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# Preface

Disasters come in many forms. Natural. Human generated. Intentional. Unintentional. Although all are capable of causing significant property damage, the most devastating losses can be human illness or injury. Those of us who work in the field of disaster preparedness know that the combination of these forces with a vulnerable population can have especially serious consequences.

Head Start Programs are special because they are responsible not only for the early education of young children but also their safety and wellbeing. Your sites vary widely, from urban to rural. Some are located close to industrial facilities, while others might be near natural hazards. Your facilities might be modern or… "dated".

Through a unique collaboration between Johnson & Johnson and the UCLA Center for Public Health and Disasters, we are pleased to bring you this "*Head Start Disaster Preparedness Workbook*." Our two institutions share the belief that each Head Start Program can take the necessary steps to identify potential hazards and develop action plans to be better prepared should those hazards materialize.

The workbook includes steps you can take to identify hazards and resources, train your staff and Head Start families, and build partnerships with other agencies in your community. We also have provided you with several forms and materials that you can use as you build your program-specific plan.

We all hope that a disaster never affects your program. But if it should, experience tells us that practical preparedness can go a long way toward reducing the impact.

We are grateful to the Johnson & Johnson Family of Companies for their generous support of this project, and to Conrad Person, Director – International Programs and Product Giving, Corporate Contributions, for his guidance along the way.

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# HEAD START

## Disaster Preparedness Workbook

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# Head Start Disaster Preparedness Workbook

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# HEAD START
## Disaster Preparedness Workbook

# OVERVIEW

The following overview describes the eight parts of the Head Start Disaster Preparedness Workbook. While we have attempted to present this information in a logical order, it is not necessary to progress through the workbook from start to finish. Beginning with Section I is probably the best approach as this first section provides important background information on disasters and their impacts. However, each Head Start program has unique characteristics, resources, and needs that will determine which sections of the workbook will be the most useful.

Sections II-VI contain information, tools, and activities to assist your program in different aspects of disaster planning and preparedness. Several sections, particularly Sections III, IV, and V, include information on educating and training staff, volunteers, parents, and children. A section your program might find particularly useful is the Toolbox, which provides templates and materials referenced in other parts of the workbook. In addition "More to Explore" provides information on other disaster planning and preparedness resources that your program may want to review and use as needed.

## Section I: Setting the Stage - Disasters and the Importance of Preparing

This first section of the Head Start Disaster Preparedness Workbook starts by introducing you and your staff to the types of hazards that can potentially impact your Head Start program and the local community. These hazards vary in many ways. Some are created by nature, some are man-made. Some are predictable, others come without warning. Most are acts of nature or accidents, but some hazardous events can be the result of intentional acts of violence and terror.

Regardless of the origin, planning and preparing can help lessen the impact of a hazardous event on the health and safety of your staff, volunteers, and children. Planning and preparing can also help


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to reduce property damage, monetary losses, and down-time for your program. Section I concludes with a discussion of how this workbook can be used to help Head Start programs plan and prepare for a variety of emergencies and disasters.

## Section II: Assessing Your Head Start Program's Risks, Vulnerabilities, Resources, and Priorities

Knowing what to prepare for and what you have to work with are key elements of developing a comprehensive disaster plan that is also realistic and useful. This section of the workbook provides several assessment tools and suggested activities that will help you and your staff identify:

- Hazards that could cause a disaster in your community
- Specific areas of vulnerability and concern for your Head Start program in the event of a disaster
- Human, material, financial, and other resources that can be used both in planning for and responding to a disaster
- Your Head Start program's disaster planning priorities

The assessment activities in this section are designed to provide information specific to your Head Start program that will facilitate and focus your disaster planning endeavor.

## Section III: Developing and Implementing a Disaster Plan

The foundation of effective disaster response is having a comprehensive "all hazards" disaster plan that is updated and practiced on a regular basis. Your program's disaster plan should describe and document all program policies and procedures related to disaster planning, response, and recovery.

We know developing such a plan can be a daunting task, particularly when time and other resources are limited. To make the process more manageable, we suggest starting with what your Head Start program already has in place and building from there. To help guide you through further development of your disaster plan, this section of the workbook provides suggestions on how to approach the planning process (for example, who will take the lead, who else needs to be involved, where you can get help, etc.) and also describes and provides examples of the critical elements of a good disaster plan.

For example, disaster plans need to address issues such as evacuation policies and procedures, sheltering in place, taking care of children with special needs during a disaster, emergency supplies and equipment, training, etc. The checklist of critical disaster plan elements included in this section can be a useful tool for evaluating content for a new disaster plan or for evaluating your program's current plan.


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In order for your disaster planning efforts to be effective, emergency planning information needs to be accessible, user-friendly, and familiar to your staff. The information also needs to be disseminated to appropriate agencies and persons outside your program. While this section of the workbook includes some ideas and suggestions on communications and training, Sections IV and V cover these topics in more detail.

## Section IV: Communicating Important Information to Staff, Volunteers, Parents and Others

Communicating critical information to staff, volunteers, parents, and others is important both before and during a disaster. In some cases, written communications are best. For other situations, face-to-face meetings along with supporting written materials may be most effective. Often during a disaster, technological devices such as two-way radios or cell phones are needed to help with communications.

Section IV of the workbook discusses the who, what, when, where, and how of disaster-related communications, including:

- Communicating with parents and caretakers – what they need to know and what you need from them
- Communicating key disaster planning and preparedness information to staff and volunteers
- Communicating with other agencies and service providers in your community
- Communicating during a disaster with Head Start persons both on and off-site as well as with others in the community

## Section V: Building Teams and Training for Effective Disaster Response

As part of the emergency planning process, you will want to develop and practice a systematic way in which your program responds to a disaster. One of the best ways to approach this is by developing disaster response teams in which roles and responsibilities are assigned based both on your anticipated disaster response needs <u>and</u> the knowledge and skills of individuals who are likely to be present when a disaster occurs. Setting up this structure ahead of time and practicing it through drills and exercises will, in an actual disaster, give your staff direction and control in their decision making and coordination of response activities.

This workbook section provides guidance and tools for developing and training effective disaster response teams. These teams will be composed primarily of Head Start staff members, but may also include volunteers, parents, and persons from other agencies. Section V includes:

- A discussion and checklist of what all staff and volunteers need to know before a disaster occurs


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- A series of forms designed to help organize disaster response teams and provide team members with information on their roles and responsibilities
- Suggested ways to train teams to respond to a variety of disasters

Beyond building teams, this section also includes other ways in which you can train volunteers, parents, and children in disaster response.

## Section VI: Recovering After a Disaster

While the actual event may be short-lived, the effects of a disaster on your Head Start program can be long term, and returning to a normal routine can be hindered by many things. For example, disaster-related mental and physical health issues, damage to Head Start facilities or equipment, financial difficulties, and interruptions in local services such as utilities and public transportation can all make getting back to business a challenge. However, by thinking ahead and including appropriate strategies in your disaster plan, the recovery process can be made less time consuming and overwhelming. This section of the workbook provides tools and resources to help your Head Start program plan for disaster recovery.

## Toolbox – Forms, Worksheets, and Logs

This section contains forms referenced in other parts of the Head Start Disaster Preparedness Workbook. These forms are designed specifically for printing, for filling in program-specific information, and for use in developing your own disaster plan.

## More to Explore – Additional Resources for Information and Materials

This last section of the workbook lists a variety of sources (organizations, research journals and papers, books, websites, etc.) of information, training, and educational materials that can be used by your Head Start program in planning and responding to disasters. These materials are available by request or computer download, most at little or no cost.

If you have questions regarding this workbook or disaster preparedness, please e-mail us at cphdr@ucla.edu and put "Head Start" in the subject line.


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# Section I: Setting the Stage – Disasters and the Importance of Preparing

## Key Messages

- **A *hazard* is a natural or man-made condition or agent that has the potential to cause harm.**
- **A *disaster* is a hazardous event that occurs in a community and overwhelms the community's ability to respond.**
- **Disasters can impact people's health, the physical environment, and/or the ability to provide services.**
- **The purpose of disaster preparedness is to anticipate problems so that resources needed for an effective response are in place <u>before</u> a disaster occurs.**

## INTRODUCTION

The goal of this workbook is to help Head Start programs prepare to respond effectively to both natural and man-made disasters. We realize, generally speaking, that disaster preparedness does not receive a lot of time and attention….until a disaster hits close to home. For most people, disaster preparedness becomes a priority after the disaster occurs. We hope that this workbook helps your Head Start program to plan ahead so that when a disaster does occur you can respond effectively to the immediate threat; protect the health and safety of your children, families, staff, and volunteers; and return to providing essential Head Start services as quickly as possible.


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## Common Disaster Myths

***Myth:*** Disasters bring out the worst in human behavior, for example panic, looting, and rioting.

***Reality:*** Although some cases of antisocial behavior exist, disaster research shows that, in general, disasters **do not** lead to mass panic, looting, or rioting.

***Myth:*** People are often immobilized by disasters.

***Reality:*** Residents of disaster-affected areas respond actively and **do not** wait for others to tell them what to do.

***Myth:*** Epidemics and plagues are inevitable after every disaster.

***Reality:*** Epidemics **do not** spontaneously occur after a disaster. Dead bodies **do not** lead to widespread outbreaks of unusual diseases. The key to preventing disease outbreaks is to maintain good sanitary conditions.

## What Is a Disaster?

Often when we think of disasters, we assume that the earthquake or hurricane itself is the disaster. In fact, earthquakes, hurricanes, or even bioterrorist attacks are not, in themselves, disasters. Rather, disasters are defined by the ability of communities to deal with hazardous events.

A ***hazard*** is a condition or agent that has the potential to cause harm. Hazards can be "natural" or "man-made." Examples of natural hazards include earthquakes, tornados, and hurricanes. "Man-made" hazards include agents like chemicals, explosive materials, and nuclear waste.

A ***disaster*** on the other hand, is a hazardous event that occurs in a community and overwhelms the community's ability to respond. An earthquake in an unpopulated area, for example, would not be a disaster. An earthquake that occurs in a populated area, but only causes minor damage and injuries, would not qualify as a disaster. However, an earthquake in a populated area that causes extensive injuries and damage, and requires that the community get outside help in order to respond, would be considered a disaster.

In general, the term "disaster" as used in this workbook refers to a hazardous event that not only affects, but overwhelms your community. However, many of the policies and procedures described in this workbook are also applicable to smaller scale emergencies that may occur in your community or at one of your Head Start program sites.


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## Types of Disasters

One way to classify disasters is to distinguish between acute onset events and chronic onset events. ***Acute onset*** events happen suddenly and often with little or no warning. Examples of acute onset (or sudden-impact) events include tornados, earthquakes, and bomb blasts. Epidemic diseases are also included in this category of disaster. ***Chronic onset*** events on the other hand, happen gradually, sometimes taking years to develop. Drought, gradual flooding, and pest infestation are examples of slow or chronic onset events.

Another way to classify disasters is to differentiate between natural and human-generated or "man-made" events. ***Natural*** events include geologic hazards such as landslides and earthquakes in addition to severe weather events such as tornados and hurricanes. Examples of ***human-generated*** disasters include hazardous events caused by chemical spills, nuclear material releases, bomb blasts, and bioterrorism.

Human-generated disasters can be further classified as intentional and non-intentional. ***Intentional*** events may include biological attacks, chemical releases, and nuclear blasts. ***Non-intentional*** human-generated events may also involve chemical or nuclear materials, but release of the hazardous material is accidental. One example of a non-intentional human-generated event is an accidental release of radiological matter from a nuclear power plant.

Table 1 summarizes and provides examples of the disasters and categories just described. In most cases, disaster planning for your Head Start program will focus on preparing for both natural and human-generated acute onset disasters.

**Table 1: Classification and examples of disasters**

| | Natural | Human-Generated Intentional | Human-Generated Non-intentional |
|---|---|---|---|
| Acute Onset | earthquakes, tornados, hurricanes | biological terrorism, bomb blasts | chemical spills, fires, explosions |
| Chronic (delayed) Onset | drought, gradual flooding, coastal erosion | war, civil strife | air pollution |

(Adapted from Noji, 1997)


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## Consequences of Disasters

Disasters are a threat to your Head Start program because they can cause:

- Injury, illness, and death
- Psychological distress
- Damage to buildings including homes, schools, and hospitals
- Damage to building contents and equipment
- Damage to community infrastructures such as transportation, utility, and communication systems
- Evacuation of families from their homes

The extent and pattern of disaster-related injuries and damage will vary with the type of hazardous event, the intensity of the event, and the vulnerable areas impacted by the disaster. The assessment activities in Section II, and corresponding materials in the Toolbox, will help you to identify hazards that are a potential threat to your community and your Head Start program. They will also help you to identify areas in which your program is particularly vulnerable to the potential impacts of these hazards.

## Phases of a Disaster

Sudden-impact disasters can be described as moving through a continuous sequence of five phases:

1) **Non-disaster phase** - the time when disaster preparedness takes place.

2) **Pre-disaster or warning phase** - the time just before a disaster strikes when warnings are issued and protective actions are taken.

3) **Impact phase** - when the disaster strikes. This phase can last from a few seconds (as in an earthquake) to a few days or weeks (as in a flood).

4) **Emergency phase** - the time immediately following the impact when victims need assistance and communities may be isolated.

5) **Reconstruction phase** - the time for reestablishing normal services, repairing damage, etc. This is also the time to think about lessons learned during the disaster and how disaster planning and response can be improved.

(Noji, 1997)

The five phases of a disaster are very similar and correspond to the four phases of emergency or disaster management. These four phase are:

1) **Mitigation** - the phase in which actions are taken to reduce or eliminate risk to life and property. Examples of mitigation measures include: disaster safety codes and standards, reinforcing buildings, public education, and relocation of populations from likely impact zones.


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2) **Preparedness** - this phase focuses on the planning process and the development of effective response capabilities. The phase involves activities such as public education, developing a disaster plan, exercising the plan, training personnel, and developing mutual aid agreements or memoranda of understanding (see Section IV).

3) **Response** - the steps taken during or directly after the disaster or emergency. These include things like taking protective actions, activating your disaster plan, providing emergency medical care, search and rescue, evacuation, etc.

4) **Recovery** - the return to normal activity. In this phase, your program may be doing crisis counseling, conducting damage assessments, applying for disaster assistance, or repairing facilities. This is also the phase in which your program should reassess and revise your disaster plan.

(Godschalk, 1991)

| Disaster Phases | Management Phases |
|---|---|
| Non-disaster | Mitigation<br>Preparedness |
| Pre-disaster<br>Impact<br>Emergency | Response |
| Reconstruction | Recovery |

While each phase of disaster management has specific aims, each also overlaps with and serves as a building block for the next phase (Godschalk, 1991). Even the recovery phase leads into new phases of mitigation and preparedness to get ready for the next disaster that occurs.

## The Importance of Disaster Preparedness

**"The purpose of preparedness is to anticipate problems in disasters so that ways can be devised to address the problems effectively and so that resources needed for an effective response are in place beforehand."** (Mileti, 2001)

Regardless of whether the hazard is natural or man-made, intentional or unintentional, planning and preparing can help lessen the impact of a disaster on the health and safety of your staff, volunteers, and children. Planning and preparing can also help reduce property damage, monetary losses, and downtime for your program.

A major part of disaster preparedness involves developing, evaluating, and exercising **disaster plans**. Disaster plans define the policies, procedures, and resources put in place by your program to prepare for, respond to, and recover from any type of disaster that may occur.


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Disaster plans are more likely to be "on target" if they are based on information from **assessments** of local area risks and programmatic and community resources. Other critical elements of disaster preparedness include 1) **training** in disaster response and 2) **communications** about disaster vulnerability and what a person, program, or community can do to reduce their vulnerability (Mileti, 2001). In the simplest of terms, comprehensive disaster preparedness for your Head Start program involves planning and practicing before a disaster for what you will need to do during and after a disaster. This workbook was developed to assist your Head Start program address all of the key elements of disaster preparedness.

## Suggestions on How to Use this Workbook

The Head Start Disaster Preparedness workbook was developed for use both by programs with disaster preparedness and response policies and procedures already in place as well as for programs just starting their disaster planning process. While each section of the workbook can be used alone, the sections are interrelated and designed to work together to help your program develop a comprehensive disaster preparedness strategy. Some Head Start programs may even choose to use only selected sections or tools based on their current disaster preparedness needs and resources.

Many organizations have one person who is responsible for their disaster preparedness and planning. Often this responsibility is just a small part of the designated person's overall job duties. It is also common that this person has little or no experience in disaster preparedness and planning. While this workbook is meant to be a resource for your program's designated disaster preparedness staff person or volunteer, we strongly recommend that all of your staff, volunteers, and even parents and other community members become involved in at least some aspects of your disaster preparedness and planning activities.

Suggestions for how to get everyone involved are included throughout the workbook. Participation in the disaster planning process will help create awareness, understanding, and a sense of responsibility that will prove invaluable when a disaster does impact your Head Start program. This type of expanded participation will also provide much needed support to the person or persons given the primary responsibility for developing your disaster plan.

The forms referred to throughout the workbook are included in printable formats in the Toolbox. You are encouraged to print and use these tools in your disaster preparedness and planning activities and to include completed forms, as appropriate, in your disaster plan. Forms can also be recreated and modified to meet needs or characteristics specific to your Head Start program.


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This workbook is designed to provide your program with the basic knowledge and tools needed for developing a comprehensive disaster plan. Each workbook section also includes references to information and materials that can be used to supplement what is presented here. The More to Explore section provides additional details on these and other disaster preparedness resources, which you may want to explore further.

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**PHOTOGRAPHY**

National Oceanic & Atmospheric Administration Department of Commerce / p. 4: storm surge pushing water ashore during hurricane


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# Section II: Assessing Your Head Start Program's Risks and Resources

## Key Messages

- **A risk assessment measures the vulnerability of an area to certain hazards.**
- **Assessing your risks and resources will help to focus your disaster preparedness and planning efforts.**
- **Both probability and impacts of potential hazardous events should be considered when determining your program's disaster planning priorities.**
- **Being prepared for high probability, high impact events is your #1 planning priority.**

## INTRODUCTION

Knowing what to prepare for and the resources you have to work with are key elements to developing a comprehensive disaster plan. This section of the workbook provides several assessment tools and suggested activities that will help you and your staff to identify your program's risks and resources. These tools and activities are designed to provide information specific to your Head Start program that will focus and aid in the development of your disaster planning strategy. After working through this section, you and your staff will have identified:

- ✓ Hazards that could cause a disaster in your community
- ✓ Specific areas of vulnerability and concern for your Head Start program in the event of a disaster
- ✓ Human, material, financial, and other types of resources that can be used both in planning for and responding to a disaster
- ✓ Your Head Start program's disaster planning priorities


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## What is a Risk Assessment?

A risk assessment measures the vulnerability of an area to certain hazards. The activities in this section of the workbook will guide you through determining the vulnerability of your community to hazards that have the potential to become large-scale disasters.

Risk = (Hazard x Vulnerability) - Resources

Conducting a risk assessment is a key part of your disaster planning. Knowing the hazards that are most likely to affect your community as well as their consequences will help you to build a comprehensive and effective disaster preparedness program. In addition to saving lives and minimizing injuries, being prepared for likely hazards can ultimately save your organization time and money.

## Assessing Your Program's Risks and Resources

There are four basic parts to the **Risks & Resources Assessment** outlined in this section. While your program's assessments may be completed by a single person, going through these steps in a small group or as part of a staff meeting can be extremely helpful. Additionally, getting input from multiple sources can add to the depth and accuracy of the information you will have to guide your other disaster planning activities. However, how these steps are completed will ultimately depend on your program's needs and resources.

## Risks & Resources Assessment

### Part 1: Community Risk Assessment

**Step 1:** Define the geographic area in which hazardous events that impact your Head Start program have occurred in the past or could occur in the future.

