

• • • • • • • • • •

PORTLAND COMMUNITY COLLEGE BOARD OF DIRECTORS

Business Meeting

• • • • • • • • • •

— November 19, 2020 —



Please print double-sided in support of Board Policy B707 – Sustainable Use of Resources

Portland Community College Board of Directors

Vision

Building futures for our Students and Communities

.....

Mission

Portland Community College supports student success by delivering access to quality education while advancing economic development and promoting sustainability in a collaborative culture of diversity, equity and inclusion.

.....

Core Themes

- Access and Student Success
 - Economic Development and Sustainability
 - Quality Education
 - Diversity, Equity and Inclusion
-

Who We Are

Portland Community College is a public, multi-campus, comprehensive community college serving the lifelong learning needs of our students. We offer college transfer programs; career and technical education programs; adult basic skills; opportunities to develop English as a second language; high school completion and dual credit; community and continuing education programs; and service-learning opportunities that foster the development of civic responsibility and engagement. Through extensive partnerships with business, industry, labor, educational institutions and the public sector, we provide training and learning opportunities for the local and state workforce and promote economic and community development.

We Value

- Effective teaching and student development programs that prepare students for their roles as citizens in a democratic society in a rapidly changing global economy
- An environment that is committed to diversity as well as the dignity and worth of the individual
- Leadership through innovation, continuous improvement, efficiency, and sustainability
- Leadership through the effective use of technology in learning and all College operations
- Being a responsible member of the communities we serve by actively participating in their development
- Quality, lifelong learning experiences that helps students to achieve their personal and professional goals
- Continuous professional and personal growth of our employees and students including an emphasis on fit and healthy lifestyles that decrease disease and disability
- Academic Freedom and Responsibility – creating a safe environment where competing beliefs and ideas can be openly discussed and debated
- Collaboration predicated upon a foundation of mutual trust and support
- An agile learning environment that is responsive to the changing educational needs of our students and the communities we serve –making students marketable for jobs in the future and promoting economic development
- The public’s trust by effective and ethical use of public and private resources

Portland Community College
BOARD OF DIRECTORS
PO BOX 19000, Portland, Oregon 97280

November 19, 2020

AGENDA

ZOOM Link: <https://portlandcc.zoom.us/j/91822330948>

Webinar ID: 918 2233 0948

Join by Telephone: US : +1 669 900 6833 or +1 253 215 8782
or +1 346 248 7799 or +1 646 876 9923 or +1 301 715 8592
or +1 312 626 6799

The Board of Directors meetings are held in accordance with open meeting laws and accessibility requirements. If a person with a disability needs assistance in order to attend or participate in a meeting, please notify the Board of Director's Office at least 48 hours in advance by calling (971) 722-4365 or by email at boardmember@pcc.edu, please use **ACCESSIBILITY** in the subject line.

4:30 PM Executive Session

In accordance with ORS 192.660 (2), (e) real property, (d) labor negotiations and (k) school safety

Media Requests to join the Executive Session can be emailed (boardmember@pcc.edu, please use MEDIA REQUEST in the subject line) or phoned in (971.722.4365) by 2:00 pm of the meeting date.

5:00 PM Work Session

- PERS Update—Eric Blumenthal (15 minutes)
- Strategic Planning Update—Sylvia Kelley (Q&A)
- Board Assessment—Jessica Johnson and Ashley Deihr (Q&A)
- Elections Update—Emma Kallaway (Q&A)
- Secretary Position Development—Mohamed Alyajouri (15 minutes)

5:45 PM BREAK

5:55 PM Call to Order

- Approval of Agenda—November 19, 2020
- Approval of Minutes—October 15, 2020

6:00 PM Recognition

- College Retirements

6:05 PM

Information Sessions

- COVID-19 Update—Mark Mitsui (5 minutes)
- Diversity Equity and Inclusion: Preferred Future Taskforce—Tricia Brand and Traci Fordham (10 minutes)
- Planning and Capital Construction—Linda Degman
 - MWESB Update—John MacLean, Mike Mathews, Stephanie Phillips, Amy James Neel (5 minutes)
 - Facilities Planning 2 Update— Rebecca Ocken, Ken Pirie, Walker Macy, Mike Zilis, Walker Macy, Brodie Bain, Perkins & Will (5 minutes)
- Grants Office Update—Vanessa Wood (5 minutes)

6:35 PM

Public Comment on Agenda Items

Persons wishing to make public comment on agenda items can request a time slot by using this [link](#). Details and directions can be found at the link.

6:40 PM

Business Session

Consent Agenda: (All items will be approved by consent agenda unless an item is withdrawn by request of a member of the Board. A separate motion will then be required to take action on the item in question.)

	<u>PERSONNEL</u>	<u>Page</u>
21-064	Approval of Personnel Actions— November 19, 2020	325
	Academic Professional Appointments: Anne Grey, Teaching and Learning Coordinator, Academic Affairs Jeffery Hall, Resource Program Coordinator III, Office of the Dean of Student Development, Rock Creek Campus Andrea Reyes, Student Resource Specialist, Business, Applied Technology, College Prep, Music and World Language Division, Rock Creek Campus Christopher Brady, Employment Specialist, Workforce Development and Continuing Education, Willow Creek Center (Temporary) Wilson Nitunga, Employment Specialist, Workforce Development and Continuing Education, Willow Creek Center (Temporary)	
	Administrative Appointments: Amy James Neel, Business Outreach and Workforce Diversity Manager, Bond Program	
	Retirees	
21-065	Commendation of Retiring Employee – Dianna Benting (30 years).....	328
21-066	Commendation of Retiring Employee –	

	Nguyen Chung (23 years)	329
21-067	Commendation of Retiring Employee – Robert Costa (11 years)	330
21-068	Commendation of Retiring Employee – Gary Deroose (20 years)	331
21-069	Commendation of Retiring Employee – Keith Furrow (40 years)	332
21-070	Commendation of Retiring Employee – Katherine Glankler (25 years)	333
21-071	Commendation of Retiring Employee – Sharon Morgan (19 years)	334
21-072	Commendation of Retiring Employee – Henry (Hank) Schottland (12 years)	335

BIDS AND CONTRACTS

21-073	Increase Contract Amount for Planning and Programming Services for the Sylvania Campus Architectural and Design Services	336
21-074	Purchase of Virtualized Servers for Public Safety Storage Needs	338

BOARD

21-075	BP 3505 Emergency Operations Plan (EOP) (Second Reading)	340
21-076	BP 3506 Resumption of In-Person Classes and Services (Second Reading)	537
21-077	Amendments to the Management Confidential Handbook	539
21-078	Name the Third Floor of the Fourth and Montgomery Building Housing the Dental Sciences Program in Honor of Willamette Dental	541
21-079	Adoption of the 2021-2025 Strategic Plan	546

6:45 PM

Public Comment on Non-Agenda Items

Persons wishing to make public comment on agenda items
can request a time slot by using this [link](#). Details and directions
can be found at the link.

6:50 PM

Reports (3 minutes each)

- PCC Federation of Faculty and Academic Professionals—
Frank Goulard, President
- PCC Federation of Classified Employees (AFT Local 3922)—
Jeff Grider, President
- District Student Council—Antonia McSwain, Chair
- Board Members
- President

7:05 PM **Adjournment**

The Board of Directors meetings are held in accordance with open meeting laws and accessibility requirements. If a person with a disability needs assistance in order to attend or participate in a meeting, please notify the Board of Director's Office at least 48 hours in advance by calling (971) 722-4365 or by email at boardmember@pcc.edu.

Portland Community College Board of Directors
PO BOX 19000, Portland, Oregon 97280

October 15, 2020
Via remote access

BOARD MEETING MINUTES

ATTENDANCE

Mohamed Alyajouri, Denise Frisbee, Jim Harper, Tiffani Penson, Dan Saltzman,
Michael Sonnleitner, Alex Díaz Rios, Riley Turner

WORK SESSION

The board met in work session and discussed bond refunding, emergency operations,
and received a legislative update.

CALL TO ORDER

Chair Alyajouri called the Business Meeting to order at 5:35 pm.

APPROVAL OF THE AGENDA

The October 15, 2020 agenda was approved as published. Harper/Sonnleitner

Alyajouri – Yes

Harper - Yes

Sonnleitner – Yes

Díaz Rios - Yes

Penson – Yes

Frisbee - Yes

Saltzman - Yes

The September 17, 2020 minutes were approved as published. Sonnleitner/Frisbee

Alyajouri – Yes

Harper - Yes

Sonnleitner – Yes

Díaz Rios - Yes

Penson – Yes

Frisbee - Yes

Saltzman - Yes

INFORMATION SESSIONS

COVID-19 Update – Mark Mitsui, President

Oregon OSHA informed us of temporary COVID rules that do include significant changes in the requirements and standards. They plan to implement these rules on November 1. Temporary rules are enforced for 180 days and then the permanent rule making process must be utilized. We're not sure whether or not the temporary rules were sent to the Department of Justice, or if they are even required because they are temporary. Bottom line is that many of these rules are layered on top of the HECC standards for reopening and would require some fairly significant measures to be put into place by the community colleges that have been opened. The OCCA has distributed the temporary rules, and they are pretty in depth. The risk managers for the community colleges have been asked to provide feedback and then Karen Smith is collating this. OCCA will send one letter to Ben Cannon summarizing all the concerns from the community colleges regarding these new rules. Then Ben will share that feedback with OSHA. There are a variety of continuing concerns in light of the new draft because they apply to all operations including the classrooms as work places. There are

some new rules around facial coverings, childcare centers, cafeterias, and common areas. More to come in terms of the interaction we have with OSHA. The Oregon Presidents' Council continues to meet every Tuesday morning. Now that several community colleges have reopened some classes to in person instruction, we are exchanging information on COVID cases that are beginning to crop up across the state. I have asked coordinators across the state that are coordinating the reopening plans and implementation if they would be interested in forming a statewide group. We offered to have Angela McMahon to convene that group and right now we have seven or eight colleges signed up and special thanks to Angela McMahon for agreeing to coordinate that first meeting and reach out to this cohort of coordinators across the state. We hope to exchange best practices, find out what's working and what's not. The updated virus metrics were provided yesterday at our COLT meeting. Four out of the five counties we currently serve have incident rates that exceed the 5% threshold for opening K-12. Multnomah, Washington, Yamhill, and Clackamas are over that threshold. Dr. Katy Ho, Vice President of Academic Affairs, met with the Career Technical Education with faculty chairs and deans to go over our reopening plan. The reopening plan review is occurring and folks are becoming more familiar with the phased approach to reopening. Moving forward we continue to work on communication planning. We are continuing research on the status of viable vaccines in clinical trials, as well as the task forces that have been developed and will advise the federal government on the distribution of the vaccine and the prioritization list they are establishing and developing.

Diversity, Equity, Inclusion – Mohamed Alyajouri, Board Chair

You'll notice that Diversity, Equity, and Inclusion will be on the agenda in the coming months. This is in response to the board meeting several months ago to try to have more robust diversity, equity, and inclusion work for the board and more intentionality around how we want to pursue that work to have it be more impactful. The board concluded that we have a standing item on our business agenda every month for updates from our college leadership; potentially the Chief Diversity Officer, Cabinet members, or Mark. Topics will vary each month, hopefully this will keep us informed about successes or challenges that the board can help with as it relates to that work. Second item that we will be doing as a board, our training efforts into four sessions a year, every quarterly session. We had a lot of help from our local experts who have helped us frame this work, and we look forward to working with regional and national experts. Another idea was to reflect on our own board communication style and how we treat each other.

Bond: Metro Center/Home Forward Update – Linda Degman, Director, P&CC; Rebecca Ocken, Project Manager, P&CC; Pam Hester, Regional Director, Community Workforce Development; Julie Livingston, Project Manager, Home Forward

Housing insecurity is a major barrier to access and completion of a degree or certificate at Portland Community College. This is in line with national studies of basic needs insecurity. This team was charged with looking at the 42nd and Killingsworth Metro Center and reimagining it as an integrated services center and affordable housing for students. The site itself is about 3 acres, we will be using 2 acres for our new metro

center. It's a two story building that will be brought to the front of the site. The two existing buildings will stay there until we get our building built and then those will be demolished afterwards so that the operations at the center can continue to happen. The reason we are rebuilding those buildings is they don't function well. They're old and were already there when PCC purchased the property. We really need a more user friendly, accessible building for the clients and community members that come to that facility.

For the past two years the community development workforce team has been working with President Mitsui's vision of an opportunity center to life. We are building on a long history of grant funded programs that are designed to connect adults with education and family wage careers. The people who come to metro and Willow Creek are often sent by our community partners to come see us. We work with a really diverse population of historically marginalized communities, nontraditional, adult students, with limited educational experience. All of them are looking to transform their lives in some way, but may not believe that education is an option before coming to see us. The opportunity center vision is to: create vibrant hubs that connect students, employers, and community members to Portland Community College; close opportunity gaps and prepare students for careers with economic mobility; create collaborative centers providing integrated services to support equitable student success; respond with workforce development solutions for employers. Prior to COVID, we knew there were 448,000 adults 25 and older in Oregon who are unemployed or working and making less than \$15 an hour without postsecondary credentials. We know that our communities of color, low income people, and people without post-secondary credentials have been hit disproportionately hard by the pandemic. So the need for opportunity centers is even greater than before. Willow Creek and Metro will both become opportunity centers with their own unique flavors that will reflect the community. Each site will host a range of public and private non-profit agencies and employers who have joined together to help residents connect to complete education and training and to connect with career track jobs with area employers. Each site blends funding, using our grant funded services to create a pipeline of students for PCC. Each site will provide some preparation activities, career coaching, career awareness events, student success courses that are geared to busy adults juggling family or returning to school, ABE, ESOL, and GED classes. On-ramps to healthcare, manufacturing, and trade courses, and hopefully Strategies for Success, a cognitive behavioral course for education and career success. All of the partners are committed to collaborating and braiding resources. Currently at Metro, you have DHS staff and PCC staff that are working under DHS jobs contract and staff that are providing worksorce services. The new opportunity center is going to build on close to 20 years of that team working with local businesses and community members to help residents move out of poverty. We have begun offering some of our preparatory services already and we expect to expand with additional funding. Our new space is going to offer better, greater connections so we can collectively create opportunities for residents to transform their lives through education and family wage careers.

We created guiding principles for the project that are informed by Critical Race Theory (CRT), Design Justice, and Trauma Informed Design. We have implemented CRT and Design Justice into our buildings before, but Trauma Informed Design is something new and we are striving to make the new Metro Center welcoming and comfortable by bringing a sense of familiarity, order, and using ample natural light and quality finishes. The new PCC building is 50,000 sq. ft. and will face the corner of Killingsworth and 42nd. We have an 80 space parking lot to the north and to the east you will see the Home Forward development. Connecting the two buildings is a 15,000 sq. ft. plaza and community space. We've set aside 10,000 sq. ft. for a partner space, which will hopefully be a health clinic that will serve PCC students and the community.

The housing building that will be built on the East side of the Metro Center site, is about two months behind the opportunity center in the design process. The goal with this building is to build really livable units that cost as little as possible. Right now we have about 95 housing units, all units will be affordable to households at or below 60% of area median income. We have studios, one bedrooms, two bedrooms, and three bedrooms in the building. Home Forward will develop this housing with low income housing tax credits, and normally these are not available to students, but there is a workaround to this, which is training program. In this case, we are able to establish a preference for folks who are enrolled in the opportunity center.

We are continuing our outreach and engagement efforts with Living Cully, we are holding a number of focus groups, sent out surveys, and sent a newspaper out to 15,000 households in North and Northeast Portland. We are now in design/development, construction will start January 2022 and building opening in spring 2023. The housing project will begin construction after we move over to the new building and the existing structure is demolished with an expected opening fall 2024.

PUBLIC COMMENT ON AGENDA ITEMS

None

BUSINESS SESSION

Chair Alyajouri proposed approval of Resolutions 21-048 to 21-063. Harper/Díaz Rios

Alyajouri – Yes

Harper - Yes

Sonnleitner – Yes

Díaz Rios - Yes

Penson – Yes

Frisbee - Yes

Saltzman - Yes

PUBLIC COMMENT ON NON AGENDA ITEMS

None

REPORTS

PCC Federation of Faculty and Academic Professionals: Frank Goulard, President

President Mitsui mentioned two topics that are important to PCC and faculty and staff, working with community colleges across the state for best practices so that when we reopen in a smart protocol laden way that the best practices are employed and whatever risks are out there are minimized and taken into account. So when and if

things pop up in the future we have a protocol and public health measure that can take care of those in the best way possible without too much disruption to the overall college mission. The other piece that President Mitsui also mentioned was about the CTE programs and working with them, Katy Ho and Angela McMahon in particular. I sat in on the CTE meetings last week on zoom and they conducted those very well, very open and lots of food for thought from various CTE instructors from all programs with lots of smart and innovative ways to present classes so that our students, the future of the Oregon economy, can get out there with their certificates, hopefully in the near future those cohorts that were interrupted in March can get going again in a smart and timely way. That discussion will continue through October and November. It was really heartening to sit in on that and hear the good comments. To me, it was a collaborative collegial discussion that we're all in this together. When those finally do get into effect, when we have a partial reopening of some hands on classes, hopefully in winter, but certainly in spring, it is a collegial effort and we've thought of everything and we are doing the best we can. Appreciate President Mitsui speaking to that point as well. We have at AFT Oregon, our umbrella organization at the state level for our union, we have virtual trainings/workshops going on all fall. They are opportunities for people across the state to dialogue to learn about things, whether it's contracts or how to handle things with employees you represent, especially in the COVID situation. It's good education and great to have and it will continue through January. It's nice to have our members, myself, and Jeff included, to participate in those and learn. I know the voter registration came and went last Tuesday, the 13th and the ballots have been mailed out so we should be receiving those soon as residents. We've encouraged all our students, through faculty and staff, to vote, to be educated, search on websites, and not limit yourself to one website, get all the input you can so you're not inaccurately or unduly influenced. It's always important to get out the vote.

PCC Federation of Classified Employees (AFT Local 3922): Jeff Grider, President
AFT Oregon typically hosts what we call Winter School and it's a weekend training that allows members to take four or five different training classes and this year our AFT Oregon President, Jaime Rodriguez, made the great decision to spread the time out and make this event happen virtually and it's been a great success so far. Otherwise, I too am looking forward to working with the college on solutions for our new normal. I want to thank President Mitsui for extending closure pay through the end of the year. That's a huge relief for 150 of our members who didn't really know what was going to happen. We are moving forward with the process that is outlined in our contract for layoffs and reduction of hours and I am looking forward to finding solutions that can hopefully prevent layoffs. The Classified Federation is going to begin our Contract Administration Meetings, also known as CAM, here next week. That will be another opportunity to discuss issues that we have, particularly with the rest of our members that are working from home and to some degree have taken a backseat to the more emergent issues that we've dealt with.

District Student Council Chair Antonia McSwain

We are going into the fourth week of working as the DSC. I will say, honestly, that this week is the entry of us being comfortable and finding the power within our positions. I feel like this was a good week for the DSC. We are continuing our conversations around

budget and finding ways to make sure students' basic needs are being met. Our Legislative Directors have been working really hard to push for voter registration. Our Eco-Social Justice Directors have reconvened the Food Justice Task Force and our Student Body Presidents are continuing to be enthralled by budget and learn different information that they can apply for a long time. This week has been great and DSC is moving forward in the right direction.

Board Members:

Director Sonleitner: The Oregon Community College Representative for PCC, me, is supposed to give a report and so I want to fulfill my duties. The OCCA Board met on October 9th. The President of the OCCA Board Ron Fox, sadly deceased had to leave his position due to death. He was replaced by Stephen Crow from Treasure Valley and he designated Kim Morgan for Columbia Gorge Community College as Vice President. There were lots of minutes approved, lots of reports received and I would say the most impressive was from the Economic Modelling Systems Inc. A study was undertaken that related to date from 2018-2019 and lots of useful information in that report that will be useful for lobbying the legislature. They concluded that there was a \$10 billion total, positive economic impact in the state of Oregon from Oregon's 17 community colleges that supported some 35,000 plus jobs. Community colleges for Oregon are crucial and this is a great study for reinforcing in the public's mind, and the Legislature, how worthy we are of public support. In addition there was an evaluation of Cam Preus, the Executive Director, which was very positive and there was extensive discussion related to a DEI call to action on behalf of the Oregon Community College Association. I don't think I'm being too subjective to suggest that Mark Mitsui contributed significantly to that discussion. And they are moving forward in terms of improving their mission statement with a DEI component. Last, but not least, the OCCA will have its virtual conference November 4-6 and I hope that our members will attend, virtually, and others, of course, can also tune in. And on a personal note, I look at that November 4 the day after the election. Yes, I will attend the virtual conference myself, but I will also be helping to organize a massive demonstration, come what may November 3rd, that is likely to take place beginning at 2 in the afternoon along the waterfront. Family friendly, legal demonstration and much could spin off from that dependent upon the election.

Director Frisbee: Just wanted to say thank you to Michael. That was really great and thank you for sharing the Economic Impact Study because 10 billion is a big number and I think that will be useful in our talking points.

President

President Mitsui: Emma has already mentioned the Department of Corrections issues. Just to give you an overview, the Department of Corrections is proposing to cancel all contracts that are held around Adult Basic Education, GED for adults in custody and bringing that function in house within Corrections. Needless to say, we disagree with that proposal. We have been in communication through Cam Preus and OCCA with the DOC and have a counter proposal. You may have read about the situation in the Oregonian and so we actually addressed each of the points that not only have been raised directly with us but also in the article. We believe that we have been responsive to the Department's concerns about multiple contracts. We have a proposal that

addresses those concerns and we have the data that shows that historically, the outcomes for adults in custody in our GED programs have been much better when taught through the community colleges than when they have been taught by the Department of Corrections and the data and graphs are pretty clear. I'm happy to keep the board apprised as things develop, but we definitely have been working together across the state, all six community colleges that have programs with the Department of Corrections and being very responsive.

I want to remind everyone about the Dreamers Breakfast, 8 o'clock on the 20th. I have a match challenge out there that you will hear about and I'm looking forward to a good natured challenge for a good cause.

I wanted to give kudos to Kate Kinder and her work with the statewide Pathways to Opportunity initiative. She's been presenting on behalf of the statewide PTO project and PCC on several national stages and panels. Now she is participating in providing technical assistance to 15 other states regarding PTO and how they can replicate that work. Recently, she was asked to participate with the National Skills Coalition and US Department of Agriculture on a panel highlighting the work of Oregon's PTO. Our PTO Summit will be on October 29th. I am pleased and honored to participate in the Workforce Talent Development Board Talent Summit on October 21st and I'll serve on a panel regarding challenges for the workforce post-COVID and looking at the workforce landscape both during and after the pandemic.

Kudos to Emma for facilitating our agreement with Turbo Vote through which we created a viable option for voter registration and we were able to get out an announcement to our students and employees about registration and deadlines. I want to thank Traci Fordham and Tricia Brand for reconstituting the Preferred Future Task Force as we head into this next election. They are developing and designing different response scenarios and affinity supports depending on different outcomes, leading up to the election itself and post-election. We are preparing for specific milestones, not only the election, but also the vote of the Electoral College vote in December and similar kinds of potential flashpoints. Thank you for all your engagement in the democratic process and support for our students.

ADJOURNMENT

There being no further business, the meeting adjourned at 6:54 pm.

Mohamed Alyajouri, Chair

Mark Mitsui, President

Prepared by:

Jeannie Moton, Executive Coordinator

Minutes approved on November 19, 2020.

November 19, 2020

21-064

APPROVAL OF PERSONNEL ACTIONS

PREPARED BY: The Human Resources Department Staff

APPROVED BY: Mark Mitsui, President

RECOMMENDATION: That the Board of Directors approve the following actions:

A. Approval of new hires, new positions and change of position

Academic Professional Appointment– **Anne Grey**

Teaching and Learning Coordinator

Academic Affairs

Annual Salary: \$68,284

Grade: 5

Step: 7

Effective: November 2, 2020

Applicant Flow:

Gender

Ethnicity

39 Female

1 American Indian or Alaska Native

20 Male

3 Asian

1 Not Disclosed

4 Black or African American

4 Hispanic/Latino

2 Native Hawaiian or Other Pacific Islander

3 Not Disclosed

6 Two or More Selections

37 White

60 Total

Academic Professional Appointment– **Jeffery Hall**

Resource Program Coordinator III

Office of the Dean of Student Development, Rock Creek Campus

Annual Salary: \$59,504

Grade: 5

Step: 3

Effective: October 26, 2020

Applicant Flow:

Gender

Ethnicity

57 Female

3 American Indian or Alaska Native

29 Male

10 Asian

5 Not Disclosed

13 Black or African American

20 Hispanic/Latino

2 Native Hawaiian or Other Pacific Islander

5 Not Disclosed

23 Two or More Selections

15 White

91 Total

Academic Professional Appointment– Andrea Reyes

Student Resource Specialist

Business, Applied Technology, College Prep, Music and World Language Division, Rock Creek Campus

Annual Salary: \$50,691

Grade: 3

Step: 2

Effective: October 12, 2020

Applicant Flow:

Gender

Ethnicity

9	Female	0	American Indian or Alaska Native
4	Male	0	Asian
0	Not Disclosed	0	Black or African American
		2	Hispanic/Latino
		1	Native Hawaiian or Other Pacific Islander
		0	Not Disclosed
		1	Two or More Selections
		9	White
		13	Total

Academic Professional Appointment (Temporary)– Christopher Brady

Employment Specialist

Workforce Development and Continuing Education, Willow Creek Center

Annual Salary: \$64,491

Grade: 3

Step: 9

Effective: October 1, 2020 to June 30, 2021

Applicant Flow: Article 3.64 Recruitment

Academic Professional Appointment (Temporary)– Wilson Nitunga

Employment Specialist

Workforce Development and Continuing Education, Willow Creek Center

Annual Salary: \$52,465

Grade: 3

Step: 3

Effective: October 5, 2020 to June 30, 2021

Applicant Flow: Article 3.64 Recruitment

Administrative Appointment (Temporary)– Amy James Neel

Business Outreach and Workforce Diversity Manager

Bond Program

Annual Salary: \$90,000

Grade: K

Effective: October 19, 2020 to June 30, 2023

Applicant Flow:

Gender

Ethnicity

32	Female	0	American Indian or Alaska Native
22	Male	3	Asian
3	Not Disclosed	16	Black or African American
		5	Hispanic/Latino
		0	Native Hawaiian or Other Pacific Islander
		3	Not Disclosed

3	Two or More Selections
<u>22</u>	White
57	Total

**ETHNIC AND GENDER DESCRIPTION OF STAFF
PROPOSED TO BE HIRED IN THE NOVEMBER 19, 2020 PERSONNEL REPORT**

Female	3
Male	3
Not Disclosed	<u>0</u>
	6

American Indian/Alaskan Native	0
Asian	1
Black or African American	2
Hispanic/Latino	1
Native Hawaiian/Pacific Islander	0
Not Disclosed	0
Two or More Selections	0
White	<u>2</u>
	6

November 19, 2020

21-065

COMMENDATION OF RETIRING EMPLOYEE –
DIANNA BENTING

PREPARED BY: Human Resource Department Staff

APPROVED BY: Mark Mitsui, President

REPORT: Dianna Benting has performed faithfully in her duties as a Supervisor and Manager for Food Services for Portland Community College since March 12, 1990. She retires effective December 1, 2020.

RECOMMENDATION: That the Board commend her for her service to Portland Community College and wish her well in her retirement years.

November 19, 2020

21-066

COMMENDATION OF RETIRING EMPLOYEE –
NGUYEN CHUNG

PREPARED BY: Human Resource Department Staff

APPROVED BY: Mark Mitsui, President

REPORT: Nguyen Chung has performed faithfully in his duties as a Mail Clerk and Delivery Driver for Portland Community College since July 1, 1997. He retires effective September 30, 2020.

RECOMMENDATION: That the Board commend him for his service to Portland Community College and wish him well in his retirement years.

November 19, 2020

21-067

COMMENDATION OF RETIRING EMPLOYEE –
ROBERT COSTA

PREPARED BY: Human Resource Department Staff

APPROVED BY: Mark Mitsui, President

REPORT: Robert Costa has performed faithfully in his duties as a Custodian for Portland Community College since October 6, 2009. He retires effective October 30, 2020.

RECOMMENDATION: That the Board commend him for his service to Portland Community College and wish him well in his retirement years.

November 19, 2020

21-068

COMMENDATION OF RETIRING EMPLOYEE –
GARY DEROUSE

PREPARED BY: Human Resource Department Staff

APPROVED BY: Mark Mitsui, President

REPORT: Gary DeRouse has performed faithfully in his duties as a Food Service Assistant for Portland Community College since March 27, 2000. He retires effective September 30, 2020.

RECOMMENDATION: That the Board commend him for his service to Portland Community College and wish him well in his retirement years.

November 19, 2020

21-069

COMMENDATION OF RETIRING EMPLOYEE –
KEITH FURROW

PREPARED BY: Human Resource Department Staff

APPROVED BY: Mark Mitsui, President

REPORT: Keith Furrow has performed faithfully in his duties as a Tech Assistant/Lab, Technician/EST, Instructional Support Tech III, Supervisor/Comp Res/Network and Technology Specialist II for Portland Community College since June 23, 1980. He retires effective November 30, 2020.

RECOMMENDATION: That the Board commend him for his service to Portland Community College and wish him well in his retirement years.

November 19, 2020

21-070

COMMENDATION OF RETIRING EMPLOYEE –
KATHERINE GLANKLER

PREPARED BY: Human Resource Department Staff

APPROVED BY: Mark Mitsui, President

REPORT: Katherine Glankler has performed faithfully in her duties as an OSS 2, Senior Enrollment Services Specialist and Instructional Admin Assistant I for Portland Community College since December 11, 1995. She retires effective September 30, 2020.

RECOMMENDATION: That the Board commend her for her service to Portland Community College and wish her well in her retirement years.

November 19, 2020

21-071

COMMENDATION OF RETIRING EMPLOYEE –
SHARON MORGAN

PREPARED BY: Human Resource Department Staff

APPROVED BY: Mark Mitsui, President

REPORT: Sharon Morgan has performed faithfully in her duties as an Office Assistant II, Enrollment Services Specialist and Registration Clerk for Portland Community College since February 19, 2001. She retires effective September 30, 2020.

RECOMMENDATION: That the Board commend her for her service to Portland Community College and wish her well in her retirement years.

November 19, 2020

21-072

COMMENDATION OF RETIRING EMPLOYEE –
HENRY (HANK) SCHOTTLAND

PREPARED BY: Human Resource Department Staff

APPROVED BY: Mark Mitsui, President

REPORT: Henry (Hank) Schottland has performed faithfully in his duties as Manager, IT-Applications, and Director, Application Services for Portland Community College since June 09, 2008. He retires effective November 19, 2020.

RECOMMENDATION: That the Board commend him for his service to Portland Community College and wish him well in his retirement years.

November 19, 2020

21-073

INCREASE CONTRACT AMOUNT FOR PLANNING AND
PROGRAMMING SERVICES FOR THE SYLVANIA
CAMPUS ARCHITECTURAL AND DESIGN SERVICES

PREPARED BY: John MacLean, Finance and Procurement Manager,
Planning and Capital Construction

FINANCIAL
RESPONSIBILITY: Linda Degman, Director, Planning and Capital Construction

APPROVED BY: Sylvia Kelley, Executive Vice President
Mark Mitsui, President

REPORT: On November 16, 2017 BA 18-066 authorized the College to enter into a contract with Hacker Architects for architectural and design services at the Sylvania Campus. The scope of work includes a complete modernization and renovation of the HT Building, a comprehensive site improvement, safety and security, maintenance, and information technology upgrades.

On December 13, 2018 BA 19-051 approved the expenditure of \$616,855 for planning and programming services. On September 19, 2019 BA 20-039 increased the approved expenditures to \$4,255,875 to cover design development.

Authorization is now needed to proceed with the remaining services on the project consisting of construction documents, construction administration and close out services. The total cost of the work is anticipated to be \$9,069,624 including design services required for swing spaces on the Sylvania Campus. The project will be complete in Spring 2023.

Hacker currently have 20% COBID participation and continue to partner with P&CC to increase that number. The breakdown by classification is;

Certification	Amount
Disadvantaged Business Enterprise	\$610,400
Emerging Small Business	\$1,019,135
Minority Owned Business	\$732,550
Service Disabled Veteran Owned Business	\$139,799
Women Owned Business	\$614,064

Firms with multiple certifications are shown in each applicable category.

RECOMMENDATION: That the Board of Directors authorize PCC to approve and execute amendments to the contract with Hacker Architects for up to \$9,976,586 including a 10% contingency. Funding will be from Bond funds.

November 19, 2020

21-074

PURCHASE OF VIRTUALIZED SERVERS FOR PUBLIC
SAFETY STORAGE NEEDS

PREPARED BY: John MacLean, Finance and Procurement Manager,
Planning and Capital Construction

FINANCIAL
RESPONSIBILITY: Linda Degman, Director, Planning and Capital
Construction

APPROVED BY: Eric Blumenthal, Vice President, Finance and
Administration
Sylvia Kelley, Executive Vice President
Mark Mitsui, President

REPORT: The 2017 Bond includes an initiative for Public Safety
electronic security upgrades. One of the projects that
has been identified as a priority is the replacement of old
analog security cameras and the addition of video
analytics. These upgrades will require increased storage
capabilities for our current servers.

At the October 2019 Board Meeting BA 20-054 was
approved for the purchase of a Dell/EMC VxRail system
for IT. To maintain compatibility, it is recommended that
the same system is used for the Public Safety storage
needs.

The Dell EMC VxRail is available through the State of
Oregon Price Agreement 5603. Utilizing a State of
Oregon contract is allowed as outlined in the 2020 PCC
Rules of Procurement section CCR.205. CDWG is a
provider of hardware products through ORPIN contract
5603 which is valid through 12/30/2020. The cost for the
system is \$700,312.

The price above includes 5 years of extended warranty.
Maintenance costs will come from the general fund.

This contract was competitively awarded by the State of
Oregon using a standard "OMWESB Outreach Plan". No
COBID certified firms are on the price agreement.

RECOMMENDATION: That the Board of Directors authorize the College to purchase the Dell EMC VxRail for a total cost of \$770,343 including 10% contingency. Funding will come from the 2017 Bond. Maintenance costs will be from the General Fund.

November 19, 2020

21-075

BP 3505 EMERGENCY OPERATIONS PLAN (EOP) (Second Reading)

PREPARED BY: Eric Blumenthal, Vice President, Finance and Administration

APPROVED BY: Mark Mitsui, President

REPORT: In the event of a natural, human-caused or technological disaster affecting Portland Community College (PCC) or the surrounding area, we must be prepared to implement plans and procedures to protect lives and property.

Officials at Portland Community College (PCC), have developed an Emergency Operations Plan (EOP) that will enhance their emergency response capability for any large-scale emergencies or disasters on any PCC Campus or Center. This document is the result of that effort.

The plan is written with explicit interest in the welfare and safety of the faculty, staff, students and visitors. In accordance with Homeland Security Presidential Directive (HSPD) 5, all PCC departments that have responsibilities delineated in this plan will use the National Incident Management System (NIMS). NIMS allows and ensures proper coordination between local, state and federal organizations in emergency response. Furthermore, the Incident Command System (ICS) will be utilized in all on-scene management of emergency events.

Pursuant to the authority of the Board of Directors, this Emergency Operations Plan, its attachments, appendices, and annexes are to be formally adopted for PCC. Each administrator and functional manager is directed to take necessary actions to implement it by developing written internal procedures that detail support required by the plan and then maintain preparedness to quickly put the plan into action.

This plan, when used properly and updated annually, will assist PCC personnel in accomplishing their primary responsibilities: Life Safety, Incident Stabilization, and Property Preservation.

This plan and its provisions will become official when it has been signed and dated below by the concurring PCC officials, and hereby gives authority and responsibility to PCC officials to

perform their duties, as indicated in this plan, before, during and after an incident.

The Emergency Manager is designated as the responsible official to coordinate, implement and supervise emergency operations on behalf of the President and other administrative officers. This Emergency Manager is empowered to coordinate with other local, state and federal emergency operations agencies in the event of emergencies that may require implementation of this plan.

This Emergency Operations Plan shall be distributed to all personnel included in the Emergency Operations Plan distribution list and others as deemed necessary.

RECOMMENDATION: That the Board of Directors approve the Emergency Operations Plan, its attachments, appendices, and annexes in Exhibit A, and delegate authority to the President and his designees to approve changes to the plan.



EMERGENCY OPERATIONS PLAN

Created: 8/1/2020

Revised:

Revised:

Revised:

This Page Intentionally Left Blank

LETTER OF PROMULGATION

In the event of a natural, human-caused, or technological disaster affecting Portland Community College (PCC) or the surrounding area, we must be prepared to implement plans and procedures to protect lives and property.

Officials at Portland Community College (PCC), have developed an Emergency Operations Plan (EOP) that will enhance their emergency response capability for any large-scale emergencies or disasters on any PCC Campus or Center. This document is the result of that effort.

The plan is written with explicit interest in the welfare and safety of the faculty, staff, students and visitors. In accordance with Homeland Security Presidential Directive (HSPD) 5, all PCC departments that have responsibilities delineated in this plan will use the National Incident Management System (NIMS). NIMS allows and ensures proper coordination between local, state and federal organizations in emergency response. Furthermore, the Incident Command System (ICS) will be utilized in all on-scene management of emergency events.

Pursuant to the authority of the Board of Directors, this Emergency Operations Plan, its attachments, appendices, and annexes are to be formally adopted for PCC. Each administrator and functional manager is directed to take necessary actions to implement it by developing written internal procedures that detail support required by the plan and then maintain preparedness to quickly put the plan into action. All previous emergency planning documents, which have been incorporated in this plan, shall be discarded and removed from the PCC website.

This plan, when used properly and updated annually, will assist PCC personnel in accomplishing their primary responsibilities: Life Safety, Incident Stabilization, and Property Preservation. This plan and its provisions will become official when it has been signed and dated below by the concurring PCC officials, and hereby gives authority and responsibility to PCC officials to perform their duties, as indicated in this plan, before, during and after an incident.

The Emergency Manager is designated as the responsible official to coordinate, implement and supervise emergency operations on behalf of the President and other administrative officers. This Emergency Manager is empowered to coordinate with other local, state and federal emergency operations agencies in the event of emergencies that may require implementation of this plan.

This EOP shall be distributed to all personnel included in the EOP distribution list and others as deemed necessary.

