Classroom Reverse Evacuation Guidance

- Reverse Evacuation can be a protective measure or a readiness step for vicinity events or incidents that could escalate to a level that directly affects the campus. When a Reverse Evacuation message is given, all students, faculty and staff that are outside should come inside the building rapidly.

- Depending upon warning time and the situation, occupants of portable buildings either can move to the main building or they can remain in the portable-building with doors locked and await further instruction.

- For Reverse Evacuation it is appropriate to use the intercom system to make announcements. Safety team members should be assigned roles to monitor hallways and common areas.
  - If the event that precipitated the Reverse Evacuation involves worsening weather conditions but no storm warnings, a vicious or injured animal, a low-risk criminal arrest, or emergency scene nearby for which there is no health or safety risk, then doors do not need to be locked. Window blinds should be closed and students kept away from windows and door. Student release should be carefully monitored.
  - If the emergency involves criminal activity in the vicinity, gathering crowds, fire or other hazards nearby, ensure that doors are locked and window blinds are closed. Students should be kept away from windows and door. Student release should be controlled and access to the campus limited.

- Teachers should initiate student accountability procedures in the event that the situation escalates requiring further protective measures. No student or staff member should be released until student accountability is complete.

- Follow law enforcement, fire department, and/or district emergency response team instructions until a drill or an actual emergency is over.

- On-campus visitors, volunteers or other guests should be directed to a non-classroom area to await further instructions.

Note: Depending upon school protocols, special arrangements must be made for classes under the care of substitute teachers to ensure the safety of individuals in this situation. During drills, assign buddy teachers or staff who can help guide the substitute through the process.
Classroom Evacuation Guidance

While fire evacuation drills are the most common use for evacuation procedures, almost any event that affects the campus will conclude with evacuation. In some cases, evacuation will be followed by relocation, depending upon the circumstances of the incident.

- Tell students that an emergency exists. Do not speculate about its nature or duration.
- Instruct students to calmly leave the building, reminding them of the direction they should take and their assigned evacuation point.
- If purses and backpacks are easy to reach, students should take these items outside with them. Take rosters and status card/accountability tools with you.
- Conduct a quick visual check of the room for any suspicious items. Make sure classroom door is closed and preferably unlocked.
- Assemble students at assigned evacuation location. Take attendance and prepare a list of missing students and/or extra students who may be in your care and communicate status to campus administrators.
- Assess students to determine if weather conditions, evacuation scenario or duration will create health, hydration or stress issues and report concerns to campus administrators.
- Keep students quiet and calm. Do not let any student leave the premises without proper authorization even if requested to do so by a parent or guardian.
- Report any suspicious individuals or activities to campus administrators.
- Do not re-enter building unless authorized by campus administrator and/or the incident commander.
- If relocation is necessary, account for all students before they leave the site and again when they get to the new location. Report status to campus administrator.
- Project a calm attitude. How you react to an emergency gives students clues about how to act. If you react with alarm, a student may become frightened. They interpret adult panic as proof that the danger is real. Drills become a good way to build your own confidence as well as that of your students.

Note: Depending upon school protocols, special arrangements must be made for classes under the care of substitute teachers to ensure the safety of individuals in this situation. During drills, assign buddy teachers or staff who can help guide the substitute through the process.
Classroom Severe Weather Guidance

Severe weather measures usually are triggered by the National Weather Service or local emergency management; however, anyone who observes worsening weather conditions should be ready to move inside and verify weather dangers.

- Tell students that an emergency exists. Do not speculate about its nature or duration.
- If outside and lightning or stormy weather is observed, bring students inside immediately. Close any outside doors or windows that may be open in your area. People in portable buildings should move to their safe areas of the main building as well.
- Turn off computers/unplug electronic devices. Remove handheld radios from chargers.
- On-campus visitors, volunteers or other guests should be directed to a non-classroom area to await further instructions.
- If conditions worsen or a tornado or thunderstorm warning is issued, have students move to their designated safe area, then sit and face the walls.
  - Instruct students to crouch and cover the back of their head and neck, linking their fingers. Demonstrate the protective posture and have them practice it. Instruct them to sit quietly and to be ready to cover up if told to do so.
  - Do not expect students and staff to hold the protective posture for long periods unless threat is eminent. This is in the best interest of comfort, discipline and health.
  - Make accommodations for students and staff with special needs. Move individuals who cannot or should not sit on the floor to safer areas of the building such as restrooms, closets and corners where support walls intersect.
  - For younger children, identify ways to keep them calm such as storytelling, singing and learning activities that can be managed from a sitting position.
  - Assign each student a buddy to improve safety accountability. Practice using the buddy system during drills.
- Take attendance and prepare a list of missing students and/or extra students in the room (as situation dictates). Retain this list when directed to leave the classroom.
- If the classroom has a phone, do not use it to call out, unless reporting a life-threatening situation. Wait for school or emergency officials to provide further instruction.
- If the fire alarm sounds or other emergency notification occurs, listen for additional instructions from school officials or first responders and follow their instructions.
- Stay alert. Do not become complacent; the very nature of storms may dictate that several times during a day protective measures may be needed.
- When safe to evacuate or return to normal activities, direct students as appropriate. If evacuation is required take along documentation, rosters/roll books and classroom go kit.
- Project a calm attitude. How you react to an emergency gives students clues about how to act. If you react with alarm, a student may become frightened. They interpret adult panic as proof that the danger is real. Drills become a good way to build your own confidence as well as that of your students.
Note: Depending upon school protocols, special arrangements must be made for classes under the care of substitute teachers to ensure the safety of individuals in this situation. During drills, assign buddy teachers or staff who can help guide the substitute through the process.
Classroom Shelter-in-Place Guidance

Shelter-in-Place may be initiated by a campus administrator or first responder. Staff members who observe smoke, an accident, unpleasant odor or something potentially dangerous to the school should notify campus administration and/or 9-1-1.

- Tell students that an emergency exists. Do not speculate about its nature or duration.
- If you are outside and observe smoke, an accident or an unpleasant odor, bring students inside and notify the main office for more information.
- If a chemical release, wildland fire or other event occurs that jeopardizes air quality, initiate shelter-in-place. Have all students return to their assigned classroom.
- On-campus visitors, volunteers or other guests should be directed to a non-classroom area to await further instructions.
- Close all doors and windows. Turn off fans and other ventilation. If you believe that air or contaminates still are in the room, notify the main office to ensure that HVAC and other return air systems have been disabled.
- If conditions worsen or if instructed by campus administrators, use duct tape, masking tape, packing tape or blue painter's tape to seal the spaces around doors and sections of window that may leak air. In most cases windows will not need to be taped or only portions of some windows will need the additional seal.
- Place towels, wadded up paper or fabric against the base of the door.
- Assign each student a buddy to help keep them calm and to improve safety accountability should evacuation be needed. Practice using the buddy system during drills.
- Take attendance and prepare a list of missing students and/or extra students in the room (as situation dictates). Retain this list when directed to leave the classroom.
- If the classroom has a phone, do not use it to call out, unless reporting a life-threatening situation. Wait for school or emergency officials to provide further instruction.
- If the fire alarm sounds or other emergency notification occurs, listen for additional instructions from school officials or first responders and follow their instructions.
- Most shelter-in-place activations are followed by evacuation. When it is safe to evacuate or return to normal activities, direct students as appropriate. If evacuation is required, take along documentation, rosters/roll books, notes and a classroom go kit. Be prepared to be moved to another location if necessary.
- Project a calm attitude. How you react to an emergency gives students clues about how to act. If you react with alarm, a student may become frightened. They interpret adult panic as proof that the danger is real. Drills become a good way to build your own confidence as well as that of your students.

