Disaster Emergency Evacuation Preparedness
D.E.E.P.™

Manual 1

A guide to manage the essential elements of disaster preparedness strategies

Prepared by the AZDHS Bureau of Child Care Licensing D.E.E.P. Committee
For child care providers in Arizona

Introduction

The purpose of this document is to provide information to child care directors, providers, staff, parents and children who will assist, prepare, participate or respond to an emergency situation. The information can be used by everyone involved to ensure effective emergency planning, evacuation procedures, reunification plans and a smooth transition to the restoration of services.

Emergencies do occur and the probability of an emergency occurring during the hours of operation at a child care facility – home, center or school – is high since more than 50% of children under the age of 5 spend their daytime hours with someone other than their parent.

The director and facility staff are responsible for the health, safety and welfare of children and are front-line responders and coordinators of emergency preparedness actions and requirements with families, children, the community, city, county, and state public safety officials, and first responders (police, fire fighters, etc.).

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Chapter 1

Established Standards and Goals

In times of crisis children – our most vulnerable population – may not be able to fully understand what is occurring and what they need to do. Since 9/11, there has been an increased understanding that a strong disaster emergency and evacuation plan is required. We know that natural disasters, technological or man-made accidents, medical emergencies, security issues and intentional acts of violence will unfortunately continue in the future. The **Bureau of Child Care Licensing (BCCL)** feels a responsibility to provide information and develop training to Arizona child care providers in regards to effective short- term and/or long-term emergency and disaster preparedness as it relates to individual facilities within the overall community.

BCCL began their effort by researching and assessing recommendations and best practices nationally. The areas being targeted as **standards** include**:**

1) A plan for **evacuating** children in child care: **Developing** and **maintaining** a written **emergency plan** – specifically policies & procedures which prepare, train and require practice – to ensure health, safety and welfare (shelter-in-place, lock down and shelter-out), including **maintaining** (specific) information which will protect children and staff during emergencies.

2) A plan **reunifying** children and their families throughout a disaster: **Developing** and **implementing** plans, procedures and back-up plans that include ways to globally communicate with children and staff's families and community agencies before, during and after an emergency.

3) A plan with a focus on children and staff that may have **special needs** or chronic medical issues and requirements (such as transportation, food, etc.) before, during and after an emergency.

4) A plan of action for **recovery** that includes the protection of information and assets to allow for a continuum of care for children and families.

We know that preparation is the key for effective emergency and disaster management and these standards are essential for effective preparedness. Before addressing these targeted areas specifically, let's review some of the questions that, as a child care provider, you are asking yourself in regards to planning for an emergency:

1. What types of disasters could occur in your area?
2. Does your facility have an emergency preparedness plan for disasters? Why have a plan? What is your role?
3. How much training has been provided to staff, children, and parents? Has the training been practiced regularly?
4. How will parents be notified if a disaster occurs when children are in child care?
5. When is a "shelter in" or a "shelter out" appropriate?
6. How will children be safely evacuated? Transportation?
7. Do emergency responders (city, state, county) have knowledge of your program? (e.g., Public schools, Fire Department, Police Department, Bureau of Child Care Licensing)
8. Any thoughts on continuum of care during and after?
9. Do you have disaster kits? Do you have enough supplies for at least 72 hours/3 days?
10. Do you have a recovery plan, including communication to parents stating approval of re-opening, restoration of services, and/or reoccupation?

Now, let's review the types of disasters and emergencies that you might face and need to be prepared for:

- Natural disasters:
  o Wild fires, thunder & lightning
  o Dust storms, tornado, hurricane
  o Floods, snow and ice storms
- Human-related disasters:
  o Hazardous materials, bomb threats (call or messages), suspicious article

  o Hostage situations – potentially violent situations
  o Random acts of violence
  o Disgruntled staff, parents/guardians
  o Impaired employees, parents/guardians
  o Missing child
- Utility disruption
- Fire/smoke emergencies

While it can be difficult to comprehend how ONE plan can cover all of these possibilities, once you reduce these experiences to the basic goals of an emergency plan, it will be easy to see that once you have covered the basics you will have the flexibility to adjust to the specific requirements of the individual emergency.

The **basic goals** of any disaster and emergency plan should include these elements:

Mitigation

- Actions taken to reduce or eliminate long term risk from hazards and their effects

Preparedness

- Activities and measures taken in advance of a hazard, including timely and effective early warnings and temporary evacuation of people and property from threatened locations

Response

- Actions taken by an individual or community after a catastrophic event to restore order and lifelines in a community

Recovery

- Decisions and actions taken after a disaster with a focus to restoring or improving pre-disaster conditions and reducing additional disaster risks

There are **eight major standards** recommended nationally for the development of an effective disaster and emergency plan:

1. Develop and maintain a written emergency plan (policies and procedures) that ensures the health, safety, and welfare of children.
2. Maintain (specific) information which will protect children and staff during emergencies.
3. Develop and implement plans, procedures, and back-up plans that include ways to communicate with children's and/or staff's families before, during, and after an emergency, as well as plans for reunification and recovery.
4. Develop plan for shelter-in-place or lock down (homes, centers, schools).
5. Maintain and have accessible supplies, equipment, etc., and ensure global communication with parents, staff, children, and community (city, state, county) agencies.
6. Prepare, train, and practice (staff, children, parents) to ensure a protected and safe environment.
7. Focus on children, and/or staff, with special needs and chronic medical issues.
8. Take actions for recovery: Protect information and assets to allow for a continuum of care for children.

For the purposes of this introductory guide, BCCL grouped these standards into the four basic areas of focus initially listed above – **evacuation, reunification, special needs and recovery**. Each will be addressed in the following chapters.

Chapter 2

Evacuation: A Plan

In the event of an emergency situation or disaster, the center director or home provider will be the responsible party to oversee the emergency at the center or home and will implement appropriate response actions. In the event that the director or provider is not available, the next person in authority shall assume the responsibility of the director. It is recommended that the "chain of command" is clearly delineated and is available so that all staff and families are aware of who is responsible for oversight during an emergency.

As an emergency plan is developed, one of the first issues faced is the decision as to whether an evacuation of the premises will be required. This decision is frequently influenced by the level of threat involved. A notification protocol chart establishing emergency threat levels has been developed to help differentiate the impact of a given emergency from a geographical perspective.

The protocol chart for emergency notification indicates that emergencies should be reported as listed and includes some basic instruction in regards to determining evacuation parameters, as well as a few examples of each type.

Emergency Notification Protocol Chart

	Immediate Area Threat – Individual Facility (i.e.: bomb threat, fire, flood, other major building problem, etc.)	Evacuate the center/facility building and relocate to a pre-determined safe location (Shelter Out). The Shelter Out destination should be a safe place within walking distance. When considering safety, be aware of weather, environment warnings, and ensure the evacuation destination (Shelter Out) is safe.
	More Widespread Threat – Community (i.e.: Sponsor evacuation, chemical spill, widespread fire, etc.)	If the Shelter Out destination is safe, take everyone to it. If not, designate another sponsor building, campus, and/or neighborhood and acquire permission from the manager, owner, principal, etc. Have a plan A and B. An important consideration: What is the method of transportation that will be used in an emergency situation?
	Mass Ordered Evacuation – Statewide - multiple community areas (Declared State of Emergency)	Evacuate the building to a mass shelter as determined by state agencies, county, city, Red Cross, etc. If emergency transportation is needed and provided, supervision of the children is imperative. Designate which staff will go with which group of children to maintain continuous supervision until a parent, guardian, or authorized individual picks up each child.

