

## X. Appendices:

### 10. 1. Table 1

This is a table of profile highlights done by the American Community Survey in 2006 on the City of Manchester.

| <b>Social Characteristics - show more &gt;&gt;</b>                        | <b>Estimate</b> | <b>Percent</b> | <b>U.S.</b> | <b>Margin of Error</b> |
|---|-----------------|----------------|-------------|------------------------|
| Average household size  | 2.44            | (X)            | 2.61        | +/-0.10                |
| Average family size   | 3.21            | (X)            | 3.20        | +/-0.15                |
| Population 25 years and over  | 72,399          |                |             | +/-3,790               |
| High school graduate or higher  | (X)             | 87.5           | 84.1%       | (X)                    |
| Bachelor's degree or higher   | (X)             | 25.8           | 27.0%       | (X)                    |
| Civilian veterans (civilian population 18 years and over)                 | 10,911          | 13.0           | 10.4%       | +/-1,384               |
| Disability status (population 5 years and over)                           | 17,226          | 17.5           | 15.1%       | +/-2,232               |
| Foreign born  | 11,893          | 10.9           | 12.5%       | +/-2,596               |
| Male, Now married, except separated (population 15 years and over)        | 19,066          | 43.5           | 52.4%       | +/-1,605               |
| Female, Now married, except separated (population 15 years and over)      | 18,792          | 42.8           | 48.4%       | +/-1,718               |
| Speak a language other than English at home (population 5 years and over) | 18,197          | 17.9           | 19.7%       | +/-2,847               |
| Household population  | 105,803         |                |             | +/-5,881               |
| Group quarters population   | (X)             | (X)            | (X)         | (X)                    |
| <b>Economic Characteristics - show more &gt;&gt;</b>                      | <b>Estimate</b> | <b>Percent</b> | <b>U.S.</b> | <b>Margin of Error</b> |
| In labor force (population 16 years and over)                             | 60,359          | 70.2           | 65.0%       | +/-3,868               |
| Mean travel time to work in minutes (workers 16 years and over)           | 20.3            | (X)            | 25.0        | +/-1.6                 |
| Median household income (in 2006 inflation-adjusted dollars)              | 55,314          | (X)            | 48,451      | +/-4,712               |
| Median family income (in 2006 inflation-adjusted dollars)                 | 64,714          | (X)            | 58,526      | +/-4,615               |
| Per capita income (in 2006 inflation-adjusted dollars)                    | 25,278          | (X)            | 25,267      | +/-1,536               |
| Families below poverty level  | (X)             | 9.8            | 9.8%        | (X)                    |

|   |                 |                |             |                        |
|---|-----------------|----------------|-------------|------------------------|
| Individuals below poverty level                       | (X)             | 13.3           | 13.3%       | (X)                    |
| <b>Housing Characteristics - show more &gt;&gt;</b>   | <b>Estimate</b> | <b>Percent</b> | <b>U.S.</b> | <b>Margin of Error</b> |
| Total housing units                                   | 46,910          |                |             | +/-2,251               |
| Occupied housing units                                | 43,449          | 92.6           | 88.4%       | +/-1,976               |
| Owner-occupied housing units                          | 22,633          | 52.1           | 67.3%       | +/-1,622               |
| Renter-occupied housing units                         | 20,816          | 47.9           | 32.7%       | +/-2,064               |
| Vacant housing units                                  | 3,461           | 7.4            | 11.6%       | +/-1,178               |
| Owner-occupied homes                                  | 22,633          |                |             | +/-1,622               |
| Median value (dollars)                                | 236,600         | (X)            | 185,200     | +/-8,003               |
| Median of selected monthly owner costs                |                 |                |             |                        |
| With a mortgage (dollars)                             | 1,665           | (X)            | 1,402       | +/-81                  |
| Not mortgaged (dollars)                               | 618             | (X)            | 399         | +/-44                  |
| <b>ACS Demographic Estimates - show more &gt;&gt;</b> | <b>Estimate</b> | <b>Percent</b> | <b>U.S.</b> | <b>Margin of Error</b> |
| Total population                                      | 108,720         |                |             | +/-5,880               |
| Male  | 54,505          | 50.1           | 49.2%       | +/-3,687               |
| Female  | 54,215          | 49.9           | 50.8%       | +/-3,356               |
| Median age (years)                                    | 36.0            | (X)            | 36.4        | +/-1.1                 |
| Under 5 years   | 7,264           | 6.7            | 6.8%        | +/-1,649               |
| 18 years and over                                     | 84,170          | 77.4           | 75.4%       | +/-4,124               |
| 65 years and over                                     | 12,785          | 11.8           | 12.4%       | +/-1,662               |
| One race  | 107,176         | 98.6           | 98.0%       | +/-5,732               |
| White   | 99,092          | 91.1           | 73.9%       | +/-5,433               |
| Black or African American                             | 3,670           | 3.4            | 12.4%       | +/-1,106               |
| American Indian and Alaska Native                     | 95              | 0.1            | 0.8%        | +/-166                 |
| Asian   | 2,935           | 2.7            | 4.4%        | +/-1,394               |
| Native Hawaiian and Other Pacific Islander            | 0               | 0.0            | 0.1%        | +/-251                 |
| Some other race                                       | 1,384           | 1.3            | 6.3%        | +/-1,238               |
| Two or more races                                     | 1,544           | 1.4            | 2.0%        | +/-787                 |
| Hispanic or Latino (of any race)                      | 6,514           | 6.0            | 14.8%       | +/-2,065               |

## 10.2. Table 2

This table is the result of the American Community Survey done in 2006 on Educational attainment in the city of Manchester, New Hampshire.

| Subject  | Total         | Margin of Error | Male          | Margin of Error | Female        | Margin of Error |
|--|---------------|-----------------|---------------|-----------------|---------------|-----------------|
| <b>Population 18 to 24 years</b>   | <b>11,771</b> | <b>+/-1,733</b> | <b>5,814</b>  | <b>+/-1,203</b> | <b>5,957</b>  | <b>+/-1,015</b> |
| Less than high school graduate   | 20.3%         | +/-9.3          | 30.4%         | +/-13.1         | 10.4%         | +/-7.2          |
| High school graduate (includes equivalency)  | 30.6%         | +/-7.2          | 31.7%         | +/-10.4         | 29.4%         | +/-9.6          |
| Some college or associate's degree   | 30.8%         | +/-6.8          | 29.0%         | +/-10.9         | 32.5%         | +/-8.9          |
| Bachelor's degree or higher  | 18.4%         | +/-6.8          | 8.9%          | +/-5.7          | 27.6%         | +/-11.9         |
| <b>Population 25 years and over</b>  | <b>72,399</b> | <b>+/-3,790</b> | <b>36,132</b> | <b>+/-2,536</b> | <b>36,267</b> | <b>+/-2,046</b> |
| Less than 9th grade  | 5.8%          | +/-1.4          | 6.2%          | +/-2.3          | 5.3%          | +/-1.5          |
| 9th to 12th grade, no diploma  | 6.8%          | +/-1.4          | 6.7%          | +/-1.9          | 6.8%          | +/-1.9          |
| High school graduate (includes equivalency)  | 33.7%         | +/-3.6          | 35.2%         | +/-4.6          | 32.3%         | +/-4.3          |
| Some college, no degree  | 19.5%         | +/-2.6          | 19.7%         | +/-3.4          | 19.3%         | +/-3.2          |
| Associate's degree   | 8.4%          | +/-2.0          | 7.5%          | +/-2.1          | 9.4%          | +/-3.0          |
| Bachelor's degree  | 18.5%         | +/-2.3          | 17.0%         | +/-3.2          | 19.9%         | +/-3.1          |
| Graduate or professional degree  | 7.3%          | +/-1.5          | 7.6%          | +/-1.9          | 7.0%          | +/-2.1          |
| Percent high school graduate or higher   | 87.5%         | +/-2.0          | 87.0%         | +/-2.9          | 87.9%         | +/-2.4          |
| Percent bachelor's degree or higher  | 25.8%         | +/-3.0          | 24.6%         | +/-3.8          | 26.9%         | +/-3.7          |
| <b>Population 25 to 34 years</b>   | <b>15,744</b> | <b>+/-1,963</b> | <b>8,475</b>  | <b>+/-1,395</b> | <b>7,269</b>  | <b>+/-1,034</b> |
| High school graduate or higher   | 91.6%         | +/-3.9          | 86.7%         | +/-6.5          | 97.4%         | +/-2.0          |
| Bachelor's degree or higher  | 34.5%         | +/-6.7          | 31.1%         | +/-8.2          | 38.5%         | +/-9.6          |
| <b>Population 35 to 44 years</b>   | <b>16,983</b> | <b>+/-2,390</b> | <b>9,217</b>  | <b>+/-1,525</b> | <b>7,766</b>  | <b>+/-1,397</b> |
| High school graduate or higher   | 88.4%         | +/-5.2          | 86.0%         | +/-7.7          | 91.4%         | +/-6.0          |
| Bachelor's degree or higher  | 22.3%         | +/-5.1          | 17.6%         | +/-5.5          | 28.0%         | +/-7.7          |
| <b>Population 45 to 64 years</b>   | <b>26,887</b> | <b>+/-2,388</b> | <b>12,630</b> | <b>+/-1,453</b> | <b>14,257</b> | <b>+/-1,527</b> |
| High school graduate or higher   | 92.6%         | +/-2.3          | 92.8%         | +/-3.0          | 92.3%         | +/-3.0          |
| Bachelor's degree or higher  | 26.9%         | +/-4.5          | 26.3%         | +/-6.1          | 27.5%         | +/-5.3          |
| <b>Population 65 years and over</b>  | <b>12,785</b> | <b>+/-1,662</b> | <b>5,810</b>  | <b>+/-1,011</b> | <b>6,975</b>  | <b>+/-1,023</b> |
| High school graduate or higher   | 70.3%         | +/-6.7          | 76.7%         | +/-8.1          | 65.0%         | +/-8.3          |
| Bachelor's degree or higher  | 17.1%         | +/-5.0          | 22.9%         | +/-8.5          | 12.2%         | +/-4.8          |
| <b>POVERTY RATE FOR THE POPULATION 25 YEARS AND OVER FOR WHOM POVERTY STATUS IS DETERMINED BY EDUCATIONAL ATTAINMENT LEVEL</b> |               |                 |               |                 |               |                 |
| Less than high school graduate   | 23.8%         | +/-8.1          | 23.3%         | +/-11.2         | 24.3%         | +/-11.8         |
| High school graduate (includes equivalency)  | 10.4%         | +/-3.4          | 8.4%          | +/-4.6          | 12.5%         | +/-5.0          |
| Some college or associate's degree   | 6.3%          | +/-2.7          | 1.6%          | +/-1.6          | 10.8%         | +/-4.6          |
| Bachelor's degree  | 2.1%          | +/-1.5          | 1.2%          | +/-2.0          | 2.9%          | +/-2.3          |
| Graduate or professional degree  | 0.0%          | +/-2.7          | 0.0%          | +/-5.1          | 0.0%          | +/-5.5          |
| <b>MEDIAN EARNINGS IN THE PAST 12 MONTHS (IN 2006 INFLATION-ADJUSTED DOLLARS)</b>  |               |                 |               |                 |               |                 |
| <b>Population 25 years and over with earnings</b>  | <b>35,191</b> | <b>+/-1,867</b> | <b>36,992</b> | <b>+/-4,217</b> | <b>32,460</b> | <b>+/-2,293</b> |
| Less than high school graduate   | 16,066        | +/-4,177        | 14,748        | +/-4,721        | 21,145        | +/-6,861        |
| High school graduate (includes equivalency)  | 30,576        | +/-2,530        | 30,724        | +/-3,934        | 30,364        | +/-4,273        |
| Some college or associate's degree   | 38,146        | +/-3,988        | 45,214        | +/-6,693        | 33,305        | +/-3,976        |
| Bachelor's degree  | 44,263        | +/-3,666        | 57,454        | +/-9,313        | 40,002        | +/-6,648        |
| Graduate or professional degree  | 52,755        | +/-4,949        | 59,663        | +/-8,577        | 48,372        | +/-12,989       |
| <b>PERCENT IMPUTED</b>   |               |                 |               |                 |               |                 |
| Educational attainment   | 1.4%          | (X)             | (X)           | (X)             | (X)           | (X)             |

