

# Emergency Planning Template & Assessment Tool

FOR AFTER-SCHOOL PROGRAMS

## ABOUT THE RESILIENT CHILDREN/RESILIENT COMMUNITIES INITIATIVE

The Resilient Children/Resilient Communities Initiative (RCRC) is led by the National Center for Disaster Preparedness at Columbia University's Earth Institute, funded by a grant from the global healthcare company GSK. This tool was developed in partnership with Save the Children.

For additional tools and resources or to learn more about the initiative please visit <https://rcrctoolbox.org/>

**DISCLAIMER: THIS DOCUMENT IS FOR GUIDANCE ONLY. THE END-USER ASSUMES RESPONSIBILITY FOR OUTCOMES WHICH MAY BE RELATED TO THE ADAPTATION OF THIS CONTENT.**

## How to Use this Template

*[Italicized text provides instructions for plan writers and should be removed before finalization]*

*[Blue text represents example content to be edited if necessary and used in the final plan]*

*This template is to assist a wide variety of after-school programs in developing an emergency or crisis management plan. If your program already has an emergency management plan, utilize this guide to assess the thoroughness and usability of your current plan.*

*[INSERT SOME LIABILITY RELEASING LANGUAGE]*

*To develop a plan, enhance your existing plan, or regularly update your current plan you must first create a planning process or framework. Here are some basic steps to embark on that effort.*

- 1. **Form a collaborative planning team** – An emergency management response requires multiple stakeholders and different kinds of expertise and response capabilities; therefore, you should consider having key stakeholders involved in your planning team (e.g., Program Director, Facility Manager, Administration Staff, Security, School Representative). Identify these key stakeholders and explain their roles in this planning process (e.g., subject matter expert, plan writer, meeting coordinator, final approver). It is critical that every participant feels like he/she has ownership in the plan. In the end, this team should have knowledge about the program's needs and resources that would be available during an emergency.*
- 2. **Set a meeting schedule** – Developing and finalizing a plan can take weeks to months. Determine meeting dates and plan out topics or sections of the plan to discuss. Include major milestones as well (e.g., first draft, comment period, final draft, comment period, final approval). Allow the schedule to be flexible as there could be back and forth discussions, changes in scope, waiting on action items, etc. that could extend the timeline.*

3. **Understand your threats** – *As a planning team, identify threats and hazards that affect the program and the surrounding community. Contact your local, county, or state emergency management office to ask if there is a hazard mitigation plan that lists the threats and hazards that they have identified for the jurisdiction. Consider your vulnerabilities and risks posed by the identified threats and hazards. Prioritize them and determine which ones to include in this plan; you will be developing procedures for each threat in Section 5: Threat Response Guides. This may also be an excellent opportunity to build a relationship with your local emergency management team who could potentially offer technical assistance in the development and review of your plan.*
4. **Determine goals and objectives** – *As a planning team, identify goals and objectives for each threat and for each phase of the response (e.g., before, during, and after) so that you can develop appropriate procedures.*
5. **Develop and finalize the plan** – *Develop the plan in sections and include review periods before moving to the next section. For final approval, all team members and any high-ranking staff/officials not included in the planning team (e.g., Executive Director, Regional Management, etc.) should sign off on it.*
6. **Develop and implement a training plan** – *Once the plan is approved, develop a training program so that all staff are aware of the plan and understand their respective roles, responsibilities, and who they may report to during an emergent event.*

## Cover Page

*This section should include the following pieces of information:*

- *Title of Plan*
- *Date of approval/publication and number of the current version of the plan (i.e., for version control purposes)*
- *Location of a secure digital copy*
- *Author/Editor names*

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## Inside the Cover Page(s)

*This section should include the following pieces of information:*

- *Use this space for information that needs to be easily accessible to staff*
- *Address of after-school program (i.e., staff can provide for 911 purposes)*
- *Important phone numbers – numbers for emergencies as well as numbers used frequently by staff*
  - *Local first responders' non-emergency numbers + 911 (e.g., police, fire)*
  - *Local hospitals*
  - *Child Protective Services*
  - *Staff leadership – office and cell phone numbers (e.g., Director, Program Director)*
  - *Facilities Staff*
  - *Building Owner/Landlord*
  - *Utilities (e.g., electricity, gas, internet, telephone, water)*
  - *3<sup>rd</sup> party contractors or vendors*
- *Important locations – after school programs should identify appropriate areas within and outside of their building used in emergency situations (e.g., emergency assembly areas, shelter-in-place areas, triage areas)*

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## Section 1: Introduction

*This section should include the following pieces of information:*

### Scope

- *What types of emergency situations does this plan encompass? At a minimum, your plan should cover all emergency situations that require a response from first responders (e.g., fire, evacuation). Your plan may also encompass routine situations dealing with staff and member well-being (e.g., ill student, unintentional injury, etc.).*
- *What types of populations does this plan address? Ideally, your plan should address the health and safety of all staff, all children within the program, and any visitors related to the program. If not in this plan, these should be addressed in another plan or standard procedure.*

### Audience

- *Who should read and know this plan? Consider defining levels of required information for each audience segment (e.g., program leadership, full-time program staff, part-time staff, parents, etc.)*

### Plan Objectives

- *What main points should a reader know from this plan? What does this plan aim to achieve? Each objective should be addressed in one of the main sections.*

*Example:*

- *Provide a basic understanding of the after-school program's operations, assets, and resources (e.g., building, rooms, personnel)*
- *Define different types of emergencies and triggers for an activation of this plan*
- *Establish a response structure*
- *Describe roles and responsibilities of core functions and response staff*
- *Outline general tasks and actions related to specific threats or hazards*

**Disclaimer:** This plan is intended to provide structure to a response and is not prescriptive or comprehensive. The actions described will not necessarily be completed during every emergency nor is every response activity that may be required described in this plan. Senior staff will use judgment and discretion to determine the most appropriate actions at the time of the event as it concerns the safety of all personnel.



