



The Role of Public Health Officials in School Safety Efforts as Community Partners

September 6, 2022

WEBINAR

Presented by the
Readiness and Emergency Management for Schools (REMS)
Technical Assistance (TA) Center



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Community Partnerships and Collaborative Planning in School Emergency Operations Plan (EOP) Development



A Closer Look at the Role of Public Health Officials as Community Partners in School Safety



How Public Health Officials Can Enhance the Six-Step Planning Process



Question-and-Answer Session



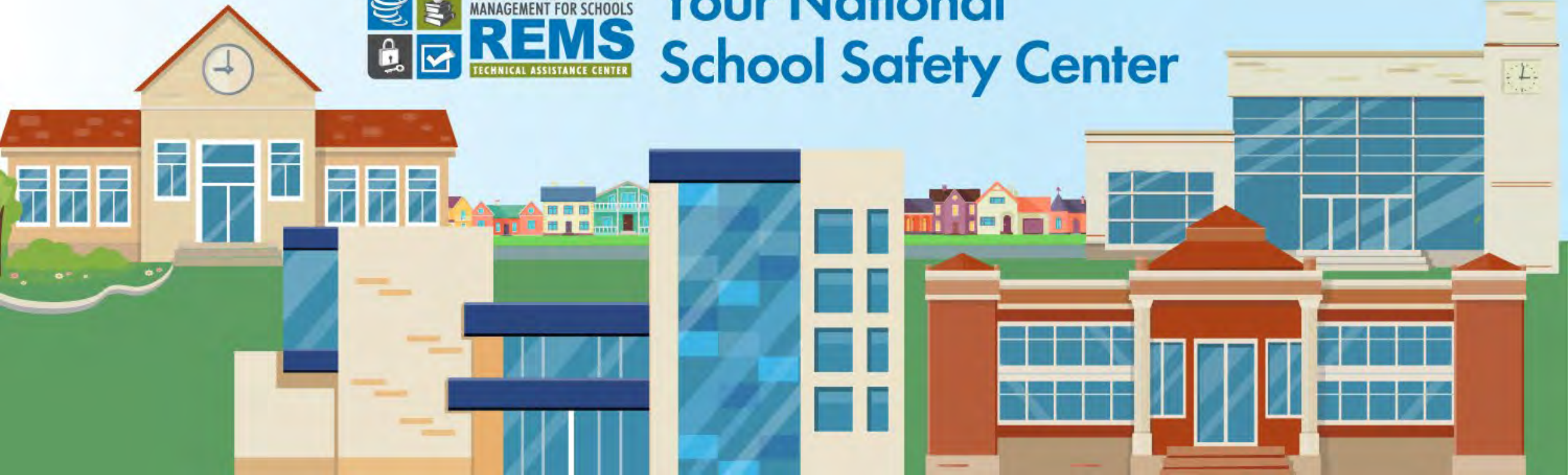
Key Resources to Support Your Work



POLL: ARE WE NEW TO YOU?



Your National School Safety Center





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Community Partnerships and Collaborative Planning in School Emergency Operations Plan (EOP) Development

Basic Plan



Functional Annexes



Threat- and Hazard-Specific Annexes



COLLABORATIVE PLANNING

Creating and revising a model EOP are done by following a collaborative process.

Multidisciplinary planning teams should be assembled in Step 1.



COMMUNITY PARTNERS

Community partners can

- Serve on a building-level school core planning team.
- Serve on a school district core planning team.
- Serve on an ad-hoc planning team.
- Establish formal agreements, such as memoranda of understanding, with schools and school districts.



PUBLIC HEALTH OFFICIALS

Threats and Hazards

- Biological
- Technological
- Natural Hazards
- Adversarial- and Human-Caused

Emergency Management Functions

- Public, Medical, and Mental Health
- Continuity of Operations
- Recovery
- Evacuation
- Communications and Warning

POLL: TELL US ABOUT YOURSELF

What role do you play in school safety, security, emergency management, and preparedness?





