

Thursday, March 21, 2013

Workshop Session 2

Time of Session: 10:45-11:45AM

Session Title: Emergency Planning for Child Care: Protecting the Youngest on Your Campus

Speaker: **Alessandra Jerolleman**, LLC, NHMA

Room: 257

Head Count: 27

Note Taker: Elizabeth Stites

EMERGENCY PLANNING FOR CHILD CARE: PROTECTING THE YOUNGEST ON YOUR CAMPUS

The facilitator started with a question: "why do you care?"

Answers from the audience:

~Responsibilities

~ Best Practices

A number of universities and community colleges have child care

Planning question:

What are the other facilities that have a plan or lack a plan that could impact your ability to function/operate during an emergency?

➔ Child care is regulated independently by the state; ½ of the states have mandatory evacuation of child care

Planning question: what happens to the population of your institution if something happens to child care?

How are faculty/staff and students notified?

➔ Evacuation plans are exactly that just a plan on paper

Planning question: are your vendors over utilized?

i.e. if you have a contract with a bus company for evacuating, what are their other obligations and can they always meet your needs?

* There is not a lot of help in making sure that the evacuation plan is in sync with emergency management plan

Planning question: Do you provide any specific training to those who interact with children?

➔ It can be difficult to get responses for request for information

Most places run monthly evacuation drills, tend to be short distance evacuations (fire drills)

Planning questions: do people know what happens when their personal emergency plans fail?

What happens when campus emergency plans fail?

Have you reached out to first responders? Do they know the layout and where the most vulnerable populations are?

Does the EMS have pediatrics training?

Is there protocol in place to ensure that those responding to a pediatric emergency have training?

*surge is a big issue

Stockpile, training, retraining, training to deal with the emotional, psychological issues with seeing injured children

➔ Do parents know the emergency plans for the child care facility?

→

→ Most parents don't come to orientation

→ Booklets are usually thrown away

Planning question: where is the information stored? How will parents access it readily?

Contact information can change a lot (i.e. students with cell phones)

There are cultural differences (the difference between what you do in South America and California)

What is unique about children?

What is unique about child care?

→ Children are not little adults

- They have less coping mechanisms than adults

- Physical protection

- Psychological protection

- Cognitive protection

- * children when they get to the point where their coping mechanisms fail against the level of stress act younger

- Children don't have agency/knowledge of situations

 - Monsters - logic and reasoning based on less information

→ How can you best protect this unique population?

- What are some of the ways the campus can be supportive?

 - Gap analysis in information flow

 - Special additional messaging in the broader campus community

 - Issues with child care/continuity of care/pick up in emergency

 - Allergies

 - Parental issues/custody

Include the needs of the children across emergency training and exercising

*consider training and exercises around scenarios which involve the child care community

***Newtown – best practices training for staff and students in an Active Shooter scenarios**

Unique about child care:

Different regulations

Unique populations

Impact on all aspects of planning

Planning Questions:

What are the policies on Entry?

What are the policies around altercations?

*train teacher 'DON'T GO LOOK!' if they hear an altercation 'DON'T GO LOOK!'

→ Don't use the term 'Lockdown'

Remember RUN HIDE FIGHT

Train your people on the hardware for communications devices

Stress your hardware

*intruders are different than anything else

→ Planning questions:

What are the policies if there are issues in the communities? i.e. robbery

Do the police notify you?

Other planning questions: can all teachers open the emergency exits? i.e. can a 5'2 teacher open the same window that a 5'9 teacher can?

If there is, for example, a chemical spill, does the facility have the ability to transport all the children?

Where is the rally point? Do the parents know this? How is the facility going to communicate with the parents if there is damage to infrastructure?

If there is a fire, and you are moving to another building, do you know what room(s) you are going to use? Have you walked through those rooms to ensure they are safe for children?

Best practices: in presentations

Written plan: consider size, essential information for first responders, shelter-in-place locations/outside evacuation sites, child id badges

Maintain current health and safety

Family communication and reunification plans: remind parents and teachers, wallet cards?

~ plan for what happens if the event ACTAULLY occurs

~ Complacency is dangerous

Include all children and adults with all level of abilities in your plans:

→ Wheel chairs and short teachers

Protect program information and assets to ensure business continuity.