Are You Ready to ShakeOut?

Major earthquakes can cause unprecedented catastrophes. With earthquakes as an inevitable part of our future, businesses should make plans and take actions to ensure that disasters do not become catastrophes. What we do now, will determine what our lives will be like afterwards. The principals practiced here will apply to many other hazards. Schools also need to be prepared fire, flood, hazardous materials release, and pandemics. With this in mind, the Earthquake Country Alliance (www.earthquakecountry.org) created the ShakeOut, an earthquake drill and preparedness activity in which everyone can participate. In particular, districts and individual schools of all sizes can use the drill to get their staff, students, and parents involved and prepared for a big earthquake. Furthermore, the level of staff and students' personal and family preparedness will be key to their availability to support your school's response and recovery efforts after a disaster.

Although they were created for the Great California ShakeOut (www.shakeout.org), the instructions on the following pages can be used or adapted for earthquake drills *anywhere* and *anytime*. The following drill guidelines are designed for schools and each drill uses the general earthquake response of *Drop, Cover, and Hold On* (www.dropcoverholdon.org) as its foundation. To be flexible, the following pages provide four options for drill designs ranging from very simple (Level 1) to advanced (Level 4), each with steps to be taken before, during, and after the drill. Going forward, your district or school can customize and build a drill that suits your specific needs.

Drills for Schools

Level 1 – Simple: *Drop, Cover, and Hold On* Drill and Building Evacuation

BEFORE the Drill

1. If you will participate in the Great Central U.S. ShakeOut in April, register your School as an official participant at www.ShakeOut.org/CentralUS and fill out the optional Pre-ShakeOut School Survey.
2. Instruct your teachers in how to lead their classes in drill.
   - The date & time of your Drill
   - 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 your hands and arms.
     - Adapt these procedures for anyone who cannot take this position, and for anyone in any unique locations, including outdoors.
   - Your expectations for class participation (ie. *Drop, Cover, and Hold On*; follow evacuation procedures to selected safe location; gather at a central location for a head count; post-drill discussions).
   - Encourage students' families to register to participate in the ShakeOut as individuals at www.ShakeOut.org/CentralUS, so they can invite others and get information directly.
   - (Optional) Download realistic sound effects and safety information to play during your drill by downloading recordings from www.ShakeOut.org/CentralUS/resources.

DURING the Drill

1. Via the public announcement (PA) system, alarms, or verbal direction (in the event of 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*.
   - (Optional) Play the audio recording (see above) on your PA or, alternatively, play it on a computer in each classroom.

- 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 should be secured or moved after the drill.

2. If not using audio tape for sound effects, then after at least one minute, announce that the shaking is over
3. Based upon your school disaster plan, have teachers, students and staff follow school evacuation procedures according to the school disaster plan.
4. 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 open airway, stop serious bleeding, or put out a small fire do so. Ask responsible students to assist 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 Go Bag or Bucket. 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 are in need. In the absence of a teaching assistant, be prepared to take a class of a colleague while that teacher assists with any injuries or in the duties assigned to them. Escort your class(es) to their designated place in the EAA.
   - Use the suggested routes on your evacuation map or alternate route if yours if blocked or unsafe.
   - Everyone is to stay together and to quickly and quietly evacuate following the 4 Evacuation Rules.
   - Select two responsible monitors to lead, carefully checking that the evacuation route is clear. You bring up the rear, seeing that everyone is together.
   - Check that exit routes are clear. Move directly away from the building when exiting. Children should cover their heads with their bag or book. Do NOT use any elevators.

7. Include experiential activities for students in the course of your drill. This is a teaching/learning moment! (see www.fema.gov/kids/)
8. Encourage students and teachers to discuss their experiences with one another.

AFTER the Drill

1. Debrief together in your classes and staff meetings. Ask for feedback on how the drill went.
2. Review your School Disaster Preparedness Plan and schedule your next earthquake drill.
3. Go to www.ShakeOut.org/CentralUS/ to be part of the Post-ShakeOut School Survey.
4. Share photos and stories at www.ShakeOut.org/CentralUS
5. Encourage staff and students to prepare at home using the 7 Steps to Safety from "*Putting Down Roots in Earthquake Country*" (see www.earthquakecountry.org)

Level 2 – Basic: Life Safety Drill

This drill focuses on immediate life safety and engages students, teachers and staff to think through their emergency response actions during an earthquake.

