



## **STEP FIVE**

### **Prepare, Review, and Approve the Plan**

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This facilitator’s guide outlines the content, activities, and handouts that should be used to teach this section. Refer to this document for detailed guidance on how to deliver ReadyCommunity Step Five.

## STEP FIVE

### Prepare, Review, and Approve the Plan

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#### Before Starting Step Five...

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Prior to moving on to Step Five the core and planning teams should complete these activities from Step Four:

- Complete the Emergency Plan Worksheets (Step Four - Handout 3)
- Host the Open House (refer to Step Four – Handout 4)
- Review the feedback obtained from the Open House and make adjustments to the plan

#### Step Five Overview

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The purpose of Step Five is to move the planning process itself into its final form for approval. This will involve completing the writing of the preparedness plan; evaluating it for conformity to regulatory requirements of federal and state agencies, as well as its feasibility; and then, submitting it to the appropriate elected officials for approval. Finally, the plan should be disseminated throughout the community with specific efforts made to ensure that all persons and organizations, regardless of location in the community, have access to critical information from the plan.

#### Objectives

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In Step Five, participants will:

1. Complete the written plan
2. Evaluate the plan for conformity to county/state guidelines.
3. Conduct a scenario review of the plan
4. Refine the plan based on scenario review
5. Submit the plan to appropriate elected officials for approval
6. Disseminate the plan to the public, especially vulnerable populations in the community.

#### Estimated Time to Complete Step Five Activities

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Two Hours and 50 minutes plus additional time to complete the worksheets and activities in preparation for Step Six.

#### References to CPG 101

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Pages 4-16 – 4-25

## Prepare, Review, and Approve the Plan

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In Step Five your local planning team will learn some simple rules for writing plans and procedures. They will review common criteria used to help decision makers determine the effectiveness and efficiency of the plan. The team will learn the importance of reviewing the plan to ensure it conforms to regulatory requirements. They will evaluate their final plan based on a scenario, either one they developed for the community or the Ice Storm Scenario provided in the ReadyCommunity materials.

### **Advance Preparation**

#### **Two Weeks Prior**

- Follow up with local point person
  - Confirm final count
  - Discuss any questions/concerns that may have surfaced
- Send a reminder email
  - Confirm date, time, location
  - Go over what they should expect, their responsibilities
- Confirm food and beverages, if being provided, with local point person
- Double check logistical arrangements
- Print handouts (See “Supplies Needed” below)
- Add your contact information to the final slide of the PowerPoint “ReadyCommunity – Step Five”
- Make sure all input from the Open House is assembled and ready to discuss and/or incorporate into the plan.

#### **Day of Event**

Arrive at meeting place at least 45 minutes prior to meeting in order to:

- Set up PowerPoint equipment. Have the first slide displayed as participants arrive
- Arrange tables and chairs so that participants can be face-to-face. A U-shape works well with the projector screen in the opening of the U.
- Prepare a sign-in table so that you can ensure you have accurate contact information for all participants.
- Set up refreshments (optional).

#### **Supplies Needed**

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Handout 1 – Sample Emergency Operations Plan Outline  
Handout 2 – Evaluating the Plan  
Handout 3 – Scenario: The Ice Storm  
Handout 4– Ice Storm Scenario Evaluation Sheet  
Handout 5 – ReadyCommunity Brochure Template  
Handout 6 – Marketing Worksheet

Feedback from Open House  
Computer  
Projector  
Screen or blank wall  
Extension cord  
Flip chart & easel  
Markers  
Sign-in sheet  
Nametags and name tents (unless all participants are well acquainted)  
Calendar  
Map of county/community

## **Support Documents**

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Comprehensive Planning Guide (CPG 101)

## **Resources**

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The Local Emergency Operations Plan Template from the State of Virginia (included in the facilitator's binder)

ESF Worksheet Template KY (included in the facilitator's binder)

ESF based format-county emergency operations plan template examples (these are downloadable PDF files) visit:

<http://kyem.ky.gov/planning/esfbasedformat.htm>

For EOP template for local governments in Vermont visit:

[http://vem.vermont.gov/local\\_state\\_plans/local](http://vem.vermont.gov/local_state_plans/local)

"SLG 101: Guide for All-Hazard Emergency Operations Planning." FEMA, 9/96.

<http://www.fema.gov/pdf/plan/slg101.pdf>

Columbia Missouri Emergency Operations Plan

<http://www.gocolumbiamo.com/EM/eop.php>

Chandler AZ Emergency Operations Plan - A great example of a basic plan!

<http://chandleraz.gov/Content/EmergencyOpsPlan.pdf>

Baton Rouge Louisiana Emergency Operations Plan

<http://brgov.com/dept/oep/plan.asp#Table%20of%20Contents>

## STEP FIVE Prepare, Review, and Approve the Plan

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### Slide 1

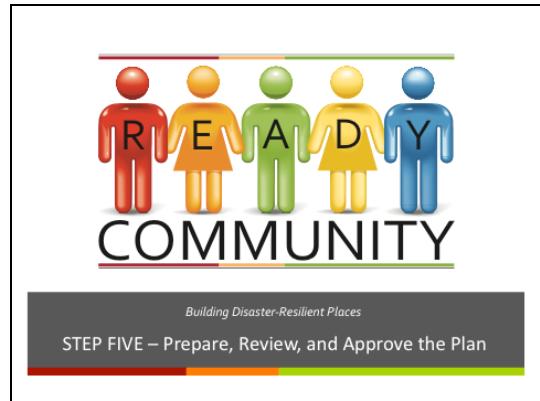
#### ReadyCommunity

Display the Welcome Slide so participants see it when they enter the room.

Welcome participants and allow time for introductions if participants are not already acquainted.

Introduce today's session.

During this session, participants will be developing the details of the community's disaster plan.



