****

**USC Covered Activity Emergency Management Planning Guide**

## **Table of Contents**

1. [Introduction](#_Introduction)
2. [USC Resources & Emergency Planning Assistance](#_USC_Resources_&)
3. [Considerations for Developing an Emergency Management Plan](#_III._Considerations_for)

* 1. [Emergency phone numbers and contact information](#_1._Emergency_Phone)
	2. [Communication](#_Communication)
	3. [Shelter-in-place & evacuation](#_3._Shelter-in-Place_&)
	4. [Reunification](#_Reunification)
	5. [Missing minor participant(s)](#_5._Missing_minor)
	6. [Medical and mental health emergency/crisis](#_Medical_and_Mental)
	7. [Extreme weather or air quality emergency](#_Extreme_weather_or)
	8. [Earthquakes](#_Earthquakes)
	9. [Fire Safety](#_Active_Attacker/Shooter)
	10. [Active attacker/shooter](#_After_an_Emergency)
1. [After an Emergency](#_After_an_Emergency_1)
2. [Related Safety Information and resources](#_Related_safety_information)
3. [USC Reporting Requirements](#_USC_Reporting_Requirements)
4. [USC Campus Partners](#_USC_Campus_Partners)
5. [Template Emergency Management Plan (Blank)](#_VIII._Template_Emergency)

## **I. Introduction**

Careful planning is critical to effective emergency management. Under the [Protecting Minors Policy](https://policy.usc.edu/protecting-minors/), to help protect the well-being, safety, and security of minor participants and staff involved in a covered activity, covered activity administrators (CAAs) are responsible for establishing an emergency plan with protocols that address potential emergency situations.

This guide is intended to serve as a resource to support CAAs with their emergency management plans, and includes templates to help prepare for the following potential emergency situations:[[1]](#footnote-2)￼

* Communications
* Shelter-in-place & evacuation
* Reunification
* Missing minor participant(s)
* Medical and mental health emergency and crisis
* Extreme heat or air quality emergency
* Earthquakes
* Fire safety
* Active attacker/shooter

These templates should be customized, taking into consideration the covered activity’s unique risks, such as the locations(s), types of facilities used, and ages of participants. Plans should be reviewed and updated on an annual basis, at minimum.

If possible, it is recommended that planning be conducted as a team exercise, so as many covered activity staff as possible feel invested in preparing for, and equipped to respond to, an emergency situation. These protocols should be reviewed during staff, participant, and parent/guardian orientations. This allows all parties to ask questions, and it may help you identify and address other safety concerns that might otherwise be overlooked.

## **II. USC Resources & Emergency Planning Assistance**

USC has a variety of resources available to help prepare for emergencies which can be found on the [safety.usc.edu](https://safety.usc.edu/) website, including a specific webpage dedicated to [Emergency Preparedness](https://safety.usc.edu/resources/emergency-preparedness/) that has protocols that can be incorporated into each covered activity’s plans. Information found on this website has been incorporated into each template, where applicable.

Emergency Management experts with the office of Fire Safety & Emergency Planning also provide a wide range of services to assist USC units with their planning, training and testing needs. Services include:

* **Emergency Response Plan Development-** Their team will meet with your staff to develop a customized plan that addresses communications, roles and responsibilities, incident specific tasks, coordination with the university and other departments, and develop custom job aids.
* **Emergency Management Consulting-** Their experienced team can assist you with addressing specific emergency planning issues such as building evacuation plans, customized plans for disabilities, access and functional needs, hazard specific response procedures, incident management when an emergency occurs, facilitate debriefings and assist with developing after-action reports.
* **Training-** They offer a wide range of training. In addition to their existing programs, they can develop customized training, presentations and workshops to meet your specific needs.
* **Drills and Exercises-** A plan collecting dust in a binder on a shelf may not be helpful when the real emergency occurs. Their experts can design a tabletop or functional exercise to help your team practice and test emergency response and continuity capabilities.

For more information, contact Steven Goldfarb, Director, Fire Safety, Emergency Planning & Business Continuity at sgoldfar@usc.edu.

## **III. Considerations for Developing an Emergency Management Plan**

Each section below includes a specific situation/topic and important information to consider, as well as USC-specific information and resources that can help you develop an emergency plan for your covered activity. At the end of this guide, you will also find a blank [***Template Emergency Management Plan***](#_VIII._Template_Emergency) that can be used to develop your own. Please note that the information in this guide is subject to change between updates, so it is important that covered activities review their plans with organization leaders and external advisors to ensure that the plan appropriately addresses emergency situations that could arise.

****

### **1. Emergency Phone Numbers & Key Contact Information**

Be sure to compile emergency phone numbers and key contact information, and **ensure that staff have saved this information in their phones**. Some information has been included in the Emergency Plan [Template Emergency Management Plan](#_VIII._Template_Emergency) (below) for you already, but you may need to include other contacts depending on the type of activities you’ll be administering, as well as their location(s). You may also want to create a separate staff contact list for communication within the covered activity (see the [Communication](#_Communication) section below). **Note: all covered activity staff should save Department of Public Safety (DPS) emergency numbers to their phones.**

**Note: in the event of a campus-wide emergency, up-to-date information will be available through several communication vehicles, all of which should be shared with parents/guardians, covered activity staff, and participants (when possible):**

* Online: [emergency.usc.edu](http://emergency.usc.edu/)
* On Twitter: [twitter.com/USC](https://twitter.com/usc)
* Online: [emergency.usc.edu](http://emergency.usc.edu/)
* On Twitter: [twitter.com/USC](https://twitter.com/usc)
* By telephone at 213-740-9233
* [Via TrojansAlert](https://dps.usc.edu/services/trojans-alerts/)

[**CLICK TO JUMP TO TEMPLATE**](#_Template_Emergency_Management)

****

### **2. Communication**

Making sure communication protocols are clearly incorporated into a covered activity’s emergency management planning is paramount and will help you relay information to all stakeholders in a consistent, accurate, and timely manner – reducing the risk for panic, misinformation, or confusion.

|  |
| --- |
| Warning with solid fill USC policy requires that your emergency plan includes a procedure for contacting the parent/legal guardian in the event of an emergency, and for informing parents/legal guardians of the procedure for contacting covered activity staff and/or their child during activities as well. |

Because covered activity staff may not always be together in the same place, consider maintaining a staff contact list (or group text) and/or create a chart outlining/indicating the flow of communication in an emergency. Also, covered activity staff (or at least two designated staff) should always have participant emergency contact information on hand and easily accessible should internet service become unavailable. Ensure this contact list is updated annually or upon hire of new staff to ensure the most accurate information is available.

