

COAST COMMUNITY COLLEGE DISTRICT EMERGENCY OPERATIONS PLAN



INFECTIOUS DISEASE OUTBREAK RESPONSE PLAN March 2020

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*This document is to be maintained for public review during business hours
and revised regularly.*



Emergency Operations Plan
Infectious Disease Outbreak Response

Coast Community College District | www.cccd.edu
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INTRODUCTION

Respiratory viruses are pathogens that can infect humans and other animal species. Most people are familiar with seasonal influenza, commonly called “the flu”, which occurs regularly during specific seasons and affects communities. Occasionally, a new respiratory virus emerges that can easily infect, transmit, and cause an increase of illness amongst the general population.

The World Health Organization (WHO) is responsible for announcing a globalized pandemic, and the Centers for Disease Control (CDC) provides guidance and recommendations to Federal, State, and local government agencies.

Pandemics are about people and the interruptions in their everyday life. It is expected that a pandemic will have worldwide impact with an unpredictable timeline, comprising multiple events or waves and spreading quickly from one urban area to another. Major disruptions are potential for healthcare, transportation, infrastructure, education, suppliers, and other public services. Higher education may be impacted because of the risks resulting from high population density in the classrooms, international travel by students, faculty, and staff, and because the Coast Community College District (CCCD) campuses are open and accessible to the local community.

As more information and mitigation/response strategies are developed and provided, the Infectious Disease Outbreak Response Plan will be updated. If you have any questions or concerns related to current pathogens of interest or information within this plan, please contact the Infectious Disease Outbreak Response Task Force. Contact information for this group will be specified via mass email correspondence or posted on a public website/webpage.

PURPOSE

The Coast Community College District (CCCD) Infectious Disease Outbreak Response Plan is a supplementary document to the District’s Emergency Operations Plan (EOP). The Plan serves to provide overarching guidance in developing response plans and activities for specific areas of responsibility within CCCD. The identified divisions/departments within the Plan may need to develop their own internal procedures to address issues that are related to threats to business operations from an infectious disease outbreak.

CCCD is committed to providing timely and appropriate responses to maintain a safe and healthy community for all its patrons. Further planning, collaboration, training, and review are necessary to reduce detrimental impacts and maintaining business continuity with the District.

The Plan is a dynamic document and will be revised as dictated by circumstances or changes in information.

OBJECTIVES

The Plan is guided by the following principles:

- To protect and support the health, safety, and welfare of our faculty, staff, and students, as well as the assets and property of the District;
- Maintain our commitment to the District’s mission to provide instruction and service;
- Recover from disruptions as quickly and efficiently as possible;
- Establish a multi-modal method to communicate throughout the District, local community, and stakeholders;
- Establish benchmarks or “triggers” to signal District response or alternative actions;
- To the extent feasible, extend the services or expertise of the District to our community to benefit the region and Operational Area.

AUTHORITY

The way CCCD conducts emergency operations throughout the District is governed by State and Federal legislation. The ability to declare a District or campus state of emergency is governed by the State Education Code and District policies. The College Presidents or District Chancellor maintains a delegation of authority for decision making within the District. Activation of the District’s EOP, Emergency Activation Guides, and the Emergency Operation Centers (EOCs) is described within the CCCD EOP.

The State of California has the primary responsibility for public health matters within its borders. Locally, the Orange County Health Care Agency (OCHCA) exercises that authority from the State (including isolation and quarantine). The authority of CCCD to respond to emergencies and disasters is governed by the following:

- Standardized Emergency Management System (SEMS) as described by California Government code 8607(a), for managing response to multi-agency and multi-jurisdiction emergencies in California;
- The National Emergency Management System (NIMS), as prescribed by Homeland Security Presidential Directive 5 – Management of Domestic Emergencies;
- Authority is granted from the State Chancellor of the California Community College System;
- CCCD Board Policy/Administrative Procedure 3505.

Guidance and procedures for preventing, protecting, and responding to emergencies involving infectious diseases are provided by the following (in no order):

- Centers for Disease Control (CDC)
- Department of Health and Human Services (HHS)
- California Department of Public Health (CDPH)
- Orange County Health Care Agency (OCHCA)
- Orange County Operational Area (OA)
- California Community Colleges – Chancellor’s Office
- Statewide Association of Community Colleges (SWACC)

INFECTIOUS DISEASE OUTBREAK TASK FORCE

At the direction of the Chancellor, a Task Force including individuals from different departments and campuses responsible for health and safety, student services, instruction, and business continuity along with representatives from employee groups will be established. The Task Force will be responsible for monitoring and managing

responses for the District, and providing timely information to the Chancellor, President, and campus community using an established information-sharing platform.

