

May 2014  
Participant Guide

# Emergency Planning for Campus Executives



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# Introduction

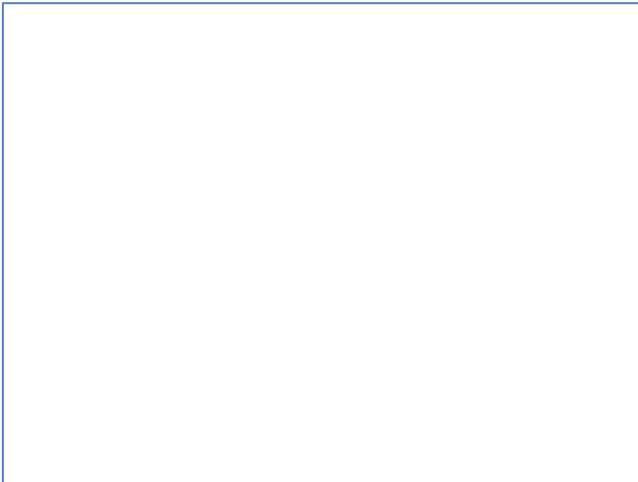


## Introduction Objectives

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

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 L0363 Multi-Hazard Emergency Planning for Higher Education.


If are interested in more information about the L0363 course, contact Tina Hovermale at: [Tina.Hovermale@fema.dhs.gov](mailto:Tina.Hovermale@fema.dhs.gov) or call 301-447-1207 for more details.



## Introductions

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

**Introduce** yourself and **provide** a brief summary of your experience.



**Emergency Response**

*Emergency Management and Preparedness for Colleges and Universities Video*

The Fictional Disaster


Time: 4 minutes 54 seconds

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### Emergency Response



Emergency Management and Preparedness for Colleges and Universities Video “The Fictional Disaster”

Time: 4 minutes 54 seconds



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

Discuss campus-based emergency scenario.

 Distribute Handout 1-1 after discussion. 

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### Group Discussion: What If...?

Discuss campus-based emergency scenario.



**Seminar Goal**

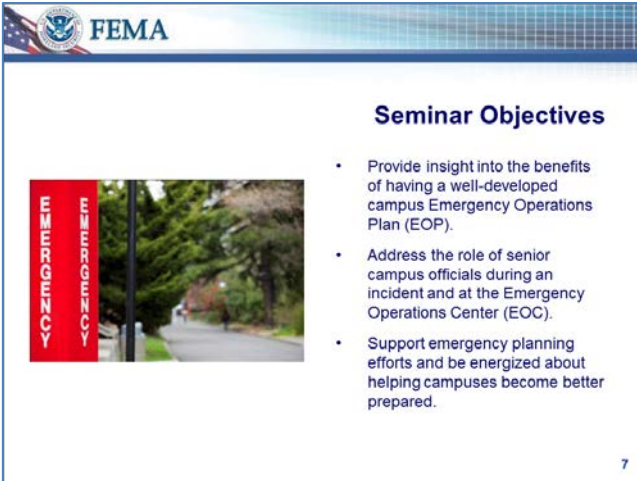
Provide executives of institutions of higher education (IHEs) with insights into multi-hazard emergency planning and their role in protecting lives, property, and operations.



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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.



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### Seminar Objectives

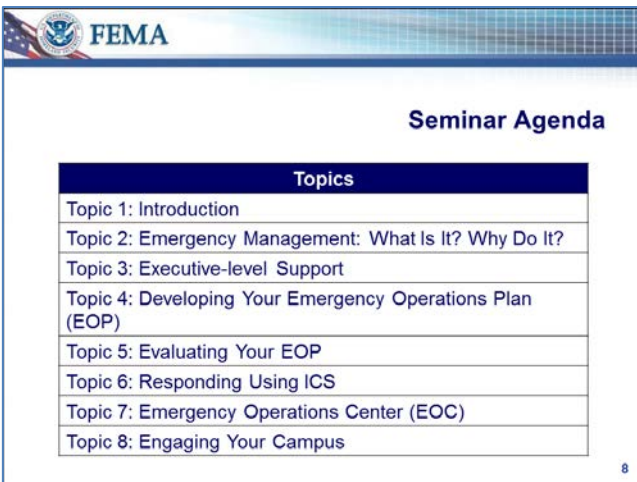
- Provide insight into the benefits of having a well-developed campus Emergency Operations Plan (EOP).
- Address the role of senior campus officials during an incident and at the Emergency Operations Center (EOC).
- Support emergency planning efforts and be energized about helping campuses become better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

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### Seminar Objectives

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 their roles as senior campus officials during an incident and at the Emergency Operations Center (EOC).
- Support emergency planning efforts and be energized about helping their campuses become better prepared.



