

Classroom Action Guide - Immediate Action Steps

Northern Illinois School Safety Administrator's Association – To join please visit: nissaa.org

EMERGENCY NUMBERS

Police Department Emergency

Call 9-1-1 and tell the dispatcher where you are located

District Notification and Reporting Contact:

(insert important numbers)

Active Threat - RUN, HIDE, FIGHT (or) ALICE, ALICE, ALICE

Initiated when: Active threat inside the school building

- Inform others of the situation no code words
- Assess the situation you have options

RUN/EVACUATE - Run if you think you can safely get away

- Move out and away from the building
- If outside, gather students and move away from the school building

HIDE/LOCKDOWN & BARRICADE - If you cannot safely run

- Lockdown or Hide in a classroom, office, or staff bathroom
- Lock and barricade the door
- Prepare to fight
- Lights off
- Do not worry about window blinds
- Move out of view from hallway windows
- Take attendance
- Do Not display Red/Green Cards
- Make plan "B" escape or fight
- If the **fire alarm** sounds during the lockdown, evaluate the situation, and plan an escape route

FIGHT – If fight is required, block the door, everyone fights as a team, defend yourself with whatever means possible

EVERYONE NOTIFY POLICE — everyone should call the police **Additional Training**: Federal Emergency Management Agency (FEMA). *IS-907*: *Active Shooter: What You Can Do.*

SEVERE WEATHER

(Tornado/high winds 70+ MHP)

Initiated when: Weather requires relocating within the school to designated areas

- See Classroom Map for routing directions and designated shelter areas
- Follow BLUE Line on Evacuation Map to designated area
- Take severe Weather/tornado position
- Take attendance and notify an administrator of any missing/extra students
- If the designated area is full, alternative approved shelter areas within the building include first floor:
- Hallway (away from doors and windows)
- Bathrooms and inner offices
- MOBILE classroom if 50+ MPH winds, move to building If outside, immediately return indoors and seek appropriate shelter. If the fire alarm is pulled, evaluate the situation, and plan an escape route, if necessary.

SECURE BUILDING AND TEACH

Initiated when: Hazard outside the school building. A Secure Building as a precautionary step.

- Move back to your area normalize and continue activities inside
- Take attendance, notify the office of missing/extra students
- All doors are locked; no one leaves or enters the building
- If instructed, close the blinds
- Listen for further announcements, directions

If outside, collect students and move inside the building.

If the **fire alarm** is pulled, evaluate your situation, and plan an escape route, if necessary. Stop and access at all transitions.

EVACUATION/FIRE ALARM

Initiated when: Hazard inside requires relocating outside

- Upon alarm or notification, stop what you are doing, evaluate your situation, get everyone's attention
- First, conduct a headcount of students/staff/volunteers
 - o Take Red/Green Cards with Classroom Action Guide
 - o Take Classroom Action Map, if needed
- Gather students and announce: "Stop and Assess at Every Transition"
- Lights off and close the door do not lock
- Evacuate using the primary or secondary route
 - o Primary: Solid RED line
 - $\circ\,$ Secondary: Dotted RED line
 - At each transition, evaluate the situation for smoke, fire, or other danger
- Take attendance once a safe distance outside
- Hold either a Red or Green Card:
 - Red Card: Injuries, Missing/Extra Student(s)/Help
 - o Green Card: All Accounted For/OK
- If you see smoke, fire, or danger, immediately notify the administration and the fire department
 - Supervise students and wait for instructions

HOLD-IN-PLACE AND TEACH

Initiated when: Incident is occurring within the school, Medical, escalating student, non-life-threatening issue.

- Stay put until instructed otherwise
- Check hallway let students/personnel in the nearest classroom
- Lock classroom door
- Do not permit anyone to enter or exit
- Take attendance and stay where you are
- Continue teaching and learning normalize
- Ignore bells until told otherwise

If **outside**, collect students and maintain outdoor activity. If the **fire alarm** is pulled, evaluate your situation, and plan an escape route, if necessary.



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TALKING POINTS TO ADDRESS STUDENTS FOLLOWING A DRILL

The Classroom Action Guide is a training tool for teachers to teach students about our safety procedures. What follows are talking points for staff to consider during this training and if students experience fear from our drill practice. Practicing safety drills is in the spirit of being prepared. When you are dealing with something potentially frightening, if you can get ahead of the anxiety, then kids feel more in control. Their confidence comes from your attitude and approach. They will know you have a plan taught in realistic terms which makes them feel safe. Education and empowerment are the keys to preparation and relieving fear.

Be straightforward about the low probability of one of these dangers happening at the school, though we want to ensure we have a solid plan. Drills are a test of the plan. You want to communicate that we are in charge, this is our school, and together we make it safe. Just like when there is a snow day, we have a plan; if there is a storm, we have a plan; if there is a fire, we have a plan if there is someone who doesn't belong here, we have a plan to handle it. Students will then be prepared in and out of the classroom. Talking to students after the drill:

- Safety drills help prepare and teach us all about the proper and safe way to act in case of emergency
- Reiterate that although safety drills can be scary, they are necessary to help us be more prepared
- Remind always to remember to Stop, Look, Listen, and assess when announcements are given
- Help students understand that they can help everyone by practicing seriously, and encourage them to be helpers with our procedures and helpers for others
- Ask questions to draw out feelings and hidden concerns:
 - o "Did you feel scared or worried? Why? How could I help make our room safer?"

What to do if a student continues to struggle with safety drills

- Find out what they are thinking, what they think they know, and what they are afraid of/worried about
- Recognize trauma reactions: could this be a reaction to past trauma?
- Contact an administrator for guidance, possibly involve the school social worker
- Notify the parent of the adverse reaction to the drill and make a preparation plan for next time

Source: Cook. 2014. I'm not scared...I'm prepared! Because I know about ALICE.

IN CASE OF EMERGENCY - USE THIS AREA TO TAKE ATTENDANCE AND NOTES		
STAFF MEMBER NAME:	ROOM:	MISSING STUDENTS:
		EXTRA STUDENTS: