

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center

Sample Earthquake Annex

Edgewater Elementary School Sample Earthquake Annex

Edgewater Elementary School is located in an area that, according to the U.S. Geological Survey (USGS), has a high probability of experiencing an earthquake. In many parts of Oregon, earthquakes are a serious threat and can strike without warning. We must be prepared for an earthquake in the state, as well as one occurring offshore in the Cascadia subduction zone. If this were to occur, it could severely damage not only the school, but a lot of Oregon’s infrastructure. We expect that roads could be impassible, bridges severely damaged, and utilities destroyed, and it may be weeks or months before this infrastructure is repaired. Mitigating potential hazards before an earthquake strikes, being prepared to take protective measures when the ground shakes, and preparing to meet the immediate and short-term needs of students and staff members following an earthquake are essential elements in our *Earthquake Annex*.

BEFORE an Earthquake Occurs			
Goals: Prevent injuries, loss of life, and property damage; be equipped to meet basic needs			
Objectives: Train whole school community in earthquake response; conduct non-structural and structural mitigation; and inspect and replenish emergency supplies			
WHO IS RESPONSIBLE	COURSE OF ACTION	DUE DATE	FOLLOW-UP REQUIRED
All Staff and Substitutes	<input type="checkbox"/> Take our <i>SafeSchools</i> online earthquake training, which is located on the staff secure Website.	Before school starts in fall	District Human Resources (HR) Department verifies compliance.
All School Bus Drivers & Type 20 Activity Bus Drivers	<input type="checkbox"/> Take our <i>SafeSchools</i> online Bus Driver Earthquake and Tsunami training, which is located on the staff secure Website. Review the Edgewater School District <i>Tsunami Hazard Maps</i> for your route and familiarize yourself with high-ground evacuation	School Bus Drivers: August In-Service Training Type 20 Drivers: at Certification & Re-certification	Consult with District Safety Office if guidance is needed.

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	<p>routes.</p> <p><input type="checkbox"/> Print and keep the maps as they relate to each specific bus route in each bus.</p>		
School Administrator & New Staff	<p><input type="checkbox"/> Orient new staff members to building-specific earthquake evacuation routes and tsunami evacuation routes (see <i>Evacuation Annex</i>¹), as well as the location of emergency supplies (see <i>Emergency Cache Appendix</i>), and expectations for immediate and short-term care of students (see <i>Overnight Sheltering Annex</i>).</p>	Before school starts in fall	Indicate compliance on Planning Team Roles & Responsibilities Form.
Health Assistant	<p><input type="checkbox"/> Inventory emergency medical supplies in the emergency cache. See <i>Emergency Cache Appendix</i> for list of medical supplies (type and quantity) included. Check supplies for expired or damaged items. Consider if additional supplies are needed due to any changes in school population.</p>	Before school starts in fall	Coordinate with District Nurse for replacements or additional supplies, as needed.
Kitchen Manager	<p><input type="checkbox"/> Inventory emergency food and water supplies in the emergency cache. See <i>Emergency Cache Appendix</i> for list of food and</p>	Before school starts in fall	Coordinate with District Food Services Manager for replacements

¹ References to other annexes, such as this reference to “see *Evacuation Annex*,” do not refer to other sample annexes available from the REMS TA Center, but are instead meant to illustrate the interconnectedness of a real plan. All sample annexes are fictional and represent fictional schools. These are for reference only and do not depict actual decisions made by collaborative planning teams. A true annex would reflect the unique characteristics and resources of a school and its school district.

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	<p>water resources (type and quantity) included. Check supplies for expired or damaged items. Consider if additional supplies are needed due to any changes in school population.</p>		<p>or additional supplies, as needed.</p>
<p>Health Assistant, Special Education Teachers, & Other Staff, as needed</p>	<p><input type="checkbox"/> Refer to student health forms and use the <i>“Special Accommodations for Drills & Emergencies”</i> form and training video to update/create individual response plans for those with disabilities or access and functional needs. Include family in the planning process. Review individual response plans with teachers and practice responses with those students, making sure the appropriate supplies/equipment associated with each plan is distributed to the correct locations.</p>	<p>Within first two weeks of start of school</p>	<p>Consult with District Safety Office and Occupational Therapist if guidance is needed. Send updated plans to District Nurse & Planning Team.</p>
<p>Administrator</p>	<p><input type="checkbox"/> Send an email to all staff members with a reminder to follow the Classroom Safety Checklist, which is made available in their mailbox before school starts in the fall, when setting up their classrooms.</p> <p><input type="checkbox"/> Disseminate ShakeOut Drop, Cover, and Hold On posters for each room.</p> <p><input type="checkbox"/> Make assignments so each room</p>	<p>The week before school starts in fall</p>	<p>Indicate compliance on Planning Team Roles & Responsibilities Form.</p>

