

Orientation to School Nutrition Management

Part I: Work Place Safety (30 minutes)

Part II: Emergency Preparedness (45 minutes)

Instructor's Manual

Time: 1 ¼ hours



Key Area 3: Administration
Learning Codes: 3240, 3450

2017

Institute of Child Nutrition

The University of Mississippi

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PURPOSE

The purpose of the Institute of Child Nutrition is to improve the operation of child nutrition programs through research, education and training, and information dissemination.

MISSION

The mission of the Institute of Child Nutrition is to provide information and services that promote the continuous improvement of child nutrition programs.

VISION

The vision of the Institute of Child Nutrition is to be the leader in providing education, research, and resources to promote excellence in child nutrition programs.

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Functional Area and Competencies

Functional Area 4: Food Security, Sanitation, and Safety

Competency 4.2: Provide leadership in creating a safe work environment for school nutrition operations

Competency 4.3: Develop a systematic approach to address emergency and disaster situations

Source: *Competencies, Knowledge, and Skills for District-Level School Nutrition Professionals in the 21st Century*, from ICN website: <http://ICN.org/ResourceOverview.aspx?ID=284>

Lesson Objectives

At the end of this lesson, participants will be able to accomplish the following:

1. Identify principles of creating and maintaining a safe work environment.
2. Describe the role of the school nutrition program in emergency preparedness.

Lesson-at-a-Glance

Time Allowed	Topic	Activity	Materials
5 minutes	<ul style="list-style-type: none"> • Introduction to lesson 	<ul style="list-style-type: none"> • Welcome • Pre-Assessment 	<ul style="list-style-type: none"> • Pre-Assessment • Participant's Workbook
Part I: Workplace Safety			
Objective 1: Identify the principles of creating and maintaining a safe work environment.			
20 minutes	<ul style="list-style-type: none"> • Workplace security • Accident prevention • OSHA 	<ul style="list-style-type: none"> • Back door security measures • Security scenarios • Security checklist • Safety meeting schedule • Accident prevention– you are the key 	<ul style="list-style-type: none"> • Participant's Workbook
Part II: Emergency Preparedness			
Objective 2: Describe the role of the school nutrition program in emergency preparedness.			
40 minutes	<ul style="list-style-type: none"> • Role of the school nutrition director • Emergency preparedness plan • Biosecurity for school nutrition programs 	<ul style="list-style-type: none"> • Fact Sheets: What is Emergency Preparedness? and Steps in Developing an Emergency Management Plan • Emergency preparedness planning matrix • Food recall • Differences between food safety and food biosecurity 	<ul style="list-style-type: none"> • Participant's Workbook • Flip chart, markers
10 minutes	<ul style="list-style-type: none"> • Follow-up suggestions • Lesson evaluation 	<ul style="list-style-type: none"> • Food defense video viewing guide • Post-Assessment • Administer evaluation 	<ul style="list-style-type: none"> • Video: <i>Food Defense: Developing A Biosecurity Management Plan</i> • Post-Assessment • Evaluation form
75 minutes = 1 ¼ hours			

Preparation Checklist

Instructions: The following tasks are necessary for presenting this lesson. Assign each task to a specific person and determine the date that each task must be completed. Keep track of the progress by recording information on the tracking form and checking off tasks as they are completed.

Task	Person Responsible	Completion Date	√
<p>Reserve equipment and gather supplies as needed for use on the day of class (6 weeks prior).</p> <p>Instructor Manual Roster of participants attending for instructor Participants' sign-in sheets Pre/Post-Assessments</p> <p>List of equipment and supplies needed Microphone (preferably wireless) Computer to present slides and/or DVD Projector Screen Wireless presenter device and laser pointer Flip chart paper (self-adhesive strip sheets) Painter's tape (do not use masking tape) Markers (flip chart) Pens, pencils, note paper, highlighters, self-adhesive notes, page markers, index cards (each table) Name tags and table tents</p>	<p>Instructor</p>		
<p>Participant's Workbook Agenda, roster of presenters/participants, and handouts</p>			
<p>Evaluation (lessons and/or overall for each participant)</p>			

Part I: Workplace Safety Background Information

Note to Instructor: The purpose of the background information section is to help you become familiar with the context of the lesson. It is not a part of the lesson detail.

A well trained child nutrition team is essential to meeting the important goal of feeding children healthful, nutritious meals through a sound school nutrition program. However, workplace accidents disrupt team harmony, program efficiency, and the goal of feeding children. It is vital for the director to identify actions and resources to protect employees in the workplace to prevent accidents and emphasize the importance of taking responsibility to apply corrective actions to ensure a safe work environment. There are plenty of opportunities in a busy school nutrition kitchen for an accident to happen: slippery floors, knives and other sharp tools, hot surfaces, heavy pieces of moveable equipment, bulky cases of food, hazardous or toxic chemicals, and congested work spaces. Directors need to develop good relationships with custodial, maintenance, and security staff to ensure that facilities are kept clean, equipment is well maintained, and security personnel are able to provide assistance when needed. External collaboration with health and safety inspectors of all kinds is an important element in fostering a safe working environment.

In summary, a safe working environment is critical to the integrity of a school nutrition program. The director provides the leadership needed to maintain a safe work environment in all facilities on an ongoing basis. The efforts of the director must focus on ensuring the safety of employees, preventing accidents, and using resources responsibly to maximize a safe work environment for everyone.

Role of the School Nutrition Director

1. Know and implement all regulations and requirements that are applicable to a safe work environment.
2. Supervise the implementation and evaluation of a safe work environment in each school. While the actual implementation of a safe work environment takes place at the school site, the director must:
 - a. provide resources needed for school-based personnel to support a safe work environment (such as appropriate work clothing, equipment, etc.),
 - b. establish standards for safety,
 - c. monitor safety practices during school visits, and
 - d. develop good working relationships with maintenance and security staff.
3. Establish and maintain ongoing training on safety practices.
4. Evaluate safety practices routinely.

Lesson Plan Part I: Workplace Safety

SAY:

A safe working environment is critical to the integrity of a school nutrition program. The district director provides the leadership needed to maintain a safe work environment in all facilities on an ongoing basis. The director must provide a focus on ensuring the safety of employees, preventing accidents, and using resources responsibly to maximize a safe work environment for everyone. School violence is a potential danger for students and employees alike. Security in the school kitchen must be part of the school's overall security plan.

