Central Alabama Community College

Emergency Operations Plan
Attachment One  Pandemic Response Plan

Attachment Two  CACC CARES Initiative
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PURPOSE

The Central Alabama Community College Emergency Operations Committee (CAEOC) is comprised of the members of the President's Cabinet. These officers' responsibilities encompass all functional areas of the college, and they will be asked to carry out specific responsibilities before, during and after an emergency, and work as a team to minimize potential loss. Other members of the college community will work closely with the CAEOC. The supervisors of physical plant, Central Alabama Community College Security, and program directors are examples.

The Dean of Students is responsible for the development, implementation, and evaluation of the Emergency Operations Plan (EOP) and reports on an annual basis to the President. The Dean of Students also has the responsibility to communicate to all students, faculty and staff, the elements of the EP, which allow prompt reporting, and response to emergencies.

GOALS

- To ensure the safety and well-being of students and staff, and
- The timely response to emergencies and resumption of full operations.

CAEOC ACTIVATION PROCEDURE

The first priority of the plan of action is the safety of persons and secondly, the protection of property. Upon awareness of an emergency situation, each member of the CAEOC has a responsibility to initiate actions to enhance the safety of students, faculty, staff, and other citizens of the college community. The procedure below is a guide to activate the CAEOC into a response mode, but with the understanding that the calling of authorities could, in some circumstances, be of higher priority than notifying other members of the CAEOC.

In other words, be flexible in following the procedure keeping in mind that individual safety is paramount. However, it is essential that the entire procedure be completed in some fashion so that the full effort of the CAEOC can brought up to speed as soon as possible.

Upon becoming aware of an emergency situation, a CAEOC member should:

1. Initiate action to safeguard students/personnel by notifying staff of action to take or by notifying the Safety and Security Coordinator, the Dean of Students, and local
authorities (i.e. fire department, police, and ambulance) of the situation. See the Procedure Sheet for the type of emergency encountered.

2. Notify the President and the Dean of Students who will then establish a meeting time and place. He/She will also establish a "calling tree" so that other members can be notified of the situation and/or immediate threat.

3. At the first meeting, the CAEOC will establish a plan using the Initial Response Guide to determine needs, assign task leaders, and establish a general plan of action.

4. Following the conclusion of the emergency situation, the CAEOC will have a meeting to evaluate actions taken, procedures, areas of concern and possible modifications of the emergency response taken.

5. The CAEOC is then deactivated from a response mode.

ORGANIZATIONAL CHART

The organizational chart shows the organizational relationship for the CAEOC (President's Cabinet and Support Personnel).
Emergency Organization

Incident Response Team
- President
- Dean of Academic Programs
- Dean of Economic and Workforce Development
- Dean of Financial Services
- Dean of Students
- Safety and Security Coordinator
- Executive Director of Human Resources
- Chief Information Officer

Emergency Operations Center
Command and Control

City Fire Department
County Health Department
County Sheriff
City Chief of Police
Chancellor
Building Coordinators
Maintenance Representative
IT Representative
Athletic Director
Coordinator of High School and Public Relations
INDIVIDUAL RESPONSIBILITIES/ASSIGNMENTS

In emergency situations, particularly campus-wide emergencies, it is desirable to have members assigned specific areas to monitor, evaluate and report to the CAEOC. In less extensive or widespread situations, all members of the CAEOC may be called upon to address the problem encountered.

Since all functions of the college are closely integrated, responsibilities will overlap and coordination will be required. The descriptions below detail CAEOC member and other critical staff responsibilities.

**Dean of Students**

The Dean of Students serves as the coordinator for the CAEOC. As coordinator it is his/her responsibility to assure that the emergency plan is comprehensive, effective, and communicated to the various elements of the college community.

The Dean of Students will have primary responsibility in the areas associated with student services issues such as student services, college/student/parent communications, Central Alabama Community College Security Officers, maintenance department, and student health (including post emergency counseling).

The Dean of Students will assist with coordinating the provision of support services by the TRIO staff.

**Dean of Financial Services**

The Dean of Financial Services is responsible for coordinating and communicating the emergency plan to the Business Office.

**Dean of Academic Programs**

The Dean of Academic Programs will focus on academic instructional program requirements such as classroom facilities, equipment, instructional materials, and faculty office/support. The Dean would also assess need for post emergency counseling for faculty and coordinate these services with the Dean of Students and assist with coordinating maintenance services.

**Dean of Economic and Workforce Development**

The Dean of Economic and Workforce Development will focus on technical instructional program requirements such as classroom facilities, equipment, instructional materials, and faculty office/support. The Dean will also assess need for post emergency counseling for faculty and coordinate these services with the Dean of Students and assist with coordinating maintenance.
Athletic Director

The Athletic Director's primary assignment will be in the area of athletic activities including injuries, violent weather exposures, medical response, travel-related risks, and emergencies such as vehicle accidents.

Coordinator of High School and Public Relations

The Coordinator of High School and Public Relations will coordinate all public information/public relations activities related to the emergency and assist the other members of the CAEOC with communications.

Executive Director of Human Resources

The Human Resources Director will assistance support to the Dean of Students and Dean of Academic Programs with arranging support services for counseling for student/faculty/staff.

Maintenance Representative

The maintenance representative serves as a technical/mechanical resource before, during and after an emergency. He/She is responsible for coordinating all physical plant activities in an emergency situation, continuing undamaged operations of the college, coordinating with related vendors.

Safety & Security Coordinator

The Safety and Security Coordinator is in charge of the Central Alabama Community College Security Officers, the first responding agency to any and all emergency incidents on campus or other property owned, leased, or controlled by the College. It is his/her responsibility to work with the Dean of Financial Services and the Dean of Students to insure that the emergency plan is comprehensive, effective, reviewed and updated annually, and communicated to area agency law enforcement.

TRAINING

Each member of the CAEOC is responsible for establishing a written action plan to be followed in case of an emergency and to insure that appropriate information and training is given to subordinates within the plan. These action plans will become a part of this Emergency Plan. Coordination among the members is essential to make effective use of training resources and smooth operation of the established plan on the front line.

EVALUATION

The Emergency Operations Plan will be evaluated annually by the President’s Cabinet. The evaluation will include a review of the written plan by the CAEOC and a performance evaluation of all instances in which the Emergency Plan was activated.
The Emergency Operations Plan will be reviewed every two years by the Alabama Community College System. Any changes to the plan must be approved by the System Office and the President’s Cabinet.

A performance evaluation of each instance in which the Emergency Operation Plan is activated will be completed following the emergency. The evaluation will examine the cause of the emergency, possible preventative measures, the response of the CAEOC, and the effectiveness of the procedures currently in place. The evaluation will also include recommendations for improvement.

INSURANCE

The College risk management program includes both property and liability coverage for the institution. It will be necessary to follow certain procedures to notify and coordinate emergency plans with our insurers, which is the responsibility of the Dean of Financial Services.

PERSONS WITH DISABILITIES

EMPLOYEES WITH DISABILITIES SHOULD SELF-DISCLOSE THEIR DISABILITIES TO THEIR IMMEDIATE SUPERVISORS, AND STUDENTS WITH DISABILITIES SHOULD DISCLOSE THEIR DISABILITIES TO THE RESPECTIVE CAMPUS ADA COORDINATOR SO THAT THEY MAY RECEIVE ASSISTANCE IN THE EVENT OF AN EMERGENCY.

ELEMENTS OF DISASTER PLAN

The Catastrophe Contingency Plan must contain the following.

a) **Goals**
   - to assure the safety and well-being of students and staff.
   - to allow the timely resumption of full operations.

b) **Guidance**
   - should be clearly and simply written.
   - provide specific directions that lead to immediate action.
   - allow flexibility for changing conditions.
   - explain why the Plan is necessary and important.
   - assign roles and responsibilities (particularly coordinator & key staff).
   - describe community procedures for alerting public.
   - include evacuation plan/temporary shelters and facilities.
   - address safeguarding records/computers/equipment.
   - establish communication with parents/staff.
   - formalize supply sources for food, water, communications, etc.

c) **Specifics**
   - coordination.
   - communication.
   - logistics.
d) **Risk Assessment**

- tornadoes
- floods
- explosions

- terrorism/hostile intruders
- ice storms
- arson/fires

- strikes/sit-ins
- bomb threats
- vandalism
### TELEPHONE TREE FOR EMERGENCIES

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Office Number</th>
<th>Cell Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Jeff Lynn</td>
<td>256-215-4300</td>
<td>334-328-5094</td>
</tr>
<tr>
<td>Dean of Academic Programs</td>
<td>Bryan Johnson</td>
<td>256-215-4311</td>
<td>205-567-3424</td>
</tr>
<tr>
<td>Dean of Economic and Workforce Development</td>
<td>Michael Barnette</td>
<td>256-215-4319</td>
<td>334-315-7460</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>Vacant (Bryan Johnson-Interim)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean of Financial Services</td>
<td>Dean Lisa Sawyer</td>
<td>256-215-4536</td>
<td>334-296-7729</td>
</tr>
<tr>
<td>Recruiter/ Coordinator of High School and Public Relations</td>
<td>Brett Pritchard</td>
<td>256-215-4254</td>
<td>256-794-8223</td>
</tr>
<tr>
<td>Safety and Security Coordinator</td>
<td>Gary Arrington</td>
<td>256-596-0063</td>
<td>256-307-5368</td>
</tr>
<tr>
<td>Executive Director of Human Resources</td>
<td>Tina Shaw</td>
<td>256-378-2010</td>
<td>256-487-1442</td>
</tr>
<tr>
<td>Chief Information Officer</td>
<td>Rickey Creel</td>
<td>256-215-4317</td>
<td>601-616-1241</td>
</tr>
<tr>
<td>All Campuses IT Representative</td>
<td>Tyler Gray</td>
<td>256-215-4279</td>
<td>334-233-6931</td>
</tr>
<tr>
<td>Alexander City Maintenance Representative</td>
<td>Eric McLain</td>
<td>256-215-4357</td>
<td>205-369-7866</td>
</tr>
<tr>
<td>Childersburg Maintenance Representative</td>
<td>Eric McLain</td>
<td>256-378-2070</td>
<td>205-369-7866</td>
</tr>
<tr>
<td>Talladega Maintenance Representative</td>
<td>Bill McPherson</td>
<td>256-480-2064</td>
<td>843-271-0940</td>
</tr>
<tr>
<td>Talladega Center Math Instructor</td>
<td>Paige Scott</td>
<td>256-480-2074</td>
<td>256-689-9608</td>
</tr>
<tr>
<td>Administrative Coordinator of Student Services</td>
<td>LaResea Embry</td>
<td>256-480-2090</td>
<td>256-493-2904</td>
</tr>
<tr>
<td>Pratt’s Mill Center Enrollment Specialist</td>
<td>Brandy Mitchell</td>
<td>334-380-9597</td>
<td>334-398-4414</td>
</tr>
<tr>
<td>Alexander City Adult Education Representative</td>
<td>Kendal Entrekin</td>
<td>334-380-9600</td>
<td>205-614-2039</td>
</tr>
<tr>
<td>Alexander City Career Center Representative</td>
<td>Melanie Veazey</td>
<td>256-215-4489</td>
<td>256-496-2130</td>
</tr>
<tr>
<td>Talladega Career Center Representative</td>
<td>Julie Wood</td>
<td>256-215-4492</td>
<td>256-307-0066</td>
</tr>
<tr>
<td></td>
<td>Angelia Todd</td>
<td>256-480-2126</td>
<td>256-499-2572</td>
</tr>
</tbody>
</table>

Implementation of the phone tree will depend on the nature of the emergency. In events impacting the college wide community and requiring public relations, the entire committee will be contacted as follows.

**Daytime Guidelines**

**Alexander City Campus**
- Call 911
- Notify Security
- On Duty Security Officer will notify Safety & Security Coordinator, and Dean of Students
• Dean of Students will notify the President, Dean of Academic Programs, Dean of Economic and Workforce Development, IT Representative, and Maintenance Representative
• Dean of Academic Programs will notify Recruiter/Coordinator of High School and Public Relations, Dean of Financial Services, Executive Director of Human Resources, Career Center Director, and the Adult Education Representative

Childersburg Campus
• Call 911
• Notify Security
• On Duty Security Officer will notify Safety & Security Coordinator and Dean of Academic Programs
• Dean of Academic Programs will notify the Dean of Students, IT Representative, Maintenance Representative, and Executive Director of Human Resources
• Dean of Students will notify the President, Recruiter/Coordinator of High School and Public Relations, Dean of Economic and Workforce Development and Dean of Financial Services

Talladega Center
• Call 911
• Notify Security
• On Duty Security officer will notify Safety & Security Coordinator, Paige Scott (Math Instructor), and Administrative Coordinator of Student Services
• Administrative Coordinator of Student Services will contact Dean of Academic Programs, Dean of Students, Maintenance Representative, and Career Center Director
• Dean of Academic Programs will notify IT Representative and Executive Director of Human Resources
• Dean of Students will notify the President, Recruiter/Coordinator of High School and Public Relations, Dean of Economic and Workforce Development, and Dean of Financial Services

Pratt’s Mill Center
• Call 911
• Notify Security
• On Duty Security Officer will notify Safety & Security Coordinator, Brandy Mitchell (English Instructor), and Enrollment Specialist
• Enrollment Specialist will contact Dean of Students
• Dean of Students will notify the President, Dean of Academic Programs, Maintenance Representative, and IT Representative
• Dean of Academic Programs will notify Recruiter/Coordinator of High School and Public Relations, Dean of Financial Services, Dean of Economic and Workforce Development, and Executive Director of Human Resources

Evening Guidelines
Alexander City Campus
Central Alabama Community College Emergency Operations Plan

- Call 911
- Notify Security
- On Duty Security Officer will notify Safety & Security Coordinator
- Safety & Security Coordinator will contact Dean of Students
- Dean of Students will initiate phone tree from Daytime Guidelines

Childersburg Campus
- Call 911
- Notify Security
- On Duty Security Officer will notify Safety & Security Coordinator
- Safety & Security Coordinator will contact Dean of Academic Programs
- Dean of Academic Programs will initiate phone tree from Daytime Guidelines

Talladega Center
- Call 911
- Notify Security
- On Duty Security officer will notify Safety & Security Coordinator
- Notify Math Instructor, Paige Scott
- Math Instructor, Paige Scott, will initiate phone tree from Daytime Guidelines

Pratt’s Mill Center
- Call 911
- Notify Security
- On Duty Security Officer will notify Safety & Security Coordinator
- Notify English Instructor, Brandy Mitchell
- Brandy Mitchell will initiate phone tree from Daytime Guidelines

BUILDING COORDINATORS

<table>
<thead>
<tr>
<th>Coordinator(s)</th>
<th>Cell Number</th>
<th>Office Number</th>
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<tbody>
<tr>
<td>Paige Scott</td>
<td>256-689-9608</td>
<td>256-480-2074</td>
</tr>
<tr>
<td>LaResea Embry</td>
<td>256-493-2904</td>
<td>256-480-2090</td>
</tr>
<tr>
<td>Bill McPherson</td>
<td>843-271-0940</td>
<td>256-480-2064</td>
</tr>
<tr>
<td>Career Center</td>
<td>256-499-2572</td>
<td>256-480-2109</td>
</tr>
<tr>
<td>Angelia Todd</td>
<td>256-499-2572</td>
<td>256-480-2126</td>
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<tr>
<th>Coordinator(s)</th>
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<tbody>
<tr>
<td>Brandy Mitchell</td>
<td>334-398-4414</td>
<td>334-380-9597</td>
</tr>
<tr>
<td>Kendal Entrekin</td>
<td>205-614-2039</td>
<td>334-380-9600</td>
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### Alexander City

<table>
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<tr>
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<th>Office Number</th>
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<tbody>
<tr>
<td>Administrative</td>
<td>Stacy Morgan</td>
<td>256-872-2184</td>
<td>256-215-4275</td>
</tr>
<tr>
<td></td>
<td>Cindy Entrekin</td>
<td>256-404-6421</td>
<td>256-215-4246</td>
</tr>
<tr>
<td></td>
<td>Rickey Creel</td>
<td>256-215-4317</td>
<td>256-215-4321</td>
</tr>
<tr>
<td>Business &amp; Science</td>
<td>JD Stark</td>
<td>256-749-6654</td>
<td>256-215-4359</td>
</tr>
<tr>
<td></td>
<td>Kathleen Thompson</td>
<td>334-332-3042</td>
<td>256-215-4332</td>
</tr>
<tr>
<td>Betty Carol Graham</td>
<td>Gwen Rich</td>
<td>256-496-3583</td>
<td>256-215-4252</td>
</tr>
<tr>
<td>Tech</td>
<td>Hazel Jackson</td>
<td>256-404-3364</td>
<td>256-215-4370</td>
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<tr>
<td>Health Ed &amp; Arts</td>
<td>Greg Shivers</td>
<td>256-749-1851</td>
<td>256-215-4324</td>
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<td></td>
<td>Larry Thomas</td>
<td>251-533-4059</td>
<td>256-215-4297</td>
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<tr>
<td>Library</td>
<td>Denita Oliver</td>
<td>334-740-2711</td>
<td>256-215-4293</td>
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<tr>
<td></td>
<td>Marty Cook</td>
<td>256-363-1655</td>
<td>256-215-4291</td>
</tr>
<tr>
<td>Career Center/Adult Ed</td>
<td>Julie Wood</td>
<td>256-307-0066</td>
<td>256-215-4492</td>
</tr>
<tr>
<td></td>
<td>Melanie Veazey</td>
<td>256-496-2130</td>
<td>256-215-4489</td>
</tr>
<tr>
<td>Nursing Lab</td>
<td>Sheronda Williams</td>
<td>205-901-1078</td>
<td>256-378-2057</td>
</tr>
<tr>
<td>Electronics</td>
<td>Michael White</td>
<td>256-794-1589</td>
<td>256-215-4276</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>Scotty Carr</td>
<td>256-596-0522</td>
<td>256-215-4490</td>
</tr>
<tr>
<td>Welding</td>
<td>Danny James</td>
<td>256-596-1538</td>
<td>256-215-4495</td>
</tr>
<tr>
<td>Maintenance Shop</td>
<td>Lynn Walker</td>
<td>256-397-2652</td>
<td>256-215-4357</td>
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### Childersburg

<table>
<thead>
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<tbody>
<tr>
<td>Administrative A</td>
<td>Marian Martin</td>
<td>256-404-4455</td>
<td>256-378-2001</td>
</tr>
<tr>
<td></td>
<td>Tina Shaw</td>
<td>256-487-1442</td>
<td>256-378-2010</td>
</tr>
<tr>
<td>Building B-Electronics</td>
<td>Building not in use</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Building E-Academics</td>
<td>Amy Waites</td>
<td>256-267-2063</td>
<td>256-378-2063</td>
</tr>
<tr>
<td></td>
<td>Amy Collins</td>
<td>205-902-0628</td>
<td>256-378-2069</td>
</tr>
<tr>
<td>Building D-Welding</td>
<td>Ben Bailey</td>
<td>256-343-4409</td>
<td>256-378-2072</td>
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<tr>
<td>Building C-Science</td>
<td>Building Closed</td>
<td>N/A</td>
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<tr>
<td>Building F-Machine Shop</td>
<td>Pat Murphy</td>
<td>256-391-7387</td>
<td>256-378-2071</td>
</tr>
<tr>
<td></td>
<td>Katie Schlenker</td>
<td>256-378-2055</td>
<td>205-412-8780</td>
</tr>
<tr>
<td>Building H</td>
<td>Diann Tippins</td>
<td>334-430-2320</td>
<td>256-378-4908</td>
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<tr>
<td>Margie Sanford</td>
<td>Karen Thomas</td>
<td>256-614-3010</td>
<td>256-378-2041</td>
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<tr>
<td>Building I-Library</td>
<td>Tanya Hunnicutt</td>
<td>256-872-5195</td>
<td>256-378-2062</td>
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<tr>
<td>Building J-Nursing</td>
<td>Dr. Jennifer Steele</td>
<td>205-567-7800</td>
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<tr>
<td>Maintenance Shop</td>
<td>Eric McLain</td>
<td>205-369-7866</td>
<td>256-378-2070</td>
</tr>
<tr>
<td></td>
<td>Michael McLain</td>
<td>256-223-1107</td>
<td>256-378-3909</td>
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CIVIL DISTURBANCE OR DEMONSTRATION

Most campus demonstrations such as marches, meetings, picketing, and rallies will be peaceful and non-obstructive. However, there is a possibility of the following:

- Interference with normal operation of the College
- Prevention of access to offices, buildings or other college facilities.

If any of these conditions exist, Campus Security should be notified and will be responsible for contacting and informing the President and Dean of Students. Depending on the nature of the demonstration, the appropriate procedures listed below should be followed.

Peaceful, Non-Obstructive Demonstration

1. Generally, demonstrations of this kind should not be interrupted. Demonstrators should not be obstructed or provoked, and efforts should be made to conduct business as normally as possible.
2. If demonstrators are asked to leave, but refuse to leave by regular facility closing time then:
   - Arrangements will be made by Campus Security to monitor the situation during non-business hours, or
   - Determination will be made to treat the violation of regular closing hours as a disruptive demonstration.

Non-Violent, Disruptive Demonstration

1. In the event that a demonstration blocks access to college facilities or interferes with the operation of the College:
   - Demonstrators will be asked to terminate the disruptive activity by Campus Security or college officials.
   - A designee from the CAEOC may be requested to go to the demonstration site in order to reason with the demonstrators.
   - If the demonstrators persist in disruptive activity, they will be apprised that failure to discontinue the specified action within a determined length of time may result in disciplinary action.
   - After consultation with the President and/or Dean of Students, it will be determined if further measures are required by Campus Security or college officials. If the demonstration is made to seek intervention by legal authority and Campus Security, the demonstrators should be informed.

Violent, Disruptive Demonstration

In the event that a violent demonstration in which injury to persons occurs or appears eminent, the President shall be notified.
UTILITY FAILURE
- In the event of a major utility failure occurring during regular working hours Monday through Friday, immediately contact Campus Security or Maintenance Supervisor.
- If there is potential danger to building occupants or if the utility failure occurs after hours, weekends or holidays, notify Campus Security and Maintenance. Also, Campus Security will be responsible for contacting the President and Dean of Students.
- If an emergency exists, activate the building fire alarm.
- All building evacuations will occur when an alarm sounds continuously and/or when an emergency exists.
- Assist persons who are disabled in exiting the building. **Do not use elevators in case of fire.**
- Once outside, move to a clear area at least 500 feet away from the affected building(s). Keep the walkways, fire lanes, and hydrants clear for emergency crews.
- If requested, assist the emergency crews.
- A Campus EOC (Emergency Operation Command) may be set up near the emergency site.
  Keep clear of the Command Post unless you have official business.
- **Do not return to an evacuated building** unless told to do so by a college official. Since sufficient lighting may not always be present in emergency situations, it is advisable to keep flashlights available in buildings occupied after dark.

SHELTER IN PLACE

**Definitions**
- **Shelter in Place** A procedure implemented in response to unsafe conditions either inside or outside of campus buildings. Unsafe conditions may involve a hostile intruder(s) being observed on campus and attempting, threatening or actively causing death or serious bodily injury to a person(s).

- **Hostile Intruder(s)** Person or persons, while on campus property, who willfully and intentionally cause or attempt to cause physical or bodily injury to campus employees, students, or visitors, by utilizing weapons, explosives, or by holding a person hostage.

**Shelter in Place External Threat**

If there is an external threat, and CACC needs to take immediate action to lock the outside doors, the goal is to contain people in the building until the threat is removed.
- Continue classes and business to the extent possible.
- Lock all external doors.
- Post Building Coordinators at primary doors to get members of CACC community safely in the building and to discourage individuals from leaving the building.

**Campus Security**
- Makes initial determination based on available information whether or not to Shelter In Place or evacuate buildings.
• Notifies the President’s Office, Dean of Students, and Maintenance Supervisor to initiate Shelter In Place procedures by calling a SHELTER IN PLACE if warranted. The Dean of Students Office, or the President’s Office will notify Public Relations and IT.
• Accesses the threat and responds accordingly.
• Patrols the campus directing individuals to a safe location.
• Locks all outside doors with assistance from maintenance, faculty, and staff.

High School Coordinator and Public Relations
• Calls the Emergency Operations Committee with information on SHELTER IN PLACE.
• Posts to social media the message of a campus wide SHELTER IN PLACE. The Message “This is a campus wide SHELTER IN PLACE. There is an external safety threat in the vicinity. All outside doors are locked. Please stay in the building until further notice. Classes and business may continue to the extent possible.”
• After a situation is considered secure develop a press release statement from the College.
• Send an “all clear” message when the situation is over and determined to be safe.

Emergency Operations Committee
• The President/Dean of Students will determine if and when the Committee will meet. In general, the Committee meets if there is immediate danger; if decisions need to be made quickly; if the situation is severe, and has immediate impact on the CACC Community.
• Assess the situation and assist in making decisions.
• Sends an “all clear” message when the situation is over and determined to be safe.

IT Department
• Sends the campus wide message for students and employees through Schoolcast. The Message “This is a campus wide SHELTER IN PLACE. There is an external safety threat in the vicinity. All outside doors are locked. Please stay in the building until further notice. Classes and business may continue to the extent possible.” If not available, the Dean of Student’s Office will send out the Schoolcast.

Building Coordinator(s)
• Stand at the assigned door and keep people inside and encourage persons outside to enter the building.
• If the external threat is observed, notify Campus Security and give as much detailed information as possible.

SHELTER IN PLACE Internal Threat

If there is an Internal Threat, CACC needs to take immediate action to lock outside and inside doors. The goal is to protect individuals from an intruder.
• Take immediate action to lock each door within the College (Campus Security, faculty and staff).
• Lock and barricade all doors leading into your area. When possible make a quick and safe evacuation of the area.
• Stay away from doors and windows.

Campus Security
• Calls 911
• Makes initial determination based on available information whether or not to call for a SHELTER IN PLACE or evacuate buildings.
• Notify President’s Office, Dean of Students Office, and Maintenance Supervisor to initiate SHELTER IN PLACE or evacuation.
• If safe to do so, notifies students, faculty and staff in hallways.

High School Coordinator and Public Relations
• Calls Building Coordinator, Emergency Operations Committee, and Switchboard Operator. If known, tell where the threat exists.
• Posts to social media with the message of a campus wide SHELTER IN PLACE. The Message “This is a campus wide SHELTER IN PLACE. There is an internal threat in (location name) building. Lock and barricade all doors leading to your area. Stay away from doors and windows and use interior rooms for safety. If an opportunity arises for a safe evacuation, evacuate the building as safely, and quickly as possible.”

IT Department
• Sends the campus wide message for students and employees through Schoolcast. The Message “This is a campus wide SHELTER IN PLACE. There is an internal threat in (location name) building. Lock and barricade all doors leading to your area. Stay away from doors and windows and use interior rooms for safety. If an opportunity arises for a safe evacuation, evacuate the building as safely and quickly as possible.” If unavailable, the Dean of Student’s Office will send out the Schoolcast.

MEDICAL EMERGENCY

A medical emergency is any episode that extends beyond what is normal for Health Services to treat and recover without seeking medical attention.

Medical Emergency
• Initiating department immediately calls 911.
• Initiating department notifies Campus Security and lets them know 911 has been called.

Campus Security
• Directs someone to go outside and guide the paramedics to the scene.
• Notifies the Dean of Students if victim is a student.
• Notifies Executive Director of Human Resources and Dean of Students if victim is an employee.
• Completes an incident report within 48 hours.

Dean of Students
• Notifies emergency contact of student, if applicable.
Executive Director of Human Resources

- Notifies emergency contact of employee, if applicable.

CHEMICAL OR RADIATION SPILL/EXPLOSION

1. Any spillage of a hazardous chemical or radioactive material is to be reported immediately to Campus Security and 911.
2. When reporting, be specific about the nature of the involved material and exact location.
3. The key person on the site should evacuate everyone from the affected area at once and seal it off to prevent further contamination of other areas until arrival of Campus Security or Police.
4. Anyone who may be contaminated by the spill is to avoid contact with others as much as possible, remain in the vicinity (if possible) and share their names with Campus Security. If the contaminated person needs medical attention, seek that first and notify Campus Security as soon as possible.
5. If an emergency exists in your building, activate the building fire alarm.
6. When the building fire alarm is sounded, an emergency exists. Walk quickly to the nearest marked exit and alert others to do the same.
7. Assist persons with disabilities in exiting the building. **Do not use elevators in case of fire.**
8. Once outside, move to clear area at least 500 feet away from the affected buildings. Keep streets, fire lanes, hydrants and walkways clear for emergency vehicles and crews.
9. If requested, assist emergency crews.
10. A Campus EOC Post may be set up near the emergency site. Keep clear of the site unless you have official business.
11. **Do not return to an evacuated building** unless told to do so by a college official.

