EMERGENCY PREPAREDNESS PLAN

555 East Alex Bell Road
Centerville, OH 45459

Revised: 6/2025

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Official Statement

The Emergency Preparedness Plan (EPP) that follows is the official policy of Fortis College located in Centerville. It is the result of a comprehensive review and update of school policies regarding protecting the employees and students at the school during the occurrence of an unforeseen event. We support its recommendations and commit the school's resources to ongoing training, exercises, and maintenance required to keep it current. We also recognize the importance of working in *cooperation with local emergency response agencies to enhance this plan.* This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the school community. We have ensured that this plan conforms to local, state, and federal law. Furthermore, clear communication with emergency management and law enforcement officials and ongoing monitoring of emergency management practices and advisories is essential.

A record of updates to this document may be found in Appendix 8

Brian Owen
Campus President (Interim)

6/25/2025

Signature   Date

Introduction

The purpose of the Emergency Preparedness Plan (EPP) is to ensure the safety of students, faculty, staff, and visitors to Fortis in the event of an emergency.

The plan describes emergency communication, response, and evacuation procedures.
The goals are to:
- Protect lives
- Prevent injury
- Protect property
- Preserve the sustainability of the organization throughout the emergency
- Prepare for dealing with emergencies and mitigate their negative consequences
- Continuity of instruction

Copies of the EPP are maintained with the Campus President, the Director of Education, Dean of Nursing, Program Directors, and the Business Office.

Distribution of Plan / Training
- The EPP is distributed to all faculty and staff during the on-boarding process.
- Faculty and staff receive in-service training/updates.
- Students are trained on the Emergency Preparedness Plan during New Student Orientation.
- A copy of the EPP is posted on the Fortis College 'Ignite to Learn' site for access by staff, faculty and students.

Emergency Notification & Telephone Numbers
Call 9-1-1 to report all emergencies, including fire, injuries requiring medical assistance, bomb threats, hazardous materials incidents, or any other incident requiring rapid response. Provide all information requested, including name, location, nature of the emergency, and contact information.

Campus President	937-433-3410 x5818
Front Desk	937-433-3410 x5729
Director of Education	937-433-3410 x5741
Dean of Nursing	937-433-3410 x5615
Safety Officer – Evening Shift*	Not Applicable
Director of Administration (Business Office)	937-433-3410 x5845

*Only if campus has someone in this position

Emergency Response Team

The school Emergency Response Team (ERT) is responsible for preparing, responding to, and recovering from an emergency, including:

- Ensuring that all elements of this Emergency Preparedness Plan are reviewed and updated as needed, but no less than annually;
- Ensuring proper emergency communication;
- Assigning roles and responsibilities to school individuals in the event of an emergency and conducting training for those individuals to perform those responsibilities;
- Organizing practice emergencies to test the efficiency and appropriateness of the elements of this Emergency Preparedness Plan;
- Acting as management during an emergency until normal operations have resumed; and communicating the situation to the corporate headquarters.

The ERT shall include the Campus President and key management team members and associated personnel from the following departments (as needed):

- Administration: Campus President, Director of Admissions, Senior Director of Financial Aid, Director of Administration (Business Office), Director of Career Services, Director of Education, Dean of Nursing, Registrar, and Director of Institutional Effectiveness and Compliance
- Academics: Medical Assisting Program Director, Dental Assisting Program Director, HVACR Program Director, and Assistant Dean of Nursing

Risk Assessment

The ERT Team should conduct an initial Risk Assessment of the campus. This documentation should be maintained on campus and updated quarterly or bi-annually by the same team. It is recommended that an OSHA Assessment should be performed each year and a digital copy of the assessment results be kept on file in in a secure location. A template from OSHA, or an agency such as SteriCycle, may be used. If possible, enlist the assistance of local law enforcement to conduct an assessment of risk that your school may have.

Appendix 5: Action Plan

This template can be used to record the minutes of the Emergency Response Team's meetings. The meetings of the Emergency Response Team may be included as a component of the campus leadership meetings.

This Emergency Preparedness Plan cannot cover every possible situation that might occur.

Nevertheless, it is a training tool that can reduce the number of injuries or deaths if put into action as soon as a situation develops. Time is a critical factor in the management of an emergency or a crisis.

One of the greatest mistakes campus presidents, deans, administrators, faculty, and staff make in crisis situations comes from not knowing what steps to take and in what order in each situation. This plan serves as a guide along with the most likely specific sequential steps to take. No guide can provide the exact steps as it is critical to evaluate the circumstances of the actual event and determine the most appropriate course of action. Some common events have been addressed to help you in an emergency. Each location should conduct a hazard assessment to identify all hazards that pose a risk to the facility and add any unique risks facing the campus that are not already covered in this Emergency Preparedness Plan. For example, if the campus is in Florida, the hazard assessment would likely include identification of hurricanes and flooding as a risk facing the campus. In addition to natural disasters, the risk assessment

may also identify risk factors such as areas of low security/high crime, and other geographically contingent variables.

Disaster and Crisis Recovery
There are many possible scenarios that can be considered as a "disaster" or "crisis" situation. Below, we have listed possible situations that could result in loss of property and/or injury and require emergency action on the part of management supervisors, faculty, staff, and students. These scenarios include tornado; hurricane; flood; fire; explosion; hazardous material release; active shooter; bomb threat; power failure; and medical emergency.

Visitor Protocols

Purpose
The purpose of Visitor Protocols is to ensure the safety of students, faculty, and staff. We must ensure that any visitors will not:
- Pose a threat to students, faculty, and staff and to the premises
- Distract others from their education or work
- Be exposed to any danger or harm

Visitor Definition
Anyone who meets one of the following criteria are defined as visitors:
- Admission appointments
- Business and personal visitors
- Delivery and vendor personnel
- Former students
- Former employees
- Friends
- Family including children
- Members of the public
- Current students without an identification (ID) and/or in street clothes

Policy
The following apply for all visitors:
- Sign in at the reception desk and show some form of ID
- Sign in and out every time even if s/he is known by the front office
- Wear a visitor ID badge while on campus
- Return the badge upon leaving the campus
- On the sign-in sheet, indicate purpose of visit
    - Admissions
    - Financial Aid
    - Administration appointment
    - Learning Resource Center (LRC)
    - Family
        - Children are not allowed in the <u>classrooms, labs, or LRC</u> due to safety factors. They may not be left in the reception room unattended. Anyone under 18 is considered a child.
        - Children of employees are only allowed to be with the employee but not in any classroom, lab, or the LRC.

- o Friend
- o Current student w/o ID
- o Delivery
- o Vendor
- o Repair person
- o Other – please explain
- Areas of the school open to visitors
  - o Administration offices
  - o Restrooms
  - o Classrooms only with prior authorization by the Dean, Campus President, or designee such as Program Director
- Visitors must adhere to the same standards of conduct as employees and students
- Employees are responsible for their visitors while inside the Campus

Pre-enrollment
Pre-enrolling frequent visitors, like admission and/or FA appointments, delivery, vendors may be accomplished by the department in charge providing a list to the Front Desk each morning or evening.

Unauthorized Visitors
The Front Office may ask any non-cooperative visitor to leave. If a visitor refuses to leave or is found in unauthorized areas without an ID will be asked to leave. Anyone encountering an issue with an unauthorized visitor should report to the front office who will contact the administrative person in charge at that time. If there is a possibility of escalation, be prepared to call 9-1-1.

Signage
It is recommended that a sign be posted at the school entrance informing all visitors and students without an ID badge to check-in with the Front Desk Staff.

Cyber Security and Threats

Cyber security, or information technology security, is the practice of securing networks, systems and any other digital infrastructure from malicious attacks or unauthorized access. Cyber threats face us each day and we must be prepared to safeguard all data. Some common cyber threats include: Viruses, Malware, Spyware, Phishing attacks, Ransomware, Data Destruction, Data Breaches, and Natural Disasters.
Our institution is committed to preserving the confidentiality of the personal identifiable information (PII) collected during all phases of the education process. This includes PII information pertaining to both our students and employees. Policies, procedures, and mechanisms have been developed and implemented to safeguard the information that is obtained. These policies are outlined in our Information Security Program which is compliant with certain provisions of The Gramm-Leach-Bliley Act and NIST 800-171. These various policies are intended to detect, prevent, and respond to attacks, intrusions, system failures, and cyber threats.

Major areas covered by our information security program are:
1. Application Security
2. Information Security
3. Disaster Recovery
4. Network Security

5. Data Breaches

Application security encompasses measures or countermeasures that are taken during the development life-cycle to protect applications from threats that can come through flaws in the application design, development, deployment, upgrade or maintenance. Our institution assesses applications for vulnerabilities and those vulnerabilities are remediated prior to production deployment to mitigate the risk of threats.

Information security protects information from unauthorized access to avoid identity theft and to protect privacy. Our information security policies are designed to protect the confidentiality, integrity and availability of the computer system and physical data from unauthorized access whether with malicious intent or not.

Disaster recovery planning is a process that includes performing risk assessment, establishing priorities, and developing recovery strategies in case of a disaster. Our information security team has data recovery and restoration plans in place for data recovery in case of emergency.

Network security includes activities to protect the usability, reliability, integrity, and safety of the network. Effective network security targets a variety of threats and stops them from entering or spreading on the network. Network security components include: 1.) Anti-virus and anti-spyware, 2.) Firewall, to block unauthorized access 3.) Intrusion prevention systems to prevent fast spreading threats, and 4.) Virtual Private Networks to provide secure remote access. These various preventative measures have been implemented to ensure a secure experience within our network system and to help mitigate cyber threats.

Data breaches are defined as any "unauthorized disclosure, misuse, alteration, destruction, or other compromise of information." Our information security program is designed to mitigate the risk of any data breaches and is committed to protecting our employees and students from illegal or damaging actions by individuals, either knowingly or unknowingly.

The policies and procedures outlined above have been implemented to mitigate the potential risks and cyber threats that face us every day. If any student or employee believes they have experienced a cyber-threat or potential data breach it should be reported directly to our Information Technology and Security team at: https://servicedesk.edaff.com. The IT Team will respond immediately with the appropriate action to take.

Severe Weather

Note: Adoption of the next section will depend upon severe weather events in the school's location.
All communities are vulnerable to a variety of natural hazards, such as severe weather, including thunderstorms, flash flooding, snowstorms, and tornadoes.

There are several steps you can take to prepare for inclement weather:
1. Listen to weather updates and stay informed
2. Be ready to evacuate if necessary
3. Keep aware from windows and doors
4. Consider buying a weather radio
5. Have an emergency kit ready

Tornado

The following table describes the difference between tornado and thunderstorm watches and warnings.

Watches	
Conditions are favorable or expected but not occurring or imminent	
Tornado	Atmospheric *conditions are favorable* for the development of severe thunderstorms capable of producing tornadoes.
Severe Thunderstorm	Atmospheric *conditions are favorable* for the development of severe thunderstorms (i.e. – producing hail at least 1" in diameter and/or 50 knot (58 mph) or greater wind speeds).

Warnings	
Conditions are occurring or imminent	
Tornado	A severe thunderstorm *has developed* and has either produced a tornado *or radar has indicated* intense low level rotation in the presence of atmospheric conditions conducive to tornado development
Severe Thunderstorm	A severe thunderstorm *has developed*, capable of producing hail greater than 1" diameter and/or 50 knot (58 mph) wind speeds.