Role of the School Nutrition Director

1. Know and implement all regulations and requirements that are applicable to a safe work environment.
2. Supervise the implementation and evaluation of a safe work environment in each school. While the actual implementation of a safe work environment takes place at the school site, the director must:
 - a. provide resources needed for school-based personnel to support a safe work environment (such as appropriate work clothing, equipment, etc.);
 - b. establish standards for safety;
 - c. monitor safety practices during school visits; and
 - d. develop good working relationships with maintenance and security staff.
3. Establish and maintain ongoing training on safety practices.
4. Evaluate safety practices routinely.

Objective 1: Identify principles of creating and maintaining a safe working environment.

SHOW: Slide Workplace Safety and Emergency Preparedness

Instructor's Note: Have this slide on screen as participants enter.

SHOW: Slide Objective 1

SAY:

A well trained child nutrition team is essential to meeting the important goal of feeding children healthful, nutritious meals through a sound school nutrition program.

Workplace accidents disrupt team harmony, program efficiency, and the goal of feeding children. We will identify actions and resources to foster a safe work environment, stress the importance of applying corrective actions, and promote accident prevention.

SAY:

School violence is a potential danger for students and employees alike. Security in the school kitchen must be part of the school's overall security plan. The school nutrition director must work collaboratively with district and campus administrators to develop a kitchen security plan that includes emergency procedures to ensure that all employees know what to do when faced with a variety of violent or dangerous situations.

ASK:

The kitchen entry from outside is a critical component of the campus security plan; can you think why this is so?

Instructor's Note: Allow a minute for several participants to answer. If no one responds, ask someone what they think.

SAY:

The door into the kitchen from outside is one of the most vulnerable entrances into the entire facility. Typically, this door is not monitored and sees heavy traffic as employees, visitors, health inspectors, and repair personnel enter and leave, deliveries arrive, etc. Can you think of anything that can be done to increase the security of this entrance?

DO:

(Workbook Activity) Back Door Security Measures

SAY:

Work in groups to brainstorm security measures for the kitchen's back entrance.

FEEDBACK:

Security measures for the kitchen back door may include the following:

- Locks
- Peepholes
- Security cameras
- Keyless entry
- Security alarms
- Electronic sensors
- Motion detectors

SHOW: Slide Back Door Security Measures

SAY:

Interior doors such as those separating the cafeteria seating area from serving lines also pose security concerns. Are these doors secured from within the kitchen itself?

Who can open, lock, or unlock these doors? Who has keys for these doors?

To help us think about security in the kitchen, turn to the scenarios that present a variety of security concerns related to the school nutrition programs. I will assign the scenarios to your groups.

DO:

(Workbook Activity) Security Scenarios

SAY:

Each group will be assigned a scenario to read and have 5 minutes to review and answer the questions at the end. Each team will identify one group member to read their group's scenario, the questions, and answers to the questions to the class

Instructor's Note: Use feedback to complete participant's answers.

Workplace Security Scenario #1

It is 10:30 AM, and the staff is preparing for lunch service. The milkman is halfway finished with delivering the milk order. The back door is propped open so that he may deliver more rapidly. The school loudspeaker suddenly blares that there is an emergency, and the school is going into lockdown. What should your school nutrition staff do and in what order?

FEEDBACK:

School security experts advise closing and locking the door immediately. If the delivery person is inside the kitchen, he joins the school nutrition staff in gathering and waiting at the pre-designated location, behind locked doors. If the delivery person is outside the cafeteria when the lockdown is announced, he would be required to come inside the kitchen.

Workplace Security Scenario #2

It is 10:45 AM, and the staff is in the middle of preparing for lunch service. The milkman is halfway finished delivering the milk order. The back door is propped open so that he may deliver more rapidly. A parent and her two children are at one of your cash registers, and the parent is working with one of your employees to make a deposit into her children's meal accounts. The school loudspeaker suddenly blares that there is an emergency, and the school is going into lockdown. What should your school nutrition staff do and in what order? What do you do about the parent and her children?

FEEDBACK:

School security experts advise that the parent and her children be required to join the school nutrition staff at the pre-designated safe place behind closed and locked doors. The back door is locked immediately, and the delivery person is required to join the school nutrition staff and the mother and two children in the designated safe location.

Workplace Security Scenario #3

It is 11:15 AM. Dozens of students are in various cafeteria serving lines waiting to be served lunch. The cafeteria lines are arranged so that customers enter through one door, walk along the serving line, make their choices, get charged by the cashier, and exit through a different door. Two school nutrition employees are outside at the dumpster emptying trash. The school loudspeaker suddenly blares that there is an emergency, and the school is going into lockdown. What should your staff do and in what order? What about the students waiting in line? What about the employees who are outside?

FEEDBACK:

School security experts advise that students inside the serving line areas join the school nutrition staff in the designated safe location of the kitchen. Employees outside the kitchen are also ordered to run back into the kitchen and into the designated safe place.

Workplace Security Scenario #4

It is 2:12 PM. The staff has nearly completed cleaning the kitchen, the prep work for tomorrow's menu is finished, and the employees' workday ends in 8 minutes. It's been a long day so everyone is ready to go home! One of the employees already left to put the day's deposit in the school safe for courier pickup later. Suddenly, the school loudspeaker blares that there is an emergency, and the school is going into lockdown. You know that if your staff stays for even 1 minute past 2:20 pm, they will earn overtime, and your director has been adamant that no overtime should be worked for any reason. What should the school nutrition staff do and in what order?

FEEDBACK:

School security experts advise that in a school emergency such as a campus lockdown, the normal rules about overtime do not apply. Your employees must work as long as it takes for the lockdown to pass safely. The employee who had left with the deposit should already be in lockdown in some other part of the building, perhaps the front office. Your staff should gather at the designated safe location of the kitchen.

ASK:

In the scenario just discussed, 2 minutes after lockdown, the fire alarm goes off. You think you can smell smoke, but in all the stress of the lockdown, you're not sure. What do you do now?

FEEDBACK:

School security experts advise that the lockdown has priority over the fire alarm unless there is 100% proof of fire. School security experts warn that perpetrators intending harm to students and staff might roam hallways finding doors locked and decide to pull fire alarms to cause confusion, doors to open, and classrooms to empty. This would present numerous targets for the perpetrators.

Workplace Security Scenario #5 – Part 1

Rosa has worked in school nutrition for 8 years and is an outstanding employee. Her husband always picks her up from work since she does not drive. The usual routine is that he pulls his car up to the back door of the kitchen and waits there for her.

Sometimes, if Rosa has to work a few minutes past her regularly scheduled hours, he will wait inside the kitchen near the back door. Everyone in the kitchen knows Rosa's husband, and he even sometimes comes and has lunch with Rosa and the rest of the crew. He has an engaging personality and everyone finds him a nice and friendly man totally devoted to Rosa. Is there anything wrong with this picture?

Instructor's Note: Allow a few minutes for discussion before asking the group to move onto Part 2.

SAY:

Now let's hear the second part of this scenario.

Workplace Security Scenario #5 – Part 2

You notice that today Rosa does not seem to be herself. She tells you that maybe she's coming down with a cold but that everything is fine. Near the end of the day Rosa's husband drives up as usual. He appears at the back door, and one of the

employees opens the door for him. What nobody knows is that last night, Rosa told her husband that she is going to leave him. In fact, she walked out on him last night.

Unknown to your staff, he has a pistol under his shirt and is determined to keep Rosa from leaving him at any cost.

Now, let's answer the question. Is there anything wrong with letting Rosa's husband wait inside the kitchen for his wife?

Instructor's Note: Allow a few minutes for discussion.

SAY:

A seemingly safe and regular practice can turn tragic in a moment. Do not compromise the school nutrition security plan. The best way to prepare for emergencies is through training and increased awareness. Key security questions for school nutrition directors to answer are included on the Security Checklist. In addition, food safety policies and procedures may restrict visitors from entering food preparation areas.

DO:

(Workbook Activity) Security Checklist

SAY:

Find the security checklist. Take a minute to review the questions and resolve to take steps to ensure that a workplace security plan is in place in your program.

Security Checklist

Instructions: Review the questions on the security checklist and write the measures you employ for each. If you do not have any, resolve to take steps to ensure that a workplace security plan is in place:

- Do your employees know what to do if the campus calls for a lockdown?
- If the campus calls for a lockdown, do you have set procedures for handling the following people? What are they?
 1. Vendors:
 2. Visitors:

3. Students waiting in line:
4. Spouses or other family members:
5. People (students, staff, etc.) who may be outside the school building when a lockdown is announced:
6. Any other contingencies:
 - Do you have a designated “safe space” area of the kitchen for employees to gather?
 - Are flashlights and other emergency equipment, such as first aid kits, available in case of power failure or other emergency?
 - Is there a way for school nutrition staff to communicate with the outside world if phone lines are cut and the staff is locked down in the kitchen?
 - Do employees know what takes precedence: a fire alarm or a lockdown?
 - Do employees know how to report an emergency to the school staff?
 - Can school nutrition employees call for a lockdown?
 - Do employees know which equipment to turn off or render harmless in case a lockdown is called during a peak cooking time?

SAY:

All the questions/actions on the checklist must be coordinated and integrated into the facility's security plan.

Kitchen Safety

SHOW: Slide Effective Safety Programs

SAY:

Kitchen safety is a critical part of a motivated team. The school nutrition director must ensure a safe and secure work environment that frees employees to focus on performance. Effective safety programs have several critical components.

The first step towards having an effective safety plan is coordinating school nutrition program efforts with other departments and functional areas of the school district. By

working in partnership with other department leaders, the school nutrition director gains access to their experience, knowledge, and activities and ensures school-wide security. A key element in an effective safety program is a regular system of training. Often school nutrition managers are trained and then become the trainer for their employees. Other sources of safety education are webcasts, virtual meetings, guest speakers, and individual learning modules.

DO:

(Workbook Activity) Safety Meeting Schedule

Instructions: Work as a group/team to develop safety topics for the remaining months. Fill in topics for the remaining months of the schedule.

Instructor's Note: Information on the following chart in italics (January-May) are examples and do not appear in the Participant's Workbook. Answers will vary.

Sample Safety Meeting Schedule

Month	Topic
September 26	Safe Lifting Techniques
October 24	Preventing Slips and Falls
November 14	Hot Stuff–Preventing Burns
December 19	Prevent Employee Cuts
January 16	<i>What to Do in the Event of Fire</i>
February 20	<i>Proper Chemical Storage and Use</i>
March 12	<i>Using Carts to Transport Items</i>
April 23	<i>Safe Storage (time limits, placement, heavier items on bottom, no glass above arm level, etc.)</i>
May 21	<i>Equipment and Clothing</i>

DO:

(Workbook Activity) Accident Prevention—You Are the Key

Instructions: Review Accident Prevention—You Are the Key. Identify corrective actions you should take to prevent an accident and demonstrate an attitude of safety.

***Instructor's Note:** The italicized information on the following chart is intended as examples and does not appear in the Participant's Workbook. Answers will vary.

Accident Prevention—You are the Key

POTENTIAL ACCIDENT	CORRECTIVE ACTIONS
<p>An employee does not notice water spills on the floor as she carries a pan to the steam table and organizes the serving line. The lunch bell will ring in 5 minutes and everyone is hurrying to get hot products out to other areas of the line.</p>	<p><i>Always use a cart.</i></p> <p><i>Announce clearly and loudly there is a spill on the floor and the location to alert staff to the hazard.</i></p> <p><i>Mark any wet floor areas with cones to keep people out of the area.</i></p> <p><i>Wipe up ANY spills (water, grease, food, etc.) you see on the floor whether it has been spilled by you or someone else.</i></p>
<p>The staff has just completed a workplace safety class stressing the importance of proper lifting techniques. Many employees continue to bend from the waist to pick up pans stored below the prep tables or to pick up cases stored on the floor in the cooler, storeroom, and freezer.</p>	<p><i>Remind employees of the safety training and why it is important to lift safely.</i></p> <p><i>Continue the reminders until employees are lifting safely.</i></p>
<p>Some of the pot holders in the hot food preparation area and on the serving lines have holes or are wearing thin.</p>	<p><i>Remove the potholders that are in poor condition.</i></p> <p><i>Offer suggestions as to the type of pot holders to order.</i></p>

Source: Institute of Child Nutrition. (1999). *Working safe: accident prevention in child nutrition programs*. University, MS. Author.

SHOW: Slide Occupational Safety and Health Administration (OSHA)

SAY:

The *Occupational Safety and Health Act of 1970* created the Occupational Safety and Health Administration (OSHA) to help employers and employees reduce injuries, illnesses, and deaths on the job. OSHA’s mission is to ensure the safety and health of America’s workers by:

- setting and enforcing standards;
- providing training, outreach, and education;

- establishing partnerships; and
- encouraging continual improvement in workplace safety and health.

ASK:

Does anyone here know who is covered by OSHA? Are you?

SAY:

If you work in the private sector, you are covered by the federal OSHA or an OSHA program operated by your state government. The OSHA Act authorizes states to establish their own safety and health programs with OSHA's approval so long as they provide protection equivalent to that provided under Federal OSHA regulations.

ASK:

Do you know what employees' rights are under OSHA?

