

# Food Safety and Emergencies: Preparedness Activities for Schools

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# Food Safety and Emergencies: Preparedness Activities for Schools



U.S. Department of Education  
Office of Safe and Healthy Students

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# Webinar Presenters

## USDA FNS Office of Food Safety

- Dr. Regina Tan
- Charlsia Fortner

## USDA FNS Office of Emergency Management

- Steve Hortin
- Cora Russell

## Hampden-Wilbraham Regional School District

- Dr. Gina Kahn
- Julie Dougal

# Agenda

*Overview of Planning for Food-Related Emergencies*

School Food Defense Framework

USDA FNS Disaster Assistance

Local Perspective on Food-Related Emergencies

Q&A Session

# Examples of Food-Related Emergency Activities

Allergic reactions

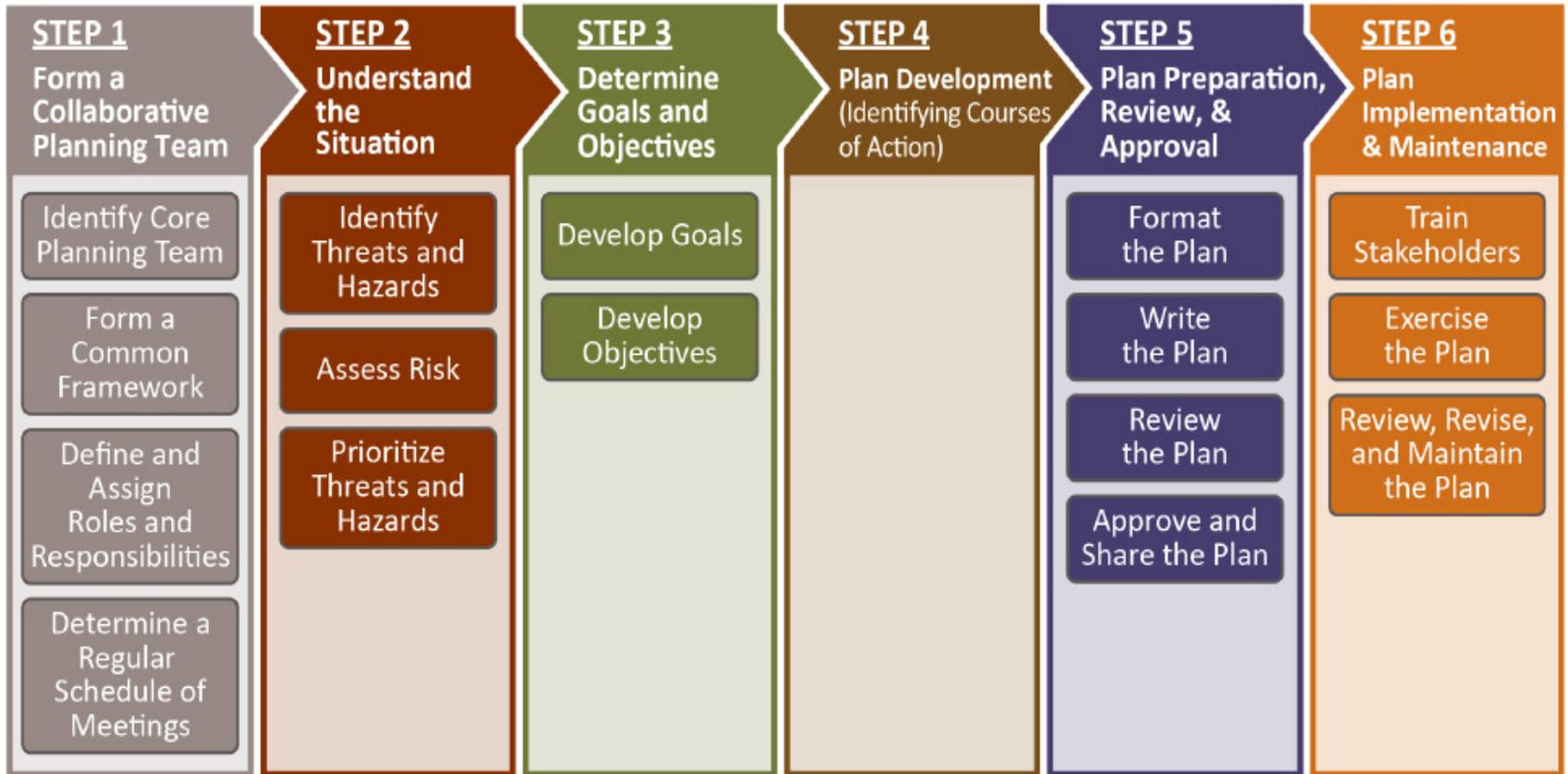
Emergency supplies

Feeding during unanticipated school closures

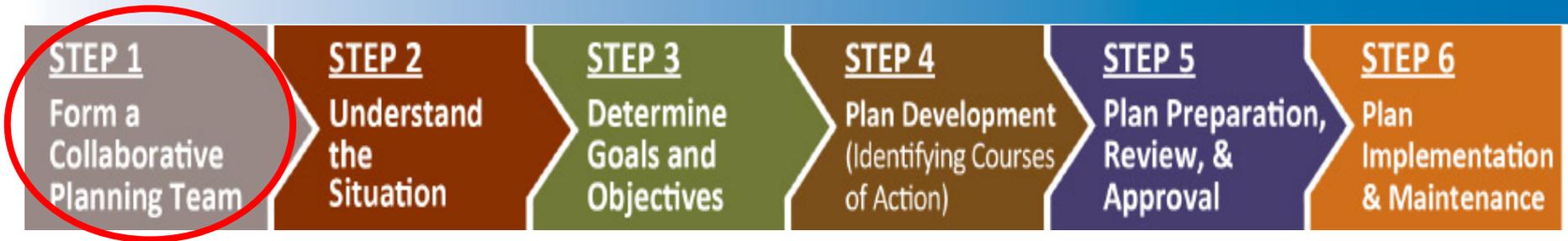
Contamination of food supply

Feeding after a disaster

# Planning for Food-Related Emergencies



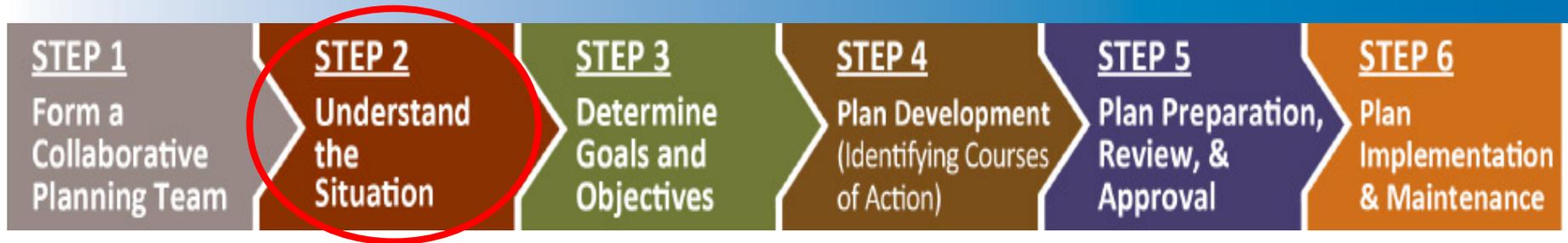
# Step 1: Form a Collaborative Planning Team



