Manage activities; Ensure safety of activities; Supervise activities
Planning Section	Provides planning services and supervise planning section activities	Operations Manager, Admin Team Member or most qualified staff member	Collect and manage all activity data; Establish information requirements and reporting schedules; Determine need for specialized resources
Logistics Section	Provides all incident support needs	Staff in leadership roles or most qualified staff member	Coordinates and distributes supplies; Requests resources from off-site locations
Finance / Administration	Manages all financial and administrative support services	Executive Director and Operations Manager	Tracks and maintains financial records including staff payroll and resource billing

RESPONSIBILITIES

Executive Director

1. Conducts a hazard and threat assessment; identifies potential disaster situations.
2. Coordinates repairs of potential dangers identified.
3. Develops (with the help of a planning team) the disaster plan in conjunction with local emergency management officials.
4. Ensures that staff and children are trained and prepared to respond.
5. Assigns emergency responsibilities to staff members (e.g., assigns a specific person to maintain and transport *Ready-to-Go Files* and *Ready-to-Go Kits*)
6. Analyses drills and initiates revisions to the disaster plan based on drill evaluations.
7. Keeps families/guardians and staff members informed of emergency plan revisions.
8. Conducts periodic safety checks of the physical center and equipment.
9. Conducts periodic safety inspections of the center according to policy.
10. Identifies shut-off valves and switches for gas, oil, water, and electricity.
11. Shuts off ventilating system in an emergency, as applicable (e.g., during chemical/toxin release incidents).

Program Directors

1. Participates in developing the disaster plan.
2. Knows and understands their role and responsibilities during an emergency situation.
3. Participates in emergency preparedness training and drills.
4. Assumes responsibility for taking emergency supply packs with them in the event of an evacuation.
5. Knows locations of the main shut-off valve for water, main utility box for electricity, and main gas valve.

Operations Manager

1. Maintains a three-day (72 hours) stockpile of non-perishable food and water for emergency use.
2. Ensures food stockpile addresses food allergies.
3. Labels stockpiled food/water with date stored and expiration dates. Replenishes stocked supplies every six months.

Families/Guardians

1. Provides the program with emergency phone numbers and information regarding the length of time needed to pick up their child in the event of an emergency situation.
2. Develops family preparedness plans that include:
 - a. Alternate contact person who can pick up their child in the event they are unable to leave their current location during a disaster/emergency situation. Encourage families/guardians to identify an alternate family member who does not live in the same household.
 - b. Keeping a current picture of the child with them (e.g. on their cell phone) that can assist with reunification.
 - c. Teaching their child/children to know their full name and to know their parents'/guardians' names (as appropriate).

Children

1. Cooperate during emergency drills and exercises, and during an emergency situation.

CHAPTER IV - CONCEPT OF OPERATIONS (CONOPS)

EMERGENCY OPERATIONS

Growing Places has the primary responsibility for initial emergency management activities. The top priorities for incident management are to:

- Protect and save lives, and protect health and safety of children, staff, families, visitors, responders, and recovery workers.
- Protect property and mitigate damages and impacts to individuals, the community, and the environment.

The emergency functions that may be performed by the program generally parallel some of the routine day-to-day functions.

To the extent possible, the same personnel and material resources used for day-to-day activities may be employed during incidents.

Access to the EOP may be available, at all times, in Program Director's Offices.

PREPAREDNESS

1. Families/Guardians will be required to fill out the top portion of the *Child Reunification – Release Form*. This form will be used to document the name of the person to whom the child was released at the evacuation/shelter site. This form will be reviewed at least annually.
2. Families/Guardians will be required to have their and their child's picture taken or provide a picture of them with their child and complete an *Off-Site Relocation Information for Families/Guardians*. This information will be updated and shared with families/guardians annually.
3. The *Evacuation/Relocation Permission Form* should be completed by family/guardian at the time of registration to permit relocation of child/children in the event of an actual emergency or a practice emergency response drill.
4. Families/Guardians will be encouraged to develop an emergency plan and kit.
5. All classrooms will have an emergency plan and go-bag at the Growing Places Program. If appropriate, family members of staff may be able to come to the Growing Places Program in the event of a disaster.
6. The Growing Places Program will have a checklist to assist with organizing, maintaining, and replenishing supplies for

care of children and staff. Supplies will be portable so they can be moved quickly during a disaster.

7. Emergency supplies are stored in the staff area at 56 Pinkham Road, Lee.

CHILDREN WITH CHRONIC HEALTH CARE NEEDS

1. A staff member will be assigned responsibility for children and/or staff with disabilities and/or access and functional needs to ensure appropriate protective measures, and that medication and/or equipment accompany the person. If the necessary specialized equipment requires batteries or supplies, those will be stocked and moved as well.

COMMUNICATIONS

1. Growing Places will inform families/guardians about the EOP, its purpose, and objectives. Information will be included in the Family Handbook.
2. Growing Places and staff uses the NH ALERTS statewide mass public safety notification and severe weather warnings system and is registered for Lee, UNH Durham and Madbury's emergency notification system.
3. It is recommended that all children and staff have *In Case of Emergency* (ICE) contact information kept at each site they work at.
4. It is recommended that all staff members who have a leadership role in disaster management be trained to use all communication devices that may be employed.
5. Depending upon the type of emergency:
 - a. The Incident Commander will maintain communication with first responders during an incident.
 - b. Program staff may be notified by: Phone or Email.
 - c. Families/Guardians may be notified by: Phone or Email.
6. Staff may refer all requests for information and questions to Executive Director.
7. During an incident the Director or designee communicates with staff, families/guardians by: Phone or Email.
8. Detailed processes for internal and external communications are located in Annex C: *Communication & Reunification*.

RESPONSE ACTIONS

1. When appropriate, a staff member will dial 911.
2. Required procedures for the following response actions are located in *Response Actions*: Drop, Cover, Hold; Secure Campus; Shelter in Place; Lockdown; Evacuation; Reverse Evacuation; and Bomb Threat (Scan).
3. Depending upon the type of emergency, it is recommended that the staff follow the steps listed in the *Emergency*

Procedures Poster. Copies of the *Poster* are displayed in each child care program space.

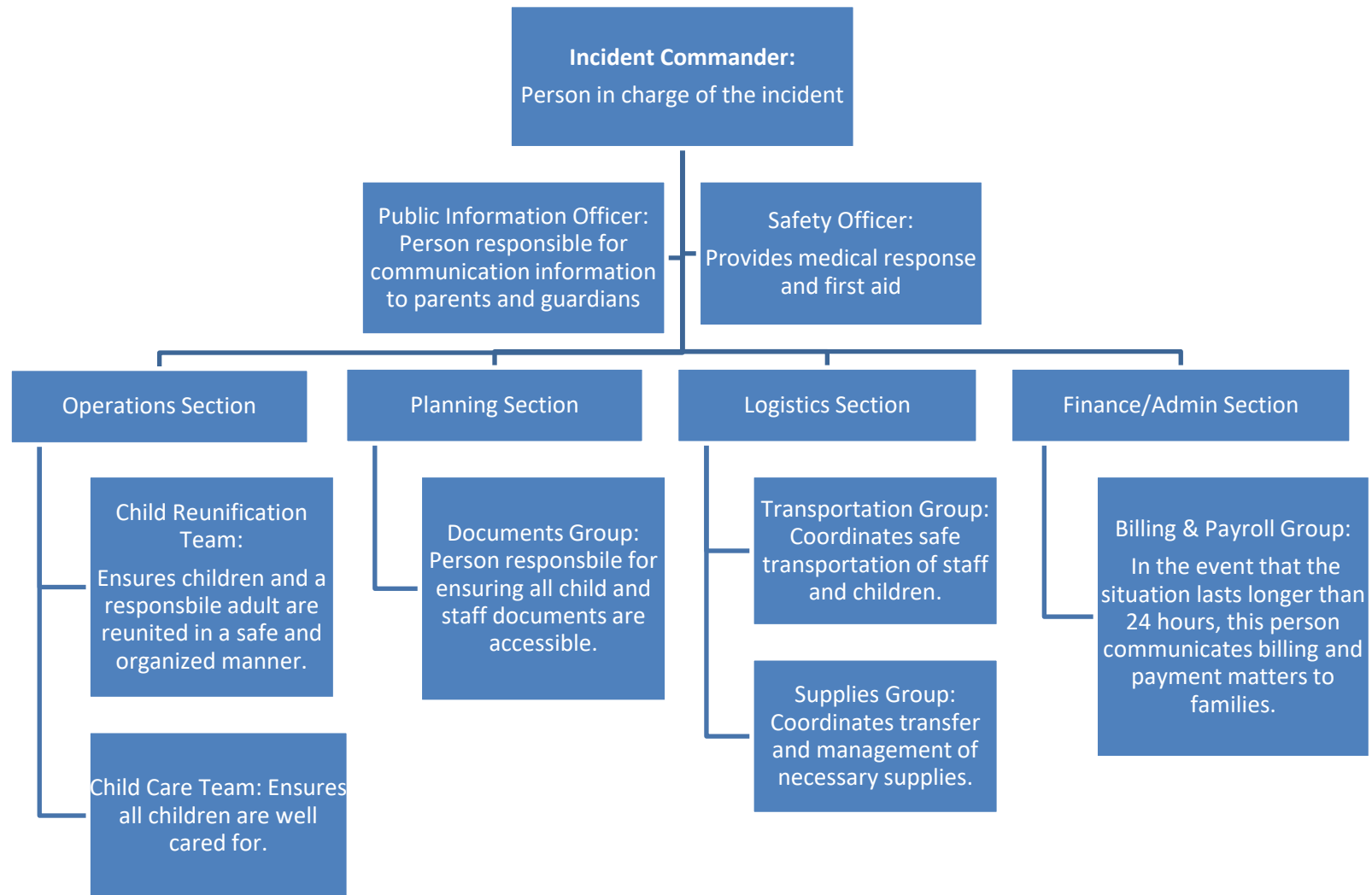
REUNIFICATION

1. During evacuation, ensure each child has their *Child Identification Card*. The *Card* is to be placed out-of-sight on each child, such as clipped on inside of shirt or folded and placed in ankle part of sock.
2. Photo identification of the designated and approved family/guardian member will be required for child reunification.
3. Law enforcement will be contacted to assist with child reunification if family/guardian members or emergency contacts cannot be reached, or if Growing Places is no longer able to provide care for the child.
4. For children who have not been reunited with families/guardians, staff will complete the *Unaccompanied Minor and Separated Child Report Form* and give the form to law enforcement.

DIRECTION, CONTROL & COORDINATION

1. Emergency Operations Plan
 - a. Durham, Lee and Madbury maintain a local EOP.
 - b. Staff members who maintain and exercise the plan are in frequent contact with the local municipality's emergency management authorities.
2. Coordination with First Responders
 - a. Growing Places staff may most likely be first on the scene. The staff is expected to take charge and implement the procedures within this EOP and manage the incident until it is resolved or command is transferred to someone more qualified such as the Director or her/his designee, or emergency response agency (e.g., fire or police) with legal authority to assume responsibility.
 - b. In some situations, the on-site emergency response agency Incident Commander may need an organization representative as part of a Unified Command.
 - c. The Command Post where staff can find the program's Incident Commander will be located at 56 Pinkham Road. An alternate Command Post may be designated in case the primary location is compromised or there is an off-site evacuation.

