



**MCC** Mohave  
Community  
College

IMPROVING LIVES. IMPROVING COMMUNITIES.

# **Pandemic Response Plan 2020**

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## Introduction

Pandemic or epidemic events involve the widespread outbreak of disease and have the potential to create major social, economic, and political turmoil. Mohave Community College (MCC) created this Pandemic Response Plan to help guide the college during such a crisis, no matter how large the scale or impact. The goal is to provide for the health and safety of the MCC community (students, employees, and community members).

The Mohave Community College Pandemic Response Plan addresses continuity of operations and learning planning in the event of a pandemic outbreak. Continuing to perform essential functions and provide instruction and services is vital to our ability to remain viable during time of increased threats from all hazards. Since the threat to MCC's continuity of operations is greater during a pandemic outbreak; it is important for organizations like ours to have a Pandemic Response Plan in place to ensure that it can carry out its essential functions and services. While we may be forced to suspend some operations due to the severity of a pandemic outbreak, an effective plan can assist an organization in its efforts to remain operational, as well as strengthen the ability to resume normal operations (FEMA, 2020).

## Purpose

This plan provides guidance to Mohave Community College and may serve as the plan for maintaining essential functions and services during a pandemic outbreak. This plan does not supersede MCC's Crisis Plan, rather it supplements it, bridging the gap between a traditional crisis response and the specialized plan for continuity of operations required for a pandemic.

This plan stresses that essential functions can be maintained during a pandemic outbreak through mitigation strategies, such as social distancing, increased hygiene, the vaccination of employees, and similar approaches, and outlines objectives and actions that students, their families, faculty, and staff can expect the college to take, depending on the specifics of an epidemic scenario.

Mohave Community College has established a Pandemic Response Plan to guide the district in preparing for and responding to a pandemic outbreak. The goals of the plan are:

- To protect the health and safety of students, employees, and visitors;
- To minimize the adverse impact on college operations, personnel and facilities;
- To provide for continuity of college operations to the greatest extent possible;
- To effectively communicate with all involved parties throughout the duration of a pandemic; and
- To recover following a pandemic as soon as possible.

## Concept of Operations

Mohave Community College will monitor the severity of the pandemic and establish continuity activation triggers to address the unique nature of the pandemic threat. The Pandemic Response Plan will be implemented as needed to support the continued performance of essential functions. This plan is to be read in conjunction

with the MCC Crisis Management plan, county and state health services organizations, the Center for Disease Control, and the Federal Emergency Management Agency (FEMA).

MCC Preparedness

WHO has a classification for threat level ...



<b>Inter-pandemic period</b>	<i>Phase 1</i>	No new influenza virus detected in humans. If a new influenza virus presents in animals, the risk of human infection is considered to be low.
	<i>Phase 2</i>	No human infections, but a circulating animal influenza virus poses a risk to humans.
<b>Pandemic alert period</b>	<i>Phase 3</i>	<i>Human infection(s) with a new virus, but no (or very infrequent) human-to-human spread.</i>
	<i>Phase 4</i>	Small cluster(s) with limited human-to-human transmission but spread is highly localized.
	<i>Phase 5</i>	Larger cluster(s) but human-to-human spread still localized
<b>Pandemic period</b>	<i>Phase 6</i>	Increased and sustained transmission in general population.

*\*The World Health Organization uses the term influenza virus as a generic term for pandemic disease.*

MCC’s action plan is focused on the threat posed by pandemic diseases that have passed phase three and beyond of the World Health Organizations classification system. Since MCC’s actions are based on the threat to each campus location, the trigger points for escalating action are based on the geographic proximity of human-to-human transmission to each MCC site. The Pandemic Response Stages diagram below establishes the stages as trigger points for action.

It must be emphasized that the trigger points could be reached in rapid succession and with little time allowed for implementation of these plans. MCC has created a response group by joining the Risk and Safety committees and has identified a Pandemic Coordinator (See Roles and Responsibilities).

The plan is designed to work in conjunction with national, state and local public health officials and local first responders. The United States Department of Health and Human Services and the Centers for Disease Control and Prevention (CDC) recommend that a comprehensive approach of a community college to the management of a pandemic outbreak consider performance in four key areas:

- Planning and Coordination;
- Continuity of Student Learning and Operations;
- Infection Control Policies and Procedures; and
- Communications Planning.

The Pandemic Response Plan will be maintained by the office of the president. A copy of the most current version of the plan will be posted at: <https://www.mohave.edu/about/safety/>. Proposed changes to the plan may be considered by the president’s cabinet or others delegated for the purpose.

## Pandemic Response Stages

The Pandemic Response Plan establishes four stages of response to the threat of a pandemic disease outbreak. The President, or the Cabinet in the event the President is unavailable, will designate which stage of pandemic emergency exists, based on available information and reports.

STAGE	DEFINITIONS	EXAMPLE SITUATIONS
<b>STAGE 1</b>	CDC, state or local health department warnings of impending threat.	Highly contagious and/or severe pandemic strains in the U.S. that seem likely to spread to the Southwest.
<b>STAGE 2</b>	Pandemic with severe health outcomes present in Arizona and the Tri-State area.	Press and/or public health reports and warnings of widespread pandemic outbreaks in or near Arizona.
<b>STAGE 3</b>	Pandemic cases rising locally.	Rising number of local cases reported.  Spike in infections among MCC staff or students.
<b>STAGE 4</b>	A declaration by the president of Mohave Community College that a pandemic emergency exists for the college.	Threat or existence of a rising number of Pandemic infections among college employees or students.  Increased risk of spread among employees and students.  Absenteeism rates which inhibit the conduct of normal college business.

## Roles and Responsibilities

The Response Group, which consists of the Risk Committee and Safety Subcommittee members, will be responsible for the communication, education and implementation of pandemic information and plans. The Pandemic Coordinator will be responsible for monitoring and assessing various risks and threats and the potential impact on the college community. The coordinator will also keep the President, Cabinet, and Response Group informed.

Additionally, the Coordinator will be responsible for seeing that the Pandemic Response Plan is regularly reevaluated and implemented, when needed, to protect against threats to the livelihood of the organization, the ability to service customers, and the health and safety of employees.

A pandemic emergency may have characteristics which are different than many other emergencies, including a longer planning timeframe and the likelihood of an extended period of implementation. During the implementation of a pandemic response, a major goal will be the continuation of critical college functions, including instruction, student services, payroll, and other functions defined by the president.

Under foreseeable conditions during a pandemic response, MCC's organizational structure for decision-making and implementation will coincide with existing non-emergency roles. To the extent possible, the president's cabinet will serve the command staff functions. Roles and/or responsibilities for pandemic responses are defined in this plan for students and employees.

An emergency response organizational structure which follows the concepts of the National Incident Management System (NIMS) has been created for other emergency situations. At any time, the president may activate the Emergency Operations Center (EOC) with the Cabinet and Response Group and impose the organizational structure using an incident command system.

If the College President activates the EOC, messages will be sent via email, phone, and text alerting personnel to take appropriate action. Due to the threat of contagion, the employees will not convene at a physical operation center during Stage 4 pandemic emergencies. Meetings and communications will be conducted via email, phone, and video conferencing tools.

## Strategies to Reduce the Spread of Infectious Disease

The following characteristics of an epidemic were taken into consideration in the creation of this plan

- Rapid spread: The entire population is considered susceptible. Travel restrictions or bans may not be able to fully prevent spread
- Overload of health care systems: Soaring infection rates may strain available medical care facilities and staff
- Universal shortage of medical supplies: The need for vaccines and antiviral drugs may outstrip availability, especially early in an epidemic or pandemic
- Economic and social disruption: Travel bans, school and business closings and cancellations of events could have a major impact on communities and citizens. The need to care for sick family members and fear of exposure could result in significant worker absenteeism and economic slowdown.

Preparation for possible community transmission with the disease is important in the event that the disease does appear in the community. MCC will implement the following strategies to reduce the spread of illness:

- The College will communicate through posters, email, social media, the learning management system, and/or notification software strategies to reduce the spread of illness recommended by the CDC at least one per week until the risk of spread is eliminated.
- The College will offer training and/or resources for students and employees emphasizing preventative actions including handwashing, appropriately covering coughs and sneezes, and clean frequently touched surfaces.
- Perform routine environmental cleaning.
  - Routinely clean frequently touched surfaces (e.g., doorknobs, light switches, countertops) with the cleaners typically used. Use all cleaning products according to the directions on the label.
  - Provide disposable wipes so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down by students, community members, and employees before each use.
- Students, faculty, and staff with Pandemic-like illness should be asked to self-isolate at home until at least 48 hours after they are free of fever, or signs of a fever, without the use of fever-reducing medicines. Absence of fever does not mean absence of infection.
  - The decision to discontinue home isolation precautions should be made on a case-by-case basis, in consultation with healthcare providers and state and local health departments.
- Review, and revise if needed, sick leave policies to remove barriers to faculty and staff staying at home when they are ill or caring for an ill family member.
- Consider altering policies on missed classes and examinations and late assignments so that students' academic concerns do not prevent them from staying home when ill or prompt them to return to class or take examinations while still symptomatic and potentially infectious. Staff can make daily contact by e-mail, text messaging, phone calls, or other methods with students who are in self-isolation.
- Do not require a doctor's note for students, faculty, or staff to validate their illness (exhibiting symptoms of pandemic illness) or to return to work, as doctor's offices and medical facilities may be extremely busy and may not be able to provide such documentation in a timely way.
- Distance learning or web-based learning may help students maintain self-isolation.
- Instruct all who may have medical conditions that put them at increased risk of severe illness from Pandemic to promptly seek medical attention.