Each child care facility – whether home, center or school setting – should have a plan in place that considers transportation arrangements, supervision issues (staff-to-children assignments), and shelter-in or shelter-out requirements for each of the following types of evacuation:

- Evacuation area within walking distance
- Evacuation area at a distance for secured evacuation
- Evacuation away from the center (name, address, contact person, and telephone number of a facility that agrees to host as short-term evacuation area until children are reunited with family)

In order to ensure that **evacuation plans** will be appropriate and effective, it is critical that they are practiced by everyone involved with the facility's day-to-day operation. It is strongly recommended that evacuation drills are conducted in order for children and staff to understand how to respond calmly in the event of an emergency evacuation. Drills should be conducted monthly, with at least two a year held at naptime. If the center operates more than 12 hours, two of the drills should be held during off-peak hours (very early in the morning and/or during evening hours).

Post a **floor plan** outlining the evacuation route from each classroom as well as marking the location of all fire extinguishers (colored dot) and pull stations (colored triangle). Other items that need to be listed and identified:

- Central Alarm Control Box
- Main Telephone Panel
- Central Sprinkler Shut-off
- Gas Shut-off

- Furnace Shut-off
- Emergency Power Source
- Water Shut-off
- Main Breaker Box

Also have posted (or easily available) a listing of emergency numbers, systems, and locations.

When is it appropriate to choose to shelter-in-place vs. shelter-out?

Different types of emergencies require different types of responses from child care facilities. Most facilities will experience emergencies that will involve keeping staff, children, etc. inside the facility. This response is referred to as "**shelter-in-place**." This may occur more commonly for weather-related situations, chemical spills, technological or man-made disasters. A "**lock down**" is another type of emergency response that requires staff and children to remain inside the facility and may occur when there is a potentially violent situation – an intruder, individual under the influence of drugs or alcohol, a hostage situation, a kidnapping, an individual with a weapon. An evacuation – also referred to as a "**shelter-out**" – is the response for when a fire, flood, or another type of disaster is about to occur and it is safe to move children to a safer place outside of or away from the facility.

Shelter-in-Place

"Shelter-in-place" is the response when it is safer to stay where you are – or go inside to a designated place – rather than to try to relocate to another location (i.e., another building, or a separate address). It can include isolating the building environment from the outside. When this response is activated by local authorities, or whenever necessary as determined by the facility director or provider, facility staff must be prepared to seal windows, doors and vents, and to turn off utilities such as heating and air conditioning systems, if required. The facility must have a method of communicating with staff, volunteers, children, first responders, and others in order to:
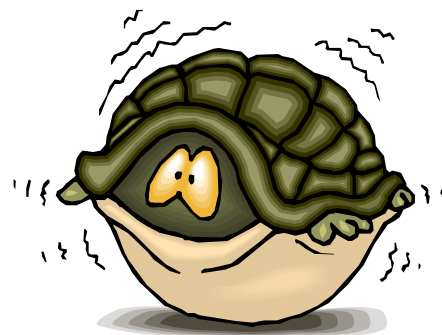
- Shelter-in-place safely
- Move about inside the facility
- Leave the facility
- Reopen the facility when an "**All Clear**" is issued

Shelter-Out

"Shelter-out" is the response involving the evacuation of children, volunteers and staff members from the building/facility, to a safe site or alternate location where the children will be protected until their parents are able to be reunited with them. This response needs to include a physical way (cribs with wheels, vehicles, etc.) to relocate everyone from the facility. If a facility has developed – in advance – a plan detailing where they will take children and how they will get them there, and practiced its implementation, the process of evacuation will be more organized. Better organization promotes a positive outcome in a difficult or an emergency situation and makes it easier to protect the health and safety of staff and children.

Center Evacuation Procedures

Once the decision to evacuate has been made by the director or provider, all personnel must be notified to begin the evacuation procedure. It is important that these steps are taken during the evacuation:

- Pre-determined assembly area nearby
  requiring a short walk, or transportation to host facility which may be some distance away
- Determine host facility based on emergency situation
- Arrange for support of/for children at host facility until reunification with families or return to original facility
- Verify transportation resources and arrival times
- Coordinate emergency preparation with community, Public Safety and/or emergency management officials
- Inform host facility of arrival time
- Notify families of evacuation and host facility information
- An accurate attendance list
- Account for all children, staff and visitors
- Take all necessary medications, supplies, records, emergency numbers and a cellular phone

Some of the children present might have specific needs in terms of evacuation procedures. The following list includes examples you could encounter and some of the corresponding considerations for each group:

- Infants: Infants can be evacuated in a crib. Staff will take attendance sheets, child rosters, and *Emergency, Information, and Immunization Record* cards. Staff will also take appropriate supplies to supervise and protect infants.

- Toddlers/Preschool-age children: Staff will gather children in a group and evacuate to the designated meeting area. Staff will also take appropriate supplies to supervise and protect toddlers and preschool-age children.

- Child Care centers or group homes caring for children during the evening and nighttime hours must be prepared to evacuate sleeping children. Be aware they could sleep through the entire procedure or awake in a panic, and staff should be prepared to accommodate these reactions.

The evacuation procedure should include a **Facility Accountability Process**.   This process involves taking an attendance record or roster (list of children, employees, visitors, etc.) to the designated meeting area(s) and taking attendance using a face-to-name count. The Director or Provider (Evacuation Chief) will notify appropriate authorities (City, state, local, Fire Dept., Police Dept.) of the results and report any missing children, staff, visitors, etc. The Director will also report any areas of concern and possible locations of where missing persons may be located.

Programs operating in rural or urban areas that are separated by distance, traffic or other circumstance from emergency resources – fire stations, hospitals, etc. – must be prepared to take temporary safety measures until help can arrive or transportation can be managed safely.

As the disaster, emergency and evacuation plan for the facility is developed, it is important to ensure that all staff members are aware of the specific roles they will be responsible for during the procedures. Creating a list or a chart with specific duties and assignments for staff members is a very effective way to ensure that communication is clear and appropriate training, if necessary, is addressed.