#### Supplies/Materials

Handout – PowerPoint Presentation (optional)

#### Estimated Time

5-10 min. (depending on size of the group)

## STEP FIVE Prepare, Review, and Approve the Plan

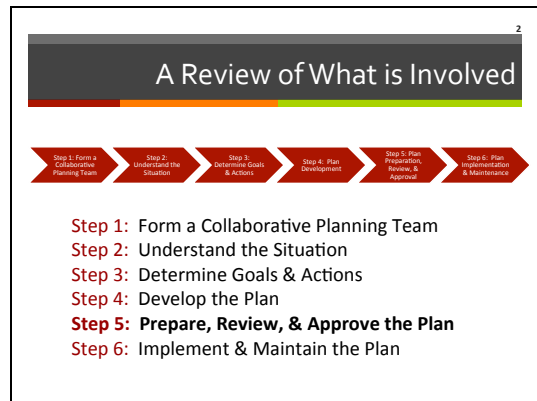
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### Slide 2

#### A Review of What is Involved

As discussed in Step Four, the ReadyCommunity process follows six basic steps as outlined in CPG 101 and shown here.

Today we are beginning our work on Step Five – Prepare, Review, and Approve the Plan.



**Supplies/Materials**

**Estimated Time**

1 min.

## STEP FIVE Prepare, Review, and Approve the Plan

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### Slide 3

#### Overview

The purpose of Step Five is to move the planning team toward the completion of the planning process itself.

These are the tasks for developing the plan:

1. **Refine** the plan based on Open House input
2. **Complete** the written plan
3. **Evaluate** the plan for conformity to county/state guidelines
4. **Submit** the plan to appropriate elected officials for approval
5. **Share** the plan with the public, especially with vulnerable populations in the community



#### Supplies/Materials

#### Estimated Time

1 min.



## STEP FIVE Prepare, Review, and Approve the Plan

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### Slide 4

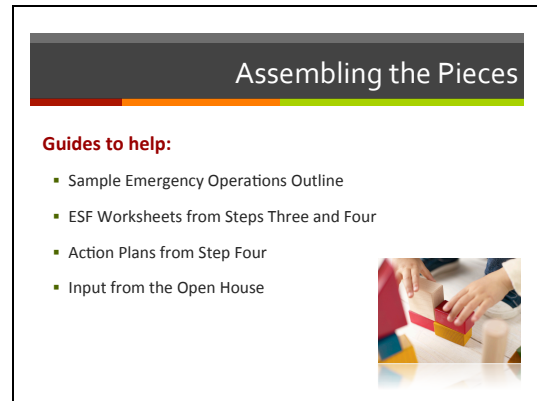
#### Assembling the Pieces

Through this process you have completed nearly all the components for an Emergency Operations Plan.

Handout 1 – Sample Emergency Operations Plan provides a sample outline of an Emergency Operations Plan that includes some overarching information you may want to include. As always, check this against your state/county guidelines.

The Emergency Support Function worksheets you completed in Steps Three and Four will provide the main substance of your plan along with the associated Action Plans from Step Four.

Finally, the feedback from the Open House should be incorporated as appropriate into the final plan.



#### Supplies/Materials

Handout 1 – Sample Emergency Operations Plan Outline

ESF Worksheets from Steps Three and Four

Action Plans from Step Four

Open House Feedback Notes

#### Estimated Time

5 min.

## STEP FIVE Prepare, Review, and Approve the Plan

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### Slide 5

#### Open House Feedback

The feedback gained from the Open House that was held between this step and Step Four is vital to the process. Take time here to consider the notes taken during that session and examine how the comments may need to be reflected in the plan.

Based on the amount of feedback and the number of ESF's the team is developing, you may want to structure this as a small group activity where each ESF team (established in Step Three) considers the response to their work and makes an initial recommendation back to the whole group on how best to respond.



#### **Supplies/Materials**

Notes from Open House

ESF Worksheets from Steps Three and Four

Action Plans from Step Four

#### **Estimated Time**

\*20 min.

\*Time may vary greatly depending on the amount of input received at the open house.

## STEP FIVE Prepare, Review, and Approve the Plan

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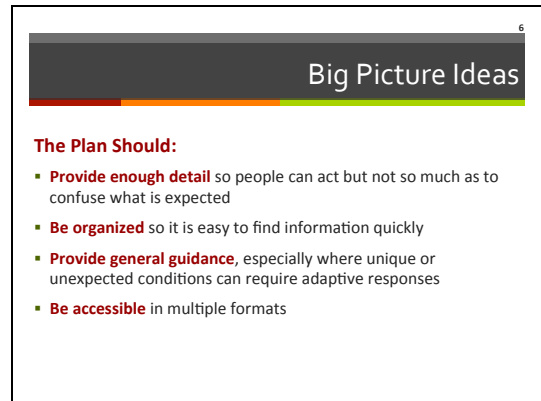
### Slide 6

#### Big Picture Ideas

As the team prepares to get the final plan in writing, this slide provides some “big picture” guidance on what the final plan should accomplish.

The Plan should:

- Provide enough detail so people can act but not so much as to confuse what is expected
- Be organized so it is easy to find information quickly
- Provide general guidance, especially where unique or unexpected conditions can require adaptive responses
- Be accessible in multiple formats (full version, abridged version that can be easily transported by key personnel, public version [will be discussed more fully later in this session])



#### Supplies/Materials

Handout 2 - Evaluating the Plan

#### Estimated Time

2 min.

## STEP FIVE Prepare, Review, and Approve the Plan

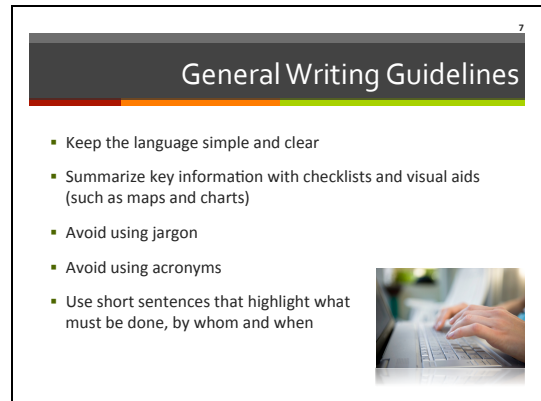
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### Slide 7

#### General Writing Guidelines

These guidelines will help you write a plan in clear and simple language to explain what your community will do in the event of an emergency. Keep these simple guidelines in mind as you write:

- Keep the language simple and clear.
- Summarize key information with checklists and visual aids such as maps or charts
- Avoid using jargon
- Avoid using acronyms
- Use short sentences that highlight what must be done, by whom and when.