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### 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

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Review the seminar agenda shown in the below table.


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)
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**Seminar Materials**

Course Materials include:

- Participant Guide
- Handouts



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## Seminar Materials

Course Materials include:

- Participant Guide
- Handouts




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

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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.



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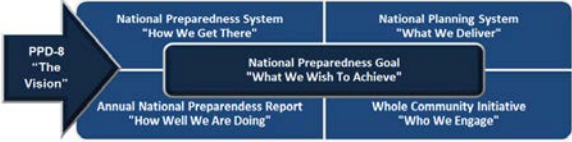
## Emergency Management: What Is It? Why Do It? Objectives

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

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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**Preparedness: How the Pieces Fit Together**



PPD-8 ("The Vision") links together the national preparedness key elements National Preparedness System: How We Get There, National Planning System: What We Deliver, Annual National Preparedness: How Well We Are Doing, and Whole Community Initiative: Who We Engage to meet the National Preparedness Goal of "What We Wish to Achieve."

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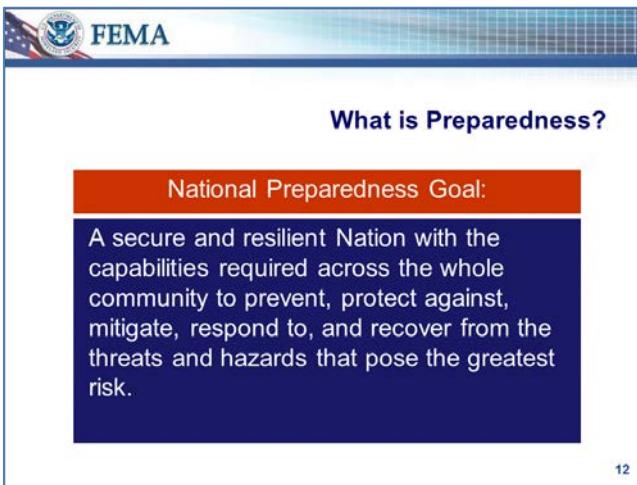
## Preparedness: How the Pieces Fit Together

The visual shows a graphic that depicts how the Presidential Policy Directive 8 (PPD-8) ("The Vision") links together the national preparedness key elements National Preparedness System: How We Get There, National Planning System: What We Deliver, Annual National Preparedness: How Well We Are Doing, and Whole Community Initiative: Who We Engage to meet the National Preparedness Goal of "What We Wish to Achieve."

This lesson introduces you to the different elements of national preparedness.

National preparedness is a shared responsibility. As such, the PPD is designed to facilitate an integrated, all-of-Nation/whole community, capabilities-based approach to preparedness. Involving Federal partners; State, local, and tribal leaders; the private sector; nongovernmental organizations; faith-based and community organizations, and—most importantly—the general public is vital to keeping people and communities safe and preventing the loss of life and property when disasters strike.

Additional information on each of these [preparedness elements](http://www.fema.gov/pdf/prepared/npg.pdf) can be found at the following FEMA Web page: <http://www.fema.gov/pdf/prepared/npg.pdf>.



## What is Preparedness?

**National Preparedness Goal:** A secure and resilient Nation with the capabilities required across the whole community to prevent, protect against, mitigate, respond to, and recover from the threats and hazards that pose the greatest risk.

On a national scale, we describe successful preparedness as: a secure and resilient Nation with the capabilities required across the whole community to prevent, protect against, mitigate, respond to, and recover from the threats and hazards that pose the greatest risk.

This same definition applies to communities and jurisdictions at any level (local, State, tribal, etc.).

Notice that there is an underlying premise in this description of preparedness: If you have the capabilities to manage the greatest, worst-case probable situation, you will also be prepared to handle lesser incidents—the routine and less-than-catastrophic incidents that make up most of emergency management.

**The key is building and sustaining capabilities at all levels.**



### Mission Areas and Core Capabilities

The Preparedness Goal establishes the Core Capabilities for executing the five Mission Areas: Prevention, Protection, Mitigation, Response, and Recovery.


