



EARTHQUAKE RESPONSE
TRAINING

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PROCEDURE

Introduction

Western Washington is, an area of severe earthquake risk. Approximately 25 earthquakes each year cause ground motions strong enough to be felt by people living close to the epicenter. Since 1840,14 earthquakes have been large enough to cause significant damage over a broad area. So far, over \$40 million in damages and 15 deaths have occurred in Washington as a result of earthquakes. Earthquakes as large as those that have already occurred will definitely occur again at some unpredictable time in the future. In addition, a very large, catastrophic earthquake cannot at this time be considered an impossibility. Damages and injuries from future earthquakes can be reduced by following appropriate emergency procedures.

Earthquake emergency procedure is based primarily on the fact that the safest place for students in the event of an earthquake during school hours, is at the school. This, of course, puts a heavy burden on the school administrator and staff. However, the health and welfare of the students during such an emergency is the responsibility of the school administrator and his or her staff. To assure the safety and well being of students and staff during an earthquake emergency, the following basic procedure is outlined below. However, each school is encouraged to prepare an earthquake safety program using the "Guidebook for Developing a School Earthquake Safety Program".

Procedures

1. Staff Responsibilities - In times of emergency the school principal has the overall responsibility for the safety and welfare of students and staff of that school. This responsibility extends to emergencies which threaten the safety and welfare of all students and staff and which may go beyond the school day.
2. Preparation
 - a. Earthquake drills, using procedures outlined in the "Guidebook for Developing a School Earthquake Safety Program" shall be conducted a minimum of four times yearly. One drill shall be during the first week of school. Another shall be held in conjunction with National Earthquake Awareness Week. Drills shall be reported on the District's "Disaster Training Report Form", and forwarded to the Risk Management office.



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- b. Each school's safety committee should assist in the formation and implementation of its own earthquake safety program incorporating this procedure and using the "Guidebook for Developing a School Earthquake Safety Program", which has been developed by the Federal Emergency Management Agency.
- c. Parent Information - Parents should be informed via a letter from the principal at the beginning of the school year, on what to expect in case of seismic activity during school hours.
- d. Staff Training - Each school should have the following:
 - 1. Staff trained in first aid.
 - 2. The principal or his or her designee should have training in managing a disaster area. Training may be offered by individual schools or may be obtained through District in service classes or courses offered on emergency preparedness outside the District.

3. During an Earthquake

- a. Students within buildings at the beginning of an earthquake should drop to a crouched position with head down toward knees, hands clasped behind neck, arms against ears, eyes closed, and back toward the windows. The safest place would be under a desk, table, or against inner walls or doorways to provide protection from falling plaster, light fixtures, or other heavy overhead objects. Students should be silent so directions can be heard and should be reminded that they could be in the hallway, bathroom, etc., and should follow the same procedures as in the classroom.
- b. Additional head protection can be secured if a jacket or other soft object is available.
- c. Teachers should assume drop position with children.
- d. Students outside buildings on the school ground or on the way to or from school should immediately get as far away as possible from buildings, trees, exposed wires, or other elevated objects which might fall or scatter debris. The safest place is in the open.



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- e. School buses should come to a safe stop away from hazard. Occupants should assume the drop position under seats if possible or in the aisles. Children should remain on the bus.
- f. All students should remain in the drop position until the earthquake is over and/or until further instructions are given.

4. After an earthquake

- a. The following procedures apply after any detectable earthquake:
 - 1. Teachers in portable classrooms should turn off heating and lighting units immediately to avoid the possibility of fire.
 - 2. Immediately after an earthquake teachers should give directions for evacuation to a prearranged site. The class list should be taken to the evacuation site.
 - 3. The custodian should check water, gas, and electricity; if so directed by the principal, turn off utilities and intake valve on water heater.
 - 4. Responsible students or adults should be posted to prevent re-entry, the grounds should be roped off, and damage signs displayed. (If conditions outlined in 4.c below exist, it will be necessary for students and staff to return to the building once it is determined to be usable).
 - 5. Teachers should call roll. A list of absent children with a note as to their possible location should be sent to the principal.
 - 6. Parents should be notified by telephone of any accidents to children as soon as emergency needs have been met. If telephones will not operate, parents should know what radio stations to listen to for information concerning their children.
- b. In the event that a building is not usable due to actual or suspected structural damage, schools should follow procedures described in "Guidebook for Developing a School Earthquake Safety Program".



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- c. In the event that a building is usable as determined by the principal but other buildings in the city are not:
 - 1. The following conditions may exist:
 - a. Normal forms of transportation and communication may not be available.
 - b. Students may not have a place to return from school.
 - c. No one may be at home if a student returned from school.
 - 2. In case of this situation:
 - a. The responsibilities of the principal for the safety and welfare of students and staff might extend for an indefinite period of time.
 - b. Schools may be used as emergency housing per agreements with agencies which provide assistance during disasters (e.g., American Red Cross and Seattle King County Office of Emergency Preparedness).
- d. Procedures regarding Student Release after serious Earthquake or other emergency.
 - 1. Following an earthquake or other serious emergency, all students will be kept at school if the emergency happens during school hours. This will be done to insure the safety, health, and welfare of students.
 - 2. The schools will provide for food, water, medical attention, and shelter to the best of their ability.
 - 3. Parents should provide information regarding to whom the students can be released in an emergency. In order to provide the above, the parent guardian should take into account geographical isolation of the schools their children attend and designate other people in the walk zone area of the school as those to whom the students can be released if possible. This information should be updated at the beginning of each school year or at the time of any change. The information should include the following items:



