



## **Training, Testing, and Telling**

**816E05006**

### **Introducing the 3Ts for Reducing Lead in Drinking Water in Schools and Child Care Facilities**

#### **Introducing the 3Ts**

The 3Ts outreach program is in response to rising public concern over the health risks posed by elevated lead levels in the drinking water of our nation's schools and child care facilities.

In launching the 3Ts campaign, EPA's objective is to provide school officials and child care facility operators with the tools they need to understand and address lead in drinking water in their local communities:

**Training** – focuses on alerting school administrators, custodians, utilities and water officials to the risks of lead poisoning and the means of mitigating those risks.

**Testing** – underscores the importance of monitoring lead levels in school and child care facility drinking water to identify and respond to any existing problems.

**Telling** – emphasizes the need to communicate with the public regarding all facets of the issue, from funding and initiating a testing protocol, to reporting results, if needed, and proposing a remediation strategy.

#### **A Collaborative Effort**

The EPA recognizes that schools, child care facilities and local government officials have limited budgets with which to address an increasing number of health and safety issues. Therefore, it is important to note that the 3Ts program is not an endorsement of new Federal mandates. It is, instead, a call for education, collaboration, and partnership-building to find necessary funding and encourage utilities to be more sensitive to public concern about water quality.

#### **Your 3Ts Toolkit**

To implement an outreach program of education and advocacy, our toolkit includes the following materials and resources. It is designed for easy adaptation to your local needs, either selectively or in its entirety.

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**Training**

- Fact Sheet
- Frequently Asked Questions
- National Resources and Information

**Telling**

- Template Introductory Letter to Parents and Caregivers
- Template Newsletter Articles (2)
- Ways to Display Onsite Information
- Organizing a Workshop or Open House
- Workshop Agenda and Discussion Guidelines
- Template Information Update Announcement
- Template Public Address
- Issue and Crisis Management Guidelines

**Testing**

- 3Ts for Reducing Lead in Drinking Water in Schools: Revised Technical Guidance
- 3Ts for Reducing Lead in Drinking Water in Child Care Facilities: Revised Guidance



## Lead in Drinking Water

### What You Should Know to Protect Children in Your School or Child Care Facility

#### **Environmental Protection Agency's Role in Safeguarding Drinking Water**

The U.S. Environmental Protection Agency (EPA) is responsible for ensuring the safety of our country's drinking water. EPA works together with state environmental or health agencies to accomplish this mission. Charged with this mandate, EPA is concerned about the potential for elevated lead levels in the drinking water of schools and child care centers, which serve those most vulnerable to the health risks of lead exposure – *our nation's children*.

#### **Why Schools and Child Care Facilities Are of Concern**

EPA is reaching out to schools and child care centers across the country because there are a number of factors which may result in children's exposure to lead in these facilities;

- 💧 The extended periods of time children spend in school and child care facilities.
- 💧 The age of buildings, plumbing and fixtures that are subject to corrosion and the leaching of lead into drinking water.
- 💧 The on again/off again water use patterns that promote corrosion as water stands in plumbing pipes when it's not in use.

#### **Lead and Public Health**

Lead is a toxic metal that can be harmful to human health when ingested or inhaled. Even in very small doses, lead can pose a health threat. Childhood lead exposure may interfere with red blood cell chemistry and impair the development of the brain and central nervous system. Adverse effects may include delays in normal physical and mental development in babies and young children as well as deficits in attention span, hearing, and learning abilities.

Lead will also be stored in bones to be released later into the bloodstream. Fetuses and young children up to the age of six are most at risk because their growing bodies tend to absorb more lead than the average adult.

#### **Federal Regulation of Lead in Drinking Water**

**Safe Drinking Water Act (SDWA):** Passed in 1974, this federal law requires EPA to establish regulations for known or potential contaminants in drinking water, including lead. Under SDWA, regulations developed by EPA apply to public water systems. Schools and child care facilities

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that are served by a public water system are not subject to SDWA monitoring and treatment requirements because these schools and child care facilities are not considered public water systems.

**Under the Safe Drinking Water Act, lead is regulated by the following provisions:**

◆ **The 1986 SDWA Lead Ban:** This provision of the SDWA requires the use of "lead-free" pipe, solder, and flux in the installation or repair of any public water system or any plumbing in a residential or non-residential facility providing water for human consumption. Solders and flux are considered to be lead-free when they contain less than 0.2 percent lead. Before this ban took effect on June 19, 1986, solders used to join water pipes typically contained about 50 percent lead. Pipes and pipe fittings are considered "lead-free" under the Lead Ban when they contain less than 8 percent lead. Plumbing fixtures that are not "lead-free" were banned from sale after August 6, 1998. Plumbing fixtures are subject to the NSF International standard.

◆ **The 1988 Lead Contamination Control Act (LCCA):** The purpose of the LCCA is to reduce lead exposure and the health risks associated with it by reducing lead levels in drinking water at schools and child care centers. The LCCA created lead monitoring and reporting requirements for all schools, and required the replacement of drinking water fixtures that contained excessive levels of lead (see Appendix E of the 3Ts for Reducing Lead in Drinking Water in Schools: Revised Technical Guidance for a listing of these fixtures). The provisions are not enforceable. As a result, states have the option to voluntarily enforce the provisions of the Act (or alternate provisions) through their own authority.

◆ **The 1991 Lead and Copper Rule (LCR):** The LCR requires public water suppliers to monitor for lead in drinking water and to provide treatment for corrosive water if lead or copper are found at unacceptable levels. EPA strongly recommends that schools test their facilities for lead. However, unless a school owns its public water system, testing for lead and copper within the school is not specifically required. Therefore, many schools served by water systems owned by cities, towns, or other entities may have never been tested for lead under the LCR.

### **EPA Call to Action**

EPA hopes to reach out to schools and child care facilities in order to educate them regarding the benefits of testing. In an effort to encourage school districts to take action, EPA is spearheading a **3Ts for Reducing Lead in Drinking Water in Schools and Child Care**

**Facilities** outreach campaign. Nonregulatory in nature, this initiative calls for school districts and child care centers nationwide to launch their own proactive campaigns of education, prevention, testing and remediation to minimize the threat of lead exposure from drinking water and help ensure the safety of both the children and adults that use their facilities.

### **The Importance of Testing**

The best way to find out if a school or child care center has high levels of lead in the drinking water is to test the water. A testing program can identify if lead levels are near the EPA level of concern, identify the source of lead, and target the most effective, timely and cost-efficient methods of remediation.

