
III – MITIGATION – PREVENTION – PREPAREDNESS



Utah Administrative Code

The Utah Administrative Code is the body of all effective administrative rules as compiled and organized by the Division of Administrative Rules (Subsection [63G-3-102\(5\)](#); see also Sections [63G-3-701](#) and [702](#)).

Rule R277-400. School Emergency Response Plans.

As in effect on July 1, 2010

Table of Contents

R277-400-1. Definitions.

R277-400-2. Authority and Purpose.

R277-400-3. Establishing District Emergency Preparedness and Emergency Response Plans.

R277-400-4. Notice and Preparation.

R277-400-5. Plan(s) Content--Educational Services and Student Supervision.

R277-400-6. Emergency Preparedness Training.

R277-400-7. Emergency Response Training.

R277-400-8. Prevention and Intervention.

R277-400-9. Cooperation with Governmental Entities.

R277-400-10. Fiscal Procedures.

R277-400-1. Definitions.

- A. "Emergency" means a natural or man-made disaster, accident, act of war, or other circumstance which could reasonably endanger the safety of school children or disrupt the operation of the school.
- B. "Emergency Preparedness Plan" means policies and procedures developed to promote the safety and welfare of students, protect district property, or regulate the operation of schools during an emergency occurring within a district or a school.
- C. "Board" means the Utah State Board of Education
- D. "Emergency Response Plan" means a plan developed by a school district or school to prepare and protect students and staff in the event of school violence emergencies.

R277-400-2. Authority and Purpose.

A. This rule is authorized under Utah Constitution Article X Section 3 which vests general control and supervision of public education in the Board, Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities and Section 53A-1-402(1)(b) directs the Board to adopt rules for student health and safety.

B. The purpose of this rule is to establish general criteria for both Emergency Preparedness and Emergency Response plans required of schools and districts in the event of natural disasters or school violence emergencies. This rule also directs school districts to develop prevention, intervention, and response measures and to prepare staff and students to respond promptly and appropriately to school violence emergencies.

R277-400-3. Establishing District Emergency Preparedness and Emergency Response Plans.

A. By July 1 of each year, each local board of education shall certify to the Board that its plan has been practiced at the school level, presented to and reviewed by its teachers, administrators, students and their parents, local law enforcement, and public safety representatives consistent with Section 53A-3-402(18).

B. As a part of a local board of education's annual application for Safe and Drug Free School funds, the local board shall reference its Emergency Response plan.

C. The plan(s) shall be designed to meet individual school needs and features. A district may direct schools within the district to develop and implement individual plans.

D. The local board shall appoint a committee to prepare plan(s) or modify existing plan(s) to satisfy this rule. The committee shall consist of appropriate school and community representatives, which may include school and district administrators, teachers, parents, community and municipal governmental officers, and fire and law enforcement personnel. Governmental agencies and bodies vested with responsibility for directing and coordinating emergency services on local and state levels shall be included on the committee.

E. The local board shall appoint appropriate persons at least once every three years to review the plan(s).

F. The Board shall develop Emergency Response plan models under Section 53A-3-402(17)(d).

R277-400-4. Notice and Preparation.

A. A copy of the plan(s) for each school within a district shall be filed in the district superintendent's office.

B. At the beginning of each school year, parents and staff shall receive a written notice of relevant sections of district and school plans, which are applicable to that school.

C. Each school shall designate an Emergency Preparedness/Emergency Response week prior to April 30 of each school year. Community, student, teacher awareness, training, or inservice, such as those outlined in R277-400-7 and 8, would be appropriate activities offered during the week.

R277-400-5. Plan(s) Content--Educational Services and Student Supervision.

The plan shall contain measures, which assure that during an emergency, school children receive reasonably adequate educational services and supervision during school hours.

A. Evacuation procedures shall assure reasonable care and supervision of children until responsibility has been affirmatively assumed by another responsible party.

B. Release of a child below ninth grade at other than regularly scheduled hours is prohibited unless the parent or another responsible person has been notified and has assumed responsibility for the child. An older child may be released without such notification if a school official determines that the child is reasonably responsible and notification is not practicable.

C. School districts shall, to the extent reasonably possible, provide educational services to school children whose regular school program has been disrupted by an extended emergency.

R277-400-6. Emergency Preparedness Training.

The plan shall contain measures which assure that school children receive emergency preparedness training.

A. School children shall be provided with training appropriate to their ages in rescue techniques, first aid, safety measures appropriate for specific emergencies, and other emergency skills.

B. Fire drills:

(1) During each school year, elementary schools shall conduct fire drills at least once each month during school sessions. A fire drill in secondary schools shall be conducted at least every two months, for a total of four fire drills during the nine month school year. The first fire drill shall be conducted within the first two weeks of the school year for both elementary and secondary schools. An exception may be made, subject to the approval of the local fire chief, to postpone a fire drill due to severe weather conditions.

(2) Fire drills shall include the complete evacuation of all persons from the school building or portion thereof used for educational purposes. An exception may be made for the staff member responsible for notifying the local fire department and handling emergency communications.

(3) When required by the local fire chief, the local fire department shall be notified prior to each drill.

(4) When a fire alarm system is provided, fire drills shall be initiated by activation of the fire alarm system.

C. Schools shall hold at least one drill for other emergencies during the school year.

D. Resources and materials available for training shall be identified in the plan.

R277-400-7. Emergency Response Training.

A. Each district shall provide an annual inservice for district and school building staff on employees' roles, responsibilities and priorities in the emergency response plan.

B. Districts shall require schools to conduct at least one annual drill for school violence emergencies.

C. Districts shall require schools to review existing security measures and procedures within their schools and make adjustments as needs demonstrate and funds are available.

D. Districts shall develop standards and protections to the extent practicable for participants and attendees at school-related activities, with special attention to those off school property.

E. Districts and schools shall coordinate with local law enforcement and other public safety representatives in appropriate drills for school safety emergencies.

R277-400-8. Prevention and Intervention.

A. Districts shall provide schools, as part of their regular curriculum, comprehensive violence prevention and intervention strategies such as resource lessons and materials on anger management, conflict resolution, and respect for diversity and other cultures.

B. Districts shall also develop, to the extent resources permit, student assistance programs such as care teams, school intervention programs, and interagency case management teams.

C. In developing student assistance programs, districts are encouraged to coordinate with and seek support from other state agencies and the Utah State Office of Education.

R277-400-9. Cooperation With Governmental Entities.

A. As appropriate, a local board may enter into cooperative agreements with other governmental entities to assure proper coordination and support during emergencies.

B. A school district shall cooperate with other governmental entities, as reasonably feasible, to provide emergency relief services. The plan(s) shall contain procedures for assessing and providing district facilities, equipment, and personnel to meet public emergency needs.

