

- IV. COMMITTEE REPORTS – All committees are welcome to report. Those with a ▼ are expected to report. Those with a double asterisk are subcommittees of Steering**
- Academic Calendar/Final Exam Schedule – Steve Odrich
 - Bookstore Committee – Paul Swatzel
 - Campus Environment Committee – David Casey
 - **Campus-wide Information Technology
 - College Success –
 - ▼ Curriculum – David Kary
 - Distance Education – Bev Van Citters
 - **Educational Programs – Senate President
 - Enrollment Management
 - Equivalency Minimum Qualifications – Carsten Dau
 - Evaluation and Tenure Oversight
 - Faculty Hiring Procedures
 - Faculty Needs Identification – Senate President
 - **Financial Resources –
 - Gender Equity – Mary Brawner
 - Honors Program Advisory Council – Brian Waddington
 - **Human Resources Advisory
 - **Institutional Research and Planning
 - Matriculation/Pre-Req & Assessment
 - **Physical Resources – John Fincher
 - Program Review
 - Scholarship
 - Service Learning Advisory –
 - Student Learning Outcomes – John Vaughan
 - Student Services
 - Transfer Task Force

V. OFFICERS' REPORTS

Secretary	Sheryl Walz
Treasurer	Paul Swatzel
Past President	John Vaughan
Vice President/President-Elect	Nicki Shaw
CCFA Liaison	vacant
ASCC Representatives	Karlyn Bradley
President	Roberta Eisel

VI. SPECIAL REPORTS/PRESENTATIONS –

- A. Forum on Statewide Hot Topics Continued
 - 1. SB1440
 - 2. SB1143
 - 3. CCLC Commission on the Future Report

VIII. NEW BUSINESS –

- A. Basic Skills Initiative Action Plan
- B. State of the Classrooms – Anna Villeneuve
- C. Educational Master Plan
- D. BP 3310 Records Retention and Destruction
- E. AP 3510 Workplace Violence Plan
- F. BP 3510 Workplace Violence Plan

IX. OLD BUSINESS-

- A. AP 3505 Emergency Response Plan**
- B. BP 3505 Emergency Response Plan**
- C. AP 3570 Smoking on Campus**
- D. BP 3570 Smoking on Campus**
- E. BP 4250 Probation, Dismissal and Reinstatement**
- F. AP 4250 Probation**
- G. AP 4255 Dismissal and Reinstatement**

X. PUBLIC FORUM

XI. ANNOUNCEMENTS –

- 1. Golf-themed swap meet on December 11 from 9-12 pm.**
- 2. CSEA Holiday Buffet December 9, 12- 2 pm.**
- 3. Christmas Is.... December 4 through the 19th.**
- 4. Superintendent/President's Holiday Reception December 14th from 2-3:30 pm in the CFI Community Room.**

XII. ADJOURNMENT – next meeting

Attachments:

- #1 Overview of 2020 Vision, SB 1143 and SB 1440**
- #2 SB 1143**
- #3 The Commission's Goals**
- #4 Basic Skills Initiative Action Plan**
- #5 BP 3310 Records Retention and Destruction**
- #6 AP 3510 Workplace Violence Plan**
- #7 BP 3510 Workplace Violence Plan**
- #8 AP 3505 Emergency Response Plan**
- #9 BP 3505 Emergency Response Plan**
- #10 AP 3570 Smoking on Campus**
- #11 BP 3570 Smoking on Campus**

Attachment #1

Citrus College
Academic Senate
Statewide Hot Topics for Discussion
November 24, 2010

_____ "2020 Vision: Student Success," a report of the Community College League of California (CCLC) Commission on the Future was issued on November 17th. Among other things, the 28 page report calls for California's community colleges to increase certificate and associate degree completion by 1 million by 2020.

_____ SB 1143 (Fiu 2010). Community colleges: student success and completion; taskforce and plan. This bill would require the board to adopt a plan for promoting and improving student success within the California Community Colleges and to establish a taskforce to examine specified best practices and models for accomplishing student success. The bill would require the taskforce to develop and present specified recommendations to the board for incorporation into the plan to improve student success and completion within the California Community Colleges. The bill would require the board, prior to implementation of the plan, to report the contents of the plan, and the recommendations of the taskforce, to specified legislative committees by March 1, 2012.

_____ SB 1440 (Padilla 2010) This bill would require the California State University to guarantee admission with junior status to any community college student who meets the requirements for the associate degree for transfer. This bill would not guarantee a student admission for specified majors or campuses, but would require the California State University to grant a student priority admission to his or her local California State University campus and to a program or major that is similar to his or her community college major or area of emphasis, as determined by the California State University campus to which the student is admitted. This bill would authorize the California State University to require a transferring student to take additional coursework at the California State University in specified circumstances, and would prohibit the California State University from requiring a transferring student to repeat courses that are similar to those taken at the community college that counted towards the units required for the associate degree for transfer.

The full text of these documents can be found in the Documents Library or the Citrus College Academic Senate webpage:

Documents



You are here: Citrus College > Academic Senate

Documents

Actions		View All Documents		
Type	Title	Modified	File Size	Edit
	Commission on the Future Vision 2020 - Community College League of California	11/22/2010 11:57 AM	1.781 KB	
	Senate Bill No. 1143 - September 28, 2010	11/24/2010 8:06 AM	73 KB	
	Senate Bill No. 1440 - September 19, 2010	11/22/2010 11:49 AM	82 KB	

1000 WEST FOOT HILL BOULEVARD • GLENDALE, CALIFORNIA 91745-1339 • (626) 963-0333
Web site developed by Ciscart.com, Inc.

An act relating to community colleges.

[Approved by Governor September 28, 2010. Filed with Secretary of State September 28, 2010.]

legislative counsel's digest

SB 1143, Liu. Community colleges: student success and completion: taskforce and plan.

Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, as one of the 3 segments of public postsecondary education in this state.

This bill would require the board to adopt a plan for promoting and improving student success within the California Community Colleges and to establish a taskforce to examine specified best practices and models for accomplishing student success. The bill would require the taskforce to develop and present specified recommendations to the board for incorporation into the plan to improve student success and completion within the California Community Colleges. The bill would require the board, prior to implementation of the plan, to report the contents of the plan, and the recommendations of the taskforce, to specified legislative committees by March 1, 2012.

The people of the State of California do enact as follows:

SECTION 1. The Legislature finds and declares all of the following:

- (a) The low rate of degree completion among community college students is threatening California's economic future.
- (b) In order to reach the education levels of the most competitive economies, the number of students earning college degrees in California each year must increase by more than 50 percent.
- (c) Over 70 percent of public undergraduate enrollment in California is in the community colleges.
- (d) Only 24 percent of degree-seeking students complete a certificate or associate degree or transfer to a four-year college or university within six years.
- (e) Under current law, community colleges receive most of their annual funds based on student enrollment in the third week of each semester.
- (f) This method of allocating funds creates an incentive for community colleges to enroll students, but no fiscal incentive for those colleges to help students complete their courses and earn degrees. Currently, only about 60 percent of community college courses are successfully completed.
- (g) Many of today's community college students require extensive academic and student support services to remain enrolled and succeed. Community colleges lack the resources and the incentives to invest in this level of student support.

SEC. 2. The Legislature further finds and declares that all of the following shall occur:

- (a) The Board of Governors of the California Community Colleges shall adopt a plan for promoting and improving student success within the California Community Colleges and shall establish a taskforce to examine best practices within the community colleges and effective models throughout the nation for accomplishing student success. The members of the taskforce shall include a broad representation of stakeholders, including, but not limited to, faculty.
- (b) The taskforce shall develop and present recommendations to the board for incorporation into the plan to improve student success and completion within the California Community Colleges. These recommendations shall focus on, but not be limited to, all of the following considerations:
 - (1) Multiple measures and effective programs for assessing student success and completion, including, but not limited to, attaining college-level skills, accumulating college-level course credits, earning a degree or certificate, or transferring to a four-year college or university.
 - (2) Statutory and regulatory barriers to student success and completion.
 - (3) Best practices for promoting student success and completion, including, but not limited to, the acquisition of basic skills.
 - (4) Alternative funding options for providing necessary services to students and promoting best practices for student success and completion.
 - (5) Alternative funding options instituted in other states for improving student success and completion.
 - (6) The effective use of technology by community colleges and districts to promote, evaluate, and improve student success and completion.
- (c) Prior to presenting recommendations pursuant to subdivision (b), the taskforce and the board shall facilitate discussions with key community college stakeholders and other appropriate parties to provide input on the findings and recommendations of the taskforce.
- (d) Prior to implementing the plan adopted pursuant to subdivision (a), the board shall report the contents of the plan, and the recommendations of the taskforce, to the Senate Committee on Education and the Assembly Committee on Higher Education at a joint hearing that shall be convened on or before March 1, 2012. ☐

*from 2020 Vision: Student Success
A Report of the Commission on the Future
of the Community College League of California
November, 2010.*

THE COMMISSION'S GOALS

To evaluate the recommendations included in the policy matrix and others proposed by Commission members, the Commission established a vision that "In California, all residents will have the opportunity to complete a quality postsecondary education in a timely manner."

Underlying this vision were three equally important values—access, success and equity. While some studies have suggested focusing solely on graduation "rates" – the aggregate number of completions produced in higher education – the Commission is deeply concerned that California's economic and political stability will be threatened unless improvements in participation and completion rates are made across demographic and socio-economic groups.

In California, all residents have the opportunity to complete a quality postsecondary education in a timely manner.

SUCCESS

Programs and support services should be designed to maximize the ability of students to complete a postsecondary education.

EQUITY

Access and success should regularly be monitored in a disaggregated manner and interventions to close achievement gaps should be a campus priority.

ACCESS

California should continue to lead the nation in participation among adults.

As discussed above, several goals for increasing higher education attainment have been set at the state and national levels. Some of these goals pertain to California specifically while others are national. Some address community colleges only; others consider overall higher education achievement. Some focus on the year 2020, and others 2025. Given these different—and at times conflicting—goals, the Commission wrestled with how to select a specific metric by which to measure student success improvements in community colleges.

The Lumina Foundation projects that for California to achieve its share of the national goal of 60% degree attainment of 25- to 64-year-olds by 2025, an additional 4,745,448 baccalaureate and associate degrees, or 34,893 more each year, would need to be produced. As community college associate degrees account for 32.1% of existing annual associate and baccalaureate degree production, the community college share of the Lumina goal would be around 1.5 million more associate degrees by 2025.

