

Student Manual

# Community Mass Care and Emergency Assistance

G0108

2013



Federal Emergency Management Institute  
Emergency Management Institute

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Federal Emergency Management Agency  
Emergency Management Institute  
2013



This course is developed by FEMA in partnership with the American Red Cross.

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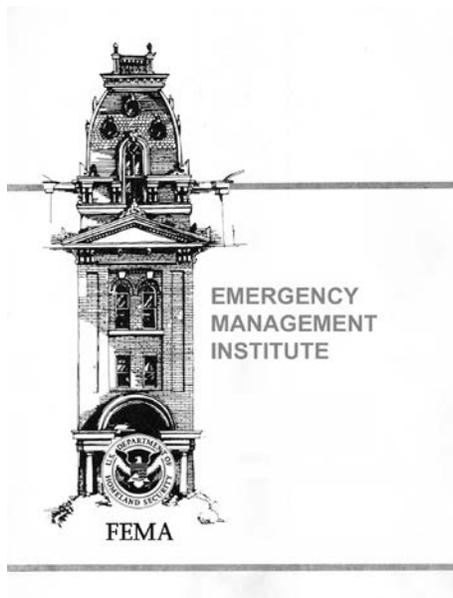
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# UNIT 1: COURSE WELCOME

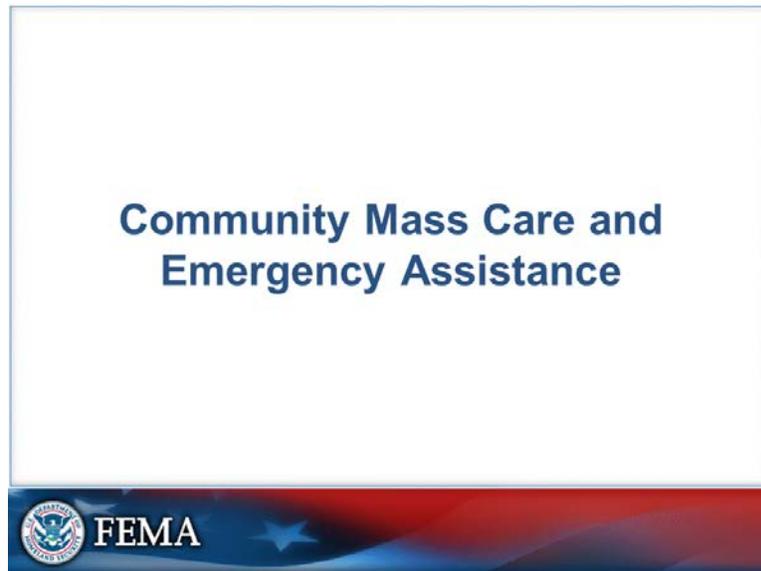
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## WELCOME/INTRODUCTIONS



## ADMINISTRATIVE INFORMATION

Administration and Logistics

- Logistics
- Facilities
- Classroom rules
- Post-testing
- Announcements

EXIT  
WOMEN  
MEN  
No Cell Phone

FEMA

1.2

The slide has a white background with the title 'Administration and Logistics' in blue. To the left is a bulleted list of administrative topics. To the right are four icons: a red 'EXIT' sign, a yellow 'WOMEN' restroom sign, a yellow 'MEN' restroom sign, and a red circle with a slash over a black mobile phone icon. The bottom features a red and blue wavy banner with the FEMA logo and the word 'FEMA' in white, and the number '1.2' in the bottom right corner.

## COURSE PURPOSE

### Course Purpose

To provide training for local communities to prepare for and manage Mass Care and Emergency Assistance (MC/EA) functions effectively.



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## COURSE GOAL

### Course Goal

The goal is to prepare community agencies, organizations, and businesses to work together in coordination with emergency management and traditional Mass Care providers to plan and provide Mass Care and Emergency Assistance services to those affected by disaster.



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1.4

## COURSE OBJECTIVES

### Course Objectives

- Define the four Mass Care and Emergency Assistance services as discussed in this course.
- Describe how to determine your community's Mass Care and Emergency Assistance resource requirements.
- Identify providers that exist in your community or can be called upon from a nearby community to meet the requirements for Mass Care and Emergency Assistance.



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### Course Objectives (Continued)

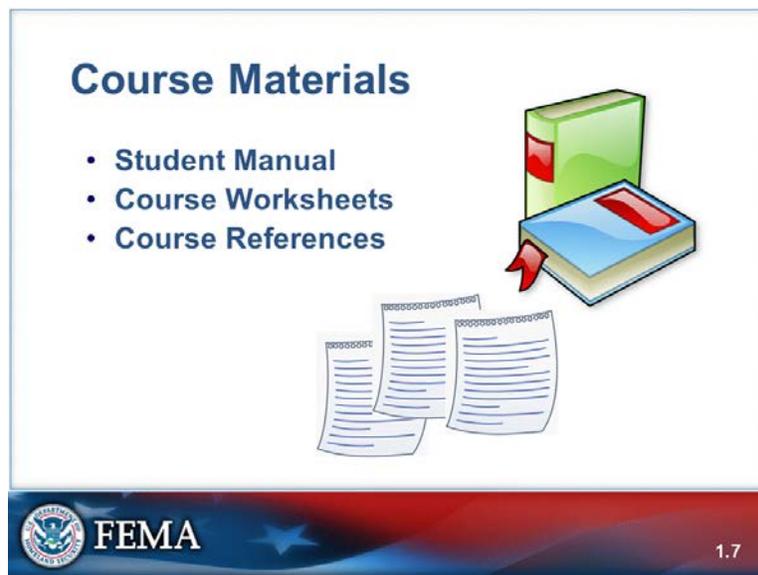
- Name planning and operational actions that can affect how services will be provided.
- List action items to utilize community resources and providers to meet Mass Care and Emergency Assistance requirements in your community.



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## COURSE MATERIALS



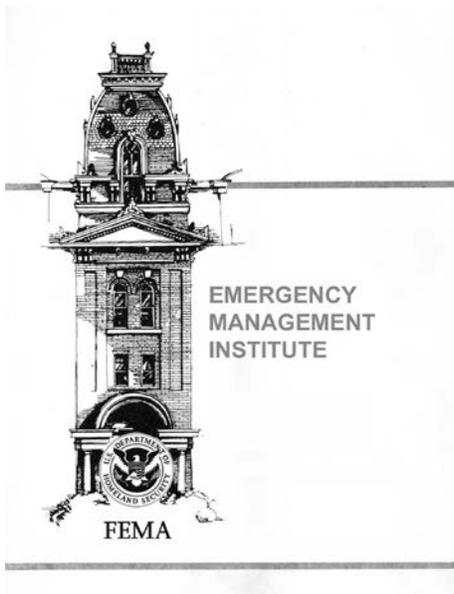
The Student Manual contains:

- All of the information that is presented in the course
- The PowerPoint visuals and visuals displayed during the course
- Unit activities
- Appendix
  - Additional Resources
  - Set of blank worksheets
- Set of worksheets for use during the course

# UNIT 2: INTRODUCTION TO MASS CARE AND EMERGENCY ASSISTANCE SERVICES

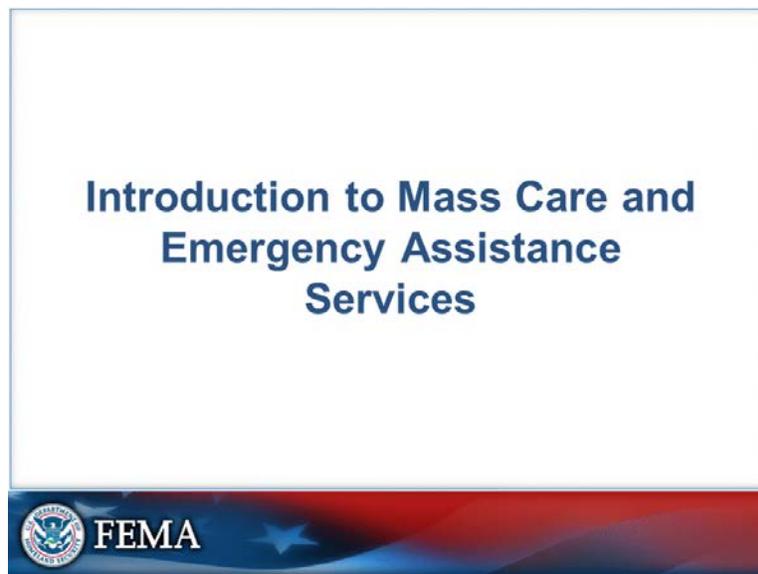
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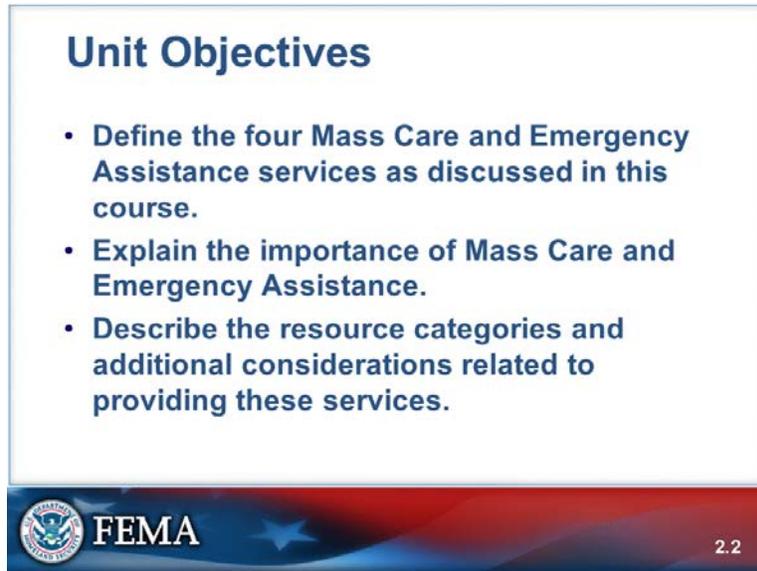
## MASS CARE AND EMERGENCY ASSISTANCE INTRODUCTION



Communities are responsible for coordinating and providing resources to assist disaster survivors with life-sustaining services because disasters begin and end locally. Mass Care and Emergency Assistance is the umbrella term used for the services, such as sheltering, that may be needed by the citizens of your community that have been affected by disaster.

Your local community will need to be prepared to provide Mass Care and Emergency Assistance services prior to, or at the onset, of a disaster as well as after.

## OBJECTIVES

A slide titled "Unit Objectives" with a blue border. The title is in bold blue font. Below it are three bullet points in blue font. At the bottom of the slide is a red and blue banner with the FEMA logo on the left, the text "FEMA" in white, and the number "2.2" on the right.

**Unit Objectives**

- **Define the four Mass Care and Emergency Assistance services as discussed in this course.**
- **Explain the importance of Mass Care and Emergency Assistance.**
- **Describe the resource categories and additional considerations related to providing these services.**

 **FEMA** 2.2

At the conclusion of this unit, you will be able to:

- Define the four Mass Care and Emergency Assistance services as discussed in this course.
- Explain the importance of Mass Care and Emergency Assistance.
- Describe the resource categories and additional considerations related to providing these services.

## ACTIVITY 2.1

### Activity 2.1

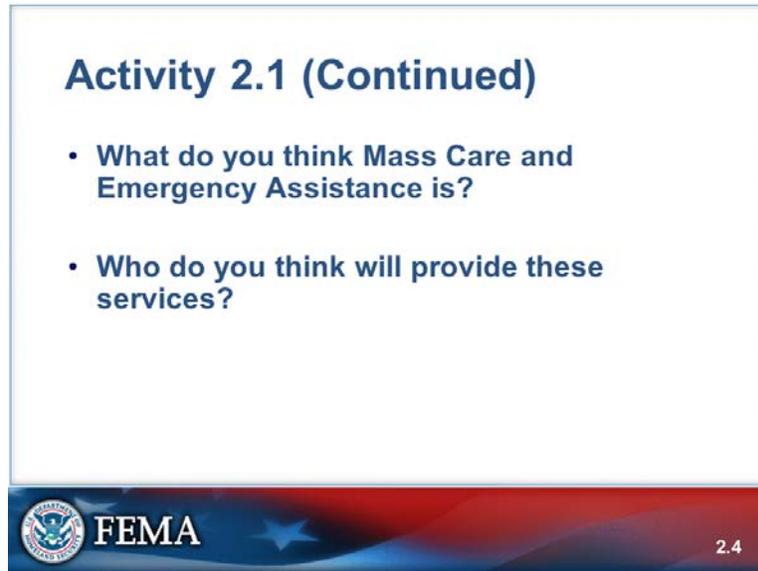
1. List hazards that affected your community and led to a disaster.
2. Record three or four disaster events for discussion.



FEMA

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## ACTIVITY 2.1 (Continued)

A slide titled "Activity 2.1 (Continued)" with two bullet points. The slide has a blue header and footer. The footer contains the FEMA logo, the text "FEMA", and the number "2.4".

**Activity 2.1 (Continued)**

- What do you think Mass Care and Emergency Assistance is?
- Who do you think will provide these services?

FEMA 2.4

As we discussed in Unit 1, over the years, Mass Care and Emergency Assistance has evolved from simply opening up buildings for shelters and providing a meal. As some of you just described, Mass Care and Emergency Assistance is sheltering, feeding, and distribution of emergency supplies. More recently, events have reinforced that reunification of individuals and families, support for people with disabilities and other access and functional needs, addressing the unique needs of children in disasters, and support to individuals and families with household pets and services animals are just as important.

As Mass Care and Emergency Assistance have changed, so have the ideas and strategies regarding how to prepare, respond, recover, and mitigate. Today the emergency management community recognizes that a government-centric approach to disasters is not adequate, especially for catastrophic incidents. From this realization has come the concept of *Whole Community*.

The concept of *Whole Community* is not new, but it provides a more defined picture for empowering, and leveraging, collective emergency management teams that include not only government, but also non-profit and voluntary organizations, faith- and community-based groups as well as the private sector (business and industry). This notion applies equally as well to local communities because it provides a framework for collectively recognizing not only the needs and make-up of a community, but also the existing resources within a community. In turn, this can help build more a resilient community with strengthened institutions, assets, and networks.

## MASS CARE AND EMERGENCY ASSISTANCE SERVICES



In this course, we will be discussing the following MC/EA services: sheltering, feeding, distribution of emergency supplies, and reunification.

We will also discuss providing support for:

- people with disabilities and access and functional needs
- children in disasters
- basic first aid
- people and their household pets and service animals
- mass evacuation

It is important that your community become aware of the importance of family and individual preparedness. The more families in the community who are prepared for a disaster, the more efficiently Mass Care and Emergency Assistance services can be provided. Remember, you can't help others if you need help too.

## **SHELTERING**

Fundamental objectives of sheltering include:

- Providing a safe, sanitary, and secure setting for sheltering to individuals and households in the community displaced by a disaster.
- Shelter workers respect and comply with the principles of confidentiality of shelter resident information.
- The accommodation of varying cultural and faith-based preferences of the residents, which could include variations in sleeping, eating, and living spaces, and the provision of space to meet and honor individuals' practice of their faith.
- Accommodating people with disabilities and access and functional needs and those who support them. This includes taking steps to ensure individuals with disabilities can fully use, be comfortable in, and be integrated into programs, services, activities, distribution of goods, facilities, privileges, advantages, or accommodations provided by the shelter operator and any agencies supporting them.

## **FEEDING**

Feeding is providing food and hydration to sustain the health and well-being of individuals and/or emergency workers impacted by the disaster. Effective feeding operations also include establishing where and how to obtain food and commodities, and preparing and distributing meals and commodities.

Meals should strive to be as healthy and nutritious as possible (e.g., menus that are low sodium, low fat, and low sugar). Those that prepare meals and snacks should anticipate and be able to provide menus for persons with specific dietary requirements (e.g., vegetarian meals, gluten-free meals, meals appropriate to a cultural or faith-related need, meals for people with food allergies).

## **DISTRIBUTION OF EMERGENCY SUPPLIES**

In the context of Mass Care and Emergency Assistance, these emergency supplies can be divided into three categories:

1. Life sustaining (e.g., food, water, tents, durable medical equipment)
2. Comfort (e.g., blankets, clothing)
3. Other essential supplies (e.g., shovels, masks, and cleaning supplies)

Keep in mind that, depending on the situation, any item could be listed in a different category. For instance, a blanket could be life sustaining or a comfort item.

Considerations for delivery and distribution of emergency supplies include:

- Procurement
- Transportation
- Storage and warehousing
- Distribution

The distribution sites for this service typically include:

- Fixed—such as near where other Mass Care and Emergency Assistance services are being provided
- Mobile—such as out of a vehicle

Emergency supplies can be purchased/donated and distributed by government agencies, non-profit and voluntary organizations, faith-and community based groups, and the private sector (business and industry). Local restaurants and caterers may prepare and donate food and provide feeding commodities to be distributed at Points of Distribution (POD) sites, and local voluntary organizations may provide the human resources to staff the sites as well.

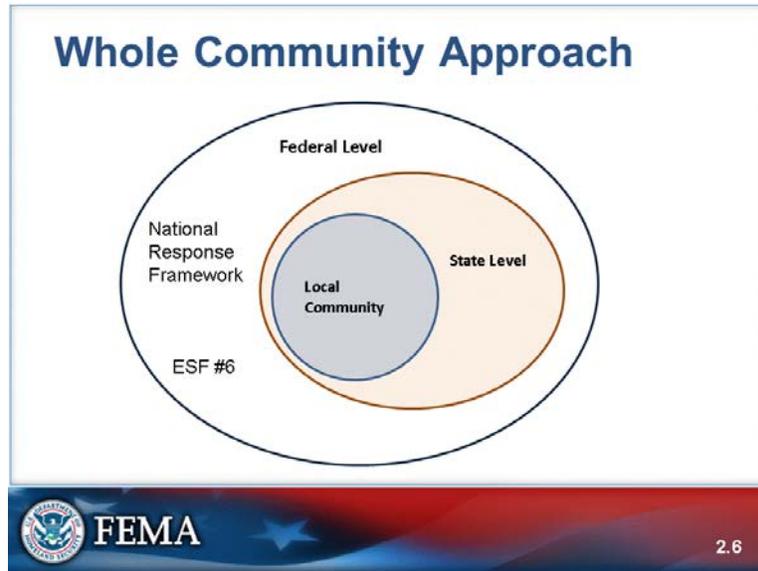
Big box stores may be able to procure, transport, and store items at their warehouses.

## **REUNIFICATION**

Following a disaster, reunification services provide resources for communication and the physical reunification of individuals who are separated by disaster, especially for displaced and unaccompanied children.

This service is critical for the personal recovery of disaster survivors and their relatives and friends, who may have limited means to communicate and reunify. State and local governments as well as non-profit and voluntary organizations, faith- and community-based groups, and the private sector (business and industry) can help survivors who are separated from family and friends by developing and implementing a comprehensive and integrated reunification plan.

## WHOLE COMMUNITY



The concepts you learn in this course that you take back with you will affect people's lives in your community.

As you learned earlier in the unit, the *Whole Community* approach involves leveraging community resources collectively to prepare, respond, recover, and mitigate. The concept can be broken down into three parts: Understand, Engage/Empower, and Strengthen. Understanding the whole community is the first and it focuses on assessing what needs to be accomplished. The second is identifying potential stakeholders and resources to meet the identified needs. The third is bringing together stakeholders and resources to build and strengthen the relationships and networks. As you can see, this is a flexible and scalable process that can address all sizes and complexities of disasters.

To learn more about Whole Community, please go to:  
<http://www.fema.gov/about/wholecommunity.shtm>.

The *National Response Framework* (NRF) presents the guiding principles that enable all response partners to prepare for and provide a unified national response to disasters and emergencies—from the smallest incident to the largest catastrophe.

This key document establishes a comprehensive, national, all-hazards approach to domestic incident response. It currently consists of the main document, 15 Emergency Support Function (ESF) Annexes and 6 Supporting Annexes.

The ESFs provide the structure for coordinating Federal interagency support for a Federal response to an incident. They are mechanisms for grouping functions most frequently used to provide Federal support to States and Federal-to-Federal support.

*Emergency Support Function (ESF) #6 – Mass Care, Emergency Assistance, Housing, and Human Services* coordinates the delivery of Federal Mass Care, Emergency Assistance, Housing, and Human Services when State, local, and tribal response and recovery needs exceed their capabilities of these entities.

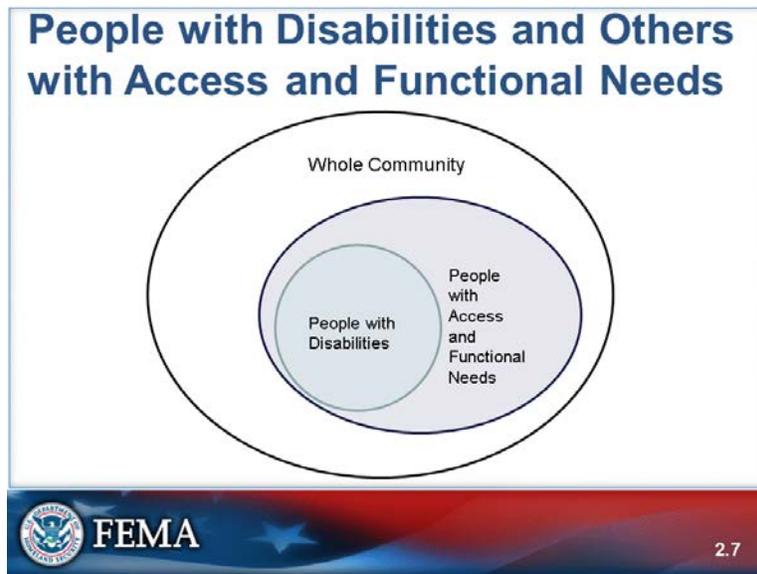
Also, at the national level, is the National Mass Care Council, whose mission is to support the development and promulgation of the *National Mass Care Strategy*. The National Mass Care Council is co-led by the American Red Cross (ARC), National Voluntary Organizations Active in Disasters (VOAD), National Emergency Management Association (NEMA), and FEMA. The Mass Care Strategy can be found at: <https://nationalmasscarestrategy.org/>

The *National Mass Care Strategy* will:

- Provide a framework to enhance coordination, pool expertise, and strengthen response capacity of Mass Care throughout the Nation.
- Establish common goals, foster collaborative planning, and identify resource needs to build national Mass Care capability.
- Provide educational tools and resources.
- Establish common technology, terminology, and standards.

Residents and all sectors of the community have a critical role and shared responsibility to take appropriate actions to protect themselves, their families and organizations, and their properties. Planning that engages and includes the whole community serves as the focal point for building a collaborative and resilient community.

## PEOPLE WITH DISABILITIES AND OTHERS WITH ACCESS AND FUNCTIONAL NEEDS



Access and Functional Needs Support is defined as services and/or equipment and supplies that enable children and adults with disabilities or access and functional needs to maintain their health, safety, and independence. They may have physical, sensory, mental health, and cognitive and/or intellectual disabilities affecting their ability to function independently without assistance.

Narrow definitions of disability are not appropriate. Adopting a broad definition of disability and expanding it to include others with access and functional needs leaves no one behind and shows intent to include a broad range of people. Access and functional needs can apply to single working parents, people without vehicles, pregnant women, homeless persons, and people with specific dietary needs or limited English proficiency.

People with disabilities and others with access and functional needs are in the community, living independently in their homes or with in-home services provided. In addition to the legal aspect, there is a moral and practical responsibility to provide these services to everyone in the community.

While developing plans to meet access and functional needs, you should collaborate with all relevant stakeholders including:

- People who require the services
- Emergency Management
- Agencies and organizations that provide the services
- Agencies and organizations that advocate for the rights of people who require them

There is training available to help you plan for and address access and functional needs support services. Please contact your State Office of Emergency Management or State Department/Division/Office on Disabilities for information.

Communities should ensure that anywhere Mass Care services are provided, Americans with Disabilities Act (ADA) requirements, standards for accessible design, and State accessibility codes are met. FEMA's *Guidance on Planning for Integration of Functional Needs Support Services in General Population Shelters* is a good reference for providing detailed information for supporting access and functional needs requirements.

[http://www.fema.gov/pdf/about/odc/fnss\\_guidance.pdf](http://www.fema.gov/pdf/about/odc/fnss_guidance.pdf)

Develop provider agreements with non-profit and voluntary organizations, faith- and community-based groups, as well as the private sector (business and industry) to ensure that necessary staff, equipment, and supplies will be available during an emergency or disaster (such as sign language interpreters, Personal Assistance Services (PAS), and coordination of accessible transportation, etc.).

For more resources to obtain the most up-to-date information, check with your State's Disability Office or your State or local Community Disability Coordinator, if there is one, to identify ADA and other civil rights laws and assist with solutions. For more information on providing emergency sheltering in an ADA-compliant manner, review the Department of Justice ADA Checklist for Emergency Shelters at:

<http://www.ada.gov/pcatoolkit/chap7shelterchk.htm>

You can also check the FEMA Office of Disability Integration and Coordination web site at:

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

## FUNCTIONAL AREAS: C-MIST



Emergency planners as well as local stakeholders should identify what needs should be addressed within the local community.

The C-MIST framework can help with that process. It incorporates five functional areas:

- **C**ommunication;
- **M**aintaining health;
- **I**ndependence;
- **S**afety, support, and self-determination; and
- **T**ransportation and evacuation.

Communication access means providing information in ways that are understood, utilized, and trusted by the community. Concerns may include literacy rate, English not being the first language, and people with speech disabilities. Translators and sign language interpreters may be needed.

Health issues may include the availability of refrigeration for any medications requiring it.

Independence may include PAS.

Planning considerations must include accessible transportation to evacuate from hazardous areas to safe areas within a jurisdiction, evacuation from one jurisdiction to another, and evacuation versus sheltering-in-place.

It is always a best practice to keep people with disabilities and others with access and functional needs connected to their service providers.

## ACCESS AND FUNCTIONAL NEEDS CONCEPTS



To comply with Federal law, those involved in emergency management and shelter planning should understand the concepts of accessibility and non-discrimination and how they apply in emergencies. The following are key non-discrimination concepts applicable under Federal laws, and examples of how these concepts apply to all phases of emergency management.

1. **Self-Determination** – People with disabilities are the most knowledgeable about their own needs.
2. **No “One-Size-Fits-All”** – People with disabilities do not all require the same assistance and do not all have the same needs.
3. **Equal Opportunity** – People with disabilities must have the same opportunities to benefit from emergency services, programs and activities as people without disabilities.
4. **Inclusion** – People with disabilities have the right to participate in and receive the benefits of emergency services, programs, and activities provided by governments, private businesses, and non-profit organizations.
5. **Integration** – Emergency services, programs, and activities must be provided in an integrated setting.
  - The provision of services such as sheltering, information intake for disaster services, and short-term housing in integrated settings keeps individuals connected to their support systems and personal attendants and avoids the need for disparate service facilities.
6. **Physical Access** – Emergency services, programs, and activities must be provided at locations that are accessible to all people.

7. **Equal Access** – People with disabilities must be able to access and benefit from all emergency services and programs.
8. **Effective Communication** – People with disabilities must be given information that is equal in content and detail to that given to the general public, and must be accessible, understandable, and timely.
  - Auxiliary aids and services may be needed to ensure effective communication. Examples include pen and paper or sign language interpreting for individuals who are deaf, deaf-blind, hard of hearing, or have speech disabilities. Individuals who are blind, deaf-blind, have low vision, or have learning disabilities may need large-print information or assistance with reading and filling out forms.
  - Provide clear and easy-to-read signage to survivors.
  - Provide support for filling out forms.
9. **Reasonable Modifications** – Reasonable modifications are defined in the ADA as a change to policy, practice, or procedure, which allows people with disabilities to have equal access to programs, services, and activities. This is applicable during an emergency, as well as the Response and Recovery phases that follow.
10. **No Charge** – People with disabilities may not be charged to cover the costs of measures necessary to ensure equal access and non-discriminatory treatment.

There is a FEMA online reference guide related to integrating people with disabilities. The guide is titled *Accommodating Individuals With Disabilities in the Provision of Disaster Mass Care, Housing, and Human Services*; the URL is:

<http://www.fema.gov/accommodating-individuals-disabilities-provision-disaster-mass-care-housing-human-services>

## HOUSEHOLD PETS AND SERVICE ANIMALS

### Household Pets and Service Animals

An “all-hazards/all-species” approach to planning for animal issues will facilitate smoother management of animal populations and the response issues they present.

For Mass Care and Emergency Assistance, there are two classifications of animals:

- Household pets
- Service animals



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Many community members have a strong human-animal bond with their household pets and/or service animals. This bond is often heightened in times of stress, including disasters. When society’s “normal” state is undermined, people naturally cling to family, which for many includes the animals in their lives.

As with any aspect of personal preparedness, the primary responsibility for making provisions in advance for household pets and service animals resides with their owners.

Recognizing this, why do we address household pets and service animals in Mass Care? There are two primary reasons.

1. **Life-safety.** When evacuating due to disasters, people are more inclined to cooperate with responder instructions when provisions are made to safeguard their animals. Communities should develop provisions to address the needs of humans with household pets in sheltering and other Mass Care situations. If provisions are not made, and pets are left behind, people may attempt to enter unsafe areas to retrieve them, placing themselves and responders in jeopardy.
2. **Survivor Resiliency.** There is ample literature based on valid psychiatric or psychological findings that suggests that animals and household pets help people overcome trauma. Children, in particular, suffer psychological trauma differently than adults. The use of animals, whether they be family pets or animals used in animal-assisted therapy, can be extraordinarily beneficial to the recovery of all, but particularly children. Providing options for families to maintain their household intact during a disaster (including their pets) may facilitate a better recovery process and aid the mental emotional well-being of the family members.

Understanding the full range of animal issues in the community, and the risks these issues pose, as well as engaging the whole community animal resources that are present within your community, will ensure that your community has planned to address the animal issues ranging from meeting the needs of owners and their household pets to survivor and responder safety.

In this course, we focus on household pets and service animals in the context of MC/EA services; in many communities, there are other animal issues related to animal exhibitors, agricultural activity, or other animal-related enterprises. For further information on broader animal response issues, please consult your jurisdiction's Emergency Operations Plan (EOP) to determine what agency(s) have responsibility for animal response, to pursue the issues with them.

According to the Federal legislation, the Robert T. Stafford Act, as amended by the *Pets Evacuation and Transportation Standards Act 2006* (PETS Act), State and Local Emergency Preparedness Operational Plans are required to "take into account the needs of individuals with household pets and service animals prior to, during, and following a major disaster or emergency." The purpose of this legislation is to enable families to safely evacuate and seek emergency shelter in order to get out of harm's way when disaster strikes.

In the case of a federally declared disaster, communities may seek reimbursement for support of sheltering animals. At this time, purely for the purpose of reimbursement, FEMA defines Household Pets as a domesticated animal such as a dog, cat, bird, rabbit, rodent, or turtle that is traditionally kept in the home for pleasure rather than for commercial purposes that can travel in commercial carriers and be housed in temporary facilities. Household pets do not include reptiles (except turtles), amphibians, fish, insects/arachnids, or farm animals (including horses and animals kept for racing purposes).

State and local jurisdictions may define household pets more broadly, and you may want to explore how such modifications will affect reimbursement, but that's not a level of detail we will address in this course.

Your State may have similar legislation that predates or builds upon the Household Pets and Service Animal provision of the Stafford Act. For more information about these provisions, access the Stafford Act at: [http://www.fema.gov/pdf/about/stafford\\_act.pdf](http://www.fema.gov/pdf/about/stafford_act.pdf) and review Sections 403, 611, and 613.

Your community's EOP should address household pets and service animals. You may want to research the definition for household pets as defined by your jurisdiction.

As an example, during a recent hurricane, local community leaders encountered first-hand what can happen if plans to provide Mass Care do not include household pets. Townspeople, when faced with the requirement to evacuate, went only as far as the Town Hall and it became the de facto "pet-friendly shelter" in the community because

the people refused to leave until provisions were made for sheltering them and their pets.

In this case, the jurisdiction had not planned to address the needs of owners and their household pets, but they recognized the imperative to accommodate these members of the community. They improvised, allowing them to shelter right there in the Town Hall. While they had not thought of the issue in advance, they responded in a humane and appropriate way, and you can imagine this jurisdiction has a different plan in place today.

What is the distinction between a household pet and a service animal?"

**Answer:** The distinction between household pets and service animals is that service animals must remain with their owner (or the person with a disability the animal serves), while household pets must be accommodated, but do not, by law, need to be sheltered in the same shelter space as their owners. Accommodations for sheltering household pets will be dependent on community resources and the characteristics of the building where the general population will be provided emergency shelter.

"A dog that is individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person's disability."

As a result of the ADA Amendments Act of 2008, the Department of Justice revised regulations and clarified that only dogs are now considered service animals. There is a narrowly scripted exception for miniature horses to be recognized as service animals as well.

See Department of Justice Fact Sheet at:  
[http://www.ada.gov/service\\_animals\\_2010.htm](http://www.ada.gov/service_animals_2010.htm)

Animals whose function is to provide comfort or emotional support do not qualify as service animals under the ADA. However, comfort animals are allowed in shelters under provision of the Fair Housing Act. The Department of Justice has said that “particularly in the context of residential settings and employment,” which aren’t governed by the ADA, “there may be compelling reasons to permit the use of animals whose presence provides emotional support to a person with a disability.”

Some State and local laws define service animals more broadly than the ADA does. In order to find the most up-to-date information, check with your State’s Disability Office, the Attorney General’s Office, or your State or local Community Disability Coordinator, if there is one, to identify ADA and other civil rights laws and to assist with solutions.

It is important to coordinate with organizations in your area, such as the animal control agency, veterinarians, animal welfare or humane organizations, and other voluntary organizations that deal with animals, in order to address needs such as: rescue, sheltering, feeding, veterinary care, transportation, tracking during evacuations, and messaging to owners regarding the welfare of their household pets and service animals.

You should seek information, resources, or training from your County Animal Response Team (CART) or State Animal Response Team (SART), if there is one.

CARTs have a role in emergency needs for all types of animals (dependent on their capabilities). Some CARTs may not be prepared to address some exotic animals kept as pets; you may need to consider contacting organizations such as 4-H, species-specific rescue groups, or a zoological park, or County Extension Office.

For more information about emergency animal sheltering and related issues, refer to the Additional Resources section in the Appendix of the Student Manual.

## MASS EVACUATION

### Mass Evacuation

**Mass Care and Emergency Assistance services during evacuation include the care and support, and tracking of evacuees.**

**What might be some examples of mass evacuation services?**





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Mass Care and Emergency Assistance services during evacuation include the care, support, and tracking of evacuees. It's about providing congregate care, not transporting evacuees.

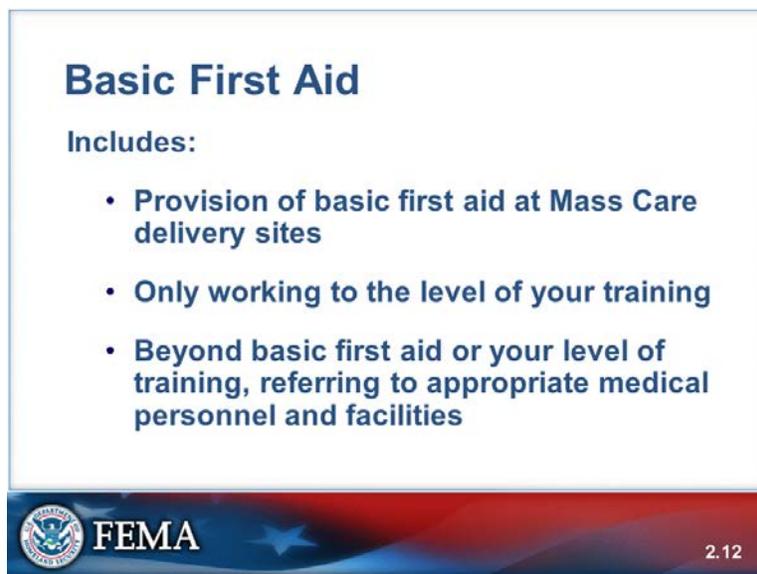
You should work with your county or State to support the evacuation of your community or prepare to shelter evacuees from other nearby communities, counties, or States. Your community may become part of a State plan should the decision to evacuate occur.

Local communities should prepare to receive and accommodate, to the best of their resource capabilities, the influx of evacuees from other areas (nearby communities, or from within or outside their State if they are on major evacuation routes) as part of a larger evacuation plan.

When identifying the requirements for providing Mass Care support of mass evacuation you will need to address your community's role in the evacuation. Your community may be the evacuating community, a host community, or providing support for survivors who are traveling from the affected area to a host community. This is why it is important to coordinate with emergency management and neighboring jurisdictions on who will provide services should an evacuation become necessary.

Not only will your community need to plan for an organized evacuation effort (e.g., a community busing a large number of evacuees), you will need to plan for others who will evacuate on their own. This can drastically change the number of people who will need other Mass Care and Emergency Assistance services.

## BASIC FIRST AID



**Basic First Aid**

**Includes:**

- **Provision of basic first aid at Mass Care delivery sites**
- **Only working to the level of your training**
- **Beyond basic first aid or your level of training, referring to appropriate medical personnel and facilities**

 **FEMA** 2.12

Includes:

- Provision of basic first aid at Mass Care delivery sites
- Only working to the level of your training
- Beyond basic first aid or your level of training, referring to appropriate medical personnel and facilities

Shelter staff must plan to have basic first aid assistance available at the shelter. People will come to the shelter with minor injuries.

Basic first aid is the initial treatment of an ill or injured person. First aid is used to lessen complications and to offer physical and emotional comfort to the individual. Basic first aid is performed to lessen an individual's pain and suffering until higher levels of trained personnel (EMT/Paramedic) arrive on the scene.

Many communities find it advantageous to enlist the help of local medical professionals to quickly mobilize emergency first aid support to shelter sites during an emergency. It is imperative that first aid providers not exceed their level of training.

## RESOURCE CATEGORIES



**Resource Categories**

- **Facilities**  
Physical locations to provide service
- **Supplies/Equipment**  
Goods that are needed
- **Staff Roles/Responsibilities**  
Tasks to provide service
- **Coordination**  
Individuals and entities that will help provide service

FEMA 2.13

Throughout this course, you will use a worksheet to identify requirements for your community in preparation for a disaster. This worksheet will be handed out in the next unit.

There are four categories of resources and then multiple requirements for each resource.

- What are some facilities you will need in order to provide services?
- What type of supplies/equipment are needed?
- What staff roles/responsibilities are needed to provide services? Several tasks might be done by one person, and there does not need to be one person for each task. Tasks may include:
- What types of coordination include the individuals and entities you should coordinate with in order to provide the services?

## RECAP

### Unit 2 Recap

You should now be able to:

- Define the four Mass Care and Emergency Assistance services as discussed in this course.
- Explain the importance of Mass Care and Emergency Assistance.
- Describe the resource categories for Mass Care and Emergency Assistance services.



FEMA

2.14

You should now be able to:

- Define the four Mass Care and Emergency Assistance services as discussed in this course.
- Explain the importance of Mass Care and Emergency Assistance.
- Describe the resource categories for Mass Care and Emergency Assistance services.

The resources we've discussed represent the Whole Community approach and making the community more resilient. Again, this is the purpose of the training: the "what's in it for my community" moment.

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# UNIT 3: SHELTERING RESOURCE REQUIREMENTS AND PROVIDERS

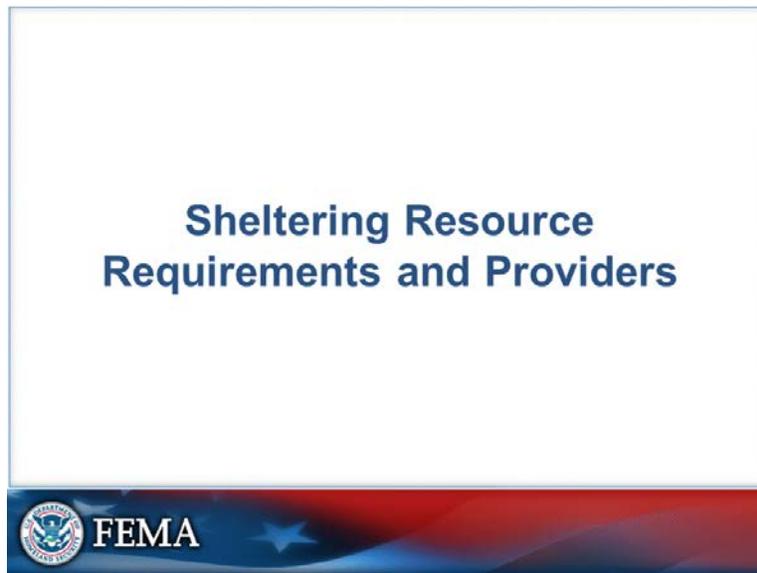
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## SHELTERING INTRODUCTION



In this unit, you will learn what will be required to provide sheltering during a disaster.

These requirements will include identifying facilities, supplies/equipment, staff roles and responsibilities, and coordination. Depending on the size and duration of the event, these requirements are scalable and flexible.

You will also learn what agencies, non-governmental organizations, and the private sector can provide to meet these requirements and support sheltering.

Traditional Mass Care and Emergency Assistance service providers, such as the American Red Cross, The Salvation Army, and others, may be present in your community and, therefore, already coordinating with other organizations, agencies, and the private sector. However, even when these organizations do not have a local affiliation, they may have the capability to support your community with staff, materiel, training, and other resources. They may provide:

- Direct provision of Mass Care and Emergency Assistance services
- Human and material resource support
- Mass Care and Emergency Assistance training
- Partnering with local businesses and organizations

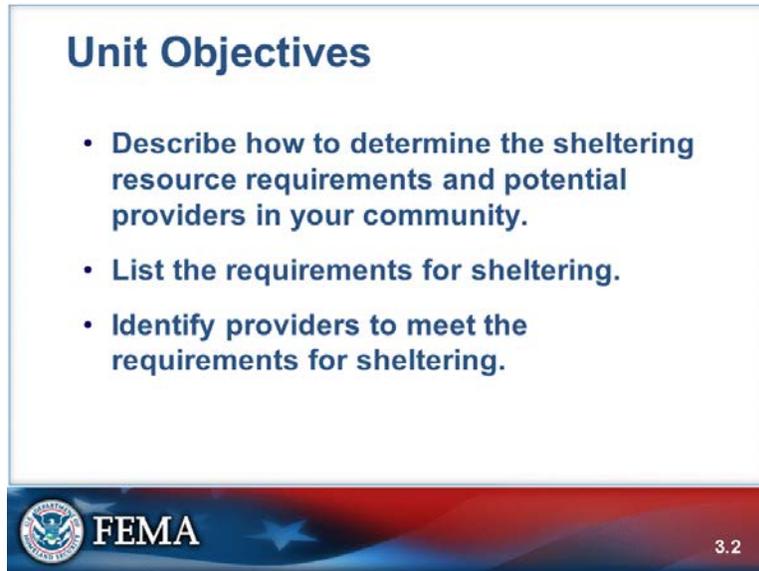
In many instances, these organizations will provide more than one type of support. In the case of sheltering, the operation might be managed by the community, with cots, blankets, and training provided by the American Red Cross. This is very much like the traditional partnering role that the American Red Cross has provided for many years.

The community should determine for itself the amount of support it will request based on unmet needs as well as the capacities of these organizations. Some considerations for requesting support include:

- What type of services/resources can the organization provide?
- What is its capacity for addressing the needs of the community?
- How can it assist other community organizations with the delivery of Mass Care and Emergency Assistance services?
- Does the organization provide Mass Care and Emergency Assistance training?
- How can/do it partner with other organizations to meet the community needs?

Whether providing Mass Care and Emergency Assistance services directly, supporting the community with human or material resources, providing training, or partnering with local organizations, these traditional Mass Care and Emergency Assistance service providers can be an invaluable resource to the community.

## OBJECTIVES



**Unit Objectives**

- Describe how to determine the sheltering resource requirements and potential providers in your community.
- List the requirements for sheltering.
- Identify providers to meet the requirements for sheltering.

 **FEMA**  3.2

At the conclusion of this unit, you will be able to:

- Describe how to determine the sheltering resource requirements and potential providers in your community.
- List the requirements for sheltering.
- Identify providers to meet the requirements for sheltering – this includes adding new providers to build greater and better capacity.

## DISCUSSION



A heavy snowstorm or your community event has caused widespread power outages and you don't know how long the power will be out.

1. Would your community need to open a shelter? Why or why not?
2. Who might make the decision to open a shelter in the community?
3. Now you've gone through the night and the power is still off. What sheltering decisions might need to be made? Explain the decision.

## SHELTERS

### Shelters

- Evacuation
- General Population
- Shelter-in-place
- Constituent-based
- Refuge of Last Resort
- Medical
- Spontaneous
- Household Pets



FEMA

3.4

There are different types of shelters that your community may need to open and/or support. They are defined by different criteria, including: population, length of time they may be open, when during the event they may be open, and who manages them. Please see the following definitions below:

- Evacuation
  - May be established very quickly when an Evacuation Order is given and will provide short-term sheltering that may not include the full range of services. (e.g., less space per person, limited meal choices, etc.).
  - May be part of a larger evacuation plan.
- General Population
  - Facilities that can house anyone in the community, including those with access and functional needs.
- Shelter-in-place
  - People may stay in their current location such as their home, school, or workplace. For example, a hazardous materials event that affects air quality may require sheltering-in-place.

- Constituent-based
  - Shelters operated by an organization using their facilities and resources to care for their employees, members, and/or families.
- Refuge of Last Resort
  - A Refuge of Last Resort is a hardened or strengthened building identified by the government to be used in case of emergency only as a last resort to be safe from the impending disaster. There are typically no services provided at a Refuge of Last Resort.
- Medical
  - The role of Mass Care and Emergency Assistance is not to manage medical shelters, but, in some instances, they are called upon to provide support for items such as cots, blankets, and food. A shelter setting where individuals with acute medical care needs, or individuals who are sick or injured can get treatment in a time-limited plan of care and be provided with recuperative or convalescent services to recover from medical problems.
- Spontaneous shelters
  - Shelters that are not pre-planned and may open during a disaster
- Household Pets shelter
  - Co-located with shelter for people
  - Stand-alone

During a disaster, your community may have unplanned shelters established by groups who historically have not participated in community disaster Mass Care and Emergency Assistance planning and/or who have not previously held a traditional disaster sheltering role. These shelters may provide surge capacity for large-scale disasters (e.g., the Superdome during Hurricane Katrina or a convention center).

The populations of these shelters will be representative of the community you are from and may include:

- Infants and children
- Elderly
- Individuals with access or functional support needs
- Individuals with limited-English proficiency
- Religious and ethnic populations

Shelters that support individuals with medical issues are not typically the responsibility of Mass Care and Emergency Assistance. These shelters are usually established and coordinated between public health agencies, human or social service agencies, and medical providers (hospitals). During Hurricane Sandy in New Jersey, medical shelters existed and prevented emergency rooms at hospitals from being overwhelmed.

Medical shelters are a local responsibility to support; coordination between traditional mass care services and medical sheltering will be required.

Your community may want to identify those places, facilities, or organizations that may have a shelter plan and identify any requirements they may need and any pre-existing agreements they may have. You will want to talk to these groups and add them to your shelter network.

If your community's sheltering is part of a larger disaster event, it's important to report your sheltering activities to the next higher level of government and/or non-governmental organizations involved in the Mass Care effort. This reporting enables securing additional resources, coordination with other agencies/organizations, and public awareness of ongoing activities.

The types of shelter and population makeup will determine the needed requirements.

Issues and concerns with all populations in your community may be amplified in a shelter situation and you should be prepared to address these should situations arise. Shelters may include criminal elements. It is critical that planning is coordinated with emergency management and law enforcement.

In addition, be aware that should your community be receiving people from an evacuated community, then your shelter population may be different from that of your own community. For example, your community may not have a large elderly population, but a neighboring community may have a retirement community that may need to be sheltered should that community be evacuated.

In Unit 2, we laid out some fundamental objectives for sheltering. Let's take that a step further by looking at some possible physical locations or facilities and their requirements.

The standard estimate for those seeking shelter in a general population shelter is 10% of affected population to give participants a number to work with. The other 90% may seek shelter with family and friends, in hotels, or shelter-in-place.

These are requirements you must address. Can you think of any others?

As you develop your worksheet, there will be other resources that you will need to address such as staffing, equipment/supplies, and the coordination needed to put it all together.

For additional information concerning sheltering, refer to the web sites listed in the Appendix.

## DESCRIPTION OF WORKSHEETS

**Description of Worksheets**

Worksheet - Sheltering Services Resource - Facilities General Population Shelter				
Requirements #	Provider			
	Name	Point of Contact and #	Requirements # Met	Comments
1. Ramps (ADA)				
2. Dormitory Area a. See Shelter Field Guide (SFG)	County High School	School Board Administrator 222-333-4444	1,2,3,4,5,7-11	Available for 3 week time period from June 15 - August 15 only
3. Dining Area a. See Shelter Field Guide (SFG)	Community Center	Community Center Director 222-333-4445	1-11	Meets all requirements for shelter facility up to 250 people
4. Rest Rooms (ADA) a. See Shelter Field Guide (SFG)				Will need portable ramps
5. Showers (ADA) a. See Shelter Field Guide (SFG)	Church	Pastor 222-333-4544	2-10	See Worksheet - Sheltering Services, Resource - Supplies and Equipment - General Population Shelter
6. 3 Week Availability	YMCA	Director 222-333-4511	1,4-11	Limited dormitory and dining space to 40 people
7. Staffing Area Space a. See Shelter Field Guide (SFG)				
8. Health/Mental Health Area a. See Shelter Field Guide (SFG)				
9. Registration Area a. See Shelter Field Guide (SFG)				
10. Shelter Management Area a. See Shelter Field Guide (SFG)				
11. Logistics Area a. See Shelter Field Guide (SFG)				

 **FEMA** 3.5

You will receive a worksheet to be used throughout this course to complete with your community-specific information. You will take this worksheet with you to use for your next steps in providing Mass Care and Emergency Assistance services.

- The worksheet set covers the four Mass Care and Emergency Assistance services we will be discussing throughout the course: Sheltering, Feeding, Distribution of Emergency Supplies, and Reunification.
- Each MC/EA service has a separate page labeled for each resource category: Facilities, Supplies/Equipment, Staff Responsibilities, and Coordination.
- The first column of each worksheet is the requirements column. In this column, you will record any requirements needed to address the resource for each category.
- The requirements needed to address each resource category are recorded in the first column.
- For each requirement, you have a column to record the name of the person or company who can provide the requirement, a point of contact and phone number, requirement numbers met, and a section to record additional comments.
- Some information for sheltering has been started for you on the visual and will help you understand how to use the rest of the worksheets.

Let's look at an example. The first resource requirement for sheltering facilities is ramps (ADA-compliant). The name of the company who might provide ramps could be Ramps-R-Us. Their point of contact is Joe Smith and his phone number. You determine four ramps are needed which would be the requirement numbers met, and they can provide all four. In the Comments section, you would put any additional information such as two ramps needed at the high school, and two are needed at the elementary school, and/or Ramps-R-Us can provide six ramps, if needed.

### **Developing the Worksheets**

In a few minutes, you will begin to develop a set of worksheets at your table that will be used as the master set for the rest of the worksheet activities in the course. The requirements for each service may overlap into other services and will require coordination such as tables and chairs for feeding that may be listed under Sheltering and Feeding.

Now let's look at additional requirements for each resource category in sheltering.

Focus should always be on acquiring the resources to best deliver the services and not on necessarily on identifying traditional providers who may not be the best or most expeditious solution. For example, if the community can come together and establish a shelter with local resources in a manner of hours, versus an organization that may provide sheltering resources but may take more time to set up a shelter. However, many other factors should be considered, including the duration the shelter will be open, availability of supplies and materials, staff, etc. There could be a partnership component.

Note that it might require a “hybrid solution” to meeting the requirements. For instance, coordinating with the American Red Cross for shelter training and use of American Red Cross supplies stored within the community so your community can open and manage shelters if/when needed.

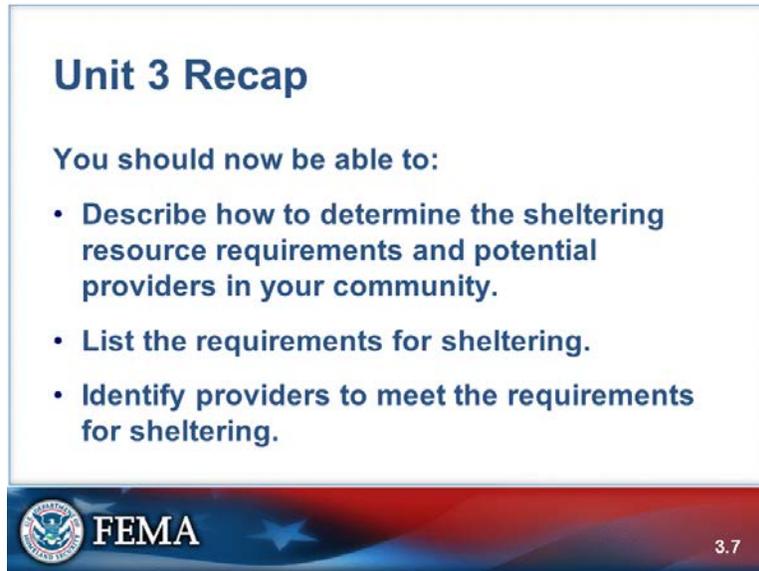
**ACTIVITY 3.1****Activity 3.1**

1. Work in table groups.
2. Select one of the hazards.
3. Use the selected hazard to complete the Sheltering worksheets:
  - a. Sheltering Services–Facilities
  - b. Sheltering Services–Supplies and Equipment
  - c. Sheltering Services–Staff Roles and Responsibilities
  - d. Sheltering Services–Coordination
4. Report out to the class.

**FEMA**

3.6

## RECAP



**Unit 3 Recap**

**You should now be able to:**

- Describe how to determine the sheltering resource requirements and potential providers in your community.
- List the requirements for sheltering.
- Identify providers to meet the requirements for sheltering.

 **FEMA** 3.7

You should now be able to:

- Describe how to determine the sheltering resource requirements and potential providers in your community.
  - a. Understand the community populations and types of shelters in the community.
  - b. Who will provide the services.
- List the requirements for sheltering
  - a. Your community may want to identify those places, facilities, or organizations that may have a shelter plan and identify any requirements they may need and any pre-existing agreements they may have.
- Identify providers to meet the requirements for sheltering.
  - a. Once you have determined what you will need to provide, then you can reach out to find those providers in the community.

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# UNIT 4: FEEDING RESOURCE REQUIREMENTS AND PROVIDERS

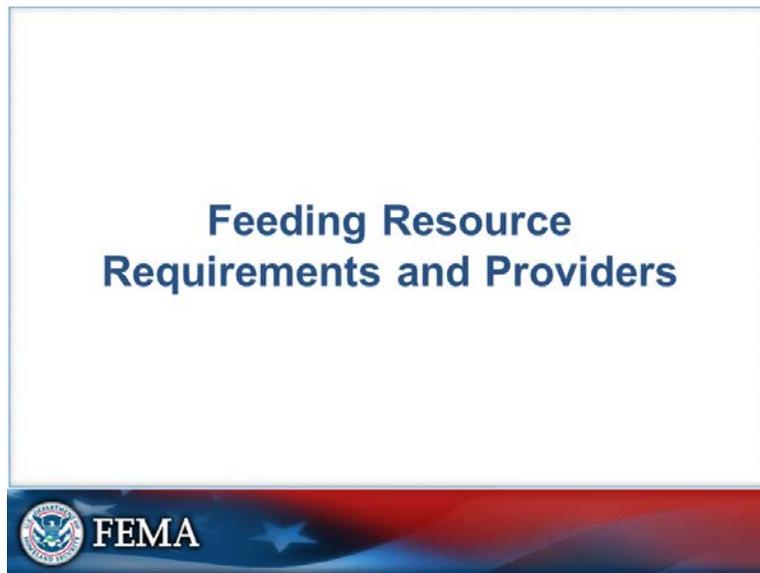
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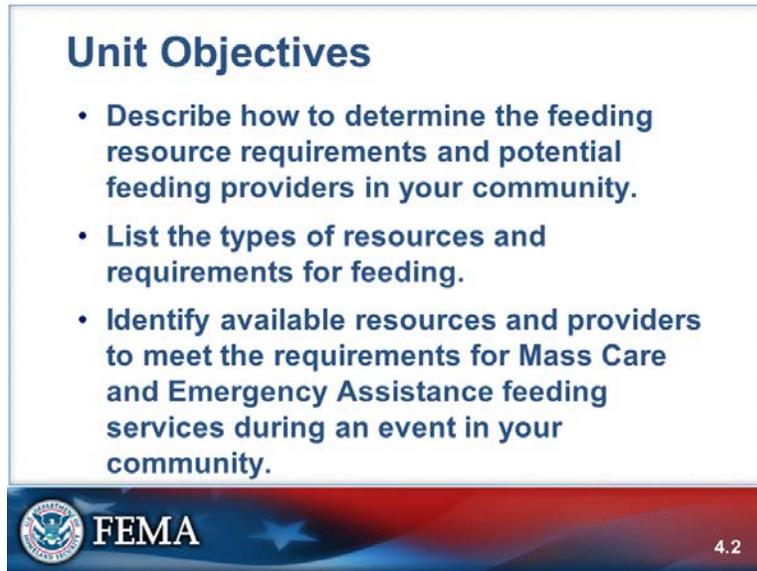
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## FEEDING INTRODUCTION



This unit will cover how your local community can address feeding resource requirements, and providers that may be available to support feeding during a disaster.

## OBJECTIVES



**Unit Objectives**

- Describe how to determine the feeding resource requirements and potential feeding providers in your community.
- List the types of resources and requirements for feeding.
- Identify available resources and providers to meet the requirements for Mass Care and Emergency Assistance feeding services during an event in your community.

 **FEMA**  4.2

At the conclusion of this unit, you will be able to:

- Describe how to determine the feeding resource requirements and potential feeding providers in your community.
- List the types of resources and requirements for feeding.
- Identify available resources and providers to meet the requirements for Mass Care and Emergency Assistance feeding services during an event in your community.

## DISCUSSION



A large tornado struck a small town, destroying many homes and damaging others. Power to the community will take days to restore.

1. Would your community need to provide feeding operations? Why or why not?
2. Some residents have decided to stay in their damaged homes to protect their property. What feeding decisions might need to be made? Explain the decision.
3. Who might provide feeding operations in the community?

## FEEDING



Feeding is defined as “providing food and hydration to sustain the health and well being of individuals and/or emergency workers impacted by the disaster.”

For Mass Care and Emergency Assistance feeding, the scale of the disaster is determined by a number of factors including the geographical extent of the disaster, the population within that defined area, and the percentage of that population that is without power, as well as individuals who are isolated as a result of the disaster.

To determine feeding requirements in your community, ask these questions:

- Where and when did the disaster happen?
  - How wide is the geographic area?
  - What infrastructure was affected?
  - How densely populated is the affected area? (i.e., low population density area that might require mobile instead of fixed feeding.)
  - What is the season?
- How many people were affected?
- Who was affected?
  - What is the demographic makeup of the affected community and what type of menus may be required to accommodate religious or cultural dietary restrictions?
  - Household pets

- What percentage of the affected population will need feeding? This will depend on a number of factors including:
  - Power outages
  - Lack of normal resources such as grocery stores or restaurants being open
  - Lack of individual preparedness
- Who will you coordinate with to determine these requirements?

Once an assessment is made of the following: how many individuals and families have been affected, the geography of the affected area, how many shelters are required, and the impact on the infrastructure, a decision can be made about the quantity and type of food to be acquired, prepared, and distributed for the duration of the feeding operation. After that is determined, a decision is made regarding whether facilities, equipment/supplies, and staff will be donated and/or paid for, what locations will be used to prepare the food, who will prepare the food, and what will be the best method to distribute the food.

For example, after a flood, residents may return to their homes to clean out the muck. Caterers or restaurants may be willing to donate food and prepare meals for a short period. Then local churches or school kitchens and other volunteer organizations may come online to support feeding for an extended period of time. Food distributors and food banks may be able to support the kitchens with food and consumables and local voluntary organizations may be able provide equipment/supplies and staff to acquire, prepare, and distribute the meals. It will all depend on the requirements and the resources of a community.

To determine what will be the best method to distribute the food, there are two primary methods to consider:

1. Fixed
2. Mobile

### **Fixed Feeding**

Fixed-delivery depends on the event and is an efficient, expedient way to feed a population in a central location. A fixed-feeding site may be a permanent facility, such as a church or school, which has been designated for disaster work. Mobile feeding units may be used as fixed-feeding sites, for example, The Salvation Army canteen may be parked in a stationary location. Other fixed-feeding can occur at first aid stations, Points of Distribution (POD) for emergency supplies, and/or at an emergency evacuation sites.

## **Mobile Feeding**

Mobile feeding is provided through the use of specialized delivery vehicles, such as American Red Cross Emergency Response Vehicles (ERVs) or The Salvation Army canteens, although vans, trucks, and other vehicles may also be used. In mobile feeding, vehicles are assigned routes through disaster-impacted areas and food is distributed as they drive through these areas.

There are several advantages to mobile feeding, including:

- Provides a quick response
- Enables high saturation of affected areas
- Enables disaster workers to respond to otherwise isolated or sparsely populated areas
- Allows Mass Care and Emergency Assistance workers to service multiple locations with limited resources

## ACTIVITY 4.1

### Activity 4.1

1. Work in table groups.
2. Identify two requirements for each resource.
3. Use the worksheet to determine providers.
4. Report out findings to the class.



4.5

## RECAP

### Unit 4 Recap

You should now be able to:

- Describe how to determine the feeding resource requirements and potential feeding providers in your community.
- List the types of resources and requirements for feeding.
- Identify available resources and providers to meet the requirements for Mass Care and Emergency Assistance feeding services during an event in your community.



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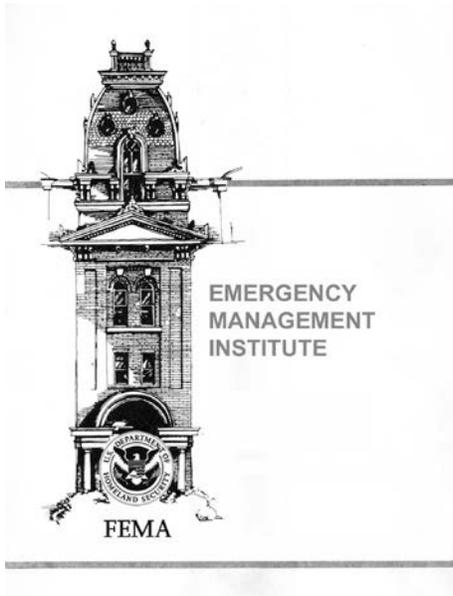
You should now be able to:

- Describe how to determine the feeding service requirements and potential feeding providers in your community.
  - You will want to ask:
    - Where and when did the disaster happen?
    - How many people were affected?
    - Who was affected?
    - What percentage of the affected population will need feeding?
    - Who will you coordinate with to determine these requirements?
- List the types of resources and requirements for feeding.
- Identify available resources and providers to meet the requirements for Mass Care and Emergency Assistance feeding services during an event in your community.

# **UNIT 5: DISTRIBUTION OF EMERGENCY SUPPLIES, RESOURCE REQUIREMENTS, AND PROVIDERS**

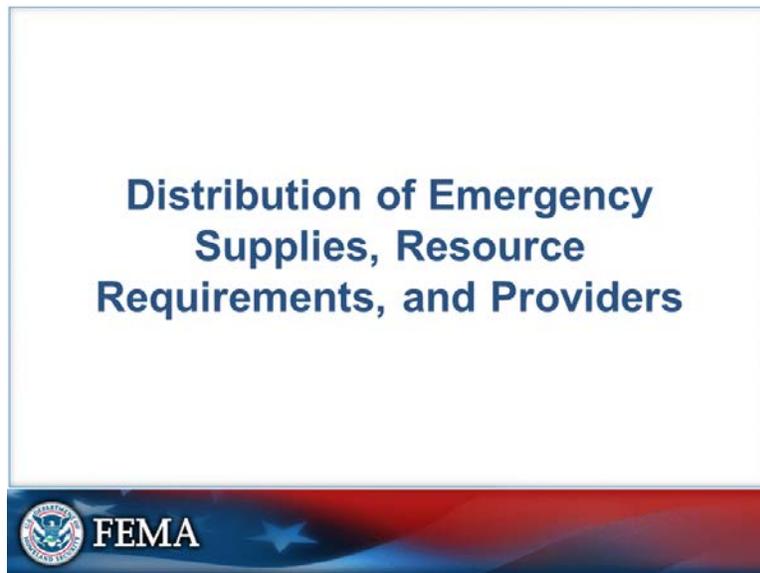
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## DISTRIBUTION OF EMERGENCY SUPPLIES INTRODUCTION



The purpose of Distribution of Emergency Supplies is to provide life-sustaining, comfort, and other essential supplies to disaster survivors.

## OBJECTIVES

### Unit Objectives

- Describe how to determine the distribution of emergency supplies, resource requirements, and potential providers in your community,
- List the types of resources and requirements for distribution of emergency supplies.
- Identify available resources and providers to meet the requirements for Mass Care and Emergency Assistance distribution of emergency supplies during an event in your community.



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5.2

At the conclusion of this unit, you will be able to:

- Describe how to determine the distribution of emergency supplies, resource requirements, and potential providers in your community.
- List the types of resources and requirements for distribution of emergency supplies.
- Identify available resources and providers to meet the requirements for Mass Care and Emergency Assistance distribution of emergency supplies during an event in your community.

## DISTRIBUTION OF EMERGENCY SUPPLIES

### Distribution of Emergency Supplies

**Communities should be prepared to address the distribution of goods in case the community becomes isolated or transportation routes become unavailable.**



**FEMA**

5.3

When identifying items you will need to distribute, you need to determine the scope of the event and what might be needed. Remember, depending on the type of disaster, this service might need to begin quickly. For example, after a multi-family dwelling fire, many residents may flee without any personal items and no means with which to replace them.

The breadth of this service ranges from a local food pantry, to a thrift store, to outside assistance from national organizations and/or government agencies. For example, the items you need to distribute after a multi-family dwelling fire would be different than the ones needed after a larger event such as widespread flooding. Should a larger event occur, you may need to supply other goods or seek outside assistance.

Remember that disasters begin and end locally. Communities should be prepared to address the distribution of goods in case the community becomes isolated or transportation routes become unavailable.

Clean-up kits and comfort kits are available from many organizations. These items are good examples of supplies that may be procured in advance and stockpiled in the community. This is a great opportunity for youth groups, older adult groups, or disability workshops to put these kits together.

Establish relationships with civic organizations and faith-based groups. The private sector, such as big box stores, may donate items such as water, comfort kits, and clean-up kits. Many organizations and private sector companies have the desire and the means to distribute these supplies.

## DISCUSSION



Locally heavy rains have created flash flooding in several areas of a community. Many houses in the community had several inches of water and lost power. The flood water receded quickly but left water damage to many homes. Power is slowly being restored to the community and should be back on in a day or two.

1. How would you determine if your community needs to distribute emergency supplies?
2. Who might you obtain these supplies from in your community?
3. Where or what type of locations would emergency supplies be distributed? Explain the decision.

Points of Distribution (PODs) are important when planning for how to distribute goods. PODs are centralized points where supplies are delivered and the public travels to the site to pick up the commodities. FEMA course IS-0026: *Guide to Points of Distribution* offers further information.

## ACTIVITY 5.1

### Activity 5.1

1. Work in table groups.
2. Use the class-selected hazard.
3. Identify requirements for each resource for your community for a similar hazard.
4. Close your books.
5. Report out findings to the class.



5.5

## RECAP

### Unit 5 Recap

You should now be able to:

- Describe how to determine the distribution of emergency supplies, resource requirements, and potential providers in your community,
- List the types of resources and requirements for distribution of emergency supplies.
- Identify available resources and providers to meet the requirements for Mass Care and Emergency Assistance distribution of emergency supplies during an event in your community.



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5.6

You should now be able to:

- Describe how to determine the distribution of emergency supplies, resource requirements, and potential providers in your community.
  - When identifying items you will need to distribute, you need to determine the scope of the event and what might be needed.
- List the types of resources and requirements for distribution of emergency supplies.
- Identify available resources and providers to meet the requirements for Mass Care and Emergency Assistance distribution of emergency supplies during an event in your community.
  - These were identified on the worksheets.

# UNIT 6: REUNIFICATION RESOURCE REQUIREMENTS AND PROVIDERS

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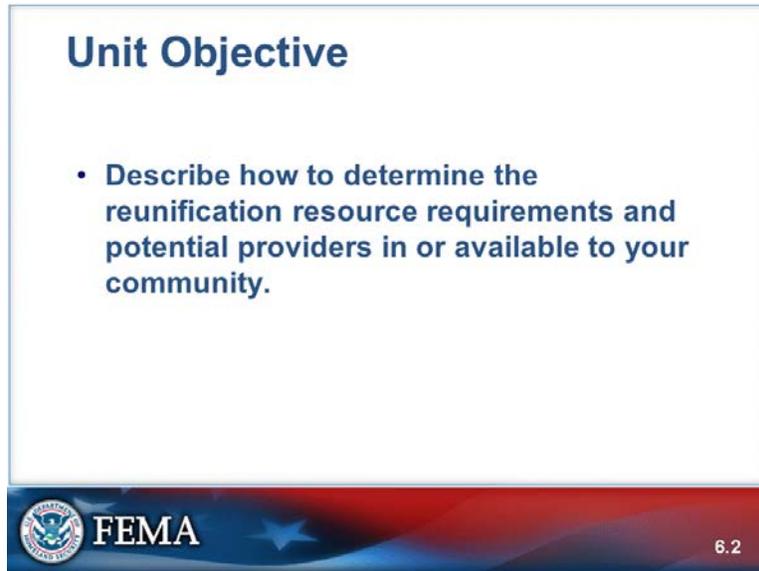


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## REUNIFICATION INTRODUCTION



Reunification services in the MC/EA context can be defined as providing a means to aid in the physical reunification of individuals who are separated by disaster.

**OBJECTIVE**A presentation slide with a white background and a blue border. The title "Unit Objective" is in bold blue text at the top. Below it is a single bullet point in bold blue text: "Describe how to determine the reunification resource requirements and potential providers in or available to your community." The slide has a decorative footer with a red and blue wavy background. On the left is the FEMA logo (a circular seal with an eagle) and the text "FEMA" in white. On the right is the number "6.2" in white.

**Unit Objective**

- **Describe how to determine the reunification resource requirements and potential providers in or available to your community.**

 **FEMA** 6.2

At the conclusion of this unit, you will be able to:

- Describe how to determine the reunification resource requirements and potential providers in or available to your community.

## REUNIFICATION



**Reunification**

Reunification services in MC/EA provide a means for communication and the physical reunification of individuals who are separated by disaster, or to reestablish contact with family and friends.



 **FEMA**  6.3

Reunification services in MC/EA provide a means for communication and the physical reunification of individuals who are separated by disaster, or to voluntarily reestablish contact with family and friends.

Access to reunification tools may take place at the same facilities such as shelters to provide a central location for those reuniting; however, wherever reunification services take place, it should be in an area that affords some privacy. As part of the planning process, the community needs to include mental health support services wherever Mass Care and Emergency Assistance is being provided.

You must contact law enforcement should you encounter any unaccompanied minors during the reunification process.

One way you can provide reunification services in your community is by leveraging the following:

- Providing access at sites such as shelters, libraries, or anywhere people congregate and have access.
- Some communities may use social media (Facebook, Twitter, etc.) to help reunification efforts. In addition, *Safe and Well* is an online tool provided by the American Red Cross.
  - <https://safeandwell.communityos.org/cms/index.php>

## DISCUSSION



A severe storm with high winds knocks down trees and power lines across access roads back into the community and knocks out the power and some cell phone towers. In one household, the parents are at work, kids are at school, pets are at home, and elderly parents are in an in-law suite at home.

1. What process might be in place to notify family members?
2. How would you facilitate the reunification of adult children with their elderly parents?
3. Who could provide reunification services in your community?
4. What location would you use to coordinate reunification? Explain the decision.

## ACTIVITY 6.1

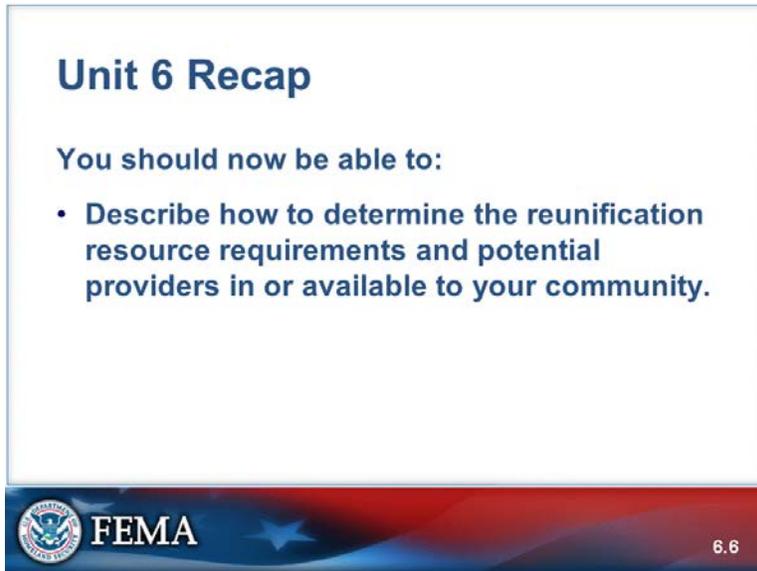
### Activity 6.1

1. Work in table groups.
2. Identify two requirements for each resource.
3. Report out findings to the class.



FEMA

6.5

**RECAP**A slide titled "Unit 6 Recap" with a blue header and a red and blue footer. The footer contains the FEMA logo, the text "FEMA", a star, and the number "6.6".

**Unit 6 Recap**

**You should now be able to:**

- **Describe how to determine the reunification resource requirements and potential providers in or available to your community.**

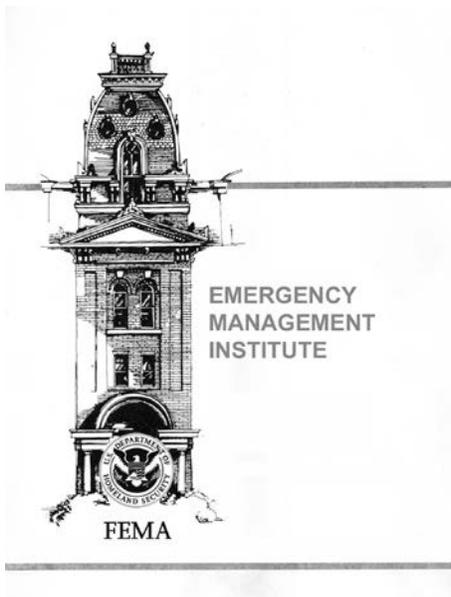
You should now be able to:

- Describe how to determine the reunification resource requirements and potential providers in or available to your community.

# UNIT 7: PLANNING AND OPERATIONAL ACTIONS

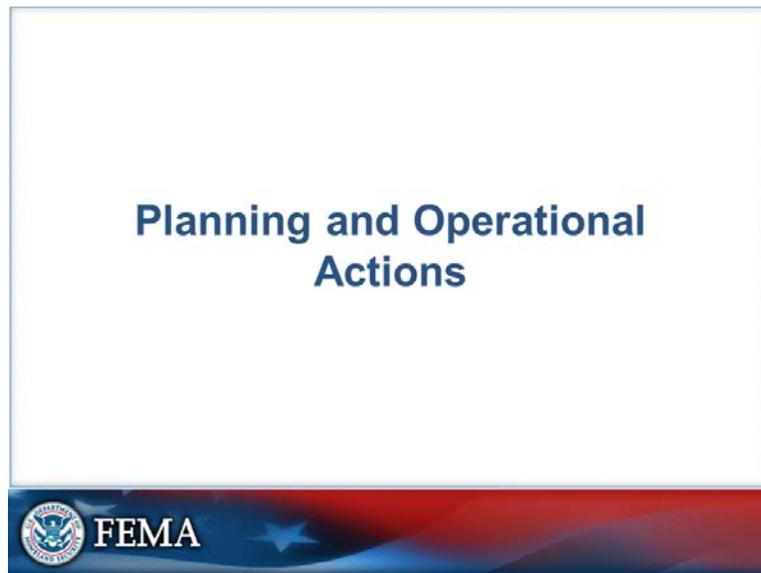
## Student Manual

Federal Emergency Management Agency  
Emergency Management Institute



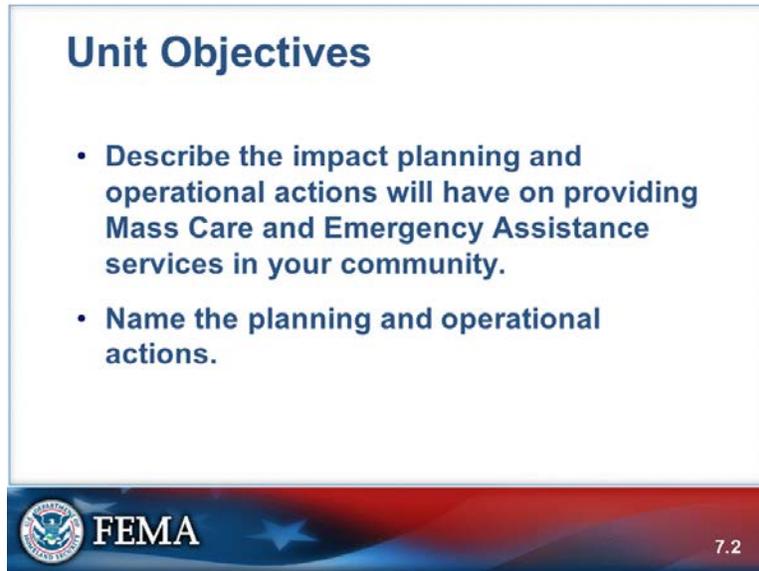
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## PLANNING AND OPERATIONAL ACTIONS INTRODUCTION



Now that you have an understanding of what the Mass Care and Emergency Assistance services are, what is required to provide them, and who in your community can help provide them, we will now look at some additional planning and operational actions and then put your knowledge of Mass Care and Emergency Assistance to work.

## OBJECTIVES



**Unit Objectives**

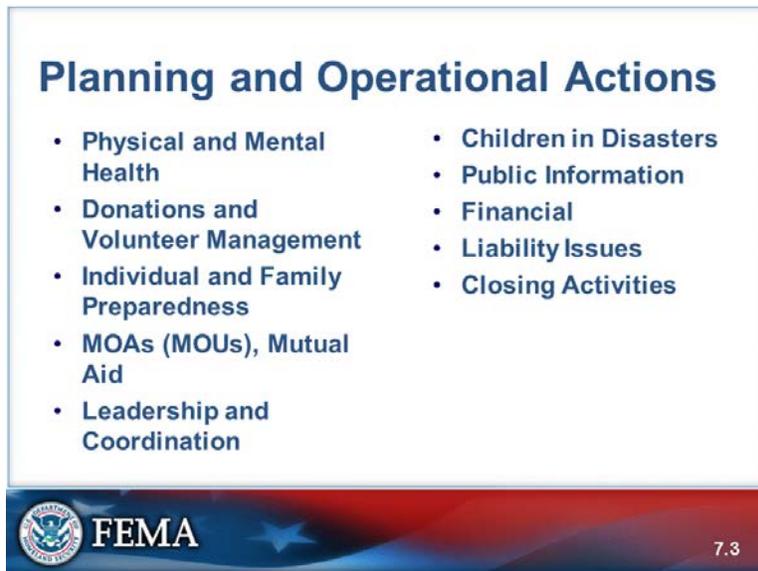
- Describe the impact planning and operational actions will have on providing Mass Care and Emergency Assistance services in your community.
- Name the planning and operational actions.

 FEMA 7.2

At the conclusion of this unit, you will be able to:

- Describe the impact planning and operational actions will have on providing Mass Care and Emergency Assistance services in your community.
- Name the planning and operational actions.

## PLANNING AND OPERATIONAL ACTIONS



### Planning and Operational Actions

- Physical and Mental Health
- Donations and Volunteer Management
- Individual and Family Preparedness
- MOAs (MOUs), Mutual Aid
- Leadership and Coordination
- Children in Disasters
- Public Information
- Financial
- Liability Issues
- Closing Activities

FEMA 7.3

The topics listed on the visual are areas that you must consider when providing Mass Care and Emergency Assistance services. You cannot provide these services effectively or efficiently without addressing these issues. For instance, without establishing leadership, you cannot manage these services and you have no direction.

We will now discuss each of these individually.

## Physical and Mental Health

Healthcare issues will arise in all shelters and the facilities you operate must provide access to adequate healthcare services in the community. The shelter must protect the health of residents, prevent disease, and provide first aid as needed.

### *Physical Health Support*

Health-related needs can include:

- Medical intervention and treatment
- First aid
- Prescription storage and/or replacement
- Medical devices and aids

How do you address the healthcare issues in your shelters?

- Identify staff that have first aid training.
- Identify shelter residents that have first aid training or other medical backgrounds.
- Coordinate with EMS in your community or with higher levels of government.
- Transfer people that have serious injuries or are very sick to the closest available hospital.
- Are public health nurses available to help prevent the spread of communicable disease?
- Who does the Health and Sanitation Inspections of the shelters?
- Think about utilizing local nursing homes or other long-term care facilities and staff as part of your plan if they have resources available.
- If you need mental health resources, where do they come from? (suggestions: community counseling resources, ecumenical or pastoral resources, and volunteer licensed therapists)
- Maintain records on all health incidents and related actions taken.

### *Mental Health Support*

Disasters are upsetting experiences for everyone involved. Children may become afraid and some elderly people may seem disoriented at first.

Some typical mental health support services include:

- Advocacy
- Casualty support
- Consultation
- Crisis intervention
- Emotional care and support
- Environmental stress management
- Referrals for continued care

The potential for drug and alcohol abuse increases in disasters. Mental health support for shelter residents is very important in helping people deal with their losses and begin the recovery process. It will also help people manage feelings of post-traumatic stress. These resources include:

- Community-Based Organizations (CBOs) that provide crisis counseling.
- Congregations and faith-based organizations often provide counseling services.
- Volunteers from the community who are trained as licensed therapists.

It is critical to provide mental health support for your local disaster workers. Remember – they may be impacted by the disaster, too.

For physical and mental health support, you should collaborate with local government, healthcare providers, local pharmacies, and local public health departments to plan for the physical and mental health support needed in your community when a disaster strikes.

## **Children in Disasters**

Amid the chaos of disaster, either a natural or manmade event, there is an increased possibility for children to become separated from their parents or legal guardians. This is especially true during a no-notice event. This separation could occur during the evacuation or sheltering process, or because children are temporarily located at a child care, educational, medical, juvenile justice, recreational, or other facility.

Reunifying unaccompanied minors with their parents or legal guardians in the aftermath of a disaster should be a priority. It is critical to have an understanding of the agency or organization within your local jurisdiction responsible for the temporary care of unaccompanied minors and overseeing reunification efforts, as roles often vary amongst jurisdictions and States. Reunification efforts may require the coordinated use of resources from across the whole community at the local, State, regional, and national levels. Leading and supporting agencies and organizations should have clearly identified roles and responsibilities, and should consider outlining processes and procedures for addressing:

- Safety of unaccompanied minors
- Length of stay in shelters
- Transition to social service systems
- Child custody requirements
- Medical consent requirements

The recently developed *Post-Disaster Reunification of Children: A Nationwide Approach* reflects our Nation's first attempt to establish such a foundation, and can be easily applied to either existing emergency preparedness plans or those under development.

When the demands of a disaster exceed the capacity of local or State governments, assistance may be offered to enhance and supplement reunification efforts. The Post-Katrina Emergency Management Reform Act (PKEMRA) of 2006 identified the National Center for Missing & Exploited Children (NCMEC) as the leading national organization responsible for facilitating the expeditious reunification of children during disasters. NCMEC can offer technical assistance to emergency management, law enforcement agencies, disaster relief organizations, and other stakeholders, to help alleviate the burden on these agencies to field, assess, and investigate the multitude of inquiries that would inevitably take up large amounts of time, energy, and resources that a local jurisdiction or State may not have readily available to reunify families in the midst of a disaster. Such resources are available at no-cost share during a Presidentially declared disaster.

NCMEC has also established an Unaccompanied Minors Registry (UMR) which is a free, online data collection tool—the first of its kind—that provides a central repository to share, store, and retrieve information on children separated as a result of a disaster. The UMR's national portal is always available to reunification experts from fields such as emergency management, social services, law enforcement, disaster relief agencies, the faith-based community, and individuals in healthcare, childcare, and education, as well as the general public <http://www.ncmec.org/DisasterResponse>.

Any other sheltering issues specific to this population identified in emergency preparedness plans.

For unaccompanied minor issues, jurisdictions should contact their State agency for child welfare and must contact law enforcement.

## Donations and Volunteer Management

Donations and volunteers will come into a disaster area immediately after an event. It is imperative that efforts are made to coordinate these efforts early.

Managing donations and volunteers is important for several reasons. You may encounter unsolicited, undesignated in-kind donations. The efficient management of donations and volunteers helps to ensure that the right resources address the operational requirements. Good resource management can help: prevent services from being duplicated; keep track of donations and volunteers; support the process for the acknowledgment donors and volunteers; and prepare and plan for the next disaster.

Planning support for donations and volunteer management may also be available through State VOAD or next level of emergency management. As your community prepares to manage donations and volunteers, contact your next level of emergency management for more information.

Your community will need to plan for how to manage donations to individuals, agencies, or organizations involved in donations management. Some suggestions to help manage donations and volunteers include:

- Educate the public.
- Identify needs.
- Receive donation offers and unsolicited goods and volunteers.
- Manage information and messaging.
- Negotiate with donors. Planned donations are those that are requested in advance of the event as part of your planning process and the items are known.
- Manage logistics.
- Provide assistance to survivors.
- Provide volunteer and donations acknowledgements.

It is important that donations and volunteers, as well as requests for resources, are tracked. This process may be as simple as using handwritten lists, or as sophisticated as dedicated information systems used by emergency management. No matter what process is used, it needs to be compatible with the systems in place at the next higher level of government.

Documentation of volunteer hours may have a direct impact on a jurisdiction's cost share or reimbursement of expenses in a federally declared disaster. The cost share is one quarter of the agreed-upon expenses for predetermined services. Volunteer hours can be used to offset this cost share.

In order to do this, you must capture this information at the time of the event in your community. Donated resources must be documented by a local public official or his/her designee. The documentation needs to include a record of volunteer hours worked, the work location, a description of the work by each volunteer, as well as equivalent information for equipment and materials that were donated. Guidance on these submissions should be obtained from the next higher level of government office that is handling Federal Public Assistance claims. Some examples of these are:

- Providing support staff for MC/EA services such as: staffing shelters, feeding survivors and emergency workers, distributing emergency supplies, and assisting in reunification activities.
- Providing of Personal Assistance Services (PAS).
- Support for household pets and service animals.

## Public Information

It is important to establish who you will collaborate with when developing and disseminating public information. The information should include where the public can locate and support the Mass Care and Emergency Assistance services, such as shelter locations, feeding locations, evacuation efforts, etc.

Use the class-selected scenario for the following questions. Allow participants time to consider the questions and answer them before moving on.

Utilize cultural media outlets such as non-English-speaking radio and TV stations. Coordinate messaging with the whole community and media.

Established media – radio, TV, newspapers

- Will these work if the power is out?
- Will the media outlets broadcast the information for you?

Electronic messaging – telephones, social media sites, text messaging, e-mails, reverse 911, weather alert radios

- Will these work if the power is out?
- What if cell towers are down or the system is overwhelmed?
- What if telephone lines are down?
- What if Internet service is not available?

Low-tech methods – face-to-face, route alerting (loudspeakers on vehicles), fixed sirens, and loudspeakers

- How long will it take to distribute the information?
- What are the fastest and most effective locations or methods to distribute the information?

You should collaborate with other agencies/emergency management local media providers and Public Information Officers to develop a public messaging plan. For privacy reasons, this should include guidelines pertaining to the press/media in shelters.

### **Individual and Family Preparedness**

Individuals and families that are prepared for disasters are safer and more resilient. In turn, this makes the community more resilient and may lessen the community's requirement to deliver Mass Care and Emergency Assistance services to its residents.

Remember that disasters begin and end locally and this includes individual households in the community. For instance, if families have emergency kits that allow them to stay in their homes and feed themselves, the need for shelter and feeding by the community is reduced.

You should also inquire about emergency plans at places where your family spends time: work, daycare and school, faith organizations, sports events, and commuting. If no plans exist, consider volunteering to help create one. Discuss with your colleagues, neighbors, and members of faith or civic organizations how everyone can work together in the event of an emergency.

You will be better prepared to safely reunite your family and loved ones during an emergency if you plan ahead and communicate with others in advance. All these steps build community resilience. The goal is to affect change at the community level by starting with the individual.

For example, those monitoring Super Storm Sandy in 2012 had a week's notice of possible landfall. This gave them time to fuel up their cars and to purchase food, hydration items, and portable generators. If they didn't need to evacuate, they were able to shelter-in-place. When the power went out, they were able to have light and operate appliances. When the gas stations couldn't pump gas, they were able to drive their vehicles.

All of these preparedness activities led to more individual and family resiliency and contributed to a reduction in the MC/EA services needed by survivors.

## Community Disaster Education

- Does your community have a program to educate the citizens on where to find information during a disaster?
- Are there emergency preparedness programs in the local school system?
- Does the business community have emergency plans in place for their employees?

Many organizations and agencies have individual and family preparedness programs. Please refer to the Resource section in the Appendix for links to some of these, including the following: <http://www.ready.gov> and <http://www.redcross.org/prepare>. Both of these sites contain sample individual and family plans, preparedness activities, and tools and resources.

Additionally, you can take an Independent Study course, IS-0022, *Are You Ready? An In-Depth Guide to Citizen Preparedness* by following this link: <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=IS-22>

## Financial

Now that we've discussed the Mass Care and Emergency Assistance services, you may be asking how all this will be funded. The items listed are possible sources only. Each must be considered on a case-by-case basis and each should be explored in advance and in collaboration with the next higher level of government or the provider.

- Monetary support from private sector (i.e., a local company releases staff to work in the shelter and pays for the meals or provides a direct financial donation.)
- Local government budgets
- Community fundraising activities
- Government Grants (planning and operations) – contact your State Office of Emergency Management
- Foundation Grants – preparedness activities and direct financial donations
- Reimbursement – may be available for certain Mass Care and Emergency Assistance services. It is critical to work with county or State emergency management to utilize the processes for reimbursement.

## **MOAs, MOUs, and Mutual Aid**

Memorandums of Agreement (MOAs), Memorandums of Understanding (MOUs), and Mutual Aid are documents describing a bilateral or multilateral agreement between parties. They express a convergence of will between the parties, indicating an intended common line of action. They are often used in cases where parties either do not imply a legal commitment or in situations where the parties cannot create a legally enforceable agreement. However, legal counsel is still strongly advised.

These documents are important in the planning phase in order to determine who will and/or where Mass Care and Emergency Assistance services will be provided. The agreements can be set up with any individual, business, or any other governmental, private sector, or faith-based organization.

By having these agreements in place before a disaster occurs, your community will be able to provide Mass Care and Emergency Assistance services and all parties involved will have accountability to provide the necessary aid. Keep in mind that although Mutual Aid Agreements may be in place with neighboring jurisdictions, those communities may also be overwhelmed and unable to assist. Also, MOUs need to be set up ahead of time for FEMA reimbursement if it comes to that.

1. List the parties and their addresses.
2. Purpose.  
This paragraph defines, in as few words as possible, the purpose of the document and outlines the terms of the agreement or understanding.
3. Reference.  
This paragraph will list the references that are directly related to the document. For instance, the mission statements of each party involved or related laws.
4. Problem.  
Present a clear, concise statement of the problem, to include a brief background.
5. Scope.  
Add a succinct statement specifying the scope of the document.
6. Understandings, agreements, support and resource needs.  
List the understandings, agreements, support and resource needs, and responsibilities of and between each of the parties or agencies involved in the agreement.
7. Specify monetary and performance terms.  
Explain payment rates with all rates agreed to by both parties. Designate specific timeframes and dollar amounts to be paid upon completion of each identifiable task.
8. Include a monitoring component to determine agreement compliance.  
If the terms of the agreement are not being fulfilled, allow for a termination clause.
9. Effective date.  
Enter the date the agreement will become effective.
10. Signatures of the parties involved.

## LIABILITY

**Liability**

A legal responsibility, especially for one's act or omissions.

- Three types of liability issues:
  - Civil liability
  - Licensing and credentials
  - Injury or death

**Citizen Corps Volunteer Liability Guide**  
An Overview of Legal Issues and Approaches to Address Liability for Emergency Volunteers  
FEMA

**FEMA** 7.4

### Liability Issues

There is always the possibility of liability issues when providing Mass Care and Emergency Assistance services. It is important that you are aware of any State laws, statutes, or any other legality that could arise when providing Mass Care and Emergency Assistance services.

Liability is a legal responsibility, especially for one's acts or omissions. Liability can arise from negligent or intentional acts or omissions that cause harm (civil or tort liability); breach of the terms of a contract; or violate statutory or regulatory requirements.

Any type of activity in which carelessness can cause injury or property damage is a potential source of liability for negligence. Motor vehicle operation, care of injured victims at the scene of an emergency, volunteer training and exercises, and volunteer screening and credentialing are activities that can cause legal concerns. And injury or damage does not result in a civil liability unless there is a legal basis for holding someone responsible for that loss.

The FEMA Citizen Corps Volunteer Liability Guide offers some good information about liability issues.

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

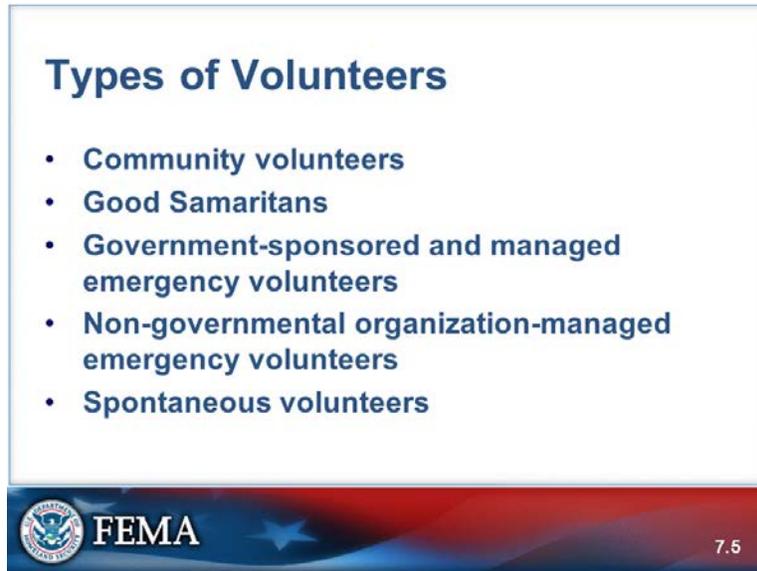
**Training Standards:**

- Keep yourself and your staff up-to-date on training and best practices. This is the standard you will be held to in litigation.
- CERT and non-profit and voluntary organizations, faith- and community-based groups, and the private sector (business and industry), have a lot of training that is available for a number of tasks and responsibilities.
- Track all training provided.

**Damages**

- Some damages could occur during the course of providing Mass Care and Emergency Assistance services. You should make sure in any agreement that you address who will take care of damages.
- Your community should be prepared to address any reparations if they are necessary.

## TYPES OF VOLUNTEERS



As liability and protection varies based on affiliation, whether the volunteer is registered with a governmental entity, and other factors, it is important to understand that there are several categories of volunteers who may be involved in response to a disaster.

- **Community volunteers**
  - Individuals who agree to perform unpaid work for a school, faith-based institution, community-based social service, humanitarian organization, or emergency services organization.
- **Good Samaritans**
  - Someone who, usually without obligation or compensation, provides assistance to a survivor at the scene of an accident or sudden emergency where there is no easy access to professional care or assistance.
- **Government-sponsored and managed emergency volunteers**
  - Emergency management increasingly utilizes organized and trained groups of volunteers that supplement professional emergency responders.

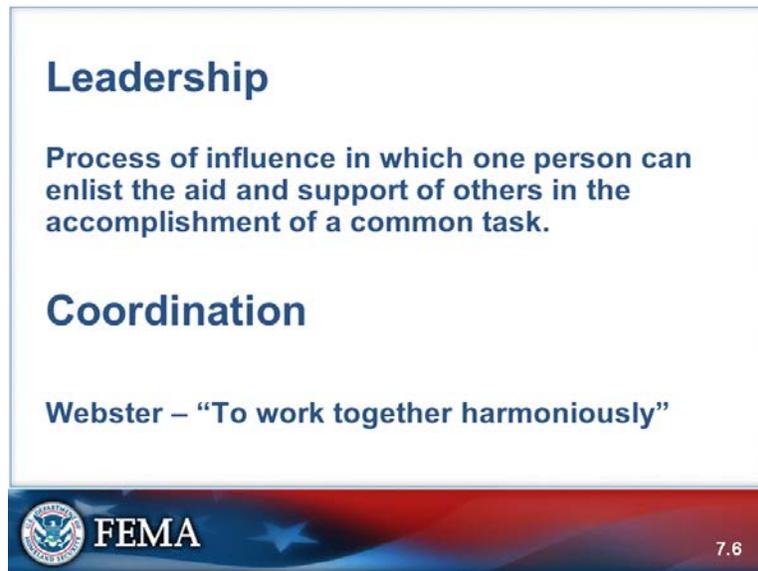
- Voluntary organizations and emergency volunteers managed by non-governmental organizations
  - Many non-governmental organizations (businesses and non-profit) have historically been very active in responding to disasters. While some paid staff may be deployed to a disaster, they rely on thousands of their volunteers to assist.
- Spontaneous volunteers
  - Individuals who come to the scene of a disaster to offer help, but are not affiliated with any emergency response agency in advance.

Depending on affiliation, compensation, and other factors, out-of-State volunteers may be protected from liability by a variety of sources:

- Governmental or sovereign immunity
  - A doctrine derived from English common law that says no governmental body can be sued without its consent. In addition to Federal employees, volunteers who are “deemed” to be Federal employees, State employees (depending on State statutes), and volunteers “deemed” to be State employees, are generally covered by the governmental immunity.
  - Such immunity is not absolute. The Federal government and States’ legislatures have created waivers to sovereign immunity for certain categories of lawsuits. The Federal Tort Claims Act (FTCA) of 1946 provides a limited waiver, primarily when government employees are negligent.
- Good Samaritan statutes
  - Almost all States have Good Samaritan laws which provide protection to those who stop and provide care in emergencies and are not compensated for the care they provide, but coverage/criteria vary widely by State.
  - There must be an emergency situation, but a formal declaration is not necessary. These laws may, but do not typically, include out-of-State licensed healthcare professionals. Some States, though, include even non-licensed Good Samaritans.
  - It should be noted that while most statutes provide limited immunity for ordinary negligence (not gross negligence), they do not provide indemnity; court costs are not covered if a volunteer is sued.

- Volunteer protection acts
  - Responding to State legislative efforts of the 1980s and 1990s, Congress passed the Volunteer Protection Act of 1997 to “establish one uniform national law that would shield volunteers from personal liability in situations where they could not be deemed employees of a governmental body.” One of the major concerns motivating Congress was that fear of liability would deter people from volunteering for charitable activities. In addition, government entities also wanted to extend liability protection to volunteers even if their jurisdiction lacked an adequate deemer law.
  - Simply stated, the Federal Volunteer Protection Act provides immunity for volunteers serving non-profit organization or governmental entities for harm caused by their acts or omissions if:
    - The volunteer was acting within the scope of his or her responsibilities.
    - If appropriate or required, the volunteer was properly licensed, certified, or authorized to act.
    - The harm was not caused by willful, criminal, or reckless misconduct or gross negligence.
    - The harm was not caused by the volunteer operating a motor vehicle, vessel, or aircraft.
  - The Federal VPA protects individual volunteers who are working without compensation and within their area of responsibility for a governmental entity or non-profit organization. It does not protect:
    - Volunteers or businesses, which include many hospitals.
    - Organizations of any type, including non-profit or governmental organizations that use volunteers, or the organization’s paid employees, who may train or supervise volunteers.
  - Some States have enacted their own Volunteer Protection Acts, but they differ widely and some are too specific.

## LEADERSHIP AND COORDINATION



In order to provide the most efficient Mass Care and Emergency Assistance services to a community, you must have the people who can pull everything together harmoniously. Leadership has been described as the “process of influence in which one person can enlist the aid and support of others in the accomplishment of a common task.” By having proper leadership, Mass Care and Emergency Assistance services can be provided most efficiently. To prepare your community for a disaster, you should:

1. Select members for a leadership team.
2. Assess the situation to determine Mass Care and Emergency Assistance services, requirements, and providers needed.
3. Coordinate activities to ensure the welfare and safety of the community is planned for and not left to chance.
4. Ensure that those providing Mass Care and Emergency Assistance services know their duties and responsibilities.
5. Ensure that everyone has the most up-to-date information available about the disaster response.
6. Determine efficient and optimal use of resources.

There are many kinds of disasters, each having different magnitudes and differing impacts on the lives of the survivors. When they happen, neighbors and community organizations want to reach out and help, but it is not always easy.

Providing leadership during a disaster will call upon people's skills and abilities to cope with stress and work under extreme pressure. The abilities to calm people, motivate them, and care for them during disasters are important characteristics of effective leaders during a response. Identifying and selecting people in your community with these abilities may arguably be more important than the specifics of your disaster plan.

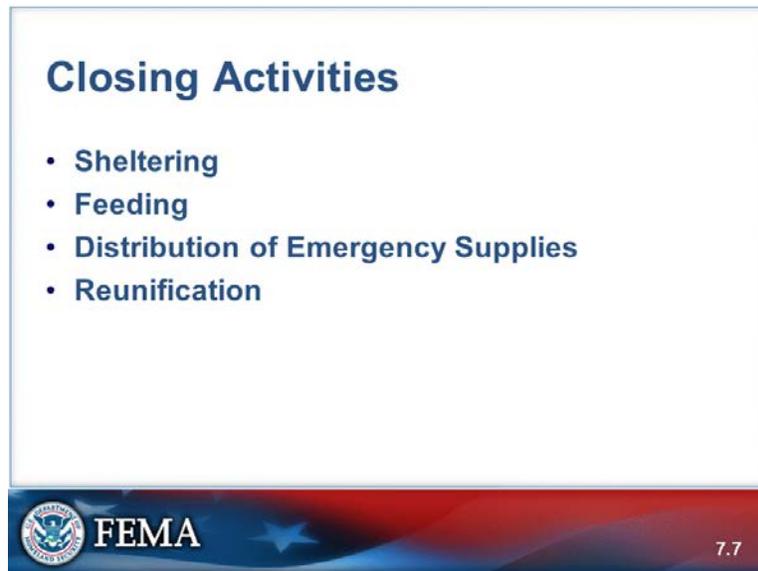
Community organizations can be active in disaster and can help a community make the best use of its resources in a disaster. These organizations are effective because local resource providers are in the best position to mobilize and bring practical and timely assistance to disaster survivors.

Community organizations consist of voluntary organizations, government agencies, private sector, and faith-based groups who serve.

Through collaboration, cooperation, communication, and coordination of goods and services, time, energy, and funds are better utilized and the survivors of disasters are better served. When disasters take place, an organized community structure makes support and delivery of Mass Care and Emergency Assistance services more effective and efficient.

Some communities have decided to organize in a more formal manner and have formed Community Organizations Active in Disasters (COAD). To learn more, go to [www.ready.gov](http://www.ready.gov).

## CLOSING ACTIVITIES



### Closing Activities

Remember, disasters begin and end locally. As important as it is to provide an efficient response, providing an effective recovery is just as critical to community resilience. As part of that process, planning for discontinuing MC/EA at the appropriate time will ensure a smoother transition into recovery for the community.

## Sheltering

In an earlier unit, we discussed opening and maintaining a sheltering operation. At the same time a shelter is opened, you need to begin planning its closure.

The following are some questions to consider:

- Are there other housing options available for those affected?
- Is a transitional or short-term housing program available?
- What is the facility's ongoing availability? For instance, does the school need to reopen?
- What is the availability of resources needed to keep the shelter open including staff, equipment, and supplies?
- Is there a Long-Term Recovery Committee in place or planned?

The answers to these questions will help your community decide whether to close sheltering or continue to shelter. If the MC/EA needs have not been met, additional support will be available from the American Red Cross, The Salvation Army, Southern Baptist Disaster Relief, Convoy of Hope, and other National VOAD members.

If extensive damage has occurred, disaster survivors may not be able to return immediately to their homes. Therefore, shelters may have to remain open for extended periods, providing a place to live, food to eat, and other essential services while homes are being restored or until alternate housing is identified and/or prepared.

As residents are able to move back into their homes, the shelter population will begin to dwindle. There needs to be a plan for closing the shelters.

- Ensure that all facilities, equipment, materials, and supplies are accounted for and returned, and that the site and equipment are returned to a ready-state for future deployment or use.
- Plan for releasing shelter staff. Resolve any discrepancies through agreements to make repairs to damage, etc.
- Work with emergency management to process any invoices and other reimbursement documentation.
- Find a safe and convenient place to retain records.
- Contact your State OEM to obtain a copy of and training for the Shelter Field Guide.

## Feeding

The same considerations used for sheltering must be addressed for a feeding operation. Keep in mind, though, that feeding may have occurred even though shelters were not needed.

The following are some questions to consider:

- Are shelters still open that require feeding support?
- Can you continue to support the feeding operation?
- Are other options now available, such as grocery stores or restaurants?
- Has the power been restored?
- Have the roads been cleared of debris so people can return to their homes?
- What is the availability of your feeding resources? Are additional resources available?

The same steps you took for sheltering need to be taken when the decision is made that feeding services are no longer needed. This includes facilities, equipment and supplies, staff, invoices and reimbursement, and records retention.

## Distribution of Emergency Supplies

Plan to stop the distribution when the infrastructure is restored to support any remaining needs. If the event escalates, this is where agreements you have in place ahead of time may be activated.

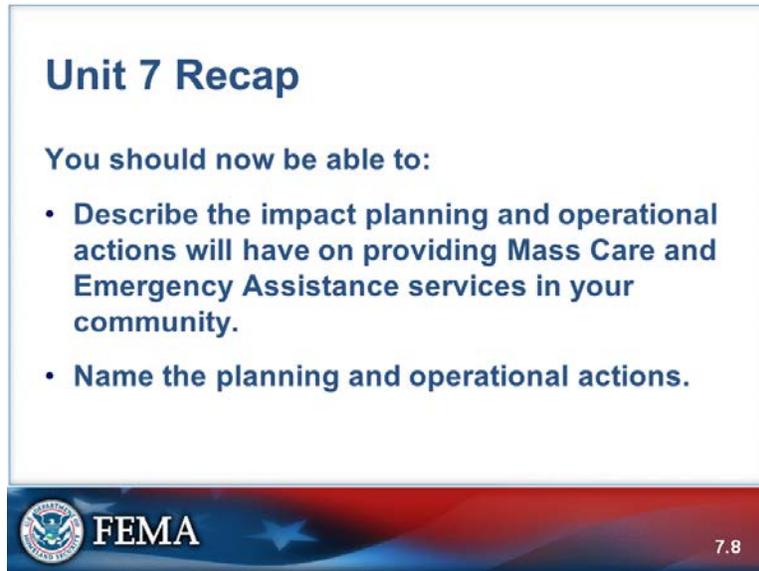
The following are some questions to consider:

- Have the needs of the disaster survivors been met?
- Have all the supplies available been distributed?

## Reunification

Other community resources utilized for reunification are closed out when there are no more requests or reports of displaced persons. The American Red Cross Safe and Well web site and phone registration is available 24 hours a day, 7 days a week, as is social media.

## RECAP



**Unit 7 Recap**

**You should now be able to:**

- **Describe the impact planning and operational actions will have on providing Mass Care and Emergency Assistance services in your community.**
- **Name the planning and operational actions.**

 **FEMA**  7.8

You should now be able to:

- Describe the impact planning and operational actions will have on providing Mass Care and Emergency Assistance services in your community.
- Name the planning and operational actions.



# Family Emergency Plan



Make sure your family has a plan in case of an emergency. Before an emergency happens, sit down together and decide how you will get in contact with each other, where you will go and what you will do in an emergency. Keep a copy of this plan in your emergency supply kit or another safe place where you can access it in the event of a disaster.

Out-of-Town Contact Name: _____	Telephone Number: _____
Email: _____	
Neighborhood Meeting Place: _____	Telephone Number: _____
Regional Meeting Place: _____	Telephone Number: _____
Evacuation Location: _____	Telephone Number: _____

Fill out the following information for each family member and keep it up to date.

Name: _____	Social Security Number: _____
Date of Birth: _____	Important Medical Information: _____
Name: _____	Social Security Number: _____
Date of Birth: _____	Important Medical Information: _____
Name: _____	Social Security Number: _____
Date of Birth: _____	Important Medical Information: _____
Name: _____	Social Security Number: _____
Date of Birth: _____	Important Medical Information: _____
Name: _____	Social Security Number: _____
Date of Birth: _____	Important Medical Information: _____
Name: _____	Social Security Number: _____
Date of Birth: _____	Important Medical Information: _____

Write down where your family spends the most time: work, school and other places you frequent. Schools, daycare providers, workplaces and apartment buildings should all have site-specific emergency plans that you and your family need to know about.

<b>Work Location One</b>	<b>School Location One</b>
Address: _____	Address: _____
Phone Number: _____	Phone Number: _____
Evacuation Location: _____	Evacuation Location: _____
<b>Work Location Two</b>	<b>School Location Two</b>
Address: _____	Address: _____
Phone Number: _____	Phone Number: _____
Evacuation Location: _____	Evacuation Location: _____
<b>Work Location Three</b>	<b>School Location Three</b>
Address: _____	Address: _____
Phone Number: _____	Phone Number: _____
Evacuation Location: _____	Evacuation Location: _____
<b>Other place you frequent</b>	<b>Other place you frequent</b>
Address: _____	Address: _____
Phone Number: _____	Phone Number: _____
Evacuation Location: _____	Evacuation Location: _____

Important Information	Name	Telephone Number	Policy Number
Doctor(s):			
Other:			
Pharmacist:			
Medical Insurance:			
Homeowners/Rental Insurance:			
Veterinarian/Kennel (for pets):			

Dial 911 for Emergencies



Prepare. Plan. Stay Informed.



# Family Emergency Plan



Make sure your family has a plan in case of an emergency. Fill out these cards and give one to each member of your family to make sure they know who to call and where to meet in case of an emergency.

ADDITIONAL IMPORTANT PHONE NUMBERS & INFORMATION:

**Family Emergency Plan** 

EMERGENCY CONTACT NAME: \_\_\_\_\_  
TELEPHONE: \_\_\_\_\_

OUT-OF-TOWN CONTACT NAME: \_\_\_\_\_  
TELEPHONE: \_\_\_\_\_

NEIGHBORHOOD MEETING PLACE: \_\_\_\_\_  
TELEPHONE: \_\_\_\_\_

OTHER IMPORTANT INFORMATION: \_\_\_\_\_

DIAL 911 FOR EMERGENCIES

**Ready** 

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ADDITIONAL IMPORTANT PHONE NUMBERS & INFORMATION:

**Family Emergency Plan** 

EMERGENCY CONTACT NAME: \_\_\_\_\_  
TELEPHONE: \_\_\_\_\_

OUT-OF-TOWN CONTACT NAME: \_\_\_\_\_  
TELEPHONE: \_\_\_\_\_

NEIGHBORHOOD MEETING PLACE: \_\_\_\_\_  
TELEPHONE: \_\_\_\_\_

OTHER IMPORTANT INFORMATION: \_\_\_\_\_

DIAL 911 FOR EMERGENCIES

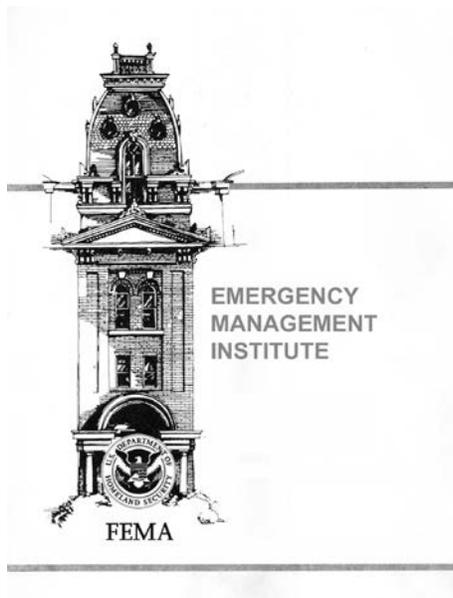
**Ready** 

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# UNIT 8: NEXT STEPS

## Student Manual

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Emergency Management Institute



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## NEXT STEPS INTRODUCTION



In this unit, you will use the knowledge you've acquired from the previous units and the worksheets you've completed to begin developing an Action Item List to continue the Mass Care and Emergency Assistance planning back in your community.

Before our final activity, let's quickly review what we've learned.

## COURSE OBJECTIVES REVIEW

### Objectives Review

- Define the four Mass Care and Emergency Assistance services as discussed in this course
- Describe how to determine your community's Mass Care and Emergency Assistance resource requirements
- Identify providers that exist in your community or can be called upon from a nearby community to meet the requirements for Mass Care and Emergency Assistance



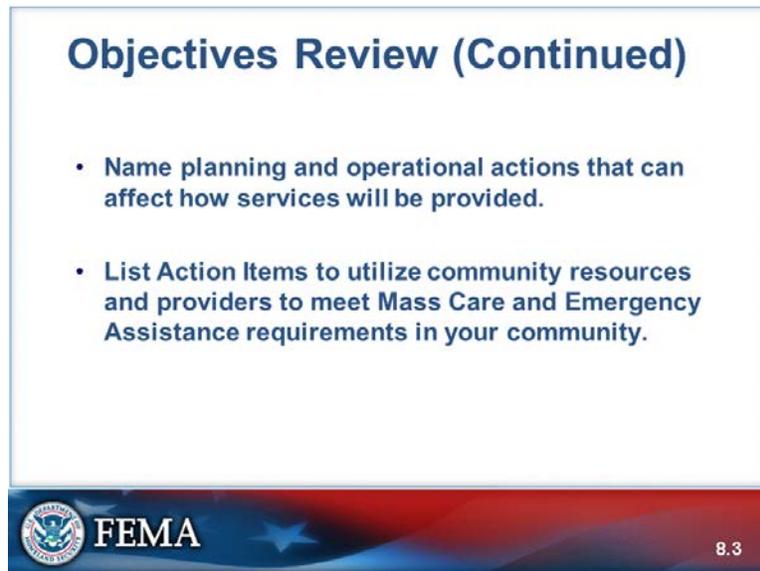
**FEMA**

8.2

At the conclusion of this unit, you will be able to:

- Define the four Mass Care and Emergency Assistance services as discussed in this course.
- Describe how to determine your community's Mass Care and Emergency Assistance service requirements.
- Identify providers that exist in your community or can be called upon from a nearby community to meet the requirements for Mass Care and Emergency Assistance.

