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## INTRODUCTION

**The primary purpose of this plan is to ensure the safety and well-being of staff, faculty, students and visitors in (SCHOOL OR DEPARTMENT NAME) when an emergency occurs.** A secondary purpose is to protect our assets and ensure that our programs recover following a major emergency or disaster.

Pages 1-16 describe basic emergency communication, response, and evacuation procedures, including emergency roles and responsibilities.

Pages 17-20 provide emergency information for use in classrooms and teaching laboratories by instructors.

Page 21 provides building emergency information, including floor plans.

Page 22 contains the employee roster, to be used at the time of an emergency evacuation to help account for all personnel.

Pages 23-24 contain emergency recovery procedures.

Copies of this plan will be maintained in the primary administrative office and in the possession of emergency response staff, and updated as needed.

## EMERGENCY NOTIFICATION AND TELEPHONE NUMBERS

## GSA Crisis Response and Intervention

Call this number at the Department of Public Safety to report all emergencies, including fires or fire alarms, bomb threats, injuries requiring medical assistance, hazardous materials incidents, or any other incident requiring rapid response. Provide all information requested, including name, location, nature of emergency, and your telephone number.

**The Public Safety control center will dispatch DPS officers, the fire department, Environmental Health and Safety responders, Facilities Management staff, or any other assistance required.**

If possible, also call the department office at x \_\_\_\_\_ and provide notification of the emergency.

Other Useful Telephone Numbers:

**Public Safety Non-Emergency**

**Environmental Health and Safety**

**Facilities Management**

**General Emergency Information:**

**Emergency Information Line**                      **XXX-XXXX**                      **Backup Number:**

Website

www.xxx.edu

Backup: www.yyy.edu

(SCHOOL OR DEPARTMENT NAME) Emergency Information:

**In a major emergency, the Dean's/Director's Office may receive information on the current situation from the University Administration and emergency response staff by phone or email. If possible, this information will be passed on to faculty and staff members. Any currently available emergency information may be obtained by calling (SCHOOL OR DEPARTMENT PHONE NUMBER).**

**Other Emergency Contacts:**

(INSERT HERE ANY OTHER CONTACTS THAT MAY BE USEFUL TO THE SCHOOL OR DEPARTMENT IN AN EMERGENCY, SUCH AS OTHER UNITS ON CAMPUS, KEY PARTNERS, SUPPLIERS, VENDORS, OR SERVICE PERSONNEL)

## GENERAL EVACUATION PROCEDURES

**In many emergency situations, building evacuation will be necessary. Following are the (BUILDING NAME) general evacuation procedures. Additional information about specific types of emergencies is available in later sections of this plan.**

- 1. Building occupants will be notified of the evacuation by the sound of the building fire alarm, by verbal instruction from building emergency staff, or by self-evident hazardous conditions.**
- 2. All staff, faculty, and visitors must leave the building immediately if the fire alarm is activated, or if directed to do so by building emergency staff.**
- 3. Building emergency staff will guide and assist the evacuation to the extent possible.**
- 4. All occupants should exit the building through the nearest safe exit or exit stairwell. Elevators should never be used in an emergency evacuation.**
- 5. In this building, emergency exits and exit stairwells are located:  
(Insert building exit locations, FOR EXAMPLE:)  
Main exit on south side of building (front entrance)  
Alternate exit at rear of building  
2<sup>nd</sup> alternate exit on west end of building  
3<sup>rd</sup> alternate exit on east end of building  
Occupants of upper floors must use one of the two stairwells, located at the east and west ends of the building. Also see the floor plan in Section C.**
- 6. If the nearest exit or exit stairwell is obstructed by smoke, fire or other hazards, proceed to an alternate exit or exit stairwell.**
- 7. During stairwell evacuation, remove high heels, and hold on to the handrail. Allow enough room for others to enter the flow of traffic in the stairwell.**
- 8. Once outdoors all occupants should move to the (SCHOOL OR DEPARTMENT NAME) evacuation assembly area, located (INSERT LOCATION).**

