EVERGREEN VALLEY COLLEGE

Volume One

Immediate Action and Event Specific Checklists

April 2013
# VOLUME ONE

## EVERGREEN VALLEY COLLEGE

### IMMEDIATE ACTION AND EVENT SPECIFIC CHECKLISTS

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<table>
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<td>Hazardous Materials Incident</td>
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<td>Guidelines for Pandemic Planning</td>
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<td>Colleges and University Pandemic Influenza Planning Checklist</td>
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<td>Smog Alert</td>
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<td>Windstorm (Severe)</td>
<td>T</td>
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<td>Individuals Trained to Deliver Serious Injury or Death Notices</td>
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</table>
IMMEDIATE ACTION CHECKLIST
Pre EOC Activation
For use by Evergreen Valley College Crisis Action Team

☐ Mobilize members of the Evergreen Valley College Crisis Action Team (CAT).
  - College President .........................................................(408) 270-6471
  - Vice President Administrative Services ..................................... (408) 223-6748
  - Vice President Student Services .................................................. (408) 223-6738
  - Vice President of Academic Affairs ............................................ (408) 270-6451
  - CTSS Supervisor ........................................................................ (408) 274.7900 x 6116
  - Executive Secretary .................................................................... (408) 274-7900 x6471
  - Chief of District Police .................................................................. (408) 270.6468

☐ Evergreen Valley College EOC Activation Criteria – Should the EOC be activated?
This decision must be based on the emergency event or situation.

Key factors that normally trigger the Evergreen Valley College EOC activation include:
  - Emergency response resources beyond the jurisdiction’s capabilities are required
  - An emergency of a long duration
  - Major policy decisions must or may be required
  - A local or state of emergency will be declared
  - Activation of the EOC will be advantageous to the successful management of the emergency

EOC Locations

<table>
<thead>
<tr>
<th>Primary</th>
<th>Alternate</th>
</tr>
</thead>
<tbody>
<tr>
<td>VPA 120</td>
<td>C 102</td>
</tr>
</tbody>
</table>

☐ If the Evergreen Valley College EOC activation IS WARRANTED – Complete the EOC ACTIVATION CHECKLIST on the page 3.

☐ If the Evergreen Valley College EOC activation IS NOT WARRANTED complete applicable Event Specific Checklist(s) in the RED TAB and turn over follow-on actions to appropriate Evergreen Valley College management staff or department heads. Crisis Action Team response procedures are now complete. The Crisis Action Team may disband - no further action is required.
EOC ACTIVATION CHECKLIST

Evergreen Valley College Emergency Operations Center (EOC) Activation Steps

☐ Officials authorized to order immediate Evergreen Valley College EOC activation:
  o College President
  o Vice President Administrative Services
  o Vice President Student Services
  o Vice President Academic Affairs

☐ Determine appropriate EOC Activation Level.

Minor Emergency - Level I - EOC Activation Not Required
- A minor incident or hazardous materials spill which can be abated by the first responding personnel or response agency having jurisdiction.
- *The Evergreen Valley College Emergency Operations Plan is not activated.*
- The Evergreen Valley College EOC may be activated with limited staffing to facilitate coordination or to provide information to students, faculty and staff or the media.

Moderate Emergency - Level II - EOC Activation Recommended
- If the incident escalates or is about to escalate to the point* where the coordination of the incident cannot be efficiently accomplished at the scene or at another location.
  *Due to the number of departments or local jurisdiction response agencies involved, personnel or resources required.

Major Emergency - Level III - Activation Required
- If the emergency situation(s) is of such magnitude that coordination of the response at the scene(s) or another location is not possible.
- When Evergreen Valley College response capabilities are limited or insufficient to address a major emergency.

Note: See the EOC STAFFING GUIDE on Page 5 to assist in determining the appropriate Evergreen Valley College EOC Action Level.

☐ Direct the Evergreen Valley College EOC Team members to report immediately to the EOC. Refer to Exhibit 2 – Emergency Operations Center Staffing

☐ Notify the San José CCD that Evergreen Valley College CAT is considering or has activated the College EOC. Identify and report Evergreen Valley College’s:
  o Existing situation
  o Critical staffing needs
  o Critical resource needs

Important Note: The District provides the central point-of-contact for public information dissemination and District-wide emergency response coordination for non first responder (fire, police, EMS) issues.

☐ Ensure appropriate local jurisdiction responders and/or agencies have been notified (e.g. law enforcement, fire/rescue, emergency medical services, etc.). Refer to Exhibit 4 – Mutual Aid Coordinators and Exhibit 5 – Other Agencies.
Complete applicable Event Specific Checklist(s) in the VOLUME ONE IMMEDIATE ACTION AND EVENT SPECIFIC CHECKLIST, RED TAB – EVENT SPECIFIC CHECKLISTS.

Develop a presentation to give the members of the Evergreen Valley College EOC response team. Assign Crisis Action Team (CAT) members to prepare and present the brief which covers the following topics:

1. Situation overview:
   Provide a description of the emergency situation. The situation overview should be presented by the College College President or the Director of Security. Report:
   - When did the emergency occur or is expected to occur?
   - What are the key facts known about the emergency?

2. Emergency response actions underway:
   Provide a brief description of emergency response actions underway or pending. The identification of emergency response actions underway should be presented by the College College President or the Director of Security to the assembled EOC response team.

3. Time period of 1st Operational Period:
   Identify the time period (shift beginning and end time) the Evergreen Valley College EOC Team will be in the EOC. Presented by the Planning Section Chief or Supervisor of Security.

4. Identify the strategic Objective and Priorities for the 1st Operational Period:
   Identify the strategic EOC Objectives and Priorities that the Evergreen Valley College EOC Team will manage and coordinate during the 1st Operational Period. The EOC Objectives and Priorities will be presented by the Planning Section Chief or the Director of Security.

See ACTION PLAN WORKSHEET INSTRUCTIONS on page 7 for specific procedures to complete the EOC Action Plan Worksheet.

Upon reporting to the EOC, brief the entire EOC Team in the following sequence:
   - Situation overview
   - Emergency response actions underway
   - Time period of 1st Operational Period
   - List of Objectives and Priorities for the 1st Operational Period from the Action Plan Worksheet

Once the brief is complete, the Crisis Action Team disbands and relinquishes authority for the response to the Evergreen Valley College EOC Emergency Response Team.

Reference: Key contacts and phone numbers are located in the following exhibits:
Exhibit 1 – Crisis Action Team
Exhibit 2 – Emergency Operations Center Response Team
Exhibit 3 – Emergency Operations Center Phone Numbers
Exhibit 4 – Mutual Aid Coordinators
Exhibit 5 – Other Agencies
Exhibit 6 – Pre-Designated Incident Locations and Facilities
Exhibit 7 – Evergreen Valley College Evacuation Map
## EOC STAFFING GUIDE

<table>
<thead>
<tr>
<th>Event/Situation</th>
<th>Activation Level</th>
<th>Minimum Staffing If Decision to Activate is made</th>
</tr>
</thead>
</table>
| Unusual occurrences with potential impacts on the health and safety of students, staff, the public, Evergreen Valley College facilities and/or the environment | Minor Emergency Level I | - Notification of the Evergreen Valley College College President or the Director of Security.  
- Note: May be limited to partial or full Evergreen Valley College Crisis Action Team activation.  
- Other designees as required. |
| Severe Weather Report                                                          |                  | *See Organization Chart – next page*              |
| Major wind, rain or snow storm, etc.                                            |                  |                                                   |
| Two or more large incidents involving two or more response agencies             | Moderate Emergency Level II | EOC Director  
Evergreen Valley College EOC Section Chiefs and Units as appropriate to situation  
*See Organization Chart – next page* |
| Wildfire affecting wildland/forested area or developed area                     |                  |                                                   |
| Severe hazardous materials incident involving large-scale multi-agency action or possible large-scale evacuations |                  |                                                   |
| Unusual occurrences with severe potential impacts on the health and safety of the students, staff and public and/or environment |                  |                                                   |
| Bomb threat or other incident requiring building evacuation                     |                  |                                                   |
| Major Evergreen Valley College or local emergency                              | Major Emergency Level III | All EOC positions                                 |
| Major wildland fire                                                            |                  |                                                   |
| Major emergency situation with severe potential impacts on the health and safety of students, faculty, staff, the public, facilities and/or the environment. |                  |                                                   |
EVERGREEN VALLEY COLLEGE EOC ORGANIZATION

POLICY ADVISORY GROUP
Board of Trustees

MANAGEMENT
President

Public Information Officer

Emergency Management Coordinator
runners

Liaison Officer

OPERATIONS

Law Enforcement
Fire Rescue

Environmental Health
and Safety

Facilities Management

Student Coordination

Parent Coordination

First Aid/Medical

PLANNING

Message Coordinator/
Documentation

Situation Status

Damage Assessment

Recovery

LOGISTICS

Personnel

Purchasing/Supply

Communications

Transportation

Care & Shelter

FINANCE

Cost

Time
ACTION PLAN WORKSHEET INSTRUCTIONS

☐ Assignment of Facilitator
Assign a facilitator to lead the discussion of the Crisis Action Team to finalize the Objectives and Priorities for the 1st Operational Period.

☐ Place Action Plan Worksheet Chart on the CAT meeting room wall
Tape a blank Action Plan Worksheet Chart on the wall so that all the members of the Crisis Action Team can clearly see it and the facilitator can legibly write information on the chart.

See Sample Action Plan Worksheet – Next Page
Note: The Action Plan Worksheet must be completed within a 30 minute time frame.

ACTION PLAN WORKSHEET

☐ Identify the Operational Period Number, Beginning and Ending Times
  • Operational Period Number: 1st for the first Operational Period. Then Operational Period numbers go in sequence
  • Beginning Time: The time of the emergency event* or the time the EOC will be activated if the EOC is planning for a possible future emergency event.
    * If the emergency event already occurred
  • Ending Time: The time that you want to effect a shift change to a new EOC Team. Note: If possible, extend the 1st Operational Period to the completion of critical life safety measures.

☐ Identify Strategic Objectives and Priorities
Ensure that the Objectives and Priorities are strategic in nature. Note: Tactical or field level decisions are made by the field Incident Commanders only.

☐ Identify the EOC level response Strategies, Resources and EOC Manager
  • Identify the Strategy for each Objective and Priority.
  • Identify the Resources* responsible for completion of the strategy.
    * Section Chief and/or Unit Leaders to carry out the strategy.

Example

<table>
<thead>
<tr>
<th>Objectives and Priorities</th>
<th>Strategy</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIFE SAFETY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry Laboratory Fire</td>
<td>Support Field Incident Commander as appropriate</td>
<td>Security, Facilities and Medical Unit Leaders</td>
</tr>
</tbody>
</table>

Facilitator: Recommend that the Crisis Action Team members DO NOT attempt to identify the detailed steps to complete the strategies. The detailed steps will be completed by the assigned resources. See Action Plan Worksheet example.
**Operational Period #1**

**From:** 9:00 AM  
**To:** 6:00 PM

## ACTION PLAN WORKSHEET

### OBJECTIVES AND PRIORITIES

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<tr>
<th>LIFE SAFETY</th>
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<tr>
<td>PROTECTION OF PROPERTY</td>
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<tr>
<td>OTHER ISSUES</td>
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<tr>
<td>PROTECTION OF ENVIRONMENT</td>
</tr>
<tr>
<td>STRATEGY</td>
</tr>
<tr>
<td>RESOURCES &amp; EOC MGR.</td>
</tr>
</tbody>
</table>

### STRATEGY

**LIFE SAFETY**

- **Hazard Safety**
  - Evaluate community's ability to handle immediate hazards
  - Provide first aid or transfer students, faculty, and staff

**PROTECTION OF PROPERTY**

- **Protection of property in evacuated buildings**
  - Return keys to main campus
  - Return keys to key control center

**PROTECTION OF ENVIRONMENT**

- **Environmental Protection**
  -elly assess impact of chemicals, spills, and debris

**OTHER ISSUES**

- **Emergency Notification**
  - Notify students, faculty, and staff

**RESOURCES & EOC MGR.**

- **Resource Allocation**
  - Coordinate with Human Resources
  - Establish incident command center
  - Establish incident command center

### RESOURCES & EOC MGR.

- **Emergency Management**
  - Establish incident command center
  - Establish incident command center

### STRATEGY

- **Resource Allocation**
  - Coordinate with Human Resources
  - Establish incident command center
  - Establish incident command center

### RESOURCES & EOC MGR.

- **Emergency Management**
  - Establish incident command center
  - Establish incident command center
  - Establish incident command center

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**Immediate Action Checklists, page 8**
ALERT LISTS

This Alert List section contains telephone numbers, pager assignments, and radio call signs for key people who may need to be reached quickly in a major emergency. Key agencies and organizations are also provided. These listings are provided for the use and convenience of emergency services in accessing emergency resources in disasters.

Exhibit 1 – Crisis Action Team
Exhibit 2 – Emergency Operations Center Response Team
Exhibit 3 – Emergency Operations Center Phone Numbers
Exhibit 4 – Mutual Aid Coordinators
Exhibit 5 – Other Agencies
Exhibit 6 – Pre-Designated Incident Locations and Facilities
Exhibit 7 – Evergreen Valley College Evacuation Map

PLEASE SEND ANY ADDITIONS, CORRECTIONS OR COMMENTS TO:

Mr. Henry Gee
Vice President of Administrative Services
Evergreen Valley College
(408) 274-7900 Ext 6748
**EXHIBIT 1**

**CRISIS ACTION TEAM**

<table>
<thead>
<tr>
<th>TITLE/NAME</th>
<th>WK PHONE</th>
<th>HM PHONE</th>
<th>FAX</th>
<th>PAGER/CELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henry Yong</td>
<td>408.270.6472</td>
<td>408.622.8739</td>
<td>408.238.3179</td>
<td>408.896.5720</td>
</tr>
<tr>
<td>Henry Gee</td>
<td>408.223.6748</td>
<td>408.224.9071</td>
<td>408.532.0871</td>
<td>408.472.6164</td>
</tr>
<tr>
<td>Keith Aytch</td>
<td>408.270.6451</td>
<td>408.238.3179</td>
<td></td>
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<tr>
<td>Irma Archuleta</td>
<td>408.223.6738</td>
<td>562.673.5610</td>
<td>408.238.3179</td>
<td>562.673.5610</td>
</tr>
<tr>
<td>Eugenio Canoy</td>
<td>408.274.7900</td>
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<tr>
<td>Ray Aguirre</td>
<td>408.270.6468</td>
<td></td>
<td></td>
<td>408.590.4595</td>
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<tr>
<td>Paulette</td>
<td>408-274-7900</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Romano</td>
<td>x6471</td>
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</tbody>
</table>

* In the absence of the Evergreen Valley College President, any member of the Crisis Action Team has the authority to initiate time critical emergency response actions including building lock-downs and evacuations.
# EXHIBIT 2

**EMERGENCY OPERATIONS CENTER RESPONSE TEAM**

<table>
<thead>
<tr>
<th>TITLE/NAME</th>
<th>WK PHONE</th>
<th>HM PHONE</th>
<th>FAX</th>
<th>PAGER/CELL</th>
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<td><strong>MANAGEMENT SECTION</strong></td>
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<tr>
<td>Director of Emergency Services or EOC Director – College President</td>
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</tr>
<tr>
<td>Dr. Henry Yong</td>
<td>(408) 270-6471</td>
<td>(408) 238-3179</td>
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<td></td>
</tr>
<tr>
<td>Alternate Director of Emergency Services –</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Henry Gee</td>
<td>(408) 223-6748</td>
<td>(408) 224-9071</td>
<td>(408) 532-0871</td>
<td>(408) 472-6164</td>
</tr>
<tr>
<td><strong>Public Information Officer –</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paulette Romano</td>
<td>(408) 274-7900 x 6471</td>
<td></td>
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<tr>
<td>Alternate Public Information Officer –</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Rita De La Cerda</td>
<td>(408) 274-7900 x 6450</td>
<td></td>
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<tr>
<td><strong>Emergency Management Coordinator</strong></td>
<td></td>
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</tr>
<tr>
<td>Henry Gee</td>
<td>(408) 223-6748</td>
<td>(408) 224-9071</td>
<td>(408) 532-0871</td>
<td>(408) 472-6164</td>
</tr>
<tr>
<td>Alternate Emergency Management Coordinator –</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yesenia Ramirez</td>
<td>408-274-900 x 6405</td>
<td></td>
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<tr>
<td><strong>Liaison Officer – CTSS Supervisor</strong></td>
<td></td>
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<tr>
<td>Eugenio P. Canoy</td>
<td>(408) 274-7900 x 6116,3774</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Alternate Liaison Officer –</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Shashi Naidu</td>
<td>(408) 274-7900 x 6772</td>
<td></td>
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<tr>
<td><strong>Runner</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Ann Vu</td>
<td>408-274-7900 x6429</td>
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<tr>
<td>Alternate Runner</td>
<td></td>
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<tr>
<td>Annette Ruiz-Esparza</td>
<td>(408) 274-7900 x6790</td>
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<tr>
<td>TITLE/NAME</td>
<td>WK PHONE</td>
<td>HM PHONE</td>
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<tr>
<td><strong>OPERATIONS SECTION</strong></td>
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<tr>
<td>Operations Chief – Vice President</td>
<td></td>
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<tr>
<td>Keith Ayitch</td>
<td>408-270-6451</td>
<td></td>
<td>408-238-3179</td>
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<tr>
<td>Alternate Operations Chief – Dean of Mathematics, Sciences, Engineering</td>
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<tr>
<td>Michael Highers</td>
<td>408-274-7900 x 6654</td>
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<tr>
<td>Law Enforcement / Fire Rescue Unit Leader – Police Officer</td>
<td></td>
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<tr>
<td>Veronica Villanueva</td>
<td>408-270-6468</td>
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<td></td>
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<tr>
<td>Alternate Law Enforcement / Fire Rescue Unit Leader –</td>
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<tr>
<td>Sandra De Wolfe</td>
<td>(408) 274-7900 X6779</td>
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<td>(408) 528-1267</td>
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<td>Alternate Environmental Health and Safety Unit Leader –</td>
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<td>Adrienne Burns</td>
<td>(408) 20-6448</td>
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<td>Facilities Unit Leader –</td>
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<td>(408) 223-6710</td>
<td>(408) 532-1920</td>
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<td>Alternate Facilities Unit Leader –</td>
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<td>Gary Cooper</td>
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<td>Student Coordinator Unit Leader – Director of Student Life</td>
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<td>Victor Garza</td>
<td>(408) 531-6117</td>
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<td>(408) 532-1852</td>
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<td>Alternate Student Coordinator Unit Leader –</td>
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<tr>
<td>Cheryl Bouzek</td>
<td>(408) 270-6448</td>
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<td>Alternate First Aid / Medical Unit Leader – Nursing Faculty</td>
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<tr>
<td>Kara Potter</td>
<td>(408) 274-7900 x 6027</td>
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<td>Irma Archuleta</td>
<td>(408) 223-6738</td>
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<td>(408) 270-6423</td>
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<td>(408) 223-9351</td>
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<td>Ivanna Ramirez</td>
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<td>Guillermo Serratos</td>
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<td>Mark Gonzales</td>
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<td>Alma Tanon-Cavallaro</td>
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<tr>
<td>John Thompson</td>
<td>(408) 274-7500</td>
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<td>Transportation Unit Leader – EVC Mechanic</td>
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<td>(408) 223-6722</td>
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<td>Tina Nguyen</td>
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<td>Erlinda Martinez</td>
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April 2013
EXHIBIT 3

EMERGENCY OPERATIONS CENTER PHONE NUMBERS
PHONE NUMBERS TO BE DETERMINED LATER

MANAGEMENT SECTION
Director of Emergency Services

Public Information Officer

OPERATION SECTION
Operations Section Chief

Law Enforcement/Fire-Rescue

Environmental Health & Safety Unit Coordinator

Facilities Management Unit Coordinator

Student Coordination Unit Coordinator

First Aid/Medical

PLANNING SECTION
Planning Section Chief

Situation Status Unit Coordinator

Damage Assessment Unit Coordinator Personnel Unit Coordinator

Recovery Unit Coordinator Personnel Unit Coordinator

LOGISTICS SECTION
Logistics Section Chief

Personnel Unit Coordinator

Purchasing/Supply Unit Coordinator

Communications/Transportation Unit Coordinator

Care and Shelter Unit Coordinator
FINANCE SECTION
Finance Chief .................................................................

Cost Unit Coordinator ....................................................... 

Time Unit Coordinator .......................................................
# EXHIBIT 4

## MUTUAL AID COORDINATORS

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<tr>
<th>AGENCY/POINT OF CONTACT</th>
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<tr>
<td>San Jose Law Enforcement Mutual Aid</td>
<td>408 277-8911</td>
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<tr>
<td>San Jose Fire Mutual Aid</td>
<td>408 277-8950</td>
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<tr>
<td>San Jose Public Works Mutual Aid</td>
<td>408 535-7803</td>
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<tr>
<td>Medical San Jose Fire Dept Mutual Aid</td>
<td>408 277-8950</td>
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<tr>
<td>San Jose Public Health Dept</td>
<td>408 277-8950</td>
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<tr>
<td><strong>Other Mutual Aid</strong></td>
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<tr>
<td>Santa Clara County Sheriff's Office</td>
<td>408 808-4700</td>
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<tr>
<td>California Highway Patrol</td>
<td>707 551-4200</td>
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<tr>
<td>Santa Clara County OES</td>
<td>408 808-7800</td>
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<tr>
<td>FBI San Jose Office</td>
<td>408 998-5633</td>
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## EXHIBIT 5

### OTHER AGENCIES

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<thead>
<tr>
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<tr>
<td><strong>Office of Emergency Services</strong></td>
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<tr>
<td>Office of Emergency Services</td>
<td>408 808-7800</td>
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<tr>
<td><strong>Jurisdictions/Misc.</strong></td>
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<tr>
<td>City Manager</td>
<td>(408) 277-5777</td>
</tr>
<tr>
<td>City Emergency Management Coordinator</td>
<td>(408) 277-4595</td>
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<tr>
<td>County Manager</td>
<td>(408) 299-3751</td>
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<tr>
<td>Sheriff’s Office of Emergency Services</td>
<td>(408) 808-7800</td>
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<tr>
<td>California Highway</td>
<td>(408) 277-1800</td>
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EXHIBIT 6

PRE DESIGNATED INCIDENT LOCATIONS AND FACILITIES

Various types of operational locations and support facilities are established in the vicinity of an incident to accomplish a variety of purposes, such as decontamination, donated goods processing, mass care, and evacuation. The IC will direct the identification and location of facilities based on the requirements of the situation at hand. Typical pre-designated facilities include incident command posts, bases, camps, staging areas, mass casualty triage areas, and others, as required. ^

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EXHIBIT 7

EVERGREEN COLLEGE EVACUATION MAP
EVENT SPECIFIC CHECKLISTS

Miscellaneous Emergency Information .................................................. Tab A
- Emergency Notification Telephone Numbers
- Notification Procedures
- Instructors, Staff and Student Notification
- Critical Operations Plan Shutdown
- Evergreen Valley College Safety Marshals
- Class Dismissal and Early Release Information
- Personnel Assigned to Critical Operations Responsibilities
- Facilities Emergency Maintenance Personnel to Contact in the Event of an Emergency
- Building Emergency Response Information
- Training and Communications

Acts of Violence, Shooting, Attack, or Disturbance ................................ Tab B
- Crisis Situation
- Serious Situation
- Alert Situation

Aircraft Crash .................................................................................. Tab C

Bomb Threat ..................................................................................... Tab D
- Bomb Threat Questionnaire
- Bomb Threat Checklist

Crisis Counseling/Intervention ......................................................... Tab E

Earthquake (Major) ........................................................................ Tab F

Evacuation ....................................................................................... Tab G
- Shelter in Place Procedures

Explosion ......................................................................................... Tab H

Threat of an Explosion ..................................................................... Tab I

Fire .................................................................................................. Tab J

Flooding ......................................................................................... Tab K

Hazardous Materials Incident ......................................................... Tab L

Landslide/Ground Subsidence .......................................................... Tab M

National Defense Emergency .......................................................... Tab N

Medical Emergency ......................................................................... Tab O
- Guidelines for Pandemic Planning
- Colleges and University Pandemic Influenza Planning Checklist

Power Outage - Rolling Blackout ....................................................... Tab P

Smog Alert ....................................................................................... Tab Q

Terrorist Attack .............................................................................. Tab R

Utility Outage .................................................................................. Tab S

Windstorm (Severe) ........................................................................ Tab T

Individuals Trained to Deliver Serious Injury or Death Notices ......... Tab U
EMERGENCY NOTIFICATION TELEPHONE NUMBERS

Evergreen Valley College Police

EMERGENCY ................................................................. 9-1-1

24hr Dispatch (Non-Emergency) ........................................ (408) 270-6468

The Evergreen Valley College Police are open 24 hours a day, 365 days a year. The College Police can be reached from any campus phone or any on-campus payphone.

NOTIFICATION PROCEDURES

Important Note: To report the discovery of an emergency incident when phones are down, Evergreen Valley College personnel should send a "runner" to the District Police Department or the President's Office, where alternate communications options are available.

INCIDENT DISCOVERY NOTIFICATION: An emergency situation can be discovered by anyone, at any hour, in any location. All Evergreen Valley College employees should take the following actions upon discovering a Evergreen Valley College emergency situation that has yet to be reported.

1. Assess whether a fire, a hazardous materials spill or exposure emergency or other type of life-threatening environment exists. If so, evacuate area and pull nearest fire alarm if necessary and immediately call 911 to request emergency response. (Those who are trained in CPR and/or the proper use of a fire extinguisher should take appropriate action to mitigate injury and damages when necessary).

2. Always call the District Police Department at 9-1-1 or (408) 270-6468 to report emergency situation. Security will respond to the incident location, call for appropriate outside aid if required, and notify necessary Evergreen Valley College personnel, including the Incident Commander (Evergreen Valley College President or designated representative).

Answer the dispatcher's questions when he or she asks them. Be ready to answer the following questions:

1. WHERE IS THE EMERGENCY SITUATION?
2. WHAT HAPPENED?
3. ANY INJURIES TO INVOLVED PEOPLE
4. A BRIEF DESCRIPTION OF ALL INVOLVED PARTIES.
5. ARE ANY WEAPONS INVOLVED?

Do NOT hang up until the Dispatcher releases you. There may be more information they will request as they are dispatching response units.

REMEMBER: THE DISPATCHER MAY ASK FOR SOMEONE TO MEET EMERGENCY SERVICES PERSONNEL AT BUILDING ENTRANCE
INSTRUCTORS, STAFF AND STUDENT NOTIFICATION

The Senior Evergreen Valley College administrator or field Incident Commander, with consultation with other members of the Crisis Action Team, will determine appropriate Campus safety response and notify field contact personnel (Safety Marshals) through the most direct, efficient and available communications method (could include communications phone "tree", public address system, runners, etc.) to provide response instructions and/or a situation report.

CRITICAL OPERATIONS SHUTDOWN

Procedures for rapid shutdown should be predetermined for life safety and loss control purposes, as well as ensuring complete evacuations in a timely manner. The Critical Operations Shutdown procedure to be followed by those employees who have been assigned to care for essential building operations include:

Facilities Department Operation Responsibility
- Building or Campus Main Electrical Main Panels
- Building Gas Valves
- Building water supplies (not Fire Supply Mains)
- HVAC equipment

Persons involved in the Critical Operations Shutdown listed above shall be notified by management of this responsibility in advance, identified in the Emergency Operations Plan, and will be appropriately trained for the particular situation by their supervisors. The Standard Operating Procedures for Operations Shutdown will be maintained in the Plant Facilities Office. The Plant Facilities Manager will insure all facilities personnel are familiar with the shutdown procedures.

NOTE 1
Authorized Facilities personnel will immediately check all valves for escaping gas or water that could jeopardize safety. (Specify location of valves, etc.).

The electrician will immediately check electrical distribution that might create a safety hazard by continuous operation.

Both the electrician and plumber are responsible for the safety involved in the control of utilities.

NOTE 2
The Facilities crew will proceed with rescue operations, which might require construction of shoring and removing of debris. If absolutely necessary, the crew will remove trapped or injured victims from the disaster area.

CAUTION: To prevent further injury, caution should be used in moving any injured victims.
Evergreen Valley College Safety Marshals
The Mission College Safety Marshal program was developed to facilitate the safe evacuation of campus buildings and assist in other emergency response operations. This program is staffed by trained campus employees who work on campus. When an evacuation is necessary, the Zone/Building/Floor Marshals are responsible for:

- Assisting in the safe and complete evacuation of campus buildings to the appropriate Emergency Assembly Points (EAP).
- Assisting the Law Enforcement Official or emergency response personnel in preventing entry to assigned buildings or floors by non-emergency responders until the affected area(s) are deemed safe.
- Reporting injured or trapped persons to Police or Fire Department emergency responders and the Evergreen Valley College Emergency Management Coordinator.
- Providing emergency First Aid to victims.

Evergreen Valley College Safety Marshals are organized in a three-tiered structure with the following roles:

Zone Marshals
The Zone Marshal in consultation with the Evergreen Valley College Emergency Management Coordinator is responsible to coordinate non-tactical emergency response operations within their area of responsibility. Specific responsibilities include:

- The coordination of emergency response steps and information dissemination between the Evergreen Valley College Crisis Action Team or Emergency Operation Center and assigned Building and Floor Marshals.
- Coordinate the recruiting, training and equipping of the Building and Floor Marshals within your area of responsibility.
- Maintaining an up-to-date list of Building and Zone Marshals in their area of responsibility.
- Ensuring the Building and Floor Marshals regularly inspect their areas of responsibility and equipment for proper emergency response capability.

Building Marshals
The Building Marshal is responsible for managing the evacuation of assigned building(s) and ensuring all information regarding the status of their assigned evacuation area(s) has been reported to the Zone Marshal, or in the Zone Marshal’s absence, to the Evergreen Valley College Emergency Management Coordinator.

Once the decision to evacuate is made, the Building Marshal will immediately respond to the pre-established Emergency Assembly Point (EAP) and take evacuation Situation Status Reports from their assigned Floor Marshals. If there is no Floor Marshal available, the Building Marshal will personally coordinate the evacuation of building(s) in their assigned area of responsibility.

The Building Marshal will provide timely Situation Status Reports to their Zone Marshal by radio communication, or if radio communication is not available, through the use of runners to the Zone Marshal at a pre-designated coordination location. Face-to-face discussion with responding Public Safety officials should also be effected.
The Building Marshal, in consultation with the Zone Marshal, is also responsible for:

- The coordination of emergency response steps and information dissemination between the Zone Marshal and Floor Marshals.
- The coordination of Floor Marshal training.
- The dissemination of emergency procedure information to faculty, staff and students.
- The ability to assume responsibilities of the Zone Marshal in the event he/she is not available during an emergency.