Continuum of Care
In the event that programs cannot immediately reunite children with families, preparations must be made to provide a continuum of care for both children and staff members.
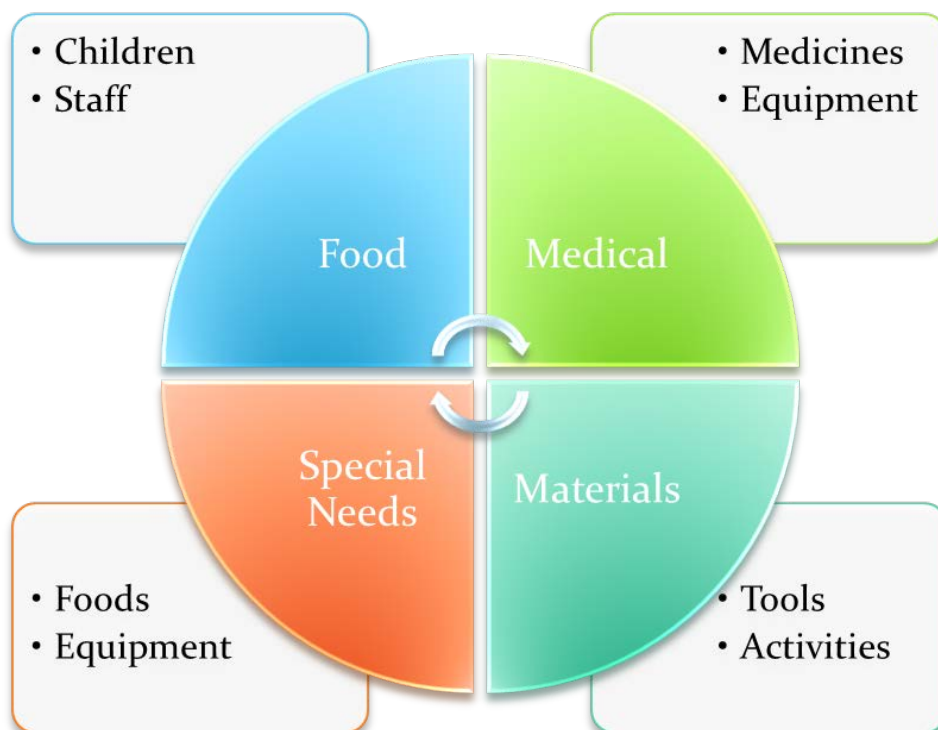
Regardless of whether the program evacuates or not, it is important that there are sufficient supplies on hand to meet the basic needs of children and staff members present for care during the emergency situation until they can be reunified with their families. Collecting relevant survival items in portable containers – called "**disaster kits**" – ahead of time can be a manageable way to prepare for that eventuality.   For a more comprehensive list of items to include, see the *"Disaster Emergency Evacuation Preparedness Kit"* brochure provided by the Arizona Department of Health Services Bureau of Child Care Licensing.

Consider using several smaller containers rather than attempting to try to fit everything into one giant container. The containers need to be easily transportable and manageable – remember, you'll be managing children, too! Suggestions: Covered totes with handles or wheels, large rolling garbage can, wagon for moving supplies, backpacks, even wheeled luggage containers.

At least one container should include items specific to **shelter-in-place supplies** like plastic sheeting, duct tape, scissors, tools to turn off utilities, work gloves, tarp/tent/ponchos and light sources. Several smaller containers (e.g., backpacks) could contain age-appropriate materials for children's activities.

An essential "grab 'n go bag" would be the container with your **essential records and documents** - Emergency Plan with checklists and contact information, attendance rosters for each activity area and adults, children's *Emergency Record* cards and photos, allergies list for children/staff, medication permission forms/lock box for medications, and essential business records for facility.

Another container can be assigned to **survival supplies** like survival blankets, sleeping bags, first aid kit with instructions, flashlight, battery-operated/hand crank radio, fire extinguisher, flares, booster cables, tools, shovel, tire repair kit/pump, tarps/tents/poncho, and high energy food.

Remember when planning food supplies to consider ease of preparation and consumption, and include related tools – cups, plates, utensils, trash bags, openers, etc.

Make sure that if **pets** are present at the facility that supplies for them are included in the plans: food, medications and why they are taken, immunization records, muzzle-collar-harness-leash, collapsible carrier, ID tag, current photo of pet and self, proof of ownership, physical description of pet, flea and tick treatment , food and water dishes, litter-pan-scoop, and plastic bags (cleanup).
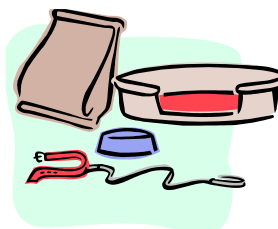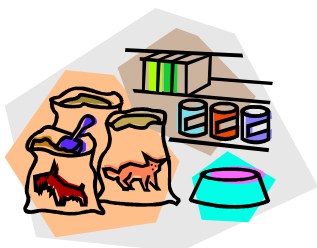
There are **five essential responsibilities** that must be addressed during an evacuation. It is recommended that staff assignments reflect these needs.

Evacuation Chief

- Will ensure that all children are accounted for
- Will determine if plan B should be implemented for safety, continued operation, evacuation and reunification
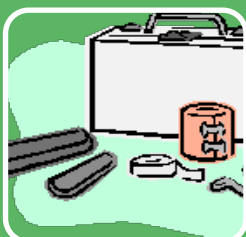
First Aid Assignment

- Designate an area for First Aid away from play area(s) to control access

Communication Assignment

- Evacuation Chief will be responsible for sharing accurate and current information
- Priority: Child's condition and the pick-up location
  - Emergency record cards
  - Update by all staff to Evacuation Chief

Play Space Assignment

- Room usage predetermined if possible
- Review locations of restrooms, kitchens, supervision needs
- Report to Chief regarding items needed: Emergency Evacuation Kit, play materials

Pick-up Assignments

- Sign-up sheets to monitor children's pick-ups
- Designate staff to collect & bring children to pick-up point
- Communication with Evacuation Chief

Chapter 3

Reunification

A vital goal for every facility in the event of a disaster or emergency is the endeavor to reunite children with their families in a manner as quick and non-traumatic as possible given the individual circumstances of the event. There are some specific actions that can be taken to ease this experience in advance as well as during the situation. Also, in the case of unsuccessful attempts to contact a child's family, there are two resources available at a national level to help.

What to Do in ADVANCE

Providers should prepare in advance by integrating these steps into their overall disaster, emergency and evacuation plan:

- Have **multiple phone numbers** for family members including home, cell and work phone numbers for both parents or guardians and others to whom the child can be released.

- Ensure parents or guardians have designated in writing the relatives or friends to which children can be released after a disaster, including one or more **individuals outside the area**.

- Inform the parents in advance **where** the children will be taken if an evacuation is required.

- Ensure they have the phone number of a family member or trusted friend out of the area such as a grandparent or other relative who can be contacted to locate the parents.

- **Establish an 800 (toll-free) or other emergency number** for the program outside the area that parents can contact to learn where their child or children have been relocated.

- Take and maintain a **current digital photo** of each child enrolled in the program that can be used if it is necessary to post the child's photo to aid in reunification; with the parents' permission email a copy of the photo files to a location outside the area for use in reuniting children with their parents during a disaster.

- Become familiar with the **National Emergency Family Registry and Locator System** (NEFRLS) and the **National Emergency Child Locator Center** and the American Red Cross systems which have been developed to help reunite families who are separated during a disaster.

What to Do DURING the Emergency

During the emergency keep children safe and with staff members who will be able to reunite children with parents after the event. If there is sufficient warning and it is safe to do so, *it is preferable to reunite children with their families **before the event occurs***.

If this is not possible and an emergency response is required the program should integrate these steps into the procedures already established for effective emergency management:

- Place some kind of **identification** on each child that will help reunite the child with family or other trusted individuals.