#### Supplies/Materials

#### Estimated Time

15 min.

## STEP FIVE Prepare, Review, and Approve the Plan

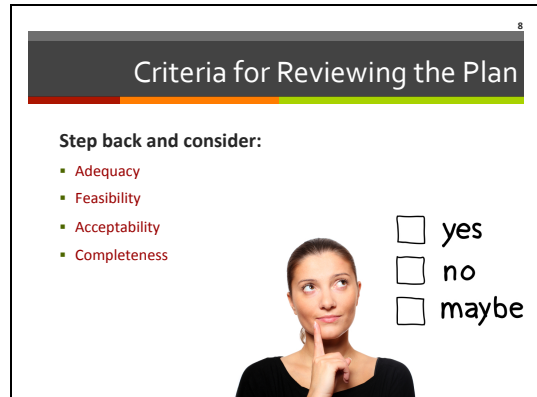
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### Slide 8

#### Criteria for Reviewing the Plan

It is also important for the planning team to step back and do its own evaluation of the plan as a whole focusing on:

- Adequacy
- Feasibility
- Acceptability
- Completeness



Let's discuss each of these in more detail.

**Supplies/Materials**

**Estimated Time**

1 min.

## STEP FIVE Prepare, Review, and Approve the Plan

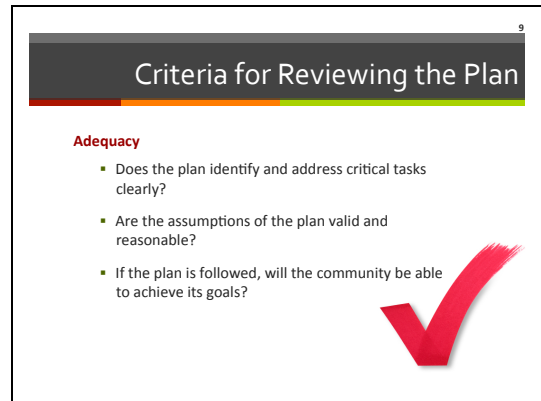
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### Slide 9

#### Criteria for Reviewing the Plan (cont.)

##### Adequacy

- Does the plan identify and address critical tasks clearly?
- Are the assumptions of the plan valid and reasonable?
- If the plan is followed, will the community be able to achieve its goals?



**Supplies/Materials**

**Estimated Time**

2 min.

## STEP FIVE Prepare, Review, and Approve the Plan

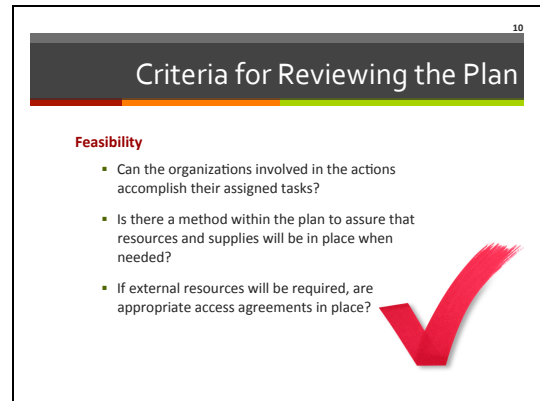
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### Slide 10

#### Criteria for Reviewing the Plan (cont.)

##### Feasibility

- Can the organizations involved in the actions accomplish their assigned tasks?
- Is there a method within the plan to assure that resources and supplies will be in place when needed?
- If external resources will be required, are appropriate access agreements in place?



**Supplies/Materials**

**Estimated Time**

2 min.

## STEP FIVE Prepare, Review, and Approve the Plan

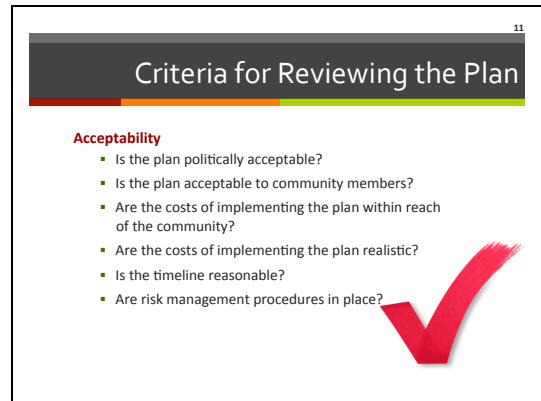
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### Slide 11

#### Criteria for Reviewing the Plan (cont.)

##### Acceptability

- Is the plan politically acceptable?
- Is the plan acceptable to community members?
- Are the costs of implementing the plan within the reach of the community?
- Are the costs of implementing the plan realistic?
- Is the timeline reasonable?
- Are risk management procedures in place?



**Supplies/Materials**

**Estimated Time**

3 min.



## STEP FIVE Prepare, Review, and Approve the Plan

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### Slide 12

#### Criteria for Reviewing the Plan (cont.)

##### Completeness

##### Does the Plan:

- Incorporate all the tasks to be accomplished?
- Include all the required capabilities?
- Address the needs of the general population as well as special populations
- Provide a complete picture of what should happen, when, and at whose direction?
- Establish time frames for achieving objectives?
- Define desired outcomes?


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### Criteria for Reviewing the Plan

**Completeness**

**Does the plan:**

- Incorporate all the tasks to be accomplished?
- Include all the requirements for the jurisdiction?
- Address the needs of the general population as well as special populations?
- Provide a complete picture of what should happen, when, and at whose direction?
- Establish time frames for achieving goals?
- Define desired outcomes?



**Supplies/Materials**

**Estimated Time**

3 min.

## STEP FIVE Prepare, Review, and Approve the Plan

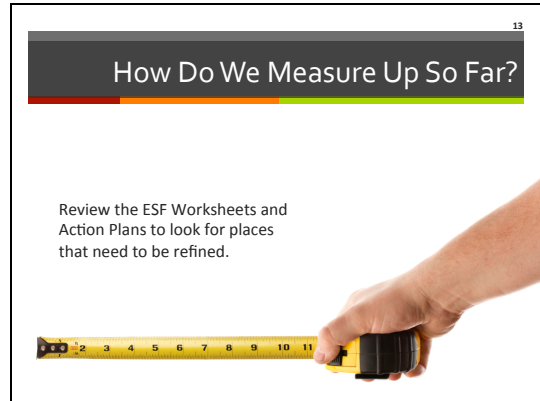
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### Slide 13

#### How Do We Measure Up So Far?

Have participants stop at this point and review the ESF Worksheets and Action Plans against community open house feedback and the general guidelines we just reviewed.