If an outbreak were to become more severe and difficult to control with the District resources, the Orange County Health Care Agency (County Health Officer) is responsible for issuing quarantine orders, facilities/campus closure, social distancing, and providing critical information on prevention and treatment.

RISK ASSESSMENT

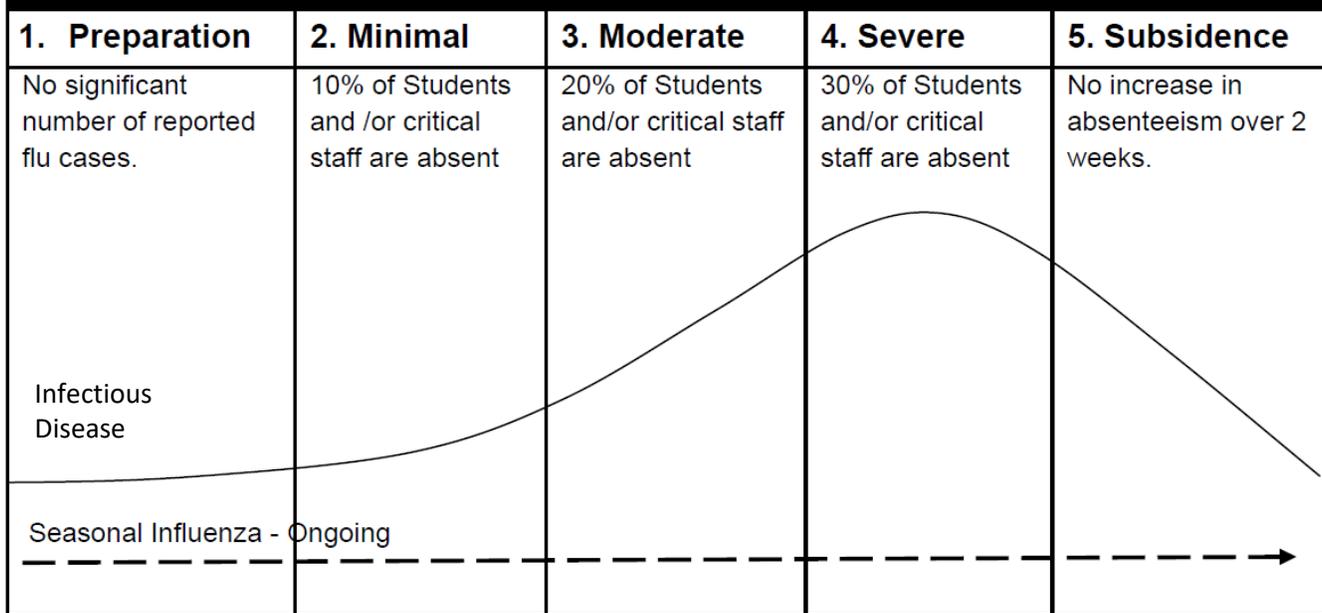
As infectious diseases spread throughout the world, pandemics can occur for which people have little or no immunity and for which there is no vaccine. The assumptions used in the planning process are the following:

- A pandemic is a public health emergency that takes on significant political, social, and economic dimensions, and will be governed by factors that cannot be known in advance.
- A pandemic could last from 18 months to several years with at least two peak waves of activity. In an affected community, a pandemic wave will last about 6 to 8 weeks.
- Vaccinations and antiviral treatment are anticipated to be the most effective medical treatment, but they may be limited in supply or in development.
- Non-medical containment measures (non-pharmaceutical interventions) will be the principal means of disease control until enough vaccinations are available.
- Based on previous pandemics, the clinical attack rate (those individuals becoming ill) is likely to reach thirty (30) percent in the overall population.
- If the pandemic becomes severe, the economic impact is likely to be significant, though predictions are subject to a high degree of uncertainty.
- Once the pandemic has run its course, economic activity should recover relatively quickly, although a severe pandemic will have a more disruptive effect.
- Operational risks such as high absenteeism rates (students, staff, and faculty) constitute a significant challenge to the District.

RESPONSE GUIDELINES

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

Pandemic Response Triggers



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).

