

TITLE 29: EMERGENCY SERVICES, DISASTERS, AND CIVIL DEFENSE  
CHAPTER I: ILLINOIS EMERGENCY MANAGEMENT AGENCY  
SUBCHAPTER c: ADMINISTRATION AND ORGANIZATION OF LOCAL POLITICAL  
SUBDIVISION EMERGENCY SERVICES AND DISASTER AGENCIES

PART 305  
ALL HAZARDS CAMPUS EMERGENCY PLAN  
AND VIOLENCE PREVENTION PLAN

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AUTHORITY: Implementing the Campus Security Enhancement Act of 2008 [110 ILCS 12].

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#### SUBPART A: GENERAL

##### **Section 305.10 Purpose**

Pursuant to the Campus Security Enhancement Act of 2008, each higher education institution is required to develop a National Incident Management System-compliant all hazards emergency response plan and an inter-disciplinary and multi-jurisdictional campus violence prevention plan. This Part provides guidelines for the creation, review, training and exercise of each higher education institution's Campus All-Hazards Emergency Response and Violence Prevention Plan.

##### **Section 305.20 Definitions**

"Act" means the Campus Security Enhancement Act of 2008 [110 ILCS 12].

"Campus" means any higher education facility that offers post-secondary education, including an annex or satellite campus away from the main campus, that includes, but is not limited to, rented classrooms in a commercial building or at a secondary school.

"Campus Emergency Operations Center" or "CEOC" means a location where policy and strategic management decisions are made during a disaster or disaster exercise.

"Campus Emergency Operations Plan" or "CEOP" means the written plan of a higher education institution describing the organization, mission and functions of the higher education institution and supporting services for responding to and recovering from disasters/emergencies and for violence prevention.

"Campus Incident Command" means a system that combines facilities, equipment, personnel, procedures and communications to operate within a common organizational structure and that designates responsibility for the management of assigned resources to effectively accomplish stated campus goals and objectives.

"Campus Incident Commander" means the individual responsible for the management of all campus incident command operations as provided for by law.

"Campus Incident Command Post" means the location at which the primary command functions for the CEOP are executed.

"Campus Violence Prevention Plan" or "CVPP" means the written plan of a higher education institution describing the creation of multi-disciplinary and multi-jurisdictional violence prevention strategies, including formation of a Campus Violence Prevention Committee and implementation of a Campus Threat Assessment Team to address aberrant, dangerous or threatening behavior on campus.

"Concept of Operations" means the overall approach of the higher education institution to the preparation and management of a disaster/emergency, including response efforts and how the higher education institution will implement the concepts and procedures of an incident command system.

"Disaster" means *an occurrence or threat of widespread or severe damage, injury or loss of life or property resulting from any natural or technological cause, including but not limited to fire, flood, earthquake, wind, storm, hazardous materials spill or other water contamination requiring emergency action to avert danger or damage, epidemic, air contamination, blight, extended periods of severe and inclement weather, drought, infestation, critical shortages of essential fuels and energy, explosion, riot, hostile military or paramilitary action, or acts of domestic terrorism.* [20 ILCS 3305/4]

"Emergency Management" means the efforts of the higher education institutions to develop, plan, analyze, conduct, provide, implement and maintain programs for disaster/emergency mitigation, preparedness, response and recovery.

"Emergency Services and Disaster Agency" or "ESDA" means the *agency by this name, by the name emergency management agency or by any other name that is established by ordinance within a political subdivision to coordinate the emergency management program within that political subdivision and with private organizations, other political subdivisions, the State and federal governments.* [20 ILCS 3305/4]

"Exercise" means a planned event realistically simulating a disaster/emergency, conducted for the purpose of evaluating the higher education institution's coordinated emergency management capabilities, including, but not limited to, testing emergency operations plans.

"Full-Scale Exercise" means a time-pressured exercise of a minimum of six functions of the emergency operations plan, involving strategic and tactical decision making, including the direction and control function, activating the emergency operations center and incident command post and deploying responders, equipment and resources to the field.

"Functional Exercise" means a time-pressured exercise of a minimum of four functions of the emergency operations plan, involving strategic and tactical decision making, including the direction and control function, activating the emergency operations center or the incident command post, or both.

"Higher Education Institution" means *a public university, a public community college, or an independent, not-for-profit or for-profit higher education institution located in this State.* [110 ILCS 12/20(a)]

"IBHE" means the Illinois Board of Higher Education.

"ICCB" means the Illinois Community College Board.