Incident Command Chart



*This chart may expand or collapse, also known as span of control, based upon the number of staff available to fill additional Groups.

ANNEX A: RESPONSE ACTIONS

DROP, COVER, & HOLD RESPONSE ACTION

The Drop, Cover, and Hold is activated in order to protect students and staff from falling objects or items that may become “projectiles”. Incidents that may require the activation of this response action include but are not limited to; explosions, earthquakes, gun shots and unannounced severe wind events. In cases of an incident requiring the Drop, Cover, and Hold response action, the following procedure should be adhered to by students and staff.

Notification

- If planned, tell staff, children, and visitors that it is practice.
- Say, "(Wind or Tornado)! Drop, Cover, and Hold On!"

Indoor Action

- Face away from windows
- Drop to floor facing an interior wall
- Take cover under a sturdy table, desk, or other piece of furniture, if available. Hold on to the table or desk leg
- If not suitable furniture, huddle together. Cover face and head with arms.
- For children in wheelchairs, keep child in chair, set chair locks, have child cover face and head with arms.
- For infants, pick up infant and hold closely to chest. Drop, cover, and hold infant while remaining close to an interior wall.

Outdoor Action

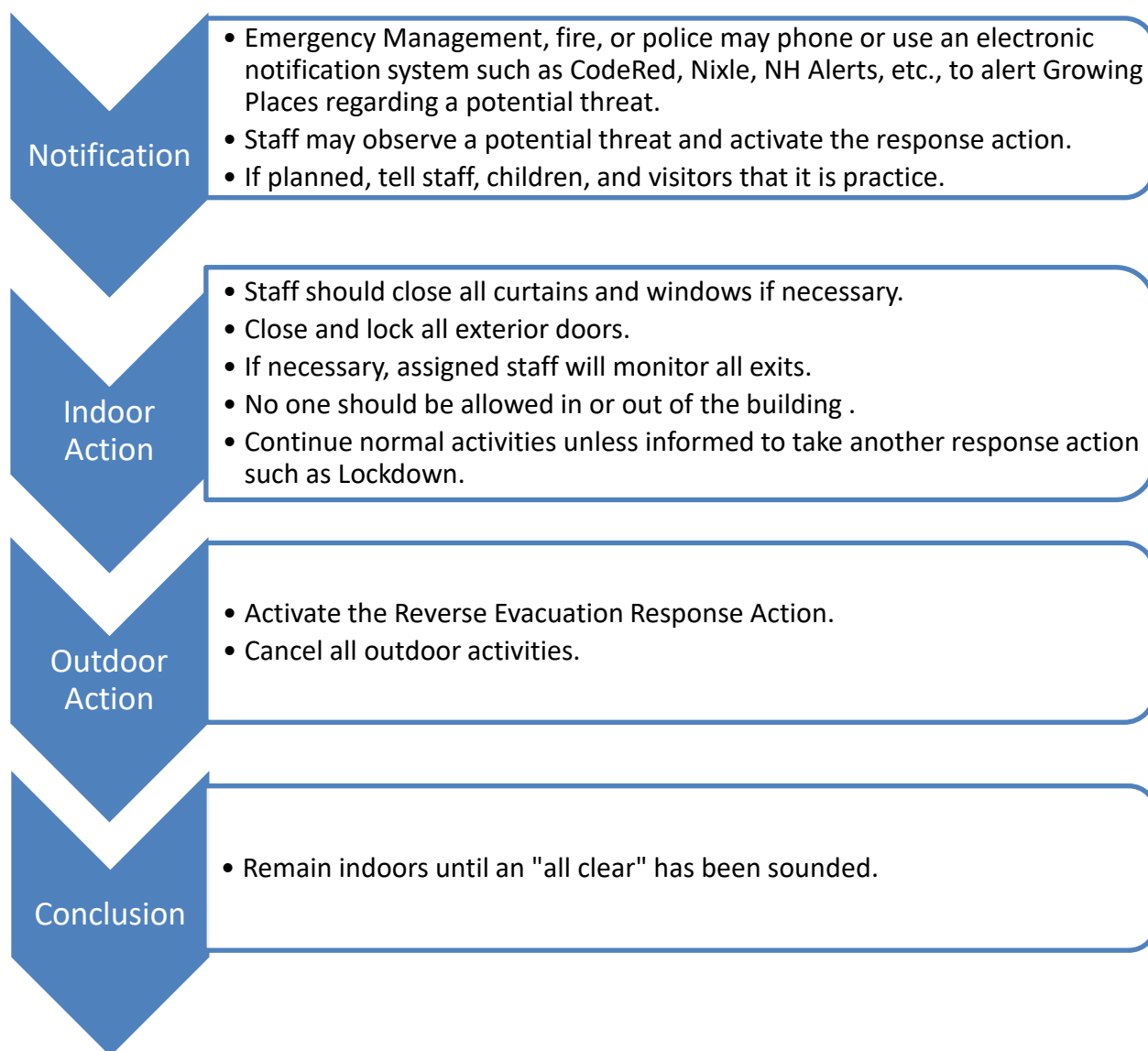
- Move children into the open away from buildings, fences, trees, tall playground equipment, utility wires, and streetlights.
- Have children face away from windows.

Conclusion

- Stay under cover until an "all clear" has been sounded.
- Take attendance and ensure all children, staff, and visitors are present and safe.
- If there is an identified Severe Wind (tornado) Area of Refuge the basic Drop and Cover procedure is implemented.

SECURE CAMPUS RESPONSE ACTION

The Secure Campus response action is activated when it is necessary to protect staff and students from a threat from outside the school building. Incidents that may require the activation of this response action include but are not limited to; a police chase near a school and a direct or indirect threat to a school.



SHELTER-IN-PLACE RESPONSE ACTION

This response action is activated when it is necessary to protect staff and students from airborne hazardous materials, toxic smoke or nuclear material. Shelter-in-Place may be activated when there isn't sufficient time to safely Off-Site Evacuate a school or as a precautionary measure while awaiting transportation resources to arrive.

Notification

- Emergency Management, fire, or police may phone or use an electronic notification system such as CodeRed, Nixle, NH Alerts, etc., to alert Growing Places of a potential threat.
- Staff may observe a potential threat and active the response action.
- If planned, tell staff, children, and visitors that it is practice.

Indoor Actions

- Escort all children to an interior room with the fewest windows or vents that has adequate space to accommodate children, staff, and visitors.
- Staff should close and lock all windows and doors.
- Shut off heating and air-conditioning equipment and fans.
- For airborne external hazards, close all vents that can potentially carry outside air into the building. Vents that cannot be secured should be covered by utilizing duct tape and plastic.
- Take attendance sheets.
- Depending on the situation all entry and dismissals should only be allowed through one point of entry which is monitored.
- For children in wheelchairs, keep child in chair, set chair locks.
- For infants, pick up infant and hold closely to chest.
- Await further information.
- Prepare for evacuation or other response actions.

Outdoor Action

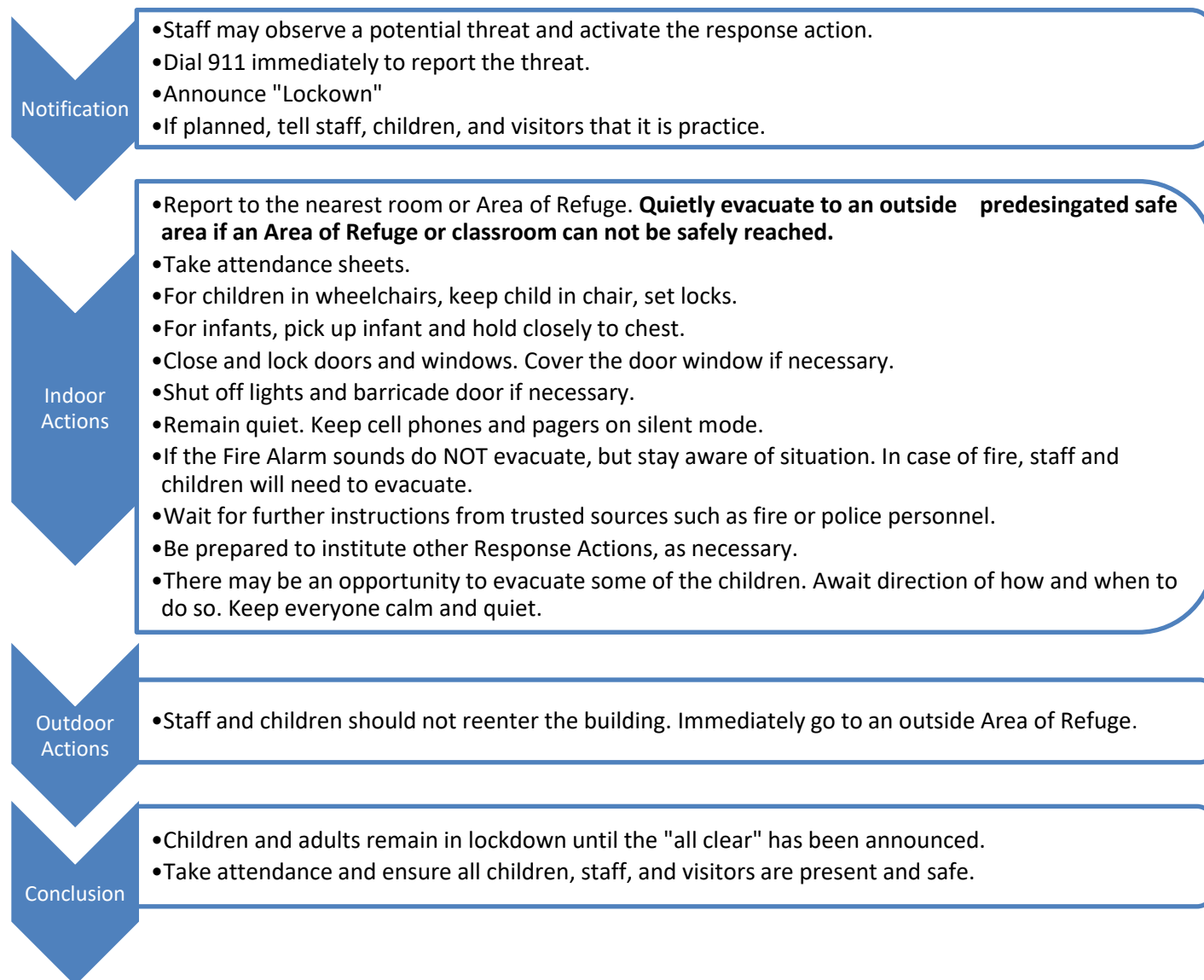
- If children, staff, and visitors are outside, activate reverse evacuation response action.

Conclusion

- Stay under an "all clear" has been sounded.
- Take attendance and ensure all children, staff, and visitors are present and safe.

