



# **Emergency Preparedness Plan**

**Updated January 2025**

**Helms College  
Emergency Preparedness Plan  
Part I**

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HELMS COLLEGE  
**Emergency Preparedness Plan**

**Foreword**

Emergency preparedness is essential for maximum protection of the lives and property of Helms College. An effective emergency program demonstrates a realization of the seriousness of potential problems, full awareness of individual responsibilities, and recognition of the need for a workable plan, response and recovery.

**Objectives**

The purpose of this information and plan is to facilitate the orderly operation of the College in a serious emergency or disaster and the expedient return to normal operations. No single emergency plan can meet all the needs of each situation, but through cooperative efforts of all departments and assistance from outside agencies, this plan can be an important guideline to minimize problems and handle situations as effectively and efficiently as possible. **THE SAFETY OF ALL FACULTY, STAFF AND STUDENTS IS PARAMOUNT TO HELMS COLLEGE.**

**Overview of Emergency Plan**

Reporting an Emergency/Crisis

If emergency personnel are required (fire department, ambulance, police), immediately call 911 and then call the Campus Loss Prevention Manager for your campus. Also notify the senior staff member on campus as soon as possible:

Augusta Regional Loss Prevention Manager – (706) 854-4719  
Macon Senior Manager of Loss Prevention – (478) 972-4977

Declaration of an Emergency

A state of emergency will be declared and the emergency plan initiated by the College President/Goodwill CEO. In the President's absence, the Senior Vice President of Education Operations can implement this plan. The Goodwill Vice President of Administration will begin the process of calling together the Emergency Response Team, which consists of the executive leadership of Goodwill and Helms College. Vice President of Marketing will notify local media and social media outlets with any required notifications.

Control Center

The Helms College Conference Room in Augusta will be the control center during an emergency situation. The Milani Conference Room will be used in Macon. Communication with the local police or sheriff's department, state patrol, civil defense and other emergency agencies will be managed from control center, unless the staff is working from remote locations.

### Emergency Response Team

The Emergency Response Team is comprised of executive leadership operating under the direction of the College President. The Emergency Response Team will make every effort to involve any outside agencies having jurisdiction in order to ensure that the interests of the authorities, the surrounding community and the college are addressed and in proper balance. Team members, responsibilities and contact numbers can be found in the Program Details section.

### Media Communications

In the case of an emergency, the Vice President of Marketing will set up a media communication center. Communication to all media outlets will be managed from this Communications and Marketing Center. Communications and Marketing Center will establish this media communication center near or at site of the control center.

### Personnel Responsibilities

Senior administrators in each department are responsible for the personnel in that office. Faculty members are responsible for the students who are in their class during an emergency. All faculty and staff are asked to assist individuals with disabilities as needed.

### **Emergency Preparedness**

Administrative departments within Helms College should develop emergency plans specific to that department. Previous to adopting the plan, the following should be considered:

1. Establish and maintain a current list of all department employees, including telephone numbers and street addresses.
2. Decide which employees may need to return to work in various types of emergencies.
3. When campuses are not accessible, alternate work locations may be designated.

Department heads should educate employees that may be used in emergency situations. They should be instructed:

1. Safety precautions relating to various emergency situations.
2. To be courteous, but not to talk to news media during an emergency situation. All media communications will be coordinated by the Vice President of Marketing or her designee.

### **Review of Specific Emergencies**

A more thorough explanation of response can be found in the Program Details section of this plan.

#### Severe Thunderstorms

Severe thunderstorms include the possibility of damaging lightning, winds, hail and flash flooding are common in both Augusta and Macon. Under these conditions, students and staff remain in or go to the closest sturdy building or designated safe area, staying away from windows. If lightning is heavy and frequent, computers and other electrical appliances should be turned off if they are not needed. Under no circumstances should floodwater be crossed, either by foot or car.

#### Tornadoes

A tornado WATCH is a forecast of the possibility of tornadoes in a large area; conditions are favorable for a tornado to develop. Normal activities should continue with the following precautions taken:

- a. Upon issuance of a tornado watch, all personnel on campus should be notified immediately.
- b. Personnel should be prepared to react if conditions are upgraded to a tornado warning.

The emergency weather radios, or local radio stations should be monitored constantly by the campus leadership.

A tornado WARNING means that a tornado has been sighted or indicated by weather radar and may be approaching. The public warning sirens system will be activated by the county agencies in Augusta or Macon. The following steps should be taken immediately:

1. Take shelter. Students, faculty, and staff should take measures to protect themselves. Move immediately to center hallways or bathrooms if time permits. Stay away from windows and large, open rooms. Take cover under heavy objects if possible and hold on to it. In building hallways, sit with your back to the walls; put your head between your knees and cover with your hands to protect your head.
2. Do not bother with opening or closing windows.
3. If you are outside, seek shelter in a building if time permits. Otherwise, lie down in a ditch or low area with your hands covering the back of your head and neck.
4. Do not stay in cars.
5. Students, faculty and staff should remain in the safety area until local emergency personnel or college administrators give notice that it is clear.

#### Snow and Ice Storms

Public warning is issued by the National Weather Service through the radio and television media when a severe snowstorm, blizzard, or ice storm is anticipated. Essential employees will be notified by executive leadership if contingency plans or cancellations will be required.

The decision to cancel or delay classes will be made by the President/CEO. Marketing personnel will notify the local radio and TV stations and social media outlets.

#### Earthquake

Earthquakes can occur at any time, without warning, and may last up to 3 minutes. Often, they are followed by aftershocks. In the event of an earthquake, students and staff who are indoors should stay indoors; those outdoors should stay outdoors. The danger of falling debris and flying glass makes entering and exiting a building hazardous.

Those indoors should get under a sturdy object (desk, table) and hold on. If nothing is available, brace yourself in a doorway or go to an interior hallway. Stay away from windows, glass and other objects that may fall (bookcases, display cabinets, heavy culinary equipment). Protect your eyes and head. On Macon Campus, do not use the elevator during an earthquake. People outside should move to an open space away from buildings, trees and power lines. Lie down, face down. If you are in a car, stop as soon as possible and stay in your car.

#### Fire

##### **What do I do if there is a visible fire in the building?**

1. Pull the fire alarm – Some of the fire alarms **DO NOT** automatically contact the Fire Department, it is easier to assume that they don't. If the fire alarm system fails and your safety permits, shout down the halls, "Fire, you must evacuate!" and assist any occupants from the building. Do not be concerned with property or material damage. Safety of personnel is the critical issue. **LEAVE THE FACILITY IF YOUR SAFETY IS AN ISSUE.**
2. Call 911 to notify emergency personnel of the fire.
3. Call Campus Loss Prevention to notify them of the situation.
4. Exit the building. (Please check to see if anyone needs help as you are exiting.)
5. Go to the street side entrance of the building and wait for the responding emergency personnel to arrive.
6. Do NOT leave stairwell doors open. This will allow a fire to spread to your escape route.
7. Do NOT return to the building until the building has been cleared by campus and/or fire officials.

Other instructions:

No candles or incense are permitted to be burned on campus.

Make sure you know where the closest fire extinguisher and exit are located.

If you discover a small non-threatening outdoor fire, such as a dumpster, trash container, etc., notify Campus Loss Prevention.

Augusta Regional Loss Prevention Manager – (706) 854-4719

Macon Senior Manager of Loss Prevention – (478) 972-4977

If injuries or danger is apparent, call 911. For your safety, do not attempt to put out or control the fire yourself.

### Smoke Smell

#### **What do I do if I smell smoke?**

1. See if you can find the source.
2. Notify the Campus Loss Prevention immediately.
3. If the situation becomes more serious, do not hesitate to call 911.
4. Notify everyone in the vicinity and exit the building.

In all cases, once the proper notification of authorities has been made, go to the street side entrance of the building and wait for the responding personnel and emergency agencies to arrive.

Each classroom and hallway have an evacuation map that should be followed only when it can be followed safely. Always take the safest route.

