

Pandemic Flu Preparedness Plan

October 2006



Coconino Community College
Pandemic Flu Preparedness Plan

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I. EXCERPTS FROM COCONINO COUNTY HEALTH DEPARTMENT PLAN

Introduction

This plan will perpetually remain a living document. Updates will frequently be required, as scientific, medical and policy information about potential pandemic influenza changes frequently. This must remain a working document, both to respond to these changes and to keep this plan fresh in the minds of those who will be charged with its implementation.

There is no doubt that this plan will be implemented. Unlike some disaster plans that exist for unlikely events and may never be used, this plan will someday be needed. Historically, an influenza pandemic has occurred a few times each century. Another influenza pandemic will occur, and another after that, and another after that. The severity of such pandemics has varied widely throughout history. It could be that the next pandemic will be no more severe than the last one in 1968, which was relatively mild. On the other hand, it could be as virulent as or worse than the infamous 1918 pandemic. There is no way to know. What we do know is that another will occur, and could occur at any time.

Therefore, completing the detail required for this plan to be smoothly implemented takes on unusual importance, and unusual urgency. This plan will be revised repeatedly as circumstances warrant.

While this plan repeatedly references State and Federal guidance, it is imperative that all public health intervention is ultimately local, and modifications to grander plans must be made at the local level. In addition, it is anticipated that many particular aspects of pandemic response will not be addressed in State or Federal plans and must therefore be addressed on a local level.

The ADHS Pandemic Influenza Response Plan cites the following eight specific responsibilities of local health departments: influenza surveillance and epidemiology; healthcare response and coordination; vaccine and antiviral delivery and administration; community disease control; addressing travel-related risk; public information; continuity of operations; and information management. In addition, the ADHS plan states that it is a local health department responsibility to respond to all crises within their jurisdictions. Each of these responsibilities and more will be addressed in this plan for Coconino County.

A. Objective

The overarching goals of pandemic influenza plans are:

- To minimize morbidity and mortality (illness and death)
- To minimize social disruption

While the Federal and State pandemic influenza plans may speak to issues in general terms, it is incumbent upon local jurisdictions to provide a level of detail that allows for quick implementation. Thus, this plan frequently refers to general issues in

the ADHS plan, and either provides necessary detail relevant to Coconino County or describes the need for such detailed planning.

B. Potential Impact on Coconino County

The ADHS 2004 population estimate for Coconino County is 129,570. This does not include a sizable population of tourists and other travelers. There is one major population center, the City of Flagstaff, with a number of other communities scattered across an enormous geographic area. Large sections of the county are tribal lands.

Nationally, the estimated mortality from an influenza pandemic, depending on a multitude of factors but especially upon the virulence of the pandemic strain, varies anywhere from approximately 104,000 to 2.2 million. Hospitalizations could vary from 360,000 to 9.6 million. Outpatient visits have been estimated at anywhere from 20 million to more than the maximum capacity of the health care system.

Proportionally, Coconino County could suffer anywhere from 40 to nearly 1,000 deaths. Many more would suffer serious illness, with anywhere from 160 to 4,300 hospitalizations. Outpatient visits would be at least 9,000 and could reach an incalculable number.

Assuming that the length of a pandemic wave is three months, the majority (2/3) of the infections occur in the second month and 1/6 of the infections occur in month one and three, the potential impact of pandemic influenza can be estimated with a rate calculation. It is also estimated that half of the population hospitalized for this influenza strain will die.

In a moderate influenza pandemic, such as the 1958 or 1968 pandemic, where the infection rate was estimated to be about 30 percent but with only two percent needing hospitalization, we can estimate the impact on Coconino County within the three month period:

- 39,000 people could become ill with the pandemic flu strain
- 19,500 could seek outpatient care
- 390 could be hospitalized
- 60 could be admitted to ICU
- 29 could require mechanical ventilators
- 195 could die

In the most severe month, this may amount to as many as 260 people admitted to the hospital, with an average of 63 admitted per week or nine people per day. An estimated 130 deaths could occur in month two, with about 30 deaths per week or 4 deaths per day.

In a severe influenza pandemic, such as the 1918 pandemic, where the infection rate was estimated to be about 30 percent with nearly 22% needing hospitalization, we can estimate the impact on Coconino County within the three month period:

- 39,000 people could become ill with the pandemic flu strain
- 19,500 could seek outpatient care
- 4,290 could become hospitalized
- 644 could be admitted to the ICU
- 323 could need mechanical ventilators
- 2,145 could die

In the most severe month, this may amount to as many as 2,860 people hospitalized, with an average of 667 admitted per week or 95 per day. An estimated 1,420 deaths could occur in month two, with about 323 deaths per week or 46 deaths per day.

These numbers do not include deaths NOT due to influenza, and the tourist or visitor population is unaccounted for. Therefore, the true impact could extend beyond these projections.

In addition to obvious health care costs, an enormous cost could be paid due to lost productivity and the disruption of the local economy, especially the tourism and travel-related industry. Many of these deaths, illnesses and much of the economic and social disruption may be preventable with timely, appropriate public health interventions.

C. Planning Assumptions

- An influenza pandemic is inevitable.
- A novel influenza virus strain will likely emerge in a country other than the U.S., although a novel strain could first emerge in the U.S..
- Although there may be isolated pockets, the pandemic will almost certainly affect Coconino County.
- With the emergence of a novel strain, it is likely that all persons will need two doses of vaccine to achieve optimal antibody response (discussed further later in this plan). However, when the pandemic occurs, vaccines and antiviral medications will be in short supply and will need to be allocated on a priority basis.
- The Federal government will assume responsibility for devising a liability program for vaccine manufacturers and persons administering the vaccine (although such a system is not yet complete).
- According to CDC guidelines, total vaccine supply will be under the control of the Federal government, with states receiving an allotment, and local health departments within Arizona receiving an allotment from ADHS.
- At best, Coconino County will receive an allotment proportional to its fraction of the total population in Arizona as vaccine becomes available.
- Temporary residents, visitors, migrant workers and tourists will create a potential population much larger than that of the permanent resident population.
- The response to an influenza pandemic will require the substantial interaction of both public and private agencies beyond CCHD and ADHS.
- Response to demand for services will require non-standard approaches, including:

- Discharge of less critically ill hospital patients
- Expansion of hospital capacity
- Adjustment of patient-to-staff ratios in hospitals
- Recruitment of volunteers to supplement health care and public health staff
- Relaxation of practitioner licensure requirements (as directed by ADHS and State licensure agencies)
- Utilization of alternative sites for health care, isolation and quarantine
- Expansion of mortuary services capacity
- General guidelines and information templates, including fact sheets, triage and treatment protocols, and guidelines for distribution of antiviral agents will be provided by ADHS, but the county will need to individualize these templates, including local numbers.
- General public information messages will be provided by ADHS
- Secondary bacterial infections following influenza illness may stress antibiotic supplies.

II. COLLEGE PLAN

A. Introduction

As with the Coconino County Health Department (CCHD) Pandemic Influenza Response plan, the College plan will perpetually remain a living document. Updates will frequently be required, as policy information about potential pandemic influenza changes frequently. This must remain a working document, both to respond to these changes and to keep this plan fresh in the minds of those who will be charged with its implementation.

While this plan repeatedly references Coconino County Health Department (CCHD) guidance, it is imperative that all public health intervention is ultimately internal, and modifications to grander plans must be made internally. Coconino Community College's plan will address the responsibilities that are applicable to CCC.

