Emergency Preparedness

Overview of Emergency Preparedness & Response Planning for School Personnel

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The Objective

Is to bring awareness to:

- types of emergencies that might arise at your home or place of business

- basic components of emergency preparedness planning

- why workers and their unions should be involved in emergency preparedness planning

- evaluating your emergency preparedness plan
“An unforeseen situation that threatens employees, customers, or the public; disrupts or shuts down operations; or causes physical or environmental damage.”
NOT as well as we need to be

- Significant safety threats still persist.
- Most emergency preparedness plans and training are not adequate.
- Funding for safety and health is declining in many local communities.
Emergency Action Plans: Hazard Assessment – The All Hazards Approach

- Fire
- Natural disasters
- Chemical spills
- Severe Weather
- Bomb Threats
- Intruders
- Community incidents
- Structure or facilities failure

- Bullying/Fighting/Assaults
  - Homicides/Weapons
- Pandemic Influenza or other Public Health Crisis
- Accidents

Be Prepared!
Emergency Management Plans

- Identify unique threats or hazards
- Have a designated chain of command
- Include actions and response protocols for crisis situations
-Provide a communication process for all key stakeholders
- Allow for practice drills and evaluation of how well they were conducted
Should Emergency Planning be a Union Issue?

OSHA believes that it is beneficial to include management and employees in the development of Emergency Action Plans because their commitment and support are critical to the plan’s success.
Worst-Case Scenario

- What is it?

- What steps could/should be in place to mitigate or prevent this situation?

- What does your plan say, if anything, given this situation?
Questions to Consider

- **Frequency of occurrence** – How often is it likely to occur?
- **Magnitude and potential intensity** – How bad can it get?
- **Location** – Where is it likely to strike?
- **Probable geographical extent** – How large an area will be affected?
- **Duration** – How long could it last?
- **Seasonal pattern** – What time of year it is more likely to occur?
- **Speed of onset** – How fast will it occur?
- **Availability of warnings** – How much warning time is there? Does a warning system exist?
Other Considerations

Important to remember that plans should include provisions for the evacuation and transport of students and staff with “special needs”
Partners and Key Stakeholders

- The UNION!
- Community Partners
  - Local agencies
    - Fire, police, hospitals, emergency management agency, etc.
  - School/staff/students and parents
Phases of Emergency Planning

- Prevention/Mitigation
- Preparedness
- Recovery
- Response
Mitigation and Prevention:
• Requires taking inventory of the dangers in a school and/or community and identifying what to do to prevent and reduce injury and property damage (Hazard Assessment).

Preparedness:
• Facilitate a rapid, coordinated, and effective response when a crisis occurs.
• Establish emergency policies, procedures and plans
• Incident Command System (ICS)-Who’s in Charge? - Communication

Response:
• Take action to effectively contain and resolve an emergency through implementation of the emergency management plan
• Identify the type of crisis that is occurring, determine the appropriate response and activate the incident management system.

Recovery:
• Restoring - a safe and healthy environment
• Recovery can be a long-term process
Types of Response Actions That Should be Practiced

- Evacuation
- Reverse Evacuation
- Lockdown
- Shelter-in-Place
- All other Drills

**PRACTICE!!!**

- It is essential that actions and exercises be developed and PRACTICED and take into account a variety of emergency scenarios that might occur
If Something Could Go Wrong… It Will

Plans need to anticipate and plan for:

- Key staff/person not being present at time of emergency
- Communications equipment not working
- Evacuation site not being available, or not suitable on day it is needed
- Multiple events occurring at the same time
Summary of Key Components for an Effective Emergency Management Plan

Goal is to have an emergency management plans that:

- Address all four phases of emergency management
- Take an “all hazards” approach and are tailored to conditions of individual schools
- Are developed collaboratively with key stakeholders and include incident command structure
- Are based upon sound data and information
- Are practiced on a regular basis
- Are living documents that are continually reviewed and updated
Active shooter as we know it

A review of basic principles and issues
Hostage and Shooting incidents are not new and are on the rise.

