

## INSTRUCTOR NOTES

## CONTENT/ACTIVITY

DAY FOUR  
(Total Section,  
Day Four: 7 hours,  
30 minutes)

(5 minutes)

Review objectives.

### SECTION III: ADVANCED PLANNING TECHNIQUES

#### A. DEVELOPING THE BASIC PLAN

##### INTRODUCTION TO THE SECTION

##### Lecture/Discussion

##### OBJECTIVES

Given an illustrative plan, a set of evaluation criteria and procedures, your own plan, and related activities, you will:

- Assess the completeness of a given community hazard/vulnerability analysis.
- Apply the evaluation instrument to a basic plan in order to assess its adequacy.
- Assess the completeness of a plan in regard to the involvement of public- and private-sector organizations, the existence of a basic plan format and its elements, and the degree of ease in reading and understanding the information and concepts in the plan.

##### Notes

(25 minutes)

Organize class into homogeneous groups by size of jurisdiction.

##### HOMEWORK REVIEW

##### Discussion

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Allow 10 minutes.  
Select two participants  
to record action plan on  
flipchart for class dis-  
cussion.

While participants are  
doing this, have groups  
discuss homework  
assignment.

As groups discuss, circu-  
late to observe individu-  
als' capabilities to  
develop an action plan.

Allow 15 minutes for  
each participant to  
present his/her action  
plan and to discuss  
the rationale used in  
developing it.

### PURPOSE

To share knowledge and develop further aware-  
ness of goals, objectives, and activities that may  
be generated to improve an emergency plan.

Last night you prepared three objectives and  
corresponding activities to accomplish those  
objectives.

- Your group is composed of participants from  
communities that are similar to yours.
- Discuss your homework assignment with your  
group by comparing your goals, objectives, and  
activities.
- After each presentation, you will offer  
recommendations to improve each partici-  
pant's action plan.

Notes

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## CONTENT/ACTIVITY

(15 minutes)

### INTRODUCTION TO ADVANCED PLANNING TECHNIQUES

#### Lecture/Discussion

#### PURPOSE

To introduce the plan evaluation instrument.

- Plans that are developed should be reviewed and evaluated.

#### WAYS TO EVALUATE A PLAN

There are three ways of reviewing and evaluating a plan:

1. To use it in an actual emergency and find the plan has many shortcomings.
2. To put the plan against the test of an emergency preparedness exercise.
3. To systematically review and evaluate the plan against a set of criteria.

#### Notes

(30 minutes)

### USE OF PLAN EVALUATION INSTRUMENT

#### Lecture/Discussion

#### EVALUATION CRITERIA

This part of the course focuses on reviewing the plan against a set of evaluation criteria.

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N/A criteria must be adjusted for totals. Do not give participants this information at this time; it may confuse them.

Put scale on flipchart.

List parts of evaluation instrument on flipchart.

Discuss the parts of evaluation form as the participants review it.

Provide ample opportunity for questions.

- The evaluation criteria that have been developed are based on a scoring system.
- The scoring system works as follows:
  - Criteria that require a yes/no response are rated:
    - . Yes = 1.
    - . No = 0.
  - Evaluation criteria that involve a range—a one-to-five scale is used as follows:
    - . 1 = None of the criteria in the course are present.
    - . 2 = Few of the criteria are present.
    - . 3 = Some of the criteria are present.
    - . 4 = Most of the criteria are present.
    - . 5 = All of the criteria are present.

### PARTS OF EVALUATION INSTRUMENT

The evaluation instrument consists of eight parts.

- Parts 1 through 3 focus on the hazard/vulnerability analysis.
  - Part 1—evaluation of the hazard analysis.
  - Part 2—evaluation of the vulnerability study.
  - Part 3—evaluation of the hazard map.
  - Part 4—evaluation of organizational involvement.
  - Part 5—evaluation of basic plan format.
  - Part 6—evaluation of the basic plan elements; e.g., the content of the sections.

