

# **EMERGENCY OPERATIONS PLANNING**

## **EMERGENCY OPERATIONS PLANNING GUIDE**

**for**

**Special Care Facilities and Human Service-Related Agencies**

This project is funded through a grant from the Pennsylvania Department of Health and Cooperative Agreements from the U.S. Department of Health and Human Service (DHHS) and the Centers for Disease Control and Prevention (CDC)- National Bioterrorism Hospital Preparedness Program and Public Health Emergency Preparedness Program. The views expressed in written conference materials or publications and by speakers and moderators do not necessarily reflect the official policies of the DHHS or CDC nor does mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.

## Foreword

---

This Emergency Planning Guide has been developed to assist with the preparation of Emergency Operations Plans of facilities that serve populations with special needs. Note that, for this purpose, “special needs” is defined as any human condition that may necessitate special care during an emergency or disaster response. These needs must be intentionally incorporated into the emergency planning process in order to ensure the safety and well-being of such individuals during an emergency.

As a result of Emergency Operations Planning workshops conducted by the University of Pittsburgh, under the auspices of the Pennsylvania Department of Health Bureau of Public Health Preparedness (PADOH – BPHP), it was determined that a Toolkit would be useful – particularly for those who have attended the workshops. This Guide is one of several components of the Toolkit. It is our hope that the resource materials will enable facilities to continue to strengthen their emergency preparedness and recovery capacity.

For questions or further information regarding this material or the workshops, visit the website of BPHP at [http://www.portal.state.pa.us/portal/server.pt/community/public\\_health\\_preparedness/11605](http://www.portal.state.pa.us/portal/server.pt/community/public_health_preparedness/11605) or contact Alyssa Landen of the University of Pittsburgh, all134@pitt.edu.

## **Acknowledgements**

---

As The American Red Cross of Southwestern Pennsylvania serves a diverse population – including children and individuals with disabilities, medical needs, cognitive impairment and personal recovery capacity, in order to ensure the safety and well-being of such persons, it recognized the need to purposely incorporate special needs populations in the emergency operations planning process of service providers. With its permission for use, as it is committed to optimizing community preparedness, The American Red Cross of Southwestern Pennsylvania is the primary author of this Guide. The contents of this Guide have provided special care facility administrators throughout Pennsylvania with the tools to develop comprehensive disaster plans.

Further, the Department of Health and the University of Pittsburgh extend a special debt of gratitude to Grant Wilson, retired Emergency Management Coordinator for Mt. Lebanon, Pennsylvania and the trainer of the workshop. Grant has shared his expertise and a wealth of experience in emergency management to develop and teach the full-day Emergency Operations Planning workshop for which this Guide serves as the primary text. Grant's experiences as a firefighter, Emergency Management Coordinator and a Fire Academy Instructor have shaped the program.

## Table of Contents

---

Foreword	i
Acknowledgements	ii
Table of Contents	iii
Introduction	1
◆ Introduction to Emergency Planning	1
◆ Emergency Management Basics	2
◆ Components of an Emergency Plan	5
Step ONE:            Create Your Planning Team	7
Step TWO:            Identify the Hazards that May Threaten your Facility	8
Step THREE:         Determine the Appropriate Protective Actions	11
Step FOUR:          Are You Ready? – Resource & Capability Assessment	13
Step FIVE:          Establish Responsibilities & a Chain of Command	18
Step SIX:            Build the Plan	21
Step SEVEN:         Prepare the Annexes – Specific Instructions	25
Step EIGHT:         Practice! – Training & Exercises	29
Step NINE:          Share the Plan	31
Step TEN:            Review & Revise the Plan	32
 SPECIAL CONSIDERATIONS	 33
◆ Populations with Special Needs	33
◆ The Regulatory Environment	38
 REFERENCES	 39
 DEFINITION OF TERMS	 40
 INTERNET RESOURCES FOR EMERGENCY PLANNING	 42



## Introduction

---

Emergency Planning is a critical component of every facility's mission to provide a safe environment for its occupants. The key to successful emergency *response* lies in the details of *preparedness*. Generic (*one-size fits all*) guidelines for emergency response are insufficient. Our safety in an emergency depends on the careful, detailed planning and training that goes on well before an emergency occurs and that is specific to the needs of each facility. Details overlooked during the planning process may result in an increased loss of life and property or, at least, in considerable inconvenience as in this example of a Texas nursing home.



A major hurricane threatened a nursing facility in coastal Texas. The nursing home activated their evacuation plan and loaded patients onto two buses. Unfortunately, while the facility had a plan for evacuation and transportation, they neglected to include potential shelter destinations in their plan. After several hours on the road looking for shelter, they were forced to contact the state Emergency Operations Center (EOC) to ask where they should go. The EOC was eventually able to find them shelter in a nearby sister facility. No one died or was injured; however, the patients and staff experienced enormous unnecessary stress. (TDH, 2000)

The emergencies we plan for are not necessarily the catastrophic 9/11 type of disaster. Emergencies arise every day and vary widely in nature, from fires and floods to natural gas leaks and power outages. Such emergencies do not have to become *disasters*. Whether or not they do, depends on how well we are prepared.

Facilities that serve vulnerable populations, such as children, the elderly, or people with disabilities, must carefully consider the special needs of their clients when planning for disasters. Physical and mental disabilities affect a person's ability to respond to emergency instructions and may impede recovery from a disaster event. Children, the elderly and people with disabilities rely on the careful planning of facility staff to anticipate their needs, abilities and limitations during an emergency.

This Emergency Planning Guide was created to assist facilities, which house or provide services to vulnerable populations, with the development of a comprehensive **Emergency Operations Plan (EOP)** which addresses their specific needs.

## EMERGENCY MANAGEMENT BASICS

Before we start building a plan, we will go over *just the basics* of Emergency Management so that the terminology and concepts become familiar to you.

The goal of Emergency Management, at the facility level, is to provide protection from all hazards for facility residents, clients, visitors, staff and property. Emergency Management is made up of four basic activities:



**Mitigation** - any activity that is undertaken, before a disaster strikes, to eliminate or reduce the possibility of an emergency or the impact a disaster may have on a community or facility. Examples of this include purchasing a generator to act as an alternative power supply for your facility, installing a furnace or water heater above expected flood levels, installing a special warning (alarm) system for the hearing impaired in your facility, and remodeling to improve the fire safety of a building.

**Preparedness** - getting ready to handle a disaster when it strikes. Examples of this include Emergency Plan preparation, practicing the plan through drills and exercises, training staff in their emergency responsibilities, raising disaster awareness among residents, stockpiling resources for evacuation and shelter, and building relationships with emergency response agencies in the community.

**Response** - activities undertaken at the time of an emergency to save lives and property, and to reduce injuries. Examples include evacuation, shelter in place, search and rescue, fire suppression, and emergency medical services.

**Recovery** - activities undertaken to return things back to normal, or to a better condition, after the initial shock and emergency response activities have subsided. Examples include the restoration of utilities, seeking reimbursement from insurance companies, restoration of lost items, finding new housing or repairing a damaged building.

Each phase flows into the next as the diagram above shows. Preparedness becomes Response as a detailed Emergency Operations Plan is implemented. Response becomes Recovery as attempts are made to minimize loss and limit the damage caused by the hazardous event.

### Who is there to help?

There are many resources at your disposal from both government and non-profit emergency management agencies. It is helpful to know a few facts about the primary agencies involved and how they may be of assistance to you before, during and after an emergency.



#### First Responders

If your facility is involved in an emergency, your contact will most likely be to call 911. The local department, police department and emergency medical services are



first point of fire identified as

**First Responders.** They will be the first ones on the scene after you have notified 911 of an emergency involving your facility. They may be the ones to notify you of an emergency that is external to, but may affect, your facility. It is most likely that you will take instructions from your local Fire Chief or Police Chief during an emergency. These *first responders* can provide a link to other agencies if additional resources are required.

### **Non-Governmental Emergency Response Agencies**



**American  
Red Cross**

Close behind the Fire and Police Departments, you may encounter non-governmental Service Agencies such as the **American Red Cross** and the **Salvation Army**. These two agencies provide immediate support services to the victims of disaster. The American Red Cross provides direct assistance to disaster victims in the form of shelter, food, clothing, and other services intended to alleviate the immediate needs caused by a disaster event. These shelters are not equipped to serve individuals who need specialized medical care or who have severe mental health concerns. Your local Red Cross chapter can help you with the development of your emergency operations plan and with training in disaster preparedness. In southwestern Pennsylvania, you may go to the chapter website for further information: [www.swpa.redcross.org](http://www.swpa.redcross.org); click on *Disaster Services* and then on *Emergency Planning*.

### **County Emergency Management Agency**

The **County Emergency Management Agency** will coordinate a response to any emergency that extends beyond the jurisdiction of a particular municipality and will act as the liaison to state and federal emergency management agencies. The County EMA is active in emergency planning and mitigation for large-scale disasters and in providing community education on disaster preparedness.

## **Pennsylvania Emergency Management Agency (PEMA)**

PEMA is our state Emergency Management Agency. The mission of the ***Pennsylvania Emergency Management Agency*** is to coordinate state agency response, including the Office of the State Fire Commissioner and the Office of Homeland Security, to support county and local governments in the areas of civil defense, disaster mitigation and preparedness, planning, response to and recovery from man-made or natural disasters. The PEMA website (<http://www.pema.state.pa.us>) is an excellent link to numerous emergency preparedness materials and other information regarding disaster mitigation.

## **The Federal Emergency Management Agency (FEMA)**

***FEMA*** was created in 1979 to coordinate Federal emergency authorities, including the administration of disaster response and recovery programs. FEMA supports local emergency management through training & education, financial support, and assistance with disaster response. FEMA supports communities through the provision of disaster recovery services. For FEMA to become involved in a local disaster there would have to be a federal disaster declaration. FEMA's website is another excellent resource for disaster information (<http://www.fema.gov>).

FEMA and PEMA are primarily research, education and funding agencies for emergency management. Your facility may interact with them only as the result of a state or federally declared disaster.

Your local emergency response agencies, such as the fire and police departments, need to know about the special needs that exist within their jurisdiction. Their response to an emergency involving your facility will be more effective if they are aware of your needs and have been briefed on your emergency plans. *We recommend that you involve your local first responders in the development of your Emergency Operations Plan by inviting them to review your plan and provide input.* Find your county Emergency Management Coordinator on the PEMA website: [www.pema.state.pa.us](http://www.pema.state.pa.us).

## **What is an Emergency Operations Plan (EOP)?**

An Emergency Operations Plan is a set of instructions and guidelines specific to your facility that will direct individuals to plan for, respond to, recover from and mitigate disasters that could involve your facility.