**When developing your communication plan, consider the following:**

* Who is in charge of notifying staff/CAA in the event of an emergency?
	+ Identify who has the delegation of duty if the principle individual responsible for notification is not available.
* Who will notify the relevant university officials and/or external agencies (e.g., DPS, LAPD, Office of Youth Protection & Programming)?
* How will communication occur if regular communication methods are not available (e.g., cell phone service goes out)?
* What method of communication will be used? Different emergencies may warrant different types of communication.
* **When will participants and parents be informed, how will that be communicated, and by whom?**

[**CLICK TO JUMP TO TEMPLATE**](#_Template_Emergency_Management)

****

### **3. Shelter-in-Place & Evacuation**

USC provides building-specific information on evacuation, assembly areas, emergency supplies and more. See [Building Emergency Fact Sheets](https://fsep.usc.edu/emergency-planning/building-emergency-fact-sheets/) to access this information. For residential programming, Residential Education, Housing, and summer youth programs staff receive training on emergency procedures from the Office of Fire Safety and Emergency Planning; these groups, in turn, are to discuss emergency procedures on the first day that people are staying in the residential halls.

#### Shelter-in-Place

Shelter-in-place locations are meant to serve as a safe location in the event of an emergency (e.g., active shooter, chemical hazard, radiological hazard, etc.).

If you are operating a covered activity on campus, refer to USC’s [Building Emergency Fact Sheets](https://fsep.usc.edu/emergency-planning/building-emergency-fact-sheets/) to access specific information. If you are operating off campus, you should work with the management at the location to obtain specific information that will help guide or dictate your procedures. If these options are not available, you should try to do the following to identify an appropriate shelter-in-place location:

* Identify a nearby location where the door locks and opens inward, has furniture to barricade the door, and preferably has few to no windows (or that close completely);
* Make sure the location(s) are equipped with water (and food, if possible) – during a situation like an active shooter, the university may call for a campus-wide lockdown that could last many hours;
* Ensure that the location(s) are accessible to individuals with disabilities;
* Confirm the exits are marked and posted; and
* Be sure local law enforcement has the location on file.
* Add an attendance sheet in your pre-identified shelter-in-place location.

#### Evacuation

If you are operating a covered activity on campus, refer to USC’s [Building Emergency Fact Sheets](https://fsep.usc.edu/emergency-planning/building-emergency-fact-sheets/) to access specific information. If not, depending on the facility or building being used, there may already be an evacuation plan that CAAs and staff should become familiar with (typically posted in hallways) that can be documented/copied and pasted below.

[**CLICK TO JUMP TO TEMPLATE**](#_Template_Emergency_Management)

****

### **4. Reunification**

In the event of an emergency, it is important to have a reunification plan that guides reconnecting minor participants with their parents/guardians or designated emergency contact, and outlines backup checkout protocols, if necessary. The following considerations can help you develop a reunification plan that can be shared with staff, participants and families. Prior to an emergency situation:

* Identify the appropriate alternative location to reconnect families in the event of an emergency, understanding that this could change at any time depending on the situation. Each on-campus building has an evacuation assembly area. Should the location not be safe to occupy, follow the direction of emergency response personnel.
* Outline how you will communicate the location/ meeting place to covered activity staff, as well as parents/guardians and/or emergency contacts authorized to pick up participants.
* Determine how you will confirm the identity of and parent/guardian authorization at pickup.
* Collaborate with DPS and/or other emergency personnel/agencies, if applicable.

Should the immediate reunification of participants and families not be possible, providing parents/guardians with timely, accurate, and relevant information is critical until it is possible.

[**CLICK TO JUMP TO TEMPLATE**](#_Template_Emergency_Management)



### **5. Missing minor participant(s)**

It is critical that preventative measures are taken to eliminate the risk that a minor participant will be lost, missing, or kidnapped. These measures include:

* Assigning covered activity staff (ideally two) a specific group of participants for whom they will remain responsible.
* Especially when the covered activity begins, making sure that staff have a list of their group’s participant names, and that they do not move locations/transition without confirming all assigned students are with them.
* Actively supervising at all times, and especially during transitions (e.g., walking to and from buildings).
* Routinely taking a headcount/confirming all participants are accounted for.
* Considering assigning participants a “buddy.”
* When walking in a group, staff should not be on their phones, and ideally one staff person would be walking in front while the other walks behind participants. This is also important to help supervise and encourage appropriate behavior.

In the event a minor participant does go missing, below is a set of foundational steps you can follow. However, it is always important to add specific information relative to your covered activity to your plan.

1. Remain calm. Try to avoid creating panic among participants/staff so that procedures and decisions can be made with good judgement.
2. Pause the current activity, and calmly ask the participants in the minor’s group/assigned buddies where and when they last saw the minor, and/or if they know where they may have gone. Search the area briefly (no more than 1-2 minutes). If they are older and have a phone, call the minor.
3. Call for additional staff assistance to maintain required supervision ratios, which will enable a search of the immediate area right away.
4. If the minor is still missing, contact the DPS emergency line immediately. If you are off campus, dial 911.
	* Provide the following information:
		+ Name
		+ Hair color
		+ Age
		+ Size/height
		+ Weight
		+ Unique characteristics
		+ When and where they were last seen
5. Notify the CAA and provide them with information provided to DPS/law enforcement.
6. Make a parent/guardian notification about the search for their child.
7. Within 24 hours, covered activities must contact the Office of Youth Protection and Programming via [this online form](https://live.origamirisk.com/Origami/IncidentEntry/Direct?token=I4qWhtXonFvTWD9xTIPiAi2yCo7RFl4XELUuxG0logdPgCaf1zItBcXEmJRgL31LW2YBaMGRYwjdilNKBqQjYU%2B81iYy9XAwyxw0fLfpztUL4Za6yi%2BY%2FaylL8ICZGv%2B)*.*
8. If the minor is found, follow up with all individuals notified, and call off the search.

[**CLICK TO JUMP TO TEMPLATE**](#_Template_Emergency_Management)



### **6. Medical and Mental Health Emergencies**

Before a covered activity begins, it should have a *Health Safety Plan*, which is proactive in nature, and may include but not limited to providing staff Basic First Aid and CPR (cardiopulmonary resuscitation) training, Youth Mental Health First Aid training, and other relevant education that can help promote the safety, well-being, and positive overall health of both covered activity staff and participants.

Note: If minor participants are enrolled in the USC Student Health Fee, they are eligible to receive urgent medical care and urgent consultation for assistance with referral in a mental health emergency.

#### Medical Emergency

##### Training/Preparation

To prepare for a medical emergency, covered activity staff should be trained in Basic First Aid and CPR, and certified. A certified staff member should be physically present at all times in all program locations. [The Red Cross](https://www.redcross.org/take-a-class/lp/cpr-first-aid-aed-certification-new-hero) and [American Heart Association](https://cpr.heart.org/en/) offer these types of training and certification courses.