BEFORE the Drill

1. If you will participate in the Great Central U.S. ShakeOut in April, register your School as an official participant at www.ShakeOut.org/CentralUS and fill out the optional Pre-ShakeOut School Survey.
2. Instruct your teachers in how to lead their classes in drill.
   - The date & time of the ShakeOut Drill
   - 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 your hands and arms.
   - Adapt these procedures for anyone who cannot take this position, and for anyone in any unique locations, including outdoors.
   - Your expectations for class participation (i.e. *Drop, Cover, and Hold On*; follow evacuation procedures to selected safe location; post-drill discussions).
   - Encourage students' families to register to participate in the ShakeOut as individuals at www.ShakeOut.org/CentralUS, so they can invite others and get information directly.
3. (Optional) Download realistic sound effects and safety information to play during your drill by downloading recordings from www.ShakeOut.org/CentralUS/resources
4. Steps or Questions to Consider:
   - Determine or review your emergency procedures for an earthquake.
   - How will you direct students, teachers, and staff during and immediately following the shaking?
   - Consider that certain factors (your location, building type, impacts) will influence your decisions regarding what to do after the earthquake (i.e. what evacuation routes to use). Safety must be the first priority, so carefully assess the environment inside and outside of your facility before deciding.

- If your facility is in a coastal area, consider whether or not you will need to have plans to evacuate to higher ground.
- Identify who is authorized to make and communicate post-earthquake decisions.
- How will you utilize teachers and staff personnel for earthquakes especially if the school building cannot be immediately reoccupied?

5. Distribute ShakeOut posters/flyers to encourage employees, volunteers, students, etc, to take part.
6. Create a brief written description of the earthquake's impact along with questions to ponder during the drill. For ideas, review the 2008 San Andreas scenario at www.ShakeOut.org/scenario.

The Night Before the Drill

1. Provide this description teachers and staff to open during the drill.

DURING the Drill:

1. Via your public announcement system, alarm or verbal direction (in the event of a real earthquake your signal will be the beginning of shaking itself):
   - Announce that the earthquake drill has begun and strong shaking could last one minute.
   - Remind everyone to *Drop, Cover, and Hold On*.
   - (Optional) Play the audio recording (see above) on your PA or, alternatively, play it on a computer in each classroom.
   - Suggest that while dropping under a sturdy desk or table, teachers and students look around at what would be falling on them in a real earthquake, and should be secured or moved after the drill.
2. If not using audio tape for sound effects, then after at least one minute, announce that the shaking is over.
3. Based upon your school disaster plan, have teachers, students, and staff follow school evacuation procedures according to the school disaster plan.
4. 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 open airway, stop serious bleeding, or put out a small fire do so. Ask

responsible students to assist 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 Go Bag or Bucket. 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 are in need. Escort your class(es) to their designated place in the EAA.
   - Use the suggested routes on your evacuation map or alternate route if yours if blocked or unsafe.
   - Everyone is to stay together and to quickly and quietly evacuate following the 4 Evacuation Rules.
   - Select two responsible monitors to lead, carefully checking that the evacuation route is clear. You bring up the rear, seeing that everyone is together.
   - Check that exit routes are clear. Move directly away from the building when exiting. Children should cover their heads with their bag or book. Do NOT use any elevators.
7. Include experiential activities for students in the course of your drill. This is a teaching/learning moment! (see www.fema.gov/kids/)

AFTER the Drill

1. Debrief together in your classes and staff meetings. Discuss lessons learned from the drill with students in each class.
2. Hold a debriefing session with faculty and staff. Take this opportunity to:
   - Discuss whether you met your drill objectives or why not.
   - What went well and what are causes for concern.
   - Share lessons learned from the drill or real experiences. Document good practices and measures to improve procedures and training.
   - Discuss preparedness at school and at home.
3. Review your School Disaster Preparedness Plan. Update your plan with lessons learned from the drill or any real experiences.
   - Discuss your safety and classroom instruction resumption priorities.
   - Determine next steps, confirm team responsibilities and assign people to those tasks to follow-up.

