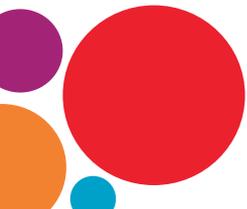


Every day. In times of crisis. For our future.



# Child Care Emergency Preparedness



Stuart Bradin, DO, FAAP and Andrew Hashikawa, MD, MS, FAAP

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# INTRODUCTIONS



- **Dr. Stuart Bradin, DO**
- Pediatrics and Pediatric Emergency Medicine
- Pediatric Lead – Region 2 Healthcare Coalition – Disaster Preparedness
- PEM – Section of Emergency Medicine – Disaster Preparedness



- **Dr. Andrew Hashikawa**
- Pediatrics and Pediatric Emergency Medicine
- Michigan Early Childhood Champion
- AAP Executive Committee, Council of Early Childhood
- Research on Disaster Preparedness Summer Camps and Child Care Centers



# Agenda

- **Part 1:** Why Preparedness Matters in Child Care Settings
- **Part 2:** Identifying Risks and Hazards
- **Part 3:** National Best Practices
- **Part 4:** Updating and Practicing the Plan
- **Question and Answer**





# Learning Objectives

- Understand why children are at risk during disasters and emergencies.
- Learn about essential components of emergency preparedness planning.
- Identify hazards and risks that could affect programs in your region.
- Understand best practices for disaster preparedness for child care centers.
- Become familiar with national resources.

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# Part One: Why Preparedness Matters

Why is emergency planning so important for child care settings?



# Why Preparedness Matters

- Emergencies and disasters will happen
- You are on the frontlines
- Preparedness and training are ongoing processes
- Need for raising awareness and becoming a resource

**You may be asked as an expert of children!**



# Gaps in Protecting Children

- Disasters can strike **anywhere at any time**.
- Each workday, **69 million** children are in child care or school, separated from their families.
- **More than half** of American families don't have an emergency plan. *FEMA*
- **41% of parents** report not knowing their child's school or child care evacuation location. *Save the Children*
- **79%** of recommendations made by the National Commission on Children in Disasters remain unfulfilled 10 years after Katrina. *Save the Children*
- Following Hurricane Katrina, there were more than **5,000 reports of missing children** and it took **7 months to reunite** the last child with her family. *National Commission on Children in Disasters*
- Children affected by large disasters are **five times as likely to have serious emotional issues** than those who are unaffected. *Children's Health Fund; Columbia University*

## US NATURAL DISASTER MAP<sup>1</sup>

<sup>1</sup>SOURCE: REDCROSS.ORG

<sup>2</sup>SOURCE: NOAA.GOV

 EARTHQUAKES (MODERATE RISK)  EARTHQUAKES (HIGH RISK)  FLOODS  HURRICANES  TORNADOES



# Protecting the Most Vulnerable

Children are not simply “little adults.”

## CHILDREN'S UNIQUE NEEDS

- ▶ Reliance on Caregivers
- ▶ Communication & Identification
- ▶ Mobility
- ▶ Safety and Protection
- ▶ Physical Needs
- ▶ Nutritional Needs
- ▶ Emotional Needs
- ▶ Developmental Needs
- ▶ Routine and Comfort





# Disasters Happen

## United States

- Most frequent disasters than any other nation
- Most different types of natural disasters
- High risk for shooter violence and manmade threats.

## YOUR STATE?





Minimize  
Risks

Safeguard  
business

# Considerations for Disaster Preparedness in Child Care

Recover  
more  
quickly

Protect  
children

Protect  
staff and  
volunteers



# National Regulations

## Child Care and Development Block Grant (CCDBG) Act of 2014 Statewide Child Care Disaster Plan Disaster Plans Components

- **Requirements** that child care providers have in place evacuation, relocation, shelter-in-place, and lock-down procedures, and procedures for communication and reunification with families, continuity of operations, and accommodation of infants and toddlers, children with disabilities, and children with chronic medical conditions.
- **Guidelines** for the continuation of child care services in the period following the emergency or disaster, which may include the provision of emergency and temporary child care services, and temporary operating standards for child care providers during that period.
- **Requirements** that child care providers have in place procedures for staff and volunteer emergency preparedness training and practice drills.



# Know Your State Licensing Requirements:

- Emergency contact and release information
- Provision for emergency medical care, treatment of illnesses and accidents
- Evacuation plan including procedures for notifying the parents of the relocation site
- Policy and procedures for handling dangerous situations, including violent crimes and bomb threats



# Don't Go It Alone

It takes a whole community to protect children. Know your resources and supports.

- Emergency management
- Public Health
- Sheriff and Police
- Child Care Resource and Referral
- First Responders
- Seek out Child Care Centers
- Insurance Providers
- State Agencies
- School Districts

**AAP and SAEM contacts:**

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# Part Two: Identifying Risks and Hazards

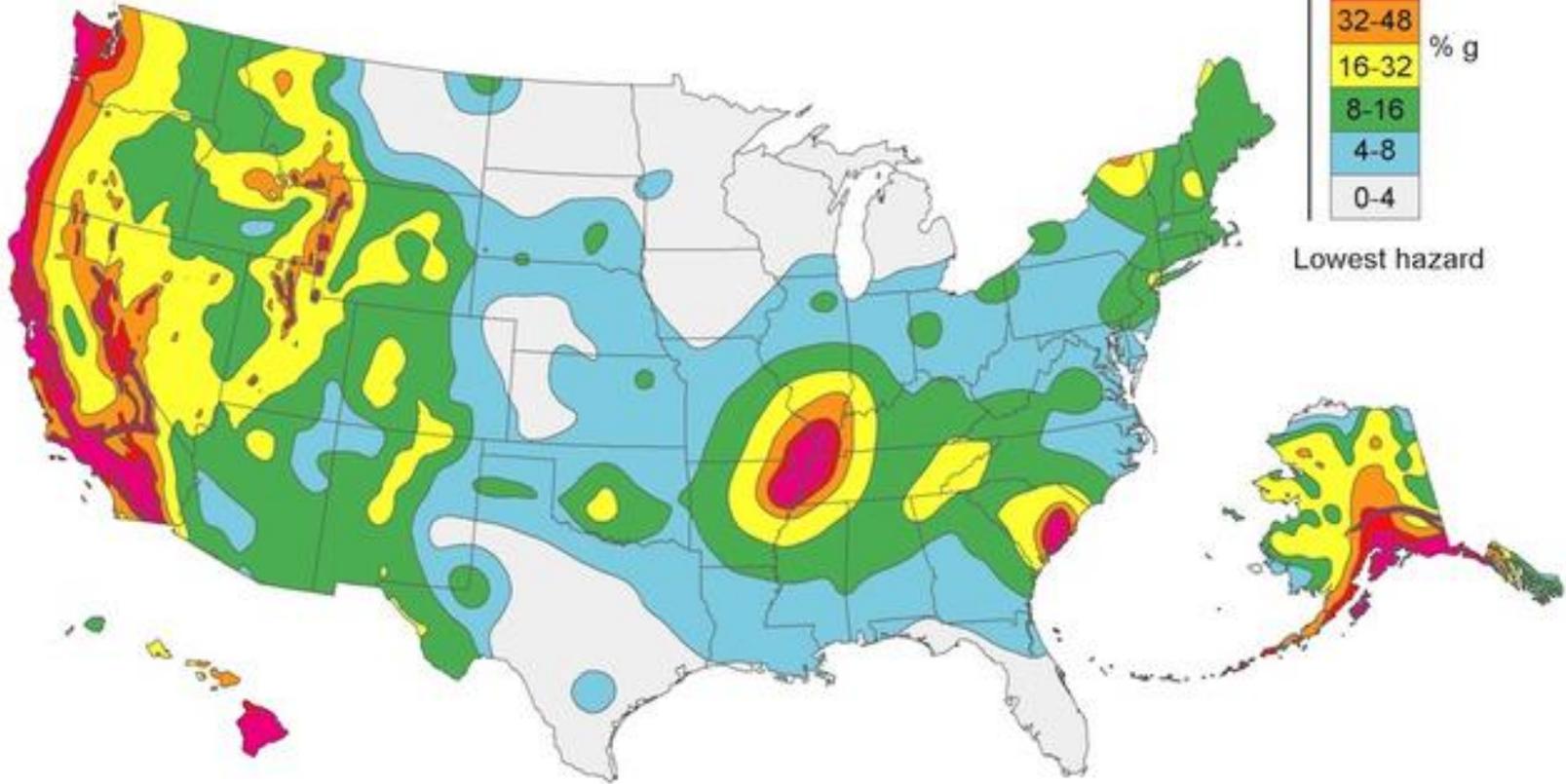
Know your regional hazards and emergencies