Board Chair

Date

President

Date

This Page Intentionally Left Blank

TABLE OF CONTENTS

LETTER OF PROMULGATION	344
APPROVAL AND IMPLEMENTATION	348
RECORD OF DISTRIBUTION.....	349
RECORD OF CHANGES.....	350
DEFINITIONS	351
PURPOSE AND ASSUMPTIONS	353
MISSION.....	353
CONCEPT OF OPERATIONS	354
ADMINISTRATION AND LOGISTICS	355
INFORMATION COLLECTION, ANALYSIS, AND DISSEMINATION	355
REGULATORY COMPLIANCE.....	356
DECLARATION OF A COLLEGE STATE OF EMERGENCY.....	358
SUPPORT FROM OUTSIDE ORGANIZATIONS.....	358
EMERGENCY OPERATIONS CENTER ACTIVATION.....	359
AFTER-ACTION REVIEW (AAR).....	360
EMERGENCY OPERATIONS CENTER ACTIVATION LEVELS.....	361
EMERGENCY OPERATIONS CENTER LOCATIONS.....	362
TRAINING.....	363
PLAN MAINTENANCE	363
DIRECTION AND CONTROL/ICS	364
ICS/EOC STAFF ORGANIZATION AND ASSIGNMENTS	369
ANNEX – A: BUSINESS CONTINUITY PLAN (BCP)	372
ANNEX – B: COLLEGE PUBLIC INFORMATION, COMMUNICATIONS, & WARNINGS	384
ANNEX – C: EVACUATION	392
ANNEX – D: LOCKOUT/LOCKDOWN	397
ANNEX – E: MASS CARE/SHELTERING	401
ANNEX – F: MEDICAL.....	405
ANNEX – G: RESOURCE MANAGEMENT.....	409
ANNEX – H: DEATH OF STUDENT OR EMPLOYEE.....	412
ANNEX – I: SHELTER-IN-PLACE	418
ANNEX – J: ACTIVE SHOOTER / ACTIVE THREAT.....	422
ANNEX – K: FIRE EMERGENCY	433

ANNEX – L: BOMB THREAT/SUSPICIOUS PACKAGE.....	438
ANNEX – M: CIVIL UNREST ON/NEAR PCC PROPERTY.....	445
ANNEX – N: COMMUNICABLE DISEASE PLAN	449
ANNEX – O: EARTHQUAKE	458
ANNEX – P: HAZARDOUS MATERIALS.....	464
ANNEX – Q: TORNADO / SEVERE WEATHER.....	470
ANNEX – R: TRANSPORTATION ACCIDENT	476
ANNEX – S: UTILITY FAILURE	481
ATTACHMENTS.....	486
ATTACHMENT 1 – EOC SETUP AND SECURITY PLAN	487
ATTACHMENT 2 – FORMS	492
ATTACHMENT 3 – CHECKLISTS.....	510
ATTACHMENT 4 – PLAN VIEW OF CAMPUS	532
ATTACHMENT 5 – RISK ASSESSMENT.....	533
ATTACHMENT 6 – CONTACT LISTS.....	534
ATTACHMENT 7 – RESOURCE LISTS.....	535
ATTACHMENT 8 – TRAINING SCHEDULE.....	536

APPROVAL AND IMPLEMENTATION

This is the only approved Emergency Operations Plan (EOP) for Portland Community College (PCC). It supersedes all other EOPs and has been developed exclusively for PCC and its campuses and centers. This EOP consists of 4 parts: The Base Plan, Functional Annexes, Threat/Hazard-Specific Annexes, and Attachments.

The **Base Plan** provides an overview of the approach to operations before, during, and after an emergency. This section also addresses the overarching activities to be undertaken regardless of the function, threat, or hazard. The content in this section provides a solid foundation for college emergency operations.

Functional Annexes focus on critical operational functions and the courses of action developed to carry them out. While functions are described separately, it is important to remember that many functions will occur consecutively. Often, multiple functions will also be performed concurrently. For example, during an evacuation, once all individuals are safely out of the building, the accounting for students, faculty, staff, and visitors function will begin. The evacuation function, however, will still be in effect as personnel or first responders work to locate and evacuate any persons not accounted for.

Threat/Hazard-Specific Annexes describe the courses of action unique to particular threats and hazards. These are developed based on the prioritized list of hazards determined in the risk assessment process. As the planning team develops courses of action for threats and hazards, they should consider the federal, state, and local regulations or mandates that often apply to specific hazards. If there is a Functional Annex that applies to one of the threat or hazard annexes, the latter will include it by reference.

Attachments are pertinent to other information which will be useful before, during or after an incident. Examples of attachments would include, but are not limited to, forms, checklists, maps, contact lists and resource lists.

*** IMPORTANT ***

This EOP may not be modified in anyway, by anyone, without the approval of the Emergency Manager. All approved modifications must be implemented by the Emergency Manager, after which all modifications must be applied to all distributed and electronic copies of this EOP. Further, all modifications must be registered in the Record of Changes section of this EOP.

RECORD OF DISTRIBUTION

[illegible]

RECORD OF CHANGES

Change #	Page Number(s)	Date of Change	Change Made By	Summary of Changes

DEFINITIONS

"Concept of Operations" means the overall approach of the higher education institution to the preparation and management of a disaster/emergency, including response efforts and how the higher education institution will implement the concepts and procedures of an incident command system.

"Disaster" means an occurrence or threat of widespread or severe damage, injury or loss of life or property resulting from any natural or technological cause, including but not limited to fire, flood, earthquake, wind, storm, hazardous materials spill or other water contamination requiring emergency action to avert danger or damage, epidemic/pandemic, air contamination, blight, extended periods of severe and inclement weather, drought, infestation, critical shortages of essential fuels and energy, explosion, civil disturbance, hostile military or paramilitary action, or acts of domestic terrorism.

"Emergency Management" means the efforts of higher education institutions to develop, plan, analyze, conduct, provide, implement and maintain programs for disaster/emergency prevention, mitigation, preparedness, response and recovery.

"Emergency Manager" is a position assigned to the individual responsible for overall management and administration of the emergency management program.

"Emergency Operations Center (EOC)" means a location where strategic management decisions are made in support of field operations during a disaster or disaster exercise.

"Emergency Operations Center Director", hereafter referred to as "EOC Director", is the individual in command of the EOC. The National Incident Management System (NIMS) refers to this position as Incident Commander which is often confused with the Incident Commander in the field. For purposes of clarity, the individual in charge of the EOC will be the EOC Director, and the individual in charge of field operations will be the Incident Commander.

"Emergency Operations Plan (EOP)" means the written plan of a higher education institution describing the organization, mission and functions, and supporting services for responding to and recovering from disasters/emergencies.

"Emergency Planning Team" is responsible for the development, maintenance, review and revisions of the EOP, as well as, coordinating and providing recommendations regarding emergency management policies and procedures, continuity of operations and emergency management training.

"EOC Activation Team" is a group of personnel trained to set up the EOC when activated for an event or incident.

"EOC Team" is defined as any and all personnel assigned a function in the EOC as Primary or Backup. The list of these personnel, by position title, is found in the "EOC Staff Organization and Assignments" pages of the Direction and Control section.

"Exercise" means a planned event realistically simulating a disaster/emergency, conducted for the purpose of evaluating the higher education institution's coordinated emergency management capabilities, including, but not limited to, testing emergency operations plans.

"Incident Commander" means the individual in charge of field operations. This position is not to be confused with the EOC Director. The Incident Commander may very well be someone from an outside agency such as the local Police or Fire Department.

"Incident Command Post (ICP)" means the location at which the primary command functions for field operations are executed.

"Incident Command System (ICS)" means a system that combines facilities, equipment, personnel, procedures, and communications to operate within a common organizational structure and that designates responsibility for the management of assigned resources to effectively accomplish stated college goals and objectives.

"Mitigation" means to take action to reduce the likelihood of death, injury or property damage for emergencies that cannot be prevented, such as, tornadoes, earthquakes, epidemics/pandemics, etc.

"National Incident Management System (NIMS)" means the comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. It provides a consistent nationwide template to enable all government, private-sector, and nongovernmental organizations to work together during domestic incidents.

"Preparedness" means actions taken and programs and systems developed prior to a disaster/emergency to support and enhance response to and recovery from a disaster/emergency.

"Prevention" means to take action to reduce or eliminate the likelihood of death, injury or property damage for emergencies that can be prevented.

"Recovery" means restoration actions and programs associated with recovering from a disaster/emergency, including, but not limited to, academic recovery, physical/structural recovery, business/fiscal recovery and psychological/emotional recovery for students and college personnel.

"Response" means the actions taken to address the immediate and short-term effects of a disaster/emergency.

"Targeted Violence" means an incident of physical violence in which both the perpetrator and targets are identified or identifiable prior to the incident.

"Threat Assessment" means a process of evaluating the actions and conduct of individuals, and the circumstances surrounding those actions and conduct, to uncover any facts or evidence that indicate that violence is likely to be carried out. A threat assessment should occur when a person (or persons) threatens or induces others to commit a violent act or engages in behavior that appears to threaten "targeted violence".

PURPOSE AND ASSUMPTIONS

There is the possibility that an emergency requiring rapid mobilization and maximum coordination of all college and emergency service agencies could occur at any time. Conditions that could cause an emergency are severe weather, earthquakes, acts of violence, extensive fire, aircraft crashes, terrorism, national security emergencies, extreme pollution, hazardous materials incidents, public health threats, civil disturbances or any other human-caused, natural or technological disaster.

Purpose

The basic emergency procedures outlined in this plan are designed to enhance the protection of lives and property through effective use of college and community resources. Whenever an emergency affecting the college reaches proportions that cannot be handled by routine measures, the President, or his/her designate may declare a state of emergency. An appropriate emergency response team will be assembled to direct and conduct the response and recovery efforts. This Emergency Operations Plan shall remain in compliance with the National Incident Management System (NIMS).

Assumptions

The Emergency Operations Plan, hereafter referred to as "EOP", is predicated on a realistic approach to the problems likely to be encountered at PCC campuses or centers. The following are assumed:

- ☐ An emergency may occur at any time of the day or night, weekend or holiday, with little or no warning.
- ☐ The succession of events in an emergency is not predictable; hence, this EOP will serve only as a guide and checklist and may require field modification to meet the needs of the situation. Appropriate college personnel will assess each situation to determine the most effective and appropriate response.
- ☐ Disasters may affect residents in the geographical area of PCC campuses or centers; therefore City, County, State and Federal emergency services may not be available. A delay in off-site emergency services may be expected. In this case, college personnel will make every effort to respond to the situation appropriately based on their training and in accordance with the appropriate EOP annex.

MISSION

The mission of the EOP is to ensure the greatest possible survival of the population and protection of property and the environment through Prevention, Mitigation, Preparedness, Response and Recovery as well as to maintain continuity of operations in the event of an emergency or disaster.

CONCEPT OF OPERATIONS

- ☐ The **Policy Group** will consist of senior leadership (i.e. President's Cabinet) as noted in the direction and control section, will provide policy and professional assistance to the EOC Director if needed, and will include officials with certain legal and policy-making responsibilities.
- ☐ The **Incident Commander (IC)** is responsible for directing and controlling emergency operations in the field.
- ☐ **Faculty and staff** are responsible for emergency functions as specified in this EOP.
- ☐ The **Emergency Planning Team** is responsible for the development, maintenance, review and revision of the EOP, as well as, coordinating and providing recommendations regarding emergency management policies and procedures, continuity of operations and emergency management training.
- ☐ **Incident management operations** will be conducted in accordance with the National Incident Management System (NIMS).
- ☐ The **preservation and protection of vital and official records**, the implementation of measures to safeguard the continuity of services and civil order during or after emergencies, disasters or national security emergencies is vital.
- ☐ This EOP is designed to be utilized in concert with the EOPs of outside agencies that will respond to the college during an emergency.
- ☐ All employees are included in the Emergency Management structure. Departments will conduct operations under the control of their respective directors or supervisors unless assigned otherwise by the EOC Team.
- ☐ The primary purpose of actions taken before an emergency is to prevent, protect from, and mitigate the impact on life or property; the primary purpose of actions taken during an emergency is to respond to the emergency and minimize its impact on life or property; and the primary purpose of actions taken after an emergency is to recover from its impact on life or property.
- ☐ In the event of an emergency at any PCC location that requires EOC activation, the college's EOC will be used. That EOC will support the operations at the PCC location(s) where the emergency/disaster has occurred, to include administrative and policy support. The college administrator will act as liaison to the EOC.

ADMINISTRATION AND LOGISTICS

Existing administrative, fiscal and procurement procedures will be followed whenever possible. Normal college procurement rules may be suspended in accordance with ORS 279B.080 to appropriately respond to an emergency.

Documentation to substantiate reimbursement for emergency expenditures, including both time and materials, will be maintained by each involved department. This will be coordinated by the Finance/Administration Coordination Section Chief in the EOC and will follow appropriate guidelines.

Priority for the use of resources will be given to activities essential for survival and welfare of people, protection of property and the assurance of the continuity of operations.

INFORMATION COLLECTION, ANALYSIS, AND DISSEMINATION

It is important to address the role of information collection, analysis and dissemination, and to identify the types of information that will be helpful in the successful implementation of the activities that occur before, during, and after an emergency, such as:

- ☐ Before and during: Weather reports, law enforcement alerts, National Oceanic and Atmospheric Administration radio alerts, executive orders, Clery Act crime statistics and crime logs, and local crime reports.
- ☐ During an emergency the College website, PCC Alert Notifications and social media accounts will be used as the primary means of communicating with employees, students and the public.
- ☐ After: Mental health, emergency management, and relief agencies' websites and hotlines assisting in all aspects of recovery.

Each department or functional area where the emergency/disaster has occurred should identify means by which to collect and analyze information that will be useful in emergency planning, response and recovery, and ensure that information is disseminated appropriately.

REGULATORY COMPLIANCE

PCC shall comply with all applicable laws, rules, regulations and ordinances during all phases of emergency/crisis management, including preparation, planning, response, mitigation and recovery. Bearing in mind that during emergencies, often critical, time sensitive, decisions must be made, and PCC will maintain preservation of life as its top priority.

Reference to the below laws are not intended to be, nor is it, an exhaustive list of regulatory compliance during an emergency, but highlights areas common to institutions of higher education and/or may be directly related to notification and evacuation during an emergency.

Americans with Disabilities Act (ADA)

Plans must comply with the Americans with Disabilities Act (ADA), among other prohibitions on disability discrimination, across the spectrum of emergency management services, programs, and activities, including preparation, testing, notification and alerts, evacuation, transportation, sheltering, emergency medical care and services, transitioning back, recovery, and repairing and rebuilding. Plans should include students, faculty and staff with disabilities. Among other things, emergency plans must address the provision of appropriate auxiliary aids and services for effective communication with individuals with disabilities (e.g., interpreters, captioning, and accessible information technology); provide that individuals with disabilities are not separated from service animals and assistive devices, and can receive disability-related assistance throughout emergencies (e.g., assistance with activities of daily living, administration of medications, etc.); and comply with the law's architectural and other requirements.

Limited English Proficiency (LEP)

Effective communication with individuals with limited English proficiency (LEP), including students and parents, is an essential component of emergency planning and response. Plans must comply with applicable legal requirements on language access.

Also, the American Red Cross has spokespeople trained in several languages who often provide translation services and media interviews. In addition, they work with many partners who provide services to non-English speaking communities. They can also provide information and printed materials for distribution. Red Cross disaster preparedness and safety information is available in Spanish, Vietnamese, Creole, Chinese and a variety of other languages.

Higher Education Opportunity Act of 2008

Among other things, the Higher Education Opportunity Act of 2008 requires Institutes of Higher Education (IHE) to provide timely warnings to the college community of certain crimes that represent a threat to students and employees. PCC issues timely warnings and emergency notifications in accordance with the Clery Act.

Timely Warnings

The Clery Act requires issuance of a timely warning for a Clery crime that is reported for which PCC believes poses an ongoing threat to students, employees or their property. PCC is not required to provide timely warnings for non-Clery crimes or for crimes reported to a pastoral or professional counselor. The Clery Act does not include a specific definition of "timely." However, the intent of a

timely warning is to enable people to protect themselves; therefore, warnings should be issued as soon as pertinent information is available. Upon receipt of all relevant information, such warnings will, as circumstances warrant, be issued in a manner to best protect the college community.

Emergency Notification

In accordance with the Higher Education Opportunity Act of 2008, PCC will immediately issue an Emergency Notification to the PCC community upon the confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or staff at a PCC location. The system is designed to be used only during emergency situations that require immediate action by the recipient. Examples include but are not limited to:

- ☐ Dangerous Situations and Crimes (Armed intruder, civil disturbance, hostage situation, etc.)
- ☐ Fire
- ☐ Hazardous Material Leak/Spill
- ☐ Inclement Weather Delays/Closures
- ☐ Tornado Warning

Warnings may only be withheld if they would compromise efforts to contain the emergency. Confirmation of an emergency means that college officials, as appropriate, have verified that a legitimate emergency or dangerous situation exists.

Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA)

This EOP will not conflict with FERPA and HIPAA laws and will function in concert with the PCC's current policies on each. Keep in mind that there may be some allowable deferments or deviations from FERPA and/or HIPAA during certain states of emergency. Follow State or Federal direction in these instances.

DECLARATION OF A COLLEGE STATE OF EMERGENCY

The authority to declare a college state of emergency rests with the Office of the President or his/her designate as follows:

- ☐ During the period of any college emergency the Emergency Manager shall place into effect the appropriate procedures necessary to meet the emergency, safeguard persons and property, and maintain educational facilities. The Emergency Manager will immediately consult with other Emergency Management team members regarding the emergency and the possible need for a declaration of a college state of emergency.
- ☐ When this declaration is made only registered students, faculty, staff and guests/contractors/affiliates are authorized to be present at the affected college location. Those who cannot present proper identification showing their legitimate business at the college location will be asked to leave the property.
- ☐ Authority for certain public safety operations will be relegated to the appropriate outside agency.
- ☐ Emergency operations will comply with all ordinances and statutes as appropriate for the situation.

SUPPORT FROM OUTSIDE ORGANIZATIONS

Emergency Services and Disaster Agencies, such as Oregon Emergency Response System, the American Red Cross and Salvation Army are a valuable resource during emergency situations. They can be contacted directly or through other emergency responders. Contact information for these and other outside resources should be kept in the resource section of this plan. They are typically equipped to:

- ☐ Provide professional and technical assistance, training and response material, assistance with local, state and federal funding, etc.
- ☐ Provide care to disaster victims and displaced persons, to include shelter, feeding, clothing, medical care, registration, and inquiry. Additionally, Red Cross will maintain a current list of shelter locations.
- ☐ Assist individuals and families in recovering from the disaster, to include casework services, home repair, furnishings, medical and nursing care, occupational supplies, and equipment.
- ☐ Provide mental health assistance to disaster victims.
- ☐ Conduct private sector damage assessments.
- ☐ Feed emergency workers in the field.
- ☐ Provide training for volunteer groups.

EMERGENCY OPERATIONS CENTER ACTIVATION

The Emergency Operations Center (EOC) will be activated when an emergency reaches such proportions that it requires a closely coordinated effort on the part of leading college officials. The EOC Team and other personnel having duty assignments in the EOC will report to their assigned locations upon notification of the EOC activation.

The following personnel have the authority to activate the EOC:

- ☐ Emergency Manager
- ☐ college President
- ☐ college Executive Vice President
- ☐ college Vice President of Finance & Administration
- ☐ Director, Public Safety

The EOC Activation Team is responsible for setting up the EOC when activated for an event or incident.

The EOC Team is responsible for supporting the activities of field personnel necessary to maintain and restore operations both during and after an emergency situation. These personnel are led by the EOC Director, and are supported by the operations, planning, logistics, and finance/administration coordination sections, as well as public information, safety and liaison teams.

AFTER-ACTION REVIEW (AAR)

The after-action review is a reflective exercise that occurs immediately after an event and provides stakeholders the opportunity to reflect on past experiences, identify tactical and operational practices, and share lessons learned. During the review, team members discuss WHAT happened during the event, WHY it happened, and HOW strengths can be sustained, and weaknesses can be improved.

AARs are critical to organizational learning and strengthening future response efforts in an evolving and increasingly complex operating environment. By honestly reflecting on past experiences, organizations can anticipate emerging challenges, incorporate promising practices, and work collectively to evolve and prepare for future events. Instilling a culture that encourages continuous learning through the assessment and identification of promising practices and lessons learned is vital to ensuring the safety of emergency responders and the community during a major event.

Areas of Findings, Recommendations, Lessons Learned, and Promising Practices often include:

- ☐ Planning, preparation, policy, and procedure
- ☐ Leadership, coordination, and collaboration
- ☐ Training
- ☐ Command and control
- ☐ Self-deployment
- ☐ Emergency medical care
- ☐ Internal communications, public relations, and traditional and social media
- ☐ Dignitaries and elected officials
- ☐ Officer safety and equipment
- ☐ Fire responder wellness and mental health
- ☐ Victims and witnesses
- ☐ Community relations, partnerships, and resilience
- ☐ The process for organizational learning and training need not be a formal or taxing process. Nor should it be punitive. AARs should come from a place of learning and enhancing the department and the field. In some cases, conducting a critique is as simple as asking the following questions:
 - ☐ What was the intended outcome?
 - ☐ What was our actual outcome?
 - ☐ What were the decisions, systems, and protocols that got us to that outcome?
 - ☐ What is the gap analysis?

EMERGENCY OPERATIONS CENTER ACTIVATION LEVELS

From time to time advance notification may be available on hazardous events that could affect operations, health and safety of campus personnel and students or degradation of quality of life. Maintaining 24-hour vigilance at full EOC staffing levels for potential or minor events is not feasible due to the impact of continued alert status of personnel and the impact of routine operations. To address this need, the EOC will operate in three modes to address a varying level of event probability and severity and maintain flexibility for the EOC Director to address needs as they arise.

Standby

Standby should be implemented when an alert has been received or staff recognizes the potential for a high hazard event that could result in the opening and staffing of the EOC. This level consists of:

- ☐ Setting up the EOC.
- ☐ Placing the Emergency Manager, or designate, on 10-minute response (plus 10) to the EOC.
- ☐ Placing the EOC Team on a 30-minute response (plus 30) to the EOC.
- ☐ Plus 10 and 30 mean the designated individuals must remain within 10 or 30 minutes of the EOC at all times.

Partial Activation

Partial Activation is appropriate when a minor event has occurred. It requires support of field operations and coordination with local, county or state emergency operations centers. It does not warrant full opening of the EOC. Actions shall consist of:

- ☐ Setting up the EOC.
- ☐ Emergency Manager shall report to the EOC.
- ☐ Members of the EOC Team identified by the EOC Director shall staff the EOC on a limited basis.

NOTE: This provides a high degree of flexibility to address a contained event and can be rapidly expanded to a full activation if needed.

Full Activation

Full Activation is appropriate when there is a need to support multiple events or a major event that adversely affects the quality of life or the health and safety of college personnel and students, and/or threatens property damage. Actions shall consist of:

- ☐ Setting up the EOC
- ☐ This includes all implementation steps included in the Standby and Partial Activation Levels with the addition of calling in all key personnel to staff all functions as required.
- ☐ Full activation is a full effort directed at containing, controlling and minimizing the effects of a major event. The EOC Director can re-designate from a Full Activation to a lesser level based upon prevalent conditions and changing tactical situations.

EMERGENCY OPERATIONS CENTER LOCATIONS

The Emergency Operations Center (EOC) locations are:

Primary

Sylvania Campus CC Building - Room 233 A&B

Alternate

Southeast Campus Mt Tabor Hall Room 100

The Policy Group room locations are:

Primary

CC Building - Rm 233 C

Alternate

EOC Displays

The following maps, charts and logs should be maintained and made available in the EOC.

- ☐ Regional map
- ☐ State map
- ☐ County maps (large and small scale) for each county PCC operates in.
- ☐ City maps (large and small scale)
- ☐ Campus maps (large and small scale)
- ☐ Campus Utility Maps
- ☐ Standard FEMA Forms
- ☐ Bulletin Board
- ☐ Building Floor Plans
- ☐ Operational Status Log

TRAINING

The Emergency Manager will maintain a multi-year training and exercise schedule and ensure this training is conducted and the schedule is updated annually. This schedule should be kept as an attachment to this EOP. This schedule should describe the critical training and exercise activities to be used in support of the plan. This includes the core training objectives and frequency to ensure that staff, students, faculty, and community representatives understand roles, responsibilities, and expectations. The schedule should also establish the expected frequency of exercises to be conducted. Exercises and drills may range from basic fire and lockdown drills to full-scale communitywide exercise.

The **Building-Block Approach** should be followed in all emergency management training. This is a method focused on exposing participants to a cycle of training and exercises that escalates in complexity, with each exercise designed to build upon the last, in terms of scale and subject matter. For example, a building-block series of exercises may include a *seminar*, which leads to a *tabletop exercise (TTX)*, which leads to a *full-scale exercise (FSE)*.

Since this EOP is integrated with local, regional and state emergency planning agencies, every effort has been made to comply with the NIMS Incident Command System training requirements. Below is a listing of recommended training for EOC and Policy Group members:

- ☐ **IS- 100.c: Introduction to the Incident Command System**
- ☐ **L0363: Multi-Hazard Emergency Management for Higher Education**
- ☐ **IS-700 NIMS: An Introduction**
- ☐ **G367: Emergency Planning for Campus Executives (Policy Group)**

PLAN MAINTENANCE

This EOP will be reviewed and updated at least annually. Each annex indicates a responsible party for these reviews and updates. It is the responsibility of the Emergency Manager to ensure these reviews and updates are completed. The Emergency Manager shall also be responsible for the review and update of all other components of the EOP.

Every time there is a change to the EOP, new copies of the entire plan, or just the updated section, annex or attachment, must be distributed to all personnel included in the EOP distribution list and appropriately recorded in the Record of Change.

DIRECTION AND CONTROL/ICS

Purpose

To provide direction, control, and coordination of college forces to include liaison with any and all outside agencies/entities as is appropriate. Provide emergency information and direction to the faculty, staff, students, and visitors of the college during an emergency. A line of succession will be established for the EOC and each function and should be in accordance with the operating procedures established within this plan.

Policy Group

Policy group should include officials with certain legal and policy-making responsibilities including the President or designee. The Policy Group will be housed separately from the EOC and will provide policy direction to the EOC Director.

Command Staff

The command staff consists of the EOC Director, Public Information Officer, Liaison Officer and Safety Officer. Duties of the command staff are:

- ☐ Provide support to field personnel.
- ☐ Coordinate the response and early recovery activities.
- ☐ Supervise the activities of the various sections in the EOC.
- ☐ Interpret operational policy.
- ☐ Keep the Policy Group informed about the emergency situation.

EOC Director:

- ☐ Manage EOC resources and direct EOC operations.
- ☐ Information processing which involves the collection, evaluation, and dissemination of information about the incident to help support response operations.
- ☐ Maintain a significant events log.
- ☐ Identify resource needs.
- ☐ Prepare briefings for the Policy Group and ensure they are delivered on a regular basis.
- ☐ Coordinate logistical support for response personnel.
- ☐ Assign staff to fill command and general staff positions.

Public Information Officer:

- ☐ Assume emergency public information functions assigned by the EOC Director.
- ☐ Interact with other EOC sections to provide and obtain information relative to the incident.
- ☐ Contact media outlets and provide information related to the incident as cleared by the EOC Director.
- ☐ Monitor media reports and telephone inquiries for accuracy and respond as appropriate to correct rumors.

- ☐ Coordinate with the EOC Director for releasing information updates to the public.
- ☐ Make recommendations to the EOC Director as to holding a press conference or issuing an official statement.
- ☐ Evaluate information available in the EOC to determine the areas in which additional public information is appropriate.
- ☐ Issue alerts and updating information through the campus Emergency Notification System (ENS) to keep the campus community informed.
- ☐ Coordinate information on the disaster if it affects adjacent municipalities or other jurisdictions. This information should be released via the Emergency Alert System (EAS) where available – Access through local law enforcement, County Sheriff's Office, or County Department of Emergency Management.
- ☐ Operate in a joint information center (JIC) as needed.

Safety Officer:

- ☐ Brief EOC staff on potential EOC evacuation plans.
- ☐ Evaluate conditions and advise the EOC Director of any conditions and actions that might result in liability and identify any oversights or improper response actions.
- ☐ Coordinate with the Finance/Administration Coordination Section on any injury claims to personnel or records preparation as necessary for proper case evaluations.
- ☐ Exercise emergency authority to stop and prevent unsafe acts.
- ☐ Investigate accidents or illnesses that have occurred within the incident area.
- ☐ Addressing general welfare and safety of EOC personnel.

Liaison Officer:

- ☐ Compile a list of outside agency representatives and make available (Agency name, phone numbers and contact person) to all sections of the EOC as needed.
- ☐ Respond to requests from sections of the EOC and take necessary actions to satisfy requests with outside agencies.
- ☐ Communicate with all outside organizations as necessary (excluding on-scene public safety agencies).
- ☐ Monitor incident operations to identify current or potential inter-organizational problems.

General Staff

Operations Coordination Section

- ☐ Elements of the Operations Coordination Section are:
 - Fire/Rescue (if applicable)
 - Police/Security (if applicable)
 - Maintenance
 - Facilities
 - Shelter Management
 - EOC Support Staff

The Operations Coordination Section is responsible for the management of operations directly applicable to the incident and the collection, evaluation, dissemination, and use of information concerning the development of the incident. This information is needed to: 1) understand the current situation; 2) predict the probable course of incident events; and 3) prepare alternative strategies and control operations for the incident. Responsibilities include:

- ☐ Obtaining briefings from the EOC Director.
- ☐ Support on-scene operations.
- ☐ Manage and carry out the operations portion of the incident action plan as directed by the EOC Director.
- ☐ Briefing and assigning operations personnel.
- ☐ Determining needs and requests for additional resources.
- ☐ Reporting information about specific activities, events and occurrences to the EOC Director.
- ☐ Reviewing suggested list of resources to be released and initiating recommendations for release of resources.
- ☐ Addressing general welfare and safety of Operations Coordination Section personnel.
- ☐ Providing any additional services, as indicated in respective departmental annexes or SOPs.
- ☐ Establishing information requirements and reporting schedules for each incident.
- ☐ Assembling information on alternative strategies.
- ☐ Identifying needs for use of specialized resources.
- ☐ Performing operational planning in conjunction with the Planning Coordination Section.
- ☐ Providing periodic predictions on the incident.
- ☐ Compiling and displaying incident status summary information.
- ☐ Advising the EOC Director of any significant changes in the incident status.
- ☐ Maintaining resource status information.
- ☐ Preparing and distributing EOC Director's orders.

Planning Coordination Section

- ☐ Elements of the Planning Coordination Section are:
 - Strategic Planning
 - Documentation

- Records Management

The Planning Coordination Section is responsible for the collection, evaluation, dissemination and use of information concerning the development of the incident. Information is needed to: 1) understand the current situation; 2) reasonably predict the probable course of incident events; and 3) prepare alternative strategies and control operations for the incident. Responsibilities include:

- ☐ Develop an incident action plan (IAP) to be approved by the EOC Director and provide the plan to the Operations Section.
- ☐ Obtaining briefings from the EOC Director.
- ☐ Establishing information requirements and reporting schedules for each incident.
- ☐ Assembling information on alternative strategies.
- ☐ Establishing a weather data collection system when necessary.
- ☐ Identifying needs for use of specialized resources.
- ☐ Providing periodic predictions on the incident.
- ☐ Compiling and displaying incident status summary information.
- ☐ Advising the command staff of any significant changes in the incident status.
- ☐ Maintaining resource status information.
- ☐ Addressing the general welfare and safety of the Planning Coordination Section personnel.
- ☐ Preparing and distributing the IAP.

Logistics Coordination Section

- ☐ Elements of the Logistics Coordination Section are:
 - Procurement/Purchasing/Supply
 - Staff Food Distribution
 - Communications
 - Information Services

Logistics Coordination Section is responsible for providing equipment, facilities, materials, supplies, and services in support of the incident. The Logistics Coordination Section participates in the development and implementation of the incident action plan (IAP) and supervises resources procurement if necessary. It is recommended that the leading department consider assigning a representative to the logistics section. Responsibilities include:

- ☐ Obtaining briefings from the EOC Director.
- ☐ Assigning work locations and preliminary work tasks to section personnel.
- ☐ Notifying the Planning Coordination Section of logistics units activated, including names and locations of assigned personnel.
- ☐ Participating in the preparation of the IAP.
- ☐ Identifying service and support requirements for planned and anticipated operations.
- ☐ Providing input to and review communications plan, medical plan and traffic plan.
- ☐ Coordinating and processing requests for additional resources.
- ☐ Providing technological infrastructure to include hardware, software and technical support for EOC use.
- ☐ Advising on current service and support capabilities.
- ☐ Estimating future service and support requirements.

- ☐ Receiving demobilization plan from the Planning Coordination Section.
- ☐ Recommending release of unit resources.
- ☐ Addressing general welfare and safety of Logistics Coordination Section personnel.

Finance/Administration Coordination Section

- ☐ Elements of the Finance/Administration Coordination Section are:
 - Legal Services
 - Finance/Fiscal Office
 - Human Resources
 - Risk Management

The Finance/Administration Coordination Section is responsible for all documentation of the incident including financial and cost analysis aspects of the incident and for coordinating legal information and recommendations. Responsibilities include:

- ☐ Obtaining briefing from the EOC Director.
- ☐ Attending briefings with responsible agencies to gather information.
- ☐ Identifying and procuring supply and support needs for the finance/administration Coordination section.
- ☐ Develop an operating plan for finance function for the incident.
- ☐ Preparing work objectives for subordinates, briefing staff and making assignments
- ☐ Determine need for food service operations.
- ☐ Informing the EOC Director when the section is operational.
- ☐ Meeting with assisting and cooperating agency representatives as required.
- ☐ Providing input in all planning sessions on financial and cost analysis matters.
- ☐ Maintaining contact with all agency administrative headquarters on financial matters.
- ☐ Documenting all financial costs of the incident including documenting for possible cost recovery for service and supplies.
- ☐ Advising the command staff on possible liabilities arising from disaster operations.
- ☐ Collecting and compiling input data and after-action reports.
- ☐ Evaluating the effects of damage on the economic index, and insurance ratings for use in long-range recovery planning.

ICS/EOC STAFF ORGANIZATION AND ASSIGNMENTS

The Emergency Staff should consist of the Policy Group, Command Staff, General Staff and other staff members as needed. During periods of increased-readiness, the EOC may be staffed for 24-hour operations.

POLICY GROUP	
College President	
Executive Vice President	
Vice President/Finance & Administration	
Vice President/Academic Affairs	
Vice President/Student Affairs	
Program Administrator/Office of the President	
Chief Diversity Officer	
Chief Information Officer	
Associate Vice President/Human Resources	
Associate Vice President/Finance	

COMMAND STAFF	
EOC Director Assignment of this function depends on the type of incident	
Primary	Backup
Emergency Manager	
Deputy EOC Director	
Primary	
Backup	
Safety Officer	
Primary	
Backup	
Backup	
Liaison Officer	
Primary	
Backup	
Backup	
Public Information Officer	
Primary	Director of Public Relations & Community Engagement
Backup	Public Relations Manager
Backup	Community Relations Manager

GENERAL STAFF	
Operations Coordination Section	
Director of Public Safety	
Planning Coordination Section	
Risk Services Manager	
Logistics Coordination Section	
Director of Facilities Management	
Finance/Administration Coordination Section	
Associate Vice President of Finance	

ANNEX – A: BUSINESS CONTINUITY PLAN (BCP)

Created: 8/1/2020

Revised:

Revised:

Purpose

Portland Community College (PCC) is committed to the safety and protection of its employees, students, visitors and facilities. In support of this commitment, critical operations must be performed, or rapidly and efficiently resumed, in an emergency. This Business Continuity Plan (BCP) will enable the college community to maintain the infrastructure of essential functions at the institution.

This plan includes instructions for continuing operations when the normal environment is disrupted, or specific operations are taken out of service. Every attempt will be made to continue the following essential functions requiring business continuity during an emergency:

- ☐ Health and Safety of Students, Employees and Community
- ☐ Fulfillment of the PCC mission, to the extent that it does not health and safety
- ☐ Long-term viability for the institution

This plan provides a framework to continue these essential functions in the event that an emergency at any of the college's locations or in the region threatens operations or requires the relocation of personnel or functions. The BCP presents an approach to begin continuity operations within 12 hours of activation, continues essential functions within the identified recovery time objectives, and maintains essential functions for as long as is necessary to complete the mission.

This plan is intended to provide guidance and assistance for all departments, units, and personnel. The BCP covers all college facilities, systems, buildings, and vehicles. It will involve input from all areas, as well as follow a systematic approach. The BCP supports the performance of essential functions from alternate locations or remotely and also provides for continuity of management and decision-making in the event that senior management or technical personnel are unavailable.

Assumptions used to develop this BCP include the following elements:

- ☐ Emergencies or threatened emergencies can adversely impact the ability to continue essential functions and provide support to the day-to-day operations.
- ☐ There will be a sufficient number of available senior leadership with adequate supporting personnel to continue essential functions.
- ☐ Some level of technical resources may not be available for extended periods of time in the affected buildings.
- ☐ Communications capabilities, transportation, and other infrastructures will be sufficiently intact to allow implementation of this plan.
- ☐ Recovery of a critical subset of the functions and application systems will occur and allow essential operations (critical functions) to continue.
- ☐ Adequate training is given in the use of the BCP and all faculty, staff and students are made aware of its existence and their roles.

Course of Action

This BCP provides a flexible, scalable strategy to manage and recover from situations or events that have a direct adverse impact on operations. If an incident results in serious injury or loss of college leadership, reconstitution of leadership will be considered, and appropriate personnel reassigned.

It is important that the college mission is sustained during any emergency. First priority is always the safety of the students, staff, faculty, visitors, and the community. The BCP focuses on college operations and the sustenance of critical functions.

The objectives of this BCP are to minimize financial loss; continue to appropriately serve students, staff, faculty, visitors and the community; and mitigate the effects disruptions can have on long-range plans, reputation, operations, and ability to remain in compliance with applicable laws and regulations. Changing business processes and new threat scenarios require maintenance of an updated and viable BCP at all times.

Following initial crisis response and life safety efforts, the focus will shift to business continuity, including the functions, systems, and facilities, in an effort to fully restore operations. When necessary, reconstitution may require use of alternate locations, remote operations, acquisition and installation of equipment and communications, and placement of personnel.