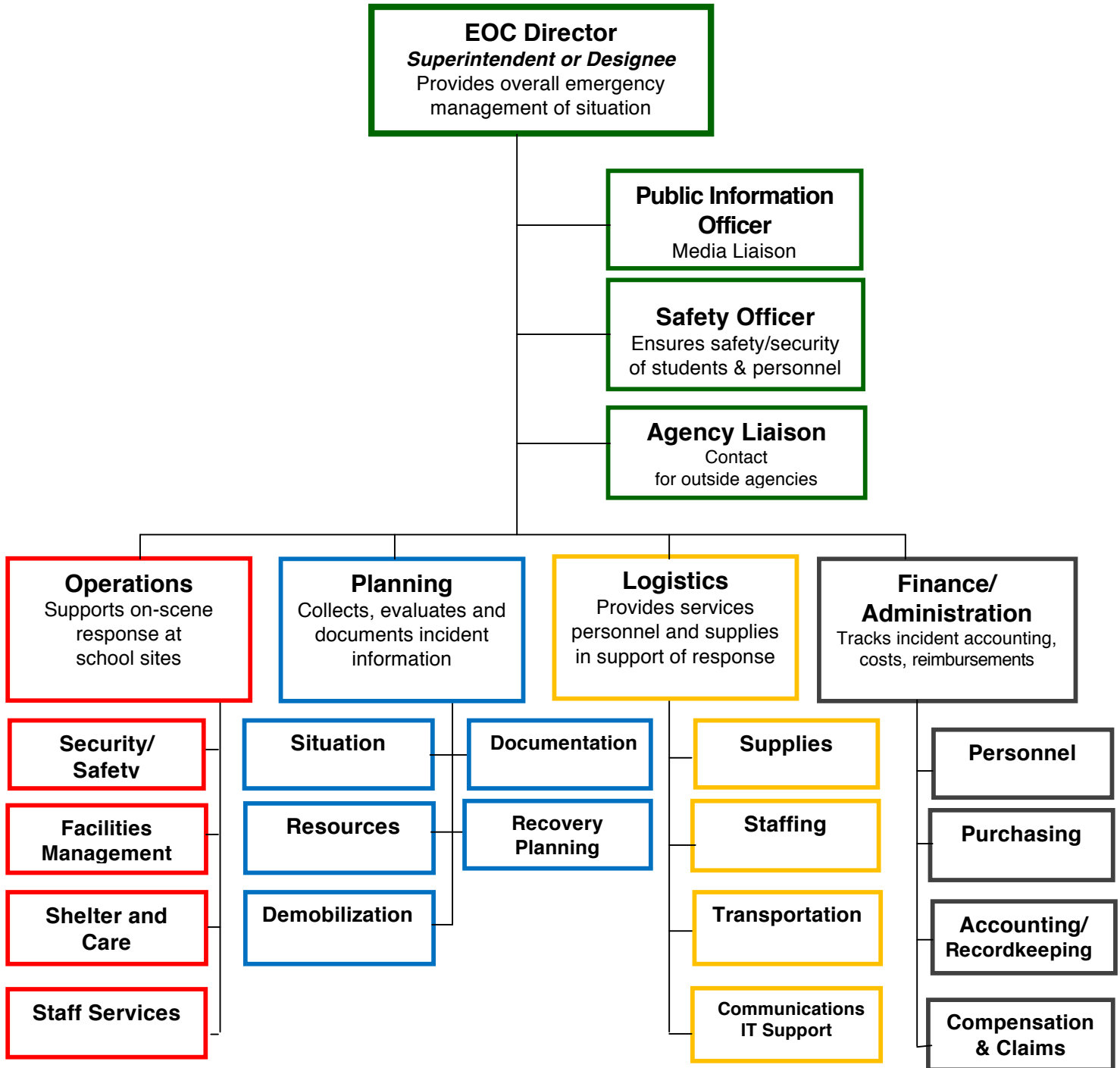
C. The plan(s) shall delineate communication channels and lines of authority within the district, city, county, and state.

- (1) the Board, through its superintendent, is the chief officer for emergencies involving more than one district or state or federal aid;
- (2) the local board, through its superintendent, is the chief officer for district emergencies;
- (3) direction and control of emergency operations shall be exercised by the executive heads of government and school districts. Local governments and school districts retain their autonomy and identity throughout all levels of emergency operations;
- (4) personnel and resources received from outside sources shall be incorporated into the structure of the local government and school district.

R277-400-10. Fiscal Procedures.

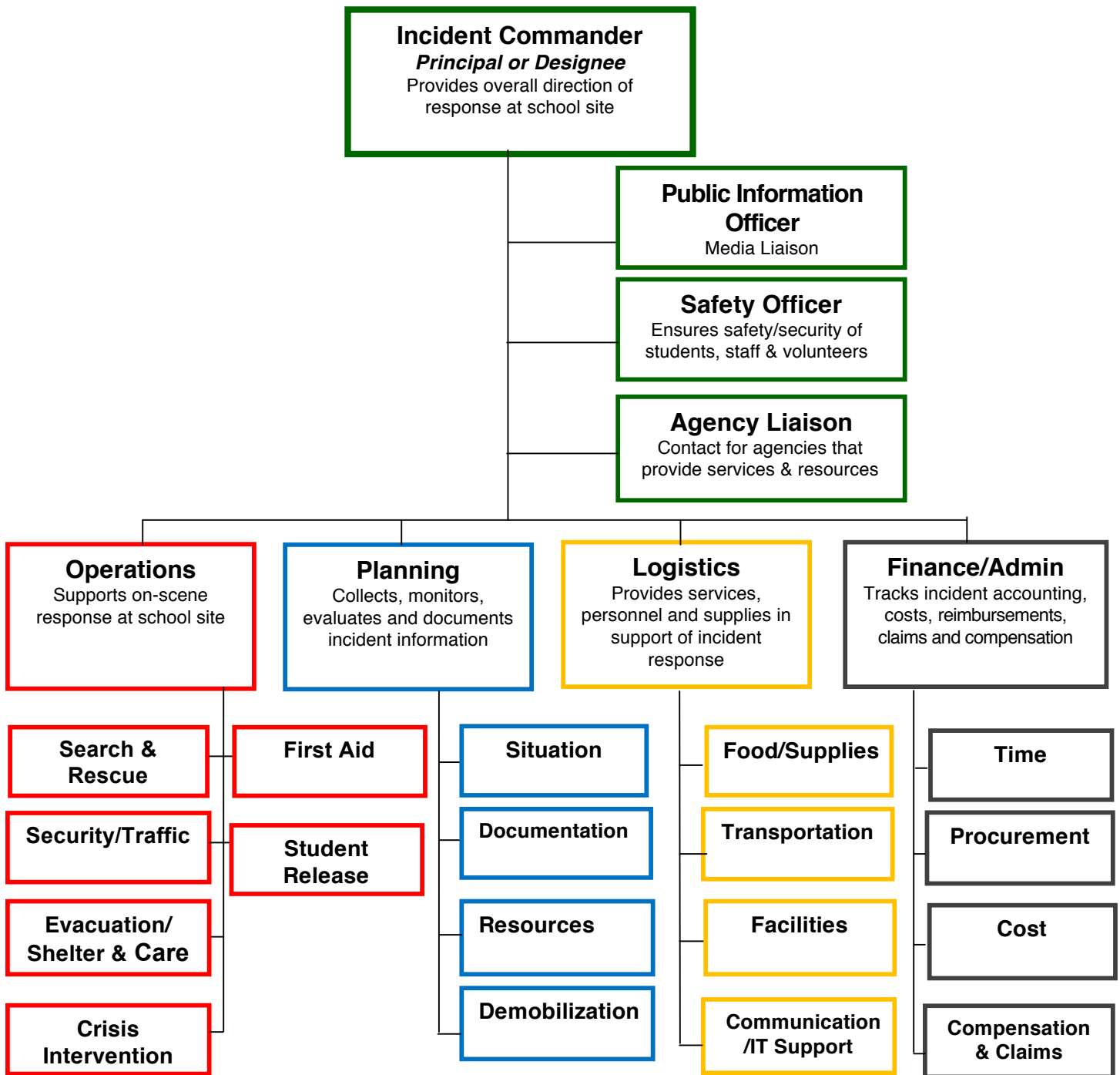
The plan(s) shall address procedures for recording district funds expected for emergencies, for assessing and repairing damage, and for seeking reimbursement for emergency expenditures.