B. Objective

The overarching goals of pandemic influenza plans are:

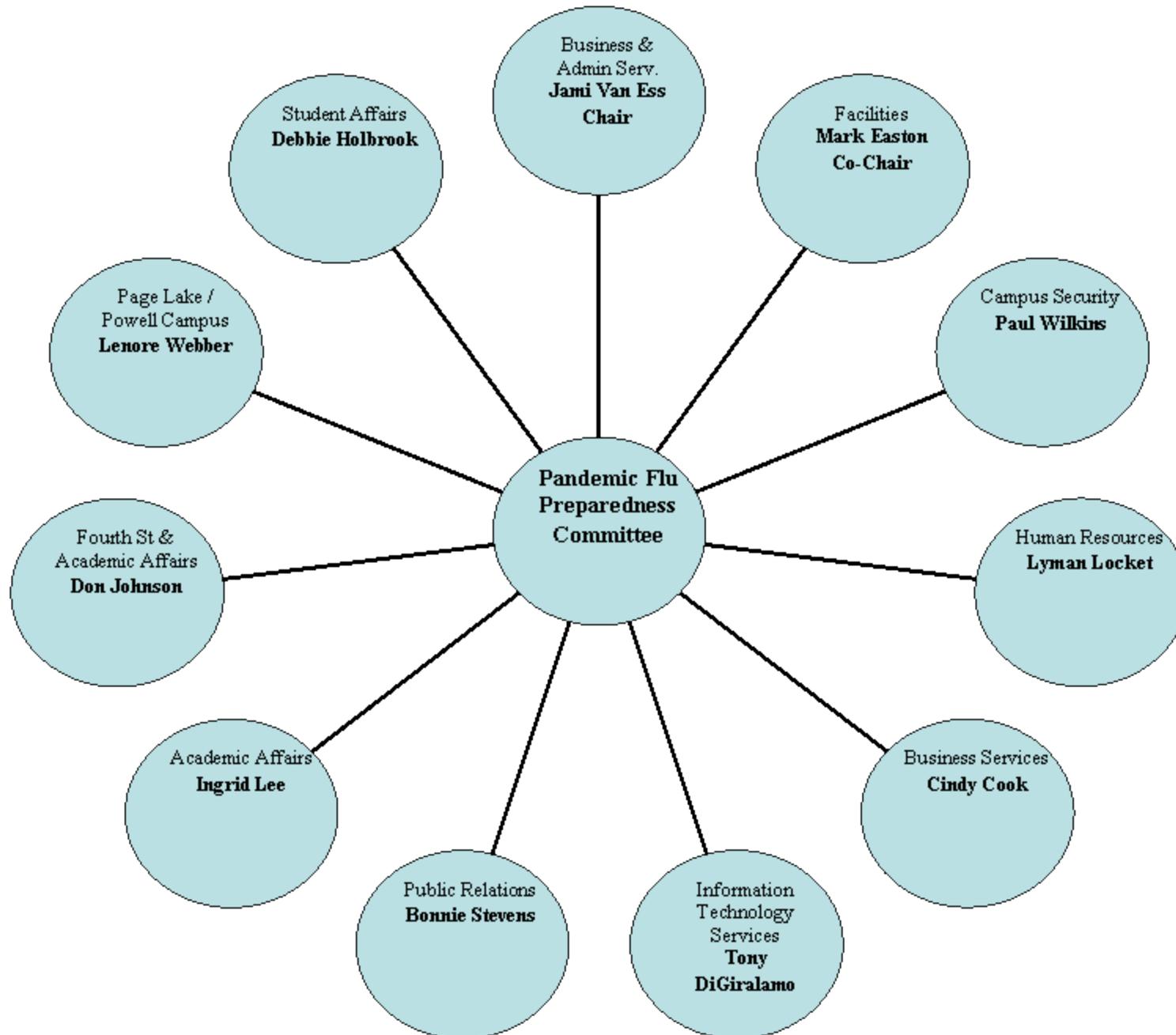
- To minimize morbidity and mortality (illness and death)
- To minimize social disruption
- To prepare our College community and to share information to the College community

Potentially, the two most effective tools available to achieve the goals of the pandemic influenza plan are vaccine and antiviral medication. However, these tools are unlikely to be available in adequate supply. Thus, the interventions that the Coconino County Health Department will need to employ will be varied and may be seen as dramatic. While the use of these tools will be graduated depending upon the severity of the pandemic, and many may not be employed as circumstances warrant, it is important that CCC employees be aware of these options so as not to be surprised by their sudden implementation if necessary. One of the important purposes of this plan, therefore, is to educate the College community as to the options that may be considered by the County Health Officer.

C. Pandemic Preparedness Committee

Coconino Community College created a Pandemic Flu Preparedness Committee that has developed the following Pandemic Flu Preparedness Plan. The committee will work and communicate directly with the College President, state and local public health authorities to identify decision makers, trigger points, and thresholds to institute community containment measures such as closing (and re-opening) the College. The committee consists of representatives for the following areas:

Pandemic Flu Preparedness Committee

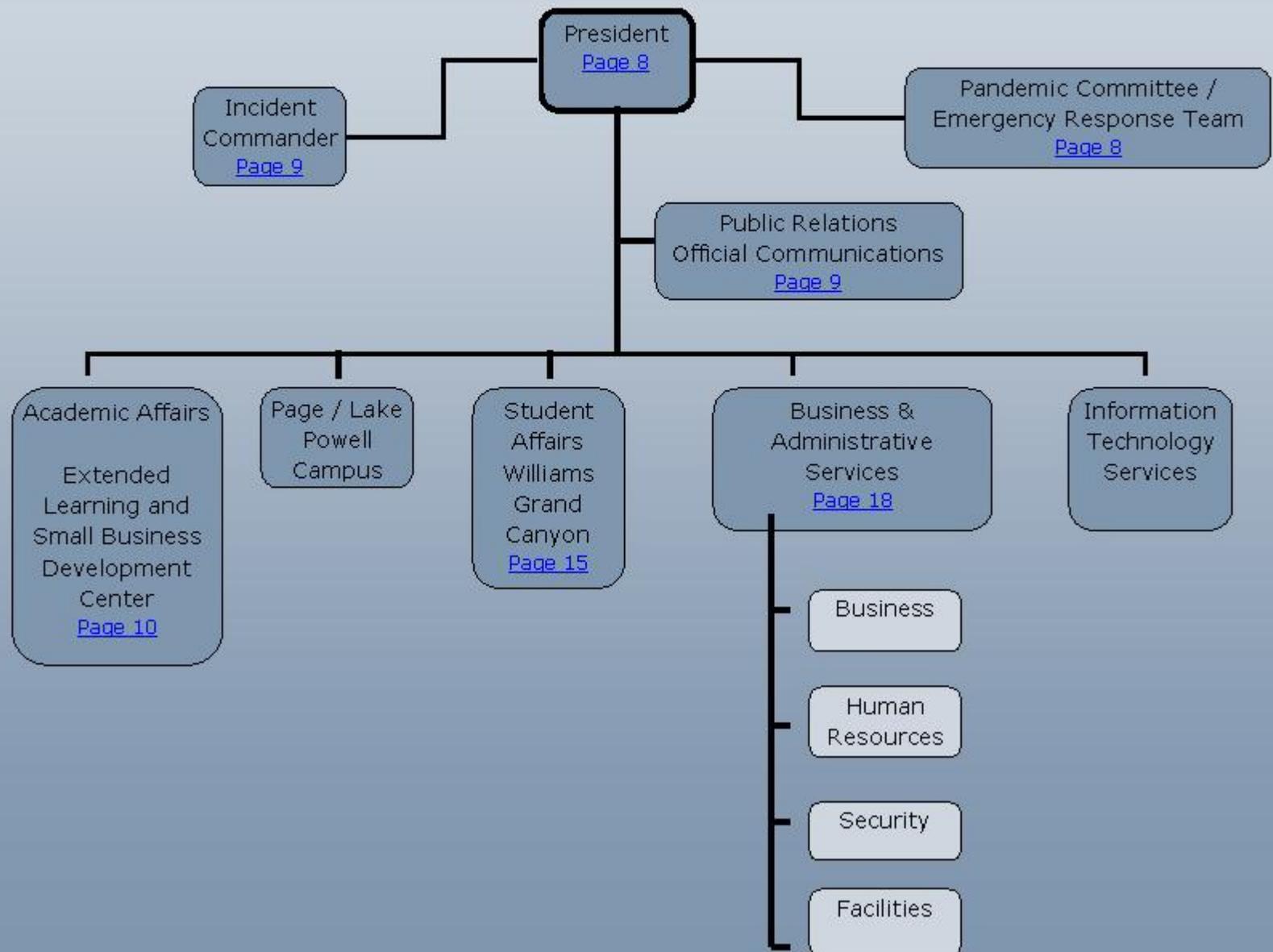


D. Definitions of Response Levels

The College Plan has five levels of response, which is based on CCHD's phases for Implementation of Voluntary and Regulatory Social Distancing Measures:

- o Pre-Planning – Planning and preparing for the possibility of a pandemic outbreak
- o Level 1 – Confirmed case(s) of human-to-human transmission of avian flu anywhere worldwide
- o Level 2 – Suspected / confirmed case(s) in the Southwestern United States
- o Level 3 – Closure due to confirmed cases in the county, a state of emergency has been declared by the County or State Health Department, or the College President orders closure
- o Recovery
 - a. Return to work
 - b. Re-establish services (Plan to be determined – not included in this plan)
 - c. Needs Analysis (Plan to be determined – not included in this plan)
 - d. Develop Recovery Plan (Plan to be determined – not included in this plan)
 - e. Pandemic Response Organization Chart – see next page

Pandemic Response Organization Chart



B. Pandemic Response Levels

President's Office / President's Advisory Council

Pre-planning	Level 1	Level 2	Level 3	Recovery
1. Essential personnel receive fit test and training on respiratory equipment	1. Receive information from Incident Commander 2. Review content of internal and external information bulletins and announcements 3. Consider restricting movement on and off campus for activities and events 4. Recommend no travel to affected countries	1. Communicate with Emergency Response Team 2. Essential personnel receive N95 respirators 3. Provide oversight for students, staff and faculty family notifications if appropriate 4. Authorize temporary suspension of classes or closure	1. Maintain contact with Emergency Response Team 2. Monitor information to recommend to Incident Commander appropriate reopening date	1. Communicate with Incident Commander to establish reopening of the College. 2. Establish date for classes to resume

Emergency Response Team / Pandemic Preparedness Committee

Pre-planning	Level 1	Level 2	Level 3	Recovery
1. Essential personnel will be identified for Level 2	1. Bring in the Incident Commander as per the Critical Incident Management	1. Provide essential personnel with identified technology	1. Maintain contact with team	1. Coordinate with Facilities to ensure buildings are disinfected for return

<p>2. Essential personnel receive fit test and training on respiratory equipment</p>	<p>Plan 121.10.2.8</p> <p>2. Monitor the situation</p> <p>3. Identify technology and/or equipment needs of essential personnel</p>	<p>and/or equipment</p> <p>2. Essential personnel receive N95 respirators</p>		<p>of students, staff and faculty</p> <p>2. Communicate with Incident Commander regarding reopening date</p> <p>3. Notify all essential personnel of reopening date</p>
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Incident Commander

Pre-planning	Level 1	Level 2	Level 3	Recovery
	<ol style="list-style-type: none"> 1. Communicate with Public Relations regarding status 2. Communicate with President's Advisory Council 	<ol style="list-style-type: none"> 1. Work with Public Relations on media communications 2. Recommend temporary closure of buildings 	<ol style="list-style-type: none"> 1. Ensure that each operations group function is closed 2. Maintain contact with Emergency Response Team 3. Monitor information to recommend appropriate reopening date 	<ol style="list-style-type: none"> 1. Communicate with President to initiate reopening 2. Communicate with Emergency Response Team to initiate reopening

Public Relations

Pre-planning	Level 1	Level 2	Level 3	Recovery
<ol style="list-style-type: none"> 1. Purchase and stock pile white paper and colored paper for fliers 2. Essential personnel receive fit test and training on respiratory protection 3. Purchase respiratory protection 4. Update key CCC 	<ol style="list-style-type: none"> 1. Create and disseminate internal news release via CCC Employee email 2. Print banner and/or fliers preparing for campus closure 3. Alert media news reps of CCC spokespersons' contact information 	<ol style="list-style-type: none"> 1. Essential personnel receive respirators 2. Create and disseminate internal news release via CCC Employee email 3. Update Web site 4. Have phone recording ready to go 	<ol style="list-style-type: none"> 1. Essential personnel operate remotely with cell phones, fax lines & email with internal and external contacts 2. Prepare and disseminate news releases internally and externally of campus closure and any other important news that relates to 	<ol style="list-style-type: none"> 1. Create and disseminate news release of campus re-openings 2. Create phone messages 3. Create fliers/banners 4. Create and disseminate fact sheet on how classes

<p>contact list, media contact list and key community contact list with email addresses, cell phone numbers and fax numbers</p> <p>5. Contact all CCC Campuses to prepare with banners for closure</p> <p>6. Create Flu Web page</p> <p>7. Pre-record phone message</p> <p>8. Design banners and/or fliers in the event of a campus closure</p> <p>9. Prepare CCC community of upcoming threat through internal events and newsletters</p>	<p>4. Gather important items/documents/plants to remove from campus in the event of a closure</p> <p>5. Coordinate with Web master on Web messages</p>	<p>5. Banners and/or fliers in place</p>	<p>the college</p> <p>3. Continue communication with CCC essential personnel remotely</p>	<p>with reconvene</p> <p>5. Update Web site</p>
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Academic Affairs

Issue	Level 1 response	Level 2 response	Level 3 response	Recovery
<p>1. <i>A policy has been developed to address academic concerns of students resulting from prolonged absences from class.</i></p> <p>a. Under what circumstances are refunds given (contingent upon which phase we are in and when the flu hits the area)</p> <p>i. Can “credit” be given to retake a class once we are in recovery?</p> <p>ii. What kinds of documentation might be needed i.e., from a doctor, hospital?</p> <p>b. How do we notify students of</p>	<p>No credit/ refunds given</p> <p>ii. Because safety is an issue, if a person does have a doctor’s documentation, it will be honored (i.e., student who is immunocompromised)</p>	<p>If a valid reason for missing class, accompanied by documentation, has been provided, the DC may allow the student the opportunity to make up lost lab, clinical, or other required time <u>at a mutually agreed upon time.</u></p> <p>ii. No more absences should be granted. See #3</p> <p>b. Once the flu has been documented at level 2, the Academic Essential Personnel will notify all faculty</p> <p>General responses need to be developed to basic FAQs (should be addressed on the phone and on a web link) and where students should contact if they have a specific question. Address the issues @ left. Must develop these FAQs and who will do it.</p>	<p>CLOSED IS CLOSED</p> <p>No documentation needed since college is closed</p>	<p>The semester resumes at the point it was stopped.</p> <p>b. Essential Academic personnel will communicate w/ other deans and DCs about revised academic calendar. Will need to address reopening as it affects course delivery (i.e., lab prep, clinicals, internships, use of other facilities, dual enrollment, etc).</p> <p>Faculty are on 169 duty days. They will be expected to fulfill contractual obligation to complete classes</p> <p>Credit or “scholarship” to retake the class the following semester. Students have to reregister. Students must retake the whole class (could individually work out w/ instructor as to when they must recommence taking the class)</p>

<i>Issue</i>	<i>Level 1 response</i>	<i>Level 2 response</i>	<i>Level 3 response</i>	<i>Recovery</i>
options/recourse?		More specific responses should be addressed by DCs, deans, or VP. Other than the most general responses, documentation wrt dates, assignments, or other will be required of the faculty member/DC.		
<p>2. <i>A procedure is in place for students to take courses on-line.</i></p> <p>a. What about when faculty become ill and/or have to take care of family members?</p> <p>i. What kinds of documentation might be needed i.e., from a doctor, hospital?</p>	N/A	<p>On-line courses are expected to continue. Need to post general information onto home page for each course about closing.</p> <p>a. If an employee has to travel to take care of an ill family member in a part of the country where the flu has hit, they should be advised they might become a carrier. A substitute must be found for the duration through the incubation period. Pay will be prorated based on length of time gone + incubation period (substitute will receive that portion of the paycheck). In the event a family member becomes ill or dies in a different part of</p>	CLOSED IS CLOSED	<p>Need to post general information onto home page for each course about opening</p> <p>In the event that a faculty member dies, DCs should try to find another faculty member to resume the course (should retrieve course work and grade books from family member). New faculty member would be expected to adhere to the original syllabus and grading policy.</p>

<i>Issue</i>	<i>Level 1 response</i>	<i>Level 2 response</i>	<i>Level 3 response</i>	<i>Recovery</i>
		the county, procedures are already in place for DCs to approve absences. A doctor's clearance for a return to work must be received.		
<p>3. <i>A procedure is in place for students in isolation to obtain class lectures and participate in exams.</i></p> <p>a. Content and competencies must be addressed but same info as is delivered <u>in class</u> may not always be expected</p> <p>b. Videotape ITV classes</p> <p>c. Independent research/study should accepted w/ proper documentation</p> <p>d. How do we maintain exam integrity</p>	N/A	<p>For it to be non-punitive for the student, DOCUMENTATION FROM A DOCTOR OR HOSPITAL MUST BE RECEIVED and the faculty may or may not choose to make exceptions--These students would then be allowed to retake the class <u>only</u> once the semester is resumed.</p> <p>b. It is expected that all ITV classes be videotaped and made available to students once they return. Student must get w/ faculty regarding absences/</p> <p>d. Exams should not be sent anywhere. If a (documented) student misses an exam, the student may be allowed to retake it in a proctored</p>	3. CLOSED IS CLOSED. See #9 for how whole classes will be addressed.	

<i>Issue</i>	<i>Level 1 response</i>	<i>Level 2 response</i>	<i>Level 3 response</i>	<i>Recovery</i>
<p>e. Can alternative projects be delivered in lieu of exams (concern about exam integrity)?</p> <p>i. What kinds of documentation of resources must be recorded?</p> <p>ii. Plagiarism issues: how to address</p>		<p>environment or make other arrangements with the instructor. The LEC should set aside “PROCTORED HOURS” with an assortment of day, evening and weekend hours. IT IS THE INSTRUCTOR’S RESPONSIBILITY TO GET THE TEST TO THE LEC PRIOR. Student ID must be shown. (Don has an idea about a form indicating that the student will not discuss the test w/ any other student who might yet need to take it.)</p> <p>Science labs must be made up in open lab times.</p> <p>e. Alternative projects can be considered at the instructor’s discretion. Plagiarism must be addressed.</p>		
<p>4. A procedure is in place to provide tutoring to students in quarantine or isolation.</p>		<p>T3 has developed on-line tutoring. Inform students of access sites to other on-line tutoring.</p>	<p>CLOSED IS CLOSED</p>	

<i>Issue</i>	<i>Level 1 response</i>	<i>Level 2 response</i>	<i>Level 3 response</i>	<i>Recovery</i>
		Students w/ documented absences will be able to make up once the semester has resumed.		
OTHER				
5. Can we accelerate classes so we can get back on schedule? a. Are classrooms and staff available?				Once the college reopens, a specific end-date for the semester must be established. Because room scheduling must be considered, DCs and Carol Wilson must be consulted. A revised syllabus must be submitted with new dates or other changes. 169 faculty contractual days must be accounted for. A semester such as May-mini or summer sessions may need to be eliminated.
6. Can we give students an in progress or incomplete grade?	Yes. The procedures per the catalog must be followed, they have documentation, and the instructor agrees to it.	Yes. The procedures per the catalog must be followed.	CLOSED IS CLOSED. The semester will resume once the college is reopened.	An incomplete grade might be appropriate depending on when the college closed (i.e., towards the latter part of the semester).
7. The registrar and student affairs must be consulted. What	N/A	The usual procedures about students walking at graduation w/ outstanding	An extended semester will severely affect	An appropriately rescheduled graduation date should be considered.

<i>Issue</i>	<i>Level 1 response</i>	<i>Level 2 response</i>	<i>Level 3 response</i>	<i>Recovery</i>
are the implications of reporting information to the state (FTSE) and graduation and issuing of student grades?		pending grades will apply.	this. State directives on FTSE will apply. Cancellation of the regularly scheduled graduation date. It is contingent on when the college closes.	
8. Will or should semesters overlap?	No	No since college has not been closed	No. See Recovery.	The semester resumes at the point it was stopped. 169 faculty contractual days must be accounted for. A semester such as May-mini or summer sessions may need to be eliminated.
9. Can vacation/holiday times be utilized to make class time?	N/A			Legally required holidays will be observed. Cancellation of spring break, one-day holidays and mini-sessions/semesters. Cancellation of one-day holidays per the president's directive
10. How do we get sick students out of	See level 2 response.	If there are documented flu cases in the SW and we		

<i>Issue</i>	<i>Level 1 response</i>	<i>Level 2 response</i>	<i>Level 3 response</i>	<i>Recovery</i>
<p>class?</p> <p>a. HR's pamphlet may address this</p>		<p>are in the processing of closing down, they should not be allowed in class.</p> <p>Even if it has not been documented, students should be strongly encouraged to leave as it violates the student code of conduct whereby their health issues are interfering with others' learning. The Student Affairs VP must be notified. Students will adjourn to the waiting area that has been designated for those who are ill until they are picked up or otherwise transported.</p>		
<p>11. How do we pay all faculty if we are in phase 3?</p>	<p>N/A</p>	<p>N/A</p>	<p>Expectation is that faculty are to complete teaching the course per their contractual duty days</p>	<p>Contract end dates will have to be adjusted. Exceptions for FT are done w/ DC approval</p> <p>For those who have made other commitments during the time of "extended semesters," approval must be granted by deans or VP. DATED DOCUMENTATION OF PREVIOUS COMMITMENT MUST BE</p>