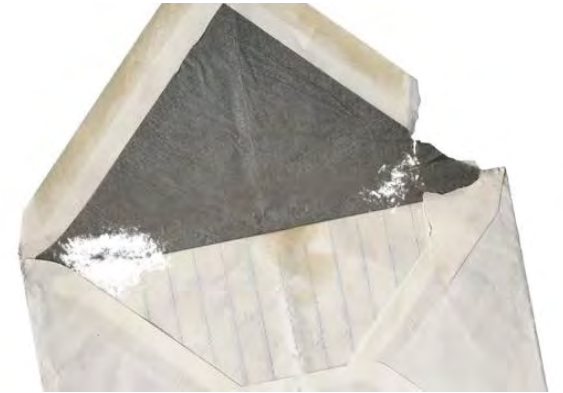
National Center for HIV, Viral Hepatitis, STD, and TB Prevention

A Closer Look at the Role of Public Health Officials as Community Partners in School Safety



U.S. Department of
Health and Human Services
Centers for Disease
Control and Prevention

History of CDC's Involvement with School Emergencies



The Expanding Connection Between Public Health and Education



- CDC's school preparedness unit
- New and expanded partnerships
 - Guidance
 - Understanding local laws and regulations
 - Funding
 - Testing
 - Vaccinations
 - Case investigation and contact tracing



Guiding Principles of Coordination



- Identify shared priorities
- Understand roles
- Plan involvement
- Avoid acronyms and jargon



All Hazards Approach



- Identify all potential hazards
- Assess risk
- Plan



National Preparedness Goal and Mission Areas



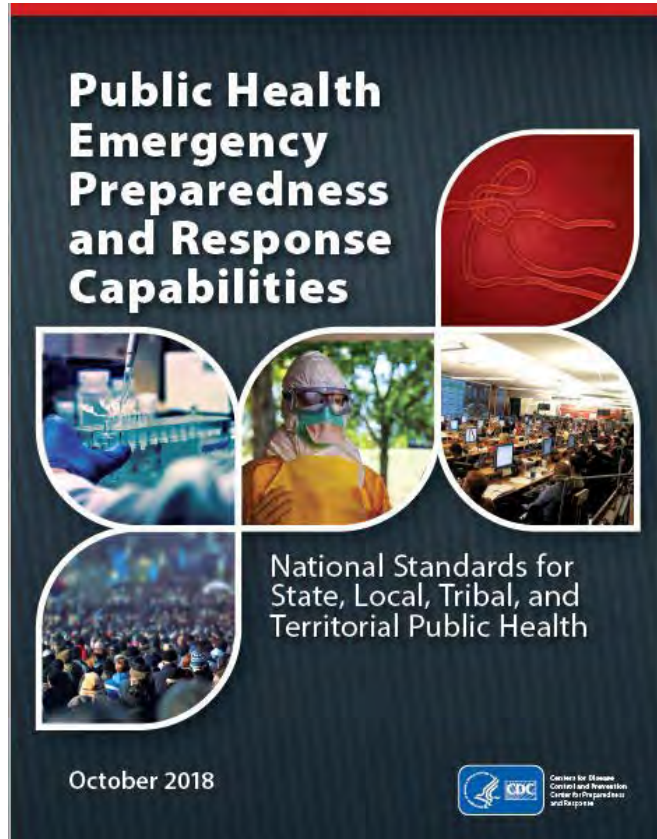
The goal is a secure and resilient Nation with the capabilities required across the whole community to **prevent, protect against, mitigate, respond to, and recover from** the threats and hazards that pose the greatest risk.

Public Health Emergency Preparedness and Response Capabilities



- 15 capabilities to help provide:
 - A comprehensive framework to guide public health planning and response
 - Common terminology
 - References to help jurisdictions define their preparedness and response role
 - Suggestions to ensure applicable stakeholders are involved
 - Considerations for jurisdictional evaluation programs and exercise priorities

Public Health Emergency Preparedness and Response Capabilities



1. Community Preparedness
2. Community Recovery
3. Emergency Operations Coordination
4. Emergency Public Information and Warning
5. Fatality Management
6. Information Sharing
7. Mass Care
8. Medical Countermeasure Dispensing and Administration
9. Medical Material Management and Distribution
10. Medical Surge
11. Nonpharmaceutical Interventions
12. Public Health Laboratory Testing
13. Public Health Surveillance and Epidemiological Investigation
14. Responder Safety and Health
15. Volunteer Management

Capability 1: Community Preparedness



- Public health officials and schools should establish or strengthen partnerships.
- Schools often have the capacity to serve as shelters, triage sites, and community resource centers.
- Using school facilities requires collaboration, planning, and coordination between education and public health leaders and staff.

Capability 6: Information Sharing



- Routine sharing of information
- Public health alerts
- School COVID-19 data

Capability 9: Medical Material Management and Distribution



- During an incident
 - The ability to acquire, manage, transport, and track medical material
- After an incident
 - The ability to recover and account for unused medical material
- COVID-19 supplies

Capability 13: Public Health Surveillance and Epidemiological Investigation



- The ability to create, maintain, support, and strengthen routine surveillance and detection systems and epidemiological investigation processes
- The ability to expand systems in response to incidents of public health significance

Capability 11: Nonpharmaceutical Interventions



Examples include:

- Isolation
- Quarantine
- Restrictions on movement
- Social distancing
- External decontamination
- Hygiene



Before, During, and After an Emergency

- **Before**
 - Prepare for both short-term and long-term emergencies
 - Develop and maintain partnerships
 - Conduct exercises
- **During**
 - Identify needs
 - Balance health and educational impacts
- **After**
 - Mental health
 - Evaluation

Resource List



- [Caring for Children in a Disaster](#)
- [Working with Schools 101](#)
- More to come!