Business Continuity Planning Process

Business continuity planning will be conducted on an enterprise-wide (district) basis. As part of this BCP, operational groups must consider the critical aspects of their operations in creating a Business Continuity Plan (BCP) for how it will respond to disruptions. This BCP is not limited to the restoration of information technology systems, services, or data maintained in electronic form, as such actions, by themselves, cannot always put a unit back in operation, to continue the mission of providing instruction and to support students with that instruction.

The Attachment section of this EOP contains the results of the most current college-wide risk assessment process outlining a list of several incidents that can impact operations. This list is a good starting point for departmental risk assessments.

Each of the following operational groups is required to participate in the development of a BCP to address disruptions (See BCP Template in this annex):

- ☐ Administration
- ☐ Academic Affairs (Instruction)
- ☐ Athletics
- ☐ IT
- ☐ Facilities Management Services/Planning & Capital Construction
- ☐ Education Abroad
- ☐ Student Affairs
- ☐ college Advancement (Public Relations & Community Engagement, Marketing & Communications)
- ☐ Disability Services

The BCP should include the following:

Leadership Responsibilities

The Senior Leadership Team is responsible for:

- ☐ Allocating sufficient resources and knowledgeable personnel to develop the BCP
- ☐ Developing a continuity and succession of leadership section
- ☐ Setting policy by determining how the institution will manage and control identified risk
- ☐ Approving the BCP on an annual basis

The effectiveness of business continuity planning depends on the leadership commitment and ability to clearly identify what makes existing operations processes work. Each operational group must evaluate its own unique circumstances and environment to develop a comprehensive BCP.

Orders of Succession

In the absence of, or in the event the President is unable to perform his/her duties, the duties of the President will be assumed by administration staff in the following order:

1. Executive Vice President
2. Vice President of Finance & Administration
3. Vice President of Academic Affairs
4. Vice President of Student Affairs

Operational group BCPs will outline unit-specific orders of succession.

Essential Functions

The goal is to continue the following essential functions during an emergency requiring business continuity:

- ☐ Sustain the safety and welfare of employees, students, visitors, and the community.
- ☐ Deliver instruction to students
- ☐ Maintain critical business, finance and infrastructure operations

These essential functions guide the continuity planning efforts of all operational groups and capture unit-specific actions that will allow continuing functions.

Essential Personnel

Individual operational groups will identify in their BCP which employees are essential after an incident, which employees can work from relocated sites, and which employees can work from home if space at a relocated site is limited or if reporting to a relocated site is infeasible.

Essential personnel must be prepared to sustain essential functions remotely or from a relocation site for as long as is necessary to complete the mission. If a relocation site is used, staff will receive an orientation briefing regarding administrative issues from site staff upon arrival at the site. Supplies and equipment needed to perform essential functions will be pre-positioned when possible, but individuals are responsible for their personal items.

college leadership is expected to:

- ☐ Be fully informed and understand human capital tools, flexibilities, and strategies
- ☐ Regularly review and update personnel contact information and notification protocols to assure that information remains current

- ☐ Ensure employees have a clear understanding of their role in an emergency
- ☐ Develop, review, and update emergency guides as needed

Alternate Facilities/Locations

Normal operations may be disrupted and there may be a need to perform essential functions at alternate sites or facilities, including working from home for extended periods of time.

Individual operational groups will identify in their BCP primary and secondary operating locations for their teams. In addition, cooperative and mutual aid agreements completed or under development, will outline access to additional facilities outside the area that could support essential functions.

Essential Equipment and Information

The entire college community relies heavily on information technology and associated communications infrastructure for communications, networking, data management, information security, and help-desk support. As such, the information technology and communication BCP and information technology and communication disaster recovery are intimately connected to effective continuity operations.

Vital Records, Systems and Equipment

The BCP will provide for the protection, accessibility, and recovery of vital records, systems, and equipment. These are the records, systems, and equipment that if irretrievable, lost, or damaged will materially impair the ability to carry out essential functions and to continue to conduct business.

Each operational group must identify those vital records and databases which must be available to support performance of designated essential functions.

Communications

Internal communications systems must support connectivity to other departments, students, faculty, staff, and visitors under all circumstances.

Plan Implementation

The Business Continuity Plan will transition through three phases. These phases are:

- ☐ Activation and Relocation
- ☐ Continuity Operations
- ☐ Reconstitution

The BCP is activated based on known or anticipated threats and emergencies that may occur with or without warning. Once a disruption to operations exists, the period of BCP implementation begins.

Activation and Relocation

The decision to activate the plan will be based upon the best available information, previous experience, and upon the advice of college leadership, and local emergency services agencies. Once information on an incident is received, an executive decision-making process will be used to review the emergency situation and determine the best course of action for response and recovery.

Decisions will focus on the way in which the emergency event may impact the capabilities to provide mission critical and essential functions. Recommended decisions and impacts may be modified based on the actual events. Once the decision is made to activate the BCP, the following actions may be required:

- ☐ Notify Facilities Management Services (FMS) representatives of impending activation and relocation requirements
- ☐ Activate plans to transfer to alternate facilities if required, or remotely, if required
- ☐ Instruct advance team to ready alternate facilities
- ☐ Notify EOC Team personnel regarding activation of BCP and their status
- ☐ Prepare non-prepositioned documents and equipment required for essential functions
- ☐ Move to the designated alternate facilities and check in, if needed

Continuity Operations

Every effort will be made to perform any essential functions determined to be critical to operations from alternate facilities or remotely using temporary work orders or procedures as required. Responsibilities will be assigned to personnel in order to maintain essential functions and additional staff will be activated as required to provide other services and functions as necessary. These procedures are detailed in each of the appropriate operational group's BCP's. Activities during the business continuity phase include, but are not limited to:

- ☐ Assessing the impact, damage or potential damage, or response requirements of the incident through the EOC if appropriate
- ☐ Coordinating with BCP members on response activities
- ☐ Executing activities that continue essential function operations
- ☐ Compiling updates and briefings on the status of the event, actions completed, actions in progress, and potential impact to specific departments
- ☐ Reprioritizing and recommending future response actions
- ☐ Initiating reconstitution planning, both internal and external
- ☐ Ensuring the President and Cabinet are apprised of departmental activities
- ☐ Keeping a record on actions taken and tracking financial commitments

Reconstitution

Reconstitution involves actions needed to help return to full, normal operations. As soon as feasible, planning and preparation for demobilization and the transfer of communication, vital records, databases, and other essential activities back to the primary facilities will begin. The options for reconstituting normal operations include:

- ☐ Return to the normal department facilities
- ☐ Transfer operations to a long-term temporary site
- ☐ Transfer operations to a new, permanent location

General guidance and policies on demobilizing alternate operations and returning to a non-emergency status at the designated primary facilities will be developed. As soon as possible following deactivation, the EOC Director will convene a team to collect information on critical issues requiring leadership attention, lessons learned, and best practices associated with the response. All information is documented in the form of an After-Action Report (AAR) for future reference and is used to update planning documents and operating procedures. Once developed, new or updated procedures should be evaluated for effectiveness in an exercise.

Annex Maintenance

All annexes must be reviewed and updated a minimum of once each year. All reviews and updates must be approved by the Emergency Manager prior to posting.

Responsible Party: Vice President of Academic Affairs

Operational Group/College/Department /Division	
Order of Succession (Chain of Command)	1 st
	2 nd
	3 rd
	4 th
	5 th
	6 th
	7 th
	8 th
	9 th
	10 th

BCP Template

Essential Personnel

Leadership is expected to:

- ☐ Be fully informed and understand human capital tools, flexibilities, and strategies
- ☐ Regularly review and update personnel contact information and notification protocols to assure that information remains current
- ☐ Ensure employees have a clear understanding of their role in an emergency
- ☐ Develop, review, and update emergency guides as needed

Leadership is expected to:

- ☐ Be fully informed and understand human capital tools, flexibilities, and strategies
- ☐ Regularly review and update personnel contact information and notification protocols to assure that information remains current
- ☐ Ensure employees have a clear understanding of their role in an emergency
- ☐ Develop, review, and update emergency guides as needed

[illegible]

Alternate Facilities

- ☐ Normal operations may be disrupted and there may be a need to perform essential functions at alternate sites or facilities
- ☐ Individual operational groups will identify alternate operating locations for their teams
- ☐ Establish cooperative agreements and mutual aid agreements for the use of such facilities

Alternate Location	Signed Agreement

Alternate Delivery Methods
<input type="checkbox"/> What alternate delivery methods can be utilized if needed?

Essential Systems, Information, Records & Equipment

- ❑ Provide for the protection, accessibility, and recovery of vital records, systems, and equipment. These are the records, systems, and equipment that if irretrievable, lost, or damaged will materially impair the ability to carry out essential functions and to continue to conduct business.
- ❑ Identify vital records and databases which must be available to support performance of designated essential functions.

- [illegible]

[illegible]

ANNEX – B: COLLEGE PUBLIC INFORMATION, COMMUNICATIONS, & WARNINGS



Created: 8/1/2020

Revised:

Revised:

COLLEGE PUBLIC INFORMATION, COMMUNICATIONS & WARNING

Purpose

The public information, communications and warning annex describes how information will be communicated to the college community and the general public in the event of a major emergency or disaster.

Goals

Goal 1 (before): Develop robust public information, communications and warning messages and modalities to inform the college community.

Goal 2 (during): Disseminate timely communications to the college community and external partners during the emergency.

Goal 3 (after): Provide follow-up information and communications to the affected population(s).

Objectives

Objective 1.1: Develop a Crisis Communications Team.

Objective 1.2: Identify and equip a Crisis Communication Center.

Objective 2.1: Communicate information to the college community in the event of a major incident in a timely manner.

Objective 2.2: Develop pre-crafted messages for likely emergencies and identify modalities to distribute messages.

Objective 3.1: Identify and train appropriate college spokesperson(s).

Course of Action

Portland Community College is responsible for the protection of life and property on its property and is to ensure that the disaster response and emergency operations are effective. PCC utilizes, operates and owns many communication systems that may be used during a disaster to communicate with first responders, the college community and the general public. If these communications systems fail, PCC will request outside assistance. Emergency operations communications may be conducted by whatever means are available at the time.

The Public Information Officer (PIO) and EOC Teams are responsible for the timely and accurate release of information to the college community for the protection of life and property. These groups can utilize any of the methods in place for distributing information to the college community, including the college Emergency Notification System (PCC Alert), the Emergency Information

Website, social media channels, and college and private telecommunication services such as voice, text messaging and email communications.

Triggering/Implementing the Function

This function will automatically be triggered upon the activation of this all-hazards EOP. The scope and magnitude of the disaster or emergency may differ, but the college public information, communications and warning annex will be implemented to ensure the passing of accurate and timely information to the college community and the community at large.

Situation and Assumptions

Situation

At the time this function is triggered, a disaster or emergency will be impacting the day-to-day operations and the EOC Team will have activated the all-hazards EOP.

Communication is essential in the midst of any crisis, emergency or disaster. PCC wants to ensure that the college community and the local community are provided with relevant, accurate and timely information as needed throughout the duration of the emergency or disaster.

The PIO is responsible for:

- ☐ Gathering official information and communicating it back to and from the EOC Team
- ☐ Communicating to the college community
- ☐ Communicating to the media
- ☐ Communicating to the general public

Assumptions

Some type of communication system will remain intact and functional regardless of which type of disaster or emergency strikes the area due to the redundancies put in place.

Regardless of how well developed a warning system is, it is expected that some members of the college community will ignore, not hear or not understand the warnings of impending disasters or emergencies.

Specific details that go beyond this annex can be found in the Portland Community College Crisis Communications Plan.

Public Information Officer (PIO)

The Director of Public Relations & Community Engagement or designee will function, solely, as the official public information officer (PIO) for PCC during any emergency or disaster.

Crisis Communications Center (CCC)

Room CC 248 in the CC building at the Sylvania Campus is the designated Crisis Communications Center (CCC). This provides computer, internet, and telephone access for the CCC. The CCC is used primarily when the EOC is not open for the development of public information and monitoring the ongoing situation. Press conferences, if needed, will be conducted at a location deemed appropriate for the situation. A Joint Information Center (JIC) will be used as necessary when multiple jurisdictions are involved in the same incident.

Joint Information Center (JIC)

The Performing Arts Center (PAC), Room 101, is the designated Joint Information Center (JIC). This provides computer, internet, and telephone access for the JIC. The JIC is used primarily when multiple jurisdictions are involved in the same incident, for the development of public information and monitoring the ongoing situation. Press conferences, if needed, will be conducted in the nearby PAC Lobby.

Departments with Specific Public Information Responsibilities

Department / Role	Responsibilities
Public Relations & Community Engagement	Public Relations & Info
Marketing & Communications	Assist with Public Relations
College Advancement (PR/CE or MarComm)	Media Systems
College Advancement (PR/CE or MarComm)	Triage Incoming Calls
Information Technology	Internet & Computer Systems
Information Technology	Phone Systems

Public Information Representative to EOC

Named alternates for the PIO may act as the representative for the PIO to the EOC while the PIO is otherwise engaged in other business.

Methods Used to Provide Information to the Public

PCC employs several methods to provide warning/disaster/emergency information to the population of the college. These include, but are not limited to, the college Emergency Notification System, the college Website, Timely Warning notifications and the PCC e-mail system.

Emergency Notification System (ENS):

Guidelines for Warning and Notification

In any emergency, notifications to affected students, faculty, and staff must begin immediately anytime that there is an immediate threat to health or life safety.

Emergency notifications are transmitted to PCC's Department of Public Safety, then on to 9-1-1 as deemed appropriate. The Director of Public Safety or the Vice President of Finance & Administration can authorize an alert.

Communication Methods & Personnel

The delivery of internal and external emergency information is typically planned and coordinated by the Director of Public Relations & Community Engagement or designee. Students, faculty, staff and the public will learn information through ENS, college websites, emergency blog, emails, phone calls, text messages, news media and any other means available at the time of the emergency. The PIO will provide information to local media outlets for broadcast. This coordinated approach to disseminating critical emergency announcements will provide quick, reliable and consistent information to our community and will reduce general demand on vital emergency communications lines. In the event that emergency conditions disrupt power and telephone service, emergency information and emergency communications will be profoundly restricted. Until these systems are restored, messengers, walkie-talkies, cellular phones and any other means available will be used. This is dependent on the availability of each system, power and utilities.

Communication Coordination

Emergency Information Website: updated at the discretion of the PIO and can be accessed through the website at <http://alert.pcc.edu>. A direct link to basic emergency information can be found at <http://www.pcc.edu/public-safety/emergencies>.

Modalities for the ENS

This section provides an overview of the responsibilities and the procedures whereby the notification of key college officials and the warning of the general public, students, faculty and staff are accomplished.

Alarms

In some buildings, audible alarms (OCEANS) will activate in the event of a fire or other emergency. These are a call to evacuate.

College Radios

The PCC Department of Public Safety Department owns, operates and maintains a two-way radio system that is used on a daily basis. These radios will be used to communicate to the Incident Command Post (ICP) and other officers on site.

E-mail

Campus, center and district-wide email listservs exist to send direct messages to employees and students.

Phones

Cell phones, wireless devices and desk phones are prevalent on site which may be used to notify any faculty, staff, or student member of the college community.

Furthermore, various departments can place a recorded message on their main telephone line as well as the main college number (971) 722-6111 or toll free at (866) 922-1010.

RAVE

The Emergency Notification System's main component is RAVE. RAVE is an off-site hosted, online mass notification tool that allows authorized users to send out a voice or text-based message to devices (landlines, cell phones, text messages and/or e-mails) registered in the system. The system is tested district-wide twice a year.

Website

The Emergency Information Website is maintained and updated by the Public Relations and Community Engagement Department. It can be accessed through the website at <http://alert.pcc.edu>.

Social Media

Postings should be made to the college's Facebook and Twitter accounts.

Specific Information Responsibilities

Type of Emergency	Notification Methods (In Order of Preference)	Activation Authority
Active Shooter or Other College Violence	<ul style="list-style-type: none"> • PCC Alert • Radios • OCEANS System • Phones • Website 	<ul style="list-style-type: none"> • Department of Public Safety • Department of Public Safety • Department of Public Safety • Individual Departments • Public Relations & Community Engagement
Bomb Threat	<ul style="list-style-type: none"> • Word of Mouth • OCEANS System • PCC Alert to EOC Team 	<ul style="list-style-type: none"> • Department of Public Safety • Department of Public Safety • Department of Public Safety
College Closure	<ul style="list-style-type: none"> • PCC Alert • OCEANS System • Phones • Website 	<ul style="list-style-type: none"> • Department of Public Safety • Department of Public Safety • Individual Departments • Public Relations & Community Engagement
Emergency Medical Incident/Death	<ul style="list-style-type: none"> • PCC Alert to EOC Team 	<ul style="list-style-type: none"> • Department of Public Safety
Explosion	<ul style="list-style-type: none"> • PCC Alert • OCEANS System • Radios • Phones • Website 	<ul style="list-style-type: none"> • Department of Public Safety • Department of Public Safety • Department of Public Safety • Individual Departments • Public Relations & Community Engagement
Fire/Smoke Alarm Activation	<ul style="list-style-type: none"> • OCEANS System • PCC Alert to EOC Team 	<ul style="list-style-type: none"> • Department of Public Safety • Department of Public Safety
Hazardous Material Spill (requiring evacuation or shelter-in-place)	<ul style="list-style-type: none"> • PCC Alert • OCEANS System • Radios • Phones • Website 	<ul style="list-style-type: none"> • Department of Public Safety • Department of Public Safety • Department of Public Safety • Individual Departments • Public Relations & Community Engagement
Severe Weather	<ul style="list-style-type: none"> • PCC Alert • OCEANS System • Radios 	<ul style="list-style-type: none"> • Department of Public Safety • Department of Public Safety • Department of Public Safety
Utility Failure	<ul style="list-style-type: none"> • Radios • PCC Alert to EOC Team 	<ul style="list-style-type: none"> • Department of Public Safety • Department of Public Safety

Timely Warnings (for Clery compliance): In the event that a situation arises, either on or off site, that in the judgment of the college President, or designee in consultation with the Director of the Department of Public Safety or Vice President of Finance & Administration constitutes an ongoing or continuing threat, a college-wide “timely warning” will be issued. The warning will be issued through some or all of the following communication options:

- Voice and text messaging through college and private cell phones via PCC Alert
- Campus, center and/or district-wide e-mail system to all students, faculty and staff
- Posting of information on the college website
- Building OCEANS system

Representatives to Report to the EOC

The PIO will be briefed on the situation activating this annex and decide which departments need to report to the EOC to assist in his/her communications duties or decide if the CCC or JIC needs to be activated. The EOC Director may direct personnel and departments to report to the EOC as he/she deems necessary.

Notification Plans for Injuries/Deaths

The PIO is responsible for overall communications and is typically responsible for assisting in the notification of next-of-kin for seriously injured persons on PCC property. A Family Assistance Center can be designated as the situation develops in order to best accommodate the reality on the ground.

In regard to the deceased, the County-Medical Examiner or designee will be responsible for the notification of next-of-kin as the Medical Examiner's Office is responsible for mortuary services, including identifying remains and making said notifications.

Notification Plans for College Closure

The PIO is responsible for overall communications and is typically responsible for the notification of a college closure after consultation with the President, Director of the Department of Public Safety, Vice President of Finance & Administration, Vice President of Academic Affairs and Director of the Facilities Management Services.

Three Types of Emergency College Closings:

- ☐ **Cancellation of Classes (only):** Classes can be cancelled while the college remains open. Staff members are expected to report for work. Cancellation of classes might apply only to evening classes.
- ☐ **Closed for Business:** In this instance, only employees identified as emergency personnel are expected to report. If the college is closed for business during a time classes are meeting, their classes are cancelled as well.
- ☐ **Delayed Start or Early Dismissal** (either classes only or also all non-emergency personnel): A delay in the start of classes, or early dismissal could also include a change in the time that non-emergency personnel report or leave. If this occurs, a revised class schedule will be posted for the day.

Emergency personnel are defined in the federation agreements. The college may require employees to remain on duty beyond their normal work schedules or to perform duties in other areas until the emergency ceases.

Annex Maintenance

All annexes must be reviewed and updated a minimum of once each year. All reviews and updates must be approved by the Emergency Manager prior to posting.

Responsible Party: Director of Public Relations & Community Engagement

ANNEX – C: EVACUATION

Created: 8/1/2020

Revised:

Revised:

Purpose

The purpose of this annex is to provide guidance regarding evacuation procedures. It is implemented in response to an unsafe condition or a threat to life safety in one or more occupied buildings, the entire college or area that requires an immediate evacuation. The goal is to relocate all occupants from their current location to a safe building or area until the threat is removed. This annex will be activated in the event of an actual or anticipated emergency impacting the college that would prompt officials to order an evacuation. An evacuation may result from emergencies such as a fire, active shooter, chemical spill, flooding, gas leak, bomb or other threats, or during other immediate safety and health emergencies.

This annex is based on the assumption that an unsafe condition can occur at any time. Unsafe conditions may involve a hostile intruder(s) being observed on campus and attempting, threatening or actively causing death or serious bodily injury.

Goals

- Goal 1 (before): Educate and train the college community regarding appropriate actions to be taken to protect the health and safety of the community during an emergency requiring evacuation.
- Goal 2 (during): Protect life by rapidly communicating and moving individuals from any hazard area on site to a safe area and assist first responders.
- Goal 3 (after): Provide necessary immediate attention and aftercare to those in need. Ensure the site is safe to resume business as usual.

Objectives

- Objective 1.1: Identify situations where evacuation procedures will be used.
- Objective 1.2: Identify whether a localized or entire college evacuation is necessary.
- Objective 1.3: Identify, communicate, and post the best locations for evacuation assembly.
- Objective 1.4: Communicate and train the college community on evacuation procedures.
- Objective 2.1: Activate the emergency notification system(s) with the appropriate evacuation direction(s)
- Objective 2.2: Identify the type of incident and additional steps needed (i.e., chemical, biological, radiological, explosion, etc.).
- Objective 3.1: Notify first responders of the evacuation status and of anyone who might be trapped or in harm's way.

Objective 3.2: Ensure appropriate aftercare and support services are available to all in need, including reunification, counseling, family support, shelter, and transportation.

Course of Action

If a building must be evacuated, the fire alarm(s) will be pulled, or the evacuation will be announced via phone system, emergency notification system, and email, Website, word of mouth or another communications device. When safe to do so, Public Safety and volunteer evacuation team members will circulate to give directions about the emergency and the next steps to take. Any person on PCC property who recognizes a legitimate emergency requiring immediate evacuation may initiate this procedure by immediately notify DPS first before calling 9-1-1. This person should make every attempt (if safe to do so) to notify all endangered persons. Pulling the fire alarm in a building is one way of alerting individuals of the need to evacuate.

If you have been ordered to evacuate, occupants should:

- ☐ Close doors as they exit, use the stairs, and exit the building at the closest exit (if clear of danger). Do not use the elevator during fires, earthquakes or any other incident that weakens the structural integrity of the building.
- ☐ Remain calm, do not panic, and proceed calmly to the exterior, assisting others whenever possible.
- ☐ Proceed to the designated meeting area away from the building
- ☐ Anyone who requires assistance with evacuation, and those who have volunteered to assist them, should report to predetermined evacuation assistance areas.
- ☐ The person in charge of the group should make every attempt to account for all persons.
- ☐ Follow directions from emergency responders and inform them of any known missing or injured persons.
- ☐ Do not re-enter the building until the "All Clear" signal is given when it is safe to enter the building by first responders/DPS staff.

GENERAL GUIDELINES FOR EMERGENCY EVACUATION OF PERSONS WITH ACCESS & FUNCTIONAL NEEDS

- ☐ **IF A STUDENT...** Each term, or as needed, students with functional needs are encouraged to identify themselves and their functional need (mobility, visual, hearing, speech or multiple functional needs), and discuss emergency evacuation plans with Disability Services.
- ☐ **IF AN EMPLOYEE...** Annually, or as needed, employees are encouraged to meet with the ADA Coordinator in Human Resources and their department supervisor to discuss their functional needs (mobility, visual, hearing, speech or multiple functional needs) and emergency evacuation plans.
- ☐ Department supervisors and Disability Services should discuss and determine the following information with the student/employee:
 - How will they be notified in the event of an emergency (i.e. alarm, strobes and lights, etc.?)
 - Where the exit routes are for areas on site that they work or frequent
 - Can they get out of the building by themselves, or do they need assistance?

- What kind of assistance they might need? Note: some individuals may only need assistance when emergencies occur (e.g., triggered by strobes, alarms).
- ☐ If assistance is needed, the student/employee should identify at least twice the number of volunteers, if possible, who are willing and able to provide assistance.
- ☐ When students/employees are seeking volunteers, discuss what type of assistance is needed with the volunteer, such as:
 - Guidance – explaining how and where the person(s) needs to go (evacuation assistance areas), escorting to or through the exit path
 - Minor Physical Effort – Offering an arm to assist the person or opening a door
 - Major Physical Effort – Carrying a person down the stairs, carrying a wheelchair down the stairs or operating a stair-descent device (if applicable)
 - Where will volunteers start providing assistance
 - When will volunteers provide assistance (i.e. always, only when asked, etc.)
 - How will volunteers be contacted (face to face, phone, text message, etc.?)
 - Waiting for first responders – An agreement should be reached regarding how long the volunteer is expected to wait for the first responders to arrive.
- ☐ Department supervisors and Disability Services should provide students and employees with written directions, maps or floor plans of evacuation routes and discuss exit paths and alternative exits.
- ☐ If possible, department supervisors and Disability Services should provide the Department of Public Safety with a confidential list of persons that require evacuation assistance. The list shall include:
 - Name of student/employee
 - Class schedule or work location
 - Type of functional need
 - If they have a volunteer to provide evacuation assistance

Evacuation Procedures for Persons with a Mobility Functional Need

- ☐ People who are able to go up and down stairs easily but have functional needs for their hands or arms can be assisted by anyone. A viable plan to address this situation may be for the person with the functional need to be aware that he or she will need to ask someone for assistance with a particular door or device.
- ☐ People with mobility functional needs should seek volunteers in advance to assist if an emergency develops.
- ☐ It is recommended that one volunteer remain with the individual, and the other volunteer exit the building and inform emergency personnel that a person with a disability is waiting for rescue assistance on the specified floor.
- ☐ Volunteers should consider evacuating a non-ambulatory person only when the person is in immediate danger of harm if not evacuated. Proper lifting techniques (e.g. bending the knees, keeping the back straight, holding the person close before lifting, and using leg muscles to lift) should be used to avoid injury to the back.

Evacuation Procedures for Persons with Hearing Functional Need

- ☐ All buildings on campus are equipped with fire alarm strobe lights. Persons with hearing functional needs may not hear audible emergency alarms and will need to be alerted of emergency situations.
- ☐ The only standard building egress system that may require the ability to speak in order to evacuate a building is an emergency phone in an elevator. People with speech functional needs should be aware of whether the telephone system is limited to voice communications and where the emergency signaling device rings – whether it rings inside the building or to an outside line, and who will respond to it.
- ☐ Get the attention of a person with a hearing disability. Clearly state the problem. Gestures and pointing are helpful but be prepared to write a brief statement if the person does not seem to understand. Offer visual instructions to advise of safest route or direction by pointing toward exits or evacuation maps.

Evacuation Procedures for Persons with a Visual Functional Need

- ☐ Most people with a visual functional need will be familiar with their surroundings and frequently traveled routes. Since the emergency evacuation route is likely different from the commonly traveled route, persons who are visually impaired may need assistance in evacuating.
- ☐ Give verbal instructions to advise about safest routes, estimated distances, and direction. DO NOT grasp a visually impaired person's arm. Ask if he or she would like to hold onto your arm as you exit, especially if there is debris or a crowd.

Annex Maintenance

All annexes must be reviewed and updated a minimum of once each year. All reviews and updates must be approved by the Emergency Manager prior to posting.

Responsible Party: Director of Public Safety

ANNEX – D: LOCKOUT/LOCKDOWN

Created: 8/1/2020

Revised:

Revised:

Purpose

The purpose of this annex is to provide guidance regarding Lockout/Lockdown procedures and is implemented in response to unsafe conditions inside or outside of college buildings. The goal is to keep the threat out, and the occupants in the buildings safe until the threat is removed. This annex will be activated in the event of an actual or anticipated emergency impacting the college that would prompt officials to order a Lockout/Lockdown.

Goals

Goal 1 (before): Educate and train the college community regarding appropriate actions to be taken to protect the health and safety of the community during an emergency.

Goal 2 (during): Protect life by rapidly communicating and sheltering individuals on PCC property from an unsafe situation and assist first responders.

Goal 3 (after): Provide necessary immediate attention and aftercare to those in need. Ensure the college is safe to resume business as usual.

Objectives

Objective 1.1: Identify situations when lockdown will be used.

Objective 1.2: Communicate and train employees and students on lockdown procedures.

Objective 2.1: Activate the emergency notification system(s) with the appropriate lockdown direction(s).

Objective 2.2: Identify the type of incident and additional steps needed (i.e., chemical, biological, radiological, explosion, etc.).

Objective 3.1: Notify first responders of lockdown status and of anyone who might be trapped or in harm's way.

Objective 3.2: Ensure appropriate aftercare and support services are available to all in need, including

Course of Action

Lockout/Lockdown procedures will be used when there is an internal or external threat that requires immediate action be taken. The goal is to keep the threat out of the building or room(s) and the occupants in the building or room(s) they are in until the threat is removed. This procedure should be followed as directed or as soon as a threat is determined. Any person who recognizes a legitimate emergency requiring a Lockout/Lockdown may initiate this procedure and should immediately call college Public Safety. This person should make every attempt (if safe to do so) to notify all endangered persons to take action.

Definitions

Lockout

A potentially dangerous situation has been reported outside the building. Academic instruction and campus business may continue, however stay inside and remain alert. Exterior doors will lock automatically to protect occupants from the outside threat. Anyone who exits a building will not be able to reenter. All exterior doors and windows are locked but teaching and normal operations go on as usual. Examples include: hazmat incident, nearby police activity, etc. Program management must closely monitor the situation and adjust the procedure type as needed.

Lockdown

A Lockdown is ordered if an immediate threat is suspected or detected. During a lockdown:

- ☐ All exterior and interior doors and windows of the affected campus are locked, and a tone alert and an active threat message is played on the public address system.
- ☐ Strobes will begin flashing inside and outside of campus buildings. This will be followed by a lockdown alert and instructions on inside and outside speakers.
- ☐ All external and internal doors that are equipped with access control will immediately be locked from the Public Safety dispatch center.
- ☐ All doors without access control will have to be locked and secured manually by someone inside the building or room.
- ☐ All access control cards are disabled during a lockdown so no one can enter a locked building or room. Exception: Public Safety and law enforcement. This prevents the threat from using someone's card to enter a locked building and room.

The procedures for a Lockdown are:

The Department of Public Safety

- ☐ Respond to the reported threat.
- ☐ Notify local law enforcement.
- ☐ Notify the Director of Public Safety or designee
- ☐ Lock all doors manually if safe to do so.
- ☐ Patrol the campus and direct individuals outside to a safe location.

Director of Public Safety

- ☐ Respond to the reported threat.
- ☐ Make initial determination based on available information whether or not to order a lockdown.
- ☐ Send notification by all means possible, including via phone system, emergency notification system, email, Website, or other communications device, to the entire college (students, staff, faculty and visitors) with the message. **“This is a campus/center-wide LOCKDOWN. Close and lock all doors and windows, barricade doors that do not lock, turn off lights, stay away from windows and doors, and remain silent. Please stay in the building until further notice.”**
- ☐ Send an “All Clear” message when the situation is over.
- ☐ Notify the following:
 - The President
 - The Policy Group
 - The Emergency Manager
 - The EOC Team

Communications

- ☐ Send out updates via the emergency notification system as needed.
- ☐ Post current warnings, notifications and updates on the website and social media.

Students, Faculty and Staff

- ☐ Close and lock all external doors and windows if safe to do so.
- ☐ Barricade doors that cannot be locked.
- ☐ Close window shades, blinds or drapes if safe to do so and stay away from doors and windows.
- ☐ Remain silent. Turn off all radios and other devices that emit sound. Silence cell phones.
- ☐ Follow directions of emergency responders.
- ☐ If possible, record the names of everyone in your room and inform responders of any known missing persons.
 - Remain with your group until the ALL CLEAR has been received from emergency responders.
- ☐ If a hostile intruder is heard or seen, call college Public Safety as soon as safely possible.
- ☐ Remain calm and keep everyone together.
- ☐ Do not sound the fire alarm. Once in a lockdown, if the fire alarms sound, do not exit your safe area unless there is obvious danger from smoke and/or fire in your location. The hostile intruder may use the alarms in order to increase the number of affected individuals.

Annex Maintenance

All annexes must be reviewed and updated a minimum of once each year. All reviews and updates must be approved by the Emergency Manager prior to posting.

Responsible Party: Director of Public Safety

ANNEX – E: MASS CARE/SHELTERING



Created: 8/1/2020

Revised:

Revised:

MASS CARE/SHELTERING

Purpose

The purpose of this annex is to describe the required provision to ensure the college community is provided with the appropriate mass care/sheltering services. Immediate, Short-Term Sheltering during an emergency will be the responsibility of college officials. However, that responsibility may be transferred to external partners, such as the American Red Cross, as soon as possible. It is important to establish a relationship with these partners well ahead of the need to utilize them. Mass care/sheltering services include, but are not limited to, providing shelter, food, and emergency first aid assistance to members of the college community, and possibly some of our neighbors following a disaster severe enough to require temporary shelter. This annex will be activated in a number of situations, including if a building becomes uninhabitable and students and employees need to be relocated. It will be the responsibility for the EOC Director or designate to determine the need to open a shelter.

Goals

Goal 1 (before): Prepare the PCC community for an event where faculty, staff, students, and guests would need to be sheltered on premise.

Goal 2 (during): Provide adequate care and shelter to faculty, staff, students, and guests on site in the event a triggering event arises.

Goal 3 (after): Provide necessary services post-event to assist faculty, staff, students, and guests in returning home.

Objectives

Objective 1.1: Identify potential conditions under which a mass care/shelter situation might arise.

Objective 1.2: Identify potential locations on PCC property that could serve as a shelter and the necessary supplies to equip a shelter.

Objective 1.3: Determine what resources would be needed in a mass care/shelter situation and ensure resources are available.

Objective 1.4: Communicate and train on mass care/shelter procedures.

Objective 2.1: Notify appropriate individuals to activate mass care/shelter procedures.

Objective 2.2: Determine the number and location of those on site and provide appropriate care and shelter.

Objective 2.3: Provide an accounting of those sheltered to allow for notification to off-site entities that sheltered individuals are accounted for.

Objective 3.1: Ensure appropriate post-event and support services are available to all who have been sheltered, including reunification points and transportation for those in need.

Courses of Action

The nature of the disaster and number of people needing shelter will dictate where shelter facilities will be set up and how much outside support will be available. Focus should be on providing and/or coordinating the following:

- ☐ Communication to students, faculty, staff, parents, media, the public, and other concerned individuals.
- ☐ Shelter operations – including serving as liaison with outside providers (e.g., the American Red Cross); securing the facility; and managing the operations.
- ☐ Supplies (e.g., restrooms, cots/blankets, lockable areas for valuables, etc.).
- ☐ Food and drink for individuals at the shelter.
- ☐ Transportation to and from the Shelter.
- ☐ Ensuring that medical care to those in need.

NOTE: The information provided here is for Immediate, Short-Term sheltering during an emergency. This responsibility may be transferred to external partners, such as the American Red Cross, as soon as possible for anything other than short-term sheltering.

Shelter Management

The FMS staff will be responsible coordinating the need for a shelter, including:

- ☐ Coordinate the opening and operation of the shelter.
- ☐ Staff the shelter with shift supervisors (three supervisors with three alternates - scaled as needed).
- ☐ Recruit volunteers, if necessary, to work at the shelter.
- ☐ Coordinate check in and check-out of the shelter.
- ☐ FMS staff will be responsible for registration of shelter residents.
- ☐ Establish a central location where messages and shelter rules can be posted.
- ☐ Assess supply and meal needs to ensure they are met.
- ☐ Communicate with the EOC throughout the crisis.
- ☐ Supervise shelter staff and volunteers and meet with them on a regular basis.
- ☐ Work with the outside provider(s) who are overseeing shelter operations, such as the American Red Cross, and EOC staff to monitor the disaster and assess shelter needs.
- ☐ Plan for closing the shelter.

The FMS staff will:

- ☐ Oversee sanitation of the shelter facility, including kitchen, dining area, restrooms, etc.
- ☐ Post signage inside the facility designating specific areas.
- ☐ Assist with laundry facilities, if utilized.
- ☐ Ensure that shelter rules are followed.
- ☐ Return the facility to order after the shelter closes.

Communication

- ☐ The Public Relations & Community Engagement team will assist by distributing mass communications and will communicate with emergency contact persons as needed.
- ☐ The PIO or designate will be responsible for communication with the media and controlling media access to the shelter site.

Health and Wellness

Student Affairs will:

- ☐ Work with DPS and local first responders to insure injured persons are comfortable until they can be transported to or treated by trained emergency medical personnel.
- ☐ Will establish contact with the area hospitals and with the city Health Department.
- ☐ Will work with Counseling Services and outside agencies to provide counseling at the Shelter.
- ☐ Will work with outside agencies to provide triage and minor medical care at the shelter.

Safety and Security

The Department of Public Safety will:

- ☐ Coordinate security inside and outside the shelter.
- ☐ Endeavor to protect the safety of shelter residents.
- ☐ Direct vehicle and pedestrian traffic if necessary.
- ☐ Work with Student Affairs staff to enforce shelter policies, rules, and code of conduct.

Shelter Rules

The Student Affairs staff will be responsible for posting the shelter rules:

- ☐ Registration: Please sign in at the registration area if you have not already done so.
- ☐ Following Shelter Code of Conduct

Standard rules and regulations for students and employees remain in effect in shelter situations. All those in shelter are asked to be considerate and respectful to other occupants and are asked to observe the following regulations:

- ☐ Smoking (including vaping/e-cigarettes) and the use of matches and lighters are not allowed.
- ☐ Alcohol, drugs and weapons of any kind are strictly forbidden.
- ☐ Shelter occupants are responsible for their own belongings. If you have valuables that cannot be locked up, we recommend they remain with you at all times.
- ☐ Please help keep the shelter area clean by picking up after yourself and helping with general cleanup when possible.
- ☐ Food and drinks are not allowed in the sleeping areas.
- ☐ Pets are not allowed in the shelter unless allowed as a reasonable accommodation under the ADA.
- ☐ Medical Problems or Injuries - Notify shelter first aid staff of any medications you are taking or if you need medical attention or become ill while in the shelter.
- ☐ Quiet Hours - Areas designated as sleeping areas should be kept as quiet as possible even during the day. Quiet hours are in effect throughout the shelter from 11:00 p.m. to 7:00 a.m.

Annex Maintenance

All annexes must be reviewed and updated a minimum of once each year. All reviews and updates must be approved by the Emergency Manager prior to posting.

Responsible Party: Emergency Manager

ANNEX – F: MEDICAL



Created: 8/1/2020

Revised:

Revised:

MEDICAL

Purpose

This annex is intended to minimize the loss of life, subsequent disability and human suffering by ensuring that timely and coordinated medical services are provided to college personnel as needed due to an emergency or disaster.

Goals

- Goal 1 (before): Prepare the college community for a major medical emergency.
- Goal 2 (during): Protect college community members from injury and death by providing medical services to all affected individuals.
- Goal 3 (after): Provide emergency medical services and transportation to affected persons.

Objectives

- Objective 1.1: Communicate operations procedures to the college community in event of a major medical incident.
- Objective 1.2: Identify and train appropriate staff members to be responsible for decision making when a major medical incident occurs. Note the nature and frequency of the training for this assignment, and ensure training includes bloodborne pathogens.
- Objective 1.3: Identify resources available from EMS providers and hospitals. Employ Memorandums of Understanding (MOUs) to coordinate resources as necessary.
- Objective 2.1: Activate emergency notification system with directions for emergency medical response as needed.
- Objective 2.2: Identify type of medical incident and additional support needed.
- Objective 3.1: Ensure proper emergency medical services and transportation are provided to all affected individuals.
- Objective 3.2: Assign an adequate number of staff members to oversee affected individuals if possible. Ensure all appropriate needs of the affected individual are met.

Course of Action

Triggering / Implementing the Function

This annex is to be implemented upon the activation of the EOP in order to care for the physical well-being of all persons on site.

Situation and Assumptions

Situation

Most emergency situations can lead to injury or medical problems.

A well-planned medical support network is essential during emergency situations.

Depending on the nature of the incident, complications may include bloodborne pathogen contamination, traumatic injury and mental health concerns.

Assumptions

A large-scale emergency may result in increased demands on Student Counseling Services, local or County Emergency Medical Services and other medical personnel.

Many injuries may be self-treated by the public prior to the arrival of trained personnel.

Many of the injured may be transported to medical facilities by people other than medical personnel.

EMS is most critical within the first 30 minutes of the emergency. Mutual aid assistance, if activated, usually arrives after this critical period.

Resources available through area and regional medical, health and mortuary services mutual aid agreements may be needed.

When college resources can no longer meet the demand of the situation, City and County agencies will be contacted to provide additional resources and/or to assume control of the response.

Catastrophic disasters may affect large areas of the region and medical resources may be damaged, destroyed or unavailable.

In an attack or disaster situation it may be necessary that both care facilities and patients be relocated.

Emergency operations for public health and medical services will be an extension of normal department and facility duties.

Coordination between Medical providers is necessary to ensure emergency operational readiness.

Medical

DPS staff, as well as, EMS (when required) will provide field medical care as needed during emergency situations and coordinate necessary medical transportation. EH&S will ensure bloodborne pathogen contamination is properly isolated and cleaned/removed.

EMS capabilities will be expanded by Mutual Aid squads as needed through the Incident Commander.

During mass casualty incidents, EMS will establish patient triage, holding, treatment and transportation areas.

DPS will keep a written record of treatment provided on-site, including the names of the injured individuals, a brief description of the first aid provided and to what facility the patient(s) are transported to.

An EMS official will be located at an established command post to coordinate responding medical units and establish communication links with hospital(s) and the Communications Centers.

Transfer of authority on-scene will be in accordance with established procedures.

Organizations with Specific Health & Medical Services Responsibilities.

Student Counseling Services	Provide mental health services for students.
Area Hospitals and Health Center	Accept patients/affected individuals as they arrive for emergency medicine
Local EMS	Provide Emergency Management Services upon request

Medical Services Representative

The Director of Counseling Services or designee will serve as the Health & Medical Services Representative for the EOC.

Organization Responsible for Post-Incident Mental Health Care

The Office of Human Resources will work in conjunction with the Director of Counseling Services and local EMS agencies to ensure that all students, faculty, staff and responding persons are aware of Post Incident Mental Health Care available

Annex Maintenance

All annexes must be reviewed and updated a minimum of once each year. All reviews and updates must be approved by the Emergency Manager prior to posting.

Responsible Party: Emergency Manager

ANNEX – G: RESOURCE MANAGEMENT



Created: 8/1/2020

Revised:

Revised:

RESOURCE MANAGEMENT

Purpose

This document establishes the process by which to obtain, allocate and distribute resources to satisfy needs that are generated by an emergency or disaster. This annex would be activated in the event that immediate resources are needed to respond, mitigate and recover from an emergency. A number of emergency or disaster circumstances could occur locally or result from a regional or national crisis. Fires, severe weather, floods, and other natural and technological disasters have the potential for causing shortages of water, food, service disruptions, and depleted resources.

Goals

- Goal 1 (before): Establish resource management guidelines and methodologies to follow in the event of an emergency and prepare people for their use.
- Goal 2 (during): Implement the resource management plan to keep both internal and external stakeholders informed and safe.
- Goal 3 (after): Assess the success of the resource management plan and revise where needed.

Objectives

- Objective 1.1: Identify emergency situations that may occur and what should be done to ensure continued resource management in those situations.
- Objective 1.2: Identify the roles that would be needed for resource management purposes during an emergency, determine who would perform those roles, and train those people accordingly.
- Objective 2.1: Activate the resource management plan and call in the appropriate people.
- Objective 3.1: Assess the efficacy of the resource management plan and of the people performing resource management roles.
- Objective 3.2: If necessary, revise the resource management plan and/or offer additional training to people performing those roles in an emergency.

Course of Action

Resource management refers to supplies, equipment, personnel, and funding available to respond to and recover from an emergency or disaster, and is typically a function of the EOC. Any resources requested from the Incident Command Post, EOC command staff or general staff section chiefs (or designate) to respond, mitigate and recover from an emergency will be submitted to the Logistics Coordination Section chief (or designate). The Logistics Coordination Section is responsible for procuring any equipment, facilities, materials supplies and services to support the emergency. The Logistics Coordination Section chief (or designate) will remain in close contact with the Finance/Administration Coordination Section regarding procurement of the aforementioned supplies, materials, etc. to respond to the emergency.

Every effort will be made to maintain an inventory list of resources available for use in an emergency. This list will constantly change as new resources are contracted or procured, and should be included as an attachment to this EOP. In order to ensure this list remains current, it should be reviewed and updated a minimum of annually by the FMS Director.

Resource management will be managed in two phases: Response and recovery

Response management involves:

- ☐ Establish priorities and allocate resources.
- ☐ Identify and request additional resources.
- ☐ Coordinate resource delivery and support.
- ☐ Establish resource staging, distribution, and/or management centers as necessary.
- ☐ Coordinate resource activities with person(s) requesting resources, users and providers.
- ☐ Share all resource requests with finance/administration to ensure proper payment.
- ☐ Release necessary resources.

Recovery management involves:

- ☐ Assess impact of response operations on assigned resources and identify repair, maintenance, and replenishment needs.
- ☐ Identify and request additional recovery resources.
- ☐ Establish priorities and allocate available resources.
- ☐ Coordinate resource delivery and support.
- ☐ Coordinate resource management activities among requesters, users and providers.
- ☐ Share all resource requests with finance/administration to ensure proper payment.
- ☐ Release necessary resources.

Annex Maintenance

All annexes must be reviewed and updated a minimum of once each year. All reviews and updates must be approved by the Emergency Manager prior to posting.

Responsible Party: Director of Facilities Management Services

ANNEX – H: DEATH OF STUDENT OR EMPLOYEE



Created: 8/1/2020

Revised:

Revised:

DEATH OF STUDENT OR EMPLOYEE

Purpose

The purpose of the Death of a student or Employee Annex is to define, outline and describe the role and functions served by the college in the event of a student or employee death, or the County Medical Examiner's office pertaining to locating, recovering and processing fatalities that may occur on PCC property during emergency or disaster situations, or faculty, staff or students while engaged in PCC activities.

Goals

- Goal 1 (before): Ensure proper mortuary services are available after an emergency and that college personnel are trained on how to activate this service and make proper notifications.
- Goal 2 (during): Ensure all mortuary services are conducted in an efficient and dignified manner.
- Goal 3 (after): Ensure proper transport of all deceased and that family members are properly supported.

Objectives

- Objective 1.1: Coordinate mortuary services with the Medical Examiner's office.
- Objective 1.2: Train EOC personnel and the Department of Public Safety staff on how to activate mortuary services.
- Objective 2.1: Ensure the Medical Examiner's office is notified immediately upon notification of a death on PCC property.
- Objective 2.2: Assign a liaison officer to the Medical Examiner to ensure efficient and dignified mortuary services.
- Objective 3.1: Coordinate transportation of the deceased to the appropriate facility.
- Objective 3.2: Assign one staff member to each family of a deceased student, faculty or staff member if possible.
- Objective 3.3: Set out administrative responsibilities in the event of a death.
- Objective 3.4: Ensure that the response is sensitive, appropriate, timely, compassionate and effective.

Course of Action

Triggering / Implementing the Function

Once the scene of a disaster or emergency has been deemed safe and injured persons have been removed and cared for, the IC may request the services of the Medical Examiner's office to locate, recover and process the deceased, if any, of said event.

Situation and Assumptions

Situation

Portland Community College and the surrounding area are all susceptible to a major emergency or disaster that could lead to a large number of fatalities. If such a Multi-Casualty Incident (MCI) event occurs, it is probable that the Medical Examiner's office may be overwhelmed as the demands for services could increase rapidly while the ability to provide services, special skills, and equipment diminishes. Therefore, the Medical Examiner's office may need to request external assistance.

Assumptions

The first responders to the scene of any incident will be college personnel, local police, fire and EMS if requested. The Medical Examiner's office will be notified of the potential need for their assistance through the EOC and the Authority Having Jurisdiction (AHJ) as the incident develops. Once it is verified that there are deceased an official request for assistance will be made to the Medical Examiner's office.

Generally, the Medical Examiner is responsible for the investigation of sudden unexpected or unusual death which includes identifying fatalities and arranging for the disposition of the remains. Once the assistance of the Medical Examiner's office has been requested, the Medical Examiner's office will be responsible for mortuary services on PCC property. College personnel will assist as needed. Further information or details about these operations are often available at the city Medical Examiner's office where "Mass Fatality Disaster Guidelines" are maintained.

Organizations with Specific Mortuary Services Responsibilities.

The/Medical Examiner has developed the Mass Fatality Disaster Guidelines for the coordination of emergency mortuary services, the establishment of temporary morgues and the identification of remains.

This document is maintained at the city Medical Examiner's office.

Basic responsibilities for operations would be divided into locating, recovering and processing areas which would be overseen by the specified command structure and supplemented by local police, fire and EMS and other agencies present as needed.

Possible temporary morgue sites on PCC property:

- Gymnasiums

Expansion of Mortuary Services

If needed, the Coroner/Medical Examiner will establish a temporary morgue away from the disaster site. Morgue facilities will be provided depending upon the necessity. PCC will provide logistical support to the fullest extent possible.

Death of an Employee or Student

The death of any person is always a sensitive issue. Depending on the individual's relationship to the college, the impact on current members of the college community may vary. Therefore, the goal is to provide a framework that can guide actions and ensure an equitable response, while allowing the necessary flexibility to allow us to respond in a caring and appropriate way. Should PCC decide to make a public statement regarding the death, care should be taken to ensure accuracy and the comfort of the family.

Notification

Sources of information about a death related to the PCC community will vary. All members of the college community are expected to share any information they receive immediately with the appropriate personnel. In all cases Public Relations & Community Engagement will be responsible for any official notifications and appropriate inclusion in college publications, social media outlets and any media inquiries. The following identifies primary responsibilities for various categories of relationship to the college:

	Primary Contact	Secondary Contact
Student	Vice President of Student Affairs	Position title to be confirmed
Faculty/Emeriti Faculty	Vice President of Academic Affairs	Dean of Academic Affairs
Non-Faculty Employee	Associate Vice President of Human Resources	Employee & Labor Relations Director
Member of Cabinet or major leadership	PCC President	Executive Vice President

Communication Protocols

Overall objectives in relation to communication are:

- ☐ Notify appropriate people in the greater college community.
- ☐ Recognize individuals.
- ☐ Pay tribute

Potential communications channels:

- ☐ Email
- ☐ College website (listing or feature page)
- ☐ Social media (Facebook, Twitter, LinkedIn, others)
- ☐ Press release

Death of a current or recent student

Primary responsibility for supporting the student body is located within the Office of President. If Student Affairs receives notice of a student death, they will notify the Office of the President, EOC Team (if appropriate) and members of the President's Cabinet. If another area or department receives notice of a student death, that department will alert Student Affairs and the Office of the President will remain in regular contact as appropriate and necessary. Student Affairs will work with other members of the President's cabinet as necessary and appropriate.

Student Affairs with designee assistance will coordinate the following:

- ☐ Identify high risk/high impact students and college members and contact these individuals with all due haste.
- ☐ Notify the college community of information related to the death. (If the death has not yet been verified by the medical examiner's office or some official department, then Student Affairs will work with Public Relations & Community Engagement to issue notice that news of a death has been received).
- ☐ Communicate with the Coroner/Medical Examiner to confirm the death.
- ☐ Contact the family and offer a college contact as well as appropriate support for any necessary visits to PCC or activities related to managing the student's affairs. In communication with the family, determine the family's wishes regarding language to be used related to the death; the family's desires for privacy and confirm arrangements for funerals or memorials to be held off-site.
- ☐ Support the Office of the President in communicating with the family.
- ☐ Notify Counseling and Department of Public Safety.
- ☐ Other notifications as appropriate:
 - Advisor, Significant Professor(s)
 - Athletics
 - Student Development
 - Local town newspaper
- ☐ Create a college-wide plan for opportunities to support and work with local organizations where PCC affiliates can gather for mutual support.
- ☐ Communicate opportunities for members of the college community to access Counseling Services or off-site service providers for additional support.

Second level administrative responsibilities will be the responsibility of Student Affairs. These shall be completed with appropriate speed to ensure that additional distress or any embarrassment is avoided.

- ☐ Contact the Registrar to withdraw the student from classes.
- ☐ Contact Financial Services/Financial Aid and the Vice President of Academic Affairs office to remove the student's name from financial aid, scholarship and honors lists.
- ☐ Contact I.T. to disable the student's email and account access to the network.
- ☐ Contact Career Services in relation to any employment or Internships.
- ☐ Assure that any disciplinary processes are discontinued.

Death of a current employee or former employee

Notification of the death of a current or former employee should be made to the appropriate person or department as indicated in the notification section of this document. The Associate Vice President, Human Resources (AVP-HR) will notify the President, EOC Team (if appropriate) and members of the President's cabinet. The AVP-HR and the President will remain in regular contact as appropriate and necessary. The AVP-HR will work with other members of the President's cabinet as necessary and appropriate. Notification will be sent to all members of the PCC community by the PIO using regular college email.

Portland Community College offers an Employee Assistance Program (EAP) which is overseen through the Human Resources Office. This is a confidential and voluntary resource which is available to all employees and their family members at no cost. The program may be reached 24 hours a day, 7 days a week. EAP counselors are available to meet with employees or family members to assess conditions and circumstances affecting the way in which people live or work. The counselors may suggest a referral to an outside resource, such as a therapist, agency, physician, treatment facility or other professional that would be appropriate to assist in resolving ongoing concerns.

For all current employees the Human Resources Department will assist in determining the necessary administrative steps, such as the collection and transfer of any personal items, are taken. These may include:

- ☐ Contact I.T. to disable the employee's email and account access to the network.
- ☐ Collect and manage any department records related to employee reviews and records.
- ☐ Contact the mail room to re-route the employee's mail.
- ☐ Advise and support the employee's department to collect/hold any personal items. The employee's department will then coordinate the transfer of property to an appropriate family member.

Annex Maintenance

All annexes must be reviewed and updated a minimum of once each year. All reviews and updates must be approved by the Emergency Manager prior to posting.

Responsible Party: Director of Community Engagement

ANNEX – I: SHELTER-IN-PLACE



Created: 8/1/2020

Revised:

Revised:

SHELTER-IN-PLACE

Purpose

The purpose of this annex is to provide guidance regarding Shelter-in-Place procedures and is implemented when a threat to life and safety such as natural gas, or chemical, biological or radiological contaminants may have been released accidentally or intentionally into the environment. The goal is to keep everyone in a building to protect them from the hazardous agent. A Shelter-in-Place will be announced via phone system, emergency notification system, word of mouth, e-mail, Website or other communications device.

Goals

- Goal 1 (before): Educate and train the college community regarding appropriate actions to be taken to protect the health and safety of the community during an emergency.
- Goal 2 (during): Protect life by rapidly communicating and sheltering individuals on site from an unsafe situation.
- Goal 3 (after): Provide necessary immediate attention and aftercare to those in need. Ensure the college is safe to resume business as usual.

Objectives

- Objective 1.1: Identify situations where shelter-in-place will be used
- Objective 1.2: Communicate and train on shelter-in-place procedures
- Objective 2.1: Activate emergency notification system with the appropriate shelter-in-place direction
- Objective 2.2: Identify the type of incident and additional steps needed (i.e. chemical, biological, radiological, explosion, etc.)
- Objective 3.1: Notify first responders of shelter-in-place status and of anyone who might be trapped or in harm's way
- Objective 3.2: Ensure appropriate aftercare and support services are available to all in need, including reunification, counseling, family support, shelter and transportation.

Course of Action

Any person on PCC property who recognizes a legitimate emergency requiring a Shelter-in-Place may initiate this procedure by immediately notifying the Department of Public Safety/911. This person should make every attempt (if safe to do so) to notify all endangered persons to take action to ensure their safety and if possible the safety of others.

The Department of Public Safety

- ☐ Respond to the reported threat.
- ☐ Make initial determination based on available information whether or not to order a shelter-in-place. Send notification by all means possible, including via phone system, emergency notification system, email, Website or other communications device, to all the college (students, staff, faculty and visitors) with a message that includes the following:
 - What type of emergency there is
 - Where the emergency is location
 - What action(s) you should take to reduce your risk of harm
- ☐ Lock inside and outside doors remotely and manually if safe to do so
- ☐ Patrol the college and direct individuals outside to a safe location, if safe to do so
- ☐ Notify the Emergency Manager
- ☐ Notify the FMS On Call Manager
- ☐ Send an "all clear" message when the situation is over

Director of Public Safety

- ☐ Notify the following:
 - The President
 - The President's Cabinet
 - The EOC Team
- ☐ Periodically update these individuals on the status of the situation

Public Relations & Community Engagement

Post current warnings, notifications, and updates on the website and social media. Oversee communication with the local community and media sources.

Students, Faculty and Staff

- ☐ Do not leave the building.
- ☐ Close and lock all windows, exterior doors and any other openings to the outside.
- ☐ Shut down air handling units and fans if it can be done safely.
- ☐ When possible, move to interior rooms above ground floor with the fewest windows or vents. Avoid overcrowding. Large storage closets, utility rooms, pantries and copy and conference rooms without exterior windows work well. Avoid selecting rooms with mechanical equipment like ventilation blowers or pipes.
- ☐ If you are told there is danger of explosion, close the window shades, blinds or curtains.

- ☐ Write down the names of everyone in the room.
- ☐ Listen for an announcement from school officials and stay where you are until you are told it is safe or you are told to evacuate. Local officials may call for an evacuation in specific areas at greatest risk.
- ☐ Organize assistance to those individuals with functional needs.
- ☐ Report your presence to the Department of Public Safety if safe to do so.
- ☐ Wait until an ALL CLEAR message has been received from the Department of Public Safety or emergency responders before returning to work or leaving the building.

Labs, Studios and Shop Settings

- ☐ **Follow all procedures outlined for Students, Faculty and Staff**
- ☐ Turn off all electronic equipment in the classroom, including telephones; terminate all work in progress if safe to do so.
- ☐ Ensure that all chemical bottles and containers are capped or sealed.
- ☐ Extinguish all open flames.
- ☐ No equipment should be used during a shelter in place.
- ☐ Remain with your class as a group until the ALL CLEAR has been received from the Department of Public Safety.

Annex Maintenance

All annexes must be reviewed and updated a minimum of once each year. All reviews and updates must be approved by the Emergency Manager prior to posting.

Responsible Party: Emergency Manager

ANNEX – J: ACTIVE SHOOTER / ACTIVE THREAT

Created: 8/1/2020

Revised:

Revised:

Purpose

The following procedures have been established to improve the preparedness of the college community regarding preparing for, responding to, and recovering from an active shooter/active threat incident. “Active shooter/active threat situations” are defined as those where an individual(s) is/are “actively engaged in killing or attempting to kill people in a confined and populated area.” The better first responders and college personnel are able to discern these threats and react swiftly, the more lives can be saved. This is particularly true in an active shooter situation where law enforcement responds to a 911 call of shots fired.

Many innocent lives are at risk in concentrated areas. This is why it is critical that college personnel work with their community partners (e.g., police, fire, EMS, mental health professionals and emergency managers) to identify, prepare, prevent, and effectively respond to an active shooter situation in a swift but coordinated fashion. Active shooter situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter situation before law enforcement personnel arrive on the scene. An active threat is any incident which creates an immediate threat or presents an imminent danger to the PCC community.

Goals

- Goal 1 (before): Prevent an active shooter situation from occurring on PCC property.
- Goal 2 (during): Protect all persons on PCC property from an active shooter and assist in the coordination and response of first responders to an active threat/shooter on PCC property.
- Goal 3 (after): Provide necessary medical attention, psychological aftercare and support to those in need.

Objectives

- Objective 1.1: Enhance the detection and prevention of tragic attacks of violence, including active shooting situations by early identification of potential “warning signs.”
- Objective 1.2: Establish a Care and Conduct Team for employees and students, to serve as a central convening body that ensures that warning signs observed by multiple people are not considered isolated incidents and do not slip through the cracks as they actually may represent escalating behavior that is a serious concern.
- Objective 2.1: Provide active shooter training to all faculty, staff and students. This training should be followed-up by active shooter and lockout/lockdown drills which should be conducted annually at a minimum. Interior locks on doors or a classroom configuration that allows for easy barricading of the door should be considered by administration and faculty.
- Objective 3.1: Immediately notify emergency responders of the incident and begin providing first aid to those in need if safe to do so.

Objective 3.2: Ensure appropriate psychological aftercare and support services are available to all in need, including reunification (if possible), counseling, family support, shelter and transportation.

Courses of Action

Preventing an Active Shooter Situation

Warning Signs

No true profile exists for an active shooter; however, research indicates there may be signs or indicators. Colleges and universities should learn the signs of a potentially volatile situation that may develop into an active shooter situation and proactively seek ways to prevent an incident with internal resources, or additional external assistance.

By highlighting common pre-attack behaviors displayed by past offenders, federal researchers have sought to enhance the detection and prevention of tragic attacks of violence, including active shooting situations. Several agencies within the federal government continue to explore incidents of targeted violence in the effort to identify these potential “warning signs.” In 2002, the Federal Bureau of Investigation (FBI) published a monograph on workplace violence, including problematic behaviors of concern that may telegraph violent ideations and plans. In 2007, the U.S. Secret Service, U.S. Department of Education, and the FBI collaborated to produce the report *Campus Attacks, Targeted Violence Affecting Institutions of Higher Learning*, which examined lethal or attempted lethal attacks at U.S. universities and colleges from 1900 to 2008. The report was published in 2010, and featured several key observations related to pre- attack behaviors, including the following:

- ☐ In only 13 percent of the cases did subjects make verbal and/or written threats to cause harm to the target. These threats were both veiled and direct and were conveyed to the target or to a third party about the target.
- ☐ In 19 percent of the cases stalking or harassing behavior was reported prior to the attack. These behaviors occurred within the context of a current or former romantic relationship, or in academic and other non-romantic settings. They took on various forms, including written communications (conventional and electronic), telephonic contact, and harassment of the target and/or the target’s friends and/or family. Subjects also followed, visited, or damaged property belonging to target(s) or their families prior to the attack.
- ☐ In only 10 percent of the cases did the subject engage in physically aggressive acts toward the target. These behaviors took the form of physical assaults, menacing actions with weapons or repeated physical violence to intimate partners.
- ☐ Concerning behaviors were observed by friends, family, associates, professors or law enforcement in 31 percent of the cases. These behaviors included, but were not limited to paranoid ideas, delusional statements, changes in personality or performance, disciplinary problems on campus, depressed mood, suicidal ideation, non-specific threats of violence, increased isolation, “odd” or “bizarre” behavior and interest in or acquisition of weapons.

Specialized units in the federal government (such as the FBI’s Behavioral Analysis Unit) continue to support behaviorally based operational assessments of persons of concern in a variety of settings (e.g., campuses, workplaces, places of worship) who appear to be on a trajectory toward a violent act. A review of current research, threat assessment literature, and active shooting incidents, combined with the extensive case experience of the Behavioral Analysis Unit, suggests that there are observable pre-attack behaviors that if recognized, could lead to the disruption of a planned attack. While checklists of various warning signs are often of limited use in isolation, the FBI has

identified some behavioral indicators that should prompt further exploration and attention from law enforcement and/or college safety stakeholders. These behaviors often include:

- ☐ Development of a personal grievance
- ☐ Contextually inappropriate and recent acquisitions of multiple weapons
- ☐ Contextually inappropriate and recent escalation in target practice and weapons training
- ☐ Contextually inappropriate and recent interest in explosives
- ☐ Contextually inappropriate and intense interest or fascination with previous shootings or mass attacks; and
- ☐ Experience of a significant real or perceived personal loss in the weeks and/or months leading up to the attack, such as a death, breakup, divorce or loss of a job.
- ☐ Few offenders had previous arrests for violent crimes.

Care and Conduct Teams

As described in the previous section, research shows that perpetrators of targeted acts of violence engage in both covert and overt behaviors preceding their attacks. They consider, plan, prepare, share and, in some cases, move on to action. One of the most useful tools an institute of higher education can develop to identify, evaluate and address these troubling signs is a multidisciplinary PCC Care and Conduct Team. A Care and Conduct Team with diverse representation often will operate more efficiently and effectively. Care and Conduct Team members should include college administrators, counselors, current employees, medical and mental health professionals, public safety and law enforcement personnel.

The Care and Conduct Team serves as a central convening body that ensures that warning signs observed by multiple people are not considered isolated incidents and do not slip through the cracks as they actually may represent escalating behavior that is a serious concern. Colleges and universities should keep in mind, however, the importance of relying on factual information (including observed behavior) and avoid unfair labeling or stereotyping, to remain in compliance with civil rights and other applicable federal and state laws.

For the purposes of consistency and efficiency, a Care and Conduct Team should be developed and implemented in coordination with PCC policy and practice. In addition, staff already working to identify student and staff needs can be a critical source of information on troubling behavior for a Care and Conduct Team.

The Care and Conduct Team reviews troubling or threatening behavior of current or former students, staff and parents, or other persons brought to the attention of the Care and Conduct Team. The Care and Conduct Team contemplates a holistic assessment and management strategy that considers the many aspects of the potentially threatening person's life—academic, residential, work and social. More than focusing on warning signs or threats alone, the Care and Conduct Team assessment involves a unique overall analysis of changing and relevant behaviors. The Care and Conduct Team takes into consideration, as appropriate, information about behaviors, various kinds of communications, not-yet substantiated information, any threats made, security concerns, family issues, or relationship problems that might involve a troubled individual. The Care and Conduct Team may also identify any potential affected individuals with whom the individual may interact. Once the Care and Conduct Team identifies an individual who may pose a threat, the team will identify a course of action for addressing the situation. The appropriate course of action—whether law enforcement intervention, counseling, or other actions—will depend on the specifics of the situation.

The Care and Conduct Team may also identify any potential affected individuals with whom the individual may interact. Care and Conduct Teams are increasingly common in higher education settings, pushed to the forefront of concern following the 2007 shooting at Virginia Tech, where 32 individuals were killed. In some cases, state funding mandates that colleges and universities create Care and Conduct Teams.

Law enforcement can help assess reported threats or troubling behavior and reach out to available federal resources as part of the Care and Conduct Team process or separately. The FBI's behavioral experts in its National Center for the Analysis of Violent Crimes (NCAVC) at Quantico, Va., are available on a 24/7 basis to join in any threat assessment analysis and develop threat mitigation strategies for persons of concern. The designated public safety member of the college Care and Conduct Team should contact the local FBI office for this behavioral analysis assistance.

Each FBI field office has a NCAVC representative available to work with college Care and Conduct Teams and coordinate access to the FBI's Behavioral Analysis Unit, home to the National Center for the Analysis of Violent Crimes. It focuses not on how to respond tactically to an active shooter situation but rather on how to prevent one. Early intervention can prevent a situation from escalating by identifying, assessing, and managing the threat. The Care and Conduct Team should consult with its college administration and develop a process to seek these additional resources.

Generally, active shooter situations are not motivated by other criminal-related concerns such as monetary gain or gang affiliation. Often times situations may be prevented by identifying, assessing and managing potential threats. Recognizing these pre-attack warning signs and indicators could help disrupt a potentially tragic event.

Exercises

Most colleges practice evacuation drills for fires and protective measures for severe weather, but far fewer practice for active shooter situations. To be prepared for an active shooter incident, colleges should train their faculty, staff, students and families, as appropriate, in what to expect and how to react (RUN-HIDE-FIGHT). In a study of 84 active shooter events which occurred between 2000 and 2010, 34 percent involved schools or colleges and universities.

Good planning includes conducting drills that must include first responders and college public safety. Exercises with these valuable partners are one of the most effective and efficient ways to ensure that everyone knows not only her or his role(s) but also the role(s) of others at the scene. These exercises should include walks through college buildings to allow law enforcement officials to provide input on shelter sites as well as familiarize first responders with the college, including accessible shelter locations and evacuation routes for people with functional needs.

Each person carries a three-fold responsibility:

- ☐ First: Learn the signs of a potentially volatile situation and ways to prevent an incident.
- ☐ Second: Learn the best steps for survival when faced with an active shooter situation.
- ☐ Third: Be prepared to work with law enforcement during the response.

Responding to an Active Shooter Situation

Law enforcement officers may not be present when a shooting begins. Providing information on how staff and students can respond to the incident can help prevent and reduce the loss of life or

injury. No single response fits all active shooter situations; however, making sure each individual knows his or her options for response and can react decisively will save valuable time. Depicting scenarios and considering response options in advance will assist individuals and groups in quickly selecting their best course of action.

Understandably, this is a sensitive topic. There is no single answer for what to do, but a survival mindset can increase the odds of surviving. As appropriate for your community, it may be valuable to schedule a time for an open conversation regarding this topic. Though some students, or staff may find the conversation uncomfortable, they may also find it reassuring to know that, as a whole, their college is thinking about how best to deal with this situation.

During an active shooter situation, the natural human reaction, even if you are highly trained, is to be startled, feel fear and anxiety and even experience initial disbelief and denial. You can expect to hear noise from alarms, gunfire, explosions and people shouting and screaming. Training and having a survival mindset provides the means to regain your composure, recall at least some of what you have learned and commit to action. There are three basic options: run, hide or fight. You can run away from the shooter, seek a secure place where you can hide and/or deny the shooter access or incapacitate the shooter in order to survive and protect others from harm.

As the situation develops, it is possible that you will need to use more than one option. During an active shooter situation, individuals will rarely have all of the information they need to make a fully informed decision about which option is best. While they should follow the plan and any instructions given during an incident, they will often have to rely on their own judgment to decide which option will best protect lives.

Respond Immediately

It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. An investigation by the National Institute of Standards and Technology (2005) into the collapse of the World Trade Center towers on September 11, 2001, found that people close to the floors impacted waited longer to start evacuating than those on unaffected floors. Similarly, during the Virginia Tech shooting, individuals on campus responded to the shooting with varying degrees of urgency. These studies highlight this delayed response or denial. For example, some people report hearing firecrackers, when in fact they heard gunfire.

Train staff and students to overcome denial and to respond immediately. For example, train students and staff to recognize the sounds of danger, act and forcefully communicate the danger and necessary action (e.g., “Gun! Get out!”). In addition, those closest to the public-address, the emergency notification system or otherwise able to alert others, should communicate the danger and necessary action. Repetition in training and preparedness shortens the time it takes to orient, observe and act.

Upon recognizing the danger, as soon as it is safe to do so, staff or others must alert responders by contacting 911 or 971-722-4444 (4444 from college phones) the Department of Public Safety with as clear and accurate information as possible.

RUN - HIDE - FIGHT

Run-Hide-Fight is not a step-by-step course of action. It gives affected employees and students options to respond to the threat based on their specific circumstances.

Run

If it is safe to do so, e.g. the shooter is not in the immediate area, the first course of action that should be taken is to run out of the building and move far away until you are in a safe location. Students and employees should be trained to:

- ☐ Leave personal belongings behind
- ☐ Visualize possible escape routes, including physically accessible routes for students and employees with functional needs
- ☐ Avoid escalators and elevators
- ☐ Take others with them but not to stay behind because others will not go
- ☐ Call 911 when safe to do so; and
- ☐ Let someone know where they are.

Hide

If running is not a safe option, hide in as safe a place as possible. Students and staff should be trained to hide in a location where the walls might be thicker and have fewer windows. In addition:

- ☐ Lock the doors
- ☐ Barricade the doors with heavy furniture, even if the door locks
- ☐ Close and lock windows, and close blinds or cover windows
- ☐ Turn off lights
- ☐ Silence all electronic devices
- ☐ Remain silent
- ☐ Use strategies to silently communicate with first responders if possible, (e.g., in rooms with exterior windows make signs to silently signal law enforcement and emergency responders to indicate the status of the room's occupants);
- ☐ Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the shooter and for possible escape if the shooter enters the room);
- ☐ Use cover and concealment. Cover offers protection from bullets while concealment e.g. curtains hide you from the threat but does not protect you from bullets; and
- ☐ Remain in place until given an all clear by clearly identifiable law enforcement or public safety.

Fight

If neither running nor hiding is a safe option, as a last resort when confronted by the shooter, occupants in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment, such as fire extinguishers, chairs, etc. In a study of 41 active shooter events that ended before law enforcement arrived, the potential affected individuals stopped the attacker themselves in 16 instances. In 13 of those cases, they physically subdued the attacker.

While talking to the college community about confronting a shooter may be daunting and upsetting for some, they should know that they may be able to successfully take action to save lives. To be clear, confronting an active shooter should never be a requirement of any college employee's job;

how each individual chooses to respond if directly confronted by an active shooter is up to him or her.

Interacting with First Responders

Employees and students should be trained to understand and expect that law enforcement's first priority must be to locate and stop the person or persons believed to be the shooter(s); all other actions are secondary. Students and employees should be trained to cooperate and not to interfere with first responders. When law enforcement arrives, students and employees must display empty hands with open palms. Law enforcement may instruct everyone to place their hands on their heads or they may search individuals.

After an Active Shooter Incident

Once the scene is secured, first responders will work with college officials and affected individuals on a variety of matters. This will include transporting the injured, interviewing witnesses and initiating the investigation.

Trained personnel should provide assistance to affected individuals and their families. This should include establishing an incident response team (including first responders) that is trained to appropriately assess and triage an active shooter situation (as well as other emergencies) and provide emergency intervention services and affected individual assistance beginning immediately after the incident and throughout the recovery efforts. This team may integrate with state and federal resources when an emergency occurs.

With an on-going and/or evolving emergency, where the immediate reunification of loved ones is not possible, providing family members with timely, accurate and relevant information is paramount. Having family members wait for long periods of time for information about their loved ones not only adds to their stress and frustration but can also escalate the emotions of the entire group. When families are reunited, it is critical that there are child release processes in place where minors might be involved (e.g., childcare) to assure that no child is released to an unauthorized person, even if that person is well-meaning.

Essential steps to help establish trust and provide family members with a sense of control can be accomplished by:

- ☐ Identifying a safe location separate from distractions and/or media and the general public, but close enough to allow family members to feel connected in proximity to their children/loved ones
- ☐ Scheduling periodic updates even if no additional information is available
- ☐ Being prepared to speak with family members about what to expect when reunified with their child/loved ones
- ☐ Ensuring effective communication with those that have language barriers or need other accommodations, such as sign language interpreters for deaf family members.

When reunification is not possible because an individual is missing, injured or killed, how and when this information is provided to families is critical. Law enforcement typically takes the lead on death notifications, but all parties must understand their roles and responsibilities. This will ensure that families and loved ones receive accurate and timely information in a compassionate way.

While law enforcement and medical examiner procedures must be followed, families should receive accurate information as soon as possible. Having trained personnel to talk to loved ones about

death and injury on-hand or immediately available can ensure the notification is provided to family members with clarity and compassion. Counselors should be on hand to immediately assist family members.

Pre-identified points of contact will work with and support family members (e.g., counselors, police officers). These points of contact should be connected to families as early in the process as possible, including while an individual is still missing but before any affected individuals have been positively identified. After an incident, it is critical to confirm that each family is getting the support it needs, including over the long-term.

College officials should consider printed and age-appropriate resources to help families recognize and seek help in regard to a variety of reactions that they or their loved ones can experience during and after an emergency. For example, a family that has lost a child may have other family members in the area or on PCC property. It is critical that these families and loved ones are supported as they both grieve their loss and support their surviving family members. College personnel should also explicitly address how impacted families will be supported if they prefer not to engage with the media. This includes strategies for keeping the media separate from families and students while the emergency is ongoing and support for families that may experience unwanted media

Annex Maintenance

All annexes must be reviewed and updated a minimum of once each year. All reviews and updates must be approved by the Emergency Manager prior to posting.

Responsible Party: Director of Public Safety

ANNEX – K: FIRE EMERGENCY



Created: 8/1/2020

Revised:

Revised:

FIRE EMERGENCY

Purpose

College facilities consist of various occupancies that may include academic, assembly, business, health care, animal care, and office. Each facility must have a plan to evacuate the structure in case of a fire related emergency. This plan must not only be effective for the facility in question, but also must coincide with the college evacuation plan in the event that the college needs to be evacuated.