SAY:

Your Participant's Workbook contains helpful information in working with OSHA, and you are encouraged to review these employee rights and obligations under OSHA.

SAY:

The law encourages workers to be active players in their workplace's safety and health effort. It gives employees the right to perform the following:

- Review copies of appropriate standards, rules, regulations, and requirements that the employer is required to have available at the workplace.
- Request information from the employer on safety and health hazards in the workplace, appropriate precautions to take, and procedures to follow if the employee is involved in an accident or is exposed to toxic substances.
- Gain access to relevant employee exposure and medical records.
- Request an OSHA inspection if they believe hazardous conditions or violations of standards exist in the workplace.

- Accompany an OSHA compliance officer during the inspection tour or have an authorized employee representative do so.
- Respond to questions from the OSHA compliance officer.
- Observe any monitoring or measuring of hazardous materials and see the resulting records, as specified under the OSHA Act and required by OSHA standards.
- Review or have an authorized representative review the employer's Log of Work-Related Occupational Injuries and Illnesses (OSHA 300) at a reasonable time and in a reasonable manner.
- Object to the timeframe set by OSHA for the employer to correct a violation by writing to the OSHA area director within 15 working days from the date the employer receives the citation.
- Submit a written request to the National Institute for Occupational Safety and Health for information on whether any substance in the workplace has potentially toxic effects in the concentration being used, and, if requested, have their names withheld from the employer.
- Be notified if the employer applies for a variance from an OSHA standard, and have an opportunity to testify at a variance hearing and appeal the final decision.
- Have their names withheld from their employer, by request to OSHA, if they sign and file a written complaint.
- Be advised of OSHA actions regarding a complaint, and request an informal review of any decision not to inspect the site or issue a citation.
- File a complaint if punished or discriminated against for acting as a "whistleblower" under the OSH Act or 13 other federal statutes for which OSHA has jurisdiction or for refusing to work when faced with imminent danger of death or serious injury and there is insufficient time for OSHA to inspect.

Source: Occupational Safety and Health Administration. (2011). *OSHA: Workers' rights*. Retrieved from <http://www.osha.gov/Publications/osha3021.pdf>

SAY:

Don't forget, employees and employers both have responsibilities under the Act that include:

- reading the OSHA poster at the job site;
- complying with all applicable standards;
- following all lawful employer safety and health rules and regulations, and wearing or using prescribed protective equipment while working;
- reporting hazardous conditions to the supervisor; and
- exercising rights under the Act in a responsible manner.

SAY:

For information regarding maintaining a safe and healthy work environment and the Occupational Safety and Health Administration (OSHA), a government agency in the Department of Labor, go to www.osha.gov or call (800) 321-OSHA.

SAY:

Each of you plays an important role in keeping workers, students, staff, and others safe by promoting accident prevention and security in the kitchen and other work areas. Ensuring a safe work environment is critical to meeting the important goal of feeding children healthful, nutritious meals through a sound school nutrition program.

Follow-Up Suggestions

1. Have managers submit suggestions for topics related to workplace safety that they would like to know more about. Use this list to plan in-service lessons.
2. Visit another district and review their workplace safety practices.
3. Ask each manager to walk through his or her own facility and note any deficiencies.
4. Meet with managers and discuss deficiencies and corrective actions to implement.
5. Inventory protective clothing/equipment and list needed replacements and suggestions for new items.
6. Ensure that OSHA information is easily accessible to staff.

Part II: Emergency Preparedness

Background Information

Note to Instructor: The purpose of the background information section is to help you become familiar with the context of the lesson. It is not a part of the lesson detail.

Emergency situations in school nutrition programs come without warning and can vary in intensity from one location to the next. For example, the normal work routine may be disrupted by a water main leak, an ice storm, or a food recall. Emergency preparedness is a systematic approach for conducting a risk analysis of the school nutrition operation.

Emergency preparedness includes:

- **Prevention/Mitigation**—activities that prevent or reduce the chance of an emergency or reduce the damage caused by unavoidable emergencies. In this phase, major vulnerability areas are assessed and decisions are made about how they should be addressed.
- **Preparedness**—emergency preparedness plans. In this phase, crisis plans in the district, school, and community are identified, and policies and procedures are developed to respond to emergencies and to protect the food supply from threats.
- **Response**—actions taken to save lives and prevent damage in an emergency situation. In this phase, the emergency preparedness plan policies and procedures are put into action to address the emergency situation.
- **Recovery**—actions taken to return to normal operations. “Lessons learned” are reviewed and incorporated into emergency preparedness plans for future use.

This introduction to the Emergency Preparedness lesson is not intended to provide training on identifying the vulnerable areas in a school nutrition operation or performing a gap assessment. Emergency preparedness focuses on a responsible approach during natural disasters, food recalls, or acts of terrorism that will ensure the health and safety of the school nutrition program and customer and the local community.

Emergency preparedness means planning in advance for situations such as devastation from a natural disaster, inventory control, removal of a recalled food product, and identification of an act of intentional contamination of the food supply. In addition, it is important to include procedures for delays in product delivery, a fire alarm during peak production, or staff shortage due to illness. A written emergency preparedness plan can assist in a chaotic or dysfunctional situation by serving as a blueprint for whom to contact, when to take action, and what procedures to follow.

Role of the School Nutrition Director

The school nutrition director is the leader of the school nutrition programs in the district. Leadership brings responsibility, and one of those responsibilities is to protect the program and ensure its viability through effective emergency preparedness practices, including but not limited to:

1. Implementing regulations and requirements applicable to emergency preparedness.
2. Leading and modeling calm behavior in an emergency situation.
3. Supervising the development, implementation, and evaluation of an emergency preparedness plan in each school. While the actual implementation of the emergency preparedness plan may be activated district-wide or be specific to an individual school, the director must be able to do the following:
 - a. Understand the chain of command.
 - b. Communicate plans and procedures, including the ability to integrate communication tools that are in place with local response agencies, such as police, fire, homeland security, and emergency personnel.
 - c. Establish standards and procedures that will ensure sanitation and safety for the duration of the emergency.
 - d. Monitor inventory of food, equipment, and supplies.
4. Establish and maintain ongoing staff training on the emergency preparedness plan.
5. Evaluate and update emergency preparedness procedures routinely.

Lesson Plan Part II: Emergency Preparedness

SAY:

Emergency situations in school nutrition programs come without warning and can vary in intensity from one location to the next. For example, the normal work routine may be disrupted by a water main leak, an ice storm, or a food recall. Emergency preparedness is a systematic approach for conducting a risk analysis of the school nutrition operation through prevention, preparedness, response, and recovery.