- In areas where public tornado/severe thunderstorm warning sirens exist and have sounded, or local radio/television reports have indicated a tornado/severe thunderstorm warning, all school personnel, students, and visitors will immediately move to the hallways in the interior area of the building
- Faculty will go with their students to inside hallways
- Class Roll will be taken by the Faculty to insure everyone is present
- ERT will go through the building to notify anyone who may not have heard the warning
- No one will return to classrooms or offices until "All Clear" is announced by a member of the Emergency Response Team.

Tornado – Damage/Injury
- Meeting of Emergency Response Team will be held after a tornado has occurred
- Initial meeting may include representation from the appropriate county emergency office
- Members of the Emergency Response Team should be prepared to discuss how emergency procedures were or were not followed within their areas of responsibility
- The Emergency Response Team will assess damage and report on power outages, safety of the building, and ways to secure the damaged sites
- A list of injured parties will be compiled regarding medical attention sought through 9-1-1.
- The Emergency Response Team will assess the need to move classes from any damaged area
- Depending on the severity of situation, school may be cancelled, and students and employees sent home until further notice.

Flood

Flood Procedures

When a flash flood **watch** has been issued for the campus area:
- Tune radio, computer, tablet, or cell phone to one of the Emergency Alert stations or applications. Sign up for weather alerts in your area.

- School personnel will assist in providing information on local conditions.
- Be alert for signs of flash flooding and be prepared to evacuate immediately.

When a flash flood **warning** has been issued for the campus area:
- Campus occupants will be notified of the evacuation by the ERT.
- If there is advance warning of a flood than the school may take certain precautions to secure computer equipment and move equipment and business records to avoid damage to assets. Also, consider moving vehicles to safer location.
- All occupants must leave the campus immediately and move to higher ground away from rivers, streams, creeks, and storm drains.

Severe Winter Snowstorms

The National Weather Service refers to winter storms as "deceptive killers" because most deaths are not a direct result of the storms. People are injured or killed in traffic accidents on icy roads, or suffer from hypothermia (low body temperature) due to being cold for a long period of time. Winter storms may knock out power as well (See Power Outages section below for the related procedures).

When a severe snowstorm watch or warning has been issued for the campus area, please do the following:
- Tune radio, computer, tablet, or cell phone to one of the Emergency Alert stations or applications. Sign up for weather alerts in your area.
- School personnel will assist in providing information on local conditions. Students in class will be alerted if the school is closing early due to deteriorating weather conditions.
- For weather related campus closings, notification alerts will be sent out notifying students and employees. All students, staff, and faculty must have their e-mail addresses and cell phones automatically enrolled (Please see campus notification section for more details).

Before a storm hits, the CDC recommends the following actions:
Create an emergency car kit:
- Cell phone, portable charger, and extra batteries
- Items to stay warm such as extra hats, coats, mittens, and blankets
- Windshield scraper
- Shovel
- Battery-powered radio with extra batteries
- Flashlight with extra batteries
- Water and snack food
- First aid kit with any necessary medications and a pocketknife
- Tow chains or rope
- Tire chains
- Canned compressed air with sealant for emergency tire repair
- Cat litter or sand to help tires get traction, or road salt to melt ice
- Booster cables with fully charged battery or jumper cables
- Hazard or other reflectors
- Bright colored flag or help signs, emergency distress flag, and/or emergency flares
- Road maps

Get your car ready. Have maintenance service on your vehicle as often as the manufacturer recommends. In addition, every fall, do the following:

- Have maintenance service on your vehicle as often as the manufacturer recommends. In addition, every fall, do the following:
- Have the radiator system serviced or check the antifreeze level yourself with an antifreeze tester. Add antifreeze as needed.
- Replace windshield-wiper fluid with a wintertime mixture.
- Make sure the tires on your car have adequate tread and air pressure. Replace any worn tires and fill low tires with air to the proper pressure recommended for your car (typically between 30-35 psi).
- Keep the gas tank near full to help avoid ice in the tank and fuel lines.
- Keep your car in good working order. Be sure to check the following: heater, defroster, brakes, brake fluid, ignition, emergency flashers, exhaust, oil, and battery.

Fire

Should fire occur, immediately call 9-1-1. You must stay calm to relay the needed information to the dispatcher. If the facility is equipped with an alarm system, immediately activate it. After placing the 9-1-1 call, calmly, but expediently notify senior management at the Campus so that evacuation procedures can continue until all employees are out of the building. Once outside, all employees and students should report to the designated emergency location as indicated on the evacuation maps. The ERT will account that all are present. DO NOT re-enter the building for any reason or under any circumstances. Wait for the arrival of the Fire Department. DO NOT try to retrieve personal belongings. Everything that you may have in your desk or purse CAN BE REPLACED!

Students, faculty, and staff are to meet in the area designated on the evacuation map. Faculty must take roll and report anyone missing to the Campus President/Leadership Team.

Fire Response Procedures

If you discover smoke or a fire:

- Get everyone out of harm's way.
- Confine the fire by closing doors as you leave the area.
- Call 9-1-1
- Notify the Campus Emergency Response Team and/or Front Desk
- Provide the following information:
    o Location of fire
    o Size or type of fire
    o Your location
- Attempt to put the fire out with a portable fire extinguisher **ONLY** when:
    o You have been properly trained
    o The fire is small
    o You are not alone
    o A safe escape route is present
- Go to the pre-determined Evacuation Assembly area as designated on the campus evacuation map.
- Once assembled, help account for occupants and report to the emergency staff if anyone is unaccounted for and possibly still in the building.

If you hear a fire alarm:
- Do not assume the fire alarm is a false alarm.
- Move to the safest exit.
- Close doors as you leave the area.
- Exit the building.
- Proceed to the designated meeting area.
- Wait for further instructions from the Emergency Response Team or the Fire Department.
- If you are working with hazardous equipment, attempt to shut it down unless doing so puts you at risk.

If you are trapped in an office or other area:
- Wedge cloth material along the bottom of the door to keep out smoke.
- Close as many doors as possible.
- Call 9-1-1
- Call or text the Campus Emergency Response Team or Front Desk and notify of your location and situation.
- Escape through a window if necessary, by breaking the glass.

Power Outage Procedures

Campus response to a power outage will depend on the circumstances. Information should be obtained from the Emergency Response Team as to the extent and likely duration of the outage. In many cases, the duration is indeterminable, and the following actions are recommended:

1. Stay calm. Information may be provided by the Emergency Response Team to assist answering questions and safe evacuation (if necessary).
2. Help persons in darkened areas to move to safety.
3. If it is necessary to evacuate the building, gather personal belongings (if possible and exit the building when it is safe to do so).
4. Do not attempt to use an elevator during a power interruption or outage.
5. Move toward emergency lighting that highlights emergency exit locations.
6. Exit the school and travel to the prearranged 'assembly' location.
7. Shut down any equipment that could be hazardous if the power suddenly comes back on.

Property Damage or Injuries

In case of property damage or injuries stemming from any severe weather, the Campus President or designee on the Emergency Response Team should contact the Education Affiliates Corporate Office, including the corporate Vice Presidents in charge of facilities and insurance. Emergency Response Team should document in writing what happened using the Education Affiliates **Accident Report** (available on the EA SharePoint in the Human Resources & Benefits, Workers Compensation Claims folders. A copy is also found in this Plan in **Appendix 3**). An assessment of damage to building, furniture and fixtures, and equipment should be undertaken. Photos should be taken of damage and damaged property should be preserved if possible. The landlord should be notified immediately and remediation of damage to building should begin quickly.

Violence

Purpose
It is the purpose of the Emergency Preparedness Plan to promote a positive school climate; to train faculty and staff to identify warning signs of violence and risk; and to train students to report concerns of potential violence.

Violence in a school can be triggered by several things: stress at work, stress at home, disgruntled boyfriend, girlfriend, ex-partners, ex-spouses, disgruntled ex-employees, etc. Though the possibility of a violent attack from an employee or outsider seems remote, immediate action is required if it should occur.

Policy
The following policy elements are in effect:

- Federal law states that all persons have the right to bear arms; however, this law does not apply to school facilities or school grounds. If it becomes evident that you are in possession of a weapon, you will be asked by management to leave the premises until such time that the weapon is discarded.
- All employees are required to report threats to a member of the Emergency Response Team or immediate supervisor. This should also be reported immediately to the Education Affiliates (EA) Hotline at 1-Employees.
- Students or employees who resort to violence often give multiple clues beforehand such as: exhibiting threatening, intimidating or harassing behavior; exhibiting bizarre beliefs, paranoia or an exaggerated sense of entitlement; being obsessed with weapons; showing approval of other incidences of violence; or becoming obsessively involved with work to the point of alienating others. Management should be notified immediately if any employee or student exhibits any of these behaviors.
- Once notified, management will take necessary steps to assess the situation. If deemed necessary, the facility will be evacuated, and proper authorities informed of the situation.
- If a violent incident should occur spontaneously, the appropriate response needs to be evaluated quickly and it may include approaches such as all personnel being evacuated from the building using the nearest exit possible or in the event of an active shooter situation a lockdown. Senior management will be responsible for contacting local authorities and medical services

Warning Signs
It must be stressed that if you have had contact with ANY INDIVIDUAL(S) who display the following tendencies, notify the Campus President or Director of Education in your school:

- Threatens harm or talks about killing others.
- Talks about committing suicide.
- Constantly starts or participates in fights.
- Loses temper and self-control easily.
- Possesses or draws artwork that depicts graphic images of death or violence.
- Talks about committing domestic violence.
- Becomes frustrated easily and converts frustration into uncontrollable physical violence.

Intruder/Active Shooter Emergency Action Plan

When a hostile person(s) is actively causing deadly harm or the imminent threat of deadly harm or is barricaded within a building, the following procedures should be followed:

General Procedures:
- Lock yourself in the room you are in at the time of the threatening activity.
- If possible, call **9-1-1** or other appropriate emergency #'s such as the front desk or a member of the Emergency Response Team.
- Do not stay in open areas.
- Lock the window, door(s), and close blinds or curtains.
- Stay away from windows.
- Turn all lights and audio equipment off.
- Try to stay calm and be as quiet as possible.
- If for some reason you are caught in an open area, such as a hallway or main area, you must decide what action to take.
- You can try to hide, but make sure it is a well-hidden space or you may be found as the intruder moves through the building looking for potential victims.
- If you think you can safely make it out of the building by running, do so. If you decide to run, do not run in a straight line. Keep any objects you can between you and the hostile person(s) while in the building or outside the building. When away from the immediate area of danger, summon help any way you can and warn others**.**
- If the person(s) is causing death or serious physical injury to others and you are unable to run or hide, you may choose to play dead if other victims are around you.
- The last option you have, if caught in an open area, may be to fight back. This is dangerous, but depending on your situation, this could be an option.
- If you are caught by the intruder and are not going to fight back, follow their directions and do not look the intruder in the eyes.
- Once law enforcement arrives, obey all commands. This may involve your being handcuffed or made to put your hands in the air or over your face. This is done for safety reasons, and once circumstances are evaluated by law enforcement, they will give you further directions to follow.

If the shooter is outside the building:
- Proceed to a room that can be locked. Turn off all the lights. Close and lock all windows and doors.
- Get all occupants on the floor and out of the line of gunfire. Also, ensure that no one is visible from outside the room.
- One person in the room should call **9-1-1** and advise the **9-1-1** operator of the situation, including location.
- Unfamiliar voices may belong to the shooter who is attempting to lure victims from their safe space; do not respond to any voice commands until you can verify with certainty that they are being issued by a police officer.
- Remain in place until law enforcement, emergency management and/or school officials give an "All-Clear" notification.