LEADERSHIP & ACCOUNTABILITY

RECOMMENDATIONS:

- ✓ *Visible, high-level leadership across districts and colleges is essential for student success.*
- ✓ *A longitudinal student record system should be developed that allows student progress to be monitored from elementary-secondary education into and through postsecondary education and into the workplace.*
- ✓ *The system should regularly gather, report, and use disaggregated student access and achievement data to monitor student progress across achievement milestones to evaluate institutional and program effectiveness.*
- ✓ *System and institutional research should focus more directly on core issues of teaching, learning and student success; and the creation of new reporting and accountability requirements should directly correlate with student success.*
- ✓ *Statutory, regulatory and administrative requirements should be examined to ensure that services improve student success and increased course completions are supported and encouraged.*
- ✓ *Student success should be the focus of a reinvented professional development effort for community college trustees, administrators, faculty and staff.*

INTENSIVE STUDENT SUPPORT

Attachment #3

RECOMMENDATIONS:

- ✓ *Students should be required to participate in integrated student support, assessment, counseling and orientation, and enroll in courses according to well publicized and strictly-enforced registration deadlines.*
- ✓ *Through a statewide initiative, relay clear community college expectations early in each student's educational career regarding requirements for any community college, including the importance of going directly to college after high school.*

TEACHING & LEARNING

RECOMMENDATIONS:

- ✓ *Develop an enhanced Basic Skills funding model that includes clear and expedited pathways for students tied to defined research-based benchmarks or "momentum points" leading up to and including completion.*
- ✓ *Develop alternatives to traditional curriculum sequences using linked or contextualized curriculum across curricular areas.*
- ✓ *Establish transfer associate degrees that guarantee admission to all four-year universities with junior standing, as part of a universal statewide articulation system.*
- ✓ *Schedule classes in an inter-departmental manner with the goal of meeting the needs of first-time entering students, promoting full-time enrollment, and enhancing program completion.*
- ✓ *Expand the awarding of credit for demonstrated competency and knowledge using multiple assessment instruments as determined by faculty.*
- ✓ *Encourage (or require) faculty candidates to demonstrate knowledge of effective teaching and learning techniques, particularly in the basic skills subject areas.*

FINANCE & AFFORDABILITY

RECOMMENDATIONS:

- ✓ *Create an additive, categorical incentive funding model that distributes money based upon improvements in institutional and student performance as measured by completion of momentum points linked to student success.*

- ✓ *Enrollment fee increases should be moderate and predictable, and tied to an inflationary index. Enrollment fee revenue increases should supplement the base level of resources from the prior year.*

- ✓ *The continued receipt of institutional student financial aid such as the Board of Governors (BOG) waiver should be aligned with federal criteria for receipt of federal aid.*

CONCLUSION

The Commission recognizes that the recommendations included in this report are only a subset of the outstanding efforts that community college faculty, staff and other leaders are working on to improve student success. It further believes that the most essential element to student success is budgetary stability, something that has been absent in recent years.

In particular, several of the recommendations included in this report—such as enforced registration deadlines, financial aid limitations, and mandatory orientation and assessment—either impose significant costs on local community colleges or will reduce state apportionment payments for enrolled students in the short run. Nevertheless, the changes are smart in the eyes of both students and taxpayers alike, and need to be recognized by state policymakers as long-term savings and investments.

Even through the recent difficult financial times, however, faculty, staff and administrative leaders across California have proven that improvements can be made to system assistance for students to complete their education in a timely manner. From contextualization and acceleration of basic skills instruction to enhanced financial aid delivery to using data to inform decision making, innovation is continuous at community colleges across California. The greatest challenge indeed may not be regulatory or financial barriers, but instead the leadership it will take to reshape instructional and service delivery models across all institutions and all service populations.

California's community colleges remain the most affordable and accessible system of higher education in the country, and a majority of annual graduates of all institutions attribute at least part of their education to community colleges. Even with this feat as a backdrop, the Commission recognizes that focused strategies as outlined above can deliver the promise of community college completion and the associated economic and social benefits to millions more over the coming generations.

*"With commitment to Success, Equity and Access,
California's brightest days lies ahead."*

Attachment #4

Section A – Organizational/Administrative Practices

(Due on or before December 10, 2010)
2010-11 ESL/Basic Skills Action Plan

District: Citrus College

College: Citrus College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Initiate a program for peer mentoring and faculty mentoring of developmental education students with a projected starting date. Enhance the Bridges to Success Fall 2010 pilot mentoring program to serve developmental education students	A 5.4 Peers and/or faculty provide mentoring to developmental education students.	6/11	College Success Director, VP of Instruction, College Success Counselor, Faculty Leads, Bridges to Success Coordinator

 Signature, Chief Executive Officer Date

 Signature, Academic Senate President Date

Section B – Program Components

Attachment #4

(Due on or before December 10, 2010)
2010-11 ESL/Basic Skills Action Plan

District: Citrus College

College: Citrus College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Increase expanded pre-enrollment activities and programs such as Power Math and Early Decision for students placed into developmental education courses.	B 1.4 Expanded pre-enrollment activities exist for students placed into developmental education courses.	12/11	Dean of Counseling, Dean of Continuing Education, Dean of Language Arts, Dean of Math, Basic Skills Director, Faculty Lead, Bridges to Success Coordinator
Organize College Success data into more meaningful and clearer format; restructure data on College Success website and disseminate more widely to faculty for meaningful discussion across disciplines	B 2.4 Multiple indices exist to evaluate the efficacy of developmental education courses and programs.	6/11	College Researcher, Director of College Success; Faculty Leads, CSAC, Deans

 Signature, Chief Executive Officer Date

 Signature, Academic Senate President Date

Section C – Faculty and Staff Development

Attachment #4

(Due on or before December 10, 2010)
2010-11 ESL/Basic Skills Action Plan

District: Citrus College

College: Citrus College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Expand opportunities for colleagues across disciplines to engage in activities and discussions that encourage a “culture of teaching” and that sustain our “community of scholars.”	C 5.2 Opportunities exist for colleagues across disciplines to engage in interchanges that foster a “culture of teaching,” which in turn develops a “community of scholars.”	12/11	VP of Instruction, Dean of Math, Dean of Language Arts, Dean of Counseling, Faculty Learning Institute, Director of College Success, Faculty Leads
Faculty Leads provide required basic skills teaching workshops in multicultural pedagogical activities and teaching techniques for adjunct and full time faculty twice each term.	C 2.1. Developmental Education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education C 2.6 Staff development activities promote interactions among instructors.	6/11, Ongoing	Faculty Leads, Director of College Success, Dean of Math, Dean of Language Arts
Invite respected speakers outside Citrus to Faculty Learning Institute-sponsored events on teaching.	C 2.6 Staff development activities promote interactions among instructors. C 5.2 Opportunities exist for colleagues across disciplines to engage in interchanges that foster a “culture of teaching,” which in turn develops a “community of scholars.”	6/11	Faculty Learning Institute, CSAC, Director of College Success
Institutionalize a scholarship of teaching and learning to create a culture of teaching.	C 4.4 Scholarship of Teaching & Learning	12/12	VP of Instruction, Dean of Language Arts, Dean of Math, Dean of Counseling, Faculty Learning Institute, Director, College Success, Faculty Leads

 Signature, Chief Executive Officer Date

 Signature, Academic Senate President Date

Section D – Instructional Practices

(Due on or before December 10, 2010)

District: Citrus College

2010-11 ESL/Basic Skills Action Plan

College: Citrus College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Initiate dialogue at the division and department meeting levels to align developmental education course content and pedagogy to degree-applicable and transfer level course content.	D 7.3 A systematic approach exists within disciplines to align developmental education course content and pedagogy to degree-applicable and transfer-level course content.	12/11	Dean of Math, Dean of Language Arts, Faculty leads, College Success Advisory Committee
Create Faculty Leads taskforce (or CSAC taskforce?) to engage in departmental dialogue	D 7.3 A systematic approach exists within disciplines to align developmental education course content and pedagogy to degree-applicable and transfer-level course content.	6/11	Dean of Math, Dean of Language Arts, Faculty leads, College Success Advisory Committee
Redesign curriculum for basic skills classes to include required “learning modules” to assist students with affective issues that impede learning.	D 1.2 Problem-solving and critical-thinking skills are integrated into developmental education curriculum.	6/11	Faculty Leads, Dean of Math, Dean of Language Arts, Director of College Success, Early Alert Coordinator, Curriculum Committee
Initiate a process or program for multicultural pedagogical instruction at all basic skills level courses.	D 4.2 Developmental instruction communicates high expectations, engages students in critical dialogue regarding cultural conflicts, and establishes compatible socio-cultural contexts for group learning.	06/12	Faculty, Dean of Math, Dean of Language Arts, Dean of Counseling, Faculty leads
Adjust on-line curriculum support for College Success Center to replace PLATO learning system.	D 2. Curricula and practices that have proven to be effective within specific disciplines are employed	6/11	Faculty Leads, Learning Center Supervisor, Director of College Success, Bridges to Success Coordinator
Align Writing Café with College Success Center to include developmental education English students	D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors	6/11	Learning Center Supervisor, Writing Café Lead, English Faculty Lead, Director of College Success, Bridges to Success Coordinator

Signature, Chief Executive Officer Date

Signature, Academic Senate President Date

Attachment #4

Long-Term Goals (5 yrs.) for ESL/Basic Skills

(Use this form to update the 5-year long-term goals only if the long term goals have changed)

2010-11 ESL/BASIC SKILLS EXPENDITURE PLAN
(Due on or before December 10, 2010)

District: Citrus College

College: Citrus College

CATEGORY	2009-10 ESL/BASIC SKILLS EXPENDITURES OF ALLOCATION
A. Program and Curriculum Planning and Development	\$47,207
B. Student Assessment	\$6,000
C. Advisement and Counseling Services	\$39,400
D. Supplemental Instruction and Tutoring	\$87,275
E. Articulation	\$
F. Instructional Materials and Equipment	\$11,000
G. Other: Coordination	\$16,047
Research	\$
Professional Development	\$12,500
TOTAL	\$219,429*

*This figure is the 2009/10 allocation; we are spending 2008/09 allocation during 2010/2011

Signature, Chief Executive Officer

Date: _____

Signature, Academic Senate President

Date: _____

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BP 3310 RECORDS RETENTION AND DESTRUCTION

References: Title 5 Sections 59020 et seq.;
Federal Rules of Civil Procedure, Rules 16, 26, 33, 34, 37, and 45

General Provision

The Superintendent/President shall establish administrative procedures to assure the retention and destruction of all District records, including electronically stored information as defined by the Federal Rules of Civil Procedure, in compliance with Title 5. Such records shall include, but not be limited to student records, employment records, and financial records.

