CSSRC's Comprehensive Emergency Operations Plan: Elements Checklist for Institutions of Higher Education 2014

School _____Date_____ Completed by (Name, Position)_____

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
1. BASIC PLAN					
1. Introduction					
a. Cover Page					
b. Promulgation Document and Signatures Page					
c. Approval and Implementation					
d. Record of Changes					
e. Record of Distribution					
f. Table of Contents					
1. Purpose, Scope, Situation Overview, and Assumptions					
a. Purpose					
b. Situation Overview					
1. Threats and hazards that pose a risk to the IHE (from Assessments)					
(a) Physical Safety/Vulnerability of School Buildings, Grounds, and Equipment					
(b) "Hot Spot" mapping					
(c) Community-at-large Assessments					
(d) Psychological Safety Assessments					
i. Climate Surveys					
(e) Capacity Assessment					
i. Identify training and skills of faculty, students, and staff					
ii. Inventory equipment and supplies					
2. Explain the need to depend on parties for resources					
2. Concept of Operations					
a. Identify those with authority to activate the plan					
b. Describe the process for coordinating with agencies, boards, or divisions					
1. Campus Mental Health Services					

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2. Early Intervention/Problem Solving Team					
3. Connections with Community Mental Health Services					
4. Provide Anonymous Reporting System and Training for Staff & Students					
(a) Safe2Tell reporting line					
(b) Other:					
c. Describe how plans address the architectural, programmatic, and communication rights of those with disabilities, access needs, and functional needs					
d. Identify response and support agency plans that support the implementation of this plan (e.g., city or county EOPs)					
e. Explain primary purpose of the plan is to prevent, protect from, and mitigate impact on life or property					
f. Explain primary purpose of the plan is to respond to the emergency and minimize impact on life or property					
g. Explain primary purpose of the plan is to recover from the impact on life and property					
3. Organization and Assignment of Responsibilities					
a. Describe the broad roles and responsibilities of individuals that apply during all emergencies					
1. IHE Core Safety Planning Team					
2. Crisis Response Team (Incident Command Structure roles- ICS)					
3. Multi-Agency Crisis Planning Team					
4. Threat Assessment Team					
5. Psychological Recovery Team					
6. Damage Assessment Team					
7. Other					
b. Describe informal and formal agreements for the activation and sharing of resources during an emergency					

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ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
1. Written Memoranda of Understanding with:					
(a) Law enforcement					
(b) Fire Department					
(c) EMS					
(d) Community Health Partners					
(e) County Emergency Management					
(f) Other Community Partners					
4. Direction, Control, and Organization					
a. ICS structure					
b. Explain relationship between IHE EOP and broader community's emergency management system					
c. Identify who has control of equipment, resources, and supplies (and back up)					
5. Information Collection, Analysis, and Dissemination					
a. Identify the information helpful in implementation of activities before, during, and after an emergency					
1. Before: Campus Policies and Procedures					
(a) School Safety					
(b) Threat Assessment					
(c) Discipline and Code of Conduct					
(d) Harassment & Bullying					
(e) Technology					
(f) Drug & Alcohol Intervention					
(g) Pandemic Procedures					
(h) Food Handling Procedures					
(i) Mail Handling Procedures					
(j) Use or non-use of volunteers after a crisis					
(k) Other Safety Related Policies					
2. Before: Update Organizational and Supporting Information Essential to the EOP					
(a) Update Floor Plans and Site Plans					

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ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
(b) Update Topographic, Flood Plain and Street Maps					
(c) Designate Key Operational Locations including:					
i. Incident Command Post					
ii. Evacuation sites both on and off campus					
iii. Shelter-in-place Zones					
iv. Staging areas for emergency personnel					
v. Media communications center					
vi. Other:					
3. 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.					
4. After: mental health, emergency management, relief agencies' websites and hotlines					
(a) What is the source of the relief information?					
(b) Who analyzes and uses the information?					
(c) How is the information collected and shared?					
(d) What is the format for providing the information to those who will use it?					
(e) When should the information be collected and shared?					
5. Complete After Action Reports					
(a) Who completes it					
(b) How are changes reflected in EOP					
6. Training and Exercises					
a. Training Objectives					
1. Roles and Responsibilities					
2. Student Training					
(a) New Student Orientation					
(b) Back to School Orientation					