9. **Staff members should ensure that proper assistance has been summoned if necessary by calling the Department of Public Safety at XXX-XXXX.**
10. **Once assembled, building emergency staff will account for all occupants, in order to inform arriving emergency services if anyone is missing or possibly still inside the building.**
11. **Building emergency staff will also inform arriving emergency personnel of information about the emergency in the building, including location of hazards and any problems known.**
12. **Building occupants should not re-enter the building until cleared by emergency personnel.**

## EMERGENCY ROLES AND RESPONSIBILITIES

### **A. CHIEF EMERGENCY COORDINATOR**

The Chief Emergency Coordinator oversees response to any emergency situation for the department. This includes responsibilities often described under the term Fire Safety Director, but more generally applies to all emergencies. The Chief Emergency Coordinator may be the Dean, Director, or Department Chair, or an individual assigned by them.

In the event of an emergency, the duties of this position include:

1. During an evacuation, ensure that proper assistance has been summoned if necessary.
2. Ensure that the emergency response kit is brought to the assembly area by a designated staff member, including the employee roster.
3. Ensure that emergency response staff or floor wardens initiate evacuation procedures, providing instructions to occupants.
4. At the evacuation assembly area, receive status reports on the various zones of the building from emergency response staff. Ensure that response staff assess head count, using the roster maintained in the emergency kit.
5. Meet arriving emergency services personnel, providing information on location of the emergency, layout of the building, any problems requiring assistance, and location of personnel.
6. Help to ensure that building occupants do not enter the building until cleared to do so by emergency services.
7. If there are individuals in the building who require assistance in evacuation due to disability, ensure that assistance is provided.
8. In a large-scale campus emergency, help coordinate staff response in handling minor problems, and report major problems to Public Safety, or to the campus Emergency Operations Center.
9. If necessary, ensure that faculty and staff members are informed of key developments such as temporary suspension of programs, building closure, special alerts, and other information.
10. On an ongoing basis, ensure that this emergency plan is kept current.

## **B. BUILDING EMERGENCY RESPONSE STAFF**

Designated staff members of the (SCHOOL OR DEPARTMENT NAME) will serve as the building's emergency response staff. Each response staff member has been assigned responsibility for a designated zone of the building. Their assignment is to assist in coordinating response to an emergency, ensuring that appropriate initial action has been taken, including activation of the alarm system if necessary and summoning emergency assistance.

Specific responsibilities during an emergency evacuation include:

1. Make a quick check of your zone to ensure that everyone has been notified of the need to evacuate the building. Strongly advise all building occupants that they must leave the building immediately. *This should be done quickly and in a manner that does not endanger your safety.*
2. Direct all building occupants not to use the elevator, but to proceed to the nearest stairwell. Direct them to exit the building and proceed to the assembly point at (INSERT LOCATION).
3. If the nearest stairwell is obstructed by smoke, fire, or other hazards, direct occupants to the alternate exit.
4. If any occupant requires assistance in moving down the stairwell due to a disability, ensure that appropriate assistance is provided. See "Emergency Evacuation for Persons With Disabilities" later in this section.
5. Proceed to the evacuation assembly area and assess the personnel headcount for your zone.
6. Provide a status report to the Chief Emergency Coordinator on any problems, including individuals who are missing and may still be in the building, any problems requiring immediate assistance by emergency services, and any disabled individuals who require evacuation assistance.
7. Help to ensure that building occupants do not re-enter the building until cleared to do so by emergency services.
8. Assist in disseminating emergency instructions or information.
9. Assist in providing information to emergency services as they arrive.

## **EMERGENCY RESPONSE STAFF**

### **1. Chief Emergency Coordinator**

Primary: \_\_\_\_\_

Alternates: \_\_\_\_\_

\_\_\_\_\_

### **2. Emergency Response Zone Staff**

<b>FLOOR</b>	<b>ZONE</b>	<b>NAME</b>	<b>PHONE</b>	<b>HOME</b>	<b>EMAIL</b>
Basement					
First Floor					
Second Floor					
Third Floor					
<b>ETC.</b>					



## **EMERGENCY RESPONSE KIT**

The (SCHOOL OR DEPARTMENT NAME) will maintain a basic emergency kit for general use in the main administrative office. In an emergency evacuation, the kit will be transported by main office staff outdoors to the evacuation assembly area. The kit contains:

1. A copy of this emergency plan, along with a **current employee roster**. The roster will be used in accounting for building personnel after an evacuation.
2. First aid supplies. In some emergencies, our personnel may have to provide first aid to those with non-life threatening injuries.
3. Flashlights and extra batteries.
4. AM/FM radio and extra batteries.
5. Small emergency water supply.

**In addition, it is recommended that all staff and faculty members maintain a personal emergency kit in their work area. This kit should include:**

- Water and non-perishable food.
- Emergency space blanket.
- First aid supplies
- Personal medication and extra eye glasses
- Portable AM/FM Radio (spare batteries)
- Flashlight (spare batteries)
- Money (small amount).
- Work gloves (optional)
- List of essential phone numbers, including an out-of-state family contact number

## FIRE EMERGENCY PROCEDURES

### **IF YOU DISCOVER A FIRE OR SMOKE**

1. Remove anyone from immediate danger.
2. Confine the fire by closing doors as you leave the area.
3. Activate the closest fire alarm to alert building occupants.
4. Call DPS, XXX-XXXX or use a campus emergency phone.  
Give the following information:
  - Building Name
  - Floor or Room Number
  - Size or type of fire
  - Your location
5. Attempt to put the fire out with a portable fire extinguisher **ONLY** when:
  - You have been properly trained
  - The fire is small (wastebasket size)
  - You are not alone
  - A safe escape route is presentIf this is not true, simply close the door and evacuate.
6. **Evacuate by the nearest exit or exit stairwell.** Do not block/wedge exit doors in an open position. The doors must remain closed to keep smoke out and keep stairwells safe for evacuation and fire personnel.
7. **Go to your pre-determined Evacuation Assembly Point**, located (INSERT LOCATION)
8. Once assembled, help to account for personnel and report to the emergency staff if any occupants are unaccounted for and may be still in the building.

### **IF YOU HEAR OR SEE A FIRE ALARM**

1. Never assume the fire alarm is a false alarm
2. Move to the safest exit or stairwell
3. Close doors as you leave the area
4. Exit the building
5. Proceed to the designated meeting area.

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6. Wait for further instructions from DPS officers or the Fire Department.
7. If you are in a laboratory and hear the fire alarm, shut down any hazardous equipment or processes as you exit, unless doing so presents a greater hazard.

Fire Alarm Note: When the fire alarm is activated in this building, the sound will be:

(DESCRIPTION OF SOUND, BELLS, TONES, SIRENS, OR OTHER.)

### **IF TRAPPED INSIDE YOUR OFFICE OR AREA:**

1. Wedge cloth material along the bottom of a door to keep out smoke.
2. Close as many doors as possible between you and the fire.
3. Telephone DPS at XXX-XXXX, and notify them of your situation.
4. If windows are operable, and you must have air, open the window.
5. Break windows as a last resort, as they cannot be closed if necessary.
6. If necessary signal through the window to let the Fire Department know your location.

## **MEDICAL EMERGENCIES**

In the event of a medical emergency:

1. Call DPS at XXX-XXXX to request assistance. Provide the following information:
  - Building name
  - Floor or room number
  - Nature of injury
  - Location of injured person
  - Age of injured person
  - Sex of injured person
  - Current condition
  - Any known medical history
2. In addition, notify the (SCHOOL/DEPARTMENT NAME) emergency coordinator.
3. Remain with the person with the medical emergency. Do not move them unless they are in immediate danger of further injury.

