CAMBRIDGE
COLLEGE OF HEALTHCARE & TECHNOLOGY

EMERGENCY PREPAREDNESS PLAN

REVISION DATE: 6/2023

Table of Contents

Objective: to provide an organized process for maintaining safety of operations for the purpose of maintaining safety of students and staff while on campus. This will be accomplished through the continual evaluation of our plan, practice of emergency procedures, and continual training and access to new information.

There are exit signs located throughout the facility, leading to an exit door in the front of the building and or exit door in the back of the building. Evacuation routes are posted in each and every room on the campus. Students are oriented as to the location of the evacuation routes, and provided information on this emergency evacuation plan during their orientation. An annual testing of the fire alarms is scheduled by the property management and Cambridge College follows the building evacuation practice schedule. This information may be obtained from the campus dean at each campus location.

Fire extinguishers are located throughout the campus in accordance with safety codes and are checked on an annual basis by a reputable company. The campus bathroom facilities are in compliance with the Americans with Disabilities Act. Hallway spaces and classroom doors are also large enough to accommodate wheelchair access.

Risk Assessment

Cambridge College has prioritized its risks in accordance with the nature of its operation, regional disposition and potential exposures due to on campus training equipment, substances and/or potentially harmful exposures. These are considered primary risks.

Secondary risks include, but are not limited to accidents outside of the facility but immediately adjacent to its location. Such risks also include criminal activity within the community.

Primary Risk Assessment & Emergency Plans

Inclement Weather: From time to time, specifically between June 1 and November 30 of each year, inclement weather alerts occur. The most common weather alerts are hurricane warnings, tornado warnings, and thunderstorm warnings. From December through March of each year, inclement weather alerts occur. The most common is snow and ice.

Hurricane season begins June 1 of each year and ends November 30 of each year. The most typical high-level period within this season is August through October. The following procedures exist to be able to facilitate emergency preparedness in the event of an impending hurricane:

- The Campus Deans and CEO maintain active monitoring of storms, determining whether the campus location is within the cone of caution of an impending hurricane. The team will follow the National Weather Center/National Hurricane Center alerts and updates. Hurricane watch is typically issued 72 hours in advance of a hurricane and a hurricane warning is issued 24-36 hours in advanced of a hurricane. Each county issues emergency advisories and provides information on designated shelters and evacuation routes within the county. In the event the institution appears to be in the cone of caution, the campus dean/registrar will disseminate this information to students and faculty through a mass email in order that they may personally prepare for impending hurricanes.

- Campus based preparations include advisories to students concerning the status of school closures during periods where inclement weather is likely. Specific to hurricanes, once a hurricane warning is issued, an estimated time of arrival for landfall within the region is also issued based on the number of miles per hour the hurricane is moving, the category factor and the size of the storm. At the time of a hurricane warning residents are also notified when the storm is bringing heavy rain, winds, tornadoes and other weather affects that may present dangerous situations for the residents within the region. Students are notified 72 hours in advance of a hurricane or anticipated closure. This is based on County warnings and information from the National Weather Center/National Hurricane Center. Within 24/36 hours of a hurricane landfall, the County announces whether schools will be closed as well as the status of federal buildings and services. Students are advised that if government agencies and institutions are closed, then Cambridge is also closed.

- Campus preparation includes redundancy services on the backup server, covering of file cabinets for water leakage, the covering of computers and computer systems with plastic tarp or moisture barrier sheets. The Campus Dean is responsible for all emergency preparations and will delegate staffmembers to assist with safety measures.

- Frequently, tornado warnings do not occur with the same level of time frames as hurricane warnings. Tornado warnings happen quickly and Cambridge is required to move into action just as quickly. If a tornado warning is issued in our area, students are released to go home and secure their families. If a tornado occurs while students are in school, faculty is to lead their students into the nearest stairwell evacuation route. These areas are very secure and constructed with concrete cinder block designed to withstand major storms. The campus dean is required to ensure that all staffand students enter into the stairwells and move downward to the first floor remaining in the stairwell area.
- For snow and ice, the campus will adhere to Department of Transportation during the presence of the inclement weather. Classes or clinical activities suspended during the warning will be made up as soon as possible. Any student or employee in clinical facilities at these times will follow the guidelines of that facility.