Since 1996, there have been over 42 incidents of school and workplace shootings worldwide.

- Columbine (April, 1999)
- Amish Children‘s School (Oct, 2006)
- Virginia Tech College Campus (April, 2007)
There Are Three Types of Shooting Situations

- Barricaded Suspect
- Hostage Situations
- Active Shooter
What is an active shooter?

A situation where one or more people are in the process of causing death or injury or posing an immediate danger thereof

– Not a hostage situation
– Not a stand off
– Not a barricaded perpetrator

➢ But can transition to one of these
What’s different about it?

• Danger is immediate
• Cannot wait for SWAT (Special Weapons and Tactics teams)
• Must act now to save lives
• A “come as you are” affair for responders
  – Weapons, equipment, skills, mindset, physical condition
• You have less than a minute to act
Police Response

Law enforcement's goal is to locate, contain, and stop the shooter

• Everyone in the building will be considered a suspect

• When the team of officers makes contact with you, do not run towards them

• Keep your hands visible and respond to their commands

• Officers will engage with fire, anyone that is armed or moves on them in what can be perceived an aggressive manner

• If you are near the suspects when officers make entry, the best thing to do is drop to the ground and stay there, with your hands visible until the team commands you to get up.
OSHA Standards

Exit Routes, Emergency Action Plans, and Fire Prevention Plans; Hazard Communication

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A Few of the OSHA Requirements:

**Exit Routes – 1910:34:**
• Ample **permanent** exit routes for quick escape.

**Exit Discharge – 1910:36:**
• Must lead directly outside or to a street, walkway, refuge area, public way, or open space.

  • Open from the inside at all times without keys, tools, or special knowledge.

**Minimize Danger to Employees - 1910:37:**
• Exit routes must be free and unobstructed.

**Portable Fire Extinguishers – 1910:157:**
• Must be maintained and checked annually
Extinguisher Classification

Letter classification given an extinguisher to designate the class or classes of fire on which it will be effective.

- **Class A** – ordinary combustibles (wood, cloth, paper)
- **Class B** – flammable liquids, gases, greases
- **Class C** – energized electrical equipment
- **Class D** – combustible metals
**Fire Extinguisher : 101**

**Pull the Pin** at the top of the extinguisher. The pin releases a locking mechanism and will allow you to discharge the extinguisher.

**Aim at the base of the fire**, not the flames. This is important - in order to put out the fire, you must extinguish the fuel.

**Squeeze the lever slowly.** This will release the extinguishing agent in the extinguisher. If the handle is released, the discharge will stop.

**Sweep from side to side.** Using a sweeping motion, move the fire extinguisher back and forth until the fire is completely out. Operate the extinguisher from a safe distance, several feet away, and then move towards the fire once it starts to diminish. Be sure to read the instructions on your fire extinguisher - different fire extinguishers recommend operating them from different distances. Remember: Aim at the base of the fire, not at the flames!!!!
A smoke detector is a device that detects SMOKE, typically as an indicator of fire. Commercial, industrial, and mass residential devices issue a signal to a fire alarm system, while household detectors, known as smoke alarms, generally issue a local audible and/or visual alarm from the detector itself.
A carbon monoxide detector or CO detector is a device that detects the presence of the carbon monoxide (CO) gas in order to prevent carbon monoxide poisoning. CO is a colorless and odorless compound produced by incomplete combustion. It is often referred to as the "silent killer" because it is virtually undetectable without using detection technology.
It's a fact of life that emergencies are going to happen. When they happen to you or around you and you are not prepared, then it can be a moment of sheer panic like no other.

Preventing injuries by providing a safe environment is of prime concern to providers. Providers should be well-prepared to act when children are injured.
Professional Development

AED/CPR Training Program

State Education Law Section 917 requires public school administrators to ensure the presence of at least one operable Automated External Defibrillator (AED) at each school, as well as staff volunteers in each school building/annex, etc who are appropriately trained and certified in Cardio-Pulmonary Resuscitation/Automated External Defibrillator (CPR/AED) and can respond to medical emergencies. The law also requires the presence of trained responders and AEDs at all school-sponsored activities (curricular or extracurricular events and activities) on site as well as off site.
Professional Development

AED/CPR Training Program

If you are scheduling a class at your school, you will need the employee identification numbers of every class participant in order to be able to complete your class request. Please be sure to obtain the employee identification numbers of your participants before attempting to schedule the class. If you experience any difficulty in scheduling a class, please contact ESI directly at 212-564-6833 for assistance.

AED Checklist and Procedures

AED Program Contact Information

Donovan A. Lauther, AED Program Manager
Bronx, Brooklyn, Queens and Charter Schools
212-374-6757
DLauthc@schools.nyc.gov

Celeste T. McGee, AED Program Manager
Manhattan, Staten Island, Alternative, Citywide and Empowerment Schools
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Remember . . . . The life that’s saved may be your own!
Why Learn First Aid?

• Each year there are:
  10,000 fatalities on the job
  5.5 million non-fatal worker-related injuries

• Prompt care can mean the difference between:
  Life and death
  Minor and debilitating injuries
  Temporary and permanent injuries
  Quick and prolonged recoveries
Be Prepared

- Know locations of first aid kits
- Know local emergency numbers
  - Ambulance, fire, police, poison control
- Know designated first Responders
- Know associates certified in CPR
- Be ready to help
Responding to an Emergency: General Rules

- Rule #1: Keep calm
  - Assess the situation
  - Who requires help?
  - Have hazards been controlled?
- Alert medical assistance
  - Know local emergency phone numbers
- Keep the victim calm
- Notify supervisor
Poisoning is defined as any substance that causes injury, illness, or death when swallowed, contacted by skin or inhaled.

Common poisons that are swallowed include prescription, illegal, and over-the-counter drugs; alcohol; household cleaning products; make-up; pesticides; paints solvent; contaminated foods; and poisonous plants.

- Have all medicine bottles, containers or samples of poisoning substance available for EMS
A material safety data sheet (MSDS) is a form with data regarding the properties of a particular substance. An important component of safety, it is intended to provide workers and emergency personnel with procedures for handling or working with that substance in a safe manner, and includes information such as physical data, storage, disposal, protective equipment, and spill-handling procedures.

MSDS formats can vary from source to source depending on national requirements.
Staying Safe and Healthy in Winter Weather

• Winter storms and cold temperatures can be hazardous, but if you plan ahead, you can stay safe and healthy.

• Prepare your home and cars. Keep emergency kits stocked. Be ready for power outages.

• Wear appropriate clothing.

• Check on children, the elderly and pets.
Winter Storms and Extreme Cold

It is important to be prepared for winter weather before it strikes.

**Step 1: Get a Kit**

Thoroughly check and update your family's Emergency Supply Kit before winter approaches and add the following supplies in preparation for winter weather:

- **Rock salt** to melt ice on walkways
- **Sand** to improve traction
- **Snow shovels** and other snow removal equipment.

Also include **adequate clothing and blankets** to keep you warm.

**Step 2: Make a Plan: Prepare your Family**

**Step 3: Be Informed: Prepare your Home**
Familiarize yourself with the terms that are used to identify winter weather

**Freezing Rain** creates a coating of ice on roads and walkways.

**Sleet** is rain that turns to ice pellets before reaching the ground. Sleet also causes roads to freeze and become slippery.

**Winter Weather Advisory** means cold, ice and snow are expected.

**Winter Storm Watch** means severe weather such as heavy snow or ice is possible in the next day or two.

**Winter Storm Warning** means severe winter conditions have begun or will begin very soon.

**Blizzard Warning** means heavy snow and strong winds will produce a blinding snow, near zero visibility, deep drifts and life-threatening wind chill.

**Frost/Freeze Warning** means below freezing temperatures are expected.
Winter Storms and Extreme Cold

When a **Winter Storm WATCH** is issued

Listen to NOAA Weather Radio, local radio, and television stations, or cable television such as The Weather Channel for further updates.
Be alert to changing weather conditions.
Avoid unnecessary travel

When a **Winter Storm WARNING** is issued

Stay indoors during the storm.
If you must go outside, several layers of lightweight clothing will keep you warmer than a single heavy coat.
Gloves (or mittens) and a hat will prevent loss of body heat. Cover your mouth to protect your lungs.
Heat Stress

How the body handles heat

• **Heat disorders**
  Know how to recognize heat-related illnesses
  Know what to do when they occur

• **Prevention**
  Know the factors increasing your risk
  Know how you can prevent heat-related illness
How the Body Responds to Heat

• The body tries to keep a constant internal temperature

• When internal temperature rises, it attempts to get rid of excess heat by:
  Increasing blood flow to skin surface
  Releasing sweat onto skin surface
When Cooling Mechanisms Fail

High air temperature reduces effectiveness

High humidity reduces evaporation of sweat

Excess loss of salt

Dehydration
Heat Stroke

**Cause:**
✓ Total breakdown of body's cooling system

**Signs & Symptoms:**
✓ High body temperature (>103)
✓ Sweating stops and skin is hot, red, and dry
✓ Headache, dizziness, weakness, rapid pulse, chills, difficulty breathing

If untreated, delirium and unconsciousness

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Heat Exhaustion

**Cause:**
✓ Excessive loss of water and salt through sweat

**Signs & Symptoms:**
✓ Heavy sweating, intense thirst, skin is pale and cool, rapid pulse, fatigue/weakness, nausea & vomiting, headache, blurred vision, fainting

**Treatment:**
Move to cool area, rest with legs elevated, loosen clothing, give fluids, cool with water & fan
Keys to safe driving

- Wear your seat belt
- Pay attention
- Don’t drive under the influence
- Don’t drive drowsy
- Take weather conditions into consideration
- Obey traffic rules
- Maintain your vehicle
Facts related to car accidents

• Every 12 minutes someone dies in a motor vehicle accident

• Unsafe driving accounts for 43% of all workplace fatalities

• One of every four workplace injuries or deaths involve motor vehicles

• Motor vehicle accidents cost employers over $60 billion each year
EMPLOYEE HAZARD COMMUNICATION CARD

HEALTH HAZARD
4 - DEADLY
3 - EXTREME DANGER
2 - DANGEROUS
1 - SLIGHT HAZARD
0 - NO HAZARD

FIRE HAZARD
(FLASH POINTS)
4 - BELOW 73°F
3 - BELOW 100°F
2 - BELOW 200°F
1 - ABOVE 200°F
0 - WILL NOT BURN

SPECIFIC HAZARD
ACID - ACID
ALK - ALKALINE
COR - CORROSIVE
OX - OXIDIZER
★ - RADIOACTIVE
⁻ - WATER REACTIVE

INSTABILITY
4 - MAY DETONATE
3 - EXPLOSIVE
2 - UNSTABLE
1 - NORMALLY STABLE
0 - STABLE

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The pattern of an attack followed by most human attackers is:

1. Select an easy victim. Someone who seems oblivious, fearful or unaware.
2. Create a position of advantage to gain privacy and control.
3. Dominate the victim through intimidation, physical assault, or robbery.
4. Escape so they can get away without getting caught.

The sooner we interrupt this pattern, the safer we will be. Our strategies are to:

Be and Act Aware, Take Charge - Get Help
Wrapping Things Up ...

- OSHA Standards set a minimum level of protections primarily because of UNION activity.

- These standards are basic minimums, and it’s up to the UNION to not only make sure they are enforced, but that they are improved through collective bargaining!

Any Questions?