# Assess the Risk

- Probability or frequency
- Likely effects
- Severity of impact
- Lead time for warning
- Potential duration
- Follow-on or cascading effects







# Not Everyday Risks

Which hazards pose the greatest risk to the program?

Natural	Technological	Biological	Safety/ Manmade
Earthquake	Dam Failure	Contaminated Food Outbreak	Active Shooter
Fire	Gas Leak	Infectious Disease	Bomb Threat
Flood	Hazardous Material	Toxic Materials	Criminal Activity
Hurricane	Industrial Explosion		Cyber Attack
Landslide	Nuclear Plant leak		Intruder
Tornado	Power Outage		
Tsunami	Water Outage		
Winter Storm			



## Sample Risk Assessment Worksheet

Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
Fire	4. Highly likely 3. Likely 2. Possible 1. Unlikely	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4. Minimal 3. 6–12 hrs. 2. 12–24 hrs. 1. 24+ hrs.	4. 12+ hrs. 3. 6–12 hrs. 2. 3–6 hrs. 1. < 3 Hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Hazmat spill outside the school	4. Highly likely 3. Likely 2. Possible 1. Unlikely	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4. Minimal 3. 6–12 hrs. 2. 12–4 hrs. 1. 24+ hrs.	4. 12+ hrs. 3. 6–12 hrs. 2. 3–6 hrs. 1. < 3 hrs.	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

# Severe Weather: Monitor the Threat



- Sign up for phone weather alerts
- Obtain an NOAA Weather Radio
- Use radio or television for dissemination
- Child Care often NOT part of School District
- Encourage Networking among Centers (phone/social media)

## Top Weather Monitoring Apps

- NOAA Radio/  
Weather
- American Red Cross
- Weather Channel
- Dark Sky



# Eg. A Disaster Was Not Predicted

## Atlanta Ice Storm January 2013

Icy conditions paralyzed traffic just as school was letting out. More than 2,000 children spent the night at schools across the metro area. Some parents spent hours behind the wheel trying to get to their children. Frantic parents lashed out at schools, accusing them of poor planning and communications. One Marietta County mother wrote on the Schools Facebook page:



“I can't get to him since my car is stuck! I called for over 3 hours and couldn't get through due to busy lines and no one answering. I haven't spoken to my son and am worried sick!!!”



# Utility Outage Tips



- Know how to use emergency shutoffs including water, gas and electricity.
- Train staff how to turn off utilities and what to do in case of an outage.
- Use a landline telephone that does not use electricity.
- Have surge protectors.
- Consider purchasing a generator.
- Know utility providers and contact numbers.



# Active Shooter Perceptions

Active shooter incidents are much less frequent than other emergencies

- Americans are **38% more likely to be struck by lightning** than an active shooter (FBI Study of Active Shooter Incidents).
- **Less than .0001% of deaths** of school-age children a year happen on school grounds or on the way to and from school or during a school sponsored event. (CDC, U.S. Census).
- Examples of more deadly threats for children under 10: Motor-vehicle accidents, Drowning, Poisoning, Fires.

Parents are worried

- **70% of parents** are at least somewhat worried about a school/child care shooting affecting their children (Save the Children).