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3. IHE Core Safety Planning Team training					
(a) IS-100.HE ICS for Higher Education					
(b) IS-360 Prepping for Mass Casualty Incidents—A Guide for Schools, Higher Education, and Houses of Worship					
4. Crisis Response Team training					
(a) IS-100.HE ICS for Higher Education					
(b) IS-360 Prepping for Mass Casualty Incidents—A Guide for Schools, Higher Education, and Houses of Worship					
5. Multi-Agency Crisis Planning Team					
(a) IS-100.HE ICS for Higher Education					
(b) IS-360 Prepping for Mass Casualty Incidents—A Guide for Schools, Higher Education, and Houses of Worship					
6. Psychological Recovery Team					
(a) NASP PREPaRE					
7. Staff Training					
(a) Mental Health Issues					
(b) Suicide Prevention, Response, and Reporting					
(c) Substance Abuse Awareness & Prevention					
(d) Violence Prevention, Awareness & Reporting Procedures					
(e) Other:					
8. Student Training					
(a) Suicide Prevention					
(b) Drug & Alcohol Prevention					
(c) Personal Safety & Dating Violence					
(d) Other:					
9. Visitor Identification Procedures					
10. Other					
b. Frequency					
c. Exercises					
1. Lockdown					
2. Lockout					
3. Shelter-In-Place					

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4. Evacuation					
7. Administration, Finance, and Logistics					
a. Identify administrative controls and requirements that will be used to provide resource and expenditure accountability during an emergency					
b. Describe how the IHE will maintain accurate logs of key activities					
c. Describe how vital records will be preserved during an emergency					
d. Identify general policies for:					
1. Keeping financial records					
2. Tracking resource needs					
3. Tracking the source and use of resources					
4. Acquiring ownership of resources					
5. Compensating the owners of private property used by the IHE					
8. Plan Development and Maintenance					
a. Describe the planning process, participants in the process, how development and revision of EOP are coordinated before an emergency					
b. Assign responsibility for overall planning and coordination to a specific position or person					
c. Provide for regular cycle of training, evaluating, reviewing and updating of the EOP					
9. Authorities and References					
a. Include lists of laws, statutes, ordinances, executive orders, regulations, and formal agreements relevant to emergencies					

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b. 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					
a. Identify on-site and off-site evacuation locations					
b. Check all evacuation sites annually for safety compliance					
c. Plan the procedures for evacuation					
d. Identify the students/staff needing special assistance for evacuation and develop Individualized Evacuation Plans					
2. Lockdown					
a. Identify appropriate "safe" zones within the building					
b. Plan the procedures for lockdown					
3. Lockout					
a. Plan the procedures for lockout					
4. Shelter-in-Place					
a. Identify appropriate "safe" zones within the building					
b. Plan the procedures for shelter-in-place					
5. Accounting for All Persons					
a. How will IHE determine who should be in attendance?					
b. What steps will be taken when a student, faculty, staff member, or visitor cannot be located?					
c. How will IHE personnel report to the ICS Commander?					