### Gas Leaks or Smell

In case of gas smell or leak in or near a building, notify Campus Loss Prevention and Campus Maintenance immediately. If the situation appears to be dangerous or injurious, immediately call 911 for assistance and evacuate the building.

### Power Failure

In case of electrical power failure during office hours, notify the Campus Maintenance Department. All campus buildings have emergency lighting. If possible, remain in place until electricity is restored, or until you are given other instructions.

### Nuclear Emergency

Everyone is exposed to the possibility of potential hazards resulting from incidents of falling aircraft, nuclear accidents and radioactive fallout. Warnings would normally be received through police or emergency radio broadcasts and sounded through public warning systems.

Upon notification from the President/CEO (or appropriate administrator in his/her absence), the emergency plan will be initiated and the Emergency Call List activated. Due to the unique circumstances of such an occurrence, instructions will be issued to personnel from the control center, which would be in contact with the proper authorities.

### Hostage Situation

Hostage and other terrorist situations are becoming more common in schools across America.

Steps to take:

1. Notify the police (911). Relate the situation and the last known location of the armed person(s).
2. Notify the Campus Loss Prevention or a senior campus leader.
3. The appropriate college personnel will declare an emergency and will work with the authorities in determining and carrying out the appropriate response plan. In most cases, this would include notifying other buildings and moving staff and students in other buildings to a specific location where they may be accounted for and updated with developments.

No one can predict the mental state of an armed person. However, certain behaviors may help if you are taken hostage.

1. As in any emergency, try to remain calm.
2. Avoid sudden movements.
3. Don't speak unless spoken to.
4. Comply with instructions from the captor as best you can.
5. Be observant and alert.

### Bomb Threats

Bomb threat calls are normally received by front desk operators/administrative personnel; therefore, these people need to be thoroughly familiar with the following procedure.

There appear to be two explanations for why someone would report that a bomb is going to go off in a particular building:

1. The caller has definite knowledge or has reason to believe that an explosive or incendiary has or will be placed, and they want to minimize personal injury or property damage.
2. The caller wants to create an atmosphere of anxiety and panic at the organization where the device is reportedly located.

When receiving such a call, try to remember the following:

1. When the caller has communicated the threat, stay calm and do not panic. Record the time of day.
2. Keep the caller talking; the more s/he says, the more you can learn. Record every word that the caller says.
3. If the caller does not indicate the bomb's location and the time of detonation, attempt to gain this information.
4. Inform the caller that the building is occupied, and the detonation of the bomb could result in the death of innocent people. Try to reason with the person.
5. Listen closely to the voice of the caller to note the following: age, sex, race, accent, speech impediment or if the caller sounds drunk, nervous, etc.
6. Pay particular attention to any strange background noises, such as street noises, motors, TV, radio programs or anything else that may assist law enforcement agencies in determining the origin of the call.
7. Complete the Bomb Threat Checklist form as soon as your phone communications with the caller has

ended if you do not have one available during the call.

8. Notify Campus Loss Prevention and the Senior Vice President of Education Operations or other administrator of the call immediately after the caller hangs up. Upon further instructions from the administrator, call the emergency number (911) and be prepared to relay all pertinent information. Do not discuss the call with anyone else; carefully follow additional instructions from the police/fire authorities and campus administrator. Wait at the same location for law enforcement officers to arrive so that they may talk with you.

#### Hazardous Accidents

Any natural disaster may have consequential side effects which threaten life and/or property. Warning of a hazardous accident is usually received from the fire or police department or from emergency preparedness officials when such an accident or condition occurs near the campus. An overturned tanker, a truck or a train, a broken fuel line and an accident in a commercial establishment that uses chemicals are potential hazards if such accidents involve potentially harmful chemicals.

In the event of a hazardous accident with campus impact, the emergency plan will be initiated, with a control center established and the Emergency Response Team assuming responsibility for handling the situation.

They will act on specific instructions from local authorities as to evacuation or other measures to protect students, faculty and staff.

#### Serious Injury or Illness

In case of serious injury or illness on campus, notify 911 and Campus Loss Prevention immediately and be prepared to detail the number and nature of injuries or illnesses.

Return to the scene of the injury or illness and wait for the first responders and college administrators to arrive.

All serious incidents involving injuries and illnesses should be reported using the online incident forms located at:

<https://thinklp-4408.my.salesforce-sites.com/>

#### Active Shooter/Threat

Helms College places the highest priority on the preservation of the lives of our students and employees. If an active shooter event should occur, our faculty and staff been trained to use the **ALICE** method of response. Our primary trainer is a Certified ALICE Instructor.

**A - Alert:** Use plain and specific language to Alert others to the danger. The alert should be given in a manner that informs as many as possible. Helms College will utilize email, text message alerts, Team's text, word-of-mouth, and appropriate staff to alert the campus of a violent intruder or active shooter. The objective of the alert step is to convey the information as quickly as possible to as many as possible.

**L-Lockdown:** Barricade the room you are in and prepare for the next step to evacuate or counter if needed. Lockdown is important in the response to an active shooter or violent intruder. This provides a secure or semi-secure starting point from which survival decisions can be made. Relying on lockdown alone will significantly endanger occupants in a violent intruder situation. Traditional lockdown creates readily identifiable targets and makes a shooter's mission easier. Lockdown offers you time to strategize and plan your next steps and response.

**I-Inform:** While in lockdown, it is important to gain as much information as possible. Use cell phones and other electronic devices to get information from administration and law enforcement or through email. Contact police and give them any information you may have on the violent intruder or active shooter. If you see the person(s) take note of descriptive features (height, weight, gender, race, clothing, tattoos, piercings, etc.) Effective information sharing can keep the shooter or intruder off balance and gives students and staff more time to further lockdown or evacuate. Active shooters work alone 98% of the time. If the shooter is known to be isolated in one section of a building, individuals in other areas can evacuate safely and those in direct danger can lockdown and prepare to counter.



Knowledge and communication are the keys to survival.

**C-Counter:** Create noise, movement, distance and distraction with the intent of reducing the shooter's ability to shoot accurately. ALICE Training does not state that actively confronting a violent intruder is the best method of ensuring the safety of all involved. The COUNTER step in the ALICE Training focuses on actions that create distraction. Creating this environment decreases the shooter's chance of hitting a target and can provide precious seconds needed to evacuate. ALICE does not endorse civilians fighting an active shooter unless confronted directly in a life-and-death situation. Rather, concentrate on creating those distractions through movement, noise, and distance (i.e. throwing items in the direction of the intruder, screaming and yelling, running, pulling down obstacles behind you as you run, etc.).

**E-Evacuate:** When safe to do so, remove yourself from the area of danger. If you know that the individual is a specific area of the building and you are locked down at a distance from that area, get out quickly. If confronted with the active shooter or violent intruder, utilize the COUNTER methods outlined above and then evacuate as the intruder is distracted.

Other steps that can be take include:

1. If possible, exit the building immediately
2. Call 911 and state your location on campus – do not hang up on the dispatcher
3. Call Campus Loss Prevention or a member of administration
4. Silence Your Cell Phone (Do not put your phone on vibrate – phone needs to be placed on silent)
5. Get behind closed doors in a locked or barricaded room
6. Stay away from windows
7. Remain calm
8. Follow all directions given to you by emergency personnel
9. When exiting the building, keep your hands raised in front of you so that responding police see that you are not the shooter
10. Do not confront the threat, unless as a last resort action

#### Evacuation Plan

In the event evacuation of certain campus buildings or areas becomes necessary, an emergency will be declared by the President/CEO or appropriate administrative officer. The following procedures should be followed:

1. All personnel must evacuate the building(s) when an alarm sounds or upon notification that there is an emergency.
2. Evacuation drawings are posted at the end of each hallway and in campus classrooms. They were designed and documented with assistance from the Goodwill Risk Manager. The documents are checked periodically to ensure their presence in the assigned locations as well as for changes or revisions that become necessary.
3. Remember that the elevator on Macon Campus cannot be used in some emergencies (i.e., earthquake, fire).
4. All faculty and staff are asked to assist individuals with disabilities as needed.
5. Once outside, move at least 300 feet away from the affected building, keeping streets, fire lanes, fire hydrants, and walkways clear for emergency vehicles and personnel.
6. Students and staff should not return to the building until all the all-clear signal is given.
7. When required, Marketing personnel should notify news media of the incident and the extent of damages, injuries, etc. Anxiety and confusion are generally reduced when family and friends receive accurate news instead of rumors.
8. Refer to the emergency evacuation diagrams for meeting places outside the buildings.

