CSSRC’s Comprehensive

Emergency Operations Plan:

Elements Checklist

for

Institutions of Higher Education

2014



Adapted from:

*Colorado School Safety Resource Center’s Comprehensive School Safety Planning: Elements Checklist* and the *Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education (2013)* created by the following agencies: U.S. Department of Education, U.S. Department of Health and Human Services, U.S. Department of Homeland Security, U.S. Department of Justice, Federal Bureau of Investigation, Federal Emergency Management Agency.

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| **1. BASIC PLAN** |
| 1. **Introduction**
 |  |  |  |  |  |
| 1. Cover Page
 |  |  |  |  |  |
| 1. Promulgation Document and Signatures Page
 |  |  |  |  |  |
| 1. Approval and Implementation
 |  |  |  |  |  |
| 1. Record of Changes
 |  |  |  |  |  |
| 1. Record of Distribution
 |  |  |  |  |  |
| 1. Table of Contents
 |  |  |  |  |  |
|  |  |  |  |  |  |
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|  |  |  |  |  |  |
| 1. **Purpose, Scope, Situation Overview, and Assumptions**
 |  |  |  |  |  |
| 1. Purpose
 |  |  |  |  |  |
| 1. Situation Overview
 |  |  |  |  |  |
| * + 1. Threats and hazards that pose a risk to the IHE (from Assessments)
 |  |  |  |  |  |
| * + - 1. Physical Safety/Vulnerability of School Buildings, Grounds, and Equipment
 |  |  |  |  |  |
| * + - 1. “Hot Spot” mapping
 |  |  |  |  |  |
| * + - 1. Community-at-large Assessments
 |  |  |  |  |  |
| * + - 1. Psychological Safety Assessments
 |  |  |  |  |  |
| * + - 1. Climate Surveys
 |  |  |  |  |  |
| * + - 1. Capacity Assessment
 |  |  |  |  |  |
| 1. Identify training and skills of faculty, students, and staff
 |  |  |  |  |  |
| 1. Inventory equipment and supplies
 |  |  |  |  |  |
| * + 1. Explain the need to depend on parties for resources
 |  |  |  |  |  |
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|  |  |  |  |  |  |
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| 1. **Concept of Operations**
 |  |  |  |  |  |
| 1. Identify those with authority to activate the plan
 |  |  |  |  |  |
| 1. Describe the process for coordinating with agencies, boards, or divisions
 |  |  |  |  |  |
| 1. Campus Mental Health Services
 |  |  |  |  |  |
| 1. Early Intervention/Problem Solving Team
 |  |  |  |  |  |
| 1. Connections with Community Mental Health Services
 |  |  |  |  |  |
| 1. Provide Anonymous Reporting System and Training for Staff & Students
 |  |  |  |  |  |
| * + - * 1. Safe2Tell reporting line
 |  |  |  |  |  |
| * + - 1. Other:
 |  |  |  |  |  |
| 1. Describe how plans address the architectural, programmatic, and communication rights of those with disabilities, access needs, and functional needs
 |  |  |  |  |  |
| 1. Identify response and support agency plans that support the implementation of this plan (e.g., city or county EOPs)
 |  |  |  |  |  |
| 1. Explain primary purpose of the plan is to prevent, protect from, and mitigate impact on life or property
 |  |  |  |  |  |
| 1. Explain primary purpose of the plan is to respond to the emergency and minimize impact on life or property
 |  |  |  |  |  |
| 1. Explain primary purpose of the plan is to recover from the impact on life and property
 |  |  |  |  |  |
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| 1. **Organization and Assignment of Responsibilities**
 |  |  |  |  |  |
| 1. Describe the broad roles and responsibilities of individuals that apply during all emergencies
 |  |  |  |  |  |
| * + 1. IHE Core Safety Planning Team
 |  |  |  |  |  |
| * + 1. Crisis Response Team (Incident Command Structure roles- ICS)
 |  |  |  |  |  |
| * + 1. Multi-Agency Crisis Planning Team
 |  |  |  |  |  |
| * + 1. Threat Assessment Team
 |  |  |  |  |  |
| * + 1. Psychological Recovery Team
 |  |  |  |  |  |
| * + 1. Damage Assessment Team
 |  |  |  |  |  |
| * + 1. Other
 |  |  |  |  |  |
| 1. Describe informal and formal agreements for the activation and sharing of resources during an emergency
 |  |  |  |  |  |
| * + 1. Written Memoranda of Understanding with:
 |  |  |  |  |  |
| 1. Law enforcement