District Office Site - Incident Command Organization



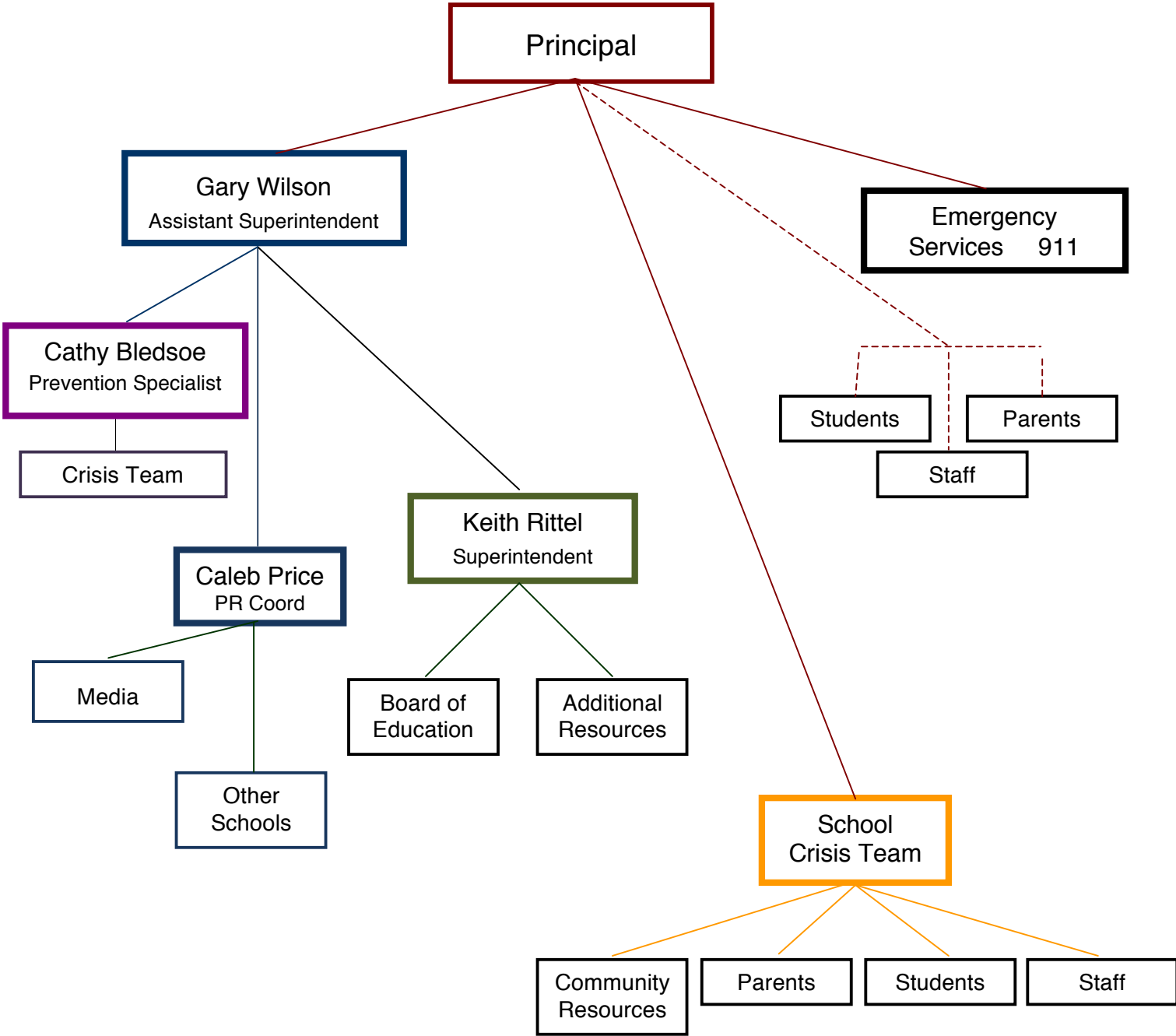
Title	Role - Responsibility
Management: EOC Director	Provides overall direction and coordination among school sites; determines EOC staffing level and communicates with local emergency responders.
Safety Officer	Ensures activities are conducted in safe manner; assures safety of all personnel (students, staff, volunteers and responders).
Public Information Officer	Media liaison and official spokesperson for the district; coordinates information for parent community; monitors news broadcasts.
Agency Liaison	Assists in coordinating outside agencies that provide services or resources in support of overall incident response.
Operations: Student Accounting and Release	Analyze school staffing to develop a Student Accounting and Release Plan (accounting from individual teachers to Student Accounting and Release to Command Post); implement plan in an emergency; document activities
Security/Safety	Coordinates security needs for the district; works with local and county public safety officials.
Facilities Management	Assesses safety and integrity of buildings; arranges site repairs and debris removal; restores utilities; coordinates use of school facilities.
Shelter and Care	Coordinates shelter, food and water needs for students and staff throughout district.
Staff Services	Accounts for all district office staff; provides safety services (search and rescue, medical), care and shelter for district office staff.
Planning: Situation	Processes and organizes all incident information; maintains EOC status boards and map of district.
Documentation	Collects and archives all incident documents.
Resources	Tracks equipment and personnel assigned to the incident, including volunteers.
Recovery Planning	Identifies short and long term assistance needed to restore learning environment; supervises recovery operations until EOC is deactivated.
Demobilization	Coordinates release of assigned resources and deactivation of EOC.
Logistics: Supplies/Staffing	Procures supplies (including equipment, food and water) and personnel resources, as needed; registers and assigns volunteers.
Transportation	Arranges for transportation for staff, students and supplies, as needed.
Communications/ IT Support	Maintains log of incoming/outgoing communication; provides services to support all information technology functions.
Finance/Administration: Purchasing/Accounts Payable	Supports Logistics in making purchases and paying vendors; manages vendor contracts.
Personnel Accounting	Maintains time logs for all staff; collects travel expense claims
Recordkeeping	Tracks EOC and site expenses; provides cost estimates, analysis and recommendations for cost savings
Compensation & Claims	Processes compensation/injury claims related to emergency response at all sites, including reimbursement from outside agencies.

