Republic of the Philippines
DEPARTMENT OF EDUCATION
Cordillera Administrative Region
SCHOOLS DIVISION OFFICE OF BENGUET
Wangal, La Trinidad, Benguet, 2601
Telefax: (074) 422-6570; (074)422-7501

June 8, 2016

DIVISION MEMORANDUM
No. 102 s. 2016

CONDUCT OF THE SECOND QUARTER NATIONAL SIMULTANEOUS EARTHQUAKE DRILL FOR CY 2016

To: Chief Education Supervisors, CID and SGOD
Public Schools District Supervisors/Coordinating Principals
School Heads and School DRRM Coordinators
Public and Private Schools

1. Pursuant to DepEd's Unnumbered Memorandum dated May 24, 2016 re: 2nd Quarter National Simultaneous Earthquake Drill 2016, this Office hereby directs all schools to conduct a simultaneous Earthquake Drill on **June 22, 2016 at 9:00AM**.

2. This activity is part of DepEd's disaster risk reduction measure through capacity-building of school personnel and learners on what to do **before, during and after** an earthquake, emphasizing on **preparedness and mitigation** in the school level.

3. To monitor compliance of all schools and to assess the feasibility of prompt reporting through text/SMS in the event of actual earthquake occurrence, it is directed that all schools shall submit **Real-Time Text Report on the drill conducted using the following format:**

School ID, YES, No. of school personnel who participated, No. of learners who participated, Name of other agency/organizations who took part, Name of Sender and Designation. Send to **0999-889-2993.**

Example: 101235, YES, 7 teachers, 83 pupils, Red Cross Benguet and PNP, Milagros Baronga, School Head.

4. District DRRM Coordinators shall collate the schools' Activity Completion Reports, complete with photo-documentation, and submit to the Division Office, c/o PDO II-DRRM on or before June 27, 2016 for submission to higher office.

5. Immediate dissemination, cooperation and compliance of all is desired.

FEDERICO P. MARTIN, Ed.D., CESO VI
Schools Division Superintendent

References: DepEd Unnumbered Memorandum dated May 24, 2016

To be included in the Perpetual Index under:

ACTIVITIES DRRM POLICY SCHOOL

Enclosure No. 1 to Division Memorandum No. 102, s. 2016

How to Conduct an Earthquake Drill in Schools
(Adopted from DOST PHIVOLCS)

INTRODUCTION

It is important to orient people on earthquake preparedness in order to be informed of what to do before, during and after an earthquake. During an earthquake, school children are one of the most vulnerable. As such, it is important for school administrators and teachers to be informed on how to properly conduct an earthquake drill. They are the ones who will guide the students. They are the ones who will teach the students how to protect themselves. The conduct of an earthquake drill requires planning and designing of evacuation procedure, as well as orienting teachers and ultimately students, on how to do the earthquake drill. Earthquake drills are simple and easy to do. It only requires planning ahead and constant practice!

The conduct of an earthquake drill is different from that of a fire drill. In a fire drill, the sound of a siren/bell means that a fire is ongoing and all occupants of the building are to immediately evacuate to ensure their safety. In an earthquake drill, the sound of a siren/ bell indicates that a strong shaking is ongoing and the level of ground shaking prevents people to stand and move around. To do so can cause more injury to the person as debris can fall and hurt him. One is not supposed to get out of the building while the shaking is ongoing.

STAGE 1: PLANNING/ORGANIZING THE EARTHQUAKE

A. Form the School Disaster Risk Reduction and Management (SDRRM) Team

- Refer to Division Memorandum No. ____, s. 2016 for the suggested composition of the School DRRM Team.
- Schools are encouraged to tap existing groups such as School Governing Council (SGC) or the school planning team as the SDRRM Team, instead of convening an entirely new group *(School DRRM Manual, 2016).*
- The School DRRM Team, which shall consist of teaching and non-teaching personnel, will be mobilized during disaster and emergencies. For big schools, several teams may be organized to ensure the safety and protection of all learners. Parents and community members may also be included in the team.