Additionally, if there is a minor attending a covered activity who carries an anaphylaxis and epinephrine auto-injector, there should also be a trained covered activity staff member in the immediate vicinity (an area in which an individual is physically present and can see, hear, direct, and assess the activities of the minor) of the participants at all times. [This American Red Cross training](https://www.redcross.org/take-a-class/classes/anaphylaxis-and-epinephrine-auto-injector---online-course/a6R0V0000015EUe.html) will teach you the signs and symptoms of anaphylaxis and how to care for a person having a severe allergic reaction, including how to administer epinephrine using an auto-injector device. The course, which includes video, activities that reinforce key information, and a learning assessment, will take approximately 30 minutes to complete. The cost of this course is $35.00.

On occasion, the Office of Youth Protection and Programming can try to arrange basic First Aid/CPR training and/or Epinephrine (EpiPen) training for your covered activity as well, in coordination with campus partners in USC Student Health and DPS. Email minors@usc.edu to inquire.

##### Medical Emergency Protocols

There may be some modifications to make depending on your covered activity; however, generally, the following actions/steps should be taken to address a medical emergency:

1. **If a participant is experiencing a medical emergency (there is an imminent threat to their safety or the safety of others), call the appropriate DPS emergency line (if off campus, 911) immediately.**
2. Be prepared to provide the participant’s location, nature of their medical emergency (e.g., accident, fall, seizure, etc.) and the participant’s current condition and any other information that is requested.
3. If the incident/emergency occurred on campus, contact the DPS emergency line.
4. Contact the parent/guardian.
5. Do not move the participant unless instructed otherwise, or if they are in immediate danger.
6. If a minor is transported to the hospital, a staff member should accompany them; be sure there are adequate supervision ratios in place for other participants.
7. All covered activities should be collecting critical medical information and authorization to treat prior to the start date, and ideally via CampDoc (a form management system); emergency responders/medical staff will need to be informed of any relevant information provided on these forms (e.g., allergies, medications, etc.). If your covered activity uses CampDoc, USC Student Health will be able to securely access their medical information.
8. Within 24 hours, contact the Office of Youth Protection and Programming via [this online form](https://live.origamirisk.com/Origami/IncidentEntry/Direct?token=I4qWhtXonFvTWD9xTIPiAi2yCo7RFl4XELUuxG0logdPgCaf1zItBcXEmJRgL31LW2YBaMGRYwjdilNKBqQjYU%2B81iYy9XAwyxw0fLfpztUL4Za6yi%2BY%2FaylL8ICZGv%2B).
9. Once the initial emergency has been responded to, consider what actions may be necessary to address the needs/concerns of other minor participants and/or covered activity staff who were not directly involved, but impacted.
10. Is there additional communication or training necessary for any of the involved or impacted parties that might help prevent this situation from occurring again, or that could enhance protocols?

#### Mental Health Emergency or Crisis

It is important to understand the difference between a mental health emergency and a mental health crisis.

* A **mental health emergency** is a life-threatening situation that requires immediate response from law enforcement or medics. An individual experiencing a mental health emergency may be actively trying to harm themselves or others, unable to function properly, or may be out of control (e.g., active suicide threat, threatening harm to self or others, self-injury in need of medical attention, etc.).
* A **mental health crisis** is not a life-threatening situation and intervention may be possible without immediate response by law enforcement or medics. An individual experiencing a mental health crisis may talk about suicide or plan to harm themselves or others, or have extreme depression or anxiety, for example.

##### Training/Preparation

The number of adolescents reporting poor mental health is significantly increasing (see recent [reports](https://www.cdc.gov/healthyyouth/data/yrbs/pdf/YRBS_Data-Summary-Trends_Report2023_508.pdf) published by the CDC), and in order to best provide for the well-being and safety of minors, covered activity staff should be familiar with how to recognize the signs and symptoms of a mental health problem or crisis involving a minor participant, which can help reduce the likelihood of a mental health emergency.

***Youth Mental Health First Aid*** training facilitated by California’s Department of Education can be arranged through the Office of Youth Protection and Programming, and is usually offered in the Spring. It is designed to teach individuals how to help a young person (6-18) who may be experiencing a mental health or addictions challenge, or who is in crisis. Learners receive a three-year certification upon completion of the training. Email minors@usc.edu to inquire.

The California Department of Education has also compiled a list of resources for addressing mental health and wellness in youth (for when school sites are closed), which can be found on their website [here](https://www.cde.ca.gov/ls/mh/studentcrisishelp.asp).

##### Mental Health Emergency Protocols

Generally, the steps to follow will resemble those for medical emergencies:

1. **If a participant is experiencing a medical emergency (there is an imminent threat to their safety or the safety of others), call the appropriate DPS emergency line (if off campus, 911) immediately.**
2. Be prepared to provide the participant’s location, nature of their medical emergency (e.g., accident, fall, seizure, etc.) and the participant’s current condition and any other information that is requested.
3. If the incident/emergency occurred on campus, contact the DPS emergency line.
4. Contact the parent/guardian.
5. Do not move the participant unless instructed otherwise, or if they are in immediate danger.
6. If a minor is transported to the hospital, a staff member should accompany them; be sure there are adequate supervision ratios in place for other participants.
7. All covered activities should be collecting critical medical information and authorization to treat prior to the start date, and ideally via CampDoc (a form management system); emergency responders/medical staff will need to be informed of any relevant information provided on these forms (e.g., allergies, medications, etc.). If your covered activity uses CampDoc, USC Student Health will be able to securely access their medical information.
8. Within 24 hours, contact the Office of Youth Protection and Programming via [this online form](https://live.origamirisk.com/Origami/IncidentEntry/Direct?token=I4qWhtXonFvTWD9xTIPiAi2yCo7RFl4XELUuxG0logdPgCaf1zItBcXEmJRgL31LW2YBaMGRYwjdilNKBqQjYU%2B81iYy9XAwyxw0fLfpztUL4Za6yi%2BY%2FaylL8ICZGv%2B).
9. Once the initial emergency has been responded to, consider what actions may be necessary to address the needs/concerns of other minor participants and/or covered activity staff who were not directly involved, but impacted.
10. Is there additional communication or training necessary for any of the involved or impacted parties that might help prevent this situation from occurring again, or that could enhance protocols?

##### Mental Health Crisis Protocols

If a minor is experiencing a mental health crisis, meaning they are not actively trying to harm themselves or others but thinking about doing so and/or experiencing extreme depression or other mental illness symptoms:

1. If the situation is happening or minors are residing on campus, contact DPS immediately.
2. Consult with USC Student Health (if enrolled in the Student Health Fee).
3. Notify the minor’s parent/guardian.
4. Within 24 hours, contact the Office of Youth Protection and Programming via [this online form](https://live.origamirisk.com/Origami/IncidentEntry/Direct?token=I4qWhtXonFvTWD9xTIPiAi2yCo7RFl4XELUuxG0logdPgCaf1zItBcXEmJRgL31LW2YBaMGRYwjdilNKBqQjYU%2B81iYy9XAwyxw0fLfpztUL4Za6yi%2BY%2FaylL8ICZGv%2B). The office will also coordinate with other campus partners and resources to help support you.