# Active Shooter Tips

- Practice lockdown procedures and evacuation routes
- Establish an internal communication system
- Create a trusting environment where families or staff can report potential conflicts that could escalate or abnormal behavior.
- Address response options: (KEEPING DEVELOPMENTAL AGE GROUPS IN MIND) – DIFFERENT FROM SCHOOLS
  - RUN
  - HIDE
  - FIGHT
- Teach staff to be aware of surroundings

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# Part Three: National Best Practices

Ensuring child cares are prepared



# Nine Best Practices

1. Make a written plan
2. Maintain current health and safety information.
3. Develop and implement family communication and reunification plans.
4. Identify emergency team and procedures.
5. Assemble emergency equipment and supplies.
6. Include children and adults with all levels of abilities.
7. Practice your plan
8. Protect program information and assets.
9. Communicate plan and educate staff and families



# I. Written Plan

A written plan:

- Addresses the different needs of the children and staff
- Meets state and accreditation regulations
- Identifies a **clear decision-maker** in emergencies and informs everyone about their roles
- **Shared** with local emergency response agencies, community partners, staff, volunteers, and parents/guardians
- Provides opportunity to discuss these issues with parents, staff, and children



# First Steps to Written Plan

- Determine who should be involved in writing and reviewing the plan
- Consider size of program
- Document how many children are served in facility and contact information
- Gather first response agency information
- Create site plan map with shelter-in-place locations, exits, and outside evacuation sites
- Include letters of agreement with partnering organizations (for sheltering, evacuation)



**Workbook:**  
Emergency Plan  
Template.



## 2. Current Health & Safety Info

Keeping up-to-date data in portable storage devices is vital in an emergency:

- To quickly evacuate
- Emergency numbers after evacuating
- Access to medical information
- Access to emergency contact phone numbers
- Emergency release information and forms





# First Steps In Maintaining Info

- Gather current emergency contact information for families and staff.
- Obtain Emergency Releases for children for permission to transport.
- Enhance your child-staff roster using electronic storage of information.
- Produce child identification badges.
- Obtain permission to provide emergency medical care to children.



# What You Need Ready-to-Go

Have printed copies ready!

- Emergency Plan
- Emergency Release Forms
- Child-Staff Roster
- Child Identification Badges
- Sign-in/sign-out sheets
- Facility Incident/Injury Report Form
- Facility Medical Release Form



Place on Ready-to-Go file in portable container near Disaster Supplies Kit.  
Place another in an off-site location.



# ICE (In Case of Emergency) Contact Card



STAY CONNECTED WITH  
SAVE THE CHILDREN



Donate Now

[Home](#) • [The Project](#) • [Prep Rally](#) • [Resources](#) • [Map](#) • [Disaster Report Cards](#) • [Training](#) • [Partners](#) • [Youth](#)

## Stay Connected

It can be impossible to reach your loved ones when disaster strikes or a crisis breaks out. You lose electricity, cell towers go down and your phone won't work, 911 systems are jammed – these are all too common during emergencies. Make sure you have a plan to Stay Connected with your family.

### Emergency Contact Card

Help your children and their caregivers by giving them a reliable way to contact you in the chaotic aftermath of a calamity. Create an Emergency Contact Card to serve as a lifeline between you and your children, so that you can be reunified quickly after a disaster. What's more, if you can't be reached, you can designate an out-of-town contact for emergency responders to call. That way someone who lives outside the affected area – your child's grandmother, auntie, godparent or trusted best friend – can be the one to comfort them during a difficult time.

### Directions

Fill out our Emergency Contact Card form, print it out, and place it in your child's backpack, lunchbox or wallet, so they know who to call and how. Your child's card can also include lifesaving information such as needed medications and dangerous allergies.



\*All child information above has been altered for child safety purposes.\*





# Produce Child Identification Badges



**Emergency Contact Card**

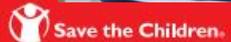


Name

Age:

Address/Phone Number

Allergies: None



**Emergency Contacts:**

**Emergency Contact 1** Name

Phone Number/Email

Relationship to the child: Mother

**Emergency Contact 2** Name

Phone Number/Email

Relationship to the child: Grandmother



**Emergency Contact Card**

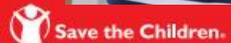


Name

Age:

Address/Phone Number

Allergies: None



**Emergency Contacts:**

**Emergency Contact 1** Name

Phone Number/Email

Relationship to the child: Mother

**Emergency Contact 2** Name

Phone Number/Email

Relationship to the child: Grandmother

Cut out card and place card in child's backpack, wallet or lunchbox, where they can find it in case of an emergency.



## 3. Communicating with Families

- Auto-call, text and/or email
- 1-800 number/machine
- Local TV or radio
- Website
- Social Media
- Phone tree
- Texting Group Apps

Be sure to identify ways to communicate with parents who may not speak English or who may have visual or hearing impairments



# Communication Messages

- What happened/is happening in general terms (type of hazard, response actions and status)
- If you know all children are accounted for
- If and when it is safe for guardians to pick-up
- Evacuation/Pick-up location
- Reunification Requirements (e.g., bring photo ID)

## DO NOT:

- Share information you're unsure about or make false promises (e.g., everyone is safe)
- Invite guardians to an unsafe environment



# Communication Realities

## Prepare for Outages:

- Power may go out
  - Charge phone in advance, have car chargers
- Cell phone networks may be jammed
  - Try Texting when call don't go through
- Know Where Your Parents Are
  - 99% of text messages are read, 90% within 3 minutes
  - 92% of moms are online from any location.
  - 78% of moms have social media accounts

Edison Research. *Moms and Media 2014.*



# Good Reunification Practices

- Have current emergency contact and release information and updated photos of each child
- Place ID bracelet or badge on children when evacuating
- Communicate plans with families

## Physical Reunification Processes

- Establish a clear Parent Check-In Location and a Reunification Area
- Keep children engaged in safe space beyond the field of vision of parents/guardians' check-in location
- Establish internal communication system between staff
- Require parent/guardian to show photo ID and sign child out before advancing to the reunification area



## 4. Identify emergency team and procedures.

- Child Cares Need to develop a communication plan, back-up plan, and a back-up for the back-up plan.
- Emergency plan wallet cards for families with off-site evacuation location and emergency contact numbers.
- A plan for reunification of children with their parents/guardians.





# Emergency Team

Team members should be assigned responsibilities to ensure these critical tasks are covered: (DELEGATE)

- Coordinate response
- Communicate with parents/guardians and the public concerning the status of the child care program
- Distribute disaster supplies kits and other materials during evacuations, sheltering-in-place and lock downs.
- Distribute First Aid Kits and provide aid during emergencies
- Supervise and care for children
- Drive evacuation vehicles



# Emergency Team Roles

Position	Role
Leader	Takes leadership for the incident response; position will likely be filled by the program administrator
Assistant Leader	Assists the Leader or fills her/his position in their absence
Communications Coordinator	Updates parents/guardians and others before, during, and after an emergency
Safety Officer	Responsible for First Aid kits and CPR and First Aid administration
Supplies Coordinator	Responsible for supplies, materials, etc.
All Teachers	Caring for children, assisting with family reunification



# Emergency Warning System

- How will all staff and volunteers be notified about emergencies and what actions to take?
- What is the back-up system?

## Examples:

- Intercom
- Hand Radio System
- Bell, bullhorn or whistle (for small programs)
- Phone Tree (if emergency occurs during non-operating hours)
- Other?

Consider warning systems for children or staff with special needs (i.e., flashing lights)



# 5. Assemble Emergency Equipment and Supplies

## Gather Equipment and Supplies

With the right supplies in place Child Cares will be better able to:

- Communicate with emergency management agencies and parents.
- Provide first aid.
- Monitor for severe weather and disaster reports.
- Feed and care for children during shelter-in-place or lock down emergencies.



# Basic Equipment

- First Aid Kit
- Automated External Defibrillator
- Battery-operated flashlight
- Wrench, pliers
- Ready-to-Go File
- Telephone
- Generator



## Disaster Supplies Kit

- Medications
- Bottled Water (3 gallons/person)
- Baby food (3 days)
- Nonperishable foods (3 days)
- Can opener
- Emergency cash
- Diapers and bathroom tissue
- Wet wipes and tissues
- Blankets
- NOAA Weather Radio
- Dust/filter mask
- Goggles
- Bullhorn, bell, whistle
- Paper and writing supplies
- Disposable cups and spoons



# First Aid Kit

- Scissors
- Tweezers
- Gauze pads
- Adhesive tape
- Adhesive bandages
- Antiseptic solution
- Non-glass thermometer
- Small plastic or metal splints
- Sterile eye bandages
- Single-use gloves
- Pain/fever reducer
- Notebook and pens
- Cold pack
- Safety pins