The following guideline has been prepared for students and employees who generally populate college facilities on a daily basis. The primary objective is to have a plan for safe evacuation and accountability of all occupants from facilities for a fire related emergency. Depending on the facility and occupancy, once a fire evacuation plan has been established, training of employees and practice drills must be conducted in accordance with State law or guidelines.

Goals

- Goal 1 (before): Prevent fires from occurring on PCC property
- Goal 2 (during): Protect the college community from fire emergencies with adequate fire protection systems
- Goal 3 (after): Provide aftercare and restore normal operations as soon as possible

Objectives

- Objective 1.1: Ensure annual fire inspections are conducted and all violations are corrected promptly
- Objective 1.2: Provide periodic fire safety, evacuation and extinguisher training to the college community
- Objective 2.1: Ensure immediate emergency notifications regarding a fire are issued by all means possible and contact emergency services (police, fire, and ems)
- Objective 2.2: Provide evacuation assistance to building occupants, including those with functional needs and limited English proficiency
- Objective 3.1: Ensure each class, office or lab accounts for all their occupants and notifies first responders of anyone who is missing; ensure no one re-enters a building until the “all clear” has been given by local first responders/DPS staff
- Objective 3.2: Ensure appropriate aftercare and support services are available to all in need, including reunification, counseling, family support, shelter and transportation.

Courses of Action

If a facility needs to be evacuated because of a fire, or any life-threatening situation, there must be an established emergency assembly point or a safe haven for ensuring occupant accountability. Occupants of each facility should have a working knowledge of notification capabilities of the facility. It is important to call college Public Safety (x4444) or **9-1-1** to notify the fire department that a life-threatening condition does exist to minimize any delays in appropriate emergency response.

All facilities should have a written emergency facility evacuation plan. The following are minimum topics that must be addressed:

- ☐ duties and responsibilities
- ☐ specific information and procedure on activating the facility's fire alarm system, notification of occupants, as well as activating the **9-1-1** system
- ☐ the facility floor plan layout (the exit system layout (including primary and secondary exits), location of fire protection systems and fire extinguishers, evacuation assistance areas in the facility, special conditions or pertinent information related to emergency evacuation)
- ☐ issues related to persons with functional needs
- ☐ pertinent contact information and emergency telephone numbers
- ☐ accountability (meeting place after exiting the facility to account for everyone)
- ☐ a representative to provide the emergency responders with vital information related to the emergency and any person(s) that may still be inside the facility
- ☐ a checklist to follow to ensure a safe and efficient evacuation
- ☐ relocation areas in the event of severe weather or other conditions that render the assembly site unsafe

A fire may include visible flames, smoke or strong odors of burning. The appropriate emergency action is for persons to evacuate the building quickly and safely and notify the fire department by dialing Public Safety at x4444 or **9-1-1**. If possible, FMS and the facility leadership team should be contacted. FMS and the leadership team shall work with emergency responders to provide information about the location of the fire, the cause of the fire and to assist in a safe and orderly evacuation of the building.

If you discover a fire outside a building

- ☐ Call Public Safety at x4444 or **9-1-1**.
- ☐ DO NOT activate the building fire alarm system

If you discover a fire inside a building

Immediately implement **R.A.C.E.**:

- ☐ **Rescue:** Rescue anyone in danger from the fire if it does not jeopardize your own life
- ☐ **Alarm:** Activate a pull station to set off the building fire alarm. Call Public Safety at x4444 or **9-1-1**
- ☐ **Confine:** Try to confine the fire by closing all doors and windows to trap the fire and slow its progress., if safe to do so
- ☐ **Evacuate:** Evacuate the building

If the fire alarm sounds

- ☐ Feel the door or doorknob to the hallway with the back of your hand. If it feels hot, do not open it – the fire may be on the other side of the door.
- ☐ If the door is not hot, open it slowly. If the hallway is clear of smoke, walk to the nearest fire exit and exit the building.
- ☐ DO NOT USE ELEVATORS
- ☐ Close doors behind you; do not lock them.
- ☐ Notify Public Safety/arriving first responders if you suspect someone is trapped inside the building and where the person may be located.
- ☐ Gather outside at the designated assembly area. Do not attempt to re-enter the building until instructed to do so by local first responders/DPS staff.

If you are trapped in a room, or otherwise unable to leave

- ☐ Wet and place cloth material around and under the door to prevent smoke from entering the room.
- ☐ Close as many doors as possible between you and the fire.
- ☐ Be prepared to signal someone outside, but DO NOT BREAK GLASS until absolutely necessary (outside smoke may be drawn into the room).

If you are caught in smoke

- ☐ Drop to hands and knees and crawl toward the exit.
- ☐ Stay low, as smoke will rise to ceiling level.
- ☐ Breathe shallowly through the nose and use a filter such as a shirt or towel.

If you are forced to advance through flames (which should be a last resort)

- ☐ Hold your breath.
- ☐ Stay low and move quickly.
- ☐ Cover your head and hair with a blanket or large coat.
- ☐ Keep your head down and your eyes closed as much as possible.

Using a fire extinguisher:

Building occupants are not required to fight fires. Individuals who have been trained in the proper use of a fire extinguisher and are confident in their ability to cope with the hazards of a fire may use a portable fire extinguisher to fight small fires (no larger than a wastepaper basket). Firefighting efforts must be brief. Stop your efforts when it becomes obvious that there is risk of harm from smoke, heat, or flames.

The P.A.S.S. method:

- ☐ **Pull** the safety pin from the handle.
- ☐ **Aim** the extinguisher at the base of the fire.
- ☐ **Squeeze** the trigger handle.
- ☐ **Sweep** from side to side to side at the base of the fire.

The responding fire officials have the primary responsibility for managing fire emergencies. The responding fire department incident commander will take control and make decisions at the scene

of the fire. The fire department will decide when to turn control of the scene back to college officials.

Annex Maintenance

All annexes must be reviewed and updated a minimum of once each year. All reviews and updates must be approved by the Emergency Manager prior to posting.

Responsible Party: Director of Public Safety

ANNEX – L: BOMB THREAT/SUSPICIOUS PACKAGE



Created: 8/1/2020

Revised:

Revised:

BOMB THREAT/SUSPICIOUS PACKAGE

Purpose

The following procedures have been established to improve the preparedness of the college community in responding to a bomb threat/suspicious package. This annex shall be activated in the event of a bomb or weapon of mass destruction threat, or in the event a suspicious package is reported or found on PCC property. This annex is based on the assumption that bomb threats and the intentional placement of suspicious packages are usually made with the intention of disrupting operations and creating an atmosphere of anxiety and panic. Although most bomb threats are false, they should be investigated as though real until proven otherwise. The primary goal is to save lives, prevent injuries, prevent property damage and avoid disruption.

Goals

- Goal 1 (before): Prepare for bomb threat/suspicious package
- Goal 2 (during): Protect the college community from possible bomb explosion and any substances inside a suspicious package
- Goal 3 (after): Perform incident assessment and provide appropriate after care to those involved

Objectives

- Objective 1.1: Identify a process for handling all bomb threats/suspicious packages; prepare for and train the internal college community to respond to a threat; prepare a scripted checklist for use by staff receiving telephone threats
- Objective 1.2: Identify appropriate authorities to notify; Identify safe evacuation locations (on and off site); Identify notification systems to be used for evacuation
- Objective 2.1: Contact identified authorities; Activate appropriate emergency notification systems
- Objective 2.2: Evacuate affected areas to designated safe location(s)
- Objective 3.1: Ensure appropriate aftercare and support services are available to all in need, including reunification, counseling, family support, shelter and transportation
- Objective 3.2: Provide updated incident status to the public and college community

Course of Action

When a Bomb/Suspicious Package Threat is Received

Bomb threats are usually received by telephone, but they may also be received by note, letter, e-mail, text, and other social media or through a suspicious package. All threats should be taken very seriously and handled as if a device was present in the specific location mentioned by the person reporting the threat. UNDER NO CIRCUMSTANCES SHOULD ANY THREAT BE IGNORED. It is very important that all threats must be reported immediately to college Public Safety (x4444) or 9-1-1. Upon receipt of a bomb threat:

- ☐ Designated employees will respond to the reported location and initiate the evacuation of the building(s) through the use of the building public address system, word of mouth or any other means necessary.
- ☐ All college personnel will maintain radio silence. All portable radios, cellular telephones, cordless telephones or any device that transmits a radio frequency pulse in the building should immediately be turned off, as they may cause explosive devices to detonate prematurely.
- ☐ Landline telephones and intercoms should be used as alternative communications methods during a bomb threat incident.
- ☐ The following announcement will be made using the building public address system and repeated to ensure that it was received:

“Your attention please. Please exit the building immediately. This is not a drill. All occupants are instructed to immediately exit the building until further notice. Turn off all cell phones and wireless devices until otherwise instructed. Stand at least 300 feet from the building and follow instructions from first responders. This is not a drill. Thank you.”

- ☐ The college Emergency Notification System typically will not be used for this type of event, e.g. to evacuate a single building.
- ☐ DPS staff, and when requested, other college officials, will conduct a search of the property.

If the caller said where the bomb was located, responders should check there first. If the caller did not say where the bomb was located, searchers will be deployed in a manner that covers the exterior and interior of the facility as quickly as possible. Areas will be checked in the following order:

- ☐ Exterior of the facility
- ☐ Public access areas, such as lobbies, rest rooms, stairwells and trash receptacles
- ☐ Physical facilities spaces, such as custodial closets, lockers and HVAC areas
- ☐ Areas normally occupied by students, employees or visitors
- ☐ Mail rooms

When a Suspicious Device or Package is Found

Emergency responders should be informed of unattended packages. Anything that looks unusual or out of place should not be touched. If an explosive device or suspicious package is found during a

search, property damage can be minimized by opening doors.

Emergency Evacuation

During a building evacuation, students and employees should:

- ☐ **Follow the procedures in the Evacuation Annex.**
- ☐ Take personal effects with them such as purses, backpacks or briefcases.
- ☐ Take note of their immediate work area and other areas as they pass through and report any unusual packages, equipment or individuals to emergency responders.
- ☐ Do not use portable radios, cellular telephones, cordless telephones or any device that transmits a radio frequency pulse.
- ☐ The appropriate law enforcement agency will need to interview the student or employee receiving the threat or locating the suspicious package. Even if the building has been evacuated, that student or employee should not leave without speaking to emergency responders.

Threat Search

Faculty and Staff of the threatened building can be valuable assistants in the search and may be asked to do so by emergency responders. Persons familiar with the premises may assist in identifying foreign objects.

- ☐ Search team should be limited to two or three volunteers.
- ☐ The volunteers should be engaged in the search only on request of emergency responders.
- ☐ The volunteers should start in the area most likely to contain the device and continue on to the least likely areas.
- ☐ Generally, the search should be conducted from outside-in, and the bottom-up.

Building Re-Entry

If a device has not been found after a thorough search and a reasonable time has passed, the decision to allow evacuated persons back into the building will be announced after consulting with the officer in charge of the incident from the responding emergency agency, and the DPS staff.

The Department of Public Safety

- ☐ Contact the local emergency services (9-1-1) and inform them of the situation.
- ☐ Investigate the threat, if safe to do so.
- ☐ Cordon off the area around the incident site, provide medical assistance if possible, and prevent additional access by unauthorized persons.

Notify the following:

- ☐ The Emergency Manager
- ☐ The President or designee
- ☐ EOC Team
- ☐ Determine and facilitate the appropriate EOC activation level as deemed necessary.
- ☐ Open the EOC and direct all EOC responders to report to the EOC if they can safely do so.
- ☐ Conduct EOC operations to support the incident.

Notes:

- ☐ The EOC Director controls announcements once assembled in the EOC. This includes additional messages via the building public address system or mass notification throughout the event. Messaging is the responsibility of DPS prior to EOC activation.
- ☐ The college web page and other college communications channels serve as the official source for communication/announcements.
- ☐ Once emergency responders arrive and assume command of field operations, they will control college access until the incident is concluded.

Annex Maintenance

All annexes must be reviewed and updated a minimum of once each year. All reviews and updates must be approved by the Emergency Manager prior to posting.

Responsible Party: Director of Public Safety

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

*** Refer to your local bomb threat emergency response plan for evacuation criteria**

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the DHS Office for Bombing Prevention at OBP@dhs.gov



Homeland Security

2014

BOMB THREAT CHECKLIST

DATE:

TIME:

TIME CALLER
HUNG UP:

PHONE NUMBER WHERE
CALL RECEIVED:

Ask Caller:

• Where is the bomb located?
(building, floor, room, etc.)

• When will it go off?

• What does it look like?

• What kind of bomb is it?

• What will make it explode?

• Did you place the bomb? Yes No

• Why?

• What is your name?

Exact Words of Threat:

Information About Caller:

• Where is the caller located? (background/level of noise)

• Estimated age:

• Is voice familiar? If so, who does it sound like?

• Other points:

Caller's Voice	Background Sounds	Threat Language
<input type="checkbox"/> Female	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Male	<input type="checkbox"/> House noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Accent	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Taped message
<input type="checkbox"/> Angry	<input type="checkbox"/> Street noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Calm	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Coughing	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Cracking voice	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Motor	
<input type="checkbox"/> Deep	<input type="checkbox"/> Clear	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Static	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Excited	<input type="checkbox"/> Local	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Long Distance	
<input type="checkbox"/> Lisp		
<input type="checkbox"/> Loud		
<input type="checkbox"/> Nasal		
<input type="checkbox"/> Normal		
<input type="checkbox"/> Ragged		
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Slurred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		

Other Information:

ANNEX – M: CIVIL UNREST ON/NEAR PCC PROPERTY



Created: 8/1/2020

Revised:

Revised:

CIVIL UNREST ON/NEAR COLLEGE

Purpose

This document establishes procedures to assist in managing civil unrest or civil disturbance on PCC property, or any civil unrest or disturbance off-site that might impact college operations. This annex assumes that civil unrest has occurred or is about to occur and that one or more of the following conditions exists: a threat to the health and/or safety of individuals is present; normal college operations are disrupted; the teaching and learning process is disrupted; and/or college facilities are at risk of being seriously damaged.

Goals

- Goal 1 (before): Prevent/limit a civil unrest situation from occurring on PCC property or help prevent civil unrest or a disturbance from occurring nearby.
- Goal 2 (during): Protect people and property during a civil unrest situation
- Goal 3 (after): Provide necessary medical attention, psychological aftercare and damage assessment

Objectives

- Objective 1.1: Agencies (PCC, law enforcement agencies, Mayor's office, transportation, etc.) should jointly study previous unrest situations to identify any common predictors of the probability of their reoccurrence
- Objective 1.2: Educate decision makers, students, faculty, staff and community representatives about the risk of civil unrest and circumstances that can cause civil unrest
- Objective 1.3: Provide civil unrest training to all faculty, staff and students. This training should be followed by civil unrest and lockout/lockdown drills
- Objective 1.4: Public Safety, in conjunction with state and local officials, should monitor social media accounts to anticipate civil unrest
- Objective 2.1: Establish first amendment zones on PCC property and a peaceful protest policy
- Objective 2.2: If appropriate to do so, notify emergency responders of the incident and begin providing first aid to those in need if safe to do so
- Objective 2.3: Take action to establish a dialog with protest organizers
- Objective 3.1: Ensure appropriate psychological aftercare and support services are available to all in need, including reunification, counseling, family support, shelter and transportation
- Objective 3.2: Assess physical damage to property and ensure structural safety of facilities

Course of Action

Definition of “Civil Unrest”

Civil unrest differs from peaceful demonstrations in that the protestors cause one or more forms of disturbance, i.e. potentially impacts health and/or safety; disrupts the teaching, learning and administrative processes; or threatens PCC property.

Background

At PCC, freedom of expression is vital to our shared goal of the pursuit of knowledge. Such freedom comes with a responsibility to welcome and promote this freedom for all, even in disagreement or opposition.

The right of freedom of expression includes peaceful protests and orderly demonstrations. However, PCC has the obligation to ensure the safety of individuals, the protection of property and the continuity of the educational process. Students, faculty and staff may engage in peaceful demonstrations as long as they follow proper procedures designed to ensure community safety and they do not disrupt the teaching and learning process. In dealing with civil unrest on site it is of primary importance to remember that we are a community. Providing for the safety of all of our community members is the primary function of any response. In responding to civil unrest on/near PCC property, the primary goal is coming to a peaceful resolution.

All students, faculty and staff are asked to be continually vigilant to the risk of civil unrest on PCC property. Everyone is urged to be aware of:

- ☐ Social or political issues that might lead to unrest
- ☐ Plans for demonstrations on PCC property that have not been approved through appropriate channels
- ☐ Persons on site attempting to incite discord

Notify PCC Public Safety at (971) 722-4444 or 9-1-1 of any suspicions or observations.

Peaceful, Non-Obstructive Demonstrations (not Civil Unrest)

Generally, demonstrations of a peaceful nature will not be interrupted. Demonstrators should not be obstructed or provoked, and all efforts should be made to conduct college business as normal. If demonstrators are asked to leave but refuse to leave by regular facility closing time, arrangements will be made by the Public Safety Director to monitor the situation during non-business hours or the determination will be made to treat the violation of regular hours as a disruptive demonstration (civil unrest).

If Civil Unrest Occurs

Most college demonstrations such as marches, meetings, picketing and rallies are peaceful and non-obstructive. A college demonstration will generally not be disrupted unless the demonstration:

- ☐ Interferes with the normal college operations
- ☐ Prevents access to offices, classrooms, buildings or other facilities on site
- ☐ Disrupts the teaching and learning activities on site

- ☐ Threatens the health and/or safety of individual(s)
- ☐ Includes activities that may damage college facilities

The decision to interrupt a college demonstration will reside with the Department of Public Safety/ college President or designee. An appropriate liaison will be appointed by the President or designee. The liaison will coordinate communication with the demonstrators. In congruence with normal operating procedures, emergency responders have the authority to take immediate action to prevent harm to individuals in the event an immediate threat to health or safety exists.

In the event that a demonstration blocks access to college facilities or interferes with college operation but does not cause an immediate threat to the health or safety of individuals:

- ☐ The appointed liaison and key personnel may meet with demonstrators to discuss the situation and attempt to persuade the demonstrators to desist
- ☐ If the demonstrators persist in the disruptive activity (civil unrest) they will be apprised that failure to discontinue the specified action within a specified period of time may result in disciplinary action and/or intervention by civil authorities, which may lead to individual arrests
- ☐ The Department of Public Safety/college President or designee will determine if and when to involve the civil authorities. It is typically a good idea to give such authorities advanced notice of potential protests.

Annex Maintenance

All annexes must be reviewed and updated a minimum of once each year. All reviews and updates must be approved by the Emergency Manager prior to posting.

Responsible Party: Director of Public Safety

ANNEX – N: COMMUNICABLE DISEASE PLAN



Created: 8/1/2020

Revised:

Revised:

COMMUNITY HEALTH CRISIS (PUBLIC HEALTH CRISIS/EPIDEMIC/PANDEMIC)

Purpose

To provide general and basic guidelines for responding to, and management of, a large-scale public health emergency or potential exposure, an incident causing multiple injuries/illnesses or any hazard that could negatively impact the health of a large population at or around the college. For the purposes of emergency management of college related events, public health emergencies will also include epidemics, pandemics and mental health care following a large-scale medical emergency.

This annex does not apply for singular medical emergencies and non-emergencies. For these, existing policies should be utilized.

This annex may be activated for any public health crisis, epidemic or pandemic, or following a briefing from a local, state, federal, or global public health authority and/or safety authority. Consideration for activation includes:

- ☐ A health emergency has a high potential to directly impact the college community.
- ☐ A health emergency will cause closure or isolation of college property for an extended period of time.
- ☐ A confirmed communicable disease alert, food-borne illness or bio-terror attack in the areas served by the college.
- ☐ A national or regional alert status has been upgraded due to a health or medical emergency.

Goals

- Goal 1 (before): Keep the college community safe from health crises, such as communicable diseases and pandemics
- Goal 2 (during): Ensure the health and safety of the college community and prevent the spread of the threat
- Goal 3 (after): Provide appropriate aftercare to all in need and take action to prevent future crises

Objectives

- Objective 1.1: Monitor local, national and worldwide health crises and establish an action plan to address the potential for the crisis should it reach the college
- Objective 1.2: Inform the college community of imminent threats; provide information regarding how to prevent or minimize exposure; train everyone on how to address threats if and when one happens

- Objective 2.1: Ensure that everyone affected is provided prompt and appropriate medical care and take action to minimize the spread of the threat
- Objective 2.2: Take action to support the continued performance of essential college functions
- Objective 2.3: Develop a Point of Dispensing (POD) plan to distribute medications, vaccines, etc. in the event of a public health crisis
- Objective 3.1: Ensure appropriate aftercare and support services are available to all in need
- Objective 3.2: Review the event and response capabilities with onsite staff and outside partners (i.e. county, state, CDC, etc.)
- Objective 3.3: Develop a plan of action to prevent a similar occurrence in the future

Course of Action

Due to the transiency of the college population, a variety of medical and health emergencies can affect the college community. These include clusters of communicable disease, including, but not limited to, pandemic flu, influenza-like illness, gastrointestinal illness, food-borne illness, meningitis, tuberculosis, or any other reportable communicable disease (excluding sexually transmitted disease).

- ☐ The County Health Department is responsible for assessment, surveillance and clinical triage.
- ☐ In managing a large-scale emergency, PCC will cooperate with and take direction from local, state and/or federal public health agencies.
- ☐ Medical: Anyone can report a medical emergency to 9-1-1.
- ☐ Health-Related Exposure: Anyone can report a potential health-related exposure to Risk Services. Exposure may include, but is not limited to, direct contact with hazardous agents, ingestion of contaminated food, or suspected release of biological agents in the geographical area of any PCC location. Beyond initial reporting, PCC will rely primarily on the expertise of local, state and/or federal public health agencies for large-scale medical emergencies. Risk Services will consult with EH&S as needed.
- ☐ Mental Health Monitoring: If the EOC determines that the nature of the incident may result in mental health issues for responders, staff or students, then it can request mental health monitoring or crisis counseling. The EOC will work with PCC departments (Counseling Services and Human Resources) for counseling/mental health. There are also local resources such as the Employee Assistance Program which is available to employees, and the American Red Cross that can assist in creating and implementing the mental health monitoring plan.

Communicable Disease Management Plan

There is a potential for students and/or staff to be exposed to an infectious disease from an infectious individual at PCC. This plan addresses what to do in case of an incident involving a potential exposure to an infectious disease. This Annex/Plan will comply with the requirements for a Communicable Disease Management Plan as required by the Oregon Health Authority (OHA) and Oregon Higher Education Coordinating Commission (HECC) in the directive entitled:

Prevention Measures

PCC students and staff should not report to class or work if they are experiencing symptoms of any communicable disease. Each day, prior to leaving their residence they must self-evaluate for symptoms related to the communicable disease (such as):

- ☐ Cough;
- ☐ Fever or chills;
- ☐ Shortness of breath or difficulty breathing;
- ☐ Muscle pain;
- ☐ Sore throat;
- ☐ New loss of sense of smell or taste;
- ☐ Headache;
- ☐ Diarrhea;
- ☐ Nausea;
- ☐ Vomiting;
- ☐ Runny nose;
- ☐ Congestion.

NOTE** Students and staff experiencing these symptoms should not report to class or work that day. **NOTE: The above symptoms are common for communicable diseases, but they are also non-specific. , If there is a known reason for these (e.g. seasonal allergy) that is not due to the communicable disease, it is acceptable to report to class or work.

If you are symptomatic, please stay home and contact your primary care provider for further assessment and testing options.

Contact by the Health Department

Students and staff who've been contacted by the State or Local Health Department and have been instructed to quarantine or isolate because they have been exposed to a communicable disease, must not report to class or work. They should follow the quarantine instructions given by the Health Department.

Confidentiality

It will be necessary to provide names and contact information to PCC staff involved with managing communicable disease incidents as well as to local and/or state public health agencies. The minimum information necessary to ensure public health will be shared internally and with local and/or state public health agencies.

Students and staff who are involved in a communicable disease incident *must understand* that they *cannot* divulge any personally identifiable information (PII), including personal health information (PHI), about anyone unless part of a public health investigation.

Similarly, local and/or state public health agencies cannot share PII or PHI with the college unless it is critical to their investigation.

Students and staff should not ask fellow classmates or employees about the status of any individual.

When a person is visibly symptomatic or is reporting symptoms

If a person has observable or reports communicable disease symptoms, immediately isolate the person from the area. Methods include:

- ☐ Having them put on a face covering;
- ☐ Stepping outdoors, if possible, and remain at least 6 feet from others;
- ☐ Moving to an unoccupied indoor area and remaining at least 6 feet from others.
- ☐ After isolating them, contact Public Safety at (971) 722-4444.
 - Tell Public Safety you isolated a person due to communicable disease symptoms.
 - The person will also be asked how they can get home. If they can drive themselves that is the ideal. If not, they will be asked to contact a household member who can pick them up.

Other people in the symptomatic person's classroom or work area

From a practical standpoint, if a person reports or has visible communicable disease symptoms while at school or work, classmates and colleagues are not likely going to be able to concentrate on work. Classmates and colleagues will be allowed to leave.

Information provided to students and staff

All students and employees will be provided information on symptoms and protective measures in the event that a communicable disease outbreak occurs. The notification may be by direct email, texting, posting to the college website, or other platforms.

The *symptomatic* person will be advised to follow up with their medical provider or the county health department.

Classmates and colleagues will also be advised that they should contact their provider or county health department if they develop communicable disease symptoms or have any questions related to their health.

Notification of Public Health (See contact information above)

Immediately, the symptomatic person's supervisor or instructor (as appropriate) will contact Risk Services or Public Safety to report the incident. The supervisor/instructor will be asked for the students/employee names and as much contact information (e.g. phone numbers) they have about the symptomatic person and others in the area.

Risk Services will contact the health department in the county where the incident took place and provide them as much information as they have on the incident, including the names and contact information for the symptomatic and other individuals.

Risk Services and Community Engagement will consult with the county health department on follow up actions PCC should take. These may include cleaning, sanitizing, and disinfecting impacted areas and closing parts or all of a PCC locations.

Cleaning affected areas

PCC Facilities and Management Services (FMS) has procedures for cleaning, sanitizing, and disinfecting surfaces during a communicable disease outbreak. Areas where symptomatic persons attended class or work will be cleaned according to FMS procedures.

Isolation and quarantine of affected persons

A person who has observable or reports communicable disease symptoms *is not necessarily infected*. A diagnosis will require a medical evaluation. Nonetheless, PCC will exercise an abundance of caution.

The *symptomatic person* will be provided information on how to self-isolate as if they are infected. They should follow this advice until advised otherwise by their own medical provider or county health department.

Classmates and colleagues will be provided information on how to quarantine as if they were in close-contact with a known infected person. They should follow this advice until advised otherwise by their own medical provider or county health department.

Duration of isolation or quarantine

The duration of isolation and/or quarantine will be dependent upon the type of pathogen and the recommendations by public health. As an example, the *current minimum* guidelines for isolation and quarantine duration for COVID-19 are:

For the *symptomatic person*:

- ☐ If you have a positive communicable disease test, you should remain at your place of residence for *at least* 10 days after illness onset *and* 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
- ☐ If you have a negative test (and if you have multiple tests, all tests are negative), you should remain at your place of residence until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
- ☐ If you did not undergo testing, you should remain at your place of residence until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.

For *classmates and colleagues*:

- ☐ You should quarantine yourself for 14 days after your last contact with a confirmed or presumptive case. You should seek testing should symptoms develop.

Contact tracing and case investigation

In some cases, the local public health department (LPHD) will need to perform contact tracing when there are reports of confirmed, presumed, or suspect communicable disease cases associated with PCC. The LPHD will conduct the tracing according to their guidelines.

When requested by the LPHD, PCC will assist LPHD in contact tracing by providing the LPHD with the names and contact information of potentially exposed individuals when asked for by the LPHD.

PCC will utilize class registration information and employee workplace assignments to assist the LPHD in their contact tracing and case investigation.

College public health messaging

PCC will utilize multiple platforms to provide public health messaging to students and staff. These may include, as appropriate: The PCC-public website; myPCC; email; and text alerts.

Organizations Responsible for Providing Disaster/Emergency Health and Medical Services

County Health Departments

Multnomah County Health Department

Address: 619 NW 6th Ave, Portland, OR 97204

Phone: 211

Phone: (503) 988-3674

Email: health.dept@multco.us (link sends e-mail)

Website: <https://multco.us/health>

Multnomah County Emergency Operations Center Liaison for Schools and Colleges

Phone: (503) 988-0061

Washington County Department of Health and Human Services

Address: 155 N 1st Ave #160, Hillsboro, OR 97124

Phone: (503) 846-3594

Email: <https://www.co.washington.or.us/FooterContact.cfm?deptid=%206EOC-Liaison@co.washington.or.us>

Website: <https://www.co.washington.or.us/HHS/>

Yamhill County Health and Human Services

Address: 627 NE Evans St, McMinnville, OR 97128

Phone: (503) 434-7525

Email: <https://hhs.co.yamhill.or.us/contactcovid@co.yamhill.or.us>

Website: <https://hhs.co.yamhill.or.us/>

Clackamas County Public Health

Address: 2051 Kaen Rd #367, Oregon City, OR 97045

Phone: (503) 655-8224

Website: <https://www.clackamas.us/publichealth>

Phone: (503) 655-8411 Clackamas County Public Health Infectious Disease Team

Report an illness via email: PH-CommunicationsTeam@clackamas.us

Columbia County Health Services

Address: 2370 Gable Rd, St Helens, OR 97051

Phone: (503) 397-7247

Email: contact@columbia-health.org

Website: <https://www.columbiacountyor.gov/departments/PublicHealth>

Email: health@columbiacountyOR.gov

Oregon Health Authority

Address: 500 Summer Street, NE, E-20 Salem, OR 97301-1097

Phone: (503) 947-2340

Website: <https://www.oregon.gov/oha/pages/index.aspx>

Centers for Disease Control and Prevention

1600 Clifton Rd

Atlanta, GA 30333

800-CDC-INFO

(800-232-4636)

TTY: (888) 232-6348

Email: cdcinfo@cdc.gov

www.cdc.gov

Organization Responsible for Arranging Crisis Counseling for Emergency Workers

American Red Cross Northwest Oregon Chapter

Address: 3131 N. Vancouver Ave. Portland, OR 97227

Phone: (503) 284-1234

Website: <https://www.redcross.org/local/oregon/about-us/locations/northwest-oregon-chapter.html>

Department Responsible for Providing Post-Incident Mental Health Care

PCC Counseling (for students)

(971) 722-8153

<http://www.pcc.edu/counseling>

Human Resources (for employees)

(971) 722-5872

Annex Maintenance

All annexes must be reviewed and updated a minimum of once each year. All reviews and updates must be approved by the Emergency Manager prior to posting.

Responsible Party: Risk Services Manager

ANNEX – O: EARTHQUAKE



Created: 8/1/2020

Revised:

Revised:

EARTHQUAKE

Purpose

The purpose of this annex is to provide guidance regarding earthquake preparedness, response and recovery. Earthquakes and their after effects are one of the most destructive phenomena of nature. Therefore, it is important to consider the possibility of an earthquake.

This annex would be activated in the event of an earthquake impacting the college or surrounding area. This does not automatically prompt the activation of the EOC. That decision will be made in accordance with the EOC Activation instructions in the Base Plan.

This annex is based on the assumption that college campuses and centers could experience an earthquake at any time. If an earthquake occurs in a populated area, it may cause many deaths, injuries, and extensive property damage.

Goals

- Goal 1 (before): Prepare and promote an earthquake awareness program
- Goal 2 (during): Protect the college community from earthquake-related injuries and property damage.
- Goal 3 (after): Protect people from continuing threats (fire, riots/looting, unsafe areas, mechanical issues, building collapse, aftershocks, landslide, etc.), conduct an incident assessment and provide appropriate after care; protect property and secure property to avoid additional hazards and threats.

Objectives

- Objective 1.1: Develop and publicize a training program, including survival tips and practice the program annually with local emergency agencies
- Objective 1.2: Post information in highly visible locations of where to go and what to do in case of an earthquake
- Objective 1.3: Provide annual communication regarding earthquake preparedness at orientation and training programs
- Objective 1.4: Review/revise the college physical plant survey to assess seismic readiness annually, or more frequently as needed
- Objective 2.1: Activate emergency notification system
- Objective 2.2: Follow preparedness, response and recovery protocols
- Objective 3.1: Notify first responders of damaged areas and of anyone who might be missing or trapped and ensure the college community is kept safe from damaged areas

Objective 3.2: Ensure appropriate aftercare and support services are available to all in need, including reunification, counseling, family support, sheltering and transportation.

Course of Action

Portland Community College is located in a seismically active area that is vulnerable to both regional and local earthquakes. The Cascadia Subduction Zone, which garners the most attention, is a 600-mile fault along the Pacific coast shoreline that stretches from Northern Vancouver Island to Cape Mendocino California. The three local fault zones, where shallow crustal faults exist, are the Gales Creek fault zone, the Mount Angel fault zone, and the Portland Hills fault zone. The Portland Hills fault zone is approximately 30 miles long and stretches from Oregon City to Scappoose. The Gales Creek fault zone is named after its location in the Gales Creek Valley, forming the boundary between the Oregon Coast Range and Willamette Valley. The Mount Angel fault runs through Northern Willamette Valley, and runs from approximately Scott Mills under Newberg and up to Forest Grove.

As stated in the *Earthquake Regional Impact Analysis for Clackamas, Multnomah, and Washington Counties, Oregon* by the Oregon Department of Geology and Mineral Industries (DOGAMI), a magnitude 9.0 earthquake along the Cascadia Subduction Zone (CSZ) would have a severe impact on the three-county area. Depending on the time of day an earthquake occurs, casualties may be in the thousands or low tens of thousands; building repair cost estimates are between 23.5 and 36.7 billion dollars, and several million tons of debris would be generated from damaged buildings. In short, no community will be unharmed.

Still, several lines of indirect evidence have led to the conclusion that the Portland Hills fault zone appears to be capable of generating a large-magnitude earthquake as well. The damage and casualty estimates resulting from a magnitude 6.8 Portland Hills fault earthquake, are more than twice compared to a CSZ earthquake, primarily because of the PHF location below densely populated and heavily developed areas.

The following is meant to provide information on actions to be taken during and after an earthquake. This information is provided by FEMA and is available at www.ready.gov. Oregon also has information at Shakeout.org/Oregon.

During an Earthquake

Drop, Cover and Hold On. Minimize movements to a few steps to a nearby safe place and if you are indoors, stay there until the shaking has stopped and you are sure exiting is safe.

If Indoors

- ☐ DROP to the ground; take COVER by getting under a sturdy table or other piece of furniture; and HOLD ON until the shaking stops. If there isn't a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.
- ☐ For those with limited mobility who have difficulty getting onto the ground or getting back up without assistance, follow these recommendations:
- ☐ If you use a cane: DROP, COVER, and HOLD ON or sit on a chair and cover your head and neck with both hands. Keep your cane near you so it can be used when the shaking stops.

- ☐ If you use a walker or wheelchair: LOCK your wheels (if applicable), bend over and COVER your head and neck with your arms, and HOLD ON until the shaking stops.
- ☐ Stay away from glass, windows, outside doors and walls and anything that could fall, such as lighting fixtures or furniture.
- ☐ Do not use a doorway except if you know it is a strongly supported, load-bearing doorway and it is close to you. Many inside doorways are lightly constructed and do not offer protection.
- ☐ Stay inside until the shaking stops and it is safe to go outside. Do not exit a building during the shaking. (Research has shown that most injuries occur when people inside buildings attempt to move to a different location inside the building or try to leave.)
- ☐ DO NOT use the elevators.
- ☐ Be aware that the electricity may go out or the sprinkler systems or fire alarms may activate.

If Outdoors

- ☐ Stay outside.
- ☐ Move to an open area away from buildings, streetlights and utility wires.
- ☐ Once in the open, stay there until the shaking stops. The greatest danger exists directly outside buildings, at exits and alongside exterior walls. Many fatalities from earthquakes occur when people run outside of buildings only to be killed by falling debris from collapsing walls. Ground movement during an earthquake is seldom the direct cause of death or injury. Most earthquake-related casualties result from collapsing walls, flying glass and falling objects.

If Trapped Under Debris

- ☐ Do not light a match or lighter.
- ☐ Do not move about or kick up dust.
- ☐ Cover your mouth with a handkerchief or clothing.
- ☐ Tap on a pipe or wall so rescuers can locate you if you are trapped. Use a whistle if one is available. Shout only as a last resort. Shouting can cause you to inhale dangerous amounts of dust.

After an Earthquake

- ☐ When the shaking stops, look around to make sure it is safe to move. Then exit the building if safe to do so.
- ☐ Expect aftershocks. These secondary shockwaves are usually less violent than the main quake but can be strong enough to do additional damage to weakened structures and can occur in the first hours, days, weeks or even months after the quake.
- ☐ Help injured or trapped persons. Remember to help those who may require special assistance such as infants, the elderly and people with functional needs. Give first aid where appropriate. Do not move seriously injured persons unless they are in immediate danger of further injury. Call for help.
- ☐ Look for and extinguish small fires. Fire is the most common hazard after an earthquake.
- ☐ Listen to a battery-operated radio or television for the latest emergency information.

- ☐ Use the telephone only for emergency calls.
- ☐ Stay away from damaged areas, unless your assistance has been specifically requested by police, fire, or relief organizations. Return to your building only when local first responders/DPS staff indicate that it is safe to reenter.
- ☐ Be careful when driving after an earthquake and anticipate traffic light outages.
- ☐ After it is determined that it's safe to return, your safety should be your primary priority as you begin cleanup and recovery.
- ☐ Open cabinets cautiously. Beware of objects that can fall off shelves.
- ☐ Put on long pants, a long-sleeved shirt, sturdy shoes and work gloves to protect against injury from broken objects.
- ☐ Clean up spilled medicines, bleach, gasoline or other flammable liquids immediately. Leave the area if you smell gas or fumes from other chemicals.
- ☐ A Damage Assessment Team should be formalized to:
 - Inspect for building damage.
 - Check for gas leaks. If you smell gas or hear blowing or hissing noise, open a window and quickly leave the building. Turn off the gas at the outside main valve if you can and call the gas company from another location. If you turn off the gas for any reason, it must be turned back on by a professional.
 - Look for electrical system damage. If you see sparks or broken or frayed wires, or if you smell hot insulation, turn off the electricity at the main fuse box or circuit breaker. If you have to step in water to get to the fuse box or circuit breaker, call an electrician first for advice.
 - Check for sewage and water lines damage. If you suspect sewage lines are damaged, avoid using the toilets and sinks and call a plumber. If water pipes are damaged, contact the water company and avoid using water from the tap. You can obtain safe water by melting ice cubes.