INSTRUCTOR NOTES	CONTENT/ACTIVITY
	<ul style="list-style-type: none"> <li>- Part 7—evaluation of the annexes.</li> <li>- Part 8—evaluation of the presentation of the plan.</li> </ul> <p>EVALUATION OVERVIEW</p> <p>Composite evaluation score of the entire plan.</p> <p>PROCEDURE</p> <p>For the next five hours you will be working with the evaluation instrument with a model plan, your own plan, and an emergency plan of another participant.</p> <p>We'll take a break now. When you return, you will begin to use these evaluation criteria.</p> <p style="text-align: center;"><u>Notes</u></p>
(15 minutes)	BREAK
<p>(30 minutes)</p> <p>Arrange participants into groups from similar communities; e.g., state group, federal group, rural group, urban group, etc.</p>	<p>EVALUATING THE HAZARD/ VULNERABILITY ANALYSIS</p> <p style="text-align: center;"><u>Small Group Activity</u></p> <p>PURPOSE</p> <p>To practice using a set of evaluation criteria established for determining the completeness of a hazard/vulnerability analysis.</p>

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Select two hazards from the instrument that reflect the hazards faced by the participants.

Make task assignment according to instructions in SM p. 110/IG p. 217.

Watch time. Inform participants when 20 minutes have passed.

Have each group summarize findings.

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### INSTRUCTIONS

You will use the Model Community (SM pp. 113-124) and an evaluation instrument (SM pp. 132-153) for this activity.

- Turn to SM for further instructions.
- You will have about 20 minutes for a small group discussion.
- Each group will summarize its findings.

### Notes

(30 minutes)

Watch time.  
Allow 25 minutes for individual activity.  
Inform participants when 20 minutes have passed.

Make task assignments according to directions in SM p. 125/IG p. 219.

Allow 5 minutes for participants' presentations.

### ORGANIZATION INVOLVEMENT

#### Individual Activity

#### PURPOSE

To emphasize the importance of obtaining input from public-/private-sector organizations in developing your emergency plan.

#### INSTRUCTIONS

You will work individually to complete activity in SM.

INSTRUCTOR NOTES	CONTENT/ACTIVITY
<p>Select one or two participants to present plan of action.</p>	<p>You will have about 25 minutes for your individual work and then we will briefly discuss our findings.</p> <p><u>Notes</u></p>
<p>(1 hour)</p> <p>Make task assignments according to SM p. 126/IG p. 221.</p> <p>If participants do not have their own plans, distribute the Liberty County plan, IMP.</p> <p><u>Watch time.</u> Inform participants when 55 minutes have passed.</p> <p>Call break for lunch.</p>	<p>SECTIONS OF THE PLAN</p> <p><u>Individual Activity</u></p> <p><b>PURPOSE</b></p> <p>This activity has two parts:</p> <ul style="list-style-type: none"> <li>● To evaluate the sections of your plan.</li> <li>● To prepare a plan of action to improve your plan.</li> </ul> <p>This plan of action and your emergency plan will be given to another participant for evaluation at the conclusion of this activity.</p> <p>You will have one hour to complete your task.</p> <p><u>Notes</u></p> <p>We will reconvene in one hour.</p>

Section IIIA: Developing  
the Basic Plan

INSTRUCTOR NOTES	CONTENT/ACTIVITY
(1 hour)	LUNCH
<p>(1 hour, 20 minutes)</p> <p>Make task assignments according to SM p. 129/IG p. 225.</p> <p>Allow:</p> <ul style="list-style-type: none"> <li>● 45 minutes for evaluation.</li> <li>● 15 minutes for each evaluator to present his/her findings.</li> <li>● 5 minutes for wrapup discussion.</li> </ul> <p><u>Watch time.</u> Inform participants when 40 minutes have passed.</p> <p><u>Watch time for discussion.</u> Call time after 15 minutes.</p>	<p>PEER EVALUATION</p> <p><u>Paired Activity</u></p> <p>PURPOSE</p> <p>To assist you in improving your emergency plan.</p> <p>INSTRUCTIONS</p> <p>You will form pairs for this activity and will review your partner's emergency plan and action plan.</p> <ul style="list-style-type: none"> <li>● You will have 45 minutes to review plans and 15 minutes for discussion.</li> </ul> <p><u>Notes</u></p>



## INSTRUCTOR NOTES

## CONTENT/ACTIVITY

(10 minutes)

Review the objectives and relate the objectives to the task of developing an emergency plan.  
SM p. 157.