Level One – Preparation

1. Create an Infectious Disease Outbreak Response Task Force.
2. Review the EOP and draft an Infectious Disease Outbreak Response Plan.
3. Create and implement an “Awareness/Prevention Media Campaign” for proper hygiene and disinfecting protocol.
 - a. Obtain poster information from relevant sources (CDC, CDPH, OCHCA) for print, distribution, and posting.
 - b. If available, post videos/flyers demonstrating proper coughing/sneezing techniques and etiquette on the College’s and District’s website.
 - c. Encourage “social isolation” when flu-like symptoms are present – stay home when sick and notify your healthcare provider, hospital, or OCHCA.
 - d. Provide disinfecting dispensers in high use areas when resources are available.
 - e. Encourage the use of disinfecting wipes in offices and labs where equipment is shared.
 - f. Provide custodial staff training on cleaning and disinfecting protocols as specified by the agencies in the Authority section.
 - g. Educate students on wiping keyboards and headsets with disinfecting wipes.
 - h. If possible, stock small disinfecting hand gels in student centers, cafeterias, libraries, and other high-traffic areas for students.
4. Make every effort to counter stigma, promote resilience, and actively discourage negative behaviors.
5. Review Student Health Center Policies, Procedures, and Capabilities.
 - a. Review patient assessment, surveillance, and reporting procedures.
 - b. Prepare clinics for handling increase in traffic and resource-usage.

- c. Evaluate inventory of infectious disease protective equipment for use by Health Center and Campus Safety Programs
- d. Work in conjunction with the Task Force and Public Information Officers to disseminate information, health education, and outreach.
- e. Review of clinical guidance from OCHCA and the CDC.
- f. Documentation of records of purchases related to the outbreak for potential Federal and State reimbursements/recovery.
6. Create an Absentee Tracking Program.
 - a. Establish pre-selected areas and courses to monitor changes in absenteeism.
 - i. Staff and students will be briefed on the purpose of the tracking program.
 - b. Assign tracking leads (coordinators) for each area to report weekly status to the Task Force designees.
7. Plan for alternative methods of delivering instruction.
 - a. Identify alternative methods of delivering.
 - b. Provide training and support to faculty converting classes to distance learning.
 - c. Ensure faculty are made aware of distance learning training opportunities.
 - d. Provide students guidance on attendance and absences.
 - e. Announce alternative methods of delivering instruction to their students.
 - f. When applicable, faculty may use distance learning, email, or other methods to accommodate student absences.
 - g. When appropriate, back-up faculty for critical classes should be identified in the event an instructor becomes ill and will be out for an indefinite amount of time.
8. Develop mitigation strategies.
 - a. Human Resources Policies to address the following (examples):
 - i. Encourage employees who have symptoms of acute respiratory illness to stay home and not come to work until they are free of fever (100.4° F or greater), signs of a fever, and any other symptoms for at least 24 hours without the use of fever-reducing or other symptom-altering medicines.
 - ii. Mandatory vs. voluntary release from work due to pandemic illness.
 - iii. Extended use of sick time for care of family member with pandemic illness.
 - iv. Plan for Employees sick with no sick/vacation time remaining.
 - v. At work social distancing for high-risk employees (i.e. pregnant, immunocompromised, immunosuppressed, etc.).
 - vi. Quarantine pay as defined by bargaining agreements.
 - b. Additional strategies and considerations can be found in the “Planning Considerations” section.
9. Purchase Personal Protective Equipment (PPE) and disinfectants.
 - a. Respiratory Protection (if available and appropriate types – N95 typically)
 - b. Hand sanitizers
 - c. Protective Eyewear/Goggles
 - d. Gloves
 - e. Gowns
 - f. Disinfection products as defined by the CDC and Environmental Protection Agency.
 - g. Others as determined by the Task Force.