<i>Issue</i>	<i>Level 1 response</i>	<i>Level 2 response</i>	<i>Level 3 response</i>	<i>Recovery</i>
				GIVEN.
<p>12. How do we handle (AF) absences?</p> <p>a. What if a lot of faculty are absent? Our current methodology may not be the best in these circumstances.</p> <p>b. Who do we have available, and how are these names communicated?</p>	<p>b. DCs should prepare and distribute a list of potential substitutes and share it w/ their deans. .</p>	<p>a. Need Jana's recommendation on how to route calls about sick faculty. Can we have a centralized call in number regardless?</p>	<p>CLOSED IS CLOSED</p>	<p>Sick faculty may have an influence on when we reopen or if they should report.</p> <p>DCs should be in contact via e-mail w/ their faculty to determine their abilities to resume their contracts. We do not want half-way well or potentially contagious faculty returning to work too early.</p>
<p>13. WHAT IS GOING TO BE THE MOST EFFECTIVE COMMUNICATION ROUTE IF SOMEONE IS ABSENT?</p>	<p>Students are expected to contact their instructor in the manner the instructor has directed.</p>	<p>Students are expected to contact their instructor in the manner the instructor has directed.</p>	<p>CLOSED IS CLOSED</p>	
<p>14. How do we communicate to students that classes are canceled and there are a lot of people absent who normally call or</p>		<p>Need Bonnie's and Jana's recommendations on how to communicate. Recommend posting on college voicemail, website, and usual media routes.</p>		<p>See level 2 on how to resume. Need Bonnie's and Jana's recommendations on how to communicate. Recommend posting on college voicemail, website, and usual media routes.</p>

<i>Issue</i>	<i>Level 1 response</i>	<i>Level 2 response</i>	<i>Level 3 response</i>	<i>Recovery</i>
contact people? a. E-mail lists?				
15. How do we reconfigure classes due to fewer students and/or faculty (due either to death or choosing not to return)?				Contingent upon when the recovery begins. Combine sections if needed based on faculty attrition. Continue w/ the existing class lists to the extent possible. If outbreak begins at the start of the semester or the semester start is delayed, minimum class enrollment must be adhered to (10/10ths)

Student Affairs

Issue	Level 1 response	Level 2 response	Level 3 response	Recovery
1. A policy has been developed to address academic and financial concerns of students resulting from prolonged absences from class or temporary closure of the institution. a. Will information be given out over the phone or other communication	See academic affairs plan #1; SA will work with faculty to develop process for canceling and resuming classes; Financial concerns met through education and preparedness planning; promote	Firm plan shared with students about financial needs; share emergency response literature; electronic mailings for “how to complete classes” sent out to students;	Closed is closed....	Batch e-mail notices sent to students with suspended classes due to emergency closure outlining plan to return to scheduled classes (see academic 1C regarding scholarships to continue classes); give financial liability information to students;

<p>channel?</p> <p>b. Death certificates required to close records?</p> <p>c. What options for financial support are available to students?</p> <p>d. What contacts with banking does SA have available?</p>	<p>use of electronic banking;</p>			
<p>2. A plan is in place to address decreased tuition receivables if there is a significant reduction in returning students or faculty.</p> <p>a. Communication channel with students needs to be built and strengthened.</p> <p>b. Demonstrate concern and information dissemination to students during emergency.</p> <p>c. Consider electronic student bulletin board through college's web site.</p>	<p>Identify essential services and staff positions to limit payroll expenses; continue cross-training efforts; include emergency contact and emergency planning information through our schedule with emphasis on online services and information opportunities;</p>	<p>Finalize communication to students in event of pending closure; post process for students prominently on campus through established communication channel; decrease in-person contact for meetings and non-essential college business;</p>	<p>Closed is closed....</p> <p>SA continue electronic and phone communication system with students from home through essential personnel;</p>	<p>Begin online support with minimal call back of staff based on workload; Planning resumes with essential personnel to identify workload and staffing requirements;</p>

<p>d. Effectiveness driven through maintaining student contacts and providing current information to our students within the community;</p>				
<p>3. Call for updates to student records regularly during the semester; Update current student records through self-updates online in Banner; identify communication channel to request change of address and emergency contact information;</p>	<p>Mandate information gathering through electronic means; routing system for calls from student friends and family; identify web site access for finding CCC students; collect absences within each class section with ability to self-report through online system;</p> <p>Respond to daily class attendance collection by faculty;</p>	<p>Closed is closed....</p>	<p>Use last current address on file for student contact; duplicate mailings to emergency contacts to attempt to reach impacted students;</p>	
<p>4. A plan is in place to continue recruiting and admissions process during a quarantine or social distancing time period.</p>	<p>Assess online services for recruiting and admissions; make needed improvements to system; determine</p>	<p>Develop contact lists for recruitment contacts and business contacts; share contact lists among SA division (essential staff) to</p>	<p>Closed is closed....</p>	<p>Resume recruitment within the high schools and local employers; stress message of healing and resuming life after traumatic emergency;</p>

<p>a. What communication vehicles do we have to keep in touch with students or potential students?</p> <p>b. Continue advertising locally with 'how to's' about the going to CCC;</p> <p>c. How much do students utilize our online services? What is their primary contact method?</p> <p>d. What emergency counseling services are available to students?</p>	<p>that electronic communications are working through statistic-gathering of web services; Create and maintain a student communication newsletter;</p>	<p>broaden ability to resume outreach;</p>		
<p>5. A plan is in place to continue financial aid.</p> <p>a. Pell Grant requirements for repayment covered by govt regulations;</p> <p>b. Disseminate information about student liabilities about break/change to semester;</p> <p>c. Loans and requirement for</p>	<p>Review student mailings to determine what message is currently given to students;</p>	<p>Share emergency plan with students who are current recipients of financial aid;</p>	<p>Closed is closed....</p>	<p>Targeted mailing to students on hold from closure with current information about financial aid procedures in effect;</p>

repayments; d. How to manage grants and other monies received for schooling;				
6. Student records a. Use of generic e-mail for each dept	Online support for students requesting online transcripts; Banner availability with grades and degree plans;	Place realistic limits on time lag to receive official information; implement document imaging system;	Closed is closed....	Work with ITS about continuing/re-establishing student access to online records;
7. Student communication a. Would WebCT play a role in student communication? Only available to currently registered students;	Identify number of CCC students co-enrolled with NAU and in NAU housing; begin basic health information about practical ways to limit passing illness;	Anticipate departure by students who live outside of Arizona; offer training to students about disaster planning efforts and emergency planning targeting closure issues;	Closed is closed....	Open college services by disseminating information to students and community through established channels;
8. Student support services a. Online tutoring support available beyond math b. Need to monitor return of students with dr's note to take exams	Remain knowledgeable about online services and support;	Keep awareness level about student requirements based on current enrollment status; share information through established communication methods; potential for role in	Closed is closed....	Offer information about available sources for grief and trauma counseling; encourage networking among students in group/team-building;

c. More online support may be needed to continue with alternative exams / assignments;		proctored exams in LEC;		
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Business Services