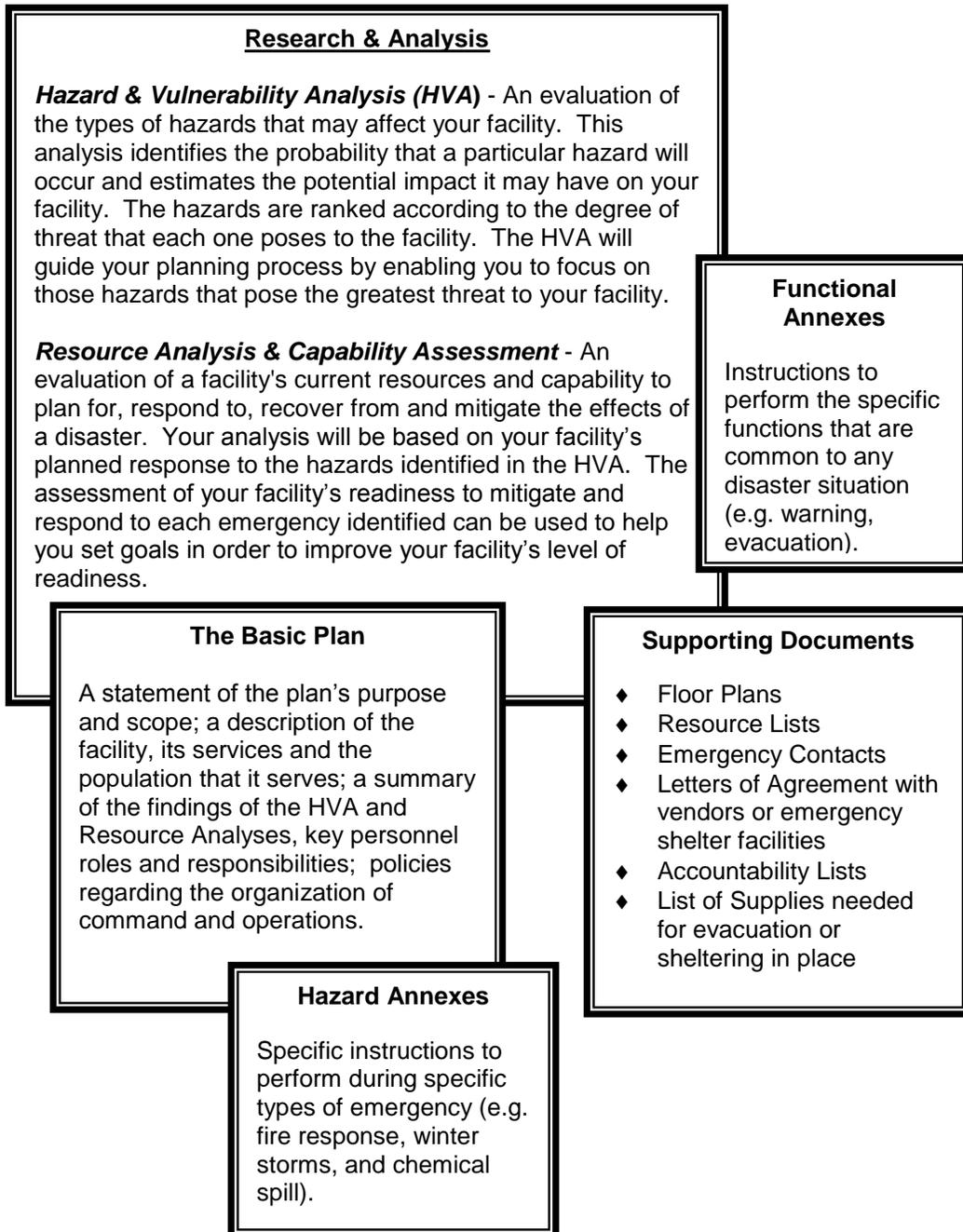
## **How will I develop an EOP?**

This Guidebook will walk you, step by step, through the development of an All Hazards, Emergency Operations Plan for your facility. These are only guidelines. You are invited to add to, delete from or modify any section of the guidelines in



order to meet the needs of your facility. We encourage you to work with at least one other individual and perhaps a team of individuals in order to bring the greatest spectrum of knowledge and expertise to this process. It is imperative that you have the full support of your facility's administration and its commitment to fully implement the completed plan.

## **What does an Emergency Operations Plan consist of?**



Emergency Planning can be broken down into ten simple steps. This guide is organized into sections, one for each of the ten steps outlined here. Each section gives detailed instructions and examples for the completion of each component of your plan. We recommend that you proceed through the steps in the order given to ensure that you collect and study all of the necessary information before you begin to develop your plan.

### **10 STEPS to an EMERGENCY PLAN FOR YOUR FACILITY**

- 1. Create a Planning Team**
- 2. Identify the Hazards which may Impact your Facility**
- 3. Determine the Protective Actions Appropriate for your Facility**
- 4. Assess Resource Availability and Facility Capacity to Respond to emergencies**
- 5. Establish Responsibilities and Chain of Command**
- 6. Build the Plan**
- 7. Prepare the Annexes**
- 8. Practice the Plan!!**
- 9. Share the Document**
- 10. Review and Revise the Plan each Year**

***Now that you are ready to start...take it one step at a time!***

# STEP ONE



## Create Your Planning Team

Developing a comprehensive Emergency Plan is a big job but *many hands make light work*. Even if yours is a small facility, find a partner to assist you. Larger facilities may require a team of 3-5 members. Whatever the composition of your team, working together will improve the quality of your plan and will create a higher level of ownership of the plan's objectives once it is complete.

### Characteristics of your planning team members

Your team may include facility administration, staff, residents or clients, family members and members of your emergency responder community. Among your team members, each of the following attributes must be represented:

- ❖ *Authority...* to develop the plan and to utilize the skills and time of other employees for this purpose
- ❖ *Knowledge...* of the physical characteristics of the facility (e.g. floor plans, utilities, maintenance and repair concerns, location of equipment)
- ❖ *Awareness...* of resident/client characteristics and needs
- ❖ *Willingness...* to learn and to make contacts with community experts in emergency management
- ❖ *Devotion...* of time to the planning process
- ❖ *Leadership...* to motivate the team and to ensure plan completion & implementation

### Decide who is responsible for completing this planning project:

1. Who has the *primary responsibility* for writing the plan?  
\_\_\_\_\_ is your **Team Leader**.
2. Who are your team members? What are their primary responsibilities within this planning process?

Name	Responsibility
•	
•	
•	
•	
•	

3. Who will give final approval and authorization of the plan?  
\_\_\_\_\_

**Goal:** When will your plan be complete? \_\_\_\_\_

***Teamwork divides the task and doubles the success!***

**Planning Responsibilities**

- **Research & Information Gathering**
- **Analysis of Hazards**
- **Resource Assessment**
- **Developing Policies for Emergency Preparedness**
- **Writing Procedures for Emergency Response**
- **Plan Implementation**

**We'll discuss each of these tasks in the following sections of this guide.**





## STEP TWO



### Identify the Hazards That May Threaten Your Facility

Before we can plan what we will do in an emergency, we need to think about the kinds of emergencies we may face. Things to consider:



- ◆ Is the facility in a flood plain?
- ◆ Is it near an industrial plant, or a transportation artery (highway, train)?
- ◆ How well is the building equipped for fire prevention?
- ◆ Has the facility experienced an emergency in the past? What type?
- ◆ Which hazards are most likely to affect your facility? How bad could it be?

Answering these questions, and more, will help you determine the types of hazards you will need to develop your plan around. First, let's take a look at your facility.

#### Situation Assessment

A brief assessment or *profile* of your facility will help you to:

1. Assess the situation surrounding your facility.
2. Provide building-specific information that will be included in your plan.
3. Guide the analysis of the most common threats to your facility.

It is important to understand the hazards that may threaten your facility from the outside *and* the vulnerabilities that exist on the inside.

*Here is a sample facility profile. Alter it as needed and include a completed profile as an Appendix to your Basic Plan. A summary of the services and/or functions and special needs within your facility will be included in the **Situation and Assumptions** section of your Basic Plan.*

#### Hazard & Vulnerability

#### Facility Profile

(Facility Name) is located at:

Address: \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_ Zip \_\_\_\_

Telephone: \_\_\_\_\_

This facility is owned and operated by:

\_\_\_\_\_

Building Manager: \_\_\_\_\_ Contact Number: \_\_\_\_\_

Office Hours: \_\_\_\_\_ Building Operation Hours: \_\_\_\_\_

The building was built in \_\_\_\_\_, is \_\_\_\_\_ stories high, with \_\_\_\_\_ units/rooms and a capacity for \_\_\_\_\_ residents/clientele.

This facility provides the following services:

\_\_\_\_ residential                      \_\_\_\_ adult day-time activities      \_\_\_\_ child care  
\_\_\_\_ personal care                      \_\_\_\_ nursing care                      \_\_\_\_ (other)  
\_\_\_\_ mental health services

#### Special Needs

# of persons who regularly use a wheelchair \_\_\_\_\_  
# of persons who walk only with assistance \_\_\_\_\_  
# of persons on oxygen \_\_\_\_\_  
# of persons with dementia or Alzheimer's Disease \_\_\_\_\_  
# of persons with hearing impairment \_\_\_\_\_  
# of persons with sight impairment \_\_\_\_\_  
# of persons with medical needs \_\_\_\_\_  
(other) \_\_\_\_\_

#### Geographic Description:

This Facility is (✓ if applicable):

\_\_\_\_ located within a flood plain  
\_\_\_\_ located in a hurricane evacuation zone  
\_\_\_\_ located within the 50 mile Emergency Planning Zone of a Nuclear Power Facility  
\_\_\_\_ located in a geographic area prone to severe winter storms  
\_\_\_\_ located within a tornado-prone area  
\_\_\_\_ (other hazard) \_\_\_\_\_

## Analysis

Use the worksheet on the following pages to determine which hazard-specific instructions to include in your plan. Evaluate every potential event using the three categories of probability, risk, and preparedness.

The probability, or **likelihood**, that a hazard will impact your facility, is estimated on the basis of:

- Known risk (Are you near a hazardous site, like a chemical plant?)
- Historical data (Has it happened before? At your facility? At a facility in your community?)

If a hazardous event does occur, what is the **risk** to, or potential **impact** on, your facility? Consider the following:

- Threat to life and/or health
- Disruption of services
- Structural damage
- Property Damage
- System failures
- Loss of community trust
- Financial impact
- Legal/liability issues

Your facility's vulnerability to a disaster depends on how well you are prepared. Consider the following when assessing your level of **preparedness**:

- Status of current Emergency Operations Plan
- Contingency Plans
- Orientation and Training of staff and residents
- Insurance
- Availability of back-up systems
- Availability of Internal resources
- Availability of Community resources

In each column of the worksheet, select the columns for each hazard that identify your facility's current circumstances.

### **Example:**

There may be a *high probability* that a severe winter storm will occur in your area. It has happened in past winters and has affected your facility to varying degrees.

→ Write this hazard on your list in the left hand column of the worksheet.

Severe winter weather could pose a threat to someone's health if, for example, a resident or staff member slips on the ice outside the facility or if residents are out on a field trip to the mall at the time the storm hits.

→ Write YES in the column entitled "Impact on Occupants' Health and Safety"

There may be little or no impact on your facility's structure or mission due to the fact that you have a contingency plan in place for modifying day-to-day operations to accommodate bad weather; you have a back up generator in case of a power outage; and your staff are well-rehearsed in their responsibilities during such a weather event.

→ Write NO in the columns under the heading "Impact on Facility" & "Impact on Mission"

The total number of YES responses for the winter storm hazard is only one AND your level of preparedness is GOOD. Count this as a strength and move on to the next hazard.