**Step 2:** Find out what types of hazardous events have happened in your area in the past and how these events impacted the local community. (Worksheet 2A)

**Step 3:** Identify the structures and facilities in your community that could result in a man-made disaster. (Worksheet 2B)

**Step 4:** Assess the likelihood with which certain hazardous events may happen in your community, and identify the areas in your community and your Head Start program which are vulnerable or likely to be impacted by the hazards. (Worksheet 2C)

### Part 2: Site-Specific Hazard Assessment

Identify the hazardous features of the building(s) where your Head Start school and administrative sites are located. (Worksheets 2D & 2E)

### Part 3: Resource Assessment

Identify the resources that your Head Start program currently has and what you will need in order to respond effectively to a disaster. (Worksheet 2F)

### Part 4: Summary

Summarize assessment results and prioritize needs to help guide your disaster planning strategy. (Worksheet 2G)


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# PART 1: COMMUNITY RISK ASSESSMENT

## Step 1: Define the geographic area of hazardous event impact

The first step in completing a risk assessment for your Head Start program is defining the geographic area in which hazardous events have occurred or could occur that would impact your Head Start site or sites. Impacts on your program can be direct (for example, flooding at one of your school sites) or indirect (flooding of a road that is one of your program's transportation routes). When defining the geographic area your program is concerned about, be sure to include all program service sites and administrative offices as well as areas where your Head Start families, staff, and volunteers live or travel between.

To help you and your staff visualize this area when working through the next steps of the risk assessment, use an actual map of your city or county. On this map, mark where your program sites are located, the areas where families, staff, and volunteers live, and the main transportation routes used by people in your Head Start program to get to and from sites.

As you work through the next steps of your assessment, add markers or information to the map that will help with other disaster planning and response activities. For example, once you determine where flooding is likely to occur, you can use the map to help identify multiple evacuation routes from each site. This map, or specific aspects of the map, can be included in your disaster plan and used as training materials for staff and volunteers and as educational information for parents and other caretakers.

## Step 2: Learn about potential hazardous events in your community

The second step in your risk assessment is to learn about hazardous events that have occurred in the geographic area where your Head Start program is located, or could occur in the future. Start by identifying the types of hazardous events that have occurred and then research which of these resulted in the most severe past occurrences. Also, think about existing hazards that may not have resulted in disaster in the past but have high probabilities of occurring in the future. Focusing on the most severe past occurrences will give you an idea of what a "worse case scenario" might look like.

For each type of hazardous event or disaster identified, find out:

- what happened
- when it happened
- where it happened
- who and what was affected
- what those effects were

Based on this information, rate the overall impact of the event on your community. For example, impact can be rated as "minor," "moderate," or "severe." You might classify an impact as "minor" if the impact is felt locally and handled with existing resources, and if there are minimal impacts on your agency's function.


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Meanwhile, an impact that requires outside assistance to cope may qualify as "moderate." Finally, an impact may be classified as "severe" if you are unable to cope, even with outside assistance. Worksheet 2A in the Toolbox is designed to help guide you through this exercise.

There are numerous sources of information available to help you identify past hazardous events. These sources include:

- Newspaper articles and other media accounts of local disasters.
- Local emergency services agencies and government offices – for example, the fire department, the city or county emergency management office, the city planning office, or the local chapter of the American Red Cross.
- People who have lived in your community for a long time.
- Websites – the More to Explore section includes a list of website addresses where you can access information on different types of disasters that have occurred throughout the United States and in other parts of the world as well as probabilities of future events.

After information on past hazardous events is collected and assessed, summarize what you have found. The following is an example of summarized information.

**SUMMARY OF PAST HAZARDOUS EVENTS**

**The three most severe past hazardous events include:**

1. _____ _____
(type of event) (when event happened)

The overall impact of this event on our community was: *Minor* ☐ *Moderate* ☐ *Severe* ☐

2. _____ _____
(type of event) (when event happened)

The overall impact of this event on our community was: *Minor* ☐ *Moderate* ☐ *Severe* ☐

3. _____ _____
(type of event) (when event happened)

The overall impact of this event on our community was: *Minor* ☐ *Moderate* ☐ *Severe* ☐

## Step 3: Locate potential sources of man-made hazards in your community

The third step in conducting your community risk assessment is to identify the structures and facilities in your community that could be the source of man-made (intentional or unintentional) hazards. For example, dams, industrial and nuclear facilities, and highways and railways used for transporting dangerous materials are all potential sites of hazardous events. These events could be accidental or the result of intentional acts of terrorism. Hazardous situations can also occur at these sites secondary to the main hazardous event; an earthquake may cause damage at an industrial facility that leads to a


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chemical spill. It is important to be aware that proximity to these types of structures and facilities can put your Head Start sites at risk. (See Worksheet 2B)

Determining your location in the plume

Hazardous materials disperse when introduced into the environment. The pattern of dispersion is referred to as the "plume." The Agency for Toxic Substances and Disease Registry (ATSDR) defines a plume as:

> *"A volume of a substance that moves from its source to places farther away. Plumes can be described by the volume of air or water they occupy and the direction they move. For example, a plume can be a column of smoke from a chimney or a substance moving with groundwater."*

*(http://www.atsdr.cdc.gov/glossary.html)*

The extent and direction of dispersion depends on many factors, such as wind direction, land slope, presence and direction of watersheds, and the ground type. Your "location in the plume" refers to your position in the path of a hazardous material as it travels through the environment, through air or water, or above or under ground.

Thus, in addition to locating the sites of potentially hazardous structures and facilities, you will want to determine where your Head Start offices and classrooms are located in relation to any potential plumes or paths of hazardous materials that might be released. Note that in some cases, "hazardous materials" may refer to large amounts of water or other natural materials.

Determining the location of your Head Start site(s) in relation to the path of hazardous material may be relatively simple. For example, if your site is located downstream or downhill from a large dam or reservoir, it is reasonable to be concerned about potential flooding due to a dam failure. However, most situations are more complicated than this. The level of exposure to hazardous materials at your Head Start site will depend on many factors such as the amount of hazardous material released, the mode of dispersal (air or water), weather, wind direction, etc. In most cases, it is best to:

1. Be aware of the structures and facilities in your area that may be sources of hazardous materials.
2. Know how hazardous events at these sites could affect your Head Start program.
3. Contact someone at the facility and find out what their procedures are for alerting the community that there is a problem.
4. Tune into the local Emergency Alert System for information and instructions if an incident occurs.

### Step 4: Assess the likelihood of hazardous events and potential impacts

Once you have identified the types of hazards that may impact your sites, you need to estimate the likelihood that certain hazardous events will occur in your community and what impact these events would have on both your community and on your Head Start program.


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As you work through this part of the risk assessment, keep in mind that this exercise is designed to provide information for your Head Start ***disaster*** planning. Remember, the definition of disaster is an event that occurs in a community and ***overwhelms*** the community's ability to respond. Therefore, for each type of hazard in the assessment, think in terms of an event that 1) is possible, although not necessarily highly probable and 2) is of such a magnitude or intensity as to have a significant impact on your program's ability to respond and function. The event may directly impact your Head Start program or it may affect your program because of its impact on the wider community.

Described below is a list of potential hazards.

## Potential Hazardous Events

| | |
|---|---|
| Avalanche | Tsunami |
| Earthquake | Volcanic eruption |
| Flood | Wildfire |
| Hurricane | Disease outbreak |
| Landslide | Chemical release |
| Land subsidence or collapse | Radiological release |
| Severe rain or hail storm | Bomb blast/ explosion |
| Severe snow or ice storm | Civil disorder |
| Extreme hot weather | Violence involving guns or other weapons |
| Tornado | |

First, for each type of potential hazardous event, estimate how often the event occurs in your area, how likely it is to occur in the future, what impacts it would have on the community and/or Head Start, and its overall impact on your Head Start program (see Example Assessment Questions #1-4). Based on this information, determine how planning for this specific type of event rates as a disaster preparedness priority for your Head Start program (see Example Assessment Question #5). Worksheet 2C in the Toolbox is also designed to help guide you through these steps.

To estimate how often an event occurs in your area, think about how often it has occurred in the past. Organizations like your community Red Cross maintain histories of emergencies and disasters in your region. This information can also help estimate how often the event will occur in the future. Other helpful tools include scientific predictive programs such as FEMA's HAZUS CD-Rom.

Finally, ask yourself: When something happens, what will the impacts be? For example, while an earthquake may level a building, a disease outbreak wouldn't affect physical infrastructure at all. Also consider how bad will it be? Do you anticipate minor injuries or multiple severe injuries? Will infrastructure be affected (for example, water, power, phone lines, etc.)?

As you go through this exercise, keep in mind that its purpose is **not** to provide you with a formula with which to determine your disaster preparedness priorities. Rather, it is a guide for generating discus-


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sion, organizing information, and providing a context in which priorities will be set.

**General Guidelines for Determining Disaster Preparedness Priorities**

High priority —> Being prepared for high impact events.

Highest priority —> Being prepared for high probability, high impact events.

Obviously, those events that have a high likelihood of occurring and high levels of impact should have the highest priority. You should also consider those events that, though rare, would have a "severe" impact were they to occur. For example, earthquakes in the central United States occur very infrequently, but cause large numbers of deaths and injuries. Preparing for these events should also help you to prepare for more common but less extreme emergencies.

## EXAMPLE ASSESSMENT QUESTIONS

1. How often does this type of event occur in your area? Does it occur:

   Never ..... ☐

   Occasionally ..... ☐

   Yearly ..... ☐

   Several times a year ..... ☐

2. How likely it is that this type of event will occur in the future in your community or at your Head Start site(s)? Would you say it is:

   Not at all likely ..... ☐

   Not very likely ..... ☐

   Somewhat likely ..... ☐

   Very likely ..... ☐

3. How has or how would this type of event impact your community or Head Start program? Do the impacts include:

   Injuries ..... ☐

   Illness ..... ☐

   Death ..... ☐

   Equipment damage ..... ☐

   Building damage ..... ☐

   Disruption of community svcs ..... ☐

   Disruption of Head Start svcs ..... ☐

4. How would you rate the overall impact of such an event on your Head Start program?

   None ..... ☐

   Minor ..... ☐

   Moderate ..... ☐

   Severe ..... ☐

5. Determine how this type of event rates as a disaster preparedness priority for your Head Start program. For example:

   Low ..... ☐

   Medium ..... ☐

   High ..... ☐


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## PART 2:
## SITE-SPECIFIC HAZARD ASSESSMENT

The goal of the Site-Specific Hazard Assessment is to identify hazardous features of the facilities where your Head Start school and administrative sites are located. There are two main activities in this assessment. The first assesses the risks associated with the building itself, and the second looks for hazards that may be in or around the building or classrooms. When looking outside the building for hazards, be sure to include driveways, parking lots, play areas, and outside structures.

If your Head Start program offices or classrooms share building space with other organizations or businesses, we strongly recommend working together to complete the Site-Specific Hazard Assessment. Working together can help to ensure that everyone in the facility has the information needed to complete appropriate risk-reduction efforts and that these efforts will be complementary. Working together is also an excellent opportunity to establish or enrich relationships that can be mutually beneficial when a disaster occurs.

### Building Construction & Codes

Various materials are used, alone or in combination, in the construction of buildings: wood, concrete, brick, steel, and aluminum. Different construction materials behave differently in disasters, depending on the hazard involved. For example, wood buildings or roofs can be particularly susceptible to fire damage. Concrete and brick buildings are risky in earthquake zones. Older buildings, in general, are more susceptible to damage because they are less likely to have safety advances required by more recent building codes. Knowing the type of construction materials used in your buildings as well as the dates of construction can help identify which facilities might be vulnerable to damage.

Worksheet 2D in the Toolbox can guide you through this part of your Site Specific Hazard Assessment.

### Hazards In and Around Your Buildings and Classrooms

The following two checklists are designed to assist you and your staff in conducting a "hazard hunt" at your Head Start facilities. The first list focuses on identifying indoor hazards and the second on hazards found outside. In this search, you are looking for objects and situations that in a disaster could cause damage or injury, or hinder your ability to respond quickly and effectively. Inside each building and classroom check that:

- ✓ Heavy objects/furniture are properly secured (for example, strapped to wall studs).
- ✓ Heavy objects are placed low.
- ✓ Shelves are securely fastened.
- ✓ Overhead light fixtures are braced.
- ✓ Flammable products are stored away from heat sources.


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- ✓ All electrical wiring is in good condition.
- ✓ All gas vents and connections are in good condition.
- ✓ There are areas to "duck and cover" or shelter away from windows.
- ✓ No exits are blocked.
- ✓ All exits are unlocked or can be unlocked from the inside.
- ✓ All exits are wheelchair accessible.
- ✓ Evacuation/exit routes are free from hazards such as equipment, furniture, and other large objects.
- ✓ Emergency supplies are within easy reach.
- ✓ Fire extinguishers are within easy reach.

When looking outside the building for hazards, be sure to include driveways, parking lots, play areas, outside structures, and fencing in your search. At each building site, check that:

- ✓ Evacuation routes are free from hazards such as equipment, trash bins, and other large objects.
- ✓ Evacuation routes are not obstructed by landscaping, trash, other debris, etc.
- ✓ Storage sheds and other outbuildings are securely anchored.
- ✓ There is at least 30 feet of cleared space between wooded areas and buildings (Red Cross guideline).
- ✓ Dead and broken limbs are removed from trees and large and large bushes.
- ✓ Roofs, gutters, and air conditioning units are clear of leaves and other debris.
- ✓ Medium and small size objects (play equipment, trashcans, etc.) that could be blown about in high winds are securely anchored or stored.
- ✓ The address and/or name of the facility is easily visible (for firefighters, law enforcement, and other emergency responders).
- ✓ The driveway is accessible to emergency vehicles.

Worksheet 2E in the Toolbox is designed to help you document the findings of your "hazard hunt." This "hazard hunt" list is modeled after checklists available through the American Red Cross (ARC) and the Federal Emergency Management Agency (FEMA). ARC also has checklists that are suitable for use at home by your staff, volunteers, and Head Start families. See the More to Explore section on where to obtain these materials.

## PART 3: RESOURCE ASSESSMENT

There are numerous areas in which your Head Start program may have resources that can contribute to your disaster preparedness and response. This exercise will help you create an inventory of your program's current resources. It will also give you ideas about what additional resources are needed to develop and implement a


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comprehensive disaster plan. Worksheet 2F in the Toolbox can be used to document your list of resources.

Looking at the **emergency or disaster policies and procedures** your program already has in place is a good place to start your resource inventory. While these policies and procedures need to be reviewed and possibly modified or supplemented, anything your program has already developed can serve as a valuable starting point and save you time and effort.

The next step is identifying your program's human resources - **knowledge, skills, and interests**. Leadership and organizational skills are always needed in a disaster. Other areas of skills or knowledge that may be needed during or immediately following a disaster include:

- fire suppression
- first aid, CPR, and other medical training
- facilities management (electrical wiring, utilities, etc.)
- search and rescue
- child care
- crisis counseling
- written/verbal communication skills
- bi/multi-lingual abilities

Section V describes how, if you know what your human resources are, you can assign people to Disaster Response Teams on which they will have specific roles and responsibilities that match their unique skills and talents.

Another type of resource your program may have is **equipment**. Does your program own or have access to two-way communications equipment (cell phones, handheld radios, etc.), battery operated radios or televisions, backup generators, portable public address systems or bullhorns, four-wheel drive vehicles, light search and rescue gear (bolt cutters, shovels, etc.), or other equipment that may be used in a disaster?

Emergency **supplies** are another important resource. Supplies include things like food and water, first aid and medical supplies, blankets, batteries, flashlights, radios, etc. The Toolbox includes a check-list of supplies that you can work from when doing this inventory.

**Established relationships** with organizations or people who can provide your program with disaster-related services or expertise are also resources. These relationships may be called upon to help during any phase of a disaster. For example, someone from the local chapter of the Red Cross may provide training for your staff before a disaster occurs. A child psychologist in the area might provide post-disaster counseling for children in your Head Start program.

It is also important to be aware of **community resources** that provide vital services in a disaster. These include fire departments, law enforcement agencies,emergency medical services, hospitals and clinics, public health departments, emergency management agencies, and community service organizations like the Red Cross.


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Lastly, it is important to know what **financial resources** are available for your program's disaster preparedness activities. Purchasing equipment and supplies, undertaking significant mitigation measures, developing trainings and materials, and other preparedness activities may require sizeable expenditures of time and money. Having volunteers, board members, parents, local businesses, and others contribute to your disaster preparedness efforts can help to reduce these costs.

## PART 4: SUMMARY OF ASSESSMENT RESULTS

A summary of your assessment results can be in any format. It can be a brief narrative report or it can be a list of concise bullet points. Worksheet 2G in the Toolbox provides a possible format for your summary. Regardless of the format you choose, the assessment summary should clearly describe:

1. Hazards in your area that have the potential to significantly impact or overwhelm the community and your Head Start program. In other words, hazards that your program has deemed "high impact" and/or "high priority."
2. The types of potential impacts caused by each of these hazards that you need to be prepared to deal with.
3. Site-specific hazards that need to be mitigated.
4. Resource areas where your program is strong and areas in which additional resources are needed.

This summary of assessment results will help guide the development of your disaster plan (see Section III). Parts of it can also be used to inform and educate staff, volunteers, parents, caretakers, and others. Copies of assessment results should be kept on file and all assessments should be updated on a regular basis.

## References

Capital Area Chapter of the American Red Cross. How safe is your home? www.tallytown.com/redcross.

American Red Cross and Federal Emergency Management Agency. Emergency Preparedness Checklist. http://www.redcross.org/services/disaster/

**PHOTOGRAPHY**

Federal Emergency Management Agency (FEMA) / p. 2.11: kits (#1365)


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# Section III: Developing and Implementing a Disaster Plan

## Key Messages

- **The purpose of a disaster plan is to have policies and procedures in place <u>before</u> an event occurs.**
- **A good disaster plan focuses on likely hazardous events, but is also adaptable to any emergency situation.**
- **If your Head Start program has more than one site, each site should have a plan that addresses its unique needs as well as the program's overall disaster plan.**

## INTRODUCTION

After you have identified the hazardous events that may impact your Head Start program, the areas in which your program is particularly vulnerable, and the resources you have or need to effectively respond to a disaster, it's time to review your current disaster policies and procedures and/or put new ones in place. This will prepare your Head Start program to effectively respond and recover when a disaster occurs. This is your <u>disaster plan</u>. The three main components of the plan are Pre-Event, Incident Response, and Recovery. This section of the workbook provides details on what should be included in each component. To help assure that you've covered all the bases in your disaster plan, there is a Disaster Plan Checklist (Form 3A) in the Toolbox.


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# Part One: Pre-Event

This section will guide you through the key ingredients of the Pre-Event part of your disaster plan. If your organization has planned *before* a disaster occurs, you're more likely to react to a situation smoothly and effectively.

## Section 1A: Introduction

The first section of your plan should be an introduction. Elements include:

- Purpose of the plan
  - ☞ Why does your organization need an emergency plan?
  - ☞ What does your organization hope to accomplish?
- List of organizational participants
  - ☞ Who in the organization helped to write the plan?
- Documentation of plan approval and policies for implementation
  - ☞ How and by whom is the plan reviewed and approved?
  - ☞ When is the plan activated?
  - ☞ Who decides to activate the plan?
- Policies for plan maintenance and evaluation
  - ☞ When and how is the plan revised, and by whom?
  - ☞ How is the effectiveness of the plan evaluated?
- Supporting signatures/list of stakeholders, including:
  - ☞ The Head Start program director and other personnel
  - ☞ Organizations in the community that have helped in developing or reviewing the plan and/or that may be called upon for assistance when a disaster occurs. Examples include the local fire and police departments, local chapter of the American Red Cross, health department, emergency management agency for the community, etc.


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# Part One: Pre-Event

## Section 1B: Emergency Contacts

This section of your disaster plan should include:

- Essential emergency phone numbers (both local and outside the area) such as sister schools, church groups, etc.
- Contact information for staff and volunteers
  - ☞ Include home, work, and cell phone numbers as well as local and out-of-state emergency contacts
- Addresses and phone numbers for all local Head Start sites

## Section 1C: Information on Interagency Relationships

An emergency becomes a disaster when your organization is unable to deal with the situation on its own. Prepare for this contingency by assembling a list of organizations and resources that may be able to help you.

Contacting and establishing relationships with these potential resources can help streamline the aid process when a disaster occurs. It is especially helpful if you have a prearranged written Memorandum of Understanding (MOU) that lays out the terms of the relationship between Head Start and the other organization, e.g., what services the organization will provide to Head Start and what Head Start will do in return. Section IV provides more details on setting up MOUs and a sample MOU (Form 4B) can be found in the Toolbox.

This section of your disaster plan should include:

- Contact information for local aid organizations such as the Red Cross
- Copies of all Memoranda of Understanding (MOUs)


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# Part One: Pre-Event

## Section 1D: Education and Training

Section V of the workbook provides information on educating and training staff, volunteers, children, and families on disaster preparedness and response. This section of your disaster plan should outline the policies and procedures your Head Start program has for undertaking these activities.