Annex Maintenance

All annexes must be reviewed and updated a minimum of once each year. All reviews and updates must be approved by the Emergency Manager prior to posting.

Responsible Party: Emergency Manager

ANNEX – P: HAZARDOUS MATERIALS



Created: 8/1/2020

Revised:

Revised:

HAZARDOUS MATERIALS

Purpose

A variety of chemicals that can be hazardous on release are common in small quantities on a campus or center and in large quantities in transit around all college facilities. Chemicals such as ammonia, chlorine, natural gas, acetylene and propane may be utilized and stored on or around PCC property. These chemicals and many other hazardous materials are transported daily by truck and rail in proximity to college facilities. Keep in mind PCC can only influence the process and outcome of issues that occur on, or are impacted by, PCC property. This annex is designed to improve the safety of our campuses and centers in the use and storage of hazardous materials and to maximize our preparedness to respond appropriately to a release of hazardous materials on or near our facilities.

Note: For bloodborne pathogen related issues, please refer to the Medical Annex and PCC's Bloodborne Exposure Control Plan.

Goals

- Goal 1 (before): Prevent the accidental release of hazardous materials on PCC property
- Goal 2 (during): Protect the PCC community in the event of a hazardous material release on or near college facilities
- Goal 3 (after): Assure all persons exposed to chemicals receive appropriate decontamination and medical treatment and assure facilities are decontaminated and prepared for re-occupancy

Objectives

- Objective 1.1: Provide ongoing training to all college personnel that work with hazardous chemicals to prevent accidental release incidents
- Objective 1.2: Provide ongoing training to all college staff in basic hazardous materials awareness and appropriate response to chemical leaks on or near PCC property and advanced training for those involved in the clean-up of chemical spills/leaks (Refer to the EH&S Health and Safety Manual -Hazardous Material Emergency Response Plan).
- Objective 1.3: Provide periodic drills and exercises to test plan and employee operations
- Objective 2.1: Identify type and scope of chemical incident
- Objective 2.2: Utilize emergency notification procedures to alert all personnel on site of the emergency and activate appropriate response procedures
- Objective 2.3: Notify emergency responders of on-site chemical release

Objective 2.4: Participate/communicate with unified incident command to protect personnel, mitigate and terminate incident

Objective 3.1: Identify all persons exposed to chemical agent and ensure decontamination and treatment are provided by emergency responders

Course of Action

The amount and hazard of the agent involved will determine the appropriate response to a spill or exposure.

A major Haz-Mat spill is when:

- ☐ An agent is flammable, reactive or highly toxic.
- ☐ Someone has been exposed to the chemical.
- ☐ The spill is greater than 1 gallon.
- ☐ Too much of a chemical has been spilled for the amount of absorbent in the spill kit.
- ☐ There are not appropriately trained responders on site to respond to the spill

A minor Haz-Mat spill is when:

- ☐ Less than 1 gallon of chemical is spilled.
- ☐ The chemical has a low to moderate hazard.
- ☐ No one has been exposed to the chemical.
- ☐ Designated college staff have sufficient equipment and training to clean up the spill.

If immediate assistance is needed contact Public Safety at (971) 722-4444 or 911 immediately. If immediate assistance is not required, but there is any doubt about your ability to clean up a spill, contact Environmental Health and Safety (EH&S) for assistance.

The response depends upon knowledge of the hazards present at the spill. If the chemicals and hazards are unknown, contact 911 to assess the situation.

Hazardous Material Event Prevention

Due diligence in all handling, storage and use of hazardous chemicals is essential in the prevention of on-site hazardous chemical incidents. Proper training of all personnel that handle chemicals is paramount to preventing incidents. All personnel that handle hazardous chemicals on PCC property will receive training in accordance with section 5 of the EH&S Hazardous Materials Response Plan, and the proper use and storage of those chemicals according to department procedures. EH&S provides Hazard Communication training, not chemical-specific training.

Hazardous chemicals, as required by type and quantity, on PCC property will be inventoried and cataloged by EH&S so that the type and location of chemicals are easily accessible to the Emergency Planning Team and the EOC Team. Safety Data Sheets will also be on-hand as required by OSHA.

Incident Identification and Emergency Notifications

Notification may be received of an off-site chemical spill by County or City Emergency Management, Emergency Communication Center (9-1-1) or other Public Safety Organizations.

- ☐ Upon notification of a chemical event that may impact any college facilities, the emergency operations plan will be activated
- ☐ The Crisis Communications Shelter-in-place and Evacuation annexes will be initiated as needed
- ☐ The Emergency Operations Center will be activated in accordance with the Base Plan

EOC Director Considerations

- ☐ Issue stand-by instruction if classes are in session
- ☐ Determine what procedures should be activated
- ☐ Consider a Shelter-in-Place or Evacuation order based on the circumstances
- ☐ Notify Facilities Management Services to shut off mechanical ventilating systems
- ☐ Notify local law enforcement of intent to take shelter or evacuate
- ☐ Notify the President and Policy Group of the status and action taken
- ☐ Activate the Crisis Communications annex
- ☐ Issue directed transportation instruction if students will be evacuated to a safer location
Update the President/Policy Group and the EOC Team of any significant changes
- ☐ Do not allow employees and students to return to the building until proper authorities have determined that it is safe to do so
- ☐ Determine whether campus will be closed or remain open
- ☐ Give the "all clear" signal after the threat has passed
- ☐ Document all actions taken
- ☐ Refer to the 7 essential steps of spill response mentioned in the EH&S Hazardous Materials Emergency Response Plan

Shelter-in-place

Students, Faculty and Staff

- ☐ Do not leave the building unless directed to do so.
- ☐ Close and lock all windows, exterior doors and any other openings to the outside.
- ☐ Shut down air handling units and fans if it can be done safely.
- ☐ When possible, move to interior rooms above ground floor with the fewest windows or vents. Avoid overcrowding. Large storage closets, utility rooms, pantries and copy and conference rooms without exterior windows work well. Avoid selecting rooms with mechanical equipment like ventilation blowers or pipes.
- ☐ Ensure persons with functional needs are properly assisted.
- ☐ If you are told there is danger of explosion, close the window shades, blinds or curtains.
- ☐ Write down the names of everyone in the room.
- ☐ Listen for an announcement from college officials and stay where you are until you are told it is safe or you are told to evacuate. Local officials may call for an evacuation in specific areas at greatest risk.
- ☐ Report your presence to DPS officials if safe to do so.
- ☐ Wait until an ALL CLEAR message has been received from emergency responders before resuming normal activity or leaving the building.

When outdoors, faculty, staff and students should:

- ☐ Listen for the "shelter-in-place" procedure announcement.

- ☐ Be prepared to move away from danger. Look for several escape routes preferably up-wind.
- ☐ Relocate to the nearest safe building.
- ☐ Ensure persons with functional needs are properly assisted.
- ☐ Remain calm.
- ☐ Continue to take shelter until notified by the appropriate authority.

Haz-Mat Spill Response and Clean-up Procedures

In the event of a major or unknown spill:

- ☐ Protect yourself and others. Shut off any ignition sources and stop the source of spill/leak if you can do so without endangering yourself. Refer to the EH&S Hazardous Materials Emergency Response Plan for specific clean up procedures.
- ☐ FMS or the leadership team on site will determine, by the nature of the spill, if evacuation of the room is warranted. If the spill requires evacuation, this will be done promptly and Public Safety (971) 722-4444 or 9-1-1 will be contacted for assistance.
 - Provide your name
 - Specific location of the spill
 - Name of the substance spilled
 - Quantity of spill
- ☐ Emergency responders will respond, and request assistance from PCC employees as needed. The first response will be to remove students and employees to safety and secure the affected area. A building evacuation may result if the chemical:
 - Creates a fire, or there is a potential for fire
 - The spill is flowing outside of the room
 - Fumes or odors are permeating the building
- ☐ Whenever possible, responders will consult the SDS (Safety Data Sheet) of the spilled agent before entering the affected area. Based on the SDS information the responding parties may decide that the Fire Department Hazardous Materials Unit is required.
- ☐ If the spill is determined not to be hazardous, trained employees using appropriate personal protective equipment will contain and clean up the spill. If the spill is determined to be hazardous a contracted emergency response company will be consulted to determine the best route to mitigate the hazard.
- ☐ The Incident Commander on site will determine when and how an affected facility or area can be re-occupied and determine when the space will be returned back over to college officials.
- ☐ Complete an incident report

In the event of a minor Haz-Mat spill:

- ☐ If properly trained, clean up the spill using the Haz-Mat spill kit. If not, contact Environmental Health and Safety.
- ☐ Protect yourself and others. Avoid direct contact with the spilled chemical. Wear protective clothing such as gloves and goggles during clean up. Treat all agents as if they are hazardous.
- ☐ Contain the spill and secure the area. Cordon off the spill area; do not walk through or allow others to walk through the spilled material.

- ☐ Dispose of the material in the approved waste container.
- ☐ Clean up. Wash hands thoroughly, even if there is no visible contamination.
- ☐ Ensure the Haz-Mat spill kit and all other personal protective equipment is replaced.
- ☐ Complete an incident report

Annex Maintenance

All annexes must be reviewed and updated a minimum of once each year. All reviews and updates must be approved by the Emergency Manager prior to posting.

Responsible Party: Manager of Environmental Health & Safety

ANNEX – Q: TORNADO / SEVERE WEATHER



Created: 8/1/2020

Revised:

Revised:

TORNADO / SEVERE WEATHER

Purpose

The purpose of this annex is to provide guidance regarding precautionary and emergency operations in the event of a weather-related emergency. This annex would be activated in the event of an actual, or anticipated weather-related emergency impacting the college and is based on the assumption that severe weather can occur throughout each season. This includes, but is not limited to: tornadoes, thunderstorms, high wind, ice, hail, snow, blizzard, rain. It is also assumed that college personnel will receive watch and warning information from the National Weather Service or local officials. The Department of Public Safety will also have a weather radio and will notify the PCC community if weather conditions are dangerous.

Goals

- Goal 1 (before): Prepare the PCC community for a severe weather event
- Goal 2 (during): Protect all persons from-severe weather-related injuries
- Goal 3 (after): Perform incident assessment and provide appropriate aftercare

Objectives

- Objective 1.1: Consider severe weather effects in building design & engineering
- Objective 1.2: Inform the college community of shelter locations and conduct periodic severe weather/tornado drills
- Objective 2.1: Activate emergency notification system as quickly as possible
- Objective 2.2: Ensure PCC community shelters properly
- Objective 3.1: Notify first responders of shelter locations and of anyone who might be trapped
- Objective 3.2: Ensure appropriate aftercare and support services are available to all in need, including reunification, counseling, family support, shelter and transportation.

Course of Action

General Guidelines - Stay away from windows and exterior doors during all severe weather.

Notification of an approaching dangerous storm may be made by one or more of the following:

- ☐ Emergency warning sirens
- ☐ National Weather Service Emergency Alert System via the broadcast media or cell phone Wireless Emergency Alerts (WEA)
- ☐ Via phone system, emergency notification system, email, Website or another communications device.

Tornado or Severe Weather Watch - A Tornado or Severe Weather Watch is an indication of where and when the probabilities are highest that severe weather or a tornado could occur.

Tornado or Severe Weather Warning - A Tornado or Severe Weather Warning indicates a tornado or severe weather has been sighted and you should immediately take shelter.

HIGH WIND WARNINGS/EXTREME WEATHER EVENTS

The Department of Public Safety

- ☐ Notify the entire PCC community of the situation and instruct everyone to monitor the situation until it has passed.

Facilities Management Services

- ☐ Secure roofs and high areas of all loose equipment and materials
 - ☐ Notify contractors to secure equipment and materials including scaffolding
-

TORNADO or SEVERE WEATHER WATCH

The Department of Public Safety

- ☐ Monitor weather conditions.
- ☐ Notify key PCC officials of the situation and instruct everyone to monitor the situation until it has passed.

TORNADO or SEVERE WEATHER WARNING

The Department of Public Safety

- ☐ Monitor weather conditions. If the weather is severe enough, consider sending out an emergency notification.
- ☐ Notify key college officials and the Emergency Manager of the situation and instruct everyone to monitor the situation until it has passed.
- ☐ For a tornado warning, send notification by all means possible including, via phone system, emergency notification system, email, Website, or other communications device to all the college (students, employees and visitors) with the message: **“This is a TORNADO WARNING. Immediately take shelter in an interior room or hallway on the lowest level of your building, away from doors and windows. Remain there until directed otherwise.”**
- ☐ Send an “all clear” message when the situation is over.
- ☐ Notify the following:
 - Emergency Manager
 - President or designee
 - Policy Group
 - EOC Team
- ☐ Determine and facilitate the appropriate EOC activation level as deemed necessary.
- ☐ Open the EOC and direct all EOC team members to report to the EOC if they can safely do so.
- ☐ Conduct EOC operations.

Students, Faculty and Staff

- ☐ Once a tornado warning has been received, close all doors and windows
- ☐ Take shelter in a designated shelter area or an interior room or hallway on the lowest level of the building, away from doors and windows, and sit as low to the ground as possible
- ☐ Protect your head with your arms
- ☐ Organize assistance to those individuals with functional needs
- ☐ Do not use the elevator
- ☐ Do not open windows or go outside
- ☐ Follow directions of emergency responders
- ☐ Wait until an ALL CLEAR message has been received

Labs, Studios and Shop Settings

- ☐ Once a tornado warning has been received, quickly inform your class of the situation and **follow the instructions for Students, Faculty and Staff**
- ☐ Turn off all electronic equipment in the classroom and terminate all work in progress if safe to do so
- ☐ Extinguish all open flames
- ☐ Properly close garage and hangar doors if safe to do so
- ☐ Ensure that all chemical bottles and containers are capped or sealed
- ☐ No equipment should be used during a tornado warning
- ☐ Wait until an ALL CLEAR message has been received from local first responders/DPS staff

WINTER STORM OPERATIONS

Severe winter storm response operations will be carried out in three phases:

- ☐ Pre-storm warning and preparation
- ☐ Storm response operations
- ☐ Storm recovery operations

Pre-storm Warning and Preparation Phase

This phase begins when a winter storm or weather event is identified and predicted to impact the college. Depending on the storm classification, select members of the Emergency Planning Team may meet during this phase to assess the situation and review preparations for the storm. This phase also includes actions taken to prepare the college and its population for the expected winter storm. These actions could include but are not limited to:

- ☐ College and departmental plan reviews
- ☐ Providing safety information related to preparedness
- ☐ Coordination with local and state governmental agencies
- ☐ Reviewing essential personnel lists
- ☐ Place essential employees (groundskeepers, etc.) on on-call status
- ☐ Reviewing equipment and supply lists and capabilities
- ☐ Potential stockpiling of supplies
- ☐ Reviewing the college closure policy
- ☐ Requisition of additional snow removal equipment or contracted support.
- ☐ Locating on-site locations where essential personnel can shelter before and during the event
- ☐ Consider cancelling PCC events, tours, etc.
- ☐ Warning notification to the Leadership and Policy Group and storm reaction personnel.

The Inclement Weather Team may brief the President or designee on a storm incident classification level, anticipated arrival of the storm and action to be taken in the response phase. This phase ends when the storm arrives.

Storm Response Phase

This phase begins when the winter storm or weather event impacts the college. DPS and FMS are the leads in the execution of this plan. However, depending on the situation, select members of the EOC Team may be called on to update the college President or designee and coordinate a response for mass distribution.

Storm Recovery Phase

Recovery actions consist primarily of two parts overlapping in time. Part one is the restoration and return to normal service and operations of facilities, services and utilities. Part Two is the implementation of a process to accurately collect and document after-action reports and potential impact assessments, e.g. rescheduling of class work, impact on workforce, training, etc. This process is very important to future efforts to learn from past actions and to potentially recover costs associated with the storm

Plan Activation

Activation of the plan may be preceded by the Emergency Planning Team coming together or communicating remotely prior to or during a storm to assess the severity of the current or impending winter storm incident. Under predicted emergency or forecast of extreme winter weather conditions, the EOC may be activated and this plan made operational prior to the actual weather event in order to manage and coordinate the planning, response and recovery operations.

College Closure during Response and Recovery Operations

Under certain conditions, including weather-related conditions, it may become necessary to cancel classes and/or close the college. When the President or designee declares a college-wide closure, employees who are not identified as **essential personnel** shall not report to work or shall leave PCC property upon notice by a supervisor, dean, director or department head. Only departments and employees who provide essential functions shall be open and perform duties.

In order to sustain specific business activities, certain units or personnel may be designated as essential for the purposes of a specific closure. The vice presidents are responsible for determining which units are deemed essential at the time of closure. Supervisors and managers shall notify the employees in affected units as soon as possible if they are needed as essential personnel for a specific closure.

Annex Maintenance

All annexes must be reviewed and updated a minimum of once each year. All reviews and updates must be approved by the Emergency Manager prior to posting.

Responsible Party: Director of Community Engagement

ANNEX – R: TRANSPORTATION ACCIDENT



Created: 8/1/2020

Revised:

Revised:

TRANSPORTATION ACCIDENT

Purpose

This annex is intended to minimize the loss of life, human suffering and to get those traveling on college-sponsored business or to/from extracurricular events back to a safe location by ensuring that timely and coordinated services are provided to employees and students as needed due to a transportation emergency or disaster. Other transportation related emergencies to be considered are any that happen on, or near, a campus/center that cause casualties or a potential danger to property or persons (train derailments, plane crashes, bus or van accidents, etc.).

Goals

- Goal 1 (before): Prepare the college community for a transportation accident.
- Goal 2 (during): Provide emergency medical services to affected populations.
- Goal 3 (after): Protect PCC community members from further injury and suffering by providing transportation for them to a safe location, and then either to their original destination or back to PCC.

Objectives

- Objective 1.1: Communicate operations procedures to the college community in event of a transportation accident.
- Objective 1.2: Identify and train appropriate staff members to be responsible for decision making when a transportation accident occurs.
- Objective 1.3: Identify resources available from national transportation providers. Employ Memorandums of Understanding (MOUs) to coordinate resources as necessary.
- Objective 2.1: Identify the type of medical incident and additional support needed, such as sending a college liaison to the scene.
- Objective 2.2: Ensure proper emergency medical services and transportation are provided to all affected individuals
- Objective 3.1: Assign staff members, as necessary, to each affected individual. Work with affected individuals to address their needs until they reach their destination and/or return to college.
- Objective 3.2: Ensure that transportation is provided to affected individuals to get them to their destination and/or back to PCC.

Objective 3.3: Ensure that mitigation of property damage is addressed and conducted in a safe manner.

Course of Action

Triggering / Implementing the Function

This annex is to be implemented upon the activation of the EOP in order to care for the physical well-being of all employees and students involved in a transportation accident (vehicle/bus, train, airplane/helicopter or boat) while conducting college sponsored business.

Situation and Assumptions

Situation

A well-planned transportation support network is essential during emergency situations.

Depending on the nature of the incident, complications may include employees/students being admitted to hospitals or being stranded away from PCC for an extended period of time.

Assumptions

A large-scale transportation emergency may result in increased demands on Emergency Medical Services and other medical personnel.

Many of the injured may be transported to medical facilities by people other than medical personnel.

Resources available through area and regional medical, health and mortuary services may be needed.

Resources available from area transportation services may be needed.

When college resources can no longer meet the demand of the situation, other colleges and universities, City and County agencies will be contacted to provide additional support.

Coordination between Medical providers may be necessary to ensure information about employees/students requiring medical care is appropriately shared.

As soon as college officials are made aware of the transportation incident, it will be necessary to gain vital information such as a roster of individuals that are traveling, mode of transportation that was used (college-owned versus commercial/rental) and contact information for the trip leader, if applicable.

Medical

EMS (when required) will provide field medical care as needed during emergency situations and coordinate necessary medical transportation to an area hospital. Those involved in the accident should call 9-1-1 to request emergency personnel in the event that anyone is injured. After that,

a call into the Department of Public Safety should be made in order to inform the college and provide college support.

College personnel will keep a written record of treatment provided on-site, including the names of the injured individuals, a brief description of the first aid provided and to what facility the patient(s) are transported to.

If necessary, the college will send a liaison to the scene of the accident and/or to the hospital where patients are being sent for treatment. In the event of a fatality, the Death of Student or Employee plan will be enacted.

College personnel should reach out to emergency contacts for all involved parties.

Medical Services Representative

The Manager of Risk Services/Environmental Health & Safety or designee will serve as the Health & Medical Services Representative in the EOC if needed.

Non-Injured

For those that are non-injured, a determination should be made about continuing to the final destination or whether to return to PCC. If near the final destination, contact the host to see if they have transportation available to transport the remaining people to the final destination. If not close or if it is decided to return to PCC, contact the original transport company or a local transport company to arrange for conveyance.

Departments Responsible for Post-Incident Mental Health Care

The Human Resources Department will work in conjunction with the Director of Counseling and the relevant department heads to coordinate with the Employee Assistance Program so as to ensure that all students, faculty, staff and responding persons have access to Post Incident Mental Health Care.

International Travel

For Education Abroad, utilize the trip-specific contact information to address immediate needs. As soon as possible, report the incident to the Manager for Education Abroad.

For co-curricular, non-credit travel, utilize the trip-specific contact information to address immediate needs. As soon as possible, report the incident to the Office of Vice President of Student Affairs.

For individual employees traveling, without students, on college business, contact your supervisor as soon as possible. If you cannot reach your supervisor contact PCC Risk Services.

For international travel accidents, follow travel abroad policy and contact the international insurance provider.

Public Information

Any details of the accident, injuries, deaths and other pertinent information should be shared with the College Public Information Officer (PIO). The PIO will be responsible for drafting any

press releases to the College community and/or public about the accident.

Insurance

Contact PCC Risk Services as soon as possible for assistance with insurance company reporting and assistance.

Annex Maintenance

All annexes must be reviewed and updated a minimum of once each year. All reviews and updates must be approved by the Emergency Manager prior to posting.

Responsible Party: Director of Auxiliary Services

ANNEX – S: UTILITY FAILURE



Created: 8/1/2020

Revised:

Revised:

UTILITY FAILURE

Purpose

This Annex outlines appropriate actions that should be taken, and which notifications must be made during a power outage or other utility failure.

Goals

- Goal 1 (before): Mitigate the potential for power and other utility interruptions.
- Goal 2 (during): Re-establish power and utilities as quickly as possible.
- Goal 3 (after): Inspect and bring all systems back online and determine whether suspension of work or classes are necessary.

Objectives

- Objective 1.1: Perform required preventive maintenance on all utilities, electrical systems and generators. The Department of Facilities Management Services and/or contractors who provide maintenance service agreements for college should oversee this process.
- Objective 1.2: Periodic testing of emergency lighting and safety systems.
- Objective 2.1: Establish procedures for rapidly contacting local utility providers and contractors.
- Objective 3.1: Ensure mechanical systems are protected through physical inspection. Manually bring up systems that do not restart.
- Objective 3.2: Assemble an appropriate team to determine whether there should be any work or class suspensions.

Course of Action

A utility failure is any disruption in services necessary for the safe and proper operation of a building, buildings or a campus. This includes electricity, water, natural gas/ heating, ventilation, air conditioning, telephone or internet/network. A utility failure may be widespread or limited to a specific building or area within a building. Some power and utility outages may be scheduled, and personnel notified in advance, in order to perform preventive maintenance and plan for unexpected outages. The Department of Facilities Management Services must be contacted to arrange system tests.

Preparation

Planned utility outages are often delivered in emails and/or posted on the affected building. In the event of a utility failure there are actions that should be taken to protect equipment and assist in the safe evacuation of the affected area.

Emergency Lighting and Egress: Most building areas are equipped with emergency lighting or illuminated emergency exit signs. For areas that are not equipped with emergency lighting, the affected area should be provided with battery-powered or wind-up flashlights if available and advisable.

Equipment and Data Protection: Some equipment may require an uninterruptible power supply (UPS) system to ensure that the equipment does not sustain damage during a power outage, lose valuable data and maintain power long enough to power down through a routine or emergency shutdown sequence.

Sanitation: To conserve water usage and maintain sanitary conditions occupants should try to limit restroom usage during power outages and consider using antiseptic wipes or waterless hand sanitizer to disinfect hands.

Response Procedures

The following procedures must be followed whenever a critical (i.e. power, water, heating or ventilation and air conditioning) utility failure occurs:

- ☐ Report the utility failure to the Department of Facilities Management Services and the local utility provider
- ☐ Discontinue all non-essential work until utilities are restored
 - Ascertain the integrity of the waste water and potable water systems. Be prepared to restrict use of these systems as needed. Contact the County Health Department as needed.
- ☐ If emergency lighting is unavailable-
 - Remain calm
 - Use flashlights, if available

If a building evacuation is ordered due to a utility failure the building may not be re-occupied until a utility, health department or fire official determines the building is safe for re-occupancy. If individuals are ordered to evacuate a building, they should take all personal belongings and

secure the area before leaving. In the event of a power failure, electronic access systems may remain operational using battery backup for a limited period following the power outage.

Suspension of Work/Classes

Authority to suspend and/or cancel class/work functions will be at the discretion of the President or designee. Utility outages may require that all activities within the affected spaces be suspended until utilities are restored.

Some college buildings are equipped with an emergency generator; however, emergency generators are designed to supply power to critical building systems, not to serve as an alternative source of energy to support normal operations.

Evacuation may not occur if the evacuation jeopardizes the safety of the building occupants, such as:

- ☐ Severe weather.
- ☐ Downed power lines adjacent to or blocking building exits.
- ☐ A hazardous materials spill or other condition which makes it unsafe to exit the building.

Whenever a power outage or utility failure affects the building or college, the Department of Facilities Management Services should be notified. The President or designee should consider postponing or cancelling classes/work whenever a utility failure or power outage is expected for the duration of the day/evening.

Annex Maintenance

All annexes must be reviewed and updated a minimum of once each year. All reviews and updates must be approved by the Emergency Manager prior to posting.

Responsible Party: Director of Facilities Management Services

ATTACHMENTS

Attachment 1 – EOC Setup & Security

Attachment 2 – Forms

Attachment 3 – Checklists

Attachment 4 – Campus Plan View

Attachment 5 – Campus Risk Assessment

Attachment 6 – Contact Lists

Attachment 7 – Resource Lists

Attachment 8 – Training Schedule

ATTACHMENT 1 – EOC SET-UP AND SECURITY PLAN

Purpose

The timely and complete set-up of an Emergency Operations Center during an event is of vital importance. The first few hours of an incident can be the most crucial for the protection and preservation of human life. During the first hour of an incident, the EOC Director should not be burdened with ensuring that the EOC is set up properly and is adequate for operations. The EOC is the heart of emergency management and in light of recent events throughout the world total security of an EOC is of the utmost importance.

To facilitate the timely set up of the EOC, an EOC Activation Team has been established. The mission of this team is to immediately respond when activated to open and set up the EOC, so it is operational upon arrival of the EOC Team.

EOC Activation Team

The EOC Activation Team Members are as follows:

Team Leader:	Emergency Manager
Team Member:	Director of Public Safety
Team Member:	Director of Facilities Management Services
Team Member:	Risk Services Manager

Procedure

When the decision has been made to activate the EOC, the following process will be followed for set-up and security:

EOC Setup

- ☐ The Emergency Manager will contact the EOC Activation Team advising them of the EOC activation, at what level the EOC is to be operated, and to respond to the EOC.
- ☐ The EOC Activation Team Leader will determine how many team members are required to complete the set-up and then make the appropriate notifications.
- ☐ The EOC Activation Team will respond and begin the setup of the EOC using the EOC Set-up Checklist (Found in this Attachment).

Note: During the set-up time, only the EOC Team will be allowed admission into the EOC. This will ensure that the EOC Activation Team is not interrupted and preserve the integrity of EOC security.

- ☐ Once the EOC has been set up, the checklist completed, and any last-minute changes made, the EOC will then be turned over to the EOC Director.

EOC Security

The EOC is a secure location. Once activated, the Safety officer will:

- ☐ Ensure exterior doors are closed and secured at all times.
- ☐ Ensure that individuals requesting admission to the EOC are authorized to be there. No one will be allowed to enter the EOC without being issued the proper credentials regardless of position or rank.
- ☐ Personnel from another agency must provide their respective agency picture identification. The Safety Officer will then issue the subject an EOC Credential, which will be logged on the EOC Credential form (Found in Attachment 2). This form will document:
 - Subjects name
 - Agency
 - ID verification
 - Credential Number
 - Time issued
 - Time returned
- ☐ Monitor those subjects inside the EOC to ensure they are displaying the proper credentials.

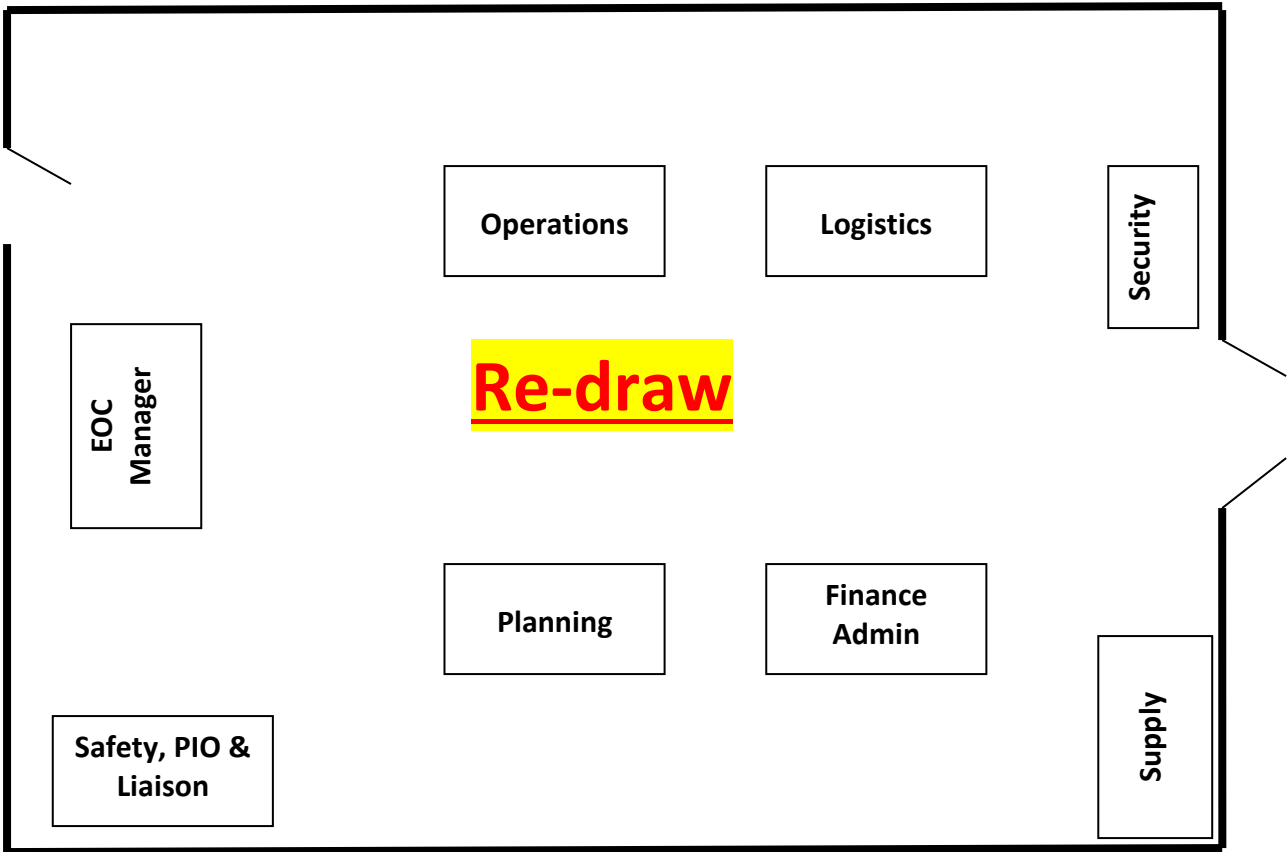
EOC Deactivation

- ☐ Once the incident is resolved and the deactivation of the EOC is ordered, the EOC Activation Team will be responsible for the removal and accountability of all EOC equipment.
- ☐ The EOC Activation Team will ensure all equipment is returned to the storage area and the room is returned to its original condition as much as possible.
- ☐ The EOC Activation checklist will be completed and all equipment accounted for using the EOC Equipment/Supply List (Found in this Attachment).
- ☐ The EOC Activation checklist along with the EOC Credential log will be returned to the Emergency Manager for retention.

After-Action Review and Report

- ☐ An After-Action Review will be completed by participants as soon as possible after an event resulting in a full or partial activation. The input provided will be incorporated into an After-Action Report by the Planning Coordination Section Chief and will be forwarded to participating departments and the Emergency Manager for retention.

EOC Layout



Campus Emergency Operations Center (EOC) Setup Checklist

The following actions are taken when the EOC is activated.

The EOC Activation Team Will:

- ☐ Report to the EOC
- ☐ Arrange all tables and chairs as specified by the EOC Layout
- ☐ Distribute the EOC functional bins to each table
- ☐ Unpack functional bins onto each table
- ☐ The IT representative will ensure all electronics (phones, computers, printers, fax machines, etc.) are connected, turned on and operating properly
- ☐ Place the "Stop Sign-In Please" sign, Credential Form and the Sign-In Sheet at the EOC entrance
- ☐ When setup is complete, turn the EOC over to the EOC Director and remain available until released by the EOC Director

Deactivation of the EOC

- ☐ The EOC Activation Team is responsible for cleaning up and deactivating each section. All equipment and supplies are to be placed back into the bins and stacked in the EOC storage area.
- ☐ The IT representative will ensure all Computers are logged off, shut down, and returned to the storage area. They will also ensure all electronics are properly shut off, disconnected and returned to the storage area.
- ☐ The EOC Activation checklist will be completed and all equipment accounted for using the EOC Equipment/Supply List (Found in this Attachment).
- ☐ This checklist along with the EOC Credential log and Sign-in Sheet will be given to the Emergency Manager for retention and disposition.