Team members should include personnel who have a role in food safety and food-related emergencies. **A collaborative planning team includes:**

- Families and students
- Administrators and teachers
- **Food and nutrition services staff**
- Facilities services staff
- Transportation staff
- **Student health personnel (at school, district, and state levels)**
- **State and local public health practitioners**
- **Local healthcare practitioners**
- Representatives from LEA and SEA
- **Emergency management agency representative**
- **Local nonprofit organizations**

# Step 2: Understand the Situation (1 of 2)



**Identify threats and hazards**

**Assess risk and vulnerabilities**

**Prioritize**

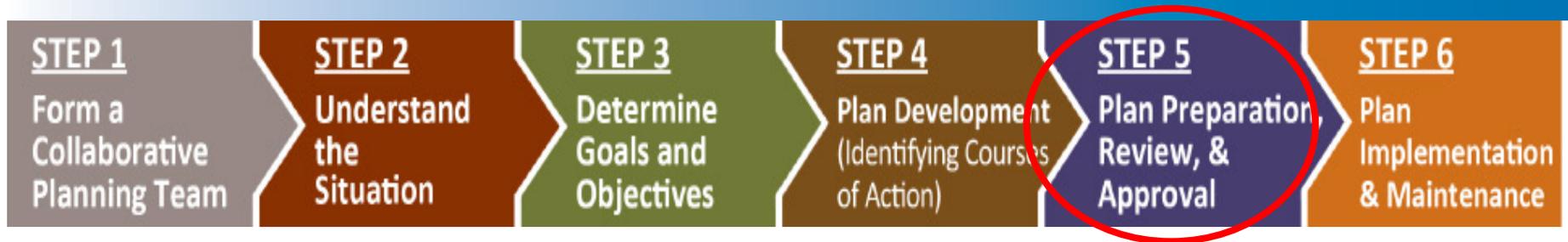


# Steps 3 & 4: Develop Goals, Objectives, and Courses of Action



- **Step 3:** Determine Goals and Objectives; and
- **Step 4:** Plan Development (Identify Courses of Action)  
will reveal a need for a variety of food-related activities to be conducted before, during, and after an emergency in the areas of prevention, protection, mitigation, response, and recovery.

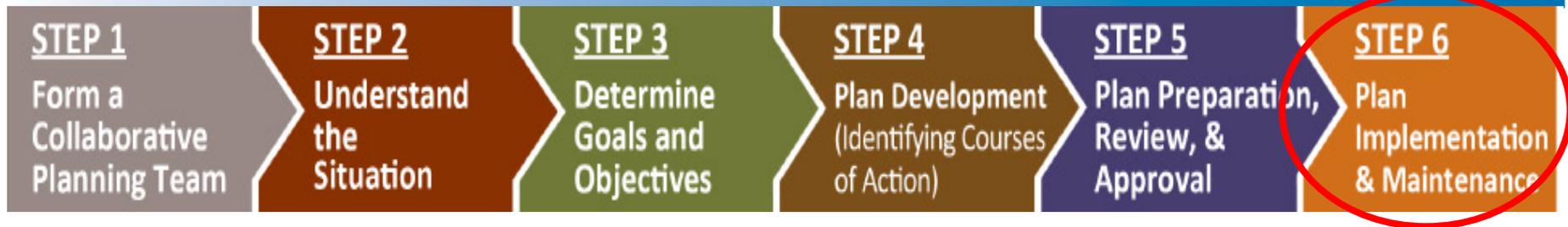
# Step 5: Plan Preparation, Review, and Approval



Recommended criteria for a well-designed Food Incident Annex:

- Addresses how the annex connects to district/local/state plans;
- Includes contact information for key staff; and
- Clearly identifies roles and responsibilities.

# Step 6: Plan Implementation and Maintenance



## **Train, exercise, review, and revise the plan.**

- Train stakeholders on the Food Incident Annex;
- Conduct emergency exercises; and
- Review, revise, and maintain the annex.

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Q&A Session

# School Food Defense Framework

Office of Food Safety

Dr. Regina L. Tan, Director

Charlsia Fortner, Food Safety Specialist



# Many Layers to School Foods

- \* Show you the complex layers
  - \* Where foods come from
  - \* How foods get to schools
  - \* Intervention points
  - \* Who has jurisdiction
- \* Bottom Line Up Front: Use local planning and communication to cut through the complexity



# Supply Chain: How Foods Get to Schools

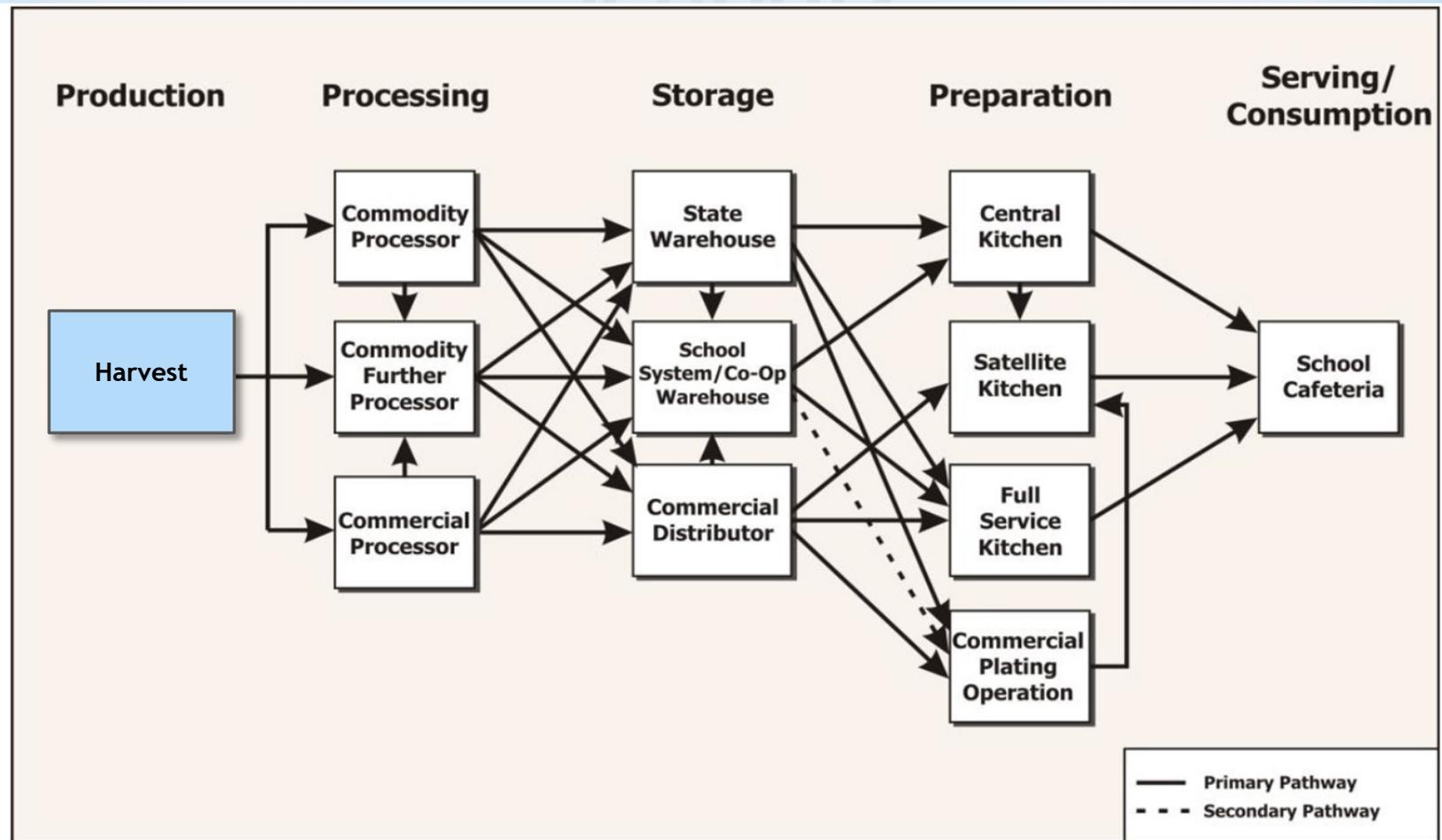
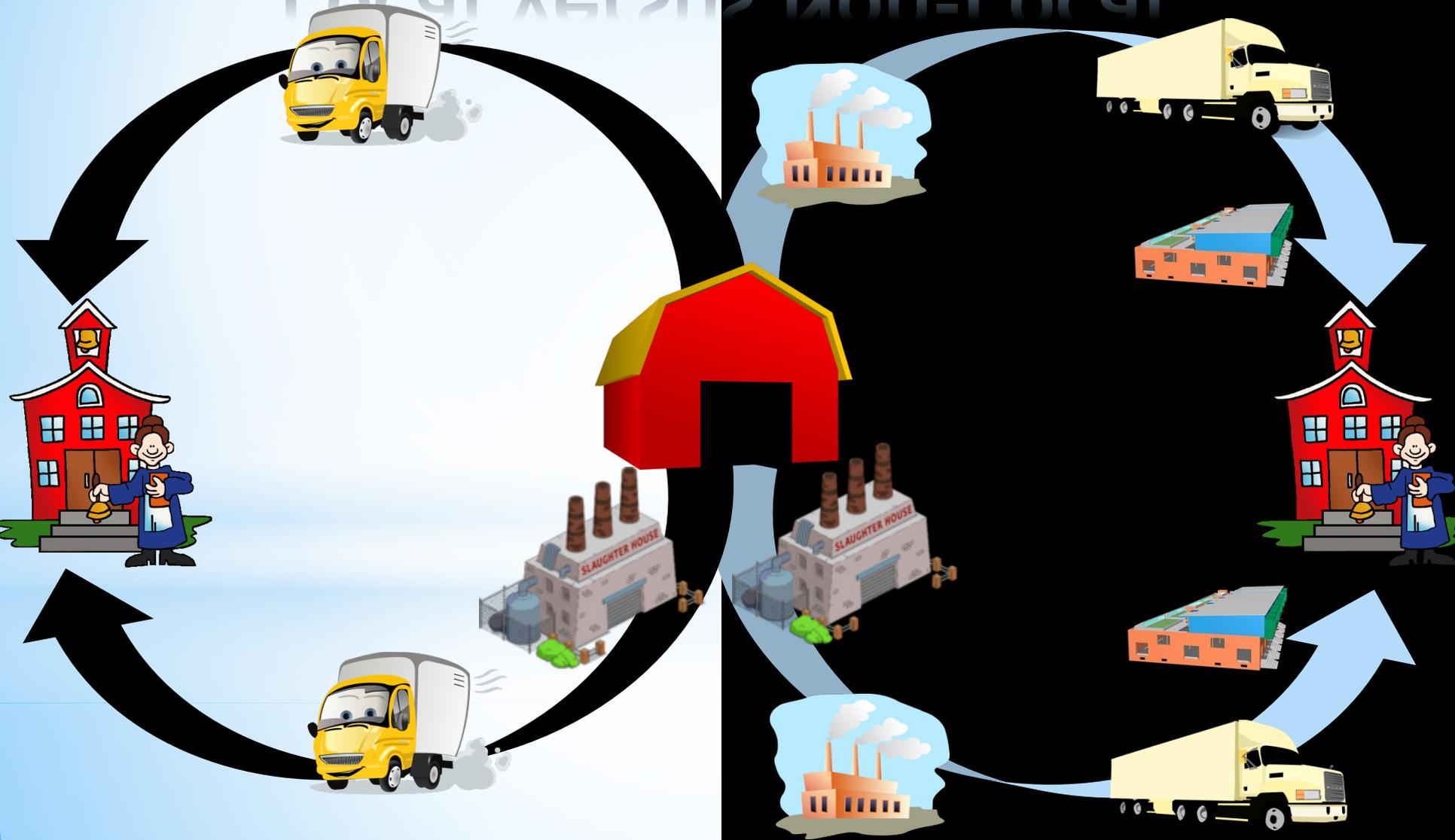


