

March 2011  
Participant Guide

# G367 Emergency Planning for Campus Executives



**FEMA**






## Table of Contents


Introduction .....	1
Developing Your Emergency Operations Plan (EOP) .....	17
Evaluating Your EOP .....	25
Responding Using ICS .....	27
Emergency Operations Center (EOC).....	33
Engaging Your Campus .....	39

# Introduction



**Introduction Objectives**


- Illustrate the importance of planning and coordination.
- State the purpose of the seminar.



1


This seminar is intended as an introduction and overview of Emergency Planning given the short time frame. There are many resources that can provide further information, such as FEMA's course L363 Multi-Hazard Emergency Planning for Higher Education.

If you are interested in more information about the L363 Multi-Hazard Emergency Planning for Higher Education course, contact the Emergency Management Institute (EMI) at 301-447-1000 or 800-238-3358 for more details.




**Introductions**

- Tell the class:
  - Your name
  - Your school and role
  - Your Emergency Planning experience



2


Introduce yourself and provide a brief summary of your experience.



**Emergency Response**

*Emergency Management and Preparedness for Colleges and Universities* video—Module 1: Fictional Disaster segment


Time: 4 minutes 54 seconds



3


*Emergency Management and Preparedness for Colleges and Universities* video—Module 1: Fictional Disaster segment

Video Credit: Global Community College, Inc./ Craig Zachlod, Ed.D., C.E.M. in partnership with ASCIP and CCCCCO




**Group Discussion: What If...?**

Discuss campus-based emergency scenario.




Distribute **Handout 1-1** after discussion.




4

Discuss campus-based emergency scenario.

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**Seminar Goal**

Provide executives of institutions of higher education (IHEs) with insights into multi-hazard emergency planning and their role in protecting lives, property, and operations.




5

Obtain insights into multi-hazard emergency planning and your role in protecting lives, property, and operations.

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**Seminar Objectives**




- Provide insight into the benefits of having a well-developed campus Emergency Operations Plan (EOP).
- Address the role of senior campus officials during an incident and at the Emergency Operations Center (EOC).
- Support emergency planning efforts and be energized about helping campuses become better prepared.

6

By the end of this course, you should be able to:

- Provide insight into the benefits of having a well-developed campus Emergency Operations Plan (EOP)
- Address your role as senior campus official during an incident and at the Emergency Operations Center (EOC)
- Support emergency planning efforts and be energized about helping your campus become better prepared




**Seminar Agenda**

Topics
Topic 1: Introduction
Topic 2: Emergency Management: What Is It? Why Do It?
Topic 3: Executive-level Support
Topic 4: Developing Your Emergency Operations Plan (EOP)
Topic 5: Evaluating Your EOP
Topic 6: Responding Using ICS
Topic 7: Emergency Operations Center (EOC)
Topic 8: Engaging Your Campus

7


Review the seminar agenda.



**Seminar Materials**

**Course Materials include:**


- Participant Guide
- Handouts



8


Course Materials include:

- Participant Guide
- Handouts

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### Emergency Management: What Is It? Why Do It? Objectives

- Summarize comprehensive emergency management and its components.
- Explain the benefits of emergency planning.




9

The purpose of this topic is to set the context—comprehensive emergency management—for the rest of the course in comprehensive emergency management and to ensure a foundation level of knowledge.

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### Five Phases of Emergency Management

- Prevention
- Preparedness
- Response
- Recovery
- Mitigation



10

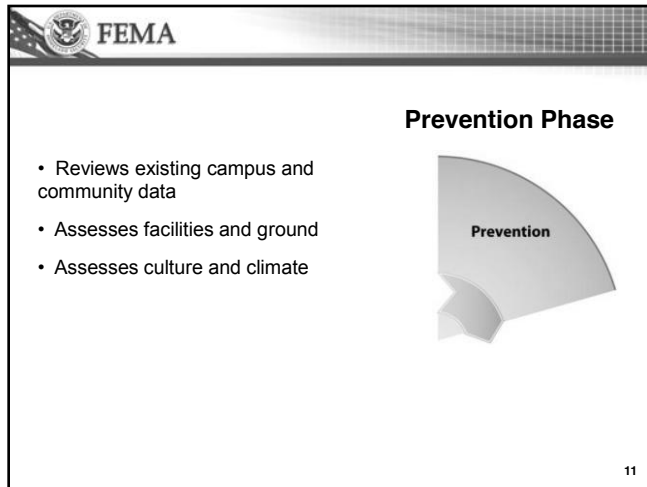
A comprehensive Emergency Operations Plan (EOP) is based on the five phases of emergency management:

- Prevention
- Preparedness
- Response
- Recovery
- Mitigation

All phases are highly interconnected; that is, each phase influences the other four phases. The cycle as a whole is an ongoing process, just as the Plan is a dynamic document that requires continual updating.

**Note:** For the purposes of this seminar, we are using the five phases of emergency management. However, sometimes there are four phases and sometimes there are as many as six phases, depending on the source. There is no particular order, as each phase is interconnected with the others.





Prevention is the action colleges and universities take to decrease the likelihood that an event or crisis will occur.

Prevention activities may include the following:

*Review existing campus and community data.*

Obtain such data as:

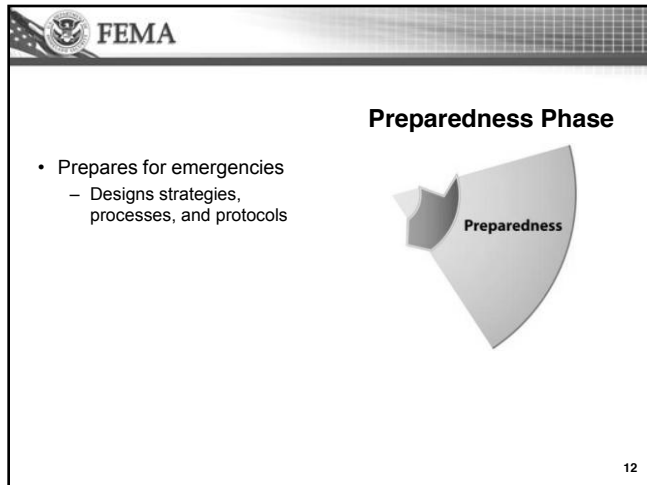
- Previous community vulnerability assessments
- Facility assessments
- Recent community- and campus-specific crime data (by working with your Local Emergency Manager to get list of local risks)
- Weather- or natural-hazard-related data, such as flood, tornado, hurricane, or earthquake probabilities

*Assess facilities and grounds.*

- This involves the selection and use of a tool to assess campus vulnerabilities.
- See Handout 1.1 for an example of the type of tool to use to assess vulnerabilities.

*Assess culture and climate.*

- Prevention of violence, accidents, and harm in colleges and universities is enhanced by nurturing a healthy campus community
- The challenge is to foster healthy societal relationships among students and to support the students in feeling connected to the institution and the surrounding community
- In addition to supporting the learning environment, healthy relationships and connectedness are key hazard-prevention factors in that they make violence less likely to occur
- High rates of alcohol or other drug use, for example, can bring a host of problems to a campus environment, including an increased likelihood of violence, accidents, or even poisoning or overdose




In the **Preparedness** Phase, IHEs design strategies, processes, and protocols to prepare the college or university for potential emergencies.

Preparedness activities may include:


- Using an Incident Command System (ICS) for organizing personnel and resources to respond in the event of an emergency
- Developing all-hazard policies, procedures, and protocols with input from such key community partners as law enforcement, medical services, public health, fire services, and mental health
- Collaborating with community partners to establish mutual aid agreements that will establish formal interdisciplinary, intergovernmental, and interagency relationships among all the community partners and campus departments
- Negotiating contracts or partnerships that will provide the campus with resources (e.g., food, transportation, medical services, and volunteers) needed during an emergency
- Assigning training and exercising personnel to manage each ICS function and defining lines of succession in the Emergency Plan as to who is in charge when key leaders are not available. Keep in mind that it is very likely that campus resources will integrate into a community's ICS structure
- Developing plans for business and academic continuation. A Continuity of Operations Plan (COOP) or a Business Continuity Plan (BCP) ensures that the campus can recover and continue critical functions (e.g., housing, research, classes, data and voice infrastructure, facilities, administration)
- Developing plans to reunite students, staff, and faculty with their families
- Defining protocols and procedures for each type of response strategy, e.g., shelter-in-place, lockdown (if and where appropriate), or evacuation

- Establishing an emergency notification system using multiple modes of communication to alert persons on or off campus that an emergency is approaching or has occurred
- Working with the media in the community and campus public relations office to develop a campus emergency communication plan that may include drafting template messages for communicating with the media, students, faculty, staff, community, and families prior to, during, and after an emergency. The campus public information officer (PIO) often coordinates these tasks
- Coordinating campus emergency operations plans with those of State and local agencies to avoid unnecessary duplication
- Outlining schedules and plans for marketing emergency procedures and training staff, faculty, and students about the Emergency Plan procedures
- Working with campus and community mental health professionals to establish a behavioral threat assessment process that involves mental health professionals in evaluating persons who are at risk of causing harm to themselves or others
- Ensuring that a process is in place for complying with the Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA) in handling information about a student or staff member



**Response Phase**

- Takes action to contain and resolve an emergency effectively
- Activates the EOP
- Requires informed decision-making and identification of clear lines of decision authority



13


The **Response** Phase involves taking action to contain and resolve an emergency effectively. Responses to emergencies are enhanced by thorough and effective collaboration and planning during the Prevention-Mitigation and Preparedness Phases.

During the Response Phase, campus officials activate the EOP. Responses to emergencies vary greatly depending on the severity, magnitude, duration, and intensity of the event. This is the phase of emergency management covered most fully by the media.

Effective response requires informed decision-making and identification of clear lines of decision authority.


Response activities may include:

- Activating Incident Command System (ICS)
- Communicating with first responders and other community partners (as articulated in Memorandums of Understanding [MOUs] or other formal agreements) to make informed decisions and deploy resources
- Activating an Emergency Operation Center (EOC)
- Activating communication plans using multiple modalities (e.g., e-mail, text message, and phone)
- Determining and executing the appropriate response strategy
- Accounting for students, faculty, and staff
- Completing an after-action report as a tool for modifying and improving the EOP



**Recovery Phase**

- Establishes procedures, resources, and policies to return to normal functioning
- Is an ongoing process
- Restores the learning environment
- Begins in the Preparedness Phase and requires support from campus leaders



14

The **Recovery** Phase establishes procedures, resources, and policies to assist an institution and its members to return to functioning after an emergency.

Recovery is an ongoing process. The type and breadth of recovery activities will vary based on the nature and scope of the emergency. However, the goal of the Recovery Phase is to restore the learning environment.

Planning for Recovery begins in the Preparedness Phase and requires support from campus leaders to ensure that decisions contribute to implementation and resolution of all four components of recovery. All decisions should be made in conjunction with local, and perhaps State, officials and partners.

Recovery includes:

**Physical and Structural Recovery.** Depending on the scope of the emergency, a key step to recovery can be the creation of a Damage Assessment Team (DAT).

- This team would likely consist of campus personnel (e.g., safety and security, facility management, risk management, budget office, transportation, food services, technology services, etc.) and community partners.
- This assessment will evaluate physical and structural damage, assess the availability of housing, transportation, and food services, and determine the degree to which equipment (e.g., computers, lab equipment) is functional. The major goal of the assessment is to determine the extent of the effects of the incident on campus and community physical assets and to identify newly created vulnerabilities.
- Data from the assessment results will facilitate decision-making about repairs and timelines for resuming learning activities.