Mission Areas are comprised of the capabilities required for achieving the function at any time (before, during, or after an incident) and across all threats and hazards.

The five Mission Areas include:

- **Prevention:** The capabilities necessary to avoid, prevent, or stop a threatened or actual act of **terrorism**. As defined by PPD-8, the term “prevention” refers to **preventing imminent threats**.
- **Protection:** The capabilities necessary to secure the homeland against acts of **terrorism and human-caused** or natural disasters.
- **Mitigation:** The capabilities necessary to **reduce loss of life and property by lessening the impact of disasters**.

- **Response:** The capabilities necessary to **save lives, protect property and the environment, and meet basic human needs** after an incident has occurred.
- **Recovery:** The capabilities necessary to assist communities affected by an incident to **recover effectively**.

**Important Note:** In this module you'll learn that Mission Areas differ from phases of emergency management. Each area is comprised of the capabilities required for achieving the mission or function at any time (before, during, or after an incident) and across all threats and hazards. It is important to shift your thinking to capabilities rather than phases!



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The core capabilities are:

- Distinct critical elements necessary to meet the National Preparedness Goal.
- Essential for the execution of each Mission Area.
- Developed and sustained through the combined efforts of the whole community.

**Refer to the Core Capabilities Chart**

Core Capabilities



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The core capabilities are:

- Distinct critical elements necessary to meet the National Preparedness Goal.
- Essential for the execution of each Mission Area.
- Developed and sustained through the combined efforts of the whole community.

Review the chart on Page 10. Notice that a few core capabilities directly involve more than one Mission Area. (For example, Interdiction and Disruption occurs in both Prevention and Protection; Infrastructure Systems occurs in both Response and Recovery.)

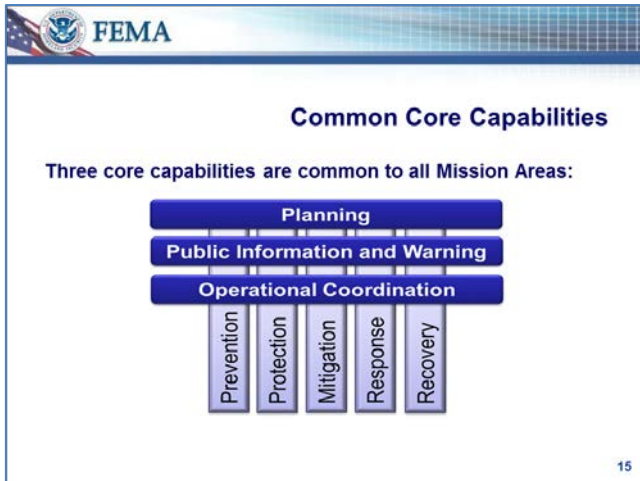
**Response** activities may include:

- 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

## Core Capabilities by Mission Areas

Prevention	Protection	Mitigation	Response	Recovery
<b>Planning</b>				
<b>Public Information and Warning</b>				
<b>Operational Coordination</b>				
Forensics and Attribution Intelligence and Information Sharing <b>(Behavioral Assessment Teams)</b> Interdiction and Disruption Screening, Search, and Detection	Access Control and Identity Verification Cyber Security <b>(Student records)</b> Intelligence and Information Sharing Interdiction and Disruption Physical Protective Measures Risk Management for Protection Programs and Activities Screening, Search, and Detection <b>(Sports venues)</b> Supply Chain Integrity and Security	Community Resilience <b>(Tornado safe areas)</b> Long-Term Vulnerability Reduction Risk and Disaster Resilience Assessment Threats and Hazard Identification	Critical Transportation Environmental Response/Health and Safety Fatality Management Services Infrastructure Systems Mass Care Services <b>(Shelter and feeding)</b> Mass Search and Rescue Operations On-Scene Security and Protection Operational Communications Public and Private Services and Resources Public Health and Medical Services <b>(Campus Residences)</b> Situational Assessment	Economic Recovery <b>(Resume classes)</b> Health and Social Services Housing Infrastructure Systems <b>(Research facilities)</b> Natural and Cultural Resources <b>(Library and museums)</b>

Refer to the: [Comprehensive Preparedness Guide \(CPG\) 201: Threat and Hazard Identification and Risk Assessment Guide](http://www.fema.gov/media-library/assets/documents/28651?id=6354) (<http://www.fema.gov/media-library/assets/documents/28651?id=6354>).