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- a. Neighbors near the school, home, work, and/or daycare that can care for their child.
 - b. The bus number of the student if applicable.
 - c. A valid medical release authorizing emergency treatment for their children that can be used in life threatening situations when communications have been severed and parents cannot be reached. (Form attached)
 - d. Provide notification to the school of any special medical conditions the student has and any special medications the student must take on a regular basis. A parent should also purchase a medic alert tag for any child having a severe medical problem and should have the student wear the medic alert tag at all times.
 - e. Parents should inform the school of any unusual situations that may prevent a parent/guardian from claiming the child within 72 hours of an emergency. Examples would be a parent with a handicap, language barrier, or other circumstances that could prohibit a parent from coming to claim a child.
- e. Rules Governing Release of Students After an Emergency.
- 1. All parents/guardians must sign out any students with the person in charge of such activity at each school site. There will be a specific area at each site set up for checking out students. Included in the sign out will be documentation as to where the student is going.
 - 2. Identification will be required of any parent/guardian claiming the child if school officials do not recognize the parent/guardian.
 - 3. The principal or her/his designee is the final authority on whether a student should or should not be released to the party claiming the child.
 - 4. After 72 hours, the principal/designee will interface with agencies such as the Red Cross, the Washington National Guard, or Child Protective



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Services if the child has not been claimed by a parent/guardian. The principal/designee will seek help for the students with these agencies to place the child as a missing person. If a child is released to any such agency, release records at the school will record which agency took the child.

5. The school and its personnel will make every effort to insure that the parent/guardian wishes are complied with in an emergency.
 6. All special programs including Special Education and Bilingual will follow the above procedures where applicable. Based upon the unique nature of these programs, if there is a necessity to deviate from the above procedures, the programs will formulate what changes are needed and forward these changes to the Risk Management office.
- f. Rules governing staff release after an earthquake.
1. All employees are encouraged to have a family emergency plan as their first line of defense in the event of an earthquake or serious emergency.
 2. Selection of a team to respond to an earthquake must be based on the fact that each member of the team should stay at the building site for at least seventy-two (72) hours after the quake. Selection of this team can be done by polling the staff to find out who would be willing to stay and work. When selecting those staff members to be part of this team, the following staff should always be part of the team:
 - a. School-nurse (or team members who have active first aids cards).
 - b. Custodians
 - c. Principal
 - d. Secretary
 - e. Vice Principal (if any)
 - f. Selected Staff Members that can stay
 - g. Supplies



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Each school is encouraged to obtain supplies necessary to make their populations and staff comfortable for up to 72 hours after the earthquake. Additionally, principals are authorized to use any food or equipment on campus to provide for their students or staff. Schools are encouraged to obtain supplies for in-room kits. These kits should have the following items present:

Roller gauze (1" X 1"), (1" X 2"), (1" X 3")
6 eye pads
3 triangular bandages
1 box band aides
1 roll adhesive tape 1/2"
1 roll adhesive tape 1
Small scissors
Tweezers
Safety pins
Soap or ST-37
Red Cross First Aid book
Cotton balls
Blanket
Garbage-sized plastic bags (one for each person)
Soft bristle paint-brush (for brushing off glass fragments)
Pad of paper
Pencils or pens
Flashlights and batteries
Permanent marker (for writing each child's name on their hand) small transistor radio
Hard candy
List of disaster procedures
1 quart of water

Extras that are encouraged:

Ace bandages	Antiseptic towelettes
Paper cups	Sanitary napkins (used for serious bleeding)
Needle and thread	25 yards sterile gauze
Pocket knife	Splints
Q-tips	Extra roller bandages
Cold packs	Blankets
Kleenex	Water
Matches	



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SEATTLE PUBLIC SCHOOLS

EARTHQUAKE/EMERGENCY

INFORMATION AND STUDENT RELEASE

NAME SCHOOL
ADDRESS HOME PHONE
PARENTS' NAME WORK PHONE
EMERGENCY CONTACT WORK PHONE
BUS NO.

GUARDIANS/NEIGHBORS TO WHOM STUDENT CAN BE RELEASED IN AN EMERGENCY: (Please designate those authorized to pick up your child keeping in mind the geographical location of the school your child attends.)

MEDICATION OR CONDITIONS THAT NEED ATTENTION IF A CHILD REQUIRES OVERNIGHT CARE AT THE SCHOOL. (Parent or guardian should purchase a medic-alert tag for students when such a condition is listed here.)

EMERGENCY MEDICAL RELEASE

In the event of a severe emergency or natural disaster such as an earthquake, it is recognized that I may not be able to be reached. Should such an incident occur, I authorize the Seattle School District to refer my child as appropriate, for any necessary medical treatment. It is my intent and understanding that this medical release be used only in a case of extreme emergency when attempts to reach me have failed.

PARENT/GUARDIAN SIGNATURE

DATE SIGNED