School Site - Incident Command Organization

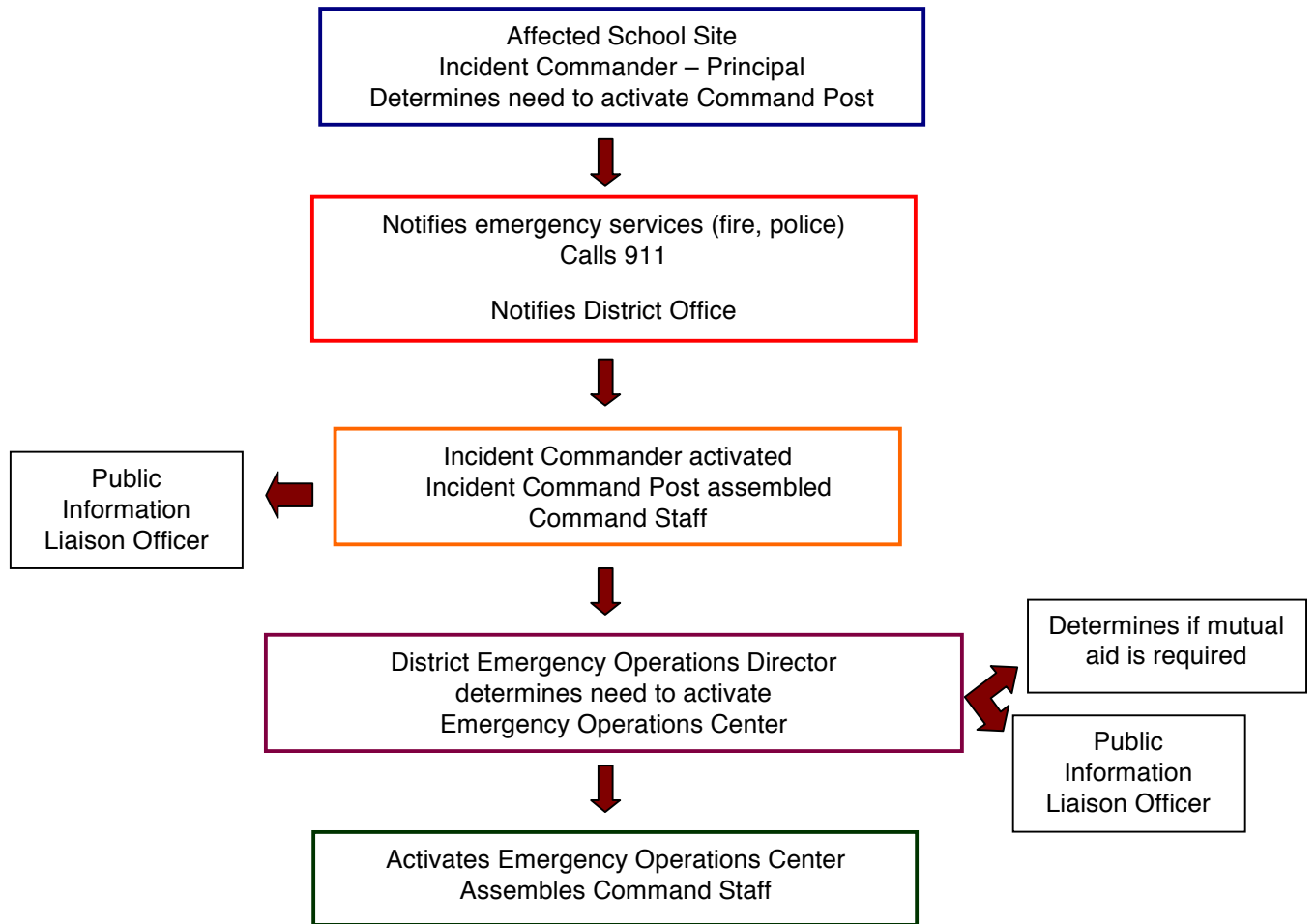


Title	Role - Responsibility
Management: Incident Commander	Responsible for development of school's plan and overall management of emergency situation; establishes/manages Command Post; activates ICS; determine strategies to implement protocols and adapt as needed.
Safety/Security	Monitors safety conditions of an emergency situation and develops measures for ensuring the safety of building occupants (students, staff, volunteers, responders).
Public Information Media Liaison	Spokesperson for the incident; prepares media releases; establishes "media center" near Command Post; coordinates information with Incident Commander for parent community.
Liaison to Outside Agencies	Develops working knowledge of local/regional agencies; serves as the on-scene contact for outside agencies assigned to an incident; assists in accessing services when the need arises.
Operations: Search and Rescue	Searches facility for injured and missing students and staff; conducts initial damage assessment; provides light fire suppression.
Security/Traffic	Coordinates security needs; establishes traffic and crowd control; restores utilities; secures perimeter and isolates fire/HazMat.
First Aid	Provides triage and medical care with staff trained in first aid and CPR; oversees care given to the injured; distributes medical supplies (latex gloves, bandages, etc.); establishes morgue, if needed.
Evacuation/ Shelter and Care	Provides accounting and long-term care for all students until reunited with parents/caretakers; manages food and sanitation needs of students.
Student Release	Provides for systematic and efficient reunification of students with parents/caretakers; maintains records of student release.
Crisis Intervention	Provides onsite counseling and intervention; determines need for outside mental health support; accesses local/regional providers for ongoing crisis counseling for students, staff, parents, as needed.
Planning: Situation Analysis Documentation Resources Demobilization	Evaluates incident information and maintains ICS status boards; collects and archives all incident documents; tracks equipment and personnel assigned to the incident; checks in all resources (incoming equipment, personnel and volunteers; coordinates safe and orderly release of assigned resources and deactivation of incident response at the school site.
Logistics: Food/Supplies/Staffing/ Transportation	Coordinates access to and distribution of food, water and supplies; provides personnel as requested, including volunteers; arranges transportation for staff, students and equipment.
Facilities Communications/IT	Coordinates site repairs and use of school facilities; arranges for debris removal; maintains all communication equipment, including radios; provides services to support Information Technology functions.
Finance/Administration: Procurement, Cost Accounting Timekeeping, Claims and Compensation	Maintains incident time logs for all personnel; tracks and maintains records of site expenditures and purchases for incident; manages vendor contracts. Processes compensation/injury claims related to incident.