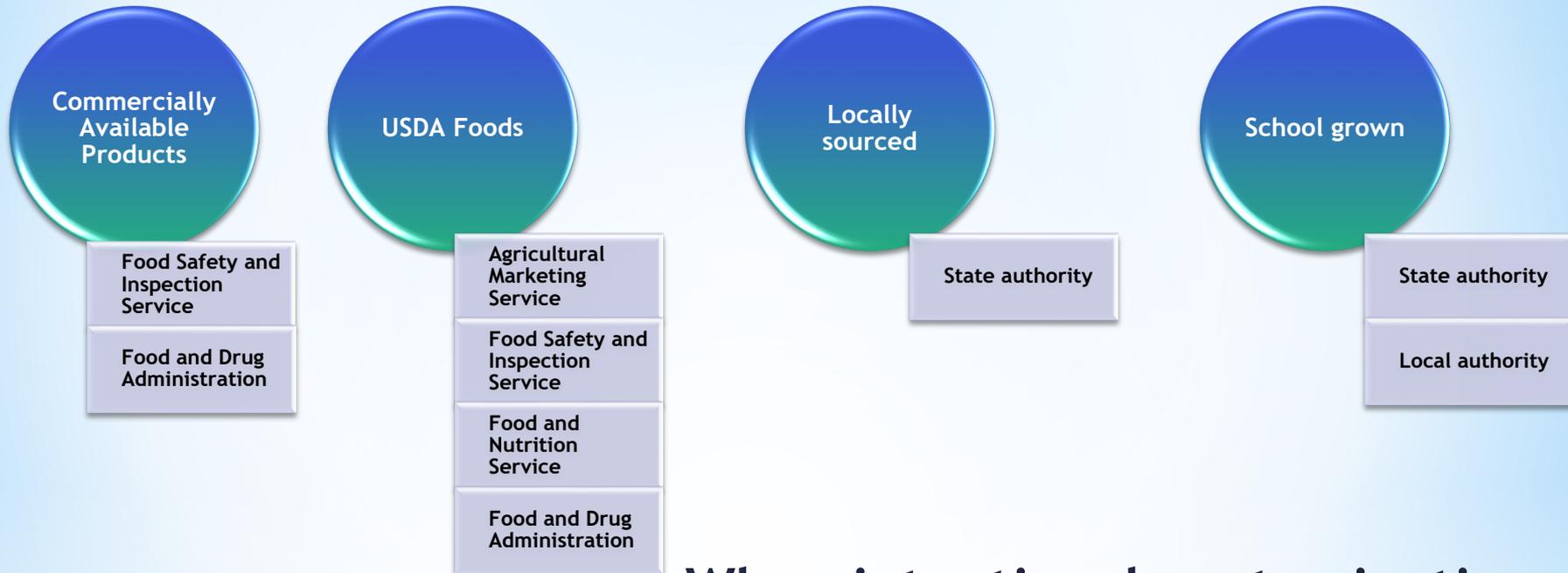
Figure 3-1. Flowchart for Food Products in NSLP

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# Supply Chains Differ: Local versus Non-Local



# Who Has Food Safety Responsibility



When intentional contamination is suspected, law enforcement and emergency management agencies have additional authorities and **complementary** methods.

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ISSN: 1080-6059

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### Collaboration Between Public Health and Law Enforcement: New Paradigms and Partnerships for Bioterrorism Planning and Response



- [Figure 1](#)
- [Figure 2](#)
- [Table](#)

Volume 8, Number 10—October 2002

THEME ISSUE

Bioterrorism-related Anthrax

*Bioterrorism-related Anthrax*

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Figure 2

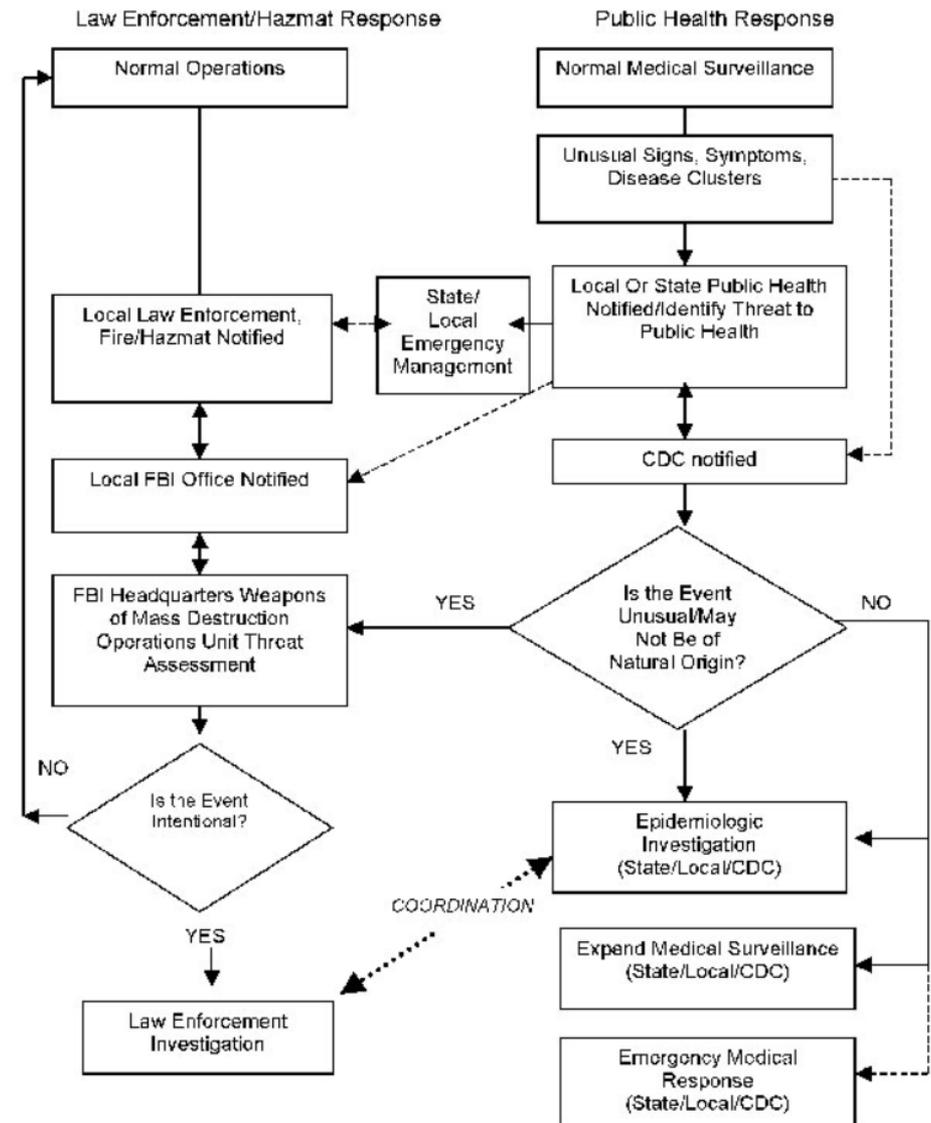


Figure 2. Flow chart of response to covert bioterrorism.