## Section 2: Overview of the After-School Program

*This section intends to provide the reader with a general understanding of the program and building so that during an emergency, the individual has the knowledge to inform his/her response to an emergency. The information here would be similar to the information that you would provide during a facility tour.*

*This section should include the following pieces of information:*

### **Building Layout**

- *What are the different areas/spaces of the building and what is the square footage of each? List all spaces (e.g., offices, staff break rooms, gymnasium, etc.).*
- *What are the typical uses of the building and spaces (e.g., programs, classes, special events)?*
- *What is the maximum capacity of the building?*
- *Include a picture of the building layout – if you have blueprints, you can include them in the Appendix. This information will be helpful for first responders who may not be familiar with the building.*

### **Hours of Operation**

- *What are the normal hours? Peak usage times?*
- *Do they change throughout the year?*

### **Program(s)**

- *Provide a general description of each program.*

### **Population Types**

- *How many staff? Include an organizational chart and describe each position (roles, responsibilities, full-time or part-time).*
- *How many visitors?*
- *How many children? What is the age range?*
- *How many volunteers?*
- *Are there any special needs?*
- *Does the number fluctuate depending on the time of year?*
- *Peak occupancy for various programs?*

### **Related Facility(s) or Program(s)**

- *Does your program have a sister program or is it related to other programs that may be based in a different location? Describe the relationship as this relationship could be used for assistance during an emergency.*
- *Do you run after-school programs that are run in satellite location such as other schools?*

### **Mutual Agreements**

- *Does your facility have mutual agreements with other organizations for specific functions? (e.g., shelter for American Red Cross, mental health assistance from a specific agency, Point of Dispensing, etc.)*

### **General Facts**

- *What is unique to this building or after-school program?*
- *Who owns and/or manages the building?*
- *What type of assets or equipment and how many are owned by the program or available to the program? (e.g., chairs, tables, computers, printers, first aid kits, food, cots, etc.)*

### **Section 3: Response Structure**

*This section describes the organizational structure of how program staff will respond to an emergency. This structure could be slightly different compared to your normal day-to-day structure as emergencies may require staff to do actions not within their normal responsibilities.*

*This section should include the following pieces of information:*

#### **Program Emergency Management Team (PEMT)**

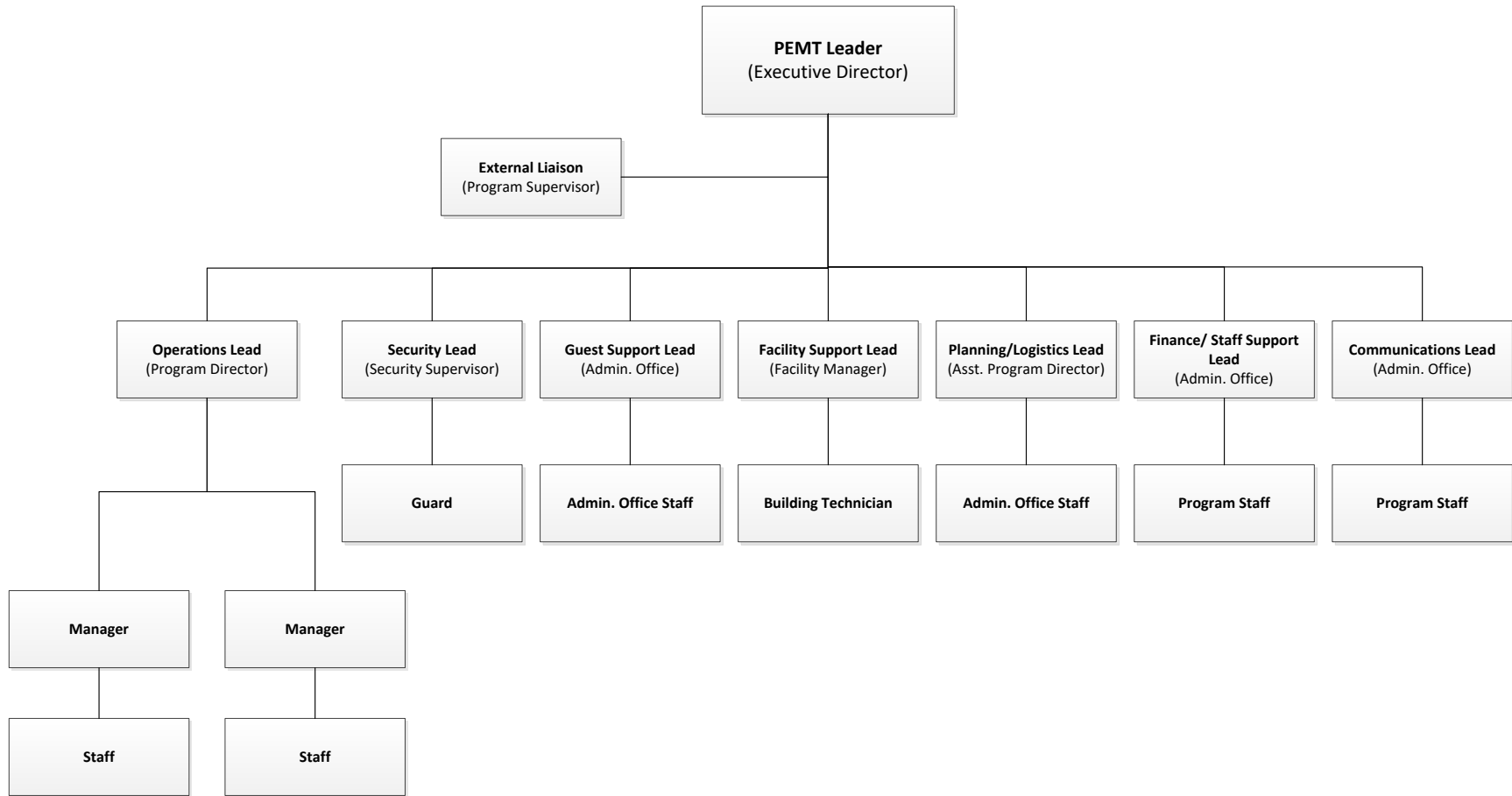
- *Note: You may already call this team by a different name (e.g. Crisis Emergency Response Team (CEMT) as long as you are consistent in usage through your plan this team may use another appropriate and synonymous name.*
- *This team encompasses staff that would be assisting in the response of an emergency. It could be all staff in the program (full-time, part-time, and volunteers) or specific departments/units. You should decide on a structure that best fits your program.*
- *At a minimum, the PEMT should have key leaders managing certain functions and one overall decision-maker, the PEMT Leader, who is responsible for the whole response (e.g., Director).*
- *Consider if any sister programs or staffing from other locations or organizations would be a part of your structure.*
- *In general, your team should be able to address the following functions:*
  - *PEMT Leader – final decision-making/approval authority and spokesperson for the program*
  - *Operations – implements the response plan strategies (e.g., evacuation, sheltering-in-place, triage)*
  - *Child or Family Support – notify family members, coordinates family reunification, and any special requests that may originate from a family*
  - *Staff Support – notifies staff, assigns staff to specific roles in response to the emergency, and handles any special requests from staff*
  - *External Liaison – works with external entities, government agencies, vendors, and 3<sup>rd</sup> party contractors (e.g., building owner, mental health organization, insurance provider)*
  - *Security – if your program or building does not have a security guard, you should work with your local police department on how they could assist and understand what tasks your program staff should undertake until the police arrives (e.g., moving individuals away from hazard/threat, setting up a perimeter, tracking entry/exit of building)*