## Ongoing Preparation

In order for any response to be effective, attention to ongoing preparations and training must occur. The Response Team (Risk Committee and Safety Subcommittee) will be designated to lead and report the completion of preparation tasks and training.

### Tasks and Training Objectives

Complete, adopt and post the MCC Pandemic Response Plan

Name the members of a pandemic response team and responsible Cabinet members

Encourage employees to become vaccinated, if possible (seasonal and other if possible)

Inform MCC students of the Plan at the beginning of each semester

Provide the Plan to local public health officials and first responders

Conduct appropriate training

Cabinet and key personnel establish home computer access links Identify critical functions and critical personnel

Assign staff, back-up staff and support personnel for critical functions

Prepare faculty to sustain instruction

IT establish hardware, software and training

Develop continuity plans for all classes and inform students

Draft communications for each stage of pandemic response

Collaborate with and develop plans and communication with partners such as dual enrollment, community partners, etc.

Pandemic Coordinator monitors CDC, health departments, and DoE for updates and guidance.

### Stage 1

*President issues a declaration of stage 1 Pandemic Response.*

#### **Communications Checklist:**

President: Email to all MCC employees

President: Email to all students

    Faculty: Forward president's message to all classes

    Supervisors: Forward president's email and review hygiene precautions

Director of Communication: Information posted online, as appropriate

Director of Communication: post public health posters, brochures

Campus Deans/Facilities: distribute hand sanitizer, bleach wipes, soap

Pandemic Coordinator: notify public health and first responder community

Cabinet meets to review plans, and identify gaps or unanticipated events or circumstances, and assigns responsibility for addressing each item.

- The College will review policies and procedures regarding employee absences and create a plan in the event that employees are required to work from home or are put on leave due to campus closures.

Employee Response:

- During Stage 1 of a pandemic event, employees are encouraged to adhere to public health hygiene protocols, including obtaining influenza vaccination and disinfection of all work stations.

Stage 1 Performance Objectives

All college personnel review, discuss and implement public health hygiene protocols

Communicate to all students the critical need to observe hygiene

Adopt and publicize policy that anyone with symptoms stay home per CDC

## Stage 2

President issues declaration of stage 2 Pandemic Response.

President and cabinet meet and establish Stage 2 strategies, including the need to forcefully reiterate hygiene behaviors and self-isolation for employees and students.

**Communications:**

President: email to all MCC employees

President: email to all students

Faculty: forward president's message to all classes; discuss continuity plan

Supervisors: forward president's email and review unit plans

Faculty training to ensure continuity of learning to include online course design, Schoology nuts and bolts, Zoom training, etc.

Pandemic Coordinator: notify public health and first responder community as necessary

Stage 2 Performance Objectives

Review the reliability and dependability of information flow to Cabinet:

Review CDC and Health Departments guidance

Monitor absenteeism rates among employees and students

Triage concerns, rumors, anxieties or community feedback

Review plans for future events, trips and activities with employees and students or in college facilities

Communication regarding legal, ethical, logistical or other barriers to college actions

Faculty: prepare all classes for remote instruction.

**Example: *Pandemic/Catastrophic Readiness Statement***

“In the event that this course is no longer able to meet face-to-face, students should (first go to section XX in this syllabus and complete the alternative assignment) and/or (immediately log onto Schoology and read the announcement.) and/or (etc.).

Faculty: test Zoom/Schoology tests and training

Instructional Units – special considerations for students in clinical experiences in hospitals and other healthcare facilities

Communications:

President: email to Trustees

President: email to all MCC personnel

President: email to all students

DIRECTOR OF COMMUNICATION: release news to press and appropriate signage.

**Employee Response:**

During Stage 2 of a pandemic event, employees who exhibit identified symptoms of the disease should self-isolate, meaning that those employees should stay home for the prescribed amount of time. Employees who are absent due to illness with pandemic symptoms are not required to produce a doctor’s note upon return to work.

Supervisors should become familiar with the identified symptoms of the disease. If supervisors observe employees exhibiting pandemic symptoms while at work, supervisors should send the employee home and those employees should stay home for the prescribed amount of time. Employees who are absent due to illness with pandemic symptoms are not required to produce a doctor’s note upon return to work.

