



Creating a Healthy School Environment

Schools Chemical Cleanout Campaign (SC3)

Indoor Air Quality Tools for Schools
National Symposium
14 January 2011



The Next 15 Minutes

- Overview of SC3 program
- Key elements of SC3 program
- Moving toward Action
- Sharing insights and ideas
- Putting it all together

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SC3 Goals

- Remove outdated, unknown and unneeded chemicals from K-12 schools.
- Raise awareness of chemical issues in schools and promote sustainable solutions.
- Prevent future mismanagement through training, curriculum change, and long-term solutions.



SC3 Support

- Tools: to assist schools design and implement a responsible chemical management program.
- Partner Network: to bring community volunteers with expertise and resources to schools in need of assistance.

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Unknown, Unintended Chemical Reactions

Imminent Risk
Nitric Acid + Cyanide

Potential Incidents

Imminent Risk
if water level drops 1/2 inch spontaneously ignites



Steps for Creating a Responsible Chemical Management Program

THE STEPS TO A SAFER SCHOOL
THROUGH RESPONSIBLE CHEMICAL MANAGEMENT



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It's All About Teamwork!

- Administrators, teachers, community members, facilities personnel, industry partners



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School Benefits

Are many!





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Partner Benefits

- Pride and satisfaction from improving school health and safety;
- Enhanced image as community leader;
- Local and federal recognition;
- Organizational visibility.



Partnerships Produce Results!



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Remember:

- Every school is unique!
- Build on existing healthy school environments programs.
- Find the solutions that fit your needs.



Preparing to Collaborate with a Partner

- Where are chemicals located;
 - What quantity of chemicals are stored, and quantity of chemicals that may need removal;
 - The general condition of the chemical containers;
 - The number of facilities that need help; and,
 - The number of students and staff affected.

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Preparing to Collaborate with Partners

- The school should have support from its leadership;
- The school should have an idea of what assistance they need and their priorities;
- The school should have a timeframe for planning process and implementation of various steps.
- An SC3 team for the school or school district should be in place or at least envisioned;

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Questions Partners Should Consider

- Where is your organization located?
- Has your organization ever worked with a school or school district?
- What type of expertise can you offer to a school?
- What other organizations might you enlist to build a partnership team?

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CASE STUDY
School District of Philadelphia
Philadelphia, Pennsylvania

Profile

District Type: Urban
Students: 163,000
Staff: 23,976
Number of Facilities: 433
Facility Age Range: 0-120 years; Avg. 63 years



KEY COMPONENTS
Chemical Management Program

- Put the program in writing
- Provide training
- Define an Approved Chemical List
- Create a current MSDS book and CD. Update periodically
- Obtain guidance from your Local Fire Department
- Determine criteria for removing chemicals from a facility's inventory



KEY COMPONENTS
Chemical Management Program

- Identify, inspect and inventory all chemical storage areas
- Perform corrective actions in a timely fashion
- Restrict the purchase of unapproved chemicals and large quantities of any chemical.
- A mechanism should also be put in place to add new chemicals to the approved chemical list for special academic programs, etc.



Waste Disposal Process

All waste should be:

- Clearly labeled
- Segregated by type and compatibility
- Tracked
- Labeled as “Hazardous” or “Potentially Hazardous” with the date and type of hazard
- Inspected for leaks and damage regularly
- Stored until it is able to be disposed properly
- Never go to a drain! Label sinks – “No Chemicals!”

Again, only use the services of professional environmental consultants for baseline inventorying, lab packaging and disposal of chemical wastes as part of this program.



Results So Far...

- Decrease in emergency responses to chemical spills.
- Decrease in number of emergency chemical clean-outs of storage areas when staff change classrooms/labs, or reorganization of facilities.
- *Bottom Line – Safer environments while supporting the academic curriculum!*



Getting Started: Helpful Tools and Resources

- www.epa.gov/SC3
 - SC3 Video: Safe Chemical Management in Your School
 - SC3 Workbook: Building Successful Programs to Address Chemical Risks in Schools
 - Green Cleaning Fact Sheet
 - Building Successful Programs to Address Chemicals in Schools: State Summaries
 - Success Stories
 - Comprehensive Partner Page



For More Information

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- (1) What do you have in place now through your TFS program (or otherwise) that will allow you to take steps toward a responsible chemical management program in your school/school district?
- (2) What resources do you still need and what challenges will you face in designing and implementing an SC3 component as part of your TFS program?
- (3) What steps can you take when you return home to move toward incorporating SC3 activities into your TFS program?

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