EOC Equipment/Supply List

Quantity	Item
	Cellular Phones with chargers
	Telephones
	Copy Machine
	Television/VCR
	Weather Radio
	Computers
	Printers
	Surge Protectors
	Markers and Display Boards
	Projector with Screen
	Flip Chart Easel & Pads
	Two-Way Radios with chargers
	First Aid Kit
	Toner/Ink cartridges
	Non-perishable food, water, eating utensils
8	ICS Position vests (all different colors)
8	ICS Position checklists (Attachment 3) – color coded to match ICS Position Vests
	Personal protective/safety equipment
	Materials/supplies to make identification cards
	Trash bags
	Hand Sanitizer
	Tables
	Chairs
	Miscellaneous Office Supplies
	Emergency Power
	Campus information (Maps, Utility maps, Building Plans, Directory of personnel, Directory of students, Hazardous material inventories, Inventory of material resources (e.g., construction equipment, building materials)
	Paper, Pens, Post-it Notes

ATTACHMENT 2 – FORMS

This section consists of general forms and common National Incident Management System (NIMS)-compliant Incident Command System (ICS) forms used within the Campus Emergency Operations Center (EOC) during an emergency or incident. For additional ICS forms available through FEMA, go to:

www.training.fema.gov/EMIWeb/IS/ICSResource/ICSResCntr_Forms.htm

- ☐ . EOC Sign-In Sheet
- ☐ . EOC Credential Log
- ☐ . Message Form
- ☐ . Situation Report
- ☐ . After Action Report
- ☐ . Damage Assessment Worksheet
- ☐ . ICS form 201..... Incident Briefing
- ☐ . ICS form 202.....Incident Objectives
- ☐ . ICS form 207.....Organizational Chart
- ☐ . ICS form 211.....Check-In List
- ☐ . ICS form 215.....Operational Planning Worksheet
- ☐ . ICS form 215a.....Incident Action Plan Safety Analysis
- ☐ . ICS form 221.....Demobilization Checkout Plan

EOC Sign-In Sheet

EOC Activation Date: _____ Event: _____ Page: _____ of _____

Date / Time In	Name	EOC Section	Date / Time Out

For Use by Outside Agency Personnel Only

EOC Credential Log

EOC Activation Date: _____ Event: _____ Page: _____ of _____

Time Issued	Name	Agency	ID Verified	Credential Number	Time Returned

MESSAGE FORM

PRIORITY <input type="checkbox"/> Hazard to Life, <input type="checkbox"/> Hazard to Property <input type="checkbox"/> Potential Hazard			(FOR EOC STAFF USE ONLY)			
Date	Time In	<input type="checkbox"/> Radio <input type="checkbox"/> Telephone <input type="checkbox"/> Messenger	POSITION	ACT	INFO	TIME
			EXECUTIVE			
Received By:	Time out	To EOC Staff:	SECURITY/ EVACUATION			
EOC Staff Assignment Priority <input type="checkbox"/> 1. Immediate Action <input type="checkbox"/> 2. Urgent – As Soon As Possible <input type="checkbox"/> 3. Routine – As Time Allows <input type="checkbox"/> 4. Deferred – 12 Hours <input type="checkbox"/> 5. Deferred – 24 Hours			FIRE/RESCUE			
			ENGINEERING/ ENVIRONMENTA L			
			PUBLIC WORKS			
			RESOURCE/ SUPPORT			
			SHELTER MGMT			
MESSAGE:						
ACTION TAKEN:						
ACTION COMPLETED:			TIME:		BY:	

SITUATION REPORT

ITEM						
1.	Report No.		Date		Time	
2.	From					
3.	To					
4.	Nature of Emergency					
5.	Location of Emergency					
6.	Date/Time of Occurrence					
7.	Casualties:	a. Injured		b. Dead		c. Homeless
8.	Property Damage					
9.	Actions Taken (Details in Remarks)					
	a. Declaration of Emergency			c. Movement of People		
	b. Evacuation			d. Movement of Supplies		
10.	Assistance Required					
	a. Personnel: Skill/Number					
	b. Equipment: Type/Number					

	c. Other Resources	
11.	Is Area Accessible?	
12.	Communications Available	
13.	Actions Taken By:	
	a. American Red Cross	
	b. Salvation Army	
	c. Others	
14.	Remarks	

AFTER-ACTION REPORT

1. Department/Activity Making Report			
2. Period of Emergency Operations			
3. Nature of Emergency			
4. Departments or Jurisdictions which you supported:			
a.		d.	
b.		e.	
c.		f.	
5. Nature of Your Emergency Support Function			
6. Personnel:			
a. Total Participating:			
b. Total Work Hours: Regular		Overtime:	
c. Number Injured:		Estimated Hours Lost	
d. Estimated Cost to Department:			

7. Resources Expenditures:	
a. Department-owned: Estimated Total \$	
b. Emergency Requirements Approved by Authorities:	
Estimated Total \$	
c. Description of Expended Materials	
8. Damage or Loss of Property:	
Estimated Total \$	
Property Description:	
9. Summary of Activities Related to Your Emergency Support Function:	

Signed: _____
Department Representative

Date: _____

DAMAGE ASSESSMENT WORKSHEET

(PLEASE PRINT)															
1. DATE OF EVENT								2. ASSESSMENT DATE							
3. TYPE OF EVENT (Check One):								4. JURISDICTION (Check One):							
		Flash Flood				Thunderstorm				Town/City of					
		Earthquake				Tornado									
		Flood				Wind				County (Unincorporated Area)					
		Fire				Other									
5. OWNER/OCCUPANT INFORMATION								6. CONTACT INFORMATION (if Different):							
Name								Name							
Address								Address							
Telephone No.								Telephone No							
7. TYPE OF STRUCTURE (Circle One):				8. BUILDING DAMAGE (Circle One):				9. CONTENT DAMAGE (Circle One):							
O - Office Building				3 - Destroyed (Not Repairable)				3 - Destroyed (Not Repairable)							
R - Residence Hall				2 - Major (Need Repair)				2 - Major (Need Repair)							
S - Special Interest House				1 - Minor (Habitable)				1 - Minor (Habitable)							
F/S - Fraternity or Sorority House				0 - No Damage				0 - No Damage							
A - Apartment															
SP - Stadium or Sports Center															
10. STRUCTURAL DAMAGE:				11. OTHER DAMAGE (Circle One):				12. ADDITIONAL INFORMATION:							
(Fill in/check appropriate information)															
Walls &		Collapsed		Blown In/Out		Windows Broken		Y		N		Flood Water Depth			
Ceilings		Water Damaged				Insulation		Y		N		No of Floor Levels			
						Furniture		Y		N					
						Appliances		Y		N					
Roof		Collapsed		Truss Damage		Awnings		Y		N		14. TYPE OF USAGE OTHER THAN			
		% Shingles Missing/Damaged				Flooring		Y		N		PRIMARY UNIT (Check One):			
						Pipes Ruptured		Y		N					
Foundation		Shifting on		off		Septic System		Y		N		Seasonal			
						Well		Y		N		Recreational Vehicle			
Chimney		Collapsed		% Damaged								Other			
13. INSURANCE (Circle One):															
Siding		% Missing/Damaged				Homeowners		Y		N					
						Flood		Y		N					
15. REMARKS:															

INCIDENT BRIEFING (ICS form 201)	1. Incident Name	2. Date	3. Time
4. Map Sketch			
5. Current Organization			
<div style="text-align: center;"> <div style="border: 1px solid black; width: 150px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">Incident Commander</div> <div style="border: 1px solid black; width: 150px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">Safety Officer:</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; width: 120px; height: 40px; display: flex; align-items: center; justify-content: center;">Planning</div> <div style="border: 1px solid black; width: 120px; height: 40px; display: flex; align-items: center; justify-content: center;">Operations</div> <div style="border: 1px solid black; width: 120px; height: 40px; display: flex; align-items: center; justify-content: center;">Logistics</div> <div style="border: 1px solid black; width: 120px; height: 40px; display: flex; align-items: center; justify-content: center;">Finance</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 18%;"> <div style="border: 1px solid black; width: 100%; height: 80px; display: flex; align-items: flex-start; padding: 5px;">Div. _____</div> </div> <div style="width: 18%;"> <div style="border: 1px solid black; width: 100%; height: 80px; display: flex; align-items: flex-start; padding: 5px;">Div. _____</div> </div> <div style="width: 18%;"> <div style="border: 1px solid black; width: 100%; height: 80px; display: flex; align-items: flex-start; padding: 5px;">Div. _____</div> </div> <div style="width: 18%;"> <div style="border: 1px solid black; width: 100%; height: 80px; display: flex; align-items: flex-start; padding: 5px;">Div. _____</div> </div> <div style="width: 22%;"> <div style="border: 1px solid black; width: 100%; height: 80px; display: flex; align-items: flex-start; padding: 5px;"> <div style="text-align: center; padding: 5px;">Air</div> <div style="flex-grow: 1;"> Air Operations _____ Air Support _____ Air Attack _____ Air Tanker Coord _____ Helicopter Coord _____ </div> </div> </div> </div>			
ICS201 - Page 1	6. Prepared by (Name and Position)		

6. Resources Summary

[illegible]

7. Summary of Current Actions

ICS201 - Page 2	
-----------------	--

INCIDENT OBJECTIVES (ICS form 202)	1. Incident Name	2. Date	3. Time
4. Operational Period			
5. General Control Objectives for the Incident (include alternatives)			
6. Weather Forecast for Period			
7. General Safety Message			
8. Attachments (mark if attached)			
<input type="checkbox"/> Organization List - ICS 203	<input type="checkbox"/> Medical Plan - ICS 206	<input type="checkbox"/> (other)	
<input type="checkbox"/> Div. Assignment Lists - ICS 204	<input type="checkbox"/> Incident Map	<input type="checkbox"/>	
<input type="checkbox"/> Communications Plan - ICS 205	<input type="checkbox"/> Traffic Plan	<input type="checkbox"/>	
9. Prepared by (Planning Coordination Section Chief)		10. Approved by (Incident Commander)	

ICS form 207

Incident Commander

Safety Officer

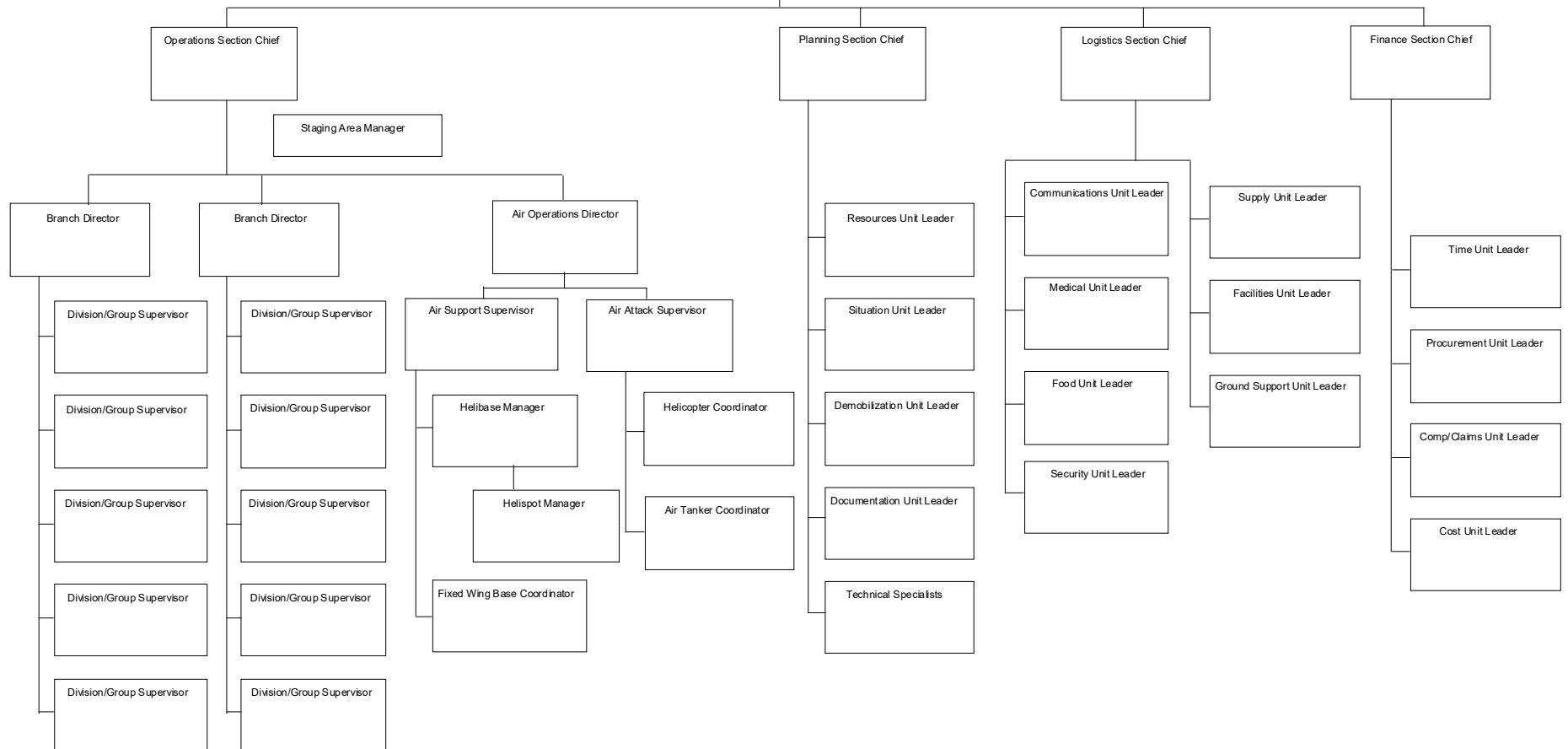
Liaison Officer or Agency Representative

Information Officer

Incident Name _____

Operational Period _____

Date _____ Time _____



ICS 207

NFES 1332

INCIDENT CHECK-IN LIST (ICS form 207)					1. Incident Name			2. Check-In Location (complete all that apply)					3. Date/Time				
<div>Check one: <input type="checkbox"/> Personnel <input type="checkbox"/> Handcrew <input type="checkbox"/> Misc. <input type="checkbox"/> Engines <input type="checkbox"/> Dozers <input type="checkbox"/> Helicopters <input type="checkbox"/> Aircraft</div>								<input type="checkbox"/> Base		<input type="checkbox"/> Camp		<input type="checkbox"/> Staging Area		<input type="checkbox"/> ICP Restat		<input type="checkbox"/> Helibase	
Check-In Information																	
4. List Personnel (overhead) by Agency & Name -OR- List equipment by the following format:					5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	
Agency	Single	Kind	Type	I.D. No/Name	Order/Request Number	Date/ Time Check-In	Leader's Name	Total No. Personnel	Manifest Yes No	Crew or Individual's Weight	Home Base	Departure Point	Method of Travel	Incident Assignment	Other Qualifications	Sent to RESTAT Time/In t	
ICS211 – Page 1					17. Prepared by (Name and Position) Use back for remarks or comments												

OPERATIONAL PLANNING WORK SHEET (ICS form 215)				1. Incident Name				2. Date Prepared Time Prepared				3. Operational Period (Date/Time)									
4. Division/ Group or Other	5.	Resource by Type (Show Strike Team as ST)																6. Reporting Location	7. Requested Arrival Time		
Location	Work Assignments	Engines			Water Tenders		Hand Crews		Dozers			Helicopters				Air Tankers			Other		
		1	2	3	4	1	2	1	2	1	2	3	1	2	3	4	1	2	3		
	Req																				
	Have																				
	Need																				
	Req																				
	Have																				
	Need																				
	Req																				
	Have																				
	Need																				
Total Resources - Single	Req																				
	Have																				
	Need																				
Total Resources - Strike Teams	Req																			Prepared by (Name and Position)	
	Have																				
	Need																				

INCIDENT ACTION PLAN SAFETY ANALYSIS (ICS form 215a)													1. Incident Name				2. Date			3. Time		
LCES* Analysis of Tactical Applications Lookouts Communications Escape routes Safety zones													Other Risk Analysis									
Division/Group	In direct Fire Line	Downhill Fire Line	Underslung Fire Line	Mid-Slope Fire Line	Frontal Assault	Anchor Points	Extreme Conditions (spotting, wind-driven)	Reburn Potential				LCES Mitigations	Hazard Materials	Transportation, 1 Hr. +	Communications	Structure Protection			Other Risk Mitigations			
Prepared by (Name and Position)																						

DEMOBILIZATION CHECKOUT (ICS form 221)		page 1
1. Incident Name/Number	2. Date/Time	3. Demobilization No.
4. Unit/Personnel Released		
5. Transportation Type/No.		
6. Actual Release Date/Time	7. Manifest? <input type="checkbox"/> Yes <input type="checkbox"/> No Number	
8. Destination	9. Notified: <input type="checkbox"/> Agency <input type="checkbox"/> Region <input type="checkbox"/> Area <input type="checkbox"/> Dispatch Name: Date:	
10. Unit Leader Responsible for Collecting Performance Rating		
11. Unit/Personnel		
You and your resources have been released subject to sign off from the following: <i>Demobilization Unit Leader check the appropriate box</i>		
Logistics Section		
<input type="checkbox"/> Supply Unit		
<input type="checkbox"/> Communications Unit		
<input type="checkbox"/> Facilities Unit		
<input type="checkbox"/> Ground Support Unit Leader		
Planning Section		
<input type="checkbox"/> Documentation Unit		
Finance Section		
<input type="checkbox"/> Time Unit		
Other		
<input type="checkbox"/>		
<input type="checkbox"/>		
12. Remarks		
13. Prepared by (include Date and Time)		

Instructions for completing the Demobilization Checkout (ICS form 221)

Prior to actual Demobilization Planning Coordination Section (Demobilization Unit) should check with the Command Staff (Liaison Officer) to determine any agency specific needs related to Demobilization and release. If any, add to line Number 11.

Item No.	Item Title	Instructions
1.	Incident Name/Number	Enter Name and/or Number of Incident.
2.	Date & Time	Enter Date and Time prepared.
3.	Demobilization Number	Enter Agency Request Number, Order Number, or Agency Demobilization Number if applicable.
4.	Unit/Personnel Released	Enter appropriate vehicle or Strike Team/Task Force ID Number(s) and Leader's name or individual overhead or staff personnel being released.
5.	Transportation	Enter Method and vehicle ID number for transportation back to home unit. Enter N/A if own transportation is provided. Additional specific details should be included in Remarks, block # 12.
6.	Actual Release Date/Time	To be completed at conclusion of Demobilization at time of actual release from incident. <i>Would normally be last item of form to be completed.</i>
7.	Manifest	Mark appropriate box. If yes, enter manifest number. <i>Some agencies require a manifest for air travel.</i>
8.	Destination	Enter the location to which Unit or personnel have been released. <i>i.e. Area, Region, Home Base, Airport, Mobilization Center, etc.</i>
9.	Area/Agency/Region Notified	Identify the Area, Agency, or Region notified and enter date and time of notification.
10.	Unit Leader Responsible for Collecting Performance Ratings	Self-explanatory. <i>Not all agencies require these ratings.</i>
11.	Resource Supervision	Demobilization Unit Leader will identify with a check in the box to the left of those units requiring check-out. Identified Unit Leaders are to initial to the right to indicate release. Blank boxes are provided for any additional check, (unit requirements as needed), i.e. Safety Officer, Agency Rep., etc.
12.	Remarks	Any additional information pertaining to Demobilization or release.
13.	Prepared by	Enter the name of the person who prepared this Demobilization Checkout, including the Date and Time.

ATTACHMENT 3 – CHECKLISTS

This section consists of common National Incident Management System (NIMS)-compliant Incident Command System (ICS) checklists used within the Emergency Operations Center (EOC) during an emergency or incident. For additional ICS forms available through FEMA, go to:

- ☐ ICS Position Checklists
- ☐ Sample Planning Meeting Agenda
- ☐ Checklist of General Tasks

ICS Position Checklists

EOC Director

The following checklist should be considered as the minimum requirements for this position. Note that some of the tasks are one-time actions; others are ongoing or repetitive for the duration of the incident.



TASK

☐

1. Ensure welfare and safety of incident personnel.

☐

2. Supervise Command and General Staff.

☐

3. Obtain initial briefing from current EOC Director and agency administrator.

☐

4. Assess incident situation:

- Review the current situation status and initial incident objectives. Ensure that all local, State and Federal agencies impacted by the incident have been notified.

☐

5. Determine need for, establish, and participate in Unified Command.

☐

6. Authorize protective action statements, as necessary.

☐

7. Activate appropriate Command and General Staff positions. Safety Officer must be appointed on hazardous materials incidents:

- Confirm dispatch and arrival times of activated resources.
- Confirm work assignments.

☐

8. Brief staff:

- Identify incident objectives and any policy directives for the management of the incident.
- Provide a summary of current organization.
- Provide a review of current incident activities.
- Determine the time and location of first Planning Meeting.

☐

9. Determine information needs and inform staff of requirements.

☐

10. Determine status of disaster declaration and delegation of authority.

☐

11. Establish parameters for resource requests and releases:

- Review requests for critical resources.
- Confirm who has ordering authority within the organization.
- Confirm those orders that require Command authorization.

☐

12. Authorize release of information to the media:

- If operating within a Unified Command, ensure all EOC Directors approve release.

☐

13. Establish level of planning to be accomplished:

- Written Incident Action Plan (IAP).
- Contingency planning.
- Formal Planning Meeting.

☐

14. Ensure Planning Meetings are conducted as indicated:

☐

15. Approve and authorize implementation of the IAP:

- Review IAP for completeness and accuracy.
- Verify that objectives are incorporated and prioritized.
- Sign ICS Form 202.

☐

16. Ensure Command and General Staff coordination:

- Periodically check progress on assigned tasks of Command and General Staff personnel.
- Approve necessary changes to strategic goals and IAP.
- Ensure that Liaison Officer is making periodic contact with participating agencies.

☐

17. Work with agency staff to declare state of emergency according to agency protocol.

☐

18. Keep agency administrator informed on incident-related problems and progress.

Public Information Officer

The following checklist should be considered as the minimum requirements for this position. Note that some of the tasks are one-time actions; others are ongoing or repetitive for the duration of the incident.



TASK

☐

1. Obtain briefing from EOC Director:
 - Determine current status of Incident (ICS Form 209 or equivalent).
 - Identify current organization (ICS Forms 201 and 203, resource lists, etc.).
 - Determine point of contact for media (scene or Command Post).
 - Determine current media presence.

☐

2. Participate in Administrative Officer's briefing:
 - Determine constraints on information process.
 - Determine pre-existing agreements for information centers, Joint Information Centers (JICs), etc.

☐

3. Assess need for special alert and warning efforts, including the hearing impaired, non-English speaking populations, and industries especially at risk for a specific hazard, or which may need advance notice in order to shut down processes.

☐

4. Coordinate the development of door-to-door protective action statements with Operations.

☐

5. Prepare initial information summary as soon as possible after activation. If no other information is available, consider the use of the following general statement:

Sample Initial Information Summary

We are aware that an *[accident/incident]* involving *[type of incident]* occurred at approximately *[time]*, in the vicinity of *[general location]*. *[Agency personnel]* are responding, and we will have additional information available as we are able to confirm it. We will hold a briefing at *[location]*, and will notify the press at least one-half hour prior to the briefing. At this time, this briefing is the only place where officials authorized to speak about the incident and confirmed information will be available. Thank you for your assistance.

☐

6. Arrange for necessary workspace, materials, telephones, and staff. Consider assigning Assistant Public Information Officers to:
 - Joint Information Center (JIC).
 - Field (scene) Information.
 - Internal Information.

☐

7. Establish contact with local and national media representatives, as appropriate.

- | | |
|--------------------------|---|
| <input type="checkbox"/> | 8. Establish schedule for news briefings. |
| <input type="checkbox"/> | 9. Coordinate, with Logistics, the activation and staffing of message center "rumor control" lines to receive requests and answer questions from the public. Provide statement to operators. |
| <input type="checkbox"/> | 10. Obtain current incident status reports from Planning Section; coordinate a schedule for updates. |
| <input type="checkbox"/> | 11. Observe constraints on the release of information imposed by the EOC Director and according to agency guidance. |
| <input type="checkbox"/> | 12. Obtain approval for information release from EOC Director: <ul style="list-style-type: none"> ▪ Confirm details to ensure no conflicting information is released. ▪ Identify site and time for press briefings, and confirm participation by other Incident Management Team (IMT) members. |
| <input type="checkbox"/> | 13. Release news to media, and post information in Command Post and other appropriate locations. |
| <input type="checkbox"/> | 14. Record all interviews and copy all news releases: <ul style="list-style-type: none"> ▪ Contact media to correct erroneous or misleading information being provided to the public via the media. |
| <input type="checkbox"/> | 15. Update off-incident agency personnel on a regular basis: <ul style="list-style-type: none"> ▪ Utilize electronic mail for agency updates. ▪ Establish phone line in the Command Post dedicated to internal communications to update agency personnel. ▪ Provide standard statement which can be given to general requests for information. |
| <input type="checkbox"/> | 16. Coordinate information releases with information staff from other impacted agencies and jurisdictions: <ul style="list-style-type: none"> ▪ Ensure that information provided to the public is consistent across jurisdictional boundaries, when appropriate. |
| <input type="checkbox"/> | 17. Attend Planning Meetings |
| <input type="checkbox"/> | 18. Respond to special requests for information. |
| <input type="checkbox"/> | 19. Provide all news releases, bulletins, and summaries to Documentation Unit to be included in the final incident package. |
| <input type="checkbox"/> | 20. Confirm the process for the release of information concerning incident-related injuries or deaths. |
| <input type="checkbox"/> | 21. Document all activity on Unit Log (ICS Form 214). |

Safety Officer

The following checklist should be considered as the minimum requirements for this position. Note that some of the tasks are one-time actions; others are ongoing or repetitive for the duration of the incident.



TASK

☐

1. Obtain briefing from EOC Director and/or from initial on-scene Safety Officer.

☐

2. Identify hazardous situations associated with the incident. Ensure adequate levels of protective equipment are available and being used.

☐

3. Staff and organize function, as appropriate:
 - In multi-discipline incidents, consider the use of an Assistant Safety Officer from each discipline.
 - Multiple high-risk operations may require an Assistant Safety Officer at each site.
 - Request additional staff through incident chain of command.

☐

4. Identify potentially unsafe acts.

☐

5. Identify corrective actions and ensure implementation. Coordinate corrective action with Command and Operations.

☐

6. Ensure adequate sanitation and safety in food preparation.

☐

7. Debrief Assistant Safety Officers prior to Planning Meetings.

☐

8. Prepare Incident Action Plan Safety and Risk Analysis (USDA ICS Form 215A).

☐

9. Participate in Planning and Tactics Meetings:
 - Listen to tactical options being considered. If potentially unsafe, assist in identifying options, protective actions, or alternate tactics.
 - Discuss accidents/injuries to date. Make recommendations on preventative or corrective actions.

☐

10. Attend Planning meetings

☐

11. Participate in the development of Incident Action Plan (IAP):

- Review and approve Medical Plan (ICS Form 206).
- Provide Safety Message (ICS Form 202) and/or approved document.
- Assist in the development of the "Special Instructions" block of ICS Form 204, as requested by the Planning Section.

☐

12. Investigate accidents that have occurred within incident areas:

- Ensure accident scene is preserved for investigation.
- Ensure accident is properly documented.
- Coordinate with incident Compensation and Claims Unit Leader, agency Risk Manager, and Occupational Safety and Health Administration (OSHA).
- Prepare accident report as per agency policy, procedures, and direction.

☐

13. Coordinate critical incident stress, hazardous materials, and other debriefings, as necessary.

☐

14. Document all activity on Unit Log (ICS Form 214).

Liaison Officer

The following checklist should be considered as the minimum requirements for this position. Note that some of the tasks are one-time actions; others are ongoing or repetitive for the duration of the incident.

***TASK***
☐

1. Obtain briefing from EOC Director:

- Obtain summary of incident organization (ICS Forms 201 and 203).
- Determine companies/agencies/non-governmental organizations already involved in the incident, and whether they are assisting (have tactical equipment and/or personnel assigned to the organization), or cooperating (operating in a support mode "outside" the organization).

☐

2. Obtain cooperating and assisting agency information, including:

- Contact person(s).
- Radio frequencies.
- Phone numbers.
- Cooperative agreements.
- Resource type.
- Number of personnel.
- Condition of personnel and equipment.
- Agency constraints/limitations.

☐

3. Establish workspace for Liaison function and notify agency representatives of location.

☐

4. Contact and brief assisting/cooperating agency representatives and mutual aid cooperators.

- ☐ 5. Interview agency representatives concerning resources and capabilities, and restrictions on use-provide this information at planning meetings.
- ☐ 6. Work with Public Information Officer and EOC Director to coordinate media releases associated with inter-governmental cooperation issues.
- ☐ 7. Monitor incident operations to identify potential inter-organizational problems. Keep Command apprised of such issues:
 - Bring complaints pertaining to logistical problems, inadequate communications, and strategic and tactical direction to the attention of Incident Management Team (IMT).
- ☐ 8. Participate in Planning Meetings
- ☐ 9. Document all activity on Unit Log (ICS Form 214).

Operations Coordination Section Chief

The following checklist should be considered as the minimum requirements for this position. Note that some of the tasks are one-time actions; others are ongoing or repetitive for the duration of the incident.



TASK

☐

1. Obtain briefing from EOC Director:

- Determine incident objectives and recommended strategies.
- Determine status of current tactical assignments.
- Identify current organization, location of resources, and assignments.
- Confirm resource ordering process.
- Determine location of current Staging Areas and resources assigned there.

☐

2. Organize Operations Coordination Section to ensure operational efficiency, personnel safety and adequate span of control.

☐

3. Establish operational period.

☐

4. Establish and demobilize Staging Areas.

☐

5. Attend Operations Briefing and assign Operations personnel in accordance with Incident Action Plan (IAP):

- Brief Staging Area Manager on types and numbers of resources to be maintained in Staging.
- Brief tactical elements (Branches, Divisions/Groups, Task Force/Strike-Team Leaders) on assignments, ordering process, protective equipment, and tactical assignments.

☐

6. Develop and manage tactical operations to meet incident objectives.

☐

7. Assess life safety:

- Adjust perimeters, as necessary, to ensure scene security.
- Evaluate and enforce use of appropriate protective clothing and equipment.
- Implement and enforce appropriate safety precautions.

☐

8. Evaluate situation and provide update to Planning Section:

- Location, status, and assignment of resources.
- Effectiveness of tactics.
- Desired contingency plans.

- ☐ 9. Determine need and request additional resources.
- ☐ 10. Keep Resources Unit up to date on changes in resource status.
- ☐ 11. Write formal Operations portion of IAP with the Planning Coordination Section Chief, if so directed by the EOC Director:
- Identify assignments by Division or Group.
 - Identify specific tactical assignments.
 - Identify resources needed to accomplish assignments.
- ☐ 12. Ensure coordination of the Operations Coordination Section with other Command and General Staff:
- Ensure Operations Coordination Section timekeeping, activity logs, and equipment use documents are maintained and passed to Planning, Logistics, and Finance/Administration Sections, as appropriate.
 - Ensure resource ordering and logistical support needs are passed to Logistics in a timely fashion-enforce ordering process.
 - Notify Logistics of communications problems.
 - Keep Planning up to date on resource and situation status.
 - Notify Liaison Officer of issues concerning cooperating and assisting agency resources.
 - Keep Safety Officer involved in tactical decision-making.
 - Keep EOC Director apprised of status of operational efforts.
 - Coordinate media field visits with the Public Information Officer.
- ☐ 13. Attend the Tactics Meeting with Planning Coordination Section Chief, Safety Officer, and EOC Director prior to the Planning Meeting to review strategy, discuss tactics, and outline organization assignments.
- ☐ 14. Attend Planning Meetings
- ☐ 15. Hold Section meetings, as necessary, to ensure communication and coordination among Operations Branches, Divisions, and Groups.

Planning Coordination Section Chief

The following checklist should be considered as the minimum requirements for this position. Note that some of the tasks are one-time actions; others are ongoing or repetitive for the duration of the incident. Tasks may be delegated to the appropriate Unit Leader

☒

TASK

1. Obtain briefing from EOC Director:
 - Determine current resource status (ICS Form 201).
 - Determine current situation status/intelligence (ICS Form 201).
 - Determine current incident objectives and strategy.
 - Determine whether EOC Director requires a written Incident Action Plan (IAP).
 - Determine time and location of first Planning Meeting.
 - Determine desired contingency plans.
2. Activate Planning Coordination Section positions, as necessary, and notify Resources Unit of positions activated.
3. Establish and maintain resource tracking system.
4. Complete ICS Form 201, if not previously completed, and provide copies to Command, Command Staff, and General Staff.
5. Advise Incident Command Post (ICP) staff of any significant changes in incident status.
6. Compile and display incident status summary information. Document on ICS Form 209, Incident Status Summary (or other approved agency forms):
 - Forward incident status summaries to Agency Administrator and/or other designated staff once per operational period, or as required.
 - Provide copy to Public Information Officer.
7. Obtain/develop incident maps.
8. Establish information requirements and reporting schedules for ICP and field staff.
9. Prepare contingency plans:
 - Review current and projected incident and resource status.
 - Develop alternative strategies.
 - Identify resources required to implement contingency plan.
 - Document alternatives for presentation to EOC Director and Operations, and for inclusion in the written IAP.
10. Meet with Operations Coordination Section Chief and/or Command, prior to Planning Meetings, to discuss proposed strategy and tactics and diagram incident organization and resource location.
11. Conduct Planning Meetings according to following agenda:

- | | |
|--------------------------|---|
| <input type="checkbox"/> | <p>12. Supervise preparation and distribution of the written IAP, if indicated. Minimum distribution is to all Command, Command Staff, General Staff, and Operations personnel to the Division/Group Supervisor level:</p> <ul style="list-style-type: none"> ▪ Establish information requirements and reporting schedules for use in preparing the IAP. ▪ Ensure that detailed contingency plan information is available for consideration by Operations and Command. ▪ Verify that all support and resource needs are coordinated with Logistics Coordination Section prior to release of the IAP. ▪ Include fiscal documentation forms in written IAP as requested by the Finance/Administration Section. ▪ Coordinate IAP changes with General Staff personnel and distribute written changes, as appropriate. |
| <input type="checkbox"/> | 13. Coordinate development of Incident Traffic Plan with Operations and the Ground Support Unit Leader. |
| <input type="checkbox"/> | 14. Coordinate preparation of the Safety Message with Safety Officer. |
| <input type="checkbox"/> | 15. Coordinate preparation of the Incident Communications Plan and Medical Plan with Logistics. |
| <input type="checkbox"/> | 16. Instruct Planning Coordination Section Units in distribution of incident information. |
| <input type="checkbox"/> | 17. Provide periodic predictions on incident potential. |
| <input type="checkbox"/> | 18. Establish a weather data collection system, when necessary. |
| <input type="checkbox"/> | 19. Identify need for specialized resources; discuss need with Operations and Command; facilitate resource requests with Logistics. |
| <input type="checkbox"/> | 20. Ensure Section has adequate coverage and relief. |
| <input type="checkbox"/> | 21. Hold Section meetings as necessary to ensure communication and coordination among Planning Coordination Section Units. |
| <input type="checkbox"/> | 22. Ensure preparation of demobilization plan, if appropriate. |
| <input type="checkbox"/> | 23. Ensure preparation of final incident package and route to Agency Administrator for archiving or follow-up after Incident Management Team (IMT) demobilization. |
| <input type="checkbox"/> | 24. Provide briefing to relief on current and unusual situations. |
| <input type="checkbox"/> | 25. Ensure that all staff observe established level of operational security. |
| <input type="checkbox"/> | 26. Ensure all Planning functions are documenting actions on Unit Log (ICS Form 214). |
| <input type="checkbox"/> | 27. Submit all Section documentation to Documentation Unit. |

Logistics Coordination Section Chief

The following checklist should be considered as the minimum requirements for this position. Note that some of the tasks are one-time actions; others are ongoing or repetitive for the duration of the incident. Tasks may be delegated to the appropriate Branch Director or Unit Leader.

**TASK**
☐

1. Obtain briefing from EOC Director:

- Review situation and resource status for number of personnel assigned to incident.
- Review current organization.
- Determine which incident facilities have been/should be activated.

☐

2. Ensure Incident Command Post and other incident facilities are physically activated, as appropriate.

☐

3. Confirm resource ordering process.

☐

4. Assess adequacy of current Incident Communications Plan (ICS Form 205).

☐

5. Organize and staff Logistics Section, as appropriate, and consider the need for facility security, and Communication and Supply Units.

☐

6. Assemble, brief, and assign work locations and preliminary work tasks to Section personnel:

- Provide summary of emergency situation.
- Provide summary of the kind and extent of Logistics support the Section may be asked to provide.

☐

7. Notify Resources Unit of other Units activated, including names and location of assigned personnel.

☐

8. Attend Planning Meetings

☐

9. Participate in preparation of Incident Action Plan (IAP):

- Provide input on resource availability, support needs, identified shortages, and response timelines for key resources.
- Identify future operational needs (both current and contingency), in order to anticipate logistical requirements.
- Ensure Incident Communications Plan (ICS Form 205) is prepared.
- Ensure Medical Plan (ICS Form 206) is prepared.
- Assist in the preparation of Transportation Plan.

☐

10. Review IAP and estimate section needs for next operational period; order relief personnel if necessary.

☐

11. Research availability of additional resources.

☐

12. Hold Section meetings, as necessary, to ensure communication and coordination among Logistics Branches and Units.

☐

13. Ensure coordination between Logistics and other Command and General Staff.

☐

14. Ensure general welfare and safety of Section personnel.

☐

15. Provide briefing to relief on current activities and unusual situations.

☐

16. Ensure that all personnel observe established level of operational security.

☐

17. Ensure all Logistics functions are documenting actions on Unit Log (ICS Form 214).

☐

18. Submit all Section documentation to Documentation Unit.

Finance/Administration Coordination Section Chief

The following checklist should be considered as the minimum requirements for this position. Note that some of the tasks are one-time actions; others are ongoing or repetitive for the duration of the incident. Tasks may be delegated to the appropriate Unit Leader.

✓

TASK

1. Obtain briefing from EOC Director:
 - Incident objectives.
 - Participating/coordinating agencies.
 - Anticipated duration/complexity of incident.
 - Determine any political considerations.
 - Obtain the names of any agency contacts the EOC Director knows about.
 - Possibility of cost sharing.
 - Work with EOC Director and Operations Coordination Section Chief to ensure work/rest guidelines are being met, as applicable.
2. Obtain briefing from agency administrator:
 - Determine level of fiscal process required.
 - Delegation of authority to EOC Director, as well as for financial processes, particularly procurement.
 - Assess potential for legal claims arising out of incident activities.
 - Identify applicable financial guidelines and policies, constraints and limitations.
3. Obtain briefing from agency Finance/Administration representative:
 - Identify financial requirements for planned and expected operations.
 - Determine agreements are in place for land use, facilities, equipment, and utilities.
 - Confirm/establish procurement guidelines.
 - Determine procedure for establishing charge codes.
 - Important local contacts.
 - Agency/local guidelines, processes.
 - Copies of all incident-related agreements, activated or not.
 - Determine potential for rental or contract services.
 - Is an Incident Business Advisor (IBA) available, or the contact information for an agency Financial/Administration representative?
 - Coordinate with Command and General Staff and agency Business Office staff to determine the need for temporary employees.
 - Ensure that proper tax documentation is completed.
 - Determine whether hosting agency will maintain time records, or whether the incident will document all time for the incident, and what forms will be used.
4. Ensure all Sections and the Supply Unit are aware of charge code.
5. Attend Planning Meeting:
 - Provide financial and cost-analysis input.
 - Provide financial summary on labor, materials, and services.
 - Prepare forecasts on costs to complete operations.
 - Provide cost benefit analysis, as requested.
 - Obtain information on status of incident; planned operations; changes in objectives, use of personnel, equipment, aircraft; and local agency/political concerns.

--

--

☐

6. Gather continuing information:

- Equipment time—Ground Support Unit Leader and Operations Section.
- Personnel time—Crew Leaders, Unit Leaders, and individual personnel.
- Accident reports—Safety Officer, Ground Support Unit Leader, and Operations Section.
- Potential and existing claims—Operations Section, Safety Officer, equipment contractors, agency representative, and Compensation/Claims Unit Leader.
- Arrival and demobilization of personnel and equipment—Planning Section.
- Daily incident status—Planning Section.
- Injury reports—Safety Officer, Medical Unit Leader, and Compensation/Claims Unit Leader.
- Status of supplies—Supply Unit Leader and Procurement Unit Leader.
- Guidelines of responsible agency—Incident Business Advisor, local administrative personnel.
- Use agreements—Procurement Unit Leader and local administrative personnel.
- What has been ordered? —Supply Unit Leader.
- Unassigned resources—Resource Unit Leader and Cost Unit Leader.

☐
☐
☐

7. Meet with assisting and cooperating agencies, as required, to determine any cost-share agreements or financial obligation.
8. Coordinate with all cooperating agencies and specifically administrative personnel in hosting agency.
9. Initiate, maintain, and ensure completeness of documentation needed to support claims for emergency funds, including auditing and documenting labor, equipment, materials, and services:

- Labor—with breakdown of work locations, hours and rates for response personnel, contract personnel, volunteers, and consultants.
- Equipment—with breakdown of work locations, hours and rates for owned and rented aircraft, heavy equipment, fleet vehicles, and other equipment.
- Materials and supplies purchased and/or rented, including equipment, communications, office and warehouse space, and expendable supplies.

☐

10. Initiate, maintain, and ensure completeness of documentation needed to support claims for injury and property damage. (Injury information should be kept on contracted personnel formally assigned to the incident, as well as paid employees and mutual aid personnel).

☐

11. Ensure that all personnel time records reflect incident activity and that records for non-agency personnel are transmitted to home agency or department according to policy:

- Notify incident management personnel when emergency timekeeping process is in effect and where timekeeping is taking place.
- Distribute time-keeping forms to all Sections-ensure forms are being completed correctly.

☐
☐

12. Ensure that all obligation documents initiated by the incident are properly prepared and completed.

13. Assist Logistics in resource procurement:

- Identify vendors for which open purchase orders or contracts must be established.
- Negotiate ad hoc contracts.

