

Impacts of Lead Exposure on Learning and Integration into School Emergency Management Planning

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- For support during the Webinar, **please contact the REMS TA Center** at **info@remstacenter.org** or **1-855-781-REMS (7367)**.
- You are invited to **participate in a 30-minute Twitter Chat** after the Webinar via the Community of Practice.
- Use **#LEADSAFESCHOOLS to share information** discussed during today's Webinar **on social media**. On Twitter? Tag **@remstacenter** when sharing!



Impacts of Lead Exposure on Learning and Integration into School Emergency Management Planning



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

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- To download a copy of pertinent handouts, use the **Web links** on your screen. Select the name of the link you want to access.
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Presenters



Madeline Sullivan, Management and Program Analyst, Office of Safe and Supportive Schools



Victoria Ellenbogen, Environmental Protection Agency



Janelle W. Hughes, Deputy Project Director, REMS TA Center

Alix Stayton, Senior Research Associate

Agenda

A Look at the Impacts of Lead Exposure on the Learning Environment

Integrating Lead Testing and Reduction Programs into School Emergency Management Planning

Accessing Tools to Support Education Agencies with Lead Reduction

Web Chat



A Look at the Impacts of Lead Exposure on the Learning Environment

Background on Lead

- Today at least 4 million households have children living in them that are being exposed to high levels of lead.
- There are approximately half a million U.S. children ages 1-5 with blood lead levels above 5 micrograms per deciliter ($\mu\text{g}/\text{dL}$), the reference level at which CDC recommends public health actions be initiated.
- EPA and CDC has state: **no safe blood lead level in children has been identified.**
- Lead exposure can affect nearly every system in the body.
- Because lead exposure often occurs with no obvious symptoms, it frequently



Link: <https://www.cdc.gov/nceh/lead>

Health Effects of Lead

- Young children are especially susceptible to lead exposure.
- Pregnant and nursing staff should also be aware of the harmful risks of lead exposure to nursing infants and the developing fetuses of pregnant women.
- Even low blood levels of lead in children have been associated with:
 - Reduced IQ and attention span
 - Learning disabilities
 - Poor classroom performance
 - Hyperactivity
 - Behavioral problems
 - Impaired growth and hearing loss



Sources of Lead

- Sources of lead exposure include the lead industry, lead-based paint (e.g., paint chips or dust), lead in water, lead in the air, lead in soil, and lead in consumer products and food.



Lead-based paint



In the air



In the soil



Lead Industry

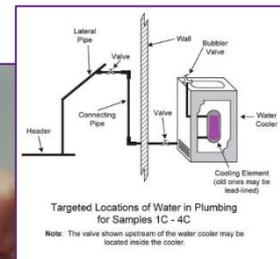


In consumer products



In water

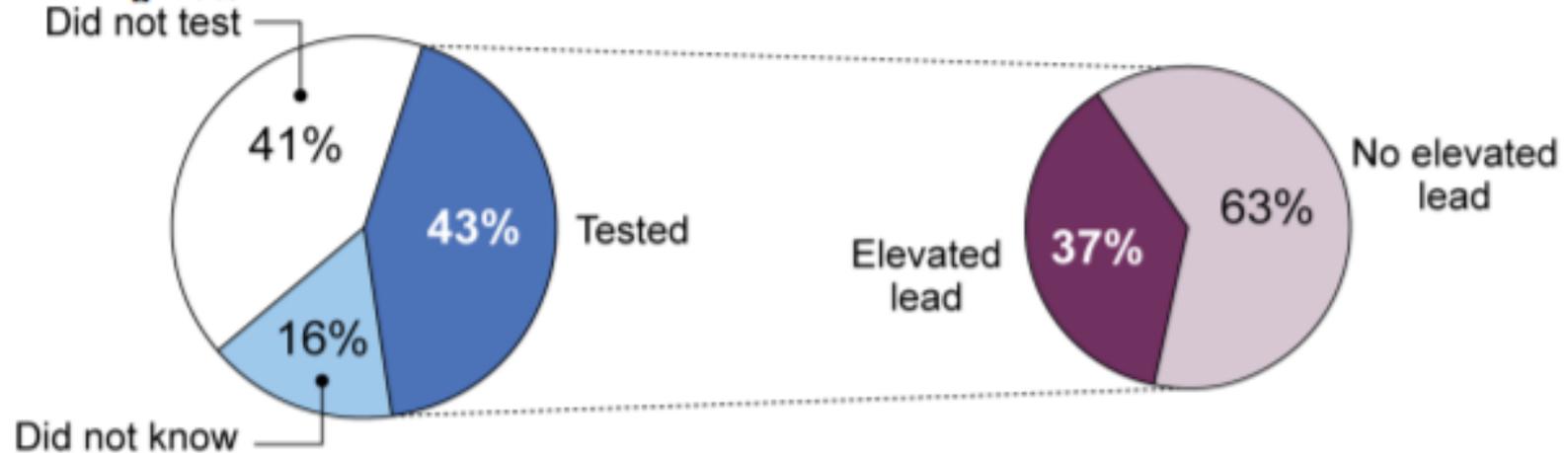
- **Lead in Drinking Water**
- Lead gets into drinking water as it comes into contact with plumbing materials containing lead.
 - Interior lead pipe and lead solder (commonly used until 1988),
 - brass fittings, valves and
 - various drinking water outlets (e.g., water fountains and faucets)



“Even when water entering a facility meets all federal and state public health standards for lead, older plumbing materials in schools and child care facilities may contribute to elevated levels lead in their drinking water.”

Government Accountability Office Report on Lead in School Drinking Water

Estimated Percentage of Public School Districts Reporting Lead Testing and Results for Drinking Water



Source: GAO survey of public school districts. | GAO-18-382

Statewide Water Lead Testing Programs

Figure 1: States with school drinking water lead testing programs as of February 2018

Program: an effort initiated by a state agency or department pursuant to an existing directive or grant of authority

