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GROSSMONT-CUYAMACA  
COMMUNITY COLLEGE DISTRICT

Emergency Operations Plan

# **Pandemic Plan**

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## **INTRODUCTION**

Respiratory viruses have the potential to be highly contagious, spreading from person to person primarily in respiratory droplets due to coughing and sneezing, or handling contaminated objects. Some viruses spread from person to person, mainly in respiratory droplets from coughs and sneezes or handling contaminated objects. Yearly immunizations are the most effective way of preventing the spread of disease.

At unpredictable intervals, a novel (new) virus may appear in humans for which there is no immunity. If the novel virus is transmitted easily from person to person and causes significant illness, this creates the setting for a pandemic, a large-scale outbreak of illness with the rapid spread from person to person and country to country. The World Health Organization (WHO) is responsible for announcing a global influenza pandemic.

Pandemics are about people and the interruptions in their everyday life. It is expected that a pandemic may have a worldwide impact with an unpredictable timeline, comprising multiple events or waves, and spreading quickly from one urban area to another. Major disruptions are likely for health care, transportation, education, and other public services. Higher education may be severely impacted because of the age of students and the population density in classrooms.

As more information and response strategies develop and become available, this document will be updated. Should you have questions or concerns related to the information shared within this document please contact the Student Health & Wellness Center.

## **PURPOSE**

The purpose of this Annex is to guide an effective response in the event of a pandemic on the GCCCD campuses and/or in the surrounding community that affects the health and wellbeing of all employees and students with the potential to affect the day-to-day operations of the campuses and district.

The GCCCD community has an obligation to be responsive as with any community and even more, given the social nature of a college campus. Further planning, collaboration and training will prove to be essential in reducing the impact of a pandemic outbreak and while maintaining the critical operations of GCCCD.

Stakeholders from critical areas of GCCCD have actively participated in the planning and updating of this document to reflect current information. This annex is a dynamic document and will continue to be revised as dictated by circumstances or changes in information.

## **OBJECTIVES**

The greatest effect on GCCCD will be absenteeism. The focus of this plan is to prepare the College to respond to high absenteeism and the possible curtailment of specific activities. This plan is guided by the following principles:

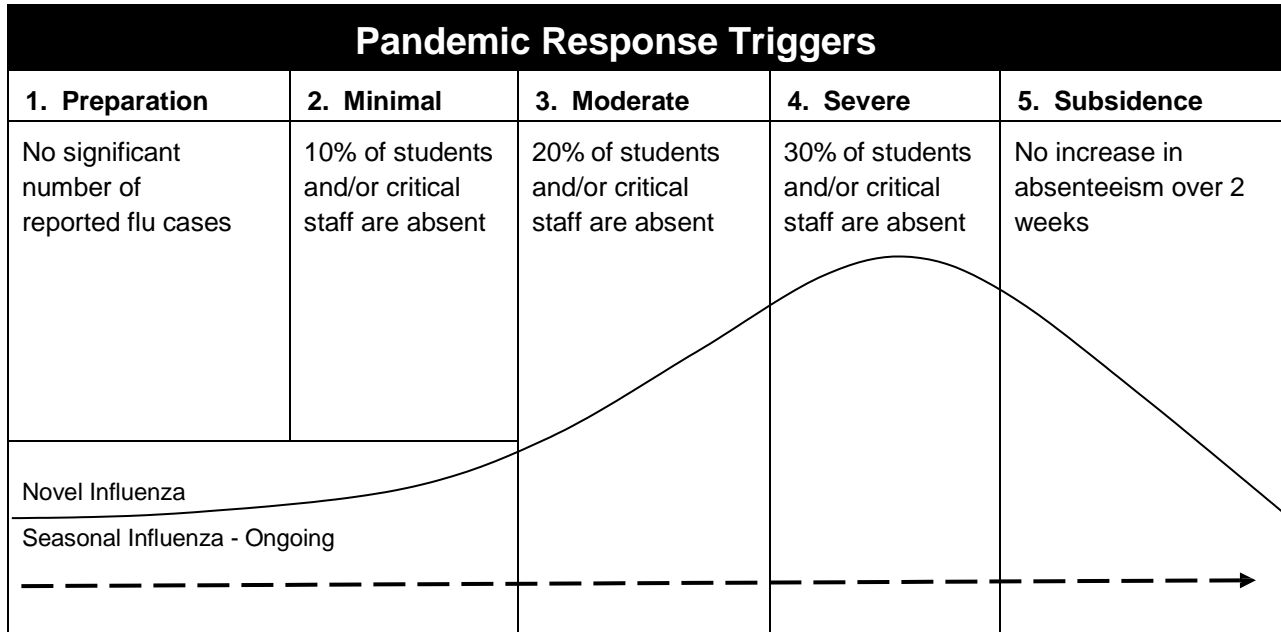
- Protect and support the health, safety, and welfare of our faculty, staff and students, as well as the assets of the college;
- Maintain a commitment to the college mission to provide instruction and service;
- Maintain business and administrative operations;
- Recover as quickly and efficiently as possible if any activities are interrupted or suspended;
- Ensure multi-modal communications within the college community, the local communities, and with stakeholders;
- Establish benchmarks or “triggers” to prompt prudent actions;

