

CAMBRIDGE
COLLEGE OF HEALTHCARE & TECHNOLOGY



EMERGENCY PREPAREDNESS AND RESPONSE PLAN

EFFECTIVE DATE: 7/1/2026



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Purpose

The purpose of this Emergency Preparedness and Response Plan (EPRP) is to establish procedures that protect students, faculty, staff, visitors, and institutional resources during emergencies and disasters. This plan provides guidance for preparedness, response, recovery, and continuity of operations during weather-related emergencies and other critical incidents.

Scope

This plan applies to:

- All campus locations – Altamonte Spring, FL, Miami Gardens, FL, Delray Beach, FL, and Atlanta, GA
- Students
- Faculty
- Staff
- Visitors
- Clinical and externship locations, where applicable

Emergency Management Team

Emergency Management Coordinator

Campus Presidents
Leadership Team

Safety Coordinator

Julie Orloff Safety Officer

Emergency Communication System

The College will utilize multiple communication methods:

- Emergency text alerts
- Mass email notifications
- Learning Management System (LMS) announcements
- College website updates
- Social media notifications

Emergency Notification Content

Notifications should include:

- Nature of emergency
- Affected locations
- Protective actions required
- Campus closure information
- Reopening instructions

General Emergency Procedure

Fire Exits

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 President 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.

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__.

Inclement Weather

Evacuation

Upon notification:

1. Remain calm.
2. Follow instructions from emergency personnel.
3. Evacuate through designated exits.
4. Proceed to assigned assembly areas.
5. Account for students and employees.
6. Do not re-enter buildings until authorized.

Shelter-in-Place

When instructed:

1. Move indoors immediately.
2. Close windows and doors.
3. Stay away from exterior walls and windows.
4. Monitor emergency communications.
5. Remain sheltered until an all-clear is issued.

Hurricane Preparedness Plan

Hurricane Watch

A Hurricane Watch means hurricane conditions are possible within 48 hours.

Actions

- Monitor National Weather Service reports.
- Review emergency contact lists.
- Secure outdoor equipment and furniture.
- Back up institutional data.
- Review remote learning procedures.
- Confirm emergency supply inventory.

Hurricane Warning

A Hurricane Warning means hurricane conditions are expected within 36 hours.

Actions

- Consider campus closure.
- Suspend classes and campus activities.
- Secure facilities.
- Disconnect non-essential equipment.
- Protect critical records.
- Issue emergency communications to students and employees.

Post-Hurricane Recovery

Before reopening:

- Conduct facility inspections.
- Verify utilities are operational.
- Assess structural damage.
- Ensure safe campus access.
- Communicate reopening plans.

Tornado Preparedness Plan

Tornado Watch

A Tornado Watch indicates favorable conditions for tornado development.

Actions

- Monitor weather conditions.
- Prepare to move occupants to shelter areas.
- Review shelter locations.

Tornado Warning

A Tornado Warning indicates a tornado has been sighted or detected by radar.

Immediate Actions

1. Move to designated tornado shelter areas.
2. Proceed to interior rooms or hallways.
3. Stay away from windows and glass.
4. Protect head and neck.
5. Remain sheltered until all-clear is issued.

Designated Shelter Areas

- Interior hallways
- Ground-floor classrooms
- Interior offices
- Restrooms without windows

Avoid:

- Large open rooms
- Auditoriums
- Gymnasiums
- Areas with extensive glass

Winter Weather and Snow Emergency Plan

Although uncommon in some regions, the College maintains procedures for snow, ice, and extreme winter weather affecting operations.

Winter Storm Watch

Actions

- Monitor weather forecasts.
- Evaluate travel conditions.
- Notify employees and students of potential operational changes.
- Prepare remote instruction options.

Winter Storm Warning

Actions

The President or designee may:

- Delay campus opening
- Close campus
- Transition to online instruction
- Cancel clinical experiences

Safety Procedures

- Avoid unnecessary travel.
- Report hazardous conditions.
- Use designated walkways.

- Exercise caution on icy surfaces.

Reopening After Winter Weather

Facilities personnel will:

- Inspect campus grounds.
- Verify safe access routes.
- Ensure building systems are operational.
- Communicate reopening status.