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	(academic and non-academic rooms) are assigned a buddy room and adult.		
All Teachers	<input type="checkbox"/> Review earthquake procedures with students. Show training video and discuss scenarios, Drop, Cover, and Hold On procedures, and evacuation options with your students. Practice in various locations at school so all students are prepared to take protective actions even when tables/desks are not available and they are not in their classroom.	Within first two weeks of start of school	Consult with District Safety Office if needed.
Teen Community Emergency Response Team (CERT) Leader or Occupational Safety and Health Administration (OSHA) Health & Safety Committee	<input type="checkbox"/> Inventory, inspect, and replenish light search and rescue supplies in emergency cache. See <i>Emergency Cache Appendix</i> for list of supplies. Consider if additional supplies are needed due to any changes in school population. <input type="checkbox"/> Train Teen CERT students on their possible roles following an earthquake. <input type="checkbox"/> Schedule demonstration assembly in October with administrator.	Before October earthquake drill	Arrange with District Safety Coordinator for replacements or additional supplies, as needed.
Whole School Community	<input type="checkbox"/> Conduct and participate in two earthquake drills per year: one starting in a classroom environment and one during a	October: with the Great Shakeout Earthquake Drills and	Send Drill Evaluation Reports to District Safety

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	<p>non-instructional time. At least one drill should have a blocked evacuation route.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Each drill includes Drop, Cover, and Hold On procedures as well as a complete evacuation. After each drill, debrief with staff and students and make immediate corrections, if needed, while reviewing and updating this annex. <input type="checkbox"/> Hold student assembly with Teen CERT demonstrating response. 	<p>April, as part of the school's PrepareAthon activities</p>	<p>Office. Register with the Great Shakeout Website. Register with the PrepareAthon Website.</p>
<p>OSHA Health and Safety Committee</p>	<ul style="list-style-type: none"> <input type="checkbox"/> When conducting safety inspection of the school building, its classroom, and nonacademic spaces, pay particular attention to the non-structural earthquake mitigation requirements on the checklist, such as the following: ensuring items are not stored above head level; bookshelves and other heavy or tall furniture are secured to wall studs; science storage areas have cabinet fasteners; etc. Follow instructions on the building and room-specific inspection checklists. Direct staff to make immediate corrections within their control. Create a list of short- and long-term projects for earthquake mitigation planning. 	<p>September and January</p>	<p>Submit Safety Inspection Report to District Safety Office. Submit work orders to District Facilities Department for mitigation, as needed.</p>
<p>Planning Team with city engineer or other city</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assess and plan for structural earthquake mitigation. Review 	<p>March</p>	<p>Submit Earthquake</p>

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<p>representative with knowledge of building structures. Consult and coordinate with District Safety Office representative and Fire Department representative.</p>	<p>the <i>Rapid Visual Screening</i> report and most recent Safety Assessment for the school. Prioritize needs and review/develop an Earthquake Mitigation Plan.</p>		<p>Mitigation Plan request to District Facilities Department.</p>
<p>All staff and coaches going on field trips or athletic events and administrator</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Take our <i>SafeSchools</i> online Activity Trip Safety training, which is located on the staff secure Website. Refer to the <i>Activity Trip Annex</i> and be prepared to follow both the earthquake and tsunami protocols. <input type="checkbox"/> See the <i>Tsunami Evacuation Maps</i> on our Website; use tsunami evacuation routes and assembly areas to guide your activity route and destination. <input type="checkbox"/> See <i>Communications and Warning Annex, Public Health, Medical and Mental Health Annex, and School Bus Annex</i>. Work with administrator and create integrated earthquake/tsunami courses of action specific to the trip. Review courses of action with all staff, chaperones, and students attending the trip. 	<p>Before Activity Trip</p>	<p>Consult with District Safety Office if guidance is needed.</p>
<p>Administrator</p>	<p><input type="checkbox"/> Ensure all staff members are</p>	<p>Before school starts</p>	<p>Consult with</p>