### 10.3. Monitoring Report For The Month Of February 2008

| ACTIVITIES  | DATES  | STATUS          | TIME-LINESS    | EXPLANATION FOR DELAY  | ALTERNATIVE ACTION  | ATTAINMENT OF OUTPUT  |
|---|--|-----------------|----------------|--|---|---|
| Meeting with The way Home                             | <b>Start:</b><br>03/01/07<br><b>End:</b><br>03/15/07 | Fully completed | As planned     | N/A  | N/A   | <b>Target:</b><br>- 15 refugee families received home visits<br>- 15 Refugees attended workshops  |
| Meeting with Burundian and Rwandese community leaders | <b>Start:</b><br>04/01/07<br><b>End:</b><br>04/15/07 | Fully completed | As planned     | N/A  | N/A   | <b>To date:</b><br>- 17 refugee families received home visits<br>- 11 refugees attended workshops |
| Develop materials on lead poisoning                   | <b>Start:</b><br>03/15/07<br><b>End:</b><br>03/31/07 | Fully completed | As planned     | N/A  | N/A   |   |
| Translation of Lead poisoning documents               | <b>Start:</b><br>04/01/07<br><b>End:</b><br>05/31/07 | Fully completed | Not as planned | Some of the translations were ready by the month of May but one of them was not ready because the translator was given the wrong document to | Translation of New Hampshire document and was completed on 07/20/ 07. |   |

|                                   |  |             |                |   |  |  |
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|                                   |  |             |                | translate.<br>He was given the Vermont document instead of the New Hampshire one.   |  |  |
| Printing the translated documents | <b>Start:</b><br>05/15/07<br><b>End:</b><br>05/31/07 | Not started | Delayed        | The printing of translated documents started on 12/24/2007 and will continue as needed.   | N/A                                      |  |
| Home visits                       | <b>Start:</b><br>04/19/07<br><b>End:</b><br>04/30/08 | started     | As planned     | N/A   | N/A                                      |  |
| Workshop                          | <b>Start:</b><br>07/01/07<br><b>End:</b><br>01/31/08 | Started     | Not as planned | The workshop scheduled in July did not take place? A non- profit organization called Women For Women asked the project team to help them organize a workshop for African refugee women and it was not ready for July. | The workshop was scheduled on 08/18/2007 |  |

## 10.4. SWOT analysis

| Strengths   | Weaknesses   |
|---|--|
| <b>African refugee community members:</b> <ul style="list-style-type: none"> <li>• Refugee's interest in the project.</li> <li>• Lead is a topic of concern for Manchester residents.</li> <li>• Manchester is a place with high number of those affected.</li> <li>• The city stake in alleviating poverty.</li> <li>• Life saving aspect of the project.</li> </ul> | <b>African refugee community members:</b> <ul style="list-style-type: none"> <li>• Lack of practicality in regard to solving the lead issue.</li> <li>• Exclusion of landlord in the education.</li> </ul>   |
| <b>The Home Way:</b> <ul style="list-style-type: none"> <li>• The African community is open and trusts someone from Africa.</li> <li>• To understand the culture and the language.</li> <li>• To help the community to become a healthy community.</li> </ul>   | <b>The Home Way:</b> <ul style="list-style-type: none"> <li>• Language barrier</li> <li>• Cultural diversity with little understanding.</li> <li>• Lack of experience in dealing with the community and government.</li> <li>• Challenges of financing. Lack of initial funding (printing, childcare...).</li> </ul> |
| <b>International Institute of New Hampshire:</b> <ul style="list-style-type: none"> <li>• Need in the community</li> <li>• Benefits children and future children.</li> <li>• Culturally appropriate.</li> </ul>   | <b>International Institute of New Hampshire:</b> <ul style="list-style-type: none"> <li>• Needs to reach all refugees not just Africans.</li> <li>• There are many groups working on lead poisoning; and they lack collaboration.</li> </ul>   |
| <b>Landlords</b> <ul style="list-style-type: none"> <li>• Knowledge of the</li> <li>• To maintain the house</li> </ul>  | <b>Landlords</b> <ul style="list-style-type: none"> <li>• Not only focusing on refugees.</li> <li>• For some landlords, lead poison is an unknown problem; they need to be educated.</li> </ul>  |
| <b>African refugee community leaders:</b> <ul style="list-style-type: none"> <li>• Knowledge about lead poison.</li> </ul>  | <b>African refugee community leaders:</b> <ul style="list-style-type: none"> <li>• English language.</li> </ul>  |

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| <ul style="list-style-type: none"> <li>To help their children.</li> </ul>   | <ul style="list-style-type: none"> <li>The gap between the community and agencies providing information about lead poisoning. They should go out and meet the community.</li> <li>Lack of communication between community and resettlement agencies providing orientation.</li> <li>Not providing enough orientation to refugees.</li> </ul>  |
| <b>Opportunities</b>  | <b>Threats</b>  |
| <b>African refugee community members:</b> <ul style="list-style-type: none"> <li>Allocation of funds for the project.</li> <li>Support from the community.</li> </ul>   | <b>African refugee community members:</b> <ul style="list-style-type: none"> <li>Landlord's business will be in jeopardy.</li> </ul>  |
| <b>The Home Way:</b> <ul style="list-style-type: none"> <li>To learn new cultures</li> <li>To make available pamphlets in their languages.</li> <li>People in the community learn self advocacy skills, and play a part in solving their problems.</li> <li>To learn how to handle the information they receive.</li> <li>To help the community to build the relationship with landlords.</li> <li>To help the community to achieve its own goals.</li> </ul> | <b>The Home Way:</b> <ul style="list-style-type: none"> <li>Political effect. The community members need to be empowered to speak for themselves.</li> <li>The weather may affect their ability to attend the meeting.</li> <li>More people become aware, more their capability of teaching others is developed. This decreases the market demand for trainers (outreach and education).</li> <li>Funds are needed for translation of pamphlets.</li> <li>Children who come with their parents need space and someone to supervise them during meeting time.</li> </ul> |

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| <p><b>International Institute of New Hampshire:</b></p> <ul style="list-style-type: none"> <li>• To work with other community- based organizations</li> <li>• Educate the community about lead.</li> <li>• Educate wider community about refugees</li> </ul> | <p><b>International Institute of New Hampshire:</b></p> <ul style="list-style-type: none"> <li>• Making known the lead issues in New Hampshire could cause political problems. The state can stop bringing in more refugees.</li> <li>• Funding becomes competitive. For example, if there is a Request Form Proposal (RPF) for dealing with lead poison, there will be competition to get money. Some agencies may not like to work with the project because it has received the money.</li> <li>• The landlord may refuse to participate.</li> </ul> |
| <p><b>Landlords</b></p> <ul style="list-style-type: none"> <li>• To innovate houses</li> <li>• Market: Increase the value of the house.</li> <li>• Learning about lead poison.</li> </ul>  | <p><b>Landlords</b></p> <ul style="list-style-type: none"> <li>• Busy schedule for refugees. Single parents are busy working; they do not have enough time for the meeting. Even if they attend the meeting, they need someone to stay with their young children.</li> <li>• The schedule for the meeting may not be convenient for them.</li> </ul>   |
| <p><b>African refugee community leaders:</b></p> <ul style="list-style-type: none"> <li>• To go and seek help.</li> <li>• To use the information they receive.</li> </ul>  | <p><b>African refugee community leaders:</b></p> <ul style="list-style-type: none"> <li>• Because of culture differences, refugees in their communities may be reluctant to talk to someone from a different culture.</li> <li>• Refugees are new comers. They are busy working in order to cope with a new life and some of them are single parents.</li> </ul>   |