- Assign a staff member and a backup to be responsible for each child's safety during the event.

- **Release children only** to individuals designated as approved by parents to take the child; require photo identification prior to releasing.

- **Keep parents informed** when children are evacuated from the facility.

What to Do if Parents or Designated Individuals CANNOT BE CONTACTED

The **National Emergency Family Registry and Locator System** (NEFRLS) has been established to reunite families that have become separated as a result of a disaster and is activated during a disaster. Individuals and families can register online at www.fema.gov and call centers may be reached at **1-800-588-9822**, 24 hours a day, when it is activated. NEFRLS enable FEMA to provide a Web-based system for people to voluntarily register and share specific information on their post-disaster well-being or location with specified family members.

> *National Emergency Locator systems are activated during emergencies to help families who have been separated be reunited as quickly as possible.*

For those who have become separated from children 21 years of age and younger, FEMA will activate the **National Emergency Child Locator Center** (NECLC) to help families, local and tribal governments and law enforcement agencies track and locate children separated from their families because of a disaster. The number for the Emergency Child Locator Center is **1-866-908-9572** and is staffed 24 hours a day.

If a child remains in the program's care and it is not possible to locate the child's parents or another trusted individual, notify the local emergency management office and the state child care licensing office and contact the NECLC. When requested, provide a digital photo of the child and the information required by the Center. Keep the child safe and comfortable until contacted by the child's parent or another individual approved to take the child from the program. If no one can be found to release the child to and the program is no longer able to provide care, contact the Department of Social Services to obtain temporary foster care for the child.

Resource: Protecting Children in Child Care During Emergencies, Recommended State and National Regulatory and Accreditation Standards for Family Child Care Homes and Child Care Centers and Supporting Rationale, Developed by the National Association of Child Care Resource & Referral Agencies and Save the Children, Domestic Emergencies Unit, pgs. 54-55.

Chapter 4

Special Needs: Planning for specific needs – physical, medical, emotional – of children & staff

Integrating the needs of specific individuals with certain care requirements as well as anticipating potential life-threatening emergency needs is an essential part of effective disaster emergency and evacuation preparedness. It is important to ensure that your plan takes into account the needs of all the children and staff members in the program for good emergency management.

Medical Emergencies:

A life threatening medical emergency means that the patient needs immediate medical aid to stabilize and prevent the medical condition from deteriorating. Examples of life threatening medical emergencies are as follows: Compound fractures, severe lacerations, internal bleeding, severe burns, breathing difficulty, heart problems, shock, severe allergic reactions, or unconsciousness.

Procedure for Life Threatening Emergencies:

		Assign 1 staff to meet 911 responders
Stay calm Give first aid Call 911	Contact emergency numbers	Assign 1 staff to accompany child to hospital
		Ensure that *Emergency Card*, including medical release, remains with child
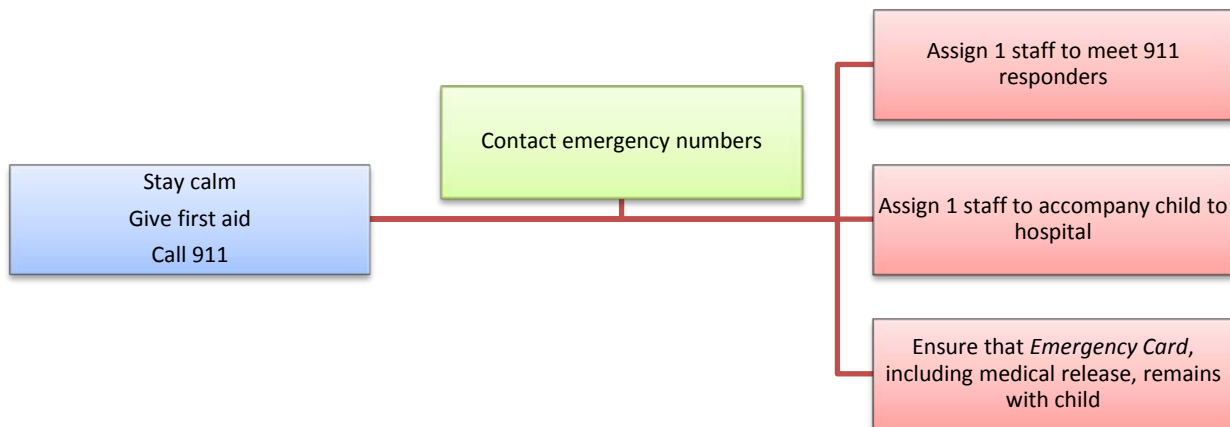
Special Health Care Needs:

Special considerations for children with special health care needs shall include the items listed on the *Individual Emergency Plan Development & Maintenance Chart* to ensure the inclusion of children with special needs of any kind.

Individual Emergency Plan Development & Maintenance

Development
- Parents and medical providers should be included, assisting you in developing an individual emergency care plan.

Development
- Account for action steps to assist the evacuation of children with special needs, their transportation and the transporting of any required medical equipment or medications (or other supplies) to a pre-designated meeting area inside or outside the facility.

Development
- Establish a communication method that will alert emergency workers that a child (or children) with special needs are in attendance at the facility and may need help or may need to be met and helped once transported or otherwise evacuated to a safe location/host facility.

Maintenance
- Update the plan whenever a new child with special needs is enrolled or a new staff member with special needs is hired, or if an individual's needs change.

Maintenance
- Ensure that staff members receive training on how to protect their children with special health and safety needs during an emergency. Training for special needs or medical conditions shall be provided with informational updates for staff on a periodical basis.

Individual Emergency Plan Development & Maintenance Chart

Chapter 5

Recovery: Transition to Normalcy

Recovery is the stage after the disaster or emergency situation in which everyone involved is trying to return to normalcy in terms of schedules, locations and tasks. Many times, for a facility – center, home or school – this process is not as simple as showing up, opening the doors and allowing parents to sign children into child care. The process can progress over weeks, months and sometimes years after an event as affected families are assisted in resuming their daily activities and lives. As per the U.S. Department of Education, "The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. Focus on the students and the physical plant, and take as much time as needed for recovery. One of the major goals of recovery is to provide a caring and supportive environment."

Recovery and restoration of services are strongly influenced by pre-emergency planning and mitigation actions taken to reduce the risks and effects of potential disasters and emergencies. There are three basic stages to be aware of in the recovery process: Reoccupation, communication to staff, and communication to parents.
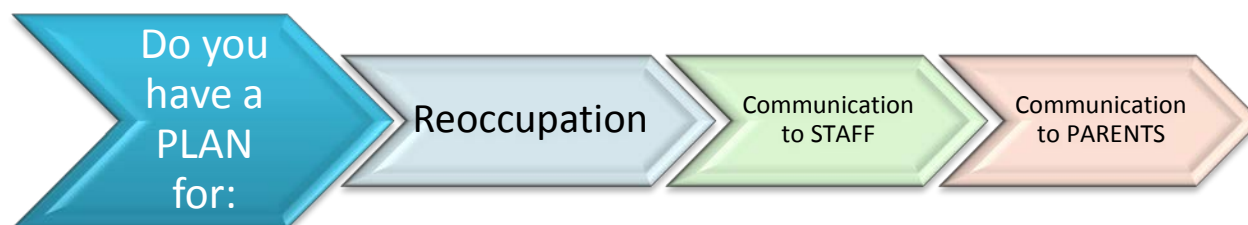
REOCCUPATION

This step involves several considerations. Are the physical premises ready for child care? Has there been any physical damage that needs to be corrected, or is there an environmental concern that needs to be addressed – e.g., air quality, infectious agents? The answer to these questions will help the Licensing Agency to determine if an on-site inspection will be required prior to approving reoccupation and a resumption of services. Other agencies (state, county or local) might need to be consulted for safety clearance in order to implement recovery and resume services. It is possible that repairs will be required prior to children and staff returning to the facility for child care.

