

- Describe how public statements on shelter capacity and availability will be updated as people/animals are coming to shelters.
- List the local media contacts and describe their abilities to provide warnings.

Population Protection

- Identify and describe the actions that will be taken to coordinate evacuations and sheltering-in-place for all segments of the population, including children, individuals with disabilities, and others with access and functional needs.
- Describe the protocols and criteria used to decide when to recommend evacuation or sheltering-in-place.
- Describe the conditions necessary to initiate an evacuation or sheltering-in-place and identify who has the authority to initiate such action.
- Identify and describe the actions that will be taken to conduct the evacuation (e.g., of high-density areas, neighborhoods, high-rise buildings, subways, airports, schools, special events venues, areas with a high concentration of children and individuals with disabilities) and to provide security for the evacuation area.
- Identify and describe the actions that will be taken to perform advanced/early evacuation, which is often necessary to accommodate children and others with mobility issues.
- Identify and describe the actions that will be taken to provide safe evacuation/transportation assistance to unaccompanied minors.
- Identify and describe the actions that will be taken to track unaccompanied minors and to reunite children with their families.
- Identify and describe the actions that will be taken to protect target at-risk groups and/or facilities (e.g., racial, ethnic, religious) in the event of a terrorism alert.
- Describe the plan for receiving those evacuated as a result of hazards in neighboring jurisdictions, including household pets and service animals.
- Describe the methods used to keep children and others with disabilities with their caregivers, mobility devices, other durable medical equipment, and/or service animals during an evacuation.
- Identify and describe the actions that will be taken to exchange registration and tracking information between and among the evacuating jurisdiction, the receiving jurisdiction(s), and the jurisdictions that evacuees will pass through.
- Describe the coordination strategies for managing and possibly relocating incarcerated persons during a crisis response.
- Describe how and when the public is notified (including individuals with sensory disabilities and individuals with limited English proficiency), explaining the actions they may be advised to follow during an evacuation, while sheltering-in-place, upon the decision to terminate sheltering-in-place, and throughout the incident.
- Describe the protocols and criteria the jurisdiction will use to recommend termination of sheltering-in-place.
- Identify and describe the actions that will be taken to identify and assist moving evacuees, including assisting individuals with disabilities and others with access and functional needs.

- Identify and describe the actions that will be taken to provide for the care of the evacuees' household pets and service animals or to instruct evacuees on how to manage their household pets and service animals during an evacuation and in returning home when permitted.
- Describe how agencies coordinate the decision to return evacuees to their homes, including informing evacuees about any health or physical access concerns or actions they should take when returning to homes/businesses.
- Identify and describe the actions that will be taken to identify and assist the return of evacuees to their homes/communities, including individuals with disabilities and others with access and functional needs.
- Identify and describe the actions that will be taken when the general public refuses to evacuate (e.g., implement forced removal, contact next of kin, place unique markings on homes, take no action).
- Identify and describe the actions that will be taken to ensure the availability of sufficient and timely accessible transportation to evacuate children and other individuals with access and functional needs whose families do not have their own transportation resources.
- Describe the means and methods by which evacuation transportation requests from schools, individuals with disabilities, and others with access and functional needs are collected and consolidated.
- Describe the means by which incoming transportation requests will be tracked, recorded, and monitored as they are fulfilled.
- Describe how accessible transportation resources (including paratransit service vehicles, school buses, municipal surface transit vehicles, drivers, and/or trained attendants) that can provide needed services during an evacuation are identified.
- Describe the evacuation and transportation of household pets from their homes or by their owners or those household pets rescued by responders to congregate household pet shelters.
- Describe how household pet owners will determine where congregate household pet shelters are located and which shelter to use.
- Describe methods of transportation for household pets or service animals whose owners are dependent on public transportation.
- Describe how household pets that are provided with evacuation assistance are registered, documented, tracked, and reunited with their owners if they are separated during assisted evacuations.

Continuity of Government/Operations

Note: Continuity of government (COG)/continuity of operations (COOP) may have a separate plan from the EOP. If a separate COG/COOP plan is used, it should be identified in the EOP.

- Describe essential functions, such as providing vital services, exercising civil authority, maintaining the safety and well-being of the populace, and sustaining the industrial/economic base in an emergency.
- Describe plans for establishing recovery time objectives, recovery point objectives, or recovery priorities for each essential function.
- Identify personnel and/or teams needed to perform essential functions.
- Describe orders of succession and delegations of authority.
- Describe continuity/alternate facilities and continuity communications methods.

- Integrates the needs of the general population, children of all ages, individuals with disabilities and others with access and functional needs, immigrants, individuals with limited English proficiency, and diverse racial and ethnic populations
 - Provides a complete picture of the sequence and scope of the planned response operation (i.e., what should happen, when, and at whose direction)
 - Makes time estimates for achieving objectives
 - Identifies success criteria and a desired end-state.
- **Compliance.** The plan should comply with guidance and doctrine to the maximum extent possible, because these provide a baseline that facilitates both planning and execution.

When using these five criteria, planners should ask the following questions:

- Did an action, a process, a decision, or the operational timing identified in the plan make the situation worse or better?
- Were new alternate courses of action identified?
- Were the requirements of children, individuals with disabilities, others with access and functional needs, immigrants, individuals with limited English proficiency, and diverse racial and ethnic populations fully addressed and integrated into all appropriate aspects of the plan?
- What aspects of the action, process, decision, or operational timing make it something to keep in the plan?
- What aspects of the action, process, decision, or operational timing make it something to avoid or remove from the plan?
- What specific changes to plans and procedures, personnel, organizational structures, leadership or management processes, facilities, or equipment can improve operational performance?

Additionally, when reviewing the plan, a jurisdiction does not have to provide all of the resources needed to meet a capability requirement established during the planning effort. However, the plan should explain where the jurisdiction will obtain the resources to support those required capabilities. For example, many jurisdictions do not have the bomb squads or urban search and rescue teams required to meet certain capabilities. Neighboring jurisdictions can provide those resources (or capability elements) through MAAs, MOAs, MOUs, regional compacts, or some other formal request process.

When conducting this review, the checklist in Appendix C will provide a useful benchmark to ensure all planning elements are addressed. In particular, those elements related to planning for children, individuals with access and functional needs, and those with household pets and service animals are critical to each component of the planning process. When planning for these groups, consider the following questions, while being mindful of specific concerns for immigrant, racial/ethnic communities, and individuals with limited English proficiency:

Incorporating Children⁸

- Preparedness
 - Does the planning group include individuals with expertise in pediatric issues, as well as relevant advocacy groups, service providers, and subject matter experts?

⁸ For additional information, please see the *National Commission on Children and Disasters—2010 Report to the President and Congress* (http://www.childrenanddisasters.acf.hhs.gov/20091014_5081R_partII.pdf).



- Does the plan include demographic data and information on the number of children and where they tend to be (e.g., schools, daycare facilities)?
- Does the plan identify the agency with the lead role for coordinating planning efforts and ensuring that children are incorporated into all plans?
- Does the plan identify support agencies to assist the lead agency in coordinating planning efforts and ensuring that children are incorporated into all plans?
- Does the plan identify a child coordinator to provide expertise for the emergency planning process and to support the Incident Commander, the Planning Section, and/or the Operations Section during an emergency?
- Does the plan include mechanisms or processes to effectively identify children and families who will need additional assistance with their specific health-related needs in advance of, during, and following an emergency?
- Does the plan include mechanisms or processes to secure medical records to enable children with disabilities and/or other special health care needs to receive health care and sustained rehabilitation in advance of, during, and following an emergency?
- Does the plan identify which position/agency is authorized to direct supporting departments and agencies to furnish materials and commodities for children with disabilities and/or other special health care needs?
- Does the plan identify critical human services and ways to reestablish these services following a disaster for children and their families?
- Does the plan identify roles and responsibilities for supporting children?
- Does the plan prioritize governmental, nongovernmental, and private sector resources to meet critical needs such as accessible housing, rental assistance, debris removal, and emergency repairs for families of children with special health care needs?
- Does the plan describe vetting, training, and use of spontaneous volunteers who may offer their services to families with children?
- Does the plan include mechanisms or processes for provision of emergency childcare services?
- Does the plan include mechanisms or processes for the reunification of children with families?
- Do exercises include children and child congregate care settings such as school, childcare, child welfare, and juvenile justice facilities?
- **Evacuation Support**
 - Does the plan identify which official has the authority to order an evacuation?
 - Does the plan identify the roles and responsibilities for advanced/early evacuation, which is often necessary to accommodate children with mobility issues?
 - Does the plan identify the agency that has the lead role in coordinating an evacuation and ensuring children are incorporated into all evacuation considerations and planning?
 - Does the plan include mechanisms or processes for providing safe evacuation/transportation assistance to unaccompanied minors?
 - Does the plan include mechanisms or processes for tracking children, especially unaccompanied minors, during an evacuation?



- Does the plan include affirmative recognition of the need to keep children with disabilities with their caregivers, mobility devices, other durable medical equipment, and/or service animals during an evacuation?
- Does the plan include mechanisms or processes to ensure the availability of sufficient and timely accessible transportation to evacuate children with disabilities whose families do not have their own transportation resources?
- Does the plan identify means and methods by which evacuation transportation requests from schools, specifically schools with children who have disabilities, are collected and consolidated?
- Does the plan identify means by which incoming transportation requests will be tracked, recorded, and monitored as they are fulfilled?
- Does the plan identify accessible transportation resources (including paratransit service vehicles, school buses, municipal surface transit vehicles, drivers, and/or trained attendants) that can provide needed services during an evacuation?
- Does the plan address re-entry?
- Shelter Operations
 - Does the plan include mechanisms or processes for ensuring there will be adequate accessible shelters that fully address the requirements of children, including those with medical needs?
 - Does the plan address adequate shelter space allocation for families who have children with special needs (i.e., disabilities and chronic medical needs) who may need additional space for assistive devices (e.g., wheelchairs, walkers)?
 - Does the plan address necessary developmentally appropriate supplies (e.g., diapers, formula, age appropriate foods), staff, medicines, durable medical equipment, and supplies that would be needed during an emergency for children with disabilities and other special health care needs?
 - Does the plan include mechanisms or processes for handling of and providing for unaccompanied minors in shelters?
- Public Information and Outreach
 - Does the plan identify ways to promote personal preparedness among children, as well as their families and caregivers (including school and daycare personnel)?
 - Does the plan identify mechanisms for disseminating timely and accessible emergency public information using multiple methods (e.g., television, radio, Internet, sirens) to reach families of children with sensory and cognitive disabilities, as well as families with limited English proficiency?

Incorporating Individuals with Access and Functional Needs

- Preparedness
 - Does the planning group include individuals with disabilities and others with access and functional needs, as well as relevant advocacy groups, service providers, and subject matter experts?
 - Does the plan include a definition for “individuals with disabilities and others with access and functional needs,” consistent with all applicable laws?
 - Does the plan include demographic data and information on the number of individuals in the community with disabilities and others with access and functional needs (using assessment and current registry data, if available)?



- Does the plan identify the agency with the lead role for coordinating planning efforts and ensuring that individuals with access and functional needs are incorporated into all plans?
- Does the plan identify support agencies to assist the lead agency in coordinating planning efforts and ensuring individuals with access and functional needs are incorporated into all plans?
- Does the plan identify a disability advisor to provide expertise for the emergency planning process and to support the Incident Commander, the Planning Section, and/or the Operations Section during an emergency?
- Does the plan include mechanisms or processes to effectively identify people who will need additional assistance and their specific health-related needs in advance of, during, and following an emergency?
- Does the plan include mechanisms or processes to secure medical records to enable persons with disabilities or access and functional needs and acute health care needs to receive health care and sustained rehabilitation in advance of, during, and following an emergency?
- Does the plan identify which position/agency is authorized to direct supporting departments and agencies to furnish materials and commodities for individuals with disabilities and others with access and functional needs?
- Does the plan identify critical human services and ways to reestablish these services following a disaster for individuals with disabilities and others with access and functional needs to enable individuals to regain and maintain their previous level of independence and functioning?
- Does the plan identify roles and responsibilities for supporting individuals with disabilities and others with access and functional needs during both the short- and long-term recovery process?
- Does the plan prioritize governmental, nongovernmental, and private sector resources to meet critical needs such as accessible housing, rental assistance, debris removal, and emergency repairs for individuals with disabilities and others with access and functional needs?
- Does the plan include mechanisms or processes for the training and use of spontaneous volunteers who may offer their services to individuals with disabilities and others with access and functional needs to assist with physical, programmatic, and communications access and other functional needs?
- Evacuation Support
 - Does the plan identify which official has the authority to order an evacuation?
 - Does the plan identify the roles and responsibilities for advanced/early evacuation, which is often necessary to accommodate persons with mobility issues?
 - Does the plan identify the agency that has the lead role in coordinating an evacuation and ensuring those individuals with disabilities and others with access and functional needs are incorporated into all evacuation considerations and planning?
 - Does the plan include affirmative recognition of the need to keep people with disabilities with their support systems, mobility devices, other durable medical equipment, and/or service animals during an evacuation?
 - Does the plan include mechanisms or processes to ensure the availability of sufficient and timely accessible transportation to evacuate individuals with disabilities and others with access and functional needs who do not have their own transportation resources?



- Does the plan identify means and methods by which evacuation transportation requests from individuals with disabilities and others with access and functional needs are collected and consolidated?
- Does the plan identify means by which incoming transportation requests will be tracked, recorded, and monitored as they are fulfilled?
- Does the plan identify accessible transportation resources (including paratransit service vehicles, school buses, municipal surface transit vehicles, drivers, and/or trained attendants) that can provide needed services during an evacuation?
- Does the plan address re-entry?
- Shelter Operations
 - Does the plan include mechanisms or processes for ensuring that general population shelters are accessible and have planned to fully address the physical, programmatic, and communications accessibility requirements of individuals with disabilities and others with access and functional needs?
 - Does the plan address the need for adequate shelter space allocation for individuals with disabilities and others with access and functional needs who may need additional space for assistive devices (e.g., wheelchairs, walkers)?
 - Does the plan include mechanisms or processes for ensuring Americans with Disabilities Act Accessibility Guidelines govern the shelter site selection and operation?
 - Does the plan address necessary staff, medicines, durable medical equipment, and supplies that would be needed during an emergency for individuals with disabilities and others with access and functional needs?
- Public Information and Outreach
 - Does the plan identify ways to promote personal preparedness among individuals with disabilities and others with access and functional needs, as well as their families and service providers?
 - Does the plan identify mechanisms for disseminating timely and accessible emergency public information using multiple methods (e.g., television, radio, Internet, sirens) to reach individuals with sensory, intellectual, and cognitive disabilities, as well as individuals with limited English proficiency?

Incorporating Household Pets and Service Animals

- Preparedness
 - Does the plan describe the partnership between the jurisdiction’s emergency management agency, the animal control authority, the mass care provider(s), and the owner of each proposed congregate household pet sheltering facility?
 - Does the plan have or refer to an MOA/MOU or MAA that defines the roles and responsibilities of each organization involved in household pet and service animal response?
 - Do organizations with agreed upon responsibilities in the plan have operating procedures that govern their mobilization and actions?
 - Does the plan recommend just-in-time training for spontaneous volunteers and out-of-state responders?



- Does the plan encourage household pet owners and service animal owners to make arrangements for private accommodations for themselves and their household pets and service animals prior to a disaster or emergency situation?
- Evacuation Support
 - Does the plan address the evacuation and transportation of household pets from their homes or by their owners or those household pets rescued by responders to congregate household pet shelters?
 - Does the plan address how owners will be informed where congregate household pet shelters are located and which shelter to use? Does the plan provide for the conveyance of household pets or service animals whose owners are dependent on public transportation?
 - Does the plan address how household pets that are provided with evacuation assistance are registered, documented, tracked, and reunited with their owners if they are separated during assisted evacuations?
 - Does the plan address the responsibility of transportation providers to transport service animals with their owners?
- Shelter Operations
 - Does the plan identify the agency responsible for coordinating shelter operations?
 - Does the plan provide guidance to human shelter operators on the admission and treatment of service animals?
 - Does the plan identify an agency in the jurisdiction that regulates nonemergency, licensed animal facilities (e.g., animal control shelters, nonprofit household pet rescue shelters, private breeding facilities, kennels)?
 - Does the plan establish criteria that can be used to expeditiously identify congregate household pet shelters and alternate facilities?
 - Does the plan provide guidance about utility provisions, such as running water, adequate lighting, proper ventilation, electricity, and backup power, at congregate household pet shelters?
 - Does the plan include mechanisms or processes to reduce/eliminate the risk of injury by an aggressive or frightened animal, the possibility of disease transmission, and other health risks for responders and volunteers staffing the congregate household pet shelter?
 - Does the plan recommend a pre-disaster inspection and development of agreements for each congregate household pet facility?
 - Does the plan provide for the care and maintenance of each facility while in use as a shelter?
 - Does the plan identify equipment and supplies that may be needed to operate each congregate household pet shelter, as well as supplies that household pet owners may bring with them to the congregate shelter?
 - Does the plan provide for the physical security of each congregate household pet facility, including perimeter controls and security personnel?
 - Does the plan provide for acceptance of donated resources (e.g., food, bedding, containers)?
 - Does the plan provide for the acquisition, storage, and security of food and water supplies? Does the plan provide for the diverse dietary needs of household pets?



- **Registration and Animal Intake**
 - Does the plan establish provisions for the sheltering of unclaimed animals that cannot be immediately transferred to an animal control shelter?
 - Does the plan provide for segregation or seizure of household pets showing signs of abuse?
 - Does the plan provide for household pet registration? Does the plan provide for installation and reading of microchip technology for rapid and accurate identification of household pets?
 - Does the plan provide for technical consultation/supervision by a veterinarian or veterinary technician as official responders?
 - Does the plan identify the need for all animals to have a current rabies vaccination?
 - Does the plan provide for the case when non-eligible animals are brought to the shelter?⁹
- **Animal Care**
 - Does the plan provide for the housing of a variety of household pet species (e.g., size of crate/cage, temperature control, appropriate lighting)?
 - Does the plan provide for separation of household pets based on appropriate criteria and requirements?¹⁰
 - Does the plan provide for the consultation of a veterinarian or animal care expert with household pet sheltering experience regarding facility setup and maintenance?
 - Does the plan provide for the setup and maintenance of household pet confinement areas (e.g., crates, cages, pens) for safety, cleanliness, and control of noise level?
 - Does the plan recommend the setup of a household pet first aid area inside each shelter?
 - Does the plan provide for the control of fleas, ticks, and other pests at each congregate household pet shelter?
 - Does the plan provide criteria for designating and safely segregating aggressive animals?
 - Does the plan provide for the segregation or quarantine of household pets to prevent the transmission of disease?
 - Does the plan recommend the relocation of a household pet to an alternate facility (e.g., veterinary clinic, animal control shelter) due to illness, injury, or aggression?
 - Does the plan recommend providing controlled areas (indoor or outdoor) for exercising dogs?
 - Does the plan provide for household pet waste and dead animal disposal?
 - Does the plan provide for the reunion of rescued animals with their owners?
 - Does the plan include mechanisms or processes to address the long-term care, permanent relocation, or disposal of unclaimed household pets?
- **Public Information and Outreach**
 - Does the plan provide mechanisms for continually updating public statements on shelter capacity and availability as people/animals are coming to shelters?
 - Does the plan provide for a public education program?

⁹ According to FEMA Disaster Assistance Policy 9523.19, household pets do not include reptiles (except turtles), amphibians, fish, insects/arachnids, farm animals (including horses), and animals kept for racing purposes.

¹⁰ Animal Welfare Publications and Reports. United States Department of Agriculture, Animal and Plant Health Inspection Service. http://www.aphis.usda.gov/animal_welfare/publications_and_reports.shtml.



- Does the plan provide for the coordination of household pet evacuation and sheltering information with the jurisdiction’s public information officer or Joint Information Center?
- Does the plan provide for communication of public information regarding shelter-in-place accommodation of household pets, if available?
- Record Keeping
 - Does the plan define the methods of pre- and post-declaration funding for the jurisdiction’s household pet and service animal preparedness and emergency response program?
 - Does the plan describe how to capture eligible costs for reimbursement by the Public Assistance Program as defined in Disaster Assistance Policy (DAP) 9523.19, Eligible Costs Related to Pet Evacuations and Sheltering?
 - Does the plan describe how to capture eligible donations for volunteer labor and resources as defined in DAP 9525.2, Donated Resources?
 - Does the plan describe how to capture eligible donations for mutual aid resources as defined in DAP 9523.6, Mutual Aid Agreements for Public Assistance and Fire Management Assistance?

Similar checklists can be developed as appropriate by the jurisdiction to address other critical population sectors, including populations with diverse languages and culture, populations with economic challenges, populations that depend on public transportation, and nonresident visitors.

Approve and Disseminate the Plan

Once the plan has been validated, the planner should present the plan to the appropriate elected officials and obtain official promulgation of the plan. The promulgation process should be based in a specific statute, law, or ordinance. Obtaining the senior official’s approval through a formal promulgation documentation process is vital to gaining the widest acceptance possible for the plan. It is also important to establish the authority required for changes and modifications to the plan.

Once the senior official grants approval, the planner should arrange to distribute the plan and maintain a record of the people and organizations that received a copy (or copies) of the plan. “Sunshine” laws may require that a copy of the plan be posted on the jurisdiction’s website or be placed in some other public accessible location. The plan should be available in alternate formats, upon request, to maintain compliance with the Americans with Disabilities Act.

Step 6: Plan Implementation and Maintenance

Training

After developing a plan, it must be disseminated and managers must be required to train their personnel so they have the knowledge, skills, and abilities needed to perform the tasks identified in the plan. Personnel should also be trained on the organization-specific procedures necessary to support those plan tasks.

Exercise the Plan

Evaluating the effectiveness of plans involves a combination of training events, exercises, and real-world incidents to determine whether the goals, objectives, decisions, actions, and timing outlined in the plan led to a successful response. In this way, homeland security and other emergency preparedness exercise programs become an integral part of the planning process. Similarly, planners need to be aware of lessons and practices from other communities. The Lessons Learned Information Sharing website