- Schedule training as needed to address plan changes.
- Schedule your next earthquake drill.

4. Go to www.ShakeOut.org/CentralUS to be part of the Post-ShakeOut School Survey.
5. Share your stories and photos at www.ShakeOut.org/CentralUS
6. Encourage teachers and students to prepare at home using the 7 Steps to Safety from "*Putting Down Roots in Earthquake Country*" (see www.earthquakecountry.org).

Level 3 – Intermediate: Decision-making Drill

This drill includes all aspects of Level 2 in terms of teacher, student and staff participation in a *Drop, Cover, Hold On* drill, and adds a "table top" exercise for decision makers to consider how the earthquake would impact your school.

BEFORE the Drill

1. If you will participate in the Great Central U.S. ShakeOut in April, register your School as an official participant at www.ShakeOut.org/CentralUS and fill out the optional Pre-ShakeOut School Survey.
2. Bring together your school disaster preparedness team - including representatives from the school staff, teachers school board, parent associations, and if appropriate, older students - to design the drill.
3. Determine the length of your drill and objectives.
   - What you would like your drill to test? The objectives and resulting drill can test a specific part of your school disaster plan.
4. (Optional) Download realistic sound effects and safety information to play during your drill by downloading recordings from www.ShakeOut.org/CentralUS/resources
5. Review the 2008 Southern San Andreas scenario at www.ShakeOut.org/scenario for examples of earthquake impacts. Have your team build upon it to develop your own "school scenario" for your area with specific details of how you might expect the shaking to impact your school or district (ie. building, operations, students, parents).
   - Would the power be out? Phone communications down? Many parents unable to pick up children?
   - How will you direct teachers, students, and staff during and immediately following the shaking?
     - Consider that certain factors (your location, building type, impacts) will influence your decisions regarding what to do after the earthquake (i.e. what evacuation routes to use). Safety must be the first priority, so carefully assess the environment inside and outside of your facility before deciding.
     - Identify who is authorized to make and communicate post-earthquake decisions.
     - How will you utilize teachers and staff personnel for earthquakes especially if the school building cannot be immediately reoccupied?

- Make sure the impacts you determine for your "school scenario" make it possible to support your drill objectives. (Be realistic but do not go overboard. It may be necessary for some schools to consider significant damage to their school building to support their drill objectives and realistic shaking impacts).

6. Invite your key school community decision-makers and parent representatives to your drill. Have them review your school disaster plan prior to the drill.
7. Instruct your teachers in how to lead their classes in drill.
   - The date and time of your drill.
   - 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 your hands and arms.
     - Adapt these procedures for anyone who cannot take this position, and for anyone in any unique locations, including outdoors.
   - Your expectations for class participation (i.e. *Drop, Cover, and Hold On;* follow evacuation procedures to selected safe location; post-drill discussions).
   - Encourage students' families to register to participate in the ShakeOut as individuals at www.ShakeOut.org/CentralUS, so they can invite others and get information directly.
   - Practice Student Release Drill with selected classes, sending parents notice 10 days in advance to invite their voluntary participation.
8. Plan experiential activities for students in the course of your drill. This is an important teaching/learning opportunity! (see www.fema.gov/kids/)
9. Write up a final version of your "school scenario." Create a brief written description of the earthquake's impact using your "school scenario" along with some questions for teachers and students to consider.

The Night BEFORE the Drill

1. Provide this description to teachers and staff to open during the drill.

DURING the Drill:

1. Have your school's scenario team assemble (representatives from the teachers, staff, school board, parent associations, and if appropriate, older students) in a room a few

minutes before the drill and share your drill objectives. When the drill is announced be sure that all participants in this group also *Drop, Cover, and Hold On*.

