



## **Avian Flu Pandemic Plan**

**March 3, 2020**

**Revised**

**March 2, 2020**

**Technical College System of Georgia**



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## Introduction

Albany Technical College, in cooperation with the **Technical College System of Georgia**, intends to assure pandemic influenza preparedness in the event of such an epidemic occurs on or near the campus of Albany Technical College, in Albany, Georgia.

Five sub-committees have been developed to compile a plan for the six (6) scenarios established by the **Technical College System of Georgia**:

**Scenario 1:** (Phase 2) *The H5N1 virus has reached the United States and is being transmitted from wild bird to wild bird and from bird to human. The CDC has determined that transmission is occurring from people making direct contact with wild birds, its blood or body fluids, droppings or by eating undercooked birds. Review essential services and processes to determine how this situation will impact on college activities and what measures would your college take to minimize the impact. (Your goal should be to remain open if possible.)*

**Scenario 2:** (Phase 3) *It has been determined that an outbreak of the avian flu H5N1 virus is occurring on and around your college, possibly caused by multiple direct contacts with infected birds. 30% of your faculty and staff are absent due to illness as well as a significant number of your students. Review essential services and processes to determine how this situation will impact on college activities and what measures would your college take to minimize the impact. (Would your goal be to remain open? If so, how?)*

**Scenario 3:** (Phase 4) *The H5N1 virus has mutated and there is now significant human-to-human transmission by coughing and sneezing. As part of your community's pandemic plan or by direction of the Georgia Office of Homeland Security, under a declared State of Emergency, your campus or your largest campus has been designated as an inoculation site for the region. Review essential services and processes to determine how this situation will impact on college activities and what measures, if any, would your college take to minimize the impact. (Would your goal be to remain open? If so, how?)*

**Scenario 4:** (Phase 5) *Under the declared State of Emergency, your campus is directed to become a quarantine/isolation site for the college. No one is allowed to leave campus including faculty and staff who are currently on campus. Students, faculty and essential staff not currently on campus are not allowed on campus. Review essential services and processes to determine how this situation will impact on college activities and what measures, if any, would your college take to minimize the impact? (Will you still be able to provide instruction? If so, how?)*

**Scenario 5:** (Phase 6) *Under the declared State of Emergency, your campus is directed to become a quarantine/isolation site for the community. This will mean that your campus has been closed and students who can get home to unaffected areas will be allowed to go home. Individuals from outside your campus community are being*

brought to your facilities. Review essential services and processes to determine how this situation will impact on college activities and what measures, if any, would your college take to minimize the impact.

**Scenario 6:** (Phase 6) Under the declared State of Emergency, you have been directed to close your facility This is a precautionary measure to help minimize the spread of the avian flu. Students, staff and faculty are sent home. Review essential services and processes to determine how this situation will impact on college activities and what measures, if any, would your college take to minimize the impact.

The six scenarios were examined by five sub-committees (Academic, General College Operations, Facilities, Campus Healthcare, and Communication). Also a list of unresolved questions has been compiled at the end of this document.

Participants in the Albany Technical College Avian Flu Pandemic Planning Committee are:

**Coordinating Committee Co-Chairs**

Singleton, Kenneth  
Skates, Kathy

**Title**

Dean of Academic Affairs  
V.P./Administrative Services

**Subcommittee Co-Chairs**

Robinson, Angela  
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**Title**

Dean of Academic Affairs  
Director/IT

**Communications**

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**Campus Operation Mangr.**  
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EMT, Instructor  
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Skates, Kathy  
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**Title**

V.P./Administrative Services  
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## **Areas of Institutional Response**

If a case of Avian Flu contracted by human-to-human transmission is identified anywhere in the world, the Crisis Management Team will be activated. The regular membership of the team will be supplemented with individuals identified as providing leadership to the following areas of response: (1) Public Relations, (2) Academic Affairs, (3) Student Services, (4) Administrative Services, (5) Information Technology. Each of these five areas of response is described here in more detail.

1. Public Relations – Communication will be maintained via the use of the web, email, telephone, and the media, depending upon the continued availability of each of these options. Coordination of this area of response will be handled by Vice President for Institutional Effectiveness. Communication will be needed for various audiences at different stages of the pandemic.

*Web* - An Emergency Preparedness web site, linked to the College's main web page, will be used for broadcast information of a general nature, including general campus status information, and specific Avian Flu information. As needed, the College web page may include links to other useful information. Updating can be done either on campus or off campus as conditions dictate.

*Email* – Existing mechanisms are in place for authorizing and sending mass email to the campus. As the situation develops, email services for general use will be supported with essential staff and will include all faculty, staff, and student accounts as well as listserv services.

*Telephone* – University land line telephones will be supported with essential staff and will include all current telephone lines. These telephones can be used to disseminate critical 7 information to the campus via recorded voice mail messages. The College’s front desk would be operational to provide current information on the campus situation and to be the point of contact for parent inquiries. This will require on-site staffing. We will also offer voice updated campus information on the College’s main line (229-430-3500). Cell phones may also be used for direct communication with critical employees as needed, depending upon continued service by such service providers.

*Media* – Critical messages may also be disseminated by Public Relations staff via newspaper advertising and commercial and public radio broadcast messages.

2. Academic Affairs – Continuity of instruction will be coordinated by the Office of the Vice President for Academic Affairs. Specifically, this group will explore and recommend how courses, the integrity of the academic calendar, and continuity of academic life might be maintained during a quarter or session when the campus is closed for a week to several months.

3. Student Services – Student Services, in conjunction with County and State Health authorities, is responsible for coordinating all health care during a disease outbreak. Counseling psychology teams from the Student Services department will provide on-going care as indicated as well as provide assistance to first responders. The Vice President of Student Services is responsible for coordinating all psychological services.

4. Administrative Services - Policies and procedures related to staff functions will be coordinated by the Vice President for Administrative Affairs. This will cover all areas responsible for providing financial services. This includes processing and issuing employee pay checks, paying bills, and ensuring funds can be procured for any necessary outside vendors. The Campus Operations and Maintenance Manger will coordinate all physical plant activities including, but not limited to maintenance, transportation services, and environmental safety. Campus security will be responsible for maintaining order.

5. Information Technology – The Director of IT will be responsible for maintaining the information technology infrastructure to facilitate communications during the crisis.



### **Pre-Plan:**

#### **Technology and Communications**

- Develop web site for information and updates.
- Designate web location for every course where the faculty can post information.
- Upgrade capacity to provide training to faculty in the use of technology, as feasible.
- Designate a call center team that would be able to function off campus with high speed Internet access to give students specific information on their course.