**An effective drinking water sampling and monitoring program incorporates the following:**

- ◆ Designating a person to coordinate all activities.
- ◆ Developing a plumbing profile and performing targeted follow-up testing to identify sources of on-site lead contamination.
- ◆ Developing a drinking water sampling plan.
- ◆ Using a certified laboratory for analysis.
- ◆ Water testing at all on-site potable water outlets accessible to students and staff for drinking, cooking, or making coffee and other hot beverages.
- ◆ Taking remedial action to correct any problems identified.
- ◆ Establishing a schedule for periodic follow-up sampling to monitor lead levels.
- ◆ Initiating an ongoing program of communication with students, parents, staff, and the community at large to keep all concerned audiences informed of the proactive steps being taken to minimize possible exposure to lead in the facility's drinking water.
- ◆ Managing records in a central location.



## Frequently Asked Questions

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### **Lead Exposure: the Risks and Remedies**

**Q. What is lead?**

**A.** Lead is a naturally occurring toxic metal that is harmful if inhaled or swallowed. Lead can be found in air, soil, dust, food, and water. Lead is commonly used in plumbing materials and water service lines. Exposure to elevated lead levels can result in adverse health effects, especially in fetuses, infants and children up to the age of six.

**Q. How does lead get into a school or child care center's drinking water?**

**A.** Typically, the lead in plumbing pipes, solder and other plumbing materials, such as water coolers and faucets, is the source of lead in drinking water. The most common cause is corrosion. Corrosion is a chemical reaction between the water and the lead pipes and solder. Corrosion is accelerated by water characteristics such as low pH (acidity), low mineral content, high temperature, and extended contact time with plumbing pipes. For example, corrosion accelerates when water in the plumbing system stands overnight, over the weekend, and throughout term breaks when there are no classes.

**Q. If testing and monitoring the quality of drinking water is not specifically mandated by state or local law, why should a school or child care center devote resources to such a course of action?**

**A.** School and child care administrators have a professional responsibility to ensure the health and safety of the children entrusted to their care. Ensuring that the water provided in the facilities is safe for children to drink is a fundamental responsibility that must be proactively addressed. Moreover, in addition to the health advantages, schools and child care facilities that voluntarily sample drinking water and make lead levels and remediation plans available to the public will enjoy the following benefits:

- ◆ Enhanced credibility
- ◆ Positive publicity
- ◆ Parental and community support
- ◆ Stature as a standard-setting "best practices" facility

**Q. What are the health risks associated with lead exposure?**

**A.** Lead poses a significant health risk to young children, especially infants and fetuses, where the danger is very severe. This is because growing children absorb lead more rapidly and are negatively impacted by a level of lead exposure that would have little effect on an adult. A child's mental and physical development can be irreversibly impaired by over-exposure to lead. EPA estimates that drinking water can make up 20% or more of a person's total exposure to lead. Infants who consume mostly mixed formula can receive 40% to 60% of their exposure to lead from drinking water.

**Q. How much lead in drinking water is too much?**

**A.** In school or child care settings, EPA has set a guidance level of 20 ppb (0.020 mg/L) when testing 250 ml first-draw samples from water fountains and outlets. (First draw refers to the first water to come out of the tap after an 8-18 hour period of inactivity.) When results show lead levels exceeding 20 ppb, those fountains and outlets should be taken out of service until remediation is complete.

**Q. Is lead exposure at schools significant to my child's health?**

**A.** The Centers for Disease Control and Prevention (CDC) recommend that as a community we should reduce all sources of lead exposure as much as possible, because it can have adverse health effects even at low concentrations. The school may take actions to reduce lead exposure in their facilities, but parents also should realize that exposure to lead may occur in the home. Actions in the home to reduce lead exposure are just as important as the step the school is taking to reduce lead.

**Q. What is remediation?**

**A.** Remediation refers to the short- and long-term steps that can be taken to reduce the levels of lead in drinking water if test results indicate that a school or child care facility has a lead problem. The implementation of remediation plans is impacted by many factors, including cost, likelihood of success, availability of water, and staffing requirements.

## Page Three - Frequently Asked Questions

**Q. If a problem is identified at a school or child care center, what are the options available for reducing lead levels in the drinking water?**

**A.** Based on available human and financial resources, the following routine, short-term and long-term steps will help mitigate the problem:

### **Routine Control Measures**

Below are examples of routine activities that should be conducted to prevent exposure to elevated levels of lead:

- Clean debris from all accessible screens frequently. If you discovered sediments in faucet screens, have the sediments tested for lead and continue to clean your screens frequently, even if the analysis finds no lead.
- Use only cold water for food and beverage preparation. Hot water will dissolve lead more quickly than cold water and is likely to contain increased lead levels. If hot water is needed, it should be taken from the cold water tap and heated on a stove or in a microwave oven.
- Instruct the users (students and staff) to run the water before drinking or staff could run the water before students arrive, so they are drinking water that has not been in contact with the faucet interior since faucets are often a major source of lead in drinking water.
- Placard bathroom sinks with notices that water should not be consumed. You should use pictures if there are small children using bathrooms.

### **Interim (Short-Term) Control Measures**

(Please see the *3Ts for Reducing Lead in Drinking Water in Schools* for a more detailed description of the interim control measures.)

- "Flush" the piping system in your building.
- Provide bottled water.
- Shut off problem outlets.



## **Permanent Remedies**

After obtaining an understanding of your water supply and the lead conditions in your facility (as a result of testing), you should examine the permanent treatment options and select those most appropriate to your situation. (Please see the *3Ts for Reducing Lead in Drinking Water in Schools* for a more detailed description of the permanent remedies.)

- 💧 Replace outlets.
- 💧 Reduce lead levels at the tap. For example, install point-of-use (POU) devices that reduce lead at the tap.
- 💧 Check grounding wires. Electrical current may accelerate the corrosion of lead in piping materials.
- 💧 Lead pipe replacement. Lead pipes within the school and those portions of the lead service lines under the water supplier's jurisdiction can be replaced.
- 💧 Reconfigure plumbing. In some facilities, the plumbing system might be modified so that water supplied for drinking or cooking is redirected to bypass sources of lead contamination.
- 💧 Manual flushing. Flushing individual problem outlets or all outlets may also represent a permanent, albeit ongoing, solution.
- 💧 Automated flushing. Time-operated solenoid valves can be installed and set to automatically flush the main pipes (headers) of the system.
- 💧 Bottled water. If other treatment fails or is impractical, bottled water can be purchased for consumption by the building community.
- 💧 Use lead-free materials. Make sure that any plumber who does repair or replacement work on the facility's plumbing system uses only "lead-free" solders and other materials.
- 💧 Shut off problem outlets.



## **National Resources and Information**

### **Local Resources**

Secure the following information from these local sources:

- Local Water Supplier (contact name and number)
  - ◆ Annual water quality report (Consumer Confidence Report)
  - ◆ Details about how your water is treated
  - ◆ Lead public education materials (if the water systems exceeded lead action levels)
- State Department of Health/Environment (contact name and number)
  - ◆ Lead and drinking water public health information
  - ◆ State lead-in-drinking-water regulatory guidelines
  - ◆ Testing children for blood lead levels
  - ◆ List of laboratories certified for analysis of lead in drinking water samples

### **National Toll-Free Hotlines**

Call to locate the appropriate agencies and secure drinking water information.