This section of your disaster plan should include:

- Policy and procedures for:
  - ☞ Educating and training staff in disaster response policies and procedures
  - ☞ Educating and training children in disaster response
  - ☞ Educating and/or training families in disaster preparedness and response
  - ☞ Examples of educational materials and resources can also be included
- Documentation of trainings and exercises conducted
  - ☞ Brief description of training or exercise
  - ☞ Who conducted the training or led the exercise
  - ☞ Who participated in the training or exercise
  - ☞ Brief description of lessons learned and suggested revisions for disaster policies and/or procedures (if applicable)
- Documentation of evacuation drills
  - ☞ When drills were conducted
  - ☞ Receiving sites used
- Documentation of shelter in place drills
  - ☞ When drills were conducted
  - ☞ Duration of drills


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# Part One: Pre-Event

## Section 1E: Watches and Warnings

It is important to identify warning systems that exist in your community. These include sirens, alarms, weather radio, the Emergency Alert System (EAS), news radio, and television. Your disaster plan should include a detailed list of actions to be taken by your Head Start site in response to a watch or warning.

A watch indicates that a particular hazard is *possible*, meaning that conditions are more favorable than usual for its occurrence. It's a recommendation for planning, preparedness, and increased awareness. Examples of some action steps to take in the event of a watch include:

- Increasing your level of alertness
  - ☞ Listening for further information
  - ☞ Strategizing about what to do if the danger materializes
  - ☞ Preparing to take potential actions (hazard-specific)

A warning indicates that a particular weather hazard is either imminent or has been reported. It indicates that there is a need to take action to protect life and/or property. The type of hazard is reflected in the type of warning. Examples of some actions that you may need to take in the event of a warning include:

- Seeking Information
  - ☞ Contact point for further assistance
  - ☞ Contact point for assistance (MOU partners)
- Protecting People
  - ☞ Sheltering in place
  - ☞ Evacuating
  - ☞ Boarding up windows
- Protecting Property
  - ☞ Installing shutters
  - ☞ Securing contents (furniture, etc.)
  - ☞ Turning off utilities


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# Part Two: Incident Response

This part of your plan will define the actions to be taken in the event of an actual emergency. It covers the roles of Head Start personnel as well as the supplies that your site will need in order to respond to a disaster.

## Section 2A: Organization and Assignment of Responsibilities

Section V of the workbook describes disaster response teams and how these teams may be organized and used. In addition to having an Incident Coordinator, your Head Start program may have response teams such as:

| | |
|---|---|
| *Child Care* | *Safety & Security* |
| *Communications* | *Search & Rescue* |
| *Documentation* | *Student & Staff Accounting* |
| *Fire Suppression* | *Supplies & Equipment* |
| *First Aid* | |

As the team names imply, each response team has specific responsibilities in the event of an emergency. How teams are organized and their specific responsibilities will vary across Head Start programs, depending on program needs and resources. This part of your disaster plan should include a list of your program's response teams, a description of the responsibilities of each team, and a list of the members of the team. Examples of team descriptions and checklists are included in the Toolbox.

This section of your program's disaster plan should include:

- Organizational chart of disaster response teams
- Description of the responsibilities of and the skills and supplies needed for each of your program's disaster response teams
- Team assignments/team forms


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# Part Two: Incident Response

## Section 2B: Emergency Supplies

Emergency supplies are an important part of disaster preparedness. Each Head Start site in your program, including administrative offices, should maintain an Emergency Cache. Each cache should contain enough supplies to sustain people at that site for up to three days (see pg. 3.8). Be sure to familiarize your staff and volunteers with the locations and contents of your supply caches.

**Note:** Trash barrels on wheels make good Emergency Cache storage containers that can be moved easily!

In addition to these large containers of supplies, we recommend having numerous Emergency Kits at each site. Each classroom should have one of these smaller kits (see pg. 3.9). Backpacks or plastic buckets with lids make good containers; however, be sure that the kits are not too heavy and that they are easy to carry in the event of evacuation.

Staff and volunteers should be encouraged to keep their own personal emergency supplies either in their car or another place at work. Individual emergency supplies include a change of clothing, a pair of comfortable sturdy shoes, prescription medications, and extra eye glasses.

This section of your disaster plan should include:

- List of Emergency Caches and Emergency Kits kept at each site
- Locations and contents of Caches and Kits
- Program's policy for replenishing and rotating supplies (who is responsible, where supplies are obtained, how supplies are paid for, how often supplies are refreshed)


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# Part Two: Incident Response

## Section 2B: Emergency Supplies, continued

The following charts list Emergency Cache and Emergency Kit supply contents. A more extensive supply list (Form 3B), designed specifically for schools and classrooms and adapted from the Red Cross (http://www.redcross.org/disaster/masters/supply.html) may be found in the Toolbox.

### Emergency Cache

- √ Water (1 gallon per person per day)
- √ Flashlight and extra batteries
- √ Battery powered radio and extra batteries
- √ Plastic garbage bags and toilet paper
- √ Diapers and wipes
- √ Personal hygiene items and feminine supplies
- √ Non-perishable food items, including food for children and others with special nutritional needs
- √ First Aid kit
- √ Prescription and over-the-counter medications
- √ Map of area for evacuating and for locating shelters
- √ Duct tape and plastic sheeting
- √ A whistle to signal for help
- √ Sleeping bags or blankets
- √ Paper cups, plates, and plastic utensils
- √ Cash
- √ Non-electric can opener, utility knife
- √ Matches in a water proof containter
- √ Signal flare
- √ Paper and pencil or pen
- √ Games/activity items for children, in order to take the focus off of the emergency
- √ Copies of class lists and Emergency Cards for each child and staff member
- √ Copy of the agency's disaster plan
- √ Keys
- √ Student release forms
- √ Copies of any MOUs, and contact information of partners
- √ Work gloves


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# Part Two: Incident Response

## Section 2B: Emergency Supplies, continued

### Emergency Kit

- √ Flashlight and extra batteries
- √ Battery powered radio and extra batteries
- √ First Aid kit
- √ Prescription and over-the-counter medications
- √ Map of area for evacuating and for locating shelters
- √ Paper and pencil or pen
- √ Games/activity items for children, in order to take the focus off of the emergency
- √ Copies of class lists and Emergency Cards for each child and staff member
- √ Copy of the agency's disaster plan
- √ Keys
- √ Student release forms
- √ Copies of any MOUs and contact information of partners


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# Part Two: Incident Response

## Section 2C: Maps

This section provides guidelines to help your organization cope with emergencies that require everyone to *evacuate* or *shelter in place*. It is essential that you adapt these instructions to the unique characteristics at each of your Head Start sites, as building and other important factors will vary by location. Below is a list of key maps that will be helpful when needing to evacuate or shelter in place. In some cases you may want to combine maps. However, keep in mind that maps need to be easy to read and follow. These maps should be created ahead of time and copies should be included in your disaster plan, distributed to staff and volunteers, and posted in appropriate locations.

- Maps of evacuation routes — From each room, map out the shortest route to a building exit without using an elevator. Post a copy of this route on the wall in that room. It is a good idea to also show an alternate route in case the first is impassable. Also, mark meeting points.
- General facility maps — It is a also a good idea to map where the following items and places are located.
    - ☞ Emergency Caches
    - ☞ Fire extinguishers
    - ☞ Utility controls and shutoffs (include instructions)
    - ☞ Designated rooms for sheltering
    - ☞ Evacuation meeting points

A copy of these maps should also be kept in each Emergency Cache and Kit. Make sure that any keys needed to access these items or locations are readily available. Remember, each classroom should have an Emergency Preparedness Kit.


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# Part Two: Incident Response

## Section 2D: Evacuation Policies and Procedures

In some emergencies, Head Start sites will need to be evacuated. This means moving students, staff, and volunteers away from a threatened area to a safer place. This could simply mean exiting the building, or it could mean leaving the immediate area or even the local community. Evacuation may have to be done on foot or transportation may be needed. In any of these situations, having an evacuation plan in place and practicing the evacuation procedures on a regular basis will help ensure that everyone gets out safely, is accounted for, and is reunited with their family as soon as possible.

The following steps provide a general outline of what to do in an evacuation:

- Stay calm; remember that you have practiced these procedures before.
- Safely stop your work.
- Calmly assemble and make note of all the children in your care.
- Collect your Emergency Kit and take it with you.
- Take your personal belongings if it is safe to do so.
- Close your office door and window, but do not lock them.
- Proceed with children to the nearest exit, using the evacuation route provided. Do not use the elevator.
- Proceed to the designated meeting point and report to the person responsible for taking "roll."
- Wait for any instructions from authorized emergency responders. If you or your facility's manager have any concerns, do not re-enter the building until instructed that it is safe to do so by the authorized officials.

Remember, it is very important that these steps be practiced by staff, volunteers, and children on a regular basis.


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# Part Two: Incident Response

## Section 2D: Evacuation Policies and Procedures, continued

In addition to the maps described on page 3.10, your Head Start program's disaster plan should include the following:

- Evacuation policies and procedures including:
  - ☞ Who is in charge of the evacuation
  - ☞ How the need for evacuation is communicated to staff
  - ☞ What teachers need to take with them when they leave
  - ☞ How children with special needs are taken care of
  - ☞ Location of outside meeting place(s)
  - ☞ Transportation procedures, if applicable
  - ☞ How procedures differ by type of hazardous event
  - ☞ Procedures for contacting parents/caretakers and releasing children to their families
  - ☞ How often evacuation drills are done at each site
- Documentation of evacuation drills

**Note:** Specific details of evacuation procedures will differ somewhat for each site in your Head Start program.

Question: Do children in your program take their shoes off to nap?

How would this be handled if you needed to evacuate the site in the middle of nap time?


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# Part Two: Incident Response

## Section 2E: Sheltering in Place

In the event of an emergency where hazardous materials may have been released near your Head Start site, you may be instructed to shelter in place. This means selecting a small, interior room, with no or few windows, and taking refuge there. It does not mean sealing off your entire building or going to a storm shelter.

The following action steps, adapted from the American Red Cross, will help you to develop policies and procedures for sheltering in place at your Head Start site(s).

**Pre-Event Planning:**

- Select interior room(s) with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit comfortably. Classrooms may be used if there are no windows or the windows are sealed and cannot be opened. Large storage closets, utility rooms, meeting rooms, and even a gymnasium without exterior windows will also work well. **Note:** Make sure you have at least one telephone with the school's listed telephone number available in the room. If the school has voicemail, be ready to change the recording to indicate that the school is closed and that students and staff are remaining in the building until authorities advise that it is safe to leave.

**Note:** Sheltering rooms should be designated ahead of time and marked on maps.

- Provide for a way to make announcements over the school-wide public address system.
- Identify Head Start staff or others familiar with your building's mechanical systems who can help shut down ventilation systems.


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# Part Two: Incident Response

## Section 2E: Sheltering in Place, continued

**Sheltering During an Event (adapted from the American Red Cross):**

- Close the school or building. Use reverse evacuation procedures to bring students, faculty, and staff to the predetermined locations mentioned in pre-event planning.
- Close and lock all windows, exterior doors, and any other openings to the outside.
- Close window shades, blinds, or curtains if you are told there is danger of explosion.
- Have staff familiar with your building's mechanical systems turn off all fans and heating and air conditioning systems.
- Gather essential disaster supplies (see pages 3.8-3.9)
- Call emergency contacts.
- Bring everyone into the room. Shut and lock the door.
- Seal all cracks around the door(s) and any vents into the room with duct tape and plastic sheeting (heavier than food wrap).
- Write down the names of everyone in the room and call your school's designated emergency contact to report who is in the room with you.
- Listen for an announcement from local officials via portable battery-assisted radios and stay where you are until you are told that it is safe to leave.

Based on the action steps just described, your Head Start program's disaster plan should include the following:

- Shelter in Place Policies and Procedures
- Documentation of Shelter in Place Drills


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# Part Two: Incident Response

## Section 2F: Hazard-Specific Information

Section II of this workbook guides you through a community risk assessment. Once this form has been completed, include a copy of it in your disaster plan. Using the assessment results, create fact sheets about the most relevant hazards for your area. These hazard-specific guidelines will help you, in case of emergency, to be more aware of the risks associated with each particular situation. Basic facts about many hazards may be found on several different websites, including, www.redcross.org, www.fema.gov, and www.ready.gov.

Include in this section of your disaster plan:

- Completed community risk assessment
- Informational sheets about relevant hazards
- Hazard-specific procedures, when applicable

## Section 2G: First-Aid Information

Basic first aid information such as infant, child, and adult CPR, control of bleeding, and care of injured extremities may be an important reference during an emergency. Your site may already have some basic first aid information available; if not, check with the Red Cross. First aid instructions should be included in the disaster plan and several staff members should also be certified in CPR and first aid. Skills should be reviewed on an ongoing basis and certifications should be kept current. Include in your disaster plan:

- Basic first aid information sheets
- A list of who is trained in basic first aid, CPR, and any other type of emergency medical care (updated every 6 months or whenever there is significant staff turnover)
- An inventory of first aid supplies and location at each Head Start site (Suggestion: Check supplies every 6 months and link this to staff reviews of First Aid skills.)


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# Part Three: Incident Recovery

One often-overlooked part of disaster management is post-event activity. Determining how you will reunite children with caregivers as well as how you will initiate organizational recovery will be key parts of your preparation. Examples of attendance and release logs can be found in the Toolbox.

## Section 3A: Reuniting Children with Parents and Caregivers

One of the most important post-event responsibilities is reuniting parents and children. The best way to deal effectively with this situation is to plan ahead, so include in your disaster plan:

- Phone numbers of students and families (home and work) OR descriptions of where this information can be found
- Policies and procedures for reuniting children with parents and caregivers (See Section VI). These should include information on:
  - ☞ How parents will obtain information about their children
  - ☞ Who is allowed to pick up children from the site
  - ☞ Where the pick-up point will be located (designate both an on-site and off-site pick up location)
- Location and maps (if necessary) of primary and backup pick-up points
- Copy of information about to whom the child can be released
- Attendance forms
- Student Release forms


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# Part Three: Incident Recovery

## Section 3B: Organizational Recovery

Head Start responsibilities do not end once the emergency or disaster has passed and families have been reunited. Post-event, there will be many recovery issues to face (see Section VI). The best way to deal with these issues effectively is to address them ahead of time in your disaster plan. These issues may include:

- √ Alternative classroom and administrative office locations
- √ Modified or alternate transportation routes
- √ Speaking with reporters
- √ Assessing building safety
- √ Clean up and repair
- √ Backup of data systems
- √ Addressing mental health issues
- √ Applying for financial aid or reimbursement

Record-keeping is fundamental to successfully dealing with many of these issues. Be sure to include all relevant forms and worksheets in your plan.

This section of your disaster plan should include:

- Policies and procedures for organizational recovery plans (Red Cross and FEMA websites have specific materials related to business recovery from disasters as well as mental health concerns, especially for children, following an emergency or disaster)
- Relevant insurance documents for hazard, fire, and liability coverage
- Record keeping forms to use in itemizing damage and losses
- Important phone numbers for the insurance company, regional and federal Head Start agencies, local emergency management office, etc.


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# Conclusion

Implementing the plan that you will create includes three key elements:

1. ***Communicating*** policies, procedures, and other information in the plan to the appropriate individuals through education and training

2. ***Practicing*** the plan through drills and exercises

3. ***Evaluating*** and ***revising*** the plan on a regular basis

If you follow the prompts detailed in this chapter, your agency will be well on its way to implementing and maintaining an effective all-hazards disaster plan. As you go through the process, remember that every program and every site will have its own unique set of needs and characteristics. The preceding guidelines are just that—be willing to think "outside the box" and brainstorm with key personnel to determine the best way to make use of your agency's strengths.


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# Section IV: Communicating Important Information to Staff, Volunteers, Parents, and Others

## Key Messages

- **Have primary and back-up communication equipment for use in an emergency.**
- **Keep up-to-date emergency phone lists and response guidelines in easily accessible locations.**
- **Establish relationships beforehand with community partners, and be aware of the information that you will need to communicate.**
- **Be sure that parents and caregivers are aware of school disaster plans before a disaster occurs.**

## INTRODUCTION

Communication is at the heart of your Head Start program's disaster preparedness and response. Exchange of information will happen within your Head Start site (to and among your staff, students, and facility managers) and with outside entities (fire departments, EMS, police departments, media) who can help by responding to your situation and providing information to other interested parties. Key elements of a successful communication plan include reliable and redundant means of communicating, accessible and current emergency information for staff, established community relationships, and the education of parents and other stakeholders.


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## Communications Equipment and Systems

In an emergency, information must be communicated quickly to many people. Equipment and systems used for this type of communication need to be established and tested *before* a disaster occurs.

Communication systems exist on many levels. While this section of the workbook focuses on *your* agency's system, it is helpful to be aware of others. For more on alerts and warnings, see page 4.9.

In some cases, systems that are used in your everyday activities may also be used for emergency communication. These may include phones, intercom systems, and public address loudspeakers. However, in the event that electrical power and/or telephone lines are down, back-up communication equipment must also be ready for use. These may include cellular telephones or two-way radios. Investigate the possibility of obtaining a backup communication system for your key staff, and be certain that the system functions well in your setting. Too often, organizations have depended on one specific mode of communication, only to find that it didn't work effectively within their potential facility. Remember, any battery-operated communications equipment will need fresh batteries regularly.

On your disaster preparedness map, clearly mark the locations of your primary and secondary communication equipment. Remember to update this map regularly. Consider indicating the location of the following items:

### Communication Equipment

- Emergency back-up power for intercom system
- Battery-powered megaphone/bullhorn to transmit information to students and staff
- Battery-powered portable radios (or car radios) to receive information from emergency officials
- Battery-powered walkie-talkies to communicate within groups in assembly area and with search and rescue teams
- Signaling devices (such as whistles)

## Accessible Emergency Information

In an emergency, staff may have difficulty concentrating and remembering details. Recognizing this, you will need to provide easy access to emergency information and guidelines. Posters displaying this information should be strategically located throughout your facility, particularly at telephones and other communication stations.

## Student and Staff Records

Keep copies of medical and contact information for all children and staff in multiple locations. Update them regularly and indicate their location on the disaster preparedness map. Teachers need to store class lists and emergency cards in their emergency backpack. Other places where these personal emergency details might be kept are:


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- On-site in the main office or the nurse's room
- Off-site in another computer or file such as at the regional Head Start office, in case records are damaged or destroyed on-site

Remind parents of the school's procedures through frequent meetings or follow-up letters. Take these opportunities to encourage them to keep Emergency Card details up-to-date for their children. Parents should also check to be sure that family members and friends know if they have been named as contacts in an emergency. Below is a list of the details to include on an Emergency Card.

### Emergency Card Information

- Names and telephone numbers of parents or legal guardians
- Names and telephone numbers (home and work) of alternate contact persons to whom the child may be released
- Name, address, and telephone number of the child's usual source of medical and dental care
- Information on the child's health insurance, including name and identification number.
- Special conditions, disabilities, allergies or medical and dental information, such as the date of the latest DPT immunization, or prescription medications used
- Parent or guardian's written consent, in case emergency care is needed

## Emergency Contacts

In an emergency, you will need to let outside agencies such as your police and/or fire departments know how you are doing and what your needs are. Posters should, therefore, include phone numbers for agencies such as the Fire and Police Departments, the Red Cross, and any other partner entities with which your site has a Memorandum of Understanding (Form 4B in the Toolbox).

The first priority for your staff when placing a call to any of these entities is to provide specific details about the situation in an Emergency Status Report. An Emergency Status Report gives precise details about the emergency to first responders. Clear guidelines will help you and your staff to be confident in providing a concise verbal report. Consider encouraging your staff to:

- Keep each telephone/radio communication brief and concise.
- Give brief injury and damage reports that describe the condition of the school population, building(s), and access around the school, if possible.

An example of an Emergency Status Report is found in the Toolbox (Form 4A).

## Keeping Parents Informed

In emergency situations, parents and guardians will be understandably concerned about the safety of the children within your care. You can help to promote effective interactions by setting up an open relationship with par-


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### Policies and Procedures

One key part of this educational process is making parents aware of your policies and procedures. At the beginning of the school year, inform parents and caregivers of your school's emergency plans. The information should also be included in the school handbook. Examples of information cards for distribution are provided in the following boxes.

