

# IN AN EMERGENCY



## EVACUATE

*Alternate location may be announced.*

### STUDENTS

*Exit the school and line up with your class for attendance.*

### STAFF

*Evacuate everyone, account and report for all students and staff once outside.*



## HOLD CLASSES

*Short term incident requiring hallways to be empty and remain clear.*

### STUDENTS

*Clear hallways, return to classroom and wait to be released.*

### STAFF

*Hold students in room. Activities can continue as normal. Wait for announcements to release class.*



## DROP, COVER, HOLD

*Take cover to protect your body from flying materials during the shaking.*

### STUDENTS

*Get under desk or furniture. After shaking stops, count to 60 before moving.*

### STAFF

*Lead the 60-second countdown. Check everyone for injuries and evaluate whether to evacuate or shelter in place.*



## SHELTER IN PLACE

*Environmental conditions outside unsafe. Not to be used for violent threats.*

### STUDENTS

*Stay inside the school. If outside, re-enter quickly.*

### STAFF

*Prevent students from leaving the school. Close all exterior windows and doors. Activities may continue at own discretion.*



## HOLD & SECURE

*Potential threat of violence happening in the neighbourhood near the school.*

### STUDENTS

*Do not exit the school. Remain in classroom. Ask permission to enter hallways.*

### STAFF

*Close doors, windows, blinds and shutters. Classroom activities and hallway travel restricted.*



## LOCKDOWN

*Active threat of violence occurring **INSIDE** the school.*

### STUDENTS

*Hide out of sight, keep quiet and do not open doors. If outside, leave school grounds quickly and call 911.*

### STAFF

*Immediately secure the room, stop all activities and direct students to hide.*

# Emergency For All Teachers

**National Education Association of the  
United States**

A red circular graphic with a gradient, appearing as a partial circle or a thick curved line, located to the right of the text box.

## **Emergency For All Teachers:**

**The Emergency Teacher** Christina Asquith, 2007-09-01 The Emergency Teacher is Christina Asquith's moving firsthand account of her year spent teaching in one of Philadelphia's worst schools. Told with striking humor and honesty, her story begins when the School District of Philadelphia faced with 1,500 teacherless classrooms instituted a policy of hiring emergency certified teachers to fill the void. Asquith, a twenty-five year old reporter for the Philadelphia Inquirer, joined their untrained ranks. Assigned to a classroom known as the Badlands, she was told to sink or swim. More challenging than the classroom are the trials she faces outside it, including the antics of an overwhelmed first-year principal, the politics that prevent a million-dollar grant from reaching her students, and the administration's shocking insistence that teachers maintain the appearance of success in the face of utter defeat, even if it means falsifying test scores. Asquith tells a classic story of succeeding against insurmountable odds. With a foreword by bestselling author Mark Bowden and an introduction by award-winning educator Dr. Harry K. Wong, The Emergency Teacher will inspire every teacher, be they first-timers or experienced professionals, to make a difference.

**Additional Appropriations for Emergency Maternity and Infant Care for Wives of Enlisted Men in the Armed Forces, Fiscal Year 1944** United States. Congress. Senate. Committee on

Appropriations, 1943 **Emergency School Aid Act of 1970** United States. Congress. House. Education and Labor, 1970

**Commission Series** National Education Association of the United States, 1918 **Monthly Report of the Federal Emergency Relief Administration** United States. Federal Emergency Relief Administration, 1935 **Nuclear Regulatory Commission Issuances** U.S. Nuclear Regulatory Commission, 1990 **Annual Report of the Superintendent of Public Instruction of the Commonwealth of Virginia** Virginia. State Board of Education, 1913 Virginia School Report ... Biennial Report [etc.] Virginia. Dept. of Education, 1917 **Virginia School Report** Virginia. Department of Education, 1918

**Emergency School Aid, 1971** United States. Congress. Senate. Committee on Labor and Public Welfare. Subcommittee on Education, 1971 **Emergency School Aid, 1971** United States. Congress. Senate. Labor and Public Welfare, 1971

**Public School Emergency Preparedness and Crisis Management Plan** Don Philpott, Paul Serluco, 2009-12-16 Written in accordance with the President's 2003 homeland security directive and the Department of Education's guidelines and in response to the ever-present threats facing our school systems, this book helps schools and institutions develop a comprehensive emergency response plan. This book outlines programs and procedures that can be applied to any school system to address hazard mitigation and prevention, emergency preparedness and response, and recovery and restoration of school functions to an effective learning environment. It describes specific actions and assigns responsibilities and response roles to district and individual school staff, emergency teams, cooperating agencies, and community response partners that have agreed to share responsibilities and resources as defined in this plan. This book also outlines in the event of an emergency involving response by fire and/or law enforcement, the district school site personnel who should establish an

Incident Command System based response organization in accordance with procedures outlined in the National Incident Management System In addition the authors predetermine to the extent possible operational procedures across any U S school system and cooperating governmental private and volunteer agencies for responding to and recovering from any and all types of natural human or technology based emergencies that may occur within school system operations or outside the jurisdiction of the school system but nonetheless cause could cause collateral impact to school system operations Contents examine emergency notification and immediate actions concept of operations including first key actions partnering with community agencies and the initial briefing crisis management team action checklists response resources including personnel response team partners emergency evacuation receiving facilities and emergency equipment and supplies emergency response flip charts for principals teachers secretaries and custodians district incident      **Public safety, emergency preparedness and D.C. courts** United States. Congress. House. Committee on Appropriations. Subcommittee on District of Columbia Appropriations,2002      *Data for the National Education Goals Report* ,1995      The National Education Goals Report ,1995      **Global Perspectives on Online Education During a Time of Emergency: Conditions, Contexts and Critiques** Patricia Marybelle Davies,2025-02-18 Global Perspectives on Online Education During a Time of Emergency presents viewpoints on the unprecedented shift to online education as a result of the COVID 19 pandemic It aims to broaden and deepen readers understanding of studies that could better address academic issues related to teaching and learning online The pandemic triggered the disruption of national educational systems and a rapid transition to online education but there were few guidelines on how to proceed Consequently the role of educational technologies and distinctions between formal and informal learning became blurred Greenhow Lewin 2016 This volume examines how educators adopted new pedagogical practices adapted to flexible working environments and tackled new technologies to maintain educational systems following the global outbreak of the coronavirus It showcases innovative practices and critiques several learning theories of online education The chapters are developed using two main approaches empirical investigations and reviews of existing research The empirical chapters present significant new findings of broad relevance The review chapters use established studies to describe recent developments of broad significance and highlight unresolved questions and future directions The volume as a whole provides research based insights on evidence on the contexts and conditions of the emergency transition to online education worldwide and useful recommendations on emergent directions in online education This is a vital text for educational researchers technologists and practitioners It includes empirical data theoretical questions and methodological approaches addressing online education The volume explores flexible learning alternative pedagogical practices and changes in digital environments examining futuristic approaches at a crucial moment of global reform in online education      **Federal Emergency Aid to Education** United States. Congress. House. Committee on Education,1934      *District of Columbia Appropriations for 2003: Public safety, emergency preparedness and D.C. courts*

United States. Congress. House. Committee on Appropriations. Subcommittee on District of Columbia Appropriations, 2002

**Statistics of Land-grant Colleges and Universities** United States. Office of Education, 1955      **Bulletin** United States. Office of Education, 1955

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