

Hampton City Schools

Earthquake Safety Tips for School Buildings:

- To initiate the drill, the principal or classroom teachers should state: “This is an earthquake drill”
- Teachers should ensure that the classroom door remain completely pushed open, to ensure that the door does not become blocked, due to possible damage from the earthquake movement or falling debris
- The classroom doors should only be closed and secured if there is a fire in the classroom
- Teachers should advise students to Duck, Cover and Hold On!!!
- DUCK – down onto their knees and crawl to COVER (tables, desks and chairs are the most appropriate and safe cover) and HOLD ON to the leg of a desk, chair or table until the shaking stops and students receive further instructions from the teacher
- Students should go under a table, desk, or chair as quickly as possible
- Once under the table, desk or chair, students and staff should hold onto the furniture leg
- Students and staff should cover their head and neck to protect from flying or falling debris
- Students and staff should stay away from windows, bookcases or other stacked items
- Students and staff should stay covered for at least 90 seconds or until all shaking has stopped
- After the earthquake has stopped, everyone should perform a quick self inspection for injuries
- All injuries should immediately be reported to the teacher or other staff members in the classroom
- The teacher/staff member(s) should ask, “Is everyone ok?”
- If there are no injuries stated, the teacher should announce “Ok - All Clear” if it is deemed safe to exit from the tables and desks
- If it is determined that evacuation of the building is necessary, teachers should instruct students in the classroom to gather their belongings and begin to exit out of the classroom
- Special needs students should have a back-up supply of vital medication, equipment or supplies with them, at school. Those students or their teachers should be prepared to bring the extra medication or supplies if evacuation from the school premises is ordered.
- Any power requirements for special sustaining equipment, if normal power is off for a long period of time, should be considered
- Assignments must be made to a teacher or staff member(s) or a special team along with training for managing the special needs of these students
- During the earthquake, special needs students or able bodied partners should implement special duck and cover actions. An example; mobility impaired students should know how (through routine practice) to get in doorways, lock wheel chair wheels and cover head with book, arms or hands.
- ***SEE BELOW FOR ADDITIONAL SPECIAL NEEDS CONSIDERATIONS***
- Students can use their book bag or a book to cover their head as they exit the classroom, for added protection from possible falling debris
- Teachers should first conduct an assessment of their immediate hallway and exit routes to ensure that they are safe to maneuver through
- If an aftershock occurs while students and staff are in the hallway, students should be directed to immediately DUCK and COVER against the wall, away from all windows, using hands, book bags or books to cover and protect their head and neck areas from falling debris

- Once shaking has stopped, students and staff should get back up, and continue to exit out of the building in a safe and orderly manner
- If there are injuries, the teacher shall immediately assess the injuries to determine if further medical attention is needed
- Once safe to do so, teachers will then have the class exit out of the building to a predetermined area that the principal/designee (Incident Commander) has determined
- Once safely escorted outside, teachers should further assess any injured students and seek additional medical assistance from the school nurse
- If severe injuries are observed, (Emergency) 911 should be called immediately for further medical assistance
- As staff and students exit the building, staff members must first ensure that all evacuation routes are safe to maneuver through, avoiding downed light fixtures, debris or chemical spills
- For any classes that may be held outside (physical education classes), students and staff should immediately DUCK and COVER, protecting their head and neck areas. Once safe to do so, students and staff should travel to a large open area, avoiding the school building, large trees, downed power lines, or gas line breaks. If natural gas is smelled, immediately move as far away from the breakage or gas smell. Emergency personnel (Emergency-911) must be called as soon as possible.
- Any determined safe outside staging areas should be in large open spaces, away from buildings, overhead power lines, underground gas and sewer lines and large trees
- Building administrators and school staff shall take attendance immediately after the building is evacuated, to determine if any students or staff are missing and unaccounted for
- Once outside, students are to be under direct supervision of school staff who in turn will wait for instructions from the principal or designee as to the appropriate dismissal from the outside staging area
- Under no circumstances should students or adults attempt to return to the building during an earthquake
- Principal/Designee along with the Head Custodian will attempt to determine the extent of the damage and will call the HCS Maintenance & Operations Department for clearance before having students re-enter the school, if any structural damage is observed
- Do not attempt a technical rescue inside the building if there is evidence of structural damage. This should be handled by qualified emergency first responders
- Students are NOT to be dismissed from school until the Superintendent/designee has provided authorization

ADDITIONAL SPECIAL NEEDS CONSIDERATIONS:

- After the earthquake, hearing impaired or deaf students need face to face contact in order to read lips. Writing on a note pad is only practical if there is enough light to see.
- During evacuation from classrooms, sight impaired or blind students need to be informed about obstacles that may be in their paths and require verbal or physical guidance through hazardous areas.
- For mobility impaired students, evacuation by themselves may be extremely difficult or impossible because of obstacles in their paths or because electric dependent machines are not functioning (i.e. elevator). Special preplanned assistance must be provided.

- Any special medications, supplies and equipment for the special needs students must be transported with them during evacuation.
- If evacuation from the school area is called for, utilize special transportation arrangements.
- If special needs students, for some reason, become separated from school staff during evacuations, they should inform other staff members of their special needs as soon as possible so that proper considerations can be provided.
- Re-establish special power requirements for the equipment of special needs students as soon as possible.
- Rescue of special needs students should be accomplished utilizing special techniques as practiced.