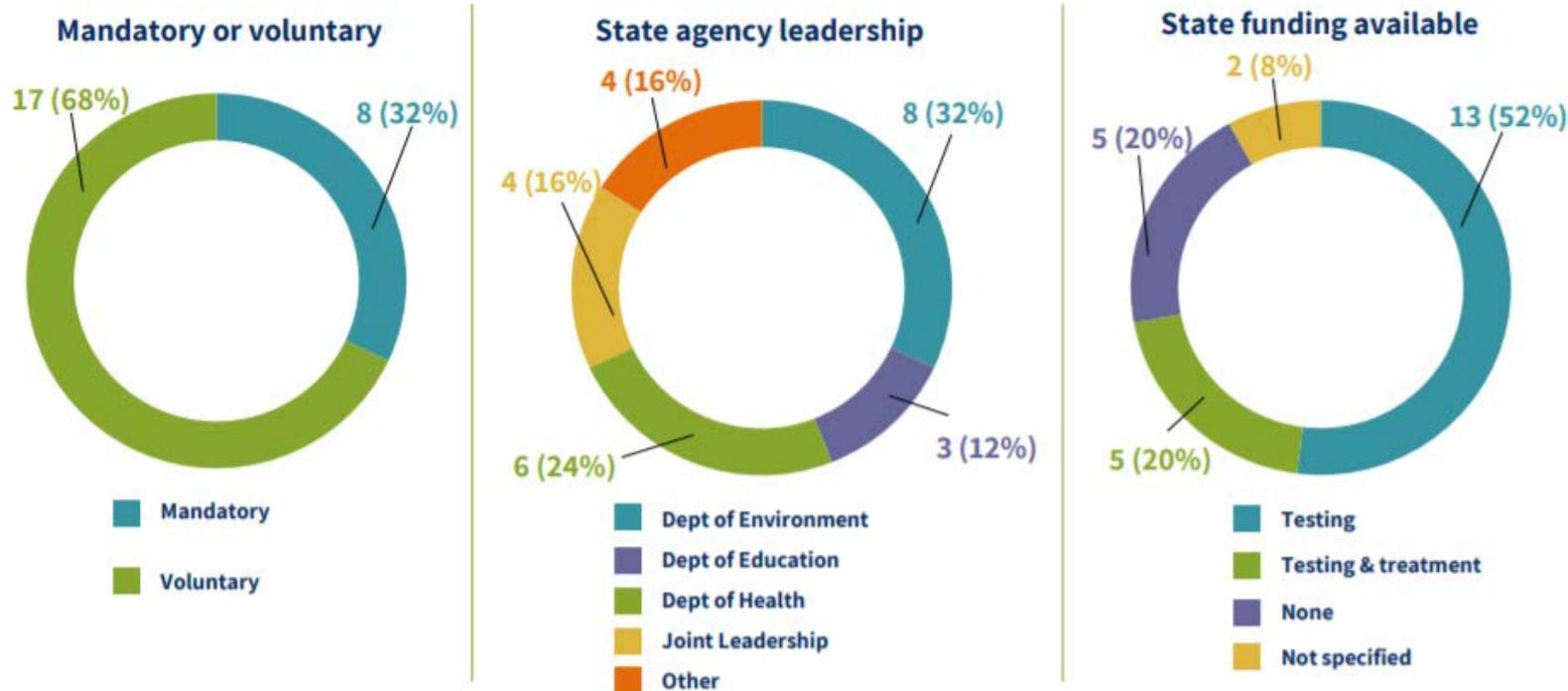
Policy: a mechanism to establish a program via state statute, executive order, or funding appropriation



Source: EARLY ADOPTERS State Approaches to Testing School Drinking Water for Lead in the United States; Harvard T.H. Chan School of Public Health

Approaches to Creating and Overseeing Water Testing Programs

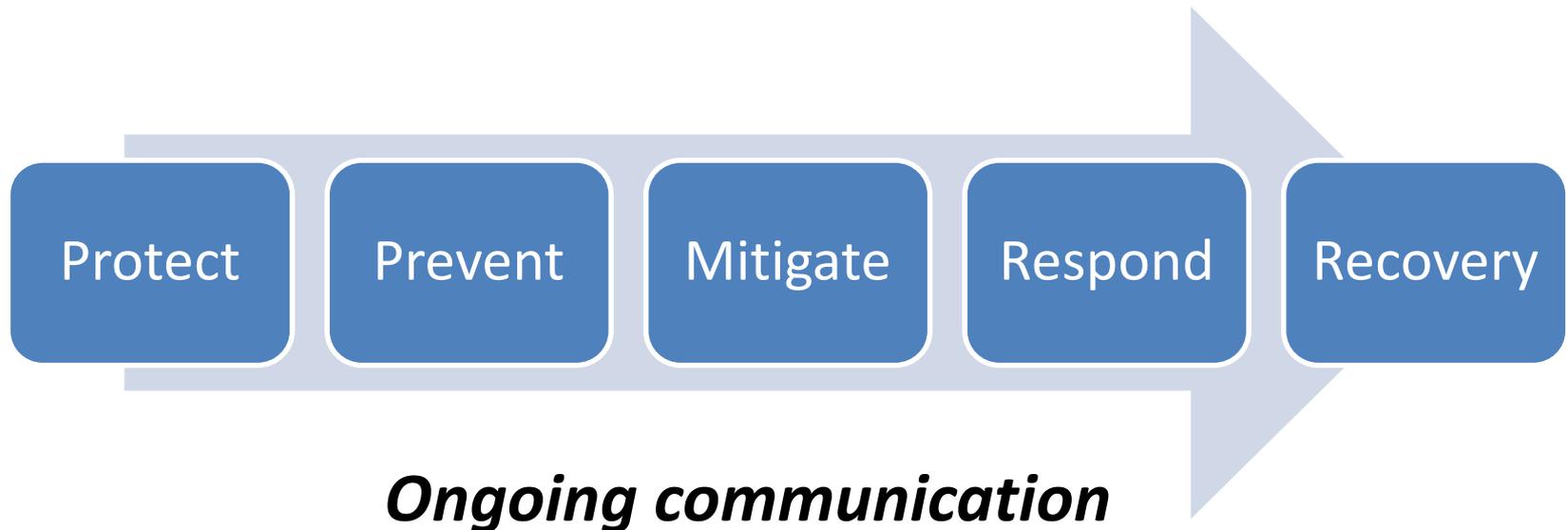
Figure 2: State school drinking water lead testing program characteristics as of February 2018



Source: EARLY ADOPTERS State Approaches to Testing School Drinking Water for Lead in the United States; Harvard T.H. Chan School of Public Health

Why add it to our School EOPs?

“Even when water entering a facility meets all federal and state public health standards for lead, older plumbing materials in schools and child care facilities may contribute to elevated levels lead in their drinking water.”

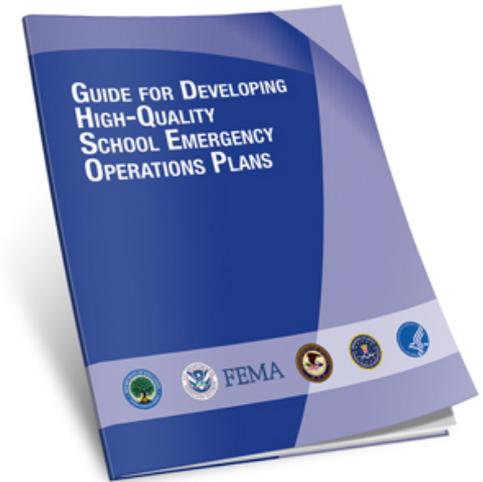


How Can Schools Prepare?

Broadly speaking, being prepared can be defined as having the ability to effectively prevent, protect from, mitigate the impact of, respond to, and/or recover from a threat or hazard.

Becoming Prepared

Guide for Developing High-Quality School Emergency Operations Plans



FEMA



All-Hazards and Threats Planning



Adversarial and Human-Caused Threats



Biological Hazards



Natural Hazards



Technological Hazards

Understanding Lead Exposure as a Technological Hazard

What defines a technological hazard?