EPA Safe Drinking Water Hotline  
1-800-426-4791

Lead Hotline  
1-800-424-LEAD (5323)

### **Government, Professional Organization and Advocacy Websites**

United States Environmental Protection Agency  
Office of Ground Water and Drinking Water  
[www.epa.gov/safewater](http://www.epa.gov/safewater)

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Clean Water Fund

[www.cleanwaterfund.org](http://www.cleanwaterfund.org)

United States Department of Education, Office of Safe and Drug-Free Schools

[www.ed.gov/about/offices/list/osdfs/?src=oc](http://www.ed.gov/about/offices/list/osdfs/?src=oc)

National Head Start Association

[www.nhsa.org](http://www.nhsa.org)

Healthy Schools Network

[www.healthyschools.org](http://www.healthyschools.org)

Centers for Disease Control and Prevention, Childhood Lead Poisoning Prevention Program

[www.cdc.gov/nceh/lead/lead.htm](http://www.cdc.gov/nceh/lead/lead.htm)

American Water Works Association (AWWA)

[www.awwa.org](http://www.awwa.org)

Campaign for Safe and Affordable Drinking Water

[www.safe-drinking-water.org](http://www.safe-drinking-water.org)

Pediatric Environmental Health Specialty Units

[www.aoec.org/PEHSU.htm](http://www.aoec.org/PEHSU.htm)

## **How to Collect**

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### **an Initial Sample**

- **Collect the sample before any water has been used. Water should not be used for 8-18 hours before sampling.**
- Make sure you have clean hands.
- Complete the sample recording form.
- Only use containers (250 milliliter) supplied by your certified lab.
  - Containers should not be opened until you are ready to collect the sample.
  - Sampling containers that have been compromised in any way, e.g., by being touched on the threads or the interior surfaces, must not be used.
  - Keep food and drink away from the sample and its container.
  - If you are collecting a sample from a faucet, aerators and screens should be removed before taking samples.
  - Anything attached to the end of the faucet, e.g., hoses, should be removed before taking samples.
- Make sure no water has been withdrawn from the tap or water fountain before you collect the sample.
- Place the container under the faucet or drinking water fountain that is being tested and collect 250 milliliters of water.
  - If a faucet is being tested make sure you turn on the cold water tap.
- Turn on the water and fill the container without allowing any water to run down the drain.
- Close the container according to the instructions from your certified lab.
- Make sure the container is labeled with the same information from your sample recording form.
- Prepare the container for shipping according to the certified lab's instructions.
- Ship containers according to the certified lab's instructions.
- Samples must be delivered to the lab within 14 days of collection for proper testing.

## a Flush (Follow Up) Sample

- **Collect the sample first thing in the morning before any water has been used. Water should not be used for 8-18 hours before sampling.**
- Make sure you have clean hands.
- Complete the sample recording form.
- Only use containers (250 milliliter) supplied by your certified lab.
  - Containers should not be opened until you are ready to collect the sample.
  - Sampling containers that have been compromised in any way, e.g., by being touched on the threads or the interior surfaces, must not be used.
  - Keep food and drink away from the sample and its container.
  - If you are collecting a sample from a faucet, aerators and screens should be removed before taking samples.
  - Anything attached to the end of the faucet, e.g., hoses, should be removed before taking samples.
- Make sure no water has been withdrawn from the tap or water fountain before you collect the sample.
  - If a faucet is being tested make sure you turn on the cold water tap.
- Turn on the water for the faucet or drinking water fountain and let it run down the drain for 30 seconds (you may be asked to run the water for a different length of time – make sure you run the water for the time instructed).
- Place the container under the faucet or drinking water fountain that is being tested and collect 250 milliliters of water.
- Turn on the water and fill the container without allowing any water to run down the drain.
- Close the container per instructions from your certified lab.
- Make sure the container is labeled with the same information from your sample recording form.
- Prepare the container for shipping per the certified lab's instructions.
- Ship containers per the certified lab's instructions.
- Samples must be delivered to the lab within 14 days of collection for proper testing.



## Organizing a Lead in Drinking Water Workshop or Open House

### Agenda and Discussion Guidelines

A workshop or open house provides the ideal forum for sharing information, dispelling misconceptions, and allowing guests to voice their concerns. Because the issues are complex, we encourage you to introduce a series of such events. To bolster attendance, tie the workshop in with regularly scheduled events such as PTA meetings.

#### Tasks/Activities to do prior to the workshop:

##### 1) Form an Organizing Committee

Create an organizing committee to oversee planning, promotion, implementation, and follow-up in newsletters. This committee should draw from a variety of concerned groups, including: teachers, parents, students (pre-teens and teens), school board members, public health officials, chamber of commerce, drinking water system representatives, local civic leaders, etc.

##### 2) Seek out Partnerships

Leverage the contacts of your organizing committee to secure workshop/open house partners willing to support your efforts and help with costs for printing, promotion, audiovisual aids, etc. Pursue partnerships with commercial and not-for-profit entities (e.g., testing laboratory, advocacy group, etc.) that have a significant stake in the lead in drinking water issue.

##### 3) Develop an Agenda

Keep your formal presentation to 45 minutes, allowing another 15 minutes for speakers to take questions from the floor.

##### 4) Special Equipment to Consider

- Audiovisual aids
- Podium
- Microphone and sound system
- Portable microphone for Q&A session
- Recording or videotaping equipment
- Additional seating

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**5) Promoting the Workshop**

To secure the broadest awareness of your workshop or open house, you may want to use the *Lead in Drinking Water* announcement (Refer to Information Update Announcement or Letter in your toolkit).

**During the Workshop:**

**6) Provide Brochures and Handouts**

- 💧 Distribute a workshop agenda. List your discussion topics and speakers, providing brief biographies that include academic and professional credentials as well as contact information.
- 💧 Also make available your *Lead in Drinking Water* display pamphlets and handouts (Refer to "Ways to Display Onsite Information" in your toolkit).

**7) Document the Workshop Proceedings**

Take notes, record or videotape your workshop/open house presentation. Doing so will accurately document:

- 💧 What and how the issues were presented and received
- 💧 Attendee interest and participation
- 💧 Questions asked and answers provided
- 💧 What decisions or courses of action were proposed
- 💧 What commitments were made
- 💧 What follow-up action is necessary

**After the Workshop:**

**8) Follow-up Publicity**

**Newsletter Follow-up:** Run your workshop/open house success story in your own newsletter and distribute it for inclusion in the newsletters of partner organizations as well as neighborhood homeowner's associations, service clubs, major employers, community centers and environmental groups.