Communication to STAFF

A caring and supportive environment will help children & adults adjust to major transitions such as the loss of loved ones, the loss of their home and familiar items and/or their pets, living in temporary housing or possibly relocating to another area of the country.   During the recovery process, a major concern and effort is focused on helping children and adults cope with the aftermath and stress of an event, and the reoccurring fear that the same or similar emergency or disaster will happen again.

Once it is determined that the facility can re-open for child care services, it is important to contact staff members and ensure that they are able to return to work. If necessary, be able to provide information regarding resources they might need in order to resume working – transportation services, clothing, counseling, etc. Ensure that they understand

the expectations for when they return for work – times, ages of children, services provided and environment adjustments, if any – and clarify details prior to the intended re-start date. Tell them as information becomes available of any specific coping issues pertinent to particular children and encourage them to share their observations in order to encourage and support appropriate coping behaviors – for children and staff.

Communication to PARENTS

In order to provide an environment that can help ensure the health, safety and normalcy for vulnerable young children it is important to be able to resume services to the children, parents, community, etc. as soon as humanly possible. By providing a familiar and safe environment and program services, children are able to return to school and a regular routine. Parents are able to leave their children to go back to work and begin rebuilding their lives. A sense of security is an important part of the recovery process in their lives.

"One of the major goals of recovery is to provide a caring supportive environment."

Communicating with parents is essential in this effort. Parents will want to know that the building is safe for their children and will probably have information relating to how the children are dealing with the overall event that will be helpful for staff members to understand as they help children reinitiate routines that have possibly been drastically changed as a result of the emergency event. During recovery a major concern and effort is focused on helping children (and adults) cope with the aftermath, stress and the reoccurring fear that the same or a similar emergency or disaster will happen again.

Glossary of Terms

Commonly used terms in disaster/emergency management strategies	
Accessible	Easily entered, approached, or obtained. (Webster)
Accident	An unexpected occurrence that: 1. Causes injury to an enrolled child, 2. Requires attention from a staff member, and 3. May or may not be an emergency. (DHS-BCCL Regulations)
Allergy	Abnormal reaction to environmental substances such as pollens, dust, food, or microorganisms, in amounts that do not affect most people. (Webster)
Alternate Location	Off-site evacuation site utilized when primary site is not available/accessible.
Alternate Plan	A backup plan to the primary plan; a contingency. (Webster)
Assets	Living things, non-living things, cultural or economic. (Wikipedia)
Attendance Record	Daily documentation of the presence of a child in an activity area that includes a method to account for any temporary absences of the enrolled child from the activity area. (DHS-BCCL Regulations)
Authorized	To give authority or power to; to approve or permit. (Webster)
Backup Plan	An alternate plan to the primary plan; a contingency. (Webster)
Biological Attack	The deliberate release or germs or other biological substances (contagious and not contagious), including carbon monoxide, chemicals, disease, that can make you sick. (PCiCCDE)
Blackout	Lack of illumination due to an electrical power failure. (Webster)
Business Continuity Plan	A plan that comprises clearly defined and documented procedures and information to use to keep the business operating when a disaster occurs. (PCiCCDE)
Chain of Command	Pre-determined hierarchy of authority.
Chemical Attack	The deliberate release of a toxic gas, liquid or solid that can poison people and the environment. (PCiCCDE)
Chronic Medical Conditions	Disease of a long duration. (Webster)
Community Agencies	Organizations which provide auxiliary services, such as emergency, food, etc.
Damage Assessment	The process of assessing the financial and nonfinancial damage after a disaster has occurred. (PCiCCDE)
Developmental Needs	Consistent with a child's physical, emotional, social, cultural, and cognitive development, based on the child's age and family background and the child's personality, learning style, and pattern and timing of growth. (DHS-BCCL-Child Care Center Regulations)
Disaster	A sudden unplanned event that causes great damage and/or serious loss. (PCiCCDE); A calamitous (great misfortune) event, especially one occurring suddenly and causing great damage. (Webster)
Disaster Declaration	A formal announcement by pre-authorized personnel that a disaster or severe outage is predicted or has occurred and that triggers pre-arranged mitigating actions. (PCiCCDE)
Disaster Kit	Items immediately available in an emergency/disaster to support Shelter-in-Place or Shelter-Out conditions. (See *Disaster List*.)

Documentation	The gathering of printed materials for future reference. (Webster)
Dust Storm (Haboob)	A severe windstorm that sweeps clouds of dust across an arid region. (Webster)
Earthquake	A sudden slipping or movement of a portion of the earth's crust accompanied and followed by a series of vibrations. (PCiCCDE)
Emergency	A potentially life-threatening occurrence involving an enrolled child or staff member that requires an immediate response or medical treatment, and may include a multi-hazard situation, such as a flood, earthquake, or terrorist attack. (Proposed language for definition of "emergency" in DHS-BCCL regulations) A sudden, unexpected event requiring immediate action due to its potential threat to health and safety, the environment, or property. (PCiCCDE); A sudden, urgent, usually unexpected occurrence requiring immediate action. (Webster)
Emergency (Response) Plan	Procedures to call for emergency assistance, to reach parents or emergency contacts, to arrange for transfer to medical assistance, and to render first aid to the injured person. (CFOC)
Emergency Management	The organization and management of resources and responsibilities for dealing with all aspects of emergencies, in particular preparedness, response and rehabilitation. (PCiCCDE); Strategic (not tactical) organizational management processes used to protect critical assets of an organization within their planned lifetime. (Wikipedia)
Emergency Personnel	Individuals from local fire departments, law enforcement, emergency management, etc. at the scene of an emergency/disaster.
Emergency Preparedness	Planning which facilitates a rapid, coordinated, effective response when a crisis occurs. (ed.gov) (See also Preparedness).
Emergency Release Form	Written parental permission to evacuate the facility to an off-site location in an emergency/disaster when directed to do so by local emergency management or first aid responders.
Emergency Response	The reaction to an emergency or incident and its focus is to protect human life and the key organizational assets. (PCiCCDE)
Emergency Route	Primary exit path out of a facility.
Emergency/Disaster Plan	An action plan that lets affected individuals know what to do in particular disaster situations and how to be prepared in advance. (CFOC)
Epidemic	Occurrence of more cases of disease than would be expected in a community or region during a given period. (AAP)
Essential Documents	Documents deemed necessary for the continuation of business, including banking, vendor list, etc.
Evacuation	The process of leaving a potentially dangerous area. (PCiCCDE)
Exercise	To review, practice, evaluate and strengthen the emergency plan. (PCiCCDE)
Extent	The size of an area affected by a hazard or hazardous event. (PCiCCDE)
Exterior Assembly Area	Pre-determined location outside of the facility to gather following the evacuation of the building.
External Communication	Contact with individuals or agencies outside of the facility.
Extreme Heat	Temperatures that hover 10 degrees or more above the average high temperature for the region and last for several weeks.

