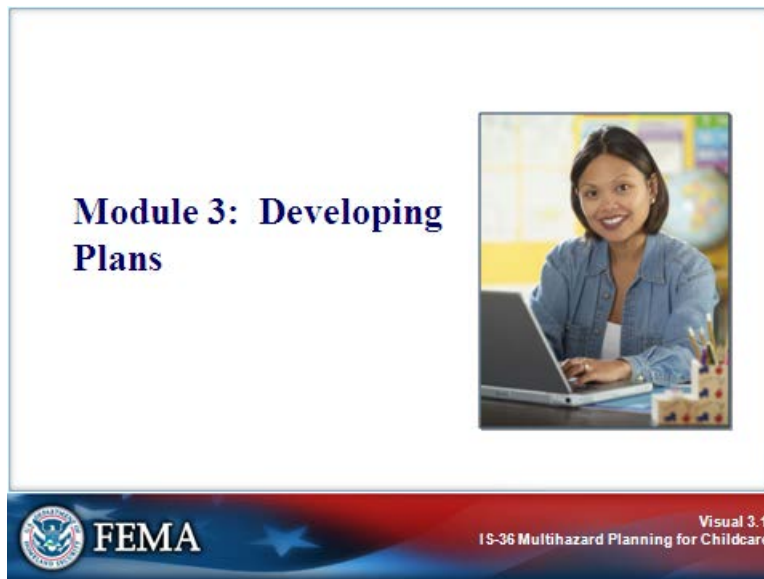# MODULE 3: DEVELOPING PLANS

MODULE INTRODUCTION

Visual 3.1

Key Points

This lesson introduces you to the second step in being prepared: developing plans. During this step, you will take the hazards and threats that you determined to be of high consequence and most likely and identify what you will do when something happens. Developing processes and procedures to put in place will help you respond effectively in emergency situations.

MODULE INTRODUCTION

Visual 3.2

Key Points

By the end of this module, you should be able to:

- Describe procedures to follow when an emergency occurs.
- Identify how your childcare site will recover from an emergency.
- Describe how to develop and maintain your emergency plan.

EMERGENCY PLANS

Visual 3.3

Key Points

You are responsible for protecting yourself, the children in your care, and your staff, and for getting back to business quickly. To meet these responsibilities, you need a plan.

First, it is critical in an emergency that you are able to contact parents and emergency services. Your plan should include ways to collect, maintain, and easily access contact information. Depending on what happens, you may have to evacuate your site, or stay put to keep everyone safe. To prepare for an evacuation, identify evacuation routes and exits, where you will go, what you will take with you, and how you will account for children.

If sheltering, identify safe locations in your site, supplies to have, and if necessary, how to seal a room. Whether you stay or go, you will need emergency supplies. Do you have an adequate amount of water, food, flashlights, batteries, radios, medicine, and first aid supplies? Regularly check to make sure everything works and nothing has expired.

A comprehensive plan needs to address the different needs of the children and staff to ensure everyone is protected. And no matter the size of your site, someone is relying on your services. If an emergency impacts your site, your plan needs to include ways to recover quickly.

To put together an effective, comprehensive plan, include people from your community at all stages in the process. Members of your community bring skills and expertise. Get input from emergency management officials, first responders, parents, local businesses, and organizations.

Finally, update your plan regularly. A plan that sits on the shelf is not effective.

Emergencies happen. You need to have a plan—to be ready.

EMERGENCY PLANS

Visual 3.4

Key Points

Many States require that childcare sites have an emergency plan and specify what it must include. Make sure you are familiar with these requirements in order to develop a plan that is in accordance with your State's regulations.

The U.S. Department of Health and Human Services, Administration for Children & Families Web site has a listing of State requirements: http://www.acf.hhs.gov

EMERGENCY PLANS

Visual 3.5

Key Points

You need to focus on the following areas for emergency planning and preparedness:

- **Child contact information** including:
  - o Parent/guardian contact information.
  - o Emergency contact information (not parent or guardian).
  - o Medical conditions and allergies.
  - o Pediatrician contact information.
  - o Child's personal preferences.
  - o Permission for medical transport and treatment.

- **Emergency contact information** posted in obvious locations that lists:
  - o Fire, emergency, and police.
  - o Water, utility, and gas companies.

- **Documented procedures** for:
  - o Tracking entry and exit of children and visitors.
  - o Site closure.
  - o Sheltering-in-place.
  - o Evacuation.
  - o Meeting care/support requirements during emergencies for children with access and functional needs.

EMERGENCY PLANS

Visual 3.5, continued

- **Emergency supplies**, including:
  - Food, water, and basic emergency supplies.
  - First aid.
  - Supplies specific to the children at your site (diapers, formula, games, toys, personal care and hygiene).
  - NOAA Weather Radio.

EMERGENCY PLANS

Visual 3.6

Key Points

Purpose: This activity will give you the opportunity to identify planning and preparedness issues that need to be addressed at your childcare site.

Instructions: Working individually . . .

1. Review the list of planning and preparedness issues in your Student Manual, located on the previous pages.
2. Determine if you have a process to address each issue at your childcare site.
3. List any issues that you may need to address.

CONTACT INFORMATION

Visual 3.7

Key Points

Make sure your plan includes all the information you need to quickly contact parents or guardians. If you have not been collecting information on parents or if you need to collect additional information, provide them with a form to obtain the information you need.

At a minimum, request:
- Parent/guardian contact information:
  - Phone numbers: home, work, and cell.
  - Email: home and work.
  - Work: Supervisor contact information, address.
  - At least two emergency contacts—one local and one long distance.
- Designated people with permission to pick up child, other than parent/guardian.
- Designated physician and hospital.
- Child's favorite toys, foods, and things to do.
- Comforting techniques for the child.
- Description from health provider of special health care needs including allergies, medications, and dietary concerns.

You need to have processes in place to collect and regularly update contact information for children:
- When they initially sign up at your site.
- When information changes.
- At predetermined intervals—for example, at the beginning of your community's school year.

The job aid on the following pages includes a sample Child Information Sheet.

Job Aid: Child Information Sheet

Child's Information:	Date:
First Name: _____ Last Name: _____	
Address: _____	
Allergies/Special Instructions/Comforting Techniques/Favorite Foods, Toys, Things To Do:	

Parent/Guardian Information (1):
First Name: _____ Last Name: _____
Relationship to Child: _____
Address (if different from child): _____
Home Phone: _____ Cell Phone: _____
Home Email: _____
Work Phone: _____
Work Email: _____
Work Name and Address: _____
Supervisor Name: _____ Supervisor Phone: _____

Parent/Guardian Information (2):
First Name: _____ Last Name: _____
Relationship to Child: _____
Address (if different from child): _____
Home Phone: _____ Cell Phone: _____
Home Email: _____
Work Phone: _____
Work Email: _____
Work Name and Address: _____
Supervisor Name: _____ Supervisor Phone: _____

Job Aid: Child Information Sheet, continued

Emergency Contact Information (1):	
First Name:	Last Name:
Relationship to Child:	
Address:	
Home Phone:	Cell Phone:
Work Phone:	
Emergency Contact Information (2):	
First Name:	Last Name:
Relationship to Child:	
Address:	
Home Phone:	Cell Phone:
Work Phone:	
Emergency Contact Information (3):	
First Name:	Last Name:
Relationship to Child:	
Address:	
Home Phone:	Cell Phone:
Work Phone:	
Doctor Information:	
Pediatrician Name:	
Pediatrician Address:	
Pediatrician Phone:	
Additional Medical Information:	
Other:	
Other instructions, concerns, restrictions:	

CONTACT INFORMATION

Visual 3.8

Key Points

It is important to document parental permission for emergency transport and emergency medical treatment. In an emergency, it may not always be possible to send a child to his/her primary care provider.

The job aids on the following page include a sample Emergency Transport Permission Form and Emergency Treatment Permission Form.

Job Aid: Emergency Transport Permission Form

This form authorizes emergency transportation for a child. This form does not authorize or guarantee treatment.

I, _____ **give**/**do not give** permission to _____

    (parent or guardian name)   *(circle appropriate choice)*   *(name of childcare provider)*

to transport my child, _____ to _____

    (child's name)   *(hospital name)*

or the nearest emergency location for emergency medical care.

**Parent/Guardian
Signature:** _____ **Date:** _____

Job Aid: Emergency Treatment Permission Form

This form authorizes emergency treatment for a child.

I, _____ **give**/**do not give** permission to _____

    (parent or guardian name)   *(circle appropriate choice)*   *(name of childcare provider)*
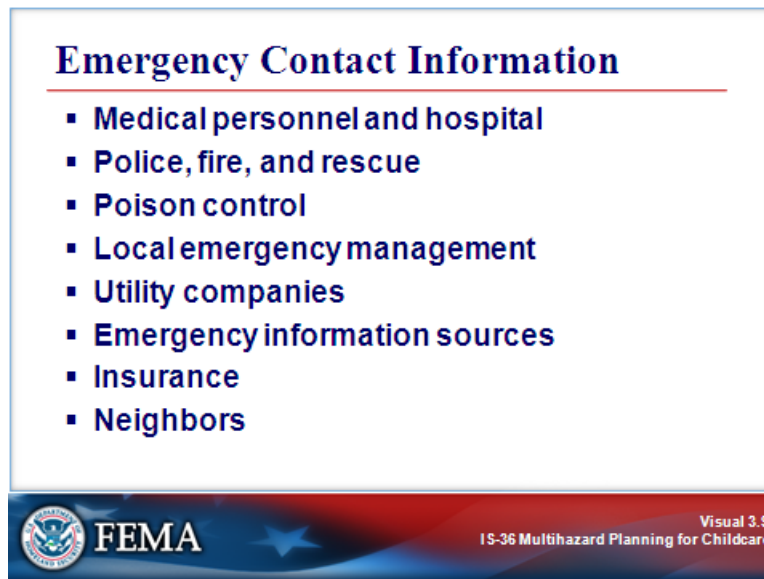
to have my child, _____ treated by a licensed medical professional.

    (child's name)

**Parent/Guardian
Signature:** _____ **Date:** _____

CONTACT INFORMATION

Visual 3.9

Key Points

In addition to knowing how to contact parents or guardians, you need to be able to quickly contact emergency personnel when something happens.

Post emergency contact information in obvious locations and include names, phone numbers, and email addresses for the following resources:

- Medical personnel and hospital
- Police, fire, and rescue
- Poison control
- Local emergency management
- Utility companies
- Emergency information sources (radio stations, TV stations, NOAA radio frequency for your area)
- Insurance
- Neighbors

The job aid on the following page includes a sample emergency contact sheet.

Job Aid: Sample Emergency Contact Sheet

Post this sheet in obvious locations in case of an emergency.			
	Name	**Phone**	**Email**
Medical Emergency (911)			
Police (911)			
Fire (911)			
Rescue (911)			
Hospital			
Poison Control (800-222-1222)			
Local Emergency Management			
Electric Company			
Gas Company			
Water Company			
Waste Disposal			
Insurance Provider			
Emergency Information Sources			
Local Television Stations	Channel: _____ Phone: _____ Contact: _____ Channel: _____ Phone: _____ Contact: _____ Channel: _____ Phone: _____ Contact: _____ Channel: _____ Phone: _____ Contact: _____		
Local Radio Stations	Station: _____ Phone: _____ Contact: _____ Station: _____ Phone: _____ Contact: _____ Station: _____ Phone: _____ Contact: _____ Station: _____ Phone: _____ Contact: _____		
NOAA Weather Station	Frequency: _____ *For your area frequency, go to: http://www.nws.noaa.gov/nwr/listcov.htm*		

PROCEDURES

Visual 3.10

Key Points

An important component of planning and preparedness is having documented procedures to address emergency situations.

Another simple but important process to ensure the safety and security of your children and site is implementing sign-in and sign-out procedures. These procedures are necessary so you know who is at your site and who is not, especially during an emergency. You need to be able to easily account for children during an emergency. You do not want to spend valuable time looking for a child who has left or did not show up that day.

If you have a large population of children at your site, you may need to implement attendance procedures for each group of children. In such circumstances, ensure your staff knows which children they have the responsibility to track.

If you have many visitors that stay on site, you may need to include them in your sign-in/sign-out procedures.

The job aid on the following page includes a sample sign-in/sign-out sheet. As children are dropped off and picked up, have the authorized parent or guardian sign the child in or out.

Job Aid: Sign-In/Sign-Out Sheet

Child's Name	Time In	Time Out	Parent/Guardian	Staff Releasing

PROCEDURES

Visual 3.11

Key Points

You may need to close your site because of weather, utility outages, emergency situations, or extreme illness.

In case of a site closure, effective procedures for notifying parents or guardians are essential. Identify:

- Who will make the decision to close the site.
- How the decision will be made (for example, weather, road conditions, local school district closings, etc.).
- How you will notify parents or guardians.
- When parents, guardians, and staff will be notified of site closing.

Use the job aid on the following page to identify roles, responsibilities, and processes for when you need to close your childcare site.

