



GSA Public Buildings Service
Child Care Division

Child Care Emergency Preparedness Toolbox



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Child Care Emergency Preparedness Tool #1

Child Care Occupant Emergency Plan Checklist

Security and emergency preparedness at work, at home, and in the community is everyone's responsibility. It requires coordinated prevention, protection, response, and recovery activities that span the preparedness spectrum.

In the workplace, occupants need to understand the nature of potential emergencies and what actions to take if emergencies do occur. Life safety, communication, efficiency, and roles and responsibilities are critical components to enhancing the security and preparedness of facility occupants.

Occupant Emergency Plans (OEPs) are used to address preparedness, and must be written, implemented, and maintained. OEPs require coordination among facility management and occupants, as well as with external emergency response resources. They describe actions that occupants should take to ensure their safety if emergency situation occurs. These plans reduce the threat to people, property, and other assets within the facility in the event of an incident inside or immediately surrounding a facility by providing facility-specific response procedures.

To be most effective at protecting life and property, all OEPs will:

- Provide clear instruction on roles and responsibilities for all aspects of the preparedness spectrum, from prevention and protection to response and recovery.
- Use an approach that includes procedures to handle a wide range of hazards and threats - such as medical emergencies, bomb threats, suspicious packages, and natural disasters - that could affect a facility.
- Meet the specific characteristics, needs, and criteria for each facility. For example, location-specific procedures are added to address unique threats or hazards such as hazardous materials spills or releases of radioactive materials from within or surrounding the facility.
- Involve coordination with local emergency responders.
- Consider safety codes and regulations when developing and implementing emergency planning, such as the International Fire Code and NFPA Life Safety Code.
- Address multi-jurisdictional issues regarding mass care, sheltering, and evacuation.

The Child Care OEP Checklist assists providers in developing and evaluating an OEP specifically for child care in GSA controlled space. This checklist can be used to improve current policy, procedures and practices related to emergency preparedness. Providers should use this tool to review their OEP at the minimum annually to ensure completeness and accuracy.

The Child Care Center Director should complete the following questions. Collaboration with the administrative staff, teachers, and board member is strongly encouraged. The OEP and all updates should be read, reviewed, exercised and signed by child care staff and regular volunteers. Distribute copies of all updates to GSA Child Care Office, the property management, and facility security committee (if applicable). Consider also how this information will be communicated to families.

1. Know your risks

- What natural disasters and manmade emergencies may occur in your area? Do you have a plan for all potential weather emergencies, medical emergencies, fire, protests,

chemical or biological threats, bomb threats, suspicious package, missing children, hostage situation or terrorist activity?

- How does your program address disturbances from staff or parents?
- Do you know the risks specific to the locality of your center? For example, are you near public transportation, a fault line, or a potential flood zone from a nearby river? Is there a heightened alert in your community?
- Do you know who to coordinate with in your building? Do you know your designated official (DO), floor wardens (if applicable), property manager, and Federal Protective Service (FPS) contacts? And how can they help you prepare for emergencies?
- Are you involved in the facility security committee at your building?
- What types of local alerts do you get or how do you receive word about potential emergencies?

2. Plan Ahead

- Do you know who has the authority to order an evacuation or shelter in place?
- Have you created a chain of command so that others are authorized to act in case your designated official (DO) is not available?
- Do you know who is in your building, including parents and visitors, in case there is an emergency?
- Do you know who is responsible for determining the building is safe and can be re-occupied?
- Who provides an all-clear or return-to-work notification? The agency or the provider?
- Have you assigned roles and responsibilities during an emergency? Are there designated back-ups in case the person is unavailable? What happens if the director and assistant director are not available?
- What is the role for the person who gets the call regarding building related or emergency related incidents?
- Do you have a comprehensive plan that covers what you will do in the event of the different kinds of emergencies your center may encounter?
- Do you have two egress routes out of your building and Federal complex?
- Do you have at least two remote relocation sites, one further away than a typical building evacuation would require?
- Have you contacted your relocation site twice in the last year to ensure it is still available and they know to expect you?
- Does your plan include maps of the walking routes?
- Are evacuation routes posted in all rooms of the facility for quick reference? Have you identified and clearly marked on the map locations of fire extinguishers, fire alarms and emergency shut off valves?
- Do you know if and when your evacuation will require transportation? If getting everyone out of the area is needed, how will it be coordinated? Does staff have the necessary paper work if they will drive children?
- Have you identified a shelter in place (SIP) area in case the conditions outside are more dangerous than inside the building, such as a natural disaster, weather emergency, or disturbance near or within the building?
- Do you have a plan for children and adults with special needs? How will you accommodate for special transportation or medication needs?
- Do you have a plan for emergencies during field trips?
- What is the reunification plan with parents? Will parents be able to take their children before you reach your designated assembly area?
- How will you provide care for up to 72 hours?
- If families cannot get to their children within 72 hours, what is the plan?
- Does your staff have their own personal emergency plans?
- What is the expectation of staff who need to get home to care for their own families?

