

### **Earthquake Disaster Preparedness Planning: What is it All About? Who is Responsible?**

*by Bret Breton  
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#### **What is it All About?**

Earthquake disaster preparedness planning is about the survival of our school children, staff members, members of our communities, and the protection of our school properties. It is about protecting our homes and being in control of our lives when the earthquake strikes our area. It is about being smart and exercising common sense.

#### **Who is Responsible?**

Responsibility for earthquake disaster preparedness in schools belongs to the State Department of Education, District Board of Trustees, and school district administrators. It is also reasonable to expect every citizen in the state of California to be responsible for preparing their own earthquake survival plan and to be ready for the "big one." Do not expect that any individual or organization is going to develop your plan for you. Every citizen should also be prepared to assist their school and community (see enclosure AB 697).

So much has been said and written about earthquake disaster preparedness and planning that it's difficult to select the most reasonable and effective way to proceed. It is most important to encourage people to prepare their family and homes properly for the expected seismic event of M8.3. It is even more important to prepare our school sites and protect our children and staff from becoming injured. Proper action today can significantly reduce personal injury and damage to property.

The probability of developing a proper and effective disaster plan for a school site is greatly increased when PTA groups are involved and can assist school administrators with long-range planning. When the day comes that people are convinced earthquake preparation is essential, will most likely reduce damage to their properties, and save their lives and the lives of their children, perhaps action will follow thoughts about earthquake disaster preparedness. Developing such plans should be an integral part of everyday family and school business.

It would be ideal if earth science and geologic curriculum included disaster preparedness and was taught in all K through 12 classrooms. In a few years, a large percentage of people in California would be well-informed and have their survival plan in place. Disaster preparedness programs would be continuous and complete. Think of the pain and suffering and millions of dollars this program would save.

Based on the information already published about disaster preparedness, you would think that every adult in California would have earthquake survival planning as a high priority. It is interesting to note that after each earthquake event, no matter where in the world it was, in Mexico, Armenia or Northern California, people become motivated and start making telephone calls for earthquake preparedness assistance. Interest to prepare suddenly becomes important. It's as if somebody pushed a "start button" somewhere and the race begins. Within a few weeks, the interest falters and everyone goes back to the same, complacent attitude. Oh sure, there usually is some progress in program development each time there is an event, but that's not getting the job done. Successful plans are the direct result of commitment and involvement of administrators with dedication to provide whatever is necessary to

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succeed. When the plan is completed, staff training and upgrading of supplies must be continuous to assure proper action when the need occurs.

Please understand that it takes a lot of work and time to develop an earthquake disaster plan. Don't become discouraged because it seems to take forever. It is not possible to complete a disaster plan all at once or overnight from one or two brainstorming sessions. You will find it takes several months of work, meetings, training sessions, re-writes, fund raisers, budget planning meetings, and commitment to purchase supplies and equipment to complete a disaster plan. Just when you think your plan is complete, something else will come up that you had not anticipated. For instance, more information on disaster recovery or the possibility of reimbursement for disaster preparedness expenditures and it's back to the planning stages again. Also, if purchases are not properly investigated and you take the easy way out because it is more convenient, you will be replacing expired items much sooner than you had expected.

It must be emphasized that there can be some measure of comfort before, during and after an earthquake. This comfort can come from knowledge of what caused the earthquake, what damage was possible as a result of the earth shaking and what supplies you should have on hand to survive. It can also come from taking proper action and preparing a survival plan. First you prepared your home as well as possible. Non-structural hazards were found and mitigated. The most affordable structural hazards were identified and corrected. You prepared an adequate disaster survival plan following recommendations you were given relating to earthquake disaster preparedness. Supplies were selected, purchased, and disaster kits were assembled. Plenty of fresh water was put into containers and maintained in a safe storage area with your food and other emergency supplies. You informed members of your family about what they should expect in an earthquake and what they should do to protect themselves. Every member of your family has the name and telephone number of your "out of state contact" person with instructions when they should call and what messages they should give. You are able to understand the emergency radio broadcast messages because you know what kind of damage to expect. You are confident that everything is being done that can be done by the officials in charge. Because you are prepared and understand the problems that can occur from earthquake disasters, you are able to wait patiently for assistance and not panic by letting your imagination get the best of you. Because you were prepared, you feel quite proud of yourself and are somewhat comfortable.