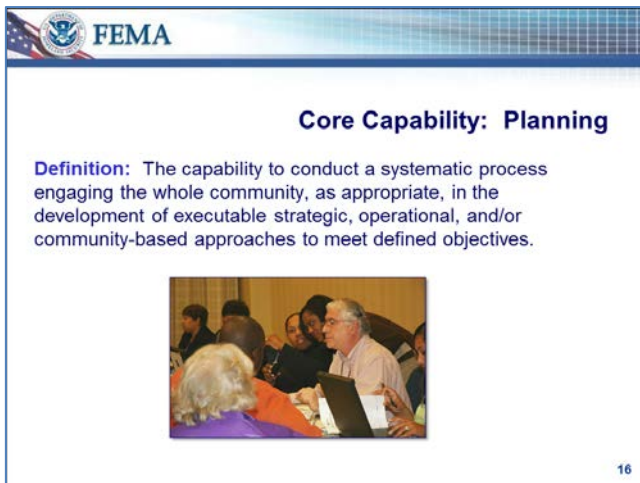
## Common Core Capabilities

The three core capabilities (Planning, Public Information and Warning, and Operational Coordination) are common to all five mission areas (Prevention, Protection, Mitigation, Response, and Recovery).

These capabilities:

- Unify the Mission Areas.
- Are necessary, in many ways, for building the other capabilities.

Let's take a brief look at each of the common core capabilities.



**Common Core Capability: Planning** is the capability to conduct a systematic process engaging the whole community, as appropriate, in the development of executable strategic, operational, and/or community-based approaches to meet defined objectives.


Planning is the capability to conduct a systematic process engaging the whole community in the development of executable strategic, operational, and/or community-based approaches to meet defined objectives.

The jurisdiction needs planning capability in order to develop the wide array of plans necessary for effective emergency management.

You can also learn more about planning through additional training, such as:


- E/L0103, Planning: Emergency Operations
- IS-0235, Emergency Planning



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**Core Capability: Public Information & Warning**

- **Definition:** The capability to deliver —
  - Coordinated, prompt, reliable, and actionable information to the whole community
  - Through the use of clear, consistent, accessible, and culturally and linguistically appropriate methods
  - To relay information regarding threats or hazards, actions being taken, and assistance being made available.



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Common Core Capability: Public Information and Warning is the capability to deliver coordinated, prompt, reliable, and actionable information to the whole community through the use of clear, consistent, accessible, and culturally and linguistically appropriate methods to effectively relay information regarding any threat or hazard, as well as the actions being taken and the assistance being made available, as appropriate.

Public information is:

- Provided before, during, and after incidents.
- Focused on communicating life- and health-saving information, including:
  - Severity of the situation.
  - Action steps that individuals and communities should take.


The functions of public information are to:

- Save lives and reduce injury.
- Protect property and the environment.
- Facilitate the tactical response by calming fears and managing expectations.
- Educate, inform, and change behavior or attitudes.
- Seek the public's cooperation.
- Provide information to help families reunite.
- Instill public confidence in your ability to manage the incident and protect residents.



You can learn more about public information and warning through additional training, such as:


- E/L0105, Public Information and Warning.
- IS-0702.a, National Incident Management System (NIMS) Public Information Systems.
- IS-0029, Public Information Officer Awareness.



**Core Capability: Operational Coordination**

Operational coordination is the conduit to and from stakeholders.

What are some examples of ways we build operational coordination?



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Core Capability **Operational Coordination** is the conduit to and from stakeholders and is defined as:

*The capability to establish and maintain a unified and coordinated operational structure and process that appropriately integrates all critical stakeholders and supports the execution of core capabilities.*

**Discussion Question: What are some examples of ways we build operational coordination?**

You can learn more about operational coordination through additional training, such as:

- IS-0701.a, NIMS Multiagency Coordination (MAC) Systems.
- IS-0775, Emergency Operations Center (EOC) Management and Operations.
- G0191, Incident Command System/Emergency Operations Center (ICS/EOC) Interface.


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### National Preparedness System

A system of concepts, processes, guidance, and tools that:

- Integrates current efforts into an efficient, effective system.
- Supports:
  - Decisionmaking.
  - Resource allocation.
  - Measuring of progress.