If the shooter is inside the building:
- Lock the room if possible, or if you can, safely leave the building.
- If your room cannot be locked, determine if there is a nearby location that can be reached safely and locked.
- Lie on the floor or under a desk and remain silent.

- If it is possible to escape the area safely and avoid danger, do so by the nearest exit or window. Leave books, backpacks, purses, etc. in the room. As you exit the building, keep your hands above your head and listen for instructions that may be given by police officers on the outside. If you receive no instructions, proceed to an evacuation assembly point that is out of the danger area.
- Contact **9-1-1**. Report your name and location.
- Remain calm, keep your hands up above your head and follow instructions. If an officer points a firearm at you, please try to remain calm. Make no movement that may cause the officer to mistake your actions for a threat. Remember, the officer does not know if you are involved in the incident or are a suspect at this point.
- If you witness anything, tell the responding officers as much about what you know about the situation.
- Wait for law enforcement to come find you.

If the shooter(s) enter your classroom or office:
- Call **9-1-1** if possible and alert the **9-1-1** operator to the shooter's location. If you cannot speak, leave the phone open so the dispatcher can listen to what is taking place.
- If there is no opportunity for escape or hiding, it might be possible to negotiate with the shooter. After all other options have been exhausted, and as a very last resort, attempt to overcome the shooter with force if necessary.
- If the shooter leaves your area and you can escape, proceed immediately to a safer place. Do not touch anything that is in the vicinity of the shooter.

Bomb Threats/Explosions
Once notification has been received that there is a possibility of or threat of a bomb in the building, ALL occupants of the building including staff, faculty, students, and visitors must evacuate the building IMMEDIATELY. If the facility is equipped with an alarm system, immediately activate it. Supervisors are responsible for assuring the safety of their staff, faculty, students and visitors. Once ALL occupants of the facility have been evacuated and met outside at the designated location, senior management at the Campus will investigate the situation with local authorities and report back to the employees and students. Under no circumstances are employees to attempt to find out details on their own. The local authorities will be busy controlling the situation.
If you should see a package that is "out of place" or seems suspicious in any way, notify a member of the Emergency Response Team. After a quick investigation with employees, senior management will contact the local authorities, if deemed necessary. **DO NOT ATTEMPT TO TOUCH OR MOVE THE PACKAGE!** Evacuation proceedings should start immediately.

If a bomb should detonate, or if there is any other type of explosion, injury to personnel is very likely. If you are injured, but able to walk, please leave the area immediately. If you are not injured and the area appears stable, check for others that may have been injured. If someone is injured, follow these steps:

- DO NOT move the person. There could possibly be injuries to the spinal cord that would be aggravated if the person were moved.
- If there is bleeding, apply steady pressure with a cloth. If a cloth is not available, use your hands. DO NOT apply a tourniquet.
- Assure the injured that help is coming and try to keep him/her as calm as possible.
- If the person should stop breathing, check the neck area to see if there is a pulse. If no pulse is evident, administer CPR.
- If the injured stops breathing, but has a pulse, check to see if his/her airway is blocked. Loosen their

clothing around the neck to help them breathe easier.

Only if someone stops breathing or is in danger (from fire, etc.) should you attempt to move them in any way. Once emergency personnel arrive, leave the building immediately. As stated above, all employees and students should meet outside at the designated location so that a "head count" can be done.

See **Appendix 1: Threats** for the checklist that should be completed if a threat is received.

Evacuation Procedures

In the event of an emergency that requires the evacuation of the premises, an announcement will be made by the Campus President or designee. This is the signal for all employees, and students to evacuate the school building. All individuals without emergency assignments will remain outside the building until authorized to re-enter the building by the Emergency Response Team personnel.

Each room will have a floor plan of the school posted near the entrance to the room. The evacuation route and the nearest emergency exit shall be highlighted on the floor plan. All employees should familiarize themselves with the evacuation routes, emergency exits, and designated meeting places. Students will be advised about the existence of the floor plan and will be asked to familiarize themselves with the information in the event of an emergency.

Faculty shall be responsible for the safe evacuation of classrooms. Supervisors shall be responsible for the safe evacuation of their work area(s). All employees and students will be directed to the nearest safe exit from the school and the building. Before leaving the school and the building, employees, with back-up from members of the Emergency Response Team, shall ensure that:
- Rooms are evacuated in a calm and orderly manner
- All windows are shut
- All electrical equipment is turned off
- All students/employees are evacuated through the nearest emergency exit; and
- All classroom/office doors are closed but unlocked

Once outside, the faculty/supervisors shall ensure that all students/employees are safely outside the building and that all are in an organized manner in a staging area a safe distance from the emergency and clear of the route and access ways for emergency vehicles. Faculty should bring attendance binders to perform roll call outside the building. Report missing students/employees to the Emergency Response Team. Faculty will maintain calm and order, and will not allow anyone to leave the premises except to receive medical attention.

Evacuation Areas
The designated assembly areas for the school should be the farthest points from the school and building within or in an outside area.

Persons with Disabilities Evacuation Procedures
If immediate evacuation is necessary, be aware of the following considerations:

Non-Ambulatory Persons:
- Wheelchairs have many moving parts; some are not designed to withstand stress or lifting.
- You may need to remove the chair batteries. Life support equipment may be attached.

- In a life-threatening emergency it may be necessary to remove an individual from their wheelchair. Lifting a person with minimal ability to move may be dangerous.
- If necessary, two or three individuals may carry non-ambulatory persons from the building.
- Wheelchairs should not be used to descend stairwells, if possible.
- Non-ambulatory persons may have respiratory complications. Remove them from smoke or fumes immediately and determine their needs and preferences.
- Ways of being removed from the wheelchair:
  - Whether to extend or move extremities when lifting because of pain, catheter leg bags, spasticity, braces, etc.
  - Whether to carry forward or backward on a flight of stairs.
  - Whether a seat cushion or pad should be brought along if the wheelchair is being left behind.
  - In lieu of a wheelchair, does the person prefer a stretcher, chair with cushion/aid, or car seat?
  - Is paramedic assistance necessary?
  - Always consult with the person in the chair regarding how best to assist them.

Visually Impaired Persons:
Most visually impaired persons will be familiar with their immediate surroundings. In an emergency:
- Describe the nature of the emergency and offer to act as a "sighted guide" - offer your elbow and escort him/her to a safe place.
- As you walk, describe where you are and advise of any obstacles.
- When you have reached safety, orient the person as to where you are and ask if further assistance is needed.

Hearing Impaired Persons:
Because persons with impaired hearing may not perceive emergency alarms, an alternative warning technique is required. Two methods of warning:

- Write a note describing the emergency and the nearest evacuation route ("Fire. Go out rear door to the right and down, NOW!").
- Turn the light switch off and on to gain attention then, indicate through gestures what is happening and what to do.

Lockdown Procedures

Purpose: Used when there is a threat of violence or serious incident that could jeopardize the safety of students/employees (I.E. Intruder, shooting, hostage incident, gang fights, civil disturbance, etc.)

Campus President or Director of Education
- Designate someone to Call 9-1-1, identify the name and address of the school, describe the emergency, state the school is locking down, provide intruder description and weapon(s) if known, and identify the location of the school command post. Direct staff to stay on the phone to provide updates and additional information.
- The School's Emergency Notification System will be enacted to alert everyone of imminent threats.

Office Staff
- Stay by phones to wait for additional procedures from the Campus President, designee, or police.
- Assist the Emergency Response Team to establish the school command post.

<u>Faculty</u>
- Clear the hallway and bathrooms by your room moving everyone into the classroom.
- Lock your doors, turn off your lights, and shut your blinds and windows.
- Move students and staff away from the doors and windows.
- Have all persons sit down against a wall that has the least visibility from outside the room.
- Place a GREEN or RED status card on/under your door and window. (Green signifies everything is ok, Red means emergency assistance is needed)
- Ignore all bells and alarms unless otherwise instructed.
- Take attendance and be prepared to notify the Emergency Response Team of missing students or additional students, employees or guests sheltered in your classroom.
- Allow no one outside of the classroom until the Campus President or law enforcement gives the "**All Clear**" signal*.
- If outside, faculty will move students to the designated off-campus assembly area and wait for further instructions.

*Consider using a "Duress Code" to authenticate any "All Clear" signal (This is a specific word or phrase that is used prior to giving the "All Clear" signal that indicates to all staff that the person signaling the "All Clear" is not being forced to do so by an intruder.)

Police Emergency Procedures

In case of a police emergency, students and employees should not expose themselves to any unnecessary risks. In the event of an emergency, notify a member of the Emergency Response Team immediately. *To do this, please contact the Front Desk.* If deemed necessary, call the police (9-1-1) first and then report the emergency to a member of the Emergency Response Team.

Police emergencies include:
- intruders and/or trespassers
- assaults or threatened assaults
- stalkers
- robberies
- weapons possession
- intoxication
- illegal drugs
- disruptive, illegal, or suspicious behavior
- bombs possession

If the local police are called, the police have the authority over the situation. If the police are not called, a member of the Emergency Response Team should resolve the situation in a manner that minimizes any threat to students or employees.

Exposure Control Plan

Fortis College is committed to providing a safe and healthful work environment for the entire staff. In pursuit of this goal, an Exposure Control Plan (ECP) may be provided as a separate document to eliminate or minimize occupational exposure to bloodborne pathogens in accordance with OSHA standard 29 *CFR* 1910.1030, "Occupational Exposure to Bloodborne Pathogens."

Fortis College adheres to the guidance contained in the OSHA Manual available at the following link:
https://www.osha.gov/sites/default/files/publications/OSHA3404laboratory-safety-guidance.pdf

The Exposure Control Plan is a key document to assist Fortis College in implementing and ensuring compliance with the standard, thereby protecting our employees. All Campuses should maintain an **Exposure Control Plan** that as a separate document outlines the following:

- Determination of employee exposure
- Implementation of various methods of exposure control, including:
  - Universal precautions
  - Engineering and work practice controls
  - Personal protective equipment (PPE)
  - Housekeeping
- Hepatitis B vaccination
- Post-exposure evaluation and follow-up
- Communication of hazards to employees and training
- Recordkeeping
- Procedures for evaluating circumstances surrounding exposure incidents
- OSHA assistance and training

Implementation methods for these elements of the standard are discussed in the Exposure Control Plan. It is recommended that a '**Radiation Exposure Plan**' be created for a campus that offers a program with an energized laboratory.

Employees
It is recommended that employees covered by the bloodborne pathogens standard receive an explanation of this during their initial training session. It will also be reviewed during their refresher training. All employees can review this plan at any time during their work shifts by contacting the Exposure Control Plan Coordinator or their supervisor or viewing it in the LRC. If requested, a copy of the Exposure Control Plan will be provided to the employee within a reasonable period of time.

Students
The Exposure Control Plan, universal precautions, personal protective equipment, bloodborne pathogens, hand washing, CPR, etc. are covered in introductory courses such as AHP101 or orientation.

Hazardous Materials/Communication Procedures

The management of Fortis College is committed to preventing accidents and ensuring the safety and health of our students and employees. We will comply with all applicable federal and state health and safety rules. Under this program, employees are informed of the contents of the OSHA Hazard Communications Standard, the hazardous properties of chemicals with which they work, safe handling procedures and measures to take to protect themselves from these chemicals. These chemicals may be physical or health related.