Office of Primary Responsibility: *General Institution/Office of Human Resources*

Date Adopted:
(New board policy not replacing any existing Citrus College policy)

- | | |
|--------------------|-------------------------------|
| Approved by | Academic Senate |
| | CCFA..... |
| | CCAFF |
| | CSEA..... |
| | ASCC |
| | Management Team |
| | Supervisor/Confidential |
| | Steering |
| | Board of Trustees..... |

*Note: New language indicated by underline, deleted language indicated by ~~strike through~~, and subsequent changes to language indicated by **shading**.*

AP 3510 WORKPLACE VIOLENCE PLAN

References: Penal Code Sections 273.6, 626.9, 626.10, and 12021;
Cal/OSHA; Labor Code Sections 6300 et seq.;
Title 8, Section 3203;
Code of Civil Procedure Section 527.8

General Provision

The District is committed to providing a safe work environment that is free of violence and the threat of violence.

Responding to Threats of Violence

The top priority in this process is effectively handling critical workplace incidents, especially those dealing with actual or potential violence.

Violence or the threat of violence against or by any employee of the District or any other person is unacceptable.

Should a non-employee on District property demonstrate or threaten violent behavior, he/she may be subject to criminal prosecution.

Should an employee, during working hours, demonstrate or threaten violent behavior he/she may be subject to disciplinary action.

The following actions are considered violent acts:

- Striking, punching, slapping or assaulting another person.
- Fighting or challenging another person to fight.
- Grabbing, pinching or touching another person in an unwanted way whether sexually or otherwise.
- Engaging in dangerous, threatening, or unwanted horseplay.
- Possession, use, or threat of use, of a firearm, knife, explosive or other dangerous object, including but not limited to any facsimile firearm, knife or explosive, on District property, including parking lots, other exterior premises, District vehicles, or while engaged in activities for the District in other locations, unless such possession or use is a requirement of the job.
- Threatening harm or harming another person, or any other action or conduct that implies the threat of bodily harm.
- Bringing or possessing any dirk, dagger, ice pick, or knife having a fixed blade longer than 2½ inches upon the grounds, unless the person is authorized to possess such a

Attachment #6

weapon in the course of his/her employment, has been authorized by a District employee to have the knife, or is a duly appointed peace officer who is engaged in the performance of his/her duties.

Any employee who is the victim of any violent threatening or harassing conduct, any witness to such conduct, or anyone receiving a report of such conduct, whether the perpetrator is a District employee or a non-employee, shall immediately report the incident to his/her supervisor or other appropriate person.

In addition to the employee's supervisor, any victim of any violent threatening or harassing conduct or any witness to such conduct should immediately call any or all of the following:

Emergency	911
Campus Security Safety Supervisor	(626) 914-8611
Dean of Students	(626) 914-8602
Glendora Police Department	(626) 914-8250

No one acting in good faith who initiates a complaint or reports an incident under this policy will be subject to retaliation or harassment.

In the event the District fears for the safety of the perpetrator or the safety of others at the scene of the violent act, the appropriate law enforcement agency will be called.

Office of Primary Responsibility: *General Institution/Office of Human Resources*

Date Adopted:
(New administrative procedure not replacing any existing Citrus College regulation)

Approved by	Academic Senate
	CCFA.....
	CCAFF
	CSEA.....
	ASCC
	Management Team
	Supervisor/Confidential
	Steering.....
	Board of Trustees.....

Note: New language indicated by underline, deleted language indicated by ~~strike through~~, and subsequent changes to language indicated by shading.

Attachment #7

Proposed Citrus Community College District Policy CCLC No. 3300

General Institution
DRAFT as of 10/06/10

BP 3510 WORKPLACE VIOLENCE PLAN

References: Cal/OSHA: Labor Code Sections 6300 et seq.;
California Code Regulations Section 3203;
"Workplace Violence Safety Act of 1994" (Code of Civil Procedure Section 527.8);
Penal Code Sections 273.6 and 12021

General Provision

The Board of Trustees is committed to providing a District work and learning environment that is free of violence and the threat of violence. The Board's priority is the effective handling of critical workplace violence incidents, including those dealing with actual or potential violence.

The Superintendent/President shall establish administrative procedures that assure that employees are informed regarding what actions will be considered violent acts, and requiring any employee who is the victim of any violent conduct in the workplace, or is a witness to violent conduct to report the incident, and that employees are informed that there will be no retaliation for such reporting.

Office of Primary Responsibility: *General Institution/Office of Human Resources*

Date Adopted:
(New board policy not replacing any existing Citrus College policy)

Approved by	Academic Senate
	CCFA.....
	CCAFF
	CSEA.....
	ASCC
	Management Team
	Supervisor/Confidential
	Steering.....
	Board of Trustees.....

Note: New language indicated by underline, deleted language indicated by ~~strike through~~, and subsequent changes to language indicated by shading.

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AP 3505 EMERGENCY RESPONSE PLAN

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References:

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Education Code Sections 32280 et seq. and 71095;

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Government Code Sections 3100 et seq., 8558, 8559, 8600, 8605, and 8607(a);

187

Homeland Security Act of 2002;

188

National Fire Protection Association 1600;

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Homeland Security Presidential Directive-5;

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Executive Order S-2-05;

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19 California Code of Regulations (CCR) Sections 2400-2450

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Purpose

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The Emergency Response Plan is the District’s planned response to all hazards on or affecting the campus or surrounding community. The plan will be activated by the District Superintendent/President or his/her delegated representative. The emergency response plan details actions and responsibilities for all employees of the District including those on the Emergency Operation Center (EOC) staff.

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Responsibility

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Government Code Sections 2100-3101 state that all employees of the District are declared civil defense workers during emergencies, subject to such defense activities as may be assigned to them. Federal and state regulations further state that all employees of the District must be trained and qualified in specified Federal Emergency Management Agency (FEMA) courses depending on an employee’s emergency response responsibilities.

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Emergency Operations Center (EOC)

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The Emergency Operations Center (EOC) will be activated during emergency situations that warrant a collaborative response. The Superintendent/President or his/her designated representative will activate the EOC. The EOC may be staffed by one or more key administrators depending on the situation and response. The EOC staff will direct the District’s response to the emergency situation, coordination with outside agencies and request for outside support. The EOC staff will be aided in their duties by Emergency Information Officers (EIOs) and Emergency Response Teams that are trained response personnel from the District.

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The EOC is composed of key administrators, record keepers and the individual who is responsible for Administration of Justice. The EOC shall:

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- Declare a major emergency in the event of earthquake, explosion, flood, etc.
- Assess the overall disaster based on reports from area managers
- Initiate the emergency notification chain (call back of all employees)
- Mobilize any additional staff to heavily damaged areas
- Determine the “All-Clear” when the disaster is over

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Attachment #8

224 All key press releases will be prepared by the Public Information Officer. In absence of this
225 person, the key administrator will designate an individual responsible for this function.

226

227 **Preparedness**

228 The District's preparedness is based on pre-staged supplies, training and awareness,
229 emergency drills, and support agreements with civil and private agencies. All employees of the
230 District will receive training in responding to and managing emergency situations according to
231 federal and state laws and regulations. The best response to emergency situations is
232 preparedness.

233

234 **Emergency Chain of Command**

235 SEMS/NIMS/ICS Organizational Chart can be found on Page 12 of the Citrus College
236 Emergency Operations Plan.

237

238 **Day Instructors: Responsibilities**

- 239 • Coordinate evacuation from classroom if necessary.
- 240 • Assist disabled individuals out of building without use of elevators.
- 241 • Assess overall situation in classroom and report to Emergency Information Officer.
- 242 • Initiate first aid if qualified individual is available.
- 243 • Report when students are safe to move to an emergency assembly point or command
244 post.
- 245 • Assist Emergency Information Officers.
- 246 • Provide special assistance to any disabled individuals in the area.

247

248 Remember, in the event of a major disaster, every community college employee automatically
249 becomes a civil defense worker under Government Code Sections 3100-3101.

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251 **Evening Instructors: Responsibilities**

- 252 • Coordinate evacuation from classroom if necessary.
- 253 • Assist disabled individuals out of building without use of elevators.
- 254 • Assess overall situation in classroom and report to Emergency Information Officer.
- 255 • Initiate first aid if qualified individual is available.
- 256 • Report when students are safe to move to an emergency assembly point or command
257 post.
- 258 • Report via runner any casualties, structural damage, and hazardous material spills and
259 status of volunteer student help control point of command post.

260

260 **Other Employees: Responsibilities**

- 261 • Follow survival instructions in Emergency Response Preparedness flipchart.
- 262 • Evacuate area if necessary.
- 263 • Assess immediate problems if possible.
- 264 • Report to area assembly point when safe.
- 265 • Assist Emergency Information Officers by:
 - 266 ○ Performing first aid if qualified
 - 267 ○ Serving as a communications runner, etc.
 - 268 ○ Conducting record keeping and note taking

269

270

271 **SPECIFIC EMERGENCIES:**

272

BIOLOGICAL EMERGENCY

BACKGROUND

A Biological Emergency is an incident involving the release of, exposure to, toxins that are capable of causing bodily harm or death. A biological agent can come in the form of a solid, powder, liquid, or gaseous state.

A biological agent can be introduced through the following:

- By mail, via contaminated letter or package
- Using a small explosive device to help it become airborne
- Through a building's ventilation system
- Using a contaminated item, such as a backpack, book bag, or other parcel left unattended
- By intentionally contaminating a food or water supply
- By aerosol release into the air
- By a missile warhead

The following indicators may suggest the release of a biological substance:

Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing, severe vomiting, diarrhea, abdominal cramping (if food borne or waterborne). Also, severe skin reactions for certain other agents. Other indicators may include the presence of distressed animals or dead birds.

Anthrax

Anthrax is the most common of biological agents. Anthrax is a disease-causing organism, which can reproduce and keep spreading long after its release. Anthrax has a low mortality rate when properly treated. Anthrax is usually sent to individuals by letters or packages.