Provide time for them to refine the sheets accordingly.



**Supplies/Materials**

**Estimated Time**  
30 min.

## STEP FIVE Prepare, Review, and Approve the Plan

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### Slide 14 Scenario Testing

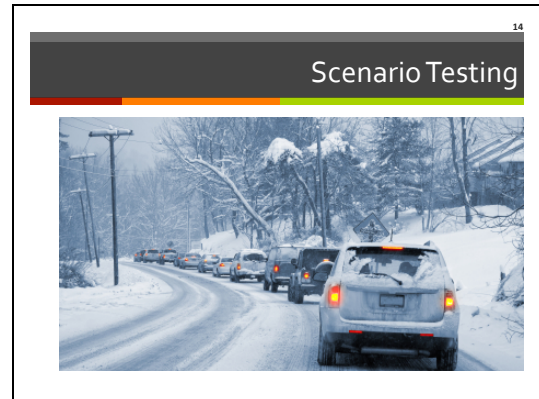
At this point, it would be helpful to use a scenario to conduct a final evaluation of the plan's adequacy for preparing the community to respond to an emergency situation.

*NOTE: You may want to change the graphics on this slide to represent your scenario.*

It would be best to use a scenario that the planning group has developed to illustrate an emergency or disaster situation that has affected the community in the past.

Let's use a scenario we have developed and respond as outlined in our plan to see what might happen.

*Note to facilitator: If the group has not developed a scenario that reflects an emergency situation that has been or could be encountered, use the scenario provided by distributing Handout 3 – Scenario: Ice Storm.*



#### **Supplies/Materials**

Handout 3 – Scenario: Ice Storm  
*(Use only if the planning team has not created one of its own scenarios)*

#### **Estimated Time**

75 min.

## STEP FIVE Prepare, Review, and Approve the Plan

### Slide 15 Scenario Assessment

It is important to evaluate the plan's performance following this scenario situation.

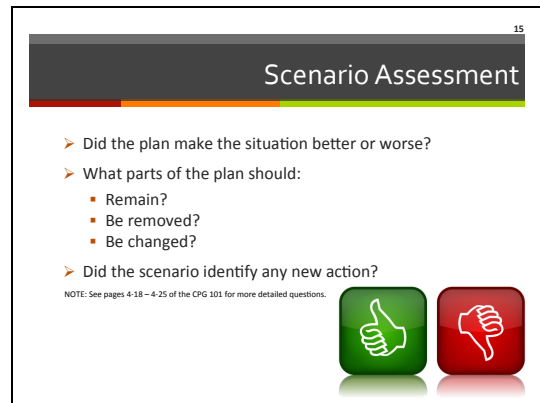
A more extensive list of questions to evaluation the community's plan is included on pages 4-18 – 4-25 of CPG 101.

Distribute Handout 4 – Ice Storm Scenario Evaluation Worksheet.

Using the handout and this slide, walk through each question and allow the planning team to answer and discuss each one.

Use these questions to evaluate the plan's performance in a scenario situation:

- Did an action, process, decision, or the operational timing make the situation better or worse?
- What aspects of the action, process, decision, or operational timing make it something that:
  - Must remain in the plan because of its effectiveness?
  - Should be removed from the plan because it was ineffective?
- Did the scenario identify any new alternative courses of action?
- Did the plan ensure that the community's special needs population received the kinds of assistance that would secure their safety and health?



#### Supplies/Materials

Handout 4 – Ice Storm Scenario Evaluation Worksheet  
(Use only if the planning team used Handout 3 and not its own scenario. If the team used its own scenario, adapt this evaluation worksheet for their use.)

#### Estimated Time

20 min.

## STEP FIVE Prepare, Review, and Approve the Plan

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### Slide 16

#### Approval and Distribution of the Plan

##### Approval

Once the plan has been revised based on its evaluation, it is time for local officials to approve and adopt it, which should:

- Occur using a formal process based on state/county statute, law, or ordinance.
- Establish the authority for the plan.

##### Distribution

The plan should be distributed throughout the community so all persons and organizations have access to information they need to guide their actions.



#### Supplies/Materials

#### Estimated Time

10 min.

## STEP FIVE Prepare, Review, and Approve the Plan

### Slide 17

#### Community Education and Preparation

There are stories of communities where a church has been identified in the plan as a shelter but no one at the church knew this or, the church did not have the capacity to shelter the number of people intended.

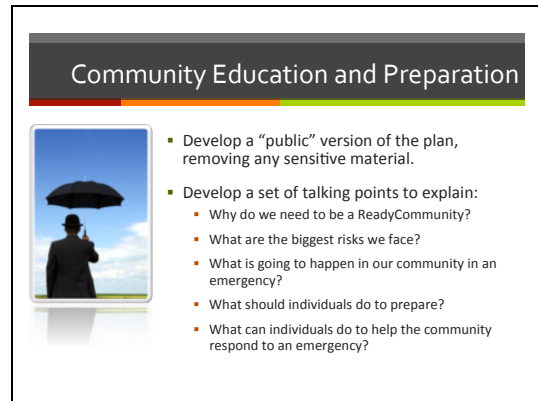
An Emergency Operations Plan is of little value if few in the community know of its existence or what it says. Thus, it is critical to develop an aggressive community education process.

To accomplish this, you first need to develop a “public” version of the plan. This is a version that removes all sensitive material from the plan.

Then develop a set of talking points that explain the key things everyone should know about:

- Why do we need to be a ReadyCommunity?
- What are the biggest risks we face?
- What is going to happen in our community in an emergency?
- What should individuals do to prepare?
- What can individuals do to help the community respond to an emergency?

Handout 5 is a template that can help the planning team quickly develop a useable document.



**Community Education and Preparation**

- Develop a “public” version of the plan, removing any sensitive material.
- Develop a set of talking points to explain:
  - Why do we need to be a ReadyCommunity?
  - What are the biggest risks we face?
  - What is going to happen in our community in an emergency?
  - What should individuals do to prepare?
  - What can individuals do to help the community respond to an emergency?

#### Supplies/Materials

Handout 5 – ReadyCommunity Brochure Template

#### Estimated Time

15 min.

## STEP FIVE Prepare, Review, and Approve the Plan

### Slide 18

#### Community Education Outlets

Think about unique ways to reach the various groups within your community. Pay particular attention to the list of vulnerable people that you identified in Step One.

Think through how best to reach each of these groups. How can you tap the community organizations that you identified to help? Use Handout 6 – Marketing Worksheet, to think through what needs to be done.

Finally, work with local media to highlight the plan. For example, a local radio station might host a call-in show on the community’s emergency plan.

Distribute Handout 6 – Marketing Worksheet and note that this will enable the planning team to think through the different ways they can inform the public about the Emergency Operations Plan and the ways they, as individuals or organizations, can participate in preparing the community to respond to an emergency.



#### Supplies/Materials

Handout 6 – Marketing Worksheet

#### Estimated Time

15 min.

## STEP FIVE Prepare, Review, and Approve the Plan

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### Slide 19

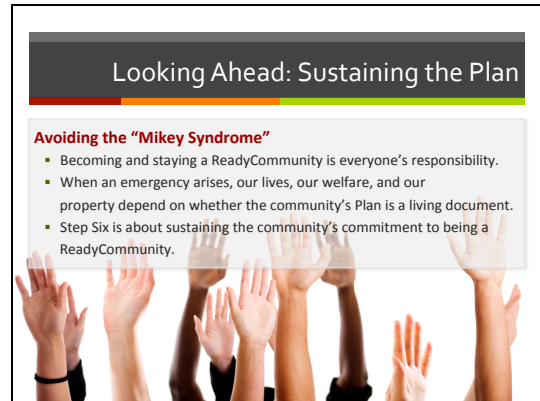
#### Looking Ahead: Sustaining the Plan

To be successful, you must avoid the “Mikey syndrome” which is completing the plan and then saying, “OK Director of Emergency Operations, this is now YOUR responsibility.”

It is not just Mikey’s responsibility. Becoming and staying a ReadyCommunity is everyone’s responsibility.

When an emergency occurs, our lives, our welfare, and our property will depend on whether we as a community have acted to insure that that the Emergency Operations Plan is a living document

In Step Six, we will make some suggestions for how to sustain the community’s commitment to being a ReadyCommunity.



**Supplies/Materials**

**Estimated Time**

5 min.



## STEP FIVE Prepare, Review, and Approve the Plan

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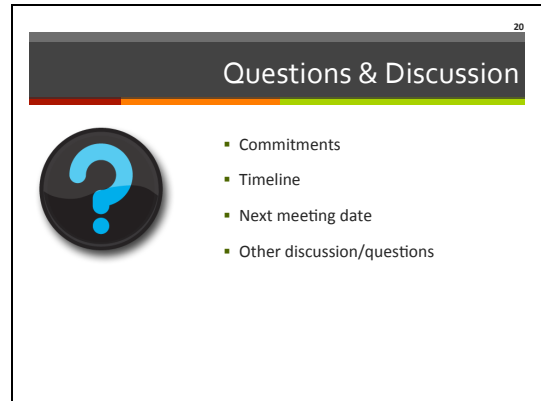
### Slide 20

#### Questions and Discussion

Review any items that the group needs to consider in preparation for the next step: Implement and Maintain the Plan.

The slide provides some structure to this discussion, but feel free to add other items that are relevant to the group.

List “To do” items on the flip chart and ask for volunteer(s) to complete each one by the next meeting.



#### Supplies/Materials

#### Estimated Time

5 min.

## STEP FIVE Prepare, Review, and Approve the Plan

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### Slide 21

#### Contact Information

Thank the team for their great work today.

Be sure to include your contact information as well as the local point person's contact information so that all participants can stay connected to the planning process.



**Supplies/Materials**

**Estimated Time**

1 min.

## Sample Emergency Operations Plan

### [Insert the Plan's Jurisdiction]

(County, Town, etc.)

## Emergency Operations Plan

### Signature Page

[Include a sentence here that states these signatures indicate the plan has been formally recognized and adopted as the jurisdiction's all-hazards Emergency Operations Plan. Include a note that it supersedes all previous plans.]

#### Sample Signature List:

[Your list may vary depending on your jurisdiction, structure, and/or state and county guidelines.]

\_\_\_\_\_  
County/Town Board Chair

\_\_\_\_\_  
Emergency Coordinator

\_\_\_\_\_  
Clerk/Treasurer

\_\_\_\_\_  
Police Chief

\_\_\_\_\_  
Fire Chief

## EMERGENCY OPERATIONS CENTER ALERTING LIST [Sample List]

	First Call	Second Call	Third Call
<b>POLICE DEPARTMENT</b>	_____ - Chief	_____ - Officer	_____ - Officer
Office Telephone:			
Home Telephone:			
Cell Phone:			
<b>FIRE DEPARTMENT</b>	_____ - Chief	_____	_____
Office Telephone:			
Home Telephone:			
Cell Phone:			
<b>AMBULANCE</b>	_____	_____	_____
Office Telephone:			
Home Telephone:			
Cell Phone:			
<b>[Jurisdiction] MAIN OFFICE</b>			
Office Telephone:			
Home Telephone:			
Cell Phone:			
<b>UTILITY DEPARTMENT</b>			
Office Telephone:			
Home Telephone:			
Cell Phone:			
<b>STREET DEPARTMENT</b>			
Office Telephone:			
Home Telephone:			
Cell Phone:			
<b>OTHER KEY CONTACTS</b>			
	First Call	Second Call	Third Call
State Police/Highway Patrol			
County Emergency Management			
State Emergency Management			
National Response Center			

**A. INTRODUCTION**

Purpose and Scope

- Purpose of the plan - What is the purpose of the plan?
- Scope of the plan - What is the jurisdiction covered by the plan?

**B. SITUATION OVERVIEW:**

Hazard and Threat Analysis (Step 2)

- What are the major threats most likely to impact the area?
- What geographical areas or populations are most likely to suffer?