2. Via your public announcement system, alarm or verbal direction (in the event of a real earthquake your signal will be the beginning of shaking itself):
   - Announce that the earthquake drill has begun and strong shaking could last one minute.
   - Remind everyone to *Drop, Cover, and Hold On*.
   - (Optional) Play the audio recording (see above) on your PA or, alternatively, play it on a computer in each office.
   - Suggest that while dropping under a sturdy desk or table, teachers, students, and staff look around at what would be falling on them in a real earthquake, and should be secured or moved after the drill.
3. If not using audio tape for sound effects, then after one minute, announce that the shaking is over and have teachers, students and staff follow school evacuation procedures according to the school disaster plan.
4. 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 open airway, stop serious bleeding, or put out a small fire do so. Ask responsible students to assist 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 Go Bag or Bucket. Make sure these stay with the person actually escorting the class to the Emergency Assembly Area (EAA). Set up student release/reunification gates.
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 are in need. In the absence of a teaching assistant, be prepared to take a class of a colleague while that teacher assists with any injuries or in the duties assigned to them. Escort your class(es) to their designated place in the EAA.

- Use the suggested routes on your evacuation map or alternate route if yours if blocked or unsafe.
- Everyone is to stay together and to quickly and quietly evacuate following the 4 Evacuation Rules. Select two responsible monitors to lead, carefully checking that the evacuation route is clear. You bring up the rear, seeing that everyone is together.
- Check that exit routes are clear. Move directly away from the building when exiting. Children should cover their heads with their bag or book. Do NOT use any elevators.

7. Include experiential activities for students in the course of your drill. This is a teaching/learning moment! (see www.fema.gov/kids/)

As soon as possible after the drill:

1. Debrief. Discuss lessons learned from the drill with students in each class, and in departmental and staff meetings.
2. Assemble the School Disaster Preparedness or safety committee and scenario team and share your observations.
   - Review what happened, what could happen, decisions made, what worked well, and what problems arose.
   - Try to have the discussion flow in chronological order.
   - Assess your scenario for realism. How could you make it more realistic next time?
3. Discuss and revise your school emergency preparedness plan.
   - If all issues are solved, move the scenario timeline forward to 1 hour/ 1 day/ 1 week later and begin the discussion again.
   - Identify measures you can take to reduce the impact of an expected earthquake, and to minimize disruption of education.
4. Document the chronology of the drill events, decisions, issues, and any solutions. What policy decisions need to be made in advance? Discuss in particular:
   - Communication with parents
   - Communications officer responsibilities for communication with media.
   - Emergency contact lists, supervision and student release procedures
   - Maps posted clearly and accurately showing normal evacuation routes and assembly areas
   - Disaster staffing duties (and exceptions for some with young children)

- Faculty and staff knowledge and skills for their emergency response roles and gaps to be filled.
- Layout of utility lines and shut-off valves on campus
- Non-structural safety measures (securing things that can fall and slide) that still need to be taken at school.
- Inventory of emergency equipment and supplies
- Designated command post and staging areas off campus if necessary?
- Adequacy of emergency first aid supplies, food, water, shelter provision and distribution
- Fire suppression equipment location, function and skills

AFTER the Drill

1. Did you meet your drill objectives? Discuss what happened, people's experience during the drill, what caused concern, and what worked well. Document comments to officially end the drill.
2. Check into the safety of your school buildings
   - Do you have any concrete tilt-up or buildings with non-wood-frame walls that were built before 1978 have not been upgraded to meet the 1976 Uniform Building Code?
   - If you are in a private school in a building not designed to be a school, has it been upgraded to meet the standards for school construction.
   - Do you have any portable buildings that are not attached firmly to the ground?
   - Have you used modernization opportunities to increase earthquake safety of buildings?
3. Decide next steps and assign people to those tasks to follow-up.
   - Continue to discuss your safety and classroom instruction resumption priorities.
     - Confirm team responsible to review and continue developing your disaster plan.
     - Update your plan with lessons learned from the drill or any real experiences.
   - Discuss preparedness at work and at home.
   - Schedule your next quarterly (primary schools) or biannual (secondary schools) earthquake drill (or sooner if teachers and students need to practice).
4. Go to www.ShakeOut.org/CentralUS to be part of the School ShakeOut Evaluation.
5. Share your stories and photos at www.ShakeOut.org/CentralUS
6. Encourage teachers and students to prepare at home using the 7 Steps to Safety from "*Putting Down Roots in Earthquake Country*" (see www.earthquakecountry.org).

