

Policy/Best Management Practices

- Establish a “no donation” policy for chemicals.
- Train all staff on the procedure for handling broken compact fluorescent bulbs and for avoiding future breakage.
- Provide Integrated Pest Management training for grounds and maintenance staff using the DVD “Road to Healthy Public Space.”
- Provide a school-wide hand-washing training that uses a dye indicator for effectiveness.
- Establish a policy for a fragrance-free school.
- Provide basic green cleaning training for all staff (products, use, and maintenance).
- Provide asthma training for the entire school
- Provide an indoor air quality training for custodial and maintenance staff.
- Establish a policy for school closure during nearby agricultural spraying or when dust or fumes from such spraying is present.
- Appoint an environmental health officer for the school
Note: If you have science labs, you need to have a chemical hygiene officer and a chemical hygiene plan for the school as required by OSHA).

Facilities/Maintenance/Purchasing

- Check to make sure all outdoor exits have walk-off mats placed immediately inside the door. If not, find out how your school can provide them and make a proposal to your school.
- If your school uses toxic markers, research non-toxic alternatives, find out how to order them, and make a proposal to your administration/district to use the non-toxic alternatives.
- When chemical-resistant gloves are needed, purchase latex-free gloves for staff and students (not cotton).
- Purchase art supplies with the AP Seal and the words "non toxic" (The AP Seal is certified by the Art & Craft Materials Institute).
- Purchase non-lead tire weights for all vehicles.
- Purchase no new in-line acid neutralization tanks (biology and chemistry labs).
- Remove recalled toys from facilities.
- Remove toys known to have unsafe levels of lead, phthalates or other hazardous chemicals in them.
- Do not purchase toys on recall lists or those known to have unsafe levels of lead, phthalates or other hazardous chemicals in them.
- Purchase only pre-diluted paints and glazes (not powdered paints or clays) (art classes).
- Replace mercury switches in vehicles.
- Purchase school sports uniforms that do not contain flame retardants or sunscreen.

Planning/Education/Outreach

- Research the benefits of proper hand washing and the risks with using antibacterial soaps and hand sanitizers. Start a “no anti-bacterial hand sanitizers with Triclosan” campaign at your school and encourage proper hand washing instead.
- Learn how having permanent pets in the classroom affects air quality. Propose a formal ‘No Permanent Pets’ (more than 30 days) policy for classrooms, or other strategy that will reduce the harmful affects of classroom pets.



Toxics Reduction & Indoor Air Quality Action List

- Research environmentally preferred purchasing policies. Draft a policy recommendation for your district.
- Organize a class session on toxics and personal care products (Jr. high or high school.).
- Find out what toxic components are in computers. Based on your findings, write a recommendation recommending the district remove 'computer dismantling for inquiry' if it is currently part of the curriculum.
- Find out if your school closes its school grounds after pesticide/herbicide spraying and whether signs are posted to warn people of the health risk. If not, write a letter or make a presentation to your school board, reminding them that this is the law and the importance of these actions.
- Incorporate an age-appropriate Household Hazardous Waste and Toxic Waste curriculum for one grade level (i.e., REACH, cosmetics, Mr. Yuck and King County's Hazards on the Homefront).
- Make sure all air vents are unblocked and free from clutter to maintain healthy indoor air quality. Come up with a plan to educate students, teachers, and staff to keep vents free of clutter.
- Find out if your school has metal acid storage cabinets and why metal and acid shouldn't mix. Work with the maintenance or woodshop class to build or purchase an epoxy-coated wood replacement with plastic hinges and secondary containment trays that meets Fire Code requirements.
Hint: check your science labs
- Research environmentally preferred green cleaning products being used at your school. Present information to your school community, and make a proposal that the school purchase specific environmentally preferred cleaning products.
- Create an Environmental Club or other club that focuses on environmental issues in your school and community. Start work on a project.
- Have older students teach younger students activities or lessons relating to toxics reduction.
- Perform a skit, puppet show, or other type of entertainment about toxics reduction in your school to the school, community, or another school.
- Design a print advertising campaign to educate other students about your school's toxics reduction actions.
- Design a display for the foyer, commons, cafeteria or other public space to educate students and staff about your school's toxics reduction actions.
- Make a public service announcement film or radio ad about toxics reduction in your school, and involve your local media.
- Give a presentation to school board, PTA, or other appropriate group, proposing a new district policy or procedures that would address toxics reduction and indoor air quality issues.
- Mentor another school in your school district or county to improve its toxics reduction practices.
- Establish a relationship with a sister school internationally with similar academic/environmental goals so students can be engaged with the global community. Share information with whole school community.
- Research three local or international schools to learn what they are doing to reduce toxics and how they are measuring and evaluating their results. Present your findings to the school community or other appropriate audience.
- Identify barriers to making additional improvements in toxics reduction based on your Assessment findings, and propose solutions to the school or school district.
- Create a school wide recognition program for students who participate in toxics reduction activities outside of the classroom and/or have students partner with a community groups, non-profits, businesses, etc. on toxic reduction related projects.
- Other _____

What other significant toxics reduction practice could your school implement? Make a plan and take action!

Hint: Consider eliminating one or more of the following asthma triggers: urinal blocks, candles, deodorizers, plug-in air fresheners, aerosol sprays, furniture from home, stuffed animals and area rugs.