

SCHOOL NURSING 101: SCHOOL EMERGENCY PREPAREDNESS AND RESPONSE

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 - All materials are available:
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Thank you for joining us today! We appreciate your suggestions for future programs.

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THANK YOU!

SCHOOL EMERGENCY PREPAREDNESS AND RESPONSE

Ready for anything...

Objectives

1. Discuss requirements of schools and best practices for emergency planning and safety (Carol Tucker).
2. Discuss planning for medical emergencies at school: asthma and anaphylaxis, seizures, diabetes, and severe injury (Kathy Karsting).
3. Identify related concepts and issues: confidentiality, parent communications, team approaches to preparedness, recommended resources (Kathy Karsting)

Children at Risk: Targets

- Innocent, vulnerable population
- Tend to gather in large groups such as schools
- May not be able to rescue themselves
- Extreme emotional reaction by rescuers and public



Title 92 NAC Chapter 10 Section 011 School Environment

- **011.01 Quality Indicator: The school facilities and the general environment are safe, orderly, and supportive of quality learning for all students. A positive atmosphere for learning supports and reflects the work of students.**
- 011.01A Each school system maintains safe, healthful, and sanitary conditions within the school building(s) and on the school grounds and meets fire, safety, and health codes.

Title 92 NAC Chapter 10 Section 011 School Environment

- 011.01B Each school system has a safety and security plan for the schools in the system. The plan addresses the safety and security of students, staff, and visitors. The plan is approved by the local governing body.
- 011.01C Each school system has a school safety and security committee which includes representatives of faculty, parents, and the community. The committee meets at least annually to prepare and/or review safety and security plans and procedures, including emergency plans and procedures.

Title 92 NAC Chapter 10 Section 011 School Environment

- 011.01D The school system's safety and security plan(s) are reviewed annually by one or more persons not on the local school system safety committee and not an employee of the school system. This review will include a visit to school buildings to analyze plans, policies, procedures, and practices and provide recommendations. Any recommendations made as a result of the analysis are forwarded to the head administrator and to the school safety and security committee to be considered in making revisions to the plan

Title 92 NAC Chapter 10 Section 011 School Environment

- 011.01E Pursuant to 79-2,141 (2) R.R.S., by July 1, 2010, each school district shall develop and adopt a specific policy to address incidents of dating violence involving students at school. This policy shall include a statement that dating violence will not be tolerated.

Safety Committee Functions

<p>Identify:</p> <ul style="list-style-type: none"> • Existing conditions of: <ul style="list-style-type: none"> • Facilities • Staff • Students • Community • Potential Problems <ul style="list-style-type: none"> • Internal • External • Potential Emergencies • Needed policies and procedures 	<p>Review</p> <ul style="list-style-type: none"> • Available resources <ul style="list-style-type: none"> • Internal • External • Existing policies and procedures
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Safety Committee Scope

- Provides advisory assistance
- Large enough to be effective without being cumbersome
- Consider potential incidents (research & development)
- Included on school organizational chart
- Holds regular meetings (quarterly & as needed)
- Fosters communications between agencies

Safety Committee Considerations

- 1) Probability of an action that results in an unsafe situation or occurrence
- 2) Priority the incident should be given
- 3) Frequency of an occurrence or a condition
- 4) Potential severity of an incident
- 5) Anticipated duration of an event
- 6) Impact upon students, staff, and facility
- 7) Response capabilities at school and in the community.

Suggested Safety Committee Membership

<p>Internal</p> <ul style="list-style-type: none"> • Administrators • Teachers • Counselors • Psychologist • School Nurse • Clerical staff • Hot lunch staff • Transportation staff • Students 	<p>External</p> <ul style="list-style-type: none"> • Community members • Parents • EMS • Fire Department • Law Enforcement • Business Leaders • Medical Representatives • Safety/Security Experts • Others as appropriate
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What does the Plan involve at School?