 |  |  |  |  |  |
| 1. Fire Department
 |  |  |  |  |  |
| 1. EMS
 |  |  |  |  |  |
| 1. Community Health Partners
 |  |  |  |  |  |
| 1. County Emergency Management
 |  |  |  |  |  |
| 1. Other Community Partners
 |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| 1. **Direction, Control, and Organization**
 |  |  |  |  |  |
| 1. **ICS structure**
 |  |  |  |  |  |
| 1. **Explain relationship between IHE EOP and broader community’s emergency management system**
 |  |  |  |  |  |
| 1. **Identify who has control of equipment, resources, and supplies (and back up)**
 |  |  |  |  |  |
|  |  |  |  |  |  |
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|  |  |  |  |  |  |
| 1. **Information Collection, Analysis, and Dissemination**
 |  |  |  |  |  |
| 1. **Identify the information helpful in implementation of activities before, during, and after an emergency**
 |  |  |  |  |  |
| 1. **Before: Campus Policies and Procedures**
 |  |  |  |  |  |
| * + - 1. **School Safety**
 |  |  |  |  |  |
| * + - 1. **Threat Assessment**
 |  |  |  |  |  |
| * + - 1. **Discipline and Code of Conduct**
 |  |  |  |  |  |
| * + - 1. **Harassment & Bullying**
 |  |  |  |  |  |
| * + - 1. **Technology**
 |  |  |  |  |  |
| * + - 1. **Drug & Alcohol Intervention**
 |  |  |  |  |  |
| * + - 1. **Pandemic Procedures**
 |  |  |  |  |  |
| * + - 1. **Food Handling Procedures**
 |  |  |  |  |  |
| * + - 1. **Mail Handling Procedures**
 |  |  |  |  |  |
| * + - 1. **Use or non-use of volunteers after a crisis**
 |  |  |  |  |  |
| * + - 1. **Other Safety Related Policies**
 |  |  |  |  |  |
| * + 1. **Before: Update Organizational and Supporting Information Essential to the EOP**
 |  |  |  |  |  |
| * + - 1. **Update Floor Plans and Site Plans**
 |  |  |  |  |  |
| * + - 1. **Update Topographic, Flood Plain and Street Maps**
 |  |  |  |  |  |
| * + - 1. **Designate Key Operational Locations including:**
 |  |  |  |  |  |
| 1. **Incident Command Post**
 |  |  |  |  |  |
| 1. **Evacuation sites both on and off campus**
 |  |  |  |  |  |
| 1. **Shelter-in-place Zones**
 |  |  |  |  |  |
| 1. **Staging areas for emergency personnel**
 |  |  |  |  |  |
| 1. **Media communications center**
 |  |  |  |  |  |
| 1. **Other:**
 |  |  |  |  |  |
| * + 1. **Before and During: weather reports, law enforcement alerts, National Oceanic and Atmospheric Administration radio alerts, Clery Act crime statistics and crime logs, and local crime reports.**
 |  |  |  |  |  |
| * + 1. **After: mental health, emergency management, relief agencies’ websites and hotlines**
 |  |  |  |  |  |
| * + - 1. **What is the source of the relief information?**
 |  |  |  |  |  |
| * + - 1. **Who analyzes and uses the information?**
 |  |  |  |  |  |
| * + - 1. **How is the information collected and shared?**
 |  |  |  |  |  |
| * + - 1. **What is the format for providing the information to those who will use it?**
 |  |  |  |  |  |
| * + - 1. **When should the information be collected and shared?**
 |  |  |  |  |  |
| * + 1. **Complete After Action Reports**
 |  |  |  |  |  |
| 1. **Who completes it**
 |  |  |  |  |  |
| 1. **How are changes reflected in EOP**
 |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| 1. **Training and Exercises**
 |  |  |  |  |  |
| 1. Training Objectives
 |  |  |  |  |  |
| 1. Roles and Responsibilities
 |  |  |  |  |  |
| 1. Student Training
 |  |  |  |  |  |
| 1. New Student Orientation
 |  |  |  |  |  |
| 1. Back to School Orientation
 |  |  |  |  |  |
| 1. IHE Core Safety Planning Team training
 |  |  |  |  |  |
| * + - * 1. IS-100.HE ICS for Higher Education
 |  |  |  |  |  |
| * + - * 1. IS-360 Prepping for Mass Casualty Incidents—A Guide for Schools, Higher Education, and Houses of Worship
 |  |  |  |  |  |
| 1. Crisis Response Team training
 |  |  |  |  |  |
| * + - * 1. IS-100.HE ICS for Higher Education
 |  |  |  |  |  |
| * + - * 1. IS-360 Prepping for Mass Casualty Incidents—A Guide for Schools, Higher Education, and Houses of Worship
 |  |  |  |  |  |
| 1. Multi-Agency Crisis Planning Team
 |  |  |  |  |  |
| 1. IS-100.HE ICS for Higher Education
 |  |  |  |  |  |