Level Two – Minimal Absenteeism Rate (10%)

1. Initiate the Absentee Tracking Program

- a. Student Attendance in pre-selected sections
 - i. Attendance should be taken to maintain continuous reporting.
 - ii. Attendance will be tracked to identify any spikes or a steady increase in absenteeism.
 - iii. Faculty members who are made aware of students testing positive for reportable infectious diseases, they should report it to their area administrator and designated infectious disease coordinators.
 - iv. Administration will provide faculty the course sections impacted when they learn of a student testing positive for a reportable infectious disease.
- b. Administration (Staff) Attendance
 - i. If multiple employees in a department indicate reportable symptoms (as identified by the CDC, CDPH, and OCHCA), the supervisor should be notified and then notify the Task Force.
 - ii. Employees that test positive will be given instruction by the OCHCA and the OCHCA will notify the District's coordinators.
- c. Faculty Attendance
 - i. If multiple faculty reports associated symptoms to the disease causing the outbreak, the supervisors and Instruction Offices will notify the coordinators.
 - ii. If faculty report an increase in student absenteeism or a student self-reports that they have tested positive, the Academic/Student Affairs Offices will notify the coordinators.
2. Initiate and Deploy Enhanced Cleaning and Disinfection Protocols
 - i. Maintenance and Operations
 - ii. High-Use and High-Traffic Areas

Level Three – Moderate Absenteeism Rate (20%)

1. Continued implementation of practices in the previous levels.
2. Initiate Educational and Work Distancing
 - a. Distance learning should be available to impacted classes and programs.
 - b. Telecommuting options should be implemented if feasible.
 - c. Transfer of critical functions should be addressed.
3. Social Distancing should be implemented.
 - a. Cancellation of all sporting and public events should be considered.
 - b. Class field trips and travel to areas with high infection rates should be canceled.

Level Four – Severe Absenteeism Rate (30%)

1. Continued implementation of practices in the previous levels.
2. Work closely with OCHCA to determine whether mandatory social isolation is appropriate for populations at high risk or whether closure of the college is necessary.
3. If closure is necessary (or advised by the County Health Officer):
 - a. Declare a District State of Emergency
 - b. Reduce operations to outlined critical functions
 - c. Clean and disinfect District in preparation for re-opening
4. Cancellation of all sporting and public events should occur.

Level Five – Subsidence

1. Continue Absentee Tracking Program
2. Continue Awareness/Prevention media campaign



3. Continue Disinfection Protocols
4. Return to normal District functions
5. Assess and debrief campus departments to determine long-lasting effects
6. Offer support services to affected individuals as appropriate (e.g. EAP)

CRITICAL AND ESSENTIAL FUNCTIONS

A complete closure is not expected, but if the severity of the pandemic increases, the District may have to cease social activities for a period. The following are potential areas to identify in the planning process as critical functions of CCCD and to be maintained in any and all events.

Critical and Essential Functions	Responsible Groups
Essential Administration Functions, which include employee leave, benefit and employment questions, establish a labor pool to maintain critical functions, purchasing, payroll, and student financial aid.	Chancellor’s and President’s Office Human Resources Fiscal and Administrative Services Financial Aid Purchasing Admissions and Records
Academic Affairs	Instruction Offices Student Support Services Academic and Student Affairs
Safety, Security, and Emergency Services	Public Safety Risk Services/Environmental Health and Safety
Physical Plant and Facilities	Maintenance and Operations Facilities, Planning, and Construction
Communications and Information Services	Information Technology Public Affairs (PIO)

Prior to an outbreak, Administrators and Supervisors of each Department and Division shall plan for the following (working with Human Resources for assistance):

- How to operate during a period of excessive absenteeism.
- How to maintain critical and essential functions if the District must close.
- Consider what functions could be delayed or postponed or completed via telecommuting.
- Identify the absolute minimum number of staff needed.
- Identify a chain of command within the area.
- Identify contact information for all staff in the area (phone numbers and email addresses).

PLANNING CONSIDERATIONS

Instruction

The Offices of Instruction should develop policies and procedures for making emergency decisions concerning waivers regarding examinations and required days of instructions. Both Offices should encourage faculty to consider developing alternative methods to deliver classroom instruction and materials in the event of a campus closure. Implementation of these policies and procedures should be coordinated with the Academic Senate, Office of Instruction, and President’s Office. Information as available should be distributed to the campuses and posted online. Some additional considerations for Academic Affairs and Instruction include the following:

- Identify which classes can be transferred online (or alternative teaching methods).
- Assess the capacity of other buildings, campuses, or neighboring colleges to absorb classes from affected areas.
- Permit students suffering from flu-like symptoms or caring for ill family members to continue their classes and testing from home.
- Adjust attendance policies to ensure students missing class are not penalized and they can submit assignments (electronically).
- Utilize training and support for converting classes to distance learning.