Facility-Wide Emergency Warning System	Means to notify all children and staff present which may include a telephone system, fire alarm, horn, whistle or bell.
Federal Emergency Management Agency (FEMA)	Independent federal agency created in 1979 to provide a single point of accountability for all federal activities related to disaster mitigation and emergency preparedness, response and recovery. (PCiCCDE)
Financial Security	Resources to sustain evacuation efforts and continuity of business operations.
First Responders	Local fire department, law enforcement or other agencies that arrive first at the scene of an emergency/disaster.
Flash Flood	A sudden, violent flood after a heavy rain. (Webster)
Flood Hazard Area	The area shown to be inundated by a flood or a given magnitude on a map. (PCiCCDE)
Flood Insurance Rate Map (FIRM)	Map of a community, prepared by FEMA that shows both the special flood hazard areas and the risk premium zones applicable to the community under the National Flood Insurance Program. (PCiCCDE)
Flood Zone	A geographical area shown on a FIRM (see previous definition) that reflects the severity or type of flooding in the area. (PCiCCDE)
Forest Fire	*See* Wildfire
Hazard	The potential harm or damage, or a situation which poses a level of threat to life, health, property or environment. (PCiCCDE); Natural or man-made (Wikipedia)
Hazard Mitigation	Sustained actions taken to reduce or eliminate long-term risk from hazards and their effects. (PCiCCDE)
Health Management Supplies	Items necessary for the management of certain health conditions such as asthma, diabetes, etc.
Host Facility	Nearby public school or other alternate location to which a facility might be evacuated.
Hurricane	A severe tropical storm with torrential rain and extremely strong winds. Hurricanes originate in areas of low pressure in equatorial regions of the Atlantic or Caribbean, and then strengthen, traveling northwest, north or northeast. (PCiCCDE)
Immediate	Without restriction, delay, or hesitation. (DHS-BCCL)
Immobile Children	Children who cannot move on their own.
Incident	An occurrence that interrupts normal procedures or precipitates a crisis. (Webster)
Incident Command System (ICS)	A team which oversees emergency management and plans. Model tool for command, control and coordination of a response and provides a means to coordinate the efforts of individual agencies as they work toward the common goal of stabilizing the incident and protecting life, property, and the environment. (DHS)
Informational Assets	Stored on a computer including banking information, passwords.
Injury	Damage of or to a person, property, reputation, or thing. (Webster)
Interior Safe Room	Area within a building that can be secured/sealed during a Shelter-in-Place or lockdown situation.
Landslide	Downward movement of a slope and materials under the force of gravity. (PCiCCDE)

Letter of Agreement	Documentation of an agreement between facility and a host facility regarding the terms of the facility's presence at the host facility during an emergency/disaster.
Local Emergency Management	*See* Emergency Management.
Lockdown	Confinement for safety; an emergency safety procedure in which people remain in a locked indoor space. (PCiCCDE)
Magnitude	A measure of the strength of a hazard event. The magnitude (also referred to as the severity) of a given hazard event is usually determined using technical measures specific to the hazard. (PCiCCDE)
Man-Made Disaster	Incident created by an individual (bomb, unstable individual, car accident)
Medical Needs	Items or procedures necessary for the management of certain health conditions such as asthma, diabetes, etc.
Mitigate	To make less dangerous; taking action prior to the emergency to reduce the risk and effects of a potential disaster/emergency. Leave nothing to chance.
National Response Plan (NRP)	Establishes a comprehensive all-hazards approach to enhance the ability of the United States to manage domestic incidents. The plan incorporates best practices and procedures from incident management disciplines – homeland security, emergency management, law enforcement, firefighting, public works, public health, responder and recovery worker health and safety, emergency medical services, and the private sector – and integrates them into a unified structure. It forms the basis of how the federal government coordinates with state, local and tribal governments and the private sector during incidents. (PCiCCDE)
National Weather Service (NWS)	Agency that prepares and issues flood, severe weather, and coastal storm warnings and can provide technical assistance to federal and state entities in preparing weather and flood warning plans. (PCiCCDE)
Natural Disaster	A catastrophe that occurs as a result of forces of nature. Natural disasters include hurricanes, tornados, severe storms and thunderstorms, wildfires, winter weather, dust storms (haboob), extreme heat, landslides, floods, tsunamis, earthquakes, and volcanic eruptions. (PCiCCDE)
Necessary	Absolutely required; indispensable; essential. (Webster)
Nuclear Blast	Explosion with intense light and heat, damaging pressure wave and widespread radioactive material that can contaminate the air, water, and ground surfaces for miles around. (Ready.gov) Take cover immediately, preferably underground. Shielding, distance and time are crucial.
Outbreak	Sudden increase in the occurrence of a disease.
Pandemic	Global disease outbreak.
Permission to Transport Form	Written parental documentation permitting a facility staff member to transport a child in the event of an emergency/disaster.
Pet Preparedness	Measures taken in advance to ensure that pet's special needs can be accommodated during an emergency and temporary evacuation.
Phone Tree	Pre-planned list of contacts and telephone numbers that will facilitate the immediate transmission of information to parents and staff members.
Plan	A detailed procedure beforehand for the accomplishment of a goal. (Webster)

Policies and Procedures	A plan or course of action designed to influence and determine decisions and actions. (Webster)
Potable Water	Water that is fit to drink. (Webster)
Potential Violent Situation	Any act of physical violence, threats of physical violence, harassment, intimidation, or other threatening, disruptive behavior that occurs at the work site. Workplace violence can affect or involve employees, visitors, contractors, and any others present including children. The following are warning indicators of potential workplace violence: - Intimidating, harassing, bullying, belligerent, or other inappropriate and aggressive behavior. - Numerous conflicts with customers, co-workers, or supervisors. - Bringing a weapon to the workplace (unless necessary for the job), making inappropriate references to guns, or making idle threats about using a weapon to harm someone. - Statements showing fascination with incidents of workplace violence, statements indicating approval of the use of violence to resolve a problem, or statements indicating identification with perpetrators of workplace homicides. - Statements indicating desperation (over family, financial, and other personal problems) to the point of contemplating suicide. - Direct or veiled threats of harm. - Substance abuse. - Extreme changes in normal behaviors. (The USDA Handbook on Workplace Violence Prevention and Response)
Preparedness	Activities and measures taken in advance to ensure effective response to the impact of hazards, including the issuance of timely and effective early warnings and the temporary evacuation of people and property from threatened locations. (PCICCDE)
Prepare-to-Go	*See* Relocation.
Prepare-to-Stay	*See* Shelter in Place
Prevention	Activities to provide outright avoidance of the adverse impact of hazards and means to minimize related natural, technological or attack disasters. (PCiCCDE)
Primary Route	*See* Emergency Evacuation Route.
Radiation Threat (Dirty Bomb)	Use of common explosives to spread radioactive materials over a targeted area/localized. Shielding, distance and time are crucial.
Ready-to-Go File	Necessary files – including facility documents, staff & children's files and other paperwork – are available to be moved immediately in an emergency situation to support Shelter-in or Shelter-out conditions.
Ready-to-Go Kits	*See* Disaster Kit
Recovery	Decisions and actions taken after a disaster with a view to restoring or improving the pre-disaster living conditions of the stricken community, while encouraging and facilitating necessary adjustments to reduce disaster risk. (PCiCCDE)
Relocation	To move to a new place. (Webster) Also called Shelter-Out or Prepare-to-Go.
Response	The actions taken by an individual or community after a catastrophic event to restore order and lifelines in a community. (PCiCCDE)
Restoration of Services	*See* Recovery.