Resource Analysis (Step 4)

- What resources do you have available to respond, both within the jurisdiction and outside?
- Do you have mutual aid agreements in place for outside assistance?

**C. ACTIVATING THE PLAN:**

Who has responsibility for activating the plan? Who is the back-up contact if this person is not available?

What is the process for activating the plan?

What is the process for alerting other response and support agencies that directly support the plan? (Both inside and outside the jurisdiction)

**D. THE EMERGENCY OPERATIONS PLAN:**

What will you do during non-emergency times to prepare for an emergency?

- How will you be sure that the public, especially persons in vulnerable populations, knows about the plan and understands how it will affect them? (Step 6)
- How often will you train to implement the plan and, to implement it under different emergency conditions? (Step 6)

What is covered in your emergency operations plan?

**E. DAMAGE ASSESSMENT**

How will damage assessments be conducted? Who will help gather information?

What are the critical information needs and collection priorities?

How will these be communicated up the line (community to county to state to federal)?

**F. ADMINISTRATION, FINANCE, AND LOGISTICS**

How will you document response and recovery efforts? How will these be used to guide future disaster preparation?

How will costs related to recovery be documented?

How will you ensure available funds are provided quickly and in accordance with established law, policies and regulations?

**G. PLAN DEVELOPMENT AND MAINTENANCE**

How and when will the plan be reviewed and revised? (Step 6)

## **Emergency Support Functions (ESF)**

### **Transportation (ESF#1)**

- How will you assess, monitor, maintain, or restore transportation avenues in an emergency?

### **Communications (ESF#2)**

- How will the responding agencies communicate and coordinate during a disaster?
- How does this plan fit with the regional and national communication systems?
- What has been done to protect existing emergency communications service

### **Public Works and Engineering (ESF#3) Critical Infrastructure and Key Resources Restoration**

- What are the critical locations that need to be cleared of debris immediately in order to respond to the emergency?
- How will you manage debris collection and removal?

### **Firefighting (ESF#4)**

- What is the process for detecting and suppressing large scale fires resulting from or occurring coincidentally with an incident response?
- What cross-jurisdiction agreements exist for working on large fires?

### **Emergency Management (ESF#5)/ Direction, Control, and Coordination: Emergency Operations Center (EOC)**

- Who is in charge of the EOC? (Provide at least two alternates)
- What equipment will be needed to manage the EOC?
- Where will the EOC be located? (Provide at least two alternative sites)

### **Mass Care, Emergency Assistance, Housing and Human Services (ESF #6)**

- How, where, and under what circumstances will shelters be opened?
- What agencies will be responsible for providing essential care (food, water, etc.)?
- What arrangements are in place for household animals that are brought to the shelter?

### **Logistics Management and Resource Support (ESF #7)**

- Who has access and control of response equipment? (Provide at least three alternates)
- How will supplies be staged prior to a disaster?
- How will unsolicited donations and volunteers be managed?

### **Public Health and Medical Services (ESF #8)**

- What agencies and methods will be used to identify public health issues related to a disaster?
- How will potable water be provided?
- How will sewage be handled if systems are inoperable?
- How will food safety issues be addressed?
- How are the needs of vulnerable populations be assessed and addressed?
- What processes or agreements are in place to provide additional medical staff or supply assistance if needed?
- How will mass casualty/fatalities be handled?

- What facilities are available for use as emergency treatment centers? What agreements or processes are in place to access these facilities?

#### **Search and Rescue (ESF #9)**

- What are the actions for searching collapsed structures, water searches, and inland searches?
- Who will coordinate these searches?

#### **Oil and Hazardous Materials Response (ESF#10)**

- What has been done to prevent, minimize, or mitigate an oil or hazardous materials release?
- What methods are in place to detect contamination, stabilize a release, provide for clean-up and waste disposal?

#### **Agriculture and Natural Resources (ESF #11)**

- How will an outbreak of a harmful animal or plant disease be managed?
- How will the needs of farm animals be provided during a disaster?

#### **Energy (ESF #12)**

- What is the process for addressing significant disruptions in energy supplies?
- What are the critical assets and infrastructures of the energy system? How are vulnerabilities to those systems monitored and mitigated?

#### **Public Safety and Security (ESF #13)**

- How will public safety and security resources be used in an emergency?

#### **Long-Term Community Recovery (ESF #14)**

- How will post-incident assessments, plans and activities be coordinated?
- How will special needs populations be incorporated into the recovery strategies?

#### **External Affairs (ESF#15)/Emergency Public Information**

- How will communication to the public be managed? What methods will be used to inform individuals with disabilities or limited English proficiency?
- Who will have responsibility for communicating to the public and to the media during an emergency?
- What methods will be used to help the public be informed and prepared for the identified hazards before an emergency occurs?



## Evaluating the Plan

Yes No

### Adequacy

- Does the scope and concept of planned operations identify and address critical tasks clearly?
- Are the assumptions of the plan valid and reasonable?
- If the plan is followed, will the community be able to achieve its mission using the guidance of the plan?

### Feasibility

- Can the organizations involved in the actions actually accomplish their assigned mission and tasks?
- Is there a method within the plan to assure that resources and supplies will be in place where they are supposed to be and when needed?
- If external resources will be required for the assigned mission, are appropriate agreements for access to these resources in place?

### Acceptability

- Are the plan's mission and tasks politically acceptable?
- Are the plan's mission and tasks acceptable to community members?
- Are the costs of the plan's implementation within reach of the community?
- Are the costs of the plan's implementation proportional to mission requirements?
- Will the plan be able to be implemented within a reasonable time frame so the community is prepared to respond?
- Are risk management procedures in place to mitigate the risks associated with achieving plan objectives?

### Completeness

- Does the plan incorporate all the tasks to be accomplished?
- Does the plan include all the required capabilities?
- Does the plan address the needs of not only the general population but also special populations within the community? What demonstrates that all groups have been identified and their needs addressed?
- After reading the plan, will someone have a complete picture of what should happen, when, and at whose direction?
- Does the plan establish time frames for achieving objectives?
- Does the plan state success criteria and desired outcomes?