#### **Faculty**

- Meet and confer with faculty about expectations of faculty to use communication and instructional technology.
- Provide initial training or refreshers for faculty in the use of instructional technology, e.g. **Blackboard and e-mail**
- Encourage faculty to plan for a pandemic or other emergency by:
- Leaving contact information with department chairs and director of instructions about upcoming travels or leave.
- Developing individual contingency plans
- Including statements in syllabi regarding contingencies
- Monitoring student attendance in order to track spread of disease and keep records for financial aid.
- Determining the extent to which of their courses could be formatted for distance delivery by using communication vehicles such as **Blackboard**, e-mail, regular mail and Ever-bridge Mass Communication System.
- Determining personal capacity for distance delivery of instruction, including access to a telephone, access to a computer, and access to the Internet, comfort and willingness to provide distance delivery, and determine how much class work could be assigned as if it were independent study in the event of an emergency.

#### **Academic Administration**

- Designate an individual to oversee development of departmental plans.
- Meet and confer on pandemic planning.
- Provide briefings and workshops explaining pandemic planning

- Arrange presentations by external speakers with expertise or experience at a college or university dealing with long-term disasters, e.g. Hurricane Katrina 2005, Albany Flood 1994 (ASU) or Hurricane Michael 2017.
- Revise academic policy in event of a pandemic or other emergency:
  - extend withdrawal deadline from classes
  - extend withdrawal deadline from college
  - suspend class attendance policies
  - extend deadline for grade appeals
  - allow flexibility on student academic performance/probation to account for or to accommodate differences in student access and ability to use technology (avoid adverse affects on students with deficiencies or ability).

### Scenario Responses

#### Scenario 1 (phase 2)

##### **Technology and Communications**

- Review and update plans for  
Web site information and updates  
Designation of web location for every course where the faculty can post information  
Assessment of capacity of college's server to handle additional data entry
- Notify by e-mail to the entire college community regarding availability of technical resources and training

##### **Faculty**

- Expectations of faculty to use distance delivery technology
- Leaving of contact information with department chairs and/or director of instructions about upcoming leave and/or travel
- Inclusion of statements in syllabi regarding contingencies
- Monitoring and reporting of student attendance in order to track spread of disease, to director of instructions and keep records for financial aid
- Encourage students and faculty to cover coughs and sneezes with tissues, wash hands several times a day using soap and warm water, and keep hands from eyes, nose, and month
- \*\* (Early Childhood) Encourage children to cover coughs and sneezes with tissues, wash hands frequently, and keep hands from eyes, noses and month. Children should be instructed and assisted to assure proper hand washing.
- \*\* Any employee, child, staff, student, or teacher suspected of having the flu or flu like symptoms should avoid coming on campus.
- \*\* A sick child in the Child Demonstration program is advised to stay at home during the first days of illness when symptoms are most severe and the infection is most contagious. Children can return to the program when symptoms are improving and no fever has been detected for twenty-four hours or on their physicians' recommendation.



### **Academic Administration**

- Review and update contingency plans for each department, including:
  - Current contact numbers for each faculty
  - Monitoring and reporting of student absences
  - Monitoring and reporting of faculty absences
  - List priorities for services
  - Provisions for back-up staff
  - Limit or cancel all faculty travel (i.e. training, field trips, etc.)

### **Scenario 2 (phase 3)**

#### **Assumptions for Academic Administration**

- The source of contagion will be found and removed within three weeks
- The incidence of disease will diminish rapidly upon removing the source of contagion
- Distance delivery service will continue
- Faculty and staff will work from home as much as possible and avoid coming to campus
- Media Resource Center will remain open for services and transactions not feasible to provide on-line
- Extra college activities will be cancelled if outbreak occurs after the fifth week of the quarter

#### **Technology and Communication**

- Activate contingency plans for priorities o provide services and back-up for absent employees
- Activate phone contact list to transmit information and monitor employee absence
- Report employee absences daily to President's office coordinated with Human Resources
- Activate central web site for information on the current situation including expectations for continuity of instruction
- Activate web site for every course at the college

#### **Faculty**

- Submit individual contingency plans to department chairs and/or director of instructions
- Perform work from home as much as possible to avoid coming to campus
- Activate or expand use of web sites for every course to communicate information to students: minimal content per course- syllabus, assignments, and contingency plan

- Monitor daily attendance of classroom and participation on-line and submit information on absent students (name of student, student ID, and course) to director of instructions
- Encourage students, teacher, and staff to cover coughs and sneezes with tissues, wash hands frequently, and keep hands away from eyes, nose and mouth
- \*\* (Early Childhood) Young children in the child demonstration program should be instructed and assisted to assure proper hand washing
- \*\* A sick child in the program is advised to stay at home during the first day of illness when symptoms are most severe and the infection is most contagious. Children can return to campus when symptoms are improving and no fever has been detected for twenty-four hours or on their physicians' recommendation.
- \*\* However, faculty and staff absentee will determine if the Child Demonstration program will be closed until host is located.
- continuously update grades in the event that the quarter is terminated early, with grades assigned on performance to date
- Maintain grades in a place accessible to the department chair and/or director of instructions in case illness interrupts teaching responsibilities

### **Academic Administration**

- Activate contingency plans for priorities for services and provision for back-up of services in the event of absent employees
- Compile daily faculty absences based on direct communication with faculty members and the other sources and monitor employee absence
- Develop plans to provide for students who do not have technological resources or skills to participate in off-campus instruction
- Submit daily reports to the college President's office on absences of faculty and students
- Suspend student appeals and postpone deadlines pending end of emergency
- Suspend faculty evaluations and review for promotion, filing vacant faculty positions, and postpone deadlines pending of emergency
- Suspend all other related academic policies and postpone deadlines pending end of emergency

### **Scenario 3 (phase 4)**

#### **Assumptions for Academic Administration**

- The college will remain open
- Faculty and staff will work from home as much as possible and avoid coming to campus or to satellite campus (Randolph Co.)
- Media Resource Center will remain open for services and transactions not feasible to provide on-line
- Suspend all faculty travel and on-campus tours
- Suspend Child Demonstration lab that involves young children
- Upcoming Commencement will be cancelled

### **Technology and Communications**

- Activate contingency plans for priorities to provide services and back-up for absent employees
- Activate phone contact list to transmit information and monitor employee absence
- Report employee absences daily to the college President's office coordinated with Human Resources
- Activate central web site for information on the current situation, including expectations for continuity of instruction
- Activate web site for every course at the college
- Establish and activate an off-campus call center with high speed Internet access to give students specific information on their courses.