The following steps will assist to identify suspicious letters or packages:

- The mail is unexpected or from someone you do not know
- It is addressed to a title, but no name
- It is addressed to someone no longer at your address
- It is handwritten and has no return address or bears one that you cannot confirm its legitimacy
- The return address does not match the postmark
- Common words are misspelled
- It is lopsided or lumpy in appearance
- It has wires or tinfoil protruding from the envelope/package
- It is sealed with excessive amounts of tape or string
- It is marked with restrictive delivery instructions, such as "Personal" or "Confidential"
- It has excessive postage
- It has oily stains, discoloration, crystallization, or a strange odor
- It is leaking a powdery substance

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314 **The following steps should be taken after a suspicious letter/package is identified:**

- 315 • Stay calm. Do not get excited. Most threats are, in fact, hoaxes. Regardless, you must
- 316 treat each incident seriously.
- 317 • Do not shake or empty the contents of any suspicious envelope/package.
- 318 • Place the envelope/package in a plastic bag or other type of container to prevent leakage
- 319 of
- 320 contents.
- 321 • If a container is unavailable, cover with anything (e.g. clothing, paper, trash can) and do
- 322 not remove cover.
- 323 • Leave room and close door, or section off area to prevent others from entering. Everyone
- 324 who touched the letter should wash hands. Wash hands with soap and water to prevent
- 325 spreading any powder to face, other persons, or other objects.
- 326 • Have the colleges ventilation system, heating system, or air conditioning system shut
- 327 down, if possible, and turn off any blowers to the room.
- 328 • Report incident to administration staff.
- 329 • Administration staff should contact Campus Safety. Give specific location of suspicious
- 330 envelope/package and what makes it suspicious. List all the people in the room or area
- 331 when the envelope/package was recognized. Give list to Campus Safety and health
- 332 authorities for follow-up investigations and advice.

334 **The following steps should be taken in the event an envelope/package with powder**

335 **spills/leaks out onto a surface:**

- 336 • Stay calm. Do not get excited. Most threats are, in fact, hoaxes. Regardless, you must
- 337 treat each incident seriously.
- 338 • Do not clean up the powder. Cover spilled contents immediately with anything and do not
- 339 remove cover.
- 340 • Leave the room, close and lock the door or section off the area to prevent others from
- 341 entering.
- 342 • Wash hands with soap and water to prevent spreading powder to face, other persons, or
- 343 other objects.
- 344 • Have the colleges ventilation system, heating system, or air conditioning system shut
- 345 down, if possible, and turn off any blowers to the room.
- 346 • Remove heavily contaminated clothing as soon as possible and place in a sealable plastic
- 347 bag. Give sealed bag to the emergency responders for proper disposal.
- 348 • Shower with soap and water as soon as possible. Do not use bleach or other disinfectant
- 349 on skin.
- 350 • Report incident to administrative staff.
- 351 • Administrative staff should contact Campus Safety. Give specific location and type of
- 352 spilled contents. List all the people in the room or area when envelope/package with
- 353 powder spilled/leaked.
- 354 • If a site or building receives a biological threat by phone alleging a contaminated package,
- 355 backpack, or book bag, administration staff should follow the appropriate procedures.

356
357

ENVIRONMENTAL EMERGENCIES

358 (Chemical Spills, Asbestos Fiber Release, Air Pollution Alerts)

359

BACKGROUND

361 In the event of site environmental emergencies including chemical spills, asbestos fiber release
362 episodes, and air pollution alerts, site administrators and staff must be able to react quickly and
363 effectively to prevent injury or illness.

364

365 In any disaster/emergency situation, site administrators shall be responsible for the safety of,
366 and accountability for, staff and students. In any life-threatening situation, staff/instructor shall
367 take immediate action to provide for the safety of staff and students without waiting for directions
368 from a site administrator.

369

CHEMICAL SPILLS

Administrative Staff:

372

• Call 911 and obtain information about the substance.

373

• Assess location of chemical spill and determine appropriate action to take for safety of
374 students and others (e.g., evacuation of room, building, or site).

375

• Secure the affected area and do not allow staff or students to re-enter until condition has
376 been controlled.

377

• Notify Campus Safety immediately.

378

• Evacuate if necessary. Assure that staff/students move crosswind or upwind from problem
379 area to avoid inhalation of vapors and proceed in orderly fashion to designated safe area.

380

• Provide first aid/emergency care if needed.

381

• Keep staff/students in designated area until problem is resolved or until further instructions
382 are received from authorities.

383

ASBESTOS FIBER RELEASE EPISODE

385 Disturbance of asbestos-containing material may cause asbestos fiber release which could
386 create a potential health risk for building occupants. Site administrators are responsible for
387 maintaining the site asbestos management plan in a readily accessible location.

388

Administrative Staff:

390

• Immediately evacuate building occupants and restrict entry into area.

391

• Shut off or restrict ventilation system and other sources of air movement.

392

• The CAL/OSHA Safety Officer will determine appropriate response actions, including
393 verification of an actual asbestos fiber release and cleanup procedures.

394

AIR POLLUTION ALERTS

395

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396 Air pollution alerts occur when 0.20 parts pollutant per million (PPM) or greater air quality
397 concentrations exist.

- 398 • Stage I Alert: Occurs when air quality consists of 0.20 parts pollutant per million (PPM).
- 399 • Stage II Alert: (A “warning” stage) occurs when air quality consists of 0.35 parts pollutant
400 per million (PPM).
- 401 • Stage III Alert: (“Emergency stage”) occurs when air quality consists of 0.50 parts pollutant
402 per
403 million (PPM) or higher.

404 **Note:** The Air Pollution Control District (APCD) does not issue an alert for fires. A local area
405 may be affected by smoke or ash. Site administrators are to use discretion in suspending
406 outdoor physical activity.

- 407
- 408 • Strenuous outdoor physical activities for all students and employees shall be discontinued;
409 activities of a less strenuous nature should be substituted. Intensity of an activity and its
410 potential for increasing the respiration rate for an extended period may be deciding factors for
411 canceling certain activities. Heat and stress aggravate respiratory problems.

412

413 In a Stage II or Stage III alert, students shall remain indoors for the duration of an alert; those
414 with respiratory or heart problems should be monitored.

415

416

417

BOMBS AND EXPLOSIONS

418

BACKGROUND

419 Most bomb threats are hoaxes. Telephone calls to a college stating there is a bomb often are
420 made to either disrupt normal activities or provoke an early dismissal. Bomb threats can come in
421 different forms, but should be handled in a consistent manner. Safety and the prevention of
422 panic are of paramount importance.

423

424

TELEPHONE BOMB THREAT

- 425 • Stay calm and courteous. Keep the bomb threat caller talking. Ask for a specific bomb
426 location and time of detonation. Gather information.
- 427 • Try to signal a co-worker to listen on the telephone line, if possible.
- 428 • Write down information. Listen for background noises. Listen closely to the voice for
429 accents, speech impediments or age indications.
- 430 • Immediately notify your Supervisor. Remember not to use two-way radios— they may
431 detonate a device.
- 432 • Call Campus Safety to report the incident. If a device or suspicious object is located,
433 Campus Safety will notify the appropriate agency.
- 434 • Supervisor coordinates with Campus Safety to evaluate information received and decide
435 upon a course of action.

436

437 SEARCHING AND EVACUATION

- 438 • Supervisor should consult with either Campus Safety or local law enforcement prior to
439 making any decision. Campus Police and local law enforcement are available to assist and
440 coordinate efforts.
- 441 • College personnel should not search for bombs. However, they can provide assistance to
442 law enforcement personnel.
- 443 • Initiating a search with the assistance of law enforcement and evacuating the site may be
444 the most desired approach if a suspicious package or device is found. Directing the
445 immediate evacuation upon receipt of any threat has inherent negative consequences.
446 Disruption could prompt more false calls.

448 SUSPICIOUS PACKAGE OR DEVICE FOUND

- 449 • Do not touch or disturb the suspected bomb. Do not use radios or cell phones—these may
450 activate some types of bombs.
- 451 • Immediately notify the site administrator, Campus Police, and/or local law enforcement of
452 the exact location and description.
- 453 • Utilize site evacuation plan or site fire drill procedure to move all staff and students away
454 from the suspected bomb location. A minimum of 1000 feet is recommended.
- 455 • If possible, shut off gas main and electrical power to minimize the possibility of fire.
- 456 • Gather any possible witnesses for law enforcement to interview.

458 EXPLOSIONS

- 459 • Immediately take cover under, or next to furniture, upon hearing an explosion. Try to
460 remain as calm as possible.
- 461 • Try to establish what exploded, the extent of damage and possible life-threatening hazards
462 to determine your next course of action.
- 463 • Take immediate action to ensure your safety and the safety of others. Evacuate according
464 to your site plan if necessary; otherwise, remain in your place of cover.
- 465 • If you evacuate, go to an area upwind from the explosion site to avoid possible toxic
466 fumes. If smoke is present, stay low, and exit crawling to avoid breathing fumes.
- 467 • Immediately notify the site administrator, Campus Safety, and/or local law enforcement of
468 the exact location and description.
- 469 • Custodian or plant operations supervisors should turn off power supplies, electricity, and
470 gas lines if safely possible.
- 471 • Ensure no one returns for any reason until city fire personnel officially declare the area
472 safe.

474 OTHER CONSIDERATIONS

- 475 • Attempt to control situation to avoid panic.
- 476 • Everyone should know and understand his/her role. Practice your response.

Attachment #8

- Bomb threats require a response; usually no less than a search by qualified personnel (Police/law enforcement).
- Consider the impact on students and staff. Involve counseling personnel as needed.

DISTURBANCES AND DEMONSTRATIONS

BACKGROUND

Site administrators may be confronted with disturbances or demonstrations adjacent to a college site or on a college site.

The courts have held that demonstrations are lawful as long as the demonstrators' conduct does not materially disrupt class work, involve substantial disorder, or invade the rights of others. However, any demonstration on campus may interfere with college activities and, therefore, could be unlawful.

Site administrators and police officers are empowered to order persons whose presence interferes with the peaceful conduct of the college, or disrupts the college or its students or college activities, to leave campus. Persons who fail to comply with such instructions are subject to arrest.

DISTURBANCE OR DEMONSTRATION (STUDENTS)

- Site Administration should carefully assess the situation. Designated free speech areas should be considered prior to any demonstration.
- With assistance from Campus Safety, determine the urgency of the situation, type of assistance needed, and if the crowd really needs to be dispersed.
- If Demonstrators are participating in an unlawful assembly on campus, or causing class disruptions, it is recommended the site administrator:
 - o Consult with law enforcement officers to establish the best plan of action.

