

DISCUSSION DRAFT

TITLE: A Guide for Managing Scented Products in Schools

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PS: The views expressed in this report are those of the authors and do not necessarily reflect those of Health Canada.

A Guide for Managing Scented Products in Schools

1. Introduction to the Module

2. Why Care about Scents?

- Scents and human rights
- Minimize potential health effects
- Protect the learning environment

3. Develop a Scented Product Management Plan

- Review existing policies/guidelines and communication tools
- Evaluate sources of scented products in your school
- Use the template to develop a management plan relevant to your situation
- Option: Use the template to create a more formal statement
- Determine a resolution process for conflicts
- Think about alternative products
- Monitor your management plan

4. Encourage a Culture in which Scent Reduction is the Norm

- Successful scented product management plans are very much dependent on information and on-going communication

- Develop information packages and presentations for staff, students and parents
- Encourage open discussion at appropriate venues
- Creatively use communication tools to disseminate information

5. Review Cleaning and Maintenance Products and Procedures

- Use scent reduced products when possible
- Schedule cleaning to be done when staff and students are not in the building or school vehicle, allowing as much time as possible for off-gassing before occupants return

6. Use the *Tools for Schools Action Kit*

- Refer to the *Kit* for other factors to take into account which may affect the impact of scented products

7. Gather Additional Information on Scented Products

- Maintain a source of key reliable information for future reference

I. Introduction

Scented products¹ are emerging as an increasingly important air quality issue and are being currently addressed by schools, hospitals and other workplaces across Canada. With high prevalence rates of asthma and other sensitivities, the presence of scented products in public spaces is seen as important with respect to both health and human rights issues.

This publication was developed with the goal of facilitating the management of scented products in schools and creating a standard that schools may want to achieve. It contains background information, concrete actions that can be easily undertaken, and ideas about how to create a management plan for your school's situation.

The Guide for Managing Scented Products in Schools is intended to be implemented in conjunction with the entire *Tools for Schools Action Kit*. Therefore, the school's IAQ Coordinator should be involved in the management of scented products. However, some schools have also found it helpful to have a committee composed of several individuals such as principals, teachers, school board officials, students, parents, facilities managers, transportation representatives to offer input. It should be noted that although this module was designed to be implemented within a school, scented products really need to be addressed on a system-wide basis and therefore it would be appropriate for a school board or district to consider using this module.

Objective

Ideally, schools will address scented products in a proactive manner before anyone is affected. Although not everything is known about the adverse health effects of scented products, there is some evidence which suggests a connection between scented products and asthma. That knowledge, in conjunction with the precautionary principle which posits that the absence of knowledge is not justification for inaction, implies a need for effective management in schools to reduce involuntary exposure to potential asthmatic triggers and to protect people with other sensitivities.

Even if the school has not received any complaints about scented products, it is not prudent to assume that staff and students are not interested in having a scent reduced environment. Many people feel uncomfortable bringing up the issue even when exposed to scents that might affect how they feel, learn or work. Although there are many important health, learning and human rights reasons for implementing a scented products management plan, addressing scents within the school will make the learning environment more comfortable.

Expectations

Creating a management plan for scented products is not necessarily about enforcing strict "no scents policies." Logistically, absolute bans may be unrealistic (although an enforceable policy is an option). Scented products management plans are about providing information and communicating with staff, students and parents with the goal of encouraging a culture in which scent reduction is the norm. Although odours are a natural part of the environment and not all odours are health and comfort issues, a scented products management plan can help you to address those odours which can reasonably be controlled.

Benefits of a scented products management plan may include decreases in the adverse effects of scented products on student and staff health, improved learning environment and reductions in

¹ See "Scope" on page 3 for a definition of scented products.

absenteeism for both students and staff and reductions in the number of complaints and conflicts among members on either side of the issue within the school community.

It is acknowledged that there is some controversy about the necessity to manage scented products in the workplace, public places, and schools. There are concerns that creating policies or guidelines around scented products might encourage and feed a small segment of the population with what are considered psychologically based reactions, creating paranoia and labeling the cosmetic, toiletry and fragrance industry as a “uncaring and irresponsible”.

Scope

Scented products within the context of this module include housekeeping materials (cleaners, waxes, strippers, polishers, dishwashing detergents or liquids and deodorizers) as well as personal products (including perfume, cologne, soap, shampoo, hairspray, shaving cream, deodorant, hand lotion, cosmetics, laundry detergent and fabric softeners) and school supplies (such as scented markers, paper and facial tissue).

The term “scent” has been intentionally used to avoid the subjective connotations of pleasantness associated with “fragrance” and to avoid reference to a specific type of product (e.g. perfume, cologne). The term “scent reduction” has been chosen over “scent free” as it recognizes that, although not all chemical exposure can be easily avoided, there are some which, with little cost and some cooperation by members of the school community, could be removed from the learning environment.

Scents within products can include both natural and synthetic chemicals which are added to a product with the intention of enhancing the smell. This module does not address other odour-related issues, including moulds, natural body odours or smells derived from rotting foods; interested persons are referred to the *Tools for Schools Action Kit* for ideas about how to address some of these other issues.

II. Why Care about Scents

The information presented herein does not constitute medical advice; individuals concerned about sensitivities and asthmatic triggers are urged to discuss these issues further with their physician.

Why are more and more schools, hospitals and other public places and work environments across Canada altering their cleaning products and encouraging people to refrain from wearing scented products to work or school? Why care about scents within your school?

There are several reasons. The first is that healthy indoor air should be considered a human right: this is the position taken by the World Health Organization in a recent report². The WHO makes this claim based upon the International Bill of Human Rights and considers cosmetics and some other consumer products to be sources of indoor air pollutants³. The WHO suggests that all individuals, groups and organizations associated with a building, whether private, public, or governmental, have a responsibility to protect vulnerable occupants, and children in particular, from involuntary exposures to indoor air pollutants. Authorities also have a responsibility to organize or initiate action to prevent or eliminate exposures when convincing evidence is available. At the same time, the WHO posits that, under the precautionary principle, if there is a risk of harmful indoor air exposure uncertainty about causality shall not be used as a reason for postponing cost-effective measures to prevent such exposure.

These last two points are important when discussing scented products given the controversy within the medical community about whether scents trigger physiological or psychological reactions. In the context of the WHO's position, simply because direct causal physiological relationships have not yet been established neither diminishes the impact of scents on the lives of some individuals nor absolves school authorities from exploring the issue further.

Regardless of your position about the connections of scented products and health, it is important to use caution to avoid inflation of an already sensitive issue when addressing scented products within schools. Sudden discussion of all the potential health effects of scents can create a lot of fear among members of a school community; it can also create disbelief and lead to trivialization of what may be very real reactions for individuals. Always keep in mind a few important points:

- Not all people may be sensitive to scents at normal concentrations found in classrooms.
- Not all scents may be responsible for potentially harmful reactions in sensitive individuals.
- Sometimes it is the unscented components in a product which may result in irritation or asthmatic reactions.
- Just because a chemical is synthetic does not automatically mean it will cause a reaction; many natural chemicals also can lead to the same sorts of irritations as synthetically composed chemicals.

At the same time, it is also important to recognize that given the number of chemicals present in fragrances and scented products and the absence of reliable research on the health effects of scents by independent researchers, all scents should be addressed under a management plan. In the absence of sufficient information that scented products do not adversely affect the health of sensitive individuals, and children in particular, the precautionary principle should be employed to protect the right of all individuals to breathe healthy indoor air.

² World Health Organization. 2000. *The Right to Health Indoor Air*. Bilthoven, The Netherlands. Document Number: EUR/00/5020494.

³ World Health Organization. 1999. Air Quality Guidelines. Available at http://www.who.int/environmental_information/Air/Guidelines/Chapter4.htm#_Toc480011108

Although most people find scents in products pleasant, for some people scents can result in reactions that range from very mild to life-threatening⁴. Adverse reactions that have been reported include headaches or migraines, dizziness, nausea, fatigue, shortness of breath and allergy-like symptoms.

Asthma is the most common chronic disease of childhood. About 11% of Canadian children are living with asthma⁵ and it is the number one cause of school absenteeism among children⁶. In one study, over 70% of asthmatics reported that their asthmatic reactions could be triggered by fragrance⁷; with the Canadian prevalence of asthma, this would be the equivalent of 1 in 13 children having asthmatic sensitivities to scents of some magnitude.

Chemically sensitive individuals report scents to be the most common irritant⁸. Somewhere between 15 to 33% of the United States population self-reports chemical sensitivity and about 4-6% of the population report being affected on a daily basis⁹.

Learning and behaviour may also be affected by scents. For some individuals, indoor air pollutants (which can include scented products as these are volatile organic compounds) have been found to be associated with problems such as confusion, the inability to follow a conversation, impaired word finding and other language impairments.¹⁰ These problems are not only of concern in and of themselves, but they may also result in children being misidentified as learning impaired. Children's learning may also be indirectly affected if a teacher's ability to teach is impaired.

