



*Team with community partners to restore a healthy and safe learning environment and assist students and staff in the healing process following an earthquake*

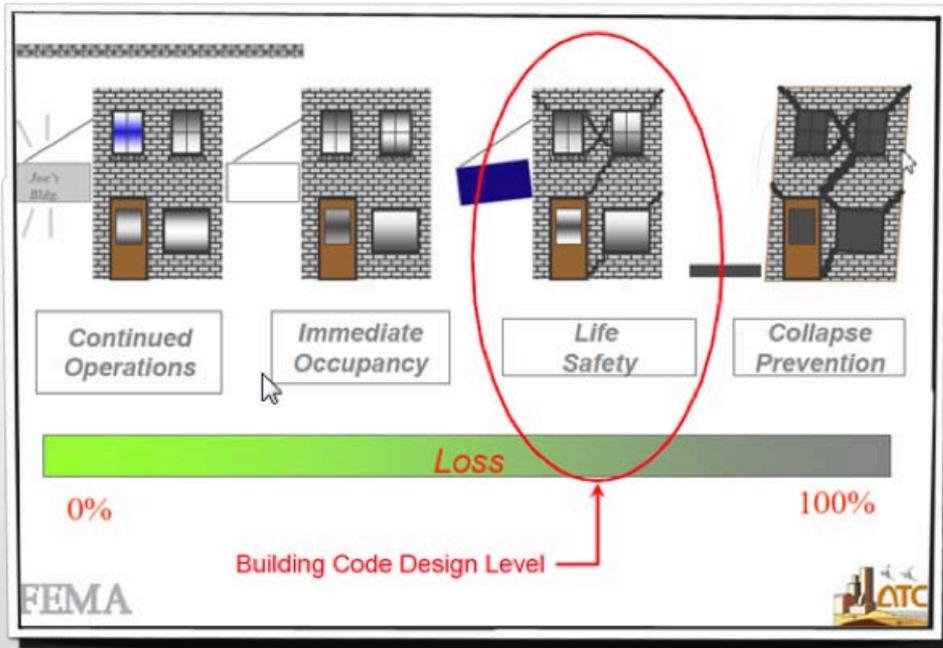


- Physical Facilities
- Academic Recovery
- Business Recovery
- Psychological Recovery





## Schools will need inspections



- Structural Damage
  - Overall or partial collapse
- Non-Structural Damage
  - Falling hazards
- Other Hazards
  - Fires
  - Chemical spills, fumes
  - Shock hazards
  - Asbestos





## Hazardous Materials

- Chemical spills
- Asbestos
- Fumes





## Applied Technology Council

- National standard for safety evaluation of earthquake-damaged buildings
- Provides procedures for decisions regarding continued use and occupancy of earthquake damaged buildings

## ATC-20 Inspectors

- Licensed Building Inspectors
- Licensed Civil, Structural or Geotechnical Engineers
- Plan Examiners
- Architects
- Geologists





## ATC-20 Posting System

### INSPECTED

(Green): Appears safe for lawful occupancy.

### LIMITED ENTRY/RESTRICTED USE

(Yellow): Some restriction on use, controlled by building owner/manager.

### UNSAFE

(Red): Entry controlled by jurisdiction.



# RECOVERY (After the Shaking)

## Post-Earthquake Safety Evaluation of Buildings



### "REDETAG TAG"



**WARNING:**

This structure has  
safety is questiona  
Entry, aftershocks,  
death or injury.

**Comments:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Facility Name and  
\_\_\_\_\_  
\_\_\_\_\_



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**So what can we do after a large earthquake when the official inspectors aren't readily available?**





## Collaborate with Community Partners

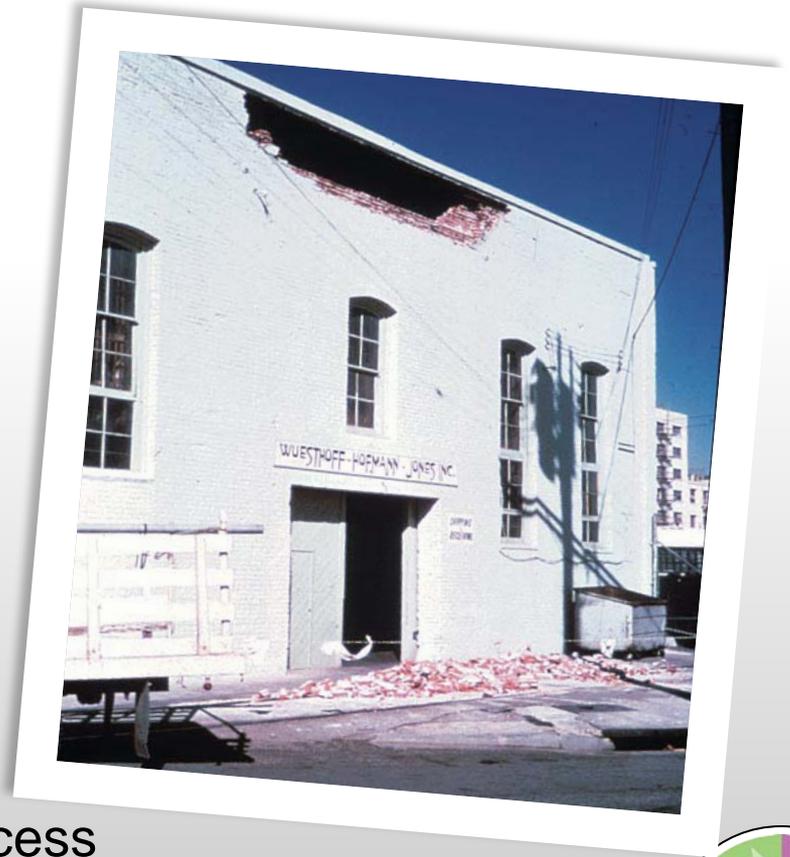
- Contact your local building officials
  - Essential facilities, Top 10 List?
  - Identify a team of inspectors who live or work near your school
- 
- Conduct Drills & Exercises
    - Tabletop with community partners
    - Damage assessment drills
    - Continuity of operations exercises