## 10.5. STAKEHOLDER ANALYSIS

| Stakeholder                       | Stakeholder Interest(s) in the Project  | Assessment of Impact | Potential Strategies for Obtaining Support or Reducing Obstacles  |
|-----------------------------------|---|----------------------|---|
| African Refugee Community members | <ul style="list-style-type: none"> <li>- To know what lead poison is and the causes, in order to prevent it.</li> <li>- To learn how someone can be affected so that she/he can prevent lead poison from harming her/his children.</li> <li>- To behave in a way of protecting children. In case his/her house is not lead free, he/she will have to move to another lead free house.</li> <li>- To participate and be part of the project is very important.</li> <li>- They community receives free lead poisoning educational awareness and prevention strategies and free lead testing.</li> </ul> <p>(Interview with Anne Ayinkamiye Bandema, an African refugee community member on 11-24-2006)</p> | A                    | <ul style="list-style-type: none"> <li>- Because it may take time to organize the meeting in group, It will be preferable to meet community members at their houses.</li> <li>- To know where they live, where they go to church, and what time they are available.</li> <li>- To rise their interest by doing publicity.</li> <li>- To work with the community leader.</li> <li>- To offer transport for those who do not have means of transportation to attend the meeting.</li> <li>- To take advantage of cultural events and talk to them about lead poison.</li> <li>- Qualified community members will be trained and offered jobs as inspectors.</li> <li>-To talk to parents at the school meetings.</li> </ul> |
| Host organization - The Home Way  | <ul style="list-style-type: none"> <li>- If the project creates a model for community awareness, that will help to have other models for other problems. Community members will be having the skills to solve problems they have in the community.</li> </ul>   | A                    | <ul style="list-style-type: none"> <li>- The associate director will meet with the lead poisoning coordinator to discuss what can be done to include the project in their plan.</li> </ul> <p>After approval, they will set a day for a meeting with the community leaders to</p>   |

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|              | <ul style="list-style-type: none"> <li>- The project will help the organization to accomplish its goals. It will help by bringing awareness, advocacy skills to the community, to build trust and relationship with the community.</li> <li>- To find volunteers within the community and train them. After training, they will have possibilities of developing those skills and become inspectors. And they will be able to speak on their behalf.</li> <li>-If you want to talk to someone and you do not speak his or her language you Interpreters need an. You need also to know his/her culture. Culture is a big issue. It is important to know what the cultures and traditions are.</li> <li>- Time is another issue. You need to be flexible with their time. The community members go to work, school,...The Organization also needs a convenience place where to meet, how long the meeting will take, how much information, and how many people. Children who came with their mothers need to be somewhere and need someone to supervise them during meeting time. (Interview with Sandra Roseberry (The Way Home) on 11-28-2006)</li> </ul> |   | <p>explain to them the idea and the advantages of the project.</p> <ul style="list-style-type: none"> <li>- It is very important to collaborate with organizations such as the Way Home because they already have a department dealing with lead poison.</li> <li>- To work some hours a week as an intern with the Way Home may be an asset for a successful implementation of the project.</li> </ul> |
| Resettlement | - The resettlement agency gives new  | B | -The resettlement agencies give initial   |

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| <p>agency -<br/>International<br/>Institute of New<br/>Hampshire</p> | <p>arrivals a three days initial resettlement orientation and lead poisoning is part of it. Those three days are not enough to explain to them everything about lead poison. It will be good to incorporate the training into their initial resettlement orientation. It will also be good to incorporate the project in their schedule such as home visits.</p> <ul style="list-style-type: none"> <li>- Refugees will understand the document about lead poison before they sign it. The Landlords do not have time or are not willing to explain what is written on that document.</li> <li>- Refugee children will have a good health. If your children are not healthy, you become stressed by the situation and you cannot perform your job properly.</li> <li>- If there is education there is less lead poisoning. It is also good for the future of refugees. The government may refuse to bring refugees in the city which has unsolved lead problems.</li> <li>- Educating refugees about lead poison is empowering them. The more knowledge you have the more empowered you are.</li> <li>- Duplication of services. To avoid this problem, the project designer should design something that will make the</li> </ul> |  | <p>orientation to the new arrivals. It will be good to show the agency how beneficial it is to talk to new arrival and those who are already settled about lead poisoning.</p> <ul style="list-style-type: none"> <li>-To explain to the Resettlement Agency what the project intend to accomplish in order to make them comfortable and accept to support the project.</li> <li>- To make sure that there is no competition between the project and the Resettlement Agency because of funds.</li> </ul> |
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|-----------|--|---|--|
|           | <p>agency accept what he/she is doing. The agency is a federal funding agency, it has to be sure that all the services are provided in the right way.</p> <p>(Interview with Megan Bracy International Institute of New Hampshire on 11-30-2006)</p>   |   |  |
| Landlords | <ul style="list-style-type: none"> <li>- To learn what lead poison is and how to prevent it.</li> <li>- To learn how to maintain houses.</li> <li>- If people are aware of the problem, they will prevent it and will be healthy, work and pay their rent without any problem.</li> <li>- Those who are eligible will apply for government funds or other grants.</li> <li>- keeping the house in a good shape so that people can rent it.</li> <li>- The value of the house is increased if it is well maintained; and in case the landlord wants to sell it, he/she will make more money.</li> <li>- To know organizations dealing with lead poison are willing to help low income families to delead their houses.</li> <li>- To benefit from the training received which he/she can pass to others.</li> <li>- To make sure that the house is lead-free before renting it to tenants.</li> </ul> | A | <ul style="list-style-type: none"> <li>- To let landlords know the availability of agencies willing to work with them in the process of eradicating lead poison.</li> <li>- To show them the importance and advantages of deleading their houses.</li> <li>- To encourage them to apply for government funds or other grants where available.</li> </ul> |

|                                   |  |   |   |
|-----------------------------------|--|---|---|
|                                   | (Interview with Innocent Bizimana on 11-30-2006)   |   |   |
| African refugee community leaders | <ul style="list-style-type: none"> <li>- If people become aware of lead poisoning, they will prevent it.</li> <li>- To get enough information about lead poison.</li> <li>- To give orientation to new arrivals and it should be provided in native languages.</li> <li>- After learning about lead poisoning, they will avoid the problem by increasing the level of supervision of their children and tell other African refugees about it.</li> <li>- To check first houses before renting or ask the landlord if the house is inspected.</li> <li>- Some people in the community become volunteers to help others after training.</li> <li>- Well informed community leaders report to agencies and the city about the issue.</li> <li>- To save time, the community leader may ask community members to attend a group meeting instead of home visit.</li> <li>- To help the community is a volunteer job. Community leaders have to buy out time to help their communities.</li> </ul> <p>(Interview with Deng Arop Sudanese community leader on 12-01-2006)</p> | A | <ul style="list-style-type: none"> <li>- To talk to the community leaders about the importance of the project.</li> <li>- The community leader will call for a meeting with community members to tell them about the project and its advantages.</li> <li>- To follow the community leaders' schedule.</li> </ul> |

| 10.6. Tenants Advocacy Database  |  |                             |                             |                             |  |  |  |
|----------------------------------|--|-----------------------------|-----------------------------|-----------------------------|--|--|--|
| Name of Family                   |  |                             |                             |                             |  |  |  |
| Street name and apartment number | 273 Cedar Street, 2 <sup>nd</sup> floor    | Manchester Gardens          | 30 Healy Street             | 26 West Baker Street        | 4 Brook Street, #18                        | 95 Douglas Street, first floor             | 213 Pine Street, 3rd floor                 |
| City                             | Manchester                                 | Manchester                  | Manchester                  | Manchester                  | Manchester                                 | Manchester                                 | Manchester                                 |
| State                            | NH   | NH                          | NH                          | NH                          | NH   | NH   | NH   |
| Country of Origin                | Burundi                                    | Rwanda                      | Rwanda                      | Burundi                     | Burundi                                    | Burundi                                    | Burundi                                    |
| Native Language                  | Kirundi                                    | Kinyarwanda <sup>a</sup>    | Kinyarwanda <sup>a</sup>    | Kirundi                     | Kirundi                                    | Kirundi                                    | Kirundi                                    |
| English Speaking                 | N  | Y, Some                     | Y, Some                     | N                           | N  | N  | N  |
| Resettlement Agency              | International Institute                    | Lutheran Services           | ? From Texas                | Lutheran Services           | International Institute                    | International Institute                    | International Institute                    |
| Name of Tenant Advocate          | Sandra / Bizimana                          | Sandra / Bizimana           | Sandra / Bizimana           | Sandra / Bizimana           | Sandra / Bizimana                          | Sandra / Bizimana                          | Sandra / Bizimana                          |
| Reason for Home Visit            | New Refugees-<1978 home, Pb, Healthy Homes | Refugees, PB, Healthy Homes | Refugees, PB, Healthy Homes | Refugees, PB, Healthy Homes | New Refugees-<1978 home, Pb, Healthy Homes | New Refugees-<1978 home, Pb, Healthy Homes | New Refugees-<1978 home, Pb, Healthy Homes |
| Date of First Home Visit         | 4/19/2007                                  | 5/10/2007                   | 6/6/2007                    | 6/13/2007                   | 6/27/2007                                  | 7/13/2007                                  | 7/30/2007                                  |
| Number of Children               | 7  | 2                           | 3                           | 5                           | 4  | 1  | 6  |
| Child w / pb?                    | N  | N                           | N                           | Y                           | N  | N  | N  |

