

**SESI Committee Meeting Notes**  
**Friday April 3, 2015**  
**EERI Annual Meeting, Boston, MA**

Attendees:

Ann Hosely, Univ of Texas  
Hartanto Wibiwo  
Keko Moreta (Japan)  
Vince Percoli  
Eddie Vega  
Mike Tong  
Mel Musson  
Gary Patterson  
Veronica Cedillos  
Ivan Wong  
Andrea Dargush (from MCEER school program)  
Julie Mahoney  
Mike Mahoney  
John Sherstobitoff  
Rob Jackson  
Ed Latsch

Comments from Thursday Session

- Rob Olshansky – message about primary focus is weak about schools with regards to what we want to do if it had a focus (existing schools and new schools)
  - Consensus = Existing schools are primary focus
  - New School Idea: Risk Category 3 & 4 (Mike will submit a position paper on this in a month or two)
- International schools?
  - This will be a growing point for the initiative, but not our first focus
  - Consider partnering with GeoHazards and their schools work
  - Can we learn from GHI Istanbul workshop about safety messaging (drop cover hold vs. other approaches)
  - We can learn a lot from British Columbia
  - Be aware that much of the international community takes US practices verbatim so make sure that messaging has appropriate preface to explain the basis is a modern building code and understand the context
- Multi Lingual messaging
  - Consider translation of materials (at least Spanish will be good idea)
  - FEMA does have some in house capability

Discussion Notes from Friday Committee Meeting

- Life Safety

- Are we accepting that that our focus is structural building safety or do we also want to work on nonstructural issues?
- Legal Issues
  - Can we learn from Molise Italy earthquake legal controversy
- ShakeOut +1
  - Utilize their resources, contacts and add one component into their ShakeOut Exercise
- South Napa Earthquake Report has school section that can be learned from, especially related to nonstructural hazards (and blocked exits). Report recommends our annual an early in school year nonstructural inspection that aligns with shakeout (link to annual fire inspections may be possible)
  - Pilot to do this inspection in Napa 2015? (especially with expected media coverage)
  - Peru hazard hunt is a good idea model: “find a safe place” and designate “safe spot” (also done in Mexico)
  - FEMA home hazard and school hazard documents may be a resources
- National Earth Science week by AGU may be another way to tie this in
- Teaching teachers to effectively teach earthquake science is an important component. Many teachers need help to understand and teach standards and how to help pass tests. (Gary Patterson does this through his center) – work based on needs of teachers and communities, not EERI’s needs.
  - ACTION: Heidi to get Gary (or colleague) and Andrea involved in classroom education group!
- Awareness is a key component of our effort
- Linkages to the messaging committee is important.
- Permitting Issue: could there be triggers that before you do a maintenance also triggers retrofit or non structural bracing work?
- Field Act in CA was a key to schools safety (inspection and increase importance factor)
- Nonstructural in British Columbia
  - Two approaches (bottom up and top down)
  - Top down: maintenance over summer using FEMA documents
  - Bottom up: when \$ ran out, PTA would do it on weekends to fix – it empowered them!
- Visual images are key to making sure a message gets across
- Approach: Consider that seismic can often be tackled by focusing on other issues (getting school functionally upgrades from a new school to replace an old school that may also be seismically vulnerable)
- Ensure to include other non-teacher non-student occupants of schools (those who pay taxes, after school care providers, football games, etc.)
- Message with administrators: will you be able to put your studnets back in this building after the earthquake?
- Tsunami Program:
  - Comment from Bob Cary – is the tsunami program too ambitious?

- Like that it can also apply to regions with storm surge on the east coast. As long as we don't dilute.
- Like to NOAA tsunami hazard mitigation – key focus is on evacuation. Maps are available and evac routes.
- Use FEMA document on vertical evac (Washington school being constructed that uses these documents) – ask Mike Mahoney & Cale and this.
- Leaving tsunami out of the discussion, may not be responsible, so this is a good issue where it is appropriate.
- Who is going to do this work?
  - Kent Yu? Nate Wood? Mike Mahoney. John Shelling? Lori Dengler?
- Make sure to review what exists already – many documents are available.
- Regions without tsunami – may benefit from information to learn and allay fear.
- Encourage local ownership of the problem (top down and bottom up)
- Secondary effects: Fire following earthquake can also be a major issue to think about. Consider linking with first responders on these issues.
- Keep strong ties with state seismic safety commissions that can help enact and to learn what they are doing
  - Schools are a State Level Issue so make sure to work with states
- Documentation that can be branded by stakeholders can help to empower
- Share Success
  - Earthquake Early Warning System in BC
  - Messaging people can support us
- Be careful to correctly identify problems, before stepping in with the solutions.
- Think about human perceptions: i.e. Saving \$ or no spending may be a win

### Next Steps for SESI

#### 1. Launch Strategic Plan

- Going to finalize and move beyond development phase
- plan will evolve and can be revisited at the start of 2016
- updating the scope will be the main focus of the final changes before posting.

#### 2. Website:

- create splash page for SESI under EERI Projects webpages
- add resources from best practice webinars

#### 3. Important next focus for SESI is to solicit New Members

- subcommittees will need to be welcoming, actively work to get these new members involved, and capture/incorporate their ideas