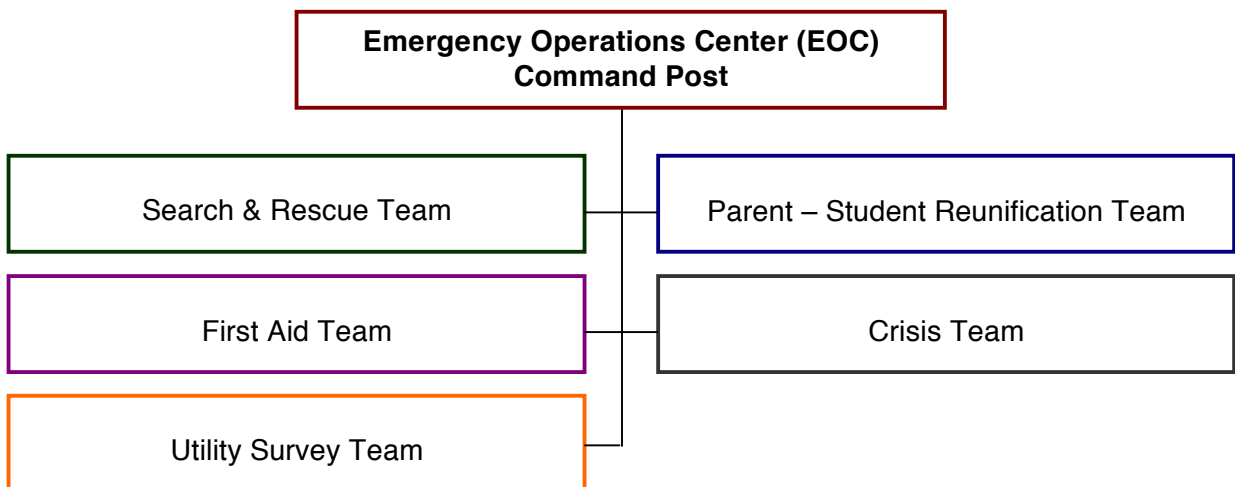
District Crisis Management Steps



School Incident - Action Flow Chart



School Incident – Command Post Structure



PROVO CITY SCHOOL DISTRICT (PSD) EMERGENCY OPERATIONS PLAN (EOP)

School _____

Date updated _____

A. School Safety Committee

Personnel: Each school determines the number of people to be on the committee. Include a variety of people: administration, faculty, custodian, PTA

1. _____ Position: _____
2. _____ Position: _____
3. _____ Position: _____
4. _____ Position: _____
5. _____ Position: _____
6. _____ Position: _____

Responsibilities:

The Safety Committee functions continuously throughout the school year to develop safety and emergency policies, ensures that proper safety procedures are observed and hazard mitigation strategies at the school are implemented. They annually review and update the school plan.

Equipment/Supplies:

PSD emergency response book

B. School Crisis Team

Personnel: Include principal, counselor, secretary, custodian, teacher, and police officer

1. _____ Position: _____
2. _____ Position: _____
3. _____ Position: _____
4. _____ Position: _____
5. _____ Position: _____

School Crisis Team Responsibilities:

1. Assesses the need for crisis intervention services as a result of a crisis situation
2. Initiates the school’s Emergency Operations Plan when necessary
3. During a crisis, works with district office and Community Crisis Team
4. Provides direct intervention services to faculty, staff and students
5. Develops useful recreational and educational activities that can be used to maintain order during a crisis

Equipment/Supplies:

1. Staff roster
2. Necessary psychological first aid
3. School map

C. Command Post

Indoor Locations: Primary location Main Office Secondary location _____

Outdoor Location (near assembly area): _____

Personnel:

1. Principal
2. _____ Position: _____
3. _____ Position: _____
4. _____ Position: _____

Others: _____

Responsibilities of the Command Post Administrator:

1. Directs evacuation of the building according to type of emergency
2. Accounts for the presence of all students and staff
3. Implements and coordinates emergency operations
4. Coordinates emergency activities with public safety officials and district office
5. Prepares reports for superintendent

Equipment/Supplies:

Emergency roster and map showing location of each teacher/staff station at Emergency Assembly Area (EAA), bullhorn, battery-operated AM radio

Clipboard containing:

1. Teacher/Staff location at EAA
2. Staff roster
3. Emergency assignment list (contained in this operations plan)
4. School information map
5. Blank paper for notes

D. Search and Rescue Team

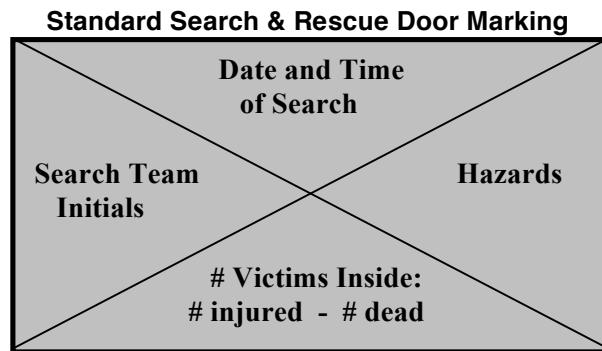
Search and Rescue Team Personnel

- 1. _____ 4. _____
- 2. _____ 5. _____
- 3. _____ 6. _____

Responsibilities:

Assists and follow directions from Incident Commander

When directed, proceeds in an orderly and pre-established sweep pattern, checking each room visually and vocally for injured persons. Rooms checked are marked with an X on the outside door. Injured are treated and taken to the First Air/Mass Care Center.



Equipment/Supplies:

Master keys, fire extinguishers, bolt cutter, shovels, ropes, leather gloves, goggles, flashlights, first aid kits, extra batteries, chalk, etc.

E. First Aid/Mass Care Team

Personnel:

- 1. School Nurse
- 2. _____ Position: _____
- 3. _____ Position: _____
- 4. _____ Position: _____

First Aid Team Responsibilities:

Follows directions from Incident Commander. As needed, administers first aid and records information on extent of injuries and first aid provided. Determines need for medical assistance. Ensures that first aid supplies, emergency papers and health papers are at the First Aid/Mass Care Center.