Identifying Hazardous Chemicals
Safety Data Sheets (SDS) include information regarding chemicals on campus. Detailed information about the physical, health, and other hazards of each chemical is included in a Safety Data Sheet (SDS); the product identifier for each chemical on the list matches and can be easily cross-referenced with the product identifier on its label and on its Safety Data Sheet. The Program Directors are responsible for establishing and monitoring the Safety Data Sheets. They will ensure that procedures are developed to obtain the necessary SDSs and will review incoming SDSs for new or significant health and safety

information. They will see that any new information is communicated to affected employees. The procedure below will be followed when an SDS is not received at the time of initial shipment:

- Locate the product and manufacturer from the invoice or order form
- Locate an SDS online, or request from vendor
- Add SDS to the binder located in the Program Director's offices and program labs

Copies of SDSs for all hazardous chemicals to which employees are exposed or are potentially exposed will be kept in the Program Director's offices and all labs. SDSs will be readily available to all employees during each work shift. If an SDS is not available, contact the Program Directors.

It is recommended that a list be prepared that identifies all hazardous chemicals with a potential for employee exposure at this workplace.

Identifying Containers of Hazardous Chemicals

The labeling system to be used by Fortis College will follow the requirements in the 2012 revision of the OSHA Hazard Communication Standard to be consistent with the United Nations Globally Harmonized System (GHS) of Classification of Labeling of Chemicals. The label on the chemical is intended to convey information about the hazards posed by the chemical through standardized label elements, including symbols, signal words and hazard statements.

All hazardous chemical containers used at this workplace will have:

- The original manufacturer's label that includes a product identifier, an appropriate signal word, hazard statement(s), pictogram(s), precautionary statement(s) and the name, address, and telephone number of the chemical manufacturer, importer, or other responsible party
- A label with the appropriate label elements just described
- Workplace labeling that includes the product identifier and words, pictures, symbols, or combination that provides at least general information regarding the hazards of the chemicals.
- A designated supervisor will ensure that all containers are appropriately labeled. No container will be released for use until this information is verified. Workplace labels must be legible and in English.

Small quantities intended for immediate use may be placed in a container without a label, provided that the individual keeps it in their possession at all times and the product is used up during the work shift or properly disposed of at the end of the work day. However, the container should be marked with its contents.

Keeping Safety Data Sheets (previously known as Material Safety Data Sheets)

The manufacturer or importer of a chemical is required by OSHA to develop a Safety Data Sheet (SDS) that contains specific, detailed information about the chemical's hazard using a specified format. The distributor or supplier of the chemical is required to provide this SDS to the purchaser.

SDS's are readily available to all employees during their work shifts. Employees can review SDS for all hazardous chemicals used at this workplace. The SDS's specific to each department are available in the labs and are housed by the Program Directors.

The SDS's are updated and managed by the Program Directors. If a SDS is not immediately available for a hazardous chemical, employees can obtain the required information by contacting the Program Directors or will contact the authorized employee who has the required information.

Training Employees about Chemical Hazards

Before they start their jobs or are exposed to new hazardous chemicals, it is recommended that employees who have a potential risk should attend a hazard communication training that covers the following topics:

An overview of the requirements in OSHA's Hazard Communication Standard.

- Hazardous chemicals present in their workplace.
- Any operations in their work area where hazardous chemicals are used.
- The location of the written hazard communication plan and where it may be reviewed.
- How to understand and use the information on labels and in Safety Data Sheets.
- Physical and health hazards of the chemicals in their work areas.
- Methods used to detect the presence or release of hazardous chemicals in the work area.
- Steps we have taken to prevent or reduce exposure to these chemicals.
- How employees can protect themselves from exposure to these hazardous chemicals through use of engineering controls/work practices and personal protective equipment.

An explanation of any special labeling present in the workplace.

- What are pictograms?
- What are the signal words?
- What are the hazard statements?
- What are the precautionary statements?

Emergency procedures to follow if an employee is exposed to these chemicals:

A designated supervisor is responsible for ensuring that employees receive training regarding the emergency procedures to follow if exposed to certain chemicals, and that those are incorporated into the school's Hazard Communication Plan.

Prior to introducing a new chemical hazard into any department, each employee in that department will be given information and training as outlined above for the new chemical hazard.

Informing Employees who do Special Tasks

Before employees perform special (non-routine) tasks that may expose them to hazardous chemicals, their supervisors will inform them about the chemicals' hazards. Their supervisors also will inform them about how to control exposure and what to do in an emergency. The employer will evaluate the hazards of these tasks and provide appropriate controls including Personal Protective Equipment all additional training as required.

Informing contractors and other employers about our hazardous chemicals

If employees of other employer(s) may be exposed to hazardous chemicals at our workplace (for example, employees of a construction contractor working on-site), it is the responsibility of the designated supervisor to provide contractors and their employees with the following information:

- The identity of the chemicals, how to review our Safety Data Sheets, and an explanation of the container labeling system.
- Safe work practices to prevent exposure.

Small/Non-Hazardous Spill

Spills that do not endanger occupants in the immediate area may be cleaned up by staff that have been trained and are properly equipped to handle the type of spill. Consideration should be given to the following:

- Chemical involved.
- Amount of chemical spilled.

- Location of the spill.
- Availability of clean up materials.
- Another type of emergency is noxious fumes or a bothersome smell. Sometimes this is from exposure to a chemical.
  a. If toxic fumes are present, secure the area (with caution tapes or cones) to prevent other personnel from entering and leave the area. Avoid breathing in fumes.
  b. Employees exposed to fumes should seek medical treatment if necessary. ERT and landlord should be notified of fumes and appropriate remediation undertaken.

Hazardous Communication Standard Pictograms and Hazards

- Carcinogen
- Mutagenicity
- Reproductive Toxicity
- Respiratory Sensitizer
- Target Organ Toxicity
- Aspiration Toxicity

- Flammables
- Pyrophorics
- Self-Heating
- Emits Flammable Gas
- Self-Reactives
- Organic Peroxides

- Irritant (skin and eye)
- Skin Sensitizer
- Acute Toxicity
- Narcotic Effects
- Respiratory Tract Irritant
- Hazardous to Ozone Layer (Non-Mandatory)

Gas Cylinder

- Gases Under Pressure

Corrosion

- Skin Corrosion/Burns
- Eye Damage
- Corrosive to Metals

Exploding Bomb

- Explosives
- Self-Reactives
- Organic Peroxides

Flame Over Circle

- Oxidizers

Environment
(Non-Mandatory)

- Aquatic Toxicity

Skull and Crossbones

- Acute Toxicity (Fatal or Toxic)

Pandemic Plan

The purpose of this pandemic plan is to protect the health and safety of our students, employees, and their families. The scope of this plan is to cover the most prevalently highly infection illnesses such as Influenza/Pandemic Flu, COVID-19 (coronavirus), MERS, SARS, and Ebola.

Provided below is a limited list and explanation of certain infectious diseases. There are many other highly infectious illnesses and diseases that could be listed here, but are not due to space limitations. Please visit the Centers for Disease Control and Prevention website (https://www.cdc.gov/) for a complete list.

Influenza/Pandemic Influenza - Influenza (flu) is a contagious respiratory illness caused by influenza viruses. It can cause mild to severe illness. Serious outcomes of flu infection can result in hospitalization or death. Some people, such as older people, young children, and people with certain health conditions, are at high risk of serious flu complications. There are two main types of influenza (flu) virus: Types A and B. The influenza A and B viruses that routinely spread in people (human influenza viruses) are responsible for seasonal flu epidemics each year. The best way to prevent flu is by getting vaccinated each year.

An influenza pandemic is a global outbreak. An influenza pandemic is a global outbreak of a new influenza A virus. Pandemics happen when new (novel) influenza A viruses emerge which can infect people easily and spread from person to person in an efficient and sustained way. (Note: COVID-19 is not a flu pandemic, but rather a new strain of the coronavirus).

The difference between the seasonal flu and pandemic flu are described below:

Seasonal Flu	Pandemic Flu
Outbreaks follow predictable seasonal patterns; occurs annually, usually in winter (Dec - Feb), and peaks in temperate climates	Occurs rarely (Three times in 20th century)
Usually some immunity built up from previous exposure	No previous exposure; little or no pre-existing immunity
Healthy adults usually not at risk for serious complications; Certain people are at high-risk for serious complications (infants, elderly, pregnant women, extreme obesity and persons with certain chronic medical conditions)	Healthy people may be at increased risk for serious complications
Health care providers and hospitals can usually meet public and patient needs	Health care providers and hospitals may be overwhelmed Alternate care sites may be available to meet public and patient needs
Vaccine developed based on known flu strains and available for annual flu season	Although the US government maintains a limited stockpile of pandemic vaccine, vaccine may not be available in the early stages of a pandemic. Most likely no vaccine exists in the early stages. Two doses of vaccine may be needed
Adequate supplies of antiviral medications are usually available	Effective antiviral medications may be in limited supply
Rates of medical visits, complications, hospitalizations and death can vary from low to high. CDC estimates that flu-related hospitalizations since 2010 ranged from 140,000 to 710,000, while flu-related deaths are estimated to have ranged from 12,000 to 56,000.	Rates of medical visits, complications, hospitalizations and death can range from moderate to high Number of deaths could be much higher than seasonal flu (e.g. The estimated U.S. death toll during the 1918 pandemic was approximately 675,000)
Symptoms: fever, cough, runny nose, muscle pain. Deaths often caused by complications, such as pneumonia.	Symptoms may be more severe and complications more frequent
Generally causes modest impact on society (some school closings, encouraging people who are sick to stay home)	May cause major impact on society (widespread restrictions on travel, closings of schools and businesses, cancellation of large public gatherings)
Manageable impact on domestic and world economy	Potential for severe impact on domestic and world economy

COVID-19 (Coronavirus) – People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. The virus is spread person-to-person between people within close contact (about 6 feet) via respiratory droplets produced when an infected person sneezes or coughs, and these droplets are inhaled into the lungs of by people who are nearby. (Please see Appendix 12 for complete Pandemic/Influenza plan.)

Symptoms may appear **2-14 days after exposure to the virus.** People with these symptoms may have COVID-19:
- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

This list does not include all possible symptoms. As we learn more about this virus, this list may be expanded.

When to Seek Emergency Medical Attention
Look for **emergency warning signs*** for COVID-19. If someone is showing any of these signs, **seek emergency medical care immediately**
- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

*This list is not all possible symptoms. Please call your medical provider for any other symptoms that are severe or concerning to you.

SARS – Severe acute respiratory syndrome (SARS) is a viral respiratory illness caused by a coronavirus called SARS-associated coronavirus (SARS-CoV). SARS was first reported in Asia in February 2003. The illness spread to more than two dozen countries in North America, South America, Europe, and Asia before the SARS global outbreak of 2003 was contained. Since 2004, there have not been any known cases of SARS reported anywhere in the world.

MERS - MERS-CoV, like other coronaviruses, likely spreads from an infected person's respiratory secretions, such as through coughing. However, we do not fully understand the precise ways that it spreads.

MERS-CoV has spread from ill people to others through close contact, such as caring for or living with an infected person. Infected people have spread MERS-CoV to others in healthcare settings, such as hospitals.

Researchers studying MERS have not seen any ongoing spreading of MERS-CoV in the community.
All reported cases have been linked to countries in and near the Arabian Peninsula. Most infected people either lived in the Arabian Peninsula or recently traveled from the Arabian Peninsula before they became ill. A few people have gotten MERS after having close contact with an infected person who had recently traveled from the Arabian Peninsula. The largest known outbreak of MERS outside the Arabian Peninsula occurred in the Republic of Korea in 2015 and was associated with a traveler returning from the Arabian Peninsula.