Note: After any evacuation, report to your designated area assembly point. Stay there until an accurate head count is taken. The Building Coordinator will assist with the accounting of all building occupants.

Remember:

Activate fire alarm and notify 911 and Campus Security. Notify others to avoid contaminated or dangerous area. Do not use elevators in case of fire. Stay at least 500 feet away from contaminated or dangerous area. Do not return to an evacuated building.

BOMBS AND BOMB THREATS

If a bomb threat is called into campus, **call 911 and Campus Security.** The Dean of Students or Campus Security will make the decision to evacuate the buildings.

If you receive a call:

1. Try to keep the caller talking as long as possible.
2. Try to learn as much as possible about the bomb, especially when it will go off and where it is located.
3. Try to determine the caller’s sex, age, accent, speech pattern and whether he/she is intoxicated or under the influence of drugs/alcohol.
4. Listen for any background noises to help identify the caller or his/her location.

Immediately notify the on-duty security officer who will immediately notify the appropriate personnel and activate the phone tree.

**Some indicators of mail/package bombs**
- Excessive postage
- Oily stains, discoloration or odors
- Excessive weight
- Lopsided or uneven envelope
- Protruding wires or aluminum foil
- Excessive security material such as masking tape, string, etc.
- Ticking sound
- Marked with a restricted endorsement, i.e., “Personal,” or “Confidential.”
- City or State in post mark does not match the return address

**Telephone Bomb Threat Checklist**

Keep calm. Do not excite or upset others.

In the event a bomb threat is received, call 911 and Campus Security as soon as possible and follow the checklist. Notify the Building Coordinator and Dean of Students.

When law enforcement arrives at the scene, a college personnel that is familiar with the identified location of the suspected bomb must be available to assist. The personnel will identify any unusual packages or items that should not be and are not normally located in the area to law enforcement.
CHECKLIST

Time: Call Received ________________ Terminated ________________

Exact Words of Caller

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Questions You Should Ask Caller

1. What time is the bomb set to explode?
2. Where is the bomb located? Get specific as possible.
3. What kind of bomb is it?
4. What will cause it to explode?
5. What does the bomb look like? Get as specific as possible.
6. Did you place the bomb?
7. Why does the caller want to injure or kill people?
8. What is your name?

Voice Description

Male ____ Female ____ Old ____ Young ____ Middle-aged ____

Crying ____ Calm ____ Nervous ____ Refined ____ Laughter ____ Excited ____ Rapid ____

Normal ____ Accent ____ Slurred ____ Speech Impediment ____ Hoarse ____

Cracking Voice ____ Slow ____ Rough ____ Whispered ____ Heavy Breather ____ Throat Clearing ____
Is there any unusual manner of phrasing?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Do you recognize the voice?
______________________________________________________________________________
______________________________________________________________________________

**Background Noise**

Music _____ Traffic _____ Bells _____ Whistles _____ Aircraft _____

Machinery _____ Quiet _____ House Noise _____ Trains _____ Engine Noise _____

Other ________________________________________________________________

**Telephone Line**

Clear _____ Static _____ Cell Phone _____

**Threat Language**

Well Spoken _____ Incoherent _____ Foul _____ Pre-Recorded_____ Computer _____

**Additional Information**

1. Did caller indicate knowledge of the facility? ________________________________

2. Which Line (number) received the call? ________________________________

3. Is the receiving number a listed number? ________________________________

4. Whose number? ________________________________________________________
TORNADO/SEVERE WEATHER

The following guidelines shall be adhered to when the National Weather Service issues a Tornado or Severe Weather Warning and activates the County siren system.

1. If indoors, report to the determined tornado “safe area” in your building. If that location is unknown, seek refuge in a doorway, interior hallway, or under a desk or table on the lowest floor of the building. **Stay away from windows and exterior doors.**
2. If outdoors and unable to get to a shelter, seek a ditch or depression in the ground and lie flat. **Avoid power or utility poles as they may be energized.**
3. If in an automobile, stop as quickly as safety permits. Exit the vehicle and seek shelter in a ditch or depression in the ground. **Avoid power or utility poles.**
4. Remain in the safe area until the warning has passed or when conditions permit.

Tornado Shelters are located as follows:

**Alexander City**
- Business & Science
- Administration
- Library
- Health, Education, & Arts
- Betty Carol Graham Technology Center
- Career Technical Program Buildings, Adult Education, Nursing, Career Center, and Golf Indoor Facility
- 1st floor of the building
- Stairwells of the building
- Refuge area on the 1st floor
- Basement floor of the building
- Media Room
- Evacuate to the BS building basement, if time allows. If unable to evacuate to the HEA building, take cover in the restroom of the building you are in or the nearest building.

**Childersburg**
- Campus Wide
- Go to an interior room of the building or hallway of the ground floor of the building that you are in at the time.

**Talladega Center**
- Go to the conference room or interior hallway of the Center.

**Pratt’s Mill Center**
- Exit to Express Fitness located directly underneath Pratt’s Mill Center and shelter in the restrooms.

**Inclement Weather/Declaration of School Closing**

If it becomes necessary to close the college or delay the normal work schedule, a message will be sent to all persons who have their information registered with SchoolCast. This message will contain information on college closing/opening times and dates and changes in work schedules.
Central Alabama Community College Emergency Operations Plan

The Recruiter/Public Relations and High School Coordinator will provide this information to the local media and the information will also be listed on the College website and social media outlets.

Department heads will also be notified and are to ensure everyone in their departments have this information.

**General Weather Alerts**

An *advisory* is issued when weather is expected to cause a significant inconvenience, but not serious enough to warrant a warning.

A *watch* is issued when there is the potential for significant and hazardous weather. It does not mean that significant and hazardous weather will occur, it only means it is possible.

A *warning* is issued when a significant combination of hazardous weather is occurring or imminent.

**FIRE**

**REPORT ALL FIRES TO CAMPUS SECURITY**

1. Know the locations of the fire extinguishers, fire exits, and alarm systems in your area and know how to use them. Training and information is available from Campus Security and 911.
2. If a minor fire appears controllable, **IMMEDIATELY** activate the building alarm and call Campus Security and 911 then promptly direct the charge of the fire extinguisher toward the base of the fire.
3. If an emergency exists, activate the building fire alarm.
4. On fires that do not appear controllable, **IMMEDIATELY** activate the building alarm and call Campus Security and 911. Evacuate all rooms and close all doors to confine the fire and reduce oxygen. **Do not lock doors.**
5. When the building fire alarm is sounded, an emergency exists. Walk quickly to the nearest marked exit and alert others to do the same.
6. Smoke is the greatest danger in a fire so stay near the floor where the air will be less toxic.
7. Ounce outside, move to a clear area at least 500 feet away from the affected building. Keep streets, fire lanes, hydrants and walkways clear for emergency personnel and equipment.
8. If requested, assist emergency crews as necessary.
9. An EOC may be set up near the emergency site. Keep clear of the Command Post unless you have official business.
10. **Do not return to an evacuated building** unless told to do so by Campus Security or a College Official.

**FIRE EVACUATION PLAN**

1. Immediately call 911.
2. Follow the emergency evacuation plans posted in the buildings. Use the closest exit to your location.
3. **Do not use the elevators during a fire.**
4. Building Coordinators are responsible for ensuring that persons with disabilities can safely exit the building during an evacuation. ADA Coordinators will notify instructors and building coordinators at the beginning of each semester of individuals who may need assistance in events of emergency along with the scheduled times they will be in that building.
5. Everyone must evacuate to designated meeting points as described in the section below. Each instructor is responsible for ensuring the head count for their classroom students. Each administrator is responsible for the head count of their employees and staff.
6. Rescue and emergency medical aid will be the responsibility of the paramedics and fire department when they arrive on the scene.
7. Fire alarms and fire watch personnel will notify occupants of fires. SchoolCast notifications will be activated immediately in cases of fire.
8. The EOC will delegate duties as outlined in the Plan.

### DESIGNATED MEETING POINTS FOR EVACUATION

#### Alexander City

<table>
<thead>
<tr>
<th>Building</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration Building</td>
<td>North corner of employee parking lot</td>
</tr>
<tr>
<td>BS Building</td>
<td>Blue light pole in parking lot</td>
</tr>
<tr>
<td>Library</td>
<td>Fountain</td>
</tr>
<tr>
<td>Betty Carol Graham Technology Center</td>
<td>Gazebo</td>
</tr>
<tr>
<td>HEA Building</td>
<td>Tennis parking lot</td>
</tr>
<tr>
<td>Adult Ed Building</td>
<td>Softball parking lot</td>
</tr>
<tr>
<td>Welding Shop</td>
<td>Softball bleachers</td>
</tr>
<tr>
<td>Nursing Building</td>
<td>East Hilltop to the side of the building</td>
</tr>
<tr>
<td>Career Center</td>
<td>North side of parking lot</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>Tree line at north side of building</td>
</tr>
</tbody>
</table>

#### Childersburg

<table>
<thead>
<tr>
<th>Building</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration Building</td>
<td>North parking lot by medical center</td>
</tr>
<tr>
<td>Nursing building</td>
<td>Northwest corner of rear parking lot</td>
</tr>
<tr>
<td>Library</td>
<td>Southwest corner of parking lot</td>
</tr>
<tr>
<td>Margie Sanford Building</td>
<td>Northwest corner of parking lot</td>
</tr>
<tr>
<td>Maintenance Shop</td>
<td>Tree line on other side of roadway</td>
</tr>
<tr>
<td>Building C</td>
<td>Southwest corner of library parking lot</td>
</tr>
<tr>
<td>Building E</td>
<td>Accessible parking area on north side of nursing building</td>
</tr>
<tr>
<td>Electronics Building</td>
<td>Tree line on north side of building</td>
</tr>
<tr>
<td>Welding Shop</td>
<td>Tree line on north side of building</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>Tree line on north side of building</td>
</tr>
<tr>
<td>Building H</td>
<td>Northeast tree line across roadway</td>
</tr>
</tbody>
</table>

#### Talladega

Evacuate to the northwest corner of the parking lot facing Tractor Supply.
Pratt’s Mill Center
Evacuate to the grassy field to the rear of the building.

NOTE: If you become trapped in a building during a fire and a window is available, place an article of clothing outside the window as a marker for rescue crews. If there is no window available, stay near the floor where the air will be less toxic. Shout out at regular intervals to alert emergency crews of your location.

Remember

1. NEVER USE WATER OR A WATER-BASED FIRE EXTINGUISHER ON AN ELECTRICAL FIRE.
2. IMMEDIATELY NOTIFY 911 THEN CAMPUS SECURITY OF FIRE.
3. DO NOT LOCK DOORS
4. DO NOT USE ELEVATORS.
5. DO NOT RETURN TO AN EVACUATED BUILDING.

ACTIVE SHOOTER

Call 911 and Campus Security as soon as possible and relay the following information:

1. Immediately upon site or sound of an Active Shooter or Violent Intruder event, observing personnel will conduct all of the following as quickly as possible.
   • Contact 911.
   • Contact Administration.
   • Initiate ALERT and SHELTER IN PLACE procedures.
   • These actions can be performed simultaneously by multiple persons.

2. Upon notification, Administration, as identified in CAEOP procedures, will issue and reissue campus wide ALERT and SHELTER IN PLACE.
   • Information shall be given in plain language.
   • Information shall include all known information that answers the basic questions of Who, What, Where, When, and How.
   • Information shall be provided by all means possible, i.e. public address system, School Cast, email, etc.
   • Persons outside a building shall take appropriate action based on location of the event.
   • Persons inside the building, but outside of locked rooms, shall go to the nearest exit in the opposite direction of activity occurring inside the building and proceed to the appropriate Community Rally Point.
   • Administration shall continue to inform through constant real-time updates of the activity, both campus wide and to responding emergency agencies.

3. Upon receiving ALERT information, staff and students in securable rooms shall decide to either remain in SHELTER IN PLACE or EVACUATE.
If ALERT yields information that indicates the ability to EVACUATE, staff shall direct students to exit the building and go to the Community Rally Point that is in the opposite direction of the on-going event.

If evacuation is not possible either due to location or activity or infrastructure design, staff and students shall remain in SHELTER IN PLACE and proceed as follows:

1. Stay inside the building you are in if you can safely do so.
2. If you are outdoors, proceed immediately to the nearest accessible building.
3. Ensure the door is locked.
4. Use any other lock enhancement available.
5. Make room as dark as possible.
6. Barricade the door with any large and heavy items.
7. Door should not be opened for anyone except Law Enforcement.
8. Staff and students should take items that can be used as distraction devices, in case of breach.
9. Move to an area out of field of fire should shooting through the door occur.

4. When the Active Shooter is among staff and students, then the following COUNTER measures should be attempted:
   - **Cause Distractions**
     - Create as much noise as possible.
     - Create as much movement as possible.
     - Throw items at the face of the shooter.
     - The goal is to increase the level of skill necessary to shoot a weapon at the room occupants.
   
   - **Take Control of the Shooter**
     - While distractions are conducted, one person grabs and secures each limb of the shooter.
     - Each person uses their body weight on one limb to hold the shooter down until law enforcement arrives or shooter has been incapacitated.

   - **Provide First Aid for the Injured**
     - Staff and students must provide immediate trauma care for the injured (to the best of their ability) until medical personnel can enter the building.

**ACTIVE SHOOTER STUDENT SAFETY PROTOCOL**

If you hear gunfire or see a person with a gun or other weapon, take immediate steps to protect yourself.

**In an active shooter situation, choose the safest method below.**
Central Alabama Community College Emergency Operations Plan

- **RUN** Can you safely escape?
  - IF you decide to flee, make sure you can do it safely and have an escape route and plan in mind.
  - Get OUT fast.
  - Leave your belongings behind.
  - If possible, call 911. Give as much information as possible.
  - The best way to survive an active shooter situation is to not be where the shooter is, and not go where he/she can see you.

- **HIDE** Is there a good place to hide?
  - If you cannot get out, you should hide (shelter in place). Find a hidden location.
  - Lie down away from windows or fields of fire.
  - Find protection behind furniture, if possible.
  - Close the blinds, turn off the lights, remain quiet, silence cell phones, spread out away from other individuals, and move behind available cover. Stay on the floor, away from doors or window, and do not peek out to see what may be happening.
  - Spread out; huddling together makes an easier target.
  - If in a hallway, look for an unlocked room or closet where you can hide.
  - If possible, close and lock the outside door to the room. Barricade the door with furniture or other heavy objects.
  - Turn out lights.
  - Do not pull fire alarms or evacuate rooms or buildings, unless directed by emergency responders.
  - If possible, monitor messages on the College website and social media.
  - Call 911, do not assume someone has called the police. If possible and safe to do so, report the location of the assailant.
  - Be persistent in calling because the phone lines may be overloaded.
  - If safe to do so, talk about what to do if the shooter enters the room and establish a plan. Make a total commitment to action and act as a team with others.
  - Do whatever is necessary to survive the situation.