### B. ANNEX DEVELOPMENT

#### INTRODUCTION TO PART

##### Lecture/Discussion

Developing procedures for mitigating, preparing for, responding to, and recovering from large-scale emergencies is a critical part of emergency planning. Annexes that support the basic plan define these procedures.

The first part of this section concentrated on evaluating, revising, and/or developing the basic plan. This part focuses on evaluating, revising, and/or developing the annexes to the basic plan.

#### OBJECTIVES

You will:

- Define the term interlocal agreement and describe two types of interlocal agreements.
- Identify and describe the advantages and disadvantages of interlocal agreements.
- Explain the considerations that should be applied in preparing interlocal agreements.
- Define the term job aids in the emergency plan preparation context and identify the topics included in a job aid.
- Use the job aid methodology to develop an annex and draw conclusions about how job aids promote coordination in a local comprehensive emergency management context.
- Describe in a group discussion the contents of a job aid for a specific functional area.
- Analyze a planning activity and draw conclusions about how planning activities promote coordination in a local comprehensive emergency management context.

INSTRUCTOR NOTES	CONTENT/ACTIVITY
	<u>Notes</u>
(40 minutes)	INTERLOCAL AGREEMENTS
	<u>Lecture/Discussion</u>
	WHAT ARE INTERLOCAL AGREEMENTS?
Visual 32.	<b>Interlocal agreements are voluntary agreements that provide a flexible way for participating jurisdictions to pool resources or consolidate services without threatening local government autonomy or authority.</b>
Ensure that all course participants understand the definition.	
SM p. 159.	<u>Discussion Question</u>
Present question and allow participants time to think about question. Ask for volunteers to begin discussion.	<ul style="list-style-type: none"> <li>● How does the concept of interlocal agreements apply in developing an emergency plan?</li> </ul>
<u>Suggested Responses:</u>	
<ul style="list-style-type: none"> <li>● Expand available resource inventory for emergency.</li> <li>● Develop procedures for using resources.</li> <li>● Provide additional specialized services.</li> </ul>	

## INSTRUCTOR NOTES

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List participants' responses on a flipchart and emphasize desired response.

Visual 33.

SM pp. 160-161.

SM p. 162.  
Elicit responses.

### Suggested Responses:

- Mutual aid.

### Suggested Example:

- Three fire districts in California have developed a new organization, merging fire

### TYPES OF INTERLOCAL AGREEMENTS

- Contracts.
- Joint Agreements.

Contracts—agreements between two or more parties that are written, are enforceable by law, and involve payment for service at a stated price.

Joint Agreements—informal or formal agreements in which governments share resources in accordance with a pre-established set of procedures.

### Types of Joint Agreements

- Mutual Aid—two or more organizations agree to provide reciprocal assistance to one another in time of emergency.
- Joint Powers Agreement—two or more jurisdictions consolidate their functions in order to provide an emergency management program or service.
- Joint Powers Authority Agreement—a separate organization created to administer an emergency management program or provide an emergency service.

### Discussion Questions

- What type of interlocal agreement is the example in your SM?
- Can anyone cite an example of a joint powers authority agreement with which you are familiar?

## INSTRUCTOR NOTES

## CONTENT/ACTIVITY

prevention functions to perform an enhanced fire inspection and citation program for enforcing local fire safety codes.

Visual 34.  
SM p. 163.

### ADVANTAGES OF INTERLOCAL AGREEMENTS

- Enlarge scale of operations, reduce unit costs, increase efficiency.
- Provide specialized services to smaller jurisdictions.
- Provide backup and standby resources as insurance against heavy demand during emergencies.
- Maintain autonomy while enhancing performance capabilities.
- Provide flexibility for altering arrangements as conditions change.

Visual 35.  
SM p. 164.

### DISADVANTAGES OF INTERLOCAL AGREEMENTS

- The agreements raise legal issues.
  - What legal responsibilities have been incurred by entering into the agreement?
  - Is there clear statutory authority to enter into such an agreement?
  - How have statutes been interpreted?
- The agreements change operational procedures and require closer interjurisdictional coordination to overcome:
  - Delays in calling for assistance.
  - Nonstandard equipment.
  - Lack of backup staffs for units sent out.
  - Over-response.