Job Aid: Site Closing Procedures

Specify how each of the following procedures will be implemented.
The decision to close the facility will be made by: • • •
The decision will be based on (weather forecasts, school closings, road reports, etc.):
Time by which the decision to close will be made (night before, early morning before first child arrives):
Parents will be notified of the closing by: •   Text message to parents/guardians. •   Television (identify station(s)):   •   Radio (identify station(s)):   •   Phone calls to each parent (telephone trees are helpful if your facility serves many families): Who will call? How will you note the call was made? What is the process if you cannot contact a parent?
The following message will be placed on the facility phone line with closing information:
List additional procedures for your site below:

PROCEDURES

Visual 3.12

Key Points

In some emergency situations, it may be best to stay in your site to remain safe—for example, when a tornado has been spotted or if local officials tell you the air outside is unsafe or if there is a police chase in your neighborhood. This is known as "sheltering-in-place."

Start by identifying where you will take everyone for:

- Weather concerns (e.g., tornado). Select a room in the basement or an interior room on the lowest level away from corners, windows, doors, and outside walls.
- Contaminated air. If local authorities say that air is badly contaminated and recommend sheltering, you will need to shelter in a room where you can create a barrier between you and the contaminated air.
- Outside dangers (e.g., threats from criminals or dangers from wild animals). If there is a threat outside, you will need to bring and keep everyone inside to keep them safe. This practice or procedure is often called a reverse evacuation.

PROCEDURES

Visual 3.13

Key Points

Determine procedures to follow for sheltering-in-place, including:

- If outside, have children and staff go inside as quickly as possible.
- Notify everyone of the need to shelter.
- Account for all children and staff.
- Have everyone go to the identified shelter location.
- Ensure you have emergency kits, first aid kits, phones, and radios in the shelter location.
- Listen to the radio for instructions.

Use the job aid on the following page to identify roles, responsibilities, and processes for sheltering-in-place at your childcare site.

Job Aid: Shelter-in-Place Procedures

Specify how each of the following procedures will be implemented.
Identify shelter locations (Who will identify? How will they be identified? Will there be multiple locations?):
Ensure shelter locations: • Are clearly marked. • Are free of items that may fall during sheltering. • Have emergency lighting and sufficient ventilation.
The decision to shelter-in-place will be made by:
The decision to shelter will be based on (notification from local officials, weather forecasts, etc.):
911 will be called by:
Staff will be notified of sheltering and where to shelter by (announcement, phone call, etc.):
Staff will account for the children under their care, including: • Bringing children inside. • Taking attendance at appropriate points in the process (designate). • Getting children to designated sheltering rooms.
Designated staff will bring to the shelter location(s): • Emergency kits. • First aid kits. • Supplies for sealing rooms, if necessary. • Activities for children.
Designated staff who will monitor the radio for instructions:
For contaminated air scenarios, designated staff will: • Seal the room. • Close curtains or blinds. • Shut off HVAC systems.
List additional procedures for your site below:

PROCEDURES

Visual 3.14

Procedures: Contaminated Air

- Shut and lock doors and windows.
- Turn off air conditioner, heat, and/or fans.
- Seal the room by taping up windows, vents, and exhausts.
- Close curtains or blinds.
- If air starts to bother children or staff, hold wet cloths over the nose and mouth or go into the bathroom, close the door, and turn on the shower.

Visual 3.14
IS-36 Multihazard Planning for Childcare

Key Points

If you are notified to shelter because of contaminated air, you will need to take some additional precautions:

- Shut and lock all outside doors, windows, and as many internal doors as possible.
- Turn off air conditioner, heat, and/or fans.
- Seal the room by taping up windows, vents, and exhausts—any opening to the outside—with plastic wrap, aluminum foil, or wax paper and duct tape.
- Close curtains or blinds.
- If air starts to bother children or staff, hold wet cloths over the nose and mouth or go into the bathroom, close the door, and turn on the shower.

PROCEDURES

Visual 3.15

Key Points

In some emergency situations—fire, explosion, and some weather and geological events—it will not be safe to stay in or around your facility.

You should designate three different locations for evacuation, based on the type of emergency:

- **Neighborhood/area evacuation site.** This location is someplace close to your facility and will be used when you need to evacuate but your neighborhood is still safe (for example, there's a fire at your facility).

- **Out-of-neighborhood/area evacuation site.** This site is further away from your facility and would be used for a more widespread threat (for example, wildfire, gas leak, or flooding).