### Additional Information:

#### Sample Agenda and Discussion Guidelines

These guidelines are designed to engage your audience, garner support and enhance public trust. The potential health effects of exposure to elevated lead levels is a complex issue that must be presented clearly and honestly. Your overriding message should resonate as an endorsement of education, transparency and full disclosure.

#### Sample Agenda

- Welcome by Principal or School Superintendent <or head of the Department of Health which licenses Child Care Centers>

Welcoming remarks should provide a brief overview of EPA's **3Ts for Reducing Lead in Drinking Water in Schools and Child Care Facilities** call to action and your facility's proactive response.

- Introduction by School Principal or Child Care Administrator
  - Thank guests for attending to hear and be heard.
  - Introduce the experts who will be participating in the presentation. Speakers should include authorities drawn from the following sources:
    - School Board
    - Local Water Utility/Supplier
    - Healthcare Professionals
    - Building and Engineering Community

- Discussion and Presentations by Speakers

These are suggested areas of discussion. Speakers should be candid and comprehensive but concise, avoiding the use of unfamiliar acronyms and complicated technical language.

#### Question & Answer Session

The school principal or child care administrator should open the floor to questions and direct questions to the appropriate expert.



**Q. What is lead?**

**A.** Lead is a toxic metal commonly used in plumbing materials and water service lines. When ingested or inhaled, high levels of lead can produce lead poisoning, which poses the greatest health risk to fetuses, infants and children up to the age of six.

**Q. How are children and adults exposed to lead?**

**A.** There are a number of sources that can produce excess lead exposure. These include lead-based paint; lead in the air from industrial emissions, dust and soil; lead in food from crops or lead glaze on imported dinnerware; lead dust brought home by industrial workers on their shoes and clothing; and lead in water as a result of the corrosion of plumbing materials containing lead.

**Q. How does lead get into drinking water?**

**A.** Typically, the lead in plumbing pipes, solder and other plumbing materials is the source of lead in drinking water. The most common cause is corrosion. Corrosion is a chemical reaction between the water and the lead pipes and solder. Corrosion is accelerated by water characteristics such as low pH (acidity), low mineral content, high temperature, and extended contact time with plumbing pipes. For example, corrosion accelerates when water in the plumbing system stands overnight, over the weekend, and throughout term breaks when there are no classes.

**Q. What health risks are associated with lead?**

**A.** Lead poses a significant health risk to young children, especially infants and fetuses, where the danger is very severe. This is because growing children absorb lead more rapidly and are negatively impacted by a level of lead exposure that would have little effect on an adult. A child's mental and physical development can be irreversibly impaired by over-exposure to lead. EPA estimates that drinking water can make up 20% or more of a person's total exposure to lead. Infants who consume mostly mixed formula can receive 40% to 60% of their exposure to lead from drinking water.

**Q. Who are the most at-risk populations and why?**

- A.** Young children, infants and fetuses are most at-risk. This is due to a number of factors:
- 💧 The extended periods of time children spend in school and child care facilities.
  - 💧 The age of buildings, plumbing and fixtures that are subject to corrosion and the leaching of lead into drinking water.
  - 💧 The on again/off again water use patterns that promote corrosion as water stands in plumbing pipes when systems are not in use.

**Q. How does a school or child care facility proceed with lead testing?**

**A.** Before testing and taking corrective action, it is essential to assess the status of the plumbing system and identify any factors that might contribute to lead contamination. To do this, a plumbing profile must be developed.

The plumbing profile helps administrators understand whether they have a widespread contamination problem or only localized concerns. It also helps identify and prioritize sample sites, giving the following top priority: drinking fountains, kitchen sinks, home economics rooms, teacher's lounge sinks, nurse's office sink, classroom sinks in special education classrooms, and any sink visibly used for consumption.

It is important to note that large variations in lead concentrations may be found among individual outlets in a facility because of differences in flow rates and/or building materials used.

If potential problems are identified through the completion of a plumbing profile, the next step is to have the water tested. A sampling plan is developed that indicates where to take samples and how to prioritize the sample sites. In most cases, a laboratory or consultants are retained to conduct the testing in adherence to EPA sampling protocols designed specifically for schools and child care facilities. After that, a certified laboratory conducts sample analyses to ensure the accuracy of the results, which should be made public immediately.

**Q. How much lead is too much?**

**A.** In school or child care settings, EPA has set a guidance level of 20 ppb (0.020 mg/L) when testing 250 ml first-draw samples from water fountains and outlets. (First draw refers to the first water to come out of the tap after an 8-18 hour period of inactivity.) When results show lead

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levels exceeding 20 ppb, those fountains and outlets should be taken out of service until remediation is complete.

**Q. How safe is this facility's source water?**

**A.** While EPA and state governments set and enforce standards, local governments and private water suppliers have direct responsibility for the quality of the water that ultimately flows through the tap into homes, businesses, office buildings, schools and child care centers.

Water systems test and treat their water, maintain the distribution systems that deliver water to consumers, and report on their water quality to the state. States and EPA provide technical assistance to water suppliers and can take legal action against systems that fail to provide water that meets state and EPA standards.

As a result of this "multiple barrier" approach to drinking water protection, our source water meets or exceeds all regulatory standards. By way of documentation, we are making available our supplier's Annual Water Quality Report, so be sure to pick up a copy on your way out.

**Q. How safe is this facility's plumbing system? (Optional)**

**A.** We believe our plumbing system is safe. Nevertheless, we want to be absolutely certain our drinking water does not pose a health risk to children or adults. That is why we are responding to EPA concerns with this initiative to reduce the potential for lead exposure from our drinking water.

**Q. What can be done immediately, short-term, and on a long-term basis to minimize the potential lead risk from onsite drinking water? (Optional)**

**A.** Based on available human and financial resources, the following routine, short-term and long-term steps can be taken to help mitigate the problem:

### Step 1: Organizing a Lead in Drinking Water Workshop or Open House

#### **Routine Control Measures**

Below are examples of routine activities that should be conducted to prevent exposure to elevated levels of lead:

- 💧 Clean debris from all accessible screens frequently. If you discovered sediments in faucet screens, have the sediments tested for lead and continue to clean your screens frequently, even if the analysis finds no lead.
- 💧 Use only cold water for food and beverage preparation. Hot water will dissolve lead more quickly than cold water and is likely to contain increased lead levels. If hot water is needed, it should be taken from the cold water tap and heated on a stove or in a microwave oven.
- 💧 Instruct the users (students and staff) to run the water before drinking or staff could run the water before students arrive, so they are drinking water that has not been in contact with the faucet interior since faucets are often a major source of lead in drinking water.
- 💧 Placard bathroom sinks with notices that water should not be consumed. You should use pictures if there are small children using bathrooms.

