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.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
| 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 |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
| 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 |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
| 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)** |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
| 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 |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
| 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** |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
| 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 |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
| 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 |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
| **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? |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
| 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. |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
| 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.** |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
|  |  |  |  | |  |  |
| **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** |  |  |  |  | |  |
|  |  |  |  |  | |  |
|  |  |  |  |  | |  |
|  |  |  |  |  | |  |
|  |  |  |  |  | |  |
|  |  |  |  |  | |  |
|  |  |  |  |  | |  |
|  |  |  |  |  | |  |
|  |  |  |  |  | |  |
|  |  |  |  |  | |  |
|  |  |  |  |  | |  |
|  |  |  |  |  | |  |
|  |  |  |  |  | |  |
|  |  |  |  |  | |  |