## Scenario: Ice Storm

The ice storm hit late in the evening of Tuesday late in January. The ice storm cut a swath through the state with a minimum of two inches of ice accumulated in the affected area, while some locations reported as much as 3-5 inches of ice. The storm took down not only power lines, but also the poles that held up the lines. Trees splintered under the weight of the ice as did telephone poles, cell phone towers, and roofs. By Wednesday, more than 700,000 households and businesses were without power.

Emergencies were ultimately declared in 75% of the state's counties and 70 cities. It quickly became an issue of communication. "Communication towers and lines have gone down, whole communication systems have been devastated," said one state official, which made it difficult to assess conditions and target relief efforts.

On Friday, the Governor activated all members of state's National Guard who then went door-to-door in some areas to contact stranded citizens.

On Saturday, more than a half-million residents were still without power and more than 200,000 had no water because power outages had disabled municipal water systems. 172 emergency shelters had been opened but many local officials were using local radio stations to tell those residents who could, to head south to find a place with no ice because they had no idea how long it was going to take to regain power and water. Residents in rural parts of the state were informed the next day (Sunday) that it may be weeks and, in some rare cases, months until their electricity would be restored.

For utility crews who worked overtime through the weekend, battling subzero conditions Friday and Saturday, the challenge was not just repairing a few downed lines, but instead rebuilding a ravaged utility infrastructure from the ground up.

But by Monday, a quarter-million people were still without power, with scores of residents that had first attempted to ride out the storm giving up and fleeing to shelters.

In rural areas, farmers woke up on Wednesday morning, the morning after the storm hit, to find their fences collapsed under the weight of the ice and their cattle wandering, or worse, frozen to death. Rural residents could not leave their homes because downed telephone and power poles as well as trees blocked roads. Even the intrastate highways were blocked in places where the once wooded roadsides had become a tangled mass of snapped trees.

On Friday after the storm, the county emergency management director reported they had yet to receive any aid from either the Federal Emergency Management Agency or the Red Cross. Twenty-five National Guardsman had arrived in the county but did not have any of the equipment needed to clear away fallen trees.

## **The Real Story Results: Ice Storm Moves from Response to Recovery**

Release Date: February 20, 2009

Less than a month after a brutal ice storm marched through Kentucky, power is back to more than 700,000 customers, all emergency shelters have closed, and the recovery is in full swing.

The catastrophic ice storm - the worst natural disaster in modern Kentucky history - prompted a coordinated, rapid flow of food, water, technology, and generators to the commonwealth.

"Literally every county in Kentucky was immediately impacted to some degree," said Brig. Gen. John W. Heltzel, director of the Kentucky Division of Emergency Management (KYEM) who led the Commonwealth's massive response.

Federal disaster aid was made available almost immediately through a Presidential Emergency Declaration on Jan. 28 - less than 12 hours after Gov. Steve Beshear's request. A major disaster declaration for 93 of Kentucky's 120 counties was signed by President Obama on Feb. 5 to reimburse costs for eligible debris removal and emergency protective measures. Commonwealth officials have gathered data for nine additional counties, which may be added to the disaster at a later date.

The Kentucky National Guard deployed 4,100 soldiers at the peak of the storm and engaged in a door-to-door "wellness" campaign. Soldiers assisted with debris removal, traffic control and other missions. They also delivered life-saving and life-sustaining commodities.

U.S. Department of Homeland Security Secretary Janet Napolitano and Federal Emergency Management Agency Acting Administrator Nancy Ward toured the damage with Kentucky Gov. Steve Beshear.

Briefings were held this week with public and private nonprofit entities as the first step toward reimbursing them for disaster-related emergency expenses.

"Clearly, we've transitioned from response to recovery," said Kim R. Kadesch, federal coordinating officer for the disaster. "Now our mission is to support the commonwealth, local governments and eligible private nonprofits to assist them in the recovery and reimbursement of eligible expenses associated with the disaster."

### ***A by-the-numbers look at the disaster (As of COB Feb. 19):***

- **\$115 million** in preliminary disaster assessments;
- **36 fatalities** (carbon monoxide 11, hypothermia 8, vehicular 4, cardiac arrest 4, fire 3, other 6);
- **987,810 meals** delivered;
- **1.9 million** liters water delivered;
- **500 cots** delivered;
- **1,000 blankets** delivered;
- **4,911 miles** of road affected by storm;
- **220 shelters** served 7,009 people at the peak of the storm, with last shelter closing Feb. 13;
- **10 state emergency management agencies** - Tennessee, North Carolina, West Virginia, Indiana, Ohio, Louisiana, Florida, Mississippi, Alabama and Wisconsin - sent more than 600 personnel, cots with bedding, wood chippers, generators, communications equipment, dump trucks and other large equipment to help move trees and debris;

- **4 FEMA Mobile Emergency Response System (MERS) vehicles** provided critical telecommunications support after the storm in key locations throughout the state: the Emergency Operations Center and staging areas in Frankfort, Paducah, Greenville and Fort Campbell. Also provided mobile towers and radios;
- More than **250 generators** arranged for, moved and installed at critical facilities by the Kentucky National Guard, FEMA and the U.S. Army Corps of Engineers;
- **25 volunteer organizations** offered help from 15 states.

***Other disaster details:***

- State Emergency Operations Center (SEOC) engaged at 7 a.m. on Jan. 27 and remained at full activation level through 9 p.m. on Feb. 15. Currently, the SEOC is maintaining situational awareness staffing daily from 7 a.m. to 7 p.m.;
- The FEMA Region IV Regional Response Coordination Center increased from monitoring to response stance on Jan. 29 and deployed an advance emergency response team to the SEOC. Initial Operating Facility opened on Jan. 30, co-located at SEOC. Joint Field Office opened in Frankfort on Feb. 7;
- The U.S. Department of Energy worked with the Kentucky Public Service Commission to assess the status of the power grid and set restoration timelines.
- The U.S. Department of Transportation, the U.S. Army Corps of Engineers and the U.S. Forest Service assisted with debris clearing.

## Discussion

The purpose of this scenario is to assess how well your Emergency Operations Plan would enable you to respond to this situation. You will use the worksheet, Handout 4 – Ice Storm Evaluation, to note your evaluations as you proceed through this discussion.