<p>Personnel</p> <ul style="list-style-type: none"> • Students • Faculty • Support Staff • Transportation Staff • Special Events • Special Needs 	<p>Facility</p> <ul style="list-style-type: none"> • Square footage • Number of class rooms • Floor plans • Buses • Utility Shut-off • Key locations
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What does the Plan involve in the Community?

<p>Neighborhood</p> <ul style="list-style-type: none"> • Businesses • Criminal activity • Walking routes • Neighborhood Hazards 	<p>Community</p> <ul style="list-style-type: none"> • Factories • Traffic patterns • Inclement Weather • Community Hazards
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Putting the Plan into Action...

- Drills & Exercises
 - Annual Reviews
 - Policies & Procedures
 - Safety Committee
 - School Demographics

The Importance of Safety Drills

- Alleviates stress that occurs during emergencies by providing insight into what may happen.
- Provide insights into readiness and response shortcomings of facilities and staff by using various techniques to simulate an actual event.
- Pinpoint shortcomings
- Allows mistakes without painful penalty
- Keep people current on procedures

Training, Drills & Table Top Exercises...

- Bullying/Victim behaviors
- Conflict & Anger management
- Harassment intervention
- Safety Awareness training
- Violence De-escalation
- Media Relations
- First Aid/CPR/AED
- Bomb Threat Recognition
- Dating Violence Prevention

Annual Review

- Identify staff or personnel changes
- Needs for repeated training
- New staff needs for training
- New key resource professionals and assets: Nurse, Counselor, etc.
- Changes in the student population
- New students with Special Needs
- Changes in the physical facility: renovations, additions
- Changes in emergency response from community

Annual Review

- Changes in evacuation routes or destinations
- Changes in the school climate
- New gang / New dangerous fad
- Changes in the surrounding community
- New environmental impacts in the community
- Changes in first responder capability

Annual Review Report

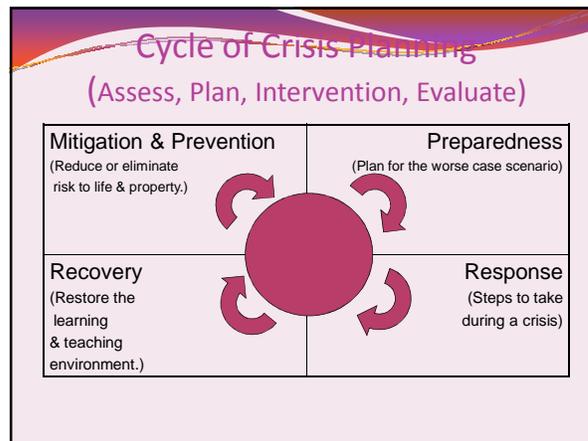
- Physical Inspection of Facilities
- Interviews and focus groups
- Prior incident reports
- Internal surveys
- Existing policies and procedures
- Other items as appropriate

EMERGENCY RESPONSE - SCOPE

- Hazard threat recognition
- Staff response
- Command/Control
- Calling for help
- Help in route
- Evacuation
- Special needs students/staff
- Injuries
- Long term incident

Who will do what & when?

- Parent Notification
- Student Release
- Media Relations
- Termination of Incident
- General Recovery
- Facility Recovery
- Follow-up considerations



EMERGENCIES AT SCHOOL IN ALL SHAPES AND SIZES

- Playground injury
- Threatening parent
- Infectious diseases (e.g., pandemic flu)
- Weather related emergencies
- School shooter with mass casualties
- Explosion
- Nuclear threat (schools near power plants)

BEST PRACTICES FOR SCHOOL NURSES

- Stay Calm and Stay Present
- Have your personal disaster preparedness plan in place
- First Aid and CPR with AED
- Have first hand knowledge of your local community first responder resources, level of training, travel time, and equipment
- Incident Command Training
- Know your facility's chain of command
- Know your facility's policies and your assigned role