Role of Director

SAY:

The school nutrition director is the leader of the school nutrition programs in the district. Leadership brings responsibility and one of those responsibilities is to protect the program and ensure its viability through effective emergency preparedness practices, including but not limited to:

1. Implementing regulations and requirements applicable to emergency preparedness.
2. Leading and modeling calm behavior in an emergency situation.
3. Supervising the development, implementation, and evaluation of an emergency preparedness in each school. While the actual implementation of the emergency preparedness plan may be activated district-wide or be specific to an individual school, the director must be able to do the following.
 - a. Understand the chain of command.
 - b. Communicate plans and procedures, including the ability to integrate communication tools that are in place with local response agencies, such as police, fire, homeland security, and emergency personnel.
 - c. Establish standards and procedures that will ensure sanitation and safety for the duration of the emergency.
 - d. Monitor inventory of food, equipment, and supplies.

4. Establish and maintain ongoing staff training on the emergency preparedness plan.
5. Evaluate and update emergency preparedness procedures routinely.

Instructor's Note: *Have opening slide on screen when lesson starts. If this is the first time you have met with the group, add a brief introduction of yourself.*

Objective 2: Describe the role of the school nutrition program in emergency preparedness.

SHOW: *Slide Objective 2*

SAY:

The next topic we will cover in your orientation course is emergency preparedness.

Instructor's Note: *Prepare ahead of time and have ready flip chart paper labeled "When You Least Expect It."*

SAY:

The purpose of this discussion is to demonstrate the reality of emergencies in a school nutrition operation "when you least expect it." Let's begin our lesson by thinking of instances of a disaster related to your school nutrition program.

ASK:

Can one of the newest school nutrition directors begin our discussion by telling us about an unanticipated event that caused a chaotic or dysfunctional situation in their school nutrition operation? *(Allow time for discussion.)*

ASK:

Who else can give us an example? *(Ask the responding participant to serve as secretary for the group and to come to the front and write other responses on the flip chart.)*

FEEDBACK:

Disaster situations include the following:

Blizzards	Droughts
Earthquakes	Floods
Ice storms	Hurricanes
Tornados	Wild fires
Rolling blackouts	Kitchen fire
Refrigerator or freezer breakdown	Interruption of telephone and computer services
Water line break	Facility lockdown
Food/supply delivery interruption	Bomb threat
Labor disputes	
Unintentional or intentional food contamination	

SAY:

You've listed many disruptions and unforeseen situations that could compromise food safety and the ability to function. As you can see from the list, there are many disasters that can impact a school nutrition program.

ASK:

Why is it important to have an emergency preparedness plan specific for the school nutrition operation?

Instructor's Note: Allow participants to respond. Responses might include comments such as: *foodservice employees are sometimes left out of the overall district's plan; we do not know when an emergency will occur; the foodservice director may not be available during a crisis; we may get calls from parents or the media; and we want to serve safe food to children.*

SAY:

Now, you have identified many emergencies and good reasons to have a written emergency preparedness plan.

ASK:

What are some concerns that might occur when school nutrition employees do not know what to do in an emergency situation?

Instructor's Note: *Participants may mention many potential problems, such as safety of employees, unsafe food preparation conditions, irate and concerned parents, negative media attention, and miscommunication among staff and school district personnel.*

SAY:

You have mentioned some very important problems about what could occur during an emergency. Not knowing how to respond in an emergency may waste valuable time and add confusion to the situation.

SAY:

We have talked about emergencies that can happen and how important it is to be prepared and so now, let's define emergency preparedness. Everybody with an idea about this, please share it with us. *(Allow for brief discussion.)*

SHOW: Slide Definition of Emergency Preparedness

DO:

(Workbook Activity) Fact Sheets: What Is Emergency Preparedness? and Steps in Developing an Emergency Management Plan

SAY:

Emergency preparedness is planning in advance how to cope with disruptions in the foodservice program to ensure the health and safety of the school nutrition customer, employees, and the community. An emergency preparedness plan serves as a blueprint for a foodservice operation to prepare for potential disruptions related to natural disasters, food recalls, and food defense.

SAY:

Look at *Fact Sheet: What Is Emergency Preparedness?* This fact sheet provides information about emergency preparedness, activities you can complete when you return to your district, and references. Now, find *Fact Sheet: Steps in Developing an Emergency Preparedness Plan*. This is an invaluable resource that can provide you specific guidance when you return to your district and begin to develop an emergency preparedness plan for your school nutrition program. The steps are as follows:

1. Establish a school nutrition emergency preparedness team.
2. Identify disruptions that may hinder the school nutrition operation and rate the priority of each item.
3. Assign tasks and develop a schedule of target dates for each.
4. Write the plan and track your progress.
5. Determine a strategy for training staff on how to use the plan.
6. Evaluate the effectiveness of the emergency preparedness plan and update as needed.

SAY:

We need to remember that no two emergencies will be exactly alike. Thus, it is important for us to know what type of emergencies can arise and what procedures are needed to minimize an already stressful situation. Having a written plan can provide the school nutrition staff a logical place to start when an emergency situation occurs. It is imperative that your Person In Charge (PIC) is familiar with it.

Fact Sheet: What is Emergency Preparedness?

Introduction

School nutrition operations can prepare for emergencies by developing a written plan to follow in the event of various emergencies. A successful emergency preparedness plan ensures the safe production, service, and storage of food. By developing an emergency preparedness plan, school nutrition employees can be prepared for potential service operation disruptions related to natural disasters, food recalls, and food defense.

Here Are the Facts

Many unforeseen situations can occur in a school nutrition operation that could compromise food safety and the ability to function in a typical fashion. Some possible disruptions are:

- Natural disasters, such as tornados, earthquakes, floods, blizzards, hurricanes, etc.
- Gas or electrical outages.
- Water line break.
- Food recall, which is an action by a manufacturer or distributor to remove a food product from the market because it may cause health problems or possible death.
- Intentional contamination of food. School nutrition employees now know that planning is needed to reduce the risk of food terrorism. Also, there needs to be a plan in place that specifies what to do in the event that food is intentionally contaminated.

Application

Developing a written plan protects your school and community from harm in the event of a disaster. In addition, it helps you to take steps to *prevent* disaster by intentional contamination.

Fact Sheet: Steps in Developing an Emergency Preparedness Plan

A successful emergency preparedness plan ensures the safe production, service, and storage of food. By developing this plan, school nutrition employees can be prepared for potential service operation disruptions related to natural disasters, food recalls, and food defense.

Step 1: Establish a school nutrition emergency preparedness team.