1. Because the intensity of the ice storm was significantly greater than expected and it occurred overnight, nearly all the key decision-makers were trapped in their homes and unable to get to the Emergency Operations Center (EOC) in the first 24 - 36 hours.  
Does your plan provide guidance on what to do in this situation?
2. Electrical service was disrupted by the ice storm both immediately and in some communities for as long as 4+ weeks. As a result, many water and sewage treatment plants can not function. While the emergency shelters have some supplies of bottled water, it was also assumed that there would be access to municipal water supplies and sewage treatment.  
Does your plan provide guidance on what to do in this situation?
3. The disruption of electrical service combined with the snapping of telephone poles and the partial collapse of some cell towers has led to the complete disruption of communications both within the community and to those outside the community.  
Does your plan provide guidance on what to do in this situation?
4. The ice storm broke down miles of farm fencing allowing cattle and horses and other animals to wander off their property. Thus, to the hazard of ice and debris covered roads could be added the movement of animals. Moreover, loose livestock could disrupt efforts to clear roadways. For nearly all the farmers, even if they could round up their cattle, what will they do with them?  
Does your plan provide guidance on what to do in this situation?
5. Rural residents in many communities found themselves literally unable to leave their homes because roads were blocked by debris and/or too hazardous. Even if they had wanted to go to an emergency shelter, they could not get there. You are worried about elderly members of your community as well as those with health conditions.  
Does your plan provide guidance on what to do in this situation?
6. You are a small and very rural community. The closest interstate or intrastate highway is 25 miles along a two lane state road. Significant portions of this road are simply impassable because of downed trees, utility poles, and utility lines. The people in town have doubled and tripled up into those homes with gas or propane heaters, but food and other supplies in the community are beginning to get low.  
Does your plan provide guidance on what to do in this situation?
7. You are a farming community and there are at least 15 dairies in the area. None of these farms have access to electricity to run their milkers or their refrigeration units. The bulk trucks can't get in to pick up their milk, and you know that many have feed delivered weekly.  
Does your plan provide guidance on what to do in this situation?

### Ice Storm Scenario Evaluation Worksheet

Situation	Does the plan provide guidance on what to do? Yes/No	Should the plan provide guidance on what to do? Yes/No	Recommendations
1. Key emergency operations officials not available			
2. Disruption of municipal water and sewage treatment facilities			
3. Disruption of communications inside and outside of the community			
4. Collapsed fencing and loose livestock			

Situation	Does the plan provide guidance on what to do? Yes/No	Should the plan provide guidance on what to do? Yes/No	Recommendations
5. Access and assistance to vulnerable populations			
6. Food and other supplies insufficient for time you are on your own			
7. Dairies or other enterprises with time sensitive products			

### Summary Evaluation of the Plan

Evaluation Criteria	Evaluation of Plan Performance	Recommendation
Did an action, process, decision, or the operational timing of these make the situation better or worse?		
<p>What aspects of the action, process, decision or operational timing make it something that:</p> <p>Must remain in the plan because of its effectiveness?</p>		
<p>What aspects of the action, process, decision or operational timing make it something that:</p> <p>Should be removed from the plan because it was ineffective?</p>		
Did the scenario identify any new alternative courses of action?		
Did the plan insure that populations with special needs within the community received the kinds of assistance that would secure their safety and health?		



## **Summary Evaluation of the Plan**

Based on this scenario evaluation, what specific changes to plans and procedures, personnel, organizational structures, leadership or management processes, facilities, or equipment could improve operational performance? Be as specific as possible.

# Be Prepared!

THINGS YOU CAN DO TO  
PREPARE YOURSELF, YOUR  
HOUSEHOLD, AND YOUR  
BUSINESS.

## YOU & YOUR HOUSEHOLD

Read the "Are You Ready?" Guide  
from FEMA online at:  
[ready.gov/are-you-ready-guide](http://ready.gov/are-you-ready-guide)

## YOUR BUSINESS

Read the "Preparedness Planning  
Guide for Businesses" online at:  
[ready.gov/business](http://ready.gov/business)



## WANT TO HELP YOUR COMMUNITY RESPOND TO AN EMERGENCY?

Visit the "Volunteer with Community  
Organizations" page online at:  
[ready.gov/volunteer](http://ready.gov/volunteer)

## AND

Contact your  
local emergency manager:  
<<Provide contact information>>

For more information  
about our community  
plan contact us:

Email  
Telephone  
Website Address



We're a ReadyCommunity!  
Here's information to get your  
household/business ready too!

Your Community's  
Name Here

Information to help you prepare and  
plan for an emergency or disaster.

# Building Disaster-Resilient Places

“Resilience is the ability to resist, absorb, recover from, or adapt to an adverse occurrence,” FEMA.

Resiliency in our community relies on our ability to collectively plan and prepare for a disaster or emergency. This brochure provides basic information to help you understand our community’s vulnerabilities and to help you prepare for a disaster.



## WHAT ARE THE BIGGEST RISKS WE FACE AS A COMMUNITY?

List here a brief description based on the hazards and vulnerability assessments you completed in Step Two of ReadyCommunity.

## HOW WILL THE COMMUNITY RESPOND IN THE EVENT OF AN EMERGENCY OR DISASTER?

List here the key actions that will occur in the event of an emergency/disaster. This should include: How people will be informed; What assistance will be provided for people with special needs/mobility limitations; The evacuation routes; Locations of emergency shelters; How do I connect with family in an emergency; etc.

# Marketing Worksheet

The purpose of this worksheet is to identify actions that will be implemented prior to an emergency or disaster situation that will prepare the community for potential emergency response if necessary. The focus of these marketing efforts is to insure the public understands the key assumptions of the emergency operations plan and what they need to do to facilitate the implementation of the emergency operations plan.

**What are the key ways in which information is exchanged in this community?**

Methods of communication within the community	No	Yes	IF YES Who will prepare materials for this outlet?	Due date
<b>Formal media outlets</b>				
A local newspaper				
A local newsletter				
A local website				
A local cable channel				
A local advertising circular				
A local radio station				
<b>Other community information outlets</b>				
Information to be distributed through local church bulletins				
Information to be distributed through local schools				
Information to be distributed through local social service agencies				
Information to be distributed through local health organizations				
Information to be distributed through local civic organizations				
Information to be distributed through local youth organizations				
Other:				
Other:				
Other:				