

# Lecture Hall

## Session Abstracts

National Environmental Health Association (NEHA)  
72<sup>nd</sup> Annual Educational Conference & Exhibition

### Institutions and Schools Environmental Health

Sunday, June 22

1:00 – 1:50pm

#### **Ohio's New School Rules: Implementation of Minimum Safety Standards as a Result of Jarod's Law**

*Stephan Ruckman, RS, MPH, Environmental Health Director, Delaware General Health District, OH*  
*Matt Johnson, RS, Program Manager, Cuyahoga County Board of Health, OH*  
*Duane Stansbury, RS, MPH, Health Commissioner, Warren County Combined Health District, OH*

Following the tragic death of Jarod Bennett, a six year old Southwest Ohio boy in December of 2003, the State of Ohio passed Jarod's Law. The law was signed by Governor Taft December 19, 2005 and became effective March 21, 2006. It addressed inspection of the physical environment of schools.

Included in the law are the following provisions:

- specification that all public and private schools that meet minimum education standards will be inspected,
- provides requirements for one comprehensive inspection annually,
- requires that local health departments report their findings from inspections to school officials and the Auditor of State,
- requires that schools or school districts write plans for abatement of conditions determined to be hazardous upon inspection by the local health department,
- requires that the local health department submit a supplemental report to all the parties above upon receipt of a completed abatement plan,
- requires the Director of the Ohio Department of Health establish a School Safety Network, and
- requires that the Ohio Department of Health draft rules for school environmental health inspection.

The Ohio Environmental Health Association played an active part in drafting these rules as members of the Ohio Department of Health School Rule Advisory Committee. This presentation will provide an insider's perspective on the historical background, promulgation, and implementation of Jarod's law and the rules established from the legislation.

2:00 – 2:50pm

#### **Building Successful School Chemical Cleanout Programs: Tackling Mismanaged Chemicals Through Responsible Chemical Management**

*Cynthia Merse, MS, Environmental Protection Specialist, EPA, Washington, DC*  
*Michael Haro, CHMM, REA, MA, Manager of Environmental Resources, Lockheed Martin, CA*  
*Justin Bowers, EMT Facilities Administrator, AZ*

Dangerous and inappropriate chemicals are found in K-12 schools across the nation. Incidents involving improperly stored, outdated, and unneeded chemicals have exposed students to explosive, toxic, corrosive and carcinogenic chemical hazards. Without responsible chemical management, chemicals in schools can be hazardous to students and staff. Building on state and local efforts, the Environmental Protection Agency, along with other federal agencies, initiated the Schools Chemical Cleanout Campaign (SC3) in 2004. SC3 seeks to protect students by promoting responsible chemical management in schools. Its three goals are to remove potentially dangerous chemicals, prevent future chemical accumulations, and raise awareness of chemical mismanagement.

Since no two schools are alike, chemical management programs have to be tailored to meet a school's unique needs. However, successful chemical management programs share a few key components, including training for teachers and facility personnel and forming partnerships with community organizations and industry. Partners with chemical management expertise are critical to the success of school chemical cleanout and management programs. Beyond assisting with one-time chemical cleanouts, partners can help schools plan and budget for chemical purchases, management and disposal; establish a chemical management plan; conduct periodic chemical inventories; establish environmentally preferable purchasing policies; and offer hazardous chemicals management and safety training for school staff.

The panelists assembled bring their own experiences involving school chemical cleanout and management programs. By hearing varied perspectives, it is hoped audience members will appreciate the diversity of chemical management programs in place and be inspired to implement their own or build on existing healthy school programs by incorporating responsible chemical management principles.

3:00 – 3:50pm

**Problem Solving Food Protection Challenges: A Multifaceted Success for a School Food and Nutrition Program**

*Mary Anne Hogue, MS, RD, FADA, CP-FS, Vice President of Food Safety Services, The Steritech Group, Inc., NC*

*Eileen Staples, Director, Greenville County Schools, SC*

Greenville County SC has a student population of 67,400 with 1500 new students per year. There are 650 employees in Food and Nutrition Services that serve students and staff in 87 locations. Challenged by the requirement to implement HACCP and the belief that an integrated food safety management system was the direction the county should take, the director looked for new and effective resources and strategies.

Today there has been a successful implementation of a food protection program and HACCP plan. The objectives of the program were: to find existing and potential food safety issues, to assess equipment and facilities, create searchable data bases, and implement effective and participative training.

This presentation will highlight the successes that have been achieved: culture change, departmental assessment, HACCP plan implementation, creation of an internal training team, and on-going food safety audits. Highlights will include the specific details related to the equipment and food safety assessments and the identification of potential internal training managers, plus the execution of a train-the-trainer program and the countywide utilization of training managers in the district. The training manager's responsibilities include food safety module development and the requirement to conduct a 30 minute training session every 6 weeks at an assigned school other than their own. The benefit to the department has been the ability to reach every employee in their work setting. Improved communications and food protection, and the addition of a

manager for coaching and mentoring have all been realized. This is a continuing protection journey but the infrastructure for an integrated food safety management system is now in place.

4:00 – 4:50pm

**Food Safety Education Through Experiential Learning**

*Eliezer Bermudez, PhD, CP-FS, Associate Professor, Indiana State University, IN*

Practicum experience is a major component of Environmental Health education, and is historically obtained primarily through internship programs. However, experiential learning could be an integral part and goal in specific courses leading up to the internship in the field of Environmental Health. The principal objective of this presentation is to encourage Environmental Health educators to use experiential learning as part of curriculum development and strategy of teaching. This presentation is based on the author's experience in teaching an undergraduate Food Safety course. The areas included in the presentation are: the classroom experience, government agencies and community contacts, laboratory experience, field experience, and final projects from students. As part of the classroom and laboratory experience the students learn proper food inspections procedures, including how to use and apply the State Food Code, concentrating primarily on critical and non-critical violations. The professor has ongoing contacts with Environmental Health Specialists from the local County Health Department and various owners of local restaurants. Inspection demonstrations are provided for students at local restaurants. Then each student is required to make contact with an Environmental Health Specialist from the local County Health Department and shadow that professional performing a food safety inspection of a food establishment. As a final project, the students are required to do an oral presentation and written food safety report applying the State Food Code to their field experience of shadowing a food safety inspection. The student perceptions on this learning experience as well as the perceptions and evaluations of the Environmental Health Specialists will be included in the presentation. It is expected that experiential learning component will greatly enhance the classroom theory for students. Recommendations for adapting this experiential learning model to other Environmental Health courses will also be offered.