



# **Emergency Operations Plan**

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## EXECUTIVE SUMMARY

The Community College of Philadelphia Emergency Operations Plan (EOP) outlines how the college will conduct emergency management activities to protect lives and safeguard the college community from disasters. It is designed as a flexible system in which part, or the entire plan may be activated as appropriate to the situation. The EOP provides an organizational structure and procedures for managing information, activities, and operations during an emergency. As described throughout the EOP and supporting documents, the Community College of Philadelphia maintains programs in the prevention of, preparation for, response to, and recovery from natural, human-unintentional, and human-intentional disasters.

The Emergency Operations Plan follows the format outlined by the Department of Education's Guide for Developing High-Quality Emergency Operations Plans. It consists of a basic plan supplemented by functional and hazard-specific appendices. The basic plan recognizes the content and role of existing plans, identifies potential hazards threatening the college, and establishes the general organization and functions of the Executive Policy Group, Emergency Management Team, and Emergency Operations Center.

## PROMULGATION STATEMENT

Community College of Philadelphia, in the event of a natural, technological, or human-caused emergency or incident that affects the college, we must be prepared to implement plans and procedures to protect lives and property. While each campus emergency or incident will be unique in its circumstances, this comprehensive plan will generally support the management of emergencies and incidents.

This plan is promulgated as the Community College of Philadelphia's Emergency Operations Plan. This plan is designed to comply with all applicable policies, regulations, and contemporary standards related to emergency management within the college, the City of Philadelphia, and the Commonwealth of Pennsylvania. This plan supersedes all previous emergency operations plans presented by Community College of Philadelphia.

Promulgated this 18<sup>th</sup> day of November 2025

*Colleen L. Stanford*

**Colleen L. Stanford**

Director, Public Safety and Security  
Community College of Philadelphia

## **Foundation**

### **Purpose**

This plan aims to establish a comprehensive, college-wide, all-hazards approach to emergency management across various activities, including mitigation, preparedness, response, and recovery. This plan provides the framework for interaction with college departments, stakeholders, municipal governments, the private sector, and non-governmental organizations in emergency management situations. It describes capabilities and resources to help protect from natural, human-unintentional, and human-intentional hazards; save lives; protect public health, safety, property, and the environment; and reduce adverse consequences and disruptions to the college's academic and business operations. National preparedness efforts, including planning, are now informed by Presidential Policy Directive (PPD) 8, which was signed by the president in March 2011 and describes the nation's approach to preparedness. This directive represents an evolution in our collective understanding of national preparedness, based on the lessons learned from terrorist attacks, hurricanes, school incidents, and other experiences. PPD-8 defines preparedness around five mission areas: Prevention, Protection, Mitigation, Response, and Recovery.

- Prevention, means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident. Prevention is the action schools take to prevent a threatened or actual incident from occurring.
- Protection means the capability to secure schools against acts of violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard.
- Mitigation means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency. In this document, "mitigation" also means reducing the likelihood that threats and hazards will happen.
- Response means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery.
- Recovery means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

Emergency management officials and emergency responders engaging with schools are familiar with this terminology. These mission areas generally align with the three timeframes associated with an incident: before, during, and after. Finally, this plan serves as the foundation for developing detailed plans, policies, procedures, and annexes to effectively and efficiently implement emergency management activities and assistance in the context of specific types of incidents. The college is committed to the welfare and safety of its college community.

### **Scope**

This plan applies to all members of the college community. This plan also applies to external organizations that lease college space, operate on college property, or are directly connected to college initiatives. This plan addresses all incidents and events that threaten to injure, harm, or otherwise affect the college's stakeholders, academic processes, or business operations resulting from natural, human-unintentional, or human-intentional hazards. This plan applies to all departments within the college and buildings owned or operated by the college within the City of Philadelphia, specifically:

- Main Campus
- Northeast Regional Center
- Northwest Regional Center
- West Regional Center
- Career & Advanced Technology Center (CATC)

### **Declaration of Emergency**

The President or designee has the authority to declare a formal state of emergency for the college, any regional center, or any part of the college.

## **Liability**

Community College of Philadelphia (CCP) employees acting under the Emergency Operations Plan act as agents of the college and not in their personal capacity. CCP accepts responsibility and liability for the actions of these employees, provided they are acting honestly and in good faith.

## **Planning Assumptions**

Emergency planning requires a commonly accepted set of assumed operational conditions that provide a foundation for establishing protocols and procedures. These assumptions are called planning assumptions, and the standard practice is to base planning on the worst-case scenarios. The following planning assumptions are considered valid for this plan:

- The Community College of Philadelphia is ultimately responsible for managing emergencies and disasters directly impacting the college.
- Emergency management activities will be organized and conducted using the National Incident Management System (NIMS) principles.
- Mitigation and preparedness activities are continuous processes that require participation from the entire College community to be successful.
- Local, county, and state public safety agencies typically handle initial response to emergencies and disasters, including police, fire, and EMS.
- A major emergency or disaster may overwhelm local public safety agencies, and the college may not receive support or assistance for several hours or days.
- Students, faculty, staff, and visitors may not leave campus for hours or days.
- Members of the surrounding community may arrive at the college seeking assistance, care, and shelter.
- Response, short-term, and long-term recovery may require days, weeks, months, or even years to complete fully.

The Emergency Operations Plan assumes four stages of emergency response management:

- **Assessment and Notification:** The process by which the incident is identified as an emergency and assessed for the appropriate response requirements.
  - Most college incidents are managed through Send Word Now. These procedures include prevention, mitigation strategies, and initial emergency response procedures. The following types of incidents have established procedures that support the assessment period:
    - Accidents/First Aid
    - Active Threat
    - Bomb Threat
    - College/Campus Emergency Closure
    - Emergencies involving Radioactive Materials
    - Fire Alarm Procedures
    - Handling of hazardous material and material spill procedures
    - Health Risk to the College Community
    - Violence Prevention and Protection
- **Mobilization:** Notifying the Executive Policy Group of a formal, coordinated response and the possible activation of the Emergency Operations Center.
- **Coordination:** The activation of roles, teams, and communications networks, as well as the deployment of resources in an emergency.
- **Recovery and Restoration:** The restoration of operations following an emergency, and a post-incident review and best practices assessment following the event.

## **Access & Functional Needs – Americans with Disabilities Act (ADA)**

Plans must comply with the Americans with Disabilities Act, among other prohibitions on disability discrimination, across the spectrum of emergency management services, programs, and activities, including preparation, testing, notification and alerts, evacuation, transportation, sheltering, emergency medical care and services, transitioning back, recovery, and repairing and rebuilding. Plans should include students, staff, and parents with disabilities. Among other things, school emergency plans must address the provision of appropriate auxiliary aids and services to ensure effective communication with individuals with disabilities (e.g., interpreters, captioning, and accessible information technology); ensure individuals with disabilities are not separated from service animals and assistive devices, and can receive disability-related assistance throughout emergencies (e.g., assistance with activities of daily living, administration of medications); and comply with the law's architectural and other requirements. (Information and technical assistance about the Americans with Disabilities Act (ADA) is available at <http://www.ada.gov>).