Did you know there are people who never prepare for an earthquake disaster because of fear? Every person I have spoken with, who had a great fear of earthquakes, is not interested in discussing their problem. They feel helpless and are convinced there is nothing they can do to protect themselves. They won't even try. Some of them believe that the earth is going to open and everything will fall into a big hole and close. They refuse to listen to a radio station broadcast, read a newspaper or watch television news when an earthquake has occurred to find out how much damage resulted or how many people were affected. If only someone could reach out and communicate with these people, their anxieties would be greatly reduced. Why not try, somehow, to gently introduce the facts to those people? Introduce preparedness as a school project and ask for their opinions. If you could change their thinking enough to reduce their fears, they may be motivated to prepare their own disaster survival plan.

How often have you read in a newspaper, viewed on television, or listened to speakers at conferences on earthquake preparedness say that when the M8.3 earthquake strikes, "You're going to be on your own, don't expect any help from the fire departments or emergency services people for several hours or perhaps days." Or maybe you've heard the statement, "You may not have water, electricity or natural gas for many days, and without electrical power all the markets, banks, gasoline stations and any other business relying on computers or electricity will be closed until power can be restored." Can you tell me why, with all this information, most people are still not motivated to properly prepare for that inevitable day when the earth will literally shake us off our foundations? You don't suppose they think about it as "It's not my problem," do you? When you hear documented facts from speakers at conferences and read reports from the Red Cross and professionals who are knowledgeable about earthquake disaster preparedness, you should believe what they tell you. The problem is yours. No one will prepare a plan for you. You will be

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on your own for quite a while after the quake. Without a proper earthquake survival plan, you and your loved ones may suffer needlessly.

You should develop your own earthquake disaster preparedness plan and encourage all your family and co-workers to prepare as well. Doing this will increase your confidence that you and your family will be okay. Your home may be severely damaged and you may be living in your camper or tent, but you will have the necessities to survive. You will have food, water, extra clothing and shelter. With your "out of state contact person," you will be able to locate all your family members and not worry about their welfare. You may be a little concerned and in jeopardy because you will know many people in your community who are not prepared and have no plans to do so. You may be forced to help others and although you probably won't mind sharing, you will mind going without if you have to give away too many supplies.

There are going to be serious problems in many of the communities until shelters can be opened by the Red Cross, Salvation Army and local government agencies. Somebody must take care of the immediate problem of sheltering the community residents made homeless by the earthquake. That could take a few days to a few weeks. The Red Cross is a volunteer organization. Will there be enough volunteers for every community in California that may be affected by the earthquake? Volunteers may not be able to get to shelters if the roadways are blocked. How large is the Salvation Army in your area? How long do you think it will take for local government agencies to set up a disaster shelter? Where do you think the shelter is going to be located? How much space will be needed to shelter the people made homeless? Think about it before the earthquake!

The shelter location will most likely be at school sites. Are staff members at your school site prepared to accommodate and care for all the people who are likely to show up for assistance? They will need shelter, food, water, sleeping space, first aid, and perhaps even a psychologist to talk with and calm them down. This will be in addition to the student population, should the earthquake strike during school hours.

Residents in every community are aware that in a disaster situation such as fire, flood, or earthquake, when they are asked to leave or evacuate their homes, they should go to the nearest school site for shelter and assistance. It has been common practice and well publicized that the local school site is the disaster shelter location. People unable to remain in their homes are considered homeless. And when you think about homeless people, think also about homeless people already living in our community. The disaster shelters in Northern California were filled with homeless victims the very night the shelters opened. Shelter managers must be prepared to accommodate all persons entering the shelter for assistance. No one should be turned away for any reason.

Hundreds of disaster plans have been written and implemented into our school systems. The authors of these plans are convinced that each is adequate and meets the intent of the Katz Assembly Bill #2786. This Bill resulted in the following:

Article 10.5- Earthquake Emergency Procedures in the Education Code, #35295, Section (b), in order to minimize loss of life and disruption, it is necessary for all public or private elementary schools and high schools to develop school disaster plans and specifically an earthquake emergency procedure system so that students and staff will act instinctively and correctly when an earthquake disaster strikes.