- **FIGHT** Will you take out the shooter?
  - If there is absolutely no other opportunity for escape or survival, you may have to try to take out the shooter yourself.
  - You must be committed to this action.
  - The shooter’s very presence is a threat to your life.
  - Be prepared to do whatever it takes to neutralize the threat.
  - Any action should be taken in unison with others.
  - If you and others attack the assailant, commit fully. Use any available objects to overtake the assailant, such as books, backpacks, chairs, desks, fire extinguishers, etc.
If the assailant is subdued, immediately leave the area with hands held high so that law enforcement can determine who you are. Never assume first responders and law enforcement will know who the assailant is.

Follow all directives given by law enforcement, first responders, and college personnel.

If Outside When A Shooting Occurs

- Drop to the ground immediately, face down as flat as possible. If within 15-20 feet of a safe place or cover, duck and run to it.
- Move or crawl away from gunfire. Remember that many objects of cover may conceal you from sight, but may not be bulletproof.
- When you reach a place of relative safety, stay down and do not move. Do not peek or raise your head in an effort to see what may be happening.
- Wait and listen for directions from law enforcement personnel and first responders.

What To Do If Taken Hostage

- Be patient. Time is on your side. Avoid drastic action.
- The initial 45 minutes are the most dangerous. Follow instructions, be alert and stay alive. The captor is emotionally unstable. Don’t make mistakes which could put you in danger.
- Don’t speak unless spoken to and then only when necessary. Don’t talk down to the captor who may be in an agitated state. Avoid appearing hostile. Cooperate with the captor at all times.
- Try to rest. Avoid speculation. Comply with instructions as best you can. Avoid arguments. Expect the unexpected.
- Be observant. You may be released or escape. The personal safety of others may depend on your memory.
- Be prepared to answer the police on the phone. BE patient, wait. Attempt to establish rapport with the captor. If medications, first aid, or restroom privileges are needed by anyone, say so. The captors in all probability do not want to harm persons held by them.

What Else Can You Do?

- Active Shooter Training Online
  - DHS Training Course
    - The Department of Homeland Security (DHS) Independent Study Course titled: Active Shooter, What You Can Do (IS-907), is a no cost training course developed to provide the public with guidance on how to prepare for and respond to active shooter crisis situations. This training is available through the Federal Emergency Management Agency (FEMA) Emergency Management Institute (EMI) at http://training.fema.gov/EMIWeb/IS/IS907.asp
The training is targeted to reach a broad range of individuals, including managers and employees, so they can prepare to respond to an active shooter situation. The course is self-paced and takes about 45 minutes to complete. Upon completion of Active Shooter, What You Can Do, employees and managers will be able to:

1) **Describe the actions to take when confronted with an active shooter and responding to law enforcement officials.**
2) **Recognize potential workplace violence indicators.**
3) **Describe actions to take to prevent and prepare for potential active shooter incidents.**
4) **Describe how to manage the consequences of an active shooter incident.**

A certificate from FEMA EMI is awarded to participants who complete the course and pass a short final exam.

**Other Resources**

- **Active Shooter Training:** [https://training.fema.gov/is/courseoverview.aspx?code=IS-907](https://training.fema.gov/is/courseoverview.aspx?code=IS-907)

**SAFETY TIPS**

1. Know where the College Security Office is located and how to contact Security.
2. Take extra precaution at night.
3. Always lock your car doors.
4. Maintain privacy on social media.
5. Be careful when getting into your car.
6. Learn how to defend yourself.
8. Always have emergency contacts on you or in your device.
9. Add the number for CACC Security to your speed dial.
10. Immediately report any questionable behavior and suspicious persons, vehicles, or activities to Security.
11. Immediately report any lights out or other hazardous conditions.
SECURITY CONTACT NUMBERS

Alexander City 256-596-0058
Childersburg 256-596-0054
Talladega 256-596-0061
Pratt’s Mill Center 256-596-0010

REMEMBER SAFETY FIRST!!
Attachment #1
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Central Alabama Community College (CACC) Pandemic Response Plan

GENERAL INFORMATION

CACC has formulated a Pandemic Response Plan to address the multiple levels of public safety and college operations should a viral pandemic occur. This document provides general and specific guidelines that will inform the College’s response to a pandemic. This plan summarizes key considerations provided by numerous governmental, medical, and emergency response agencies. Many resources were drawn upon to construct this plan, and CACC would like to recognize these organizations for “allowable” sharing as we initially cite the following organizations and institutions that are woven into various sections throughout this document, including: The World Health Organization (www.who.int/en/), the Centers for Disease Control and Prevention Colleges and Universities Pandemic Viral Planning Checklist (www.cdc.org), the American College Health Association (www.acha.org), and the US Department of Health and Human Services (www.pandemicViral.gov).

Templates, summaries, and examples from pandemic plans of other colleges have been used to direct the organization of this plan, particularly from Colorado State University (www.safety.colostate.edu). The development and implementation of the CACC Pandemic Response Plan is tailored to the specific needs and functions of CACC but clearly follows the standard guidelines and protocol advised from the leading professionals in the field.

Part 1: Overview: The first part of this document offers an overview of the pandemic threat, the importance of pandemic preparedness planning, and how to get started.

Part 2: Planning Guidelines: The second part will outline the specific areas that should be considered in planning. In addition to providing guidance to each component of the College in preparing their internal plans, these guidelines describe actions that should be taken to coordinate and synchronize those individual plans into a college-wide Pandemic Response Plan.

Part 3: Response and Recovery: The third part details the centralized response by the College and responses by several key college areas during a pandemic and during the recovery phase after a pandemic.

Part 4: Resources and References: Part Four provides general information about pandemic planning and specific resources for individuals and organizations.
Importance of Pandemic Planning
In 2005, the World Health Organization (WHO) and the Centers for Disease Control and Prevention (CDC) issued a worldwide warning for a possible viral pandemic from avian viral (“bird viral”) or the H5N1 Viral Virus. WHO and the CDC saw the risk as “high” due to the knowledge about the mutations and dissemination of viral infections. Organizations and individuals had a unique opportunity to plan for the next pandemic, thus mitigate the impact. A pandemic has a worldwide impact with an unpredictable timeline and potential for broad dispersion. Major disruptions are likely for health care, transportation, infrastructure, education, suppliers, and other public services. Physical facilities will not be damaged but will need vigilant attention to maintain operations. High illness and death rates will lead to significant absenteeism, which will greatly affect the operations of life on all levels locally, nationally and internationally.

In April of 2009, after more than 40 years without a pandemic outbreak, a new strain of viral was detected in Mexico City (H1N1) and showed the potential to create a pandemic due to it being a novel strain with mixed origins of avian, swine, and human antigens. On April 25, 2009, the WHO deemed H1N1 a public health emergency due to its rapid spread and on June 11, 2009, the WHO raised their alert level to #6, which is the highest level of alert for the WHO. H1N1 proved to be spreading rapidly but it had very low virulence with a CFR of less than 0.1%, therefore the CDC did not even declare an alert level on their severity index. On August 4, 2009, the WHO reported that there were 162,380 laboratory confirmed cases of H1N1 and 1,154 deaths.

This document is not intended to offer extensive information about the nature of viruses. Rather, it is to assist the CACC community in engaging in thoughtful well informed discourse in the formulation of a flexible, adaptive response plan that is tailored to the needs and resources of CACC.

Planning for an Emergency at CACC
The purpose of these guidelines is to inform CACC emergency planners in the development of a college-wide pandemic preparedness plan and to assist the entire college community in learning about and preparing for a pandemic on a personal level. Emergency preparedness planning is essential because it affords institutions, like CACC, an opportunity to respond more effectively to various emergency situations, including a pandemic. CACC has an Emergency Operations Plan that provides guidance to all elements and operations of the college to prepare for, respond to, and recover from both man-made and natural disasters, and major emergencies.

Emergency planning at CACC follows four fundamental concepts:
1. preparedness
2. mitigation
3. response
4. recovery.

A sub-plan of the College Emergency Operations Plan is the Pandemic Response Plan, which addresses the specific guidelines and actions unique to a pandemic.
The major goals of CACC’s pandemic plan are to:

1. reduce illness and death;
2. minimize social and educational disruption;
3. ensure the college’s ability to continue core and critical functions; and,
4. minimize economic loss.

Before and during a pandemic, CACC will work in close cooperation with the state and local departments of health, local law enforcement agencies, and key state agencies. These planning guidelines assume a concurrent development of response plans by government public health officials and local medical facilities to address treatment measures arising from an international pandemic. These guidelines also assume that CACC will coordinate its plans and responses with appropriate agencies, such as federal, state, and local agencies (ACCS, DOE, CDC, FEMA, the Red Cross, and other outside agencies. The plan will be compliant with all state laws and regulations and will be updated to include planning by state and other pertinent agencies, when this information becomes available.

Every effort has been made to ensure inclusion of all essential elements in a viral pandemic plan; however, there may be the need for flexibility as the situations are often dynamic and fluid. In addition, no plan can anticipate or alleviate the scope of a pandemic and its impact on a community. Individual responsibility for safety and well-being should be emphasized. Modifications, improvements and enhancements to the CACC Pandemic Response Plan will be transmitted to the campus as they become available.

CACC Emergency Operations Plan
CACC currently has an Emergency Operations Plan set up to respond to a crisis or emergency incident. The Emergency Operations Plan (EOP) consists of an Emergency Operations Committee (EOC) that is under the coordination of the Dean of Students and is divided into two management groups:

Emergency Operations Committee (CAEOC)
The Emergency Operations Committee is responsible for immediate, short-term emergency management functions and will operate from the physical plant. The CAEOC is coordinated by the Dean of Students who reports directly to the President of the institution. The members of the CAEOC and their responsibilities are:

1. The Dean of Students serves as the coordinator for the CAEOC. As coordinator it is his/her responsibility to assure that the Pandemic Plan is comprehensive, effective, and communicated to the various elements of the college community. The Dean of Students will have primary responsibility in the areas associated with student services issues that include student services, college/student/parent communications, Central Alabama Community College security officers, maintenance and facilities personnel, and student health (including post emergency counseling). The Dean of Students will coordinate the provision of support services by the TRIO staff.

2. The Dean of Financial Services is responsible for coordinating and communicating the pandemic plan to the Business Office and working closely with the Executive Director of Human Resources to ensure payroll and Business Office functions are able to continue remotely if
needed, and to assist the Dean of Students with facilities and fleet and transportation issues. The Dean will assist with any specific purchase related to the pandemic.

3. The Dean of Academic Programs will focus on academic instructional program requirements such as classroom facilities, equipment, instructional materials, and faculty office/support and coordinate the provision of remote instruction if warranted. The Dean will also assess need for post emergency counseling for faculty and coordinate these services with the Dean of Students and Executive Director of Human Resources and assist with coordinating communication to faculty and students.

4. The Dean of Economic and Workforce Development will focus on technical instructional program requirements such as classroom facilities, equipment, instructional materials, and faculty office/support and coordinate the provision of remote instruction if warranted. The Dean will assess need for post emergency counseling for faculty and coordinate these services with the Dean of Students and Executive Director of Human Resources. The Dean will assist with coordinating communication to the faculty and students. The Dean will also coordinate communication and scheduling and rescheduling events with local, state, and federal workforce development and the Coordinator of High School and Public Relations.

5. The Athletic Director will focus primarily on the area of athletic activities including scheduling and rescheduling events, notifications regarding athletics, medical response, and referrals as well as mental health response and referrals, travel-related risks, and other applicable emergencies for student athletes and coaches.

6. The Coordinator of High School and Public Relations will coordinate all public information/public relations activities related to the pandemic and assist the other members of the CAEOC with communications. The Coordinator will work closely with the Dean of Students and the Chief Information Officer to ensure transparency and efficient communication with faculty, staff, and students as well as parents and internal and external stakeholders.

7. The Executive Director of Human Resources will provide support to the Dean of Students, Dean of Academic Programs, and Dean of Economic and Workforce Development with arranging support services for counseling for student/faculty/staff. The Executive Director will work closely with the Dean of Financial Services to ensure payroll and Human Resources office functions may continue remotely if needed. The Executive Director will ensure that information regarding employee rights is communicated to all employees.

8. The Maintenance Representative serves as a technical/mechanical resource before, during, and after a pandemic. The Representative is responsible for coordinating all physical plant activities, continuing undamaged operations of the college, updating and expanding housekeeping and cleaning duties as needed, and ordering sanitation and cleaning supplies from vendors and coordinating with related vendors.

9. The Safety and Security Coordinator oversees the Central Alabama Community College Security Officers, the first responding agency to any and all emergency incidents on campus or other property owned, leased, or controlled by the College. It is his/her responsibility to work
with the Dean of Financial Services and the Dean of Students to ensure that the emergency plan is comprehensive, effective, reviewed and updated annually, and communicated to area agency law enforcement.

10. The Chief Information Officer is responsible for technology and the College servers. The CIO creates and maintains the internet information site. The CIO works with the Coordinator of High School and Public Relations to communicate updated information via the College website and ensures that the technology for all college divisions is meeting the needs of the college community. The CIO manages the College emergency notification system, SchoolCast, and works closely with Full Measure Education to coordinate and deliver information to students, faculty, and staff.

11. The Associate Dean of Institutional Planning, Assessment, and Evaluation assumes record keeping duties for the CAEOC. The Associate Dean ensures the College remains in compliance and assists with ensuring any changes to functions and provision of services at CACC remain aligned with local, state, and federal policies and regulations, including but not limited policies of CACC, ACCS, ACCC, and SACSCOC. The Associate Dean will assist with the implementation of any emergency federal and state mandates and ensure the College is in compliance.

The Emergency Policy Group (EPG)
The Emergency Policy Group is charged with middle-range and long-term policymaking and planning. The Director of the EPG is the President of the College and he/she or his/her designee will decide if the EPG should convene, and which members are appropriate to form the EPG with respect to a particular incident. The primary responsibilities of the Emergency Policy Group are to:

- facilitate acquisition of resources from outside the College,
- establish communications with the administration,
- create a short-term building replacement program,
- coordinate a records survey,
- address and work towards resolution of financial and legal problems,
- assess staffing resources,
- initiate survey of academic programs and establish dates for resumption of academic schedule.