- Develop a contact list and chain of command.
- Define responsibilities for the school nutrition director and the emergency preparedness team.

Step 2: Identify disruptions that may hinder the school nutrition operation and rate the priority of each item.

- Identify current activities, policies, and procedures already in place.
- Use resources such as *A Biosecurity Checklist for School Foodservice Programs*, *Emergency Readiness Plan*, *Responding to a Food Recall*, and the *Emergency Preparedness Planning Matrix* to identify items needed in your emergency preparedness plan and to identify policies and procedures needed to address potential disruptions.
- Add items unique to your school.
- Rate the priority of each item.

Step 3: Assign tasks and develop a schedule of target dates for each.

- The priority rating can be used to determine a schedule for implementing each task.
- The schedule should specify the responsibilities assigned to each team member and the target deadline for addressing each measure.

Step 4: Write the plan and track your progress.

- Remember to follow district and school policies.

Step 5: Determine a strategy for training staff on how to use the plan.

- Schedule training for school nutrition staff. (Consider scheduling one date to present the overall plan and several follow-up dates to cover different aspects of the plan, such as food defense, food recall, operating without power, operating as a shelter, etc.)

- Schedule ongoing emergency training focusing on specific aspects of the plan. USDA table top exercises can be used as a resource.

Step 6: Evaluate the effectiveness of the emergency preparedness plan and update as needed.

- Establish on-going assessment of the plan (i.e., is it meeting the needs of the school nutrition operation?).
- After emergency situations, evaluate how the plan worked, and revise or update as needed.

Coaching Activity: Start preparing to develop an emergency preparedness plan by asking your staff to identify their roles in the development of the plan. Consider presenting one or more of the following scenarios on index cards to teams (3 to 5 people) of school nutrition employees as an emergency preparedness practice activity.

1. You lose electricity during the peak period of preparation and service.
2. A school nutrition employee discovers there is a leak in the water main close to cleaning supplies.
3. You receive a recall notice from the USDA of a certain poultry product. You had planned to serve this product on the next day's menu.
4. Someone gets into the storeroom and sprinkles disinfectant in the flour container. The contaminated bread is served.
5. The Chamber of Commerce has requested that you give a potential newcomer to the community a tour of the central kitchen. He would like you to show him the big equipment and refrigerator units.
6. You are operating as a shelter following a tornado. Local community members want to help. The members prepare meals at home and bring dishes to the school.

Instructor's Note: Give teams 5 minutes to write elements needed in a plan to address the particular scenario. They should mention necessary elements in an emergency preparedness plan.

Sources for both Fact Sheets

Institute of Child Nutrition. (2003). *Emergency readiness plan: Guide and forms for the school foodservice operation*. University, MS: Author. Retrieved from <http://www.theicn.org>

Institute of Child Nutrition. (2006). *Emergency preparedness and disaster training resource*. University, MS: Author.

Institute of Child Nutrition. (2008). *Emergency preparedness training seminar instructor's guide*. University, MS: Author.

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DO:

(Workbook Activity) Emergency Preparedness Planning Matrix

SAY:

As you can see, there are many things to consider. Please review the *Emergency Preparedness Planning Matrix* developed by ICN in your Participant's Workbook.

Instructor's Note: *Participants are only to review the handout as there is not enough time to complete the checklist during the class.*

SAY:

After looking at the *Emergency Preparedness Planning Matrix*, we can see why networking with school officials, local agencies, and vendors is so important. *Keep the Emergency Preparedness Planning Matrix* and complete it when you return to your district.

Emergency Preparedness Planning Matrix

Instructions: Place a checkmark in the "needed" box if an item should be included in your emergency preparedness plan. When the item has been addressed and added to your plan, place a checkmark in the "added" box.

Category	Information Detail	Needed	Added
Contacts	School nutrition emergency preparedness team member contact information		
	Delegation of tasks among emergency preparedness team members		
	Chain of command to follow when responding to an emergency		
	School nutrition director		
	School nutrition employees		
	Substitute school nutrition employees		
	School principal		
	District superintendent		
	School district emergency contacts		
	Local public health contacts, such as sanitarians, fire, and rescue department representatives		
	State agency emergency contacts		
	Department of Homeland Security officer		
	Hazardous Materials (HAZMAT) representatives		
	Environmental health specialists/sanitarians		
	Federal food safety regulatory agency representatives (FDA or FSIS)		
	Local fire department		
	Local police department		
	Utilities		
	Community relief organizations		
	Media spokesperson		
	List of drivers, transporters, and vendors		
	Local food sources		
	Local beverage suppliers		
	Local cleaning and chemical supplies		
Suppliers and alternate suppliers			
Message carriers			

Logistical Information	Location of pagers and radio communications		
	Location of keys to school nutrition operation		
	Driving directions to school for local police, fire department, and other first responders		
	Distribution of emergency contact list to appropriate school staff		
	Schedule of deliveries to school		
	Evacuation plan for school		
	Diagram showing entry points for emergency personnel		
Standard Operating Procedures	Choosing suppliers		
	Dealing with a water supply disruption		
	Handling a food defense crisis		
	Handling a food recall		
	Handling communication during emergencies		
	Handling electrical outages		
	Handling foods in malfunctioning freezers		
	Handling a gas utilities disruption		
	Handling mail		
	Handling suspected contamination of airflow		
	Meeting special needs in emergency situations		
	Monitoring school nutrition operation equipment		
	Monitoring school nutrition operation/food preparation areas		
	Monitoring school nutrition operation personnel		
	Monitoring general security		
	Monitoring the exterior of the school building		
	Monitoring the water and ice supply		
	Responding to changes in the national security threat level		
	Operating as a shelter		
	Receiving deliveries		
Securing storage areas			

Standard Operating Procedures (continued)	Serving meals to adults during the time of emergency		
	Serving meals to students at alternate site(s)		
	Storing food (inventory preparedness)		
	Storing and using poisonous or toxic chemicals		
	Tracking ingredients from manufacturer to school		
	Using foods from an unapproved outside source		
Policies	Policy to identify the chain of command to follow when responding to an emergency		
	Policy to verify and update emergency contact information on a regular basis		
	Policy to notify appropriate law enforcement and public health officials when school receives a threat of a possible intentional contamination of the food supply		
	Policy to notify appropriate law enforcement and public health officials when school observes product tampering		
	Policy to investigate at time of delivery any shipping documents with suspicious changes		
	Policy on suspending the use of contaminated water		
	Policy for meeting special needs in emergency situations		
	Policy to identify who should speak to the media		
	Policy on accepting and using foods from an unapproved outside source		
	Policies related to operating as a shelter		
Menus/ Inventory	Emergency food inventory		
	Three-day shelter menu		
	Emergency feeding breakfast menus		
	Emergency feeding lunch menus		
Donations/ Volunteers	Donations		
	Volunteer log		

Donations/ Volunteers	Volunteers		
	Certificate of appreciation		
	Sample thank-you letter to an organization		
	Sample thank-you letter to a volunteer		

Source: Institute of Child Nutrition. (2008). *Emergency preparedness seminar participant's workbook*. University, MS: Author.

