
**Child Residential
or
Day Treatment Facilities
(Facilities Licensed Under Title 55, Pa
Code, Chapter 3800)**

**EMERGENCY
PLANNING GUIDE**

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INTRODUCTION

This planning guide is directed to child residential and day treatment facility care providers and facility managers covered under Chapter 3800 of Title 55, Pa Code. Both public and private entities are included in this guidance. It is intended to provide assistance in writing and implementing a plan to protect employees and residents within the facility. There are a variety of facilities that provide care for juveniles under the jurisdiction of courts, ranging from facilities for children/youth with special needs to juvenile detention centers. This guide is intentionally generic in nature due to the facility differences in security considerations, special care requirements, and size and complexity. In smaller facilities, there may be only one person to perform all of the functions listed here, while in larger facilities, a larger staff and child population may make a more complex plan appropriate.

The procedures and principles discussed in this guide are no more than common sense. Facility operations and populations served will influence how complex the plan needs to be. Remember, when it comes time to use the plan, there won't be a lot of time to read, so simplicity is an important goal. On the other hand, a complete series of checklists might help you to remember some critical details during the excitement just after an alarm sounds.

Not all facilities face the same requirements or restrictions, especially as it regards physical security. For this reason, this planning effort will differ. Within the basic planning format, there will be operational sections that may be necessary for some, but not all facilities. Again, the agency directors and program managers know their facilities and their population needs best. It's your plan, and you will be the one who needs to execute it when the time comes to take emergency measures to protect those children and youth that the court has put in your care.

Some private legal entities only operate one residential or day treatment facility and/or provide services to one county. Others orchestrate a network of services, have multiple facilities or sites and may contract with numerous counties or even other states. This guidebook refers to the legal entity that manages both a single site as well as a "network" of facilities. The legal entity is responsible for the welfare of their staff and children/youth in their care as well as on-site management. Larger legal entities may be able to take advantage of their size and access to more resources. Designated staff from the main office of the legal entity could be responsible for writing the plan for each of the facilities (in cooperation with facility staff) and may be able to identify and share resources from nearby agency facilities rather than going outside the network to find emergency help. However, when an emergency happens, decision-making and response must start with the staff on-site in the facility.

Effective planning and response is achieved by coordination, cooperation, and the participation of individuals and the community at large. At its best, the planning process is an ongoing group effort involving all interested parties.

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I. Everybody Has a Role in Emergency Planning and Response

A. The Legal Entity Safety Manager (as applicable)

1. Develops (with help from a local planning team) the facility emergency plan and coordinates it with municipal emergency management officials to make sure that it is compatible with the municipality's Emergency Operations Plan.
2. Trains staff and residents in the provisions of the Emergency plan.
3. Includes resources of the legal entity to assist the facility in emergency response.
4. Provides copies of the Emergency plan to the county Emergency Management Agency (EMA).

B. The Child Residential or Day Treatment Facility Director

1. If there is no legal entity outside the facility to provide assistance, assumes all of the responsibilities mentioned as belonging to a Safety Manager.
2. Assigns emergency leadership and responsibilities to staff members with regard to individual capabilities and normal responsibilities.
3. Secures necessary training for staff members (as applicable).
4. Conducts drills and initiates needed plan revisions based on drill or actual event evaluations.
5. Supervises periodic safety checks of the physical facility, equipment, and vehicles.
6. Ensures that the plan is coordinated with local school district emergency plans.

C. The Facility Staff Member

1. Participates in developing the facility's Emergency plan.
2. Participates in emergency preparedness training and drills.
3. Helps children and youth develop confidence in their ability to cope with an emergency.
4. Provides leadership during a period of emergency.

D. Facility Medical Staff (as applicable)

1. Participates in developing the facility's Emergency plan.
2. Participates in emergency preparedness training and drills.
3. Provides training to facility staff regarding the care of Children and Youth in the event of an emergency.
4. Assures continuity of physical and behavioral health care in the event of an emergency.
5. Assures medical records accompany children, youth and staff in case of relocation.

E. Facility Maintenance Personnel (as applicable)

1. Conducts periodic safety inspections of the facility.
2. Identifies shut off valves and switches for gas, oil, water, and electricity. Posts a chart showing shut off locations so that others can use them in an emergency.
3. Provides for emergency shut-off of the ventilating system.
4. Instructs all staff members on how to use fire extinguishers.

- F. Facility Education Staff (if applicable)**
 - 1. Participates in developing the facility's Emergency plan.
 - 2. Participates in emergency preparedness training and drills.
 - 3. Helps children and youth develop confidence in their ability to cope with an emergency.
 - 4. Provides leadership during a period of emergency.
 - 5. Shares and coordinates details of the plan with education provider (School District, IU, contractor, etc.)
- G. Facility Food Service Personnel (as applicable)**
 - 1. Maintains adequate supplies of non-perishable food and water for emergency use.
 - 2. Rotates supplies to assure freshness.
- H. Parents/Guardians and Family Members (as applicable)**
 - 1. Become familiar with the development of the plan.
 - 2. Become familiar with the emergency plans for their loved ones.
 - 3. Ensure that the emergency contact information that the facility has about the child and family is current and correct.
- I. Juvenile Probation Office (if applicable)**
 - 1. Becomes familiar with the facility's emergency plan.
 - 2. Assists in emergency response:
 - a) Notifies courts that placed children in the facility.
 - b) Identifies available space for relocating children to another facility.
 - c) Tracks the location of children who are relocated to another facility.
 - d) Provides other assistance as feasible.
- J. County Children and Youth Office (if applicable)**
 - 1. Becomes familiar with the facility's Emergency plan.
 - 2. Assists in emergency response:
 - a) Notifies courts that placed children in the facility.
 - b) Identifies available space for relocating children to another facility.
 - c) Tracks the location of children who are relocated to another facility.
 - d) Provides other assistance as feasible.
- K. Community**
 - 1.) The community, especially local government, can be a source of:
 - a) Warning.
 - b) Emergency Resources.
 - c) Information.
 - d) Planning/Training Assistance.
 - 2.) This assistance should come primarily from:
 - a) Municipal Governments.
 - b) Emergency Management Agency.
 - c) Emergency Medical Services.
 - d) Law Enforcement Agencies.
 - e) Fire Departments.
 - 3.) Other possible sources of assistance include:
 - a) Individuals.
 - b) Churches.
 - c) Civic clubs and organizations.
 - d) Businesses and Industries.

- e) Hospitals.
- f) Local Red Cross, Salvation Army, or other voluntary service agencies.