- *Facility Support* – responsible for asset and building damage assessment, maintenance, and repair; normally your building manager or technician would fit this role
- *Communications* – develops and distributes messaging that would be provided publicly (e.g., parents, media, mass notification system, social media accounts) and handles any special media inquiries with the PEMT Leader
- *Planning* – understands the emergency response plan, tracks progress, compiles all incident information, and plans for future strategies (e.g., When can the building re-occupied? Who needs to be notified? Where are resources needed?)
- *Logistics* – responsible for identifying the resources needed to respond to the emergency and procures them (e.g., staff, equipment, food, portable restrooms, etc.)
- *Finance* – tracks all expenses related to the emergency
- *Depending on your staffing and skill set, you can combine functions. However, ensure all functions receive an assignment to ensure your response structure is comprehensive.*

*Example Program Emergency Management Team Structure*

| <b>Position/Function</b>                    | <b>Description</b>   | <b>Assigned Dept./Staff</b>                              |
|---|--|--|
| <b>PEMT Leader</b>                          | Final decision-making authority and spokesperson; leads status meetings  | Executive Director                                       |
| <b>Operations (Lead + Staff)</b>            | Executes response procedures (e.g., evacuation, shelter-in-place, staging areas, triage) to ensure the safety of all guests/visitors/members within the program; most likely will require the most staff | Program Director, Program Supervisors, All Program Staff |
| <b>Security (Lead + Staff)</b>              | Entry/exit, crowd management, and liaison to first responder agencies  | Security Supervisor, All Security Guards                 |
| <b>Guest Support (Lead + Staff)</b>         | Guest/family notification, reunion coordination, and special requests from members and guests  | Administrative Office Staff                              |
| <b>Facility Support (Lead + Staff)</b>      | Responsible for asset and building damage assessment, maintenance, and repair  | Facility Manager, Building Technician                    |
| <b>Planning/Logistics (Lead + Staff)</b>    | Coordinates with all Leads to identify resource needs and tracks the execution and progress of the response plan   | Assistant Program Director                               |
| <b>Finance/Staff Support (Lead + Staff)</b> | Tracks expenses related to the incident; staff notification, scheduling, and role assignments; staff special requests  | Administrative Office Staff                              |
| <b>External Liaison (Lead + Staff)</b>      | Coordinates with external entities, government agencies, vendors, and 3 <sup>rd</sup> party contractors (i.e., does not include first responder agencies)  | Program Supervisor                                       |
| <b>Communications (Lead + Staff)</b>        | Develops and distributes messaging that would be provided publicly (e.g., parents, media, mass notification) and handles any special media inquiries and requests (e.g., interviews)                     | Administrative Office Staff, Program Staff               |

*Example Org Structure*



## Integration with the Local Response

- All levels of government (e.g., city, county, state, federal) follow an organizational framework called the Incident Command System (ICS) when responding to an emergency or a planned event. This standardized approach provides a common hierarchy and terminology for which responders from multiple agencies and levels of government can integrate into one structure and effectively respond to the event.
- Key ICS principles are as follows:
  - Standardization – common terminology, nomenclature
  - Command – defined organization structure or hierarchy; Incident Commander is in charge of the whole response
  - Flexible – based on the event, the structure can expand or contract
  - Management by Objectives – response to an event is organized by goals that are periodically evaluated in meetings throughout the duration of the event



- Review the following information to better understand the ICS framework:  
<https://emilms.fema.gov/is100b/ics01summary.htm>
- Build a relationship with your local fire and police departments
  - Share your Emergency Management Plan with them
  - Understand how they see your staff supporting an emergency and document it in this section
  - Invite them to your drills and exercises

## Section 4: Concept of Operations

*This section describes the notification procedure, the response structure appropriate to the type of emergency, and the different phases of a response.*

*This section should include the following pieces of information:*

### Types of Emergencies

- *Depending on the emergency, how does your Program Emergency Management Team scale up? (e.g., small fire within building vs. hurricane)*
- *What are the factors related to these types of emergencies?*

