

IS-0366.a



FEMA

Planning for the Needs of Children in Disasters
TOOL KIT

FEDERAL EMERGENCY MANAGEMENT AGENCY
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- Save the Children
- The American Red Cross
- The International Association of Emergency Managers
- The American Academy of Pediatrics
- Virginia Department of Education

Additional Resources for Planning for Children's Needs in Disasters

Many resources available to state and local emergency managers, planners, child care providers, child service agencies, and schools in planning for the needs of children in disasters are available from the agencies listed below.

- Save the Children
- The American Academy of Pediatrics
- Terrorism and Disaster Center at University of Oklahoma Health Sciences Center
- Virginia Department of Education

Save the Children

Save the Children, U.S. Programs, Domestic Emergencies Unit. (2007, September). *The Unique Needs of Children in Emergencies: A Guide for the Inclusion of Children in Emergency Operations Plans*. Fairfield, CT: Save the Children Federation, Inc. Available from <http://www.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/children-emergencies-planning-guide-2010.pdf>

Save the Children. (ca 2014). *Prep Rally Family Guide (Get Ready Get Safe Campaign)*. Fairfield, CT: Author. Available from http://www.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/121914_PREPRALLY_FAMILY_FINALA.PDF.

The American Academy of Pediatrics

The American Academy of Pediatrics hosts several sample emergency information forms that can be used by parents, child care providers, schools, and pediatricians in order to be prepared to manage children's medical needs during a disaster or emergency. These forms are available on their website at www2.aap.org/advocacy/emergprep.htm. A few of the sample emergency medical information forms are cited below.

American Academy of Pediatrics & American College of Emergency Physicians. (ca 1999) *Sample Electronic Emergency Information Form*. Available from <http://www2.aap.org/advocacy/blankform.pdf>

American Academy of Pediatrics. (ca 2010) *Emergency Information Form For Children With Special Health Care Needs*. Available from <http://www2.aap.org/advocacy/EIFTemp09.pdf>

Terrorism and Disaster Center at University of Oklahoma Health Sciences Center

The Terrorism and Disaster Center at the University of Oklahoma Health Sciences Center hosts several resources to aid parents, schools, child care providers, and mental health professionals to manage children's psychological and emotional needs during and following a disaster or emergency. These resources are available from their

website at <https://www.oumedicine.com/psychiatry/research/terrorism-and-disaster-center>. A few of these resources are cited below.

Allen, S. (2014). *Resilience and Coping Intervention for Schools (RCI-S)*. Columbia, MO: University of Missouri, Disaster and Community Crisis Center. Available from https://www.oumedicine.com/docs/default-source/ad-psychiatry-workfiles/rci_schools_manual_2015.pdf

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Further Reading

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National Association of Child Care Resource and Referral Agencies (NACCRRA). (2011). *Is Your Child Care Program Ready? A Disaster Planning Guide for Child Care Centers and Family Child Care Homes*. Arlington, VA: Child Care Aware of America. Available from www.naccrra.org/publications.

Save the Children, U.S. Programs, Domestic Emergencies Unit. (2007, September). *The Unique Needs of Children in Emergencies: A Guide for the Inclusion of Children in Emergency Operations Plans*. Fairfield, CT: Save the Children Federation, Inc. Available from <http://www.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/children-emergencies-planning-guide-2010.pdf>

United States Government Accountability Office. (2007, May 17). *Emergency management: Status of school districts' planning and preparedness* (GAO-07-821T). Washington, D.C.: Author. Available from www.gao.gov/new.items/d07821t.pdf

Course References

The following is a list of references cited in this course. Many of these references contain valuable tools and information for planning for the needs of children in disasters. Use these references to support or increase your understanding of the material in this course.