Floor Marshals
The Floor Marshal is responsible for complete appropriate emergency response steps and to ensure all information regarding the status of their assigned floor’s status or evacuation has been reported to the Building Marshal, or in the Building Marshals absence, to the Zone Marshal. The Floor Marshal, in coordination with the Building Marshal is also responsible for:

- Assisting in the safe and complete evacuation of assigned areas of responsibility to pre-designated Emergency Assembly Points (EAP).
- Assisting Law Enforcement Official or emergency response personnel in preventing entry to assigned floors by non-emergency responders until the affected area has been deemed safe.
- Reporting injured or trapped persons to Police or Fire Department emergency responders and the Building Marshal.
- Providing emergency First Aid.

### CLASS DISMISSAL AND EARLY RELEASE INFORMATION

**Evergreen Valley College Closing Due to Hazardous Conditions**
Objective: The President and staff of Evergreen Valley College strive to operate the College efficiently, safely, economically, and according to well-publicized predetermined schedules. On those occasions when hazardous weather conditions or other events require the College to take emergency measures or should not be opened or closed early, the College will provide timely notification to students, faculty and staff. Depending on the time of the day, this information will be given through voicemail, department heads, local news media, Safety Marshals, Email and/or web page.

**Closing Before the Start of Class Instruction**
Decision to close/delay classes: Transportation safety and situations affecting campus safety will be primary reasons for making a decision to alter published class schedules. The senior Law Enforcement Official on duty will be responsible for collecting critical information pertaining to public safety and making recommendations to the College President concerning the closing/delay of classes of Evergreen Valley College.
### Personnel Assigned to Critical Operations Responsibilities

<table>
<thead>
<tr>
<th>Critical Operation</th>
<th>Required Shutdown</th>
<th>Name</th>
<th>Job Position</th>
<th>Work Area</th>
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<td>Fire Suppression or Alarm Devices Shutdown (procedure)</td>
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<td>For further information contact</td>
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Building Emergency Response Information
(post and update annually)

Evergreen Valley College

Emergency number for College Security is 9-1-1 or (408) 270-6468

Department/Area/Building: ________________________________

Date: ________________________________

Completed By: ________________________________

Each work area should establish, in advance, a primary and a secondary evacuation route in the event of fire, flood, blackout, earthquake, etc. Do not use elevators to evacuate. Do not block open stairwell doors.

Primary Evacuation Route:

________________________________________________________________________

________________________________________________________________________

Secondary Evacuation Route:

________________________________________________________________________

________________________________________________________________________

Emergency Assembly Point (refer to the map of Emergency Assembly Points):

________________________________________________________________________

________________________________________________________________________

Designate a position/alternate who will take charge in the event of fire or another emergency.

Safety Marshals:

________________________________________________________________________

Alternate Safety Marshals:
Training and Communications
Each Evergreen Valley College employee should know what his/her role is in carrying out the plan. Employees should also know what is expected of them during an emergency to assure their safety. Training on the Evergreen Valley College Emergency Operations Plan content is also required by OSHA 29 CFR 1910.38(a).

Training
- Annual practice drills are to be implemented and documented by the Emergency Management Coordinator. Campus Security and the Environmental Health and Safety Department can assist with training, drills and demonstrations.

- The Emergency Management Coordinator will maintain all Training Attendance Record Sheets of attendance of training classes for a period of five (5) years.

- All employees should know the location of fire extinguisher, fire exits, and alarm systems in the area and know how to use them. Training and information is available through Emergency Management Coordinator.

- All employees must be trained in safe evacuation procedures. Refresher training is required whenever the employee's responsibilities or designated actions under the plan change, and whenever the plan itself is changed. The training may include use of floor plans and workplace maps, which clearly show the emergency, escape routes included in the Evergreen Valley College Emergency Operations Plan.

- Stairwells are the primary means for evacuation. Elevators are to be used only when authorized by a fireman or the Law Enforcement Official.

- No employee is permitted to re-enter the building until advised by a Law Enforcement Official or City of San José Fire Department Official.

- Central meetings sites will be identified for all buildings and shelter in the event of inclement weather.

Location Communications
- Color-coding signs and directions will be established to aid employees and students in determining appropriate Emergency Assembly Points (EAP).

- Floor plans and maps should be posted at all times in main areas (i.e., stairwells, lobbies, elevator lobbies, exit corridors) to provide guidance in an emergency.

- Emergency Assembly Point (EAP) locations will be painted onto the asphalt in the parking lots.

Emergency Signals
Evacuation of a building may be signaled by a continuous and uninterrupted sounding of the horns, blinking lights or by verbal notification by appropriate College officials.
ACTS OF VIOLENCE, SHOOTING, REPORT OF WEAPON(S) ON CAMPUS, VIOLENT ATTACK OR DISTURBANCE

A Crisis Situation Response is to be utilized for situations where an actual crisis situation has occurred. An appropriate response should be implemented for any situation involving the following scenarios:

- Shots being fired on or immediately adjacent to the campus.
- Report of weapon(s) on campus.
- A stabbing on campus.
- An explosion near, but not on the campus.
- A hostage situation or an armed barricaded subject on or immediately adjacent to the campus.
- A natural disaster, hazardous materials incidents, or threats involving weapons of mass destruction which would indicate immediate danger to those on campus.

COLLEGE OFFICIAL / SENIOR LAW ENFORCEMENT OFFICIAL / SAFETY MARSHAL

☐ Notify the District Police Department by calling 9-1-1 or (408) 270-6468. Provide the dispatcher with all available information regarding suspect(s) description, location, type(s) of weapons and any other critical information. Evergreen Valley College Staff members should refrain from attempting to negotiate with the violator(s), numerous hostage situations have ended in tragedy when well intentioned, but untrained civilians attempted to help with negotiations.

☐ The College Law Watch Commander / Incident Commander will ensure the appropriate levels of notifications are made to the College administration and the appropriate reports are completed detailing the events and actions taken.

☐ Effect notification of students, faculty and staff by any and/or all means of communication appropriate to the situation (email, internet, emergency alert system, loud speakers etc.) of the situation and what they should do to ensure their safety (evacuation, lock-down, barricade doors etc.).

☐ Initiate evacuation protocol if appropriate. Refer to Tab G - Evacuation Checklist.

☐ Employees should avoid verbal exchanges or arguments when a disturbance is escalating. Evergreen Valley College Staff members should refrain from touching students.

☐ If possible, record incident by video or photograph. If known, report names of all students and outsiders in the disturbance. Record and report details of all incidents.

☐ If appropriate, a College Law Enforcement Official or designated administrator may arrange a meeting to resolve the problem with the perpetrator(s) of a disturbance. This meeting should take place away from other students.
- Do not allow staff members to offer themselves in exchange for hostages. If exchanges are offered, the probability of tragedy increases. It may result in violence or in additional hostages being taken.

- Based on the seriousness of the situation the Evergreen Valley College College President or senior official present should consider contacting the City of San José or City of San José County Manager to provide a brief on the situation and/or request mutual aid.

- If injury occurs, follow procedures identified in Tab O - Medical Emergency.

**College Site Preparation Relating to Hostage Situations/Barricaded Suspect(s)**

- Request a qualified law enforcement official conduct a staff training session on the topic of hostage situation prevention and response.

- Ensure access to your building(s) is/are properly limited and the protocol is strictly adhered to.

- Communicate with Evergreen Valley College faculty and staff directing they should notify their supervisor regarding domestic situations that could result in an act of violence against them at work. Reassure them that confidentiality of information will be maintained. Contact the District Police Department as appropriate.

- If you anticipate that a conference could become violent, coordinate with a College Law Enforcement Official beforehand.

**Emergency Evacuation Kits**

It is recommended that two Emergency Evacuation Kits be developed and maintained. The two Emergency Evacuation Kits should contain the following items:

- A copy of the Evergreen Valley College Emergency Response Plan.
- A set of master keys for all doors and wall lockers.
- A set of building plans, including all gas, electrical, cable shut-offs and water risers.
- A complete list of all cellular phone numbers for College administration.

The emergency evacuation kit is stored at the ______ and the second kit is stored at the_______.
STAFF AND FACULTY RESPONSIBILITIES

☐ Notify the District Police Department by calling 9-1-1 or (408) 270-6468. Provide the dispatcher with all available information regarding the threat.

☐ If an assessment of the situation indicates that it is safer to remain in the classroom than to leave it, lock or barricade classroom doors once the hallway near the room is clear of students. Do not open doors unless instructed to do so by a staff or authorized personnel that are recognized by sight or voice. Emergency responders may enter the room using a master key or by providing positive identification.

☐ If an instructor observes imminent danger near your room immediately secure their room and notify the District Police Department of the danger via telephone, radio system or runner.

☐ Brief students the College has been placed on a heightened security status as a response to an apparent crisis situation. Advise students to remain quiet until more can be learned about the situation.

☐ Calmly and quietly review emergency evacuation procedures with students to prepare them for possible evacuation.

☐ Until the situation has been assessed, recommend students remain in classroom unless authorization is received from appropriate authority.

In the event you are outside when this event occur take the following actions:

☐ Notify the District Police Department by calling 9-1-1 or (408) 270-6468. Provide the dispatcher with all available information regarding the threat of an explosion.

☐ Proceed to assigned class or an indoor secure area unless otherwise instructed by the building administrator/department head. If the assigned class is not accessible or is unsafe proceed to the nearest classroom.

☐ Seek shelter in the safest place available if it is unsafe to enter a campus building. If the decision is made to leave the campus, faculty/staff should notify their supervisor/department head, or emergency response personnel of their location and the number and names of students/employees present. Notification should occur as soon as it is safe to do so.
Return to Normal Operations

Once the danger has passed the senior College Administrator, senior Security Official or Incident Commander may be able to return the College back to normal status. The campus should be returned to normal operations when all of the following three conditions are met:

- There is no indication an above normal level of danger exists.
- Further measures such as evacuation will not be needed.
- It is possible for the functions of the College or department to continue.

☐ If the building is evacuated use the telephone, cell phones, radios or runners to announce a return to normal operations is being implemented. The return to normal operations will be announced by proper authority going from room to room if students and faculty remained in rooms during the emergency.

☐ An announcement to inform College faculty, staff and students as to the reason normal campus operations were interrupted is beneficial to prevent rumors from causing undue alarm within the College. In all cases, it is advisable to prepare a brief written statement for the media to provide an accurate account of what the College did to achieve a safe environment during the situation.
SERIOUS SITUATION
FIGHT INVOLVING NUMEROUS INDIVIDUALS
OR GANG RELATED, SUSPICIOUS PERSON OR INTRUDER

A Serious Situation Response is to be utilized for situations where an actual serious crisis situation has occurred. An appropriate response should be implemented for any situation involving the following scenarios:

- Fight involves numerous individuals, weapons, or is gang related.
- Large scale demonstration.
- An emergency response has been implemented at another public or private facility near the campus in response to a violent weapons incident.
- Extremely disruptive individual who appears to be potentially violent or emotionally unstable.
- Dangerous or suspected rabid animal on campus.
- Information received that a weapons assault may occur on campus.

COLLEGE OFFICIAL / SENIOR LAW ENFORCEMENT OFFICIAL / SAFETY MARSHAL

☐ Notify the District Police Department by calling 9-1-1 or (408) 270-6468. Provide the dispatcher with all available information regarding suspect(s) description, location, type(s) of weapons and any other critical information. Unless specially trained, Evergreen Valley College Staff members should refrain from attempting to negotiate with the violator(s).

☐ Employees should avoid verbal exchanges or arguments when a disturbance is escalating. Evergreen Valley College Staff members should refrain from touching students, or suspected rabid animals.

☐ If possible, record incident by video or photograph. If known, report names of all students and outsiders in the disturbance. Record and report details of all incidents.

☐ If appropriate, the Senior College Law Enforcement Official or a designated administrator may arrange a meeting to resolve the problem with the perpetrator(s) of a disturbance. The meeting should take place away from other students.

☐ Initiate evacuation protocol if appropriate. Refer to Tab G - Evacuation Checklist.

☐ Based on the seriousness of the situation the Evergreen Valley College College President or senior official present should consider contacting the City or County Manager to provide a brief on the situation and/or request mutual aid.

☐ If injury occurs, follow procedures identified in Tab O - Medical Emergency.
STAFF AND FACULTY RESPONSIBILITIES

☐ Notify the District Police Department by calling 9-1-1 or (408) 270-6468. Provide the dispatcher with all available information regarding the threat.

☐ If an assessment of the situation indicates it is safer to remain in the classroom than to leave it, lock or barricade classroom doors once the hallway near the room is clear of students. Do not open doors unless instructed to do so by a staff or authorized personnel that are recognized by sight or voice. Emergency responders may enter the room using a master key or by providing positive identification.

☐ If an instructor observes imminent danger near your room immediately secure their room and notify a College Law Enforcement Official of the danger via telephone, radio system or runner.

☐ Brief students the College has been placed on a heightened security status as a response to an apparent crisis situation. Advise students to remain quiet until more can be learned about the situation.

☐ Calmly and quietly review emergency evacuation procedures with students to prepare them for possible evacuation.

☐ Until the situation has been assessed, recommend students remain in classroom unless authorization is received from appropriate authority.

In the event you are outside when this event occur take the following actions:

☐ Notify the District Police Department by calling 9-1-1 or (408) 270-6468. Provide the dispatcher with all available information regarding the threat of an explosion.

☐ Proceed to assigned class or an indoor secure area unless otherwise instructed by the building administrator/department head. If the assigned class is not accessible or is unsafe proceed to the nearest classroom.

☐ Seek shelter in the safest place available if it is unsafe to enter a campus building. If the decision is made to leave the campus, faculty/staff should notify their supervisor department head, or emergency response personnel of their location and the number and names of students/employees present. Notification should occur as soon as it is safe to do so.
Return to Normal Operations
Once the danger has passed the senior College Administrator, senior College Law Enforcement Official or Incident Commander may be able to return the College back to normal status. The campus should be returned to normal operations when all of the following three conditions are met:

- There is no indication an above normal level of danger exists.
- Further measures such as evacuation will not be needed.
- It is possible for the functions of the College or department to continue.

☐ If the building is evacuated use the telephone, cell phones, radios or runners to announce a return to normal operations is being implemented. The return to normal operations will be announced by proper authority going from room to room if students and faculty remained in rooms during the emergency.

☐ An announcement to inform College faculty, staff and students as to the reason normal campus operations were interrupted is beneficial to prevent rumors from causing undue alarm within the College. In all cases, it is advisable to prepare a brief written statement for the media to provide an accurate account of what the College did to achieve a safe environment during the situation.
ALERT SITUATION
SIGNIFICANT INTELLIGENCE OR INFORMATION INDICATES A NEED
FOR A HEIGHTENED LEVEL OF READINESS OR RESPONSE

An Alert Situation response is to be utilized to minimize the effects of an event on the Evergreen Valley College campus where intelligence or information has been discovered indicating events may call for a heightened level of readiness or response. An appropriate response should be implemented for any situation involving the following scenarios:

- Planned mass demonstrations.
- VIP visits.
- Special events.

COLLEGE OFFICIAL / SENIOR LAW ENFORCEMENT OFFICIAL / SAFETY MARSHAL

☐ Notify the District Police Department by calling 9-1-1 or (408) 270-6468. Provide the College Law Enforcement Official with all available information regarding event and/or groups involved.

☐ A College Law Enforcement Official or the Field Incident Commander will ensure the appropriate levels of notifications are made to the College administration and the appropriate reports are completed detailing the events and actions taken.

☐ Based on the seriousness of the situation the Evergreen Valley College Superintendent/ President or senior official should consider contacting the City or County Manager to provide a brief on the situation and/or request mutual aid.

☐ The Evergreen Valley College President, To be determined or To be determined should consider activating the Crisis Action Team. Once the Crisis Action Team is activated the field Incident Commander will Liaison with the Evergreen Valley College Crisis Action Team until the EOC is activated, then it will coordinate with the EOC Operations Section Chief (or other EOC staff as appropriate).

☐ If possible, record incident by video or photograph. If known, report names of all students and outsiders in the disturbance. Record and report details of all incidents.

☐ When appropriate, a College Law Enforcement Official or designated administrator should arrange a meeting with the event organizers or event representatives to resolve issues and gather information on the effects of the event on the Evergreen Valley College campus.

☐ The District Police Department will provide Dignitary Protective Services to any visiting dignitary or Liaison with other recognized agencies such as the California Highway Patrol or Secret Service while they are providing protection on Evergreen Valley College.

☐ If injury occurs, follow procedures identified in Tab O - Medical Emergency.
STAFF AND FACULTY RESPONSIBILITIES

☐ Notify the District Police Department by calling 9-1-1 or (408) 270-6468. Provide the dispatcher with all available information regarding the threat.

☐ If an assessment of the situation indicates it is safer to remain in the classroom than to leave it, lock or barricade classroom doors once the hallways near their room are clear of students. Do not open doors unless instructed to do so by a staff or authorized personnel are recognized by sight or voice. Emergency responders may enter the room using a master key or by providing positive identification.

☐ If an instructor observes imminent danger near your room immediately secure their room and Notify the District Police Department of the danger via telephone, radio system or runner.

☐ Brief students the College has been placed on a heightened security status as a response to an apparent crisis situation. Advise students to remain quiet until more can be learned about the situation.

☐ Calmly and quietly review emergency evacuation procedures with students to prepare them for possible evacuation.

☐ Until the situation has been assessed, recommend students remain in classroom unless authorization is received from appropriate authority.

In the event you are outside when this event occur take the following actions:

☐ Notify the District Police Department by calling 9-1-1 or (408) 270-6468. Provide the dispatcher with all available information regarding the threat of an explosion.

☐ Proceed to assigned class or an indoor secure area unless otherwise instructed by the building administrator/department head. If the assigned class is not accessible or is unsafe proceed to the nearest classroom.

☐ Seek shelter in the safest place available if it is unsafe to enter a campus building. If the decision is made to leave the campus, faculty/staff should notify their supervisor/department head, or emergency response personnel of their location and the number and names of students/employees present. Notification should occur as soon as it is safe to do so.

☐ Assist individuals with disabilities. Request assistance from Safety Marshals, College Law Enforcement Official or City of San José Fire Department personnel. If assistance is not available and it becomes necessary to move disabled persons, do so carefully. Ask the individual if they need help then render assistance as directed. Refer to Tab G - Disaster Emergency Preparedness Plan for People with Disabilities.
Return to Normal Operations
Once the danger has passed the senior College Administrator, senior College Law Enforcement Official or Incident Commander may be able to return the College back to normal status. The campus should be returned to normal operations when all of the following three conditions are met:

- There is no indication an above normal level of danger exists.
- Further measures such as evacuation will not be needed.
- It is possible for the functions of the College or department to continue.

☐ If the building is evacuated use the telephone, cell phones, radios or runners to announce a return to normal operations is being implemented. The return to normal operations will be announced by proper authority going from room to room if students and faculty remained in rooms during the emergency.

☐ An announcement to inform College faculty, staff and students as to the reason normal campus operations were interrupted is beneficial to prevent rumors from causing undue alarm within the College. In all cases, it is advisable to prepare a brief written statement for the media to provide an accurate account of what the College did to achieve a safe environment during the situation.
AIRCRAFT CRASH

COLLEGE OFFICIAL / SENIOR LAW ENFORCEMENT OFFICIAL / SAFETY MARSHAL

☐ Notify the District Police Department by calling 9-1-1 or (408) 270-6468. Emergency response from all other agencies will be coordinated through the District Police Department until relieved of this responsibility by the either the responding City of San José Officials, the National Transportation Safety Board, or in the case of a military aircraft, the Department of Defense.

☐ A College Law Enforcement Official or the Field Incident Commander will ensure the appropriate levels of notifications are made to the College administration and the appropriate reports are completed detailing the events and actions taken.

☐ Based on the seriousness of the situation the Evergreen Valley College President or senior official should consider contacting the City or County Manager to provide a brief on the situation and institute a mutual aid request.

☐ The Evergreen Valley College President, To be determined or To be determined should consider activating the Crisis Action Team. Once the Crisis Action Team is activated the field Incident Commander will Liaison with the Evergreen Valley College Crisis Action Team until the EOC is activated, then it will coordinate with the EOC Operations Section Chief (or other EOC staff as appropriate).

☐ If injury occurs, follow procedures identified in Tab O - Medical Emergency.

FACULTY AND STAFF RESPONSIBILITIES

☐ Notify the District Police Department by calling 9-1-1 or (408) 270-6468. Emergency response from all other agencies will be coordinated through the District Police Department until relieved of this responsibility by a City of San José Fire Department official, a member of the National Transportation Safety Board, or in the case of a military aircraft an official of the Department of Defense.

☐ If a fire results from a crash that pose a secondary explosion hazard give Drop, Cover and Hold command to protect students against blast and falling objects.

☐ Take immediate action to remove students to a safe Emergency Assembly Point (EAP).

☐ Move away from windows.

☐ Perform necessary rescue measures to help injured faculty, staff and students.

☐ Report missing students, faculty and staff to a Safety Marshal.
☐ Insure students and faculty/staff are kept at a safe distance from the aircraft due to the possibility of explosion and fire.

☐ If injury occurs, follow procedures identified in Tab O - Medical Emergency.

☐ If possible, cordon off the affected area for at least 50 feet from cash site.

☐ If necessary or if directed to do so activate Shelter in Place procedure from Tab G - Evacuation.

☐ Assist individuals with disabilities. Request assistance from Safety Marshals, Evergreen Valley College Sheriff or City of San José Fire Department personnel. If assistance is not available and it becomes necessary to move disabled persons, do so carefully. Ask the individual if they need help then render assistance as directed. Refer to Tab G - Disaster Emergency Preparedness Plan for People with Disabilities.
BOMB THREAT

COLLEGE OFFICIAL / SENIOR LAW ENFORCEMENT OFFICIAL / SAFETY MARSHAL

☐ Notify the District Police Department by calling 9-1-1 or (408) 270-6468. Provide the dispatcher with all available information regarding the bomb threat.

☐ A College Law Enforcement Official or the Field Incident Commander will ensure the appropriate levels of notifications are made to the College administration and the appropriate reports are completed detailing the events and actions taken.

☐ Refrain from using cell phones or engaging the microphone or any portable radios. The RF energy transmitted could be enough to detonate an explosive device should one be present within 1,000 feet.

☐ Complete the Bomb Threat Questionnaire at the end of this section and provide copy to the Evergreen Valley College President or senior official.

☐ Initiate evacuation Staging Area/Emergency Assembly Point (EAP) Protocol if a functional explosive device is found on College property. Refer to Evacuation Checklist Tab G - Disaster Emergency Preparedness Plan for People with Disabilities.

☐ Based on the seriousness of the situation the Evergreen Valley College President or senior official should consider contacting the City or County Manager to provide a brief on the situation.

STAFF AND FACULTY RESPONSIBILITIES

☐ Most bomb threats are received by telephone. When a staff or faculty member receives a bomb threat they should remain calm and try to get as much information as possible from the caller.

☐ If a staff or faculty member discovers a suspicious package or object immediately report the package to the District Police Department by calling 9-1-1 or (408) 270-6468 as appropriate. Under no circumstances should the package be touched, moved, or tampered with by anyone other than trained personnel.

☐ When a staff or faculty member is first informed of a bomb threat, immediately notify their supervisor, department head and the District Police Department at 911, 9-1-1 or (408) 270-6468. Provide the dispatcher with all available information regarding the bomb threat.

☐ The decision to evacuate a particular area of building will be made by campus authorities. Keep all students in the classroom while the bomb threat response is being completed. Move away from doors and windows and give Drop, Cover and Hold Command. Instruct students to stay down until subsequent instructions are given.
If an assessment of the situation indicates it is safer to remain in the classroom than to leave it, lock or barricade classroom doors once the hallway near the room is clear of students. Do not open doors unless instructed to do so by a staff or authorized personnel that are recognized by sight or voice. Public safety responders may enter the room using a master key or by providing positive identification.

If an instructor observes imminent danger near their room immediately secure their room and Notify the District Police Department of the danger via telephone or runner.

Brief students the College has been placed on a heightened security status as a response to an apparent crisis situation. Advise students to remain quiet until more can be learned about the situation.

Calmly and quietly review emergency evacuation procedures with students to prepare them for possible evacuation.

Until the situation has been assessed, recommend students remain in classroom unless authorization is received from appropriate authority.

In the event you are outside when this event occurs take the following actions:

Move away from the danger area to a safe location. Notify the District Police Department by calling 9-1-1 or (408) 270-6468.

The Evergreen Valley College President or designee will provide directions relating to cancellation of class, release of students and other follow-on actions by the faculty and staff.

Seek shelter in the safest place available if it is unsafe to enter a campus building.

Assist individuals with disabilities. Request assistance from Safety Marshals, Evergreen Valley College Sheriff or City of San José Fire Department personnel. If assistance is not available and it becomes necessary to move disabled persons, do so carefully. Ask the individual if they need help then render assistance as directed. Refer to Tab G - Disaster Emergency Preparedness Plan for People with Disabilities.

**College Site Preparation**

Each morning, College faculty and staff should check their areas for any suspicious packages or items. Suspicious items noted should never be moved or touched. Notify the District Police Department immediately should a suspicious item be found. The following precautionary procedures should be followed:

- All main building doors should be locked after normal hours.
- Lock all designated doors after cleaning of rooms.
- Ensure all office personnel are trained in bomb threat protocol and recognition of suspicious packages. Anyone who answers the telephone for the College should be trained on what to listen for during a bomb threat call.
Return to Normal Operations
Once the danger has passed the senior College Administrator, senior College Law Enforcement Official or Incident Commander may be able to put the v back to normal status. The campus should be returned to normal operations when all of the following three conditions are met:
- There is no indication an above normal level of danger exists.
- Further measures such as evacuation will not be needed.
- It is possible for the functions of the College or department to continue.

☐ Using the telephone, cell phones, radios or runners, announce the campus is returning to normal operations.

☐ An announcement to inform College faculty, staff and students as to the reason normal campus operations were interrupted is beneficial to prevent rumors from causing undue alarm within the College. In all cases, it is advisable to prepare a brief written statement for the media to provide an accurate account of what the College did to achieve a safe environment during the situation.
BOMB THREAT QUESTIONNAIRE

1. If you receive a bomb threat, ask the person making the threat the following questions:

   When is the bomb going to explode?
   Where is it right now?
   What does it look like?
   What kind of bomb is it?
   What will cause it to explode?
   Why did you choose this location?
   What damage will it do?
   Do you want people hurt?
   What is your name?

2. Try to determine the caller’s sex, race, and approximate age, tone of voice, mental condition, and accent. Also try to pinpoint any unusual speech mannerisms or phrases, organizational affiliations and any background noises such as street noises, animals, music, etc.

3. REPORT THREAT IMMEDIATELY TO:
   a. Your supervisor
   b. District Police Department at 911 or (408) 270-6468.

4. Quickly search your work area. Report unusual articles without touching them. If evacuation or relocation is ordered, take all personal effects such as lunch bags, briefcases, coats, and purses with you.
BOMB THREAT CHECKLIST

Keep a copy of this page under your phone.

1. EXACT WORDING OF THE THREAT:


2. ASK THE CALLER

   a. What can you tell me?
   b. When is the bomb going to explode?
   c. Where is it right now?
   d. What kind of bomb is it?
   e. What will cause it to explode?
   f. Did you place the bomb?
   g. Why?
   h. What is your address?
   i. What is your name?

3. REPORT THREAT IMMEDIATELY TO:

   - Your supervisor;
   - Building or Floor Marshal;
   - (In some cases) 911, 9-1-1 or (408) 270-6468.

4. BASIC CALL INFORMATION

   Time of threat: ____________________________
   Date: ____________________________
   Your Name: _______________________
   Position: ____________________________
   Phone Number where threat was received: ____________________________

5. THREAT LANGUAGE

   ___ Well-spoken   ___ Incoherent
   ___ Foul   ___ Taped
   ___ Irrational   ___ Message was read

6. CALLER’S VOICE

   Sex_________ Age_________
   ___ Calm   ___ Nasal
   ___ Angry   ___ Stutter
   ___ Excited   ___ Lisp
   ___ Slow   ___ Raspy
   ___ Rapid   ___ Deep
   ___ Soft   ___ Ragged
   ___ Loud   ___ Clearing Throat
   ___ Laughter   ___ Deep Breathing
   ___ Crying   ___ Cracking Voice
   ___ Normal   ___ Disguised
   ___ Distinct   ___ Accent
   ___ Slurred   ___ Familiar

   If voice was familiar, who did it sound like?

7. BACKGROUND NOISES:

   Street noises   Office machinery
   Restaurant   Voices
   Factory machinery   Animal noises
   PA System   Clear
   Music   Static
   Household noises   Local
   Motor   Long Distance
   Other: ____________________________

8. REMARKS

   __________________________________________
   __________________________________________
CRISIS COUNSELING/INTERVENTION

A critical (or traumatic) incident is any event outside the usual realm of human experience that is markedly distressing (e.g. evokes reactions of intense fear, helplessness, horror, etc.). Such critical incidents usually involve the perceived threat to one's physical integrity or the physical integrity of someone else. Most importantly, critical incidents are determined by how they undermine a person's sense of safety, security and competency in the world. This may result in anxiety, depression, or forms of psychological trauma known as traumatic impact or traumatic stress. While there may be no physical injuries, a person’s emotional response to a crisis situation is dependent on many factors.

COLLEGE OFFICIAL / SENIOR LAW ENFORCEMENT OFFICIAL / SAFETY MARSHAL

☐ Inform faculty, staff, and students of factual information.

☐ Liaison with the Evergreen Valley College Counseling Office and/or a City of San José county mental health official.

☐ If the Evergreen Valley College President or senior official determines the situation is beyond the resources of the campus response the mutual aid for outside professional assistance will be requested from, and coordinated through, the City of San José County Mental Health Officer.

☐ Identify a Evergreen Valley College Liaison to work with outside agencies to coordinate College support activities.

☐ Be prepared to receive telephone calls from students, faculty and staff that may be in need of Crisis Counseling Intervention. Parents may also call. Record parent name and telephone number if and when those calls are received in order to provide follow-up assistance.

☐ Refer requests for information to the Evergreen Valley College Public Information Officer or a District Police Department. These individuals have authority to provide data relating to sensitive information to media and to students, faculty and staff.

☐ Establish a sign-in and message center for outside assistance persons should be established at the Counseling/Intervention activities
SITE INTERVENTION TEAM

- Assess the situation.
- Identify at risk staff, faculty and students.
- Provide regular briefings and de-confusing sessions to the campus community.
- Provide counseling as appropriate.
- Assign conference areas for individual and group consultations.
- Coordinate efforts with outside assistance.
- Coordinate appropriate dissemination of situational information to the District Police Department.
Recommendations for Identifying and Dealing with Post Traumatic Stress

According to the National Center on Post Traumatic Stress Disorder (PTSD), “Most people who are exposed to a traumatic, stressful event experience some of the symptoms of stress in the days and weeks following exposure, but the symptoms usually decrease over time and eventually disappear. However, about 8% of men and 20% of women go on to develop PTSD, and roughly 30% of these individuals develop a chronic form that may persist throughout their lifetimes.”

Three clusters of symptoms are associated with PTSD

Re-experiencing of the traumatic event
- Recurring nightmares
- Intrusive daydreams or flashbacks
- Disassociate experiences
- Intensification of symptoms on exposure to reminders of the event

Avoidance or psychological numbing
- Efforts to avoid thoughts, feelings, activities, or situations associated with the trauma
- Feelings of detachment or alienation
- Inability to have loving feelings

Hyper arousal
- Exaggerated startle response/scanning the environment
- Insomnia and other sleep disturbances
- Irritability or outbursts of anger
- Physiological reactions to exposure to reminders of the event

Preparedness

Be prepared. Studies show that being prepared for a high stress event actually helps to lessen PTSD and Trauma Symptoms and helps provide a sense of control and comfort.
- Be aware of surroundings
- Use Common Sense
- Keep emergency phone numbers handy
- Discuss safety techniques with family, friends, neighbors
- Discuss how to protect yourself in case of disaster Look at and learn about utility shutoffs.

Delegate responsibilities

- Plan for special needs (Child Development Center)
- Instruct children how to call emergency numbers
- Re-read first aid training information.
- Practice evacuation.
- Follow the College evacuation plan, evacuate to the specified site for your area.

Stay calm

- Reach out to neighbors.
- Collaborate. Be kind to one another.
Within the First 24 – 48 Hours of a Trauma

According to the International Critical Incident Stress Foundation, Inc. you should consider these actions within the first 24 – 48 hours of a trauma.

✓ Engage in periods of appropriate physical exercise, alternated with relaxation will alleviate some of the physical reactions.
✓ Structure your time-keep busy.
✓ You’re normal and having normal reactions — don’t label yourself crazy.
✓ Talk to people — talk is the most healing medicine.
✓ Be aware of numbing the pain with overuse of drugs or alcohol, you don’t need to complicate this with substance abuse problems.
✓ Reach out - people do care.
✓ Maintain as normal a schedule as possible.
✓ Spend time with others.
✓ Help your co-workers as much as possible by sharing feelings and checking out how they are doing.
✓ Give yourself permission to feel rotten and share your feelings with others.
✓ Keep a journal; write your way through those sleepless hours.
✓ Do things that feel good to you.
✓ Realize those around are under stress. Don’t make big life changes.
✓ Do make as many daily decisions as possible, which will give you a feeling of control over your life, i.e. if someone asks you what you want to eat, answer him or her even if you’re not sure.
✓ Get plenty of rest.
✓ Eat well-balanced and regular meals (even if you don’t feel like it).
✓ Remember to breathe
✓ Seek professional help if symptoms persist

Reoccurring thoughts, dreams or flashbacks are normal — don’t try to fight them — they’ll decrease over time and become less painful. If they do not, seek professional help.

Recommendations for Family and Friends of Those Most Severely Impacted by Post Traumatic Stress

✓ Listen Carefully.
✓ Spend time with traumatized person.
✓ Offer your assistance and a listening ear if they have not asked for help.
✓ Reassure them that they are safe.
✓ Help them with everyday tasks like cleaning, cooking, caring for the family, minding children.
✓ Give them private time.
✓ Don’t take anger personally.
✓ Don’t tell anyone that they are “lucky it wasn’t worse” — those statements do not console traumatized people. Instead, tell them you are sorry such an event has occurred and you want to understand and assist them.
EARTHQUAKE (MAJOR)

Earthquakes normally have no warnings. Disaster simulation exercises should be held annually at Evergreen Valley College to demonstrate safety procedures for various types of emergencies. Every effort will be made to hold these drills at a time most convenient for the continued smooth operation of the College.

COLLEGE OFFICIAL / SENIOR LAW ENFORCEMENT OFFICIAL / SAFETY MARSHAL

☐ Complete a quick analysis of the situation and danger to faculty, staff and students of Evergreen Valley College. This should include an assessment of injuries, buildings damage and potential hazards created as a result of the building damage.

☐ If appropriate, Safety Marshals will follow evacuation protocol and move faculty, staff and students to open areas away from buildings.

☐ Confirm the EOC located at Maintenance Office - Adjacent to Police Dept. is structurally safe for operations. If it is not check out the alternate EOC at To be determined or seek a safe location to deploy the Mobile Command Post.

☐ Unless properly trained do not re-enter buildings until officials have checked for possible structural damage, gas line leakage, and other utility disruptions.

☐ After ensuring natural gas and other flammable products are not present, activate emergency power systems (if available).

☐ Listen to a portable radio for Emergency Alert System (EAS) information updates. Based on situation, prepare for extended operations and support of victims remaining on campus.

☐ Use discretion in implementing early or late dismissal procedures depending on communications, availability of transportation, damage to College facility and residential areas, and road clearance.

☐ Initiate evacuation procedures if necessary. Refer to Tab G - Evacuation Checklist.

☐ College Law Enforcement Officials, Facilities Director Risk Management personnel will conduct an initial damage assessment of campus buildings and provide report to the Crisis Action Team or EOC (if established).

☐ Campus Emergency Response Teams and City of San José Fire Department Uniform Search and Rescue (USAR) response teams will perform searches for fires, rescue victims in damaged buildings. Teams will check for gas, chemical, water leaks or fuel leaks, and to shut off any leaking utilities.

☐ Follow class dismissal procedures listed in Tab A - Emergency Notification Telephone Numbers - Critical Operations Shutdown as appropriate.
Contact the City or County to provide information on the seriousness of the situation and any assistance that may be required.

The Evergreen Valley College President, To be determined or To be determined should consider activating the Crisis Action Team. Once the Crisis Action Team is activated the field Incident Commander will Liaison with the Evergreen Valley College Crisis Action Team until the EOC is activated, then it will coordinate with the EOC Operations Section Chief (or other EOC staff as appropriate).

If injury occurs, follow procedures identified in Tab O - Medical Emergency.

STAFF AND FACULTY RESPONSIBILITIES

ACTION WHILE INDOORS:

- Give "Drop, Cover and Hold" command.
  
  - Get next to tables or desks where available. Otherwise, get next to an inside wall or under an inside doorway.
  - Drop to knees with back to the windows and knees together.
  - Clasp both hands firmly behind the head, covering the neck.
  - Bury face in arms, protecting the head. Close the eyes tightly.
  - Stay there until subsequent instructions are given. Such instructions will depend upon circumstances and the extent of damage to the buildings.
  - As soon as possible, move students away from windows and out from under heavy suspended light fixtures.

- Assess any injuries to students and damage to classroom. If it appears safe, do not evacuate until instructions are given which identify a safe route to the outside fields. In the event it is determined to be unsafe to remain in the building take the following actions:
  
  - Gain control of the students.
  - Listen to and follow any commands from the Safety Marshals
  - Note the name of any injured person, nature of injury, the location of the person (building name/number, room number and location in the room).
  - Evacuate everyone to a safe location outside. Create teams to assist the disabled from the location.
  - Contact District Police Department or Emergency Response Team member, or Urban Search and Rescue (USAR) Responders with injury information
  - Faculty should maintain the class attendance for accounting purposes.

- If Safety Marshals are not available to assist in the evacuation, evacuate to a safe area away from all buildings, power lines, gas mains, water mains, and overhead dangers. Once outside attempt to contact area Safety Marshals for evacuation routes and staging areas. Advise students not to touch electrical wires and avoid lighting of any burners or stoves until the area is declared safe.
If Safety Marshals are present follow their directions to evacuation and Emergency Assembly Points (EAPs).

If injury occurs, follow procedures identified in Tab O - Medical Emergency.

STAFF AND FACULTY RESPONSIBILITIES

ACTION WHILE OUTDOORS:

- Direct students to walk away from buildings, trees, poles and exposed wires.
- Implement the Drop, Cover and Hold action. Everyone should cover as much skin surface as possible, close eyes, and cover ears.
- Stay in the open until the earthquake is over or until further directions are given.
- If injury occurs, follow procedures identified in Tab O - Medical Emergency.
- Assist individuals with disabilities. Request assistance from Safety Marshals, College Law Enforcement Official or City of San José Fire Department personnel. If assistance is not available and it becomes necessary to move disabled persons, do so carefully. Ask the individual if they need help then render assistance as directed. Refer to Tab G - Disaster Emergency Preparedness Plan for People with Disabilities.

ACTION BETWEEN CLASSES:

- Everyone is to implement Drop, Cover and Hold

- When the earthquake shaking ceases, move to an area at a safe distance from buildings. Proceed to assigned evacuation or staging areas.

- Report the names and locations of injured persons as noted above to a Zone/Building/Floor Marshal, a College Law Enforcement Official, Evergreen Valley College Emergency Response Team member or Urban Search and Rescue (USAR) official.
EVACUATION

Emergency evacuation of a building/buildings or the campus may be required due to situations such as a major fire, an explosion or a major crisis situation. An evacuation plan should be preplanned in order to move away from a threatened building or area toward an evacuation area.

The evacuation protocol shall be used under the following conditions:

- An explosive device detonates on campus.
- A functional explosive device is found on campus.
- A hostage situation takes place on campus.
- A situation involving a barricaded subject armed with explosives or firearms takes place on campus.
- A severe weather crisis occur which requires removal of personnel to a safe remote location. If necessary request assistance from the Emergency Operation Center
- A weapon of mass destruction or hazardous materials incident occur on or near the campus and public safety responders determine that mass evacuation to a remove location is required.
- Whenever the facility or grounds are rendered unsafe and evacuation to a remote site is needed.

COLLEGE OFFICIAL / SENIOR LAW ENFORCEMENT OFFICIAL / SAFETY MARSHAL

☐ Notify the District Police Department by calling 9-1-1 or (408) 270-6468. Provide the dispatcher with all available information the situation that may result in the evacuation of the campus. Refer to the Immediate Action Checklist (Red Tab) Tab 7 – Evergreen Valley College Evacuation Map.

☐ A College Law Enforcement Official or the Field Incident Commander will ensure the appropriate levels of notifications are made to the College administration and the appropriate reports are completed detailing the events and actions taken.

☐ For small scale evacuations a College Law Enforcement Official / Incident Commander, Evergreen Valley College President or senior official will make the determination of the need to evacuate a particular area. For large scale evacuations the College President or senior official present will make the determination to order an evacuation based on a consultation with the Crisis Action Team and/or a College Law Enforcement Official. A campus wide evacuation order will be made by the College President or senior official present will make the determination to order an evacuation based on a consultation with the Crisis Action Team and/or a College Law Enforcement Official.

☐ Implement Evacuation Plan Checklist.

☐ Based on the level of the evacuation the EOC may activate to some level. The EOC may re-establish command through the use of the Campus Emergency
As the chief investigative body for the College, the City of San José Police Department supported by the College Security Chief will maintain Incident Command on all incidents that could reasonably lead to a criminal investigation. In incidents where City of San José Police Department will not be the primary investigator agency Incident Command will be transitioned to the agency responsible for such investigation upon their arrival. As a matter of course the City of San José Fire Department will have Incident Command on all fires and hazmat incidents.

DO NOT USE campus radios or cell phones if there is a bomb or bomb threat on campus. If there is NOT a bomb or bomb threat on campus utilize the campus radios, telephones or cell phones to maintain communications between faculty, staff and students. Note: Cell phones and radios are essential tools to maintain communications.

The Evergreen Valley College President should consider contacting the City or County Manager to provide a brief on the situation.

Accountability Procedures for Emergency Evacuations

Emergency Assembly Points (EAP): Maps with the Emergency Assembly Points are located in the Attachments section of Tab – G Evacuation and are posted in the buildings.

If possible, Safety Marshals will conduct head counts once evacuation has been completed. If this is not possible Safety Marshals should attempt to identify and report individuals that were not successfully evacuated from the building (missing, injured, trapped etc.)

The employees selected as Safety Marshals are to be trained in the complete workplace layout and the various primary and alternate escape routes from the workplace.

➢ All Safety Marshals are to be trained in the evacuation of disabled individuals, and equipment necessary for evacuation.
➢ Awareness of hazardous areas to be avoided during emergencies.
➢ Before leaving, the Safety Marshals are to check rooms and other enclosed spaces in the workplace for other employees who may be trapped or otherwise unable to evacuate the area, and convey this information to emergency personnel.

Once each evacuated group of employees have reached their Designated Meeting Site or Evacuation Assembly Point (EAP), each Safety Marshals:

➢ Assembles his/her group in the Designated Meeting Site.
➢ Takes head count of his or her group.
➢ Assumes role of department contact to answer questions.
➢ Instruct personnel to remain in area until further notice.
➢ Reports status to Field Incident Commander and the Crisis Action Team or Operations Chief in the Emergency Operations Center (if activated).
➢ Instruct personnel to remain at Designated Meeting Site until further notice.
EMERGENCY EVACUATION KITS

The College should maintain two Emergency Evacuation Kits. The two Emergency Evacuation Kits should contain the following items:

- A copy of the Evergreen Valley College Emergency Response Plan.
- A set of master keys for all doors and wall lockers.
- A set of building plans, including all gas, electrical, cable shut-offs and water risers.
- A complete list of all cellular phone numbers for College administration.

The emergency evacuation kit is stored at the ________ and the second kit is stored at the __________.
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SHELTER IN PLACE PROCEDURES

A Shelter-in-Place plan is to be used in the event of chemical spills or explosions, wild land fires, shootings and/or hostage situations and other related emergencies or natural disasters in which evacuation of the College is inappropriate.

Procedures

- All personnel should remain in classrooms and take certain protective measures (e.g., shut off ventilation (if possible), close and possibly seal windows and doors, etc.)
- Assemble all students at a central location within the building.
- If possible, notify the Disabled Students Coordinator of any disabled students in your area. If a Disabled Students Coordinator is not available Notify the District Police Department of the location of these disabled students and the type of assistance that may be needed in the event evacuation is necessary.

Instructions will be given by staff, faculty or law enforcement personnel. When the conditions outdoors dictate all occupants be in a controlled area or sheltered in place, due to an incident such as a hazardous material incident or a natural disaster, a College Law Enforcement Official / Incident Commander, Evergreen Valley College President or senior official should take the following steps.

COLLEGE OFFICIAL / SENIOR LAW ENFORCEMENT OFFICIAL / SAFETY MARSHAL

☐ Establish and maintain communications with the City of San José Fire Department and/or any other appropriate response personnel.

☐ Notify the District Police Department by calling 9-1-1 or (408) 270-6468.

☐ Establish verbal control by activating "Shelter-in-Place" procedures by giving a preplanned announcement by staff, faculty or law enforcement personnel.

☐ Coordinate with the Facilities Management to turn off all heating, cooling, and ventilation systems. Close all doors and windows, and perform any other actions requested by emergency personnel which may arise due to the situation. If possible, use duct tape or any other material to help seal off the building.

☐ If unusual or irritating odor is present, protect breathing by breathing through a wet rag or paper towel.

☐ Remain sheltered in place until the "all clear" has been given by the City of San José Fire Department or appropriate agency.
Fact Sheet on Obtaining and Using Employee Medical Information as Part of Emergency Evacuation Procedures

Introduction

In light of recent events, many employers are developing or re-evaluating emergency procedures to ensure the safe evacuation of all employees. A comprehensive emergency evacuation plan should provide for prompt and effective assistance to individuals whose medical conditions may necessitate it. Many employers have asked how the Americans with Disabilities Act (ADA) and the Rehabilitation Act affect their ability to achieve this goal. Specifically, employers have asked whether they may request information to help identify individuals who might need assistance because of a medical condition and whether they can share this information with others in the workplace. As the following questions and answers demonstrate, federal disability discrimination laws do not prevent employers from obtaining and appropriately using information necessary for a comprehensive emergency evacuation plan.

1. May an employer ask employees whether they will require assistance in the event of an evacuation because of a disability or medical condition?

Yes. Some employees may need assistance because of medical conditions that are not visually apparent. Others may have obvious disabilities or medical conditions but may not need assistance. Employers, therefore, are allowed to ask employees to self-identify if they will require assistance because of a disability or medical condition.

2. How may an employer identify individuals who may require assistance?

There are three ways an employer may obtain information:

- After making a job offer, but before employment begins, an employer may ask all individuals whether they will need assistance during an emergency.
- An employer also may periodically survey all of its current employees to determine whether they will require assistance in an emergency, as long as the employer makes it clear that self-identification is voluntary and explains the purpose for requesting the information.
- Finally, whether an employer periodically surveys all employees or not, it may ask employees with known disabilities if they will require assistance in the event of an emergency. An employer should not assume, however, that everyone with an obvious disability will need assistance during an evacuation. For example, many individuals who are blind may prefer to walk down stairs unassisted. People with disabilities are generally in the best position to assess their particular needs.

An employer should inform all individuals who are asked about their need for emergency assistance that the information they provide will be kept confidential and shared only with those who have responsibilities under the emergency evacuation plan. (See Question 4 below.)
3. **May an employer specifically ask what type of assistance will be needed?**

Yes. An employer may ask individuals who indicate a need for assistance because of a medical condition to describe the type of assistance they think will be needed. One way that this can be done is by giving all employees a memo with an attached form requesting information. The employer also may have a follow-up conversation with an individual when necessary to obtain more detailed information. For example, it would be important for an employer to know whether someone who uses a wheelchair because of mobility limitations is able to walk independently, with or without the use of crutches or a cane, in an emergency situation. It also would be important for an employer to know if an individual will need any special medication, equipment, or device (e.g., an assisted wheelchair carrier strap or a mask because of a respiratory condition) in the event of an emergency. Of course, an employer is entitled only to the information necessary for it to be prepared to provide assistance. This means that, in most instances, it will be unnecessary for an employer to know the details of an individual's medical condition.

4. **Who is allowed to have information about employees needing assistance in an emergency?**

The ADA has provisions that require employers to keep medical information about applicants and employees confidential. These provisions, however, include an exception that allows an employer to share medical information with first aid and safety personnel. This exception would allow an employer to share information about the type of assistance an individual needs in the event of an evacuation with medical professionals, Emergency Management Coordinators, floor captains, colleagues who have volunteered to act as "buddies," building Police Department members who need to confirm that everyone has been evacuated, and other non-medical personnel who are responsible for ensuring safe evacuation. These individuals are entitled to the information necessary to fulfill their responsibilities under the employer's emergency evacuation plan.

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1. The ADA applies to private employers with fifteen or more employees and to state and local government employers. The Rehabilitation Act applies to most federal employers, and its substantive requirements are the same as those that apply to employers covered by the ADA.

2. The Commission previously has issued more detailed guidance on related issues concerning disability-related inquiries and medical examinations of applicants and employees. See Enforcement Guidance: Pre-employment Disability-Related Questions and Medical Examinations under the Americans with Disabilities Act of 1990 (October 10, 1995) and Enforcement Guidance: Disability-Related Inquiries and Medical Examinations of Employees Under the Americans with Disabilities Act (ADA) (July 27, 2000). These and other guidance are available on this web site.

For more information on emergency preparedness for employees with disabilities can be found on the President’s New Freedom Initiative Disability Direct web site http://www.disabilities.gov/category/6/51 and on the Job Accommodation Network’s web site at http://www.janweb.icali.wvu.edu/media/emergency.html.
Disaster Emergency Preparedness Plan
For People with Disabilities

GUIDELINES IN EMERGENCIES FOR PEOPLE WITH DISABILITIES (Faculty and Staff)

A. Evacuation of people with disabilities will be given the highest priority in all emergencies. In an emergency situation, it is important you are familiar with their needs during an evacuation. People with disabilities should convey these needs to their instructor at the beginning of each semester. While attending class, people with disabilities should try to position themselves near a doorway for an easier exit. Become familiar with the building and its exits. Follow signs to exits. The following guidelines are important:

1. Establish a buddy system and alternate for each class. People with disabilities should prepare for an emergency ahead of time by instructing a classmate, instructor, supervisor, or co-worker on how to assist in the event of any emergency.
2. If assistance is not immediately available, people with disabilities should remain near the stairwell landing or in the elevator lobby. Rescue personnel will first check all exit corridors and stairwells for those trapped. He/she should continue to call for help until rescued.
3. People who cannot speak loudly, or with voice/speech impairments, should carry a whistle or have other means of attracting attention of others.
4. Be familiar with alarm signals.
5. Leave school materials in the room to avoid wasting time.
6. Wait for rescue and remain calm.
7. DO NOT re-enter a building until permitted by emergency personnel (Safety Marshal/Law Enforcement/Fire).

B. If you suspect a fire is behind a door, cover your hand to provide protection, first and then test the door by touching it. If it is hot then do NOT use the door as an exit. Try to find an alternate route for an exit.

C. Elevators: Do NOT use elevators unless authorized to do so by College Law Enforcement Official or City of San José Fire Department personnel. Elevators could fail during a fire, earthquake or flood.

EVACUATION POLICY FOR PEOPLE WITH DISABILITIES

Safety Marshals and volunteers should familiarize themselves with these procedures in order to assist in planning for the evacuation of people with physical and sensory disabilities.

A. IN ALL EMERGENCIES, AFTER AN EVACUATION HAS BEEN ORDERED:

1. Evacuation of people with disabilities will be given the highest priority by all. Evacuating a disabled or injured person by only one person with no assistance is a last resort.
2. Attempt a rescue evacuation ONLY if you have had rescue training.
3. Check on people with special needs during an evacuation, determine if they have established a "buddy system," and ensure their safe evacuation.
4. Always ASK someone with a disability how you can help BEFORE attempting any rescue technique or giving assistance. Ask how he or she can best be assisted or moved, and whether there are any special considerations or items that need to come with the person.
5. If the situation is life threatening, call the District Police Department at 911, 9-1-1 or (408) 270-6468 as appropriate.
6. Do NOT use elevators, unless authorized to do so by the College Law Enforcement Official or City of San José Fire Department personnel. Elevators could fail during a fire, earthquake or flood.

B. EMERGENCY RESPONSES BY DISABILITY

1. **BLINDNESS OR VISUAL IMPAIRMENT**

   a) Most visually impaired persons will be familiar with the immediate area they are in and may have learned locations of exits and fire alarms in advance.

   b) Tell the person the nature of the emergency and offer to guide him/her by offering your elbow (this is the preferred method when acting as a "Sighted Guide"). Do NOT grasp a visually impaired person's arm.

   c) Give verbal instructions to advise about the safest route or direction using compass directions, estimated distances, and directional terms or information.

   d) As you walk, tell the person where you are and advise of any obstacles, e.g. stairs, overhanging objects, uneven pavement, curbs, and narrow passageways.

   e) When you have reached the designated Emergency Assembly Point (EAP), orient the person to where he/she is and ask if any further assistance is needed.

   f) Some individuals may have dog guides that may be disoriented during the emergency, and may require additional assistance.

   g) White canes and other mobility aids should NOT be left behind.

3. **DEAFNESS OR HEARING LOSS**

   a) Most buildings on the Evergreen Valley College campus are equipped with visual (flashing light) as well as auditory evacuation alarms. However, persons with impaired hearing may not perceive an emergency exists. Where appears to not be recognizing an alarm is sounding/flashing or in a building that is not equipped with a visual alarm system an alternative warning technique is required. Two (2) methods of warning are:

      1. Write a note stating what the emergency is and what the evacuation route is i.e. "Fire - go out the rear door to Parking Lot".

      2. Turn the room lights on and off to gain attention - then indicate through hand gestures or writing (i.e. on a blackboard) what is happening and where to go.

   b) Offer visual instructions to advice of safest route or directions by pointing toward exits or evacuation map.

   c) People who cannot speak loudly, or with voice/speech impairments, may be carrying a whistle or have other means of attracting attention of others.
3. MOBILITY IMPAIRMENTS

a) Mobility-impaired persons should NOT be evacuated by untrained personnel unless the situation is life-threatening. It may be necessary to help clear the exit route of debris (if possible) so that the person with a disability can move out or to a safer area.
b) If people with mobility impairments cannot exit, they should move to a safer area, e.g., most enclosed stairwells, or an office with the door shut which is a good distance from the hazard (and away from falling debris in the case of earthquakes.)
c) Notify the District Police Department or City of San José Fire Department personnel immediately about any people remaining in the building and their locations.
d) The District Police Department personnel will decide whether people are safe where they are, and will evacuate them as necessary.
e) If people are in immediate danger and cannot be moved to a safer area, it may be necessary, only if you have had rescue training, to evacuate them using an evacuation chair or a carry technique. Carrying options include using a two-person lock-arm position, or having the person sit in a sturdy chair - preferably with arms. Before taking action, always ask the person their preferred method of assistance. Check with the Safety Marshal for the availability of an evacuation chair if needed.

4. PEOPLE USING CRUTCHES, CANES OR WALKERS

The same procedures outlined for the Mobility Impaired should be used. Crutches, canes and walkers should NOT be left behind.

5. MOBILITY IMPAIRMENTS – Wheelchair/non-ambulatory

a) Most non-ambulatory people will be able to exit safely without assistance out of single story buildings.
b) Buildings with floors not at ground level will require that persons be carried out. If evacuation assistance is required, always ask the person what method of assistance they prefer. Some people have minimal ability to move and lifting them may be dangerous to their well being. If the person prefers to be moved in their wheelchair the wheelchair user will be carried facing away from the stairs.
c) Some people have no upper trunk or neck strength to assist in being carried out. If a seatbelt is available, secure the person if use of a chair is the method employed to carry the person to safety.
d) If moving a person more than three (3) flights, a "relay team" arrangement is needed. If a wheelchair is left behind, do NOT leave it in an exit path or doorway to become an obstacle.
e) Wheelchairs have many movable weak parts which were not constructed to withstand the stress of lifting (e.g., the seatbar, footplates, wheels, movable armrests).
f) Be aware of persons with respiratory complications and any reliance on electric artificial respirators. They should be given priority assistance if there is smoke or fumes, as their ability to breathe can be made difficult in a smoke filled environment.
g) Power wheelchairs may have heavy batteries, which are difficult to remove. In this situation, the best response may be to ask the person to transfer to an evacuation chair, if one is available, so that they can be moved immediately. If it is not possible for the person to be removed from the chair (i.e., if the person uses respiratory equipment that is attached to the chair), wait for assistance from law enforcement or City of San José Fire Department personnel. If attempting to move a power wheelchair, remove the batteries. Make sure the footrests are locked, the motor is off, and it is in neutral gear. Some power wheelchairs and scooters may not have heavy battery packs, and may be moved with little difficulty.

h) If the person prefers to be removed from their wheelchair, their needs and preferences will vary. Always consult the person as to his/her preference with regard to:
   1. Ways of being removed from a wheelchair
   2. The number of people needed for assistance
   3. Whether to extend or move extremities when lifting because of pain, catheter leg bags, plasticity, braces, etc.
   4. If a seat cushion or pad should be brought along with him/her if he/she is removed from the wheelchair.
   5. Being carried forward to backward on a flight of stairs.
   6. After-care. If a person is removed from the wheelchair (i.e., a stretcher, chair with cushion pad, or car seat) perhaps paramedic assistance might be needed.

i) The person will want their wheelchair retrieved as soon as possible. The wheelchair is essential to the person's mobility and should be given a high priority to be retrieved as soon as possible. Inform the College Law Enforcement Official of the location of wheelchairs to be retrieved.

6. POWER OUTAGES

a) If an outage occurs during the day and people with disabilities choose to wait in the building for electricity to be restored, they can move near a window where there is natural light and access to a working telephone. During regular building hours, Safety Marshals should be notified so they can advise emergency personnel.

b) If people would like to leave and an evacuation has been ordered, or if the outage occurs at night, call the District Police Department at 911, 9-1-1 or (408) 270-6468 from a campus telephone to request evacuation assistance.

c) On campus phones should continue to operate in the event of a power failure, however there may be no power to the display or lighting functions.

d) While power may be restored make sure that the elevator is safe before engaging the elevator.
EMERGENCY EVACUATION TIPS AND OVERVIEW

Evacuation is difficult and uncomfortable for both the rescuers and the people being assisted. Some people have conditions that can be aggravated or triggered if they are moved incorrectly. Remember environmental conditions (smoke, debris, loss of electricity) will complicate evacuation efforts.

The following guidelines are general and may not apply in every circumstance.

1. Occupants should be invited to volunteer for the “buddy system” ahead of time to assist disabled people in an emergency. If a volunteer is not available, designate someone to assist who is willing to accept the responsibility.

2. Volunteers should obtain evacuation training for certain types of lifting techniques through the Office of Risk Management.

3. Two or more trained volunteers, if available, should conduct the evacuation and relay teams established if the evacuation is more than three flights.

4. Always ASK disabled people how you can help BEFORE attempting any rescue technique or giving assistance. Ask how they can best be assisted or moved, and if there are any special considerations or items that need to come with them. Lifting a person may be harmful. Ask their preference about being carried forward or backward down a flight of stairs. Ask whether a seat cushion or pad should be brought along. Wheelchairs were not designed to handle the stress of lifting. Batteries may have to be removed and life support equipment could be connected.

5. Before attempting an evacuation, if the law enforcement or City of San José Fire Department personnel are not available, trained volunteers and people being assisted should discuss how any lifting will be done and where they are going.

6. Proper lifting techniques (e.g., bending the knees, keeping the back straight, holding the person close before lifting, and using leg muscles to lift) should be used to avoid injury to rescuers' backs. Ask permission of the evacuee if an evacuation chair or similar device is being considered as an aid in an evacuation. When using such devices, make sure the person is secured properly. Rest at landings if necessary.

7. Certain lifts may need to be modified depending on a person's disability.

8. Persons who must be taken out of the wheelchair to be transported can be carried by:
   a) Pack-Strap Carry: Initiate the technique at the top of a flight of stairs where the carrier can use the handrail for support in lifting.
   b) If the student has no arm strength or is less than half the carrier's weight, use the "cradle", similar to the technique used when picking up a small child.

9. A straight back chair or evacuation chair requires at least three strong people are available who can control the chair (if the person agrees to this method).

SUMMARY:

Prepare occupants in your building ahead of time for emergency evacuations. Know your building occupants. Train staff, faculty, and students to be aware of the needs of people with disabilities and to know how to offer assistance. Hold evacuation drills in which occupants participate, and evaluate drills to identify areas that need improvement. Develop plans that cover regular working hours, after hours, and weekends.
Everyone needs to take responsibility for preparing for emergencies. People with disabilities should consider what they would need and whether they need to take additional steps to prepare.

At alarm, options are:

1. In an extreme emergency, leave the building immediately and notify emergency personnel of a disabled person needing assistance.
2. In a moderate emergency, help the disabled person to your department's area of safe refuge assembly point, leave the building, and notify emergency personnel of a disabled person needing assistance.
3. Assist the disabled person to evacuate.