The comprehensive CACC Pandemic Response Plan will include the following key elements:

- identifying CACC’s critical services and missions,
- identifying critical personnel and core skills,
- identifying a clear chain of command for decision making,
- understanding the effects on faculty, staff, students, parents, visitors, and community,
- providing broad and inclusive internal and external communications,
- providing targeted communications,
- implementing appropriate and adequate preparations,
- implementing training and simulated exercises, and
- providing appropriate response actions and recovery processes.
INTRODUCTION TO PANDEMICS

Characteristics of a Viral Pandemic
Pandemics have been occurring throughout human history. The impact of these pandemics have been costly in human life and productivity. Three major pandemics have occurred in the 20th century and one in the 21st century:

1. 1918-19: The “Spanish Viral” (H1N1). This Viral was the deadliest of the last three pandemics with 20% to 40% of the world’s population being infected and over 50 million people dying (including 750,000 in the U.S.).
2. 1957-58: The “Asian Viral” (H2N2). One to two million people died worldwide from this Viral with 70,000 dying in the U.S.
3. 1968-69: The “Hong Kong Viral” (H3N2). This Viral caused 34,000 deaths in the U.S. and 700,000 worldwide.
4. April 2009-present: The “Swine Viral” (H1N1): This is a novel strain of avian, swine and human antigens that is still being seen in pockets around the world.
5. 2019 - present: the novel Coronavirus Disease 2019 (COVID-19). This strain of Coronavirus has not been seen before and is still mutating and spreading in the human population worldwide.

WHO and the CDC are concerned about the current viral spread of the Coronavirus that is being seen across the world. At this time, the virus is believed to be more of a risk to humans than common influenza and other flu-like illnesses.

A pandemic virus occurs when an antigenic shift takes place in the virus and three conditions are met (CDC):

1. a new viral virus subtype emerges,
2. the virus infects humans, and
3. the virus gains efficient and sustainable transmission from human to human.

Pandemic Viral is different from Seasonal Viral. Seasonal Viral generally peaks between December and March in North America whereas a Pandemic Viral can occur at any time of the year, resurge in waves and last over a year. The illness rate with Seasonal Viral in 5% to 15% but the illness rate in a pandemic is 25% to 30%.

Given the current threat of the Coronavirus, people have an opportunity to track the activity of a pandemic virus that has the potential to cause major disruptions in everyday life and to prepare for such an event. While many strategies to prevent a pandemic 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.
Vaccines and Antivirals
Because a vaccine needs to closely match a 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 wave but, even then, there may not be enough to vaccinate 6.6 million people worldwide (pandemicViral.gov/general “What Would Be the Impact of a Pandemic?”). Research is underway to develop improved vaccine technologies that would allow for more rapid production of vaccine, most of this occurring in the United Kingdom, France, and Italy where the majority of antiviral vaccines are made. The US National Vaccine Program Office believes it would be 8 to 12 months after the pandemic virus is identified to produce the first doses of the vaccine and estimates are that production would be able to protect 2.5 million people each week, which is not enough to give everyone full and equal access to the vaccine. Only about 100 million doses can be made approximately every 6 months.

Antiviral drugs are drugs that decrease the ability of viruses to reproduce. While getting a viral vaccine is the best way to protect you from the virus, antiviral drugs can be used as a second line of defense to treat the virus or to prevent viral infection. When used to prevent the Virus, antiviral drugs are about 70% to 90% effective (http://www.cdc.gov/Viral/about/qa/antiviral.htm).

Non-pharmaceutical Interventions (NPIs)(CSU)
Social distancing, isolation, quarantine, protective sequestration, and public health education about 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 college 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 taking action to discourage close social contact between individuals, including maintaining a distance of approximately six feet between yourself and others, avoiding casual contact such as handshakes, and the 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 three to four 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 today’s highly mobile society and with the prominence 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 employees and providing immediate care for them by utilizing campus resources and/or partnering with community resources will be necessary in the event a student or employee becomes ill on campus.

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 specific time when protective sequestration is in place are measures utilized in this intervention.

Protective sequestration has high associated costs. In a work setting such as CACC, social distancing and protective sequestration will also include reduction of the workforce present on campus. In a severe pandemic, only the personnel needed for critical services will be physically present on the college campus. Reduction in numbers of personnel will reduce the potential of exposure to and spread of a virus in the college community.

Personal protection equipment, (e.g., gloves, masks and in some instances gowns and protective eyewear) are important for personnel who must interact with sick persons during a pandemic. Frequent cleaning of potentially contaminated surfaces and objects, such as door handles and classrooms desks, is an important measure to reduce exposure to infection.

Public health education that communicates accurate, clear information regarding reduction of 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.

If vaccine and/or antivirals become available, it is unlikely there will be quantities to cover the entire population. Discussions with local health authorities regarding the distribution of antiviral medications and the manufactured vaccine will be conducted to establish campus protocols consistent with government guidelines. During a pandemic, CACC will work with the county health departments and the State Department of Health to coordinate prioritization and distribution of vaccine and antiviral medications to our campus community.

**Business Continuity**

While the first thrust of planning should address health and safety issues, business continuity must follow closely on its heels. Identifying the key business functions of the college and key players in charge of those functions is the first step in addressing this area.

Prior to a pandemic, college officials will need to determine payroll and leave issues in advance of a pandemic. Purchase of supplies will need to be addressed. Building maintenance will need to continue and computer infrastructure must be maintained. It is anticipated that a pandemic could result in interruption of services and a shortage of supplies and fuel, due to high absenteeism. Identifying contingency plans for sustaining basic functions in case of loss of telecommunications, utilities, and IT capability needs to be included. As a college, we are in the business of education. Our academic departments and faculty will also need to develop contingency plans for completion of courses if classes must be canceled or offered remotely for some specified time frame.
Planning in the Face of Uncertainty and Unknowns
Planning for a pandemic can be a daunting task given that a number of important factors are unknown. Officials will likely not be able to rapidly identify the exact viral organism at the root of the pandemic and are unlikely to have this information far in advance. Furthermore, planners are hampered by gaps in our scientific understanding of viral outbreaks; such as, what makes the virus more or less lethal and how to best protect people from an organism that can adapt to and change in ways that makes vaccination against them so difficult. 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 scientists currently understand about seasonal viral 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.

Emergency Operations Plan
The College Emergency Operations Plan describes the responsibilities that the Emergency Operations Committee (consisting of the CAEOC and EPG) and different individuals and departments on campus have during emergencies. The CAEOC will oversee and support field operations. The Dean of Students will coordinate emergency operations following consultation with the CAEOC and under the supervision of the President. This role may be passed to others as the situation demands.

Under the guidance of the EPG and the CAEOC, a specific group to address a potential pandemic has been formed, called the Pandemic Planning Team (PPT). The Pandemic Planning Team will provide guidance for the CACC community in the development of pandemic viral planning for all departments of the College.

Pandemic Planning Team (PPT)
The Pandemic Planning Team is responsible for the development of the CACC Pandemic Response Plan. All efforts will be made to ensure the guidelines are being discussed and written, especially in the areas of human resource management, safety and security, and rationing of scarce resources, follow legal, ethical and the recommended health standards. The PPT will be instrumental in providing campus wide communication and education about preparedness and response planning for each department and will be prepared to advise the Emergency Operations Committee in the event of a pandemic.

Strategy
The CACC Emergency Operations Committee (CAEOC), along with the Pandemic Planning Team, will continue to monitor the emerging threat of a pandemic and will continually review and revise the response plans as necessary. The CACC strategy recognizes the following key elements:

• Identifying our critical services and mission
• Identifying core personnel and core skills
• Identifying a clear chain of command for decision making
• Understanding the effects of a pandemic on faculty, staff, students, parents, visitors and the community
• Maintaining broad and inclusive communications – both internally and externally
• Implementing appropriate and adequate preparations
• Training drills
• Appropriate response actions and recovery processes

**Triggers for Moving Plans to Action**
As stated earlier, there will likely be a very short window for critical decision making regarding social distancing measures. Using previous pandemics as a basis for determining timing, it appears that implementing social distancing measures early, before infection severely impacts the community, might be a first strategy for educational institutions. Therefore, reducing the number of students remaining on campus early in the pandemic will likely be the best first step to take, which may lead to a decision to suspend academic operations before cases are even seen in the community. The goal is to ensure the safety and well-being of the entire community and this will best be addressed if people are in a safe and secure environment where optimal care is insured. The Pandemic Planning Team will provide guidance about timing for these suspensions. A suspension of classes, and other functions could occur for a period of up to several weeks. The economic and social ramifications of canceling classes and social and athletic events are not insignificant; however, more risks may be incurred allowing students to remain on campus. Therefore, it is important to identify, in advance of a pandemic, the triggers for the suspension of operations and keep the Pandemic Planning Team active and informed.

**ROLES AND RESPONSIBILITIES OF KEY PERSONNEL**

As defined in the CACC Emergency Operations Plan, the College has outlined the plan for operations to potential emergencies and delineated the role and responsibilities of departments that are expected to help protect life and property on campus.

The Dean of Students is the coordinator of the CAEOC and will provide executive level direction and authority, in coordination with and under the supervision of the President, for the activation of the Pandemic Response Plan. The Dean of Students, along with consultation from the PPT, will make recommendations to the CAEOC regarding the continuation, truncation, or suspension of academic operations. This office will also advise the PPT on academic recovery should the school close. Furthermore, the Dean of Students will ensure that each academic department is informed of the pandemic threat, the Pandemic Response Plan, and their personal responsibilities in the event of a pandemic.

The Emergency Operations Committee is a standing body composed of the college administration and others in critical roles at the College. Their role in this plan is to coordinate the Pandemic Response Plan from each department and provide oversight for the implementation of the plan.

The CACC Pandemic Planning Team of the CAEOC and has been chosen to advise the CAEOC in the event of a pandemic based on information from federal, state, and local authorities.
Each college department will be guided by the recommendations in this document. Specific plans, as recommended in this document will be further developed by specific individual departments as needed.

Public Health Entities at the county and state levels will issue quarantine orders, direct closure of facilities, and provide critical information designating key healthcare facilities as well distribution of anti-viral medications. The public health authority encompasses all private citizens, businesses and campus operations. CACC will work closely with the local county Health Departments and other Public Health and emergency response entities.

Assumptions
- COVID-19 becomes a more widespread and virulent threat in the US and its territories.
- Regional healthcare facilities and emergency medical service providers are prepared to receive, isolate and treat COVID-19 suspect patients.
- Alabama Department of Public Health is adequately staffed and trained to perform outbreak control measures for COVID-19.

Pandemic Phases and Severity Levels
WHO Phases, CDC Severity Index, and USDHHS:
The World Health Organization (WHO) developed an alert system to help inform the world about the seriousness of a pandemic. The alert system has six phases, with Phase 1 having the lowest risk of human cases and Phase 6 posing the greatest risk of pandemic. The world is presently in Phase 3 of the Pandemic Alert. This means that there is a new virus subtype causing disease in humans, but is not yet spreading in an efficient (easily transmissible) and sustainable manner among humans. When human to human transmission increases, WHO Phase 4 will begin. A pandemic that affects CACC will occur primarily in Phases 4, 5 and 6, at which time there will be worldwide (and local) efficient and sustained human to human spread.

The Centers for Disease Control and Prevention (CDC) outlines a Pandemic Severity Index (PSI) to characterize the severity of a pandemic, provides planning recommendations for specific interventions that communities may use for a given level of pandemic severity, and suggests when these measures should be started and how long they should be used. The guidelines apply a system that rates the severity of a viral pandemic; similar to the system for rating the severity of hurricanes: Category 1 represents a very mild and Category 5 a very severe pandemic. This is based on Case Fatality Ratios (CFR), which is the percentage of deaths out of the total reported
cases of the disease, and determined by CDC and other public health authorities. The guidelines suggest that the severity of the pandemic will help to guide the intensity of response and particularly of mitigation measures. The actual implementation of PSI alerts is expected to occur after the World Health Organization (WHO) announces Phase 6 Viral transmission (human to human) in the United States. The CDC Severity Index can be illustrated as seen below:

**CDC Pandemic Severity Index Scheme**

<table>
<thead>
<tr>
<th>Category</th>
<th>Case-Fatality Ratio (CFR)</th>
<th>Example(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Less than 0.1%</td>
<td>Seasonal Viral</td>
</tr>
<tr>
<td>2</td>
<td>0.1% to 0.5%</td>
<td>Asian Viral and Hong Kong Viral</td>
</tr>
<tr>
<td>3</td>
<td>0.5% to 1.0%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1.0% to 2.0%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2.0% or higher</td>
<td>Spanish Viral</td>
</tr>
</tbody>
</table>

It is not clear at this time where the Coronavirus will fall within this index. The CDC is saying that it is already looking like a Category 2 or 3 disease at this point (FEB. 2020). Federal Response Stages (US Department of Health and Human Services) [http://pandemicViral.gov/plan/federal/fedresponsestages.html](http://pandemicViral.gov/plan/federal/fedresponsestages.html)

Below is a table that maps the U.S. federal response stages based on WHO’s phases. Following the table is more detailed information for each of the federal response stages, including goals, actions, and policy decisions based on the outbreak situation and the risk posed to the U.S.
CACC Severity Levels
Triggers for action at CACC will be based on a combination of information collected from the WHO, the CDC, the USDHHS, and the local county Health Department. CACC has opted to use “severity levels” of a pandemic to assist with planning and scenarios. These levels are uniquely defined for CACC and are not to be confused with the USDHHS nomenclature for pandemic phases. College severity levels will reflect the first stages of a local pandemic (Level 1), the intermediate stages of local pandemic (Level 2), and the peak of a local pandemic (Level 3). In a severe pandemic, there would probably be rapid progression between levels, with duration of

<table>
<thead>
<tr>
<th>WHO Phases</th>
<th>Federal Government Response Stages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTER-PANDEMIC PERIOD</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>No new influenza virus subtypes have been detected in humans. An influenza virus subtype that has caused human infection may be present in animals. If present in animals, the risk of human disease is considered to be low.</td>
</tr>
<tr>
<td>2</td>
<td>No new influenza virus subtypes have been detected in humans. However, a circulating animal influenza virus subtype poses a substantial risk of human disease.</td>
</tr>
</tbody>
</table>

| **PANDEMIC ALERT PERIOD** | |
| 3 | Human infection(s) with a new subtype, but no human-to-human spread, or at most rare instances of spread to a close contact. | 0 | New domestic animal outbreak in at-risk country |
| 4 | Small cluster(s) with limited human-to-human transmission but spread is highly localized, suggesting that the virus is not well adapted to humans. | 1 | Suspected human outbreak overseas |
| 5 | Larger cluster(s) but human-to-human spread still localized, suggesting that the virus is becoming increasingly better adapted to humans, but may not yet be fully transmissible (substantial pandemic risk). | 2 | Confirmed human outbreak overseas |

| **PANDEMIC PERIOD** | |
| 6 | Pandemic phase: increased and sustained transmission in general population. | 3 | Widespread human outbreaks in multiple locations overseas |
| 4 | First human case in North America | |
| 5 | Spread throughout United States | |
| 6 | Recovery and preparation for subsequent waves | |
Level 1 or 2 lasting only hours to several days. It is also possible that the next viral pandemic might be mild, like in the 1968 pandemic, rather than of the severity of the 1918 pandemic. If a mild pandemic that fails to progress in severity occurs, the College may remain in CACC’s Pre-level or Level 1 for the pandemic’s duration. In this situation, the College would still need to be prepared and to respond, but the actions taken during the peak of a mild pandemic might be limited and will be decided on by the Pandemic Planning Team. CACC will also develop more detailed specific plans for each pandemic event as is warranted by its occurrence and character. For planning purposes, the Pandemic Planning Team has defined the CACC Severity Levels as follows. Please note that CACC will follow all orders and directives issues by the State of Alabama and the Alabama Community College System.