### **Language Access**

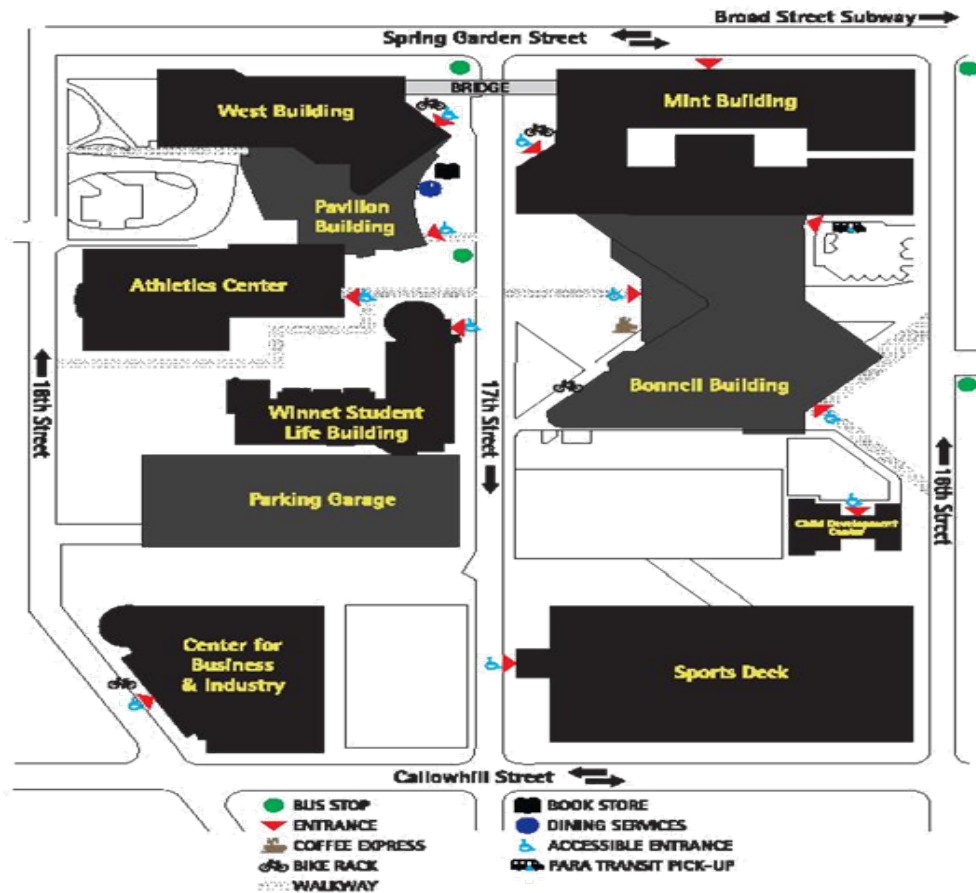
Effective communication with individuals with limited English proficiency (LEP), including students and parents, is an essential component of emergency planning and response. This plan complies with applicable legal requirements on language access, including Title VI of the Civil Rights Act of 1964 (available at <http://www.justice.gov/crt/about/cor/coord/titlevi.php>) and the Title VI regulation of the Civil Rights Act of 1964 (available at <http://www.justice.gov/crt/about/cor/fedagencies.php>).

### **Situation overview**

#### **Location and Description**

The Community College of Philadelphia is an open-admissions institute that operates a main campus and three regional centers in the City of Philadelphia. The Main Campus is at 1700 Spring Garden Street, Philadelphia PA, 19130. This campus consists of seven buildings and serves as the primary location for academic and business operations. The seven buildings of Main Campus and the resources included within each are as follows:

- West Building
- Pavilion Building
- Athletics Center
- Winnet Student Life Building
- Center for Business & Industry
- Mint Building
- Bonnell Building



The following locations detail the regional centers:

|                                       |                                                |
|---------------------------------------|------------------------------------------------|
| • Northwest Regional Center           | 1300 W. Godfrey Avenue, Philadelphia, PA 19141 |
| • Northeast Regional Center           | 12901 Townsend Road, Philadelphia, PA 19154    |
| • West Regional Center                | 4725 Chestnut Street, Philadelphia, PA 19139   |
| • Career & Advanced Technology Center | 4750 Market Street, Philadelphia, PA 19139     |



## Hazards and Vulnerabilities

Expectedly, the Community College of Philadelphia is vulnerable to a wide range of hazards and threats. The college conducts Hazard, Vulnerability, and Impact Assessments (HVIA) that review selected hazards, the situation's potential impact on life, operations, and property, and the likelihood of occurrence. This assessment is conducted with the participation of the college's internal and external emergency management stakeholders and selected subject matter experts as needed. The most recent HVIA was conducted in February 2023 and facilitated by Margolis Healy and Associates, LLC.

## Concept of Operations – Mitigation

The Community College of Philadelphia maintains a continuous process of identifying, avoiding, and reducing the potential impact of hazards. Engaging in prevention and mitigation activities provides the Community College of Philadelphia with several benefits, including reduced risk of loss of life and property and essential services.

As outlined in the National Fire Protection Association (NFPA) Standard 1600, the Community College of Philadelphia will undertake actions to avoid or reduce injury, disruption, and damage from hazards. In addition, the college maintains an awareness of the local hazard mitigation plan.

The college maintains the following designed to prevent loss from hazards:

- Employee background reviews;
- Immediate Action Response Training
- Workplace Ergonomics;
- Risk Communications Plan
- Workplace Violence Policy [Drug-free Workplace, Alcohol, and Other Drug Abuse Prevention Programs | Community College of Philadelphia \(myccp.ccp.edu\)](#)
- Threat Assessment and Management Team.

## Concept of Operations

### Preparedness

The preparedness phase involves actions that keep the campus in a constant state of readiness. These activities develop operational capabilities for disaster response. These actions include emergency planning, resourcing, training, public education, and exercises. The departments identified in this plan as having an Emergency Support Function (ESF) should prepare standard operating procedures (SOPs) and checklists detailing personnel assignments, policies, notification rosters, and resource lists; they should also have SOPs for Continuity of Operations and Recovery for department functions. Personnel should be acquainted with these SOPs and checklists through periodic training in activating and using procedures. The Community College of Philadelphia will emphasize a capability development process that has the following elements:

- Planning & Coordinating
- Resource development and maintenance
- Training & Education
- Messaging
- Execution
- Annual Operations Review

### Vital Records

Each Community College of Philadelphia department should identify, maintain, and protect its vital records necessary to maintain and resume operations. Record depositories should be located well away from danger zones or housed in facilities designed to withstand destructive forces. Vital records are defined as those records that are essential to:

- Protect and preserve the rights and interests of individuals, the college, and other entities, including contracts, transcripts, and articles of incorporation.
- Conduct emergency response and recovery operations, including utility system maps, emergency supplies and equipment locations, emergency plans, policies, procedures, and personnel rosters.
- Re-establish normal functions

### Resource maintenance

An essential element of the preparedness mission is maintaining equipment and supplies and having relationships with service providers capable of supporting the college's response to emergencies and disasters. The Community College of Philadelphia maintains three levels of resources:

- Internal resources stored and maintained on campus;
- Resources from other neighboring Colleges and universities;
- External resources supplied by screened vendors.