**NOTE:** If the injured person is a university employee, the supervisor must notify University Risk Management at (XXX) XXX-XXXX.

## BOMB THREAT PROCEDURES

University personnel receiving telephoned threats should get as much information as possible from the caller, using the form below, and report it immediately to the Public Safety Department at XXX-XXXX. Bomb threats received through the mail or by other means are also to be reported immediately.

The Department of Public Safety will assess the threat and advise building occupants if it is necessary to evacuate the building. If it is necessary to evacuate, assemble in the parking lot and remain 300 feet away from the building until advised to return.

Exact time of call _____				
Exact words of caller _____				
QUESTIONS TO ASK				
1. When is the bomb going to explode? _____				
2. Where is the bomb? _____				
3. What does it look like? _____				
4. What kind of bomb is it? _____				
5. What will cause it to explode? _____				
6. Did you place the bomb? _____				
7. Why? _____				
8. Where are you calling from? _____				
9. What is your address? _____				
10. What is your name? _____				
CALLER'S VOICE (circle) Male                      Female				
Calm	Disguised	Nasal	Angry	Broken
Stutter	Slow	Sincere	Lisp	Rapid
Giggling	Deep	Crying	Squeaky	Excited
Stressed	Accent	Loud	Slurred	Normal
If voice is familiar, whom did it sound like? _____				
Were there any background noises? _____				
Person receiving call: _____				
Date: _____ Telephone number call received at: _____				

## CHEMICAL SPILL OR RELEASE

### SMALL/NON-HAZARDOUS SPILL

Spills that do not endanger workers in the immediate area may be cleaned up by laboratory personnel who have been trained by their PI or lab supervisor and are properly equipped to handle the situation. Chemical spill guidelines should be established by the PI or lab supervisor and should take into consideration the following:

- (1) The hazards of the chemical(s) involved.
- (2) The amount of the chemical(s) spilled.
- (3) The possible spill locations.
- (4) Availability of spill clean up materials or kits.

### LARGE/HAZARDOUS SPILL

If the spill is large, if the chemical is not easily identified, or if the chemical is extremely hazardous, then:

1. Alert/notify personnel from affected and adjacent areas.
2. If possible use sign and/or barricade to isolate the area.
3. Evacuate the area and close the door.
4. If the release cannot be contained in the area, activate the nearest fire alarm pull station.
5. Call XXX-XXXX on a campus phone. Public Safety will dispatch officers, and will also summon a hazardous materials response team from the Environmental Health and Safety Office.
6. Stay upwind of the building. *Note: Use your Department Emergency Assembly Point only if it's in an upwind location.*
7. When responders arrive, provide detailed information on the spill or release.
8. Do not re-enter the building until authorized to do so by emergency response personnel.

## EARTHQUAKE

The following procedures apply to major earthquakes that cause strong shaking.

1. If indoors, **drop, cover, and hold**. Protect yourself from falling objects such as light fixtures, bookcases, cabinets, shelves, and other furniture that might slide or topple. Stay away from windows. If possible, get under a table or desk. Hold on and be prepared to move with it. If no shelter is available, seek cover against an interior wall and protect your head and neck with your arms.
2. Do **not** stand in a doorway. The earthquake safety procedure of moving to a doorway is obsolete, and doorways offer no greater protection than any other area. In fact, some individuals have been injured while moving toward or standing in a doorway during an earthquake.
3. If outside, move away from structures, power poles, or other possible hazards. Stay in an open area.
4. During the shaking, do not run for exits or attempt to leave the building, since heavy objects or debris may be falling in your path.
5. Do not use the elevators.
6. When the shaking stops, check for injuries to personnel in your area. Do not attempt to move seriously injured persons unless they are in immediate danger. Render first aid assistance if required.
7. Check the area for safety hazards such as building damage, fires, spills of flammable or combustible liquids, or leaks of flammable gases. If the area or building appears to be unsafe, begin evacuation procedures.
8. Turn off ignition, heat, and gas sources before evacuating if it is safe to do so. This may include laboratory equipment, workshop equipment, or electrical equipment in offices.
9. Exit the building and go to the assembly point to report on injuries, damage, and potentially hazardous conditions.
10. Call Public Safety at XXX-XXXX to report any serious injuries or other immediate emergencies. If the phone line is busy, send a runner to the campus Emergency Operations Center to notify them of any needed assistance and emergencies that may exist.
11. Once you have exited the building, do not reenter until the building has been inspected by trained USC emergency personnel.
12. Use the telephone system only for urgent matters. Listen to battery-operated radio for emergency information.

## POWER OUTAGE

Response to a power outage will depend on the circumstances. If possible, information should be obtained from Facilities Management Services on the extent and likely duration of the outage. However, in many cases, the likely duration cannot be determined.

(BUILDING NAME) is equipped with (DESCRIBE EMERGENCY POWER SOURCE AND CAPABILITIES). Emergency power is provided only for emergency systems, and does not provide power for equipment or normal electrical outlets, unless special arrangements have been made in advance.

1. Assess the extent of the outage in your area. Report status to the Chief Emergency Coordinator.
2. Report the outage to DPS at XXX-XXXX, and to Facilities Management Services at XXX-XXXX.
3. Help persons in darkened work areas move to safety.
4. Check elevators to determine if anyone is trapped inside. If so, immediately call for help; do not attempt to force open doors and rescue them. Wait for a qualified elevator mechanic.
5. Unplug desktop computers, equipment, and appliances during the outage, especially if not connected to a surge protector.
6. Shutdown any equipment or process that could be hazardous if the power suddenly returns.
7. If practical, secure current experimental work, then move it to a safe location. Get assistance – hazardous spills are a significant risk during transport of chemicals on carts.
8. Keep lab refrigerators and ultra-low freezers closed during the outage. Take any steps possible to protect materials dependent on power.
9. Check to ensure appropriate personnel have been notified if there are critical areas that need power, such as animal areas or other special needs.
10. Request direction from the Chief Emergency Coordinator regarding whether to evacuate or stay in place.



## **EMERGENCY EVACUATION FOR PERSONS WITH DISABILITIES**

This section provides a general guideline of evacuation procedures for persons with disabilities during fire and other building emergencies. Individuals with disabilities must identify their primary and secondary evacuation routes, and seek out colleagues who are willing to serve as evacuation assistants. Other faculty and staff members can help by becoming aware of others who may need assistance in an evacuation.

### **MOBILITY-IMPAIRED – WHEELCHAIR**

In most buildings people will need to use stairways to reach building exits. Elevators cannot be used because they have been shown to be unsafe in an emergency.

For persons in wheelchairs located on the first floor, they may use building exits to the outside ground level. For disabled individuals on upper floors, it is not safe to attempt to move a wheelchair down a stairwell. One effective approach to this situation is the following:

#### **Stay In Place:**

- Working with an evacuation assistant, select a room with an exterior window, a telephone, and a solid or fire-resistant door. Remain with the disabled person in this room, and send someone to the evacuation assembly area to notify emergency personnel of the location of the person in need of assistance. It is also possible to place the disabled person near a stairway landing to await assistance, although this area may not be protected from smoke and other hazards.
- Fire Department personnel, who are trained in emergency rescue, can then enter the building and assist the person in exiting the building, either down the stairs or using the emergency elevator recall.
- While staying in place, the wheelchair user should keep in contact with emergency services by dialing XXX-XXXX and reporting his or her location directly.

Stairway evacuation of wheelchair users should be conducted by trained professionals from the fire department. Only in situations of extreme danger should untrained people attempt to evacuate wheelchair users. If this must be attempted, one possibility is the following:

#### **2 Person Cradle Carry**

1. Wait until other evacuees have moved down the stairwell.
2. The two helpers stand on either side of the individual.
3. They reach under the individual and lift them out in a cradle.
4. Helpers control the descent by walking slowly and cautiously.
5. NEVER LEAVE A WHEELCHAIR IN A STAIRWELL.