Article 10.5 means a lot more than "duck, cover and hold." It intended that all school districts will develop complete disaster preparedness plans that will protect staff, students, and property. It requires each school site to be prepared to serve as a shelter for homeless victims resulting from the earthquake.

It is sad to say that many earthquake disaster plans fall alarmingly short of what is necessary to survive. Because development of a plan has usually been the responsibility of an individual rather than a committee, it has been

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difficult for that person, who has many other duties which take priority, to develop a proper disaster plan. Lack of revenue, and failure of top management and high level school administrators to directly involve and commit themselves to the project, has made it very difficult to be successful. Without support it is difficult to be motivated to action.

In the past few years there has been a great deal of progress with earthquake preparedness in several school districts. These districts have plans that include all of their employees and volunteers. Because of the need to be current and ready, they have purchased good supplies and continue to update the inventory. Training for all disaster teams is a continuous process. They have encouraged and assisted employees to have home disaster plans as well. They have followed the guidelines for disaster preparedness and will be ready to act when the time arrives.

Disaster plans can vary drastically, depending on the location of the school site in the community, size of the school site, geology of the area, student population, and staff requirements. What will work for one school site will not necessarily work for all. If you have handicapped and special children at your school site, they require special planning. In some cases you may need enough adults to work one on one with each child. Every plan must be tailored to the needs of the individual school.

For instance, liquefaction can have a drastic effect on buildings and their contents. Because of the increased shaking from the unstable, jelly-like soil, non-structural hazards being tossed around the room can cause a great deal of damage. A site can be crippled to the point of being totally useless as a shelter. The intense shaking can also cause serious injuries to students and staff. If your location is down stream from a man-made lake, you could have flooding. How about utility transfer pipelines for petroleum products and for natural gas that run underground in your area? Don't forget about overhead high voltage electrical wires that run next to your school and could fall on the cyclone metal fences and become an electrocution hazard to your students. Almost all communities have underground sewer systems. They all have large, high volume pumping stations. When electrical power fails, pumps stop. If the sewer line should be broken, sewer water will go where resistance is the least. Will that be in the area of your school property? What type of industrial complexes do you have in your area? Are any of them manufacturing products that have hazardous or toxic chemicals? Could a failure at their location impact your school site in any way? Are there any major freeways, highways or railroads that are close to your school site? These are only a few of the questions that must be answered. Planning contingencies for any bad situation you can think of is the only way to plan.

How would you handle the following scenario?

It's one o'clock in the afternoon. It's raining for the third day in a row and the wind is blowing. The temperature has dropped to 55° F and no change in the weather is predicted for at least three more days. All of a sudden there is an M8.3 earthquake. The ground begins shaking violently. The noise is loud. Children are screaming, while staff are yelling for the them to "duck, cover, and hold." File cabinets are falling over, traveling across the rooms pushing children, desks and anything else in their path. Bookcases are falling over and their contents are scattering. Light fixtures fall onto the desks and floor. The exploding lights are scaring the children and teachers. Computers and printers are falling and tables are tipping over. The room heating/air conditioning unit that was in the rafters above the suspended ceiling has fallen down. Pieces of ceiling tile are falling and causing a tremendous amount of dust. The instructional aids and audio/visual equipment are also being tossed around the room. Window glass is shattering, and rain is blowing into the classroom. Glass is now everywhere and some of the children have been cut and injured. Finally, the shaking and the noise stop. Children and teachers climb out of the building through the broken windows and mill around, crying and calling for help. The staff is confused and totally unprepared for what has happened. It's cold and wet. You have to do something and do it fast because it will be dark in about four hours. The problems will then become more complicated because without electric power, you won't have lights to see.

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NOTE: Broken pipelines, downed electrical high-voltage power lines and a fallen gasoline tanker truck from the nearby freeway overpass with burning gasoline running down the street in front of your school site could be added to complicate this scenario.

