

Purpose:

This evaluation tool is to assist campuses in reviewing their emergency operations or emergency response plans. The questions are from a broad range of sources but were edited to reflect campus sensibilities. To a large degree it draws from the *Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education*, and reflects work of the REMS-TA.

This document is not complete and it is being considered a work in progress. Suggestions are welcome.

References:

Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education <https://www.fema.gov/th/media-library/assets/documents/33597>

EOP Evaluate <https://rems.ed.gov/EOPinteractivetools.aspx>

FEMA <https://www.fema.gov/>

NFPA 1600 Standard on Disaster/Emergency Management and Business Continuity Programs

<http://www.nfpa.org/codes-and-standards/all-codes-and-standards/list-of-codes-and-standards?mode=code&code=1600>

Clery Handbook 2016 <https://www2.ed.gov/admins/lead/safety/handbook.pdf>

SUNY Procedure 5606 https://www.suny.edu/sunypp/documents.cfm?doc_id=584

SUNY Procedure 5608 https://www.suny.edu/sunypp/documents.cfm?doc_id=756

Presumptions:

This document does not address:

- Continuity of operations
- Recovery operations
- IT emergency procedures and protocols
- Specific UPD protocols
- Specialty department protocols (e.g., animal care, laboratory, radioactive material sites, etc)
- Travel – international and domestic

Throughout, the terms Emergency Operations Plans and Emergency Response Plans are used interchangeably.

Sections

Page 3	G - General
Page 4	P - Plan Development
Page 5	H - Hazard Assessment
Page 6	E - Basic Plan Elements
Page 10	A - Annexes
Page 14	T - Emergency Response Team, Activation, Training
Page 14	EX - Exercises
Page 14	MOU - Memoranda of Understanding

General				
#	Question	Yes	No	Action
G-1	Does the campus have an Emergency Response Plan or Emergency Operations Plan? (This evaluation tool will use term EOP will be used for this document.)			
G-2	Has the President endorsed the EOP and most recent revision of the EOP?			
G-3	Has it been reviewed over the past 12 months?			
G-4	Has a copy of your plan been provided to System Administration by June 30 annually?			
G-5	Is there a clear line of succession for Presidential authority during emergencies?			
G-6	Does the plan grant authority to the person acting as Incident Commander to commit resources to the response?			
G-7	Does the plan use NIMS for preparing for preventing, responding to, and recovery from incidents?			
G-8	Does the plan identify the individual responsible for the annual review of the plan and an evaluation plan?			
G-9	Are copies of the plan controlled?			
G-10	Does the plan identify procedures for reporting emergencies to appropriate campus officials and/or System Administration?			

NOTES

<i>Plan Development</i>				
#	Question	Yes	No	Action
<i>P-1</i>	<i>Did development of the plan include the following:</i>			
	1 Academic Affairs			
	2 Business Office			
	3 Central Administration or Designee			
	4 Counseling and Mental Health Services			
	5 Environmental Health and Safety			
	6 Facilities and Operations			
	7 Food Services			
	8 Health Services			
	9 Human Resources			
	10 Information Technology			
	11 Legal/Counsel			
	12 Public Information			
	13 University Police/Public Safety			
	14 Residential Life			
	15 Student Affairs			
	16 Transportation			
	17 International Student Services			
	18 Science/Engineering Departments			
	19 Animal Care Facilities			
	20 Childcare Facilities			
<i>P-2</i>	<i>Have the following interests been considered?</i>			
	1 Individuals With Disabilities or Access/Functional Needs			
	2 Racial and Ethnic Minorities Religious			
	3 Limited English Proficiency			
	4 International Students			
<i>P-3</i>	<i>Has the plan been shared with local response entities?</i>			

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<i>Hazard Assessment</i>				
#	Question	Yes	No	Action
<i>H-1</i>	<i>Has a comprehensive All Hazards Threat Assessment been conducted, including:</i>			
	1 Natural Hazards:			
	2 Earthquakes			
	3 Tornadoes			
	4 Lightning			
	5 Severe wind			
	6 Hurricanes			
	7 Floods			
	8 Wildfires			
	9 Extreme temperatures			
	10 Landslides or mudslides			
	11 Winter precipitation			
	12 Ice storms			
	13 Infectious Diseases			
	14 Contaminated food outbreaks			
	15 Technological Hazards:			
	16 Hazardous materials releases (from onsite and offsite)			
	17 Radiological Releases (from onsite and offsite)			
	18 Dam failure			
	19 Power failure			
	20 Water failure			
	21 Human-Caused Threats:			
	22 Arson			
	23 Active shooters			
	24 Criminal threats or actions			
	25 Gang violence			
	26 Bomb threats			
	27 Domestic violence and abuse			
	28 Suicide			
<i>H-2</i>	<i>Have there been quantitative risk assessments done on each of the above that may prove to be more than a negligible risk?</i>			
<i>H-3</i>	<i>Are the significant issues mapped to a response annex?</i>			

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<i>Basic Plan Elements</i>					
#	Question		Yes	No	Action
<i>E-1</i>	<i>Does the EOP have the following elements?</i>				
1	Introduction	May include: cover page with title, campus, and date; promulgation document and signature; approval and implementation page; record of changes; record of distribution; and table of contents.			
2	Purpose and Overview	The basic plan's purpose is a general statement of what the EOP is meant to do. The statement should be supported by a brief synopsis of the basic plan and annexes.			
3	Detailed Campus Maps	Consider including utility line drawings and other references.			
4	Concept of Operations	<p>Section explains in broad terms the intent with regard to an operation. It should give an overall picture of how the campus will protect the students, faculty, staff, and visitors, and should:</p> <ul style="list-style-type: none"> ▪ Identify those with authority to activate the plan (e.g., administrators, department heads); ▪ Describe the process by which the campus coordinates with all appropriate agencies, boards, or divisions within the jurisdiction; ▪ Identify other response and support agency plans or MOUs that directly support the implementation of this plan (e.g., city or county EOP); ▪ Explain that the primary purpose of actions taken during an emergency is to respond to the emergency and minimize its impact on life or property. 			
5	Planning Presumptions	<p>Some examples:</p> <ul style="list-style-type: none"> • The College, its infrastructure or its students, faculty and/or staff are exposed to some danger, injured, ore damaged or in some way 			

		<ul style="list-style-type: none"> • Normal colleges operations are impeded. • Evacuation of all or part of the community may be required because immediate and ensuring threats are uncontrollable. • Emergencies may occur at any time, day or night, weekend or holiday, with little or no warning. • The succession of events in an emergency is not entirely predictable; hence this plan serves as a guide and may require field modification in order to meet the requirements of the event. • The magnitude or severity of an emergency may exceed the campus's ability to respond. In those cases, it may be necessary to relay on the assistance of external resources for both mitigation and recovery. 			
	<p>6 Organizational and Assignment of Responsibilities</p>	<p>Provide an overview of the broad roles and responsibilities of faculty and staff, students, families, first responders, local emergency management, and community partners, and of organizational functions during all emergencies.</p> <p>The following is an example of the type of information that would be included in the plan to describe the broad roles and responsibilities of the resident director of a student housing facility during an emergency.</p> <p>The resident director will be responsible for the supervision of residents located in his or her housing units and shall remain with residents until directed otherwise. Resident director responsibilities include:</p> <ul style="list-style-type: none"> • evacuating residents to inside or outside assembly areas according to instructions provided by the Incident Commander or designee; • obtaining first aid services for injured students; and, • if trained and certified in first aid, rendering first aid, if necessary. 			

7 Direction, Control, and Coordination	<ul style="list-style-type: none"> ▪ Formal adoption of the ICS structure ▪ The ICS structure as used by the campus ▪ The relationship between the campus EOP and other organizations such as the local community plans 			
8 Information Collection, Analysis and Dissemination	List general sources of information used to prepare for or identify an emergency condition including National Weather Service (StormReady), NY-Alert, police dispatch, etc.			
9 Administration, finance and Logistics	<p>This section covers general support requirements and the availability of services and support for all types of emergencies, as well as general policies for managing resources. It should identify and reference policies and procedures that exist outside the plan. This section should:</p> <ul style="list-style-type: none"> ▪ Identify administrative controls (e.g., budget and acquisition policies and procedures) and requirements that will be used to provide resource and expenditure accountability; ▪ Briefly describe how the campus will maintain accurate logs of key activities; ▪ Identify general policies for keeping financial records, tracking resource needs, tracking the source and use of resources, acquiring ownership of resources, and compensating the owners of private property used by the campus. 			
10 Authorities and References	<p>Consider:</p> <p>Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education</p> <p>Presidential Homeland Security Presidential Directive 5</p>			

		<p>Presidential Policy Directive / PPD-8: National Preparedness</p> <p>New York State</p> <ul style="list-style-type: none"> - Executive Order No. 26: Establishing a Management System for Emergency Response - Article 2B of the NYS Executive Law <p>State University of New York</p> <ul style="list-style-type: none"> - SUNY Policy 5606 Emergency Response Plan Requirements - SUNY Policy 5608 Emergency Notification Protocol Requirements <p>U.S. Department of Education’s Readiness and Emergency Management for Schools https://rems.ed.gov/ToolBox.aspx</p> <p>NFPA 1600: Standard on Disaster/Emergency Management and Business Continuity/Continuity of Operations Programs</p>			
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Annexes				
#	Question	Yes	No	Action
A-1	<i>Does the EOP have the following functional annexes? [Functional annexes focus on critical operational functions and the courses of action developed to carry them out. An annex has specific procedures and guidance for the event, with the roles and responsibilities of various involved campus entities, and line of succession for appropriate Incident Commanders and subject matter experts.]</i>			
	<p>1 Evacuation</p> <ul style="list-style-type: none"> ▪ How to account for students, faculty, staff, and visitors located in various locations at different points in the day. ▪ How to safely move students, faculty, staff, and visitors from unsafe areas to designated assembly areas such as classrooms, student housing facilities, campus grounds, dining halls, stadiums, and other campus locations. ▪ How to safely evacuate from large outdoor assembly venues such as stadiums, including an electrical storm plan. ▪ How to evacuate when the primary evacuation route is unusable. ▪ How to evacuate individuals with disabilities (along with service animals and assistive devices, e.g., wheelchairs) and others with access and functional needs, including language, transportation, and medical needs. 			
	<p>2 Deny Entry or Closing (Lockdown)</p> <ul style="list-style-type: none"> ▪ How to account for students, staff, faculty, and visitors located in various locations at different points in the day. ▪ How to secure exterior doors to campus buildings and facilities and when it may or may not be safe to do so. ▪ How particular classroom and building characteristics (i.e., windows, doors) impact possible lockdown courses of action. ▪ When to use the different variations of a lockdown (when outside activities are 			

		curtailed, doors are locked, and visitors closely monitored but all other activities continue as normal).			
3	Shelter-in-Place/Secure-in-Place	<ul style="list-style-type: none"> ▪ How a shelter-in-place can affect individuals with disabilities and others with access and functional needs who require durable medical equipment and personal assistance services. ▪ How to locate and shelter all students, faculty, staff, and visitors. 			
4	Accounting for all Persons	<ul style="list-style-type: none"> ▪ How campus personnel will determine who should be in attendance at the assembly area. ▪ What to do when a student, faculty, staff member, or visitor cannot be located. ▪ How campus personnel will report to the assembly supervisor. ▪ How and when students, faculty, and staff will be permitted to resume their activities. 			
5	Communications and Notifications – External and Internal	Does the plan authorize a Public Information Officer and alternate to speak on behalf of the campus?			
		Does the campus have active broadcast capabilities (e.g., outdoor sirens/speakers, audio/visual devices)?			
		Has the active broadcast capabilities been tested within the last year?			
		Does the campus have passive broadcast capabilities (e.g., email, electronic message boards, and crawlers)?			
		Has the passive broadcast capabilities been tested in the last year?			
		Does the campus have individual broadcast capabilities (e.g., cell phone, texting, NY-Alert, Rave)?			

		Has the individual broadcast capabilities been tested in the past year?		
		Is there a clear policy for use of each capability?		
		Is there clear authorization of specific individuals to initiate such communication?		
		How is System Administration informed of emergencies?		
		How does the campus communicate with external agencies?		
6 Public Health, Medical Health and Mental Health		Does it include immediate care for persons on campus?		
		Does it include transportation of injured/ill persons to hospitals?		
		Does it include quarantine and isolation procedures?		
		Does it include mass prophylaxis, vaccination, or dispensing procedures?		
7 Construction Emergencies		See http://system.suny.edu/capital-facilities/emergency-information/ for information about declaration of campus emergencies – impairment of facilities		
8 Dining Services		Discuss with contractor; check contract conditions, etc		
9 Pandemic Flu or Infectious Diseases		See SUNY templates: <ul style="list-style-type: none"> • SUNY Pandemic Flu Guidance Documents 2009 • SUNY Public Health Emergency Planning Template 2009 		
10 Power Loss		Describe power system and initial outage actions; consider line drawings. Place contact info for SUNY emergency generators http://system.suny.edu/capital-		

		facilities/emergency-information/suny-emergency-generator-info/			
	11 Water Loss	Describe water system and initial outage actions; consider line drawings of service.			
	12 Other Utility Losses	Describe utility system and initial outage actions; consider line drawings of service.			
	13 Childcare Emergency Evacuation	See Office for Children and Family Services OCFS-6012 and similar			

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<i>Emergency Response Team, EOC Activation, Training</i>				
#	Question	Yes	No	Action
T-1	Are key emergency response managers identified?			
T-2	For those with potential emergency response duties, does the plan maintain contact information, including off-hours contact information?			
T-3	Is there a procedure to contact appropriate emergency response managers?			
T-4	Is there a procedure for activation of the EOC?			
T-5	Has a location for the EOC been established?			
T-6	Is there an alternate EOC location?			
T-7	Is there a designated training officer?			
T-8	What FEMA (or other) course are required for which types of positions?			
T-9	Is retraining interval set?			
<i>Exercises</i>				
#	Question	Yes	No	Action
EX-1	Is there a multi-year exercise plan in place?			
EX-2	Have past exercises involved responses to varying hazards?			
EX-3	Has there been an exercise that produced an after action plan within the past year?			
EX-4	Does the exercise program include the use of after action reports?			
EX-5	Do after action reports lead to clarifications of or additions to the plan, and/or additional staff planning?			
<i>MOUs</i>				
#	Question	Yes	No	Action
MOU-1	Does the plan include all emergency response related MOUs (formal or informal agreements between the campus and third parties regarding the use of resources during an emergency)?			

	Include agreements may be between the campus and response groups (e.g., fire department, police department, emergency management agency), other colleges, organizations, and businesses.			
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