American Federation of Teachers. (Jun 29, 2011). *AFT Alabama Members Rebuild After Tornado*. [Video file] AFTHQ Youtube Channel. Available from <https://youtu.be/gzWwii9cEVk>

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Agency for Healthcare Research and Quality. (2009, January). *School-Based Emergency Preparedness: A National Analysis and Recommended Protocol*. (Pub No. 09-0013). Rockville, MD: Author. Available from <https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Children-and-Disasters/Documents/MANUAL-09-internacional-2011.pdf>

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Video References

The Children of Katrina and Rita

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Bullock, J., Haddow, G., & Coppola, D. (2010). *Managing Children in Disasters: Planning for their Unique Needs*. Boca Raton, FL: CRC Press.

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Child Care: The Backbone of the Community

Save the Children. (2007, June). *Child Care: An Essential Service for Disaster Recovery*. In Issue Brief Number Three. Fairfield, CT: Author. Available from http://www.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/issuebrief3_07.pdf

A Close Call for Wichita Schools

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FEMA. (2002, August). *Protecting School Children from Tornadoes: State of Kansas School Shelter Initiative*. (FEMA Mitigation Case Studies). Available from FEMA's Resource and Document Library at http://www.fema.gov/media-library-data/20130726-1515-20490-9542/ks_schools_cs.pdf

FEMA for Kids in Schools

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A Narrow Escape

Norman, OK National Weather Service Weather Forecast Office. (2009, April 9). *The Wildfire Outbreak of April 9th, 2009*. (Significant Weather Events series). Available from <http://www.srh.noaa.gov/oun/?n=events-20090409>

AFT Teachers Discuss Rebuilding

American Federation of Teachers. (Jun 29, 2011). *AFT Alabama Members Rebuild After Tornado*. [Video file] AFTHQ Youtube Channel. Available from <https://youtu.be/gzWwii9cEVk>

FEMA for Kids: Sharing Stories to Heal

Grafe, J. (Producer). (2013, June 21). *Sharing Stories to Heal*. [Video file]. Moore, OK: Federal Emergency Management Agency and RaiseSomeHope.org. Available from <https://www.fema.gov/media-library/assets/videos/82862>

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HANDOUTS

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Handout 5.1: School Violence Prevention and Intervention Checklist

Checklist Element	Yes	No	N/A	Implement	Improve
1. All exterior doors have non-removable hinge pins.					
2. Exterior doors, unless designated for entry, have no exterior hardware.					
3. Exterior doors have a protective plate covering locks.					
4. Double doors have an astragal.					
5. All operable windows have hardware in working condition.					
6. Required exit doors are equipped with panic hardware.					
7. Hallways leading to required exit doors are kept clear and unencumbered with furniture.					
8. A master key control system is in place to monitor keys and duplicates.					
9. Doors accessing internal courtyards are tied into the central alarm system.					
10. The school has developed written regulations regarding access to and use of the building by school personnel after regular school hours.					
11. Staff members who remain after hours are required to sign out.					
12. Staff members must lock unoccupied classrooms when not in use.					
13. High-risk areas such as the office, cafeteria, computer rooms, music room, shops and labs are protected by high security locks and an alarm system.					

Checklist Element	Yes	No	N/A	Implement	Improve
14. The security alarm system receives regular maintenance and/or testing.					
15. Building security at night is provided by either: <ul style="list-style-type: none"> adequate exterior directional lighting, or total blackout. 					
16. All school equipment is permanently marked with an identification number.					
17. The school maintains record of all maintenance on doors, windows, lockers, and other areas of the school.					
18. One person is designated to perform the following security checks at the end of each day: <ul style="list-style-type: none"> Check that all classrooms and offices are locked. Check all restrooms and locker rooms to ensure that everyone has left the building. Check all exterior entrances to ensure that they are locked. Check all night-lights to ensure that they have been turned on. Check the security alarm system. 					
19. The school has a maintenance schedule for checking: <ul style="list-style-type: none"> Lights Locks and other hardware Storage sheds/areas Portable classrooms (trailers) Other 					

This checklist was adapted from Virginia Department of Education. (2000). School Safety Audit Protocol. Available from http://www.doe.virginia.gov/support/safety_crisis_management/school_safety/audits/sch_safety_audit_protocol.pdf.