After "all clear":

Send an e-mail to the Emergency Management Coordinator about things which might need to be improved.
EMERGENCY PROCEDURES FOR MULTI-FUNCTION BUILDINGS

The following information is designed to offer some generic guidance in designing an emergency evacuation plan that takes into account persons with disabilities who may be in the building. It is applicable to buildings that have both offices and classrooms in them. It will need to be modified to address unique aspects of some buildings and the personnel located in the building. These procedures, regardless of the type of emergency, do not provide for all possible emergency scenarios. Please take the time to read and become familiar with its contents. Administrators, Faculty or Staff are responsible for directing evacuation from their work area, depending on the building and circumstances.

The law enforcement personnel, Safety Marshals and Disabled Student Services Personnel should be familiar with this Disabled Emergency Preparedness Plan. The Safety Marshals, Campus Emergency Response Team Members are familiar with the building configurations or have access to hard copies of building plans. Safety Marshals should have at least two routes of escape that do not involve the use of elevators. Most elevators are designed to stop operating when the alarm is sounding and are not safe during fires, earthquakes and floods. (Please refer for more specific details to: Department of Public Safety's A Guideline for Department Disaster Emergency Preparedness Plans At California State University, Sacramento" 1997; Facility Management's "Flood Preparation Information, "California State University, Sacramento, Multi-hazard Emergency Plan" dated November 20, 1997)

A. Prior to an emergency, the Safety Marshals will:
   1. Develop a plan to communicate with Emergency Response Personnel during the emergency and a plan to accommodate anyone who might be injured or trapped during an emergency.
   2. Give the Safety Marshal and the Disabled Students Services the location of individuals with disabilities who are permanently assigned to the building.
   3. Determine a place for those evacuating the building to meet (Emergency Assembly Point); The Safety Marshals need to know the location of the evacuation destination. For information on the safer areas in your building, call the Safety Marshal.
   4. Know primary and alternate routes of evacuation.

B. Prior to an emergency the Safety Marshals will:
   1. Identify faculty and staff with disabilities who are permanently assigned to space on each coordinator floor.
   2. Relay the location of these individuals to the Zone Marshal who will pass the information to the Emergency Management Coordinator.
   3. Develop a system of communicating with persons with hearing impairments who are permanently assigned to the building (hand signals or written instructions on cards). Offices and desks for individuals with impaired hearing need to be equipped with Deaf Smoke (strobe a vibrating) Alarm, Closed Captioning Decoder, and Telecommunication Devices for the Deaf (TJ3D's) that ensure effective communication with others. Telephone emergency services, including 9-1-1 must provide direct access to individuals who use TDD's and computer modems, as required by Americans with Disabilities Act (ADA).
C. In the event of an emergency the Safety Marshals will:

1. Call the District Police Department at 911, 9-1-1 or (408) 270-6468 right away and give description and location of emergency.

2. Notify fellow Safety Marshals and begin evacuation of all individuals from the building.

3. If there is no immediate danger, consider leaving disabled student or employee where he or she is, and immediately inform the Emergency Response Personnel of the student's location, or the District Police Department at 911, 9-1-1 or (408) 270-6468 as appropriate for assistance. In a life-threatening situation, where immediate evacuation is necessary, the following options may be exercised:
   a) Personally assist the student down the stairs. Some crutch and cane users may be able to use the stairs and some may not. Please ask them.
   b) Judgment will need to be exercised in certain situations. For example, badly hurt individuals should not normally be moved, but there might be a greater danger to the individual if (s) he is not moved, as in the case of a fire.

4. Once they have notified everyone on the floor to evacuate, notify the Zone Marshal who will pass the information on to the Emergency Management Coordinator of people with disabilities or injuries who were not able to evacuate. Give the Zone Marshal a description of the individuals and their location. Once the floor is evacuated, notify the Zone Marshal who will pass the information on to the Emergency Management Coordinator and go to the evacuation destination.

5. Do not stay in the building any longer than it is safe to do so.

Wait for further direction from a Zone/Building/Floor Marshal, College Law Enforcement Official or City of San José Fire Department personnel before reentering the building.
EXPLOSION

The Crisis Situation response should be implemented for any situation involving an explosion from some type of bomb or a gas leak.

COLLEGE OFFICIAL / SENIOR LAW ENFORCEMENT OFFICIAL / SAFETY MARSHAL

☐ Notify the District Police Department by calling 9-1-1 or (408) 270-6468. Provide the dispatcher with all available information regarding the explosion.

☐ A College Law Enforcement Official or the Field Incident Commander will ensure the appropriate levels of notifications are made to the College administration and the appropriate reports are completed detailing the events and actions taken.

☐ Refrain from using cell phones or engaging the microphone or any portable radios. The RF energy transmitted could be enough to detonate an explosive device should another one be present within 1,000 feet. Note: It is sometimes a tactic of terrorist to plant a second bomb near the first to detonate when responders are on scene.

☐ Initiate evacuation procedures if a significant explosion occur on campus. Refer to Tab G - Evacuation Checklist.

☐ If it is safe to do so, initiate first aid to explosion victims. Refer to Checklist Tab O - Medical Emergency.

☐ Upon arrival of the City of San José Fire Department follow the instructions of the Fire Incident Commander.

☐ Based on the seriousness of the situation the Evergreen Valley College President or senior official should consider contacting the City or County Manager to provide a brief on the situation.

☐ The Evergreen Valley College President, To be determined or To be determined should consider activating the Crisis Action Team. Once the Crisis Action Team is activated the field Incident Commander will liaise with the Evergreen Valley College Crisis Action Team until the EOC is activated, then it will coordinate with the EOC Operations Section Chief (or other EOC staff as appropriate).
STAFF AND FACULTY RESPONSIBILITIES

☐ Move away from doors and windows and give Drop, Cover and Hold command. Instruct students to stay down until subsequent instructions are given. Until the cause of the explosion is determined to not be a bomb, keep all students in the classroom while the response is on going.

☐ Notify the District Police Department by calling 9-1-1 or (408) 270-6468. Provide the dispatcher with all available information regarding the explosion.

☐ If an assessment of the situation indicates it is safer to remain in the classroom than to leave it, lock or barricade classroom doors once the hallways near their room are clear of students. Do not open doors unless instructed to do so by a staff or authorized personnel that are recognized by sight or voice. Public safety responders may enter the room using a master key or by providing positive identification.

☐ If an instructor observes imminent danger near their room they should immediately secure their room and Notify the District Police Department of the danger via telephone, radio system or runner.

☐ Brief students the College has been placed on a heightened security status as a response to an apparent crisis situation. Advise students to remain quiet until more can be learned about the situation.

☐ Calmly and quietly review emergency evacuation procedures with students to prepare them for possible evacuation.

☐ Until the situation has been assessed, recommend students remain in classroom unless authorization is received from appropriate authority.

☐ Assist individuals with disabilities. Request assistance from Safety Marshals, College Law Enforcement Official or City of San José Fire Department personnel. If assistance is not available and it becomes necessary to move disabled persons, do so carefully. Ask the individual if they need help then render assistance as directed. Refer Tab G - Evacuation – Disaster Emergency Preparedness Plan for People with Disabilities.

In the event you are outside when this event occur take the following actions:

☐ Move away from the danger area to a safe location. Notify the District Police Department by calling 9-1-1 or (408) 270-6468.

☐ Proceed to assigned class or an indoor secure area unless otherwise instructed by the building administrator/department head. If the assigned class is not accessible or is unsafe proceed to the nearest classroom.

☐ Seek shelter in the safest place available if it is unsafe to enter a campus building. If the decision is made to leave the campus, faculty/staff should notify campus security, the EOC or your supervisor of their location and the number and names of students/employees present. Notification should occur as soon as it is safe to do so.
OTHER MISSION COLLEGE STAFF

☐ Follow the College procedures for limiting access to workspace. Report any suspicious activity to the front office immediately.

☐ Refrain from using cell phones or engaging the microphone of any portable radios. The RF energy transmitted could be enough to detonate an explosive device should one be present within 1,000 feet.

Return to Normal Operations
Once the danger has passed the senior College Administrator, senior College Law Enforcement Official or Incident Commander may be able to return the College back to normal status. The campus should be returned to normal operations when all of the following three conditions are met:

- There is no indication an above normal level of danger exists.
- Further measures such as evacuation will not be needed.
- It is possible for the functions of the College or department to continue.

☐ If the building was evacuated use the telephone cell phones, radios or runners to announce the College is returning to normal operations. The return to normal operations will be announced by proper authority going from room to room if students and faculty remained in rooms during the emergency.

☐ An announcement to inform College faculty, staff and students as to the reason normal campus operations were interrupted is beneficial to prevent rumors from causing undue alarm within the College. In all cases, it is advisable to prepare a brief written statement for the media to provide an accurate account of what the College did to achieve a safe environment during the situation.
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THREAT OF AN EXPLOSION

Any number of situations may result in the threat of an explosion from a verified bomb threat to a fire in an area where highly combustible material is stored.

COLLEGE OFFICIAL / SENIOR LAW ENFORCEMENT OFFICIAL / SAFETY MARSHAL

☐ Notify the District Police Department by calling 9-1-1 or (408) 270-6468. Provide the dispatcher with all available information regarding the threat of an explosion.

☐ A College Law Enforcement Official or the Field Incident Commander will ensure the appropriate levels of notifications are made to the College management and the appropriate reports are completed detailing the events and actions taken.

☐ Refrain from using cell phones or engaging the microphone or any portable radios. The RF energy transmitted could be enough to detonate an explosive device should one be present within 1,000 feet.

☐ Initiate evacuation procedures if a functional explosive device is found on College property or a significant gas leak has been detected. Refer to Tab G - Evacuation Checklist.

☐ Based upon the Investigative authority for the explosion, Incident Command may be transitioned to the City of San José Fire, the FBI, ATF, or it may remain with a College Law Enforcement Official. When Incident Command is transitioned to another agency the District Police Department will Liaison with that agency.

☐ Based on the seriousness of the situation the Evergreen Valley College President or senior official should consider contacting the City or County Manager to provide a brief on the situation.

☐ Assist individuals with disabilities. Request assistance from Safety Marshals, College Law Enforcement Officials or City of San José Fire Department personnel. If assistance is not available and it becomes necessary to move disabled persons, do so carefully. Ask the individual if they need help then render assistance as directed. Refer to Tab G - Evacuation – Disaster Emergency Preparedness Plan for People with Disabilities.
STAFF AND FACULTY RESPONSIBILITIES

☐ Notify the District Police Department by calling 9-1-1 or (408) 270-6468. Provide the dispatcher with all available information regarding the threat of an explosion.

☐ Keep all students in the classroom while the threat of explosion remains in effect. Have students move away from doors and windows and give Drop, Cover and Hold command. Instruct students to stay down until subsequent instructions are given.

☐ If an assessment of the situation indicates it is safer to remain in the classroom than to leave it, lock or barricade classroom doors once the hallways near their room are clear of students. Do not open doors unless instructed to do so by a staff or authorized personnel are recognized by sight or voice. Emergency responders may enter the room using a master key or by providing positive identification.

☐ If an instructor observes imminent danger near your room immediately secure their room and Notify the District Police Department of the danger via telephone, radio system or runner.

☐ Brief students the College has been placed on a heightened security status as a response to an apparent crisis situation. Advise students to remain quiet until more can be learned about the situation.

☐ Calmly and quietly review emergency evacuation procedures with students to prepare them for possible evacuation.

☐ Until the situation has been assessed, recommend students remain in classroom unless authorization is received from appropriate authority.

☐ Assist individuals with disabilities. Request assistance from Safety Marshals, College Law Enforcement Official or City of San José Fire Department personnel. If assistance is not available and it becomes necessary to move disabled persons, do so carefully. Ask the individual if they need help then render assistance as directed. Refer to Tab G – Evacuation - Disaster Emergency Preparedness Plan for People with Disabilities.

In the event you are outside when this event occur take the following actions:

☐ Notify the District Police Department by calling 9-1-1 or (408) 270-6468. Provide the dispatcher with all available information regarding the threat of an explosion.

☐ Proceed to assigned class or an indoor secure area unless otherwise instructed by the building administrator/department head. If the assigned class is not accessible or is unsafe proceed to the nearest classroom.

☐ Seek shelter in the safest place available if it is unsafe to enter a campus building. If the decision is made to leave the campus, faculty/staff should notify their supervisor department head, or emergency response personnel of their location and the number and names of students/employees present. Notification should occur as soon as it is safe to do so.
Return to Normal Operations
Once the danger has passed the senior College Administrator, senior College Law Enforcement Official or Incident Commander may be able to return the College back to normal status. The campus should be returned to normal operations when all of the following three conditions are met:

- There is no indication an above normal level of danger exists.
- Further measures such as evacuation will not be needed.
- It is possible for the functions of the College or department to continue.

☐ If the building is evacuated use the telephone, cell phones, radios or runners to announce a return to normal operations is being implemented. The return to normal operations will be announced by proper authority going from room to room if students and faculty remained in rooms during the emergency.

☐ An announcement to inform College faculty, staff and students as to the reason normal campus operations were interrupted is beneficial to prevent rumors from causing undue alarm within the College. In all cases, it is advisable to prepare a brief written statement for the media to provide an accurate account of what the College did to achieve a safe environment during the situation.
FIRE

The warning for a fire is an alarm signal and/or smoke and flames.

COLLEGE OFFICIAL / SENIOR LAW ENFORCEMENT OFFICIAL / SAFETY MARSHAL

☐ If the fire is out of control, pull the fire alarm and/or call 911, 9-1-1 or (408) 270-6468 and implement the evacuation procedures. Refer to Tab G - Evacuation Checklist.

☐ If you can safety do so, call the District Police Department at 911, 9-1-1 or (408) 270-6468 and provide the dispatcher with all available information regarding the fire.

☐ A College Law Enforcement Official or the Field Incident Commander will ensure the appropriate levels of notifications are made to the College administration and the appropriate reports are completed detailing the events and actions taken.

☐ If appropriate, the Safety Marshals will initiate evacuation procedure of buildings immediately.

☐ Based on the seriousness of the situation the Evergreen Valley College President or senior official should consider contacting the City or County Manager to provide a brief on the situation.

☐ If injury occurs, follow procedures identified in Tab O - Medical Emergency.

College Site Preparation

All College personnel should be familiar with the location and operation of alarm systems and fire extinguishers.

All equipment (e.g. extinguishers, sprinkler systems, exit doors) should be marked and maintained in accordance with local and state regulations.

Schedule facilities personnel to check fire extinguishers (monthly inspection, re-charging, replacement as needed)

Staff scheduled on second and third floor locations should conduct a brief fire orientation in the beginning of the session. This orientation should include identification of fire extinguisher, fire alarms, stairwell exits, and the need for staff assistance in transporting disabled persons to a safe location in case of fire.
STAFF AND FACULTY RESPONSIBILITIES

Major Uncontrollable Fire

☐ In case of an uncontrollable fire, employees should activate the nearest fire alarm box and call 911, 9-1-1 or (408) 270-6468. It may be necessary to activate additional fire alarm boxes, or shout the alarm, if people are still in the building and the alarm has stopped sounding, or if the alarm does not sound. This can be done while exiting.

☐ Persons discovering a fire, smoky condition, or explosion should convey any pertinent fire or rescue information to the District Police Department at 911, 9-1-1 or (408) 270-6468 and/or Zone/Building/Floor Marshals.

☐ To report emergencies to the District Police Department: state you name, your location, and the nature of the call. Speak slowly and clearly. Wait for the dispatcher to hang up first. On occasion the dispatcher may need additional information or may provide you with additional instructions.

☐ Assist individuals with disabilities. Request assistance from Safety Marshals, College Law Enforcement Official or City of San José Fire Department personnel. If assistance is not available and it becomes necessary to move disabled persons, do so carefully. Ask the individual if they need help then render assistance as directed. Refer to Tab G - Evacuation - Disaster Emergency Preparedness Plan for People with Disabilities.

☐ Make certain every student has left the classroom. In the event a person has been injured and you are not able to evacuate someone Notify the District Police Department, a Zone/Building/Floor Marshal, or other Emergency Response Personnel that someone is inside the room.

☐ Close the doors and windows and accompany your class to the designated Emergency Assembly Point (EAP) (map in each room).

☐ Upon reaching your assigned Emergency Assembly Point (EAP), immediately take attendance.

☐ Render first aid as necessary.

☐ Follow instructions from proper authority relating to continued operations.
Minor Controllable Fire

☐ If the fire is small, you may wish to fight it with and extinguisher, however, consider safety of you and others as the primary consideration.

☐ Utilize appropriate fire extinguisher.

There are four basic classes of fires:

- **Class A**: Ordinary combustibles, such as wood and paper.
- **Class B**: Flammable liquids, such as grease, gasoline, oil, etc.
- **Class C**: Electrically energized fires. The presence of the letter “C” indicates that the extinguishing agent is non-conductive.
- **Class D**: Flammable metals and are often specific for the type of metal in question.

Multi-Class Ratings: Many extinguishers can be used on different types of fires and will be labeled with more than one designator, e.g. A-B, B-C, or A-B-C.

☐ Once the fire is under control and if appropriate, call the District Police Department at 911, 9-1-1 or (408) 270-6468 and provide the dispatcher with all available information regarding the fire.
Evacuation Procedures for Building Occupants

☐ When the fire alarm sounds, all personnel should ensure that nearby personnel are aware of the emergency, quickly shutdown operating equipment (e.g., compressed gas cylinders), close doors and exit the building using stairwells.

☐ All occupants should proceed to their designated Emergency Assembly Point (EAP) and await further instructions from their Safety Marshals.

☐ All personnel should know where primary and alternate exits are located, and be familiar with the various evacuation routes available. Maps with the Emergency Assembly Points are located in the Tab G - Evacuation of this plan and are posted in the buildings.

☐ Building occupants must NOT use elevators as an escape route in the event of a fire.

Notes and Precautions:
Small fires can be extinguished only if you are trained to use a fire extinguisher. However, an immediate readiness to evacuate is essential. All fires, even those that have been extinguished, must be reported to the District Police Department at 911, 9-1-1 or (408) 270-6468 immediately. Never enter a room that is smoke filled. Never enter a room if the door is warm to touch.

Return to Normal Operations
Once the danger has passed the senior College Administrator, senior College Law Enforcement Official or Incident Commander may be able to return the College back to normal status. The campus should be returned to normal operations when all of the following three conditions are met:

• There is no indication an above normal level of danger exists.
• Further measures such as evacuation will not be needed.
• It is possible for the functions of the College or department to continue.

☐ If the building is evacuated use the telephone, cell phones, radios or runners to announce a return to normal operations is being implemented. The return to normal operations will be announced by proper authority going from room to room if students and faculty remained in rooms during the emergency.

☐ An announcement to inform College faculty, staff and students as to the reason normal campus operations were interrupted is beneficial to prevent rumors from causing undue alarm within the College. In all cases, it is advisable to prepare a brief written statement for the media to provide an accurate account of what the College did to achieve a safe environment during the situation.
FLOODING

There may be areas on the Evergreen Valley College campus are subject to or affected by floods. Evergreen Valley College officials may be alerted to danger and be ordered to evacuate by fire and/or law enforcement or local emergency officials.

COLLEGE OFFICIAL / SENIOR LAW ENFORCEMENT OFFICIAL / SAFETY MARSHAL

☐ Contact the District Police Department at 911, 9-1-1 or (408) 270-6468. Provide the dispatcher with all available information regarding the flooding threat.

☐ Monitor weather conditions in an affected area by radio/TV broadcasts, internet, or weather alert radio.

☐ Evacuate students to an alternate location immediately in accordance with established College policy. If the situation does not permit evacuation, keep students on campus or other safe location and make the following provisions.

☐ Provide care for students, faculty and staff who cannot leave the campus due to flooded streets etc.

☐ If necessary, arrange for the evacuation of staff and students to a safe alternate location.

☐ Advise news media of the removal of students to an alternate location.

☐ Shut off water at mains so contaminated water will not back up into the campus supply.

☐ Be prepared to open designated shelter sites for use.

☐ Check emergency response supplies if the College is designated as an evacuation shelter.

☐ Prepare for contaminated food, water, broken gas lines, and wet electrical equipment.

☐ If classes are dismissed, resume classes only after determination of building safety, and/or in other designated buildings after the flood.

☐ Based on the seriousness of the situation, the Evergreen Valley College President or senior official should consider contacting the City or County Manager at provide a brief on the situation.

☐ If injury occurs, follow procedures identified in Tab O - Medical Emergency.
STAFF AND FACULTY RESPONSIBILITIES

☐ Any flooding should be reported immediately to the District Police Department at 911, 9-1-1 or (408) 270-6468.

☐ When reporting, be specific about the nature of the exact location. The District Police Department will contact the necessary specialized authorities and medical personnel.

☐ The key person on site should evacuate the affected area at once and close it off to access until the arrival of College Law Enforcement Official or City of San José Fire Department.

☐ If possible, have someone remain in the vicinity, away from danger, to assist emergency responders in locating the flood.

☐ If an emergency exists, activate the building alarm. You must report the emergency by phone to the District Police Department at 911, 9-1-1 or (408) 270-6468.

☐ When the evacuation alarm is sounded, leave the building by the nearest identified exit and ask others to do the same.

☐ Assist the Safety Marshals in evacuating students to an alternate location immediately in accordance with established College policy. If the situation does not permit evacuation, keep students on campus or other safe location and make the following provisions. Refer to Tab G - Evacuation

☐ Assist individuals with disabilities. Request assistance from Safety Marshals, College Law Enforcement Official or City of San José Fire Department personnel. If assistance is not available and it becomes necessary to move disabled persons, do so carefully. Ask the individual if they need help then render assistance as directed. Refer to Tab G - Evacuation - Disaster Emergency Preparedness Plan for People with Disabilities.
EOC FACILITIES UNIT LEADER RESPONSIBILITIES

- The Facilities Services Unit Leader is responsible for monitoring potential flood conditions, activating flood response personnel, maintaining College facilities, and services as well as restoring those that are damaged or destroyed.

- Emergency responsibilities include:
  - Ensure all College facilities are ready for use; coordinate repairs of problems that reduce or preclude operational capabilities
  - Maintain liaison with all utility service providers
  - Provide engineering services and expertise for emergency repair or construction requirements
  - Provide flood control and flood-plain information
  - Participate in damage assessment efforts
  - Coordinate the use of construction materials, equipment, and labor needed for emergency operations
  - Participate in debris removal efforts to support public safety activities and recovery efforts

Return to Normal Operations
Once the danger has passed the senior College Administrator, senior College Law Enforcement Official or Incident Commander may be able to return the College back to normal status. The campus should be returned to normal operations when all of the following three conditions are met:
- There is no indication an above normal level of danger exists.
- Further measures such as evacuation will not be needed.
- It is possible for the functions of the College or department to continue.

- If the building is evacuated use the telephone, cell phones, radios or runners to announce a return to normal operations is being implemented. The return to normal operations will be announced by proper authority going from room to room if students and faculty remained in rooms during the emergency.

- An announcement to inform College faculty, staff and students as to the reason normal campus operations were interrupted is beneficial to prevent rumors from causing undue alarm within the College. In all cases, it is advisable to prepare a brief written statement for the media to provide an accurate account of what the College did to achieve a safe environment during the situation.
HAZARDOUS MATERIALS INCIDENT

Hazardous materials incidents are possible in numerous campus locations. Also, vehicles carrying hazardous materials on or near campus facilities and businesses operating near our facilities can generate hazardous materials incidents that may affect campus operations.

COLLEGE OFFICIAL / SENIOR LAW ENFORCEMENT OFFICIAL / SAFETY MARSHAL

☐ If in your work area there is a hazardous materials spill with material that you are familiar with, you should first determine if the spill will cause any immediate threat to individuals in the area. If there is immediate danger to life or property call 911, 9-1-1 or (408) 270-6468 on any Evergreen Valley College phone. The Material Safety Data Sheet (MSDS) should provide information on precautions to take with the material. In general, all students/employees should be kept away from the area until the area is properly cleaned up. If safety conditions permit, try to prevent the material from spreading into other areas (rooms, sewer system, etc.).

☐ If in your work area there is a hazardous materials you are not familiar with or may cause harm to yourself or others, you should immediately Notify the District Police Department by calling 9-1-1 or (408) 270-6468. Keep all students/employees away from the site.

☐ For any hazardous material spill Notify the District Police Department by calling 9-1-1 or (408) 270-6468.

☐ A senior College law enforcement official will normally act as the Incident Commander until the arrival of the City of San José Fire Department. If the responding City of San José Fire Department is requested to respond to the incident, then Incident Command will normally be transitioned over to the senior City of San José Fire Department responding Official. Upon relief the College Security Department Incident Commander will brief the new Incident Commander as to the situation, all actions taken, missing personnel, information relating to victims, and current assessed needs. The Fire Department Incident Commander will be provided copies of all MSDS sheets and other current information regarding the spill.

☐ Based on the seriousness of the situation the Evergreen Valley College President should consider notification of the City or County Manager to provide a brief on the situation.

☐ If evacuation of the building/area is required, do the following:
  
  • Always move crosswind to avoid fumes. Never move down wind.
  • Follow the directions of the Safety Marshals.
  • Maintain control of students.
  • Render first aid as necessary.
  • Take roll.
  • After the area has been evacuated, do not return until the City of San José Fire Department declares the area safe.
Ascertain if mandatory notifications including City of San José County Health Department and the state Office of Emergency Services have been made. If not, make them.

If an evacuation has been initiated, isolate area and deny entry into contaminated area.

If injury occurs, follow procedures identified in Tab O - Medical Emergency.

STAFF AND FACULTY RESPONSIBILITIES

If in your work area there is a hazardous materials spill of material that you are not familiar with or you suspect may cause harm to yourself or others, you should immediately Notify the District Police Department by calling 9-1-1 or (408) 270-6468.

Keep all students/employees away from the site.

For any hazardous material spill, Environmental Health & Safety should be notified.

If evacuation of the building/area is required, do the following:

- Always move crosswind to avoid fumes. Never move down wind.
- Follow the directions of the Safety Marshals.
- Maintain control of students.
- Render first aid as necessary.
- Take roll.
- After the area has been evacuated, do not return until the City of San José Fire Department declares the area safe.

Assist individuals with disabilities. Request assistance from Safety Marshals, College Law Enforcement Official or City of San José Fire Department personnel. If assistance is not available and it becomes necessary to move disabled persons, do so carefully. Ask the individual if they need help then render assistance as directed. Refer to Tab G - Evacuation - Disaster Emergency Preparedness Plan for People with Disabilities.
SHELTER IN PLACE PROCEDURES

A Shelter-in-Place plan is to be used in the event of chemical spills or explosions, wild land fires, shootings and/or hostage situations and other related emergencies or natural disasters in which evacuation of the College is inappropriate.

Procedures
- All personnel should remain in classrooms and take certain protective measures (e.g., shut off ventilation (if possible), close and possibly seal windows and doors, etc.)
- Assemble all students at a central location within the building.
- If possible, notify the Disabled Students Coordinator of any disabled students in your area. If a Disabled Students Coordinator is not available Notify the District Police Department of the location of these disabled students and the type of assistance that may be needed in the event evacuation is necessary.

Instructions will be given by staff, faculty or law enforcement personnel. When the conditions outdoors dictate that all occupants be in a controlled area or sheltered in place, due to an incident such as a hazardous material incident or a natural disaster, a College Law Enforcement Official / Incident Commander, Evergreen Valley College President or senior official should take the following steps.

COLLEGE OFFICIAL / SENIOR LAW ENFORCEMENT OFFICIAL / SAFETY MARSHAL

☐ Establish and maintain communications with the City of San José Fire Department and/or any other appropriate response personnel.

☐ Notify the District Police Department by calling 9-1-1 or (408) 270-6468.

☐ Establish verbal control by activating "Shelter-in-Place" procedures by giving a preplanned announcement by staff, faculty or law enforcement personnel.

☐ Coordinate with the Facilities Management to turn off all heating, cooling, and ventilation systems. Close all doors and windows, and perform any other actions requested by emergency personnel which may arise due to the situation. If possible, use duct tape or any other material to help seal off the building.

☐ If unusual or irritating odor is present, protect breathing by breathing through a wet rag or paper towel.

☐ Remain sheltered in place until the "all clear" has been given by the of City of San José Fire Department or appropriate agency.
Return to Normal Operations
Once the danger has passed the senior College Administrator, senior College Law Enforcement Official or Incident Commander may be able to return the College back to normal status. The campus should be returned to normal operations when all of the following three conditions are met:

- There is no indication an above normal level of danger exists.
- Further measures such as evacuation will not be needed.
- It is possible for the functions of the College or department to continue.

☐ If the building is evacuated use the telephone, cell phones, radios or runners to announce a return to normal operations is being implemented. The return to normal operations will be announced by proper authority going from room to room if students and faculty remained in rooms during the emergency.

☐ An announcement to inform College faculty, staff and students as to the reason normal campus operations were interrupted is beneficial to prevent rumors from causing undue alarm within the College. In all cases, it is advisable to prepare a brief written statement for the media to provide an accurate account of what the College did to achieve a safe environment during the situation.
LANDSLIDE/GROUND SUBSIDENCE

There are areas of the Evergreen Valley College campus may be susceptible to landslide and/or ground subsidence. This may result in the closure of roadways or need for evacuation of campus areas.

Evergreen Valley College officials may be alerted to danger and be ordered to evacuate by fire and/or law enforcement or local emergency response officials.

COLLEGE OFFICIAL / SENIOR LAW ENFORCEMENT OFFICIAL / SAFETY MARSHAL

☐ If a landslide or ground subsidence occur Notify the District Police Department by calling 9-1-1 or (408) 270-6468. Provide the dispatcher with all available information regarding the situation.

☐ A College Law Enforcement Official or the Field Incident Commander will ensure the appropriate levels of notifications are made to the College administration and the appropriate reports are completed detailing the events and actions taken.

☐ Determine full extent of potential area threatened through contact with the City of San José and/or the City of San José County Public Works Departments.

☐ If necessary, arrange for the evacuation of faculty, staff, and students to a safe alternate location. Refer to Tab G - Evacuation

☐ The PIO shall advise news media of the removal of students to the alternate location. Follow procedures for releasing students. Refer to Tab A - Emergency Notification Telephone Numbers - Critical Operations Shutdown

☐ Based on the seriousness of the situation the Evergreen Valley College President or senior official should consider contacting the City or County Manager to provide a brief on the situation and/or request mutual aid.

☐ If injury occurs, follow procedures identified in Tab O - Medical Emergency.
STAFF AND FACULTY RESPONSIBILITIES

☐ If a landslide or ground subsidence event occurs Notify the District Police Department by calling 9-1-1 or (408) 270-6468. Provide the dispatcher with all available information regarding the situation. Provide care for students at Evergreen Valley College.

☐ If necessary, evacuate students to a safe alternate location. Refer to Tab G – Evacuation.