### **Faculty**

- Submit individual contingency plans to department chairs and/or director of instructions
- Perform work from home as much as possible to avoid coming to campus
- Activate or expand use of web sites for every course to communicate information to students: minimal content per course: syllabus, assignments, and contingency plan
- Offer as much instruction and advising on-line as possible
- Monitor daily attendance in classrooms and participation on-line and submit information on absent students (name, student ID, and course) to the registrar's office
- Continuously update grades in the event of campus closure that might end a quarter early with grades assigned on performance to date
- Maintain grades in a place accessible to the department chair and/or director of instructions in case illness interrupts teaching responsibilities
- Encourage staff to practice safety techniques, by frequently washing hands and covering their mouth with tissues when coughing and sneezing

### **Academic Administration**

- Activate contingency plans for priorities service and back-up for absent employees
- Activate phone contact list to transmit information and monitor employee absence
- Develop plans to provide for students who do not have technological resources or skills to participate in off-campus instruction
- Review and submit to college President's office daily reports on absences of faculty and students
- Suspend student appeals and postpone deadlines pending end of closure
- Suspend faculty evaluations and reviews for promotion, filing vacant positions, and postpone deadlines
- Suspend all other related academic policies postponement of deadlines pending end of closure
- Compile daily faculty absences base on direct communication with faculty members and the other sources and submit reports on absences to the President's office

## **Scenario 4 (phase 5)**

### **Assumption for Academic Administration**

- A quarter has begun
- Closing the campus means that all regular functions of the college, including instruction (on-campus, off-campus, and on-line) will cease
- Upcoming Commencement will be cancelled
- Students, when feasible, will have departed for the duration of the closing and will be encouraged to use on-line services to obtain updates on the situation at the college
- Suspend Child Demonstration lab that involves young children
- Faculty and staff, except essential personnel, will be directed not to appear on campus or at off-campus sites
- Programming of office telephones to answer incoming calls with the message that the campus is closed until further notice
- Essential up keep of facilities and plants will continue
- Faculty and staff involved in externally supported programs may engage in work related to the programs from home so long as the work does not require use of campus resources
- Activity of college will focus on:
  - Up keep of facilities and grounds
  - Safety and welfare of individuals associated with the college who must be on campus or who depend on the college for service
  - Support of functions that the governor has assigned to the campus

### **Academic Contingencies**

#### **A:** Closure after the eighth week of a quarter:

- Administration will declare the quarter to have concluded
- Students will receive grades in courses based on performance through time of closure
- Faculty will have discretion to permit individual students to complete requirements of courses for different grades
- Students registered for off-campus internships, practica, clinical experience will comply with directives of host organizations
- Recording of grades will occur upon reopening of the campus

#### **B:** Closure after the fifth week but before the eighth week of the quarter:

- Administration will declare the quarter to have concluded
- Students will receive either an IP or I in courses based on performance through time of closure
- Faculty will have discretion to permit individual students to complete requirements of courses for letter grades

- Students registered for off-campus internships, practica, clinical experience will comply with directives of host organizations
- Recording of grades will occur upon reopening of the campus

**C:** Closure after the fourth week but before the end of the sixth week of a quarter:

- Administration will suspend the quarter for resumption at a later date for up to five weeks to complete ten weeks of instruction for computation of letter grades
- Students not returning for continuation of quarter will receive an official withdrawal from courses

**D:** Closure before the end of the fourth week of quarter:

- Administration will cancel the quarter
- Students will receive no recognition of academic performance
- Students will receive either full refund of tuition and fees or credit toward tuition and fees in a future term

### **Technology and Communication**

- Maintain essential services such as telecommunications, e-mail, and web sites
- Program office telephones to answer incoming calls with the message that the campus is closed until further notice

### **Academic Administration**

- Notify faculty who are out of the country, state, or on leave that the campus is closed until further notice
- Program office telephones to answer incoming calls with the message that the campus is closed until further notice
- Continue work of essential employees on campus or by telecommunication
- Suspend student appeals and postpone deadlines pending end of closure
- Suspend faculty evaluations and reviews for promotion, filling vacant positions, and postpone deadlines pending end of closure
- Suspend other related academic policies, postpone deadlines pending end of closure

### **Scenario 5 (phase 6)**

(Plan for Academic Administration under scenario 5 is same as under scenario 4)

### **Scenario 6 (phase 6)**

(Plan for Academic Administration under scenario 6 is same as under scenario 4 and 5)

Post-Plan/Recovery:

Issues that will require additional attention include:

- Conduct backlog of student's grade appeals preceding appearance of pandemic
- Compute and process grades for faculty members who cannot return to work right away

- Replace faculty who cannot return to work
- Process records, especially transcripts, for graduation
- Reschedule uncompleted portion of a quarter(s) under certain circumstances
- Notify all potential and current students when college will be fully operational, via U.S. mail, e-mail, phone calls, ATC web site, radio and television announcements, etc.



The overall communication goal during a potential pandemic is to provide as much information as possible, as quickly as possible to the college community and many constituents. The college's Public Relations office serves as the official representative to the internal and external constituencies. In regards of a pandemic, all information is to be funneled through the college's Public Relations office.

**Pandemic Planning- Mechanisms that is vital for operation of plan. (Also accessible from the home of Bobby Ellis)**

- Crisis contact list
- List of constituent groups, communication vehicles to reach each contacts
- Fax lists, e-mail lists, phone lists, in both electronic and hard copy formats
- Campus voicemail procedure
- ATC telephone system message procedure
- Interview for media, protocol
- On-campus conference capability
- Teleconference procedures for off-site "meetings"

**Pre-Plan:**

- "Cover Your Cough" posters are displayed in every restroom on campus
- Web site for the Avian Flu Pandemic is to be operational
- A link from ATC's main web page to the Pandemic site will be developed
- Technology training for members of the communication will be offered, if needed  
Training will include, but is not limited to:  
Creating the ability for the team to post e-mails to students, faculty, and staff from off-campus locations  
Creating the ability for members of the team to post information to the pandemic web site from off-campus locations
- Mechanisms will be developed to support the communication needs of other sub-committees and the overall ATC Pandemic Planning Committee

- Plans will be developed to further educate the campus community to go to the ATC web site for the latest information on most campus issues, include Pandemic Planning
- Develop list of frequently asked questions for use in pandemic planning and posting on web site
- Include pandemic planning information in campus publications
- Develop protocol on how to make changes to web site
- Means to put announcements on Promo-TV in campus building where available
- Set format and procedure to maintain log of activities during pandemic
- Encourage faculty, staff and students (especially those with medical conditions and anyone else who wants to lower their risk of getting the flu) should get the flu vaccine
- Coordinate with the local health department on availability of vaccine
- Discourage faculty, staff, and students from sharing glasses, water bottles, drinks, cups, spoons/folks, etc.
- Develop a calling tree (phone list)

### **Scenario Responses**

#### **Steps:**

1. Develop communication on our proactive planning.
2. Ascertain facts of the situation.
3. Use range of communication vehicles to share, federal, state and local (ATC) information with appropriate constituencies.
4. Provide information on ATC's main web site.
5. Initiate calling tree (contact list).
6. Prepare fact sheet and news release on up-dates as situation changes.
7. Prepare backgrounds for distribution to news media.
8. Prepare special communications for constituencies.
9. Manage news media on site, meeting if appropriate with upper management to determine if and how to manage news media.