INSTRUCTOR NOTES	CONTENT/ACTIVITY
<p>SM p. 165.</p> <p>Allow participants time to think about question and respond.</p> <p><u>Suggested Responses:</u></p> <ul style="list-style-type: none"> <li>● Ensure that legal personnel review agreements.</li> <li>● Incorporate agreements into emergency plans and procedures.</li> <li>● Conduct semi-annual multi-jurisdictional exercises.</li> <li>● Provide liability safeguards. Standard provisions to include in mutual aid agreements: <ul style="list-style-type: none"> <li>- Ensure that all responding emergency units are under either governmental or corporate immunity.</li> <li>- Carry all immunity to liability and all personnel benefits to employees performing in another jurisdiction over to emergency conditions.</li> <li>- Requesting party waives all claims against responding party; to the extent legally possible, all parties waive all</li> </ul> </li> </ul>	<p><u>Discussion Question</u></p> <ul style="list-style-type: none"> <li>● How can these disadvantages be overcome?</li> </ul> <p>Take a few minutes to jot down your responses to the question.</p>

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claims against one another.

- Reimbursement concerns should be clearly stated.
- General considerations:
  - Regular channel for requesting aid.
  - Joint planning and exercises.
- Recommendations from the National Association of Counties:
  - State sponsorship through legislation.
    - Clarify legality for both ordinary emergencies and murky conditions, such as labor unrest.
  - Statewide policies to guide local officials in developing mutual aid agreements and deciding when to use them.
  - States should encourage mutual aid planning and training.
  - State should assume legal liabilities.
  - States should promote regional mutual aid agreements where appropriate (regional hazards,

INSTRUCTOR NOTES	CONTENT/ACTIVITY
<p>such as fire-prone regions).</p> <ul style="list-style-type: none"> <li>- Local mutual aid agreements must be reviewed and updated periodically.</li> </ul>	<p>CONSIDERATIONS FOR PREPARING AN INTERLOCAL AGREEMENT</p> <p><u>Checklist of Items to Include in an Interlocal Agreement</u></p> <ul style="list-style-type: none"> <li>● <u>Purpose</u>—Problems responsible for agreement, what agreement is intended to accomplish.</li> <li>● <u>Finance</u>—Who pays how much? For what? When? From what source? Who is the administrator for review and audit?</li> <li>● <u>Authority</u>—Policymaking body, management, important and routine decisionmaking.</li> <li>● <u>Personnel</u>—Who provides? For what periods? For what purposes? Who directs whom? Personnel rights?</li> <li>● <u>Legal Aspects</u>—Constitutional and statutory authorities, legal liabilities and insurance.</li> <li>● <u>Organization</u>—Initial parties; any joint governing board to be formed; powers, procedures, and duties; adding new parties; withdrawal of parties; dissolution; breach and liquidation of damages; amendment; duration of agreement and termination.</li> <li>● <u>Status of Real and Personal Property</u>—Who provides acquisition, maintenance, and operation?</li> <li>● <u>Severability</u>—Effect on agreement if any portion is found unlawful and void.</li> </ul>
<p>SM p. 166.</p>	
<p>Visual 36. Review checklist.</p>	
<p>Summarize materials.</p>	<p>You should be familiar with the types of interlocal agreements, and the considerations that should be used to develop such agreements.</p>

INSTRUCTOR NOTES	CONTENT/ACTIVITY
	<p style="text-align: center;"><u>Notes</u></p>
(10 minutes)	<p style="text-align: center;">BREAK</p>
<p>(20 minutes)</p> <p>Visual 37.</p>	<p style="text-align: center;">INTRODUCTION TO JOB AIDS</p> <p style="text-align: center;"><u>Lecture/Discussion</u></p> <p>INTENT</p> <p>To assist planner in performing a task—in this instance, developing an annex.</p> <p>We will explore a job aid, its purpose, how it is used, what it is and what it is not, and then we will develop an action plan based on emergency assignment.</p> <p>WHY IS A JOB AID NEEDED?</p> <p>A job aid:</p> <ul style="list-style-type: none"> <li>● Reduces plan preparation time by providing planning guidance and identifying issues for the planning team.</li> <li>● Improves quality by providing the planning team with specific information and methods in developing a comprehensive annex for each functional area.</li> <li>● Ensures standardization of format by providing a planning guide that follows the established format.</li> </ul>



## INSTRUCTOR NOTES

## CONTENT/ACTIVITY

Visual 38.