☐ Assist individuals with disabilities. Request assistance from Safety Marshals, College Law Enforcement Official or City of San José Fire Department personnel. If assistance is not available and it becomes necessary to move disabled persons, do so carefully. Ask the individual if they need help then render assistance as directed. Refer to Tab G - Evacuation - Disaster Emergency Preparedness Plan for People with Disabilities.

Return to Normal Operations
Once the danger has passed the senior College Administrator, senior College Law Enforcement Official or Incident Commander may be able to return the College back to normal status. The campus should be returned to normal operations when all of the following three conditions are met:

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☐ An announcement to inform College faculty, staff and students as to the reason normal campus operations were interrupted is beneficial to prevent rumors from causing undue alarm within the College. In all cases, it is advisable to prepare a brief written statement for the media to provide an accurate account of what the College did to achieve a safe environment during the situation.
NATIONAL DEFENSE EMERGENCY

If a terrorist incident or attack is in progress or is possible that affects Evergreen Valley College warning may be received from a number of possible sources including the Federal Emergency Alert System, FBI, North American Air Defense Command (NORAD) and/or local media.

COLLEGE OFFICIAL / SENIOR LAW ENFORCEMENT OFFICIAL / SAFETY MARSHAL

☐ Activate the Evergreen Valley College EOC.

☐ Establish communications with the City of San José EOC, the City of San José County EOC, and other EOC’s in the area.

☐ Coordinate with the City of San José and City of San José County and assist in determining and implementing a county-wide response.

STRATEGIC WARNING

A Strategic Warning will be initiated by the Federal Government when enemy-initiated hostilities such as nuclear attack may be imminent. Dissemination will be by Federal Emergency Alert System and local news media. Government officials will alert the public to take protective action and provide specific information and instructions.

☐ Take necessary steps to close and evacuate Evergreen Valley College of non-essential personnel (students, faculty and staff other than key management and the District Police Department.

☐ Maintain communication with the City and/or County EOCs.

ATTACK WARNING

☐ Execute the Drop, Cover and Hold action.

☐ Turn on battery-operated AM radio and tune to any EAS (Emergency Alert System) station for official information and instructions.

☐ Take precautions to minimize the possibility of persons being struck by flying objects such as glass and window coverings.
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MEDICAL EMERGENCY

First Aid/medical procedures will be managed by the City of San José Fire Department and/or EMS.

**Rescue and Medical Duties**
The City of San José Fire Department will conduct all rescue and medical activities.

**ADMINISTRATOR/FACULTY/STAFF**

**Critical Situations**

- Call the District Police Department at 911, 9-1-1 or (408) 270-6468 and tell the dispatcher a medical emergency is in progress and assistance is needed. The Police Department Dispatcher will dispatch the necessary emergency response personnel.

- A College Law Enforcement Official or the Field Incident Commander will ensure the appropriate levels of notifications are made to the College administration and the appropriate reports are completed detailing the events and actions taken.

- Administer first aid to the extent possible.

- If appropriate, law enforcement will limit activity on campus and around the injured student.

- If injury occurs, follow procedures identified in Tab O - Medical Emergency. If the injured is a disabled person notify the Disabled Student Coordinator if possible.

**Non-Critical Situations**

- Call the District Police Department at 911, 9-1-1 or (408) 270-6468. Provide the dispatcher with all available information regarding the situation.

- A College Law Enforcement Official will assess the severity of the incident and notify either the Student Health Center or the City of San José Fire Department paramedics if further assistance is needed.

- In situations involving students, where the Student Health Center is able to treat, a College Law Enforcement Official will provide transportation to the facility. The City of San José Fire Department or EMS, as applicable, will be contacted for paramedic assessment and transportation where an individual needs emergency medical treatment.

- A College Law Enforcement Official or the Field Incident Commander will ensure the appropriate levels of notifications are made to the College administration and the appropriate reports are completed detailing the events and actions taken.

- If injury occurs, follow procedures identified in Tab O - Medical Emergency.
**In the event of a death**

- Notify the District Police Department by calling 9-1-1 or (408) 270-6468. Provide the dispatchers with all available information regarding the situation.

- A College Law Enforcement Official or the Field Incident Commander will ensure the appropriate levels of notifications are made to the College administration and the appropriate reports are completed detailing the events and actions taken.

- A College Law Enforcement Officials will secure the immediate scene around the deceased.

- Evergreen Valley College administration officials will initiate insurance documentation as appropriate.

- When appropriate, the Public Information Officer will be advised. A media response protocol and statements in response to the situation will be issued from that office.

- Call the City of San José County Coroner’s Office.

**College Site Preparation**

- Establish and maintain a list of emergency medical telephone numbers, including poison control.
- Establish and maintain a list of staff and students qualified to administer first aid.
- Maintain current list of students, faculty and staff.

In conjunction with College policy, maintain a list of Evergreen Valley College Staff members trained to deliver serious injury and/or death notification. Refer to Tab U – Individuals Trained to Deliver Serious Injury or Death Notices.

**Personal Medical Emergency Report Forms**

An EMPLOYER’S REPORT OF OCCUPATIONAL INJURY OR ILLNESS form must be completed by the attendant staff member or responsible staff member for employees. A standard non-employee accident report form will be filed for non-employees.

The Evergreen Valley College administration must provide injured employees with an EMPLOYEE’S CLAIM FOR WORKER’S COMPENSATION BENEFITS within 24 hours after the accident. Note: The Worker’s Compensation form activates the Worker’s Compensation process.

Automobile accident reports must be completed for accidents occurring on campus through the District Police Department.

Automobile accidents occurring off campus with College vehicles will be subject to local law enforcement and should be reported to the jurisdiction where the accident occurred.
MEDICAL EMERGENCY
PANDEMIC

See the attached Guidelines for Pandemic Planning, Colleges and Universities Pandemic Influenza Planning Checklist and refer to information on the internet by conducting a Google Search using the term “College Pandemic Planning”.

Blueprint for Pandemic Flu Preparedness Planning for Colleges and Universities

Developed with support from
Arthur J. Gallagher Risk Management Services, Inc.

Gallagher
Higher Education Practice Group

This document has been excerpted and revised with permission by the World Health Organization from their document titled, "WHO checklist for influenza pandemic preparedness planning."
How Do I Proceed from Here?

1. Read the introductory paragraphs to each section
2. Assemble a core planning team
3. Use questions to assign/delegate planning activities
4. Assemble the plan
5. Validate effectiveness of the plan with “table top” tests
6. Follow-through with needed improvements identified in the tests

Preface

In late 2005, the World Health Organization and the Centers for Disease Control and Prevention (CDC) began in earnest to alert the world’s countries to the possibilities of a pandemic flu outbreak on a scale similar to that of the Spanish Flu of 1918. That pandemic took an estimated 50 million lives. The pandemic that is now predicted is estimated to take the lives of as many as 25% of the population in those countries that could be severely impacted. Such a loss will undoubtedly result in severe human suffering and extreme economic havoc.

Higher Education will be among the industries most severely impacted because of risks resulting from international travel by students, faculty, and staff; and with open and accessible campuses to the local community at-large.

According to the CDC, those most susceptible to death from a flu pandemic are those aged between 15 and 35 and the very old. Further, the CDC projects workplace absentee rates as high as 25% over a 4-9 month period.

The impact on college or university operations may include unprecedented demands on student health services, relocation of students in residence halls, the establishment of quarantine sites, debilitating sickness among staff and faculty causing severe reductions in the workforce, essential services hampered and perhaps unavailable, and significant loss of tuition revenues from closure of the institution, and non-returning students.

In understanding this threat and the need to plan as soon as possible for managing the consequences of a pandemic flu outbreak, the Higher Education Practice at Arthur J. Gallagher Risk Management Services, Inc. held a “Think Tank” event on January 30 and 31, 2006. The purpose of this event was to develop a comprehensive document for colleges and universities to use in pre-planning a response to a pandemic flu outbreak.

Among those invited to participate were a blue ribbon team of experienced representatives from colleges and universities around the country who had already begun to draft planning documents for their institution’s response to a pandemic outbreak. Large, small, public, and private institutions were represented.

Leading experts on Pandemic Flu kicked-off the two-day planning session with presentations that laid the foundation of knowledge necessary for the participants to develop this blueprint.

This effort would not have been possible without the commitment and participation of the following persons:
Special presentations on Pandemic Flu were provided by:
Dr. Anita L. Barkin, Director, Carnegie Mellon University Student Health Service
Dan Lee, Pandemic Influenza Preparation Coordinator, Illinois Department of Public Health
Sena Blumensaadt, Officer in Charge, CDC Chicago Quarantine Station

The Planning Team members included:
Steve Beaudoin, Director of Environmental Health and Safety, University of Chicago
Allen Bova, Director of Risk Management, Cornell University
Kenneth Davidson, General Counsel, Northern Illinois University
Phillip Dendy, Director of Risk Management, The University of Texas System
Patricia (PJ) Kale, Director of Risk Management, University of Illinois System
Jill Laster, Associate Vice Chancellor for Human Resources and Risk Management; Texas Christian University
Patricia Fowler, Director of Risk Management and Insurance, Michigan State University
Vincent Morris, Director of Risk Management, Wheaton College
David Pajak, Director of Risk Management, Syracuse University
Ellen Shew Holland, Director of Risk Management, University of Denver

Representatives of Arthur J. Gallagher Risk Management Services, Inc., Higher Education Practice were:
John McLaughlin, Managing Director, Higher Education Practice
Arthur J. Gallagher Risk Management Services, Inc.

John Watson, Executive Director, Higher Education Practice
Arthur J. Gallagher Risk Management Services, Inc.
Leta Finch, Executive Director, Higher Education Practice
Arthur J. Gallagher Risk Management Services, Inc.

As with any major task, the first step is to commit to getting started. It is our hope that this blueprint will help you do just that.

John McLaughlin
Managing Director
Higher Education Practice
Arthur J. Gallagher Risk Management Services, Inc.
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The Pandemic Preparedness Checklist:

1. This checklist is meant to serve as the basis for developing a blue print to identify those areas needed for inclusion in a response plan. The checklist has been divided into the following main sections
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Introduction to Pandemic Flu

Failure to have a pandemic response plan may in of itself create liability for the institution, particularly given the amount of warning and guidance offered by governmental officials and the encouragement to develop such a plan. Consider the following series of quotes:

"U.S. companies must pitch in to help prepare for what scientists believe could be a devastating influenza pandemic," Health and Human Services Secretary, Mike Leavitt, said 2/14/2006. Mr. Leavitt repeated the message he has been hammering home to states – they can expect little help from the federal government and need to get their emergency plans in order. 'Avian flu, when it occurs, will severely test the best-laid plans...and many companies are not making any plans at all.'"

"We are overdue and ill-prepared. Local communities are going to have to take the lead,' Mr. Leavitt said. 'Those expecting the federal government to ride in and come to their rescue are going to be sorely disappointed.'"

"Mr. Leavitt said 'checklists for businesses and families are being prepared to reveal weaknesses and enhance planning but acknowledged it was difficult to get people to act before the actual crisis hits.'"

"Let's acknowledge that anything we say before a pandemic occurs feels like an exaggeration, feels alarmist. But anything said afterward, it shows a lack of preparation,' Mr. Leavitt said.'"

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http://www.businessinsurance.com/cgi-bin/news.pl?newsld=7210

"Two thirds of some of the largest companies in America say they are not adequately prepared to deal with a flu pandemic. Former Health and Human Services Secretary, Tommy Thompson, told AP that corporate America reads about a possible flu pandemic, but can't 'completely digest it.' Thompson's new industry think tank, part of Deloitte and Touche, USA, sponsored the survey." http://www.wavy.com/Global/story.asp?S=4192637&nav=23ii2Pmv

"People have to understand this is not science fiction,' Dr. Osterholm says. '[Pandemics] are going to happen. This is why [a] group of infectious disease [experts] are trying to wake the world up, shake them and say, 'You've got to understand this.' Even if the bird flu isn't the one that does it, another one's going to. Like the people of New Orleans learned, this is not the time to panic and feel hopelessness. It's the time to be prepared.'"
From interview with Dr. Osterholm on the Oprah Winfrey Show, from "Bird Flu: The Untold Story"

Planning for a pandemic flu outbreak cannot begin without first understanding how it can get started, how quickly it will likely spread, and the potential magnitude of its consequences. The following illustrates a predictable scenario.
Pandemic Scenario

In a remote country in Asia, a case of human-to-human transmission of Avian Flu is confirmed. Over the next two months, Avian Flu outbreaks take place in countries around the world. One in every 20 people infected dies. The rate of infection is rapid and countries initiate travel restrictions and quarantine measures. There are reports that the virus has spread in-flight to passengers arriving from an affected country.

A few weeks later, the first local outbreaks are reported. Rates of absenteeism in schools and businesses begin to rise. The spread of the new virus continues to be the major news item in print and electronic media. Widespread panic begins because supplies of antiviral drugs are severely limited and a suitable vaccine is not yet available.

By the end of the third month, police departments, local utility companies, and mass transit authorities experience significant personnel shortages that result in severe disruption of routine services. Hospitals and outpatient clinics are critically short-staffed as doctors, nurses, and other health-care workers themselves become ill or are afraid to come to work. Fearing infection, persons with chronic medical conditions are afraid to leave home. Intensive care units at local hospitals are overwhelmed, and soon there are insufficient ventilators for the treatment of flu patients. Parents are distraught when their healthy young adult children die within days of first becoming ill. Major airports begin to close because of high absenteeism among airline pilots, flight attendants, and air traffic controllers.

Over the next 6-8 weeks, health and other essential community services deteriorate further as the pandemic sweeps across the world.

Is your college or university prepared for this?

Similar to the impact the African Aids pandemic has had on that continent, a worldwide flu pandemic is expected to affect 25% of the world’s population resulting in extreme mortality rates and social and economic chaos. The level of preparedness will influence the final death toll.

Recently, the Congressional Budget Office predicted that a severe flu pandemic could infect 90 million people and kill more than 20 million in the U.S. alone. These staggering numbers can be compared to the average of 200,000 typical flu cases per year in the U.S. with about 35,000 related deaths.

The objective of this document on pandemic planning is to assist colleges and universities in preparing to manage an influenza pandemic. Planning can help to reduce transmission of the pandemic virus strain, decrease hospitalizations and deaths, maintain essential services, and reduce the economic and social impact of a pandemic.

A critical component of any disaster plan, particularly one such as a pandemic that reaches far beyond campus boundaries, requires cooperation and partnership with local authorities. A blueprint for an influenza pandemic preparedness plan can be used for broader contingency plans encompassing other disasters caused by bioterrorism and the emergence of any new, highly transmissible and/or severe communicable diseases. Pandemic scenarios should also be incorporated into other institutional emergency plans.
Pandemic strain influenza vaccine

With the current technologies, it is estimated that it will take at least five or six months before vaccines based on a new influenza strain can be produced on a large scale. But even then, most countries without production facilities will have limited access to vaccines during the first pandemic wave. Research into new vaccines may improve the global situation. Countries with production facilities are being encouraged to support and ensure by all means that rapid and large-scale production can take place during a pandemic.
1. Preparing for an Emergency

A. Getting Started

Pandemic preparedness is a complex process. To ensure that decision-makers are prepared to make effective choices to difficult issues before and during a pandemic, their commitment to a response plan is essential.

It is advisable to decide in advance who will serve as the team to plan a pandemic response. The first priority will be to decide on the major goals of your institution’s plan; for example, life safety, protection of property, preservation of financial stability, and the protection of laboratory research and animal care; and to identify and appoint those who will serve in a “command and control” function.

Further, it is advisable that any existing emergency preparedness and business continuity plans are reviewed for relevance and as a means to save time before starting to develop a new plan that may already have many similarities.

*Remember, a response plan should also include any satellite campuses and foreign operations, and it maybe desirable to address the impact and response to the institution’s real estate holdings.*

Questions for consideration:

- What resources are needed to get started in planning for a pandemic flu response?
- Who should be appointed to assist in the planning process?

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1. There is recognition of the potential human, social, economic, and legal impact of a pandemic at the highest levels of the institution’s administration.

2. There is commitment from the highest level to prepare for such an event.

3. Funding and staff have been committed relative to the anticipated preparedness planning costs.

4. Individuals responsible for developing the pandemic preparedness plan have been designated.

5. A single individual has been designated by senior management to facilitate the process.
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<td>The team has decided on the major goals of the plan, such as life safety, protection of property, preservation of financial stability, the protection of laboratory research and animal care, etc.</td>
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<td>A realistic timeline for completion of the plan has been established.</td>
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<td>11.</td>
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<td>There is agreement on the roles and contribution in the planning process from all participating individuals.</td>
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<td>12.</td>
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<td>There is agreement for: scheduled periodic meetings of the pandemic planning team in the absence of a pandemic; urgent, regular meetings of the committee in the early warning phase of a potential pandemic; and ongoing meetings when a pandemic is developing locally.</td>
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<td>13.</td>
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<td>Steps have been taken to coordinate with local public health officials.</td>
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<td>14.</td>
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<td>Steps have been taken to educate employees about the need for their own personal planning.</td>
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<td>15.</td>
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<td>Other issues and considerations have been identified.</td>
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B. Governance, Command, and Control

It is crucial to be able to make clear and timely decisions. For this reason, it is essential to know who is in charge of specific activities, how roles might change if a limited outbreak transitions into a major emergency and how Command and Control will be handled if key staff members are personally impacted. Such elements are often already defined in an existing business continuity plan and may be applicable to a pandemic response plan.

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1. A command and control structure is in place identifying the management and decision-making processes of all departments involved in response.

2. The key decision makers have been identified, including who will advise the administration.

3. The hierarchical structure for deciding when and how actions are to be taken and in what order for implementation have been defined and are known to key responders and departments.

4. Senior management and key department heads know who will be in charge and what they themselves are to do, including reporting lines and responsibilities.

5. Coordination with local public health officials and communication protocols has been established.

6. Responsibility has been assigned for monitoring recommendations from WHO, CDC, State and local public health departments.

7. Roles and responsibilities are defined and explained in the operational plans for each department.

8. Standard procedures have been developed for outbreak verification and alert.
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9. Standard procedures have been developed for establishing an operational emergency team.

10. Standard operational procedures have been developed for information flows (i.e. drafting of situation reports, monitoring mechanisms, briefings, back-up of information).

11. Standard procedures have been developed for obtaining medical/scientific consensus curing a crisis.

12. Standard operational procedures have been developed for disseminating public information.

13. Standard operational procedures have been developed for human resource management and each of the other essential services.

14. Other issues and considerations have been identified.

C. Risk Assessment

In order to focus on the strategy, it is recommended that the expected impact of the pandemic be estimated, not only on students and health-care workers, but all staff, and faculty, and both internal and external essential services. To achieve this, a risk assessment needs to take into consideration a broad overview of exposures.

*A risk assessment should also include any satellite campuses and foreign operations.*

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1. Assumptions from which to evaluate the impact of a pandemic event have been developed.

2. Estimates have been determined of the effect of a pandemic on the institution, local health care delivery, hospitals, and morgues.
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3. An assessment as to what extent the campus can provide medical services has been completed.

4. It has been determined whether the institution has been identified by local health officials or will volunteer to serve as a county infirmary or facility for mass inoculations, or in other support roles.

5. An assessment is completed on the availability of additional healthcare providers needed in case of a pandemic outbreak on campus.

6. Essential services and processes, both internal and external, have been identified.

7. It has been determined how a pandemic may affect the institution's internal essential services in the absence of any local support.

8. It has been determined how a pandemic will affect the availability and delivery of the institution's external essential services.

9. Continuity plans for critical research and training activities have been developed.

10. Plans for research continuity involving human subjects, animals, and animal safety and care have been developed.

11. It has been determined what percentage of foreign students reside on campus and how a pandemic would impact them.

12. It has been determined what percentage of the institution’s personnel, including students, faculty, and staff, is involved in international travel and how a pandemic would impact those activities.
13. It has been determined how a pandemic would impact the operations of the institution's agriculture school/college, if one exists.

14. The local availability for potential interventions with antiviral medication and/or pandemic strain influenza vaccine has been determined.

15. It has been determined how specific groups and cultural issues will be addressed before and during a pandemic; for example, language, access to media, religious practices, etc.

16. Other issues and considerations have been identified.

D. Response Plan by Pandemic Phase

To facilitate a quick and adequate response during a crisis, all those responsible should know what to do and in what order. For this reason, response plans for each phase should be developed, bringing together all other aspects of preparedness.

See Appendix A for Avian Flu Response by Phases: Level 1, level 2, and level 3

1. A response plan by pandemic phase has been established. The response plan indicates the specific response during each phase of a pandemic.

2. The response plan includes a mechanism for identifying triggers that will change the level of response.

3. The response plan indicates the departments within the institution responsible for the designated responses at each phase.
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4. A response plan that identifies the responsibilities and tasks of departments and individuals at varying stages of a pandemic.

5. Other issues and considerations have been identified.

E. Communications: Internal and External

Communication strategies are an important component in managing any infectious disease outbreak and are essential in the event of a pandemic. Accurate, timely, and consistent information at all levels is critical in order to minimize unwanted and unforeseen social disruption and economic consequences and to maximize the effective outcome of the response.

**Internal Communications**

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1. A person or group with medical and/or scientific expertise has been appointed to assess risks to the campus and interpret research and determine its public health relevance to the campus community.

2. There is a process in place to review and approve all communiqués.

3. The chain of responsibility for the communications plan has been defined with a designated spokesperson appointed.

4. The communications plan takes into consideration an overview of all available campus media channels, including internet, campus-wide e-mail, voice, online messaging, press releases, campus radio and newspapers, 800 numbers, etc.

5. There is a communication plan that addresses the campus constituency at all levels to keep them informed of the progress and impact of the pandemic based on communications with state and local public health offices.
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6. The internal communication plan addresses different target groups (e.g. staff, faculty, students, student health workers, and specific risk groups), key messages to be conveyed, possible materials that are needed (web sites, leaflets, information in different languages, etc.) and distribution mechanisms to reach the target groups.

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7. Other issues and considerations have been identified.

**External Communications**

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1. The external communication plan addresses different target groups (e.g. parents, donors, boards, press, general public, and health-care workers), key messages to be conveyed, possible materials that are needed (web sites, leaflets, information in different languages, etc.) and distribution mechanisms to reach the target groups.

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2. An official campus influenza pandemic web site has been created and linked with other appropriate web site such as the CDC's and WHO's.

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3. Relationships with medical and public health specialists have been established who are able to help with the development of accurate and timely messages before and during a pandemic.

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4. A mechanism for daily briefings has been built into the communications plan if a pandemic occurs locally or otherwise impacts institutional activities, i.e. satellite campuses and/or foreign operations.
5. Mechanisms exist for information sharing with local authorities.

6. The necessary technology and networks for rapid communication with the state and local authorities have been established, including teleconferencing.

7. Other issues and considerations have been identified.

F. Legal and Ethical Issues

During a pandemic, governmental bodies may find it necessary to overrule existing legislation or individual human rights. Examples include the enforcement of quarantine (over-ruling individual freedom of movement), use of privately owned buildings for hospitals, off-license use of drugs, and compulsory vaccination or implementation of emergency shifts in essential services. These decisions need a legal framework to ensure transparent assessment and justification of the measures that are being considered.

Ethical issues are closely related to those legal issues as mentioned above. They are part of the framework that is needed to assess the cultural acceptability of measures such as quarantine or selective vaccination of predefined risk groups.

1. Liability issues have been considered and identified in the event the institution fails to respond appropriately to a pandemic outbreak.

2. The advantages and disadvantages of a declaration of a state-of-emergency on campus during a pandemic have been identified.

3. Liability issues have been considered and identified in the event the institution fails to provide adequate level of care to students.
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4. The institution has assessed the legal impacts of public health measures that are likely to be proposed, including: travel or movement restrictions (leaving and entering areas where infection is established); campus closings; prohibition of mass gatherings; isolation or quarantine of infected persons, or of persons suspected of being infected, or persons from areas where pandemic strain influenza infection is established.

5. The liability, insurance, and any necessary licensing issues have been considered for temporary, retired workers, and volunteers who may be assisting in areas outside their training and competence, particularly health and emergency services.

6. The liability issues have been considered for unforeseen adverse events in the possibility of administering a vaccine and/or antiviral drug, especially where the licensing process for a pandemic strain vaccine has been expedited.

7. The legal and ethical questions have been considered for limiting the availability of a scarce resource, such as rationed diagnostic laboratory testing, pandemic strain influenza vaccine or antiviral drugs.

8. The legal and ethical questions related to compulsory vaccination for healthcare workers and workers from essential services have been considered.

9. The legal and ethical issues related to limiting personal freedom, such as may occur with isolation and quarantine, have been considered.
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10. For research institutions, the establishment of a legal and ethical framework for research involving **human subjects** has been considered.

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11. For research institutions, the establishment of a legal and ethical framework for research involving **animal subjects** has been considered.

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12. Other issues and considerations have been identified.
2. Implementation, Testing, and Revision of the Plan

A pandemic plan needs to be reviewed often, updated as needed, and frequently and widely distributed. To ensure full implementation of the plan at all levels, it is recommended to set targets or define indicators that can be used to measure progress prior to a community or campus outbreak.

Questions for consideration:
- Who will set targets and oversee measures to assure progress in developing the plan?
- Who will be assigned to testing the plan?
- Who will be involved in deciding what to revise in the plan and when?
- Who will oversee decisions regarding when to implement the plan?
- Who will implement the plan?

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1. In the absence of outbreaks, a period of time has been established in which to review, revise and test the plan; for example, annually, biannually, etc.

2. In the absence of an outbreak, a mechanism is in place to ensure that the plan is tested and updated in the absence of, and prior to, a pandemic outbreak; for example, a table-top review of the preparedness and response plan is developed based on realistic situations.

3. An individual has been identified who is responsible for facilitating the regular review, testing and revision of the plan; for example, the health services director, risk manager, disaster services coordinator, EH&S Manager, etc.

4. Processes are in place to assure improvement opportunities, once identified in the testing, are pursued; for example, critiquing of the drill, documentation of action items, assignment of action items to individuals, etc.

5. Other issues and considerations have been identified.
3. Monitoring Incidence and Prevalence

Monitoring incidence and prevalence consists of ongoing collection, interpretation, and dissemination of data to enable the development of evidence-based interventions. Specific groups to pay particular attention to might include the agricultural schools and students and faculty who may come in contact with chickens and other birds; medical school and hospital workers; research laboratory workers; student health workers; returning students, faculty, and staff traveling abroad; and foreign students enrolling on your campus in the United States.

Questions for consideration:

- What type of monitoring is needed on campus?
- Who should be responsible for data collection and analysis?
- Who should use the information for policy and procedures development?
- How will the campus' monitoring system coordinate with local-area systems?

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1. A coordination mechanism for monitoring in advance and during the response to an outbreak or pandemic has been established; for example input from housing, security services, student health, athletics, international programs, and local authorities.

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2. Personnel have been identified who are responsible for monitoring incidence and prevalence for infection internationally, regionally, and locally.

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3. Objectives have been defined for a pandemic alert before and during a pandemic.

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4. A point of contact has been identified at the local and/or regional health department and ongoing communication about their plan and its impact on the institution is occurring.

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5. Procedures to detect unusual or unexplained events of acute respiratory illnesses among students, faculty, and staff on campus have been developed in order to trigger appropriate public health and laboratory investigations.
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<td>6. Procedures have been developed to help identify possible cases of pandemic influenza that might not otherwise be detected by routine monitoring among students, faculty, and staff.</td>
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<td>7. Procedures have been developed to notify public health officials of unusual illnesses and medical conditions occurring among students, faculty, and staff.</td>
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<td>8. Procedures for daily reporting of cases among students, faculty, and staff to local-area authorities have been developed, including information on the possible source of infection.</td>
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<td>9. Appropriate protocol and contacts have been developed for arranging public health testing of students, faculty, and staff suspected of exposure or illness.</td>
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<td>10. A central reporting mechanism has been established for reporting:</td>
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<td>• Number of students in isolation and quarantine because of flu</td>
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<td>• Number of confirmed cases of flu being treated with antivirals</td>
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<td>• Number of flu symptom transports to ERs.</td>
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4. Infection Control

Guidelines for infection control are important to clarify the routes of transmission and the ways to interrupt transmission through measures of hygiene. Infection control is an essential part of pandemic management.

Questions for consideration:
- Who will be responsible for establishing infection control guidelines?
- Who will be responsible for educating students, faculty, and staff about infection control procedures?
- How will implementation for infection controls be monitored and enforced?

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1. Campus-wide education has been developed and is available, including:
   - Information on routes of transmission
   - How to prevent spread of the disease, including general hygiene measures such as cough etiquette and hand washing
   - Medical follow-up to symptoms
   - Isolation (prophylactic)
   - Treatment with antiviral drugs, etc.

2. General bio-safety protocols have been developed where needed on campus; for example, research laboratories, animal care facilities, custodial services, etc.

3. Personnel have been identified who will need special in-depth training because of the likelihood of exposure and infection; for example health care workers, security services personnel, emergency responders, housekeeping, and food services personnel; and anyone who may be working outside their area of competence and training.

4. Equipment needed to implement CDC recommended infection control and bio-safety measures; including personal protective equipment and fit testing for respiratory protection, has been identified.
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5. The availability of equipment needed to implement CDC recommended infection control and bio-safety measures has been assured.

6. Policies have been developed on when to use personal protective equipment.

7. Waste disposal and housekeeping protocols have been developed to prevent the exposure and spread of the disease.

8. Protocols for the handling, transfer, and storage of the deceased have been developed to prevent the exposure and spread of the disease.

9. Fitness-for-duty procedures have been established to identify recovered cases of essential employees presumed to be immune.

10. Other issues and considerations have been identified.
5. Public Health Measures: 
*Social Distancing and Quarantine, Travel Restrictions*

As the access to vaccines and antiviral drugs during a pandemic will be extremely limited, non-medical interventions may be the only way to delay the spread of the disease. Many of these interventions, however, may affect human behavior and human rights and therefore need a strong educational and legal basis. Moreover, most of the interventions are based on limited evidence. Therefore, transparent decision-making and frank information-sharing should go hand-in-hand with the measures discussed in this section.

Questions for consideration:

- Who will determine what type of pre-planning information is needed on campus?
- Who will be responsible for distributing educational materials to students, faculty, and staff?
- Who will coordinate the campus’ monitoring system with local-area systems?

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<td>1. The campus community knows how to achieve protection and contribute to limiting the spread of the disease, including public health measures that might be implemented to limit community spread, such as voluntary or enforced quarantine.</td>
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<td>2. Logistical plans are in place to decide, carry out and communicate the proposed measures to limit the spread of the disease.</td>
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<td>3. Persons who will be affected by public health measures have been informed about the expected effects and limitations.</td>
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<td>4. General information on personal respiratory hygiene has been developed and distributed.</td>
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<td>5. Personal advice about reducing the risk of transmission is easily available to the campus community, for instance on an official influenza pandemic web site.</td>
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6. Maintaining Essential Services:
   Decision to Stay Open versus Decision to Close

Essential services are those functions that keep a campus operating. Priorities may differ from institution to institution, but power, drinking water, transportation, and telecommunications are examples. Consideration of the effect of a pandemic on those persons who perform or assure the delivery of essential services is an important part of planning.