#### **Interim (Short-Term) Control Measures**

(Please see the *3Ts for Reducing Lead in Drinking Water in Schools* for a more detailed description of the interim control measures.)

- 💧 "Flush" the piping system in your building.
- 💧 Provide bottled water.
- 💧 Shut off problem outlets.

#### **Permanent Remedies**

After obtaining an understanding of your water supply and the lead conditions in your facility (as a result of testing), you should examine the permanent treatment options and select those most appropriate to your situation. (Please see the *3Ts for Reducing Lead in Drinking Water in Schools* for a more detailed description of the permanent remedies.)

- 💧 **Replace outlets.**
- 💧 **Reduce lead levels at the tap.** For example, install point-of-use (POU) devices that reduce lead at the tap.

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- **Check grounding wires.** Electrical current may accelerate the corrosion of lead in piping materials.
- **Lead pipe replacement.** Lead pipes within the school and those portions of the lead service lines under the water supplier's jurisdiction can be replaced.
- **Reconfigure plumbing.** In some facilities, the plumbing system might be modified so that water supplied for drinking or cooking is redirected to bypass sources of lead contamination.
- **Manual flushing.** Flushing individual problem outlets or all outlets may also represent a permanent, albeit ongoing, solution.
- **Automated flushing.** Time-operated solenoid valves can be installed and set to automatically flush the main pipes (headers) of the system.
- **Bottled water.** If other treatment fails or is impractical, bottled water can be purchased for consumption by the building community.
- **Use lead-free materials.** Make sure that any plumber who does repair or replacement work on the facility's plumbing system uses only "lead-free" solders and other materials.
- **Shut off problem outlets.**

**Q. What is this facility's timeline for conducting testing and taking action as necessary?**

**A.** We are currently developing an effective drinking water sampling and monitoring program. We are working with state and local water authorities to formulate our strategy, and we are coordinating with the school district to begin sampling if the results of our plumbing profile indicate that a health risk exists. However, we have already initiated a program of communication with students, parents, staff and the community at large. This communication is designed to keep all concerned audiences informed of the proactive steps being taken to minimize possible exposure to lead in this facility's drinking water.

**Q. How can parents minimize their child's overall exposure to lead?**

**A.** As there are other common sources of lead exposure that are in the control of individual caregivers, these precautions are recommended:

- Wash children's hands and toys frequently and try to keep your children from putting anything other than food in their mouths.
- Homes built before 1978 are likely to have lead based paint in them. In order to reduce lead exposure from deteriorated lead-based paint, keep floors, window frames, windowsills and other surfaces in the home clean and free of dust.

### • 10.10.10 Organizing a Lead in Drinking Water Workshop or Open House

- Don't bring lead dust into the house from your workplace or hobby. Make sure your child eats a healthy, well-balanced diet.
- Don't store food in high-lead pottery.
- Anytime the water in a particular faucet has not been used for six or more hours, "flush" your cold-water pipes by running the water until it becomes as cold as it will get. The more time water has been sitting in your home's pipes, the more lead it may contain. But be aware that flushing may not be effective in high-rise buildings with lead-soldered central piping.
- Use only water from the cold-water tap for drinking, cooking, and especially for making baby formula, as hot water is more corrosive and therefore likely to contain higher levels of lead.
- Have your water tested for lead and other contaminants. That is the only way to know how great a risk your home drinking water poses for the children and adults in your household.

#### **Q. How can parents test for lead in home drinking water?**

**A.** Have your water tested for lead by a certified laboratory. To assist you, we are making available a list of EPA-certified laboratories in the area, so please pick up a handout before you leave.

Household testing costs between \$20 and \$100. Because you cannot see, taste, or smell lead dissolved in water, testing is the only sure way to find out whether there are harmful quantities of lead in your home drinking water.

You should be particularly suspicious if your home has lead pipes (lead is a dull gray metal that is soft enough to be scratched easily with a house key), if you see signs of corrosion (frequent leaks, rust-colored water, and stained dishes or laundry), or if your non-plastic plumbing is less than five years old.

Your water supplier may have useful information, including whether the service connector used in your home or area is made of lead. Additionally, testing is especially important in high-rise buildings where flushing might not work.

#### **Q. How can parents have their child's blood lead level tested?**

**A.** Even if your children seem healthy, take them to a pediatrician for a blood test. The sample will be sent to a lab, and you'll have the results in a few days.

While lead exposure may result in symptoms such as stomachaches, loss of appetite, inability to sleep and hyperactivity, far too often, the symptoms are much more subtle, but may be long-lasting and irreversible. To be on the safe side, please make sure that your children are tested for lead exposure.

**Q. In the months ahead, how will this facility keep parents and caregivers informed?**

**A.** To keep you informed, this is just the first in a series of workshops <name of school or child care facility> will be presenting to bring the issue to the forefront. We've also set up a *Lead in Drinking Water* Information Display in our main office, where pamphlets and other resources are available throughout the school day. We'll be making updates available to you as new information becomes available, and we invite you to contact us at <telephone number> or <email address> if you have questions or wish to provide input.

**Q. What can parents do to support this facility's lead-awareness program?**

**A.** Getting involved is the most important way to support our efforts. Attend future workshops. Take advantage of the information we're making available. Educate yourselves and discuss the issue with fellow parents and community members. Volunteer your time to help us promote our awareness initiative. And lastly, contribute your expertise as a business, education or healthcare professional by participating in future workshops or by manning our information center and help line.

Before you leave, please sign our clipboard and provide your contact information if you wish to volunteer for our awareness campaign.

## Public Address

### *Issue of Lead in Facility Drinking Water*

I would like to tell you about [name of the school/child care center]'s plans to assess, and if necessary, reduce lead in our facility's drinking water. We are taking this course of action on a voluntary basis because it is the right thing to do in order to ensure that this facility remains a safe environment for both youngsters and adults.

The United States Environmental Protection Agency (EPA) is encouraging schools [child care centers] to reduce children's exposure to lead from facility drinking water by taking steps that include: testing drinking water for lead; disseminating results to parents, students, staff and other interested stakeholders; and taking appropriate and necessary actions to correct problems.

Exposure to lead is a concern because it is a toxic metal that has a range of adverse health effects, from lowered birth weight and slowed physical and mental development in infants, to lowered IQ levels, impaired hearing, reduced attention span, and poor classroom performance in young children.

Typically, when lead is found in drinking water at unacceptable levels it is from leaching from plumbing materials.