Environmental Hazards:

- During dry seasons it is not unusual for a County to issue a burn alert. A burn alert is designed to inform residents that due to lack of rain much of the foliage is dry and subject to burn. In such instances, once a burn alert is issued, the institution notifies all faculty and staff to inform students of precautions to take in order to prevent fires in the surrounding area of the building. Such warnings include instruction on how to dispose of cigarettes when smoking in the parking lot. The campus dean can issue the e-mail to the faculty and staff of such alerts and may also delegate this responsibility to a member of the administrative team on campus. Staff members are also required, during a burn alert, to monitor students in the parking lot and smoking areas in order to maintain assurance that precautions are being taken with any activities that may require fire in the immediate area of the building. There is no smoking on campus at any time.
- Fire inspection of related safety equipment is performed annually. The building management regularly monitors the fire alarm system as well as the sprinkler system. This information can be acquired from the Campus Dean or the CFO.

Biohazard:

The campus locations follow OSHA guidelines in order to maintain biohazardous chemicals and material requirements. MSDS sheets are kept in a binder stored in the department labs. The OSHA lab manual is also stored in each individual department labs. All program deans are required to participate in the updating of the OSHA manual and the MSDS binder.

- Biohazards are considered primary risk. Elimination of a biohazard risk is the best approach to limiting accidents in the labs. The institution has taken the following steps to eliminate biohazardous risk:
- Biohazardous waste is placed in the proper, labeled containers. Use of biohazardous waste containers is monitored by trained faculty. Use of biohazardous waste containers is only warranted when necessary (i.e., teaching Nursing, NA, MA and Phlebotomy courses that require procedures).
- Universal precautions are always practiced. Students are required to follow all procedures with regard to the safe collection of blood products.
- All needles and sharps are stored in a locked cabinet.
- The biohazardous waste container has a full line that must be adhered to. When the biohazardous container is full to the point of within 1 inch of reaching the full line, the medical safety disposal company must be contacted for medical waste disposal. This must be performed and monitored by the lab instructor.

- Instructors are required to train students on all lab procedures, including the use of eyewash stations and all other equipment, supplies and medical procedures performed in the laboratory setting. Emergency protocols are covered on the first day of lab class.

- The Program Dean, as applicable, monitors inventory in the laboratory to ensure sufficiency for all class requirements throughout each year.

Primary risk communication:

All communications concerning announcements, closures, risks, and any other information that students must be made aware of is coordinated by the registrar or Campus Dean. This includes any local or pandemic medical alerts, hurricane warnings, tornado warnings, burn alerts, snow/ice and other such local activity. Community communications concerning announcements, closures, risks, and other information that students and/or the community must be made aware of will be performed by the Campus Dean or under the advisement the CEO/VP of Compliance of Regulatory.

Secondary Risk Assessment

Intruder Alert/Lockdown

In the event of an intruder on campus, the following procedures must be adhered to:

The first person who observes a threat must dial 911 and inform them of the situation immediately. Access to school is restricted. All doors are locked to avoid entry. Communication is delivered through walkie talkies.

All classroom doors are locked by the instructors. Instructors will stay with students in the classroom. Lights are turned off. Students are required to sit under/behind their desk or in corners. The Administrative entrance is locked down and all visitors are required to remain inside of the offices with staff.

A designated staff member, who is available at the time of the emergency, maintains a cellular communication with other staff members on campus, as well as, external agencies.

All cell phones are to be turned to vibrate or silent.

All offices and classrooms are to remain locked until the "all clear" is given.

Bomb Threat

In the event of a bomb threat the first person who would likely receive the call is the receptionist. The receptionist is required to follow the Department of Homeland Security guidelines on bomb threats (attached). http://www.dhs.gov/ensuring-building-security.