Note: Depending upon school protocols, special arrangements must be made for classes under the care of substitute teachers to ensure the safety of individuals in this situation. During drills, assign buddy teachers or staff who can help guide the substitute through the process.
Classroom Lockdown Guidance

Lockdown may be initiated by a campus administrator, first responder or staff member who sees or hears something potentially dangerous to the school. If you identified the threat, call 9-1-1 immediately. If time permits, call the front office as well, if not, ask the 9-1-1 operator to do so.

- Tell students that an emergency exists; do not speculate about its cause.
- Upon detecting or being notified of danger, begin protective measures:
  - If outside, direct students and staff away from the building and any potential threat. Tell them a general direction to move. Pre-designate a gathering point at least one block away from the school where everyone can meet. This mirrors evacuation practices from home and school fire drills where everyone exits the building and moves to a designated safe meeting area. (Note: For drill purposes, instruct students to move to a specific location on campus and then show them how much further they may need to go from there.)
  - If in an unsecured area, find a secure one immediately.
  - If inside a portable building, lock the door and await further instruction. Portable building occupants should NOT re-enter the main building.
  - If inside a classroom or other area that can be secured easily and if safe to do so, make a quick check of the hallway immediately outside of the secure area for remaining students and encourage them to take shelter with you. If they are unwilling, do not waste precious time convincing them to seek shelter.
    - Secure the room by locking the classroom door(s) and windows immediately. Close window shades (where applicable and safe) and turn off lights.
    - Ensure that all cell phones are off. (Teachers may opt to mute theirs instead.) If the classroom has a phone, do not use it to call out, unless reporting a life-threatening situation. Avoid using school radios, intercoms, computers or text messaging as those systems must be kept clear for emergency operations and their use could jeopardize safety and security if the communication is available to the attacker(s).
    - Keep everyone calm, quiet and sitting on the floor, away from doors and windows.
    - Once inside, do not let anyone exit, as arriving responders may mistake them for suspects.
  - Ask on-campus visitors, volunteers or other guests to take protective measures immediately. Do not allow them to compromise campus safety or your school emergency procedures.
  - If an attack upon the secure indoor area is imminent, prepare to take additional protective measures such as exiting through a classroom window, a secondary exit or preparing to fight back. (Note: Rather than practicing these actions by breaking windows or throwing objects, discuss the options with students, gauge their responses and share feedback with campus administrators. Involve local and school law enforcement in planning, training and drilling.
  - Ignore fire alarm activation; the school will not be evacuated using this method.
• Ignore sounds coming from outside the safe area, and do not open the door or leave the room until a recognized and reliable source indicates that it is safe to do so. If outside, do not attempt to re-enter the building unless authorized to do so. Do not follow the instructions of anyone unfamiliar to you or contrary to common sense or good safety practices. This would include entering an unfamiliar home or building, accepting rides or putting students into private vehicles, or agreeing to move students and staff to a different location.

• Concluding the Lockdown involves specific directions provided by pre-designated campus administrators and must be followed exactly. This message will not involve codes, but will include detailed information from a recognized member of campus or district staff.
  o As the event concludes, prepare a list of students and staff in the room or evacuation area with you. If you cannot account for all students, be prepared to report this as well. Retain this list when directed to leave the classroom or to move to a reunification site.
  o Use status cards or text messaging to convey the status of yourself and those in your care, but do not leave your safe area until authorized to do so. Leaving without authorization could endanger people if a threat of additional suspects, secondary devices or other dangers exists. In addition, leaving a safe area inadvertently could expose students to gruesome or disturbing scenes and/or could jeopardize a crime scene.

• When it is safe to evacuate, direct students as appropriate. Take along all documentation, rosters/roll books, status cards and a classroom go kit. Be prepared to be moved to relocate if necessary.

• Whether inside or out, always project a calm attitude. How you react to an emergency gives students clues about how to act. If you react with alarm, a student may become frightened. They interpret adult panic as proof that the danger is real. Drills become a good way to build your own confidence as well as that of your students.

Note: Depending upon school protocols, special arrangements must be made for classes under the care of substitute teachers to ensure the safety of individuals in this situation. During drills, assign buddy teachers or staff who can help guide the substitute through the process.