"IEMA" means the Illinois Emergency Management Agency.

"National Incident Management System" or "NIMS" means the comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. It provides a consistent nationwide template to enable all government, private-sector, and nongovernmental organizations to work together during domestic incidents. (See Homeland Security Presidential Directive-5.)

"Preparedness" means actions taken and programs and systems developed prior to a disaster/emergency to support and enhance response to and recovery from a disaster.

"Recovery" means restoration actions and programs associated with recovering from a disaster/emergency, including, but not limited to, academic recovery, physical/structural recovery, business/fiscal recovery and psychological/emotional recovery for students and campus personnel.

"Response" means the actions taken to address the immediate and short-term effects of a disaster/emergency.

"Table Top Exercise" means a low stress, non-time-pressured, discussion based exercise of a minimum of four functions of the emergency operations plan, including the direction and control function.

"Threat Assessment" means a process of evaluating the actions and conduct of individuals, and the circumstances surrounding those actions and conduct, to uncover any facts or evidence that indicate that violence is likely to be carried out. A threat assessment should occur when a person (or persons) threatens or induces

others to commit a violent act or engages in behavior that appears to threaten "targeted violence".

"Targeted Violence" means an incident of physical violence in which both the perpetrator and targets are identified or identifiable prior to the incident.

## SUBPART B: GUIDELINES FOR THE CAMPUS EMERGENCY OPERATIONS PLAN

### Section 305.30 Initial Analysis and Assessment

To begin the planning process and in conjunction with the annual review and updates, as provided in Subpart D, the higher education institution should perform all of the following tasks:

- a) Conduct an all hazard analysis for the higher education institution.
  - 1) Identify all hazards, including natural, man-made and technological. The following should be included:
    - A) Severe weather
    - B) Fire
    - C) Bomb threats or the discovery of suspicious items
    - D) Structural failure or loss of utility service
    - E) Mass casualty event
    - F) Release of hazardous materials (indoor/outdoor)
    - G) Use of weapons/hostage situations/active shooter
    - H) Public health emergency
    - I) Earthquakes
    - J) Nuclear power plant accidents, where applicable
    - K) Cyberthreat;
  - 2) Profile hazards, considering frequency, magnitude, intensity, location, spatial extent, duration, seasonal patter, speed of onset and availability of warning, using historical data, scientific methods or other sources; and

- 3) Compare and prioritize risks of the hazards identified.
- b) Assess vulnerabilities within the higher education institution.
    - 1) Collect demographic data (such as daily population patterns, traffic patterns, seasonal population changes, special needs populations) to determine potential consequences of identified hazards on people and community functions.
    - 2) Collect structural inventory data (including data on critical facilities, residential, commercial and industrial structures, lifelines, and transportation) to determine potential consequences of identified hazards on community functions, property and sites of potential secondary hazards.
  - c) Assess response capabilities of the higher education institution, identify shortfalls in response capabilities and develop strategies to alleviate shortfalls, such as memorandums of understanding, mutual aid agreements or Good Samaritan agreements.
  - d) In analyzing and assessing the CEOP, higher education institutions may include, but not be limited to, the designated campus public safety officer, the campus emergency planning team, the campus emergency management director, local mental health community providers, local first responder agencies and ESDAs, county or major municipal emergency managers, or other persons deemed appropriate.

#### **Section 305.40 Basic Plan Guidelines**

- a) The CEOP should have a foreword that includes:
  - 1) A document signed and dated by the president or most senior level administrator of the higher education institution approving the plan.
  - 2) A register for recording changes and entering change dates.
  - 3) A distribution list of the plan recipients, indicating whether complete plans or specific portions were distributed. Specifically this item should address the method of providing the CEOP to the campus community.
  - 4) A table of contents listing all Sections of the plan.

- b) The CEOP should have a Basic Plan Overview detailing the higher education institution's approach to emergency operations, including:
- 1) A general purpose statement of the CEOP.
  - 2) A list of assumptions used in developing the plan.
  - 3) A concept of operations Section, including, but not limited to, how the higher education institution will implement the concepts and procedures of a recognized incident command system (e.g., NIMS).
  - 4) Identification of the line of succession, by title and position (with up to two alternates), of who will implement the plan, direct emergency response and recovery, and provide leadership, authority and responsibility.
  - 5) A description of the functions and responsibilities assigned to each organization, including private and volunteer organizations or groups, in support of emergency response and recovery operations in the higher education institution. This information may also be exhibited in a chart or matrix designating who has primary and support responsibilities.
  - 6) Maps, or references to maps pertinent to emergency operations planning for the higher education institution and including, but not limited to, locating fixed hazards.
  - 7) An attachment, if applicable, containing written mutual aid agreements, memorandums of understanding (MOUs), and other written agreements affecting the emergency response and recovery functions of the higher education institution.
  - 8) Procedures detailing how the higher education institution will request outside assistance in a disaster, such as assistance from the ESDA or IEMA, or both.
  - 9) Citations to the legal authorities for emergency operations, including, but not limited to, ordinances.
  - 10) Assignment of responsibility for plan maintenance, review, evaluation and updating.