DISTURBANCE OR DEMONSTRATION (NONSTUDENT)

- Politely inform the individual(s) they are disrupting the college, its students and/or activities and tell them to leave.
- If the individual(s) refuse to comply, notify Campus Safety. An officer(s) will be dispatched to your location. If a physical assault begins, call "911."
- The officer and site administrator will devise a plan of action. The situation will dictate whether additional officers will be needed and/or if the Emergency Operations Center needs to be activated.

OTHER CONSIDERATIONS

- Consider placing staff to answer telephone calls from concerned.

Attachment #8

- Try to determine the issues causing the disturbance and attempt to communicate with the participants.
- With assistance from Campus Safety, try to meet with authorized representatives or leaders who can present their issues and possibly respond to your needs.

EARTHQUAKE

BACKGROUND

Recent experience has proven that college buildings, both permanent and portable, are among the safest structures in the event of an earthquake.

Of all earthquake preparedness measures, safety drills are the most important. Essential components of earthquake safety drills are discussion, instruction, and physical demonstration (practice drill). In addition to indicating pre-planning needs, effective earthquake drills simulate (1) actions to be taken during an actual earthquake, and (2) actions to be taken after the ground stops shaking. Building evacuation following a major earthquake is imperative due to potential dangers of fires or explosions. It is necessary to be prepared for the occurrence of probable aftershocks.

EARTHQUAKE WHILE INSIDE (ON SITE)

- A DROP and HOLD command is given by any staff member at first indication of ground shaking.
- All staff/students: DROP and HOLD and assume protective position under table, desk, or other support object. If appropriate, staff/students should hold onto table/desk leg to keep it over body. If in hallway, move to inside wall, or stand in a doorway.
- Avoid glass and falling objects.
- Move away from windows.
- Move away from heavy suspended light fixtures.
- Extinguish flames, turn off power equipment, and electrical appliances. If the odor of natural gas is detected, turn off gas valves.
- Remain undercover for at least two to three minutes to assess damage/injuries and to wait for first aftershock to occur.
- After first aftershock, or after two to three minutes, activate site earthquake evacuations plan.

EARTHQUAKE WHILE OUTSIDE (ON SITE)

- Move to open space away from buildings, trees, and overhead power lines.
- When shaking stops, activate an orderly evacuation.
- Evacuate building(s) according to evacuation plan.
- Transport injured students to Health Services or a designated Triage area.

Attachment #8

- 555 • Do not allow unauthorized persons to return to buildings until the buildings are officially
556 declared structurally safe. Authorized personnel should only return to building if absolutely
557 necessary.

EARTHQUAKE WHILE OFF SITE

- 560 • If walking to and from college/work site, move to open space away from buildings, trees, or
561 overhead power lines. Be alert for possible dangers which would require movement. DO
562 NOT RUN.

NON-EARTHQUAKE STRUCTURAL FAILURE

- 564 • Evacuate affected building/area and secure to prevent entrance by staff or students.

FIRE

BACKGROUND

568 Fire prevention and emergency response to fire situations are a primary responsibility for all
569 employees. Regular action must be taken to ensure that all staff/students are familiar with the
570 site's emergency/fire response plan and action.

FIRE – WHEN COLLEGE IS IN OPERATION

- 573 • Call fire department (“911”) immediately.
574 • Order evacuation of remaining staff/students to appropriate assembly/emergency area; if
575 alarm system fails to operate, notify staff/students by other methods.
576 • ACTIVATE the emergency plan if there is any life-threatening situation.
577 • Supervise evacuation of site; ensure that all rooms and areas are evacuated.
578 • Check with staff to ensure accountability for all staff/students.
579 • Provide first aid if needed. If incident results in injury to staff or students, involve Health
580 Services.
581 • If hazardous materials are present or suspected, notify Fire Department of any possible
582 hazardous materials.

FLOODING

BACKGROUND

586 This procedure applies whenever storm water or other sources of water flood or threaten to
587 flood college grounds or buildings. Flooding may occur as a result of prolonged periods of
588 rainfall, where the site would not have sufficient time to prepare. Alternatively, flooding may
589 occur without warning, as a result of damage to water distribution systems, or a failure of a
590 nearby man-made dam.

Administrative Staff:

Attachment #8

- Initiate appropriate response actions, which may include In-Place Sheltering, On-Site Evacuation, or Off-Site Evacuation.
- Call Campus Safety and describe the nature and extent of the flooding.
- Supervise On-Site Evacuation; ensure staff and students evacuate affected buildings using prescribed routes or other safe routes to the assembly/evacuation area.
- Check with staff to ensure accountability for all students/staff.
- Coordinate with facilities to limit damage.

SHOOTINGS

BACKGROUND

The potential for a shooting or a shooting in the workplace exists on every college campus throughout the United States. Although the possession of firearms on or around our campuses is rare, their availability and past national and county shootings dictate the need for a response plan, in case a shooting or other violent attack occurs.

WHEN A SHOOTING OCCURS

- CALL "911." Identify your college or workplace and exact location. Remain calm and answer the police operator's questions. They are trained to obtain the necessary and required information for a proper emergency response.
- Instruct students and employees to 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, trying to utilize any obstructions between you and the gunfire. Remember that many objects of cover may conceal you from sight, but may not be bulletproof.
- Try to get inside or behind a building and stay down.
- 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 the police.

IF SUSPECT IS OUTSIDE YOUR CLASSROOM

- Duck and cover. Keep students inside the classrooms and down on the floor. Move behind available cover inside the classroom.
- Close and lock the outside door to the classroom if possible. Close the blinds, turn off the lights and stay on the floor. Do not peek out the door or windows to see what may be happening.
- Report location of the assailant.

OFFICE PERSONNEL

Attachment #8

632 In keeping with effective emergency planning, office personnel should have pre-designated
633 assignments to ensure an effective response in case of a shooting. Actions by multiple persons
634 must be taken simultaneously to expedite a response.
635

636 In response to a report of a shooting from a classroom or other area of the campus, have all
637 persons in the office duck and cover onto the floor, behind protective objects or into side rooms.
638 Make required emergency telephone calls to the police from this position. It is crucial that
639 telephone calls be limited to emergency calls only.
640

641
642 **Note:** Phone calls, other than for emergency purposes, should be made only after
643 the police have cleared a phone line for that purpose. A phone call to friends or
644 family will bring onlookers, bystanders or concerned loved ones to the campus,
645 interfering with the operation of emergency personnel and unnecessarily placing
646 more people in danger.
647

652 **CALLING “911”**

653 When you call “911,” identify your exact location. Remain calm and answer the operator’s
654 questions. Police dispatchers are trained to obtain the necessary and required information for a
655 proper emergency response. As the police are being dispatched, answer the questions asked of
656 you by the operator or police dispatcher. Although you are not expected to know all of the
657 answers, answer them to the best of your ability.
658

659 Although you may think the questioning is wasting valuable time, the information you provide will
660 enable phone personnel to dispatch officers and other emergency personnel safely and
661 effectively. While you are being questioned, emergency personnel have been dispatched and
662 are on the way. You will be asked questions, such as:

- 663 • What exactly is happening and how do you know? Is it still happening now?
- 664 • Where is the suspect now? What was his/her last known direction? Is the suspect still on
665 campus?
- 666 • Is anyone injured? Are there wounded and how many?
- 667 • Where did it happen? What’s the specific location of occurrence?
- 668 • What weapons were used if you know? Knowing the number and types of weapons will
669 assist the police in their response. Describe the weapon(s) or other dangerous object(s) if
670 possible, and any visible ammunition:
- 671 • Were any shots fired? Describe the sound and the number of shots fired.

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- 672 • Do you know who the suspect(s) is? If yes, identify him/her/them, and provide any
673 background knowledge you may have.
674
-

675 **Note:** It is important to tell the Campus Safety dispatcher if your office has called or is
676 on the line with the 911 operator.
677

678 **POLICE/FIRE DEPARTMENT RESPONSIBILITY**

679 Law Enforcement or the Fire Department will take charge of the operation and maintain full
680 control throughout the duration of the incident.
681

682 Police/fire departments will establish a command post(s) at or near your campus where all
683 operations pertaining to the event will be coordinated.
684

685 **TERRORISM**

687 **BACKGROUND**

688 An act of terrorism is most often perpetrated by an individual or group who uses deliberate
689 violence against a government or other authorities to achieve certain goals. Terrorist methods
690 may include the taking of hostages, kidnapping, and the use of bombs and explosions. In a
691 college situation, a student(s) may be kidnapped and held hostage by another person.
692

693 **OTHER CONSIDERATIONS**

- 694 • Obtain a photo of the abducted student/employee and provide it to the police.
695 • Provide the police with information on known friends of the abducted student/employee.
696 They may be able to provide further information.
697 • Try to obtain a description of the abductor and direction of travel.
698 • Gather any possible witnesses for law enforcement to interview.
699 • Remain calm-the prevention of panic is important.
700

701 **HOSTAGES/KIDNAPPING**

702 Call 911. Be prepared to give the following information:

- 703 • Identify hostage location on the site
704 • Number of assailants, if known
705 • Number of hostages, if known
706 • Name of assailants, if known
707 • Any available description of assailants and weapons
708 • Demands made by the assailants
709 • Notify staff/students to move students away from the hostage location to a safer location.
710 • Do not evacuate until given instructions by police.

Attachment #8

- 711 • Gather all facts regarding the situation for the police. Keep notes on times, any
- 712 communications from the person holding the hostage(s), and other witness information.
- 713 • Provide law enforcement with any assistance:
 - 714 o Provide keys for access to classrooms, buildings, and gates
 - 715 o Location of power, water, and gas shutoffs
 - 716 o Access to roofs
 - 717 o Location of phones and other communication devices
- 718 • Work with the district office and law enforcement to determine the next steps.
- 719

720 **OTHER CONSIDERATIONS**

- 721 • Gather any possible witnesses for law enforcement to interview.
- 722 • Minimize any possibility of the suspect's ability to see or hear news reports.
- 723 • Consider the possibility of transportation needs.
- 724 • Consider the emotional impact on the students and staff.
- 725 • Contact the Communications Office to assist in media inquiries. This office will coordinate
- 726 media briefings and media information related to the situation.
- 727 • Remain calm-the prevention of panic is important.
- 728

729 **FACTS AND GOVERNMENTAL RESPONSE TO PANDEMIC FLU**

730 **A. Introduction**

731 The purpose of this Influenza Pandemic Response Plan is to lessen the impact of an influenza

732 pandemic on the residents by providing a guide for health care providers for detection and

733 response to an influenza pandemic event.