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Another carry technique is:

### **Office Chair Evacuation**

1. Transfer the physically challenged individual to a sturdy office chair
2. 1 helper gently leans the chair backwards
3. The other helper faces the chair and holds onto the front legs of the chair. Both will lift the chair simultaneously.
4. The helpers control the descent by bending their legs slowly and keeping their back straight.

### **MOBILITY IMPAIRED - NON-WHEELCHAIR**

Persons with mobility impairments who are able to walk independently should be able to negotiate stairs in an emergency with minor assistance. The individual should wait until the heavy traffic has cleared on the stairwell before attempting to exit.

### **HEARING IMPAIRED**

Some buildings on campus are equipped with fire alarm strobe lights; however, many are not. Persons with hearing impairments may not hear audio emergency alarms and will need to be alerted to emergency situations by other building occupants.

### **VISUALLY IMPAIRED**

Most people with a visual impairment will be familiar with their immediate surroundings and frequently traveled routes. Since the emergency evacuation route may be different from the commonly traveled route, persons who are visually impaired may need assistance in evacuating. The assistant should offer his/her elbow to the individual with a visual impairment and guide him or her through the evacuation route. During the evacuation the assistant should communicate as necessary to ensure safe evacuation.

Building emergency response staff should assess the needs of any building occupants with special needs within their zone prior to an emergency. Ask if there are staff or faculty members who will need assistance in the event of an evacuation, and arrange for nearby individuals to serve as evacuation assistants.

## **Classrooms and Teaching Laboratories Emergency Procedures For Faculty, Lecturers, and Teaching Assistants**

### **Instructor's Responsibility**

It is incumbent upon all those working in classrooms or laboratories to understand appropriate emergency procedures and assist students in responding appropriately to emergency situations. This also applies to those academic activities conducted in other buildings on campus.

Consistent with this responsibility instructors must:

- Provide his or her class or audience with general information relating to emergency procedures. This information should be shared during the first week of class or at the start of a seminar.
- Know how to report an emergency from the classroom or laboratory being used.
- Ensure that persons with disabilities have the information they need. The instructor should be familiar with the student's evacuation plan and be able to direct visitors with disabilities.
- Take responsible charge of the classroom and follow emergency procedures for all building alarms and emergencies.

### **Supplemental Information**

#### ***As an instructor, what do I need to know about Emergency Preparedness?***

The instructor is an authoritative figure for the student, and can influence how the student responds in an emergency. Calm, collected, and clear directions by the instructor will have a calming effect on the students.

1. **EVACUATION ROUTES** – University buildings have posted floor plans on walls showing evacuation routes. Become familiar with evacuation routes in buildings you use.
2. **EMERGENCY ASSEMBLY POINTS** - After the class leaves the building, it is important for them to go to a pre-determined area where people can be accounted for. 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. Agree with your students on your assembly point.

Accounting for all students can be very difficult, particularly with a large class. It might be possible for the instructor to use the class roster, use a head count, or have students see if the students seated next to them are at the assembly point.

## GSA Crisis Response and Intervention

3. **EVACUATION FOR PERSONS WITH DISABILITIES** - If there is a person with a disability in the class, the instructor should be knowledgeable of their response and who may be assisting them. If the classroom is on the first floor, the student may immediately evacuate with others. On an upper floor, since elevators cannot safely be used in an emergency evacuation, another strategy for evacuation assistance must be used. Number 9 below identifies possible strategies for assistance.
4. After exiting and accounting for students, notify emergency personnel of persons missing or trapped or persons with disabilities who require assistance.
5. **FIRE ALARMS** - When a fire alarm sounds, everyone must exit the alarmed area immediately.
  - Equipment or processes 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.
6. **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 take shelter if possible under a desk or table. If this is not possible, shelter near an interior wall away from window, and protect your head and neck. 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 Point. Caution them to watch for brick and other exterior building materials that may have been knocked loose by the earthquake. Procedures that may be hazardous if left unattended should be shut down.
7. **HOW TO REPORT AN EMERGENCY** - Be familiar with the location of nearby telephones, and call XXX-XXXX to report any emergency.
8. What emergency preparedness materials should I have with me at class?
  - Roster
  - Important telephone numbers (in addition to emergency numbers)  
Department Administrator/Manager \_\_\_\_\_  
Other - as appropriate \_\_\_\_\_