B. School DRRM Team members to conduct building watching exercises and identify safe and unsafe spots inside the school grounds. Participation of the students through the conduct of the "Student-Led School Hazard Watching and Mapping" is highly encouraged.

- Observe hazardous areas/practices within the school premises and dangerous conditions that may exist which people have not noticed before. This should be plotted on the school site plan lay-out. *(e.g.) any hanging, unstable objects or structure; condition of power lines and utility poles; narrow alleys between buildings; elevators; corridors are too narrow; are there blockages along the corridors and exit points; do exit point remain open during school hours; doors of classroom that swing in instead of swing out.*

STAGE 2: DEVELOPING THE SCHOOL EARTHQUAKE EVACUATION PLAN

After identifying the safe and unsafe sports, the next step is to develop the School Earthquake Evacuation Plan.

1. The school earthquake evacuation plan should have provision to utilize all available open spaces nearest the building that are evaluated as safe from falling debris and other materials that may cause injuries to students.
2. Determine if there is sufficient open space for all. Areas to be occupied should be computed assuming 4 to 5 students would occupy a 1sq.m. area.
3. Consider the number of students in each building (morning and afternoon session). Designate a specific open are for each class as their area of temporary refuge.
4. Once each class has been assigned a specific evacuation site, come up with evacuation procedure using the available map. Initially, all exit points nearest the room of occupants should be suggested as their exit routes; assuming that these are passable after the earthquake.
5. Determine the flow of traffic from each room along the corridors using the information on actual number of occupants per room and their designated evacuation area.

6. Indicate by arrows, the flow of student evacuation coming out of each room up to their designated evacuation site. This will be the suggested earthquake evacuation route for the students.
7. Prepare the final evacuation route and orient all the teachers and school staff about this.
8. Prepare Earthquake Survival Kits (flashlight, battery-operated radio, water, rope, blanket, candle, matches, tissue papers, tools like wrench, pliers, hammer, etc.)
9. Prepare first aid kits.

STAGE 3: ORIENTATION PRIOR TO THE CONDUCT OF EARTHQUAKE DRILL

A. Prepare the students a week before the scheduled drill. For each class, instruct the homeroom adviser to do the following:

1. Allot a specific time for lecture on earthquakes – what it is, how and why they occur, what to do before, during and after an earthquake.

2. Conduct a **classroom observation activity:**
   - Draw a floor plan of classroom (desks, teacher's table, cabinets, etc.)
   - Identify the safe spots in the classroom (tables, desks, doors, etc.)
   - Identify danger zones (*e.g. windows and glass, bookshelves, machinery, cabinets and furnitures that may topple or slide inside the classroom as well as all hanging and heavy objects)*
   - When dangerous areas within the classroom have been identified, ask the students what can be done to correct these and encourage them to take actions toward correcting this.

3. Introduce to the students the suggested evacuation route prepared by the School DRRM Team.

4. Introduce to the students the assigned open area where they will evacuate after an earthquake.

5. Assign somebody who will be in charge of making sure the door is open during the shaking.

Take note:

All advisers should have a buddy, preferably the nearby classroom adviser, who will be in charge of his/her class in case he/she is on leave and is not available to take care of the learners and releasing them to their families.

In the case of secondary schools/intermediate grades where there are subject teachers, the teacher who is currently handling the class when the earthquake occurs, shall take the responsibility of accounting the students in his/her class and releasing them to their families.

---School DRRM Manual, 2016---

B. The main concern during an ongoing shaking is how to protect oneself.

1. Give specific instructions on **what to do during an earthquake.**
   - Introduce DUCK-COVER-HOLD position
     -Take cover under a sturdy table of strongly supported doorway.
     -Watch out for falling objects.
     -Keep clam and don't panic.