[**CLICK TO JUMP TO TEMPLATE**](#_Template_Emergency_Management)

****

### **7. Earthquakes**

#### In the event of an earthquake:

1. **DROP -** Drop to the floor, avoiding any falling objects or toppling furniture.
2. **COVER -** Take cover under a desk, table or other sturdy piece of furniture. If no such furniture is present, seek cover against an interior wall while protecting your head with your arms. Avoid windows, hanging objects, mirrors and tall furniture.
* For people with disability DROP, COVER, and HOLD ON or sit on a chair, bed, etc.:

If on wheelchair, or walker, lock your wheels and lower as much as possible. Cover your head and neck with both hands. Keep your cane near you so it can be used when the shaking stops.

* For more information regarding planning for special needs individuals use [Earthquake Country Alliance: Welcome to Earthquake Country!](https://www.earthquakecountry.org/step5/)
1. **HOLD ON -** If you take cover under furniture, hold on tight and be prepared to move with it. Do not release until the ground stops shaking.
* **Do not** run outside.
* **Do not** go to a doorway. (Doorways are no safer than other spaces, and a swinging door can cause injury).
* **In a hallway**, drop near an interior wall away from windows. Protect the back of your head/neck with your arms.
* **If driving**, pull to the side of the road and come to a stop. Stay in the car.
* **In an auditorium**, drop to the ground between the seats. Protect the back of your head/neck with your arms.
* **Outdoors**, move away from buildings to an open area; avoid power lines.
* **In bed**, stay there, and protect your head with a pillow.

#### When the Shaking Stops

* Check for injuries to people in the area.
* Call for medical assistance and render first aid if required.
* Check the area for hazards such as building damage, fires or gas leaks. If the building appears to be unsafe, leave the building and report any urgent problem.
* Listen to a battery-operated radio for emergency information.

#### Earthquake Aftermath

* Be prepared for more quakes.
* Wear sturdy shoes to avoid injury from broken glass.
* Do not use elevators.
* Do not use telephones except in a serious emergency.
* Assist others in the area.
* Report injuries or damage to the nearest emergency response team or to the USC Department of Public Safety.
* Evacuate the building. Do not re-enter until it has been assessed for damage and deemed safe by inspectors.

**While evacuating, observe the following procedures:**

* Turn off all electrical equipment.
* Bring emergency supplies and purses/wallets with you.
* Do not leave anyone behind. Assist those with disabilities
* Close all doors behind you.
* Use the stairs only. Never take the elevator.
* Assemble in a safe outdoor area and ensure all individuals covered under the Covered Activity Act assigned to you are accounted for. Report any Missig individuals immediately following the steps identified in “Missing Minor Participants” in this guide.
* Cooperate with emergency response teams.

All members of the university community should remain on campus until road conditions are known. For up-to-date emergency information, tune in to radio station KNX 1070 AM, check regularly the [USC homepage](http://www.usc.edu/) and monitor your mobile device for [TrojansAlerts.](http://dps.usc.edu/services/trojans-alerts)

Note: To ensure earthquake emergency procedures are up to date, consult the Office of Fire Safety and Emergency Planning’s [earthquake emergency procedures](https://fsep.usc.edu/usc-emergency-procedures/emergency-procedures-for/during-an-earthquake/) when planning.

[**CLICK TO JUMP TO TEMPLATE**](#_Template_Emergency_Management)

****

### **8. Extreme weather or air quality emergency**

Environmental emergencies including heat emergencies and poor air quality days are common in Los Angeles and the numbers are expected to rise in the coming years. Any person can be affected by environmental conditions but older adults, children, athletes, and those with underlying medical conditions such as asthma and heart disease are more at risk. Program staff should be prepared to respond to an environmental emergency with the following steps:

1. Designate program staff to monitor ambient conditions and forecasts throughout the program duration. EHS and Student Health are good resources for questions about interpreting forecasts.
2. Review health information for participants and staff to understand who may be at greater risk and prepare to modify activities as needed. Groups that are unusually sensitive include individuals with heart and lung disease (including asthma), children and older adults.
3. Prepare alternate activities in the event ambient conditions require outdoor activities to be modified or stopped.
4. Train all staff, but especially those overseeing physical activities, to identify and response to heat related illnesses.

Review the campus climate emergency plan for suggested actions to assist with planning.

|  |
| --- |
| **HIGH HEAT CONDITIONS** |
| **Level 1/Condition: High Heat (90º F)** |
| * Required to train employees and athletes on heat emergency action plan
* Provide rest/shade/water
* Follow acclimatation plan
* Monitor temperature using weather app, etc.
* Monitor participants and employees at increased risk
 |
| **Level 2 Condition: Heat Advisory (95º F)** |
| * Monitor individuals more closely and frequently
 |
| * Consider moving activities indoors, consider canceling or rescheduling outdoor activities planned between 10am and 4pm
 |
| * Modify or cancel outdoor athletics events
 |
| **Level 3 Condition: Excessive Heat Warning (105 º F)** |
| * Provide cooling centers including sleeping facilities for participants in facilities with no air-conditioning.
 |
| * Suspend outdoor activities
 |
|  |
| **AIR QUALITY CONDITIONS** |
| **Level 1 Condition: Unhealthy for Sensitive Groups, AQI 101-150** |
| Members of sensitive groups may experience health effects. The general public is less like to be affected. |
| * Develop individual response to those at increased risk
 |
| **Level 2 Condition: Very Unhealthy, AQI 201-300** |
| Health Alert: The risk of health effects is increased for everyone. The following groups should avoid all outdoor physical activity: People with heart disease, pregnant women, children and older adults, people with lung disease, such as asthma. Everyone else should avoid prolonged or heavy outdoor activity |
| * Suspend outdoor activities
 |
| * Collaborate with health services to address potential respiratory issues.
 |
| **Level 3: Hazardous, AQI 301-500** |
| Health warning of emergency conditions: everyone is more likely to be affected. |
| * Suspend outdoor activities
 |
| * Implement indoor curfew for campus community
 |

[**CLICK TO JUMP TO TEMPLATE**](#_Template_Emergency_Management)

****

### **9. Fire Safety**

Learn about [fire emergency procedures](https://fsep.usc.edu/usc-emergency-procedures/emergency-procedures-for/fire/)from the Office of Fire Safety and Emergency Planning, which outline the following protocols:

### If You Discover or Suspect a Fire

1. **SOUND THE ALARM:** If you can’t find a fire alarm in the building, warn other occupants by knocking on doors and shouting a warning as you leave.
2. **LEAVE THE BUILDING:** Do not stop to gather your belongings. Close all doors as you exit. Stop to help others only if you can do so safely.
3. **CALL FOR HELP:** Call the Department of Public Safety at (213) 740-4321 (UPC) or (323) 442-1000 (HSC). Give as much information as possible to the emergency dispatcher. Stay on the line until the dispatcher ends the call.