## Training & Education

The College community's response to any emergency or disaster is based on understanding the nature of that emergency/disaster, the potential and associated hazards, the likely response of emergency services, and knowledge of what individuals and groups should do to increase their chances of survival and recovery. Pre-disaster awareness and education programs must be considered equally important to all other emergency preparations and receive adequate planning. These programs must be coordinated among local, county, state, and federal officials to ensure their correlation to various emergency preparedness and response operations levels. Currently, the college provides the following emergency preparedness public education and awareness programs:

- Immediate Action Response training for faculty and staff;
- Emergency action posters displayed in all classrooms, common areas, and offices;
- An up-to-date website with emergency preparedness resources and information.

## Response levels

There are three levels of emergency: Level I, II, and III. The higher the level of emergency, the larger the scale of the event and the more resources and coordination required to manage the event. Any given level may be bypassed if necessary to allow a response to proceed to a higher level.

### Level 1 - Evaluation & Assessment

- Evaluation and assessment occur when an incident occurs on or near any College-owned or operated property that is likely to impact academic or business processes or has a reasonable potential of doing so.
- The Director of Public Safety and Security or designee who identifies or is otherwise notified of an incident of this nature may immediately convene a select group of people to assess the situation and determine the most appropriate course of action, including activating the Emergency Operations Center (EOC) and mobilizing either/both the Emergency Management Team (EMT) and Executive Policy Group (EPG). (Refer to Organization and Responsibilities pg. 19)
- The Director has complete discretion on which departments, faculty, and staff to include when evaluating a situation.

### Level 2 – Partial Activation of the Emergency Management Team

- A partial activation occurs when an incident occurs on or near any college-owned or operated property actively impacting an academic or business process confined to a single department, building, or business unit.
- The President, Director, designee, or member of the Executive Policy Group may request an EMT activation to assess, respond to, and recover from an incident.
- The Director recognized as the chairperson of the EMT, shall activate the EOC and request that all EMT members respond to the EOC for assignments.
  - The Director may release or otherwise demobilize select individuals from the EOC depending on the needs of the college and EMT to manage the incident appropriately.
- In consultation with the President or any member(s) of the EPG, the Director or designee may recommend a full Level 3 activation and mobilize the EPG if the incident impacts more than one department, building, or business unit or has the reasonable likelihood of doing so.

- The Director shall designate (1) one individual to act as a liaison to various activities happening at the incident scene. Additional individuals may be assigned if necessary. Personnel may be assigned from individual departments and may not be pulled from the EMT.
- All information from the incident scene must be communicated to the EMT for data collection, record-keeping, and dissemination to others as appropriate.
- The Director, or designee, shall determine the appropriate timing and demobilization process to deactivate to a Level 2 or terminate operations altogether.

### **Level 3 – Full Activation of the Executive Policy Group and the Emergency Management Team**

- A full activation occurs when an incident occurs on or near any college-owned or operated property that impacts more than one department, building, or business unit or has the reasonable likelihood of doing so. During a full activation, the EMT reports to the EOC, or designated assembly area, and the EPG reports to the President's office or designated assembly area. A full activation occurs when an incident is near any college-owned or operated business or business unit or has the likelihood of doing so.
- During a full activation, the EMT reports to the EOC, or designated assembly area, and the EPG reports to the President's Office, or designated assembly area. The Director is recognized as the chairperson of the EMT, and the President is recognized as the chairperson of the EPG. The President or their designee and the Director or their designee may designate any member of their respective teams to fulfill their roles as a chairperson.
- Unless otherwise directed, the Director or designee is the only person allowed to communicate between the EPG and EMT.
- All information from the incident scene shall be communicated ONLY to the EMT for data collection, processing, and dissemination to the EPG and others as appropriate.
- In consultation with the EPG, the Director or designee shall determine the appropriate timing and demobilization process to deactivate to Level 2 or terminate operations altogether.

### **General Counsel**

- Manages the legal team as an active participant in the Emergency Operations Command Team
- Advises on legal and policy matters and risk insurance management during an incident or emergency
- Evaluate situations and advise of any conditions and actions that might result in liability.
- Identifies potential claimants and the scope of their needs and concerns
- Gathers and organizes evidence that may assist in legal defense
- Conducts interviews and takes statements that address significant risk management issues

### **Vice President – Enrollment Management & Strategic Communications**

- This role will serve as the Communications liaison. They are responsible for all communication on behalf of the President and the Director of Public Safety and Security. Communications would include the preparation of all news releases and social media messaging and handling all media and external requests for information related to any emergency. Their responsibilities include:
  - Staff and manage the information section, ensuring appropriate personnel and equipment.
  - Establish a team to monitor social media and news media
  - Coordinate with emergency information staff from other organizations or levels of response to ensure that clear and consistent emergency information is issued
  - Prepare and distribute all approved news releases and social media releases
  - Ensure communication with the college community is shared in the appropriate in order to reach as many members of the CCP community as possible
  - Establish a communication rhythm for the college community, e.g. hourly/daily/weekly updates even when no update is available

- Ensure communications are provided in accessible formats
- Manages all media and external requests for information related to any emergency
- Advises the President and Director of Public Safety and Security on issues related to media/public emergency information and media releases
- Ensure there is a primary contact for anyone who wants emergency information about the incident and response to it
- Establish a public inquiry hotline
- Acts as a spokesperson in the early stages of an incident or emergency until designated spokespersons are identified
- collects and verifies relevant information on the emergency from news reports and social media
- Implements social media response to emergency event, including developing proactive messages
- Maintains records of all communications

## Response priorities

Priorities for all emergency response at Community College of Philadelphia are as follows:

### Protection of Life

1. Students
2. Faculty and Staff
3. General Public

### Stabilization

1. Prevent the incident from expanding.
2. Bring the situation to a point of order.
3. Isolate the scene and control entry.
4. Determine the course of action.

### Protect the Environment

1. Confine, contain, or neutralize hazardous materials that may be released.
2. Ensure, to the practical extent, that emergency response efforts do not adversely impact the environment.

### Protect College Property

1. Facilities are necessary for the protection and care of students.
2. Research.
3. Critical College records and collections.
4. Facilities used for education and operational purposes.

### Restoration of critical services, education, and research programs

1. Services critical to the well---being of students.
2. Services critical to educational services.
3. Services critical to facilities.