Public health agencies continue to investigate clusters of cases in several countries to better understand how MERS-CoV spreads from person-to-person.

Ebola – Ebola virus disease (EVD) is a deadly disease with occasional outbreaks that occur primarily on the African continent. EVD most commonly affects people and nonhuman primates (such as monkeys, gorillas, and chimpanzees). It is caused by an infection with a group of viruses within the genus Ebolavirus. The virus usually starts between 2 days and 3 weeks after contracting the virus. Symptoms show up as a fever, sore throat, muscular pain, and headaches. Vomiting, diarrhea, and a rash may follow along with decreased function of the liver and kidneys. An infected person may bleed both internally and externally and has a very high risk of death, killing between 25-90% of those infected. Death often occurs from low blood pressure due to loss of blood. The virus spreads to people initially through direct contact with the blood, body fluids and tissues of animals. Ebola virus then spreads to other people through direct contact with body fluids of a person who is sick with or has died from EVD. This can occur when a person touches these infected body fluids (or objects that are contaminated with them), and the virus gets in through broken skin or mucous membranes in the eyes, nose, or mouth. People can get the virus through sexual contact with someone who is sick with EVD, and after recovery from EVD. The virus can persist in certain body fluids, like semen, after recovery from the illness.

Measles – Per the Centers for Disease Control and Prevention (CDC):
Measles was officially eliminated from the United States in 2000, meaning measles doesn't continuously spread within the country for more than 12 months at a time and new cases are only found when someone contracts measles abroad and returns to the country. Achieving measles elimination status in the U.S. was a historic public health achievement. Source verification: https://www.cdc.gov/measles/about/history.html?CDC_AAref_Val=https://www.cdc.gov/measles/elimination.html

Rubella is a contagious disease caused by a virus. It is also called "**German Measles**," but it is caused by a different virus than measles. Most people who get Rubella usually have a mild illness, with symptoms that can include a low-grade fever, sore throat, and a rash that starts on the face and spreads to the rest of the body. Rubella can cause a miscarriage or serious birth defects in a developing baby if a woman is infected while she is pregnant. The best protection against rubella is MMR (measles-mumps-rubella) vaccine.
The **Measles, Mumps, Rubella (MMR)** vaccine is very safe and effective. When more than 95% of people in a community are vaccinated (coverage >95%), most people are protected through community immunity (herd immunity). At local levels, vaccine coverage rates may vary considerably, and pockets of unvaccinated people can exist in states with high vaccination coverage. When measles gets into communities of unvaccinated people in the U.S., outbreaks can occur.

Elimination is defined as the absence of endemic measles transmission in a region for ≥ 12 months in the presence of a well-performing surveillance system. More than 100 cases of measles have been

reported in the United States since the start of 2024, and the US Centers for Disease Control and Prevention warns that a rapid rise in cases — significantly more than in recent years — poses a renewed threat to the country's disease elimination status.

"Risk for widespread U.S. measles transmission remains low because of high population immunity," the CDC said in a report published April 11, 2024. "However, because of the increase in cases during the first quarter of 2024, additional activities are needed to increase U.S. routine measles, mumps, and rubella vaccination coverage, especially among close-knit and under-vaccinated communities. These activities include encouraging vaccination before international travel and rapidly investigating suspected measles cases."

For additional information:
https://www.cdc.gov/measles/data-research/?CDC_AAref_Val=https://www.cdc.gov/measles/cases-outbreaks.html

INFECTION DISEASE PREVENTION: PREPARE-PREVENT-PROTECT
Preparedness refers to those actions and measures taken before an event to better handle the emergency when it arises. The CDC plays a prevalent role in making sure states and local health departments are prepared for public health emergencies. During any pandemic or infectious disease outbreak, our institution will be working closely with state and local health officials to ensure the safety of our students and employees.

In the early phases of a pandemic or outbreak, the CDC recommends following good health habits to help mitigate the risk of infection and to help reduce the spread of infection. These good habits include:

- Avoid close contact.
- Stay home when you are sick.
- Cover your mouth and nose
- Clean your hands. Hand sanitizers can be effective when there is no access to water.
- Avoid touching your eyes, nose, or mouth.
- Practice other good health habits (i.e. clean and disinfect surfaces, practice social distancing, etc.)

Everyday preventative actions, like non-pharmaceutical interventions (NPI's), are actions, apart from getting vaccinated or taking medicine that people and communities can take to help slow the spread of illness like influenza (flu)

In the Event of a Pandemic, Infectious Disease Outbreak or Other Type of Emergency

The Campus President, along with other members of Fortis College's Leadership Team and Education Affiliates Senior Management, will work closely with state and local public health officials, along with any other local authorities, to decide the best course of action for executing public health infection control measures or other types of emergencies or unanticipated interruptions including weather related natural disaster events such as tornados, severe lightning, thunder, hail and snow storms, hurricanes, flash floods, fires, and campus facility maintenance issues such as extensive property damage, electric power outages impacting heating, cooling and refrigeration, electrical systems, failure of information technology services including internet access, and other unanticipated operations related circumstances including human resources matters, instructional and/or administrative staffing, etc. Other types of emergency scenarios include explosion; hazardous material release; high crime

incidents including active shooter and bomb threat; power failure; medical and other geographically contingent variables. This course of action may include cancellation of classes and/or other events, closure of the campus, and a contingency plan for those students who may have externships or clinical studies that may be directly impacted.

Students and employees will be notified via the **Emergency Notification System** (See Page 47 of this Plan) for details regarding the Emergency Notification System) of any school closures. The campus website and student portal will be a key medium for communicating to students, employees, and the community on the action taken for various safety measures, including the continuity of teaching. The campus e-mail system, along with other campus teaching platforms, will be a common communication platform to inform students of any pertinent information relating to the on-going situation

Continuity of Student Learning and Operations
To ensure continuity of instruction for unanticipated emergencies or operational interruptions, a modified learning environment may be needed. Campus management, along with senior management, will work closely with federal, state, and accreditation agencies to develop alternative procedures. This may include obtaining the appropriate approvals to provide alternate methods of program delivery. These alternative methods of teaching may include temporary web-based distance instruction along with remote lessons and assignments. The delivery methods may vary by program and may include activation of the following emergency continuity of student learning and operations policy. Please Note: If this (below detailed) policy is activated (pursuant to campus, Regional Vice President, and Senior Vice President of Financial Aid and Compliance approvals), students, faculty and staff will be notified:

1. If a student has contracted Covid 19, or other contagious infectious illness, or is debilitated as a result of a severe accident or other emergency event, or has experienced severe personal circumstances, the student may participate in synchronous/remote training for the period of required quarantine or recovery process not to exceed 15 calendar days. This allowance assumes that the student is either asymptomatic or mildly affected and can actively participate in class remotely.
    • The synchronous class will be recorded and archived.
    • Attendance must be recorded daily
    • Students will submit required work remotely through the Canvas Learning Management System and must do so within the same timeframe as ground-based students
    • An inability to return to class after the 15-day quarantine period will result in the student being dismissed

2. If a student who has contracted Covid 19 or other contagious infectious illness or has experienced severe personal circumstances and is unable to participate as explained above due to a more severe reaction, a covid positive student can quarantine up to 17 calendar days of class instead of the 14-calendar day policy in place for standard non-attendance whereupon a student is dropped. This is to allow for up to a 2-week quarantine period be completed and to provide for a safe return to a ground-based class. Although this gives a student some flexibility it must be noted that a student may very well fail the class due to time missed. However, they will be allowed to repeat the class, and the student will be in an uninterrupted active status as an accommodation. Failed classes will affect a student's GPA and may affect their Satisfactory Academic Progress status. In programs with maximum failed class policies, this failed class will count as a failed class.

3. If a student has been exposed to Covid-19 or other contagious infectious illness, the student may participate in class via synchronous training. The above requirements in bullet 1 continue to apply.

To do so the student must take the following actions:
If the student notifies school administration, they are self-quarantining due to exposure to a person who tested positive for COVID and/or exhibits symptoms of COVID or other contagious infectious illness, the student must provide details to the school to justify the need for synchronous training. In most cases, this consideration will be limited to two events. Any further exposure experiences will result in a drop and future re-enter.

Support for Students
Faculty and technology support will be provided to all students and employees. Any student or employee that may need technology hardware and/or software support will be provided such support through the School's Administrative Office. A student may require access to a computer, webcam, and the internet or the ability to receive and access recorded classroom lectures to participate in emergency web-based classes. The school will work tirelessly to ensure students and employees receive the appropriate tools to accommodate any modified learning structure.

Clinical, Practicum, and Externships
School officials will also work closely with the externship and clinical sites to avoid interruption where possible. When interruption is unavoidable, the school will use the following guidelines pending federal, state, and accreditor approval:

- In each event that a clinical or externship experience is impacted due to unavailability of the site, or other restriction due to the emergency situation, we will identify options to move students to sites that are still available and willing to accept students.

- If/when it is not possible to identify an alternate site for a student or class, equivalent clinical simulations will be utilized instead where possible and appropriate.

- If/when it is not possible or appropriate to utilize clinical simulation, equivalent remote laboratory experiences will be utilized instead where possible and appropriate.

- If/when it is not possible or appropriate to utilize remote laboratory experiences, the experience will be rescheduled for the student after classes return to normal, utilizing a 30-day incomplete grade function.

Learning Resources System
Students taking online courses within their program on a limited and emergency basis may have access to the learning resource system. The Learning Resource System (LRS) maintains a collection of educational resources via on-line databases through the Library and Information Resources Network (LIRN). The collection currently consists of books, industry publications, and various types of electronic materials. The book collection contains reference materials for each program, as well as general information and literary selections. In addition to the book collection, the LRS also maintains access to several scholarly journals.

Extended Absences for Students
The pandemic situation or other community infectious disease situation or other emergency event may cause an unavoidable disruption to instruction. This includes those programs that may not be able to use an alternate mode of instruction and those students who may become ill because of a pandemic or other infectious disease outbreak situation. Based upon federal, state, and accreditation approvals and guidelines, where applicable, the school will consider the granting of leave for those directly affected

by a pandemic or other community infectious disease situation or other type of emergency event.

Pandemic/Outbreak/Emergency Policy Disclosure

The policies listed above are solely dependent on federal, state, and accreditation regulations and guidance. Without the appropriate approvals by these agencies, certain modified policies and practices are not permitted by law.

Communication

As noted above, the campus website and student portal will be key media for communicating to students, employees, and the community on the continuing action taken throughout. The campus e-mail system, along with other campus teaching platforms, will be a common communication platform to inform students of any pertinent information relating to the on-going situation.

Returning to Normal Operations

Campus management will work closely with state and local public health officials to determine and assess the readiness to resume to normal operations. This analysis will most likely be conducted on a state-by-state basis and even county-by-county basis in some instances. Not all localities may be able to resume operations at the same time. The campus will remain in communication with students and employees as described within this plan.

Emergency Response Kit

It is recommended that the campus maintains an emergency response kit in the main administration area. During an emergency the kit should be taken outside or to the appropriate area to have it on-hand as needed. The kit should contain the following items:

- A copy of the Emergency Preparedness Plan, along with a current employee and student rosters that should be updated before each class start.
- First aid kit
- Flashlights and extra batteries
- AM/FM radio and extra batteries
- Emergency water supply

It is recommended that additional first aid kits are maintained at the front desk and in all skills labs.

As a precautionary measure, it is advised that all staff, faculty and students maintain a personal emergency kit including one in their vehicle, if applicable.

The American Red Cross website located at http://www.redcross.org/services/prepare provides additional information on emergency kits for work and home.

Medical Emergency Procedures

In case of a medical emergency: **Call 9-1-1**

Be prepared to provide the following information:

- School name
- Address

- Nature of injury
- Location of injured person
- Approximate age and sex of injured person
- Current condition
- Any known medical history
- Notify the Emergency Response Team and/or Front Desk. Remain with the person with the medical emergency. Do not move him/her unless s/he is in immediate danger of further injury.

When an employee or a student is injured a school supervisor should complete the Education Affiliates **Accident Report** (available on the EA SharePoint site in the Human Resources & Benefits, Workers Compensation Claims folders, and also in **Appendix 3** of this Plan) and provide a copy to the corporate Vice President of Treasury Operations. Any witnesses to accidents should provide written statements to document what happened. The school must report employee injuries to Education Affiliates Workers Compensation insurer (Travelers Insurance) as Worker Compensation claims. It is important to report claims immediately. (Students are not covered by Workers Compensation except in the state of Colorado.) Questions concerning insurance for employee and student injuries should be directed to the Education Affiliates VP of Treasury Operations.

General Procedures

Invariably questions will arise concerning payroll whether a crisis occurs at the end of a pay period or if the crisis is for an extended period. Employees will want to know when (how and where if they do not have automatic deposit) they will be paid during any shutdown of the school's operation. Senior management will be responsible for answering these questions.

As educators, we are committed to serving our students. In situations where a crisis or a disaster causes the school to shut down, students, faculty and staff must be notified of the problem and must be kept up to date as to the progress of re-opening the school.

The **Campus President** is responsible to ensure that the message on the answering machine is changed to reflect the situation, if telephone service allows, and contacting insurance carriers if warranted. The **Education Affiliates Corporate Office** will contact any banking institutions or other agencies, if necessary; to convey the status of the company and needs it may have and will also initiate any correspondence necessary to government agencies to assure that the company's interest is safeguarded.

Alternative resources should also be established for long-term shutdowns to include computer equipment, fax equipment, copiers, telephones, etc. Key personnel will be commissioned, as deemed necessary, to establish these resources as a joint effort in support of the school's mission.

For many disasters, especially in the event of a fire, there will not be time to do anything other than safely evacuate the building. Every employee should be informed of escape and evacuation procedures. If there are no "alarm" systems located in the building, senior management on site will inform students, faculty and staff present in the building of the danger/crisis. Generally, the person responsible for this will be the local Campus President, who will in turn immediately notify the appropriate corporate employee in White Marsh, MD. Upon notification of a problem, the Campus President will take the necessary steps to inform the employees of actions that would need to be taken. Exit plans should be in each room and area within the building. Each employee should remain calm and proceed to the nearest exit. Once outside the building, all

employees and students should report to a designated area (this should be determined and communicated at each location by the Campus President). This will help to assure that all personnel are out of the building and accounted for. Supervisors should assure that his/her area is secure and that all personnel have left.

A quick recovery after a disaster is usually critical to the survival of a company but employees will not be allowed to return to work until a complete safety inspection of all facilities has been performed. When this occurs, each employee must know what his or her immediate job responsibility is. **Supervisors** will need to identify what is essential rather than just beneficial. Try to keep everyone focused on <u>what must be done to return to normal operations in the quickest possible time</u>. Evaluate special requests carefully, and when appropriate, make exceptions to procedures or policies to accommodate special needs. Stress that the action taken is an <u>exception</u>. Each supervisor must remember to provide on-going communications and status reports. This will go a long way toward improving morale and encouraging a strong team spirit.

Extended shutdown of operations sometimes results from crisis situations. If this should occur, issues will need to be addressed by **the Campus President** such as:

- Employment status of employees
- Salary and benefits continuation; and
- If only a reduced staff will be used until full-scale operations can be resumed, how to determine who will return to work immediately and who will be laid off during that time.

Training

Training for an Emergency
- Properly train on the Emergency Preparedness Plan (EPP)
- Conduct training exercises regularly
- Together, the EPP and training exercises prepare the staff to effectively respond to any emergency and help minimize loss of life.

Employees and Students
- The Emergency Preparedness Plan is discussed as part of new student and new employee orientation.
- The Emergency Preparedness plan is placed on the Fortis College, 'Ignite to Learn' site for easy access by the students, staff and faculty.

Recommendations for Training
- IS-907 – Active Shooter: What You Can Do Instructor Guide and Student Manual
  http://training.fema.gov/EMIWEB/IS/IS907.asp
- Training by local law enforcement officials
- **Guidelines for OSHA Training and Updating** – see **Appendix 6** for an example.
- Education Affiliates 'LEARN' courses including FAC OD205 OSHA
  https://edaff.sharepoint.com/sites/LEARN

Training During a Pandemic
Due to the unforeseen circumstance related to the COVID-19 pandemic, most students and faculty were not permitted to visit or attend class on campus or there was very limited activity permitted on campus. Due to these uncertain times and limited activity, training may be suspended due to the Centers for Disease Control and Prevention (CDC) recommendations and social distancing guidelines. As a result, the training exercises may resume within 12 weeks of the school resuming normal operations. This includes employee training, the Emergency Notification Testing for both the students and employees, and any

training by local law enforcement (i.e., Active Shooter Training). The delay in training is for the safety of everyone involved.

All training should be documented in the **Appendix 7a: Emergency Preparedness Plan Training and Testing Tracking.**

Sample training attendance templates can be found in **Appendices 7b.** and **7c.**

Recovery of Critical Records

If a disaster situation results in the destruction or loss of critical records, the following records recovery procedure should be initiated by the Saint Paul's School of Nursing Leadership Team in consultation with the Education Affiliates corporate staff including the Information Technology and Security Team. For this purpose, critical records are defined as:
- Accounting
- Attendance Rosters
- Student Database Records
- Official Transcripts

In the event of any destruction or loss of critical records (as defined above), school administration shall promptly report such to the Information Technology and Security team at https://servicedesk.edaff.com The IT Team will respond immediately with the appropriate action to take.

If you can't access the service desk portal use the QR code or link below to submit a help desk request:
https://forms.office.com/r/QnKBcmmVzs

FOR EMERGENCY USE ONLY:

Also, you can point your phone camera at the QR Code to open the service desk portal and sign in with Office 365 credentials.

This process is for emergency use only to reset your Education Affiliates Network password or request Duo Activation.

Communication Before, During, and After an Incident

Emergency Notification System

The Emergency Notification System is a means of notifying students and employees of an impending emergency or threat on campus. Currently, Saint Paul's School of Nursing uses a software application called '**Ignite to Learn'** to notify students and employees of an impending emergency. The main purpose of this application is to serve as a communication portal between students, faculty, and staff. All students, faculty, and staff have access to this platform utilizing their Microsoft Office 365 account. New students and

employees are automatically enrolled during the enrollment and orientation process. The Saint Paul's School of Nursing, Staten Island 'Ignite to Learn' platform also has a mobile phone application that can be downloaded by students, faculty, and staff. The emergency notifications will be sent via e-mail and by a "push" notification through the mobile application (if downloaded on the mobile phone). The emergency push notifications through the mobile application cannot be turned off due to their purpose of notifying students and employees of an imminent threat or emergency.

This mass notification system is only used for critical, timely emergency notifications including weather related campus closings and other significant events. The Campus President or appropriate authorized personnel will notify students, faculty, and staff of such events by sending a message through the notification system. The notification will be sent only to those school e-mail addresses within the notification system. Please note that all students and employees are registered within the 'Ignite to Learn' application via their school assigned email addresses. If students, faculty, and staff have downloaded the application on their mobile phone and are enrolled, those individuals will also receive emergency push notifications via the mobile application. If an emergency event or situation is confirmed with the appropriate parties (i.e., law enforcement, National Weather Service, etc.) and the situation poses an immediate threat to the campus community, the Campus President, along with other members of the Saint Paul's School of Nursing Leadership Team, will determine the content of the notification.

A test of the Emergency Notification System is conducted annually. A log will be kept within the Emergency Preparedness Plan in **Appendix 7a.** notating the date and time of the test. This information is also kept with the Education Affiliates Corporate Compliance Department. A separate electronic record of the notification is stored within the 'Ignite to Learn' application.

Closure/Opening of School
- Each supervisor should have a list readily available of his/her subordinates' phone numbers and addresses. It is the supervisor's responsibility to contact his/her employees with work status updates if evacuation and/or shutdown of the school's operation are necessary.
- The faculty should have a list of students and contact the students when it is feasible of school closure.
- If a TV or radio station is used for closure announcements, this information must be provided to the students during New Student Orientation.
- Place on Student Portal

Communication Protocol/Media Communication
Crisis communications have a lasting impact on institutional reputation and public support. How well we convey our message to the public greatly depends on what is reported to the news media. This is especially true in a crisis, during which the news media is the primary means of communication to our constituencies. Because of the emotions that usually accompany crises, images formed from crisis reporting are especially important in shaping long-lasting public impressions of the institution. In the event of a major crisis on campus, it is essential that an effective communications plan be put into effect to disseminate timely, accurate information and to ensure that inquiries are routed to the appropriate sources.

The Campus President is responsible for the dissemination of campus related communications in the event of a campus emergency. This includes internal communications with students, faculty, and staff, as well as communications with the media. The priority will be on maintaining timely and open communications with the media, providing complete and accurate information that has been confirmed about the emergency and the school's response to the crisis at hand.

Communications with the media will be frequent throughout the duration of the emergency. The Fortis College website and student portal will be utilized as key mediums for updating our campus community and the public on the details of the emergency and actions we are taking to address all related issues. In a campus emergency faculty, staff and students have a right not to speak with the media. In the event of any media inquiries, faculty, staff, and students should refer the media to the Campus President.

Conclusion

In all the above situations the well-being of employees and students is the top priority. Safety should be the main factor in any crisis, disaster or emergency that might occur. Keeping safety first and foremost and using good judgment will be the prevalent solution to any situation that might arise.

All questions or concerns regarding these procedures/instructions should be directed to the Campus President or to the Education Affiliates Senior Management at the corporate office in White Marsh, MD.

The subject of emergency planning is one which, by its very nature, changes over time and as best practices evolve. Fortis College reserves the right to amend, modify and change this Emergency Preparedness Plan, and will provide notice as practical. In the case of a situation which is continuing, such as a pandemic, this EPP does not restrict or limit the School's ability and right to modify and change its operations and practices, including without limitation those pertaining to hours, schedules, teaching and employment, as such circumstances warrant, as determined by the School.

NOTICE:
All such occurrences, as referred above, must be recorded on an **Accident Report** (**Appendix 3**) and filed as directed by the Campus President or designee.

Appendices

Appendix 1: Threats

In the event you receive a threat call (i.e. bomb threat, armed assault, custody issues), remain calm; if possible, have a pre-arranged signal to alert other personnel to listen to the caller also. If possible, advise the caller that the detonation of a bomb could maim or injure innocent people.