Level 4 – Advanced: School Standard Emergency Management Simulation Drill

This drill includes all aspects of Level 2 in terms of teacher and student participation in a Drop, Cover, Hold On drill, and is an exercise for designated response personnel who have specific emergency response duties in your school disaster plan. Whereas Level 3 is a "table-top" exercise for decision makers to imagine potential consequences and solutions, this level involves simulated incidents that test your school's ability to respond and recover.

BEFORE the Drill

1. If you will participate in the Great Central U.S. ShakeOut in April, register your School as an official participant at www.ShakeOut.org/CentralUS and fill out the optional Pre-ShakeOut School Survey.
2. Bring together your school disaster preparedness team - including representatives from the school staff, teachers school board, parent associations, and if appropriate, older students - to design the drill.
3. Determine the length of your drill, scope and objectives.
4. Learn about potential earthquakes for your area and use your team to develop a tailored "school scenario" with specific details of how the shaking might impact your school or district (ie. building, operations, students, parents). For ideas, review the scenario (one of several possible scenarios) at www.ShakeOut.org/scenario.
    - Would the power be out? Are roads open or closed? Is the phone system down? Cell phones? What structural damage has occurred to your building? What non-structural damage has occurred inside to your computers, equipment, machinery, furniture, lights, filing, inventory, computers, windows, systems? How will you communicate with district offices? Emergency responders? Parents? Community members seeking shelter? Etc.
    - How will you direct students during and immediately following the shaking?
        - Consider that certain factors (your location, building type, impacts) will influence your decisions regarding what to do after the earthquake (i.e. what evacuation routes to use and where to have students congregate). Safety must be the first priority, so carefully assess the environment inside and outside of your facility before deciding.

    - Make sure your plan identifies the personnel authorized to determine and communicate post-earthquake decisions.
    - How will you utilize teachers and staff personnel for earthquakes especially if the school building cannot be immediately reoccupied?
- Make sure the impacts you determine for your "school scenario" make it possible to support your drill objectives. (Be realistic but do not go overboard. It may be necessary for some schools to consider significant damage to their school building to support their drill objectives and realistic shaking impacts).

5. Invite your key school community decision-makers and parent representatives to your drill. Have them review your school disaster plan prior to the drill.
6. Select a facilitator to lead the drill. Determine other staffing requirements such as assigning personnel to evaluate and document all drill activities in chronological order.
7. Write up a final version of your "school scenario."
8. Conduct training of all drill participants, and back-ups, who are assigned emergency positions so they are fully aware of their roles and responsibilities. All participants, evaluators and decision-makers should review the disaster plan.
9. Create a Timeline for your drill and provide this to teachers and staff.
    - 00:00 – Earthquake starts, teachers, students and staff Drop, Cover, and Hold On.
    - 00:01 – Lights go out and computers go down
    - 00:03 – Sprinklers on SE corner of first floor turn on
    - Etc.
10. Separately from the timeline, create a list of "injected events". "Injects" are surprise events that could reasonably occur during the drill (i.e. aftershocks, specific problems related to your school). These events will be "injected" (or provided) to the participants during the drill to get participants thinking of issues and solutions without overwhelming them.
11. Instruct your teachers in how to lead their classes in drill.
    - The date & time of the ShakeOut Drill
    - 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 your hands and arms.

- Adapt these procedures for anyone who cannot take this position, and for anyone in any unique locations, including outdoors.

- Your expectations for class participation. This may include playing a role such as a "drill injured" that will need medical assistance.
- Encourage students' families to register to participate in the ShakeOut as individuals at www.ShakeOut.org/CentralUS, so they can invite others and get information directly.
- Practice Student Release Drill with selected classes, sending parents notice 10 days in advance to invite their voluntary participation.

12. Write up a final version of your "school scenario." Create a brief written description of the earthquake's impact using your "school scenario" along with some questions for teachers and students to consider. Prepare description for each room, adding first injects to the note.