# Parents Can Help

Pack a child emergency bags for their child with some of the following: (EXAMPLE LIST)

## Infant:

- 3 extra changes of clothing
- Changing pad
- 1 pack of diapers
- 1 pack of wipes
- Extra formula
- 2 extra bottles
- Jar food/puffs
- Light jacket or light blanket
- Comfort item

## Toddler:

- 3 extra change of clothing
- Changing pad
- 1 pack of diapers
- 1 pack of wipes
- 2 empty sippy cups
- 1 empty water bottle
- Finger foods (puffs preferably, crackers etc.)
- Light jacket or light blanket
- Comfort item



# Child Care Center Supplies: Storage?

- Store in transportable and durable containers
  - Garbage cans on wheels
  - Portable plastic bins
- Place in easily accessible location
- Each floor
- Evacuation sites
- Each evacuation vehicle





## 6. Include Children and Adults with All Levels of Abilities

Ensure emergency plans include staff and children of all abilities, such as provisions for:

- Children in wheelchairs
- Infants and toddlers in cribs or strollers
- Children with medical devices
- Food allergies
- Safe transportation of medications that require refrigeration
- Children/staff with temporary injuries or medical needs



# Physical : Individual Level

- Vaccines not licensed for children
- Antibiotics not familiar to pediatricians
- Higher respiratory rate
- Closer to ground
- Small size = higher dose
- Greater body surface area
- Thinner, more permeable , less keratinized skin
- Smaller blood volume, less fluid reserve
- Immature immune system





# Development and Psychologic

- Limited coping skills
- Fear and anxiety
- Communication skills
- Cannot separate reality and fantasy
- Increased risk of post-traumatic stress disorder
- Inability to recognize danger
- Can't escape





# Hospital Issues

- IV access difficult
- Children are resource intensive
- Children with special needs
- Different resources required compared to adults





# 7. Practicing the Plan

Preparedness is an on-going activity

- All staff members should be aware of plans.
- Have a written schedule for training and drills.
- Drills should be multi-hazard
- Drills should include:
  - All children
  - Every employee
  - Every volunteer
- Keep parents informed of drilling activities





# Drills Save Lives

*“What saved the children was that the teachers had practiced their drills so many times they didn’t need to think what to do when the tornado hit. They just reacted.”*

- – Abby Larsen, owner and director of A Step Above Learning Center, Moore, OK.





# 8 Protect Program Information and Assets

So programs can reopen after an emergency.

By storing duplicate copies ensure the safety of:

- Enrollment data
- Employment records
- Inventory
- Lease information
- Insurance records
- Bank account information



# Child Care Aware® of America Case Study: **Superstorm Sandy Recovery**

- 697 child care providers in Connecticut, New Jersey and New York closed
- Closure time varied from one month to eight months.
- Some, but not all child care programs were eligible for reimbursement under the Public Assistance grant program
- There were delays in communication from state officiation about the types of assistance available, one state delayed communication about grant funding until a year after the storm
- Families sought child care services elsewhere, with some families never returning when the facility reopen.





