 Emergency preparedness information and opportunity to provide feedback to FEMA

* ChildCare Aware created a webinar, [Let's Get Ready - Planning Together for Emergencies](https://info.childcareaware.org/lets-get-ready-planning-together-for-emergencies-1). “This 44-minute webinar demonstrates how preparing for emergencies is something that families and child care providers can do together. It covers some emergency preparedness considerations for child care providers, explores activities to prepare for and offer comfort after emergencies, discusses how to help children remember important information, and details how to create a family emergency kit and plan.”
* The CDC has a web page that addresses [Disaster Planning: Infant and Child Feeding](https://www.cdc.gov/infant-feeding-emergencies-toolkit/php/index.html).  This page provides tips for feeding children safely when disaster strikes. Natural disasters, such as hurricanes, floods, wildfires, earthquakes, and tornadoes, can make it hard for parents and caregivers to feed their infants and young children safely. Tips are written for parents and caregivers, emergency relief workers, and healthcare providers, and a list of resources is provided.”
* [How to Write and Talk About Infant and Young Child Feeding in Emergencies](https://www.ennonline.net/resources/writeandtalkife): “This resource provides guidance for anyone involved in humanitarian assistance who produces communications about infant and young child feeding in emergencies on behalf of an organization (e.g., press releases, social media, or fundraising appeals) or engages with the media (e.g., interviews). It aims to support communications experts to provide accurate information that protects and supports infants and young children and their caregivers, and reduces harmful interventions.”
* U.S Department of Commerce, U.S. Department of Transportation Issue [Final Rules for $110 Million 911 Grant Program](https://www.ntia.doc.gov/press-release/2018/us-department-commerce-us-department-transportation-issue-final-rules-110-million): The U.S. Department of Commerce and the U.S. Department of Transportation announced final rules for a grant program that will offer up to $110 million to help states, territories, tribal organizations and the District of Columbia upgrade their 911 call centers to Next Generation (NG911) capabilities.
* [Incorporating ADA (Americans with Disabilities Act) and Functional Needs in Emergency Exercises](https://www.nap.edu/catalog/25208/incorporating-ada-and-functional-needs-in-emergency-exercises): “In this 40-page report, the Transportation Research Board explores how airports include persons with disabilities and others with access or functional needs into emergency exercises. Because not all functional needs are visually or readily apparent, airports find that including these community members in emergency exercises improves the safety of passengers, airport visitors, and employees at airports. The report describes effective practices and provides additional resources and tools.” You can purchase this report, but I would recommend looking over to the right hand side of the information and download a free PDF copy of the report. If you go down to the bottom of the page, there are additional reports that you may find useful.
* [The Role of Educators in Public Health Emergencies](https://emergency.cdc.gov/epic/learn/webinar_20180725.asp). This page provides information about an archived webinar that “discusses the valuable communication role of educators during public health emergencies: how they can be a source of comfort and reassurance, and how they can help students and parents know what to do to stay safer and healthy during natural disasters, disease outbreaks, and other types of public health emergencies. Speakers also discuss how emergencies affect children, and a school health policies and practices study.”
* [Disability Inclusion and Disaster Risk Reduction: Overcoming Barriers to Progress](https://www.odi.org/publications/11166-disability-inclusion-and-disaster-risk-reduction-overcoming-barriers-progress): This link will take you to a page where you can access a 12-page briefing note that “identifies five key challenges that need to be addressed in order to promote disability inclusion in disaster risk reduction and humanitarian action, relating to evidence and data, contextual understanding, institutions and programs, representation, and discrimination. It highlights the importance of rights-based approaches, together with improved standards and indicators, in overcoming these challenges.”