## 9. EVACUATION FOR PERSONS WITH DISABILITIES

If there is a person with a disability in the class, the instructor should be knowledgeable of their response and who may be assisting them.

## **MOBILITY-IMPAIRED – WHEELCHAIR**

In most buildings people will need to use stairways to reach building exits. Elevators cannot be used because they have been shown to be unsafe in an emergency.

If the class session is on the first floor, disabled students may use building exits to the outside ground level. For disabled individuals on upper floors, it is not safe to attempt to move a wheelchair down a stairwell. The recommended procedure is:

### **Stay in Place**

- Working with an evacuation assistant, select a room with an exterior window, a telephone, and a solid or fire-resistant door. While the disabled person remains in this room, the assistant reports to the evacuation assembly area and notifies the on-site emergency personnel of the location of the person with a disability.
- Fire Department personnel, who are trained in emergency rescue, can then enter the building and assist the person in exiting the building, either down the stairs or using the emergency elevator recall.
- By staying in place, the wheelchair user may keep in contact with emergency services by dialing 911 and reporting his or her location directly.

Stairway evacuation of wheelchair users should be conducted by trained professionals from the fire department. Only in situations of extreme danger should untrained people attempt to evacuate wheelchair users. If this absolutely must be attempted, two assistants should lift the person from the wheelchair by slipping their arms underneath the person from each side, using a “cradle carry” to carefully bring them down the stairs. Never carry a disabled person slung over your back, as this may injure them.

### **Mobility Impaired - Non-Wheelchair**

Persons with mobility impairments who are able to walk independently should be able to negotiate stairs in an emergency with minor assistance. The individual should wait until the heavy traffic has cleared on the stairwell before attempting to exit.

### **Hearing Impaired**

Some buildings on campus are equipped with fire alarm strobe lights; however, many are not. Persons with hearing impairments may not hear audio emergency alarms and will need to be alerted to emergency situations by other building occupants.

### **Visually Impaired**

Most people with a visual impairment will be familiar with their immediate surroundings and frequently traveled routes. Since the emergency evacuation route may be different from the commonly traveled route, persons who are visually impaired may need assistance in evacuating. The assistant should offer their elbow to the individual with a visual impairment and guide him or her through the evacuation route. During the evacuation the assistant should communicate as necessary to ensure safe evacuation.

## **CLASSROOM EMERGENCY PROCEDURES**

1. When you hear the **fire alarm** sounding continuously:
  - Everyone should calmly collect their coats and books and exit the classroom, lecture hall, or laboratory. Please turn off the gas supplies in laboratories.
  - Leave the room/lab and go the nearest building exit. Know the location of alternate exits.
  - Always exit by the stairs, never the elevator.
  - Go to the emergency assembly point.
  
2. When there is a **power outage...**
  - Everyone should stay in their seat to see if the outage is temporary and to let their eyes adjust to the lower light level.
  - If the outage appears to be long term, everyone should calmly collect their materials and carefully exit the building.
  
3. If there is an **earthquake...**
  - **Drop and cover** your head for protection from material that might fall from the ceiling or walls.
  - After the shaking stops, evacuate the building if it appears to be unsafe or if directed to do so by the instructor.
  - Use stairways to exit the building after an earthquake, not elevators.
  - Go to the emergency assembly point.

