Emergency Operating Plan

September 2023

I. Introduction

A. Purpose of Plan

The purpose of the Westmoreland County Community College (College) Emergency Operations Plan (EOP) is to identify and respond to incidents by outlining roles, responsibilities, and duties of the College, its employees, and its community partners. Through the development, maintenance, and execution of this plan, Westmoreland employees will have the ability to act knowledgeably and quickly in the event of an emergency. Additionally, this plan provides a vehicle by which students, faculty, staff, and community members can educate themselves on their roles and responsibilities before, during, and after an incident.

The developed guidelines and procedures for dealing with existing and potential student, employee, or college incidents are defined in the plan below. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. Faculty, staff, and administration are and will continue to be trained to assess the seriousness of incidents and respond according to these established procedures and guidelines.

B. Authority

The College President or designee will have the authority to determine when an incident has occurred and to implement the procedures within the EOP.

II. Planning Assumptions

A. Scope

The College EOP outlines the expectations of administration, staff, and faculty, the roles and responsibilities, the direction and control systems; internal and external communications plans, training and sustainability plans, authority, and references of the plan as set forth by local, State, and Federal mandates. Further, the College EOP yields procedures and specific response and recovery actions.

B. Definitions

1. Incident - an occurrence (natural, technological, human) that requires a response to protect life or property.

2. Hazards - situations involving threats of harm to students, personnel, and/or facilities. Hazards can include but are not limited to natural, technological, and human-caused incidents.
3. Annex - additions to the original document that outline or detail specific functional information.

C. Situation Overview and Hazard Analysis Summary
   1. College Population
      a) The College population includes over 4,000 students per semester. Please refer to the [Enrollment Dashboard](#) for breakdowns of the student population by location and demographics.
      b) In total, the College serves approximately 10,000 people per year. The demographics of noncredit, contract training, and community engagement classes vary greatly.
      c) The College is open to the public and also hosts many events. The number of people on-campus can fluctuate on a daily basis.
   2. Special Needs/ADA Consideration- The College is committed to the safe evacuation and transport of students, faculty, staff, and community members who may have special needs. This includes people with the following:
      a) Cognitive or emotional disabilities
      b) Mobility/physical disabilities
      c) Blindness or visual disabilities
      d) Deafness or hearing loss
      e) Medical or health issues (i.e., asthma, severe allergies, etc)
      f) Limited English proficiency
   3. Building Information
      a) Refer to the westmoreland.edu website for [building and location information](#)

D. Planning Assumptions and Limitations
   1. Planning Assumptions
      Stating the planning assumptions allows the College to deviate from the plan if certain assumptions prove not to be true during operations. The College EOP assumes:

a) The College community will continue to be exposed to the high priority hazards and incidents described above as well as lower priority hazards.
b) A major disaster could occur at any time, and at any place. In most cases, a public warning will be sent to the College community as prescribed by The Clery Act; however, some emergency situations occur with little or no warning.
c) The Westmoreland County Park Police will provide first response emergency assistance, and will serve as primary incident command unless otherwise noted by the President.
d) Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. As it takes time to request and dispatch external assistance, it is essential for the College to be prepared to carry out the initial incident response until responders arrive at the incident scene.
e) Proper prevention and mitigation actions, such as creating a positive learning environment, maintaining a college-wide behavioral intervention team, maintaining proper emergency planning, and conducting fire inspections, will prevent or reduce incident related losses.

2. Limitations
a) There is no guarantee that this plan is inclusive or every situation. As personnel and resources may be overwhelmed, the College can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

III. Hazard and Threat Analysis

The College is exposed to many hazards, many of which have the potential for disrupting the continuity of college operations, teaching, learning, and causing harm to people or property. Please use the chart below as a summary of the College's Hazard and Threat Analysis.