## **AUTHORITY**

The State of California has the primary responsibility for public health matters within its borders, including isolation and quarantine authority. The Chancellor, in collaboration with the governing Board, will be responsible for implementing the Emergency Operations Plan and also take actions to minimize the impact of a pandemic on the District.

## RESPONSE GUIDELINES & CHECKLISTS

The following “triggers” are used to monitor the impact of a pandemic on the college and to provide a consistent college-wide response.



August 2009 – The following “triggers” were developed by the DRCCC and based upon information from the CDC and DHS – Pandemic Influenza Planning and Preparedness course (CDP001-06)

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**Level One – Preparation**

Definition: No significant number of reported cases

Assess the possible impact on the campus and develop a response plan to mitigate those impacts, to the extent possible.

Completed	In Progress	Not Started	<b>Create and Implement Prevention Campaign for Proper Hygiene and Disinfecting Protocol.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Obtain poster information from relevant sources for print, distribution, and posting.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Post videos and information demonstrating proper coughing/sneezing techniques on the College’s website.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Provide disinfecting dispensers in high use areas.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d. Provide custodial staff training on virial cleaning and disinfecting protocols.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e. Provide disinfecting wipes in offices and labs where equipment is shared.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	f. Educate students on wiping keyboards and headsets with disinfecting wipes.
Completed	In Progress	Not Started	<b>Create an absentee tracking program for monitoring changes in absenteeism in selected areas. High priority areas include:</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Health Occupations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Sports Teams
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Employees
Completed	In Progress	Not Started	<b>Develop mitigation strategies that address:</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Mandatory vs. voluntary release from work due pandemic illness
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Use of sick time for primary illness
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Extended use of sick time for care of family member with pandemic illness.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d. Employees sick with no sick/vacation time remaining
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e. At work social distancing for high-risk employees (i.e. pregnant, immune suppressed, etc).
Completed	In Progress	Not Started	<b>College personnel must be informed that they are also disaster service workers during emergencies.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Remind College employees of the Disaster Service Worker (DSW) requirement by providing information via website, flyers, and training.

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Completed	In Progress	Not Started	<b>Faculty are encouraged to consider alternative methods of delivering instruction.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. When appropriate, faculty may announce alternative methods of delivering instruction to their students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. When authorized to do so, faculty should provide guidance on attendance to their students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. When applicable, faculty may use distance learning, email, or other methods to accommodate student absences.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d. When appropriate, back-up faculty for critical classes should be identified in the event an instructor becomes ill and will be out for a protracted amount of time. Procedures for providing substitutes will be followed.
Completed	In Progress	Not Started	<b>Inventory and Purchase Personal Protective Equipment (PPE) when appropriate.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Purchase respiratory protective items (if available and appropriate)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Hand sanitizers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Protective eyewear
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d. Gloves

### Level Two – Minimal Infection Rate

Definition: 10% of Students/Employees are absent

Initiate a tracking program to allow the District to gauge the level of absenteeism.