- **Out-of-town evacuation site.** This site would be a place to go when your town or city is inaccessible or being evacuated (for example, in the event of an environmental hazard, widespread flooding, or a hurricane).

PROCEDURES

Visual 3.16

Key Points

Your evacuation procedures should address:

- Who determines when an evacuation is necessary?
- Who will call 911?
- What evacuation routes, sites, and exits should be used?
- How will you get children out (e.g., using a buddy system; identifying people to assist; using cribs, wagons, and strollers to enable one person to evacuate several children; etc.)?
- Who will take emergency kits?
- When and how will you account for children?
- How will children be transported to long-distance evacuation sites?
- Any special considerations.

Use the job aid on the following page to identify roles, responsibilities, and processes for evacuation at your childcare site.

Job Aid: Evacuation Procedures

Specify how each of the following procedures will be implemented.	
Evacuation routes and exits will be designated and posted by:	
Evacuation site locations will be communicated to parents by:	
Evacuation sites are: • Neighborhood: • Out-of-neighborhood: • Out-of-town:	We will get to the sites by: • Walking • Using staff or facility vehicles • Using staff or facility vehicles
Evacuation specifics for: • Infants (e.g., use evacuation cribs or have infant carrying devices) • Children with access and functional needs	
The decision to evacuate will be made by:	
The decision to evacuate will be based on:	
911 will be called by:	
Staff will be notified of evacuation and where to evacuate to by (announcement, phone call, etc.):	
Emergency kits and medications will be brought to the evacuation site by:	
Utilities will be shut off by:	
Facility will be secured by:	
Staff will account for the children in their care: • Prior to evacuation by: • At an initial safe location by: • At the evacuation site by:	
Parents will be notified of the evacuation by: • Person responsible: • Process for notification (phone, email, local media notification):	
List additional procedures for your site below:	

PROCEDURES

Visual 3.17

Key Points

If you have to evacuate your site and cannot return to it, you need to know how you will reunite children with their parents or guardians.

Your reunification procedures should address:

- Reunification locations.
- Parent notification of your designated evacuation sites.
- Requirements for release of children (showing identification, filling out child release forms, being listed among those who can pick child up, etc.).
- Process for documenting that the child was picked up.
- Procedures if child is missing or was not present that day.
- Procedures for children not picked up (e.g., identifying other contacts (grandparents, relatives), notifying authorities).

Reunification procedures are closely linked to your other procedures. If you have clearly defined evacuation procedures, clear sign-in and sign-out processes, and updated contact information, you will more likely have a seamless reunification process.

Use the job aid on the following page to identify roles, responsibilities, and processes for reuniting children with parents/guardians if you have to evacuate your childcare site.

Job Aid: Reunification Procedures

Specify how each of the following procedures will be implemented.
Notify parents/guardians of evacuation sites (identify who will tell parents/guardians, how will they be notified, etc.): • In advance of evacuation: • When evacuating: • After evacuating:
Children can be picked up by: • Parents/guardians designated on emergency contact sheets. • Others identified on emergency contact sheets.
Designated staff will account for the children under their care and have a record of who was picked up by whom by (identify the staff, process, documents, etc.):
Special procedures for when a child is transported for medical care (identify who will accompany children, where they will go, how you will account for them, etc.):

PROCEDURES

Visual 3.18

Key Points

Children, especially young children (infants and toddlers), often require additional assistance in an emergency. It is important that your preparedness planning addresses how you will support each child in your care.

Your plan also needs to address those children in your care with other additional needs such as medication, equipment (service animals, wheelchairs, glasses, crutches, etc.), and communication requirements.

During your planning, think about what children with access and functional needs might need if there were:

- No water or electricity.
- No access to medication.
- Separation from family.
- Lack of health care or emergency services.
- No access to formula, baby food, or other dietary items.

Use the job aid on the following page to identify roles, responsibilities, and processes to ensure the needs of all children are included in your emergency plan.

Job Aid: Children With Access and Functional Needs

Specify how each of the following procedures will be implemented.

Track any access and functional requirements and how they will be addressed:
• Create a list of children with access and functional needs and identify if the needs are temporary.
• Identify accommodations for:
   o Normal operations.
   o Sheltering.
   o Evacuation.
   o Drills and practice.
   o No water or electricity.
• Include information on medications, equipment, and allergies.
• Assign staff to the children with access and functional needs.
• Identify, provide, and track any training required to care for the child.

