

Earthquake Drill Protocol

BEFORE the Drill

1. Teach how to correctly perform Drop, Cover, and Hold On, wherever teacher and/or students are. This includes dropping to the floor (to prevent falling), making yourself as small a target as possible, and protecting your head, neck and chest by taking cover under a sturdy desk or table or near an interior wall, covering your head with your hands and arm. Adapt these procedures for anyone who cannot take this position, and for anyone in any unique locations or outdoors.



- Follow evacuation procedures to selected **safe location**; gather at a central location for a head count; **Directly in front of: 3447 Garden Side Lane , On the sidewalk - Along the cement embankment wall**

DURING the Drill

1. Via the public announcement (PA) system, alarms, or verbal direction (in a real earthquake your signal will be the beginning of shaking itself):
 - Announce that the earthquake drill has begun and to Drop, Cover, and Hold On
 - Suggest that while dropping under a sturdy desk or table, students and teachers look around at what would be falling on them in a real earthquake; these items could be secured or moved after the drill
2. After at least one minute, announce that the shaking is over.
3. Have teachers, students and staff follow evacuation procedures according to the school disaster plan.
4. During a real earthquake aftershocks may occur. If an aftershock occurs, while you are exiting, Drop, Cover, and Hold On until the shaking stops.
 - When the shaking has stopped (or when the all clear bell rings) IMMEDIATELY and before you exit your room take ten seconds to look around, make a mental note of damage and dangers, check to see if any students are injured. If immediate help can be given to those with injuries, to stop serious bleeding, or put out a small fire, do so. Ask designated parties / responsible students to assist the lightly injured. Non-ambulatory injured should be reassured and wait for treatment where they are, unless it is more dangerous to remain.
5. Take your classroom roll book and your emergency kit (including your emergency notebook). Make sure these stay with the person actually escorting the class to the Emergency Assembly Area (EAA).
6. Use the BUDDY SYSTEM. Classes should exit in pairs with one teacher in front and one in the back. Take a few seconds to check briefly with the teacher in the classroom to the left, to the right, and across the hall to see if they need assistance. Escort your class(es) to their designated place in the EAA.
 - Use the suggested routes on your evacuation map or alternate route if yours is blocked or unsafe
 - Everyone is to stay together and to quickly and quietly evacuate following the evacuation rules
 - Check that exit routes are clear. Move directly away from the building when exiting. Children should cover their heads with their bag or book.
7. Encourage students and teachers to discuss their experiences with one another.

AFTER the Drill

1. Debrief together. Ask for feedback on drill.
2. Review your School Disaster Preparedness Plan Regularly.
 - Explain the importance of the reunification procedures
 - Confirm that their Emergency Contact Form is up-to-date

Teachers and Staff - Prepare yourself

1. Check that the Emergency Evacuation Route map is posted in your room. On it mark your room clearly in a contrasting color.

2. Make certain that everyone knows the evacuation procedures to selected **safe location**; to gather at for a head count;

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3. Know the location of the Emergency Kit and that it is up to date. Your kit should contain a folder that contains info that one would need if there is a drill or an actual emergency. (ie. Attendance Rosters)

4. Know location of Emergency Comfort Kits & Supplies.

5. Be sure that everyone knows their duties. If a student does not have a class during the drill (or real event), they should report to an Incident Command Leader (ICL). Do not leave the campus. ICL's Listed Below:

- Angelia Robinson
- Brenna Redpath
- Janiese Finney
- Anna Smith
- Zion

6. Check that you know the location of the nearest fire extinguisher and recall the acronym to remind you how to use it: P.A.S.S:

- P**ull the pin
- A**im at the base of the fire
- S**queeze the handle
- S**weep at the base of the fire

7. In a real earthquake or other disaster, keep in mind that you may be asked to work beyond your normal schedule. Please prepare yourself at home and at work in the event this occurs. Staff members will be released as the needs change.

8. Plan quiet learning activities that students can do in the assembly area during a real emergency.

Prepare your Students

1. Encourage your students to take this drill very seriously.

2. Practice a "Drop, Cover, and Hold On" drill, having students hold their position for 1 minute.

- Drop down to knees and make yourselves small
- Cover your face, head and neck, closing your eyes. Keep your body below level of desk/table/chairs, with your back to windows
- If outside, get clear of buildings, power lines, trees, light poles and other dangers, drop down to your knees and cover your head and neck. (Plan for adaptations for students with disabilities)

3. Make sure that your students know the safe location & 4 rules for building evacuation:

- Don't talk!**
- Don't push!**
- Don't run!**
- Don't turn back!**

4. Students should know that if there is an earthquake when they are outside of a classroom (during a break or lunch, or if they are somewhere else), AFTER the shaking stops, they should exit with the nearest class and should NOT go back inside. If they are between classes, they should assemble in the outdoor emergency assembly area with their next class.

5. Review the Emergency Evacuation Routes. Prepare monitors to assist teachers.

6. Inform students that only their parent(s), guardian(s), or other adult(s) listed on their Emergency Card will be allowed to pick them up from school in a real emergency.

Prepare your Parents

1. Reassure parents that the school has a plan to take care of students. Make sure that all parents have the critical information needed to be of help and not hindrance during a real emergency.

- Explain the importance of the reunification procedures
- Confirm that their Emergency Contact Form is up-to-date