Food Recalls

SAY:

The USDA Foods hold and recall process is used when a food safety issue about a USDA purchased food is raised. The school nutrition director must make certain that all employees follow procedures to ensure the safety of the food served to the students.

DO:

(Workbook Activity) Food Recall

Instructor's Note: Review the *Handling a Food Recall* materials in the *Participant's Workbook*.

Instructions: Review the *Handling a Food Recall* materials. Mark the documentation related to the recall that must be completed and maintained. How long should this documentation be maintained?

Handling a Food Recall

PURPOSE: To prevent foodborne illness in the event of a product recall.

SCOPE: This procedure applies to foodservice employees who prepare or serve food.

KEY WORDS: Food Recalls

INSTRUCTIONS

1. Train foodservice employees on using the procedures in this SOP.
2. Follow state or local health department requirements.
3. Review the food recall notice and specific instructions that have been identified in the notice.
4. Communicate the food recall notice to feeding sites.
5. Hold the recalled product using the following steps:
 - Physically segregate the product, including any open containers, leftover product, and food items in current production that contain the recalled product.
 - If an item is suspected to contain the recalled product, but label information is not available, follow the district's procedure for disposal.
6. Mark recalled product "Do Not Use" and "Do Not Discard". Inform the entire staff not to use the product.
7. Do not destroy any USDA Food without official written notification from the State Distributing Agency, USDA Food Safety Inspection Services (FSIS), or state or local health department.
8. Inform the school district's public relations coordinator of the recalled product.
9. Identify and record whether any of the product was received in the district, locate the food recall product by feeding site, and verify that the food items bear the product identification code(s) and production date(s) listed in the recall notice.
10. Obtain accurate inventory counts of the recalled products from every feeding site, including the amount in inventory and amount used.
11. Account for all recalled product by verifying inventory counts against records of food received at the feeding site.

MONITORING

Foodservice employees and foodservice manager will visually observe and verify that school sites have segregated and secured all recalled products.

CORRECTIVE ACTION

1. Retrain any foodservice employee found not following the procedures in this SOP.
2. Determine if the recalled product is to be returned and to whom, or if it is to be destroyed and by whom.
3. Notify feeding site staff of procedures, dates, and other specific directions to be followed for the collection or destruction of the recalled product.
4. Consolidate the recalled product as quickly as possible but no later than 30 days after the recall notification.
5. Conform to the recall notice using the following steps:
 - Report quantity and site where product is located to manufacturer, distributor, and/or state agency for collection. The quantity and location of the affected USDA Food must be submitted to the State Distributing Agency within 10 calendar days of the recall.
 - Obtain the necessary documents from the State Distributing Agency for USDA Foods. Submit necessary documentation for reimbursement of food costs.
 - Complete and maintain all required documentation related to the recall including:
 - Recall notice
 - Records of how food product was returned or destroyed
 - Reimbursable costs
 - Public notice and media communications
 - Correspondence to and from the public health department and state agency

VERIFICATION AND RECORD KEEPING

Foodservice employees will record the name of the contaminated food, date, time, and the reason why the food was discarded on the Damaged or Discarded Product Log.

The foodservice manager will verify that appropriate corrective actions are being taken

by reviewing, initialing, and dating the Damaged or Discarded Product Log each day. Maintain the Damaged or Discarded Product Logs for a minimum of 1 year.

DATE IMPLEMENTED: _____ **BY:** _____

DATE REVIEWED: _____ **BY:** _____

DATE REVISED: _____ **BY:** _____

This documentation must be maintained for _____.

Adapted from: Institute of Child Nutrition. (2002). *Responding to a food recall*. University, MS: Author

Food Biosecurity

SAY:

As our world changes, so does the need for additional protection of our food supply. New threats such as terrorism have become a part of our society, and we must be prepared to counter these threats. Keeping our nation's food supply safe from terrorism requires a total team effort with participation from federal, state, and local governments working together to establish guidance for bolstering the biosecurity of food throughout its journey from farm to table. Working together, we can achieve our biosecurity goals and continue to foster good nutrition and improved health for America's children and families.

ASK:

Exactly what do we mean when we use the term "food biosecurity"?

Instructor's Note: Allow several participants to respond.

Definition of Food Biosecurity

The term food biosecurity means the *protection* of food from *bioterrorism*, which is the *intentional* use of *biological* and *chemical* agents for the purpose of causing harm.

SHOW: ***Slide Food Biosecurity***

ASK:

When we think of food biosecurity, how does it differ from food safety?

DO:

(Workbook Activity) Differences Between Food Safety and Food Biosecurity

Instructor's Note: Have participants place a "B" for bioterrorism before each term/statement that pertains to managing food bioterrorism. Place an "S" for safety before each statement that pertains to managing food safety. Discuss and fill in as a group.

Instructions: Place "B" for bioterrorism and "S" for safety on the following examples.

 B Prevents product tampering

 S Limits cross contamination

 S Prevents growth of organisms caused by time/temperature abuse

 B Limits opportunity for intentional food contamination

 B Prevents acts to cause harm or death

 S Limits presence of naturally occurring food contaminants

SAY:

Although the FNS does not require or mandate that schools have a foodservice biosecurity management plan, given the reality of the threat that bioterrorism presents in our country, FNS strongly urges schools to take precautions against bioterrorism by developing a bioterrorism plan. Check to see if your School Food Authority, Board of Education, or school district already has a biosecurity management plan or emergency preparedness plan in place. If so, you will need to know and coordinate with its requirements.

It is the responsibility of the school nutrition director to identify and use appropriate resources and provide leadership for implementing and maintaining a current emergency preparedness plan. Go to the ICN website to access the Biosecurity Checklist. In addition to the ICN website, a wealth of material is available from the

United States Department of Education, the Food and Drug Administration, the Red Cross, various state health departments, and individual school nutrition programs.

PLAY:

Food Defense: Developing a Biosecurity Management Plan video (about a five minute excerpt). The video can be found at www.theicn.org and is approximately 10 minutes in length.

DO:

(Workbook Activity) Food Defense Video Viewing Guide

Instructors note: After viewing the video, participants will fill in underlined answers during discussion lead by the instructor. Underlined information is not included in the Participant's Workbook.