#### **Evacuation of Wheelchair Students and Students on Crutches from Campus Buildings**

### Fire Drill Procedures

When possible, students in wheelchairs and crutches will be notified prior to a drill. This will allow any student located on upper floors to proceed to the first floor BEFORE the alarm is called and the elevator become disabled. (Macon Campus)

Fire Drill - Wheelchair students and students on crutches will exit from the first floor area of the building and be assisted by college faculty whose class they are attending and staff located in the area. If they are on an upper floor and it is known to be a drill, they may also stay with a college official on the upper floor if feasible.

### Procedures for Actual Emergencies

- a. Fire - Wheelchair students and students on crutches will exit from the building and be assisted by college faculty whose class they are attending and/or staff located in the area.
- b. Earthquake — Wheelchair students and students on crutches will be assisted by the faculty whose class they are attending and staff located in the area. They will move under an interior doorframe facing an interior wall and protect their head with items within reach (backpack, jacket, books, etc.).
- c. Tornado/Severe Weather - Wheelchair students and students on crutches will descend to the first floor of the facility and remain in an interior hallway away from windows and doors. The Macon elevator should be functioning during a weather warning, but in case of a power failure and the elevators are disabled.

### **After a Disaster**

No set of instructions or procedures can prepare you for a disaster when it actually happens. These are suggestions to try to help you through it. Use your own good judgment and try to remain calm and rational.

Attend to any injured people. Do not move them unless there is danger of further injury. Provide assistance to people who may have been trapped, if it is impossible to free them, make them as comfortable as possible and make others and emergency personnel aware of their location.

If necessary, send one person to the control center to apprise them of the status of the personnel in your area. If that is not possible, elect one person to watch from a designated spot for emergency personnel or other College personnel.

Monitor a local radio station to get the latest emergency information.

Stay with others. Do not wander around campus. Stay out of and away from damaged buildings. Leave a building if you smell gas or chemicals or see smoke.

Watch for broken glass, debris, and downed power lines. Campus personnel, most likely the Loss Prevention Manager, will tour the campus as soon as possible to locate people and access their need for assistance. Emergency personnel can then be guided to those with the most serious need first.

**Helms College  
Emergency Preparedness Plan  
Part II**

## Overview

Helms College through its emergency preparedness planning, have developed the following guidelines to inform and train its employees about emergency escape procedures, fire detection, fire prevention, protection and suppression activities, personnel accountability, medical and rescue responsibilities, disaster response and response to other hazardous situations. Faculty, staff and students are expected to know how to initially respond to an emergency situation. Appropriate responses may be as simple as evacuating the area, summoning additional assistance, mitigating the hazard, or assisting another member of the Helms College community in cases of accident, fire, illness, or injury.

Calamities such as tornados, fires, and explosions, are great destroyers of life and property and based on their severity will require certain levels of action deemed appropriate by the college. Their distinctive features are the sudden and unexpected loss of human life and the great suffering that may occur. Statistics indicate that without prior planning many more casualties and untold destruction will result beyond that which would occur if even the rudimentary planning had been accomplished.

With these thoughts in mind, Helms College has undertaken the necessary planning to protect personnel and property from unexpected disasters. It must be emphasized that this is a general plan and does not go into minute details required for every eventuality. This plan is to be utilized as a basis for more detailed planning when an individual disaster presents itself.

## Category of Emergencies

The following definitions of an emergency are provided as guidelines to assist college employees in determining the appropriate response.

**Minor Emergency:** Any incident, potential or actual, which will not seriously affect the overall functional capacity of the college. Make a report immediately by telephone to the Campus Loss Prevention Manager.

**Major Emergency:** Any incident, potential or actual, which affects an entire building or buildings, and which will disrupt the overall operations of the college. Outside emergency services will probably be required, as well as major resource efforts from other Goodwill departments. Major policy considerations and decisions will usually be required from the executive leadership team during times of crisis. Call 911 and report by telephone. Next notify Campus Loss Prevention Manager and campus senior leadership.

**Disaster: (Code Red)** any event or occurrence which has taken place and has seriously impaired or halted the operations of the college. In some cases, mass personnel casualties and severe property damage may be sustained. A coordinated effort of all campus-wide resources is required to effectively control the situation. Outside emergency services will be essential. In all cases of disaster, an Emergency Control Center will be activated, and the appropriate support and operational plans will be executed.

## Emergency Response Team

In the event of an emergency, the Emergency Response Team will be activated by the President/CEO either virtually or at a designated site, to affect the Disaster Response Plan. The team consists of but is not limited to the President/CEO and the members of his executive staff.

While the Control Center is being established, a designated representative will contact Helms College senior leadership with further instructions. The *Emergency Response Team* consists of the following personnel:

- **Emergency Director:** President/CEO
- **Response Plan Coordinator:** Vice President of Administration
- **Faculty/Staff Support Coordination:** Senior Vice President of Education Operations
- **Services and Student Affairs Coordinator:** Senior Vice President of Career Development
- **Security Operations:** Senior Manager of Loss Prevention
- **Public Information:** Vice President of Marketing

Team members should coordinate as necessary with the Response Plan Coordinator for the implementation and coordination of the campus operation plan and support as it pertains to their areas.

Team members are to keep in constant communication with the Emergency Control Center. General responsibilities of the team members are listed below:

### **Emergency Director:** President/CEO

- Responsible for the overall direction of the campus emergency response.
- Works with the Senior Vice President of Education Operations and others in assessing the emergency and preparing the college's specific response.
- Declares and ends, when appropriate, the campus state of emergency.
- Notifies and conducts liaison activities with administrative governmental agencies, the Emergency Response Team, and others as necessary.

### **Response Plan Coordinator:** The Vice President of Administration

- Responsible for overall coordination of the college's emergency response.
- Determines the type and magnitude of the emergency and establishes the appropriate Control Center.
- Initiates immediate contact with the President/CEO and begins communication regarding assessment of the college's condition.
- Notifies the members of the Emergency Response Team and advises them of the nature of the emergency.
- Notifies and conducts liaison activities regarding appropriate outside organization such as Fire, Police, Office of Emergency Services, etc.
- Ensures that appropriate notification is made to staff when necessary.

### **Faculty/Staff Support Coordination:** Senior Vice President of Education Operations, assisted by the Senior Vice President or Career Development

- Coordination of available faculty and staff members to fulfill the needs and requirements of the student population.
- Coordinate any required student services and student notifications.
- Assists other response team members in staffing requirements of particular activities.

### **Services and Student Affairs Coordinator:** Senior Vice President of Career Development

- Determines the needs and requirements for the student population.

### **Security/Police Operations:** Senior Manager of Loss Prevention assisted by Vice President of Administration

- Maintains emergency equipment in a state of constant readiness.

- Monitors campus emergency warning and evacuation systems.
- Takes immediate and appropriate action to protect life and property and to safeguard records as necessary.
- Obtains assistance from city, county and federal emergency aid resources as required.
- Coordinates traffic control, access control, perimeter and internal security patrols, and fire prevention services as needed.

**Public Information:** Vice President of Marketing

- All information for media (facts and figures) is channeled through the President/CEO.
- Establishes liaison with the news media for dissemination of information by the President/CEO.
- Establishes liaison with local radio and T.V. services for public announcements.
- Arranges for photographic and audiovisual services.
- Prepares news releases for approval and releases to the media concerning the emergency/incident.