Completed	In Progress	Not Started	
			<b>Student attendance- Notification to all GCCCD Employees</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. If any faculty members are made aware of students testing positive for novel disease in their classes, they are to report it to their Chairs or Deans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Attendance will be tracked to identify any severe spike (50% from week to week) or a steady increase in absenteeism.
			<b>Administration, Faculty and Staff attendance- Notifications to all GCCCD Employees</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Employees are required to report absenteeism to their Dean or Managers office.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Employees are encouraged to self-report any family members who test positive for novel disease.
			<b>Continue Districtwide media awareness program and communications</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Hygiene campaign on proper coughing, sneezing and hand washing.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. "Wipe Away" campaign to disinfect shared keyboards, telephones, and workspaces.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Social Isolation when flu-like symptoms are present – stay home when sick campaign via email, website, social media, campus newsletters, flyers and/or posters.
			<b>Initiate Virial Cleaning and Disinfection Protocols</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Notify Maintenance and Operations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Notify High use areas i.e. computer center, cafeteria, shared workstations



### Level Three – Moderate Infection Rate

Definition: 30% of Students/Employees are absent

Continue all activities outlined in the previous levels.

Completed	In Progress	Not Started	<b>Initiate educational and work distancing</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Distance learning should be available to impacted classes and programs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Telecommuting options should be considered if feasible.
Completed	In Progress	Not Started	<b>Social Distancing should be implemented</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Minimize sport and public events.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Cancel class field trips and travel to areas with high infection rates.

### Level Four – Severe Infection Rate

Definition: 40% of **Students/**Employees are absent

Continue all activities outlined in the previous levels.

Completed	In Progress	Not Started	<b>Work with the local Health Department to determine whether mandatory social isolation is appropriate for populations at high risk or whether closure of the District is necessary.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Communicate with San Diego Public Health, as appropriate, to understand, clarify, disseminating information to district stakeholders.
Completed	In Progress	Not Started	<b>If closure is ordered:</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Declare the District State of Emergency.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Reduce District operations to the critical functions outlined in this plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Clean and disinfect colleges in preparation for re-opening.

### Level Five – Recovery

Definition: No increase in absenteeism over 2 weeks

Completed	In Progress	Not Started	Recovery and Demobilization Tasks
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Continue absentee surveillance program until trend is confirmed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish timeline for restoration of operations and essential services
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Continue hygiene campaign of handwashing and the proper way to sneeze/cough.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Continue disinfecting protocol.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Return to normal campus functions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assess and debrief campus departments to determine the effects of a pandemic wave.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	In cooperation with communications, plan for advising students, staff and faculty of the resumption of services
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Offer support services to affected individuals as appropriate.

## CRITICAL & ESSENTIAL FUNCTIONS

A complete “closure” of the District is not expected; however, if the severity of the pandemic increases, the District may have to cease social activities for some period (i.e., classes, public activities). The following critical functions need to be maintained if the District is ordered to close:

Critical and Essential Functions	Responsible Groups
<u>College</u> essential administrative functions, which include employee leave, benefit, and employment questions, establishing a labor pool to maintain critical functions, purchasing, payroll and student financial aid.	Office of the President Academic Affairs Students Affairs Human Resources Financial Services Financial Aid Admission & Records
Safety and Security of the students, staff, faculty	Chancellor’s Office Public Safety
Physical Plant and maintenance of infrastructure, utilities, custodial	Facilities
Community and media information Information Infrastructure	PIO Information Technology
<u>Districtwide</u> essential administrative functions, which include employee leave, benefit, and employment questions, establishing a labor pool to maintain critical functions, purchasing, payroll and student financial aid.	Payroll Human Resources

The administrators of each Department/Division will:

1. Plan on how to operate during a period of excessive absenteeism.
2. Plan on how to maintain critical and essential functions if the District must close. Consider what functions could be delayed or postponed or could be completed via telecommuting.
3. Identify, by name, the absolute minimum number of staff needed.
4. Identify a chain of succession within the area.
5. Identify contact numbers and emails address for all staff.

Copies of those plans are to be submitted to the District’s Emergency Preparedness Coordinator and to the College President.