After close inspection, you discover you have lost the use of what was to be your shelter and most of your disaster supplies. Your mind is whirling with confusion. Flash-back sketches of the meetings when purchasing velcro was discussed to save computers and other office equipment come to you. Discussions about non-structural hazard mitigation ring clear in your mind. You try, but can't remember, why none of the projects were completed. They were scheduled, but you can't remember when. You must do something. The kits the PTA developed, with all the students names and emergency cards that worked so well during your disaster drills, can't be found. You look for remaining supplies and discover they are covered with debris scattered in the rooms. You have additional supplies in the closets, but the doors are jammed and you have no tools to get them out. Medical kits and supplies are needed for the injured, but can't be found. Gas and water is leaking. The valve wrenches to shut them off are in the building with the rest of your disaster kits. Electrical power failed soon after the shaking started, so windowless rooms are very dark. The flashlights are in the kits and you wish you had put one in your car. The big commercial gas stove in the cafeteria broke away from the two-inch gas line. Natural gas is filling the cafeteria. Food supplies are damaged and scattered all over the kitchen and storage area. The piano that was by the stage in the cafeteria traveled throughout the room, destroying tables, chairs and everything in its path. Where is the kitchen crew and the custodian? They were working when the earthquake struck. Now you realize the disaster has become an impossible situation, totally out of your control. What would you do to regain control and start getting your people sheltered from the storm? Where would you go for help?

Can you imagine how difficult this situation would be? It really could be that bad if you fail to develop and implement a proper earthquake disaster preparedness plan for your school site. You have to be ready for an earthquake. Include non-structural hazard identification and mitigation in your disaster plan scenario, get the commitment and cooperation of top school administrators, and organize your PTA to survey local people in the community to participate in your disaster preparedness planning. This can make the difference between a good plan and one that might fail. Personal trauma from the knowledge that you should have, but did not prepare a disaster plan could be the most devastating aftermath from the earthquake. It could take years to overcome. Make certain no one you know will be a victim of not being prepared!

You know that a M8.3 earthquake is many times greater than a M7.3. This will result in heavy-duty ground shaking, so you had better be prepared. Duration of the earthquake will also make a difference. The longer the ground continues to shake, the more damage to buildings and contents can be expected. If for any reason you fail to properly prepare for the disastrous event, you certainly will suffer the consequences of that failure.

There could be litigation resulting from inadequate earthquake plans which caused students to be injured. How much litigation cannot be estimated. Litigation can be reduced with properly documented disaster preparedness meetings and preparedness plans. So as you prepare, document your activities to protect yourself. Documentation is necessary for recovery as well, so preservation of records is essential to your recovery program.

When you are working on your disaster plan, remember that a great deal of information has been assembled and is available for your use. Try not to re-invent programs already developed. We are very fortunate to have organizations such as the Office of Emergency Services, the American Red Cross, and many others working on developing factual information about earthquakes and how to survive them. Use those resources and listen to what has been learned firsthand from people who have been at disaster locations and helped solve many of the problems.

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Many people are needed to develop a disaster plan, so local community residents can be a tremendous resource. The surrounding community needs to be surveyed for hazards that could adversely impact your school site. Simultaneously, a survey of available resources should also be done. Every community has retired people from many professional occupations who could be a great asset to your planning (retired engineers, doctors, nurses, teachers, construction workers, planners, law enforcement, and the like). Although these people are retired, many of them are looking for something to do. In addition, their involvement will encourage and teach them how to prepare a plan of their own. Do you know how many people in your community own camping equipment, campers, portable generators, tents, motorhomes, and other useful equipment? A trained and aware community resident assisting at your school site shelter will be a big asset as well as the additional equipment.

Listed below is a sample of disaster teams that should be considered in your disaster preparedness plan.

- |   |                                |                                  |
|---|--------------------------------|----------------------------------|
| 1. Administration/<br>Command and Control | 2. Media                       | 3. Communication                 |
| 4. Shelter Management                     | 5. Medical                     | 6. Search and Rescue             |
| 7. Food Preparation                       | 8. Security                    | 9. Damage Assessment             |
| 10. Student Release                       | 11. Transportation Coordinator | 12. Crisis Counseling/Management |
| 13. Community Volunteer Coordinator       | 14. Morgue                     | 15. Morgue Liaison               |
| 16. Family Liaison                        | 17. Recovery                   |                                  |

The number of people on each team depends on the size of your school site and whatever special requirements your particular site may have.