(Other than those required to establish a basic operating environment, such as power, water, communications, etc., which have the highest priority for restoration)

## **Potential Hazards**

| <b><u>Adversarial, Incidental, and Human-caused Threats</u></b>                                                                 |                             |
|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| Fire                                                                                                                            | Active Shooters             |
| Criminal Threats/Actions                                                                                                        | Gang Violence               |
| Bomb Threats                                                                                                                    | Domestic Violence and Abuse |
| Cyber Attacks                                                                                                                   | Suicide                     |
| <b><u>Technological Hazards</u></b>                                                                                             |                             |
| Explosions or accidental release of toxins from industrial plants                                                               |                             |
| Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills                        |                             |
| Radiological releases from nuclear power stations                                                                               |                             |
| Dam failure                                                                                                                     |                             |
| Power failure                                                                                                                   |                             |
| Water failure                                                                                                                   |                             |
| Hazardous materials released from major highways or railroads                                                                   |                             |
| <b><u>Biological Hazards</u></b>                                                                                                |                             |
| Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, Staphylococcus aureus, and meningitis |                             |
| Contaminated food outbreaks, including Salmonella, botulism, and E. coli                                                        |                             |
| Toxic materials present in school laboratories                                                                                  |                             |
| <b><u>Natural Hazards</u></b>                                                                                                   |                             |
| Earthquakes                                                                                                                     | Tornadoes                   |
| Lightning                                                                                                                       | Severe Wind                 |
| Hurricanes                                                                                                                      | Floods                      |
| Wildfires                                                                                                                       | Extreme Temperatures        |
| Landslides or Mudslides                                                                                                         | Tsunamis                    |
| Volcanic Eruptions                                                                                                              | Winter Precipitation        |
| Epidemic/Pandemic                                                                                                               |                             |

## **Activation Triggers**

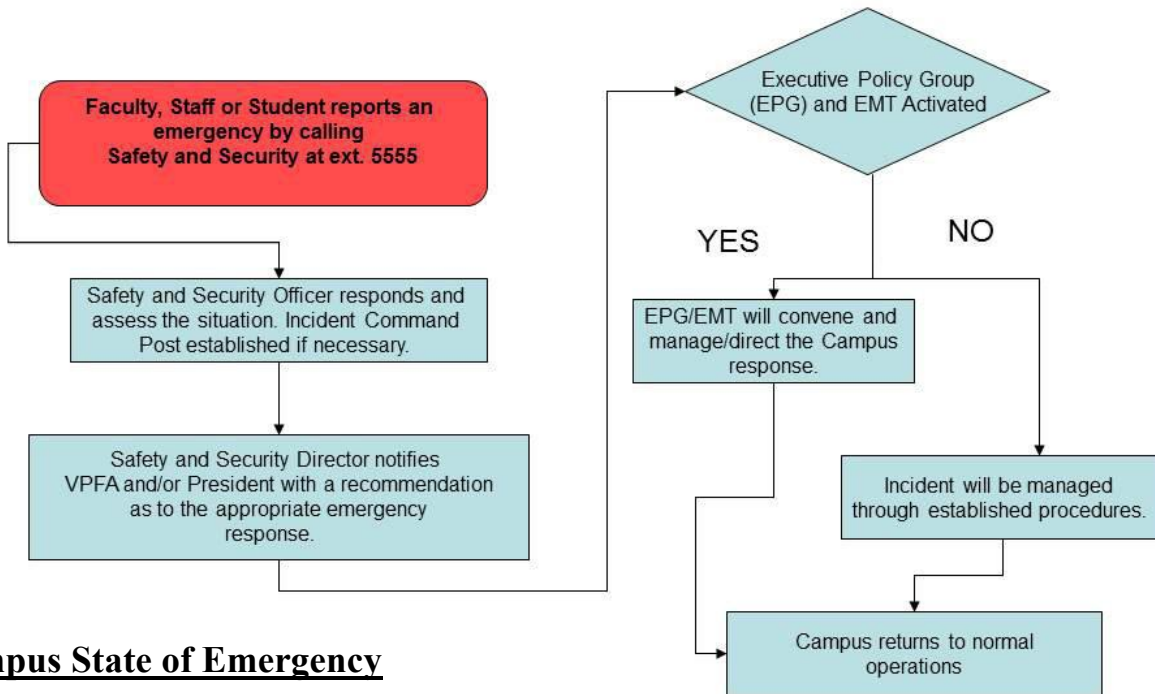
As a general practice, the EMT should be activated any time a hazardous condition has the potential to reach or has reached, proportions beyond the capacity of routine operations to resolve. The EOC will be activated and the EMT will respond in any of the following conditions:

- A severe weather warning issued by the National Weather Service
- Any scheduled event with a concerning level of disruption
- A situation of active violence in the greater community with the potential to place the college community at risk
- An emergent situation is evolving beyond the capacity of routine operations to resolve – a situation involves more than one department for coordination
- At the discretion of the President or designee

In addition, the President, his designee, or any on---call member of the EPG can activate the EOC and convene the EMT at their discretion if an emergent situation is likely or occurring that threatens the college or its stakeholders or operations.

## Activation Process

Campus Emergency Response Flow Chart



## Campus State of Emergency

Upon consultation with the EPG, the President or their designee may declare a campus state of emergency for any incident when they deem it necessary to implement immediate emergency procedures to close all or part of the college. The President, or their designee, will rescind the state of emergency once the incident has been stabilized and campus safety and security have been restored.

\*The Director of Public Safety will inform the Vice President, Business, Finance, and Treasury and/or the President of an emergency situation. Refer to page 27 for emergency procedures.



## **Organization and Responsibilities**

### **Executive Policy Group (EPG)**

The EPG is the team of senior administrators and college officials who are ultimately responsible for all emergency management activities within the college. This team provides strategic oversight to the Emergency Management Team (EMT), which will complete the requests as directed. The EPG establishes priorities and objectives for the incident and is the lead for coordinating all incident-specific communications to the college community. The duties include:

- Deciding whether to meet in response to less severe or low-level incidents/events. Immediate response will be made by the Department of Public Safety and Security, Facilities, Academic and Student Success, or City of Philadelphia first responders.
- Developing priorities and providing strategic guidance to the EMT, the EOC, and the CCP community
- Assigning a liaison officer to interface with executive governmental and non-governmental officials
- Determining the need for campus closures, class suspensions, employee administrative leave, and other strategic decisions

### **Executive Policy Group members:**

- President (Chair)
- Provost & Vice President, Academic & Student Success
- Vice President, Enrollment Management & Strategic Communications
- Vice President, Strategic Initiatives & Community Engagement
- Vice President, Business & Finance & Treasurer
- Vice President, Institutional Advancement & Executive Director, Community College of Philadelphia Foundation
- General Counsel

Alternates assigned to the EPG will be trained in the duties and responsibilities of the primary member. Should the primary and the alternate be unavailable to fulfill their obligations, the President or designee shall select an individual to represent the vacant position.

The EPG will assemble in the President's Office, M2--2. The alternate assembly points include the office of the AVP, Human Resources, M1-21B, Room C3--17, CBI 18th and Callowhill; Room S1---09, Winnett Student Life Building; other locations as necessary.

### **Emergency Management Team (EMT)**

The EMT is primarily responsible for developing and maintaining the EOP and staffing the EOC at the direction of the EPG. In some situations, as deemed necessary by the Director of Public Safety and Security or Vice President of Business and Finance, only a partial activation of the EMT may be required to activate the EOC. EOC activation is discussed further in the Response section. Additional responsibilities of the EMT may include developing plans and procedures within their functional areas of responsibility that contribute to emergency operations and providing logistical and policy support to the incident commander or the Emergency Operations Center. Also, they are responsible for developing strategies and objectives based on EPG priorities to ensure the response, recovery, and business continuity of CCP.

The Emergency Management Team is primarily comprised of the following. Other members may be added as needed.

