Unit 1: Course Introduction and Overview

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	A suggested schedule for this unit follows: Welcome 15 Minutes Course Overview 15 Minutes Why an Evacuation and Re-Entry Plan? 45 Minutes **Total Time** 1 Hour 15 minutes
Visual 1.0 	**Welcome** Welcome to the *Evacuation and Re-Entry Planning Course*. The range of natural and technological hazards from which communities may be at risk varies greatly around the United States. Community emergency management programs are intended to mitigate, prepare for, respond to and recover from emergencies created by those hazards. One of the steps that communities must be prepared to take in an emergency is evacuation of its population on short notice. FEMA developed this course in response to a field request for training that provides the opportunity to focus on the principles and methods of evacuation and re-entry planning and operations. Notes:

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Visual 1.1 	**Course Schedule** Unit One, *Why Evacuate?,* the need for evacuation and re-entry planning is established. Unit Two, *Who Is At Risk?,* provides guidelines for identifying risk area populations that may require evacuation, including special populations and domestic animals. Participants will take a look at their own vulnerability analysis and census data. Unit Three, *Community Behavior in Evacuation*, describes typical evacuation behavior and includes discussion about the implications of that behavior on participants' evacuation and re- entry planning. Unit Four, *Evacuation Requirements,* describes the components of an evacuation operation and the resulting legal and logistical requirements that must be in place to successfully carry out such an operation. Participants will review existing plans and procedures to evaluate the consideration of evacuation requirements. Unit Five, *Evacuation Communications,* covers the communication requirements that must be fulfilled to ensure a successful evacuation operation and the planning implications represented by those requirements. Unit Six, *Re-Entry,* describes the factors that affect re-entry into the evacuated area, and the requirements for developing a plan to return evacuees to their homes. Participants will determine whether their evacuation plan considers re-entry aspects. Unit Seven, the *Course Conclusion,* participants are referred to a job aid consisting of a checklist for identifying what steps their jurisdiction needs to take in their evacuation and re-entry planning efforts. Also in Unit Seven, participants will complete a written test consisting of multiple choice and true-false questions to evaluate achievement of cognitive learning objectives. Answers to the test will be reviewed in class.

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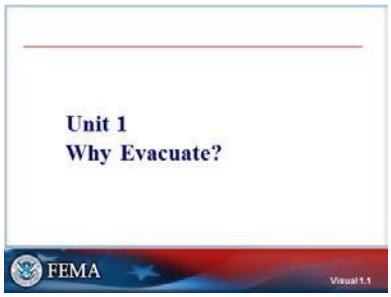
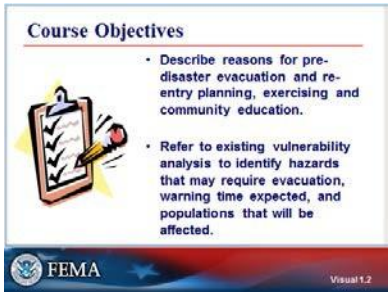
Visual 1.2  	**Course Overview** As with any other emergency management function, evacuation must be well planned and frequently exercised. Representation of all of the stakeholders in the evacuation process is essential to the development of a workable plan. Good planning results in efficient and effective operations. This *Evacuation and Re-Entry Planning Course* was developed to enable local, tribal, and territorial emergency management personnel to create or improve local evacuation and re-entry plans. The decision to evacuate is the responsibility of the local, tribal or territorial elected official. This course will focus on planning the operational aspects of evacuation and re-entry, not the process for deciding when to issue the evacuation order. This course considers shelter destinations as a component of evacuation planning, but does not intend to be a shelter operations course.
Visual 1.3  	**Course Objectives** At the conclusion of the course participants should be able to do the following. • Describe the reasons for conducting pre-disaster evacuation and re-entry planning, exercising and community education. • Refer to the community's existing Threat and Hazard Identification and Risk Assessment (THIRA) to identify hazards that may require evacuation, the amount of warning time expected, and the populations that will be affected by an evacuation.

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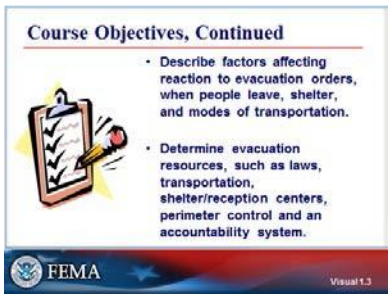
Visual 1.4 	**Course Objectives (Continued)** • Describe factors that affect how people react to evacuation orders, when people leave after an evacuation order, where people seek shelter, and modes of evacuee transportation. • Determine the requirements needed to complete an evacuation, including but not limited to laws, transportation, shelter/reception centers, perimeter control and an accountability system
Visual 1.5 	**Course Objectives (Continued)** • Describe how to communicate with the public before, during and after an evacuation. • Develop a plan for returning evacuees to their homes. • Develop a strategy for designing, developing, testing, implementing and maintaining an evacuation plan
Visual 1.6 	**Instructor Expectations** Notes:

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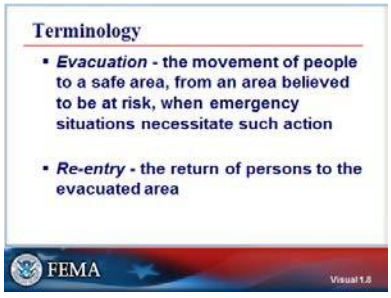
Visual 1.7 	**Why An Evacuation And Re-Entry Plan?** The remainder of this unit will focus on the following topics: Consider the number of mass evacuations recently and the number of individuals evacuated • 2012 – Waldo Canyon, Colorado wildfire resulted in 32,000 people evacuated. • 2012 Cle Elum, Washington, wildfire resulted in evacuation of approximately 1000 and 60 homes destroyed. • 2012 Hurricane Sandy, Municipalities from North Carolina to Massachusetts ordered evacuations of flood prone areas. • Describing situations that necessitate evacuation • Describing the rationale for this training, the course objectives, and the course schedule • Discussing expectations of the instructors and the learners for this training activity
Visual 1.8  	**Terminology** The term *evacuation* will be used in this course to mean the movement of people to a safe area, from an area believed to be at risk, when emergency situations necessitate such action. ***Re-Entry* refers to the return of persons to the evacuated area.** Notes:

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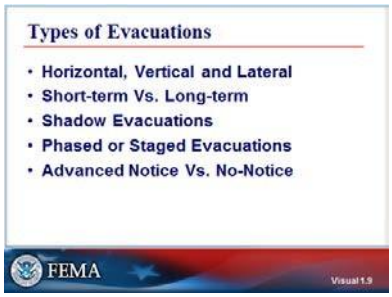
Visual 1.9  	**Types of evacuation** • Horizontal, Vertical and Lateral • Short-term Vs. Long-term • Shadow Evacuations • Phased or Staged Evacuations • Advanced Notice Vs. No-Notice **Horizontal, Vertical and Lateral** The vast majority of evacuations are horizontal in nature. This may include: • Individuals and families fleeing a burning building. • People moving inland when a hurricane approaches. Some evacuations may be vertical. For instance: • Those in danger move from lower floors in a building to those above if there is a flood. Note: Some evacuees may move to higher floors or rooftops. However, vertical evacuation may prove deadly if waters continue to rise. Lateral Evacuation is used only during a plume release. Under this type of evacuation, travel is at right angles to the plume path (to the extent possible) and away from the plume centerline. **Short-term Vs. Long-term Evacuations may be:** A. Short term - People may be able to return to their homes or offices within hours or days if the danger has passed or the damage is minor. B. Long term – a. If buildings are condemned due to the disaster. b. If a geographic area has been contaminated by poisonous chemicals or radiation above safe levels.

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	Shadow Evacuations Some warnings may elicit protective actions by people outside the area at risk for which protective action recommendations are being made. A well-documented account of this is "shadow evacuation." This phenomenon describes people in an area **not being advised to evacuate**, leaving the area anyway. Shadow evacuation caused issues during Hurricane Rita in 2005. Vague instructions and statements from authorities, misconceptions about vulnerability and the timing (just 2 weeks after Hurricane Katrina). The impact of shadow evacuations are traffic can came to a standstill leading to driver frustration, and depletion of available fuel supplies. It also impacts the movement of persons with disabilities, access or functional needs from their homes, hospitals and other care facilities. **Phased or Staged Evacuations** System of evacuation in which different parts of the building or city are evacuated in a controlled sequence rather than all at once. This reduces the potential occurrences of shadow evacuation, phased or staged evacuation plans have been developed in several states. Phased or staged evacuations are also with their own set of issues. Chief among them is many evacuees tend to wait for clear evacuation orders before leaving. Thus creating a tendency for later evacuations. Example, such as, hurricanes and flooding. **Advanced notice Vs. No-Notice Evacuation** Advanced Notice Evacuation is when the emergency services personnel have the time to evacuate a threatened population pre-event. For No-Notice evacuations are evacuations with little or no advance planning. Examples include hazardous materials (HAZMAT) incident, Chemical, Biological, Radiological, Nuclear, Explosive (CBRNE) incidents, terrorist attack, flashflood, earthquake, etc. These events will require a post-event evacuation.

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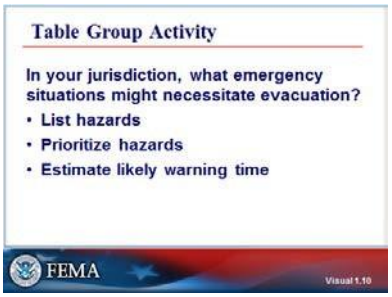
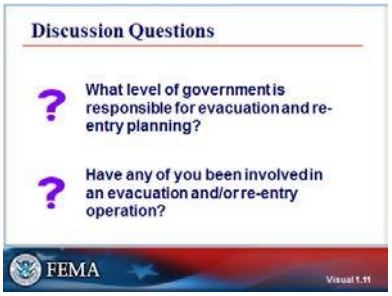
Visual 1.10  	**Table Group Activity** Notes:
Visual 1.11  	**Discussion Questions** **What level of government is responsible for evacuation and re-entry planning?** Notes: