



G0358

Evacuation and Re-Entry Planning



Federal Emergency Management Agency

Emergency Management Institute

January 2014

Photo:

North Sioux City, S.D., June 17, 2011 -- Dakota Dunes residents line-up in their vehicles along Meadow Boulevard awaiting re-entry to their community to inspect their homes after more than two weeks evacuation because of possible flooding from the Missouri River. FEMA and other federal agencies are supporting the State Incident Management Team in their effort to prepare for flooding along the river.

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<p>REFERENCES</p> 	<ul style="list-style-type: none">• Report to Congress on Catastrophic Hurricane Evacuation Plan Evaluation, U.S. Department of Transportation in cooperation with the U.S. Department of Homeland Security June 1, 2006• Criteria for Development of Evacuation Time Estimate Studies, NUREG/CR-7002 , Office of Nuclear Security and Incident Response , U.S. Nuclear Regulatory Commission, November 2011• Developing and Maintaining Emergency Operations Plans CPG 101 Version 2.• Threat and Hazard Identification and Risk Assessment Guide CPG 201, Second edition.• Buffalo Creek, WV Flash Flood http://www.wvculture.org/HISTORY/buffcreek/buff1.html• Disaster Realities in the Aftermath of Hurricane Katrina: Revisiting the Looting Myth, Lauren Barsky, Joseph Trainor, Manuel Torres Disaster Research Center University of Delaware, 2006 (As Submitted) http://www.colorado.edu/hazards/research/qr/qr184/q_r184.html• QR229 Explaining Hurricane Evacuation Failure: The Role of Social Factors as Modifiers. Jennifer A. Horney and Kristen Ricchetti-Masterson. 2012. (As Submitted)

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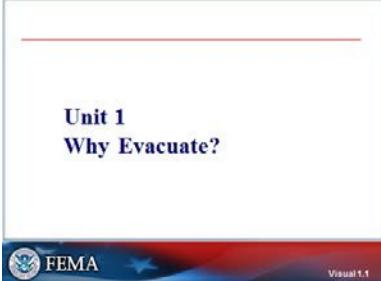
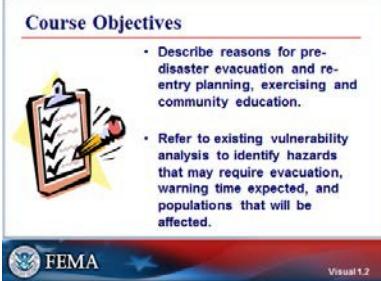
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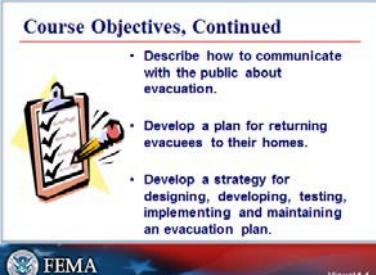
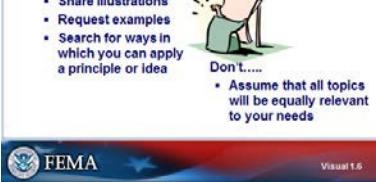
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Unit 1: Course Introduction and Overview

Notes	Content						
<p>Visual 1.0</p>  <p>Welcome to G0358 Evacuation and Re-entry Planning Course</p> <p>FEMA Visual 1.0</p>	<p>A suggested schedule for this unit follows:</p> <table><tbody><tr><td>Welcome</td><td>15 Minutes</td></tr><tr><td>Course Overview</td><td>15 Minutes</td></tr><tr><td>Why an Evacuation and Re-Entry Plan?</td><td>45 Minutes</td></tr></tbody></table> <p>Total Time 1 Hour 15 minutes</p> <p>Welcome</p> <p>Welcome to the <i>Evacuation and Re-Entry Planning Course</i>.</p> <p>The range of natural and technological hazards from which communities may be at risk varies greatly around the United States.</p> <p>Community emergency management programs are intended to mitigate, prepare for, respond to and recover from emergencies created by those hazards.</p> <p>One of the steps that communities must be prepared to take in an emergency is evacuation of its population on short notice.</p> <p>FEMA developed this course in response to a field request for training that provides the opportunity to focus on the principles and methods of evacuation and re-entry planning and operations.</p> <p>Notes:</p>	Welcome	15 Minutes	Course Overview	15 Minutes	Why an Evacuation and Re-Entry Plan?	45 Minutes
Welcome	15 Minutes						
Course Overview	15 Minutes						
Why an Evacuation and Re-Entry Plan?	45 Minutes						

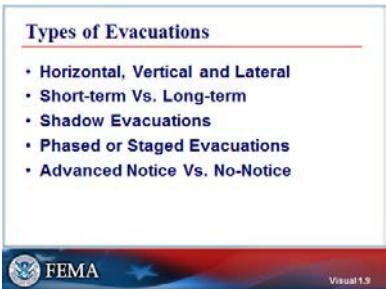
Notes	Content
<p>Visual 1.1</p>  <p>Course Schedule</p> <ul style="list-style-type: none"> • Unit One: <i>Why Evacuate?</i> • Unit Two: <i>Who Is At Risk?</i> • Unit Three: <i>Community Behavior in Evacuation.</i> • Unit Four: <i>Evacuation Requirements.</i> • Unit Five: <i>Evacuation Communications.</i> • Unit Six: <i>Re-Entry.</i> • Unit Seven: <i>Course Conclusion.</i> <p>FEMA Visual1.1</p>	<p>Course Schedule</p> <p>Unit One, <i>Why Evacuate?</i>, the need for evacuation and re-entry planning is established.</p> <p>Unit Two, <i>Who Is At Risk?</i>, provides guidelines for identifying risk area populations that may require evacuation, including special populations and domestic animals. Participants will take a look at their own vulnerability analysis and census data.</p> <p>Unit Three, <i>Community Behavior in Evacuation</i>, describes typical evacuation behavior and includes discussion about the implications of that behavior on participants' evacuation and re- entry planning.</p> <p>Unit Four, <i>Evacuation Requirements</i>, describes the components of an evacuation operation and the resulting legal and logistical requirements that must be in place to successfully carry out such an operation.</p> <p>Participants will review existing plans and procedures to evaluate the consideration of evacuation requirements.</p> <p>Unit Five, <i>Evacuation Communications</i>, covers the communication requirements that must be fulfilled to ensure a successful evacuation operation and the planning implications represented by those requirements.</p> <p>Unit Six, <i>Re-Entry</i>, describes the factors that affect re-entry into the evacuated area, and the requirements for developing a plan to return evacuees to their homes.</p> <p>Participants will determine whether their evacuation plan considers re-entry aspects.</p> <p>Unit Seven, the <i>Course Conclusion</i>, participants are referred to a job aid consisting of a checklist for identifying what steps their jurisdiction needs to take in their evacuation and re-entry planning efforts.</p> <p>Also in Unit Seven, participants will complete a written test consisting of multiple choice and true-false questions to evaluate achievement of cognitive learning objectives.</p> <p>Answers to the test will be reviewed in class.</p>

Notes	Content
<p>Visual 1.2</p>  <p>Unit 1 Why Evacuate?</p> <p>FEMA Visual1.1</p>	<p>Course Overview</p> <p>As with any other emergency management function, evacuation must be well planned and frequently exercised.</p> <p>Representation of all of the stakeholders in the evacuation process is essential to the development of a workable plan.</p> <p>Good planning results in efficient and effective operations.</p> <p>This <i>Evacuation and Re-Entry Planning Course</i> was developed to enable local, tribal, and territorial emergency management personnel to create or improve local evacuation and re-entry plans.</p> <p>The decision to evacuate is the responsibility of the local, tribal or territorial elected official.</p> <p>This course will focus on planning the operational aspects of evacuation and re-entry, not the process for deciding when to issue the evacuation order.</p> <p>This course considers shelter destinations as a component of evacuation planning, but does not intend to be a shelter operations course.</p>
<p>Visual 1.3</p>  <p>Course Objectives</p>  <ul style="list-style-type: none">• Describe reasons for pre-disaster evacuation and re-entry planning, exercising and community education.• Refer to existing vulnerability analysis to identify hazards that may require evacuation, warning time expected, and populations that will be affected. <p>FEMA Visual1.2</p>	<p>Course Objectives</p> <p>At the conclusion of the course participants should be able to do the following.</p> <ul style="list-style-type: none">• Describe the reasons for conducting pre-disaster evacuation and re-entry planning, exercising and community education.• Refer to the community's existing Threat and Hazard Identification and Risk Assessment (THIRA) to identify hazards that may require evacuation, the amount of warning time expected, and the populations that will be affected by an evacuation.

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<p>Visual 1.4</p>  <p>Course Objectives, Continued</p> <ul style="list-style-type: none"> • Describe factors affecting reaction to evacuation orders, when people leave, shelter, and modes of transportation. • Determine evacuation resources, such as laws, transportation, shelter/reception centers, perimeter control and an accountability system. <p>FEMA Visual1.3</p>	<p>Course Objectives (Continued)</p> <ul style="list-style-type: none"> • Describe factors that affect how people react to evacuation orders, when people leave after an evacuation order, where people seek shelter, and modes of evacuee transportation. • Determine the requirements needed to complete an evacuation, including but not limited to laws, transportation, shelter/reception centers, perimeter control and an accountability system
<p>Visual 1.5</p>  <p>Course Objectives, Continued</p> <ul style="list-style-type: none"> • Describe how to communicate with the public about evacuation. • Develop a plan for returning evacuees to their homes. • Develop a strategy for designing, developing, testing, implementing and maintaining an evacuation plan. <p>FEMA Visual1.4</p>	<p>Course Objectives (Continued)</p> <ul style="list-style-type: none"> • Describe how to communicate with the public before, during and after an evacuation. • Develop a plan for returning evacuees to their homes. • Develop a strategy for designing, developing, testing, implementing and maintaining an evacuation plan
<p>Visual 1.6</p>  <p>Instructor Expectations</p> <p>Do.....</p> <ul style="list-style-type: none"> • Ask questions • Share illustrations • Request examples • Search for ways in which you can apply a principle or idea <p>Don't....</p> <ul style="list-style-type: none"> • Assume that all topics will be equally relevant to your needs <p>FEMA Visual1.6</p>	<p>Instructor Expectations</p>

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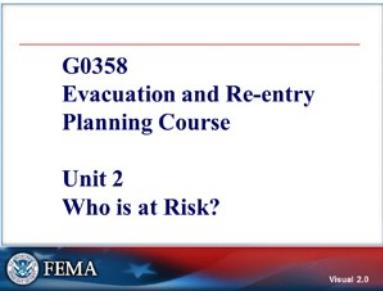
Notes	Content
<p>Visual 1.7</p> <div data-bbox="235 361 616 650"><p>Recent Evacuations</p><hr/><ul style="list-style-type: none">• List Recent Evacuations<p>FEMA Visual 1.7</p></div>	<p>Why An Evacuation And Re-Entry Plan?</p> <p>The remainder of this unit will focus on the following topics:</p> <p>Consider the number of mass evacuations recently and the number of individuals evacuated</p> <ul style="list-style-type: none">• 2012 – Waldo Canyon, Colorado wildfire resulted in 32,000 people evacuated.• 2012 Cle Elum, Washington, wildfire resulted in evacuation of approximately 1000 and 60 homes destroyed.• 2012 Hurricane Sandy, Municipalities from North Carolina to Massachusetts ordered evacuations of flood prone areas.• Describing situations that necessitate evacuation• Describing the rationale for this training, the course objectives, and the course schedule• Discussing expectations of the instructors and the learners for this training activity
<p>Visual 1.8</p> <div data-bbox="235 1205 616 1495"><p>Terminology</p><hr/><ul style="list-style-type: none">• Evacuation - the movement of people to a safe area, from an area believed to be at risk, when emergency situations necessitate such action• Re-entry - the return of persons to the evacuated area<p>FEMA Visual 1.8</p></div>	<p>Terminology</p> <p>The term evacuation will be used in this course to mean the movement of people to a safe area, from an area believed to be at risk, when emergency situations necessitate such action.</p> <p>Re-Entry refers to the return of persons to the evacuated area.</p> <p>Notes:</p>

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<p>Visual 1.9</p>  <p>Types of Evacuations</p> <ul style="list-style-type: none"> • Horizontal, Vertical and Lateral • Short-term Vs. Long-term • Shadow Evacuations • Phased or Staged Evacuations • Advanced Notice Vs. No-Notice <p>FEMA Visual 1.9</p>	<p>Types of evacuation</p> <ul style="list-style-type: none"> • Horizontal, Vertical and Lateral • Short-term Vs. Long-term • Shadow Evacuations • Phased or Staged Evacuations • Advanced Notice Vs. No-Notice <p>Horizontal, Vertical and Lateral</p> <p>The vast majority of evacuations are horizontal in nature. This may include:</p> <ul style="list-style-type: none"> • Individuals and families fleeing a burning building. • People moving inland when a hurricane approaches. <p>Some evacuations may be vertical. For instance:</p> <ul style="list-style-type: none"> • Those in danger move from lower floors in a building to those above if there is a flood. <p>Note: Some evacuees may move to higher floors or rooftops. However, vertical evacuation may prove deadly if waters continue to rise.</p> <p>Lateral Evacuation is used only during a plume release. Under this type of evacuation, travel is at right angles to the plume path (to the extent possible) and away from the plume centerline.</p> <p>Short-term Vs. Long-term Evacuations may be:</p> <ol style="list-style-type: none"> A. Short term - People may be able to return to their homes or offices within hours or days if the danger has passed or the damage is minor. B. Long term – <ol style="list-style-type: none"> a. If buildings are condemned due to the disaster. b. If a geographic area has been contaminated by poisonous chemicals or radiation above safe levels.

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

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<p>Visual 1.10</p> <div data-bbox="235 354 621 642" style="border: 1px solid #ccc; padding: 10px;"><p>Table Group Activity</p><p>In your jurisdiction, what emergency situations might necessitate evacuation?</p><ul style="list-style-type: none">• List hazards• Prioritize hazards• Estimate likely warning time</div>	<p>Table Group Activity</p> <p>Notes:</p>
<p>Visual 1.11</p> <div data-bbox="235 1009 621 1296" style="border: 1px solid #ccc; padding: 10px;"><p>Discussion Questions</p><p>What level of government is responsible for evacuation and re-entry planning?</p><p>Have any of you been involved in an evacuation and/or re-entry operation?</p></div>	<p>Discussion Questions</p> <p>What level of government is responsible for evacuation and re-entry planning?</p> <p>Notes:</p>

Unit 2: Who is at Risk

Notes	Content								
Visual 2.0 	<p>WHO IS AT RISK?</p>								
	<p>Suggested schedule for this unit follows:</p> <table> <tbody> <tr> <td>Unit Introduction</td> <td>5 Minutes</td> </tr> <tr> <td>Identifying Risk Areas</td> <td>55 Minutes</td> </tr> <tr> <td>Identifying Populations at Risk</td> <td>1 Hour</td> </tr> <tr> <td>Total Time</td> <td>2.0 Hours</td> </tr> </tbody> </table> <p>Unit Introduction</p> <p>Unit Introduction</p> <p>Unit One included a discussion about the hazards that threaten your jurisdiction, and specifically the hazards that could require an evacuation of some portion of the population.</p> <p>Once the need for evacuation planning is acknowledged, the goals for evacuation must be identified.</p> <p>An evacuation plan must identify who is at risk for any or all of these hazards in order to develop contingencies for moving risk population to safety when necessary.</p> <p>References</p> <p>Developing and Maintaining Emergency Operations Plans—CPG 101, Second Edition.</p> <p>Threat and Hazard Identification and Risk Assessment Guide—CPG 201, Second edition.</p>	Unit Introduction	5 Minutes	Identifying Risk Areas	55 Minutes	Identifying Populations at Risk	1 Hour	Total Time	2.0 Hours
Unit Introduction	5 Minutes								
Identifying Risk Areas	55 Minutes								
Identifying Populations at Risk	1 Hour								
Total Time	2.0 Hours								

Notes	Content
<p>Visual 2.1</p> <p>Unit Objectives</p>  <ul style="list-style-type: none"> Identify the Four Steps of the THIRA process. Identify the population that may need to evacuate. Describe groups that are considered at risk populations. Identify populations at risk for a known hazard. <p>FEMA Visual 2.1</p>	<p>Objectives</p> <p>This unit will enable participants to do the following:</p> <ul style="list-style-type: none"> Identify the Four Steps of the THIRA Process. Identify the population that may need to evacuate. Describe groups that are considered at risk populations. Identify populations at risk for a known hazard. <p>Are there any questions about the Unit Two objectives?</p>
<p>Visual 2.2</p> <p>THIRA Process</p>  <p>FEMA Visual 2.2</p>	<p>The THIRA process is flexible and scalable and will work for communities of all sizes. Communities can adapt these four steps to meet their specific needs and resources.</p>
<p>Visual 2.3</p> <p>1. Develop a list of community-specific threats and hazards.</p> <p>Step 1 of the THIRA process:</p> <ul style="list-style-type: none"> Defines the types of threats and hazards that communities should consider Introduces sources of threat and hazard information Describes factors to consider when selecting threats and hazards for inclusion in the THIRA Provides guidance on updating previous THIRA submissions. <p>FEMA Visual 2.3</p>	<h3>Identifying Risk Areas</h3> <p>Identifying Risk Areas</p> <p>Threat and Hazard Identification and Risk Assessment CPG 201 (version 2)</p> <p>A THIRA is similar process to the Hazard Vulnerability assessment or analysis.</p> <p>The THIRA process consists of four basic steps:</p> <p>In Step 1 of the THIRA process, communities develop a list of community-specific threats and hazards. This section:</p> <ul style="list-style-type: none"> Defines the types of threats and hazards that communities should consider Introduces sources of threat and hazard information

Notes	Content
	<ul style="list-style-type: none"> • Describes factors to consider when selecting threats and hazards for inclusion in the THIRA • Provides guidance on updating previous THIRA submissions. <p>Communities face a variety of threats and hazards. The three types of threats and hazards are:</p> <ul style="list-style-type: none"> • Natural hazards, which result from acts of nature, such as hurricanes, earthquakes, tornadoes, animal disease outbreak, pandemics, or epidemics. • Technological hazards, which result from accidents or the failures of systems and structures, such as hazardous materials spills or dam failures. • Human-caused incidents, which result from the intentional actions of an adversary, such as a threatened or actual chemical attack, biological attack, or cyber incident. <p>The focus in this step is on deciding what should or should not be on the list. For example, a coastal jurisdiction in Oregon might include a tsunami while an inland jurisdiction that would not be directly impacted may not.</p> <p>In Step 2 of the THIRA, communities add context descriptions to each threat and hazard identified in Step 1. Context descriptions outline the conditions, including time and location, under which a threat or hazard might occur. This section:</p> <ul style="list-style-type: none"> • Identifies factors to consider when developing context descriptions • Provides examples of a completed threat/hazard context description. <p>To develop threat and hazard context descriptions, communities should take into account the time, place, and conditions in which threats or hazards might occur. Communities can use expert judgment or analysis of probability and statistics to inform the descriptions of the different threat and hazard conditions.</p>

Visual 2.4

2. Give Threats and Hazards Context

In Step 2, Communities add context descriptions to each threat and hazard identified. Context descriptions outline the conditions, under which a threat or hazard might occur.

- Identifies factors to consider when developing context descriptions
- Provides examples of a completed threat/hazard context description.


Visual 2.4

Notes	Content
<p>Visual 2.5</p> <div style="border: 1px solid black; padding: 10px;"> <p>3. Establish Capability Targets</p> <p>In Step 3, Communities establish capability targets for each core capability. Capability targets define success for each core capability.</p> <ul style="list-style-type: none"> • Describes impacts and desired outcomes and how they support development of capability targets • Provides guidance on how to develop capability targets • Provides examples of completed capability targets.  Visual 2.5 </div>	<p>Threats and hazards can have different impacts depending on the time, place, and conditions in which they occur. As such, communities may need to develop more than one context description for a threat or hazard. For example, a hurricane-prone community may need multiple context descriptions to account for varying storm intensities, landfall locations, and landfall times.</p> <p>For any given community, there are countless combinations of threat and hazard conditions that lead to slightly different contexts. Communities need not consider every combination; rather they should include those details that affect what the community needs to be prepared for.</p> <p>Communities should recognize that past experience with threats and hazards may differ from the future threat and hazard environment. Factors such as demographics, climate, and the built environment are subject to change. Communities should consider these factors when developing threat and hazard context descriptions.</p> <p>In Step 3, communities establish capability targets for each core capability. Capability targets define success for each core capability based on the threat and hazard contexts developed in Step 2. Communities apply the capability targets from Step 3 to generate resource requirements and consider preparedness activities, including opportunities for mitigation in Step 4. This step:</p> <ul style="list-style-type: none"> • Describes impacts and desired outcomes and how they support development of capability targets • Provides guidance on how to develop capability targets • Provides examples of completed capability targets. <p>Capability targets should be specific and measurable. To develop specific and measurable targets, communities should consider impacts and desired outcomes for each threat and hazard.</p> <p>Impacts describe how a threat or hazard might affect a core capability. Impacts are linked to the size and complexity of threats and hazards. Larger, more complex threats and hazards might cause larger, more complex impacts.</p>

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<p>Visual 2.6</p> <p>4. Apply the Results</p> <p>In Step 4, Communities apply the results of the THIRA by estimating the resources required to meet capability targets.</p> <ul style="list-style-type: none"> • Introduces capability estimation. • Discusses resource typing. • Provides an example of a completed resource requirement list. • Identifies how communities may apply these results to resource allocation decisions and mitigation activities.  FEMA  Visual2.6	<p>Desired outcomes describe the timeframe or level of effort needed to successfully deliver core capabilities. Capabilities are only useful if communities can deliver them in a timely and effective manner.</p> <p>In Step 4, communities apply the results of the THIRA by estimating the resources required to meet capability targets. Communities express resource requirements as a list of resources needed to successfully manage their threats and hazards.</p> <p>Communities can also use resource requirements to support resource allocation decisions, operations planning, and mitigation activities. This step:</p> <ul style="list-style-type: none"> • Introduces capability estimation • Discusses resource typing, including National Incident Management System (NIMS)-typed resources and other standardized resource types • Provides an example of a completed resource requirement list • Identifies how communities may apply these results to resource allocation decisions and mitigation activities. <p>Communities should consider the resources needed to achieve the capability targets. As a first step, communities can identify the major actions needed to achieve their capability targets.</p> <p>Communities should strive to identify mission-critical activities. Communities can draw mission-critical activities from current community-level plans, as well as from the National Planning Frameworks.</p> <p>Communities should consider the quantity and types of resources needed to complete each mission-critical activity in support of the capability targets. To identify quantity and types of resources, communities can use existing tools and information sources, such as:</p> <ul style="list-style-type: none"> • Strategic, operational, and/or tactical plans • Resource typing data, including standardized resource characteristics • Existing capacity analysis and capability calculators

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	<p>Resource typing is categorizing, by capability, the resources requested, deployed, and used in incidents. Resource typing helps communities request and deploy needed resources through the use of common terminology. Communities should develop resource requirements expressed as a list of NIMS-typed resources or other standardized resources.</p>
	<p>A community can use its THIRA results to make decisions about how to allocate limited resources. By establishing resource requirements, a community determines the resources needed to achieve capability targets.</p>
	<p>Through the THIRA process, communities can identify opportunities to employ mitigation plans, projects, and insurance to reduce the loss of life and damage to property. In this way, communities can reduce the impacts they need to manage, and hence reduce the resources needed to achieve capability targets.</p>
	<p>Using THIRA results to inform mitigation activities aligns with the traditional mitigation planning process of identifying hazards, assessing losses to the community, and setting mitigation priorities and goals for the community.</p>
<h3>Visual 2.7</h3> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Computer Models</p> <ul style="list-style-type: none"> ▪ Provide information about which areas of a community will be affected and where evacuation plans are needed <ul style="list-style-type: none"> ▪ HAZUS MH Hazards, United States ▪ Sea, Lake and Overland Surges from Hurricanes (SLOSH) ▪ HURREVAC ▪ National Flood Insurance Maps ▪ CAMEO - Computer-Aided Management of Emergency Operations  FEMA Visual 2.7 </div>	<h3>Computer Models</h3> <p>Planners may use mathematical models that provide information about which areas of a community will be affected and where evacuation plans are needed.</p> <ul style="list-style-type: none"> • HAZUS is a nationally applicable standardized methodology that contains models for estimating potential losses from earthquakes, floods, and hurricanes. HAZUS uses Geographic Information Systems (GIS) technology to estimate physical, economic, and social impacts of disasters. It graphically illustrates the limits of identified high-risk locations due to earthquake, hurricane, and floods. (http://www.fema.gov/hazus)

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	<ul style="list-style-type: none">• Another computer model called <i>Sea, Lake and Overland Surges from Hurricanes</i> (SLOSH) provides information on hurricane storm surge by geographic sector. (http://www.nhc.noaa.gov/ssurge/ssurge_slosh.shtml)• HURREVAC is the decision support tool of the National Hurricane Program, administered by FEMA, the USACE, and the NOAA National Hurricane Center. (http://www.hurrevac.com/)• National Flood Insurance Maps identify flood hazard areas.• Computer-Aided Management of Emergency Operations (CAMEO) - The CAMEO software suite initially was developed because NOAA recognized the need to assist first responders with easily accessible and accurate response information. Since 1988, EPA and NOAA have collaborated to augment CAMEO to assist both emergency responders and planners. CAMEO has been enhanced to provide emergency planners with a tool to enter local information and develop incident scenarios to better prepare for chemical emergencies. <p>With this type of information the planner can designate areas that must be evacuated in any threat, and those that may sustain moderate damage that would not necessitate a full evacuation.</p> <p>Visual 2.8</p> <div data-bbox="221 1347 605 1643"><p>Discussion Question</p><hr/><p>What could necessitate a revision of a community's THIRA or vulnerability analysis?</p><p>FEMA Visual 2.8</p></div> <p>Discussion Question</p> <p>What could necessitate a revision of a community's THIRA or vulnerability analysis?</p> <p>It is very important that the THIRA or vulnerability analysis be reviewed frequently and updated as needed.</p>

Notes	Content
<p>Visual 2.9</p> <div style="border: 1px solid #ccc; padding: 5px;"> <p>Table Group Activity Reviewing the Analysis</p> <ul style="list-style-type: none"> ▪ Review your jurisdiction's THIRA or vulnerability analysis. ▪ Does it reflect the current Community Profile? ▪ Have there been changes? ▪ Add any new hazard risks. </div> <p>FEMA Visual 2.9</p>	<p>Table Group Activity</p> <p>Take a few minutes to review the THIRA or vulnerability analysis brought from your jurisdiction.</p> <ul style="list-style-type: none"> • Does it reflect the current Community Profile? • Have there been changes such as those listed above? • Note any hazard risks that have been created since the analysis was initially completed or was most recently revised.
<p>Visual 2.10</p> <div style="border: 1px solid #ccc; padding: 5px;"> <p>Identifying Populations at Risk</p> <ul style="list-style-type: none"> ▪ Vulnerability analysis is the first step. ▪ Risk area population information must be specific and current. ▪ Consider where people live, work, play and worship. </div> <p>FEMA Visual 2.10</p>	<p>Identifying Populations at Risk</p> <p>A THIRA or vulnerability analysis is the first step toward determining the people at risk and making plans to ensure that they are removed from harm's way in the event of a hazard event.</p> <p>This step has been accomplished in most communities and the information is included in the Emergency Operations Plan.</p> <p>In planning for evacuation, the information on risk area population must be specific and current.</p> <p>Consider where people live, work, play and worship.</p>
<p>Visual 2.11</p> <div style="border: 1px solid #ccc; padding: 5px;"> <p>Discussion Question</p> <p>What current source materials would you use to ensure that the risk area population has been accurately defined?</p> <p>?</p> </div> <p>FEMA Visual 2.11</p>	<p>Discussion Question</p> <p>What current source materials would you use to ensure that the risk area population has been accurately defined?</p> <p>Notes:</p>

Notes	Content
<p>Visual 2.12</p>  <p>At Risk Populations</p> <ul style="list-style-type: none"> One of the most important aspects of evacuation and re-entry planning is identifying the Whole Community and in particular the access and functional needs populations that require assistance in an evacuation. <p>FEMA Visual 2.12</p>	<p>At Risk Populations</p> <p>One of the most important aspects of evacuation and re-entry planning is identifying the Whole Community and in particular the access and functional needs populations that require assistance in an evacuation.</p>
<p>Visual 2.13</p>  <p>Access and Functional Needs Populations</p> <ul style="list-style-type: none"> Children in school and in day care centers Nursing home residents People who are deaf or hard of hearing, blind, or have low vision, have an intellectual or cognitive disability or a mobility disability Limited English Proficiency <p>FEMA Visual 2.13</p>	<p>Access and Functional Needs Populations</p> <p>Take a look at the population list in the Student Manual. Have you considered your whole community?</p> <ul style="list-style-type: none"> Children in school and in daycare centers Nursing home residents People who are deaf or hard of hearing, blind, or have low vision, have an intellectual or cognitive disability or a mobility disability Limited English Proficiency
<p>Visual 2.14</p>  <p>Access and Functional Needs Populations, Continued</p> <ul style="list-style-type: none"> Hospital patients Mental health institution patients Incarcerated persons in jails, juvenile facilities and drug treatment centers Business travelers and tourists <p>FEMA Visual 2.14</p>	<p>Access and Functional Needs Populations (Continued)</p> <ul style="list-style-type: none"> Hospital patients Mental health institution patients Incarcerated persons in jails, juvenile facilities and drug treatment centers Business travelers and tourists
<p>Visual 2.15</p>  <p>Access and Functional Needs Populations, Continued</p> <ul style="list-style-type: none"> Seasonal workers Homeless people People without transportation, including "latch-key kids" (children home alone) <p>Other groups?</p> <p>FEMA Visual 2.15</p>	<p>Access and Functional Needs Populations (Continued)</p> <ul style="list-style-type: none"> Seasonal workers Homeless people People without transportation, including "latch-key kids" (children home alone) Other Groups

Notes	Content
<p>Visual 2.16</p> <div style="border: 1px solid black; padding: 5px;"> <p>Who Is Responsible?</p> <ul style="list-style-type: none"> ▪ Organizations responsible for evacuation of their own populations: <ul style="list-style-type: none"> ▪ Schools and daycare centers ▪ Nursing homes ▪ Hospitals and hospices ▪ Jails, juvenile facilities and drug treatment centers </div> <p>FEMA Visual 2.16</p>	<p>Who Is Responsible?</p> <p>Evacuation planners must consider all special population groups.</p> <p>Some of these groups are overseen by organizations that are responsible for their own emergency planning.</p> <p>Organizations responsible for evacuation of their own populations:</p> <ul style="list-style-type: none"> • Schools and daycare centers • Nursing homes • Hospitals and hospices • Mental health institutions • Jails, juvenile facilities and drug treatment centers. <p>Emergency management evacuation planners need to identify the appropriate contacts within these organizations and establish working relationships to enhance planning and operational cooperation.</p>
<p>Visual 2.17</p> <div style="border: 1px solid black; padding: 5px;"> <p>Who Is Responsible?</p> <ul style="list-style-type: none"> ▪ Groups needing special planning considerations by the emergency management agency: ▪ People who are deaf or hard of hearing, blind, or have low vision, have an intellectual or cognitive disability or a mobility disability ▪ Limited English Proficiency ▪ Seasonal workers </div> <p>FEMA Visual 2.17</p>	<p>Groups needing special planning considerations by the emergency management agency.</p> <ul style="list-style-type: none"> • People who are deaf or hard of hearing, blind, or have low vision, have an intellectual or cognitive disability or a mobility disability • Limited English Proficiency people • Seasonal workers
<p>Visual 2.18</p> <div style="border: 1px solid black; padding: 5px;"> <p>Who Is Responsible?</p> <ul style="list-style-type: none"> ▪ Groups needing special planning considerations by emergency management agency: (continued) ▪ Homeless people ▪ Tourists and business travelers ▪ People without transportation </div> <p>FEMA Visual 2.18</p>	<p>Groups needing special planning considerations by the emergency management agency. (Continued)</p> <ul style="list-style-type: none"> • Homeless people • Tourists and business travelers • People without transportation.

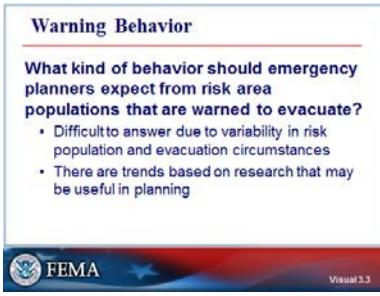
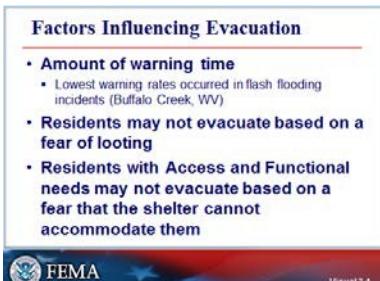
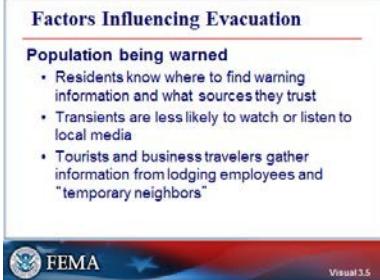
Notes	Content
<p>Visual 2.19</p> <div style="border: 1px solid black; padding: 5px;"> <p>Table Group Activity Access and Functional Needs Populations</p> <ul style="list-style-type: none"> • Review the Access and Functional Needs populations for which emergency management must develop evacuation plans. • What factors make these groups "at risk"? • How can the factors be addressed to ensure that these groups can be evacuated safely? </div> <p>FEMA Visual 2.19</p>	<p>Table Group Activity</p> <p>Let's take a closer look at special populations for which emergency management must develop evacuation plans.</p> <p>What factors make these groups "at risk"?</p> <p>How can the factors be addressed to ensure that these groups can be evacuated safely when necessary?</p> <p>Notes:</p> <p>Homeless people</p> <ul style="list-style-type: none"> • Locating homeless people to provide information • Lack of resources for shelter • Possible lack of transportation <p>Tourists and business travelers</p> <ul style="list-style-type: none"> • Lodging establishment may or may not have evacuation plan • Lack of resources for shelter • Lack of knowledge about area • Communication issues • Possible lack of transportation <p>People without transportation</p> <ul style="list-style-type: none"> • Transportation requirements

Notes	Content
<p>Visual 2.20</p> <div data-bbox="225 354 605 644"><p>Unit Objectives</p><ul style="list-style-type: none">Identify the Four Steps of the THIRA process.Identify the population that may need to evacuate.Describe groups that are considered at risk populations.Identify populations at risk for a known hazard.<p>FEMA Visual 2.20</p></div>	<p>Unit Objectives</p> <ul style="list-style-type: none">For a known hazard, determine the area at risk.Identify the population that may need to evacuate.Describe groups that are considered at risk populations.Identify populations at risk for a known hazard. <p>Notes:</p>

Unit 3: Community Behavior in Evacuation

Notes	Content														
<p>Visual 3.0</p> 	<p>Introduction</p> <p>Community Behavior in Evacuation</p> <p>Effective planning for evacuation and re-entry requires some knowledge of how people are likely to behave when they:</p> <ul style="list-style-type: none"> • Perceive that an evacuation order is likely. • Receive an evacuation order. • Are involved in an evacuation. • Wish to re-enter the evacuated area. • Receive permission to re-enter the evacuated area. <p>Research has shown that many emergency managers and other officials responsible for evacuation and re-entry believe myths about evacuation and shelter behavior.</p> <p>Emergency managers must base evacuation and Re-Entry Plans on fact, not myth.</p> <p>Unit Three describes how various groups have behaved during actual evacuation operations.</p> <p>A suggested schedule for this unit follows:</p> <table> <tbody> <tr> <td>Introduction</td> <td>5 Minutes</td> </tr> <tr> <td>Warning Behavior</td> <td>25 Minutes</td> </tr> <tr> <td>Evacuation Destinations and Transportation</td> <td>15 Minutes</td> </tr> <tr> <td>Evacuation Behavior of Owners of Domestic Animal</td> <td>15 Minutes</td> </tr> <tr> <td>Crowd Behavior and Looting</td> <td>15 Minutes</td> </tr> <tr> <td>Table Group Activity</td> <td>30 Minutes</td> </tr> <tr> <td>Total Time</td> <td>1.75 Hours</td> </tr> </tbody> </table>	Introduction	5 Minutes	Warning Behavior	25 Minutes	Evacuation Destinations and Transportation	15 Minutes	Evacuation Behavior of Owners of Domestic Animal	15 Minutes	Crowd Behavior and Looting	15 Minutes	Table Group Activity	30 Minutes	Total Time	1.75 Hours
Introduction	5 Minutes														
Warning Behavior	25 Minutes														
Evacuation Destinations and Transportation	15 Minutes														
Evacuation Behavior of Owners of Domestic Animal	15 Minutes														
Crowd Behavior and Looting	15 Minutes														
Table Group Activity	30 Minutes														
Total Time	1.75 Hours														

Notes	Content
 <p>Visual 3.1</p> <p>Unit Objectives</p> <p>Discuss social factors affecting the following evacuation and re-entry issues:</p> <ul style="list-style-type: none"> • How long it typically takes to warn a community • When people leave a community after a warning is issued • Where people seek shelter after a warning is issued <p>FEMA Visual 3.1</p>	<p>References</p> <p>The following sources will provide information used in this unit:</p> <p>Buffalo Creek, WV Flash Flood http://www.wvculture.org/history/buffcreek/bctitle.html</p> <p>Disaster Realities in the Aftermath of Hurricane Katrina: Revisiting the Looting Myth, Lauren Barsky, Joseph Trainor, Manuel Torres Disaster Research Center University of Delaware, 2006 http://www.colorado.edu/hazards/research/qr/qr184/qr184.html</p>
<p>Visual 3.2</p> <p>Unit Objectives, Continued</p> <p>Discuss social factors affecting the following evacuation and re-entry issues:</p> <ul style="list-style-type: none"> • Evacuation behavior of owners of domestic animals at risk • Modes of transportation used by evacuees • Probability of looting behavior during disaster. <p>FEMA Visual 3.2</p>	<p>Unit Objectives</p> <p>At the conclusion of the unit you should be able to discuss social factors that affect the following evacuation and re-entry issues:</p> <ul style="list-style-type: none"> • How long it typically takes to warn a community • When people leave a community after a warning is issued • Where people seek shelter after a warning is issued <p>Unit Objectives (Continued)</p> <ul style="list-style-type: none"> • Evacuation behavior of owners of domestic animals at risk • Modes of transportation used by evacuees • Probability of looting behavior during disaster. <p>Notes:</p>

Notes	Content
<p>Visual 3.3</p> 	<h2>Warning Behavior</h2> <h3>Warning Behavior</h3> <p>What kind of behavior should emergency planners expect from risk area populations that are warned to evacuate?</p> <ul style="list-style-type: none"> Research has shown that this is a difficult question to answer, because each risk population is different, and the circumstances of every evacuation are different. However there are some trends that have been consistent enough in the research to be useful in your evacuation and re-entry planning efforts.
<p>Visual 3.4</p> 	<h2>Factors Influencing Evacuation</h2> <h3>Factors Influencing Evacuation</h3> <p>What factors influence <u>when</u> people evacuate?</p> <ul style="list-style-type: none"> Amount of warning time (disaster type) <ul style="list-style-type: none"> Low warning rates occurred in incidents of flash flooding such as the 1972 Buffalo Creek, West Virginia Flood, where 125 people died, 1,100 were injured and 4000 were homeless. Residents may not evacuate based on a fear of looting Residents with Access and Functional needs may not evacuate based on the fear that shelters cannot accommodate them
<p>Visual 3.5</p> 	<h2>Factors Influencing Evacuation</h2> <h3>Population being warned</h3> <ul style="list-style-type: none"> Residents know where to find warning information and what sources they trust. Transients are less likely to watch or listen to the local media. Tourists and business travelers often gather information from lodging employees and "temporary neighbors."

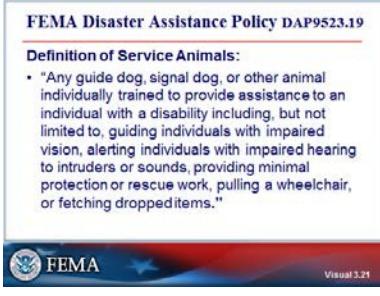
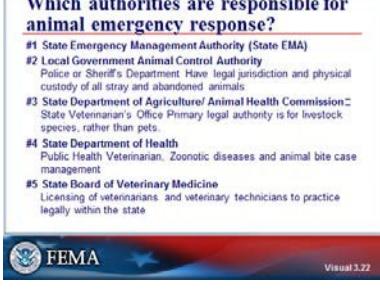
Notes	Content
<p>Visual 3.6</p> <div style="border: 1px solid black; padding: 5px;"> <p>Factors Influencing Evacuation</p> <p>Sense of urgency</p> <ul style="list-style-type: none"> • Individuals consider home, family safety and needs, and Media storm data • Decisions to evacuate are determined by perceived risk, rather than last evacuation • People evacuate when they believe it is dangerous to stay </div> <p>FEMA Visual 3.6</p>	<p>Factors Influencing Evacuation</p> <p>Sense of urgency</p> <ul style="list-style-type: none"> • Individuals consider home construction and location, family safety and needs, and data from the Media on storm tracks, storm strength and probabilities. • Decisions to evacuate are determined by perceived risk as defined by the factors listed above, rather than on the experience in the last evacuation. • People evacuate when they believe it is dangerous to stay.
<p>Visual 3.7</p> <div style="border: 1px solid black; padding: 5px;"> <p>Discussion Question</p> <p>How do these findings compare to your evacuation experience?</p> </div> <p>FEMA Visual 3.7</p>	<p>Discussion Question</p> <p>How do these findings compare to your evacuation experience?</p> <p>Notes:</p>
<p>Visual 3.8</p> <div style="border: 1px solid black; padding: 5px;"> <p>Table Group Activity</p> <p>Evacuation Warning</p> <ul style="list-style-type: none"> • Working in groups, discuss questions regarding evacuation warning in your jurisdiction • Develop and record answers </div> <p>FEMA Visual 3.8</p>	<p>Table Group Activity</p> <p>What are the main sources of evacuation warning information in your jurisdiction?</p> <p>Do the government agencies and media identified in the warning plan know their roles and responsibilities in evacuation warning?</p> <p>If tourists or transients may be involved, what method of warning will be used?</p> <p>Do the managers of hotels, resorts and other tourist attractions know their role in evacuation warning?</p> <p>Do the agencies responsible for warning homeless people and migrant workers know their responsibilities?</p>

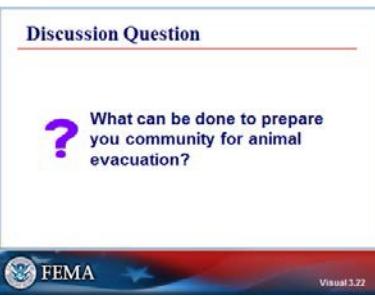
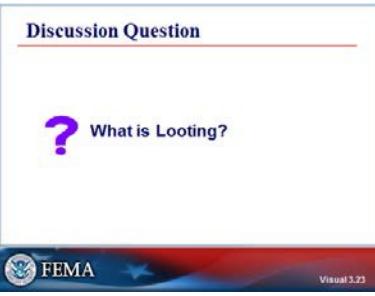
Notes	Content
<p>Visual 3.9</p>  <p>Where Do Evacuees Go? Length of Forewarning</p> <ul style="list-style-type: none"> If length of forewarning is short, options for shelter are reduced, sending more people to public shelter <p>Visual 3.9</p>	<h2>Evacuation Destinations and Transportation</h2> <h3>Where do Evacuees Go?</h3> <p>Prior evacuation research indicates that the destinations reported likely reflect connections to family and friends, previous homes, or areas with a high perception of safety</p> <p>Length of forewarning</p> <ul style="list-style-type: none"> If the length of forewarning is short, the options for shelter are reduced, sending more people to public shelter <p>QR229 Explaining Hurricane Evacuation Failure: The Role of Social Factors as Modifiers. Jennifer A. Horney and Kristen Ricchetti- Masterson. 2012. (As Submitted)</p>
<p>Visual 3.10</p>  <p>Where Do Evacuees Go? Anticipated Length of Evacuation</p> <ul style="list-style-type: none"> If evacuation is estimated to be short (1 or 2 days), evacuees are more likely to stay with friends or relatives For longer periods, evacuees are more likely to seek other options, including public shelter and short-term rental <p>Visual 3.10</p>	<h3>Anticipated length of evacuation</h3> <ul style="list-style-type: none"> If the evacuation is estimated to be short (one or two days), evacuees are more likely to stay with friends or relatives. For longer periods, evacuees are more likely to seek other options for their families, including public shelter and short-term rental.
<p>Visual 3.11</p>  <p>Where Do Evacuees Go? Community Preparedness</p> <p>When community preparedness is high, public shelters are more likely used because:</p> <ul style="list-style-type: none"> Shelters will be better equipped and more appealing to evacuees More people are informed about availability and location of public shelters <p>Visual 3.11</p>	<h3>Community preparedness</h3> <p>When community preparedness is high, public shelters are more likely to be used because:</p> <ul style="list-style-type: none"> Shelters will be better equipped and more appealing to evacuees. Information is likely to be more readily available so that more people are informed about availability and location of public shelters.

Notes	Content
<p>Visual 3.12</p> <p>Where Do Evacuees Go?</p> <p>Urbanization</p> <ul style="list-style-type: none">• Larger communities provide more options for shelter• Therefore, fewer evacuees will go to public shelter <p> FEMA Visual 3.12</p>	<p>Urbanization</p> <ul style="list-style-type: none">• Larger communities provide more options for shelter.• Therefore, fewer evacuees will go to public shelter.
<p>Visual 3.13</p> <p>Where Do Evacuees Go?</p> <p>Socioeconomic Level</p> <p>Poorer families are more likely to utilize public shelters because their options may be limited by lack of transportation and lack of financial resources</p> <p> FEMA Visual 3.13</p>	<p>Socioeconomic Level</p> <p>Poorer families are more likely to utilize public shelters because their options may be limited by lack of transportation and lack of financial resources.</p>
<p>Visual 3.14</p> <p>Discussion Question</p> <p>How do these findings compare to your evacuation experience?</p> <p> FEMA Visual 3.14</p>	<p>Discussion Question</p> <p>How do these findings compare to your evacuation experience?</p>

Notes	Content
<p>Visual 3.15</p> <p>Domestic Animals and Evacuation</p> <ul style="list-style-type: none"> • There are approximately 70 million pet dogs in the U.S. and 74.1 million pet cats. • After Katrina as many as 50,000 pets and other animals may have been left behind.  Visual 3.15	<h2>Evacuation Behavior of Owners of Domestic Animal</h2> <h3>Domestic Animals and Evacuation</h3> <p>There are approximately 70 million pet dogs in the U.S. and 74.1 million pet cats.</p> <p>The average veterinary expenditure per household for all pets was \$375 in 2011.</p> <p>https://www.avma.org/KB/Resources/Statistics/Pages/Market-research-statistics-US-Pet-Ownership-Demographics-Sourcebook.aspx</p>
<p>Visual 3.16</p> <p>Domestic Animals and Evacuation</p> <p>In 2011, six-out-of-ten pet owners, or 63.2%, considered their pets to be family members.</p> <ul style="list-style-type: none"> • How will this affect evacuee behavior?  Visual 3.16	<h3>Domestic Animals and Evacuation</h3> <p>In 2011, six-out-of-ten pet owners, or 63.2%, considered their pets to be family members.</p> <p>How will this affect evacuee behavior?</p>
<p>Visual 3.17</p> <p>PETS Act of 2006</p> <p>Pet Evacuation and Transportation Standards Act of 2006 –“The P.E.T.S. Act”</p> <p>Amends Section 403 of the Stafford Act “to ensure that State and local emergency preparedness operational plans address the needs of individuals with household pets and service animals following a major disaster or emergency.”</p>  Visual 3.17	<h3>“The P.E.T.S. Act” (10/06/06)</h3> <p>Pet Evacuation and Transportation Standards Act of 2006</p> <p>Amends Section 403 of the Stafford Disaster and Relief Emergency Assistance Act “to ensure that State and local emergency preparedness operational plans address the needs of individuals with household pets and service animals following a major disaster or emergency.”</p>

Notes	Content
<p>Visual 3.18</p> <p>Post-Katrina Emergency Management Reform Act (PKEMRA)</p> <p>Modified the Stafford Act with PETS Act language, and places significant new responsibilities on FEMA for coordinating implementation of the PETS Act.</p> 	<p>H.R.5441, Post-Katrina Emergency Management Reform Act (PKEMRA)</p> <p>Modifies the Stafford Act with PETS Act language, and places significant new responsibilities on DHS/FEMA for coordinating implementation of the PETS Act</p>
<p>Visual 3.19</p> <p>FEMA Disaster Assistance Policy DAP9523.19</p> <p>DAP9523.19 "Eligible Costs Related to Pet Evacuation and Sheltering"</p> <ul style="list-style-type: none"> • Defines Household Pet • Defines a Service Animal (based on ADA language) • Defines Congregate Pet Shelters and eligible expenses • Defines Eligible Parties for reimbursement 	<p>FEMA Disaster Assistance Policy DAP9523.19</p> <p>DAP9523.19 "Eligible Costs Related to Pet Evacuation and Sheltering"</p> <p>Identifies expenses related to State and local governments' emergency pet evacuation and sheltering activities that may be eligible for reimbursement following a major disaster or emergency declaration".</p> <ul style="list-style-type: none"> • Defines Household Pet • Defines a Service Animal (based on ADA language) • Defines Congregate Pet Shelters and eligible expenses • Defines Eligible Parties for reimbursement; <p>State and Local Governments are the only eligible applicants</p> <p>Contractors or Private Non-Profit (PNP; NGO) organizations cannot be directly reimbursed/ cannot be applicants.</p> <p>Must work through written agreements (MOAs) with state/local partnerships</p>

Notes	Content
<p>Visual 3.20</p>  <p>FEMA Disaster Assistance Policy DAP9523.19</p> <p>Definition of Household Pets:</p> <ul style="list-style-type: none"> • What they are: "A domesticated animal, such as a dog, cat, bird, rodent, or turtle that is traditionally kept in the home for pleasure rather than for commercial purposes and that can travel in commercial carriers and be housed in temporary facilities." • What they are not: "Household pets do not include reptiles, amphibians, fish, insects/arachnids, farm animals (including horses), and animals kept for racing purposes." <p>FEMA Visual 3.20</p>	<p>FEMA Disaster Assistance Policy DAP9523.19</p> <p>Definition of Household Pets:</p> <p>What they are: "A domesticated animal, such as a dog, cat, bird, rodent, or turtle that is traditionally kept in the home for pleasure rather than for commercial purposes and that can travel in commercial carriers and be housed in temporary facilities."</p> <p>What they are not: "Household pets do not include reptiles, amphibians, fish, insects/arachnids, farm animals (including horses), and animals kept for racing purposes."</p>
<p>Visual 3.21</p>  <p>FEMA Disaster Assistance Policy DAP9523.19</p> <p>Definition of Service Animals:</p> <ul style="list-style-type: none"> • "Any guide dog, signal dog, or other animal individually trained to provide assistance to an individual with a disability including, but not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items." <p>FEMA Visual 3.21</p>	<p>FEMA Disaster Assistance Policy DAP9523.19</p> <p>Definition of Service Animal</p> <p>"Any guide dog, signal dog, or other animal individually trained to provide assistance to an individual with a disability including, but not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items."</p>
<p>Visual 3.22</p>  <p>Which authorities are responsible for animal emergency response?</p> <ul style="list-style-type: none"> #1 State Emergency Management Authority (State EMA) #2 Local Government Animal Control Authority Police or Sheriff's Department, Have legal jurisdiction and physical custody of all stray and abandoned animals #3 State Department of Agriculture/ Animal Health Commission State Veterinarian's Office Primary legal authority is for livestock species, rather than pets. #4 State Department of Health Public Health Veterinarian, Zoonotic diseases and animal bite case management #5 State Board of Veterinary Medicine Licensing of veterinarians, and veterinary technicians to practice legally within the state <p>FEMA Visual 3.22</p>	<p>Which state, local, tribal, and territorial animal regulatory authorities now are responsible for animal emergency response?</p> <p>#1 State Emergency Management Authority (State EMA)</p> <p>#2 Local Government Animal Control Authority Police or Sheriff's Department, Have legal jurisdiction and physical custody of all stray and abandoned animals</p> <p>#3 State Department of Agriculture/ Animal Health Commission State Veterinarian's Office, Primary legal authority is for livestock species, rather than pets.</p> <p>#4 State Department of Health Public Health Veterinarian, Zoonotic diseases and animal bite case management</p>

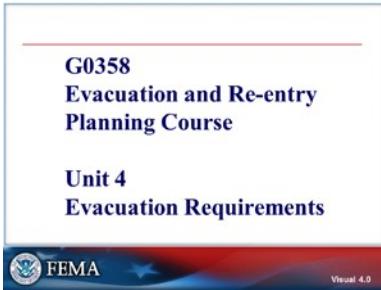
Notes	Content
<p>Visual 3.23</p>  <p>Discussion Question</p> <p>What can be done to prepare your community for animal evacuation?</p> <p>FEMA Visual 3.23</p>	<p>#5 State Board of Veterinary Medicine Licensing of veterinarians and veterinary technicians to practice legally within the state</p> <p>Discussion Question</p> <p>What can be done to prepare your community for animal evacuation?</p>
<p>Visual 3.24</p>  <p>Discussion Question</p> <p>What is Looting?</p> <p>FEMA Visual 3.24</p>	<p>Discussion Question</p> <p>What is looting?</p>
<p>Visual 3.25</p>  <p>Looting Civil Disturbances vs Natural Disasters</p> <ul style="list-style-type: none"> In civil disorders looting is widespread; in disaster areas looting is rare. In civil disturbances looters tend to work in pairs or small groups; in natural disasters looting has been carried out by individuals. In civil disturbances looting is very public; in natural disasters looting is covert and secret. <p>FEMA Visual 3.25</p>	<p>Looting—Civil Disturbances vs Natural Disasters</p> <p>In civil disorders, looting is widespread.</p> <ul style="list-style-type: none"> In the few cases where looting has occurred following a disaster event, it was inconsistent with the patterns of civil disturbance looting. In civil disturbances looters tend to work in pairs or small groups; in natural disasters looting has been carried out by individuals. In civil disturbances looting is very public; in natural disasters looting is covert and secret

Notes	Content
<p>Visual 3.26</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Looting: Social Factors</p> <p>Looting after disasters is more likely to occur when:</p> <ul style="list-style-type: none"> • There is a sense of powerlessness among the low socioeconomic population, they may be looting for survival supplies • If theft occurs on a day-to-day basis • There is a temporary loss of social control by legitimate authority </div> <p>FEMA Visual 3.26</p>	<p>Looting: Social Factors</p> <p>The likelihood of looting is affected by three social factors:</p> <ol style="list-style-type: none"> 1. In highly stratified society where there is a sense of powerlessness among the low socioeconomic population, the likelihood of looting after a disaster increases. 2. If theft occurs on a day-to-day basis, it is likely to continue after a disaster. 3. Looting is more likely to occur when there is a temporary loss of social control by legitimate authority. <p><i>Disaster Realities in the Aftermath of Hurricane Katrina: Revisiting the Looting Myth</i>, Lauren Barsky, Joseph Trainor, Manuel Torres Disaster Research Center University of Delaware, 2006 http://www.colorado.edu/hazards/research/qr/qr184/qr184.html</p>
<p>Visual 3.27</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Table Group Activity</p> <p>Community Behavior in Evacuation</p> <ul style="list-style-type: none"> • Review existing emergency operations or evacuation plans • Working in groups, discuss questions regarding evacuation behavior • Develop and record answers </div> <p>FEMA Visual 3.27</p>	<p>Table Group Activity</p> <p>Community Behavior in Evacuation</p> <p>This unit has provided the opportunity to discuss how people can be expected to behave during evacuation and re-entry operations.</p> <p>The remainder of this session will be devoted to reviewing existing emergency operations or evacuation plans and deciding if the assumptions about community behavior are consistent with the information presented in this unit.</p> <p>Consider the following:</p> <ul style="list-style-type: none"> • Do the hazards that threaten your community allow for enough warning to evacuate prior to the event? • How many and what types of transients are in your community at any given time? (Consider tourists, business travelers, migrant workers and homeless people.) What are peak times for the transient population? How are they likely to receive evacuation warnings?

Notes	Content
	<ul style="list-style-type: none"> • How often have evacuation warnings been issued in your community over the past five years? How have residents and transients responded? • Where are evacuees from your jurisdiction likely to go, given the estimated amount of warning and the other social factors that affect evacuation destination? • How are evacuees from your jurisdiction likely to get to evacuation destinations? • What are the everyday law enforcement issues in your community? • What law enforcement issues can be expected in your community during and after a natural or technological disaster?
<p>Visual 3.28</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Discussion Question</p> <p>Did your plan review reveal any misconceptions about community evacuation behavior?</p>  Visual 3.28 </div>	<p>Discussion Question</p> <p>Did your plan review reveal any misconceptions about community evacuation behavior?</p> <p>Unit Objectives Review</p> <p>Discuss social factors affecting the following evacuation and re-entry issues:</p> <ul style="list-style-type: none"> • How long it typically takes to warn a community • When people leave a community after a warning is issued • Where people seek shelter after a warning is issued

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<p>Visual 3.30</p> <div data-bbox="225 354 605 650"><p>Unit Objectives Review, Continued</p><p>Discuss social factors affecting the following evacuation and re-entry issues:</p><ul style="list-style-type: none">• Evacuation behavior of owners of domestic animals at risk• Modes of transportation used by evacuees• Probability of looting behavior during disaster<p>FEMA Visual 3.29</p></div>	<p>Unit Objectives Review (Continued)</p> <p>Discuss social factors affecting the following evacuation and re-entry issues:</p> <ul style="list-style-type: none">• Evacuation behavior of owners of domestic animals at risk• Modes of transportation used by evacuees• Probability of looting behavior during disaster.

Unit 4: Evacuation Requirements

Notes	Content																
<p>Visual 4.0</p>  <p>G0358 Evacuation and Re-entry Planning Course</p> <p>Unit 4 Evacuation Requirements</p> <p>FEMA Visual 4.0</p>	<p>Evacuation Requirements</p> <p>This unit will cover the following topics:</p> <ul style="list-style-type: none"> • Laws that authorize evacuation • Transportation requirements - transportation routes, traffic control, dealing with disabled vehicles and accidents, special transportation needs • Shelters and reception centers - at risk populations, provisions for domestic animals, provisions for essential government workers to keep track of their families • Perimeter control requirements • Accountability - ensuring that all people are evacuated • State laws on evacuation vary significantly. The instructor must research those laws for discussion in this unit. Bring copies of State, local, tribal and territorial ordinances to class for reference. • Be able to verify: <ul style="list-style-type: none"> - Who has authority to recommend evacuation or order evacuation - Limitations of authority in recommended and ordered evacuations - How life safety issues are addressed for children, adults and special populations - Financial responsibility for evacuation • Agencies responsible for implementing evacuation and re-entry <p>A suggested schedule for this unit follows:</p> <table> <tbody> <tr> <td>Introduction</td> <td>5 Minutes</td> </tr> <tr> <td>Authority for Evacuation</td> <td>20 Minutes</td> </tr> <tr> <td>Transportation Requirements</td> <td>20 Minutes</td> </tr> <tr> <td>Shelters and Reception Centers</td> <td>15 Minutes</td> </tr> <tr> <td>Requirements for Domestic Animals</td> <td>10 Minutes</td> </tr> <tr> <td>Perimeter Control Requirements</td> <td>10 Minutes</td> </tr> <tr> <td>Accountability</td> <td>10 Minutes</td> </tr> <tr> <td>Total Time</td> <td>1.5 Hours</td> </tr> </tbody> </table>	Introduction	5 Minutes	Authority for Evacuation	20 Minutes	Transportation Requirements	20 Minutes	Shelters and Reception Centers	15 Minutes	Requirements for Domestic Animals	10 Minutes	Perimeter Control Requirements	10 Minutes	Accountability	10 Minutes	Total Time	1.5 Hours
Introduction	5 Minutes																
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Accountability	10 Minutes																
Total Time	1.5 Hours																

Notes	Content
<p>Visual 4.1</p>  <p>Unit Objectives</p> <ul style="list-style-type: none"> Identify the laws that authorize evacuation. Describe transportation requirements for evacuation. Describe shelter and reception center requirements. <p>FEMA Visual 4.1</p>	<h2>Introduction</h2> <h3>Unit Objectives</h3> <p>At the conclusion of this unit, participants will be able to do the following:</p> <ul style="list-style-type: none"> Identify the laws in their jurisdiction that authorize evacuation. Describe transportation requirements for evacuation. Describe shelter and reception center requirements.
<p>Visual 4.2</p>  <p>Unit Objectives, Continued</p> <ul style="list-style-type: none"> List options for domestic animals. Describe perimeter control requirements. Discuss accountability systems for monitoring the status of the evacuation operation. <p>FEMA Visual 4.2</p>	<h3>Unit Objectives (Continued)</h3> <ul style="list-style-type: none"> List options for domestic animals. Describe perimeter control requirements. Discuss accountability systems for monitoring the status of the evacuation operation.
<p>Visual 4.3</p> <p>What will be needed to evacuate and re-enter a risk area?</p> <ul style="list-style-type: none"> Authority to recommend or order evacuation Evacuation routes Transportation Shelter destination Means of controlling flow of evacuees Provisions for evacuating at risk needs populations <p>FEMA Visual 4.3</p>	<p>Time will be provided for participants to assess and/or identify sources of these requirements in their own communities.</p> <p>What will be needed to evacuate and re-enter a risk area in your jurisdiction?</p> <ul style="list-style-type: none"> Authority to recommend or order evacuation Evacuation routes Transportation Shelter destination Means of controlling flow of evacuees out of and back into the risk area Provisions for evacuating Access and Functional Needs populations

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<p>Visual 4.4</p> <p>What will be needed to evacuate and re-enter a risk area</p> <ul style="list-style-type: none">▪ Means of informing the evacuees and the general public▪ Assembly areas for picking up people without transportation▪ Means of controlling access to and securing the evacuated area▪ Provisions for return of evacuees to their homes <p>FEMA Visual 4.4</p>	<ul style="list-style-type: none">• Means of informing the evacuees and the general public on evacuation activities and actions they should take• Assembly areas for picking up people without private transportation• Means of controlling access to the evacuated area• Security for the evacuated area• Provisions for return of evacuees to their homes <p>This unit will focus on several of those requirements. Communication requirements and re-entry will be covered in other units.</p>
<p>Visual 4.5</p> <p>Authority for Evacuation</p> <p>State Laws</p> <ul style="list-style-type: none">▪ The evacuation annex must identify the scope of authority for undertaking the movement of people from the risk area. <p>FEMA Visual 4.5</p>	<p>State Laws</p> <p>The evacuation annex must identify the scope of authority for undertaking the movement of people from the risk area.</p> <p>Notes:</p>

Notes	Content
<p>Visual 4.6</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Discussion Questions State Laws</p> <ul style="list-style-type: none"> Who has authority to recommend evacuation? Who has authority to order evacuation? What conditions differentiate between recommended or mandated evacuation? </div> <p>FEMA Visual 4.6</p>	<p>Discussion Questions State Laws</p> <p>To answer the following questions, refer to the law that governs evacuation in <u>your State</u>.</p> <p>Who has authority to recommend evacuation?</p> <p>Who has authority to order evacuation?</p> <p>What conditions differentiate between recommended or mandated evacuation?</p>
<p>Visual 4.7</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Discussion Questions State Laws</p> <ul style="list-style-type: none"> What are the limitations of authority related to recommended and ordered evacuation? Are life safety issues addressed differently for children and adults? Are life safety issues for special populations addressed? </div> <p>FEMA Visual 4.7</p>	<p>Discussion Questions State Laws</p> <p>What are the limitations of authority related to recommended and ordered evacuation?</p> <p>Are life safety issues addressed differently for children and adults?</p> <p>Are life safety issues for at risk populations addressed?</p>
<p>Visual 4.8</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Discussion Questions State Laws</p> <ul style="list-style-type: none"> Are issues of financial responsibility for evacuation addressed? (e.g. busses, shelters, mutual aid efforts, overtime) Which agencies are responsible for implementing the evacuation? </div> <p>FEMA Visual 4.8</p>	<p>Discussion Questions State Laws</p> <p>Are issues of financial responsibility for evacuation addressed? (e.g. busses, shelters, mutual aid efforts, overtime)</p> <p>Which agencies are responsible for implementing the evacuation?</p>

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<p>Visual 4.9</p> <div data-bbox="213 354 589 644" style="background-color: #e0f2e0; padding: 10px;"> <p>Discussion Questions <u>Local Jurisdiction Ordinances</u></p> <ul style="list-style-type: none"> Who has authority to recommend/order a local evacuation? What entity conducts evacuations? What entity bears financial responsibility for evacuations, including overtime pay for personnel? </div> <p>FEMA Visual 4.9</p>	<p>Discussion Questions Local Jurisdiction Ordinances</p> <p>This discussion will focus on the local, tribal and territorial ordinances that govern evacuation issues.</p> <p>Refer to your respective ordinances before answering the following questions.</p> <p>Who has authority to recommend/order a local evacuation?</p> <ul style="list-style-type: none"> • In many communities, the Chief Elected Official may require a declaration of a state of emergency • Other communities allow other elected officials, the sheriff, the fire chief, and health official to make the decision. <p>What entity conducts evacuations?</p> <p>What entity bears financial responsibility for evacuations, including overtime pay for personnel?</p>
<p>Visual 4.10</p> <div data-bbox="213 1136 589 1425" style="background-color: #e0f2e0; padding: 10px;"> <p>Discussion Questions <u>Local Jurisdiction Ordinances</u></p> <ul style="list-style-type: none"> What happens if someone refuses to evacuate? Does your ordinance reflect State laws? When was the last time this local ordinance was updated? </div> <p>FEMA Visual 4.10</p>	<p>Discussion Questions Local Jurisdiction Ordinances</p> <p>What happens if someone refuses to evacuate?</p> <p>Does your ordinance reflect State laws?</p> <p>When was the last time this local ordinance was updated?</p>
<p>Visual 4.11</p> <div data-bbox="213 1558 589 1848" style="background-color: #e0f2e0; padding: 10px;"> <p>Discussion Questions <u>Local Jurisdiction Ordinances</u></p> <ul style="list-style-type: none"> When was the last time the ordinance was reviewed by agency, city or county counsel for compliance with the most recent State code? </div> <p>FEMA Visual 4.11</p>	<p>Discussion Question Local Jurisdiction Ordinances</p> <p>When was the last time the ordinance was reviewed by agency, city or county counsel for compliance with the most recent State code?</p>

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<p>Visual 4.12</p> <div style="border: 1px solid #ccc; padding: 10px;"><p>Transportation Requirements</p><ul style="list-style-type: none">▪ What are the evacuation routes?▪ Who has the authority to alter normal traffic flow?▪ Do people know which routes to take?<p style="text-align: center;">FEMA VISUAL4.12</p></div>	<h2>Transportation Requirements</h2> <h3>Transportation Requirements</h3> <p>Here are several questions that must be answered by planners.</p> <ul style="list-style-type: none">• What are the evacuation routes?<ul style="list-style-type: none">- Need special signs and markings- Coordinate with the State department of transportation• Who has the authority to alter normal traffic flow?• Do people know which routes to take?
<p>Visual 4.13</p> <div style="border: 1px solid #ccc; padding: 10px;"><p>Transportation Requirements</p><ul style="list-style-type: none">▪ How will traffic be controlled?▪ Do the responsible agencies know what's expected of them?▪ Have they received any type of "training"?<p style="text-align: center;">FEMA VISUAL4.13</p></div>	<h3>Transportation Requirements</h3> <ul style="list-style-type: none">• How will traffic be controlled?• Do the responsible agencies know what's expected of them?• Have they received any type of "training"?
<p>Visual 4.14</p> <div style="border: 1px solid #ccc; padding: 10px;"><p>Transportation Requirements</p><ul style="list-style-type: none">▪ Have responsible agencies ever participated in an evacuation or an evacuation simulation?▪ Do the responsible agencies have access to the equipment/resources needed to move the evacuation traffic along?<p style="text-align: center;">FEMA VISUAL4.14</p></div>	<h3>Transportation Requirements</h3> <ul style="list-style-type: none">• Have responsible agencies ever participated in an evacuation or an evacuation simulation?• Do the responsible agencies have access to the equipment/resources needed to move the evacuation traffic along?

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<p>Visual 4.15</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Transportation Requirements</p> <ul style="list-style-type: none"> • Who will activate them? • Who will pay for time/equipment of responsible agencies? </div> <p>FEMA Visual 4.15</p>	<p>Transportation Requirements</p> <ul style="list-style-type: none"> • Who will activate them? <ul style="list-style-type: none"> - All people supporting an evacuation should carry identification that indicates this role. • Who will pay for time/equipment of responsible agencies?
<p>Visual 4.16</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Transportation Implications</p> <ul style="list-style-type: none"> • Rush hour • Toll roads/bridges – who is responsible for/authorized to suspend toll taking? • Choke points </div> <p>FEMA Visual 4.16</p>	<p>Transportation Implications</p> <p>Consider the implications of all eventualities:</p> <ul style="list-style-type: none"> • Rush hour • Toll roads/bridges - who is responsible for/authorized to suspend toll taking? • Choke points
<p>Visual 4.17</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Transportation Implications</p> <ul style="list-style-type: none"> • Inbound emergency vehicle traffic – if inbound lanes have been converted to outbound, what are the alternatives? • Alternate evacuation routes necessitated by unknown hazards • Disabled vehicles • Fender benders </div> <p>FEMA Visual 4.17</p>	<p>Transportation Implications</p> <ul style="list-style-type: none"> • Inbound emergency vehicle traffic – if inbound lanes have been converted to outbound, what alternatives are available? • Alternate evacuation routes necessitated by unknown hazards • Disabled vehicles • Fender benders

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<p>Visual 4.18</p> <div style="border: 1px solid #ccc; padding: 10px;"><p>Access & Functional Needs</p><ul style="list-style-type: none">• Access and Functional Needs populations are likely to have transportation requirements other than vehicles and drivers.</div> <p>FEMA Visual 4.18</p>	<h2>Access and Functional Needs</h2> <p>As we discussed in Unit Two, all jurisdictions have at risk populations, and these groups are likely to require transportation out of, and possibly back into, the risk area.</p> <h3>Access and Functional Needs</h3> <ul style="list-style-type: none">• Access and Functional needs populations are likely to have transportation requirements other than vehicles and drivers.
<p>Visual 4.19</p> <div style="border: 1px solid #ccc; padding: 10px;"><p>Access & Functional Needs</p><ul style="list-style-type: none">• Hospitals and nursing homes – Consider the need for busses with wheelchair lifts, ambulances and ambulances with advanced life support capability.• Schools – Planning must include arrangements for family reunification.</div> <p>FEMA Visual 4.19</p>	<h2>Access and Functional Needs</h2> <ul style="list-style-type: none">• Hospitals and nursing homes – Consider the need for busses with wheelchair lifts, ambulances and ambulances with advanced life support capability.• Schools – Planning must include arrangements for family reunification.
<p>Visual 4.20</p> <div style="border: 1px solid #ccc; padding: 10px;"><p>Access & Functional Needs</p><ul style="list-style-type: none">• Daycare centers – In addition to family reunification plans, infant seats and close supervision will be required.• Jails and prisons – Secure transportation and reception facilities must be arranged.</div> <p>FEMA Visual 4.20</p>	<h2>Access and Functional Needs</h2> <ul style="list-style-type: none">• Daycare centers – In addition to family reunification plans, infant seats and close supervision will be required.• Jails and prisons – Secure transportation and reception facilities must be arranged.

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<p>Visual 4.21</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Access & Functional Needs</p> <ul style="list-style-type: none"> ▪ Tourists and business travelers tend to use their own or rented transportation. ▪ It may be difficult to locate and inform seasonal workers and homeless people, and to estimate the scope of the transportation requirement for these groups. </div> <p>FEMA Visual 4.21</p>	<p>Access and Functional Needs</p> <ul style="list-style-type: none"> • While tourists and business travelers tend to use their own or rented transportation, adequate rental cars may not be available in a large scale evacuation from a resort area. • It may be difficult to locate and inform seasonal workers and homeless people, and to estimate the scope of the transportation requirement for these groups.
<p>Visual 4.22</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Access & Functional Needs</p> <ul style="list-style-type: none"> ▪ What modes of transportation will be used? ▪ What personnel will be assigned to transporting special populations? ▪ What will be the assembly areas for picking up people with disabilities and access and functional needs? (Plan for advanced staging of special transportation.) </div> <p>FEMA Visual 4.22</p>	<p>Access and Functional Needs</p> <ul style="list-style-type: none"> • What modes of transportation will be used? • What personnel will be assigned to transporting special populations? • What will be the assembly areas for picking up people with disabilities and access and functional needs? (Plan for advanced staging of special transportation)
<p>Visual 4.23</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Table Group Activity</p> <p>Transportation Requirements</p> <ul style="list-style-type: none"> ▪ Working in groups, discuss questions regarding transportation requirements in your existing evacuation annex or procedure. ▪ Develop and record answers. </div> <p>FEMA Visual 4.23</p>	<p>Table Group Activity</p> <p>Could your group answer the questions based on information in the plan or SOP?</p> <p>Have you made contact with the transportation providers that will be used?</p> <p>Notes:</p>

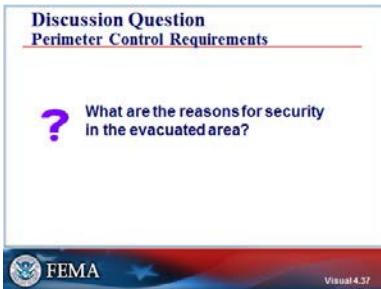
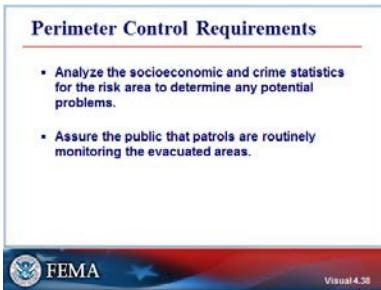
Notes	Content
<p>Visual 4.24</p> <div style="background-color: #f0f0f0; padding: 10px;"> <p>Shelters and Reception Centers How Many and Where?</p> <ul style="list-style-type: none"> • Obtain past evacuation data from American Red Cross or other organization that managed shelter operations. • Use evacuation data from other jurisdictions to estimate number of potential shelterees. </div> <p>FEMA Visual 4.24</p>	<h2>Shelters and Reception Centers</h2> <h3>How Many and Where?</h3> <p>Where will the evacuees go? Will public shelters be available? How many will seek public shelter?</p> <p>As discussed in Unit Three, many factors determine how many people will evacuate and where they will seek shelter.</p> <ul style="list-style-type: none"> • If your jurisdiction has sustained an emergency evacuation previously, determine numbers from the American Red Cross or other organization that managed the shelter operation. • If there have been no previous evacuations, estimate the number of potential shelterees based on the evacuation data from other jurisdictions.
<p>Visual 4.25</p> <div style="background-color: #f0f0f0; padding: 10px;"> <p>Shelters and Reception Centers How Many and Where?</p> <ul style="list-style-type: none"> • Identify groups likely to seek public shelter. • Determine length of shelter stay. • Determine alternatives to public shelter. </div> <p>FEMA Visual 4.25</p>	<h3>How Many and Where?</h3> <ul style="list-style-type: none"> • Review the population of your risk area and identify groups that are likely to seek public shelter. • Consider the type of hazard and whether the shelter stay is likely to be long or short. • Consider the size and location of the hazard risk area to determine how many alternatives to public shelter exist.
<p>Visual 4.26</p> <div style="background-color: #f0f0f0; padding: 10px;"> <p>Shelters and Reception Centers Considerations</p> <ul style="list-style-type: none"> • What agency or agencies are responsible for shelters? • Do they know what is expected? • Have they done it before? • Are they trained? </div> <p>FEMA Visual 4.26</p>	<h3>Considerations</h3> <p>When an approximate number of shelterees has been estimated, consider the following questions:</p> <ul style="list-style-type: none"> • What agency or agencies are responsible for shelters? • Do they know what is expected? • Have they done it before? • Are they trained?

Notes	Content
<p>Visual 4.27</p> <div style="background-color: #f0f0f0; padding: 10px;"> <p>Shelters and Reception Centers Considerations</p> <ul style="list-style-type: none"> ▪ Do they have the necessary resources? ▪ How will the sheltering agencies be activated? ▪ Who pays for the time and equipment devoted to the sheltering effort? </div>  FEMA Visual 4.27	<p>Considerations</p> <ul style="list-style-type: none"> • Do they have the necessary resources? • How will the sheltering agencies be activated? • Who pays for the time and equipment devoted to the sheltering effort?
<p>Visual 4.28</p> <div style="background-color: #f0f0f0; padding: 10px;"> <p>Shelters and Reception Centers Access & Functional Needs Populations</p> <ul style="list-style-type: none"> ▪ If there is a hospital or other medical facility, where will the patients be sent? ▪ Do these specially designated shelters know that they will be receiving these populations? </div>  FEMA Visual 4.28	<p>Access & Functional Needs Populations</p> <p>Another important consideration is the need for special sheltering arrangements.</p> <p>Populations with special requirements need to be evacuated to similar places.</p> <ul style="list-style-type: none"> • If there is a hospital or other medical facility, where will the patients be sent? Verify with the hospital or facility administrator. • Do these specially designated shelters know that they will be receiving these special populations? Verify with the day- to-day management team.
<p>Visual 4.29</p> <div style="background-color: #f0f0f0; padding: 10px;"> <p>Table Group Activity</p> <p>Shelters and Reception Centers</p> <ul style="list-style-type: none"> ▪ Working in groups, discuss questions regarding the shelter aspects of your existing evacuation annex or procedure. ▪ Develop and record answers. </div>  FEMA Visual 4.29	<p>Table Group Activity</p> <p>Notes:</p>

Notes	Content
	<p>REQUIREMENTS FOR DOMESTIC ANIMALS</p> <p>Recalling from Unit Three the evacuation behavior of owners of domestic animals, what factors related to pets should be considered in an evacuation plan?</p> <ul style="list-style-type: none">• Evacuation/transportation• Temporary sheltering, feeding and watering• Veterinary care• Rescuing and capturing animals that have escaped confinement• Refer to the PETS Act of 2006 and Post Katrina Emergency Management Reform Act (PKEMRA) for the government entity that is responsible to plan for domestic animals.• Issues related to large animals, such as farm animals and zoo animals require additional considerations that should be dealt with in an Animal Care Annex. <p>Visual 4.30</p> <div data-bbox="213 1193 594 1478"><p>Domestic Animals</p><ul style="list-style-type: none">▪ Animals are not allowed in human shelters because of the risk of:<ul style="list-style-type: none">▪ Animal allergies and phobias▪ Potential bites and scratches▪ Food hygiene issues▪ Other public health issues<p>FEMA Visual 4.30</p></div>

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<p>Visual 4.31</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Domestic Animals</p> <ul style="list-style-type: none"> ▪ With planning, arrangements may be made for animals to be sheltered with: <ul style="list-style-type: none"> ▪ Friends ▪ Veterinarians ▪ Local animal control or humane shelter ▪ Local boarding and grooming kennels ▪ Local hotels and motels that accept pets </div> <p>FEMA Visual 4.31</p>	<p>Domestic Animals</p> <p>With planning, arrangements may be made for animals to be sheltered with:</p> <ul style="list-style-type: none"> • Friends • Veterinarians • Local animal control or humane shelter • Local boarding and grooming kennels • Local hotels and motels that accept pets
<p>Visual 4.32</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Post-Katrina Emergency Management Reform Act (PKEMRA)</p> <p>Modified the Stafford Act with PETS Act language, and places significant new responsibilities on FEMA for coordinating implementation of the PETS Act.</p> </div> <p>FEMA Visual 4.32</p>	<p>Post-Katrina Emergency Management Reform Act (PKEMRA)</p> <p>On October 6, 2006, the PETS Act was signed into law, amending Section 403 of the Stafford Act. Section 403, as amended by the PETS Act, authorizes FEMA to provide rescue, care, shelter, and essential needs for individuals with household pets and service animals, and to the household pets and animals themselves following a major disaster or emergency.</p>
<p>Visual 4.33</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>FEMA Disaster Assistance Policy DAP9523.19</p> <ul style="list-style-type: none"> • DAP9523.19 "Eligible Costs Related to Pet Evacuation and Sheltering" • Defines Household Pet • Defines a Service Animal (based on ADA language) • Defines Congregate Pet Shelters and eligible expenses </div> <p>FEMA Visual 4.33</p>	<p>Post-Katrina Emergency Management Reform Act (PKEMRA)</p> <p>The purpose of this policy is to identify the expenses related to State and local governments' emergency pet evacuation and sheltering activities that may be eligible for reimbursement following a major disaster or emergency declaration.</p> <p>This is applicable to all major disasters and emergencies declared and is intended to be used by FEMA personnel involved in making eligibility determinations under the Public Assistance Program.</p> <ul style="list-style-type: none"> • DAP9523.19 "Eligible Costs Related to Pet Evacuation and Sheltering" • Defines Household Pet • Defines a Service Animal (based on ADA language) • Defines Congregate Pet Shelters and eligible expenses

Notes	Content
<p>Visual 4.34</p> <p>FEMA Disaster Assistance Policy DAP9523.19</p> <p>Definition of Household Pets: What they are: "A domesticated animal, such as a dog, cat, bird, rodent, or turtle that is traditionally kept in the home for pleasure rather than for commercial purposes and that can travel in commercial carriers and be housed in temporary facilities." What they are not: "Household pets do not include reptiles, amphibians, fish, insects/arachnids, farm animals (including horses), and animals kept for racing purposes."</p> <p> FEMA Visual 4.34</p>	<p>Post-Katrina Emergency Management Reform Act (PKEMRA)</p> <p>Household Pet. 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, can travel in commercial carriers, and be housed in temporary facilities.</p> <p>Household pets do not include reptiles (except turtles), amphibians, fish, insects/arachnids, farm animals (including horses), and animals kept for racing purposes.</p>
<p>Visual 4.35</p> <p>FEMA Disaster Assistance Policy DAP9523.19</p> <p>Definition of Service Animals: "Any guide dog, signal dog, or other animal individually trained to provide assistance to an individual with a disability including, but not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items."</p> <p> FEMA Visual 4.35</p>	<p>Post-Katrina Emergency Management Reform Act (PKEMRA)</p> <p>Service Animal. Any guide dog, signal dog, or other animal individually trained to provide assistance to an individual with a disability including, but not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items.</p>
<p>Visual 4.36</p> <p>Which state and local animal regulatory authorities are responsible for animal emergency response?</p> <ul style="list-style-type: none"> #1 State Emergency Management Authority #2 Local Government Animal Control Authority Have legal jurisdiction and physical custody of all stray and abandoned animals #3 State Department of Agriculture/ Animal Health Commission State Veterinarian's Office Primary legal authority is for livestock species, rather than pets. #4 State Department of Health Public Health Veterinarian Zoonotic diseases and animal bite case management #5 State Board of Veterinary Medicine Licensing of veterinarians and veterinary technicians to practice legally within the state <p> FEMA Visual 4.36</p>	<p>State and local governments that receive evacuees from areas declared a major disaster or an emergency may seek reimbursement for eligible pet rescue, sheltering, and evacuation-support costs.</p> <p>State and local governments outside the designated disaster area may seek reimbursement under mutual aid protocols through the affected and supported state(s).</p> <p>State and local governments are the only eligible applicants for sheltering and rescuing household pets and service animals.</p>

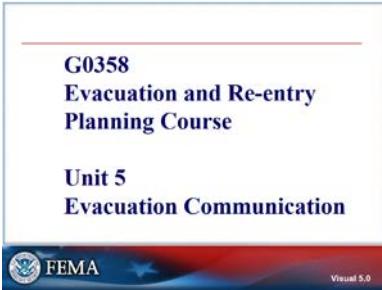
Notes	Content
	<p>Contractors or private nonprofit (PNP) organizations that shelter or rescue household pets and service animals cannot be reimbursed directly as an applicant. However, contractors and PNPs can be reimbursed for sheltering and rescuing household pets and service animals through a state or local government, provided a written statement from an eligible applicant is presented in which the applicant verifies that the contractor or PNP is performing or has performed sheltering or rescuing operations on the applicant's behalf and the expenses are documented.</p>
<p>Visual 4.37</p>  <p>The screenshot shows a slide titled "Discussion Question" with the subtitle "Perimeter Control Requirements". It features a large purple question mark icon followed by the text "What are the reasons for security in the evacuated area?". At the bottom, there is a blue bar with the FEMA logo and the text "Visual 4.37".</p> <p>Visual 4.38</p>  <p>The screenshot shows a slide titled "Perimeter Control Requirements". It lists two bullet points: "Analyze the socioeconomic and crime statistics for the risk area to determine any potential problems." and "Assure the public that patrols are routinely monitoring the evacuated areas.". At the bottom, there is a blue bar with the FEMA logo and the text "Visual 4.38".</p>	<h2 data-bbox="654 713 1073 798">PERIMETER CONTROL REQUIREMENTS</h2> <p>Discussion Question</p> <p>What are the reasons for security in the evacuated area?</p> <p>Perimeter Control Requirements</p> <p>While looting behavior is not expected in most disaster or post-disaster situations, in certain situations it may occur.</p> <ul style="list-style-type: none"> • Planners need to analyze the socioeconomic and crime statistics for the risk area to determine any potential problems. • The public must be assured that patrols are routinely monitoring the evacuated areas.

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<p>Visual 4.39</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Perimeter Control Requirements</p> <ul style="list-style-type: none"> ▪ Plan to maintain access points and establish policies for permitting traffic in and out. ▪ Plans must be flexible to allow for additional evacuations of people who initially refused, if they may be evacuated safely. ▪ Emergency personnel will not be sacrificed in futile efforts to rescue evacuation "hold-outs." </div> <p>FEMA Visual 4.39</p>	<p>Perimeter Control Requirements</p> <ul style="list-style-type: none"> • Plan to maintain access points and establish policies for permitting traffic in and out. • Plans must be flexible enough to allow for additional evacuations of people who initially refused, if they may be evacuated safely. • People who remain in the evacuated area may be in extremely dangerous conditions. • The evacuation plan should consider this possibility and state that emergency personnel will not be sacrificed in futile efforts to rescue evacuation "hold-outs."
<p>Visual 4.40</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Table Group Activity</p> <p>Perimeter Control Requirements</p> <ul style="list-style-type: none"> ▪ Refer to the Student Manual. ▪ Working in groups, discuss questions regarding the security and perimeter control requirements of your existing evacuation annex or procedure. ▪ Develop and record answers. </div> <p>FEMA Visual 4.40</p>	<p>Table Group Activity</p> <p>Take five minutes to read your existing plans or procedures to find out how security and perimeter control are addressed.</p>
<p>Visual 4.41</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Accountability</p> <ul style="list-style-type: none"> ▪ Where and when evacuation warnings have been issued ▪ Number evacuated ▪ Number remaining in risk area ▪ Number of evacuees in shelters ▪ Names and locations of individuals evacuated from nursing homes, schools, hospitals and prisons/jails </div> <p>FEMA Visual 4.41</p>	<h2>ACCOUNTABILITY</h2> <p>Another important aspect of evacuation planning is keeping track of the status of evacuation events.</p> <p>What events, resources or information must be accounted for in an evacuation operation?</p> <ul style="list-style-type: none"> • Where and when evacuation warnings have been issued • Number evacuated • Number remaining in risk area • Number of evacuees in shelters • Names and locations of individuals evacuated from nursing homes, schools, hospitals and prisons/jails

Notes	Content
<p>Visual 4.42</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Accountability</p> <ul style="list-style-type: none"> ▪ Assign data collection to an organization that specializes in administration and logistics. ▪ Recommend the use of a large street map of the risk area. ▪ Indicate which homes have been evacuated or are empty, and which have been warned but are not leaving. </div> <p>FEMA Visual 4.42</p>	<p>Accountability</p> <p>Who is responsible for collecting this information in your jurisdiction and how can it be collected?</p> <ul style="list-style-type: none"> • Data collection is an administrative function and should be assigned to an organization that specializes in administration and logistics. • Consider using a large street map of the risk area. • When data is reported from the field, indicate which homes have been evacuated or are empty, and which households have been warned but are not leaving.
<p>Visual 4.43</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Accountability</p> <ul style="list-style-type: none"> ▪ Review the plan or SOP to ensure that this responsibility has been assigned. ▪ Determine if the person holding the job with this assigned task is aware of their responsibility. ▪ Evaluate the data collection and storage method described. </div> <p>FEMA Visual 4.43</p>	<p>Accountability</p> <p>To whom does your annex or procedure assign responsibility for keeping track of the data described above, and how is it to be accomplished?</p> <ul style="list-style-type: none"> • When you return home, review the plan or SOP to ensure that this responsibility has been assigned. • Find out if the person holding the job with this assigned task is aware of their responsibility. • Evaluate the data collection and storage method described.
<p>Visual 4.44</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Components of an Evacuation Operation</p> <ul style="list-style-type: none"> ▪ Legal basis for evacuation ▪ Transportation requirements for evacuating general public and people with disabilities and access and functional needs ▪ Shelters for evacuees </div> <p>FEMA Visual 4.44</p>	<p>Unit Summary</p> <p>This unit has explored the requirements associated with several of the most important components of an evacuation operation:</p> <ul style="list-style-type: none"> • The legal basis for evacuation • The transportation requirements for evacuating the general public and the people with disabilities and access and functional needs from the risk area • The shelters that evacuated people may be forced to utilize

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<p>Visual 4.45</p> <div data-bbox="213 354 594 629"><p>Components of an Evacuation Operation</p><ul style="list-style-type: none">▪ Options for domestic animals▪ Security and perimeter control of evacuated area▪ System for tracking people, data and events<p>FEMA</p><p>Visual 4.45</p></div>	<p>Unit Summary</p> <p>This unit has explored the requirements associated with several of the most important components of an evacuation operation:</p> <ul style="list-style-type: none">• Options for domestic animals at risk• The security and perimeter control of the evacuated area• A system that keeps track of people, data and events.
<p>Visual 4.46</p> <div data-bbox="213 798 594 1079"><p>Unit Objectives Review</p><ul style="list-style-type: none">▪ Identify the laws that authorize evacuation.▪ Describe transportation requirements for evacuation.▪ Describe shelter and reception center requirements.<p>FEMA</p><p>Visual 4.46</p></div>	<p>Unit Objectives Review</p>
<p>Visual 4.47</p> <div data-bbox="213 1220 594 1501"><p>Unit Objectives Review, Continued</p><ul style="list-style-type: none">▪ List options for domestic animals.▪ Describe perimeter control requirements.▪ Discuss accountability systems for monitoring the status of the evacuation operation.<p>FEMA</p><p>Visual 4.47</p></div>	<p>Unit Objectives Review (Continued)</p> <p>Unit Five will focus on communicating evacuation and re-entry information to evacuees, the general public, the emergency management community and the media.</p> <p>Are there any questions about anything we have covered in Unit Four?</p>

Unit 5: Evacuation Communications

Notes	Content
<p>Visual 5.0</p>  <p>The screenshot shows the title 'G0358 Evacuation and Re-entry Planning Course' and 'Unit 5 Evacuation Communication'. The FEMA logo is visible at the bottom left. The title 'Visual 5.0' is at the bottom right.</p> <p>References</p>  <p>The following sources will provide information used in this unit:</p> <p>www.ready.gov</p> <p>Basic Disaster Supply kit: https://www.ready.gov/kit</p>	<p>Evacuation Communication</p> <p>At the conclusion of this unit, participants will be able to do the following:</p> <ol style="list-style-type: none">1. Decide what information to convey to the public about evacuation.2. Determine how to communicate evacuation information to the public to ensure that instructions will be understood and followed.3. Determine when to release information about evacuation to the public.4. Determine who is responsible for evacuation communication in their home jurisdiction. <p>This unit will cover the following topics:</p> <ul style="list-style-type: none">• Community education about evacuation before any event• Communicating evacuation information to the public when evacuation is recommended or ordered• Communicating information to the public during the evacuation• Communicating evacuation information to special populations, transients and tourists <p>References</p>

Notes	Content														
	<p>A suggested schedule for this unit follows:</p> <table> <tbody> <tr> <td>Introduction</td> <td>10 Minutes</td> </tr> <tr> <td>Educating the Community</td> <td>10 Minutes</td> </tr> <tr> <td>About Evacuation</td> <td>10 Minutes</td> </tr> <tr> <td>Communicating Evacuation</td> <td>10 Minutes</td> </tr> <tr> <td>Readiness Information</td> <td>30 Minutes</td> </tr> <tr> <td>Communicating the Evacuation Order</td> <td></td> </tr> <tr> <td>Total Time</td> <td>1.0 Hour</td> </tr> </tbody> </table>	Introduction	10 Minutes	Educating the Community	10 Minutes	About Evacuation	10 Minutes	Communicating Evacuation	10 Minutes	Readiness Information	30 Minutes	Communicating the Evacuation Order		Total Time	1.0 Hour
Introduction	10 Minutes														
Educating the Community	10 Minutes														
About Evacuation	10 Minutes														
Communicating Evacuation	10 Minutes														
Readiness Information	30 Minutes														
Communicating the Evacuation Order															
Total Time	1.0 Hour														
	INTRODUCTION														
Visual 5.1  Unit Objectives <ul style="list-style-type: none"> Decide what information to convey to the public about evacuation. Determine how to communicate evacuation information to the public to ensure that instructions will be understood and followed. Visual 5.1	<h3>Objectives</h3> <p>At the conclusion of this unit, participants will be able to do the following:</p> <ul style="list-style-type: none"> Decide what information to convey to the public about evacuation. Determine how to communicate evacuation information to the public to ensure that instructions will be understood and followed. 														
Visual 5.2  Unit Objectives, Continued <ul style="list-style-type: none"> Determine when to release information about evacuation to the public. Determine who is responsible for evacuation communication in their home jurisdiction. Visual 5.2	<h3>Objectives</h3> <p>At the conclusion of this unit, participants will be able to do the following:</p> <ul style="list-style-type: none"> Determine when to release information about evacuation to the public. Determine who is responsible for evacuation communication in their home jurisdiction. 														

Notes	Content
<p>Visual 5.3</p> <div style="background-color: #e0f2e0; padding: 10px;"> <p>Educating the Community About Evacuation</p> <ul style="list-style-type: none"> • Informing risk-area residents and businesses prior to an emergency will better prepare them to respond to evacuation instructions. • Education before an emergency partially addresses potential concern about reliability and credibility of information. </div> <p>FEMA Visual 5.3</p>	<h2>EDUCATING THE COMMUNITY ABOUT EVACUATION</h2> <p>When an emergency occurs, usually there is no time for educating the community about the jurisdiction's emergency plans, only for warning and emergency public information.</p> <ul style="list-style-type: none"> • In communities where information has been disseminated and reinforced to risk-area residents and businesses prior to any emergency, the population will be better prepared to respond to evacuation instructions. • Education before an emergency partially addresses the potential evacuees' concern about the reliability and credibility of information.
<p>Visual 5.4</p> <div style="background-color: #e0f2e0; padding: 10px;"> <p>Evacuation Information</p> <ul style="list-style-type: none"> • Nature of the hazard(s) • Methods of warning and who will carry out warning • Evacuation routes </div> <p>FEMA Visual 5.4</p>	<h2>Evacuation Information</h2> <p>What kind of information will be helpful for risk-area residents and workers to receive prior to any emergency?</p> <ul style="list-style-type: none"> • Nature of the hazard(s) • Methods of warning and who will carry out warning • Evacuation routes
<p>Visual 5.5</p> <div style="background-color: #e0f2e0; padding: 10px;"> <p>Evacuation Information</p> <ul style="list-style-type: none"> • Information about emergency shelters • Information about risks of in-place sheltering • Information about care of pets and domestic animals </div> <p>FEMA Visual 5.5</p>	<h2>Evacuation Information</h2> <p>What kind of information will be helpful for risk-area residents and workers to receive prior to any emergency?</p> <ul style="list-style-type: none"> • Information about emergency shelters • Information about risks of in-place sheltering • Information about care of pets and domestic animals <p>Note that these items will all be covered in the evacuation plan/annex.</p> <p>Public information materials should be consistent with procedures described in the plan or annex.</p>

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<p>Visual 5.6</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Discussion Question</p> <hr/> <p>? What non-emergency periods are appropriate for presenting this type of information?</p> </div> <p>FEMA Visual 5.6</p>	<p>Discussion Question</p> <p>What non-emergency periods are appropriate for presenting this type of information?</p>
<p>Visual 5.7</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Methods of Communication</p> <hr/> <ul style="list-style-type: none"> • Television and/or newspaper • Radio spots • Direct mailing • Display at public buildings and in libraries • Phonebook insert • Utility bill inserts • School handouts to students </div> <p>FEMA Visual 5.7</p>	<p>Methods of Communication</p> <p>How can this information be presented so that residents and workers will read or listen and recall when needed?</p> <ul style="list-style-type: none"> • Television feature or news • Newspaper insert • Radio spots • Direct mailing • Display at public buildings and in libraries • Phonebook inserts • Utility bill (water, electric, natural gas) inserts • School handouts to students
<p>Visual 5.8</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Communicating Evacuation Readiness Information</p> <hr/> <ul style="list-style-type: none"> • Build credibility • Encourage preparedness • Provide a hot line, e-mail address, or other source of information </div> <p>FEMA Visual 5.8</p>	<p>COMMUNICATING EVACUATION READINESS INFORMATION</p> <p>Readiness Information</p> <ul style="list-style-type: none"> • Build credibility • Encourage preparedness • Provide a hot line, e-mail address, or other source of information

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<p>Visual 5.9</p> <div data-bbox="225 925 612 1220"><p>Discussion Question Communicating Evacuation Readiness</p><p>?</p><p>Keeping in mind the factors that determine whether people will understand and follow evacuation instructions, what kind of evacuation information should be communicated at this time?</p><p>FEMA Visual 5.9</p></div>	<p>Impending Storm</p> <p>A violent storm has formed and may affect your jurisdiction in the next few days.</p> <p>The news and weather channels are reporting on the storm's progress.</p> <p>If the storm hits your area, at its current force, it will cause heavy damage.</p> <p>Casualties are possible in this scenario if people are not evacuated.</p> <p>If the storm changes course, it will not cause much damage in your area.</p> <p>Discussion Question</p> <p>Keeping in mind the factors that determine whether people will understand and follow evacuation instructions, what kind of evacuation information should be communicated at this time?</p> <p>Notes:</p>

Notes	Content
<p>Visual 5.10</p> <div style="border: 1px solid #ccc; padding: 5px;"> <p>Communicating Evacuation Readiness to Tourists</p> <ul style="list-style-type: none"> Check with owners of resorts/hotels/motels to ensure they have a method for warning and communicating evacuation information. </div>  Visual 5.10	<p>Readiness to Tourists</p> <p>This is also a good time to check in with previously identified owners of resorts, hotels and motels. Be sure that they have established a method for warning and communicating evacuation information to guests.</p>
<p>Visual 5.11</p> <div style="border: 1px solid #ccc; padding: 5px;"> <p>Communicating Evacuation Readiness to Tourists</p> <ul style="list-style-type: none"> Tourists and other travelers are not likely to be watching TV news or listening to local radio broadcasts and may have to be notified individually. Resorts/hotels/motels will lose revenue if guests evacuate, so managers may "downplay" possible risk. </div>  Visual 5.11	<p>Readiness to Tourists</p> <ul style="list-style-type: none"> Tourists and other travelers are not as likely to be watching TV news or listening to local radio broadcasts and may have to be notified individually. Resorts, hotels and motels will lose revenue if guests evacuate and managers may have a tendency to "downplay" the possible risk.
<p>Visual 5.12</p> <div style="border: 1px solid #ccc; padding: 5px;"> <p>Communicating the Evacuation Order</p> <ul style="list-style-type: none"> Communicating the evacuation warning officially begins the movement to a safer area. Evacuation warning and information from all sources must be consistent. Multiple consistent messages will get people to take action sooner. </div>  Visual 5.12	<h2>COMMUNICATING THE EVACUATION ORDER</h2> <p>As we discussed earlier, people almost always discuss the decision to evacuate with family members, neighbors, and people they expect to be knowledgeable (e.g., lodging staff).</p> <ul style="list-style-type: none"> Communicating the evacuation warning officially begins the movement of risk-area population to a safer area. The evacuation warning and information must be consistent from all sources so that people will not find discrepancies when they compare notes. Multiple consistent messages will get people to take action sooner.

Notes	Content
<p>Visual 5.13</p> <div style="border: 1px solid black; padding: 5px;"> <p>Factors Affecting Response to Evacuation Warnings</p> <ul style="list-style-type: none"> • Credibility of the person issuing information • Consistency of messages and information • Warning content - is the risk conveyed? • Adequacy of the information for taking action • Ability to confirm the message • Response to risk </div>  Visual 5.13	<p>Credible local officials personally issuing the warning message using mass media have more impact than a reporter or “crawl lines” on the TV screen.</p> <ul style="list-style-type: none"> • Credibility of the person issuing information • Consistency of messages and information • Warning content - is the risk conveyed? • Adequacy of the information for taking action • Ability to confirm the message • Response to risk
<p>Visual 5.14</p> <div style="border: 1px solid black; padding: 5px;"> <p>Effective Evacuation Warnings</p> <ul style="list-style-type: none"> • Select a credible source to deliver the message. • Have credible local officials issue the warning message using mass media. • Have emergency personnel with previous experience and public exposure in an evacuation operation deliver the message. </div>  Visual 5.14	<p>Effective Evacuation Warnings</p> <p>Select a credible source to deliver the message.</p> <ul style="list-style-type: none"> • Emergency personnel with previous experience and public exposure in an evacuation operation will also have credibility • If the public doubts the source, they will ignore the warning.
<p>Visual 5.15</p> <div style="border: 1px solid black; padding: 5px;"> <p>Effective Evacuation Warnings</p> <ul style="list-style-type: none"> • Select a credible source to deliver the message. • The decision on who to deliver the evacuation message through the media must be made before an event is pending (need regular coordination with the local media). </div>  Visual 5.15	<p>Effective Evacuation Warnings</p> <p>Select a credible source to deliver the message.</p> <ul style="list-style-type: none"> • The decision on who to deliver the evacuation message through the media must be made before an event is pending. That fact reinforces the necessity for regular coordination with the local media.

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<p>Visual 5.16</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Effective Evacuation Warnings</p> <ul style="list-style-type: none"> • Write and present a clear message. • People looking for reasons not to leave will find them in ambiguous messages. • Be specific about areas that will be affected as well as the risks that are posed. </div>  Visual 5.16	<p>Effective Evacuation Warnings</p> <p>Write and present a clear message.</p> <ul style="list-style-type: none"> • People looking for reasons not to leave will find them in ambiguous messages. • Be specific about areas that will be affected as well as the risks that are posed.
<p>Visual 5.17</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Effective Evacuation Warnings</p> <ul style="list-style-type: none"> • Write and present a clear message. • Describe possible hazard impacts including any plans by utility authorities to turn off electricity, water, and/or gas in the evacuation area. • Describe evacuation routes and any traffic pattern changes. </div>  Visual 5.17	<p>Effective Evacuation Warnings</p> <p>Write and present a clear message.</p> <ul style="list-style-type: none"> • Describe possible hazard impacts including any plans by utility authorities to turn off electricity, water, and/or gas in the evacuation area. • Describe evacuation routes and any traffic pattern changes.
<p>Visual 5.18</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Effective Evacuation Warnings</p> <ul style="list-style-type: none"> • Write and present a clear message. • Tell where people can go and how to get there if they don't have private transportation. • Provide lists of personal belongings to take in the evacuation. • Describe arrangements for reuniting family members that become separated during the evacuation. </div>  Visual 5.18	<p>Effective Evacuation Warnings</p> <p>Write and present a clear message.</p> <ul style="list-style-type: none"> • Tell where people can go and how to get there if they do not have private transportation. • Provide lists of personal belongings to take in the evacuation. • Describe arrangements for reuniting family members that become separated during the evacuation. <p>Notes:</p>

Notes	Content
<p>Visual 5.19</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Effective Evacuation Warnings</p> <ul style="list-style-type: none"> • Keep the message consistent. • Local media should repeat the same evacuation message and information. • Inconsistent messages neutralize the public's perception of threat. </div> <p>FEMA Visual 5.19</p>	<p>Effective Evacuation Warnings</p> <p>Keep the message consistent.</p> <ul style="list-style-type: none"> • Local media should repeat the same evacuation message and information. • Inconsistent messages neutralize the public's perception of threat.
<p>Visual 5.20</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Effective Evacuation Warnings</p> <ul style="list-style-type: none"> • Present a precise message. • Confusing statements about the location, timing and/or magnitude of the event will decrease the perception of the threat. </div> <p>FEMA Visual 5.20</p>	<p>Effective Evacuation Warnings</p> <p>Present a precise message.</p> <ul style="list-style-type: none"> • Confusing statements about the location, timing and/or magnitude of the event will decrease the perception of the threat.
<p>Visual 5.21</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Effective Evacuation Warnings</p> <ul style="list-style-type: none"> • Repeat the message. • If the media repeats the same message multiple times, people will be stirred to action. </div> <p>FEMA Visual 5.21</p>	<p>Effective Evacuation Warnings</p> <p>Repeat the message.</p> <ul style="list-style-type: none"> • If the media repeats the same message multiple times, people will be stirred to action.
<p>Visual 5.22</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Effective Evacuation Warnings</p> <ul style="list-style-type: none"> • Provide sources for confirming the evacuation warning. • People will try to obtain confirmation of warnings from different sources before evacuating. • A hot line or other point of contact will be useful, but may become overwhelmed if unprepared for heavy call volume. </div> <p>FEMA Visual 5.22</p>	<p>Effective Evacuation Warnings</p> <p>Provide sources for confirming the evacuation warning.</p> <ul style="list-style-type: none"> • People will try to obtain confirmation of warnings from different sources before evacuating. • A hot line or other point of contact will be useful, but may become overwhelmed if unprepared for heavy call volume.

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<p>Visual 5.23</p> <div style="border: 1px solid #ccc; padding: 5px;"> <p>Delivering the Message</p> <p>Factors</p> <ul style="list-style-type: none"> • Type of hazard • Amount of warning time • Size and demographics of the at-risk population • Capabilities of the local, tribal or territorial authorities </div>  Visual 5.23	<p>Delivering the Message</p> <p>The best method for delivering the evacuation warning message will vary with several factors:</p> <ul style="list-style-type: none"> • Type of hazard • Amount of warning time (remember to allow ample time to evacuate before weather conditions restrict evacuation methods). • Size and demographics of the at-risk population • Capabilities of the local, tribal, and territorial authorities.
<p>Visual 5.24</p> <div style="border: 1px solid #ccc; padding: 5px;"> <p>Delivering the Message</p> <ul style="list-style-type: none"> • Evacuation warnings should not depend on any one method of communication. • Neither cable nor broadcast television may be a reliable mode of communication. • Broadcast TV and cable stations in the impact areas may be out of service hours before the eye of the storm arrives. </div>  Visual 5.24	<p>Delivering the Message</p> <ul style="list-style-type: none"> • Evacuation warnings should not depend on any one method of communication. • Neither cable nor broadcast television may be a reliable mode of communication with the public during a hurricane. • The VHF and cable stations in the impact areas maybe out of service hours before the eye of the storm arrived.
<p>Visual 5.25</p> <div style="border: 1px solid #ccc; padding: 5px;"> <p>Delivering the Message</p> <ul style="list-style-type: none"> • Most residents maybe without power to operate televisions anyway. • Most of the radio and television stations in the Emergency Alert System were damaged or lost power and could not transmit for several days. </div>  Visual 5.25	<p>Delivering the Message</p> <ul style="list-style-type: none"> • Most residents were without power to operate televisions anyway. • Most of the radio and television stations in the Emergency Alert System were damaged or lost power and were unable to transmit for several days.

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<p>Visual 5.26</p> <div data-bbox="225 361 612 629"><p>Delivering the Message</p><ul style="list-style-type: none">• Other methods for delivery of the warning message include:<ul style="list-style-type: none">▪ Door-to-door notification by emergency responders▪ Travel through neighborhoods using public address systems</div> <p>FEMA Visual 5.26</p>	<p>Delivering the Message</p> <p>Other methods for delivery of the warning message include:</p> <ul style="list-style-type: none">• Door-to-door notification by emergency responders• Travel through neighborhoods using public address systems.
<p>Visual 5.27</p> <div data-bbox="225 768 612 1036"><p>Delivering the Message</p><p>It is important that all methods for delivering the evacuation warning message converge at approximately the same time, providing the same clear, consistent message.</p></div> <p>FEMA Visual 5.27</p>	<p>Delivering the Message</p> <p>It is important that all methods for delivering the evacuation warning message converge at approximately the same time, providing the same clear, consistent message.</p>
<p>Visual 5.28</p> <div data-bbox="225 1191 612 1480"><p>Communicating with Divergent Populations</p><p>Communicating with populations in institutions such as hospitals, nursing homes, prisons, jails and group homes is not likely to be a problem unless phone service and power are lost.</p></div> <p>FEMA Visual 5.28</p>	<p>Communicating with Divergent Populations</p> <p>Unit Two focused on the identification of risk areas and risk area populations as part of the evacuation and re-entry planning process.</p> <p>Communicating with special populations in institutions such as hospitals, nursing homes, prisons, jails and group homes is not likely to be a problem unless phone service and power are lost.</p>

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<p>Visual 5.29</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Discussion Question <u>Divergent Populations</u></p>  <p>What populations may require special communication efforts during the evacuation warning?</p> </div> <p>FEMA Visual 5.29</p>	<p>Discussion Question</p> <p>Recalling our conversation in Unit Two, what populations may require special communication efforts during the evacuation warning?</p> <p>Notes:</p>
<p>Visual 5.30</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Communicating with Divergent Populations</p> <ul style="list-style-type: none"> • What types of special communication activity may be needed? • Door-to-door notification • Depending upon the warning time available, written communications to hotel or resort guests </div> <p>FEMA Visual 5.30</p>	<p>Communicating with Divergent Populations</p> <p>What types of special communication activity may be needed?</p> <ul style="list-style-type: none"> • Door-to-door notification • Depending upon the warning time available, written communications to hotel or resort guests
<p>Visual 5.31</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Communicating with Divergent Populations</p> <ul style="list-style-type: none"> • What types of special communication activity may be needed? • Instructing hotel, motel and resort operators to conduct door-to-door or other notification of guests • Use of emergency vehicles to make public address announcements to homeless and other transient populations that do not have access to media </div> <p>FEMA Visual 5.31</p>	<p>Communicating with Divergent Populations</p> <p>What types of special communication activity may be needed?</p> <ul style="list-style-type: none"> • Instructing hotel, motel and resort operators to conduct door-to-door or other notification of guests • Use of emergency vehicles to make public address announcements to homeless and other transient populations that do not have access to media

Notes	Content
<p>Visual 5.32</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Communicating with Divergent Populations</p> <ul style="list-style-type: none"> • What types of special communication activity may be needed? • Announcements in several different languages, as appropriate to the community • If the community is multi-lingual, determine the languages in which emergency information will be issued </div> <p>FEMA Visual 5.32</p>	<p>Communicating with Divergent Populations</p> <p>What types of special communication activity may be needed?</p> <ul style="list-style-type: none"> • Announcements in several different languages, as appropriate to the community • If the community is multi-lingual, evacuation planners have to determine the languages in which emergency information will be issued. <ul style="list-style-type: none"> - Contact Social Services agencies. - Review census data. • Contact churches and other outreach groups that are involved with non-English-speaking populations
<p>Visual 5.33</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Unit Summary</p> <ul style="list-style-type: none"> • Work closely with Warning and Public Information staff on the development of the evacuation annex or plan. • Evacuation warning messages must be credible, consistent, and frequent to be effective in moving people to action. </div> <p>FEMA Visual 5.33</p>	<p>Unit Summary</p> <ul style="list-style-type: none"> • Evacuation planners should work closely with Warning and Public Information staff on the development of the evacuation annex or plan. • Evacuation warning messages must be credible, consistent, and frequent to be effective in moving people to action.
<p>Visual 5.34</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Unit Summary</p> <p>Include in Warning Messages</p> <ul style="list-style-type: none"> • Clear description of the area likely to be evacuated • Certainty of the hazard • Severity of the hazard • Visual evidence of the hazard when media allows </div> <p>FEMA Visual 5.34</p>	<p>Unit Summary</p> <p>Include in Warning Messages</p> <p>What can you do in your jurisdiction to ensure that evacuation warning messages are effective?</p> <ul style="list-style-type: none"> • Clear description of the area likely to be evacuated • Certainty of the hazard • Severity of the hazard • Visual evidence of the hazard when media allows

Notes	Content
<p>Visual 5.35</p> <p>Unit Summary <u>Include in Warning Messages</u></p> <ul style="list-style-type: none">• Information on safe havens and routes• Lists of personal belongings to take in the evacuation• Assurance of family unity or reunification <p> Visual 5.35</p>	<p>Unit Summary</p> <p>Include in Warning Messages</p> <p>What can you do in your jurisdiction to ensure that evacuation warning messages are effective?</p> <ul style="list-style-type: none">• Information on safe havens and routes• Lists of personal belongings to take in the evacuation• Assurance of family unity or reunification
<p>Visual 5.36</p> <p>Unit Summary <u>Warning Messages</u></p> <ul style="list-style-type: none">• Repeat the message often.• Isolate the message from routine information. <p> Visual 5.36</p>	<p>The decision on who to deliver the evacuation message through the media must be made before an event is pending. That fact reinforces the necessity for regular coordination with the local media.</p> <p>And:</p> <ul style="list-style-type: none">• Repeat the message often.• Isolate the message from routine information.

UNIT 6: RE-ENTRY

Notes	Content						
<p>Visual 6.0</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>G0358 Evacuation and Re-entry Planning Course</p> <p>Unit 6 Re-entry</p>  <p>Visual 6.0</p> </div>  <p>Visual 6.1</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Unit Objectives</p> <ul style="list-style-type: none"> • List factors that affect re-entry into the evacuated area. • Develop a plan for evacuees to return home.  <p>FEMA</p> <p>Visual 6.1</p> </div>	<h3>Re-Entry</h3> <p>Based upon the amount of attention devoted to re-entry operations in emergency planning guidance, one might get the impression that it is unimportant.</p> <p>The lack of guidance may reflect the fact that in some respects re- entry is a component of recovery operations and not relevant to the emergency phase of a disaster or emergency operation.</p> <p>However without careful control over re-entry, new emergencies may occur when residents wish to return to their homes and owners to their businesses.</p> <p>This unit will serve as a forum for discussion about the “what-ifs” of re-entry.</p> <p>This unit will cover the following topics:</p> <ul style="list-style-type: none"> • Identifying residents of the evacuated area • Transportation back into the evacuated area • Maintaining order during re-entry <p>A suggested schedule for this unit follows:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Re-Entry Considerations</td> <td style="width: 40%;">30 Minutes</td> </tr> <tr> <td>Re-Entry Issues</td> <td>30 Minutes</td> </tr> <tr> <td style="text-align: right;">Total Time</td> <td style="text-align: right;">1.0 Hour</td> </tr> </table> <p>Objectives</p> <p>At the conclusion of this unit, participants will be able to do the following:</p> <ul style="list-style-type: none"> • List factors that affect re-entry into the evacuated area. • Develop a plan for evacuees to return home. 	Re-Entry Considerations	30 Minutes	Re-Entry Issues	30 Minutes	Total Time	1.0 Hour
Re-Entry Considerations	30 Minutes						
Re-Entry Issues	30 Minutes						
Total Time	1.0 Hour						

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<p>Visual 6.2</p> <p>Discussion Questions <u>Authority for Re-entry</u></p> <p> In your community, who has the authority to allow re-entry into the evacuated area?</p> <p> What information about the evacuated area must be available to officials before re-entry operations are started?</p> <p> FEMA Visual 6.2</p>	<p>Discussion Question</p> <p>Authority for Re-Entry</p> <p>In your community, who has the authority to allow re-entry into the evacuated area?</p> <p>The emergency management statutes in your State should address this question.</p> <p>The decision to activate a Re-Entry Plan must be based on knowledge that the impacted area is safe enough for public safety organizations to begin preparations for re-entry of the population</p> <p>Discussion Question</p> <p>What information about the evacuated area must be available to officials before re-entry operations are started?</p> <p>Notes:</p>

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<p>Visual 6.3</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Legal Issues</p> <ul style="list-style-type: none"> Negligence is the principle type of liability that faces local, tribal and territorial governments when conducting re-entry operations. The Re-entry Plan and operation must minimize the danger and properly warn those who may be entering potentially unsafe areas.  Visual 6.3 </div>	<p>Legal Issues</p> <p>Negligence is the principle type of liability that faces local, tribal and territorial governments when conducting re-entry operations.</p> <p>Because re-entry is not often mentioned specifically in state, local, tribal or territorial statutes, the general responsibility of government agencies and personnel is to protect from danger persons entering the impacted area.</p> <p>In other words, the Re-Entry Plan and operation must minimize the danger and properly warn those who may be entering potentially unsafe areas.</p>
<p>Visual 6.4</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Re-entry Operations</p> <ul style="list-style-type: none"> Emergency managers and other community officials determine what resources are needed and are available to devote to the re-entry operation.  Visual 6.4 </div>	<p>Re-Entry Operations</p> <p>After the damage information is collected and the decision is made to activate the Re-Entry Plan, emergency managers and other community officials will determine what resources are needed and available to devote to the re-entry operation.</p>
<p>Visual 6.5</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Re-entry Operations Resources Needed</p> <ul style="list-style-type: none"> Initially, resources may be devoted to clearing roadways and detailed damage assessment. Cleanup and repairs may be needed prior to re-entry. Adequate numbers of emergency response personnel, vehicles and equipment must be available to respond to accidents.  Visual 6.5 </div>	<p>Re-entry Operations Resources Needed</p> <ul style="list-style-type: none"> Initially some resources may have to be devoted to more detailed damage assessment. Some cleanup and repairs may have to be made before it is even possible for residents and business owners to get to their property. Adequate numbers of emergency response personnel, vehicles and equipment must be available to respond to accidents.

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<p>Visual 6.6</p> <div style="background-color: #e0f2e0; padding: 5px;"> <p>Re-entry Operations Resources Needed</p> <ul style="list-style-type: none"> • Traffic control may require substantial manpower resources if transportation routes are damaged or detoured. • Ongoing security of the evacuated area will require additional law enforcement resources. </div>  Visual 6.6	<p>Re-entry Operations Resources Needed</p> <ul style="list-style-type: none"> • Traffic control may require substantial manpower resources if transportation routes are damaged and/or detoured. • Ongoing security of the evacuated area will require additional law enforcement resources.
<p>Visual 6.7</p> <div style="background-color: #e0f2e0; padding: 5px;"> <p>Re-entry Operations</p> <ul style="list-style-type: none"> • Each evacuation will create a different set of re-entry requirements. • A successful Re-entry Plan must be flexible enough to take into account post-disaster conditions, size and population of the evacuated area, and availability of resources. </div>  Visual 6.7	<p>Re-entry Operations</p> <p>Each evacuation will create a different set of re-entry requirements.</p> <p>A successful Re-Entry Plan must be flexible enough to take into account post-disaster conditions, size and population of the evacuated area, and availability of resources.</p>
<p>Visual 6.8</p> <div style="background-color: #e0f2e0; padding: 5px;"> <p>Phased Re-entry</p> <ul style="list-style-type: none"> • Many communities have adopted a tiered approach to re-entry. • Tiered approach usually involves 2 or 3 levels of access. • Three level approach is most common. </div>  Visual 6.8	<p>Phased Re-entry</p> <ul style="list-style-type: none"> • Many communities have adopted a tiered approach to re-entry. • Tiered approach usually involves 2 or 3 levels or phases of access. • Three level/phase approach is most common. <p>In some cases where a community only uses two levels/phases the third phase is considered open access to everyone.</p>

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<p>Visual 6.9</p>  <p>Phased Re-entry</p> <ul style="list-style-type: none"> • Level 1 (closed) <ul style="list-style-type: none"> ▪ Re-entry of agencies and groups involved in emergency operations, damage assessment and utility restoration operations. • Level 2 (limited) <ul style="list-style-type: none"> ▪ Re-entry of residents, business owners, healthcare, relief workers and insurance agents. • Level 3 (open) <ul style="list-style-type: none"> ▪ Re-entry of those seeking access with limited restrictions, contractors, repair services. <p>FEMA Visual 6.9</p>	<p>Phased Re-entry</p> <p>Level 1 (Closed)</p> <p>This level allows for the re-entry of agencies and groups that play key roles in restoring normal operations after a disaster. They include the following:</p> <ul style="list-style-type: none"> • Search and Rescue Agents • Infrastructure and Utilities Repair Personnel: County and municipal agencies must be permitted immediate access to evaluate essential services such as water, lighting, and communications are restored and infrastructure is intact. • Official Damage Assessment Teams: may include FEMA, state, local, and tribal officials. • Other personnel at the discretion of the EOC or municipality. <p>Level 2 (Limited)</p> <p>This level allows for the re-entry of other critical groups, residents and businesses. Entry is based on the determination of the EOC or municipality and public safety personnel. These groups include the following:</p> <ul style="list-style-type: none"> • Relief Workers: will be needed to provide food and other supplies for people in impacted areas who did not evacuate. • Healthcare Agencies: hospitals, nursing homes, assisted living facilities, and dialysis centers. • Insurance Agents. • Residents and business operators. Municipal officials will make the decision and permit residents and business operators to return to impacted areas based on an overall evaluation of the situation. Residents and business operators will be allowed to reenter their communities when the governing jurisdictions, in consultation with the EOC, agree that the following factors are resolved: <ul style="list-style-type: none"> - Access: major routes are intact and passable. - Public Health: threats have been minimized.

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	<ul style="list-style-type: none"> - Rescue: all search and rescue operations have been completed. - Public Safety: threats have been minimized. <p>Level 3 (Open)</p> <p>This level allows for re-entry of those wishing to gain access with limited restriction. Within the area affected, certain streets or locations may still be "Closed". There may be additional law enforcement patrols or other activities to protect life and property.</p> <ul style="list-style-type: none"> • Contractors and other repair service providers will be allowed access at this time. • Friends, extended family, etc. <p>Visual 6.10</p> <p>Table Group Activity Phased Re entry</p> <p>Identify which municipal government resources (police fire, public works, etc.) would be involved in each level of a Phased, Three Level Re-entry Plan.</p> <p>Be prepared to present the resources to the class.</p>  <p>Visual 6.10</p> <p>Visual 6.11</p> <p>Re-entry Procedures</p> <ul style="list-style-type: none"> • If full-scale re-entry is impossible, schedule additional re-entry phases so residents or business owners can re-enter at specified times for a fixed number of hours. • Establish identification procedures (e.g., require driver's license or company identification). <ul style="list-style-type: none"> ▪ Decide what will be admitted as back-up (e.g., utility bills, deeds, property tax documents, car registration).  <p>Visual 6.11</p>

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<p>Visual 6.12</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Re-entry Procedures</p> <ul style="list-style-type: none"> Issue passes at locations other than checkpoints (e.g., shelters) to reduce bottlenecks at control points. Set up area to verify credentials for people with questionable identification. Officials decide if curfews are necessary. </div>  Visual 6.12	<p>Re-Entry Procedures</p> <ul style="list-style-type: none"> Issue passes at locations other than checkpoints (such as shelters) to reduce bottlenecks at control points. Set up area to verify credentials for people with questionable identification. Officials will have to make a decision if curfews are necessary for the Re-entry process.
<p>Visual 6.13</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Re-entry Procedures</p> <ul style="list-style-type: none"> Set up roadblocks, as necessary, to prevent mass entry of the population into impacted areas and keep rescue routes cleared. Have emergency response personnel and equipment in the re-entered area ready and able to respond even when utilities may not be available. </div>  Visual 6.13	<p>Re-Entry Procedures</p> <ul style="list-style-type: none"> Set up roadblocks, as necessary, to prevent mass entry of the population into impacted areas and keep rescue routes cleared. Have emergency response personnel and equipment in the re-entered area ready and able to respond even when utilities may not be available.
<p>Visual 6.14</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Re-entry Operations Responsibilities</p> <ul style="list-style-type: none"> Re-entry operations require coordination with various organizations and agencies. A successful Re-entry Plan depends upon prior assignment of responsibility and coordination. </div>  Visual 6.14	<p>Re-Entry Operations</p> <p>Responsibilities</p> <ul style="list-style-type: none"> Keep in mind that re-entry operations require coordination with various organizations and agencies. A successful Re-Entry Plan depends upon prior assignment of responsibility and coordination.
<p>Visual 6.15</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Re-entry Responsibilities</p> <ul style="list-style-type: none"> Activate the Re-entry Plan. Communicate with municipalities and the State EOC on all re-entry issues. Organize damage assessment teams. Coordinate all other agencies. Deactivate the Re-entry Plan. </div>  Visual 6.15	<p>Re-Entry Responsibilities</p> <ul style="list-style-type: none"> Activate the Re-Entry Plan. Communicate with municipalities and the State EOC on all re- entry issues. Organize damage assessment teams. Coordinate all other agencies. Deactivate the Re-Entry Plan.

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<p>Visual 6.16</p> <div style="border: 1px solid #ccc; padding: 5px;"> <p>Re-entry Responsibilities</p> <ul style="list-style-type: none"> • Establish and monitor checkpoints and set up roadblocks as necessary. • Provide security. • Enforce curfews, if required. • Monitor road conditions and report traffic flows and counts. • Provide mutual aid to municipal law enforcement through County/Municipal EOC. </div>  Visual 6.16	<p>Re-Entry Responsibilities</p> <ul style="list-style-type: none"> • Establish and monitor checkpoints and set up roadblocks in unincorporated areas of the County, as specified by County DEM and County Public Works. • Provide security. • Enforce curfews within unincorporated areas, if required. • Monitor road conditions and report traffic flows and counts. • Provide mutual aid to municipal law enforcement through County EOC.
<p>Visual 6.17</p> <div style="border: 1px solid #ccc; padding: 5px;"> <p>Re-entry Responsibilities</p> <ul style="list-style-type: none"> • Municipal Law Enforcement Agencies <ul style="list-style-type: none"> ▪ Establish and monitor checkpoints and set up roadblocks in their jurisdictions. ▪ Provide security within their jurisdictions. ▪ Enforce curfews, if required. ▪ Conduct aerial surveys of the impacted areas. ▪ Provide signage for re-entry, if needed. </div>  Visual 6.17	<p>Municipal Law Enforcement Agencies</p> <ul style="list-style-type: none"> • Establish and monitor checkpoints and set up roadblocks in their jurisdictions. • Provide security within their jurisdictions. • Enforce curfews, if required, in their jurisdictions. • Conduct aerial surveys of the impacted areas of the County. • Provide signage for re-entry, if needed.
<p>Visual 6.18</p> <div style="border: 1px solid #ccc; padding: 5px;"> <p>Re-entry Responsibilities</p> <ul style="list-style-type: none"> • State Police / Highway Patrol <ul style="list-style-type: none"> ▪ Monitor traffic conditions on interstate highways and State highways and report to EOC's. • Fire-Rescue Department <ul style="list-style-type: none"> ▪ Conduct search and rescue in impacted areas. </div>  Visual 6.18	<p>Re-Entry Responsibilities</p> <ul style="list-style-type: none"> • State Police/Highway Patrol <ul style="list-style-type: none"> - Monitor traffic conditions on interstate highways and State highways and report to County EOC. • County Fire-Rescue Department <ul style="list-style-type: none"> - Conduct search and rescue in impacted areas of unincorporated Palm Beach County.

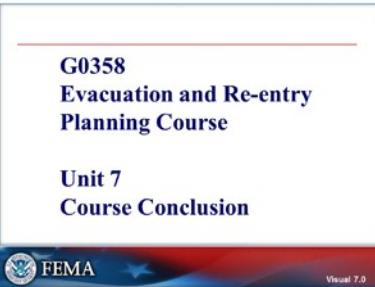
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<p>Visual 6.19</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Public Information Strategy</p> <ul style="list-style-type: none"> • When will re-entry begin and is it full-scale, phased or temporary re-entry? • If a phased re-entry, what different groups and when will they be allowed to enter the evacuated area? • Ensure that the public is informed about the identification required for re-entry. • Any transportation instructions? </div>  Visual 6.19	<p>Public Information Strategy</p> <p>Once the Re-Entry Plan has been activated, develop and carry out a public information strategy to communicate the details of the re-entry operation to the evacuees.</p> <p>Clearly describe:</p> <ul style="list-style-type: none"> • When will re-entry begin and is it full-scale, phased or temporary re-entry? • If a phased re-entry, what different groups and when will they be allowed to enter the evacuated area? • Ensure that the public is informed about the identification required for re-entry. • Any transportation instructions?
<p>Visual 6.20</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Public Information Strategy</p> <ul style="list-style-type: none"> • Ensure that the public is notified once re-entry begins. • What are the identification requirements? • What are the safety considerations, such as how to obtain emergency assistance? • Any instructions on permissible re-entry area activities (if restrictions are in place)? </div>  Visual 6.20	<p>Public Information Strategy</p> <ul style="list-style-type: none"> • Ensure that the Public is notified once the re-entry begins. • Identification requirements • Safety considerations, such as how to obtain emergency assistance • Instructions on permissible re-entry area activities (if restrictions are in place)
<p>Visual 6.21</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Public Information Strategy</p> <ul style="list-style-type: none"> • Avoid loose/dangling power lines and report them immediately to power company. • Enter your home with caution. • Beware of snakes, insects, abandoned animals and animals driven to higher ground by floodwater. </div>  Visual 6.21	<p>In addition, provide any other information that will be helpful to evacuees returning home.</p> <ul style="list-style-type: none"> • Avoid loose or dangling power lines and report them immediately to the power company. • Enter your home with caution. • Beware of snakes, insects, and animals driven to higher ground by floodwater.

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<p>Visual 6.22</p> <div style="border: 1px solid #ccc; padding: 10px;"><p>Public Information Strategy</p><hr/><ul style="list-style-type: none">• Open windows and doors to ventilate and dry your home.• Check refrigerated foods for spoilage.• Take pictures of the damage, to the house and its contents, for insurance claims.<p style="text-align: right;">FEMA Visual 6.22</p></div>	<p>Public Information Strategy</p> <ul style="list-style-type: none">• Open windows and doors to ventilate and dry your home.• Check refrigerated foods for spoilage.• Take pictures of the damage, both to the house and its contents, for insurance claims.
<p>Visual 6.23</p> <div style="border: 1px solid #ccc; padding: 10px;"><p>Discussion Question</p><hr/><p>Public Information Strategy</p><hr/><p>What other ideas do you have for planning and implementing a safe and efficient re-entry operation?</p><p style="text-align: right;">FEMA Visual 6.23</p></div>	<p>Discussion Question</p> <p>What other ideas do you have for planning and implementing a safe and efficient re-entry operation?</p>
	<p>Re-Entry Issues</p> <p>Re-Entry Issues</p> <p>There are many possibilities for unforeseen events to occur in a re-entry operation.</p> <p>In this session we will try to imagine what problems could arise and develop strategies for dealing with them.</p>

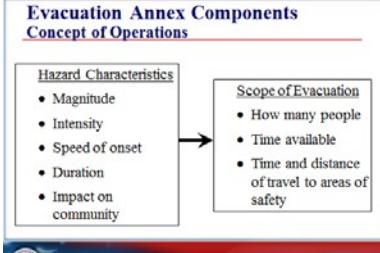
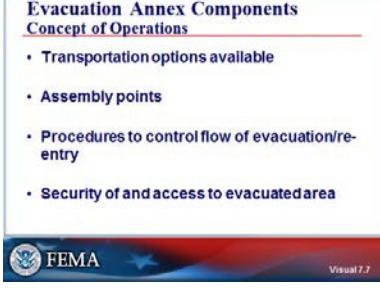
Notes	Content
<p>Visual 6.24</p> <p>Table Group Activity <u>Re-entry Issues</u></p> <ul style="list-style-type: none"> • Working in groups, develop a strategy for solving each assigned problem or addressing each concern on the next slides. • Be prepared to present the solutions to the class.  Visual 6.24	<p>There are many possibilities for unforeseen events to occur in a re-entry operation.</p> <p>In this session we will try to imagine what problems could arise and develop strategies for dealing with them.</p> <p>Table Group Activity</p> <p>Re-Entry Issues</p> <p>Each table group will be assigned one or more possible re-entry issue to discuss.</p> <p>Develop a group strategy for solving each problem or addressing the concern.</p> <p>Be prepared to present the solutions to the class.</p>
<p>Visual 6.25</p> <p>Table Group Activity <u>Re-entry Issues</u></p> <ul style="list-style-type: none"> • Serious traffic jam • Injuries in the evacuated area and no operational hospital in the jurisdiction • Sightseers • Looting concerns • Residents in areas not yet authorized for re-entry  Visual 6.25	<p>Randomly assign each table group one or more issue.</p> <p>Allow 10-15 minutes for discussion, depending upon the number of issues assigned to each group.</p> <p>Facilitate group reporting and follow-up group discussion.</p> <p>Re-Entry Issues</p> <ul style="list-style-type: none"> • Serious traffic jam • Injuries in the evacuated area and no operational hospital in the jurisdiction • Sightseers • Looting concerns • Residents in areas not yet authorized for re-entry
<p>Visual 6.26</p> <p>Table Group Activity <u>Re-entry Issues</u></p> <ul style="list-style-type: none"> • Hysterical residents seeing damaged and destroyed homes • Contaminated water • Discovery of bodies in damaged structures • Snakes in houses • Pets without owners  Visual 6.26	<p>Re-Entry Issues</p> <ul style="list-style-type: none"> • Hysterical residents seeing damaged and destroyed homes • Contaminated water • Alligators in sewer • Discovery of bodies in damaged structures • Snakes in houses • Pets without owners

Notes	Content
<p>Visual 6.27</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Discussion Questions <u>Table Group Activity</u></p> <p>?</p> <p>Do you know of any other issues or concerns that have affected re-entry operations?</p> <p>?</p> <p>How would you solve the problem?</p> </div> <p>FEMA Visual 6.27</p>	<p>Discussion Questions</p> <p>Do you know of any other issues or concerns that have affected re-entry operations?</p> <p>How would you solve the problem?</p>
<p>Visual 6.28</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Unit Summary <u>Re-entry Items in Evacuation Annex</u></p> <ul style="list-style-type: none"> Assess the damages and hazards. Decide on full-scale or phased re-entry. Establish a re-entry schedule. Establish a method for identifying authorized vehicles and individuals. Establish control points. </div> <p>FEMA Visual 6.28</p>	<p>Unit Summary</p> <p>While re-entry is not frequently mentioned in planning guidance, it is a very important part of the disaster operation.</p> <p>The details of the Re-Entry Plan cannot be developed until the evacuation has been accomplished.</p> <p>However the evacuation annex to the emergency operations plan can outline the items that must be included.</p> <ul style="list-style-type: none"> Assess the damages and hazards. Decide on full-scale or phased re-entry. Establish a re-entry schedule. Establish a method for identifying authorized vehicles and individuals. Establish control points.
<p>Visual 6.29</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Unit Summary <u>Re-entry Items in Evacuation Annex</u></p> <ul style="list-style-type: none"> Arrange public transportation, if needed. Provide emergency response personnel and equipment in the re-entered area. Plan and carry out a public information strategy. Control traffic. Provide security. </div> <p>FEMA Visual 6.29</p>	<p>Unit Summary</p> <ul style="list-style-type: none"> Arrange public transportation, if needed. Provide emergency response personnel and equipment in the re-entered area. Plan and carry out a public information strategy. Control traffic. Provide security.

Unit 7: Course Conclusion

Notes	Content								
Visual 7.0 	<p>Unit 7: Course Conclusion</p> <p>This unit will cover the following topics:</p> <ul style="list-style-type: none"> • Review of evacuation and re-entry planning checklist • Course Review Activity 								
Visual 7.1  <p>Unit Objective</p> <ul style="list-style-type: none"> • Develop an action plan for designing, developing, testing and implementing an evacuation and re-entry annex. • Assess fulfillment of course objectives. 	<p>A suggested schedule for this unit follows:</p> <table> <tbody> <tr> <td>Action Planning Checklist</td> <td>15 Minutes</td> </tr> <tr> <td>Course Review Activity</td> <td>35 Minutes</td> </tr> <tr> <td>Course Conclusion</td> <td>10 Minutes</td> </tr> <tr> <td>Total Time</td> <td>1.0 Hour</td> </tr> </tbody> </table> <p>Unit Objectives</p> <p>Unit Seven has two objectives. When you complete it you should be able to do the following:</p> <ul style="list-style-type: none"> • Develop an action plan for designing, developing, testing and implementing an evacuation and re-entry annex. • Assess individual fulfillment of course objectives. <p>Developing an Action Plan</p> <p>Although you have put excellent effort into this class, the real work begins when you return to the office and attempt to update or begin development of an evacuation plan or annex.</p>	Action Planning Checklist	15 Minutes	Course Review Activity	35 Minutes	Course Conclusion	10 Minutes	Total Time	1.0 Hour
Action Planning Checklist	15 Minutes								
Course Review Activity	35 Minutes								
Course Conclusion	10 Minutes								
Total Time	1.0 Hour								

Notes	Content
<p>Visual 7.2</p> <div style="border: 1px solid black; padding: 5px;"> <p>Evacuation Annex Components <u>Situation and Assumptions Section</u></p> <ul style="list-style-type: none"> • Emergency conditions that could occur that would require evacuation • Areas at risk for probable evacuation • Population groups requiring special assistance during evacuation/re-entry </div>  <p>Visual7.2</p>	<h3>Evacuation Annex Components</h3> <h4>Situation and Assumptions</h4> <p>The Situation and Assumptions section identifies:</p> <ul style="list-style-type: none"> • Emergency conditions that could occur that would require evacuation • Areas at risk for probable evacuation • Population groups requiring special assistance during evacuation/re-entry
<p>Visual 7.3</p> <div style="border: 1px solid black; padding: 5px;"> <p>Evacuation Annex Components <u>Situation and Assumptions Section</u></p> <ul style="list-style-type: none"> • Assumptions on which evacuation/re-entry planning is based • Site-specific evacuation plans and/or maps (as attachments), such as those described in SARA Title III. </div>  <p>Visual7.3</p>	<h4>Situation and Assumptions</h4> <ul style="list-style-type: none"> • Assumptions on which evacuation/re-entry planning is based • Site-specific evacuation plans and/or maps (as attachments), such as those described in SARA Title III
<p>Visual 7.4</p> <div style="border: 1px solid black; padding: 5px;"> <p>Evacuation Annex Components <u>Situation and Assumptions Section</u></p> <ul style="list-style-type: none"> • Establish the parameters under which evacuation/re-entry planning takes place • Focus on probable operational situations during the disaster • Consider unknown issues that will develop </div>  <p>Visual7.4</p>	<h4>Situation and Assumptions</h4> <ul style="list-style-type: none"> • Establish the parameters under which evacuation/re-entry planning takes place • Focus on probable operational situations during the disaster • Consider unknown issues that will develop

Notes	Content
<p>Visual 7.5</p>  <pre> graph LR HC[Hazard Characteristics] --> SOE[Scope of Evacuation] subgraph HC Magnitude Intensity SpeedOnset Duration ImpactCommunity end subgraph SOE HowManyPeople TimeAvailable TravelTimeDistance end </pre> <p>Evacuation Annex Components <u>Concept of Operations</u></p> <p>Hazard Characteristics</p> <ul style="list-style-type: none"> Magnitude Intensity Speed of onset Duration Impact on community <p>Scope of Evacuation</p> <ul style="list-style-type: none"> How many people Time available Time and distance of travel to areas of safety <p>FEMA Visual 7.5</p>	<p>Concept of Operations</p> <p>The characteristics of a hazard –</p> <ul style="list-style-type: none"> Magnitude Intensity Speed of onset Duration Impact on the community <p>These factors will determine the scope of evacuation –</p> <ul style="list-style-type: none"> How many people Time available Time and distance of travel to areas of safety
<p>Visual 7.6</p>  <p>Evacuation Annex Components <u>Concept of Operations</u></p> <ul style="list-style-type: none"> Scope of authority Provisions for people with disabilities and access and functional needs Means of maintaining evacuation communication Evacuation routes and options <p>FEMA Visual 7.6</p>	<p>Concept of Operations</p> <p>The Concept of Operations section includes:</p> <ul style="list-style-type: none"> Scope of authority for ordering or recommending evacuation Provisions for evacuating people with disabilities and access and functional needs Means of maintaining communication to the public on evacuation issues Evacuation routes and options
<p>Visual 7.7</p>  <p>Evacuation Annex Components <u>Concept of Operations</u></p> <ul style="list-style-type: none"> Transportation options available Assembly points Procedures to control flow of evacuation/re-entry Security of and access to evacuated area <p>FEMA Visual 7.7</p>	<p>Concept of Operations</p> <ul style="list-style-type: none"> Transportation options available to people for evacuation/re-entry Assembly points Procedures to control flow of the evacuation/re-entry movements Security of and access to the evacuated area

Notes	Content
<p>Visual 7.8</p> <p>Evacuation Annex Components <u>Concept of Operations</u></p> <ul style="list-style-type: none">• Re-entry policies and procedures• Coordination with neighboring jurisdictions <p> Visual 7.8</p>	<p>Concept of Operations</p> <ul style="list-style-type: none">• Re-entry policies and procedures• Coordination with neighboring jurisdictions on evacuation and reception and care of evacuees
<p>Visual 7.9</p> <p>Evacuation Annex Components <u>Organization and Assignment of Responsibilities</u></p> <ul style="list-style-type: none">• Specifically assigns evacuation/re-entry responsibilities• Assignments are made to agencies and titles <p> Visual 7.9</p>	<p>Organization and Assignment of Responsibilities</p> <ul style="list-style-type: none">• Organization and Assignment of Responsibilities This section specifically assigns evacuation/re-entry responsibilities.• The assignments are made to agencies and titles.
<p>Visual 7.10</p> <p>Evacuation Annex Components <u>Administration and Logistics</u></p> <p>Addresses the administrative and general support requirements for the evacuation/re-entry functions</p> <p> Visual 7.10</p>	<p>Administration and Logistics</p> <p>The Administration and Logistics section addresses the administrative and general support requirements for the evacuation/re-entry functions.</p>

Notes	Content
<p>Visual 7.11</p> <div style="background-color: #e0f2e0; padding: 10px;"> <p>Evacuation Annex Components Development and Maintenance</p> <ul style="list-style-type: none"> • Identify who is responsible for coordinating revision of the Evacuation Annex, including keeping the attachments current. • Make note of corrections and additions for your annex that should be addressed. </div>  Visual 7.11	<p>Development and Maintenance</p> <p>This section identifies who is responsible for coordinating the revision of the Evacuation Annex for the jurisdiction, including keeping the attachments current.</p> <p>Make note of corrections and additions for your annex that should be addressed</p>
<p>Visual 7.12</p> <div style="background-color: #e0f2e0; padding: 10px;"> <p>Evacuation Annex Components Development and Maintenance</p> <ul style="list-style-type: none"> • Develop a list of the planning tasks you are responsible for. • Develop a list of planning tasks you are not responsible for, and the people who are. </div>  Visual 7.12	<p>Development and Maintenance</p> <ul style="list-style-type: none"> • Develop a list of planning tasks <u>you</u> are responsible for. • Also develop a list of planning tasks you are <u>not</u> responsible for, and the people who are. Coordinate with those people as soon as possible so that you do not lose the ideas and motivation obtained in this training.
<p>Visual 7.13</p> <div style="background-color: #e0f2e0; padding: 10px;"> <p>Unit Objective</p> <div style="display: flex; align-items: center;">  <ul style="list-style-type: none"> • Develop an action plan for designing, developing, testing and implementing an evacuation and re-entry annex. • Assess fulfillment of course objectives. </div> </div>  Visual 7.13	<p>Unit Objectives</p> <p>Review the Unit Seven objectives.</p> <ul style="list-style-type: none"> • Develop an action plan for designing, developing, testing and implementing an evacuation and re-entry annex. • Assess individual fulfillment of course objectives.
<p>Visual 7.14</p> <div style="background-color: #e0f2e0; padding: 10px;"> <p>Course Review</p> <ul style="list-style-type: none"> • Post Course Test consists of a series of multiple-choice questions • Solve evacuation and re-entry problems based on knowledge gained in this course • Be prepared to discuss the solutions. </div>  Visual 7.14	<p>Course Review</p> <ul style="list-style-type: none"> • Post Course Test consists of a series of multiple-choice questions • Solve evacuation and re-entry problems based on knowledge gained in this course • Be prepared to discuss the solutions.