II. Emergency Response Functions

Emergency Functions: there are several functions that may need to be accomplished during emergency response that are common in many different kinds of emergencies. Rather than repeat the instructions for each emergency, it is easier to organize the plan according to emergency functions. Different facilities may have different circumstances, so all of the following may not be needed, or others may need to be added. With the plans for these emergency functions in place, the only decisions that need to be made during the emergency are which functions will need to be implemented. Attachment 12 in the Supporting Documents section of this planning toolkit is a sample decision-making aid that was developed for child care centers, but may prove useful for you.

A. Direction and Control: emergency decisions will need to be made, and everyone in the facility must know what those decisions are and who makes them.

1. The plan should specify who will be in charge (with an alternate who has authority to make decisions if the designated person is not available) and where that person will be positioned. Depending on the size of your facility, you may need to designate a “command post” where staff can find the person in charge. An alternate command post should be designated in case an evacuation is needed.
2. Emergency service organizations use a control system called the “Incident Management System.” This lets all of the responders know who is in charge. It breaks each unit into sections or divisions so each leader has a manageable span of control (not greater than seven people). You should become familiar with the incident management system, and be prepared to interface with it when emergency responders arrive at your facility.
3. When emergency services arrive, they will be responsible for dealing with the emergency, but you will still need to be responsible for the staff, children and youth of your facility. In some situations, the incident commander from the fire/police department may need a facility representative to act as a liaison or as part of a unified command.

B. Communications - this includes communications within the facility (announcing emergency measures) and outside the facility (notifying family members, answering machine, sign on door, etc.). If you plan to use cell phones or radios, mention it here. You should test this equipment regularly and consider obtaining additional communications equipment, if necessary. For example, having only telephones available for communications may be inadequate during an emergency because that is when the demand for phone lines and cell-phones is greatest. Each facility should have an alternate warning system or method

which can alert the entire facility in the event of a power failure (cowbell, bullhorn, etc).

C. Evacuation or Immediate Evacuation: effective procedures for the orderly evacuation of a facility to a safe area are paramount. Some situations may dictate that an evacuation be done more quickly (Immediate Evacuation), but all evacuation plans should be designed to evacuate the facility as quickly and safely as possible. These should be coordinated with local government.

1. Evacuation instructions should:
 - a) Be given to all new staff members when hired.
 - b) Be displayed by fire exits.
 - c) Be displayed in all common areas inside the facility.
 - d) Be provided to parents on facility tours and explained in correspondence.
2. Evacuation routes should:
 - a) Take advantage of natural protective features (i.e. fire walls).
 - b) Avoid hazardous areas, such as wooden stairs, open stairwells, and boiler rooms.
3. Evacuation Plans should include each staff member's role in evacuating the building, such as designating who should:
 - a) Check rest rooms, vacant rooms, storage areas, and other spaces for stragglers.
 - b) Make sure that the "Go Kit" of records and items that may be needed to continue caring for the children (a list of items in the go kit is included as Attachment 9 in the Supporting Documents section of the planning toolkit) is brought out of the building as well.
 - c) Close windows and doors when leaving (time permitting).
 - d) Lead evacuation lines.
 - e) Guard or lock exits to prevent unauthorized persons from entry into building.
4. You should always evacuate to a pre-designated "Evacuation Assembly Area" close to, but a safe distance from the facility. While at the assembly area, you should:
 - a) Establish accountability for all staff as well as children and youth.
 - b) Determine whether to wait there or go on to a nearby shelter or relocate to a more distant site.
5. Display in each common area in the facility a copy of the floor plan indicating the evacuation route in case of fire, along with the location of the shelter in place area to be used if the emergency requires shelter in place in the facility rather than evacuation.
6. Evacuation should be conducted:
 - a) In orderly lines and no running.
 - b) Quietly, with no talking to minimize confusion and allow for changes in orders to be heard.

D. Relocation to a more distant evacuation site might be needed if the entire neighborhood or municipality becomes unsafe (e.g. HAZMAT SPILL, Nuclear Power Plant incident). In this case you should follow the same evacuation procedures as for a more immediate evacuation (except perhaps it won't be necessary to move as quickly) but once everyone is safely in the evacuation

assembly area, they board transportation and go to a relocation facility that is several miles away.

1. The relocation facility should be expecting you, and should be able to protect you and provide adequate security until the danger is past and the children and youth can return, be released to family or placed into another court-designated facility.
2. In pre-planning relocation facilities, try to ensure that the relocation facility will not be impacted by the same emergency that forced you to leave your "home" facility.
3. You should execute a Memorandum of Agreement (MOA) with the relocation facility.
 - a) You should first visit the potential relocation facility (or the office that will manage it) and explain the types of circumstances under which you may need to use their facility.
 - b) The main reason for the MOA is to have both parties (you and the relocation facility owner/manager) acknowledge that they know you're coming, and what you expect them to provide while you're there.
 - c) The MOA provides an opportunity to spell out other details – like who is responsible for what, which rooms will be used and whether there will be reimbursement for supplies or services used.
4. You'll need to let the courts having jurisdiction and all of the parents/loved ones know that you've relocated, and to where.
5. Accountability procedures should be established to ensure that all children, youth and staff are safe at the relocation facility. Make provisions for uninterrupted supervision of the children and youth. Additional staff, or other personnel, will need to relieve staff who came with the children and youth.
6. It might be possible to use public shelters, or another child residential facility far enough away to be safe, but if there are special security requirements, these should be addressed in advance, and approved by the court having jurisdiction. The municipal emergency management agency may be able to help you with this decision.
7. The plan should contain an estimate of how many children and youth will need to be sheltered in whatever relocation facility you choose.

E. Transportation will be needed if you go to a relocation facility. It will be best if you can provide transportation for all of your children and staff in one "lift". Consider asking neighbors and parents if they may be available or willing to help. As a last resort, the municipal emergency management agency may be able to help, but it won't be able to guarantee that you will remain in one group, thus complicating your accountability and court jurisdiction problems.

1. Because emergency procedures may necessitate immediate evacuation/relocation and require transportation at irregular hours, you should maintain a list of the following information (a sample list format is included as Attachment 3 in the Supporting Documents.):
 - a) The number and capacity of facility owned and/or contracted transportation available for an emergency call. The names of operators and contact procedures should be included.

- b) The number and capacity of vehicles that will be provided by volunteers or other interested parties.
- c) The number and capacity of vehicles with specialized equipment, ramps, or hydraulic equipment (if necessary.)