#### Fire Evacuation Procedure

When a fire alarm sounds, all occupants must exit the building immediately.

**Even if you think it may be a false alarm, you must leave.**

* Go to the nearest exit or stairwell. If access is obstructed by smoke or flames, go to an alternate exit route.
* If you smell smoke, stay low. Inhaling heated air and smoke can bring unconsciousness in less than a minute. To protect yourself, cover your mouth and nose with a piece of cloth.
* Never use elevators during a fire evacuation. They may stop automatically, and you could be trapped.
* Move down the stairs carefully. Do not attempt to turn back.
* Assemble with other evacuees at least 100 feet away from the building.
* Confirm that someone has called DPS.

[**CLICK TO JUMP TO TEMPLATE**](#_Template_Emergency_Management)

****

### **10. Active Attacker/Shooter**

As detailed on USC’s DPS Active Shooter [Webpage](https://safety.usc.edu/resources/emergency-preparedness/emergency-training-active-shooter-incident/), in the event of an active shooter, the USC Department of Public Safety advises all members of the campus community to follow the **RUN • HIDE • FIGHT** protocol, widely established as the recommended response plan among law enforcement professionals. This protocol entails the following:

* **Run:** Leave personal belongings, time is of the essence to get to safety.
* **Hide:** Stay out of view, silence phones completely including turning off vibration mode and hiding the lighted screen. When securing doors use belts, cords, or other extenders to keep out of direct range of the door.
* **Fight:** If you have no choice, fight the attacker using objects that can serve as weapons. If you are with others, work as a group to disarm the attacker until help arrives.

**When developing your covered activity’s plan, you’ll also want to consider the following:**

* Have all staff (and participants, if appropriate) signed up for/updated their contact information in TrojansAlert and downloaded the LiveSafe App (see [Related Safety Information and Resources](#_Related_safety_information) section for instructions)?
* How will you communicate with other staff and parents/guardians? This is an emergency situation that emphasizes the importance of constant, adequate and active supervision of minor participants. An active shooter situation can occur at any moment, and you need to know where your participants are so that you can communicate this to parents, if it happens.
* Does your plan address the needs of individuals with disabilities?
* Is your training/preparation trauma-informed? Staff and participants may have experienced trauma related to gun violence that should be taken into consideration.

For a comprehensive overview of the **RUN • HIDE • FIGHT** protocol, USC Safety Services recommends reviewing the “RUN. HIDE. FIGHT. ® Surviving an Active Shooter Event” instructional video produced by Ready Houston which can be found [here](https://youtu.be/5VcSwejU2D0?si=nsxlZG19JOjP4xUA). To learn additional details about this protocol, please review [this](https://youtu.be/3zu-tC6hiUs?si=OD8vjfD464N_kwY6) video with additional tips from DPS Sergeant, Pablo Ayala.

If you are interested in exploring training specific to your group, you can contact DPS Sargeant Hughlett (bhughlett@dps.usc.edu) or our Community Relations Team Supervisors at apena@dps.usc.edu. They work together on the presentations.

[**CLICK TO JUMP TO TEMPLATE**](#_Template_Emergency_Management)

## **IV. After an Emergency**

Following an emergency, it’s important to evaluate the impact and needs of both participants and staff, and to review and revise emergency plans based on what you learned – what went well, where there are gaps, and areas you should strengthen. It is also important that all involved – directly or indirectly – have access to the support and resources they may need.

### Supporting youth and covered activity staff after an emergency

After any traumatic event, it can be challenging to return to a sense of normalcy or routine, yet this can be particularly important following a traumatic event. Youth and/or staff may also require additional support, mental health counseling, or medical attention. Be sure to check in with your participants, their parents/caretakers, your staff, and especially yourself. The Office of Youth Protection and Programming can help coordinate and compile available campus resources that may be available to all who were impacted.

## **V. Related safety information and resources**

### DPS Website

The DPS ONE USC Safety [website](https://safety.usc.edu/) contains additional, important related to emergency management – some of which is included in this guide.

### LiveSafe Mobile Safety App

All covered activity staff (and participants depending on age) should have the LiveSafe on their phones.

LiveSafe, managed by the USC Department of Public Safety and the USC Department of Emergency Planning, is a free downloadable app that mobile users can use to initiate contact with emergency responders around the University Park and Health Science campuses. Features include:

* Immediate “push button” calls to either the Department of Public Safety or 9-1-1 for immediate response during an emergency
* Anonymous messaging for reporting suspicious activity, crimes in progress, or any safety concerns
* SafeWalk allows for friends or family to virtually escort you from place to place

To download the app:

1. Download the “LiveSafe” app from the [Apple App Store](https://itunes.apple.com/us/app/livesafe/id653666211?mt=8) or [Google Play](https://play.google.com/store/apps/details?id=com.livesafe.activities&hl=en)
2. Create a user profile to log in
3. Select “University of Southern California” as your school

### TrojansAlert

All covered activity staff, parents/guardians, and participants (depending on age) should sign up for TrojansAlert, the emergency notification system that allows USC to contact subscribers during an emergency by sending messages via text and email. While those affiliated with USC (employees/students) will be automatically subscribed, unaffiliated parties (minor participants, parents/guardians, etc.) may need to sign up for them separately [here](https://member.everbridge.net/index/892807736725448).

## **VI. USC Reporting** **Requirements**

All involved in covered activities will receive training about their reporting requirements under applicable USC policies.

### **Mandated reporters of child abuse and neglect, and other serious concerns or violations relating to minors**

USC policy requires that all university employees and covered activity staff, regardless of whether they qualify as Mandated Reporters under the law, immediately report suspected child abuse and neglect, as well as all other serious incidents or violations relating to minors (e.g., accidents, grooming behavior, etc.), to the appropriate external agencies and University officials as described in [USC’s Protecting Minors Policy](https://protectingminors.usc.edu/policies/) (see Section I. Reporting Requirements) and outlined below, for reference.