High Priority Hazards

Flood	Although significant changes have been made to the creek on the Youngwood campus and surrounding areas, the Youngwood campus is still susceptible to flooding. Flash floods, and flooding in general, can threaten the safety of the college community and there is a relative likelihood given past incidents of flooding on the Youngwood campus. The Fayette Center also experiences flooding during weather events. While no physical damage has been done to our location as it is not on the ground floor, access to the location has been blocked due to flooding several times in the past five years. The Latrobe Center has a lower risk of a flooding incident, but it is adjacent to a creek.
Severe Storms/Straight Line Winds/Tornados/Snow Accumulation	All College locations are vulnerable to storms, straight line winds, tornadoes and snow incidents.
Fire	All College locations are vulnerable to fires.
Chemical Spill	The risk of a chemical spill internally is low, but is still a possibility. Youngwood, Latrobe, New Kensington, ATC, Murrysville, and Indiana Centers all have chemicals used on-ground. Please refer to the [Chemical Hygiene Plan](#) for further information on chemical spills.
Intruder, inclusive of armed intruder/active shooter	The risk of an intruder or active shooter is unpredictable and possible. The College maintains a BIT team for both students and employees. Nonetheless, the magnitude of this type of event holds a high risk potential.
Bomb Threat	The college along with all other public institutions are at risk of such threats

Terrorism	The college along with all other public institutions are at risk of terrorism.
Cyber attack	All College locations are at significant risk from cyber attacks. Please refer to the Disaster Recovery Plan for further information.

IV. Concept of Operations

This plan is based upon the concept that the incident management functions that must be performed by the College generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. As personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

A. National Incident Management System

The National Incident Management System (NIMS) is an emergency preparedness, response, and recovery system designed by the Department of Homeland Security and spearheaded by the Federal Emergency Management Agency (FEMA). Its purpose is to provide a comprehensive, nationwide approach to emergency management, enabling all stakeholders in a community to work together effectively, regardless of the cause, size, location, or complexity of the emergency or crisis.

NIMS focuses on three key areas which are command and coordination of incidents, resource management, and information management. NIMS assists all groups involved in emergency planning, response, and recovery to avoid the duplication of efforts, communicate clearly, and distribute vital resources to the places they are needed most. NIMS doesn't offer specific plans for any particular incident or type of incident. Rather, NIMS offers a set of best practices for emergency management, laying out the principles and concepts everyone involved in emergency preparedness, response, and recovery should follow. NIMS is adaptable to any emergency or crisis.

NIMS functions best when all stakeholders involved in a specific incident are familiar with the principles and concepts of NIMS and are prepared to follow them. FEMA, through the Emergency Management Institute, offers NIMS training to individuals who serve a role in emergency preparedness, response, and/or recovery. This training helps ensure that everyone involved in an incident has a shared vocabulary and a shared understanding of procedures and operational systems such as the Incident Command System (ICS), the Emergency Operations Center (EOC), and Multiagency Coordination Groups (MAC Groups).

FEMA recommends that everyone involved in emergency management take the baseline NIMS courses. Those who are likely to be involved in command and general staff roles in an emergency situation should take more advanced ICS courses. The more people who have the proper training, the more likely it is that planning, response, and recovery will function appropriately. NIMS, in short, is not something that can be referenced when needed. NIMS is something everyone within the emergency management community needs to be familiar with.

B. Implementation of the Incident Command System (ICS)
In the event of a major emergency or disaster, Westmoreland may need evacuation, emergency medical treatment, and/or other incident management activities. These activities will be organized and coordinated through the Incident Command System to ensure efficient management.

If no Incident Commander is present at the onset of the incident, the most qualified individual, i.e. the most senior level administrator, will assume command until relieved by a qualified Incident Commander.

C. Initial Response
College personnel may be the first on the scene of an incident in the College setting. Administration, the highest ranking administrator available, is expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility.

Staff will seek guidance and direction from local officials and seek technical assistance from the County, State and Federal agencies and industry where appropriate.