#### Example

| Types of Emergencies   | Response Structure   | Description  |
|------------------------|--|--|
| <b>Routine</b>         | Normal Day-to-Day  | <ul style="list-style-type: none"> <li>• Occurs only within the building or program</li> <li>• Minor disruption to a program or room; affects a minimal number of members or guests</li> <li>• Escalates to the manager to handle; program or administration staff may be informed</li> <li>• Examples: member left at the club, bullying</li> </ul>   |
| <b>Minor Emergency</b> | Emergency Management Team + First Responders                             | <ul style="list-style-type: none"> <li>• Impacts center/program and areas adjacent to the building</li> <li>• Multiple programs or the building infrastructure impacted; affects a large number of members or guests</li> <li>• Escalates to program or administration staff immediately; Director informed</li> <li>• May involve first responders because of life safety concerns</li> <li>• Examples: power outage, shelter-in-place</li> </ul> |
| <b>Major Emergency</b> | Emergency Management Team + First Responders + Other Government Agencies | <ul style="list-style-type: none"> <li>• Impacts regional area</li> <li>• Affects all programs and all children/youth and guests</li> <li>• Escalates to Director immediately</li> <li>• Involves first responders and possibly other government agencies</li> <li>• Examples: off-campus evacuation, bomb threat, active shooter</li> </ul>   |

## Notification and Activation of PEMT

- Describe the escalation procedure so staff at any level know who needs to be informed of an emergency
- What are the triggers for activating the Emergency Management Plan and/or the PEMT?
- Who has the authority to activate the PEMT?
- How will the PEMT be notified (e.g., calls, e-mail, text message)?
- How will other staff members know the PEMT is activated?

## Phases of an Emergency

- Generally, there are 3 phases of emergency response – preparedness (if there is sufficient notice), response and recovery, and demobilization (i.e., how does the program get back to normal operations?)
- Depending on the emergency, the duration of each phase may vary
- For each phase, understand how this affects your PEMT and what actions should be implemented

### Example Response Timeline

| Response Phase                                       | Trigger   | Description   |
|--|---|---|
| <b>1. Monitoring and Preparedness</b>                | Potential threat to the center/program                                    | <ul style="list-style-type: none"> <li>• PEMT is notified and creates a plan for potential threat (if sufficient notice)</li> </ul> |
| <b>2. Response and Recovery</b>                      | Active response to threat   | <ul style="list-style-type: none"> <li>• PEMT and center staff engaged and resolving issues of the emergency</li> </ul>             |
| <b>3. Demobilization/Return to Normal Operations</b> | Threat has diminished or there is no impact to the center/program anymore | <ul style="list-style-type: none"> <li>• PEMT completes final action items and conducts an after-action review</li> </ul>           |



*Example Phase 1*

**Phase 1 – Monitoring and Preparedness**

*The PEMT should be actively monitoring for severe weather or other potential threats that could impact the program’s members, employees, or physical building and assets. When a potential threat has been identified, the Executive Director should be notified and he/she will convene the PEMT staff to develop a response plan, identify staffing and resource needs, and begin initial notifications to appropriate stakeholders (e.g., members, guests, family members, and staff).*

**General Response Plan Objectives**

*For all emergencies, the PEMT should be working towards the following goals:*

- 1. Address immediate life safety hazards*
- 2. Safety of employees and members/guests*
- 3. Communication with members/families and the surrounding community*
- 4. Protection of building infrastructure/assets*

| PEMT Position/Function       | Phase 1 Actions  |
|------------------------------|--|
| <b>PEMT Leader</b>           | <ul style="list-style-type: none"> <li><input type="checkbox"/> Activate and convene PEMT</li> <li><input type="checkbox"/> Determine meeting schedule and facilitate status meetings</li> <li><input type="checkbox"/> Approve response plan, changes to policies, expenses/budget, and messaging</li> </ul>  |
| <b>Operations</b>            | <ul style="list-style-type: none"> <li><input type="checkbox"/> Train staff on response plan, role, and responsibilities</li> <li><input type="checkbox"/> Implement preparedness activities prior to impacts of threat</li> </ul>   |
| <b>Security</b>              | <ul style="list-style-type: none"> <li><input type="checkbox"/> Train staff on response plan, role, and responsibilities</li> <li><input type="checkbox"/> Implement preparedness activities prior to impacts of threat</li> </ul>   |
| <b>Guest Support</b>         | <ul style="list-style-type: none"> <li><input type="checkbox"/> Train staff on response plan, role, and responsibilities</li> <li><input type="checkbox"/> Compile contact information of all members/guests</li> <li><input type="checkbox"/> Notify all members/guests of any messaging developed by Communications</li> </ul>   |
| <b>Facility Support</b>      | <ul style="list-style-type: none"> <li><input type="checkbox"/> Train staff on response plan, role, and responsibilities</li> <li><input type="checkbox"/> Implement preparedness activities and protective measures to protect building/assets prior to impacts of threat</li> <li><input type="checkbox"/> Set up rooms/spaces based on response plan</li> </ul>   |
| <b>Planning/Logistics</b>    | <ul style="list-style-type: none"> <li><input type="checkbox"/> Train staff on response plan, role, and responsibilities</li> <li><input type="checkbox"/> Obtain latest information concerning potential threat and inform PEMT</li> <li><input type="checkbox"/> Compile list of all resources needed for response plan and begin procurement of resources</li> </ul>  |
| <b>Finance/Staff Support</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Train staff on response plan, role, and responsibilities</li> <li><input type="checkbox"/> Work with Planning/Logistics to understand budget and expenses</li> <li><input type="checkbox"/> Compile contact information of all staff</li> <li><input type="checkbox"/> Notify all staff of potential threat and begin arranging schedules</li> </ul> |
| <b>External Liaison</b>      | <ul style="list-style-type: none"> <li><input type="checkbox"/> Train staff on response plan, role, and responsibilities</li> <li><input type="checkbox"/> Compile contact information of all external stakeholders (e.g., vendors, contractors, insurance provider)</li> <li><input type="checkbox"/> Notify all external stakeholders of any messaging developed by Communications</li> </ul>                      |

| PEMT Position/Function | Phase 1 Actions   |
|------------------------|---|
| <b>Communications</b>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Train staff on response plan, role, and responsibilities</li> <li><input type="checkbox"/> Develop and tailor messaging for members/guests, families, staff, media, etc.</li> <li><input type="checkbox"/> Distribute messaging through different means (e.g., e-mail, social media)</li> </ul> |

