Classrooms and Teaching Laboratories Emergency Procedures
for
Faculty, Lecturers, and Teaching Assistants

Instructor’s Responsibility

“Because of the personal nature of safety performance, everyone with supervisory responsibility will be expected to directly participate in the supervision of programs to assure that safe working conditions are maintained. Faculty and staff shall be directly responsible for their own safety, for the safety of students and employees under their supervision; and for the safety of their fellow employees. This responsibility cannot be transferred nor delegated. Supervisors shall provide training for accident prevention as necessary, for those working under their direction.”

Ref: University of Washington. Executive Order No. 55. UH Volume 4, Part VI, Chapter 4, Section 1 (http://www.washington.edu/admin/rules/policies/PO/EO55.html)

Consistent with this order, 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. Please note the posted information for “Classroom Emergency Procedures/Checklist” at the end of this Appendix.
- Know how to report an emergency from the classroom being used.
- Assure that persons with disabilities have the information they need. The instructor should be familiar with the student’s 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

Every University department and unit should have a written Emergency Evacuation and Operations Plan covering specific procedures for their facility and employees. These plans will cover events such as: fire, earthquake, power outage, bomb threat, hazardous material spills, severe weather, etc. Instructors will find it helpful to review the plans for the buildings in which they teach to see if the plans differ from the general information provided here.

The “Instructor” is an authoritative figure for the student, either consciously or subconsciously, 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. In order for the instructor to exhibit this controlled personae, he or she must be prepared for emergencies.
How to Report an Emergency

Use the nearest fire alarm pull station. If possible, call 9-1-1 from any telephone. If there is a fire smaller than a trash can and you have been trained to use a fire extinguisher, use the nearest fire extinguisher to put out the fire.

<table>
<thead>
<tr>
<th>Fire</th>
<th>Activate Fire Alarm Pull Station</th>
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<tbody>
<tr>
<td>And if possible</td>
<td>Call 9-1-1</td>
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<tr>
<td>Health/Police</td>
<td>Call 9-1-1</td>
</tr>
<tr>
<td>Hazardous Material Spill</td>
<td>Call 9-1-1</td>
</tr>
<tr>
<td>Facility or Utility Failure</td>
<td>Call 5-1411 or 9-1-1 in an emergency</td>
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Emergency Evacuation Procedures

See Table K-1, General Emergency Evacuation Information for Faculty, Lecturers, and TAs, which provides a general summary of emergency evacuation information for instructors.

Refer to the end of this Appendix for Classroom Emergency Procedures/Checklist for more specific emergency evacuation procedures.
<table>
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<tr>
<th>EVACUATION ROUTES</th>
<th>Floor plans that show evacuation routes are posted on building walls throughout the campus. If you have trouble finding a posted floor plan, contact the EH&amp;S Facility Safety Office at (206) 543-0465. Evacuation routes in most University buildings lead the occupants out the building. However, in some high-rise buildings (see Appendix N of EEOP) the evacuation routes may lead occupants horizontally into another wing or down a couple of floors below the source of the alarm. These high-rise buildings may have Evacuation Assembly Points for both inside and outside the building.</th>
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</table>
| EVACUATION ASSEMBLY POINTS (EAPs) | Each building has designated EAPs. After the class leaves the alarmed building or area, it is important for them to go to the EAP where the presence of persons can be documented. At the EAP, the class will not interfere with responding emergency services nor place themselves at risk of injury from the emergency. Accounting for all students can be very difficult, particularly with a large class. However, an attempt must be made. After all the students have left the room/lab, instructors can:  
  - use the class roster,  
  - use a head count, or  
  - ask students about the students seated next to them in the classroom to see if they are at the assembly point.  
You must also account for persons with disabilities (See Appendix D). |
| EVACUATION FOR PERSONS WITH DISABILITIES | If there is a person with a disability in the class, the instructor must be knowledgeable of their response and who may be assisting them. Four options are available to persons with disabilities:  
  - **Horizontal Evacuation** to outside or another building, if available.  
  - **Stairway Evacuation**.  
  - **Stay in Place** unless danger is imminent.  
  - **Area of Refuge** if available. |
| REPORTING TO EVACUATION DIRECTOR | Notify the building Evacuation Director about any missing students and their last known location in the building. After exiting and accounting for students, the building Evacuation Director will notify emergency personnel of persons missing or trapped or persons with disabilities that are waiting assistance in areas of refuge. |
| FIRE ALARMS | Fire alarms will sound a slow WHOOP and include strobe lights for people with hearing disabilities. When the alarm sounds, everyone must exit the alarmed area according to the evacuation plan.  
Procedures 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. |
| 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.  
The first thing to do during an earthquake is to have everyone **drop** to the floor, **cover** their head, and **hold that position**. |
After the shaking stops and if there is building damage, tell the class to collect their possessions calmly and evacuate the building to the Evacuation Assembly Point. Caution them to watch for brick and other exterior building materials that may have been knocked loose by the earthquake.

The University campus power system is served by the Campus Power Plant with backup from City Light and, over time, has proven to be fairly reliable, even during major windstorms. Many campus buildings are provided with emergency or standby power from the campus power plant’s emergency generators. This system is automatic and should be operational within 60 seconds.

If the power does go out during class, have the people stay in their seats for a little while and wait for the power to return. If the power does not return in a reasonable length of time (~ 5 minutes) then evacuate the classroom or laboratory. Evacuation should take advantage of available lighting unless the building is in alarm, then use the same evacuation procedures as during a fire.

Caution the students that there is no rush and they should take their time exiting the building. Emergency lighting may or may not be functioning in the room, hallway, or stairways.

**Table 1: General Emergency Evacuation Information for Faculty, Lecturers, and TAs**
Classroom Emergency Procedures/Checklist

1. What Emergency Preparedness materials should I have with me at class?
   - Roster
   - Important telephone numbers (in addition to Emergency numbers)
     Department Administrator/Manager
     Classroom Services
     Student Services
     Other - as appropriate

2. When you hear the fire alarm...
   - Everyone should calmly collect their coats and books and exit the classroom, lecture hall, or laboratory. Please turn off the gas supplies in laboratories.

   **Everyone Must Evacuate Immediately!**

   - Verify that everyone leaves and that all the doors are closed. Closed doors significantly reduce fire and smoke damage.
   - Leave the room/lab and go the nearest building exit. Know the location of alternate exits.

   **The elevators cannot be used during an emergency evacuation!**

   - Go to the Evacuation Assembly Point (See the posted floor plan in the exit corridors). Exception: Persons with disabilities may choose to remain in place or report to an area of refuge. See the University brochure, *Campus Health and Safety, Emergency Evacuation for Persons with Disabilities*.
   - Account for students by using class roster. Notify the building Evacuation Director about any missing students and their last known location in the building.

3. 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.

4. If there is an earthquake...
   - Everyone DROPS to the floor, COVERS their head, and HOLDS that position.
   - After the shaking stops, calmly evacuate the building to Evacuation Assembly Point. Evacuation floor plans are posted on walls for reference.

   **Procedures that may be hazardous if left unattended should be shut down.**

Note: Additional information on emergency procedures, evacuation routes, and floor plans can be found posted on walls