And leads to preparedness



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## National Preparedness System (NPS)

A system of concepts, processes, guidance, and tools that integrates current efforts into an efficient, effective system and supports decisionmaking, resource allocation, and measuring of progress and ultimately leads to preparedness.

If the National Preparedness Goal is the “what,” the National Preparedness System is the “how.”


The National Preparedness System (NPS) builds on current efforts, many of which are established in the Post-Katrina Emergency Management Reform Act and other statutes.

Through the implementation of the NPS, these efforts will be integrated to be more efficient and effective, supporting our Nation’s ability to confront any threat or hazard.

There are six components in the NPS:

- Identifying and Assessing Risk
- Estimating Capability Requirements
- Building and Sustaining Capabilities
- Planning to Deliver Capabilities
- Validating Capabilities
- Reviewing and Updating


More information about these [NPS components](http://www.fema.gov/pdf/prepared/nps_description.pdf) can be obtained at: [http://www.fema.gov/pdf/prepared/nps\\_description.pdf](http://www.fema.gov/pdf/prepared/nps_description.pdf).



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

Purpose: Determine the benefits of emergency management

Time: 5 minutes




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

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


**Time:** 5 minutes

# Executive-level Support



**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.



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## 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
- Staff the Policy Group during an emergency

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## Roles of Executives in the Planning Process

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
- Staff the Policy Group during an emergency



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

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

**Time:** 5 minutes

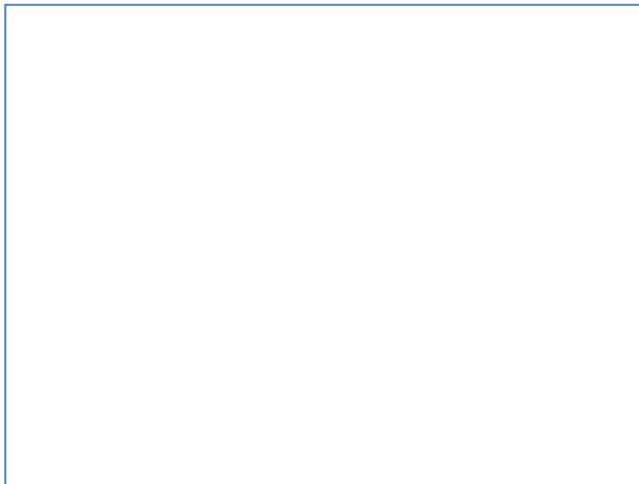


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**Q&A Activity: How to Support Your Campus**

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

**Time:** 5 minutes




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


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

**Time:** 5 minutes

# Developing Your Emergency Operations Plan (EOP)

 **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.




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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.

The purpose of this topic is to give participants information about a multi-hazard EOP.

 **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




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## Value of Having an EOP

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 students, 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.

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## Needs of IHEs


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 even 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 8 a.m. to 5 p.m. typical business-hour schedules. A college campus is alive and engaged with 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.



**Federal Requirements and Mandates for Emergency Planning**

- Presidential Policy Directive 8 (PPD-8)
- Homeland Security Presidential Directive (HSPD-5)
- ICS Mandates
- Financial ramifications of not planning include possible ineligibility grants including:
  - Emergency Management for Higher Education (Department of Education)

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### Federal Requirements and Mandates for Emergency Planning

Mandates, regulations, statutes, and legal precedents at Federal, State, local, and tribal levels (Education Opportunity Act, NIMS compliance for grants):

- Preparedness requires the commitment of our entire Nation. Presidential Policy Directive 8 (PPD-8) describes the Nation's approach to preparedness—one that involves the whole community, including individuals, businesses, community- and faith-based organizations, schools, tribes, and all levels of government (Federal, State, local, tribal, and territorial).

- PPD-8 links together national preparedness efforts using the following key elements:
  - National Preparedness System: How We Get There
  - National Planning System: What We Deliver
  - Annual National Preparedness: How Well We Are Doing
  - Whole Community Initiative: Who We Engage
- Link for additional information: [Presidential Policy Directive 8 \(https://www.hsdl.org/?view&did=692329\)](https://www.hsdl.org/?view&did=692329)
- 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, tribal, and private-sector responses to incidents, and described the ways these agencies should prepare for such a response.