<table>
<thead>
<tr>
<th>CACC Level</th>
<th>Viral Illness Rate</th>
<th>Absenteeism Due to Viral Illness</th>
<th>Suspensions, Closures, and Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-level (Chart 1)</td>
<td>Normal</td>
<td>Normal</td>
<td>Business and Class as usual, continued surveillance and possible communications to community.</td>
</tr>
<tr>
<td>1 (Chart 2)</td>
<td>10%-25%</td>
<td>10%-30% of work staff</td>
<td>Gatherings restricted; some public buildings may be closed, use of NPI’s, vigilant surveillance of possible need to move into level 2. Possible suspension of academic operations. Widespread communication to community.</td>
</tr>
<tr>
<td>2 (Chart 3)</td>
<td>&gt;25%</td>
<td>&gt;30% of work staff</td>
<td>Classes suspended; most buildings closed, very active response in all departments. Widespread communication to community.</td>
</tr>
<tr>
<td>3 (Chart 4)</td>
<td>&gt;25%</td>
<td>&gt;30% of work staff</td>
<td>Campus only open for critical services, only critical personnel on campus. Widespread communication to community. All actions at this level are dependent on available of non-ill personnel and current recommendations from health entities.</td>
</tr>
</tbody>
</table>
CACC Pandemic Response Plan
Decision-making: Pre-Level

Chart #1

First Case in the U.S.

Pandemic Planning Team evaluates the threat

Suspend Operations?

Highly unlikely

Continue College operations as normal

Triggers for action:
➢ WHO Levels 1-6
➢ CDC Level - 0
➢ CFR <0.5%
➢ Seasonal Flu – wnl
➢ No mandated DOH closures
➢ No infrastructure disruption nationally or internationally
➢ No national travel restrictions
➢ Possible international travel restrictions
➢ Possible recommendations for NPI use

Actions:
• PPT monitors pandemic situation with input from health entities
• Provide campus wide communication on pandemic situation
• Monitor student/employee absences
• Encourage use of NPI’s when appropriate
• Assess need for possible alterations of some public assemblages
• Prepare for the possible movement into Sample Level 1 or higher
CACC Pandemic Response Plan
Decision-making: Level 1

Chart #2

Spread of pandemic in the U.S. or in the Northwest region

Pandemic Team evaluates the threat

Activation of EMP?

Possible

Alter operations

Possible

Triggers for Action:
- WHO and DOH level 6
- CFR 0.5% to 1.0%
- Illness rate 10% – 25%
- 10% to 30% absenteeism
- Ntl and Interntl travel restrictions
- Recommendations for NPI use
- Possible mandated public closures
- Possible infrastructure disruptions
- Possible public panic

Actions:
- Active collaborations with health entities
- Campus wide communication
- Possible isolation of ill students
- Possible temporary alteration of academic schedule and limits to public gatherings
- Possible alteration of campus services and operations
- Active campaign to promote the use of NPI’s, especially in class and dining halls
**CACC Pandemic Response Plan**  
**Decision Making Level 2**

**Chart #3**

- **Pandemic spread throughout the U.S.**
  - Pandemic Team evaluates the threat
  - Activation of Emergency Management Plan

- **Suspend or alter operations?**
  - Likely
  - **Proceed with Level 2 responses in all departments.**

**Triggers for action:**
- WHO and DOH level 6
- CFR1.0% to 2.0%
- Illness rate >25%
- Absenteeism >30%
- Severe travel restrictions everywhere
- Increasing public closures
- Increasing infrastructure disruption
- Possible public panic

**Actions:**
- Active collaboration with health entities
- Active collaboration with ACCS
- Possible remote instruction
- Possible remote student services
- Limits to public assemblages
- Efforts to ensure critical positions for essential core operations are filled
CACC Pre-Level
The College’s “pre-level”, phase occurs when a pandemic is non-existed or threatening but not causing any significant infrastructure disruptions on campus. No actions need to be taken at this level other than continued surveillance by the PPT and community-wide communication about the pandemic threat and use of NPI’s (as is determined as appropriate by the PPT). In fact, the
WHO could state that there is a worldwide pandemic and even raise their alert level to 6, but this doesn’t necessarily mean a crisis for Sample or a need to make significant institutional changes. Sample will remain in a Pre-Level based on some of the following criteria:

- CFR <0.05%
- Seasonal Viral within the normal range
- No public closures mandated by DOH
- No infrastructure disruption locally or in the US
- No national travel restrictions
- Possibility of some international travel restrictions
- Recommendations from health entities to use NPI’s when appropriate
- Follow ACCS Directives and Directives from the State

CACC Level 1
Once there is efficient human-to-human transmission internationally, when verified cases are occurring in the United States and when one or more other triggering events (listed below) occur, the college enters CACC’s Level 1 and will begin to implement social distancing measures, cancel large gatherings, and prepare for class suspension. Triggering events for CACC Level 1 could include:

- CFR 0.5% to 1.0%
- Illness rate of 10% to 25%
- 10% to 30% rate of absenteeism
- Increasing national and international travel restrictions
- Recommendations from CDC and DOH to use NPI’s
- Possible public closures mandated by DOH
- Possible infrastructure disruption
- Possible public panic and elective absenteeism (without illness)
- Follow ACCS directives and directives from the State

CACC Level 2
As local pandemic levels increase, CACC may enter Level 2. Level 2 could likely begin within hours to several days after declaration of Level 1, depending on national and local conditions. During Level 2, the college will suspend academic and ancillary operations. It is anticipated that many students will already have departed from campus, employee absenteeism will rise, and other regional school systems will have closed. Triggering events for Level 2 could include:

- CFR 1.0% to 2.0%
- Illness rate >25%
- >30% rate of absenteeism
- Severe national and international travel restrictions
- Increases in public closures
- Increasing infrastructure disruptions
- Possible public panic and elective absenteeism (without illness)
- Follow ACCS directives and directives from the State

CACC Level 3
Level 3 occurs when local pandemic severity and incidence continues to rise. During Level 3, an emergency is declared. All facilities are closed except and critical building operations. Access to campus is limited only to critical personnel, who will be issued name badges and vehicle placards
that identify them as “critical.” All actions will be dependent on the availability on non-ill personnel and mandates declared by the local health authorities. The CFR at this time will likely be >2% and there will be widespread public closures and travel restrictions, serious infrastructure breakdown, and a severely overtaxed health care system.

These levels are designed to work in conjunction with the recommendations from international, national, and local health entities. The levels and triggers for action could be adjusted at any time to adapt to the individual characteristics of the pandemic at hand. These levels are a template to guide decision-making and not fixed or rigid. The most important part of CACC’s response to a pandemic will be for the PPT to continue to meet regularly at the onset of a pandemic threat and make decisions for the community based on the thorough, thoughtful, and critical analysis of all of the available information.

Guidelines for Identifying Alternative Methods to Deliver Services and Classes
Each department must consider what methods can be employed to continue critical services. Alternatives should be identified and planned for maintaining infrastructure, business services, continuation of research and continuation of course instruction. Planning for alternative methods might include:

- Cross-training: Identify key employees; create redundant or double teams for all critical staff or faculty functions.
- Supplies: Identify and maintain quantities of key supplies, and consider how to proceed if key service or supply providers are not available.
- Telecommuting: Develop staffing plans to identify work that must be done in the office and work that can be done at home.
- Backup systems: Develop backup systems in case of failures.
- Communication trees: Develop multiple methods of communicating about work-related roles and expectations with employees (email, website, telephone, Microsoft teams, Zoom).

Off Site and Outlying Locations
Some programs and departments maintain facilities and staff, students or faculty at locations away from the primary CACC campus. Preparation and planning should include consideration of services and staffing of those sites, such as the PA program or DPT program locations.

Guidelines for Infection Control Policies and Procedures (ACHA, USDOH, OSHA)
CACC cares about the health and safety of its faculty, staff, and students and strives to take reasonable steps for protection and mitigation of those risks. While medical issues surrounding any kind of disease outbreak are best addressed by campus medical personnel, common sense steps to risk reduction should be taken by everyone. These risk reduction steps include:

Personal Hygiene
- Cover your nose and mouth with a tissue or your sleeve when you cough or sneeze; throw the tissue away immediately after you use it.
- Wash your hands often with soap and water, especially after you cough or sneeze. If you are not near water, use an alcohol-based (60-95%) hand cleaner.
• Avoid close contact with people who are sick. When you are sick, keep your distance from others to protect them from getting sick too. Public health officials will provide guidelines about when one can safely return to work. Tentative guidelines presently suggest that employees stay home for at least five days after onset of illness; they should not return to work until cough has improved and fever has been absent for 24 hours.
• Try not to touch your eyes, nose, or mouth. Germs often spread this way.
• Frequently clean shared items such as keyboards, telephones, doorknobs.
• Routine vaccination against seasonal flu is recommended, particularly for high risk persons (50 years of age and older, people of any age with certain chronic medical conditions, pregnant women, children aged 6 months), household contacts of persons at high risk, household contacts of children less than six months of age, and healthcare workers.

**Social Distancing**
Social distancing is defined to include measures that increase the distance between individuals. These interventions can be applied to individuals, large groups or an entire community or region. They are designed to reduce personal interactions and thereby the risk of disease transmission. Some options include:

• Canceling events (concerts, game, etc.)
• Canceling school classes and events
• Avoiding close contact with coworkers and students (maintain a separation of 3 or more feet).
• Avoid shaking hands and always wash hands after contact with others

**Personal Protective Equipment**

• Persons with respiratory infection symptoms can use a disposable surgical mask to help prevent exposing others.
• Personal protective equipment; such as surgical masks, gloves and hand sanitizers, may be appropriate for those critical personnel at risk of contact with contagious persons.

**Other resources**
Resources for individuals and families as well as general information about pandemics are provided in Resources and References.

**Health Alert Network (HAN)**
The U.S. Government Health Alert Network (HAN) is a web-based system to broadcast warnings of impending or current disasters affecting the ability of health officials to provide disaster response services to the public. As a pandemic appears and evolves, HAN as well as the State Department of Public Health and local county Health Departments will provide critical information, warnings and alerts to the campus.

**Supplies and Inventory**
As part of preparedness and planning, each department will complete an inventory of all supplies and equipment identified as essential to ongoing business functions and will ensure that a process
is in place for maintenance of adequate inventory. Shortages of supplies may occur during a pandemic due to increased demand (e.g., cleaning supplies), a transportation system disruption or the inability of suppliers to meet demand due their own staffing shortages. This process will include discussions with key suppliers to plan for regular shipments in the event of shortages or disruptions in transportation systems. Contracts with suppliers should be reviewed and revised to include contingency plans in event of a severe emergency, such as a viral pandemic. Supplies of personal protective equipment, such as gloves and masks, will be provided through the Emergency Operations Committee.

**Training and Exercises**

Once plans are developed, table top training exercises ensure that faculty, staff and students are aware of the plan, how it is activated and how it is managed. Training will be scheduled by the Emergency Operations Committee and the Pandemic Planning Team. Additional training needs can be identified and scheduled with identified critical and core personnel and their back-ups.

**Department Pandemic Viral Planning**

The goals of the CACC Pandemic Response Plan are to reduce illness and death, to minimize social and educational disruption, to assist the College’s ability to continue the core and critical functions of each department in the event of a pandemic event and minimize economic losses. The safety of the entire community is of paramount importance. The following information summarizes the key considerations that specific college departments need to address as part of pre-event planning. Although only some of the key departments are listed below, the Emergency Policy Group will determine which departments need to develop individual plans. The planning considerations will serve as guidelines, proposed by U.S. Health and Human Services, in its document “Colleges and Universities Pandemic Viral Planning Checklist” and the American College Health Association’s “Guidelines for Pandemic Planning.”

**The Campus Community**

Personal planning by every individual in the campus community is a crucial part of pandemic preparedness. Individuals need to ensure their own safety and that of their families before they can act as effective responders for the College. The College also has a responsibility to minimize risks to critical personnel who respond during a pandemic. Being informed and being prepared are the two most important steps that each person can take before a viral pandemic arrives. Being informed and being prepared will also help in any emergency or community crisis.

The College will make annual efforts to inform the community on pandemic risks and personal protectiveness. Specific pandemic viral planning for individuals and families is available from the State Department of Health and the CDC.

**Communications**

The College is responsible for communicating information and direction regarding the Pandemic Response Plan to students, employees, and other members of the college community. The CACC team will also maintain communication with the public media, local health and emergency entities, and relevant government agencies.
The Pandemic Planning Team and the Emergency Operations Committee will plan to have the primary responsibility for communicating to the College community and federal, state and local agencies. The PIO will plan to have the responsibility to provide press releases and other relevant information to the media and appropriate public entities. It is important that the College community speaks with one voice and with consistent information in crisis communication situations. Therefore, all public messages will be provided by or approved by the Coordinator of High School and Public Relations. It is also important to note that each college division or department will be responsible for appointing a supervisor or supervisors who will communicate with employees within that department about specific expectations to fulfill critical services. The Coordinator of High School and Public Relations will disseminate as much information as possible to the community about college operations and the status of the College, but each department supervisor will be responsible to communicate specific departmental information to their staff.

**Internal Communication (within CACC)**

Key considerations may include the following:

- Identifying to the general campus community who will be in charge of communications. Ensuring that there are one or two persons in back-up positions in case the key person(s) fall ill. Information relevant to the operations of specific departments of the College during a pandemic is the responsibility of the person(s) appointed by those departments.
- In coordination with the Emergency Operations Committee, providing messages about the alert status and general operations of the college during a pandemic can occur through the campus web site, email, SchoolCast, Moodle, the CACC APP, and social media.
- Discussing the technological capabilities and limitations with Technology Services to insure redundant communication methods.
- In conjunction with Health Center professionals, providing information to the campus community on seasonal and pandemic viral, the status of disease in the world, 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.