Reunification	Bring children and families together.
Risk	The estimated impact that a hazard would have on people, services, facilities, and structures in a community. (PCiCCDE)
School District Emergency Plan	The plan approved by school district officials and practiced by school personnel in the event of an emergency
Secondary Route	Exit path used when primary path is not accessible.
Shelter-in-Place	The process of staying where you are and taking shelter, rather than trying to evacuate. (PCiCCDE) Also called Prepare-to-Stay or lockdown. (CFOC)
Sign-In/Sign-Out Records	The means whereby children accounted for in a facility by being signed in and out of the facility by a designated parent along with the time or arrival and departure.
Special Health Care Supplies	Items necessary to ongoing care for a child or staff member with special needs during an emergency/disaster as reflected on the child's individualized plan or staff member's documentation.
Supervision	For an enrolled child, knowledge of and accountability for the actions and whereabouts of the enrolled child, including the ability to see or hear the enrolled child at all times, to interact with the enrolled child, and to provide guidance to the enrolled child; For an individual other than an enrolled child, knowledge of and accountability for the actions and whereabouts of the individual, including the ability to see and hear the individual when the individual is in the presence of an enrolled child and the ability to intervene in the individual's actions to prevent harm to enrolled children. (DHS-BCCL)
Technological Disaster	Danger originating from technological or industrial accidents, dangerous procedures, infrastructure failures or certain human activities, which may cause the loss of life or injury, property damage, social and economic disruption or environmental degradation. Some examples: industrial pollution, nuclear activities and radioactivity, toxic wastes, dam failures; transport, industrial or technological accidents (explosions, fires, spills). (PCiCCDE)
Thunderstorm	High winds, heavy rain, and dangerous lightning.
Tornado	A column of swirling wind: an extremely destructive funnel-shaped rotating column of air that passes in a narrow path over land. (PCiCCDE)
Transportation Plan	Pre-determined action plan – including multiple modes of transportation (walking, buses, other vehicles) – to evacuate children and staff members from a facility to a host facility or alternate location following direction to do so by local emergency management official or first responders.
Tropical Cyclone	A generic term for a cyclonic, low-pressure system over tropical or semi-tropical waters. (PCiCCDE)
Tsunami	Great sea wave produced by submarine earth movement or volcanic eruptions. (PCiCCDE)
Volunteer	A staff member who, without compensation, provides child care services that are the responsibility of the licensee. (DHS-BCCL)
Wildfire	An uncontrolled fire spreading through vegetative fuels, exposing and possibly consuming structures. (*See* Just In Case Arizona)
Winter Weather Emergency	Snow storm, sleet, power outage, ice storm or other adverse weather or situation.

References:

PCiCCDE	Protecting Children in Child Care During Emergencies (developed by the National Association of Child Care Resources & Referral Agencies, and Save the Children – Domestic Emergency Unit
DHS-BCCL	AZ Department of Health Services – Bureau of Child Care Licensing, referring to the statutes and rules regulating child care in Arizona
CFOC	Caring for Our Children
Webster	Webster's Dictionary
AAP	American Academy of Pediatrics
DHS	AZ Department of Health Services – referring to established documented Departmental policies/practices/procedures
Wikipedia	Online reference resource encyclopedia

DHS Terms (from ICS Basics for Child Care Facilities)	
Incident Command System (ICS)	Model tool for command, control and coordination of a response and provides a means to coordinate the efforts of individual agencies as they work toward the common goal of stabilizing the incident and protecting life, property, and the environment.
Incident Commander	In charge at the incident and who must be fully qualified to manage the response. ***Child care application***: Obtains supplies; assumes duties of all positions until filled; directs and coordinates disaster operations; determines need for assistance and requests; interacts with other emergency teams; ultimately responsible for the safety of children, staff and volunteers.
Logistics (The Getters)	Responsible for providing facilities, services, materials and personnel; supports incident responders; sets up communications, arranges transportation, tracks resources. ***Child Care Application*** – Logistics Chief assumes the duties of all Logistic positions until assigned; briefs staff on situation, supervises activities; coordinates supplies for each team. Oversees Supplies and Facilities Team and Staff Team.
Operations Sections (The Doers)	Directs and coordinates all operations, ensuring the safety of Operations Section personnel; assists the Incident Commander in developing response goals and objectives for the incident; implements the Incident Action Plan; requests (or releases) resources through the Incident Commander; keeps the Incident Commander informed of situation and resource status within operations. ***Child Care Application*** – Operations Chief assumes duties of Operations Section positions until staff is assigned; assigns staff to various Operations Teams based on priorities; coordinates functioning of all Operations Teams; keeps Incident Commander updated; makes sure Operations Staff is following procedures, using safety gear, and documenting activities; schedules breaks and reassignments as needed. Supervises Site Check and Security Team, Search and Rescue Team, First Aid Team, Child Care Team, Child Release Team.
Planning Section (The Thinkers)	Gathers response information; prepares action plans; keeps abreast of changes; analyzes the situation, prepares recommendations and reports. *Child Care Application* – Planning Chief assumes duties of all Planning positions until assigned; ultimately responsible for documentation; follows ICS Planning P & P. Oversees Communication Team and Documentation Team.
Finance Section (The Payers)	Tracks incident costs.

Sources

www.Ready.gov

Official website regarding emergency preparedness for the Federal Emergency Management Association. This web site specifically directs parents to consult with their child's school/child care facility about their emergency plans.

www.brighthorizons.com/talktochildren/disclaimeremergencyplan.htm

"*Ready to Respond Emergency Preparedness Plan for Early Care and Education Centers, Bright Horizons Family Solutions*." Also available at www.brighthorizons.com/talktochildren - useful information including "*Talking with children about war and terror*" and the original "*Emergency Preparedness Plan for Child Care Centers*" as a downloadable MS Word document.

www.naccrra.org/disaster

"Protecting Children in Child Care During Emergencies: Recommended State and National Accreditation Standards for Family Child Care homes and Child Care Centers and Supporting Rationale." Developed by the National Association of Child Care Resource & Referral Agencies and Save the Children, Domestic Emergencies Unit.

www.state.vt.us/srs/childcare

Emergency Response Planning Guide for Child Care, Child Care Services Division and Healthy Child Care Vermont

www.vaemergency.com/library/famdis.cfm

Developing Your Disaster Plan, Virginia Department of Emergency Management

www.ed.gov/emergencyplan

US Dept. of Education – *Emergency Planning for America's School: Information to plan for any emergency including natural disasters, violent incidents and terrorist acts*

www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf

Practical Information on Crisis Planning, U.S. Department of Education

www.casel.org/trauma.htm

The Collaborative for Academic Social and Emotional Learning (CASEL) has resources for helping children and students handle trauma and crises.

www.savethechildren.org/USA

"Ten Years After 9/11 America is Unprepared to Protect Children: A National Report Card on Protecting Children During Disasters." Save the Children Federation, Inc.