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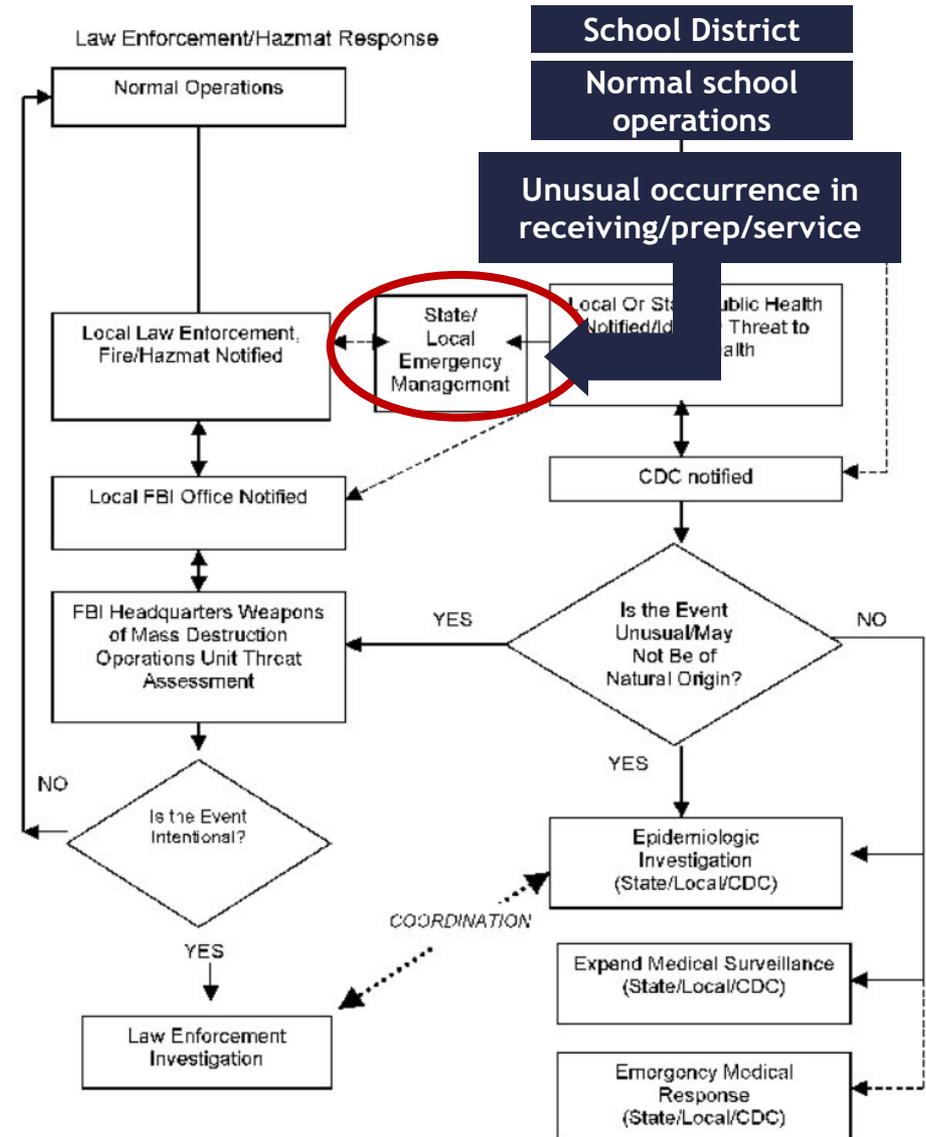


Figure 2. Flow chart of response to covert bioterrorism.

# Need for Common Awareness

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2013

Food defense practices of school districts in  
northern U.S. states

Carol J. Klitzke  
*Iowa State University*

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Four themes emerged from the 25 interviews conducted during the site visit: low awareness, lack of concern, food not considered a potential danger, and how conflicting priorities influence security. Food defense was an unfamiliar concept among most interviewees. Many expressed the belief that food tampering was not likely in their schools because employees were trustworthy or location was too insignificant. Principals expressed concern for physical security measures but did not perceive their contribution to food defense. In most districts, the FSD was not included in district emergency response planning activities and communication about food defense did not occur between principals, FSD, and emergency responders. Some of the

# Strategically Meet Challenges

Complexity	Strategic Opportunity
<p>Limited awareness: food defense for schools</p> <p>Overlapping food safety and law enforcement responsibilities</p>	<p>1. Relevant school district, health department, and law enforcement organizations to make connections and communication plans in advance</p>
<p>Food distribution, storage, and transport chain is complex and differs across the states and nation</p>	<p>2. Practice food defense measures at entry and receiving points - prevent entry</p> <p>3. Teach schools to require suppliers and warehouses to have food defense plans - minimize risk along entire supply chain</p>

Free ~~Future~~  
Training  
Scenarios

# Scenarios

- 1. Inspect What You Expect:** The importance of inspecting received product in preventing contaminated materials from entering school premises
- 2. Strong Chains - Safe Schools:** The importance of the distribution chain in preventing contaminated materials from being delivered to schools
- 3. The Aftermath:** The importance of coordinated response and communications in minimizing damage to schools and communities

# Scenarios

## Scenario 1 Inspect What You Expect | Piloted and available FY19

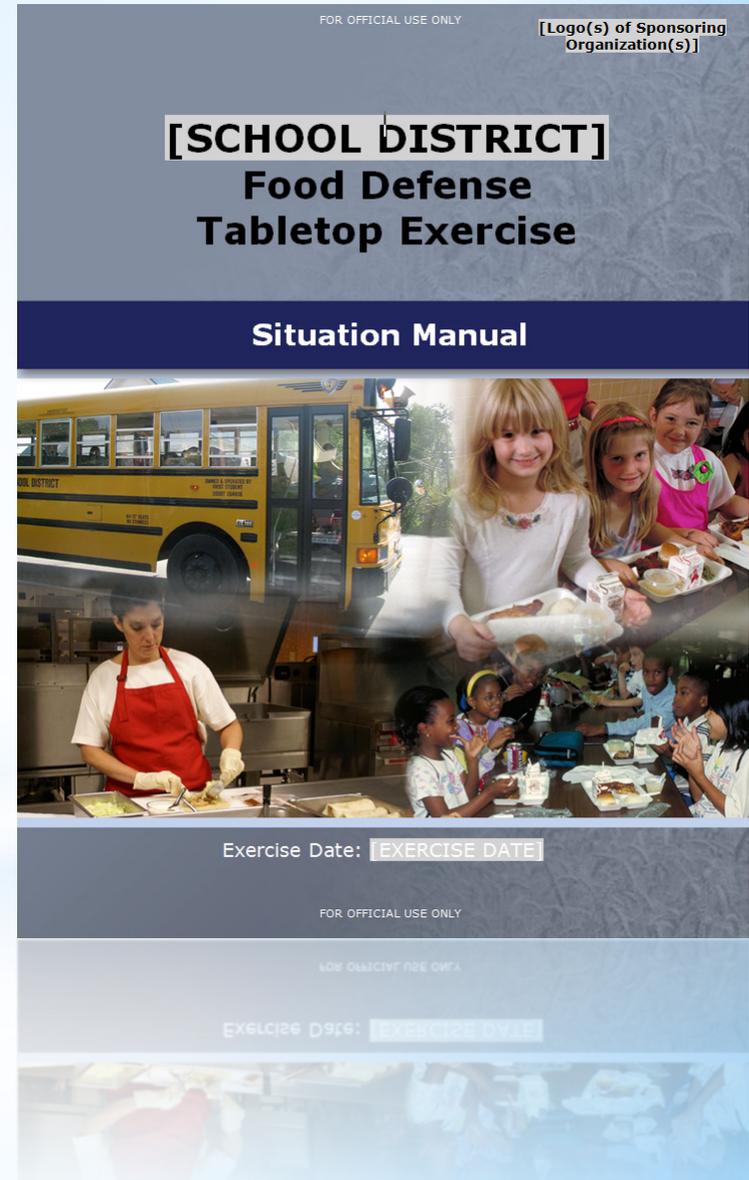
- Importance of a living food defense plan
- The importance of complaints
- Impact of prevention