You should also have alternates for each position to ensure proper coverage. Cross-train staff so they can help one another during the emergency. With all the jobs and activities that will arise from an earthquake, it is apparent that it would be difficult for a school administrator to prepare a disaster plan without the assistance of the PTA and the surrounding community. In addition, maintenance and custodial personnel must be assigned to disaster teams, trained in the disaster plan, and used to the best advantage. Because most of the staff will be required to stay at the school site for the duration, they should be encouraged to have a home plan which would allow them to remain at their job until released. Public employees become disaster workers during a severe earthquake or any emergency. They are expected to remain at their places of employment until released by the supervisor in charge. A copy of the State Code on Disaster Service Worker is as follows:

### **Disaster Service Worker**

California Government Code 3100 states:

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the State from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount State importance requiring the responsible efforts of public and private agencies and individual citizens and resources. all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them be their superiors or by law.

Workers will be notified of assignments by their supervisors who shall receive information from the County Department Heads staffing the Sheriff's Emergency Operations Center. Responsibilities for Primary Response roles and Secondary Support roles for departments are identified in the County Emergency Operations Plan.

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Compensation shall be furnished by the State Compensation Insurance Fund to a disaster service worker for any injury suffered either within or without the State arising out of and occurring in the course of his/her activities as a disaster service worker when he/she is performing services as a disaster service worker and is acting within his/her assigned duties. (Section 4351 Government Code)

Students in grades 7 through 12 could be difficult to control after an earthquake unless they have been included in the planning process and trained to assist. Students react well to responsibility and the feeling of being needed. They thrive when they see accomplishments directly resulting from their personal participation. Consider the possibility of controlling older and younger students with pre-planned programs and activities to occupy them during early post-earthquake time.

Middle and high school students can be trained to work with younger children. All children will need comforting and someone other than classmates and well meaning adults to talk with soon after the earthquake. Planning to combine the older children with younger children will help them cope with the event until their excitement settles down and you are organized. Provide games, activities, and music children can manage. Teach older children to include younger children in their activities. These pre-planned activities could help relieve stress.

Some critical supplies you should consider for your disaster plan are: water supply, food supplies, and first aid supplies. Each of these topics is described in greater detail below.

#### Water Supply

What about water in a crisis? What if there is no running water? The records show the water has been in storage for 18 months. In your excitement, you over-dosed or under-dosed available water with chemicals. Too much bleach, Iodine or Halazone was added to the water supply. Then you forgot about dwell time and made it available for drinking too soon. Have you ever had the experience of tasting and trying to drink treated water? Dwell time or not it tastes so bad that you can't tell if the chemicals were added to poison you or the bacteria. Because you made the water available too soon, people will become ill from the chemicals or from the bacteria. Now you have what you don't need in a disaster situation, a group of sick people. They can be of little use to the disaster team, themselves or the community. They quickly become victims needing medical care. Also, if water doesn't taste good, kids won't drink it. We can't expect them to be aware that serious physical problems can result from dehydration.

Drinking water may be the most scarce and precious commodity in a survival situation. This makes it doubly important to place it as a high priority. The safest and most economical method to store water, at any facility with more than 100 occupants, is in a water tank. Consider specially designed water tanks for earthquake disaster programs which are available in all sizes. After the initial expense for installation, you will only have the maintenance. There are no problems with expiration dates and costly replacements.

Contamination of water must be prevented. Maintaining this as a priority will help prevent serious illnesses, such as dehydration, liver damage, kidney failure, and severe stress. When developing your survival plan, think in terms of the shelter as the facility you are going to depend on for your own survival. Don't allow yourself to become caught up in the trap of settling for a system that someone else decides is good enough for you. Be truly convinced that it is.

There has been a great deal of discussion about water filters being used with emergency drinking water. These filters have no place in a disaster preparedness program. They will remove chemical taste and odor, but they will not remove harmful bacteria and pesticides. You should consider purchasing a WATER PURIFIER FILTER SYSTEM, not just a water filter. The outward appearance of the two units are similar so be aware and purchase the correct appliance. A water purifier system can remove all chemicals, particles and bacteria larger than .4 micron absolute, 100% of the time. A purifier will effectively remove all pathogenic bacteria, cholera, shigella, salmonella typhi,

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escherichia coli, chlorine and synthetic chemicals, such as: herbicides, pesticides, chlorophenols, dissolved or suspended organic matter, bad tastes, colors, organic odors, plus traces of detergents, oils, gasoline, fertilizers and some sulfur and dissolved iron and lead. It also removes large chlorine resistant protozoa such as, Giardia Lamblia and Cryptosporidium. This makes water purifier systems superior to ordinary filters such as, carbon block, charcoal, ceramic, GAC, ultraviolet and reverse osmosis.