#### **Scenario 1 (phase 2)**

- Implement steps (1-3); be sure to include student body, faculty/staff, community, and public constituencies.
- Assure "Cover Your Cough" posters are in recognizable locations.

#### **Scenario 2 (phase 3)**

- Implement steps (2-9); be sure to include student body, faculty/staff, community, and public constituencies.
- Student workforce should be immediately notified.
- Voice messaging system on the toll free hotline and main desk phone messages will be changed to include updated information on travel, operations of classes and events, and notify tour guests about cancellations.

- Assure “Cover Your Cough” posters are in recognizable locations.

**Scenario 3 (phase 4)**

- Implement steps (2-9); be sure to include student body, faculty/staff, community, and public constituencies.
- Assure “Cover Your Cough” posters are in recognizable locations.

**Scenario 4 (phase 5)**

- Implement steps (2-9); be sure to include student body, faculty/staff, community, and public constituencies.

**Scenario 5 (phase 6)**

- Implement steps (2-9); be sure to include student body, faculty/staff, community, and public constituencies.

**Scenario 6 (phase 6)**

- Implement steps (2-9); be sure to include student body, faculty/staff, community, and public constituencies.
- Assure phone machines and services have appropriate messages and forwarding information.

**Post-Plan:**

- Maintain up-to-date operational plan for communications during a pandemic.
- Revise contact list as needed.
- Hold regular refresher opportunities for technology education.
- Gather, confirm and communicate impact of event the college constituencies.

**Pandemic Planning- Communication Vehicles to Reach Constituencies**

**Vehicles available**

**Handles physical mechanism**

Students

- List serve (e-mail)
- Campus phone voicemail message
- Admitted students

- Student Services
- Public Relations/main desk
- Admissions

Faculty/Staff

- List serves announce and discuss
- Campus phone voicemail message

- Student Services
- Public Relations/main desk

Public

- E-mail list to reach media
- Fax list to reach media
- Phone list to reach media
- Message on ATC phone number

- Public Relations
- Public Relations
- Public Relations
- Public Relations



Message on ATC web site	Public Relations/IT
WALB Channel 10	Public Relations
FOX Channel 31	Public Relations
Albany Herald	Public Relations
Southwest Georgia	Public Relations
Community	
Hospital	Phoebe Putney
Police	Chief Persley/Chief Johnson
County	Sheriff Sproul
Public Health	Dougherty Co. Health Department
Alumni	
E-mail	Public Relations
Letter or post-card	Public Relations
Future Students	
Interested students	Admissions
High school counselors	Admissions
Legislators	President's Office
Donors	
E-mail	President's Office
Post-cards or letters	President's Office
Board of Directors	
E-mail	President's Office
Post-card or letters	President's Office
Advisory Boards	
E-mail	Program Chairperson
Post-cards or letters	Program Chairperson
All Audiences	
ATC web site	Public Relations/IT



### **Pre-Plan:**

The academia-related, student services, physical plant, and public safety issues will continue to be addressed and refined in support of the College's composite efforts to address Avian Flu Pandemic Planning:

- Current efforts to minimize the spread of bird droppings throughout campus will continue.
- Plans will be developed to assure that ongoing provision of essential services in the event of a reduction in work force.
- Awareness of established on-campus facilities designated as potential shelter, inoculation or triage areas, as cooperatively established between the College and City/County Health/Emergency Operations authorities, will be made known to those involved in such planning.
- Appropriate types and amounts of germicidal and disinfectant supplies will be determined in collaboration with campus.
- Restrooms will be checked regularly to ensure that soap and paper towels are always available.
- Assure that the appropriate amounts of tissues are available in classrooms and staff work areas.
- Frequent collection of waste in classrooms and restrooms to reduce the risk of exposure of contagious materials (i.e. tissues).
- Clean commonly used surfaces such as door handles, handrails, eating surfaces, desks, etc., frequently with disinfectant. (Bleach solutions or commercial disinfectants are appropriate.)
- Knowledge of necessary and sufficient facilities and transportation supplies (i.e. fuels, personal safety) will be determined and acquired.
- Acknowledgement is given for the maintaining of all regulated/licensed operations (i.e. boiler operations, special equipment use) and contract services in such times of crisis, inclusive of all potential weather conditions.
- Ability to supply general security under various sets of circumstances.

- Maintain a highly visible presence of safety/security personnel and vehicles with the ability for constant/on-going communication by Public Safety authorities with on-campus administration and with all city/county/state emergency management, health service, and law enforcement organizations.
- Potential to need to safeguard campus consumer commodities (i.e. food, water, healthcare items).
- Support necessary services for on-campus students, facilities, and personnel, such as utilities, access control, delivery of materials and supplies, and isolation considerations
- Develop succession plans for key positions.

## **Scenario Responses**

### **Scenario 1 (phase 2)**

- Buildings & Grounds and Public Safety personnel will remain constant, with all relevant information communicated in a timely manner with departments' personnel.
- Preparation of plans for previously designated on-campus reception and storage facilities are enacted.
- Preparation will include the creation of a campus map specifically listing central and supplemental receiving venues; all such secure storage areas, as well as protocol for dissemination or distribution of these supplies and materials.
- Establish and assure control, security, and inventory protocol for all areas.
- Coordinate with college purchasing personnel, health services and other essential personnel to become knowledgeable of quantity and storage space requirements for all related purchases (i.e. disinfectants, sanitation supplies).

### **Scenario 2 (phase 3)**

- Clean up and mitigate the source of contamination.
- On-going communication with all on-duty personnel is crucial. Establish pre-shift briefings by supervisors who supply direction for activities to designate specific responsibilities to on-duty persons. Such briefings will include:
  - Specific pandemic information
  - Specific work-related precautions
  - Prioritization of day's/shift functions/duties (i.e. sanitation, clean up, trash removal, continuous boiler operations)
  - Review of specific safety precautions and expectations
  - Direction regarding need to minimize personal contacts
- Enhance communication avenues between and Buildings & Grounds and Public Safety personnel and make sure all relevant communications and information are mad known to the appropriate personnel.
- Maintain policies and procedures documenting incidents (i.e. calls for service, incident reports, and safety/security-related matters).

- Analyze HVAC systems to isolate or dilute any contaminants.