## Scenario 2: Strong Chains Safe Schools | Vulnerabilities in transport | Piloted FY18, available FY19

- What supply chain food defense is
- How supply chain food defense impacts schools
- When to ask for food defense plans

## Scenario 3: The Aftermath | Available now! | Updated in FY 18

- Outbreak resulting from intentional contamination
- Importance of prevention activities
- Advance communications planning
- Food defense plans along entire supply chain



# Conclusions

- \* **School Foods represents a complex landscape:**
  - \* Where foods come from
  - \* How foods get to schools
  - \* Intervention points
  - \* Who has jurisdiction
- \* **Use local planning and communication to cut through the complexity:**
  - \* Know relevant organizations and plan communications
  - \* Practice Food Defense at points of entry
  - \* Minimize risk along entire supply chain
- \* **Partnership is necessary to disseminate training and increase awareness**

# Agenda

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School Food Defense Framework

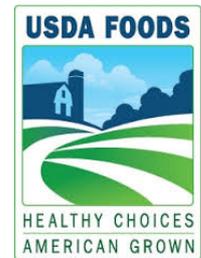
*USDA FNS Disaster Assistance*

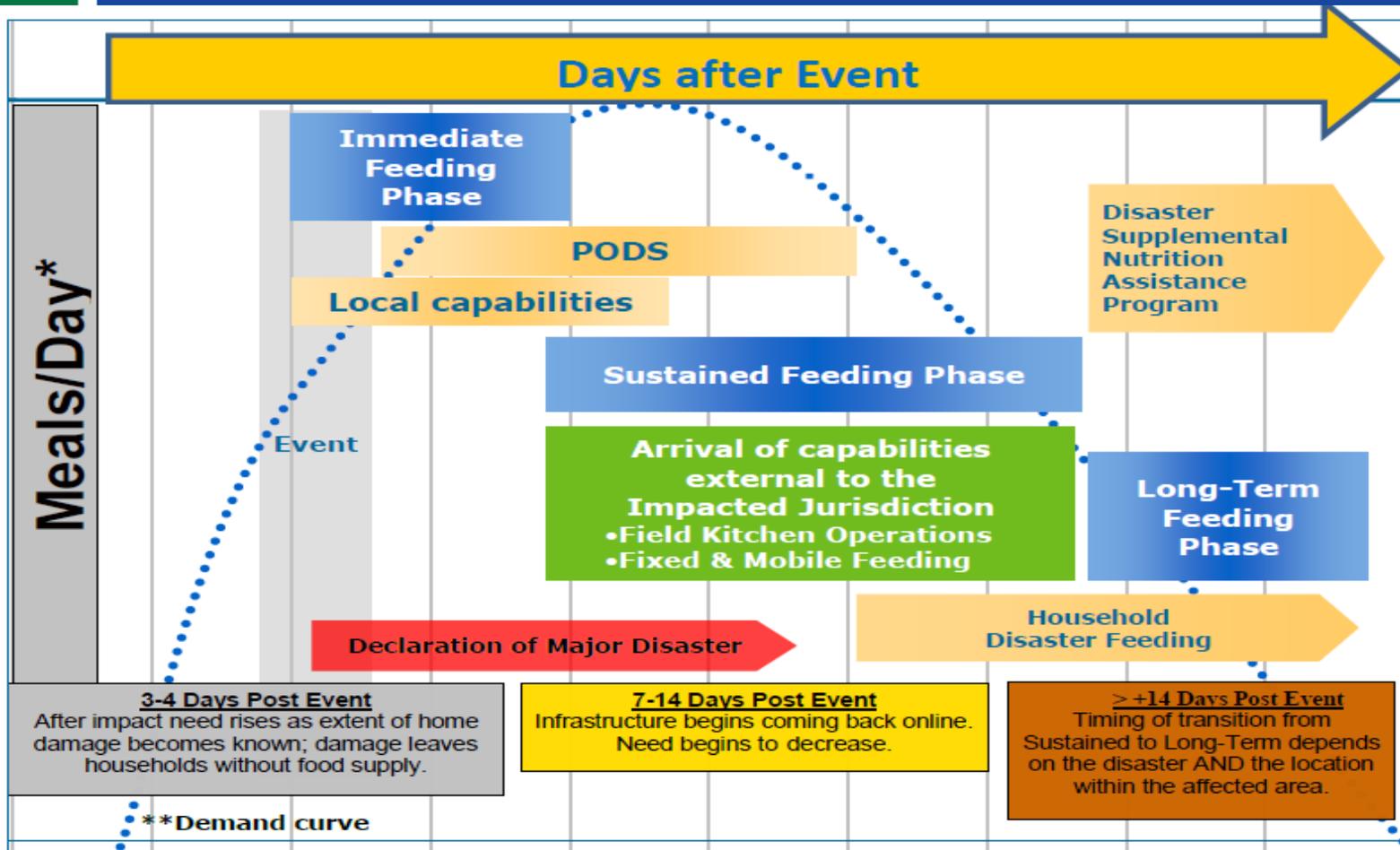
Local Perspective on Food-Related Emergencies

Q&A Session

# USDA-FNS Disaster Assistance

- **Using USDA Foods for Congregate Feeding and Household Distribution in Disasters**
- **Disaster Supplemental Nutrition Assistance Program (D-SNAP)**
- **Requesting Flexibilities and Waivers in USDA Nutrition Assistance Programs (WIC and Child Nutrition Programs)**





The Immediate Phase is defined by the engagement of local capabilities and resources, and establishment of local, State or Federal Points of Distribution (PODs).

