Emergency Response Preparedness Plan Instruction Guide
Preface

1“Disaster/emergency planning is not easy, but it is doubly hard to devote the time and personnel to planning for future events while dealing with the problems children and families face every day. While planning ahead adds another dimension—and extra work—to an already difficult job, the time and effort are never wasted, especially when the effort can also bring about changes that strengthen the agency and improve outcomes. Planning can also save work after the crisis has passed, making recovery faster and smoother. While planning cannot avoid disaster, it can help mitigate the hardship it brings to agencies and to the children and families they serve”.

Because disasters do happen and have an impact on children, families and services, child welfare agencies need to make preparing for disasters a priority, consulting with key stakeholders to develop and implement a child welfare disaster plan. Federal statute now requires States and Tribes to develop plans in preparation for a disaster. (See the Child and Family Services Improvement Act of 2006, and Title IV-B, Subpart 2 of the Social Security Act at Section 422(b)(16). Also refer to the annual program instructions for the APSR for current information at the Children’s Bureau website, www.acf.hhs.gov/programs/cb/).

The Department of Children’s Services is accredited through the Council on Accreditation, an accrediting organization founded in 1977 by the Child Welfare League of America and Alliance for Children and Families (in 1977 known as Family Services America). COA has compliance standards that outline emergency plan development and response to emergency situations. This information has been used in conjunction with the requirements stated in the federal regulations to establish a clear guide for formatting a plan that minimizes on the risk of being unprepared for disasters. Per Department of Children’s Services Policy 29.12, Emergency Response Preparedness Plans, Section B 2(a), plans must be updated at least annually and revised as necessary. For purposes of this plan, emergency/disaster situations include accidents, serious illness, fire, medical emergencies, water emergencies, and natural disasters, emergencies associated with outdoor activities, hostage situations, bomb threats, unlawful intrusion, battering behavior and other life threatening situations.

---

1 National Child Welfare Resource Center for Organizational Improvement
   A service of the Children’s Bureau, U.S. Department of Health and Human Services
Instructions

Completing the Tennessee Department of Children's Services Emergency Response Preparedness Plan (ERPP)

The instruction guide will provide steps for developing an emergency response preparedness plan in accordance with the Child and Family Services Improvement Act of 2006, and Title IV-B, Subpart 2 of the Social Security Act at Section 422(b) (16) and compliance standards of the Council on Accreditation for emergency responsiveness. The instructions are outlined so that explanations are provided for every line item of the template. The guide presents the general guidelines that must be inclusive of all plans. Regions, are however, encouraged to tailor plans so that it caters to any unique and specific needs of the area. An ERPP will be written for every (county) office location. The regional office plan will have appendices that include a copy of all plans. (Explanation – The South Central Region has a total of 7 office locations. This means that there will be a total of 7 plans written but the plan written for the regional office will have at least 6 appendices representing each of its surrounding locations). Other appendices for all individual plans will include a copy of the state's Continuity of Operations Plan (COOP), any documented safety protocols used in your region and any Safety Procedures Handbooks used. Further, the ERPP will be developed by a group of staff that represents various areas of the regions. While the region has one identified responsible for writing and updating the plan, under NO circumstances will it be developed by one person.

Questions concerning this guide can be directed to:

Division of Risk Management
UBS Building, 8th Floor
315 Deaderick Street
Nashville, Tennessee 37243
(615) 979-0427
Table of Contents

Preface 3

I. Cover Sheet Instructions 8

II. Creating a Disaster Plan 8

III. Classification/Identifying Levels of Disasters 9

IV. Coordination Efforts 9
   a. Emergency Responders 10
   b. Service Recipients 10
   c. Account for the Whereabouts of Staff 10

V. Evacuation Plan for Work Site 10

Phase I: Writing the Plan 11

VI. Procedures for Severe Conditions 11

VII. Procedures for Identified Man-made Events 11

VIII. Procedures for Medical Events 11

IX. Protocol for Determining Activation/Notification Levels 11
   a. Emergency Management Team/Personnel List/Call Tree 12
# Table of Contents

- **b.** Contact Lists – Emergency Responders/Key Partners  
  X. Alternate Work Site Location  
  a. Roles/responsibilities of Staff Reporting to Alternate Site  
  b. Maintaining Contact With Staff Who Have Been Displaced Because of Disaster  
  c. Other Key Roles that must be Identified and Documented  
  d. Evacuation Plan For Alternate Site  
  XI. Exercising the Emergency Response Preparedness Plan  
  
## Phase II: Resuming Business/Continuity of Services  

- XII. Essential Functions  
  a. Determining Time Critical Functions  
  b. Prioritizing Functions  
  XIII. Emergency/Vital Supplies List  
  XIV. Vital Files/Records/Database Information  
  
## Phase III: After the Disaster  

- XV. Management  
- XVI. Lessons Learned  
- XVII. Rebuilding Better Systems  
  
*Emergency Response Preparedness Plan*  

6
# Table of Contents

**Appendices**

- A. Sign-Off Sheet  
- B. DCS Policy 29.12 *Emergency Response Preparedness Plans*  
- C. Descriptions of Common Disasters  
- D. Home Safety Checklist  
- E. DCS Policy 29.4 *Monitoring and Conducting Fire, Safety and Sanitation Inspections in Leased and Property and State-Owned Offices/Facilities*  
- F. Sample Evacuation Plan  
  - Types of Fire Extinguishers  
  - Instructions on Use of Fire Extinguishers  
- G. Sample Procedures and Tips (Generic information on procedures and tips to prepare for various common disasters)  
- H. Activation/Notification Levels  
- I. Notification Procedures  
- J. Sample Disaster Kit Supplies  
- K. Checklist for Managing Disaster/Lessons Learned - After Disaster at a Glance
The cover sheet will be completed according to the information requested per line but will also have attached a Sign-off Sheet (Appendix A) indicating the names, title/relationship (Explanation – relationship in this sense means role with the Department i.e., resource parent, community advisor, law enforcement officer, emergency manager, etc.) and signature of those that assisted in developing the plan. Per DCS policy, 29.12 Emergency Response Preparedness Plans, Section (B) 2(a). (Appendix B) the regions’ designee is responsible for creating the plan. However, the designee will not write the plan without regional and stakeholder, input.

I. Introduction

Every plan will have an introduction. The introduction will explain the importance of Emergency Response planning from your region’s perspective and its significance to the overall Department. It may also provide background information for planning including referencing events involving recent disasters that might have occurred in the region with details on how the region maintained a continuity of services during the disaster.

II. Creating a Disaster Plan

This section will provide information about disasters that could potentially occur in the local area. Become familiar with the types of natural disasters that might be likely to occur in your area based on the geographical make-up (i.e. Middle Tennessee might be likely to experience floods, in East regions landslides might be more common, etc.). Brainstorm with staff and/or providers, drawing on their experience to identify these potential disasters or crises and gather ideas for handling these events. The following are common disasters to consider (See Appendix C for a description of common disasters and events):

<table>
<thead>
<tr>
<th>Natural Disasters</th>
<th>Man-made Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hurricanes</td>
<td>Bomb Threats</td>
</tr>
<tr>
<td>Tornadoes</td>
<td>Terrorist attacks</td>
</tr>
<tr>
<td>Floods</td>
<td>Technological (e.g., electrical power blackouts/brownouts, computer system and</td>
</tr>
<tr>
<td>Droughts</td>
<td>network disruptions, widespread electronic equipment breakdowns)</td>
</tr>
<tr>
<td>Tsunamis</td>
<td></td>
</tr>
<tr>
<td>Landslides</td>
<td></td>
</tr>
<tr>
<td>Earthquakes</td>
<td></td>
</tr>
<tr>
<td>Winter/ice storms</td>
<td></td>
</tr>
<tr>
<td>Extreme temperatures</td>
<td>Hazardous materials incidents (e.g., chemical, biological, radiological)</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>Fires</td>
<td></td>
</tr>
<tr>
<td>Volcanic eruptions</td>
<td></td>
</tr>
<tr>
<td><strong>Medical Events</strong></td>
<td></td>
</tr>
<tr>
<td>Outbreaks of infectious diseases/epidemic and pandemic outbreaks (e.g., flu)</td>
<td></td>
</tr>
<tr>
<td>Pandemic influenza global disease (lack of immunizations and vaccinations)</td>
<td></td>
</tr>
</tbody>
</table>

**III. Classification for Disasters**

This section will define the differences in “levels” of disasters and who might be required to become involved so that regions consider developing a response based on the scope of the disaster *(Explanation* – Minor disasters are handled locally, possibly involving the police and fire department, only; Major disasters might involve TEMA; Catastrophic disasters might involve, TEMA and FEMA). This section will also include a statement about the regional county office's readiness to assist neighboring counties and potentially neighboring states in the event a disaster results in children and families moving to the area – in need of assistance/services.

**IV. Coordination Efforts**

This section will explain how the regions coordinated with: a) local, state, and federal governmental authorities to develop their plan *(Explanation* – local coordination includes making contact with the director of emergency management in your area; state and federal governmental authorities involve TEMA and FEMA. **NOTE:** It is the expectation of TEMA that protocols be followed to coordinate efforts of TEMA through the Department's Emergency Services Coordinator (ESC). This means that regions will include in this section, a statement of their intent to make contact with the Department's ESC so that a determination can be made as to whether a disaster has reached a “level 2” classification or classification requiring intervention/assistance from TEMA and steps have not been taken by the region’s local emergency management agency or emergency responders to involve TEMA. Regions, will, include in their plans a statement acknowledging that if a disaster requires the intervention of FEMA, efforts will be coordinated through TEMA. Ideal coordination involves a “table top” discussion with local emergency management directors and TEMA representatives; if this occurs detailed information will be provided in this section. If a tabletop discussion does not occur, regions will seek information about what their local emergency responder's role is in response via the telephone and document the contact in this section.
a) **Coordination efforts with emergency responders** - *(Explanation:)* – police, fire department, emergency medical services-EMS) will be documented in the plan. Ideal coordination is a tabletop discussion about responder involvement during planning development. If this type of coordination does not occur, contact with emergency responders might be made by telephone to obtain information about the responders’ role in response; telephone contact(s) will be documented in this section.

b) **Coordination with service recipients** – An explanation will be included addressing the regions steps to involve resource parents in planning development. **All** foster and kinship parents and contract provider homes where DCS custodial children are placed will be provided a copy of DCS form **CS-0676, Home Safety Checklist** *(Appendix D)* as developed by the National Child Welfare Resource Center for Organizational Improvement. **Once completed this plan will be kept on file and requested of resource parents to be updated as needed.** Distribution of this document will be stated in this section. Also included in this section is the region’s actions taken to maintain an updated list of the children and families served and how to contact them *(Explanation – families served, for purposes of this plan, are foster families and biological parents receiving services through family stabilization units). Resource Home contact information and addresses must be included in the plan. Any information shared with Independent Living youth about evacuation, etc., will also be documented.

Information for resource families will be readily accessible as a “vital record” for disaster purposes. Regions might opt to include this information as an appendix to their plan. **NOTE:** Maps/directions that do not rely on street signs and landmarks will be created for every resource home as some disasters result in the loss of street signs and landmarks.

c) **Account for the whereabouts of staff** – Explanations will be provided as to how the Personnel Emergency Contact List and Call Tree will be used. This explanation will provide a step-by-step process as to how processes will be initiated once the Emergency Management Team determines the level of the disaster. This way the region can **account for the whereabouts of staff**. This means that the procedures for this section will include the instruction to document any staff that cannot be located by use of the list or call tree as these staff, have not been accounted for. This section will also outline, for staff, what to do if someone on the list or call tree cannot be reached. Both the Personnel Emergency Contact List and Call tree are a part of the template Section IX., following the Emergency Management Team List. The location (page number in ERPP) of these lists will be indicated in the documentation.

V. Evacuation Plan for Worksite

Per DCS Policy **29.4 Monitoring and Conducting Fire, Safety and Sanitation Inspections in Leased and Property and State-Owned Offices/Facilities Section C, (Appendix E),** your region’s appointed office/facility administrator must have a written Evacuation plan. Other criteria, as outlined in policy (29.4, Section C (4) a-f) for this plan, there will be documented steps that clearly indicate procedures for the evacuation of persons with mobility challenges and other special needs. A copy of the evacuation plan will be placed in section V. of the ERPP and included as one of the appendices (and labeled as such). See **Appendix F** for a sample Evacuation Plan.
NOTE: If the office evacuation plan includes procedures as indicated in Sections VI, VII and VIII skip to Section IX. Add the following reference to VI, VII and VIII – See Evacuation Plan.

Phase I: Writing the Plan

When writing the plan, consideration must be given to those emergencies that might call for specific procedures to be followed at the worksite as well as procedures that will be needed in events requiring personnel to report to an alternate worksite. Every plan will include procedures specific to office locations for natural disasters, man-made events and medical events so that staff have protocols in place in the event of emergencies/disasters that do not require full-force implementation of the ERPP (evacuation and relocation). The procedures included in your plan will be based on those common events identified during plan development.

VI. Procedures for Severe Conditions

This section will provide step by step procedures on what to do in response to the common severe conditions identified by your region (NOTE: Regions will have procedures for any disaster determined as “common” for their geographical location in addition to fires, storms, floods, tornados). When writing procedures regions will refer to available office floor plans so that procedures are tailored to accommodate the specifics of the office location. See Appendix G for sample generic tips and procedures of some common disasters that regions might use to tailor their own procedures.

VII. Procedures for Identified Man-Made Events

This section will provide step-by-step procedures on what to do in response to man-made events that the region identifies as potential threats in the environment. Appendix H presents generic procedures for some common threats of harm in the workplace. Regions might use these steps as a basis for tailoring procedures for their specific locations. See Appendix G for sample procedures and tips.

VIII. Procedures for Medical Events

This section will provide step by step procedures on what to do in response to medical emergencies such as outbreaks of flu or viruses. See Appendix G for sample procedures and tips.

IX. Protocol for Determining Activation/Notification Levels

This section will describe the criteria used by the Emergency Management Team (EMT) (Explanation - those individuals that are authorized to declare a disaster and activate the ERPP). The EMT's purpose is to provide immediate and ongoing coordination of the contingency and recovery processes during an emergency or disaster. The EMT is made up of Primary Leaders (i.e., Commissioner, Deputy Commissioners, Regional Administrators, Group Home Directors, etc.) who are the first to declare an emergency; if primary leaders are unavailable the Team Leader(s)
(i.e., Executive Directors, Team Coordinators, Team Leaders, etc.) will declare and if the Team Leader(s) is/are unavailable the Alternate Team Leader(s) (Directors, or other staff as designated, etc.) declares. **Example Criteria:** The Emergency Management Team declares *all* disasters and activates the ERPP. If an emergency or business function fail due to an emergency or disaster, the degree of criticality will be monitored by the Emergency Management Team to enable the outage to be elevated to the next severity level and action taken. The EMT bases levels of severity by assessing the effect of the emergency or disaster on public safety and loss of life and effect on internal business functions and external customers, business partners or public infrastructures. **Level 3 is considered most critical.** Severity levels are outlined in the Activation/Notification Level ([Appendix H](#)). **Note:** In the event that the regional management team is unavailable, The Commissioner, Executive Director of Risk Management or their designee may activate the plan. This statement must be included in your plan.

### a) Emergency Management Team List/Emergency Personnel Contact List/Call Tree

All lists and call trees will indicate the complete names of identified staff (e.g. If an employee's name is James Brown but he is best known as Jim, the list will indicate James “Jim” Brown). **The Emergency Management Team** will list only those key staff authorized to declare a disaster and activate the ERPP and will be listed in **priority** order. **The Personnel Emergency Contact List** will provide a complete list of *all* employees. This includes staff listed on the Emergency Management Team, all volunteers, temporary employees and consultants. **The Call Tree** identifies who is notified (in succession) at the time of an emergency or disaster (similar to an organizational chart). It defines who is responsible for contacting specific team members and employees. Office, home and alternate telephone numbers are included on the call tree (obtain phone numbers from the Personnel or Emergency Management Team Lists).

**NOTE:** For the lists and call tree, make certain that all telephone numbers listed include area codes. Additional lines will be added as necessary. It is also important to update the lists and tree regularly as staff names and positions change due to staff turnover and/or reorganization. See [Appendix I](#) for generic notification procedures.

### X. Alternate Work Site Location

When choosing an alternate location, consideration will be given to available space and equipment at the location, whether staff will be able to perform and resume essential functions right away for an extended period of time (business resumption within 12 hours and alternate location functional for at least 30 days) and whether computer systems will be available. Consideration for the health, safety and well-being of staff will also be given. Included in this section are the address, telephone
and fax number, and written directions (including a map) for the alternate site location. **NOTE:** A copy of the ERPP will be kept at the alternate site.

a) **Roles and responsibilities of staff reporting to alternate site:** This section will list and describe the roles and responsibilities of staff determined to be at the alternate site. In addition to assuring that essential functions are continuous/resume, other responsibilities will be assigned to include, **responsible staff to notify parents/legal guardians as appropriate; responsible staff to contact senior management, communicate with key staff,** etc. It is imperative that someone be designated to contact Central Office Senior Management (Commissioner, Deputy Commissioners) and the Department’s Emergency Response Preparedness Manager to make certain information is shared throughout the duration of the disaster/emergency. Ongoing communication will also be in place between personnel required to report to the alternate site and certain office personnel. The procedures that staff are to follow will be documented (**Explanation** - Written instructions on notification processes and contact telephone numbers for resource parents, guardians and biological parents will be provided to staff designated the role of notifying families). **NOTE:** It is very important to maintain an updated list of the identification and contact information of all children and families served.

b) **Maintaining Contact with Staff who have been displaced because of Disaster** - Disasters are stressful situations. Personnel need to be supported. Some employees might be victims of the disaster. These employees will need extra support. Regions will draw on any available resources for staff to support disaster recovery (**i.e.** EAP or mental health services for emotional support). This section will document how regions will make provisions for staff support.

c) **Other key roles that must be identified and documented include:**
   - Coordinating Efforts to Respond to New Cases
   - Sharing Information with Other Agencies and States
   - Communicating with the public and media. This is a very important role. Regions will prepare for media communication by communicating a consistent message. The designee in this role will be in contact with the Department’s Communications Officer and will be designated by the Regional Administrator. In this section regions will explain their format for communicating with the media. The format will include drafting a news release that provides toll free phone numbers for clients and staff, websites, and alternative locations for service delivery and staff.

d) **Evacuation plan for alternate site:** A copy of the alternate site evacuation plan will be indicated in this section and added as an appendix to the plan. (See **Appendix F**).

XII. **Exercising the Emergency Response Preparedness Plan**

Per policy **29.12 Emergency Response Preparedness Plans**, Section B 2(d), the ERPP must be tested prior to the plan being put in to use to address a true disaster. Each team leader will conduct a test in the form of a **Table Top Discussion or Practice Exercise** - This is a verbal or role-playing exercise where the teams will walk through each task and discuss each action step. This is a mandatory practice that will be documented. **Example Narrative:** On May 3, 2008, Team Leader Brown led a Practice Exercise for implementation of the ERPP. A total of 25 out of 30 staff
participated. A step-by-step discussion was held, allowing staff to walk through each task of the plan. Lessons learned included. As a result of the practice exercise, the plan is being updated to reflect the following changes. In all other areas we found that our plan works so no changes are needed at this time. NOTE: Regions are encouraged to test their plans as often as determined necessary, based on updates to the plan, etc.

**Phase II: Resuming Business/Continuity of Services**

**XII. Essential Functions**

This section will include the regions prioritized essential/critical functions. A critical or essential business function is a service or activity whose continued operation is considered essential by management that must be continued under any circumstances. Regions will:

1. Identify all of their primary functions, then determine which must be continued under all circumstances,
2. Prioritize the essential functions,
3. Establish staffing and resource requirements (Explanation – What staff will be available to perform functions, what equipment/information – computer hardware, software, databases, networks, reports, manuals, contracts – is required),
4. Integrate supporting activities and
5. As the situation permits, incorporate additional functions for resuming business.

* In Section XII a) and b), staff and roles and responsibilities essential to the continuation of services, were identified. Regions will refer to this list when determining critical functions.

**a) Determining Time Critical Functions**

It must be determined which activities are “time-critical” business functions. To determine what functions are critical to DCS that must continue, consider the following:

* What functions would have to be done immediately after a business interruption? What could be postponed?
* What are external requirements on a day-to-day basis? What is needed externally in order to continue functioning?
* Which essential operations are dependent on computer support? Can these be done manually; if so, how long? Are there employees who know the manual procedures?
* Are there regulatory requirements, penalties, legal or contractual liabilities that must be considered if you cannot carry out your functions?
What are immediate internal requirements? Where do they come from?
How long can essential business functions be inoperable?
Are other organizations dependent on functions that your business performs?
Are there specific times of the day, week, month, year when the support of this function is really important?

b) Prioritizing Functions
Once all of the “time critical” functions have been identified, assign a priority to each of them using a numeric scale from 1 to 5 showing the length of time the activity can remain disrupted. For example:

- <1 day – 1 day = Priority 1
- 2-4 days = Priority 2
- 5-7 days = Priority 3
- 8-10 days = Priority 4
- More than 10 days = Priority 5

Obviously those tasks/functions with a priority of 1 will receive the most immediate attention.

XIII. Emergency/Vital Supplies List
This section will provide a list all supplies that will be needed to conduct business and plans for stocking those items and supplies in the event of an emergency/disaster. See Appendix J for a list of items that might be included in your disaster kit and outlined on the list.

XIV. Vital Files/Records/Database Information
This section will address the region's vital files, records, and databases, to include client-specific/ sensitive data, necessary to perform essential functions and activities to reconstitute normal operations after the disaster/emergency. Regions will make certain that all client-specific information kept electronically and duplicated by hard copy file, be kept up to date as well as databases or back-up electronic files. This information will be prioritized based on emergency operations records, legal/ financial records, etc., and transferred/maintained at the alternate site. Regions will create a table, identifying vital records and files, indicate if the file/record is hard copied or electronic and note whether the file is pre-positioned at the alternate site or if it will be “hand-carried” at the point of relocation. A sample table format is located in the template for this section.
Phase III: After the Disaster (See *Appendix K* for After Disaster at a Glance Checklist)

XV. **Management**

This section will explain procedures for returning back to normal operations – over an outlined period of time. This section will include plans to return to the primary worksite (unless impossible due to the disaster) or the procedures to acquire a new site through the Department's Division of Facilities and Support Services who will coordinate with the state's Department of Finance and Administration, Division of Real Property Administration. Plans must also be put in place to notify all personnel about returning to work (since the alternate site will require the presence of essential staff, only).

XVI. **Lessons Learned**

After a disaster, hold debriefing sessions with managers, personnel and key partners. Explore lessons learned by assessing what went well and what processes might be handled differently. Lessons learned will impact what updates are made to the plan.

XVII. **Rebuilding Better Systems**

The region's designee for creating/updating the plan will collect information to rebuild systems. After lessons learned, regions might identify areas that need to be strengthened. This might include securing more equipped physical facilities, establishing better partnerships and improving the efficiency of service delivery. Regions will use this section to explain their commitment to taking the opportunity to strive at continuing quality improvement of the Department and fulfilling the Department's mission.
Tennessee Department of Children’s Services
Emergency Response Preparedness Plan

Region/Office/Division/Facility:

Address:

City:

State/Zip:

County:

Completed By:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Telephone Number</th>
<th>Date</th>
</tr>
</thead>
</table>

Approved by:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Date</th>
</tr>
</thead>
</table>

The information contained herein, in this document and in any attachments is confidential and for use only by authorized departmental staff. Personal telephone numbers must not be released to any unauthorized person or persons and will be used in emergency situations only. If pages within this document contain personal information and must be discarded, please shred discarded pages to protect privacy. Any employee violating privacy information within this document will be subject to disciplinary action up to and including termination.
I. Introduction

II. Creating the Plan

III. Classification – Levels of Disasters

IV. Coordination Efforts

   a) Local, state and federal government authorities
   b) Emergency Responders
   c) Communication with Service Recipients
   d) Accounting for the Whereabouts of Staff

V. Work Site Evacuation Plan
## Phase I: Writing the Plan

VI. Procedures for Severe Conditions

VII. Procedures for Identified Man-Made Events

VIII. Procedures for Medical Events

IX. Protocols for Determining Activation/Notification Levels

a) Emergency Management Team List, Emergency Personnel Contact List, Call Tree, Emergency Management Team

*Please ensure that all phone numbers contain area codes.* (Add additional rows as needed).

<table>
<thead>
<tr>
<th>Primary Leader(s)</th>
<th>Work Phone</th>
<th>Home Phone</th>
<th>Cellular Phone</th>
<th>Alternate Cell/Beeper</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Employee Name/Position</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Leaders</td>
<td>Employee Name/Position</td>
<td>Work Phone</td>
<td>Home Phone</td>
<td>Cellular Phone</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------</td>
<td>------------</td>
<td>------------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Alternate Team Leaders</th>
<th>Employee Name/Position</th>
<th>Work Phone</th>
<th>Home Phone</th>
<th>Cellular Phone</th>
<th>Alternate Cell/Beeper</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a) Personnel Emergency Contact List: (Include all employees, volunteers, temporary employees and consultants).

<table>
<thead>
<tr>
<th>Employee</th>
<th>Work Phone</th>
<th>Home Phone</th>
<th>Cell Phone</th>
<th>Alternate Phone Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee</td>
<td>Work Phone</td>
<td>Home Phone</td>
<td>Cell Phone</td>
<td>Alternate Phone Numbers</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee</td>
<td>Work Phone</td>
<td>Home Phone</td>
<td>Cell Phone</td>
<td>Alternate Phone Numbers</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b) Contact Lists – Emergency Responders/Key Partners

**Emergency Responder Contact List:** (include DCS emergency contacts, which includes Risk Management and DCS Primary ESC; local fire department; police; State police; TEMA; Hospitals; ambulance; phone and utility companies; others)

<table>
<thead>
<tr>
<th>Agency/Provider</th>
<th>Address</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Agency/Provider** | **Address** | **Telephone**
--- | --- | ---

**External State and Federal, Agency/Provider Contact List:** (a list of local, state and federal governmental authorities, local agencies and providers)

**Agency/Provider** | **Address** | **Telephone**
--- | --- | ---

---
<table>
<thead>
<tr>
<th>Agency/Provider</th>
<th>Address</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Alternate Work Site Location**

**PRIMARY EMERGENCY COMMAND CENTER:**

*Narrative Documentation needed in this section to support roles/responsibilities of staff to report to the alternate site to include, but not be limited to staff associated with critical tasks – See instruction guide for further detail in documenting a, b, and c.*

c) Evacuation Plan for Alternate Location
XI. Exercising the Emergency Response Preparedness Plan

Phase II: Resuming Business/Continuity of Services

XII. Essential Functions

a) Time Critical Functions and b) Prioritizing Functions

(NOOTE: Once essential functions have been identified, functions will be listed in the task table in priority order. Refer to the instructions to ensure a clear understanding of what is meant by time critical and prioritizing).

Identify each **critical task and/or responsibility** below that the region routinely performs to complete the business function(s) that **must continue** in the event of an emergency. Include manual and automated tasks. Consider any internal/external dependencies this task may have on other tasks or business functions and what internal/external tasks or business functions are dependent on this task.

- Enter the frequency that the task(s)/responsibility is performed (i.e., *Daily, Weekly, Bi-Weekly, etc.*):
- Enter the maximum outage time (MOT) before the task must be restored. This must be specified in hours or days.
- Enter the staff person/team responsible for completion the task (Refer to Section XI b).
- Describe procedures for executing the task.
- Describe the strategy for **continuing each critical task** during an emergency/disaster situation.

**Note:** If more boxes are needed highlight box, copy and paste under last box. (This exercise may require additional pages.)

<table>
<thead>
<tr>
<th>1. Critical Task/Responsibility:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Frequency performed: (Frequency – <em>Daily, Weekly, Bi-Weekly, etc.</em>):</td>
</tr>
<tr>
<td>C. Responsible Staff:</td>
</tr>
<tr>
<td>D. Responsibilities/Procedures:</td>
</tr>
<tr>
<td>E. Continuation Strategy:</td>
</tr>
</tbody>
</table>
2. Critical Task/Responsibility:

<table>
<thead>
<tr>
<th>A. Frequency performed: (Frequency – Daily, Weekly, Bi-Weekly, etc.):</th>
<th>B. Maximum Outage Time (MOT): (Hours or Days):</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Responsible Staff:</td>
<td></td>
</tr>
<tr>
<td>D. Responsibilities/Procedures:</td>
<td></td>
</tr>
<tr>
<td>E. Continuation Strategy:</td>
<td></td>
</tr>
</tbody>
</table>

3. Critical Task/Responsibility:

<table>
<thead>
<tr>
<th>A. Frequency performed: (Frequency – Daily, Weekly, Bi-Weekly, etc.):</th>
<th>B. Maximum Outage Time (MOT): (Hours or Days):</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Responsible Staff:</td>
<td></td>
</tr>
<tr>
<td>D. Responsibilities/Procedures:</td>
<td></td>
</tr>
<tr>
<td>E. Continuation Strategy:</td>
<td></td>
</tr>
</tbody>
</table>

4. Critical Task/Responsibility:

<table>
<thead>
<tr>
<th>A. Frequency performed: (Frequency – Daily, Weekly, Bi-Weekly, etc.):</th>
<th>B. Maximum Outage Time (MOT): (Hours or Days):</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Responsible Staff:</td>
<td></td>
</tr>
<tr>
<td>D. Responsibilities/Procedures:</td>
<td></td>
</tr>
<tr>
<td>E. Continuation Strategy:</td>
<td></td>
</tr>
</tbody>
</table>
5. Critical Task/Responsibility:

<table>
<thead>
<tr>
<th>A. Frequency performed: (Frequency – Daily, Weekly, Bi-Weekly, etc.):</th>
<th>B. Maximum Outage Time (MOT): (Hours or Days):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Responsible Staff:</td>
<td></td>
</tr>
<tr>
<td>D. Responsibilities/Procedures:</td>
<td></td>
</tr>
<tr>
<td>E. Continuation Strategy:</td>
<td></td>
</tr>
</tbody>
</table>

6. Critical Task/Responsibility:

<table>
<thead>
<tr>
<th>A. Frequency performed: (Frequency – Daily, Weekly, Bi-Weekly, etc.):</th>
<th>B. Maximum Outage Time (MOT): (Hours or Days):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Responsible Staff:</td>
<td></td>
</tr>
<tr>
<td>D. Responsibilities/Procedures:</td>
<td></td>
</tr>
<tr>
<td>E. Continuation Strategy:</td>
<td></td>
</tr>
</tbody>
</table>

XIII. Emergency Vital Supply List

XIV. Vital Files/Records/Database Information

(NOTE: Some narrative documentation will be provided for this section in addition to the table. Refer to instructions to guide narrative content).
(If this table is used, regions would indicate the name or title of document in column 1, hard copy or electronic in column 2 and an “X” would be indicated in columns 3, 4, and 5 depending on the criteria met).

<table>
<thead>
<tr>
<th>Vital File, Record or Database</th>
<th>Form of Record (e.g. hard copy or electronic)</th>
<th>Pre-positioned at Alternate Facility</th>
<th>Hand-Carried to Alternate Facility</th>
<th>Backed up at a third location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Phase III: After the Disaster** *(NOTE: The After Disaster at a Glance Checklist can be used to guide the narrative for this section)*

XV. Management

XVI. Lessons Learned

XVII. Rebuilding Better Systems
APPENDICES
### A. Sign-Off Sheet

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Relationship to DCS (staff, foster parent, private provider, law enforcement, TEMA, court liaison, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Signature</td>
<td>Relationship to DCS (staff, foster parent, private provider, law enforcement, TEMA, court liaison, etc.)</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

33
B. Refer to DCS Policy 29.12, Emergency Response Preparedness Plans, regarding the written Emergency Response Preparedness Plans (ERPP) and the establishment of operations during emergency situations.

C. Descriptions for Common Disasters

**Hurricane** – A tropical cyclone, which winds reach up to 74 M.P.H. (miles per hour). A hurricane usually occurs in locations located closer to the equator and spins counter-clockwise. One popular spot for hurricanes is Florida. Some hurricanes are: Hurricane Katrina, Hurricane Dennis and Hurricane Wilma.

**Tornado** – A funnel-like whirl of air and strong winds, considered as a natural disaster. It travels southwest to northwest, or from west to east. A tornado spins counter-clockwise. The destruction created by a tornado is measured on a Fujita scale gadget.

**Flood** – A great flow of water, a body of moving water, the flowing stream, as of a river, especially a body of water, rising, swelling, and overflowing land not usually thus covered

**Drought** - Drought is a complex physical and social process of widespread significance. It is not usually a statewide phenomenon, with differing conditions in the state often making drought a regional issue. Despite all of the problems that droughts have caused, drought has proven to be difficult to define and there is no universally accepted definition because droughts, unlike floods, are not distinct events. Droughts often result from many complex factors such that drought often has no well-defined start nor end; and the impacts of drought vary by affected sector, thus often making definitions of drought specific to particular affected groups. The most commonly used drought definitions are based on meteorological, agricultural, hydrological and socioeconomic effects.

**Tsunami** – As you know, the word "Tsunami" is a Japanese word. It is known as being a big tidal wave. The word "Tsunami" was known for a long time. It was known for so long that it is still known today. Also the word tsunami is known as the seismic wave. A tsunami is very big and could damage your neighborhood. That's why it is called a tidal or seismic wave. This is the definition of the word tsunami.

**Landslides** - The term "landslide" describes a wide variety of processes that result in the downward and outward movement of slope-forming materials including rock, soil, artificial fill, or a combination of these. The materials may move by falling, toppling, sliding, spreading, or flowing. Figure 1 shows a graphic illustration of a landslide, with the commonly accepted terminology describing its features.

The various types of landslides can be differentiated by the kinds of material involved and the mode of movement. A classification system based on these parameters is shown in figure 2. Other classification systems incorporate additional variables, such as the rate of movement and the water, air, or ice content of the landslide material.
Earthquakes – An earthquake is a sudden movement in earth’s crust that is caused by the interacting of plate tectonics. An earthquake occurs because of the release of stress let out by an environmental fault. One such is the San Andreas Fault, located in California, which runs along San Diego and San Francisco.

Winter/ice storms - - It is usually used to describe occasions when damaging accumulations of ice are expected during freezing rain situations. Significant accumulations of ice pull down trees and utility lines resulting in the loss of power and communications. A severe weather condition characterized by falling freezing precipitation such a storm forms a glaze on objects, creating hazardous and travel conditions.

Extreme temperatures - Studies show that global warming will increase the frequency or intensity of many kinds of extreme weather. While we can’t attribute a particular heat wave or hurricane to global warming, the trends are clear: Global warming loads the atmospheric dice to roll "heat wave" or "intense storm" more often. Extreme temperatures result in the following:

*Global warming heats our oceans.* Since hurricanes derive their power from warm waters, scientists expect more ferocious hurricanes.

*Wildfires* – Hot, dry conditions are perfect for sparking wildfires. Scientists are starting to trace the link between our warmer climate and the recent up-tick in wildfires.

*Droughts* – Higher temperatures cause water to evaporate faster, leading to dried-out soil that increases water shortages and puts crops and livestock at risk.

*High-risk of downpours* – A warmer world will deliver heavier rainfalls and more flooding. Some of that flooding will likely be as disastrous as what occurred in 2005 in New Orleans.

Fires - Fire is the fourth largest accidental killer in the United States, behind motor vehicle accidents, falls, and drowning(s). It is also the disaster that families are mostly likely to experience. Over 80 percent of all fire deaths occur where people sleep, such as in homes or hotels. Most fires occur when people are likely to be less alert such as between midnight and morning. Eighty-four percent of house and building fires are accidental, such as those caused by poor electrical wiring or careless behavior.

However, 16 percent are set intentionally through arson or acts of terrorism.

**Fact:** The leading cause of death in a fire is asphyxiation. Fire victims seldom see the flames. Fire consumes the oxygen in the air, thereby increasing the concentration of deadly carbon monoxide in the atmosphere.

Volcanic eruption – A large Earth opening that spills out lava, rocks and gasses; Volcanoes are places where a red-hot liquid rock from Earth's interior called magma emerges through Earth's crust and onto the surface, land. The word volcano comes from the ancient Roman god of fire who was believed to hide his weapon in the fire beneath a mountain.

Man-made Disasters – Man-made disasters are events which, either intentionally or by accident cause severe threats to public health and well-being. Because their occurrence is unpredictable, man-made disasters pose an especially challenging threat that must be dealt with through vigilance, and proper preparedness and
response. Information on the major sources of man-made disasters is provided here to help educate the public on their cause and effects as they relate to emergency planning.

**Bomb Threats** - Bombing and the threat of being bombed are harsh realities in today's world. The public is becoming more aware of those incidents of violence that are perpetrated by vicious, nefarious segments of our society through the illegal use of explosives. Law enforcement agencies are charged with providing protection for life and property, but law enforcement alone cannot be held responsible. Every citizen must do his or her part to ensure a safe environment.

Bombs can be constructed to look like almost anything and can be placed or delivered in any number of ways. The probability of finding a bomb that looks like the stereotypical bomb is almost nonexistent. The only common denominator that exists among bombs is that they are designed or intended to explode.

Bomb threats are delivered in a variety of ways. The majority of threats are called in to the target. Occasionally these calls are through a third party. Sometimes a threat is communicated in writing or by a recording.

**Terrorist attacks** – Terrorism is the use of force or violence against persons or property in violation of the criminal laws of the United States for purposes of intimidation, coercion, or ransom.

**Technological** (e.g., electrical power blackouts/brownouts) - A power outage is an interruption of normal sources of electrical power. Short-term power outages (up to a few hours) are common and have minor adverse effect, since most businesses and health facilities are prepared to deal with them. Extended power outages, however, can disrupt personal and business activities as well as medical and rescue services, leading to business losses and medical emergencies. Extended loss of power can lead to civil disorder, as in the New York City blackout of 1977. Only very rarely do power outages escalate to disaster proportions, however, they often accompany other types of disasters, such as hurricanes and floods, which hamper relief efforts.

**Hazardous materials incidents** (e.g., chemical) - A chemical emergency occurs when a hazardous chemical has been released and the release has the potential for harming people's health. Chemical releases can be unintentional, as in the case of an industrial accident, or intentional, as in the case of a terrorist attack, Radiological - Radiation is a form of energy that is present all around us. Different types of radiation exist, some of which have more energy than others. Amounts of radiation released into the environment are measured in units called curies. However, the dose of radiation that a person receives is measured in units called rem).

**Outbreaks of infectious diseases/epidemic and pandemic outbreaks** (e.g., flu) – An infectious disease is a clinically evident disease resulting from the presence of pathogenic microbial agents, including pathogenic viruses, pathogenic bacteria, fungi, protozoa, multi-cellular parasites, and aberrant proteins known as prions. These pathogens are able to cause disease in animals and/or plants.

**Pandemic influenza global disease** (lack of immunizations and vaccinations) - Pandemic Flu is a virulent human flu that causes a global outbreak, or pandemic, of serious illness. Because there is little natural immunity, the disease can spread easily from person to person. Currently, there is no pandemic flu.
D. DCS form **CS-0676 Home Safety Checklist** - The Resource Home Disaster Plan is to be completed by every resource family who is/will be responsible for the care of State of Tennessee custodial children. Refer to DCS Policies **16.20 Expedited Custodial Placements**, Section A-8; **16.4, Foster Home Selection and Approval**, Section K-7 and **16.8 Responsibilities of Approved Foster Homes**, Section O-5-n.

E. Refer to DCS Policy **29.4 Monitoring and Conducting Fire, Safety and Sanitation Inspections in Leased and Property and State-Owned Offices/Facilities Section C**, for appointed office/facility administrator’s responsibility for having a written Safety and Evacuation plan.
F. Sample Evacuation Plan

Evacuation Plan

(Post and update annually)

Region/County Office: ________________________________

Date: __________________________ Completed By: ________________________________

Fire and Safety Coordinator: ________________________________

(1) Each office will establish, in advance, a primary and a secondary evacuation route-in case the primary route is blocked-in the event of fire, flood, blackout, earthquake, etc. Do not use elevators to evacuate. Do not block open stairwell doors. (If available, refer to your office floor plan when establishing routes.)

Primary Evacuation Route: ________________________________

____________________________________________________________________

Secondary Evacuation Route: ________________________________

____________________________________________________________________

(2) Identify a designated gathering area where everyone in the building are out of harm's way and all staff and visitors can be accounted for.

Designated Meeting Site: ________________________________

____________________________________________________________________

(3) Designate a position/alternate who will take charge of notifying other building occupants and service recipients (if applicable).

Notification Designee: ________________________________

(4) Designate a position to notify Emergency Responders (i.e. fire department, ambulance service, etc.).

Designee: ________________________________

Special Needs

(5) Appoint a staff person(s) to assure/assist that all persons with special needs are out of the building (i.e. hearing impaired, physical disabilities, etc.)

Designee(s): ________________________________

Per Policy 29.4 Monitoring and Conducting Fire, Safety and Sanitation Inspections in Leased and Property and State-Owned Offices/Facilities Section C-4) evacuations will include instructions for using fire extinguishers (See next page)
NOTE: Per policy 29.4, all regions will have included in their plans actions to be taken in the event of a fire or other emergency (these procedures will be attached and/or included in the Emergency Response Preparedness Plans).

Before using your fire extinguisher, be sure to read the instructions before it's too late. Although there are many different types of fire extinguishers, all of them operate in a similar manner.

Types of Fire Extinguishers

- **Class A** extinguishers are for ordinary combustible materials such as paper, wood, cardboard, and most plastics. The numerical rating on these types of extinguishers indicates the amount of water it holds and the amount of fire it can extinguish.

- **Class B** fires involve flammable or combustible liquids such as gasoline, kerosene, grease and oil. The numerical rating for class B extinguishers indicates the approximate number of square feet of fire it can extinguish.

- **Class C** fires involve electrical equipment, such as appliances, wiring, circuit breakers and outlets. Never use water to extinguish class C fires - the risk of electrical shock is far too great! Class C extinguishers do not have a numerical rating. The C classification means the extinguishing agent is non-conductive.

- **Class D** fire extinguishers are commonly found in a chemical laboratory. They are for fires that involve combustible metals, such as magnesium, titanium, potassium and sodium. These types of extinguishers also have no numerical rating, nor are they given a multi-purpose rating - they are designed for class D fires only.

Instructions on Use of Fire Extinguishers

| P | A | S | S |

**Pull the Pin** at the top of the extinguisher. The pin releases a locking mechanism and will allow you to discharge the extinguisher.

**Aim at the base of the fire**, not the flames. This is important - in order to put out the fire, you must extinguish the fuel.

**Squeeze the lever slowly.** This will release the extinguishing agent in the extinguisher. If the handle is released, the discharge will stop.

**Sweep from side to side.** Using a sweeping motion, move the fire extinguisher back and forth until the fire is completely out. Operate the extinguisher from a safe distance, several feet away, and then move towards the fire once it starts to diminish. Be sure to read the instructions on your fire extinguisher - different fire extinguishers recommend operating them from different distances. Remember: Aim at the base of the fire, not at the flames!!!! (NOTE: Per Policy 29.4, Section C 7, once the Evacuation Plan is completed, it will be submitted to the Director of Facilities Management and Support Services for approval.)

G. Sample Procedures and Tips (Generic information on procedures and tips to prepare for various common disasters)

Tips to follow if threatened by a hurricane

1. Locate local shelters and map the route to a near-by shelter
2. Listen to the news and weather updates.
3. Have a flashlight prepared in a safe place with fresh batteries.
4. When the hurricane occurs, remain inside a room, away from windows and doors.
5. The safest place to stay during a hurricane would probably be a closet.

These tips are really important.
If your area is threatened by a hurricane, follow these safety tips!

Tips on Preparing for Tornadoes

1. Go to the lowest level of your building, preferably a basement. If your facility does not have a basement, stay in a room with no windows.
2. Stay as far away as possible from doors and windows that can break or burst open.
3. Hold on to a solid, strong piece of furniture --- TIGHTLY!
4. Cover your eyes, and face, with your arm.

Tips for Preparing/Responding to Floods

To prepare for a flood:

◆ Avoid leasing buildings in a floodplain unless reinforcements are in place to sustain potential damage.
◆ Elevate the furnace, water heater, and electric panel if susceptible to flooding.
◆ Install "check valves" in sewer traps to prevent flood water from backing up into the drains of your building.
◆ Construct barriers (levees, beams, floodwalls) to stop floodwater from entering the building.
◆ Seal walls in basements with waterproofing compounds.

If a flood is likely in your area:

◆ Listen to the radio or television for information.
◆ Be aware that flash flooding can occur. If there is any possibility of a flash flood, move immediately to higher ground. Do not wait for instructions to move.
◆ Be aware of streams, drainage channels, canyons, and other areas known to flood suddenly. Flash floods can occur in these areas with or without such typical warnings as rain clouds or heavy rain.
If you must prepare to evacuate do the following:

- Secure personal belongings in the building. Move essential items to an upper floor.
- Turn off utilities at the main switches or valves if instructed to do so. Disconnect electrical appliances. Do not touch electrical equipment if you are wet or standing in water.

If you have to leave your office site, remember these evacuation tips:

- Do not walk through moving water. Six inches of moving water can make you fall. If you have to walk in water, walk where the water is not moving. Use a stick to check the firmness of the ground in front of you.
- Do not drive into flooded areas. If floodwaters rise around your car, abandon the car and move to higher ground if you can do so safely. You and the vehicle can be quickly swept away.

**Driving Flood Facts:**

The following are important points to remember when driving in flood conditions:

- Six inches of water will reach the bottom of most passenger cars causing loss of control and possible stalling.
- A foot of water will float many vehicles.
- Two feet of rushing water can carry away most vehicles including sport utility vehicles (SUV's) and pick-ups.

**Tips for Preparing for Earthquakes**

There are a couple of tips for preparing for an earthquake. Practice a couple of times during the year, to ensure you are skilled in preparing for an earthquake.

1. Drop to the floor, in a corner of a room, against the wall, where no furniture or shelves can fall on you.
2. Cover your face tightly, with your arms, so that you don't damage your face.
3. Grasp a nearby object, with all your might! Do not let go until you are absolutely sure that all of the shaking has stopped.
4. Check to make sure that you are in good health, and are sure to check on others.
Fire Safety – Tips to Minimize Risk of Fire, Tips for Evacuation and Responsiveness

1. **Install smoke detectors**

   Check them once a month and change the batteries at least once a year.

2. **Develop and practice an escape plan. Make sure all staff knows what to do in a fire.**
   - Draw an evacuation plan with at least two ways of escaping from the facility.
   - Choose a safe meeting place outside the building/facility.
   - Practice alerting other employees. It is a good idea to keep a bell and a flashlight in various areas of the office for this purpose.
   - Remember: In a real fire situation, the amount of smoke generated by a fire will most likely make it impossible to see.
   - Get out as quickly and as safely as possible.
   - Use the stairs to escape.
   - If possible, cover mouth with a cloth to avoid inhaling smoke and gases.
   - Practice staying low to the ground when escaping.
   - Close doors in each room after escaping to delay the spread of the fire.
   - If in a room with a closed door and smoke is pouring in around the bottom of the door or it feels hot, keep the door closed.
   - If there is no smoke at the bottom or top and the door is not hot, then open the door slowly.
   - If there is too much smoke or fire in the hall, slam the door shut.
   - Feel all doors before opening them. If the door is hot, get out another way.
   - Learn to stop, drop to the ground, and roll if clothes catch fire.

3. **Post emergency numbers near telephones.**

   However, be aware that if a fire threatens your home, you should not place the call to your emergency services from inside the home. It is better to get out first and place the call from somewhere else.

4. **Make certain A-B-C type fire extinguishers are installed and ensure that staff knows how to use them.**

5. **Do not store combustible materials in closed areas or near a heat source.**

   Keep the stove area in break rooms clean and clear of combustibles such as bags, boxes, and other appliances. If a fire starts, put a lid over the burning pan or use a fire extinguisher. Be careful. Moving the pan can cause the fire to spread. Never pour water on grease fires.
6. **Cooking - Check electrical wiring.**
   - Have wiring replaced if frayed or cracked.
   - Make sure wiring is not under rugs, over nails, or in high traffic areas.
   - Do not overload outlets or extension cords.
   - Outlets should have cover plates and no exposed wiring.
   - Only purchase appliances and electrical devices that have a label indicating that they have been inspected by a testing laboratory such as Under Laboratories (UL) or Factory Mutual (FM).

7. **Contact your local fire department or American Red Cross chapter for more information on fire safety.**

   **Emergency Public Information**

1. **Give first aid where appropriate.**
   Seriously injured or burned victims must be transported to professional medical help immediately.

2. **Stay out of damaged buildings.**
   Return to office/facility only when local fire authorities say it is safe.

3. **Look for structural damage.**
   Check that all wiring and utilities are safe.

   **Tips about Chemical Threats**

1. **Before a Chemical Attack**
   Following are guidelines for how to prepare for a chemical threat:

   Check your disaster supplies kit to make sure it includes:

   - A roll of duct tape and scissors.
   - Plastic for doors, windows, and vents for the room in which you will shelter in place. To save critical time during an emergency, pre-measure and cut the plastic sheeting for each opening.
   - Choose an internal room to shelter, preferably one without windows and on the highest level.

2. **During a Chemical Attack**
   Following are guidelines for what to do in a chemical attack:

   If you are instructed to remain in your office building:
Close doors and windows and turn off all ventilation, including furnaces, air conditioners, vents, and fans.

Seek shelter in an internal room and take your disaster supplies kit.

Seal the room with duct tape and plastic sheeting.

Listen to your radio for instructions from authorities.

If you are caught in or near a contaminated area:

- Move away immediately in a direction upwind of the source.
- Find shelter as quickly as possible.

**After a Chemical Attack**

Decontamination is needed within minutes of exposure to minimize health consequences. Do not leave the safety of a shelter to go outdoors to help others until authorities announce it is safe to do so.

A person affected by a chemical agent requires immediate medical attention from a professional. If medical help is not immediately available, decontaminate yourself and assist in decontaminating others.

**Tips and Awareness for Bomb Threats**

Conventional bombs have been used to damage and destroy financial, political, social, and religious institutions. Attacks have occurred in public places and on city streets with thousands of people around the world injured and killed.

Parcels that may be suspicious:

- Are unexpected or from someone unfamiliar to you.
- Have no return address, or have one that can't be verified as legitimate.
- Are marked with restrictive endorsements such as “Personal,” “Confidential,” or “Do not X-ray.”
- Have protruding wires or aluminum foil, strange odors, or stains.
- Show a city or state in the postmark that doesn't match the return address.
- Are of unusual weight given their size, or are lopsided or oddly shaped.
- Are marked with threatening language.
- Have inappropriate or unusual labeling.
- Have excessive postage or packaging material, such as masking tape and string.
- Have misspellings of common words.
- Are addressed to someone no longer with your organization or are otherwise outdated.
Have incorrect titles or titles without a name.
- Are not addressed to a specific person.
- Have hand-written or poorly typed addresses.

**Take Protective Measures**

If you receive a telephoned bomb threat:

- Get as much information from the caller as possible.
- Keep the caller on the line and record everything that is said.
- Notify the police and the building management.

**During an Explosion**

- Get under a sturdy table or desk if things are falling around you. When they stop falling, leave quickly, watching for obviously weakened floors and stairways. As you exit from the building, be especially watchful of falling debris.
- Leave the building as quickly as possible. Do not stop to retrieve personal possessions or make phone calls.
- Do not use elevators.

Once you are out:

- Do not stand in front of windows, glass doors, or other potentially hazardous areas.
- Move away from sidewalks or streets to be used by emergency officials or others still exiting the building.

If you are trapped in debris:

- If possible, use a flashlight to signal your location to rescuers.
- Avoid unnecessary movement so you don't kick up dust.
- Cover your nose and mouth with anything you have on hand. (Dense-weave cotton material can act as a good filter. Try to breathe through the material.)
- Tap on a pipe or wall so rescuers can hear where you are.
- If possible, use a whistle to signal rescuers.
- Shout only as a last resort. Shouting can cause a person to inhale dangerous amounts of dust.
Procedures for Pandemic Outbreaks

(A Pandemic Outbreak will likely result in the ERPP going into effect)

Critical/Task Essential Functions

- Review essential positions, skills, and personnel and continue to train, identify, and as necessary, augment with back-up personnel.
- Alternate Site Location
  - Ensure readiness of traditional alternate operating facility (ies) in the event of an incident concurrent to a pandemic that would necessitate relocation.
- Interoperable Communications
  - Review and test communications mechanisms (i.e., laptops, high-speed telecommunications links, Personal Digital Assistants (PDAs), GETS cards) to provide relevant information to internal and external stakeholders, including but not limited to instructions for determining the status of agency operations and possible changes in working conditions and operational.
- Realign and re-issue communications resources as appropriate.
- Vital Records and Databases
  - Test, review, and update vital records, databases, and systems, in particular those that will need to be accessed electronically from a remote location.
- Implement workforce guidelines (contact and transmission interventions) to prevent or minimize workplace exposure to contagious disease for affected areas.
- Implement alternative work arrangements (e.g., job sharing, flexible work schedules) available for use in the case of a pandemic health crisis as necessary for affected areas.
- Implement infection control measures.

Review and continuously update safety and health policies on, including but not limited to:

- Restriction of travel to geographic areas affected by the pandemic;
- Employees who become ill or are suspected of becoming ill while at their normal work site;
- Returning previously ill, non-infectious, employees to work;
- Social distancing;
- The dissemination and posting of educational and training materials to raise awareness about pandemic and workplace related policies (i.e., cough etiquette, hand hygiene, and social distancing strategies);
- The performance and regular updating of risk assessments based on occupational exposures and objective medical evidence, and procurement of appropriate types and quantities of infection control-related supplies (e.g., personal protective equipment (PPE), hand sanitizers, surface wipes, cleansers, and tissues);
- The implementation of infection control measures, including (if applicable) the appropriate selection and use of personal protective equipment;
- Vaccine and anti-viral prioritization information and distribution; and
- Psychological and social needs of employees.
H. Activation/Notification Levels

If an emergency or business function fail due to an emergency or disaster, the degree of criticality will be monitored by the Emergency Management Team to enable the outage to be elevated to the next severity level and action taken.

The levels of severity are based on public safety and loss of life, effect on internal business functions and effect on external customers, business partners or public infrastructures. **Level 3 is considered most critical.** The below criteria will be used to determine severity level.

**Level 1 Criteria**
If the division, facility or a region cannot complete any of the following, contact immediate supervisor and elevate to Level 2.

**Level 2 Criteria**
If the division, facility or a region cannot complete any of the following, contact the immediate supervisor for instructions and elevate to Level 3.

1. If power and/or communication is out more than 6 hours;
2. If office/facility building is only partially accessible; and/or
3. If most staff cannot report to work.

**Level 3 Criteria**
If the division, office or a region cannot complete any of the following, contact immediate supervisor and/or Commissioner’s Office/designee for further instructions and/or full implementation of the Contingency/ERP Plan.

1. If power and communication is out without expectation of imminent relief;
2. If building is inaccessible; and/or
3. If critical staff cannot access building or conditions cause a severe staff shortage.
I. Notification Procedures

NOTIFICATION PROCEDURES

(As Indicated by the State's COOP Plan)

Guideline for contacting personnel at their homes:

1. Convey information only to the team member and not to their family.
2. Remind the team member to avoid talking to media persons.
3. Keep a log of your contact results to avoid confusion.
5. While notifying, if an answering machine is encountered, divulge no disaster information.
6. Log the “no answer” calls.
7. Use every available means (cell phone, beeper) to contact needed individuals (that might be needed to report to alternate site)

Notification Information

1. Description of the event and resulting damage to the facility
2. Is the facility accessible?
3. If the facility is inaccessible, designate the team muster area (which is likely the alternate site location).
4. Set up a line of communication at the meeting location.
5. Request additional support personnel as approved by the Regional Administrator or Designee

(The Department's Senior Management must be notified of all disasters)

J. Sample Disaster Kit Supplies

Disaster Supply Kits

Consider storing a “kit” of essential items in offices that managers can take if they are forced to leave the building during a disaster. These disaster supply kits could include employee lists, phone numbers, cell or satellite phones, a wireless portable computer, maps, and a list of media outlets. If regular and secure alternate locations are available for services during major disasters, store similar supply kits there, in case
agency offices are not accessible or managers arrive at the alternative location directly from home. Update the kits regularly to ensure that contact information is accurate.

**Disaster Kits could include:**

- Laptop computer with extra batteries
- 1 gigabit USB thumb drive (with important documents loaded before a disaster)
- Phone lists, address book, with employee and management contact information
- Employee lists
- Cell phones, satellite phones, radios/walkie-talkies, wireless handheld devices
- Radios and extra batteries
- Disaster plans
- Maps, driving directions to alternate facilities
- Portable GPS devices (if available)
- Flashlight, lanterns, with extra batteries
- First aid kit
- Pocket knife or multi-tool
- Car chargers for laptop and cell phone
- Personal hygiene items

**In addition, the Department might want to arrange for:**

- Agency vehicles with full gas tanks

National Child Welfare Resource Center for Organizational Improvement
A service of the Children’s Bureau, U.S. Department of Health and Human Services
K. Checklist for Managing Disaster/ Lessons Learned

After a Disaster: At a Glance

Manage

☐ Assess need for new or modified services as a result of the disaster.

☐ Continue to provide additional services and supports to affected families.

☐ Provide services to children, youth and families from other States who arrive in your State.

☐ Coordinate services for children who are out of the area or out of State.

☐ Continue to provide services to unaccompanied children.

☐ Ensure service delivery is culturally sensitive and competent.

☐ For staff answering the toll-free numbers, develop a frequently asked questions document.

☐ Maintain contact with federal partners.

☐ Communicate with staff and contractors frequently so they know what is going on.

☐ Continue support services for staff and contractors to help them deal with the trauma and stress of child welfare work and disaster work.

☐ Recognize staff efforts.

☐ Invest in rebuilding; collaborate with partners and with broader emergency response efforts.

Capture Lessons Learned

☐ Hold debriefing sessions.

☐ Update the plan based on these debriefing sessions.

☐ Communicate revisions to the plan.
Rebuilding Better Systems

☐ Assign a person to collect information on rebuilding resources.

☐ Identify systems that need to be strengthened.

☐ Build new systems that will improve disaster response and also strengthen critical infrastructure to improve performance and outcomes.