## **(BUILDING NAME) EMERGENCY INFORMATION**

Building information that may be needed in an emergency should be inserted in this section, including general information about the building, emergency systems, and floor plans. Assistance in compiling this information may be obtained from the USC Environmental Health and Safety Department, Fire Safety Office, at XXX-XXXX or XXX-XXXX.

Information should include:

BUILDING ADDRESS

NUMBER OF FLOORS

FIRE ALARM

AUTOMATIC FIRE SPRINKLER.

FIRE ALARM PULL STATIONS

AUDIBLE ALARM DEVICES

SMOKE DETECTORS

FIRE EXTINGUISHERS

EMERGENCY EXITS

EMERGENCY POWER

EMERGENCY LIGHTING

UTILITY SERVICE SHUTDOWN LOCATION

ELEVATOR INFORMATION

FIRE DEPARTMENT LOCKBOX

FLOOR PLANS

**(SCHOOL/DEPARTMENT NAME) EMPLOYEE ROSTER**



## **RECOVERY PROCEDURES**

Once the initial emergency response to an incident has been completed, the **recovery phase** begins. It is important to restore (SCHOOL OR DEPARTMENT NAME) programs within an appropriate time to avoid major loss or disruption that could have long-term negative impacts. Recovery will require timely contingency response and action.

An emergency situation may result in recovery problems ranging from relatively minor to severe. They could include scenarios such as:

- Loss of power to the facility for up to 3-4 days.
- Loss or disruption of a key information system or application.
- Loss of the entire facility for several weeks or more.
- Loss of key personnel.
- Loss of academic space such as classrooms and laboratories.

In the event of a major loss or disruption, administration and appropriate staff and faculty members will form a Recovery Team to implement recovery procedures, potentially including the following:

### **EMPLOYEE AND STUDENT ASSISTANCE**

Depending on the nature of the emergency, employees and students may need assistance. The Recovery Team will ensure that those employees and students requiring assistance are referred to the appropriate resource, on-campus or in the community.

### **LOSS OF POWER OR OTHER BUILDING SERVICES**

In the event of loss of power or other building services, the Recovery Team will assess the impact and take steps to protect vital assets.

### **RELOCATION**

If the building is closed due to damage or hazardous conditions, the Recovery Team will lead an effort to relocate to an alternate site. The Team will prioritize which programs and activities must be resumed quickly, and which can be deferred until a later time. Critical resources to allow the program to function at a new site will also be identified.

### **ACADEMIC PROGRAM RECOVERY**

If classroom spaces utilized become unavailable, the Recovery Team will work with the University to find alternate spaces, revise the class schedule, and resume instruction within an appropriate time. The Recovery Team will also work with researchers to assess risks and potential losses to research projects and programs due to the emergency situation. The team will assist researchers in preventing or recovering losses that are most critical to projects. At the same time, the efforts of researchers themselves to take appropriate precautions to protect key information and research data are essential.

### **DISRUPTION OF INFORMATION SYSTEMS**

In the event that information systems are lost or disrupted due to physical damage, hardware failure, or software problems, staff members will implement a contingency plan to recover any lost systems or data. This may involve retrieval of an off-site backup tape, replacement of a network server, or establishment of an alternate processing site. The Recovery Team will identify those systems or applications that are critical and must be restored rapidly, and those that are less essential that can be deferred until full systems are available again.

### **RESEARCH DATA AND INFORMATION**

Faculty members should take appropriate precautions to protect vital research data and information against loss. Duplicate copies of any vital information or data should be maintained in an off-site location. If the data is computerized, tape backups should be stored off-site.

### **COST RECOVERY**

In the event of damage to equipment or furnishings purchased by (SCHOOL OR DEPARTMENT NAME), the Recovery Team will provide documentation of the loss, and will coordinate with USC Risk Management and other University offices in submitting insurance or loss reimbursement claims. (Deductibles apply, and not all types of losses are covered. All loss documentation must be specific and detailed.)