- Director of Public Safety and Security (Chair)
- Associate Vice President for Information Technology
- Dean of Students
- Dean, Division of Math, Science and Health Careers
- Assistant General Counsel
- Associate Provost, Academic Affairs & Workforce Development
- Associate Vice President, Enrollment Management

- Associate Vice President, Human Resources
- Associate Vice President, Budgets, Business Services and Risk Manager
- Associate Vice President, Facility and Construction Management
- Executive Director, Regional Centers
- Director, Communications
- Contract Security Account Manager

### **Essential Employees**

Unless prevented from doing so because of physical safety issues during an emergency, employees identified as essential will remain on campus to complete specifically assigned tasks. Examples of these tasks will include assisting in the orderly and complete evacuation of buildings if necessary; ensuring that all critical building systems are shut down and secured as appropriate; ensuring that key time-sensitive processes are completed (e.g., institutional mailings, campus payroll, and cash management); ensuring that campus communication systems and procedures are fully operational and all required communications with constituencies have been put in place; and ensuring that visitors and outside groups using the College facilities have the necessary information they need to respond to the implications of the emergency fully.

Some essential employees may be required to be on campus throughout the life of an emergency (e.g., security and plant operations staff). In contrast, other necessary staff may be asked to provide services during specific phases of an emergency. Essential employees will have a designated Emergency Response Management Team member who will communicate with them to ensure they know the emergency circumstances and the nature of the required response.

Essential employees include:

- Public Safety and Security, including contracted staff
- Facilities
- All Administrators Grade VI or Higher

Essential employees may also include individuals identified by department heads from the following departments:

|                                                          |                                     |
|----------------------------------------------------------|-------------------------------------|
| Allied Health                                            | Information Technology Systems      |
| Biology                                                  | Multi-media Services                |
| Bursar's Office                                          | Payroll                             |
| Business Services Center (Mail and Duplication Services) | Chemistry                           |
| Purchasing and Services                                  | Regional Center Executive Directors |
| Communications                                           | Special Events                      |
| Counseling                                               | Student Life                        |
| Human Resources                                          | Academics                           |

To ensure appropriate staffing during emergencies at all times and locations, representatives from each Regional Center and extended day and weekend employees will be identified as essential.

## Emergency Operations Center

The Emergency Operations Center (EOC) is a central location where the Executive Policy Group and Emergency Management Team direct and coordinate response and recovery activities. The designated space will support the following functions:

- Coordination
- Information gathering, analysis, and dissemination
- Resource management
- Documentation

## Locations

The college's primary Emergency Operations Center is located at:

1. Counseling Center Conference Room, Bonnell Building – BG-07B
2. Center for Business and Industry – Room C3-17
3. 1700 Spring Garden Street, M1-21B
4. Career and Advanced Technology Center – 4750 Market Street – Room 145 or 245
5. West Regional Center – Room 100
6. Virtual Meeting Room

## Equipment and Resources

The primary EOC must be equipped with the following equipment:

|                                     |                                |
|-------------------------------------|--------------------------------|
| Maps for city, state, and campus    | Dry-erase whiteboard           |
| EOC chronological event log         | Television – WIFI signal       |
| Operational status log              | Projector                      |
| Bulletin board                      | Satellite Phone                |
| Personal Protective Equipment (PPE) | Emergency vests                |
| Laptop computers                    | National Weather Service Radio |

## **Information Collection, Analysis, and Dissemination**

### **Notifications and Warnings**

#### Emergency Communications

All emergencies should be reported to the Department of Public Safety and Security by visiting MG-12, dialing 5555 from a red phone, or dialing 215-751-8111 from an outside phone.

**Philadelphia Police Department - 911.**

### **SEND WORD NOW – Mass Notification System**

The Community College of Philadelphia has implemented an emergency notification system called Send Word Now, which will enable fast and efficient dissemination of critical information to students, faculty, and staff of the CCP community, including the CCP Regional Centers. Within minutes, Send Word Now allows the Department of Public Safety and Security to send alerts through text messaging, phone, and e--mail to numerous devices, such as mobile phones, CCP--owned landline phones, and e--mail accessible devices. This system provides CCP students, faculty, and staff with additional security and protection for emergency response. Send Word Now is designed to provide emergency information regarding situations that constitute an ongoing threat to the College community, such as an armed suspect on the loose, active fire, or credible bomb threat, to name a few situations. An "all clear" message will be sent once an emergency is stabilized and it is deemed safe to resume regular activity.

## **Training & Exercises**

The EPG and EMT will conduct regular training and exercising of college staff in using this plan and other specific training required for compliance with both Standardized Emergency Management System (SEMS) and National Incident Management System (NIMS) training. Campus Security coordinates, schedules, and documents training, exercises, and After-Action Reports. The objective is to train and educate the College community, emergency/disaster response personnel, and potential volunteers. Both training and exercises are essential components to prepare personnel for managing disaster operations.

Regular exercises are necessary to maintain the readiness of operational procedures. Exercises allow personnel to become thoroughly familiar with the procedures, facilities, and systems that will be used in a disaster. Both the Clery Act and NIMS require annual exercises. There are several forms of exercises:

- Tabletop exercises provide a convenient and low-cost method designed to evaluate policies, plans, and procedures and resolve coordination and responsibility issues. Such exercises are an excellent way to test the effectiveness of policies and procedures.
- Functional exercises usually occur in the EOC and simulate an emergency in the most realistic manner possible, without field activities. They are used to test or evaluate the capabilities of one or more functions, such as communications, public information, or overall College response.

### **After Action Meetings and Reports**

The Community College of Philadelphia will strive for continual advancement by identifying program deficiencies and areas for improvement by conducting After-Action meetings and developing After-Action Reports and Corrective Improvement Plans to identify actions needed to improve capability. The meetings will comprise EPG, EMT, and the College Community of Philadelphia members.

Following every declared emergency (regardless of the level) or following a campus-wide drill or exercise, the Director of Safety and Security shall convene an After-Action Meeting. Following current emergency response best practices, The Director shall prepare an After-Action report and, based on the lessons learned from the incident, one or more Corrective Improvement Plans.

The Director will maintain all after-action reports for not less than seven years. Such reports will be made available to the President's Office or any member of the Executive Policy Group upon request.

## **Administration, Finance, and Logistics**

### **Records and Reports**

The Community College of Philadelphia is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established fiscal policies and standard cost accounting procedures. The EMT members assigned to the EOC will maintain accurate logs recording key incident management activities, including:

- Activation or deactivation of incident facilities;
- Significant changes in the incident situation;
- Significant commitments of resources or requests for additional resources from external sources;
- Issuance of protective action recommendations to the staff and students;
- Evacuations;
- Casualties among students, faculty, staff, or visitors;
- Containment or termination of the incident.

### Agreements and Contracts

Suppose College resources prove to be inadequate during an incident. In that case, The Community College of Philadelphia will request assistance from local emergency services, other agencies, and businesses per existing mutual aid agreements and contracts. Such assistance includes equipment, supplies, and personnel. All agreements are entered into by authorized College officials only and must be in writing. Agreements and contracts identify College administrators authorized to request assistance according to those documents.

## **Plan Development and Maintenance**

### Development

The Emergency Management Team (EMT), along with select subject matter experts and consultants, is responsible for coordinating the emergency planning process and developing the Emergency Operations Plan (EOP). The EMT will meet quarterly.

### Maintenance

The EMT is responsible for ensuring that the EOP is maintained. Copies of the plan and annexes will be distributed to those tasked in this document. An annual review of the plan will take place at the beginning of every calendar year. Changes will be inserted into the document as appropriate.