*Example Phase 2 Actions*

## Phase 2 – Response and Recovery

During Phase 2, the threat is imminent and can have an effect on the normal operations of the center. The PEMT and all center staff are actively engaged and responding to the threat by executing the response plan.

| PEMT Position/Function       | Phase 2 Actions   |
|------------------------------|---|
| <b>PEMT Leader</b>           | <ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitate status meetings and focus on resolving issues</li> <li><input type="checkbox"/> Act as spokesperson and main representative for the program</li> <li><input type="checkbox"/> Approve changes to the response plan, policies, expenses, and messaging</li> </ul>   |
| <b>Operations</b>            | <ul style="list-style-type: none"> <li><input type="checkbox"/> Implement response plan strategies (e.g., evacuation, shelter-in-place, transportation of members/guests, triage, staging areas)</li> <li><input type="checkbox"/> Account for all members, guests, visitors, and staff within the center at the time of the emergency</li> </ul>   |
| <b>Security</b>              | <ul style="list-style-type: none"> <li><input type="checkbox"/> Manage security staff</li> <li><input type="checkbox"/> Cordon off dangerous areas</li> <li><input type="checkbox"/> Assist with crowd control and perimeter control</li> <li><input type="checkbox"/> Assist first responders with access to certain areas</li> <li><input type="checkbox"/> Act as liaison to first responder agencies</li> </ul> |
| <b>Guest Support</b>         | <ul style="list-style-type: none"> <li><input type="checkbox"/> Member/family reunification</li> <li><input type="checkbox"/> Handle any special requests from members/guests</li> <li><input type="checkbox"/> Notify all members/guests of any messaging developed by Communications</li> </ul>   |
| <b>Facility Support</b>      | <ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct damage assessment and cordon off dangerous areas</li> <li><input type="checkbox"/> Manage contractor services</li> <li><input type="checkbox"/> Address building infrastructure issues</li> <li><input type="checkbox"/> Provide space or equipment, if needed</li> </ul>   |
| <b>Planning/Logistics</b>    | <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide regular updates on the threat</li> <li><input type="checkbox"/> Track action items and progress of the response plan</li> <li><input type="checkbox"/> Track deployed resources and continue to procure new resources needed</li> </ul>   |
| <b>Finance/Staff Support</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Track expenses and manage budget</li> <li><input type="checkbox"/> Continue arranging staff schedules and assigning roles</li> <li><input type="checkbox"/> Handle any special requests from staff</li> </ul>   |
| <b>External Liaison</b>      | <ul style="list-style-type: none"> <li><input type="checkbox"/> Continue working and informing all external stakeholders of the latest emergency details</li> <li><input type="checkbox"/> If building damaged, work with insurance provider to submit claim</li> <li><input type="checkbox"/> Notify all external stakeholders of any messaging developed by Communications</li> </ul>                             |

| PEMT Position/Function | Phase 2 Actions   |
|------------------------|---|
| <b>Communications</b>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to develop and tailor messaging for members/guests, families, staff, media, etc.</li> <li><input type="checkbox"/> Distribute messaging through different means (e.g., e-mail, social media)</li> <li><input type="checkbox"/> Arrange interviews and press conferences, if necessary</li> </ul> |

*Example Phase 3 Actions*

### Phase 3 – Demobilization/Return to Normal Operations

During Phase 3, the threat has diminished or there is no impact to the program, its members, or staff anymore. The PEMT and all staff are working towards recovery or resuming normal operations; they complete their final action items, and status meetings cease. Depending on the severity of the incident, the PEMT may agree to conduct an after-action review to identify lessons learned and to resolve gaps prior to the next emergency.

| PEMT Position/Function       | Phase 3 Actions   |
|------------------------------|---|
| <b>PEMT Leader</b>           | <ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitate last status meeting and transition final responsibilities to certain staff (if necessary)</li> <li><input type="checkbox"/> Determine if an after-action review should occur</li> <li><input type="checkbox"/> Review final expenses and messaging</li> <li><input type="checkbox"/> Reinstate any policies</li> </ul> |
| <b>Operations</b>            | <ul style="list-style-type: none"> <li><input type="checkbox"/> Implement final actions related to response plan</li> <li><input type="checkbox"/> Prepare center to resume normal operations</li> </ul>  |
| <b>Security</b>              | <ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct final sweep of building</li> <li><input type="checkbox"/> Act as liaison to first responder agencies</li> <li><input type="checkbox"/> Staff return to normal operations</li> </ul>   |
| <b>Guest Support</b>         | <ul style="list-style-type: none"> <li><input type="checkbox"/> Handle final special requests from members/guests</li> <li><input type="checkbox"/> Notify all members/guests of any messaging developed by Communications</li> </ul>   |
| <b>Facility Support</b>      | <ul style="list-style-type: none"> <li><input type="checkbox"/> Return any equipment, rentals, etc.</li> <li><input type="checkbox"/> Resolve final building issues</li> <li><input type="checkbox"/> Reset spaces for resumption of normal operations</li> </ul>   |
| <b>Planning/Logistics</b>    | <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide last situation update</li> <li><input type="checkbox"/> Compile and archive all documentation related to emergency</li> <li><input type="checkbox"/> Ensure that all resources are returned</li> </ul>  |
| <b>Finance/Staff Support</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Compile final list of expenses and pay last invoices</li> <li><input type="checkbox"/> Inform staff that schedules and assignments return to normal</li> <li><input type="checkbox"/> Resolve final special requests from staff</li> </ul>  |
| <b>External Liaison</b>      | <ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct final actions related to external stakeholders</li> <li><input type="checkbox"/> If building is damaged, follow-up on insurance claims</li> <li><input type="checkbox"/> Notify all external stakeholders of any messaging developed by Communications</li> </ul>   |

| PEMT Position/Function | Phase 3 Actions   |
|------------------------|---|
| <b>Communications</b>  | <ul style="list-style-type: none"><li data-bbox="607 237 1333 296">□ Develop and tailor final messaging for members/guests, families, staff, media, etc.</li><li data-bbox="607 300 1333 359">□ Distribute final messaging through different means (e.g., e-mail, social media)</li><li data-bbox="607 363 1333 394">□ Hold final interview or press conference, if necessary</li></ul> |