Continue this process to analyze each potential hazard until you feel that you have covered all the realistic possibilities.

## HAZARD & VULNERABILITY ANALYSIS

Probable Events  In order of descending Probability	Impact on Occupants		Impact on Facility		Impact on Mission	Priority	Level of Preparedness
	Threat to Life (Y or N)	Health/Safety (Y or N)	Structural Integrity (Y or N)	Services/ Systems/etc. (Y or N)	Staffing/Supplies/ Records/Comm. (Y or N)	Total "Yes" responses	"Good" "Fair" "Poor"
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

## STEP THREE



### Determine the Appropriate Protective Actions

In an emergency, your facility's administration will determine which course of action to take depending on the type and severity of the threat. These potential **protective actions** need to be thoroughly planned before the event occurs.

→ Consider the hazards you identified in **Step Two** and determine the protective actions that are appropriate for each. Some possibilities include:

- ❖ **Immediate Shelter** (*Take Cover!*) – Action taken to provide immediate protection of people from violent winds, exposure to hazardous materials or other short-term threat. People may be requested to move to a safe area within the building.
- ❖ **Immediate Evacuation** - Action taken to remove people from immediate danger such as fire. People may be moved temporarily to a designated outside assembly area.
- ❖ **Shelter-In-Place** (extended) – Action taken to protect people from external threats that may endure several hours or even days. Residents may be requested to shelter in their own units or in a common area.
- ❖ **Evacuation to Another Facility** – Action taken when facility is deemed uninhabitable or under severe threat for an extended period of time. Facility may be closed to the public and residents may be required to move to a public shelter or to another facility.

Once you have determined the types of protective action you may implement at your facility, you will want to begin thinking through the **specific procedures** necessary for each action to be implemented effectively. Be sure to include detailed floor plans, shelter locations and evacuation routes where appropriate. Each of these detailed plans will be included as a *functional annex* in your overall emergency operations plan (more on these annexes in Step Seven). Emergency managers use the word *function* when discussing the broad categories of emergency action such as evacuation, sheltering, warning, communication or interaction with the media.

#### **Specific Procedures:**

In any emergency situation, or in any situation that has the potential to become an emergency, there are actions that can be taken to prepare for, respond to and recover from each situation. You need to determine which actions your facility will undertake to ensure the safety and welfare of your residents or clients and to protect your facility's structure and contents. Examples for each phase of an emergency are given below. Highlight those actions that apply to your facility and add any that are not included here in the spaces provided.

#### Mitigation

- ✓ Procure an alternate power supply
- ✓ Install a fire sprinkler system inside apartment units
- ✓ Move a facility out of a flood zone or away from a hazardous chemical site

- ✓ Install emergency lighting
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_

Preparedness

- ✓ Stockpile necessary equipment and supplies
- ✓ Train staff & residents in their emergency responsibilities
- ✓ Identify evacuation routes & internal shelter locations
- ✓ Develop an adequate warning system
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_

Response

- ✓ Warn staff and residents of the impending emergency
- ✓ Communicate with appropriate authorities
- ✓ Shelter in Place
- ✓ Evacuation
- ✓ Protection of important documents
- ✓ Respond to inquiries from the media and from concerned family members
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_

Recovery

- ✓ Restore Critical Services
- ✓ Pursue insurance coverage, claims and procedures
- ✓ Make necessary repairs
- ✓ Return residents to their homes, if an evacuation was necessary, or finding alternative housing
- ✓ Provide Post-Crisis counseling for staff and residents
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_

For each activity identified here, you will want to define the specific instructions that must be followed. These sets of specific instructions will become your **functional annexes** (more on this in Step Seven). These instructions should be simple and clear enough so that a person who does not normally perform a particular function will be able to do so.

Once you have thought through the functions you may need to undertake, it is important to assess the resources that will be needed to implement each function effectively. This can be done through the detailed Resource Analysis and Capability Assessment discussed in the following section.

## STEP FOUR



### Are you Ready? Resource Analysis & Capability Assessment



Resource Analysis and Capability Assessment are done jointly. It involves taking a look at the resources you have available for emergency response relative to the types of functions, or actions, you may need to undertake. This analysis will dictate the options you have available to you in developing your disaster plan and will indicate the extent to which your facility will depend on outside help during an emergency.

A general policy guideline for resource use is that human and material resources, which are internal to the facility, will be exhausted prior to seeking outside assistance through local and county emergency agencies.

Your point of access to external resources will be through your local municipal emergency management agencies or through local companies and, perhaps, a facility similar to your own. It usually goes like this:

- A facility will utilize its own internal resources to prepare for and respond to emergencies.
- When these resources are exhausted, or *fully committed*, your facility will call in the *first responders* and their resources. At this point, you may also implement an agreement you have with a local company or similar facility to provide the necessary resources (e.g. shelter, food, medical supplies).
- When local first responders have exhausted their resources, they will call in resources from other municipalities or from the county emergency management agency.
- If the county exhausts its resources in response to a disaster, it will call upon state resources.
- If the state exhausts its resources in, for example, a large-scale flood or forest fire, it will call upon Federal assistance.

*It is recommended that your facility establish written agreements for the acquisition and use of external resources in the event of an emergency well before the event occurs.*

Agreements may be *informal*, an exchange of letters in which both parties commit to providing assistance to the other in times of emergency, or *formal*, a written Memorandum of Understanding.

→ Use the worksheet provided on the next page to analyze your facility's resource needs and response capabilities. Base your analysis on the resources that will be needed to effectively implement each of the protective actions, or functions, you identified in Step 3.

**Be careful not to exaggerate your facility's capabilities. Be realistic so that you will have an accurate picture of your facility's current level of readiness and can, therefore, set appropriate goals to improve your facility's preparedness.**

## RESOURCE ANALYSIS & CAPABILITY ASSESSMENT WORKSHEET

Consider the Emergency Functions, including the protective actions, that you have determined are appropriate for your facility. Think about the resources that you will need in order to implement each function effectively. For example:

### Shelter in Place

- Food/water
- Cooking facilities
- Power
- Blankets/bedding
- Laundry
- Sanitation/Hygiene
- Medical needs of residents
- First aid supplies
- Shelter areas/protective zones
- Communication with Emergency Management or others
- Staffing needs
- Training for staff & residents
  
- 

### Evacuation

- Assembly Area
- Transportation
- Possible destination(s) (pre-determined agreements with other facilities)
- Resident transfer orders (special instructions if applicable)
- Medical needs of residents
- Mobility limitations of residents
- Comfort of residents during transit
- Supplies & important documents to take along
- Staffing needs
- Training for staff & residents

1. Based on the above considerations, answer for yourself the following questions:

- Can we provide secure shelter to our residents during an emergency that has not damaged the structural integrity of our facility? Identify protective areas within your building.
- For how long? Consider the loss of externally provided utilities.
- Can we evacuate our building safely and efficiently, considering the comfort and special needs of our residents?
- Do we have a nearby assembly area that is sufficient to act as a short-term holding area for our residents, considering any special needs they may have?
- Do we have adequate transportation resources to evacuate our residents to another location, if necessary?
- Do we have that other location identified? Is it adequate for the needs of our residents? How long could our residents stay there?
- Do we have adequate staffing resources to implement each of the emergency functions? Will our staff need to stay with our residents during a prolonged evacuation?
- How can we assist our residents to find alternative housing if a permanent relocation is required?

2. Taking one function or protective action scenario at a time, determine the resources your facility will require in order to implement each. List each resource, its current status along with the contact or source of each resource (e.g. stocked within facility, supplied by vendor, etc.). The "Resource Availability" worksheet attached may be of use but develop your own format if you prefer. It is organized to allow you to assess the resource needs for each emergency function. Add additional functions as required. The resource categories given in the left hand column are given as suggestions to guide you but are not intended to be exhaustive.

Resources Available through your own facility:

*Status: On site* – record the material or human resources to be found on site and whether or not the quantity available is **Adequate** or **Inadequate** to implement the function under analysis. An example of an Adequate resource would be a 3-day inventory of food and beverages stored on-site at all times.

*Status: On call* – record the resources within your organization that are available but will need to be called into service from off-site during an emergency. An example is to call in off-duty staff to assist with an evacuation. Note whether this supply of off-call resources is Adequate or Inadequate to fulfill the need.

Resources Available through an outside vendor or other source:

- Record the identity of the source for each resource that you will obtain external to your facility.
- Record the availability of each resource: Adequate or Inadequate to fulfill the need of the particular function in question.
- Record whether a written agreement is in place with each vendor

3. Use the resource analysis and capability assessment together to **set goals** for your facility to improve upon your current response capability. Any resource identified in your analysis that is not currently available to your facility should become a goal. Record a priority code of **Critical**, **High**, **Moderate**, or **Need is Met (X)** for each resource identified.

Your facility goals may include some of the following:

- ✓ Stockpile certain supplies to ensure your ability to shelter in place for: 1 day, 3 days, etc.
- ✓ Train staff in their duties under each type of protective action.
- ✓ Train residents in their role and responsibilities under each type of protective action scenario.
- ✓ Arrange for adequate transportation for evacuation.
- ✓ Make an agreement with another facility for temporary resettlement.
- ✓ Assess the special needs of your residents and how these will need to be addressed during each type of protective action.
- ✓ Arrange for back-up power and water.
- ✓ Procure special equipment, if necessary, to assist mobility impaired residents during an evacuation.
- ✓ Identify protective and assembly areas.
- ✓ Place appropriate signage to assist residents in evacuation or sheltering.

4. Integrate these emergency preparedness goals into your facility's administrative budgeting and planning processes to ensure that each objective will be achieved in the near future. Include these goals in your emergency plan in order to monitor progress in attaining them.

Protective Action / Emergency Function: _____			Resource Status Codes: <b>A</b> dequate; <b>I</b> nadequate; or <b>n/a</b> Need Priority Code: <b>C</b> ritical; <b>H</b> igh; <b>M</b> oderate; or <b>X</b> - need met			
Necessary Resources Description and #/qty. needed	<b>Resource Availability</b>					Need Priority
	Through your facility		Through other facilities or agencies			
	Status On Site	Status On Call	Identity of agency or facility	Status Available	Agreement in place? (Y/N)	
Human Resources						
Material Resources						
Informational Resources						
Communication Resources						
Other Resources						

Summary of Resource Analysis:

→ Does your facility possess, or have access to, adequate resources to carry out *each* of the emergency functions identified in Steps 1-4 of this Guidebook?    \_\_\_\_\_YES                    \_\_\_\_\_NO

If not, list your goals for resource acquisition here:

Item to be Acquired	By the date:	Who is Responsible?
❖ _____	_____	_____
❖ _____	_____	_____
❖ _____	_____	_____
❖ _____	_____	_____
❖ _____	_____	_____
❖ _____	_____	_____
❖ _____	_____	_____
❖ _____	_____	_____
❖ _____	_____	_____
❖ _____	_____	_____
❖ _____	_____	_____
❖ _____	_____	_____
❖ _____	_____	_____
❖ _____	_____	_____

From this analysis, and from the Hazard and Vulnerability Analysis completed in Step Two, you now have the foundation upon which you will construct you entire plan. Describe your facility's level of **readiness** in the **Situation and Assumptions** section of your Basic Plan. Describe the general procedures for obtaining and utilizing resources in the **Concept of Operations** section of your plan. Include a copy of this resource analysis as an appendix to your Basic Plan.