Hazardous materials incidents and nuclear power plant failures

Typically, little or no warning precedes incidents involving technological hazards.

Survivors may not be aware they have been affected until many years later.

Preparing Schools to Respond

Protecting
Students and
Staff

Preventing
Exposure Using
the 3Ts: Train,
Test and Take
and Action

Mitigating the
Impact of
Exposure

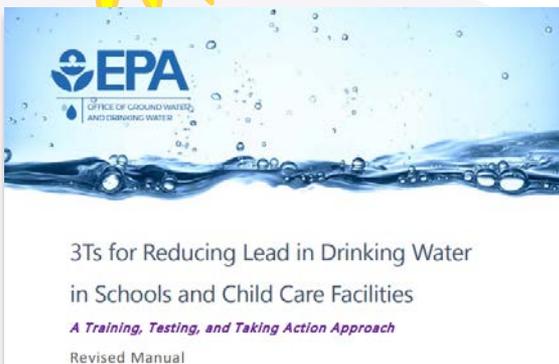
Responding to
Incidents
Involving
Exposure +
Federal and State
Laws and
Regulations

Recovering from
Incidents
Involving
Exposure

Federal agencies collaborate to support states and localities with managing protection, prevention, mitigation, response and recovery.

Revised 3Ts for Reducing Lead in Drinking Water in Schools and Child Care Facilities

NEW!



- **Training** school and child care officials to raise awareness of lead in drinking water.
- **Testing** drinking water in schools and child care facilities to identify potential lead problems.
- **Taking action** to reduce lead in drinking water.

← New 3Ts Manual

3Ts 7-Module Toolkit →



Module 1: Communicating the 3Ts

- ❑ Communicating early and often about your testing plans, results, and next steps will build confidence in your ability to provide a safe environment.
- ❑ When developing your communication plan:
 - Take the initiative to communicate with your community
 - Make sure your information is honest, accurate and comprehensive
 - Speak with one consistent voice
 - Anticipate questions and concerns and address them proactively
 - Be positive and forthcoming
 - Keep your audiences up-to-date as new information becomes available



Module 2: Learning About Lead in Drinking Water

- Health Effects of Lead
- Sources of Lead
- The School and the Water System Relationship
- How Lead in Drinking Water is Regulated



Module 3: Planning a 3Ts Program

- ❑ Planning your 3Ts Program
- ❑ Establishing Partnerships
- ❑ Working with Your Water System
- ❑ Assigning Roles and Building a Team



3Ts for Public Water Utilities

A TRAINING, TESTING, TAKING ACTION Approach

What are the 3Ts?
The 3Ts toolkit was developed for schools and child care facilities to help them implement a voluntary program for reducing lead in drinking water. It includes a training, testing, and taking action approach.

How does it differ from sampling under the Lead and Copper Rule?

Lead and Copper Rule (LCR)	3Ts for Reducing Lead in Drinking Water
Required for all community and non-transient non-community water systems.	Voluntary Program: to assist schools with training, testing, and taking action.
	Sampling Protocol: Only schools and childcare facilities that own and/or operate a public water system must meet the requirements of the LCR. Under the 3Ts, EPA recommends sampling and follow-up actions be taken at each individual outlet. The 3Ts consists of a 2-step sampling protocol, which includes two 250ml samples: (1) first draw after an 8 to 18 hour stagnation, and (2) a flush sample after 30 seconds.
	Follow Up Actions: The initial sample and the follow-up flush sample will help determine the source of the lead (e.g., the fixture or behind the wall). Then remediation measures can be implemented as appropriate to address that outlet. This includes removing fixtures and repairing/replacing water coolers, to minimize exposure.

Office of Ground Water and Drinking Water
EPA XXX-X-XX-XXX
September 2018

3Ts for Reducing Lead in Drinking Water

Establishing a Lead Testing Program
The 3Ts Checklist

3Ts Toolkit
<http://epa.gov/3tswater/3ts>

Build a team and make a plan! Preparing a group of adults and you will need to have a plan for who you will use, how you will test and how you will address what you find. Make sure you use the lead test kit that is available in your community. The 3Ts toolkit includes modules and helpful resources you can use to implement a successful program!

The steps in the checklist are intended to help you learn about lead in drinking water, develop a program, test for lead, communicate the results, and take remediation actions where needed. The checklist includes things to consider in the TRAINING, TESTING, and TAKING ACTION sections of the 3Ts, as well as important COMMUNICATIONS and RECORD-KEEPING items. This checklist is designed to provide easy-to-follow steps. You may not have to complete all the steps or follow the steps in the exact order presented to have an effective program. Your 3Ts program should be tailored for your school or child care facility.

Office of Water (6000P)
EPA 815-F-18-018
October 2018

COMMUNICATING **TRAINING** **TESTING** **TAKING ACTION**

Checklist Item

- Learn about lead problems in drinking water: Have you made a concerted effort to become familiar with regulations? Do you understand current regulations pertaining to lead in drinking water? Contact your state to learn more about state guidance or regulations.
- Keep records: Have you developed a record of training activities?
- Gather historical information: Has the school tested its water to learn more about previous lead testing the school might have already conducted?
- Establishing Partnerships: Has the school contacted:
 - Their Public Water System?
 - Their State Health Office?
 - Their State Drinking Water Program? Health and/or Education program?
 - Other Community Organizations?
- Who is responsible within the program: Have you begun identifying people to be responsible for the lead program?
 - Who will be the main contact for the lead control program?
 - Who will collect the samples?
 - Who will ensure proper certification/charge of communication with the public? later with partners?
- What strategy: Consider how the school will keep its community, parents, and staff informed regarding school efforts and sampling results.
 - How have you implemented routine practices such as cleaning, flushing to improve water quality?
 - Are you maintaining a record of routine practices, including:
 - flushing?
 - schedules?
- Care facility community: Has the school reached out to its community to inform them that it will be sampling for lead in drinking water? Are there any other protective efforts the school is already implementing (e.g., routine flushing)?

Module 4: Developing a Sampling Plan

- Conducting a Walk Through
- Determining Sampling Locations
- Determine Sampling Frequency
- Do you Have a Lead Service Line
- Understanding the Sampling Procedures



Module 5: Conducting Sampling and Interpreting Results

- ❑ EPA recommends that schools and child care facilities conduct a **2-step sampling procedure to identify if there is lead in the outlet** (e.g. faucet, fixture, or water fountain) or behind the wall (e.g. in the interior plumbing).
- ❑ Collect all water samples before the facility opens and before any water is used.
- ❑ Ideally, the water should sit in the pipes unused for at least 8 hours but not more than 18 hours before a sample is taken.

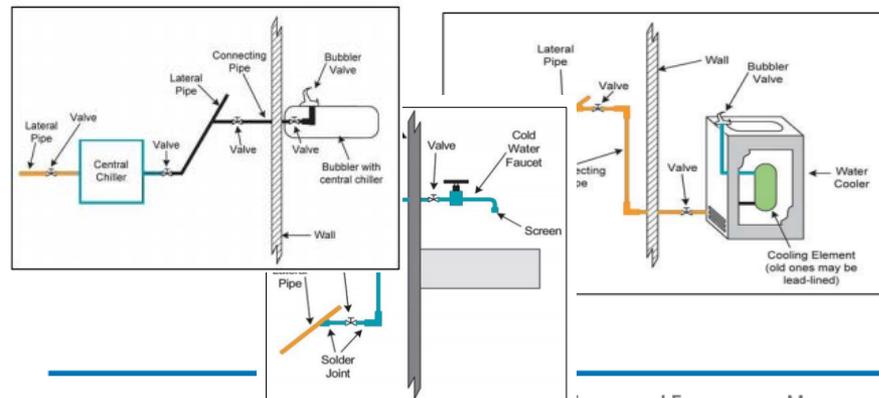


Step 1 250-mL First Draw Sample

Take a 250mL first draw sample at all taps used for consumption to identify potential lead in the fixture.

Step 2 250-mL Flush Sample

If the result of Step 1 is high, take a 30-second flush sample to identify lead in the plumbing behind the fixture.



Module 6: Remediation and Establishing Routine Practices

- **Immediate Actions**

- Shut off problem outlets
- Share Test Results
- Increase Awareness and Public Education

- **Short Term Remediation**

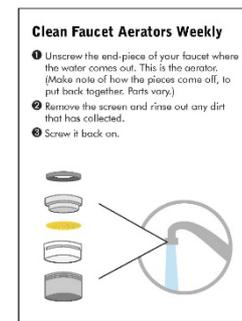
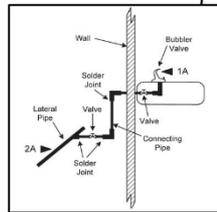
- Provide Filters at Problem Taps
- Flush Taps Prior to Use
- Provide Bottled Water

- **Long Term Remediation**

- Replacement of Outlets
- Pipe Replacement
- Provide Filters at Problem Taps
- Reconfigure Plumbing

- **Establishing Routine Practices**

- Clean water fountains, aerators and screens
- Use only cold water for food and beverages
- If filters are used, make sure they are maintained
- Create and post placards near sinks where water should not be consumed
- Regularly flush all water outlets, particularly after weekends and vacations



Module 7: Recordkeeping

- ❑ Keep a record of sampling and remediation efforts that have been conducted and schedules that have been created to continue to maintain water quality
- ❑ It is important to keep an ongoing record of public outreach and communication activities
- ❑ Keep copies of past communication materials and the dates they were sent out
- ❑ Strong recordkeeping can prove to be helpful in ensuring the longevity of the program
- ❑ The 3Ts includes recordkeeping templates



Agenda

A Look at the Impacts of Lead Exposure on the Learning Environment

Integrating Lead Testing and Reduction Programs into School Emergency Management Planning

Accessing Tools to Support Education Agencies with Lead Reduction

Web Chat



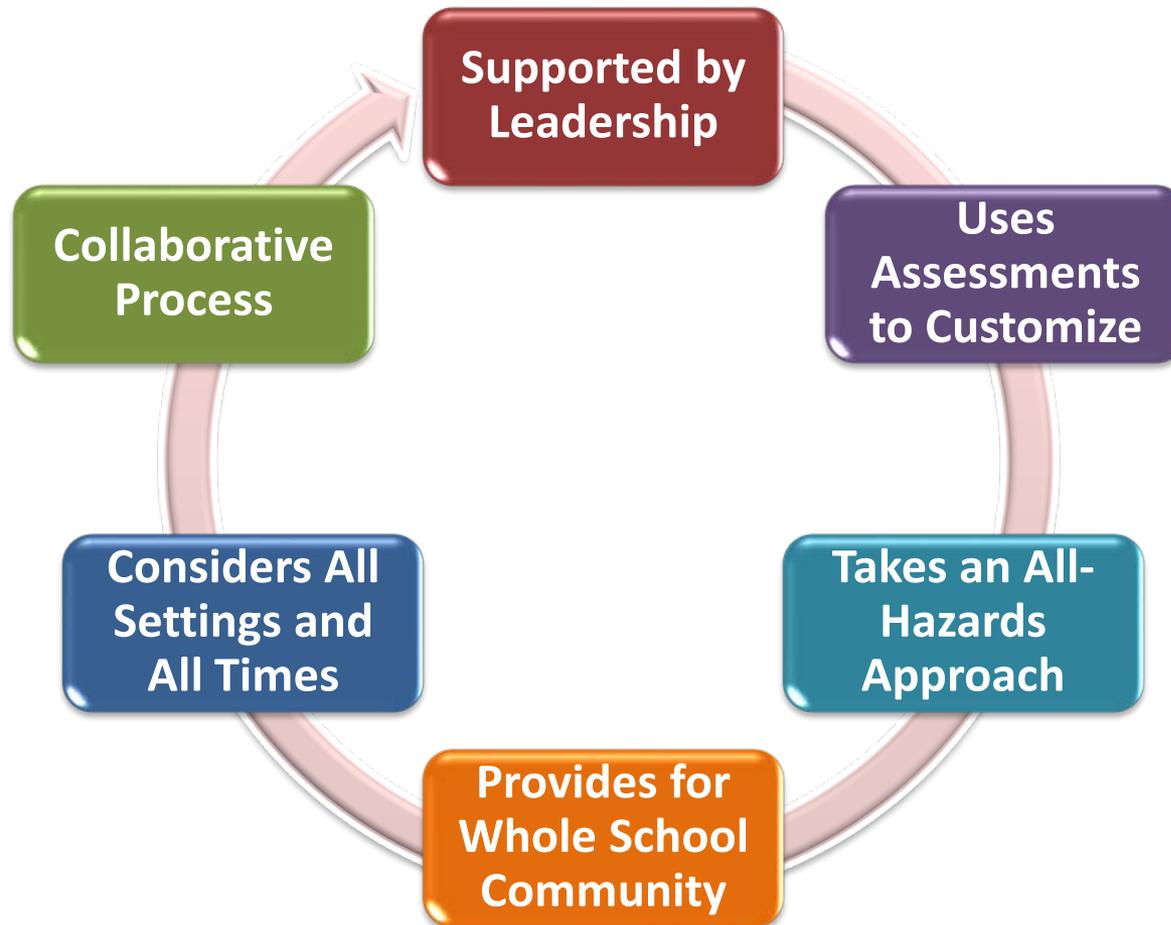
Integrating Lead Testing and Reduction Programs into School Emergency Management Planning

Five Preparedness Missions



an incident or emergency

Reflections on Professional Practice Planning Principles



The School Guide: PDF or HTML

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SCHOOL GUIDE

Guide for Developing High-Quality School Emergency Operations Plans: At A Glance

Presidential Policy Directive (PPD) 8

Planning Principles

The Planning Process

Plan Content

The Basic Plan

Functional Annexes

Threat- and Hazard-Specific Annexes

Next Steps

STEP 1: FORM A COLLABORATIVE PLANNING TEAM

Lessons learned from experience indicate that operational planning is best performed by a team. Case studies reinforce this concept by pointing out that the common thread found in successful operations is that participating organizations have understood and accepted their roles. Close collaboration between schools and community partners ensures the coordination of efforts and the integration of emergency management plans.