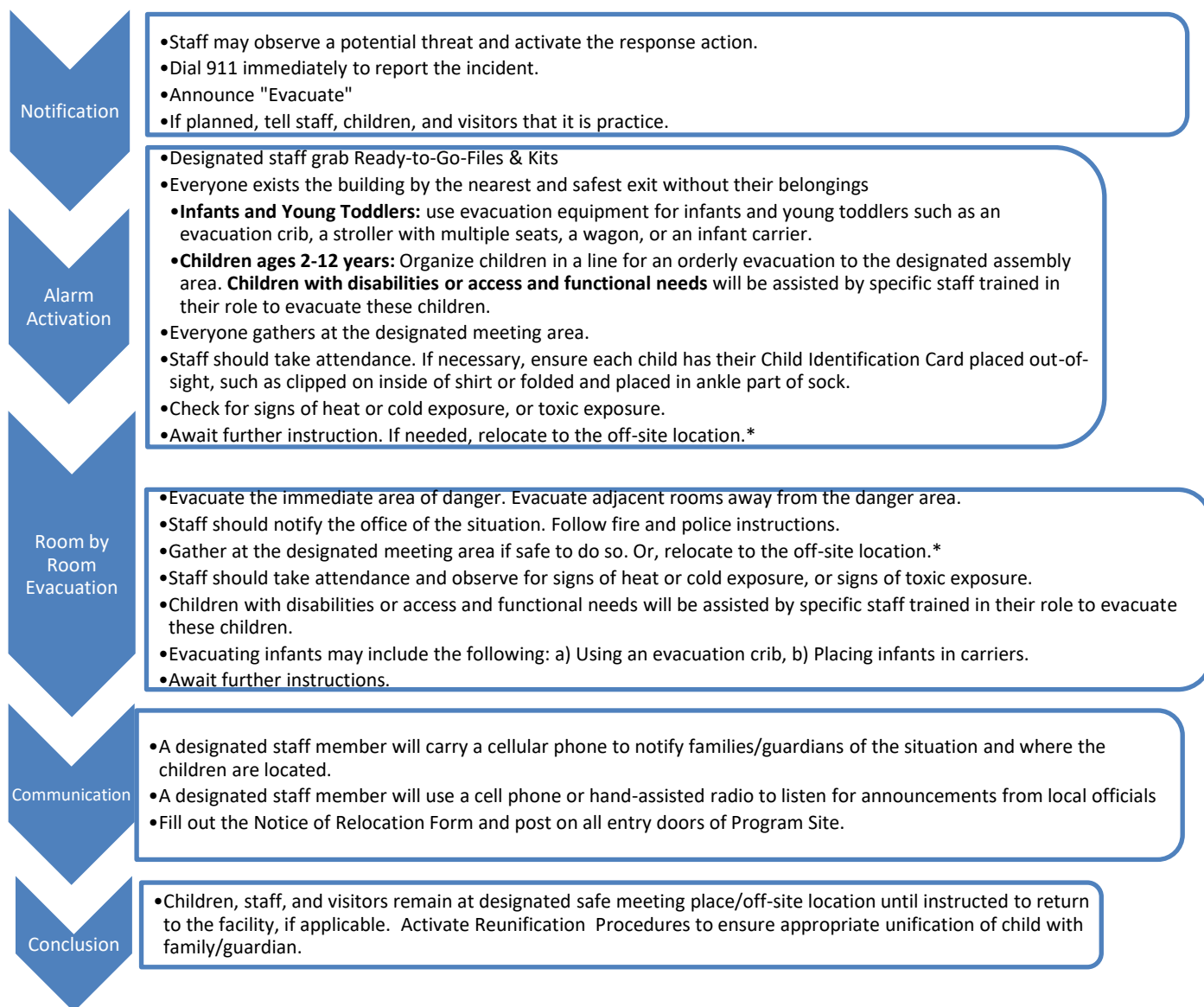
LOCKDOWN IN PLACE RESPONSE ACTION

This response action may be used in the event of a situation within the building such as active shooter, hostage incident, trespasser, intruder, or disturbance that would require securing staff and children in their classrooms or other areas that are able to be locked.



EVACUATION RESPONSE ACTION

This response action may be used when it is necessary for staff, children, and visitors to exit the building when the fire alarm activates or an incident in the building poses an unsafe environment. Two situations where this may be necessary: an internal hazardous material spill or a hostage situation.



Evacuation Checklist – By Vehicle

Growing Places Early Education and Youth Recreation			
Checklist completed by:			
# of children present:	# of staff present:	# of visitors present:	
Off-site Evacuation Location		Transportation Required*:	
Facility Name:			
Address:			
Contact Phone #:			
Date:	Day of Week:	Start Time:	End Time:
Weather Conditions:			
Procedure	Yes/No	Comments: (specify what was done well; what improvements are needed)	
Families were informed about the drill, in advance. (Optional)			
Need to evacuate to the off-site evacuation area was communicated.			
Attendance sheets were taken.			
<i>Ready-to-Go Files</i> were taken.			
<i>Ready-to-Go Kits</i> were taken.			

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All children and adults were secured in the vehicle(s).		
Children and adults who needed help were assisted getting secured in the vehicle(s).		
Children and adults were accounted for by checking attendance.		
Drivers followed the evacuation route to the off-site evacuation area.		
Children and adults met at the off-site evacuation area.		
Children and adults were accounted for at the off-site evacuation area using attendance sheets.		
Contacting families using <i>Communication Procedures</i> were simulated.		
Children and adults remained at the designated off-site evacuation area until instructed to return to the facility.		
*List transportation providers and contact information: 		

Adapted from Emergency Preparedness and Response in Child Care. ©North Carolina Child Care Health and Safety Resource Center, July 2015

Evacuation Checklist – By Walking

Growing Places Early Education and Youth Recreation			
Checklist completed by:			
# of children present:	# of staff present:	# of visitors present:	
Off-site Evacuation Location			
Facility Name:			
Address:			
Contact Phone #:			
Date:	Day of Week:	Start Time:	End Time:
Weather Conditions:			
Procedure	Yes/No	Comments: (specify what was done well; what improvements are needed)	
Families were informed about the drill, in advance. (Optional)			
Need to evacuate to the off-site evacuation area was communicated.			
Attendance sheets were taken.			
<i>Ready-to-Go Files</i> were taken.			

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Ready-to-Go Kits were taken.		
All children and adults followed the evacuation route to the neighborhood off-site evacuation area.		
Children and adults who needed help were assisted to the neighborhood off-site evacuation area.		
Children who are non-mobile were evacuated in a crib or other approved device.		
Children and adults met at the off-site evacuation area.		
Children and adults were accounted for at the off-site evacuation area using attendance sheets.		
Contacting families using <i>Communication Procedures</i> were simulated.		
Children and adults remained at the designated off-site evacuation area until instructed to return to the facility.		

Adapted from Emergency Preparedness and Response in Child Care. ©North Carolina Child Care Health and Safety Resource Center, July 2015

NOTICE OF RELOCATION POSTING

Growing Places Early Education and Youth Recreation

CHILDREN AND STAFF
HAVE RELOCATED TO:

(insert name of facility above)

Address:

Phone #: _____

Date: _____ & Time: _____

REVERSE EVACUATION RESPONSE ACTION

This response action may be used when it is necessary for staff, children, and visitors to enter the building quickly in order to avoid a dangerous or potentially dangerous situation outside the building such as a wild animal, smoke, severe weather, hazardous material, etc.

Notification

- Emergency Management, fire, or police may phone or use an electronic notification system such as CodeRed, Nixle, NH Alerts, etc., to alert Growing Places regarding a potential threat.
- Staff may observe a potential threat and activate the response action.
- If planned, tell staff, children, and visitors that it is practice.

Actions

- Walk quickly into the nearest entrance.
- Notify the office as soon as possible (if action wasn't initiated by the office).
- Report to a designated meeting area, check for injuries.
- Staff should take attendance.
- Children with disabilities or access and functional needs will be assisted by specific staff who have been trained.
- Moving infants may involve additional staff to ensure they are safely returned to their designated rooms.
- Remain quiet and wait for further instructions.
- Prepare for other response actions, if needed.

Conclusion

- Remain at designated meeting area until the child care director or designee announces "all clear".
- Take attendance and ensure all children, staff, and visitors are present and safe.

BOMB THREAT (SCAN) RESPONSE ACTION

This response action is activated when it is necessary for staff to look around their area for any item which doesn't belong there. ***Any bomb threat should be taken seriously and treated as a real situation until proven otherwise.*** Scan will be activated primarily in the case of a Bomb Threat, but could be utilized for any situation that required the staff to look for an item which may cause harm.

Notification

- If staff receives **phone call*** of threat, remain calm, don't hang up! Try to have another person dial 911.
- If staff receives a **written* note** of threat, dial 911.
- If known, the local emergency authority, fire, or police may phone Growing Places regarding a potential threat. If advised, staff may need to activate one or more Response Actions.
- Alert other staff of the threat currently being made. If planned, tell staff, children, and visitors that it is practice.

Scan Procedure

- Look around the room for anything that is out of place or cannot be identified. Scan: High, Middle and Low
- Do not move, open or touch a suspicious object.
- Do not use wireless communication devices such as cell phones or portable radios.
- Activate the Evacuation Response Action if something is found.
- Notify the office as soon as possible (if action wasn't initiated by the office).
- Remain quiet and wait for further instructions.

*Phone Call Threat

- Keep the caller on the line as long as possible.
- Record information as quickly and accurately as possible on the *Bomb Threat Information Form*.
- Obtain the following information:
 - Time call received
 - Callers exact words
 - Description of caller's voice
- Ask the following questions:
 - Where is the bomb located?
 - When is the bomb set to go off?
- Complete the Bomb Threat Report Form.

*Written Note Threat

- The staff member that receives the written threat should handle the letter as little as possible, and should save all materials that were contained in the letter. All materials involved in the threat should be turned over to local law enforcement authorities.
- Dial 911 to report written threat.
- Notify the office as soon as possible of the letter.
- Activate the Evacuation Response Action.
- Complete the Bomb Threat Report Form.
- No person should enter the building until authorized by the law enforcement response team.

BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. **DO NOT HANG UP**, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police
1-877-4-FPS-411 (1-877-437-7411)
- 911

BOMB THREAT CHECKLIST

Date: _____ Time: _____

Time Caller Hung Up: _____ Phone Number Where Call Received: _____

Ask Caller:

- Where is the bomb located?
(Building, Floor, Room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No _____
- Why? _____
- What is your name? _____

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (Background and level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice	Background Sounds:	Threat Language:
<input type="checkbox"/> Accent	<input type="checkbox"/> Animal Noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Angry	<input type="checkbox"/> House Noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Calm	<input type="checkbox"/> Kitchen Noises	<input type="checkbox"/> Taped
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> Street Noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Coughing	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Cracking voice	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Crying	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Deep	<input type="checkbox"/> Music	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Motor	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Clear	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Static	
<input type="checkbox"/> Excited	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Female	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Local	
<input type="checkbox"/> Lisp	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Loud		
<input type="checkbox"/> Male	Other Information:	
<input type="checkbox"/> Nasal	_____	
<input type="checkbox"/> Normal	_____	
<input type="checkbox"/> Ragged	_____	
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Slurred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		



**Homeland
Security**

ANNEX B: HAZARDS/THREATS

FIRE RESPONSE ACTION



This response action may be used when it is necessary for staff, children, and visitors to exit the building quickly in order to avoid or escape a fire.

Notification

- Staff may observe a potential threat and activate the response action.
- Before a drill, staff may or may not be notified. There may be instances where some children may be sensitive to loud noises, strobe lights, etc. Staff may have to prepare these children in advance.

Action

- Evacuate children as follows:
 - **Infants and Young Toddlers:** use evacuation equipment for infants and young toddlers such as an evacuation crib, a stroller with multiple seats, a wagon, or an infant carrier.
 - **Children ages 2-12 years:** Organize children in a line for an orderly evacuation to the designated assembly area.
 - **Children with disabilities or access and functional needs** will be assisted by specific staff who have been trained.