## STEP FIVE



### **Establish Responsibilities and Chain of Command**

---

An EOP must provide clear instructions regarding **who is in charge** and **who is responsible** for doing what during an emergency. Lines of authority and procedures to be followed during an emergency should parallel normal day-to-day operations as closely as possible in order to minimize confusion and utilize resources most effectively.

Generally, it is the Facility Administrator who assumes responsibility for declaring and administering an emergency.

Who may declare an emergency and activate your Facility's Emergency Operations Plan?

---

Who is the designated alternate? \_\_\_\_\_

Where will your emergency team gather for communication and decision-making during an emergency? \_\_\_\_\_ . This will be your facility's Emergency Operations Center.

Where will the alternate, or mobile, center for operations be if the first is destroyed or inaccessible?

---

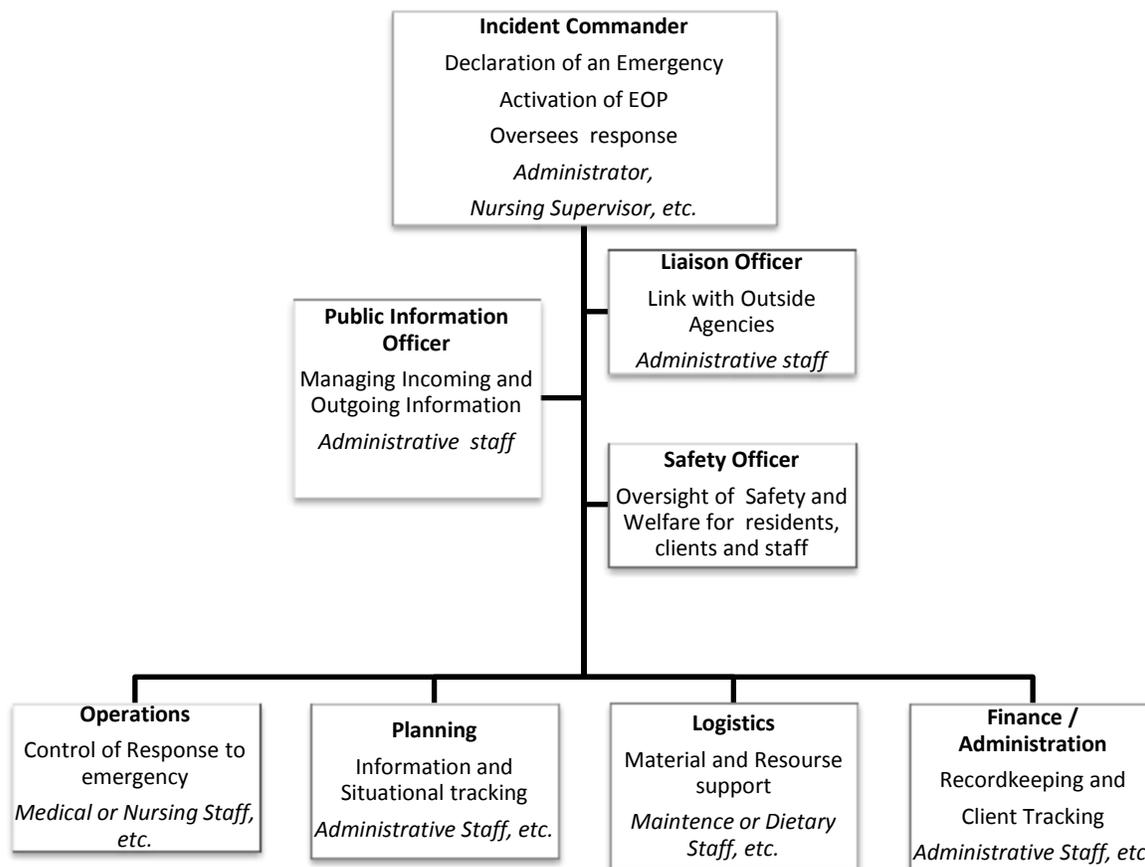
#### **The Emergency Management Team**

1. Establish an **Emergency Management Team**. The team should include the individuals in your facility that will provide leadership in the preparation, response and recovery phases of an emergency. Note: This team will likely include members from your planning team created in Step 1.
2. **Emergency Management Team Assignments** - Assign primary responsibility for each emergency function to a team member. If you have the staff available, multiple people can be assigned to one function. Where multiple people are assigned to one function, designate 1 individual as the **team leader**. If you have only one or two staff members, each may have responsibility for several functions and you may choose not to draw an organizational chart, but simply to describe the emergency responsibilities of each person. **See the sample diagram on the next page.**



3. **Emergency Management Team Call-Down** – Your plan will include a list of the Emergency Management team members. This list should include: name, address, contact numbers (home phone, cell, pager, work #, email), job title and primary area of responsibility. The list should be organized in the order of who should be called first to last. You may want to create a separate list for each shift, if your staffing changes throughout the day.

## Sample Diagram of Incident Command System



→ Sketch your own Organizational Diagram on the next page. Be sure that each position described is covered during every shift and has a designated alternate in case the lead person is absent or was incapacitated during the disaster. This organizational chart will be included in the **Organization and Responsibilities** section of your Basic Plan. Along with the chart, you may wish to give a more detailed explanation of each responsibility. Depending on the size of your staff, you may wish to organize this section by department (e.g. Maintenance, Facility Administration, Nursing Staff) or by individual (e.g. Social Services Coordinator, Maintenance Supervisor, Facility Administrator)

The **emergency call-down sheet**, listing every Emergency Management Team member's name, position, and contact numbers, should accompany the organizational diagram in the Emergency Management Team Annex to your plan. A sample call down sheet is given below.

Monday Daylight - Shift 1

LAST NAME	FIRST NAME	ADDRESS	Type	CONTACT NUMBERS	Title & Primary Area of Responsibility during an Emergency	Designated Alternate
DOE	JOHN	124 Maple Drive Niceville, PA 15000	Home Work Cell Pager Email	(724) 555-1212 (724) 444-1212 (712) 333-1212 (724) 222-1212 doejohn@aol.com	<u>Maintenance Supervisor</u> Utility Shut off Fire Suppression Evacuation	Mary Smith (see contact below)

**EMERGENCY MANAGEMENT TEAM  
ROLES AND RESPONSIBILITIES**

*Sketch your facility diagram here*

# STEP SIX



## BUILD THE PLAN



The model plan provided is comprised of three primary sections: The Basic Plan, the Functional Annexes and the Hazard-Specific Annexes. The plan is divided in this manner to provide ease of access to specific information and to separate policies from specific procedures.

The Basic Plan gives an overview of the facility for which the EOP is being developed and is a permanent part of the EOP. While specific instructions for certain functions may change periodically given changes in staff, clientele or even building structure, the foundational policies described in the basic plan are unlikely to change significantly over time. If there is a need to change these foundational policies, there is a good chance that the entire plan will need to be rewritten.

The Basic Plan describes the purpose and context for the plan and provides a description of the facility including its location and an overview of the organization's policies regarding emergency management, chain of command, and basic roles and responsibilities. The Hazard Vulnerability Analysis and a summary of the Resource Analysis should be included in the Basic Plan as a part of the **Situation and Assumptions**.

The following outline will take you, step by step, through each section in the basic plan.

1. **Purpose** – What is the reason for developing this plan? What will this plan help you to accomplish? Write a draft of your statement of purpose here:

---

---

---

---

2. **Authority** – Describe here the regulatory guidelines and facility policies which require, or recommend, that your facility develop an emergency plan (see the section on *Special Considerations* for details on the regulatory environment).

---

---

---

---

3. **Situation & Assumptions** - Describe the current status of the facility and its environment.

a. Location and Description

In which municipality and county is the facility located?

\_\_\_\_\_

In which part of the county is the facility located (North, South, East, West, general landmarks)? \_\_\_\_\_

What types of services does the facility provide?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How many staff are there? \_\_\_\_\_ (on each shift)

If it is a residential facility, how many units and residents are there?

# of units \_\_\_\_\_

# of residents \_\_\_\_\_

If a daytime facility, how many patrons do you have on a daily basis? \_\_\_\_

b. Special Needs

Who does your facility serve? Describe the population(s).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What types of special needs do your clients have (mobility, medical, age-related)?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. Hazard & Vulnerability Analysis

Summarize the findings from your Hazard & Vulnerability Analysis completed in Step 2 in your plan document. Discuss both the primary hazards and the vulnerabilities that exist for your facility. Use the model plan to begin to sketch out the actual content of your plan.

d. Resource Analysis & Capability Assessment

Continue to use the model plan document as you summarize the findings from your Resource Analysis and Capability Assessment completed in Step 4. Discuss the level of readiness your facility has already achieved and the goals for improvement that are now in place.

4. **Concept of Operations** - Describe the policies and guidelines that will shape the way in which emergency operations are carried out at your facility. Be sure to address each of the following areas and pull in the work you did in Step Five.

### Direction and Control

- a. Describe the authority of the Facility Administrator, or the Administrator on call, to declare an emergency.
- b. Give the general policy guiding implementation of the Emergency Management Functions.
- c. Identify the location for the center of Emergency Operations within your facility. Where will your staff meet to coordinate emergency operations? Identify an alternate, or mobile, location in case the first is destroyed or becomes inaccessible.
- d. Give a brief description of the Protective Actions that your facility is prepared to implement and how the decision to implement an action will be made.
- e. Describe the protocol for accessing external assistance and resources.

### Continuity of Administration

- a. Detail the line of succession to be followed in the event that the facility administrator, and any department heads, are not available or are incapacitated by the disaster.
- b. Preservation of Documents: Describe the policy that determines which documents need to be protected in case of an evacuation and how this will be done. Detailed instructions will be provided in the annex entitled *Document Protection*.

### Accountability

Describe the general guidelines that will be followed to track the whereabouts and well-being of each resident (patron) and staff member during an emergency. Detailed procedures and contact lists will be placed in the annex entitled *Disaster Welfare Inquiry*. A resident (client) accountability log should be included in this annex.

5. **Organization and Responsibilities** - Outline the general emergency responsibilities of facility administration and staff. This section should be organized from the highest-ranking individual to the lowest. The enclosed model has examples that can be used as a basis for your staff members. This section should be tailored to your facility.

→Insert the organizational diagram or description of responsibilities that you worked on in Step 5.

The model includes a number of suggestions for the responsibilities of facility administration and staff. Also include a description of the responsibilities for which residents (patrons) are assumed responsible.

6. **Administration and Logistics** – Outline the policies that will govern the administration of emergency preparedness and response.
  - a. Reporting
    - ◆ Damage assessment reports, situation reports, and requests for assistance.
    - ◆ Narrative and log-type recording of emergency events
  - b. Expenditures and Obligations – describe your facility’s system of financial reporting for emergency operations.
  - c. Non-Discrimination Policy – state your facility’s policy.