Guidelines regarding this matter include:

- Communicating early and often.
- Crafting messages in advance that can be easily revised if necessary.
- Ensuring that materials are easy to understand and culturally appropriate.

When a pandemic viral outbreak is imminent, the College’s website main page and social media will provide information and relevant links through audience specific portals.

**External Communication (outside of CACC)**

- Identifying to the media and public that the Coordinator of High School and Public Relations is responsible for all college communications.
- Disseminating information to local/regional media about the college’s efforts related to pandemic Viral before, during and after an outbreak.
• In coordination with the EMT and the PPT, establishing and maintaining contact with public information officers in order to collaborate on health-related messages regarding pandemic viruses, viral surveillance and viral control measures.
• Identifying key contacts within each system and revising regularly.

**Departmental Communication**
Each department will aid in the tracking and reporting employee health status to the Emergency Operations Committee, and all departments will work to provide redundant information to their employees about:
• which services are available and those which may be temporarily suspended,
• work expectations and schedules,
• mechanisms for employees to report absences and illnesses to supervisors, and
• all other information relevant to the operations of the specific departments.

The communication of relevant information will occur between all department heads and the Emergency Operations Committee and the Coordinator of High School and Public Relation.

**IT Department**
The IT Department is the central organization responsible for the voice, computer network, data and video services at CACC. In the event of an emergency, the IT Department will collaborate with internal and external entities, as relevant and needed, to ensure that CACC has the means to continue operating by sustaining communication services within and external to CACC. Key considerations include:
• Emergency Communication
• IT
• Telecommuting.

**Instruction**
The Dean of Academic Programs and the Dean of Career and Workforce Development will develop guidelines for academic continuation. Key considerations may include the following:
• Develop a policy or guidelines to address academic concerns of students or professors who are absent from classes due to illness or quarantine, when academic operations continue.
• Making decisions about the completion of classes should the college close down completely or about moving to remote instruction. These decisions will be variable depending on the point in the semester the college has closed and/or how much of a class has already been completed.
• Looking at alternative dates for completing coursework. Communicating relevant information to the EMT.

**Dean of Students**
The Dean of Students Office manages Student Services and student issues that are non-academic. In the event of a pandemic, it is of primary importance that the Dean of Students office works with the Emergency Operations Committee to optimize the safety and welfare of the entire student body. Specific considerations for the Dean of Students Office are:
• Facilitating contact with parents and/or emergency contacts as are necessary.
• Communicating with students and/or parents of students about relevant general or personal information regarding the pandemic situation or the individual students as is relevant and appropriate (FERPA in place).
• Coordinating the provision of remote services for the Division of Student Services.

Business Office and Maintenance and Facilities
• Compiling a list of supplies that would be needed, such as respiratory protection equipment (facemasks), gloves, gowns, protective eyewear, and disinfectants.
• Maintaining a stock supply of necessary equipment; inventory and rotate supplies as appropriate.
• Establishing a plan for continuation of cleaning services and waste removal services including triggers to increase the frequency of the scheduling of these services.

Physical Plant Services
The Critical Building List – In the Critical Building List, the college buildings are separated into three levels responding to closure levels described earlier in this document.

Level 1 buildings are public gathering types that would be closed first.

Level 2 buildings are classroom and administrative buildings that would be closed if on campus classes are suspended.

Level 3 buildings are critical buildings that need to remain open with services for utilities, maintenance and custodial. These buildings are typically buildings used for critical services such as security and technology. The levels assigned to each building require approval from the Office of the President. It is important to emphasize the critical nature of the college, city and state utility systems. Consistent delivery of water, sewer, electricity and natural gas cannot be assumed. Some services may be disrupted due to the absenteeism of utility employees.

Campus Safety
Key considerations may include the following:
• Developing procedures for securing building, protecting stored supplies, and restricting access to campus.
• Establishing ongoing communication with local police, fire, and emergency response personnel in order to coordinate efforts for managing safety issues.
• Participating in training regarding virus prevention.

Human Resources
Key considerations may include the following:
• Assisting the Pandemic Planning Team with the identification of critical personnel and ensure that departments are depth charted.
• Preparing plans for when to advise employees to stay home from work and review vacation/sick leave guidelines for applicability in a pandemic event.
• Employees who have been exposed, are suspected of having the illness or who are caring for an ill family member should not come to work. Therefore, liberal, non-punitive policies should be established in order to ensure compliance with public health recommendations.
• Establishing guidelines for the continuation of payroll and benefits in conjunction with the Business Office.
• Working with the Pandemic Planning Team to develop a hierarchy of critical positions that are essential to maintain core college operations. A “back up” of two additional employees for each critical position should be developed. Cross-training is a viable method for achieving this depth. Establishing return-to-work guidelines consistent with the case definition.

**Business Office**
Key considerations may include the following:
• Discussing the potential financial ramifications of a pandemic and estimate the impact and identify emergency funding to cover purchases and business continuation. Collecting information from departments related to costs for supplies.
• Developing procedures for the rapid procurement and payment of supplies, equipment, and services.
• Developing plan for closure of facilities that are normally open to the public along with a plan to contact vendors who service the College and rent facilities at the College.
• Developing a plan for ensuring the continuation of payroll and accounting operations in the face of high employee absenteeism or school closure.
• Analyzing the financial costs to the institution should it shut down and the costs and plans for the re-emergence of the college as a financially healthy and secure operation.

**Office of Enrollment Services and Financial Aid Office**
Key considerations may include the following:
• Developing a plan for reviewing applications and recruiting in the absence of face-to-face interviewing or campus visits.
• Developing place for processing applications remotely.
• Developing plan for processing aid remotely, providing verification, processing scholarships, loans, etc.
• Discussing contingency plans for issues dealing with tuition and financial aid in the event of a student’s elective or forced withdrawal from school.
• Coordinating operations with other relevant departments for the re-enrollment and recruitment of students.

**Disability Services Office**
It is imperative that students with disabilities receive equal access to communication regarding a pandemic. Reasonable Accommodations must be continued to be provided to students who qualify if the College transitions to remote services.

**RESPONSE AND RECOVERY**

In accordance with NIMS and ICS, any campus-wide emergency beyond the campus’ ability to manage its day-to-day operations would result in activation of the Emergency Operations Plan
and the Pandemic Response Plan for centralized coordination of response, relief and recovery efforts. All campus actions would be coordinated through the Emergency Operations Plan’s team.

Preparing for a Partial or Total Closure of the Campus

The decision to close the campus or substantially curtail most major activities of the campus would be a difficult decision. This decision would require careful thought, consideration, and coordination at the highest levels of the organization. The decision for a partial or total closure of the College will be made by the Office of the President and the Emergency Planning Team with input from multiple federal, state, local and college advisory bodies.

PRE-LEVEL (See Chart 1, p. 20)

The Pre-level is the planning phase, as detailed in Sections IV and V. Necessary actions include continued surveillance of any pandemic threats and communication to the community if appropriate.

LEVEL 1 RESPONSE (See Chart 2, p. 21)

A Level 1 response occurs when verified cases occur in the United States and one or more triggering events (confirmation of high rate of infectivity, morbidity or mortality; rate/speed of disease spreading; local public health recommendations to curtail or cancel public activities; transportation systems closing/curtailing interstate travel) occur. At this time, social distancing measures are implemented, large gatherings are cancelled and the college will begin preparations for partial or full closure. Key considerations for response by key areas include the following:

a. Pandemic Planning Team will plan to:
   • Activate the Emergency Operations Plan and website.
   • Assess the variables of the pandemic known to date and make a decision about the continuation or suspension of college operations and as directed by ACCS and the State.
   • Maintain close and frequent communication with the service area Emergency Planners and amongst all parties pertaining to the Pandemic Response Plan.
   • Support the College mission to provide accurate, accessible, expedient, and educational information to the entire college service community.

b. Communications Department will plan to:
   • Update information on college website as needed to educate and alert the campus community about viral signs/symptoms, the state of the pandemic in the world, when/where to seek help, and the current plans of the College.
   • Send alerts to students, faculty, staff, parents/families, and others as needed, apprising of the status of activities on campus and action being taken.
   • Alert external media to the status of activities on campus and action being taken by the College.

c. Technology Services will plan to:
   • Maintain the College technology infrastructure and emergency status data base.
   • Support the Office of Marketing and Public Relations.
   • Alert all technology staff about the current pandemic situation.

d. The Dean of Academic Programs and the Dean of Career and Workforce Development will
• Alert all faculty about the current pandemic situation.
• Call a meeting of Division Chairs to discuss the possible suspension of academic operations or transition to remote services.

e. The Dean of Students Office will plan to:
• Alert all staff about the current pandemic situation and work expectations.
• Respond to and delegate appropriately to student, parent, and or staff emergencies.
• Coordinate security and maintenance and facility needs.

f. The Maintenance Department will plan to:
• Work with the EMT to decide which services are critical to continue and if there should be a shift in staff assignments.
• Increase custodial services to all areas.

g. Campus Security will plan to:
• Alert all staff about the current pandemic situation.
• Augment security in vulnerable locations as designated by the EMT.
• Shift staff assignments as needed.

h. Human Resources will plan to:
• Alert all staff about the current pandemic situation.
• Communicate emergency and sick leave policies to staff.
• Communicate to employees any expectations about work duties:
e.g., which employees should report to work, where to report, self-monitoring for Viral-like symptoms.

i. The Business Office will plan to:
• Alert all staff about the current pandemic situation.
• Contact all CACC affiliated financial institutions to share mutual updates.
• Prepare for the possible closure of the college, and thus the possible cessation of building or other non-essential projects.
• Maintain close communication with the President about the financial status or the College and the “projections” for the immediate future.
• Maintain close communication with the Financial Aid office and Dean of Students about matters of student tuition and fees.
• Facilitate and expedite emergency supply orders.
• Prepare to implement manual processes for all financial operations in the event that mainframe systems become unavailable.

j. Student Services will plan to:
• Alert all staff about the current pandemic situation.
• Consider cancelling all college visits and moving to remote recruiting for a temporary period.
• Prepare for the possible closure of campus operations, which will drastically affect enrollment operations and the infrastructure of Enrollment Services, Records Office, and Financial Aid.
• Work closely with the Business Office to address matters of student tuition and fees.
• Work closely with the Athletic Department to assist athletes with eligibility concerns and returning home if needed.

k. The Disability Services Office will plan to:
• Assist the Dean of Students with the identification of students with special needs that may require additional information or assistance outside of the usual channels.
• Prepare to provide reasonable accommodations to ADA students should the College transition to remote services.

I. The Business Office will
• Immediate begin communication with the EMT.
• Alert all staff and event participants about the current pandemic situation.
• Begin preparations for the possible cessation of the current event and the cancelling of events in the immediate future.

LEVEL 2 RESPONSE (See Chart 3, p. 22)
Level 2 can begin with the onset of a high illness rate on campus, significant human-to-human transmission locally, a high CFR internationally and/or infrastructure disruption and could likely begin within hours to several days after declaration of Level 1, depending on national and local conditions. During Level 2, we anticipate that many students will already have departed from campus, employee absenteeism will rise, and other regional school systems will have closed. At this time, classes will be suspended, and most administrative and academic buildings will close.

The Emergency Operations Plan will likely be activated at this point and considerations for response by key areas are as following:

Emergency Operations Committee will consider the following responses:
• Continue coordination of the pandemic response.
• Maintain close and frequent communication.
• Maintain close and frequent communication with all emergency response entities.
• Work in conjunction with the Pandemic Planning Team.

Marketing and Public Relations
• Update information on the Emergency website and other designated forms of communication on a frequent basis, as needed.
• Maintain contact with local media about the status of activities on campus and steps being taken by the College.

Information Technology
• Maintain the CACC technology infrastructure.
• Support technology for all divisions.

President’s Cabinet
All administrators will consider the following responses, in addition to the information being disseminated by the President and Coordinator of High School and Public Relations:
• Follow directives from the EMT about closures and suspension of non-critical activities.
• Keep staff and faculty informed of the current status of the pandemic and college response.
• Inform vendors of the status of the College.
• Communicate emergency and sick leave policies to staff and faculty.
• Communicate to employees any expectations about work duties: which employees should report to work, where to report, self-monitoring for viral-like symptoms.
• Monitor staff absence rates (both for Viral-like illness and any other reasons) and communicate this to the EMP.
• Communicate protocols for hand hygiene, cough etiquette and other personal infection control and refer people to the Pandemic Resources and References section on the website or CDC pages).
• Physical Plant Services staff will consider the following responses:
  o Continuing critical services and custodial care in open buildings.
  o Working with Security to close/protect and secure all buildings.
  o Providing personal protective equipment to critical personnel.
  o Implementing appropriate infection control measures, particularly in student care areas, vehicles and common areas and classrooms and labs.
• Campus Security
  o Using personal protective equipment for all staff.
• Physical Plant Services
  o Using of personal protective equipment for all staff.
• The Business Office will consider the following responses:
  o Implementing emergency payroll processing.
  o Continuing notification to vendors about suspended services and payments of outstanding bills.
  o Continuing the funding and procurements for emergency supplies and services.

LEVEL 3 RESPONSE (See Chart 4, p. 23)
A Level 3 response occurs when pandemic severity and incidence continues to rise. At this time, a serious emergency condition will be declared. All facilities are closed except skeletal services for critical services. Access to campus is limited only to personnel who are essential to maintain the college's core functions. Responses for key departmental areas are as outlined above for Level 2 response, but with further building closure and reduction to only critical personnel. Other considerations for responses include:
  a. Emergency Operations Committee:
     • Maintaining close and frequent communication with EOC and all other emergency response or appropriate government entities.
     • Work in conjunction with the Pandemic Planning Team.
  b. Communications (college-wide)
     • Continue to apprise campus community about status of the College through various available information sources.
  c. Technology Services
     • Maintain the CACC technology infrastructure and emergency status database.
  d. All other Departments
     • Maintain functioning and services at the highest level possible, being mindful of eventual recovery.
Recovery Processes
Recovery begins immediately and continues throughout the response phase of an emergency/disaster. With a pandemic, recovery efforts may be thwarted by an unknown duration of the actual event and the unknown number of faculty, staff and students affected. Planning for recovery before an event occurs will assist available faculty, staff and students to make the transition as seamless as possible.