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	<p>aware and trained on their roles and responsibilities before, during, and after an earthquake with consideration of a possible tsunami. Have staff sign off on training requirements fulfilled.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work with media in advance so that they are prepared to post proper information and sources for parents/guardians (hereafter referred to as “families”) to receive updates. <input type="checkbox"/> Review <i>Earthquake Annex</i> with district and community partners. 	in fall	District Safety Office if needed.
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DURING an Earthquake

Goals: Protect students and staff from injury;
meet the basic needs of the whole school community
Objectives: Take immediate protective measures during the shaking;
safely evacuate after the shaking stops; and
provide for immediate and short-term medical, physical, and emotional needs

WHO IS RESPONSIBLE	COURSES OF ACTION
Whole School Community	<ul style="list-style-type: none"> <input type="checkbox"/> All students, staff members, and visitors should immediately Drop, Cover, and Hold On. This includes teachers. DROP down onto your hands and knees (before the earthquake knocks you down). This position protects you from falling but allows you to still move if necessary. COVER your head and neck with one arm and hand. If a sturdy table or desk is nearby, crawl underneath it for shelter. If no shelter is nearby, crawl next to an interior wall (away from windows). Stay on your knees; bend over to protect vital organs. HOLD ON until the shaking stops. If you are under shelter, hold on to it with one hand; be ready to move with your shelter if it shifts. If you are not

under shelter, hold on to your head and neck with both arms and hands.

- Implement individual earthquake response plans (which were created using the “*Special Accommodations for Drills & Emergencies*” form) for those with disabilities or access and functional needs as best as you are able given the setting and situation you find yourself in when the shaking starts.
- During the shaking, try to give verbal instructions and encouragement to the students in your care, reminding them of protective measures to take and working to calm them.
- If the fire alarm sounds while the ground is still shaking, wait until the shaking stops before evacuating.
- When the shaking stops, instruct students to hold their position temporarily while you assess the situation. There may be broken glass, debris, loose ceiling tiles, blocked or jammed exit doors, or other hazards. There may be injuries or students who are trapped. Quickly tend to immediate life safety needs, including extinguishing any small fires.
- Work to safely evacuate your students. Evacuate whether or not the fire alarm sounds. Instruct students to be watchful for hazards, to be prepared to take alternative routes, and to help each other since there may be injuries. See *Evacuation Annex*.
- If students are trapped, make a plan with your Buddy Room Teacher for one teacher to exit with both classes while the other stays with the trapped student(s). Be sure to write the names and room numbers of all staying behind for the Buddy Room Teacher to report at the Assembly Area once evacuated. See *Accounting for All Persons Annex*.
- If it appears safe and there is enough time, evacuate with your yellow emergency supplies bucket and with student coats/backpacks, if students can access them quickly.
- If an aftershock occurs while you are exiting, Drop, Cover, and Hold On until the shaking stops.
- If you are outside during an earthquake, stay outside. Try to move away from buildings, utility poles, trees, and other hazards into a clear, open

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	<p>space. Drop, Cover, and Hold On until the shaking stops.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Once at the Assembly Area, follow protocols to account for all students, staff members, and visitors in your care. See <i>Accounting for All Persons Annex</i>. <input type="checkbox"/> Continue to supervise students, reassuring them and preparing them for next steps such as family reunification, sheltering, etc.
WHO IS RESPONSIBLE	COURSES OF ACTION
<p>Incident Command/Unified Command [Administrator/emergency responders²] & General Staff (Operations, Planning, Logistics, and Finance/Administration Chiefs) as needed</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Principal or designee establishes Incident Command Post and assigns incident management personnel, as needed, according to Incident Command System (ICS) structure. <input type="checkbox"/> Implement protocol to account for all students, staff members, and visitors. [See <i>Accounting for All Persons Annex</i>.] <input type="checkbox"/> Implement light search-and-rescue protocols, depending on outcome of accounting for all students, staff members, and visitors, using Teen CERT and/or trained staff. [See <i>Light Search & Rescue Annex</i>.] <input type="checkbox"/> Implement emergency medical protocols to meet immediate medical needs. Activate Teen CERT and/or trained staff to triage and set up/operate a medical treatment area. [See <i>Public Health, Medical, and Mental Health Annex</i>.] <input type="checkbox"/> Be prepared for a possible tsunami. [See <i>Tsunami Annex</i>.] <input type="checkbox"/> Implement family reunification protocols. Prepare students and staff for delayed reunifications since damage to roads and bridges may make reunification a several day event. [See <i>Family Reunification Annex</i>.] <input type="checkbox"/> Communicate your school status to the district office if/when able. If normal communication methods are not available, consider options such as amateur (ham) radios, bus radios, and school two-way radios. [See <i>Communications and Warning Annex</i>.] <input type="checkbox"/> Implement emergency communications protocols for communicating with families, as you are able and as options become available. Coordinate with community partners such as the county Emergency Operations Center and