F. Lockdown: - If there is a dangerous person inside or immediately outside the facility, the best procedure may be to lock all interior doors and to protect the staff as well as children and youth in their rooms. To do this requires immediate action on the part of staff and should be done quietly and in an orderly fashion.

- 1. A coded signal to all staff should tell them that there is a danger, and that all rooms should be locked.
- 2. Children and youth should be kept inside the rooms, away from doors or windows where they can be seen.
- 3. The facility director, or designee should summon police assistance, then try to quietly get the dangerous person(s) to leave the facility.
- 4. Staff should only unlock the doors to their rooms if they hear a previously agreed-upon "all-clear" signal.

G. Shelter in place in the Facility: If it is unsafe for the occupants of the facility to go outside, provisions should be made to provide shelter in place inside.

- 1. Depending on time available to move the children and youth, it may be necessary to try to shelter in place in a "close" part of the facility (Immediate Shelter).
- 2. If time permits, it would be desirable to move to "protected spaces" within the facility (Deliberate Shelter in Place).
- 3. In either case, shelter in place spaces should:
 - a) Be in the interior of the building away from glass that may shatter.
 - b) Not be in rooms with large ceiling spans (like gymnasiums or auditoriums) that may fall if subjected to shaking from an earthquake or tornado.
 - c) Have furniture and wall-hangings secured so that they will not fall onto occupants.
- 4. Suggestions on where to find "protected spaces" are:
 - a) In multi-story facilities.
 - 1) Use identified shelter areas or basements.
 - 2) Use first floor interior halls.
 - 3) Use closets, rest rooms, or other enclosed small areas away from large glassed-in areas or large open rooms.
 - b) In one-story facilities.
 - 1) Use identified shelter areas.
 - 2) Use interior hallways.
 - 3) Use rest rooms or other areas away from large glassed-in areas or open rooms.
 - c) If hallways are not suitable, use the inside wall of a room on the opposite side of the corridor from which the storm is approaching.
 - d) Basements offer protection from high winds and other types of "missiles". (Many older buildings, especially homes, have small rooms off the basement that used to be cold cellars or coal bins.) Be careful though because there might be things stored in the basement that

- aren't "kid-friendly." Also, after the disaster there's a real danger of not being able to get out – making it even more important that the emergency responders know what spaces you plan to use as shelters.
5. Make a diagram of the facility that shows which areas are to be used as shelters and the quickest way to get there (Attachment 4 in the Supporting Documents). In case of a fast-breaking emergency that won't allow everyone to get to the best protected space, try to list "Immediate" (close) shelters as well.
 - a) Check the space available and number of persons who will use each area (match people with space).
 - b) Accountability is essential. Procedures should assign everyone to a shelter area, and make provisions to report to the facility manager those persons who are in the shelter in place area.
 6. If you are being kept inside because of smoke or toxic chemicals outside, all air intakes and openings should be closed to protect the atmosphere inside.
 7. Display a copy of the shelter in place plan in the Manager's office.
 8. Display in each room in the facility a copy of the floor plan indicating the location of the shelter to be used by the children and youth in that room, along with evacuation route in case of fire.
 9. Provide a copy of this information to municipal Emergency Services.
- H. Procedures to Safeguard Records:** There are certain records (medical, court documents, etc.) that will be needed as long as children and youth are in your care. Other business records will be needed if you are to continue to operate after the emergency has passed. You must identify these records, and ensure that they aren't lost as a result of the emergency. If necessary, make duplicates of the records and keep them in the "go kit" (See Attachment 9 in the Supporting Documents for an example of a "go-kit").

III. Preparing the Emergency Plan

Child Residential or Day Treatment Facility management has a responsibility to children, youth, staff members, parents, and anyone who happens to be in their facility(ies), to develop and practice an Emergency plan. Additionally, Pennsylvania Law (35 Pa. C.S., Section 7701(g)) requires "...every custodial child care facility" (including schools, daycares, child residential and day treatment facilities, etc.), "...to develop a comprehensive disaster response plan". Authority for the plan and its implementation should be established, and the circumstances under which emergency procedures are to be followed must be identified. An awareness of the natural and human-caused hazards likely to occur in a particular area and a thoughtful assessment of the facility and available resources - both material and human - are needed to make a plan that will work.

- A. Planning Process:** In developing a plan, it is important that all interested parties have opportunity to provide input, and go through the steps involved in the planning and in the execution of the emergency response.
1. Form a planning team, comprised of facility management, staff, courts having jurisdiction, children and youth or advocates for the children and

youth, and emergency response organizations. Be sure to include family advocacy groups and any Juvenile Probation Offices or county Children and Youth Agencies who have a large proportion of the children and youth in the facility. It may not be practical for all of these to be at every meeting, but any involvement that they have will go a long way to improving the plan.

2. Conduct a review of the hazards that may occur at this location, and assess the impact that they will have on the facility (the facility's vulnerability.) To do this you should explore the history of natural or man-made emergencies and their effects on the facility and community.

a) Local historical clubs and emergency service agencies often keep records.

b) Libraries, and newspaper files are good sources of information.

c) Climatic data can be supplied by local weather stations. Planners should know the general weather and climatic patterns of their area.

All parts of Pennsylvania are subject to severe weather, but vulnerability to different types of weather varies widely across the State.

d) Topographic and street maps can be used to assess vulnerability to hazards such as floods, landslides, forest fires, and transportation accidents which may involve hazardous materials. They may also aid in planning traffic flow in case an evacuation is necessary.

e) Local and county Emergency Management Agencies should have on hand a Hazard Vulnerability Assessment (HVA) for your community or other facilities in the community.

f) Look inside your facility as well. There may be vulnerable areas within your facility or on your campus. Check the public utility service entrances; the procedures to shut off electricity, gas and sewer; and any structural feature in the construction in the facility that may be weakened in case of storm.

3. Identify resources available to you to accomplish the needed emergency response functions. Resources could be people, facilities, equipment, supplies or procedures and rules.

a) Look first within your facility. Examine the facility to find ways it may provide increased protection or security - including modifying operations for short periods of time to allow everyone to shelter in place from a tornado in an internal hallway or bathroom/shower

b) Do a survey of special skills among the staff. Is someone a volunteer firefighter or emergency medical technician? Does someone have experience as a medic in the military? Did someone work previously in foodservice, or counseling?

c) Talk to neighbors. Might there be someone who has a van that could help with emergency transportation? How about a shelter within walking distance in case you need to evacuate immediately?

d) Talk to the courts. Does the county sheriff or juvenile probation office have access to transportation or security resources that could help you? Does the court have emergency procedures to expedite

permission to move, or even release children and youth under emergency circumstances?

e) Look at the community. Are there other facilities, or even businesses that may be able to help? The county or local emergency management agency should have a listing of resources, but if you can find resources closer, it will speed getting access to them in time of emergency.

f) A local phonebook will have a wealth of information about other facilities and possible hazards presented, or resources available.

g) Facility floor plans and blue prints offer planners a summary of building features so that internal shelter in place areas can be determined and facility evacuation routes planned to avoid hazardous areas and take advantage of safety construction.