Once the institution is notified of a bomb threat all classes must be evacuated in accordance with the evacuation routes posted in each office and classroom. All evacuations are led by the Campus Dean and/or Registrars. All individuals evacuated must move towards the campus designated area. Communications policies and procedures for intruder alerts and bomb threats:

The receptionist and administrative staff are likely to be the first notified of any kind of intruder alert. The campus dean, in conjunction with a designated staff member, is required to maintain communication with faculty on campus by cell phone. E-mail may also be used to communicate as all classrooms are outfitted with Wi-Fi and computer for faculty with constant access to e-mail.

The external communications concerning intruder alerts and bomb threats are conducted by administrative team members, including the receptionist, Campus Dean and Registrar/Career Services Coordinator. This communication is specific to security agencies and emergency services, such as 911. Media communications will be notified by the Campus Dean. Any press release or other information concerning emergency situations will be upon the advisement of the campus dean and information concerning local agencies.

Media Statement

At approximately_____(insert time),_____(insert date), a_____(insert type of situation) occurred at the campus.

The local police and fire services were immediately alerted and contained the situation.

Our immediate concerns are for the safety and well-being of our students, employees and the public and to minimize the impact to the surrounding area.

We will keep you updated as more details become available. (Please check our website or call the hotline number_____.

Instructional Continuity Plan (ICP) 2023-2024

(Including strategies to ensure students may resume coursework in the event of time-limited catastrophic events or emergencies)

Cambridge College of Healthcare & Technology developed an Instructional Continuity Framework Plan that consists of ten components outlined below, each of which has a series of development activities. These components will serve as guidance resources for each Campus to review and use to support the development.

For questions about this information or the process please reach out jorloff@cambridgehealth.edu.

ICP Framework Components

The table below illustrates ten ICP components, each of which falls under one of the four broader categories at the top of the table:

Academics	Technology	Operations	Communications
Leadership and Planning	Technology and Technical Assistance	Continuation of School Operations	Emergency and ongoing Communication
Curriculum Resources/Digital Design	Cyber Security		
Professional Learning	Engaging Students with Limited Access		
Instruction Practices			
Family Support			

The ICP Guidance document provides an accompanying general description of each component and a checklist of items that should be represented in the ICP. This tool is provided to all Cambridge College locations

ACADEMICS

Component 1: Leadership and Planning

The language in the ICP should: Specify what campus personnel who will serve on a cross functional planning team; Identify desired outcomes or goals of the ICP; Define the critical success factors (CSFs) that determine achievement of the ICP desired outcomes or goals; Develop the action plans needed to address the CSFs, including the protocols and execution steps for the ICP; Develop a process for evaluating the effectiveness of the ICP.

Specify what campus personnel who will serve on a cross-functional planning team.

Identify desired outcomes or goals of the ICP.

Define the critical success factors (CSFs) that determine achievement of the ICP desired outcomes or goals.

Develop the action plans needed to address the CSFs, including the protocols and execution steps for the ICP.

Develop a process for evaluating the effectiveness of the ICP.

Component 2: Curriculum Resources/Digital Content

The language in the ICP should: Reaffirm desired outcomes, goals, and instructional strategies of the remote learning program; Confirm LMS providers and if selecting a new provider, schedule product demonstrations; Delegate a cross-functional team to monitor the performance of the LMS and make recommendations for improvements or modifications; Provide ongoing training and professional learning ensuring new hires are included; Allow planning time (onboarding) for faculty and instructional staff to become familiar with digital content to be used within the LMS, including appropriate instructional supports, e.g., coaching.

Reaffirm desired outcomes, goals, and instructional strategies of the remote learning program.

Confirm LMS providers and if selecting a new provider, schedule product demonstrations.

Delegate a cross-functional team to monitor the performance of the LMS and make recommendations for improvements or modifications.

Provide ongoing training and professional learning ensuring new hires are included.

Allow planning time (two to three months) for teachers and instructional staff to become familiar with digital content to be used within the LMS, including appropriate instructional supports, e.g., coaching.