# Where to Store Data

## Ready-to-Go file

- Portable, waterproof/fireproof containers

## Electronically

- Web-based servers
- Portable computer drive

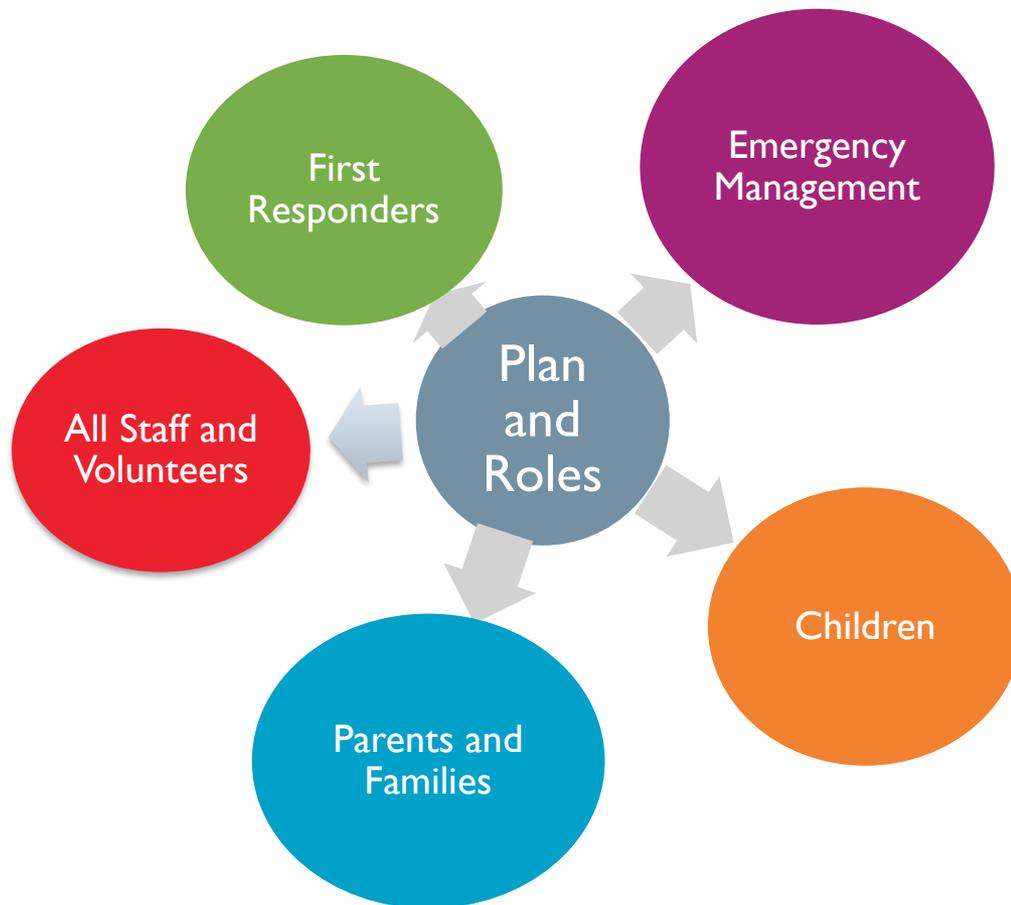
## Out of Town

- Safe deposit box at least 50 miles away
- Storage unit at least 50 miles away





# 9. Communicate the Plan and Educate Staff and Families



## Why?

- Facilitate understanding and execution
- Have accountability and build trust
- Improve quality and practice



# Promoting Home Preparedness

## For Staff and Families

- Host preparedness/safety events
  - Invite first responders
- Send home resources
- Include in orientation and handbook
- Celebrate Safety-Themed observances
  - National Preparedness Month (September)
  - First Safety Week (October)
  - Child Safety Protection Month (November)
  - Start of Hurricane Season (June)



What existing touch points/events can you use to promote home preparedness among staff and families?

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# Part Four: Updating and Practicing Plan

To meet the need of your program through changing needs and environments



# Why Updating is Important

Short- and Long-term changes are part of life.

- Staff changes/turnover
- Children/families change
- Critical information changes
  - Phone numbers, addresses
  - Emergency contacts and pick-up
- Program demographics may change
  - Program size, age groups, children with specific special needs
- Program facilities may change
- Regulations or standards may change



# What Do You Need to Schedule?

What	Activities	Schedule/Frequency
Written Plan	Plan development timeline	
	Plan check-ups	At least 2x a year, after drills, after emergencies
Staff & Volunteers	Plan orientation	Annually
	All staff training	1-2x a year
	Response team training	As needed
Program Activities	Regular drills	Monthly
	Safety Education	Annually
Families/Guardians	Plan orientation	Annually
	Emergency info and contact collection	1-2x a year
	Home preparedness education	Annually