A. Recovery

- Establish the criteria for calling an end to the pandemic event and resuming campus business and activities.
- Develop a communication plan for advising employees, students, and other partners and constituencies of the resumption of college functions.
- Develop the sequence and timeline for restoration of operations and critical services/activities.
- 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.
- 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.
- Implement cleaning protocols and inspections required before faculty, staff, and students can return.
- Develop protocols for faculty and staff to follow upon return to work.
- Conduct “by room verifications” or similar process to determine which employees have not returned to work.
- Determine emergency funding sources to assist with resumption of college functions.

B. Establishing Criteria and Processes for Business Resumption
Based on information as developed by the Emergency Planning Team and ongoing reviews of the international/national/local situation and discussions with each CACC department, the Emergency Operations Committee will designate a partial, incremental or total return to normal operations. Any such decisions would be communicated to and coordinated with each department.

C. Analysis and After Action Reports
Once a complete return to operations is accomplished, the Pandemic Planning Team and Emergency Operations Committee will convene a debriefing, to discuss the response, recovery and any changes necessary to this plan.

RESOURCES AND REFERENCES

General Information
- www.cdc.gov Centers for Disease Control
- www.alabamapublichealth.gov State of Alabama Public Health Department
- www.ready.gov Personal planning
Personal Planning for a Pandemic

- Store a supply of water and food. During a pandemic, if you can’t get to a store, or if stores are out of supplies, it will be important for you to have extra supplies on hand. This can be useful in other types of emergencies, such as power outages and disasters.
- Periodically check your regular prescription drugs to ensure a continuous supply in your home.
- Have any nonprescription drugs and other health supplies on hand, including pain relievers, stomach remedies, cough and cold medicines, drinks with electrolytes, and vitamins.
- Talk with family members and loved ones about how they would be cared for if they got sick, or what will be needed to care for them in your home.
- Volunteer with local groups to prepare and assist with emergency response.
- Get involved in your community as it works to prepare for a viral pandemic.
- To limit the spread of germs and prevent infection:
  - Teach your children to cover coughs and sneezes with tissues, and be sure to model that behavior.
  - Teach your children to stay away from others as much as possible if they are sick. Stay home from work and school if sick.

<table>
<thead>
<tr>
<th>Examples of Food and Non perishables</th>
<th>Examples of Medical, Health, and Emergency Supplies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ready-to-eat canned meats, fish, fruits, vegetables, beans and soups</td>
<td>Prescribed medical supplies such as insulin or blood pressure medication</td>
</tr>
<tr>
<td>Protein or fruit bars</td>
<td>Soap and water, or alcohol-based (60-95% hand wash</td>
</tr>
<tr>
<td>Dry cereal, granola</td>
<td>Medicines for fever, such as ibuprofen or acetaminophen</td>
</tr>
<tr>
<td>Peanut butter and nuts</td>
<td>Thermometer</td>
</tr>
<tr>
<td>Dried fruit</td>
<td>Anti-diarrheal medication</td>
</tr>
<tr>
<td>Crackers</td>
<td>Vitamins</td>
</tr>
<tr>
<td>Canned juices</td>
<td>Viralids with electrolytes</td>
</tr>
<tr>
<td>Bottled Water</td>
<td>Flashlight and extra batteries</td>
</tr>
<tr>
<td>Food for infants/babies, if necessary</td>
<td>Infant supplies-diapers, wipes</td>
</tr>
<tr>
<td>Pet food</td>
<td>Manual can opener</td>
</tr>
<tr>
<td>Hard candies</td>
<td>Tissues, toilet paper, garbage bags</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td></td>
<td>Radio with clock</td>
</tr>
<tr>
<td></td>
<td>Camp stove with fuel</td>
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ACRONYM DICTIONARY

<table>
<thead>
<tr>
<th>ACRONYM</th>
<th>EXPLANATION</th>
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<tbody>
<tr>
<td>CDC</td>
<td>Centers for Disease Control and Prevention</td>
</tr>
<tr>
<td>EMP</td>
<td>CACC Emergency Operations Plan</td>
</tr>
<tr>
<td>EOC</td>
<td>Emergency Operations Center</td>
</tr>
<tr>
<td>CAEOC</td>
<td>CACC Emergency Operations Committee</td>
</tr>
<tr>
<td>EPG</td>
<td>CACC Emergency Policy Group</td>
</tr>
<tr>
<td>FEMA</td>
<td>Federal Emergency Management Agency.</td>
</tr>
<tr>
<td>HAN</td>
<td>Health Alert Network</td>
</tr>
<tr>
<td>IC</td>
<td>CACC Incident Commander</td>
</tr>
<tr>
<td>IT</td>
<td>Internet Technology</td>
</tr>
<tr>
<td>NIMS</td>
<td>National Incident Management System.</td>
</tr>
<tr>
<td>NPIs</td>
<td>Non-Pharmaceutical Interventions</td>
</tr>
<tr>
<td>PPT</td>
<td>CACC Pandemic Planning Team</td>
</tr>
<tr>
<td>USDHHS</td>
<td>United States Department of Health and Human Services</td>
</tr>
<tr>
<td>WHO</td>
<td>World Health Organization.</td>
</tr>
<tr>
<td>DH</td>
<td>Department of Health</td>
</tr>
<tr>
<td>EOC</td>
<td>Emergency Operations Center</td>
</tr>
<tr>
<td>FD</td>
<td>Fire Department</td>
</tr>
<tr>
<td>PD</td>
<td>Police Department</td>
</tr>
<tr>
<td>ACCS</td>
<td>Alabama Community College System</td>
</tr>
<tr>
<td>DO</td>
<td>Department of Education</td>
</tr>
<tr>
<td>SACSCOC</td>
<td>Southern Association of Schools Commission on Colleges</td>
</tr>
</tbody>
</table>
CACC CARES INITIATIVE

I. Mission Statement
The CARE (Communicate*Assess*Refer*Evaluate) Team is committed to maintaining individual and overall faculty, staff, and student safety and well-being through proactive and collaborative assessment, prevention, and intervention.

II. Referral Intake
A. On-line complaint forms can be found on the Central Alabama Community College web page.
B. Complaints can be received via Campus Security at each location or the Dean of Student’s Office on the Alexander City campus, the Human Resources office on the Childersburg campus, the Student Services offices at the Talladega Center, Pratt’s Mill Center, or Childersburg campus.

III. Core Group
A. Dean of Students
B. Coordinator of Safety and Security
C. Executive Director of Human Resources
D. Dean of Workforce and Economic Development
E. Health Science Program Administrator

IV. Tier II Group
A. Student Services Specialist/ADA Coordinator
B. Admissions and Testing Coordinator
C. Director of Financial Aid
D. Director of Student Services and Student Records
E. Enrollment Specialist Pratt’s Mill Center
F. Administrative Coordinator of Student Services Talladega Center

V. Referral Threat and Intervention Matrix Generalized Risk Assessment
<table>
<thead>
<tr>
<th>Risk Category</th>
<th>Classifying Criteria</th>
<th>Intervention Tools to Address Risk as Classified</th>
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</thead>
<tbody>
<tr>
<td><strong>Disruptive or concerning behavior</strong></td>
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<td></td>
</tr>
<tr>
<td>Extreme</td>
<td>Threat of self-harm; credible threat with details</td>
<td>Removal from college pending due process hearing</td>
</tr>
<tr>
<td></td>
<td>Farewell statements alluding to not ever seeing people again</td>
<td>Suspension-Probation</td>
</tr>
<tr>
<td></td>
<td>Giving away prized possessions</td>
<td>Review of Student Code of Conduct</td>
</tr>
<tr>
<td></td>
<td>Homicidal statements</td>
<td>Refer to Coordinator of Safety and Security for investigation and possible prosecution of criminal offenses</td>
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<tr>
<td></td>
<td>Specific direct threats to others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Repeated threat with consistency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plausible threat with details of planning</td>
<td></td>
</tr>
<tr>
<td>Severe</td>
<td>Statements concerning feelings of hopelessness</td>
<td>Review for Student Code of Conduct</td>
</tr>
<tr>
<td></td>
<td>Visible injuries (e.g. cuts, burns, abrasions)</td>
<td>Refer to Coordinator of Safety and Security investigation and possible prosecution of criminal offenses</td>
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<tr>
<td></td>
<td>History of suicide attempts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expressions of worthlessness or anxiety</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Suffered financial or personal loss</td>
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<tr>
<td></td>
<td>Preoccupied with violence</td>
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<tr>
<td></td>
<td>Written, drawn, or verbal communication involving death, torture, and/or extreme violence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fantasy of harming people</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History of planning a violent event</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fascination with weapons</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Owns or has access to weapons</td>
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</tr>
<tr>
<td></td>
<td>Intimidating behaviors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Repeated direct threats to others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Possession of weapon on campus</td>
<td></td>
</tr>
<tr>
<td>Elevated</td>
<td>Direct threats toward an individual or individuals-implausible or lacks details</td>
<td>Review Student Code of Conduct</td>
</tr>
<tr>
<td></td>
<td>Displays unprovoked anger, aggression, or hostility</td>
<td>Refer to Coordinator of Safety and Security investigation and possible prosecution of criminal offenses</td>
</tr>
<tr>
<td></td>
<td>History of abuse to animals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preoccupied with fire</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History of family violence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History of violent, reckless, or anti-social behavior</td>
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<tr>
<td></td>
<td>Suspected substance or alcohol abuse</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History of childhood abuse or neglect</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History of sexual assault or abuse</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Harassment (minor assault-push, strike, shove)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Criminal mischief; destruction of property</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Direct threats with no means to follow through</td>
<td></td>
</tr>
<tr>
<td>Moderate</td>
<td>Indirect threats toward an individual or individuals</td>
<td>Review Student Code of Conduct</td>
</tr>
<tr>
<td></td>
<td>Unusual writing or drawings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demanding behavior</td>
<td></td>
</tr>
</tbody>
</table>
### Mild

- Engaging in self-injurious behavior
- Inappropriate outburst or reactions
- Stares inappropriately at others
- Makes unwanted physical contact

- Significant change in personal hygiene or appearance
- Significant change in energy level
- Change in mood, personality, or behavior
- Withdrawn, complaints of fatigue
- Inability to focus or concentrate
- Unusual or erratic performance, speech behaviors
- Significant unexplained change in weight
- Difficulty controlling emotions
- Academic or workplace performance concerns
- Comments related to sleeping issues/nightmares
- Excessive absenteeism e.g. missing scheduled classes or appointments

**Academically Related Issues**

- Tardiness to class or appointments
- Excessive absenteeism/missing scheduled classes or appointments
- Problems making friends
- Cultural factors
- Problem transitioning from high school to college
- Incomplete class assignments
- Lack of classroom participation

### VI. Operational Process

A. Referrals submitted via internet will be electronically submitted to members of the core group. Submissions from methods other than the internet submission form will be disseminated to the Dean of Students office, then disseminated to the core group.

B. The Coordinator of Safety and Security will conduct a threat assessment utilizing all available intelligence sources and forward it to the Dean of Students.

C. The threat assessment process will not utilize any constitutionally protected behaviors to indicate a threat.

D. All threat indicators will be based on actions of the individual.

E. The College will not provide counseling services; rather, referrals will be provided to any individual that needs assistance.

F. Core group members will coordinate intervention with faculty and staff concerning the person being referred, at their area of operation.

G. Indicators rated at the mild and moderate level will be addressed by the Coordinator of Safety and Security and the Dean of Students or Executive Director of Human Resources. The remaining core members will be briefed of the situation electronically at the professional discretion of the Dean of Students and Executive Director of Human Resources. The Tier II group will be contacted and
consulted at the professional discretion of the Dean of Students and/or the Executive Director of Human Resources.

H. Indicators rated at the elevated, severe, and extreme levels will be evaluated by the core group to determine the appropriate intervention strategy.

I. Documentation of referral submissions and interventions will be maintained by the Dean of Students and Executive Director of Human Resources.
## Record Of Change

<table>
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<tr>
<th>Revision</th>
<th>Date</th>
<th>Page(s)</th>
<th>Change Description</th>
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<td>9/27/18</td>
<td>All</td>
<td>Release of 2018-19 Plan</td>
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<tr>
<td>1</td>
<td>8/1/19</td>
<td>5, 6, 10, 11, 12, 15, 16</td>
<td>Changed Dean of Instruction to Dean of Academic Programs; Added Dean of Economic and Workforce Development; Updated Building Coordinators to remove those no longer with college; Updated Call Tree to remove Faulkner University</td>
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<tr>
<td>2</td>
<td>10/9/19</td>
<td>9,11,12</td>
<td>Updated Building Coordinators to remove those no longer with college and add additional names</td>
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<td>3</td>
<td>7/27/20</td>
<td>9,11,12,30</td>
<td>Updated Phone tree and Building Coordinators to remove those no longer with college and add additional names</td>
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<tr>
<td>3</td>
<td>8/6/20</td>
<td>32-72</td>
<td>Changed formatting and verbiage throughout document</td>
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<td>3</td>
<td>8/13/20</td>
<td></td>
<td>Added attachment 1 and 2</td>
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<tr>
<td>4</td>
<td>10/21/20</td>
<td>11, 14</td>
<td>Updated phone tree and Building Coordinators to remove those no longer in positions and add additional names</td>
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<tr>
<td>5</td>
<td>3/15/21</td>
<td>7, 39, 13-14</td>
<td>Removed Associate Dean of Students, position no longer active. Updated Building Coordinator and Building Coordinator listing.</td>
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## Approval

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Signature</th>
<th>Date of Approval</th>
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<tbody>
<tr>
<td>President</td>
<td>Jeff Lynn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean of Students</td>
<td>Bryan Johnson (Interim)</td>
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<td>Dean of Academic Programs</td>
<td>Bryan Johnson</td>
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<tr>
<td>Dean of Economic and Workforce Development</td>
<td>Michael Barnette</td>
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<tr>
<td>Dean of Finance</td>
<td>Lisa Sawyer</td>
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<tr>
<td>Chief Information Officer</td>
<td>Rickey Creel</td>
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<tr>
<td>Associate Dean of Institutional Effectiveness, Research &amp; Compliance</td>
<td>Cindy Entrekin</td>
<td></td>
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<tr>
<td>Executive Director of Human Resources</td>
<td>Tina Shaw</td>
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<tr>
<td>Health Science Program Administrator</td>
<td>Jennifer Steele</td>
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## Record Of Distribution
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<td>11/1/18</td>
<td>Via all employee email; iConnect Resources</td>
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<tr>
<td>1</td>
<td>3/16/21</td>
<td>Via email to all Cabinet members.</td>
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<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
<td></td>
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