|   |   |                               |   |   |                             |                             |                             |
|---|---|-------------------------------|---|---|-----------------------------|-----------------------------|-----------------------------|
|   |   |                               |   |   |                             |                             |                             |
| 273 Cedar Street, 3rd floor                 | 273 Cedar Street, 1st floor                 | 247 Central Street, 1st floor | 92 Brook Street, Apt. # 5                   | 246 Main Street, Apt. #10                   | 15 Kimball Street, Apt. # 3 | 227 Pine Street, 3rd floor  | Pine Street, 3 rd floor     |
| Manchester                                  | Manchester                                  | Manchester                    | Manchester                                  | Manchester                                  | Manchester                  | Manchester                  | Manchester                  |
| NH  | NH  | NH                            | NH  | NH  | NH                          | NH                          | NH                          |
| Burundi                                     | Burundi                                     | Rwanda                        | Burundi                                     | Burundi                                     | Burundi                     | Burundi                     | Burundi                     |
| Kirundi                                     | Kirundi                                     | Kinyarwanda                   | Kirundi                                     | Kirundi                                     | Kirundi                     | Kirundi                     | Kirundi                     |
| N   | N   | Some                          | Some  | N   | Some                        | N                           | N                           |
| International Institute                     | International Institute                     | ? From Texas                  | International Institute                     | International Institute                     | Lutheran Services           | International Institute     | International Institute     |
| Sandra / Bizimana                           | Sandra / Bizimana                           | Sandra / Bizimana             | Sandra / Bizimana                           | Bizimana                                    | Bizimana                    | Bizimana                    | Bizimana                    |
| New Refugees- <1978 home, Pb, Healthy Homes | New Refugees- <1978 home, Pb, Healthy Homes | Refugees, PB, Healthy Homes   | New Refugees- <1978 home, Pb, Healthy Homes | New Refugees- <1978 home, Pb, Healthy Homes | Refugees, PB, Healthy Homes | Refugees, PB, Healthy Homes | Refugees, PB, Healthy Homes |
| 8/10/2007                                   | 8/15/2007                                   | 8/15/2007                     | 10/24/2007                                  | 1/4/2008                                    | 2/8/2008                    | 2/18/2008                   | 2/18/2008                   |
| 6   | 6   | 4                             | 2   | 6   | 3                           | 4                           | 1                           |
| N   | N   | Y                             | N   | N   | Y                           | N                           | N                           |

|                                |                                |
|--------------------------------|--------------------------------|
|                                |                                |
|                                |                                |
| 92 Brook Street,<br>apt. 19    | 92 Brook Street,<br>apt. 12    |
|                                |                                |
| Manchester                     | Manchester                     |
| N.H                            | N.H                            |
| Burundi                        | Burundi                        |
|                                |                                |
| Kirundi                        | Kirundi                        |
| N                              | N                              |
| International<br>Institute     | International<br>Institute     |
| Bizimana                       | Bizimana                       |
|                                |                                |
| Refugees, PB,<br>Healthy Homes | Refugees, PB,<br>Healthy Homes |
| 3 / 28 / 2008                  | 3 / 28 / 2008                  |
|                                |                                |
| 3                              | 5                              |
| N                              | N                              |



## 10.7. Survey questions on lead poisoning awareness

### I Demographics: Please tell us a little about yourself

1. Please tell us your ethnicity
 

|                           |    |
|---------------------------|----|
| Black/African American    | -- |
| Caribbean/Virgin Islander | -- |
| Hispanic/Mexican          | -- |
| Hispanic/Puerto Rican     | -- |
| Hispanic/Other            | -- |
| Native American/Alaskan   | -- |
| White/Caucasian           | -- |
| Asian/Pacific Islander    | -- |
| Other                     | -- |
2. Please tell us how many children you have: --
3. Please tell us the age of each child (years): --
4. Please tell us your age (years):
5. What is your relationship with the child(ren) that you are dropping off/picking up at this day care:
 

|                   |    |
|-------------------|----|
| Mother            | -- |
| Father            | -- |
| Grandmother       | -- |
| Grandfather       | -- |
| Brother           | -- |
| Sister            | -- |
| Aunt              | -- |
| Uncle             | -- |
| Other relative    | -- |
| Other nonrelative | -- |
| (please describe) | -- |
6. What was your household's total income before taxes in 2000?
 

|                   |    |
|-------------------|----|
| Less than \$5,000 | -- |
| \$5,000-\$9,999   | -- |
| \$10,000-\$14,999 | -- |
| \$15,000 \$19,999 | -- |
| \$20,000 \$24,999 | -- |
| \$25,000 \$29,999 | -- |
| \$30,000-\$39,999 | -- |
| \$40,000 \$49,999 | -- |
| \$50,000 or more  | -- |

### II. The following questions ask about your current knowledge of lead poisoning. Please answer to the best of your ability without looking up the answers or asking for help

7. Which of the following are sources of lead exposure for children in the home? (Circle one number on each line)

|  | Yes/True | No/False |
|--|----------|----------|
| Dust and paint chips from peeling paint                  | 1        | 2        |
| Drinking water from pipes that contain lead              | 1        | 2        |
| Dirt and dust from hallways and other high-traffic areas | 1        | 2        |
| Window mini-blinds, manufactured before 1996             | 1        | 2        |

|   |   |   |
|---|---|---|
| Some folk remedies                        | 1 | 2 |
| Glaze on imported pottery or<br>porcelain | 1 | 2 |

8. Which of the following groups are at greatest risk of lead poisoning? (Circle one number on each line)

|  | Yes | No |
|--|-----|----|
| a. Small children, younger than 6<br>years | 1   | 2  |
| b. Older children 6 12 years of age        | 1   | 2  |
| c. Pregnant women                          | 1   | 2  |

9. The following are things you can do to reduce the risk of lead exposure in children? (Circle one number on each line)

|  | Yes | No |
|--|-----|----|
| Always use COLD water for cooking<br>and drinking            | 1   | 2  |
| Wash child's hands before his/her<br>meals and snacks        | 1   | 2  |
| Dust and sweep home often                                    |     |    |
| Wet mop window sills and wells with<br>household cleaner     | 1   | 2  |
| Make sure my child gets all his/her<br>immunizations (shots) | 1   | 2  |
| Wash child's toys once a week                                | 1   | 2  |

10. Lead poisoning may affect a child in which of the following ways? (Circle all that apply)

|  | Yes | No |
|--|-----|----|
| a. Slow a child's development  | 1   | 2  |
| b. Cause behavior problems (difficult<br>to concentrate, easily upset) | 1   | 2  |
| c. Learning difficulties at school                                     | 1   | 2  |

11. Lead poisoning can easily be detected by a doctor by examining the child.

| Yes | No |
|-----|----|
| 1   | 2  |

12. The ONLY way to find out whether a child has lead poisoning is to have a blood test taken

| Yes | No |
|-----|----|
| 1   | 2  |

III. The following list describes the kinds of messages that the Hartford Health Department has posted or otherwise broadcast throughout the community that have been focused on the hazards of lead and lead poisoning Please tell us whether or not you remember EVER seeing the following by the checking the appropriate box:

13. A special postmark stamp on an envelope of a card or letter

[ ] remember seeing this      [ ] do not remember seeing this

14. A sign on a city sanitation truck warning you of lead poisoning  
☐ remember seeing this    ☐ do not remember seeing this
15. A local newspaper advertisement warning you of lead poisoning  
☐ remember seeing this    ☐ do not remember seeing this
16. An advertisement on a milk or orange juice carton warning you about lead poisoning  
☐ remember seeing this    ☐ do not remember seeing this
17. A sign on a city bus or a city bus shelter warning you about lead poisoning  
☐ remember seeing this    ☐ do not remember seeing this
18. A billboard on the side of a road or highway warning you about lead poisoning  
☐ remember seeing this    ☐ do not remember seeing this
19. A display table in a paint or hardware store offering information about lead poisoning  
☐ remember seeing this    ☐ do not remember seeing this
20. Lead poisoning prevention art work display at the state capital  
☐ remember seeing this    ☐ do not remember seeing this
21. The video called A Perfect Partnership on Hartford Public Access Television  
☐ remember seeing this    ☐ do not remember seeing this
- IV. Please tell us whether or not you have taken the following steps within the past year to prevent lead poisoning and whether you took these steps as a result of seeing one of our messages. Fill in the appropriate box for each:
22. I asked my pediatrician about getting my child tested for lead poisoning  
☐ Yes    ☐ No
23. I have called a phone number listed on a sign/advertisement to learn more about lead poisoning  
☐ Yes    ☐ No
24. I have changed the way I cook or clean in order to reduce the risk of lead poisoning  
☐ Yes    ☐ No
25. I have changed the kinds of foods that I feed my family in order to reduce the risk lead poisoning  
☐ Yes    ☐ No
26. I have spoken to my landlord about the hazards of lead poisoning  
☐ Yes    ☐ No    ☐ Not applicable
27. I have taken other steps to prevent lead poisoning or to learn more about lead safety  
☐ Yes    ☐ No

If yes, please describe: --

28. I have taken this/these steps because I saw or heard one of  
the messages that were described above                    ☐ Yes    ☐ No

If yes which message or messages prompted you to take these  
steps? Please check:

|                                |    |
|--------------------------------|----|
| Postmark stamp                 | -- |
| Sign on sanitation truck       | -- |
| Newspaper ad                   | -- |
| Ad on milk/orange juice carton | -- |
| Sign on bus/shelter            | -- |
| Billboard                      | -- |
| Hardware store display         | -- |
| Artwork display                | -- |
| Video A Perfect Partnership    | -- |

## 10.8. The lead poisoning prevention bill

### CHAPTER 293

#### SB 176-FN – FINAL VERSION

03/22/07 0643s

16May2007... 1534h

06/27/07 2216CofC

06/27/07 2386eba

2007 SESSION

07-0690

01/09

#### SENATE BILL ***176-FN***

AN ACT relative to lead paint poisoning and establishing a commission to study the current childhood lead poisoning prevention law, policies, and standards.