Threat Checklist
Complete this list if you receive a threat.
Exact time of call: _____ Date: _____
Phone Number on the Caller ID: _____
Exact words of caller:

_____

_____

_____

_____

Call received by: _____

Do not hang up! Obtain as much information as possible:

- What action are you taking? _____

- Is there a bomb? _____

- When is the bomb going to explode? _____

- Where is the bomb? _____

- What does it look like? _____

- What kind of bomb is it? _____

- Did you place the bomb? _____

- Why? _____

- Where are you calling from? _____

- What is your address? _____

- What is your name? _____

- Any other information provided by caller_____

  _____

Caller's Voice Characteristics (place and "X" in all applicable boxes)

( ) Male	( ) Rapid	( ) Slurred	( ) Distinct	( ) Clearing Throat
( ) Female	( ) Slow	( ) Raspy	( ) Sincere	( ) Deep Breathing
( ) Young	( ) Loud	( ) Lisp	( ) Squeaky	( ) Cracking Voice
( ) Middle Age	( ) Normal	( ) Broken	( ) Excited	( ) Accent: Describe
( ) Old	( ) Deep	( ) Nasal	( ) Laughing	_____
( ) Angry	( ) Soft	( ) Stressed	( ) Crying	( ) Other: Describe
( ) Calm	( ) Stutter	( ) Disguised	( ) Giggling	_____

Background Noises (place an "X" in all applicable boxes)

( ) Street Noises	( ) House Noises	( ) Factory	( ) Office
( ) Traffic	( ) Motors	( ) Animal	( ) Television/Radio
( ) Vehicle Noise	( ) Music	( ) Water	( ) Voices
( ) Bar	( ) P. A. System		
( ) Other: Describe	_____	_____	_____

Threat Language (place an "X" in all applicable boxes)

( ) Well-spoken	( ) Foul	( ) Incoherent	( ) Message read
( ) Taped	( ) Irrational	( ) Educated	( ) Foreign

( ) Other: Explain _____

Call 911 immediately. Provide the following information:

Identify yourself

State: —I have received a (bomb) threat.

Give school name and address.

REMAIN CALM!

Appendix 2: Emergency Evacuation Maps

Fortis College (Centerville) – Evacuation Map

Appendix 3: Accident Report

Education Affiliates

ACCIDENT REPORT

All injuries should be reported immediately.

School Name: _____

Name(s) of student(s) involved: _____
_____

Name(s) of employee(s) involved: _____
_____

Date and time of accident: _____

Location of accident: _____

Describe what happened (attach additional sheets if necessary):
_____
_____

Why did this happen? _____
_____

Describe injuries: _____
_____

Were there witnesses?   Yes_____   No_____
If yes, list their names and provide signatures if possible:
_____
_____

Were police, fire, or ambulance called? Yes_____   No_____
If yes, explain _____
_____

Were photographs taken of the scene? Yes_____   No_____

Date of Report _____   Signature _____

INSTRUCTIONS FOR USING THIS FORM AND FOR REPORTING ACCIDENTS

- This form is for internal use to document and report accidents.

- Whenever an accident results in an injury or material property damage please email a copy of the completed Accident Report to Abby Kozak in the corporate office: Abby.Kozak@edaff.com

- If you use this form to document minor mishaps or if no personal injuries or property damage resulted from the incident, then you do not need to send a copy to Ms. Kozak or the corporate office.

- In addition to using this form for internal record keeping, notify the company insurance company of accidents involving personal injury and property damage.

- It's advantageous to take photos of accident scenes whenever possible. Document everything that may be helpful to understanding what happened and why.

- For Workers Compensation, General Liability, and Automobile Claims please contact Travelers Insurance by calling (800) 238-6225. Education Affiliates' policy numbers are:
   - Workers Compensation - UB2S70914022
   - General Liability - Y6307G095084
   - Automobile Liability - 8109M66495222

- For property damage (i.e., flood, fire, damage to your building), theft of property, or a possible student malpractice claim (an accident that happens at an externship or clinical site) please contact Abby Kozak for assistance with reporting to the insurance companies.

- For student injuries during school, please contact Ms. Kozak. When a student has no personal health insurance to pay medical bills for an accidental injury, then a claim can be submitted to the company's Student Accident insurance policy using the Student Accident claim form.

- You can call Abby Kozak for assistance at extension 2335 or via email: Abby.Kozak@edaff.com

   Note: The Accident Report form was updated 8/22/2022.

Appendix 4: Checklist for Emergency Situation

In the event of a potential crisis, the following minimal steps should be taken:

( )   Notify Campus President or designee.

( )   Notify the proper emergency personnel

( )   Notify other members of the Emergency Response Team

( )   Campus President notifies the Corporate Office

( )   Information is communicated to the students, Faculty, and staff

( )   If necessary, a place and time for the Emergency Response Team to meet is set

( )   Others are included in the meeting if necessary

( )   Campus President or designee coordinates compilation of a report of the incident, actions taken, and outcomes.

Appendix 5: Action Plan

When a meeting of the Emergency Response Team is called, minutes of the proceedings should be kept. These minutes should outline the situation, what steps were taken to deal with the situation, and who was assigned responsibility for carrying out the action plan. The following form should be utilized.

Type of Incident: _____

Description:

_____

_____

_____

_____

_____

Date of meeting: _____   Recorded by: _____

Persons Attending:

_____

_____

_____

_____

_____

_____

Prepare a summary of the situation. Include information about individuals involved, facilities and equipment, campus incident reports, witness testimony, etc. This document can be modified to serve as an internal memo or a fact sheet to be maintained as a record of the incident.

Assigned to: _____ Deadline Date: _____

Special Instructions:

_____

_____

_____

_____

_____

_____

_____

Gather information from relevant personnel and/or offices. Individuals affected by the crisis may have information that needs to be copied to add to the summary report.

Assigned to: _____ Deadline Date: _____

Special Instructions:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Appendix 6: Guidelines for OSHA Training and Updating

The following guidelines pertain to the OSHA training that is recommended for employees at St. Paul's School of Nursing on Staten Island.

New Hires

It is recommended that new employees who are at risk regarding blood borne pathogens or hazardous materials complete the Education Affiliates '**LEARN**' on demand training course, 'FAC OD205 OSHA' that can be accessed at https://edaff.sharepoint.com/sites/LEARN

They should also meet with the campus designated OSHA Coordinator, if available or their supervisor, to obtain additional information or if there are any questions regarding the training.

Additional LEARN courses required at the time of new employee hire are:
- COR_OD100 New Employee Orientation
- COM OD101 Title IX/Violence Against Women Act (VAWA) Training

    (The New Employee Orientation and the Title IX/Violence Against Women Act (VAWA) Training are required for all Education Affiliates new employees to complete.)

Employees

Upon being hired, each employee will be placed in one of three categories as outlined below.

Category 1

It is recommended that new faculty with exposure to bloodborne pathogens and hazardous chemicals and who teach in a skills lab where students use related equipment in the process of learning participate in OSHA training and that the training be completed prior to teaching in a laboratory. The OSHA course available on the LEARN site is recommended for new faculty who may be "at-risk" to exposure to bloodborne pathogens and hazardous chemicals.

As a safety measure it is recommended that all faculty, regardless of exposure, participate in an OSHA training update on an annual basis.

Category 2

Any faculty member who does not have daily exposure to bloodborne pathogens, etc. are placed in this category. This category includes General Education Faculty, Externship Coordinators who do not teach, the Director of Education and the Dean of Nursing who do not teach laboratory skills and/or clinical classes, Career Services and Student Services Staff, and Admissions, Business and Finance Personnel.

Category 2 employees are not required to complete OSHA training, but it is available for them to participate in the LEARN OSHA initial and refresher training as new and continuing employees.

The following LEARN courses are required at the time of hire for the Category 2 employees to take:
- COR_OD100 New Employee Orientation
- COM OD101 Title IX/Violence Against Women Act (VAWA) Training

    (The New Employee Orientation and Title IX/VAWA Training are required for all Education Affiliates new employees to complete.)

Category 3

All other employees on campus must follow the same guidelines as Category 2 employees. They are also able to participate in the LEARN OSHA initial and refresher training as new and continuing employees.

The following LEARN courses that are required for Category 3 employees at the time of hire are:
- COR OD100 New Employee Orientation
- COM OD101 Title IX/Violence Against Women Act (VAWA) Training

(The *Title IX/Violence Against Women Act (VAWA) Training* is required for all Education Affiliates employees to complete on an annual basis.)

No further training for Category 3 employees is required unless there is a change in position to another category.

OSHA Course Available on Education Affiliates LEARN Site

The description of the one hour, on-demand, online OSHA Course (FAC OD205 OSHA) offered via Education Affiliates **LEARN** resources is listed below:

This training session is designed to help faculty learn about the Occupational Safety and Health Act (OSHA) of 1970 and discover how it relates to our campuses. Faculty will also learn about the regulations related to Bloodborne Pathogens and compliance in a step-by-step approach to the federal law.

Saint Paul's School of Nursing Administration may contact OSHA at **(800) 321-OSHA or visit www.osha.gov** for further guidelines and free training materials on the following topics:
- Bloodborne Pathogens Facts and Plans
- Hep B Fact Sheet
- Reporting Incidents
- Personal Protection
- Sharps Fact Sheet
- Job Safety and Health Fact Sheet; and
- OSHA ECP – Plan.

Appendix 7: Training and Testing Tracking

Any time training or testing is conducted, it must be documented below.

Type of Training Conducted (i.e. Emergency Notification System Testing, OSHA, Active Shooter Training, etc.)	Training/Testing Performed by which Department or External Company	Training Date	Training/Testing Documentation Location	Campus President or Dean Signature (Electronic accepted)
Emergency Notification System Test/Training	Campus President **(designee)** through the Ignite to Learn application	6/24/2022	Documentation is located within the Ignite to Learn application	*Rachel Karmar* Sr. Director of Financial Aid (CP and DOE position currently vacant)
Annual OSHA Training - VTA	Education Affiliates - VTA	9/23/2022	Documentation of certificates of completion in employee HR files	*Gregory D. Bow*
Annual Emergency Preparedness Plan Training	Campus President	9/28/2022	Documentation of Sign-In Sheet in employee HR files	*Gregory D. Bow*
Emergency Notification System Training/Testing	Campus President **(designee)** through the Ignite to Learn application	6/20/2023, 8:50 pm to 6/20/2023, 9:13 pm	Documentation is located within the Ignite to Learn application	*Rachel Karmar* Sr. Director of Financial Aid
Emergency Notification System Training/Testing	Campus President **(designee)** through the Ignite to Learn application	6/25/2024, 1:00 PM	Documentation is located within the Ignite to Learn application	*Rachel Karmar* Sr. Director of Financial Aid
Emergency Notification System Training/Testing	Corporate	5/19/2025, 7:00 PM	Documentation is located within the Ignite to Learn application	Jim Swatsworth Internal Auditor

Appendix 7b: Sample Employee EPP Receipt & Training Template

Acknowledgement of Acceptance, Understanding and Training Participation

By signing below, I signify that I have had the opportunity to read the Emergency Preparedness Plan and to receive clarification on anything that was not clear to me. In addition, I have received training on the different aspects of this plan and fully intend to follow the policies included in the document.

I understand that there will be updates to this document that I will be expected to read and accept. I will also be expected to attend any subsequent training that may be necessary as the topic of Emergency Preparedness evolves.