Handout 5.2: Involving Students in Prevention Checklist

Checklist Element	Yes	No	N/A	Implement	Improve
1. Students are represented on the school planning and/or exercise team.					
2. The school provides opportunities for student leadership related to prevention and safety issues.					
3. The school provides adequate recognition opportunities for all students.					
4. Students are provided encouragement and support in establishing clubs and programs focused on safety.					
5. Students are adequately instructed in their responsibility to avoid becoming victims of violence, (i.e., by avoiding high-risk situations and seeking help from adults).					
6. Students have the opportunity to participate in a conflict resolution program.					
7. Students have the opportunity to learn about bullying prevention, as well as conflict resolution, the prevention of sexual harassment, and prevention of suicide.					
8. The school provides some form of an anonymous hot line whereby students may report incidents or suspicious activities.					

This checklist was adapted from Virginia Department of Education. (2000). School Safety Audit Protocol. Available from http://www.doe.virginia.gov/support/safety_crisis_management/school_safety/audits/sch_safety_audit_protocol.pdf.

Handout 5.3: Partnering with Law Enforcement

Checklist Element	Yes	No	N/A	Implement	Improve
1. The school reports incidents of crime and violence to law enforcement officials.					
2. Law enforcement personnel are an integral part of the school's safety planning process.					
3. The school has developed and maintained an effective relationship with law enforcement.					
4. The school and local law enforcement have developed a memorandum of agreement, (MOA), defining the roles and responsibilities of both.					
5. Law enforcement personnel provide a visible and regular presence on campus during school hours and at school-related events.					
6. Law enforcement provides after hours patrols of the school site.					

This checklist was adapted from Virginia Department of Education. (2000). School Safety Audit Protocol. Available from http://www.doe.virginia.gov/support/safety_crisis_management/school_safety/audits/sch_safety_audit_protocol.pdf.

Handout 5.4: School Violence Prevention and Intervention Checklist

Checklist Element	Yes	No	N/A	Implement	Improve
1. Students have access to conflict resolution programs.					
2. Students are assisted in developing anger management skills.					
3. Prevention of harassment is emphasized school wide.					
4. Bilingual and multicultural resources are available to students and staff members.					
5. Programs are available for students who are academically at-risk.					
6. Students may ask for help without the loss of confidentiality.					
7. Students and parents are aware of community resources.					
8. A bully prevention program is in place.					
9. The school has a well-developed network of service providers to which students can be referred.					
10. Crisis prevention is an integral part of the school's safety plan; that is, practice of emergency drills and evacuation, a partnership with law enforcement officials, metal detection capability, and adequate adult monitoring at all times.					
11. Adequate suicide prevention support systems are in place for students.					
12. The school has implemented a character education program in accordance with the State code.					

This checklist was adapted from Virginia Department of Education. (2000). School Safety Audit Protocol. Available from http://www.doe.virginia.gov/support/safety_crisis_management/school_safety/audits/sch_safety_audit_protocol.pdf.

Handout 6.1.
Recommended Roles for School Personnel during Evacuation / Relocation, Shelter-in-place, or Lockdown