Identify processes for medications and other equipment during an emergency: • Included in emergency kit. • How to transport. • How to store.
How you will ensure medical personnel are aware of child's needs: • Forms you will provide. • Who will get copies of forms? Emergency transport? Doctors? Other caregivers?
Special procedures to follow when child is transported for medical care (identify who will accompany the child, any accommodations required during transport, etc.):

EMERGENCY SUPPLIES

Visual 3.19

Key Points

You will need an emergency kit when sheltering and evacuating.

These kits should include:

- **For sheltering:** Enough food, water, and other items to last for 72 hours for each child and adult.

- **For evacuating:** Supplies in something easy to carry (e.g., backpacks or roller bags).

Use the job aids on the following pages to identify items you need for your emergency kits for sheltering and for evacuation.

Job Aid: Emergency Kit Checklist for Sheltering

✓	Item
	Emergency contact information for children and staff
	Disposable diapers
	Water (1 gallon per person per day – 3 gallons per person)
	Food (do not include any items that any of the children have allergies to)
	Battery-powered or hand-crank radio and a NOAA Weather Radio with tone alert and extra batteries for both
	Flashlight and batteries (in each room)
	Non-electric can opener
	Medications
	Disposable cups, bowls, plates, utensils
	Paper towels, toilet paper
	Hand sanitizer
	Blankets
	Whistle to signal for help
	Dust mask
	Moist towelettes, garbage bags, and plastic ties for personal sanitation
	Wrench or pliers to turn off utilities
	Cell phone with charger, inverter, or solar charger
	Clothing for each person (jacket, pants, shirt, shoes, hat, gloves)
	Blanket or sleeping bag for each person
	Rain gear
	Fire extinguisher
	Matches in waterproof container
	Signal flare
	Paper and pencil
	Household chlorine bleach (keep in a secure location, away from children's access)

Job Aid: Emergency Kit Checklist for Evacuation

✓	Item
	Emergency contact information for children and staff
	First aid kit
	Medications
	Dry or canned infant formula
	Water
	Granola/energy bars (remember to take into consideration children's food allergies when packing the emergency kits)
	Books, games, toys
	Safety blankets
	Cell phone and charger
	Money (cash or traveler's checks)
	Compass
	Matches in waterproof container

RECOVERY

Visual 3.20

Key Points

After an emergency, you will want to return to operations as quickly as possible. Careful planning can help make recovery more efficient. You need to consider how you will restore your physical site, business operations, and the physical and emotional well-being of both children and staff after a disaster.

To get up and running quickly after an incident, you need to plan for how you will restore your physical site in both the short term and the long term.

- Identify where you will conduct both short-term and long-term operations if you are not able to use your site.
- List the supplies you will need to operate and where you will get them.
- Identify companies and resources for restoring your site (e.g., debris removal, repairs, painting, construction, and/or landscaping).
- Take photographs of the interior and exterior of your site and store them in a safe place. These photographs can be used for insurance claims.
- Maintain a current inventory of equipment and supplies for insurance.

RECOVERY

Visual 3.21

Key Points

In order to return to operating your business as soon as possible, in your planning process identify:

- Where you will store your business records.
  - o Store important documents in a waterproof, fireproof container.
  - o Consider having duplicate records offsite in case those at your site are destroyed.
  - o Have a backup plan for electronic files.

- How you will let parents and guardians know your site is closed and when it will reopen.
  - o Have up-to-date contact information in your records.
  - o Provide parents with emergency contact information for you and your childcare center.

- Contracts or agreements to put in place for alternate sites and services.

RECOVERY

Visual 3.22

Key Points

After an incident, people may experience both psychological and emotional impacts. It is important to plan for how you will address children's needs, including the following considerations:

- Observe children's behavior and accept the changes.
- Listen to children's concerns and feelings.
- Keep normal routines.
- Be calm and reassuring.
- Limit media exposure.
- Teach calming techniques.
- Provide support to the child's family.

Find out if your local community or schools have psychological recovery information and tools available for your site.

The job aid on the following page lists tips for managing the psychological impacts of an incident.

Job Aid: Tips for Managing the Psychological Impacts of an Incident

Childcare providers have a role in managing psychological trauma following an incident, including:

- **Identify at-risk children.**
  Victims that have been physically or sexually abused may be at a higher risk of developing post-traumatic stress.