The Sustained Phase is defined by the arrival and operational employment of food production and distribution capabilities external to the impacted jurisdiction (NGO, state, federal).

The Long-Term Phase is defined by the end of Sustained feeding, the implementation of D-SNAP, the return of the private sector and the targeted use of food boxes.

\*See Appendix K for the definition of Meals Per Day.

\*\*The dotted line represents the **demand curve**, or the projected number of meals required to be produced and distributed, based on disaster intensity or as determined by the jurisdiction.

# USDA Foods in Disasters

- **What are the Sources of USDA Foods Used in Disaster Feeding?**
  - Child Nutrition Programs (school lunch and breakfast programs, child & adult care programs, summer feeding programs)
  - The Emergency Food Assistance Program (TEFAP)
  - Commodity Supplemental Food Program (CSFP)
  - Food Distribution Program on Indian Reservations (FDPIR)



# Commonly Ordered USDA Foods

## Institutional

(NSLP)

**FRESH:** (as available)

Fruits and/or vegetables

**PROTEIN OPTIONS:**

Beef Crumbles

Chicken Fajita Strips

Turkey Taco Filling

Deli Turkey Breast

Diced Chicken

Diced/Sliced Ham

Cheese (shredded/sliced)



## All Programs

**CANNED FRUIT:**

Peaches, Applesauce, Sliced

Apples

Orange Juice

**CANNED VEGETABLES:**

Corn, Peas, Green Beans,

Spaghetti Sauce, Vegetarian

Beans

**PROTEIN OPTIONS:**

Peanut Butter

Canned Pork

Frozen Cut-up Chicken

**GRAINS:**

Rice, Flour, Pasta

## Household

(TEFAP, FDPIR,  
CSFP)

**CANNED JUICE:**

Orange, Apple, Grapefruit

**DAIRY OPTIONS:**

Dried Egg Mix

UHT Fluid Milk

**PROTEIN OPTIONS:**

Canned Chili w/o Beans

Canned Beef Stew

Canned/Pouch Chicken

**GRAINS:**

Cereal

Macaroni & Cheese

# Benefits of USDA Foods

- ❖ **Quality and safety standards**
- ❖ **100% domestic**
- ❖ **Nutrition standards**
- ❖ **Flexibility and versatility**
- ❖ **Same as commercial products**
- ❖ **No cost for USDA foods and transportation**



# What Starts the Process?

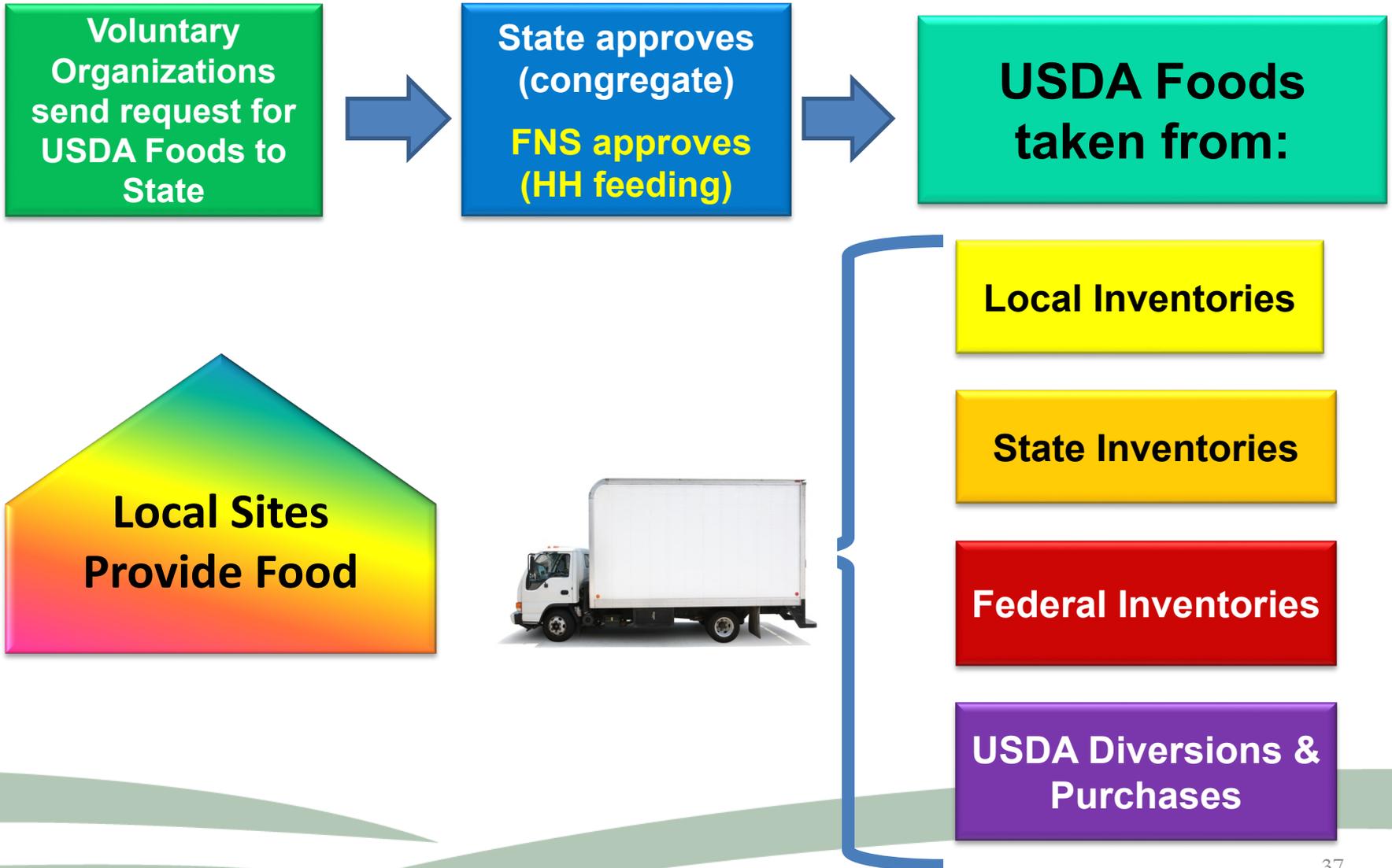
**Disaster Feeding Organizations Request USDA Foods through the State Agency, which manages USDA Foods**

**Disaster Feeding Organizations:**

- **American Red Cross**
- **Salvation Army**
- **Southern Baptist Men**
- **Other Approved Orgs**



**Note: In the early stages of a disaster, short shelf-life meals, and other quick foods are usually preferred over USDA Foods.\***



# Disaster Supplemental Nutrition Assistance Program (D-SNAP)

- D-SNAP is the **Supplemental Nutrition Assistance Program** with **temporary eligibility standards** to serve disaster survivors.
- Through D-SNAP, USDA & state partners are able to quickly offer **short-term food assistance** to families suffering in the wake of a disaster.
- Eligible households receive **1 month of benefits** issued via an Electronic Benefits Transfer (EBT) card, which can be used to purchase food at most grocery stores.