### **Scenario 3 (phase 4)**

- Buildings & Grounds and Public Safety will maintain a proactive communication process with all their employees on issues of causes and effect as well as response expectations.
- Establish on-campus incident command center communication capability with the Commissioner's Office of TCSG, city, county, state, public health, and law enforcement personnel, which will be located in the Kirkland building multi-purpose room.
- Support facilities and security needs for all on-campus inoculation or treatment centers, parking access while addressing material and personnel needs (i.e. tables, cots, towels, linens, etc.)
- Address issues relevant to establishment allocation, distribution, and restocking of supplies.
- Close specific areas of the campus that are identified as contaminated.

### **Scenario 4 (phase 5)**

- Staffing reduced to minimum essential.
- Continued individual shift briefings with clear expectations of performance and duties by on-duty personnel. Discontinue numerous non-critical activities (i.e. parking citation processes, fleet reservations and services and services, non-emergency contractual services) of both Public Safety and Building & Grounds.
- Continue support for on-campus incident command center activities.
- Discuss consideration to physically close individual facilities or segments of campus (e.g. commons/ community facilities, classrooms, labs, etc.)
- Discuss and address specific personnel, facilities, and general campus safety/security issues.
- Discuss and address extra (or special) staffing and patrol needs.
- Isolate facilities that provide basic services to areas servicing incoming quarantine/isolated individuals.

### **Scenario 5 (phase 6)**

- Staffing reduced to minimum essential.
- Continued individual shift briefings with clear expectations of performance and duties by on-duty personnel. Discontinue numerous non-critical activities (i.e. parking citation processes, fleet reservations and services and services, non-emergency contractual services) of both Public Safety and Building & Grounds.
- Continue support for on-campus incident command center activities.
- Discuss consideration to physically close individual facilities or segments of campus (i.e. commons/ community facilities, classrooms, labs, etc.)

- Discuss and address specific personnel, facilities, and general campus safety/security issues.
- Discuss and address extra (or special) staffing and patrol needs.
- Isolate facilities that provide basic services to areas servicing incoming quarantine/isolated individuals.

### **Scenario 6 (phase 6)**

- Employees deemed essential continue to report for work. Reduction of staff (for both Buildings & Grounds and Public Safety) will be addressed; considerations must include large numbers of student-employees who are employed by either and/or both departments. Focus on safety, cleaning and the environment.
- Define and establish key functions and performance expectations of personnel for both departments.
- Public Safety and Building & Grounds personnel must have access to necessary personal protective gear and other pertinent materials and supplies.
- Closing the campus dictates all regular functions of the College, including all on-campus, off-campus and on-line academic services will cease.
- Activity of the College will focus on essential maintenance of facilities, safety and welfare of individuals associated with the College who must be on campus or who depend on College services while supporting health care and law enforcement authorities.

### **Post-Plan:**

All Building & Grounds and Public Safety post event activities will combine efforts to return College full complement of services as quickly as possible, while actively participating in any post event critique and review.



### **Pre-Plan:**

- Prepare and deliver training to identified groups for:
  - Influenza signs and symptoms and universal precautions (faculty, students, staff)
  - Psychological First Aid via American Red Cross (Healthcare students and any other interested employees or students).
  - Disaster Mental Health via American Red Cross (licensed staff).
- Develop health information for ATC web page and make links internally and externally.
- Work with local clinics on partnerships and strategies for coverage in crisis.
- Meet with Albany Technical College healthcare staff and administrators regarding Health Alert Network (HAN), health care for students, participation in training exercises, and use of healthcare students.
- Contact Phoebe Putney and Palmyra hospital for planning around use of Emergency Department, infection control ideas, negative pressure room options on campus, fit testing of masks.
- Begin personal and family preparedness training for all students, staff and faculty on line and through other mechanisms (some resources for this are available at American Red Cross and t the Georgia Department of Health [GDH] and Center for Disease Control [CDC] web sites).
- Begin discussions on scope of practice considerations for health and counseling services to include care of faculty and staff during peak illness times (community infrastructure could also be seriously compromised).
- Develop a tool and encourage students to plan ahead for “What would you do, where might you go if campus had to close?”

### **Scenario Responses**

### **Scenario 1 (phase 2)**

- Communication
  - Develop and provide information for web site developed by College Communication
  - E-mail announcements to students, faculty, and staff
  - Departmental/Committee/Community telephone trees
- Referrals
  - Referrals to counseling and psychological services
- Training
  - Develop and maintain an emergency training schedule
  - Develop training curriculum
- Supplies (to be determined)
  - Inventory
  - Purchase
  - Distribution

### **Scenario 2 (phase 3)**

- Establish (confirm) an incident commander.
  - Fall in line with public health protocols
- Maintain staffing
  - Supplement Health Services with emergency medical services in community
  - Supplement Counseling and Psychological Services with community resources/academic counselors
- Hours of operation for Health Services and Counseling and Psychological Services
  - Increase/decrease as needed and able
- Service delivery-reduce face to face contact
  - Face to face contacts with masks
  - Phone
  - E-mail
  - Health services need to establish an area for triage/exam
  - Use algorithms to screen/triage clients

### **Scenario 3 (phase 4)**

- Establish an incident commander
  - Fall in line with public health protocols
- Establish site for inoculation
  - Kirkland Building
- Establish staffing for inoculation
  - Qualified allied health students (MA, EMT, PN, RT)

#### Public Health

- Travel policies
  - Implement cancellation for students and faculty
- Supplies
  - Allocation
  - Distribution
  - Restocking
- Service delivery-reduce face to face contact
  - Face to face contacts with masks
  - Phone
  - E-mail
  - Health services will need to establish an area for triage/exam
  - Use algorithms to screen/triage clients

#### **Scenario 4 (phase 5)**

- Establish an incident commander
  - Fall in line with public health protocols
- Define “closed” campus.
- Identify the number of employees still on campus.
  - Health status
  - Mobility/Transportation

#### **Scenario 5 (phase 6)**

- Establish an incident commander
  - Fall in line with public health protocols
- Define “closed” campus.
- Identify the number of employees still on campus.
  - Health status
  - Mobility/Transportation

#### **Scenario 6(phase 6)**

- Establish an incident commander
  - Fall in line with public health protocols
- Define “closed” campus.
- Identify the number of employees still on campus.
  - Health status
  - Mobility/Transportation

#### **Post-Plan:**

- Work to return to full health and counseling services as quickly as possible. Issues that will require additional will include:



Updating the campus community via website and e-mail communications, regarding health and counseling related topics including; mental health, grief counseling concerns, post-traumatic stress, etc.  
Inventory and restocking of supplies and medications for allied health use.  
Documentation and records of medical care given including billing to payers.  
Review, debrief and critique of event including adjusting plan for future events.