### Guidelines for Parents and Caregivers in the Event of an Emergency

**Your Child is in Safe Hands at School**

- Your child and his or her teacher have been practicing disaster drills.
- The teacher will take a backpack which contains emergency supplies when the class leaves the building.
- The staff has been trained.
- The fire department and police department have been working with the Head Start program about what they will do if there is a disaster.

**We Need Your Cooperation**

- In the event of a disaster, we must have telephone lines open for emergency calls. Please do NOT call the school. Information will be transmitted to you via radio and other emergency communication channels. If necessary, the school will contact you via phone tree. Thank you!
- Please try to avoid immediately driving to the school. The streets near the school need to be free for emergency vehicles.

**Your Child is Cared for**

- No student will be dismissed from school unless a parent, caregiver, or another person listed on the emergency card picks them up.
- If your child's card is not up-to-date, please ask for a new card from our office so that you can update the information.
- If you are not able to reach the school, we will care for your child until you can.

**Helpful Suggestions**

- Turn your radio to _____ or _____ on the AM dial. Information and directions will be given over the radio.
- In the event that the school has to be evacuated, our alternative location and address is: _____
- If local telephone lines are down, you may still be able to reach an out-of-state location. Our sister school will have information about our emergency situation. Their contact information is _____

### Disaster Education

Because of your agency's special relationship with parents, your Head Start program is uniquely able to provide them with basic preparedness education. It is helpful to have pamphlets and booklets for home emergency preparedness available to distribute in meetings and through mailings. These materials will reinforce the safe behaviors that are taught at school. Copies sufficient for all the parents, in the languages


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required and appropriate to your geographical area, can be obtained from FEMA or the Red Cross. These materials include:

- The threats and hazards that exist in the community
- Ways to make the home safer in case of a disaster
- Self-protective measures such as "stop, drop, and roll" and "duck, cover, and hold"
- Adapting an evacuation plan for use in the home
- A list of key emergency supplies
- First aid instructions
- Additional emergency contact information

Consider the following suggestions:

### Checklist for a Functional Parent-School Emergency Relationship

- Hold a meeting for parents and caregivers to explain the disaster preparedness guidelines at the start of the school year.
- Plan for other meetings throughout the school year.
- Print guidelines in a letter or poster form for parents/caregivers and prepare regular update letters.
- Let parents know at meetings and in letters which agencies have a relationship with the school.
- Remind parents of the school's shelter and evacuation plans.
- Print the parent/caregiver guidelines in the school handbook.
- To encourage home preparedness, provide each family with access to educational materials.

Remember, you have an opportunity to educate parents on two levels: your school policies and procedures, and general disaster preparedness.

## Establishing Interagency Relationships

In times of disaster, schools may be unable to receive immediate attention from emergency responders. In recent earthquakes and fires, a number of schools that needed places for evacuation or assistance with emergency response had to forge quick agreements with other facilities, neighboring public schools, and other nearby private schools or churches to provide space or personnel. Many found themselves searching through the yellow pages in a last-minute attempt to find businesses that could deliver needed goods or services.

Situations such as these may be avoided by setting up agreements with community partners before a disaster occurs. Your ability to respond to emergency situations will increase, and you will reap the benefits of productive community relationships.

### Memoranda of Understanding

A Memorandum of Understanding, or MOU, is a document that defines an agreement between two agencies or organizations. It addresses the provision of services and areas of responsibility. These written agreements can help to ensure that the needed services are of-


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fered during a disaster. MOUs thus formalize interagency relationships between your organization and another agency or individual. For example:

- Your school could have an agreement with the local fire department that a fireman will visit each month for your fire drill.
- Your school could have an arrangement with a local transportation company to transport your children in the event of a disaster.
- You may discover that a neighbor has a two-way radio and can be called upon to serve the needs of the school in a disaster.

A sample MOU (Form 4B) is found in the Toolbox.

**Creating a Memorandum of Understanding**

Ideally, an MOU will contain six key elements: introduction, authority, areas of cooperation, insurance, review, and terms of enforcement.

*The introduction should include:*

- ❑ Rationale for the agreement
- ❑ Purpose
- ❑ Broad objectives
- ❑ Assumptions concerning each participating party

*The section concerning authority should answer the question:*

- ❑ What is the existing responsibility of each agency…prior to any new agreement between the two to be outlined in this MOU?

*Areas of cooperation should be detailed by outlining:*

- ❑ Which agency will be responsible for which activities?
- ❑ How will the agencies work together?
- ❑ What about the resource mobilization, communications, costs, reports, timetables, and publicizing this agreement within each organization?

*The following insurance and indemnification issues should be addressed:*

- ❑ Who will assume liability for claims against actions covered under this MOU?
- ❑ Is there insurance to cover agency activities?

*A section detailing periodic review of the agreement should include:*

- ❑ How will the progress of the terms of the MOU be monitored?
- ❑ How often should such a review take place?
- ❑ What is the intent of such a review?

*Finally, terms of enforcement include:*

- ❑ How long will this agreement remain in effect?
- ❑ What steps need to be taken should one party wish to modify the agreement?


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*So, an MOU should include the following six elements:*

- Introduction
- Authorities
- Areas of Cooperation
- Insurance/Indemnification
- Periodic Program Review
- Terms of Enforcement

### How to Create Partnerships

How do you establish relationships with agencies, local businesses, and nearby individuals with special skills, before an emergency or disaster happens? A plan of action might look like this:

1. Develop a list of agencies or persons for whom your school would like to work with.
2. Call or meet with those on the list to establish a personal relationship as well as to assess each other's needs and requirements. Invite them to visit your facility. This can help to make the issues spelled out in your MOU more tangible.
3. Once you have determined how you will work together, put the agreement in writing in an MOU.

Once the MOU is established, it is important to cultivate the relationship. Maintain open lines of communication and alert your community partners of any changes in program procedure or needs.

### Possible Partners

The Police Department, Fire Department, and American Red Cross are all examples of agencies with whom you could work. If the school has a neighbor who has access to a two-way radio, consider inviting this person for a friendly visit to meet staff and children, and establish that he or she would come by the school in a disaster to see if the school is in need of radio communications. Here is a suggested list of agencies with which your school could have agreements:

- Local American Red Cross Chapter
- Fire Department
- Police Department
- Radio/Television/Newspapers
- Transportation Company
- Evacuation site(s) in the event your school is no longer safe (consider other schools, churches, or community recreation centers - and don't forget to tell parents where these sites are)
- Restaurants (to provide additional food and water if needed)
- Neighbor with 2-way radio
- Local medical clinics or medical offices with medical staff readily available, particularly if you have children with special needs

## Communicating with the Media

A working relationship with the media will be extremely helpful in a disaster. The key to successful disaster management is preparing ahead of time, and in this case, that means creating relationships with media as part of the planning process.

Try to identify key media individuals and meet with them periodically to nurture a comfortable relationship. Media have their own unique production needs and schedules, and by becoming


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familiar with people and procedures, you can promote a mutually beneficial relationship. They'll get a story to broadcast, and you'll get important information distributed in a timely fashion!

Some points to remember:

- Formalize relationships with media with a Memorandum of Understanding.
- When communicating with the media, consider having a designated spokesperson or PIO (Public Information Officer). This contact should be the only person who will field questions and who will give information to the media, thus avoiding confusion.
- The media, like the emergency agencies, will need clear, concise facts.

## Communicating During Evacuation and Sheltering in Place

### Evacuation Instructions

If it has been determined that it is safer to leave the site than to remain, keep these points in mind:

- Alert the evacuation receiving site. This site will have been previously chosen and agreed upon (perhaps with an MOU) as part of your disaster preparedness plan.
- Notify local emergency authorities of your evacuation.
- Activate your parent/guardian phone tree.

### General Communication Tips

Your written and oral communications to staff, volunteers, parents, and the media should be readily understandable. Some key elements of successful communication include:

1. *Readability*: When creating print materials, it is important to make them easy to understand. Keep in mind that the average reading ability for adults is at the 8th grade level; we suggest creating materials that read at a 5th or 6th grade level. Sentences should be short, and multi-syllabic words should be kept to a minimum.

2. *Language Accessibility:* Since many of your volunteers and families may speak in a language other than English, be sure to do one or all of the following:

    - Provide writen or spoken translations
    - Write in a clear, simple style in English and/or
    - Use illustrations whenever possible

3. *Honesty*: When communicating in times of crisis, it is essential that your PIO or designated media/public contact person acknowledges uncertainty if it exists. Try to avoid over-reassuring and evasion.

### Additional Resources

You will find many resources to support the communication elements of your disaster preparedness plan in the More to Explore section.


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## Alerts and Warnings

Beyond the emergency communication systems that should exist within your Head Start site, it is important to be aware of other alerts, warnings, and systems that may be in place in your community and throughout the country.

Warnings consist of people with information communicating with people at risk, and they prompt the people at risk to take actions that will reduce harm. They are usually the responsibility of local governments, but there are also several federal warning systems. It will be helpful for you to investigate the warning systems in place in your local community as well as familiarize yourself with the current federal systems.

***Some examples of federal warning systems include:***

- The Emergency Alert System (EAS, formerly EBS and CONELRAD), which gives the President access to broadcast stations, cable systems, and satellite programmers.
- The National Weather Service, which issues warnings of severe weather and flooding.
- The U.S. Geological Service (USGS), which issues warnings of earthquakes, volcanoes, and landslides.
- The Environmental Protection Agency (EPA), which provides warnings concerning air or water quality.
- The Department of Homeland Security (DHS), which provides warnings of terrorist attacks.

***Local systems might include:***

- Tornado sirens, which let communities know if severe weather is threatening and when to seek shelter.
- A local Emergency Broadcast System (EBS).
- Various alerts sent to city/county emergency managers.

Take the time to familiarize yourself with federal warning systems as well as those that might be in place in your local community. Ask yourself: How is your city/county/state equipped to communicate with your Head Start site in the event of an emergency? And: Is your site prepared to receive this information?


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# Section V: Building Teams and Training for Effective Disaster Response

## Key Messages

- **Familiarize your staff and others with the potential hazards in your community and with the methods used by your program to alert them to different kinds of emergencies and disasters.**
- **Define and document the roles and responsibilities of disaster response team members. Develop and train disaster response teams for your Head Start program.**
- **Develop systematic methods for informing and training staff, volunteers, and others about important disaster response policies and procedures.**
- **Evaluate your training efforts and use evaluation results to guide changes in your program's disaster policies and procedures and to assess further training needs.**

## INTRODUCTION

One of the single most important ways to prepare your Head Start program for a disaster is to train staff and volunteers for their roles and responsibilities when a disaster occurs. Clearly defined roles and responsibilities can help reduce confusion and ensure that emergency response activities are carried out quickly and efficiently. This section of the workbook starts with a summary checklist of the basic information all staff and volunteers need to know for disaster response. It goes on to describe in detail the disaster response teams that you may want to develop and train within your Head Start program. Finally, a variety of methods for educating and training Head Start staff and others are discussed.


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## What Staff & Volunteers Need to Know

- ✓ The types of emergencies and disasters that could happen in your community or at your program site(s)
- ✓ Methods your program uses to alert people (bells, sirens, intercoms, etc.) when there is an emergency
- ✓ For their site, the locations of:
  - Fire extinguishers
  - Shut-off valves for water, gas, and electricity
  - Emergency supplies
  - Evacuation routes
  - Classroom emergency backpacks
  - Emergency numbers for fire and police departments
- ✓ Response procedures specific to the site and/or to disaster type
- ✓ Procedures for keeping track of children during a disaster and for releasing them to family members or caretakers
- ✓ Evacuation procedures and routes; procedures for sheltering in place
- ✓ Disaster response roles and responsibilities

### Knowing the Dangers

The first step in educating staff and volunteers about disaster response is to familiarize them with the types of disasters that could potentially affect your community and your program. People who have lived in the area for a while may already be aware of some of the local hazards, but don't skip this step! Often people forget, downplay, or do not realize that different hazards exist in, or could come to, their neighborhood. For example, it's easy to remember the floods, tornados, or hurricanes that occur yearly. Fire alarms and fire drills are standard practice, but what about the ice storm or earthquake that happens infrequently and arrives with little or no warning? What about the chemical plant upstream or the trucks transporting hazardous materials on the highway just outside of town? Are your staff and volunteers aware of these potential threats, and do they know how to respond appropriately if there is a problem?

While it is important that your staff and volunteers are aware of potentially significant natural and man-made threats in the area, it is also important not to overwhelm people with too much information or cause undue anxiety. Completing the


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assessment activities in Section II of this workbook can help determine the key hazards your staff and volunteers should be made aware of.

Ideas for educating staff and volunteers about potential dangers include:

- Presenting findings from your program's risk assessment at a staff meeting
- Incorporating this information into disaster response trainings
- Including information in new employee or volunteer orientation activities or materials
- Including information in written disaster response materials distributed to program personnel

## Notifying People That An Event Has Occurred or Is About to Occur

Staff and volunteers need to know not only what the potential threats are, but also how they will be notified about an emergency or disaster. Different modes of communication used for alerting people of an emergency event include:

- Telephones
- Fire alarms
- Air horns
- Smoke alarms
- Sirens
- Radios - two-way, hand-held
- Public address systems
- Intercoms
- Runners

Staff and volunteers will also need to know what actions to take when your site receives information that an emergency is imminent or has already occurred. What would your staff do if a tornado touches down near your site? What actions should be taken if you learn that there was a large-scale terrorist attack in a nearby community?

Responses to challenges like these should take into consideration the potential impacts these might have on your agency and your ability to evacuate or shelter in place. You might have to decide whether or not you should shut down your sites.

## Response Team Roles & Responsibilities

During a disaster, it is important that each staff person and volunteer understands her/his specific responsibilities and is given the training, equipment, and supplies necessary for carrying them out. Organizing your staff and volunteers into response teams that operate under the direction of an **Incident Coordinator** is a good organizational strategy for addressing this issue.

Depending on the number of staff and volunteers your program has at one site at any given time, each team may consist of only one or two persons and team members may have several tasks assigned to them. This makes cross-training of team members very important.


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In some cases, it might be helpful to consider seeking support from outside sources. For example, if your classroom is housed in a building with other programs, develop teams using staff from both your program and the others at the site. Another way to address a shortage of team members is to combine teams. For example, the team responsible for accounting for all staff, volunteers, and students may also be the child care team. It is also helpful to keep in mind that not all teams may be needed in every disaster. Team activation will depend on the type of incident and the type of response and recovery efforts required.

Remember, it is essential that team members are assigned and trained before a disaster occurs. When assigning staff to teams and to be team leaders, think in terms of knowledge and skills, rather than job position within the Head Start organization. For example, your bus driver may have had experience as a medic in the military and may be the best person to head up the first aid team.

On the following pages are descriptions for the position of Incident Coordinator and nine disaster response teams you might consider forming. As you review the team responsibilities, keep in mind that in disasters, traditional first responders (fire, police, emergency medical personnel) may be overwhelmed providing services elsewhere in the community or even physically prevented from reaching your program site. In these situations, persons from your organization may need to take on extraordinary responsibilities for up to 72 hours. Preparation and training is key to effective handling of these responsibilities. Team Forms for documenting assignments, responsibilities, and relevant supplies and equipment can be found in the Toolbox.

## INCIDENT COORDINATOR

**The Incident Coordinator is responsible for directing emergency response activities, including oversight of the other disaster response teams**.

### Responsibilities

- Direct and coordinate disaster operations
- Determine the need for and request outside assistance
- Interact with other emergency teams from the community (e.g., the fire department)
- Collect, analyze, and report information concerning students and staff who are injured or unaccounted for
- Collect, analyze, and report information on facility damage
- Be ultimately responsible for the safety of all students, staff, and volunteers present

### Recommended Skills and Qualifications

- Proven leadership and organizational skills
- Thorough knowledge of program's disaster policies and procedures
- Bi/multi-lingual (if needed)
- Respected by staff and community

### Special Training

- Needs to be thoroughly trained in program's disaster policies and procedures
- Needs to know roles and responsibilities of all response teams


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# Examples of Disaster Preparedness Teams

| | | |
|---|---|---|
| **Fire Suppression** | **Student & Staff Accounting** | **Communications** |
| **First Aid** | **Supply & Equipment** | **Child Care** |
| **Search & Rescue** | **Safety & Security** | **Documentation** |

## FIRE SUPPRESSION TEAM

**The Fire Suppression team is responsible for extinguishing small fires, minimizing exposure to hazards posed by fires, and working directly with the local fire authority.**

### Responsibilities

- Interact with fire department
- Determine when it is safe to re-enter building
- Conduct sweep to determine location of fires
- Extinguish small fires if possible
- Seal off and post notices in areas where hazardous conditions exist
- Report on situation to the Incident Coordinator

### Recommended Skills and Qualifications

- Physically fit
- Training or experience in basic fire fighting

### Special Training

- How to use a fire extinguisher
- Basic facts about fire behavior (e.g., blowback, problems that fire and water cause when electricity is present, etc.)

Your local fire department can help you get this type of training.

## FIRST AID TEAM

**The First Aid Team ensures that first aid supplies are available and properly administered.**

### Responsibilities

- Assess injuries and provide first aid as needed
- Determine need for outside medical assistance
- Tag each of the injured with name, address, injury, and treatment rendered*
- Establish priorities for the transportation of the injured to hospitals when transportation is available*
- Report on situation to the Incident Coordinator

*These activities are usually the responsibility of public safety or emergency services personnel. However, having Head Start team members trained in these areas could be helpful in disasters where there are many serious and/or fatal injuries.

### Recommended Skills and Qualifications

- First aid and CPR
- Medical training (i.e., nursing skills)
- At least two members of the team should be strong enough for lifting or supporting injured or ill persons

### Special Training

- First aid and CPR - check with your local Red Cross chapter for training


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## SEARCH & RESCUE TEAM

**The Search & Rescue Team is responsible for searching for and recovering missing children, staff, and volunteers.**

### Responsibilities

- Conduct interior search using pre-established search and rescue patterns for checking each classroom, storage rooms, and other inside areas
- Mark the door when entering with a "/" slash mark
- Upon entering an area, call out and wait for an answer
- Remove trapped victims if possible
- When exiting, if there are no casualties in the room, complete the original "/" by making it an "X" and posting pertinent information on the door
- Contact the Safety & Security Team to secure building from re-entry
- Set up triage and a temporary morgue
- Report on situation to the Incident Coordinator

### Recommended Skills and Qualifications

- Physically fit - may need to lift heavy objects, debris, or persons

### Special Training

- First aid and CPR
- Training in interior search and rescue

Check with your local fire department or the Federal Emergency Management Agency (FEMA) for training in light search and rescue. See FEMA's website at:

http://training.fema.gov/EMIWeb/CERT/.

## STUDENT & STAFF ACCOUNTING TEAM

**The Student & Staff Accounting Team keeps track of student, staff, and other personnel and reports missing persons to the Incident Coordinator. Additionally, this team is responsible for reuniting children with their parents or caretakers. This includes checking identifications when children are signed out.**

### Responsibilities

- Track the whereabouts of children and staff
- Document and report missing persons to the Incident Coordinator
- Check student Emergency Card for name of person(s) authorized to pick up child
- Release students to authorized person(s)
- Check identification of person(s) picking up children
- Document student releases

### Recommended Skills and Qualifications

- Familiar with staff, volunteers, students, and parents/caretakers
- Bi/multi-lingual (if needed)

### Special Training

- Trained in documentation and release procedures

**Note:** Documentation and release procedures should be based on Head Start standards and described in detail in your program's disaster plan.


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## SUPPLIES & EQUIPMENT TEAM

**The Supplies & Equipment Team ensures the availability and delivery of adequate and appropriate supplies and equipment for sheltering children and staff during the course of the disaster. This ongoing responsibility ensures that each site has adequate and updated supplies before a disaster occurs.**

### Responsibilities

- Interact with the Incident Coordinator and report additional equipment and supply needs
- Estimate the number of persons needing shelter and the length of time shelter will be needed
- Assess adequacy of water, food, blankets, and other supplies
- Oversee conservation of water
- Establish a list of all persons being sheltered and determine and address any special needs
- Distribute resources for immediate use (food, water, portable generators, radios, blankets, sanitary supplies, etc.)

### Recommended Skills and Qualifications

- Strong organizational skills

### Special Training

- Trained in policies and procedures for sheltering situations

Your program's policies and procedures regarding sheltering should be described in detail your in your disaster plan (see Section III). Also, talk with the Red Cross about the availability and location of community shelters during disasters.