### **Section 305.50 Campus Functional Annex Guidelines**

- a) The CEOP should include an annex addressing how the higher education institution will perform each of the following functions:
- 1) Direction and Control – What means the higher education institution will use to direct and control activities during and following disaster/emergency situations.
  - 2) Communications – How information will be exchanged among responders, administrative officials, teachers and students and other interested persons during and after a disaster/emergency situation.
  - 3) Warning/Disaster/Emergency Information – How the public and campus community will be warned and instructed regarding actual or threatened hazards through the public media or other means.
  - 4) Public Information – The means, organization and process by which a higher education institution will provide timely, accurate and useful information and instructions to the community throughout a disaster/emergency. It includes information disseminated to the public through the media and other information sources on what is happening, what the response organization is doing, and what the public should do for its safety. The higher education institution should address the circumstances of special needs populations, including limited English proficiency populations.
  - 5) Disaster Intelligence/Damage Assessment/Recovery Planning – The means the higher education institution will use to identify, collect, analyze and disseminate information on the extent and impact of the disaster and those plans for recovery and restoration of operations.
  - 6) Evacuation/Shelter-in-Place/Lockdown – The movement of people to a safe area from an area believed to be at risk, when disaster/emergency situations necessitate that action.
  - 7) Mass Care – Actions taken to ensure appropriate services are provided at a mass care facility, including, but not limited to, providing temporary shelter, food, medical care, clothing and other essential life support needs to people displaced from their homes because of a disaster situation.
  - 8) Health and Medical – The activities associated with providing health and medical services in emergencies and disasters, including emergency medical, hospital, public health, environmental health and mental health services.

- 9) Mortuary Services – Activities including the collection, identification and care of human remains; determining the cause of death; inventorying and protecting deceased's personal effects; and locating and notifying the next of kin.
  - 10) Resource Management – The process of managing people, equipment, facilities, supplies and other resources to satisfy the needs generated by a disaster. This includes the management of volunteer response teams and spontaneously responding volunteers.
- b) Each campus functional annex identified by subsection (a) should individually address:
- 1) The purpose of the function.
  - 2) A description of situations that trigger implementation of the function.
  - 3) A description of assumptions that apply to the function.
  - 4) The concept of operations for the function.
  - 5) Assignment of responsibility for annex maintenance, review and updating.
- c) In addition to subsection (b), the Campus Direction and Control annex should also:
- 1) Describe the direction and control relationship of tasked organizations, including:
    - A) The command structure – specifically who will be in charge during disaster/emergency response operations.
    - B) The authorities of, and limitations on, key response personnel such as the on-scene Campus Incident Commander.
    - C) How disaster/emergency response organizations will be notified when it is necessary to respond.
    - D) The means that will be used to obtain, analyze and disseminate information (for decision making, requesting assistance, reporting, etc.).

- E) The relationship between the CEOC and the Campus Incident Command Post.
- 2) List the organizations that are tasked with specific direction and control responsibilities and describe those responsibilities. Include the assignment of responsibility for:
- A) Reporting to the CEOC when activated.
  - B) Coordinating press releases among response organizations.
  - C) Managing the primary and alternate CEOCs.
  - D) Maintaining a significant events log.
  - E) Removing debris.
- d) In addition to subsection (b), the Campus Communications annex should also:
- 1) Describe the total emergency communications system used for communication among all groups and individuals involved in the higher education institution's response to a disaster/emergency.
  - 2) Describe the primary and backup communication methods and personnel.
  - 3) Identify the organization assigned to coordinate all communication activities.
  - 4) List the organizations that are tasked with specific communications responsibilities and describe those responsibilities.
  - 5) Identify the representative from each tasked organization who will report to the CEOC when activated.
  - 6) Describe plans for notification of next-of-kin and the establishment, on or in the vicinity of campus, of a Family Assistance Center to address the needs of next-of-kin of deceased or seriously injured students, faculty or staff.
- e) In addition to subsection (b), the Campus Warning/Disaster/Emergency Information annex should also:

- 1) Identify the methods used to provide warning/disaster/emergency information for the public and special populations, including limited English proficiency populations.
  - 2) Identify the locations of outdoor warning/disaster/emergency information devices and define the geographical areas covered.
  - 3) Describe the specific warning/disaster/emergency information responsibilities assigned to the tasked organizations.
  - 4) Identify the department or agency responsible for activating public warning/disaster/emergency information systems.
- f) In addition to subsection (b), the Campus Public Information annex should also:
- 1) Assign a person to be the Campus Public Information Officer (CPIO) responsible for coordinating information gathering and production, rumor control, public inquiries, and media relations.
  - 2) Designate a facility or site as the public information center.
  - 3) List the organizations that are tasked with specific public information responsibilities and describe those responsibilities.
  - 4) Assign a public information representative to report to the CEOC when activated.
  - 5) Identify a facility or site for the Joint Information Center during major incidents on campus.
- g) In addition to subsection (b), the Campus Disaster Intelligence/Damage Assessment/Recovery Planning annex should also:
- 1) List the organizations that are tasked with specific disaster intelligence/damage assessment/recovery planning responsibilities and describe those responsibilities.
  - 2) Assign a disaster intelligence/damage assessment/recovery planning representative to report to the CEOC when activated.
- h) In addition to subsection (b), the Campus Evacuation/Shelter-in-Place/Lockdown annex should also:

- 1) List the organizations that are tasked with specific evacuation/shelter-in-place/lockdown responsibilities and describe those responsibilities.
  - 2) Identify the department, agency or organization responsible for coordinating all transportation resources planned for use in an evacuation.
- i) In addition to subsection (b), the Campus Mass Care annex should also:
- 1) List the organizations that are tasked with specific mass care responsibilities and describe those responsibilities, including:
    - A) Identification of the department, agency or organization responsible for determining the need to open shelter.
    - B) Identification of the department, agency or organization responsible for disaster/emergency mass feeding operations.
    - C) Identification of the department, agency or organization responsible for providing health and/or medical care, including mental health services, at shelter and/or congregate care facilities.
  - 2) Assign a mass care representative to report to the CEOC when activated.
  - 3) Identify the mass care representative who will coordinate press releases with the CPIO.
- j) In addition to subsection (b), the Campus Health and Medical Services annex should also:
- 1) List the organizations and individuals that are tasked with responsibilities for providing disaster/emergency health and medical services and describe those responsibilities, including:
    - A) Identification of the department, agency or organization responsible for arranging crisis counseling for emergency workers.
    - B) Identification of the department, agency or organization responsible for sanitation services.
  - 2) Assign a health and medical services representative to report to the CEOC when activated.

- 3) Identify the department, agency or organization responsible for providing post-incident mental health care.
- k) In addition to subsection (b), the Campus Mortuary Services annex should also:
- 1) List the organizations and individuals that are tasked with mortuary services responsibilities and describe those responsibilities.
  - 2) Describe how mortuary services will be expanded during a mass casualty incident, if necessary.
- l) In addition to subsection (b), the Campus Resource Management annex should also:
- 1) List the organizations and individuals that are tasked with resource management responsibilities and describe those responsibilities. Include identification of who will organize, manage, coordinate and distribute the donations of money, goods and labor received from individual citizens and volunteer groups during a disaster/emergency.
  - 2) Inventory the resources available, such as emergency supplies and equipment maintained for the campus community to use during a disaster/emergency.
  - 3) Assign a resource management representative to report to the CEOC when activated.
- m) The higher education institution may include additional functional annexes in the CEOP as determined by the higher education institution to be necessary for the emergency management efforts of the higher education institution in the event of a disaster, including, but not limited to, the following functions: search and rescue, law enforcement, public works, transportation, energy management, animal welfare, legislative relations, aviation operations and/or others.