**Business Recovery.** IHEs can restore administrative and business function by activating the COOP and BCP Plans.

- The Plans also should identify who has the responsibility to cancel or postpone classes or to use alternate locations.
- Additionally, a Succession Plan should be in place for each function identified in the COOP and BCP Plans, as well as strategies for accepting donations for goods and services following the emergency.

For additional information on COOP planning, you can review EMI's COOP courses:

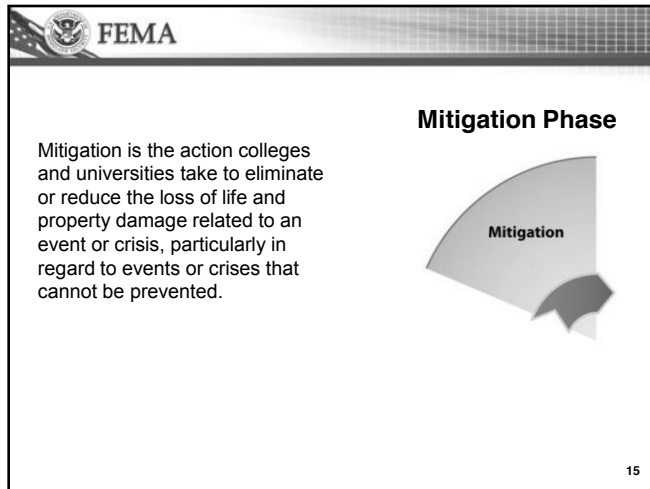
1. IS-546 Continuity of Operations (COOP) Awareness Course
2. IS-547 Introduction to Continuity of Operations (COOP)

**Restoration of the Academic Learning Environment.** Restoring the learning environment may involve housing students and conducting classes in offsite locations, implementing online learning, and implementing temporary procedures regarding assignments, grading, attendance, and tuition and housing payments.

- As campus administrators, you must make swift decisions about changes to class schedules and academic calendars, and to graduation requirements.
- Moreover, it is important to communicate the decisions and next steps to the media, faculty, staff, students, and families in an expedient fashion.
- Establishing such communication venues as a website or call center to manage inquiries will facilitate the communication process.

**Psychological and Emotional Recovery.** It is critical to identify the mental health resources in collaboration with partners to promote psychological and emotional recovery.

- Through this collaboration, students, faculty, and staff will have the opportunity to receive short- and long-term mental health services on and off campus, or obtain referrals for longer-term counseling.
- As part of the Preparedness Plan, campus mental health personnel may want to establish a pre-screening and approval process for mental health personnel who could help during and after an emergency.
- In addition to providing mental health services for students, it is important to offer such services to workers who may be cleaning and restoring the physical and structural facilities; faculty; and staff involved in the recovery effort; as well as public safety, medical, and mental health professionals.



**Mitigation** is the action colleges and universities take to eliminate or reduce the loss of life and property damage related to an event or crisis, particularly in regard to events or crises that cannot be prevented.

## Planning for Hazard Mitigation

Mitigation of community risks is probably beyond the control of IHE officials. However, IHE emergency planning teams should work closely with the local Emergency Manager and responders to determine:

- What hazards have been identified in the community
- What steps the community is taking to mitigate community-wide risks
- How IHE officials can help

## Mitigating IHE-related Hazards

Experts in emergency management and response, risk management, structural engineering, and psychological tragedy response can suggest ways to mitigate hazards at the IHE.

After IHE officials have the necessary information about existing hazards and mitigation possibilities, they can analyze the data, including identifying the costs of mitigation and steps to be taken.


Many nonstructural hazards on a campus can be mitigated easily and inexpensively.

## Prioritizing Mitigation Activities

The results of a hazard analysis can leave IHE administrators feeling overwhelmed by all the hazards they have found.

To determine which potential risks to address with available financial resources, you should prioritize mitigation activities according to:


1. The risk to life safety
2. The number of people exposed to the hazard
3. The cost to mitigate (including time, money, and other resources)
4. The probability that the hazard will occur



**Q&A Activity: What Are the Benefits of Emergency Management?**

**Purpose:** Determine the benefits of emergency management


**Time:** 5 minutes



16


### Q&A Activity: What Are the Benefits of Emergency Management?

**Purpose:** Determine the benefits of emergency management



**Executive-level Support Objectives**

- Discuss the need for executive-level support.
- Discuss the roles of executives in the planning process.
- Discuss the risks of not supporting EM planning.




17

### Executive-level Support Objectives:

- Discuss the need for executive-level support.
- Discuss the roles of executives in the planning process.
- Discuss the risks of not supporting EM planning.






### Roles of Executives in the Planning Process

- Establish policy
- Ensure emergency planning meetings are conducted
- Ensure emergency training is taken
- Authorize official statement and release of information
- Authorize funding above existing levels when required
- Provide necessary personnel and resources

18

The roles of executives in the planning process include the following:


- Establish policy in support of emergency planning
- Ensure emergency planning meetings are conducted for all employees
- Ensure emergency training is completed taken by all emergency response employees
- Through the PIO, authorize official statement and release of information to the media and other University constituent groups
- Authorize funding above existing levels when required
- Provide necessary personnel and resources



### Q&A Activity: How to Support Your Campus

**Purpose:** Discuss the need for executive-level support during the emergency management process


**Time:** 5 minutes



19

### Q&A Activity: How to Support Your Campus


**Purpose:** Discuss the need for executive-level support during the emergency management process



**Q&A Activity: What Reputation Means to You**

**Purpose:** Discuss the risks of not supporting emergency management planning

**Time:** 5 minutes




20

**Q&A Activity: What Reputation Means to You**

**Purpose:** Discuss the risks of not supporting emergency management planning


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# Developing Your Emergency Operations Plan (EOP)

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## Developing Your Emergency Operations Plan (EOP) Objectives

- Identify the value of having an EOP.
- Analyze the unique needs of higher education emergency planning.
- Describe the Federal requirements and mandates for emergency planning.
- Describe the key characteristics of an EOP.
- Describe the emergency planning process.