Component 3: Professional Learning

The language in the ICP should: Provide leaders and instructional staff multiple survey opportunities to determine actual needs regarding professional learning; Arrange time for professional learning opportunities for school leaders and staff, keeping in mind best practices for adult learners; Provide for implementation of professional learning for educational staff; Assess the effectiveness of professional learning efforts to continuously improve the process and provide relevant opportunities in the future.

Provide leaders and instructional staff multiple survey opportunities to determine actual needs regarding professional learning.

Arrange time for professional learning opportunities for school leaders and staff, keeping in mind best practices for adult learners.

Provide for implementation of professional learning for educational staff.

Assess the effectiveness of professional learning efforts to continuously improve the process and provide relevant opportunities in the future.

Component 4: Instructional Practices

The language in the ICP should: Identify needs of educators relative to online and hybrid teaching experience and expertise; Determine which faculty have extensive background in these delivery models, and which will need more help; Develop guidance, resources, and training on the best practices for distance/hybrid education delivery for those who need help onboarding to these practices; Implement professional learning about best practices for hybrid teaching for educational staff; Assess the effectiveness of delivery methods and alter strategies as needed to engage all students.

Identify needs of educators relative to online and hybrid teaching experience and expertise.

Determine which faculty have extensive background in these delivery models, and which will need more help.

Develop guidance, resources, and training on the best practices for distance/hybrid education delivery for those who need help onboarding to these practices.

Implement professional learning about best practices for hybrid teaching for educational staff.

Assess the effectiveness of delivery methods and alter strategies as needed to engage all students.

Component 5: Parent and Family Support

The language in the ICP should: Identify the household technology capabilities and needs of students and their families; Establish effective two-way lines of communications with families of students us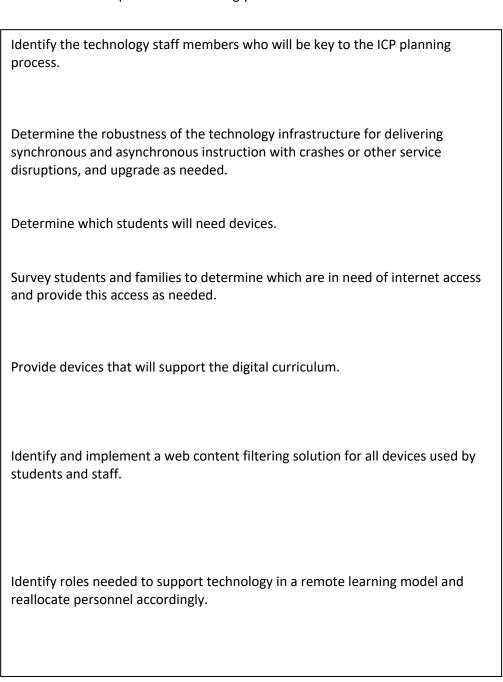ing a variety of media; Provide guidance and direction to students, and families on how to create distraction-free learning environments at home that are conducive to learning; Develop and communicate to staff and families the protocols for providing special education services and accommodations for students in need; Develop a plan to conduct regular outreach and wellness checks to help support the health and safety of students and their families; Develop a plan to ensure that the needs of special student populations, e.g., ESE, ELL, homeless, etc., are being supported in keeping with the requirements of IEPs and other educational specification documents.

Identify the household technology capabilities and needs of students and their families.

Establish effective two-way lines of communications with families of students using a variety of media.

Provide guidance and direction to students, and families on how to create distraction-free learning environments at home that are conducive to learning.

Develop and communicate to staff and families the protocols for providing special education services and accommodations for students in need.

Develop a plan to conduct regular outreach and wellness checks to help support the health and safety of students and their families.

Develop a plan to ensure that the needs of special student populations, e.g., ESE, ELL, homeless, etc., are being supported in keeping with the requirements of IEPs and other educational specification documents.