To safeguard our students [children], EPA recently launched a **3Ts for Reducing Lead in Drinking Water in Schools and Child Care Facilities** campaign aimed at encouraging voluntary actions to reduce potential exposure to lead in drinking water. In response, [name of your school] is taking decisive 3Ts action as follows: [note: suggested training, testing, telling actions]

- We are launching an education and awareness initiative to provide **training** to school personnel, parents, custodians and the community at large regarding the risks of lead poisoning and the means of mitigating those risks.
- We are developing a sampling plan so we can conduct **testing** at outlets where students and staff get water for drinking and cooking.
- We are **telling** you, our students' parents and caregivers, the actions we're taking to minimize your child's exposure to lead in drinking water.

Schools <child care centers> like ours, that receive water from a water utility, are not required by state or federal regulations to test for levels of lead in onsite drinking water. It is the responsibility of our water utility to control the corrosivity of the water in order to reduce the likelihood of lead leaching from plumbing, fixtures, solders, and other materials.

However, individual school plumbing may still leach lead. Therefore, in light of increased concern about the possible health effects posed by elevated levels of lead, we are taking the initiative to ensure the drinking water in our facility is safe.

OPTIONAL (Recognizing that communication is key, a *Lead in Drinking Water* Information Display is being set in our main school office. Here, free EPA materials, school handouts and issue updates will be available throughout the day.

We are also in the process of creating a staffed information center in our library, where parents will be able to ask questions, get answers and offer input. )

OPTIONAL (Additionally, we will be scheduling a Lead in Drinking Water Workshop in conjunction with an upcoming <PTA meeting or open house>, so watch for further information about all these activities.)

If you have any immediate concerns or would like to support our effort as a volunteer, please contact us at <telephone> or <email address>.

Meanwhile, if you are concerned about the level of lead to which your children are exposed from drinking water at home, take these precautions:

- Anytime the water in a particular faucet has not been used for six or more hours, “flush” your cold-water pipes by running the water until it becomes as cold as it will get. The more time water has been sitting in your home’s pipes, the more lead it may contain. But be aware that flushing may not be effective in high-rise buildings with lead-soldered central piping.

- Use only water from the cold-water tap for drinking, cooking, and especially for making baby formula, as hot water is more corrosive and therefore likely to contain higher levels of lead.
- Have your water tested for lead and other contaminants. That is the only way to know how great a risk your home drinking water poses for the children and adults in your household.

If you decide to test your home water, use a certified laboratory. To assist you, we are making available a list of state certified laboratories in the area, so please pick up a handout before you leave.

I would only add that numerous health, security and educational issues currently compete for our limited resources. It is a great challenge to devote the appropriate attention and find the necessary funding to address all these pressing issues.

Furthermore, voluntary onsite water testing presents a special challenge because the testing itself may be costly, and should a problem be discovered, fixing the problem may be even more costly. We will be prioritizing our activities to ensure we have the resources necessary.

In the meantime, as we move forward, we'll be turning to a variety of partners for resources and expertise, including our water utility, state drinking water program, local health office, certified area laboratories, and local community organizations.

To date, community wide response to our awareness initiative has been tremendous. As we proceed and develop a specific course of action, we intend to keep parents and the public at large informed every step of the way.

If you have further questions about this issue and how we are addressing it, please feel free to discuss them with me. And for further information, please write down these toll-free EPA numbers:

- Consumer Information – (800) 424-LEAD
- Safe Drinking Water Hotline – (800) 426-4791
- State Department of Health - < insert phone number>
- Local Department of Health - < insert phone number>

On behalf of the administration of <School / Child Care Center>, many thanks for your involvement and support.



## Ways to Display

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### Onsite Information

#### Objective:

An onsite *Lead in Drinking Water* information display serves as a very visible sign that your school or child care center is taking the initiative on this issue. Furthermore, it does not have to be elaborate to be effective. Your display can range from a simple bulletin board or table in the main office where pamphlets are available, to a professional-style kiosk and even a manned information center. Select the option that works best for your facility based on available time and resources.

#### Options:

##### 1. Bulletin Board or Table Display

- 💧 Locate in or near the main administration office.
- 💧 Feature student-made signage or art (Suggested theme: What Drinking Water Means to Me).
- 💧 Make information easily available for quick pick-up.

##### 2. Entrance Display

- 💧 Locate by main entrance.
- 💧 Kiosk-style trade-show unit with racks or plastic sleeves to hold pamphlets and handouts.
- 💧 Feature a banner, art and/or photography by students (Theme: What Drinking Water Means to Me).
- 💧 Rotate student art and/or photography to encourage parents to come in and see their child's work on display.
- 💧 Make information easily available for quick pick-up.

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- ◆ Include a clipboard where visitors can sign up for email updates as new information becomes available.

**3. Manned Library Display**

- ◆ Information table skirted with student-decorated art and/or photography (Theme: What Drinking Water Means to Me).
- ◆ Staff during designated morning drop-off, lunchtime, or afternoon pick-up hours, either daily or on select days of the week as schedules allow.
- ◆ *Lead in Drinking Water* Volunteers: Assign teachers to staff your display or solicit volunteers, drawing from parents and your community's pool of knowledgeable talent, (i.e. retired teachers; college and university professors in the environmental sciences; professionals in the fields of medicine, public health, water treatment, engineering, plumbing and sanitation).
- ◆ Training: Have volunteers attend your *Lead in Drinking Water* Workshop. You may also want to have a separate orientation session so volunteers are completely familiar with the subject and your facility's plan of action. It is critical to public trust that everyone disseminating information knows the facts and presents your facility's position on the issues accurately and consistently.
- ◆ Include a clipboard where parents and other interested parties can sign up for email updates as new information becomes available.
- ◆ Have the librarian monitor the display to ensure it is staffed at assigned hours and well stocked with pamphlets and handouts.

**Information for Distribution:**

**Order these publications from the National Service Center for Environmental Publications (800) 490-9198:**

- Actions You Can Take To Reduce Lead in Drinking Water.** Web site publication. US EPA 810-F-93-001. June 1993.

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- ii. **Is there Lead in the Drinking Water?** Web site publication.  
US EPA 903-F-01-002. April 2002.
- iii. **3Ts for Reducing Lead in Drinking Water in Schools: Revised Technical Guidance.** US EPA 816-B-05-008. December 2005.
- iv. **3Ts for Reducing Lead in Drinking Water in Child Care Facilities: Revised Guidance.** US EPA 816-R-05-009. December 2005.