Role	Evacuation/Relocation	Shelter-in-Place	Lockdown
Principal	Make an announcement over the PA system while crisis team members deliver instructions to key staff.	Make an announcement over the PA system and mobilize the crisis team. Designate staff who would take responsibility for “sweeping” the hallways and bathrooms to ensure that children are in the proper places and are accounted for.	Initiate lockdown if a threatening, suspicious, or violent intruder is found in the building; trying to enter the building; or if their imminent presence is suspected. Dial 911 and notify town emergency responders. Make an announcement over the PA system. Mobilize the crisis team.
Crisis Team	Initiate the response. Inspect the building and direct students to exits and assembly areas. Carry walkie-talkies and cell phones. Communicate with town emergency response teams. Communicate regularly with staff regarding the status of the emergency	Inspect the building and playground and direct staff and students to shelter area. Communicate with town emergency responders. Maintain communication with the central office (or other incident command center) using walkie-talkies or cell phones.	Attempt to identify the area of intrusion. Maintain communication using walkie-talkies or cell phones.
Secretarial Staff	Bring the attendance roster for students and staff to the alternate site, and take the go kit.	Bring the attendance roster for students and staff and the substitute list.	Dial 911 and contact the principal if they witness a violent situation. Bring the attendance roster for students and staff and the substitute list. Bring the go kit to a safe location in the building.

Role	Evacuation/Relocation	Shelter-in-Place	Lockdown
<p>Teachers and Other Support Staff</p>	<p>Assist children with mobility difficulties.</p> <p>Take their classroom go kit.</p> <p>Lead students through evacuation using designated routes.</p> <p>Check lavatories and other areas of the building where students may be unsupervised in order to assure evacuation is complete.</p> <p>Take attendance and report any missing students to a crisis team member.</p> <p>Lead their students to the off-site location in the event of relocation following the designated route.</p> <p>Stay with their students until further instructions are given.</p>	<p>Move students indoors to the common area.</p> <p>Assist children with mobility difficulties.</p> <p>Take attendance and inform the crisis team of any children that are missing.</p> <p>Close all windows and doors, and pull down shades prior to exiting the classroom.</p> <p>Place a wet paper towel over the nose and mouth for temporary respiratory protection, inform the incident command center and, potentially, relocate to another part of the building if there appears to be contamination within the shelter.</p> <p>Remain with their students until an “all clear” is given.</p>	<p>Contact the central office immediately if they witness a violent or potentially violent situation.</p> <p>Have students in the hallway enter their classroom.</p> <p>Check lavatories and have those students using the facilities enter the closest classroom.</p> <p>Turn off lights, lock classroom doors and windows, and, if it is safe to do so, pull the shades.</p> <p>Keep students away from windows and doors.</p> <p>Take attendance and report missing and extra students to the office.</p> <p>Have students stop and drop to the floor if a gunshot or explosion is heard.</p> <p>Maintain a calm environment and reassure students that everything is being done to return the situation to normal.</p> <p>Remain in the classroom until further instructions are given by the principal.</p>

Role	Evacuation/Relocation	Shelter-in-Place	Lockdown
School Nurse	<p>Bring the emergency medical kit and the first aid kit.</p> <p>Bring student emergency cards and medical information.</p> <p>Monitor students with special medical needs and notify the administration of any urgent medical needs.</p>	<p>Follow instructions for school staff if students are in the health room.</p> <p>Bring the emergency medical kit and the first aid kit.</p> <p>Bring student emergency cards and medical information.</p> <p>Monitor students with special medical needs, and notify the administration of any urgent medical needs.</p>	<p>Dial 911 and contact the principal if they witness a violent situation.</p> <p>Follow instructions for lockdown if students are in the health room, and communicate with other members of the crisis team.</p>
Custodians	<p>Maintain communication with the administration who may assign specific tasks.</p> <p>Inspect the building following an evacuation.</p> <p>Assume responsibility for building safety and carry a school floor plan, which includes the location of utility shut-off valves.</p>	<p>Shut down the classroom/building HVAC system.</p> <p>Turn off local fans in the area.</p> <p>Close doors and windows.</p>	<p>Lock all entrances to the building.</p> <p>Maintain communication with administration.</p> <p>Carry school floor plan showing shut-off valves for all utilities.</p>

Adapted from: Agency for Healthcare Research and Quality. (2009, January). School-Based Emergency Preparedness: A National Analysis and Recommended Protocol. (Pub No. 09-0013). Rockville, MD: Author. Available from <https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Children-and-Disasters/Documents/MANUAL-09-international-2011.pdf>.