Action

- Take the daily attendance sheets and the Ready-to-Go Files and Kits on the way out of the building.
- Check bathrooms and the classrooms, close all doors and windows, and shut the door behind you after you are sure everyone has exited.
- Gather at the designated meeting area and take attendance.
- Remain at designated meeting area until the child care director or designee announces the end of the drill.

Action

- In case of fire, follow the Fire Drill procedures and include:
 - Call 911 to confirm that the Fire Department has been notified.
 - Activate Incident Command System per your plan.
 - Director or designee should ensure that no child, staff, or visitor attempts to re-enter the building until cleared by Fire Department authorities.
 - Assess weather conditions. If necessary, activate Off-Site Evacuation Response.
 - If off-site, activate Reunification Procedures to ensure appropriate unification of child with family/guardian.

Conclusion

- In event of actual fire, plan for recovery.

HAZARDOUS MATERIAL RESPONSE ACTION



This response action may be used when it is necessary for staff, children, and visitors to exit the building in order to avoid exposure to hazardous material within the building.

Notification

- Staff may observe a potential threat and activate the Hazardous Materials and the Evacuation Response Actions.

Action

- Evacuate children as follows:
 - **Infants and Young Toddlers:** use evacuation equipment for infants and young toddlers such as an evacuation crib, a stroller with multiple seats, a wagon, or an infant carrier.
 - **Children ages 2-12 years:** Organize children in a line for an orderly evacuation to the designated assembly area.
 - **Children with disabilities or access and functional needs** will be assisted by specific staff who have been trained.
- Grab the daily attendance sheet, the Ready-to-Go Kit including the Ready-to-Go File on the way out of the building.
- **Do Not** turn any electrical switches on or off. Eliminate all open flames. **Do Not** use telephones (landlines or cell phones) or anything that could cause a spark while in the building.
- Gather at an area upwind and uphill from the building and take attendance.
- Dial 911 immediately to report the incident.

Conclusion

- Remain at designated meeting area until the child care director or designee announces "all clear".
- Take attendance and ensure all children, staff, and visitors are present and safe.
- If the building is found unsafe, follow Off-Site Evacuation Response Action and Child Reunification procedures.
- Plan for recovery i.e., assess damage to building and document damage and injuries.

EARTHQUAKE RESPONSE ACTION



This response action may be used when it is necessary for staff, children, and visitors to take cover.

Notification

- If planned, tell staff, children, and visitors that it is practice.
- Say in loud voice, "Earthquake! Drop, Cover, and Hold On!"

Action

- Activate Drop, Cover, and Hold Response Action.

Conclusion

- Wait for the "all clear" announcement from the child care director/designee or first responder.
- Evacuate the building if found unsafe. Follow off-site evacuation and child reunification procedures.
- Plan for recovery i.e., assess damage to structure and surrounding areas and document damage and injuries.

RADIOLOGICAL RESPONSE ACTION



This response action may be used when it is necessary for staff, children, and visitors to shelter-in-place or evacuate.

The Nuclear Regulatory Commission requires that each nuclear power plant have specially developed offsite emergency response plans for the areas within ten miles of the plant (referred to as the Emergency Planning Zone [EPZ]). The plans are maintained by county and local emergency management agencies (EMA).

In addition, many types of hazardous substances including radioactive materials are shipped daily across the New Hampshire on highways and railways. Municipal EMAs and fire departments maintain information concerning extreme hazardous and radioactive materials that are stored, used, or manufactured in the area. Contact these groups when developing your disaster plans to ensure that activities will be coordinated in the event of an emergency.

A radiation threat or a “Dirty Bomb” is the use of common explosives to spread radioactive materials over a targeted area. While the blast will be immediately obvious, the presence of radiation will not be as clearly defined until specialized equipment and trained personnel have examined the area.

Notification

A warning of a hazardous or radioactive materials incident is usually received from local fire or law enforcement or the EMA when such an incident occurs close to or on a center/home’s property.

Action

Determine with the assistance of the local EMA and fire department, whether it is safer to shelter in place or to evacuate the Site.

- If it’s necessary to evacuate the area, follow your evacuation procedures.
- Move upwind and never directly into or against the wind which may be carrying fumes.
- Upon reaching a point of safety take a roll call.
- Staff must not return until the emergency services personnel have declared the area to be safe.

Conclusion

- Plan for recovery and reunification.

RESPONSE ACTIONS FOR SEVERE WEATHER



This response action may be used during potential events such as blizzard/snow, flash flood, hurricane, thunderstorm, or tornado/downburst. Drop, Cover, and Hold; Shelter-in-Place; or Off-Site Evacuation Response Actions may be required.

Notification

Emergency Management, fire, or police may phone or use an electronic notification system such as CodeRed, NH Alerts, etc., to alert Growing Places regarding a potential threat.

- The Executive Director will monitor radio, television, or National Oceanographic and Atmospheric Administration (NOAA) Weather Radio for weather updates.
- In the event of a tornado watch/warning, the Executive Director will monitor sky conditions as best and safely as possible.
- The Executive Director will advise all staff, children, and visitors of the weather conditions that are approaching.
- If planned, tell staff, children, and visitors that it is practice.

Action

- Staff should close and lock all windows.
- Check that all exterior doors are closed and locked.
- Shut off air conditioning, fans, and computer equipment.
- Close all vents that can potentially carry outside air into a building.
- Escort all students to a secure room.
- Depending on the situation all entry and dismissals should only be allowed through one point of entry which is monitored.
- Chemicals that are in the facility should be stored in locations where floodwaters will not come into contact with them.
- If time permits and it can be done safely move all loose outdoor equipment indoors.
- If advised, the Program Director should activate the Off-Site Evacuation Response Action and ensure transportation is available to move children and staff.

Conclusion

- Plan for recovery such as assessing damage to the building and surrounding area; document damage and injuries.

If utilities are disrupted, follow licensing guidelines.

- Licensing requires that programs have running water and maintain a temperature of at least 65 degrees when children are present.
- If one of programs experiences a loss of either, we may be forced to close the program.
- If electricity or heat are not working properly, contact the appropriate company (PSNH or heating service company) to ascertain if the problem can be corrected quickly.
- If we expect power to be restored within 2 hours, we will continue to operate.
- If not, we will be required to close our program until power is restored.
- If the program is already open, contact parents to pick up their children.
- If the power loss is expected to last longer than one day, we will attempt to relocate children to another Growing Places site or another temporary location that meets licensing requirements.

RESPONSE ACTIONS FOR POTENTIALLY VIOLENT SITUATIONS

This response action may be used during events such as a violent intruder, hostage situation, active shooter, or other threats that may occur at or near a Growing Places Site. Lockdown or selective/partial Evacuation Response Actions may be required.

Intruder

- Immediately dial 911
- Alert Executive Director that you may have a situation for selective/partial evacuation.
- If you think the intruder has a weapon, order a selective/partial evacuation, if possible.
- Try to isolate the intruder away from as many children, staff, and visitors as possible. Seek to draw the intruder to an office, small room, or other less populated area. If in your room, seek to draw intruder to the least used portion of the room.
- Remain calm and polite.
- Do not physically restrain or block the intruder's movement.
- If intruder leaves the building, note their vehicle make/model/license plate number and direction of their travel.

Hostage Situation

- If Child, Staff, Visitor is Hostage: remain calm, remain polite, follow the hostage taker(s) instructions, Do Not resist, and, if safe to do so, alert staff member(s) to contact the police or dial 911.
- If hostage situation is occurring at the Program and you are not in the immediate area: activate Lockdown Response Action, staff and visitors should place phones/pagers on silent mode, dial 911, provide as much information as possible to law enforcement when they arrive.
- DO NOT PUT YOURSELF IN DANGER, do not attempt a rescue.

Active Shooter

- "Run" If able to escape, evacuate children, staff, and visitors to safety and then dial 911.
- "Hide" If not able to escape, use a modified Lockdown Response Action by hiding, keep children as calm and quiet as possible to avoid detection.
- "Fight" As a last resort, to protect self and children, fight the shooter with aggression and improvised weapons e.g., anything you can throw at the shooter such as books, fire extinguisher, potted plants, canned goods, etc.

ANNEX C: COMMUNICATION & REUNIFICATION

COMMUNICATION PROCEDURES

Before an Incident

In the event of an incident, families/guardians, first responders, and the media will require clear and concise messages from the program about the incident, what is being done about it, and the safety of the children and staff. Growing Places will:

- Ensure staff are familiar with accessing WMUR, Facebook and are available by phone at all times.
- Inform families/guardians regarding how to access alerts and incident information that is issued by the program.
- The Executive Director, Program Directors, and Director of Marketing and Outreach will have Administrative privileges on Facebook to post notifications on our page.
- Identify families/guardians willing to volunteer in case of an incident and include them in preparation efforts and training.
- All locations communicate with emergency personnel before a drill that could require their participation.
- Establish and maintain translation services list for non-English speaking families/guardians and children with limited English proficiency.
- Establish and maintain assistive communication technology list for adults and children with sight, hearing, and speech disabilities.

During an Incident – Internal Communications

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices may be utilized to disseminate information internally when appropriate:

- Email Group Tree- An email group or tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the director, who contacts the

leadership team. Team members then in turn will contact staff or staff group leaders as instructed.

During an Incident – External Communications

Growing Places will communicate with families/guardians during an incident by:

- Calling each family's emergency contact person.
- Disseminating information via text messages and emails to inform families/guardians about exactly what is known to have happened.
- Describing how the program is handling the situation during parent contact.
- Providing information regarding possible reactions of their children and ways to talk with them
- Providing a phone number, website address, or recorded hotline where families/guardians can receive updated incident information
- Informing families/guardians when and where the program will resume operations

Growing Places may communicate with the media during an incident by:

- Designating a spokesperson
- Establishing an off-site briefing area for media representatives
- The Incident Commander will maintain communication with first responders during an incident.
- Transfer of command will occur when community responders arrive on the scene to assume management of the incident under their jurisdiction.

Rumor Control

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, Growing Places may:

- Provide appropriate information to staff as they are primary sources of information and are likely to be contacted in their neighborhoods, grocery stores, etc.
- Hold a staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated

- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After an Incident

After the safety and status of the staff and children have been ensured, and emergency conditions have abated following an incident, it is recommended that staff assemble to support the restoration of the program's operations. Defining mission-critical operations and staffing may be a starting point for the recovery process. Collecting and disseminating information can facilitate the recovery process.

After an incident, it is recommended that Growing Places administration:

- Provide written communication to families/guardians/staff regarding the program's response to and how the program is addressing the critical incident at the child care program
- Schedule and attend an open question-and-answer meeting for families/guardians as soon as possible
- Include resources for immediate connections to faith-based organizations or community agencies that may be of assistance
- Conduct public meetings as needed. These meetings are designated to provide the opportunity for people to ask questions and receive accurate information

Communication Tools

Some common internal and external communication tools that Growing Places may use include, but are not limited to, the following:

Standard telephone	Two-way radio	Mobile communication technology
Intercom systems	Whistles	Alarm systems
Computers	Fax machines	Bullhorns and megaphones
Other communication assisted devices: TTY, video relay, etc.		