BEST PRACTICES FOR SCHOOL NURSES

- Assist in school-wide planning
- Participate in planning communications with local health and emergency response providers
- Assist with staff training and supplies for classrooms
- Ready-Go Kit
- Evacuation plan that is practiced and ready
- Do not let ambulatory persons leave the premises without first noting name, time, location, and condition

BEST PRACTICES FOR SCHOOL NURSES

- Offer assistance to first responder and incident commander
- Assist with triage and transport, particularly identifying victims
- Documentation: accounting for the whereabouts of victims
- Participate in community-level planning and preparedness

Recovery Plan

- Return to learning ASAP
- Restore the physical plant as needed
- Monitor staff and students
- Conduct debriefings
- Assess curricular activities that address the crisis
- Make time for recovery
- Plan anniversary of event activities
- Capture “lessons learned” and revise the plan and retrain

We'd like to acknowledge Lela McNinch, formerly School Safety Specialist with the Nebraska Department of Education for her contributions to the previous slides.

Questions...

From the general to the specific:

- Discuss planning for medical emergencies at school: asthma and anaphylaxis, seizures, diabetes, and severe injury
- May also consider students assisted by medical technology: ventilators, need for suction, wheelchairs
- Identify which students will be more affected by the acute emergency situation or sudden change in environment
- Plan emergency response procedures to meet these students' needs

Approaches to Emergency Planning

1. The IHP process
2. Identifying the likely potential/probable risk of emergency at school.
3. Keep it short, simple and *specific*.

The intended audience for emergency care plans

- Health assistants
- Teachers and other designated personnel
- Subs
- Multidisciplinary Team
- Medical Providers
- Administrators
- Parents

The role of parents in emergency planning

- Contribute essential information:
 - How does your child look when ...
 - What are your/your child's preferences for ...
- Permit access to current medical information/provider
- Acknowledge their understanding of who is assigned care when nurse is not present
- Family-centered care: parents are the primary decision-makers for the child
- Consent

The goals of individual-level emergency planning

1. Rapid recognition of the urgent/emergent situation
2. Identify roles and responsibilities of school personnel
3. Parent/guardian and/or 911 contact
4. Describe the specific and correct actions in order to:
 - prevent death,
 - prevent complications,
 - promote rapid return to stability and school participation.

Asthma and Anaphylaxis

- Regulations require schools to be prepared to implement emergency medication protocol for severe life-threatening allergy and asthma
- Individual care plans and meds first if available
- EpiPen followed by albuterol by nebulizer
- Training per medication aid act
- Allergen identification and avoidance
- ALWAYS anticipate an allergic reaction can occur and staff must be prepared to identify and respond
- Self-management considerations

Asthma and Allergy Resources

- Title 92 NAC Chapter 59:
http://www.sos.ne.gov/rules-and-regs/regsearch/Rules/Education_Dept_of/Title-92/Chapter-59.pdf
- Attack on Asthma Nebraska:
<http://attackonasthma.org/>
- American Lung Association: www.lungusa.org
- National Heart, Blood and Lung Institute:
www.nhlbi.nih.gov
- Food Allergy and Anaphylaxis Network:
www.foodallergy.org

Seizures

- First aid for seizure
- Prevent injury
- First known event always warrants 911 call
- IHPs may call for a variety of interventions
- Must be able to describe, differentiate between, and document seizures

Seizure Resources

- Epilepsy Foundation www.epilepsyfoundation.org

Diabetic emergencies

- First aid for a person with diabetes with symptoms is rapid-acting carbohydrate
- Glucose must be readily available
- See new document, "Taking Diabetes to School"
- The life-threatening condition is very low blood sugar
- Self-management considerations