The President, or designee, is responsible for activating the College EOP, including common and specialized procedures as well as hazard-specific incident plans. The President,or designee, will assign an Incident Commander based who is most qualified for that type of incident.

V. Organization and Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what.

The College relies on other key personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. As it is difficult to form a team while a crisis or critical incident is unfolding, roles should be pre-assigned based on training and qualifications. College personnel may be required to assist in an incident. In the event that this College EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

A. The President
At all times, the President retains the overall responsibility for the overall safety of students and staff. The President may serve as the Incident Commander or delegate that authority to a qualified individual. However, delegating the authority to manage the incident allows the President to focus on policy-level activities and interfacing with other agencies and stakeholders.

B. Vice Presidents and Cabinet
- May assume Incident Commander responsibilities if they are the initial and highest level administrator initially responding to the incident.
- Serve as a part of the incident/strategic/policy planning process for complex incidents as detailed later in this document.

- Take steps to ensure the safety of people within their designated areas. These areas will be identified, assigned, and reviewed on an annual basis.
- Direct students, employees, and others in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident as directed by the incident commander.

C. The Incident Commander
- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document.
- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- If the Incident Commander is someone other than the President, keep the President and other officials informed of the situation.

D. Deans, Directors, and other building or area supervisors or members of the Safety Team:
- Take steps to ensure the safety of people within their designated areas. These areas will be identified, assigned, and reviewed on an annual basis.
- Direct students, employees, and others in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident as directed by the incident commander.

- If the area is evacuated, take attendance (all people in their care). Report any known missing to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured people trained in first aid.
- Arrange for first aid for those unable to be moved.
- Render first aid or CPR if necessary. Administration and/or safety team will be trained in first aid and CPR on an annual basis.

E. Faculty
- Take steps to ensure the safety of students in their immediate classroom.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location. Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from people trained in first aid.
- Arrange for first aid for those unable to be moved.
- Render first aid if necessary.

F. IT Staff
- Contact IT Director and Systems Administrator to begin preliminary assessment.
- Survey and report damage of IT infrastructure to the Incident Commander or Operations Section Chief.
- Assess the status of the disaster recovery location and report it to the Incident Commander.
- Begin creating a timeline to bring business critical services back online
- Systems Administrator will begin transferring services to Disaster Recovery locations, if needed.

- The IT Director will work with cloud teams to ensure services are still available.
- If internet connectivity is completely disrupted, the IT Director will work on getting a backup solution in place at all affected locations.

G. Facilities Staff
- Survey and report building damage to the Incident Commander or Operations Section Chief.
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of the condition of the College.

H. Students
- Cooperate during emergency drills and exercises, and during an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.