* [ADA National Network Learning Session: Smart911 Program Outcomes during the Missoula 2017 Wildfire Season - Lessons from a whole community approach to emergency planning](http://www.adapresentations.org/webinar.php?id=139): This link takes you to an archived, “one-hour, 40-minute webinar features speakers from Missoula County who share lessons learned from targeted promotion activities and use of Smart911, SmartPrepare, and Rave Alerts to reach persons with disabilities and with access and functional needs. They discuss how they integrated these systems into emergency management activities, including response activities during the 2017 Missoula wildfire season.”
* [Giving Immigrant Children a Voice: Understanding Traumatic Separation:](https://www.nctsn.org/resources/giving-immigrant-children-voice-understanding-traumatic-separation) Children who have immigrated to the US, would be considered in the population of individuals with access and functional needs. You would need to create a log in account to access this webinar. “This one-hour, 30-minute webinar focuses on helping providers, current caregivers, and others understand and recognize the effects of traumatic separation in immigrant children of different ages; and understand immigrant children’s prior trauma experiences. It provides practical suggestions for how to support immigrant children who have been separated from parents and siblings.”
* [Emergency Evacuations: Planning for the Whole School Community](https://rems.ed.gov/EvacuationWebinar.aspx): “This one-hour webinar discusses how schools and school districts can better prepare for an evacuation after an emergency. Presenters cover issues related to identifying on- and off-site assembly areas; transportation considerations, such as the use of mutual aid agreements; meeting the needs of students with disabilities or access and functional needs; and shared lessons at the local level.” This site also includes supporting resource documents that could be helpful to schools.
* [Keeping Kids Safe - The Basics of Active Shooter Response for Child Care Programs:](https://www.childcareaware.org/our-issues/crisis-and-disaster-resources/) ChildCare Aware developed this “one-hour, six-minute webinar discusses what child care providers and programs can do to keep children in their child care programs safe from active shooter and similar threats. It introduces child care providers to some of the basic prevention steps to take to in dealing with these types of violence.”
* [Reunification After a Community-Wide Disaster: Planning Tools for Schools](https://rems.ed.gov/PostDisasterReunificationWebinar.aspx): This one-hour webinar discusses how K-12 schools and school districts can better prepare for reunification after a community-wide disaster. Presenters cover issues related to minors being separated from their parents or legal guardians after a large emergency or disaster; planning for reunification, including integrating plans related to children with disabilities or access and functional needs; and resources that schools, school districts, and their community partners can use to facilitate reunification, such as the National Emergency Child Locator Center and Unaccompanied Minors Registry.”
* [Understanding Educator Resilience and Developing a Self-Care Plan](https://rems.ed.gov/Self_Care_PlanWebinars.aspx): “This one-hour webinar provides educators and others in the educational community with a better understanding of resilience strategies that can be used to increase their ability to work more effectively with students impacted by stress, loss, and trauma. It provides information on the concepts of resilience and compassion fatigue; the impact of stress, burnout, and compassion fatigue on the education environment; how to identify signs and symptoms of compassion fatigue; and concrete steps for developing a professional self-care plan.” There are a number of additional resources available on this site.
* [School EOPs (Emergency Operations Plans) In-Depth: Developing a Food Contamination Annex](https://rems.ed.gov/trainings/CourseFoodContam.aspx): “This course has been designed to help users learn how to incorporate food safety planning into a school emergency operations plan (EOP). Participants will learn to explain the purpose of the Food Contamination Annex; assemble the appropriate team for developing the annex; develop the annex to include procedures for addressing food contamination and food recall; conduct staff training and exercises related to the annex; and use data and techniques (e.g., after action reports) to revise and maintain the annex.”
* [Domestic Preparedness](https://domesticpreparedness.com/) has a full issue dedicated to school safety.