## COURSE OBJECTIVES REVIEW (Continued)



**Objectives Review (Continued)**

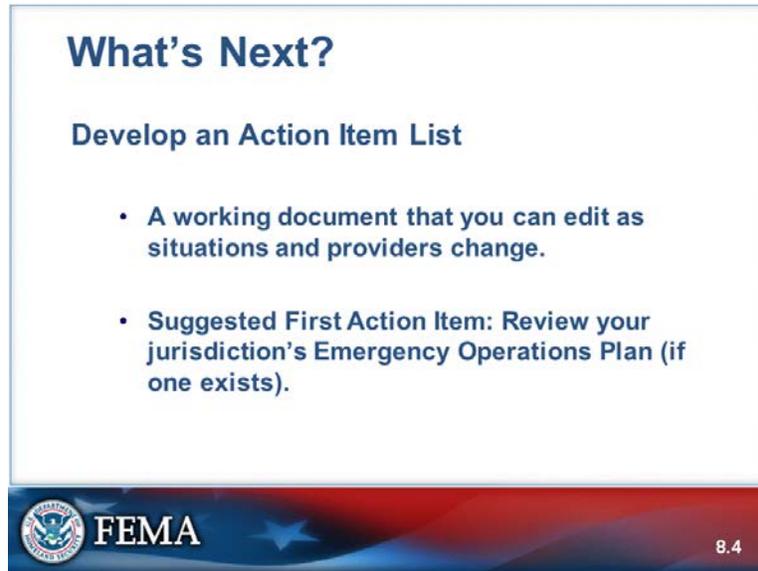
- Name planning and operational actions that can affect how services will be provided.
- List Action Items to utilize community resources and providers to meet Mass Care and Emergency Assistance requirements in your community.

 **FEMA**  8.3

At the conclusion of this unit, you will be able to:

- Name planning and operational actions that can affect how services will be provided.
- List Action Items to utilize community resources and providers to meet Mass Care and Emergency Assistance requirements in your community.

## WHAT'S NEXT?



**What's Next?**

**Develop an Action Item List**

- A working document that you can edit as situations and providers change.
- **Suggested First Action Item: Review your jurisdiction's Emergency Operations Plan (if one exists).**

 **FEMA** 8.4

Throughout the course, there have been discussions about the importance of engaging the whole community to plan for and meet the requirements in your community before, during, and after a disaster. The emphasis has been on building relationships and partnerships before a disaster. You've built worksheets to identify the resources to provide the services needed, listed the requirements, and identified potential providers. Now you will determine the next steps to take.

Before you leave this class, it is important that you plan the next steps to maintain your planning momentum. To keep things moving forward, develop an Action Item List.

Remember that preparedness is an ongoing cycle rather than a one-time activity. Your list should be a working document to be revised as you learn more about your community's needs. Your Action Item List will also need to be adjusted when providers and other relationships change to help you achieve resilience for your community.

As the first item on your list, identify if your jurisdiction has an Emergency Operations Plan. If so, review it thoroughly. If not, take steps to develop one.

One of the key documents to guide you through that development process is the latest version of the *Comprehensive Preparedness Guide (CPG) 101*. The *CPG 101* can be found at [www.fema.gov/about/divisions/cpg.shtm](http://www.fema.gov/about/divisions/cpg.shtm). It provides guidance on the fundamentals of planning and developing Emergency Operations Plans (EOPs) and discusses the steps used, possible plan structures, and components of a basic plan and its annexes.

## ACTIVITY 8.1

### Activity 8.1

1. Select a leader for your table group.
2. Identify two or three gaps from the worksheets and prioritize them.
3. Report out by group lead.

FEMA8.5

In the first activity, you will work in your table groups to prioritize gaps identified from your worksheets that need to be resolved in order to build MC/EA community preparedness. Gaps are requirements not fully met to support the resources needed.

Select a person at your table to be the lead to report out for your group. Work with your table group to identify gaps on your worksheets. Remember, as you developed your worksheets, that the last column was *Comments*? That may be a good place to start identifying these gaps that will be listed as your Action Items for this activity. Once you have selected two or three issues, prioritize them and be ready to report out to the class. Explain how you set the priorities.

Be prepared to report out in 20 minutes.

## ACTIVITY 8.2

### Activity 8.2

1. **The Community Leadership Team will conduct a whole class discussion that results in a prioritized list of issues.**
2. **Identify the specific tasks required to address the top-priority issue.**
3. **Arrange the tasks in sequential order.**
4. **Assign each task to a specific person or group.**
5. **Establish milestones (due dates) for each task.**

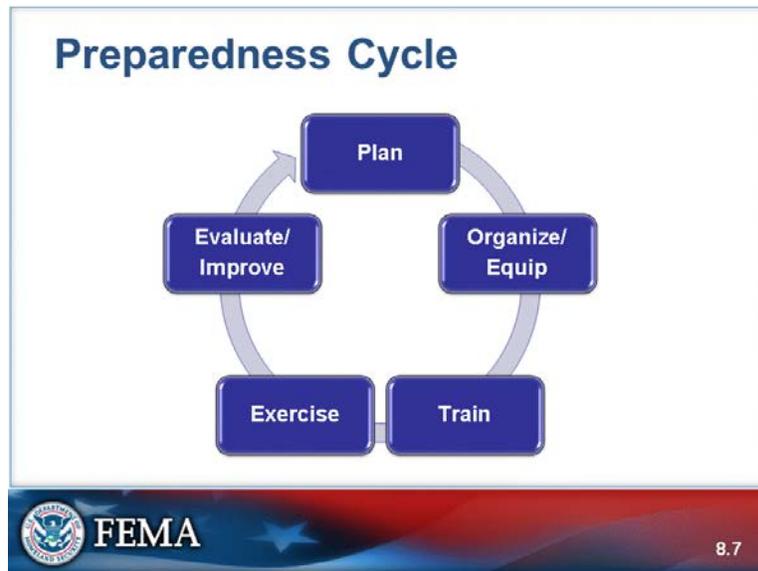
FEMA8.6

1. Remove the sample Action Item List, the sample Action Item List form with instructions, and the blank Action Item List included at the end of this unit in your manual. One person should be selected as the official “recorder” to take the Action Item List back to the community to be used for continued planning.
2. The sample Action Item List with Instructions will describe the kind of information to be added in each column. The sample Action Item List shows how one group chose to address the gap of not having ADA-compliant ramps at the facilities identified as potential shelters.
3. The Community Leadership Team will conduct a whole class discussion that results in the selection of a top priority to be worked on in this activity. List the top priority on the blank Action Item List.
4. Identify the specific tasks required to address it.
5. Assign each task to a specific person or group, if you can.
6. If this task will impact or resolve other requirement gaps identified on your worksheets, enter the cross-reference information in the Relation to Other Requirement #'s column.
7. Establish milestones (due dates) for each task. These can also be added later.
8. The Resolution column will be blank for now.

When you return to your community, you should add requirements and tasks to your Action Item List as you build out your worksheets for each of the MC/EA services.

Reminder: These forms are included in the course as a way to organize planning. They can be modified to fit the needs of the community.

## PREPAREDNESS CYCLE



This course has focused on the entire life cycle of preparedness. We have pointed you in the direction of organizing and equipping the community. It will be up to you to continue this process in the weeks and months to come, and remember – it never ends.

Continually evaluate the hazards and Mass Care and Emergency Assistance requirements in your community to maintain and strengthen your resiliency.

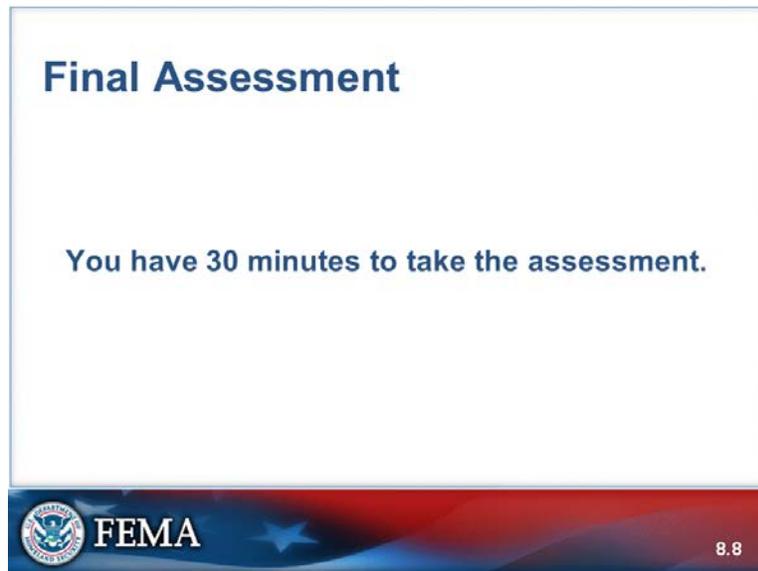
- You, as an individual or family
- You, as a community member
- You, the community as a whole

There are other tools available that are appropriate for your community that have been addressed throughout the course. One of the key documents is the latest version of the *Comprehensive Preparedness Guide (CPG 101, Version 2)*. The *CPG 101* can be found at [www.fema.gov/about/divisions/cpg.shtm](http://www.fema.gov/about/divisions/cpg.shtm). Additional information can be found on [www.FEMA.gov](http://www.FEMA.gov).

Remember, planning makes it possible to manage the entire life cycle of a disaster. It is important to continue on this cycle so all the planning and organizing you have done can withstand the stress and chaos of a disaster event in your community.

Once partnerships have been established, relationships can be sustained through regular activities. Community ownership of Mass Care and Emergency Assistance projects will help ensure continued involvement and progress in the future. Furthermore, engaging community members through scheduled resilience-building activities, such as training, drills, and exercises, will ensure they can be activated and respond during emergencies.

## FINAL ASSESSMENT



**Final Assessment**

You have 30 minutes to take the assessment.

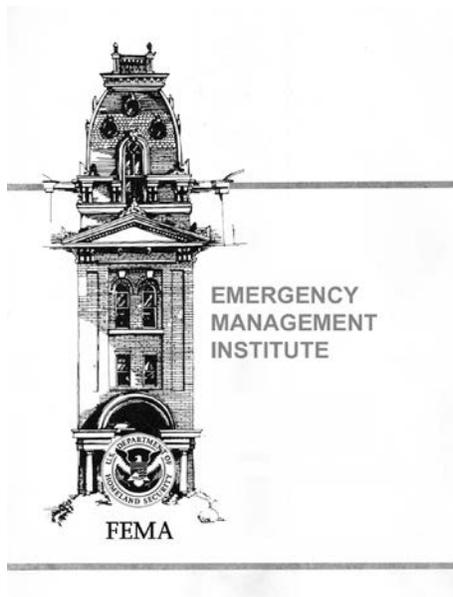
 **FEMA** 8.8

The slide features a white background with a blue border. At the bottom, there is a red and blue decorative banner with the FEMA logo on the left, the text 'FEMA' in white, and the number '8.8' on the right.

# APPENDIX A: ADDITIONAL RESOURCES

## Student Manual

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## Additional Resources

### **Global**

<http://www.fema.gov>

<http://redcross.org>

<http://nvoad.org>

<http://www.citizencorps.gov>

<http://www.ready.gov>

### **Unit 2**

Whole Community - <http://www.fema.gov/about/wholecommunity.shtm>

The latest version of the Community Preparedness Guide (CPG) 101 can be found at:  
[www.fema.gov/about/divisions/cpg.shtm](http://www.fema.gov/about/divisions/cpg.shtm)

The National Mass Care Strategy - <http://nationalmasscarestrategy.org/>

The FEMA Office of Disability Integration and Coordination website at:  
<http://www.fema.gov/about/odc/>

“Accommodating Individuals with Disabilities in the Provision of Disaster Mass Care, Housing, and Human Services”: <http://www.fema.gov/accommodating-individuals-disabilities-provision-disaster-mass-care-housing-human-services>

The Pets Act can be found at  
[http://www.animallaw.info/statutes/stusfd2006pl109\\_308.htm](http://www.animallaw.info/statutes/stusfd2006pl109_308.htm)

### **Unit 3**

Department of Justice ADA checklist for shelters:  
<http://www.ada.gov/pcatoolkit/chap7shelterchk.htm>

Shelter Field Guide: Contact your State Office of Emergency Management

### **Unit 4**

Multi-Agency Feeding Plan Template:  
<https://nmcs.communityos.org/cms/files///Final%20Multi-Agency%20Feeding%20Plan%20Template%2041910%20final.pdf>

**Unit 5**

FEMA course IS-0026: *Guide to Points of Distribution*

**Unit 6**

211 Information and Referral Search – sponsored by United Way: [www.211.org](http://www.211.org)

Safe and Well - <https://safeandwell.communityos.org/cms/index.php>

**Unit 7**

For liability information: Nonprofit Risk Management Center web site  
<http://www.nonprofitrisk.org>

For the National Commission of Children and Disasters Report to the President and Congress, 2010:  
<http://cybercemetery.unt.edu/archive/nccd/20110426214356/http://www.acf.hhs.gov/ohsepr/nccdreport/index.html>

Public Assistance Applicant Handbook (FEMA P-323):  
[www.fema.gov/pdf/government/grant/pa/fema323\\_app\\_handbk.pdf](http://www.fema.gov/pdf/government/grant/pa/fema323_app_handbk.pdf)

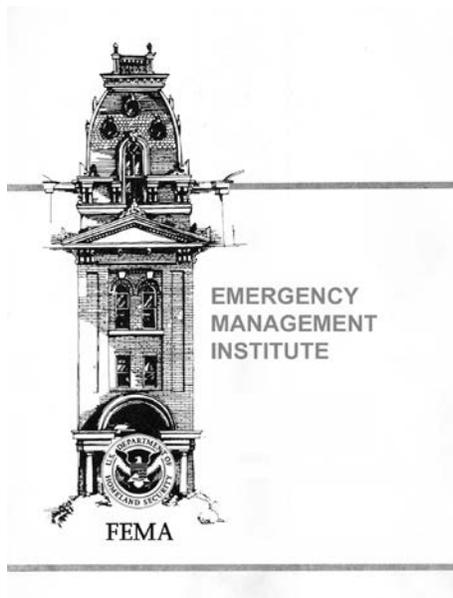
Online Courses:

- IS-007 – *A Citizen's Guide to Disaster Assistance*  
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=IS-7>
- IS-0010 – *Animals in Disasters: Awareness and Preparedness*  
<http://training.fema.gov/EMIWeb/IS/is10a.asp>
- IS-0026 – *Guide to Points of Distribution (PODs)*  
<http://training.fema.gov/EMIWeb/IS/is26.asp>
- IS-0366 – *Planning for the Needs of Children in Disasters*  
<http://training.fema.gov/EMIWeb/IS/is366.asp>
- IS-0660 – *Introduction to Public-Private Partnerships*  
<http://training.fema.gov/EMIWeb/IS/is660.asp>
- IS-0910.a – *Emergency Management Preparedness Fundamentals*  
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=IS-910.a>

# APPENDIX B: WORKSHEETS

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**Community Mass Care and Emergency Assistance (G108) Worksheet**

Worksheet - Sheltering Services				
Resource – Facilities - _____(type of shelter)				
Requirements #	Provider			
	Name	Point Of Contact and #	Requirement #s met	Comments









<b>Worksheet - Feeding Services (FIXED)</b>				
<b>Resource - Supplies and Equipment</b>				
<b>Requirements #</b>	<b>Provider</b>			
	<b>Name</b>	<b>Point Of Contact and #</b>	<b>Requirement #s met</b>	<b>Comments</b>













Worksheet - Distribution of Emergency Supplies				
Resource - Facilities				
Requirements #	Provider			
	Name	Point Of Contact and #	Requirement #s met	Comments













<b>Worksheet - Reunification Services</b>				
<b>Resource - Coordination</b>				
<b>Requirements #</b>	<b>Provider</b>			
	<b>Name</b>	<b>Point Of Contact and #</b>	<b>Requirement #s met</b>	<b>Comments</b>