| 1. IS-360 Prepping for Mass Casualty Incidents—A Guide for Schools, Higher Education, and Houses of Worship
 |  |  |  |  |  |
| 1. Psychological Recovery Team
 |  |  |  |  |  |
| * + - * 1. NASP PREPaRE
 |  |  |  |  |  |
| 1. Staff Training
 |  |  |  |  |  |
| 1. Mental Health Issues
 |  |  |  |  |  |
| 1. Suicide Prevention, Response, and Reporting
 |  |  |  |  |  |
| 1. Substance Abuse Awareness & Prevention
 |  |  |  |  |  |
| 1. Violence Prevention, Awareness & Reporting Procedures
 |  |  |  |  |  |
| 1. Other:
 |  |  |  |  |  |
| 1. Student Training
 |  |  |  |  |  |
| 1. Suicide Prevention
 |  |  |  |  |  |
| 1. Drug & Alcohol Prevention
 |  |  |  |  |  |
| 1. Personal Safety & Dating Violence
 |  |  |  |  |  |
| 1. Other:
 |  |  |  |  |  |
| 1. Visitor Identification Procedures
 |  |  |  |  |  |
| 1. Other
 |  |  |  |  |  |
| 1. Frequency
 |  |  |  |  |  |
| 1. Exercises
 |  |  |  |  |  |
| 1. Lockdown
 |  |  |  |  |  |
| 1. Lockout
 |  |  |  |  |  |
| 3. Shelter-In-Place |  |  |  |  |  |
| 4. Evacuation |  |  |  |  |  |
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| 1. **Administration, Finance, and Logistics**
 |  |  |  |  |  |
| 1. Identify administrative controls and requirements that will be used to provide resource and expenditure accountability during an emergency
 |  |  |  |  |  |
| 1. Describe how the IHE will maintain accurate logs of key activities
 |  |  |  |  |  |
| 1. Describe how vital records will be preserved during an emergency
 |  |  |  |  |  |
| 1. Identify general policies for:
 |  |  |  |  |  |
| 1. Keeping financial records
 |  |  |  |  |  |
| 1. Tracking resource needs
 |  |  |  |  |  |
| 1. Tracking the source and use of resources
 |  |  |  |  |  |
| 1. Acquiring ownership of resources
 |  |  |  |  |  |
| 1. **Compensating the owners of private property used by the IHE**
 |  |  |  |  |  |
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|  |  |  |  |  |  |
| 1. **Plan Development and Maintenance**
 |  |  |  |  |  |
| 1. Describe the planning process, participants in the process, how development and revision of EOP are coordinated before an emergency
 |  |  |  |  |  |
| 1. Assign responsibility for overall planning and coordination to a specific position or person
 |  |  |  |  |  |
| 1. Provide for regular cycle of training, evaluating, reviewing and updating of the EOP
 |  |  |  |  |  |
|  |  |  |  |  |  |
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|  |  |  |  |  |  |
| 1. **Authorities and References**
 |  |  |  |  |  |
| * 1. Include lists of laws, statutes, ordinances, executive orders, regulations, and formal agreements relevant to emergencies
 |  |  |  |  |  |
| * 1. Include provisions for the succession of decision-making authority and operational control in the absence of the authorized IHE administrator
 |  |  |  |  |  |
|  |  |  |  |  |  |
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| **2. FUNCTIONAL ANNEXES (APPENDICES)** |
| **All EOPs should include the following functional annexes AT A MINIMUM.** |  |  |  |  |  |
| 1. **Evacuation**
 |  |  |  |  |  |
| 1. **Identify on-site and off-site evacuation locations**
 |  |  |  |  |  |
| 1. **Check all evacuation sites annually for safety compliance**
 |  |  |  |  |  |
| 1. **Plan the procedures for evacuation**
 |  |  |  |  |  |
| 1. **Identify the students/staff needing special assistance for evacuation and develop Individualized Evacuation Plans**
 |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| 1. **Lockdown**
 |  |  |  |  |  |
| 1. Identify appropriate “safe” zones within the building
 |  |  |  |  |  |
| 1. Plan the procedures for lockdown
 |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| 1. **Lockout**
 |  |  |  |  |  |
| 1. Plan the procedures for lockout
 |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| 1. **Shelter-in-Place**
 |  |  |  |  |  |
| 1. Identify appropriate “safe” zones within the building
 |  |  |  |  |  |
| 1. Plan the procedures for shelter-in-place
 |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| 1. **Accounting for All Persons**
 |  |  |  |  |  |
| 1. How will IHE determine who should be in attendance?