Under USC policy, the following reports must be made in cases involving minors:

#### Child Abuse and Neglect

If there is an imminent threat to health or safety, contact 911 before following the steps below:

1. Immediately report the matter to the Department of Children and Family Services (DCFS) by calling the Child Protective Services Hotline (available 24 hours, 7 days per week) Toll-free within California: (800) 540-4000 From outside California: (213) 639-4500 TDD (Telecommunication Device for the Deaf): (800) 272-6699
2. Immediately following a report to DCFS, and within no more than 24 hours, submit notice to the Office of Youth Protection and Programming by completing the instructions [outlined on our website](https://protectingminors.usc.edu/reporting/) and in the policy.
3. Within 36 hours of the initial telephone report, file a written report with DCFS by completing and submitting Form SS8572 (Suspected Child Abuse Report or “SCAR”) found [here](https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/bcia_8583.pdf), as indicated during the call with DCFS.

#### Reporting Other Serious Concerns and Violations Relating to Minors

As soon as possible, and within no more than 24 hours after becoming aware of the original concern, report all other serious concerns and violations relating to minors to the Office of Youth Protection and Programming by following the [instructions on our website](https://protectingminors.usc.edu/reporting/). This may include near-misses, accidents, grooming behavior/boundary violations, and all emergencies included in this guide.

Refer to the Office of Youth Protection and Programming’s [Reporting webpage](https://protectingminors.usc.edu/reporting/), for more information.

### Campus Security Authorities

Due to their significant responsibility for the oversight of campus activities, Covered Activity Administrators are considered Campus Security Authorities (CSA) under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 U.S.C. § 1092 (f)) (“Clery Act”), and will be provided education about their responsibilities prior to the start date of their registered Covered Activity. For more information about these responsibilities, including the full definition of a CSA, see [USC’s Clery policy](https://policy.usc.edu/clery-policy/).

### Designated Employees

All faculty and non-confidential USC staff are considered “Designated Employees,” according to USC’s[Policy on Prohibited Discrimination, Harassment and Retaliation](https://eeotix.usc.edu/policy/). Additionally, student employees with supervisory roles, resident assistants, teaching assistants, graduate assistants, and research assistants also are considered Designated Employees when performing the duties of their role.

Designated Employees are required to immediately report potential discrimination, harassment, and retaliation related to a protected characteristic to USC’s Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) office to ensure that the University has a comprehensive process for coordinate appropriate and timely responses to reports of this nature. For more information about these Designated Employee responsibilities, please visit the [EEO-TIX website](https://eeotix.usc.edu/faculty-and-staff-reporting-responsibilities/). These reporting requirements are in addition to those outlined in USC’s [Protecting Minors Policy](https://policy.usc.edu/protecting-minors/)

## **VII. USC Campus Partners**

This resource was developed by the Office of Youth Protection and Programming, in collaboration with the following campus partners:

* USC Department of Public Safety (DPS)
* USC Office of Fire Safety & Emergency Planning
* USC Student Health
* USC Environmental Health & Safety
* USC’s Youth Protection Working Group



## **VIII. Template Emergency Management Plan**

The following template can be used for notes, or to develop your own specific plan.

Covered Activity Information

*Outline key information about the covered activity below for planning purposes and for staff to keep as a reference.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|

|  |  |
| --- | --- |
| **Covered activity contact info** |   |

 |

|  |  |
| --- | --- |
|  |   |

 |
| Covered activity name  |   |
| Covered activity administrator (CAA) name |  |
| CAA phone |  |
| CAA email |  |
| Sponsoring unit contact person information |   |
| **Location(s) where activities take place** |   |
| Physical (not mailing) address(es) |    |
| Nearest major intersection(s) |  |
| **Emergency response team**  |   |
| Who is in charge in an emergency?  *First and Last Name**Role or Title**Mobile number*  | This will likely be the CAA (person overseeing the Covered Activity)  |
| Who are alternate people in charge in an emergency? *First and Last Name**Role or Title**Mobile number* |  |
|  |
|  |
| **Unique risks to consider and address** |   |
| List all unique risks associated with the covered activity to be discussed/addressed. Note: if the covered activity includes any of the following elements, you must reach out to USC Environmental Health & Safety (ehs@usc.edu) so that they can conduct an assessment:* *Swimming*
* *Diving*
* *Contact sports – football*
* *Concussion risk – soccer, football, volleyball*
* *Lab or healthcare spaces*
* *Hazardous equipment*
 |  |

Emergency Phone Numbers & Key Contact Information

*Include emergency phone numbers and key contact information, and* ***ensure that staff have saved this information in their phones****. Some information has been included below for you already, but you may need to include other contacts depending on the type of activities you’ll be administering, as well as their location(s). You may also want to create a separate staff contact list for communication within the covered activity (see the* [*Communication*](#_Communication) *section).*

**Covered activity staff should save Department of Public Safety (DPS) emergency numbers found below, to their phones.**

|  |  |  |
| --- | --- | --- |
| **Department/ Agency** | **Phone number** | **Website**  |
| **Emergency or immediate threat to safety** | **911** |  |
| **DPS University Park Campus (UPC)**3667 McClintock AveLos Angeles, CA 90089-1912 | **Emergency 213-740-4321** | <https://dps.usc.edu/>  |
| **DPS** **Health Sciences Campus (HSC)**2001 Soto StreetLos Angeles, CA 90032 | **Emergency 323-442-1000** |
| California Poison Control Hotline | 1-800-222-1222 | <https://calpoison.org/>  |
| Los Angeles Police Department (LAPD) | Non-Emergency 877-275-5273 |  |
| Local Law Enforcement/Sheriff (if outside of LA) |  |  |
| LA County Department of Children and Family Services  | Child Protection Hotline1-800-540-4000 | <https://dcfs.lacounty.gov/>  |
| Office of Youth Protection & Programming | 213-740-2656 | <https://protectingminors.usc.edu/>  |
| Environmental Health & Safety (EHS) | 323-442-2200 | <https://ehs.usc.edu/>  |
| USC Student Health | 213-740-9355  | <https://studenthealth.usc.edu/>  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Note: in the event of a campus-wide emergency, up-to-date information will be available through several communication vehicles, all of which should be shared with parents/guardians, covered activity staff, and participants (when possible):**

* Online: [emergency.usc.edu](http://emergency.usc.edu/)
* On Twitter: [twitter.com/USC](https://twitter.com/usc)
* Online: [emergency.usc.edu](http://emergency.usc.edu/)
* On Twitter: [twitter.com/USC](https://twitter.com/usc)
* By telephone at 213-740-9233
* [Via TrojansAlert](https://dps.usc.edu/services/trojans-alerts/)

Site Plan

Include a photo/diagram or at least a list of covered activity locations for your staff. If minors will be in many different locations throughout the day, consider including all locations. On each photo/diagram, it’s a good idea to indicate emergency exits, locations of safety/emergency equipment (e.g., AEDs, fire extinguishers, etc.), identified shelter-in-place and evacuation locations, and other pertinent information. For related information for on-campus locations, see the [Building Emergency Fact Sheets](https://fsep.usc.edu/emergency-planning/building-emergency-fact-sheets/).