Pre-planning	Level I	Level II	Level III	Recovery
1. Stock up on supplies – checks, calculator tape, envelopes, printer ribbons, credit card rolls, Clorox wipes, toner cartridges, coffee supplies, paper	<p>Open for normal business</p> <p>Check with utility companies on effect of A/P down and continuance of required service throughout possible closure period</p>	<p>Open for normal business</p> <p>Ensure adequate supply of cash on hand</p> <p>Depending on estimated timeframe for moving to Level III:</p> <p>Limited Services include:</p> <p>Complete all check runs currently in process</p> <p>Disperse checks by USPS only – no check pickup</p>	Closed	<p>Return to normal operations – sort it all out.</p> <p>Process back payrolls.</p> <p>Catch up on vendor payments.</p> <p>Determine impact of closure/recovery on budget</p>
2. Implement paperless timesheet system (given backlog of ITS)				

projects, may not be practically possible				
3. Check w/USPS regarding mail contamination		Notify USPS of impending closure	Post closure notification at Shipping and Receiving	Notify USPS of College reopening Still concerned about mail contamination
4. Check w/freight companies regarding contamination		Notify freight companies of impending closure	Post closure notification at Shipping and Receiving	Notify freight companies of College reopening Still concerned about freight contamination
5. Assess remote access capabilities		Remote access as needed	Remote access as needed	
6. Share Pandemic Flu Plan with contracted services (YMCA,NAU Bookstore, Tony's, and Flag Library		Communicate impending closure to contracted service providers	Communicate closure to contracted service providers	Communicate reopening to contracted service providers
7. Ensure ability to purchase supplies		Enact emergency procurement as needed		
8. Oversee contracts				

Human Resources

Pre-Planning	Level I	Level II	Level III	Recovery
<p>1. Identify essential personnel</p> <p>2. Develop procedures to handle call offs, time keeping</p> <p>3. Prepare travel guidelines (restrictions)</p> <p>4. Develop hazard pay policy</p> <p>5. Develop emergency closing procedure</p> <p>6. Develop return to work criteria</p> <p>7. Emergency contact information procedure</p> <p>8. Communicable disease procedure</p>	<p>1. Issue travel guidelines</p> <p>2. Issue safety information to employees</p> <p>3. Monitor faculty & staff travelers entering from infected regions</p> <p>4. Initiate call off from work system</p>	<p>1. Implement return to work criteria</p> <p>2. Emergency contact information reminder</p>	<p>1. Implement hazard pay premium policy where applicable</p> <p>2. Initiate Employee Support Group</p> <p>a. Web Ct Vista</p> <p>b. Telephone</p> <p>c. Initiate HR Hotline</p>	<p>1. Biodyne on site</p> <p>2. Onsite Grief Counseling (CCC Volunteers)</p> <p>3. Suspend paid leave</p>

Security

<i>Issue, Question or Concern</i>	<i>Level 1 Response</i>	<i>Level 2 Response</i>	<i>Level 3 Response</i>	<i>Level 4 Recovery Response</i>
1. Equipment needed to implement CDC recommended infection control and bio-safety measures	Review in-stock supply and acquire any additional as identified Recommend installation hand washing stations	Issue or make available masks and latex gloves	N/A, Closed	N/A
2. Transportation of ill persons	No college employee will transport any person who is openly displaying, or is suspected of suffering, symptoms of the Avian Influenza while working in an official capacity at CCC. Phones will be made available to arrange transportation and will be sterilized after use. Employees may call for assistance on their behalf.	Same as level 1	N/A, Closed	Same as level 1
3. Protection of campus	Review hardware and software for functionality Establish remote	Same as level 1 (plus) Review remote access capabilities of	Monitor security and systems from remote location	Return to normal operations

	access to door and surveillance systems	door locking system and surveillance cameras		
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Facilities

Pre-planning	Level 1	Level 2	Level 3	Recovery
<p>1. Purchase and stock pile antimicrobial hand sanitizing gel and disinfectant supplies</p> <p>2. Essential personnel receive fit test and training on respiratory protection</p> <p>3. Purchase respiratory protection</p>	<p>1. Identify building ventilation systems</p> <p>2. Install Antimicrobial hand sanitizing stations</p> <p>3. Ensure all Maintenance and Security personnel are cross-trained in the event of a reduction in work force</p> <p>4. Identify quarantine areas of each campus</p> <p>5. Get written documentation from custodial service on bio-safety protocols</p>	<p>1. Essential personnel receive respirators</p> <p>2. Set up quarantine room</p> <p>3. Ensure custodial services are following developed bio-safety protocols</p> <p>4. Disable drinking fountains</p>	<p>1. Set building for indefinite period of unoccupied mode</p> <p>2. Assist Security in closing building(s) down for indefinite periods</p> <p>3. All College owned facilities will be closed down, including 4th Street City Library, Tony's Barbershop, YMCA Child Care, bookstore, food court, NAU television services at Page, County Career Center</p>	<p>1. Bring utilities back up to occupied mode</p> <p>2. Disinfect buildings, furniture and equipment for the return of employees and students</p>

II APPENDICES

A. Essential Personnel Lists

Public Relations

Question	Level 1	Level 2	Level 3
Who are Essential Personnel from your Department?	Marketing/PR Director Marketing Coordinator	Marketing/PR Director Marketing Coordinator	Marketing/PR Director Marketing Coordinator
What function will the Essential Personnel be performing?	Internal and external communications	Internal and external communications	Internal and external communications
What technology and/or equipment is required for your Essential Personnel to perform these functions?	Email, cell phones, telephones,	Email, cell phones, telephones,	Email, cell phones, telephones,
What technology and/or equipment do your Essential Personnel have now to perform these functions?	Bonnie has a college cell phone and has a personal home office with email, fax, phones – Brian has personal cell, phone line, computer & email	Bonnie has a college cell phone and has a personal home office with email, fax, phones – Brian has personal cell, phone line, computer & email	Bonnie has a college cell phone and has a personal home office with email, fax, phones – Brian has personal cell, phone line, computer & email

Academic Affairs

Question	Level 1	Level 2	Level 3	RECOVERY
1. Who are Essential Personnel from your Department? (Provide names and job titles.)	<p>VP for Academic Affairs</p> <p>Deans</p> <p>Person in charge of off-campus sites</p> <p>Campus coordinators</p> <p>Institutional researcher</p> <p>Dept. chairs (11)</p>	<p>VP for Academic Affairs</p> <p>Deans</p> <p>Person in charge of off-campus sites</p> <p>Campus coordinators</p> <p>Institutional researcher</p> <p>Dept. chairs (11)</p>	No one	<p>Primary:</p> <p>VP Academic Affairs</p> <p>Dean Page Campus</p> <p>Person in charge of off-campus sites</p> <p>Alternates</p> <p>Deans</p> <p>Institutional Researcher</p>
2. What function will the Essential Personnel be performing?	<p>Communicating status to students, staff, and faculty of issues related to the academic pandemic plan and that we are on alert.</p>	<p>Communicating status to their faculty and preparing to close</p>	Nothing	<p>Communicating status to faculty and preparing to open.</p> <p>Other deans and DCs should also be in communication. Academics, in consult w/ registrar's office, oversees resumption of semester</p>
3. What technology and/or equipment are required for your	<p>No change from the technology already available to them since the college will still be</p>	<p>No change from the technology already available to them since the college will still be</p>	<p>Computers (laptops) for VP, deans, dept chairs to do work at home since this is an</p>	<p>Phones and/or e-mail</p>