## **PLANNING CONSIDERATIONS – CAMPUS WIDE ISSUES**

### **Academic Affairs**

The Office of Academic Affairs shall develop policies and procedures concerning the necessity for waivers of regulations regarding examinations and required days of instructions. The Office of Academic Affairs should also encourage faculty to consider developing alternate methods to deliver classroom instruction and materials in the event of a campus shutdown. Implementation of these policies and procedures will be coordinated with the Academic Senate and Student Affairs. Information, as available, will be distributed to the campuses and posted online.

### **Human Resource**

The primary effects of a novel pandemic will be on staffing levels. Unlike natural disasters, pandemics do not damage property or equipment; the effects are mainly human resource oriented. Absenteeism may be for a variety of reasons: illness/incapacity, caring for other family members, or school closures. Human Resources will develop guidelines and provide answers to frequently asked questions related to leave, benefits, payroll and employment.

### **Information Technology Infrastructure**

During a level two or three pandemic event, it is possible that the College's information technology systems may become overloaded with increased volume. If public health plans call for social isolation, more staff, students, and faculty will be trying to "telecommute" and that will result in a change in normal network traffic patterns and increased demand placed upon network equipment and communication links to the internet. Information Services should develop strategies to inform the college about issues related to telecommuting and alternatives to meetings and presentations.

### **Travel**

The Federal Pandemic Response Plan anticipates that the public will voluntarily limit personal travel and that significant portions of business travel will also be curtailed. While it is unlikely that travel restrictions will be imposed by the state or federal government, the College should limit official travel to areas with high infection rates.

### **Public Health/Hygiene Etiquette**

Access to vaccines and antiviral drugs during the pandemic will be extremely limited. Non-medical interventions may be the only way to delay the spread of the disease. Non-medical interventions include limiting social gatherings and using infection control measures to avoid spreading the disease. The Center for Disease Control defines influenza-like illness as having a fever of 100-degree Fahrenheit or higher AND one of the following, cough or sore throat.

The best guidance available is:

- Avoid close contact with people who are sick.
- Stay home and away from work until you are fever-free for 24 hours without the use of fever reducing medications.
- Cover your mouth and nose with a tissue, handkerchief, or the sleeve of your clothing when coughing or sneezing.
- Clean your hands – schools/colleges/units should consider providing waterless antibacterial hand cleansing solutions to individuals.
- Avoid touching your eyes, nose or mouth.
- Persons with respiratory infection symptoms can use a disposable surgical mask to help prevent exposing others.

## **COMMUNICATION**

Communication strategies are an essential component in managing any disease outbreak and are crucial in a novel pandemic. Accurate, timely, and consistent information at all levels is critical to minimize unwanted and unforeseen consequences and to maximize the practical outcome of the response.

The Coordinators and Public Information Officer (PIO) will be responsible for developing the information that will be distributed via the District's website, publications, posters and flyers, voice mail, e-mail, and regular mail.

All staff and students are encouraged to subscribe to the College's emergency alert system, which will be a primary means for communicating emergency information to the campus community.

## **RECOVERY**

Recovery begins immediately and continues throughout the response phase of any emergency/disaster. With the novel pandemic, recovery efforts may be thwarted by an unknown duration of the actual event and the unknown number of faculty, staff, and students affected.

## **Business Resumption**

Based on the best available information, the Coordinators will conduct ongoing reviews of the international/national/local and District situation and make a recommendation to the Chancellor about the appropriate response level and recommend a partial, incremental, or total return to normal operations.

**Psychological Support for Staff, Faculty, Students**

After a pandemic wave is over, it can be expected that many people will be affected in a variety of ways. They may have lost friends and relatives, suffer from fatigue, or have financial losses as a result of the interruption of work. Services available to the staff, faculty, and students through campus resources, including Employee Assistance Program Counselors at the Student Health and Wellness Center, will be communicated through all available means.

**Analysis and After-Action Reports**

Once the business resumption is underway, debriefings will be convened by the Public Safety Compliance Specialist to discuss the response and recovery, changes necessary to current plans, and opportunities for improvement to future disasters.

Approved: Insert Date