- Who else is available to call on to help in the event of an emergency? Other agencies in the building may be available to help in an evacuation. How is this coordinated and approved?
- Have you identified the vital records for your program's operation and how have you prepared to access them in an emergency? Are back-up copies stored at an off-site location?
- What is your process to continuously maintain the plan, keep it current and relevant?
- How can your corporate office or board offer support during an emergency?
- What is your medication management plan? What is your protocol if medication is mismanaged?
- Does someone besides the director and assistant director have access to safeguarded information such as secured files with where staff information is stored?

3. Plan for emergency communication

- Do you have at least 3 emergency contact numbers for each child?
- Are family phone numbers easily accessible and updated regularly? Where do you keep the information? How do you verify they are correct?
- Do you update the information quarterly? Who is responsible to update the information?
- How are parents notified if an emergency occurs?
- Does the center have the means to do a mass emergency alert via text, voice mail etc?
- What if the event occurs in the middle of the night and the center will not be open? Do you have information at home? How do you ensure people receive the information without going in to the center?
- How does building personnel (lessor or property manager) communicate emergencies to you?
- Who is the center responsible for communicating with (staff, parents, GSA, what about board and federal agency liaison)?
- Do you have an out-of-area emergency contact that parents can call to receive information?
- Have you contacted the out-of-area emergency contact to verify information and agreed process for receiving calls and relaying information in an emergency? What information do you want them to relay to parents? What if parents call them before you do? How often do you practice your emergency call system with parents and staff?
- Do you have speaker systems in the center and on the playground? How do you get information to those groups outdoors?
- Do you post a daily "person in charge" notice in a highly visible area in the center?
- Do you have multiple forms of communication in your emergency bag: cell phone, calling card, radio, walkie-talkie and building radio (if available)?
- How will you close the loop and communicate with GSA and your off-site emergency contact after you have relocated?
- How will you communicate with parents your operating status/ when you plan to reopen? Plan for several ways; website, outgoing message, e-mail, etc.
- What is your process for communicating with the media?

4. Prepare a Portable Emergency Supply Kit

- Do you have an emergency fly away kit/ emergency supply kit?
- Who is responsible for stocking the kits? How often do you inventory and monitor perishable items?
- Who is responsible for gathering the emergency kits during evacuation?
- How will transport your emergency supplies?
- Have you also pre-positioned supplies at your remote locations?
- Does your emergency kit have enough supplies to care for children up to 72 hours?

5. Prepare staff, children, and families

- How often do you practice the plan? In addition to monthly fire drills, do you practice other types of drills?
- Do you test the emergency notification system frequently?
- Do you practice evacuating to your relocation sites?
- Do you have emergency cards with all emergency phone numbers and relocation sites available for parents? How do parents know how to contact you in the event of an emergency?
- Do you review the OEP with your staff, discuss emergency procedures, and make changes to the policy? Are you doing this at least semi-annually or regularly during staff meetings?
- Does new staff receive orientation and training on the OEP before they begin working in the center? What systems are in place to monitor staff have received the orientation?
- Do you and your staff have current first aid and pediatric CPR training?
- Are procedures clearly communicated to staff in writing? Does the staff know their responsibilities in the event of an emergency?
- How do you provide parents with information on your emergency preparedness? Do you share this information through tours, parent events, or memos?
- Do parents know when you have practice drills or contact information verification drills?
- Where do you get local emergency information? Do you subscribe or get up to date information from emergency preparedness organizations?
- Have you prepared staff to respond to the emotional needs of children after an emergency?
- How will you address the staff's own emotional needs?