CHILD REUNIFICATION PROCEDURES

During a disaster, children are at risk for maltreatment, abduction, and abuse if separated from their families/guardians. In order to protect the children in their care, Growing Places should have procedures in place to identify how they will reunify children with family/guardian. Ideally, if there is advanced warning about the event, attempts should be made to reunite children with their families/guardians before the event occurs. It is recommended that the following actions be taken by Growing Places before, during, and after a disaster to address reunification needs of children in the program.

Before a Disaster

1. Ensure that there are multiple phone numbers including home, cell, and work phone numbers for families/guardians and others to whom the child can be released.
2. Ensure families/guardians have designated in writing the relatives and/or friends to whom children can be released after a disaster, including one or more individuals residing outside the area, see *Child Reunification-Release Form*.
3. Inform families/guardians in advance where the children will be taken if an evacuation is required.
4. Ensure that there is a phone number of a relative or trusted friend out of the area who can be contacted to locate the families/guardians.
5. Establish an emergency number for Growing Places outside the area that families/guardians can contact to learn where their child or children have been relocated.
6. Take and maintain a current digital photo of each child enrolled in Growing Places that can be posted to aid in reunification with the families'/guardians' permission. A back up copy of the child photos should be included in the *Ready-to-Go Files*.

During a Disaster

1. During evacuation, ensure that each child has their *Child Identification Card*. The *Card* is to be placed out-of-sight on each child, such as clipped on the inside of a shirt or folded and placed in the ankle part of a sock.
2. Assign an individual (staff member or assistant) and a back-up person to be responsible for each child's safety during the event.
3. Release children only to individuals the families/guardians have designated as approved to take the child from Growing Places or off-site evacuation location; require such individuals to show photo identification before releasing a child to them.

4. Keep families/guardians informed when children are evacuated from Growing Places.

After a Disaster

1. After an incident has occurred, it may not be possible to locate a child's family/guardian or other designated authorized individual. Growing Places will keep the child safe until reunified or other legal options are determined.
2. Law enforcement will be contacted to assist with child reunification if family/guardian members or emergency contacts cannot be reached, or if Growing Places is no longer able to provide care for the child.
3. For children who have not been reunited with families/guardians, staff will complete the *Unaccompanied Minor and Separated Child Report Form for Growing Places* and give the form to law enforcement. If digital photos of un-reunified children are available, the photos will be included with the form.

Continuity of Operations (COOP)

Dependent upon the situation, Growing Places may decide that it cannot operate under certain circumstances during/after an emergency. This decision will be made collaboratively with our leadership team and the different entities we partner with (re: University of New Hampshire, Oyster River Cooperative School District). Families that utilize Growing Places should plan for their own back up child care services in the event of an emergency or natural disaster.

APPENDICES

The following is a list of the appendices found in this document.

Appendix 1	Indoor Floor Plan Diagram Outdoor Area Diagram Neighborhood Diagram
Appendix 2	Incident Command Job Action Sheets
Appendix 3	Ready-to-Go Files Ready-to-Go Kits
Appendix 4	Emergency Supply Checklist for Growing Places
Appendix 5	Emergency Checklist for Children and Staff with Disabilities and/or Assess or Functional Needs
Appendix 6	Emergency Procedures Poster
Appendix 7	Child Reunification - Release Form
Appendix 8	Evacuation/Relocation Permission Form
Appendix 9	Child Identification Card
Appendix 10	Growing Places Unaccompanied Minor and Separated Child Report Form
Appendix 11	Checklist for Important Records and Documents
Appendix 12	Memorandum of Understanding or Agreements
Appendix 13	Log for Growing Places Practice Drills/Exercises
Appendix 14	Areas of Refuge by Site

INCIDENT COMMAND JOB ACTION SHEETS

Incident Commander		
Command Post Location:		
Inside: Community Room	Outside: Playground	
Job Description		
<ul style="list-style-type: none"> ➤ Direct and coordinate Response Actions. ➤ Assume overall responsibility for the safety of all children, staff, and visitors present. ➤ The Incident Commander is the primary person in charge at the incident until released from responsibility or assigned as Unified Command by designated local emergency management authority. 		
<input checked="" type="checkbox"/>	Immediate Tasks	
	Set up Command Center	
	Obtain supplies (Ready-to-Go Files and Kits). Important records to have with you are your backup flash drive/CD-ROM with backup program records and a master copy of all staff and child emergency information as well as all signed parent/guardian permission forms.	
	Brief staff on the incident. Ensure that all Incident Command System (ICS) roles are being fulfilled and children, staff, and visitors are safe. Assign Job Action Sheets (JAS) per your plan, as needed.	
	Direct and coordinate disaster operations: a) Assess the type and scope of emergency. b) Implement Response Action plan(s). c) Work with the PIO to: release information to the media and to contact families/guardians. d) Re-evaluate circumstances frequently.	
	Determine the need for emergency assistance and request if necessary.	
	Interact with community emergency response teams (e.g., fire, police, EMS).	
	Be ultimately responsible for the safety and accountability of all children, staff, and visitors (or volunteers) present. a) Give yourself frequent breaks; trade off with someone you have trained to take your place as needed. b) Plan regular breaks for staff and volunteers. c) Release staff as able, in accordance with licensing requirements for supervision.	
	Collect and report information concerning children and staff who are injured or missing.	
<input checked="" type="checkbox"/>	After the Incident	
	Collect all completed forms and written reports from staff. Ensure any unfinished action items are completed.	

**Growing Places Early Education and Youth Recreation
Emergency Operations Plan**

Public Information Officer (PIO)		
Command Post Location:		
Inside: Main Office	Outside: Toddler Playground	
Job Description		
<ul style="list-style-type: none"> ➤ Manage all internal and external communications. ➤ Get approval from Incident Commander before providing information to the media or using social media. ➤ Keep staff, families/guardians, visitors, and other agencies and services informed of status. 		
<input checked="" type="checkbox"/>	Immediate Tasks	
	Contact police, fire, or EMS; dial 9-1-1 if they have not been notified.	
	Obtain briefing from incident commander.	
	Establish location of information center for media and public away from Command Post.	
	Notify families/guardians (of children and staff) with status updates.	
	Contact relocation sites and/or out-of-state contacts as needed.	
	Respond to phone calls from families/guardians and others who are calling the program for information.	
	Monitor outside communication channels for information (for example, radio, television, police/fire department channels, text alerts, etc.).	
	Obtain approval for information release from Incident Commander. Disseminate information to designated individuals.	
	Operate alternate communication systems or work with outside vendors or volunteers with access to HAM (amateur) radios.	
	Operate alternate warning system in event of power outage.	
	Regularly update Incident Commander on communication activities and challenges.	
	Post signs on doors. Place notice of evacuation location on main entrance.	
	Update the program's voicemail message, as needed.	
	Relay information updates to the Child Care Group and Child Release Group Leaders to share with children (if appropriate).	
<input checked="" type="checkbox"/>	After the Incident	
	If advised, request assistance from local mental health support agencies.	
	Update website or social media pages.	
	Continue to update families/guardians of your business operation status as needed.	

**Growing Places Early Education and Youth Recreation
Emergency Operations Plan**

Safety Officer			
Command Post Location:			
Inside:		Outside:	
Job Description			
➤ Secure entrances and assess security features.			
<input checked="" type="checkbox"/>	Immediate Tasks		
	Obtain briefing from Incident Commander.		
	Lock all external gates, doors, and other points of entry.		
	Guard the entrance to the facility and check identification.		
	Work with the Child Release Group Leader to set up an area to release children to families/guardians or people authorized by families/guardians Secure against unauthorized access (use caution tape or signs).		
	Report any unsafe acts and/or unauthorized individuals to the Incident Commander.		
	Report any broken security features to Incident Commander (for example, broken locks, security cameras).		
	Investigate accidents that have occurred within incident area(s).		
<input checked="" type="checkbox"/>	After the Incident		
	Coordinate critical incident stress, hazardous materials, and other debriefings, as necessary.		
	Assess effectiveness of incident response as related to security. Document recommendations and give to Incident Commander.		

**Growing Places Early Education and Youth Recreation
Emergency Operations Plan**

Operations Section Chief			
Command Post Location:			
Inside: Main Office		Outside: Toddler Playground	
Job Description			
➤ The Operations Section directs all tactical operations of an incident including implementation of response activities according to established incident management procedures and protocols, care of children, first aid, and the release of children to families.			
<input checked="" type="checkbox"/>	Immediate Tasks		
	Obtain briefing from Incident Commander.		
	Organize Operations Section to ensure operational efficiency, personnel safety, and adequate number of staff.		
	Evaluate situation and provide update to Planning Section Chief.		
	Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons.		
	Determine need and request additional supplies from the Logistics Section Chief.		
	Coordinate the rationed distribution of food and water		
	Document all activities		
<input checked="" type="checkbox"/>	After the Incident		
	Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for children, staff, and families/guardians If advised, request assistance from local mental health support agencies.		
	Assess effectiveness of incident response as related to the Operations Section. Document recommendations and give to Incident Commander.		

**Growing Places Early Education and Youth Recreation
Emergency Operations Plan**

First Aid Group Leader			
Command Post Location:			
Inside:		Outside:	
Job Description			
➤ Administer first aid to children, staff, and visitors. Assess and document injuries and treatments. Determine need for outside medical assistance.			
<input checked="" type="checkbox"/>	Immediate Tasks		
	Obtain briefing from Operations Section Chief or Incident Commander.		
	Set up a first aid station.		
	Assess injuries and provide first aid as needed.		
	Determine need for outside medical assistance.		
	Document injuries and treatment given. Notify Operations Section Chief, Safety Officer, or Incident Commander of all accidents and injuries.		
	Work with the Transportation Group Leader to establish priorities for transporting the injured to hospitals.		
	Work with the Child Care Group and Child Release Group Leaders to maintain child/staff ratios as needed.		
	Work with Supplies Group Leader to track first aid and other necessary supplies.		
<input checked="" type="checkbox"/>	After the Incident		
	Work with Supplies Group Leader to review supplies used and make recommendations for improvement.		
	Assess effectiveness of incident response as related to First Aid. Document recommendations and give to Operations Section Chief or Incident Commander.		

Child Care Group Leader			
Command Post Location:			
Inside:		Outside:	
Job Description			
➤ Ensure that the children, including infants, toddlers, and children with disabilities and/or other access and functional needs are well cared for while other staff are performing their emergency roles.			
☑	Immediate Tasks		
	Obtain briefing from Operations Section Chief or Incident Commander.		
	Assign staff to individual children with disabilities and make sure they have a copy of the child’s special health care plan.		
	Provide for children’s needs such as food, water, and diapering/toilet breaks (work with the Supplies Group Leader, if necessary).		
	Set up a safe space that limits children’s exposure to media.		
	Arrange developmentally appropriate activities for children.		
	Provide reassurance to children.		
	Monitor and document the emotional and physical health of each child and assisting staff member. Report status to the Operations Section Chief, Safety Officer, or Incident Commander.		
	Encourage children to act out their feelings with toys or puppets; don’t be alarmed at angry or violent emotions. Use play-acting to begin a conversation about worries and fears.		
	Keep the Operations Section Chief or Incident Commander updated on any problems or significant incidents.		
☑	After the Incident		
	Talk with children about what they think happened; give simple, accurate, and developmentally appropriate answers to questions. If a child knows upsetting details that are true, don’t deny them; listen closely and communicate with them about their fears. If children of families/guardians who are emergency workers have questions about their family’s/guardian’s safety, answer their questions without providing extra information that might be confusing or upsetting.		
	If a child seems reluctant to talk, offer for them to draw pictures, which may encourage discussion.		
	Display patience when children ask the same question many times; children often use repetition as a source of comfort; be consistent with answers and information.		