VI. Direction, Control, and Coordination
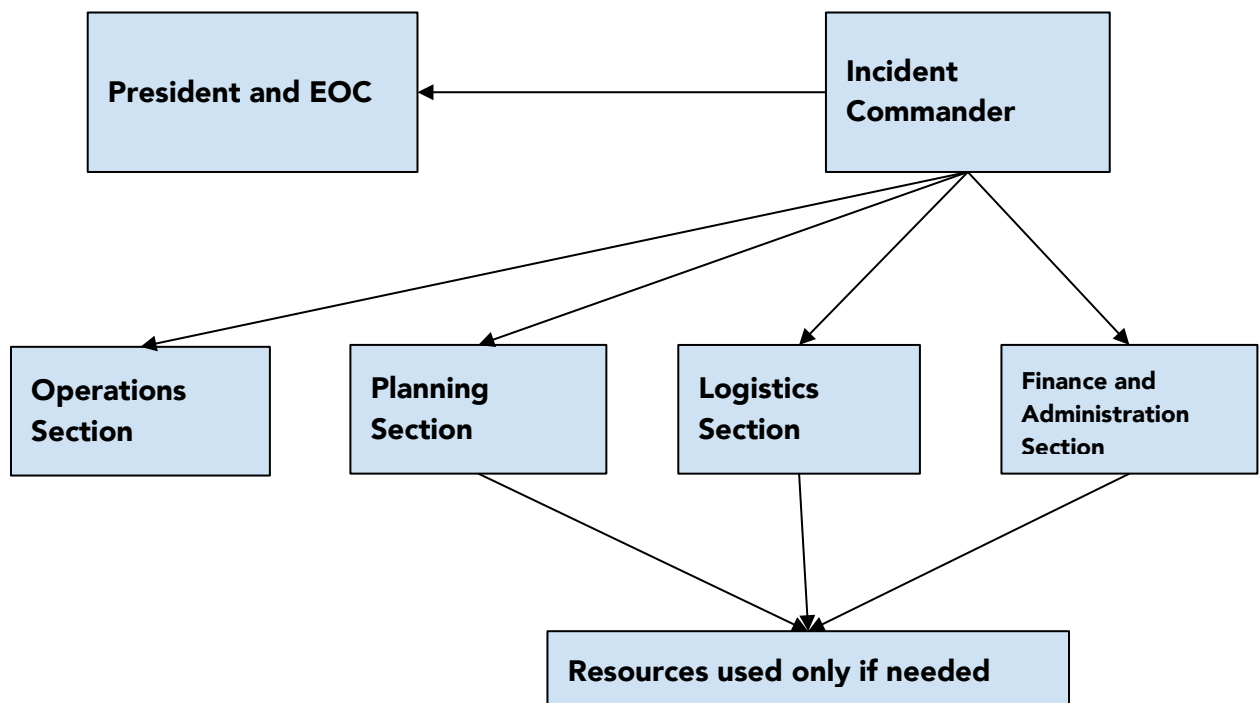
A. College Incident Command
To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the College EOP will be activated including the implementation of the Incident Command System (ICS). The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities. The Cabinet serves as a policy group, known as the EOC, and is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources. In some cases, the Incident Commander may also be

the President. Please refer to the below diagram and subsequent definitions for further explanation.

B. The Emergency Operations Center (EOC) is a term used not to define a specific location but a system of command and control. This system is the primary policy setting group during a major campus or education center emergency and during emergencies outside the campus or education centers which have the possibility of affecting campus and education center operations. The President of the College shall appoint a chairperson as dictated by the nature of the campus or education center crisis.

    a. The EOC will include the following personnel or their alternates:
        i. Assistant to the President
        ii. Vice President – Enrollment Management
        iii. Vice President - Academic Affairs
        iv. Vice President – Administrative Services
        v. Executive Director of Human Resources
        vi. Executive Director of Marketing and Communications
        vii. Executive Director of Grants and Foundation
        viii. Executive Director of Information Technology
        ix. Director of Facilities
        x. Supervisor of Park Police

    b. If the incident has a location of a Center, i.e. other than Youngwood Campus, the Center Director should also join the EOC.

Once the EOC is activated by the President, or designee, the chairperson shall notify and assemble the assigned personnel. Based on the nature of the crisis, the chairperson can establish the EOC in a fixed location or by means of communication, such as emails, conference calls, or video conferencing, which are best suited for response to the crisis.

Westmoreland Incident Command

```
┌─────────────────────┐                    ┌─────────────────────┐
│                     │ ◄──────────────────│ Incident            │
│ President and EOC   │                    │ Commander           │
│                     │                    │                     │
└─────────────────────┘                    └─────────────────────┘
```


Incident Command: Directs the incident management activities using strategic guidance provided by the Cabinet

Operations Section: Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of staff/students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, etc.

Planning Section: Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Logistics Section: Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Finance/Administration Section: Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering College records following an incident.

Coordination with Cabinet
In complex incidents, the Cabinet will convene at the Emergency Operation Center. The role of the Cabinet is to:
- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Provide factual information, both internally and externally through the Communications Officer.

Coordination with First Responders
Through the College's partnership with Westmoreland County Park Police, first responders would coordinate through them and in alignment with the Incident Commander, if the IC is someone other than Park Police.