☐
☐

14. Ensure coordination between Finance/Administration and other Command and General Staff.

15. Coordinate Finance/Administration demobilization.

Sample Planning Meeting Agenda

Agenda Item	Responsible Party
1. Briefing on situation/resource status.	<i>Planning/Operations Coordination Section Chiefs</i>
2. Discuss safety issues.	<i>Safety Officer</i>
3. Set/confirm incident objectives.	<i>EOC Director</i>
4. Plot control lines & Division boundaries.	<i>Operations Coordination Section Chief</i>
5. Specify tactics for each Division/Group.	<i>Operations Coordination Section Chief</i>
6. Specify resources needed for each Division/Group.	<i>Operations/Planning Coordination Section Chiefs</i>
7. Specify facilities and reporting locations.	<i>Operations/Planning/Logistics Coordination Section Chiefs</i>
8. Develop resource order.	<i>Logistics Coordination Section Chief</i>
9. Consider communications/medical/transportation plans.	<i>Logistics/Planning Coordination Section Chiefs</i>
10. Provide financial update.	<i>Finance/Administration Coordination Section Chief</i>
11. Discuss interagency liaison issues.	<i>Liaison Officer</i>
12. Discuss information issues.	<i>Public Information Officer</i>
13. Finalize/approve/implement plan.	<i>EOC Director /All</i>

Checklist of General Tasks

Immediate

- ☐ Confirm identity of involved student(s) or employee(s). Note that multiple individuals may have the same name.
- ☐ Call together the EOC Team.
- ☐ Contacts the President and Deans.
- ☐ Involve faculty advisor, other close faculty member, or close students into response group (if appropriate).
- ☐ Determine who needs to be consulted (e.g. Campus/community representatives involved in the crisis by nature of their positions, local law enforcement or legal counsel).
- ☐ Begin process of documenting response.
- ☐ Consider hosting a campus gathering the first night with speakers.

Communication

- ☐ What is official/public statement about event? When, where and by whom will this be communicated? Who should receive this statement?
- ☐ What method of communication should be used to communicate to the campus community - students, faculty, staff (e.g. all campus gathering, voice mail, e-mail, written memo distributed and posted, all campus email, webpage)?
- ☐ Create scripted communication for anyone answering telephone inquiries. Include how to direct calls and respond to questions.
- ☐ What is our plan if outside media come to campus? How do we inform the community to direct media inquiries to the PIO?
- ☐ When and where will press briefings occur? Need to create facilities for press, phone, and parking.
- ☐ What do we tell the community about external media and their presence on campus?
- ☐ Do we need to establish a “dedicated line” where concerned people can phone to get current information?
- ☐ Where do we physically need campus representatives? (e.g. residence hall? In a class? In a department?)
- ☐ What equipment will aid communication?
- ☐ How will communication with families be conducted? By whom, in what manner (phone call, in person?)
- ☐ What are ongoing communication needs?
- ☐ Is a campus gathering appropriate? Where and when? How communicated?

Local/Civil Authorities

- ☐ What information do we need from local Security and fire departments? What information do we need to provide to them? Who will attend to this?
- ☐ What contact do we need with local hospital or coroner? Who will attend to this?
- ☐ What contact will local authorities have with affected families? What constitutes “official” notification?
- ☐ Can local clergy be of assistance?
- ☐ Who will travel where and for what reasons? Under what conditions?

Business Continuity

- ☐ What is done to ensure that normal campus operations continue?
- ☐ Plan for “garden variety” crisis that may happen concurrently with catastrophe.
- ☐ Should classes and campus events proceed as planned?
- ☐ Are special/extra safety and security measures needed (traffic control, for example) to ensure “business as usual”.

Families

- ☐ What info has family received and from whom – Security? Hospital?
- ☐ Are there any siblings on campus? If so, what is order of contact with family and on-campus siblings?
- ☐ Who should make contact?
- ☐ What and where is the emergency contact information?
- ☐ What about logistics – travel, housing, accommodations? Who will be the host and point of contact for the family?
- ☐ What is the student’s religious background?
- ☐ Will a campus representative travel to the family? To a funeral or memorial?
- ☐ If student death, discuss a refund of semester’s tuition.
- ☐ Consider appropriate recognition at commencement.
- ☐ Pull student name(s) from pending campus mailings.
- ☐ Offer to pack belongings or close student room until family is ready to pack. Involve family in this decision. Ship belongings home.
- ☐ Follow-up with family – condolences, etc.
- ☐ What emergency, psychological, or spiritual support can we provide?

Campus Effects

- ☐ What other students/employees will be affected right away e.g. roommates, significant others, friends? How will they be notified? How do we identify other important people to notify immediately? Ask friends “who else should be notified”. Remember foreign students and those studying abroad.
- ☐ Was student member of team or student organization or work-study student? If so, notify coach/advisor/supervisor. Is students’ team or organization away from campus? If so, how should they be notified?
- ☐ Faculty and advisor notification.
- ☐ Will planned campus events need to be changed?
- ☐ Follow-up. Monitor individual groups and residential community over time.
- ☐ Should we provide meeting/support for faculty or other non-students?
- ☐ What ongoing stress debriefing opportunities are appropriate?

Details

- ☐ Room and roommate – arrange for move if necessary, provide assistance, housekeeping clean room as soon as authorities allow.
- ☐ Bills – What if siblings are attending? What if they leave? Can we reimburse tuition?
- ☐ Transportation to funeral(s). Who will/may go?
- ☐ Flowers and official condolences.
- ☐ Contact Financial Aid – If student(s) received loans, documentation may be required to discharge the loans. Parent may have to be involved in this process.
- ☐ Contact Advising, Registrar Office, Financial Aid, Accounting Office to update all student records to avoid unnecessary mailings, billings, etc.

**Ceremonies
Memorials**

- ☐ What, if anything, does the family want? Ceremony and timing. Who will coordinate?
- ☐ What if anything, do on-campus friends want? Who will coordinate this?
- ☐ What, if anything, do groups (e.g. team, student organization) want?
- ☐ Memorial – service on campus, scholarship, notice at commencement, academic awards, memorial tree?
- ☐ Local church/synagogue/mosque.
- ☐ Transportation of family.
- ☐ Who should go to the funeral? Memorial? Provide ways for students to go if appropriate.

**Long-Term
Issues**

- ❑ What ongoing attention should be paid to surviving students/friends?
By whom?
- ❑ What ongoing attention should be paid to families?
- ❑ How should we prepare for a delayed stress reaction 1-2 months after
the event? On anniversaries of the event?
- ❑ What resources are available? Counseling? EAP? Campus Ministry?

ATTACHMENT 4 – PLAN VIEW OF CAMPUS

ATTACHMENT 5 – RISK ASSESSMENT

PCC HAZARD RISK ASSESSMENT 2020

THREAT EVENT/ HAZARD	PROBABILITY	SEVERITY = MAGNITUDE of IMPACTS						SEVERITY IMPACTS	UNMITIGATED RISK	PREPAREDNESS	RELATIVE RISK
		HUMAN IMPACT		FACILITIES IMPACT		INSTITUTIONAL IMPACT					
	<i>Relative likelihood this will occur</i>	<i>Potential deaths or injuries</i>		<i>Physical damage and costs</i>		<i>Interruption of research & teaching Impact reputation/image</i>		<i>Overall Impact (Average)</i>	<i>Probability x Severity Impacts</i>	<i>Level of Preparedness</i>	<i>Unmitigated Risk/Preparedness</i>
Natural Hazards Technological Human Terrorism	Likelihood	Extent	Number	Extent	Cost	Duration	PR	Severity	Unmitigated	Preparedness	To sort results, Unprotect sheet, GoTo (F5) "ResultSort" then use Sort function
Earthquake	3.69	1.08	4.23	4.45	3.90	4.18	2.58	3.40	12.56	2.45	5.126
Community Health Crisis	4.33	1.58	3.77	1.45	1.70	3.00	3.00	2.42	10.46	2.36	4.434
Act of Terrorism	2.94	1.08	4.31	3.60	2.20	2.55	3.64	2.90	8.52	2.18	3.907
Civil Unrest	3.31	1.25	3.46	3.40	1.40	1.91	3.27	2.45	8.10	2.27	3.570
Cyber Attack	4.13	1.25	2.00	2.00	2.10	2.80	3.80	2.33	9.60	2.82	3.405
Tornado	2.00	1.08	2.85	3.00	2.30	3.00	1.33	2.26	4.52	1.45	3.117
Utility Failure	4.25	1.25	2.25	2.30	1.45	1.82	2.36	1.91	8.10	2.64	3.067
Ice/Snowstorm	4.44	1.92	3.00	2.10	1.20	2.09	1.67	2.00	8.87	2.91	3.046
Structure Fire	3.44	1.08	3.54	3.36	2.30	3.00	2.64	2.65	9.13	3.00	3.042
Active Shooter/Threat	3.38	1.15	4.46	2.60	1.60	2.64	4.09	2.76	9.32	3.09	3.015
Volcanic Eruption	2.38	1.23	2.85	2.91	2.44	2.73	1.60	2.29	5.46	1.82	2.999
Wildfire	3.00	1.00	3.00	2.40	1.90	2.18	1.45	1.99	5.97	2.00	2.983
Transportation Accident Involving Staff/Students	3.81	1.92	3.46	1.60	1.27	1.40	2.70	2.06	7.84	2.82	2.781
Landslide	3.00	1.00	2.69	2.27	2.10	2.82	1.58	2.08	6.23	2.27	2.744
Bomb Threat	3.50	1.08	3.31	2.70	1.60	1.78	2.50	2.16	7.57	2.82	2.683
Train Accident	2.07	1.00	3.00	1.90	1.36	1.60	1.90	1.79	3.71	1.40	2.652
Haz Mat	3.50	1.54	3.31	2.20	1.60	2.18	3.00	2.31	8.07	3.09	2.611
Extreme Heat	4.00	1.54	2.46	1.50	1.20	1.90	1.25	1.64	6.57	2.55	2.575
Extreme Cold	4.00	1.62	2.62	1.50	1.10	2.00	1.25	1.68	6.73	2.64	2.548
Flood	2.88	1.07	2.15	2.27	2.30	2.64	1.58	2.00	5.76	2.36	2.443
AVERAGE SCORE	3.36	1.30	2.93	2.29	1.74	2.29	2.17	2.12	7.09	2.48	2.86

ATTACHMENT 6 – CONTACT LISTS

ATTACHMENT 7 – RESOURCE LISTS

ATTACHMENT 8 – TRAINING SCHEDULE

Date	Exercise Type	Participants	Objectives	Notes
2020	L363	Policy Group and EOC Team	Complete the FEMA L363 Course	Have Policy Group members, EOC Team, and alternates complete the FEMA L363 Course.
Monthly	Meeting	Core Team	Continuous Improvement	Review issues of the past month. Discuss updates needed
Monthly	Drills	Core Team	Test access and familiarity with Emergency Notification System (ENS)	Authorized users should ensure that they can access the ENS and send a test message to themselves or the CORE team to show proficiency
Quarterly	Exercise	Core Team	Continuous Improvement and Proficiency	Conduct a tabletop or functional exercise at least quarterly that last a minimum of 1 hour
Quarterly	Drills	Various Buildings	Evacuation	Conduct a fire drill quarterly in various buildings at different times of the day, or more frequently per State law
Semi-Annually	Drills	Campus-wide	Familiarization	Conduct a test of the Emergency Notification System at least once in the Fall and once in the Spring
Annually	Meeting	Faculty/Staff /Students	Continuous Improvement and Proficiency	Conduct awareness training with all faculty and staff, and as many students as possible.
Annually	Drills	Campus-wide	Familiarization and Proficiency	Conduct 1 each Lockout, Lockdown and Evacuation drill each year, or more frequently per State law

November 19, 2020

21-076

BP 3506 RESUMPTION OF IN-PERSON, ~~ON-SITE~~ CLASSES
AND SERVICES (SECOND READING)

PREPARED BY: Jeff Condit, Legal Counsel, Miller Nash

APPROVED BY: Mark Mitsui, President

REPORT: This policy addresses the guiding principles and parameters under which Portland Community College (“PCC”) will consider resuming in-person, ~~on-site~~ classes and services in light of the novel coronavirus (“COVID-19”) pandemic. COVID-19 has threatened the health and safety of our community and the achievement of the College's educational mission. Portland Community College takes the health and safety of our students and employees very seriously. The College will implement measures to mitigate the risk of COVID-19 transmission, at or in connection with College-related or sponsored events and activities, during or in connection with College classes, programs, and services, and during or in connection with employment.

RECOMMENDATION: That the Board approve policy as follows:

- PCC’s decisions regarding the resumption of ~~on-site in-person~~ classes and services will be driven by the value of pursuing PCC’s mission to support “student success by delivering access to quality education while advancing economic development and promoting sustainability in a collaborative culture of diversity, equity and inclusion” while simultaneously reducing the likelihood of exposure to COVID19 to our students and employees.
- PCC will develop and implement COVID-19 health and safety rules, protocols, and procedures for its campuses, centers, locations and properties, for PCC-sponsored activities occurring off-PCC property, operations, employment, and participation in classes, programs, events, activities, and services.

- The President of the College will designate a COVID-19 Opening Leadership Team that will report to the President who is responsible for making key decisions and overseeing the coordination of the College's COVID-19 related work teams that develop the health and safety rules, protocols, and procedures. The College's COVID-19 health and safety rules, protocols, and procedures will comply with applicable law, executive orders, and health authority requirements.
- PCC will advise students and employees of its COVID-19 health and safety rules, protocols, and procedures.
- PCC will provide a complaint process by which students and employees can report concerns about COVID-19 health and safety protocols and compliance with PCC rules, protocols, and procedures. PCC will follow-up promptly upon learning of such concerns.
- The President may, at his discretion, issue administrative procedures that provide further guidance on issues related to COVID-19 and the provision of in-person services, including, but not limited to health and safety protocols at PCC sites or off-site and administrative procedures regarding reopening and closing facilities and programs or courses, etc. In this environment, administrative procedures and other PCC rules should ~~take into account~~ consider the need for flexibility and adaptability to respond to the COVID-19 pandemic.
- The President will report to the Board on a regular basis regarding the development and implementation of COVID-19 health and safety rules, protocols, and procedures, and the PCC President will develop and implement COVID-19 health and safety rules, protocols, and procedures.

November 19, 2020

21-077

AMENDMENTS TO THE MANAGEMENT CONFIDENTIAL
HANDBOOK

PREPARED BY: Lisa Bledsoe, Associate Vice President, Human Resources

APPROVED BY: Sylvia Kelley, Executive Vice President
Mark Mitsui, President

REPORT: This resolution grants the College President authority to amend provisions in sections 6, 7 and 17 of the Management/Confidential Handbook. Specifically, to amend the reduction in force notice period for continuous appointment managers in section 6 from 12 months to 180 days, and for probationary employees from six months to 90 days; to amend the reduction in force notice period for all continuous appointment confidential employees in section 7 to 180 days; and to amend section 17 to apply the provision on initial salary placement to salary placement upon transfer to, application for, or reclassification to lower level. (The terms Management, Confidential, Continuous Appointment and Special Appointment are defined in Section 1, Definitions, of the Management/Confidential Handbook.)

RECOMMENDATION: That the Board of Directors approve that the College President be granted authority to amend the notice provisions for a reduction in force and salary placement provisions of the Management Confidential Handbook as follows:

Section 6: Appointment Status – Management Employees

Continuous Appointment

- In the event of reduction of management positions, continuous appointment managers (except those with “special continuous appointments”), will be provided 180 days notice prior to the effective date of the elimination of their position.

General Appointment Status Changes/Reduction In Force

- Managers holding continuous appointment status shall be provided with 180 days’ notice of such changes, unless the emergency provisions of section 6 apply.
- Managers who have not yet attained continuous appointment status will be provided with 90 days’ notice of

such changes, unless the emergency provisions of section 6 apply.

Section 7: Appointment Status – Confidential Employees

Continuous Appointments

- All Confidential employees (non-exempt and exempt) shall be notified in writing at least 180 days in advance should their continuous appointment not be renewed.

General Appointment Status Changes

- A confidential position or positions may be eliminated in the event of discontinuance or reduction of programs due to lack of enrollment or other causes. In such cases, the College will attempt to place affected confidential employees in other suitable positions when available. If suitable positions are not available, the College will provide written notice in accordance with the provisions for probationary and continuous appointment non-renewal prior to the effective date of termination.

Section 17: Compensation

Salary Placement Upon Transfer to, Application for, or Reclassification to Lower Level

- The provision for Initial Salary Placement shall apply to salary placement upon transfer to, application for, or reclassification to lower level.

All other provisions of sections 6, 7 and 17 will remain unchanged.

November 19, 2020

21-078

NAME THE THIRD FLOOR OF THE FOURTH AND
MONTGOMERY BUILDING HOUSING THE DENTAL
SCIENCES PROGRAM IN HONOR OF WILLAMETTE
DENTAL

PREPARED BY: Ann Prater, Executive Director, PCC Foundation

FINANCIAL
RESPONSIBILITY: PCC Foundation

APPROVED BY: Executive Committee, PCC Foundation
Sylvia Kelley, Executive Vice President
Mark Mitsui, President

REPORT: The Willamette Dental Group and the Skourtes family
have been longtime workforce partners and supporters of
the PCC Dental Program.

To support our students and its workforce needs,
Willamette Dental Group is offering to donate \$1 million
to establish an endowment that will support scholarships
for Dental Sciences in perpetuity.

In recognition of this generous leadership gift, the
College agrees to publicly recognize and honor the
Donor by recognizing this generous gift publicly in the
PCC Dental Sciences Program space on the third floor of
the 4th and Montgomery building in honor of Willamette
Dental.

This building space is part of a condo agreement
between four owners within a new building construction
near the PSU campus. PCC owns the third floor of the
building, with the space dedicated to our Dental Sciences
program.

RECOMMENDATION: That following the signing of a gift agreement by PCC,
the Foundation and the donors, the PCC Board of
Directors approves the naming of the third floor of the
Fourth and Montgomery Building in recognition of
Willamette Dental Group as detailed in Exhibit B.



Willamette Dental Naming Agreement

This Naming Agreement (“Agreement”), dated this 19th day of November, 2020, is between Portland Community College ("College"), and Willamette Dental Group. (“Donor”).

Background:

Whereas the Donor, has made an extraordinary leadership gift to the Portland Community College Foundation to create an endowed scholarship.

And whereas, the PCC Foundation is using the proceeds of this gift to support PCC’s Dental Science program student scholarships

And whereas, the College wishes to publicly recognize and honor the Donor for this significant gift.

Therefore, and accordingly, the parties do hereby agree as follows:

Terms:

Description of the Gifts: Donor will contribute \$1,000,000 to establish an endowed scholarship fund.

Criteria: As established and executed, as of November 2020, this endowment may be used to pay for student scholarships in the Dental Sciences Program.

Donor Recognition/Naming of Space:

College and the Donor agree that in recognition of the Donors’ generous gift the College will provide signs and wall space recognizing the contribution as noted below and detailed in Exhibit B to follow this agreement.

- a. Donor will be recognized on the ground floor main entrance glass door;
- b. The third floor will be referred to and known publicly and throughout campus as the “PCC Dental Sciences Program with generous support from Willamette Dental Group” (the “Name Recognition”);
- c. Building directories on the first and third floors of the Fourth and Montgomery Building will refer to the Name Recognition;
- d. Name Recognition shall appear in primary dental reception area, digital recognition, maps, brochures, press releases, public announcements and other publicity that refer to the Dental Sciences space
- e. The Foundation and Donor acknowledge that the described recognition is pending approval of the PCC District Board, the package will be included in the first board

agenda following execution of the gift agreement.

The College intends to maintain the Dental Sciences program in perpetuity; however, if the Dental Sciences program is transferred or conveyed from the College, closed, deconstructed, destroyed or severely damaged, relocated or replaced, then the Name Recognition will cease. In such event, however, the Donor, if available, and in consultation with and as mutually agreed by the College and Foundation may agree to have another available and equivalent College facility named after the Donor. Additionally, should this occur, the Foundation will notify the Donor or its successor regarding this change.

Right of Use/Publicity:

The Donor hereby irrevocably permits, authorizes, grants and licenses the College, the Foundation, and their respective affiliates, successors, and assigns, and their respective licensees, advertising agencies, and marketing agencies (together, “Authorized Persons”), the rights, subject to compliance with Donor’s Branding Guidelines, which may be amended by Donor from time to time, to display, exhibit, perform, transmit, broadcast, reproduce, photograph, edit, adapt, license, and otherwise use the Name Recognition, the name “Willamette Dental Group” “Skourtes Institute” and the names, images, likenesses, appearances, and other personal characteristics of Donor’s Honoree and Donor’s representative’s and owners and all materials created by or on behalf of the College or the Foundation that incorporate any of the foregoing (together, the “Materials”), in perpetuity throughout the universe in any medium or format whatsoever now existing or hereafter created, on any platform, for any all purposes related to the advertising, promotion, public relations, publicity, of the Dental Sciences program, the Foundation, the College, the Contribution, the Naming, and Donor recognition. Authorized Persons may not alter or modify Materials without Donor’s prior approval; however, with respect to Materials in compliance with the Guidelines, Donor acknowledges and agrees that it has no right to review or approve Materials before they are used by Authorized Persons, and that Authorized Persons have no liability to Donor for any editing of Materials or for any resulting distortion or other effects. Should Donor modify its branding guidelines in Exhibit C, the Foundation may modify signage and other Donor Recognition described in Exhibit B and in this Agreement at Donor’s expense.

Waiver and Release:

To the fullest extent permitted by law, Donor irrevocably waives all legal and equitable rights relating to all liabilities, claims, demands, actions, suits, damages, and expenses, including but not limited to claims for copyright or trademark infringement, infringement of moral rights, libel, defamation, invasion of any rights of privacy (including intrusion, false light, public disclosure of private facts, and misappropriation of name or likeness), violation of rights of publicity, physical or emotional injury or distress, or any similar claim or cause of action in tort, contract, or any other legal theory, now known or hereafter known in any jurisdiction throughout the world (collectively, “Claims”), arising directly or indirectly from the Authorized Persons' exercise of their rights under this Agreement or the production, exhibition, exploitation, advertising, promotion, or other use of the Materials, and whether resulting in whole or in part from the negligence of Company or any other person, and covenants not to make or bring any such Claim against any Authorized Persons and forever releases and discharges the Authorized Persons from liability under such Claims.

Funds Not Received:

In the event the entire original contribution amount of \$1,000,000 is not received by the Foundation the College or Foundation may, at its option, delete the Donor's name from signage, reduce other benefits set forth herein and/or offer the Donor an alternate naming opportunity and benefits commensurate with the Donor's giving level, as determined in the sole discretion of the College and Foundation.

Donor Conduct:

In the unlikely event and at any time following the approval of the naming, circumstances change substantially so that the continued use of the name Willamette Dental Group chosen by the Donor may compromise public trust or negatively impact the image, mission or reputation of the College, the Foundation may consult or seek advice from legal counsel regarding future action and potential name removal. The Parties agree to work in good faith to address any issues of concern of either party and to conduct mediation in the event of a dispute. In the event a dispute cannot be resolved through mediation, the Parties agree to binding arbitration in accordance with the rules of the American Arbitration Association. In the event the Parties stipulate or the Arbitrator rules that the Foundation may terminate the donor recognition specified herein, the Foundation shall have no further obligation or liability to the Donor and shall not be required to return any portion of the contribution already paid. The Foundation, however, may in its sole discretion determine an alternative recognition for the portion of the contribution already received. Further, the Foundation in its sole discretion will determine the use of contribution proceeds so that it honors the original intent of the Donor.

Signage and Appearance of Name:

The signage bearing the Willamette Dental Group name shall be included on the exterior front of the 4th and Montgomery Building, as well as building directories. Information regarding the Donor and this generous gift will be shared inside the Dental Sciences space in the Reception area on a plaque, framed poster, or similar recognition piece, created by the PCC Foundation and PCC. (Renderings attached to this agreement.)

Willamette Dental Group, P.C. (Donor)

Dr. Eugene Skourtes, President Willamette Dental Group, Donor

Date

Dr. Nicholas Skourtes, Vice-President Willamette Dental Group, Donor

Date

Portland Community College

Mark Mitsui, President, Portland Community College

Date

Mohamed Alyajouri, Board Chair, Portland Community College

Date**Portland Community College Foundation**

Ann Prater, Executive Director, PCC Foundation

Date

November 19, 2020

21-079

ADOPTION OF THE 2021-2025 STRATEGIC PLAN

PREPARED BY: Sylvia Kelley, Executive Vice President

APPROVED BY: Mark Mitsui, President

REPORT: In late summer of 2019, a pre-planning team was formed to begin the process of managing the logistics and data collection in order to initiate a new strategic plan for Portland Community College. This was the next step after engaging President Mitsui's Work Plan, which served as a bridge between the previous strategic plan and the new one, while emphasizing equitable student success and opportunity. Ian Symmonds & Associates, a local strategic planning firm, was secured to facilitate the process, conduct research, and provide analysis of the findings. Sonali Sangeeta Balajee provided consulting services as we considered incorporation of an equity and empowerment lens to the process and in the plan.

Shortly thereafter in September of 2019, PCC President Mark Mitsui formed a 26-member Strategic Planning Steering Committee consisting of faculty, staff, students and external community members. Listening sessions were conducted on six different PCC locations in October – December, hosting nearly 400 students, faculty, staff, community leaders, board members, and interest groups. A web survey was conducted across the college in October and November, garnering nearly 1200 responses outlining strengths, weaknesses, opportunities and threats. A planning website was created and maintained during this time to provide updates.

Research and data files and relevant information were analyzed resulting in key findings that were delivered to the Steering Committee in January 2020. This forged four major strategic areas of focus. During the onset of the pandemic, the Steering Committee pivoted to online collaboration in an effort to maintain planning momentum and opportunity for engagement. Work groups at the Steering Committee level were formed around the four major strategic areas of focus, including discussions with more than 100 additional faculty, staff, students, and community partners to create and refine

the strategic goals, initiatives and action plans. Consultations with President Mitsui, the Board Chair and Vice Chair, and the Foundation, and Cabinet occurred throughout the process.

The Steering Committee finalized the work of these groups, creating four major strategic areas and 20 individual initiatives, all of which are durable and lasting. Those high-level themes are:

1. Transform our learning culture toward creating a sense of belonging and well-being for every student.
2. Respond to community and workforce needs by developing a culture of agility.
3. Redefine time, place, and systems of educational delivery to create more learner-centric ecosystems.
4. Cultivate a long-term sustainable college enterprise.

These were presented to the Board of Directors during work and information sessions.

Action plans are being developed for each initiative associated with each theme, as we internally operationalize the plan (which is the “how”), including establishing priorities and alignment with the upcoming biennial budget, and in accordance with accreditation requirements. In October of this year another final survey was distributed, designed to obtain feedback and validate the work. This survey resulted in more than 1400 responses, with an average approval or agreement rating of 4.4 on a 5-point scale, resulting in no major changes.

RECOMMENDATION: That the Board of Directors approve the proposed Portland Community College 2021-2025 Strategic Plan as described in Exhibit C.



Strategic Plan 2021-2025

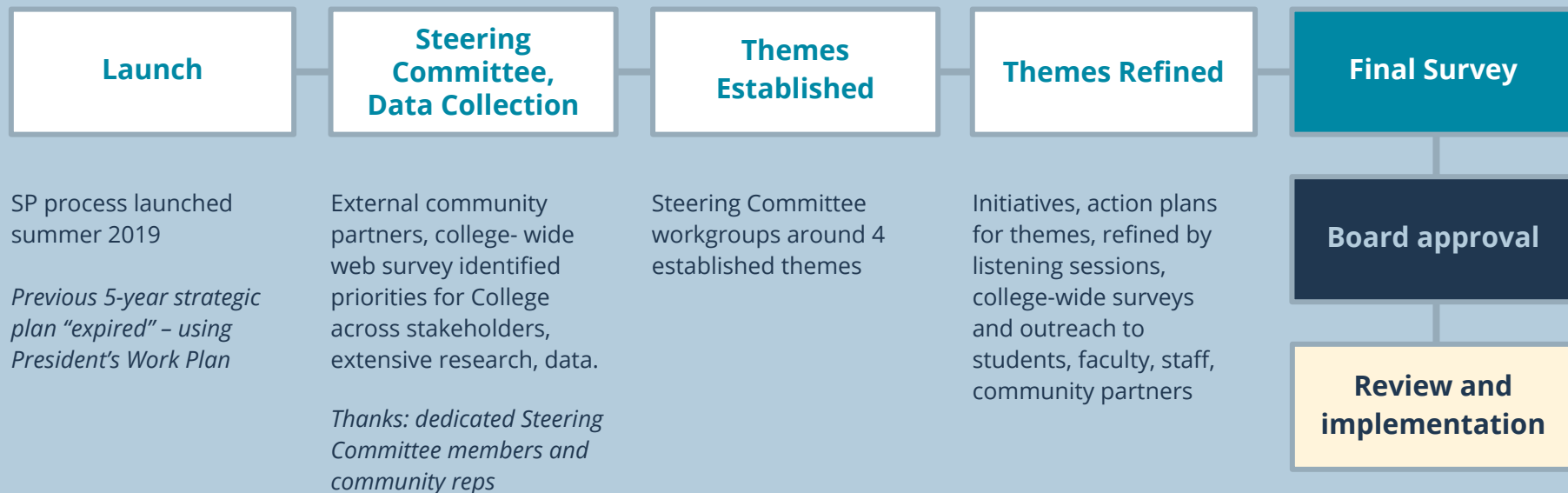
**Board of Directors Meeting
November 19, 2020**

Facilitated by:

Sylvia Kelley, Executive Vice President



The Process Summarized



Final Survey Results

1404 Responses

4.2–4.4 overall agreement with plan (**5 point scale**)

No major changes

to themes or initiatives at this time

PCC responses:



43.35% Faculty



22.59% Classified



17.85% Administrators/confidential



17.12% Academic Professionals

Selected Major Research Findings

Environmental factors in the city of Portland are rapidly accelerating. These include income disparity, urban displacement, food insecurity, congested transportation, affordable housing, and cost of living.

Many stakeholders validate the **PCC mission statement** yet believe the College falls short in specific ways.

Cultural and functional silos, creating inequity between groups, campuses, and stakeholders.

Selected Major Research Findings

Some doubt the **agility, adaptability, and workforce dexterity** of the organization in workforce development.

Community leaders desire a deeper connection to PCC as it shapes programs, services, and training.

With **shifting demographics and enrollment patterns**, it will need to respond with stronger funding mechanisms.

COVID-19 and the global pandemic will **accelerate the pace of change** in education.

Transform Our
Learning Culture
Toward Creating a
Sense of Belonging
and Well-being for
Every Student

Redefine Time, Place,
and Systems of
Educational Delivery to
Create a More
Learner-Centric
Ecosystem

Cultivate a Long-term
Sustainable College
Enterprise

Respond to Community
and Workforce Needs
by Developing a Culture
of Agility





Transform Our
Learning Culture
Toward Creating a
Sense of Belonging
and Well-being for
Every Student

Transform Our Learning Culture Toward Creating a Sense of Belonging and Well-Being for Every Student

Definition of belonging: After an individual's basic needs are met, the door is opened to create a sense of belonging. This sense of belonging is foundational to helping an individual self-actualize and thrive within an institution. In the college environment, both the academic and social elements work in tandem to create a sense of belonging. A sense of belonging is relational, reciprocal, and dynamic. It cultivates a feeling that the Individual matters to the group, their personal identity and contributions are valued; individuals experience that they are indispensable *to the* group and feel safe presenting themselves authentically *in the* group.

Transform Our Learning Culture Toward Creating a Sense of Belonging and Well-Being for Every Student

- Create a sense of belonging in our learning environment as a college priority, and as a key factor in equitable student success.
- Ensure every student has the opportunity to participate in an orientation experience.
- Provide onboarding to all new employees to create a sense of belonging.

Transform Our Learning Culture Toward Creating a Sense of Belonging and Well-Being for Every Student

- Provide training to all employees to develop competencies in principles of intercultural communication, systemic racism and social oppression, and culturally responsive practices that support our students and each other.
- Develop and support a culture where all faculty and staff feel regularly acknowledged, inspired, engaged, and supported by each other and the college.

10:40 Speaker View Exit Full Screen

Redefine Time,
Place, and Systems of
Educational Delivery
to Create a More
Learner-Centric
Ecosystem

Mute Stop Video Invite Manage Participants 38 Share Screen Chat Record Reactions End Meeting

Redefine Time, Place, and Systems of Educational Delivery to Create a More Learner-Centric Ecosystem

- Cultivate a culture of student-focused teaching excellence, grounded in culturally-responsive, anti-racist pedagogies.
- Design and strengthen the innovative and appropriate use of technology, becoming a leader in advancing equitable student success in all learning modalities.
- Develop and scale learner-centered class offerings by expanding access in time, place, duration, and delivery in response to student and community pathways and barriers to our current course and class models.

Redefine Time, Place, and Systems of Educational Delivery to Create a More Learner-Centric Ecosystem

- Create a teaching, learning, technology innovation hub centered around equity and driven by assessment of student learning outcomes, the unique needs of learners, and our workforce needs.
- Implement comprehensive and equity-conscious support services that center the experiences of students who are most directly impacted by College delivery decisions.

Sample related action plans

Create a culture of student-focused teaching excellence, grounded in culturally responsive, anti-racist pedagogies.

1

Develop hiring processes that reflect expectations for culturally responsive and anti-racist teaching.

2

Create onboarding that supports the development of a community of practice around culturally responsive and anti-racist teaching.

3


Provide ongoing professional development opportunities that support educators as learners.

4

Build assessment processes that support continued growth of culturally responsive, anti-racist educators.

5

Create a mechanism for incorporating student feedback to promote a continuous cycle of improvement.

A composite image featuring two men in suits standing in front of a large solar panel array. The man on the left is Lowell Gordon, a Knowledge Supporter, and the man on the right is Mike O'Neil, a Knowledge Supporter. They are both smiling. The background shows a field of solar panels under a blue sky with clouds. A blue banner at the top left reads "THANK YOU, DONORS. FOR CREATING OPPORTUNITIES FOR EXTRAORDINARY PCC STUDENTS!".

THANK YOU, DONORS.
FOR CREATING OPPORTUNITIES FOR
EXTRAORDINARY PCC STUDENTS!



Cultivate a Long-term
Sustainable College
Enterprise

Cultivate a Long-Term Sustainable College Enterprise

Definition of sustainability: Sustainability is the capacity to continue mission-aligned services while promoting economic prosperity, social equity and environmental stewardship. This “triple bottom line” approach informs the college’s mission, vision and values, and promotes PCC as positive economic, social, and environmental stewards.

Cultivate a Long-Term Sustainable College Enterprise

- Advance equitable student success through the creation and diversification of new revenue streams that cultivate sustainability, align with PCC mission, and imagine new opportunities.
- Create a more equitable college model and experience while expanding sustainable operations across the college that are responsive to the community and agile in the face of change.
- Center and use proven anti-racist and anti-oppression systems to foster positive economic, environmental, and social growth, and provide accountability at all levels of the organization.

Cultivate a Long-Term Sustainable College Enterprise

- Collaborate with our Portland metro area community, colleges and universities, primary and secondary educational partners, and business community to improve efficiency and ensure long-term viability of our enterprise
- Align and coordinate proactive college-wide planning based on assessment of internal and external factors, conditions and constituents with service toward our most marginalized and vulnerable populations as a guidepost.

Respond to
Community and
Workforce Needs
by Developing a
Culture of Agility



Respond to Community and Workforce Needs by Developing a Culture of Agility

- Create new and sustain existing programs that lead to living wage jobs with partners that are rooted in core values related to equitable opportunity through education.
- Establish a holistic college and career readiness experience that is integrated in student orientation and connected to inclusive, anti-poverty, and equitable support programs and resources that include in-program coaching and career launching support.

Respond to Community and Workforce Needs by Developing a Culture of Agility

- Provide students with a path for professional growth and advancement through work-based learning opportunities.
- Create a data-informed continuous improvement ecosystem to establish agile decision making and build the infrastructure for implementation.
- Welcome prospective students and partnerships with local employers including private, public and non-profit sectors, and community partners by removing barriers to entry and engagement.

Alignment, Next Steps



STUDENT UNION

Questions?

570

Board of Directors Goals 2019-2020

Diversity, Equity and Inclusion

Strategic Goal: Ensure that the Board of Directors and the President both advance Diversity, Equity and Inclusion in measurable and strategic ways.

- PCC increases the recruitment, hiring and retention of employees of color.
- PCC increases the awarding of contracts to MWESB companies.
- The PCC Board of Directors will establish and implement a way of including DE & I into the policy making process and other key board functions.

Equitable Student Success

Strategic Goal: The board holds itself and the college president accountable for improving equitable student success.

- PCC improves access, retention, and completion rates for all students and reduces and then eliminates disparities in these rates for low-income students and students of color.
- Board members utilize personal and professional networks to establish new strategic partnerships that bring new resources to the goal of improving outcomes for students (e.g., resources that address student housing and food insecurity, the PCC Campaign for Opportunity, etc.)

.....

Mission Fulfillment

Strategic Goal: Through the development of policy, a strong relationship with the college president and effective public advocacy, ensure that Portland Community College is well positioned to meet the current and future needs of the communities it serves:

- Engage, at the board level, in the PCC Strategic Planning Process and prepare for the board role in the next accreditation visit.
- Continue to engage in coordinated, strategic advocacy with city, county, regional, state and federal governments.
- Continue strategic oversight of critical college performance through the Audit Committee, dashboard review, budget presentations, evaluation of the president, etc.
- Evaluate the PCC President relative to his work plan.

.....

The PCC Board of Directors met for a retreat on July 26, 2019. From that meeting a working agreement was established. This is that agreement:

- Treat each other with respect
- Plan agenda thoughtfully
- Listen with an empathic mind and heart
- Be prepared
- Be honest, act with integrity
- Create a positive working environment
- Call in/Call out
- Be aware of impact as well as intent
- Conduct effective meetings
- Stay true to board goals
- Stay engaged
- Reference Legacy Goals in meetings

The College prohibits unlawful discrimination based on race, color, religion, national origin, sex, marital status, disability, veteran status, age, sexual orientation, or any other status protected by federal, state, or local law in any area, activity or operation of the College. The College also prohibits retaliation against an individual for engaging in activity protected under this policy, and interfering with rights or privileges granted under anti-discrimination laws. In addition, the College complies with applicable provisions of the Civil Rights Act of 1964 (as amended), related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (as amended), Uniformed Services Employment and Reemployment Rights Act ("USERRA"), and all local and state civil rights laws. Under this policy, equal opportunity for employment, admission, and participation in the College's programs, services, and activities will be extended to all persons, and the College will promote equal opportunity and treatment through application of this policy and other College efforts designed for that purpose.