Identify Core Planning Team

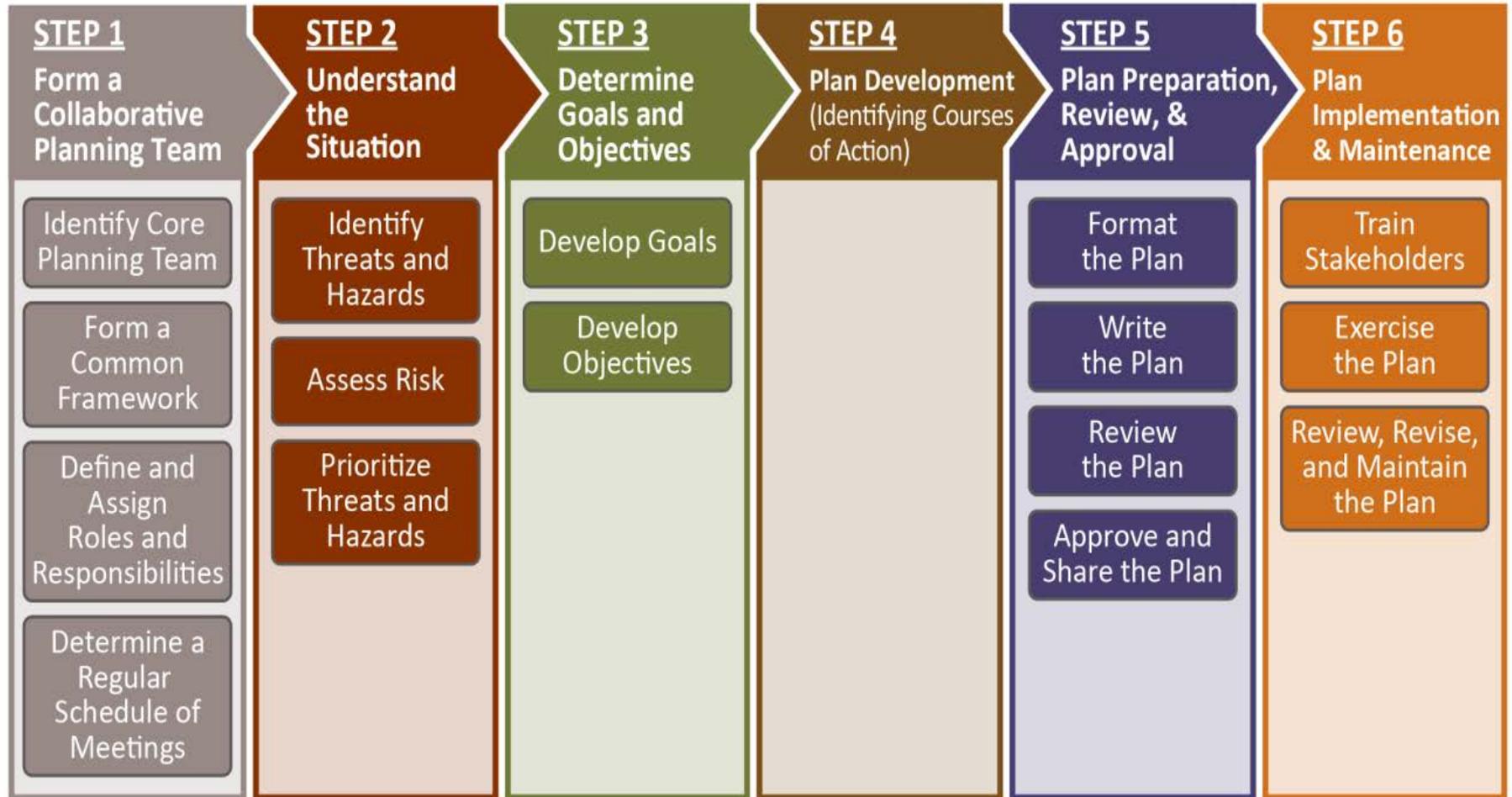
The core planning team should include representatives from a wide range of school personnel, including, but not limited to the following: administrators, educators, school psychologists, nurses, facilities managers, transportation managers, food personnel, and family services representatives. It should also include student and parent representatives, and individuals and organizations that serve and represent the interests of students, staff, and parents with disabilities, and others with access and functional needs, as well as racial minorities and religious organizations, so that specific concerns are included in the early stages of planning. Additionally, the core planning team should include community partners such as first responders, local emergency management staff, and others who have roles and responsibilities in school emergency management before, during, and after an incident. This includes local law enforcement officers, emergency medical services (EMS) personnel, school resource officers, fire officials, public and mental health practitioners, and local emergency managers. Their expertise will inform the development, implementation, and refinement of the school emergency operations plan (EOP).



The Planning Process

- Is ***flexible*** and can be ***adapted*** to accommodate a district's and a school's unique characteristics and situation.
- During the planning process it is critical that schools work with their ***district staff and community partners***—local emergency management staff, first responders, and public and mental health officials—during the planning process.

Steps in the Planning Process



STEP 1

Form a Collaborative Planning Team

Step 1

Form a Common Framework



Define and Assign Roles and Responsibilities



Determine a Regular Schedule of Meetings



Examples of Collaborative Team Members to Support Lead Safety

- Facilities Managers and Team Members
- Public Water System Experts
- Local Health Offices
- State Drinking Water Programs
- Certified Laboratories
- Local Community Organizations
- Association of State Drinking Water Administrators
- Regional Pediatric Environmental Health Specialty Unit (PEHSU) Members

Poll Question: Who supports schools with planning around lead testing and reduction within your state or locality?

STEP 2

Understand the Situation

Step 2

Identify Threats and Hazards:

- The planning team first needs to understand the threats and hazards faced by the school and the surrounding community.

Assess the Risk Posed by the Identified Threats and Hazards:

- Once **lead exposure** has been identified as a hazard the planning team should evaluate and prioritize the vulnerability and risk posed.

Assessments will be used not only to develop the initial plan but also to inform updates and revisions to the plan on an ongoing basis.

Step 2: Understand the Situation

SITE ASSESSMENT

Description:

Examines the safety, accessibility, and emergency preparedness of the school's buildings and grounds.

Purpose:

- To provide an increased understanding of potential impact of threats and hazards on the school buildings and grounds.
- To identify risks and vulnerabilities of the school buildings and grounds.
- To identify which facilities are physically accessible to individuals with disabilities and others with functional and access needs, including language, transportation, and medical needs, and can be used in compliance with the law.