While the presence of scented products in schools can affect people of all ages, children may be at greater risk from environmental contaminants than adults¹¹. Ventilation systems tend to create breathing zones above the height of most children, meaning that there are higher concentrations of chemicals closer to the ground. As well, because children breathe a greater volume of air relative to their body weights than adults and their metabolic rates are higher than adults', they are exposed to higher concentrations of air pollutants. Damage to children's respiratory and nervous systems can be especially devastating because their bodies are still developing; furthermore, longer latency periods mean that children may have to cope with the health effects of environmental exposures decades after the fact.

⁴ More detailed information can be obtained by referring to sources listed in the "Get Additional Information" section.

⁵ Health Canada. 2001. Respiratory Disease in Canada. Ottawa.

⁶ Asthma Society of Canada. 1999. Available at www.asthmasociety.com.

⁷ Shim C, Williams MH. 1986. Effects of Odors in Asthma. In *Am J Med* 80: 18-22.

⁸ Meggs WJ, Dunn KA, *et al.* 1996. Prevalence and Nature of Allergy and Chemical Sensitivity in a General Population. In *Arch Environ Health* 51(4): 275-282.

⁹ *Ibid.*

Kreutzer R, Neutra RR, Lashuay N. 1999. Prevalence of People Reporting Sensitivities to Chemicals in a Population-based Survey. In *Am J Epidemiol* 150(10): 1-16.

¹⁰ Ross HL. 1995. The Behavioural Effects of Indoor Air Pollutants. In *Occup Med* 10(1): 147-166.

¹¹ Bearer CF. 1995. How are Children Different from Adults? In *Environ Health Perspect* 103(6): S7-S12.

Chance GW, Harmsen E. 1998. Children are Different: Environmental Contaminants and Children's Health. *Can J Public Health* 89(1): S9-S13.

III. Develop a Scented Product Management Plan

1. Before you begin

- **Take some time to become familiar with this guide.** Being informed will help you decide what approach works best for the specific situation of your school.
- **Ensure that you have the commitment of the top administration of your school.** Getting support will enable you to implement a coordinated plan which addresses all sources of scented products. It will also help you overcome potential barriers in terms of compliance. Refer to *Tools for Schools* for more information on how to gain commitment from administration.
- **Develop a timeline for your scented product management plan.** Include meetings with custodial staff, parents and teachers as well as the development of communication tools and implementation of the plan.

2. Review all existing policies / guidelines / communication tools

The first step to creating a management plan is to consider the context in which you might create such a plan. Determining what related existing policies or guidelines and communication tools are in place can provide you with ideas about how you might address scented products in your school. Consider what you have and whether it is being used and/or is effective.

WHAT IS THE CONTEXT FOR DEVELOPING A MANAGEMENT PLAN?	√	NOTES
Are there any policies in place already (i.e. dress code, smoking policy or school environment policy) that could be adapted to include scented products?	<input type="checkbox"/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
What are the existing standards for conflict resolution for other policies?	<input type="checkbox"/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Are there any school board or district characteristics that may affect the content or format of a set of guidelines or a new procedure?	<input type="checkbox"/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Are there signs up in classrooms that have sensitive individuals?	<input type="checkbox"/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Other Specify: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<input type="checkbox"/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

3. Evaluate sources of scented products in your school

Take a walk through your school and look for sources of scents such as markers, cleaning supplies, garbage bags, deodorizers, air fresheners, soaps and facial tissues. At the same time, look for factors that might mitigate or compound the effects of scented products, such as ventilation systems, operable windows and ambient temperature controls. Use *Tools for Schools* for more ideas on how to evaluate sources of scents in the school environment.

ROOMS	SOURCES FOUND	OTHER FACTORS
Classrooms <i>(pay special attention to art rooms, shop classes, home economics rooms and the gymnasium)</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Staff Lounge and Teacher Storage Rooms	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
School Office	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Janitorial Rooms and Boiler Rooms	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Commercial Kitchens	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Bathrooms/Change Rooms	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Student Lockers/Desks	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
People	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

5. Optional: Create a more formal statement

For some schools, creating a statement about the scented product management plan, such as a policy or a set of guidelines, may be appropriate or desired. If you choose to explore this option, keep in mind that formal documents should be short but explicit. Remember to ensure all parties that the statement can be revisited after monitoring and adjusted as necessary.

