

3Ts for Reducing Lead in Drinking Water

Establishing a Lead Testing Program *The 3Ts Checklist*

Establishing a Lead Testing Program

The 3Ts toolkit assists you with the steps needed to create a program to reduce children's exposure to lead in drinking water. Utilizing the 3Ts toolkit along with clear communication will help ensure a successful 3Ts Program.

Before sampling, facilities should establish a plan on how they will respond to their sample results to protect the school or child care facility population from lead in drinking water. You should consider potential partners, funding options, and how frequent testing will occur.

Communication Plan



Telling parents and staff about your lead monitoring program will demonstrate your commitment to protecting children and staff health.

Communicating early and often about your testing plans, results, and next steps will build confidence in your facility's ability to provide a safe environment for students and staff.

3Ts Toolkit

<http://epa.gov/safewater/3Ts>

Build a team and make a plan! Protecting school and child care facility drinking water is a group effort and you will need to have a plan for who you will work with, how you will test and how you will address elevated lead that may be found. Make sure you are transparent in your communications with your community. The 3Ts toolkit includes modules and helpful resources you can use to implement a successful program!



Module 1

Communicating the 3Ts



Module 2

Learning About Lead in Drinking Water



Module 3

Planning Your 3Ts Program



Module 4

Developing a Sampling Plan



Module 5

Conducting Sampling & Interpreting Results



Module 6

Remediation & Establishing Routine Practices



Module 7

Recordkeeping

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 COMMUNICATION and RECORDKEEPING 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.

	Checklist Item	Module
<input type="checkbox"/>	Learn about lead problems in drinking water: Have you made a concerted effort to become educated on the health effects of lead, sources of lead, and how lead gets into drinking water?	
<input type="checkbox"/>	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.	
<input type="checkbox"/>	Keep records: Have you developed a record of training activities?	
<input type="checkbox"/>	Gather historical information: Has the school looked into records to learn more about previous lead testing the school might have already conducted?	
<input type="checkbox"/>	Establishing partnerships: Has the school contacted: <ul style="list-style-type: none"> • Their Public Water System? • Their Local Health Office? • Their State Drinking Water Program? Health and/or Education program? • Certified Laboratories? • Local Community Organizations? 	
<input type="checkbox"/>	Assign roles and responsibility within the program: Have you begun identifying people to be responsible for each aspect of the lead program? <ul style="list-style-type: none"> • Who will be the main contact for the lead control program? • Who should create the sampling plan? • Who should collect the samples? • Who should ensure proper remediation? • Who is in charge of recordkeeping? • Who will be in charge of communicating with the public? • Who will coordinate with partners? 	
<input type="checkbox"/>	Develop a communication strategy: Consider how the school will keep its community, parents, staff, and partners in the loop regarding school efforts and sampling results.	
<input type="checkbox"/>	Establish routine practices: Have you implemented routine practices such as cleaning, maintaining filters, and routine flushing to improve water quality?	
<input type="checkbox"/>	Maintain records: Are you maintaining a record of routine practices, including: <ul style="list-style-type: none"> • Flushing times and schedules? • Filter status and replacement schedules? 	
<input type="checkbox"/>	Engage with the school and child care facility community: Has the school reached out to its community, parents, and staff to let them know that it will be sampling for lead in drinking water at its facility? Include any lead protection efforts the school is already implementing (e.g., routine practices).	

	Checklist Item	Module
<input type="checkbox"/>	<p>Conduct a walkthrough: Have you conducted a walkthrough of the facility?</p> <ul style="list-style-type: none"> • Have you identified all the faucets and fixtures used for drinking water and cooking? • Have you developed a Plumbing Profile for the facility's plumbing? • Do you know where water enters your facility? • Are there outlets with filters or aerators? • Are any of the fixtures on EPA's list of lead coolers that should be immediately removed? 	
<input type="checkbox"/>	<p>Determine whether your facility has a lead service line: Have you contact your water system to get more information?</p>	
<input type="checkbox"/>	<p>Develop a sampling plan: Have you developed a sampling plan?</p> <ul style="list-style-type: none"> • Have sampling locations been determined? • Have you created an inventory of outlets used for human consumption? • Have you established a coding system to label and manage samples? 	
<input type="checkbox"/>	<p>Prepare for sampling:</p> <ul style="list-style-type: none"> • Have you identified a state-certified laboratory to analyze water samples for lead? • Have you carefully studied the sampling procedures? • Have you identified a remediation trigger? 	
<input type="checkbox"/>	<p>Conduct sampling using the 2-step sampling procedures outlined in the 3Ts toolkit.</p>	
<input type="checkbox"/>	<p>Record samples: Have you recorded all sampling information and results from samples?</p>	
<input type="checkbox"/>	<p>Communicate the Results: Have you communicated results to parents and staff? If parents and staff have been notified, did the school notify the public (e.g., local community, partners)?</p>	
<input type="checkbox"/>	<p>Take immediate steps: If results showed elevated levels of lead, have you taken immediate steps to remove outlets from service or prevent use?</p>	
<input type="checkbox"/>	<p>Take short-term measures: Can short-term measures be implemented while longer term measures are being considered and implemented?</p>	
<input type="checkbox"/>	<p>Implement long-term remediation: Have you taken steps toward long-term remediation, such as replacing outlets, replacing lead pipes and/or service lines, reconfiguring plumbing and installing POU/POE devices?</p>	
<input type="checkbox"/>	<p>Take follow-up samples: Have you taken follow-up samples to ensure your remediation effort was successful?</p>	
<input type="checkbox"/>	<p>Maintain all records:</p> <ul style="list-style-type: none"> • Have you maintained a record of all testing and remediation activities? • Have you maintained a record of all communications activities? 	
<input type="checkbox"/>	<p>Continue to test outlets regularly and implement the routine practices: Have you established a schedule to continue to monitoring water quality?</p>	