<p>Essential Personnel to perform these functions?</p>	<p>open.</p>	<p>open.</p>	<p>expectation of exempt positions. Administrative positions should be interacting to address college business, i.e., budgets, curriculum, special projects, business plans, etc.</p>	
<p>4. What technology and/or equipment do your Essential Personnel have now to perform these functions?</p>	<p>See above</p>	<p>See above</p>	<p>Laptops: Kitty, Ingrid, Monica, Maxie, Jim, Don, A & S and CTE laptops, . Will need to confirm what other DCs have laptops and/or have personal computers at home.</p>	<p>Phones and/or e-mail</p>

Page / Lake Powell Campus

Question	Level 1	Level 2	Level 3
Who are Essential Personnel from your Department?	Executive Dean Faculty Chair Academic Support Services Coordinator Student Development Coordinator	Executive Dean Faculty Chair Academic Support Services Coordinator Student Development Coordinator	Executive Dean Faculty Chair Academic Support Services Coordinator Student Development Coordinator
What function will the Essential Personnel be performing?	Normal Campus Duties	Communication	Contact Information, Insurance Info, Monitor FMLA and other leave, Maintain emergency contact
What technology and/or equipment is required for your Essential Personnel to perform these functions?	Network Access, Email, Banner, Website	Network Access, Banner, Email, Website	Network Access, Banner, Email, Website
What technology and/or equipment do your Essential Personnel have now to perform these functions?	Desktop PC's, Network Access	1 Laptop, Network Access	1 Laptops, Network Access Banner

Student Affairs

VP for Student Affairs office

Question	Level 1	Level 2	Level 3
Who are Essential Personnel from your Department?	<p>VP for Student Affairs</p> <p>Assistant to Student Affairs</p> <p>Backups: TBD; Vera would have one cross-trained backup and VPSA would have backups trained from direct reports (also ties into succession planning)</p>	Same	Same
What function will the Essential Personnel be performing?	<p>Vera: logistics, coordination of schedules; etc.</p> <p>David: planning, liaison with other divisions, president</p> <p>Both: key conduits for info to/from SA</p>	Same	Same, but may back up one another on some tasks; VPSA tasks may
What technology and/or equipment is required for your Essential Personnel to perform these functions?	<p>Phone systems and messages; e-mail to specific staff; generic email to departments for all key functions (accessible to many staff) web pages/Internet; Intranet access; Help Desk; WebCT; Banner</p>	Same	Same, but includes need for remote access to Banner

	<p>access; desktop software; ability to contact students easily (e-mail); fax capacity (route to e-mail, other destinations); disaster education online; digital documents and retrieval system; IM system; automated fully integrated college calendar</p>		
<p>What technology and/or equipment do your Essential Personnel have now to perform these functions?</p>	<p>Pretty much all of it except we are lacking student e-mail and may be lacking; online education and easy to find updates on the disaster; staff training on various document types (creating PDF, etc.); training for staff on managing information flow from digitally; online integrated plan / reference for how various departments and divisions will interact (contact one another, get work done, etc.); online training tools to help staff handle messages / e-mail / distribution lists (phone and email) etc. remotely; online counseling resources or referrals</p>	<p>Same plus remote access to Banner; ability to update web pages remotely; all operational procedures and reference materials online and easily accessible; secure backed up dB off campus for all key functions</p>	<p>Same plus remote access to Banner; ability to update web pages remotely; fax via e-mail; system to change destination of faxes; access from off campus digital document retrieval; technology to simulate a disaster and practice; IM; fully developed calendar with access and ability to update from off campus</p>

Financial Aid

Question	Level 1	Level 2	Level 3
Who are Essential Personnel from your Department? (Provide names <u>and</u> job titles.)	Director Assistant Director Dept. IT Analyst	Director Assistant Director Dept. IT Analyst	Director Assistant Director Dept. IT Analyst
What function will the Essential Personnel be performing?	Awarding aid, Disbursing aid (for verified files only)	Awarding aid, Disbursing aid (for verified files only)	Planning for re-opening the college and financial aid operations
What technology and/or equipment is required for your Essential Personnel to perform these functions?	Phone, DSL, Remote connection to PC at CCC finaid@coconino.edu	Phone, DSL, Remote connection to PC at CCC finaid@coconino.edu	Phone, DSL, Remote connection to PC at CCC finaid@coconino.edu
What technology and/or equipment do your Essential Personnel have now to perform these functions?	Phone, DSL	Phone, DSL	Phone, DSL

Learning Enhancement Services

Question	Level 1	Level 2	Level 3
Who are Essential Personnel from your Department? (Provide names <u>and</u> job titles.)	<ol style="list-style-type: none"> 1. Learning Assistance Coordinator 2. Library Coordinator 3. Assistant Dir AED 4. Testing Coordinator 5. Disability Resources Coordinator 6. Assistant Dir LES and AED 7. Interpreter Coordinator 8. Adult Education Instructor 9. All other personnel would remain working at level one 	<p>1 – 8</p> <p>Learning Assistant providing math and English could still provide online asst</p>	<p>1 – 8</p>
What function will the Essential Personnel be performing?	<p>Coordinators and instructor: logistics, coordination of schedules, coordination and provision of direct services, communications to public.</p> <p>Director and Asst Directors: planning, liaison with other departments and Vice President</p>	<p>Same</p>	<p>Same, with increased backup in the event someone is ill or needs to be with family</p>
What technology and/or	<p>Phone systems and</p>	<p>Same. Need remote</p>	<p>Same, with remote</p>

<p>equipment is required for your Essential Personnel to perform these functions?</p>	<p>messages; e-mail; generic dept email, Contribute and web pages, Internet; Internal drives; Help Desk; WebCT; MHC-GED Online Banner; desktop software; ability to contact students and examinees easily (many do not have email); fax capacity; program databases.</p> <p>Student technology and access</p> <p>All essential personnel have phone, home computer or laptop, and high speed internet.</p>	<p>access</p>	<p>access</p>
<p>What technology and/or equipment do your Essential Personnel have now to perform these functions?</p>	<p>Same as above: Phone systems and messages; e-mail; generic dept email, Contribute and web pages, Internet; Internal drives; Help Desk; WebCT; MHC-GED Online, Banner; desktop software; ability to contact students and examinees easily (many do not have email); fax capacity; program databases.</p> <p>Training on new technology that we</p>	<p>Same as L1, but need remote access plus remote access, appropriate security measures and training</p>	<p>Same as L2</p>

	haven't used before Student technology and access		
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Admissions & Records

Question	Level 1	Level 2	Level 3
Who are Essential Personnel from your Department? (Provide names <u>and</u> job titles.)	Co-Directors for Admissions/Registrar with trained back ups	Same	Same
What function will the Essential Personnel be performing?	Admissions, Registration, Scheduling, Transcripts, SIS Web Maintenance	Same	SIS Maintenance only
What technology and/or equipment is required for your Essential Personnel to perform these functions?	Phone, E-Mail, Computer with Web Access, Internal access to Banner	Same	Same with remote access to Base Line Banner
What technology and/or equipment do your Essential Personnel have now to perform these functions?	Phone, E-Mail, Computer with internet access, Internal access to Banner	Same	Same as above