You can use the following template to help develop your statement. You may also want to look at some existing policies and guidelines from across the country; internet links can be found in the section titled "Gather Additional Information on Scented Products."

KEY CONSIDERATIONS

Background	What circumstances, if any, prompted this management plan: Were there complaints regarding scents? Who was involved with the development of the plan? Was it developed as part of a comprehensive approach to Indoor Air Quality?
Objective	What do you hope to accomplish with the management plan: Reduce health effects? Improve the learning environment? Make the classroom more comfortable for all? Improve awareness about scented products?
Expected Outcomes	What do you reasonably expect to achieve by developing a management plan: Achieve the above objectives? Scent reduction versus scent free? Will this be a formal policy, a set of guidelines, a program or some other format? What are the relative advantages for your school? Will it be part of another policy/set of guidelines or will it be addressed by itself? Will the management plan be voluntarily implemented or mandated? (this may depend on the frequency and severity of sensitivities present in the school population)
Scope	Who will this management plan apply to: Staff? Students? Visitors? Where will it apply: The entire school property? School buses? At other school-sponsored events away from the school? What do you mean by scented products: What does that include?
Implementation	How are you going to create awareness about scented product issues? What resources are you going to put towards this process? What resources do you already have? How are you going to address cleaning products use within the school? How are you going to address personal products which may contain scents? How will compliance be ensured? Reminders? Information and communication? Who will be responsible?

6. Determine a Resolution Process

Remember to inform teachers and other supervisors what is expected in terms of applying the procedure before you implement it. Schools with scented product policies or guidelines often find that **ongoing communication and information** from the start and through policy development and the monitoring process are the most effective means of dealing with non-compliance and can prevent disciplinary measures such as issuing warnings, sending individuals home to shower or suspension.

7. Think about Alternative Products

Scents are added not only to perfumes and colognes, but also to shampoos, conditioners, hairsprays, deodorants, aftershaves, lotions and creams, soaps, cosmetics, laundry detergents, fabric softeners and other personal products. Scents are also found in air fresheners, deodorizers, industrial and household cleaning products, candles, potpourri, markers and some types of garbage bags.

The huge array of products which have scents can make adapting to a scented product management plan daunting for individuals who are not directly affected. To confuse matters more, some products that claim to be unscented may have only masked the scent by adding additional chemicals.

Providing a list of acceptable alternatives that are comparable in cost to their scented counterparts is one way to make the switch to a scent reduced environment a lot easier. There are many products available now which may result in fewer problems for sensitive individuals, although some items may not be tolerated by some individuals. All products should be evaluated for personal compatibility and labels should be read carefully to ensure that a masking scent has not been added.

The PEI Lung Association maintains an online list of scent free products. It is available at www.pei.lung.ca/scentfree. Other websites may also have lists of acceptable products. Since these products change over time, be sure that you maintain a current list of products available at a local store.

8. Monitor Your Management Plan

Monitoring your scented products management plan is essential to ensuring that it remains effective. Monitoring should be done at several levels and should address both “policy” components and practices. Refer to Section 8 of *Tools for Schools* for other aspects of monitoring.

Remember, if something is not working as expected, explore reasons why and revise your management plan accordingly as necessary.

WHAT IS BEING MONITORED?	√	WHO IS RESPONSIBLE FOR MONITORING?	HOW OFTEN? (E.G., WEEKLY, MONTHLY, QUARTERLY)
Status of the commitment that had been secured for developing and implementing the Scented Products Management Plan	<input type="checkbox"/>	_____ _____ _____	_____ _____ _____
Positive and Negative Feedback (before and after implementation)			
Have the frequency and type changed?	<input type="checkbox"/>	_____ _____	_____ _____
Has the severity of reactions reported changed?	<input type="checkbox"/>	_____ _____	_____ _____
Has the nature of feedback changed?	<input type="checkbox"/>	_____ _____	_____ _____
<i>(If there isn't a standardized complaint system, you may consider developing a standard complaint form to keep in a common location)</i>	<input type="checkbox"/>	_____ _____ _____ _____	_____ _____ _____ _____
Communication Tools			
Are the communication tools effective?	<input type="checkbox"/>	_____ _____	_____ _____
Do people understand expectations?	<input type="checkbox"/>	_____ _____	_____ _____
Are posters still visible or have they been removed or defaced?	<input type="checkbox"/>	_____ _____	_____ _____
Is there opposition to the management plan, and why?	<input type="checkbox"/>	_____ _____	_____ _____
Do people know where to get more information if necessary?	<input type="checkbox"/>	_____ _____ _____	_____ _____ _____
Changes in personal practices			
Is the school community adhering to scent reduced environment?	<input type="checkbox"/>	_____ _____	_____ _____

Reevaluation of Sources

Take regular walkthroughs to reevaluate the sources of scented products.