# When to update the plan

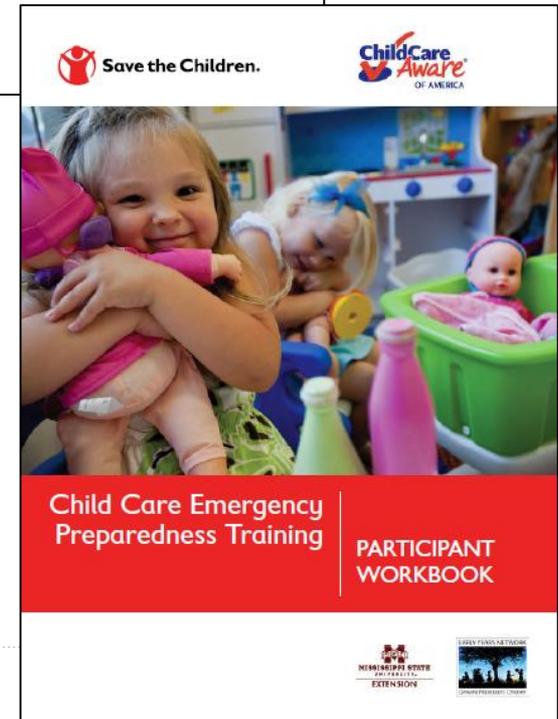
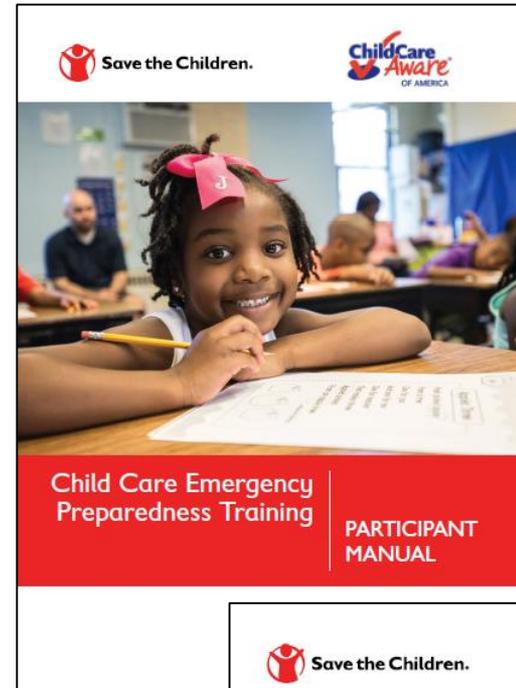
- Each year before orientation
- After a drill or real emergency
- Changes in program size or facilities (even if it's temporary)
- Changes to evacuation or shelter sites
- Changes in state or licensing requirements
- Other changes within the community or risk assessment

REMEMBER to  
communicate  
updates or  
changes to the  
plan



# Materials Overview

- Manual
  - Protective Actions
  - Reference Information
  - Sample Documents
- Workbook
  - Emergency Plan Template
  - Worksheets
  - Checklists





# Home Preparedness Resources

- **Save the Children--Get Ready Get Safe:** [www.savethechildren.org/GetReady](http://www.savethechildren.org/GetReady)
- **American Red Cross --Be Red Cross Ready:** <http://arcbrcr.org>
- **Child Care Aware® of America--Child Care Prepare:**  
[www.childcareprepare.org](http://www.childcareprepare.org)
- **CDC--Caring for Children in a Disaster:** <http://www.cdc.gov/childrenindisasters>
- **FEMA--Ready:** [www.ready.gov](http://www.ready.gov)
- **National Center for Missing and Exploited Children-- Child Safety Resources:** [www.missingkids.com/Safety](http://www.missingkids.com/Safety)
- **US Department of Health and Human Services, Office of Human Services Emergency Preparedness & Response--Early Childhood Disaster-Related Resources:** <http://www.acf.hhs.gov/programs/ohsepr/early-childhood>
- **Zero to Three--Helping Young Kids Cope After Exposure to Traumatic Event:**  
<https://www.zerotothree.org/resources/1094-helping-young-children-cope-after-exposure-to-a-traumatic-event>

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Questions?



# Question One:

- Do you have any protocols you can share or suggestions for child care staying open during a disaster?

## Question Two:

- Can you cover the importance of a proactive communications plans or what should go into a child care communication plan?

## Question Three:

- What do child care providers need to consider related to food and water safety during a disaster? What about preparations for loss of power?

## Question Four:

- Can you share plans for calming, reassurance, and mental health components both during and after a disaster event?



# Mental Health Components After Disaster:

- [Save the children:](#)
- [Minnesota Dept of Health](#)
- [Mass Western Region Homeland Security Advisory Council](#)