Severe Thunderstorm and Lightning Plan

During Severe Thunderstorms

- Move indoors immediately.
- Avoid windows and exterior doors.
- Avoid electrical equipment.
- Postpone outdoor activities.

Lightning Safety

If outdoors:

- Seek substantial shelter.
- Avoid trees and open fields.
- Stay away from metal objects.
- Wait 30 minutes after the last thunder before resuming activities.

Flooding and Flash Flood Plan

Actions

- Monitor weather alerts.
- Avoid flooded roadways.
- Relocate equipment from vulnerable areas.
- Shut down electrical systems if flooding threatens facilities.

Evacuation

Evacuate affected areas when directed by emergency responders.

If campus operations are disrupted:

Instruction

The College may:

- Transition to online learning
- Utilize LMS platforms
- Conduct virtual meetings and instruction

Student Services

The College will maintain:

- Academic advising
- Registrar services
- Financial aid support
- Student support services

through remote operations whenever feasible.

Emergency Supplies

The College will maintain emergency supplies including:

- First aid kits to include AED Defibrillator
- Flashlights
- Batteries
- Portable radios
- Bottled water
- Emergency contact lists
- Phone charging equipment

Training and Drills

The College will conduct:

Annual Training

- Emergency response procedures
- Evacuation protocols

- Shelter-in-place procedures
- Severe weather preparedness

Drills

- Fire evacuation drills (minimum annually)
- Severe weather/tornado drills (minimum annually)
- Tabletop emergency exercises (annually)

Documentation of all training and drills shall be maintained.

Responsibilities

Chancellor/CEO

- Authorizes campus closures.

Leadership Team

- Coordinates emergency response activities.
- Oversees implementation of this plan.

Faculty

- Account for students during emergencies.
- Follow emergency procedures.
- Assist with evacuations when safe.

Students

- Follow emergency instructions.
- Participate in drills.
- Maintain updated contact information.

Facilities Personnel

- Secure facilities.
- Assess damage.
- Coordinate repairs.

Recovery and After-Action Review

Following any emergency:

1. Conduct incident review.
2. Identify lessons learned.
3. Document corrective actions.
4. Update emergency procedures as necessary.
5. Provide support resources to affected individuals.

Pandemic and Communicable Disease Preparedness Plan (COVID-19 and Other Infectious Disease Outbreaks)

Purpose

The College is committed to protecting the health and safety of students, faculty, staff, visitors, and clinical partners during outbreaks of communicable diseases, including COVID-19, influenza, and other infectious diseases that may impact normal campus operations. This section establishes procedures for preparedness, response, mitigation, and recovery during a public health emergency.

Authority

The College will monitor guidance and recommendations issued by:

- Centers for Disease Control and Prevention (CDC)
- U.S. Department of Education
- State Department of Health
- Local County Health Department
- Occupational Safety and Health Administration (OSHA)
- Clinical affiliate requirements, when applicable

The College will comply with applicable federal, state, and local public health directives.

Preparedness

The College shall:

- Maintain a Pandemic Response Team.
- Monitor public health advisories.
- Review emergency response procedures annually.
- Maintain remote learning capabilities.

- Maintain remote work capabilities for eligible employees.
- Stock basic infection prevention supplies, including:
 - Hand sanitizer
 - Soap
 - Disposable gloves
 - Cleaning and disinfecting supplies
 - Face coverings, if recommended or required
 - Disposable tissues
- Identify critical business functions that must continue during a pandemic.
- Maintain updated emergency contact information for students and employees.

Pandemic Response Team

The Pandemic Response Team may include:

- Chancellor/CEO
- Campus President
- Leadership Team
- Academic Dean
- Human Resources
- Safety Officer

The team will meet as necessary to evaluate changing conditions and determine operational decisions.

Prevention Measures

The College encourages the following preventive practices during periods of increased communicable disease transmission:

- Frequent hand washing
- Respiratory etiquette
- Staying home when ill
- Routine cleaning and disinfection
- Proper ventilation
- Physical distancing when recommended by public health officials
- Vaccination consistent with public health recommendations or clinical placement requirements

Identification of Illness

Students and employees experiencing symptoms of a communicable illness should:

- Remain at home.

- Notify their instructor or supervisor.
- Seek medical evaluation when appropriate.
- Follow applicable public health guidance regarding return to campus.