² Square brackets indicate who will likely fill the role under the Incident Command System (ICS).

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	<p>amateur radio partners if normal communication methods are not available. [See <i>Communications and Warning Annex</i>.]</p> <ul style="list-style-type: none"> <input type="checkbox"/> Set up an Information Center area outside school as a community reception point. This area will provide information dissemination and direct people to appropriate areas (volunteer coordination, family reunification information, etc.). [See <i>Communications and Warning Annex</i>.] <input type="checkbox"/> Implement overnight sheltering protocols for delayed reunification situations, if needed. Determine which staff members can stay and which need to leave. [See <i>Overnight Sheltering Annex</i>.] <input type="checkbox"/> Coordinate with first responders and the district incident command team as they become available. <input type="checkbox"/> Non-Shelter School: After initial family reunifications are complete for families who are able to get there, implement your off-campus evacuation plan, transporting the remaining students to the nearest “shelter school.” See <i>Evacuation Annex</i>. Hang a sign on your school main entrance door indicating where students have been relocated to so families can report there for reunification. <input type="checkbox"/> Shelter School: Deploy emergency cache resources to prepare to meet immediate and short-term basic needs. Enlist the help of older students and adult volunteers. [See <i>Emergency Cache Appendix</i>.] <input type="checkbox"/> Consult the <i>Incident Commander Checklist</i>, which is found near the bottom of the Emergency Plan flip chart for additional action steps to consider.
WHO IS RESPONSIBLE	COURSES OF ACTION
<p>All Staff & Coaches going on field trips or athletic events</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Implement earthquake procedures (Drop, Cover, and Hold On and evacuation, as described above) and the specific earthquake/tsunami response procedures applicable to your location. <input type="checkbox"/> Follow Activity Trip Emergency procedures (see <i>Activity Trip Annex</i>): <ul style="list-style-type: none"> • Tend to immediate health and safety needs; • Account for and supervise all students; • Communicate your status and needs with the school/district office as you are able; and • Follow procedures for the appropriate release/return of students as able. <input type="checkbox"/> Coordinate with host location for the possibility of short-term sheltering

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	and care of your group.
WHO IS RESPONSIBLE	COURSES OF ACTION
All School Bus Drivers & Type 20 Activity Bus Drivers	<p>If you feel the ground shake:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Decrease your speed and pull to the side of the road as quickly as possible. If feasible, stop out of the tsunami zone and try to avoid stopping on or under overpasses or bridges, near signs, power lines, trees, buildings, or any other hazard that might fall onto your bus. <input type="checkbox"/> Secure the bus: shut off the motor, set the brake, and remove the keys. Activate four-way flashers. <input type="checkbox"/> The students and you should keep your seat belts on, if seatbelts are available. Students should take a protective position in their seats, covering their heads and turning away from windows. <input type="checkbox"/> If you are in a tsunami zone, after the shaking stops immediately move to the nearest high ground by bus, if possible, or by foot if the road is not passable. You may have only minutes to get to high ground, so take immediate action. <input type="checkbox"/> If you are not in a tsunami zone, stay put. Keep students on the bus if it is safe. Conserve fuel as you may need this to provide warmth and for radio contact. <input type="checkbox"/> Stay on high ground. Powerful tsunami waves and surges can come and go for up to 24 hours. You may have to shelter there for an extended period of time. Reassure students and prepare them for this possibility. Follow protocols in the <i>Overnight Sheltering Annex</i>, if needed. <input type="checkbox"/> Communications are often challenging during large earthquakes. Attempt to contact Bus Dispatch. If you are not able to reach Bus Dispatch, refer to the emergency phone list in your Bus Packet and try those phone numbers to relay information. Remember, sending and receiving messages via text rather than a phone call may be easier in an emergency. [See <i>Communications and Warning Annex</i>.] <input type="checkbox"/> Prepare students for aftershocks. Drop, Cover, and Hold On during an aftershock, if you are outside. Stay away from poles, trees, power lines, etc.