VII. Communications

Communication is a critical part of incident management. Internal communication follows internal emergency and weather procedures and are aligned with all applicable federal and state laws, including the Clery Act.

Levels of Communication include the following:

- RAVE Alert System - The RAVE Alert system implementation of text messaging and emailing of defined groups.
- Email - The College email system will provide information in a timely manner when appropriate and approved by the Incident Commander and/or President.
- Student Portal/Employee Portal - Messaging will be provided when appropriate and approved by the Incident Commander and/or President.

External communications would take place at the direction of the Incident Commander and/or President and align with all federal and state laws and regulations, specifically the Timely Warning protocol mandated through the Clery Act.

Levels of Communication include the following:

- RAVE Alert System - The RAVE Alert system includes text messaging, email
- Website - The College website will implement alert messaging across the entire website.
- Social Media - When appropriate and approved by the Incident Commander and/or President.
- College Information Center Phone System Messaging - When appropriate and approved by the Incident Commander and/or President.
- Media Contact - When appropriate and approved by the Incident Commander and/or President.

VIII. **Administration, Finance, and Logistics**
   A. Agreements and Contracts
      If College resources prove to be inadequate during an incident, the College will seek the assistance of Westmoreland Emergency Management and other appropriate County entities.

   B. Recordkeeping
      1. The Administrative Assistant to the Vice President of Administrative Services will be responsible for the record keeping in the state of an emergency.
      2. The College will follow its Board approved policy for record keeping

   C. Incident Costs
      1. The Vice President of Administrative Services, or Director of Accounting, or designee, will be responsible for tracking all incident costs.

   D. Preservation of Records
      1. The College will adhere to the Retention of Records Policy

IX. **Plan Development and Maintenance**
   A. This plan will be reviewed annually by the Director of Facilities and Cabinet.
   B. Revisions will be made in an on-going manner to align with best practices and any applicable federal, state, and local laws or guidelines.

Functional Annexes

FUNCTIONAL ANNEXES

Functional annexes are common procedures that address all-hazard critical operational functioning. The functional annexes build upon the information previously noted in the basic plan. There are three functional annexes addressed below with the following details outlined:

- Policies, processes, procedures, and specific actions to be implemented
- Situations in which they will likely be used
- The positions who have the authority to activate the procedures

EVACUATION

Purpose

In cases of an incident requiring evacuations, individuals on campus should review the exits in order to be prepared for an emergency and possible mandatory evacuation.

Scope

The evacuation procedure outlines the actions to be taken by faculty, staff, students, and community members to prevent injury or death during an incident. Designated employees are required to participate in the development, implementation, and evaluation of the College EOP as it relates to this annex.

This plan outlines procedures for all students/community members/employees located indoors at any college location.

Responsibilities

To implement the evacuation procedure

- All College employees and students will undergo orientation and education involving incident management and drills.
- College employees will be assigned to specific areas to ensure that all evacuation procedures are being followed and to assist any people with special needs.
- The College Safety Committee and the Cabinet will review and provide input into the plan.

Specialized Procedures

The following procedures will be implemented when directed by the Incident Commander, or when the sound of the fire alarm, the appearance of visual strobe light signals, or a verbal message, live or prerecorded message that is transmitted through interior speakers, signals the existence of an incident.

All people will move to the nearest exit point avoiding the use of elevators.

Designated Staff and Administration will ensure that all areas of College buildings are evacuated. Additionally, at the designated meeting places, the same designated staff will take attendance. The attendance will be reported to the appropriate personnel. Finally, the designated staff and administration will also assist individuals with special needs located in their areas of responsibility.