Site Assessments and Lead Exposure

Who from the facilities management team is involved in site assessments?

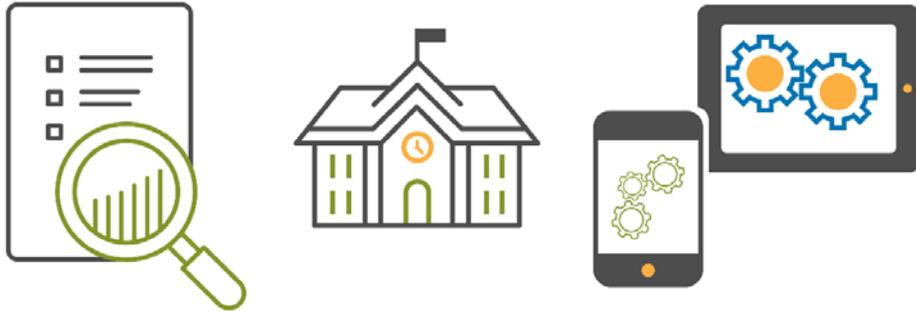
What knowledge about the school grounds might they have that is unique?

Who else can provide insight into the history/age of the school building(s)?

What areas of the school grounds should be assessed to ensure that drinking water is safe?

Mobile App for Conducting Site Assessments

SITE ASSESS



Start examining the safety, security, accessibility, and emergency preparedness of a K-12 school building and grounds.

Step 2: Understand the Situation

CAPACITY ASSESSMENT

Description:

Examines the capabilities of students and staff, as well as the services and material resources of community partners.

Purpose:

- To provide an increased understanding of the resources available.
- To provide information about staff capabilities to help planners assign roles and responsibilities in the plan.

Capacity Assessments and Collaborative Planning Team

How can community, local, state and federal partners support your schools with testing and other lead reduction efforts?

Do your schools have the capacity to ensure facilities management staff are trained annually on the school EOP, including annexes specific to lead exposure?

Poll Question: Has your agency or your state received funding that supported site or capacity assessments related to lead testing or reduction?

STEP 3

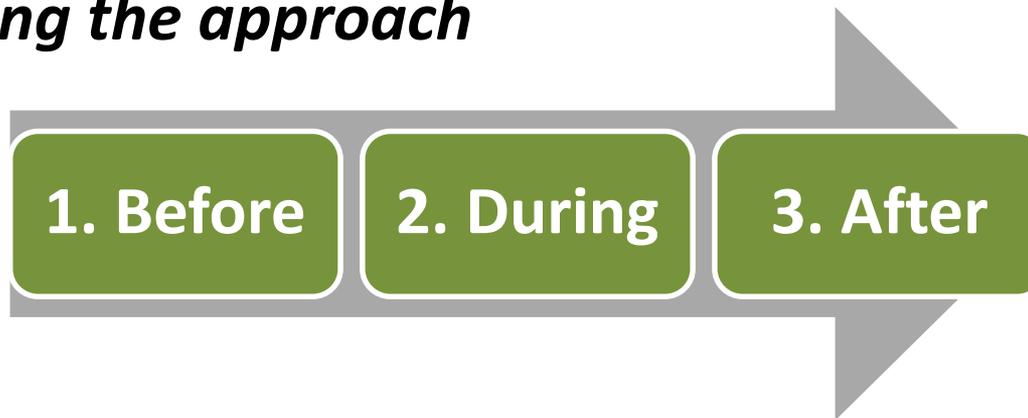
Determine
Goals and
Objectives

Step 3

The planning team

- Decides which of the threats and hazards identified in Step 2 will be addressed in the school EOP
- Develops **goals** and **objectives** for each threat and hazard

Using the approach



Step 3: Determine Goals and Objectives (1 of 2)

Before Goal:
Prevent lead exposure from
school water fountains

- Conduct testing of water from all fountains
- Restrict access to or remove contaminated fountains
- Provide lead testing training to all facilities management staff

During Goal:
Protect students from
further exposure

- Inform whole school community about exposure
- Conduct testing of all exposed students to determine lead levels
- Collaborate with community partners to access safer sources of water

After Goal:
Enhance EOPs

- Repair and clean up the physical environment
- Address mental health needs
- Communicate with stakeholders

STEP 4

Plan Development
(Identifying Courses
of Action)

Step 4

Identify Courses of Action

- Courses of action include criteria for determining how and when each response will be implemented under a variety of circumstances.
- Subsequently, the planning team develops response protocols and procedures to support these efforts.

Possible courses of action are typically developed using the following steps:

1. Depict the scenario.
2. Determine the amount of time available to respond.
3. Identify decision points.
4. Develop courses of action.

STEP 4

Plan Development
(Identifying Courses
of Action)

Step 4

The planning team should use the following questions to develop their preferred *Courses of Action*:

- What is the action?
- Who is responsible for the action?
- When does this action take place?
- How long does this action take?
- What has to happen before and after this action?
- What resources are needed to perform the action?
- How will this action affect specific populations?