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AFTER an Earthquake	
Goal: Restore a safe and healthy learning environment Objectives: Communicate with stakeholders; address emotional needs; inspect and clean up the physical environment; re-open school; and evaluate and refine plans	
WHO IS RESPONSIBLE	COURSES OF ACTION
Incident Command/Unified Command	<input type="checkbox"/> Transfer operational control back from ICS positions to those used on a daily basis.
Administrator with support from District Staff	<input type="checkbox"/> Using the protocols in the <i>Communications and Warning Annex</i> , provide regular communications (as technology permits) to staff members, the community, families, media, and other stakeholders on all aspects of the Recovery process and plan. See the <i>Recovery Annex</i> for a list of subjects to be considered in the communications. <input type="checkbox"/> Activate the Crisis Response Team to address the short and ongoing long-term mental health needs of students and staff members. [See <i>Public Health, Medical, and Mental Health Annex</i> .] <input type="checkbox"/> Refer to the “Physical Recovery” chapter of the <i>Recovery Annex</i> and follow procedures for building inspection requirements, fire and health inspections, clean-up/repair of the school and decisions about re-occupancy. <input type="checkbox"/> Refer to the <i>Continuity of Operations Annex</i> to address needs such as essential services, essential personnel, staffing for reconfigured schools, etc. Coordinate with the school district for assistance. <input type="checkbox"/> Refer to the “Education” chapter of the <i>Recovery Annex</i> and review options for alternate education locations and mediums, provisions for students who are not able to get to an alternate location, etc. <input type="checkbox"/> Refer to the “Support Services” chapter of the <i>Recovery Annex</i> and review options for transportation, food service, health services, etc. <input type="checkbox"/> Devise a plan for reopening school. Refer to the “Re-opening a School Checklist,” which is found in the “Physical Recovery” chapter of the <i>Recovery Annex</i> .

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WHO IS RESPONSIBLE	COURSES OF ACTION
<p>Administrator and Planning Team</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct regular debrief sessions with staff members. The administrator will determine the frequency. <input type="checkbox"/> Evaluate the effectiveness of the school’s implementation of the <i>Earthquake Annex</i> protocols. Affirm staff and students. Update emergency operations plan (EOP), including annexes, and roles; re-train as needed. <input type="checkbox"/> Evaluate the effectiveness of the emergency cache supplies to meet immediate and short-term needs following an earthquake. See <i>Emergency Cache Appendix</i>. Adjust protocols and restock as needed. <input type="checkbox"/> Communicate regularly with students, families, and staff members. This cannot be overstated. <input type="checkbox"/> Continually monitor and address mental health needs. [See <i>Public Health, Medical, and Mental Health Annex</i>.] <input type="checkbox"/> Continually monitor physical needs of students and staff members, such as shelter, food, health care, etc. Coordinate with appropriate district support staff, as needed. <input type="checkbox"/> Meet with the OSHA Health & Safety Committee before reopening school. Conduct a safety inspection, paying particular attention to the non-structural earthquake mitigation requirements on the checklist, such as looking around for things that might fall during shaking, securing bookshelves and other heavy or tall furniture to wall studs, ensuring there is no storage on top of cabinets, checking science storage areas for cabinet fasteners, etc. Follow instructions on the Inspection Checklist. Arrange for corrective measures to be complete before school reopens.
WHO IS RESPONSIBLE	COURSES OF ACTION

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All Staff	<ul style="list-style-type: none"><input type="checkbox"/> Be alert for ongoing emotional support needed, for students, other staff, and self. Communicate concerns and needs to the school administrator or Crisis Response Team Coordinator. [See <i>Recovery Annex</i>.]<input type="checkbox"/> Be alert for ongoing physical needs of students and staff, such as housing, food, health care, etc. Communicate concerns and needs to the school administrator.<input type="checkbox"/> Be alert for new or emerging hazards in the environment. Communicate safety concerns to the school administrator and/or OSHA Health & Safety Committee.<input type="checkbox"/> Expect aftershocks. Prepare students. Follow procedures in the <i>Earthquake Annex</i> for all aftershocks.
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