6. Emergency Preparedness Resources

GSA Child Care Provider Emergency Planning Toolbox

http://www.gsa.gov/graphics/pbs/Child_Care_Emergency_Preparedness_Toolbox.pdf

FPS guidance on Occupant Emergency Planning

<http://www.dhs.gov/fps-guidance-occupant-emergency-planning>

To request a copy of FPS guidance on Occupant Emergency Planning, e-mail:

FPSInfo@dhs.gov

Child Care Aware Crisis and Disaster Resources

<http://usa.childcareaware.org/programs-services/crisis-and-disaster-resources/crisis-and-disaster-resources-for-caregivers>

NACCRRA Emergency Preparedness Publications available for purchase

- *Is Your Child Care Program Ready? A Disaster Planning Guide for Child Care Centers and Family Child Care Homes.*
- *Protecting Children in Child Care During Emergencies*

<http://www.naccrra.org/publications/naccrra-publications/emergency-preparedness.php>

Federal Emergency Management Agency (FEMA)

www.ready.gov

HHS Administration for Children and Families Child Care and State Resources:

<http://www.acf.hhs.gov/programs/occ/resource/emergency-preparedness-and-response-resources-for-child-care-providers>

NC Emergency Preparedness and Security Awareness Tips for Child Care Providers

http://ncchildcare.nc.gov/providers/pv_emergency.asp

GSA Child Care Division Web Site- Emergency Management and Security
<http://www.gsa.gov/portal/category/26340>

PA Emergency Management Agency Child Care Emergency Planning Resources

- http://www.portal.state.pa.us/portal/server.pt/document/722400/2009_child_care_emergency_planning_guide_doc
- http://www.portal.state.pa.us/portal/server.pt/document/722401/child_care_emergency_basic_plan_doc
- http://www.portal.state.pa.us/portal/server.pt/document/722402/child_care_emergency_checklists_doc

Parent Resources

<http://www.naccrra.org/programs-services/crisis-and-disaster-resources/crisis-and-disaster-resources-for-parents>



Child Care Emergency Preparedness Tool #2

Emergency Supply Checklist

Center Name:	Date Completed:
Person Verifying Supplies:	Manager:
Does your emergency kit include:	
GENERAL SUPPLIES	Date Replenished
• First Aid Kit	
• Tissues	
• Whistle	
• Blankets (Mylar or other) # ____	
• Flashlight (extra batteries)	
• Safety Light Stick	
• Battery-operated Radio (extra batteries or hand-cranked radio)	
• Disposable cups	
• Wet Wipes	
• Clorox Wipes or other disinfectant wipes	
• Handwashing solution	
• Notepad paper and pens	
• Scissors	
• Reflective Vest (For crossing streets)	
• Any items for children with special needs	
• Age/ child specific needs: diapers, seasonal change of clothes	
• Activities for children: books, crayons, pencils, paper, small puzzles, puppets	
• Copy of Occupant Emergency Plan (OEP)	

Perishable Items* (*when possible, choose non-perishable food)	Expiration Date
<ul style="list-style-type: none"> • Bottled water (preposition if possible) 	
<ul style="list-style-type: none"> • Batteries for radio and flashlight 	
<ul style="list-style-type: none"> • Critical medications for children & adults (insulin, epi-pens, etc.) 	
<ul style="list-style-type: none"> • Food (cereal, cheese & crackers, cans of fruit) 	
<ul style="list-style-type: none"> • Infant formula 	
<ul style="list-style-type: none"> • 	
<ul style="list-style-type: none"> • 	

Communication Supply Checklist	
<ul style="list-style-type: none"> ● Emergency Contact Information for each Child ● Emergency Contact Information for each Staff Member ● Emergency pick-up authorizations ● Daily Roster Sheets ● Authorizations for Medical Treatment ● List of all Allergies & medical Conditions ● Cellular Phone ● Walkie Talkie ● Change for Pay Phone ● Calling Card 	Contact information for: <ul style="list-style-type: none"> ● Out-of-area emergency contact to relay messages ● Agency Liaison ● Agency Security Desk ● FPS (DHS) ● GSA Child Care Coordinator/ Specialist ● Poison Control ● Physicians & Hospitals
Evacuation Relocation Site	
<ul style="list-style-type: none"> ● Agreement in place with evacuation site POC ● Date of last contact w/ evacuation relocation site POC _____ ● Date of last training for all staff on evacuation sites _____ ● Families provided with evacuation site info ● Supplies pre-positioned at primary relocation site 	
Out-of-Area Emergency Telephone #	
<ul style="list-style-type: none"> ● Agreement in place with off-site emergency telephone # POC ● Date of last drill of the off-site emergency telephone # _____ ● Date of last contact with off-site emergency POC. _____ ● Families provided w/ off-site emergency telephone #. 	