### **General College Operations**

#### **Pre-Plan:**

The operations subcommittee co-chairs will serve as coordinating communicators for all operations subcommittee functions and activities with links to the Pandemic Planning Coordinating Committee. Each operation's subcommittee is responsible for elaborating on how they would handle the various scenarios. Pandemic planning requires responses based on timing and severity of the pandemic. If virulent stages of the pandemic were to impact the campus during the academic year, ATC will have to determine what essential services are needed to keep the campus open depending on which scenario was immediate.

Services regarding communications can be broken into two general areas: Services in support of communications and services in support of on-going operations.

**Center for Information Systems Services in support of communications:** There are several technologies currently available for communication and the delivery of information. The typical channels available at ATC are:

- Traditional telephone services
- **Fax machine services**
- **Ever-bridge Mass Communication System**
- Voice mail services
- Cell phone services
- E-mail services
- Web based information services
- Others to be identified by committee members as the situation develop.

The focus for these channels of communication is:

- To seek ways to support the channels of communication during periods of unusual or stressful conditions
- To encourage planners to construct plans that recognize that during a pandemic, some of the channels of communication may begin to breakdown due to lack of available support or overload of available resources. Those responsible for planning for communication should rely on the full spectrum of communication available.
- The on-campus telephone system, including voice mail, is dependent for on-going support from telecommunications vendors. If the on-campus telephone technician does not report to work, contracts are in place for the vendor to send other fully qualified staff to maintain the system (e.g. Bell South, Alltel). In a crisis pandemic scenario ATC should seek support from other local vendors that support the same equipment

Microsoft Outlook e-mail is available from any desk top computer. It is dependent upon the Internet being available and on-campus mail servers being operational. An updated list of e-mail addresses will be developed for nonessential and essential faculty and staff. Server support could be handled by several staff on campus or outside vendors. Arrangements should be made for outsourcing any of these services.

**Information Systems services in support of on-going operations:** Telecommuting is the concept that as long as the Internet is up and available, then it is technically possible to allow staff to do computer related work from remote locations such as another institution (ASU, DC), at home, or other approved locations. If staff personnel are issued ATC provided laptop computers or have current equipment at home, then it is entirely possible that for those staff who could effectively utilize telecommuting, it could be offered with little cost. Software can also be purchased or identify software in stock that is specifically designed to facilitate telecommuting.

Based on the particular scenarios, and changing circumstances, essential staff or services can be estimated or determined in order to continue operations. A list of critical functions will be developed and maintained, as the situation develops.

### **Scenario Responses**

#### **Scenario 1 (phase 2)**

It is to be expected that all areas would operate as usual; the Operations Subcommittee would be activated to discuss plans should the pandemic spread to scenario 2 or beyond. This would be the time for all areas to determine which services are essential to their area(s) of operation. ATC may need to preposition office supplies; establish protocols for public safety; develop a tracking and reporting system to keep track of attendance; develop plans for plant maintenance and custodial services continuity; and establish work and computer stations for essential staff.

- Verify current updated status of emergency contact information sheets with expanded information, and employee medical status and special needs form.
- Student Services begin to plan how to deploy student volunteers, if needed.
- Student Services to work with Allied Health programs related to medical precautions students can take and information that will reduce panic.

#### **Scenario 2 (phase 3)**

Despite a significant outbreak of the avian flu, this scenario's goal is for the College to remain open. Each area is responsible for managing their areas and determining which should be continued. At this point, collectively as a subcommittee, we would be meeting frequently to establish protocols and services which can be maintained to continue basic services. At this juncture in the process, some customary services may have to be suspended while we struggle to maintain essential services payroll, taking care of their

benefits, hiring temporary workers, maintaining boiler operations, dealing with health matters, sanitation, and safety needs.

- In-person contacts would be greatly reduced; increased use of telephone, email and online systems.
- Each unit would implement their essential services plan
  - Director of Instructions would identify other instructors if faculty is unable to complete responsibilities (if possible)
- Reinforce and expand cross training efforts.
- V.P. of Instructions will maintain a folder that will list all essential morning activities with instructions on how to complete activities. Duties to be handled are:
  - Checking emails, voicemails, regular mail
  - Email student and staff as a list serve to inform them of that day's work
  - See how many are able to work responding to phone calls
  - Any students with symptoms should stay at home
- V.P. of Instructions will cancel all student led tours and campus visits. Students who have registered for tours will be contacted via phone and/or email to notify them that ATC is canceling tours to prevent the spread of the infection. Those who show up on campus will be warned about the outbreak and will be left to determine for themselves if they prefer to continue their visit individually or return home.
- ATC will consider consolidating some services:

Essential Services

Important Services

Services to be dropped

- Only prioritized business services operations would be covered; payroll for staff, faculty and students would be first priority, followed by accepting student payments, mail service, and making vendor payments.
- Routine purchasing would not take place; only items that are "emergency" in nature.
- Adapt procedures to ensure they would be in compliance with FEMA standards.
- Information Systems available employees would be assigned to address critical information technology support needs. Outside vendors will be contacted and contracted to stand by to deliver technical support if needed.
- Video teleconferencing may play a very important role in enabling our top level administrators to meet with the Commissioner's Office staff and state government officials.
- **24-hour security will remain active.**

### **Scenario 3 (phase 4)**

If the campus becomes an inoculation site for the region, essential services will be provided on a scale to continue instruction.

- Focus on meeting the needs of students with exposure.
- Stay open and provide classes to the student constituency.
- Off-site access to Randolph County, Calhoun County, and Lee County and online systems would continue if instruction continues.
- Review essential services plan and modify based on workforce availability.
- Staff will work from an off-site location if necessary.
- Identify locations within the College where essential services can be combined, if necessary.
- Possibly combine the workforce with other state technical colleges.
- Possibly the Kirkland building will be an inoculation site.
- Limit student and public activities on campus.
- Admissions to cancel all outreach/recruiting activities: high school visits and college fairs.
- Human Resources will help respond to issues and concerns raised by faculty and staff. This will also include reporting critical incidence and documenting worker's compensation situations and events as necessary.
- Information Systems available employees would be assigned to address critical information technology support needs. Outside vendors will be contacted and contracted to stand by to deliver technical support if needed.
- Video teleconferencing may play a very important role in enabling our top level administrators to meet with the Commissioner's Office staff and state government officials.
- Registrar's office to partner with other schools to facilitate transfer to other institutions, as needed.
- **24- hour security will remain active.**

\*Waive transcript fee

### **Scenario 4 (phase 5)**

Only essential staff will be necessary to support this kind of operation. We cannot anticipate exactly what will be needed until closer to the event, although it is expected critical maintenance and public safety will be required.

