ADMINISTRATIVE PROCEDURE

1. Purpose:

Earthquakes happen with no warning, and therefore life-protecting actions must be taken at the first indication of ground shaking. Even in the most severe earthquakes buildings rarely collapse completely. Injury and even death are most often caused by the shattering and falling of non-structural elements such as window glass, ceiling plaster, lighting fixtures, chimneys, roof tiles and signs. There will be no time to think of what to do, therefore earthquake preparedness measures are very important.

2. Earthquake Drills

Regular earthquake evacuation drills should occur separately from, but with the same frequency, as fire drills. Drills should regularly simulate emergencies such as jammed doors, blocked hallways and stairways. Copies of the standard earthquake procedures should be given to each teacher to implement in the classroom. An earthquake may not occur during the childhood of the students. However, the earthquake safety lessons they learn will stay with them and be useful in adulthood and to pass onto their children.

3. Earthquake Response Procedure:

a) Students and Staff in Classrooms:

i) Take cover under desks or tables
ii) Face away from windows
iii) Assume "crash" position on knees, head down, hands clasped on back of neck or head covered with book or jacket
iv) Count aloud to 60, earthquakes rarely last longer than 60 seconds and counting will help the students stay calm

b) Teacher Responsibilities:

i) Review evacuation procedures
ii) Issue the "take cover" order
iii) Also take cover for 60 seconds

c) Other Areas of the School:

In other areas of the school, at the first sign of an earthquake, occupants should:

i) Move away from windows, shelves and heavy objects that may fall

ii) Take cover under a table, desk, in a corner or a doorway

iii) In halls, stairwells and other areas where no cover is available move to an interior wall, kneel with back to wall, place head close to knees, clasp hands behind neck and cover side of head with arms

iv) In the library move away from where books and bookshelves may fall and take cover

v) Stay inside, usually the most dangerous place is just outside where building debris may fall, exit only after shaking has stopped

vi) In science laboratories extinguish all burners, if possible, before taking cover; stay away from hazardous chemicals that may spill

vii) In other areas such as gymnasiums, auditoriums, music rooms and industrial shops, the board should prepare appropriate guidelines based on the above. Simulation exercises should occur outdoors as well as inside the school. Students and teachers should move to an open space away from buildings and overhead power lines; lie down or crouch because legs will be unsteady. Look around to be aware of dangers that may require movement.

viii) On the school bus, the driver should stop the bus away from power lines, bridges, buildings and overpasses. Occupants should remove heavy objects from overhead racks, stay in seats and hold on to the seat in front.

ix) Indoors or outdoors, take action at the first indication of an earthquake. After an earthquake building evacuation should occur as soon as possible due to the possibility of aftershocks, building collapse, fires and explosions.

4. Immediately Following an Earthquake

a) Students should:

i) Evacuate the building in single file when instructed by the teacher or monitor
ii) Keep calm
iii) Wear shoes
iv) Do not use an elevator

b) Teachers should:

i) Instruct students to evacuate when all shaking has stopped
ii) Lead class to the designated assembly area
iii) Be prepared to choose alternative escape route in case of fire or exit blockage
iv) Give first aid, if necessary
v) Do not re-enter the building unless instructed by the principal