## SAFETY & SECURITY TEAM

**The Safety & Security Team protects the site and the people present at the site from further damage or injury.**

### Responsibilities

- Turn off utilities and secure water system
- Contact local utilities (water, gas, electricity, etc.) if necessary
- Access emergency supplies
- Assure that emergency vehicles have access to the school site
- Seal off or post areas where hazardous conditions exist
- Set up sanitation facilities
- Lock all external gates and doors
- Patrol entrance to the site
- Keep students and staff out of building if necessary
- Report on situation to the Incident Coordinator

### Recommended Skills and Qualifications

- Knowledge of utilities

### Special Training

- Utility operations (turning utilities off, checking for leaks, etc.)

For training in utility operations, work with maintenance or facility personnel inf the buildings that house your Head Start program. Also, check with the utility companies (gas, electric, water) that provide services in your area.


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## COMMUNICATIONS TEAM

**The Communications Team is responsible for all internal and external communications. This team works closely with the Incident Coordinator. Consider choosing one person who will release information to parents and the general public. This person will be the designated Public Information Officer (PIO) for the program.**

### Responsibilities

- Contact police, fire, or medical help (911)
- Interface with media
- Oversee communications with parents and others who are calling the site for information
- Disseminate information to staff as needed
- Monitor outside communications channels for information (radio, television, police/fire department channels)
- Work with outside vendors or volunteers who may have access to alternative means of communication such as HAM (amateur) radios
- Keep Incident Coordinator apprised of communications activities and problems

### Recommended Skills and Qualifications

- Highly articulate
- Bi/multi-lingual
- Experience working with the media (communications or public relations)

### Special Training

- Use of communications equipment
- Risk communications

## CHILD CARE TEAM

**The Child Care Team ensures that the children are well cared for while other teams are carrying out their responsibilities. This may include evacuating the site with the students.**

### Responsibilities

- Ensure children are well cared for during an emergency
- Provide for children's needs such as food, water, toilet breaks, etc.
- Arrange activities and keep students reassured
- Work with children who may be exhibiting fear or other stress-related conditions
- Evacuate the site with children if necessary
- Keep Incident Coordinator apprised of any problems or significant incidents

### Recommended Skills and Qualifications

- At least one person with psychological counseling skills
- Bi/multi-lingual staff members
- Person or persons the children are familiar with

### Special Training

- Crisis intervention for children

Work with Head Start, community agencies, and individuals for training in this area. Also, accessing your community resources in times of need can be facilitated by establishing a relationship prior to a disaster. The Red Cross also has materials regarding children and disasters.


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## DOCUMENTATION TEAM

**The Documentation Team is responsible for ensuring that all necessary information is reported and forms are completed during a disaster or soon thereafter.**

### Responsibilities

- Ensure that all teams are completing necessary documentation such as child release forms, incident report forms, etc.
- Collect all forms as needed during the emergency to keep Incident Coordinator up-to-date
- Collect all forms after the emergency for storage or processing as needed
- Keep record of all expenditures as well as personnel time

### Recommended Skills and Qualifications

- Strong writing skills with an eye for detail
- Familiarity with Head Start administrative requirements

### Special Training

- Familiarity with documentation procedures as described in your program's disaster plan

## TRAINING

### The Importance of Training

Because emergencies may be infrequent, your team needs to practice disaster responses regularly in order to maintain adequate levels of knowledge and skills. Go beyond the basic fire drill and get everyone involved in the training. Educate every new employee and volunteer on disaster response procedures when they start. In addition, conduct routine drills of procedures for those disasters your site is most likely to face. Hold these drills with the entire site, including volunteers, students and any parents present. In many cases, it is also valuable to include others who share building space with your Head Start program.

### Suggested Modes of Training

There are many options for training your staff. Possible training approaches include:

1. **Short briefings** held at frequent intervals, covering different aspects of disaster preparedness. For example, include a review of evacuation routes and location of emergency equipment during a 10-minute time slot at a staff meeting.
2. **Training sessions** with staff and volunteers. For example, conduct a training session on the roles and responsibilities of each of the disaster preparedness teams.
3. **Tabletop exercises** where staff and volunteers run through a disaster scenario based on a hazardous event likely to happen in their area. A description of a tabletop exercise conducted by FEMA with a public school system in Maryland can be found at:http://www.fema.gov/txt/onp/hotwashhowardcounty.txt. The example includes an overview of the exercise and a brief write-up of the "Lessons Learned" .


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4. **Half-day functional exercises** based on a disaster scenario in which everyone assumes a role including assigned "injured students", rooms designated as unsafe, etc.
5. **Drills** in which specific procedures such as exiting the building or "duck, cover, and hold" are practiced.

All of these trainings methods should be undertaken with a clear purpose and specific objectives in mind. This will enable you to evaluate the success of the trainings. For example, your purpose or goal for a training exercise may be:

*"To provide staff with the experience of dealing with a large-scale emergency such as a major earthquake and to evaluate our program's disaster plan and procedures for responding to such an event."*

Training objectives should be **SMART** - **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound. For example, the objective for a fire drill the might be:

*"Within 5 minutes of the alarm sounding, all teachers, volunteers, and children will have safely exited the building and will be gathered at the end of the driveway."*

These objectives become the foundation of your training evaluation. Evaluations are designed to assess whether or not the training objectives were successfully met.

## Volunteers

Although volunteers are not on the premises with the same frequency as the staff, nor do they have the same level of responsibility, they may be called on to respond in a disaster with the same skills and knowledge as a staff member. For that reason, we suggest including them on your disaster response teams and in any disaster trainings conducted for the staff. Also provide volunteers with disaster preparedness educational materials and information as part of their orientation and general training.

## Training for Children

It has been shown that teaching young children what to do during a disaster is very effective in helping them protect themselves. Some of the behaviors that can be taught are:

- To duck, cover, and hold in the case of an earthquake
- To crawl along the ground to avoid smoke inhalation in case of fire
- To stay away from windows during tornados

These self-protective measures need to be practiced with the children in frequent drills. Disaster drills can be made into fun activities, incorporating characters or fun games. This technique can be helpful for very small children, who may not understand the concept of disasters and their dangers. However, if you take this approach, make sure the children take your commands seriously every time. Teachers should also participate in these drills.


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## Training & Education For Parents

It is important to provide parents with information on your disaster response procedures. Parents and caregivers need to know what Head Start will do from the time the disaster strikes until the children are released back into their care. They also need to know what is expected of them. Holding a disaster preparedness workshop for parents is an excellent way to deliver this information and to get parents involved in your program's disaster preparedness efforts. The more prepared the parents are, the more support they will provide for your disaster preparedness program at school.

Key points to cover with parents in this workshop include:

- Evacuation plans
- Sheltering plans
- Alternate routes to pick up points for their children
- Child release procedures

Also, be sure to provide parents with this information in a written document, such as a booklet or pamphlet. In addition to a description of your site's emergency response plans, include general emergency preparedness and response information that can be used at home. This will reinforce the safe behaviors children are taught in school. The document should cover:

- Information on threats and hazards that exist in the community
- Self-protective measures such as *stop, drop, and roll* and *duck, cover, and hold*
- Having an evacuation plan and sheltering plan for use in the home
- Emergency supplies
- First aid
- Emergency contact information, including an out-of-state contact

Excellent material on safety and disaster preparedness at home is available from the Red Cross. You may want to order these materials from your local Red Cross chapter and distribute them to your Head Start families. Many fact sheets and guides, most translated into at least two languages in addition to English, may be found at: http://www.redcross.org/pubs/dspubs/genprep.html#disrep.

## Training Evaluation

Evaluating disaster response training activities is very important. Evaluation is a way to assess if your staff and volunteers have the knowledge and skills necessary to effectively carry out their roles and responsibilities in a disaster. Evaluation is also used to determine if specific training objectives were met. In general, evaluations can help determine if:

- The training went according to plan
- Training participants increased their knowledge and/or improved their skills
- Aspects of your disaster response policies and procedures need modification or strengthening and how this might be done


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There are several methods that can be used alone or in combination for gathering evaluation information. The three most common methods are questionnaires, direct observation, and semi-structured group discussions or "debriefings".

Self-administered questionnaires

Questionnaires are frequently used to find out what participants thought about and what they learned from their training experience. Feedback on the content and utility of the information presented is commonly elicited through open-ended questions such as:

- "What do you think was the most valuable part of the training?"
- "What do you think was the least valuable part of the training?"
- "How could the training be improved?"

In addition to open-ended questions, participants can be asked to rate all or parts of the training on a scale. For example:

The training was a good use of my time:

| Strongly Agree | Somewhat Agree | Somewhat Disagree | Strongly Disagree |
|---|---|---|---|
| 1 | 2 | 3 | 4 |

Questionnaires can also be used to assess knowledge. Knowledge questions can be short answer, true/false, matching, or multiple choice. To assess changes in knowledge, participants should be asked the same questions both before and after the training session and their pre- and post-test scores should be compared. The goal is to increase scores from pre– to post-test.

Direct observation

If you are conducting an exercise or drill, direct observation is a good way to assess if participants complete critical actions. First, develop a list of actions or decisions that should take place during the exercise or drill. Second, locate observers in places where they can see and hear key players. Give the observers forms or checklists on which to record their observations and document the completion of critical actions by participants.

Debriefings

Another method frequently used to assess exercises is a semi-structured group discussion called a "debriefing" or a "hot wash". In this process, the group of exercise participants is asked a series of questions designed to facilitate discussion in the following areas:

- What went well in the exercise?
- What did not go well in the exercise?
- Were the exercise objectives met? If not, why not?
- What implications do these results have regarding the program's disaster plan and/or the need for future trainings?

The More to Explore section provides additional resources to help you with evaluating your training efforts.


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# Section VI: Recovering After a Disaster

## Key Messages

- **Plan for disaster recovery before the disaster occurs.**
- **Identify alternative location(s) for holding classes.**
- **Know key strategies for helping children, families, and staff to cope.**
- **Be familiar with mental health resources.**
- **Keep complete records before, during, and after a disaster.**

## INTRODUCTION

It may be difficult to imagine the time after a disaster, particularly when you are in the middle of one. This is why it's important to think about recovery ***now*** and include strategies for disaster recovery in your disaster plan. If you understand the issues surrounding recovery ***before*** a disaster occurs, getting your program back into a position to provide vital Head Start services for children and their families will be faster and easier.

### Getting Back to Business

Getting back to business after a disaster can be difficult. Starting work and school again can be scary or emotionally stressful. Often people do not want to leave their families and homes. This is true for both your staff and volunteers, and for the children and families your Head Start program serves. Returning to a normal routine, however, is a very important part of the recovery process.

Providing normal Head Start services can be particularly challenging if buildings, equipment, utilities, or transportation routes have been damaged in a disaster. Identifying alternative locations to hold classes before a disaster occurs can help


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greatly in addressing this situation. Options may include the use of portable classrooms, alternative sites within your community (for example local churches, businesses, or schools), or even an outdoor area or temporary shelter. While you won't know exactly what will be available after a disaster, discussing and planning for this situation now will give you more options to consider at a time when there will be so many things to handle. Once potential alternative locations are identified, speak with the person or persons in charge of the location(s) and set up an agreement or *Memorandum of Understanding* (*MOU*). (See Sections III and IV on MOUs). Include copies of these agreements in your disaster plan.

There are a number of other issues that need to be addressed following a disaster. These range from more immediate concerns like getting information to parents about how to pick up their children and identifying alternative ways to get to the Head Start site if roads are impassable, to revising lesson plans.

**Getting information to parents** in the aftermath of a disaster is one of the most important activities you will undertake once you take care of the immediate safety needs of the children and staff. You will need to identify policies for reuniting children with their parents/guardians prior to the disaster. These policies should include how you will notify parents of where and when they can pick up their children. You might want to include pre-recorded messages that may be placed on a voicemail system, arrangements with the media to make announcements by radio or television, arrangements with an out-of-area sister school to provide information to your parents, and a phone-tree system. You will want to include in your information a reminder that children will only be released to those pre-designated adults that have been listed on the child's emergency cards and that adults must have proper identification. You should emphasize to parents in regular meetings that this will be enforced in a disaster situation and that it is to protect their children.

**Lesson plans might need modification.** Following a disaster, include information in your class sessions to help the students adjust to the events that have occurred. These revisions may include new protective actions that you might want children to practice or activities to help the children express their feelings about what has changed in their world. Experiences from previous disasters have shown that children can be imaginative and insightful when using toys, dolls, or building blocks to talk about what has happened at home. These activities can help them see that others have also been affected by the disaster.

**Roads, bridges, and other transportation networks may be disrupted by the disaster.** Local law enforcement and transportation agencies can assist you in determining alternative routes for access to


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your sites. You might want to think about organizing car pools and other alternative transportation modes to help both staff and families get to your site when normal methods are unavailable. For example, if parents normally depend on a bus route that uses a bridge to get to your site, they may have to take a different, less convenient and more time consuming route until detours are removed.

**What if your building and equipment are damaged in the disaster?** You will need to assess what damage has occurred, clean up the debris, and repair or replace damaged equipment and supplies. The first order of business is to determine whether or not your building is safe for ordinary use. If there has been significant damage to your building or to other buildings in the surrounding area, you should have your building inspected by a construction engineer. Your city or county department of building and safety may be able to do this for you, or refer you to a qualified inspector. Be certain that when cleaning up debris you take measures to prevent injury. Wear work gloves, work boots, and eye protection, have appropriate tools, and use proper lifting techniques. Again, planning ahead for these activities should make your program's recovery process faster and easier.

Also important for getting back to "business as usual" is having a backup system in place to collect and store information you work with on a day-to-day basis. For example, if you keep administrative and student information on a computer, make sure that you also have current backup files on disk. Back up important files on a regular basis and store the backup disks at a site away from your main information system. Having a laptop computer available to process and store information can also be helpful.

## Mental Health Issues

Attending to the mental health issues of the Head Start children and their families as well as your staff and volunteers is a critical part of the recovery process. Disasters create upheaval and stress in people's lives. It is important to help the children and families address their fears and concerns. You should also monitor your own mental health in addition to that of your staff and volunteers. If mental health issues are not addressed when they arise, longer-term problems may develop.

Children are better able to cope with a traumatic event if parents, friends, family, teachers, and other adults offer support and assistance. The following are suggestions from the *American Academy of Experts in Traumatic Stress* for helping children cope in the aftermath of a tragedy.

1. ***Be aware of your own reactions.*** Children often take cues from significant adults in their environment, so it's important to model calm behavior.
2. ***Make yourself available for providing extra attention to the child.*** *This attention reaffirms a sense of closeness and security.*


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3. ***Be mindful of the child's cognitive and emotional functioning levels.*** Depending on the child's age, they may react differently and have different needs. For example, adolescents may try to downplay their concerns, while younger children require simpler explanations.
4. ***Use empathic communication by expressing appreciation of the child's experience.*** Attempt to understand the feelings beneath the words and convey that understanding.
5. ***Do not speculate or give false information.*** Misrepresentation of facts may make the situation worse. It's okay to admit that you do not have all of the answers.
6. ***Monitor exposure to media.*** Use alternate audio and video materials to distract children from live television viewing.
7. ***Provide realistic reassurance about their safety.*** Assure them that steps are being taken to make their world safer, while remaining reasonably honest.
8. ***Consider the reactions of children with histories of past traumatic experiences.*** Be observant for thoughts and feelings that indicate that a child has been reminded of a past experience.
9. ***Make an effort to maintain a "normal" routine.*** While this may be difficult, it will help to maintain a sense of connectedness to the past and allay fears about the future.
10. ***Monitor your own emotional status.*** Be aware that you may also be affected. Do not hesitate to ask for professional assistance.

(From A Practical Guide for Crisis Response in Our Schools, pg. 94-95.)

During periods of stress, parents and caretakers might forget that a child's developmental level impacts his or her response. Adults may assume that children interpret things the way they do. It is important to help adults separate their issues from those of the children (Scherzer, 2002). Making the strategies mentioned above available to parents and caretakers will help them to help their children after a disaster.

Equally important is addressing mental health issues for yourself and your staff. Addressing these issues is important not just for your own sake, but also for the children's. Suggestions to help you and your staff cope include:

- Have a support system in place
- Share your feelings
- Get adequate sleep
- Eat right
- Incorporate enjoyable activities into your daily routine
- Do not hesitate to ask for help

Finally, remember that you don't have to manage all of these mental health issues alone. Outside sources for counseling for children, staff, and volunteers will prove invaluable to you after a disaster.


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Talk with local mental health agencies or private practitioners that may be willing to provide counseling to children, their families, and staff after a disaster. Again, this is an excellent opportunity to establish helpful relationships before a disaster occurs and create MOUs with other community agencies.

Also consider accessing other resources such as the American Red Cross (ARC) and the Federal Emergency Management Agency (FEMA) to help prepare for and deal with disaster-related mental health issues. These organizations have excellent resources on how teachers and families can help children deal with their feelings after a disaster. The ARC publication *Facing Fear* provides detailed strategies and classroom activities for coping with disasters (www.redcross.org/disaster/masters). FEMA also offers a host of resources at www.fema.gov/kids. Most publications are free of charge and can easily be integrated into your current lesson plans. See the More to Explore section for more details.

## Documentation & Record Keeping

The value of good documentation cannot be overestimated. A thorough inventory of key equipment will help you determine what you'll need to replace to get your Head Start program functioning at its pre-disaster level. Recording important information before, during, and after a disaster will improve your program's chances of receiving financial assistance and reimbursement for losses. In addition, careful record keeping and documentation can be very helpful if any legal or liability issues arise.

### *Before a disaster*

Establish documentation and data collection policies, procedures, and forms and include them in your disaster plan. See Section III on developing and implementing your disaster plan for more details on this topic.

### *During a disaster*

Designate a person or team that is responsible for ensuring that all necessary information is reported, forms are completed, etc. A critical part of this record keeping is to document all expenditures and personnel time. For more detailed information, see Section V's listing of responsibilities of the Documentation Team.

### *After a disaster*

While most forms will be completed during or immediately following an event, it is important to remember to collect, copy, and submit completed forms to appropriate agencies. It is also important to have a safe place and a system for storing information so that it can be easily retrieved and used when needed.


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## Financial Assistance & Reimbursement

Familiarizing yourself and your staff with the procedures involved in claiming disaster assistance from city, county, and federal agencies before a disaster occurs will help ensure that you obtain the assistance you are entitled to, and need, after a disaster. Work with your local area emergency managers ahead of time so that you know what you need to do to maximize your cost-recovery capacity.

While local and state governments share the responsibility for disaster response and recovery, sometimes the federal government is called upon to help. When the President of the United States issues a major disaster declaration for an impacted area, the Robert T. Stafford Disaster Relief and Emergency Assistance Act (the Stafford Act) enables FEMA to provide disaster assistance. In general, this assistance falls into three categories:

- Individual Assistance — aid to individuals, families, and business owners.
- Public Assistance — aid to public (and certain private non-profit) entities for certain emergency services and the repair or replacement of disaster-damaged public facilities.
- Hazard Mitigation Assistance — funding for measures designed to reduce future losses to public and private property. In the event of a major disaster declaration, all counties within the declared state are eligible to apply for assistance under the Hazard Mitigation Grant Program.

This information and more about obtaining disaster assistance can be found on the FEMA website at:

www.fema.gov/rrr

In federally declared disasters, FEMA may also set up a Disaster Recovery Center (DRC). The DRC is a place where people can meet face-to-face with federal, state, local, and volunteer agencies to discuss needs, obtain information, and register for assistance.

