

Shoreline Schools - Emergency Procedures

Earthquake

 Action Completed	Action DURING the Earthquake:
	<ul style="list-style-type: none"> ■ If indoors, stay indoors. ■ DROP, COVER, AND HOLD ON TO SOMETHING STABLE. Crawl under sturdy furniture. If possible, move to an inside wall or doorway. Stay away from windows and glass. Position your back toward glass and cover your eyes. ■ Do not use candles, matches, or any open flame. ■ Do not run through or near buildings where debris could fall on you. ■ If outside, stay in the open. Keep away from buildings, trees, and electrical wires. ■ If in a moving car, stop. Stay inside until the shaking stops. <p><u>After the earthquake has subsided:</u></p> <p>Evacuation should NEVER be automatic.</p> <ul style="list-style-type: none"> • There may be more danger outside your building or facility than there is inside. • There may be no safe assembly area outside. There may be no clear routes to get outside, and alternate routes may need to be cleared. • The lighting inside your building or room will probably be out - it may be DARK. • Before any decision is made to vacate all or part of a school, someone must find out if there IS: <ol style="list-style-type: none"> 1. A safe route out, AND 2. A safe place to assemble the students outside <ul style="list-style-type: none"> ■ Inspect exits to make sure there is no debris hanging over exits. ■ Evacuate cautiously. Aftershocks can collapse a weakened structure. ■ Aftershocks, if they occur, usually occur within a few minutes of the initial shock. ■ Keep students in groups and under control. ■ Take attendance to make sure NO ONE is missing. ■ Refer to the “valve shut-off” locator chart posted in the building to shut off utilities. DO NOT TURN OFF natural gas valve unless the smell of gas is evident. ■ Remain calm. Assess your situation. ■ Notify the Superintendent’s office of the situation in your school and possible need for assistance.

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 Action Completed	BEFORE an earthquake (NOW), survey your school with evacuation in mind.
	<p>1. Look for potential post-earthquake hazards INSIDE the building:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Suspended ceilings <input type="checkbox"/> Hanging light fixtures <input type="checkbox"/> Large windows (either exterior or interior) not protected against shattering <input type="checkbox"/> Tall bookcases or cabinets that may topple because they are not bolted to the wall <input type="checkbox"/> Classroom equipment such as computers, TVs, VCRs, stereos, and slide projectors <input type="checkbox"/> Stairwells <input type="checkbox"/> Storage areas for cleaning, painting, or other hazardous materials <input type="checkbox"/> Science labs, especially chemistry <input type="checkbox"/> Shop areas <input type="checkbox"/> Places where the main gas supply or electric current enters the building
	Designate evacuation routes that avoid as many of the above potential hazards as possible.
	In addition, decide on alternate routes to your main routes.
	Consider students with disabilities as you think about your evacuation routes.
	Make sure staff knows what to do, and where to go, if the students are already <u>outside</u> the facility when the earthquake happens.

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Earthquake

Check List for School Administration & Faculty

 Action Completed	Action BEFORE an earthquake - survey with evacuation in mind (<i>Continued</i>)
	<p>2. Look for potential post-earthquake hazards OUTSIDE the building:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Power lines <input type="checkbox"/> Trees <input type="checkbox"/> Areas near buildings that may have debris fall on them — parapets, roof tiles, chimneys, glass <input type="checkbox"/> Routes past concrete block walls <input type="checkbox"/> Covered walkways <input type="checkbox"/> Places under which large gas main pipes run <input type="checkbox"/> Areas near chain link fences (which can be electric shock hazard if touched by live wires) <input type="checkbox"/> Hazardous materials storage areas
	<p>Designate open areas outside that are without overhead hazards and removed from potential danger spots; choose an off-campus spot such as a park for back-up.</p>
	<p>Assembly areas should be as close to the facility as is safe so that students and staff have easy access to bathrooms, phones, and the student release point.</p>
	<p>Designate who will have the responsibility to assess conditions after an earthquake and report findings to administration and co-workers.</p>

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Earthquake

 Action Completed	Action BEFORE an earthquake - survey with evacuation in mind (<i>Continued</i>)
	<p>3. Everyone should be informed about evacuation plans:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Once routes and assembly areas have been chosen, make floor plans and maps and distribute to all staff. <input type="checkbox"/> Inform all personnel and students about the plans made and the routes chosen. <input type="checkbox"/> Have all substitute teachers review the plan before starting each class. <input type="checkbox"/> Make clear: a post-earthquake evacuation route differs from a fire evacuation route; AND alternate routes may need to be used. <input type="checkbox"/> Include all students and staff with disabilities in the drills and exercises. <input type="checkbox"/> Hold drills and exercises according to drill schedule; practice alternate routes. <input type="checkbox"/> Evaluate your drills and exercises and make changes as necessary.
<p>Post-Earthquake Evacuation Check List for <u>School Administration</u></p>	
 Action Completed	Action AFTER the earthquake, gather information and make decisions.
	<p>ADMINISTRATORS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assess the situation — inside and outside. <input type="checkbox"/> Decide whether to evacuate all or parts of buildings. <input type="checkbox"/> Choose the route(s) and the assembly place. <input type="checkbox"/> Communicate directions to all teachers.

Earthquake

Post-Earthquake Evacuation Check List for Teachers

 Action Completed	Action AFTER the earthquake, gather information and make decisions.
	<p>TEACHERS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Do NOT automatically rush your class into the corridor or outside the building. <input type="checkbox"/> Wait to hear instructions from an administrator. (In circumstances in which you wait a long time without hearing anything, you will have to make decisions yourself) <input type="checkbox"/> If you are in an unsafe classroom (i.e. the ceiling has collapsed, wires are crackling, broken glass or chemicals are all over the floor, you smell gas or smoke) you will want to leave; BUT you must inspect for damage or additional hazards BEFORE you move to safety. <input type="checkbox"/> Have another teacher watch your students while you find the best way to evacuate and the safest place to go. You may not need to go outside to the assembly area, but merely move from one inside room to another. <input type="checkbox"/> Account for all your students before you leave the classroom. <ul style="list-style-type: none"> ○ If the classroom damage forces your class to evacuate, take injured students with you ONLY if moving them will not cause further injury. ○ If you must leave an injured student, try to protect the student from items that might fall during aftershocks. Post a large, visible sign indicating the student is there. ○ The lights will probably be out and it may be dark — ALWAYS have a flashlight that works. <input type="checkbox"/> Be alert as you lead students down stairwells or corridors to anything (dangling lights and ceiling struts, broken glass, slippery floors) that could hurt them or you. <ul style="list-style-type: none"> ○ In an aftershock, everyone should duck and cover until the shaking stops. <input type="checkbox"/> Once you get to a safe location, communicate your whereabouts to the administrator by whatever methods have been specified in your plan — sending a runner, using a walkie-talkie, or returning to your classroom to post a note.