2. Give specific instructions about **what to as soon as the shaking stops:**
   - Be alert.
   - Listen to teacher's instructions.
   - Walkout of the classroom in an orderly manner.
   - While walking along the corridors to the nearest exit of the building, be alert and look out for falling debris.
   - DON'T RUN…DON'T PUSH…DON'T TALK…DON'T RETURN.
   - Quietly but quickly proceed to the designated evacuation area for the class and wait for further instructions from the teacher.

- NEVER GO BACK TO THE BUILDING ONCE YOU ARE OUTSIDE. Buildings should be inspected by engineers for possible damage after an earthquake. Students should stay in the open area and wait for their parents/guardians to pick them up.

3. For the teacher, make sure all students are accounted for once in the designated evacuation area.
   - Facilitate the safe release of learners to their respective guardians and/or parents.

STAGE 4: ACTUAL CONDUCT OF EARTHQUAKE DRILL

1. Prior to the scheduled drill, inform the neighborhood regarding the conduct of the drill.

2. Identify and assign observers for each exit points of the building and evacuation areas. They will give their comments and observations during the evaluation of the drill. **You may assign parents, PTA officers, barangay officials as observers.**

3. For the Actual Drill:
   - Assumptions:
     - 1-minute strong shaking signified by 1 minute siren/bell
     - Person cannot stand
     - Buildings may have been damaged but no collapse
     - Possible falling objects including glass windows
     - No immediate assistance will be available for atleast several hours. Self-help and sustenance are required.
     - Possible injuries, fear, panic among students and teachers

   - Give instructions/reiterate the WHAT TO DO'S;
   - Once the siren is heard, do the proper and expected actions.
   - Participants during this 1-minute siren should perform the **duck-cover-hold position**
   - After the 1-minute siren, students quietly go out of the room and proceed to previously designated open space.
   - Teacher should make head count while in the ground

Take note:

Ensure that children with special needs, including learners in early grades, (and pregnant personnel), are properly secured and situated to facilitate their prioritization during evacuation.

---School DRRM Manual, 2016---

---

4. The Over-all Coordinator will announce the termination of drill or "ALL CLEAR" before the students can go back to their classes.

STAGE 5: EVALUATION, RECOMMENDATIONS, SUGGESTIONS

An evaluation of the drill must be conducted to identify problems encountered during the drill and how this can be corrected in future earthquake drills.

No. 103, s 2014

EARTHQUAKE DRILL CHECKLIST

DATE/TIME: _____

PLACE OF DRILL: _____

TIME STARTED: _____

TIME FINISHED : _____

EVALUATOR: _____

LOCATION DURING THE DRILL: _____

I. SIREN AUDIBILITY
- ☐ Okay
- ☐ Needs Improvement

Recommendation: _____

II. EXECUTION OF ***"DUCK, COVER & HOLD"*** TECHNIQUE
- ☐ Excellent
- ☐ Good
- ☐ Needs Improvement

III. EVACUATION PERIOD
- ☐ During Alarm Phase
- ☐ After Alarm Phase
- ☐ Did Not Evacuate Properly

IV. ROUTES TO EVACUTION AREA
- ☐ Observed
- ☐ Unknown

V. EVACUATION PROCEDURE
- ☐ Running
- ☐ Walking casually
- ☐ Walking faster than usual

VI. FIRST AID KITS
- ☐ AVAILABLE
  - ☐ Utilized
  - ☐ Left Behind
- ☐ NOT AVAILABLE

VII. HEAD COVER DURING EVACUATION
- ☐ Executed
- ☐ Needs Improvement

VIII. HEADCOUNT
- ☐ Executed
- ☐ Needs Improvement

IX. EVACUATION AREA
- ☐ Adequate
- ☐ Need more space

X. POST DRILL
- ☐ Participants went back to the building without instruction
- ☐ Participants waited for instructions

*** *For other comments/suggestions/recommendation, please utilize back page.*

Submitted by: _____