- d. Agreements of Understanding – Describe your facility’s policy for entering into an agreement for mutual aid or for the procurement of a particular resource.
- e. Plan Development & Maintenance – describe the process of plan development and review that will be followed.

**7. Training and Exercises** – What emergency management training will be required of your staff? Your residents/clients?

Describe your facility’s commitment to conduct regular emergency drills and exercises in order to practice your emergency operations plan. Also state your facility’s commitment to the annual review of your emergency operations plan.

The Training and Exercise section will be developed further in Step Eight.

We’ll do the annexes in Step Seven!

Documents to Support your Plan



Your basic plan should be brief and to the point. However, you will need to include a number of additional documents that will support the policies and guidelines outlined in your plan. These documents may be included with the appropriate annexes or as appendices to the basic plan. The following list gives you an idea of the documents that will be needed. You may wish to check them off here as you gather them.

\_\_\_ Floor plans indicating evacuation routes, exits, utility shut off points and the location of emergency equipment such as fire extinguishers & hoses, first aid kits, etc).

\_\_\_ A list of supplies, and their location, that may be needed for emergency response (evacuation or shelter needs, first aid kits, etc)

\_\_\_ A list of residents and their room numbers. Be sure to indicate on this list if a resident has a particular need or vulnerability that may require special attention during an emergency.

\_\_\_ A list of emergency contact information for residents or clients.

\_\_\_ If your facility is a day-time activity center only, you may wish to have an attendance list maintained daily that can be used to account for individuals during and after the emergency.

\_\_\_ A list of Emergency Contact information (First Responders in your community)

\_\_\_ Letters of Agreement for the use of external resources

## STEP SEVEN



## PREPARE THE ANNEXES

---

### Functional Annexes



There are certain actions, or functions, that will be common to most emergencies, regardless of the type of hazard. Your plan should include a Functional Annex describing the specific procedures to be followed for each **core function**. The following list describes several of the functions most often found in an Emergency Operations Plan. An example of an Evacuation Annex is provided in this section.

- **Command & Control**

This annex identifies the individuals and responsibilities of those who will lead any emergency response involving your facility. Include the organizational diagram that you developed in Step 5 and the call down list to be used for notification.
- **Warning**

This annex describes the specific procedures to be followed when notifying residents, staff and visitors of an impending emergency. It should describe the warning systems in place for your municipality; how to interpret sirens; and how to monitor emergency warnings on the TV and radio. The staff member, or position, responsible for implementing this annex should be identified.
- **Communications**

This annex describes the communication systems and capabilities that are available for emergency operations within your facility. The procedures for establishing and maintaining effective communication with external authorities should be outlined. An inventory of communication resources (e.g. radios, cell phones, etc.) should be given.
- **Evacuation**

This annex explains the manner in which a decision to evacuate is made. It gives detailed instructions on how to execute an evacuation and identifies the staff members responsible for organizing and leading this action. The annex should include important contact information such as the phone number for a transportation resource and the contact information for a shelter destination. Evacuation routes, floor plans, a list of alternate shelter locations and links to other important annexes (e.g. document protection, disaster welfare inquiry) should be included.
- **Shelter-in-place**

This annex lists the procedures to be followed when instructing residents, staff and visitors to take immediate shelter and to shelter-in-place for an extended period. A list of supplies that may be needed and their location should be included. Floor plans indicating protected areas should also be included.
- **Talking to the Media**

It is important to think through, in advance, how you will handle the media in an emergency situation. If your facility is involved in an emergency or disaster, the media may call for

information, or show up at your door. Think through how you will structure a statement to the media, who will be responsible for talking to the media, and what information should be released. Describe these specific procedures in this annex.

- **Accountability**

In a disaster event, your facility may be inundated with phone calls from concerned family members inquiring about the well-being of a relative who lives or frequents your facility. How will you handle these calls? Prepare a list of residents and their emergency contact information. Use this list as an *accountability log*, or a tool to use in monitoring the whereabouts and well-being of each resident or patron. Give detailed instructions on how to monitor resident well-being and identify the staff member who will be responsible for this function.

- **Document Protection**

In the event of an evacuation, a flood or other hazard that may make the building inaccessible for a period of time, it is necessary to think through the important documents that you will want to protect. Identify the documents that are located in your facility which should be taken along in an evacuation (e.g. lease agreements, the resident accountability log, financial documents, etc). Identify the staff member responsible for securing these documents and establish a set of procedures for making sure these documents are always accessible and safe.



## **Hazard Annexes/Checklists**

Hazard annexes are generally checklists that provide detailed instructions on what to do given a particular emergency situation (e.g. Winter Storm warning, Fire, Flood, Bomb Threat, etc.). The above functional annexes provide instructions for actions that may be taken regardless of the hazard. However, certain actions may be unique to a given hazard, for example: instructions on how to respond to a bomb threat, instructions on fire suppression & fire prevention, and instructions on handling hazardous materials.

Prepare a checklist of procedures for each of the hazards you identified in Step Two.

What, exactly, do you want staff and residents to do in a given situation?

What actions are required at the preparation stage, the response stage and at the recovery stage?

An example of a Winter Storm Annex is given on a following page.

---

# Evacuation Annex



## The Evacuation Decision

### State Law

P.L. 1332 empowers the Governor to direct and compel the evacuation of all or part of the population from any stricken or threatened area within the Commonwealth if the action is necessary for the preservation of life or for other disaster mitigation, response or recovery purposes. Elected county or municipal officials may recommend, but cannot compel evacuation.

### City of Pittsburgh Facilities & local Ordinances

*If your facility is located within the City of Pittsburgh you may be required to exercise the evacuation procedures outlined in the City's evacuation ordinance. For all other municipalities, check with your local government and/fire department to determine if there are local ordinances that would apply to your facility.*

### Facility Administration

In an emergency that affects our facility alone, or for which an evacuation has been recommended, but not ordered, the *facility administrator, or designee, will decide whether or not to evacuate the facility.*

Our administrator will make this decision after considering and consulting with staff on a number of factors: the magnitude, intensity, and speed with which the hazard is approaching our facility; the type of hazard; and the health and well-being of our residents, including their physical capabilities and limitations.

Alternative evacuation strategies (e.g. sheltering in place) will be considered in this decision making process.

**Additional Resources You May Need:**

- Shelter Annex
- Evacuation Routes
- Document Protection Annex
- Warning Annex
- Resident Accountability Log
- Welfare Inquiry Annex
- Resource Appendix

## Checklist

- \_\_\_ Assign a staff member to lead the evacuation.
- \_\_\_ Designate an assembly area or identify a shelter destination. Call to make sure that the shelter destination is available.
- \_\_\_ Secure transportation, if necessary.
- \_\_\_ Prepare resident accountability log.
- \_\_\_ Prepare supplies needed for evacuation.
- \_\_\_ Notify residents of the decision to evacuate.
- \_\_\_ Secure important documents for transport.
- \_\_\_ Account for all residents before leaving site; and again upon arrival at destination or assembly area.
- \_\_\_ Secure the building upon departure.

**Contacts You Might Need**

- Transportation Authority
- Destination location
- 
-

---

# Severe Storm Annex



## Winter Storm Checklist

### Winter Storm Watch

A Winter Storm Watch is issued when severe winter conditions, such as heavy snow and/or ice, are **forecasted to occur within the next 24 hours**. Upon receiving notification that the area surrounding our facility is under a Winter Storm watch, activate the following procedures.

- \_\_\_\_\_ Notify all available Facility Staff on Duty.
- \_\_\_\_\_ Notify the Facility Administrator.
- \_\_\_\_\_ Notify the residents of the watch.
- \_\_\_\_\_ Post notices on the exits describing the type of watch that is forecasted (snow, sleet, freezing rain, etc).
- \_\_\_\_\_ Advise residents to stock up on supplies that they may need in the event that they are unable to leave their rooms for a couple of days.
- \_\_\_\_\_ Advise staff and residents to use caution when traveling or remain indoors until the threat passes.
- \_\_\_\_\_ Prepare your materials for treating the effects of the event. (shovels, salt, sand, etc.)
- \_\_\_\_\_ Address staffing issues in the event that people report off or cannot make it to work.
- \_\_\_\_\_ Address any scheduled events in case they need to be cancelled.
- \_\_\_\_\_ Stock up on any supplies that may be needed to care for staff and patients for a couple of days (see Resource Appendix to the Basic Plan)
- \_\_\_\_\_ Monitor NOAA Weather Radio or Local News Station for changing conditions.

**Additional Annexes You May Want to Look at:**

- Warning Annex
- Utility Outage Annex
- Evacuation Annex
- Shelter Annex

**Contacts You Might Need**

- Gas Company –
- Facility Administrator -
- Supply Vendors -
- Resident Contact List
- Staff Contact List

# STEP EIGHT



## PRACTICE! - TRAINING AND EXERCISES

In order for an Emergency Operations plan to actually work in an emergency, it must be implemented and practiced regularly. If the plan sits on a shelf until the moment a disaster strikes, the chances of your staff knowing what to do, how to access the plan and how to implement it, are limited. Comprehensive training and regular exercises will ensure that your emergency plan will be followed when an emergency occurs. Your plan should address the following questions:

- What emergency related training will be required of your staff?
  - What orientation or training will you provide for your residents or clients?
  - What is your schedule of drills and exercises?
- ❖ Be intentional about planning regular exercises that will allow your staff and residents to become very familiar with emergency procedures.
  - ❖ Plan regular training and review sessions for staff and residents on emergency preparedness.
  - ❖ Be sure to maintain a log of completed training / exercises. Record the lessons learned from each exercise and any revisions that were made to the plan as a result.



### Types of Training to Consider

- ◆ Training in **Emergency Planning** for facility administrators to prepare them for developing an EOP specific to your facility.
- ◆ Training for all stakeholders, including staff and residents or clients, in individual **Emergency Preparedness**.
- ◆ Training for staff on their respective **Emergency Responsibilities** as well as a general orientation to the entire plan



### Suggested Training Requirements for Your

### Facility Staff:

Training Requirement	Staff Position	Schedule of Completion
1. Orientation to EOP	All new staff	Within 30 days of employment
2. Disaster In-Service	All Staff	Annually
3. Table Top Exercise	Critical Staff	Annually
4. Fire Drills	Staff & Residents	Monthly
5. Full-Scale Evacuation Exercise	Staff & some Residents	Every third year

## Types of Emergency Exercise

### Orientation

An orientation takes the form of an informal meeting with your staff to discuss the roles, responsibilities, policies and procedures outlined in the facility plan. This meeting provides an opportunity to openly discuss the plan and to solicit feedback from staff.

### Table Top

A table top exercise is an informal discussion of a simulated emergency. There is no pressure of time and plenty of opportunity to discuss ideas. The exercise planners will have chosen a particular type of emergency to simulate and will have prepared “messages” in advance to which participants can respond. Emergency “messages” are notes that give a participant an opportunity to consider a realistic emergency event and to develop a response to that event.

### Emergency Management Exercises

- ◆ Orientation
- ◆ Table top
- ◆ Functional
- ◆ Full Scale
- ◆ Drill

### Functional Exercise

A functional exercise involves only the personnel with emergency responsibilities. It is a stressful, realistic simulation that takes place in real time. The facility Emergency Operations Center (EOC) is activated and several emergency functions may be implemented.