STEP 5

Plan Preparation,
Review, &
Approval

Step 5

**SCHOOL
EMERGENCY
OPERATIONS
PLAN**

BASIC PLAN

**FUNCTIONAL
ANNEXES**

**THREAT- AND
HAZARD-
SPECIFIC
ANNEXES**

Step 5: Plan Preparation, Review, and Approval

Threat- and Hazard-Specific Annexes

Natural Hazards

Technological Hazards

- Lead Exposure
- Lead Poisoning

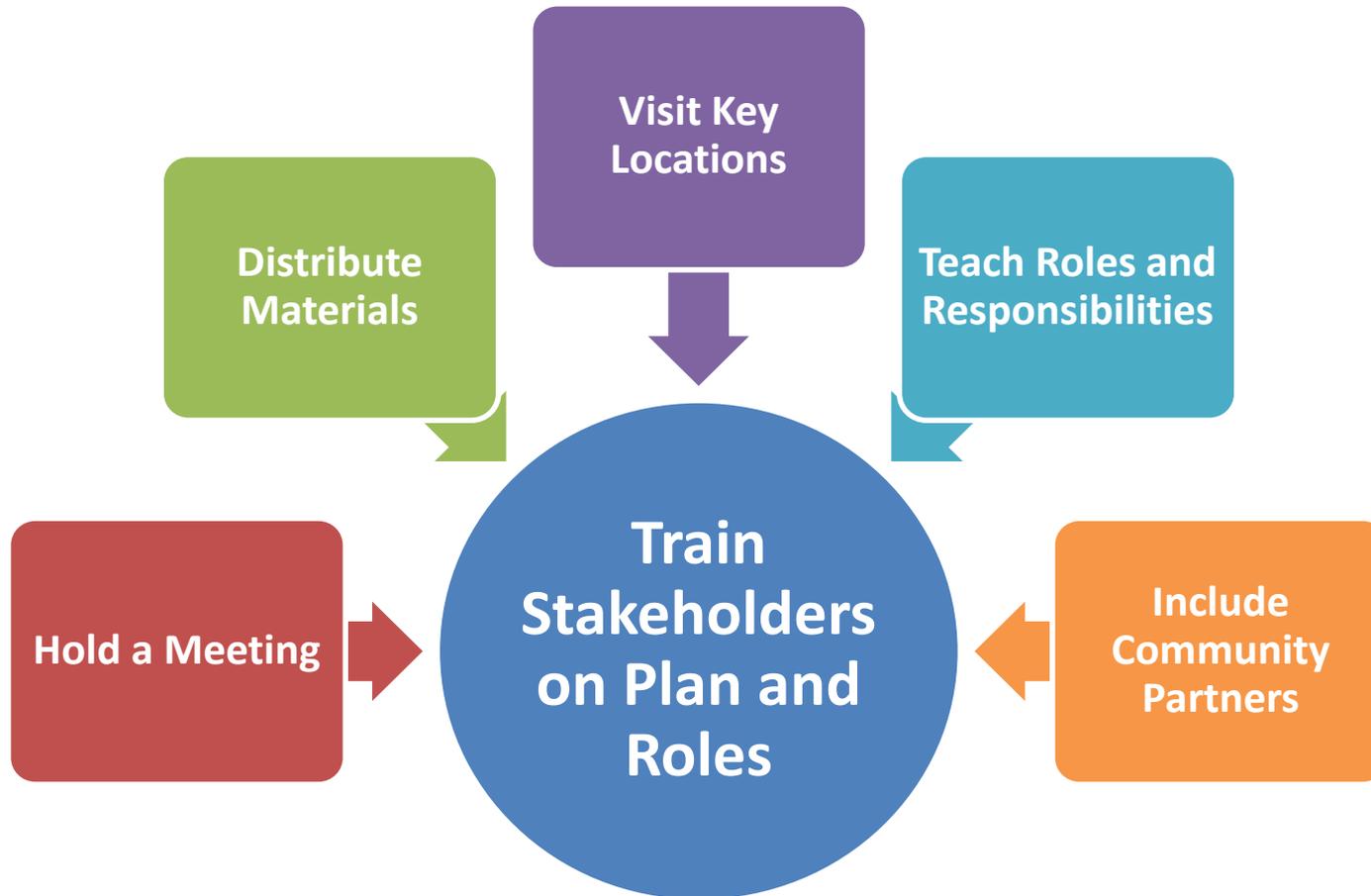
Biological Hazards

Adversarial, Incidental, and Human-Caused Threats

STEP 6

Plan
Implementation
& Maintenance

Step 6



Step 6: Plan Implementation and Maintenance

Exercise the Plan

- The more a plan is practiced and stakeholders are trained on the plan, the more effectively they will be able to act before, during, and after an emergency to lessen the impact on life and property.
 - ***Tabletop Exercises***
 - ***Drills***
 - ***Functional Exercises***
 - ***Full-Scale Exercises***



State and Regional Snapshots

Thompson School District, Colorado

Received grant funding from the Colorado Department of Public Health and Environment to conduct a two-phase monitoring approach to test the drinking water at all schools.

- **Partners:** City of Loveland, Water Quality Laboratory, and the Colorado State University (CSU) Department of Civil and Environmental Engineering to complete this project.
- **Local Role:** submit grants, organization of sampling documents, lead sample analysis, assistance with logistics and training.

EPA Region 6

Partnered with tribal Nations to conduct voluntary lead sampling in tribal schools, day care centers, and other facilities that primarily serve children.

Partners: Tribal drinking water operators, environmental staff, and school administrators participated in sampling efforts thus far.

EPA Role: At the request of the tribe, EPA Region 6 is also supplying additional support to conduct resampling to confirm if the actions to remove lead were effective.

Step 6: Plan Implementation and Maintenance (2 of 2)



Summary

At the foundation of this effort is being prepared, and for schools to feel as though they are prepared

High-quality EOP is created through six-step planning process

To become prepared, they can do two things:

- Build upon the practices they are already doing, every day
- Develop a high-quality EOP

High-quality EOP is evaluated based on *Guide* criteria, adherence to recommended process (EOP EVALUATE, Self-Assessment Tool)

Agenda

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Accessing Tools to Support Education Agencies with Lead Reduction

Web Chat



Accessing Tools to Support Education Agencies with Lead Reduction

Federal Efforts to Support Schools

Federal and
National MOU

Toolkits and
Templates

Webinars

Funding

3Ts Memorandum of Understanding

Federal Partners

- U.S. Environmental Protection Agency, Office of Water
- U.S. Department of Agriculture, Office of Rural Development
- U.S. Department of Education, Office of Safe and Healthy Students
- U.S. Department of Health and Human Services
Centers for Disease Control and Prevention, Indian Health Service, and Head Start Program,
- U.S. Department of Interior
Bureau of Indian Affairs and Bureau of Indian Education

Non Governmental Partners

- American Water Works Association
- American School Health Association
- Association of Metropolitan Water Agencies
- Association of State Drinking Water Administrators
- Inter Tribal Council of Arizona, Inc.
- National Association of Water Companies
- National Rural Water Association
- Rural Community Assistance Partnership
- United South and Eastern Tribes



Lead

CONTACT US

SHARE



Important Pamphlets on Lead Hazards for Families, Child Care Providers, and Schools

- [Protecting Children from Lead Exposures](#)
- [Protect Your Family from Lead in your Home](#) (Real Estate Disclosure).
- [Renovate Right: Important Lead Hazard Information for Families, Child Care Providers, and Schools.](#)

1

2

3

4

Make sure lead safety is a part of your renovation

- Consumers: [Find a Lead-Safe Certified firm](#)
- Renovation firms: [Apply for lead safe certification/recertification](#)
- Property managers: [Know your responsibilities](#)

LEARN
ABOUT



RENOVATE
RIGHT
FOR



Healthy School Environments

CONTACT US

SHARE



Reducing Lead Exposures in Schools

The Federal Lead Action Plan presents a blueprint for reducing lead exposure and associated harms in schools and other child-occupied facilities.

- [Read the Plan](#)
- [View the April 2019 Status Report for EPA Actions in Support of the Plan](#)

1

2

3

4



[Learn what EPA is doing to keep children's environments safe from environmental hazards.](#)

Healthy school environments can affect the attendance, concentration and performance of both students and educators. This website presents information about establishing and enhancing healthy school environments.