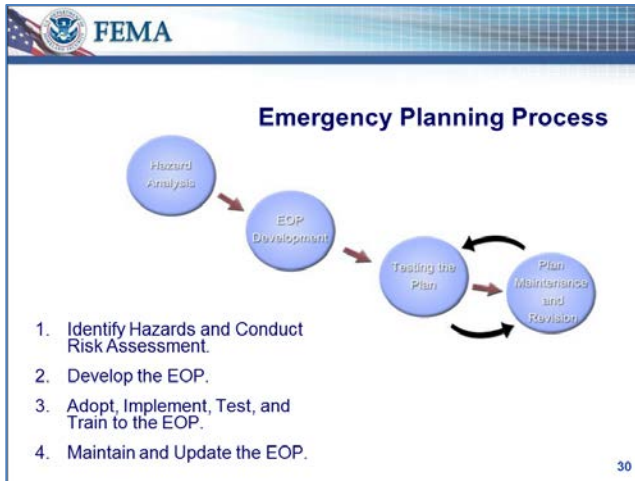
- ICS Mandates
  - NIMS requires the use of ICS for all domestic responses. NIMS also requires that all levels of government, including Territories and Tribal Organizations, adopt ICS as a condition of receiving Federal preparedness funding.
  - This requirement also applies to all colleges and universities 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)

## Planning Requirements

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.



## Emergency Planning Process

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

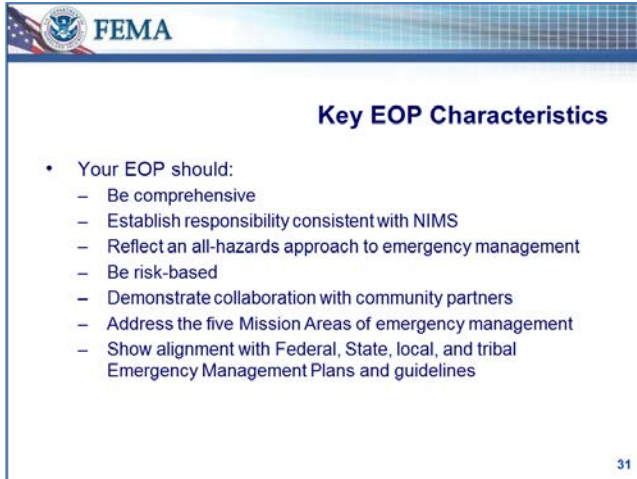
The four steps of the emergency planning process are:

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/division\\_s/npd/CPG\\_101\\_V2.pdf](http://www.fema.gov/pdf/about/division_s/npd/CPG_101_V2.pdf).



## Key EOP Characteristics

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 Mission Areas of emergency management
- Show alignment with Federal, State, local, and tribal 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




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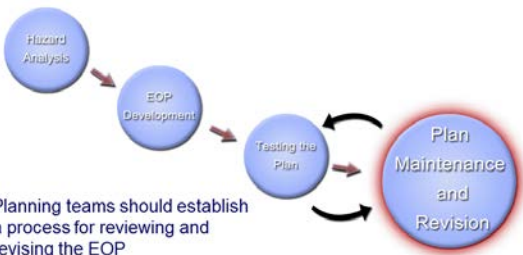
## Remember

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

Keep in mind the 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.



**Plan Maintenance**



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

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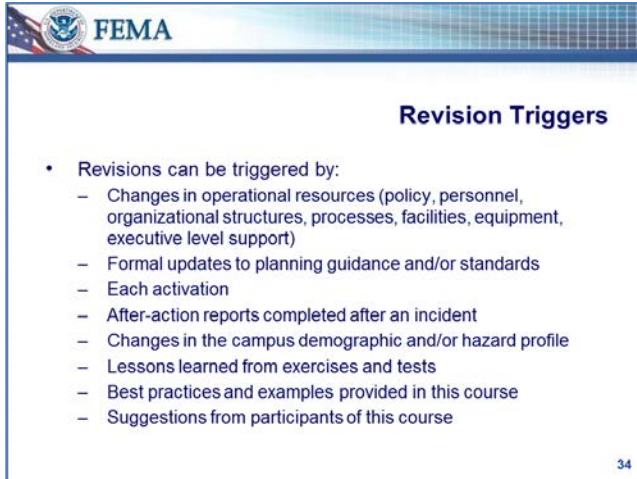
## Plan Maintenance

To review, the four Emergency Planning Process steps are:

1. Hazard Analysis
2. EOP Development
3. Testing the Plan
4. Plan Maintenance and Revision

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

Planning teams should establish a process for reviewing 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.