Specialized Procedures for Persons with Special Needs
Evacuating Persons with Mobility Impairment
- Ask the person with mobility challenges if they need assistance and ask questions as to their specific needs and preferences? A non-ambulatory persons' needs, and preferences vary widely and therefore require them to be asked how they would like to be assisted.
- Ask if the person can evacuate using the stairs without help or with minor assistance?
- Ensure a clear path of travel. If obstructions are present, it may be necessary to clear a path to the exit route.
- If no imminent danger is present, the person may choose to remain in the building or be directed to an area of refuge such as a stairwell until emergency personnel arrive.
- If imminent danger is presenting, a sturdy chair, with or without wheels, can be utilized to move the person, or help carry the person to safety using a carry technique.
- Return any mobility aids or devices to the person as soon as possible.
- Notify public safety personnel immediately regarding any individuals remaining in a building and provide specific information as to their location.

Evacuating Persons with Vision Loss
- Verbally communicate the nature of the crisis or emergency. Describe the location of the crisis or emergency if relevant.

- Offer your arm to assist with guiding the individual.
- Communicate verbally. Provide details about where you are going and any obstacles the person may encounter along the route.
- Orient and inquire. Once at a safe location, orient the individual to the location and inquire if further assistance is needed before leaving the location.

Evacuating People who are Deaf or Hearing Impaired
- To alert an individual with hearing impairment, turn the room lighting off and on or wave your arms to gain the person's attention.
- Use gestures or written notes. Indicate directions with gestures or write a note with evacuation instructions.
- If a person is assisted by a guide dog, seek instructions from the person as to how you can assist?

SHELTER IN PLACE
Purpose
In some incidents, it may be safer for individuals to shelter in place, i.e. remain indoors for an extended period of time. To prepare for a shelter in place procedure, individuals should identify safe interior rooms and areas of the room away from windows or doors.

Scope
The shelter in place procedure outlines the actions to be taken by faculty, staff, students, and community members to prevent injury or death during an incident. Designated employees are required to participate in the development, implementation, and evaluation of the College EOP as it relates to this annex.

This plan outlines procedures for all students/community members/employees located at any college location.

Responsibilities
To implement the shelter in place procedure
- All College employees and students will undergo orientation and education involving incident management and drills.
- College employees will be assigned to specific areas to ensure that all shelter in place procedures are being followed and to assist any people with special needs.
- The College Safety Committee and the Cabinet will review and provide input into the plan.

Specialized Procedures

Upon receiving notification or direction from civil authorities (typically county or local emergency management) the following action steps will be taken:

1. An announcement will be made to the site via the public-address system (or indicate an alternate method if a public-address system is not available) to shelter-in-place.
2. A timely warning will be issued simultaneously to shelter-in-place via the RAVE Alert system.
3. Faculty will move their classes to the inner part of the classroom away from windows and doors, and incident dependent will take further action. Faculty will notate attendance in their classrooms.
4. College employees will ensure the area outside of their immediate shelter-in-place locations are free from people, prior to sheltering in place. The area supervisor will notate attendance and report to the appropriate personnel.
5. All windows and doors should be closed.

Specialized Procedures for Persons with Special Needs

Moving/Relocating Persons with Mobility Impairment

- Ask the person with mobility challenges if they need assistance and ask questions as to their specific needs and preferences.
- Ensure a clear path of travel. If obstructions are present, it may be necessary to clear a path to the exit route.
- If no imminent danger is present, the person may choose to remain in the building or be directed to an area of refuge such as a stairwell until emergency personnel arrive.
- If imminent danger is presenting, a sturdy chair, with or without wheels, can be utilized to move the person, or help carry the person to safety using a carry technique.
- Return any mobility aids or devices to the person as soon as possible.
- Notify public safety personnel immediately regarding any individuals unable to relocate to a shelter in place designated area.

Moving/Relocating Persons with Vision Loss

- Verbally communicate the nature of the crisis or emergency. Describe the location of the crisis or emergency if relevant.

- Offer your arm to assist with guiding the individual.
- Communicate verbally. Provide details about where you are going and any obstacles the person may encounter along the route.
- Orient and inquire. Once at a safe location, orient the person to the surroundings.