**Sensible Steps for
School Health**

Lead Testing in School And Child Care Program Drinking Water | SDWA §1464(d)

Reduce

Reduce children's exposure to lead in drinking water;

Encourage

Encourage efficient use of existing resources and exchange of information in various educational and health sectors;

Develop

Develop strategies to provide funding for schools unable to pay for testing and facilities serving vulnerable a population;

Utilize

Utilize the 3Ts model or model no less stringent to establish best practices for a lead in drinking water prevention program;

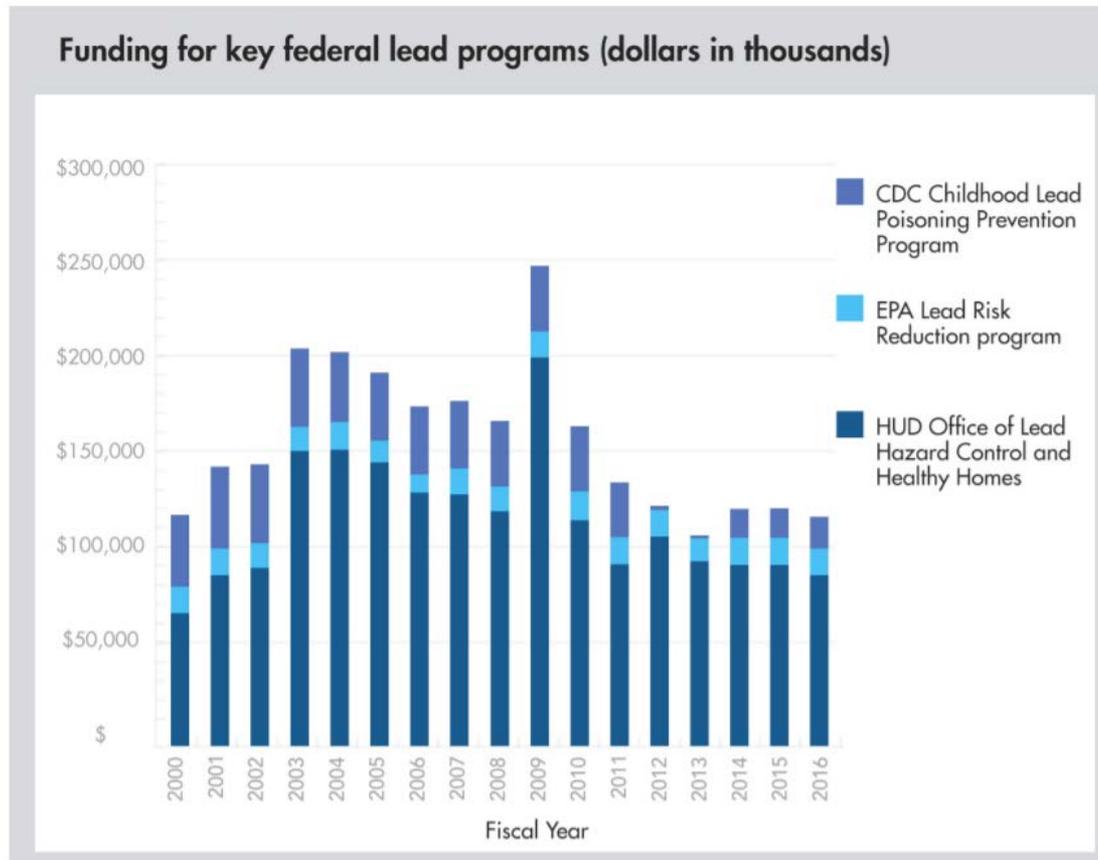
Collaborate

Collaborate with partners and foster sustainable partnerships at the state and local level; and

Enhance

Enhance community, parent, and teacher cooperation and trust.

Funding for Federal Lead Programs



Source: Key Federal Programs to Reduce Childhood Lead Exposures and Eliminate Associated Health Impacts, President's Task Force on Environmental Health Risks and Safety Risks to Children, November 2016

National Lead Poisoning Prevention Week



Dates: Oct. 20-26, 2019

Purpose: Highlight and educate parents and children on the dangerous health effects of exposure to lead.

Partners: EPA, CDC, HUD collaborate on a theme and develop education and awareness tools and events.

Hashtags:
#leadfreekids and
#NLPPW2018

Resources

Questions? 3Ts@epa.gov

- EPA 3Ts Webpage: <https://www.epa.gov/safewater/3Ts>
- EPA WIIN Grant Webpage: <https://www.epa.gov/safewater/grants>
- EPA Lead Info: <https://www.epa.gov/lead>
- EPA Schools Resources: <https://www.epa.gov/schools>
- Federal Action Plan to Reduce Childhood Lead Exposure and Assoc
https://www.epa.gov/sites/production/files/2018-12/documents/fedactionplan_lead_final.pdf



Get Support

To speak to a specialist about the lead hazard standards, call the [National Lead Information Center](#) at 1 (800) 424-LEAD [5323]

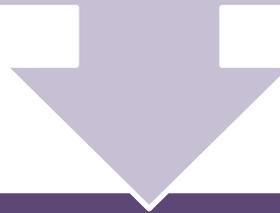


For general support with or questions about integration into school EOPs or general emergency preparedness planning, call the [REMS TA Center](#) at 1 (888) 781-REMS [7367] or email info@remstacenter.org.

Questions & Answers

During the Webinar

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



After the Webinar

Please join us on the Community of Practice for a 30-minute Web chat during which we will answer additional questions.



Web Chat

Join us for a Web Chat on the Community of Practice NOW!

HOME ► #LEADSAFESCHOOLS WEB CHAT

Join us for a Web chat on July 31 at 3 PM ET as a follow up to our Impacts of Lead Exposure on Learning and Integration into School Emergency Management Planning Webinar.

Welcome to the Web Chat!

 <p>administrator Administrator Posts: 240 21 days ago</p>	<p>You may have more questions related to items discussed in today's Webinar. We hope to answer them in this forum!</p> <p>To ask a question or comment, click Add Reply and type your message into the field that appears. Click Preview to see your post before it's added and then Add Message to post your question or comment. The REMS TA Center will respond to each question individually as quickly as possible. To reply directly to a question or comment, select Reply with Quote. If you would like to receive an external email when a post is added during this Web Chat, click Notify me when a reply is posted.</p> <p>Please note that chat questions and responses may take a few seconds to appear. You do not have to hit refresh.</p> <p>If the conversation extends beyond the length of one page, chat questions and responses will appear on a second page connected to this thread. Click the numbers that will appear at the bottom of the page to view the entire conversation. Click the highest number to view the latest chats.</p> <p>Thanks again for joining this Web chat! We're here to answer your questions.</p>
Posted from IP: 76.111.10.71 	0   mark as "accepted answer" link reply with quote report to moderator edit delete

Join us NOW on the Community of Practice to continue the discussion!

- Log on at <https://rems.ed.gov/COP/default.aspx>.
- Select K-12 Public Forums.
- Select **#LEADSAFESCHOOLS WEB CHAT**.



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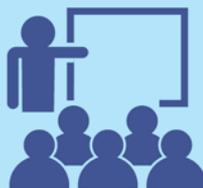
Enhance Emergency Operations Plans



Access Relevant Federal Guidance



**Use EOP-Enhancing
Interactive Tools**



**Request an On-Site Training
in Key EOP-Related Topics**



**Learn Anytime via Virtual Trainings
on all Topics in Emergency Management**



PREVENT



PROTECT



MITIGATE



RESPOND



RECOVER