**Damage Control:** Vice President of Administration assisted by Senior Manager of Loss Prevention and Goodwill Maintenance Department

- Provides equipment and personnel to perform shutdown procedures, hazardous area control, barricades, rescue teams, damage assessment, debris clearance, emergency repairs, and equipment protection.
- Provides vehicles, equipment and operators for the movement of personnel, equipment and supplies; assigns vehicles as required to the Emergency Response Team.
- Obtains the assistance of utility companies as required for the emergency/incident.
- Furnishes emergency power and lighting systems as required.
- Provides facilities for emergency generators fueled during emergency/disaster.
- Provides for storage of vital records at an alternate site. (if necessary)
- Provides method of Communications; (i.e. network, telephone) and provides equipment to control center if needed.

**Pre-designated Safe Areas to gather for Weather and Evacuation**

Pre-designated Areas Inside a Building

When a tornado has been sighted, stay away from windows, doors and outside walls. Protect your head from falling objects or flying debris. Take cover immediately, wherever you are:

In a house or small building, go to the basement or storm cellar. If there is no basement, go to an interior part of the structure on the lower level (closets, interior hallways).

*One basic rule to follow wherever you are is AVOID WINDOWS. An exploding window can injure or kill. Don't take the time to open windows; get to shelter immediately.*

Get into the restroom, if possible. In larger buildings, the restrooms are usually made from concrete blocks. Besides having the four walls and plumbing holding things together, the metal partitions help support any falling debris. Don't run around opening windows. It wastes time you should be using to take shelter. Open windows aren't needed to keep unequal air pressure from making the building explode as once thought. Tornado winds, not unequal pressure, destroy buildings.

When the fire alarm sounds, everyone knows to immediately get out of the building. When the storm warning sirens sound, it is best NOT to leave the building. Obviously, it is better to seek shelter in a basement. If the building you are in has no basement, or if there is no nearby building with a basement, go to the lowest floor and get into a small interior room or hallway. Stay away from glass and exterior walls. (If you go outside to watch the show, you might become part of the cast.)

### Pre-designated Areas outside a Building

If you have to evacuate the premises:

1. **DO** exit quickly and calmly
2. **DO** go directly to open air
3. **DO NOT** enter an adjacent building
4. **DO NOT** stop to collect bags or books
5. **DO** close the door behind you
6. **DO NOT** use elevators

College faculty are responsible for their students when in class and must be aware of the fire procedures for the buildings in which they teach. On hearing the evacuation signal, a continuous sounding of the fire alarm, the faculty member must ensure that students under his or her supervision are made aware of the assembly point and that they leave the building by the nearest available exit route in a calm and orderly manner. Faculty members must also ensure that students under his or her supervision must provide assistance to students that need assistance exiting.

Once at the pre-arranged safe area, the group should stay there until an all-clear signal is given. Neither the group nor any individual should get within 300 feet of the evacuated building at any time until the situation has been declared.

### **Campus Evacuation Procedures**

Evacuation of all or part of the campus grounds will be announced by Administration, as directed.

All people (students and staff) are to immediately vacate the site in question, and relocate to another part of the campus grounds, as directed.

When it is necessary to leave campus by personal vehicle, exit the parking lot nearest to where you are parked and follow traffic patterns as directed by emergency personnel.

### Mobility Impaired Evacuation

Staff, students, and faculty are requested to assist any handicapped or temporarily disabled persons during fire emergencies.

If mobility impaired or temporarily disabled individuals cannot safely evacuate or safely be assisted in evacuation, he/she is to remain in the room, keep the door closed and if possible, open or break out the window. If there is a telephone in the room dial 911 and advise police as to his/her location. A piece of clothing should be hung out the window or a flashlight used at night to signal rescue personnel.

Rescue of mobility impaired persons is the first priority of Fire and Police. Emergency rescue efforts will be guided staff information relative to mobility impaired individuals or others still needing evacuation status.

## **Emergency Training**

### Fire Drills

Helms College will conduct a fire drill on campus at least once each quarter. These drills should be documented in the Campus Emergency Preparedness Plan binder.

### Weather Drills

Helms College will participate in State weather drills and record participation in the Campus Emergency Preparedness Plan binder.

Drills may be announced or unannounced.

## **Classrooms Emergency Guidelines for Faculty/Instructors**

Consistent with this plan, faculty must:

- Provide their classes with general information relating to emergency procedures. This information should be shared during the first week of class or at the new student orientation.
- Know how to report an emergency from each classroom used.
- Assure that people with disabilities have the information they need. The instructor should be familiar with disabled students' plans and also be able to direct visitors with disabilities.
- Take responsible charge of the classroom and follow emergency procedures for all building alarms and emergencies.

## **What Instructors Need to Know about Emergency Preparedness**

The instructor is an authority figure for students, whether consciously or subconsciously, and can influence how students respond in an emergency. Instructors who are prepared for emergencies will be able to help calm students by being in control and giving calm and clear directions.

### Evacuation Routes

The College has posted classroom evacuation routes in all classrooms and labs. Check your classroom(s) to see if the plans are posted.

### Emergency Assembly Areas

After a class leaves the alarmed building or area, it is important for them to go to a predetermined area where each person's presence can be documented. This "safe area" will be a designated Emergency Assembly Point where the class will not interfere with responding emergency services nor place themselves at risk of injury from the emergency.

Accounting for all students can be very difficult, particularly with a large class. However, an attempt must be made. For example, it might be possible for the instructor to wait until all the students have left the room/lab, use the class roster, use a head count, or have students see if the students seated next to them are at the assembly point. You must also account for people with disabilities (see below).

### Evacuation for persons with Disabilities

If there is a person with a disability in the class, the instructor must know the person's response plan and who may be assisting him/her.

### Fire Alarms

When the alarm sounds, everyone must exit the alarmed area according to the evacuation plan.

- Everyone Must Evacuate Immediately
- Procedures that may be hazardous if left unattended should be shut down.
- Verify that everyone leaves and that all the doors are closed. Closed doors significantly reduce fire and smoke damage.



### Earthquakes

Most of the injuries that occur during earthquakes are caused by interior items falling on the building occupants, such as books, shelves, light fixtures, ceiling tiles and office equipment. Consequently, the first thing to do during an earthquake is to have everyone **drop** to the floor, **cover** their head, and **hold that position**. After the shaking stops and if there is building damage, tell the class to collect their possessions calmly and evacuate the building to the emergency assembly area for your building. Caution them to watch for brick and other exterior building materials that may have been knocked loose by the earthquake. Equipment that may be hazardous if left unattended should be shut down, such as gas stoves or other kitchen equipment.

### Power Outage

Most campus buildings are not provided with emergency or standby power. Consequently, if the power does go out during class, have the people stay in their seats for a little while and wait for the power to return. If the power does not return in a reasonable length of time (~ 10 minutes), evacuate the classroom or laboratory. Evacuation should take advantage of available lighting unless the building is in alarm, in which case use the same evacuation procedures as during a fire. Caution students that there is no rush; they should take their time exiting the building. Emergency lighting may or may not be functioning in the room, hallway, or stairways. Helms College  
Emergency Preparedness Plan

### **Severe Weather**

#### Severe thunderstorm watch

A *severe thunderstorm watch* is issued when conditions are right for severe thunderstorms. Be alert for changing conditions.

REMAIN ALERT for additional weather advisories if a severe windstorm —watch|| has been issued. (A watch is issued when a thunderstorm with winds in excess of 55 M.P.H. or a tornado may develop in a given area and during a specific time frame.) If a watch is issued during class hours, you will be notified by the college leadership and kept up to date on the latest developments.

#### Severe thunderstorm warning

A *severe thunderstorm warning* is issued by the national weather service when storms with strong winds, rain, and hail are expected in the area. A severe thunderstorm warning may last for up to one hour.

Make preparations to assemble at the safe areas designated by this plan if a severe windstorm warning has been issued. (A warning indicates that a thunderstorm with winds in excess of 55 M.P.H. or a tornado has been sighted in the area, and precautions to minimize potential risks should be taken.)