Mohave Community College’s employee leave policy and procedures provide adequate leave time for illness due to a pandemic event. Employees will use paid sick leave and paid time off when pandemic symptoms occur.

**Stage 3**

*President issues declaration of stage 3 Pandemic Response.*

**Communications:**

The Chief Academic Officer: communicate with the faculty and review continuity plan

Faculty: Voluntarily move instruction to the LMS, based on continuity plan

Remove clinical students from hospitals and other high risk sites

Pandemic Coordinator: Coordinate message with public health and first responder community.

### Stage 3 Performance Objectives

Determine responsibility, in the event a decision is made, for implementing cancellation or modification of:

- public events
- student field trips and student travel
- employee travel
- rental of facilities by outside groups

Finalize Fact Sheet and distribute to front-line personnel

Positive reporting by faculty of communications with students via email

Chief Academic Officer: Request faculty implement continuity plans if convenient

### Seek and discuss information about operations:

Leadership and Administration: analyze trigger points for Stage 4, other actions

Instructional Units – feedback regarding absenteeism, instruction

### Consider obstacles/obligations/problems with any further action steps

Instructional Units – special considerations for students in labs, campus clinics, external clinical experiences, etc.

Facilities – accepting deliveries, protecting physical plant

Business Operations – bank deposits, costs of response options

Communications – community perception, alignment with other agency actions

### Employee Response:

During Stage 3 of a pandemic event, employees who exhibit identified symptoms of the disease should self-isolate, meaning that those employees should stay home for the prescribed amount of time. Employees who are absent due to illness with pandemic symptoms are not required to produce a doctor's note upon return to work.

Vulnerable employees (those with health concerns that increase the risk of serious illness) should contact human resources to discuss the likelihood of exposure due to the nature of their position and reasonable accommodations.

Supervisors should become familiar with the identified symptoms of the disease. If supervisors observe employees exhibiting pandemic symptoms while at work, supervisors should send the employee home and those employees should stay home for the prescribed amount of time. Employees who are absent due to illness with pandemic symptoms are not required to produce a doctor's note upon return to work.

Mohave Community College's employee leave policy and procedures provide adequate leave time for illness due to a pandemic event. Employees will use paid sick leave and paid time off when pandemic symptoms occur.

## Stage 4

*President issues declaration of stage 4 Pandemic Response.*

President and Cabinet meet/conference call to discuss options. Based on reports of absenteeism, the severity of the Pandemic, public health recommendations, and other information, options to be considered include:

Convening meeting of the Cabinet and Response Group

Mandatory move to online instruction

Removal of students from clinical experiences in hospitals and other sites

Cancellation of any or all:

- Campus events
- Public events
- Student field trips and student travel
- Employee travel
- Rental of facilities by outside groups
- Conversation partner programs: Dual, concurrent, community

Closure or partial closure of campuses

Communications:

Inform personnel, students, community of college status, planned actions

Pandemic Coordinator: coordinate message with public health and first responder community

### Employee Response:

During Stage 4 of a pandemic event, employees who exhibit identified symptoms of the disease should self-isolate, meaning that those employees should stay home for the prescribed amount of time. Employees who are absent due to illness with pandemic symptoms are not required to produce a doctor's note upon return to work.

Vulnerable employees (those with health concerns that increase the risk of serious illness) should contact human resources to discuss the likelihood of exposure due to the nature of their position and reasonable accommodations.

Supervisors should become familiar with the identified symptoms of the disease. If supervisors observe employees exhibiting pandemic symptoms while at work, supervisors should send the employee home and

those employees should stay home for the prescribed amount of time. Employees who are absent due to illness with pandemic symptoms are not required to produce a doctor's note upon return to work.

Mohave Community College's employee leave policy and procedures provide adequate leave time for illness due to a pandemic event. Employees will use paid sick leave and paid time off when pandemic symptoms occur.

#### Stage 4 Performance Objectives

Review and assure information flow to Cabinet:

- IT - level of IT and infrastructure use vs. capacity issues
- Student Services – new student registration, testing issues
- HR – payroll and personnel issues
- Facilities – building maintenance, cleaning protocols
- Business Operations – bank deposits, campus deliveries
- Communications – community perception and feedback

## Pandemic Continuity Plan

***Note:** In the event of a pandemic or other catastrophic event, we cannot make the assumption that all students or faculty will have Internet or computer access. Based on this assumption, we provide the following suggestions to augment the MCC continuity plan.*

Begin planning by reviewing the learning outcomes you wish to achieve in the event of pandemic or catastrophic conditions. Review the Checklist provided later in this document. These two items should foster and encourage open collaboration among faculty members before and during the declared event.