- How Health Departments Work

References



- National Preparedness Goal: <https://www.fema.gov/emergency-managers/national-preparedness/goal>
- National Planning Frameworks: <https://www.fema.gov/emergency-managers/national-preparedness/frameworks>
- Planning for Disasters and Emergencies: <https://www.ready.gov/planning>
- Public Health Emergency Preparedness and Response Capabilities: National Standards for State, Local, Tribal, and Territorial Public Health: <https://www.cdc.gov/cpr/readiness/capabilities.htm>

For More Information



- Web: www.cdc.gov/healthyouth
- Twitter: @CDC_DASH
- E-mail: SchoolPreparedness@cdc.gov
- Telephone: 1-800-CDC-INFO (1-800-232-4636)

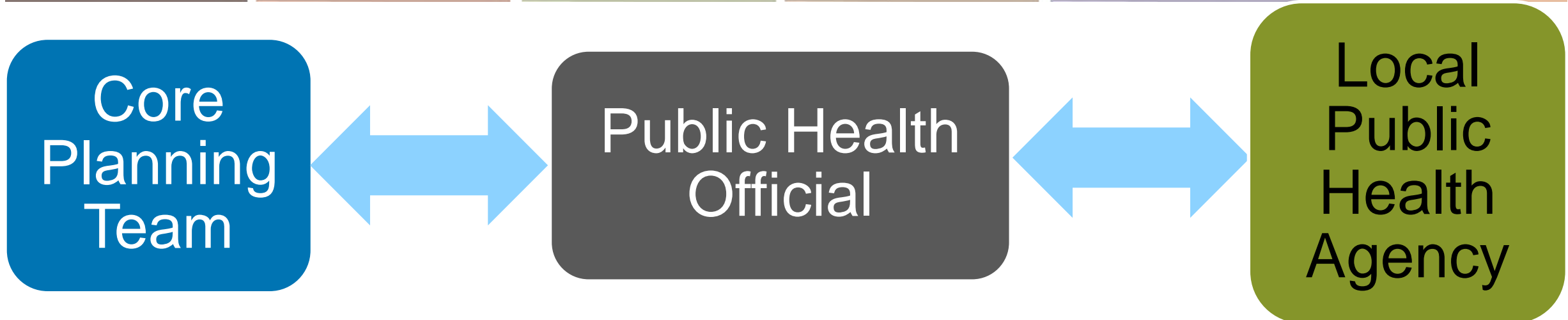
The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.



U.S. Department of
Health and Human Services
Centers for Disease
Control and Prevention

How Public Health Officials Can Enhance the Six-Step Planning Process

IDENTIFY A CORE PLANNING TEAM



PRIORITIZE THREATS AND HAZARDS



Culture and Climate Assessments

Capacity Assessments

Behavioral Threat Assessments

Site Assessments



IDENTIFY FUNCTIONS



IDENTIFY COURSES OF ACTION



Roles and responsibilities of public health officials in responding to a variety of threats and hazards and in activating various emergency functions

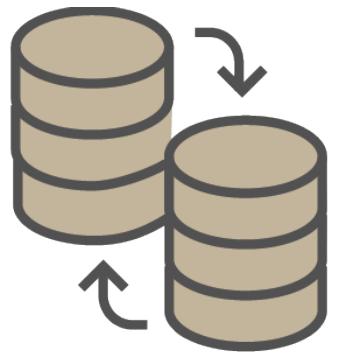
FORMAT, WRITE, APPROVE, SHARE



Memoranda of Understanding

Clarify legislatively mandated requirements

How to address shifting guidelines



REVIEW, REVISE, MAINTAIN



Train stakeholders.
Conduct exercises.
Update the plan.





QUESTION-AND-ANSWER SESSION

Please use the Q&A Pod to submit your questions.