21

The purpose of this topic is to give you information about a multi-hazard Emergency Operations Plan (EOP).

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## Value of Having an EOP


- Continuity of instruction and research
- Maintaining control of your campus
- Identifying training
- Being prepared
- Protecting the reputation
- Protecting property and lives
- Reducing loss and damages



22

The value of having an EOP includes:

- Continuity of instruction and research
- Maintaining control of your campus
- Identifying what training needs to be completed
- Being prepared for a variety of emergencies
- Protecting the reputation of the institution
- Protecting property and student, faculty, and staff lives
- Reducing possible loss and damages



### Needs of IHEs

- Covers disparate geographic areas
- Population changes from day to day, semester to semester, and year to year
- They operate complex enterprises in addition to their academic programs
- Governance is also highly varied, complex, and often widely dispersed
- Population served by IHEs is distinct
- They do not operate “business-hour” schedules.

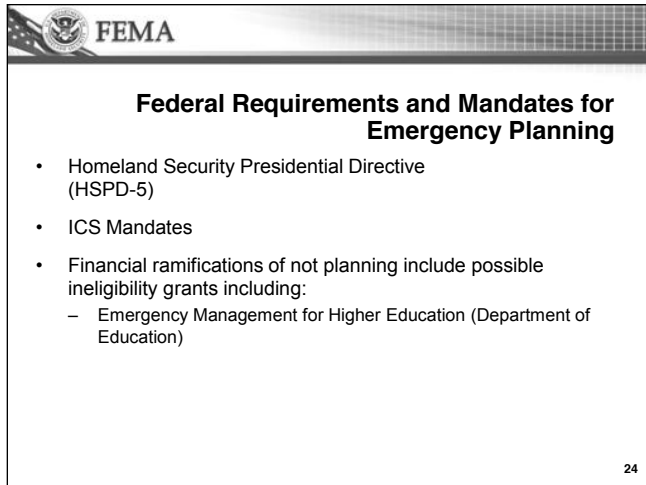
23

The needs of higher education emergency planning are unique, and every campus is different.

IHEs have many challenges in practicing Emergency Management that are related to the distinctive structure and environment of higher education, including:

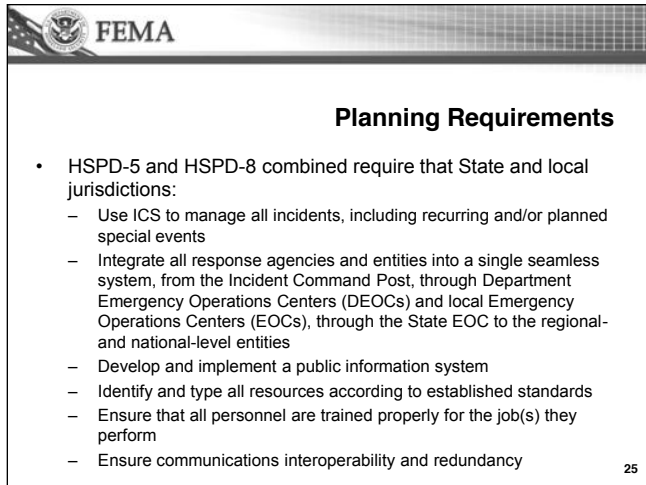
- They have disparate geographic areas to cover—areas that sometimes resemble small towns with the full extent of services in their vicinity (i.e., medical centers, sports complexes, residential centers, businesses).
- Campus population changes from day to day, semester to semester, and year to year.
- They operate complex enterprises in addition to their academic programs. Hospitals, research and development facilities, performing arts venues, athletic complexes, agriculture centers, residential complexes, food services, and transportation systems all present a unique set of circumstances that must be considered when designing Emergency Management Plans. These structural and environmental characteristics pose challenges for access control, monitoring movements, defining boundaries for facilities and grounds, standardizing procedures and decision-making processes, and prioritizing resource allocations.
- IHE governance is highly varied, complex, and often widely dispersed. Decentralized organizational structures and academic departments may be located in different buildings and have differing decision-making methods.
- Most IHEs have open access and often are geographically integrated into the surrounding community. Autonomy is encouraged and fostered for both students and faculty; at any one time, students, faculty, and staff are dispersed around the campus in classrooms, common areas, cafeterias, offices, residence halls, and numerous other facilities.
- The population served by IHEs is distinct. Most students are over 18 years of age—the age of majority in most states—and therefore are considered adults capable of making decisions on their own. This can present challenges and opportunities. It creates the need for a different set of roles and responsibilities for students during an emergency event (especially compared to the K–12 population of mostly minors).