If you have a swimming pool, and it survives the earthquake, you can drink the water through your purifier as well. Do you know how much water is in your pool? To calculate the amount, multiply the pool's length by its width by its height. Multiply that figure by 7.5 and you have the number of gallons in your pool when full.

#### Food Supplies

An adequate storage area for an emergency food supply is a common problem at every school site. Adequate storage rooms seem to always be sacrificed for class room space.

Many school sites have overcome this problem by purchasing used cargo shipping containers. These containers come in all sizes and are usually available from surplus companies. Other school sites build a storage area next to the existing building. Storage is a problem that must be resolved in a way that is best for your school. The resolution of this difficulty makes an excellent committee project.

If possible, avoid purchasing pre-packaged food. Some if it may not be palatable to children and contain a lot of sodium and preservatives. In addition, pre-packaged food can be expensive. One way to provide enough food for children is for them to supply their own. Give the children a list of sample items they should bring to school. Ask the parents to cooperate in your efforts. Should you decide to do this, have each child bring a backpack to school. It can be inexpensive and should have the child's name written on it with large block letters in permanent ink. The packs can be used to hold the food supplies for each child.

Suggest that each parent provide food their child will eat in an emergency. Items like canned meats, canned soups that do not require water, canned juices, canned fruits, canned vegetables, canned beans, canned tuna, canned hard candies, small packages of cereal that can be eaten dry, powdered milk (you may have enough water) and sealed packages of low or salt free crackers are good. Make parents aware of the emergency disaster plan so they will provide these supplies. Individual supplies should have each child's name on each item and be rotated occasionally into the family pantry. Children from poorer families, who are unable to support this program, should be assisted by the local PTA groups through fund raising projects. Each child should have enough supplies to last a minimum of three days or longer, depending upon your location. Don't forget the staff at the school site. The same program can work for them as well. Also, don't forget to add eating utensils, small plastic trash bags, and a reliable mechanical can opener.

Food for public disaster shelters should be pre-arranged with the local Red Cross, the Salvation Army and the local Office of Emergency Services. Pre-plan with local food markets in your area to purchase needed supplies from their stockroom during the disaster. Arrange for debts incurred to be settled after the disaster. Most markets will agree to this arrangement if you can show them a documented disaster plan with this inclusion. Develop forms for inventory and costs. These will help convince the market managers of your sincerity. The Red Cross should be involved with all shelter planning because they may be running your shelter.

Inventory and tag all food supplies already in stock and maintain an up-to-date inventory so you are aware of the supplies available immediately after the earthquake. Supplement your inventory regularly to prevent depletion of your supply. Use perishable food first, refrigerated food second, frozen food third and canned or dry packaged



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food last. Food should only be prepared after a Shelter Manager has been notified. Try to avoid snacks and treats during the disaster period. Have scheduled feeding times and post the schedule in plain view.

### First-Aid Supplies

Each classroom should have a container with the following items.

1. Flannelette or space blanket
2. "Wipe-Its"
3. Flashlight, batteries
4. Box of large plastic bags
5. Box of medium plastic bags
6. Pad, pencil and ballpoint pen
7. Bathroom tissue
8. Paper towels
9. Student roster
10. Student identification tags
11. Delineator with classroom sign
12. Sport type whistle
13. First-Aid kit

One gallon of water should be stored in the classroom. This water should be reserved for washing wounds and other medical purposes. Water should be kept fresh, and dated when replenished or purchased. Change the water every six months to insure freshness.

The First-Aid kit should be one that has been specifically designed for treating trauma cases and treating major injuries resulting from disaster situations such as earthquakes. The kit should be sealed and used only in an emergency, not as a daily use first aid kit. On evacuation, the kit should be taken to the field First-Aid Station and given to the person in charge.

### Conclusion

This paper has included a number of considerations when planning for a disaster. It is not intended to offend or discourage persons from working on disaster plans. It is intended to encourage you to continue your efforts. Procrastination and disaster planning are cousins and tend to get into each others way. Examine your efforts. Commitment, active efforts and determination will get you the assistance you need. Be vocal enough to be heard and you will accomplish things.