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## Section 5: Threat Response Guides

*This section outlines staff response actions related to specific threats/emergencies. Consider what are likely emergencies as well as emergencies that may have a low probability of occurrence but high impact/consequences. Check with your local county or state emergency management agency if they have a hazard mitigation plan. A hazard mitigation plan identifies potential risks for a particular jurisdiction.*

*Build specific procedures with actions for each PEMT function/role. Refer to pages 24-27 that have examples for evacuation and shelter-in-place procedures. Use these examples to help build a guide for each pre-identified threat.*

*The following are potential threats and considerations; this list is not comprehensive. You should add/delete threats according to those pre-identified by the planning team. When answering the questions, assign the actions to a particular PEMT function/role.*

### **Armed Individual**

- *Response Strategy – sheltering-in-place*
- *Considerations:*
  - *Where are the sheltering-in-place locations within your building? Identify areas that are interior to the building, away from windows and doors*
  - *What staff will help move children and guests to those locations?*
  - *How will staff know to implement the shelter-in-place procedure?*
  - *If possible, lock/barricade doors and windows*
  - *Who will communicate to families?*
  - *For the safety of staff and children, until police department says there is no threat, children should not be released to parents*

## Bomb Threat

- *Response Strategy – evacuation*
- *Considerations:*
  - *DO NOT USE CELLPHONES OR PORTABLE RADIOS NEAR THE BUILDING*
  - *Where are the emergency assembly areas? Identify areas that are at least 300 feet away from the building*
  - *What staff will help move children and guests to those locations?*
  - *How will staff know to implement the evacuation procedure?*
  - *Who will communicate to families?*
  - *For the safety of staff and children, until police department says there is no threat, children should not be released to parents*
  - *Obtain approval to re-occupy building from first responders*
  - *Capture as much information concerning the threat*

Figure: Bomb Threat Checklist

| <h1>BOMB THREAT CHECKLIST</h1>                   |   |  |
|--|---|--|
| Time Rec'd _____ Ended _____                     | <b>Caller's Voice:</b>  |  |
| Date: _____                                      |   |  |
| Exact Wording of Threat: _____<br>_____<br>_____ |   |  |
| <b>Questions to Ask:</b>                         | <input type="checkbox"/> Calm <input type="checkbox"/> Crying <input type="checkbox"/> Raspy<br><input type="checkbox"/> Angry <input type="checkbox"/> Normal <input type="checkbox"/> Deep<br><input type="checkbox"/> Excite <input type="checkbox"/> Distinct <input type="checkbox"/> Ragged<br><input type="checkbox"/> Slow <input type="checkbox"/> Blurred <input type="checkbox"/> Clearing Throat<br><input type="checkbox"/> Rapid <input type="checkbox"/> Whispered <input type="checkbox"/> Cracking Voice<br><input type="checkbox"/> Soft <input type="checkbox"/> Nasal <input type="checkbox"/> Disguised<br><input type="checkbox"/> Loud <input type="checkbox"/> Stutter <input type="checkbox"/> Accent<br><input type="checkbox"/> Laughter <input type="checkbox"/> Lisp <input type="checkbox"/> Familiar |  |
| 1. When is the Bomb Going to Explode?<br>_____   | If voice is familiar, whom did it sound like? _____   |  |
| 2. Where is it Right Now?<br>_____               | <b>Background Sounds:</b>   |  |
| 3. What Does it Look Like?<br>_____              |   |  |
| 4. What Kind of Bomb is it?<br>_____             |   |  |
| 5. What Will Cause it to Explode?<br>_____       |   |  |
| 6. Did You Place the Bomb? _____                 |   |  |
|  | <input type="checkbox"/> Street <input type="checkbox"/> House Noises <input type="checkbox"/> Clear<br><input type="checkbox"/> Crockery <input type="checkbox"/> Motor <input type="checkbox"/> Static<br><input type="checkbox"/> Voices <input type="checkbox"/> Office Machinery <input type="checkbox"/> Local<br><input type="checkbox"/> PA System <input type="checkbox"/> Factory Machine <input type="checkbox"/> Long Distance<br><input type="checkbox"/> Music <input type="checkbox"/> Animal Noises <input type="checkbox"/> Booth<br><input type="checkbox"/> Other _____  |  |

## **Fire**

- *Response Strategy – evacuation*
- *Considerations:*
  - *Where are the emergency assembly areas? Identify areas that are at least 300 feet away from the building*
  - *What staff will help move children and guests to those locations?*
  - *How will staff know to implement the evacuation procedure?*
  - *Who will communicate to families?*
  - *If there is damage, who will do the assessment and document for insurance purposes?*
  - *Obtain approval to re-occupy building from first responders*

## **Gas Leak**

- *Response Strategy – evacuation*
- *Considerations:*
  - *DO NOT TURN ON/OFF LIGHTS OR USE CELLPHONES; IMMEDIATELY EVACUATE AND CALL UTILITY AND FIRE DEPARTMENT*
  - *Where are the emergency assembly areas? Identify areas that are at least 300 feet away from the building*
  - *What staff will help move children and guests to those locations?*
  - *How will staff know to implement the evacuation procedure?*
  - *Who will communicate to families?*
  - *Obtain approval to re-occupy building from first responders*