Out-of-State Emergency Contact for Child Care Centers

In the event of an emergency phone lines may be down for hours or days. Communication between families and the child care provider is critical. An out-of-state contact can be the missing link to continued communication during an emergency. GSA child care centers are encouraged to partner with another child care center to create a network during disasters.

Guidance for establishing an out-of-state contact:

Step 1

Identify a viable out-of-state contact in your region. Use a center within your own network or another GSA center. GSA child care centers can be found on our website:

<http://www.gsa.gov/childcare> or contact your GSA child care coordinator for assistance.

Step 2

Contact the center and establish an agreement with them to act as an out of state contact for you in the event of an emergency. Discuss information you would like shared, i.e., emergency evacuation site(s) and emergency contact phone numbers.

Step 3

Educate families and child care staff on your emergency preparedness plans and your out-of-state contact information. Consider using key chains, business cards, newsletters or magnets to display emergency contact numbers for parents. Continue to remind your families so they are aware of your relocation sites and emergency phone numbers.

Step 4

Update and practice regularly. Keep connected to your out-of-state emergency contact by calling at least every other month. Be sure your out-of-state contact knows who you are and what they have agreed to do for you. During your actual emergency drills, call them and practice what they should tell families. Ask parents to practice calling the number too, so they are familiar with the procedure and are prepared.

In the event of an emergency the out of state contact should ask the following questions:

- Are you ok?
- Is everyone accounted for?
- Where are you?
- Do you need emergency help?
- What is a good number to contact you at?
- Can I call anyone for you?



Every center must have an Occupant Emergency Plan (OEP). The OEP should address the out-of-state emergency contact and relocation sites.

The OEP must be reviewed and updated annually at a minimum.



Child Care Emergency Preparedness Tool #4

Emergency Contacts and Evacuation Sites



Center Information

Center Director Name	
Provider	
Address	
Off-Site Emergency #	
FPS Mega Center	

Key Contacts:

Name	Title/Agency	Office Address	Phone Numbers	Email
	Center Director		Office: Cell: Home:	
	Designated Official		Office: Cell: Home:	
	GSA Property Manager		Office: Cell: Home:	
	GSA Child Care Coordinator		Office: Cell: Home:	
	FPS Inspector		Office: Cell: Home:	

Evacuation Sites:

Address

Primary Evacuation Site	
Secondary Evacuation Site	
Alternate Evacuation Site	

Walking Directions to Evacuation Sites (attach maps)

Use clear and descriptive language

Primary exit from Facility	
Secondary exit from Facility	
Directions to Primary Evacuation Site	
Directions to Secondary Evacuation Site	
Directions to Alternate Evacuation Site	

Shelter in Place

Use clear and descriptive language.

Shelter in Place location	Same Facility, [Room Number]
Directions to Shelter in Place location	

Document History



Record of Reviews

Date of Review	Changes Required	Recommended Change	Reviewed By

Record of Changes

Date of Change	Changes Made	Reason for Change	Approved By

Coping After an Emergency



After a serious emergency, children need to be assured they will be OK; and that adults will take care of them and keep them safe. Children may be afraid the emergency will occur again, they will be injured, or left alone. Children may even interpret disasters as punishment for real or imagined misdeeds. Explain that the emergency was a natural event.

Following a disaster there can be other events that are especially stressful for a child such as:

- Being separated from parents
- Being exposed to television news
- Feeling a loss of control
- Being anxious
- Being exposed to other's stories of trauma or disaster

Children will be less likely to experience prolonged fear or anxiety if they know what to expect after an emergency. Here are some suggestions:

- Talk about your own experiences with emergencies, or read aloud a book about them.
- Encourage your child to express feelings of fear. Listen carefully and show understanding.
- Offer reassurance. Tell your child that the situation is not permanent, and provide physical reassurance through time spent together and displays of affection.
- Include children in simple and supervised clean-up activities. It is comforting to children to watch the center begin to return to normal and to have a job to do.
- Get children involved in artwork (drawing, molding clay etc) to help them express emotions.
- Prepare children BEFORE an emergency with drills, activities, books and other teachable moment

Symptoms of anxiety may not appear for weeks or even months after an emergency event; and they can affect people of any age. If anxiety disrupts daily activities for any member of your family or staff, seek professional assistance through a school counselor, community religious organization, your physician, or a licensed professional.