- Another characteristic of IHEs is that they do not operate on typical 8 a.m. to 5 p.m. business-hour schedules. A college campus is alive and engaged in activity almost around the clock. From the opening of food service operations and recreation facilities in the early morning to evening activities and late-night studying in the library, the campus is constantly in motion. Unlike secondary education, many college campuses include residential facilities in which students live throughout the year.
- Even when classes are not in session, these facilities are home to many out-of-state, international, and married students. These additional factors impact how an IHE plans, responds to, and recovers from a campus emergency.
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Now let's review mandates, regulations, statues, and legal precedents at local, State, and Federal levels (Education Opportunity Act, NIMS compliance for grants):

- Homeland Security Presidential Directive (HSPD-5)
  - Management of Domestic Incidents (HSPD-5) was issued by President George Bush in February 2003 in response to the September 11, 2001 attacks. It called for the use of a National Incident Management System (NIMS), identified steps for improved coordination of Federal, State, local, and private-sector responses to incidents, and described the ways these agencies should prepare for such a response.
- ICS Mandates
  - NIMS requires the use of ICS for all domestic responses. NIMS also requires that all levels of government, including Territories and Tribal Organizations, adopt ICS as a condition of receiving Federal preparedness funding.
  - This requirement also applies to all colleges and universities receiving Federal emergency preparedness funding, including U.S. Department of Education Emergency Management for Higher Education (EMHE) grants.
- Financial ramifications of not planning include possible ineligibility for Federal grants, including grants such as Emergency Management for Higher Education (Department of Education)



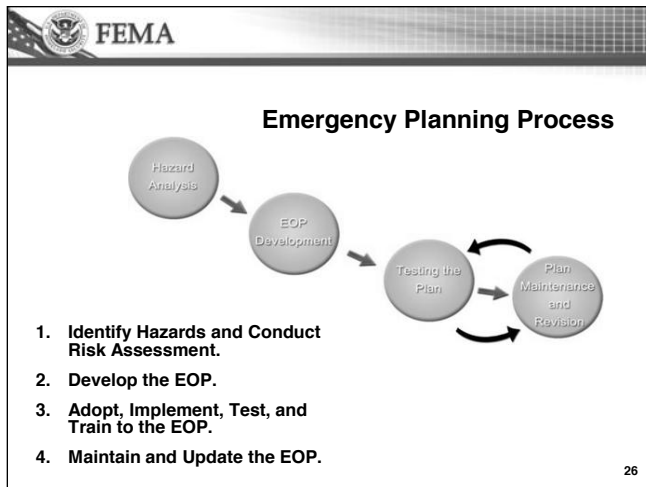
Management of Domestic Incidents: (HSPD-5) and National Preparedness (HSPD-8) combined require that State and local jurisdictions must:

- Use ICS to manage all incidents, including recurring and/or planned special events

- Integrate all response agencies and entities into a single seamless system, from the Incident Command Post, through Department Emergency Operations Centers (DEOCs) and local Emergency Operations Centers (EOCs), through the State EOC to the regional- and national-level entities
- Develop and implement a public information system
- Identify and type all resources according to established standards
- Ensure that all personnel are trained properly for the job(s) they perform
- Ensure communications interoperability and redundancy

Consider each of these requirements as you develop or revise your campus's EOP.





One of the major activities in the Preparedness phase is the development of an Emergency Operations Plan (EOP).


The four steps of the emergency planning process are:

1. Identify Hazards and Conduct Risk Assessment.
2. Develop the EOP.
3. Adopt, Implement, Test, and Train to the EOP.
4. Maintain and Update the EOP.

Testing and maintaining the Plan is a continual process.

For more information about the emergency planning process see *Comprehensive Preparedness Guide (CPG) 101: Developing and Maintaining State, Territorial, Tribal, and Local Government Emergency Plans* at:

[http://www.fema.gov/pdf/about/divisions/npd/CPG\\_101\\_V2.pdf](http://www.fema.gov/pdf/about/divisions/npd/CPG_101_V2.pdf)



**Key EOP Characteristics**

- Your EOP should:
  - Be comprehensive
  - Establish responsibility consistent with NIMS
  - Reflect an all-hazards approach to emergency management
  - Be risk-based
  - Demonstrate collaboration with community partners
  - Address the four phases of emergency management
  - Show alignment with Federal, State, and local Emergency Management Plans and guidelines


27

Your EOP should:

- Be comprehensive; cover all aspects of emergency prevention, preparedness, and response; and address mitigation concerns
- Establish responsibility consistent with the National Incident Management System (NIMS) and Comprehensive Preparedness Guides CPG 101 and CPG 301


- Reflect an all-hazards approach to emergency management
- Be risk-based and include hazard-specific information based on the hazard analysis
- Demonstrate collaboration with community partners
- Address the five phases of emergency management
- Show alignment with Federal, State, and local Emergency Management Plans and guidelines

CPG 101 and CPG 301 are the documents used by the emergency planning community to develop EOPs. CPG 101 provides general guidelines and CPG 301 provides recommendations for planning for access and functional needs populations.



**Remember**

- There is no standard, "one-size-fits all" EOP
- Only campus personnel can run campus operations
- Need to partner with community



28

Keep in mind that there is no standard plan—no one-size-fits-all—including:

- Importance of partnering with community—remember, you can call on community to help with fire, police situations, but campus personnel can actually run campus operations