TECHNOLOGY

Component 6: Technology and Technical Support

The language in the ICP should: Identify the technology staff members who will be key to the ICP planning process; Determine the robustness of the technology infrastructure for delivering synchronous and asynchronous instruction with crashes or other service disruptions, and upgrade as needed; Determine which students will need devices (if the computer not available); Survey students and families to determine which are in need of internet access and provide this access as needed; Provide devices that will support the digital curriculum. Identify and implement a web content filtering solution for all devices used by students and staff; Identify roles needed to support technology in a remote learning model and reallocate personnel accordingly.

Identify the technology staff members who will be key to the ICP planning process.

Determine the robustness of the technology infrastructure for delivering synchronous and asynchronous instruction with crashes or other service disruptions, and upgrade as needed.

Determine which students will need devices.

Survey students and families to determine which are in need of internet access and provide this access as needed.

Provide devices that will support the digital curriculum.

Identify and implement a web content filtering solution for all devices used by students and staff.

Identify roles needed to support technology in a remote learning model and reallocate personnel accordingly.

Component 7: Cyber Security

The language in the ICP should: Identify recommended national and state cyber security framework standards to be adopted; Include a business continuity plan tailored too the campus operations; Include an incident response plan tailored to the campus operations; Stipulate all cyber security-related policies and procedures aimed at safeguarding all of the campuses school information system and IT infrastructure; Include an executive summary of the campuses current security posture; Include current Plan of Actions and Milestones for cyber security improvements to maximize ICP effectiveness.

Identify recommended national and state cyber security framework standards to be adopted

Include a business continuity plan tailored to the campus operations.

Include an incident response plan tailored to the campus operations.

Stipulate all cyber security-related policies and procedures aimed at safeguarding all the campuses school information system and IT infrastructure.

Include an executive summary of the campus's current security posture.

Include current Plan of Actions and Milestones for cyber security improvements to maximize ICP effectiveness.

Component 8: Engaging Students with Limited Access

The language in the ICP should: Specify a team of service providers and determine a point person for communication with the student about the efforts to provide education and supports; Develop a plan to communicate early and often with students to identify needs and ensure supports; Ensure that academic leadership is engaged with special education service providers to deliver needed supports and resources to educators, learners and families; Research and implement best practices in online special education.

Specify a team of service providers and determine a point person for communication with the student about the efforts to provide education and support.

Develop a plan to communicate early and often with students and parents to identify needs and ensure supports.

Ensure that academic leadership is engaged with special education service providers to deliver needed supports and resources to educators, learners and families.

Research and implement best practices in online special education.

OPERATIONS

Component 9: Continuation of School Operations

The language in the ICP should: Identify the facets of school operations that are impacted by extended school closures along with the essential personnel needed to support learning continuity through remote teaching and learning; Identify and communicate expectations of specific staff (registrars) related to schedules and work performance during school closures; Develop and execute a plan to provide special education services and accommodations to students in need during school closures; Conduct outreach to community organizations to provide comprehensive support to students during school closures.

<div style="border:1px solid black; padding:20px;">

Identify the facets of school operations that are impacted by extended school closures along with the essential personnel needed to support learning continuity through remote teaching and learning.

Identify and communicate expectations of specific staff (registrars) related to schedules and work performance during school closures.

Develop and execute a plan to provide special education services and accommodations to students in need during school closures.

Conduct outreach to community organizations to provide comprehensive support to students during school closures.

</div>

COMMUNICATIONS

Component 10: Emergency and Ongoing Communications

The language in the ICP should: Identify stakeholder groups within the school community along with the appropriate communication channels for each group; Clarify roles and responsibilities of school personnel assigned to communicate with stakeholder groups; Define the scope of communications to be sent to stakeholders along with a schedule for such communications to ensure coordination; Publish guidance for stakeholders and ICPs on the college website leading up to and throughout the duration of extended school closures.

Identify stakeholder groups within the school community along with the appropriate communication channels for each group.

Clarify roles and responsibilities of school personnel assigned to communicate with stakeholder groups.

Define the scope of communications to be sent to stakeholders along with a schedule for such communications to ensure coordination.

Publish guidance for stakeholders and ICPs on the college website leading up to and throughout the duration of extended school closures.