The Night BEFORE the Drill

1. Provide this description to teachers and staff to open during the drill.

DURING the Drill:

1. Have your school's scenario team assemble (representatives from the teachers, staff, school board, parent associations, and if appropriate, older students) in a room a few minutes before the drill and share your drill objectives. When the drill is announced be sure that all participants in this group also *Drop, Cover, and Hold On*.
2. Via your public announcement system, alarm or verbal direction:
   - Announce that the earthquake drill has begun and strong shaking could last one minute.
   - Tell everyone to *Drop, Cover, and Hold On*.
   - Suggest that while dropping under a sturdy desk or table, teachers and students look around at what would be falling on them in a real earthquake, and should be secured or moved after the drill.
3. If not using audio tape for sound effects, then after one minute, announce that the shaking is over and have teachers, students and staff follow school evacuation procedures according to the school disaster plan.
4. If an aftershock occurs while you are exiting, drop and cover 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 open airway, stop serious bleeding, or put out a small fire do so. Ask responsible students to assist 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 Go Bag or Bucket. Make sure these stay with the person actually escorting the class to the Emergency Assembly Area (EAA).
6. Use the BUDDY SYSTEM. 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 are in need. In the absence of a teaching assistant, be prepared to take a class of a colleague while that teacher assists with any injuries or in the duties assigned to them. Escort your class(es) to their designated place in the EAA.
   - Use the suggested routes on your evacuation map or alternate route if yours if blocked or unsafe.
   - Everyone is to stay together and to quickly and quietly evacuate following the 4 Evacuation Rules.
   - Select two responsible monitors to lead, carefully checking that the evacuation route is clear. You bring up the rear, seeing that everyone is together.
   - Check that exit routes are clear. Move directly away from the building when exiting. Children should cover their heads with their bag or book. Do NOT use any elevators.
7. Take your seat in your assigned area, keeping classes separate and take roll. Check again for injuries. If any students are injured, send them with two buddies to the First Aid station, with instructions to return together immediately.
8. Completely fill out the INJURED/MISSING STATUS REPORT FORM and return to the Assembly Area Recorder for delivery to the Incident Command Center (ICC).
   - If any students were present in class, but are now absent, please list those names below as well. If all students are accounted for, this step is not necessary.
9. If you are a member of the Search and Rescue Team proceed to the Incident Command Center.
10. All personnel without a specific duty or class are to immediately report to the ICC for Instructions. All teaching assistants and campus aides who do not have a class are to report immediately to the assembly area to assist with the supervision of students.

11. Teachers are to remain with their class AT ALL TIMES. Students must remain seated together as a class throughout the duration of the drill. Periodically call roll as needed. Keep students quiet so that they can hear information from the public address or megaphone/bullhorn system which will be used for announcements.
    - Children are to leave only in the company of Reunion gate messengers. The ICC will provide updates and relieve staff of their assignments.
12. If the students will not be leaving the school premises, when given the “all clear”, escort the students back into the classroom.
13. As the drill progresses distribute individual “inject events” to specific participants. Have drill evaluators observe and document how these surprise issues are handled.
14. Plan experiential activities for students in the course of your drill. This is an important teaching/learning opportunity! (see www.fema.gov/kids/)

As soon as possible after the drill:

1. Discuss lessons learned from the drill with students in each class, and in departmental and staff meetings.
2. Assemble the School Disaster Preparedness or safety committee, facilitator and evaluators with their documentation and share your observations.
    - Review what happened, what could happen, decisions made, what worked well, and what problems arose.
    - To make the impact vivid, you may wish to show the movie of shaking that can be expected.
    - Try to have the discussion flow in chronological order.
    - Assess your scenario for realism. How could you make it more realistic next time?
3. Discuss and revise your school emergency preparedness plan.
    - If all issues are solved, move the scenario timeline forward to 1 hour/ 1 day/ 1 week later and begin the discussion again.
    - Identify measures you can take to reduce the impact of an expected earthquake, and to minimize disruption of education.
4. Document the chronology of the drill events, decisions, issues, and any solutions. What policy decisions need to be made in advance?
   Discuss in particular
    - Communication with parents