4. Apply the resources against the needs required by your plan. Identify “unmet needs” and seek additional resources to satisfy them (your emergency management agency may be helpful in locating these resources).

5. Write the plan - have it reviewed by every person/agency that will have an emergency responsibility under the plan. While there are no hard and fast rules about formatting, the sample provided in this planning toolkit has proven to be comprehensive and workable during an emergency.

6. Promulgate the plan by having the facility manager/Legal Entity CEO sign the plan with instructions that these are the procedures to be followed in case of emergency. Send copies of the plan to all involved parties outside of the facility.

7. Train and exercise staff on their requirements under the plan, and to regularly exercise the plan to ensure that it works.

8. Maintain the Plan through a program that gathers comments and lessons learned during exercises and actual events and regularly (at least every two years) reviews the plan to find things that may need to be changed.

9. If the changes are sufficient to justify a re-write of the plan, reconstitute the workgroup and go back to step 1.

B. Information with the Plan Often the plan can be made easier to understand or implement if additional documents are included. If these are referred to in several parts of the plan, or if they may be subject to more frequent change, it is better that they be attachments or appendices rather than buried within the plan. In some cases, the documents are necessary for every implementation of the plan and should be included with it. The information on these documents often includes personal information about staff, or about the children and youth. It also includes information that might be useful to those who would cause harm to staff or children and youth (evacuation routes, all-clear signals, etc.). For these reasons, these documents should not be released to the general public. In fact, they should never leave the facility except to be forwarded to emergency services, the courts (or their designated representatives) and the offices of the legal entity. Legal counsel has determined that this information is excluded from the provisions of the Pennsylvania Right-to-Know-Law. Examples of this type of information are:

1. Charts, floor plans and maps: Information on charts and maps should be kept as simple as possible. Visual effectiveness can be increased by using color codes and large uncomplicated symbols.
2. List of names, addresses, phone numbers, and E-mail addresses for staff members and emergency service agencies will need to be kept current. This should be an annex or attachment, rather than a part of the plan, to allow it to be updated without having to re-promulgate the plan. Privacy concerns should dictate that this information not be given to the general public. A pocket card listing this key information may be given to staff members for quick reference.
3. Emergency energy sources should be among the special resources listed in the plan.
4. Information on each of the children and youth should be available to accompany them should it be necessary to evacuate or relocate (in the "go-kit").
5. Memoranda of Agreement (or Understanding) If portions of a facility's plan depend on the resources or services of somebody outside the facility or network, a written agreement should be executed with the other party or parties that acknowledge their participation in the plan. This mutual agreement then should be included with the plan.
6. Implementing Instructions: The basic plan assigns responsibilities, but during the excitement of emergency response, leafing through a thick, complex plan makes matters worse. Implementing instructions include things like checklists, Standard Operating Procedures/Standard Operating Guidance and action cards to serve as memory aids for staff who may not perform their emergency responsibility often enough to be absolutely sure of what to do, how to do it and what sequence to do it in. A sample set of checklists is included as part of this planning toolkit.
7. References and Supporting Information: The laws and regulations that govern your facility, as well as other documents and articles that may be critical to the way that your emergency response is structured should accompany the plan. These, or excerpts may be referenced, or included as an appendix to your plan.

C. Plan Specifics: The following should be included in the plan:

1. A description of the facility itself, and its purpose and general function.
2. A description of how the facility is to receive notification of an actual or impending disaster/emergency.
3. A description of how facility management will communicate the warning to occupants of the facility.
4. A list of emergency telephone numbers, including the facility staff, court officials, family/loved ones of children and youth and community emergency services.
5. An identification of designated areas for shelter in place or best protected areas inside the facility.
6. An identification of evacuation assembly areas outside of the facility.
7. An identification of near and far relocation sites in case it is necessary to evacuate to a location away from the facility.

8. Designation of the “All-Clear Signal” showing that it’s safe to come out of shelter in place or lockdown.
9. A description of the organization and action of staff members and other occupants in lockdown; shelter-in place; or evacuating and moving to relocation facilities.
10. A description of education, training, and drills required to assure effective operation of the plan.
11. A provision for periodic review and revision.

D. Planning Recommendations: The ideal plan is easy to find and easy to read during an emergency. You must keep in mind that the plan must be specific enough to give directions for immediate action, but flexible enough to allow for changes as unexpected situations develop. The planners should strive for simplicity and clarity. A few hints to consider are:

1. Step-by-step procedures should be as simple as possible so that they are clear to someone unfamiliar with the plan.
2. Whenever possible, save time and avoid confusion by developing standard procedures that fit multiple situations.
3. Staff responsibilities should be as close as possible to “normal” jobs so staff members are familiar with their emergency location and responsibilities.
4. Try to keep emergency procedures similar to non-emergency procedures – this will reduce the stress on children and youth and make it easier to manage them.
5. Use checklists to ensure that infrequently-practiced emergency jobs are done correctly.

E. Plan Content: It is important that facilities have a comprehensive written plan with procedures to be followed when an internal or external disaster occurs. The plan should be rehearsed periodically.

1. As a minimum, the following emergency situations should be addressed:
 - a) Fire and explosion.
 - b) Severe weather situations, including tornados, winter storms and floods.
 - c) Utility failure.
 - d) Earthquakes or building damage.
 - e) Hazardous materials and radiological/nuclear power plant emergency.
 - f) Acts of violence or civil unrest.
 - g) Police incidents near the facility.
 - h) Hostile Intruder inside the facility.
 - i) Any other emergency that may directly impact the facility.
2. For the above emergencies, there may be common functional responses (e.g., the same evacuation procedures will work for a fire or a gas leak). The plan should include emergency procedures or checklists that are easily understood. A standardized format should be used throughout the plan that clearly establishes how procedures will be carried out. The procedures should answer the questions "who, what, when,

where, and how" and allow the facility staff members to be ready to act effectively in an emergency situation.

3. The plan should also address, as a minimum:
 - a) Special needs of children and youth, or staff members, that may affect their ability to care for themselves during an emergency (e.g. who requires medication or a medical device, or who may require assistance in evacuating because they are in a wheelchair, or are deaf or blind, etc.)
 - b) Modified or special security measures required during emergencies, especially if the situation will require moving residents.
 - c) Notification of municipal emergency services.
 - d) Notification of the court(s) and regulatory agencies having jurisdiction over children and youth in the facility.
 - e) Provisions to shelter everyone inside the facility if it's more dangerous outside.
 - f) Alternate living arrangements if the sheltering in place is required for a period of more than a few hours.
 - g) Evacuation plans if it's necessary to leave the facility. This should include a close-by "evacuation assembly area" where roll can be taken to ensure everyone is safely out, a near relocation site (preferably within walking distance – maybe another building that is part of the facility), and a more distant relocation site, along with a means of transportation and evacuation routes if it is necessary to move outside the immediate area.
 - h) Notification of family members and procedures for re-uniting the children and youth with their loved ones.
 - i) Procedures to return the facility to normal operation after an emergency.
 - j) Protection of your valuable records.

IV. Parts of the Basic Plan

There are no required formats for plans, but experience has shown that a basic plan that gives general ideas, accompanied by annexes or checklists that give details works best during an emergency. The Basic Plan and checklists provided as part of this toolkit are an example of how this may look.

A. Introductory Material: We suggest that at the very beginning of the plan you include:

1. **Concurrence:** A statement from those persons or organizations who are essential to the execution of the plan, or who will provide resources to accomplish the plan should be signed and included here to acknowledge that they understand their responsibility.
2. **Record of Changes:** as changes are made, this is a way of keeping track of them. This also allows a place to document that periodic plan reviews were conducted, even if no major changes were made. Of course, if you replace the entire plan, it gets a new date and the old changes don't need to be tracked.

3. Promulgation: a statement by executive management that this plan contains the procedures to be used during emergency.
 4. Table of Contents: to allow users to find things in the plan. Note that the Table of Contents in the sample plan in the toolkit lists not only the basic plan, but checklists and appendices.
- B.** Purpose and Scope: a brief explanation of the reason for writing the plan (Purpose), and the persons to whom it applies and circumstances under which it should be used (Scope).
- C.** Situation and Assumptions: briefly state information about the facility, its location and size, and the principal hazards facing it. This may seem obvious to you, but new staff or emergency workers reading your plan may not be aware of the details of your facility.
- D.** Concept of the Operation: a description of how the facility will respond.
1. Who will be responsible for the response?
 2. Where will that person be positioned? Will there be some sort of command post?
 3. Describe the difference between shelter in place and evacuation, and who will make that decision.
 4. Also describe any special teams (e.g. fire brigade) which will play a part in the response.
 5. Describe how the facility plans to accomplish the major response functions of shelter in place, evacuation, relocation, reunification & return to normal operations.
- E.** Organization and Responsibilities: a listing of major responsibilities, and who answers to whom. It should not be as detailed as the listings in the checklists, and should not include personal or potentially harmful information.
- F.** Plan Development, Maintenance, and Distribution: should list how often the plan needs reviewed, who will review, and update it. It should also list where all of the copies are so that all copy-holders can get an update.
- G.** Supersession: If you already have a plan in place, mention that the existing plan is being superseded or replaced by the new one you're writing. (If you don't have a plan, simply put N/A - not applicable). This will help to avoid any confusion about which version of the plan is to be used.

V. Checklists, Annexes and Supporting Documents

- A.** Checklists are Implementation Documents: The basic plan itself is written in a narrative format that explains things and gives a big picture. However, during an emergency, the plan may be too big or too complex. It's a lot more functional to have checklists that help people to remember important things that need done.
1. There is a series of checklists included as a part of this planning toolkit. You should go over each of these and modify it to fit your situation, and then use the checklists as a basis for staff training and drills. You may not need all of the checklists that are provided or you may need to write others.
 - 2 Checklists may contain personal information about staff as well as children and youth, and checklists contain information about emergency response

plans that may prove harmful if the information fell into the wrong hands. For that reason, checklists should not be released outside of the facility.

B. Annexes: Certain pieces of information change frequently. Others have detail that may prove cumbersome during the implementation of the plan. While these are important parts of the plan, they are included as annexes. Annexes can be updated more frequently (as with rosters and contact information), provide detail and explanation of what's mentioned in the basic plan (e.g.: a glossary, or list of references) or contain references (e.g. MOAs for use of resource).

C. Supporting Documents: The final part of the planning toolkit is a set of "Supporting Documents" that are suggested for your use. None of these forms are mandatory, and you're encouraged to modify them to fit your own situation. The use of them will help to streamline your planning, and should result in more complete emergency procedures.

Some of the forms that are provided in this toolkit are marked at the bottom with a note to send the form along with the basic plan to the Emergency Management Agency. This is so the EMA is aware of what you are planning to do, and can share that information with emergency responders who may come to your aid during an emergency.

VI. Staff Training, Drills and Exercises

Training and drills are essential to having an effective response in times of an emergency.

A. Pre-emergency training for each staff member with an emergency duty should develop awareness in all staff members of potential hazards and what measures to take to protect life and property. Training should also acquaint them with warnings and public information announcements, and with their responsibilities during an emergency. The only way to ensure that all staff are capable of accomplishing their emergency roles is to schedule regular training, and to conduct announced and un-announced drills and exercises.

B. Exercises, and drills (a drill is an exercise of just one activity – like notification, or evacuation) are vital parts of training and should be utilized once the staff has been trained in the procedures to follow and their respective roles.

1. Testing and Evaluating Response Procedures:

- a) Every exercise and drill, and even actual activation of the plan should be evaluated. These are opportunities to improve your plans and procedures, or to identify shortfalls that may need additional training of staff as well as children and youth.
- b) Drills should be carried out frequently so that everyone is familiar with the procedures.
- c) Procedures should be just as important as time. It's important to make sure that everyone gets it right as well as done quickly.
- d) Conduct drills at various times during the year. Some hazards are seasonal, but disaster has no calendar.

2. Drill evaluations:

- a) Use staff members and administration as evaluators.
- b) Consider using municipal emergency service agencies as evaluators.
- c) Keep records to share lessons learned with others. Use this opportunity to improve the plan.

C. Lessons learned from actual incidents. There is no better test for your plan than having to use it under real circumstances. You should conduct an “after action review” meeting to gather perspectives from members of your staff, and others who were involved in the actual response. No matter how well your facility fared, there are always things that you can do to improve the plan, or to make the facility better prepared for the next emergency.