 |  |  |  |  |  |
| 1. What steps will be taken when a student, faculty, staff member, or visitor cannot be located?
 |  |  |  |  |  |
| 1. How will IHE personnel report to the ICS Commander?
 |  |  |  |  |  |
| 1. How and when will students, faculty, and staff be permitted to resume activities?
 |  |  |  |  |  |
|  |  |  |  |  |  |
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| 1. **Communications and Notifications**
 |  |  |  |  |  |
| 1. Develop Effective Communications Plans
 |  |  |  |  |  |
| 1. Interoperability within campus
 |  |  |  |  |  |
| 1. Interoperability with emergency responders
 |  |  |  |  |  |
| 1. Staff Communications
 |  |  |  |  |  |
| 1. Student Communications
 |  |  |  |  |  |
| 1. Media Communications
 |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| 1. **Continuity of Operations Plan (COOP)**
 |  |  |  |  |  |
| 1. Design so that it can be activated at any time and sustained for up to 30 days.
 |  |  |  |  |  |
| 1. Set priorities for re-establishing essential functions, such as restoration of IHE operations, record keeping, payroll and maintaining the safety and well-being of students and the learning environment.
 |  |  |  |  |  |
| 1. Ensure students receive related services (financial aid, instruction, food, and housing) in the event of a prolonged closure.
 |  |  |  |  |  |
| 1. Develop agreements with other institutions to prepare for situations in the event the IHE will not be able to provide routine services for long periods of time.
 |  |  |  |  |  |
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|  |  |  |  |  |  |
| 1. **Recovery**
 |  |  |  |  |  |
| 1. Academic Recovery
 |  |  |  |  |  |
| 1. When the IHE will be closed and reopened, and who has the authority to close and reopen
 |  |  |  |  |  |
| 1. Decision making process in place for alterations to academic locations and/or routines
 |  |  |  |  |  |
| 1. Physical Recovery
 |  |  |  |  |  |
| 1. Document and photo IHE assets
 |  |  |  |  |  |
| 1. Identify which personnel have expert knowledge of the assets and how and where they will access records to verify current assets after an emergency
 |  |  |  |  |  |
| 1. Identify how to provide for the housing and nutrition needs of students, faculty, or staff living on campus
 |  |  |  |  |  |
| 1. Identify how to address research facilities that contain sensitive information, materials, or animals
 |  |  |  |  |  |
| 1. Identify how the IHE will work with utility and insurance companies before an emergency to support a quicker recovery
 |  |  |  |  |  |
| 1. Fiscal Recovery
 |  |  |  |  |  |
| 1. Identify how the IHE leadership will be included
 |  |  |  |  |  |
| 1. Identify how faculty and staff will receive timely and factual information regarding returning to work
 |  |  |  |  |  |
| 1. Identify what sources the IHE may access for emergency relief funding
 |  |  |  |  |  |
| 1. Psychological and Emotional Recovery
 |  |  |  |  |  |
| 1. Identify who will serve as the team leader
 |  |  |  |  |  |
| 1. Identify how to address immediate, short- and long-term counseling needs of students, faculty, staff, and families
 |  |  |  |  |  |
| 1. Identify how to handle commemorations, memorial activities, or memorial structures
 |  |  |  |  |  |
| 1. When will site be closed
 |  |  |  |  |  |
| 1. What will be done with notes and tributes
 |  |  |  |  |  |
| 1. How will students be informed in advance
 |  |  |  |  |  |
| 1. Identify how memorial activities will balance honoring the loss, resuming IHE and class routines and schedules, and maintaining hope for the future
 |  |  |  |  |  |
| 1. Identify how Public Health, Medical, and Mental Health annex will inform the actions and plans for all components of the Recovery annex.