Typical departmental considerations follow. It is up to each institution to define for itself; however, based on its mission and priorities, what are the essential services required. For example, included in this section are considerations, in no particular order, for Student Health Services, Food Services, Admissions/Registrar/Financial Aid, Academic Affairs, Human Resources, Student Housing Services, Physical Plant and Facilities, International Studies and Foreign Operations, Counseling, Campus Security, and Business and Finance.

Other departmental considerations for essential services might include Public Affairs and Media Relations, Animal Care/Research Laboratories, Legal Affairs, Environmental Health and Safety, and Telecommunications.

Questions for consideration:

• Who will be among those deciding what the most essential services are?
• What criteria will be used in making such a decision?
• Who will be among those deciding whether to keep the institution open for classes or to shut down altogether for a specified period of time?
• What criteria will be used in making such a decision?

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1. Those essential services necessary to maintain the primary mission of the institution have been identified; for example, teaching, research, etc.
2. The delivery of essential services to campus has been evaluated; for example, food services, custodial services, travel to foreign locations, utilities, etc.
3. Each designated essential service has developed emergency contingency plans applicable to a pandemic.
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4. Persons responsible for maintaining essential community services have been identified; for example, law enforcement and security, student health services, facilities, etc.

5. A list has been developed of essential campus personnel whose absence would pose a serious threat to public safety, or would significantly interfere with the response to a pandemic.

6. Contingency plans have been developed for coping with shortages of workers in these services; for example, cross training volunteers.

7. Protocols have been developed for utilizing and training volunteers and untrained workers for essential service roles; for example, training in advance versus post-incident training.

8. Opportunities for cross training “single source” providers to enhance operational redundancy have been identified; for example, a single employee normally assigned, trained, and familiar with a key process or service.

9. Those persons who are responsible for maintaining essential services and who “moonlight” for another entity have been identified and it has been pre-determined which entity they will respond to and support during a pandemic event.

10. The institution has compared its needs assessment for essential services to the needs of the community for similar services; for example, housing, food, medical treatment, building and vehicle use, etc.
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11. Mutual Aid and/or Memo of Understanding agreements with other institutions or service providers for essential services have been developed; for example, science labs, food services, housing, etc.

12. Discussions have taken place, and decisions made, as to what conditions need occur to decide whether to keep the institution open for classes or to shut down altogether for a specified period of time.

13. Other issues and considerations have been identified.
## Campus Considerations

### A. Student Health Center

Assess the need and explore the options for accommodating staff on campus indefinitely, and stockpiling additional medical supplies, including personal protective equipment.

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1. Plans have been developed to assure ongoing student health services in the event of a reduction in work force.

2. Protocols have been established for communicating with local health department and hospital emergency rooms.

3. Protocols have been established for planning and communicating with parents.

4. Planning has occurred and protocols have been established for pre-event counseling with students.

5. A range of supplies and medications, including antibiotics and IV Fluids, have been identified and stockpiled for use in the prevention of and exposure to influenza.

6. Appropriate type and amount of personal protective equipment has been identified and stockpiled that will be useful for treatment of influenza complications.

7. There is a process in place to ensure that stockpiled materials that have expiration dates have not exceeded those dates.

8. Policies and procedures have been developed for fit-testing of respirators when required to be worn.
9. Contingency plans have been developed for buying increased supplies of antibiotics, including the identification of suppliers, supply quantities, and necessary lead time.

10. A strategy has been developed for the triaged-distribution of stockpiled supplies and medication.

11. For campuses without infirmaries, a plan has been developed for establishing one on campus.

12. An internal notification plan and alert mechanism is defined and in place.

13. An external notification plan and alert mechanism is defined and in place.

14. A negative pressure room has been created for private evaluations of patients with flu-like symptoms.

15. Signs have been posted at all entry points to the clinic directing patients with flu-like symptoms and/or returning from recent international travel to areas where there have been avian flu outbreaks to self-identify and register with staff immediately.

16. The time lag between sending samples for testing and getting results has been determined.

17. Clinic protocols have been developed for evaluating patients with flu-like symptoms to determine the likelihood of an avian flu exposure while minimizing contact and self-exposure.

18. Clinic protocols have been developed for caring for students exposed to the flu but not symptomatic.

19. Clinic protocols have been developed for caring for students who are ill but not hospitalized.
20. Staff has been trained in the safe disposal of hazardous waste resulting from a flu outbreak.

21. Staff has been trained in each of the above noted protocols.

22. Transportation policies to isolation areas have been developed.

23. The development and implementation of protocols have been developed for the safe handling of corpses, respecting cultural and religious beliefs.

24. The emergency capacity for storage of corpses before transfer to a morgue has been determined.

25. Other issues and considerations have been identified.

B. Food Services

1. Plans have been developed to assure the ongoing provision of food services in the event of a reduction in work force.

2. Appropriate type and amount of non-perishable foods have been stockpiled.

3. Appropriate amount of prepackaged utensils have been stockpiled.

4. There is a process in place to ensure that stockpiled foodstuffs that have expiration dates have not exceeded those dates.

5. Medical personnel have trained essential food service personnel on the risks and response to flu exposure.
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6. Infection control policies and procedures are developed to minimize or prevent the spread of flu from self-serving operations and food service personnel; i.e. replacing open utensil bins with prepackaged plastic utensils.

7. Enforcement policies have been developed for assuring infection control procedures are followed to minimize or prevent the spread of flu by and among food service personnel.

8. The impact of a pandemic on supply chains such as food deliveries has been identified and expected deficiencies have been addressed.

9. Plans are in place to safely transport food to individuals isolated or quarantined.

10. Other issues and considerations have been identified.

### C. Admissions/Registrar/Financial Aid

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1. A policy has been developed to address academic and financial concerns of students resulting from prolonged absences from class or temporary closure of the institution.

2. A plan is in place to address decreased tuition receivables if there is a significant reduction in returning students or faculty.

3. A means to monitor the whereabouts of students during a pandemic has been developed.
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4. A plan is in place to continue the recruiting and admissions process during a quarantine.

5. A plan is in place to continue financial aid.

6. Other issues and considerations have been identified.

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### D. Academic Affairs

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1. A policy has been developed to address academic concerns of students resulting from prolonged absences from class.

2. A procedure is in place for students to take courses on-line.

3. A procedure is in place for students in isolation to obtain class lectures and participate in exams.

4. A procedure is in place to provide tutoring to students in quarantine or isolation.

5. Other issues and considerations have been identified.

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### E. Human Resources

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1. Emergency contact information has been updated for students, faculty, and staff.

2. A work-at-home policy has been developed for non-essential personnel.

3. IT resources are available for work-at-home for students, faculty, and staff.
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4. There is a system in place to train temporary workers.

5. There is a policy requiring cross-training of essential personnel.

6. There is a means to provide support and benefit information to employees' families other than face-to-face.

7. Other issues and considerations have been identified.

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**F. Student Housing Services**

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1. On-campus housing has been identified for use as isolation units for students who may not be able to be isolated off-campus or at home.

2. On-campus isolation areas do not have recirculated air have been identified for use.

3. On-campus isolation areas that have private bathrooms have been identified for use.

4. Evaluation centers to send students who believe they have been exposed or exhibit flu-like symptoms have been identified.

5. Other issues and considerations have been identified.
**G. Physical Plant and Facilities**

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1. Buildings best suited to serve as triage treatment centers, quarantine areas, and morgues have been identified.

2. Plans have been developed to assure the ongoing provision of essential services in the event of a reduction in work force.

3. Appropriate type and amount of personal protective equipment has been stockpiled.

4. Appropriate type and amount of germicidal and disinfectant supplies have been stockpiled.

5. There is a system in place to transport supplies and personnel to secondary facilities.

6. Other issues and considerations have been identified.

**H. International Studies and Foreign Operations**

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1. Well-defined policies have been developed for
   - Trip cancellation
   - Restricted travel regions
   - Repatriation
   - Academic credit issues
   - Shelter-in-place guidelines

2. A policy regarding advisory statements as part of the orientation process has been developed for persons planning to travel to affected areas, including safety and potential personal financial obligations.
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<td>3. Plans have been developed for communicating with and assisting students, faculty and staff who may be restricted from returning to the United States from affected countries, or who may be quarantined while overseas.</td>
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<td>4. Plans have been developed for communicating with and assisting international students, faculty and staff working and learning on the home-campus in the United States and who may be restricted from returning to their homelands if the United States is affected, or who may be quarantined while in the United States.</td>
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<td>5. Plans have been developed for faculty, staff, and students upon return to home-campus to review health status and incubation concerns.</td>
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<td>6. Plans have been developed for inquiries from families regarding student foreign travel.</td>
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<td>7. Plans have been developed for appropriate protocol training for foreign campus location's on-site staff and faculty regarding monitoring and infection control.</td>
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<td>8. The consequences of travel restrictions on partnering organizations have been identified, and reviewed for contractual obligations, including clarification on what each institution's obligations will be in the event of an outbreak and who pays.</td>
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<td>9. Consideration has been given to provide recommendations on hygiene supply kits to faculty, staff and students specific to foreign locations in which they are planning to visit or study.</td>
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<td>10. Other issues and considerations have been identified.</td>
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I. Counseling

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<td>1. A plan has been developed to provide counseling services to faculty, staff, and students pre, during, and post event with special recognition to the significant number of deaths anticipated.</td>
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<td>2. A procedure has been developed to offer counseling services to faculty, staff, and students by means other than face-to-face.</td>
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<td>3. Other issues and considerations have been identified.</td>
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J. Campus Security

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<td>1. Plans have been made to secure and protect <strong>selected areas</strong> on campus declared off-limits for both short and long term periods of vacancy or quarantine; for example, health center, food service centers, campus security's dispatch center, etc.</td>
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<td>2. Plans have been made to secure and protect the <strong>campus' premises</strong> if declared off-limits for both short and long term periods of vacancy or quarantine.</td>
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<td>3. Plans have been made to secure and protect the campus dispatch center so that it remains open and operational for critical &quot;routine&quot; activities outside of those involving a pandemic.</td>
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<td>4.</td>
<td>Plans have been made to secure and protect the campus from encroachment from neighbors and other non-campus populations seeking services and refuge in the event of panic; or alternatively, plans have been made to communicate ahead of time with the community as to the availability of, if any, services to the community from the institution.</td>
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<td>A security plan is readily employable to secure and protect the campus’ consumer staples, including food, water, and essential healthcare items.</td>
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<td>The Campus Security Services department has met with local authorities to understand the plans and expected limitations of local police, fire, and all other local emergency services.</td>
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<td>Arrangements are readily employable to control access to campus and specific facilities when any have been designated by public entities as sites for public immunizations or other services.</td>
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<td>A policy has been developed to bring in the director of student health services or other medical personnel to assist in managing an outbreak.</td>
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<td>A policy has been developed to refer all media matters and inquiries to those in charge of media relations.</td>
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<td>Appropriate type and amount of personal protective equipment has been stockpiled.</td>
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<td>Other issues and considerations have been identified.</td>
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### K. Business and Finance

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1. The potential financial impact of a pandemic has been estimated.
2. The institution has identified funds for business continuation in the event of a pandemic.
3. A system is in place to maintain payroll and accounts payable in the event a substantial number of employees are absent.
4. A system is in place to maintain the purchasing of goods and services in the event a substantial number of employees are absent.
5. A system is in place to ensure appropriate funds transfer to meet financial and regulatory obligations of the institution.
6. A system is in place to secure potentially vulnerable cash handling during a pandemic.
7. Other issues and considerations have been identified.
7. Recovery

After a pandemic wave is over, it can be expected that many people will be affected in a variety of ways. Many may have lost friends and relatives, suffer from fatigue, or have financial losses as a result of the interruption of work. Campus authorities should ensure that these concerns can be addressed.

Questions for consideration:
• Who will make the decision when recovery can begin?
• Who will be assigned to a recovery response?

<table>
<thead>
<tr>
<th>Completed</th>
<th>In Progress</th>
<th>Not Started</th>
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1. A prioritization sequence has been established in which essential services and key activities will be restored.

2. A plan has been developed to establish recovery time-frames for essential services and key activities; for example, registrar's office within 2 weeks, physical plant operational within 24 hours.

3. All essential services have developed recovery plans.

4. Human resources have been determined for social, psychological and practical support to students and affected faculty, and staff and their families; for example, employee assistance program, student counseling, etc.

5. The financial impact of a recovery process has been estimated and available sources of funds have been determined; for example insurance, fundraising, use of endowment, etc.

6. Other issues and considerations have been identified.
8. Conclusion

This planning document is by no means complete nor is it intended to be. There are a multitude of issues both common and unique to colleges and universities to take into consideration when contemplating how best to respond to any crisis. Pandemic flu is only one of many events that can adversely impact a college or university campus.

Effective, efficient, well-reasoned, and tested emergency and disaster plans are critical at any time of crisis. Members of the panel involved in the development of this blueprint strongly encourage all institutions of higher education to review, update, and regularly test their emergency response and business continuity plans for, not only this, but other potential perils and hazards.
9. Appendices
**Appendix A:**
**Courtesy of Carnegie Mellon University**
Avian Flu Response by Phases: Level 1, Level 2, and Level 3  
March 2006

**Revision I – Epidemic Response**

**Avian Influenza Response:**

1. Confirmed cases of human-to-human transmission of avian flu
2. Suspected case(s) on Campus or suspected/confirmed cases in Pittsburgh area
3. Confirmed case(s) on Campus [Only essential personnel required to report to campus.]

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2 (in addition to Level 1 actions)</th>
<th>Level 3 (in addition to Level 2 actions)</th>
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<tbody>
<tr>
<td></td>
<td>Essential personnel receive N95 respirators from EH&amp;S</td>
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</table>
| Level 1 | Level 2  
| (in addition to Level 1 actions) | Level 3  
| (in addition to Level 2 actions) |
| --- | --- |
| **2. Incident Commander**  
(Director of Health Center) | 1. Communicate with Allegheny County Health Department and UPMC regarding planning and surveillance.  
2. Communicate and benchmark other college Health Services and EH&S Depts.  
3. Alert Advisory Group Coordinator  
4. Establish communication with deans and Sr. Director of Global Security regarding status of preparedness.  
5. Update emergency action plan with Assessment Team & Advisory Group Coordinator as situation evolves.  
6. In conjunction with the Advisory Group Coordinator, issue communication(s) to campus community regarding status of disease spread, self protection and university response. (e-mail, website, town meetings) | 1. Notify Allegheny County Health Dept.  
2. Notify Student Affairs and Counseling and Psychological Services (CAPS).  
3. Notify Housing & Dining on number of potential contacts that may require isolation.  
4. Compose communications with Media Relations and the Advisory Group Coordinator for the campus community regarding signs/symptoms, protocol for referral of suspected cases.  
5. Essential personnel receive N95 respirators from EH&S | 1. Advise Advisory Group Coordinator* to activate Emergency Operations Center (EOC) [moved from 1.3.2]  
2. Recommend temporary closure of building(s) and suspension of student and academic activities to Advisory Group Coordinator.  
4. Ensure that each Operations Group function is covered. |
2. Alert Student Health Center if encountering individual(s) with flu-like symptoms.  
3. Essential personnel receive fit test and training on respiratory protection from EH&S | 1. Implement policy on transporting individual to hospitals.  
2. Essential personnel receive N95 respirators from EH&S | 1. Secure buildings & post signage  
2. Assist Health Center |
<p>| Facilities Management | 4. Identify building ventilations systems. | Essential personnel receive N95 respirators from EH&amp;S | 1. Stand by to shut off utilities as directed by Incident Commander if necessary |
| 5. Environmental Health &amp; Safety | 1. Assess respiratory protection plan and resources. | 1. Arrange for additional medical waste pickups. | 1. Assist w/notification of Emergency Coordinators* |
| 2. Contract with hazardous material company for professional cleanup. | 2. Distribute N95 to essential personnel. | 2. Assist Health Care Center |
| 3. Train and fit essential personnel for respirators | 6. President's Office Advisory Group Coordinator | 1. Advise Executive Management on response options. | 1. Provide oversight for student, staff, &amp; faculty family notifications if appropriate. |
|  | 1. Receive information from Incident Commander | 2. Activate EOC | |
| 2. Review content of internal and external public information bulletins and announcements. Work with Media Relations to select appropriate university spokesperson(s) for media reporting. | 3. Essential personnel receive fit test and training on respiratory protection from EH&amp;S | 3. Receive N95 respirators from EH&amp;S | |
| 3. Essential personnel receive fit test and training on respiratory protection from EH&amp;S | 4. Consider restricting movement on and off campus for activities/athletic events. | | |
| President's Office Executive Management | 1. Based on U. S. State Department recommendations, University recommends campus community not to travel to affected countries. | 1. Evaluate information on institutional effects of the incident and set response priorities as appropriate. | 1. Authorize temporary suspension of classes or closure. |
| 2. Receive fit test and training on respiratory protection from EH&amp;S | | | |</p>
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<tr>
<th>No.</th>
<th>Department</th>
<th>Level 1</th>
<th>Level 2 (in addition to Level 1 actions)</th>
<th>Level 3 (in addition to Level 2 actions)</th>
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</table>
| 7   | Media Relations | 1. Draft internal and external bulletins and announcements, with the Advisory Group Coordinator. | 1. Appoint liaison to interface with the Advisory Group.  
2. Write and record bulletins and updates on the University's Emergency Information Hotlines (8-2000).  
3. Write scripts for phone tree with approval from Advisory Group Coordinator.  
4. Request to campus that faculty and staff and their families to report all flu cases to Incident Commander. | 1. Organize phone banks, if necessary (phone banks can refer callers to emergency services, take messages, support rumor control)  
2. Establish a Media Relations Center: coordinate press releases, and manage news teams and interviews, etc. |
| 8   | Emergency Coordinators | Not applicable | 1. Watch CMU front page and disseminate information to Floor Marshals.  
2. Remain available for further instructions | Same as Level 2 |
| 9   | Student EMS | 1. Health Center trains EMS on avian flu.  
2. Notify Health Center if suspected cases are encountered.  
3. Essential personnel receive fit test and training on respiratory protection from EH&S | Not applicable | Not applicable |
<p>| 10  | Radio Club | Not applicable | Not applicable | Not applicable |
| 11  | Parking | Not applicable | Not applicable | Clear Morewood Parking lot for medical staging area. |</p>
<table>
<thead>
<tr>
<th>12. Housing and Dining</th>
<th>Level 1</th>
<th>Level 2 (in addition to Level 1 actions)</th>
<th>Level 3 (in addition to Level 2 actions)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enact planning for quarantine of students:</td>
<td>Enact plan for quarantine of students:</td>
<td>1. Activate plan from level 2 to quarantine students in conjunction with the guidance from the County Health Department.</td>
</tr>
<tr>
<td></td>
<td>1. Health Center trains essential personnel on risks and response.</td>
<td>1. Set up Housing and Dining command center and recall essential personnel.</td>
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<tr>
<td></td>
<td>2. Identify potential rooms and/or buildings to be used for quarantined students. Update by semester based on current occupancy.</td>
<td>2. Enact emergency phone contact tree.</td>
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<td></td>
<td>3. Notify current occupants in spaces that will be needed of the potential or need for them to move.</td>
<td>3. Identify meal delivery need and method for quarantined students.</td>
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<tr>
<td></td>
<td>4. Ensure emergency response menu is planned for various degrees of need.</td>
<td>4. Communicate situation and needs to owners and landlords of rented properties.</td>
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<td></td>
<td>5. Stockpile additional food stuffs and water.</td>
<td>5. Identify roles of essential staff: leadership, communications, food production, food delivery, maintenance and housekeeping.</td>
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<tr>
<td></td>
<td>6. Ensure food delivery process is planned and delivery supplies are on hand.</td>
<td>6. Essential personnel receive N95 masks from EH&amp;S</td>
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<tr>
<td></td>
<td>7. Essential personnel receive fit test and training on respiratory protection from EH&amp;S</td>
<td>7. Activate emergency locator tracker on housing website for use by displaced students to report their temporary addresses.</td>
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<p>| 13. Dining Services | See above | See above | See above. |</p>
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<thead>
<tr>
<th>Level 1</th>
<th>Level 2 (in addition to Level 1 actions)</th>
<th>Level 3 (in addition to Level 2 actions)</th>
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</table>
| 14. Risk Management | 1. Identify risk exposures for which insurance can and cannot be obtained including associated financial impact.  
2. Identify steps that must be taken to monitor and protect insurance coverage.  
| 15. Medical Services | 1. Post entry door notifying patients with influenza profile and have traveled to (or have been visited by persons from) effected countries to call 8-2157 opt 2.  
2. Isolated exam room  
3. Arrange for negative pressure machines.  
4. Standard precautions in place  
5. Respiratory protection equipment in place.  
6. In-service training for avian flu.  
7. Follow State and County protocol for patient testing.  
9. Essential personnel receive fit test and training on respiratory protection from EH&S  
10. Policy on transporting individual to hospitals. | 1. Isolate and monitor suspected cases.  
2. Identify contacts of suspected case.  
3. Communicate with parents of suspected cases and explain procedure.  
4. Initiate prophylaxis of contacts based on strength of patient presentation.  
5. Update Incident Commander  
6. Establish phone triage lines for Student Health Services and CAPS.  
7. CAPS initiates pre-event counseling for essential personnel.  
8. Initiate poster, e-mail campaign on self-protection. [from 2.2.5]. | 1. Isolation room in Health Center (negative pressure)  
2. Locating people contacted by patient.  
3. Arrange for screening of people who have had contact.  
4. Arrange for counseling services  
5. Contact Coroner’s office if necessary |
<table>
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<tr>
<th>16. Computing &amp; Telecommunications</th>
<th>Level 1</th>
<th>Level 2 (in addition to Level 1 actions)</th>
<th>Level 3 (in addition to Level 2 actions)</th>
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</table>
|                                   | 1. Assess supplemental telecomm./computing hardware/software needs:  
|                                   |   • Student Affairs  
|                                   |   • Health Services  
|                                   |   • Public Relations  
|                                   |   • Counseling Center  
|                                   |   • Human Resources  
|                                   |   • Telecommunications  
|                                   | 2. Assess needs for webpage support.  
|                                   | 3. Develop plan for adding volunteers to public email addresses.  
<p>|                                   | 4. Develop plan for distributing telephone calls to homes or phone banks. | 1. Purchase/contract for supplemental telecommunication/computing hardware/software needs. | 1. Add additional phone lines to EOC, quarantine areas, and functional groups. |
|                                   |                                                  | 2. Publish messages from Public Relations on a periodic basis on Carnegie Mellon web’s front page. | |
|                                   |                                                  | 3. Assist with email message distribution | |
|                                   |                                                  | 4. Set up podium and microphones for media center at PPG. | |
|                                   |                                                  | 5. Provide guidance for forwarding phones and setting up “bounce messages.” | |</p>
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<th>Level 1</th>
<th>Level 2 (in addition to Level 1 actions)</th>
<th>Level 3 (in addition to Level 2 actions)</th>
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<tbody>
<tr>
<td>17. Student Affairs &amp; Housefellows</td>
<td>1. Arrange for monitoring/delivery of medications, other goods and services to isolated cases.</td>
<td>1. Identify student events where confirmed patients have attended.</td>
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<td></td>
<td>2. Assist with relocation of students for quarantine</td>
<td>2. Residential staff assists Health Center.</td>
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<td>3. Assist with telephone consultation and support.</td>
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<td>4. Essential personnel receive respirators from EH&amp;S.</td>
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<tr>
<td>1. Health Center trains; Office International Education (OIE), CAPS, Housefellows, Resident Assistants and other offices within the Division on avian flu.</td>
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<tr>
<td>2. OIE monitors student travelers entering from effected regions and assists with communication to international students and their families.</td>
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<td>3. OIE formulates and rehearses plan to address needs/support for graduate and commuter students.</td>
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<td>4. Housefellows – Formulate and rehearse plan to address needs/support for undergraduates.</td>
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<td>5. Student Life – Formulate and rehearse plan to address needs/support for Greek organizations.</td>
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<td>6. CAPS – see addendum</td>
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<tr>
<td>7. Identify division personnel available for telephone support work.</td>
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<tr>
<td>8. Receive fit test and training on respiratory protection from EH&amp;S</td>
<td></td>
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<tr>
<td>18. Human Resources</td>
<td>Same as Level 1</td>
<td>Activate call-off policy.</td>
</tr>
<tr>
<td>1. Identify essential personnel.</td>
<td></td>
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</tr>
<tr>
<td>2. Monitor faculty &amp; staff travelers entering from effected regions.</td>
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<td></td>
</tr>
<tr>
<td>3. Prepare a call-off policy</td>
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<td></td>
</tr>
<tr>
<td>4. Identify personnel available for telephone support work.</td>
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</table>

*Refer to Communication Matrices for all telephone numbers*
Appendix B: Avian Flu Resources

While not an exhaustive listing, the following will provide key resources to stay informed of Avian Influenza activities

- Official United States government website on pandemic flu and avian influenza
  http://www.pandemicflu.gov/

- Avian and Pandemic Influenza Management and Response Unit, USAID

- National Vaccine Program Office, HHS
  http://www.hhs.gov/nvpo/pandemics/index.html

- Avian Flu Facts, CDC
  http://www.cdc.gov/flu/avian/index.htm

- National Institute for Allergy and Infectious Diseases, NIH

- WHO Avian Flu Home Page
  http://www.who.int/csr/disease/avian_influenza/en/

- World Organization for Animal Health
  http://www.oie.int/eng/AVIAN_INFLUENZA/home.htm

- Global Health Council
  http://www.globalhealth.org
  For regular updates, contact
  nbates@globalhealth.org

- Texas Christian University
  www.saf.tcu.edu

- University of Denver
  www.du.edu/risk

Experts

For a listing of some of the experts currently working on avian influenza and related issues, visit http://www.globalhealth.org/avian_flu/experts.php

For a listing of private industry entities currently working on avian influenza, visit
http://www.globalhealth.org/avian_flu/private_industry.php

Reports

The World Health Organization (WHO) has released a document recommending strategic actions to respond to the avian influenza threat. The document sets out activities that can be undertaken by individual countries, the international community, and WHO to prepare the world for an influenza pandemic and to help mitigate its impact once international spread has begun. To view the complete document, visit
Appendix C:
Courtesy of Cornell University
A Sample Emergency Management Team and Organization

Emergency Management Team
President
Provost
Vice President for Administration and CFO
Vice President for Financial Affairs and University Controller
Vice President for Human Resources
Vice President for Information Technologies
Vice President for Student and Academic Services
Vice President for Communication and Media Relations
Associate Vice President for Facilities Services
University Counsel

Procurement Representative
Law Enforcement Representative
Utilities Services Representative
Information Technologies Representative

Facilities Representative
Medical Representative
Health and Safety Representative
Public Information Representative

Human Resource Representative
Risk Management Representative
Research Representative
Student and Academic Services Representative

Emergency Operations Center
Command and Control
Guidelines for Pandemic Planning

July 7, 2006
ACHA Task Force for Pandemic Planning

I. Purpose

The purpose of these guidelines is to prompt college health professionals to action in either leading or assisting in the development of pandemic preparedness plans on their campus. Whether H5N1 evolves into the next pandemic virus or not, emergency preparedness planning is essential because it affords organizations and institutions an opportunity to respond more effectively to a number of emergency situations including a future pandemic. This document is not intended to offer detailed information about the nature of viruses or H5N1. Rather, it is to assist college health professionals in engaging in thoughtful discourse with partners on their campus in the formulation of a flexible, adaptive response plan that is tailored to the needs and resources of the individual institution.

The first part of this document will offer an overview of the pandemic threat, the importance of pandemic preparedness planning, and how to get started. The second part will outline the specific areas that should be included in planning, starting first with planning to meet the health care needs of students, and then, addressing planning for the broader campuswide response.

II. Introduction

Pandemics are a part of human history. There were three pandemics in the last century, in 1918, 1957, and 1968. The most deadly of the three was the pandemic of 1918, which was caused by H1N1 and killed approximately 50 million people worldwide. A pandemic will occur again although it is not known exactly when, or which strain of a novel virus will rise to the occasion.

Currently, there is heightened concern about H5N1, a highly pathogenic avian viral strain that first appeared in Hong Kong in 1997. There are striking similarities between the H1N1, the virus responsible for the 1918 pandemic, and H5N1. Despite the fact that millions of birds, domestic and wild, have been culled, the infection has been persistent in the bird population and is spreading along the flight paths of migratory birds.

In addition to the persistence of infection in the bird population, the virus has crossed species and infected humans, tigers, leopards, cats, and pigs. Although it has crossed species, it has done so in a very limited number of cases given the millions of birds that are infected with the virus. There have been a few cases in which human-to-human transmission is believed to have occurred. However, it has not spread beyond one contact.

Three conditions must be met for a pandemic to occur: a new influenza virus subtype emerges; the virus infects humans; and the virus gains efficient and sustainable transmission from human to human. Two of the three conditions have been met in regard to H5N1. The third condition can be met either through mutation or a reassortment event, in which the bird virus exchanges genetic material with a human virus during co-infection of a human or pig, thereby gaining the ability to be passed efficiently from human-to-human. It is now known that the 1918 virus was not a reassortment event.

For the first time in history, we have an opportunity to track the activity of a virus that has the potential to cause a pandemic and to prepare for such an event. While many strategies are underway, including the development of antivirals and vaccines, most experts agree that we are inadequately prepared to respond to a pandemic.

If a virus would gain sustainable, efficient transmissibility, the public health strategy would focus on slowing the spread because it would be virtually impossible to stop it.
Slowing the spread of disease would allow for better allocation and a more even use of limited resources by flattening the surge of cases.

A. Characteristics of a Pandemic Influenza

Seasonal influenza generally peaks between December and March in North America. It causes approximately 36,000 deaths a year and 200,000 hospitalizations a year in the United States. A pandemic influenza can occur at any time of the year and resurges in waves that can last from 18 months to two years. The 1918 pandemic had four such waves; the most lethal was the second wave that swept through the United States between August and December. Therefore, planning should include recovery and response to more than one wave.

The normal influenza attack rate is 5-10%. In a pandemic, an attack rate of 25% is appropriate for planning purposes; some organizations are using rates as high as 50%. Approximately 4-12% of the work force could be ill at any point in time and absent from work for 1-14 days. The sickness rate for seasonal flu is in the range of 2-6%. In addition to work force absences due to personal illness, persons may call off to take care of ill family members.

High absenteeism will affect the delivery of services and goods, nationally and internationally, as transportation and manufacturing staff call off due to illness.

High absenteeism will present challenges to campus leadership and delivery of services as human resources are strained in all aspects of the operation. Campus leaders will not be spared the possibility of succumbing to illness. Plans need to consider issues of depth charting for leadership positions, cross training personnel, and teleconnectivity that allows employees to work from home.