Equipment/Supplies:

What is necessary for your school population: stretchers, blankets, wheelchair, and first aid supplies. Clipboard with the following:

1. Teacher/staff location
2. Staff roster
3. Emergency assignment list
4. School information map
5. Log book - record who is treated and for what injuries, who is sent to the hospital or home with parents

F. Student/Staff Accounting Team

Personnel: All classroom teachers and staff

Responsibilities:

1. Respond to the specific emergency as prescribed and direct students in appropriate safety procedures.
2. Ascertain the extent of the injuries and capabilities for class/staff evacuation
3. Determines need to assist neighboring teachers/staff (buddy system)
4. Buddy system responsibilities:
 - a. Check with neighboring (buddy) teacher for injured students
 - b. A teacher with first aid training should remain with injured students
 - c. Alert neighboring teacher of blocked exits
5. Takes classroom emergency kit and release forms to the EAA
6. Takes roll and reports class/group status to command post via student runner
7. If not on classroom duty, report to pre-assigned station or to the command post

Equipment/Supplies:

Classroom emergency kit and release forms

G. Utility Survey Team

Personnel:

1. Custodian
2. Food Services Personnel
3. _____ Position: _____
4. _____ Position: _____

Responsibilities:

1. Checks utilities and takes appropriate action to minimize damage to school
2. Inventories resources that are available for immediate school use (water, food, power, radio, telephone, and sanitary supplies)
3. Surveys the extent of damage to the school and reports findings to the command post

H. Parent/Student Reunion Team
(See Student Release, Response Section, p. 4 – 36)

Location:

Personnel:

1. Secretary
2. _____ Position: _____
3. _____ Position: _____
4. _____ Position: _____
5. Student Messengers

Responsibilities:

1. Receives parents and authorized persons for student release
2. Begins the process of reuniting students with their parents or authorized person by referring to the Emergency Release Forms.
3. Dispatches student runners to secure students and escort them to the Reunion Site
4. Confirms that the individual is authorized to pick up the student. Confirms that the student recognizes the individual and feels secure in his/her custody. Requires that the individual sign for the student/s. Ensures that all records are kept on students leaving campus.

Equipment/Supplies:

Map of EAA stations, Emergency Release Forms, class rosters, computer printouts and record keeping material - Clipboard with the following items:

1. Teacher/staff location
2. Staff roster
3. Emergency assignment list
4. School information map
5. Log book

I. School Map

Add a school map with this section that includes the following information:

1. Location and lay out of the student/staff Emergency Assembly Area (EAA)
2. Emergency student/staff evacuation routes
3. Utility shut-off locations
4. Location of fire extinguishes
5. Location of first aid kits and emergency supplies

J. Conduct a community hazard assessment

It is incumbent upon school administrators to know where potential hazards are located near their school. The school may be located in a flood plain or near potential man-made hazards such as power lines, underground gas pipes, chemical storage tanks, airports, railroads, manufacturing plants, waste disposal sites, etc.

The school crisis committee shall conduct a community hazard survey within a one-mile radius of the school to determine if potentially dangerous hazards exist. For assistance, contact the fire department at 801-852-6321. Firefighters have an excellent knowledge of the hazards within their jurisdiction. List the identified hazards below.

K. Develop an evacuation plan

In the event of a natural or man-made disaster, it is important to have a planned evacuation route to a site such as another school, church, or large park area.

Your evacuation plan should include the walking or driving route and the location of the evacuation site so that the public can be notified where children can be reunited with their parents. If possible, avoid overpasses and underpasses on your walking route. The school evacuation plan is as follows: (contact police or fire department for assistance)

Pre-Crisis/Disaster Responsibilities & Checklist:

Superintendent or designee will:

- _____ Be knowledgeable about responsibilities for disaster preparedness.
- _____ Organize a chain of command for the district staff.
- _____ Order a site and building hazard survey that would include recommendations on how to determine building safety following a disaster. Update hazard survey when necessary.
- _____ See that principals and staff are trained to determine safety of buildings following a disaster.
- _____ Require all staff to annually review disaster procedures and check preparations for their own offices or classrooms.
- _____ See that all schools conduct drills and disaster education programs.
- _____ Recommend that all teachers receive first aid training.
- _____ See that bus drivers receive disaster and first aid training.
- _____ Encourage all staff to prepare family disaster plans.
- _____ Appoint a district preparedness coordinator.
- _____ Cooperate with district preparedness coordinator to see that the preparedness plan is carried out.
- _____ Provide police and fire departments with copy of the district's Emergency Preparedness Plan, including Emergency Operations Plans from each school.
- _____ Keep parents informed of district policies and plans relating to disasters.

Principals will:

- _____ Organize a Safety Committee.
- _____ Chair or designate a chair for the school's Crisis and Safety Committees.
- _____ Organize and assign school faculty and staff responsibilities outlined in the Emergency Operations Plan.
- _____ Be familiar with the disaster procedures outlined in the district's Emergency Response Plan and in their school's Emergency Operations Plan.

Principals will cont.:

- _____ Provide the district office with a copy of their school's Emergency Operations Plan.
- _____ See that all faculty and staff have a copy of the Emergency Operations Plan and understands his/her responsibilities.
- _____ Annually review and update their school's Emergency Operations Plan.
- _____ Inform parents about emergency procedures.
- _____ Set up procedures to protect essential records.
- _____ Care for and monitor all warning systems to keep them functional.
- _____ Order, participate in, and monitor all drills.
- _____ Encourage teachers and staff to be trained in first aid and CPR.
- _____ See that teachers and staff know alternate routes from each classroom and office to the emergency assembly area.
- _____ Plan for traffic control during a disaster and designate a lead and backup personnel who can direct traffic until police arrive.
- _____ Receive from each teacher an annual hazard survey report on classroom conditions; take necessary actions to correct hazards.

Teachers will:

- _____ Annually review responsibilities outlined in their school's Emergency Operations Plan.
- _____ Participate in emergency preparedness in-service training and school drills.
- _____ Integrate emergency preparedness data into regular learning instruction.
- _____ Receive first aid and CPR training.
- _____ Provide ongoing leadership training and activities, which encourage student confidence in their abilities to care for themselves and be of help to others during an emergency.
- _____ Be prepared to assist students and staff who have disabilities. Teach students to assist with and know how to use the chair carry. **(Use only when directed by the teacher.)**
- _____ Know special medical needs or medication required by their students.

Teachers will cont.:

- _____ At the beginning of each school year check the emergency classroom backpack. Submit list of needed supplies to the principal. Add new class roster, replace water, and add current student release forms, and any necessary emergency medications for students.
- _____ Develop a disaster plan for their families.
- _____ Conduct an annual hazard survey of their classroom and report findings to the principal.