### Full Scale Exercise

A full-scale exercise is a “real time” event that employs real people and equipment in response to a simulated emergency. Often these exercises are implemented by municipal or county agencies and involve numerous agencies and test several emergency functions. The stress level of this exercise is high.

### Drill

A drill tests a single emergency response function such as an evacuation for a fire drill. Your facility may choose to involve the local fire department.

### **Progressive Exercises:**

An exercise schedule that begins with the simplest fire drill and continues on to more and more complex exercises is called a **Progressive Exercise Program**. The idea behind this type of an exercise program is to give your facility staff an opportunity to test what they know and to *gradually* build on their experience in implementing emergency functions. This gradual process allows your staff to gain confidence in what they know without the fear of failure. Complexity will be added to the emergency exercises only as their experience and confidence grows. Here is a sample Progressive Exercise schedule:

Exercise/Activity	Purpose/Function	Participants	Schedule
Orientation to the EOP	Staff awareness/feedback	All staff	1 <sup>st</sup> month
Table Top	Communications	Emergency Management Team only	3 <sup>rd</sup> month
Drill	Fire evacuation – to immediate vicinity	Staff and residents	6 <sup>th</sup> month
Functional	Full Evacuation simulation	Emergency Management Team Only	12 <sup>th</sup> month
Full-scale	Actual full evacuation & relocation to alternate Shelter site	All staff and residents/clients	18 <sup>th</sup> month

→ *Develop* a program of training and exercises for your facility that suits the needs and characteristics of your facility. It is recommended that each emergency function be practiced at least once per year (basic fire drills are often done monthly) in order to maintain familiarity with emergency response practices among staff and residents/clients. Include your training and exercise schedule in the **Training and Exercise** section of your Basic Plan.

## STEP NINE



## SHARE THE DOCUMENT

---

Sharing your plan invites other emergency responder agencies to become involved in ensuring the safety and well-being of your residents or clients, staff and property.

Your local Emergency Management Coordinator and your local chapter of the American Red Cross may be able to provide valuable feedback on your plan.

Sharing your plan will enable first responders, such as the fire department or emergency medical services, to be aware of the special needs that exist among your residents or clients *before* they are called upon to respond to an incident at your facility.

Ensure that a copy of your plan (perhaps a *sanitized* version that does not contain resident names and phone numbers) is distributed to everyone on your distribution list. A sample distribution list is provided here.

### Sharing With Families

An important ally in the emergency planning process will be the family of each resident or participant in your program. Families can provide tremendous support during an emergency if they are familiar with your facility's response plan. On the other hand, if they do not know what to expect in an emergency, you may find yourself overwhelmed with phone calls from concerned relatives at a time when you need to concentrate on emergency response. Be sure to collect emergency contact information from each resident or participant. Talk to each family or notify them of your emergency procedures by providing a written outline of the facility's plan. Explain how families can participate in emergency preparedness and what may be needed from them during an emergency.

#### Sample Distribution List

- ◆ Municipality
- ◆ Local Emergency Management
- ◆ Fire Department
- ◆ Police Department
- ◆ Emergency Medical Services
- ◆ American Red Cross Chapter
- ◆ County Emergency Services
- ◆ Facility Administrator
- ◆ Family members
- ◆
- ◆

**Share your plan! They'll be glad that you did.**

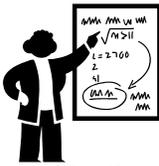


# STEP TEN



## REVIEW AND REVISE THE PLAN EACH YEAR

### Emergency Plan Review Process



There are four basic components to the monitoring and evaluation of your Emergency Operations Plan: Training, Exercises & Drills, the Annual Review and Regular Revisions made as a result of changes to your facility structure or client composition. It is important to note that this will be an on-going process. After your plan's initial development, there will be numerous opportunities to test and revise the various sections of the plan.

- ◆ The first opportunity may arise as you begin to train your facility staff and residents in the various components of the plan that pertain to them. The trainees could be very helpful in pointing out expectations or procedures within the plan that may be inaccurate or unrealistic.
- ◆ Next, you can create opportunities for testing your plan through the exercises discussed in Step 8. The lessons learned through these exercises will highlight areas of your plan that may need revision.
- ◆ Every Emergency Operations Plan should undergo an annual review process. You may choose to invite your local Emergency Management Coordinator, a local Fire Chief or your local American Red Cross Chapter to review your plan with you, just to get another perspective.
- ◆ Revisions should be made to your plan any time there is a significant change in the facility structure (e.g. remodeling or adding on) or in the composition of your clientele (a shift from seniors to young families with children; or a shift from ambulatory to non-ambulatory residents)

Your plan will include a Record of Changes and Reviews to help you keep track of these changes. We have provided an example of such a form on the right.

Congratulations! You've made it through all ten steps. If you have worked through each section of this guidebook along the way, you should now have the information you need to complete your plan. Do not hesitate to contact your local Emergency Management Coordinator or your local chapter of the American Red Cross for further assistance.

Record of Changes & Reviews			
Date of Change	Description of Change	Signature of Person Making Change	Date Change Distributed

---

Certification of Annual Review

Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Title \_\_\_\_\_

# SPECIAL CONSIDERATIONS

---

There are a number of special considerations to ponder when developing your emergency operations plan. We have gathered information together for your reference on the following concerns:

- ◆ Emergency Preparedness for Populations with Special Needs
- ◆ The Regulatory Environment

## Populations with Special Needs

Individual abilities and vulnerabilities need to be considered when developing the emergency functions of your Plan.

**For the facility...**When thinking of special considerations, remember that a person is an individual, first and foremost, with a right to independence and privacy. Be sensitive to the fact that individuals with special needs might be apprehensive about making their special needs known for fear of being 'labeled' or 'stigmatized.' Recognize a person's abilities and try to convey to the individual the importance of planning for any limitations that might affect his or her health and safety during an emergency. Evaluate your facility's readiness to accommodate the special needs of your residents or clients with regard to both the physical environment and the training of your staff.

**For the individual...**Preparedness is one of the best ways people with special needs can participate in the planning process. Seniors, people with disabilities and other individuals with special needs are encouraged to contact their local fire, police and EMS to notify them of any special needs, equipment, emergency messages and living location.

During a disaster, remember to **Stay Calm**. If you think someone might have a disability or need assistance, ask to see how you can be of assistance. Taking a minute to talk with the individual may provide essential information because *they are the best source of information on their own abilities and limitations*. Below are some special considerations to assist you in developing a comprehensive Emergency Operations Plan that addresses the special needs of vulnerable populations.

### General Information

**Health Information.** We recommend that individuals with a special need carry with them information explaining their condition and special instructions for assistance or treatment.

#### **Personal Support Network.**

Encourage individuals with special needs to have a support network of friends or family who will assist them in an emergency.

#### **Emergency Planning.**

Encourage individuals to make a list of medications, allergies, sensitivities, and special equipment, as well as the names, addresses, and telephone numbers of doctors, pharmacies, family members, friends, and any other important information to carry on them at all times.

---

## CHILDREN

**Interaction.** Stay Calm. Many children are reactive to the emotional state of their caregivers. Unfamiliar locations, first responders, or activities that are not routine to them may also frighten them.

**Reassurance.** Try to use the phrases "everything is being taken care of" rather than "everything will be alright" when speaking to children.

**Planning for Evacuation.** You may need to assist in the evacuation of children (including those who are too young to walk, have disabilities or special health needs) and plan for a safe location, notification of parents or guardians, alternate arrangements for picking up children, care for children whose parents cannot be reached, etc.

**Educate Children.** Equipment and protective gear that first responders use (e.g. police, firefighters, EMS) can be intimidating. If possible, hold presentations so children become familiar with what sights, sounds, smells and scenes they might experience during a disaster.

**Sheltering in Place.** Include games, cards, books and pass-time activities in your emergency supplies kit to keep children occupied.

---

## CHRONIC MENTAL ILLNESS

### **Interaction.**

- Try to keep the person calm and reassured. A stressful situation or perception of a stressful situation can intensify a person's impairment.
- If the person becomes agitated, help them find a quiet corner away from the confusion.
- Keep your communication simple, clear and brief. Ask or state one thing at a time. If they are confused, stick to one plan at a time.
- Show empathy and acknowledge what you have heard them express. Don't try to argue with delusional or false beliefs. Just let them know you are there to help them.

- Ask if there is any medication they should take with them.
- Use visual cues and avoid pronouns. Use pointing or touching. (e.g. holding a coffee pot while asking, "Would you like coffee?")
- Avoid interrupting. Just let them know that you have to go quickly.
- Speak slowly and in a normal speaking tone. Don't talk down to them, yell or shout. Pay attention to body language: approach the person from the front and identify yourself making eye contact and paying attention to facial expressions.

**Response/Recovery.** Try to involve family and caregivers, if possible and available, to assist the person during and after the relief operation.

---

## COMMUNICATION & SPEECH IMPAIRMENTS

### **Interaction.**

- Speak only when you are certain the person has finished speaking. Give the conversation your full attention by facing the individual and maintaining eye contact.
- Never attempt to finish a person's sentence or train of thought, as this can add to his/her frustration and nervousness.
- Address questions, comments, or concerns directly to the individual, not to a person in their presence.
- Some people with speech impairments have difficulty with facial expressions or vocal inflections.
- When appropriate, ask closed-ended questions that require short answers or a nod of the head.
- Repeat what you understand, or incorporate the person's statements into what you are saying. Their reactions will clue you in and guide your understanding.

### **Accommodations.**

- Use a computer, word board or TTY (TeleTYpewriter) to carry on a conversation.
- Have paper and writing materials, copies of a word/letter board, pre-printed messages and key phrases

specific to an anticipated emergency, in emergency kits or suggested for the individual's wallet or purse.

- Acquire an alternate power source (i.e. power converter, batteries) if a computer or laptop is used as a means of frequent communication.

---

## DEVELOPMENTAL & COGNITIVE IMPAIRMENTS

### ***Interaction.***

- Some people may benefit from information presented in a clear, concise, concrete, and simple manner. If appropriate, avoid cliches and idiomatic language.
- Address questions, comments, or concerns directly to the individual, not to a companion.
- When necessary, repeat information using different wording or a different communication approach.
- If needed, present tasks in a step by step manner. Let the individual perform each step after the explanation.
- When appropriate, use pictures or simple photographs to identify rooms, tasks, or directions.

***Emergency Planning.*** Practice what to do during and after an emergency with people with developmental or cognitive disabilities. Practice leaving places where he or she spends time (job, home, school, etc.) until he or she feels comfortable and feels confident that he or she will know what to do during and after an emergency evacuation.

---

## HEARING IMPAIRMENTS

### ***Interaction.***

- To get a person's attention, call his/her name. If there is no response, lightly touch him/her on the arm or shoulder. If necessary, flick the lights when entering the area to get their attention.
- Determine if the person has a hearing aid, if it is available and operational.
- Establish eye contact with the individual, not the interpreter if one is present. Use facial expressions and hand gestures as visual cues.

- Interpreters are present to relay information. They generally should not be included in the conversation.
- Keep your face and mouth visible by not obscuring with your hands, hair, cigarettes and food.
- When giving a number or an address, consider alternative ways to provide it: writing, faxing, or emailing.
- Use pencil and paper. Written communication may be especially important if you are unable to understand the person's speech.

### ***Accommodations.***

- Sign language interpreters are typically placed next to the speaker and across from the person using the interpreter.
- Seating in the front of the room with a good view of the speaker.
- Install both audible alarms and visual smoke alarms. At least one should be battery operated.
- The **TTY (TeleTYpewriter)** and **TDD (Telecommunications Device for the Deaf)** are specially made telephones for people with hearing impairments.

***Emergency Planning.*** Encourage individuals to have a *personal support network*.

***Evacuation.*** Provide the person with a flashlight signaling their location in the event that they are separated from the rescuing team and to facilitate lip-reading in the dark.

---

## MOBILITY IMPAIRMENTS

### ***Interaction.***

- A wheelchair, prosthesis, a crutch or cane is a part of an individual's 'personal space.' Avoid terms such as "wheelchair bound" or "confined to a wheelchair" because using a wheelchair does not mean confinement.
- Offer assistance before providing assistance. If assistance is accepted, ask for instructions and follow them.
- Sit down at an eye level position whenever possible to facilitate conversation.

### ***Transporting.***

- When carrying a person, avoid putting pressure on the person's extremities and chest (e.g. avoid the 'fireman's carry'). This may result in spasms, pain and even cause restricted breathing. Use the one or two person carry.
- Remember to lock the wheelchair before transporting a person in and out of the wheelchair.
- Mobility assistance includes: ambulant with aide, one person cradle carry, two-person swing- or chair-carry, in-chair carry (one, two or three-person assist)

### ***Accommodations.***

- A person using a mobility device may be able to negotiate stairs independently. If the stairs are crowded, you can act as a buffer and run interference.
- Clear pathways, doorways, etc. to make the 36" wide for a wheelchair to pass or crutches to be used.
- Provisions of adaptive equipment like reachers, evacuation chairs, etc.
- Alternative battery supplies for motorized wheelchairs and scooters. Tire patch kits.

***Emergency Planning.*** Discuss building emergency evacuation plans and codes and areas of refuge for people with disabilities.

***Evacuation.*** If you cannot use stairs, discuss lifting and carrying techniques that will work for you. Contact the fire department and building manager for instructions on elevator usage.

---

## **SENIORS (see other sensory impairments)**

### ***Interaction.***

- Elderly persons may respond more slowly to a crises and may not fully understand the extent of the emergency.
- Repeat questions and answers if necessary. Be patient.
- Reassure the person that they will receive medical assistance without fear of being placed in a nursing home.
- Older persons may fear being removed from their homes, be sympathetic and understanding.

- Assess their ability to see or hear and adapt rescue techniques for sensory impairments.
- If possible, gather all medications before evacuating.

### ***Emergency Planning.***

- Encourage individuals to have a *personal support network*.
- Encourage individuals to carry *health information* on them at all times.

---

## **SERVICE ANIMALS**

- "Assistance animals" are used for a variety of services and should not be considered "pets."
- Do not pet or feed the animal without the owner's permission.
- When the animal is wearing its harness, it is on duty. If you are asked to take the dog hold it by the leash and not the harness.
- Service animals are not required to be registered so if a person tells you they have a disability and use an animal as an "assistance animal" accept it as so unless proven otherwise.
- Law allows *assistance animals* to accompany people with disabilities into public accommodations including shelters. **Note: Prior care arrangements (with friends, family, animal shelters) will need to be made for pets, as most shelters do not allow pets.**

---

## **VISUAL IMPAIRMENTS**

### ***Interaction.***

- Announce your presence, speak out, and then enter the area.
- Speak naturally and directly to the individual. Do not shout.
- Don't be afraid to use words like "see," "look," or "blind."
- State the nature of the emergency and offer them your arm. As you walk, advise them of any obstacles.
- Offer assistance but let the person explain what help is needed. They may choose to walk slightly behind you to gauge your body reactions to obstacles.

- Do not grab or attempt to guide them without first obtaining permission to do so.
- Be sure to mention stairs, doorways, narrow passages, ramps, etc.
- When guiding to a seat, place the person's hand on the back of the chair.
- If leading several individuals with visual impairments, ask them to guide the person behind them.
- Communicate written information orally.
- When you have reached safety, orient the person to the location and ask if any further assistance is needed.
- Refer to the section on Service Animals.

**Accommodations.** Provide information in alternate formats whenever possible, such as Braille, large font text, and color contrasts.

**Emergency Planning.** Discuss building emergency evacuation plans and codes and areas of refuge for people with disabilities.

Be specific with disability distinctions. *There is no reason that a person who is blind or deaf cannot use the stairs to make an independent escape as long as he/she can effectively be notified of the need to evacuate and can find the stairway.*

---



---

## SPECIAL EMERGENCY EQUIPMENT

### NOAA Emergency-Weather Alert Radio

Reecom Electronics is a manufacturer of NOAA Weather Radios with Specific Area Message Encoder (S.A.M.E.) technology. These products respond to the alerts from NWS and EAS through the NOAA transmitter network. The technology includes the new EAS codes - Amber Alert, 911 phone outage emergency, Nuclear Power Plant Emergency, other civil and weather warnings. Strobe lights for the hearing impaired and external antenna for remote area and office buildings are also

available. For detail feature and specs, visit the website [www.reecominc.com](http://www.reecominc.com) or contact:

Reecom Electronics, Inc.  
770-641-9228  
770-641-1040 fax  
[www.reecominc.com](http://www.reecominc.com)  
<http://www.reecominc.com/>

### Emergency Evacuation Chairs

Special evacuation chairs have been designed to assist in the evacuation of mobility impaired individuals from multi-floor buildings. One contact for such a chair can be found on the internet at:

<http://www.safetychairs.net/emergencychair.html>

## The Regulatory Environment

---



The information provided here is intended to give you an idea of the regulatory guidelines that may exist for your facility with regard to emergency planning. It is neither comprehensive nor definitive. *You must consult with your licensing agency and with your municipality to obtain the regulations regarding emergency preparedness that are specific to your type of facility.*

**High-Rise Buildings (Independent Living):** A building over 7 stories is required by many municipalities to have a comprehensive Emergency Operations Plan. Such a facility must hold regular fire drills and must conduct a full evacuation exercise once every three years. Each municipality sets these codes and it may vary from city to city. Check with your municipality for information specific to your facility.

**Personal Care Homes** are regulated by the Pennsylvania Department of Human Services and must meet fire safety codes and have a written disaster plan (see 55 PA Code sections 2600.107 & 2600.132). We provide an excerpt here:

2600.107 (a) The home shall have written emergency procedures that shall be developed and approved by qualified fire, safety and local emergency management offices.  
(b) The written emergency procedures shall be reviewed and updated annually by the administrator, qualified fire, safety, and local emergency management offices.  
(c) Disaster plans must include at a minimum: contact names, contact phone numbers of emergency management agencies and local resources for the housing and emergency care of residents affected; alternate means of supply of utilities must be identified and secured; the home shall maintain at least a 3-day supply of non-perishable food and drinking water for all residents and personnel; the home shall maintain at least a 3-day supply of all resident medications.

The administrator of a Personal Care Home must complete 24 hours of specialized training that includes Emergency Preparedness. Check the Department of Human Services website for detailed information: <http://www.dhs.state.pa.us/>. Also, take a look at the Pennsylvania code website: <http://www.pacode.com/secure/data/055/chapter2600/s2600.64.html>

**Nursing Homes** are regulated by the Pennsylvania Department of Health and must have a comprehensive Emergency Operations Plan. The Pennsylvania Department of Health website provides a link to Title 28 Health & Safety, Chapter 209, which describes the Fire and Safety regulations for long-term care facilities. An excerpt from Chapter 209 addresses disaster preparedness:

209.7 (a) The facility shall have a comprehensive written disaster plan which shall be developed and maintained with the assistance of qualified fire, safety and other appropriate experts. It shall include procedures for prompt transfer of casualties and records, instructions regarding the location and use of alarm systems and signals and fire fighting equipment, information regarding methods of containing fire, procedures for notification of appropriate persons and specifications of evacuation routes and procedures. The written plan shall be made available to and reviewed with personnel, and it shall be available at each nursing station and in each department. The plan shall be reviewed periodically to determine its effectiveness.

**Day Care Centers** must meet city fire safety codes and must have an evacuation plan (see the 55 PA Code 3270.91-94 on the website: <http://www.pacode.com>). Check with the Department of Human Services for details (<http://www.dhs.state.pa.us/>). The Pennsylvania Department of Labor and Industry website (<http://www.dli.state.pa.us/>) provides a link to the *Fire and Panic Act* which give the details on the building codes and safety regulations for all public buildings.

## REFERENCES

---

### **EMERGENCY PREPAREDNESS MATERIALS**

*Disaster Preparedness Planning Guide for Special Care Facilities*, Bureau of Plans and Preparedness, FEMA; 1994.

*Community Disaster Education Guide*, American Red Cross; 1992

*A Citizen's Guide to Disaster Assistance*, Independent Study Course IS-7, FEMA.

### **TRAINING MATERIALS**

*Special Needs Facility Planning Course*, The Texas Department of Health; September, 2001. Developed by Mitch Cooper, Program Director, Community Emergency Planning, Division of Emergency Preparedness. See their website: <http://www.tdh.state.tx.us>

*An Orientation to Community Exercise Design*, Independent Study Course IS-120, FEMA.

### **REFERENCE MATERIALS ON SPECIAL NEEDS POPULATIONS**

*Assisting People with Disabilities: A Resource for Red Cross Disaster Services Staff*. American National Red Cross: 2002.

*Best Practices Model: Including the Needs of People with Disabilities, Seniors, and Individuals with Chronic Mental Illness in Emergency Preparedness and Planning*. Prepared by: Ann McCampbell, MD. State of New Mexico Governor's Committee on Concerns of the Handicapped: April 7, 2003.

*Disaster Preparedness for People with Disabilities*, American Red Cross Disaster Services.

*Emergency Planning and Special Needs Populations*. FEMA. Course: G197. Downloadable from website: <http://training.fema.gov/EMIWeb/pub/register.html>.

*Emergency Tip Sheets for People with Specific Disabilities*. Independent Living Resource Center San Francisco. San Francisco, CA. Available in Large Print, Braille, Chinese, and Spanish. Contact: 415.543.6222.

*Media & Public Awareness Etiquette Tips*. United Cerebral Palsy. 2004. See also website: [http://www.ucp.org/ucp\\_generalsub.cfm/1/9/6573](http://www.ucp.org/ucp_generalsub.cfm/1/9/6573)

*Orientation Manual for First Responders on the Evacuation of People with Disabilities*. Produced by FEMA and the U.S. Fire Administration. Course FA-235: August, 2002.

*Psychological Issues for Older Adults in Disasters*, William Oriol, DHHS Publication No. ESDRB SMA 99-3323.

*Steps to Enhancing Communication: Interacting with Persons with Alzheimer's Disease*. Alzheimer's Disease and Related Disorders Association, Inc. 2003.