- Communications officer responsibilities for communication with media.
- Emergency contact lists, supervision and student release procedures
- Maps posted clearly and accurately showing normal evacuation routes and assembly areas
- Disaster staffing duties (and exceptions for some with young children)
- Faculty and staff knowledge and skills for their emergency response roles and gaps to be filled.
- Layout of utility lines and shut-off valves on campus
- Non-structural safety measures (securing things that can fall and slide) that still need to be taken at school.
- Inventory of emergency equipment and supplies
- Designated command post and staging areas off campus if necessary? Transportation?
- If you are near the coast do you have a safe assembly point and evacuation plan?
- Adequacy of emergency first aid supplies, food, water, shelter provision and distribution
- Fire suppression equipment location, function and skills

AFTER the Drill

1. Debrief together in your classes and staff meetings. Did you meet your drill objectives? Discuss what happened, people's experience during the drill, what caused concern, and what worked well. Document comments to officially end the drill.
2. Check into the safety of your school buildings
   - Do you have any concrete tilt-up or buildings with non-wood-frame walls that were built before 1978 have not been upgraded to meet the 1976 Uniform Building Code?
   - If you are in a private school in a building not designed to be a school, has it been upgraded to meet the standards for school construction.
   - Do you have any portable buildings that are not attached firmly to the ground?
   - Have you used modernization opportunities to increase earthquake safety of buildings?
3. Decide next steps and assign people to those tasks to follow-up.
   - Continue to discuss your safety and classroom instruction resumption priorities.
     - Confirm team responsible to review and continue developing your disaster plan.
     - Update your plan with lessons learned from the drill or any real experiences.
   - Discuss preparedness at work and at home.
4. Schedule your next earthquake drill.

5. Go to www.ShakeOut.org/CentralUS to be part of the School ShakeOut Evaluation.
6. Share your stories and photos at www.ShakeOut.org/CentralUS
7. Encourage teachers and students to prepare at home using the 7 Steps to Safety from "*Putting Down Roots in Earthquake Country*" (see www.earthquakecountry.org).

SCHOOL DRILLS PREPAREDNESS SUPPLEMENT
Teachers and Staff - Prepare yourself

1. Check that the School Emergency Evacuation Route map is posted in your room. On it mark your room clearly in a contrasting color. If you do not have a copy, please obtain one from the school office.
2. Check that the contents of your Emergency Go-Bag or Bucket and that it hangs prominently in your classroom using the Emergency Go-Bag & Notebook Checklist. The Emergency Folder contains information that you or your substitute would need should there be a drill or an actual emergency.
3. Classroom teachers may consider keeping a blanket, supply of bottled water, non-perishable food or snacks and other supplies in your room in the event an emergency requires a sustained lockdown. A bucket and plastic bags makes an emergency toilet.
4. Be prepared to buddy with neighboring class so that one teacher is at front and one at back of the two class group. Be sure that you know your duties once classes are assembled. If your name does not appear on the emergency organization plan and if you do not have a class, report to the Incident Command Center (ICC). Do not leave the campus
5. Check that you know the location of your fire extinguisher and recall the acronym to remind you how to use it: P.A.S.S.: Pull the pin. Aim at the base of the fire. Squeeze the handle. Sweep at the base of the fire.
6. It is highly recommended that you complete your own Family Disaster Plan at home and your plan with your own childcare providers.
7. Plan both experiential learning activities to make use of the drill, and quiet learning activities that students can do in the assembly area in the event of 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. Youmay count together: one-one hundred, two one-hundred, etc.
   - Drop down to knees and make yourselves small.
   - Cover your face, head and neck, closing your eyes. Keep your body under or 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 4 rules for building evacuation: **Don't Talk! Don't Push! Don't run! Don't turn back!** Students should know that if there is an earthquake when they are outside of a classroom (during break or lunch or if they are somewhere), 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 period class.
4. Teacher in science labs and workshops should demonstrate to students how to extinguish any flames and isolate any hazardous materials in use.
5. Review the Emergency Evacuation Routes. Prepare monitors to assist teachers. (This is of most importance for classes on second floor or without easy access to open space outdoors).
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. Explain the "Request Gate" / "Reunion Gate" idea and reasons.

Prepare your Parents

1. 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
   - Reassure parents that the school has a plan to take care of students & staff and will not release them to anyone not approved by them
2. Include parents in your drills.

3. Optional – offer emergency preparedness information evenings for parents – bring in guest speaker from local emergency mgmt office and vendors display & sell emergency supplies.