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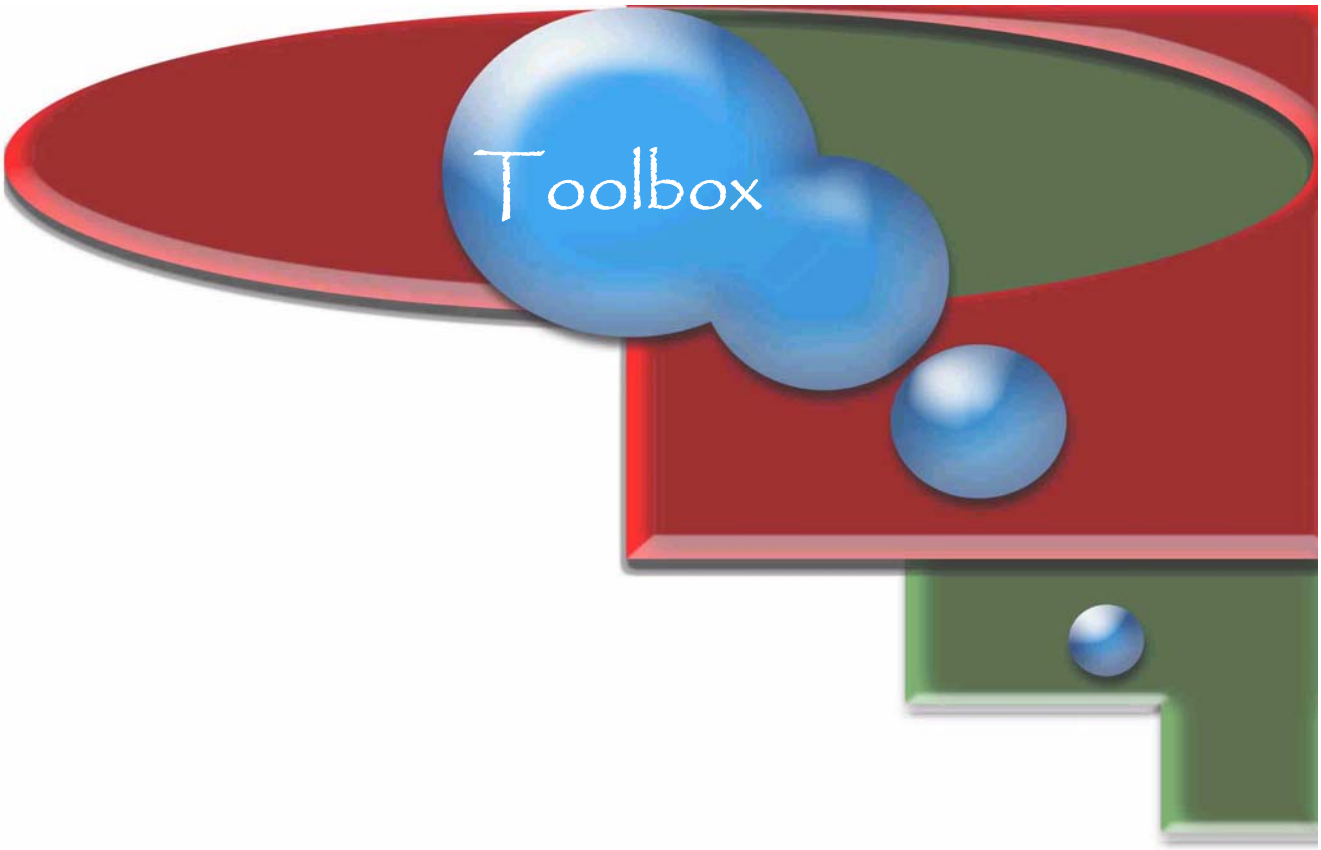


# Forms, Worksheets, and Logs

In this section, you'll find a compilation of all forms and worksheets referenced throughout the text of this handbook. You are encouraged to print, copy, and use these tools in your disaster preparedness, planning, and response activities and to include completed forms in your disaster plan. It may be a good idea to laminate several of them, as they will prove useful as reference material.

Remember—every program will have its own unique set of needs. The tools can be recreated and modified to meet characteristics specific to your site.

The forms are organized according to the section in which they are referenced in the workbook text.


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## WORKSHEET 2A:
## COMMUNITY HAZARD RISK ASSESSMENT: EVENTS AND IMPACTS

For each of the hazards below, record the most severe past occurrence for your community. Fill in the date of the event and the severity of the impact. Skip over those disasters that have never impacted your community.

Severity of consequences
1 – Minor
2 – Moderate
3 – Severe

| Event | Most Severe Past Occurrence | Date | Description of Event |
|---|---|---|---|
| **Avalanche** | | | |
| **Drought** | | | |
| **Earthquake** | | | |
| **Flood** | | | |
| **Hurricane** | | | |
| **Landslide** | | | |
| **Severe thunderstorm** | | | |
| **Snow/Ice storm** | | | |
| **Tornado** | | | |
| **Tsunami** | | | |
| **Volcanic eruption** | | | |
| **Wildfire** | | | |
| **Other:** | | | |
| **Other:** | | | |

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# WORKSHEET 2B:
## POTENTIAL MAN-MADE DISASTERS IN YOUR COMMUNITY

Severity of consequences
1—Minor
2—Moderate
3—Severe

| Landmark | N/A | Your Place in the Plume (See Section II, p. 2.5) | Past Disasters Involved | Severity of Consequences |
|---|---|---|---|---|
| **Dams** | | | Y N | |
| | | | Y N | |
| | | | Y N | |
| **Industrial facilities** | | | Y N | |
| | | | Y N | |
| | | | Y N | |
| **Nuclear facilities** | | | Y N | |
| | | | Y N | |
| | | | Y N | |
| **Highways** | | | Y N | |
| | | | Y N | |
| | | | Y N | |
| **Other** | | | Y N | |
| | | | Y N | |

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# WORKSHEET 2C:
# COMMUNITY HAZARD RISK ASSESSMENT: PROBABILITY

**INSTRUCTIONS:**

**A. On the list below, check off the types of hazards that have caused disasters in your community in the past and the ones that you are concerned may occur in your community in the future.**

_____ Avalanche

_____ Earthquake

_____ Flood

_____ Hurricane

_____ Landslide

_____ Land subsidence or collapse

_____ Severe rain or hail storm

_____ Severe snow or ice storm

_____ Extreme hot weather

_____ Tornado

_____ Tsunami

_____ Volcanic eruption

_____ Wildfire

_____ Disease outbreak

_____ Chemical release

_____ Radiological release

_____ Bomb blast/explosion

_____ Civil disorder

_____ Violence involving guns or other weapons

_____ Other:_____
(Specify other)

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## WORKSHEET 2C:
## COMMUNITY HAZARD RISK ASSESSMENT: PROBABILITY

**B. For each hazard checked on your list, answer the following questions on the forms provided:**

1. How often has this event (i.e. an earthquake) occurred in your community/close-by geographic area?
   a. Never -It has never happened
   b. Occasionally -It has happened at least once, but not does occur on a regular or predicable basis
   c. Yearly -It occurs once or twice a year
   d. Several times a year -It occurs every year, usually three or more times

2. How likely is it, do you think, that this type of event will occur in the future in your community or at your Head Start site(s)?
   a. Not at all likely
   b. Not likely
   c. Likely
   d. Very likely

3. If this type of event has occurred or you think could occur in your community or at your Head Start site(s), in which of the areas listed would it have an impact? Would it cause:
   a. Injuries
   b. Illness
   c. Death
   d. Damage to building contents or equipment
   e. Damage to buildings
   f. Disruption of vital community services (i.e. utilities, transportation routes, hospital care, etc.)
   g. Disruption of your Head Start program services

4. How would you rate the overall impact of such an event on your program?
   a. None
   b. Minor
   c. Moderate
   d. Severe

5. In general, how does preparing for this type of event rate as one of your program's disaster planning priorities? (Remember, high impact events are the highest priority.)
   a. Low
   b. Medium
   c. High

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## WORKSHEET 2C:
## COMMUNITY HAZARD RISK ASSESSMENT: PROBABLITY

| POTENTIAL HAZARD | PROBABILITY | | IMPACTS | | PRIORITY |
|---|---|---|---|---|---|
| | A. HOW OFTEN HAS THIS EVENT OCCURRED IN YOUR AREA? | B. HOW LIKELY IS IT THAT THIS EVENT WILL OCCUR IN THE FUTURE? | A. WHAT IMPACTS WOULD THIS TYPE OF EVENT HAVE ON YOUR PROGRAM AND/OR COMMUNITY? WOULD IT CAUSE: | B. OVERALL IMPACT ON YOUR PROGRAM? | |
| _____ (Type of hazard) | Never . . . . . ☐<br>Occasionally . . . . . ☐<br>Yearly . . . . . ☐<br>Several times a year . ☐ | Not at all likely . ☐<br>Not very likely . . ☐<br>Likely . . . . . ☐<br>Very likely. . . . . ☐ | Injuries . . . . . ☐<br>Illness . . . . . ☐<br>Deaths . . . . . ☐<br>Damage to equipment or building contents . . . . . ☐<br>Damage to buildings . . . . ☐<br>Disruption of vital community services . . . . . ☐<br>Disruption of HS services . . ☐ | None . . . . . ☐<br>Minor . . . . . ☐<br>Moderate . . ☐<br>Severe . . . . . ☐ | **LOW**<br>**MED**<br>**HIGH** |
| _____ (Type of hazard) | Never . . . . . ☐<br>Occasionally . . . . . ☐<br>Yearly . . . . . ☐<br>Several times a year . ☐ | Not at all likely . ☐<br>Not very likely . . ☐<br>Likely . . . . . ☐<br>Very likely. . . . . ☐ | Injuries . . . . . ☐<br>Illness . . . . . ☐<br>Deaths . . . . . ☐<br>Damage to equipment or building contents . . . . . ☐<br>Damage to buildings . . . . ☐<br>Disruption of vital community services . . . . . ☐<br>Disruption of HS services . . ☐ | None . . . . . ☐<br>Minor . . . . . ☐<br>Moderate . . ☐<br>Severe . . . . . ☐ | **LOW**<br>**MED**<br>**HIGH** |

Note: Have enough copies of this form so you can assess each type of hazard checked on your list.

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## WORKSHEET 2D:
## DETERMINING HAZARDS IN YOUR SITE

| Building | Year Built | Type of Construction | Compliance with Building Codes | Possible Vulnerability |
|---|---|---|---|---|
| | | Wood Concrete Brick Steel Aluminum | | |
| | | Wood Concrete Brick Steel Aluminum | | |
| | | Wood Concrete Brick Steel Aluminum | | |
| | | Wood Concrete Brick Steel Aluminum | | |
| | | Wood Concrete Brick Steel Aluminum | | |
| | | Wood Concrete Brick Steel Aluminum | | |
| | | Wood Concrete Brick Steel Aluminum | | |
| | | Wood Concrete Brick Steel Aluminum | | |

Types of Construction—Various materials are used in the construction of buildings (alone or in combination): wood, concrete, brick, steel, and aluminum. Concrete is the most commonly used construction material; it is comprised of sand, gravel, and crushed stone, held together with cement. These construction materials behave differently during disasters.

Building Codes—Make sure your building(s) comply with uniform and local building codes. Contact your local governmental offices and planning department for more information. Local building code can also be found on the web.

# WORKSHEET 2E:
# HAZARD HUNT

Building location: _____ Date of Assessment: _____

| Hazard | Yes | No | If no, how will hazard be mitigated: | Date completed |
|---|---|---|---|---|
| Heavy objects/furniture are properly secured (for example, strapped to wall studs). | | | | |
| Heavy objects are placed low. | | | | |
| Shelves are securely fastened. | | | | |
| Overhead light fixtures are braced. | | | | |
| Flammable products are stored away from heat sources. | | | | |
| All electrical wiring is in good condition. | | | | |
| All gas vents and connections are in good condition. | | | | |
| There are areas to "duck and cover" or shelter away from windows. | | | | |
| No exits are blocked. | | | | |
| All exits are unlocked or can be unlocked from the inside. | | | | |

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# WORKSHEET 2E:
# HAZARD HUNT

Building location: _____ Date of Assessment: _____

| Hazard | Yes | No | If no, how will hazard be mitigated: | Date completed |
|---|---|---|---|---|
| All exits are wheelchair accessible. | | | | |
| Evacuation/exit routes are free from hazards such as equipment, furniture, and other large objects. | | | | |
| Emergency supplies are within easy reach. | | | | |
| Fire extinguishers are within easy reach. | | | | |
| Evacuation routes are free from hazards such as equipment, furniture, and other large objects. | | | | |
| Evacuation routes are not obstructed by landscaping, trash, other debris, etc. | | | | |
| Storage sheds and other outbuildings are securely anchored. | | | | |
| There is at least 30 feet of cleared space between wooded areas and buildings. | | | | |
| Dead and broken limbs are removed from trees and large bushes. | | | | |

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# WORKSHEET 2E:
# HAZARD HUNT

Building location: _____ Date of Assessment: _____

| Hazard | Yes | No | If no, how will hazard be mitigated: | Date completed |
|---|---|---|---|---|
| Roofs, gutters, and air conditioning units are clear of leaves and other debris. | | | | |
| Medium and small-sized objects (play equipment, trashcans, etc.) that could be blown about in high winds are securely anchored or stored. | | | | |
| The address and/or name of the facility is easily visible (for firefighters, law enforcement, and other emergency responders). | | | | |
| The driveway is accessible to emergency vehicles. | | | | |
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## WORKSHEET 2F:
## RESOURCE INVENTORY—POLICES AND PROCEDURES

Policies and Procedures
Using your disaster plan outline, create a list of polices and procedures for your Head Start program.

| **Existing policy or procedure** | **Have** √ | **Need** √ | **Does this policy or procedure need to be modified? If yes, how?** | **Date completed** |
|---|---|---|---|---|
| *Example: Evacuation Plan* | *X* | | *This procedure needs to be practiced.* | |
| *Example: Staff Call-Down List* | | *X* | *This procedure needs to be determined, instituted, and tested.* | |
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## WORKSHEET 2F:
## RESOURCE INVENTORY—HUMAN RESOURCES

| **Knowledge, skills, and interests needed:** | **Have skills ✓** | **Person(s) with skill** | **Ideas for where to get additional and/or new resources:** |
|---|---|---|---|
| Leadership skills | | | |
| Good written communication skills | | | |
| Good verbal communication skills | | | |
| Fire Suppression | | | |
| First Aid and CPR | | | |
| Other medical training | | | |
| Facilities management | | | |
| Search and rescue | | | |
| Child care | | | |
| Crisis counseling | | | |
| Other: | | | |
| Bi-lingual or multi-lingual abilities<br>Spanish language speaker<br>_____ language speaker<br>_____ language speaker | | | |

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## WORKSHEET 2F:
## RESOURCE INVENTORY—EQUIPMENT RESOURCES

| Type of equipment | Number available onsite | Number that can be accessed | Number needed | Ideas for where to get additional and/or new resources |
|---|---|---|---|---|
| Two-way communications equipment (cell phones, handheld radios, etc.) | | | | |
| Battery operated radios or televisions | | | | |
| Backup generators with fuel | | | | |
| Portable public address systems or bullhorns | | | | |
| Four-wheel drive vehicles | | | | |
| Light search and rescue gear (bolt cutters, shovels, etc.) | | | | |
| Other equipment that may be used in a disaster: | | | | |
| | | | | |
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## WORKSHEET 2F:
## RESOURCE INVENTORY—BASIC SUPPLIES (1 of 2)

| Type of supplies | Number available onsite | Number needed | Ideas for where to get additional and/or new resources |
|---|---|---|---|
| Water (one gallon per person, per day) | | | |
| Flashlight and extra batteries | | | |
| Battery powered radio and extra batteries | | | |
| Plastic garbage bags and toilet paper | | | |
| Diapers and wipes | | | |
| Personal hygiene items and feminine supplies | | | |
| Non-perishable food items, including food for children and others with special nutritional needs | | | |
| First Aid kit | | | |
| Prescription and over-the-counter medications | | | |
| Map of area for evacuating and locating shelters | | | |
| Duct tape and plastic sheeting | | | |
| A whistle to signal for help | | | |
| Sleeping bags or blankets | | | |
| Paper cups, plates, and plastic utensils | | | |
| Cash | | | |

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## WORKSHEET 2F:
## RESOURCE INVENTORY—BASIC SUPPLIES (2 of 2)

| Type of supplies | Number available onsite | Number needed | Ideas for where to get additional and/or new resources |
|---|---|---|---|
| Non-electric can opener | | | |
| Utility knife | | | |
| Matches in a waterproof container | | | |
| Signal flare | | | |
| Paper and pencil or pen | | | |
| Games/activity items for children | | | |
| Other: | | | |
| | | | |
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## WORKSHEET 2F:
## RESOURCE INVENTORY—COMMUNITY RELATIONSHIPS

| Organization or individual | Relationship Established ✓ | Relationship needed ✓ | MOU Established ✓ | Brief description of the relationship |
|---|---|---|---|---|
| | | | | |
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## WORKSHEET 2F:
## RESOURCE INVENTORY—COMMUNITY RESOURCES

| Organization or individual | Relationship Established ✓ | Brief description of the relationship | Contact person and information |
|---|---|---|---|
| Fire department | | | |
| Law enforcement | | | |
| Emergency medical services | | | |
| Other: | | | |
| | | | |
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## WORKSHEET 2G:
## RISK ASSESSMENT SUMMARY

| Location of Head Start Site | High Impact/High Priority Hazard | Preparation Needed |
|---|---|---|
| | | |
| | | |
| | | |
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# WORKSHEET 2G:
# RISK ASSESSMENT SUMMARY

**Summary of potential impacts that you need to be prepared to deal with in your agency:**

| |
|---|
| Potential Impact (i.e. injuries, displacement, etc.):<br><br>Preparations Needed: |
| Potential Impact (i.e. injuries, displacement, etc.):<br><br>Preparations Needed: |
| Potential Impact (i.e. injuries, displacement, etc.):<br><br>Preparations Needed: |

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# WORKSHEET 2G:
# RISK ASSESSMENT SUMMARY

**Site-specific hazards that need to be mitigated:**

| |
|---|
| Hazard:<br><br>Possible Mitigation Strategy: |
| Hazard:<br><br>Possible Mitigation Strategy: |
| Hazard:<br><br>Possible Mitigation Strategy: |
| Hazard:<br><br>Possible Mitigation Strategy: |

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## WORKSHEET 2G:
## RISK ASSESSMENT SUMMARY— RESOURCES

List areas of strength:

List areas where resources are needed:

Note: Have enough copies of this form so you can assess each type of hazard checked on your list.

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# 3A: DISASTER PLAN CHECKLIST (Page 1 of 3)

## Part One: Pre-Event

**Section 1A: Introduction** (see pg. 3.2)

- ☐ Purpose of the plan
- ☐ List of organizational participants
- ☐ Documentation of plan approval
- ☐ Policies for plan implementation
- ☐ Policies for plan maintenance and evaluation
- ☐ Supporting signatures/list of stakeholders

**Section 1B: Emergency Contacts** (see pg. 3.3)

- ☐ Essential emergency phone numbers (both local and outside the area)
- ☐ Contact information for students and families **OR** description of where this information can be found
- ☐ Contact information for staff and volunteers

**Section 1C: Information on Interagency Relationships** (see pg. 3.3)

- ☐ Contact information for local aid organizations such as the Red Cross
- ☐ Copies of all Memorandums of Understanding (MOUs)

**Section 1D: Education and Training** (see pg. 3.4)

- ☐ Policy and procedures for education and training of staff, volunteers, parents, and children
- ☐ Documentation of trainings and exercises conducted
- ☐ Documentation of evacuation drills (log)
- ☐ Documentation (log) of shelter in place drills

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# 3A: DISASTER PLAN CHECKLIST (Page 2 of 3)

## Part Two: Incident Response

**Section 2A: Organization and Assignment of Responsibilities** (see pg. 3.6)

- ☐ Organizational chart of disaster response teams
- ☐ Description of the responsibilities of and skills and supplies needed for each of your program's disaster response teams
- ☐ Team assignments/team forms

**Section 2B: Emergency Supplies** (see pg. 3.7)

- ☐ A list of Emergency Caches and Emergency Kits kept at each site
- ☐ Locations of Caches and Kits
- ☐ The program's policy for replenishing and rotating supplies

**Section 2C: Maps** (see pg. 3.10)

- ☐ Maps of evacuation routes
- ☐ Fire exit maps
- ☐ General facility maps

**Section 2D: Evacuation Policies and Procedures** (see pg. 3.11)

- ☐ Evacuation policies and procedures

**Section 2E: Sheltering in Place** (see pg. 3.13)

- ☐ Shelter in place policies and procedures

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# 3A: DISASTER PLAN CHECKLIST (Page 3 of 3)

## Part Two: Incident Response

**Section 2F: Hazard-Specific Information** (see pg. 3.15)

- ☐ Completed community risk assessment
- ☐ Informational sheets about relevant hazards
- ☐ Hazard-specific procedures, when applicable

**Section 2G: First-Aid Information** (see pg. 3.15)

- ☐ Basic first aid information sheets
- ☐ A list of who is trained in basic first aid, CPR, and any other type of emergency medical care
- ☐ Inventory of first aid supplies and location at each Head Start site

## Part Three: Incident Recovery

**Section 3A: Reuniting Children with Parents and Caregivers** (see pg. 3.16)

- ☐ Policies and procedures for reuniting children and parents and care-givers
- ☐ Copy of information about to whom the child can be released
- ☐ Attendance forms
- ☐ Student Release forms
- ☐ Location and maps (if necessary) of primary and back-up pick-up points

**Section 3B: Organizational Recovery** (see pg 3.17)

- ☐ Policies and procedures for organizational recovery
- ☐ Relevant insurance forms
- ☐ Record keeping forms
- ☐ Important phone numbers: Insurance company, regional and federal Head Start agencies, etc.