VII. Understanding Specific Hazards

Even with plans based around emergency functions that are usable for a variety of emergencies, it’s still helpful to understand a little about the types of emergencies that can impact the facility. Your hazard analysis may show that there are others, but these emergencies are among the most frequent in Pennsylvania.

A. Fires and Explosions: Fires and explosions are an ever present danger. They may originate within the building or threaten from without. A small fire in a rural wooded area or a built up urban area can quickly get out of control and threaten a nearby facility. Internal fires may result from anything from carelessness to arson. Explosions and resulting fires may be caused by leaking gas lines or faulty heating systems.

1. Warning and Communication:
 - a) Ensure that the alarm system is in good working order.
 - b) In case of an alarm malfunction, an alternate signal should be available (cowbell, whistle, bull horn, etc.)
2. Preparation:
 - a) Equipment:
 - 1) All staff members should be familiar with the location and operation of alarms and extinguishers.
 - 2) All equipment (including extinguishers, sprinkler systems, fire doors, etc.) should be regularly maintained in accordance with state and municipal ordinances.
 - b) Training: All staff should be thoroughly trained in the differences in the types of fires (electrical, oil, chemical, etc.) and the various materials and equipment available to combat each type of fire, including commonly available substances and materials (baking soda, sand, water soaked blankets, etc.)
3. Response:
 - a) When a fire is discovered, an alarm should be sounded immediately.
 - b) Evacuate the building immediately, using the building evacuation plan.
 - c) After occupants are safe, call 9-1-1 or the fire department without delay.
 - d) Take the “go-kit” with you.

e) Time permitting, windows should be closed.

B. Severe Storms: Thunderstorms are a frequent occurrence in Pennsylvania. Tornadoes and tropical storms are less frequent but because of their potential to do damage, all are worthy of our attention. Thunderstorms bring with them intense rain, lightning, damaging wind in excess of 50 mph, and hail. Winds in tropical storms can get up to 100 mph. Under certain climatic conditions, thunderstorms can be a prelude to a tornado, which can generate whirling winds in excess of 200mph. Tornado damage can be very localized, while a hurricane can devastate several states. Intense rain can cause rapid rise in streams and severe flooding. While tornadoes strike with very little warning, we normally get some warning for thunderstorms, and tropical storms are tracked for days before they get to Pennsylvania.

1. Warning: You should monitor National Oceanographic and Atmospheric Administration (NOAA) weather radio, Alert-PA or a local radio/TV station for public warnings when weather conditions indicate. Outside sirens ARE NOT sounded unless there is a danger of a tornado. The National Weather Service (NWS) issues the following (If you have access to a computer or smart-phone, you can subscribe to receive these directly from the National Weather Service):

a) Severe Thunderstorm Watch: Indicates that weather conditions are such that a thunderstorm may develop.

b) Severe Thunderstorm Warning: Indicates that a severe thunderstorm has developed and will probably affect those areas stated in the bulletin.

c) Tornado Watch: Means that weather conditions are such that a tornado may develop.

d) Tornado Warning: Means that a tornado has been sighted or indicated on RADAR and protective measures should be taken immediately.

e) Tropical Storm Watch: Means that conditions indicate that a storm is possible, but has not yet occurred.

f) Tropical Storm Warning: Means that a tropical storm is expected to strike the area within 24 hours. It contains an assessment of flooding dangers, high wind warnings for the storm's periphery, estimated storm effects, and recommended emergency procedures.

2. Preparation:

a) Have the facility evaluated for its ability to withstand high winds.

b) Identify and designate the best internal protected areas within the facility.

c) If the facility is in a particularly hazardous area, keep materials on hand to tape and/or board up windows, and provide other protection to the facility and outdoor equipment, as necessary.

d) All staff members as well as children and youth should know the warning signs of severe thunderstorms and tornadoes.

e) Selected staff members should be trained as "severe weather watchers" or "tornado spotters" and know how to use the facility's warning and communication system. Know the history of tropical

storms in the area and elevation of the facility above streams and rivers that may flash flood.

3. Response:
 - a) DO NOT stand at the window to watch!
 - b) When you receive a tornado warning or if a tornado sighting is reported, children, youth and staff members should seek shelter WITHIN the building or in a designated tornado shelter.
 - c) If your facility has a tornado alarm system, it is important that the sound of this alarm not be confused with that of a fire alarm or any other evacuation signal.
 - d) During a severe thunderstorm warning, or during periods of particularly high winds, keep children and youth away from glass.
 - e) Every facility should also establish a manually operated backup warning system.
 - f) During the watch, store portable equipment, outdoor furniture, etc., inside the facility away from shelter in place areas.
 - g) During the warning, secure or store articles which may act as missiles.
 - h) If there is insufficient time to get to a shelter in place area,
 - 1) Go to the inside wall of a room away from windows.
 - 2) Sit or crouch on the floor next to an inside wall or get under tables or other furniture by sitting or lying prone on the floor, face down.

C. Flooding: Because of its vast network of rivers, creeks, and streams, the State is considered to be flood prone. Flooding may be caused by heavy rains, fast snow melts, or dam failures. When this occurs, the natural waterways can become raging torrents capable of great destruction.

1. Warning: Except in the case of flash flooding, the onset of most floods is a relatively slow process with the buildup taking several days. Progressive situation reports are available from the NWS and the River Forecast Center district office of the NOAA.
 - a) Flash flood watches are issued by the NWS to the public by radio/TV stations, computer and social media. A watch means that flooding MAY occur.
 - b) Flash flood warnings are issued by the NWS to the public by radio/TV stations, computer and social media when flooding is actually occurring. Many municipalities have local flash flood warning systems to assist in the dissemination of this information.
2. Preparation:
 - a) Know what a forecast river height means as it relates to the facility. Helpful information includes knowledge of how elevations relate to river gauges from which a forecast is prepared.
 - b) Know whether or not the facility is in a flood plain.
3. Response:
 - a) Evacuate children and youth to relocation sites.
 - b) Shut off water at mains so contaminated water will not back up into facility supplies.

D. Winter Storms: The dangers of winter storms are the intense cold, snow, and ice, resulting in the breakdown of transportation due to road conditions, and disruption of electrical power and other utilities.

1. **Warning:** Snow and ice storm watches and warnings are issued by the NWS. When such weather threatens, monitor a local radio/TV station or your computer or smart-phone for bulletins.
2. **Preparation:**
 - a) Establish procedures for securing the facility against damage to utilities (frozen water pipes, etc.)
 - b) Prepare the facilities' vehicles for emergency travel on ice and snow (tire chains, etc.)
 - c) Check emergency and alternate utility sources. Possibly the greatest hazard in severe weather is the loss of electrical power and thus heat and light. You may want to have a gas-powered generator or an alternate source of heat.
 - d) Ensure that you have necessary food and supplies in case you must shelter in place in the facility for an extended period of time.
3. **Response:**
 - a) Conserve utilities by maintaining the lowest temperature consistent with health needs.
 - b) Take pre-determined measures to secure the facility against storm damage, prevent bursting pipes, etc.

E. Hazardous and Radioactive Materials: Many types of hazardous substances including radioactive materials are shipped daily across the state. Municipal Emergency Management Coordinators and fire departments maintain information concerning extremely hazardous and radioactive materials that are stored, used, or manufactured in the area. Accordingly, facility emergency planners should coordinate with these municipal officials.

1. **Warning:** Warning of a hazardous or radioactive material incident is usually received from the fire or police department or the Emergency Management Agencies when such an incident occurs close to or on facility property.
2. **Response:**
 - a) Determine whether it is safer to shelter occupants or to evacuate the facility.
 - b) If it's necessary to evacuate the area, move crosswind; never directly into or against the wind which may be carrying fumes. Upon reaching a point of safety, take a roll call.
 - c) Occupants must not return until the emergency services personnel have declared the area to be safe.

F. Earthquakes: Parts of the State have experienced minor earthquakes. Individuals who have experienced them can attest to the fact that even a mild one can be frightening. This is particularly so if one is not informed of the precautions to take.

1. **Warning:** Earthquakes generally occur without warning. Seismologists can identify areas where earthquakes are most likely to occur, but cannot yet predict the exact time and place.
2. **Preparation:**

- a) Secure standing objects such as bookcases and water heaters, especially if there is potential for them to fall and hurt someone.
 - b) Provide earthquake safety information to parents and staff members.
3. Response:
- a) During the shaking:
 - 1) Keep calm - do not leave the location. Assess the situation, and then act. Remember, falling debris is the direct cause of most injuries and deaths.
 - 2) If indoors - stay there.
 - (a) Take cover under desks, tables or other heavy furniture.
 - (b) Take cover in interior doorways or narrow hallways.
 - (c) Stay away from windows and beware of falling objects.
 - 3) If outdoors - stay in the open.
 - (d) Move away from the building, if possible.
 - (e) Avoid downed utility poles and overhead wires.
 - b) After the shaking stops:
 - 1) Evacuate - Move to open areas away from the building.
 - 2) Do not re-enter the building until authorities have checked it for possible structural damage, leaking gas lines and other utility disruptions.
 - 3) Take a roll call to account for everyone.
 - 4) If a radio is available, listen for news bulletins.

G. Unexpected Utility Failures: Unexpected utility failures or incidents are common occurrences and may happen at any time. An undetected gas line leak may require only a spark to set off an explosion. Flooding from a broken water main may cause extensive damage to the property and facility and cause power failures. An electrical failure may result in the loss of refrigerated food supplies and medicines, or create a severe fire hazard.

- 1. Warning: In this context, the "unexpected" means that there will be no warning.
- 2. Preparation:
 - a) Identify the possible effects that the loss of each utility may have on the facility. As an example, loss of electricity might affect the heating and cooling system.
 - b) Keep an accurate blueprint of all utility lines and pipes associated with the facility and grounds.
 - c) Develop procedures for an emergency shutdown of utilities.
 - d) Maintain a list of phone numbers, including night and day emergency reporting and repair services, of all serving utility companies.
 - e) Minimize threats of failure through the use of good maintenance practices.
- 3. Response:
 - a) Gas Line Break/Leak:

- 1) Evacuate the facility immediately.
 - 2) Notify maintenance staff, manager, local utility companies, and police and fire departments.
 - 3) Shut off the main valve.
 - 4) Do not re-enter the facility until emergency officials say it is safe.
- b) Electric Power Failure:
- 1) Notify the electric company.
 - 2) Notify the maintenance staff.
 - 3) If there is a danger of fire, evacuate the facility.
 - 4) If an electrical short is suspected, turn off power at the main control point.
- c) Water Main Break:
- 1) Call the facility maintenance personnel.
 - 2) Shut off the valve at the primary control point.

H. Terrorism and Other Potentially Violent Situations: It is an unfortunate sign of the world in which we live that there are persons who desire to cause damages similar to the damages caused by natural disasters. Sometimes, the reasons are personal, and directed against the family of one of the children or youth in your center, or it could be simply faceless terrorism. Generally a terrorist will inflict damage in order to disrupt the way we do things or to gain attention for his/her cause. The results of these actions are hard to predict, but they are seldom all that different from the results of severe weather or of a hazardous materials release. An important thing to remember is that any terrorist action is illegal, and local police will need to be notified whenever any criminal, suspicious, or potentially terrorist activities occur.

1. Warning: Most acts of violence happen without warning.
2. Preparation:
 - a) Consider the ways that your facility is viewed in the community and the reaction in the media should a terrorist act occur.
 - b) Active coordination with local law enforcement will give you a better idea of the vulnerability of your facility to terrorist attack and law enforcement's role in the response to suspicious activity.
 - c) Be aware of what's going on in the world. The federal Department of Homeland Security tries to communicate the level of threat.
 - d) Be vigilant, constantly on the lookout for unusual persons or things such as:
 - 1) Unusual unsolicited deliveries.
 - 2) Suspicious items left around the outside of the facility.
 - 3) Individuals "hanging around" for no apparent reason.
 - e) Enforce facility security. Restrict visitors to only public areas. Ensure that all visitors are identified and appropriately cleared before they enter the facility.
3. Response: Response to the consequences of a terrorist or violent act will depend on the hazards presented.

- a) Armed Intruder - Call for help. Try to keep the children and youth safe by implementing a facility-wide lockdown, or by moving them to a locked safe room or a safer place outside. DO NOT try to confront the intruder and make him/her even more violent. Try to remain calm and try to calm down the intruder.
- b) Hostage situation - Call for help. Don't endanger yourself or any of the other residents by trying some sort of rescue. Pay attention to the captor(s), try to get details of what they want, and accommodate them. Provide as much information as possible to the police when they arrive.
- c) Bomb - any unknown package could be a bomb. If you have any reason to believe that it is, EVACUATE IMMEDIATELY and let the experts deal with it. There can be no possible value in unnecessarily endangering yourself or members of your staff.
- d) Bomb threat - usually the threat comes via phone. Keep a checklist (Attachment 11 in the Supporting Documents) near the phone to get the details from the caller that might help find the device, pin down when it's supposed to explode, and possibly figure out who the perpetrator is.