SPONSORS: Sen. DeVries, Dist 18; Sen. Barnes, Dist 17; Sen. Burling, Dist 5; Sen. Cilley, Dist 6; Sen. D'Allesandro, Dist 20; Sen. Estabrook, Dist 21; Sen. Foster, Dist 13; Sen. Fuller Clark, Dist 24; Sen. Hassan, Dist 23; Sen. Janeway, Dist 7; Sen. Kelly, Dist 10; Sen. Odell, Dist 8; Sen. Sgambati, Dist 4; Sen. Roberge, Dist. 9; Rep. MacKay, Merr 11; Rep. Rosenwald, Hills 22; Rep. Nordgren, Graf 9; Rep. Donovan, Sull 4; Rep. Pilliod, Belk 5

COMMITTEE: Health and Human Services

AMENDED ANALYSIS

This bill:

- I. Lowers the blood lead level that determines when a child is lead poisoned.
- II. Allows the commissioner of the department of health and human services to inspect other units of a multi-unit dwelling when a child has been found to be lead poisoned in one of the units.
- III. Extends the period of time that interim controls may be used as an alternative to lead hazard abatement under certain circumstances.
- IV. Establishes a commission to study the current childhood lead poisoning prevention law, policies, and standards.

-----  
Explanation: Matter added to current law appears in ***bold italics***.

Matter removed from current law appears [~~in brackets and struckthrough.~~]

Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

03/22/07 0643s

16May2007... 1534h

06/27/07 2216CofC

06/27/07 2386eba

07-0690

01/09

STATE OF NEW HAMPSHIRE

*In the Year of Our Lord Two Thousand Seven*

AN ACT relative to lead paint poisoning and establishing a commission to study the current childhood lead poisoning prevention law, policies, and standards.

*Be it Enacted by the Senate and House of Representatives in General Court convened:*

293:1 Lead Paint Exposure; Investigations. Amend the introductory paragraph of RSA 130-A:5, I to read as follows:

I. The commissioner shall investigate cases of lead poisoning in children reported under RSA 141-A whose blood lead level meets or exceeds ~~[20]~~ **10** micrograms per deciliter of whole venous blood, as reported on 2 separate tests except that a blood lead level may be designated as elevated by the health care provider when the level reported meets or exceeds ~~[20]~~ **10** micrograms per deciliter on the first venous test. With such a declaration, a second test shall not be required. The commissioner may also conduct investigations when there is reason to believe that a lead exposure hazard, as defined in RSA 130-A:1, XVI(b) and (d), for a child exists. Such investigations shall include, but not be limited to:

293:2 Lead Paint Exposure; Inspections. Amend RSA 130-A:6, I to read as follows:

I. The commissioner may, as part of an investigation conducted under RSA 130-A:5 ~~[and after making reasonable efforts to notify the owner or the owner's agent]~~, conduct an inspection of any leased or rented dwelling or dwelling unit during business hours, or at a time mutually agreed ~~[to]~~ **upon with the owner or the owner's agent**, for the purposes of identifying the presence of lead base substances. The findings of the inspection shall be provided to the occupant, the health authority, the child's health care provider and to the owner or the owner's agent. ***If the leased or rented dwelling has multiple units, and if a lead exposure hazard is determined to exist during an investigation conducted under RSA 130-A:5, the commissioner shall conduct inspections of all other dwelling units of the leased or rented dwelling with the owner or owner's agent for the purposes of identifying the presence of lead base substances. The findings of these inspections shall be provided to the occupant, the health authority, and the owner or the owner's agent.*** When a lead exposure hazard is determined to exist per RSA 130-A:1, XVI(a), (b) or (c), the commissioner shall issue an order requiring lead hazard reduction to the owner and, if appropriate, to the owner's agent. When a lead exposure hazard is determined to exist per RSA 130-A:1, XVI(d), the commissioner may issue an order requiring lead hazard reduction to the owner and, if appropriate, to the owner's agent. A copy of the order shall be provided to the occupants of the dwellings or dwelling unit, to the occupants of any adjacent or attached dwellings or dwelling units having the same owner and where a child resides, and to the health authority. An order shall be issued in accordance with RSA 130-A:7.

293:3 Lead Paint Exposure; Property Owner Notification. Amend RSA 130-A:6-a, I and II to read as follows:

I. The department shall make reasonable efforts to notify in writing the owner of a dwelling or dwelling unit where the child resides if lead levels of ~~[10 to 19.9]~~ **7.5 to 9.9** micrograms per deciliter are found in the child's blood. Such notice to the property owner shall specify that it is neither a finding that a lead exposure hazard exists in the property nor is it an order for lead hazard reduction.

II. Eviction of a tenant based on the presence in the dwelling or dwelling unit of a child with a blood level of ~~[10 to 19.9]~~ **7.5 to 9.9** micrograms per deciliter shall be unlawful. There shall be a rebuttable presumption that any eviction action, instituted by the owner within 6 months of receipt of the notice sent by the department pursuant to paragraph I, is based on the child's elevated blood lead level. If a court finds that an eviction is based on the child's elevated blood lead level, it shall deny the eviction and award damages to the tenant pursuant to RSA 540:14, II. However, if an owner in response to the notice from the department discovers a lead exposure hazard in the dwelling or dwelling unit, the owner may proceed with relocation of the tenants, provided that the owner meets the requirements of RSA 130-A:8-a, I or II.

293:4 Lead Paint Exposure; Enforcement. Amend RSA 130-A:7, V to read as follows:

V. Interim controls, as defined in this chapter, may be used as an acceptable alternative to lead hazard abatement only with the prior written approval of the commissioner and for a period not to exceed 2 years. Within that 2-year period the person subject to the order shall either take the steps necessary to eliminate or enclose the lead exposure hazards or remove the dwelling or dwelling unit from the rental market. ***For orders issued in leased or rented dwellings where no child resides or frequents regularly at the time of inspection and issuance of the order, interim controls may be used for a period exceeding 2 years with the prior written approval of the commissioner if a hardship is claimed by the lessor and approved by the commissioner and if a lead exposure hazard reduction plan or any other subsequent plan is adopted and in place at the department to address compliance with the intent of this section. The commissioner shall adopt rules, under RSA 541-A, for the procedures for extensions of interim controls.***

293:5 Lead Paint Exposure; Prohibitions. Amend RSA 130-A:9, II through IV to read as follows:

II. No person shall perform or cause to be performed a lead inspection or lead risk assessment, as defined in HE-P ~~[1602:44]~~ **1600**, in a dwelling or dwelling unit or in a child care facility in any manner other than as provided for in rules adopted under RSA 130-A:10.

III. No child or pregnant woman shall be present in a leased or rented dwelling or dwelling unit, or in a child care facility, during the period of lead hazard reduction when the method of reduction causes the release of lead base substances which may be inhaled or ingested. The dwelling or dwelling unit or the child care facility shall not be reoccupied until an inspection is performed which indicates the lead exposure hazard has been reduced. The commissioner shall include this prohibition in any order issued under RSA 130-A:7.

IV. No person performing inspections or lead risk assessments, as defined in HE-P ~~[1602:44]~~ **1600**, for the presence of lead base substances as a lead inspector or lead risk assessor after lead hazard reduction shall perform or have performed the lead hazard reduction.

293:6 Lead Paint Exposure; Rulemaking. Amend RSA 130-A:10, IV to read as follows:

IV. Fees to be collected for the issuance of licenses to lead inspectors, lead risk assessors, lead abatement contractors, for certification of lead abatement workers and lead clearance testing technicians, for testing resulting from investigations~~[-for certification of laboratories]~~, for certifications of training programs, and for notifications under RSA 130-A. Property owners who own more than 4 but fewer than 7 dwelling units shall pay a fee for licensure which is 1/2 of that paid by other lead abatement contractor licensees. Such reduced fee license shall only be valid for work on dwellings or dwelling units owned by such license holder.

293:7 Rulemaking. Amend RSA 130-A:10, VI to read as follows:

VI. Procedures for issuing orders under RSA 130-A:7, including procedures for extending the time available for lead hazard reduction ***and interim controls for leased or rented dwellings where no child resides or frequents regularly at the time of inspection and issuance of the order.***

293:8 Lead Paint Exposure; Administrative Fines. Amend RSA 130-A:14 to read as follows:

130-A:14 Administrative Fines. The commissioner, after notice and hearing and pursuant to rules adopted under RSA 541-A, may impose an administrative fine not to exceed \$2,000 for each offense upon any person who violates any provision of this chapter or rules adopted under this chapter. Rehearings and appeals from a decision of the commissioner shall be in accordance with RSA 541. Any administrative fine imposed under this section shall not preclude the imposition of further penalties or administrative actions under this chapter. The commissioner shall adopt rules, under RSA 541-A, relative to administrative fines which shall be scaled to reflect the scope and severity of the violation. The sums obtained from the levying of administrative fines under this chapter shall be forwarded to the state treasurer to be deposited into the ~~[general fund]~~ **lead poisoning prevention fund established in RSA 130-A:15**.