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### Plan Maintenance

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graph LR
    HA((Hazard Analysis)) --> ED((EOP Development))
    ED --> TP((Testing the Plan))
    TP --> PMR((Plan Maintenance and Revision))
    PMR --> TP
    PMR --> TP
  
```

- Planning teams should establish a process for reviewing and revising the EOP
- **At least** once a year, the EOP should undergo a review

29

Remember that the planning process is ongoing. The process does not stop once the Plan is published.

Planning teams should establish a process for review and revising the EOP. It is suggested that the EOP be reviewed at least once annually. CPG 101 requires that no part of the Plan go for more than two years without being reviewed and/or revised.

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### Revision Triggers


- **Revisions can be triggered by:**
  - Changes in operational resources (policy, personnel, organizational structures, processes, facilities, equipment, executive level support)
  - Formal updates to planning guidance and/or standards
  - Each activation
  - After-action reports completed after an incident
  - Changes in the campus demographic and/or hazard profile
  - Lessons learned from exercises and tests
  - Best practices and examples provided in this course
  - Suggestions from participants of this course

30

Because every group here is at a different point in the development of its EOP, it is difficult to provide specific ideas for revising the Plan. In the previous units we have been talking about the planning process; in the lessons of this unit we have talked about what should be included in your Plan; and in the list on the slide we have provided some possible triggers.


Use this information to revise your current EOPs.

# Evaluating Your EOP




## Evaluating Your EOP Objectives

- Discuss the importance of training, exercising, and evaluating as they relate to the EOP.
- Describe the Homeland Security Exercise and Evaluation Program (HSEEP) program.



31

The purpose of this topic is to assist you with developing and implementing a strategy for training and testing the EOP.



## Benefits of Training, Exercising, and Evaluating Your EOP

- Validates training and practice
- Assesses preparedness; identifies areas for improvement
- Aims to help entities gain objective assessments
- Is the most effective means of:
  - Assessing and validating
  - Clarifying roles and responsibilities
  - Improving interagency coordination and communications
  - Identifying gaps in resources
  - Measuring performance
  - Identifying opportunities for improvement

32


The benefits of training, exercising, and evaluating the EOP:

- Allows personnel, from first responders to senior officials, to validate training and practice strategic and tactical prevention, protection, response, and recovery capabilities in a risk-reduced environment

- Acts as the primary tool for assessing preparedness and identifying areas for improvement, while demonstrating community resolve to prepare for major incidents
- Aims to help entities within the community gain objective assessments of their capabilities so that gaps, deficiencies, and vulnerabilities are addressed prior to a real incident

Well-designed and well-executed exercises are the most effective means of:


- Assessing and validating policies, plans, procedures, training, equipment, assumptions, and interagency agreements
- Clarifying roles and responsibilities
- Improving interagency coordination and communications
- Identifying gaps in resources
- Measuring performance
- Identifying opportunities for improvement



### Lessons Learned

*Beloit College and Rock County Mass Casualty Exercise video—[Beloit College](#) segment*


**Time:** 8 minutes 15 seconds



33

*Beloit College and Rock County Mass Casualty Exercise video [Beloit College](#) segment.*

This describes lessons learned from a testing the EOP using a full-scale exercise.



### Homeland Security Exercise and Evaluation Program (HSEEP)

- Provides common exercise policy and program guidance
- Includes consistent terminology
- Provides tools to help exercise managers plan, conduct, and evaluate exercises
- Reflects lessons learned and best practices


[https://hseep.dhs.gov/pages/1001\\_HSEEP7.aspx](https://hseep.dhs.gov/pages/1001_HSEEP7.aspx)

34

Let's examine the Homeland Security Exercise and Evaluation Program (HSEEP). It:


- Provides common exercise policy and program guidance that constitutes a national standard for exercises
- Includes consistent terminology that can be used by all exercise planners, regardless of the nature and composition of their sponsoring agency or organization
- Provides tools to help exercise managers plan, conduct, and evaluate exercises to improve overall preparedness via the HSEEP Policy and Guidance. See the following link for more information:  
[https://hseep.dhs.gov/pages/1001\\_HSEEP7.aspx](https://hseep.dhs.gov/pages/1001_HSEEP7.aspx)
- Reflects lessons learned and best practices from existing exercise programs and can be adapted to the full spectrum of hazardous scenarios and incidents (e.g., natural disasters, terrorism, technological disasters)

# Responding Using ICS

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## Responding Using ICS Objectives

- Describe the Incident Command System (ICS).
- Describe the benefits of ICS for incident management.
- Discuss the incident management roles.
- Identify campuses' levels of ICS preparedness.



35

The purpose of this topic is to review Incident Command System (ICS) concepts.

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## What is ICS?


- The Incident Command System
  - Is based on proven incident management practices
  - Defines incident response organizational concepts and structures
  - Consists of procedures for managing personnel, facilities, equipment, and communications
  - Is used throughout the lifecycle of an incident
  - Can be used for non-threatening events such as graduation, football games, or concerts

36

## What is ICS?


The Incident Command System:

- Is based on proven incident management practices
- Defines incident response organizational concepts and structures
- Consists of procedures for managing personnel, facilities, equipment, and communications
- Is used throughout the lifecycle of an incident
- Can be used for non-threatening events such as graduation, football games, or concerts



**Group Discussion: Why Do We Need ICS?**


Discuss the need for ICS.



37

### Group Discussion: Why Do We Need ICS?

Discuss the need for ICS.




**Benefits of ICS**

- ICS helps to ensure:
  - The use of Common Terminology, allowing diverse incident management and support entities to work together
  - The safety of responders, students, faculty, workers, and others
  - The achievement of response objectives
  - The efficient use of resources

38

ICS is an effective method for organizing a response.

- The Incident Command System is the result of decades of lessons learned in the organization and management of emergency incidents.