- Enables emergency planners to focus on planning issues through the use of the planning activity.
- Provides guidance and direction to resolve issues through the use of examples and information contained within the appendices.

### PURPOSE OF A JOB AID

A job aid:

- Provides a guideline for developing an annex.
- Provides common starting point.
- Outlines the general considerations.
- Prescribes format.
- Provides planner something on which to build.
- Is designed to be flexible.

Nothing in the job aid is "cast in concrete."

- Jurisdictions and situations vary, terminology differs, assignments differ, laws mandate assignments to different organizations or agencies. Little commonality except that local government is ultimately responsible.
- Have been designed to provide planner with a road map.
- Are adapted to needs of particular jurisdiction or situation.
- Are not "quick-fix" solutions for developing annex (they are designed primarily for team effort).

### ARRANGEMENT OF THE JOB AID

Visual 39.

- Generally, job aid is arranged in same format as annex.

## INSTRUCTOR NOTES

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- Goes from general to specific.
- Encourages planning around four phases of emergency management—mitigation, preparedness, response, and recovery.

### Four Introductory Parts of the Job Aid

Overview—Relates the specific functional area to the emergency plan.

Objective—A concise statement that describes what the specific job aid expects to accomplish.

Intended Use—Provides a description of how the job aid is to be used and cautions the user against seeing the job aid as a fill-in-the-blanks approach to developing an annex.

Organization—Discusses the rationale for the presentation of information contained within the job aid.

Look at the job aid you have—RADEF Job Aid.

We'll examine job aid in detail, and will discuss contents and layout. Later in period, you'll see how it applies to your particular assignment and develop action plan for implementing the annex in your jurisdiction.

Visual 40.

Job Aid Manual,  
RADEF Job Aid.

### STATEMENT OF PURPOSE

Why is RADEF job aid needed?

- Local government has a responsibility to protect its citizens.
- Threat exists.

What are responsibilities of local government that dictate RADEF capability?

What will be accomplished by RADEF job aid?

## INSTRUCTOR NOTES

## CONTENT/ACTIVITY

### SITUATION AND ASSUMPTIONS

What exactly is **situation** within a jurisdiction as it applies to RADEF?

- Provides a common starting point in relation to what must be accomplished.
  - Is jurisdiction a reception area or a hazard area or is the jurisdiction part hazard and part reception? Actions required in these situations differ significantly.
- What about the EOC?
  - Is it suitable?
  - Can it be updated?
- Jurisdictional vulnerability?
  - Location, in relation to counterforce areas.
  - Shelter availability—for local population and evacuees from hazard areas.
  - Hazard analysis.
- RADEF capability?
  - Equipment.
  - Trained personnel.
  - Decontamination capability.

What **assumptions** must be made?

- Effectiveness of the job aid will be related to validity of assumptions.
- Assumptions give team common starting point.
- Assumptions must be agreeable to all members of team if a common conclusion is to be reached.
- Assumptions to be addressed.
  - Is jurisdiction really capable of conducting RADEF activities?

INSTRUCTOR NOTES	CONTENT/ACTIVITY
Explain EMP.	<ul style="list-style-type: none"><li>● Is mutual aid available?<ul style="list-style-type: none"><li>- Do agreements exist?</li><li>- What is RADEF capability of cooperating jurisdictions?</li><li>- Is response time acceptable?</li></ul></li><li>● Electromagnetic pulse (EMP).<ul style="list-style-type: none"><li>- Are EOC communications EMP-protected?</li><li>- If not, we must expect damage to our communications and plan accordingly.</li><li>- Are there redundant communications systems? If so, some may survive.</li></ul></li></ul>
If time permits, elicit comments from the class.	<p>Other assumptions to consider?</p> <p>CONCEPT OF OPERATIONS</p> <p>How do we, as a team, perceive the RADEF effort will take place?</p> <ul style="list-style-type: none"><li>● If individuals developing the annex have no idea how RADEF system will work, field units will be hard pressed to make it work.</li><li>● Concept of operations should be arranged in same sequence that implementation will occur.</li></ul> <p><u>General Responsibilities</u></p> <p>It is the responsibility of local government to provide protection to citizens.</p> <ul style="list-style-type: none"><li>● RADEF is not a day-to-day function carried out by local government. Responsibilities will have to be assigned, techniques and procedures developed, equipment assimilated, and personnel trained.</li><li>● RADEF personnel not normally on payroll although some jurisdictions may have part-time RADEF officer on the emergency management staff.</li></ul>

**INSTRUCTOR NOTES****CONTENT/ACTIVITY**Phases of Emergency Management

What takes place during these phases? What should take place?