293:9 Lead Paint Exposure; Lead Poisoning Prevention Fund. Amend RSA 130-A:15 to read as follows:

130-A:15 Lead Poisoning Prevention Fund. There is hereby established the lead poisoning prevention fund to be used to carry out the provisions of this chapter. The fund shall be composed of fees ~~[collected in accordance with this chapter]~~, **finances, gifts, grants, donations, bequests, or other moneys from any public or private source and shall be used to implement and encourage lead paint removal and education**. The fund shall be nonlapsing and shall be continually appropriated to the commissioner of the department of health and human services for the purposes of this chapter.

293:10 Commission Established. There is established a commission to study childhood lead poisoning prevention laws, policies, and standards in New Hampshire.

293:11 Membership and Compensation.

I. The members of the commission shall be as follows:

- (a) Two members of the senate, appointed by the president of the senate.
- (b) Two members of the house of representatives, appointed by the speaker of the house of representatives.
- (c) The governor, or designee.
- (d) The attorney general, or designee.
- (e) The commissioner of the department of health and human services, or designee.
- (f) The commissioner of the department of education, or designee.
- (g) A parent of a lead poisoned child, appointed by the governor.
- (h) A lead safe renovator/instructor, appointed by the commissioner of the department of health and human services.



- (i) Three representatives of the New Hampshire Property Owners Association, appointed by the association.
- (j) Two New Hampshire property owners, one owning a property of 4 or fewer units and one owning a property of 20 or more units, appointed by the governor.
- (k) A representative of the insurance industry, appointed by the insurance commissioner.
- (l) A representative of The Way Home, appointed by such organization.
- (m) A representative of a municipal health department, appointed by the commissioner of health and human services.
- (n) A representative of the Minority Health Office, department of health and human services, appointed by the office.
- (o) A representative of the Endowment for Health, appointed by such organization.
- (p) A representative of the New Hampshire Charitable Foundation, appointed by the foundation.
- (q) The program director of the Dartmouth Toxic Metals Research Program, Center for Environmental Health Sciences, Dartmouth College, or designee.
- (r) A representative of a local lead action committee, appointed by the commissioner of the department of health and human services.
- (s) A representative of the New Hampshire Association of Realtors, appointed by the president of the association.
- (t) A representative of New Hampshire Legal Assistance, familiar with tenant issues, appointed by the executive director.

II. Legislative members of the commission shall receive mileage at the legislative rate when attending to the duties of the commission.

#### 293:12 Duties; Funding.

I. The commission shall identify and consider the full range of legislative and policy strategies that may be effective in furthering lead poisoning prevention in New Hampshire. In its deliberation, the commission shall seek input from individuals or entities that the commission deems relevant to its study recognizing that all stakeholders will need to work together to develop fair and workable solutions that prevent childhood lead poisoning for the purposes of examining the following issues of concern, including but not limited to:

- (a) The efficacy of current laws, regulations, education and certification standards, and clinical protocols in reducing the exposure of children to lead hazards.
- (b) Examining evidenced-based or promising practices from other states and jurisdictions relative to statewide policy, local ordinance, educational programming and financing strategies.

(c) Considering the economic impact of lead prevention policies and determining strategies and funding mechanisms for distributing the economic costs as broadly as possible.

(d) Examining the insurance-related concerns tied to lead and lead exposure including accessibility to insurance coverage and liability issues.

(e) Developing strategies and protocols for addressing the needs of particular communities or regions of the state or certain populations within the state most impacted by lead poisoning.

II. The commission may seek grant funding support to carry out its duties under paragraph I.

293:13 Chairperson. The members of the commission shall elect a chairperson from among the members. The first meeting of the commission shall be called by the first-named senate member. The first meeting of the commission shall be held within 45 days of the effective date of this section.

293:14 Report. The commission shall report its findings and any recommendations for proposed legislation to the president of the senate, the speaker of the house of representatives, the senate clerk, the house clerk, the governor, and the state library on or before November 1, 2008.

293:15 Repeal. The following are repealed:

I. RSA 130-A:5, II, relative to investigations.

II. RSA 130-A:12, IV, relative to certification of laboratories.

293:16 Effective Date.

I. Sections 10-14 of this act shall take effect upon its passage.

II. The remainder of this act shall take effect January 1, 2008.

Approved: July 12, 2007

Effective: I. Sections 10-14 shall take effect July 12, 2007.

II. Remainder shall take effect January 1, 2008.

## **10.9. Translated Document in Kirundi**

**Uburozi bwa “plomb” n’ amazu ashaje. (Lead Poisoning and Old Homes)**

Uburozi bwa “plomb” burashobora kugira ingaruka mbi ku mwana no mu gutera imbere mwishure kwiwe mu bumenyi.

Aka gatabo kazotwigisha inzira zoroshe z’ingene twokingira abana bacu.

Amazu yo muri New Hampshire yubatswe imbere ya 1950 kenshi aba arimwo “plomb” mu marangi cankwe ingese z’ imbaho bazikozemwo. Kwigurura amadirisha cankwe kugara imiryango bituma haboneka akavumbi kakeye umwana wanyu ashobora guhumeka cankwe akarya.

Abana benshi ntibigera berekana ibimenyetso vy’ uburozi bwa “plomb”. Iyo bapimye amaraso ni yo nzira yo nyene izwi babona ko umwana yabaye kuri “plomb”.

### **Imigenzo itumberanye n’ amagara Kugira dukingire abana bacu “plomb”.**

#### *Ku mwana wacu:*

- Kubera abana bashira ibintu batoraguye mu kanwa kabo, bakarabishe intoke no mu maso imbere yuko bafungura, kubaryamika ku manywa cankwe kubaryamika mu ijoro, cankwe inyuma yo gukinira hanze.
- Cisha mu mazi ibikiroshe vyose bakoresha mu gukina, ibipupe bakoresha imisi yose. Cisha mu mazi ibindi bikoresho vyo gukina ukoresheje isabuni wuguruye amazi. Bikore buri cumwero cankwe iyo bikorotse hasi.
- Koresha umucanga ufutswe n’ ibikarato kugira abana bakinire hanze batarinze gukinira ahantu hasi handujwe na “plomb”.

#### *Ku vyokurya:*

Mu gihe umwana wanyu yariye ibiryo bikwiriye vya ndemamubiri, “plomb” ntaco izomusinzikaza.

- Kurya vyibura gatatu ku musi kandi bikaba ari ibiryo bikwiriye ukaja uracishamwo udusuguti n’ utundi tuntu tworoshe two kwicisha inzara hagati yayo masaha ufungura nyakuri.
- Kugabanya ibiryo birimwo amavuta menshi (“hot dogs”, “chips” n’ ifiriti).
- Kurya ibiryo birimwo ivyokurya bitanga inguvu arivyo inyama ziseye, inkoko, isamaki, ingano, ivyamwa, ibiharage, ibiyoba, amavuta avuye mu biyoba basiga ku mikati, n’ imboga zurwasi rutoto.

#### *Ku mazu yanyu:*

Buri cumwero, koresha isabune n’ amazi:

- Kutotesha ukakura ivumbi ku matapi
- Kutotesha ukoza amadirisha (ku nkingira za madirisha ) no hasi ku madirisha
- Hanagura amarangi ubona adafashe neza, cankwe agitose ukoresheje agatambara gatose
- Koresha “gants” kandi urabe neza ko warongoroye neza n’amazi meza.

#### *Guhanagura / gukoropa:*

Vanga amazi y’ akazuyazi n’isabune ikwiriye kugira utoteshe ahantu handuye kugira ukureho ubucafu bwose.

Kuvyerekeye hasi, amatapi na turya bashira imbere y' imiryango; hari uburyo butatu umuntu yotora kugira akoreshe:

1. Koreshe ca gikoresho citwa "vacuum" (icuma kijejwe gukura ivumbi no gukubura mu nzu) bakoresha citwa "Hepa" ari co ciza gikomeye kigakora neza. Murashobora kukodesha ico gikoresho mugihe muriko muragira ibikorwa vyo kwagura cankwe gusubiramwo utuntu tumwe tumwe twononekaye ku mazu yanyu.
2. "Vacuum" nziza mwokoresha rero ni ya yindi bakwega, ifise umukubozo ukomeye, ukora neza kurusha iyindi bakoresha mu mazu.
3. "Vacuum" isanzwe bakoresha ku mazu irashobora kukwiza hose akavumbi ka bwa burozi. Agatambara gatose, cankwe ikintu gitose cose co guhanagura kirashobora gufasha kwirinda ivumbi.

Shira akamenyetso ku kibazo, utange ico wokora kugira utangure ubu nyene gukingira umwana wawe kuri bwa burozi bwa "plomb." Ku musi

- ☐ Kwoza intoki z'abana no mu maso imbere yo gufungura, kuruhuka cankwe kuryama mwijoro.
- ☐ Kwoza ibikinisho vy'abana n' isabuni ukoresheje amazi yo kw' ibomba yuguruye.
- ☐ Gutegura ibifungurwa bidafise amavuta menshi, birimwo ivyokurya ndemamubiri usanga kenshi bifise za vitamini nyinshi zitanga inguvu

ku ndwi

- ☐ Kutotesha ugakura ivumbi hasi, ugatotesha amadirisha no ku nkengera n'inyuma zayo ukoresheje isabuni yica imigera hamwe n'amazi avanze.
- ☐ Kwoza ibikinisho vy'abana n'isabuni ukoresheje amazi yo mw' ibomba yuguruwe.

Ku mwaka (kubana barenze imyaka itandatu)

- ☐ Ganira n'umufasha wa muganga cankwe muganga ajejwe ivyerekeye amagara y'umwana wanyu kuvyerekeye ivyo gufatwa amaraso.