**Growing Places Early Education and Youth Recreation
Emergency Operations Plan**

Child Release Group Leader		
Command Post Location:		
Inside:	Outside:	
Job Description		
➤ Keep track of children, staff, and visitors. Secure entrances and check identification when children are signed out during reunification.		
<input checked="" type="checkbox"/>	Immediate Tasks	
	Obtain briefing from Operations Section Chief or Incident Commander.	
	Collect daily attendance sheets from individual classroom teachers. Check with each teacher that attendance sheets are up-to-date.	
	Track the location of children and staff – use daily attendance sheet.	
	Document and report missing persons to Operations Section Chief or Incident Commander.	
	Work with Security Officer to set up an area to release children to families/guardians or people authorized by families/guardians Secure against unauthorized access (use caution tape or signs).	
	Check child emergency information forms for name(s) of person(s) authorized to pick up children.	
	Check identification of person(s) picking up children.	
	Document the child releases. Have the parent/guardian or authorized person sign-out before releasing the child.	
	Report any unauthorized individuals to the Incident Commander	
	Report children who have not been picked up to Incident Commander.	
<input checked="" type="checkbox"/>	After the Incident	
	Assess effectiveness of incident response as related to attendance and reunification.	
	Document recommendations and give to Operations Section Chief or Incident Commander.	

Planning Section Chief			
Command Post Location:			
Inside: Community Room		Outside: Toddler Playground	
Job Description			
<ul style="list-style-type: none"> ➤ Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities. ➤ Oversees the following Planning Section Units: Resources, Situation, Demobilization, Documentation, and Technical Specialists. 			
<input checked="" type="checkbox"/>	Immediate Tasks		
	Obtain briefing from Incident Commander.		
	Collect and manage all incident-relevant operational data.		
	Provide input to the Incident Commander and Operations.		
	Establish information requirements and reporting schedules for Units.		
	Determine need for specialized resources.		
	Report significant changes in incident status.		
<input checked="" type="checkbox"/>	After the Incident		
	Document recommendations and give to Incident Commander.		

Documents Group Leader			
Command Post Location:			
Inside:		Outside:	
Job Description			
➤ Responsible for collecting, recording, and safeguarding all documents relevant to the incident.			
<input checked="" type="checkbox"/>	Immediate Tasks		
	Obtain briefing from Planning Section Chief.		
	Organize, staff, and supervise Unit, as appropriate, and provide for adequate relief.		
	Ensure adequate printing/copying capability for large-scale operations and adequate staff to assist in the printing/copying and documentation process.		
	Establish and organize incident files.		
	Establish printing/copying services, and respond to requests.		
	Retain and file duplicate copies of official forms and reports.		
	Accept and file reports and forms submitted by incident personnel.		
	Ensure that legal restrictions (i.e., protected personal information) on public and exempt records are observed.		
	Document all activities.		
<input checked="" type="checkbox"/>	After the Incident		
	Give completed incident files to Planning Section Chief.		
	Assess effectiveness of incident response as related to document management.		
	Document recommendations and give to Planning Section Chief or Incident Commander.		

**Growing Places Early Education and Youth Recreation
Emergency Operations Plan**

Logistics Section Chief			
Command Post Location:			
Inside:		Outside:	
Job Description			
➤ Responsible for all service support needed to facilitate effective and efficient incident management, including ordering resources from off-incident locations.			
<input checked="" type="checkbox"/>	Immediate Tasks		
	Obtain briefing from Incident Commander.		
	Oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.) and develop telephone tree for after-hours communication.		
	Oversee program/classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.		
	Oversee transportation support for use during off-site evacuation of children and staff to another location.		
	Document all activities related to logistics management.		
<input checked="" type="checkbox"/>	After the Incident		
	Assess effectiveness of incident response as related to logistics management. Document recommendations and give to Incident Commander.		

**Growing Places Early Education and Youth Recreation
Emergency Operations Plan**

Transportation Group Leader			
Command Post Location:			
Inside:		Outside:	
Job Description			
➤ Coordinate the movement of staff, children, and visitors for relocation to the primary or alternative site. Monitor information on transportation conditions.			
<input checked="" type="checkbox"/>	Immediate Tasks		
	Obtain briefing from Logistics Section Chief or Incident Commander.		
	If you do not have access to vehicles to relocate staff, children, or visitors in an emergency, contact your local emergency services about local transportation resources such as school buses and public transportation.		
	Ensure emergency vehicles, such as fire trucks, have clear access to the facility.		
	Assess the situation and determine the need for and the availability of car seats in a vehicle evacuation. (In situations where car seats are not available, saving lives is the first priority in an emergency.)		
	Check nearby road conditions and alternate routes. Report road conditions and routes to Logistics Section Chief or Incident Commander.		
	Work with First Aid Coordinator to establish priorities for the transportation of the injured to hospitals.		
	Assess and report transportation needs to the Logistics Section Chief or Incident Commander.		
	Drive the evacuation vehicle if needed. Do not drive through moving water. Six inches of water can stall a car, and one foot of water can cause a car to float.		
<input checked="" type="checkbox"/>	After the Incident		
	Assess effectiveness of incident response as related to transportation. Document recommendations and give to the Logistics Section Chief or Incident Commander.		

**Growing Places Early Education and Youth Recreation
Emergency Operations Plan**

Supplies Group Leader			
Command Post Location:			
Inside:		Outside:	
Job Description			
➤ Orders, receives, stores and processes all incident-related resources, personnel, and supplies.			
<input checked="" type="checkbox"/>	Immediate Tasks		
	Obtain briefing from Logistics Section Chief or Incident Commander.		
	Bring emergency supplies to the Command Center for shelter-in-place or grab the "Ready-to-Go" Kit and "Ready-to-Go" File for evacuation.		
	Bring medical supplies, food, water, medications, special equipment, and child special needs care plans for evacuation. Remember medications stored in the refrigerator; transport in a portable cooler.		
	Bring feeding supplies needed for infant and toddler care (for example, breast milk, formula, foods that are not choking hazards).		
	Distribute supplies, food, and water for immediate use, as needed.		
	Work with First Aid Coordinator to distribute and track first aid supplies.		
	Make sure medical supplies, medications, and child special needs care plans are transported along with the children during relocation.		
	Check with staff members about their personal needs for medication and/or supplies.		
	Establish a list of everyone being sheltered. List requests for specific resources, dietary needs and food allergies.		
	Estimate the number of persons needing shelter and the length of time shelter will be needed.		
	Take inventory and assess need for water, food, blankets, and other supplies.		
	Report additional supply needs/requests to Logistics Section Chief or Incident Commander.		
<input checked="" type="checkbox"/>	After the Incident		
	Create list of supplies (including water and food) that need to be replenished.		
	Update your emergency supply list based on what you ran out of, what you had too much of, and what items you needed but didn't have. Based on the incident and your role: Were the children sufficiently comfortable and occupied? Were they hungry or thirsty? Was there any equipment you wished you had?		
	Update supplies used (including water and food).		

Facilities Group Leader			
Command Post Location:			
Inside:		Outside:	
Job Description			
➤ Provide facility maintenance and security services required to support incident operations.			
<input checked="" type="checkbox"/>	Immediate Tasks		
	Obtain briefing from Logistics Section Chief or Incident Commander.		
	Ensure everyone has left the building. Check restrooms, vacant rooms, storage areas, and other spaces children may be hiding.		
	Turn off all utilities and secure water system, if necessary.		
	Contact local utilities (for example, water, gas, electricity), if necessary.		
	Set up sanitation facilities (for example, portable toilets, wipes).		
	Close windows, doors, and vents. In shelter-in-place situations, seal them with plastic sheeting.		
	Block off or post signs in areas that are unsafe. Keep people out of building if necessary.		
<input checked="" type="checkbox"/>	After the Incident		
	Using personal protective equipment, clean up debris and other hazards if needed.		
	Using personal protective equipment, sanitize and disinfect the building as needed (for example, diapering areas, spilled blood, etc.).		
	Assess and report building damage and needed repairs to program director.		
	Check that carbon monoxide and fire detectors are in working order. Replace batteries twice a year.		
	Work with the Logistics Section Chief or Incident Commander to compile a list of vendors who can provide emergency repair or replacement and contact them as needed.		
	Assess effectiveness of incident response as related to facility safety. Document recommendations and give to the Logistics Section Chief or Incident Commander.		

Note: If you do not know how to turn off your gas, water, and electricity, call your local utility provider to make a visit to your site and provide technical assistance before an incident occurs.

**Growing Places Early Education and Youth Recreation
Emergency Operations Plan**

Finance/Admin Section Chief		
Command Post Location:		
Inside:	Outside:	
Job Description ➤ This position oversees all financial activities including, but not limited to, purchasing necessary materials, tracking incident costs, arranging contracts for services, submitting documentation for reimbursement, and recovering the program's records following an incident.		
<input checked="" type="checkbox"/>	Immediate Tasks	
	Obtain briefing from Incident Commander.	
	Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.	
	Develop a system to monitor and track expenses and financial losses, and secure all records.	
	Ensure compensation and claims functions are being addressed.	
<input checked="" type="checkbox"/>	After the Incident	
	Assess effectiveness of incident response as related to finance/administrative activities. Document recommendations and give to the Incident Commander.	

**Growing Places Early Education and Youth Recreation
Emergency Operations Plan**

Billing & Payroll Group Leader		
Command Post Location:		
Inside:	Outside:	
Job Description ➤ This position assists the Admin/Finance Chief with all financial activities related to tracking costs, analyzing cost data, vendor contracts, and recording time for incident personnel and hired equipment.		
<input checked="" type="checkbox"/>	Immediate Tasks	
	Obtain briefing from Finance/Admin Section Chief or Incident Commander.	
	Collect and categorize all costs and receipts.	
	Record time for incident staff and hired contractors/equipment.	
<input checked="" type="checkbox"/>	After the Incident	
	Report all data to the Finance/Admin Section Chief.	
	Assess effectiveness of incident response as related to billing and payroll. Document recommendations and give to the Finance/Admin Section Chief or Incident Commander.	