## **Preventing an Active Shooter Situation:**

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

In 2002, the Safe School Initiative (SSI) was completed by the U.S. Department of Education and the U.S. Secret Service, examining 41 K–12 student attackers involving 37 incidents in the United States from 1973 through May 2000.<sup>21</sup>

The study identified 10 key findings for the development of strategies to address targeted school violence: These research results, though focused on targeted school violence and not on active shooter situations, remain highly useful as a guide for law enforcement officials, educators, and mental health practitioners.

- There is no accurate or useful profile of students who have engaged in targeted school violence.
- Incidents of targeted violence at school are rarely sudden, impulsive acts.
- Prior to most incidents, other people knew about the attacker's idea and/or the plan to attack.
- Most attackers did not threaten their targets directly prior to advancing the attack.
- Most attackers engaged in some behavior prior to the incident that caused others concern or indicated a need for help.
- Most attackers had difficulty coping with significant loss or personal failures. Moreover, many had considered or attempted suicide.
- Many attackers felt bullied, persecuted, or injured by others prior to the attack.
- Most attackers had access to and had used weapons prior to the attack.
- In many cases, other students were involved in some capacity.
- Despite prompt law enforcement officer responses, most shooting incidents were stopped by means other than law enforcement intervention.

In 2007, the U.S. Secret Service, U.S. Department of Education, and the FBI collaborated to produce the report *Campus Attacks, Targeted Violence Affecting Institutions of Higher Learning*, which examined lethal or attempted lethal attacks at U.S. universities and colleges from 1900 to 2008. The report was published in 2010, and featured several key observations related to pre-attack behaviors, including the following:

- In only 13 percent of the cases did subjects make verbal and/or written threats to cause harm to the target. These threats were both veiled and direct, and were conveyed to the target or to a third party about the target.
- In 19 percent of the cases, stalking or harassing behavior was reported prior to the attack. These behaviors occurred within the context of a current or former romantic relationship, or in academic and other non-romantic settings. They took on various forms, including written communications (conventional and electronic), telephonic contact, and harassment of the target and/or the target's friends and/or family. Subjects also followed, visited, or damaged property belonging to target(s) or their families prior to the attack.

- In only 10 percent of the cases did the subject engage in physically aggressive acts toward the targets. These behaviors took the form of physical assaults, menacing actions with weapons, or repeated physical violence to intimate partners.
- Concerning behaviors were observed by friends, family, associates, professors, or law enforcement officers in 31 percent of the cases. These behaviors included, but were not limited to paranoid ideas, delusional statements, changes in personality or performance, disciplinary problems on campus, depressed mood, suicidal ideation, non-specific threats of violence, increased isolation, “odd” or “bizarre” behavior, and interest in or acquisition of weapons.

Specialized units in the federal government (such as the FBI’s Behavioral Analysis Unit) continue to support behaviorally based operational assessments of persons of concern in a variety of settings (e.g., schools, workplaces, places of worship) who appear to be on a trajectory toward a violent act. A review of current research, threat assessment literature, and active shooting incidents, combined with the extensive case experience of the Behavioral Analysis Unit, suggest that there are observable pre-attack behaviors which, if recognized, could lead to the disruption of a planned attack.<sup>24</sup> While checklists of various warning signs are often of limited use in isolation, there are some behavioral indicators that should prompt further exploration and attention from law enforcement officers and/or school safety stakeholders. These behaviors often include:

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

## **Emergency Procedures**

Knowing how to react during an emergency can save your life. Below are several emergency scenarios and procedures that you should be familiar with. Fire, severe weather conditions, hazardous material, finding a suspicious package, or a person intent on harming others are all realistic scenarios that occur on college campuses around the world. Simple and decisive actions to respond to an evolving emergency can mean distinguishing between death or serious injury and staying safe. The basic concept used to keep people safe in an emergency is knowing how to **Evacuate**, **Lock Down**, or **Shelter-In-Place**. You can run away, seek a secure place where you can hide, or incapacitate the threat to survive and protect others from harm.



## **Hazard Specific Annex**

To review the definitions and subsequent procedures, refer to the specific scenario below.

|                                          |         |
|------------------------------------------|---------|
| Classroom Instructors' Responsibility    | Page 24 |
| Evacuation for Persons with Disabilities | Page 24 |
| Active Shooter                           | Page 25 |
| Bomb Threat                              | Page 25 |
| Earthquake                               | Page 26 |
| Elevator Emergency                       | Page 26 |
| Medical Emergency                        | Page 26 |
| Fire                                     | Page 26 |
| Lockdown                                 | Page 27 |
| Family Reunification                     | Page 28 |
| Accounting for all Persons               | Page 29 |

## **CLASSROOM INSTRUCTORS' RESPONSIBILITY**

The Community College of Philadelphia holds the health and safety of faculty, staff, students, and visitors in high regard. The college's policy is to provide a loss-control program that protects employees from occupational injuries and illnesses, protects college property from loss and damage, and protects the environment. In order to ensure this, instructors should:

- Provide students with general information relating to emergency procedures. This information should be shared during the first week of class and at the start of the semester. Highlight all posted information about classroom emergency procedures on the walls and beside the doorway.
- Know how to report an emergency from the classroom.
- Ensure that persons with disabilities have the information they need during an emergency. The instructor should be familiar with the plan and be able to direct people with disabilities to evacuation locations.
- Take charge of the classroom and follow emergency procedures during building alarms and emergencies.

Review the EOP and follow emergency procedures as outlined. The instructor is an authoritative figure for students and can influence how they respond during an emergency. Instructors who provide calm, collected, and clear directions have a calming effect on students. For the instructor to exhibit this controlled presence, they must be prepared and clearly understand their role during an emergency.

**EVACUATION ROUTES:** The best evacuation route is to the nearest stairway and out the exit.

**EMERGENCY ASSEMBLY POINTS:** When a class leaves an alarmed building or area, they should go to a pre-determined area so missing people can be documented and reported to emergency responders. This "safe area" is a designated emergency assembly point where students will not interfere with responding emergency services or place themselves at risk of injury during the emergency. Accounting for all students can be very difficult, especially with large classes. However, an attempt must be made. For example, it might be possible for the instructor to wait until all the students have left the room, use the class roster, perform a head count, or ask students to confirm that the person seated next to them is at the assembly point.

## **EVACUATION FOR PERSONS WITH DISABILITIES:**

If a person has a disability in the class, the instructor must know how to assist them. The following options are available to people with disabilities:

- Horizontal evacuation to outside or another building
- Stairway evacuation
- Shelter-in-place unless danger is imminent

**Refrain from using elevators during an emergency evacuation.**

## **EMERGENCY PROCEDURES:**

### **Active Shooter:**

Call 911 and x5555 from a campus phone. The first 60 minutes of an incident will be chaotic. Police responding to an active shooter will disable the attacker before helping injured victims.

#### **Run:**

- ✓ Have an escape route and plan in mind.
- ✓ Leave belongings behind – they could delay exit.
- ✓ Keep hands visible

#### **Hide:**

- ✓ Hide in an area that is out of the attacker's sight.
- ✓ Block entry to hiding places
- ✓ Barricade doors
- ✓ Close blinds and shades
- ✓ Turn off the lights
- ✓ Turn off electronic devices

#### **Fight:**

- ✓ Fighting is a last resort and is only used when lives are in imminent danger.
  - ✓ Attempt to incapacitate the attacker.
  - ✓ Act with physical aggression and throw items at the shooter.
- 

### **Evacuation:**

An evacuation is implemented under conditions when it is no longer safe for students, faculty, and staff to remain in a building or a specific area in a building. This evacuation requires occupants to move out and away from a building to a designated area of refuge or out and away from a specific area within a building. It is most commonly used when a suspected fire or hazardous material spills in a building.

### **IF ORDERED TO EVACUATE:**

- ✓ Establish an emergency assembly point.
- ✓ Keep calm and conduct the evacuation carefully.
- ✓ If possible, turn personal equipment off to reduce sound.
- ✓ If possible, exit as a group.
- ✓ Account for all persons as soon as possible.
- ✓ Wait at the designated assembly point for further instructions.
- ✓ Do not enter any building that has been evacuated unless authorized by public safety personnel or first responders.
- ✓ Call Public Safety at x5555 from a campus phone, 215-751-8111 or 911

### **Safety and Security will:**

- ✓ Notify the College Community via Send Word Now when directed by the EMT.
  - ✓ Ensure that the building is evacuated by checking each room/office.
  - ✓ Assist people with disabilities and those needing assistance in evacuation.
  - ✓ Establish a safe perimeter and prevent re-entry of persons into the building.
  - ✓ Send an "all-clear" message when directed by the EMT.
- 

### **Bomb Threat:**

If you receive a call or other notification of a bomb threat, dial 911 and Public Safety at 215-751-8111. Consider the following questions when making notifications to Public Safety and first responders.

- ✓ Where is the bomb?
- ✓ Why has the bomb been planted?
- ✓ Who is the caller?
- ✓ Can the gender of the caller be identified?

The Philadelphia Police Department will determine if a building requires evacuation.

- ✓ If an evacuation is required, directions will be provided regarding where to wait while the building is being searched.
- ✓ Take personal belongings such as bags, keys, and medication.
- ✓ Do not touch suspicious objects or unfamiliar objects
- ✓ Note the location and description of suspicious, unusual, or out-of-place objects and report those observations to emergency responders
- ✓ Do not use electronic devices, as this could cause the bomb to detonate
- ✓ Do not turn light switches or electronics on or off
- ✓ Do not evacuate a building unless emergency respondents initiate it

## **Earthquake:**

### **Inside:**

- ✓ Take cover immediately under a sturdy desk, strong table, or along an interior wall. The goal is to protect individuals from falling objects and locate persons near structural strong points of the building. Avoid taking cover near windows, oversized mirrors, hanging objects, heavy furniture, or heavy appliances.

### **Outside:**

- ✓ Proceed to an open area away from objects that could fall and cause injuries, such as trees, buildings, or towers.

## **Post-earthquake procedures:**

- ✓ Examine areas for injured persons, property damage, and hazardous material releases
  - ✓ Report injuries, damages, and hazardous materials to the Department of Public Safety and Security
  - ✓ Do not use elevators
  - ✓ Additional earthquakes or tremors may follow earthquakes.
  - ✓ Ensure buildings are safe before attempting to rescue persons
  - ✓ Earthquakes may cause breaks in gas and water lines, creating additional hazards and outages
  - ✓ Earthquakes may cause electrical poles to break, leaving downed wires that cause power outages or electrical hazards
  - ✓ When safe, leave the area and proceed to an evacuation assembly point
  - ✓ Do not use the elevators
  - ✓ Report persons who are unaccounted for to the Department of Public Safety and Security
- 

## **Elevator Emergency:**

The CCP elevators are equipped with emergency phones that ring directly into the Department of Public Safety and Security. Elevator emergencies could involve several people; some may have medical conditions requiring quick rescue. Elevators are not equipped with emergency lighting.

- ✓ Notify Public Safety from the emergency phone with the following information:
    - Location of the elevator
    - Number of stranded persons on the elevator
    - Is anyone experiencing a medical emergency or panic attack
- 

## **Medical Emergency:**

After calling 911, notify the Department of Public Safety and Security. If no individuals are trained to administer CPR, proceed to the nearest security desk and request assistance from a member of Public Safety. Provide the following information when making notifications:

- ✓ Indicate the building and room number of the emergency
  - ✓ If first aid is being administered, stay within the protocols of the first aid training
  - ✓ Tell the dispatcher the nature of the medical emergency
  - ✓ Indicate whether the victim is breathing and has a pulse
  - ✓ Indicate whether CPR has started
  - ✓ Indicate the number of victims
  - ✓ Provide a callback number
- 

## **Fire:**

If a fire is discovered, sound the fire alarm. When the alarm sounds, evacuate immediately. Notify 911 and the Department of Public Safety and Security. Secure the doors when exiting, and do not use the elevator. If individuals become trapped, shelter in place, cover their mouths with a wet cloth, and stay near a window, but do not break it. If possible, extinguish the fire with a nearby fire extinguisher.

- ✓ Do not enter an area filled with smoke or fire.
- ✓ If possible, take a staff/student roster to take attendance at the assembly point.
- ✓ If possible, rescue anyone in immediate danger of the fire.
- ✓ Activate the nearest fire alarm pull station
- ✓ Dial 911 and Public Safety
- ✓ Confine the fire by closing the doors to the fire. Do not lock the doors.
- ✓ Evacuate

- ✓ Be familiar with evacuation routes
  - ✓ Take all alarms seriously
- 

### **Lockdown:**

A lockdown is a temporary sheltering technique that limits exposure to an incident by preventing unauthorized or dangerous individuals from entering buildings or rooms. Events that may require lockdown include but are not limited to active shooters, civil disturbances, or domestic violence intrusions. It is similar to sheltering in place and is sometimes used interchangeably. However, the fundamental distinction between sheltering in place and lockdown is that attempts are made to physically lock doors to buildings or rooms to prevent access to certain potentially dangerous individuals during a lockdown. No persons should enter or exit a building when a lockdown is declared. If persons occupy a room that can be locked, the doors should be locked, and persons should stay in place. If persons are in a hallway, they should proceed to the nearest room or office.

- ✓ Lock and barricade classroom and office doors
  - ✓ Turn off lights, radios, televisions
  - ✓ Close blinds and silence electronic devices
  - ✓ Occupants are to remain calm, quiet, and out of sight
  - ✓ Wait for the all-clear to be given before leaving safe shelter
  - ✓ If outdoors when a lockdown is declared, seek safe shelter or exit quickly and quietly
- 

### **Family Reunification**

Following an emergency, the EMT will convene to determine the best way to inform families and guardians about reunification with family. This process will include developing a plan to verify that an adult is authorized to take custody of student, facilitating communication between parent check-in and reunion areas, ensuring minor students do not leave on their own, and protecting the privacy of students from the media. This plan will aim to reduce confusion, the number of times families are updated, and how to manage language and technology barriers faced by staff, students, parents, and guardians.

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### **Accounting for all Persons**

Following an emergency, the EMT will convene to begin accounting for all persons. At the direction of the EPG or designee, each member of the EMT will be designated a portion of the assembly/reunification area to begin documenting persons who are in attendance at the assembly area. Each EMT member will make reasonable attempts to determine who is not in attendance with the information they are equipped with. Each EMT member will communicate their needs to identify missing members such as rosters and daily attendance logs. This information will be given to the chairperson of the EMT and Director of Communications. In this meeting, EMT members will also create a dismissal schedule depending on the surrounding circumstances.