Moving/Relocating People who are Deaf or Hearing Impaired
- To alert an individual with hearing impairment, turn the room lighting off and on or wave your arms to gain the person's attention.
- Use gestures or written notes. Indicate directions with gestures or write a note with evacuation instructions.
- If a person is assisted by a guide dog, seek instructions from the person as to how you can assist?

LOCKDOWN

Purpose
In some incidents, it may be safer for individuals to stay in place. A lockdown procedure is used when there is an immediate threat to the occupants of an individual or group of buildings.

Scope
The lockdown procedure outlines the actions to be taken by faculty, staff, students, and community members to prevent injury or death during an incident. Designated employees are required to participate in the development, implementation, and evaluation of the College EOP as it relates to this annex.

This plan outlines procedures for all students/community members/employees located at any college location.

Responsibilities
To implement the shelter in place procedure
- All College employees and students will undergo orientation and education involving incident management and drills.
- College employees will be assigned to specific areas to ensure that all shelter in place procedures are being followed and to assist any people with special needs.
- The College Safety Committee and the Cabinet will review and provide input into the plan.

Specialized Procedures

Upon notification, the Incident Commander will make the determination of a lockdown and issue notification of a lockdown by center, location, or campus. The communication will be delivered in two ways:

1. An announcement will be made to the site via the public-address system (or indicate an alternate method if a public-address system is not available) to lock down.
2. A timely warning will be issued simultaneously to lockdown via the RAVE Alert system.

Further personnel will be assigned by the IC to enact the College EOC.

People at the notated locations should:
- Close all windows and doors
- Faculty should move their classes to the innermost part of their classroom barricading doors. Faculty should notate attendance.
- Staff should move into interior offices, barricading doors, and supervisors should notate attendance.
- Exterior doors should be locked down preventing access to the building.

RUN, HIDE, FIGHT

Purpose

In some incidents, such as an armed intruder or active shooter incident, a run, hide, fight, procedure may be implemented so that people inside the incident location can most effectively respond to the situation and minimize the loss of life.

Scope

The run, hide, fight procedure outlines the actions to be taken by faculty, staff, students, and community members to prevent injury or death during an incident. Designated employees are required to participate in the development, implementation, and evaluation of the College EOP as it relates to this annex.

This plan outlines procedures for all students/community members/employees located at any college location.

Responsibilities
To implement the shelter in place procedure
- All College employees and students will undergo orientation and education involving incident management and drills.
- College employees will be assigned to specific areas to ensure that all shelter in place procedures are being followed and to assist any people with special needs.
- The College Safety Committee and the Cabinet will review and provide input into the plan.

Specialized Procedures
During an armed intruder or active shooter situation, a warning will be issued via RAVE Alert and over the public announcement system. People in the specified locations will be instructed to:

Run - if it is safe to do so, the first course of action should be to run out of the building and move far away from the location until you are safe. Individuals running should:
- Leave personal belongings behind
- Visualize escape routes, including those routes which may be accessible for those with special needs or other functional needs.
- Avoid elevators
- Take others with them, but do not stay behind because others will not go.

Hide - If running is not a safe option, hide in as safe a place as possible. Individuals hiding should:
- Hide in a location with thicker walls and fewer windows
- Lock doors
- Barricade the doors with heavy furniture;
- Close and lock windows, and close blinds or cover windows;
- Turn off lights;
- Silence all electronic devices;
- Remain silent;
- Use strategies to silently communicate with first responders if possible, (e.g., in rooms with exterior windows make signs to silently signal law enforcement and emergency responders to indicate the status of the room's occupants);
- Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the shooter and for possible escape if the shooter enters the room); and

- Remain in place until given an all clear by identifiable law enforcement.

Fight - As a last resort, when confronted by the shooter, adults in immediate danger should try disrupting or incapacitating the shooter through aggressive force and items in their immediate environment.