## School Based Damage Assessment Teams

- Training (ATC-20)
- Written Procedures
  - Guidelines & parameters
  - Lines of authority
  - Empower facilities staff
- Considerations
  - Collect information
  - Quickly close or restrict access
  - Reassessments after aftershocks





- **Activate**
  - Succession plan
  - Essential services
  - Essential personnel
- **Academic Recovery**
- **Business Recovery**





- Academics – the primary purpose of schools
- Facilitate students' return to learning
- Restore structure and routine
- Restore normalcy in the school environment as soon as possible





## Academic Recovery

### Temporary adjustments to:

- **Academic routine**
  - Distance learning
  - Modified schedule
- **Physical Routine**
  - Doubling up
  - Portable classrooms
  - Utilize community buildings





## ***Business Recovery***

- Restore district administrative functions
- Ensure staff are supported
- Set-up automatic payment system
- Rapid contract execution
- Institute a system to register out of district students, and to register students in new schools



***NOTE:*** *The level of COOP activation will be determined by the scope and breadth of the earthquake.*





### What is Psychological/Emotional Recovery?

*Purpose: promote coping and support resiliency for students and staff following an emergency.*

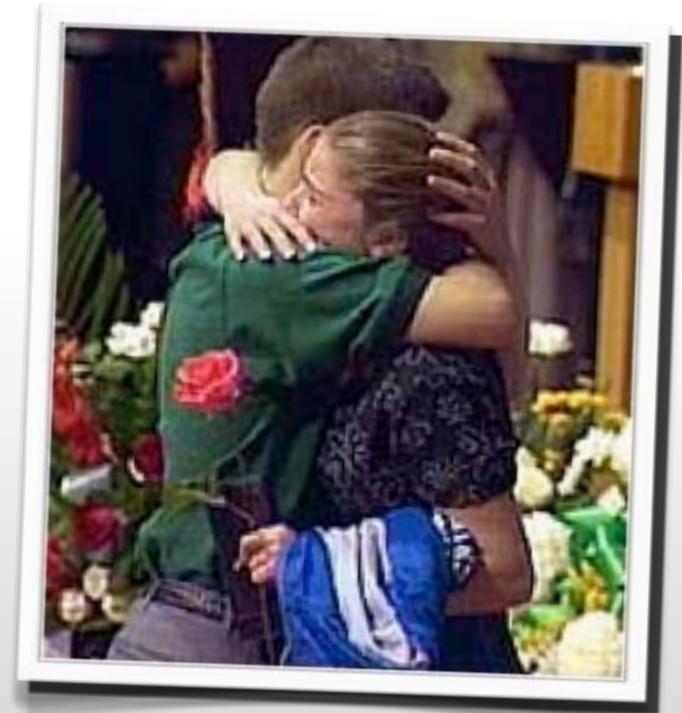
- Recognize the factors that may impact psychological/emotional recovery.
- Address issues related to traumatic stress.
- Short- and long-term interventions may be necessary.
- Work with internal and external partners who can provide support services – pre-screening is critical.
- Training of school and district-level mental health recovery teams.





## Psychological/Emotional Recovery

- Immediate actions – Psychological First Aid for Schools
  - to reduce initial distress
  - foster short and long-term adaptive functioning
- Long-term counseling – monitoring for impacts over time
- Commemorations and memorials
- Key dates (anniversaries)





## Psychological First Aid for Students

*Follows a five-step response strategy designed to reduce initial distress:*

- Listen
- Protect
- Connect
- Model
- Teach

**Listen, Protect,  
Connect –  
Model & Teach**





## What to expect in schools in absence of intervention

- ↓ Cognitive functioning and academic achievement (anxiety, ↓ concentration, sleep problems, depression).
- ↑ Absenteeism (school avoidance).
- ↑ Suspensions/expulsions (irritability, social regression, substance abuse).
- → → ↓ Graduation.

***Taking time in schools to help children adjust to disaster and aftermath is essential to promote academic achievement.***



## Self Assessment



- Physical Facilities
- Academic Recovery
- Business Recovery
- Psychological Recovery



- **Earthquake Hazards**

Consider the risks and implications of a *Cascadia Subduction Zone* Earthquake to our schools, students, and staff.

- **Prevention-Mitigation**

Identify measures to take in advance of an earthquake to eliminate and/or reduce the loss of life and property at our schools.

- **Preparedness**

Explore how schools and community partners can work together to customize plans and implement training that prepare our schools for an earthquake.

- **Response**

Put your plans into action to efficiently and effectively respond to an earthquake and provide for the immediate needs of students and staff.

- **Recovery**

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# What are Your Next Steps?

## **Assess**

-  Assess your readiness as a school or district
-  Collaborate with community partners

## **Plan**

-  Make a plan of action: 5-year plan, 10-year plan, etc.
-  What can you accomplish immediately at little or no cost?

## **Act**

-  Take action

*“It is necessary to combine knowledge born from study with sincere practice in our daily lives. These two must go together.”*

*Dalai Lama*



# Additional Resources

-  **Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center**  
<http://rems.ed.gov>
-  **American Clearinghouse on Education Facilities (ACEF)**  
<http://www.acefacilities.org/>
-  **FEMA Earthquake Publications and Tools**  
<http://www.fema.gov/plan/prevent/earthquake/publications.shtm>



# Thank you for attending! Any questions?



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