READY-TO-GO FILES AND KITS LISTS

Ready-to-Go Files List of Forms/Documents			✓
Copy of Emergency Plan			
<i>Child Care Registration and Emergency Information Form</i> and the <i>Child Identification Card</i> for each child			
Back-up copy of children's photos for use during reunification operations			
Staff Emergency Contact Information forms			
Medication authorizations and instructions for staff and children			
Action plans for children with disabilities and/or chronic medical conditions			
List of known allergies of children and staff			
Incident Report Forms			
Area Map			
Emergency Telephone Numbers			
Pencils, pens, paper			
File location	File location marked on floor plan	Yes	No

Ready-To-Go Kits

Medical Supplies		Amount	✓
Critical medicine for children and adults with chronic medical conditions			
Food and Water			
Baby formula			
Baby food			
Equipment needed to meet the nutritional needs of infants as well as children with special feeding needs			
Non-perishable food items			
Water			
Hygiene Supplies			
Hand sanitizer and cleaning agents			
Disposable diapers and wipes			
Clothing Supplies			
Change of clothes for the children			
Kit location	Kit location marked on floor plan	Yes	No

EMERGENCY SUPPLY CHECKLIST

	Short Term Emergency
8 Basic Supplies	Ready-to-Go Files
Important Papers	<input type="checkbox"/> Emergency information on each child in a small notebook, flash drive, binder, etc. <input type="checkbox"/> Child Identification Cards <input type="checkbox"/> Child Reunification – Release Forms <input type="checkbox"/> Emergency plans and contact numbers <input type="checkbox"/> Medical Releases <input type="checkbox"/> Relocation site agreements and Maps
	Read-to-Go Kits
Water	<input type="checkbox"/> One gallon of water for every four children/staff
Food	<input type="checkbox"/> Non-perishable food items such as granola bars and crackers <input type="checkbox"/> Special food/formula for infants <input type="checkbox"/> Bottles for infants <input type="checkbox"/> Disposable cups <input type="checkbox"/> Food for children with special dietary needs
Clothing & Bedding	<input type="checkbox"/> Aluminum safety blankets <input type="checkbox"/> Pair of work gloves <input type="checkbox"/> Small blankets
First Aid	<input type="checkbox"/> Small First Aid kit <input type="checkbox"/> Medications, medical equipment and supplies, and copies of prescriptions
Sanitation	<input type="checkbox"/> Diapers, wipes, and diaper rash ointment <input type="checkbox"/> Toilet paper <input type="checkbox"/> Hand sanitizer <input type="checkbox"/> Disinfectant wipes <input type="checkbox"/> Tissues <input type="checkbox"/> Disposable gloves
Comfort and Safety	<input type="checkbox"/> At least one age appropriate play activity <input type="checkbox"/> Flashlight with batteries <input type="checkbox"/> Pencils/pens <input type="checkbox"/> Blank paper or notebook

EMERGENCY CHECKLIST FOR CHILDREN & STAFF WITH DISABILITIES AND/OR ACCESS OR FUNCTIONAL NEEDS

Medications

- ☐ **Supplies:** At least a three day supply of medications for each child and staff who needs medication.
- ☐ **Storage:** Medications are not expired and stored at the proper temperature that can be maintained during evacuation or transport (for example, a cooler with a cold pack for refrigerated medications).
- ☐ **Training:** Designated staff member(s) assigned and trained to handle medications during evacuation and transport.

Evacuation and Transfer of Non-Ambulatory Children

- ☐ **Wheeled Equipment:** Equipment is available for evacuating non-ambulatory children (for example, evacuation cribs, wagons, strollers with multiple seats).
- ☐ **Wheelchairs:** A sufficient amount of stair or evacuation chairs, especially if there are two or more floors in CCC/FCC/SAP. If a child uses a power wheelchair, a lightweight manual chair should be available as a backup.
- ☐ **Training:** All staff trained in the evacuation procedures according to the physical, developmental, and emotional needs of non-ambulatory children.

Emergency Identification

- ☐ **Child & Staff Emergency Information Forms:** Each child's and staff's emergency information is up-to-date with name, allergies, medications, emergency contacts.
- ☐ **Emergency Name Tags:** Each child has an up-to-date emergency name tag with name and assistive communication needs.
- ☐ **Medic Alert Bracelets:** Children and staff with medic alert bracelets wear them at all times.

Equipment & Supplies

- ☐ **Expiration Dates:** Expiration dates on medical and non-medical supplies are checked regularly.
- ☐ **Assistive Devices:** Devices are labeled with the child's name and contact information.
- ☐ **Social and Emotional Needs:** Available pre-identified equipment/supplies that decrease visual or auditory stimulation (for example, pop-up tents, headphones, etc.) for children who have difficulty with unfamiliar or chaotic environments.

EMERGENCY PROCEDURES POSTER

<i>In Case of Emergency, call 911</i>	<i>Poison Control - 1-800-222-1222</i>
<i>Drop, Cover, and Hold</i>	
<p><i>Drop, Cover, and Hold</i> is activated when it is necessary to protect staff and children from falling objects or items that may become “projectiles.”</p> <ul style="list-style-type: none">▪ Face away from windows.▪ Drop to the floor, facing an interior wall.▪ Cover by getting under a sturdy table, desk, or other piece of furniture, if available. Hold on to the table or desk leg.▪ If there is not suitable furniture available, huddle together, cover face and head with arms. Remain in drop position until given further instructions.▪ For children in wheelchairs, keep child in chair, set chair locks, have child cover face and head with arms.▪ For infants, pick up infant and hold closely to chest. Drop, cover and hold infant while remaining close to an interior wall.▪ When directed or when it is safe to do so, staff may have to evacuate or implement another Response Action as the situation dictates.	
<i>Secure Campus</i>	
<p><i>Secure Campus</i> is activated when a threat from outside the building is identified.</p> <p>When indoors:</p> <ul style="list-style-type: none">▪ Staff should close all windows and curtains (particularly ground level).▪ Check that all exterior doors are closed and locked.▪ Continue normal activities unless informed to take another action or Secure Campus is terminated. <p>When outdoors:</p> <ul style="list-style-type: none">▪ Staff should activate Reverse Evacuation (See Reverse Evacuation procedure).▪ All outdoor activities should be cancelled.	
<i>Shelter-In-Place</i>	
<p><i>Shelter-In-Place</i> is activated to protect staff and children from airborne hazardous materials, smoke, or nuclear material.</p> <ul style="list-style-type: none">▪ Staff should close all windows.▪ Check that all exterior doors are closed and locked.▪ Shut off heating and air-conditioning equipment and fans▪ Close all vents that can potentially carry outside air into the building. Vents that cannot be secured should be covered by utilizing duct tape and plastic.▪ Escort all children to the secure room(s), if designated.▪ Depending on the situation, all entry and dismissals should only be allowed through one entry point which is monitored.▪ For children in wheelchairs, keep child in chair, set chair locks.▪ For infants, pick up infant and hold closely to chest.▪ Await further information.▪ Prepare for evacuation or other response actions.	

Lockdown

Lockdown is activated when a violent intruder, or any other situation within the building, would require securing staff and children in their classrooms or other areas that are able to be locked.

- Report to the nearest room or Area of Refuge. **Quietly evacuate to an outside pre-designated safe area if an Area of Refuge or classroom cannot be safely reached.**
- Close and lock doors and windows. Cover the door window if necessary.
- Staff should move children so they cannot be seen.
- For children in wheelchairs, keep child in chair, set locks.
- For infants, pick up infant and hold closely to chest.
- Shut off lights and barricade door if necessary.
- Remain quiet.
- If the Fire Alarm sounds do NOT evacuate, but stay aware of situation. In case of fire, everyone must evacuate.
- Wait for further instructions. Be prepared to institute other Response Actions, as necessary.
- There may be an opportunity to evacuate some of the children. Await direction of how and when to do so. Keep everyone calm and quiet.

When outdoors, no one reenters the building. Immediately go to an outside Area of Refuge.

Evacuation

Evacuation is activated when it is necessary for staff, children, and visitors to exit the building when the fire alarm activates or an incident in the building poses an unsafe environment.

When the Fire Alarm system activates:

- Designated staff grab Ready-to-Go-Files & Kits
- Everyone exits the building by the nearest and safest exit. Do not pick up coats or belongings.
- **Infants and Young Toddlers:** use evacuation equipment for infants and young toddlers such as an evacuation crib, a stroller with multiple seats, a wagon, or an infant carrier.
- **Children ages 2-12 years:** Organize children in a line for an orderly evacuation to the designated assembly area. For preschoolers, practice using a walking rope for children to hold on to during an evacuation.
- **Children with disabilities or access and functional needs** will be assisted by trained staff.
- Everyone gathers at the designated meeting area
- Staff will take attendance. If necessary, ensure each child has their Child Identification Card placed out of sight, such as clipped on inside of shirt or folded and placed in ankle part of sock.
- Check for signs of heat or cold exposure.
- Await further instructions. If needed, relocate to the off-site location.

In some cases it may be necessary to evacuate a building one room at a time. Two situations where this may be necessary are an internal hazardous material spill, and a hostage situation.

- Everyone evacuates the immediate area of danger. Evacuate adjacent rooms away from the danger area.
- Staff should notify the office of the situation. Follow fire and police instructions.
- Gather at the designated meeting area if safe to do so. Or, relocate to the off-site location.*
- Staff should take attendance and observe for signs of heat or cold exposure, or signs of toxic exposure.
- Children with disabilities or access and functional needs will be assisted by specific staff trained in their role to evacuate these children. Evacuating infants may include the following: a) Using an evacuation crib, b) Placing two infants in rescue packs and carrying over the shoulder of staff, c) Placing infants in carriers.

<i>Reverse Evacuation</i>
<p><i>Reverse Evacuation</i> is activated when it is necessary for staff, children, and visitors to enter the building quickly in order to avoid a dangerous or potentially dangerous situation outside the building.</p> <ul style="list-style-type: none">▪ Walk quickly into the nearest entrance.▪ Notify the office as soon as possible (if action wasn't initiated by the office).▪ Report to a designated meeting area, check for injuries.▪ Staff should take attendance.▪ Children with disabilities or access and functional needs will be assisted by specific staff who have been trained.▪ Moving infants may involve additional staff to ensure they are safely returned to their designated rooms.▪ Remain quiet and wait for further instructions.

Bomb Threat (Scan)

Bomb Threat (Scan) response action is activated when it is necessary for staff to look around their area for any item which doesn't belong there. Scan will be activated primarily in the case of a Bomb Threat, but could be utilized for any situation that requires the staff to look for an item which may cause harm.

The following steps will be implemented by staff when directed or when deemed appropriate or necessary. When notified:

- Look around the room for anything that is out of place or cannot be identified. Scan: High, Middle and Low
- Do not move, open or touch a suspicious object.
- Do not use wireless communication devices such as cell phones or portable radios.
- Activate the Evacuation Response Action if something is found.
- Notify the office as soon as possible (if action wasn't initiated by the office.)
- Remain quiet and wait for further instructions.

Phone Threats

- Keep the caller on the line as long as possible.
- Record information as quickly and accurately as possible on the *Bomb Threat Information Form*.
- Obtain the following information:
 - Time call received
 - Callers exact words
 - Description of caller's voice
- Ask the following questions:
 - Where is the bomb located?
 - When is the bomb set to go off?
- Complete the *Bomb Threat Report Form*.

Written Note Threat

The staff member that receives the written threat should handle the letter as little as possible, and should save all materials that were contained in the letter. All materials involved in the threat should be turned over to local law enforcement authorities.

- Dial 911 to report written threat.
- Notify the office as soon as possible of the letter.
- Activate the Evacuation Response Action.
- Complete the Bomb Threat Report Form.
- No person should enter the building until authorized by the law enforcement response team.

CHILD REUNIFICATION – RELEASE FORM

Please update annually. This form will be used in case of emergency reunification procedure.

Child's Last Name:		Child's First Name:	
Date of Birth:	Address:		
Mother's Name:		Date of Birth:	Day Phone ()
			Cell Phone ()
			Home Phone ()
Father's Name:		Date of Birth:	Day Phone ()
			Cell Phone ()
			Home Phone ()
Legal Guardian's Name (if different from above):		Date of Birth:	Day Phone ()
			Cell Phone ()
			Home Phone ()
If I/we are unable to pick up my/our child, I/we designate the following people to whom my/our child/children may be released in case of emergency.			
Name:		Date of Birth:	Phone ()
Name:		Date of Birth:	Phone ()
Name of person out of state in case of localized emergency:		State:	Phone ()

Family/Guardian Signature: _____ **Date** _____

Updated Annually ____/____/____

Updated Annually ____/____/____

Updated Annually ____/____/____

Updated Annually ____/____/____

**Growing Places Early Education and Youth Recreation
Emergency Operations Plan**

<u>FOR GROWING PLACES STAFF USE ONLY</u>			
Name of person child released to:		Released by:	
Proof of ID Provided:	Date:	Time:	AM PM
Destination:			

EVACUATION AND RELOCATION PERMISSION FORM

Off-Site Relocation for Parent/Guardians at Pinkham Road Location

Name of Program: Growing Places

Street Address: 56 Pinkham Road Lee, NH 03861

In the event there is a need to evacuate the staging area because of an emergency/disaster within that area, the staff and children will be transported by foot to the primary relocation site at NH DOT- 605 Pinkham Road Lee, NH 03861. The children and staff will gather in the bay of the brown salt building.

Primary Relocation Site Contact Person: Peter George, Foreman

Primary Relocation Site Street Address: NH DOT- 605 Pinkham Road Lee, NH 03861

Primary Relocation Site Phone Number: 603-868-5726

If in the event the primary relocation site is inaccessible, the alternate relocation site of the Lee Safety Complex, in the Meeting Room- 20 George Bennet Road Lee, NH 03861 will be used.

Alternate Relocation Site Contact Person: Scott Nemet

Alternate Relocation Site Street Address: 20 George Bennet Road Lee, NH 03861

Alternate Relocation Site Phone Number: 603-659-5411

If necessary, children will be transported to this healthcare facility: Wentworth Douglass Hospital

Healthcare Facility Street Address: 789 Central Avenue, Dover NH 03820

Healthcare Facility Phone Number: 603-742-5252

This permission form may be used in the event of an actual or practice drill of an emergency/disaster. This **Relocation/Evacuation Permission Form** provides a release stating that you as the parent/guardian authorize Growing Places to take your child off the child care site for the purpose of relocation and/or evacuation. A relocation drill may require walking your child to primary and alternative relocation sites. This permission slip covers your child's participation in emergency relocation/evacuation drills throughout the year. This will involve leaving the child care facility site with child care staff. You will be notified in advance when a relocation and/or evacuation drill will take place and where to pick up your child.

Child/Children's Name(s): _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Parent/Guardian's signature for permission to treat medically in an emergency/disaster:

_____ **Date:** _____

EVACUATION AND RELOCATION PERMISSION FORM

Off-Site Relocation for Parent/Guardians at Woodside Location

Name of Program: Growing Places

Street Address: 60 Strafford Avenue, Durham NH 03824

In the event there is a need to evacuate the staging area because of an emergency/disaster within that area, the staff and children will be transported by foot to the primary relocation site at the Hamel Recreation Center. They will gather in the West Wing, at the basketball court.

Primary Relocation Site Contact Person: Richard Cercone, UNH Campus Rec Risk Manager

Primary Relocation Site Street Address: 5 Edgewood Road, Durham NH 03824

Primary Relocation Site Phone Number: 603-862-1004

If in the event the primary relocation site is inaccessible, the alternate relocation site of Oyster River High School will be used.

Alternate Relocation Site Contact Person: Superintendent James Morse

Alternate Relocation Site Street Address: 55 Coe Drive, Durham NH 03824

Alternate Relocation Site Phone Number: 603-868-5100

If necessary, children will be transported to this healthcare facility: Wentworth Douglass Hospital

Healthcare Facility Street Address: 789 Central Avenue, Dover NH 03820

Healthcare Facility Phone Number: 603-742-5252

This permission form may be used in the event of an actual or practice drill of an emergency/disaster. This **Relocation/Evacuation Permission Form** provides a release stating that you as the parent/guardian authorize Growing Places to take your child off the child care site for the purpose of relocation and/or evacuation. A relocation drill may require walking your child to primary and alternative relocation sites. This permission slip covers your child's participation in emergency relocation/evacuation drills throughout the year. This will involve leaving the child care facility site with child care staff. You will be notified in advance when a relocation and/or evacuation drill will take place and where to pick up your child.

Child/Children's Name(s): _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Parent/Guardian's signature for permission to treat medically in an emergency/disaster:

_____ **Date:** _____

EVACUATION AND RELOCATION PERMISSION FORM

Off-Site Relocation for Parent/Guardians at Our Time Program

Name of Program: Our Time Before and After School Program

Street Address: 11 Lee Road Madbury NH 03823

In the event there is a need to evacuate the staging area because of an emergency/disaster within that area, the staff and children will be transported by foot to the primary relocation site the Moharimet Sugar Shack.

Primary Relocation Site Contact Person: Principal David Goldsmith

Primary Relocation Site Street Address: 11 Lee Road Madbury NH 03823

Primary Relocation Site Phone Number: (603) 969-8677 (Program Cell Phone)

If in the event the primary relocation site is inaccessible, the alternate relocation site of Madbury Public Library will be used.

Alternate Relocation Site Contact Person: Susan Sinnott, Director

Alternate Relocation Site Street Address: 9 Town Hall Road, Madbury NH 03823

Alternate Relocation Site Phone Number: 603-743-1400

If necessary, children will be transported to this healthcare facility: Wentworth Douglass Hospital

Healthcare Facility Street Address: 789 Central Avenue, Dover NH 03820

Healthcare Facility Phone Number: 603-742-5252

This permission form may be used in the event of an actual or practice drill of an emergency/disaster. This **Relocation/Evacuation Permission Form** provides a release stating that you as the parent/guardian authorize Growing Places to take your child off the child care site for the purpose of relocation and/or evacuation. A relocation drill may require walking your child to primary and alternative relocation sites. This permission slip covers your child's participation in emergency relocation/evacuation drills throughout the year. This will involve leaving the child care facility site with child care staff. You will be notified in advance when a relocation and/or evacuation drill will take place and where to pick up your child.

Child/Children's Name(s): _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Parent/Guardian's signature for permission to treat medically in an emergency/disaster:

_____ **Date:** _____

CHILD IDENTIFICATION CARD

Complete the information within the card and cut along the outside lines. Place completed card out-of-sight on each child (e.g., pinned to the back of the child's shirt) during an evacuation.

Child's Name:	DOB:	Cell Phone #:
Child's Home Address:	Home Phone #:	
Distinguishing marks/features on child (e.g. birthmarks):		
Parent/Guardian Name	Parent/Guardian Phone	
1.	1.	
2.	2.	
Additional Family/Friend Name	Additional Family/Friend Phone	
1.	1.	
2.	2.	
Contact Outside of Area Name	Contact Outside of Area Phone	
3.	3.	
Child's Physician's name:	Medical Condition(s):	
	Allergies:	
Physician's Phone #:	Medication(s):	

Growing Places Unaccompanied Minor & Separated Child Report Form

Minor's Name last, first, nickname:	Date of Birth:	Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male Phone number, if known:
Address, if known:		
Cell Phone Number, if any:		State ID/Driver's license#, if known:
Location where minor was found or separated from family:		
Parents/Guardians Name(s) and/or Identifying Information:		
Address and Phone Number, if different from minor:		

Site Information

Name of Growing Places Site:	
Name & Title & Phone Number of Contact at that Site:	
Date & Time of Initial Site Contact:	Response/Comments:
Subsequent contacts:	

Shaded areas to be completed by Growing Places personnel

Signature of Person Assuming Supervision of Minor:	Type of Identification and #:
Date & Time Supervision Assumed:	Contact Phone Number:

Turn Page Over to Complete ➔

**Growing Places Early Education and Youth Recreation
Emergency Operations Plan**

Transfer Plan

Plan for Transfer of Supervision from Growing Places to other guardian/agency:	
Anticipated Date & Time of Transfer:	
Actual Date & Time of Transfer:	
Detailed Information Regarding Transfer of Minor (Place additional information on back of form):	
Signature of Person Assuming Responsibility for Minor:	Type of Identification and #:
Print name:	

CHECKLIST FOR IMPORTANT RECORDS & DOCUMENTS

Document	Nearby Location	Off-Site Location	✓
Copy of Emergency Operations Plan			
Children's records (including emergency information)			
Employee's records			
Tax records			
Accounts Receivable (fees, NH Child Care Scholarship, etc.)			
Insurance policies			
Rental agreements			
Building/floor plans			
Bank records			
Credit card information			
Space Use Agreement (ORCSD)			
Memorandum of Understanding for off-site evacuation locations			
Inventory			
Quickbooks Backup			

MEMORANDA OF UNDERSTANDING OR AGREEMENTS

I hereby give permission for Growing Places to use the below listed site as an emergency relocation site for child care staff and children during a drill or actual emergency event.

This agreement will remain in effect until August, 31, 2020. The agreement may be terminated before this date by either party, but only with written notification.

Relocation Site Name: UNH Hamel Recreation Center

Relocation Site Address: 5 Edgewood Road Durham, NH 03824

Relocation Site Contact Person: Rich Cercone

Relocation Site Contact Number: 603-862-1004

Alternate Contact: richard.cercone@unh.edu

Is site accessible at all times the child care program is open? ☒ Yes ☐ No

Include any information needed to access and enter the site: Alert designated emergency persons at UNH Rec and enter through main entrance.

Maximum Number of Children and Staff/Capacity: 50

Check off items that the relocation site will provide in an emergency:

X Water ☐ Food X Transportation X Telephone ☐ People to assist

X Other: Contact for Stillings Hall for food if long-term emergency area of refuge.

Include any special considerations (storage room, restrooms, wheelchair accessible, back-up equipment, supplies, etc.): Restrooms, wheel chair accessible, and children's gym equipment is available.

Relocation Site Representative Printed Name: _____

Signature: _____ Date: _____

Child Care Program Representative Printed Name: _____

Signature: _____ Date: _____

GROWING PLACES 2018-2019 PRACTICE DRILLS LOG

Completed By: _____

(print name)

Title

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Date												
Start Time												
End Time												
Type of drill (see response action numbers below)												
Alarm Signal Used (Yes or No)												
Drill evaluations completed (Yes or No)												

Rotate practicing response actions listed below.

Response Actions

- | | |
|----------------------|-----------------------|
| 1) Drop, Cover, Hold | 5) Evacuation |
| 2) Secure Campus | 6) Reverse Evacuation |
| 3) Shelter in Place | 7) Bomb Threat (Scan) |
| 4) Lockdown | 8) Fire |

Growing Places 2018-2019 Drills / Exercises Evaluation Form

Date: _____

What plan, procedure or protocol was evaluated? _____

What response action(s) was evaluated? _____

What needs improvement?	Corrective Action(s)	Point of Contact	Start Date	Completion Date
<i>Example: Communication to staff off-hours</i>	a. Obtain all primary and secondary phone numbers from staff. b. All staff should carry the phone numbers with them.	M. Jones	6/1/20--	6/15/20--
1.				
2.				
3.				

AREA OF REFUGE BY SITE

INSIDE	OUTSIDE
Pinkham Road	
Infant Classroom: Nap Room	Sandy Area to left against the fence
Toddler and Preschool Classrooms: Preschool Bathroom	Sandy Area to left against the fence
Pre-K Classroom: Downstairs Closet	High Corner to the right against the fence
Woodside	
Preschool One, Preschool Two and Pre-K: Individual Bathrooms	Top of Playground, against the fence
Moharimet	
Chef's Office	Driveway that leads to Playground