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# 3B: Emergency Supply Checklist (Page 1 of 3) (recommendations for an entire facility)

**Items for the whole school:**

**Water:**

- ☐ Small paper cups
- ☐ 1/2 gallon per person per day, three times a day

**First Aid:**

- ☐ 4x4" compress: 1000 per 500 students
- ☐ 8x10" compress: 150 per 500 students
- ☐ Elastic bandages: 2-inch: 12 per campus; 4-inch: 12 per campus
- ☐ Triangular bandages: 24 per campus
- ☐ Cardboard splints: 24 each of small, medium, large
- ☐ Butterfly bandages: 50 per campus
- ☐ Water in sealed containers: 100 (for flushing wounds, etc.)
- ☐ Hydrogen peroxide: 10 pints per campus
- ☐ Bleach: 1 small bottle
- ☐ Plastic basket or wire basket stretchers or backboards: 1.5/100 students
- ☐ Scissors, paramedic: 4 per campus
- ☐ Tweezers: 3 assorted per campus
- ☐ Triage tags: 50 per 500 students
- ☐ Latex gloves: 100 per 500 students
- ☐ Oval eye patch: 50 per campus
- ☐ Tapes: 1" cloth: 50 rolls/campus; 2" cloth: 24 per campus
- ☐ Dust masks: 25/100 students
- ☐ Disposable blanket: 10 per 100 students
- ☐ First Aid Books: 2 standard and 2 advanced per campus
- ☐ Space blankets: 1 per student and staff
- ☐ Heavy-duty rubber gloves: 4 pair
- ☐ Over-the-counter pain reliever
- ☐ Over-the-counter antacid
- ☐ Over-the-counter anti-diarrhea medication
- ☐ Prescription medications

**REMEMBER to keep extra first aid kits in your agency's vehicle(s)!**

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# 3B: Emergency Supply Checklist (Page 2 of 3) (recommendations for an entire facility)

**Sanitation Supplies: (if not supplied in the classroom kits)**

- ☐ 1 portable toilet
- ☐ Privacy shelter
- ☐ 20 rolls of toilet paper
- ☐ 300 wet wipes or other hand washing supplies
- ☐ 300 plastic bags with ties
- ☐ 10 large plastic trash bags
- ☐ Diapers, if needed

**Tools Per Campus:**

- ☐ 3 rolls barrier tape: 3" x 1000"
- ☐ Pry bar
- ☐ Pick ax
- ☐ Sledgehammer
- ☐ Shovel
- ☐ Pliers
- ☐ Bolt cutters
- ☐ Hammer
- ☐ Screwdrivers
- ☐ Utility knife
- ☐ Utility shut off wrench for each utility

**Other Supplies:**

- ☐ 3' x 6' folding tables: 3-4
- ☐ Chairs: 12-16
- ☐ Identification vests for staff, preferably color-coded per school plan
- ☐ Clipboards with Emergency Job Descriptions
- ☐ Office Supplies: pens, paper, etc.
- ☐ Signs for Student Request and Release
- ☐ Alphabetical dividers for Request Gate
- ☐ Copies of all necessary forms
- ☐ Cable to connect car battery for emergency power
- ☐ Cell phones

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# 3B: Emergency Supply Checklist (Page 3 of 3) (recommendations for an entire facility)

**Food:**

- ☐ Easy to serve, non-perishable food that does not need refrigeration or heating after opening
- ☐ Food for special diets
- ☐ Plastic dishes and eating utensils
- ☐ Manual can opener, if needed
- ☐ Sterno, if needed
- ☐ Waterproof matches, if needed

Reproduced from the American Red Cross: http://www.redcross.org/disaster/masters/supply.html.

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# 4A: Head Start Emergency Status Report Guidelines

**Who to Call**

| | |
|---|---|
| Is the situation life-threatening? | 911 |
| Police | tel. # _____ |
| Fire Station | tel. # _____ |
| School office | ext. # _____ |
| School nurse | ext. # _____ |
| Local Red Cross Chapter | tel. # _____ |
| Local Health Department | tel. # _____ |
| Other Partner Entity | tel. # _____ |

**What to Say**

Your name
Your location and phone number
What has happened
Status of event (still happening, stopped, etc.)
Number of people affected
Services no longer functioning

**Example**

My name is Maria. I am calling from Anytown Head Start, which is located at 123 Main Street. Our phone number here is 555-1234. We are experiencing an emergency and need your help. A fire has occurred. The fire is no longer burning and/but twelve people are trapped. Our electricity services are down.

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# 4B: Sample Memorandum of Understanding (MOU)

**Agreement between the Anytown Head Start Agency and the Anytown Metropolitan Transportation Authority**

Introduction:
This agreement will define the relationship, responsibilities, and obligations between the Anytown Head Start Agency and the Anytown Metropolitan Transportation Authority. The purpose of this MOU is to ensure that, in the event of a natural or human-generated disaster that calls for evacuation, the staff and children in the care of the Head Start Agency may be efficiently evacuated from the Head Start site and transported to safety.

Authorities:
The Anytown Head Start Agency (hereinafter referred to as "Head Start") serves the child development needs of preschool children (birth through age five) and their low-income families. The Anytown Metropolitan Transportation Authority (hereinafter referred to as "MTA") works to plan, develop, build, and operate a balanced transportation system in the Anytown area.

Areas of Cooperation Under the Terms of the Agreement:
- MTA agrees to provide three city buses for the transport of Head Start staff and children in the event of an evacuation. The management further agrees to provide certified drivers, fuel, and….
- Head Start agrees to maintain responsibility for the presence and well-being of Head Start staff and children. Head Start will maintain roll sheets and assemble staff and children for transport. Further, Head Start agrees to…
- MTA and Head Start agree to mutually determine a list of potential "pick-up points" at which Head Start children and staff may assemble and MTA drivers may arrive.

Insurance and Indemnification:
Each participating organization will maintain independent/individual insurance coverage.
- MTA will insure drivers and riders against…
- Head Start will be responsible for any and all…

Periodic Review:
- Records of persons transported will be recorded and …
- Records of services provided by MTA will be recorded and…

Terms of Enforcement:
This agreement shall become effective upon the execution by authorized individuals of both organizations. It shall continue with or without subsequent modification until it is terminated. Modification shall be by the same means as original execution.

| | |
|---|---|
| Signature Date | Signature Date |
| Anytown Head Start Agency | Metropolitan Transportation Authority |

# 5A: Incident Coordinator Form

The Incident Coordinator is responsible for directing site emergency response activities, including oversight of the other disaster response teams.

**Team Leader**_____

**Alternate Leader**_____

**Team Members**
1. _____
2. _____
3. _____

**Team Assembly Location**
**Inside:** _____
**Outside:** _____

**Responsibilities**
1. Direct and coordinate disaster operations
2. Determine the need for and request outside assistance
3. Interact with other emergency teams from the community (e.g., the fire department)
4. Collect, analyze, and report information concerning students and staff who are injured or unaccounted for
5. Collect, analyze, and report information on facility damage
6. Be ultimately responsible for the safety of all students, staff, and volunteers present

**Supplies and Equipment**
1. Hand-held radios
2. Portable PA or bullhorn

**Forms**
Incident Report Log (located in the Toolbox)

**Recommended Skills and Qualifications**
Proven leadership and organizational skills, thorough knowledge of program's disaster policies and procedures, bi/multi-lingual (if needed), respected by staff and community

**Specific Training**
Needs to be thoroughly trained in program's disaster policies and procedures; needs to know roles and responsibilities of all response teams

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# Sample Incident Report Log

**Anytown Head Start**
**Incident Report Log**

Date:
Incident Coordinator:

| Time | Incident | Action Taken | Outcome/Comments |
|---|---|---|---|
| 11:45 PM | Earthquake tremors felt in the building | Activated Disaster Plan | |
| 12:38 PM | Based on reports, determine that evacuation is necessary | Ordered implementation of evacuation procedures | |
| 12:38 PM | Based on reports, determine that outside assistance is necessary | Activated MOU with Anytown Metropolitan Transportation Authority | |
| 1:20 PM | Call from Rita Joy, Student & Staff Accounting Team: unable to locate David Perdido, student. | Search & Rescue Team alerted via two-way radio | David Perdido located at 2:05 PM |
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# 5B: Fire Suppression Team Form

The Fire Suppression Team is responsible for extinguishing small fires, minimizing exposure to hazards posed by a fire, and working directly with the local fire authority.

**Team Leader**_____

**Alternate Leader**_____

**Team Members**
1. _____
2. _____
3. _____

**Team Assembly Location**
**Inside:** _____
**Outside:** _____

**Responsibilities**
1. Interact with fire department
2. Determine when it is safe to re-enter building
3. Conduct sweep to determine location of fires
4. Extinguish small fires if possible
5. Seal off and post areas where hazardous conditions exist
6. Report on situation to the Incident Coordinator

**Supplies and Equipment**
1. $CO_2$ fire extinguishers
2. Water-type fire extinguishers
3. Hand-held radios
4. Hoses
5. Water bib keys
6. Gloves
7. Site map
8. Master key

**Forms**
None

**Recommended Skills and Qualifications**
Physically fit; training or experience in firefighting

**Specific Training**
How to use a fire extinguisher; basic facts about fire behavior (e.g., blowback, problems that fire and water cause when electricity is present, etc.)

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# 5C: First Aid Team Form

The First Aid Team ensures that first aid supplies are available and properly administered.

**Team Leader**_____

**Alternate Leader**_____

**Team Members**
1. _____
2. _____
3. _____

**Team Assembly Location**
**Inside:** _____
**Outside:** _____

**Responsibilities**
1. Assess injuries and provide first aid as needed
2. Determine need for outside medical assistance
3. Tag each of the injured with name, address, injury, and any treatment rendered
4. Establish priorities for the transportation of the injured to hospitals, when transportation is available
5. Report on situation to the Incident Coordinator

**Supplies and Equipment**
1. First aid supplies
2. Triage tags
3. Hand-held radios
4. Stretchers
5. Blankets
6. Wheelchairs
7. Site map

**Forms**
First Aid Log (located in the Toolbox)

**Recommended Skills and Qualifications**
First Aid and CPR; medical training (i.e., nursing skills); at least two members of the team should be strong enough for lifting or supporting injured or ill persons.

**Specific Training**
Team members should receive First aid and CPR training

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# Sample First Aid Log

**Anytown Head Start**
**First Aid Log**

Date:
Time:
Log completed by:

Injured Students and Staff

| Name and Age | Time | Injury | Treatment Given | Caregiver | Triage/ Prioritiza-tion* | Time Released | Notes |
|---|---|---|---|---|---|---|---|
| Peter Smith, 3 years old | 1:45 PM | Minor scrape on left fore-arm | Cleaned and bandaged | Grace Fu, First Aid Team | Minor injury | 2:10 PM | Returned to Child Care Team |
| Rita Jones, Staff, 38 years old | 11:30 AM | Leg appears to be broken | Leg immobi-lized, ambu-lance called | Larry Bowles, First Aid Team | Limb Injury | 12:15 PM | Taken to Hospital |
| Bill Leahy, Staff, 59 years old | 11:30 AM | Cannot breathe or speak, pale | Ambulance called | Larry Bowles, First Aid Team | CRITICAL | 11:45 AM | Taken to Hospital |
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* Persons who are pale, cool, clammy, confused, or have difficulty breathing may be seriously ill or injured. Those who exhibit any or all of these symptoms are in critical condition and should be treated as such.

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# 5D: Search & Rescue Team Form

The Search & Rescue Team is responsible for searching for and recovering missing children, staff, and volunteers.

**Team Leader**_____

**Alternate Leader**_____

**Team Members**
1. _____
2. _____
3. _____

**Team Assembly Location**
**Inside:** _____
**Outside:** _____

**Responsibilities**
1. Conduct interior search using pre-established search and rescue patterns for checking each classroom, storage rooms, and other inside areas
2. Mark the door when entering with a "/" slash mark
3. Upon entering an area, call out and wait for an answer
4. Remove trapped victims if possible
5. When exiting, if there are no casualties in the room, complete the original "/" by making it an "X" and posting pertinent information on the door
6. Contact the Safety & Security team to secure the building from re-entry
7. Set up triage and a temporary morgue
8. Report on situation to the Incident Coordinator

**Supplies and Equipment**
1. Gloves
2. Site map
3. Master keys
4. Bolt cutters
5. Shovels
6. Ropes
7. Goggles
8. Triage tags
9. First aid kits

**Forms**
None

**Recommended Skills and Qualifications**
Physically fit - may need to lift heavy objects, debris, or persons

**Specific Training**
At least one team member should be trained in First Aid and CPR; training in interior search and rescue

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# 5E: Student & Staff Accounting Team Form

The Student & Staff Accounting Team keeps track of student, staff, and other personnel and reports missing persons to the Incident Coordinator. Additionally, this team is responsible for reuniting children with their parents or caretakers. This includes checking identifications when children are signed out.

**Team Leader**_____

**Alternate Leader**_____

**Team Members**
1. _____
2. _____
3. _____

**Team Assembly Location**
**Inside:** _____
**Outside:** _____

**Responsibilities**
1. Track the whereabouts of children and staff
2. Document and report missing persons to the Incident Coordinator
3. Check student emergency card for name of person(s) authorized to pick up child
4. Release students to authorized person(s)
5. Check identification of person(s) picking up children
6. Document student releases

**Supplies and Equipment**
Site map

**Forms**
Student/Staff Accounting Log (located in the Toolbox)

**Recommended Skills and Qualifications**
Bi/multi-lingual (if needed); familiar with staff, volunteers, students and parents/caretakers

**Specific Training**
Trained in documentation and release procedures

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# Sample Student/Staff Accounting Log

**Anytown Head Start**
**Student/Staff Accounting Log**

Student Log
Date:
Time:
Classroom:
Teacher:

| Name | Student Present | Notes |
|---|---|---|
| Peter Smith | yes | |
| | | |
| | | |
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Staff Log
Date:
Time:
Log completed by:

| Name | Classroom/Office | Staff Present | Notes |
|---|---|---|---|
| Rita Jones | 4F | yes | |
| Robert Ahuja | 6A | no | Incident Coordinator alerted |
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# 5F: Supplies & Equipment Team Form

The Supplies & Equipment Team ensures the availability and delivery of adequate and appropriate supplies and equipment during the course of the disaster. This is an ongoing responsibility, as this team is responsible for making sure that each site has adequate and updated supplies before a disaster occurs.

**Team Leader**_____

**Alternate Leader**_____

**Team Members**
1. _____
2. _____
3. _____

**Team Assembly Location**
**Inside:** _____
**Outside:** _____

**Responsibilities**
1. Interact with the Incident Coordinator and report additional equipment and supply needs
2. Estimate the number of persons needing shelter and the length of time shelter will be needed
3. Assess adequacy of water, food, blankets, and other supplies
4. Oversee conservation of water
5. Establish a list of all persons being sheltered and determine and address any special needs
6. Distribute resources for immediate use (food, water, power, radios, blankets, sanitary supplies, etc.)

**Supplies and Equipment**
1. Hand-held radios
2. Keys
3. Portable PA or bullhorn
4. Water
5. Food
6. Power
7. Telephone
8. Sanitary supplies

**Forms**
Emergency Supply Checklist - 3B: Emergency Supply Checklist (located in Toolbox)

**Recommended Skills and Qualifications**
Strong organizational skills

**Specific Training**
Trained in policies and procedures for sheltering situations

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# 5G: Safety & Security Team Form

The Safety & Security Team protects the site and the people present at the site from further damage or injury.

**Team Leader**_____

**Alternate Leader**_____

**Team Members**
1. _____
2. _____
3. _____

**Team Assembly Location**
The team is to meet in front of the site, then rove the entire campus to determine areas of needs. Shutting off utilities should be the first order of business.

**Responsibilities**
1. Turn off utilities and secure water system
2. Contact local utilities (water, gas, electricity, etc.) if necessary
3. Access emergency supplies
4. Assure that emergency vehicles have access to the school site
5. Seal off or post areas where hazardous conditions exist
6. Set up sanitation facilities
7. Lock all external gates and doors
8. Patrol entrance to the site
9. Keep students and staff out of building if necessary
10. Report on situation to the Incident Coordinator

**Supplies and Equipment**
1. Master keys
2. Hand-held radio
3. Utility shut-off tools
4. Supply inventories
5. Direction and informational signs
6. Site map
7. Flashlight and extra batteries

**Forms**
None

**Recommended Skills and Qualifications**
Knowledge of utilities

**Specific Training**
Utility operations (turning utilities off, checking for leaks, etc.)

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# 5H: Communications Team Form

The Communications Team is responsible for all internal and external communications. This team works closely with the Incident Coordinator. Consider choosing one person who will release information to parents or the general public. This person will be the designated Public Information Officer (PIO) for the program.

**Team Leader**_____

**Alternate Leader**_____

**Team Members**
1. _____
2. _____
3. _____

**Team Assembly Location**
**Inside:** _____
**Outside:** _____

**Responsibilities**
1. Contact police, fire, or medical help (911)
2. Interface with media
3. Oversee communications with parents and others who are calling the site for information
4. Disseminate information to staff as needed
5. Monitor outside communications channels for information (radio, television, police/fire department channels)
6. Work with outside vendors or volunteers who may have access to alternative means of communication such as HAM (amateur) radios.
7. Keep Incident Coordinator apprised of communications activities and problems

**Supplies and Equipment**
1. Hand-held radios
2. Portable PA or Bullhorn
3. Telephone
4. Battery operated AM radio

**Forms**
Communications Log (located in Toolbox)

**Recommended Skills and Qualifications**
Highly articulate; bi/multi-lingual; experience working with the media (communications or public relations)

**Specific Training**
Use of communications equipment; risk communications

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# Sample Communications Log

**Anytown Head Start**
**Communications Log**

Date:
Time:
Log completed by:

| Time | Respondent | Caller Contact Information | Message/Question | Action Taken | Follow-Up |
|---|---|---|---|---|---|
| 11:45 AM | Arthur Lee, Communications Team | | Earthquake tremors felt in the building | 911 called, fire department called | |
| 3:00 PM | Estelle Jones, Communications Team | Channel 10 media 555-1234 | What should parents do? | PIO released information to the media, asking that parents do not come to school | |
| 3:15 PM | Arthur Lee, Communications Team | | Request from Incident Coordinator for update of activities | Reported summary of activities to the Incident Coordinator | |
| 4:45 PM | Estelle Jones, Communications Team | Sparkletts Water 555-1234 | Water company asking if site needs emergency delivery of bottled water | Supply & Equipment team determines that bottled water is unnecessary | Call returned at 5:15; no water is needed |
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# 5I: Child Care Team Form

**The Child Care Team ensures that the children are well cared for while other teams are carrying out their responsibilities. This may include evacuating the site with the students.**

**Team Leader**_____

**Alternate Leader**_____

**Team Members**
1. _____
2. _____
3. _____

**Team Assembly Location**
**Inside:** _____
**Outside:** _____

**Responsibilities**
1. Ensure children are well cared for during an emergency
2. Provide for children's needs such as food, water, toilet breaks, etc.
3. Arrange activities and keep students reassured
4. Work with children who may be exhibiting fear or other stress-related conditions
5. Evacuate the site with children if necessary
6. Keep Incident Coordinator apprised of any problems or significant incidents

**Supplies and Equipment**
1. Hand-held radios
2. Food
3. Water
4. Toys for children
5. Site map
6. Evacuation site map
7. Evacuation site supplies/emergency duffle bag or backpack
8. First aid kit

**Forms**
Student Release Log (located in the Toolbox)

**Recommended Skills and Qualifications**
At least one person with psychological counseling skills; bi/multi-lingual staff members
Person or persons that the children are familiar with

**Specific Training**
Crisis intervention for children

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# Sample Student Release Log

**Anytown Head Start**
**Student Release Log**

Date:
Time:
Log completed by:

Students Released from Head Start Care

| Student Name | Time Released | Guardian (Must be listed on Emergency Card) | Authorizing Staff |
|---|---|---|---|
| Peter Smith | 2:30 PM | John Smith, Father | Rita Joy, Vice Principal |
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# 5J: Documentation Team Form

The Documentation Team is responsible for ensuring that all necessary information is reported and forms are completed during a disaster or soon thereafter.