Student Support Services

Question	Level 1	Level 2	Level 3
Who are Essential Personnel from your Department? (Provide names <u>and</u> job titles.)	Assistant Director Passages Coordinator Student Development Coordinator Career Services Coordinator	Assistant Director Passages Coordinator Student Development Coordinator Career Services Coordinator	Assistant Director Passages Coordinator Student Development Coordinator Career Services Coordinator
What function will the Essential Personnel be performing?	Informing students of the situation, providing options for students, providing general services on a case by case basis	Informing students of the situation, providing options for students, providing general services on a case by case basis	Planning for re-opening the college and Student Support Services operations
What technology and/or equipment is required for your Essential Personnel to perform these functions?	Phone, DSL, Remote connection to PC at CCC StudenLlife@coconino.edu CareerServices@coconino.edu Adising@coconino.edu	Phone, DSL, Remote connection to PC at CCC StudenLlife@coconino.edu CareerServices@coconino.edu Adising@coconino.edu	Phone, DSL, Remote connection to PC at CCC StudenLlife@coconino.edu CareerServices@coconino.edu Adising@coconino.edu
What technology and/or equipment do your Essential Personnel have now to perform these functions?	Phone, DSL	Phone, DSL	Phone, DSL

Business Services

Question	Level 1	Level 2	Level 3	Recovery
Who are Essential Personnel from your Department? (Provide names <u>and</u> job titles.)	VP B&A Services Exec Asst II Controller Payroll Specialist Accts Payable Specialist Grant Accountant Dept IT Analyst Accts Receivable Specialist Cashier Purchasing & Aux Services Director Purchasing Asst Auxiliary Services Specialist Auxiliary Service Clerk	VP B&A Services Exec Asst II Controller Payroll Specialist Accts Payable Specialist Grant Accountant Dept IT Analyst Accts Receivable Specialist Cashier Purchasing & Aux Services Director Purchasing Asst Auxiliary Services Specialist Auxiliary Service Clerk	VP B& Services	VP B&A Services Exec Asst II Controller Payroll Specialist Accts Payable Specialist Grant Accountant Dept IT Analyst Accts Receivable Specialist Cashier Purchasing & Aux Services Director Purchasing Asst Auxiliary Services Specialist Auxiliary Service Clerk

	Senior Budget Analyst	Senior Budget Analyst		Senior Budget Analyst
What function will the Essential Personnel be performing?	Payroll, Purchasing, Accounts Payable, Shipping/Receiving, Mail Services, Cash Receipts, Functional Support, Accounting & Reporting, Budget	Payroll, Purchasing, Accounts Payable, Shipping/Receiving, Mail Services, Cash Receipts, Functional Support, Accounting & Reporting, Budget	Administrative direction, communication	Payroll, Purchasing, Accounts Payable, Shipping/Receiving, Mail Services, Cash Receipts, Functional Support, Accounting & Reporting, Budget
What technology and/or equipment is required for your Essential Personnel to perform these functions?	Internet, Banner, Network, computers/printers, copy machine, mail machine gloves	Internet, Banner, Network, computers/printers, copy machine, mail machine gloves/masks	Network access, laptop, cell phone	Internet, Banner, Network, computers/printers, copy machine, mail machine gloves/masks
What technology and/or equipment do your Essential Personnel have now to perform these functions?	Internet, Banner, Network, computers/printers, copy machine, mail machine gloves	Internet, Banner, Network, computers/printers, copy machine, mail machine gloves	Network access, laptop, cell phone	Internet, Banner, Network, computers/printers, copy machine, mail machine gloves

Human Resources

Question	Level 1	Level 2	Level 3
Who are Essential Personnel from your Department? (Provide names <u>and</u> job titles.)	HR Director HR Analyst HR Specialist II Office Asst. II	HR Director – essential HR Analyst – essential (back up to HR Director) HR Specialist – (back up to HR Analyst)	HR Director – essential HR Analyst – essential (back up to HR Director) HR Specialist – (back up to HR Analyst)
What function will the Essential Personnel be performing?	Normal HR Duties	Compensation/Payroll entry Benefits Administration Communications	HR Hotline, Contact Information, Insurance Info, Monitor FMLA and other leave, Maintain emergency Contact
What technology and/or equipment is required for your Essential Personnel to perform these functions?	Network Access, E-mail, Banner, Website	Network Access, Banner, E-mail, Website	Network Access, Banner, E-mail, Website
What technology and/or equipment do your Essential Personnel have now to perform these functions?	Desktop PC's, Network Access	1 laptop, Network Access	1 Laptop, Network Access, Banner

Security

Question	Level 1	Level 2	Level 3
Who are Essential Personnel from your Department? (Provide names <u>and</u> job titles.)	1. Security Supervisor or designee	1. Security Supervisor or designee	1. On call Security Officer
What function will the Essential Personnel be performing?	1. Security issues	1. Security issues	1. Respond to call outs as needed 2. Remotely monitor Security systems 3. Change call-out list with Alarm Company.
What technology and/or equipment is required for your Essential Personnel to perform these functions?			1. Upgraded and network capable computer for remote access to Security systems 2. Cell phone and pager
What technology and/or equipment do your Essential Personnel have now to perform these functions?			1. None 2. Cell phone and pager

Facilities

Question	Level 1	Level 2	Level 3
Who are Essential Personnel from your Department? (Provide names <u>and</u> job titles.)	Director for Facilities Security Supervisor Maintenance Supervisor Telecom	Director for Facilities Security Supervisor Maintenance Supervisor Telecom	Director for Facilities Security Supervisor Telecom
What function will the Essential Personnel be performing?	2. Incident Commander 3. Security issues 4. Maintenance & HVAC issues 5. Telecom	2. Incident Commander 3. Security issues 4. Maintenance & HVAC issues 5. Telecom	4. Incident Commander 5. Security issues 6. Telecom
What technology and/or equipment is required for your Essential Personnel to perform these functions?	1. Computer and cell phone for contact President and VP and remote access to EMS 2. Computer for remote access to Security systems 3. Computer for remote access to EMS 4. Computer and phone for remote access to	1. Computer and cell phone for contact President and VP and remote access to EMS 2. Computer for remote access to Security systems 3. Computer for remote access to EMS 4. Computer and phone for remote access to	3. Computer and cell phone for contact President and VP and remote access to EMS 4. Computer for remote access to Security systems 5. Computer and phone for remote access to Voice Mail and PBX.

	Voice Mail and PBX.	Voice Mail and PBX.	
What technology and/or equipment do your Essential Personnel have now to perform these functions?	1. Cell phone 2. none 3. Laptop 4. Laptop & cell phone	1. Cell phone 2. none 3. Laptop 4. Laptop & cell phone	3. Cell phone 4. none 5. Laptop & cell phone

Information Technology Services

Question	Level 1	Level 2	Level 3
Who are Essential Personnel from your Department? (Provide names <u>and</u> job titles.)	CISO Systems Engineer Network Engineer Sr. Systems Analyst Dir OM&S HR Database Support Analyst P/T Systems Engineer/Page	CISO Systems Engineer Network Engineer Sr. Systems Analyst Dir OM&S HR Database Support Analyst P/T Systems Engineer/Page	CISO Systems Engineer Network Engineer Systems Analyst Dir OM&S HR Database Support Analyst P/T Systems Engineer/Page
What function will the Essential Personnel be performing?	Routine ITS Services/ All Campuses	Readiness Support for all ITS Services	Secure Computer Systems operations and security allowing remote access & management
What technology and/or equipment is required for	ITS Network, Systems and Applications access	Readiness; IM System operation; Remote Access	Operational; IM System operation; Remote Access

your Essential Personnel to perform these functions?	through ITS Hardware & Software means	Devices & permissions	Devices & permissions
What technology and/or equipment do your Essential Personnel have now to perform these functions?	ITS Office Equipment/Software and remote Access Devices and	Setup of IM; assignment of Remote access assignments	Completion of IM Setup and communication; Remote Access verification; response, & mgmt.