Viewing Guide

1. What is food terrorism?
<i>Food terrorism is a form of bioterrorism. It involves food tampering with the intent to harm a person or group of people.</i>
2. Consider the following scenarios. After the video, discuss your reactions with another SN director.
<ul style="list-style-type: none"> • An unknown delivery person brings an unexpected delivery. How would you react? • An unescorted visitor appears near the serving line. What is the procedure for identifying this person? • A delivery includes an open box. What do you do?
3. Complete the blanks as the steps to developing an emergency preparedness plan are presented.
<p>Step 1: Establish a school foodservice <u>biosecurity management team</u>.</p> <p>Step 2: Together as a team, go through all the <u>checklists</u> and rate the priority level of each measure.</p> <p>Step 3: Add <u>security measures</u> unique to your school.</p> <p>Step 4: Determine which <u>security measures</u> will be part of your plan.</p> <p>Step 5: Assign tasks and develop a <u>schedule of target dates</u> for each security measure.</p> <p>Step 6: Track your progress.</p> <p>Step 7: Maintain the school foodservice <u>biosecurity management plan</u>.</p>

4. List three precautions school nutrition operations shown in the video are taking to prevent food terrorism.

1. *Ask delivery truck drivers for a valid ID.*
2. *Open cases to check to make sure there are no harmful foods inside.*
3. *Install security cameras.*
4. *Lock doors and refrigerators.*
5. *Randomly check food supplies for possible contamination.*

Source: Institute of Child Nutrition. (2008). *Emergency preparedness training seminar instructor's guide*. University, MS: Author.

Follow-up Suggestions

1. Complete the *Emergency Preparedness Planning Matrix* that is in your Participant's Workbook.
2. Share copies of the *Steps for Developing an Emergency Preparedness Plan* in your workbook with your school nutrition staff.
3. Check with your managers to see what topics they would like to learn more about, and develop an in-service lesson on the topic(s).
4. Network and discuss emergency preparedness planning with other school nutrition program directors.
5. Visit other district school nutrition programs and review their bioterrorism management plans.

Key Terms

Term	Definition
Workplace Safety	
Chemical hazard	Chemical hazards occur when a harmful chemical gets into a food that is then eaten by a person. The term also refers to harm to employees who handle and use chemicals in the course of their work.
OSHA	The Occupational Safety and Health Administration, the federal agency whose goal is protecting the health and well-being of the nation's workers.
MSDS	Material Safety Data Sheets provided by the manufacturer to ensure that chemicals are stored and used properly.
Emergency Preparedness	
Critical production area	An element of a food production process that may be particularly sensitive to potential adulteration. Examples may include bulk storage containers, blenders/mixers, or large batch process operations.
Emergency preparedness plan	An emergency preparedness plan serves as a blueprint for a foodservice operation to prepare for potential disruptions related to natural disasters, food recalls, and food defense.
FEMA	Federal Emergency Management Agency
Food and Drug Administration (FDA)	An agency in the U.S. Department of Health and Human Services that has responsibility for the safety of food.
Food biosecurity	The protection of food from bioterrorism. It addresses ways to limit the opportunity for someone to intentionally contaminate food for the purpose of causing harm or death.
Food defense	Food defense pertains to the prevention of intentional contamination of food.
Food recall	Food recall is an action by a manufacturer or distributor to remove a food product from the market because it may cause health problems or possible death.
Person in Charge (PIC)	The individual who is responsible for the foodservice operation, this individual is on-site, and one person would be designated per shift.

References: Workplace Safety

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References: Emergency Preparedness

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Pre/Post-Assessment

- 1.) Effective safety programs include
 - a.) Partnering with other department leaders
 - b.) Holding monthly safety meetings and regular safety meetings
 - c.) Participating in an accident reporting system
 - d.) All of the above
 - e.) None of the above

- 2.) Whose responsibility is reading the OSHA poster at the job site; following all lawful safety and health rules and regulations; and reporting hazardous conditions?
 - a.) Employees
 - b.) Employers
 - c.) Students
 - d.) Both employees and employers
 - e.) All of the above

- 3.) It is the role of OSHA to
 - a.) Implement regulations and requirements applicable to emergency preparedness
 - b.) Supervise the development, implementation, and evaluation of an emergency preparedness plan in each school
 - c.) Train, evaluate, and update emergency preparedness procedures routinely
 - d.) All of the above
 - e.) None of the above

- 4.) It is imperative in an emergency situation that the director
 - a.) Understand the chain of command
 - b.) Establish and communicate plans and procedures
 - c.) Monitor inventory of food, equipment, and supplies
 - d.) All of the above
 - e.) None of the above

- 5.) Emergency preparedness focuses on
 - a.) Natural disasters
 - b.) Food recalls/defense
 - c.) Acts of terrorism
 - d.) All of the above
 - e.) None of the above

- 6.) Of the following, which is considered a disaster situation for which there should be a plan?
- a.) Ice Storm
 - b.) Refrigerator or freezer breakdown
 - c.) Labor disputes
 - d.) All of the above
 - e.) None of the above
- 7.) Emergency preparedness is a plan to cope with disruptions of the school nutrition program to ensure the health and safety of
- a.) Employees
 - b.) Customers
 - c.) Community
 - d.) Both A & B
 - e.) All of the above
- 8.) Which of the following describes food biosecurity?
- a.) Limits cross contamination
 - b.) Limits presence of naturally occurring food contaminants
 - c.) Prevents growth of organisms caused by time/temperature abuse
 - d.) Prevents product tampering
 - e.) All of the above
- 9.) Which of the following is NOT an effective way of preventing food terrorism?
- a.) Using security cameras
 - b.) Asking a delivery driver for a valid ID
 - c.) Only ordering from USDA approved manufacturers/distributors
 - d.) Opening cases to ensure there are no harmful foods inside
 - e.) All of the above are effective ways of preventing food terrorism
- 10.) What is a PIC?
- a.) A Parent In Command: a parent who volunteers regularly in the school and has been trained in certain procedures
 - b.) A Problem In the Cafeteria: denotes any problem that has occurred in the cafeteria or any other part of the lunchroom
 - c.) A Person In Charge: a trained member of the team who is onsite each shift and responsible for the food service operations
 - d.) A Pupil In Class: helps define average daily attendance and projections for food service needs
 - e.) None of the above

Answers: 1(d); 2(d); 3(d); 4(d); 5(d); 6(d); 7(e); 8(d); 9(c); 10(c)



The University of Mississippi
School of Applied Sciences
800-321-3054
www.theicn.org