B. Vaccines and Antivirals

Because a vaccine needs to closely match an influenza virus, it is unlikely that a vaccine would be available early in a pandemic and, due to current production techniques, quantities would be limited once the vaccine was developed. An effective vaccine may be available to more adequately address second or third waves but, even then, there may not be enough to vaccinate everyone. Research is underway to develop improved vaccine technologies that would allow for more rapid production of vaccine.

Oseltamivir and zanamivir are effective in reducing the severity and duration of illness in seasonal influenza and are believed to be effective against H5N1. Clinical data on use in H5N1 are limited and dosing for optimal benefit is uncertain. These drugs are expensive and production capacity is limited. Amantadine and rimantadine could offer some benefit but because resistance to these drugs develops quickly, their use may be limited.

If vaccine and/or antivirals become available, it is unlikely there will be sufficient quantities to cover the entire population. Therefore, schools should discuss how decisions would be made for determining who would be on the priority list for receiving immunization/prophylaxis first. For example, should essential personnel, including health care workers and police, receive priority consideration? Should key campus leaders (i.e., chancellor, president, provost) be included? These are difficult ethical decisions that campus leadership will be required to make in a time of crisis with limited resources. Discussions with local and state health authorities regarding the distribution of stockpiled antivirals and manufactured vaccine should be conducted in advance to ensure that campus protocols are consistent with government guidelines.

C. Nonpharmaceutical Interventions (NPIs)

Social distancing, isolation, quarantine, protective sequestration, and public health education that include practices employed to reduce individual risk of contracting the disease (i.e., hand washing, cough etiquette) comprise the list of NPIs that could be employed in a pandemic situation. While the effectiveness of any of these strategies for preventing the spread of illness is unknown, employment of a combination of NPIs, as deemed appropriate for the individual college or university setting, may slow the spread of disease. As mentioned above, the advantage to
slowing the spread is important as it relates to the surge capacity of health care resources.

Social distancing refers to actions taken to discourage close social contact between individuals, including cancellation of classes, sporting events, worship services, and other social events. This intervention would be most effective when instituted early in the pandemic and before infection takes hold in a community. Given that the 1918 pandemic swept across the country in 3-4 weeks at a time when fewer people traveled and modes of transportation were more limited and slower, the window for taking action may be limited to a few days in light of today's highly mobile society and the frequency of international air travel.

Isolation refers to separating individuals with illness from the general population and restricting their movement within the general population until they are no longer contagious. Plans for isolating ill students and providing care for them by either utilizing campus resources or partnering with community resources will be necessary for most schools, in that, some students may not be able to go home. Hospital resources will be strained and decisions for admission will be made based on assessment of those most in need. **Provisions should be made to care for students who are not ill enough to require hospital care but are too ill to take care of themselves.** The composition of the student body in terms of the number of international and out-of-state students, the number of commuters, and the number of students residing in residence halls, factored against the resources of the institution, will affect the plans for isolation and infirmary care.

Quarantine is the separation and restriction of movement of those who are not ill but believed to have been exposed. The duration of quarantine will be dependent upon the length of the incubation period and period of contagion prior to onset of symptoms. Both the incubation period and period of viral shedding are difficult to know prior to the actual emergence of the pandemic virus. Currently, it appears that the incubation period for H5N1 is between 2-8 days. Persons are contagious for 1-3 days prior to onset of symptoms and can shed H5N1 for up to 16 days. Planning for quarantine must take into account some of the same factors as isolation, such as, composition of the student body and residential demographics. Enforcement of quarantine is an issue that must be discussed with local government authorities and campus security.

Protective sequestration involves efforts taken to protect a healthy population from infection by isolating the community from the outside world. Restricting entry of outsiders into the community and restricting reentry of those community members who choose to leave during the period of time when protective sequestration is in place are measures utilized in this intervention. It requires the community to stockpile resources and become self-sufficient for some period of time — in the case of a pandemic, a minimum of 8-12 weeks. Geographical location (i.e., island or remote mountain region) may make this easier for some communities to consider than others. Protective sequestration has high costs associated with it. For more information on the use of protective sequestration during the 1918 pandemic, see the study by Markel, et al. at https://beta.saic.com/workshop/report.

Public health education that communicates accurate, clear information regarding reducing personal risk, the role of quarantine, transmission, symptoms, treatment, when to seek care, and community efforts to assist those in need, is critical to empowering the public and decreasing panic and despair. The messages should be consistent with those being issued by other public health authorities and crafted in advance to meet the needs/concerns of various campus audiences, including students, staff, faculty, parents, and members of the surrounding community. Given the anticipated increase in communication needs, all available means of communicating with the campus public must be assessed and tested to determine the capacity for managing the surge.

**D. Business Continuity**

While the first thrust of planning should address health and safety issues, business continuity must
follow closely on its heels. Identifying key business functions and key players in charge of those functions is the first step in addressing this area. The role of the student health professional in the area of business continuity planning is to act as a public health consultant for those responsible for key business functions and identify challenges posed by a pandemic in terms of the impact of illness on the community.

People, including health care workers, counseling center personnel, and residence life personnel, will not come to work if they don’t get a paycheck. Purchase of supplies will need to be expedited. Building maintenance will need to continue and computer infrastructure must be maintained.

It is anticipated that a pandemic will result in interruption of services and a shortage of supplies and fuel. Identifying contingency plans for sustaining basic functions in case of loss of telecommunications, utilities, and IT capability needs to be included.

Colleges and universities are in the business of education. Do academic departments and faculty have contingency plans for completion of courses if classes must be cancelled for some period of time?

E. Planning in the Face of Uncertainty and Unknowns

Planning for a pandemic can be a daunting task given that there are a number of factors that are unknown. We do not have a case definition or an identified viral organism and are unlikely to have this information far in advance. Furthermore, we are hampered by gaps in our scientific understanding of influenza viruses; what makes them more or less lethal and how to best protect ourselves from an organism that can adapt to and change in ways that makes vaccination against them so difficult. A gap also exists in our understanding of which NPIs, if any, are most effective in slowing the spread.

This deficit in knowledge makes it challenging to develop specific protocols and treatment plans. Any planning that is done at this time is based on what we currently understand about seasonal influenza and past pandemics as described in historical documents. Therefore, any planning, protocols, and policies developed to fashion a response must be flexible, resilient, and adaptable in a way that allows the planning to evolve in step with the evolution of science and situation.

Planning is not enough; the plan must be tested and rehearsed. Rehearsing various scenarios offers individuals an opportunity to act out their roles and identify the types of information and communication that is critical for them to function effectively in the situation. It also allows the participants to identify gaps or weaknesses in the plan that need to be worked on.

III. Getting Started

Determining the general state of emergency planning on your campus is a good first step. Does your school have a structure or template currently used to respond to emergencies? If so, can that template be adapted to develop a pandemic response plan? Who is responsible for emergency preparedness planning on your campus? Who do you need to engage in the conversation to get pandemic planning on the agenda? Has your school participated in National Incident Management System (NIMS) training/certification?

Identify key members of the pandemic planning committee. The planning committee membership should include representation from executive leadership, as well as leaders of key functional units who would constitute the response team. If your school has a template for emergency response already in place, review the membership for pandemic planning purposes and tweak accordingly. For a list of suggested planning committee members see Appendix B.

Identify essential functions and personnel. The key elements in any plan are based on understanding and defining the essential functions that would be critical to the response and the essential personnel responsible for that function. Some of these critical functions and personnel will vary according to the nature of the emergency. For example, response to a fire in an academic building will involve a somewhat different set of functions and personnel than a pandemic. Student services typically housed under student affairs will be
critical and personnel supporting those services are likely to be the most taxed in a pandemic. Depth charting of essential personnel becomes critical given that individuals who are typically in charge of various operations may become ill or die. Who takes over in their stead?

**Identify appropriate channels of communication and chain of command.** The plan should identify a chain of command and who the decision makers are at various levels of operation. An incident commander who is primarily responsible for coordinating and directing a response and advising the executive team (president, provost, CFO) should be identified. Who will be the key spokespersons for the institution? Again, leaders will not necessarily be spared illness. How is the leadership depth charted? How do all of the related essential groups work together?

There will be many ethical and legal issues to consider in department planning. Legal counsel and risk management should be consulted when policies and guidelines are being discussed and written, especially in the areas of human resource management, safety and security, and rationing of scarce resources.

**Identify the role of student health services.**

Determining the role that student health is expected to play in the campus plan is essential to planning a response and will differ from campus to campus. The size and location (urban or rural) of the campus, the available resources, both human and financial, affiliation with a medical school and hospital system, and the demographics of the student body will factor into the nature and definition of the role. On some campuses the administration will look to college health professionals to act in a lead role with the director of the health service designated as incident commander; on other campuses it may be more of an advisory role to the incident commander. Regardless of the nature of the role that is ultimately defined as appropriate on any given campus, college health professionals have a responsibility to actively participate in and lead, if appropriate, pandemic planning efforts.

One or two individuals on a campus cannot accomplish effective pandemic planning in a few weeks. It requires a broader effort that involves key individuals responsible for key functions and areas of responsibility. It is an interdepartmental project involving input from all of the various constituencies working on a plan over time with realistic deadlines.

**IV. Triggers for Moving Plans to Action**

As stated earlier, there will likely be a very short window for critical decision making especially in regard to social distancing measures. Using the 1918 pandemic as a basis for determining timing, it appears that implementing social distancing measures early, before infection enters the community, might be a better strategy for educational institutions. Once closed, the decision of when to reopen must be addressed. It appears that to avoid a resurgence of infection, an institution would need to close for a minimum of 8-12 weeks, with 12 weeks being optimal.

Discussing triggers for taking actions based on certain key events is important to identify in advance and will differ from school to school. The economic and social ramifications of canceling classes and social and athletic events and closing research operations are not insignificant, and may delay the decision making process in a way that has major consequences for the school.

Reducing the number of students remaining on campus by canceling classes and sending students home early in the pandemic may be the best strategy given the limited resources schools will have available to support those who remain. For example, if the decision is delayed to the point that many students fall ill, the institution would be expected to provide the resources to care for those students throughout the pandemic, which might be an unreasonable expectation given available resources. Even if the administration does not make the decision to cancel major aspects of the academic operation, the perception of risk and/or the presence of disease will result in high absenteeism from work and classes such that the decision is forced. What percentage of absenteeism makes continuing an operation virtually impossible?

One aspect of these discussions should include what is meant by closing the school and/or conversely staying open. There may be gradations or stages to closing that would be useful to determine in advance. Does closing mean cancellation of classes and all social gatherings while research continues and students who cannot go home continue to receive dining, housing, and health
services? Does closing mean a lockdown of all buildings? Which essential functions are necessary to maintain in each of these situations? Who are the essential personnel needed to carry out these functions?

V. Pre-event Planning for a Campuswide Response

A. Student Health Services

Below is a list of key considerations that student health services need to address in pre-event planning. Some items will apply to some services and not to others. Community colleges may not need to address isolation, infirmary care, and supply issues, but would need to address sections dealing with public health education, communication with local governmental and health agencies, and identification of community resources to assist students. Other schools, because of a high international student population or high number of out-of-state students residing on campus, will need to address every topic on the list. Again, the purpose of the guidelines is to present the menu of topics to assist you and your institution in determining what is applicable for your particular circumstances.

Health Service Staff Education and Preparedness

1. Engage staff in pandemic planning and provide exercises and drills to rehearse the plan and revise as necessary.

2. Provide regular updates for staff regarding avian influenza, recommendations for treatment protocols, appropriate infection control procedures, and status of antiviral and vaccine development. Encourage participation in webcasts, seminars, and other continuing education programs as they become available.

3. Monitor CDC, WHO, and ACHA websites for the latest developments and updates on planning recommendations.

4. Encourage staff to make personal emergency preparedness plans with their families.

5. Engage staff in discussions regarding their psychological and emotional support needs in preparation for dealing with a pandemic event.

6. Vaccinate all staff against seasonal influenza.

7. Fit test staff with direct patient care responsibilities with N95 respiratory protection annually and provide an in-service on proper use of personal protective equipment. If you have a Department of Environmental Health and Safety on your campus they may be able to assist you in this area.

8. Identify resources for food and on-campus lodging for health service staff in the event staff cannot or do not wish to commute home.

Supplies/Equipment/Services

Once a pandemic starts, it will be difficult, if not impossible, to obtain medical supplies. Purchasing ahead and storing nonperishable goods is a prudent strategy. Quantities should be based on a best estimate of the number of students who may not be able to leave campus and the attack rate discussed earlier.

1. Compile a list of supplies that would be needed, such as respiratory protection equipment, gloves, gowns, protective eyewear, medications (antibiotics), disinfectants, and IV fluids. (See Appendix A.)

2. Identify supply sources and a storage area.

3. Provide administration with a cost estimate for securing supplies.

4. Maintain a stock supply of necessary medications and equipment; inventory and rotate supplies as appropriate.

5. Investigate the feasibility of establishing negative pressure rooms in the clinic, equipment: necessary, and cost/benefit. Consult with Department of Environmental Health and Safety on your campus for assistance in this area.

6. Establish a plan for continuation of cleaning services and waste removal services including triggers to increase the frequency of the scheduling of these services.

Clinical Issues

Expect that hospital systems and 911 will be overwhelmed. Only persons in acute respiratory distress will be considered for admission, leaving the majority of ill students to be cared for by
university staff, particularly those in health services and student affairs.

1. Consult with Human Resources regarding the recruitment of volunteers campuswide willing to be trained to assist in providing care for the ill. Risk management and university legal counsel should be included in these discussions as well.
   a. Develop a list of duties that volunteers could assist with, including answering phones, moving supplies, and providing bedside assistance to the ill.
   b. Develop a training plan that includes use of personal protective equipment.
   c. Develop telephone triage protocols.
   d. Develop a clinic schedule based on 24/7 operations to determine staffing needs.

2. Develop a protocol for transport of students to the hospital if 911 is not available.

3. Develop a plan for setting up an infirmary and expanding clinical space, including identification of alternate locations and equipment and supply and staffing needs.
   a. Develop a contingency plan for managing health care needs in the event that you exhaust human resources and supplies.

4. If unable to provide infirmary care due to limited resources, identify community resources that students could access.
   a. Engage in discussions with community resources in advance so that they understand the needs of the student population and you understand their pandemic operating protocols.

5. Develop a triage and treatment protocol that can be easily adapted once a case definition is established.

6. Develop clinic signage and voice messages that would give ill students directions about how to access services.

7. Develop a protocol for monitoring cases residing in on and off campus apartments/residences.

8. Develop a protocol for care of the deceased that addresses storage until transfer and notification of the family.

9. Develop a plan for conducting mass immunization clinics.

B. Counseling Services

1. Develop a plan for providing 24/7 counseling services for students, staff, and faculty.
   a. Include protocols for providing services via telephone and Internet.

C. Communication

Identify which departments on your campus are in charge of communication functions, including public, media, and government relations, and communication infrastructure (phone and Internet), and include them in the pandemic planning committee membership. Determine which department has primary responsibility for each of the areas listed below and the types of interdepartmental collaboration required to effectively carry out the required activities.

Internal

1. Identify who will be in charge of communications, as well as one or two persons in backup positions in case the key person(s) falls ill.

2. Establish a central reporting plan for daily monitoring of the prevalence of illness on campus, including: employee absences, number of students in isolation and quarantine, number of lab confirmed cases, and number of student transports to the hospital.

3. Establish a calling tree for notification/alerts to essential personnel.

4. Identify all possible means of communicating with students, staff, faculty, parents, and outside consistency (recruiters, vendors, community business owners) including Internet, landlines and cell phones, posterng, and hand radios.
   a. Collaborate with communication and technology departments on campus to discuss communication capabilities, limitations, and systems testing.
5. Provide information to the campus community on: the status of disease on campus; travel advice; self-care; personal preparedness planning; proper hand washing techniques and cough etiquette; federal, state, and local public health resources; and how/when to access services in case of illness.
   a. Communicate early and often. Share pandemic planning status with the campus community.
   b. Collaborate with media relations for assistance with crafting messages and disseminating them on campus and off campus constituencies.
   c. Craft messages in advance that can be easily revised if necessary.
   d. Ensure materials are easy to understand and culturally appropriate.
   e. Identify individuals who can act as translators and consider translating materials into different languages as appropriate for student population.

External
1. Establish and maintain communications with the local public health authorities, emergency preparedness groups, and hospital system(s) regarding surveillance, case identification and reporting, control measures, and health care provision.
   a. Identify key contacts within each system and revise regularly.
   b. Participate in community drills/plans.
2. Benchmark the activities/planning of other colleges and universities, including student health services.

D. Housing Services
1. Identify rooms and buildings that could be used for quarantine, isolation, and residence for students who cannot go home. Public health authorities may suggest utilizing residential space that does not have a centralized ventilation system to avoid spread of aerosolized pathogens.

Residential space with self-contained heating and cooling in individual rooms or suites may be more desirable settings in which to isolate or quarantine persons.

2. Develop a procedure for closure and evacuation of campus residence halls and houses not in use.
3. Develop procedures for notifying and relocating students.
4. Develop plans for continuation of housekeeping services and stockpiling items such as cleaning and disinfecting supplies, facial tissues and toilet paper, disposable towels.
5. Ensure that housekeeping personnel receive training regarding personal protection and proper cleaning procedures.
6. Identify communication protocols between housing services and residence life staff.

E. Residence Life
1. Establish communication protocols with student health for surveillance and reporting illness in the residence halls.
2. Establish protocols with housing to assist with the relocation of students and in closure and evacuation of residence halls.
3. Formulate and rehearse plans to address anticipated student needs ranging from delivery of food and medication to providing emotional support.

F. Dining Services
1. Compile a list of non-perishable foodstuffs and drinks, including water that can be stockpiled and stored.
   a. Quantities can be estimated by determining the percentage of students who may not be able to go home and will be dependent on campus dining services for food for a 5-8 week period.
   b. Include the need to provide food for health care staff, facilities staff, or other key personnel who may need to be provided with shelter-in-place.
2. Develop a procedure for delivery of foodstuffs to residential areas, quarantined students, and the infirmary.

3. Enlist Human Resources assistance to identify volunteers to supplement food services staff.

G. Campus Security
1. Develop procedures for securing building, protecting stored supplies, and restricting access to campus.
2. Establish ongoing communication with local police, fire, and emergency response personnel in order to coordinate efforts for managing safety issues.
3. Develop triage protocols for responding to students in distress either due to illness or illness of others or requesting transport for medical care.
4. Establish a communication plan with student health and counseling services, residence life, and student affairs for reporting calls and transports.
5. Participate in training regarding influenza.
6. If campus police will be involved in student transport because other emergency transport is not available:
   a. Train in use of personal protective equipment and fit for N95s.
   b. Equip cars with disinfectants, surgical masks for persons being transported, gloves, and hazard waste bags.

H. International Student and Study Abroad Student Services
1. Develop procedures for monitoring student travelers entering the campus from affected regions and providing information to health services.
2. Develop a plan for communicating with international students and their families regarding travel restrictions and re-entry.
3. Develop a plan for communicating with students who are studying abroad or plan to study abroad.
4. Develop guidelines for temporary closure of study abroad programs.

5. Communicate with study abroad program leaders about planning procedures for shelter-in-place, closure decisions, and resources for assisting students who cannot get home.

I. Physical Plant and Maintenance
1. Discuss contingency plans in case of fuel, water, and energy shortages including the availability of emergency generators.
2. Identify building ventilation systems especially in those areas considered for quarantine, isolation, and health care delivery.

J. Human Resources
1. Coordinate the identification of essential personnel and ensure that departments are depth charted.
2. Encourage staff and faculty to update emergency contact information.
   a. Employees who have been exposed or are suspected of having the illness should not come to work. Therefore, liberal, non-punitive policies should be established in order to ensure compliance with public health recommendations.
4. Establish return-to-work guidelines consistent with the case definition.
5. Prepare communications for supervisors and the campus work force addressing guidelines related to reporting of ill, business travel procedures, information to persons returning from affected areas, and access to mental health resources (i.e., Employee Assistance Programs).
6. Prepare work-at-home guidelines that address telecommuting issues.
7. Assist in the recruitment of a volunteer workforce and identification of cross-training needs.

K. Academic Affairs
1. Develop a policy or guidelines to address academic concerns of students absent from classes due to illness or quarantine.
2. Develop a procedure for students who are in isolation or quarantine to obtain class notes.
3. Develop and disseminate alternative procedures for completing coursework (i.e., web-based instruction, lessons and assignments delivered via snail mail).

I. Research

Some researchers may be able to continue working during a pandemic, especially if they are working alone or in small groups in spacious labs. The ability to continue research will to some extent be dependent upon safety issues and the availability of other support services such as Environmental Health and Safety and Physical Plant.

1. Determine campus buildings that may remain open for research.
2. Establish a plan for maintaining security in laboratory spaces.
3. Establish a plan for care of laboratory animals if research ceases due to safety issues or high absenteeism among the animal handlers.
4. Establish a plan for specimen storage and managing experiments in process.

M. Business and Finance

1. Discuss the potential financial ramifications of a pandemic and estimate the impact and identify emergency funding to cover purchases and business continuation.
   a. Collect information from departments (i.e., student health, dining, housing) related to costs for stockpiling supplies.
2. Develop procedures for rapid procurement and payment for supplies, equipment, and services.
3. Develop a plan for ensuring the continuation of payroll and accounting operations in the face of high employee absenteeism.

N. Admissions/Financial Aid

1. Develop a plan for reviewing applications and recruiting in the absence of face-to-face interviewing or campus visits.
2. Discuss contingency plans for issues dealing with financial aid, withdrawal from school due to illness, and other factors related to tuition and registration.

VI. Recovery

1. Establish the criteria for calling an end to the pandemic event and resuming campus business and activities.
2. Develop a communication plan for advising employees, students, and other partners and constituencies of the resumption of business.
3. Develop the sequence and timeline for restoration of operations and essential services/activities.
4. Develop a plan to debrief faculty, staff, and students post-event, and provide resources for assisting those in need of psychological, financial, and social support.
5. Establish a structure for recording and reporting key activities, events, and decisions made during the crisis and a method for evaluating the effectiveness of the execution of the emergency response once in recovery.

Additional References and Resources

www.pandemicflu.gov/plan/pdf/colleges/universities.pdf
www.cdc.gov/flu/pandemic/checklists.htm
www.hhs.gov/pandemicflu/plan
www.who.int
www.chancellor.mnsu.edu/avianflu
www.ajg.com/highereducation
www.cshema.org/resource/pandemic0306.htm
www.nimsonline.com
www.apic.org

Appendices

A. Pandemic Supply List
B. Pandemic Planning Committee Membership
C. Sample communications
Appendix A

Pandemic Supply List

Once a pandemic starts, it will be difficult, if not impossible, to secure needed supplies due to increased demand coupled with delays in shipments because of fuel shortages and illness and absenteeism in the transportation industry. Given the just-in-time purchasing practices of most organizations and the fact that most medical supplies and medications are manufactured overseas, it is anticipated that current medical supplies in the United States will be exhausted quickly under pandemic circumstances. Therefore, schools should determine whether stockpiling of critical supplies would be prudent and, if so, the amount of funding necessary to establish and store supplies.

Below is a general list of supplies that student health services might consider stockpiling. The list is intended to be helpful but not prescriptive, recognizing that the services that student health may provide will vary from campus to campus.

- Adhesive tape (1 inch and 1/2 inch)
- Angio caths (#20 and #22 needles)
- Bedpans
- Biohazard bags
- Blankets
- Blood pressure cuffs
- Disposable thermometers
- Disinfectant cleaning agents
- Emesis basins
- Gauze bandages
- Gloves (latex and vinyl)
- Hand washing solutions
- IV administration kits
- IV fluids
- Oral fluids (Gatorade, apple juice, bottled water, Coke)
- Paper products
  - Drapes
  - Pillowcases
  - Exam table paper
  - Gowns

Peak flow meters
- Pillows
- Pretzels, crackers
- Pulse Oximeters
- Surgical masks
- Thermometer probe covers
- Urinals

Medications
- Acetaminophen (suppositories and oral tabs)
- Antibiotics
- Antiemetics (suppositories and injection)
- Cough suppressants (liquid syrups, lozenges)
- Decongestants
- NSAIDs

Personal Protective Equipment
- US NIOSH-certified N95 or equivalent respirator
- Face shield, visor, or goggles
- Non-sterile long-sleeved gowns - disposable and fluid resistant

See www.who.int/csr/disease/avian_influenza/guidelines/infectioncontrol1/en
Appendix B

Pandemic Planning Committee Membership

Below is a list of key areas that should be considered for representation on a pandemic planning committee. Because pandemic planning committee membership will reflect the organizational structure of the individual college or university, it may include additional or different areas than those listed.

  Executive Management (President, Provost, Chancellor)
  Vice President or Dean of Student Affairs
  Student Health Service
  Public Safety
  Environmental Health and Safety
  Public Affairs
  Government Relations
  Facilities Management
  Operations and Finance
  Information Technology
  International Student Services
  Residence Life
  Housing
  Dining
  Human Resources
  Student Representation
  Risk Management
  Telecommunications
Appendix C

Sample Communication #1

Dear Members of the Campus Community:

If you’re planning to travel abroad, the Student Health Service encourages you to take precautions against seasonal influenza by getting the flu vaccine. Vaccines can be administered by injection or by an intranasal spray called FluMist. If you are interested in receiving the vaccine please send an email to........

More travel advice can be found online at Centers for Disease Control and Prevention (www.cdc.gov) and the World Health Organization (www.who.int).

In addition to flu vaccine, it is always prudent to follow good hygiene practices to protect yourself from viral infections. These practices include:

- Washing your hands frequently and not touching your eyes, nose, or mouth after coming in contact with objects such as keyboards and door knobs.
- Encouraging others to cover their mouths when sneezing and coughing, to use tissues, and dispose of them properly.

Given the heightened awareness of the avian influenza Type H5N1, also known as the “bird flu,” the Student Health Service offers the following tips for those who may be traveling to areas where cases of the avian flu have been reported. Confirmed cases of bird-to-human transmission have been reported in several countries, including China, Cambodia, Indonesia, Thailand, and Vietnam.

- Avoid contact with poultry (chickens, ducks, geese, pigeons, turkeys, and quail) or any wild birds.
- Avoid settings where H5N1-infected poultry may be present, such as commercial or backyard poultry farms and live poultry markets.
- Do not eat uncooked or undercooked poultry or poultry products.
- Discuss antiviral medication with your health care provider before departing the United States.

Finally, if you believe you may have been exposed during your travel to influenza, including avian influenza, during your travel, please follow these important steps:

- Monitor your health for at least 10 days.
- If, at any point during this period, you become ill with fever and develop a cough, sore throat, or difficulty breathing, or if you develop any illness with fever, consult a health care provider.
- **Before you visit the Student Health Service or any health care provider, call the provider’s office and tell the provider the following: your symptoms, where you traveled, and if you have had direct contact with poultry.**
- Travel only if you are seeking medical care. Limiting contact with others as much as possible can help prevent the spread of an infectious illness.

If you have any questions, please contact the Student Health Service at ..........

Sincerely,

Director, Student Health Service
Appendix C

Sample Communication #2

Dear Members of the Campus Community:

As you know, avian influenza (subtype H5N1), also known as the “bird flu,” is a hot topic in the media these days. Despite the fact that millions of birds, domestic and wild, have been culled (picked out), the infection has been persistent in the bird population and continues to spread along the flight paths of migratory birds. Most of the laboratory confirmed cases in humans have resulted from direct contact with infected birds with only a few cases occurring from human-to-human contact.

Scientists, public health authorities, and government officials have expressed concern that a pandemic could be sparked by the virus if it mutates in a way that allows for sustainable transmission from person to person. The World Health Organization and U.S. health authorities are making preparations in the event a pandemic occurs and has urged all communities to do so. We are following this recommendation and are making plans to prepare our campus community as well.

Our Environmental Health and Safety Department and the Student Health Service are developing an emergency response plan in collaboration with many other departments on campus. We are working to ensure that on-campus health care providers and first responders are prepared to respond by providing ongoing education about avian influenza, rehearsing emergency drills, and having medical supplies and equipment readily available.

We are also following the latest developments by monitoring the World Health Organization and Centers for Disease Control and Prevention websites, following the guidelines of the American College Health Association, maintaining an open line of communication with our local health department and hospitals, and benchmarking the activities of other colleges and universities.

Finally, we realize that you may have many questions about avian influenza. To help answer some of those questions, we have prepared the following frequently asked questions and answers.

You can also learn more about avian influenza and the pandemic threat at the following websites:

World Health Organization
www.who.int/csr/disease/avian_influenza

Centers for Disease Control
www.cdc.gov/flu/avian

Department of Health and Human Services
http://pandemicflu.gov

If necessary, important updates and announcements will be distributed via email from “Official Communications” and the subject line will read “AVIAN FLU UPDATE.” All updates will also be posted to the university website, the official university news and electronic bulletin boards, and the main university phone line at ........

Rest assured that we are taking proactive measures to be prepared in case the avian flu affects our campus community. Thank you for your attention.

Sincerely,
Director, Student Health Service
Frequently Asked Questions About Influenza

What is avian influenza?
Avian influenza, or “bird flu,” is a contagious viral disease that normally infects only birds and on occasion, pigs. A highly pathogenic strain, H5N1, has been persistent and tenacious. Despite the fact that an estimated 150 million birds have died or been destroyed, the virus has become endemic in some areas and is being spread by migratory birds.

Which countries have been affected?
Outbreaks in wild and domestic birds have been reported in more than 40 countries including: the Republic of Korea, Vietnam, Japan, Thailand, Cambodia, Laos, People’s Democratic Republic, Indonesia, China, Malaysia, Mongolia, Russia, Kazakhstan, Turkey, and Romania.

What are the implications for human health?
Widespread persistence of H5N1 in poultry populations poses two main risks for human health. The first is the direct infection from poultry to humans. The second threat is the emergence of a mutant strain that spreads easily from person to person.

How is the virus transmitted?
The bird to human transmission occurs from direct contact with infected poultry or surfaces and objects contaminated by their feces. Exposure to the virus is most likely during slaughter, de-feathering, butchering, and preparing poultry for cooking. Currently, there is no evidence that properly cooked poultry or eggs are a source of infection.

What changes are needed for the H5N1 virus to affect humans and become pandemic?
The virus can become transmissible among humans by either a “reassortment” event or by a more gradual process of adaptive mutation.

In “reassortment” genetic material is exchanged between human and avian viruses when there is co-infection in a human or pig. This results in a new potent strain that is fully transmissible to humans. The process of adaptive mutation is a more gradual process by which the virus becomes more efficient at binding to human cells.

A pandemic can start when three conditions have been met: a new virus subtype emerges; it infects humans; and it spreads easily and is sustained among humans.

The first two conditions have been met in that a new subtype has emerged and humans have been infected through contact with infected birds.