734

735 **B. Background/Threat**

736 The worst natural disaster in modern times was the infamous "Spanish flu" of 1918-1919, which

737 caused 20 million deaths worldwide and over 500,000 deaths in the U.S. Although the Asian

738 influenza pandemic of 1957 and the Hong Kong influenza pandemic of 1968 were not as deadly

739 as the Spanish influenza pandemic, both were associated with high rates of illness and social

740 disruption.

741

742 Influenza is a highly contagious viral disease. Pandemics occur because of the ability of the

743 influenza virus to change into new types, or strains. People may be immune to some strains of

744 the disease either because they have had that strain of influenza in the past or because they

745 have recently received influenza vaccine. However, depending on how much the virus has

746 changed, people may have little or no immunity to the new strain. Small changes can result in

747 localized epidemics. But, if a novel and highly contagious strain of the influenza virus emerges,

748 an influenza pandemic can occur and affect populations around the world.

749

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750 California, with its West Coast location and several major ports of entry for flights and shipping
751 from Asia (a likely location for the development of a novel virus), would likely be among the first
752 U.S. locations for an influenza pandemic to establish a foothold. The California Department of
753 Health Services (CDHS) estimates that the impact of an influenza pandemic on California's
754 population of 35 million would include:

- 755
- 756 • 8.8 million persons ill with influenza (estimated range: 5.3 million to 12.3 million)
- 757 • 4.7 million outpatient visits (estimated range: 2.8 million to 6.6 million)
- 758 • 97,200 persons hospitalized (estimated range: 58,300 to 136,000)
- 759 • 21,500 deaths (estimated range: 12,900 to 30,200).
- 760

761 An influenza pandemic is unlike any other public health emergency or community disaster:

- 762
- 763 • Many experts consider influenza pandemics to be inevitable, yet no one knows when the
764 next one will occur.
- 765 • There may be very little warning. Most experts believe that we will have between one and
766 six months between the time that a novel influenza strain is identified and the time that
767 outbreaks begin to occur in the U.S.
- 768 • Outbreaks are expected to occur simultaneously throughout much of the U.S., preventing
769 sharing of human and material resources that normally occur with other natural disasters.
- 770 • The effect of influenza on individual communities will be relatively prolonged -- weeks to
771 months -- when compared to minutes-to-hours observed in most other natural disasters.
- 772 • Because of the substantial lead times required for vaccine production once a novel strain
773 has been identified, it is likely that vaccine shortages will exist, especially during the early
774 phases of
775
776
777
778 the pandemic. Effective preventive and therapeutic measures --including antiviral agents --
779 will likely be in short supply, as may some antibiotics to treat secondary infections.
- 780 • When vaccine becomes available, it is expected that individuals will need an initial priming
781 dose followed by a second dose approximately 30 days later to achieve optimal antibody
782 responses and clinical protection.
- 783 • Health-care workers and other first responders will likely be at even higher risk of exposure
784 and illness than the general population, further impeding the care of victims.
- 785 • Widespread illness in the community will also increase the likelihood of sudden and
786 potentially significant shortages of personnel in other sectors who provide critical
787 community services: military personnel, police, firefighters, utility workers, and
788 transportation workers, just to name a few.
- 789

790 Benefits of pre-event planning

Attachment #8

791 In addition to preparing to respond to an actual pandemic, increasing awareness among the
792 public health, medical, and emergency response communities will foster greater concern about
793 “routine”, annual influenza epidemics, which kill an average of 20,000 Americans every winter.
794

795 Prompt improvements in infrastructure to address the major elements of pandemic
796 preparedness can have immediate and lasting benefits and can also mitigate the effect of the
797 next pandemic. For example, increasing routine, annual influenza vaccination coverage levels in
798 high-risk patients will not only reduce their risk of dying or being hospitalized during the
799 prepandemic period, but will also facilitate access to such patients -- through greater confidence
800 in the benefits of influenza vaccination and expanded programs to access those patients --
801 when the next pandemic occurs. Similarly, increasing the coverage of pneumococcal vaccine in
802 such patients could have a significant impact on the incidence and severity of secondary
803 bacterial pneumonia.

804 **C. Concept of Operations**

805 **1. Stages of Alert**

806 For purposes of consistency, comparability, and coordination of the national, state, and local
807 response, identification and proclamation of the following “stages” will be done at the national
808 level:
809

<u>Pandemic Phase</u>	<u>Definition</u>
<u>Novel Virus Alert</u>	<u>Novel virus detected in one or more humans</u> <u>Little or no immunity in the general population</u> <u>Potential, but not inevitable precursor to pandemic</u>
<u>Pandemic Alert</u>	<u>Novel virus demonstrates sustained person-to-person</u> <u>transmission and causes multiple cases in the same geographic</u> <u>area</u>
<u>Pandemic Imminent</u>	<u>Novel virus causing unusually high rates of morbidity and/or</u> <u>mortality in multiple, widespread geographic areas</u>
<u>Pandemic</u>	<u>Further spread with involvement of multiple continents; formal</u> <u>proclamation made</u>
<u>Second Wave</u>	<u>Reoccurrence of epidemic activity within several months following</u> <u>the initial wave of infection</u>
<u>Pandemic over</u>	<u>Cessation of successive pandemic “waves,” accompanied by</u> <u>return (in the U.S.) of more typical wintertime “epidemic” cycle</u>

810

Attachment #8

811 As the pandemic develops, the World Health Organization (WHO) will notify the Centers for
812 Disease Control and Prevention (CDC) and other national health agencies of progress of the
813 pandemic from one stage to the next. CDC will communicate with CDHS and other state
814 agencies about pandemic stages, vaccine availability, virus laboratory findings, and national
815 response coordination. The State will communicate with local health agencies through the
816 California Health Alert Network (CAHAN).

817 818 **2. The Federal Role**

819 The Federal government has assumed primary responsibility for a number of key elements of
820 the national plan, including:

- 821
- 822 • Vaccine research and development.
- 823 • Coordinating national and international surveillance.
- 824 • Assessing and potentially enhancing the coordination of vaccine and antiviral capacity,
825 and coordinating public-sector procurement.
- 826 • Assessing the need for and scope of a suitable liability program for vaccine manufacturers
827 and persons administering the vaccine.
- 828 • Developing a national “clearinghouse” for vaccine availability information, vaccine
829 distribution, and redistribution.
- 830 • Developing an adverse events surveillance system at the national level.
- 831 • Developing a central (national) information database/exchange/clearinghouse on the
832 Internet.
- 833

834 **3. The State Role**

835 836 **Novel Virus Alert Stage**

837

838 During this stage, CDHS activities will be limited to monitoring reports of progress of the disease
839 and surveillance to detect the arrival of disease caused by the novel virus in California. Novel
840 virus detection will be carried out by WHO and CDC.

841 842 **Pandemic Alert Stage**

843

844 During this stage, CDHS will monitor reports of disease spread and meet with surveillance
845 partners to activate and augment surveillance systems. The State Viral and Rickettsial Disease
846 Laboratory (VRDL) in Richmond will increase laboratory surveillance.

847

848 The CDHS Immunization Branch (IB) will maintain close contact with CDC and the Food and
849 Drug Administration to obtain information on plans for vaccine delivery. IB will work with local
850 health departments (LHDs) and representatives of the private medical sector to plan delivery
851 and administration of vaccines when they are available.

Attachment #8

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The CDHS Division of Communicable Disease Control (DCDC) will meet with, the California Medical Association and the California Pharmacists Association to plan for vaccine administration and for antiviral and antimicrobial supplies. The IB will prepare training materials for vaccine administrators.

CDHS DCDC will provide technical information, public information, and press releases to be released by the CDHS Office of Public Affairs (OPA). Public information will include travel alerts, guidelines on limiting the spread of the disease, and information about when and where to obtain medical care. The CDC's Epidemiology Program Office (EPO) and the California DCDC will ensure communication among epidemiology efforts, laboratory surveillance, and emergency management agencies (EMAs). CDC EPO and the EMAs will address personnel and equipment shortfalls.

Pandemic Imminent Stage

In the pandemic imminent stage, the pandemic alert activities will continue at an intensified level. Surveillance efforts will be increased for both influenza illness and the circulation of the influenza virus. If vaccine is available, the distribution system will be implemented and security measures will be put in place to ensure that vaccine will be given first to groups with highest priority for receiving them. DCDC and OPA will step up information flow to LHDs, medical providers and all other stakeholders. DCDC and OPA will provide translations of all public information messages into Spanish and the 14 other major languages in California. The State OES, local Emergency Management Agencies, DHS, and hospitals will activate the emergency response system.

Local coroners and funeral directors will be advised to prepare for increases in the number of dead they will have to handle.

Pandemic Stage

Surveillance efforts will be overwhelmed. Emphasis will be shifted from detecting cases caused by the influenza virus to monitoring demographic characteristics that may indicate a need to revise priority groups for receiving vaccine and antiviral medications if available supplies are limited. Vaccine delivery will be at its highest level, and the system to detect possible adverse reactions to the vaccine will be closely monitored. EMAs will establish alternative treatment sites since hospitals will be overwhelmed.

Second Wave

All agencies and health care providers must make use of the interim period to prepare for a resurgence of disease. This includes addressing shortfalls in supplies and personnel. Although there are likely to be medical resources and technical assistance available from state and federal agencies, local counties should expect to manage the local response at the time of

893 the pandemic, including temporary redirection of personnel and financial resources from other
894 programs.

895 896 **4. The Local Response**

897
898 Chapters I through III of this Plan address how the DHS response will be integrated into the
899 overall Operational Area Emergency Operations Plan, of which this Plan is an annex. These
900 chapters include procedures for command and control, detection and notification of public health
901 threats, and the roles of key DHS personnel during a public health emergency. Since many
902 aspects of the public health response would be the same, this Influenza Pandemic Response
903 Plan focuses on response characteristics unique to pandemic influenza.

