The Role of School Nurses in School Emergency Management Planning

Webinar
December 14, 2010
3:30 pm EASTERN
Introduction

• Objectives for this online learning experience
• Webinar instructions and “Tips”
• Introduction of speakers
Feedback

Where are you from?

- A. East Region
- B. Central Region
- C. West Region
- D. Outside of the US
What is your role?

A. School Nurse
B. School Emergency Planner / Emergency Medical Services
C. School Administration / Staff
D. Other
Outline

• Considerations for School Emergency Management Planning – National to the School Building Level
• The Role of the School Nurse in Disaster Preparedness
• Nursing Triage
• Students with Special Needs
• The 3 “C’s” of Working with School and Community Partners
Considerations for School Emergency Management Planning — National to the School Building Level

*Speaker: Deborah Strouse*
Considerations

- School emergency managers work in close coordination with their community partners
- In collaboration, they respond to existing mandates and build from existing resources
  - National
  - State
  - Local
School Planning

• School District Level
  – Includes all grades levels, all personnel available in the event of a district wide emergency
  – Looks to utilize available resources

• Building Level
  – Is very specific to building layout, available staff, student needs
  – Is supported by the school nurse who holds valuable information to assist in planning for an all-hazards approach
The Role of the School Nurse in Disaster Preparedness

Speaker: Sally Schoessler
Feedback

• The most important phase of emergency planning is:

- A. Prevention / Mitigation
- B. Response
- C. Recovery
- D. All of the phases are equally important
School Emergencies

• Come in all shapes and sizes – all hazards
  – Playground injury
  – Infectious diseases (e.g., pandemic flu)
  – Weather related emergencies
  – School shooter with mass causalities
  – Explosion
  – Nuclear threat (schools near power plants)
4 Phases for All-Hazard Approach

- Recovery
- Prevention/Mitigation
- Response
- Preparedness
4 Phases for All-Hazard Approach

- Prevention /Mitigation

- School nurses can play a role:
  - Establishing and conducting school safety programs
  - Participating in school environmental assessments/safety audits
  - Participating in district and building committees and teams
    - Provide school health perspective
    - Advocate for the needs of all students
The Role of School Nurses in School Emergency Management Planning

4 Phases for All-Hazard Approach

- School nurses can play a role:
  - Participate on district and building level emergency management teams
    - Determine the response capabilities related to health & first aid
  - Participate in drills and assist in identification of health response
  - Determine response capability of building staff members
  - Identify emergency health supplies
4 Phases for All-Hazard Approach

- School nurses can play a role:
  - Play a part in the Incident Command System
    - Provide input supporting situational awareness and communications
  - Establish treatment areas
    - Triage
    - Disaster First Aid
    - Stress Management
    - Continuity of Care
    - Documentation
4 Phases for All-Hazard Approach

- School Nurses can play a role:
  - Short Term Recovery
    - Maintenance of student health status
    - Fostering family partnerships
    - Staff wellness concerns
    - Mental health issues
  - Long Term Recovery
    - Ongoing injury/illness care
    - Psychological response
    - Evaluation and ongoing dialogue
Nursing Triage

Speaker: Deborah Strouse
Overview

• Maximize treatment for each individual

• Save everyone, no matter what vs. Greatest good for greatest number

• Crisis → Disaster
Feedback

• Triage is important for the school nurse to utilize in the following situation(s):

- A. Pandemic Flu
- B. School Bus Accident
- C. School Shooting with Multiple Victims
- D. All of the Above
MCI

• Mass Casualty Incidents (MCI)
  – Goal: Sort student/staff by needs for immediate care, while also recognizing futility
  – Assumptions:
    • Needs outstrip resources
    • Additional resources will eventually become available
• Creating Order out of Chaos
  – Doing the greatest good for the greatest number
## Triage

<table>
<thead>
<tr>
<th>Color</th>
<th>Condition</th>
</tr>
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<tbody>
<tr>
<td>Black</td>
<td>Deceased: Dying or dead</td>
</tr>
<tr>
<td>Red</td>
<td>Immediate: Correctable, life-threatening</td>
</tr>
<tr>
<td>Yellow</td>
<td>Delayed: Serious, not life-threatening</td>
</tr>
<tr>
<td>Green</td>
<td>Minor: Non-emergent, minimal care</td>
</tr>
</tbody>
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Triage

• Primary Triage
  – Quickly assess the scene
  – Perform basic observations and make rapid decisions

• Secondary Triage
  – Match victim needs with resources at hand
  – Reassess injuries
  – Apply initial treatment
  – Set priorities for transport
Students with Special Needs

Speaker: Sally Schoessler
Feedback

- For a student who breathes with the assistance of a ventilator that is housed on the back of his wheelchair - what is the most important accommodation for the school nurse to consider in planning for a prolonged school evacuation?

  A. Blocks to use on the wheels to keep chair stable
  B. An outdoor plug for emergency power
  C. Medication in the event he has a headache
  D. Emergency telephone numbers to have his parents come and get him ASAP
School Nurse

• Is aware of the needs of students in the building
  – Chronic conditions: Diabetes, Asthma, Seizure disorders
  – Students assisted by medical technology: ventilators, need for suction, wheelchairs
• Can identify which students will be more affected by the acute emergency situation
• Has access to emergency medications
Planning

• Needed equipment for:
  – Emergency response
  – Prolonged school evacuation
  – Prolonged lockdown
  – Sheltering

• Drill, train, and provide information for improvements with staff as needed
Considerations

- Additional considerations:
  - Visitors on campus with disabilities and or special needs
  - Students and staff with temporary medical conditions
The 3 “C’s” of Working with School and Community Partners

*Speaker: Deborah Strouse*
Collaborate

- In planning and preparing for emergency management, the school nurse may provide guidance and leadership for a multi-professional team:
  - Administration, Faculty and Staff
  - Facilities
  - Transportation
  - Food Services Personnel
  - All school personnel + community partners
Coordinate

• School nurse takes a leadership role in planning for school emergencies
  – Develops a team approach
  – Assists in development of emergency planning on the district and building levels
  – Provides insight as to the medical needs of students and staff
  – Assists in the planning and implementation of school drills for a variety of potential emergencies
Communicate

• School nurses, as part of the team, can:
  – Support the use of a clear and well understood line of communication between stakeholders
  – Play a role communicating with community responders as a part of the planning and preparation for a school emergency
    • Ambulance and Emergency Medical Services
    • Law enforcement
    • Fire personnel
    • Mental Health practitioners
Emergencies will happen – and when we are ready, with comprehensive plans and good lines of communication in place, we will be prepared for the best possible outcome.
Thank you to the following persons for their roles as authors and presenters of this webinar, originally broadcast December 14, 2010:

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