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d. How and when will students, faculty, and staff be permitted to resume activities?					
6. Communications and Notifications					
a. Develop Effective Communications Plans					
1. Interoperability within campus					
2. Interoperability with emergency responders					
3. Staff Communications					
4. Student Communications					
5. Media Communications					
7. Continuity of Operations Plan (COOP)					
a. Design so that it can be activated at any time and sustained for up to 30 days.					
b. 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.					
c. Ensure students receive related services (financial aid, instruction, food, and housing) in the event of a prolonged closure.					
d. 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.					
8. Recovery					
a. Academic Recovery					
1. When the IHE will be closed and reopened, and who has the authority to close and reopen					

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2. Decision making process in place for alterations to academic locations and/or routines					
b. Physical Recovery					
1. Document and photo IHE assets					
2. Identify which personnel have expert knowledge of the assets and how and where they will access records to verify current assets after an emergency					
3. Identify how to provide for the housing and nutrition needs of students, faculty, or staff living on campus					
4. Identify how to address research facilities that contain sensitive information, materials, or animals					
5. Identify how the IHE will work with utility and insurance companies before an emergency to support a quicker recovery					
c. Fiscal Recovery					
1. Identify how the IHE leadership will be included					
2. Identify how faculty and staff will receive timely and factual information regarding returning to work					
3. Identify what sources the IHE may access for emergency relief funding					
d. Psychological and Emotional Recovery					
1. Identify who will serve as the team leader					
2. Identify how to address immediate, short- and long-term counseling needs of students, faculty, staff, and families					
3. Identify how to handle commemorations, memorial activities, or memorial structures					
(a) When will site be closed					
(b) What will be done with notes and tributes					
(c) How will students be informed in advance					
4. Identify how memorial activities will balance honoring the loss,					

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resuming IHE and class routines and schedules, and maintaining hope for the future					
5. Identify how Public Health, Medical, and Mental Health annex will inform the actions and plans for all components of the Recovery annex.					
9. Public Health, Medical and Mental Health					
a. Roles of staff members in providing first aid during an emergency					
b. Location of emergency medical supplies and those responsible for purchasing and maintaining those materials					
c. Identification of staff with relevant training or experience (first aid, CPR)					
d. Access to sufficient number of counselors and others trained in psychological first aid					
e. Identify the process for sharing and reporting information about outbreaks, epidemics, or other unusual medical situations to the local health department					
f. Provide support to students, faculty, and staff identified by the Threat Assessment Team					
10. Security					
a. Role of law enforcement officers in and around campus					
b. Ensure the buildings and facilities are physically secure					
1. Implementation of Crime Prevention Through Environmental Design (CPTED)					
c. Safe routes to school, including traffic control and pedestrian safety					
d. Keep prohibited items or materials off campus					
e. How to respond to threats identified by the Threat Assessment Team					
f. Address issues of cyber-security and threats to the information technology systems					

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g. Provide security at stadiums, arenas, and other large-event facilities					
h. Provide security for sensitive facilities, including research labs and test reactors on campus					
i. Account for students, faculty, staff, and visitors in a variety of locations at different points in the day					
j. How information will be shared with law enforcement or other responders, being mindful of FERPA, HIPAA, and other civil rights laws.					
11. Rapid Assessment					
a. Determine how to gather information to determine type and scale of incident					
b. Determine which response to implement					
c. Determine with annexes should be implemented					
d. Determine how the IHE will take immediate action to protect life and property					
e. 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					
a. Blizzard					
b. Contaminated food outbreaks, including salmonella, botulism, and *E.coli*					
c. Earthquake					
d. Extreme temperatures					
e. Floods					
f. Hurricanes					
g. Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, *Staphylococcus aureus*, and meningitis					
h. Landslides or mudslides					
i. Lightning					
j. Severe wind					
k. Tornadoes					
l. Tsunamis					
m. Volcanic eruptions					
n. Wildfires					
o. Winter precipitation					
2. Technological Hazards					
a. Accidental hazardous materials release from IHE, such as gas leaks or laboratory spills					
b. Dam failure					
c. Explosions or accidental release of toxins from industrial plants					
d. Fire					
e. Hazardous material releases from major highways or railroads					
f. Power failure					
g. Radiological releases from nuclear power stations					

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ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
h. Water failure					
3. Adversarial and Human-caused Threats					
a. Active Shooters					
b. Arson					
c. Bomb threats					
d. Criminal threats or actions					
e. Cyber attacks					
f. Domestic violence or abuse					
g. Gang violence					
h. Suicide					