Individuals who become ill while on campus should:

- Notify their instructor or supervisor immediately.
- Be separated from others when feasible.
- Leave campus as soon as practical.
- Seek appropriate medical care.

Campus Operations During a Pandemic

Depending upon the severity of the outbreak, the College may implement one or more of the following measures:

Academic Operations

- Temporary transition to online instruction
- Hybrid instructional delivery
- Modified academic schedules
- Alternative clinical experiences when permitted by accrediting agencies and licensing boards
- Temporary suspension of laboratory or clinical instruction if required by public health conditions

Administrative Operations

- Remote work for eligible employees
- Reduced campus occupancy
- Staggered work schedules
- Virtual meetings
- Modified business hours

Campus Access

The College may:

- Limit visitor access.
- Restrict non-essential activities.
- Require health screening procedures if mandated by public health authorities.
- Limit large gatherings.

Cleaning and Disinfection

Facilities personnel shall:

- Increase cleaning frequency of high-touch surfaces.
- Utilize EPA-approved disinfectants when appropriate.
- Maintain cleaning schedules for classrooms, laboratories, common areas, and restrooms.
- Ensure adequate supplies of hygiene products.

Personal Protective Equipment (PPE)

When recommended or required by public health authorities or clinical partners, the College may require or provide:

- Face coverings
- Gloves
- Face shields
- Protective gowns
- Other appropriate PPE based upon exposure risk

Clinical Education During a Pandemic

For programs requiring clinical education:

The College will work closely with clinical affiliates to ensure:

- Student safety
- Compliance with affiliate infection control policies
- Continuity of clinical education whenever possible
- Appropriate PPE training
- Alternative scheduling when necessary

Students assigned to clinical education must comply with all infection prevention requirements established by the clinical site.

Communication

During a pandemic, the College will communicate regularly with students and employees through:

- College email
- Emergency text messaging
- Learning Management System (LMS)
- College website
- Official social media accounts

Communications may include:

- Operational changes
- Campus closures
- Return-to-campus guidance
- Health recommendations
- Academic updates

Travel

The College may suspend:

- Institutional travel
- Clinical travel
- Off-campus activities

Travel decisions will be based upon public health recommendations and institutional risk assessments.

Continuity of Operations – See Appendix A

Essential functions shall continue whenever feasible through:

- Remote instruction
- Remote administrative services
- Electronic document management
- Cloud-based information systems
- Virtual meetings
- Online student support services

Critical business functions include:

- Admissions
- Financial Aid
- Registrar
- Student Services
- Information Technology

- Human Resources
- Payroll
- Academic Affairs

Return to Campus

The College will resume normal operations based upon:

- Guidance from public health authorities
- Local transmission levels
- Facility readiness
- Availability of faculty and staff
- Clinical partner readiness, where applicable

A phased return may include:

- Limited occupancy
- Modified classroom capacities
- Continued remote instruction for selected courses
- Enhanced cleaning protocols

Mental Health and Wellness

Recognizing that pandemics and public health emergencies may affect emotional well-being, the College will make available information regarding:

- Employee Assistance Programs (EAP), when available
- Community mental health resources
- Student counseling referrals
- Wellness education
- Stress management resources

Documentation and After-Action Review

Following a pandemic or public health emergency, the College will:

- Conduct an after-action review.
- Evaluate the effectiveness of response measures.
- Document lessons learned.
- Revise emergency procedures as necessary.
- Update continuity plans and training based on identified improvements.

Appendix A:

Continuity of Academic Operations

Instructional Continuity Plan (ICP) 2025-2026 (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.

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.

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.

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.

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 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.

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.

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

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.

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.

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.

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.

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.

Annual Review and Training

The Emergency Preparedness and Response Plan and checklist, including intruder alert/bomb threat, all weather-related and public health emergency procedures, shall be reviewed at least annually by college administration. Employees will receive annual emergency preparedness training, and additional training will be provided whenever significant revisions are made to the plan or when new hazards emerge.

Plan Review

This Emergency Preparedness and Response Plan shall be reviewed annually by college administration/Leadership Team and updated as necessary to reflect changes in operations, facilities, regulatory requirements, or identified risks.

Approved By: ___ Julie Orloff

Title: ___ VP of Regulatory & Compliance

Date: ___ 6/1/2026