## 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

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.




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- Describe the Homeland Security Exercise and Evaluation Program (HSEEP) program.

The purpose of this topic is to assist participants 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

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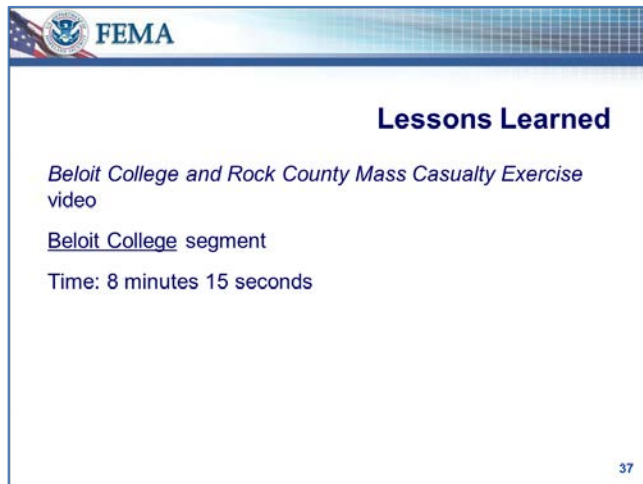
## Benefits of Training, Exercising, and Evaluating Your EOP

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



The image is a screenshot of a presentation slide from FEMA. The slide has a blue header with the FEMA logo and the text 'FEMA'. The main title is 'Lessons Learned'. Below the title, it says 'Beloit College and Rock County Mass Casualty Exercise video'. Underneath that, it says 'Beloit College segment' and 'Time: 8 minutes 15 seconds'. There is a small number '37' in the bottom right corner of the slide.

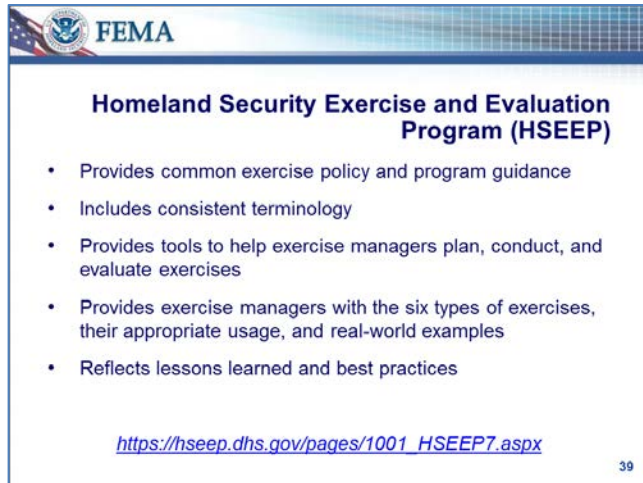
### Lessons Learned

Beloit College and Rock County Mass Casualty Exercise video

Beloit College segment:

Time: 8 minutes and 15 seconds.


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



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


- Provides common exercise policy and program guidance that constitutes a national standard for exercises
- Includes consistent terminology that can be used by all exercise managers, 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](https://hseep.dhs.gov/pages/1001_HSEEP7.aspx) ([https://hseep.dhs.gov/pages/1001\\_HSEEP7.aspx](https://hseep.dhs.gov/pages/1001_HSEEP7.aspx)).
- Provides exercise managers with the six types of exercises, their appropriate usage, and real-world examples
- 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



## 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.




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- Describe the benefits of ICS for incident management.
- Discuss the incident management roles.
- Identify campuses' levels of ICS preparedness.

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



## 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

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


Discuss the need for ICS.



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### 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

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### Benefits of ICS?

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, allowing diverse incident management and support entities to work together
  - The safety of responders, students, faculty, workers, and others
  - The achievement of response objectives
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### 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?

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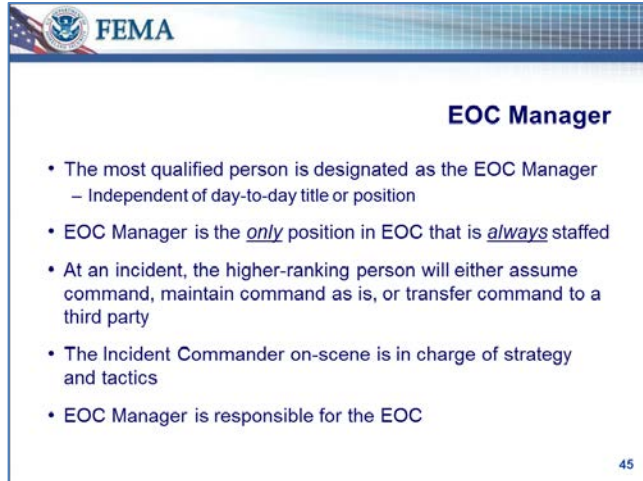
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The ICS Organizational Structure is unique and easy to understand. There is no correlation between the ICS organization and the administrative structure of any single agency or jurisdiction. This is deliberate, because confusion over different position 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.