### Some Earthquake Preparedness Resources for Schools

American Red Cross (check your local chapter)

Bay Area Regional Earthquake Preparedness Program  
Metrocenter  
101 8th Street, Suite 152  
Oakland, CA 94607  
(415) 540-2713

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#### **CALEEP**

Lawrence Hall of Science  
University of California  
Berkeley, CA 94720  
(415) 642-8718

County Office of Emergency Service (check your local directory)

Federal Emergency Management Agency - Earthquake Program  
500 C Street, SW  
Washington, DC 20472  
(202) 646-2812

National Center for Earthquake Engineering Research  
State University of New York at Buffalo  
Red Jacket Quadrangle  
Buffalo, NY 14261  
(716) 636-3391

Southern California Earthquake Preparedness Project  
1110 East Green Street, Suite 300  
Pasadena, CA 91106  
(818) 795-9055

Quakesafe  
700 State Drive  
Los Angeles, CA 90037  
(213) 744-2008

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Assembly Bill No. 697

### CHAPTER 643

An act relating to earthquake safety.

[Approved by Governor September 21, 1989. Filed with  
Secretary of State September 22, 1989.]

#### LEGISLATIVE COUNSEL'S DIGEST

AB 697, Roybal-Allard. Earthquake safety: public schools.

Existing law directs the State Department of Education to prepare a report containing recommendations for compliance with specified methods for earthquake preparedness of the public schools, which report is to be submitted to the Legislature no later than June 30, 1989.

This bill would make the Department of Education in consultation with, but not limited to, the Seismic Safety Commission, the State Architect, and the Office of Emergency Services, the lead agency designated to develop plans and procedures to coordinate earthquake awareness, disaster planning, and preparedness and hazard reduction programs for public schools. The bill would require the department to develop certain training programs in this connection.

*The people of the State of California do enact as follows:*

SECTION 1. The State Department of Education shall be the lead agency designated to develop plans and procedures, in consultation with, but not limited to, the Seismic Safety Commission, the State Architect, and the Office of Emergency Services, to coordinate earthquake awareness, disaster planning, and preparedness and hazard reduction programs for public schools. The Department of Education shall develop inservice training programs to mitigate the effects of a major earthquake, and shall provide a series of training seminars for school administrators and district board of trustee members. It is the intent of the Legislature that funds to support the activities in this section be made available through the state budget process.

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Date: \_\_\_\_\_

To: Primary Contact Person \_\_\_\_\_

Address \_\_\_\_\_ Phone # \_\_\_\_\_

To: Alternate if no answer on primary \_\_\_\_\_

Address \_\_\_\_\_ Phone # \_\_\_\_\_

Alternate: If you are called, please telephone Primary Contact Person to relay messages. Thank you for helping us.

After a major earthquake in the state of California, telephone lines should not be used except for disaster service emergencies. It has been suggested that out of state contacts be established to serve the needs of relatives. Contact should be made by using pay telephones. Pay telephones are on an independent system and the chances of getting a call through is greatly increased.

Our family has designated you for their out-of-state contact person. Please be prepared to accept collect calls.

This is what we would like you to do as our contact person.

1. Person(s) will call you to let you know their status.
2. Any information they want passed on to other relatives will be given to you. Please write the messages down. As you receive calls, you will be able to relay the messages for us.

Following is a list of people who have your name and phone number.

NAME

ADDRESS

PHONE NUMBER

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Please place this document in a retrievable location. When you hear about the earthquake in our area, you should place it near your phone along with the attached message sheet for your convenience. You will be the only lifeline for our family for information. Thank you in advance for your help with our disaster plan. It may take days for family members to re-establish communication within our area. Your assistance will help us know our family is well.

**Section 3 - Disaster Preparedness**

CONTACT TELEPHONE MESSAGE SHEET

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Caller: \_\_\_\_\_

Message: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Caller: \_\_\_\_\_

Message: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Caller: \_\_\_\_\_

Message: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Caller: \_\_\_\_\_

Message: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Caller: \_\_\_\_\_

Message: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Caller: \_\_\_\_\_

Message: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Caller: \_\_\_\_\_

Message: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Caller: \_\_\_\_\_

Message: \_\_\_\_\_