|  |
| --- |
| *[Insert site list, site plan photos, and/or diagrams in this section. Add pages as needed.]* |

|  |
| --- |
| **SHELTER-IN-PLACE PLAN** |
| **Designated Shelter-in-place location(s) (list all)**  | **Shelter-in-place location address/description** |
|  |  |
|  |  |
|  |  |
|  |  |
| **Shelter-in-place procedures** |
| * *Take attendance*
* *Ensure all doors/windows are closed and locked*
* *Contact parents/guardians*
*
*
* *Within 24 hours, contact the Office of Youth Protection and Programming*
 |
| **Additional considerations for our covered activity** |
| * *How will we communicate this to staff and participants?*
* *Who will be responsible for contacting parents/guardians?*
 |
| **EVACUATION PLAN** |
| **Designated Evacuation Location(s) (list all)**  | **Evacuation location address/description** |
| *Nearby/ on-the-grounds location*  |  |
| *A safe area a short distance away (at least 500 ft. from affected area)* |  |
|  |  |
|  |  |
| **Evacuation procedures** |
| * *Do not use elevators or collect personal items*
* *Take attendance*
* *Ensure all doors/windows are closed and locked*
* *Contact parents/guardians*
* *Wait for instructions from DPS/safety officials*
*
* *Within 24 hours, contact the Office of Youth Protection and Programming*
 |
| **Additional evacuation considerations for our covered activity** |
|  |
| **REUNIFICATION PLAN** |
| *[Add covered activity’s specific notes and considerations for reunification of families here. Add pages as needed.]** *Within 24 hours, contact the Office of Youth Protection and Programming*
 |
| **MISSING PARTICIPANT PLAN** |
| *Add covered activity’s specific notes and considerations for a missing participant here. The basic steps to consider have been included below for you. Add pages as needed.]*1. *Remain calm. Try to avoid creating panic among participants/staff so that procedures and decisions can be made with good judgement.*
2. *Pause the current activity, and calmly ask the participants in the minor’s group/assigned buddies where and when they last saw the minor, and/or if they know where they may have gone. Search the area briefly (no more than 1-2 minutes). If they are older and have a phone, call the minor.*
3. *Call for additional staff assistance to maintain required supervision ratios, which will enable a search of the immediate area right away.*
4. *If the minor is still missing, contact the DPS emergency line immediately. If you are off campus, dial 911.*
	* *Provide the following information:*
		+ *Name*
		+ *Hair color*
		+ *Age*
		+ *Size/height*
		+ *Weight*
		+ *Unique characteristics*
		+ *When and where they were last seen*
5. *Notify the CAA and provide them with information provided to DPS/law enforcement.*
6. *Make a parent/guardian notification about the search for their child.*
7. *Within 24 hours, covered activities must contact the Office of Youth Protection and Programming via* [this online form](https://live.origamirisk.com/Origami/IncidentEntry/Direct?token=I4qWhtXonFvTWD9xTIPiAi2yCo7RFl4XELUuxG0logdPgCaf1zItBcXEmJRgL31LW2YBaMGRYwjdilNKBqQjYU%2B81iYy9XAwyxw0fLfpztUL4Za6yi%2BY%2FaylL8ICZGv%2B)*.*
8. *If the minor is found, follow up with all individuals notified, and call off the search.*
 |
| **MEDICAL EMERGENCY PLAN** |
| *[Add covered activity’s specific notes and considerations for medical emergencies here. The general steps to follow have been included for you below. Add pages as needed]*1. ***If a participant is experiencing a medical emergency (there is an imminent threat to their safety or the safety of others), call the appropriate DPS emergency line (if off campus, 911) immediately.***
2. *Be prepared to provide the participant’s location, nature of their medical emergency (e.g., accident, fall, seizure, etc.) and the participant’s current condition and any other information that is requested.*
3. *If the incident/emergency occurred on campus, contact the DPS emergency line.*
4. *Contact the parent/guardian.*
5. *Do not move the participant unless instructed otherwise, or if they are in immediate danger.*
6. *If a minor is transported to the hospital, a staff member should accompany them; be sure there are adequate supervision ratios in place for other participants.*
7. *All covered activities should be collecting critical medical information and authorization to treat prior to the start date, and ideally via CampDoc (a form management system); emergency responders/medical staff will need to be informed of any relevant information provided on these forms (e.g., allergies, medications, etc.). If your covered activity uses CampDoc, USC Student Health will be able to securely access their medical information.*
8. *Within 24 hours, contact the Office of Youth Protection and Programming via* [*this online form*](https://live.origamirisk.com/Origami/IncidentEntry/Direct?token=I4qWhtXonFvTWD9xTIPiAi2yCo7RFl4XELUuxG0logdPgCaf1zItBcXEmJRgL31LW2YBaMGRYwjdilNKBqQjYU%2B81iYy9XAwyxw0fLfpztUL4Za6yi%2BY%2FaylL8ICZGv%2B)*.*
9. *Once the initial emergency has been responded to, consider what actions may be necessary to address the needs/concerns of other minor participants and/or covered activity staff who were not directly involved, but impacted.*
10. *Is there additional communication or training necessary for any of the involved or impacted parties that might help prevent this situation from occurring again, or that could enhance protocols?*
 |