- **Develop partnerships with local mental health practitioners.**
  Immediately after an incident, there are often enough caregivers to assist victims with short-term grief. Over time, the availability of resources for long-term treatment dwindles. Reaching out to social workers, psychologists, and other mental health practitioners in the community helps you secure access to these long-term services.

- **Strengthen and encourage peer support.**
  Victims can draw strength and develop coping strategies from friends in their peer group. Additionally, these friendships help decrease isolation and encourage discussion.

- **Look for symptoms of psychological stress, including:**
  - **Preschool:** Thumb sucking, bedwetting, clinging to parents, sleep disturbances, loss of appetite, fear of the dark, regression in behavior, and/or withdrawal from friends and routines.
  - **Elementary/middle school:** Irritability, aggressiveness, clinginess, nightmares, school avoidance, poor concentration, and/or withdrawal from activities and friends.
  - **High school:** Sleeping and eating disturbances, agitation, increase in conflicts, physical complaints, delinquent behavior, and/or poor concentration.

- **Support recovery by designing activities that:**
  - **Encourage students to talk about disaster-related events.**
    Children need an opportunity to discuss their experiences in a safe, accepting environment. Although group discussions are a good vehicle for validating children's feelings about their experiences, it is important to end such discussion on a positive note by focusing on things that promote a sense of security, mastery, or preparedness. This positive wrap-up may come from students themselves, and teachers can reinforce or elaborate on these points.
  - **Promote positive coping and problem-solving skills.**
    Activities should teach children how to apply problem-solving skills to incident-related stressors. Children should be encouraged to develop realistic and positive methods of coping that increase their ability to manage their anxiety, and to identify which strategies fit with each situation.
  - **Encourage friendship and peer support among students.**
    Children with strong emotional support from others are better able to cope with adversity. Relationships with peers can provide suggestions for how to cope with difficulties and can help decrease isolation.

Job Aid: Tips for Managing the Psychological Impacts of an Incident, continued

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Example Activities:

- **Preschool and Elementary School Activities:**
  - Encourage class activities in which children can organize or build projects (scrapbooks, replicas, toys, etc.) to give them a chance to organize and process what may be chaotic and confusing feelings and events.
  - Encourage games and physical activity to relieve tension and anxiety.
  - Ask children to draw pictures of the incident or whatever comes to their minds. Talking about the picture later with a teacher or in a small group may help them to process their experiences and discover that others share their fears, sadness, etc.
  - Have children either write or listen to short stories about the incident. This activity can help children verbalize fears as well as get back in touch with previous positive associations about a disruption.
  - Children can draw, write, or talk about what they remember, or respond to questions or topics such as:
    - What happened after the storm hit?
    - How did you help your family during or after the disaster?
    - How could you help your family if you were in another disaster?
    - Did anything good or positive happen because of the disaster? Did you learn anything from what happened to you?

- **Middle School/Junior High and High School Activities:**
  Childcare providers can use many of the basic principles outlined in the suggestions for younger children with older students. In addition:
  - Give children opportunities to use art, music, or poetry to describe experiences and express feelings.
  - Encourage children to keep a journal, or write and produce a play or a video.

RECOVERY

Visual 3.23

Key Points

Your plan also needs to address how you will support parents and staff after an incident.

This part of your plan might describe:

- Steps to take to assist others in regaining a positive attitude and reducing stress (e.g., encourage exercise, identify support groups, and encourage making time for family and friends).
- Recovery resources that are available in the community (e.g., shelters, childcare resource and referral agency).

PUTTING YOUR PLAN TOGETHER

Visual 3.24

Key Points

Now that you understand the procedures you need to develop to be prepared, let's look at how to put these together in a plan. The type of plan you choose for your site is based on the number of children cared for and the complexity of your site.

Small sites may develop a simple emergency action plan that includes:

- How to contact parents/guardians.
- What medical information you need to collect on each child.
- How to contact emergency services.
- What to do if you need to stay put (shelter-in-place).
- What to do if you need to leave your site (evacuate).
- How to get children back to their parents/guardians (reunification).
- How you will accommodate the needs of each child in your care.

PUTTING YOUR PLAN TOGETHER

Visual 3.24, continued

Large sites may develop an emergency operations plan (EOP) that includes:

- **A basic plan:** Describes expected hazards, outlines roles and responsibilities, and explains how you keep the plan current.
  - o Introductory Material
  - o Purpose, Scope, Situation Overview, and Assumptions
  - o Concept of Operations
  - o Organization and Assignment of Responsibilities
  - o Direction, Control, and Coordination
  - o Communications
  - o Administration, Finance, and Logistics
  - o Plan Development and Maintenance
  - o Authorities and References

- **Functional annexes:** Describe procedures and missions for many hazards. Examples include: evacuation, shelter-in-place, and parent-child reunification.

- **Hazard-specific annexes:** Describe strategies for managing specific hazards.

What type of plan do you have or might you use?

PUTTING YOUR PLAN TOGETHER

Visual 3.25

Who Reviews Your Plan?
- Local/county emergency manager
- Parents
- First responders
- Local schools and local school district
- State department of health
- Childcare site insurance carrier
- Utility company personnel
- Local business and industry personnel
- Childcare organizations

FEMA
Visual 3.25
IS-36 Multihazard Planning for Childcare

Key Points

Once you have a plan, it needs to be reviewed; whether it is a simple emergency action plan or a more formal emergency operations plan.

Include those people in your community that you solicited for input into your plan as part of your review and approval process, including:

- Local/county emergency manager.
- Parents.
- First responders.
- Local schools/school district.
- State department of health.
- Childcare site insurance carrier.
- Utility company personnel.
- Local business and industry personnel.
- Childcare organizations.

The Federal Emergency Management Agency (FEMA) encourages engaging the whole community in your planning process.

PUTTING YOUR PLAN TOGETHER

Visual 3.26

Key Points

As part of your emergency plan, your site may want to include Incident Command System (ICS) principles. ICS provides a standardized incident management approach to ensure effective response during an emergency and to protect the children and staff.

To become familiar with ICS principles, structure, and roles, FEMA has the following independent study courses available:

- IS-100.SC: Introduction to the Incident Command System for Schools
- IS-700: National Incident Management System (NIMS), An Introduction

PUTTING YOUR PLAN TOGETHER
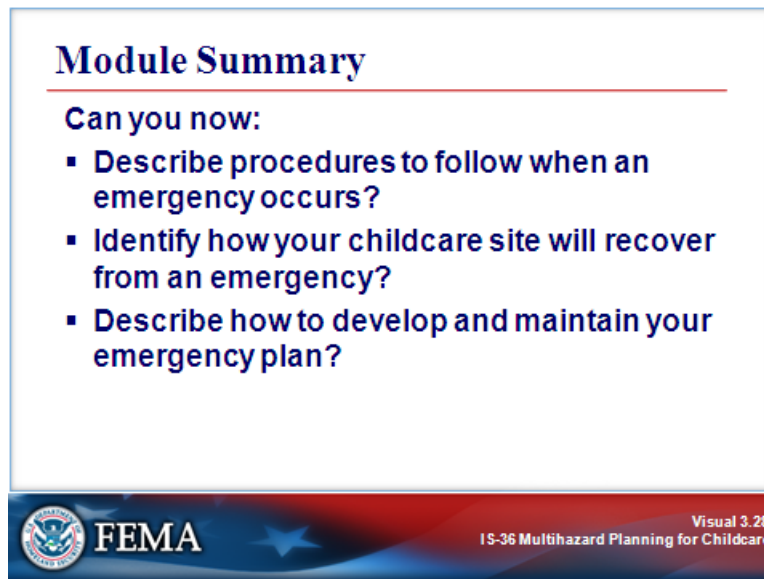
Visual 3.27

Key Points

Purpose: This activity will give you the opportunity to identify procedures that need to be added or improved in your emergency plan.

Instructions: Working individually, review your plan and answer the following questions:

- What processes and procedures are you missing?

- What do you need to add?

- What processes and procedures do you have in place?

- How can you improve existing processes and procedures?

MODULE SUMMARY

Visual 3.28

Key Points

Some resources to assist your childcare site with the development of your plan are listed below:

- The U.S. Department of Health and Human Services, Administration for Children & Families has information on States' requirements about emergency planning for childcare sites: www.acf.hhs.gov
- The U.S. Department of Education has information on crisis planning and recovery for communities and schools: www.ed.gov
- The National Clearinghouse for Educational Facilities has information on emergency planning, preparedness, and response: www.ncef.org
- The U.S. Department of Health and Human Services has an emergency preparedness toolkit with general planning tips and information on evacuation and sheltering: www.hhs.gov
- FEMA's Comprehensive Preparedness Guide (CPG) 101 has information on developing an emergency operations plan: www.fema.gov/about/divisions/cpg.shtm