Custodians will:

- _____ Participate on their school's Safety Committee.
- _____ Annually review responsibilities outlined in their school's Emergency Operations Plan.
- _____ Participate in emergency preparedness in-service training and school drills.
- _____ Develop a disaster plan for their families.
- _____ Receive first aid and CPR training.
- _____ Report structural defects and safety hazards to the principal.
- _____ Assume responsibility for the inspection and maintenance of fire-fighting equipment.
- _____ On a school map, identify locations of shutoff valves and switches for gas, water, and electricity. Inform faculty and staff where the shutoff valves are and how to shut them off.
- _____ Maintain an inventory of tools and equipment.
- _____ Advise the school Safety Committee of hazardous and protected areas of the school, available emergency equipment, supplies, and alternate power sources.
- _____ If school has a generator, monthly check the diesel fuel and rotate the fuel each year.
- _____ Maintain adequate toiletry supplies for emergency use.
- _____ Check exits daily to make sure they are clear and that doors function properly. All exits should be unlocked from the inside, obvious, maintained, and clear of obstructions.

Secretaries will:

- _____ Participate on their school's Safety Committee.
- _____ Annually review responsibilities outlined in their school's Emergency Operations Plan.
- _____ Be familiar with the district's emergency plan.
- _____ Develop a disaster plan for their families.
- _____ Maintain an emergency backpack to be taken to the command post during emergency or drill. Annually check supplies, especially batteries.
- _____ Maintain supply of first aid equipment.
- _____ Know how to monitor telephone lines in order to keep free during an emergency.

Food Service Personnel will:

- _____ Annually review responsibilities outlined in their school's Emergency Operations Plan.
- _____ Keep a current list of food supplies on hand.
- _____ Maintain facilities and equipment for the preparation and distribution of food and water

School Nurses will:

- _____ Keep records of special medical needs of students
- _____ Assist with first aid and CPR training

Earthquake Mitigation and Preparation

District Office will:

1. Develop earthquake procedures for district office employees
2. Set up chain up command
3. Develop procedures for media response

Principal will:

1. Hold yearly earthquake drills – train students about earthquake safety, drop-cover-hold
2. Encourage faculty and staff to have family preparedness plans
3. Mitigate and minimize non-structural hazards (Mitigation Section, p. 3 - 29)
4. Train all staff on location of utilities (gas, water, electricity) shut valves and switches – how to shut off each utility and how to use fire extinguishers

Teachers will:

1. Develop a family plan
2. Instruct and train students to be earthquake safe
3. Identify classroom hazards with the students (Mitigation Section, p. 3 – 29), reduce hazards that can be mitigated without assistance, report other hazards to the principal

Student Preparation - What to Do During an Earthquake

Stay as safe as possible during an earthquake. Be aware that some earthquakes are actually foreshocks and a larger earthquake might occur. Minimize your movements to a few steps to a nearby safe place. If you are indoors, stay there until the shaking has stopped and you are sure exiting is safe.

If indoors – DROP – COVER - HOLD

- **DROP** to the ground; take **COVER** by getting under a sturdy table or other piece of furniture; and **HOLD ON** until the shaking stops. If there isn't a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.
- Stay away from glass, windows, outside doors and walls, and anything that could fall, such as lighting fixtures or furniture.
- Stay in bed if you are there when the earthquake strikes. Hold on and protect your head with a pillow, unless you are under a heavy light fixture that could fall. In that case, move to the nearest safe place. Use a doorway for shelter only if it is in close proximity to you and if you know it is a strongly supported, load-bearing doorway.
- Stay inside until the shaking stops and it is safe to go outside. Research has shown that most injuries occur when people inside buildings attempt to move to a different location inside the building or try to leave.
- Be aware - the electricity may go out or the sprinkler systems or fire alarms may turn on.
- DO NOT use the elevators.

If outdoors

1. Stay there.
2. Move away from buildings, streetlights, and utility wires.
3. Once in the open, stay there until the shaking stops. The greatest danger exists directly outside buildings, at exits and alongside exterior walls. Ground movement during an earthquake is seldom the direct cause of death or injury. Most earthquake-related casualties result from collapsing walls, flying glass, and falling objects.

If in a moving vehicle

1. Stop as quickly as safety permits and stay in the vehicle. Avoid stopping near or under buildings, trees, overpasses, and utility wires.
2. Proceed cautiously once the earthquake has stopped. Avoid roads, bridges, or ramps that might have been damaged by the earthquake.

If trapped under debris

1. Do not light a match
2. Do not move about or kick up dust
3. Cover your mouth with a handkerchief or clothing
4. Tap on a pipe or wall so rescuers can locate you. Use a whistle if one is available.
Shout only as a last resort. Shouting can cause you to inhale dangerous amounts of dust.

Earthquake Drills

BEFORE the Drill

1. Select date & time for the drill
2. Review how to correctly perform ***Drop, Cover, and Hold On***. 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 one hand and holding on to the table leg with the other hand.
3. Adapt these procedures for anyone who cannot take this position, and for anyone in any unique locations, including outdoors
4. Review evacuation procedures and location of Emergency Assembly Area

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 an audio recording of earthquake sounds.
2. Ask students and teachers to look around at what would be falling on them in a real earthquake. These items should be secured or moved after the drill.
3. If not using an audiotape for sound effects, then after at least one minute, announce that the shaking is over
4. Everyone evacuates the building to the Emergency Assembly Area – do not use elevators
5. Teachers should take roll book and emergency classroom kit
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.
7. Everyone stays together while quickly and quietly evacuating the building
8. Check that exit routes are clear. Move directly away from the building when exiting.

AFTER the Drill

Teachers should debrief with students:

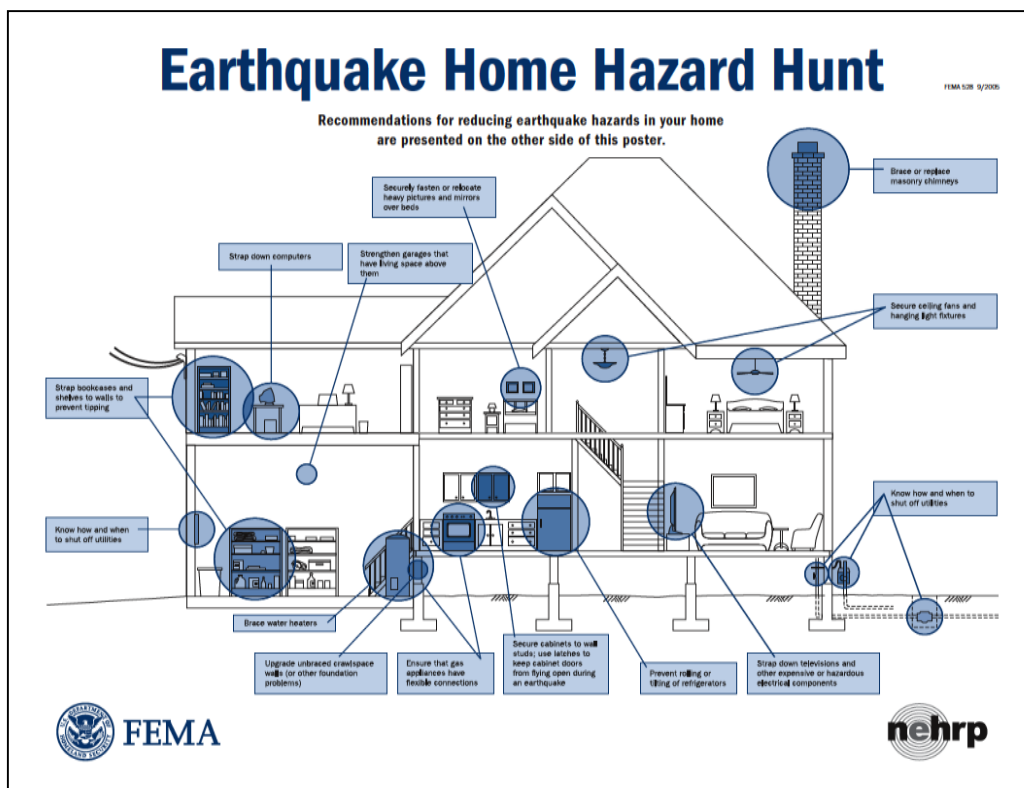
- How did students feel during the drill
- What was scary
- What went well – what should the class do different