The plan should address two distinctly different scenarios: the scenario in which Internet and computer access will be available to most students, and the scenario in which students that will not have Internet access and/or access to a computer. Be sure to include any communication updates (how—when—where) and any announcements which are important to your students. For example, let them know how often they can expect to hear from you and how often you expect to hear from them.

A pandemic or catastrophic event timeline for continuation of student learning should be distributed *before or immediately* upon College declaration of a pandemic or catastrophic event. The timeline should contain all expectations and requirements for course communication, content delivery, and assessment, along with the dates associated with these expectations.

### **Scenario 1: Just-In-Time Planning - Students with Internet and Computer Access**

During a pandemic or catastrophic event, and after all face-to-face instruction has been suspended, communication will be expected to take place through online the College learning management system, telephone, text messaging, instant messaging, etc. We recommend that faculty become

familiar with Schoology prior to a pandemic or catastrophic event in order to reduce frustrations and confusion. Schoology is MCC’s universal course management system and is available to all faculty members and all students.

Schoology automatically generates a course shell for every MCC course offering, including face-to-face, blended, and distance education sections. Each course shell will be populated with students enrolled in the course. The College requires the use of this platform in event that face-to-face classes are temporarily suspended. Social distancing may impact students’ access to course related materials or software. Online content should be sufficient to meet the course objectives.

Real-time courses—Zoom video conferencing software is available for faculty members who would like to continue classes in real-time. When using video conferencing, faculty member should conduct the remote class on the same days and times as scheduled and record the class for those who cannot access the live course due to social distancing.

Scenario 2: Just-In-Case Planning - Faculty and Students without Internet or Computer Access

In the event that a pandemic or catastrophic event is declared, students may be required to vacate the campus and work from another location which will not afford access to a computer or the Internet. Under these circumstances a great deal of pre-planning must go into syllabi and materials development. A syllabus with complete instructions for work completion at remote and inaccessible locations will need to be prepared within a detailed study/work plan. Note that in these circumstances, a single Just-In-Case syllabus for multiple sections of a course might be appropriate. This event could cause a communication gap between instructors and students while face -to-face classes are suspended. These students will still need an explanation of your expectations and their responsibilities. It is important that a just-in-case course content outline/syllabus be provided, and a timeline be available that students can either download or print, and take with them. Assignments from the current textbook which students can complete and submit when face-to-face classes resume are also an option. As with Scenario 1, social distancing may affect students’ access to course related materials or software and will prohibit the use of any type of face-to-face meetings. Text messaging and/or U.S. Postal Services may be used to disseminate course information and assignments.

Faculty Checklist

The following is provided in order to facilitate and focus attention on preparation for a catastrophic event.

	Item Description
	Answer the Questions to Consider
	Attend a Continuity of Student Learning Session
	Attend Schoology Training Sessions

	Test Communication Tools
	Select Communication Tools to Implement
	Develop a Continuity of Student Learning Outline
	Revise Syllabus – Continuity Syllabus
	Continuity Syllabus Readily Available to Students
	Ensure Just-In-Time and Just-In-Case Content Readily Available
	Ensure Just-In-Time and Just-In-Case Assignments Readily Available

Colleges and Universities Pandemic Planning Checklist

<http://www.pandemicPandemic.gov/plan/collegeschecklist.html>

### **Policies for Employee and Student Absence Unique to Pandemic**

- Mohave Community College’s PTO policy provides adequate leave time for illness due to Pandemic. Employees who are absent due to illness with pandemic symptoms are not required to produce a doctor’s note upon return to work. Employees will be encouraged to take sick leave when Pandemic symptoms occur.
- Instructors are encouraged to prepare flexible accommodations for affected students in the event of pandemic conditions. Mohave Community College employees do not have the expertise to diagnose illnesses among their students. Students exhibiting any of the signs of Pandemic as described by the Center for Disease Control (fever over 100 ° Fahrenheit, cough, sore throat, runny or stuffy nose, body aches, headache, tiredness, vomiting, and diarrhea) will be asked to leave class and to stay home for at least 48 hours after they no longer have these signs of infection. All faculty and staff will have the authority to use personal judgment in requiring a student to leave campus.
  - Students who remain home due to illness will be allowed to make up any missed work without penalty. Teachers should allow at least one week beyond the final missed class period for students to hand in their work. More time may be allowed at the teacher’s discretion. Students will not be required to submit documentation of their illness during these crisis periods.
- Campus Deans will collect emergency contact information from all employees.