**Team Leader**_____

**Alternate Leader**_____

**Team Members**
1. _____
2. _____
3. _____

**Team Assembly Location**
**Inside:** _____
**Outside:** _____

**Responsibilities**
1. Ensure that all teams are completing necessary documentation such as child release forms, incident report forms, etc.
2. Collect all forms as needed during the emergency to keep Incident Coordinator up-to-date
3. Collect all forms after the emergency for storage and processing as needed
4. Keep record of all expenditures as well as personnel time

**Supplies and Equipment**
1. Paper, pens
2. Hand-held radios

**Forms**
No Form

**Recommended Skills and Qualifications**
Strong writing skills with an eye for detail; familiarity with Head Start administrative requirements

**Specific Training**
Familiarity with documentation procedures as described in your program's disaster plan

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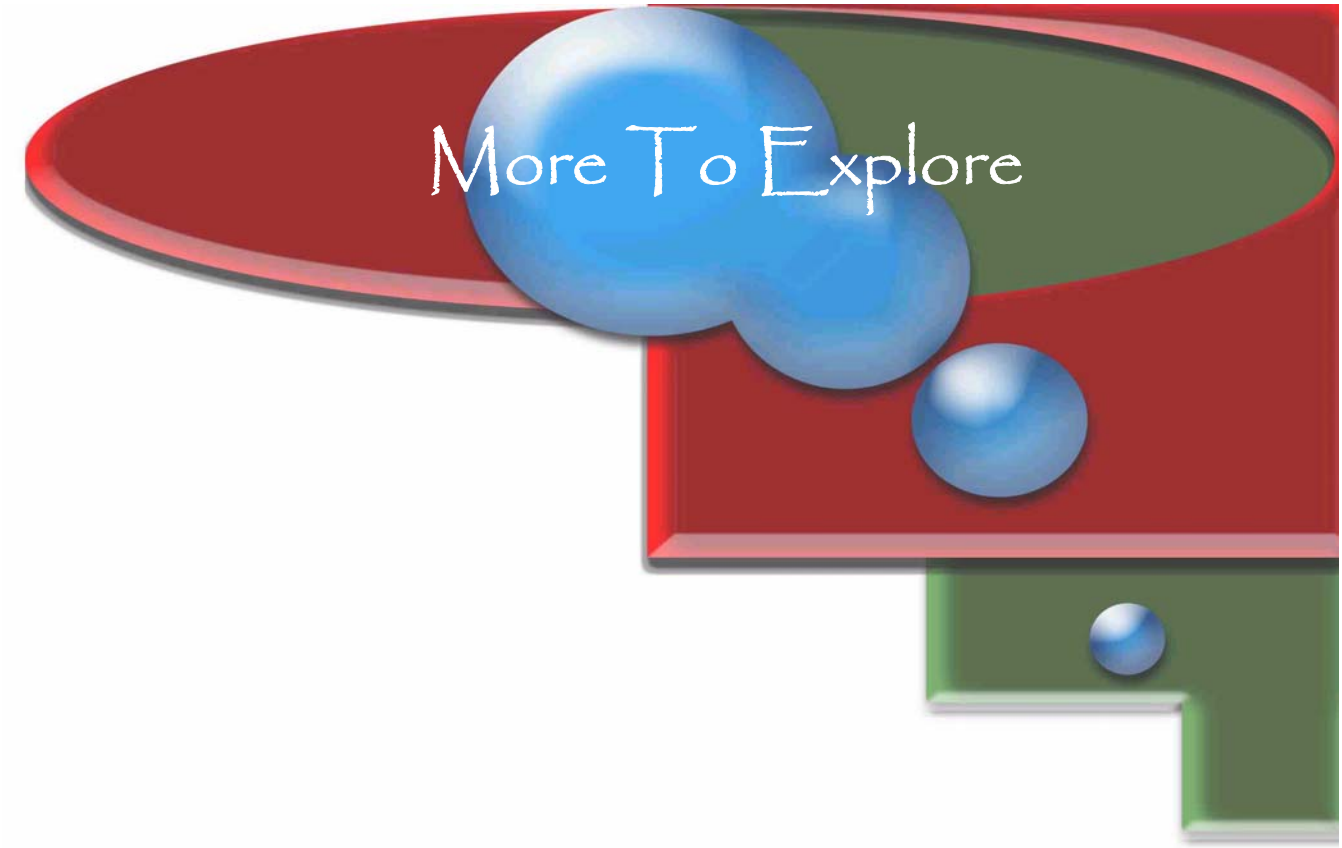


# Additional Resources for Information and Materials

This section includes supplemental resources, which can assist you in the activities that you will be conducting throughout your disaster planning process. These include examples of documents that you may use or create as well as further guidance in certain areas. Resources for educational materials are available in a number of languages common to the diverse communities in our country today.

Materials provided can be used by teachers for educating children and their families. A key is provided, and used throughout this section, to highlight which tools are applicable for teachers and which are good for parents to use at home with their families.


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# More to Explore

Key:

***...Tools for teachers***

***...Tools for families***

## Books and Other Publications

***Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs***

The standards for out-of-home child care programs are outlined and described in this publication.

*How to get it:*

Reprint Requests: Contact the Permissions Editor at the American Academy of Pediatrics by fax 1-847-434-8780 or mail American Academy of Pediatrics, PO Box 927, Elk Grove, IL 60006-0927

Cost: Free

***Disasters by Design* by Dennis Mileti**

This book provides an alternative and sustainable way to view, study, and manage hazards in the United States that would result in disaster-resilient communities, higher environmental quality, inter- and intragenerational equity, economic sustainability, and improved quality of life. Includes an overview of disaster research, policies and programs, and examines past disaster losses and hazards management over the past 20 years.

*How to get it:*

Order from your local library.
Order online at Amazon.com: http://www.amazon.com/exec/obidos/tg/detail/-/0309063604/qid=1056059906/sr=1-1/ref=sr_1_1/103-7592138-2717439?v=glance&s=books

Cost: $49.95 + shipping & handling


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***A Practical Guide for Crisis Response in Our Schools* by Mark D. Lerner, PhD, Joseph S. Volpe, PhD, and Brad Lindell, PhD**

This guide provides a structure and process for managing school-based crises as a responsibility of all educators. It also offers a practical and effective strategy for addressing the emotional needs of people during traumatic events by providing a road map for educators to keep people functioning and to mitigate long-term emotional suffering.

*How to get it*:

Call: 1-631-543-2217 (The American Academy of Experts in Traumatic Stress)
Online: http://www.schoolcrisisresponse.com

Cost: $24.95 + shipping & handling

***Practical Information on Crisis Planning: A Guide for Schools and Communities***

This publication by the U.S. Department of Education is designed to help schools navigate the process of reviewing and revising school and district plans. The Guide is intended to give schools, districts, and communities the critical concepts and components of good crisis planning, stimulate thinking about the crisis preparedness process, and provide examples of promising practices.

*How to get it:*

Write: ED Pubs, Education Publications Center, U.S. Dept. Of Education, PO Box 1398, Jessup, MD 20794-1398
Fax: 1-301-470-1244
Email: edpubs@inet.ed.gov
Call: 1-877-433-7827
Online: www.ed.gov/about/ordering.jsp or download from www.ed.gov/emergencyplan

Cost: Free


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### *The Public Health Consequences of Disasters* by Eric Noji, PhD.

This book summarizes information about the public health impact of natural and man-made disasters. It emphasizes the use of epidemiologic knowledge about different types of disasters. The chapters are based on experiences and literature drawn from both developing and industrialized countries.

*How to get it:*

Order from your local library.
Order online at Amazon.com: http://www.amazon.com/exec/obidos/tg/detail/-/0195095707/qid=1056059643/sr=1-2/ref=sr_1_2/103-7592138-2717439?v=glance&s=books

Cost: $64.95 + shipping & handling

### *Schools of Ground Zero: Early Lessons Learned in Children's Environmental Health* by Sarah Bartlett and John Petrarca

Recommended by the Natural Hazards Research and Applications Information Center. This book describes how public school districts in Lower Manhattan dealt with the events of September 11, 2001. Drawing upon interviews with parents, teachers, New York Board of Education officials, and environmental consultants, the authors make recommendations about safeguarding the health and safety of children in times of crisis.

*How to get it:*

Write: APHA Publication Sales
P.O. Box 753
Waldorf, MD 20604-0753
Call: 1-301-893-1894
Email: apha@tascol.com
Online: http://www.apha.org/media/abc2.htm

Cost: $29.95


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### *Emergency Evacuation Preparedness* by June Isaacson Kailes

This 36-page guide is designed to help people with disabilities be better prepared for large or small-scale emergencies. Several tips may be useful to those Head Start programs that have children with physical limitations and other special needs.

*How to get it:*

Call: 1-909-469-5380
Fax: 1-909-469-5407
Email: evac@westernu.edu
Online: http://www.cdihp.org/evacuationpdf.htm

Cost: Free

### *Healthy Childcare*

*Healthy Childcare* is a bimonthly publication devoted to health and safety in the childcare setting. The February-March 2004 issue of *Healthy Childcare* is devoted to emergency preparation in the early childhood/childcare setting.

*How to get it:*

Call: 1-877-258-6178
Online: www.healthychild.net

Cost: Free


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***What You Can Do With Your Children.* A Booklet Series published by Disaster Training International.**

This booklet series provides parents with ideas, activities, and resources useful for helping with disaster preparation, response, and coping. The booklets address ways to prepare for specific disasters and how to respond to specific post-disaster distress of children.

*How to get it:*

Call: 1-212-929-9926 (Disaster Training International)
Online: http://disastertraining.org/contactform.html

Cost: $1.50 each; $6.00 for a set of 4, plus $3 shipping & handling per unit or set

## Web sites

### General Preparedness

**American Red Cross**

This web site offers disaster preparedness courses and programs for teachers and parents, including a "Masters of Disaster" curriculum designed for integration into core subject areas according to grade level. Information is also available for children in the form of an "Interactive Zone" web site, community service opportunities, quizzes, maps, games, and stories. The publication, Facing Fear: Helping Young People Deal with Terrorism and Tragic Events, is another resource available through the Red Cross.

*How to get it:*

Online: http://www.redcross.org/disaster/masters/

Cost: $45 plus shipping & handling

Many materials produced by the Red Cross are free online. View available publications at http://www.redcross.org/pubs/. For ordering information, contact your local chapter.


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## Federal Emergency Management Agency

The Federal Emergency Management Agency (FEMA), under the U.S. Department of Homeland Security, works to reduce loss of life and property and to protect our nation's critical infrastructure from all types of hazards. FEMA provides preparedness information and tools for parents and teachers on its "Resources for Parents & Teachers" web site (http://www.fema.gov/kids/teacher.htm). The "FEMA for Kids" site (http://www.fema.gov/kids/) offers educational lessons, games, and stories.

*How to get it:*

Write: FEMA
P.O. Box 2012
Jessup, MD 20794-2012
Call: 1-800-480-2520
Online: http://www.fema.gov/kids/teacher.htm or http://www.fema.gov/kids/

Cost: Free

FEMA also has a set of academic emergency management courses for its higher education project. One course, "Individual and Community Disaster Education", can be helpful to Head Start programs planning for disasters. It deals with developing a community profile, high risk populations, impact and coping responses, disaster preparedness training in schools, disaster education for children in schools, and disaster preparedness for the disabled. Additional chapters address disaster drills and partnerships with the American Red Cross.

*How to get it:*

Online: http://training.fema.gov/EMIWeb/

Cost: Free

Three other FEMA resources to consider:

"A Guide To The Disaster Declaration Process And Federal Disaster Assistance". This resource will help to decipher the disaster declaration and federal disaster assistance process.
http://www.fema.gov/rrr/dec_guid.shtm

"Are You Ready? Covering From Disaster". This guide by FEMA illustrates how to recover after a disaster. It includes key points such as helping children cope after a disaster and mental health and crisis counseling.
www.fema.gov/pdf/areyouready/recovering.pdf

"Resources for Parents & Teachers". This FEMA information guide, "How to Talk to Children about the Threat of Biological Warfare or Terrorist Attack", gives references to recent research about kids and the threat of war.
http://www.fema.gov/kids/terrism.htm


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## Head Start Learning Communities' Training Guides

At the Head Start web site, foundation and technical training guides are available for download. **Foundation Training Guides** focus on the key values and behaviors needed by staff in order to support the Head Start approach and the Head Start Program Performance Standards. **Technical Training Guides** address complex skills and specific knowledge needed to advance the growth of children, parents, and staff. These training guides address health and safety issues.

*How to get it:*

Online: http://www.headstartinfo.org/publications/trainingguides.cfm

Cost: Free

## The National Fire Protection Association (NFPA)

*Risk Watch* gives teachers, parents, and safety advocates the tools they need to teach children the skills and knowledge necessary to make positive choices every day and prepare them for unexpected events. This community preparedness program, complete with a web site and curriculum, helps children and their families make better emergency preparations and learn safe responses when natural disasters strike.

*How to get it:*

Online: http://nfpa.org/riskwatch/home.html

Cost: The information on the web site is free. There is a cost associated with ordering the curriculum materials.

## Prepare.org

Created by the American Red Cross and other community-based organizations to help individuals and families prepare for natural and man-made disasters. Provides lessons and guides for teachers and parents to help children prepare for natural and man-made disasters, respond safely to emergencies, and recover from trauma.

*How to get it:*

Online: http://www.prepare.org/children/children.htm

Cost: Free


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### U.S. Department of Homeland Security- Ready.gov

This web site provides information about how to prepare for potential terrorist attacks. It includes what to do in case of a biological, chemical, radiological threat or bombing, and has a few specific tips for what to do in workplaces and schools.

*How to get it:*

Call: 1-800-BE-READY(1-800-237-3239)

Online: http://www.ready.gov

Cost: Free

## Mental Health Sites

### American Academy of Child and Adolescent Psychiatry (AACAP)

The AACAP web site offers information about how to help children in the event of a disaster. Information is based on various stages of development for better understanding and comprehension.

*How to get it:*

Online: http://www.aacap.org/publications/factsfam/disaster.htm

Cost: Free

### American Counseling Association

This site from the American Counseling Association lists five ways to deal with a crisis.

*How to get it:*

Online: http://www.counseling.org/site/PageServer?pagename=resources_5ways

Cost: Free


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## National Mental Health Association (NMHA)

NMHA has developed the "Coping With Disaster" fact sheet series to help families cope during crisis and loss. It includes examples of disasters such as going to war, September 11, and Hurricane Isabel.

*How to get it:*

Online: http://www.nmha.org/reassurance/anniversary/index.cfm

Cost: Free

## Sesame Street

Sesame Street has developed age-specific suggestions on ways to talk to your child about terrorist events.

*How to get it:*

Online: http://www.sesameworkshop.org/parents/advice/article.php?contentId=49560

Cost: Free

## U.S. Department of Health and Human Services (DHHS)

This site discusses children's reactions to trauma at each stage of child development.

*How to get it:*

Online: http://www.mentalhealth.org/publications/allpubs/KEN-01-0093/default.asp

Cost: Free


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## Risk Assessment Sites

### Agency for Toxic Substances and Disease Registry (ATSDR)

These links from the ATSDR site provide information on public health assessments by state, hazardous material sites by state, and a mapping of hazardous waste sites and toxic releases.

*How to get it:*

Public health assessments by state: http://www.atsdr.cdc.gov/HAC/PHA/

Hazardous material sites by state: http://www.atsdr.cdc.gov/haz-usa1.html

Mapping of hazardous waste sites and toxic releases: http://gis.cdc.gov/atsdr/

Cost: Free

### National Oceanic and Atmospheric Administration's Education Resources

The National Oceanic and Atmospheric Administration (NOAA) conducts research and gathers data about the global oceans, atmosphere, space, and Sun, and applies this knowledge to science and service that touch the lives of all Americans. This web site provides weather-related disaster preparedness information and resources designed specifically for use by teachers and students.

*How to get it:*

Write: NOAA Outreach Coordinator
NOAA Office of Public and Constituent Affairs
1305 East West Highway #1W514
Silver Spring, MD 20910
Call: 1-301-713-1208
Email: NOAA-OUTREACH@noaa.gov
Online: http://www.education.noaa.gov

Cost: Free


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## State Offices and Agencies of Emergency Management

Each state supports an Office or Agency of Emergency Management, which oversees the state's emergency management services and is responsible for the state's disaster preparedness, response, recovery, and mitigation programs. Your state office or agency will provide you with region-specific disaster preparedness information and resources to help better prepare you for disasters which are most likely to occur close to home.

*How to get it:*

Online: http://www.fema.gov/fema/statedr.shtm

Cost: Free

## Various Sites for Identifying Sources of Man-Made Disasters

Use the following web sites to aid in identifying potential sources of man-made disasters in a community.

*How to get it:*

Dams: http://crunch.tec.army.mil/nid/webpages/nid.cfm

Nuclear facilities: www.nei.org/doc.asp?catnum=2&catid=93

www.prop1.org/prop1/radiated/drh.htm

Cost: Free


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## Various Sites for Identifying Sources of Natural Disasters

The following links contain information on past occurrences of natural disasters. Use these resources you complete the worksheets in Section II. You may also want to look at back editions of magazines like Time, Newsweek, etc., and your local newspapers for additional information.

| Event | Historical resources |
|---|---|
| Avalanche | www.avalanche.org<br>http://geosurvey.state.co.us/avalanche/US_World_stats/stats.html |
| Drought | http://www4.ncdc.noaa.gov/cgi-win/wwcgi.dll?wwEvent~Storms<br>http://lwf.ncdc.noaa.gov/oa/climate/severeweather/extremes.html<br>http://www.drought.unl.edu/whatis/palmer/pdsihist.htm |
| Earthquake | www.esri.com/hazards/makemap.html<br>www.hazardmaps.gov/atlas.php |
| Flood | http://www4.ncdc.noaa.gov/cgi-win/wwcgi.dll?wwEvent~Storms<br>http://lwf.ncdc.noaa.gov/oa/climate/severeweather/extremes.html<br>www.hazardmaps.gov/atlas.php<br>www.fema.gov/hazards/floods/ |
| Hurricane | http://www4.ncdc.noaa.gov/cgi-win/wwcgi.dll?wwEvent~Storms<br>www.nhc.noaa.gov/pastall.shtml<br>www.aoml.noaa.gov/hrd/tcfaq/tcfaqG.html (questions 14-15)<br>http://lwf.ncdc.noaa.gov/oa/climate/severeweather/extremes.html<br>www.esri.com/hazards/makemap.html |
| Landslide | www.hazardmaps.gov/atlas.php |
| Severe thunderstorm | http://www4.ncdc.noaa.gov/cgi-win/wwcgi.dll?wwEvent~Storms<br>www.nssl.noaa.gov/hazard<br>www.hazardmaps.gov/atlas.php<br>http://lwf.ncdc.noaa.gov/oa/climate/severeweather/extremes.html<br>www.esri.com/hazards/makemap.html |
| Snow/Ice storm | http://www4.ncdc.noaa.gov/cgi-win/wwcgi.dll?wwEvent~Storms<br>http://lwf.ncdc.noaa.gov/oa/climate/severeweather/extremes.html<br>http://nsidc.org/snow/blizzards.html |
| Tornado | http://www4.ncdc.noaa.gov/cgi-win/wwcgi.dll?wwEvent~Storms<br>www.tornadoproject.com<br>www.hazardmaps.gov/atlas.php<br>http://lwf.ncdc.noaa.gov/oa/climate/severeweather/extremes.html<br>www.esri.com/hazards/makemap.html |
| Tsunami | www.hazardmaps.gov/atlas.php<br>http://www.ngdc.noaa.gov/ |
| Volcanic eruption | www.hazardmaps.gov/atlas.php<br>http://volcanoes.usgs.gov/ |
| Wildfire | http://lwf.ncdc.noaa.gov/oa/climate/severeweather/extremes.html<br>http://www4.ncdc.noaa.gov/cgi-win/wwcgi.dll?wwEvent~Storms |
| Other: Windstorm | www.esri.com/hazards/makemap.html<br>www.hazardmaps.gov/atlas.php |


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