  - ICS has been tested in more than 30 years of emergency and non-emergency applications, by all levels of government and in the private sector.
- ICS helps to ensure:
    - The use of Common Terminology, enabling diverse incident management and support entities to work together
    - The safety of responders, students, faculty, workers, and others
    - The achievement of response objectives
    - The efficient use of resources




### ICS Organizational Structure

- Differs from day-to-day structures and positions
- Unique ICS positions designed to avoid confusion during incident response
- Rank may change during an incident
- Has your institution involved all levels of the hierarchy in the discussion about roles and training?

39

The ICS Organizational Structure is unique and easy to understand. There is no correlation between the ICS organization and the administrative structure of any single agency or jurisdiction. This is deliberate, because confusion over different position titles and organizational structures has been a significant stumbling block to effective incident management in the past.

For example, someone who serves as a Chief every day may not hold that title when deployed under an ICS structure or the Dean of Students may become the PIO.



### Incident Commander


- The most qualified person is designated as the Incident Commander.
  - Independent of rank
- Incident Commander is the **only** position in ICS that is **always** staffed during the incident.
- At an incident, the higher-ranking person may assume command, maintain command as is, or transfer command to a third party.

40

All incident responses begin by establishing command.

Rank, grade, and seniority are not the factors used to select the Incident Commander. The Incident Commander is always a highly qualified individual trained to lead the incident response. For example, the University President may not automatically be the Incident Commander.





**Incident Commander (cont'd.)**

- The Incident Commander:
  - Provides overall leadership for incident response
  - Ensures incident safety
  - Takes policy direction from the Executive/Senior Official (e.g., University President)
  - Delegates authority to others
  - Establishes incident objectives
  - Can designate a Deputy Incident Commander

41

The Incident Commander has overall responsibility for managing the incident by objectives, planning strategies, and implementing tactics. The Incident Commander is the only position that is always staffed in ICS applications. On small incidents and events, one person, the Incident Commander, may accomplish all of the Incident Management Functions (Command, Operations, Planning, Logistics, and Finance/Administration). The Incident Commander is responsible for all ICS management functions until he or she delegates the function.


The Incident Commander:

- Provides overall leadership for incident response
- Ensures incident safety
- Takes policy direction from the Executive/Senior Official (e.g., Principal, Superintendent)
- Delegates authority to others
- Establishes incident objectives

The Incident Commander will size up the incident and assess resource needs. If the incident is complex and/or long-term, more staff may be needed. In addition, a Deputy Incident Commander may be assigned. If a Deputy is assigned, he or she must be fully qualified to assume the Incident Commander's position.

A Deputy Incident Commander may be designated to:

- Perform specific tasks as requested by the Incident Commander
- Perform the Incident Command function in a relief capacity
- Represent an assisting agency that shares jurisdiction



### Incident Management Roles

<p><b>Executive Official's Role:</b></p> <ul style="list-style-type: none"> <li>• Provides the following to the Incident Commander:             <ul style="list-style-type: none"> <li>- Policy</li> <li>- Mission</li> <li>- Direction</li> <li>- Authority</li> </ul> </li> <li>• Location: EOC</li> </ul>	<p><b>Incident Commander Role:</b></p> <ul style="list-style-type: none"> <li>• Manages the incident at the scene</li> <li>• Keeps Executive Official(s) informed on all important matters pertaining to the incident</li> <li>• Location: On-scene</li> </ul>
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To maintain Unity of Command and safety of responders, the Chain of Command must ***NOT*** be bypassed.

42


The Executive Policy Group (University President, Provost, Chancellor, Dean, VP of Student Affairs, etc.) is responsible for the managing the incident. Along with this responsibility, by virtue of their positions, these individuals have the authority to make decisions, commit resources, obligate funds, and command the resources necessary to protect the students, faculty, staff, and facilities.

Having the responsibility does not mean that the Executive/Senior Official assumes a command role over the on-scene incident operation. Rather, the Executive/Senior Official:

- Provides policy guidance on priorities and objectives based on situational needs and the Emergency Operations Plan
- Oversees resource coordination and support to the on-scene command from an Operations Center

The Incident Commander is the primary person in charge at the incident. In addition to managing the incident scene, he or she must keep the Executive/Senior Officials informed and up to date on all important matters pertaining to the incident.


The ICS hierarchy of command must be maintained, and not even Executives and Senior Officials can bypass the system.



### Are You Prepared to Respond Using ICS?

A jurisdiction's preparedness plans, policies, and regulations must:

- Comply with NIMS, including ICS
- Cover all hazards and be based on risk assessments
- Include delegations of authority
- Include up-to-date information
- Include contact information



Distribute **Handout 1-2** after discussion.

43

Preparedness plans may take many forms, but the most common include:


- School or local Emergency Operations Plans (EOPs) which may be supplemented with Standard Operating Guidelines (SOGs) and Standard Operating Procedures (SOPs) that reflect the EOP
- School, jurisdictional, or agency policies

**Note:** EOPs are developed at the Federal, State, and local levels to provide a uniform response to all hazards that a community may face. EOPs written after October 2005 must be consistent with the National Incident Management System (NIMS).

A campus's preparedness plans, policies, and regulations must:


- Comply with NIMS, including ICS
- Cover all hazards and be based on risk assessments
- Include delegations of authority and lines of succession (as appropriate)
- Include up-to-date information about resources available for assignment during a response
- Include contact information for school administrators and response personnel

# Emergency Operations Center (EOC)



**Emergency Operations Center Objectives**


- Describe the Emergency Operations Center (EOC) and its role.
- Identify the components of an effective EOC.
- Identify the benefits of an effective EOC.
- Recognize the ICS and EOC principles when presented with an incident scenario.



44