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### ***Telling Family Members That Their Loved One Is Missing, Injured, or Killed***

When reunification is not possible because a child is missing, injured, or killed, how and when this information is provided to families is critical. Before an emergency, the EMT must determine how, when, and by whom loved ones will be informed if their loved one is missing or has been injured or killed. Law enforcement typically takes the lead on death notifications, but all parties must understand their roles and responsibilities. This will ensure that parents and loved ones receive accurate and timely information in a compassionate manner.

While law enforcement and medical examiner procedures must be followed, families should receive accurate information as soon as possible. Having trained personnel on hand or immediately available to talk to loved ones about death and injury can ensure the notification is provided to family members with clarity and compassion. Counselors should be on hand to immediately assist family members.

Points of contact to provide support for the affected families should be connected to families as early in the process as possible, including while children are still missing but also before any victims have been positively identified. After an incident, it is critical to confirm that each family is getting the support it needs, including over the long-term.

## ANNEX A — CONTINUITY OF OPERATIONS (COOP)

*Community College of Philadelphia*

*Emergency Operations Plan (EOP) – 2025 Edition*

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### **A.1 Purpose**

The Continuity of Operations Annex (COOP) establishes the framework for ensuring that Community College of Philadelphia (CCP) can maintain or rapidly resume essential academic and administrative functions following a disruption. This annex ensures continuity of instruction, student services, financial operations, safety, and core institutional functions during emergencies.

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### **A.2 Scope**

This annex applies to all CCP campuses, departments, divisions, and operational units.

It supports College-wide preparedness for emergencies that:

- Disrupt normal campus operations
- Require relocation or remote operations
- Impact technology systems or facilities
- Reduce workforce availability
- Interrupt access to physical or digital resources

The COOP Annex is an extension of the Emergency Operations Plan (EOP) and adheres to FEMA, NIMS, and higher-education continuity standards.

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### **A.3 Objectives**

The objectives of the COOP program are to:

1. Ensure the safety and well-being of students, faculty, and staff
  2. Maintain essential services during and after an emergency
  3. Protect vital records, data, and college assets
  4. Establish clear authority for decision-making and delegation
  5. Support academic continuity and student learning
  6. Minimize operational downtime and financial loss
  7. Restore full operations as quickly as practical
- 

### **A.4 Essential Functions**

Essential functions are services that must be maintained or resumed as quickly as possible:

#### **Academic Continuity**

- Delivery of instruction through in-person, online, or hybrid formats
- Access to learning management systems (Canvas, etc.)
- Faculty-student communication
- Academic advising, tutoring, and testing

#### **Public Safety & Security**

- Emergency response and dispatch
- Building access control and patrol
- Incident Command System (ICS) operations

#### **Information Technology**

- Email, LMS, and student systems
- Cybersecurity monitoring
- Help desk and remote access services
- Network and server uptime

#### **Finance & Human Resources**

- Payroll and benefits
- Procurement and vendor payments
- Timekeeping and personnel support

#### **Student Services**

- Enrollment and registration
- Financial aid processing
- Disability support services

- Counseling and mental health support

#### **Facilities Operations**

- Building mechanical systems
- Utilities and infrastructure
- Damage assessments and repairs

#### **A.5 Orders of Succession**

Each essential function must have designated lines of succession to ensure continuity when primary leadership is unavailable.

| <b>Position</b>                                | <b>First Successor</b>         | <b>Second Successor</b>          |
|------------------------------------------------|--------------------------------|----------------------------------|
| President                                      | Provost or VP Academic Affairs | VP Business, Finance & Treasurer |
| Director of Public Safety (Incident Commander) | 1 <sup>st</sup> shift Manager  | 2 <sup>nd</sup> shift Manager    |
| VP Business, Finance & Treasurer               | AVP Finance                    | Controller                       |
| CIO / AVP IT                                   | AVP IT                         | Director of IT                   |
| Dean / Academic Affairs Lead                   | Associate Dean                 | Department Chair                 |

Succession authority activates when leaders are unreachable or incapable of serving.

#### **A.6 Delegations of Authority**

Authority is delegated in advance for the following actions:

- Emergency campus closure orders
- Emergency procurement and expenditures
- Activation of continuity plans or alternate locations
- Payroll authorization and financial transactions
- IT system shutdowns or isolation due to cybersecurity incidents
- Emergency communications to the campus community

Delegated authorities must be documented, communicated, and updated annually.

#### **A.7 Alternate Facilities**

If primary facilities are unavailable, operations may relocate to:

##### **Primary Alternate Locations**

- **Mint Building M1-22** – Administrative and HR functions
- **Bonnell Building BG-07B** – Public Safety & EOC
- **CATC Rooms 145/245** – Instructional and operational support
- **NERC**

##### **Virtual/Remote Operations**

- Microsoft Teams
- Zoom
- VPN access to critical systems
- Cloud-based LMS

Alternate facilities must be equipped with power, connectivity, and workspace to support continuity operations.

#### **A.8 Continuity Communications**

Communication redundancy is critical for continuity operations.

##### **Primary Communication Systems**

- Send Word Now (SWN)
- College email and Microsoft Teams
- Emergency hotline (x5555 / 215-751-8111)
- CCP website and digital signage

##### **Supporting Communications**

- Radio communications (Public Safety)
- PA systems and Alertus beacons
- Coordination with Communications Office for external messaging

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### **A.9 Vital Records & Data Protection**

The following records and data must be protected, backed up, and recoverable:

- Student academic records
- HR/payroll records
- Financial transactions and budgeting systems
- Emergency plans and operational documents
- IT configurations and backups
- Vendor and contract records

Data protection methods include:

- Cloud storage
- Daily backups
- Cybersecurity monitoring
- Multi-factor authentication
- Controlled access permissions

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### **A.10 Human Resources and Staffing**

Essential personnel required to maintain continuity include:

- Public Safety staff
- IT staff
- Facilities personnel
- HR and payroll staff
- Academic leadership
- Communications staff

Remote work may be authorized during continuity operations when feasible.

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### **A.11 Reconstitution**

Reconstitution is the process of restoring normal operations after an emergency.

Actions include:

1. Conduct damage assessments
2. Restore or relocate workspaces
3. Ensure all IT systems are operational
4. Communicate re-opening or recovery timelines to the community
5. Resume normal instructional and administrative operations
6. Conduct an After-Action Review
7. Implement improvements from Corrective Action Plans

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### **A.12 Maintenance of the COOP Annex**

The COOP Annex will be reviewed annually by:

- Department of Public Safety & Security
- Business & Finance
- Information Technology
- Academic Affairs

Revisions will be integrated into the EOP during scheduled updates or after major incidents.



## **Authorities and References**

### **Authorities**

- Robert T. Stafford Disaster Relief and Emergency Assistance Act (Stafford Act), As Amended
- Homeland Security Presidential Directive 5
- Presidential Policy Directive 8
- The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

### **References**

- [Guide for Developing High-Quality School Emergency Operations Plans](#)
- [National Incident Management System - 2017](#)
- [National Response Framework](#)