- **Mitigation** (pre-event).

- Tasks to be done, by whom, when, and with what?
- Legislative actions required.
- Budgeting considerations.
- Select and train RADEF officer.
- Determine jurisdictional status—hazard, reception, hazard/reception.
- Available equipment.
- Educate local government personnel to appreciate grave consequences/implications of nuclear effects.
- Educate public.
- Identify, develop, and upgrade shelters.

- **Preparedness** (also pre-event).

- Prepare RADEF plans and SOPs for radiological monitoring teams.
- Identify monitoring teams—shelters, station, aerial.
- Identify locations of decontamination stations; develop plans; establish priorities.
- Train RADEF personnel.
- Check RADEF equipment.
- Develop and test reporting system.
- Determine other tasks to undertake in this phase.

If time permits, elicit comments from the class.

INSTRUCTOR NOTES	CONTENT/ACTIVITY
	<ul style="list-style-type: none"> <li>● <b>Response</b>—Radioactive fallout in our jurisdiction is a distinct possibility. <ul style="list-style-type: none"> <li>- Activate RADEF section of EOC—who orders activation? Support activities?</li> <li>- Activate monitoring and reporting activities—who activates ground, aerial, shelter, stations?</li> <li>- Public information—what do we tell the public? Who releases information?</li> <li>- Decontamination activities—if required, who activates, where, who decides, with what equipment?</li> </ul> </li> <li>● <b>Recovery</b>—What actions take place during this phase? By whom? <ul style="list-style-type: none"> <li>- Damage assessment.</li> <li>- Decontamination activities.</li> <li>- Continued public information.</li> <li>- Assistance to public in return to homes.</li> <li>- Restoration activities.</li> <li>- Disaster assistance centers.</li> </ul> </li> </ul> <p><b>DIRECTION AND CONTROL</b></p> <p>This section of the job aid identifies individual designated as responsible for RADEF program and delineates specific responsibilities.</p> <ul style="list-style-type: none"> <li>● Provides adequate staff support in EOC RADEF section and for all RADEF-related activities.</li> <li>● Specifies special communications requirements and capabilities of employees in reporting systems.</li> <li>● Specifies who takes over if the RADEF officer is absent or unable to perform assigned tasks, allowing for continuity of government.</li> <li>● Job aid must designate alternates, preferably three deep, and must provide for multiple-shift operations.</li> </ul>

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	<p>We know now what has to be done, but who does it?</p> <ul style="list-style-type: none"> <li>● Need for leader designated in local government basic plan who: <ul style="list-style-type: none"> <li>- Ensures that annex is developed.</li> <li>- Develops jurisdictional capability.</li> <li>- Decides what each agency's role and responsibilities shall be.</li> </ul> </li> </ul> <p>ADMINISTRATION AND LOGISTICS</p> <p>This section delineates details of RADEF support system and how it works.</p> <ul style="list-style-type: none"> <li>● Weapons-effects reporting system: <ul style="list-style-type: none"> <li>- Who? When? How?</li> <li>- Training, forms, communications.</li> </ul> </li> <li>● Reporting stations: <ul style="list-style-type: none"> <li>- Locations, staffing, equipment.</li> </ul> </li> <li>● Equipment: <ul style="list-style-type: none"> <li>- What's required?</li> <li>- Who's responsible for provisions?</li> </ul> </li> <li>● Reports/reporting procedures: <ul style="list-style-type: none"> <li>- Training—what's required; who will conduct?</li> <li>- Communications—what's needed; are there backup communications?</li> <li>- Decontamination—who's responsible; priorities; equipment?</li> </ul> </li> </ul> <p>PLAN DEVELOPMENT AND MAINTENANCE</p> <p>This section establishes responsibility for annex development.</p>

## **INSTRUCTOR NOTES**

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- Provides for review and update.

- Frequency.
- Responsibility.

- Provides for exercise of plan.

- Frequency.
- Personnel.
- Equipment.
- Communications.

### **AUTHORITY AND REFERENCES**

This section is basis for information or data contained in the job aid; provides for further research, technical assistance, etc.

- Documents listed should be available to personnel charged with specific responsibilities under RADEF annex.

### **APPENDICES**

Appendices are supporting documentation required to function under RADEF annex:

- Checklists.
- Report forms.
- Resource lists.
  - Personnel.
  - Equipment.
  - Supplies.
  - Communications.
- Key notification numbers.
- Alert/notification system.
- Warning system/procedures.
- Others deemed necessary.



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<p>Respond to questions.</p> <p>Put discussion questions on flipchart. Give participants a few minutes to think about them.</p> <p>Jot down some possible responses.</p> <p>Elicit participant responses. Select a number of participants from different backgrounds; i.e., fire, police, EMS, public works.</p>	<p>What are some of the items you'd like to see in your RADEF job aid?</p> <ul style="list-style-type: none"> <li>● Do you have any questions or comments?</li> </ul> <p>During the next few minutes, we will work on the job aids.</p> <p><u>Discussion Questions</u></p> <p>Using RADEF job aid and sample RADEF annex, discuss the following points:</p> <ul style="list-style-type: none"> <li>● What actions are needed to perform functions assigned to your agency/department?</li> <li>● What is your role? What is your agency/department's role? Is it properly identified?</li> <li>● If you have no role assigned, what should it be?</li> </ul> <p>Note: Every emergency function will feel the impact of RADEF activities. If yours is not included, determine its role.</p> <ul style="list-style-type: none"> <li>● Identify who in your area should be part of actual RADEF team. <ul style="list-style-type: none"> <li>- Role of your department or agency.</li> <li>- Way to implement or accomplish your role.</li> </ul> </li> </ul> <p><u>Notes</u></p>

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(30 minutes)

Introduce McHenry County slide tape.  
(Running time: 20½ minutes)

Respond to questions after showing slide tape.

Allow 10 minutes.

Respond to questions.

Allow 15 minutes.  
SM p. 168.

### "McHENRY COUNTY EMERGENCY MEDICAL SERVICE FUNCTIONAL ANNEX"

#### Slide Tape Presentation

Now that you are familiar with a job aid and how functional annexes are developed, let's see how one community developed its emergency medical services annex.

McHenry County, Illinois, Emergency Medical Service Annex is depicted in the presentation.

- Are there any questions concerning a job aid, its purpose, and how it is used?

#### SUMMARY

During this period, we discussed the job aid:

- Introduced a new technique—a special job aid for each annex of basic plan.
- Examined structure of job aid—same format as annex.
- Determined how it follows the four phases of emergency management.
- Went through job aid and annex, determining what information should be in each section.

You have had opportunity to examine what you must do to enhance your RADEF capability.

- You will have the opportunity to discuss in detail all of the annexes to the comprehensive emergency management plan and their associated job aids.

- Are there any questions?

List agencies with which your department must coordinate to develop RADEF capability or to conduct RADEF activities.

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After participants have completed their action plans, choose several of them to present theirs for consideration by the class. Encourage comments and questions.

Allow as many participants as time permits to make presentations.

Refer to shelter job aid.

- The RADEF job aid is similar in organization and format to other job aids but there is one basic difference. The RADEF job aid has a series of checklists to ensure that all issues are addressed and to guide development of RADEF Annex.
- Other job aids have a job aid planning activity designed to assist you in assigning primary and support responsibilities across the spectrum of organizations involved in carrying out functional areas.

### PLANNING ACTIVITY

Consists of:

- List of tasks.
- Columns to designate public-/private-sector organizations.
- Initials of heads of organizations denoting commitment for accomplishing specific tasks.

### PURPOSE

- To assist process of coordination.
- To obtain commitment from agencies assigned primary/secondary responsibilities.
- To identify tasks necessary to accomplish emergency functions.

## INSTRUCTOR NOTES

## CONTENT/ACTIVITY

### Notes

(50 minutes, DAY FOUR)

SM p. 169/IG p. 251.  
(Note: Activity is continued tomorrow.)

Divide class into 14 groups so that there are two or three participants in each group.

The groups should be formed on the basis of type of emergency management experience; e.g., fire, RADEF, public works.

Assign each group a job aid that is similar to participants' experience.

Make task assignments according to SM p. 169.

Total activity (over both days):

- 1 hour, 50 minutes for group discussion.
- 40 minutes for group presentations.

### REVIEW OF A JOB AID

#### Small Group Activity

#### PURPOSE

To expose you to the contents of a job aid and to demonstrate the utility of a job aid in developing a given functional area in your community.

#### INSTRUCTIONS

You will divide into small groups for this activity.

Each group will review a different job aid. Further directions are in SM.

**INSTRUCTOR NOTES****CONTENT/ACTIVITY**

Call time after 50 minutes and tell participants they will continue tomorrow.

We will reconvene tomorrow at 8:30 to complete the review of job aids.

END OF DAY FOUR

INSTRUCTOR NOTES	CONTENT/ACTIVITY
<p>DAY FIVE (1 hour)</p> <p>(Continuation of yesterday's time frames.)</p> <p>Allow:</p> <ul style="list-style-type: none"><li>● 1 hour.</li><li>● 30 minutes for group presentations.</li></ul>	<p>REVIEW OF A JOB AID (Continued)</p> <p><u>Group Activity</u></p> <p><u>Notes</u></p>

## INSTRUCTOR NOTES

## CONTENT/ACTIVITY

(15 minutes)

### C. EXERCISE AND EVALUATION

#### EMERGENCY PLANNING AND EXERCISING

##### Lecture/Discussion

Once the plan is developed, a reaction might be to put it on the shelf.

Remember, **planning is a continuous process.**

Once developed, an exercise must be designed to validate the plan.

The definition of an exercise provides insight into the relationship between exercises and the emergency plan.

#### DEFINITION OF EXERCISING

**An exercise is an activity designed to simulate a natural, attack, or manmade disaster. It provides a jurisdiction with the opportunity to evaluate its emergency plan and to train its emergency personnel.**

You may want to ask:

- What is the definition of an emergency preparedness exercise?
- gency preparedness

Record responses on flipchart.

Present definition on flipchart.

- This definition can be extended to detail the purposes of exercising in regard to the emergency plan.

#### EMERGENCY PREPAREDNESS EXERCISE

An emergency preparedness exercise can be used to:

SM p. 173.

You may want to ask:

- Has anyone ever participated in an exercise?
- What were the results with respect to the plan?

- Evaluate the plan.
- Improve and update the plan.
- Determine the status of critical equipment listed in the plan.
- Identify resource requirements.
- Train emergency management staff on the plan.

Section III C: Exercise  
and Evaluation

**INSTRUCTOR NOTES**

**CONTENT/ACTIVITY**

- Did it teach anyone about the plan? If not, could the exercise have been designed differently?
- Were the elected officials present?
- What effect did the exercise have on the elected officials?

- Educate the general public and private organizations on the essential public information component of the plan.
- Determine the effectiveness of interlocal agreements contained within the plan.
- Determine the adequacy of laws that support the plan.
- Determine the support of elected officials and emergency management staff.
- Evaluate the ability of the emergency.

The importance of exercising to the emergency plan is apparent.

Notes

(15 minutes)

Review the course goals and objectives.

Refer to significant charts that were developed. You may want to post them to provide illustrative review.

**COURSE REVIEW**

Lecture/Discussion

Have the course goals been achieved? If not, why?



INSTRUCTOR NOTES	CONTENT/ACTIVITY
<p>Use charts for:</p> <ul style="list-style-type: none"> <li>● Leadership Style Evaluation.</li> <li>● Strength Deployment Inventory.</li> <li>● Team Orientation Behavior Inventory.</li> </ul>	<p><u>Notes</u></p>
<p>(45 minutes)</p> <p>Conduct evaluation activities, as appropriate.</p>	<p>FINAL EXAMINATION/COURSE EVALUATION</p>
	<p>END OF COURSE</p>