Remember your **staff** has also experienced an emotional toll and may need help coping with their own feelings of anxiety and stress. Be aware of signs after a traumatic event and consider helping your staff with counseling resources.

Resources for helping children and adults after an emergency:

- Greenman, Jim. (2001). *"What Happened to the World? Helping Children Cope in Turbulent Times"*.
- Federal Emergency Management Agency
http://www.fema.gov/rebuild/recover/cope_child.shtm
- The International Center to Heal Our Children at Children's National Medical Center provides many fact sheets and other resources available for children, parents, teachers, and health care providers in assisting children in coping with and recovering from traumatic events including "The Handbook of Frequently Asked Questions Following Traumatic Events: Violence, Disasters, or Terrorism." 2002. Available in both English and Spanish.
<http://www.childreznational.org/DepartmentsandPrograms/ICHOC/resources.aspx>
(a non U.S. Government Web site)
- "A Terrible Thing Happened" by Margaret M. Holmes; illustrated by Cary Pillo; Magination Press; American Psychological Association; Washington, DC, 2000.
- Helping Children Cope After a Disaster. Penn State Hershey Medical Center
www.childadvocate.net/disasterbooklet.pdf (a non U.S. Government Web site)
- Center for Pediatric Traumatic Stress at Children's Hospital of Philadelphia offer many resources including parent and children handouts in Spanish and English
www.chop.edu/professionals/pediatric-traumatic-stress/traumatic-stress-materials-and-resources.html (a non U.S. Government Web site)
- A comprehensive resource with information regarding trauma and PTSD can be found at: www.trauma-pages.com (a non U.S. Government Web site)
- The National Institute of Mental Health has Information on Coping with Traumatic Events <http://www.nimh.nih.gov/health/topics/coping-with-traumatic-events/index.shtml>
- CDC Maintain a Healthy State of Mind
<http://emergency.cdc.gov/preparedness/mind/parents/>
- After the Disaster: Helping Children and Families Cope (booklet pdf)
Designed to assist families to help their children cope through the "storm" of any disastrous or traumatic situation.
<http://www.ok.gov/health/documents/disaster.pdf> (a non U.S. Government Web site)



Child Care Emergency Preparedness Tool #8

SEVERE WEATHER GUIDANCE:

In making the decision to remain open during severe weather, the provider should consider the following:

- Road conditions and the safety of staff and families.
- Emergency personnel’s ability to access the center on the roads.
- Ability to meet state and local staff: child ratios.
- Food service
- Building support personnel such as security and maintenance.

If Providers already have a protocol addressed in the board contract they must still meet their contractual obligation.

Good communication is necessary. If the center closes, they need to have a reliable method of communicating this to their Board, Agency, Parents, and the Regional Child Care Office.

If the center stays open, they need to have a reliable method of estimating the number of children that will be coming in that day so they can have the right amount of staff to meet local licensing and NAEYC.

The Provider must make the decision in conjunction with either the Board or the Agency. Both parties should agree to make the decision based on inability to meet NAEYC and local licensing staff / child ratios and the goal to not put children or staff safety at risk.

If the center does remain open, the provider must coordinate with the property manager to ensure appropriate building and security personnel are on site to assist with the safety of the children and staff in the event of an emergency.

If the center remains open, the provider must ensure that food service is available.

Consider in your policy how late fees apply in severe weather.

Sample language to add to the OEP:

Storms & Snow

Provider (in consultation with the board of directors) will make the decision whether to close during severe weather.

Director will determine prior to opening hours, whether or not to open the center; families will be notified by (how?) _____

_____ (refer to center’s parent policy)

If the child care must close during hours of operation because of snow or storm the director will notify parents by _____.

If weather conditions prevent a parent or legal guardian from reaching the facility to recover a child, the center staff will care for the child (maintaining proper child: staff ratios) until such time as the parent, legal guardian, or emergency contact person can safely claim the child. The disaster supplies will be used as needed.