If a warning is issued during class hours, you may be directed to go home if there is sufficient time before the anticipated arrival of the storm, or may direct you to remain at work if it would be dangerous to leave.

#### Tornado watch

A *tornado watch* is issued when weather conditions exist that could produce a tornado. A tornado watch may last for several hours.

#### Tornado warning

A *tornado warning* is issued when a tornado has actually been sighted and is threatening the community. At this time emergency messages are broadcast by the media and the warning sirens will be sounded. A tornado warning usually lasts for thirty minutes or less.

Faculty and staff must be prepared to move all individuals to a safe area per the departmental plan and move unsecured equipment and hazardous chemicals to a safe area (if time allows).

The Emergency Response Team will be activated to assess all damage from the tornado and determine priority of repair work needed.

## **Tornado Information**

### Tornado Facts

- The average number of tornado days in Georgia is 6 per year. While tornadoes have been reported in all months of the year, most occur in the March-April-May time frame. During this "tornado season" the most likely time of occurrence is from midafternoon through early evening.
- Tornadoes are usually preceded by very heavy rain and/or large hail. If hail falls from a thunderstorm, it is an indication that the storm has large amounts of energy and may be severe. In general, the larger the hailstones, the more potential for damaging winds and/or tornadoes.
- The most violent tornadoes are capable of tremendous destruction with wind speeds of 250 mph or more. Damage paths can be in excess of one mile wide and 50 miles long.
- The average tornado moves from southwest to northeast, but tornadoes have been known to move in any direction.
- The average forward speed of a tornado is 30 mph but may vary from nearly stationary to 70 mph.
- Forecasters and researchers use a wind damage scale created by T. Theodore Fujita to classify the damage done by tornadoes and other windstorms. The Fujita scale (F-scale) uses numbers from 0 through 5 to classify damage in order of increasing severity. The ratings are based on the amount and type of wind damage.

When a tornado warning has been issued by the National Weather Service, sirens have been activated, or a tornado has been sighted take the following actions.

### On Campus

1. Go to an inside hallway away from glass doors.
2. Avoid places with wide-span roofs such as the warehouse. Stay away from windows and open spaces.
3. Get under a piece of sturdy furniture such as a desk or steel worktable and hold on to it. If sturdy furniture is not available, become a very small target. Squat low to the ground. Place your hands on your knees with your head between them. Make yourself the smallest target possible.
4. If in a higher building, such as Macon 2<sup>nd</sup> floor classrooms and offices, go to small interior rooms or hallways on the lowest floor possible and seek protection as detailed above.

### Outdoors

If possible, get inside a substantial building.

If shelter is not available or there is no time to get indoors, lie in a ditch, culvert, or low-lying area or crouch near a strong building. Use arms to protect your head and neck. Stay aware of the potential for flash flooding.

### In a Vehicle

Never try to outrun a tornado in a vehicle. Heavy rain, hail, and traffic may impede your movement. Tornadoes can change directions quickly and can easily lift up a vehicle and toss it through the air.

Get out of the vehicle immediately and try to take shelter in a nearby building.

If there isn't time to get indoors, get out of the vehicle and lie in a ditch, culvert, or low-lying area away from the vehicle.

## **Terrorist Activities**

The safety and well-being of our students and employees are of highest priority to Helms College. In the face of the nation's heightened concern over possible terrorist attacks, the college would like all members of the campus community to be aware of our communication procedure in case of a local, state or national crisis.

### **Action Plan for Homeland Security Advisories**

In March 2002, the United States of America implemented the "Homeland Security Advisory System" to provide a comprehensive means to disseminate information regarding the risk of terrorist attacks. This system provides warnings in the form of a set of graduated "threat conditions" that increase as the risk of terrorist threat increases. The Helms College campus will respond as follows for each of the threat conditions:



#### **Low Risk: Green**

1. Maintain written emergency plans to address all hazards. Disseminate relevant information to campus community members.
2. Continue safe and common-sense practices in daily routines.
3. Report suspicious circumstances and/or individuals to the Campus Services Department.

#### **Guarded: Blue**

1. Review all applicable emergency plans.
2. Assess mail handling procedures against intelligence with respect to current security threat level.
3. Be alert to suspicious activity and report it to the proper authorities.

#### **Guarded: Yellow**

1. Share pertinent information directly related to threat level with the Emergency Response Team.
2. Review campus Emergency Preparedness Plan. Review contingency and evacuation plans.
3. Meet with appropriate representatives of critical infrastructure facilities (Loss prevention, Maintenance, IT, etc.) to review contingency plans and/or implement increased security measures as appropriate.
4. Remind all employees to be suspicious and inquisitive and maintain heightened awareness of people, vehicles and activities.
5. Advise personnel who handle mail and package delivery to remain vigilant and report any concerns or suspect items.

#### **High: Orange**

1. Provide briefings as necessary to members of the Emergency Response Team.
2. Ensure all members of the Emergency Response Team are available for service. Identify and/or notify alternate members if primary members are unavailable.

3. Communicate via e-mail with all members of the campus community regarding the increased threat level and advise them to take appropriate actions.
4. Identify any planned events where large attendance is anticipated. Consult with event organizers regarding emergency preparedness and site accessibility and control. Consider recommendations to cancel the event if warranted by the current situation.
5. Enforce parking of vehicles away from sensitive buildings.
6. Erect barriers to control traffic flow and facility access, as appropriate.
7. Be alert to suspicious activity and report to the proper authorities.

### **Severe: Red**

1. Implement appropriate portions of Emergency Preparedness Plan. Convene meetings of Emergency Response Team to determine the level of campus response.
2. Activate campus Control Center as necessary.
3. Implement appropriate staffing plans (including staff recall) within departments and divisions that support the campus response (as outlined in the Emergency Preparedness Plan).
4. Consider cancellation of classes and the release of employees who are not involved in response to the situation.
5. Control access and implement positive identification checks of all personnel involved in the response. If necessary, issue/create temporary identification or access credentials.
6. Search all suitcases, briefcases, packages, etc. brought into critical facilities.

### **Terrorism - Information**

#### Before

1. Learn about the nature of terrorism.
2. Terrorists often choose targets that offer little danger to themselves and areas with relatively easy public access.
3. Foreign terrorists look for visible targets where they can avoid detection before or after an attack such as international airports, large cities, major international events, resorts, and high-profile landmarks.
4. Learn about the different types of terrorist weapons including explosives, kidnappings, hijackings, arson, and shootings.
5. Prepare to deal with a terrorist incident by adapting many of the same techniques used to prepare for other crises.
6. Be alert and aware of the surrounding area. The very nature of terrorism suggests that there may be little or no warning.
7. Take precautions when traveling. Be aware of conspicuous or unusual behavior. Do not accept packages from strangers. Do not leave luggage unattended.
8. Learn where emergency exits are located. Think ahead about how to evacuate a building, subway or congested public area in a hurry. Learn where staircases are located.
9. Notice your immediate surroundings. Be aware of heavy or breakable objects that could move, fall or break in an explosion.

## Preparing for a Building Explosion

The use of explosives by terrorists can result in collapsed buildings and fires. People who live or work in a multi-level building can do the following:

1. Review emergency evacuation procedures. Know where fire exits are located.
2. Keep fire extinguishers in working order. Know where they are located, and how to use them. Learn first aid.

Keep the following items in a designated place on each floor of the building.

1. Portable, battery-operated radio and extra batteries
2. Several flashlights and extra batteries
3. First aid kit and manual

## Bomb Threat

Terrorist activities could take the form of bomb threats or involve threats to the personal safety of individuals, or the taking of hostages. If circumstances permit, you will receive warnings and directions from Helms College administration or law enforcement agency.

If you observe a suspicious object or potential bomb on campus, do not handle the object! Clear the area and immediately call 911. Then immediately call Campus Loss Prevention.

Any person receiving a phone call bomb threat should follow the *Bomb Threat Checklist* (familiarize yourself with the information on the checklist) so you will be able to respond to the call and complete a report. Follow evacuation procedures as directed.