4. Bear in mind that the criminals/terrorists may have multiple attacks planned. They might use an explosion to get you to evacuate, and be waiting to take hostages once you get outside. This is the reason that we do not give the details of our emergency plans to anyone who doesn't need to know. It's also a good idea to check to see if the "coast is clear" before you try to move the children and youth.

I. Radiological Emergencies due to Nuclear Power Plant Incidents:

Pennsylvania is host to five nuclear power plants. Because of the political sensitivity and the attention given to safety surrounding them, the Nuclear Regulatory Commission requires that each plant have specially-developed offsite emergency response plans for everyone within ten miles of the plant. These plans are maintained by county and local emergency management agencies (EMA). The requirements of your facility should be no different than the requirements placed on it by the natural or technological hazards discussed above. If you are within ten miles of a nuclear power plant (or if you THINK you are) contact your EMA office to ensure that your plans fit into the larger plans that are maintained for the entire Emergency Planning Zone around the plant.

J. Other Threats: Consideration must also be given to the possibility of other potential disaster situations to which the facility may be vulnerable. As an example, it is likely that children and youth will be affected by heat in the summer, or by some sort of Public Health emergency that passes through the local population. Less likely is the threat of tidal wave or volcano. Your review of hazards, and the municipality's Hazard Vulnerability Analysis will help you to prioritize your planning efforts.

VIII. Suggested Weblinks

There is an abundance of websites available to provide assistance. We recommend the following (note, content on some of these websites changes. Articles on emergency planning may no longer be available):

- a. The Pennsylvania Emergency Management Agency website – www.PEMA.state.pa.us has a copy of this planning toolkit, as well as planning recommendations for other types of facilities.
- b. www.ReadyPA.org - A site sponsored by PEMA that provides helpful hints and ideas for individuals and for facilities as they prepare for emergencies.
- c. County Commissioners' Association of Pennsylvania website – www.pacounties.org/Pages/default.aspx - has administrative links to each county's website.
- d. The American Red Cross – www.redcross.org
- e. The Federal Emergency Management Agency - www.fema.gov

ATTACHMENT A: GLOSSARY OF TERMS USED IN THIS TOOLKIT

Assembly Area: A safe area to gather children, youth and staff outside the building and away from danger, prior to transport or departure to a Relocation Facility.

Basic Emergency Plan: The “Public Part” of your Emergency Plan which must be posted and can be shared if requested. This part provides the overall assignments and concepts, but doesn’t go into a lot of detail.

Census Roster: A listing of all children and youth present in the facility on a given day. The Census Roster is used for multiple purposes, most importantly for purposes of this plan for accountability in case the children, youth and staff need to be moved.

Checklists: The second portion of your Emergency Plan; describes procedures in a checklist format to provide a guide in an orderly means to react to specific events during emergencies. (Not to be shared publicly).

Command Post (CP): A designated area within or near the facility that will serve as a gathering place for information and decision-making, and from which information will be communicated to the staff. The facility director, or a representative should be positioned there during emergencies. The facility should have a CP in a safe area, and it may move to be near the Incident Command CP, if one is established.

Common Area: (As defined in Chapter 3800) An area within the facility where groups of staff or children and youth may congregate. This will include lunchrooms, gyms, etc. Often blocks of dormitory rooms will have a common lounge, etc.

Emergency Management Agency (EMA): The agency of government that is responsible for planning, preparedness, response and recovery of the community to all types of disasters and emergencies. By Pennsylvania law, every municipality (county, city, borough or township) must have an EMA to plan for and coordinate the utilization of municipal resources and emergency responders and ensure continuity of government services during and after a disaster or emergency. County and local EMAs will also assist facilities and other entities in planning for and implementing their response to disasters and emergencies. EMAs are normally co-located with, or closely related to the county 9-1-1 center.

Emergency Management Coordinator (EMC): The chief official in an EMA. The EMC is appointed by the elected officials of the municipality. One EMC may serve multiple municipalities.

HVAC: Heating, Ventilation, Air Conditioning

Human Caused Disaster: Some examples, but not limited to: Fires, Nuclear Accidents, Hazardous Materials Incidents, Power Outage, Terrorist or Criminal Activities.

Incident Commander: The individual in charge at an emergency event. This term is used commonly by the emergency services (fire, police, emergency medical services, etc.)

Local Emergency Officials: May be from the local municipality in which the Child Residential or Day Treatment Facility is located, the county, an adjoining or close municipality or Pennsylvania State Police. For purposes of this plan, this includes Fire, Emergency Medical Services, Law Enforcement as well as a Local Emergency Management Coordinator (LEMC).

Municipality: The local government where the facility is located. Counties are also municipalities, but locally, it is often better to refer to the borough, township, or city. (This does NOT NECESSARILY mean the post office that is mentioned in your mailing address).

Natural Disaster: Some examples, but not limited to: Flooding, Winter Storms, Severe Thunderstorms, Hurricanes, Tornados.

NOAA Weather Radio: NOAA (National Oceanic and Atmospheric Administration) activated electronic receiver which automatically turns on to deliver weather advisories, watches, warnings or other all hazards emergency warnings or directions.

Notice of Relocation: A document or placard posted to advise of evacuation to a relocation facility. It is suggested that this posting use a code for the actual location so as to not reveal the actual location of the children and youth.

Protective Action: The decision to: evacuate (close in), relocate (distant), shelter in place, or lock down.

Relocation Facility, Center, or Shelter: These terms are interchangeable. The alternate building or site your facility will evacuate to in the event of an emergency or disaster.

Close In: May be with-in walking distance or a short distance from your original site.

Distant: Requires motorized transportation resources to move, usually at least 10 miles from your original site.

Shelter Area: A pre-designated space within the facility that has been inspected and identified as providing maximum protection for staff, children and youth in case there is an emergency that requires that they seek shelter (e.g. tornadoes.)

Shelter in Place: Remain indoors, close all doors, close and lock all windows, turn off any equipment or HVAC that brings in air from outside, gather those outdoors back inside, remain indoors until an “all clear” is given.

Supporting Documents: The third portion of your Emergency Plan; should have documentation that supports your facility during emergencies. Some examples may be but are not limited to: A staff roster with contact numbers, evacuation maps, facility floor plan, transportation resource information, parent contact roster, etc.

Utilities: Could be water, gas, electric, telephone any single utility or combination there-of.