Discuss “what if” situations – what if you were:

- Not in class, in the restroom, in the cafeteria
- You were walking to or from school
- You were alone at home
- The teacher is injured

Discuss indoor and outdoor hazards:

- Possible blocked exits
- Stay clear of downed power lines, stress all power lines
- Not to touch chain link fences
- Not to re-enter a building because of aftershocks
- Not to run home from the assembly area



Evaluation of Earthquake Drills

Periodically, the district committee and principals should evaluate the effectiveness of their earthquake drills. The following checklist may be used both for evaluation and in the initial planning of the drills:

- Are all students and staff familiar with the "drop, cover, hold" procedure?
- Have students and teachers demonstrated their ability to take cover immediately?
- Do students know what to do in areas without shelter?
- Do students stay quiet during drills?
- Are teachers able to maintain relative calm and reassure their students?
- Do students and teachers know and understand evacuation procedures?
- Does everyone know how to safely evacuate to the assembly area?
- Do teachers remember to take the class roster and emergency class kit to the assembly area after evacuation?
- Do teachers use the buddy system?
- Have other staff members practiced their roles during earthquake drills?
- Have emergency variations been practiced (e.g., exits blocked, aftershocks occurring, etc.)?
- Have students had ample opportunity to discuss their fears and concerns about earthquakes, including how they can help each other?
- Have parents been informed about the earthquake drills?

Checklist for Non-Structural Earthquake Hazards

Equipment and Furnishings

1. Are desktop computers secured?
2. Are the tops of tall (4- or 5-drawer) file cabinets secured to the wall?
3. Do file cabinet drawers have latches?
4. Are large and heavy office machines restrained and located where they will not slide a few inches; fall off counters or block exits?
5. Are wall-mounted objects over 5 lbs. connected to structural framing?
6. Are tall cabinets, bookshelves, and coat closets attached to the wall or attached to each other?
7. Are desks or tables located such that they will not slide and block exits?
8. Are tall storage racks cross-braced in both directions or, for racks significantly taller than wide, are there large anchor bolts connected to the concrete slab?
9. Are heavy or sharp wall decorations securely mounted, with closed eyehooks?
10. Are valuable, fragile art objects or trophies protected against tipping over, breaking glass or sliding off shelves or pedestals?
11. Are refrigerators or ranges restrained by built-in kitchen cabinetry or attachments to floor or wall?
12. Is floor-supported freestanding shop equipment secured against overturning or sliding?
13. Are fire extinguishers securely mounted?
14. Are potted plants or heavy items on top of file cabinets or other high locations restrained?
15. Are display cases or aquariums protected against overturning or sliding off tables?
16. Are weight room equipment and racks anchored and weights properly stored?
17. Is freestanding equipment on wheels locked against rolling?

Hazardous Materials

1. Are compressed gas cylinders secured top and bottom with a safety chain?
2. Are laboratory chemicals on shelves restrained?
3. Are gas tank legs anchored to a concrete footing or slab?
4. Are containers of hazardous materials stored on braced storage racks or tall stacks?
5. Do gas pipes have flexible connections?

Overhead Elements

1. Does the suspended ceiling have diagonal bracing wires?
2. Are the fluorescent light fixtures merely resting on the hung ceiling grid, without another support?
3. Do pendant mounted light fixtures or chandeliers have safety cables?
4. Will hanging light fixtures swing freely, not hitting each other if allowed to swing 45 degrees minimum?
5. Are decorative ceiling panels or latticework securely attached?
6. Will spotlights remain securely attached if shaken?
7. Are sound system speakers in elevated locations anchored to structure?
8. Are suspended space heaters, especially gas-fired, braced and/or have flexible gas connections?
9. Do hanging plants, mobiles, or displays have closed eyehooks, and can they swing freely 45 degrees?
10. Could chandeliers swing freely, not hitting each other, or windows, roof trusses, or walls?
11. Are air distribution grills or diffusers securely mounted?

Electrical Equipment

1. Are fluorescent light bulbs and lenses fastened securely?
2. Are emergency battery-powered lights fastened securely on shelves?
3. Is essential communications equipment secured?

Mechanical Equipment

1. Are the water heaters restrained?
2. Is the furnace or boiler restrained?
3. Are there masonry incinerator chimneys on the school site that have not been reinforced?
4. Are large diameter pipes braced or do pipes that cross expansion joints have accommodation for movement?
5. Are fans, chillers, pumps, or other heating-ventilating-air conditioning equipment-- typically found in mechanical rooms--restrained or mounted correctly?
6. Do the fire sprinkler risers have a v-brace to the wall, and do the large diameter sprinkler pipes have diagonal braces to the structure above?

Partitions

1. Are freestanding, movable, partial-height partitions--especially if supporting bookshelves--adequately braced?
2. Have all unreinforced masonry partitions, usually brick or hollow tile walls in pre-1933 buildings, been removed?
3. Are lightweight drywall partitions that extend as high as the hung ceiling braced or supported by the structure above, particularly if these partitions are used as lateral support for tall shelving or cabinets?
4. Are the clear panels in partitions made of plastic or safety glass? (replace with shatterproof material or apply shatter-resistant film)

Windows

1. Are the large panes made of safety glass, and is it known if the mounting of the panes was designed by an architect/engineer to accommodate expected seismic distortion of the surrounding structure?
2. Are transoms (glass panes over doors) of safety glass?

Exteriors

1. Are decorations or appendages adequately attached?
2. Are statuary or decorative objects anchored?
3. Are tall backboards or fences supported by pressure-treated wood posts or galvanized metal posts?
4. Are fences made of concrete, concrete block, stone or brick, adequately reinforced to resist earthquakes?
5. If large trees are leaning or in poor health are they supported?
6. Is signage adequately secured, especially if heavy?