## Emergency Operations Center Objectives

- Describe the Emergency Operations Center (EOC) and its role.
- Identify the components of an effective EOC.
- Identify the benefits of an effective EOC.
- Recognize the ICS and EOC principles when presented with an incident scenario.



**Emergency Operations Center (EOC)**

- An EOC is:
  - NOT a part of the ICS structure
  - Part of a larger system of Multi-Agency Coordination (MAC) that is integral to domestic response as required by NIMS
  - A physical location
  - Staffed with personnel trained for and authorized to represent their agency/discipline
  - Equipped with mechanisms for communicating with the incident site and obtaining resources and potential resources
  - Managed through protocols
  - Applicable at different levels of government

45

Previously, we discussed the incident management roles. The Executive Policy Group has the authority to make decisions, commit resources, obligate funds, and command the resources necessary to protect the students, faculty, staff, and facilities.

The Executive Policy Group may convene at an EOC. The EOC is not a part of the ICS structure; rather, it is activated to support the on-scene response during an escalating incident by relieving the Incident Commander of the burden of external coordination and securing additional resources.


An EOC is:

- NOT a part of the ICS structure
- Part of a larger system of Multi-Agency Coordination (MAC) that is integral to domestic response as required by NIMS
- A physical location

- Staffed with personnel trained for and authorized to represent their agency/discipline
- Equipped with mechanisms for communicating with the incident site and obtaining resources and potential resources
- Managed through protocols
- Applicable at different levels of government

Multi-Agency Coordination (MAC) is a system, not a facility. Entities that may comprise a multi-agency system include dispatch, on-scene command, resource coordination centers, Emergency Operations Centers, and coordination entities in groups.

As part of the overall MAC system, the EOC provides a central location where government at any level can provide interagency coordination and executive decision-making in support of the incident response.



**Role of the EOC**

- The EOC may be the facility from which multiple campus departments and government agencies are coordinated.
- The EOC plays a critical role in support of the on-scene response.
- Remember: Tactical decisions are made by the Incident Commander at the incident scene, not by the EOC.

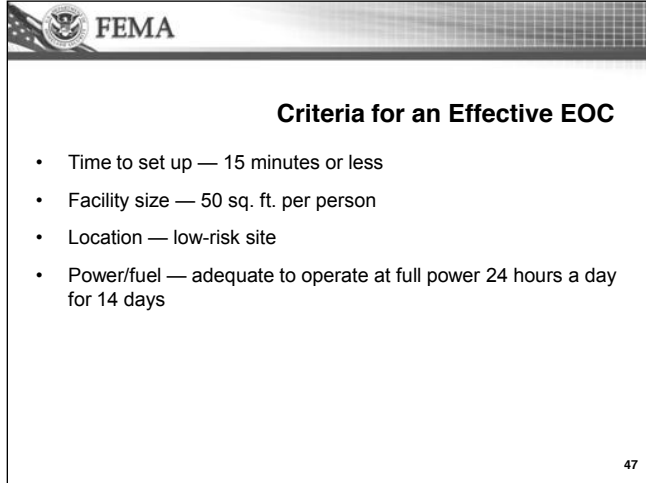
46

An EOC is used:

- In varying ways within all levels of government and the private sector
- To provide coordination, executive decision-making, and support during emergencies

An EOC does **not**:

- Command the on-scene level of the incident



The criteria for an effective EOC. FEMA Recommendations for EOCs include:

- Facility size — 50 sq. ft. per person
- Location — low-risk site
- Power/fuel — adequate to operate at full power 24 hours a day for 14 days

The time it takes to set up an EOC should be 15 minutes or less.

Some EOC layout considerations include:


- Facilitate centralized coordination and efficient exchange of information
- Organize group work areas by Standard Emergency Management (SEMS) function
- Adapt to available space

Guides for EOC staff might include:

- Setting up the EOC
- Communications Plan — phones, radios
- Message-handling protocol
- Forms — types and usage
- Resource lists

The EOC must contain the following spaces/rooms to provide adequate working room:

1. Day-to-day office space
2. Meeting/lead agency/executive room
3. Communications Room for radio/telephone and support equipment
4. Operations room for emergency coordination
5. Restrooms
6. Mechanical/electrical switch room
7. Kitchen/break area
8. Storage area for maps, procedures, publications, supplies, etc.




### EOC Self-Assessment

- Do you have a facility that can be activated rapidly?
- What condition is your EOC in?
- Are you ready to activate your EOC in 10-15 minutes in the event of an incident?

48

A self-assessment of the state of the EOC by asking the following:

- Do you have a facility that can be activated rapidly?
- What condition is your EOC in?
- Are you ready to activate your EOC in 10–15 minutes in the event of an incident?



### EOC Benefits

- An effective EOC:
  - Helps establish a common operating picture
  - Facilitates long-term operations
  - Improves continuity
  - Provides ready access to all available information
  - Simplifies information analysis and verification
  - Promotes resource identification and assignment


49

An effective EOC:

- Helps establish a common operating picture (COP) which facilitates collaborative planning and assists everyone in achieving situational awareness
- Facilitates long-term operations
- Improves continuity

- Provides ready access to all available information
- Simplifies information analysis and verification
- Promotes resource identification and assignment


A single EOC facility functions more efficiently than multiple EOCs. With a single location, officials can meet, make decisions, and coordinate activities.

 **FEMA**

**Capstone Activity: Incident**

**Purpose:** Illustrate how hectic an incident can get

**Time:** 10 minutes



50


**Capstone Activity: Incident**

**Purpose:** Illustrate how hectic an incident can get




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## Engaging Your Campus




### Engaging Your Campus Objectives

- Discuss methods for helping to obtain campus support.





51

The purpose of this topic is to give you suggestions to enable you to engage the campus community in the essential elements of emergency planning.



### Methods for Helping Obtain Campus Support

- Newsletters and websites
- Letters
- Charter letter from the president
- Posters and flyers
- Statistics for parents

Distribute samples.

52

Some items that will help you engage your campus faculty, staff, students, parents, and community—like letters, charter letter from the president, posters that advertise plans, the ability to provide good statistics for parents.

. Other ideas include:

- **Newsletter and Website Copy:** Use copy for your own website communications or share it with business and community groups to include in their newsletters.
- **Poster/Flyer:** Use the poster and flyer to provide information about local events or include inspirational messages. Distribute posters/flyers around campus or display them in high-traffic areas.
- **Fact Sheet:** Learn more about Emergency Planning with this handy fact sheet.

Websites that may have helpful information include:

FEMA Competitive Training Grant Program:

<http://www.fema.gov/emergency/ctgp/index.shtm>

FEMA Training Sites: <http://www.fema.gov/prepared/train.shtm>

Lessons Learned Information System: <https://www.llis.dhs.gov/index.do>

IAEM (International Association of Emergency Managers) Disaster Resistant University List Serve: <http://www.iaem.com/committees/college/>

ICS Pocket Guide and other Disaster Preparedness Guides: [www.quickseries.com](http://www.quickseries.com)