# Flexibilities and Waivers in USDA Nutrition Assistance Programs

- During disasters and under certain conditions, states can waive, or request that USDA waive, certain program requirements for WIC and Child Nutrition Programs.
- Waivers generally apply to affected areas only, or to areas receiving disaster survivors, and for specified time frames.
- For the WIC program, waivers requested may include items eligible for purchase, item sizes, etc.

# Agenda

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*Local Perspective on Food-Related Emergencies*

Q&A Session

# Practical Applications

## The Food Services Manager/Director's Role in Emergency Operations Planning for Food-Related Disasters

# Hampden-Wilbraham Regional School District

- Suburban regional district serving two Western Massachusetts towns
- 3,100 students in 7 schools (4 elementary, 2 middle, and one regional high school)
- Serving approximately 1,600 meals/day
- 19% eligible for free/reduced lunch
- Approximately 5 foodservice related-deliveries per school each week (food, paper, produce, milk, bread) using local and regional vendors



# Safety on the Agenda



Using a multidisciplinary team approach to Emergency Operations Planning since 2004.



Monthly meetings of a District Safety/Emergency Advisory Team (SEAT) including administrators, teachers, school nurses, food services, custodial/facilities and mental health.



Active involvement of law enforcement, fire and emergency medical responders from the community.

# Applying Emergency Operations Planning Principles

A collaborative planning team, supported by leadership

- School safety identified as a priority in the District's Strategic Plan and carried through to school improvement goals

Understanding the Situation and Identifying Goals and Objectives

- Annual safety/security assessment conducted at each building including similar building and district-based representation

Planning Process—Identifying Courses of Action

- Focusing on areas of priority and understanding roles and responsibilities
- Considering access and functional needs of the school community across all settings and times of day

Plan Preparation, Review and Ongoing Maintenance

- Testing responses during various situations and at different times of the day

# Food Services Director's Role

Input on the various components of emergency operations and planning:

General Security



Staff Training



Food Defense



Communications



# General Security

- Food services area is a portal for daily deliveries—a challenge for food safety *and* intruder protection procedures in the entire school.
- Examples of Actions Taken:
  - reviewing basic door-locking procedures
  - installation of camera-integrated door locks
  - increased camera surveillance of loading docks and delivery areas
  - training for staff on procedures to verify vendors, visitors and deliveries

# Staff Training

Receiving procedures—checking to make sure boxes are not compromised

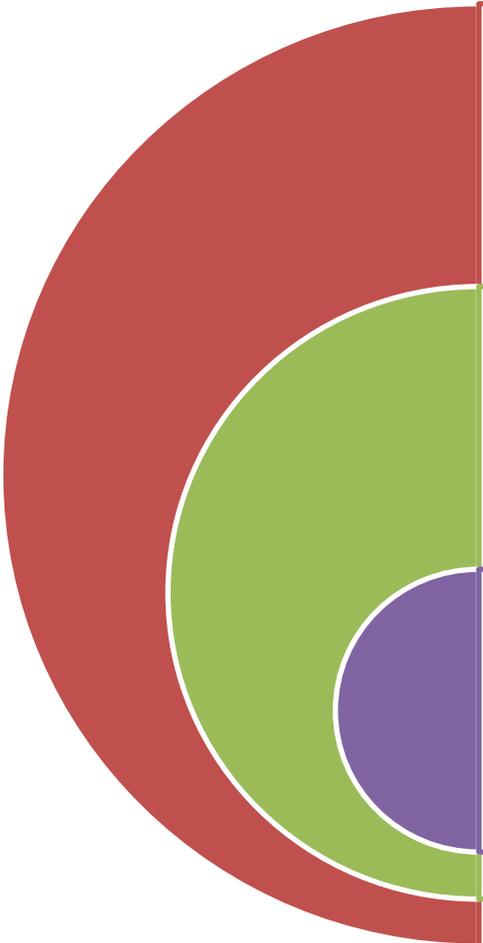
Locations of fire blankets and extinguishers

AEDs and CPR/choking responses

ServSafe Certification (general food safety)

Lockdown/sheltering training

# From Planning to Practice



In 2012, the District welcomed partners from the USDA for a facilitated table-top exercise focusing on Food-Related Disasters.

60 school and community partners

Scenario-based exercise involving a significant threat to the District's food supply

# Practicing the Plan



# Lessons Learned (1 of 3)

## **NEED:**

Quickly identify students who had consumed potentially harmful items.

## **STRATEGY:**

Using our point-of-sale system to link individual students with meal choices.

# Lessons Learned (2 of 3)

## NEED:

Opportunities for contamination exist in a variety of daily routine sequences.

## STRATEGY:

Using standard and additional precautions

- Not opening mail or packages near food preparation area
- Following sound receiving practices
- Following established food handling practices

# Lessons Learned (3 of 3)

## **NEED:**

Many community partners and agencies may be involved in a large-scale food security incident

## **STRATEGY:**

Forming relationships in advance, and having easily accessible contact information for community partners

# Lessons Learned— Additional Considerations

Periodic resource assessments are valuable, especially in smaller districts

A food supply incident may be a targeted event or part of a larger attack—understanding the chain of command

Recovery may take several months or longer

Consider impacts on the economic viability of the school food services program

# Lessons Learned—Final Note

Food Safety Planning parallels high-quality Emergency Operations Planning in a multi-hazard, incident-command approach to school safety.

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*Q&A Session*

# Pose Your Questions

To ask a question, use the Q&A box on your screen.

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# Thank You!

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# Get Connected

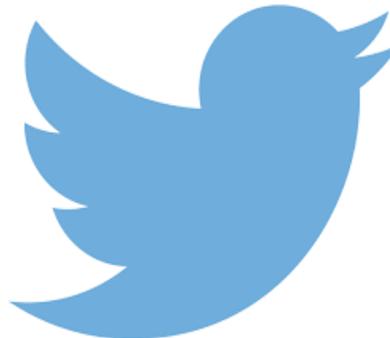


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## Post-Webinar Web Chat | April 5, 2018 @ 3PM ET



**Myers Paul**

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