After you've been notified of a bomb threat, do not touch any suspicious packages. Clear the area around the suspicious package and notify the police immediately. In evacuating a building, avoid standing in front of windows or other potentially hazardous areas. Do not restrict sidewalks or streets to be used by emergency officials.

### During

1. In a building explosion, get out of the building as quickly and calmly as possible.
2. If items are falling off of bookshelves or from the ceiling, get under a sturdy table or desk.

*If there is a fire:*

1. Stay low to the floor and exit the building as quickly as possible.
2. Cover your nose and mouth with a wet cloth.
3. When approaching a closed door, use the palm of your hand and forearm to feel the lower, middle and upper parts of the door. If it is not hot, brace yourself against the door and open it slowly. If it is hot to the touch, do not open the door--seek an alternate escape route.
4. Heavy smoke and poisonous gases collect first along the ceiling. Stay below the smoke at all times.
- 5.

## After

*If you are trapped in debris:*

1. Use a flashlight.
2. Stay in your area so that you don't kick up dust. Cover your mouth with a handkerchief or clothing.
3. Tap on a pipe or wall so that rescuers can hear where you are. Use a whistle if one is available. Shout only as a last resort--shouting can cause a person to inhale dangerous amounts of dust.

## Assisting Victims

Untrained people should not attempt to rescue people who are inside a collapsed building. Wait for emergency personnel to arrive.

## **Bomb Threat Procedures**

### If You Receive a Telephone Bomb Threat

1. Do not hang up.
2. Remain Calm.
3. Try to prolong the conversation and get as much information as possible for the Bomb Threat Checklist Form that is located at each campus front desk.
4. Note what you hear. Are there background noises, such as music, voices, or cars?
5. How does the caller's voice sound? Any accent? What sex? What age? Is the caller using any unusual words or phrases?
6. Does the caller seem to know about the college? How is the bomb location described? Does the caller use a person's name? Does the caller give his/her name?
7. When the call is over, complete the Bomb Threat Report immediately.
  - Then dial 911 and report a bomb threat. Give the police dispatcher all the information you collected on the checklist. Identify yourself - give your name, phone number, department, building and room number.
  - After this is done, notify Helms College administration immediately. Then stand by for further instructions.
  - If it is deemed necessary to evacuate, you will be notified.
  - If you discover a bomb or suspicious item.....
9. Leave it untouched and secure the area until Police arrive.
10. Call 911 and report a suspicious item.

## **Medical Causes for Emergency**

### Medical and First Aid

If a serious injury or illness occurs on campus, immediately dial 911. Then call Campus Loss Prevention. Give your name; describe the nature and severity of the medical problem and the campus location of the victim.

In case of serious injury or illness, CPR/BLS/First Aid trained personnel should quickly perform the following steps:

1. Keep victim still and comfortable. **DO NOT MOVE VICTIM.**
2. Ask victim, "Are you okay?" and "What is wrong?"
3. Check breathing, and if necessary, give artificial respiration utilizing a mouth shield barrier.
4. Control serious bleeding by direct pressure while wearing gloves.
5. Continue to assist the victim until help arrives.
6. Look for emergency medical I.D., question witnesses, and give all information to the EMT's/paramedics.
7. Every department is encouraged to have personnel trained in first aid and CPR and BLS. Training is available through the Campus Loss Prevention team or in Augusta by contacting the Director of Medical Programs.
8. In case of minor injury or illness, utilize First Aid Kits found in your area.

## **Industrial Causes for Emergency**

### Utility Failure

In the event of a major utility failure occurring during regular working hours immediately notify Campus Loss Prevention and the Goodwill Maintenance Department.

All building evacuations will occur when an alarm sounds continuously and/or when an emergency exists. Follow evacuation procedures.

Assist individuals with disabilities and those that may need help in exiting the building.

Do not return to an evacuated building unless the "all clear" signal is given.

### Electrical or Light Failure

Campus buildings equipped with emergency lighting may not provide sufficient illumination in corridors and stairs for safe exiting. It is, therefore, advisable to have flashlights and portable radios available for emergencies.

### Plumbing Failure/Flooding

Cease using all electrical equipment. Notify Campus Loss Prevention and the Goodwill Maintenance Department.

### Suspected Gas Leak

Cease using all electrical and gas equipment. Notify Campus Loss Prevention and the Goodwill Maintenance Department.

### Ventilation Problem

If smoke or odors come from the ventilation system, immediately notify Campus Loss Prevention and the Goodwill Maintenance Department. If necessary, cease all operations and evacuate the area.

## **Human Causes for Emergency**

### Violent or Criminal Behavior

In an emergency, dial 911, then call Campus Loss Prevention and notify a Helms College administrator.

Everyone is asked to assist in making the campus a safe place by being alert to suspicious situations and promptly reporting them.

If you are a victim or are a witness to any on-campus criminal offense, avoid risks and call 911 immediately. Then call Campus Loss Prevention and notify a Helms College administrator.

If you observe a criminal act or a suspicious person on campus, immediately notify Campus Loss Prevention and notify a Helms College administrator.

When reporting the incident, promptly include the following:

1. Nature of incident
2. Location of incident
3. Description of person(s) involved
4. Description of property involved

Assist officers when they arrive by supplying them with all additional information and ask others to cooperate. Should gunfire or discharged explosives be a hazard on the campus, you should take cover immediately, using all available concealment. After the disturbance, seek emergency first aid if necessary.

### **Psychological Crisis**

A psychological crisis exists when an individual is threatening harm to him/herself or to others; or is out of touch with reality due to a severe drug reaction or a psychotic break. A psychotic break may be manifested by hallucinations, uncontrollable behavior, or complete withdrawal. If a psychological crisis occurs:

1. Contact 911
2. Notify Campus Loss Prevention and a Helms College administrator
3. Avoid contact with the individual if possible
4. Warn other in the area to avoid the individual and if required, remain in buildings or classrooms until the individual is removed from the area
5. Never try to deal with the situation on your own

### **Crisis Intervention Process with Disruptive Persons**

The following procedures may help you in identifying and handling crisis situations with disruptive

persons: Pre-Contact Stage

People in crisis are fearful, anxious, and vulnerable, making them extremely sensitive to offers of help. At times, feelings generated by this sensitivity may take the form of physical or verbal violence.

1. Survey the situation for possible danger before becoming involved.
2. Take a deep breath or two to calm yourself while you plan your course of action.
3. Protect yourself on approach; you cannot help if you are hurt.
4. People in crisis often feel physically trapped by the environment and can become agitated. Position yourself so you have an escape route and try not to place a troubled person where he/she has no exit.

### Calming the Person Down

1. Don't touch the disturbed person.
2. People tend to mirror your attitude and demeanor. Use your voice and manner to calm the person down. Give calm, simple, direct instructions.



3. Ask them to walk with you outside and to tell you what is upsetting them. Try to identify feelings.
4. Do not make threats, issue ultimatums or shout at the troubled person.
5. Buy time, let the situation cool down. Don't rush or crowd them.

### Problem Identification Stage

1. Encourage the person to talk with you while walking away from the scene of the disturbance.
2. Ask open-ended questions so that the person must think in order to formulate an answer. (Don't ask questions that can be answered with a simple "Yes" or "No".)
3. Listen without judging.
4. Acknowledge their feelings (empathize).
5. Reassure frequently.
6. Clarify, paraphrase, summarize.
7. Don't let the disturbed person switch the focus to you.

### **Specific Crisis Situations**

#### Threatened Suicide or Homicide

A situation of extreme danger exists if a person is threatening to harm him or herself or others and has the means and strength to follow through with this threat.

1. Protect yourself and others as much as possible and call 911 Suicide attempters can be potentially dangerous.
2. Notify Campus Loss Prevention and a Helms College administrator.
3. Buy time. Listening may be exactly what a suicide attempter wants and needs from you. The odds of tragedy occurring decrease with the passage of time and good communication.
4. Keep in mind that some people bent on killing themselves have already made up their minds. Sometimes nothing we say or do can deter them.