## **Hazardous Materials Release**

- *Response Strategy – depending on the location of release, may implement evacuation or shelter-in-place*
- *Considerations:*
  - *Obtain approval to re-occupy building from first responders*
  - *If release is outside, consider turning off HVAC systems*

## **Tornado**

- *Response Strategy – sheltering-in-place*
- *Considerations:*
  - *How will you be informed of a potential Tornado Watch or Warning?*
  - *Where are the sheltering-in-place locations within your building? Identify areas that are interior to the building, away from windows and doors*
  - *What staff will help move children and guests to those locations?*
  - *How will staff know to implement the shelter-in-place procedure?*
  - *Who will communicate to families?*
  - *For the safety of staff and children, until the Tornado Watch/Warning expires or there is no further threat of severe weather, children should not be released to parents*
  - *If there is damage, who will do the assessment and document for insurance purposes? Obtain approval to re-occupy building from first responders*

## **Evacuation/Alternate Location**

- *Response Strategy – evacuation and relocation to an alternate site for a period of time*
- *Considerations:*
  - *If your building is damaged, where would you relocate your program? Do you have mutual agreements with other organizations or programs?*
  - *Will you need to consider transportation options for members to the alternate site(s)?*
  - *How will you communicate the new location, updates on recovery of the original building, and re-occupancy of original building once it is deemed safe? Updates to families and community stakeholders should be frequent and on a schedule.*
  - *How will you re-assign staff to the alternate site(s)?*



*Example Procedure Templates*

**Evacuation of Building**

An evacuation is when you move individuals out of a particular area due to a hazard, such as a fire or chemical spill. This particular procedure is generally for a short duration emergency, wherein the re-occupation of the building can occur within hours because there was minimal or localized damage to the building.

| Emergency Assembly Areas |
|--------------------------|
| [LOCATION]               |
| [LOCATION]               |
| [LOCATION]               |
| [LOCATION]               |

**Evacuation Decision Guidelines**

| Topic             | Questions/Considerations  |
|-------------------|---|
| Emergency Details | <ul style="list-style-type: none"> <li>• What is the extent of damage?</li> <li>• Does the hazard have the potential to harm the physical or mental health of members, guests, and staff?</li> <li>• Is there a threat outside that is more dangerous?</li> </ul> |

**Evacuation of Building (Short-Term) Procedure**

| PEMT Function             | Actions  |
|---------------------------|--|
| <b>PEMT Leader</b>        | <ul style="list-style-type: none"> <li><input type="checkbox"/> Decide if an evacuation should occur based on emergency; if so, call 911</li> <li><input type="checkbox"/> Notify necessary administrators of evacuation</li> <li><input type="checkbox"/> Obtain emergency details from first responders</li> <li><input type="checkbox"/> Obtain reoccupation approval from first responders</li> </ul>      |
| <b>Operations Lead</b>    | <ul style="list-style-type: none"> <li><input type="checkbox"/> Compile list of missing members/guests by area and inform PEMT Leader and first responders</li> <li><input type="checkbox"/> Approve children who are released to parents</li> </ul>   |
| <b>Security</b>           | <ul style="list-style-type: none"> <li><input type="checkbox"/> Direct all individuals away from the hazard and towards the Emergency Assembly Areas</li> <li><input type="checkbox"/> Cordon off hazard area</li> <li><input type="checkbox"/> Conduct last sweep of building before setting up a perimeter around the building (i.e., only allow first responders inside)</li> </ul>                         |
| <b>Guest Support</b>      | <ul style="list-style-type: none"> <li><input type="checkbox"/> If possible, grab sign-in logs and roster</li> <li><input type="checkbox"/> Appoint caretakers to assist handicapped members or guests</li> <li><input type="checkbox"/> Establish a check-out/pick-up area; track members or guests who are released to parents approved by Operations Lead (i.e., parents must sign children out)</li> </ul> |
| <b>Facility Support</b>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Cordon off hazard area</li> <li><input type="checkbox"/> Conduct damage assessment and document any damage</li> </ul>  |
| <b>Planning/Logistics</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> File incident report once reoccupation of building has been approved</li> </ul>  |

**Evacuation of Building (Short-Term) Procedure**

| PEMT Function  | Actions  |
|--|--|
| <b>Communications</b>  | <ul style="list-style-type: none"> <li data-bbox="623 296 1459 485">□ IMMEDIATE: Once a hazard has been identified to be harmful, make an announcement over the intercom: “Because of a possible emergency situation, all staff, members, and guests must leave the building immediately. Please follow the directions of staff, walk to the nearest exit, and go to a designated Emergency Assembly Area.”</li> <li data-bbox="623 489 1459 552">□ Based on the duration, determine if messaging needs to be distributed to parents and emergency points of contact</li> <li data-bbox="623 556 1459 646">□ Announce to all Emergency Assembly Areas that the building can be re-occupied once the first responders and PEMT Leader give the final approval</li> </ul>                            |
| <b>Finance/Staff Support, External Liaison, All Center Staff</b> | <ul style="list-style-type: none"> <li data-bbox="623 657 1459 747">□ Direct all individuals away from the hazard and to follow set escape routes based on maps hung throughout building; if possible, close the door and turn off the lights</li> <li data-bbox="623 751 1459 842">□ Walk to closest Emergency Assembly Area and ensure that all individuals are at least 300 feet away from the building and any emergency vehicles</li> <li data-bbox="623 846 1459 936">□ Once outside, account for members and guests that were in attendance in your room/area; report any missing members/guests to Operations Lead</li> <li data-bbox="623 940 1459 974">□ Keep members calm and quiet</li> <li data-bbox="623 978 1459 1008">□ Stay with members that are outside at all times</li> </ul> |

**Shelter-in-Place**

Shelter-in-Place is a short-term measure designed to protect individuals in an enclosed, stable area away from a potential threat or hazard that could be inside or outside of the building.

| <b>Shelter-in-Place and Lockdown Areas</b> |
|--|
| [LOCATION]                                 |
| [LOCATION]                                 |
| [LOCATION]                                 |