The information that is pasted below my signature block includes:

* Information about an opportunity to provide FEMA feedback regarding the draft document, Planning and Considerations: Evacuation and Shelter-in-Place. It is important that the disability community take advantage of this opportunity to ensure that FEMA has valuable information about the needs of those who experience disabilities and other access and functional needs. The deadline for comments is August 31st.
* The August 6th FEMA Bulletin includes information that would be of assistance to this group would be the notice that there is funding (up to $1,833, 767) available to address School-Age Trauma Training. Those eligible to apply for this grant opportunity include: independent school districts, nonprofits having a 501(c)(3) status with the IRS, other than institutions of higher education, public and State controlled institutions of higher education, for profit organizations other than small businesses, private institutions of higher education and small businesses. Please be sure to share this information with your schools and others who may be interested in applying for this funding.
  + Other information in this bulletin includes a podcast about the Great Midwest Flood of 1993 and the 2008 Midwest Floods. I haven’t had an opportunity to listen to the podcast yet, but my guess would be that there would be information about the MO floods.
  + The latest FEMA Children & Disasters newsletter includes PrepTalks with discussion guides on the following:
    - Rethinking School Safety – Michele Gay
    - Children and Disasters: Reducing Vulnerability and Building Capacity – Dr. Lori Peek
    - Youth: The Key to Building a Culture of Preparedness – Sarah Thompson
    - Safety is Personal: Lessons Learned as a Survivor of the Virginia Tech Tragedy – Kristina Anderson
  + The August 9th edition of FEMA Individual and Community Preparedness: Summer Safety and Campus Preparedness
  + The DTAC Bulletin: Safety on Shifting Ground: Earthquake Preparedness and Recovery. This edition is packed with information that includes information about ShakeOut and planning guides for K-12 and university students and others, materials for children and youth, tips for preparedness…
* I hope that you find this information useful. Have a wonderful weekend everyone.   Vicky  --- Vicky Davidson, M.Ed. Executive Director Missouri Developmental Disabilities Council 1706 East Elm Street, P.O. Box 687 Jefferson City, MO 65102 (573) 751-8206 (Office) (800) 500-7878 [www.moddcouncil.org](http://www.moddcouncil.org/)    [www.facebook.com/MissouriDevelopmentalDisabilityCouncil](http://www.facebook.com/MissouriDevelopmentalDisabilityCouncil)    [www.youtube.com/MissouriDDCouncil](http://www.youtube.com/MissouriDDCouncil)    [www.twitter.com/MODDCouncil](http://www.twitter.com/MODDCouncil)    CONFIDENTIALITY NOTICE:  This e-mail communication and any attachments may contain confidential and privileged information for the use of the designated recipients named above.  The designated recipients are prohibited from redisclosing this information to any other party without authorization and are required to destroy the information after its stated need has been fulfilled.  If you are not the intended recipient, you are hereby notified that you have received this communication in error and that any review, disclosure, dissemination, distribution or copying of it or its contents is prohibited by federal and state law.  If you have received this communication in error, please notify me immediately by telephone at 800.500.7878, and destroy all copies of this communication and any attachments.

**From:** FEMA Private Sector <[fema@service.govdelivery.com](mailto:fema@service.govdelivery.com)>  **Sent:** Thursday, August 09, 2018 1:56 PM **To:** Davidson, Vicky <[vdavidson@moddcouncil.org](mailto:vdavidson@moddcouncil.org)> **Subject:** FEMA Seeks Feedback on Planning Considerations: Evacuation and Shelter-in-Place

**Private Sector Advisory**

The Federal Emergency Management Agency (FEMA) is seeking feedback on the draft document released today, [*Planning Considerations: Evacuation and Shelter-in-Place*](https://www.fema.gov/media-library/assets/documents/168342). Feedback and recommendations received will help ensure the final version of the guide is an effective resource for emergency managers across the nation.

Evacuation and shelter-in-place protective actions are prompted by a variety of threats and hazards. Incident-specific circumstances drive the relevant protective actions based on a community’s demographics, infrastructure, resources, authorities, and decision-making process. Determining that evacuation needs to take place is not an all-or-nothing approach. Lessons learned from disasters, such as hurricanes Katrina, Harvey, Irma, and Maria, have highlighted the value of enacting a zone-phased approach to evacuation and shelter-in-place, enabling jurisdictions to move as few people as necessary. Shelter-in-place populations that are not directly in harm's way, rather than having them evacuate, help jurisdictions reduce costs, resource requirements, and the negative impacts of evacuations, while promoting improved response and quicker re-entry and recovery.

When reviewing the document, consider:

* Identifying areas that may be confusing and need revision;
* Providing success stories or best practices associated with the critical considerations identified in the document; and
* Identifying additional job aides, training opportunities, or resources for inclusion in the document.

FEMA is hosting a series of 45-minute engagement webinars to describe the draft document and answer participants’ questions about providing feedback. The webinars will be open to the whole community.  The National Engagement Period will conclude at 5:00 p.m. EDT on August 31, 2018.  To review the draft document and for additional webinar information, please visit <https://www.fema.gov/plan>.

If you have any questions, please contact FEMA’s Intergovernmental Affairs Division at (202) 646-3444.

###

*FEMA's mission is helping people before, during, and after disasters.*[*Download the FEMA App*](https://www.fema.gov/mobile-app) *to locate and get directions to open shelters across the state, and receive weather alerts from the National Weather Service for up to five different locations anywhere in the United States.   Follow FEMA online at* [*www.fema.gov/blog*](http://www.fema.gov/blog)*,* [*www.twitter.com/fema*](http://www.twitter.com/fema)*,* [*www.facebook.com/fema*](http://www.facebook.com/fema) *and* [*www.youtube.com/fema*](http://www.youtube.com/fema)*. Also, follow Administrator Brock Long's activities at* [*https://twitter.com/fema\_brock*](https://twitter.com/fema_brock)*. The social media links provided are for reference only. FEMA does not endorse any non-government websites, companies or applications.*

# # #