



*"Inspire learners, Integrate sustainability,  
Involve community"*

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## SCHOOL DISTRICT NO. 64

### PROCEDURE 3052 Earthquake Management and Response

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Section: Health and Safety

Dates of Revisions:

Date of Adoption and

Resolution Number: June 13, 2018- 76/18

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School principals will ensure that students and staff are made made aware of appropriate ways to plan and prepare for earthquakes and trained in ways to respond appropriately. The Emergency Management Planning Guide for Schools, Districts and Authorities (Ministry of Education, Province of British Columbia, 2015) serves as a valuable resource in this regard.

1. In cooperation with a Site Safety Representative, and custodial and maintenance staff, school principals will
  - a. engage in regular and on-going risk assessment
  - b. provide for regular inspections of high hazard areas such as industrial areas, science labs, gyms and libraries, etc. to ensure proper procedures are followed regarding use and storage of hazardous equipment and substances.
  - c. ensure student and staff cooperation in a coordinated effort to identify and minimize common hazards presented by
    - i. free-standing cabinets, bookcases, and wall shelves;
    - ii. non-secured, heavy items stored on high shelving;
    - iii. aquariums and other displays near seating areas;
    - iv. non-secured audio-visual equipment on portable carts;
    - v. pianos on wheels;
    - vi. wall mounted objects such as clocks, maps and screens.
  - d. ensure alarms and fire suppression equipment are checked regularly to ensure they are both accessible and operational.
  - e. ensure unimpeded access to the building and site for emergency vehicles and personnel.
  
2. School principals will:

- a. provide for regular inspections of classrooms to identify and minimize potential hazards.
  - b. identify and make known to students, staff and others primary and secondary evacuation routes.
  - c. conduct regular earthquake drills
  - d. early in the school year, advise parents/guardians of the school's emergency plan and the procedures the school expects parents to follow with respect to earthquakes.
  - e. be prepared to follow procedures for dealing with shut off valves for water, gas, electricity
3. Prior to conducting drills, students should be helped to understand (by way of discussion and demonstration) what might be expected and the procedures to be followed should an actual earthquake occur. Such a discussion should include
- a. the location of the classroom first-aid kit and the importance of taking it along during an evacuation
  - b. the possibility of noise during a quake;
  - c. the need to take shelter;
  - d. the 'Duck/Cover/Hold On response
  - e. how and where to seek shelter
    - i. in different locations within the building, including stairwells, libraries, shops and science labs)
    - ii. outside the building
    - iii. on the way to or from school
  - f. the need for students to remain calm and follow adult direction;
  - g. reasons for safe and orderly evacuation and re-entry
  - h. likely after-effects (seismic, psycho-emotional);
  - i. procedures for releasing students
4. Drills should help students and staff learn and practise:
- a. how to respond if isolated from teacher and classmates (for example, in a bathroom or gym storage area)

- b. how to protect themselves from falling or flying objects;
  - c. how to evacuate in a safe and orderly manner
  - d. how to respond appropriately following an evacuation (reporting to predetermined areas and remaining there as attendance is taken how and when to re-enter the building evacuated)
5. The following procedure is approved by the Government of British Columbia for use in BC schools and is for use in SD64 schools:
- a. during an earthquake... drop, cover and hold on
  - b. if you are inside, stay inside. DO NOT run outside or to other rooms during shaking.
  - c. 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.
  - d. COVER your head and neck (and your entire body if possible) under a sturdy table or desk. If there is no shelter nearby, only then should you get down near an interior wall (or next to low-lying furniture that won't fall on you), and cover your head and neck with your arms and hands.
  - e. HOLD ON to your shelter (or to your head and neck) until the shaking stops. Be prepared to move with your shelter if the shaking shifts it around.

**Resources:**

- Emergency Management Planning Guide for Schools, Districts and Authorities – Ministry of Education, Province of British Columbia, 2015  
(<http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/emergency-management-guide.pdf>)
- <http://www2.gov.bc.ca/gov/content/safety/emergency-preparedness-response-recovery/preparedbc/know-the-risks/earthquakes>
- BC Ministry of Education. School Earthquake Safety Guidebook (1989)
- Policy 305