**Shelter-in-Place Decision Guidelines**

| <b>Topic</b>      | <b>Questions/Considerations</b>   |
|-------------------|---|
| Emergency Details | <ul style="list-style-type: none"> <li>Does the threat have the potential to harm the physical or mental health of members, guests, and staff?</li> </ul> |

**Shelter-in-Place Procedure**

| <b>PEMT Function</b>      | <b>Actions</b>  |
|---------------------------|---|
| <b>PEMT Leader</b>        | <ul style="list-style-type: none"> <li>Notify necessary administrators of shelter-in-place</li> <li>Contact the police department or call 911 for continuous information and instructions until the incident is under control</li> <li>Approve the return to normal operations once the incident is over</li> </ul>                 |
| <b>Operations Lead</b>    | <ul style="list-style-type: none"> <li>Compile list of missing members/guests by area and inform PEMT Leader</li> <li>Conduct sweep outside of building to direct individuals inside</li> </ul>   |
| <b>Security</b>           | <ul style="list-style-type: none"> <li>Direct all individuals to Shelter-in-Place areas</li> <li>Conduct sweep outside of building to direct individuals inside</li> <li>Close and secure all doors and windows</li> <li>Stand guard at entry doors and hallways to prevent anyone from entering or leaving the building</li> </ul> |
| <b>Guest Support</b>      | <ul style="list-style-type: none"> <li>Grab sign-in logs and roster</li> <li>Appoint caretakers to assist handicapped members or guests</li> </ul>  |
| <b>Facility Support</b>   | <ul style="list-style-type: none"> <li>Shut down all heating, ventilation, and air conditioning (HVAC) systems (i.e., prevent any harmful air or substances inside)</li> <li>Conduct sweep outside of building to direct individuals inside</li> <li>Close and secure all doors and windows</li> </ul>                              |
| <b>Planning/Logistics</b> | <ul style="list-style-type: none"> <li>File incident report once threat has diminished and all individuals are safe</li> </ul>  |

**Shelter-in-Place Procedure**

| PEMT Function  | Actions   |
|--|---|
| <b>Communications</b>  | <ul style="list-style-type: none"> <li>□ Once a hazard has been identified to be harmful, make an announcement over the intercom: “Because of a possible emergency situation, all staff, members, and guests must move to designated Shelter-in-Place areas immediately. Please follow the directions of staff.”</li> <li>□ If possible, make regular announcements concerning the status of the incident</li> <li>□ Based on the duration, determine if messaging needs to be distributed to parents and emergency points of contact</li> <li>□ Announce that the incident is over and individuals can return to their regular activities and rooms once the PEMT Leader gives the approval</li> </ul> |
| <b>Finance/Staff Support, External Liaison, All Center Staff</b> | <ul style="list-style-type: none"> <li>□ Direct all individuals inside and to Shelter-in-Place Areas; if possible, close the door, close windows, and turn off the lights and HVAC systems</li> <li>□ Once in designated Shelter-in-Place Area, account for members and guests that were in attendance in your room/area; report any missing members/guests to Operations Lead</li> <li>□ Keep all members and guests calm and away from doors and windows</li> <li>□ Stay with members at all times; do not allow anyone to leave the Shelter-in-Place Area</li> </ul>   |

## Section 6: Preparedness Program

*This section describes the method for updating and training on the Emergency Management Plan.*

*This section should include the following pieces of information:*

### The Eight Elements of Preparedness

- *There are eight core elements of preparedness which should be addressed in any plan that particularly focuses on child-serving institutions. As you evaluate your plan in its entirety, are you adequately addressing each of the elements listed below?*
  1. *Evacuation*
  2. *Sheltering in place*
  3. *Communicating with parents/guardians, emergency responders and staff before, during and after emergencies*
  4. *Pediatric emergency medical situations*
  5. *Emergency mental/behavioral health services for children (short-term and long-term)*
  6. *Facility continuity of operations (COOP)*
  7. *Conducting exercises and drills*
  8. *The needs of children with disabilities or access & functional needs in a disaster*

### Maintenance Cycle

- *How often will this plan be reviewed and updated? Best practice is annually, especially if there have been activations of the plan within the year.*
- *What is the process for reviewing and updating the plan? Director, high performing staff, and PEMT members should be involved.*
- *Who is responsible for the completion of the plan revision?*

### Drills and Exercises

- *Which staff should be trained and what type of training is needed? PEMT members should have in-depth training.*

#### *Example*

- *New staff – session in new hire/orientation training, drills for evacuation and shelter-in-place*
- *Program coordinator and team – session in new hire/orientation training, drills for evacuation and shelter-in-place, refresher trainings*

- *Director and high performing staff – session in new hire/orientation training, drills for evacuation and shelter-in-place, refresher trainings, workshops/facilitated discussions on specific scenarios*
- *How often will this plan be exercised or drilled with staff? Best practice would be to have one exercise annually (e.g., implement/walk through the Threat Response Guide).*
- *Who is responsible for planning and conducting drills and exercises?*
- *Invite first responder agencies as observers or participants.*

## **Section 7: Appendix**

*This section includes documentation that supports any section of this plan.*

*Examples include the following:*

- *Copies of regulations*
- *Copies of mutual aid agreements*
- *Resource List*
- *Office Forms*
- *Building blueprint*
- *Maps*
- *Phone Tree/Contact Information*
- *Acronym List*

## **Inside of Back Cover(s)**

*This section should include the following pieces of information:*

- *Use this space for information that needs to be easily accessible to staff*
- *Address of After School Program (i.e., staff can provide for 911 purposes)*
- *Emergency Equipment Locations – specify locations for staff*
  - *Fire Extinguisher*
  - *AED*
  - *First Aid Kit*
  - *Bio-Hazardous Material Containers*
  - *Generator (if have one)*
  - *Switches to turn off gas, water, and electricity*