Diabetes Resources

- National Diabetes Education Program - <http://ndep.nih.gov/hcp-businesses-and-schools/Schools.aspx>
- Helping the Student with Diabetes Succeed: <http://ndep.nih.gov/publications/PublicationDetail.aspx?PubId=97#main>
- American Association of Diabetes Educators. 2008. AADE Position Statement: Management of Children with Diabetes in the School Setting. Available: <http://jde.sagepub.com>
- Nebraska Diabetes Prevention and Control Program at the Department of Health and Human Services: <http://www.dhhs.ne.gov/diabetes/>
- American Diabetes Association: www.diabetes.org

Sudden illness and severe injury

- School wide plans: summon personnel trained in (i.e., currently certified in standard) first aid to assume care
- Keep individual under constant supervision until:
 - Symptoms are completely resolved
 - A more highly trained personnel arrive to assume care
 - Parents assume care of child

Injury and Sudden Illness Resources

- Emergency Guidelines for Schools, 3rd Edition - http://ems.ohio.gov/EMSC%20Web%20Site_11_04/pdf_doc%20files/Emergency%20Guidelines%20for%20Schools%202007.pdf
- Sample Emergency Action Plan for Injury and Sudden Illness www.dhhs.ne.gov/schoolhealth/TESH.htm.

Individual Emergency Plans

- Are found in the sub folder
- Are reviewed with parents
- Are copied to staff with legitimate educational interest in the student (per FERPA)
- Go on field trips
- Are updated annually and as needed when student status/condition or treatment plan changes

Documentation “DO’s”

- Be specific
- Reference standard of care
- Reference IHP/Emergency action plan
- Record your assessment and other pertinent information - SAMPLE
- Official records and personal notes
- Include precipitating events if known
- Include details of status at point of care assumed by others/outcome
- Use constraint in using personal names

S – A – M – P – L – E

S = presenting signs and symptoms

A = allergies

M = medications including EtOH and other

P = previous experiences like this

L = last food and fluids

E = events leading up to this incident

Documentation “DON’T’S”

- Delay
- Leave
- Get hung up on what you could NOT do
- Rely on instruments versus your eyes-on assessment
- Include personal judgments – do not assign blame, cause, or responsibility
- Include information not known by you to be true/factual
- Use terms or abbreviations that are unfamiliar to others

Your Planning Practices

Establish the evidence of your quality professional practice and contributions to student safety and success.

Are the means by which you prepare school personnel to respond in your absence.

Provide you with the tools to evaluate and gather data on effectiveness of interventions.

Create the means by which parents know you understand a child’s medical needs and are contributing to the child’s safety in critical ways.

Privacy meets Preparedness

- FERPA: general provisions for sharing
- FERPA: Health and Safety Emergencies
- The School Nurse:
 - Identifies the individuals with a legitimate educational interest in the student
 - Focuses on functional needs of the student
 - What school personnel must know and do for the student
 - Identifies relevant information, and information that need NOT be shared

Privacy meets Preparedness

- The School Nurse
 - Emphasizes expectations for privacy
 - Establishes precautions
 - Provides information for teacher to hand off to sub
 - Encourages parents to communicate directly with teachers about their child
 - Keeps parents informed of information sharing about their child

Resources

- FEMA - <http://www.ready.gov/kids/parents/index.html>
- American Red Cross - <http://www.redcross.org/www-files/Documents/pdf/foreignmat/colorbk.pdf>
- Homeland Security - http://www.nnepi.org/about_nnepi.shtml
- Centers for Disease Control and Prevention - www.cdc.gov
- International Critical Incident Stress Foundation - www.icisf.org
- EMS-C National Resource Center - www.ems-c.org

More Resources

- American Academy of Pediatrics – www.aap.org
- Nebraska Department of Education – <http://www.education.ne.gov/safety/index.html>
- U.S. Department of Education – School Safety Site http://www2.ed.gov/nclb/freedom/safety/ed_picks.jhtml?src=rt
- FERPA Guidance on Emergency Management <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/safeschools/index.html>
- DHHS School Health Program www.dhhs.ne.gov/schoolhealth

Thank You!

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