**Download relevant articles and publications from the EPA website at <http://www.epa.gov/safewater>, including the following:**

- v. **Consumer Fact Sheet on Lead.** Web site article. US EPA.  
<http://www.epa.gov/safewater/dwh/c-ioc/lead.html>
- vi. **Decision Tree for Pre-Sampling** (at schools). Web site article. US EPA.  
<http://www.epa.gov/safewater/schools>
- vii. **Lead in Schools and Day Care Centers.** Web site article. US EPA.  
<http://www.epa.gov/safewater/lead/schoolanddccc.htm>
- viii. **Post-Remediation Sampling** (after replacement of fixtures, pipe, fittings, etc.).  
US EPA.  
<http://www.epa.gov/safewater/schools>

**Additional Lead Poison Prevention Information**

- ix. **National Lead Information Center** – Document Request Site. US EPA.  
<http://www.epa.gov/lead/nlicdocs.htm>
- x. **EPA's Lead Awareness Program.** US EPA.  
<http://www.epa.gov/lead>

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- xi. **CDC Childhood Lead Poisoning Prevention Program**  
<http://www.cdc.gov/nceh/lead/lead.htm>
- xii. **Association of Environmental Clinics Pediatric Environmental Health Specialty Units (PEHSU) site**  
<http://www.aoec.org/PEHSU.htm>

**Solicit relevant brochures and educational handouts from the following local sources:**

- xiii. Local water utility (Annual Water Quality Report or Consumer Confidence Report)
- xiv. State and local health agencies
- xv. Certified local water testing laboratories
- xvi. State drinking water program
- xvii. State and local environmental groups

Facility staff should review any brochures and educational handouts ahead of time to be sure they understand what information is being provided to parents and the public and that material is appropriate for the situation at their facility.

For additional distribution materials, refer to the toolkit's National Resources and Information section.



## Parent and Caregiver Letter

Date

Dear Parent or Caregiver:

We would like to tell you about our plans to reduce potential exposure to lead in drinking water in our facility. The United States Environmental Protection Agency (EPA) promotes healthy school [child care] environments and water quality is one component of a healthy environment. EPA is encouraging schools [child care centers] to reduce children's exposure to lead from facility drinking water by taking a number of steps. These include testing drinking water for lead; disseminating results to parents, students, staff and other interested stakeholders; and taking appropriate and necessary actions to correct problems.

Exposure to lead is a concern because it is a toxic metal that has a range of adverse health effects, from lowered birth weight and slowed physical and mental development in infants to lowered IQ levels, impaired hearing, reduced attention span, and poor classroom performance in young children.

To safeguard our students [children], EPA recently launched a **3Ts for Reducing Lead in Drinking Water in Schools and Child Care Facilities** campaign aimed at encouraging voluntary actions to reduce potential exposure to lead in drinking water. In response, [name of your school] is taking decisive 3Ts action as follows: [note: suggested training, testing, telling actions]

- We are launching an education and awareness initiative to provide **training** to school personnel, parents, custodians and the community at large regarding the risks of lead poisoning and the means of mitigating those risks.
- We are developing a sampling plan so we can conduct **testing** at outlets where students and staff get water for drinking and cooking.
- We are **telling** you, our students' parents and caregivers, the actions we're taking to minimize your child's exposure to lead in drinking water.

Recognizing that communication is key, a *Lead in Drinking Water* Information Display is being set up in the school office. Here, free EPA materials, school handouts, and issue updates will be available throughout the day. [optional :We're also in the process of creating a staffed information center in our library, where you'll be able to ask questions, get answers and offer input. ]

Optional [Additionally, we'll be scheduling a lead workshop in conjunction with an upcoming <PTA meeting or open house>, so watch for further information about all these activities as it is sent home with your child.]

If you have any immediate concerns or would like to support our effort as a volunteer, please contact us at <telephone> or <email address>.

We are committed to keeping you informed every step of the way as we implement the 3Ts at our school.

Sincerely,

Administrator

## Newsletter Article 1

### LEAD IN DRINKING WATER INFORMATION DISPLAY

#### <School/Child Care Center> to Unveil *Lead in Drinking Water* Information Display

In recent days, concerns have been raised over the level of lead in the drinking water at <Anytown Elementary School>. In an effort to inform the community of ongoing efforts to protect children in our facility, parents and concerned community members will soon be invited to visit the school's new *Lead in Drinking Water* Information Display. Scheduled for introduction on <date>, the display will be located in the main <school/child care> office for easy access. Here, free pamphlets and handouts about lead in drinking water will be available throughout the school day.

In announcing the establishment of this information display, <School Principal/Child Care Administrator John Smith> noted, "The lead levels in <school/child care> drinking water are a growing public concern and we want to be proactive in responding. We're proud to be taking the initiative in keeping our parents and the community informed. Our *Lead in Drinking Water* Information Display is just the first step in our ongoing campaign of education and awareness."

[Optional: According to Mr. Smith, the <school/child care center> plans to open a second, staffed information center in the school library. This will give parents the opportunity to consult with school administrators and health authorities on lead in drinking water and the most effective ways to reduce exposure.]

The U.S. Environmental Protection Agency (EPA) recently launched a campaign to reach out to schools and child care centers across the country. This EPA initiative is focused on promoting voluntary testing of drinking water for lead, taking corrective action if problems are identified, and sharing testing results and plans for reducing lead exposure in drinking water with parents, staff, students, and the community at large.

Concluded <Mr. Smith>, "We are responding to EPA's voluntary call to action because we believe our children should have confidence in their drinking water while at our facility. Furthermore, we are committed to keeping our parents and the public informed as we work to ensure drinking water quality."

###

## Newsletter Article 2

### LEAD TESTING

#### <School/Child Care Center> Announces Lead Testing

The administration of <School/Child Care Center> has announced that it will be conducting on-site testing of drinking water outlets to check for elevated levels of lead. This voluntary testing is being conducted to ensure the health and safety of everyone who uses our facility, including children, parents, faculty and the community at large.

Schools and child care facilities that receive water from a drinking water system are not required by state or federal regulations to conduct sampling for lead. Nevertheless, the administration of <School/Child Care Center> has determined that it is in the public's best interest to take the initiative in dealing with this potential health risk. To that end, following instructions provided in an EPA guidance document designed especially for schools and child care facilities, we developed a plan for testing.

Having identified those drinking water outlets, testing is scheduled to take place on <time period> using EPA-approved instructions. These samples will then be analyzed by a certified laboratory. (Optional: During the sampling period, bottled water will be provided to all children and adults on the premises.)

We will share the results of our testing as soon as they are available. A copy of the test results will be posted in our administration office for review by parents, staff and the general community.

#####

## **Information Update Announcement**

**Objective:** This postcard-style announcement is designed to provide an effective and affordable way to communicate with parents and caregivers on a regular basis. Your proactive approach will be most likely to garner support if you communicate with parents frequently and forthrightly.

Please note that having the announcement delivered, returned by the student, and signed by the parent will cut costs and help guarantee the information arrives at home. Having parents sign will ensure it receives appropriate attention.

### **FRONT:**

***We're looking out for your child by  
looking out for lead in drinking water!***

Graphic: group visual of infant with bottle and toddler and first-grader holding glasses of water. (This illustrates the most at-risk age groups.)

Caption: <Name of School or Child Care Center> wants you to know what we are doing to assure the quality of drinking water at our facility.

### **BACK:**

***Join our Lookout for Lead in Drinking Water!***

Here's the latest on our Lead in Drinking Water awareness campaign. We invite you to become better informed and more involved. With your support, we can ensure your children receive quality drinking water at our facility and at home.

#### ***Option 1:***

Headline:     **Introducing our *Lead in Drinking Water* Information Display**  
<Optional>

A *Lead in Drinking Water* display has been set up in our main office. Here, free Environmental Protection Agency (EPA) materials, school handouts, and issue updates are now available throughout the day. Optional (We've also established a staffed information center in our library. Open <every afternoon from 2 – 3 p.m.>, please come in to ask questions, get answers, and offer your input.)

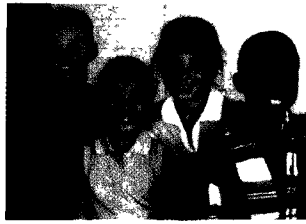
<Name of School/Child Care Center>  
<Address and Telephone Number>  
<Lead in Drinking Water Hotline:> (if applicable)  
<Email Address>

***Option 2:***

Headline:     **Join your PTA for a *Lead in Drinking Water* Open House.**

We are presenting a Lead in Drinking Water Open House in conjunction with your upcoming PTA meeting on <date of event>. Please join us to get the facts. Find out what steps we are taking to address the issue and minimize lead exposure from drinking water.

<Name of School/Child Care Center>  
<Address and Telephone Number>  
<Lead in Drinking Water Hotline:> (if applicable)  
<Email Address>



## **Issue and Crisis Management**

### **Guidelines**

#### **Objective:**

At the heart of an effective issue/crisis management plan is preparation and coordination to deliver information swiftly, professionally and consistently. Preventing issues from escalating into crises demands a proactive approach designed to shape public opinion, defuse flashpoints, and counter any actual or potentially negative, misleading or misinformed word-of-mouth and/or media coverage.

#### **1. Follow these communication guidelines for enhancing public perception.**

- ◆ Take the initiative in providing information.
- ◆ 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.

#### **2. Form an issue/crisis management task force in advance.**

- ◆ Assemble a team with technical, advocacy and communications expertise. Draw from internal resources as well as professionals and leaders in the community. Designate a single spokesperson to make announcements, respond to questions and conduct interviews. Doing so is critical to ensuring the accuracy and consistency of public information.

#### **3. Create a contact list.**

- ◆ Having names, phone numbers, fax numbers and email addresses at your fingertips is vital, especially when a quick response is necessary. Create a contact list and update it regularly. It should include task force members as well as fact-finding and communications contacts, including:
  - ◆ School Superintendent
  - ◆ School Board Members
  - ◆ Civic Leaders
  - ◆ Local Public Health Officials
  - ◆ Head of Building Maintenance/Custodial Services
  - ◆ State Department of Education
  - ◆ State Department of Health
  - ◆ State Drinking Water Program
  - ◆ EPA Regional Office
  - ◆ Utility/Water Supplier
  - ◆ Media (Newspaper, TV, Radio, Web and Newswire Outlets)

## **Step 4: Issue and Crisis Management Guidelines**

### **4. Define what constitutes an issue or crisis.**

- 💧 **Issue:** A situation or specific event that has the potential to undermine credibility and positive public perception.
- 💧 **Crisis:** An event or series of events that directly damage your facility's reputation by demonstrating or implying a failure to ensure public safety.

### **5. Identify your target audiences for ongoing issue/crisis communication.**

#### 💧 **Internal:**

- 💧 Teachers
- 💧 Administrative Staff
- 💧 Custodial Staff

#### 💧 **External:**

- 💧 Students and Parents
- 💧 Media
- 💧 Local Health Community
- 💧 Local Drinking Water Community
- 💧 Local Environmental Community
- 💧 Local Lead Poisoning Prevention Program

### **6. Launch an ongoing campaign of education and awareness, capitalizing on a variety of communication vehicles.**

- 💧 Press Releases (media)
- 💧 Follow-up Letters and Flyers (parents)
- 💧 Paycheck Stuffers (school or child care employees)
- 💧 Newsletter (parents and staff)
- 💧 Newsletter Articles (for advocacy groups, parent-teacher organizations, chambers of commerce, service clubs and other stakeholders)
- 💧 Postcard-style Information Updates (parents)
- 💧 Workshop/Open House (parents and community at large)
- 💧 Presentations (before a variety of local civic and community groups)



### Page Three - Issue and Crisis Management Guidelines

**7. Prepare a fact sheet so that your task force spokesperson has accurate, up-to-date information about the status of your plumbing system and water source. Information should include answers to the following questions:**

- 💧 When was the building constructed?
- 💧 Since then, have any new buildings or additions been constructed?
- 💧 If built after 1986, were lead-free plumbing and solder used in accordance with the requirements of the 1986 Safe Drinking Water Act Amendments?
- 💧 What are the potable water pipes made of in your facility? Does your facility contain components that may leach lead?
- 💧 Has your school or child care center checked the brands and models of water coolers to see if they are on EPA's list of banned coolers with lead-lined tanks?
- 💧 Has water quality testing been conducted at your facility? Were samples tested for lead, and if so, what concentrations of lead were found?
- 💧 Is water tested regularly for lead at your facility?
- 💧 Who supplies your facility's drinking water?
- 💧 According to information provided by your public water supplier:
  - 💧 Is the water system in compliance with federal and state standards for lead?
  - 💧 What is the latest 90th percentile lead level for the public water system?
  - 💧 Does the utility collect samples from your facility?
  - 💧 Is a corrosion control chemical being used? Does the system have results to show the effectiveness of the control measures? If so, what are they?
  - 💧 Does the water distribution system have any lead piping? If so, does the public water system plan to remove these sources of lead?
  - 💧 Will your water system provide assistance to support your efforts to minimize exposure to lead in your facility's drinking water?

### Page Four - Issue and Crisis Management Guidelines

- ◆ If potential problem areas have been identified and a sampling plan is being developed, provide answers to the following questions:
  - ◆ Who is heading up your sampling effort?
  - ◆ Who will collect and analyze samples and maintain records?
  - ◆ Where will the samples be collected?
  
- ◆ If sampling has just been completed, have answers to these questions:
  - ◆ What were the results?
  - ◆ Did lead levels exceed the EPA level of concern of 20 ppb? If so, at which drinking water outlets?
  - ◆ What is being done on an immediate, short-term and permanent basis to address any identified problems?
  - ◆ How are sampling results being made available to the public, including parents, teachers and other staff members, the media, and relevant parent, teacher, student and employee organizations?
  - ◆ If concerned, how and where can individuals be tested for blood lead levels?