 |  |  |  |  |  |
|  |  |  |  |  |  |
| 1. **Public Health, Medical and Mental Health**
 |  |  |  |  |  |
| 1. Roles of staff members in providing first aid during an emergency
 |  |  |  |  |  |
| 1. Location of emergency medical supplies and those responsible for purchasing and maintaining those materials
 |  |  |  |  |  |
| 1. Identification of staff with relevant training or experience (first aid, CPR)
 |  |  |  |  |  |
| 1. Access to sufficient number of counselors and others trained in psychological first aid
 |  |  |  |  |  |
| 1. Identify the process for sharing and reporting information about outbreaks, epidemics, or other unusual medical situations to the local health department
 |  |  |  |  |  |
| 1. Provide support to students, faculty, and staff identified by the Threat Assessment Team
 |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| 1. **Security**
 |  |  |  |  |  |
| 1. Role of law enforcement officers in and around campus
 |  |  |  |  |  |
| 1. Ensure the buildings and facilities are physically secure
 |  |  |  |  |  |
| 1. Implementation of Crime Prevention Through Environmental Design (CPTED)
 |  |  |  |  |  |
| 1. Safe routes to school, including traffic control and pedestrian safety
 |  |  |  |  |  |
| 1. Keep prohibited items or materials off campus
 |  |  |  |  |  |
| 1. How to respond to threats identified by the Threat Assessment Team
 |  |  |  |  |  |
| 1. Address issues of cyber-security and threats to the information technology systems
 |  |  |  |  |  |
| 1. Provide security at stadiums, arenas, and other large-event facilities
 |  |  |  |  |  |
| 1. Provide security for sensitive facilities, including research labs and test reactors on campus
 |  |  |  |  |  |
| 1. Account for students, faculty, staff, and visitors in a variety of locations at different points in the day
 |  |  |  |  |  |
| 1. How information will be shared with law enforcement or other responders, being mindful of FERPA, HIPAA, and other civil rights laws.
 |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| 1. **Rapid Assessment**
 |  |  |  |  |  |
| 1. **Determine how to gather information to determine type and scale of incident**
 |  |  |  |  |  |
| 1. **Determine which response to implement**
 |  |  |  |  |  |
| 1. **Determine with annexes should be implemented**
 |  |  |  |  |  |
| 1. **Determine how the IHE will take immediate action to protect life and property**
 |  |  |  |  |  |
| 1. **Determine whether goals, objectives, and courses of action are consistent with the requirements of the Clery Act.**
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| **3. THREAT- OR HAZARD-SPECIFIC ANNEXES (APPENDICES)** |
| **This is not a complete list. Each IHE’s annexes will vary based on its threats and hazard analysis.** |  |  |  |  |  |
| 1. **Natural Hazards**
 |  |  |  |  |  |
| 1. **Blizzard**
 |  |  |  |  |  |
| 1. **Contaminated food outbreaks, including salmonella, botulism, and *E.coli***
 |  |  |  |  |  |
| 1. **Earthquake**
 |  |  |  |  |  |
| 1. **Extreme temperatures**
 |  |  |  |  |  |
| 1. **Floods**
 |  |  |  |  |  |
| 1. **Hurricanes**
 |  |  |  |  |  |
| 1. **Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, *Staphylococcus aureus*, and meningitis**
 |  |  |  |  |  |
| 1. **Landslides or mudslides**
 |  |  |  |  |  |
| 1. **Lightning**
 |  |  |  |  |  |
| 1. **Severe wind**
 |  |  |  |  |  |
| 1. **Tornadoes**
 |  |  |  |  |  |
| 1. **Tsunamis**
 |  |  |  |  |  |
| 1. **Volcanic eruptions**
 |  |  |  |  |  |
| 1. **Wildfires**
 |  |  |  |  |  |
| 1. **Winter precipitation**
 |  |  |  |  |  |
|  |  |  |  |  |  |
| 1. **Technological Hazards**
 |  |  |  |  |  |
| 1. **Accidental hazardous materials release from IHE, such as gas leaks or laboratory spills**
 |  |  |  |  |  |
| 1. **Dam failure**
 |  |  |  |  |  |
| 1. **Explosions or accidental release of toxins from industrial plants**
 |  |  |  |  |  |
| 1. **Fire**
 |  |  |  |  |  |
| 1. **Hazardous material releases from major highways or railroads**
 |  |  |  |  |  |
| 1. **Power failure**
 |  |  |  |  |  |
| 1. **Radiological releases from nuclear power stations**
 |  |  |  |  |  |
| 1. **Water failure**
 |  |  |  |  |  |
|  |  |  |  |  |  |
| 1. **Adversarial and Human-caused Threats**
 |  |  |  |  |  |
| 1. **Active Shooters**
 |  |  |  |  |  |
| 1. **Arson**
 |  |  |  |  |  |
| 1. **Bomb threats**
 |  |  |  |  |  |
| 1. **Criminal threats or actions**
 |  |  |  |  |  |
| 1. **Cyber attacks**
 |  |  |  |  |  |
| 1. **Domestic violence or abuse**
 |  |  |  |  |  |
| 1. **Gang violence**
 |  |  |  |  |  |
| 1. **Suicide**
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