Kugira uronke inkuru n'ubumenyi, hamagara ibiro bijanye no gukingira abana ubwo burozi mu gace ubamwo ka New Hampshire kuri *New Hampshire Childhood Lead Poisoning Prevention Program*, kuri ibi biharuro: 8008975323.

Muri Manchester, hamagara ibiro biraba amagara kuri ibi biharuro 6246466 cankwe kuri ibi biro vyitwa H.A.V.E ibiharuro uhamagara akaba ari za telefone z' ubuntu ari zo zizi: 8885435323.

Source: New Hampshire Childhood Lead Poisoning Prevention Program  
Translated in Kirundi by Laura Nduwimana

## 10.10. Translated documents in Kinyarwanda

### 10.10.1. Indyo nziza yubaka umubiri. (Good Foods For Healthy Bodies)

Indyo nziza yubaka umubiri



Iryo nziza iduha:

- Poroteyin
- Kalisiyumu
- Vitamini
- "Minerales"
- "Folate"
- Ibinure by'ingenzi ku mu biri
- "Fibre"

Poroteyini na Feri



Kurya ibiryo byiza no gukora imyitozo bifasha kubaka imibiri. Reka turebe bimwe mu biryo by'ingenzi. Kora uko ushoboye uvuge uko wumva umeze n' ibyo wakora mu gihe ufite ubuzima bwiza; unavuge ku byerekeye ibiryo bidafite intungamubiri kandi bikaba bituma umuntu agira ubuzima bubi.

Indyo nziza iduha intugamubirinka poroteyine, karisiyumu, vitamini, "Minerales", "Folate", Ibinure by'ingenzi ku mu biri na "Fibre". Izi ntungamubiri zirimo ibyubaka umubiri. Mu kureba aya mafoto turibuvuge no ku biryo dukunda kurya. Turiburebe kandi niba birimo intungamubiri dukeneye mu kubaka umubiri.

Inyama, amafi, amagi, amata, foromaje n' ibikomoka kuri soya birimo poroteyine nyinshi kandi bikaba birimo feri. Ibishyimbo n' ubunyombwa ubivanze n' ibinyampeke na byo bitanga poroteyine nyinshi. Urugero rwiza twatanga ni umugati uva ku binyampeke usize "peanut butter". Ni byiza ko "peanut butter" iba ari umwimerere. Reba niba yanditseho "Natural". Izindi "peanut butter" zikoresha "hydrogenated fats" n' isukari kandi si byiza ku buzima bwanyu.

Vitamiini za B, Feri, “Folate”, “Fiber” na Poroteyini



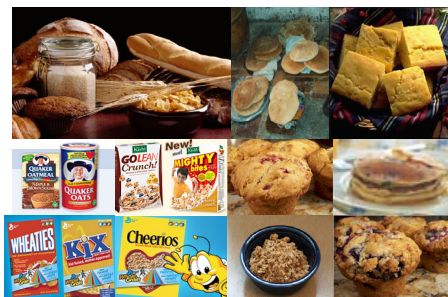
Bikenewe mu kubaka imitsi, mu gukora neza k’umutima, kujyana “oxygen” mu mubiri, kurwanya indwara n’ibindi bibazo umwana ashobora kuvukana. ‘Fiber’ ifasha kutagugara mu nda, kugabanya “cholesterol” ikanapima “glucose” ikenewe mu maraso. Poroteyini ni ingenzi cyane mu kubaka imitsi, “hormones, enzyme” n’ibirinda umubiri. Soya irimo poroteyini nyinshi. Kuvanga ibishyimbo n’umuceri, ibigori cyangwa ibindi binyampeke bitanga poroteyini nyinshi. Ibiryo bigaragara kuri iyi foto—ibishyimbo, umuceri, n’ifu y’ ibigori—bitanga indyo ikize kuri poroteyini n’ ubwo nta nyama zirimo. Imboga rwatsi zongera feru, na vitamini. Itomati zo zongera vitamini C. Indyo y’invange ni ingenzi ku mubiri.

Karisiyumu, Poroteyini na vitamini D



Ibikomoka ku mata na soya biduha kalisiyumu, vitamini D na poroteyine nyinshi imibiri yacu ikeneye kugira ngo ikomeze amagufa, amenyi n’ imitsi. “Yogurt” yongera itungamubiri zo gufasha kutagugara mu nda. Akenshi, n’ abantu bafite ibibazo byo kugugara mu nda kubera ko banyweye amata cyangwa bariye foromaje bashobora kurya “yogurt” yuzuyemo karisiyumu, vitamini D na proteyine nyinshi. Shakisha “yogurt” irimo “lactobacillus acidophilus” nka “Stonyfield Farm yogurt.” Amata ya soya na tofu bishobora gusimbura amata n’ibindi biyakomokaho; bikaba binafite karisiyumu, vitamini D na poroteyini nyinshi.

Vitamin za B na “Fiber”



Umugati w’invange z’ibinyampeke na “cereals” bitanga vitamini za B na “Fiber”. Ibinyampeke ushobora kugura muri WIC bifite akarusho nka vitamini na feru byongewemo. Ushobora no kongeramo “molasses”, amatunda nka pome, imineke, “blue berries” cyangwa inkeri n’andi matunda yumishwa nk’ imizabibu na “prunes” byongera vitamini na feru byinshi kandi bikanaryoha.

Vitamin za C, A na "Folate"



Vitamin za C, A na "Folate"



Indyo yuzuye, isa neza yubaka umubiri  
ikanawukomeza



Ni byiza kurya imboga zitoshye, zitanga vitamini nyinshi z'ingenzi, "Minerals" na "fiber", n' uko zisa bituma umuntu ashaka kuzirya.

Vitamini C ituma imiyoboro y'amaraso agatsintsino, imitsi n' amagufa bikomera,. Inarinda umubiri indwara. Amatunda n'imboga birimo "carotenoids" bihinduka vitamini A iyo bigeze mu mubiri. Vitamini A ni ingenzi, ituma umuntu agira amaso n' impyiko bizima, Vitamini C na A birinda indwara na kanseri. "Folate" cyangwa "folic acid" birwanya indwara n' ibibazo umwana ashobora kuvukana.

Amatunda agisoromwa araryoha. Ashobora kuribwa mbere cyangwa nyuma yo kurya akaba anatanga vitamini z' ingenzi. Ashobora gusimbuzwa amatunda yumukijwe.

Isubiramo ry' amatsinda y'ibiryo:

Ibinyampeke: Imigati, umuceri, makaroni n'ibinyampeke.

Poroteyini nyinshi: Inyama, inkoko, amafi, amagi, foromaje, amata n' ibikomoka kuri soya.

poroteyine zivanze: Amatunda, imboga, ibishyimbo, ubunyobwa, umuceri, ibigori cyangwa ibinyampeke.

Ibikomoka ku mata na soya.

Source: A Picture Book of Healthy Foods Created by Sandra Roseberry  
Project of The Way Home and ALPHA—the American Lead Poisoning Help  
Association—translated in Kinyarwanda by Bizimana Samuel Rugizecyane

## **10.10.2. icyizere ku bihe bizaza. (Bright Futures)**

**Ingamba zafatwa n'imiryango y'abana bafite ikibazo cy'uburozi bwa “plomb.”**

### **1. Ushobora gufasha umwana wawe koroherwa.**

**Ingingo z' ingenzi:**

- Uburozi bwa “plomb” bushobora kurwanywa no kuvurwa.
- Ushobora gufasha umwana wawe koroherwa.
- Tuzafatanya kugira ngo umwana wawe yoroherwe.

Uburuzi bwa “plomb”. Ushobora kuba utarigeze wumva iby'ubu burwayi, none umwana wawe bwamufashe. Hari ibintu bibiri ugomba kumenya ku byerekeye ubwo buruzi bwa “plomb”. icya mbere ni uko bushobora kuvurwa. icya kabiri ni uko ushobora gufasha umwana wawe koroherwa. Uyu munsu ndibushubize ibibazo bikurikira: Uburozi bwa “plomb” ni iki? Umwana wawe yafashwe ate? Ushobora kumufasha ute koroherwa? Turibuvuge n'uko uburozi bwa “plomb” bushobora kuba bwinjira mu mubiri w'umwana wawe. Ndibukwereke icyo wakora kugira ngo ufashe umwana wawe koroherwa. Turibufatanye kureba uko twarinda abana n'imiryango byacu ubwo buruzi bwa “plomb”. Dufatanije, dushobora kugarurira ubuyanja umwana wawe.

### **2. Uburozi bwa “plomb” ni ikibazo rusange.**

**Ingingo z' ingenzi:**

- Ntabwo ari ikosa ryawe kuba umwana wawe afite ubwo buruzi bwa “plomb”.
- “Plomb” iri mu mwana wawe yayikuye aho mutuye niyo yamuteye ubwo burwayi; ntabwo ari wowe .
- Uburozi bwa “plomb” ni ikibazo rusange.
- Umwe mu bana barindwi afite uburozi bwa “plomb”.

### **3. Abana bafite uburozi bwa “plomb” ntibubagaragaraho n'ubwo barwaye.**

**Ingingo z' ingenzi:**

- Abenshi mu bana bafite uburozi bwa “plomb” basa n'aho nta kibazo bafite.
- Uburozi bwa “plomb” bushobora kuba bwangiza umwana wawe n'ubwo nta bimenyetso umubona.

### **4. Uburozi bwa “plomb” butuma abana bangirika umubiri ndetse n'ubwonko.**

**Ingingo z' ingenzi:**

- Uburozi bwa “plomb” bwangiza cyane cyane abana bari munsu y'imyaka itandatu.
- Uburozi bwa “plomb” bushobora gutuma umubiri n'ubwonko by'abana bidakura neza.



- Uburozi bwa “plomb” bushobora gutuma abana bagira ibibazo mu myigire n’imyitwarire yabo.
- Nta bana bakunze gupfa bishwe n’ uburozi bwa “plomb”.