## EOC Manager

- The most qualified person is designated as the EOC Manager
  - Independent of day-to-day title or position
- EOC Manager is the only position in EOC that is always staffed
- At an incident, the higher-ranking person will either assume command, maintain command as is, or transfer command to a third party
- The Incident Commander on-scene is in charge of strategy and tactics
- EOC Manager is responsible for the EOC

All incident responses begin by establishing command.

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

The Incident Commander on-scene is the person in charge of strategy and tactics. The EOC Manager is responsible for managing support, coordination, and policy functions in the EOC.





## 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


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, local, and tribal 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).




# 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.



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## 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:
  - 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

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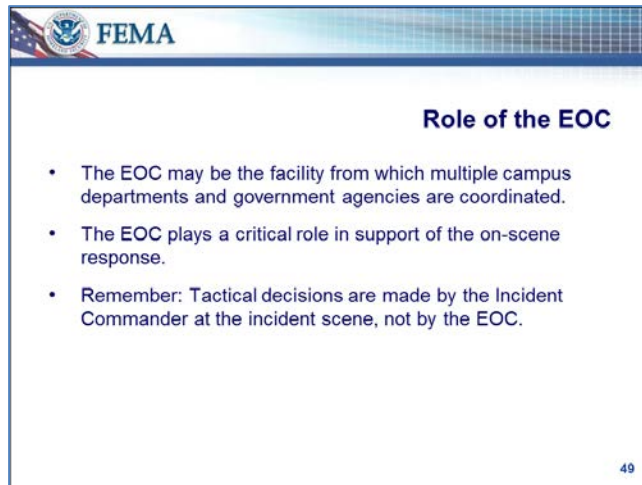
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An EOC is:

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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 EOC Manager of the burden of external coordination and securing additional resources.



### Role of an 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.

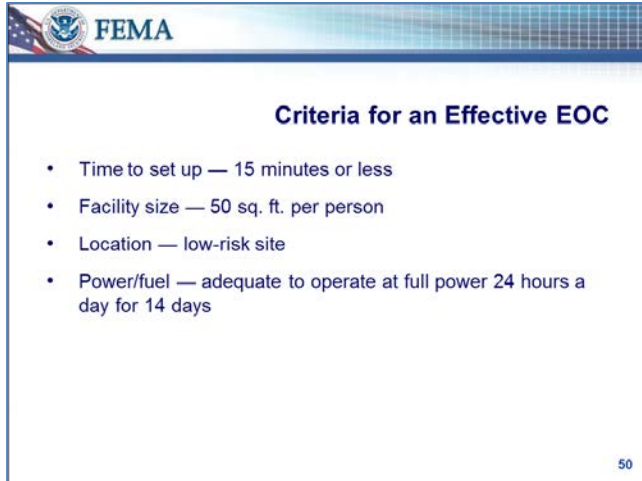
Remember: Tactical decisions are made by the Incident Commander at the incident scene, not by the EOC.

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



## Criteria for an Effective EOC

FEMA recommendations for EOCs include:

- Time to set up — 15 minutes or less
- 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

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.



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### 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?

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### EOC Self-Assessment

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?



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### 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


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### EOC Benefits

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.



**Capstone Activity: Incident**

Purpose: Illustrate how hectic an incident can get

Time: 10 minutes



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**Capstone Activity: Incident**

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**Time:** 10 minutes

# Engaging Your Campus



**Engaging Your Campus Objectives**

- Discuss methods for helping to obtain campus support.



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## Engaging Your Campus Objectives

Discuss methods for helping to obtain campus support.

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

Some items that will help executives engage their 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 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:

[First Responder Training](https://www.firstrespondertraining.gov/)

(<https://www.firstrespondertraining.gov/catalog.do?a=nted>)

[EMI Training](http://training.fema.gov/EMI/)

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