#### Disputes or Threats of Violence

If disputants are engaged in verbal or physical conflict, call for help from the closest staff member or administrator. Also call Campus Loss Prevention. If necessary, call 911.

1. Do not touch combatants.
2. This is a potentially very dangerous situation because hostile individuals tend to displace anger in any direction.
3. Protect yourself and others.

### **DISASTER RECOVERY**

The goal of disaster recovery is to minimize the effects of the disaster. It begins with a comprehensive assessment of each department at the start of recovery operations. This assessment must ensure that all the appropriate steps are taken to:

1. minimize disruption of services to students and the institution;
2. provide for a timely resumption of operations;
3. minimize financial losses, including limiting exposure to potential liability claims.

After stabilization of the disaster situation, the Emergency Response Team can begin to refocus their efforts on recovery. As damages are assessed and repairs begin, additional area-specific disaster recovery teams will evaluate their respective operations and begin the recovery process. Such information shall be communicated to the President/CEO, who has final decision-making authority on the resumption of operations.

The three broad operating functions of Helms College are academics, students, and administrative operations. The following three teams are designed to address those respective areas. Team member roles will be assigned by the Senior Vice President of Education. Additional teams may be named as needed.

### **Academic Operating Continuity Team**

The Academic Recovery Team is responsible for evaluating academic facilities during recovery operations and arranging, as necessary, for any alternative facilities or scheduling to be used in order to continue operations. This committee makes contingency arrangements with other institutions and otherwise assists academic departments with the resumption of normal academic activities.

Team members may include:

Associate Vice President of Education, program directors or managers, faculty/staff, Registrar, or Director of Admissions, Instructional Designer

As the institution begins salvage and restoration work, program directors, faculty, and academic support staff will be called upon to assist with books, equipment, and other teaching devices specific to their department or academic work. This is especially important with respect to the HVAC and Culinary Departments where equipment, tools and specialized instruments are known only to the faculty or industry specialists.

Related academic operating contingency plans and information be developed to include:

1. Academic Operating Contingency Plan
2. IT/IDL Operating Contingency Plan
3. Student notification processes. Part of this plan includes checking on the status and welfare of students and their families following a major disaster.

### **Business & Administration Operating Continuity Team**

The purpose of the business recovery team is to restore all College business operations to a functioning level as quickly as possible. Areas covered include:

1. *financial: records including payables, receivables, budgets, audits, payroll, etc.; emergency financial services and procurement, credit;*
2. *student records: transcripts, financial aid;*
3. *personnel: emergency staffing (including hiring temporary employees), insurance,*
4. *payroll contingency plan, employee benefits, personnel files.*

Team Coordinator: Vice President-Controller

Team Members may include: Financial Aid Manager, Student Accounts Manager, Registrar, IT personnel, and HR staff.

Related plans and information should be developed following an emergency or disaster include:

- IT Operating Contingency Plan.
- Emergency Financial Aid Plan
- Emergency Financial Assistance Plan
- Records Preservation Plan
- FEMA/GEMA Coordination Plan

## **ATTACHMENTS**

Bomb Threat Checklist Form  
Quarterly Drill Record Form  
Helms College Catastrophic Events Policy  
Helms College Teach-Out/Closure



Helms College

### Telephone Bomb Threat Checklist

Instructions: Remain calm and be courteous with the caller. Do not interrupt the caller. Try to keep the caller talking. Fill out the form below with as much information as possible.

1. Where is the bomb going to explode?	5. What will cause the bomb to explode?
2. When is the bomb going to explode?	6. Did you place the bomb? If so, why?
3. What does the bomb look like?	7. What is your address?
4. What kind of bomb is it?	8. What is your name?
Exact wording of the threat: _____ _____ _____	

Time of Call:	Date:	Phone Number Call Received From:
<b>Accent:</b> <input type="checkbox"/> Local <input type="checkbox"/> Middle East <input type="checkbox"/> Hispanic <input type="checkbox"/> African <input type="checkbox"/> Slavic <input type="checkbox"/> Southern <input type="checkbox"/> Northern <input type="checkbox"/> Midwestern <input type="checkbox"/> Other: _____	<b>Manner:</b> <input type="checkbox"/> Calm <input type="checkbox"/> Rational <input type="checkbox"/> Coherent <input type="checkbox"/> Deliberate <input type="checkbox"/> Righteous <input type="checkbox"/> Angry <input type="checkbox"/> Irrational <input type="checkbox"/> Incoherent <input type="checkbox"/> Emotional <input type="checkbox"/> Laughing <input type="checkbox"/> Other: _____	<b>Background:</b> <input type="checkbox"/> Machines <input type="checkbox"/> Music <input type="checkbox"/> Office <input type="checkbox"/> None <input type="checkbox"/> Traffic <input type="checkbox"/> Trains <input type="checkbox"/> Animals <input type="checkbox"/> Voices <input type="checkbox"/> Airplanes <input type="checkbox"/> Other: _____
<b>Voice:</b> <input type="checkbox"/> Loud <input type="checkbox"/> High Pitch <input type="checkbox"/> Raspy <input type="checkbox"/> Intoxicated <input type="checkbox"/> Soft <input type="checkbox"/> Deep <input type="checkbox"/> Pleasant <input type="checkbox"/> Other: _____	<b>Speech:</b> <input type="checkbox"/> Fast <input type="checkbox"/> Distinct <input type="checkbox"/> Distorted <input type="checkbox"/> Slurred <input type="checkbox"/> Slow <input type="checkbox"/> Stutter <input type="checkbox"/> Nasal <input type="checkbox"/> Other: _____	<b>Language:</b> <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Foul <input type="checkbox"/> Other: _____ <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Other: _____
Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> Adult <input type="checkbox"/> Juvenile Age: (    )	Call Origin: <input type="checkbox"/> Local <input type="checkbox"/> Non-Local
Your Name:		Your Phone Number:
Your Position:		Date of Report:

# FIRE/EMERGENCY DRILL RECORD

*\* The first drill of each quarter should be conducted within 7 days of the beginning of the quarter for the benefit of new students*

Campus: \_\_\_\_\_

Academic Year: \_\_\_\_\_

Department: \_\_\_\_\_

- Instructions:
1. Conduct a drill once a quarter in accordance with the Helms College Emergency Preparedness Plan.
  2. Complete this form after each drill.
  3. Forms should be maintained in the Emergency Preparedness Plan Binder on each campus.

Month	Date	Time Start/End	* Duration (in minutes)	Notification Method (alarm/other)	Weather Conditions	*Special Conditions /Problems Encountered (e.g., primary exit doors blocked, students missing, problems encountered, special assistance required by occupants)	Number of Staff Present	Number of students Present	Type of Drill (e.g. Fire, Earthquake, Lockdown)
JAN		/							
FEB		/							
MAR		/							
APR		/							
MAY		/							
JUN		/							
JUL		/							
AUG		/							
SEP		/							
OCT		/							
NOV		/							
DEC		/							

- \* Duration is calculated from the moment the alarm is activated until the last person reaches safe evacuation point.
- \* Drills should be unannounced and include staged variants such as a blocked exit way at least once per year.
- \* At least once each quarter and during new student orientation instruct students on emergency procedures on fires; storms and safety threats (including lockdown, shelter-in-place and evacuation).
- \* All faculty and staff must be trained in fire prevention, evacuation, emergency lockdown, and fire safety annually.
- \* Multiple forms may be used if more than one drill is conducted in a particular month or by various shifts.



General Policy Title: Catastrophic Events Plan

HC Area: Administration

Responsible Administrator: Senior Vice President of Education Operations

Revised: December 18, 2024

### Plan

Helms College has policies, procedures, and plans in place to address institutional operations in the event of emergencies or catastrophic events.

### Purpose

To provide guidance for a safe and efficient response to disruptive events that impact Helms College students.

### Details

#### Catastrophic Events and Continuity of Operations

Helms College maintains and adheres to specific policies and procedures regarding crisis situations, catastrophic events, and program discontinuances in order to minimize the length of time that students' educational activities are disrupted and, when applicable, minimize the length of time that students are displaced.

#### **Continuity of Operations**

##### Operational Systems

The College leverages highly available educational technologies such as the Canvas Learning Management System (LMS), Anthology Student Information System (SIS) and the collaboration platform Teams, all of which are cloud based to minimize the likelihood of noticeable service interruption. Further, our Information Technology (IT) Department ensures that systems are protected from vulnerabilities, adequately secured, and backed up to prevent record destruction and/or data loss.

The following Helms College policies and procedures are also intended to help mitigate the impact of emergency events on college operations:

- The Helms College Catastrophic Events Policy and the Helms College Emergency Preparedness Plan detail how operations and communications will be managed in the event of a catastrophic event or incident.
- Helms College follows the Georgia Nonpublic Postsecondary Education Commission's Minimum Standards on student record keeping in accordance with Statutory Authority: O.C.G.A. §§ 20-3-250.5(b)(2); 20-3-250.6(a)(6); 20-3-250.17, which provides guidance for ensuring the integrity, confidentiality, and security of all student documents and records created, received or maintained in the course of college academic activity.
- The Cancellation and Refund Policy documented in the Helms College Catalog provides guidance for ensuring that financial refunds are processed timely and consistently and in accordance with the College's policy, and applicable federal, state and accreditation requirements.
- The Helms College Emergency Preparedness Plan provides detailed emergency instructions for Helms College students to ensure safety and protection of property during fire, severe weather, loss of utilities, and other emergencies.

### **Program Discontinuances**

In the event that Helms College cannot deliver the instruction for which students have enrolled, the following procedures apply:

- The Helms College Teach-Out/Closure Policy protects the interests of students and faculty, provides minimal disruption to students, and satisfies the requirements of external bodies, including the Georgia Non-Public Postsecondary Education Commission (GNPEC), Accrediting Council for Continuing Education & Training (ACCET), and the US Department of Education (ED). This procedure includes:
  - Providing students with the teach-out plan for finishing their degree or program path as long as they do not break service to the college and remain in their designated degree or program path
  - Providing a reasonable alternative for delivering instruction and/or services for which students have paid
  - Providing reasonable financial refund for the education students did not receive
  - Providing assistance transferring earned credits to another accredited institution
- The Helms College Cancellation and Refund Policy states that the College will provide a refund for any class that is canceled by the College. Refunds are handled in accordance with GNPEC, ACCET and ED tuition refund requirements.

Helms College students will be notified by the College Administration and then counseled about their options by their Student Services Advisors. In accordance with institutional accreditation requirements, a teach-out plan will be submitted to ACCET prior to its implementation.





General Policy Title: Teach-Out/Closure

HC Area: Administration

Responsible Administrator: Senior Vice President of Education

Revised: November 20, 2024

**Rationale:** Helms College seeks to ensure that students are afforded every opportunity to successfully complete their training, whether it is with another institution that has agreed to teach those students, by Helms College, or through refunds paid to students so that they may continue their education elsewhere. In addition, we will work with the appropriate state and accrediting agencies, to the extent feasible, to make sure that students are given reasonable opportunities to complete their education without additional charge.

If Helms College intends to close or, in ACCET's judgment, lacks sufficient financial or administrative resources to sustain the proper operation in discharging our obligations to our students, we will submit a comprehensive closure and teach-out plan. In accordance with ACCET Document 48 – Policy on Adverse Actions and Other Negative Actions by Federal, State, and Other Accrediting Agencies, Helms College will notify ACCET of an adverse action taken by another recognized accrediting body and/or an agency of the federal or state government against us.

In accordance with the Higher Education Opportunity Act (HEOA), Helms College will submit a teach-out plan upon the occurrence of any of the following events:

1. The Secretary of USDE notifies ACCET of either an emergency action initiated against the institution or an action to limit, suspend, or terminate an institution participating in any Title IV federal financial aid program;
2. ACCET acts to withdraw, terminate, or suspend our accreditation;
3. Helms College intends to cease operation entirely or close a location that provides one hundred percent of at least one program; or
4. A state licensing or authorizing agency notifies us that our license or legal authorization to provide an educational program has or will be revoked.

Our teach-out plan will address and/or provide: (a) our plan to teach out our own students; (b) an executed teach-out agreement with one or more institutions located in reasonable geographic proximity which currently offer programs similar to those offered at Helms College

and have agreed to conduct the teach-out; or (c) a description of how the tuition recovery fund or other means will be used to make student refunds

**Teach-Out Plan (Minimum Requirements):** The Helms College teach-out plans will adequately address, at minimum, each of the following issues:

1. A listing by name and, if applicable, the last four digits of the social security number of all students in each program and their estimated graduation dates, the status of unearned tuition, all current refunds due and account balances.
2. The date of last classes, and date of site closure.
3. Arrangements for disposition of all student records, including educational, accounting and financial aid records, in an accessible location and in accordance with applicable legal requirements in the event the institution closes.
4. An explanation, accompanied by appropriate supporting documentation and timelines, of how Helms College will notify students in the event of closure and, if applicable, how we will notify the students of the teach-out.
5. Procedures to ensure that the delivery of training and services to students will not be materially disrupted and that obligations to students will be timely met.
6. A statement which evidences that state guidelines regarding a student protection fund and/or bonds are followed, if applicable.
7. Final document 28.1(s) for year to date, and final document 28.1(s) within 90 days of the last graduating class.
8. An explanation of how job placement services for past and recent graduates from Helms College will be made available.

**Teach-Out Agreement:** Helms College may be required to enter into a teach-out agreement with another institution as part of our teach-out plan. The agreement will be consistent with applicable standards and regulations and will provide for the equitable treatment of students by ensuring that we have the necessary experience, resources, and support services to:

1. Provide an educational program of acceptable quality and reasonably similar in content, structure, and scheduling to that provided by Helms College either entirely or at one of its locations; and
2. Remain stable in order to carry out its mission and meet all obligations.

If an institution enters into a teach-out agreement, the agreement must be approved by ACCET prior to implementation. In such cases, the institution must provide documentation to demonstrate that the educational program provided by the teach-out institution is of acceptable quality. The teach-out institution must have sufficient experience, resources, and support services; a program comparable in content, structure, and scheduling to that of the Helms College; and an accessible location within a reasonable distance to our campus.

The following elements will be considered in approving the agreement:

1. The agreement is with one or more institutions accredited by an agency that is nationally recognized by the U.S. Department of Education, state licensed, and currently offer programs similar to those offered at Helms College or would be capable of conducting a teach-out.
2. The agreement states that the student will be provided all of the instruction, without additional cost, for which the student originally contracted and paid, but did not receive due to the closure of Helms College. This does not preclude a student from Helms College from voluntarily transferring into the teach-out institution and receiving additional training for an additional cost, with the student notified of such costs.
3. The agreement clarifies the financial responsibilities of all parties, including the assumption of any liability.
4. The agreement indicates the location and type of facility where the student will be taught out, as well as any arrangements for the absorption or addition of sites.
5. The agreement states whether, upon completion of the program, the student will receive a diploma or certificate from the teach-out institution, or whether the diploma or certificate will be awarded by Helms College.
6. The agreement indicates whether students who had already enrolled, but who had not yet started their program of study Helms College, or who are on a leave of absence from Helms College will be entitled to begin training or re-enroll at the teach-out institution.
7. The agreement states that Helms College will provide the teach-out institution with copies of the following records for the students being taught out: (a) Enrollment Agreements; (b) Financial Aid Transcripts; (c) Attendance Records; (d) Academic Transcripts; (e) Student Registration List; and (f) Student Account Records.
8. The agreement provides for placement services to students who complete their courses of study.
9. The agreement requires that the teach-out institution separately maintain records and documents performance under accrediting standards for the students being taught out.

10. The agreement provides for appropriate notification to the Accrediting Commission and federal and state authorities.

11. The agreement complies with applicable federal and state law.