_____

Printed Name

_____   _____

Signature   Date

Appendix 7c: Sample EPP and OSHA Training Template

**Emergency Preparedness Plan and
OSHA Hazard Communication Standard Training**

List of Participants

_____   _____
Printed Name   Signature (Digital or Wet) / Date

_____   _____
Printed Name   Signature (Digital or Wet) / Date

_____   _____
Printed Name   Signature (Digital or Wet) / Date

_____   _____
Printed Name   Signature (Digital or Wet) / Date

_____   _____
Printed Name   Signature (Digital or Wet) / Date

_____   _____
Printed Name   Signature (Digital or Wet) / Date

_____   _____
Printed Name   Signature (Digital or Wet) / Date

_____   _____
Printed Name   Signature (Digital or Wet) / Date

_____   _____
Printed Name   Signature (Digital or Wet) / Date
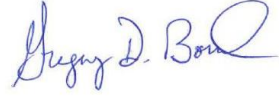
_____   _____
Printed Name   Signature (Digital or Wet) / Date

Appendix 8: Update Tracking

Any time the EPP is updated, the date of revision should be noted in the table below.

Version	Date	Campus President or Dean Signature (Electronic accepted)
1	1/8/2021	
2	9/8/2022	
3	6/25/2025	

Appendix 9: Campus Specific Communication System

Depending on the nature of the emergency a variety of communication tools and/or methods may be used. It will be the responsibility of the Campus President, Director of Education or designee(s) to maintain communication with all individuals on campus including staff, faculty and students, as well as with individuals associated with local agencies and Education Affiliates Corporate Staff.

Emergency Communication Methods:
- General announcement in the building by a Member of Fortis College Emergency Response Team or Leadership Team

- The signal to evacuate the building by the activation of the **Emergency Notification System** that can be accessed through the campus '**Ignite to Learn**' portal**.**

APPENDIX 10

Ohio Emergency Management Agency

2855 West Dublin-Granville Road
Columbus, Ohio 43235-2712
(614) 889-7150

24-Hour Emergency Number (303) 279-8855
All Agency Staff contact information is found on our web page at:
https://ema.ohio.gov/Documents/PIO/EmployeePhoneListForEMAWebsite.pdf

Contact Information:

Ohio Emergency Operations Plan
https://ema.ohio.gov/EOP_Overview.aspx

EMA Watch Office
https://ema.ohio.gov/EMAWatchOffice.aspx

Damage Assessment Form
https://ema.ohio.gov/Recovery_AssessmentForms.aspx

FEMA Public Assistance Applicant Handbook
https://ema.ohio.gov/Documents/PublicAssistance/PAHandbook2019.pdf

FEMA Request for Public Assistance Form
https://ema.ohio.gov/Documents/PublicAssistance/ff90-049.pdf

Small Business Administration Disaster Assistance
https://www.sba.gov/funding-programs/disaster-assistance

State Disaster Relief Program Handbook
https://ema.ohio.gov/Documents/PublicAssistance/SDRP_2019.pdf

Disaster Assistance Toolbox
https://ema.ohio.gov/Recovery_DAToolbox.aspx

Disaster Recovery Branch
https://ema.ohio.gov/RecoveryBranch.aspx

Disaster Assistance Fact Sheet
https://ema.ohio.gov/Documents/DRB/DisasterProcessFactSheet_OH_Oct2018.pdf

Robert T. Stafford Disaster Relief and Emergency Assistance Act
https://www.fema.gov/disasters/stafford-actLocal Fair Economic Support

https://grants.ohio.gov/fundingopportunities.aspx#funding-opportunities-fairs
Information on Government Grants
http://www.grants.gov/

State of Ohio Hazard Mitigation Plan & Resources
https://sharpp.dps.ohio.gov/OhioSHARPP/Planning.aspx#plan

Appendix 11: Frequently Asked Questions

The following are most of the frequently asked questions and the recommended answers and/or courses of action.

- **What if I see a gun in a student's purse, book-bag, or under a jacket?**

  - Have someone take over the discussion for a few minutes and calmly excuse yourself from the class. Go immediately to the Campus President's or the Director of Education's office—they will call 911.

- **What if a student displays strange behavior (extremely belligerent, drunk, and high on drugs)?**

  - Have someone take over the discussion for a few minutes and calmly excuse yourself from the class. Go immediately to the Program Director or the Director of Education's office—they will handle the situation.

- **What if I see a person on campus who looks like he or she does not belong?**

  - Go immediately to the Program Director, Director of Education, or Campus President's office—they will handle the situation.

- **What if a student, faculty or staff member, or former employee becomes abusive or violent?**

  - Immediately notify the Director of Education or Campus President's office.

- **What if I think I am being stalked?**

  - Immediately notify the Director of Education or Campus President's office.

- **What if someone becomes injured or ill in my class?**

  - Immediately notify the Front Desk staff.

- **What if I am the victim of sexual harassment?**

  - Employees should notify the Campus President.
  - If the Campus President is involved, notify the corporate HR.

- **What if I know of a situation involving sexual harassment?**

  - Report student harassment to the Director of Education.
  - Report employee harassment to the victim's immediate supervisor and/or the Campus President.
- **What if I have a student threatening suicide?**

  - Immediately notify the Director of Education or Campus President's office.

- **What if I have a student who shows symptoms of depression or anxiety?**

- o   Immediately notify the Director of Education or Program Director's office.

- **What if a police officer shows up at my class and wants to talk to a student, or serve a warrant on a student?**

  - o   Request the officer to first contact the Director of Education or Campus President's Office. If the officer refuses to comply with your request, do not resist in any way. Immediately go to the Director of Education and report the incident.

- **What if a faculty becomes ill during class?**

  - o   A student in the class should notify the Program Director or Director of Education immediately.

- **What if a faculty feels threatened by a student?**

  - o   Leave the room. Go immediately to the Director of Education or Campus President's Office.

Appendix 12: Emergency Distance Education

Compliance Checklist

Take all needed steps to complete each of the following ASAP as soon as a school becomes aware that use of Emergency Distance Education (DE) may become necessary:

☐ **What:** Confirm with Amy Thompson-Smith in Accreditation and Licensure that current approvals to deliver emergency DE as needed are presently on file with both the institutional accreditation agency and the state licensing agency.

    How: Email AThompsonSmith@edaff.com and state/ask: "My school is considering use of emergency DE in the near future. This email is to ask whether current approvals are on file with both our institutional accreditor and state licensing agency to deliver emergency DE as needed?"

☐ **What:** If emergency DE will be delivered in a program with a Board of Nursing, programmatic accreditor, or similar, confirm that the school has on file written approval from that oversight agency to deliver DE.

    How: If approval is needed from a programmatic accreditor, email Rob Petrucci at Robert.Petrucci@edaff.com and ask: "My _____ program is considering use of emergency DE in the near future. This is email is to ask whether our programmatic accreditor presently allows for such emergency DE delivery, or if we need to instead contact the agency to obtain approval?" If approval is needed from any other oversight agency, email the appropriate regional support person to help your school research the agency's current allowances on the matter and contact the agency for approval if needed. For example, for Nursing programs, contact Karen Whitham or other appropriate member of the EA Nursing Team. In either case, kindly cc Amy Thompson-Smith on all such communications, so she can provide support when/as needed.

☐ **What:** Train all instructors (and each of their supervisors) who may need to deliver emergency DE (or provide management of instructors in the DE environment).

    How: Focused and in-detail training regarding how to effectively deliver and supervise education in the online environment must be provided to all applicable faculty prior to the delivery of emergency DE, as well as to each of their supervisors (that faculty member's program director, as well as the DOE). Maintain completion certificates for each training in relevant faculty files as evidence of compliance. We recommend training faculty and faculty supervisors early as a proactive measure. All faculty assigned to facilitate any distance education delivery must complete all 3 of below listed trainings prior to delivery of any DE. All faculty supervisors who supervise any faculty delivering distance education must complete the faculty supervisor course listed below prior to the faculty members they supervise delivering DE.

    REQUIRED for FACULTY (NOTE - the VTA will be launching a new course in October 2021 that combines the below 3 trainings – once this combined training becomes available, please ensure Faculty take the combined training instead):
- Growing with Canvas – Gives faculty a base level understanding of how to work with Canvas.

- Zoom Best Practices – Gives faculty an introduction to working with Zoom.
- Bootcamp 101 Flipping the Classroom – Gives faculty a baseline for effective teaching strategies in a virtual learning environment.

REQUIRED for FACULTY SUPERVISORS:
- Emergency DE Supervisor training with RDOE – be sure to obtain a certificate once the training is complete.

☐ **What:** Add an Emergency DE Syllabus Addendum to the syllabus of relevant courses and distribute it to all applicable students.

How: Include the following details in the addendum: (1) "For covid related reasons, and pursuant to relevant oversight agency approvals, this course will be delivered online via emergency distance education modalities beginning on [insert date]" (2) Instructions about how to access LRC materials online, as well as how and when to connect with a person who can assist students in accessing and using the LRC collection, and (3) Any instructions the particular instructor wishes to provide students about how to access the course and/or instructor remotely, and/or any policies that apply in the online classroom environment, etc.

☐ **What:** Document faculty to student, and student to student interaction during all online lessons.

How: (1) Ask faculty to *press the record button on all Teams/Zoom sessions*, & stress that lessons must include interaction among students, as well as between the faculty member and the students. (2) After each Teams/Zoom session*, print the record of attendance produced by Teams/Zoom and attach it to the physical attendance roster* for long-term storage. (3) *Save the Team/Zoom recordings* in accordance with the storage policy relevant to online class recordings (in case requested by agencies).

☐ **What:** Document appropriate calculation of final grades.

How: Remind faculty to continue to use gradebooks . . . to ensure that lessons during the emergency DE period are documented in the gradebook . . . to not veer from the final grade calculation on the syllabus . . . to ensure gradebooks prove that the final grade calculation on syllabi were used to calculate final grades, even during the emergency DE period.

☐ **What:** Document proof of management/oversight of faculty in the online environment during the emergency DE period/delivery.

How: Complete classroom observations of faculty during their Teams/Zoom lessons (in the online environment during delivery of the emergency DE). File these in the appropriate faculty files but keep record of which faculty were observed in this setting, so we can pull these examples when and if needed. Please use the most updated version of the Classroom Observation Form available from Academic Affairs.

☐ **What:** Spot check to ensure lab hours are being appropriately delivered in the virtual environment.

How: As part of the oversight of faculty in the online environment, faculty supervisors should confirm that the lab hours listed on the syllabus are being documented as delivered, even in the emergency DE environment. Faculty may need assistance from supervisors in brainstorming how to accomplish certain types of labs remotely. If the PD and DOE supervisors need additional brainstorming support, the RDOE should be contacted.

☐ **What:** Ensure LRC staff are still on the job, facilitating student access, and that instructors are including LRC assignments in their lessons.

How: For purposes of emergency DE, the LRC staff don't need specific qualifications, other than to be knowledgeable, and able to facilitate access for students (e.g., online access) – meaning to assist students in use of the collection (while they are attempting to use it online) at convenient times for all groups of students. The school must document that it provides this information to students about how to access this support during the emergency DE period and when it is available to them – on the syllabus addendum, for example. Faculty supervisors should also be checking up to ensure faculty include at least one LRC assignment per term in their lesson, even if the course is being delivered via emergency DE. The LRC nature of the assignment should be flagged in the syllabus, gradebook or other location (to serve as documentation).

☐ **What:** Track your school's use of emergency DE and compliance with these checklist items . . .

How: by clicking on this link, and answering the question prompts: https://app.smartsheet.com/b/form/a68dac36e4cd44348e59d411fd7448c1

Completing the form at this link will populate a spreadsheet on Smartsheet which the Compliance and Education Teams will use to support your school in your efforts.