Compliance with Cleaning Procedures of Scented Product Management Plan

Have purchasing trends changed?

Have schedules and cleaning routines been adjusted to minimize the exposure of staff and students to scented products?

Barriers encountered

Plan of action used to respond to problems

Other Specify:

IV. Encourage a Culture in which Scent Reduction is the Norm

Schools that have already addressed scented product use within the school all agree that effective, on-going communication is one of the most important aspects of creating a culture in which scent reduction is the norm.

Since scented products are so ingrained into society it may take time for people to adjust their daily routines to be scent reduced. Start developing and implementing communication tools before the management plan is in place to inform school members about expected changes.

Informally monitor the situation over time and determine how much and how frequent continuing communication is needed. Keep in mind that school populations are constantly shifting and that the summer vacation can create a discontinuity of knowledge about scented product management plans. The goal is for scent reduced environments to become second nature.

Use this section in conjunction with Section 9 (Effective Communication) of *Tools for Schools Action Kit* to get more ideas about communicating with the school community.

SUGGESTIONS FOR COMMUNICATING ABOUT SCENTED PRODUCTS	√
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There are many community organizations that have already developed excellent presentations to address scented products. Try contacting some of the organizations listed in the section titled "Gather Additional Information on Scented Products" for presentation resources.

Give presentations or develop a workshop for staff, students, parents and the wider community about the potential effects of scented products on health and learning.

Use forums such as the Occupational Health and Safety Committee, Parent Advisory Council or Parent Teacher Association meetings, school assemblies and professional development seminars to encourage open discussion about the rights of individuals, the health effects of scented products and the advantages for the learning environment.

Work to help staff, students and parents each develop an understanding of both sides of the issue.

In September and periodically throughout the year, send newsletters home to parents to inform them and remind them about the management plan.

**The commitment of parents is essential to the success of scent reduced management plans as many scented products, including laundry detergent, shampoos, conditioners, soaps, deodorants and perfumes, are applied at home.

Include a reminder for students in the Student Handbook

Use common forms of communication to disseminate the message:

- Periodically use the PA system to remind staff and students during morning announcements.
- Remind staff with memos, emails and announcements at meetings.
- Inform visitors when they call or include a message on your school answering machine. If your school has a job line for substitute teachers to check, leave a message that teachers have to listen to before they can check for jobs.
- Put a message at the bottom of your school's letterhead.
- Use your school's website to post information.

Decide on wording for signs and posters (see examples below).

Involve children in developing bright and colourful signs or posters and place them at all the school entrances as well as bulletin boards.

When initially developing and implementing a scented product management plan, you may receive media attention. Use this coverage to your advantage to let staff, students, parents and the wider community know why your school is choosing to address scented products.

Encourage teachers to find ways to integrate information about indoor air quality and scented products into the classroom discussions so that the information becomes normalized. Providing them with the information packages and presentations facilitates this process significantly.

Other ideas:
Specify:



Some examples of signage¹²:

- Some staff and students who attend ABC Elementary School report sensitivities to various chemical based or scented products. We ask for everyone’s cooperation in our efforts to accommodate their health concerns.
- In response to health concerns, ABC Elementary School has developed a Scented Products Management Plan. Scented products such as hair spray, perfume and deodorant may trigger reactions such as respiratory distress and headaches. Staff, students and visitors are asked not to use these products while on school property.
- ABC Elementary School is a Scent Reduced Environment. Please do not use scented products in this school.

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¹² Adapted from the website of the Canadian Centre for Occupational Health and Safety.

VI. Use the IAQ *Tools for Schools Action Kit*

This module was designed to be used within the context of the *Tools for Schools Action Kit*, which addresses many other indoor air quality issues that could affect how scents are dissipated or absorbed into the school environment. The *Kit* was designed to help school personnel identify, solve and prevent indoor air quality problems in the school environment. Using it in conjunction with this module will better ensure the effectiveness of your management plan.

When using the *Kit*, incorporate scented products as items on the following checklists:

- Teachers
- Custodial Staff
- Facilities Managers
- Administration
- School Nurse

In particular, pay attention to factors that may affect ventilation. Ensure that there are plenty of air exchanges and change filters on a regular basis.