Key Resources to Support Your Work

REMS TA CENTER RESOURCES



Coronavirus Disease 2019¹ (COVID-19): Key Preparedness and Response Considerations

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS TECHNICAL ASSISTANCE CENTER FACT SHEET

Ordering Masks and Personal Protective Equipment (PPE) for Schools

Keeping the Whole School Community Safe in School Buildings

Using Masks and PPE as Mitigation Tools

As school buildings plan to fully reopen according to decisions made in collaboration with local public health departments, education agency leaders and safety planning partners are implementing protocols for preventing or mitigating infectious disease transmission. Federal agencies have created a variety of resources and tools to help mitigate risks, including schools and school districts, understand the mitigation strategies they can choose implementing to protect students, staff, faculty, and visitors from the COVID-19 pandemic. Working face masks and PPE is one important workplace control, as noted in the Occupational Safety and Health Administration's (OSHA) Guidance on Preventing COVID-19 in Schools that can be used to protect the whole school community for COVID-19 that can be used to protect the whole school community (this can access a copy of the OSHA Guidance via the U.S. Centers for Disease Control and Prevention's (CDC) "Communities, Schools, and Schools" web page as well as the resources section of this fact sheet).

There are a variety of considerations for education agencies as they explore the use of masks and PPE in the school setting, including the relationship with in-person opportunities for students and staff, the different people who'll be in school community play (e.g., school nurses may require full body coverings, administrative staff may not integrate gloves), barriers in main offices, food service personnel may be required to wear face masks and gloves, purchasing issues with access and availability, paper usage and disposal of masks and PPE, and ensuring that the needs of those with access and functional needs are met when developing protocols and trainings.

Understanding Types of PPE

Requirements for the types of PPE to be used in the school and campus setting may vary by state. However, it is important for education agency leaders to sit down with safety planning partners and partners to think through which of their school community's staff and faculty (e.g., visitors, aides, school nurses, bus drivers) have the highest frequency of contact with students and which personnel (e.g., bus drivers and office staff) may have the highest frequency of contact with teachers, visitors, and other school personnel.



While conversations around masks and PPE in the educational environment primarily focus on the use of face masks as a protective measure, types of PPE that may also be considered for use within school buildings and classrooms vary. Types of PPE may include, but are not limited to, the following:

- Gloves
- Goggles
- Respirators
- Face shields
- Safety barriers
- Aprons/aprons
- Safety signs/signage and protective apparel

Design mask and PPE usage requirements based on role.



Consider the number of masks and pieces of PPE each role within the school will need and whether different individuals require unique types or pieces of PPE based on their role, type of responsibility, or access to high-risk areas. Consider how PPE will be managed in your school. How many people for the whole school community will they provide for the whole school community, including faculty, staff, and community members? Some schools have space to implement age-based requirements specifically for the use of masks in the classroom (e.g., masks required for only students over the age of six) as well as facilities for those with special learning or behavioral needs (e.g., face safe handling protocols, sensory rooms, mental health rooms, risk reduction). Address these considerations for the use of masks in the school setting via the CDC's Guidance for U.S. Schools: Mitigation in the World's Most Challenging Settings.

Custom state requirements

State and local requirements vary and may be found on the state or local health department website. For more information and support with this topic, contact the REMS TA Center's State, Local, and Tribal Technical Assistance Center.

Working Students, Faculty, and Staff

The role of the school community in the school setting is not a management or business role; school nurses and other staff who work in the school setting may have direct contact with students and staff. This means that school community use of masks and PPE is a critical component of the school's safety and health program.



Additionally, include students, faculty, staff, visitors, family, and community members in the school setting and PPE in the school setting. Consider how PPE will be managed in your school.

Create virtual and in-person trainings on how to properly use masks and PPE

Easy and accessible training materials on the proper use of masks and PPE are available from the REMS TA Center resources offering rapid implementation strategies. The REMS TA Center resources offer rapid implementation strategies on an individual level to help ensure access and provide opportunities for general training opportunities for students, staff, and community members on how to properly use, use, and dispose of masks and PPE. To help ensure that teachers and caregivers also understand how to properly use, use, and dispose of masks and PPE, the REMS TA Center resources offer rapid implementation strategies on an individual level to help ensure access and provide opportunities for general training opportunities for students, staff, and community members on how to properly use, use, and dispose of masks and PPE.

Calculator



for support.

For more information and support with this topic, contact the REMS TA Center's State, Local, and Tribal Technical Assistance Center.



REMS TA CENTER RESOURCES





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The Role of Public Health Officials in Supporting School Safety Efforts



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Tuesday, September 6, 2022
1:00 to 1:30 PM ET



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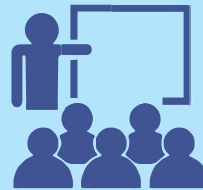
Enhance Emergency Operations Plans



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Learn Anytime via Virtual Trainings on all Topics in Emergency Management



PREVENT



MITIGATE



PROTECT



RESPOND



RECOVER