#### **5. Uburozi bwa “plomb” mu nzu yawe.**

##### **Ingingo z’ ingenzi:**

- Ibintu byinshi byo mu nzu bikoze muri “plomb”.
- Uko “plomb” igera mu nzu:
  - Irangi
  - Ubutaka
  - Akazi n’imyidagaduro
  - Imiti ya gakondo n’ibisigwa umubiri bitumizwa hanze y’igihugu.
  - Ibiryo byo mu makopo bitumizwa hanze y’igihugu.
- “Plomb” ishobora guturuka mu nzu.
- “Plomb” ni utuvungu duto kuburyo tutaboneka n’amaso.
- Uburyo bwonyine bukoreshwa kugira ngo iboneke mu nzu ni ugupima.

#### **6. Uko uburozi bwa “plomb” bugera mu bana.**

##### **Ingingo z’ ingenzi:**

- Abana barya buhoro buhoro uburozi bwa “plomb” buri ku ntoki cyangwa ku bikinisho byabo.
- Guhekenya no kunyunyuza ibintu ni ibisanzwe ku bana.
- Niba hari uburozi bwa “plomb” aho umwana wawe aba cyangwa akinira, bushobora kujya ku ntoki cyangwa ku bikinisho bya ku buryo bworoshye.
- Bwira nyirinzu niba mu nzu ubamo hari irangi rimanyagurika rigatera ivumbi cyangwa se niba inzu ari iyawe, reba uko wakemura icyo kibazo.

#### **7. Kuvura uburozi bwa “plomb”.**

##### **Ingingo z’ ingenzi:**

- Umuti w’ uburozi bwa “plomb” ni ugukura “plomb” mu mubiri.
- Umwana wawe azoroherwa ubwo azareka kongera “plomb” mu mubiri we.
- Tuzasuzumira hamwe aho umwana wawe akinira kugira ngo turebe niba hari “plomb”.
- Gukemura ikibazo ubungubu, bizagufasha kubuza “plomb” kwangiriza umwana wawe.

#### **8. Gerageza kubahiriza gahunda ufitanye na muganga**

- Hari ibintu byoroshye ushobora guhita ukora kugira ngo urinde umwana wawe uburozi bwa “plomb”.
- Kubonana na muganga ni ingenzi cyane.
- Saba muganga gupima amaraso y’umwana arebe ko arimo uburozi bwa “plomb”.

- Gupima amaraso ni bwo buryo bwonyine ushobora kumenya ko umwana wawe afite uburozi bwa “plomb”.

## **9. Oza kenshi intoki n’ibikinisho by’abana**

### **Ingamba:**

- Oza ibiganza by’umwana wawe n’isabune cyangwa se agatambaro ko guhanaguza umwana.
- Oza ibiganza by’umwana wawe mbere yo kurya cyangwa kuryama.
- Oza ikintu icyo aricyo cyose umwana wawe akunze gushyira mu kanwa; nk’udukinisho cyangwa se madanganya.

## **10. Koropa inzu unahanagure n’amadirisha rimwe mu cyumweru**

- Gukura uburozi bwa “plomb” mu nzu yawe ni ingenzi.
- Koropa hasi mu nzu unahanagure amadirisha ukoresheje agatambaro gatose karimo isabune rimwe mu cyumweru.
- Koresha urupapuro ruhagura numara kurukorsha urute. Ntuzigere wongera gukoresha ikintu wahanaguje “plomb”.

## **11. Reka gusena, guharura cyangwa se gutwika irangi rishaje**

### **Ingingo z’ingenzi**

- Akenshi inzu zimaze imyaka 20 (zubatswe mbere ya 1978) ziba zifite irangi ry’uburozi bwa “plomb”.
- Irangi rishishuka rishobora guhindukamo umucucu w’uburozi ku buryo udashobora kubibona.

**Ingamba:** - Reka gusena, guharura, cyangwa gutwika irangi rishaje.

- Ntugerageze gukuraho irangi ry’uburozi bwa “plomb” kugeza ubwo umenyeye kurikuraho ku buryo bitatera ibibazo.

## **12. Twikira ubutaka.**

### **Ingingo z’ingenzi**

- “Plomb” dusanga mu gitaka iva ku marangi y’inyuma ku nzu no ku mwotsi w’imodoka.
- “Plomb” ijya ku bana iyo barimo bakinira ahantu handuye.
- Inkweto zishobora kuzana “plomb” mu nzu ziyikuye hanze.

### **Ingamba:**

- Kugira ngo urinde abana bawe, twikira ubutaka buri mu kibanza cyawe.
- Oza ibiganza by’umwana wawe mu gihe avuye hanze gukina.

## **13. Reka kuzana uburozi bwa “plomb” ubukuye ku kazi**

- Mu tuzi twinshi no mu yindi miromo myinshi umuntu akora haba hari uburozi bwa “plomb”.
- Abakozi bashobora kuzana uburozi mu rugo ku myenda no ku nkweto zabo.
- Mu imirimo ikorerwa mu rugo ishobora gukwiza ubwo uburozi mu nzu yose harimo:
  - Gukora “fishing weights” cyangwa amasasu.

- Guteranya ibirahuri by' amarangi atandukanye cyangwa imitako.
- Koza imbunda

**Ingamba:** - Niba ugomba kujyana mu rugo imyenda cyangwa inkweto byo ku kazi, bishyire mu gashashi ugahambire.

#### **14. Reka gukoresha imiti ya gihanga n' ibisigwa ku mubiri kugira ngo ibe myiza bishobora gutera ibibazo**

- Imyinshi mu miti ya gihanga ni myiza kandi irakora.
- Imwe mu miti ya gihanga n' ibisigwa ku mubiri ngo ibe myiza bituruka hanze birimo uburozi ni:
  - "Azarco"
  - "Greta"
  - "Surma", "Kohl" na "Khal"
  - "Pay loo ah"
- Mesa imyenda yo ku kazi ukwayo nurangiza ufungure imashini imesa nta kintu kirimo kugira ngo "plomb" ivemo.
- Oga umubiri wose, woge n' umutwe ku kazi cyangwa ukigera mu rugo.

#### **15. Pimisha Amakopo azamo ibiryo urebe niba arimo "plomb".**

- "Plomb" ishobora kuba iri muri ibi bikurikira:

- Inkono ziva hanze y'igihugu
- Inkono zitekwamo ibishyimbo
- Inkono zitekwamo
- Utubindi dushyirwamo amazi
- Amabinika ashyushywamo amazi
- Amakopo afunze hakoreshejwe "plomb"
- Ibirahuri byakozwe muri "plomb".

**Ingamba:**

- Dushobora gupima inkono zawewe tukareba niba zifite "plomb".
- Ntuzigere uteka, ushyira cyangwa se ubika ibiryo mu nkono zifite "plomb".
- Ntuzigere urya ibiryo byo mu makopo yafunzwe hakoreshejwe "plomb".

#### **16. Gaburira abana ibiryo birimo feri na karisiyumu**

- Ibiryo bikize kuri feri na karisiyumu bikingira imibiri y'abana gukomeza kwipakiramo uburozi bwa "plomb".

**Ingamba:** - Gaburira abana ibiryo bikurikira bikize kuri feri: Ibishyimbo, inyama idafite ikinure, ibinyampeke, sipinaci.

- Gaburira abana ibiryo bikurikira bikize kuri karisiyumu: amata n'ibindi byose biva ku mata, saradine, imboga, ifi zitwa "salmon" zo mu makopo na tofu.
- Abana bagombye kurya mu gitondo, saa sita, nimugoroba bakanarya uturyo tworoshye tw' intungamubiri hagati y'icyo gihe.

Kugaburira umwana wawe ibiryo birimo intungamubiri bizagufasha kumurinda "plomb". Feri na karisiyumu bizafasha umubiri w' umwana wawe kutinjirwamo

na “plomb”. Iyo umana wawe ahaze, “plomb” ijya mu mubiri iba nkeya. Kugira ngo umwana wawe akomeze kuba ahaze, kora uko ushoboye arye mu gitondo, saa sita, nimugoroba ndetse umugaburire uturyo tworoshye “snacks” hati y’icyo gihe.

**17. Amazi si inkomoko rusange ya “Plomb”.**

- Si kenshi usanga uburozi bwa “pomb” mu mazi.

**Ingamba:** - Koresha gusa amazi akonje mu kuyanywa, guteka, no kuvanga amata y’umwana.

- Mu gitondo, fungura amazi umunota umwe kugira ngo uburozi buri mu matiyo buvemo.

**18. icyizere mu bihe bizaza ku bana bawe.**

Hari ibintu cumi ushobra guhita ukora kugira ngo urinde umwana wawe “plomb”:

- Ubahiriza gahunda zose za Muganga.
- Oza kenshi ibiganza n’ibikinisho by’umwana.
- Koropa mu nzu unahanagure amadirisha rimwe mu cyumweru.
- Reka gusena, gukuba cyangwa gutwika irangi rishaje ririmo “plomb”.
- Twikira ubutaka.
- Irinde kuzana “plomb” mu rugo uyikuye ku kazi.
- Irinde gukoresha imiti ya gihanga ishobora kugira ingaruka mbi.
- Pimisha amakopo azamo ibiryo urebe niba afite ‘plomb’.
- Gaburira abana ibiryo birimo feri na kalisiyumu.
- Gira uruhare mu gukura “plomb” iruhande rw’umwana wawe.

Source: Childhood Lead Poisoning Prevention Program

Translated in Kinyarwanda by Bizimana Samuel Rugizecyane

The project director with The Way Home staff during a home visit



**One of old houses built before 1978 in Manchester, NH**



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