Other Resources

www.azdhs.gov/als/childcare/preparedness

Accomplishments as of June 2012:

- Presently accessible to providers is the Division of Licensing "Emergency Preparedness" web page that includes links to existing statewide emergency communication sites, existing pages containing guidance and information for basic emergency preparedness, and to a new web page containing documents, resources and links to disaster and emergency preparedness and training specific to the types of facilities licensed by the Department. BCCL's new Emergency Preparedness web page went "live" in July 2011. As new resources are developed, they will be included. The web page http://www.azdhs.gov/als/childcare/preparedness increases awareness of effective disaster and emergency preparedness strategies and resources.
- Training module developed to introduce the basic elements of disaster and emergency management planning to child care providers in Arizona.
- Tools developed for use by child care providers: Flip charts, resource lists, and emergency kit directions, helpful forms for providers, directors and staff members.
- Future goals include the development and distribution of additional tools and training modules to meet the needs of Arizona child care providers and families, e.g., activity forms, games for children, helpful forms for parents, etc. Depending on available resources, the sky's the limit!

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Be Prepared

A Guide for Disaster Emergency Evacuation Preparedness

Organizational ROLES and RESPONSIBILITIES

It is important to document the roles and responsibilities expected of each staff member during an emergency. Everyone functions more effectively when they know what is expected of them.

- ❖ List all staff names, addresses and phone numbers (regular & emergency), as well as position in the program.

- ❖ For each person, list whom that person reports to, in order of responsibility. Be able to show at a glance who is in charge if someone above is unable to respond.

- ❖ List roles and responsibilities in an emergency. Consider overlaps in case someone is not able to fulfill their role.

- ❖ Answer these questions:
  - ➢ Who will provide first aid?
  - ➢ Who will transport any medications?
  - ➢ Who will transport the first aid kit?
  - ➢ Who will take emergency information on each child?
  - ➢ Who will call for help?
  - ➢ Who will carry the cellular phone?
  - ➢ Who will carry the emergency kits?
  - ➢ Which groups of children go with which staff?
  - ➢ Who makes sure everyone is out of the building?

- ❖ Share the list with the staff and discuss it so there is no surprise during an emergency. Everyone should know their primary and back up responsibilities.

- ❖ Maintain an attendance list at all times; do not put children, staff, visitors, or emergency personnel at risk by not knowing these three things:
  - ➢ Who is in the building?
  - ➢ When did they arrive?
  - ➢ When did they leave?

Have emergency information with the attendance list. Make sure you know health information and have permission for emergency medical treatment and know of any special requirements or medications for children and staff.

Staff Duties

Director, Provider or Designee Duties

Create written D.E.E.P. plan – update every 6 months or as situations change

Staff – related	Parent – related	Facility – related POSTING
Special needs plans – children and staff Phone tree; email addresses Transportation specifics – How to get children to the off-site location, facility/staff vehicles or alternate mode Train staff – Included in orientation and ongoing/updating, including changes in staff Assign duties to each staff member – in writing (checklist), review, update	Reunification specifics Phone tree; email addresses Inform parents – Initially, update every 6 months or as situations change	Post evacuation plans in each room; office; lobby Primary exit route Secondary exit route Fire extinguishers Locations of first aid kits Post Accident and Emergency Plan (emergency numbers, staff with CPR/first aid, emergency numbers, location of first aid kits) in each activity area; maintain in office

Administrative	Supplies
Contact nearby school district or alternate location; create Letter of Agreement Contact local police and fire departments – days and hours of operations, ages of children in attendance; location Gather phone numbers of local utilities companies – electric, gas, phone, water Determine how to turn off utilities	Determine and acquire Shelter-in-Place supplies; update due to expiration dates Determine and acquire Lockdown supplies; update due to expiration dates Determine and acquire Grab and Go supplies; update due to expiration dates One set of activities/supplies per activity area/room or 1 per facility/home (dependent on size of facility)
Facility's Grab and Go: PAPER Emergency Cards/Immunization records/children's photos Sign-in/out records (children and staff) Checklists for each staff member/activity area/room Staff emergency contacts Community contacts School District or alternate location contact; Letters of Agreement List of relocation sites; letters of Agreement Emergency release forms Transportation information and releases Injury/incident forms Essential facility information; inventory lists; operating manuals; insurance information Logins; passwords Staff files	**Facility's Grab and Go: HEALTH/MEDICATIONS** 1st aid kit; thermometer; hand sanitizer; wipes; toilet paper; Kleenex; masks; extra gloves Special health care supplies (children and staff); IEPs Allergies list **Facility's Grab and Go: SUPPLIES** Flashlight; batteries Whistle Water (1 gallon/4 children) cups Money; credit cards; checkbook Laptop Toys, materials, activities Weather radio; batteries Cell phone; charger Nonperishable food for 72 hours; utensils/paper plates/ Can opener Pets; food Paper/pens; scissors

Classroom Staff: Gather and have ready to go

Infants	Toddlers	Preschool/School-age
Babies Evacuation Crib(s) or other multiple infant transportation mode; bedding, blankets, Formula, bottles, nipples, feeding instructions, baby food, serving utensils, Change of clothes, outerwear Diaper bags: diapers, wipes, ointments Toys/activities Attendance form, Allergies list	Toddlers Diapers, ointments, wipes Extra clothing, outerwear Diaper bags, blankets Age-appropriate food, sippy cups Toys/activities Allergies list Attendance form	Children Toys/Activities Extra clothing, outerwear Allergies list Attendance form

CENTER EVACUATION PROCEDURES

The following measures should be taken during an evacuation:

- ❖ Check attendance and compile an accurate attendance list. Use list during evacuation and take it along during transport to host facility.

- ❖ Tell children and staff why the evacuation is taking place, where they are going, and that parents/families are being notified of the evacuation.

- ❖ Account for all children, staff, and visitors during the evacuation process.

- ❖ Transport all necessary medications, supplies, records, emergency numbers, and cell phone.

- ❖ Coordinate all actions with community public safety and/or emergency management officials.

- ❖ Confirm required transportation resources and arrival time.

- ❖ Determine host facility based on situation.

- ❖ Pre-determined assembly area nearby requiring short walk or transportation.

  - ➢ Transportation to host facility some distance away

- ❖ Contact host facility with estimated time for arrival of children and staff.

- ❖ Notify families of evacuation and host facility information, if possible.

- ❖ Make arrangements for support of children at host facility until reunited with families or return to evacuated facility.