*The National Organization on Disability's Emergency Preparedness Initiative Guide on the Special Needs of People with Disabilities*. National Organization on Disability. To request a copy, email: [epi@nod.org](mailto:epi@nod.org) or by fax 202.530.0727.

*Tip Sheets for First Responders*. State of New Mexico Governor's Committee on Concerns of the Handicapped. Santa Fe, New Mexico. For a copy contact: 1-877-696-1470.

## DEFINITION OF TERMS

---

**EAS (Emergency Alert System)** - A communication and warning system set up by the Federal Government to broadcast emergency messages via radio and TV stations.

**Emergency Management** - Organized analysis, planning, decision making, and assignment of available resources to mitigate, prepare for, respond to, and recover from the effects of all hazards.

**Emergency Operations Center (EOC)** - A pre-designated facility (location) established by an agency or jurisdiction for the coordination, communications, warning and direction & control for emergency responses.

**Emergency Operations Plan (EOP)** - The response plan that each jurisdiction maintains for emergency incidents. It describes how citizens and property will be protected in a disaster or emergency.

**Federal Emergency Management Agency (FEMA)** - Established in 1979 by the Federal Government to manage the President's Disaster Relief Fund and to coordinate the disaster assistance activities of all Federal agencies in the event of a Presidential disaster declaration.

**Flash Flooding** - Rapidly occurring flooding generally caused by large amounts of rain, concentrated over a particular area, during a short period of time. Can also be caused by Dam Breaks or Ice Jams. Can occur in any low-lying area.

**Hazard & Vulnerability Analysis (HVA)** - Identifies potential hazards, estimates how serious they are, and establishes planning priorities. Identifies who or what in the community is susceptible to damage if a disaster occurs. Provides a factual basis for planning and the necessary documentation for planning and response efforts.

**Incident Command** - A standardized on-scene emergency management concept specifically designed to allow its user(s) to adopt an integrated organizational structure equal to the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries.

**Incident Commander** - The individual responsible for the management of all incident operations at the incident site.

**Incident Command Post** - The location at which the primary command functions are executed.

**Local Emergency Planning Committee (LEPC)** - Developed as part of the SARA Title Act which regulate Hazardous Materials, the LEPC's are county agencies that track, monitor and report the storage, use and transportation of Hazardous Materials. Also responsible for the creation and support of the Local Haz-mat Teams.

**Local Emergency Management Coordinator** - The individual within each political subdivision that has coordination responsibility for jurisdictional emergency management.

**Man-made Hazards** (Human Imposed Hazards) - Hazards caused by human existence and would not otherwise exist. Most man-made hazards are preventable.

**Mitigation** - Actions taken to eliminate or reduce the cause or effects of a disaster (e.g. moving homes out of a flood plain, building fire resistant homes)

**National Oceanic & 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.

**National Weather Service** - Is the primary source of weather data, forecasts and warnings for the United States. Television weathercasters and private meteorology companies prepare their forecasts using this information. The NWS is the sole United States official voice for issuing warnings during life-threatening weather situations.

**Natural Hazards** - Those hazards caused by naturally occurring events. They are usually not preventable and sometimes unpredictable.

**Pennsylvania Emergency Management Agency (PEMA)** - Lead emergency management agency in the State of Pennsylvania. Operating out of 3 regions, PEMA's Western Region office located in Indiana, PA covers Western Pennsylvania, including Allegheny County and the City of Pittsburgh.

**Preparedness** - The actions you take and the plans you make, before an emergency happens, to protect yourself and to help you respond safely.

**Recovery** - The actions you take to put your property and your life back in order after an emergency or disaster.

**Response** - The actions you take during an emergency to protect yourself. This should be your Emergency Operations Plan put into action.

**Riverine Flooding** - River flooding that occurs during prolonged periods of rain or rapid snow melt.

**Squall Lines** - A line or narrow band of active thunderstorms that may extend over 250 to 500 miles, may be 10 - 20 miles wide and consist of many laterally aligned cells that do not interfere with one another.

**Super Cells** - Uncommon but very powerful storms that can last up to 6 hours and travel more than 200 miles. Capable of producing wind gusts over 75mph, large hail and tornadoes.

**Thunderstorm** - a local storm produced by a cumulonimbus cloud and is always accompanied by lightning and thunder.

**Tornadoes** - A violently rotating column of air that extends from the base of a thunderstorm and comes in contact with the ground. Can produce wind speeds in excess of 250 mph.

**Unified Command** - In the Incident Command System, Unified Command is a unified team effort which allows all agencies with responsibilities for the incident, either geographic or functional, to manage an incident by establishing a common set of incident objectives and strategies. This is accomplished without losing or abdicating agency authority, responsibility, or accountability.

**Weapons of Mass Destruction (WMD)** - Devices that can cause wide-spread, destruction and/or a tremendous loss of life. Defined by the acronym B-NICE. B - Biological, N - Nuclear, I - Incendiary, C - Chemical, E - Explosive.

**TRACEM** - Describes the type of harm you can receive from a WMD attack. T - Thermal, R - Radiological, A - Asphyxiation, C - Chemical, E - Etiological M - Mechanical

## INTERNET RESOURCES

---

**RESOURCE WEB SITES:** links containing comprehensive listing of web sites describing emergency management resources

**Federal Citizen Information Center**

<http://www.info.gov/phone.htm>

**EMERGENCY MANAGEMENT AGENCIES:** information on emergency/disaster planning, relief and awareness of hazards

**American Red Cross**

<http://www.redcross.org/>

**DHS Disaster Help**

<http://www.dhs.gov/topic/disaster-response-and-recovery>

**Federal Emergency Management Agency (FEMA)**

<http://www.fema.gov/>

**International Association of Emergency Managers**

<http://www.iaem.com/index.shtml>

**Pennsylvania Emergency Management Agency (PEMA)**

<http://www.pema.state.pa.us/>

**Southwestern PA Red Cross**

<http://swpa.redcross.org>

**HOMELAND SECURITY RESOURCES:** resources about defending the homeland, protecting the rights of American citizens and enhancing public services

**United States Department of Homeland Security**

<http://www.dhs.gov/dhspublic/>

**Pennsylvania Department of Homeland Security**

<http://www.homelandsecurity.state.pa.us/?pemaNav=\>

**Ready .Gov**

<http://www.ready.gov/>

**DISASTER PREPARATION/TRAINING:** resources assisting with individual and community disaster preparation, education and training; see also Special Populations

**Citizen Corps** <http://www.citizencorps.gov/>

**Community Emergency Response Team (CERT)**

<http://www.citizencorps.gov/programs/cert.shtml>

**FEMA's Emergency Management Institute** <http://www.training.fema.gov/emiweb/>

**Institute for Business & Home Safety** <http://www.ibhs.org/>

**INDIVIDUAL DISASTER PREPAREDNESS:** web site links for individual disaster preparedness

**American Red Cross: Disaster Preparedness Information (written in large print addressing seniors and people with disabilities)**

<http://www.prepare.org/seniors/srsforsrsLARGE.htm>

[www.readypa.org](http://www.readypa.org)

[www.ready.gov](http://www.ready.gov)

**HEALTH AND MEDICAL:** information on preparedness and warnings; also health and mental health resources

**Centers for Disease Control and Prevention**

<http://www.cdc.gov/>

**Food and Drug Administration**

<http://www.fda.gov/>

**MEDLINEplus: Disasters and Emergency Preparedness**

<http://www.nlm.nih.gov/medlineplus/disastersandemergencypreparedness.html>

**National Institute of Mental Health**

<http://www.nimh.nih.gov/>

**U.S. Department of Health and Human Services**

<http://www.hhs.gov/>

WEATHER RESOURCES: resources providing national update weather warnings and watches

**National Oceanic and Atmospheric Administration**

<http://www.noaa.gov/>

**National Weather Service**

<http://www.nws.noaa.gov/>

**Special Needs NOAA Weather Radio for Deaf and Hard-of-Hearing Individuals**

<http://www.nssl.noaa.gov/NWR/>

SPECIAL POPULATIONS:

Animals

**American Red Cross: Pets and Disasters**

<http://www.redcross.org/services/disaster/beprepared/animalsafety.html>

**Emergency Animal Rescue Services: Emergency Preparedness for Pets**

<http://www.uan.org/index.cfm?navid=27>

**Humane Society of the United States**

[http://www.hsus.org/hsus\\_field/hsus\\_disaster\\_center/](http://www.hsus.org/hsus_field/hsus_disaster_center/)

**Tips for Service Animals and Pet Owners**

[http://www.redcross.org/services/disaster/0,1082,0\\_604\\_00.html](http://www.redcross.org/services/disaster/0,1082,0_604_00.html)

Children

**Caring for Children in a Disaster**

[www.emergency.cdc.gov/children/](http://www.emergency.cdc.gov/children/)

**Emergency Preparedness for Children with Special Health Care Needs**

<http://www2.aap.org/advocacy/epoverview.htm>

**American Red Cross: Children and Disasters**

<http://www.redcross.org/services/disaster/beprepared/forchildren.html>

Disabilities

**American Association of People with Disabilities**

<http://www.aapd-dc.org/>

**American Foundation for the Blind**

<http://www.afb.org/afb/>

**American Red Cross:**

**Disaster Preparedness for People with Disabilities**

[http://www.redcross.org/services/disaster/0,1082,0\\_603\\_00.html](http://www.redcross.org/services/disaster/0,1082,0_603_00.html)

**Center for Disability Issues and the Health Professions**

**Emergency Evacuation Preparedness: A Guide for People with Disabilities and Other Activity Limitations**

<http://hfcdhcp.org/products/>

**DisAbility Preparedness**

[http://www.disastersrus.org/MyDisasters/disability/disability\\_preparedness.htm](http://www.disastersrus.org/MyDisasters/disability/disability_preparedness.htm)

**FEMA: Assisting People with Disabilities in a Disaster**

<https://www.fema.gov/media-library/assets/documents/897>

**Fire Risks for the Deaf or Hard of Hearing**

<http://www.usfa.fema.gov/downloads/txt/publications/fa-202.txt>

**National Federation of the Blind**

<http://www.nfb.org/>

**National Organization on Disability**

<http://www.nod.org>

**S.A.F.E.T.Y. First from Easter Seals**

[http://www.easter-seals.org/site/PageServer?pagename=ntl\\_safety\\_first](http://www.easter-seals.org/site/PageServer?pagename=ntl_safety_first)

**Special Needs NOAA Weather Radio for Deaf and Hard-of-Hearing Individuals**

[http://www.nssl.noaa.gov/users/wood/public\\_html/NWR/spc-nds-nwr.html](http://www.nssl.noaa.gov/users/wood/public_html/NWR/spc-nds-nwr.html)

**Tips for People With Visual Disabilities**

<http://www.preparenow.org/eyes.html>

**Tips for People Who Use Life Support Systems (dialysis, respirator, oxygen, suction, intravenous pump, infusion therapy)**

<http://www.preparenow.org/eqtlsups.html>

**Seniors**

**LeadingAge**

<http://www.leadingage.org/>

**American Red Cross: Disaster Preparedness for Seniors by Seniors**

<http://www.redcross.org/services/disaster/beprepared/seniors.html>

**The U.S. Administration on Aging**

<http://www.aoa.gov/>