Are vaccines and antivirals available for prevention and treatment?
Some vaccine clinical trials are currently underway. Because the antigen needs to closely match the pandemic virus, large-scale production will not start until the virus has emerged. Current vaccine production capacity cannot meet demand.

Tamiflu and Relenza are oral antivirals that are currently available and are effective for reducing the severity and duration of the illness. These medications can also be used prophylactically to decrease the number of new cases when an exposure has occurred.

References:
World Health Organization
www.who.int/csr/disease/avian_influenza
Centers for Disease Control
www.cdc.gov/flu/avian

American College Health Association
P.O. Box 28937
Baltimore, MD 21240-8937
(410) 859-1500 / (410) 859-1510 fax
7/06
POWER OUTAGE
ROLLING BLACKOUT OR POWER FAILURE

Various areas within the country have experienced severe power shortages resulting in power companies shutting off power to various jurisdictions on a rotational basis for periods up to 90 minutes. Normally the jurisdiction will receive notice of the pending power disruption 20 to 30 minutes in advance of the power shutdown.

General notes about power outages

☐ Call the Maintenance Manager at (408) 223-6757 or the District Police Department at 911, 9-1-1 or (408) 270-6468 to report the outage.

☐ The Evergreen Valley College Facilities Management Department and/or College Law Enforcement Official may receive advance notification of an impending power outage. Wherever possible attempts will be made to notify the College Community of the impending outage, however outages are likely to occur with little or no warning.

☐ When reacting to power outages remember that if the College loses power, the surrounding area will in all likelihood be blacked out as well.

☐ Safety Marshals will activate emergency evacuation procedures. All floors will be cleared of personnel. Safety Marshals will coordinate assistance for disabled persons on all floors.

☐ Traffic signals and street lights will not be operating. When driving during an outage remember that ALL intersections normally controlled by a traffic signal IMMEDIATELY become FOUR-WAY STOPS. ALWAYS stop at a darkened intersection, then proceed with caution.

☐ Disabled persons needing assistance should contact the District Police Department at 911, 9-1-1 or (408) 270-6468.

☐ Campus telephones in buildings with emergency backup power should continue to operate as normal and voice mail should continue to operate as well.

☐ When leaving the upper floors of a building remember the elevators will not be operating. Anyone trapped inside an elevator should use the emergency phone to contact the District Police Department for assistance.

☐ All operations using hazardous materials will be safely and promptly terminated upon power outage.

☐ If working on a computer make it a practice to save frequently.

☐ If in a room with no natural light source, ensure you have access to a flashlight or lantern; designate someone close to an outside door to open the door if the lights go out.
Familiarize yourself with the path of exit from your building.

Campus shuttles will continue to operate on their regular schedules.

In the event of a power outage during day

The College will remain open and business and instructional operations will continue to the maximum extent possible.

Should safety considerations prevent work from continuing the Deans, Directors, Department Chairs, or Faculty Members may reassign staff or classes to outside locations.

Consider canceling the remainder of a class if instructional quality or student safety is compromised.

Turn off the lights, computer equipment, copiers, printers, and as much other equipment as possible.

If you are in a building with no natural light source, carefully exit the building and/or regroup in a naturally lit area.

Help those who need assistance. Faculty members are responsible for assisting disabled persons in evacuation. Faculty may coordinate this activity with the Safety Marshal.

Do not attempt to use elevators.

In the event of a power outage during hours of darkness

Remain on campus for fifteen minutes in the event power is restored quickly. If power is not restored within fifteen minutes, instruction will stop and the campus business will close for the remainder of the evening.

Faculty should remind students of the general rules regarding power outages as outlined above, the need to exercise caution and avoid panic.
When power is restored

☐ Turn lights on first, then copiers, printers and other equipment. Turn computers on last.

☐ Be sure to return flashlights and lanterns to the places where they were stored.

STAFF AND FACULTY RESPONSIBILITIES

☐ Call the Maintenance Manager at (408) 223-6757 or the District Police Department at 911, 9-1-1 or (408) 270-6468 to report the outage

☐ During the day, wait five minutes to determine if power will be restored. If at night the faculty or staff member may decide to evacuate without waiting.

☐ Calmly and quietly review emergency evacuation procedures with students to prepare them for possible evacuation.

☐ Assist individuals with disabilities. Request assistance from Safety Marshals, College Law Enforcement Official or City of San José Fire Department personnel. If assistance is not available and it becomes necessary to move disabled persons, do so carefully. Ask the individual if they need help then render assistance as directed. Refer to Tab G - Evacuation - Disaster Emergency Preparedness Plan for People with Disabilities.

In the event you are outside when this event occur take the following actions:

☐ Notify Maintenance Manager at (408) 223-6757 or the District Police Department at 911, 9-1-1 or (408) 270-6468 to report the outage

☐ Proceed to assigned class or an indoor secure area unless otherwise instructed by the building administrator/department head. If the assigned class is not accessible, or is unsafe, proceed to the nearest classroom.

☐ Report any suspicious activity to the front office immediately.
Return to Normal Operations
Once the danger has passed the senior College Administrator, senior College Law Enforcement Official or Incident Commander may be able to return the College back to normal status. The campus should be returned to normal operations when all of the following three conditions are met:

- There is no indication an above normal level of danger exists.
- Further measures such as evacuation will not be needed.
- It is possible for the functions of the College or department to continue.

☐ If the building was evacuated use the telephone cell phones, radios or runners to announce the College is returning to normal operations. The return to normal operations will be announced by proper authority going from room to room if students and faculty remained in rooms during the emergency.

☐ An announcement to inform College faculty, staff and students as to the reason normal campus operations were interrupted is beneficial to prevent rumors from causing undue alarm within the College. In all cases, it is advisable to prepare a brief written statement for the media to provide an accurate account of what the College did to achieve a safe environment during the situation.
SMOG ALERT

Evergreen Valley College will be notified of a smog alert by the Air Quality Management District. Due to the prevailing winds in the local area, this potential incident is less likely to occur than within the valleys.

COLLEGE OFFICIAL / SENIOR LAW ENFORCEMENT OFFICIAL / SAFETY MARSHAL

☐ The senior College Law Enforcement Official will provide advisory to Operations and Physical Education Departments.

☐ In a "First Stage Alert", vigorous and strenuous activities will be reduced and/or shortened.

☐ In a "Second Stage Alert" all forms of vigorous activity will be discontinued and/or canceled.

☐ In a "Third Stage Alert" students and staff should remain indoors and restrict movement as much as possible.

☐ Observe students and staff for respiratory distress. Request assistance from Safety Marshals, College Law Enforcement Officials, City of San José Fire Department personnel or the Student Health Center where appropriate.

☐ Try to eliminate use of College vehicles, mowers and blowers during smog alert.

Stage I Alert

✓ Educational institutions shall be notified by the Air Quality Management District. The College will notify affected departments, and if possible, may post notices on bulletin boards.

✓ All individuals with special health problems should follow precautions recommended by their physicians.

✓ Department heads will ensure non-essential driving be restricted if at all possible.

✓ Department heads will request student and faculty car pools be initiated.

Stage II Alert

✓ All actions listed in Stage I.

✓ Restrict ALL outside physical activities:
  ➢ Athletics
  ➢ Farm activities
  ➢ Non—essential operations

✓ Restrict all campus gasoline operated vehicles to essential operations only.
Stage III Alert
✓ All actions of Stages I and II.

✓ Discontinue use of all gasoline operated campus equipment.

✓ The Plant Maintenance Department will curtail all use of plant machinery except air handling and refrigerating of foods.

✓ Prohibit all vehicular ingress and egress on campus.

✓ Possible closing of campus as directed by the Evergreen Valley College President or other appropriate official.
TERRORIST ATTACK

Terrorist Attacks can take many forms - from an individual with a gun shooting victims on campus, to an individual with a bomb to the use of bioterrorism. In most instances the emergency will not be identified as a terrorist event until after the event has occurred. College officials should follow the appropriate emergency response previously identified in the Event Specific Checklists based on the nature of the attack. A Critical Situation response is to be utilized for situations where an actual identifiable terrorist event has occurred. The Critical Situation Response should be implemented for any situation involving the following scenarios:

- Clearly identifiable terrorist event such as receipt of a call indicating a terrorist event
- Receipt of a letter or package with powder or other suspicious material in the package
- Bomb detonation or weapons discharge

COLLEGE OFFICIAL / SENIOR LAW ENFORCEMENT OFFICIAL / SAFETY MARSHAL

☐ Notify the District Police Department by calling 9-1-1 or (408) 270-6468. Provide the dispatchers with all available information regarding suspect(s) description, location, type(s) of weapons and any other critical information.

☐ A College Law Enforcement Official or the Field Incident Commander will ensure the appropriate levels of notifications are made to the College administration and the appropriate reports are completed detailing the events and actions taken.

☐ In a verified terrorist attack the senior College Law Enforcement Official will maintain Incident Command until relieved by the City of San José Police Department, Police Department or a Federal Bureau of Investigation Official who has primary investigatory responsibility in a terrorist attack.

☐ Based on the seriousness of the situation the Evergreen Valley College President or senior official should consider contacting the City or County Manager to provide a brief on the situation and/or request mutual aid.

☐ The Evergreen Valley College President, To be determined or To be determined should consider activating the Crisis Action Team. Once the Crisis Action Team is activated the field Incident Commander will Liaison with the Evergreen Valley College Crisis Action Team until the EOC is activated, then it will coordinate with the EOC Operations Section Chief (or other EOC staff as appropriate).

☐ If injury occurs, follow procedures identified in Tab O - Medical Emergency.

For a shooter on campus follow the "Acts of Violence, Shooting, Attack, or Disturbance by Criminal or Insane Person" Event Specific Checklist. For a "Bomb Threat" or "Explosion" follow the Event Specific Checklist. Refer to Tabs B, D and/or H.
This is an official CDC Health Advisory Distributed via Health Alert Network October 12, 2001, 21:00 EDT (9:00 PM EDT)

HOW TO HANDLE ANTHRAX AND OTHER BIOLOGICAL AGENT THREATS
Many facilities in communities around the country have received anthrax threat letters. Most were empty envelopes; some have contained powdery substances. The purpose of these guidelines is to recommend procedures for handling such incidents.

DO NOT PANIC
1. Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. To do so the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

2. For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do, and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life-threatening lung infection can occur, but prompt recognition and treatment are effective.

POSSIBLE EVENTS:
Suspicious unopened letter or package marked with a threatening message such as "anthrax":

- Do not shake or empty the contents of any suspicious envelope or package.
- PLACE the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- If you do not have any container, then COVER the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.
- Then LEAVE the room and CLOSE the door, or section off the area to prevent others from entering (i.e., keep others away).
- WASH your hands with soap and water to prevent spreading any powder to your face
- What to do next...
  - If you are OFF campus, then report the incident to local law enforcement.
  - If you are ON campus, then report the incident to a College Law Enforcement Official
- LIST all people who were in the room or area when this suspicious letter or package was recognized. Give this list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder and powder spills out onto surface:
- DO NOT try to CLEAN UP the powder. COVER the spilled contents immediately with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover!
- Then LEAVE the room and CLOSE the door, or section off the area to prevent others from entering (i.e., keep others away).
- WASH your hands with soap and water to prevent spreading any powder to your face.
• What to do next…
  – If you are at HOME, then report the incident to local law enforcement.
  – If you are at WORK, then report the incident to local law enforcement, and notify your building security official or an available supervisor.
• REMOVE heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. This clothing bag should be given to the emergency responders for proper handling.
• SHOWER with soap and water as soon as possible. Do Not Use Bleach Or Other Disinfectant On Your Skin.
• If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give this list to both the local public health authorities so proper instructions can be given for medical follow-up, and to law enforcement officials for further investigation.

QUESTION OF ROOM CONTAMINATION BY AEROSOLIZATION:
For example: small device triggered, warning that air handling system is contaminated, or warning that a biological agent released in a public space.
• Turn off local fans or ventilation units in the area.
• LEAVE area immediately.
• CLOSE the door, or section off the area to prevent others from entering (i.e., keep other away).
• What to do next…
  – If you are OFF campus, then call the District Police Department at 911, 9-1-1 or (408) 270-6468.
  – If you are ON campus, then call the District Police Department at 911, 9-1-1 or (408) 270-6468.
• If possible, list all people who were in the room or area. Give this list to both the local public health authorities so proper instructions can be given for medical follow-up, and to law enforcement officials for further investigation.

HOW TO IDENTIFY SUSPICIOUS PACKAGES AND LETTERS:
Some characteristics of suspicious packages and letters include the following…
• Excessive postage
• Handwritten or poorly typed addresses
• Incorrect titles
• Title, but no name
• Misspellings of common words
• Oily stains, discolorations or odor
• No return address
• Excessive weight
• Lopsided or uneven envelope
• Protruding wires or aluminum foil
• Excessive security material such as masking tape, string, etc.
• Visual distractions
• Ticking sound
• Marked with restrictive endorsements, such as “Personal” or “Confidential”
• Shows a city or state in the postmark that does not match the return address.

Facts about Anthrax
Anthrax is an acute infectious disease caused by the spore-forming bacterium Bacillus anthracis. Anthrax most commonly occur in hoofed mammals and can also infect humans.

Symptoms of disease vary depending on how the disease was contracted, but usually occur within 7 days after exposure. The serious forms of human anthrax are inhalation anthrax, cutaneous anthrax, and intestinal anthrax.

Initial symptoms of inhalation anthrax infection may resemble a common cold. After several days, the symptoms may progress to severe breathing problems and shock. Inhalation anthrax is often fatal.

The intestinal disease form of anthrax may follow the consumption of contaminated food and is characterized by an acute inflammation of the intestinal tract. Initial signs of nausea, loss of appetite, vomiting, and fever are followed by abdominal pain, vomiting of blood, and severe diarrhea.

Direct person-to-person spread of anthrax is extremely unlikely, if it occur at all. Therefore, there is no need to immunize or treat contacts of person’s ill with anthrax, such as household contacts, friends, or coworkers, unless they also were also exposed to the same source of infection.

In persons exposed to anthrax, infection can be prevented with antibiotic treatment.

Early antibiotic treatment of anthrax is essential – delay lessens chances for survival. Anthrax usually is susceptible to penicillin, doxycycline, and fluoroquinolones.

An anthrax vaccine also can prevent infection. Vaccination against anthrax is not recommended for the general public to prevent disease and is not available.

Facts about Botulism
Botulism is a muscle-paralyzing disease caused by a toxin made by a bacterium called Clostridium botulinum.

There are three main kinds of botulism:
• Food borne botulism occur when a person ingests pre-formed toxin that leads to illness within a few hours to days. Food borne botulism is a public health emergency because the contaminated food may still be available to other persons besides the patient.
• Infant botulism occur in a small number of susceptible infants each year who harbor C. botulinum in their intestinal tract.
• Wound botulism occur when wounds are infected with C. botulinum that secretes the toxin.
With food borne botulism, symptoms begin within 6 hours to 2 weeks (most commonly between 12 and 36 hours) after eating toxin-containing food. Symptoms of botulism include double vision, blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, muscle weakness that always descends through the body: first shoulders are affected, then upper arms, lower arms, thighs, calves, etc. Paralysis of breathing muscles can cause a person to stop breathing and die, unless assistance with breathing (mechanical ventilation) is provided.

Botulism is not spread from one person to another. Food borne botulism can occur in all age groups. A supply of antitoxin against botulism is maintained by CDC. The antitoxin is effective in reducing the severity of symptoms if administered early in the course of the disease. Most patients eventually recover after weeks to months of supportive care.

**Facts about Pneumonic Plague**
Plague is an infectious disease of animals and humans caused by the bacterium *Yersinia pestis*. *Y. pestis*, is found in rodents and their fleas in many areas around the world.

Pneumonic plague occur when *Y. pestis* infects the lungs. The first signs of illness in pneumonic plague are fever, headache, weakness, and cough producing bloody or watery sputum. The pneumonia progresses over 2 to 4 days and may cause septic shock and, without early treatment, death.

Person-to-person transmission of pneumonic plague occur through respiratory droplets, which can only infect those who have face-to-face contact with the ill patient.

Early treatment of pneumonic plague is essential. Several antibiotics are effective, including streptomycin, tetracycline, and chloramphenicol.

There is no vaccine against plague. Prophylactic antibiotic treatment for 7 days will protect persons who have had face-to-face contact with infected patients.

**Facts about Smallpox**
Smallpox infection was eliminated from the world in 1977.

Smallpox is caused by variola virus. The incubation period is about 12 days (range: 7 to 17 days) following exposure. Initial symptoms include high fever, fatigue, and head and back aches. A characteristic rash, most prominent on the face, arms, and legs, follows in 2-3 days. The rash starts with flat red lesions that evolve at the same rate. Lesions become pus-filled and begin to crust early in the second week. Scabs develop and then separate and fall off after about 3-4 weeks. The majority of patients with smallpox recover, but death occur in up to 30% of cases.

Smallpox is spread from one person to another by infected saliva droplets that expose a susceptible person having face-to-face contact with the ill person. Persons with smallpox are most infectious during the first week of illness, because that is when the largest amount of virus is present in saliva. However, some risk of transmission lasts until all scabs have fallen off.

Routine vaccination against smallpox ended in 1972. The level of immunity, if any, among persons who were vaccinated before 1972 is uncertain; therefore, these persons are assumed to be susceptible.
Vaccination against smallpox is not recommended to prevent the disease in the general public and therefore is not available.

In people exposed to smallpox, the vaccine can lessen the severity of or even prevent illness if given within 4 days after exposure.
Vaccine against smallpox contains another live virus called vaccinia. The vaccine does not contain smallpox virus.
The United States currently has an emergency supply of smallpox vaccine.

There is no proven treatment for smallpox but research to evaluate new antiviral agents is ongoing. Patients with smallpox can benefit from supportive therapy (intravenous fluids, medicine to control fever or pain, etc.) and antibiotics for any secondary bacterial infections that occur.

CDC Anthrax update
Interview with Dr. Jeffrey P. Koplan
Director of the Centers of Disease Control and Prevention

1. What is CDC’s role in the anthrax investigation?

CDC plays a supportive role, both in our epidemiological investigations and environmental sampling, and monitoring and in laboratory work to state and local health departments so state and local health departments initiate these investigations and control measures and if they need further assistance we can provide that via phone consultation from a distance or come and work with them in the field.

CDC has over 50 years experience working on public health problems. We have a very talented staff with a wide range of skill sets including epidemiology and laboratory work and environmental health and occupational exposures. We brought them all to bear on this epidemic. We are considering this our major priority at the moment and people have been moved from other tasks and responsibilities to help work on this. We consider this is the most important thing we’re doing right now, and we’re doing it in partnership with state and local health authorities. We will do anything and everything we can to control these outbreaks as quickly as we can with a minimum of health un-torrid effects and a minimum of disruption to people.

2. What is the average risk of contracting anthrax?

The risk of any individual in this country contracting anthrax is infinitesimal. The risk is for people who have been in a place of known exposure and we’ve seen that in a few instances in the last couple of weeks in this country. It’s been in one business place in Florida and it’s been in a couple of locations in New York City, a governmental office building in Washington. Persons who have not been in these circumstances are not at-risk.
3. **What can the average person do to protect himself/herself?**

Citizens in the country the best approach to take in dealing with anthrax, is to know a little bit more about anthrax. For one, it’s not contagious, it doesn’t spread from person-to-person. Two, it’s a disease that once exposed to is treatable and we have a number of different antibiotics that can be used to treat it. And, those antibiotics are very effective in preventing a person from ever getting the disease once exposed. And, if someone does develop cutaneous anthrax, for example, it’s readily treatable.

4. **Should people buy and store antibiotics?**

There’s no need to buy or store antibiotics, and indeed it can be detrimental to both the individual and to the community. For one, only people who are exposed to anthrax need to take antibiotics and that needs to be in consultation with health authorities to make that determination. Two, the person may not stockpile or store the correct antibiotics; there are number of different ones that can be used for this condition. Three, we can get those antibiotics to you when you need them. We have the ability and we have the dosage to deliver over 2 million full courses of therapy for one of the antibiotics Ciprofloxacin, or Cipro and we have other medications available as well. So, individuals do not need to stockpile or store antibiotics.

5. **Should the public be vaccinated against anthrax?**

For persons exposed to anthrax or for people with the disease there is no vaccine available for the general public. The antibiotics we use are very effective in preventing anthrax from occurring.

6. **Can a person get screened or tested for anthrax?**

There is no screening test for anthrax; there is no test that a doctor can do for you that says you’ve been exposed to or carry it. The only way that it can be determined is through a public health investigation. And in those circumstances, for example, where people work in a given office or on a given floor have been exposed, the public health officials make great and aggressive efforts to inform people whether they have been exposed or not, and thus their need for antibiotics. But, the tests that you read about or hear about whether their blood tests or nasal swabs or other tests, are not tests to determine whether an individual should be treated. These nasal swabs and environmental tests are merely to determine the extent of exposure in a given building or workplace.

7. **What are the symptoms of anthrax?**

There are three clinical presentations of anthrax. And they are largely determined by the route of entry of the anthrax into the human body and some of the clinical manifestations, the symptoms. But the three are: cutaneous anthrax, where your skin surface is exposed and you develop a skin lesion. Inhalation anthrax in which you breathe in the particles. And, gastrointestinal anthrax in which you ingest the particles, you eat the particles. And those have three different clinical manifestations, symptoms as well.

An important thing for people of the public in general, and certainly healthcare providers in particular to realize in this, “‘what does cutaneous anthrax look like?’” Because that’s what we’ve seen in a couple of cases up in New York and that’s something worth being able to spot and identify quickly and report to your public health authorities.
Cutaneous anthrax looks like a brown recluse spider bite, those that have seen those. And what it really looks like is a swelling on the skin, it could be anywhere but often on the arms or hands and the swelling then develops a central area of ulceration of a depression, and then a scab or what we call a eschar, a very dark, blackish-brown scab forms over that central area. It can be painless and it can be accompanied by a fever or not. --- but this is something well worth noting. And, it doesn’t look like a lot of other things.

8. Is anthrax contagious?

Anthrax can not be spread from person-to-person. One person is not contagious to another person. We can only get it from the mechanisms of exposure to the skin, breathing it, or eating it.

9. What should an individual do about suspicious mail?

We’ve all learned a lot in the last few days about having an increased state of vigilance around life in general, and mail in particular. We’ve been told by colleagues in law enforcement, that what constitutes a suspicious envelope is one that you are not used to getting regularly such as your bills or letters from friends and family with a known return address. But letters that may have stains on them, may feel like they have contents including powder that you can feel inside; a different postmark address than the return address; any other kinds of items inside wires or protruding elements. So, I think all of us are used to the kind of mail we get regularly whether it’s the junk mail, our bills, or occasional cards and letters from friends, other things need to be looked at quite carefully.

If you find something suspicious in your mail be it a package or a letter, be calm. If you’ve picked it up, put it down. If you have a plastic bag or envelope handy, garbage bag, something for food small enough, just slip it in it and close it. If you don’t have such a plastic item available, cover it with a towel or some cloth or even a newspaper --- just cover it so that it is protected over its borders. Wash your hands with soap and water. Call local law enforcement and describe what you’ve got and can they come and help you.

As facilities throughout the U.S. receive anthrax threat letters whether they’re false alarms or contain actual biological agents the Center for Disease Controls (CDC) has issued an official health advisory, which provides procedures for handling such incidents.

A. Do not panic
Anthrax organisms can cause infection in the skin, gastrointestinal system or the lungs. To do so, the organism must be rubbed into abraded skin, swallowed or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another.
B. Identify the suspicious letter or package
   Some characteristics of suspicious packages and letters include:
   - excessive postage; handwritten or poorly typed addresses; incorrect titles; a title, but no name; misspellings; stains, discolorations or odor; no return address; excessive weight; lopsided or uneven envelope; excessive law enforcement material such as masking tape, string, etc.
   - ticking sound; restrictive markings such as "Personal" or "Confidential"; city or state in the postmark that does not match the return address.

C. Get away from the letter or package
   Do not shake or empty its contents. Place the letter or package in a plastic bag or other container to prevent the contents from leaking, or cover the envelope or package with some sort of paper or a trash can. Likewise, if powder from an envelope spills onto a surface, do not try to clean it up. Instead, cover the spilled contents immediately, leave the room, close the door and prevent others from entering. Wash your hands with soap and water.

D. Report the incident to local law enforcement
   Besides reporting the incident to law enforcement, notify your building law enforcement official or an available supervisor. List all people who were in the room or area when the letter or package was recognized.

E. Remove contaminated clothing
   Remove clothing as soon as possible and place it in a plastic bag or some other sealable container. Give the clothing container to emergency responders for proper handling.

F. Shower with soap and water
   Do this as quickly as possible. Do not use bleach or other disinfectant on your skin.

G. Beware of room contamination by aerosolization

If warning is given that the air handling system is contaminated or a biological agent has been released in a public space, turn off local fans or ventilation units in the area and leave the area immediately. Close the door section off the area to prevent others from entering. Notify authorities and shut down the air handling system in the building, if possible. List all people who were in the room or area.
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UTILITY FAILURE

Utility failures at Evergreen Valley College buildings or facilities will occur. These outages may be of short duration or for extended periods of time.

In the event of a power failure emergency lighting will come on and exits signs will remain lit. Some buildings are equipped with emergency generators which will provide power to elevators (to return them to the ground floor), some additional lighting, and critical equipment.

COLLEGE OFFICIAL / SENIOR LAW ENFORCEMENT OFFICIAL / SAFETY MARSHAL

☐ Notify Maintenance Manager at (408) 223-6757. If Plant Facilities is not available call the District Police Department at 911, 9-1-1 or (408) 270-6468 and provide an overview of the situation. An appropriate response will be initiated based on the severity of the incident.

STAFF AND FACULTY RESPONSIBILITIES

☐ In the event of a major utility failure occurring during regular working hours notify Maintenance Manager at (408) 223-6757 or the District Police Department at 911, 9-1-1 or (408) 270-6468.

☐ If an emergency exists activate the building alarm. Building evacuations shall occur when an alarm sounds or when an emergency exists.

☐ In the event of a power failure, DO NOT USE ELEVATORS.

☐ ASSIST DISABLED INDIVIDUAL IN EXITING THE BUILDING! Remember that elevators are reserved for the disabled persons use.

☐ If trapped in an elevator, remain calm. Do not attempt to force open the roof hatch or door. Use the telephone located on the panel. They will send help that will assist you.

☐ Once outside, move to a clear area at least 100 feet away from the affected building(s). Keep streets, fire lanes, hydrants and walkways clear for emergency vehicles and crews.

☐ If requested, assist emergency crews as necessary.

☐ DO NOT RETURN TO AN EVACUATED BUILDING until the all-clear signal is sounded or unless told to do so by a College official.

☐ To prevent fire hazards, do not use open flames (candles, etc.).
ADDITIONAL INFORMATION AND PROCEDURES

**Telecommunications Failure**
Proceed to the nearest operational phone and notify Maintenance Manager at (408) 223-6757 or the District Police Department at 911, 9-1-1 or (408) 270-6468 as appropriate.

**Elevator Failure**
Those facilities on campus which have elevators will follow those procedures which are posted within the elevator. Notify Maintenance Manager at (408) 223-6757 or the District Police Department at 911, 9-1-1 or (408) 270-6468 as appropriate.

**Plumbing Failure/Flooding**
Cease using all electrical equipment and follow the notification and evacuation steps listed above. Notify Maintenance Manager at (408) 223-6757 or the District Police Department at 911, 9-1-1 or (408) 270-6468 as appropriate.

**Natural Gas Leak or Ruptured Gas Line**
Notify Maintenance Manager at (408) 223-6757 or the District Police Department at 911, 9-1-1 or (408) 270-6468 as appropriate. Cease all operations and follow the notification and evacuation steps listed above. A College Law Enforcement Official, Environmental Health & Safety, and/or Facilities Management will evaluate the situation and determine if evacuation of the building or area is warranted; follow procedures for Hazardous Materials. Refer to Tab L – Hazardous Materials Incident.

**Ventilation**
If smoke or burning smells emanate from the ventilation system, report information to District Police Department and evacuate, if appropriate.

**Water Contamination**
If water contamination is suspected or has been verified, Environmental Health & Safety will liaison with the applicable Water Department to determine if the location and extent of contamination. An advisory will be issued to the campus community advising of the contamination and to not use the water.
WINDSTORM (SEVERE WEATHER)

The National Weather Service has developed a system of "watches" and "warnings" that are issued when severe weather conditions may exist.

COLLEGE OFFICIAL / SENIOR LAW ENFORCEMENT OFFICIAL / SAFETY MARSHAL

☐ The College Law Enforcement Official will monitor alerts and weather advisories if a severe windstorm "Watch" has been issued. (A "Watch" is issued by the National Weather Services when a thunderstorm in excess of 55 m.p.h. or a tornado may develop in a given area and during a specific time frame.)

☐ If a "WARNING" is issued by the National Weather Service the closing of the College may be appropriate if there is sufficient time before the anticipated arrival of the storm. If it appears to dangerous to leave, the order may be given to shelter in place. The College will consider convening the EOC if a warning is issued.

☐ Facilities Department personnel or Safety Marshals will give each respective department the following information:
  - Direct all windows, blinds and drapes be closed.
  - Have everyone remain inside.
  - Notify all personnel of the windstorm.
  - Evacuate areas that bear full force of wind.
  - Avoid enclosures with long roof spans.

☐ If the storm continues beyond regular shift change, all personnel shall be held inside until notified by the College administration.

☐ If injury occurs, follow procedures identified in Tab O - Medical Emergency.

IF THERE IS NO ADVANCED WARNING:

☐ Take cover immediately in interior rooms or along an inside wall. Try to find a place away from large, heavy objects, and windows.

☐ Open doors if possible.

☐ Keep calm and maintain calm for students and/or faculty/staff you are supervising.
STAFF AND FACULTY RESPONSIBILITIES

☐ In the event of a major storm occurring during regular working hours follow the Shelter in Place procedures in Tab G - Evacuation.

☐ If an emergency exists activate the building alarm. Building evacuations shall occur when an alarm sounds or when an emergency exists.

☐ If power outages have occurred or are possible, DO NOT USE ELEVATORS.

☐ ASSIST THE DISABLED IN EXITING THE BUILDING! Remember elevators are reserved for the disabled persons use.

☐ If trapped in an elevator, remain calm. Do not attempt to force open the roof hatch or door. Use the telephone located on the panel. They will send help that will assist you.

☐ Once outside, move to a clear area at least 100 feet away from the affected building(s). Keep streets, fire lanes, hydrants and walkways clear for emergency vehicles and crews.

☐ If requested, assist emergency crews as necessary.

☐ DO NOT RETURN TO AN EVACUATED BUILDING until the all-clear signal is sounded or unless told to do so by a College official.

☐ To prevent fire hazards, do not use open flames (candles, etc.).
# Individuals Trained to Deliver Serious Injury or Death Notices

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