904
905 Chapter V of this Plan is the “Risk Communications and Public Information Plan.” This plan
906 describes the DHS approach to:

- 907
- 908 • Facilitating cooperation among all involved parties (e.g., government officials, health
- 909 experts, industry, and the public).
- 910 • Persuading and directing the behavior of individuals or communities.
- 911 • Promoting informed decision-making about the acceptability of known risks.
- 912 • Educating and correcting false or misleading information.
- 913

914 Chapter VI of this Plan, the “Strategic National Stockpile Management Plan”, describes the plan
915 for mass vaccination. This plan contains additional position checklists for workers at vaccination
916 sites and at a warehouse established to coordinate the distribution of vaccines or antibiotics to
917 these sites, if needed.

918
919 Isolation of symptomatic victims and quarantine of exposed individuals would be essential to
920 ending an influenza pandemic. These interventions are addressed in Chapter VII of this Plan.

921
922 In the pre-event (Phase 1) smallpox planning process, DHS discussed the need to vaccinate
923 personnel who are needed to maintain the human infrastructure of the community during an
924 epidemic. The absence of services provided by these personnel would pose a serious threat to
925 public safety or would significantly interfere with the ongoing response to the pandemic. These
926 key personnel, who would also be the County’s first priority for administration of influenza
927 vaccine or antivirals, may include, but are not limited to:

- 928
- 929 • Public health physicians and staff
- 930 • Hospital employees
- 931 • Physicians, pharmacists, and other clinicians
- 932 • Local government decision-makers
- 933 • First responders: Public Safety, Fire, and EMS

- Utility, food service, and transportation personnel
- Family members of the key personnel listed

D. Public Health Response Procedures

In the early stages of a pandemic, there may be no vaccine at all. The federal Planning Guide indicates that a minimum of six to eight months would elapse before the tens of millions of doses needed could be produced for distribution. When vaccine first becomes available the demand will likely exceed the supply.

Pharmaceutical delivery will become an important issue during a pandemic. While antiviral agents will play a role in both prophylaxis and treatment of influenza, the existing supplies would certainly fall short of the need. As the pandemic progresses, there may not be sufficient supplies of antibiotics for treating persons with complications of influenza. In addition to supply problems, other difficulties are associated with use of antiviral agents. Priorities for target groups and the use of limited supplies for prophylaxis versus therapy have not yet been established. Widespread use of antivirals and antibiotics could lead to emergence of drug-resistant viral strains. Adverse antiviral reactions and liability issues will also be of concern. In a pandemic, DHS would provide consultation on the handling and administration of pharmaceuticals in cooperation with California DHS.

1. Novel Virus Alert Stage

Novel virus detected in one or more humans. Little or no immunity in the general population. Potential, but not inevitable, precursor to a pandemic.

a. Surveillance

- Monitor bulletins from CDC and CDHS regarding virologic, epidemiologic, and clinical findings associated with new variants isolated within or outside the U.S.
- Meet with appropriate partners and stakeholders and review major elements of enhanced surveillance activities; modify and update plan as needed.
- Activate enhanced local surveillance to detect importation and local spread in coordination with the State Viral and Rickettsial Disease Laboratory (VRDL) in Richmond.
- Obtain appropriate reagents from the VRDL, if appropriate, to detect and identify the novel strain.

b. Vaccine and Pharmaceutical Delivery

- Meet with hospitals, health care providers, and other partners and stakeholders to review major elements of the vaccine distribution plan, including plans for storage, transport, and administration of vaccines and antivirals.

- Modify plan as needed to account for updates, if any, on recommended target groups and projected vaccine supply.

c. Emergency Response and Communications

- Test local communication systems, including ReddiNet and CAHAN, to ensure that local and statewide communications are functional.
- Notify hospitals, health care providers, and other partners and stakeholders of the novel virus alert.
- Modify communications plan (and written materials) as needed (in collaboration with state officials) to account for updates, if any, on projected effects of the novel virus.
- Implement contingency plans, if any, for obtaining critical hardware, software, or personnel to expand communications systems if needed for a pandemic.
- Ensure ongoing coordination among surveillance, epidemiology, laboratory, EMS, OES, and other local response efforts.
- Develop and/or update press release templates. Develop materials for responding to questions that may come from the media.

2. Pandemic Alert Stage

Novel virus demonstrates sustained person-to-person transmission and causes multiple cases in the same geographic area.

Novel virus alert activities will be continued at a more advanced level and other activities will be added.

a. Surveillance

- Fully activate enhanced surveillance activities. Assess functionality, timeliness, and completeness of data entry and dissemination, data links, and feedback mechanisms throughout the local the system.
- Monitor daily CDC and state reports, which will include information from the following sources:
 - o Kaiser facilities' inpatient diagnosis and pharmacy surveillance systems.
 - o Collaborating laboratories and LHDs.
 - o California sentinel physicians who report directly to CDC and/or CDHS.
 - o Quarantine Station reporting of infected individuals arriving from other countries.
- Meet with surveillance partners to increase the amount of patient demographic information collected, in order to identify groups with increased risk.
- Inform surveillance partners of the need to increase specimen collection for detection of novel virus and alert laboratories to prepare for increased numbers of specimens.
- If requested by VRDL, distribute specimen collection kits to hospitals and clinicians and obtain cooperation to facilitate sending isolates to VRDL.
- Recruit pharmacies to participate in reporting antiviral prescriptions filled.

Attachment #8

- 1017 • Assess inventory of laboratory equipment and supplies, noting what is needed.
- 1018 • Assess inventory of medical equipment and supplies (including ventilators, ICU
- 1019 equipment, and oxygen saturation monitors), noting what is needed.
- 1020 • Develop contingency plans for procurement of laboratory equipment and supplies, and
- 1021 also for possible redirection and hiring of additional laboratory employees, including
- 1022 clerical/data entry personnel.
- 1023 • Explore re-certification of non-traditional labor pool and redirection of staff with
- 1024 appropriate skills to alleviate need for additional laboratory personnel.

1026 **b. Vaccine and Pharmaceutical Delivery**

1027

1028 During the pandemic alert stage, vaccine would not yet be available, and may not be for several

1029 months.

- 1031 • Monitor reports from the CDC, FDA, and CDHS to obtain information on plans for
- 1032 vaccine manufacture.
- 1033
- 1034 • Prepare to implement plan for storing and delivering vaccine as it becomes available
- 1035 to DHS (vs. private distribution).
- 1036
- 1037 • Review elements of plan for vaccine delivery with partners and stakeholders.
- 1038
- 1039 • Ensure that human resources, equipment, and plans for mass immunization clinics are
- 1040 in place (see Chapter VI Mass Vaccination/Prophylaxis and Management Plan).
- 1041
- 1042 • Obtain latest CDHS recommendations for priority groups for vaccine allocation and
- 1043 modify as necessary based on current surveillance data.
- 1044
- 1045 • Meet with local pharmacists and medical association to discuss potential need to:
- 1046 o increase antiviral and antimicrobial supplies.
- 1047 o increase role of pharmacists in vaccine delivery.
- 1048
- 1049 • Coordinate with CDHS to receive the state satellite broadcast training/refresher on
- 1050 vaccine administration techniques for persons who do not normally administer
- 1051 vaccines, but will be enlisted to do so in a pandemic:
- 1052 o arrange for viewing by appropriate groups.
- 1053 o provide video copies of the broadcast for local training.
- 1054
- 1055
- 1056
- 1057

c. Emergency Response and Communications

- 1058
- 1059
- 1060 • Ensure communication among the epidemiology and laboratory surveillance programs
- 1061 and emergency management.
- 1062
- 1063 • Alert surveillance groups to increase surveillance activities.
- 1064
- 1065 • Identify contact person (and backup person) for communication with CDHS.
- 1066
- 1067 • Identify spokesperson (and backup person) for communication with press, public, etc.
- 1068
- 1069 • Prepare fact sheets detailing responses to questions coming from the media and the
- 1070 public:
 - 1071 o include documents intended for electronic distribution on the DHS web site.
 - 1072 o include telecommuting advice to employers, labor organizations, and others.
 - 1073 o include travel alert information received from the State and/or CDC.
- 1074
- 1075 • Respond to media inquiries regarding outbreak.
- 1076
- 1077 • Notify hospitals, health care providers, emergency responders, coroners, and
- 1078 mortuary organizations via CAHAN, ReddiNet, or other means as needed.
- 1079
- 1080 • Increase laboratory surveillance and disease surveillance.
- 1081
- 1082 • Alert emergency responders to work with EMS to inventory critical supplies and solve
- 1083 problems arising from high response volumes.
- 1084
- 1085 • Alert Medical Reserve Corps, neighborhood-watch, and/or other community based
- 1086 response organizations.
- 1087
- 1088 • Conduct inventory of critical equipment, supplies, and personnel, including availability
- 1089 of hospital beds, antiviral pharmaceuticals, refrigerated depots for vaccines, and
- 1090 transport for delivery of vaccines.
- 1091
- 1092 • Identify methods to address personnel and supply shortfalls.
- 1093
- 1094 • Plan for implementation of emergency medical treatment sites and temporary infirmary
- 1095 locations, in coordination with local mass-care organizations such as American Red
- 1096 Cross and/or Salvation Army.
- 1097

- 1098 • Send bulletins to private providers via local medical association and/or lists acquired
1099 from state licensing boards.

- 1100
1101 • Issue guidelines on influenza precautions for workplaces, emergency departments,
1102 airlines, colleges, jails and prisons, public safety agencies, and individuals.
1103

1104 **3. Pandemic Imminent Stage**

1105 Novel virus causing unusually high rates of morbidity and mortality in widespread geographic
1106 areas.

1107
1108 In the pandemic imminent stage the pandemic alert activities will continue at an intensified level.
1109

1110 **a. Surveillance**

- 1111
1112 • Outside of normal surveillance season, verify that hospital and health care surveillance
1113 has been activated and DHS is receiving ongoing reports of cases within the county.
1114

- 1115 • Report the data collected to all participating facilities as well as to CDHS.
1116

- 1117 • Analyze the inpatient data to determine which population groups are at greatest risk
1118 and provide the information to CDHS and to those determining priority groups for
1119 vaccine allocation when the supply is limited.
1120

- 1121 • Participate in special studies, as requested by CDHS:
1122

1123 o to describe unusual clinical syndromes.

1124 o to describe unusual pathologic features associated with fatal cases.

1125 o to conduct efficacy studies of vaccination or chemoprophylaxis.

1126 o to assess the effectiveness of control measures such as college and business
1127 closings.
1128

- 1129 • Maintain increased laboratory surveillance and other activities outlined previously in
1130 the pandemic alert section.
1131

1132 **b. Vaccine and Pharmaceutical Delivery**

- 1133
1134 • Continue activities as listed in pandemic alert stage, including meetings with the local
1135 pharmacist and medical associations.
1136

- 1137 • Increase public information effort designed to keep ill persons at home.
1138

- 1139 • If vaccine delivery date is predicted by CDC, work with CDHS to:

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- o establish local delivery date.
- o review distribution plan and update when new information is available.
- o obtain signed agreements with hospitals and private providers on priority order of groups to receive vaccine when supply is limited.
- o alert to need for security at immunization sites.
- o alert to need for reporting adverse events to VAERS system.

- If vaccine is available, fully activate the immunization program.

- Obtain data on antiviral and antimicrobial supplies.

- Prepare or update recommendations and plans for allocation of antiviral and antimicrobial supplies.

c. Emergency Response and Communications

- Notify hospitals, health care providers and first response agencies of pandemic imminent stage. Set up information flow to all partners and stakeholders, including posting information on County website, CAHAN, and ReddiNet.

- Update documents and fact sheets based on current surveillance information.

- Provide translations of all public information messages into Spanish and the other major languages.

- Monitor the ability of hospitals and outpatient clinics to cope with increased patient loads.

- Implement health education campaign with emphasis on the following:

- o hand washing.

- o stay home rather than be exposed to/spread the influenza virus.

- o check on family, friends living alone.

- o vaccination clinic locations.

- o signs, symptoms.

- o vaccine safety and storage.

- Work with employers and labor organizations to implement a telecommuting system so more people can stay home.

Attachment #8

- 1182 • Activate emergency response system, including Emergency Operations
- 1183
- 1184 • Center and/or DHS Department Operations Center, as appropriate.
- 1185
- 1186 • Implement mutual aid or other procedures to address supply and personnel shortfalls.
- 1187
- 1188 • Conduct inventory of critical supplies/personnel and solve problems: shortage of
- 1189 supplies (gloves, safety needles, ventilators), personnel shortage (how to get
- 1190 nontraditional labor pool re-certified or alternative staff redirected).
- 1191
- 1192 • Develop plan for counseling/psychiatric services (Department of Mental Health, private
- 1193 mental health agencies).
- 1194
- 1195 • Develop plans for children orphaned by death of parents (Department of Social
- 1196 Services, private welfare agencies).

1197 **4. Pandemic Stage**

1198 Further spread of influenza disease with involvement of multiple continents.

1200 **a. Surveillance**

1202 Influenza morbidity and mortality surveillance systems will likely become overwhelmed.

- 1204 • Continue to monitor selected vital statistics for mortality and morbidity data received
- 1205 from the inpatient diagnosis surveillance system to establish age and geographic area-
- 1206 specific rates.
- 1207
- 1208 • Use above data to establish priority groups for immunization as vaccine availability
- 1209 changes, providing data to CDHS, hospitals, and private providers.
- 1210
- 1211 • Continue to monitor reports from WHO, CDC, and CDHS on national and worldwide
- 1212 morbidity and mortality data.
- 1213
- 1214 • Laboratory surveillance will focus on detection of antigenic drift variants and resultant
- 1215 viruses that could limit the efficacy of vaccines produced against the original pandemic
- 1216 strain.
- 1217

1218 **b. Vaccine and Pharmaceutical Delivery**

1220 Continue all pandemic imminent activities. Presumably vaccine would be available for

1221 a sizable proportion of the population.

1222

- 1223 • Monitor VAERS data for evidence of adverse reactions to the influenza vaccine.
- 1224 Report findings routinely to CDHS.
- 1225
- 1226 • Modify recommendations and agreements on priority groups for receiving the vaccine
- 1227 to reflect greater availability of vaccine.
- 1228
- 1229 • Review surveillance data for changes in risk factors that could require modification of
- 1230 recommendations for priority groups for receiving vaccine.
- 1231
- 1232 • Monitor availability of antivirals and, when appropriate, recommend changes in priority
- 1233 groups for receiving vaccine or antivirals.
- 1234

1235 **c. Emergency Response and Communications**

1236

1237 All of the activities of the pandemic imminent stage and the following:

1238

- 1239 • Notify hospitals, health care providers, and first responder agencies of Pandemic
- 1240 Stage.
- 1241
- 1242 • Implement emergency medical treatment sites and temporary infirmary locations as
- 1243 needed in coordination with local mass-care organizations, such as American Red
- 1244 Cross and Salvation Army, to respond to the overwhelming caseload.
- 1245
- 1246 • Increase public information effort designed to keep ill persons at home, providing
- 1247 translations into Spanish and other major languages.
- 1248 • Request law enforcement mutual aid, if needed. If law enforcement mutual aid system
- 1249 is overwhelmed, the Governor may issue a waiver to allow National Guard and military
- 1250 to act as law enforcement.
- 1251
- 1252 • If the medical/health mutual aid system is overwhelmed, the State may request health
- 1253 care workers from other states and/or the federal government.

1254 **5. Second Wave**

1255 Typically in a pandemic, the number of new cases of influenza peaks and then declines, giving

1256 the impression that the pandemic is over. Then within a few months, influenza incidence once

1257 again increases. State and local officials and health care providers need to remain vigilant for a

1258 return of the epidemic activity. This is especially difficult given that all personnel and supplies

1259 involved in responding to the epidemic will be exhausted by efforts to respond to the pandemic.

1260 The perceived “end of the pandemic” may be viewed as an opportunity to relax and recover.

1261 However, all essential functions should be restored to return to pandemic imminent status.

1262

1263 Public health personnel who provide the data to CDHS will probably still be backlogged with

1264 reports, but should be encouraged to maintain extra staffing levels.

Attachment #8

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All sources of surveillance data will need to be convinced that their contributions are still essential because of the likelihood of a second wave. If the decline in the number of cases occurs outside the normal influenza season, it will be necessary to explain the importance of maintaining vigilance because the second wave could occur at any time.

Immunization efforts in lower risk groups should continue as vaccine becomes available to increase “herd immunity” in the population in the event of a second wave.

Laboratory surveillance should also return to pandemic imminent status while maintaining surveillance for possible antigenic drift.

E. Public Information and Risk Communication

Dissemination and sharing of timely and accurate information with the health care community, the media, and the general public will be one of the most important facets of the pandemic response. Instructing the public in actions they can take to minimize their risk of exposure or actions to take if they have been exposed will reduce the spread of the pandemic and may also serve to reduce panic and unnecessary demands on vital services.

The Public Health PIO in consultation with the Health Officer and Communicable Disease staff will identify public health issues and concerns that will or may need to be addressed through public information messages regarding pandemic influenza and will identify affected target audiences for messages.

Messages will address, but not be limited to, vaccine supply, antiviral use, low-tech prevention methods, and maintenance of essential services. They will also identify appropriate strategies for dissemination of messages including postings to the Public Health website.

Office of Primary Responsibility: Vice President of Finance and Administrative Services

Approved by:
Physical Resources 11/4/10
CSEA
Management Team
Supervisor Confidential Group
Academic Senate
ASCC
Steering Committee

Note: New language is indicated by underline, deleted language is indicated by ~~strike through~~, and subsequent changes to language are indicated by shading.

Board Approved

BP 3505 EMERGENCY RESPONSE PLAN

References:

- Education Code Sections 32280 et seq. and 71095;
- Government Code Sections 3100 and 8607(a);
- Homeland Security Act of 2002;
- National Fire Protection Association 1600;
- Homeland Security Presidential Directive-5;
- Executive Order S-2-05;
- 19 California Code of Regulations (CCR) Sections 2400-2450

The Superintendent/President shall establish procedures that ensure that the District implements a plan to be activated in the event of an emergency or the occurrence of a natural disaster or hazardous condition. This plan must comply with the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS) and should incorporate the functions and principles of the Incident Command System (ICS), and any other relevant programs. The plan must incorporate NIMS and SEMS to facilitate the coordination between and among agencies in the event of an emergency or natural disaster.

Compliance with NIMS and SEMS mandates include but are not limited to:

- Establishing disaster preparedness procedures or a plan; and
- Completion of training sessions by college personnel in compliance with NIMS and SEMS guidelines
 - Training requirements vary based on job titles or assigned roles within the emergency plan

College personnel must be informed that as public employees, they are also disaster service workers during national, state, and local emergencies. The District must ensure that its employees are in compliance with the disaster service worker oath requirements.

The Superintendent/President should ensure that a team is created to carry out compliance with NIMS and SEMS mandates. The responses to emergencies or natural disasters are organized by SEMS into five categories: field response, local government, operational areas, regions, and state.

The plan should contain information regarding activation and chain of command responsibilities. Compliance with NIMS mandates requires planning and incorporation for all phases of emergency management including mitigation and prevention, preparedness, response and recovery. The District must ensure that its plan is updated regularly. Colleges must comply with NIMS and SEMS to receive state or federal funding.

Office of Primary Responsibility: Vice President of Finance and Administrative Services

Approved by:

- Physical Resources 11/4/10
- CSEA
- Management Team
- Supervisor Confidential Group
- Academic Senate
- ASCC
- Steering Committee

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Proposed Citrus Community College District Procedure

CCLC No. 3570

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**General Institution
DRAFT as of 10/11/10**

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AP 3570 SMOKING ON CAMPUS

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References:

1375

Government Code Sections 7596, 7597, and 7598;

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Labor Code Section 6404.5;

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Title 8 Section 5148

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1380

Smoking is prohibited within 20 feet of a main exit, entrance, or operable window of any campus building.

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Smoking is prohibited inside any indoor area of any campus building.

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1385

Smoking is prohibited in any enclosed place of employment on campus, including lobbies, lounges, waiting areas, stairwells, and restrooms that are a structural part of any building that is a place of employment.

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Office of Primary Responsibility: Vice President of Finance and Administrative Services

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Approved by:

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Physical Resources 11/4/10

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CSEA

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Management Team

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Supervisor Confidential Group

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Academic Senate

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Steering Committee

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**Proposed Citrus Community College District
Procedure**

CCLC No. 3570

1409

**General Institution
DRAFT as of 1011/10**

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BP 3570 SMOKING ON CAMPUS

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References:

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Government Code Sections 7596, 7597, and 7598;

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Labor Code Section 6404.5;

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Title 8 Section 5148

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The President/Superintendent shall assure that the District has procedures in place specifying limitations on smoking as required by law and as may be adopted by the District.

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Office of Primary Responsibility: Vice President of Finance and Administrative Services

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Approved by:

1427

Physical Resources 11/4/10

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CSEA

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Management Team

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