|  |
| --- |
| **MENTAL HEALTH EMERGENCY PLAN** |
| *[Add covered activity’s specific notes and considerations for mental health emergencies here. General steps have been included for you below.]*1. *If a participant is experiencing a medical emergency (there is an imminent threat to their safety or the safety of others), call the appropriate DPS emergency line (if off campus, 911) immediately.*
2. *Be prepared to provide the participant’s location, nature of their medical emergency (e.g., accident, fall, seizure, etc.) and the participant’s current condition and any other information that is requested.*
3. *If the incident/emergency occurred on campus, contact the DPS emergency line.*
4. *Contact the parent/guardian.*
5. *Do not move the participant unless instructed otherwise, or if they are in immediate danger.*
6. *If a minor is transported to the hospital, a staff member should accompany them; be sure there are adequate supervision ratios in place for other participants.*
7. *All covered activities should be collecting critical medical information and authorization to treat prior to the start date, and ideally via CampDoc (a form management system); emergency responders/medical staff will need to be informed of any relevant information provided on these forms (e.g., allergies, medications, etc.). If your covered activity uses CampDoc, USC Student Health will be able to securely access their medical information.*
8. *Within 24 hours, contact the Office of Youth Protection and Programming via* [*this online form*](https://live.origamirisk.com/Origami/IncidentEntry/Direct?token=I4qWhtXonFvTWD9xTIPiAi2yCo7RFl4XELUuxG0logdPgCaf1zItBcXEmJRgL31LW2YBaMGRYwjdilNKBqQjYU%2B81iYy9XAwyxw0fLfpztUL4Za6yi%2BY%2FaylL8ICZGv%2B)*.*
9. *Once the initial emergency has been responded to, consider what actions may be necessary to address the needs/concerns of other minor participants and/or covered activity staff who were not directly involved, but impacted.*
10. *Is there additional communication or training necessary for any of the involved or impacted parties that might help prevent this situation from occurring again, or that could enhance protocols?*
 |
| **EARTHQUAKE PLAN** |
| *[Add covered activity’s specific notes and considerations for an earthquake here. General steps have been included below for you. Add pages as needed.]****In the event of an earthquake:***1. ***DROP -*** *Drop to the floor, avoiding any falling objects or toppling furniture.*
2. ***COVER -*** *Take cover under a desk, table or other sturdy piece of furniture. If no such furniture is present, seek cover against an interior wall while protecting your head with your arms. Avoid windows, hanging objects, mirrors and tall furniture.*
* *For people with disability DROP, COVER, and HOLD ON or sit on a chair, bed, etc.:*
* *If on wheelchair, or walker, lock your wheels and lower as much as possible. Cover your head and neck with both hands. Keep your cane near you so it can be used when the shaking stops.*
* *For more information regarding planning for special needs individuals use* [*Earthquake Country Alliance: Welcome to Earthquake Country!*](https://www.earthquakecountry.org/step5/)
1. ***HOLD ON -*** *If you take cover under furniture, hold on tight and be prepared to move with it. Do not release until the ground stops shaking.*
* ***Do not****run outside.*
* ***Do not****go to a doorway. (Doorways are no safer than other spaces, and a swinging door can cause injury).*
* ***In a hallway****, drop near an interior wall away from windows. Protect the back of your head/neck with your arms.*
* ***If driving****, pull to the side of the road and come to a stop. Stay in the car.*
* ***In an auditorium****, drop to the ground between the seats. Protect the back of your head/neck with your arms.*
* ***Outdoors****, move away from buildings to an open area; avoid power lines.*
* ***In bed****, stay there, and protect your head with a pillow.*

***When the Shaking Stops**** *Check for injuries to people in the area.*
* *Call for medical assistance and render first aid if required.*
* *Check the area for hazards such as building damage, fires or gas leaks. If the building appears to be unsafe, leave the building and report any urgent problem.*
* *Listen to a battery-operated radio for emergency information.*

***Earthquake Aftermath**** *Be prepared for more quakes.*
* *Wear sturdy shoes to avoid injury from broken glass.*
* *Do not use elevators.*
* *Do not use telephones except in a serious emergency.*
* *Assist others in the area.*
* *Report injuries or damage to the nearest emergency response team or to the USC Department of Public Safety.*
* *Evacuate the building. Do not re-enter until it has been assessed for damage and deemed safe by inspectors.*

***While evacuating, observe the following procedures:**** *Turn off all electrical equipment.*
* *Bring emergency supplies and purses/wallets with you.*
* *Do not leave anyone behind. Assist those with disabilities*
* *Close all doors behind you.*
* *Use the stairs only. Never take the elevator.*
* *Assemble in a safe outdoor area and ensure all individuals covered under the Covered Activity Act assigned to you are accounted for. Report any Missig individuals immediately following the steps identified in “Missing Minor Participants” in this guide.*
* *Cooperate with emergency response teams.*
* *Within 24 hours, contact the Office of Youth Protection and Programming*
 |
| **EXTREME WEATHER & AIR QUALITY EMERGENCY PLAN** |
| *[Add covered activity’s specific notes and considerations for weather and air quality emergencies here. General considerations have been included for you below. Add pages as needed.]*1. *Designate program staff to monitor ambient conditions and forecasts throughout the program duration. EHS and Student Health are good resources for questions about interpreting forecasts.*
2. *Review health information for participants and staff to understand who may be at greater risk and prepare to modify activities as needed. Groups that are unusually sensitive include individuals with heart and lung disease (including asthma), children and older adults.*
3. *Prepare alternate activities in the event ambient conditions require outdoor activities to be modified or stopped.*
4. *Train all staff, but especially those overseeing physical activities, to identify and response to heat related illnesses.*
* *Within 24 hours, contact the Office of Youth Protection and Programming*
 |

|  |
| --- |
| **FIRE SAFETY PLAN** |
| *[Add covered activity’s specific notes and considerations for fire safety protocols here. The general steps have been included for you below. Add pages as needed.]**If You Discover or Suspect a Fire*1. ***SOUND THE ALARM:*** *If you can’t find a fire alarm in the building, warn other occupants by knocking on doors and shouting a warning as you leave.*
2. ***LEAVE THE BUILDING:*** *Do not stop to gather your belongings. Close all doors as you exit. Stop to help others only if you can do so safely.*
3. ***CALL FOR HELP:*** *Call the Department of Public Safety at**(213) 740-4321**(UPC) or**(323) 442-1000**(HSC). Give as much information as possible to the emergency dispatcher. Stay on the line until the dispatcher ends the call.*

***Fire Evacuation Procedure****When a fire alarm sounds, all occupants must exit the building immediately.****Even if you think it may be a false alarm, you must leave.**** *Go to the nearest exit or stairwell. If access is obstructed by smoke or flames, go to an alternate exit route.*
* *If you smell smoke, stay low. Inhaling heated air and smoke can bring unconsciousness in less than a minute. To protect yourself, cover your mouth and nose with a piece of cloth.*
* *Never use elevators during a fire evacuation. They may stop automatically, and you could be trapped.*
* *Move down the stairs carefully. Do not attempt to turn back.*
* *Assemble with other evacuees at least 100 feet away from the building.*
* *Confirm that someone has called DPS.*
* *Within 24 hours, contact the Office of Youth Protection and Programming*
 |
| **ACTIVE ATTACKER/ SHOOTER PLAN** |
| *[Add covered activity’s specific notes and considerations for an active attacker/shooter protocols here. The general steps have been included for you below. Add pages as needed.]** *Within 24 hours, contact the Office of Youth Protection and Programming*
 |

Debriefing Questionnaire

This questionnaire should be customized according to your covered activity; below are some questions to consider/to get started.

**Section 1 – Situation Overview**

Emergency situation:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date(s):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Brief description of the situation/what happened and the response:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Section 2 – Response**

Were the protocols followed (why/why not):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Section 3 – Updates and Training**

Does the emergency management plan need to be updated, or do we need to provide additional training?

If yes, indicate the updates to be considered/included, and who will be responsible for implementation:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Depending on the nature of the covered activity, there may be additional, unique risks that will require consideration and additional safety planning. [↑](#footnote-ref-2)