You may also want to pay special attention to the US Environmental Protection Agency's Asthma Module in the *Tools for Schools Action Kit* to find out other ways to protect asthmatic staff and students.

VII. Gather Additional Information on Scented Products

There is an increasing amount of information available about scented products and associated health or behavioural problems, as well as resources for accommodating sensitive individuals. Collecting information and building a resource file can aid you in informing and communicating with your school.

Below are some resources that are grouped by topic to facilitate your search. Contact information for non-profit organizations have been included for informational purposes only and their inclusion does not imply endorsement of the products, services or general policies of any of these organizations. Further, these organizations are not the only sources of information on scented products and schools.

ORGANIZATIONS

The **Canadian Centre for Occupational Health and Safety** has some practical information about creating a scent-reduced workplace on their website.
250 Main Street East
Hamilton ON
L8N 1H6
http://gala.ccohs.ca/oshanswers/hsprograms/scent_free.html

Citizens for a Safe Learning Environment has information about scent reduced environments in Canada.
287 Lacewood Drive, Unit 103, Suite 178
Halifax NS
B3M 3Y7
www.chebucto.ns.ca/Education/CASLE/scents

The **Fragranced Products Information Network** has a lot of information about scented products as well as links to other sites. It is maintained by Betty Bridges, RN.
www.ameliaww.com/fpin

The **Job Accommodation Network** has a document titled "Work-site Accommodation Ideas for Individuals who Experience Limitations due to Fragrance Sensitivity"
PO Box 6080
Morgantown WV
26506-6080 USA
<http://www.jan.wvu.edu/media/fragrance.html>

Some of the provincial offices of the **Canadian Lung Association** have information about scented products available on their websites.
The Lung Association
3 Raymond Street, Suite 300
Ottawa, ON K1R 1A3
Canada
www.lung.ca

The **Scented Products Education and Information Association of Canada (SPEIAC)** represents the cosmetic, toiletry and fragrance industry in Canada. Their website can be useful to understand a comparative perspective.
SPEIAC
420 Britannia Road East, Suite 102
Mississauga ON
L4Z 3L5
www.scentedproducts.on.ca

US Environmental Protection Agency
1200 Pennsylvania Avenue
NW Washington, DC
20470 USA
www.epa.gov/iaq

POLICY AND GUIDELINE EXAMPLES

Many institutions across Canada have addressed scented product use in diverse ways. Below are some examples of how different institutions have developed scented product policies or guidelines differently.

British Columbia Teacher's Federation:

<http://www.bctf.ca/Education/health/OHandS-Manual/Section7.html>

Dalhousie University, Environmental Health and Safety Committee:

Statement on the Use of Scented Products

<http://is.dal.ca/~ehs/scent.htm>

Halton Board of Education, Ontario:

Decision-Making Model for Students Suffering from Environmental Hypersensitivity

<http://www.bctf.ca/Education/health/OHandS-Manual/appendix7.8.html>

King Lear Senior Public School, Ontario:

www.avonmaitland.on.ca/KingLearPS/Our%20School/codeofbehaviour

New Brunswick Board of Education, School District 8:

www.district8.nbed.nb.ca/district8policy/pages/series800.htm#8056

University of Minnesota, Disability Services:

www.disserv.stu.umn.edu/TC/Admin/MCS-Guidelines.html

United States Access Board:

www.access-board.gov/news/fragrance.htm

York University, Department of Occupational Health and Safety:

www.yorku.ca/dohs/doc/Guidelines/ScentedProducts/scentedproducts

Literature Sources

These references are in addition to those listed throughout the module. They are supportive evidence and not intended to reflect a critical review of the whole literature. Individuals interested in learning more about the arguments against the health effects of scented products are referred to SPEIAC's website (above).

Anderson RC, Anderson JH. 1998. Acute Toxic Effects of Fragrance Products. In *Arch Environ Health* 53(2): 138-146.

Bridges B. 1999. Fragrances and Health. In *Environ Health Perspect* 107(7):A340.

Cone JE, Shusterman D. 1991. Health Effects of Indoor Odorants. In *Environ Health Perspect* 96: 53-59.

Fisher BE. 1998. Scents and Sensitivity. In *Environ Health Perspect* 106(12): A594-499.

Millqvist E, Bengtsson U, Löwhagen O. 1998. Provocations with Perfume in the Eyes Induce Airway Symptoms in Patients with Sensory Hyperreactivity. In *Allergy* 54: 495-499.