- All non-essential buildings will be closed.
- Staff that can be productive will work from off campus.
- All voicemails will be updated to reflect the campus closing and will include alternate phone numbers to find out more information.
- Off-site access to online systems will continue if instruction continues.

- Review list of essential services and staff who are capable of providing them and cross check with those present. Cross train as possible.
- Focus on providing essential services for limited campus residents.
- All business services functions cease with the exception that staff will still attempt to process payroll.
- Human Resources to provide limited essential services.
- Human Resources staff involved in payroll or employee benefits will work at home or stay connected with the Commissioner's Office, State office, or state web sites for ongoing instructions.
- Available IT employees will be reassigned to address critical information technology support needs. Outside vendors will be contacted and contracted to stand-by to deliver technical support if needed. Telecommuting would be initiated for key staff.
- It will be critical that ATC management staff be equipped with tools needed to provide updates to ATC's web site from secure off-campus location.
- This scenario would most likely require that campus administrators have the capability to communicate directly with the Commissioner's Office, state, local, and perhaps federal authorities and other relevant entities. Maintaining ATC's telephone system is critical as well as having full functionality and services such as videoconferencing capabilities. Both of these systems have the ability of being managed remotely via access through the internet or via telephone modem. IT is assured that the managers of these systems have the tools and facilities needed to operate these systems from secure off campus locations.
- Access to key copy centers will remain open for remaining staff to use as needed.
- **24- hour security will remain active.**

### **Scenario 5 (phase 6)**

This scenario will follow the same plan of action as in Scenario 4. Only essential staff will be necessary to support this kind of operation. We cannot anticipate exactly what will be needed until closer to the event, although it is expected critical maintenance and public safety will be required.

- All non-essential buildings will be closed.
- Staff that can be productive will work from off campus.
- All voicemails will be updated to reflect the campus closing and will include alternate phone numbers to find out more information.
- Off-site access to online systems will continue if instruction continues.
- Review list of essential services and staff who are capable of providing them and cross check with those present. Cross train as possible.
- Focus on providing essential services for limited campus residents.
- All business services functions cease with the exception that staff will still attempt to process payroll.
- Human Resources to provide limited essential services.

- Human Resources staff involved in payroll or employee benefits will work at home or stay connected with the Commissioner's Office, State office, or state web sites for ongoing instructions.
- Available IT employees will be reassigned to address critical information technology support needs. Outside vendors will be contacted and contracted to stand-by to deliver technical support if needed. Telecommuting would be initiated for key staff.
- It will be critical that ATC management staff be equipped with tools needed to provide updates to ATC's web site from secure off-campus location.
- This scenario would most likely require that campus administrators have the capability to communicate directly with the Commissioner's Office, state, local, and perhaps federal authorities and other relevant entities. Maintaining ATC's telephone system is critical as well as having full functionality and services such as videoconferencing capabilities. Both of these systems have the ability of being managed remotely via access through the internet or via telephone modem. IT is assured that the managers of these systems have the tools and facilities needed to operate these systems from secure off campus locations.
- Access to key copy centers will remain open for remaining staff to use as needed.
- **24- hour security will remain active.**

### **Scenario 6 (phase 6)**

The response of this scenario would be similar to scenario 4 and 5. ATC will provide critical basic services.

- Staff that can be productive will work from off campus.
- Departments will work with payroll and computing services to generate pay checks in accordance with instructions from the commissioner's Office and/or Governor's Office.
- All voicemails will be updated to reflect the campus closing and will include alternate phone numbers to find out more information.
- Faculty and Admissions staff will continue to have the option to work from home.
- All business services functions cease with one exception. Staff will attempt to process payroll.
- Depending on the length of the closure other business services tasks could become re-instituted if deemed a priority over time.
- If the institution is closed, some technologies will continue to run for an indefinite period of time- from 1 day to a week or longer.
- This scenario would most likely require that campus administrators have the capability to communicate directly with the Commissioner's Office, state, local, and perhaps federal authorities and other relevant entities. Maintaining ATC's telephone system is critical as well as having full functionality and services such as videoconferencing capabilities. Both of these systems have the ability of being managed remotely via access through the internet or via telephone modem. IT is assured that the managers of these systems have the tools and facilities needed to operate these systems from secure off campus locations.

- Access to key copy centers will remain open for remaining staff to use as needed.
- Communication: Extensive use of telephone, email, and online systems.
- Off-site access to online systems would continue if instruction continues.
- Staff will work from off-site location if necessary.
- **24-hour security will remain active.**

**Post-Plan:**

- Policies and Procedures that will require follow-up will include:
  - Document attendance
  - Work with health care providers and employees for continuity of health services
  - Establish mental health counseling for employees experiencing personal losses
  - Assess permanent and temporary hiring needs
  - Assess staffing and programmatic needs in all operational units
  - Document personal stories for institutional records (how it affected people's lives)
  - Publish vital information in campus newspapers
  - Expedite the hiring process
  - Train and promote current staff to do more senior management jobs





### **What is avian influenza and what causes it?**

Avian influenza, or “bird flu,” is a contagious disease of animals caused by influenza viruses that normally infect only birds and, less commonly, pigs. Avian influenza viruses are highly species-specific, but on rare occasions have crossed the species barrier to infect humans as they have in the current avian influenza outbreak. The current outbreak strain (H5N1) poses two main risks for human health. The first is the risk of direct infection when the virus passes from poultry to humans, resulting in very severe disease. A second risk, of even greater concern, is that the virus will change into a form that is highly infectious for humans and spreads easily from human-to-human. Such a change could mark the start of a global outbreak (a pandemic).

### **What is bird flu (H5N1 Avian Influenza)?**

Bird flu is a disease of wild and domesticated birds.

- This type of influenza can also infect other animals and people.
- Since the 1990s, bird flu outbreaks have occurred in Asia, Europe, and Africa.
- The virus is spreading to birds and other animals in new regions.

This virus has infected some people.

- Confirmed human cases have been reported in Asia, Europe, and Africa.
- Most human cases probably came from direct contact with infected birds or their droppings.
- To date, about half of the people who were infected have died.

### **How many people have gotten bird flu (H5N1 Avian Influenza)? How many have died?**

A small number of people, in Asia, Europe, and Africa, have died from bird flu.

- About half of the people who got bird flu died.
- Most cases come from direct contact with infected birds.
- New cases are expected as bird flu occurs in new regions.

There may be more human cases than have been reported.

- Disease tracking methods sometimes miss cases.

- To date, most outbreaks of bird flu (H5N1 Avian Influenza) have occurred in developing countries.
- Mild cases may not be recognized or reported.

### **If bird flu (H5N1 Avian Influenza) becomes pandemic, what will happen?**

Pandemic influenza can be a serious worldwide event.