## SUBPART C: GUIDELINES FOR THE CAMPUS VIOLENCE PREVENTION PLAN

### **Section 305.60 Campus Violence Prevention Plan**

- a) Pursuant to the Act, each higher education institution is required to develop an inter-disciplinary and multi-jurisdictional Campus Violence Prevention Plan (CVPP).
- b) The CVPP should have a foreword that includes:

- 1) A document signed and dated by the president or most senior level administrator of the higher education institution approving the plan.
  - 2) A register for recording changes and entering change dates.
  - 3) A distribution list of the plan recipients, indicating whether complete plans or specific portions were distributed. Specifically, this item should address the method of providing the CVPP to the campus community.
  - 4) A table of contents listing all Sections of the plan.
- c) The body of the CVPP should include:
- 1) Integration of existing campus programs and policies that deal with associated issues (e.g., workplace violence, suicide prevention, anti-bullying, stigma reduction, sexual assault prevention);
  - 2) Incorporation of violence prevention strategies into related policies and/or procedures;
  - 3) Encouragement of zero tolerance policy statements that reaffirm violence prevention strategies; and
  - 4) Development and implementation of a Campus Violence Prevention Committee and Campus Threat Assessment Team.

### **Section 305.70 Campus Violence Prevention Committee**

- a) Pursuant to the Act, each higher education institution is required to develop and implement a Campus Violence Prevention Committee (CVPC). The CVPC should be tasked with implementing the CVPP.
- b) The CVPC should determine the committee structure and the individuals responsible for education and prevention of violence on campus.
- c) Participants from faculty, campus administration, student affairs, law enforcement, human resources, counseling services, residence life, county or major municipal emergency managers and others deemed appropriate are recommended for the CVPC.

### **Section 305.80 Campus Threat Assessment Team**

- a) Pursuant to the Act, each higher education institution is required to develop and implement a Campus Threat Assessment Team. The team should conduct threat assessments, address aberrant, dangerous, or threatening behavior on campus and provide guidance and best practices for preventing violence and providing supportive services.
- b) The team should consist of faculty, law enforcement, human resources, legal counsel, and mental health professionals. It may also include other persons and organizations deemed appropriate to a particular circumstance.
- c) The team should create a written threat assessment policy that provides:
  - 1) Guidance to students, faculty and staff about how to recognize, address and report aberrant and threatening behavior;
  - 2) Identify individuals that will have access to information;
  - 3) Use a fact-based assessment process to investigate threats, actions or conduct that may lead to targeted violence and determine situation specific response action plans;
  - 4) Access a range of support services for students, faculty and staff that includes mental health services, crisis management and comprehensive services for victims, whether provided on campus or by accessing community resources; and
  - 5) Requirements for protecting the privacy of persons providing information to and subject to scrutiny by the threat assessment team.
- d) All areas of the campus community should be required to cooperate with requests from the threat assessment team relative to successfully monitoring any threatening behavior.
- e) The team should meet regularly to provide post-incident assessments and evaluate the effectiveness and response to incidents on a case or aggregate basis.

SUBPART D: COORDINATION, SUBMISSION AND REVIEW  
GUILDELINE FOR CAMPUS EMERGENCY OPERATIONS  
PLAN AND CAMPUS VIOLENCE PREVENTION PLAN

**Section 305.90 Coordination, Submission and Review**

- a) The CEOP and CVPP should be coordinated with the local ESDA. Where the CEOP and/or CVPP cannot be coordinated with ESDA capabilities, the IEMA Regional Office should provide guidance to help identify resources. Upon completion of the CEOP and CVPP by the higher education institution, a copy of each should be provided to the local ESDA, IEMA Regional Office, and either IBHE or ICCB, as appropriate.
- b) Each higher education institution should conduct an annual review and update. The review and update should include the components in Subparts B and C.
- c) The campus administrators responsible for the execution of the CEOP and CVPP should participate in the review. Participation by the director of campus public safety, campus emergency planning team, local mental health provider, local first responder agency, county or major municipal emergency manager, and other persons deemed appropriate by the higher education institution is recommended.
- d) If amendments are deemed appropriate by the higher education institution, those amendments should be coordinated with the local ESDA. A copy of the amendments should be provided to the local ESDA, IEMA Regional Office, and either IBHE or ICCB, as appropriate.

#### SUBPART E: TRAINING AND EXERCISE GUIDELINES

##### **Section 305.100 Training**

Pursuant to the Act, each higher education institution shall conduct training on its CEOP and CVPP annually. Training should include all administrators, faculty, staff, students and any other members of the campus community so they are familiar with key components of the CEOP and CVPP.

##### **Section 305.110 Exercise Guidelines for the Campus Emergency Operations Plan and Campus Violence Prevention Plan**

- a) Pursuant to the Act, each higher education institution shall conduct an annual exercise of its CEOP and CVPP. This requirement should be in coordination with the local ESDA and can be satisfied with a full scale, functional or tabletop exercise.
- b) CEOP and CVPP exercises should be conducted to examine the objectives identified in this Part.