When a child is not picked up due to emergency situations including, but not limited to inclement weather or natural disasters, staff will remain at the center with the child as long as the staff has been notified of the delay. Any arrangements to transport the child to the police or Child Protective Services care site will be coordinated with local licensing.



Child Care Emergency Preparedness Tool #9

SAMPLE Emergency Lockdown / Intruder Alert Procedure

From time to time, schools and child care centers have been faced with the threat of unauthorized individuals entering the facility. An intruder is defined as any visitor who, through act or deed, poses a perceived threat to the safety and welfare of children and employees. If at any time you are dealing with a person you feel uncomfortable around or are fearful for your safety or the safety of others, then you may be faced with an intruder situation.

There are key recommendations to implement regarding a lockdown, including those conducted because of an intruder:

1. It is important that all members of the building's staff understand, support and participate in the Intruder Alert procedures.
2. It is important to practice the Intruder Alert procedure in the facility several times per year, similar to practicing fire drills.
3. Lockdown information will be given to parents upon enrollment. Parents will be notified of all lockdown drills and events. The facility will provide written materials for parents to help children understand and cope.
4. Parents will be given a pre-designated alternate pick up site if children and staff are evacuated. Parents should not try to enter the facility during a lockdown and will be kept away from the childcare until authorities determine it is safe.

Administrator (Director or designee) Responsibilities – Intruder Alert

- If a person(s) comes into the facility, assess the situation. If you are uneasy or suspicious of the person(s) immediately have someone call 911 and FPS at - [877-437-7411](tel:877-437-7411) or utilize the duress buttons
- If a weapon is present, DO NOT CONFRONT** – give pre-determined hand signal to another staff member for them to call 911 immediately or utilize the duress button
- If **no** weapon is suspected, confront the intruder in the following manner:
 - Approach the individual in a non-confrontational manner with the assistance of another staff member
 - Introduce yourself and the person with you to the individual in a non-confrontational way
 - Ask the individual who they are and how you can be of assistance
 - Inform the individual of the policy that all visitors need to sign in and guide him/her to the area where that is done.
 - If the individual refuses, do not confront him/her. Give the other staff member the pre-designated hand signal to call 911

If it is determined that the safety and health of children and staff are in jeopardy:

Intruder Alert Procedure:

- If the intruder is already inside the building, a hand signal (which has been predetermined and is known by all staff) shall be made to the first staff member seen. That staff member will pass on the hand signal to others throughout the building and will call 911.
- If the suspected intruder is not yet in the building, an announcement will be made (or a whistle will sound) to alert the staff of potential danger. The announcement will be **“This is a Code Red Emergency, repeat, this is a code red emergency.”**
- If children are outside when a “Code Red” is called, or shots are heard/fired, teachers will **quickly** direct and move children back into the facility and into the nearest classroom for lockdown

Upon hearing the chosen lockdown announcement the following steps will be implemented:

- Staff should quickly check the hall and restrooms closest to their classrooms to get children into the classrooms
- Lock all doors (Do the doors lock?) close and lock all windows, cover all windows and doors, and turn off lights.
- Keep children away from windows and doors; position children in a safe place against walls or on the floor; turn a classroom table on its side to use as a buffer
- Staff will maintain (as best they can) a calm atmosphere in the room, keeping alert to emotional needs of the children. (Tip: gather in a story circle behind the table and gather infants into one or two cribs (preferably on wheels) along with items to help keep them quiet, such as bottles, pacifiers, and small, quiet toys)
- Teachers will keep all children in the classroom until an all clear signal has been given
- Director or designee will immediately call 911 and stay on the phone until help arrives. Await further instructions from emergency response personnel. You will be informed when it is safe to move about and release children from your rooms. Children should not be released to parents until an “all clear” has been called.
- Upon arrival, the local police, in conjunction with the Director will assume controlling responsibility and may evacuate the building per police standard operating procedure
- When “All Clear” is heard, the director will apprise the staff of the situation and counsel with children. When the threat has been eliminated, normal activities should be resumed as soon as possible as instructed by the Director.
- Director will apprise parents of all “lockdowns” whether practice or real
- Director will report incident to licensor
- Director will complete a written incident report at the earliest opportunity; incident reports with Property Management Office