- Most pandemics cause widespread illness and death.
- The timing and consequences of pandemic influenza can be difficult to predict.
- Because one-third of the population can be sick, there are severe social consequences.

Public participation and cooperation will be important to the response effort.

- In a pandemic, travel and public gatherings could be limited.
- Other emergency measures might be needed.
- People should stay informed about pandemic influenza, and prepare as they would for any emergency.

### **How is avian influenza spread?**

Direct contact with infected poultry, or surfaces and objects contaminated by their feces, is presently considered the main route of human infection. To date, most human cases have occurred in areas where many households keep small poultry flocks, which often roam freely, sometimes entering homes or sharing outdoor areas where children play. Because infected birds shed large quantities of virus in their feces, there are multiple opportunities for human exposure to infected droppings or to environments contaminated by the virus in these settings.

### **What are the signs and symptoms of avian influenza in humans?**

Symptoms of avian influenza in humans have ranged from typical human influenza-like symptoms (fever, cough, sore throat, and muscle aches) to eye infections, pneumonia, severe respiratory diseases (such as acute respiratory distress syndrome), and other severe and life-threatening complications. Of the few avian influenza viruses that have crossed the species barrier to infect humans, H5N1 has caused the largest number of cases of severe disease and death in humans.

### **Assessment of current situation**

Research suggests that currently circulating strains of H5N1 viruses are becoming more capable of causing disease (pathogenic) in animals than were earlier H5N1 viruses. One study found that ducks infected with H5N1 virus are now shedding more viruses for longer periods without showing symptoms of illness. This finding has implications for

the role of ducks in transmitting disease to other birds and possibly to humans as well. Additionally, other findings have documented H5N1 virus infection among pigs in China and Vietnam; H5N1 virus infection of cats (experimental infection of housecats in the Netherlands, isolation of H5N1 virus from domestic cats in Germany and Thailand, and detection of H5N1 viral RNA in domestic cats in Iraq and Austria); H5N1 virus infection of dogs (isolation of H5N1 virus from a domestic dog in Thailand); and isolation of H5N1 viruses from tigers and leopards at zoos in Thailand). In addition, H5N1 virus infection in a wild stone marten (a weasel-like mammal) was reported in Germany and in a wild civet cat in Vietnam. Avian influenza A (H5N1) virus strains that emerged in Asia in 2003 continue to evolve and may adapt so that other mammals may be susceptible to infection as well.

### **What is the difference between avian influenza and pandemic influenza?**

Avian influenza refers to a large group of different influenza viruses that primarily infect birds. A pandemic occurs when an avian influenza strain adapts to become easily transmissible between humans, e.g., by coughing and sneezing. Once this adaptation occurs, it will no longer be a bird virus - it will be a human influenza virus.

However, because this new strain has not previously circulated among humans, the human immune system will have no pre-existing immunity. This makes it likely that people who contract pandemic influenza will experience more serious disease than that caused by normal influenza. Influenza pandemics are rare, but recurring events. Three pandemics have occurred in the previous century: “Spanish influenza” in 1918, “Asian influenza” in 1957, and “Hong Kong influenza” in 1968.

### **What is the current case definition for a suspect case of avian influenza?**

**(Note: the case definition would be different for pandemic influenza)**

Fever (> 100.4°F/38°C) OR history of fever;

**AND** respiratory symptoms (cough or shortness of breath) requiring hospitalization **OR** death from unexplained respiratory illness;

**AND** history of travel in the *7 days prior to onset of symptoms* to an area affected by avian influenza A H5N1 (see [World Health Organization: Situation updates - Avian influenza](#) Attention: Non-MDH link) for information about affected areas);

**AND** close contact (within 3 feet) with live or dead domestic fowl, wild birds, or swine in any setting, including bird markets **OR** one of the following:

- Close contact (touching/speaking distance) with other persons from H5N1 affected areas with severe respiratory illness or unexplained death.
- Part of a healthcare worker cluster of severe unexplained respiratory illness.
- Laboratory worker with potential exposure to influenza A H5N1.

### **Can avian influenza be spread by contaminated clothing?**

Although it is unknown if avian influenza is likely to be spread in this manner, it is prudent to wear a gown to protect clothing from possible contamination.

### **If I have contact with a suspected avian influenza patient, can I put my family at risk?**

The greatest risk to family members would come from close contact with you if you became infected with avian influenza.

### **How should the vehicle and equipment be decontaminated after transporting a suspected avian influenza patient?**

- Clean and disinfect the vehicle as usual. All surfaces that may have come in contact with the patient or materials contaminated during patient care (e.g., stretcher, rails, control panels, floors, walls, work surfaces) should be thoroughly cleaned and disinfected using an EPA-registered hospital disinfectant.
- Cleaning personnel must wear a disposable gown and gloves.
- Clean and disinfect reusable patient-care equipment according to manufacturer's instructions.



## Definitions

For the purpose of consistency, comparability and coordination of the national, state, and local response, identification and declaration of following stages will be done at the national level:

**Phase 1.** No new influenza virus subtypes have been detected in humans. An influenza virus subtype that has caused human infection may be present in animals. If present in animals, the risk of human infection or disease is considered to be low.

**Phase 2.** No new influenza virus subtypes have been detected in humans. However, a circulating animal influenza virus subtype poses a substantial risk of human disease.

**Phase 3.** Human infection(s) with new subtype, but no human-to-human spread, or at most rare instances of spread to a close contact.

**Phase 4.** Small cluster(s) with limited human-to-human transmission but spread is highly localized, suggesting that the virus is not well adapted to humans.

**Phase 5.** Larger cluster(s) but human-to-human spread still localized, suggesting that the virus is becoming increasingly better adapted to humans, but may not yet be fully transmissible (substantial pandemic risk).

**Phase 6.** Pandemic: Increased and sustained transmission in general population.

**Phase 7.** “Second Wave”- resurgence of epidemic activity within several months following the initial of infection.

**Phase 8.** recovery and Mitigation Return to inter-pandemic period. Cessation of successive pandemic “waves” accompanied by the return (in the U.S.) of the more wintertime “epidemic” cycle.

## Resources

1. Department of Health and Human Services; Center for Disease Control and Prevention: [www.cdc.gov](http://www.cdc.gov): Lasted dated modified June 15, 2007
2. University of Maryland Eastern Shore; Avian Flu Pandemic Draft Plan: July 2008.
3. Pennsylvania Department of Health: [www.pandemicflu.stste.pa.us](http://www.pandemicflu.stste.pa.us)
4. Georgia Department of Human Resources; Division of Public Health: [www.health.state.ga.us/pandemicflu/index.asp](http://www.health.state.ga.us/pandemicflu/index.asp)
5. Technical College System of Georgia: Avian Flu Pandemic Planning Guide; October 2007.