Human Resources

The primary effects of a pandemic are on staffing and student 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 in conjunction with Payroll Services should also develop an internal tracking and recording system to monitor absenteeism; this data can provide the basis for decisions made within the Task Force and EOP for implementing practices. Additionally, Human Resources should develop guidelines and provide answers to frequently asked questions related to leave, benefits, payroll, and employment. Some additional considerations for Human Resources include the following:

- Assess which job functions can be performed remotely and permit those employees to work from home.
- Cross-train personal to perform essential functions so the workplace can operate even if key staff members are absent.
- Assess collective-bargaining agreements and develop temporary agreements permitting limited term deviations.
- Determine how to work with employees who refuse to report to work due to fear of contracting the disease.
- Emergency deviations in policies, procedures, or contracts.
- Determine and inform on Quarantine leave policies.

Information Services

During a pandemic event, it is likely that the infrastructure for voice and data communications may become less reliable as they are overloaded with increased volume. If OCHCA, CDC, or CDPH calls for social isolation (directing the closure of campuses and public events – encouraging the public to stay home), more staff, students, and faculty will be attempting to telecommute. Telecommuting may result in a change in normal network traffic patterns and increased demand placed upon network equipment and communication links to the internet. Information Technology should be developing strategies to inform the college about issues surrounding telecommuting, alternatives to meetings and presentations, and step-by-step instructions for establishing temporary home offices. Some additional considerations for Information Technology include the following:

- Assess its infrastructure's capacity and bandwidth, as well as its staff's ability to support many District employees to work remotely.
- Work closely with Offices of Instruction to move classroom instruction online.
- Assess what equipment, training, etc. would need to be provided to faculty and students.
- Tracking protocols for equipment used in telecommuting.

Fiscal/Administrative Services

Administrative Services departments should prepare for possible increased numbers of employee absences due to illness in employees and their family members and dismissals of early childhood programs and K-12 schools. Procedures and plans should be reviewed and implemented to continue essential business functions (in addition to the groups identified in the Critical and Essential Functions section). Flexibility will be necessary to maintain critical operations for continuity. Some additional considerations for Fiscal/Administrative Services include the following:

- Identification of multiple and back-up vendors to assist with District operations
- Track purchasing of Infectious Disease Outbreak related items, as there may be potential reimbursements from Federal or State agencies if an emergency is declared.

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 (bans) will be imposed on a local, State, or Federal level, CCCD should limit official travel to areas with high infection rates. In all situations, assistance for international students, student studying abroad, faculty, and visa management should be included in a District-wide response.

Public Health/Hygiene Etiquette

Access to vaccines and antiviral drugs during a pandemic will be extremely limited. Non-pharmaceutical interventions may be the only way to delay the spread of the disease. These interventions include limiting social gatherings and using infection control measures to avoid spreading the disease. The CDC recommends the following everyday preventive actions to help prevent the spread of respiratory diseases:

- Avoid close contact with people who are sick.
- Avoid touching your eyes, nose, and mouth.
- Stay home when you are sick.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.
- Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe.
- Follow CDC's recommendations for using a facemask/respirator.
- Wash your hands often with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing.
- If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol. Always wash hands with soap and water if hands are visibly dirty.

COMMUNICATION

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

The Task Force and Public Information Officers (PIOs) will be responsible for communicating the information that will be distributed via the District and College websites, publications, posters and flyers, and email correspondence. Tools such as ReGroup can be used for mass email, text, and calls to the CCCD community



(students, staff, and faculty). For mutual aid requests and to inform the OA of the District's activities, WebEOC can be utilized to communicate timely information.

Prior to an outbreak, all departments and divisions should develop an internal emergency communications plan and identify a primary and alternate person as the main point of contact for the Task Force. All staff and students are encouraged to sign up for AlertOC to receive timely emergency notifications.

RECOVERY

Recovery begins immediately and continues throughout the response phase of any emergency/disaster. With the 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 accurate and available information, the Task Force will conduct ongoing reviews of the international/national/local situations and discussions and make a recommendation to the Chancellor about the appropriate response level and recommend a partial, incremental, or total return to normal operations.

Questions that will have to be considered include the following:

- Adjustments necessary to the academic calendar.
- Rescheduling special events that were cancelled or postponed.

Support for Staff, Faculty, and 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 will be communicated through all available means.

Analysis and After-Action Reports

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

APPENDIX

The Appendix section will contain formalized documents, policies, and procedures as they are developed.